

Student Self-Assessment of Skills Rubric

Overview

The Student Self-Assessment of Skills Rubric may serve as a pre- and/or post-assessment of skills providing a valuable personal snapshot of where students think they are in their development. This rubric may also be used as a formative assessment tool for students to monitor their progress throughout the WBL placement.

| Instructions: For each behavior listed below, first rate the frequency that you engaged in the skill activity described during your WBL placement and then indicate what you believe your own skill level currently is in that skill area. | | Frequency During Placement | | | | Self-Rating of Proficiency | | | |
|--|---|----------------------------|--------------|-------|------------|----------------------------|------------|---------|--------------|
| Transferrable Skills | Behaviors That Demonstrate Transferrable Skills | Never | Occasionally | Often | Very Often | Not Skilled | Some Skill | Skilled | Very Skilled |
| Technology Literacy | <i>Understanding how to work efficiently with the available software or equipment to complete an assigned task.</i> | | | | | | | | |
| Initiative and Self-Direction | <i>Thinking about the goal of a task and offering suggestions about how to proceed without a supervisor instructing you to do so.</i> | | | | | | | | |
| | <i>Working independently on a task and keeping your supervisor informed on your progress.</i> | | | | | | | | |
| Professionalism and Ethics | <i>Learning to think and act professionally.</i> | | | | | | | | |
| | <i>Making decisions based on what is most ethical, even if it is challenging.</i> | | | | | | | | |
| Cultural/Global Competence | <i>Taking the organizational culture into account when interacting with others.</i> | | | | | | | | |
| | <i>Understanding how international business practices affect a business.</i> | | | | | | | | |
| Adaptability and Flexibility | <i>Learning a new skill required to complete a task or project.</i> | | | | | | | | |
| | <i>Agreeing to change tasks when working collaboratively to make sure the project is completed.</i> | | | | | | | | |
| Productivity and Accountability | <i>Completing assigned tasks on time and checking work to make sure it is accurate and presentable.</i> | | | | | | | | |
| | <i>Asking co-workers and supervisors for suggestions on how to improve.</i> | | | | | | | | |

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| Transferrable Skills | Behaviors That Demonstrate Transferrable Skills | Never | Occasionally | Often | Very Often | Not Skilled | Some Skill | Skilled | Very Skilled |
| Technology Literacy | <i>Deciding which technology is best for a particular purpose. For example, deciding when email or videoconferencing is best based on the desired outcome.</i> | | | | | | | | |
| Initiative and Self-Direction | <i>Thinking about the goal of a task and offering suggestions about how to proceed rather than just waiting for someone else's directions.</i> | | | | | | | | |
| | <i>Working independently on an assigned task; only asking for assistance when necessary; and keeping the supervisor informed on progress.</i> | | | | | | | | |
| Professionalism and Ethics | <i>Learning to think and act professionally.</i> | | | | | | | | |
| | <i>Deciding what the right course of action is and following through on it.</i> | | | | | | | | |
| Cultural/Global Competence | <i>Taking differences like age and background into account when interacting with others.</i> | | | | | | | | |
| | <i>Learning how global issues affect organizational operations.</i> | | | | | | | | |
| Adaptability and Flexibility | <i>Learning a new skill required to complete a task or project.</i> | | | | | | | | |
| | <i>Agreeing to change tasks when working on a group project to make sure the project is completed.</i> | | | | | | | | |
| Productivity and Accountability | <i>Completing assigned tasks promptly and checking to ensure the work is accurate and presentable.</i> | | | | | | | | |
| | <i>Asking co-workers and supervisors for suggestions on areas of refinement.</i> | | | | | | | | |