



SCALING IMPACT OF A PLAY-BASED CHILD-TO-CHILD APPROACH TO MAKE PRE-SCHOOL TO PRIMARY SCHOOL TRANSITION FUN AND INCLUSIVE

جامعة الإمارات العربية المتحدة
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UNIVERSITY OF COLOMBO



Tool Set

Social Emotional Skills

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Islamic University of Maldives

SIPCA Team, Maldives



Institute for Educational Development



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Disclaimer

The views expressed herein do not necessarily represent those of IDRC or its Board of Governors.

Social Emotional Skills (SES) Readiness Assessment Instrument

Keys of the dimensions	Scoring Keys
1. Self-Awareness 2. Self-Management 3. Social Awareness 4. Relationship Skills 5. Responsible Decision-Making	<i>Fully Ready (FR) = 3</i> <i>Developing (D) = 2</i> <i>Needs Support (NS) = 1</i>

Name of Student:	School:
Date:	Gender:
Region:	School Code:

Note:

- This instrument is a teacher administrated tool for identifying preschool children readiness for Grade 1.*
- When conducting the post-test, this checklist must be completed over time - not as one-off completion - near to the end of last term. For the pre-test, however, this assessment must be administered as a one-off task.*
- The instrument consists of five dimensions of SES useful for preschool children's readiness for Grade 1.*

Use the following scoring grid to identify the level of child's readiness.

Key: Fully Ready FR=3, Developing D=2, Needs Support NS=1

1	Self-Awareness	FR	D	NS
1.1	Tell and respond to their own name (age, sex.)			
1.2	Respond to their own name			
1.3	recognizes and names basic emotions (happy, sad, angry, scared).			
1.4	Identifies personal strengths (e.g., "I am good at drawing").			
1.5	Identify and talk about own likes, dislikes, needs, wants, strength and weakness			
1.6	Understands the concept of personal space and respects it.			
	Teacher Comment			
2	Self-Management	FR	D	NS
2.1	Demonstrates self-control in familiar situations (waiting for their turn, sitting quietly).			
2.2	When incident occurs, be calm and forgiving and patient with other children (example: not being angry even if another child sits in your seat)			
2.3	Begins to use strategies to calm down when upset (deep breathing, asking for help).			
2.4	Keep student's body, clothes and belongings clean (example: shoes book, uniform)			
2.5	Ask for help when needed			
2.6	Shows perseverance in completing simple tasks, even when challenging.			
	Teacher Comment			

3	Social Awareness	FR	D	NS
3.1	Notifies and shows empathy for others' feelings (e.g., offers a toy if a friend is sad).			
3.2	Tell their identity (country, religion, language)			
3.3	Recognizes basic social cues (like facial expressions or tone of voice).			
3.4	Understands and respects simple social rules (sharing, taking turns).			
3.5	Demonstrates kindness by helping or offering support to peers.			
	Teacher Comment			
4	Relationship Skills	FR	D	NS
4.1	Initiates and maintains positive interactions with peers (greeting, sharing).			
4.2	Joins group activities and plays cooperatively.			
4.3	Resolves minor conflicts with guidance (expresses feelings and listens to others).			
4.4	Seeks help from adults when needed for social issues.			
	Teacher Comment			
5	Responsible Decision-Making	FR	D	NS
5.1	Makes choices between two options and explains reasons.			
5.2	Understands simple consequences of actions (e.g., spilling leads to cleaning up).			
5.3	Asks questions when unsure about what is right or wrong.			
5.4	Take responsible for own learning and behaviour within a supervised environment			
5.5	Follows simple classroom rules and instructions for safety and fairness.			
	Teacher Comment			

