

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 3 Developing Self Determination</i> .	
3. DEVELOPING SELF DETERMINATION	
3.1. CREATIVE PROBLEM SOLVING AND DECISION MAKING	Level 0,1,2 or 3
3.1.1. Defining the problem and generating creative solutions	
3.1.1.B ¹ . The pupil is able to identify a problem (to stop, think and collect information), being aware that it is possible to divide problems, if necessary.	
3.1.1.I. The pupil is able to recognize that problems have solutions and that he/she can solve problems.	
3.1.1.A. The pupil is able to generate creative solutions for a problem, recognizing that problems can have different solutions.	
3.1.2. Evaluating the solutions and decision making	
3.1.2.B. The pupil is able to evaluate solutions for a problem, recognizing if they are good or bad solutions by identifying good and bad aspects of each solution.	
3.1.2.I. The pupil is able to recognize that in order to choose the solution to a problem, he/she has to assess if it is difficult to put into practice, evaluating how much time is needed.	
3.1.2.A. The pupil is able to evaluate the results of a solution, recognizing if he/she likes the result and how he/she and others feel with it.	
3.1.3. Implementing and evaluating the solution	
3.1.3.B. The pupil is able to solve a problem by trying on a solution that combines more than one solution.	
3.1.3.I. The pupil is able to evaluate the results of problem's solutions and how he/she feels, trying again, if necessary.	
3.1.3.A. The pupil is able to solve a problem, naming the three steps of problem solving process and their keywords.	
3.2. EMPOWERMENT/AUTONOMY	
3.2.1. Developing meaning in life and sense of purpose	
3.2.1.B. The pupil is able to talk about who he/she is and what is important to him/her.	
3.2.1.I. The pupil is able to think about why some things happen to him/her (things that they control and things that they don't control) .	
3.2.1.A. The pupil is able to talk about what will happen when he/she grows up and reflect about future roles.	
3.2.2. Fostering agency and self-efficacy	
3.2.2.B. The pupil is able to recognize that he/she can make things happen, and that will be easier if he/she plans first and then do it.	

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

3.2.2.I. The pupil is able to recognize that others can help him/her to make things happen and that he/she can seek for others who know or can do.	
3.2.2.A. The pupil is able to believe that he/she can do things and achieve his/her goals.	
3.2.3. Promoting self-advocacy	
3.2.3.B. The pupil is able to know himself/herself and others better, recognizing how different or similar he/she is when compared to others and being aware of his/her and others support needs.	
3.2.3.I. The pupil is able to advocate for himself/herself and others..	
3.2.3.A. The pupil is able to recognize his/her rights and responsibilities, namely the 3 P's of the Convention on the Rights of the Child.	












































































Pupil strengths:

Pupil needs:

Targets for improvement:

Pupils' Self-Assessment Checklist

Early Primary

Name of Pupil: _____ Date completed: _____	<div>  No </div> <div>  Sometimes </div> <div>  Yes </div>	
DEVELOPING SELF DETERMINATION – CREATIVE PROBLEM SOLVING AND DECISION MAKING		
Defining the problem and generating creative solutions		
Please tick the face that best describes you.	I can do it	I like to do it
I can identify a problem (to stop, think and collect information), being aware that it is possible to divide problems, if necessary.	  	  
I recognize that problems have solutions and that I can solve problems.	  	  
I can generate creative solutions for a problem, recognizing that problems can have different solutions.	  	  
Evaluating the solutions and decision making		
I can evaluate solutions for a problem, recognizing if they are good or bad solutions by identifying good and bad aspects of each solution.	  	  
I recognize that in order to choose the solution to a problem, I have to assess if it is difficult to put into practice, evaluating how much time is needed.	  	  
I can evaluate the results of a solution, recognizing if I like the result and how I and others feel with it.	  	  
Implementing and evaluating the solution		
I can solve a problem by trying on a solution that combines more than one solution.	  	  
I can evaluate the results of problem's solutions and how I feel, trying again, if necessary.	  	  
I can solve a problem, naming the three steps of problem solving process and their keywords.	  	  
DEVELOPING SELF DETERMINATION – EMPOWERMENT/AUTONOMY		
Developing meaning in life and sense of purpose		
I can talk about who I am and what is important to me.	  	  
I can think about why some things happen to me (things that I control and things that I don't control).	  	  
I can talk about what will happen when I grow up and reflect about future roles.	  	  

Fostering agency and self-efficacy						
I recognize that I can make things happen, and that will be easier if I plan first and then do it.						
I recognize that others can help me to make things happen and that I can seek for others who know or can do.						
I believe that I can do things and achieve my goals.						
Promoting self-advocacy						
I am able to know myself and others better, recognizing how different or similar I am when compared to others and being aware of mine and others support needs.						
I can advocate for myself and others.						
I recognize my rights and responsibilities, namely the 3 P's of the Convention on the Rights of the Child.						
<p>I enjoyed learning about.....</p> <p>I would like to improve.....</p>						