



Düsseldorf student inventory

for self-assessment and external assessment
informal professional skills
(DÜSK)

An open, informal test to measure the
assessment and external assessment
of students
in transition classes at secondary level I

Handbook

Paul-H. Koop MA
Thomashofstraße 19
52070 Aachen



contents

What is DÜSK?	3
How was DÜSK developed?	4
Norm tables	10
Collecting the raw data	10
assessment	10
assessment	11
Evaluation	12
The evaluation	16
Appendix	18
Norm table special needs school self-assessment	19
Norm table special needs school external assessment	20
Norm table secondary school self-assessment	21
Norm table secondary school external assessment	22



What is DÜSK?

You have chosen DÜSK, the Düsseldorf student inventory for self-assessment of informal professional skills. We are pleased that you want to work with DÜSK. DÜSK is a simple and easy-to-use informal tool for documenting the self-assessment of informal professional skills.

DÜSK is aimed at teachers at secondary level I, trainers in a facility for inter-company training in accordance with the Vocational Training Act, training and further education educators and vocational pedagogical specialists in transition management from school to work.

Self-assessment of informal skills in the transition from school to work is gaining in importance in all fields of action of the most diverse professions.

Vocational orientation and potential analysis have found their place in schools and the facilities for inter-company training under the Vocational Training Act are opening up to schools. Early contact from the 8th grade is the goal aimed at by all those involved in order to be able to ensure that the pupils are accompanied by experts.

The potential analysis is based on proven tools that have their origins in clinical psychology or special education or are complex in scope and implementation.

In the 1960s, vocational pedagogy made the switch from the distinction between training and education to the more comprehensive model of qualification. In the meantime, the model of qualification has been replaced by the model of informal competences. In the absence of suitable measuring instruments for the transition classes, however, measuring instruments from remedial and special education or clinical measuring instruments are still used.

The Düsseldorf student inventory for self-assessment of professional skills is a field-tested and cost-effective alternative to the measuring instruments from the promotion of disadvantaged people.

DÜSK is available in a version as a "paper test" and (under development) in a PC-supported version. DÜSK was calibrated for special needs school classes, class 8 and secondary school classes, class 8.



How was DÜSK developed?

DÜSK was developed by practitioners for practitioners and emerged from the career orientation for pupils in grade 8 from Düsseldorf secondary and special schools.

In the development of DÜSK, the primary goal from the outset was to find an alternative to the well-known special and remedial measuring instruments that is oriented towards vocational education, pursues neither a clinical nor a remedial approach and, within a cost-effective and timely framework, which is work-pedagogical relevant informal competencies in a self-assessment and external assessment.

In recent years, various personality profiles have appeared on the test market that have no clinical background and are consistently based on occupational psychology or vocational education needs.

Representative of many others, the Bochum, Freiburg and Trier inventories should be mentioned here. Many schoolchildren's inventories, such as the Bochum schoolchildren's inventory, refer to calibration marks from working people. Others, such as the Trier or Freiburg Inventory, involve students in transition grades but are aimed at 10th grade students.

The Düsseldorf student inventory was deliberately based on the career choice pass for secondary level I (2009 version) and optimally complements its self-assessment and external assessment forms. In the field of transition from school to work, the career choice passport and the self-assessment and assessment it contains are used regularly by many students, parents and teachers and are familiar to the stakeholders involved.

Mein persönliches Profil: Meine Stärken einschätzen

Name: _____ Datum: _____

Selbsteinschätzung ☐

Fremdeinschätzung ☐ durch _____

Arbeitsverhalten

A. ZUVERLÄSSIGKEIT
Ich beachte beim Erfüllen eines Auftrags genau die Hinweise, Vorgaben und Absprachen.

B. ARBEITSTEMPO
Ich schaffe schulische Aufgaben in der vorgegebenen Zeit.

4-level rating scale (1 to 4) for each item.

The self-assessment form and external assessment form (see attachment) of the career choice passport includes a 4-level rating scale with 36 informal items, which are assigned to the 4 dimensions of work behavior, learning behavior, social behavior and professional skills. The items have a certain qualitative content validity. Because they are developed and supported by the expert commission of the federal states, which accompanies the development of the career choice passport. The items were not developed in an explicit pretest, but have a high recognition value for the actors and a certain subjective face validity. This increases acceptance among students, parents and teachers. While the version of the career choice pass that is used defines the dimensions of work behavior, learning behavior, social behavior and professional skills, work and vocational education differentiates between personal,



social, professional and methodical skills. The 36 items of the career choice pass can then be assigned to these two different concepts in a cross table:

Career choice Self-assessment and external assessment	Technical competence	Methodological 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				

The dimensions of methodical competence and personal competence are not included in the career choice pass. The corresponding items were assigned according to their visual validity and communicatively validated. They must not be taken into account in an evaluation strictly based on the career choice passport.

