

Individual Preparation for a Cooperative Assessment Meeting

Joint Assessment of the Situation and Planning

Pupil's name:

All participants receive this form in advance, complete it prior to the meeting and bring it along. If a domain is difficult to evaluate or the content unclear it can be left blank. This preparation form remains in the possession of each participant and is returned after the meeting.

Date of the meeting:

My description of the current situation in keywords:

1-2 crosses
per domain

Terms of particular importance can be underlined

You can write any comments or observations concerning:

Strength ↑	General Learning The child can listen, watch, observe; focus attention; memorize and repeat rhymes, songs, movements; name, describe and represent shapes; explore things and relationships through play; find and execute solutions; apply strategies; plan; practise
↓ Problem	
Strength ↑	Acquiring language and concepts The child can repeat phonetically accurate; understand the meaning of words and symbols; combine words into phrases; acquiring a vocabulary appropriate for age; modify language according to meaning (first and second language)
↓ Problem	
Strength ↑	Mathematics The child can count; understand special relationships (back/front, above/below); understand magnitudes and quantities and sort them according to specific criteria; identify ordinal positions; recognize underlying principles
↓ Problem	
Strength ↑	Handling task and demands The child can undertake tasks independently or in a group; assume responsibility; carry out daily routines; become involved in a task; manage his/her own behaviour; handle happiness and frustration
↓ Problem	
Strength ↑	Communication The child can understand what others say and communicate (non-verbally and verbally); express his/her thoughts in such a way that others understand (non-verbally and verbally); converse and discuss with peers and adults
↓ Problem	
Strength ↑	Movement and mobility The child can plan, coordinate and imitate body movements; plan, coordinate and imitate fine hand use; adequately use writing and drawing utensils or keyboard
↓ Problem	
Strength ↑	Looking after oneself The child can dress himself/herself without assistance; care for his/her personal hygiene, look after his/her health and diet; avoid dangerous situation and harm
↓ Problem	
Strength ↑	Handling relationships The child can relate to people; show and respond to consideration, gratitude and tolerance; regulate social closeness and distance; handle criticism; form and maintain friendships
↓ Problem	
Strength ↑	Recreation, leisure and community life The child can take part in social life at school, in the family and neighbourhood; be involved in games and other leisure time activities; cultivate hobbies or other pastimes
↓ Problem	