Insights Items and Descriptions – All Grade Bands

This document provides an overview of each Insights measurement tool: what it measures, how it works, and what students experience.

How Insights Works

Insights measurement tools span four grade bands, **EE (K–3), LE (4–5), MS (6–8), and HS (9–12)**, plus an optional school **Climate Survey**. Each module gives educators actionable data on students' life skills development, including how they manage emotions, build relationships, and make responsible decisions. The **EE, LE, and MS assessments** use performance-based tasks. Because these are direct assessments, specific items are not shared publicly, so this document provides module descriptions and sample item formats instead. The **HS and Climate surveys** are self-report instruments, and their full item sets are included below. All versions of Insights are available in **English and Spanish**.

Insights EE (K-3)

How Insights EE Works

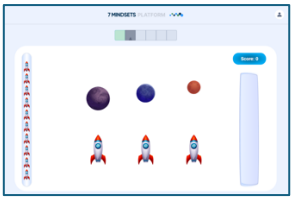
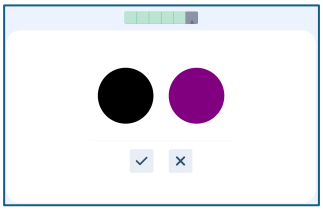
Insights EE (Early Elementary) is designed for students in **kindergarten through 3rd grade**. It is a narrated, illustrated assessment that students complete independently using any internet-connected computer or tablet. The assessment tasks are developmentally appropriate for early elementary students and take approximately **30 minutes** to complete.

Description of Insights EE modules

Skill Area	Sample Screen Shot	Description
Emotion Recognition		Children see pictures of children's faces and indicate whether each face is happy, sad, angry, scared, or just okay.
Social Perspective-Taking		Children are told a series of stories and then asked questions that require them to infer a character's thoughts, feelings, or intentions.

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Social Problem-Solving		Children are told about hypothetical challenging situations. They answer illustrated and narrated multiple-choice questions about characters' intentions, their own goals, and solution preferences.
Self-Control		The first self-control module assesses the ability to delay gratification. Children select rockets to send to space. The rockets' point values are inversely proportional to their speed. As a result, to get more points, children must tolerate some tedium to get a higher score.
Self-Control		A second self-control module assesses frustration tolerance. Children see pairs of shapes and click the checkbox if the shapes are the same and the "x" if they are different. There are pauses after some items, inducing mild frustration.

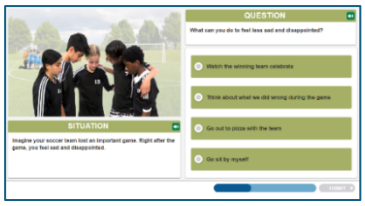
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Insights LE (4-5)

How Insights LE Works

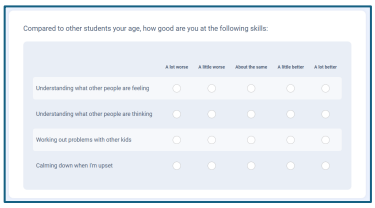
Insights LE (Late Elementary) is designed for students in **grades 4–5**. Like Insights EE, it is a narrated, illustrated assessment that students complete independently using any internet-connected computer or tablet. The assessment tasks are developmentally appropriate for upper elementary students and take approximately **45 minutes** to complete.

Description of Insights LE modules

Skill Area	Sample Screen Shot	Description
Understanding Others		Children are told about situations in which someone might feel mixed emotions, or complex emotions such as pride and embarrassment, and are asked how the person would feel. Children also listen to longer stories and are periodically asked questions that require them to infer the perspectives and intentions of story characters.
Social Problem-Solving		Students are presented with social scenarios appropriate for upper elementary students and answer questions about characters' intentions, goals, and best courses of action. Question formats are more complex than in EE, including multi-part items that ask students to evaluate multiple possible responses to a social challenge.
Self-Control		The first LE self-control module assesses children's knowledge of effective strategies for regulating emotions when upset.

