

The logo consists of a blue circle containing the text 'SOUL Skills' at the top, a blue wavy line in the middle, and the text 'Soft skills Outside of a school Learning environment' at the bottom.

SOUL Skills

Soft skills Outside of a school
Learning environment

Mechanism for the Evaluation of Soft Skills of Pupils 6- 12 years old

SOUL Skills Project



Co-funded by the
Erasmus+ Programme
of the European Union

**Mechanism
for the Evaluation
of Soft Skills of Pupils
6-12 years old**

MECHANISM FOR THE EVALUATION OF SOFT SKILLS OF PUPILS 6-12 YEARS OLD

Manual for Soft (transferable) Skills evaluation oriented to teachers at primary schools, educators at out-of-school educational entities and parents of children aged 6-12 years

Project: **Soft skills OUTside of a School Learning Environment (SOUL)**

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INTRODUCTION



Nowadays, a priority for every country is the quality of education and creation of functional literacy of children. Development of soft skills becomes one of the main pillars for personality growth, ensuring competences needed for professional realization and social prosperity of each individual. These days, skills are as important as knowledge.

Knowledge to evaluate skills development is a valuable key capacity of educators which reflects on the children' growth. The Covid-19 pandemic has been the trigger that has revealed gaps in skills development, one of which is a evaluation mechanism to allow for comparability across European countries. It is a useful and practical guide for educators who work in formal (schools) and non formal education (out-of-school activities), youth workers and parents to know where to focus their efforts to foster children's skills

The manual presents **a methodology to identify and evaluate the level of soft skills** a child possesses. It is based on holistic approach and the Multiple Intelligences theory.

Thus, a user friendly evaluation tool is presented, which includes in-deep evaluation of set of skills based on rubric technic, a technic for a visual representation of the rubrics and a quick form to evaluate soft skills.

The Manual is oriented towards **educators in formal education** (e.g. teachers at primary schools), **non-formal education** (e.g. educators at out-of-school and extracurricular activities) and **youth workers** involved in working with children between 6 and 12 years old. Also, it could be used by the **parents** of kids.



MAIN ADVANTAGES OF SOFT SKILLS EVALUATION MECHANISM

Possibility to compare the level of skills development of pupils among formal and non-formal education on local, national and European level

This mechanism will be useful to share information and practical teaching experiences among educators at local, national and European level on how to create smart classrooms, evaluate pupils and make the learning environment a more attractive place. This can also help to decrease early school drops and facilitate greater engagement in educational activities.

Inform educators about the dynamics of strategy teaching

The proposed methodology offer educators tools for an easy and quick evaluation of soft skills progress of pupils anytime needed. Based on the identified results educators will be able to select appropriate skills development technics in parallel with interdisciplinary activities from the Curricula. Also extracurricular activities could use this to stimulate different soft skills simultaneously with formal education teaching. In sum, all educators will be able to adjust teaching activities for achieving a balanced development of pupils skills.

New way of evaluating pupils: provision of a tool for educators to easily and quickly evaluate the progress of each pupil soft skill

Pupils' progress is evaluated by unifying two components: acquired academic knowledge and soft skills development. Their interrelation could regulate pupils' attitude to learning and teaching results.



New way of involving parents in education

Skills development of pupils goes in parallel at schools, in extracurricular activities and at home. With this methodology, parents can get knowledge on how to behave with their kids at home to create comfortable learning environment. Also, parents can realize the importance of collaborate with educators to form and foster children competences. This is crucial, as educators success of skills development of pupils depends of establishing synergy work with parents.

Tools for educators to become more creative and flexible

Soft skills development allows the usage of a variety of technics based on the educational approach - "learning by doing". Each technique can be suitable when it helps to achieve the desired results. Educators are free to choose which methods to select, how to upgrade them or even create their own ones. The space for creativity is open and so, motivation becomes stronger, making the education profession become more attractive for young people. In relation to this, the methodology created offers different innovative tools to help in this purpose.

SOFT SKILLS IMPORTANCE FOR PERSONAL GROWTH



Soft skills can be understood as a **set of personal qualities and attitudes that can be applied in more than one area and that allow the individual to achieve success in society and positive life outcomes**. This manual focuses on the evaluation of: communication, analytical and critical thinking, comprehension, curiosity, creativity, responsible decision making and emotional-behaviour skills.

Today, there is a common understanding that soft skills (also referred to as transferable or transversal skills) are increasingly important for everyone to find their right place in society. This makes them as important as knowledge or other qualifications. And because of their role in the development of adult competences, soft skills have become an essential component of innovative educational programmes at all levels.

Soft skills are also related to other skills that are equally important for developing pupils' potential and their success in society, such as cognitive, social and emotional skills (see Figure 1). This combination makes pupils active and adaptable learners and helps them to overcome the challenges they will face in the future related to all kinds of situations (academic, economic and social) ((OECD, 2015).

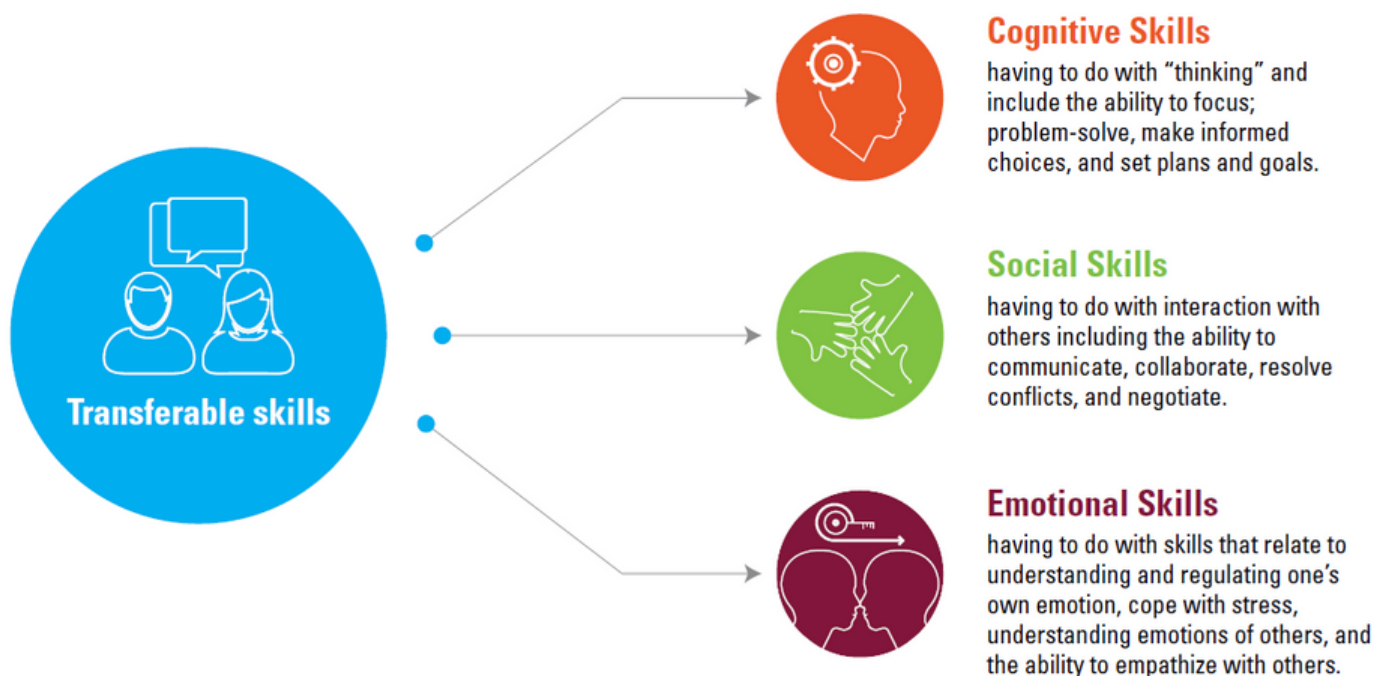


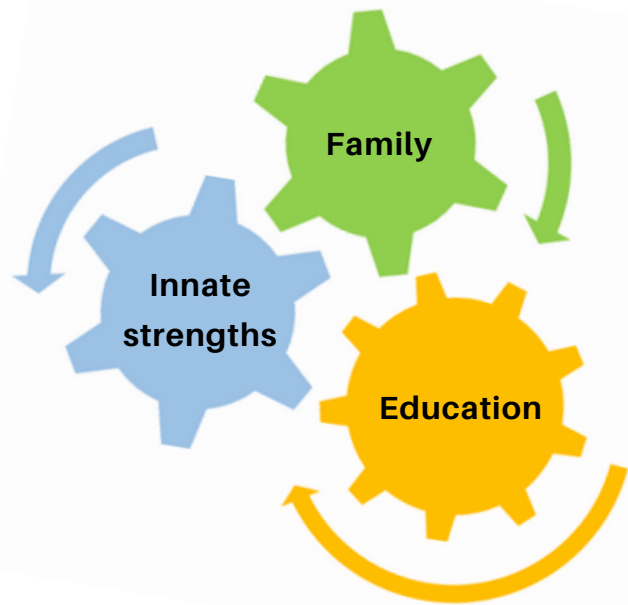
Figure.1. Soft skills.

Taken from the *Global framework on transferable skills* developed by UNICEF (2019, p.10).

Learning is a dynamic process that begins in early childhood and continues through schooling and into later life. Now, new research and practical information have put the focus on these soft skills revealing new information, new forms of training closely integrated with the teaching of knowledge based on each individual's innate and personality strengths related to the theory of Multiple Intelligences.

The present methodology understand the learning process as a complex of perception and acquisition of new knowledge and parallel development of skills by the pupils.

