



Annex 2 Key competences self-assessment

Address to the students, leading to the questionnaire itself:

Dear students, key competences, i.e. competences which are of key importance, represent a collection of knowledge, skills and attitudes, which help learners to achieve personal development and later in life to find a satisfying employment and to participate actively in all aspects of social life. We should not be expected to be perfect in everything, but it would be nice to be aware of our strengths and weaknesses, in order to know which areas we can find the best opportunities for ourselves and where we need to make an extra effort in order to make ourselves even more useful. Please, read all categories for each of the competences carefully. For each category give the answer, which corresponds best to your level of competence according to your own opinion. This is not a test. There will be no marks. The results are anonymous.

Communication in the mother tongue	
Description	Communication in the Mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading, writing) and to interact linguistically in an appropriate and creative way in a full range of social and cultural contexts; in education / training, home and leisure.
I can understand phrases and the most used words related to areas of personal importance. I can read very short, simple texts. I can communicate in simple and routine tasks using simple information on familiar topics and activities. I can describe in simple words my family and other people. I can write short, simple notes and messages.	
I can understand the main points of clear standard speech on familiar matters often heard in school or leisure, etc. I can understand texts that consist of everyday language. I can deal with most situations while travelling in an area where the language is spoken. I can connect short sentences in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can write simple connected text on topics, which are familiar or of personal interest.	
I can understand extended speeches and follow even complex lines of argument provided the topic is familiar. I can read materials concerned with current problems, in which the authors adopt particular attitudes or viewpoints. I can interact with a degree of fluency and spontaneity. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can write clear, detailed text on a wide range of subjects related to my interests.	
I can understand extended speeches even if they are not clearly structured and when relationships are only implied and not signaled explicitly. I can understand long and complex factual and literary texts, appreciating distinctions of style. I can express myself fluently and spontaneously without much obvious searching for expressions,	



or grammar errors. I can present clear, detailed descriptions of complex subjects integrating sub- themes, developing particular points and rounding off with an appropriate conclusion. I can express myself in clear, well- structured text, expressing points of view.

Communication in foreign language

Description	Communication in the foreign languages is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading, writing) and to interact linguistically in an appropriate and creative way in a full range of social and cultural contexts; in education/ training, home and leisure; as well as in mediation and intercultural understanding.
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I can understand familiar words and very basic sentences. I can read familiar names, words and very simple sentences. I can interact in a simple way. I can use simple phrases and sentences to describe where I live and people I know. I can write a short, simple postcard, for example sending holiday greetings.

I can understand phrases and the most used words related to areas of personal importance. I can read very short, simple texts. I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can use a series of sentences to describe in simple terms my family and other people. I can write short, simple notes and messages.

I can understand the main points of clear standard speech on familiar matters regularly encountered in school or leisure. I can understand texts that consist mainly of everyday language. I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can write simple connected text on topics which are familiar or of personal interest.

I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can read materials concerned with contemporary problems, in which the authors adopt particular attitudes or viewpoints. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can write clear, detailed text on a wide range of subjects related to my interests.

Mathematical competence and basic competences in science and technology

Description	Mathematical competence and basic competences in science and technology is the ability to develop and apply mathematical thinking in order to solve a
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	range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.
In my daily life I use basic mathematical instruments (calculation, percentage, measuring,...) in situations, for which I can resort to experimented procedures. Otherwise I need support. I have some experience-based scientific and technologic notions.	
In my daily life, I can choose and use in an autonomous way the mathematical instruments I need; I can identify scientific and technologic questions and, if my knowledge is not sufficient, I look for further information/data.	
In my daily life, in front of an unusual situation, I can plan new solving strategies integrating all my knowledge /abilities. In coping with scientific/technologic problems I use basic principles of different sciences and I can foresee the results of a decision or an action.	
In front of complex situations concerning my daily life I identify the structure of the problem and I represent it (by schemes, graphics, formulae); I consider different solving strategies and I choose the most effective mathematical solution. I look for data and information on general issues (social, environmental, health) interpreting and evaluating them and I recognising the opportunity to take fact-based decisions.	

