

Teachers' Assessment Checklist Early Primary

<p style="text-align: center;">Name of Pupil: _____</p> <p style="text-align: center;">Date completed: _____</p>	<p>0: Not observed/ non-applicable</p> <p>1: Developing</p> <p>2: Developed</p> <p>3: Consolidated</p>
Instructions: Complete the checklist for each pupil at the end of <i>Unit 1 Promoting A Growth Mindset</i> .	
1. DEVELOPING GROWTH MINDSET	
1.1. POSITIVE AND OPTIMISTIC THINKING	Level 0,1,2 or 3
1.1.1. Positive and negative thinking	
1.1.1.B ¹ . The pupil is able to act like and talk like optimistic and pessimistic characters going through their day and encountering challenges along the way.	
1.1.1.Ia. The pupil is able to act out examples of upside thoughts and downside thoughts about a setback.	
1.1.1.Ib. The pupil is able to give examples of upside and downside thoughts.	
1.1.1.A. The pupil is able to give examples of optimistic thinking (Not me/ not always/ not everything) and pessimistic thinking (Me/ always/ everything).	
1.1.2. It's good to think positive!	
1.1.2.B. The pupil is able to act out different challenges by role playing the character's thoughts, feelings and actions.	
1.1.2.Ia. The pupil is able to draw a comic strip of a character's thoughts, feelings and actions during a setback.	
1.1.2.Ib. The pupil is able to act out the Adversity, Beliefs, Consequences (ABC) model of a character going through a challenge.	
1.1.2.A. The pupil is able to fill in the missing parts of a basic ABC flowchart.	
1.1.3. Challenging negative thoughts	
1.1.3.B. The pupil is list all the other things in his/her life that remain the same during a setback.	
1.1.3.I. The pupil is able to list all the counter-evidence against a negative belief.	
1.1.3.A. The pupil is able to list the best, worst and most realistic case scenario for a downside thought.	
1.2. USING POSITIVE EMOTIONS	
1.2.1. Using hope to promote growth and wellbeing	
1.2.1.B. The pupil is able to perform a play about a character's attempts to reach a goal.	
1.2.1.I. The pupil is able to break down a large goal into smaller sub-goals.	

¹ B = Basic level, I = Intermediate level, A = Advanced level

Self-Assessment Checklist

Early Primary

Name of Pupil: _____ Date completed: _____	<div style="text-align: center;"> No Sometimes Yes </div>	
DEVELOPING A GROWTH MINDSET : POSITIVE AND OPTIMISTIC THINKING		
Positive and negative thinking		
Please tick the face that best describes you.	I can do it	I like to do it
I can act like pessimistic and optimistic characters when they go through their day and encountering challenges along the way.		
I can act out examples of upside thoughts and downside thoughts about a setback.		
I can give examples of upside and downside thoughts.		
I can give examples of optimistic thinking		
It's good to think positive!		
I can act out different challenges by role playing the character's thoughts, feelings and actions.		
I can draw a comic strip of a character's thoughts, feelings and actions during a setback.		
I can act out the Adversity, Beliefs, Consequences (ABC) model of a character going through a challenge.		
I can fill in the missing parts of a basic ABC flowchart.		
Challenging negative thoughts		
I can list all the other things in my life that remain the same during a setback.		
I can list all the counter-evidence against a negative belief.		
I can list the best, worst and most realistic case scenario for a downside thought.		
DEVELOPING GROWTH MINDSET - USING POSITIVE EMOTIONS		
Using hope to promote growth and wellbeing		
I can perform a play about a character's attempts to reach a goal.		
I can break down a large goal into smaller sub-goals.		

I can identify a different way of achieving a goal.						
Using happiness to promote growth and wellbeing						
I recognize that bad feelings can be turned into good feelings by doing something that makes me happy.						
I can role play activities that might help change a bad mood into a good mood.						
I can identify an activity I like doing to cheer myself up.						
I can apply the ‘flipping the feeling’ strategy to change bad feelings into good feelings.						
Using humor to promote health and wellbeing						
I can identify and list the benefits of humor.						
I can identify and write about what makes me laugh.						
I can discuss what I can do to ensure humor is helpful and not harmful.						
I enjoyed learning about.....						
I would like to improve.....						