

Worksheet 2.3.1 Competency Identification – Assessment by VET Teacher, Trainer, Counsellor

In the boxes below you will find statements about certain abilities; by rating them you can assess strong points of a student. Please, read through the sentences and think about which rating (boxes on the right) applies to the student most.

The following ratings are possible:

😊😊 → he/ she is very good at it

😊 → he/ she is good at it

😐 → he/ she is not very good / not always good at it

😞 → he/ she can't do it

n.s. → not specified – you can't say anything about it / you don't know

Comment → here you can add something

Spelling – he/ she is able to...						
	😊😊	😊	😐	😞	n.s.	Comment
write a legible hand						
apply the basic rules of correct spelling						
spell frequent words correctly						
write understandable texts						
write a CV, a cover letter, a (business) letter						
design letters appropriately						
fill in a form (e.g. from the employment agency)						

Reading, work with text and media – he/ she ...						
	😊😊	😊	😐	😞	n.s.	Comment
can read fluently - Reading speed is adequate - Adhere to punctuation - Right emphasis						
can clarify word definitions						
can extract the central message of a text						

can extract specific information						
knows and uses methods for understanding texts: formulate keywords, summarise texts and text passages						
can use information sources						

Talking and Listening – he/ she ...						
	☺ ☺	☺	☹	☹	n.s.	Comment
can express her/himself clearly						
S/he has an adequate vocabulary.						
S/he can obtain necessary information with targeted questions						

Mathematic basic skills – he/ she ...						
	☺ ☺	☺	☹	☹	n.s.	Comment
Numbers can add, subtract, multiply, divide						
can work with fractions and percentages						
can do simple calculations in his/her head (e.g. basic multiplication and rough calculations)						
can solve simple word problems and can use the rule of three						
Measuring can determine length, area, and volume						
can choose measuring units appropriate to the situation and convert them (particularly for time, mass, money, length, area, volume)						
Space and Shape can construct geometric figures with a ruler, protractor, and a pair of compasses						
Data understands graphs and tables						

Visual-spatial ability– he/ she ...						
	☺ ☺	☺	☹	☹	n.S.	Comment
can solve 3D geometry problems						
can imagine 3D objects with the aid of (2D) drawings						
can imagine what a house looks like with the aid of the floor plan						
can comprehensibly draw the way from the flat to the school/church/shop						
can depict motion sequences using drawing						
can orient her/himself on large-scale maps						
can recognize relationships that are represented by arrows in a graphic						

Basic economic knowledge– he/ she ...						
	☺ ☺	☺	☹	☹	n.S.	Comment
understands the economic goal of entrepreneurial actions						
has a basic knowledge of duties and rights in contracts and business. (articles of apprenticeship, sales contract)						
knows the prevalent ways of monetary transactions						
knows the meaning of basic economic terms (e.g. offer, demand, sales, price, profit, tax)						

Motivation - he/ she ...						
	😊 😊	😊	😐	😞	n.s.	Comment
looks forward to new tasks						
also does tasks which are not really fun						
understands which tasks have to be done and completes them						
looks for new tasks, even difficult ones (challenges)						
has his/her own ideas and objectives and tries to reach them						

Memory - he/ she ...						
	😊 😊	😊	😐	😞	n.s.	Comment
knows what the job is about after an instruction						
still knows what the job is about even after a longer time period						
is able to keep in mind directions even if they are complicated						
is able to keep in mind operating instructions						
Is able to keep in mind suggestions e.g. by his supervisor						

Perseverance and Frustration Tolerance - he/ she ...						
	😊 😊	😊	😐	😞	n.s.	Comment
only stops doing a task when it has been fully completed						
is able to complete tasks which take a lot of time						
continues doing tasks even if difficulties arise						
is able to recognise difficulties and to solve them						
has his/her own ideas and objectives and tries to achieve them						

Processing Speed - he/ she ...						
	😊 😊	😊	😐	😞	n.s.	Comment
can complete repetitive tasks quickly						
is able to follow what is said during the lesson						
is able to do the tasks in course without any problems						
can process simple tasks quickly						
if applicable: was able to do the tasks during the practical training period without any problems						

Concentration - he/ she ...						
	😊 😊	😊	😐	😞	n.s.	Comment
can concentrate during lessons						
is not easily distracted by others and continues performing the task						
is able to concentrate for a long time						
can concentrate even after class / when not in class						
Is not easily distracted by music, Smartphone etc.						