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Self-Control		A second LE self-control module assesses self-reported self-control with four items rating how well students think they can regulate their own emotions.
Self-Awareness		The self-awareness module is a self-report measure with four items that parallel the other modules in Insights. Results allow educators to compare how students perceive their own strengths and needs with how they actually perform on the other modules.

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Insights MS (6-8)

How Insights MS Works

Insights MS is a life skills assessment designed for students in grades 6–8. It measures five key competencies: **self-awareness**, **self-management**, **social awareness**, **relationship skills**, and **responsible decision-making**.

The assessment includes two types of items:

- **Factual items** that assess students' knowledge of life skills concepts.
- **Situational judgment tasks** that assess students' ability to apply those concepts to hypothetical, real-world scenarios.

All items are text-based and include optional voice-over narration. The assessment is available in **English and Spanish** and takes approximately **25 minutes** to complete.

Description of Insights MS modules

Competence	Subtest Description	Sample Item
 **Self-Awareness**	Items measure students' understanding of emotions and their causes.	When someone feels nervous, how do they feel? [Select all that apply (" High energy, steady, etc.") Imagine you really wanted to do something but there was no way you could do it. How would you feel? (Select from a list of emotion words.)
 **Self-Management**	Items measure students' understanding of how to manage emotions and the situations that cause them.	Imagine something happened that made you feel angry. What could help you feel less angry? (Select from list of actions.) Imagine you lost something important and you felt sad. What would help you feel less sad? (Select from list of actions.)

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 **Social Awareness**	Items measure students' understanding of others' thoughts and feelings.	Imagine someone went to a party but did not know anyone. How might that person feel? (Selects from list of emotion words.)
 **Relationship Skills**	Items measure students' ability to interact positively with others, and to form and maintain relationships.	What helps make things better when classmates have a disagreement? (Selects from list.)
 **Responsible Decision-Making**	Items measure students' ability to evaluate options, consider consequences, and make constructive, responsible choices that positively impact themselves and others.	Which of the following are helpful things to do when completing a hard school assignment? (Selects from list.)

Insights HS (9–12)

How Insights HS Works

Insights HS is a self-report survey designed for students in **grades 9–12**. Unlike the EE, LE, and MS assessments, which use performance-based tasks, Insights HS asks students to rate how true a series of statements are for them on a confidence scale. The survey measures seven key competencies: **self-awareness, self-management, social awareness, relationship skills, responsible decision-making, hope, and growth mindset**. Because Insights HS is a survey, its items can be shared publicly and are included in full below. The survey is available in **English and Spanish** and takes approximately **15 minutes** to complete.

Description of Insights HS modules

Competence	Survey Items
Self-Awareness *Items reflect students' understanding of their own emotions, values, and strengths and weaknesses.*	• I think about my family's culture and what it means to me. • I can describe how I am feeling. • I am aware of my own emotions. • I know myself well. • I know what is important to me. • I know what my strengths and weaknesses are.
Self-Management *Items reflect students' ability to regulate their emotions and behavior, including in stressful situations and when working toward long-term goals.*	• I can focus on schoolwork even when I feel stressed. • I keep calm even in stressful situations. • Even when someone is bothering me, I stay calm. • When I'm upset, I know what to do to feel better. • I do things that are difficult to achieve goals that I care about. • I keep my anger under control. • Before I do something, I think first. • I know how my mind works.

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 **Social Awareness** *Items reflect students' ability to understand others' emotions and perspectives, including across cultural and background differences.*	• I notice when people feel happy and sad at the same time. • I understand what other people believe, even if I have different beliefs. • I can tell what other people are feeling from their facial expression and tone of voice. • I notice when different people feel differently about the same situation. • I think twice before I judge someone whose background is different than mine. • I find myself wondering how much discrimination affects the lives of students from different backgrounds. • I try to learn from the experiences and perspectives of people from different cultural or ethnic backgrounds.
 **Relationship Skills** *Items reflect students' ability to build and maintain positive relationships and navigate social challenges, including disagreements and peer pressure.*	• I can join a group of people I don't know at lunch. • I share what I am feeling with others. • I am comfortable talking about things like prejudice and discrimination with people. • When I disagree with someone, I know how to work it out. • I am comfortable talking to classmates about why they feel a certain way. • I make friends with people from different ethnic, cultural, or socioeconomic backgrounds. • I respect others' opinions during a disagreement. • I get along with classmates even if I disagree with them.

