

**Student Name:** \_\_\_\_\_**Class:** \_\_\_\_\_**Student ID:** \_\_\_\_\_**Date:** {{DATE}}

## Assessment Details

|                             |  |
|-----------------------------|--|
| <b>Duration:</b> 30 minutes | <b>Total Marks:</b> 100  |
| <b>Topics Covered:</b>      | <ul style="list-style-type: none"><li>• Introduction to Social-Emotional Learning</li><li>• Optimism and Attitude Adjustment</li></ul> |

## Instructions to Students:

1. Read all questions carefully before attempting.
2. Show all working out - marks are awarded for method.
3. Use the space provided for each question.
4. Write your answers in the spaces provided.
5. If you need more space, use the additional pages at the end.
6. Time management is crucial - allocate approximately 1 minute per mark.

## Introduction to Social-Emotional Learning

Welcome to the Social-Emotional Learning Assessment! This 30-minute assessment is designed to evaluate your understanding and application of optimism and attitude adjustment concepts. You will have the opportunity to demonstrate your knowledge through multiple-choice questions, short answer questions, and a project-based task.

Section A: Multiple Choice Questions [20 marks]

**Question 1**

**[2 marks]**

What is positive self-talk?

A) Talking negatively about oneself

B) Talking positively about oneself

C) Talking about others

D) Not talking at all

**Question 2**

**[2 marks]**

Why is it important to identify our strengths and weaknesses?

A) To compare ourselves with others

B) To understand what we can and cannot do

C) To ignore our weaknesses

D) To only focus on our strengths

**Question 3**

**[2 marks]**

What can affirmations help us with?

A) Changing our appearance

B) Developing self-belief

C) Making friends

D) Doing homework

Section B: Short Answer Questions [40 marks]

**Question 4**

**[8 marks]**

Can you think of a time when you used positive self-talk? What did you say to yourself?

**Question 5**

**[8 marks]**

What are some of your strengths and weaknesses? How do you think they affect your behavior?

**Question 6**

**[8 marks]**

Create a short affirmation that you can use every day to help you feel more confident.

**Question 7**

**[40 marks]**

Design an Affirmation Poster

Create a poster that includes:

- A drawing or image that represents something you are good at or something that makes you happy
- A positive affirmation statement about yourself (e.g., "I am capable and confident.")
- Colors and decorations that make you feel happy and motivated



## Marking Guide

Multiple Choice Questions: 1. b) Talking positively about oneself, 2. b) To understand what we can and cannot do, 3. b) Developing self-belief

Short Answer Questions: Look for examples of positive self-talk and awareness of personal strengths and weaknesses. Assess the ability to create a meaningful affirmation.

Project-Based Task: Content (40 points), Creativity (30 points), Effort (30 points)

## Implementation Guidelines

**Introduction (2 minutes):** Briefly explain the purpose of the assessment and the importance of optimism and attitude adjustment.

**Instructions (2 minutes):** Clearly explain each task and provide examples if necessary.

**Task Time (24 minutes):** Allow students to complete the multiple-choice questions, short answer questions, and project-based task.

**Conclusion (2 minutes):** Gather the students to discuss any questions or concerns and provide feedback opportunities.

## Differentiation Options and Teaching Tips

**For Students with Special Needs:** Provide extra time for completion, offer assistive technology for the project-based task, and use visual aids for multiple-choice and short answer questions.

**For English Language Learners:** Provide translations of the questions and tasks, offer visual aids and simple language instructions, and allow the use of a dictionary or translator during the assessment.

**For Gifted Students:** Add more complex questions or tasks that require deeper thinking, encourage more detailed and elaborate affirmations and poster designs, and provide additional resources for further learning on the topic.

**Bloom's Taxonomy Alignment:** This assessment covers remembering, understanding, and creating.

**Multiple Intelligence Approaches:** The assessment caters to linguistic, spatial, and intrapersonal intelligences.

**Clear Success Criteria:** Students are successful if they can demonstrate an understanding of positive self-talk, identify personal strengths and weaknesses, develop self-belief through affirmations, and demonstrate how attitude affects behavior.

**Evidence Collection Methods:** The assessment provides a variety of evidence, including multiple-choice questions, short answer responses, and a project-based task.

**Feedback Opportunities:** Offer feedback on each component of the assessment, highlighting strengths and areas for improvement. Encourage peer feedback during the project-based task.



