E.S.S.E.N.C.E. TOOL

ENTREPRENEURIAL SKILLS IN SCHOOLS EDUCATIONNURTURING CITIZENSHIP AND ENTREPRENEURSHIP

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INTRODUCTION

What is the E.S.S.E.N.C.E. tool and why am I interested?

The Essence Project provides a tool for easing the evaluation of transversal skills such as critical thinking, creativity and initiative. This tool was developed by the University of Murcia and helps the student in acquiring/evaluating the entrepreneurial competences.

Our objective is to offer a tool that allows teachers to evaluate these skills in a simple way, that allows them to access the rubrics in a simple way, that protects the data of the children and teachers, that can be easily carried in a mobile version or in the computer and that is available for the whole community to be distributed and, of course, changed or improved under the same license.

The tool is composed of two parts: the assessment rubrics for the competence of the students by the teachers, and a small self-assessment tool (focused on the three sub-competences we have worked on) for the students.

The idea is that this tool accomplished what is supposed to always be the aim of technology, but which is rarely achieved: that technology makes our work easier and that as light as possible... the least noisy and the most versatile.

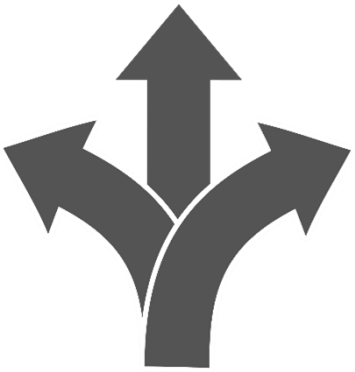
In this tutorial you will find a step-by-step guide of the tool so you can easily adapt it as soon as possible to your new projects or even your ongoing problems.

KEY CONCEPTS

Things you must know before using the tool

Where does your data lives?

- Essence Tool does not use a central database.
- Therefore, **all your data is stored locally in your browser.**
- But you can share your data between your devices by exporting or importing.



E.S.S.E.N.C.E. tool is flexible

- It allows to organise evaluations within **new projects or ongoing projects** in your school or classroom.
- It allows to organise your sessions in **groups** and **subgroups.**
- Advance users can extend the tool to include other rubrics and self-assessments.

Self-Assessments

- EssenceAPP offers the students the possibility to perform a **self-assessment of their competences**.
- The results are calculated automatically and can be downloaded by each student.
- You can share the following link among your students: https://pln.inf.um.es/essence/#assessment

What is the E.S.S.E.N.C.E. project?

Targets of the E.S.S.E.N.C.E. project

ESSENCE is a project that arises from a basic concern: curricula all over Europe (and in more places, but especially in Europe) have been filled with key competences treated in a supposedly transversal way (yes, you know those which we all have to do but get watered down in nobody's responsibility). This has led to very interesting practices in many places, but the learnings included in those projects and the competences developed with them are often not sufficiently evaluated.

What does it mean?

Many times, we do very large and beautiful projects, full of interesting things, that take us (students, teachers, schools, etc.) a lot of effort and work. Quite often what we do in those projects is not reflected in our evaluations (attention I said evaluation, not grades) in a clear way.

What difference does it make?

Well, there are several related problems:

- that we have no feedback on whether what we're doing is having the results we expect;
- that the students also do not have a feedback that allows them to evolve in the development of the competence and, for the same reason, there is no guided evolution work;
- that we do not value the projects we do and, partly because of that, they become "cool things" that we do at school, but without a formal reflection in the educational history of our students; and, even for students, they become in some cases "cool things" that they do but that are not as important as taking the Maths test.

But isn't ESSENCE a project about entrepreneurial competence?

Yes and no. With what we have just told you about the key competences, one of them, that appears in this range "to develop" and that is demanding more and more efforts, is the so-called entrepreneurial competence (defined by the EU in the ENTRECOMP framework).

About it we know all over Europe many experiences of development activities; countries that have been including it in the curriculum (transversely) for years; schools that do VERY interesting things; even previous European projects that have worked to develop activities related to this competence. However, after many efforts, many of them find themselves with the "problem" of the evaluation of the activities to develop this competence, and the big question is how do I systematize the evaluation process of these activities so that they have a sufficiently relevant reflection?

That is why we chose this competence. So yes, we are going to focus on the Entrepreneurship Competence, but to be precise, our approach is directed to the development of evaluation strategies of the learning related to that competence, when we carry out activities to develop them with the students.

So, who are we?

So we have gathered a group of 4 schools from different countries (Poland, Italy, Turkey and Portugal), with a few very experienced experts in entrepreneurship competence development (Framtidsfrön from Sweden and LUT from Finland), together with experts in education and educational innovation (Consorzio Roma and University of Murcia), to work together on a project that will make concrete proposals on how to improve the assessment of that competence and even provide some open and flexible instruments, that can help schools with this task.

THE ENTRECOMP FRAMEWORK

What is the ENTRECOMP Framework?

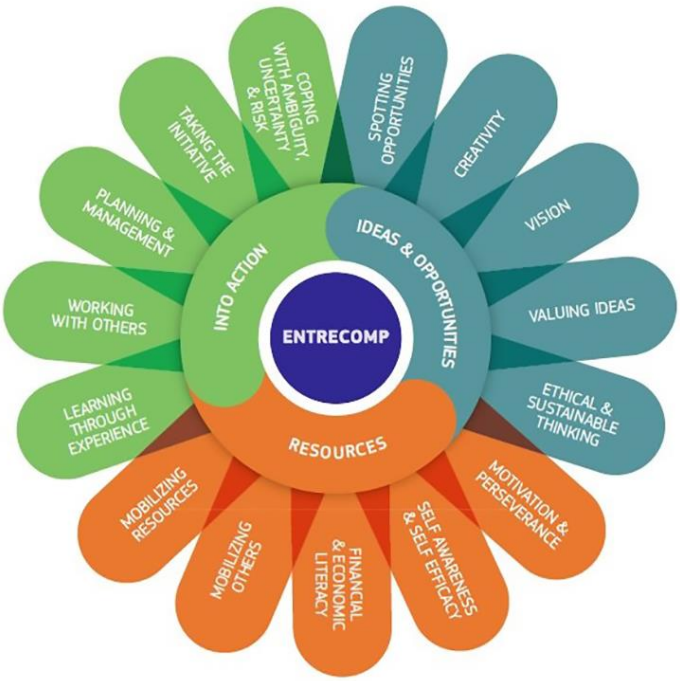
After a lot of work with the schools that are partners in this project, we have realized that one of the main pitfalls is the definition of clear criteria and indicators that help us to evaluate. For this reason, we have focused on specifying rubrics for the sub-competences that make up the Entrepreneurship Competence defined in the ENTRECOMP framework.

For years it has been understood at all levels that the Entrepreneurship Competence is one of the basic skills of lifelong learners.

Contrarily to what many of us thought, the entrepreneurship competence goes far beyond a competence to learn how to "set up a business". In fact, if we look in detail at the 2018 COUNCIL RECOMMENDATION on key competences for lifelong learning by the European Commission (EC), it defines this competence as follows:

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

Within this framework, and as in the case of many other competences (such as the digital competence), the EC has created the ENTRECOMP Framework, in order to define the conceptual framework of what this competence means and how it is made explicit.



Source: EntreComp: The Entrepreneurship Competence Framework

THE RUBRICS

What sub-competences do our rubrics evaluate?

The sub-competences from the ENTRECOMP framework

As it can be seen on the previous page, the ENTRECOMP framework includes 3 areas and 15 sub-competencies; making the rubrics for all of them would be a process that far exceeds the possibilities of a project. Therefore, the schools carried out a process of prioritizing those sub-competencies that were the most challenging in terms of assessment (the typical ones where you don't know where to start) in each of the areas, to focus mainly on them.

Thus, after a decision-making process of the schools with their teachers, the chosen as the most difficult sub-competencies to effectively assess in class are

- From the Resources area: the sub-competency Self-awareness & Self-efficacy.
- From the Ideas & Opportunities area: the sub-competency Vision.
- From the Into Action area: the sub-competency Working with others.

How did we elaborate the rubrics?

In Murcia, we made a first data collection of other evaluation tools already developed in this respect, and we made a first screening.

Later, together with our partners from Frandtisfröm (Sweden) and LUT (Finland), we developed the rubrics one by one, trying to be exhaustive (to give the greatest possibilities to our schools) but adjusting them so as not to saturate them too much (too many things are already evaluated in the classrooms).

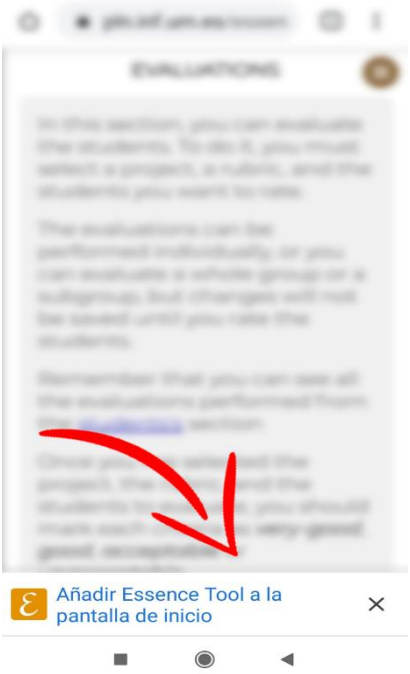
Once we completed the ESSENCE rubrics, we laid the foundations of the methodology for the tool. We worked with the teachers of our partner schools, and we also started the translation process of the rubrics, so that they could be used in local contexts in a simple way.

INSTALLATION

Where can I use the E.S.S.E.N.C.E tool?

Now that you now a bit more about our rubrics, we bet that you must be impatient to tray it, so let's not delay it anymore. There are two ways to use the app:

- Web-App
- Desktop application



Web-App:

You can use the E.S.S.E.N.C.E. tool online though this link:

https://pln.inf.um.es/essence/

The first time the web is opened, the browser will suggest you adding it to your home screen, which can be useful for having a shortcut to the website.

What about the language option?

The tool will search automatically if there is an available translation based on the language in which the browser is configured.

If there is no translation available, the tool will be in English.

However, you can always set the language manually through these links:

- **English**
  https://pln.inf.um.es/essence/#set-locale/en-en
- **Spanish**

  https://pln.inf.um.es/essence/#set-locale/es-es
- **Portuguese**
  https://pln.inf.um.es/essence/#set-locale/pt-pt
- **Italian**
  https://pln.inf.um.es/essence/#set-locale/it-it
- **Swedish**
  https://pln.inf.um.es/essence/#set-locale/se-se
- **Finnish**
  https://pln.inf.um.es/essence/#set-locale/fi-fi
- **Polish**
  https://pln.inf.um.es/essence/#set-locale/pl-pl
- **Turkish**
  https://pln.inf.um.es/essence/#set-locale/tr-tr

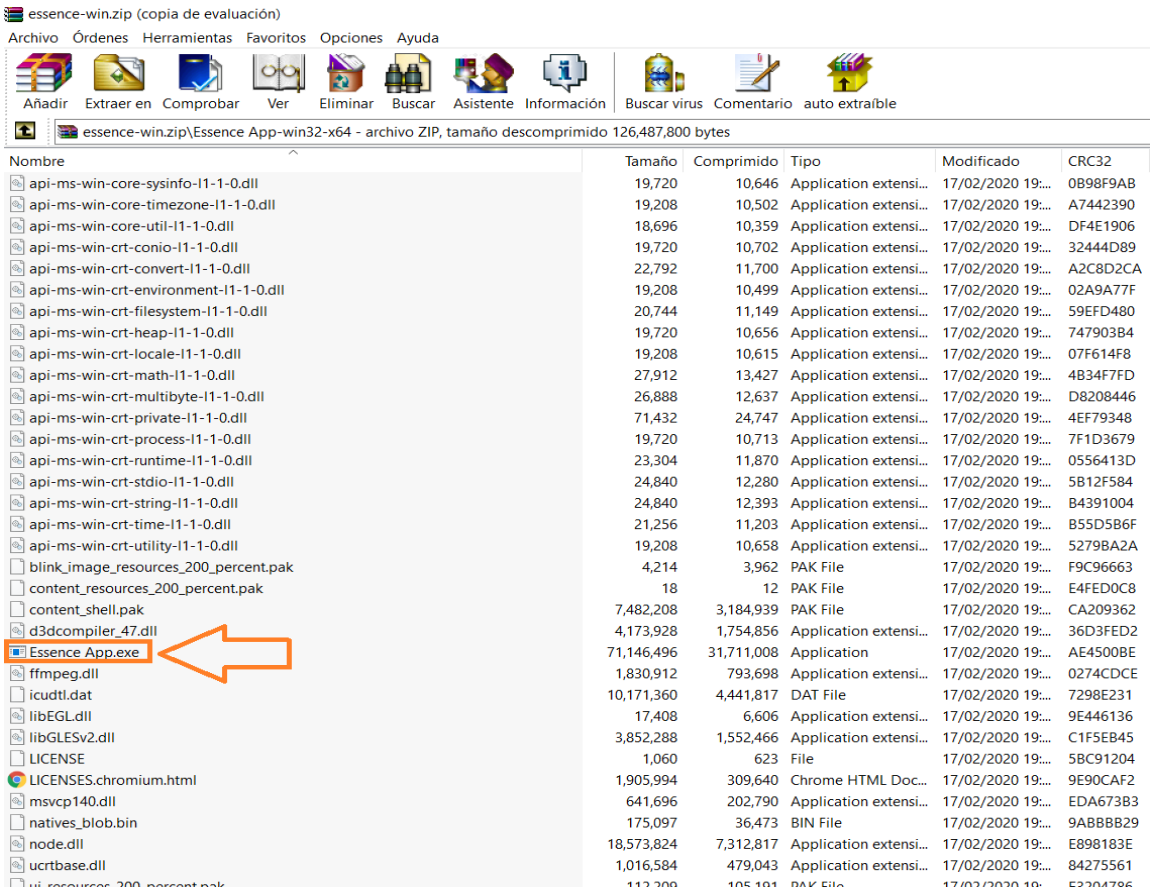
Desktop application:

You can also install the **E.S.S.E.N.C.E. tool** on your computer desktop to have it locally. This way you will not be internet-dependent to make the tool work.

