SOCCES
SOCial Competences, Entrepreneurship and Sense of Initiative Development and Assessment Framework
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European Commission

Self-assessment

The following statements relate to one's perspective on life and to making decisions.
For each of the statements, please indicate how much you agree or disagree.
Indicate how you feel now. First impressions are usually best. Do not spend a lot of time on any one question.
Please be honest with yourself so that your answers reflect your true feelings.

	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
1. I can pretty much determine what will happen in my life.				
2. People are only limited by what they think is possible.				
3. People have more power if they join together as a group.				
4. Getting angry about something never helps.				
5. I have a positive attitude toward myself.				
6. I am usually confident about the decisions I make.				
7. People have no right to get angry just because they don't like something.				
8. Most of the misfortunes in my life were due to bad luck.				
9. I see myself as a capable person.				
10. Making waves never gets you anywhere.				
11. People working together can have an effect on their community.				
12. I am often able to overcome barriers.				
13. I am generally optimistic about the future.				
14. When I make plans, I am almost certain to make them work.				
15. Getting angry about something is often the first step toward changing it.				
16. Usually I feel alone.				
17. Experts are in the best position to decide what people should do or learn.				
18. I am able to do things as well as most other people.				
19. I generally accomplish what I set out to do.				
20. People should try to live their lives the way they want to.				
21. You can't fight bureaucracy.				
22. I feel powerless most of the time.				
23. When I am unsure about something, I usually go along with the rest of the group.				
24. I feel I am a person of worth, at least on an equal basis with others.				
25. People have the right to make their own decisions, even if they are bad ones.				
26. I feel I have a number of good qualities.				
27. Very often a problem can be solved by taking action.				
28. Working with others in my community can help to change things for the better.				

The items are set to account for the following factors:
- Self-esteem and self-efficacy (items n. 5, 6, 9, 12, 14, 18, 19, 24, 26)
- Power-powerless (items n. 7, 8, 10, 16, 17, 21, 22, 23)
- Community activism and autonomy (items n. 3, 11, 20, 25, 27, 28)
- Optimism and control over the future (items n. 1, 2, 13, 27)
- Righteous anger (items n. 4, 7, 10, 15)

Erasmus+

Growth mindset

The following statements relate to one's perspective on mindset.
Please show how much you agree or disagree with each statement.

	1 Strongly Agree	2 Agree	3 Mostly Agree	4 Mostly Disagree	5 Disagree	6 Strongly Disagree
1. You have a certain amount of transversal competences, and you can't really do much to change it.						
2. Your transversal competences is something about you that you can't change very much.						
3. No matter who you are, you can significantly change your transversal competences level.						
4. To be honest, you can't really change the amount of transversal competences you have.						
5. You can always substantially change the amount of transversal competences you have.						
6. You can learn new things, but you can't really change your basic transversal competences						
7. No matter the amount of transversal competences you have, you can always change it quite a bit.						
8. You can change even your basic transversal competences level considerably.						

The items are set to account for the following factors:
-    Entity beliefs (static mindset) (items n. 1, 2, 4, 6)
-    Incremental beliefs (growth mindset) (items n. 3, 5, 7, 8)

The assessment score is obtained by summing and averaging the raw scores on all items. Scores in the range 1.00-3.00 are considered low level of competence in using a growth mindset; scores in the range 3.01-4.00 as medium level; and scores in the range 4.01-6.00 as high level.

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Growth mindset (self-assessed)

The following statements can describe opposite ways for people to generally behave. There are no good or wrong behaviours.

The bar represents you. For each sentence, please place the bar at the closest point that you feel as representative of your behaviour.