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Responsible Decision-Making *Items reflect students' ability to make ethical, constructive choices and consider the impact of their actions on themselves, their peers, and their school community.*	• When I'm deciding what to do, I consider how my actions will affect others. • I have specific goals and a plan to reach them. • I do the right thing, even when it is the hard thing to do. • The decisions I make contribute positively to my school community. • I do things to make my school a welcoming place for students from all backgrounds. • I know what to do when my peers pressure me to do something that is not right.
Hope *Items reflect students' sense of agency and ability to identify pathways for achieving goals beyond high school. This competency is unique to Insights HS.*	• I'm able to think of many solutions for the challenge of planning for life after high school. • I'm actively pursuing the goals I set for after high school. • There are many solutions for the problems I face preparing for life after high school. • There are many ways to achieve what matters most to me after high school. • I am able to solve problems that discourage other people from achieving their goals for after high school. • I am prepared for my future because of my past experiences. • I've been pretty successful in setting myself up for life after high school. • I achieve the goals that I set for myself to prepare me for life after high school.

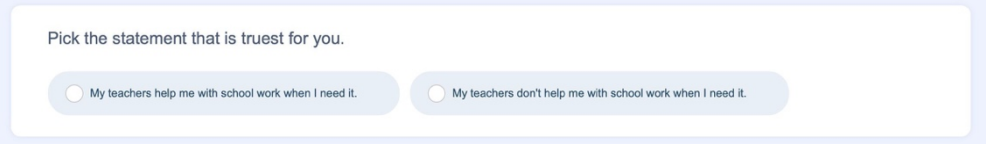
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 **Growth Mindset** *Items reflect students' belief in their ability to grow and develop the skills needed for future success. This competency is unique to Insights HS.*	• I believe I can develop the skills I have to prepare me for life after high school. • I believe I can learn to enjoy subjects that are important for my future. • I believe I can change how smart I am to better prepare me for life after high school. • I believe I can change how much effort I put into reaching my future goals. • I believe I can improve my behavior to better prepare for success after high school. • I believe I can change how easily I give up on my goals for life after high school.

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Insights Climate Surveys (K-12)

Climate Survey **(K-3)**	The K-3 Climate Survey is delivered through an illustrated interface narrated by talking dog characters who read each statement pair aloud. Students listen and select the statement that best matches their school experience, then indicate how true it is for them: a little or a lot. The survey includes 6 items:  • "I feel safe at school." / "I don't feel safe at school." • "The rules at my school are fair." / "The rules at my school are not fair." • "I'm sure my teachers care about me." / "I'm not sure my teachers care about me." • "I'm sure kids in my school care about me." / "I'm not sure kids in my school care about me." • "My teachers help me with schoolwork when I need it." / "My teachers don't help me with schoolwork when I need it." • "Adults in my school encourage me to work hard." / "Adults in my school don't encourage me to work hard."

Climate Survey **(4-12)**	Older students complete the same 6 items in a text-based format. They listen to or read each pair of opposing statements and select the one that best matches their experience, then indicate how true it is for them: a little or a lot. This creates a 4-point scale that aligns with the format used in the early grades.  • "I feel safe at school." / "I don't feel safe at school." • "The rules at my school are fair." / "The rules at my school are not fair." • "I'm sure my teachers care about me." / "I'm not sure my teachers care about me." • "I'm sure kids in my school care about me." / "I'm not sure kids in my school care about me." • "My teachers help me with schoolwork when I need it." / "My teachers don't help me with schoolwork when I need it." • "Adults in my school encourage me to work hard." / "Adults in my school don't encourage me to work hard." *Climate survey results are reported at the school and grade level only. They are not reported by individual student or classroom.*