Self-Awareness: This competence measures students’ abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.

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| 800 | See Profile for student scoring 700 |
| 700  Level 4  (Highly Developed) | A student scoring 700 on the scale perceives it:   * **Very easy** to identify their emotions and **to** connect with how they really feel in peer situations. * **Very easy** to calm themselves down, to stop their feelings from impeding their focus, to make themselves feel better when sad, and **to** recognize physical cues when nervous. * **Very easy** to understand how their mood can affect others, behave appropriately, and to understand how they cannot always control something. * **Very easy** to identify their strengths and have a high degree of self-efficacy * **Very easy** to take risks (e.g., offer answers if not sure they are right) and to feel confident that they can improve when the work is hard. * **Very easy** for them to know that their opinions matter to others and what interests them at school. |
| 600  Level 3  (Developed) | A student scoring 600 on the scale perceives it:   * **Very easy** to identify their emotions and **easily** connect with how they really feel in peer situations. * **Easy** to calm themselves down, to stop their feelings from impeding their focus, to make themselves feel better when sad, and **very easily** recognize physical cues when nervous. * **Very easy** to understand how their mood can affect others and how to behave appropriately, and **easy** to understand how they cannot always control something. * **Easy** to identify their strengths and have a degree of self-efficacy * **Easy** to take risks (e.g., offer answers if not sure they are right) and to feel confident that they can improve when the work is hard. * **Easy** for them to know that their opinions matter to others and **know** what interests them at school. |
| 500  Level 2  (Developing) | Students scoring 500 on the scale perceive it:   * **Easy** to identify their emotions and connect with how they really feel in peer situations. * **Easy** to calm themselves down, to stop their feelings from impeding their focus, to make themselves feel better when sad, and to recognize physical cues when nervous. * **Easy** to understand how their mood can affect others, behave appropriately, and to understand how they cannot always control something. * **Easy** to identify their strengths and have a degree of self-efficacy * **Hard** to take risks (e.g., offer answers if not sure they are right) and to feel confident that they can improve when the work is hard. * **Easy** for them to know that their opinions matter to others and what interests them at school. |
| 400  Level 1  (Emerging) | Students scoring 400 on the scale perceive it is:   * **Hard** to identify their emotions and connect with how they really feel in peer situations. * **Hard** to calm themselves down, to stop their feelings from impeding their focus, to make themselves feel better when sad, and to recognize physical cues when nervous. * **Hard** to understand how their mood can affect others, how to behave appropriately, and to understand how they cannot always control something. * **Hard** to identify their strengths and have little self-efficacy * **Very hard** to take risks (e.g., offer answers if not sure they are right) and to feel confident that they can improve when the work is hard. * **Hard** for them to know if their opinions matter to others and what interests them at school. |
| 300  Level 1  (Emerging) | Students scoring 400 on the scale perceive it is:   * **Very hard** to identify their emotions and connect with how they really feel in peer situations. * **Very hard** to calm themselves down, to stop their feelings from impeding their focus, to make themselves feel better when sad, and to recognize physical cues when nervous. * **Very hard** to understand how their mood can affect others, how to behave appropriately, and to understand how they cannot always control something. * **Very hard** to identify their strengths and have little self-efficacy * **Very hard** to take risks (e.g., offer answers if not sure they are right) and to feel confident that they can improve when the work is hard. * **Very hard** for them to know if their opinions matter to others and what interests them at school. |