I avoid challenging situations	*…1…2…3…4…5…6…7…8…9…10…*	*I embrace challenging situations*
When faced with obstacles, I feel like giving up	*…1…2…3…4…5…6…7…8…9…10…*	*When faced with obstacles, I feel like persisting*
I see effort as fruitless	*…1…2…3…4…5…6…7…8…9…10…*	*I see effort as the path to mastery*
I ignore negative feedbacks or criticisms, even if useful	*…1…2…3…4…5…6…7…8…9…10…*	*I can learn from negative feedbacks and criticism*
I feel that the success of others threatens me and my image	*…1…2…3…4…5…6…7…8…9…10…*	*I find lessons and inspiration in the success of others*

Growth mindset (peer- or teacher- assessed)

Now please think about **STUDENT NAME.** In the following, the bar represents **STUDENT NAME**. For each sentence, please place the bar at the closest point that you feel as representative of **STUDENT NAME'**s behaviour.

Avoids challenging situations	*…1…2…3…4…5…6…7…8…9…10…*	*Embraces challenging situations*
When faced with obstacles, feels like giving up	*…1…2…3…4…5…6…7…8…9…10…*	*When faced with obstacles, feels like persisting*
Sees effort as fruitless	*…1…2…3…4…5…6…7…8…9…10…*	*Sees effort as the path to mastery*
Ignores negative feedbacks or criticisms, even if useful	*…1…2…3…4…5…6…7…8…9…10…*	*Can learn from negative feedbacks and criticism*
Feels that the success of others threatens me and my image	*…1…2…3…4…5…6…7…8…9…10…*	*Finds lessons and inspiration in the success of others*

The second assessment tool measures on a 10-points scale the extent to which the respondent:
1. Avoids challenge vs. embrace challenge
2. Sees effort as fruitless or worse vs. sees effort as the path to mastery
3. Ignores criticism or useful negative feedback vs. learns from criticism
4. Feel threatened by success of others vs. finds lessons and inspiration in the success of others

This scale is proposed to be both self-assessed and peer- or teacher-assessed.

Erasmus+

The assessment score is obtained by summing and averaging the raw scores on all items. Scores in the range 1.00-6.50 are considered low level of competence in using a growth mindset; scores in the range 6.51-8.50 as medium level; and scores in the range 8.50-10.00 as high level.

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.

	1 Strongly Disagree	2 Disagree	3 Nor agree nor disagree	4 Agree	5 Strongly Agree
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**.

	1 Strongly Disagree	2 Disagree	3 Nor agree nor disagree	4 Agree	5 Strongly Agree
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.

Perseverance (peer- or teacher-assessed)

Now please think about **STUDENT NAME.** For each sentence, please indicate how much you think that **STUDENT NAME** practices them in his/her life – as you have perceived during the activities that you carried out together during the project/course.

	1 Never	2 Seldom	3 Someti mes	4 Often	5 Most of the times	6 Always
1. If **STUDENT NAME** starts an assignment, he/she finishes it, even if he/she is tired of it						
2. Even if there is distraction, **STUDENT NAME** keeps on working in a concentrated way						
3. **STUDENT NAME** places high demands on himself/herself when he/she is working						
4. Even after a setback or failure **STUDENT NAME** continues with the task at hand						
5. **STUDENT NAME** works with clear goals						
6. Only important reasons can make **STUDENT NAME** change his/her plans						
7. Even if the assignment is difficult, **STUDENT NAME** starts working on it immediately						

Could you please describe an experience with **STUDENT NAME** that describes how did you use/not use these competences?

_____
_____
_____

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 1.00-3.50 are considered low level of perseverance; scores in the range 3.51-5.00 as medium level; and scores in the range 5.01-6.00 as high level.

Perseverance (self-assessed)

The following statements relate to different competences, which might, or not, be familiar to you.
Please show to which extent you practice them in your life.

	1 Never	2 Seldom	3 Sometimes	4 Often	5 Most of the times	6 Always
1. If I start an assignment, I finish it, even if I am tired of it 2. Even if there is distraction, I keep on working in a concentrated way 3. I place high demands on myself when I am working 4. Even after a setback or failure I continue with the task at hand 5. I work with clear goals 6. Only important reasons can make me change my plans 7. Even if the assignment is difficult, I start working on it immediately						

Could you please describe an experience that describes how did you use/not use these competences?
_____
_____
_____

Coping strategy (self-assessed)

The following statements relate to different competences, which might, or not, be familiar to you. Please show to which extent you practice them in your life.

