



## KIDPRENEUR CHALLENGE PROGRAM STUDENT ASSESSMENT TOOL

### Years 5 & 6 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 entrepreneurs are and what they do				
	Can name entrepreneurs and describe what their businesses do				
	<b>HASS</b> <b>Inquiry Skills - Evaluating and Reflecting</b> The reasons businesses exist and the different ways they provide goods and services ( <b>ACHASSK151</b> ) ( <b>Module Intro</b> )				
	<b>DESIGN AND TECHNOLOGIES</b> <b>Knowledge and Understanding</b> Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use ( <b>ACTDEK019</b> ) ( <b>Module 2</b> )				
	Comments				

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		Emerging	Meets expectations	Exceeds expectations	N/A
Entrepreneurial Mindset	<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				

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	Is focused on milestones and the steps and stages to reach a goal				
	<b>Creativity and Mental Agility</b>				
	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				
	<b>Comments</b>				
<b>Entrepreneurial Skillset</b>		<b>Emerging</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>	<b>N/A</b>
	<b>Problem Solving</b>				
	<b>HASS</b> <b>Inquiry and Skills - Evaluating and reflecting</b> Work in groups to generate responses to issues and challenges <b>(ACHASSI130) (Module 1, 2, 4, 5, 8)</b>				
	Uses criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others <b>(ACHASSI131) (Module 2, 4, 5, 8)</b>				
	Reflects on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects <b>(ACHASSI132) (Module 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				

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Evaluates the effectiveness of ideas, products, performances, methods and courses of action against given criteria				
<b>Planning and Process (Ref. program Modules)</b>				
<b>ENGLISH – Year 5</b> <b>Interacting with others</b> Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements <b>(ACELY1700) (Module 4, 5)</b>				
<b>ENGLISH - Year 5</b> <b>Language for interaction</b> Understand how to move beyond making bare assertions and take account of differing perspectives and points of view <b>(ACELA1502) (Module 9)</b>				
<b>Text Structure and organisation</b> Understand how texts vary in purpose, structure and topic as well as the degree of formality <b>(ACELA1504) (Module 9)</b>				
<b>Text in context</b> Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context <b>(ACELY1698) (Module 9)</b>				
<b>ENGLISH – Year 6</b> <b>Interacting with others</b> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis <b>(ACELY1710) (Module 4,5)</b>				
<b>MATHEMATICS – Year 6</b> <b>Measurement and Geometry</b> Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies <b>(ACMMG142) (Module 6)</b>				
<b>MATHEMATICS – Year 5</b> Create simple financial plans <b>(ACMNA106) (Module 8)</b>				
<b>MATHEMATICS – Year 6</b> Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies <b>(ACMNA132) (Module 8)</b>				
<b>VISUAL ARTS</b> Develop and apply techniques and processes when making their artworks <b>(ACAVAM115) (Module 6)</b>				
<b>DESIGN AND TECHNOLOGIES</b> <b>Processes and Production Skills</b> Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions <b>(ACTDEP024) (Module 2)</b>				
Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques <b>(ACTDEP025) (Module 2)</b>				
Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions <b>(ACTDEP026) (Module 2)</b>				

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Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions <b>(ACTDEP027) (Module 2)</b>				
Develop project plans that include consideration of resources when making designed solutions individually and collaboratively <b>(ACTDEP028) (Module 2)</b>				
<b>ENGLISH – year 5</b> <b>Creating Texts</b> Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience <b>(ACELY1704) (Module 3, 4, 9)</b>				
Re-read and edit student's own and others' work using agreed criteria for text structures and language features <b>(ACELY1705) (Module 9)</b>				
<b>ENGLISH – year 6</b> <b>Creating Texts</b> Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience <b>(ACELY1714) (Module 3, 4, 9)</b>				
Re-read and edit students' own and others' work using agreed criteria and explaining editing choices <b>(ACELY1715) (Module 9)</b>				
<b>HASS</b> <b>Questioning</b> Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges <b>(ACHASSI122) (Module 4, 5)</b>				
<b>DESIGN AND TECHNOLOGIES</b> <b>Processes and Production Skills</b> Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment <b>(ACTDEP017) (Module 7)</b>				
Plan a sequence of production steps when making designed solutions individually and collaboratively <b>(ACTDEP018) (Module 7)</b>				
<b>Presentation Skills (if doing pitches for video presentation)</b>				
<b>MEDIA ARTS</b> Plan, produce and present media artworks for specific audiences and purposes using responsible media practice <b>(ACAMAM064) (Module Reflection and Pitch Competition)</b>				
<b>Digital Technologies (if applicable)</b>				
Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information <b>(ACTDIP016)</b>				
Define problems in terms of data and functional requirements drawing on previously solved problems <b>(ACTDIP017)</b>				
Design a user interface for a digital system <b>(ACTDIP018)</b>				
Design, modify and follow simple algorithms involving sequences of steps, branching, and iteration(repetition) <b>(ACTDIP019)</b>				

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	Implement digital solutions as simple visual programs involving branching, iteration (repetition), and user input (ACTDIP020)				
	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)				
	<b>Develop Leadership</b>				
	Initiate or help to organise group activities that address a common need (by the end of Year 6)				
	<b>Collaboration and Teamwork</b>				
	Describe the influence that personal qualities and strengths have on their learning outcomes (by the end of Year 6)				
	<b>English – Year 5</b> <b>Interacting with Others</b> Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) (Module Intro, 1, 2, 3, 4, 5)				
	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) (Module Intro, 4, 5)				
	<b>English – Year 6</b> <b>Interacting with Others</b> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) (Module Intro, 1, 2, 3, 4, 5)				
	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) (Module Intro, 4, 5)				
	<b>Comments</b>				

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					

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	How well did they pitch their business / products to an audience?					
	Likelihood of student continuing with entrepreneurship in the future					

Further Comments: