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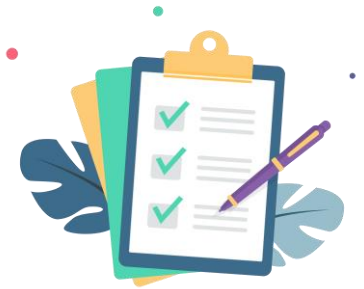
Self Assessment Instrument

Assessing Student's performance of Life Skills in Vocational Education and Training (VET)



Developing a reference norm

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Creative Learning for Life

Estimation (How do you estimate your target group?)

Concerning your target group: In what Life Skills do you expect
Strong performance (+)
Average performance (+/-) and
Challenges in Performance (-)

	Life Skill	+	+/-	-
1	Problem Solving			
2	Critical Thinking			
3	Effecive Communication Skills			
4	Decision Making			
5	Creative Thinking			
6	Interpersonal Relationship Skills			
7	Self-Awareness Building Skills			
8	Empathy			
9	Coping with Stress			
10	Coping with Emotions			

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Why Life Skills Self-Assessment?

These are some reasons why Life Skills Self-Assessment might be important:

1. Better understand how well a student is performing in on Life Skills.
2. Better understand how well a group of students is performing in on Life Skills.
3. Grow intrinsic motivation of students for developing and improving Life Skills performance.
4. Students know their strengths and weaknesses in Life Skills Performance.
5. Teacher can offer training program for students based on their needs.(Data-driven decision making)

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Challenges of questionnaire approach

- Social desirable answers
- Self-fulfilling prophecy
- Over estimating performance
- Under estimating performance
- Subjectivity
- Various life experiences
- Cultural background
- Size of reference group
- Composition of the reference group

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Individual Profiles Life Skills Performance

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Group Profile Life Skills Performance

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The challenge of identifying the Norm

Norm groups

In order to derive proper meaning from someone's score on a scale in a questionnaire, the candidate's score is compared to a large group of others who took the questionnaire in the same test situation; the so-called norm group.

This ensures that conditions during the test are always the same and results from different tests can therefore be compared with each other.

In psychodiagnostics, the standard of a test is the scientifically sound comparison group with which the individual score is compared and therefore considerd as a value.

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Rea College (The Netherlands)