For the items selected in this way, it is of course of great practical interest to examine the extent to which the standard sample offers indications of how well it covers the population. The calibration sample was collected in the school year 2011/2012 in class groups of grade 8 Düsseldorf special needs and secondary schools (special needs schools N=40, secondary schools N=80). When choosing the calibration sample, it is not its size that is decisive, but its representativeness. Since the raw data was collected from entire class groups, this representativeness is assumed for grade 8 in Düsseldorf schools in the 2011/2012 school year. A differentiation according to gender and migration background has not yet taken place, but it is possible from the collected data sets and can be correlated with the school development data of the education monitoring of the state capital Düsseldorf.

A first indication of the quality of the items is certainly a rough approximation of the raw data to a normal distribution (for a complete overview, see the appendix).



The approximation to a normal distribution is not necessarily ideal, but is justifiable for an empirical distribution. For the self-assessment of the secondary school students, the illustrations show this as an example (for a complete overview, see the appendix).

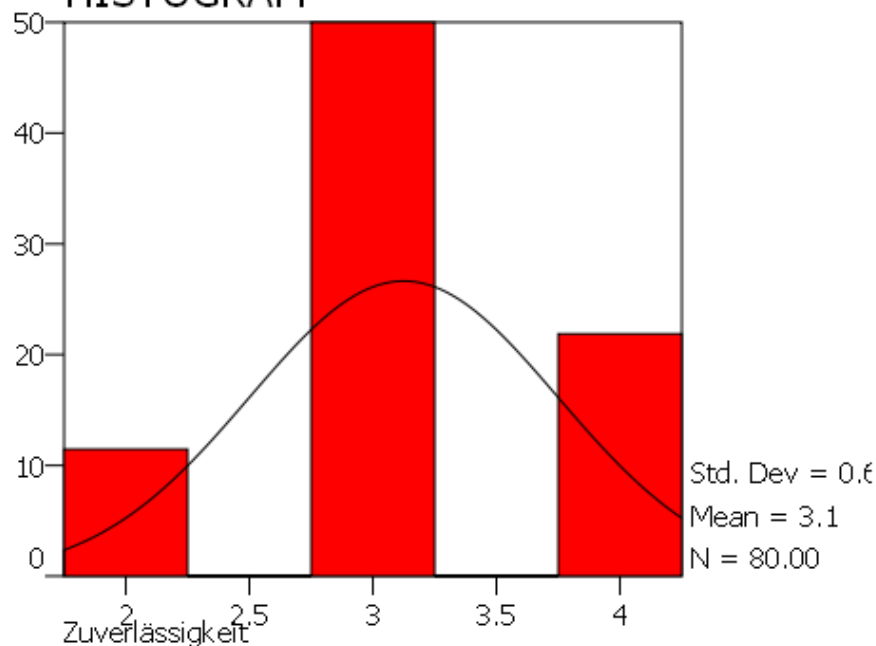
Zuverlässigkeit

<i>Value Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cum Percent</i>
Trifft teilweise zu	2	11	13,75	13,75	13,75
Trifft zu	3	48	60,00	60,00	73,75
Trifft vollkommen zu	4	21	26,25	26,25	100,00
<i>Total</i>		80	100,0	100,0	

Zuverlässigkeit

<i>N</i>	<i>Valid</i>	80
	<i>Missing</i>	0
<i>Mean</i>		3,13
<i>Mode</i>		3,00
<i>Std. Dev</i>		,62
<i>Kurtosis</i>		-,42
<i>S.E. Kurt</i>		,53
<i>Skewness</i>		-,09
<i>S.E. Skew</i>		,27
<i>Minimum</i>		2,00
<i>Maximum</i>		4,00
	50 (Median)	3

HISTOGRAM



Another first qualitative indication of the quality of the items is provided by their intercorrelations within the dimensions to which the items are assigned. Because if the items measure a common dimension, they must be positively correlated with each other. The inner correlation of the items in the work behavior dimension is shown here as an example (for a complete overview, see the appendix):



CORRELATION
/VARIABLES = VAR001 VAR002 VAR003 VAR004 VAR005 VAR006 VAR007 VAR008 VAR009 VAR010
/FRINT = TWOTAIL SIG.