Knowledge, emotions and skills are developing in unity and are formed by the innate and inherent specifics of each pupil.



Thus, the proposed methodology to evaluate soft skills is created in the Multiple Intelligences paradigm and follows the understanding that each child has his/her strengths who are drivers for personal growth and include also competences development. Each child learns in a different way, that is regulated by his/her strength features (Gardner, 2011).



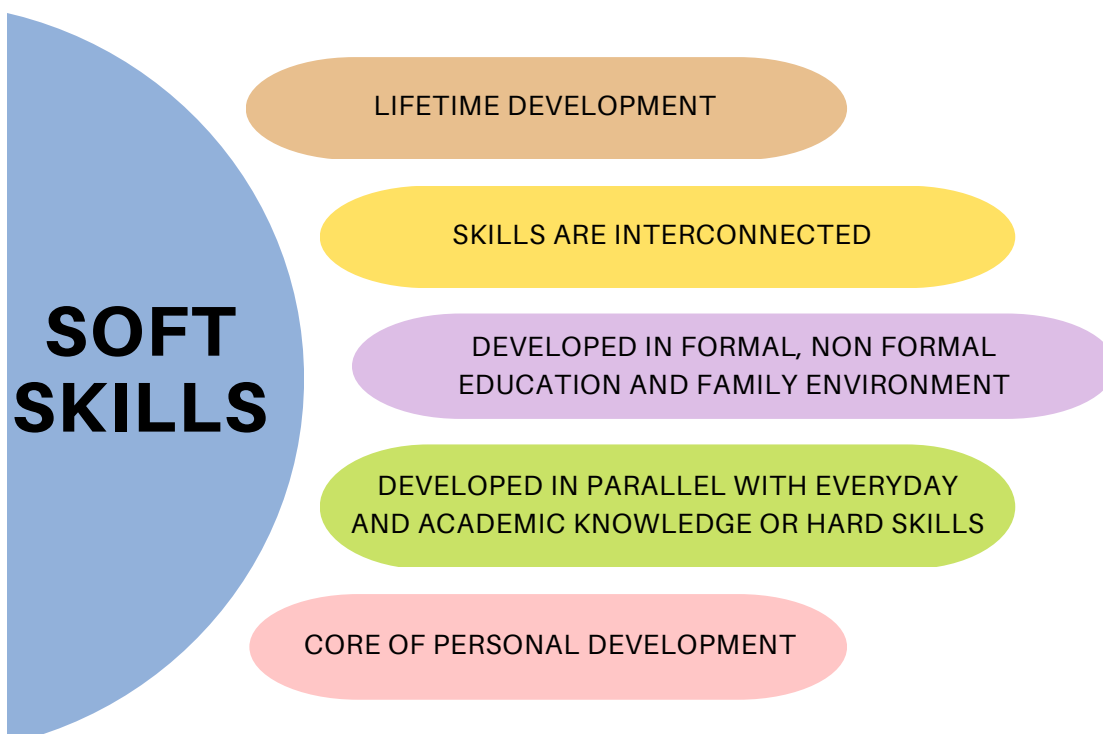
MAIN PRINCIPLES OF SOFT SKILLS DEVELOPMENT

Soft skills begin to develop at an early age and throughout life, with early periods being crucial for further skills formation. They are developed **in parallel with everyday and academic learning**. What is more, they stimulate the acquisition of academic and everyday knowledge and vice versa. Thus, **knowledge and soft skills are interconnected in their development**.

Soft skills do not develop in isolation, but rather **in combination with other skills, emotions and knowledge**. However, the time needed to reach a certain level of one skill may be different from another regulated by innate strengths of the individual.

Given their nature, in order to achieve an optimal development of soft skills, **education has to be approached from a multidisciplinary perspective**. In this way, working on different objectives ensures a better and faster evaluation of soft skills.

But the development of soft skills does not only take place through education - whether formal, in schools, or non-formal, in activities outside the classroom, also families have an important role to play. Together, educators and families constitute the children's closest circle, which establishes them as a central element in the development of soft skills. Thus, **educators and parents must act in the same direction** by encouraging the acquisition of soft skills based on the child's innate strengths. Otherwise, the development of soft skills may be affected.



SOUL SKILLS: SOFT SKILLS EVALUATED WITHIN THE MANUAL

Emotional-Behavioral Evaluation

Demonstrates ability to use environmental cues to gauge behavior; uses appropriate techniques to emotionally self-regulate; connects cause and effect; completes tasks within appropriate amount of time; and accepts diverse opinions.



Creativity

Demonstrates ability to share divergent ideas; build upon existing ideas; tolerate uncertainty; use multiple avenues for problem solving; and integrate and communicate diverse ideas.

Analytical and critical thinking

Demonstrates logical and critical thinking to analyze a situation, understand its many components, use evidence to make predictions, and synthesize information and create integrated outcomes.



Comprehension

Demonstrates ability to understand diverse ideas and purposes, summarise information, make connections between various ideas, facts and behaviours and express points of view.

Curiosity

Demonstrates a strong desire to discover, learn, explore and experience something, uses appropriate resources to gain a deeper understanding and seeks to understand how things work.



Responsible decision making

Demonstrates ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety, social norms, realistic evaluation of consequences of various actions, and the well-being of self and others.

Communication

Demonstrates ability to convey or share ideas and feelings effectively, work in collaborative groups, consider the opinions of others and use appropriate vocabulary, language and tone.



THE NEED OF A EVALUATION OF SOFT SKILLS

As the development of soft skills is nowadays part of the curricula, there is a need of an evaluation mechanism to be used. Soft skills are developed at school as well as out of school training, which requires evaluation mechanisms that ensure the application of similar criteria and scales for evaluation. The global labour market also insists on having united evaluation criteria of soft skills reflecting the personal competences that employees have to develop.

Nowadays, educators use in their practice, more or less intuitively, a great variety of evaluation tools. The evaluations predominantly are related to their values, personal experiences and cultural understanding as there is no comparative scale for skills measurement.

The imposed distance learning during Covid-19 pandemic revealed an essential need to develop a skills evaluation mechanism as a tool for comparability at local, national and European level. Thus, this manual provides users with the necessary mechanism to evaluate soft skills of children not only individually, but also with the possibility to do so in an integrated way.

An evaluation method in two versions have been developed, that can be used both individually and in combination. Educators can consider both the level of pupils in a single soft skill and in comparison to other skills.

The Rubric version is intended to be used to evaluate soft skills in a more in-depth way by applying a 4 step scale. The easy to use version, named Quick version to evaluate soft skills, is designed to evaluate soft skills in a quicker and more general way, keeping in mind the Rubric scale.



COVID-19 IMPACT ON SOFT SKILLS



The total or partial closure of schools caused by the COVID-19 pandemic meant the interruption of schooling for approximately 1.6 billion pupils globally according to UNICEF (based in data from UNESCO). Of these, 1.27 billion pupils were affected at primary and secondary levels alone (Conto et al., 2020, p.6). **This situation changed traditional forms of education.** Distant learning was rapidly implemented as an option for continuation of schooling during the pandemic, but this option was not suitable for most of out-of-school activities.

The effects of the anti-pandemic measures undertaken by states were mostly evaluated as being negative on education, not only having an impact on academic learning (e.g. Engzell, Frey, & Verhagen, 2021), but also affecting the development of children's soft skills (e.g. Ofsted, 2022).

Thus, Covid-19 pandemic acted as a catalyst and revealed many education gaps invisible to that time. In this regard, the study carried out in the frame of the SOUL Skills project revealed the following Covid-19 impact on education:

Distance teaching and learning did not cover the expectations for effective schooling	Great loss of soft skills during online learning	Educators face difficulties to transfer materials from in class teaching into online teaching
<p>A significant gap in academic knowledge and soft skills development was identified, concluding that no one was prepared for online education at these levels.</p>	<p>Back in school, pupils seemed distracted, bored and stressed, with communication problems, insecure in decision making, passive and unmotivated to study.</p>	<p>Educators identified the lack of mechanisms for evaluating pupils' acquired knowledge and skills development as the most difficult element of online teaching as they had no knowledge or methods available for online evaluation.</p>

That is, while the full impact of COVID-19 school and out-of-schools activities closures on learning may not be fully known for several years, the actual evidence on how closures and online education have affected pupils level of learning (e.g., Acevedo, 2020; Gustafsson, 2021) and soft skills development highlights the need to strengthen education and focus efforts on educational models that develop and evaluate all their skills -hard and soft- in the best possible way.

EVALUATION METHOD



RUBRICS

The first evaluation version suggests the use of **rubrics** to determine the level of each of pupil's soft skills. To this end, 7 rubrics are presented to its completion, one for each soft skill proposed (see skills on pages 14 and 15). This version is proposed as an alternative to one-time evaluation (e.g. exams). This procedure does not only take into account the pupil's performance at a single point in time, but rather for a longer period.

ELEMENTS OF A RUBRIC

Evaluation criteria:

Specific criteria related to the soft skill to be evaluated

Score in an individual indicator

Levels:
Level of the pupil in the soft skill being evaluated

Specific trait	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Specific trait (1)					
Specific trait (2)					
					/20

Total score up to 20:

Obtained from the sum of the scores obtained in the individual indicators.

Descriptors:

Level of the pupil in the soft skill being evaluated

HOW TO USE A RUBRIC

- 1 Start by choosing a soft skill to evaluate.
- 2 Having in mind the pupils performance, read each of the descriptors presented in relation to the first evaluation criteria.
- 3 Once you have read them, in the "Mark" column write the score (1, 2, 3 or 4) according to the descriptor that you think best reflects your pupil's level (that is, the one in which you consider the pupil fulfils all of the indicator's requirements).
- 4 Continue this procedure for the rest of the evaluation criteria in the rubric until you have completed the rubric.
- 5 Once you have finished, sum up the score obtained on each of the evaluation criteria and enter it in the last cell of the "Mark" column. **This is the score, out of 20, that the pupil has in that soft skill.** That is not the level that the pupil have.
- 6 To find out to which level this score out of 20 corresponds, **divide the obtained score by 5** and observe in the following **equivalence table** the level reached.

EQUIVALENCE TABLE

As mentioned above, use the following formula to obtain the score to be used to evaluate the level achieved. Then compare this result with the scores indicated in the equivalence table.

$$\text{Level} = \frac{\text{Score, out of 20, in the soft skill evaluated}}{5}$$



Level	Inadecuate ¹	Adecuate ²	High ³	Maximun ⁴
Score	0 - 1	1 - 2	2 - 3	3 - 4

¹ Score 1 included;

² Score 1 excluded, score 2 included;

³ Score 2 excluded, score 3 included;

⁴ Score 3 excluded, score 4 included

EMOTIONAL-BEHAVIORAL EVALUATION

Specific trait	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Uses environmental cues to guide behavior	Pupil isn't sure what to do and uses limited, if any, cues to understand his/her environment and/or other's behavior to behave accordingly	Pupil asks educator/adult for clarification and expectations on how to behave. Pupil acknowledges and identifies friend's behavior	Pupil analyzes and evaluates what is happening in pupil's environment (knows what to do/how to behave). Pupil describes friend's behavior based on context, circumstance, body language and tone of voice; Pupil seeks help from peers as well as adults	Pupil effectively uses diverse cues in the environment (visual, sound, kinetic) to understand expectations and behavior. Pupil predicts friend's behavior based on context and circumstance, body language, tone of voice; Pupil seeks help through a variety of sources, texts, online, educators, peers and past knowledge	
Self-regulates emotions	Pupil finds it difficult to self-regulate emotions and physical body to the context; pupil responds to adult suggestions such as taking a break, responding when asked if he/she needs help, uses a taught strategy	Pupil usually maintains his/her self-control and is respectful of peers and others' learning and movements; Pupil asks for help, a break, and/or a reminder of taught strategies to self-regulate	Pupil estimates own behavior, and self-regulates language, body language and tone of voice and allows for expression of his/her and other's learning potential	Pupil predicts own behavioral responses based on context and circumstance, body language, tone of voice and makes appropriate choices	
Understands cause-effect of behaviors	Pupil doesn't connect own actions or notice behavioral patterns	Pupil notices and describes connected actions and patterns in his/her behavior	Pupil predicts events and consequences of his/her actions and acts accordingly	Pupil takes action based on predictions of the consequences of his/her actions to change/improve the situation	
Completes tasks	Pupil needs several reminders or redirections to remain on task	Pupil needs a few reminders to remain on task	Pupil is usually focused on the task without need of reminders	The pupil always focuses on task completion	
Accepts diverse ideas/view-points	Pupil demonstrates rigidity in his/her thinking	Pupil listens to opposing/divergent ideas	Pupil demonstrates flexible thinking by incorporating and communicating new ideas into own understanding	Pupil actively seeks out diverse perspectives before formulating an answer/opinion	
					/20

CREATIVITY

Specific trait	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Shares divergent thinking	Pupil mentions alternate, divergent, or contradictory perspectives or ideas	Pupil evaluates the creative process and final product using disciplinary-appropriate criteria	Pupil creates non-standard solutions/demonstrates divergent thinking	Pupil follows an iterative process of ideation and innovative solutions, tweaking along the way	
Builds on existing ideas	Pupil successfully reproduces an appropriate product/output, within the guidelines of the assignment. Pupil recognizes existing connections among ideas or solutions	Pupil actively incorporates new directions or approaches into the assignment without going beyond the guidelines of the assignment	Pupil organizes and reorganizes ideas into different categories or combinations and evaluates whether the results are interesting, new, or helpful beyond the guidelines of the assignment	Pupil transforms ideas or solutions into entirely new forms	
Explores the uncertain and tolerates risk	Pupil avoids situations in which he/she has to create something novel	Pupil tries to create something novel but it is in the already known settings.	Pupil uses trial and error when he/she is unsure how to proceed, viewing failure as an opportunity to learn and be creative	Pupil actively seeks out and follows through on untested, creative and potentially risky approaches to the assignment	
Uses multiple avenues for problem solving	Pupil uses only a single approach to view and solve the problem	Pupil recognizes multiple ways of viewing and solving a problem	Pupils incorporates diverse material to view and solve the problem	Pupil actively seeks out alternate, divergent, or contradictory perspectives from diverse sources to offer multiple views and solutions	
Integrates and communicates diverse ideas	Pupil considers limited ideas about an issue or assignment	Pupil reformulates a collection of already available ideas about an issue or assignment	Pupil links ideas from across disciplines when communicating about an issue or working on an assignment	Pupil integrates alternate, divergent, or contradictory perspectives to communicate about, ask questions and work on an assignment	
					/20

ANALYTICAL AND CRITICAL THINKING

Specific trait	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Identifies assumptions and creates new hypotheses	Pupil doesn't identify the assumptions or the basic points of the input/task/information	Pupil identifies the assumptions or/and the basic points of the input/task/information but doesn't reproduce and explain them	Pupil identifies the assumptions or/and the basic points of the input/task/information and creates short summaries of them	Pupil identifies assumptions, constructs the hypothesis on his/her own, and detects the bias of the speaker	
Gives new interpretations	Pupil does not attempt to or fails to identify the needs of the input/task/information and is unable to give his/hers interpretation	Pupil tries to give his/her own interpretation of the input/ task/ information, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over	Pupil provides a full and thorough summary, although does not acknowledge or identify implicit points. He/She interprets the task on his/her own	Pupil clearly identifies the challenge and implicit aspects of the issue, and identifies integral relationships essential to analyzing the issue. Pupil gives an elaborate re-interpretation of the input/task/information	
Use of evidences	Pupil does not look for evidence to support his/her ideas, nor distinguish between fact and opinion	Pupil looks for evidence when prompted, demonstrates adequate skill in selecting evidence to support his/her comment/ idea and discerns fact from opinion	Pupil demonstrates curiosity and independence in looking for supporting evidence and skepticism when presented with new information	Pupil examines evidence and questions its accuracy and relevance and recognizes bias	
Synthesizes ideas	Pupil doesn't connect ideas/knowledge across simple contexts	Pupil connects ideas/knowledge with support across contexts	Pupil combines ideas/knowledge and develops conclusions in most of the contexts independently	Pupil synthesizes ideas/knowledge and creates coherent conclusions in difficult contexts independently.	
Creates integrated conclusions	Pupil aims to find the correct answers without analyzing the context	Pupil identifies evidence and information to support a specific conclusion in a very basic way	Pupil develops general conclusions in an elaborative way	Pupil makes in-depth, holistic conclusions in a complex way	
					/20

Specific trait	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Understands ideas and purposes	Pupil does not identify the input/task/information or its purpose	Pupil identifies the subject of the input/task/information, and struggles to identify its purpose	Pupil identifies explicit ideas explained in the input/task/information and its purpose	Pupil identifies explicit and implicit ideas given in the input/task/information and its purpose	
Answers questions	Pupil answers basic factual questions about the input/task/information given	Pupil answers all factual questions about the input/task/information (where, when, who, what...)	Pupil answers some questions about emotions and implied ideas in the input/task/information (where, when, who, what...)	Pupil makes personal connections to the input/task/information and answers complex questions whose answers can be implied from the text	
Summarizes ideas	Pupil doesn't yet summarize the input/task/information	Pupil summarizes the main idea of the input/task/information, and is working toward summarizing complex ideas	Pupil summarizes explicit and implicit ideas of the input/task/information	Pupil summarizes the different ideas of the input/task/information using evidence from the input/task/information and his/her own ideas	
Makes connections and expresses them	Pupil makes logical connections between the learning and his/her own knowledge, experience, thoughts and feelings with limited effectiveness; needs one-to-one coaching to offer a response	With prompting, pupil makes simple logical connections between the learning and his/her own knowledge, experience, thoughts and feelings with some effectiveness; offers simple responses; may be vague	Pupil makes simple connections between the learning and his/her own knowledge, experience, thoughts and feelings with considerable effectiveness; expresses thoughts and feelings but includes few details	Pupil makes connections between the learning and his/her own knowledge, experience, thoughts and feelings with a high degree of effectiveness; expresses thoughts and feelings with explanations or supporting details	
Expresses points of view	Pupil finds it difficult to give his/her point of view on the input/task/information	Pupil gives his/her point of view on the input/task/information in a vague way	Pupil gives his/her point of view on the input/task/information simply supported by elements in the input/task/information	Pupil gives his/her point of view providing evidence from the input/task/information and building upon it with his/her knowledge	
					/20

