

## Teachers' Assessment Checklist Early Years

<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>
<b>Instructions:</b> Complete the checklist for each pupil at the end of <i>Unit 2 Building on strengths</i>	
<b>1. Building on strengths</b>	
<b>1.1. Positive self concept and self-esteem</b>	Level 0,1,2 or 3
<b>1.1.1. Knowing who I am</b>	
1.1.1.B <sup>1</sup> . The pupil will be able to know that he/she is a unique person and that His/her name is an important part of who he/she is	
1.1.1.I. The pupil will know that he/she is a unique special person and that his/her name is an important part of who he/she is. The pupil will also find out what his/her friends like about him/her.	
1.1.1.A. The pupil will know that he/she is a unique special person and his/her name is an important part of who he/she is. The pupil will also find out why he/she got his/her special name.	
<b>1.1.2 Finding out positive things about oneself to enhance self-esteem.</b>	
1.1.2.B. The pupil will be able to express things he/she is good at, things he/she can be proud of, and also what his/her parents think he/she can be proud of/is good at.	
1.1.2.I. The pupil will learn to express things he/she is good at, things he/she can be proud of, and also learn about what his/her parents are proud of	
1.1.2.A. The pupil will be aware of things he/she is proud of	
<b>1.1.3. Realizing that our strengths are a part of what we were, are and also what we may become.</b>	
1.1.3.B. The pupil will know about what he/she liked when he/she was younger, and also what he/she thinks he/she will like when he/she gets older	
1.1.3.I. The pupil will know about what he/she liked when he/she was younger and also what he/she thinks he/she will like when he/she gets older	


























































<sup>1</sup> B = Basic level, I = Intermediate level, A = Advanced level

1.1.3.A The pupil will know now about how he/she expressed feelings when he/she was little, and how he/she does it now and when he/she gets older	
<b>1.1.Use of strengths in academic and social engagement</b>	
<b>1.1.1. Using strengths when feeling uncomfortable and in comforting myself and others.</b>	
1.2.1.B. The pupil realizes the strength in being able to comfort him/herself, sees how it will make him/her cope better.	
1.2.1.I. The pupil realizes what feelings he/she has , and also find ways to comfort him/herself. He/she understands what a strength it is to be able to comfort him/herself. He/she will also understand how this strength will help him/her coping better.	
1.2.1.A. The pupil will realize what feelings he/she has, and also to find ways to comfort him/herself. The pupil understands what a strength it is to be able to comfort him/herself. He/she will also understand how this strength will help him/her coping better.	
<b>Promoting social skills and promoting social participation.</b>	
1.2.2.B. The pupil knows about things he/she likes in his/her family, and also what his/her family likes	
1.2.2.I. The pupil knows what others appreciate about him/her	
1.2.2.A. The pupil knows what his/her friends like about him/her	
<b>1.1.2. Valuing oneself and others</b>	
1.2.3.B/ The pupil realizes what feelings he/she has, and also to find ways to comfort him/herself. He/she understands what a strength it is to be able to comfort him/herself. The pupil will also understand how this strength will help him/her coping better.	
1.2.3.I The pupil knows about things others appreciates in him/herself, and also things the pupil appreciates about him/herself.	
1.2.3.A. The pupil appreciates things in his/her family, in his/hersesl, in a friend, and at school	

Pupil strengths:

Pupil needs:

Targets for improvement:

Name of Pupil: _____  Date completed: _____		 No  Sometimes  Yes
<b>BUILDING ON STRENGTHS –POSITIVE SELF CONCEPT AND SELF-ESTEEM</b>		
<b>Knowing who I am</b>		
<b>Please tick the face that best describes you.</b>	<b>I can do it</b>	<b>I like to do it</b>
I know that I am a unique person and that my name is an important part of who I am.	  	  
I know that I am a unique special person and that my name is an important part of who I am. I have also found out what my friends like about me.	  	  
I know that I am a unique special person and that my name is an important part of who I am. I have also found out why I got my special name.	  	  
<b>Finding out positive things about oneself to enhance self-esteem.</b>		
I am able to express things I am good at, things I can be proud of, and also what my parents think I can be proud of/am good at.	  	  
I am able to express things I am good at, things I can be proud of, and also learn about what my parents are proud of	  	  
I am aware of things I am proud of	  	  
<b>Realizing that our strengths are a part of what we were, are and also what we may become.</b>		
I know about what I liked when I was younger, and also what I think I will like when I gets older	  	  
I know about what I liked when I was younger, and also what I think I will like when I gets older	  	  
I know now about how I expressed feelings when I was little, and how I do it now and when I get older	  	  
<b>BUILDING ON STRENGTHS – Use os strengths in academic and social engagement</b>		
<b>Using strengths when feeling uncomfortable and in comforting myself and others.</b>		
I realize the strength in being able to comfort myself, see how it will make me cope better.	