

Düsseldorf student inventory

Self-assessment and external assessment of informal skills in career orientation

Recommendation:
School: Hauptschule
Subject: orientation, interdisciplinary
Year: transition

In the field of transition from school to work, the career choice pass is familiar to those involved and is used regularly by students, parents and teachers. The Düsseldorf student inventory uses the self-assessment and external assessment form of the career choice pass and offers the opportunity to relate the individual self-assessment and external assessment to the population of pupils in grade 8 of secondary level I. A profile sheet is created that compares the student's self-assessment and that of others with the overall population. This profile form is the basis of the evaluation interview. The application of the Düsseldorf student inventory requires the consent of the parents with custody.

Self-Assessment Sheet and External Assessment Sheet

Mein persönliches Profil: Meine Stärken einschätzen	
Name: _____	Datum: _____
Selbsteinschätzung <input type="checkbox"/>	
Fremdeinschätzung <input type="checkbox"/> durch _____	
Arbeitsverhalten	
A. ZUVERLÄSSIGKEIT Ich beachte beim Erfüllen eines Auftrags genau die Hinweise, Vorgaben und Absprachen.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
B. ARBEITSTEMPO Ich schaffe schulische Aufgaben in der vorgegebenen Zeit.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Abb. 2: Selbsteinschätzungsbogen



Abb. 1: Ablaufdiagramm

The self-assessment sheet and external assessment sheet in the Career Choice Passport includes a 4-level rating scale with 36 items. The items are assigned to the 4 dimensions of

work behavior, learning behavior, social behavior and professional skills. The items were developed and selected by the expert commission of the federal states, which coordinates the development of the career choice passport. They have a high recognition value and subjective face validity for the actors.

Competency model

The version of the career choice pass that is used distinguishes between the dimensions of work behavior, learning behavior, social behavior and professional competence. The competence model of work and vocational education knows personal, social, technical and methodical competence. The 36 items of the career choice pass can then be assigned to these two different competency models in a competency table (figure of competency model). The dimensions of methodical competence and personal competence are not included in the career choice pass. The corresponding items were assigned according to face validity and communicatively validated. They must not be taken into account in an evaluation strictly based on the career choice passport.

Career choice pass Self-assessment and external assessment	Technical competence	Methodical competence	Social competence	Personal competence	
Work behavior		Work planning organizational skills solving abstraction		Reliability Work pace Order Care Creativity	
Learning behavior		Independence , comprehension, memory		Resilience to concentrate responsibility , initiative motivate reflect,	willingness to perform
social behavior			ability willingness contact , respectful interaction, communication skills , empathy conflict criticism		
Specialist	Writing Reading Mathematics Natural sciences Foreign languages Presentation PC skills Cross- curricular thinking				

Abb. 3: Kompetenzmodell Berufswahlpass 2009 SEK I (Zeilen), Kompetenzmodell DÜSK (Spalten)

Standard tables

The standard tables distinguish between self-assessment and external assessment. There are therefore two norm tables for special needs school class 8 and secondary school class 8. The profile is created directly in relation to the mean value and standard deviation of the respective distribution.

The self-assessment

A classroom is required for the self-assessment. Each student has their own workspace. The self-assessment form is available at the workplace. The teacher explains the self-assessment sheet with the following words or those with the same content: "You will find a self-assessment sheet on the table in front of you with 36 statements about habits and behavior at school and at the training place. You can rate yourself for each of these statements by choosing one of four possible answers. The answer options are: 1 "does not apply", 2 "partially applies", 3 "applies" and 4

“fully applies”. You each have one answer option. If you don't understand a statement, please get in touch. I will then explain the statement to you in other words.” Students write their name and date on the self-assessment sheet and begin the self-assessment.

External assessment

The external assessment has a heuristic character. It can be done by parents, friends or the teacher and each person will use a different standard.

Raw score sheet

The raw scores from the questionnaires for self-assessment and external assessment are first transferred to a raw score sheet. In a separate column of the raw value sheet, the raw values are entered line by line as numerical values. All missing raw scores are interpreted as 2 “partially agree”.

Summary sheet

In the next step, the numerical values for each item are transferred to the corresponding fields on the summary sheet. A selection of items from the dimensions of work behavior and learning behavior are also entered in the corresponding fields of the dimensions of personal competence and methodological competence. The numerical values of the items are now added up dimension by dimension.

LITERATURE
Düsseldorf student inventory, an open informal test, Düsseldorf 2012: URL: http://paul-koop.org/

Profile sheet

For each dimension, an achieved point value is now determined in the profile sheet. Scores range from 1 to 5. Score 3 is an intermediate score. The point value 4 is rather above average. The score of 5 is completely above average. A score of 2 is below average. A score of 1 is completely below average. For each dimension, the

total value of the raw value sheet is compared with the point table of the norm table used. The corresponding point value is marked on the profile sheet. For the 36 items, the raw value is also entered as a colored bar corresponding to its numerical value. In the development phase of the Düsseldorf student inventory, the teachers looked for a measure of the correspondence between self-assessment and external assessment. During the development phase, some consultants simply used the percentage of matching assessments as a conversation starter. Therefore, the profile sheet also offers a graphic for this. The external assessment has a heuristic character.

AUTHOR:

Paul H. Koop is a professional educator (Magister Artium) and is currently working on the further development of the Düsseldorf student inventory. He has extensive experience in vocational education.

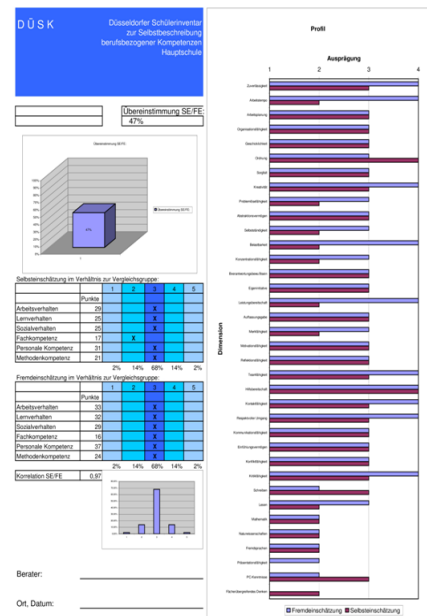


Abb. 4: Profilblatt

Evaluation

meeting The parents take part in the evaluation meeting if possible. If assessments by trainers (internships, career orientation) are already available, copies of these assessments are consulted. The self-assessment and the external assessment are compared with the assessments of the trainers and the teacher's impression (subject grades, top grades). The evaluation interview is based on the results of the evaluation of the self-assessment and the evaluation of the external assessment. Each profile has a potential of opportunities. However, specific occupations cannot be derived from the profile. Self-assessment and external assessment are compared. The focus is on interpreting the results as strengths. Top marks and assessments by trainers are used where available.