

### ***Emotional intelligence (self-assessed)***

The following statements regard the role of emotions in your life. Please indicate how much you agree or disagree with each statement.

Please note that the format of the scale differs from the previous ones.

	<b>1 Strongly Disagree</b>	<b>2 Disagree</b>	<b>3 Nor agree nor disagree</b>	<b>4 Agree</b>	<b>5 Strongly Agree</b>
1. I know why my emotions change 2. I easily recognize my emotions as I experience them 3. I can tell how people are feeling by listening to the tone of their voice 4. By looking at their facial expressions, I recognize the emotions people are experiencing 5. I seek out activities that make me happy 6. I have control over my emotions 7. I arrange events others enjoy 8. I help other people feel better when they are down 9. When I am in a positive mood, I am able to come up with new ideas 10. I use good moods to help myself keep trying in the face of obstacles					

***Emotional intelligence (peer- or teacher-assessed)***

Now please think about **STUDENT NAME**. For each sentence, please indicate how much you agree or disagree with each statement as representative of **STUDENT NAME**.

	<b>1 Strongly Disagree</b>	<b>2 Disagre e</b>	<b>3 Nor agree nor disagree</b>	<b>4 Agree</b>	<b>5 Strongly Agree</b>
1. STUDENT NAME knows why his/her emotions change 2. STUDENT NAME easily recognizes his/her emotions as he/she experiences them 3. STUDENT NAME can tell how people are feeling by listening to the tone of their voice 4. By looking at their facial expressions, STUDENT NAME recognizes the emotions people are experiencing 5. STUDENT NAME seeks out activities that make he/she happy 6. STUDENT NAME has control over his/her emotions 7. STUDENT NAME arranges events others enjoy 8. STUDENT NAME helps other people feel better when they are down 9. When STUDENT NAME is in a positive mood, he/she is able to come up with new ideas 10. STUDENT NAME uses good moods to help himself/herself keep trying in the face of obstacles					

The scale is proposed to be used both as self-assessed and etero-assessed (e.g., peer- and teacher-assessment).

The assessment score is obtained by summing and averaging the raw scores on all items. Scores in the range 2.51-5.00 are considered low level of competence in emotional intelligence; scores in the range 1.51-2.50 as medium level; and scores in the range 1.00-1.50 as high level.