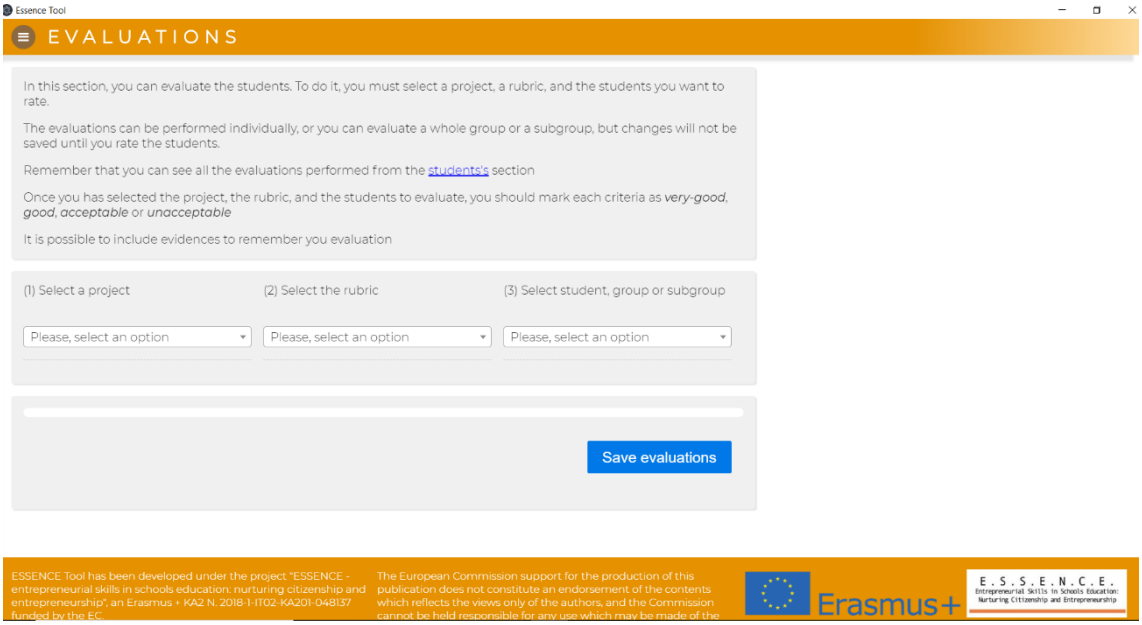
Available versions:
https://pln.inf.um.es/essence/dist/essence-win.zip
https://pln.inf.um.es/essence/dist/essence-linux.zip

You just need to download and open the zip.

Then find the document .exe and double click it to open the desktop application:



The app will be then opened on its main page, ready to be used:



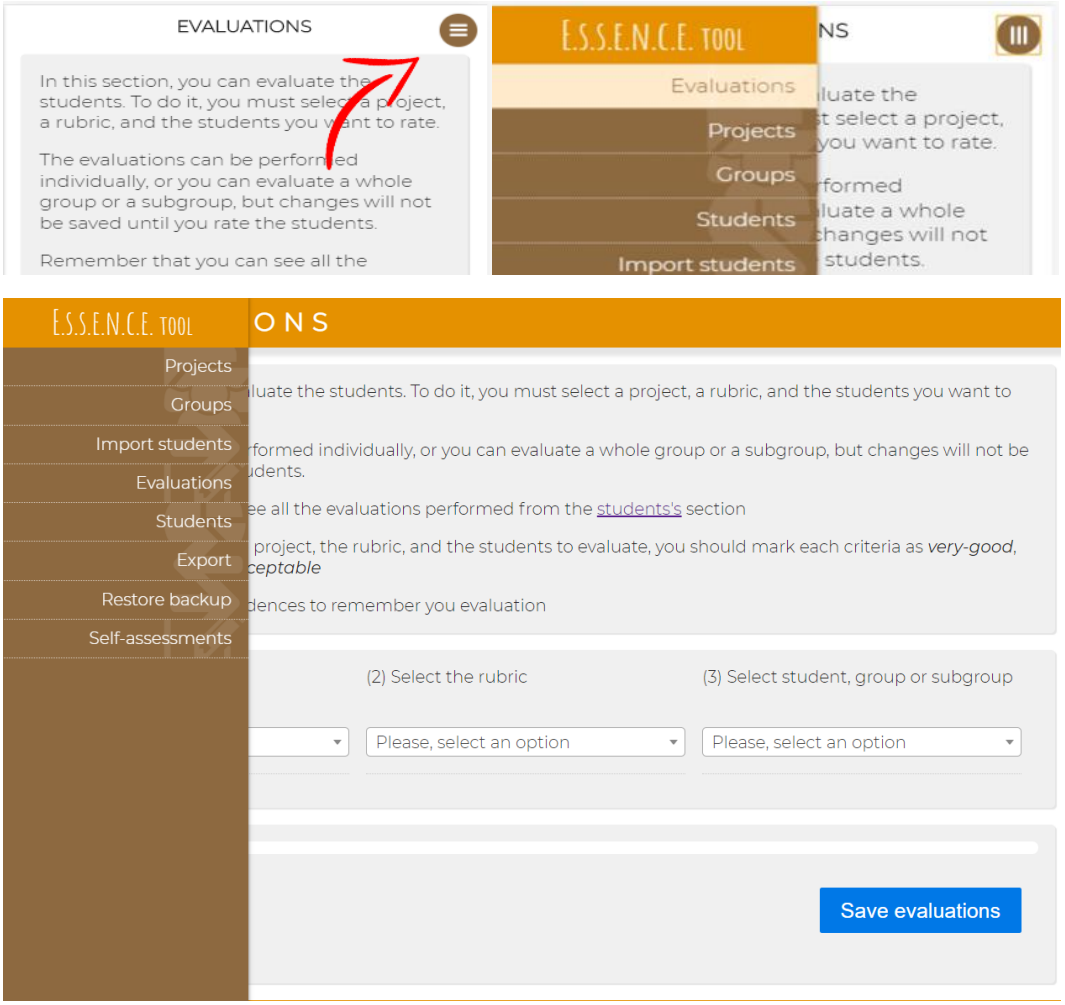
Ok. Let's get it started

First, open the tool either in your favourite browser or locally (see **Installation**).

Get used to the navigation

The E.S.S.E.N.C.E. tool is organised in sections.

There is a menu on the upper-right corner in mobile or upper-left corner in desktop computers.



We are going now to explain deeper one by one the options on this menu. By the end of this part of the tutorial you should know how to use this tool and adapt it to your lesson.

Indeed, **our recommendation is having a learning-by-doing approach to this tutorial**, so as soon as you start reading it, get your hands dirty and practice for learning it better!

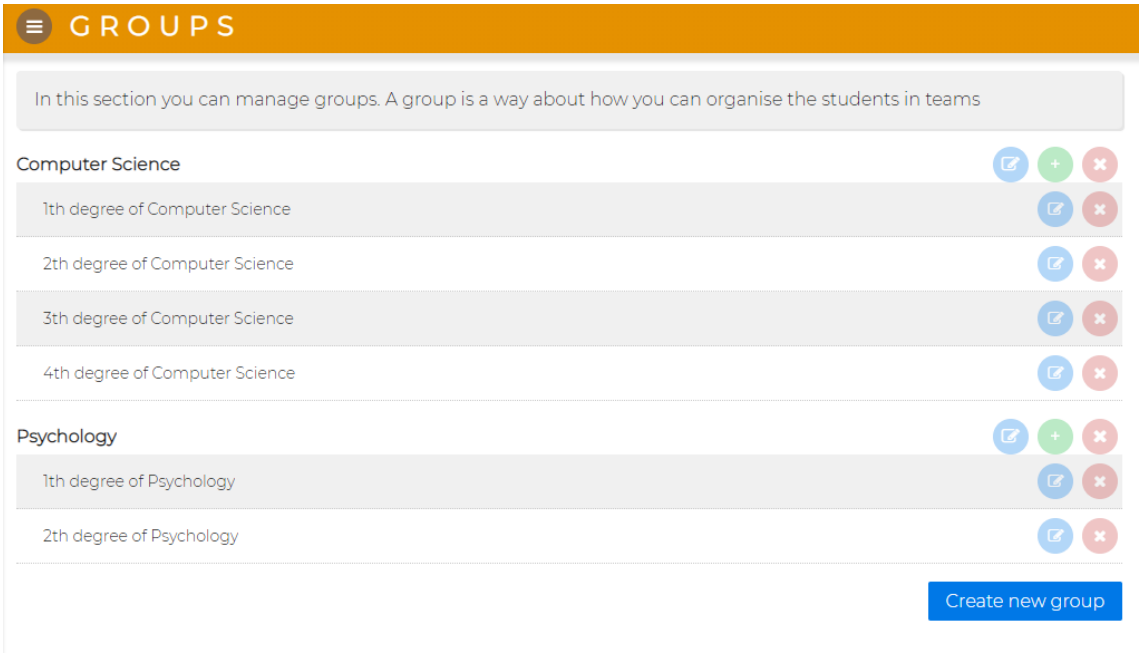
Groups and subgroups

It might surprise you that we do not start with Project, as it is the first option of the menu. However, at the end of the day our classrooms are made by people.

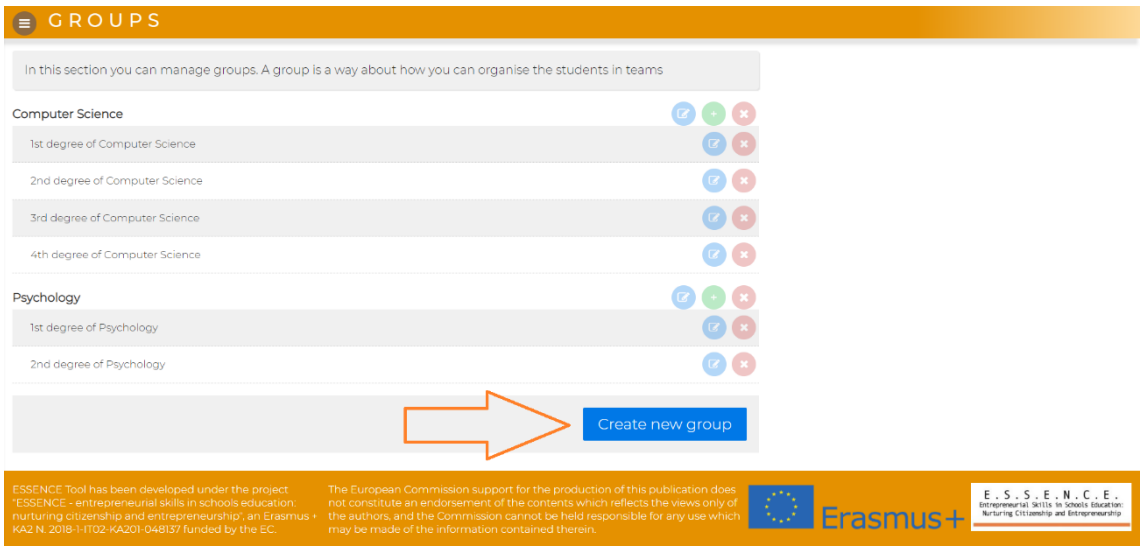
KEY POINTS:

- Groups and subgroups allow you to organise your students.
- Groups and subgroups allow to rate multiple students at once.
- There are some pre-built groups and subgroups loaded for this tutorial in the app.

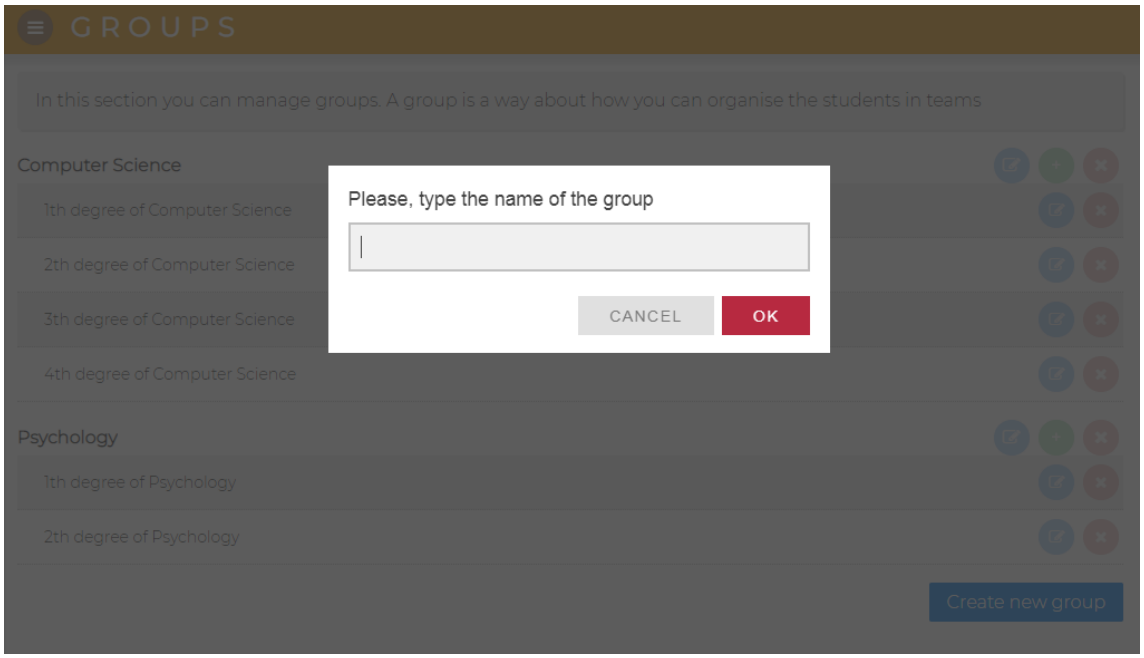
This is the “Groups” section with the preloaded groups and subgroups. Just in case you want to experiment first a bit.



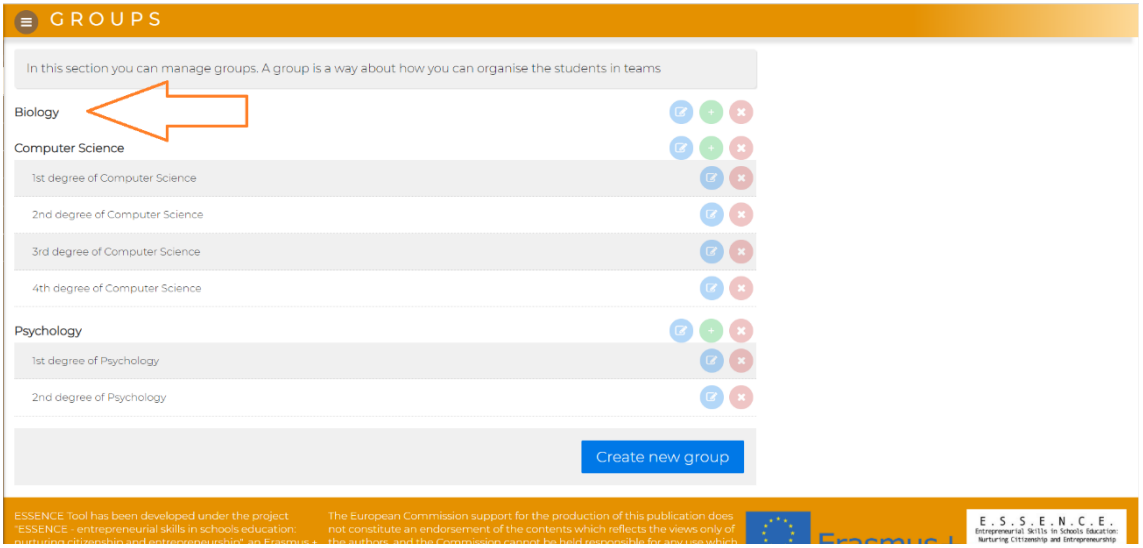
Now we are going to create a group together from zero, so you can follow our steps to create yours. Click the “Create new group” button to create a new group:



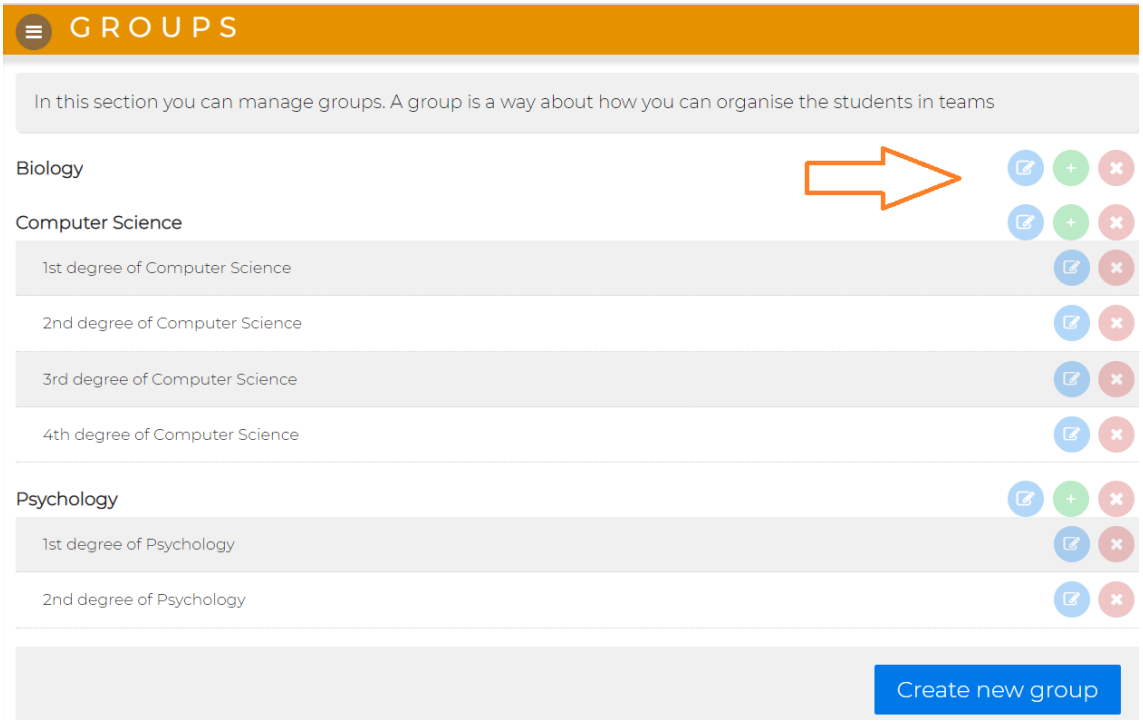
Enter the name of the new group and click “OK”



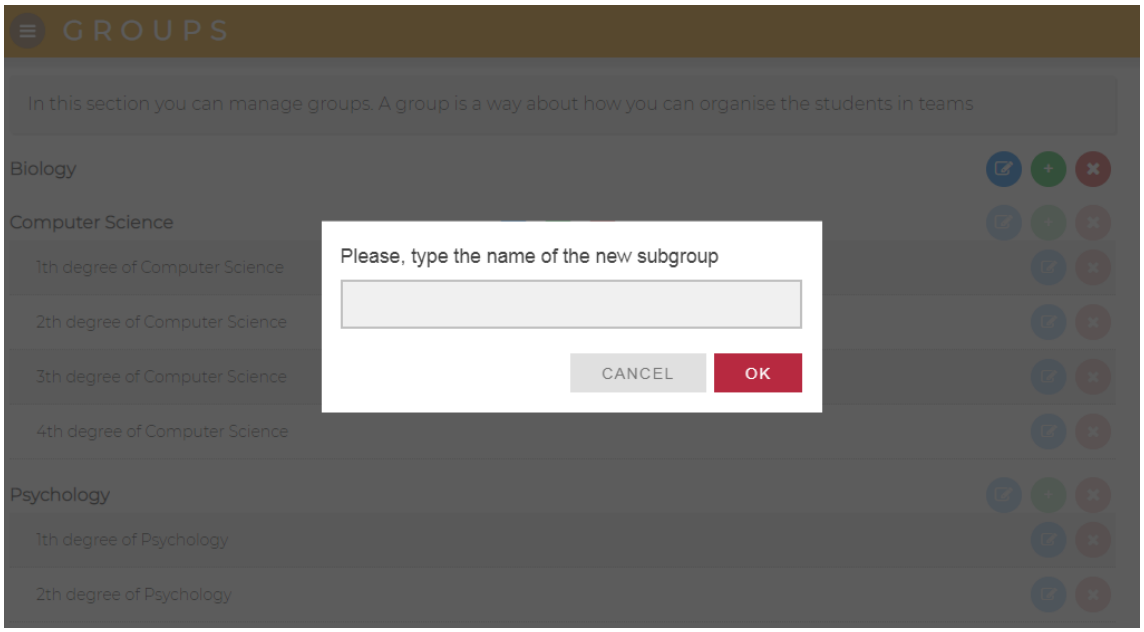
Now we have a new group called “Biology”. Your new group appears alphabetically sorted.



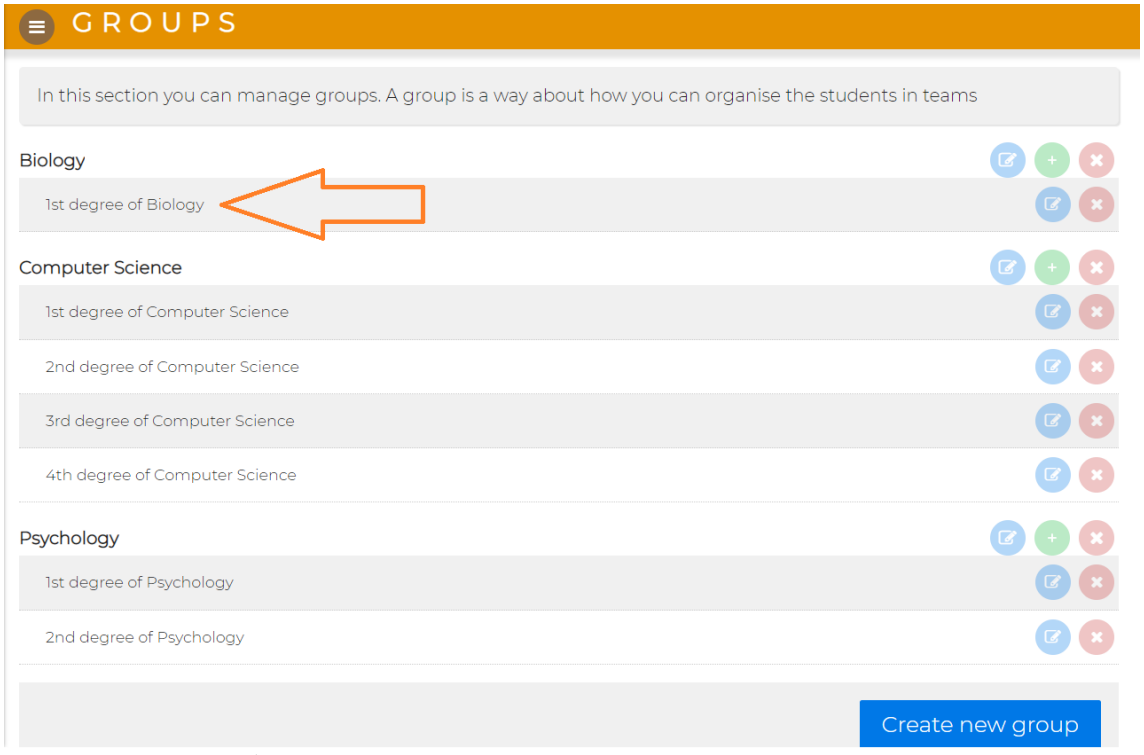
The actions are in the right column. You can edit the name, add subgroups or delete it.



Let's create a subgroup for our group "Biology". Click the green button and enter the name of your subgroup.



In this case we have created the subgroup "1st degree of Biology". The new subgroup is added to the platform and sorted in alphabetical order.



Import students

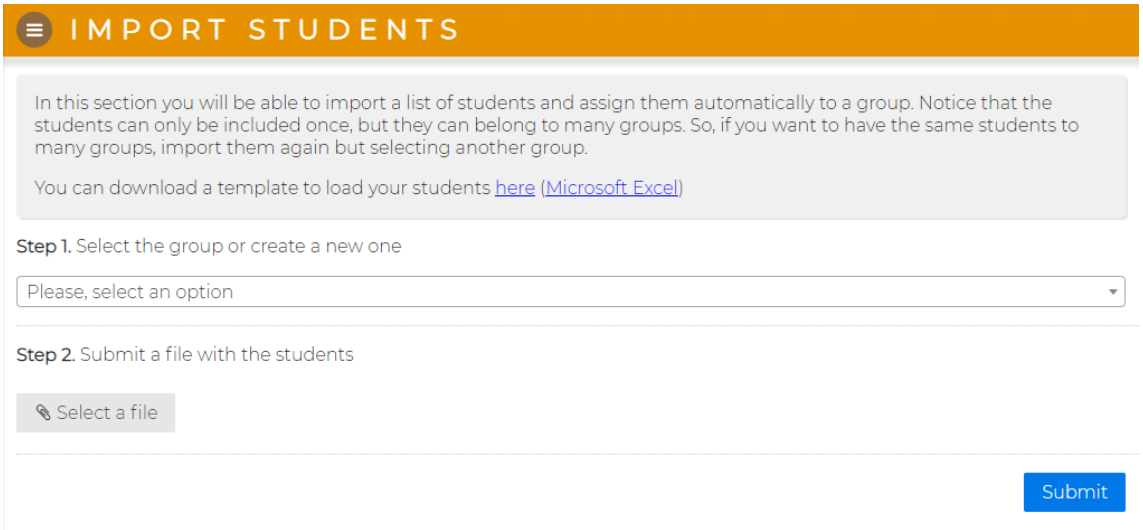
After creating our group and subgroup, we need to include students.

KEY POINTS:

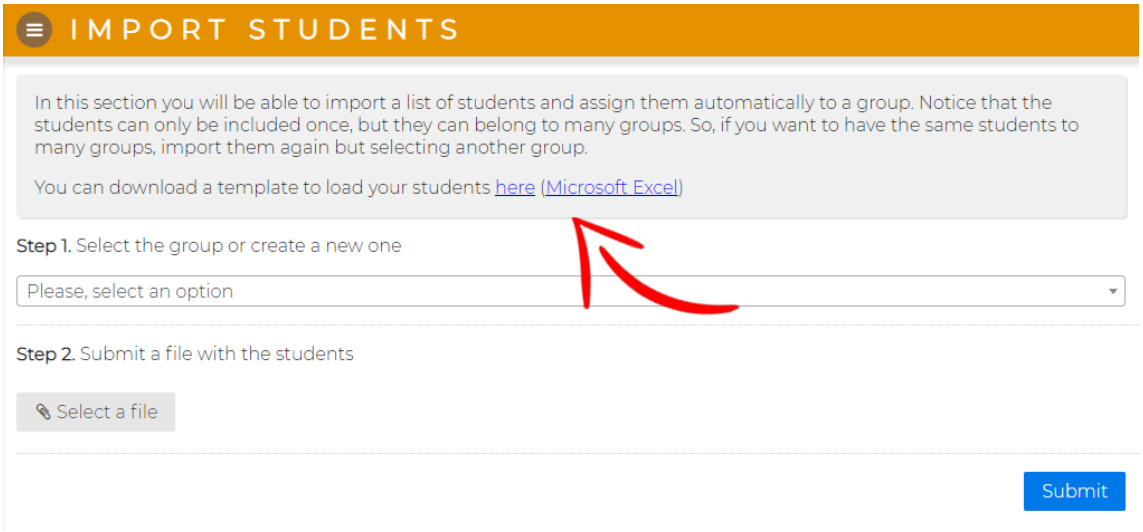
- Students can be imported automatically.
- Students must be linked to a group / subgroup.
- There are two available templates
  - Microsoft Excel
  - CSV (Comma Separated Values)
- **TIP:** You can use the following link to download a CSV with random students for this tutorial

https://pln.inf.um.es/essence/scripts/generate-fake-students-data

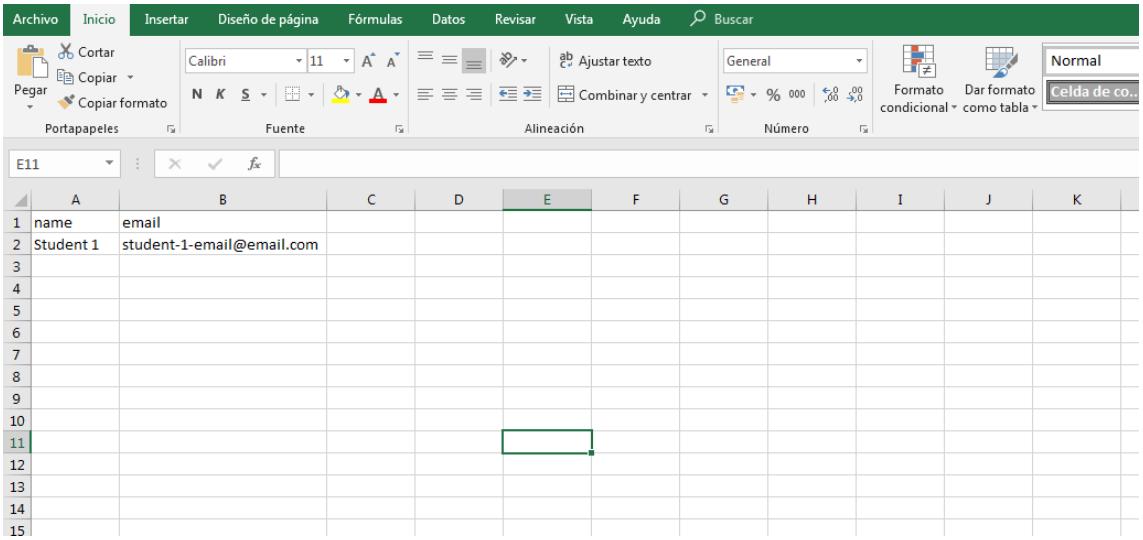
Let's open the "Import Students" section:



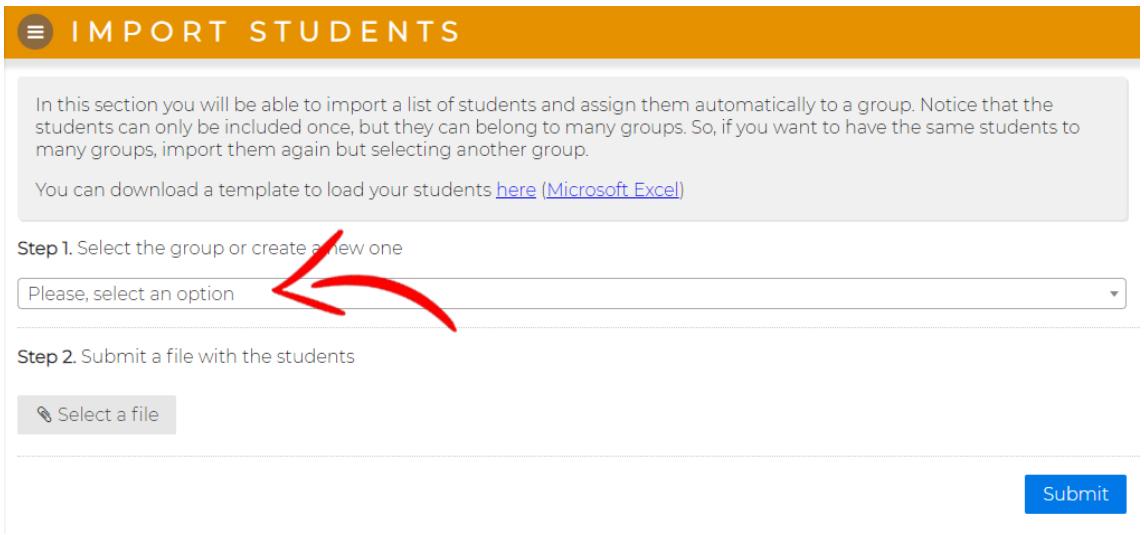
You can use these links to download the templates



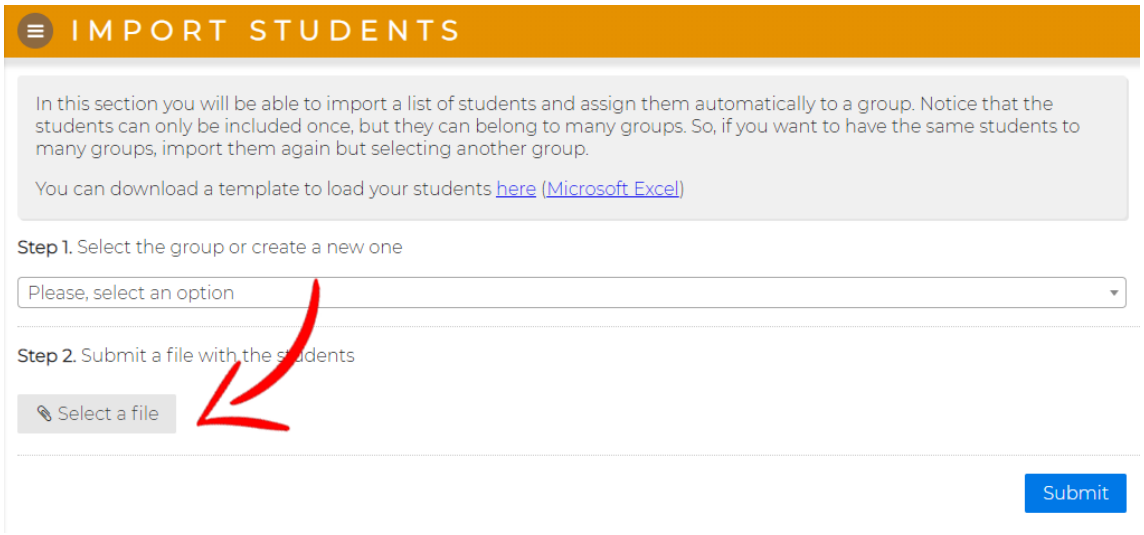
Templates are something like this...



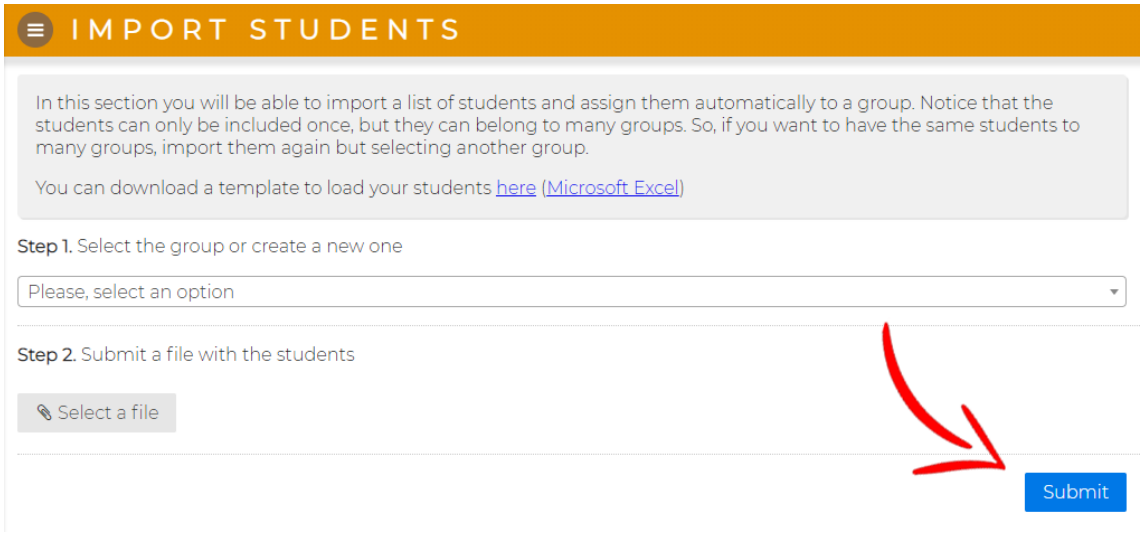
Select the group/subgroup where the students will belong:



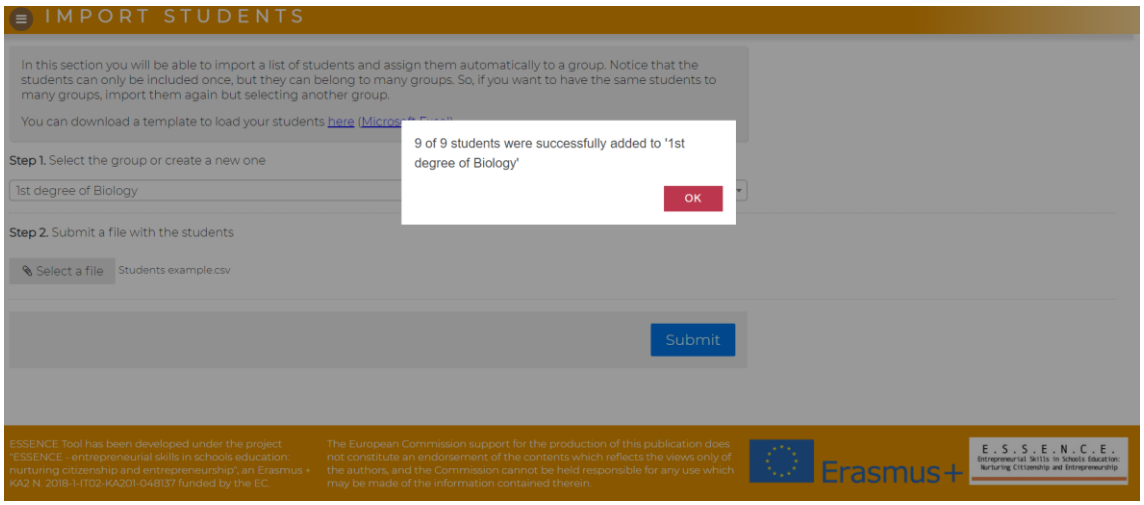
Then, upload your file with the students



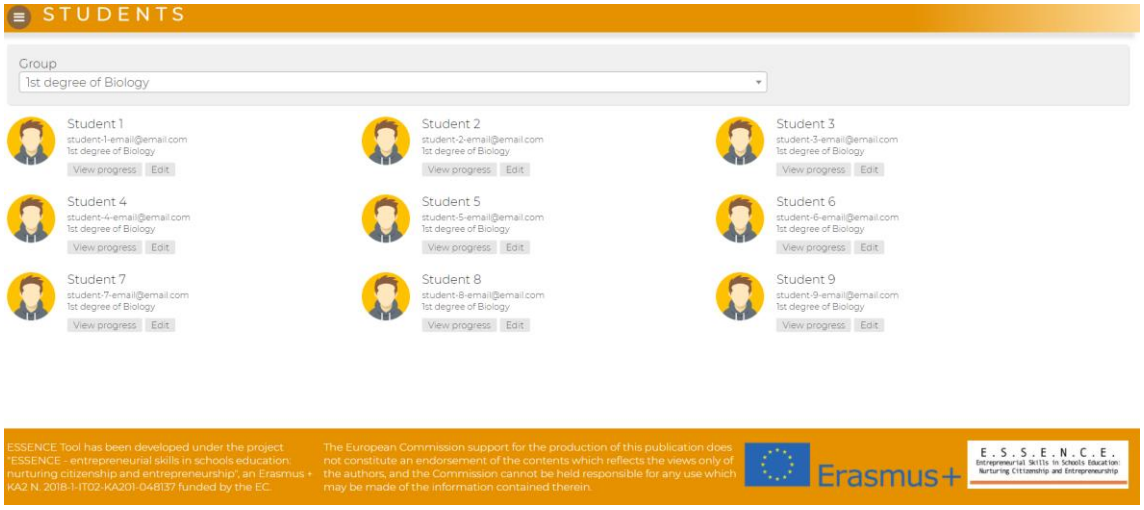
And click “Submit”



The results will show up



And the students are loaded in the platform



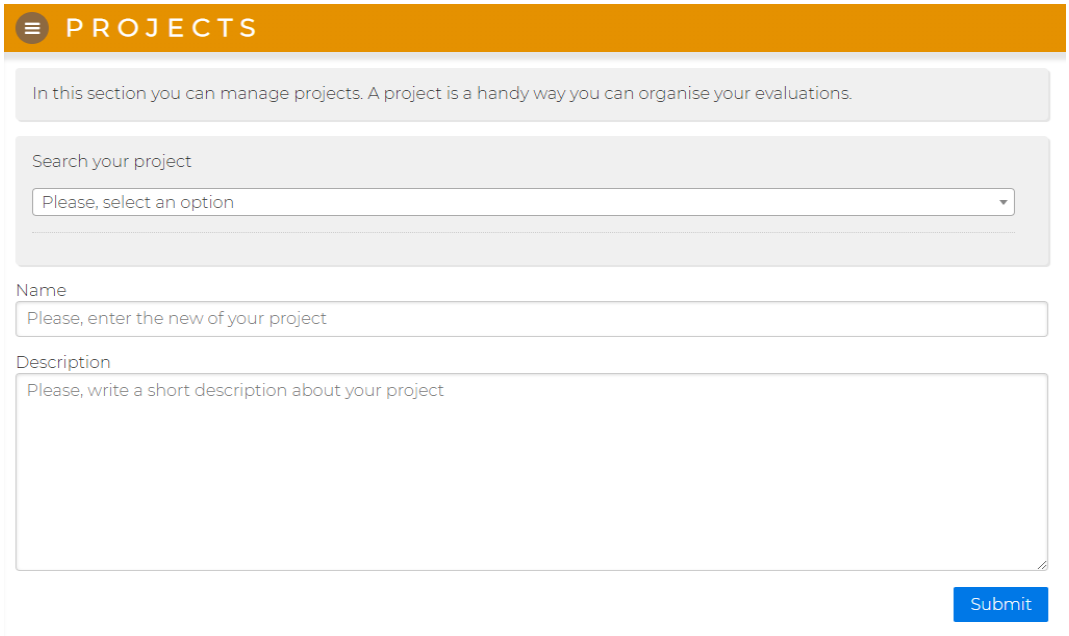
Projects

We are closer now to start the evaluation, but first we need to create a Project, as the evaluations are linked to it.

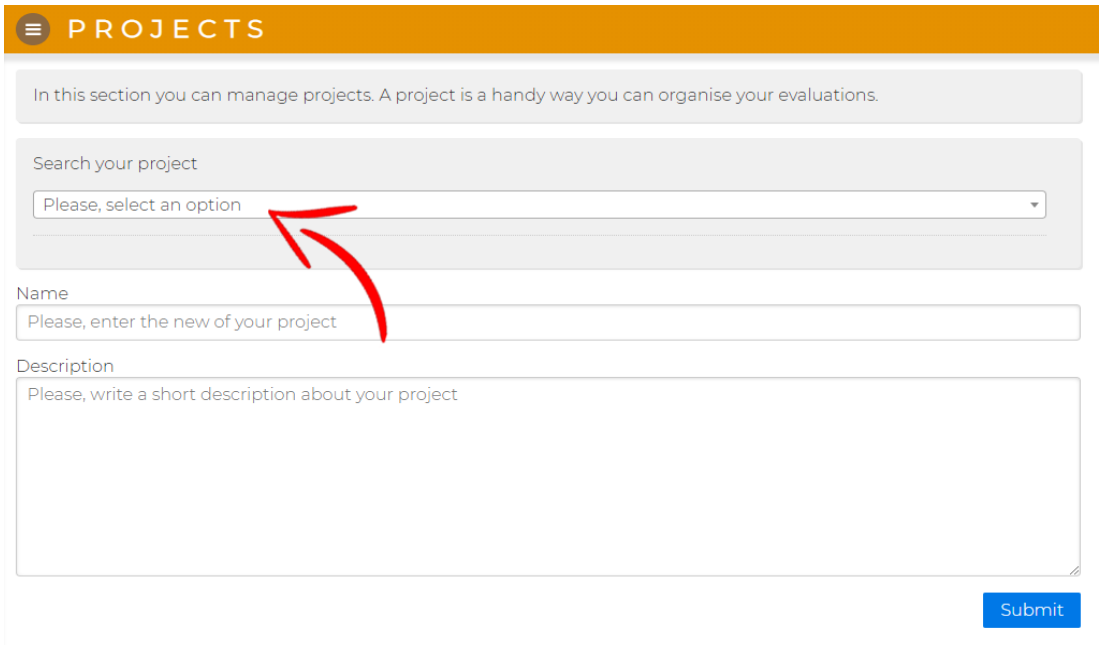
KEY POINTS:

- A project is a handy way to organise your evaluations.
- There is a *default project*.
- Projects may include a description.

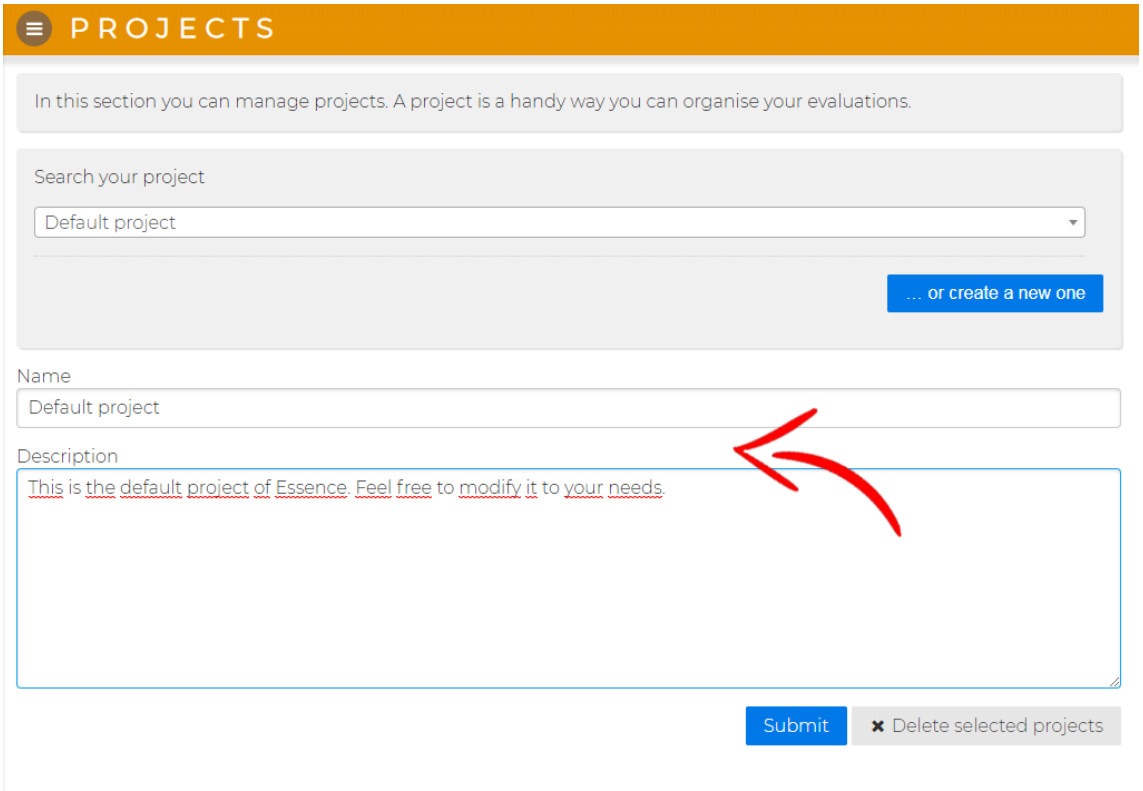
Enter in the “Projects” section



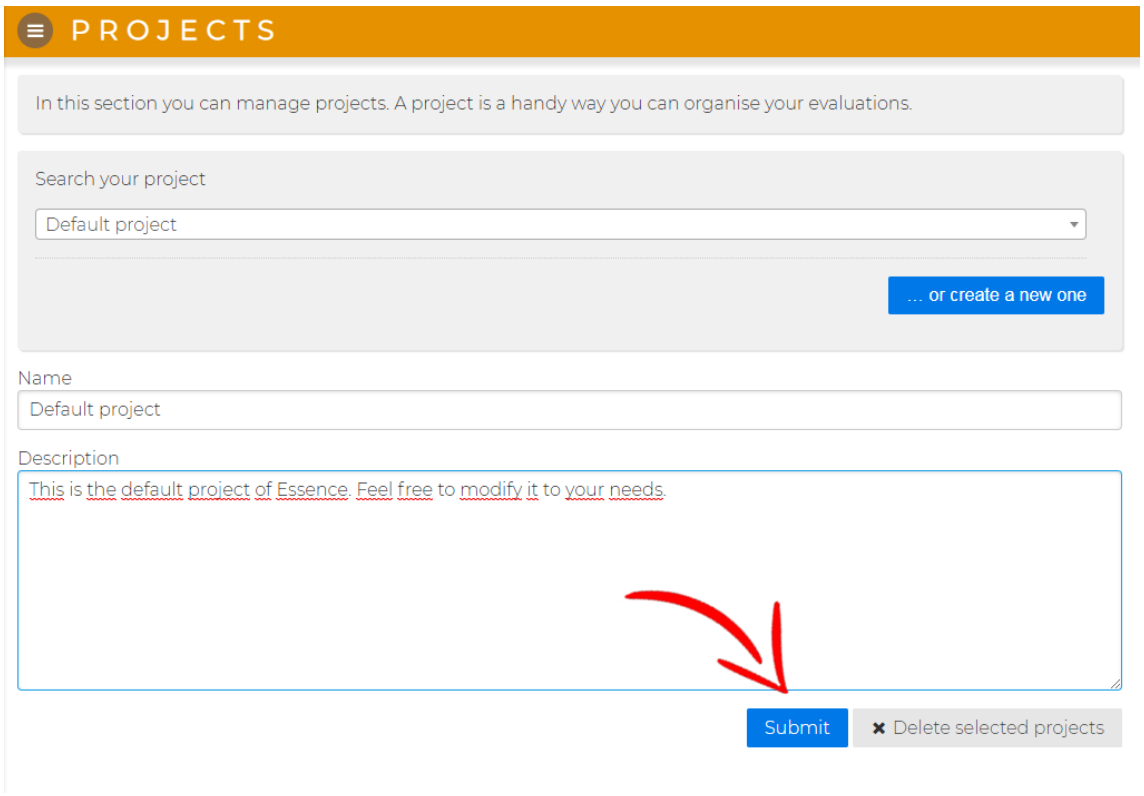
In the dropdown menu you can select your projects



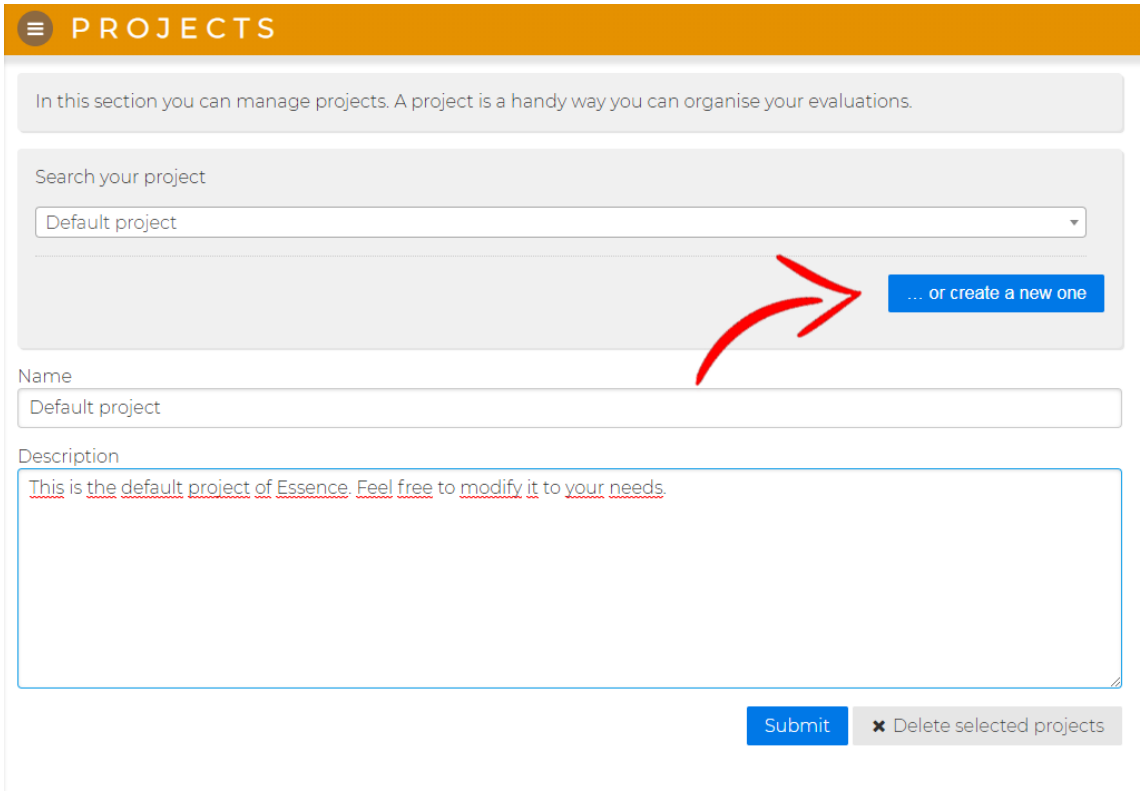
Select the **default project** and check its name and description



You can modify its name and description and update it



You can also create as many projects as you want



Performing evaluations

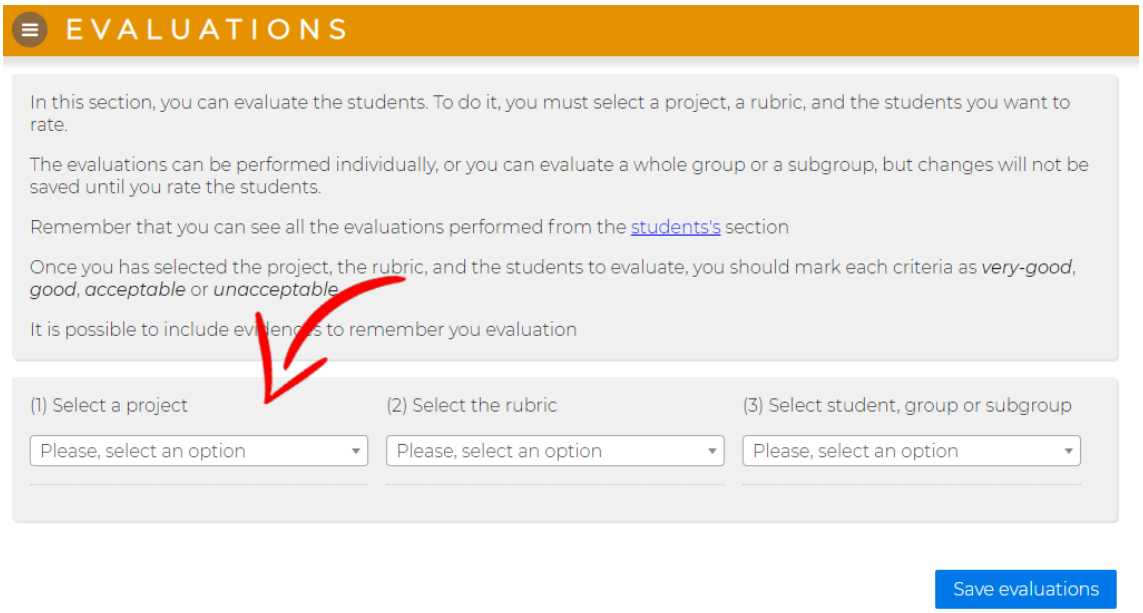
We have finally reached to the key point of our tool!

KEY POINTS:

- Evaluations are linked to projects.
- Each evaluation is linked to a rubric
- You can rate students individually or by groups.
- Each criterion can be rated as **very-good**, **good**, **acceptable** or **unacceptable**.
- It is possible to include evidences to

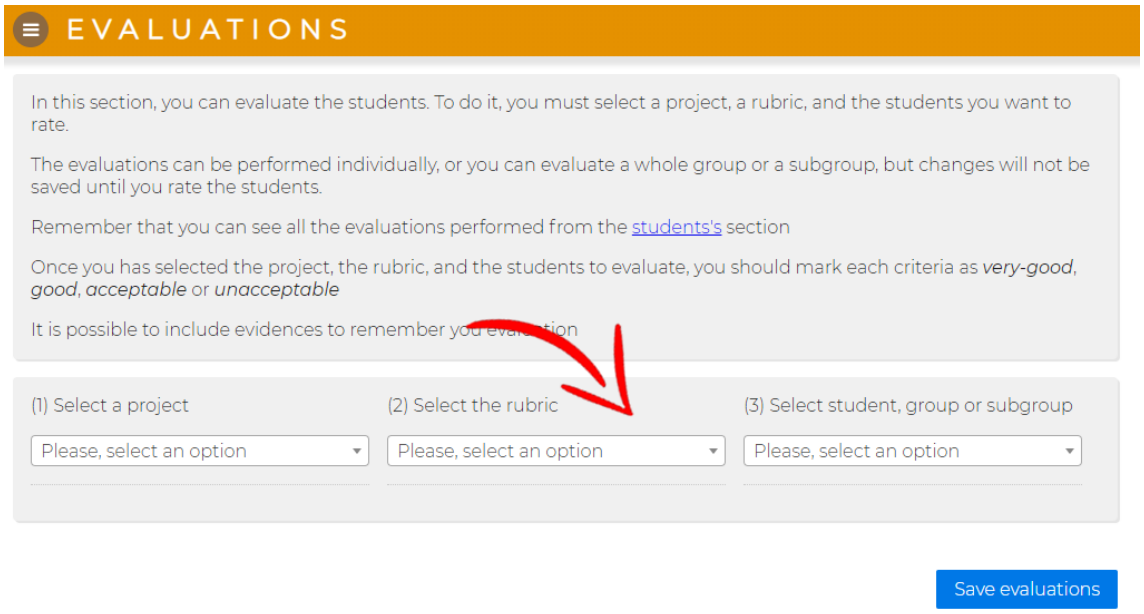
TIP: An interesting experiment you can carry out is allowing students to use the same rubrics to evaluate their peers. They can always export their evaluations and you can use that information for a more complete evaluation. Let's see how in this part of the tutorial!

Enter in the evaluation section. Remember that the evaluation is always related to a project, so select one:



Then, you need to select a rubric according to what you are going to evaluate. The rubrics included in our tool are the ones that evaluate the three competencies on which E.S.S.E.N.C.E project has focused:

- From the Resources area: the sub-competency Self-awareness & Self-efficacy.
- From the Ideas & Opportunities area: the sub-competency Vision.
- From the Into Action area: the sub-competency Working with others.

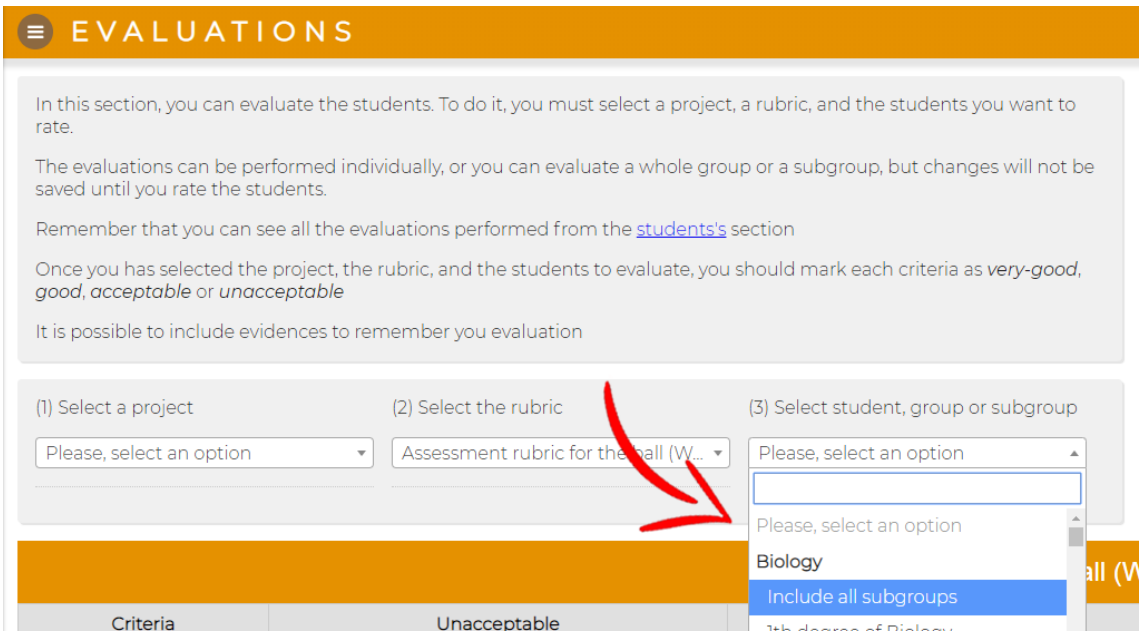


And select the students / whole group / or subgroup that are going to be evaluated. That gives you the chance to play with the type of evaluation. Some ideas might be…

Individual one? Select one student;

group one? Create a subgroup for every team in the class;

global mark for the class as a whole? Select the complete group!



Then the selected rubric appears as a grid:

Assessment rubric for the ball (Working with others)				
Criteria	**Unacceptable**	**Acceptable**	**Good**	**Very good**
Planning	Does not participate in planning goals and boycotts decisions made by peers.	Does not participate in goal planning, but accepts the group's decision and follow the plan.	Participates in decision-making but does not make valuable proposals	Participate in planning by making valuable proposals and making reasoned decisions
Tranquillity	You have difficulty keeping calm in the face of difficulties as well as asking for help or accepting the help you are given.	Keeps calm in the face of difficulties and asks for help or examples.	He has difficulty keeping calm in the face of difficulties but ends up finding solutions.	Remains calm in the face of difficulties in performing a sequence of activities and finds alternative solutions.
Motivation	Their low motivation causes problems in the group.	You need support from your group or teachers to maintain motivation towards the activity.	Start the activity highly motivated but have difficulty maintaining it throughout the course of the activity.	Maintains motivation towards the activity from the first moment to the last.

You can select any options by tapping on it.

Assessment rubric for the ball (Working with others)				
Criteria	**Unacceptable**	**Acceptable**	**Good**	**Very good**
Planning	Does not participate in planning goals and boycotts decisions made by peers.	Does not participate in goal planning, but accepts the group's decision and follow the plan.	Participates in decision-making but does not make valuable proposals	Participate in planning by making valuable proposals and making reasoned decisions
Tranquillity	You have difficulty keeping calm in the face of difficulties as well as asking for help or accepting the help you are given.	Keeps calm in the face of difficulties and asks for help or examples.	He has difficulty keeping calm in the face of difficulties but ends up finding solutions.	Remains calm in the face of difficulties in performing a sequence of activities and finds alternative solutions.
Motivation	Their low motivation causes problems in the group.	You need support from your group or teachers to maintain motivation towards the activity.	Start the activity highly motivated but have difficulty maintaining it throughout the course of the activity.	Maintains motivation towards the activity from the first moment to the last.

The “X” button on the left allows to clear your selection.

Assessment rubric for the ball (Working with others)				
Criteria	**Very good**	**Good**	**Acceptable**	**Unacceptable**
Planning	The student participates in planning by making valuable proposals and making reasoned decisions.	The student participates in decision-making but does not make important proposals.	The student does not participate in goal planning, but accepts the group's decision.	The student does not participate in planning goals and boycotts decisions made by peers.
Time	The student estimates the time required by the development steps of a product or task and adapts to possible changes and unforeseen events.	The student estimates the time required for the development steps of a product or task but has difficulty adapting to possible changes and unforeseen events.	The student makes a planning little adapted to the time required for the development of the task but adapts to present it in time	The student does not plan the time required for each step of the task in a way that ends up not presenting it or presenting it incomplete.
Material	The student provides the necessary material (physical material, previous research at home...) to be able to work well in class and is concerned that this material is of good quality.	The student provides material to be able to work in class, but the quality is not very high or even has some failure that does not prevent the performance of the work.	The student provides material late or with errors that hinder the performance of group work.	The student does not provide enough material to be able to do the job properly.

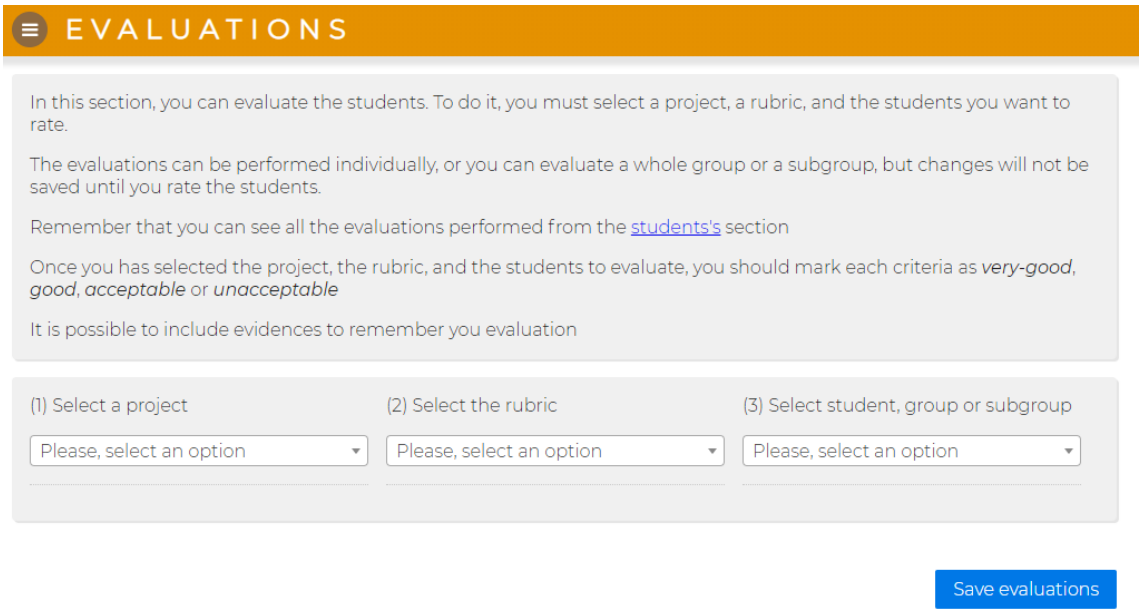
You can attach textual evidences so you can check later why you gave a certain mark to someone, which will make much easier your evaluation process later!

Assessment rubric for the ball (Working with others)				
Criteria	**Very good**	**Good**	**Acceptable**	**Unacceptable**
Planning	The student participates in planning by making valuable proposals and making reasoned decisions.	The student participates in decision-making but does not make important proposals.	The student does not participate in goal planning, but accepts the group's decision.	The student does not participate in planning goals and boycotts decisions made by peers.
	Include any evidences you want to remember This is a textual evidence where I can type things I want to remember.			
Time	The student estimates the time required by the development steps of a product or task and adapts to possible changes and unforeseen events.	The student estimates the time required for the development steps of a product or task but has difficulty adapting to possible changes and unforeseen events.	The student makes a planning little adapted to the time required for the development of the task but adapts to present it in time	The student does not plan the time required for each step of the task in a way that ends up not presenting it or presenting it incomplete.

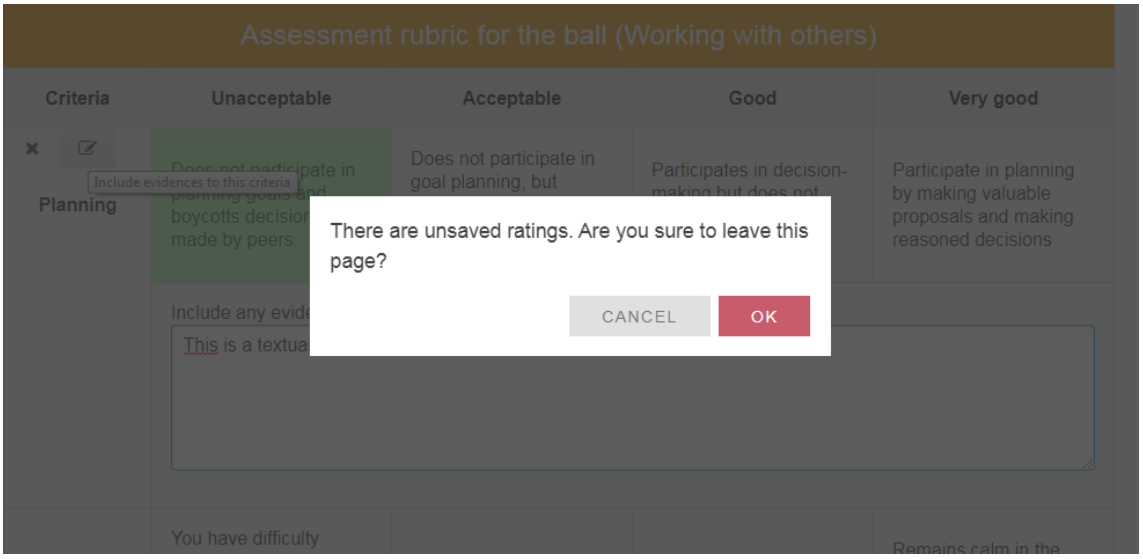
If in a certain project there are aspects of the subcompetence that will not be evaluated, you can decide to hide it. This is useful to keep on your screen only the aspects you need to evaluate.

Assessment rubric for the ball (Working with others)				
Criteria	**Very good**	**Good**	**Acceptable**	**Unacceptable**
Planning	The student participates in planning by making valuable proposals and making reasoned decisions.	The student participates in decision-making but does not make important proposals.	The student does not participate in goal planning, but accepts the group's decision.	The student does not participate in planning goals and boycotts decisions made by peers.
Time	The student estimates the time required by the development steps of a product or task and adapts to possible changes and unforeseen events.	The student estimates the time required for the development steps of a product or task but has difficulty adapting to possible changes and unforeseen events.	The student makes a planning little adapted to the time required for the development of the task but adapts to present it in time	The student does not plan the time required for each step of the task in a way that ends up not presenting it or presenting it incomplete.
Material	The student provides the necessary material (physical material, previous research at home...) to be able to work well in class and is concerned that this material is of good quality.	The student provides material to be able to work in class, but the quality is not very high or even has some failure that does not prevent the performance of the work.	The student provides material late or with errors that hinder the performance of group work.	The student does not provide enough material to be able to do the job properly.

The tool allows you to change the filter to perform other evaluations in another group but remember to save the evaluations!



Anyway, if you click in another section, essence tool will notify you, just in case you forgot.



Once the evaluations are finished, you can save all the changes.

Help and respect	It's individualistic. He doesn't recognize the work of his classmates. He ends up sheathing himself and not working with the group or making group work difficult.	Has difficulty recognizing the potential of peers and becomes angry at their limitations. tends more to individual work than to group work.	It takes advantage of the potentialities of others and respects their limitations although it does not do much to help them. He cares more about getting the job done than he cares about helping others.	Encourage other members of your group and recognize the work they do. Respect the limitations of others and help them to improve and learn from them.
Friendliness	When he disagrees with something, he gets angry and provokes conflicts instead of looking for alternative solutions. Ends up giving in.	When disagreeing, he gets angry and doesn't talk about it or look for alternatives, even though he/she continue working	Expresses disagreement with a peer, but does not suggest alternatives at first and/or uses inappropriate language. Ends up suggesting alternatives.	When you disagree don't agree with what a colleague does or says with a peer, you know how to give him or her suggest alternatives with correct and respectful language.

Save evaluations

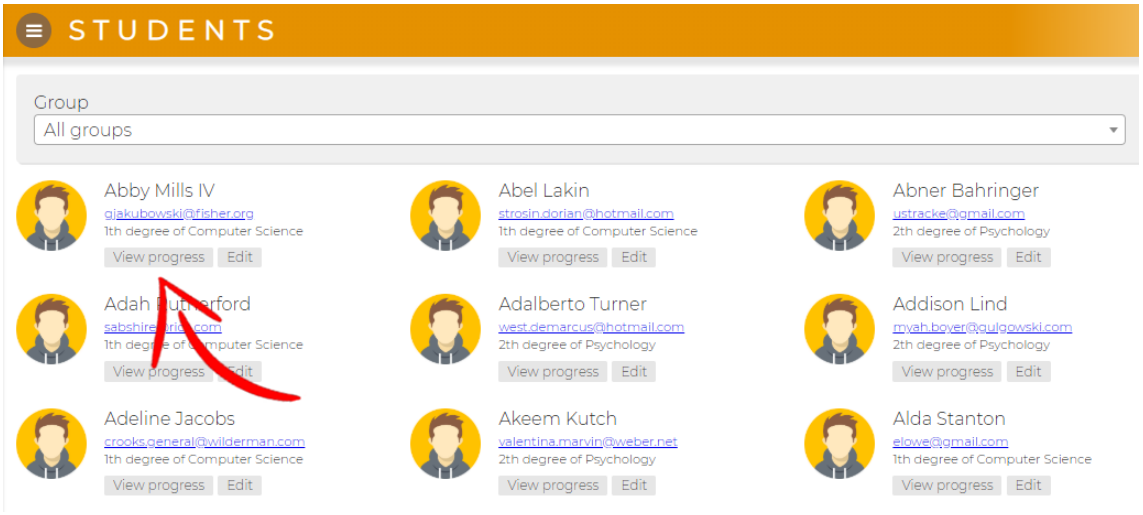
Students

Let's go back to the 'Students' section and its possibilities.

KEY POINTS:

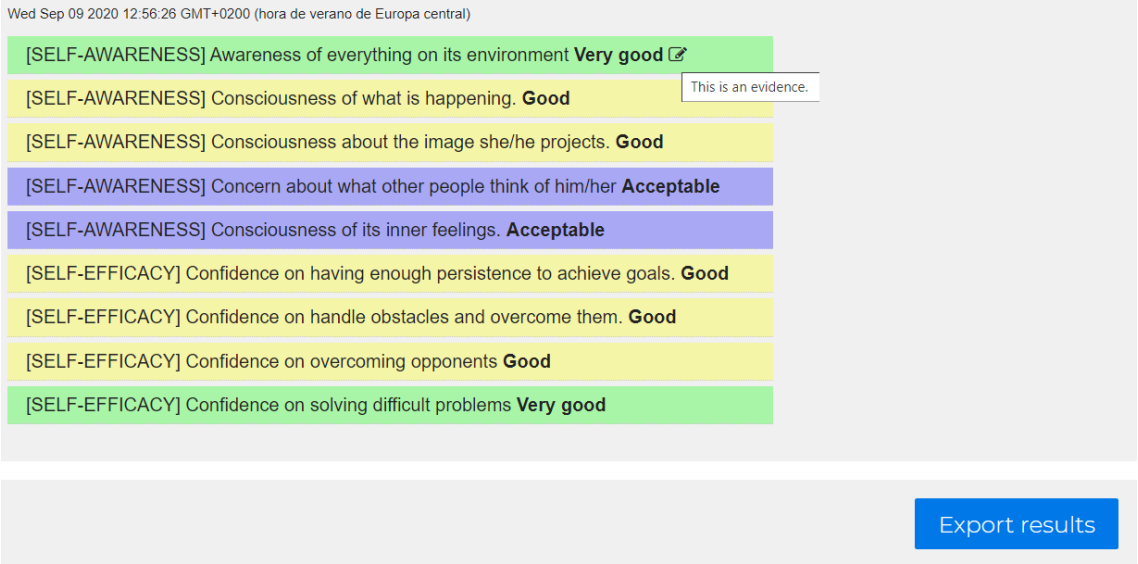
- You can view and edit the imported students.
- You can check the student progress.

Once in the "Students" section, you can observe the progress of each student by clicking "view progress".



The progress of each evaluation process will then appear so you can check how a student develops the competencies with the time. That will help you to have a good idea of the evolution of your students individually at the end of the year.

On top of that, the tool allows you to see the attached evidences to the grade. On this way you have a reminder of why you gave a certain grade.



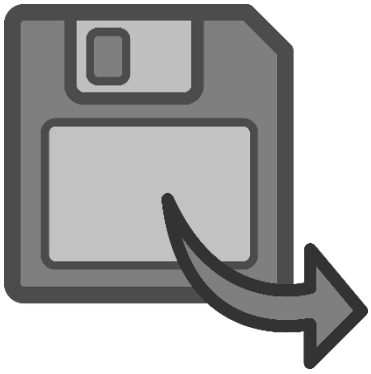
To make easier the evaluation process and compile the results together, you can download the results of the student. These results will download as a .csv document to make the data manageable for your evaluations in a spreadsheet editor such as Excel.

Export / Import database

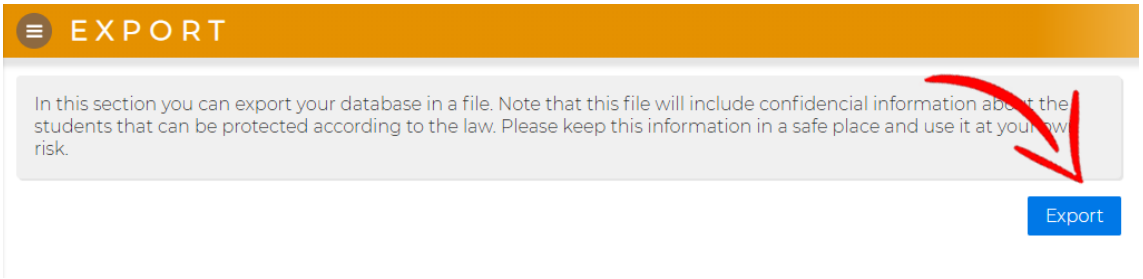
This is the last point of our tutorial.

KEY POINTS:

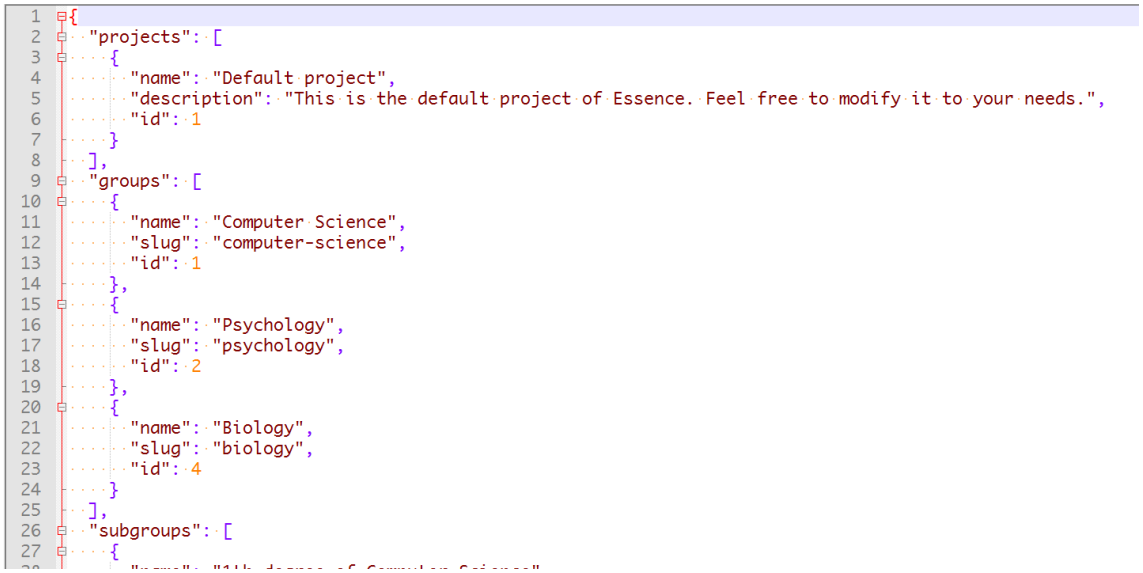
- It allows you to export all your data.
- It can be used to transfer your data from one device to another.



Enter the Export Section and click “Export”. This will automatically download a file that contains all the information included in your app. That means that it you can save the uploaded groups and students, but as well their evaluations and progress.



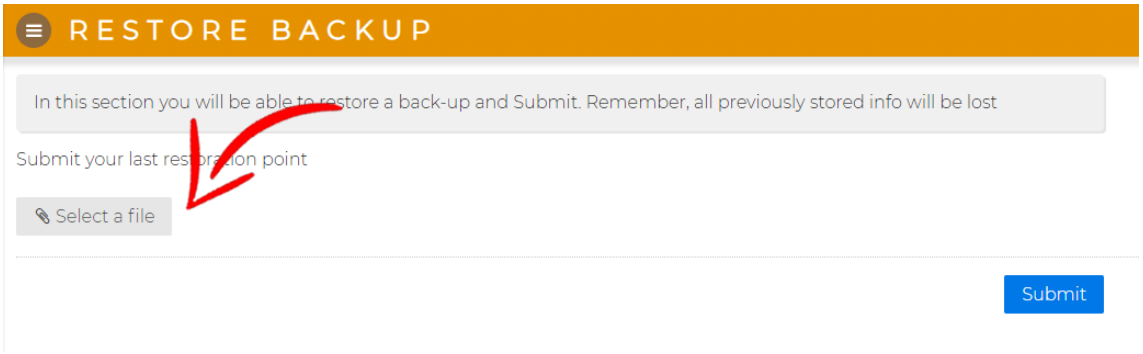
The database is exported as a plain file, so you can open it with any text editor, such as the Notepad:



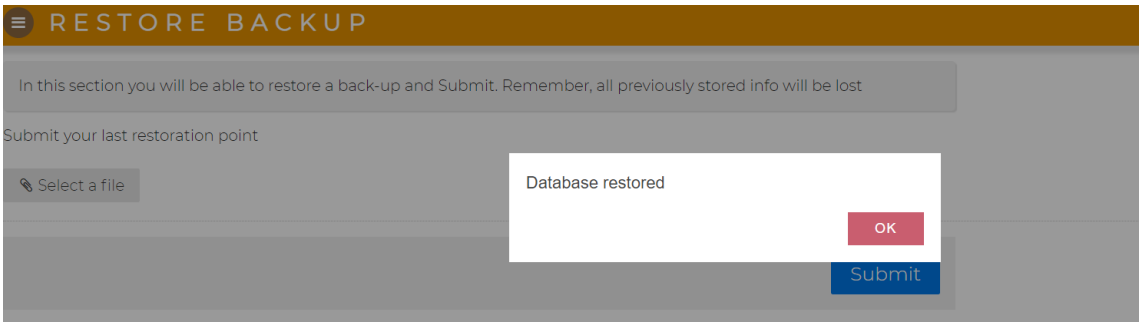
```
{
  "projects": [
    {
      "name": "Default project",
      "description": "This is the default project of Essence. Feel free to modify it to your needs.",
      "id": 1
    }
  ],
  "groups": [
    {
      "name": "Computer Science",
      "slug": "computer-science",
      "id": 1
    },
    {
      "name": "Psychology",
      "slug": "psychology",
      "id": 2
    },
    {
      "name": "Biology",
      "slug": "biology",
      "id": 4
    }
  ],
  "subgroups": [
    {
```

This is **KEY** because you can import all data into another device, keeping all the progress you may did only or in a certain device.

To do so, enter the ‘Restore Backup’ section and upload your last backup file:



Then click 'Submit' and your will backup will be successfully restored when showing the following message:



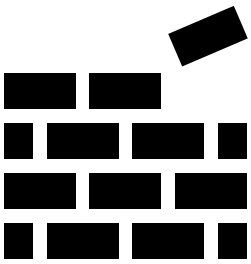
For advanced users

Create new rubrics in the E.S.S.E.E.N.C.E. tool

As time passes, your projects may become more and more complex and you may need to evaluate other aspects that are not covered by the tool. That is why we explain step by step how to create your own rubric that allows a flexible use of the tool.

KEY POINTS:

- It allows you to create your own rubrics.
- You can make the use of the ESSENCE tool more flexible.

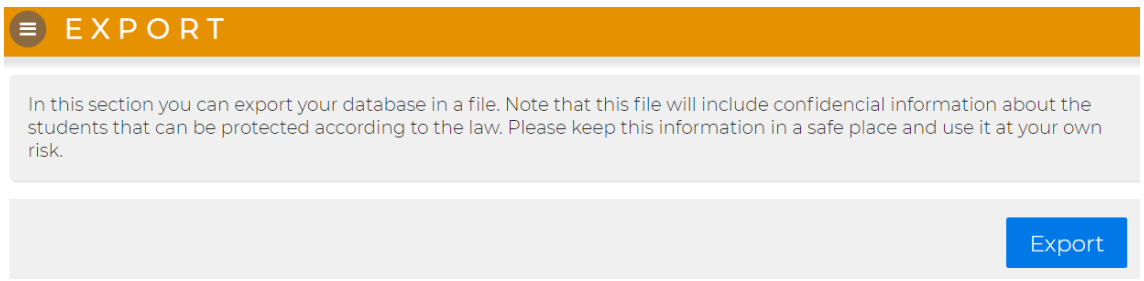


Before you start...

We recommend that you prepare your rubric first in a text editor, so that you have the information ready and only need to include it in the code. The following steps will show you what we mean.

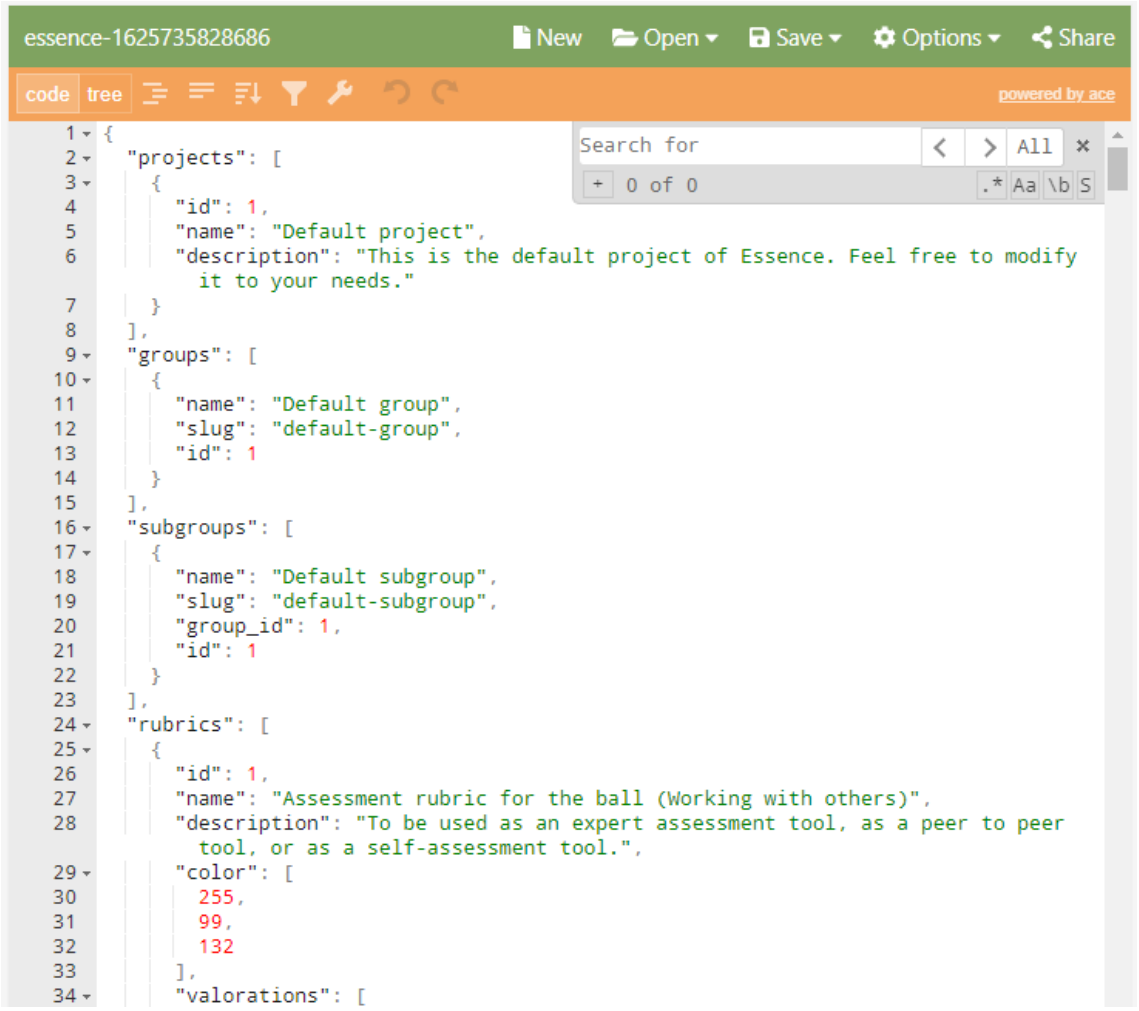
Step 1. Generate a backup.

Download a backup of the system from the Export option. With this, you will get a file in JSON format that contains the system configuration with the data of the students and evaluations made.



Step 2. Open the file with a favourite text editor.

You can also use online tools such as https://jsoneditoronline.org/. One of the advantages of these editors is that they check the code for correctness and detect formatting errors, such as unclosed inverted commas, by marking such errors with a small cross.



Step 3. Locate the "rubrics" section

Within "rubrics" are the current rubrics of the system. Each rubric is defined in brackets with key and value elements. The key elements are those aspects that we want to evaluate, while the value elements are the descriptive values that will help us to evaluate these aspects.

