

### Section I: Completion of and Reflection on EI Assessment

Worth 20 points

Part A: Students examine and discuss activities prior to taking the MSCEIT assessment and the assessment process; reflect on expectations of taking MSCEIT; level of comfort when taking the MSCEIT

Part B: Students compare the experience of completing 2 self-reports against taking an emotional intelligence ability test (MSCEIT)

#### Section I: Part A - Reaction to EI Assessments

Worth 10 points

Reflection on: Time taken to investigate MSCEIT prior to completing assessment; Expectations of what might be asked/content of assessment; Level of comfort when taking assessment

Outstanding – to – Very Good 10 -9 points	Good – to – Adequate 8- 6 points	Needs Improvement – to - Did Not Complete 5 – 0 points
All questions are answered.  Assessment experience summary is <u>comprehensive</u>  Quality of reflective thought is outstanding to very good when completing questions.	All questions are answered.  Not all aspects of the experience are addressed.  Quality of reflective thought is good- to-adequate when completing questions. It is somewhat evident that time/attention/higher order thinking was given to answering questions.	Not all questions answered.  Not all aspects of the experience are addressed.  Quality of reflective thought needs improvement. It is not evident to quite difficult to determine that time/attention/higher order thinking was given to answering questions.

#### Section I: Part B - Comparing Initial Self-Assessments to Formal Assessment Process

Worth 10 points

Comparison between: completing 2 self-assessments (SREIS and ESC Inventory) and completing the MSCEIT

Outstanding – to – Very Good 10 -9 points	Good – to – Adequate 8- 6 points	Needs Improvement – to – Did Not Complete 5 – 0 points
The difference between completing the 2 self-assessments and completing/getting feedback regarding the MSCEIT is thoroughly explained; reflections well communicated.	The difference between completing the 2 self-assessments and completing/getting feedback regarding the MSCEIT is explained; reflections communicated, but lacking either accuracy in assessment terms or in quality of presentation.	The explanation of the difference between completing the 2 self-assessments and completing/getting feedback regarding the MSCEIT is not complete; reflections communicated, but lacking either accuracy in assessment terms or in quality of presentation.

### Section II: EI Theory and Assessments

Worth 90 points

50% content; 40 reflection; 10% Quality of Completion

Part A: Students learn and communicate their understanding of basic concepts associated with two of the 4 ability branches within the ability model of emotional intelligence. Engage in critical thought on MSCEIT results in relation to their skills/behavior as well as their initial self-assessment of ability model skills (SREIS – Self Rated Emotional Intelligence Survey)

Part B: Students use ability based knowledge of emotional intelligence gained from course content to offer opinion statements that directly associate with use of the ability model in training in the workplace; use of MSCEIT as an assessment in the workplace.

#### Section II Part A1 - Content Assessment - Understanding Results of MSCEIT

Worth 40 points		
<b>Outstanding</b> 40 – 36 points	<b>Very Good – to – Adequate</b> 35 – 30 points	<b>Needs Improvement – to – Did Not Complete</b> 29 – 0 points
<p><u>Description of 2 Abilities</u> Basic overviews for both branch abilities student chose to discuss are accurate.</p> <p>Student's description makes sense; not disjointed, indicating an outstanding level understanding of the concept.</p> <p>Both overviews of branch abilities address the most critical aspects of the skills involved in the branches. Some minor aspect of one ability area can be omitted - 4 points.</p> <p>It is evident that student investigated branch abilities selected. (Student was directed to review results AND review content areas of <i>The Emotionally Intelligent Manager</i> to develop description of branch ability area.)</p>	<p><u>Description of 2 Abilities</u> Content in one of the basic overviews of branch abilities student discusses is accurate; content of other overview is not accurate.</p> <p>Overall, student's description makes sense; there are incidences where description is disjointed, indicating: a less than outstanding level understanding of the concepts associated with chosen branch abilities. (- 5 points); only an adequate understanding of concepts associated with chosen branch abilities (-8 points) - OR - Overviews of branch abilities address multiple aspects of the skills involved in the branches, but at least one major skill involved in an ability area is omitted. (- 8 points.)</p> <p>It is somewhat evident that student investigated branch abilities selected. (Student was directed to review results AND review content areas of <i>The Emotionally Intelligent Manager</i> to develop description of branch ability area.)</p>	<p><u>Description of 2 Abilities</u> <i>A combination of the following earns a student a needs improvement rating:</i></p> <p>Content in both basic overviews of branch abilities student chose to discuss involve accuracies.</p> <p>Student's descriptions don't make sense in several instances; there are incidence where descriptions are primarily disjointed, indicating a lower level understanding of the concepts associated with chosen branch abilities. (- 10 points)</p> <p>Overviews of branch abilities are missing notation of the important skills involved in ability areas. (- 8 points.)</p> <p>Information is copies directly from MSCEIT report.</p> <p>It is evident that student did little investigation into the branch abilities selected. (Student was directed to review results AND review content areas of The Emotionally Intelligent Manager to develop description of branch ability area.)</p>
Section II Part A2- Reflection Assessment: Abilities and MSCEIT Worth 32 points		
<b>Outstanding – to – Very Good</b> 32 – 28 points	<b>Good – to – Adequate</b> 27 – 24 points	<b>Needs Improvement – to – Did Not Complete</b> 23 – 0 points
<p>Higher order thinking is evident in each of the following:</p> <p>Reflection on score received for 2 selected branch ability areas.</p> <p>Examples of how skill is leveraged and where there is need for EI skill development.</p>	<p><i>Any that apply:</i></p> <p>Higher order thinking is evident in most content but quality of thought is lacking (rated at B to C level):</p> <p>An important aspect of branch ability was not reflected upon.</p>	<p><i>Any that apply:</i></p> <p>Incidence of higher order thinking is missing when reflecting on scores for both branch abilities.</p> <p>Several important aspects of a branch ability score was not reflected upon.</p>

Content comparing SREIS self-rated scores and MSCEIT results.	<p>Examples of how skill is leveraged and where there is need for EI skill development somewhat applies to the branch ability skill described.</p> <p>Higher order thinking is somewhat evident when comparing SREIS self-rated scores and MSCEIT results.</p>	<p>It is difficult to understand examples of how skill is leveraged and where there is need for EI skill development applies to the branch ability skill described.</p> <p>Little to no higher order thinking is evident when comparing SREIS self-rated scores and MSCEIT results.</p>
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## Section II Part B: Reflection Assessment: EI Theory Assessment and the Workplace

Worth 7 points

Outstanding 7 points	Very Good – to – Adequate 6 points	Needs Improvement – to – Did Not Complete 5 – 0 points
<p>Knowledge of ability based model is evident within opinion statements on their use in training in the workplace.</p> <p>Opinion statements make sense given student understanding of the models and workplace environments.</p> <p>Reflection on use of MSCEIT in workplace testing is high quality</p>	<p>Knowledge of ability based model is evident within opinion statements on their use in training in the workplace.</p> <p>Opinion statements are rated at good to adequate in relation to student understanding of the ability model and workplace environments. Primary focus, however, is on the benefits of training in the workplace, not on the impact of each model that could be used in mentoring and training.</p> <p>Reflection on use of MSCEIT in workplace testing is high quality.</p>	<p>Little to no knowledge on ability based model is evident within opinion statements on training in the workplace.</p> <p>Overall focus of reflection when addressing the training issue and the ability model is overly general ; doesn't focus on ability model; or doesn't make sense.</p> <p>Reflection on use of MSCEIT in workplace testing is at the surface level.</p>

## Section II Quality of Completion

Worth 11 points

Level of communication, assignment completed as directed.

Outstanding – to – Very Good 11 -10 points	Good – to – Adequate 9- 7 points	Needs Improvement – to – Did Not Complete 6 – 0 points
<p><i>All must apply:</i></p> <p>All or most instructions followed when completing Section II: EI Theory and Assessments (Part A and B)</p> <p>All material is well communicated, clear, concise, well stated. It is evident that student has a comprehensive knowledge of material; has engaged in reflection on concepts and self <i>through what is communicated in the content of</i></p>	<p>Most instructions followed when completing Section: EI Theory and Assessments (Part A and B.) Several important instructions are not followed.</p> <p>Material is well communicated when addressing some questions/fulfilling some requirements. It is somewhat evident that student has a comprehensive knowledge of material; has engaged in reflection on concepts and self <i>through what</i></p>	<p>Errors in completing Section II: EI Theory and Assessments are numerous. Any of the following greatly impacts the quality of completion:</p> <p>Following instructions</p> <p>Communicating content.</p> <p>A deduction of 5 points is automatic if it is evident that student didn't compare SRESI self-report and MSCEIT scores correctly.</p>

<i>assignment.</i>	<i>is communicated in the content of assignment.</i>	