

# Emotional Intelligence Assessment for Children

Child's Name: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Completed by:  Child  Parent  Teacher  Coach

## How to Answer:

Circle the answer that fits best.

1 = Not yet

2 = Sometimes

3 = Most of the time

4 = Always

## 1. Self-Awareness (Knowing My Feelings)

1. I can tell how I feel (happy, sad, mad, excited).

1 2 3 4

2. I can name my feelings with words.

1 2 3 4

3. I notice how my body feels when I am upset.

1 2 3 4

4. I understand why I feel the way I do.

1 2 3 4

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## 2. Self-Management (Handling My Feelings)

5. I can calm myself down when I feel upset.

1 2 3 4

6. I try to think before I act.

1 2 3 4

7. I use tools (deep breathing, counting, quiet time) to help myself.

1 2 3 4

8. I can keep trying even when something is hard.

1 2 3 4

## 3. Social Awareness (Understanding Others)

9. I can tell how others might be feeling.

1 2 3 4

10. I listen when others are talking.

1 2 3 4

11. I notice when someone needs help or kindness.

1 2 3 4

12. I respect differences between people.

1 2 3 4

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#### **4. Relationship Skills (Getting Along with Others)**

13. I use kind words when I talk to others.

1 2 3 4

14. I can share and take turns.

1 2 3 4

15. I try to solve problems without yelling or hitting.

1 2 3 4

16. I can ask for help when I need it.

1 2 3 4

#### **5. Responsible Decision-Making**

17. I think about what might happen before I make a choice.

1 2 3 4

18. I try to make safe and kind choices.

1 2 3 4

19. I learn from my mistakes.

1 2 3 4

20. I know right from wrong.

1 2 3 4

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#### **Reflection Questions (Optional – Open-Ended)**

- One feeling I feel a lot is: \_\_\_\_\_
- When I feel upset, I usually: \_\_\_\_\_
- Something I am good at with my feelings: \_\_\_\_\_
- Something I want to get better at: \_\_\_\_\_

#### **Scoring Guide (For Adults)**

- **80–65:** Strong EQ skills
- **64–50:** Developing well
- **49–35:** Needs support & practice

- **Below 35:** Focus area for coaching/intervention

Use results to guide lessons, not to label the child.