

Proficiencyin+E Rubric

Brief description

This is a self-assessment [instrument for teaching competencies](#) (intellectual property registration number: M-00194444/2020) developed by a consolidated research group of the UCM. Its aim is to identify the teaching competences of primary and compulsory secondary school teachers in order to improve the quality of education, understood in terms of inclusiveness and excellence. It is hosted on the Habilmind platform. [Habilmind is an online system that provides a complete set of tools for analysing the factors that influence student learning.](#)

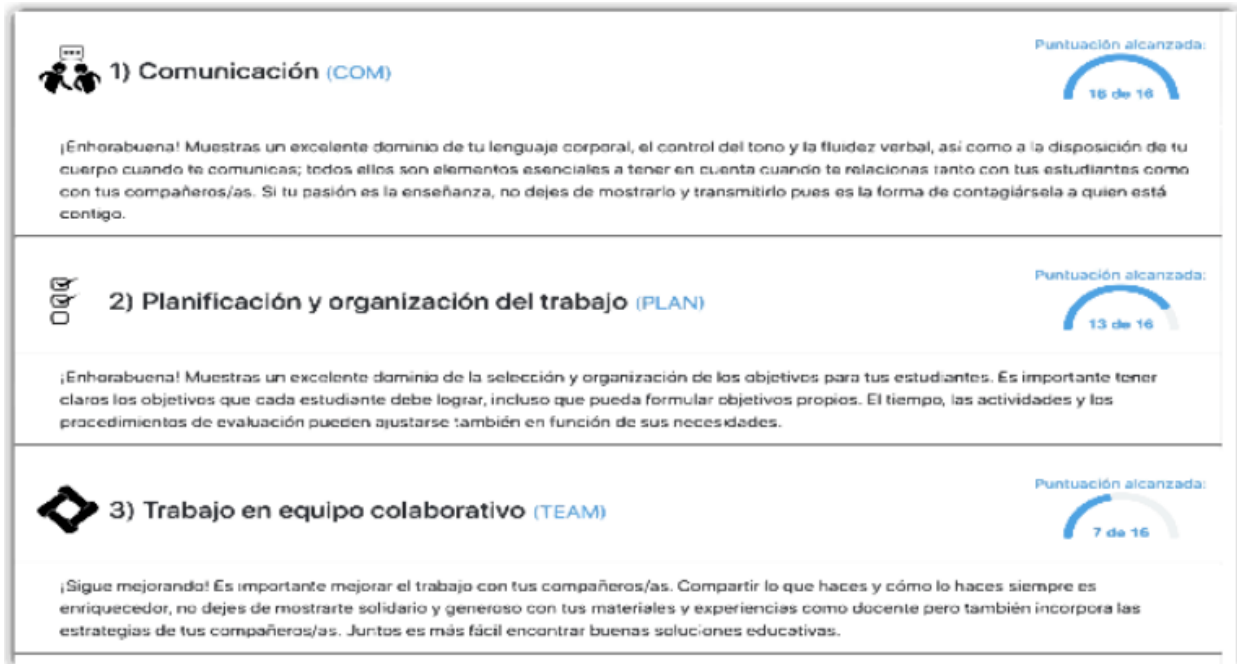


Figure 1. Report.

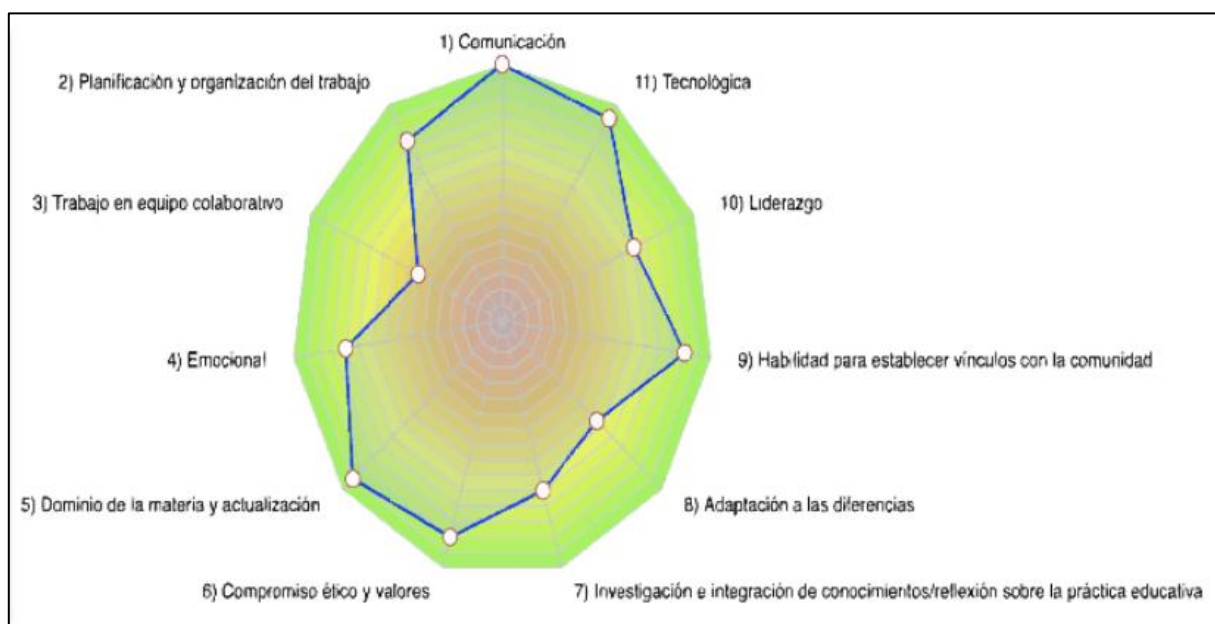
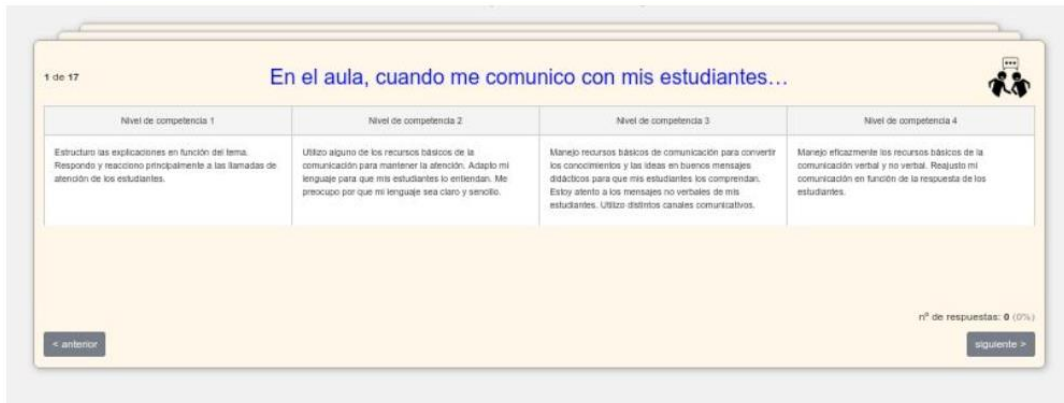


Figure 2. Results.

The teacher will be able to access their competency map with details of the result and analysis of each competency, the score achieved and a brief interpretation of the result.

How does it work?

The instrument consists of self-assessment rubrics for 11 teaching competencies. Each of them is structured in 4 levels of mastery, each higher level subsuming the previous ones (level 4 of competency subsumes level 3, level 3 subsumes level 2, etc.). Within each level, you can identify the percentage of behaviours that are representative of your activity.



| Nivel de competencia 1 | Nivel de competencia 2 | Nivel de competencia 3 | Nivel de competencia 4 |
|--|--|--|--|
| Estructuro las explicaciones en función del lema. Respondo y reacciono principalmente a las llamadas de atención de los estudiantes. | Utilizo alguno de los recursos básicos de la comunicación para mantener la atención. Adapto mi lenguaje para que mis estudiantes lo entiendan. Me preocupo por que mi lenguaje sea claro y sencillo. | Manejo recursos básicos de comunicación para convertir los conocimientos y las ideas en buenos mensajes didácticos para que mis estudiantes los comprendan. Estoy atento a los mensajes no verbales de mis estudiantes. Utilizo distintos canales comunicativos. | Manejo eficazmente los recursos básicos de la comunicación verbal y no verbal. Reajusto mi comunicación en función de la respuesta de los estudiantes. |

Figure 3. Rubric.

What problem does it solve?

The PROFICIENCYIN+E rubric is a solution to obtaining an accurate diagnosis of teaching competences in primary and secondary education. Many teachers lack effective tools to assess their teaching skills in a structured way, which hinders their professional improvement and the improvement of teaching quality. The rubric offers a comprehensive evaluation, identifying strengths and areas for improvement, and subsequently providing a personalised training plan. It also assists schools in evaluating and enhancing their teacher training programmes, with the objective of delivering inclusive and high-quality teaching.

What future products will it develop?

The PROFICIENCYIN+E rubric is a tool for the self-assessment of teaching competencies with various applications in the fields of education and research. In addition to facilitating self-assessment among teaching professionals, the rubric is instrumental in the ongoing monitoring of teacher training programmes. It enables educators to track their competence development and changes in educational practice. It is also useful in decision-making processes concerning training and pedagogical updating needs, facilitating the design of internal training strategies.

In academic and research contexts, the rubric is particularly useful because it is a validated instrument that can be used in studies of teaching competence and teacher education. The digital platform Habilmind offers a format that is both accessible and convenient for data collection and subsequent analysis.

Competitive advantages compared to other research

This is a validated and very useful tool for diagnosing and assessing the level of competency of teachers in compulsory education. The online format allows it to be used in large samples. As an added value, [it is accompanied by a complete report and an individualised training plan for each of the competencies evaluated.](#)

Where has it been developed?

We have established an [Adaptive Pedagogy research group at the Faculty of Education of the Complutense University of Madrid](#). With the support of our external collaborators, we aim to make a significant contribution to the field of educational research. The group comprises professors who belong to the project and other individuals who collaborate actively in the different research areas.

The main research areas that the group is currently focusing on are: Diagnostic and Educational Differentiation; Individual student diversity; Tutoring and guidance in the EHEA; University mentoring; Evaluation of teaching competences.



Figure 4. Group activity.

And furthermore...

The rubric is suitable for assessing a wide range of proficiency levels and can be used by both novice and experienced teachers.

Researcher in charge

Mercedes García García mergarcia@ucm.es

Department: **Investigación y Psicología en Educación**

Faculty: **Educación – Centro de Formación del Profesorado**