Correlations		Zuverlässigkeit	Arbeitstempo	Arbeitsplanung	Organisationsfähigkeit	Geschicklichkeit	Ordnung	Sorgfalt	Kreativität	Problemlösefähigkeit	Abstraktionsvermögen
Zuverlässigkeit	Pearson	1,00	,18	,18	,13	-,03	,19	,43	,10	,12	,20
	Correlation										
	Sig. (2-tailed)		,11	,11	,25	,76	,09	,00	,38	,27	,07
	N	80	80	80	80	80	80	80	80	80	80
Arbeitstempo	Pearson	,18	1,00	,32	,48	,03	,17	,21	,50	,89	,08
	Correlation										
	Sig. (2-tailed)			,00	,00	,79	,14	,06	,00	,00	,51
	N	80	80	80	80	80	80	80	80	80	80
Arbeitsplanung	Pearson	,18	,32	1,00	,59	,04	,15	,20	,39	,29	,05
	Correlation										
	Sig. (2-tailed)		,00		,00	,70	,18	,06	,00	,01	,64
	N	80	80	80	80	80	80	80	80	80	80
Organisationsfähigkeit	Pearson	,13	,48	,39	1,00	,11	,22	,20	,58	,29	,08
	Correlation										
	Sig. (2-tailed)		,00	,00		,35	,05	,06	,00	,01	,50
	N	80	80	80	80	80	80	80	80	80	80
Geschicklichkeit	Pearson	-,03	,03	,04	,11	1,00	-,04	,15	,25	,16	,24
	Correlation										
	Sig. (2-tailed)		,76	,70	,35		,73	,17	,02	,16	,04
	N	80	80	80	80	80	80	80	80	80	80
Ordnung	Pearson	,19	,17	,15	,22	-,04	1,00	,52	,07	,19	-,05
	Correlation										
	Sig. (2-tailed)		,09	,18	,05	,73		,00	,51	,10	,69
	N	80	80	80	80	80	80	80	80	80	80
Sorgfalt	Pearson	,43	,21	,20	,20	,15	,52	1,00	,09	,10	,18
	Correlation										
	Sig. (2-tailed)		,00	,06	,06	,17	,00		,43	,40	,10
	N	80	80	80	80	80	80	80	80	80	80
Kreativität	Pearson	,10	,50	,39	,58	,25	,07	,09	1,00	,40	,22
	Correlation										
	Sig. (2-tailed)		,00	,00	,00	,02	,51	,43		,00	,05
	N	80	80	80	80	80	80	80	80	80	80
Problemlösefähigkeit	Pearson	,12	,48	,29	,29	,16	,19	,10	,40	1,00	,02
	Correlation										
	Sig. (2-tailed)		,00	,01	,01	,16	,10	,40	,00		,88
	N	80	80	80	80	80	80	80	80	80	80
Abstraktionsvermögen	Pearson	,20	,08	,05	,08	,24	-,05	,18	,22	,02	1,00
	Correlation										
	Sig. (2-tailed)		,51	,54	,50	,04	,69	,10	,05	,88	
	N	80	80	80	80	80	80	80	80	80	80

A first objective characteristic of the validity of a test is the selectivity of the items. A test is valid if it actually measures the variable that it purports to measure. The selectivity of an item is the correlation of the item with the overall result of the measured dimension of a test.

The selectivity should enable an assessment of how well an item distinguishes between people with low and high levels of the characteristic. For this purpose, the correlation between an individual item and the overall test is determined. If the correlation is high, the item measures the same dimension as the other items assigned to the dimension. The selectivity of the item work planning within the dimension work behavior in the self-assessment of secondary school students is shown here as an example (for a complete presentation see the appendix). In the example, there is a high correlation at a high level of significance. The selectivity is therefore high:



T-TEST

PAIRS = VAR003 WITH VAR037 (PAIRED)

/MISSING = ANALYSIS

/CRITERIA = CIN(0.95).

Paired Sample Statistics

	Mean	N	Std. Deviation	S.E. Mean
Pair 0Arbeitsplanung	2,64	80	,75	,08
Arbeitsverhalten	29,32	80	4,00	,45

Paired Samples Correlations

	N	Correlation	Sig.
Pair 0Arbeitsplanung &Arbeitsverhalten	80	,61	,00

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Arbeitsplanung - o Arbeitsverhalten	-26,69	3,59	,40	-27,49	-25,89	-66,46	79	,00

a test must also measure a variable as precisely as possible. A measure of the accuracy of the measurement is the reliability. If it is not possible to carry out a repeat test on the same test group or to correlate the test results with other tests that have already been classified as valid and reliable, the split-half test and Cronbach's consistency analysis are often carried out. In the split-half analysis, the test is divided into two halves across all dimensions and these two halves are correlated with each other. Since this selection is random and different correlation coefficients can result depending on the selection, a consistency analysis is also often carried out in which all items are correlated with all other items.