Specific trait	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Wants to know more information	Pupil only asks basic clarifying information about information presented	Pupil asks deeper level questions including why and how of information presented	With the encouragement of the educator, pupil looks into additional sources of information about the topic to answer his/her questions	Pupil independently and actively seeks to answer questions and verify information by looking into more diverse resources and learning more	
Wants to explore/experience/participate	Pupil does what is minimally required to do the task/activity/experiment	Pupil engages and begins to explore beyond the minimum of the assigned task/activity/experiment with reinforcement and support from the educator	Pupil demonstrates interest in the task/activity/experiment by asking questions and participating actively. He/she often makes personal and social connections from experience/participation with the help of an educator	Pupil independently and actively explore, discovers and shares new information/ideas/connections through experience and participation	
Seeks deeper understanding	Pupil observes and explains activities without making any further connections between them	Pupil explains and makes connections between the observations with the help of an educator	With the help of an educator, pupil develops hypothesis about causes and connections based on observations. To do so he/she seeks for detailed information into the materials given	Pupil, independently discovers and shares new information/ideas/connections and makes hypothesis through observation and investigation. To do so, he/she often goes beyond the material and information given	
Expresses curiosity and understanding through artistic means	Expresses understanding of phenomenon/task/assignments through artistic means (drawing, video, creative writing, music, dance) when asked to do so	With the help of an educator develops own ideas for artistic expression of a phenomenon/task/assignment	With the help of an educator offers ideas for self expression through artistic means, demonstrating the ability to communicate connections	Independently, creates objects/performances/etc that enlighten and illuminate personal and social connections	
Wants to know how things work	Pupil sometimes asks questions seeking to understand how and why something works/functions	Pupil often takes initiative to find further information about the phenomenon and how something works	With the help of an educator, pupil not only tries to learn in depth how things work, but explores how to improve, innovate, ideate and invent new things	Pupil independently, demonstrates a high degree of curiosity trying to always know about how things work and integrate this knowledge to innovate, ideate, invent and create new things in order to improve interactions and functions in the world	
					/20

RESPONSIBLE DECISION MAKING

Specific trait	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Identifies the Problem	Pupil doesn't recognize he/she has encountered a problem	Pupil recognizes when they have encountered a problem with the help of a teacher or peer	Pupil recognizes they have encountered a problem independently	Pupil predicts that a problem will arise from the situation and/or interaction	
Analyzes the Situation	Pupil analyzes the problem taking into account only his/her own perspective	Pupil analyzes the problem from multiple perspectives and considers how his/her decisions impact others with the help of adult/educator	Pupil analyzes the situation from a variety of angles, questions why the problem arose and how the decision making process could affect others (peers/adults) with the help of an educator/adult/peer	Pupil analyzes the situation from a variety of angles, identifies how and why the problem arose and analyzes how the decision/s could affect others (peers/adults) independently	
Solves the Problem	With the help of an educator, pupil identifies possible solutions to navigate/solve the problem	Pupil independently identifies possible options for navigating/solving the problem	Pupil identifies possible options and explores the potential consequences of each option with help from educator/adult/peer	Pupil identifies possible options and explores the potential consequences of each option independently	
Considers Ethical Responsibility	Pupil expresses ethical or moral obligations they may feel or be held to with the help of an educator/adult/peer	Pupil expresses ethical or moral obligations they may feel or be held to independently	Pupil expresses/discusses how ethical or moral obligations weight in determining different courses of action with the help of an educator/adult/peer	Pupil expresses/discusses how ethical or moral obligations weight in determining different courses of action independently	
Evaluates and Reflects	Pupil reflects on decision making and the results and consequences of his/her actions with the guidance of an educator/adult/peer	Pupil reflects on decision making and the results and consequences of his/her actions independently	Pupil evaluates the results and consequences of his/her decisions and actions, notes any necessary changes and works to incorporate those in their next decision making opportunity with the guidance of an educator/adult/peer	Pupil evaluates the results and consequences of his/her decisions and actions, notes any necessary changes and works to incorporate those in their next decision making opportunity independently	
					/20

COMMUNICATION

Specific trait	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Interacts with others in a communicative way	Pupil prefers to stay quiet and rarely interacts with his/her peers or expresses his/her thoughts	Pupil communicates with their peers only for his/her own requests or when it is requested by others. He/She finds it difficult to engage in a conversation and frequently makes mistakes and struggles to use the correct words	Pupil communicates with others often (pupils and adults), exchanging ideas and his/her point of view, explaining their thoughts and giving explanations for his/her needs	Pupil communicates with others (pupils and adults) regularly, listening and expressing him/herself in a communicative way and defending his/her thoughts with relevant arguments	
Takes into consideration opinions of others	Pupil is focused on only his/her opinions and does not care about the opinions of others	Pupil listens to others' opinion, and takes into account their ideas only when encouraged to by others (adults)	Pupil responds to others' opinions and is capable of analyzing and giving them credit.	Pupil usually hears and considers others' opinions. He/she is able to evaluate and then integrate or confront these opinions with his/her own	
Works well in groups	Pupil struggles to work in groups. He/She normally focuses on doing things for his/her own unless it is necessary to communicate with others.	Pupil tries to work effectively in groups, listening to others, sharing his/her opinions and his/her knowledge; but find it difficult to communicate with others, understand them and accept new solutions when differences in their ways of thinking appear. In several occasions the intervention of an adult is needed to mediate	Pupil is usually able to listen, integrate and accept the ideas, opinions and actions that are discussed together in the group, even if they do not correspond to his or her initial ideas.	Pupil always works and communicates effectively with his/her working group. Together with his/her peers, actively participates in the exchange of knowledge, opinions and in the organisation of group work, taking into account the purpose of the work and the interests and preferences of the members	

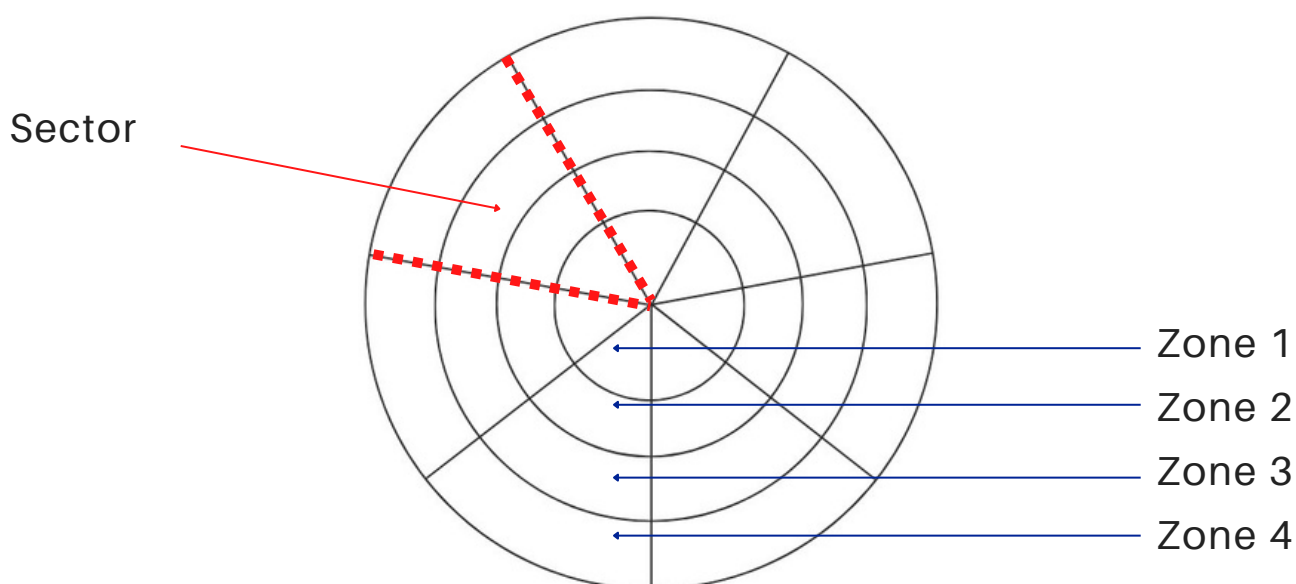
COMMUNICATION

Specific trait	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Uses variety of expressive techniques	Pupil expresses his/herself in a flat way and rarely uses various non-verbal communication such as gestures, facial expressions, body language, etc. This makes it difficult to understand their thoughts and emotions.	Pupil from time to time use various speaking techniques, such as different tones, intonation, etc. to communicate with others and uses various non-verbal communication such as gestures, facial expressions, body language, etc.	Pupil often uses expressive techniques, such as different tones, intonation, etc., and non-verbal communication, such as gestures, facial expressions, body language, etc., to communicate	Pupil expresses his/herself constantly using expressive techniques such as different tones, intonation, etc. and various types of non-verbal communication, such as gestures, facial expression, body language, etc. complementary to oral expression	
Uses appropriate vocabulary and language	Pupil uses inappropriate or poor vocabulary and language regarding the context, audience, or purpose. This does not allow them to express their ideas or opinions with full clarity.	Pupil has a correct vocabulary and a basic familiarity with the use of the proper language depending on the context, audience, or purpose. This allows him/her to express his/hers ideas or opinions with some difficulties	Pupil expresses himself/herself with good vocabulary and is aware of the necessity of using the proper language depending on the context, audience, or purpose. This allows him/her to express his/her ideas or opinions	Pupil expresses himself/herself with a rich vocabulary and knows how to use the proper language depending on the context, audience, or purpose. This allows him/her to express and argue his/her ideas or opinions	
					/20

VISUALIZATION OF THE RUBRIC EVALUATION VERSION

Using the rubrics as a reference, this tool is proposed for the visualization of the evaluation obtained in the rubrics. With it educators can obtain a global visualization of the pupil' skills.

Each of the visualization sectors refers to a soft skill. In turn, each sector is divided into 4 zones. These zones allow to identify the level of the pupil's soft skills at a glance. To do so, using the score obtained by the pupil in the rubrics (total score out of 20), the educator will fill in the corresponding spaces according to each soft skill.



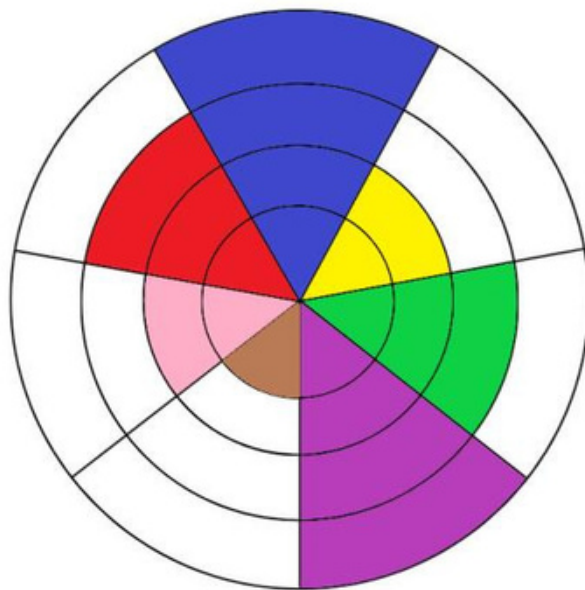
HOW TO COMPLETE THE VISUALIZATION OF THE RUBRIC EVALUATION VERSION

Each zone of the visualization refers to a score range:

- Zone 1: 0 - 5. Score 5 included
- Zone 2: 6 - 10. Scores 6 and 10 included.
- Zone 3: 11 - 15. Scores 11 and 15 included.
- Zone 4: 16 - 20. Scores 16 and 20 included.

Based on the score obtained in every rubric (the total score out of 20), educators should fill in the zones spaces according to the range of scores presented above for each of the evaluated skills (sector).

Thus, if a pupil has obtained a score of 15/20 in one rubric, the educator should fill in the first three zones of the sector dedicated to this skill. And so on with the other scores obtained in each rubric.

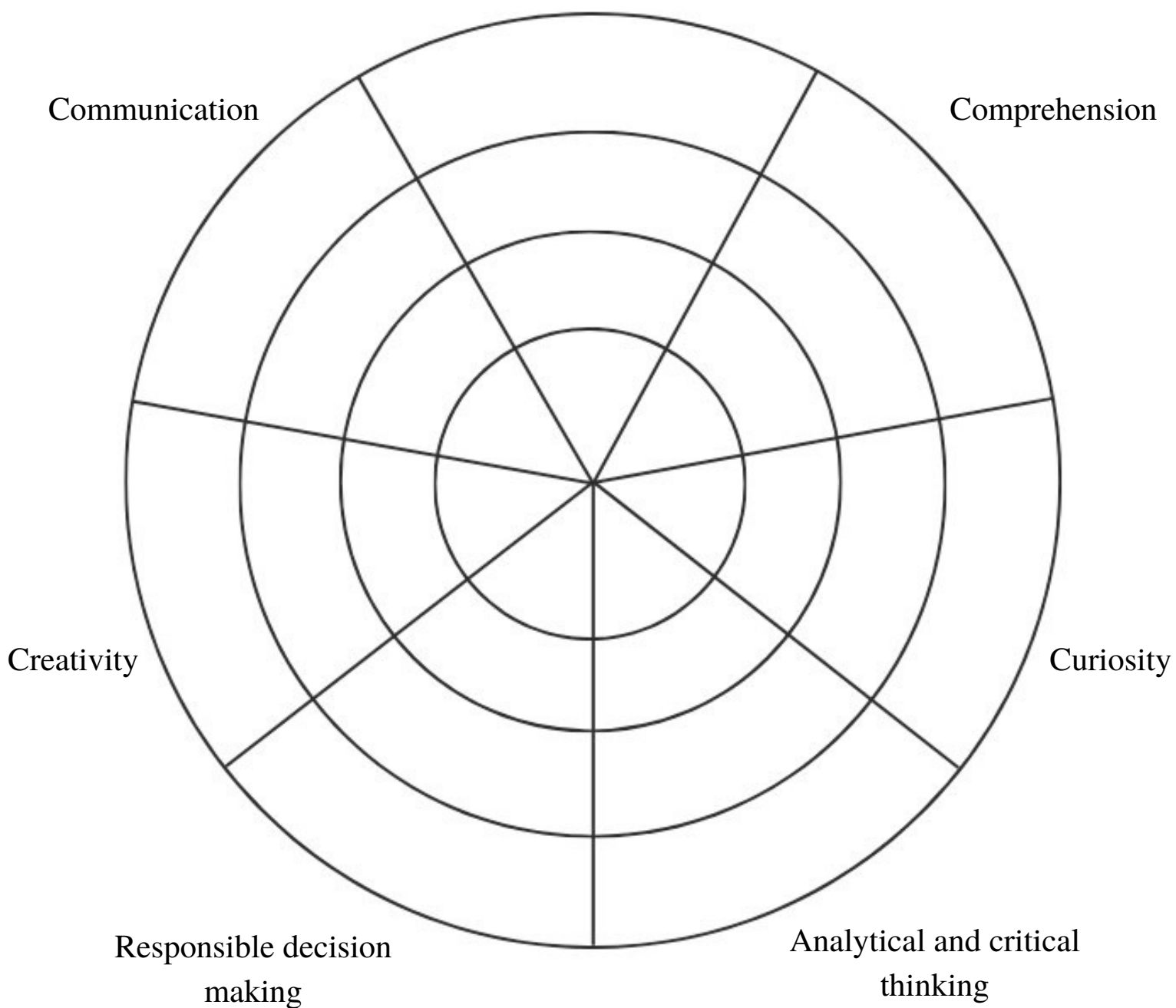


Completed example

By completing this procedure with all of them, the educator will get an overview of the skills that will allow him/her to clearly identify which skills are more developed and which are less.

VISUALIZATION OF THE RUBRIC EVALUATION VERSION

Emotional-Behavioral
Evaluation



QUICK VERSION TO EVALUATE SOFT SKILLS

This evaluation version has been proposed as quick option to the use of rubrics, taking into account that educators do not always have the necessary time to use the rubrics.

Thus, a list of indicators related to each of the soft skills proposed in the manual have been created, which will allow educators to identify in a simple and quick way whether pupil reflect a basic development of the skills or not.

Indicators are related to the respective rubrics, measuring each of the criteria evaluation in a more general way. Therefore, **if educators would like to go into more depth or detail the level that a pupil possesses in each criteria or skill, they simply need to go to the respective rubric and complete it.**

HOW TO USE THE QUICK VERSION TO EVALUATE SOFT SKILLS

Its use is very simple, once you have read the indicator, mark in the column on the right where appropriate.

- **YES:** Mark this option if as an educator observe that the pupil meets the indicator.
- **NO:** Mark this option if as an educator observe that the pupil does not meet the indicator.
- **NEEDS IMPROVEMENT:** Mark this option if as an educator you observe that the pupil has not reached the level to ensure that he/she meets the indicator and therefore needs to improve this aspect.

¡REMEMBER!

This is only an overall view, if you want a full and detailed evaluation of the skills you must use the rubrics

QUICK VERSION TO EVALUATE SOFT SKILLS

Skill	No.	Indicator	Yes	No	Needs improvement
Emotional-Behavioral Evaluation	1.	Pupil uses environmental cues to guide his/her behavior			
	2.	Pupil is able to self-regulate emotions			
	3.	Pupil understands cause-effect of behaviors			
	4.	Pupil completes tasks by him/herself alone			
	5.	Pupil is able to accept diverse ideas and/or points of view			
Creativity	6.	Pupil shows divergent thinking			
	7.	Pupil builds on existing ideas to create new ones			
	8.	Pupil tolerates uncertainty and accepts to take risks			
	9.	Pupil uses multiple approaches for problem solving			
	10.	Pupil is able to integrate and communicates diverse ideas			
Analytical and critical thinking	11.	Pupil can identify assumptions and creates new hypothesis			
	12.	Pupil is able to give new interpretations to information/task/input			
	13.	Pupil uses evidences to support his/her work			
	14.	Pupil synthesizes ideas to create new conclusions			
	15.	Pupil is able to create integrated conclusions			

Skill	No.	Indicator	Yes	No	Needs improvement
Comprehension	16.	Pupil understands the idea and purpose of a task/input/information			
	17.	Pupil is able to answers all type of questions related to a task/input/information			
	18.	Pupil summarizes different ideas of the input/task/information			
	19.	Pupil makes connections between the learning and his/her knowledge			
	20.	Pupil expresses his/her point of view on the input/task/information			
Curiosity	21.	Pupil actively seeks out new resources to find out more information			
	22.	Pupil demonstrates a willingness to explore and participate to discover the novel			
	23.	Pupil seeks a deeper understanding through observation and investigation			
	24.	Pupil expresses curiosity and understanding about the environment through artistic means			
	25.	Pupil wants to know how things work and based on it, creates/innovates/ideates other things			
Responsible Decision Making	26.	Pupil identifies problems			
	27.	Pupil analyzes the consequences of his/her decisions			
	28.	Pupil identifies possible solutions to a problem and evaluates the consequences of these solutions			
	29.	Pupil discusses and expresses the ethical responsibilities that accompany a situation			
	30.	Pupil evaluates and reflects on the decision making process he/she has done			

Skill	No.	Indicator	Yes	No	Needs improvement
Communication	31.	Pupil interacts with others (peers and adults) in a communicative way: in a contextually appropriate manner, friendly, respectfully...			
	32.	Pupil listens to others and considers their opinions			
	33.	Pupil works well in groups, in a productive and communicative way			
	34.	Pupil uses different expressive techniques (different tones, intonation, non-verbal communication, etc.) while expressing him/herself			
	35.	Pupil uses appropriate vocabulary and language while expressing him/herself in different situations			

Q&A: THE USE OF THIS METHODOLOGY



Can the proposed methodology be used by any educator?

Yes. In order for the development of soft skills to take place properly it is necessary that all type of educators, whether within a formal environment such as the school or outside it in extracurricular or other activities, foster their development and subsequent evaluation. Also, this methodology can be used by parents.

