Student engagement self-assessment tool

*Please modify to meet students abilities.*

To be completed by the student together with teacher.

|  |  |
| --- | --- |
| Name: |  |
| Date: |  |
| Name of teacher: |  |

### Where am I at?

How much do these statements apply to you?

If you think they are **not true at all**, place an X in the box with the sad face.

If you think they are **very true** for you, place an X in the box with the smiley face.

If you feel **somewhere in-between**, place an X somewhere in the middle of the sad and smiley faces.

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| **Wellbeing** | **How much do these statements apply to you?** | **Sad face outline with solid fill** |  |  |  |  | **Smiling face outline with solid fill** |
| I feel happy. |  |  |  |  |  |  |
| I have lots of energy. |  |  |  |  |  |  |
| I am confident in myself. |  |  |  |  |  |  |
| I can control my behaviour and my emotions. |  |  |  |  |  |  |
| I set goals for myself, which I can achieve. |  |  |  |  |  |  |
| I cope well with changes. |  |  |  |  |  |  |
| I am well organised. |  |  |  |  |  |  |

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| **Relationships** | **How much do these statements apply to you?** | **Sad face outline with solid fill** |  |  |  |  | **Smiling face outline with solid fill** |
| I get on well with lots of different people. |  |  |  |  |  |  |
| I get along and work well with other people. |  |  |  |  |  |  |
| I care about how other people feel. |  |  |  |  |  |  |

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| **Involvement in learning** | **How much do these statements apply to you?** | **Sad face outline with solid fill** |  |  |  |  | **Smiling face outline with solid fill** |
| I can focus on a task and finish it off. |  |  |  |  |  |  |
| I enjoy being a leader. |  |  |  |  |  |  |
| I have good literacy skills. |  |  |  |  |  |  |
| I have good numeracy skills. |  |  |  |  |  |  |
| I enjoy challenges and don’t give up easily. |  |  |  |  |  |  |
| I like to take part in discussions and share my opinions |  |  |  |  |  |  |
| I take pride in my work. |  |  |  |  |  |  |
| I like it when people give me feedback. |  |  |  |  |  |  |