

### ***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.

	<b>1 Never</b>	<b>2 Seldom</b>	<b>3 Sometim es</b>	<b>4 Often</b>	<b>5 Most of the times</b>	<b>6 Always</b>
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?

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**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.

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

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

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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.