Nevertheless, the person performing the evaluation (educator, parent, teachers, etc.) must know the child very well, have worked with him/her for a period of time and have close observations, in order to be able to evaluate and notice the nuances of the child's behaviour.



When should the proposed methodology be used?

Since soft skills are developed throughout life in parallel with everyday and academic learning, evaluation of soft skills can be done whenever desired.

However, in order to be able to observe progress in soft skills, it is advisable to evaluate after a certain period of time. For example, it is recommended to carry out the evaluation at the beginning and end of the course or activity. It can also be carried out in between a longer period (such as a school year), but we recommend no more often than once every two months. These interim evaluations should only serve as guidance for the teacher.



Is it necessary to use every time all the proposed tools of evaluation (rubrics, visualization and quick version)?

No. The rubrics and the visualization should be used together. However, the Quick version to evaluate soft skills can be used individually to obtain an overall and rapid evaluation.



When is the evaluation shared with the parents?

Educators must communicate the evaluation of the pupil's soft skills and the results of this evaluation to the parents. However, this communication of the results may have certain consequences, such as parents starting to over-stimulate the child and/or creating excessive expectations for their children. To avoid this, the educator should consider an appropriate moment and way to communicate the results, which should be done according to the educator's own criteria based on the pupil's situation and environment. The intention of this communication with the parents is to support the pupil's development, not to impede it.



Should pupils know about soft skills evaluation?

Educators, also taking into account the policy of the educational centre (if they work in one, whether formal or non-formal) and the national context (possible laws relevant to this issue), should decide whether and when to inform pupils of this evaluation. It needs to be considered that there is a possibility that knowing that they are going to be evaluated on these skills may influence the behaviour of the pupils.

Therefore, as mentioned above, it is necessary to inform parents, given that they are minors.

CONCLUSION



The decision to create and introduce a evaluation mechanism for soft skills that is universal for the education of pupils aged 6-12 years is not accidental. It is a bottom-up approach triggered by the need to change the teaching practices of educators as a result of Covid-19 pandemic. It allows soft skills to be evaluated as a complex and correlated process in parallel with academic knowledge acquirement.

Moreover, the evaluation mechanism is based on a system approach and could delineate the more effective techniques that currently exist for soft skills evaluation. Thus it makes it possible to compare the levels of skill development. It could be used in face to face and online teaching.

One of the main aspect is that the evaluation mechanism created goes in an evolutionary way. Therefore, it continuously accumulates the new academic and practical knowledge, which results in constant improvement of the knowledge for personal development as well as improvement of the assessment techniques.

The created mechanism for soft skills evaluation could help to overcome some of the current difficulties that the majority of educators face today, especially during implementation of blended education triggered by Covid-19 pandemic. Skills development is a priority in education of the European countries. This soft skills evaluation methodology contributes to find solutions for skills development and their evaluation in early stages of education (6-12 years old) as an important period for further pupils' growth.

In addition, the newly developed evaluation mechanism could be used to check the many training techniques recently developed by educators. It can help to bring back the high prestige of the teaching profession in society, to make it attractive and interesting for young people to pursue such professional career.

Thus, this can be an indirect starting point for the reform of education, as it integrates skills' development and acquired knowledge during early age. Naturally, such changes require time to be implemented but now there is momentum and energy to do so.

GLOSSARY



- **Cognitive skills:** Skills that have to do with "thinking" and include the ability to concentrate include the ability to focus; problem solving, decision making and setting plans and goals (Definition provided by UNICEF in the Global framework on transferable skills, 2019, p.10).
- **Emotional skills:** Skills that relate to understanding and regulating one's own emotion, cope with stress, understanding emotions of others, and the ability to empathize with others (Definition provided by UNICEF in the Global framework on transferable skills, 2019, p.10).
- **Formal education:** Formal education refers to the structured education system that runs from primary (and in some countries from nursery) school to university, and includes specialised programmes for vocational, technical and professional training. Formal education often comprises an assessment of the learners' acquired learning or competences and is based on a programme or curriculum which can be more or less closed to adaptation to individual needs and preferences. Formal education usually leads to recognition and certification (Definition provided by the Council of Europe, The Youth Foundation, 2022).
- **Hard Skills:** skills that are considered as more technical, highly specific in nature and particular to an occupation, and that can be (generally) taught more easily than soft skills (Definition provided by UNESCO International Bureau of Education, 2022).
- **Multiple Intelligence theory:** a new concept of "multiple intelligences" created by H.Gardner introduces an understanding of the holistic oriented educational approach and learning process and new understanding about equality in education. , based on the 8 types of cognitive competences named intelligences: linguistic, visual, logical-mathematical, naturalist, body-kinesthetic, musical, intrapersonal and interpersonal. Everyone has a combination of dominated types of intelligences through which accept and accumulate information easier. Equality in education is based on ensuring each pupil to get teaching materials through his/her dominated abilities. Everyone has all 8 type of intelligences, but they could be developed up to a various level, and people differ themselves by the levels of development of their abilities and their combinations. These types of intelligences are the core of competences development (Gardner, 2011)

- **Non-formal education:** Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. It happens in places such as youth organisations, sports clubs and drama and community groups where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. (Definition provided by the Council of Europe, The Youth Foundation, 2022).
- **Social skills:** skills related to interaction with others including the ability to communicate, collaborate, resolve conflicts, and negotiate (Definition provided by UNICEF in the Global framework on transferable skills, 2019, p.10).
- **Soft skills (by UNESCO):** Term used to indicate a set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs. As they are broadly applicable they are also seen as transferable skills. The term is also used in contrast to 'hard' skills. (Definition provided by UNESCO International Bureau of Education, 2022). They are also known as transferable or transversal skills.
- **Soft skills (by Oxford Learner's Dictionary):** personal qualities that enable you to communicate well with other people (Definition provided by Oxford Learner's Dictionary, 2022).
- **Soft skills (by Cambridge Dictionary):** people's abilities to communicate with each other and work well together (Definition provided by Cambridge Dictionary, 2022).
- **Soft skills (definition given by the Manual, based in UNESCO, Oxford Learner's Dictionary, Cambridge Dictionary and OECD (2015) definitions):** set of personal qualities and attitudes that can be applied in more than one area and that allow the individual to achieve success in society and positive life outcomes.
- **Socio-emotional skills (information based on OECD (2015)):** The interaction and crossfertilisation of social and emotional skills with cognitive skills empowers children to succeed both in and out of schools and achieve positive outcomes. They are malleable during childhood and adolescence which allows policy makers, teachers and parents to support their development by providing appropriate learning environments. Although their importance is widely known, often not enough work is done to measure and foster them.

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ANNEXES



SOUL SKILLS PROJECT - CONTACTS

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Analytical and critical thinking

Specific trait assessed	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Identifies assumptions and creates new hypothesis	Pupil doesn't identify the assumptions or the basic points of the input/task/information	Pupil identifies the assumptions or/and the basic points of the input/task/information but doesn't reproduce and explain them	Pupil identifies the assumptions or/and the basic points of the input/task/information and creates short summaries of them	Pupil identifies assumptions, constructs the hypothesis on his/her own, and detects the bias of the speaker	
Gives new interpretations	Pupil does not attempt to or fails to identify the needs of the input/task/information and is unable to give his/hers interpretation	Pupil tries to give his/her own interpretation of the input/ task/ information, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over	Pupil provides a full and thorough summary, although does not acknowledge or identify implicit points. He/She interprets the task on his/her own	Pupil clearly identifies the challenge and implicit aspects of the issue, and identifies integral relationships essential to analyzing the issue. Pupil gives an elaborate re-interpretation of the input/task/information	
Use of evidences	Pupil does not look for evidence to support his/her ideas, nor distinguish between fact and opinion	Pupil looks for evidence when prompted, demonstrates adequate skill in selecting evidence to support his/her comment/ idea and discerns fact from opinion	Pupil demonstrates curiosity and independence in looking for supporting evidence and skepticism when presented with new information	Pupil examines evidence and questions its accuracy and relevance and recognizes bias	

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Synthesizes ideas	Pupil doesn't connect ideas/knowledge across simple contexts	Pupil connects ideas/knowledge with support across contexts	Pupil combines ideas/knowledge and develops conclusions in most of the contexts independently	Pupil synthesizes ideas/knowledge and creates coherent conclusions in difficult contexts independently.	
Creates integrated conclusions	Pupil aims to find the correct answers without analyzing the context	Pupil identifies evidence and information to support a specific conclusion in a very basic way	Pupil develops general conclusions in an elaborative way	Pupil makes in-depth, holistic conclusions in a complex way	
					/20

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Communication

Specific trait assessed	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Interacts with others in a communicative way	Pupil prefers to stay quiet and rarely interacts with his/her peers or expresses his/her thoughts	Pupil communicates with their peers only for his/her own requests or when it is requested by others. He/She finds it difficult to engage in a conversation and frequently makes mistakes and struggles to use the correct words	Pupil communicates with others often (pupils and adults), exchanging ideas and his/her point of view, explaining their thoughts and giving explanations for his/her needs	Pupil communicates with others (pupils and adults) regularly, listening and expressing him/herself in a communicative way and defending his/her thoughts with relevant arguments	
Takes into consideration opinions of others	Pupil is focused on only his/her opinions and does not care about the opinions of others	Pupil listens to others' opinion, and takes into account their ideas only when encouraged to by others (adults)	Pupil responds to others' opinions and is capable of analyzing and giving them credit	Pupil usually hears and considers others' opinions. He/she is able to evaluate and then integrate or confront these opinions with his/her own	
Works well in groups	Pupil struggles to work in groups. He/She normally focuses on doing things for his/her own unless it is necessary to communicate with others	Pupil tries to work effectively in groups, listening to others, sharing his/her opinions and his/her knowledge; but find it difficult to communicate with others, understand them and accept new solutions when	Pupil is usually able to listen, integrate and accept the ideas, opinions and actions that are discussed together in the group, even if they do not correspond to his or her initial ideas	Pupil always works and communicates effectively with his/her working group. Together with his/her peers, actively participates in the exchange of knowledge, opinions and in the	

