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**Empathy –**

**Teacher report**

**Cohort** Primary

**Country** Portugal

**Language** English/Portuguese



**Note:** This is an assessment used in classrooms for the Schools2030 programme. It is being shared to demonstrate the approaches to assessment that Schools2030 is developing.

For those interested in using or adapting this tool, further information including teacher guides, psychometric analysis, and other supplementary materials are available on request.



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| **EMPATHY** |

Think of your students. Of these, how many do you think demonstrate the following attitudes? Select one option by item, considering the following response scale:

1. **None or almost none** of my students.
2. **Some** of my students.
3. **About half** of my students.
4. **The majority of** my students.
5. **Almost all** **or all** of my students.

| **EMPATHY**  **From my students…** | | None or almost none  (0-5%) | Some  (25%) | About half  (50%) | The majority of  (75%) | Almost all or all  (95-100%) |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Can tell when a colleague is sad. |  |  |  |  |  |
|  |
| 2 | Can understand why a colleague is sad. |  |  |  |  |  |
|  |
| 3 | When they are mad at a colleague, they try to put themselves in his/her place. |  |  |  |  |  |
|  |
| 4 | It is hard for them to understand when a colleague is sad about something they've done. |  |  |  |  |  |
|  |
| 5 | Get worried when they see a colleague getting hurt. |  |  |  |  |  |
|  |
| 6 | It's easy for them to see things from their colleagues’ point of view. |  |  |  |  |  |
|  |
| 7 | When they’re right, they don't listen to other people's opinions. |  |  |  |  |  |
|  |
| 8 | They get emotional when they see a colleague crying. |  |  |  |  |  |
|  |
| 9 | They’re sad to see a colleague who has no one to play with. |  |  |  |  |  |
|  |
| 10 | They try to protect a colleague who's being mistreated. |  |  |  |  |  |
|  |
| 11 | They’re glad to see a colleague get a good grade. |  |  |  |  |  |
|  |
| 12 | They’re interested in the well-being of their colleagues. |  |  |  |  |  |
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