

## 2.2.1

### Evaluation System & Rubric

#### General Information

(English)



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Practice Enterprise Network  
**PEN WORLDWIDE**



**ENGAGE**

Job Ready – Traineeships  
with Practice Enterprise

## **EVALUATION SYSTEM AND RUBRIC**

### **General Information**



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## ENGAGE PE INTERNSHIP EVALUATION SYSTEM AND RUBRIC

PE INTERNSHIP EVALUATION PREMISE	2
8 KEY COMPETENCES FOR THE PE INTERNSHIP EVALUATION	3
EXAMPLE OF AN EVALUATION RUBRIC FOR A REAL PE TASK	4

## PE INTERNSHIP EVALUATION PREMISE

The evaluation system uses **rubrics** that are personalised, focused on real tasks, on the progress of each trainee, thus measuring the (hopefully positive) effects that the internship experience in a Practice Enterprise (PE) have produced.

The personalisation of the assessment is manifested for each trainee, at two levels:

- 1) the assessment of learning in terms of competences (declined in abilities, knowledge and soft skills) developed by the trainee as a result of an experience in a PE and the realisation of one or more reality tasks related to the roles carried out into the PE;
- 2) the evaluation of the entire internship experience, and its impact on the trainee and their soft skills and competences; this evaluation will be carried out both by the trainers and by the trainee themselves (self-evaluation).

In a PE, a trainee/worker performs **real tasks** that produce observable and evaluable **evidences**:

What characterises the assessment the most is the degree of ownership demonstrated during the realisation of a real task and the production of the related evidence.

It is measured through:

- the evaluation of the quality and accuracy of the evidence produced (objective part of the evaluation) which allows to estimate in particular the progress in the technical skills and in some key competences (literacy, linguistic, mathematical, digital) mobilised to carry out the real task;
- the systematic observation of how the evidence has been achieved, in terms of attitudes relating to the transversal competences (soft skills like awareness, self-confidence, motivation, willingness to learn, spirit of initiative, communication, openness and availability to others, to the community and to the environment, etc.).

The competencies that employers look for when hiring new employees, are primarily soft skills, as emerged from the roundtables in the partner countries and in several researches and literature.

The main soft skills that the employers involved in the ENGAGE project declared to look for were attitude, motivation and initiative. This shows that employers are looking more and more toward how employees will work rather than what they will do. Other skills that were noted on multiple occasions were problem solving, creativity, participation, collaboration and communication. Mentioned more than once were again office skills, use of social media, initiative, teamwork.

Personalised learning is one of the characterising elements of the experience in a Practice Enterprise, and is concretized by the assignment of training objectives, levels, and consequently tasks, which are different for the different students/workers, and by rotations between the roles according to the rhythms everyone's learning. In the PEs each student can make progress proportional to their attitude and potential; it allows everyone to exercise the right to develop their potential to the fullest, regardless of how high it is at the start.

The PEs are therefore an inclusive learning environment. In fact all people, including those with significant learning difficulties, can cover active and useful functions and roles, acquiring skills suited to their potential.

## 8 KEY COMPETENCES FOR THE PE INTERNSHIP EVALUATION

1	<b>Functional Literacy</b>	To be able to understand and interpret written and oral information related to your role, and communicate effectively in various operational situations;  Know business terms in the native language;
2	<b>Multilingual Competence</b>	To be able to communicate and interpret information in different languages  Know business terms in foreign languages
3	<b>Mathematical, scientific, technological and engineering (STEM) skills</b>	Solve problems in operational situations, analyse data and interpret it  Know algebraic and basis calculus/statistics
4	<b>Digital Competence</b>	Be able to use ICT tools, in a safe way (GDPR), to create content
5	<b>Personal and social competence and the ability to "learn to learn"</b>	Time management and self-assessment Actively work with others and be aware of the environment and others opinions (code norms, social behaviour)
6	<b>Skills in matters of citizenship</b>	The main common values of a community, a company, a nation and a culture Diversity and cultural identities in Europe and in the world
7	<b>Entrepreneurial Competence</b>	Turning ideas into action, design-planing, business planning, decision-making, moderate decisions

<b>8</b>	<b>Expertise in cultural awareness and expressions</b>	Expressing and interpreting ideas using different systems and communication tools Communicate in a multicultural environment
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### EXAMPLE OF AN EVALUATION RUBRIC FOR A REAL PE TASK

EVALUATION RUBRIC FOR PREPARATION OF A CATALOGUE OF 10 PRODUCTS		
Evidence produced	Degrees	Evaluation Descriptors
<p>Catalogue of 10 products and related price list</p> <p>Presentation of the PE and its products, to be sent to the colleagues of the Web Mkt</p>	Excellent	<p>The trainee completed the drafting of the catalogue and the price list in total autonomy, with accuracy in the price calculations, with an excellent layout and respecting delivery times.</p> <p>The trainee created the presentation of the PE and its products using appropriate language, using word processing and presentation software, actively collaborating with colleagues in the department, and communicating effectively with the employees of the Web Mkt office.</p>
	Good	<p>The trainee completed the drafting of the catalogue and the price list in good autonomy and accuracy, with a pleasant layout and respecting delivery times.</p> <p>The trainee made the presentation of the PE and its products in an appropriate language, using the specific software, collaborating and communicating quite actively with the colleagues of the department.</p>
	Sufficient	<p>The trainee completed the drafting of the catalogue and the price list with support, with fair accuracy, with a sufficient layout, but slightly delayed delivery.</p> <p>The trainee made the presentation of the PE and its products with some mistakes and only occasionally collaborating with colleagues.</p>
	Needs Improvement	<p>The trainee only partially completed the drafting of the catalogue and price list, he needed support, and had some delays in delivery of their job.</p> <p>The trainee collaborated in the presentation of the products following passively the colleagues of the department.</p>