Avarage age: 18,9

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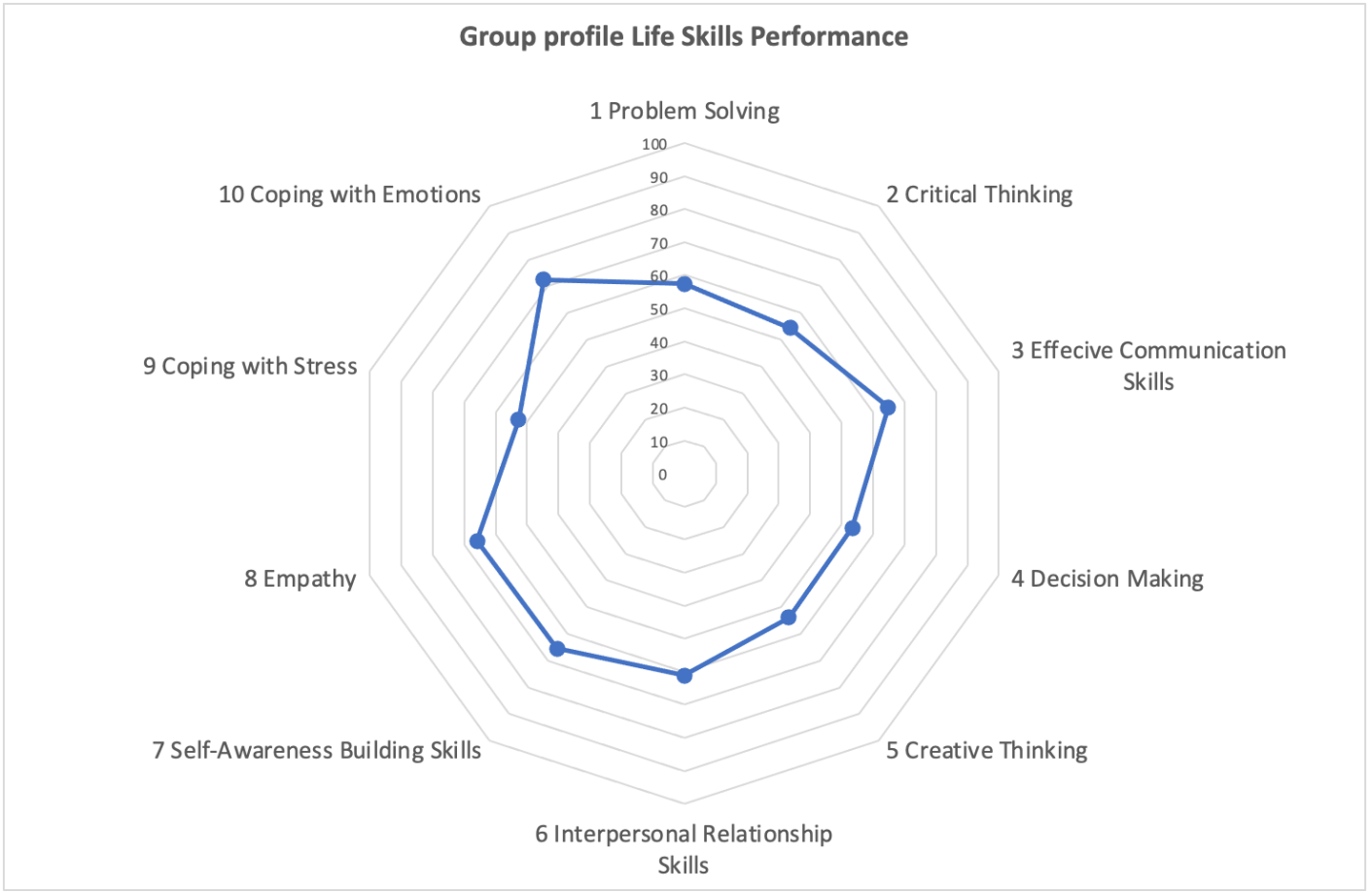
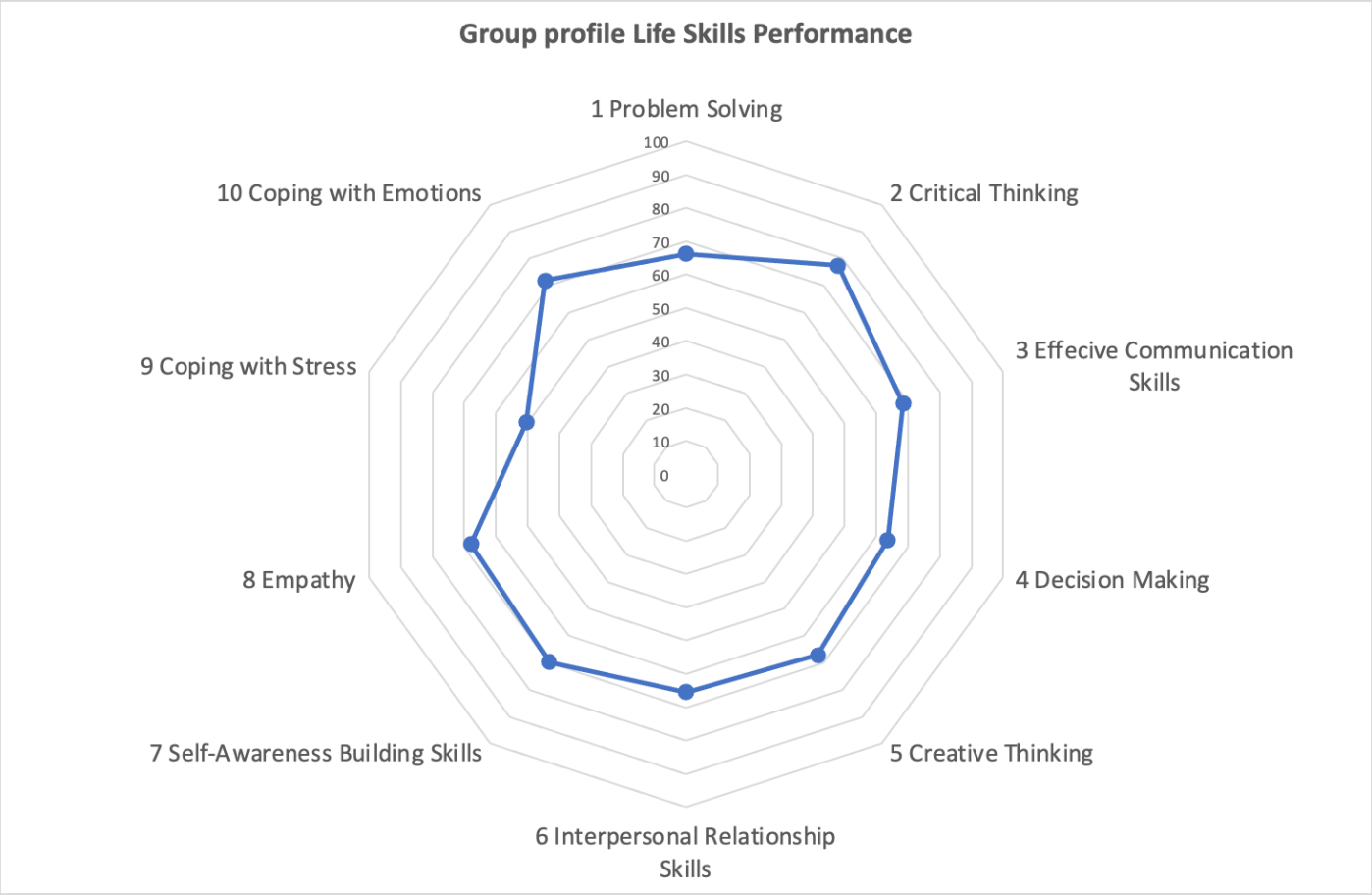
BIC Ljubljana (Slovenia)



