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KIDPRENEUR CHALLENGE PROGRAM STUDENT ASSESSMENT TOOL

Year 5 / 6 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 entrepreneurs are 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				
	Analyse factors that influence ability to self-regulate; devises and applies strategies to monitor own behaviour and set realistic learning goals				
	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. Devises strategies and formulates plans to assist in the completion of challenging tasks and the maintenance of personal safety				
	Applies knowledge gained from one context to another unrelated context and identify new meaning				
	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				
Poses questions to clarify and interpret information and probe for causes and consequences				
Identifies and clarifies relevant information and prioritise ideas				
Comments				

Entrepreneurial Skillset		Emerging	Meets expectations	Exceeds expectations	N/A
	Problem Solving				
	Uses criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others				
	Reflects on learning to propose personal and/or collective action in response to an issue or challenge and predict the probably affects.				
	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)				

EN3 1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features (Module 4, 9, 10)				
EN3 2A composes, edits and presents well-structured and coherent texts (Module 5, 9)				
EN3 3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies (Module 2, 9, Reflection)				
EN3 5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts (Module 2, 5, 6, 9)				
EN3 7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts (Module 4, 9)				
EN3 8D A student: identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts (Module 1, 2, 4, 5, 9)				
EN3 9E A student: recognises, reflects on and assesses their strengths as a learner (Module 1, 2, 3, 4, 5, Reflection)				
MA3 1WM describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions (Module 5, 8, 9, 10)				
MA3 2WM selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations (Module 8, 9, 10)				
MA3 3WM gives a valid reason for supporting one possible solution over another (Module 5, 8, 9, 10)				
MA3 18SP uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables (Module 5)				
MA3 5NA selects and applies appropriate strategies for addition and subtraction with counting numbers of any size (Module 8, 9, 10)				
Develop Leadership				
Initiates or helps to organise group activities that address a common need.				
Collaboration and Teamwork				
Identifies causes and effects of conflict, and practises different strategies to diffuse or resolve conflict situations				
Identifies factors that influence decision making and consider the usefulness of these in making their own decisions				
Contributes to groups and teams, suggesting improvements in methods used for group investigations and projects				
Identifies and explains factors that influence effective communication in a variety of situations				

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	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: