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|  | **Assessing Intercultural Communicative Competence (ICC)** | EU_flag_LLP |

**Assessment type: Teacher report (intercultural competence)**

This report allows you measure an individual student's skills in the field of intercultural communicative competence (ICC).

The degree to which you agree with the question can be expressed in the following manner:

1 = I totally disagree

2 = I disagree

3 = I neither disagree nor agree

4 = I agree

5 = I totally agree

**In the form, the following crucial aspects of intercultural communication are used:**

***Tolerance of ambiguity***: the ability to accept lack of clarity and ambiguity and to be able to deal with it constructively.

***Behavioural flexibility***: the ability to adapt one’s own behaviour to different requirements and situations.

***Communicative awareness****:* the ability in intercultural communication to establish relationships between linguistic expressions and cultural contents, to identify, and consciously work with, various communicative conventions of foreign partners, and to modify correspondingly one’s own linguistic forms of expression.

***Knowledge discovery****:* The ability to acquire new knowledge of a culture and cultural practices and the ability to act using that knowledge, those attitudes and those skills under the constraints of real-time communication and interaction.

***Respect for otherness:*** Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own.

***Empathy:*** The ability to intuitively understand what other people think and how they feel in concrete situations. Empathic persons are able to deal appropriately with the feelings, wishes and ways of thinking of other persons.

(source: www.incaproject.org)

**Individual impressions**

The schedule below offers you the possibility to indicate your impressions about an individual student's skills related to ICC on (at most) four different moments. For your convenience, please write down the dates on which your scores were given.

Date 1 = Date 2 = Date 3 = Date 4 =

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| **NAME:** | | | **CLASS:** | **YEAR / PERIOD:** | | | | | |
| 1. S/he is displaying *tolerance of ambiguity*. | | | | *date 1* | 1 | 2 | 3 | 4 | 5 |
| *date 2* | 1 | 2 | 3 | 4 | 5 |
| *date 3* | 1 | 2 | 3 | 4 | 5 |
| *date 4* | 1 | 2 | 3 | 4 | 5 |
| 2. S/he is displaying *behavioural flexibility.* | | | | *date 1* | 1 | 2 | 3 | 4 | 5 |
| *date 2* | 1 | 2 | 3 | 4 | 5 |
| *date 3* | 1 | 2 | 3 | 4 | 5 |
| *date 4* | 1 | 2 | 3 | 4 | 5 |
| 3. S/he is displaying *communicative awareness.* | | | | *date 1* | 1 | 2 | 3 | 4 | 5 |
| *date 2* | 1 | 2 | 3 | 4 | 5 |
| *date 3* | 1 | 2 | 3 | 4 | 5 |
| *date 4* | 1 | 2 | 3 | 4 | 5 |
| 4. S/he is displaying *knowledge discovery.* | | | | *date 1* | 1 | 2 | 3 | 4 | 5 |
| *date 2* | 1 | 2 | 3 | 4 | 5 |
| *date 3* | 1 | 2 | 3 | 4 | 5 |
| *date 4* | 1 | 2 | 3 | 4 | 5 |
| 5. S/he is displaying *respect for otherness.* | | | | *date 1* | 1 | 2 | 3 | 4 | 5 |
| *date 2* | 1 | 2 | 3 | 4 | 5 |
| *date 3* | 1 | 2 | 3 | 4 | 5 |
| *date 4* | 1 | 2 | 3 | 4 | 5 |
| 6. S/he is displaying *empathy.* | | | | *date 1* | 1 | 2 | 3 | 4 | 5 |
| *date 2* | 1 | 2 | 3 | 4 | 5 |
| *date 3* | 1 | 2 | 3 | 4 | 5 |
| *date 4* | 1 | 2 | 3 | 4 | 5 |
| **REMARKS** | *date 1* |  | | | | | | | |
| *date 2* |  | | | | | | | |
| *date 3* |  | | | | | | | |
| *date 4* |  | | | | | | | |