

# Student EQ: Group Leader Assessment

This companion form to the “EQ Quiz for Students” can be filled out as an assessment (or preassessment) of a student and can be used by you or another adult who knows the student. Students should complete their self-assessments during the first lesson you conduct, and you may wish to complete this questionnaire for each student in your group around the same time. If you are familiar with the student, fill out this questionnaire as honestly as you can based on the knowledge you have of the student. If you do not know the student well, you could have someone more familiar with the student complete the assessment, or wait until you believe you know the student well enough to complete the assessment accurately.

This form and the “EQ Quiz for Students” can both be used before and after you’ve conducted all of your planned lessons to evaluate student progress. You may wish to compare this assessment with the student’s self-assessment, but be cautious about interpreting too much from any discrepancies. Naturally, the assessments will be more valid (and likely more congruent) as part of an evaluation after you’ve conducted your planned EQ lessons, and it is valuable to use these forms again at that time. But early in the process, the forms work as preassessments that can help you introduce your group to EQ and identify areas and skills you may wish to focus on with students.

## For each statement, give the student:

**3 points** if the statement is *definitely true*

**2 points** if the statement is *sometimes true* or *sort of true*

**1 point** if the statement is *rarely true* or *not true*

- |   |     |     |     |
|---|-----|-----|-----|
| 1. The student is comfortable with talking about his or her emotions.                                 | 3 ○ | 2 ○ | 1 ○ |
| 2. The student knows lots of words to describe his or her feelings.                                   | 3 ○ | 2 ○ | 1 ○ |
| 3. The student can tell how other people are feeling.   | 3 ○ | 2 ○ | 1 ○ |
| 4. The student cares about how other people are feeling.  | 3 ○ | 2 ○ | 1 ○ |
| 5. The student usually has a positive attitude about himself or herself, even when facing challenges. | 3 ○ | 2 ○ | 1 ○ |
| 6. The student can manage his or her emotions and reactions in difficult situations.                  | 3 ○ | 2 ○ | 1 ○ |
| 7. The student can wait patiently for something he or she really wants.                               | 3 ○ | 2 ○ | 1 ○ |
| 8. The student has reasonable goals.  | 3 ○ | 2 ○ | 1 ○ |
| 9. The student has clear ideas about how to reach those goals.  | 3 ○ | 2 ○ | 1 ○ |



10. The student can communicate his or her ideas assertively and respectfully.	3 ○	2 ○	1 ○
11. The student listens attentively when other people are speaking.	3 ○	2 ○	1 ○
12. The student knows what he or she needs and how to ask for it.	3 ○	2 ○	1 ○
13. The student knows how to solve problems independently.	3 ○	2 ○	1 ○
14. The student is comfortable being in a group of peers.	3 ○	2 ○	1 ○

Add up the student's total number of points, and use the following guidelines to estimate how much support and guidance he or she will need as you conduct the EQ lessons. As you're able, provide reinforcement and review of specific skill areas in which the student needs improvement.

- 14–21 points** The student needs significant EQ improvement. It's not unusual for some students to have needs that are greater than you can meet through general instruction, and you may consider referring these students for supplemental services. But these students can also benefit from group EQ lessons and from working on some specific, foundational skills.
- 22–32 points** The student has reasonable EQ skills already, but will benefit from additional learning and practice, with a particular focus on his or her weaker skills, along with reinforcing stronger areas.
- 33+ points** The student is an EQ star! His or her emotional skills shine through in daily interactions. But *all* students benefit from practicing these skills, especially in a group. And even emotionally savvy kids have weaker areas. You can help these students work on their areas of weakness while also being aware of, and continuing to develop, their strengths.

Ideally, your group will be diverse in terms of EQ ability so students can learn from one another, practice empathy, and establish trusting and caring relationships, regardless of their interests, social statuses, or EQ levels.