



MyBeeClub – EQ Assessment Guideline

Purpose:

The purpose of this document is to assist the class teacher in the implementation of the EQ assessment and reward system in a MyBeeClub classroom.

Topics:

- I. Initial EQ Assessment (Beginning of the level)
- II. Reward System + EI Activity (During the program)
- III. Final EQ Assessment (End of the level)
- IV. Appendix

I. Initial EQ Assessment

Emotional Quotient is a measure of Emotional Intelligence. As EI activities are integrated in the MBC program, it is critical to understand the student's EQ level at the beginning of the program. This diagnosis helps the teacher to know the self esteem of the child. Based on which individual attention can be given more to students who need more intervention during the course of the program in boosting their self-esteem. The EQ assessment will be based on interaction between the student and the counselor on an individual basis. Specific questions are created carefully based on the different aspects of Emotional Intelligence. The answers given by the student to those questions will give a broader perspective of the child's EQ level to the teacher in the beginning. Based on the assessment guideline, the counselor will assess the student in any one of the following five levels: ***Beginner, Intermediate, Developed, Advanced and Transformed.***

Construct of the initial EQ Assessment:

The questions for the initial EQ assessment are based on the age groups. There are two set of Questionnaires; one for age group: A.) 3.5 yrs to 5 yrs and another for B.) 5 yrs and above.

Age group: 3.5 yrs to 5 yrs

- The questionnaire corresponding to small age group will have very simple questions
- There are totally 10 questions.
- Each question will have a prompting question to coax the student to answer if the student hesitates
- Before the assessment, the facilitator has to create a high comfort zone for the student
- The facilitator should always begin a conversation with a broad welcoming smile
- The facilitator should make the student sit comfortably
- The facilitator should introduce herself first to the child in a very informal manner



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- To begin with, the facilitator can offer a variety of toys and ask the child to pick one. If he/ she hesitates, the facilitator can coax the child to take one
- The facilitator can have some soft toys on the table to make the child feel good
- The facilitator should have A4 sheets and crayons on the table as there is one question with an activity
- Once the facilitator feels the student is comfortable, she can begin with the questions.
- The facilitator should know the 10 questions by heart and should not refer to the paper during the assessment as it may be a distracter
- At any cost, the student should not feel that she/ he is being judged or examined
- The facilitator will use the prompt questions when the child gives no response.
- If the child stops answering, the facilitator can divert the child with the toys or puzzles, spend some time and then resume
- The answers given by the students have to be recorded as points after the assessment. The facilitator can give an overall score based on the student's answers to all the questions.
- The assessment guideline is given below

S.No	QUESTIONNAIRE: 3.5 YEARS TO 5 YEARS
1	What do you like most in your face or your body? For prompting – Do you like your nose or eyes or mouth? Why?
2	What is your favorite toy? Why? For prompting – I love toys. Do you like toys?
3	Do you like to come to school? For prompting – How do you come to school?
4	Do you have friends? Who is your best friend and why? For prompting – I have so many friends, do you also have friends?
5	Which subject you like the most? For prompting – I was good at saying rhymes when I was small like you. How about you?
6	What do you do at home after school? For prompting – Where do you go after your school?



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7	Whom do you play with at home? What kind of games? For prompting – Do you like to play?
8	Do you like stories? What is your favorite story? For prompting – Please can you tell me a story. I love stories
9	Do you watch TV at home? For prompting? - What is your favorite show/ program?
10	Do you like to draw? Can you draw your favorite art and color it. For prompting – I don't draw well, but I love to draw. Can we draw together?

Please note: The facilitator need not deviate from the questions given above. The questionnaire was carefully constructed for the age group.

Age group: 5 yrs and above

- The guidelines given for the above age group can be followed for this age group as well
- Additionally, for older students, the facilitator can be friendly and behave accordingly based on their age
- In this case, the EQ questions are based on the six characteristics. For each characteristic, 3 questions are given
- The facilitator can choose any one from the three questions for each characteristic based on the student's level and willingness to answer
- If needed the facilitator can ask two questions for each characteristic to the student. In any case, the facilitator need not ask more than two questions for one characteristic.
- The answers given by the students have to be recorded as points after the assessment. The facilitator can give an overall score based on the student's answers to all the questions.
- The assessment guideline is given below

Please note: The facilitator need not deviate from the questions given above. The questionnaire was carefully constructed for the age group.

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ASSESSMENT GUIDELINE (with scenarios)		
1. BEGINNER	3. DEVELOPED	5. TRANSFORMED
If the student was scared and lost in spite of coaxing and comforting and did not open his/ her mouth at all	If the student was interested but was coaxed to answer for some of the questions. If the student was confident but felt shy now and then to answer	If the student showed high energy level and was very comfortable to answer all the questions If the student was looking forward to interact more and answer with keen interest
2. INTERMEDIATE	4. ADVANCED	
If the student showed moderate degree of hesitation and answered with less energy level and was not that interested	If the student showed slight degree of hesitation and then picked up during the course of interaction with ease and confidence	If the student was confident till the end
<ul style="list-style-type: none"> The facilitator has to assess the level of EQ based on the overall discussion The facilitator has to record the student's answers, behavior and some important verbatim wherever needed to substantiate the EQ level they have given The facilitator has to give a brief write up about the student in the remarks column If the facilitator is unsure about the EQ level, she can mention in detail with examples about the student's answers and behavior and mention why she is UNSURE about the EQ level A separate sheet will be given to the facilitator to enter the remarks and EQ level (Refer Appendix at the end) 		