

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 1: Developing 2: Developed 3: Consolidated</p>
Instructions: Complete the checklist for each pupil at the end of <i>Unit 4 Enhancing communication skills</i>	
4. ENHANCING COMMUNICATION SKILLS	
1.1. ASSERTIVE BEHAVIOUR: I EXPRESS AND STAND FOR MYSELF	Level 0,1,2 or 3
1.1.1. Expressing feelings and needs	
1.1.1.B ¹ . The pupil is able to recognize and name basic feelings.	
1.1.1.I. The pupil is able to recognize different ways of expressing feelings.	
1.1.1.A. The pupil is able to connect physical and emotional aspect of feelings.	
1.1.2. Stand for oneself	
1.1.2.B. The pupil is able to accept NO as an answer.	
1.1.2.I. The pupil is able to express feelings in a desirable manner.	
1.1.2.A. The pupil is able to stand for her/himself by saying NO in acceptable way.	
1.1.3. Assertive conflict resolution	
1.1.3.B. The pupil is able to distinguish between decent and indecent speech.	
1.1.3.I. The pupil is able to recognize agreement and conflict situations.	
1.1.3.A. The pupil is able to distinguish between different ways of conflict resolution.	
1.2. LISTENING AND UNDERSTANDING THE OTHERS	
1.2.1. Effective listening	
1.2.1.B. The pupil is able to listen, compare and distinguish sounds.	
1.2.1.I. The pupil is able to be engaged listener by concentrating on what the other person is saying.	
1.2.1.A. The pupil is able to listen interlocutor active and carefully.	
1.2.2. Understanding emotions in communication	
1.2.2.B. The pupil is able to recognize and name basic emotions on the basis of facial expression and body language.	

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

1.2.2.I. The pupil is able to use positive behaviour forms when facing others' emotions and troubles.	
1.2.2.A. The pupil is able to recognize that different states and circumstances reflect in movements, body position and facial expression.	
1.2.3. Communicating ideas; cooperation; negotiation	
1.2.3.B. The pupil is able to recognize that different outcomes are related to different behaviours.	
1.2.3.I. The pupil is able to change the sequence of events to accomplish "win-win" solution.	
1.2.3.A. The pupil is able to cooperate.	






























































































Pupil's strengths:

Pupil's needs:

Targets for improvement:

Pupils' Self-Assessment Checklist

Early Years

Name of Pupil: _____ Date completed: _____		 No  Sometimes  Yes
ENHANCING COMMUNICATION SKILLS – ASSERTIVE BEHAVIOUR: I EXPRESS AND STAND FOR MYSELF		
Expressing feelings and needs		
Please tick the face that best describes you.	I can do it	I like to do it
I can recognize and name basic feelings.	  	  
I can express my feelings in a different way.	  	  
I can connect different emotions with different faces.	  	  
Stand for oneself		
I know that somebody can say NO to something.	  	  
I can politely say NO if I don't like something.	  	  
I can say NO if somebody asks me to do something I don't want to.	  	  
Assertive conflict resolution		
I can recognize when somebody is polite and impolite.	  	  
I can recognize when others are arguing and when they are agreeing.	  	  
I know that we can solve an argument in different ways.	  	  
ENHANCING COMMUNICATION SKILLS – LISTENING AND UNDERSTANDING THE OTHERS		
Effective listening		
I can compare and distinguish different sounds.	  	  
I can listen to others without interrupting.	  	  
I can carefully listen to what other person is saying to me and retell it.	  	  
Understanding emotions in communication		
I am able to recognize if someone feels joy, sorrow, anger or fear even if that person does not tell me anything.	  	  
I know that it is important to be kind to someone who is in trouble.	  	  
I can role play different emotions by making different faces and movements.	  	  

Communicating ideas; cooperation; negotiation

I know that people can behave differently to solve the same problem.



I can change the story ending to accomplish solution which makes everyone happy.



I can propose how to cooperate with others to accomplish agreement.



I enjoyed learning about.....

I would like to improve.....