Avarage age: 19,4

Venetica (Italy)



Avarage age: 44,4

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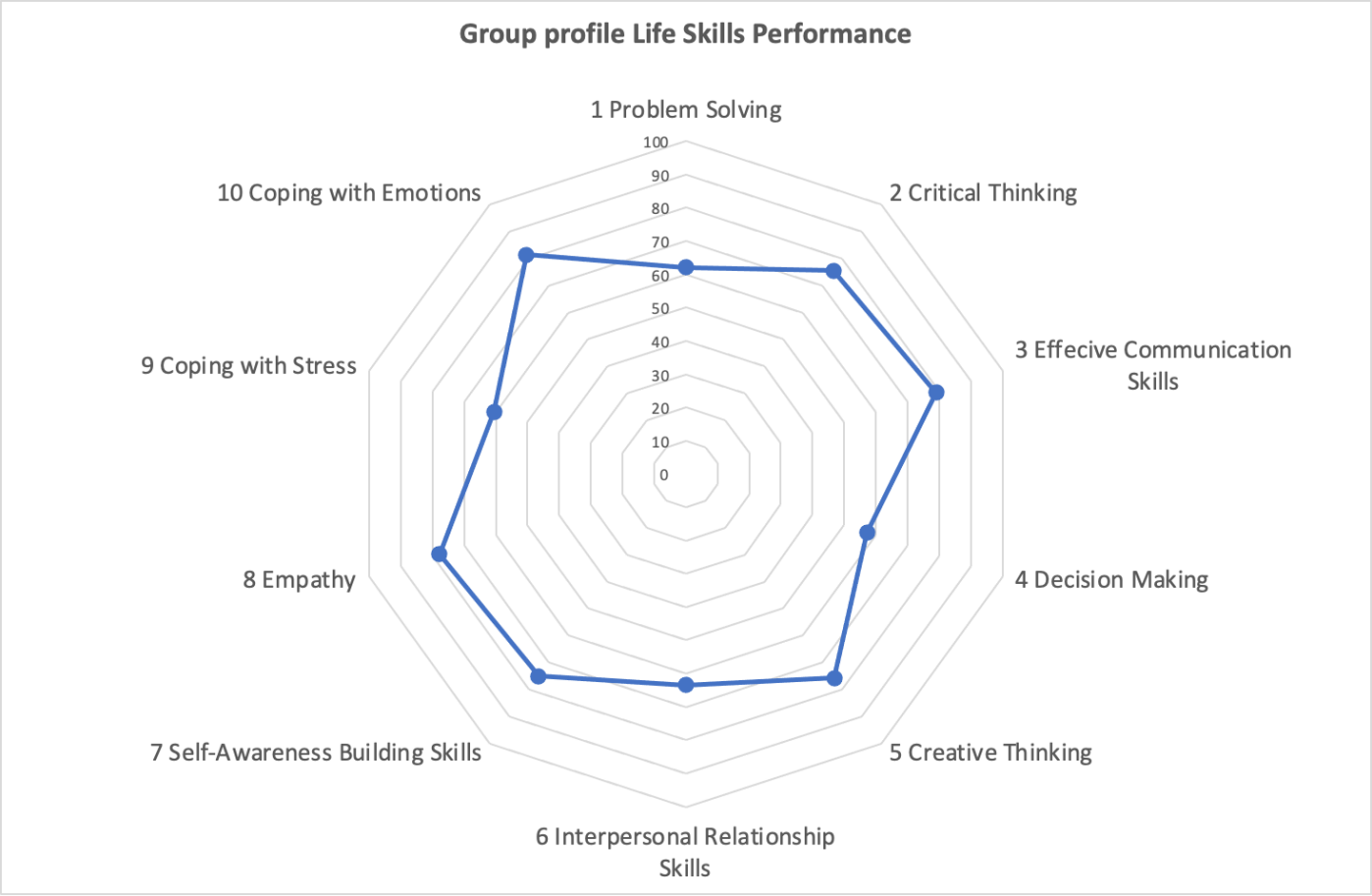
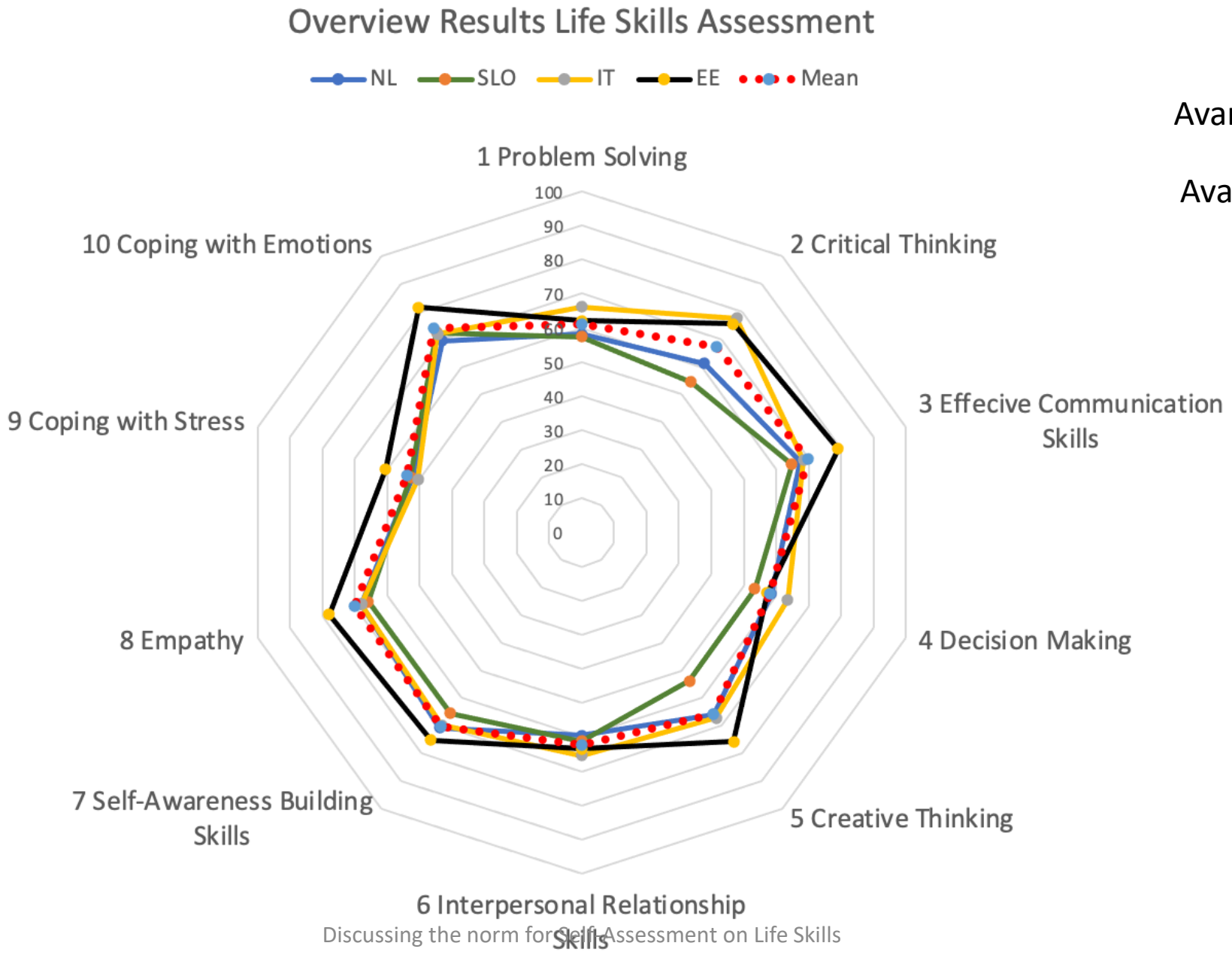
Tallinn School of Economics (TMK) (Estonia)



