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## KIDPRENEUR CHALLENGE STUDENT ASSESSMENT TOOL

### Year 4 ANC v8.3

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 entrepreneurs are and what they do				
	Can name entrepreneurs and describe what their businesses do				
	<b>DESIGN AND TECHNOLOGIES</b> <b>Knowledge and Understanding</b> Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs <b>(ACTDEK010) (Module 2)</b>				
	Comments				

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Entrepreneurial Mindset		Emerging	Meets expectations	Exceeds expectations	N/A
	<b>Initiative and Independence</b>				
	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				
	Analyse factors that influence ability to self-regulate; devises and applies strategies to monitor own behaviour and set realistic learning goals				
	<b>Non-Conformity / Prefers Limited Structure</b>				
	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)				
	<b>Failure Acceptance, Resilience and Persistence</b>				
	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				

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Creativity and Mental Agility				
Generates ideas, possibilities and actions element				
Combines ideas in a variety of ways and from a range of sources to create new possibilities				
Identifies situations where current approaches do not work, challenge existing ideas and generate alternative solutions				
Assesses and tests options to identify the most effective solution and to put ideas into action				
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				
Grasps ideas quickly (can see the big picture) and will seek details only when relevant or necessary to execute an idea				
Identifies and clarifies relevant information and prioritise ideas				
Comments				

		Emerging	Meets expectations	Exceeds expectations	N/A
Entrepreneurial Skillset	Problem Solving				
	<b>HASS</b> <b>Inquiry and Skills - Evaluating and reflecting</b> Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions <b>(ACHASSI081) (Module 1, 2, 4, 5, 8)</b>				
	Reflects on assumptions made, consider reasonable criticism and adjust their thinking if necessary				
	Identifies and justifies the thinking behind choices they have made				
	Assesses whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome				
	Scrutinises ideas or concepts, test conclusions and modify actions when designing a course of action				
	Evaluates the effectiveness of ideas, products, performances, methods and courses of action against given criteria				
	Planning and Process (Ref. program Modules)				
	ENGLISH				

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	<b>Interacting with others</b> Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences <b>(ACELY1689) (Module 4, 5, 9, Reflection and Pitch Competition)</b>				
	<b>ENGLISH</b> <b>Language for interaction</b> Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group <b>(ACELA1488) (Module 9, 10, Reflection and Pitch Competition)</b>				
	Text Structure and organisation Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience <b>(ACELA1490) (Module 9, 10, Reflection and Pitch Competition)</b>				
	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research <b>(ACELA1498) (Module 9, 10, Reflection and Pitch Competition)</b>				
	<b>Creating Texts</b> Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features <b>(ACELY1694) (Module 3, 9)</b>				
	<b>MATHEMATICS</b> Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies <b>(ACMNA080) (Module 8)</b>				
	<b>DESIGN AND TECHNOLOGIES</b> <b>Knowledge and Understanding</b> Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes <b>(ACTDEK013) (Module 2)</b>				
	<b>Processes and Production Skills</b> Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions <b>(ACTDEP014) (Module 2)</b>				
	Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques <b>(ACTDEP015) (Module 2)</b>				
	Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions <b>(ACTDEP016) (Module 2, 7)</b>				
	Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment <b>(ACTDEP017) (Module 2, 7)</b>				
	Plan a sequence of production steps when making designed solutions individually and collaboratively <b>(ACTDEP018) (Module 2,7)</b>				
	<b>VISUAL ARTS</b> Use materials, techniques and processes to explore visual conventions when making artworks <b>(ACAVAM111) (Module 6)</b>				

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<b>HASS</b> <b>Questioning</b> Pose questions to investigate people, events, places and issues <b>(ACHASSI073) (Module 4, 5)</b>				
<b>Presentation Skills (if doing pitches for video presentation)</b>				
<b>MEDIA ARTS</b> Plan, create and present media artworks for specific purposes with awareness of responsible media practice <b>(ACAMAM060) (Module Reflection and Pitch Competition)</b>				
<b>Digital Technologies (if applicable)</b>				
Collect, access and present different types of data using simple software to create information and solve problems <b>(ACTDIP009)</b>				
Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them <b>(ACTDIP010)</b>				
Implement simple digital solutions as visual programs with algorithms involving branching(decisions) and user input <b>(ACTDIP011)</b>				
Explain how student solutions and existing information systems meet common personal, school or community needs <b>(ACTDIP012)</b>				
Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols <b>(ACTDIP013)</b>				
<b>Develop Leadership</b>				
Discuss the concept of leadership and identify situations where it is appropriate to adopt this role <b>(by the end of year 4)</b>				
<b>Collaboration and Teamwork</b>				
Describe personal strengths and challenges and identify skills they wish to develop <b>(by the end of Year 4)</b>				
<b>English</b> <b>Interacting with Others</b> Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information <b>(ACELY1687) (Module Intro, 4, 5, 9, 10, Reflection and Pitch Competition)</b>				
Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently <b>(ACELY1688) (Module Intro, 1, 2, 3, 4, 5, 10, Reflection and Pitch Competition)</b>				
<b>HASS</b> <b>Inquiry Skills - Evaluating and Reflecting</b> Interact with others with respect to share points of view <b>(ACHASSI080) (Module Intro, 1,2, 4, 5, 8)</b>				

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	<b>Comments</b>
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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						

<b>Further Comments:</b>