Digital competence	
Description	Digital competence involves the confident and critical use of information society technology and thus basic skills in information and communication technology (ICT).
I occasionally use digital communication devices and technologies (for example TV, telephone, tablet, computer, ATM machine, internet, skype, etc.), if necessary.	
I daily use the basic functions of digital communication devices and technologies for pleasure, for domestic or school tasks.	
I daily use digital communication devices and technologies, for pleasure, for domestic tasks or for my education. I can adapt and personalize the functions of these devices according to my needs and preferences.	
I daily use digital communication devices and technologies, for pleasure, for domestic tasks or for my education. I can solve problems and face challenges by myself, manage devices and software, modify and upgrade their features.	

Learning to learn	
Description	Learning to learn is related to the ability to pursue and organize one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities.



<p>I can use very limited learning to learn skills, not chosen by own judgment. I can carry out simple tasks using learning to learn skills in a strongly structured and guided context (i.e. in the classroom by the educator) and accept a lot of help for doing it. For example: I write a fact in a diary if the educator, in the classroom, tells me to do it, where and how; that is to say, if it is the educator who selects for me the skill, the time and the way to do it.</p>	
<p>I can use some learning to learn skills but without a strong selection criteria. I can carry out tasks and solve ordinary problems in a structured context – in the classroom...- using learning to learn skills, and asking the educator for help. For example: ask the educator to help me to organize in folders the learning materials used in class, such as photocopies, summaries, etc.</p>	
<p>I can use a range of learning to learn skills selected with a certain criteria. I can carry out tasks and solve problems, selecting and applying learning to learn skills in a more flexible context and seek guidance for that in different sources (educator, classmates, class notes, class materials ...). For example, in order to make use of the library (less structured or more flexible context) I seek help from different sources: educators, librarians, classmates, other library users ...; I ask the appropriate questions to check out how to find the book I am looking for.</p>	
<p>I can use a broad range of given skills, selecting with my own judgment which one/s to use. I can carry out tasks and find solutions to specific problems in a particular field of work or study using learning to learn skills without help, both in structured and open... contexts, predictable and familiar (classroom, individual study, cyber cafe, library ...). For example: with regard to teamwork, I accept that each classmate plays a role or does a different task to achieve the common goal, accepts and carries out the one that is assigned to me and shares my knowledge and experience so that all of the classmates can use them.</p>	

Social and civic competences	
Description	<p>Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments, in which individuals operate, is essential.</p> <p>Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation.</p>
<p>I am interested in and inform myself about political, social, civic or environmental related activities. I appreciate it if people get involved in these activities but do not get involved actively myself.</p>	
<p>I am interested and informed about political, social, civic or environmental related activities. I develop my own views and opinions on initiative and topics in this field.</p>	



I myself take part in political, social, civic or environmental related activities and develop my own ideas and opinions on how I like to get involved, also in fields or activities new to me.	
I am involved in political, social, civic or environmental related activities on a regular basis. I have profound knowledge in these fields and like to express my views publicly.	

Sense of Initiative and Entrepreneurship	
Description	The Sense of initiative and entrepreneurship competence is the ability to turn ideas into action, with an emphasis on creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. By developing your competence in these domains, it will support you in being aware of your context and being able to seize opportunities in your lives. Awareness of ethical values and promoting good governance should accompany this competence.
I am able to think creatively and to come up with solutions to problems I face. I am able to brain-storm in a group setting, and to come up with innovative ideas with the help of others; however, I am not so good at putting these ideas into action.	
I am able to think creatively and to come up with solutions to problems I face. I can come up with innovative ideas on my own; however, I am not so good at putting these ideas into action.	
I am able to think creatively and to come up with solutions to problems I face. I can come up with innovative ideas on my own. I can put these ideas into action in my personal life.	
I am able to think creatively and to come up with solutions to problems I face. I can come up with innovative ideas on my own and can improve and revise these ideas. I can put these ideas into action in my personal and social/school life.	

Cultural awareness and expression	
Description	Cultural awareness and expression involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media. These include music, performing arts, literature, visual arts and so on.
I like it when people express themselves, or are taking part in cultural activities (music, writing, acting, playing, design etc.).	
I know which cultural activities I would like to attend and which I wouldn't. I have explicit opinion on such matters.	
I myself like to engage in cultural and expressive activities. I enjoy joining in such activities. I am actively taking part.	



I am good at cultural expressive activities. People I know ask me to do it for them, or with them. They think I am good at it.	
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