Locate the last existing rubric in this section. If you have not created any previous rubric and this is the first time you are going to include a new rubric, the last one will have "id" 3.

```
"subgroups": [
  {
    "name": "Default subgroup",
    "slug": "default-subgroup",
    "group_id": 1,
    "id": 1
  }
],
"rubrics": [
  {
    "id": 1,
    "name": "Assessment rubric for the ball (Working with others)",
    "description": "To be used as an expert assessment tool, as a peer to peer
      tool, or as a self-assessment tool.",
    "color": [
      255,
      99,
      132
    ],
    "valorations": [
```

This is important because our next heading should have a different "id" than the previous ones. In this case, we are going to give it an "id" of 4.

```
                "id": 4,
                "text": "It's convinced that she/he cannot solve any
                  difficulty."
              }
            ]
          }
        ]
      }, {

      }
    ],
    "students": [],
    "ratings": [],
    "assessments": [
      {
        "id": 1,
```

To create it, just find the "}" key that closes the rubric, add a new one and paste the template below, on which you can work on the rubric:

```
{
  "id": 4,
  "name": " A brief textual description of the rubric",
  "color": [
     255,
     99,
     132
  ],
  "valorations": [
  {
    "text": "Very good",
    "id": 1,
    "score": 4
  },
  {
```

```
    "text": "Good",
    "id": 2,
    "score": 3
  },
  {
    "text": "Acceptable",
    "id": 3,
    "score": 2
  },
  {
    "text": "Unacceptable",
    "id": 4,
    "score": 1
  }
  ],
  "rows": [
  {
    "key": "first-question",
    "name": "First question",
    "values": [
      {
        "id": 1,
        "text": "Response to the very-good assessment"
      },
      {
        "id": 2,
        "text": "Response to the good assessment"
      },
      {
        "id": 3,
        "text": "Response to the acceptable assessment"
      },
      {
        "id": 4,
        "text": "Response to the unacceptable assessment"
      }
    ]
  },
  {
   }
  ]
}
```

This system allows each rubric to have an independent system. It is also possible to associate a colour in RGB format (red, green, blue) to be shown later in the evaluations. It is easy to generate colour codes with tools such as https://htmlcolorcodes.com/. Finally, the code section called rows has an entry for each possible element of the rubric.

Step 4. Create new rubric

Once we have understood how a rubric works, we can modify the current ones to adapt them to our situation by editing the text fields or create a new one. The trickiest part of this step is the formatting. As we can see, each heading is enclosed in braces "{", "}" and

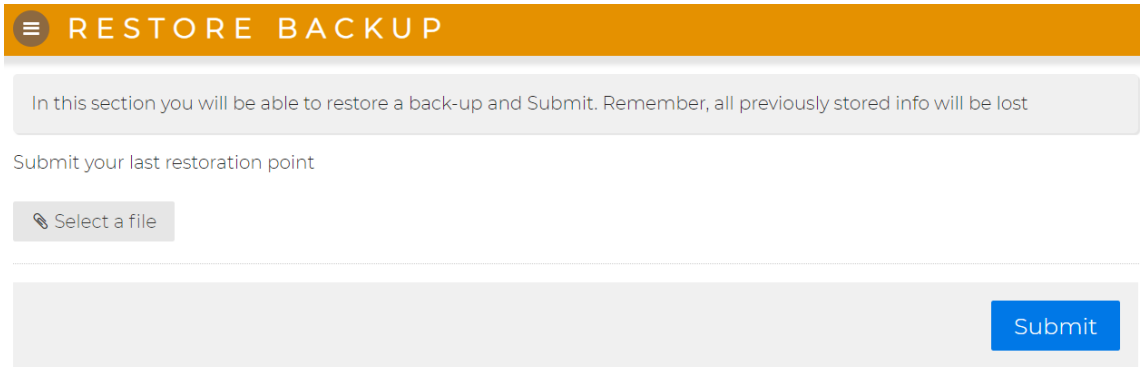
the collections of elements in square brackets "[", "]". In this sense, having an online editor like the one mentioned above will make it more difficult to make mistakes.


```
},
{
  "id": 4,
  "name": "Mi nueva rúbrica",
  "description": "Aquí quiero valorar nuevas capacidades",
  "color": [
    0,
    0,
    255
  ],

  "valorations": [
    {
      "text": "Buena",
      "id": 2,
      "score": 3
    },
    {
      "text": "Aceptable",
      "id": 3,
      "score": 2
    },
    {
      "text": "Necesita mejorar",
```


Step 5. Import the database

Once finished, we have to load the modified JSON file back into the system, from the "Restore backup" menu. If everything went well, we will be able to see the new rubric to evaluate.



Step 7. Translating the rubrics (OPTIONAL)

This step is optional and is only necessary if we want to translate the rubrics into other languages. We have to locate the rubrics.js file in the js/nls folders and look for the translation into our language. Edit the file with a text editor for each language we want to translate and specify the texts of the questions and the name of the rubric.

This option is only available if you use the tool locally and not online.

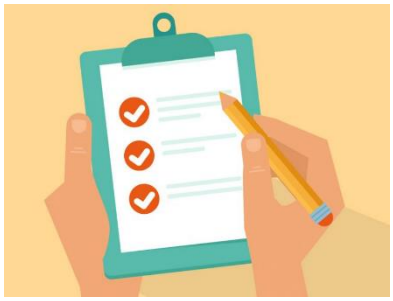
```
define ({
    "1": {
        "name": "Lavorare con gli altri",
        "description": "Per essere utilizzato come uno strumento efficace di valutazione, peer to peer o di autovalutazione ",
        "valorations": {
            "1": "Molto buono",
            "2": "Buono",
            "3": "Accettabile",
            "4": "Non accettabile"
        },
        "rows": [
            "Pianificazione",
            "Tempo",
            "Materiale",
            "Tranquillità",
            "Motivazione",
            "Aiuto e rispetto",
            "Delegare",
            "Cordialità"
        ],
        "cells": [
            {
                "1": "Partecipa alla pianificazione formulando proposte valide e prendendo decisioni ponderate",
```

Self-assessments

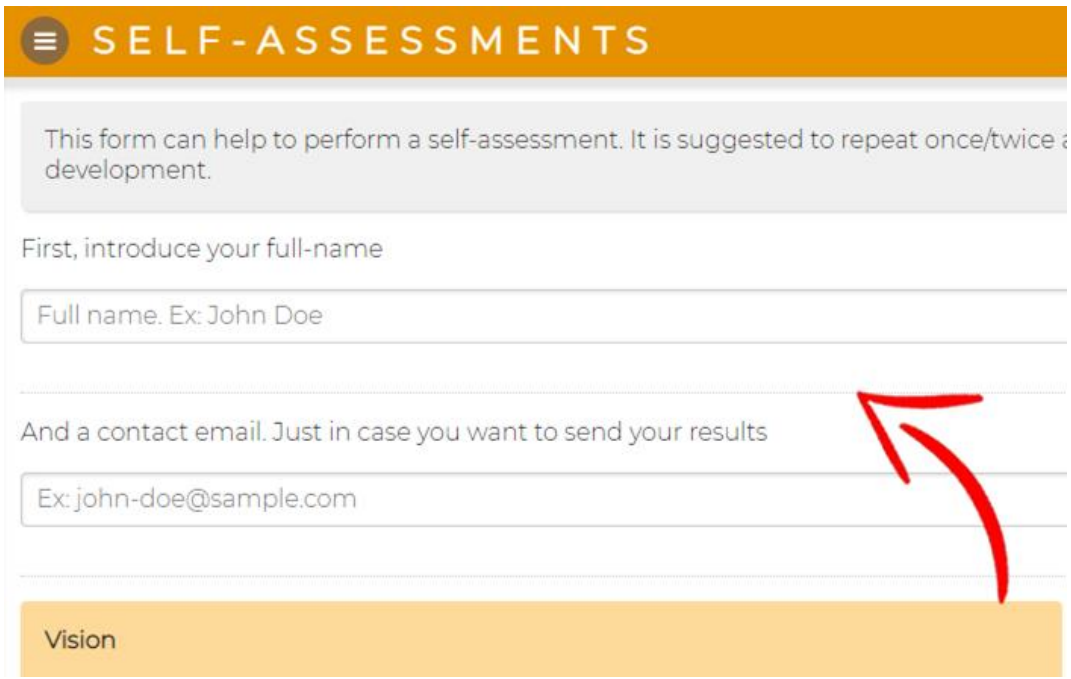
A complete evaluation is never done only by the teacher. While the rubrics allow teachers and peers to evaluate students, this part will allow students to assess themselves.

KEY POINTS:

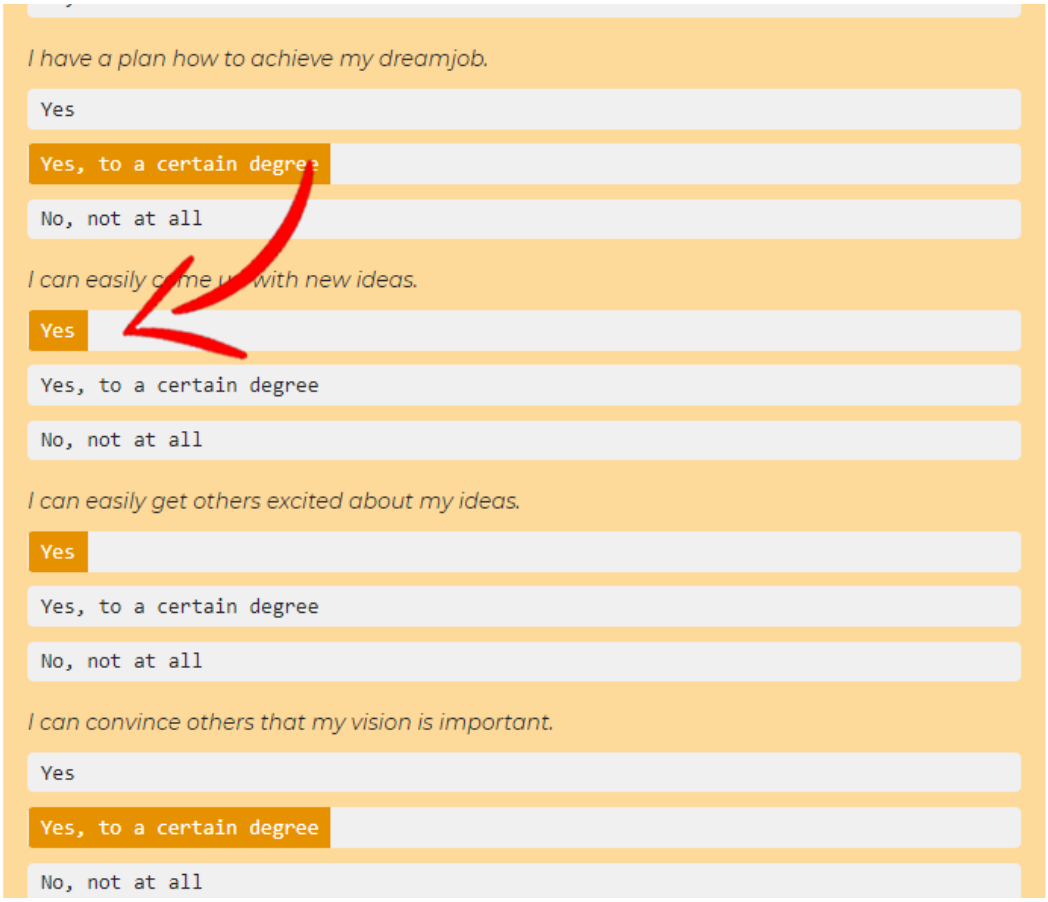
- Self-assessments allow the students to check where they are at regarding the subcompetencies by responding a set of questions.
- Results are shown online and can be stored.
- Results can be downloaded as plain files and opened with several editors and word-processors.
- **NOTE:** Self-Assessments are not stored in the application.



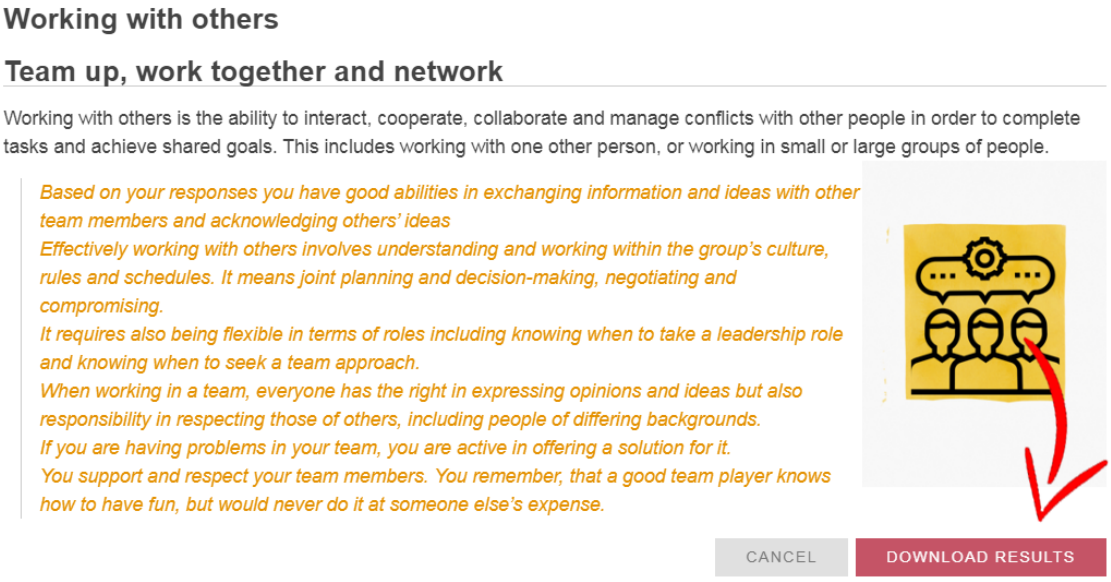
Once the students enter in the self-assessments section, they must introduce their name and email.



Afterwards, they just need to start answering the questions. The questions are divided in three blocks, corresponding to the three competencies we evaluate through the rubrics.



Once they finish answering, they can obtain their results. **NOTE:** remember that this option is only available online.



Fact sheet

The E.S.S.E.N.C.E. tool was designed by the team of the Universiy of Murcia.

The idea development was by Linda Castañeda.

The programming of the tool was carried out by José Antonio García Díaz.

This tutorial was made by José Antonio García Díaz and Ana Yara Postigo Fuentes.

A message from the team...

We **hope** you found this **tutorial easy and practical** to follow. If you have any further doubt about it, you can email us at **lindacq@um.es**

It is our wish that you make this tool yours and make the most of it. Remember that our goal is to **share it and improve it**, always under the same Creative Common License.

We believe that **your amazing projects** deserve to be **accurately evaluated** and to be reflected somehow **in the grades**.

We also encourage to use this tool for **a whole evaluation process**. Viewing how students see themselves and each other can provide a powerful information for your own project, in order to check if it achieved its goals.

Last but not least, this tool is very flexible and adaptable to your needs, so **dare yourself to personalize it** as much as you can so it can make this whole process of evaluation easier.

Best regards,

The E.S.S.E.N.C.E. team

E . S . S . E . N . C . E .

Entrepreneurial Skills in Schools Education:
Nurturing Citizenship and Entrepreneurship

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