Both methods confirm a high reliability. The example shows the reliability test for the self-assessment of secondary school students (see the appendix for all reliabilities):

```
RELIABILITY
/VARIABLES = VAR001 VAR011 VAR021 VAR029 VAR003 VAR013 VAR023 VAR031 VAR005 VAR015 VAR025 VAR033 VAR007 VAR017 VAR027 VAR035 VAR009 VAR019
VAR002 VAR012 VAR022 VAR030 VAR004 VAR014 VAR024 VAR032 VAR006 VAR016 VAR026 VAR034 VAR008 VAR018 VAR028 VAR036 VAR010 VAR020
/MODEL = SPLIT(18).
Scale: ANY
```

Case Processing Summary

	N	%
Cases Valid	80	100,00
Excluded	0	,00
Total	80	100,00

Reliability Statistics

Cronbach's Alpha	Part 1	Value	,75
		N of Items	18
	Part 2	Value	,84
		N of Items	18
	Total N of Items		36
Correlation Between Forms			,80
Spearman-Brown Coefficient	Equal Length		,89
	Unequal Length		,89
Guttman Split-Half Coefficient			,89

RELIABILITY

```
RELIABILITY
/VARIABLES = VAR055 VAR056
/MODEL=ALPHA .
Scale: ANY
```

Case Processing Summary

	N	%
Cases Valid	80	100,00
Excluded	0	,00
Total	80	100,00

Reliability Statistics

Cronbach's Alpha	N of Items
,89	2

T-TEST

T-TEST

```
PAIRS = VAR055 WITH VAR056 (PAIRED)
/MISSING=ANALYSIS
/CRITERIA =CIN (0.95).
```

Paired Sample Statistics

	Mean	N	Std. Deviation	S.E. Mean
Pair 0 VAR055	52,19	80	6,11	,68
VAR056	52,40	80	6,99	,78

Paired Samples Correlations

	N	Correlation	Sig.
Pair 0 VAR055 & VAR056	80	,80	,00



Norm tables

The size of the calibration sample makes further differentiation according to migration background, age and gender of little use. A transformation of the point values into corresponding normal distributions was therefore not carried out. The profile is created directly in relation to the mean and standard deviation of the respective distribution. A distinction is only made between special needs school, class 8 and secondary school, class 8. The standard tables can be found in the appendix.

The collection of raw data

The Düsseldorf student inventory was developed as part of career orientation in a facility for inter-company apprenticeship training. To this end, entire classes are invited to a two-week careers orientation course. The students experience qualification modules from the first year of training in three professional fields from the industrial-technical and commercial areas and are assessed by the trainers.

Career orientation is preceded by a potential analysis with self-assessment and external assessment.

A final evaluation meeting with the teacher and (if desired) with the parents asks about potential that can be developed and compares the self-assessment with the external assessment. Parents and schools are extensively informed before the career orientation and invited to participate.

The self

A theory room has been prepared for the self-assessment. The theory room is designed like a classroom. Each student has their own table. On the table are a pen, the self-assessment form from the career choice passport and a clearly visible printed name tag.

A supervisor greets the students. The supervisor is located at the front of the theory room. You have a table at your disposal. Students will be asked to take their seats and sign an attendance sheet. The supervisor explains the self-assessment sheet with the following or the same words:

“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.”

Open questions can then be asked before the self-assessment. When all questions are answered, the students write their name and the date on the self-assessment sheet and start the self-assessment. The self-assessment sheets are then collected



and questions that arose about the self-assessment are collected and answered. The students are then dismissed.

The external assessment

The external assessment has a heuristic character and depends on many variables. The peer assessment can be done by parents, friends or teachers and each person will use a different standard.

As part of the potential analysis that precedes a career orientation, the external assessment is carried out by observers who accompany the students through various group exercises from different professional fields.

The group exercises are not described in detail here and are of course different for each educational institution, depending on the resources. The group exercises are carried out by a maximum of 4 students and one observer. The observer holds back and limits himself to giving introductory explanations and clarifying questions if necessary. What all group exercises have in common is that they consist of a list of materials, working materials and instructions. The instructions for action must be read first, so every student has a copy of the instructions for action. Then the material has to be checked and after a joint meeting the work task has to be worked on in the team.

In the development of the Düsseldorf student inventory, three exercises from three professional fields were used: color and interior design (color circle), building trades (dry bandage) and wood processing (tower construction).

The students are first welcomed in the workshop where the exercises are carried out. An attendance sheet is signed and students are given name tags. The observers introduce themselves by name and one observer explains the procedure:

“Here in the room you see different work areas from different professions with different materials. You will soon work on tasks in teams of 4 students in these work areas, which will be explained to you on a worksheet. Please read the task first, then check your material and tools and then start working on the task together. You will always have an observer at your side who will watch you at work and answer your questions if you do not understand something or are unsure. Specialist knowledge is not required. It all depends on how you try to complete the task together.”

When all the questions have been answered, the students begin to work on the tasks, station by station, together with their observer. Once all tasks have been completed, final questions are answered and then the students say goodbye.