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		differences in their ways of thinking appear. In several occasions the intervention of an adult is needed to mediate		organisation of group work, taking into account the purpose of the work and the interests and preferences of the members	
Uses variety of expressive techniques	Pupil expresses his/herself in a flat way and rarely uses various non-verbal communication such as gestures, facial expressions, body language, etc. This makes it difficult to understand their thoughts and emotions	Pupil from time to time use various speaking techniques, such as different tones, intonation, etc. to communicate with others and uses various non-verbal communication such as gestures, facial expressions, body language, etc	Pupil often uses expressive techniques, such as different tones, intonation, etc., and non-verbal communication, such as gestures, facial expressions, body language, etc., to communicate	Pupil expresses his/herself constantly using expressive techniques such as different tones, intonation, etc. and various types of non-verbal communication, such as gestures, facial expression, body language, etc. complementary to oral expression	
Uses appropriate vocabulary and language	Pupil uses inappropriate or poor vocabulary and language regarding the context, audience, or purpose. This does not allow them to express their ideas or opinions with full clarity	Pupil has a correct vocabulary and a basic familiarity with the use of the proper language depending on the context, audience, or purpose. This allows him/her to express his/hers ideas or opinions with some difficulties	Pupil expresses himself/herself with good vocabulary and is aware of the necessity of using the proper language depending on the context, audience, or purpose. This allows him/her to express his/her ideas or opinions	Pupil expresses himself/herself with a rich vocabulary and knows how to use the proper language depending on the context, audience, or purpose. This allows him/her to express and argue his/her ideas or opinions	
					/20

Comprehension

Specific trait assessed	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Understands ideas and purposes	Pupil does not identify the input/task/information or its purpose	Pupil identifies the subject of the input/task/information, and struggles to identify its purpose	Pupil identifies explicit ideas explained in the input/task/information and its purpose	Pupil identifies explicit and implicit ideas given in the input/task/information and its purpose	
Answers questions	Pupil answers basic factual questions about the input/task/information given	Pupil answers all factual questions about the input/task/information (where, when, who, what...)	Pupil answers some questions about emotions and implied ideas in the input/task/information (where, when, who, what...)	Pupil makes personal connections to the input/task/information and answers complex questions whose answers can be implied from the text	
Summarizes ideas	Pupil doesn't yet summarize the input/task/information	Pupil summarizes the main idea of the input/task/information, and is working toward summarizing complex ideas	Pupil summarizes explicit and implicit ideas of the input/task/information	Pupil summarizes the different ideas of the input/task/information using evidence from the input/task/information and his/her own ideas	
Makes connections and	Pupil makes logical connections between the learning and his/her own knowledge, experience,	With prompting, pupil makes simple logical connections between the learning and his/her own knowledge,	Pupil makes simple connections between the learning and his/her own knowledge, experience,	Pupil makes connections between the learning and his/her own knowledge, experience, thoughts and	

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expresses them	thoughts and feelings with limited effectiveness; needs one-to-one coaching to offer a response	experience, thoughts and feelings with some effectiveness; offers simple responses; may be vague	thoughts and feelings with considerable effectiveness; expresses thoughts and feelings but includes few details	feelings with a high degree of effectiveness; expresses thoughts and feelings with explanations or supporting details	
Expresses points of view	Pupil finds it difficult to give his/her point of view on the input/task/information	Pupil gives his/her point of view on the input/task/information in a vague way	Pupil gives his/her point of view on the input/task/information simply supported by elements in the input/task/information	Pupil gives his/her point of view providing evidence from the input/task/information and building upon it with his/her knowledge	
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Creativity

Specific trait assessed	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Shares divergent thinking	Pupil mentions alternate, divergent, or contradictory perspectives or ideas	Pupil evaluates the creative process and final product using disciplinary-appropriate criteria	Pupil creates non-standard solutions/demonstrates divergent thinking	Pupil follows an iterative process of ideation and innovative solutions, tweaking along the way	
Builds on existing ideas	Pupil successfully reproduces an appropriate product/output, within the guidelines of the assignment. Pupil recognizes existing connections among ideas or solutions	Pupil actively incorporates new directions or approaches into the assignment without going beyond the guidelines of the assignment	Pupil organizes and reorganizes ideas into different categories or combinations and evaluates whether the results are interesting, new, or helpful beyond the guidelines of the assignment	Pupil transforms ideas or solutions into entirely new forms	
Explores the uncertain and tolerates risk	Pupil avoids situations in which he/she has to create something novel	Pupil tries to create something novel but it is in the already known settings	Pupil uses trial and error when he/she is unsure how to proceed, viewing failure as an opportunity to learn and be creative	Pupil actively seeks out and follows through on untested, creative and potentially risky approaches to the assignment	
Uses multiple avenues for	Pupil uses only a single approach to view and solve the problem	Pupil recognizes multiple ways of viewing and solving a problem	Pupils incorporates diverse material to view and solve the problem	Pupil actively seeks out alternate, divergent, or contradictory perspectives	

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problem solving				from diverse sources to offer multiple views and solutions	
Integrates and communicates diverse ideas	Pupil considers limited ideas about an issue or assignment	Pupil reformulates a collection of already available ideas about an issue or assignment	Pupil links ideas from across disciplines when communicating about an issue or working on an assignment	Pupil integrates alternate, divergent, or contradictory perspectives to communicate about, ask questions and work on an assignment	
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Curiosity

Specific trait assessed	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Wants to know more information	Pupil only asks basic clarifying information about information presented	Pupil asks deeper level questions including why and how of information presented	With the encouragement of the educator, pupil looks into additional sources of information about the topic to answer his/her questions	Pupil independently and actively seeks to answer questions and verify information by looking into more diverse resources and learning more	
Wants to explore/experience/participate	Pupil does what is minimally required to do the task/activity/experiment	Pupil engages and begins to explore beyond the minimum of the assigned task/activity/experiment with reinforcement and support from the educator	Pupil demonstrates interest in the task/activity/experiment by asking questions and participating actively. He/she often makes personal and social connections from experience/participation with the help of an educator	Pupil independently and actively explore, discovers and shares new information/ideas/connections through experience and participation	
Seeks deeper understanding	Pupil observes and explains activities without making any further connections between them	Pupil explains and makes connections between the observations with the help of an educator	With the help of an educator, pupil develops hypothesis about causes and connections based on observations. To do so he/she seeks for detailed information into the materials given	Pupil, independently discovers and shares new information/ideas/connections and makes hypothesis through observation and investigation. To do so, he/she often goes beyond the	

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				material and information given	
Expresses curiosity and understanding through artistic means	Expresses understanding of phenomenon/task/assignments through artistic means (drawing, video, creative writing, music, dance) when asked to do so	With the help of an educator develops own ideas for artistic expression of a phenomenon/task/assignment	With the help of an educator offers ideas for self expression through artistic means, demonstrating the ability to communicate connections	Independently, creates objects/performances/etc that enlighten and illuminate personal and social connections	
Wants to know how things work	Pupil sometimes asks questions seeking to understand how and why something works/functions	Pupil often takes initiative to find further information about the phenomenon and how something works	With the help of an educator, pupil not only tries to learn in depth how things work, but explores how to improve, innovate, ideate and invent new things	Pupil independently, demonstrates a high degree of curiosity trying to always know about how things work and integrate this knowledge to innovate, ideate, invent and create new things in order to improve interactions and functions in the world	
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Emotional-Behavioral Evaluation Rubric

Specific trait assessed	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Uses environmental cues to guide behavior	Pupil isn't sure what to do and uses limited, if any, cues to understand his/her environment and/or other's behavior to behave accordingly	Pupil asks educator/adult for clarification and expectations on how to behave. Pupil acknowledges and identifies friend's behavior	Pupil analyzes and evaluates what is happening in pupil's environment (knows what to do/how to behave). Pupil describes friend's behavior based on context, circumstance, body language and tone of voice; Pupil seeks help from peers as well as adults	Pupil effectively uses diverse cues in the environment (visual, sound, kinetic) to understand expectations and behavior. Pupil predicts friend's behavior based on context and circumstance, body language, tone of voice; Pupil seeks help through a variety of sources, texts, online, educators, peers and past knowledge	
Self-regulates emotions	Pupil finds it difficult to self-regulate emotions and physical body to the context; Pupil responds to adult suggestions such as taking a break, responding when asked if he/she needs help, uses a taught strategy	Pupil usually maintains his/her self-control and is respectful of peers and others' learning and movements; Pupil asks for help, a break, and/or a reminder of taught strategies to self-regulate	Pupil estimates own behavior, and self-regulates language, body language and tone of voice and allows for expression of his/her and other's learning potential	Pupil predicts own behavioral responses based on context and circumstance, body language, tone of voice and makes appropriate choices	
Understands cause-effect of behaviors	Pupil doesn't connect own actions or notice behavioral patterns	Pupil notices and describes connected actions and patterns in his/her behavior	Pupil predicts events and consequences of his/her actions and acts accordingly	Pupil takes action based on predictions of the consequences of his/her	

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				actions to change/improve the situation	
Completes tasks	Pupil needs several reminders or redirections to remain on task	Pupil needs a few reminders to remain on task	Pupil is usually focused on the task without need of reminders	The pupil always focuses on task completion	
Accepts diverse ideas/view-points	Pupil demonstrates rigidity in his/her thinking	Pupil listens to opposing/divergent ideas	Pupil demonstrates flexible thinking by incorporating and communicating new ideas into own understanding	Pupil actively seeks out diverse perspectives before formulating an answer/opinion	
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Responsible decision making