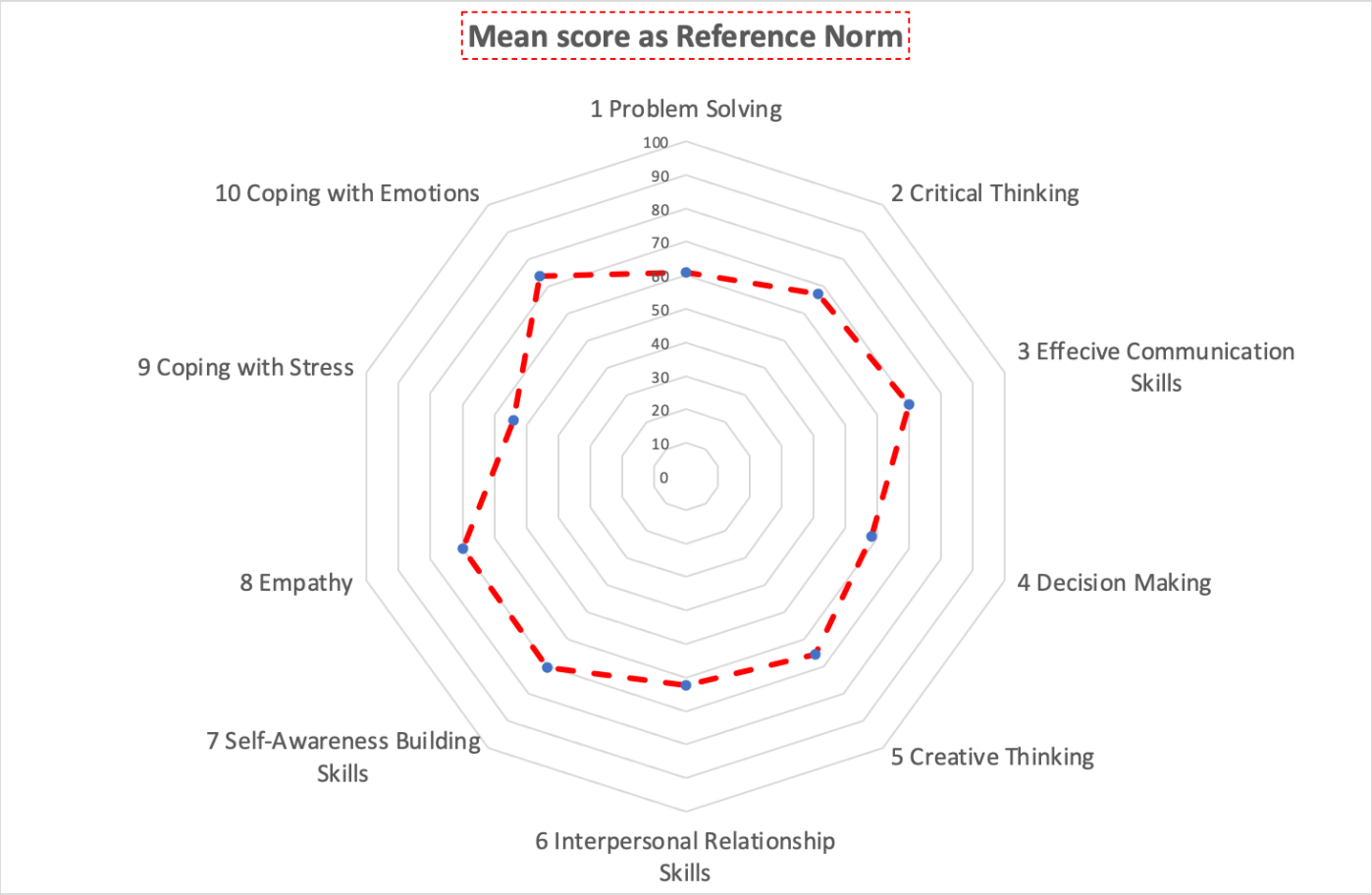
Avarage age: 31,1



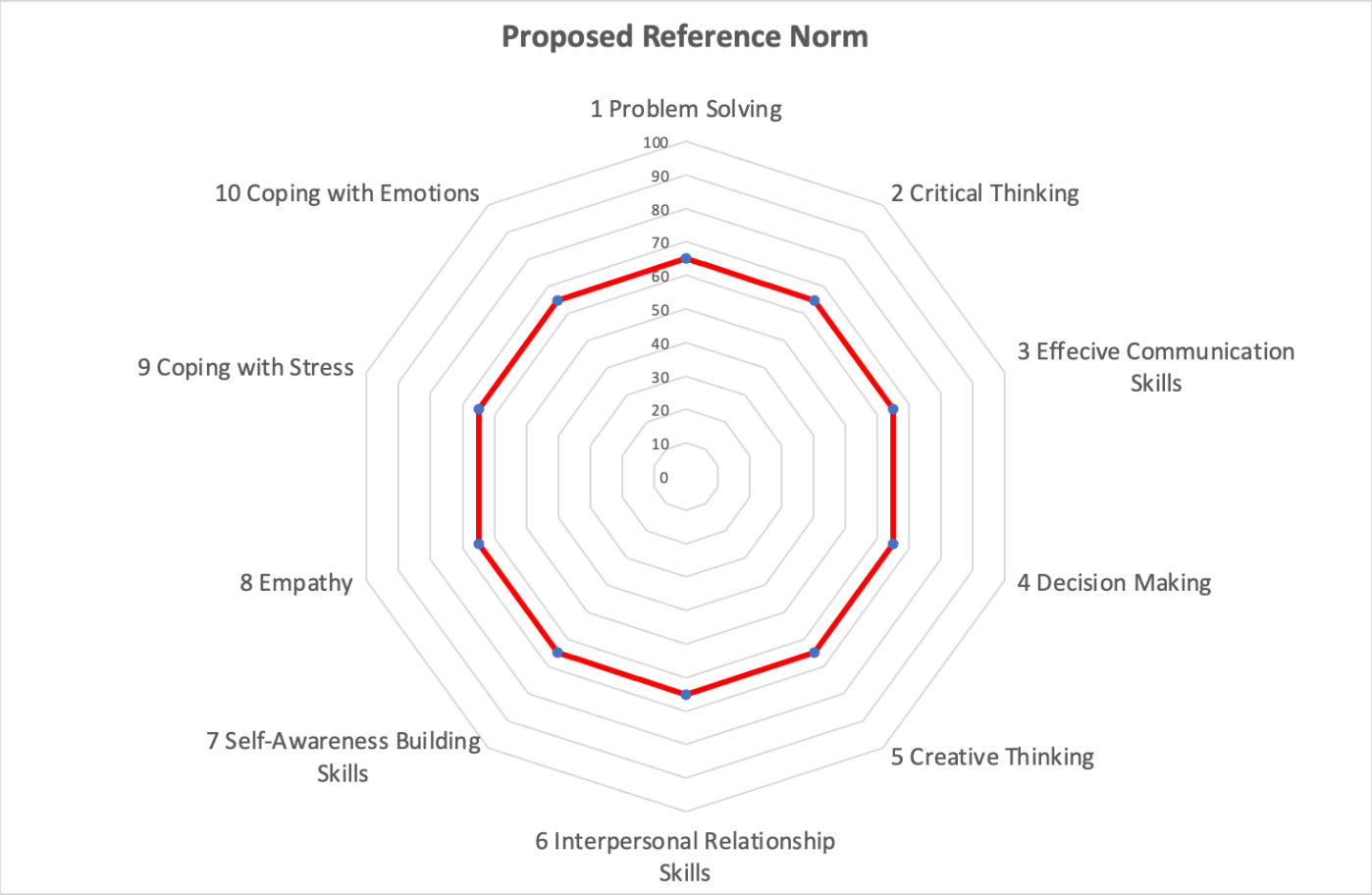
Avarage LS: 65 Points

Avarage age: 28,5 Years

Statistical Everage (Mean)



Proposed Norm



Social Media
No norm needed.
A norm is needed.
30%