The evaluation

The numerical values from the questionnaires for self-assessment and external assessment are first transferred to a raw value sheet. For each item, all missing



values are interpreted as 2 “partially agree”. This approach is crude, but in any case more correct than a zero-encoding:



Berufswahlpass					
Selbsteinschätzung					
Fremdeinschätzung					
	Trifft voll zu	Trifft zu	Trifft teilweise zu	Trifft nicht zu	Fremdeinschätzung
	4	3	2	1	
Arbeitsverhalten					
A. Zuverlässigkeit	x				4
B. Arbeitstempo	x				4
C. Arbeitsplanung	x				3
D. Organisationsfähigkeit	x				3
E. Geschicklichkeit	x				3
F. Ordnung	x				3
G. Sorgfalt	x				3
H. Kreativität	x				4
I. Problemlösefähigkeit	x				3
J. Abstraktionsvermögen	x				3
Lernverhalten					
A. Selbstständigkeit	x				3
B. Belastbarkeit	x				4
C. Konzentrationsfähigkeit	x				3
D. Verantwortungsbewußtsein	x				3
E. Eigeninitiative	x				3
F. Leistungsbereitschaft	x				4
G. Auffassungsgabe	x				3
H. Merkfähigkeit	x				3
I. Motivationsfähigkeit	x				3
J. Reflektionsfähigkeit	x				3
Sozialverhalten					
A. Teamfähigkeit	x				4
B. Hilfsbereitschaft	x				4
C. Kontaktfähigkeit	x				4
D. Respektvoller Umgang	x				4
E. Kommunikationsfähigkeit	x				3
F. Einfühlungsvermögen	x				3
G. Konfliktfähigkeit	x				3
H. Kritikfähigkeit	x				4
Fachkompetenz					
A. Schreiben					2
B. Lesen	x				3
C. Mathematik					2
D. Naturwissenschaften					2
E. Fremdsprachen					2
F. Präsentationsfähigkeit					2
G. PC-Kenntnisse					2
H. Fächerübergreifendes Denken			x		1

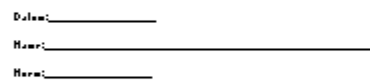
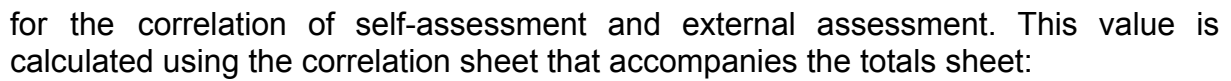


Berufswahlpass					
Selbsteinschätzung					
Fremdeinschätzung					
	Trifft voll zu	Trifft zu	Trifft teilweise zu	Trifft nicht zu	Selbsteinschätzung
	4	3	2	1	
Arbeitsverhalten					
A Zuverlässigkeit	x				3
B Arbeitstempo		x			3
C Arbeitsplanung		x			3
D Organisationsfähigkeit		x			3
E Geschicklichkeit		x			3
F Ordnung	x				4
G Sorgfalt		x			3
H Kreativität		x			3
I Problemlösefähigkeit			x		2
J Abstraktionsvermögen		x			3
Lernverhalten					
A Selbstständigkeit			x		2
B Belastbarkeit			x		2
C Konzentrationsfähigkeit			x		2
D Verantwortungsbewußtsein		x			3
E Eigeninitiative		x			3
F Leistungsbereitschaft			x		2
G Auffassungsgabe		x			3
H Merkfähigkeit			x		2
I Motivationsfähigkeit		x			3
J Reflektionsfähigkeit		x			3
Sozialverhalten					
A Teamfähigkeit		x			3
B Hilfsbereitschaft	x				4
C Kontaktfähigkeit		x			3
D Respektvoller Umgang		x			3
E Kommunikationsfähigkeit		x			3
F Einfühlungsvermögen		x			3
G Konfliktfähigkeit		x			3
H Kritikfähigkeit		x			3
Fachkompetenz					
A Schreiben		x			3
B Lesen			x		2
C Mathematik			x		2
D Naturwissenschaften			x		2
E Fremdsprachen			x		2
F Präsentationsfähigkeit				x	1
G PC-Kenntnisse		x			3
H Fächerübergreifendes Denken			x		2



In the next step, the numerical values are transferred to a totals sheet and the totals are formed:

