

## Teachers' Assessment Checklist Late Primary

Name of Pupil: _____  Date completed: _____	0: Not observed/ non-applicable 1: Developing 2: Developed 3: Consolidated
<b>Instructions:</b> Complete the checklist for each pupil at the end of <i>Unit 5 Building Healthy Relationships</i> .	
<b>5. BUILDING HEALTHY RELATIONSHIPS</b>	
<b>5.1 ESTABLISHING AND MAINTAINING HEALTHY RELATIONSHIPS</b>	Level 0,1,2 or 3
<b>5.1.1. Making and having friends</b>	
5.1.1.B <sup>1</sup> . The pupil is able to trusts in one another	
5.1.1.I. The pupil understands the relationship between trust and friendship	
5.1.1.A. The pupil is able to cope with betrayal and he/she knows how to forgive	
<b>5.1.2. Seeking and providing support and pro-social behavior</b>	
5.1.2.B. The pupil describes how to help someone in trouble	
5.1.2.I. The pupil identifies strategies to help others.	
5.1.2.A. The pupil describes how to support friends.	
<b>5.1.3. Nurturing relationships and school climate</b>	
5.1.3.B. The pupil identifies ways to show care and concern for others	
5.1.3.I. The pupil describes positive qualities of the classroom climate	
5.1.3.A. The pupil expresses caring behaviours towards classrooms' peers	
<b>5.2. DEVELOPING COOPERATION SKILLS AND EMPATHY AND ENGAGING IN RESPONSIBLE AND ETHICAL BEHAVIORS</b>	
<b>5.2.1. Sharing, cooperation and teamwork</b>	
5.2.1.B. The pupil is able to make collective decisions with everyone participating	
5.2.1.I. The pupil is able to work toward a common purpose, identifying individual roles and tasks within collaborative group work.	
5.2.1.A. The pupil is able to encourage, motivate and support each other	
<b>5.2.2. Developing empathy</b>	

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

5.2.2.B. The pupil describes the emotional needs of others	
5.2.2.I. The pupil identifies ways to empathize with others.	
5.2.2.A. The pupil appreciates that empathy is a quality for building and preserving positive relationships.	
<b>5.2.2. Ethical, responsible and moral behaviour</b>	
5.2.3.B. The pupil is able to generate alternative solutions to a moral problem.	
5.2.3.I. The pupil knows how to look after others.	
5.2.3.A. The pupil is able to reflect on ethical behaviours.	

Pupil strengths:

Pupil needs:

Targets for improvement:

## Pupils' Self-Assessment Checklist

### Early Years

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>	
<b>BUILDING HEALTHY RELATIONSHIPS - ESTABLISHING AND MAINTAINING HEALTHY RELATIONSHIPS</b>		
<b>Making and having friends</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 can trust peers to care for me	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I can understand why being a good friend means to be honest	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I am able to cope with betrayal and I know how to forgive.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>Seeking and providing support and pro-social behavior</b>		
I can describe someone in trouble	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I am able to identify strategies to help others	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I am able to support friends	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>Nurturing relationships and school climate</b>		
I know ways to show care and concern for others	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I am able to describe the positive qualities of my classroom climate	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I am able to express caring behaviours towards classroom peers	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>BUILDING HEALTHY RELATIONSHIPS - DEVELOPING COOPERATION SKILLS AND EMPATHY AND ENGAGING IN RESPONSIBLE AND ETHICAL BEHAVIORS</b>		
<b>Sharing, cooperation and teamwork</b>		
I can take a decision with the others	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I can work toward a common purpose reflecting identifying individual roles and tasks	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I am able to play in a team encouraging, motivating and supporting the others	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>Developing empathy</b>		

