

### **All About Me Assessment Handout**

Student Name:	Class:
Student ID:	Date: {{DATE}}

### **Assessment Details**

Duration: 20 minutes	Total Marks: 12
Topics Covered:	<ul><li>Personal Characteristics</li><li>Family Members</li><li>Basic Needs</li><li>Emotions and Feelings</li></ul>

### **Instructions to Students:**

- 1. Read all questions carefully before attempting.
- 2. Show all working out marks are awarded for method.
- 3. Use a pencil or pen to complete the assessment.
- 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.

### Section A: Multiple Choice [3 marks]

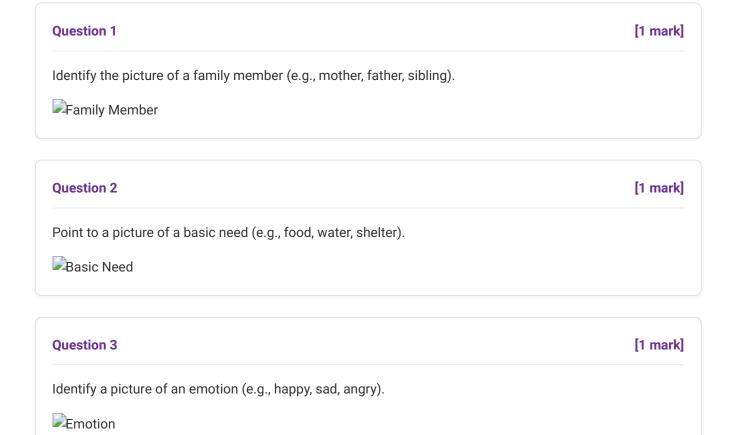
Question 1		[1 mark]
What is your favorite color?		
A) Red	B) Blue	
C) Green	D) Yellow	
Question 2		[1 mark]
How many family members do you have?		
A) 1-2	B) 3-4	
C) 5 or more		
Question 3		[1 mark]
What is something you like to do for fun?		
A) Play outside	B) Read books	
C) Draw pictures	D) Play with friends	

### Section B: Short Answer Questions [3 marks]

Question 1	[1 mark]
What is your name?	
Durastian O	Id month
Question 2	[1 mark
How old are you?	
Question 3	[1 mark
What is something that makes you happy?	

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### Section C: Picture Identification [3 marks]



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Section D: Sentence Completion [3 marks]

Thank you for completing the "All About Me" assessment! Remember, this is a fun way to lead to your feelings. Don't forget to ask for help if you need it, and always be proud of who you		
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Conclusion

### Assessment Scoring Guide

Section A: Multiple Choice	3 points
Section B: Short Answer	3 points
Section C: Picture Identification	3 points
Section D: Sentence Completion	3 points
Total	12 points

### Implementation Guidelines

Time allocation: 20 minutes

### Administration tips:

- Ensure students have a pencil or pen to complete the assessment.
- Provide a picture dictionary or visual aids for students who require support.
- Encourage students to ask for help if needed.

### **Differentiation Options**

### For students with visual impairments:

- Provide Braille or large print versions of the assessment.
- Offer assistive technology, such as text-to-speech software.

### For English language learners:

- Provide a bilingual dictionary or translation support.
- Offer visual aids and simplified language.

### For students with fine motor difficulties:

- Provide adaptive tools, such as a pencil grip or writing aid.
- Allow students to complete the assessment orally.

### Bloom's Taxonomy Alignment

Knowledge: Identify personal characteristics, family members, and basic needs.

Comprehension: Demonstrate an understanding of emotions and feelings.

Application: Recognize and write their name, age, and basic personal information.

Analysis: Identify and express personal characteristics, family members, and basic needs.

Synthesis: Create sentences to complete thoughts and ideas.

Evaluation: Demonstrate an understanding of emotions and feelings.

### Multiple Intelligence Approaches

Linguistic: Short answer and sentence completion questions.

Logical-Mathematical: Multiple choice and picture identification questions.

Spatial: Picture identification and visual aids.

Bodily-Kinesthetic: Adaptive tools and assistive technology.

Musical: None.

Interpersonal: None.

Intrapersonal: Short answer and sentence completion questions.

### Clear Success Criteria Students will be able to identify and express personal characteristics, family members, and basic needs. Students will demonstrate an understanding of emotions and feelings.

Students will recognize and write their name, age, and basic personal information.

# **Evidence Collection Methods** Completed assessment worksheets. Observations of student behavior and participation. Teacher-student conferences and feedback sessions.

## Feedback Opportunities Immediate feedback during the assessment. Post-assessment feedback sessions to discuss results and provide guidance.