Berufszugpaar Selbsteinschätzung Fremdeinschätzung		Berufszugpaar Selbsteinschätzung Fremdeinschätzung	
Datum: _____			
Name: _____			
Harm: _____			
Selbsteinschätzung:		Fremdeinschätzung:	
AV Arbeitsverhalten		AV Arbeitsverhalten	
AV A Zuverlässigkeit	3	AV A Zuverlässigkeit	4
AV B Arbeitstempo	2	AV B Arbeitstempo	4
AV C Arbeitsplanung	3	AV C Arbeitsplanung	3
AV D Organisationsfähigkeit	3	AV D Organisationsfähigkeit	3
AV E Geschicklichkeit	3	AV E Geschicklichkeit	3
AV F Ordnung	4	AV F Ordnung	3
AV G Saufalt	3	AV G Saufalt	3
AV H Kreativität	3	AV H Kreativität	4
AV I Problemlösefähigkeit	2	AV I Problemlösefähigkeit	3
AV J Abstraktionsvermögen	3	AV J Abstraktionsvermögen	3
29 Summe	AV	33 Summe	AV
LV Lernverhalten	Normstufe	LV Lernverhalten	Normstufe
LV A Selbstständigkeit	2	LV A Selbstständigkeit	3
LV B Belastbarkeit	2	LV B Belastbarkeit	4
LV C Konzentrationsfähigkeit	2	LV C Konzentrationsfähigkeit	3
LV D Verantwortungsbewußtsein	3	LV D Verantwortungsbewußtsein	3
LV E Eigeninitiative	3	LV E Eigeninitiative	3
LV F Leistungsbereitschaft	2	LV F Leistungsbereitschaft	4
LV G Auffassungsgabe	3	LV G Auffassungsgabe	3
LV H Merkfähigkeit	2	LV H Merkfähigkeit	3
LV I Motivationsfähigkeit	3	LV I Motivationsfähigkeit	3
LV J Reflexionsfähigkeit	3	LV J Reflexionsfähigkeit	3
25 Summe	LV	32 Summe	LV
SW Sozialverhalten	Normstufe	SW Sozialverhalten	Normstufe
SW A Teamfähigkeit	3	SW A Teamfähigkeit	4
SW B Hilfsbereitschaft	4	SW B Hilfsbereitschaft	4
SW C Kontaktfähigkeit	3	SW C Kontaktfähigkeit	4
SW D Respektvoller Umgang	3	SW D Respektvoller Umgang	4
SW E Kommunikationsfähigkeit	3	SW E Kommunikationsfähigkeit	3
SW F Einfühlungsvermögen	3	SW F Einfühlungsvermögen	3
SW G Konfliktfähigkeit	3	SW G Konfliktfähigkeit	3
SW H Kritikfähigkeit	3	SW H Kritikfähigkeit	4
25 Summe	SK	29 Summe	SK
FK Fachkompetenz	Normstufe	FK Fachkompetenz	Normstufe
FK A Schreiben	3	FK A Schreiben	2
FK B Lesen	2	FK B Lesen	3
FK C Mathematik	2	FK C Mathematik	2
FK D Naturwissenschaften	2	FK D Naturwissenschaften	2
FK E Fremdsprachen	2	FK E Fremdsprachen	2
FK F Präsentationsfähigkeit	1	FK F Präsentationsfähigkeit	2
FK G PC-Kenntnisse	3	FK G PC-Kenntnisse	2
FK H Fächerübergreifender Do	2	FK H Fächerübergreifender Do	1
17 Summe	FK	16 Summe	FK
PK Personelle Kompetenz	Normstufe	PK Personelle Kompetenz	Normstufe
PK A Zuverlässigkeit	3	PK A Zuverlässigkeit	4
PK B Arbeitstempo	2	PK B Arbeitstempo	4
PK C Ordnung	4	PK C Ordnung	3
PK D Saufalt	3	PK D Saufalt	3
PK E Kreativität	3	PK E Kreativität	4
PK F Belastbarkeit	2	PK F Belastbarkeit	4
PK G Konzentrationsfähigkeit	2	PK G Konzentrationsfähigkeit	3
PK H Verantwortungsbewußtsein	3	PK H Verantwortungsbewußtsein	3
PK I Eigeninitiative	3	PK I Eigeninitiative	3
PK J Motivationsfähigkeit	3	PK J Motivationsfähigkeit	3
PK K Reflexionsfähigkeit	3	PK K Reflexionsfähigkeit	3
Summe	PK	Summe	PK
MK Methodische Kompetenz	Normstufe	MK Methodische Kompetenz	Normstufe
MK A Arbeitsplanung	3	MK A Arbeitsplanung	3
MK B Organisationsfähigkeit	3	MK B Organisationsfähigkeit	3
MK C Geschicklichkeit	3	MK C Geschicklichkeit	3
MK D Problemlösefähigkeit	2	MK D Problemlösefähigkeit	3
MK E Abstraktionsvermögen	3	MK E Abstraktionsvermögen	3
MK F Selbstständigkeit	2	MK F Selbstständigkeit	3
MK G Auffassungsgabe	3	MK G Auffassungsgabe	3
MK H Merkfähigkeit	2	MK H Merkfähigkeit	3
21 Summe	MK	24 Summe	MK
Normstufe		Normstufe	



		■	
AV		35	28,58
LV		32	28,58
SK		29	28,58
PK		16	28,58
PK		37	28,58
HK		24	28,58
Σ	174		
■		28,58	

AV	LV	SK	PK	PK	HK	AV	LV	SK	PK	PK	HK
SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE
18,78	8,11	8,11	58,78	48,11	15,44	28,25	12,25	8,11	156,25	72,25	28,25

8,37 Korrelation SE/FE

SE = FE				
17	36	100	47,22	%



The Evaluation

trusted teacher and, if desired, the parents, take part in the evaluation discussion. If assessments of the trainers are already available, copies of these assessments are consulted.