	1 Never	2 Seldom	3 Sometimes	4 Often	5 Most of the times	6 Always
1. I ask others what they think about my approach 2. If I cannot figure it out myself, I ask for help 3. I learn from the critique of others 4. I admit my mistakes spontaneously 5. I learn by cooperating with others 6. I attend courses in order to do my job better 7. I investigate which training and courses are available 8. I know where I can go for specific trainings 9. I am willing to make additional efforts in order to learn 10. I always know which new developments are occurring in the sector I am working with 11. I like to learn 12. If a situation changes, I adjust my plans 13. If I notice that I do not obtain the necessary results, I adjust my plans immediately 14. I adjust my planned approach when new opportunities arise 15. If my plan goes differently than expected, I make a new plan						

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Coping strategy (peer- or teacher-assessed)

Now please think about **STUDENT NAME.** For each sentence, please indicate how much you think that **STUDENT NAME** practices them in his/her life – as you have perceived during the activities that you carried out together during the project/course.

	1 Never	2 Seldom	3 Sometimes	4 Often	5 Most of the times	6 Always
1. **STUDENT NAME** asks others what they think about his/her approach						
2. If **STUDENT NAME** cannot figure it out himself/herself, he/she asks for help						
3. **STUDENT NAME** learns from the critique of others						
4. **STUDENT NAME** admits his/her mistakes spontaneously						
5. **STUDENT NAME** learns by cooperating with others						
6. **STUDENT NAME** attends courses in order to do his/her job better						
7. **STUDENT NAME** investigates which training and courses are available						
8. **STUDENT NAME** knows where he/she can go for specific trainings						
9. **STUDENT NAME** is willing to make additional efforts in order to learn						
10. **STUDENT NAME** always knows which new developments are occurring in the sector he/she is working with						
11. **STUDENT NAME** likes to learn						
12. If a situation changes, **STUDENT NAME** adjusts his/her plans						
13. If **STUDENT NAME** notices that he/she does not obtain the necessary results, he/she adjusts his/her plans immediately						
14. **STUDENT NAME** adjusts his/her planned approach when new opportunities arise						
15. If his/her plan goes differently than expected, **STUDENT NAME** makes a new plan						

The items belong to the following constructs:
- Self-knowledge: items from n. 1 to n. 5;
- Orientation towards learning: items from n. 6 to n. 11;
- Planning for future: items from n. 12 to n. 15.

Erasmus+

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 for each scale. Scores in the range 1.00-3.75 are considered low level of competence in using coping strategies; scores in the range 3.76-5.25 as medium level; and scores in the range 5.26-6.00 as high level.

SHORT VERSION

A shortened version of the assessment tool to be administered to students was built only using the planning for future scale, to be used both as self-assessment and etero-assessment. The evaluation criteria follow the same evaluation ranges described above.

Coping strategy (self-assessed)

The following statements relate to different competences, which might, or not, be familiar to you. Please show to which extent you practice them in your life.

	1 Never	2 Seldom	3 Sometimes	4 Often	5 Most of the times	6 Always
1. If a situation changes, I adjust my plans 2. If I notice that I do not obtain the necessary results, I adjust my plans immediately 3. I adjust my planned approach when new opportunities arise 4. If my plan goes differently than expected, I make a new plan						

Coping strategy (peer- or teacher-assessed)

Now please think about **STUDENT NAME.** For each sentence, please indicate how much you think that **STUDENT NAME** practices them in his/her life – as you have perceived during the activities that you carried out together during the project/course.

	1 Never	2 Seldom	3 Sometimes	4 Often	5 Most of the times	6 Always
1. If a situation changes, **STUDENT NAME** adjusts his/her plans 2. If **STUDENT NAME** notices that he/she does not obtain the necessary results, he/she adjusts my plans immediately 3. **STUDENT NAME** adjusts his/her planned approach when new opportunities arise 4. If his/her plan goes differently than expected, **STUDENT NAME** makes a new plan						