
























































































### Teachers' Assessment Checklist Late Primary

<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>
<b>Instructions:</b> Complete the checklist for each pupil at the end of <i>Unit 4 Enhancing communication skills</i>	
<b>4. ENHANCING COMMUNICATION SKILLS</b>	
<b>1.1. ASSERTIVE BEHAVIOUR: I EXPRESS AND STAND FOR MYSELF</b>	Level 0,1,2 or 3
<b>1.1.1. Expressing feelings and needs</b>	
1.1.1.B <sup>1</sup> . The pupil is able to express his/her needs and desires.	
1.1.1.I. The pupil is able to distinguish between wishes and needs.	
1.1.1.A. The pupil is able to propose ways to meet his/her needs.	
<b>1.1.2. Stand for oneself</b>	
1.1.2.B. The pupil is able to stand for him/herself by saying NO in acceptable way.	
1.1.2.I. The pupil is able to recognize different ways of standing for oneself.	
1.1.2.A. The pupil is able to choose the best way of meeting his/her needs without violating other person's right.	
<b>1.1.3. Assertive conflict resolution</b>	
1.1.3.B. The pupil is able to distinguish between desirable and undesirable conflict resolution and to recognize the best way to a conflict resolution.	
1.1.3.I. The pupil is able to recognize the importance of nonverbal communication and to use it in conflict resolution.	
1.1.3.A. The pupil is able to describe non-violent conflict resolution.	
<b>1.2. LISTENING AND UNDERSTANDING THE OTHERS</b>	
<b>1.2.1. Effective listening</b>	
1.2.1.B. The pupil is able to meaningfully structure received message.	
1.2.1.I. The pupil is able to understand the interlocutor and to show compassion.	
1.2.1.A. The pupil is able to notice and recognize nonverbal communication signals.	
<b>1.2.2. Understanding emotions in communication</b>	
1.2.2.B. The pupil is able to recognize that there are different ways to help others.	
1.2.2.I. The pupil is able to encourage somebody to fulfill his/her goal.	

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



Name of Pupil: _____  Date completed: _____		 No   Sometimes   Yes
<b>ENHANCING COMMUNICATION SKILLS – ASSERTIVE BEHAVIOUR: I EXPRESS AND STAND FOR MYSELF</b>		
<b>Expressing feelings and needs</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 how to describe my needs and wishes to someone.	  	  
I can identify the difference between the things that I want and the things that I need.	  	  
I can propose different ways to meet my needs.	  	  
<b>Stand for oneself</b>		
I can think of a way to take a stand if someone wants me to do something that is not good for me.	  	  
I know the difference between standing for myself in a good way or in a way that hurts others.	  	  
I can stand for myself without violating others' rights.	  	  
<b>Assertive conflict resolution</b>		
I can propose the best way to solve a conflict situation.	  	  
I can describe why it is also important what we see and not only what we hear in a conflict.	  	  
I can discuss different non-violent ways of conflict resolution.	  	  
<b>ENHANCING COMMUNICATION SKILLS – LISTENING AND UNDERSTANDING THE OTHERS</b>		
<b>Effective listening</b>		
I am able to meaningfully and shortly retell what someone told me.	  	  
I can describe compassionate way to of listening to someone.	  	  
I can recognize different signs, besides from words, which are a part of a good communication.	  	  
<b>Understanding emotions in communication</b>		
I know that there is more than one way to help someone with a problem.	  	  
I can suggest someone how to fulfil his/her goal.	  	  

I can discuss possible difficulties that certain people have in life and propose possible solutions for their problems.		
<b>Communicating ideas; cooperation; negotiation</b>		
I can think of different ways for successful problem solving in a certain situation.		
I can think of a way to help someone to solve a problem.		
I can discuss different ways to solve a certain problem and advocate for the best solution.		
<p><b>I enjoyed learning about.....</b></p>       <p><b>I would like to improve.....</b></p>		