The pattern described here has proven itself in the evaluation phase of the Düsseldorf student inventory.

The students, teachers and parents will be informed about the date of the evaluation meeting and invited to it.

Those present are welcomed. It is explained again that the evaluation interview is based on the results of the self-assessment and the external assessment. Self-assessment and external assessment are recalled. The raw score sheets are shown.

It is explained that there are no right or wrong answers, but that each profile has a potential of opportunities that are required in different professional fields. Specific professions are not named. This procedure goes back to the teachers' desire not to restrict the students in their choices and makes sense.

If the career orientation is already advanced, the student is asked to assess the career orientation and to make suggestions for improvement.

It is then explained that the external assessment and self-assessment is a snapshot that can be compared to the imaginary situation when applying for a training position. The student naturally tries to make as positive an impression as possible and the observers try to get a first subjective impression. The assessments of the trainers during the vocational orientation, on the other hand, can be compared well with the impression that the training company makes during the probationary period and correct the impression from the imaginary situation during the self-assessment and external assessment.

Then the profile sheet is explained. On the right side are the absolute raw values as a bar chart. First on the left is a column with the absolute matches. This is followed by the profile of the self-assessment and below that the profile of the external assessment and below that the correlation coefficient.

The two profiles are discussed. The focus is on interpreting the results as strengths. If possible, the results are compared with the assessments of the trainers and the impression of the teacher (subject grades, top grades).

Finally, the result is summarized with an emphasis on personal strengths and the student is given the opportunity to ask questions of understanding which are then clarified.



The student is informed that the profile sheets will be handed over to the teacher at the end of the careers orientation, together with the assessments of the trainers, which they will use together with the student in further career planning.



Appendix

The appendix provides the following tables in this order:

- Norm table for special needs school self-assessment
- Norm table for special needs school
- table for secondary school self-assessment
- Norm table for secondary school
- choice
- pass
- sheet
- Correlation
- Profile
- secondary
 - assessment
 - Selectivity
 - split-half, Cronbach's alpha
 - assessment
 - Selectivity
 - 's alpha
- school
 - assessment
 - Selectivity
 - split-half, Cronbach's alpha
 - assessment
 - Selectivity
 - split-half, Cronbach's alpha
- Frequency distribution Items
 - secondary
 - assessment



needs school self-assessment

characteristic values	SE/FE		School	Level	N					
	SE		Special school	8	40					
	Working	behavior Learning behavior	Social	competence	Methodological	competence Personal competence				
Mode	30.00	29.00	28.00	23.00	24.00	32.00				
Median	30.00	28.00	24.00	22.00	22.00	32.00				
Average	29.83	27.75	24.25	21.43	21.85	32.78				
standard deviation	4.53	4.37	3.68	3.57	3.72	4.64				
min	17.00	20.00	16.00	15.00	15.00	22.00				
max	38.00	36.00	31.00	23.00	29.00	42.00				
	-2s	-1s	M	+1s	+2s					
Working	20.76	25.29	34.36	38.89	Learning					
behavior	19.01	23.38	27.75	32.12	36.49					
Social	16.89	20.57	24.25	27.93	31.61					
competence	14.29	17.86	21.43	24.99	28.56					
Methodological	14.40	18.13	21.85	25.57	29.30					
Personal competence	23.49	28.13	32.78	37.42	42.06					
	1		2		3	4	5			
Working	<	20.75	20.76	25.28	25.29	34.36	34.37	38.89	38.90	>
behavior	<	19.00	19.01	23.37	23.38	32.12	32.13	36.49	36.50	>
Social	<	16.88	16.89	20.56	20.57	27.93	27.94	31.61	31.62	>
competence	<	14.28	14.29	17.85	17.86	24.99	25.00	28.56	28.57	>
Methodological	<	14.39	14.40	18.12	18.13	25.57	25.58	29.30	29.31	>



Personal competence	<	23.48	23.49	28.12	28.13	37.42	37.43	42.06	42.07	>
---------------------	---	-------	-------	-------	-------	-------	-------	-------	-------	---

