

# 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 ↑	<b>General Learning</b> The pupil can listen, watch, observe; focus attention; notice things; find and execute solutions; plan; practise
↓ Problem	
Strength ↑	<b>Acquiring language and concepts</b> The pupil 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 ↑	<b>Reading and writing</b> The pupil can read; read out loud; understand what he/she reads; write correctly and legibly
↓ Problem	
Strength ↑	<b>Mathematics</b> The pupil can do mental arithmetic; written arithmetic; understand and solve mathematical theorems; understand and master curriculum content in mathematics
↓ Problem	
Strength ↑	<b>Handling task and demands</b> The pupil can undertake tasks independently or in a group; assume responsibility; carry out daily routines; handle happiness and frustration
↓ Problem	
Strength ↑	<b>Communication</b> The pupil can understand what others say and communicate; express his/her thoughts in such a way that others understand; explain things to others; converse and discuss
↓ Problem	
Strength ↑	<b>Movement and mobility</b> The pupil can plan, coordinate and imitate body movements (e.g. in sport); plan, coordinate and imitate fine hand use (e.g. doing crafts)
↓ Problem	
Strength ↑	<b>Looking after oneself</b> The pupil can care for his/her personal hygiene, look after his/her health and diet; avoid dangerous situation and harm; avoid harmful substances
↓ Problem	
Strength ↑	<b>Handling relationships</b> The pupil can relate to people; show and respond to consideration, gratitude and tolerance; regulate social closeness and distance; handle criticism; form friendships
↓ Problem	
Strength ↑	<b>Recreation, leisure and community life</b> The pupil can take part in social life at school, in the family and neighbourhood; cultivate hobbies or other pastimes; be involved in leisure and pleasure activities
↓ Problem	