Self-Management: This competence measures students’ abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

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| 800 | See Profile for student scoring 700 |
| 700  Level 4  (Highly Developed) | Students scoring 700 on the scale have growth mindsets, are resilient, and have very good organizational skills; they find it:   * **Very easy** to cope withfrustration, to stay calm when stressed, and to be patient even when excited. * **Very easy** to sustain effort and motivation, and persist when faced with challenges, setbacks, and distractions. * **Very easy** to plan their work (turn a project in on time), prepare for tests, and to juggle multiple assignments if due at the same time. * **Very easy** to catch up when they fall behind and to finish their schoolwork without reminders. * **Very easy t**o set, plan and reach their goals. * **Very easy to trust** and approach an adult when faced with a problem. |
| 600  Level 3  (Developed) | Students scoring 600 on the scale have somewhat malleable mindsets, exhibit resiliency and good organizational skills; they find it:   * **Easy** tocope with frustration, to stay calm when stressed, and to be patient even when excited. * **Easy** to sustain effort and motivation, and persist when faced with challenges, setbacks, and distractions. * **Easy** to plan their work (turn a project in on time), prepare for tests, and to juggle multiple assignments if due at the same time. * **Easy** to catch up when they fall behind and to finish their schoolwork without reminders. * **Easy** to set, plan and reach their goals. * **Easy** **to trust** and approach an adult when faced with a problem. |
| 500  Level 2  (Developing) | Students scoring 500 on the scale have somewhat fixed mindsets, exhibit some resiliency and organizational skills; they find it:   * **Hard** tocope with frustration, to stay calm when stressed, and to be patient even when excited. * H**ard** to sustain effort and motivation, and persist when faced with challenges, setbacks, and distractions. * **Easy** to plan their work (turn a project in on time) and prepare for tests but find it **hard** to juggle multiple assignments if due at the same time. * **Easy** to catch up when they fall behind and to finish their schoolwork without reminders. * **Easy** to set and plan goals, but still find it **hard** to reach their goals. * **Easy** **to trust** and approach an adult when faced with a problem. |
| 400  Level 1  (Emerging) | Students scoring 400 on the scale have fixed mindsets, lack resilience, and have poor organizational skills; they find it:   * **Very hard** to cope with frustration, to stay calm when stressed, and to be patient even when excited. * V**ery hard** to sustain effort and motivation, and persist when faced with challenges, setbacks, and distractions. * H**ard** to plan their work (turn a project in on time) and prepare for tests, and **very hard** to juggle multiple assignments if due at the same time. * **Hard** to catch up when they fall behind and **struggle to** finish their schoolwork even with reminders. * **Hard** to set and plan goals, making it **very hard** to reach their goals. * **Very hard** **to trust** and approach an adult when faced with a problem. |
| 300  Level 1  (Emerging) | Students scoring 300 on the scale have fixed mindsets, lack resilience, and have poor organizational skills; they find it:   * **Very hard** to cope with frustration, to stay calm when stressed, and to be patient even when excited. * V**ery hard** to sustain effort and motivation, and persist when faced with challenges, setbacks, and distractions. * V**ery** **hard** to plan their work (turn a project in on time), prepare for tests, or to juggle multiple assignments if due at the same time. * **Very hard** to catch up when they fall behind and **struggle to** finish their schoolwork even with reminders. * V**ery** **hard** to set, plan, and reach their **goals** * **Very hard** **to trust** and approach an adult when faced with a problem. |