Table of norms for special schools External assessment of

characteristic values	SE/FE		School	Level	N					
	FE		Special school	8	40					
	Working	behavior Learning behavior	Social	competence	Methodological	competence Personal competence				
Mode	20.00	20.00	24.00	16.00	16.00	22.00				
Median	24.00	23.00	21.00	16.00	17.00	22.00				
Mean	24.28	23.25	21.00	16.10	18.15	26.78				
standard deviation	4.49	4.31	3.19	0.55	4.18	4.17				
min	18.00	16.00	15.00	15.00	11.00	21.00				
max	35.00	33.00	27.00	16.00	30.00	35.00				
	-2s	-1s	M	+1s	+2s					
Working	15.29	19.78	24.28	28.77	33.26					
behavior	14.64	18.94	23.25	27.56	31.86					
Social	14.63	17.81	21.00	24.19	27.37	Technical				
competence	15.01	15.55	16.10	16.65	17.19					
Methodological	9.79	13.97	18.15	22.33	26.51					
Personal competence	18.43	22.60	26.78	30.95	35.12					
	1		2		3		4		5	
Working	<	15.28	15.29	19.77	19.78	28.77	28.78	33.26	33.27	>
behavior	<	14.63	14.64	18.93	18.94	27.56	27.57	31.86	31.87	>
Social	<	14.62	14.63	17.80	17.81	24.19	24.20	27.37	27.38	>



Professional competence	<	15.00	15.01	15.54	15.55	16.65	16.66	17.19	17.20	>
Methodological	<	9.78	9.79	13.96	13.97	22.33	22.34	26.51	26.52	>
Personal competence	<	18.42	18.43	22.59	22.60	30.95	30.96	35.12	35.13	>

Standard secondary school self-assessment

characteristic values	SE/FE		School	Level	N	
	SE		Secondary school	8	80	
	Working	behavior Learning behavior	Social	competence	Methodological	competence Personal competence
Mode	32.00	26.00	26.00	21.00	18.00	34.00
Median	29.00	29.00	25.00	21.00	22.00	34.00
Mean	29.33	29.03	24.80	21.44	22.40	33.04
standard deviation	4.00	4.08	3.43	3.73	3.43	4.49
min	21.00	20.00	16.00	14.00	16.00	25.00
max	38.00	40.00	32.00	21.00	31.00	44.00
	-2s	-1s	M	+1s	+2s	
Working	21.33	25.33	29.33 33.32	37.32	Learning	
behavior	20.87	24.95	29.03	33.10	37.18	
Social	behavior 17.93	21.37	24.80	28.23	31.67 Technical	
competence	13.98	17.71	21.44	25.17	28.90	
Methodological	15.53	18.97	22.40	25.83	29.27	
Personal competence	24.06	28.55	33.04	37.53	42.01	



	1		2		3		4		5	
Working	<	21.32	21.33	25.32	25.33	33.32	33.33	37.32	37.33	>
behavior	<	20.86	20.87	24.94	24.95	33.10	33.11	37.18	37.19	>
Social	<	17.92	17.93	21.36	21.37	28.23	28.24	31.67	31.68	>
competence	<	13.97	13.98	17.70	17.71	25.17	25.18	28.90	28.91	>
Methodological	<	15.52	15.53	18.96	18.97	25.83	25.84	29.27	29.28	>
Personal competence	<	24.05	24.06	28.53	28.55	.54	37.54	42.01	42.02	>

Table of norms for secondary school External assessment of

characteristic values	SE/FE		School	Level	N	
	FE		Secondary school	8	80	
	Working	behavior Learning behavior	Social	competence	Methodological	competence Personal competence
Mode	33.00	21.00	32.00	17.00	16.00	34.00
Median	31.00	31.00	27.00	17.00	24.00	34.00
Average	30.53	30.73	26.79	16.83	23.68	34.29
standard deviation	6.49	6.46	4.38	1.27	5.62	6.80
min	14.00	15.00	16.00	14.00	9.00	18.00
max	40.00	40.00	32.00	17.00	32.00	44.00
	-2s	-1s	M	+1s	+2s	
Working	17.54	24.03	30.53	37.02	43.51	
behavior	17.80	24.26	30.73	37.19	43.65	
Social	18.03	22.41	26.79	31.17	35.55	Professional



competence	14.28	15.55	16.83	18.10	19.37
Methodological	12.44	18.06	23.68	29.29	34.91
Personal competence	20.69	27.49	34.29	41.09	47.89

	1		2		3		4		5	
Working	<	17.53	17.54	24.02	24.03	37.02	37.03	43.51	43.52	>
behavior	<	17.79	17.80	24.25	24.26	37.19	37.20	43.65	43.66	>
Social	<	18.02	18.03	22.40	22.41	31.17	31.18	35.55	35.56	>
Professional competence	<	14.27	14.28	15.54	15.55	18.10	18.11	19.37	19.38	>
Methodological	<	12.43	12.44	18.05	18.06	29.29	29.30	34.91	34.92	>
Personal competence	<	20.68	20.69	27.48	27.49	41.09	41.10	47.89	47.90	>