



Teacher's Planning Journal

Robo Wunderkind Impact Evaluation Materials



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Hello, Teacher!

I am your **Robo Wunderkind Teacher's Planning Journal** and I will help you plan the projects with Robo Wunderkind robotics sets and check if everything is ready to start a lesson. Also, I can help you record, evaluate, and track your students' progress by filling out special charts. I am here to make your teaching with Robo Wunderkind robotics sets and curriculum run smoother, be more structured, and **for you to feel supported.**

You can design **your personal path** and **customize the learning experiences** for your students by choosing different charts, checklists to fill out, and criteria to focus on. Print the entire journal or only certain sections that you want to include, add notes or comments, and add more pages or mix them up **to create your own perfect Teacher's Planning Journal.**

Teacher's Planning Journal Contents:

- ① Your Classroom Key Info
- ② List of Projects Planned
- ③ Before a Lesson Checklist
- ④ Evaluation Chart: Criteria
- ⑤ Evaluation Chart: Your Class Progress
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- ⑦ Your Notes

Your Classroom Key Info

Classroom #1

Grade: _____

Number of Students: _____

Schedule: _____

Robo Wunderkind Level: _____

Comments: _____

Classroom #2

Grade: _____

Number of Students: _____

Schedule: _____

Robo Wunderkind Level: _____

Comments: _____

List of Projects Planned with Robo Wunderkind

Plan the projects with Robo Wunderkind Curriculum or add your own to the list.

Nº	Date	Project Name	Learning Outcome (s) & Concepts	Comments

Before a Lesson Checklist

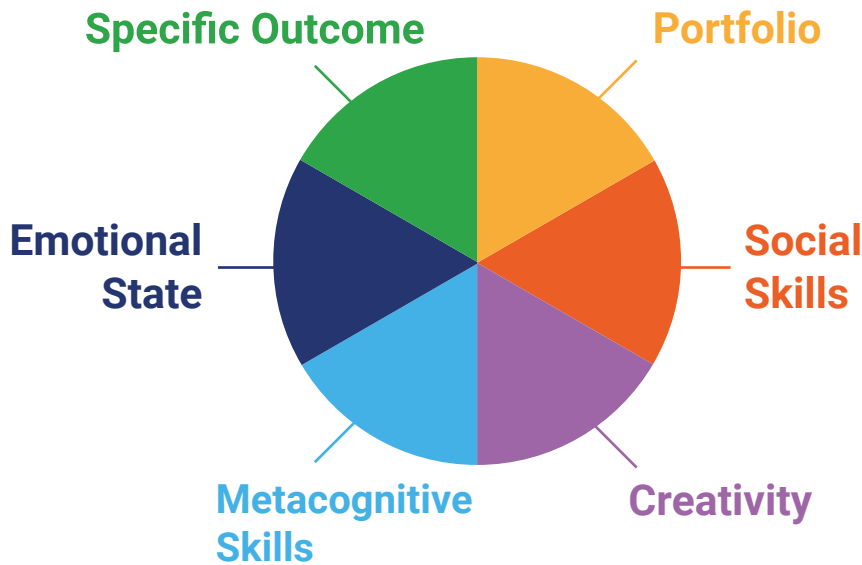
Check if everything is ready for a lesson by answering these simple questions.

Nº	Questions	Answers for 10 projects										Comments	
		1	2	3	4	5	6	7	8	9	10		
1	Number of students in the class												
2	Number of Robo Wunderkind kits & devices needed												
3	Are all the robots charged?												
4	Are all the devices charged?												
5	Number of materials to print for the lesson: Worksheets, Challenge Cards, etc.												
6	Are the materials printed?												
7	Are there any additional tools or materials needed for the project/ lesson?												
8	Is everything ready for the project/ lesson?												

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5	Number of materials to print for the lesson: Worksheets, Challenge Cards, etc.												
6	Are the materials printed?												
7	Are there any additional tools or materials needed for the project/ lesson?												
8	Is everything ready for the project/ lesson?												

Evaluation Chart: Criteria

Use this chart to evaluate your students' performance and progress. You might focus on any number of criteria. Observe your students' work performance during in-class activities and on their worksheets, final assessments or any other projects. We suggest to continuously give your students ongoing individualized formative feedback.



1 Specific Learning Outcome(s) / Concept / Task			
B Beginner ★	D Developing ★★	P Proficient ★★★	E Expert ★★★★
Completes only a part of the activity using the given concept and needed a teacher or peer assistance through the process.	Completes the activity using the given concept with some teacher or peer assistance.	Completes the activity using the given concept without assistance.	Completes the activity using the given concept without any assistance. Proposes additional / more efficient solution(s) or further improvement(s); assists peers in their work.

2 Portfolio: Documentation & Reflection			
B Beginner ★	D Developing ★★	P Proficient ★★★	E Expert ★★★★
Fills in only some of the tasks on a Worksheet and needs teacher or peer assistance throughout the process; doesn't use the key vocabulary for a lesson.	Fills in all the tasks on a Worksheet with some teacher or peer assistance; uses the key vocabulary for a lesson occasionally.	Fills in all the tasks on a Worksheet without assistance; uses key vocabulary if necessary.	Fills in all the tasks on a Worksheet without assistance; uses key vocabulary if necessary. Proposes additional / more efficient solution(s) or further improvement(s); assists peers in their work.

3 Social Skills: Collaboration & Communication

B Beginner ★	D Developing ★★	P Proficient ★★★	E Expert ★★★★
Participates little and only if asked in classroom discussions or pair work. Shows no interest in communication and cooperation with other students.	Participates little but voluntarily in classroom discussions or pair work. Shows some interest in communication and cooperation with other students.	Participates actively in classroom discussions or pair work. Shows an active interest in communication and cooperation with other students.	Participates actively in classroom discussions or pair work providing creative answers, solutions, and constructive feedback . Shows great interest in communication and cooperation with other students. Might help to involve other students in the discussion, group or pair work.

4 Creativity

B Beginner ★	D Developing ★★	P Proficient ★★★	E Expert ★★★★
Shows little creativity while solving a task or creating their own project: uses only the given way of solving a task; might copy a teacher or someone's solution(s) and idea(s) with little changes .	Shows some creativity while solving a task or creating their own project: develops one or more way(s) of solving a task, but not all the solutions might work well.	Shows active creativity while solving a task or creating their own project: actively seeks new ideas ; develops one or more original and unexpected solutions that work well .	Very creative while solving a task or creating their own project: actively seeks new ideas ; can develop, plan, execute, evaluate and improve different original and unexpected solutions .

5 Metacognitive Skills: Goal Setting, Planning, Problem-solving, Engineering Design Process

B Beginner ★	D Developing ★★	P Proficient ★★★	E Expert ★★★★
With some teacher or peer assistance can partially : <ul style="list-style-type: none"> • identify and analyze the problem situation; • set a project goal; • plan and execute the project following this plan; • analyze and evaluate the used solution in order to improve it; • give and receive constructive feedback to/from peers and a teacher. 	With some teacher or peer assistance can: <ul style="list-style-type: none"> • identify and analyze the problem situation; • set a project goal; • plan and execute the project following this plan; • analyze and evaluate the used solution in order to improve it; • give and receive constructive feedback to/from peers and a teacher. 	In class discussion or in pair work can: <ul style="list-style-type: none"> • identify and analyze the problem situation; • set a project goal; • plan and execute the project following this plan; • analyze and evaluate the used solution in order to improve it; • give and receive constructive feedback to/from peers and a teacher. 	Can independently : <ul style="list-style-type: none"> • identify and analyze the problem situation; • set a project goal; • plan and execute the project following this plan; • analyze and evaluate the used solution in order to improve it; • give and receive constructive feedback to/from peers and a teacher. Might help other students in developing their metacognitive skills.

6 Emotional State: Motivation, Interest, and Involvement

B Beginner ★	D Developing ★★	P Proficient ★★★	E Expert ★★★★
Shows little motivation, interest, and involvement in the class activities of different kinds. Expresses neutral or even negative emotions in the reflection section of a worksheet.	Shows motivation, interest, and involvement in some of the class activities . Expresses positive or neutral emotions in the reflection section of a worksheet.	Motivated, interested, and actively involved in all class activities . Expresses positive emotions in the reflection section of a worksheet.	Motivated, interested, and actively involved in all class activities . Helps to involve and motivate other students in different activities. Expresses positive emotions in the reflection section of a worksheet.

Evaluation Chart: Your Class

Record your students' progress for a particular project or lesson. Choose any number of criteria to focus on.

Specific Social skills Metacognitive skills Portfolio Creativity Emotional state

Lesson / Project Name				Date
Student name	Criteria	Criteria	Criteria	Comments
	_____	_____	_____	
	_____	_____	_____	

Evaluation Chart: Your Class

Criteria Overview: You might choose any number of criteria to focus on.

Specific
 Social skills
 Metacognitive skills
 Portfolio
 Creativity
 Emotional state

Lesson / Project Name				Date		
Student name	Specific	Portfolio	Social Skills	Creativity	Meta-cognitive Skills	Emotional State

Track Your Students' Progress Map: 10 Projects Block

Student's name _____ Number of projects attended _____

Criteria to track:											
Projects	1	2	3	4	5	6	7	8	9	10	Final
Level	E	.	.	.	.	.	.	.	.	.	.
	P	.	.	.	.	.	.	.	.	.	.
	D	.	.	.	.	.	.	.	.	.	.
	B	.	.	.	.	.	.	.	.	.	.
Comments:											

Criteria to track:											
Projects	1	2	3	4	5	6	7	8	9	10	Final
Level	E	.	.	.	.	.	.	.	.	.	.
	P	.	.	.	.	.	.	.	.	.	.
	D	.	.	.	.	.	.	.	.	.	.
	B	.	.	.	.	.	.	.	.	.	.
Comments:											

Criteria to track:											
Projects	1	2	3	4	5	6	7	8	9	10	Final
Level	E	.	.	.	.	.	.	.	.	.	.
	P	.	.	.	.	.	.	.	.	.	.
	D	.	.	.	.	.	.	.	.	.	.
	B	.	.	.	.	.	.	.	.	.	.
Comments:											

Your Notes

Your Notes
