



Co-funded by
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YSC Skills Assessment Rubric (Class-Level)

The Young Smart Cities project helps students develop five key competences — **Critical Thinking, Creativity & Innovation, Digital Competence, Exploratory Thinking & Collaboration, and Empathy & Value-based Thinking** — while working on **Learning Situations** related to climate and urban transformation. This rubric provides a concise, transparent framework for assessing the **class-level final product** created during the Learning Situation. Teachers in the **Pilot Phase** are asked to complete the rubric at the end of each Learning Situation and to submit it to the YSC management. This additional assessment does **not** replace the teacher's usual school evaluation; it simply helps the project understand how the five key competences developed through the class project. Teachers should select **only the competences that were most clearly demonstrated** during the development of the Learning Situation — not all competences must be assessed every time.

This form must be completed and submitted to the following email address:
stortoni.tvd@uni-siegen.de

Teacher & Learning Situation Information Form

School name:	
School address (city and country):	
Teacher's name:	
Email contact:	
Title of the Learning Situation developed:	
Driving Question selected:	
Date(s) of implementation:	
Grade / age group:	
Number of students involved:	

Levels of Achievement

- Inadequate – minimal or no evidence
- Basic – emerging competence
- Advanced – strong and holistic competence

Please tick the box that best reflects the experience in your class.

1. Critical Thinking

Criterion / Observable Item	Inadequate	Basic	Advanced
Documentation of planning and research	Incomplete or unclear documentation.	Adequate documentation of main steps.	Thorough and systematic documentation of planning and research.
Quality of surveys and data collection tools	Unclear, irrelevant, or biased tools.	Generally clear and relevant tools.	Highly clear, relevant, and well-adapted tools for the project.
Quality of data analysis and presentation	Minimal or inaccurate analysis.	Mostly accurate with basic presentation.	Accurate, comprehensive, and clearly visualized results.
Ability to identify challenges, assess feasibility, and propose realistic solutions	Vague or unrealistic problem framing.	Identifies challenges and proposes feasible basic solutions.	Assesses feasibility critically and proposes innovative, well-justified solutions.

2. Creativity & Innovation

Criterion / Observable Item	Inadequate	Basic	Advanced
Originality in developing proposals and communication strategies	Imitative or lacking novelty.	It shows some originality and creative effort.	Highly original, context-aware, and innovative.
Innovative use of digital tools for data collection, analysis, and presentation	Limited or inappropriate digital use.	Basic use of digital tools to support work.	Innovative, well-integrated use of digital tools that enhance quality and clarity.
Feasibility reflection of own solutions	No reflection on feasibility.	Partial reflection on feasibility of ideas.	Critical reflection on feasibility, with justification of chosen approach.
Quality and clarity of the final presentation	Unclear or incomplete presentation.	Clear presentation with basic structure.	Engaging, well-structured, and professional presentation.

3. Digital Competence

Criterion / Observable Item	Inadequate	Basic	Advanced
Effective and appropriate use of digital tools for research	Inconsistent or irrelevant use of tools.	Appropriate use of digital tools for basic research.	Highly effective and critical use of appropriate digital research tools.
Use of digital tools in surveys and data analysis	Limited or incorrect application.	Functional but basic application.	Advanced and purposeful integration of tools across research stages.
Critical and reflective use of AI tools for data collection and result generation	Use AI tools uncritically or inappropriately.	Demonstrates basic understanding and cautious use.	Critically reflects on AI tool outputs and integrates them responsibly.
Presentation of results using digital media	Unclear or disorganized presentation.	Clear but basic digital presentation.	Professional, polished, and audience-oriented digital presentation.

4. Exploratory Thinking & Collaboration

Criterion / Observable Item	Inadequate	Basic	Advanced
Consideration and pursuit of multiple ideas	Few or repetitive ideas.	Explores some alternatives.	Pursues diverse and well-justified ideas simultaneously.
Identification and justification of project hypotheses	Hypotheses are unclear or missing.	States hypotheses with partial justification.	Clearly identifies and justifies null and working hypotheses.
Iteration and responsiveness to feedback	Ignore evidence or feedback.	Shows partial adaptation to feedback.	Continuously iterates based on evidence and constructive feedback.
Constructive teamwork and role distribution	Uneven or uncooperative participation.	Adequate collaboration and fair distribution of roles.	Highly constructive teamwork; supports others and ensures group success.
Conflict resolution and consensus building	Avoids or escalates conflict.	Resolves with external support.	Engages in constructive dialogue and reaches consensus independently.

5. Empathy & Value-based Thinking

Criterion / Observable Item	Inadequate	Basic	Advanced
Consideration of various stakeholders and perspectives	Ignores stakeholder impact.	Shows some awareness of stakeholder needs.	Actively integrates multiple perspectives and stakeholder needs.
Sensitivity to environmental and social responsibility	No awareness of sustainability impact.	Acknowledges social and environmental implications.	Fully integrates sustainability and responsibility in decisions.
Formulation of strategies balancing economic and sustainable needs	No balance or trade-off considered.	Mentions basic trade-offs.	Develops clear strategies balancing economic and sustainable aspects.
Ethical stance (against racism, sexism, violence)	No ethical awareness or unclear stance.	Shows awareness but inconsistent stance.	Clearly articulates and applies ethical, inclusive, and respectful attitudes.
Constructive engagement with differing opinions	Rejects opposing views.	Acknowledges but struggles to engage constructively.	Engages respectfully and constructively with those who think differently.