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**Empathy –**

**Teacher Report**

**Cohort** Secondary

**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** |
| Please carefully read each of the statements about your beliefs and practices regarding the promotion of empathy. For each item, choose one response option based on the following scale:   * 0 – it’s nothing like that * 1 – it’s a little like that * 2 – it’s more or less like that * 3 – it’s a lot like that * 4 – it’s totally like that |

| **EMPATHY**  **This student…** | | 0 – it’s nothing like that | 1 – it’s a little like that | 2 – it’s more or less like that | 3 – it’s a lot like that | 4 – it’s totally like that |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Can understand why a colleague is sad. |  |  |  |  |  |
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| 2 | When a colleague is upset, try to put themselves in their shoes. |  |  |  |  |  |
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| 3 | Can understand a colleague being hurt by something that he/she said or did to him/her. |  |  |  |  |  |
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| 4 | Even if they’re happy, they can tell when a friend is sad. |  |  |  |  |  |
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| 5 | When he/she is at odds with his/her friends, he/she tries to heed all points of view before making a decision. |  |  |  |  |  |
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| 6 | When he/she’s sure he/she’s right, he/she doesn’t waste time listening to the arguments of others. |  |  |  |  |  |
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| 7 | Believes that an issue has two sides and tries to look at both. |  |  |  |  |  |
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| 8 | Can sense how a friend feels even before he/she tells them. |  |  |  |  |  |
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| 9 | Get emotional when they see a colleague crying. |  |  |  |  |  |
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| 10 | It makes them sad to see someone who is excluded by the classmates. |  |  |  |  |  |
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| 11 | After talking to a friend who is sad, he/she is also sad. |  |  |  |  |  |
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| 12 | Becomes worried when he/she sees a colleague being hurt. |  |  |  |  |  |
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| 13 | Feels like protecting a colleague who is being mistreated. |  |  |  |  |  |
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| 14 | Is happy when the teacher praises a colleague for his/her work. |  |  |  |  |  |
|  |
| 15 | Feels compassion for people who live in a less favorable situation than them. |  |  |  |  |  |
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| 16 | Are often touched by things they see happening. |  |  |  |  |  |
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**Remarks**

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