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KIDPRENEUR CHALLENGE STUDENT ASSESSMENT TOOL

Year 3 / 4 NSW Syllabus

Student Name: _____

Student Team (if applicable): _____

Product or Service Developed: _____

This assessment has been conducted (tick one):

Pre-Program

Post-Program

Date: _____

ASSESSMENT CRITERIA

This assessment tool can be used to determine your students' entrepreneurial capability. It can be conducted pre and post program implementation to monitor student progress. Please note: All criteria may not be relevant to all students. Your students' general entrepreneurial capability is based on the following three criteria:

1. **Entrepreneurial Knowledge** is measured by general questions focuses on the respondent's perceived knowledge about entrepreneurship.
2. **Entrepreneurial Mindset** captures the individual's core sense of being able to perform challenging tasks, employ mental agility and persist in the face of difficulties, negative feedback and other setbacks.
3. **Entrepreneurial Skillset** covers both cognitive and non-cognitive skills required in the different phases of an entrepreneurial business journey.

Entrepreneurial Knowledge		Emerging	Meets Expectations	Exceeds Expectations	N/A
	Demonstrated knowledge of what an entrepreneur is and what they do				
	Can name entrepreneurs and describe what their businesses do				
	Understands the reasons businesses exist and the different ways they provide goods and services				
	Comments				

Entrepreneurial Mindset		Emerging	Meets expectations	Exceeds expectations	N/A
	Initiative and Independence				
	Takes the first steps to start a project without waiting for others to start				
	Seeks to define and scope out a role to succeed in when working on projects (asks for or scopes out roles)				
	Can speak about their point of view and criteria for decision making without needing input from others				
	Self-belief – has a strong sense of self through internal motivation				
	Values practical experience rather than just thinking about problems – they want to act				
	Has developed reflective practice. Can describe personal strengths and challenges and identify skills they wish to develop				
	Has developed self-discipline and sets goals. Can explain the value of self-discipline and goal-setting in helping them to learn				
	Non-Conformity / Prefers Limited Structure				
	Literally colours outside the lines or boundaries of a task or project				
	Values their independence and likes being able to make their own decisions				
	Ignores instructions to redefine a simple task or project that's end result is useful and impactful to a goal				
	Starts projects being getting straight into them without knowing the resources or a plan for the project.				
	Appears relaxed when there is no structure or plan for how to work together (invents it as they go)				
	Failure Acceptance, Resilience and Persistence				
	Confident, resilient and adaptable. Persists with tasks when faced with challenges and adapts their approach where first attempts are not successful				
	Applies learning in next project from setbacks or when experiments, ideas, or projects do not work as imagined				
	Keeps eye on the goal and is back up with new ideas for how to reach it when experiments, ideas, or projects do not work as imagined				
	Durability - Acknowledges (or talks) about feelings of disappointment when there are setbacks and then moves back into action to try again				
	Keeps working on tasks and projects even when nobody is checking their progress or tasks				
	Is focused on milestones and the steps and stages to reach a goal				

KIDPRENEUR CHALLENGE 2018 STUDENT ASSESSMENT TOOL NSW (YRS 3/4)

Creativity and Mental Agility				
	Generates ideas, possibilities and actions element			
	Expands on known ideas to create new and imaginative combinations			
	Explores situations using creative thinking strategies to propose a range of alternatives			
	Experiments with a range of options when seeking solutions and putting ideas into action			
	Transfers and apply information in one setting to enrich another			
	Is motivated to start tasks and projects from scratch, use a 'blank canvas' or does things that have not been done before. Has multiple options or alternatives for completing task or projects			
	Looks for what works in an idea, project or task and identifies how they can tweak, or modify to further improve it			
	Looks outside the box / square or thinks laterally when working on projects and tasks			
	Grasps ideas quickly (can see the big picture) and will seek details only when relevant or necessary to execute an idea			
Comments				

		Emerging	Meets expectations	Exceeds expectations	N/A
Entrepreneurial Skillset	Problem Solving				
	Works in groups to generate responses to issues and challenges				
	Uses criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others				
	Reflects on, explains and checks the processes used to come to conclusions				
	Identifies pertinent information in an investigation and separate into smaller parts or ideas				
	Identifies and applies appropriate reasoning and thinking strategies for particular outcomes				
	Draws on prior knowledge and use evidence when choosing a course of action or drawing a conclusion				
	Explains and justifies ideas and outcomes				

Planning and Process (Ref. program Modules)				
EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts (Module 4, 9)				
EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language (Module 5, 9)				
EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features (Module 4, 9, 10, Reflection)				
EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts (Module 9)				
EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts (Module 2, 4, 9)				
EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own (Module 1)				
EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning (Module 1, 2, 3, 9, Reflection)				
MA2-1WM uses appropriate terminology to describe, and symbols to represent, mathematical ideas (Module 5, 8, 9, 10)				
MA2-2WM selects and uses appropriate mental or written strategies, or technology, to solve problems (Module 5, 8, 9, 10)				
MA2-3WM checks the accuracy of a statement and explains the reasoning used (Module 5, 8, 9, 10)				
MA2-18SP selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs (Module 5, 9)				
MA2-5NA uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers (Module 8, 10)				
Develop Leadership				
Discusses the concept of leadership and identify situations where it is appropriate to adopt this role				
Collaboration and Teamwork				
Negotiates and resolves conflict. Uses a range of conflict resolution strategies to negotiate positive outcomes to problems.				
Makes decisions. Contributes to and predicts the consequences of group decisions in a range of situations				
Works collaboratively. Describes characteristics of cooperative behaviour and identifies these in group activities.				

	Comments
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Other Observations		Very Low				Very High
		1	2	3	4	5
	General Level of student engagement prior to program					
	How well did the student grasp key concepts during the program?					
	Level of student engagement during program					
	How much passion did they show for solving problems and turning solutions into a business?					
	Overall entrepreneurial aptitude					
	How well did they pitch their business / products to an audience?					
	Likelihood of student continuing with entrepreneurship in the future					

Further Comments: