

Teachers' Assessment Checklist Late Primary

Name of Pupil: _____ Date completed: _____	0: Not observed/ non-applicable 1: Developing 2: Developed 3: Consolidated
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.Ba ¹ . The pupil is able to recognize the differences between an optimistic (not me, not always/ not everything) and a pessimistic (me/ always/ everything) explanatory style.	
1.1.1.Bb. The pupil is able to act out an optimistic and a pessimistic explanatory style.	
1.1.1.Bc. The pupil is able to give examples of an optimistic and a pessimistic explanatory style to a setback.	
1.1.1.I. The pupil is able write a letter to a friend explaining how one would go about using optimistic thinking for a setback.	
1.1.1.A. The pupil is able to write a 'help wanted' advert and then answer it helping the person to use optimistic thinking for a setback.	
1.1.2. It's good to think positive!	
1.1.2.B. The pupil is able to fill in the missing parts of an ABC flowchart.	
1.1.2.I. The pupil is able to work in groups to perform a play showing Adversity, Beliefs and Consequences.	
1.1.2.A. The pupil is able to create an ABC flowchart.	
1.1.3. Challenging negative thoughts	
1.1.3.B. The pupil is able to ask 'what would a friend do?' as an alternative way of dealing with a setback.	
1.1.3.I. The pupil is able to identify and list all the possible causes for an event (Not me/ not always/ not everything).	
1.1.3.A. The pupil is able to add Disputation and Energization to his/her ABC charts.	
1.2. USING POSITIVE EMOTIONS	
1.2.1. Using hope to promote growth and wellbeing	
1.2.1.B. The pupil is able to discuss, list and present ways of remaining hopeful during a challenge.	
1.2.1.I. The pupil is able to make a personal goal and write about how he/she will achieve it.	
1.2.1.A. The pupil is able to reflect on his/her future and set goals.	

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

1.2.2. Using happiness to promote growth and wellbeing	
1.2.2.Ba. The pupil is able to discuss happiness and his/her experience of it	
1.2.2.Bb. The pupil is able to identify a person, place, object or event that makes him/her happy and make a collage of it.	
1.2.2.I. The pupil is able to identify three things that make him/her happy and say what he/she did to contribute to these happening.	
1.2.2.A. The pupil is able to apply the 'flipping the feeling' strategy to change bad feelings into good feelings.	
1.2.3. Using humor to promote growth and wellbeing	
1.2.3.B. The pupil is able to identify and list the benefits of humor.	
1.2.3.I. The pupil is able to talk about what makes him/her laugh.	
1.2.3.A. The pupil is able to make a campaign about the do's and don'ts of humor.	

Pupil strengths:

Pupil needs:

Targets for improvement:

Pupils' Self-Assessment Checklist

Late Primary

Name of Pupil: _____ Date completed: _____	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> No </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> Sometimes </div> <div style="display: flex; align-items: center;"> Yes </div> </div>
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DEVELOPING 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 recognize the differences between an optimistic and a pessimistic explanatory style.		
I can act out an optimistic and a pessimistic explanatory style.		
I can give examples of an optimistic and a pessimistic explanatory style to a setback.		
I can write a letter to a friend explaining how one would go about using optimistic thinking for a setback.		
I can write a 'help wanted' advert and then answer it helping the person to use optimistic thinking for a setback.		

It's good to think positive!

I can fill in the missing parts of an ABC flowchart.		
I can work in groups to perform a play showing Adversity, Beliefs and Consequences.		
I can create an ABC flowchart.		

Challenging negative thoughts

I can ask 'what would a friend do?' as an alternative way of dealing with a setback.		
I can identify and list all the possible causes for an event.		
I can add Disputation and Energization to his/her ABC charts.		

DEVELOPING GROWTH MINDSET - USING POSITIVE EMOTIONS

Using hope to promote growth and wellbeing

I can discuss, list and present ways of remaining hopeful during a challenge.		
I can make a personal goal and write about how I will achieve it.		
I can reflect on my future and set goals.		

Using happiness to promote growth and wellbeing

I can discuss happiness and my experience of it	  	  
I can identify a person, place, object or event that makes me happy and make a collage of it.	  	  
I can identify three things that makes me happy and say what I did to contribute to these happening	  	  
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 talk about what makes me laugh.	  	  
I can make a campaign about the do’s and don’ts of humor.	  	  

I enjoyed learning about.....

I would like to improve.....