Persistence - he/ she ...						
	😊 😊	😊	😊	😊	n.s.	Comment
continues working on a task until it has been completed						
is able to perform tasks taking longer						
continues doing the task even though it is/gets difficult						
notices difficulties coming from outside and tries to cope with them						
continues doing the task even though he/she does not really feel like it						

Ability to Give and Receive Criticism - he/ she ...						
	😊 😊	😊	😊	😊	n.s.	Comment
accepts criticism						
gives appropriate reasons for criticising others						
is able to deal with mistakes others have made						
gives others appropriate feedback						
can accept feedback from others						

Communication Skills - he/ she ...						
	😊 😊	😊	😊	😊	n.s.	Comment
answers and asks appropriately						
is able to pass on important information						
listens attentively, interacts with others openly						
clearly expresses his/her point of view to others						
gives good responses to contributions made by others						

Conflict Handling Skills - he/ she ...						
	😊 😊	😊	😊	😊	n.s.	Comment
gives his/her opinion in an appropriate manner						
accepts suggestions from others						
realises others have different ideas						
tries to find a common solution						
is able to see conflicts and addresses them						

Sense of Responsibility - he/ she ...						
	😊 😊	😊	😊	😊	n.s.	Comment
takes charge of agreed tasks (e.g. at home, in the sport club etc.)						
treats himself/herself responsibly (e.g. concerning his/her health)						
takes care of himself/herself						
Takes care of other people						
takes good care of things (belonging to him/her and others)						

Diligence - he/ she ...						
	😊 😊	😊	😊	😊	n.s.	Comment
handles documents with care						
takes note of explanations and instructions when solving a task						
makes sure he/she performs the tasks well						
does what is expected of him/her						
checks and corrects his/her results at the end						

Mode of Interaction - he/ she ...						
	😊 😊	😊	😐	😞	n.s.	Comment
knows when to address a person in a formal/informal way						
uses good language						
knows how to greet other people (form of address, eye contact, handshake, self-introduction)						
wears appropriate clothes (e.g. in the classroom, during the practical training period)						
deals with other people in a respectful way						

Ability to Work in a Team - he/ she ...						
	😊 😊	😊	😐	😞	n.s.	Comment
tells others about his/her own experiences and what he/she already knows						
listens to others and learns from them						
is able to accept suggestions from others if they are better for the team						
talks about important information with his/her team						
contributes his/her own suggestions about the work plan						

can distinguish between different ideas and tries to find a common solution						
recognises the performances of others						
accepts help from others						
helps them in return						
talks about what happened with his/her team						

Reliability - he/ she ...						
	😊 😊	😊	😊	😊	n.s.	Comment
is punctual						
lets his/her team/supervisor know in time he/she won't be able to come						
finishes tasks on time						
is ready to perform tasks constantly well						
her/ his team can rely on her/him						

Competence of Self-Assessment - he/ she ...						
	😊 😊	😊	😊	😊	n.s.	Comment
names his/her own interests, ideas and concerns if they are relevant to the work environment						
knows his/her strong/ weak points						
has gathered information about different professions and the expectations he/she will be are faced with in these professions						
is familiar with the activities and methods involved in this profession						
knows why he/ she would choose a certain job/ profession						

Evaluation of questionnaire 2.3.1 Assessment by others – VET trainer, teacher, counsellor

Competence Assessment				
	Super Very pronounced strength 	Good Well developed strength 	Basis Strenght capable of improvement 	Do something Strength in need of improvement 
Spelling				
Reading/ Work with Text and Media				
Talking and Listening				
Basic Mathematic Skills				
Basic Economic Knowledge				
Visual spatial Skills				
Motivation				
Memory				
Perseverance and Frustration Tolerance				
Processing Speed				
Concentration				
Persistence				
Ability to Give and Receive Criticism				
Communication Skills				
Conflict Handling Skills				
Sense of Responsibility				
Diligence				
Mode of Interaction				
Ability to Work in a Team				
Reliability				

Cf. Federal Agency of Employment (2006): Criteria Check List Qualification for Vocational Training (Vgl. Bundesagentur für Arbeit(2006): Kriterienkatalog zur Ausbildungsreife)