Specific trait assessed	1 (inadequate)	2 (adequate)	3 (high)	4 (maximum)	Mark
Identifies the Problem	Pupil doesn't recognize he/she has encountered a problem	Pupil recognizes when they have encountered a problem with the help of a teacher or peer	Pupil recognizes they have encountered a problem independently	Pupil predicts that a problem will arise from the situation and/or interaction	
Analyzes the Situation	Pupil analyzes the problem taking into account only his/her own perspective	Pupil analyzes the problem from multiple perspectives and considers how his/her decisions impact others with the help of adult/educator	Pupil analyzes the situation from a variety of angles, questions why the problem arose and how the decision making process could affect others (peers/adults) with the help of an educator/adult/peer	Pupil analyzes the situation from a variety of angles, identifies how and why the problem arose and analyzes how the decision/s could affect others (peers/adults) independently	
Solves the Problem	With the help of an educator, pupil identifies possible solutions to navigate/solve the problem	Pupil independently identifies possible options for navigating/solving the problem	Pupil identifies possible options and explores the potential consequences of each option with help from educator/adult/peer	Pupil identifies possible options and explores the potential consequences of each option independently	
Considers Ethical Responsibility	Pupil expresses ethical or moral obligations they may feel or be held to	Pupil expresses ethical or moral obligations they may	Pupil expresses/discusses how ethical or moral obligations weight in determining	Pupil expresses/discusses how ethical or moral obligations weight in	

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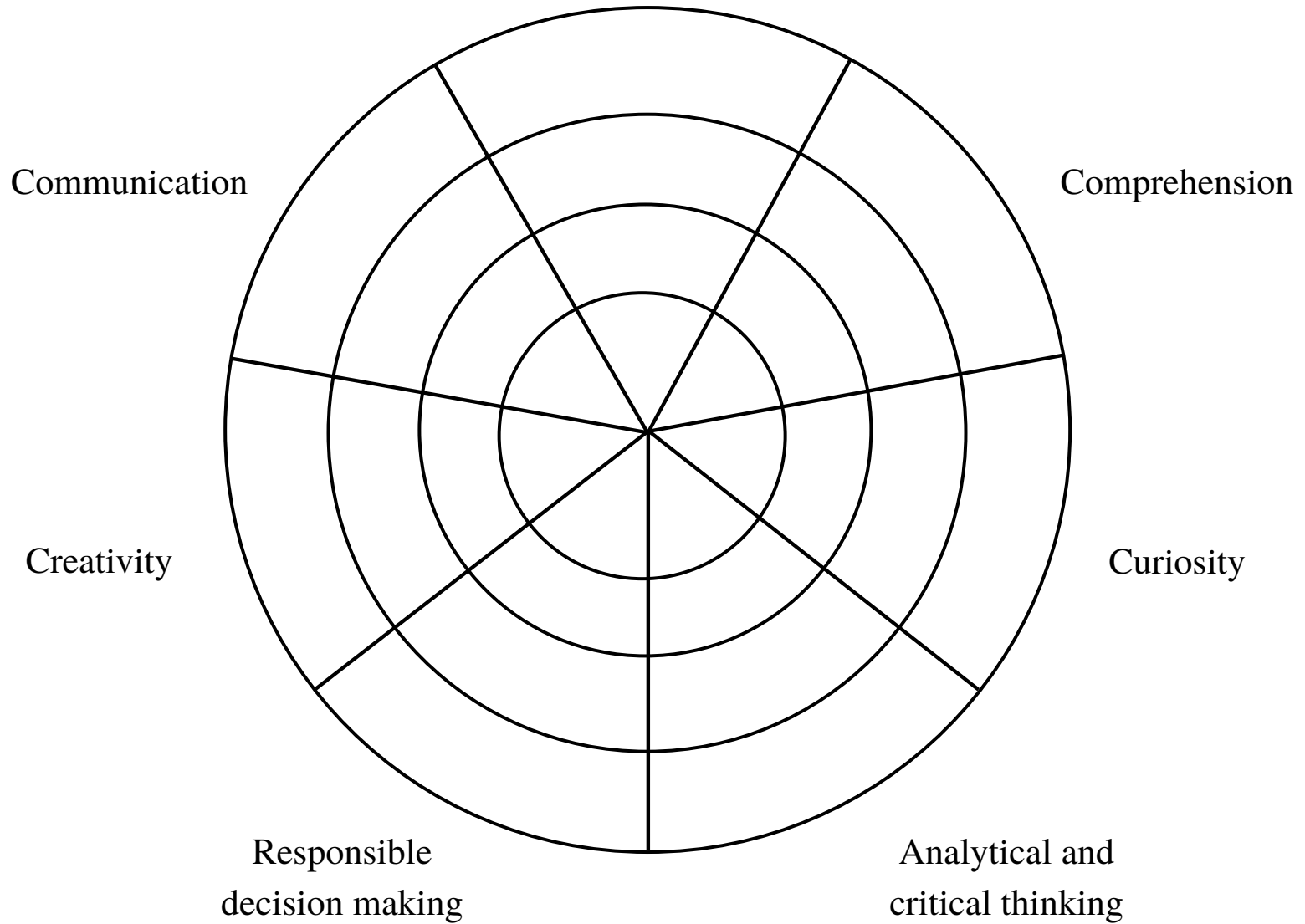
	with the help of an educator/adult/peer	feel or be held to independently	different courses of action with the help of an educator/adult/peer	determining different courses of action independently	
Evaluates and Reflects	Pupil reflects on decision making and the results and consequences of his/her actions with the guidance of an educator/adult/peer	Pupil reflects on decision making and the results and consequences of his/her actions independently	Pupil evaluates the results and consequences of his/her decisions and actions, notes any necessary changes and works to incorporate those in their next decision making opportunity with the guidance of an educator/adult/peer	Pupil evaluates the results and consequences of his/her decisions and actions, notes any necessary changes and works to incorporate those in their next decision making opportunity independently	
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Emotional-Behavioral
Evaluation



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Quick version to evaluate soft skills

Skill	No.	Indicator	Yes	No	Needs improvement
Emotional-Behavioral Evaluation	1.	Pupil uses environmental cues to guide his/her behavior			
	2.	Pupil is able to self-regulate emotions			
	3.	Pupil understands cause-effect of behaviors			
	4.	Pupil completes tasks by him/herself alone			
	5.	Pupil is able to accept diverse ideas and/or points of view			
Creativity	6.	Pupil shows divergent thinking			
	7.	Pupil builds on existing ideas to create new ones			
	8.	Pupil tolerates uncertainty and accepts to take risks			
	9.	Pupil uses multiple approaches for problem solving			
	10.	Pupil is able to integrate and communicates diverse ideas			
Analytical and critical thinking	11.	Pupil can identify assumptions and creates new hypothesis			
	12.	Pupil is able to give new interpretations to information/task/input			
	13.	Pupil uses evidences to support his/her work			

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	14.	Pupil synthesizes ideas to create new conclusions			
	15.	Pupil is able to create integrated conclusions			
Comprehension	16.	Pupil understands the idea and purpose of a task/input/information			
	17.	Pupil is able to answers all type of questions related to a task/input/information			
	18.	Pupil summarizes different ideas of the input/task/information			
	19.	Pupil makes connections between the learning and his/her knowledge			
	20.	Pupil expresses his/her point of view on the input/task/information			
Curiosity	21.	Pupil actively seeks out new resources to find out more information			
	22.	Pupil demonstrates a willingness to explore and participate to discover the novel			
	23.	Pupil seeks a deeper understanding through observation and investigation			
	24.	Pupil expresses curiosity and understanding about the environment through artistic means			
	25.	Pupil wants to know how things work and based on it, creates/innovates/ideates other things			

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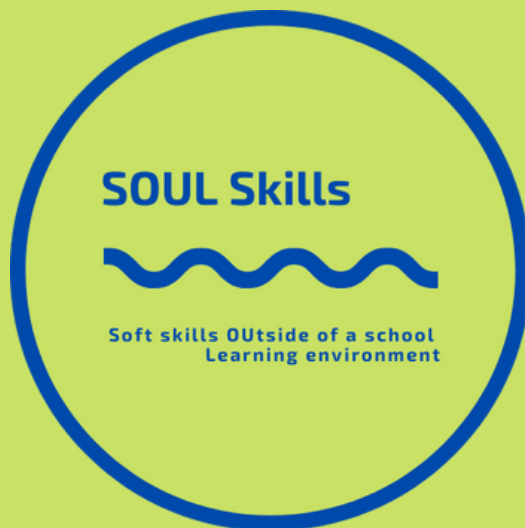
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Responsible Decision Making	26.	Pupil identifies problems			
	27.	Pupil analyzes the consequences of his/her decisions			
	28.	Pupil identifies possible solutions to a problem and evaluates the consequences of these solutions			
	29.	Pupil discusses and expresses the ethical responsibilities that accompany a situation			
	30.	Pupil evaluates and reflects on the decision making process he/she has done			
Communica tion	31.	Pupil interacts with others (peers and adults) in a communicative way: in a contextually appropriate manner, friendly, respectfully...			
	32.	Pupil listens to others and considers their opinions			
	33.	Pupil works well in groups, in a productive and communicative way			
	34.	Pupil uses different expressive techniques (different tones, intonation, non-verbal communication, etc.) while expressing him/herself			
	35.	Pupil uses appropriate vocabulary and language while expressing him/herself in different situations			

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