



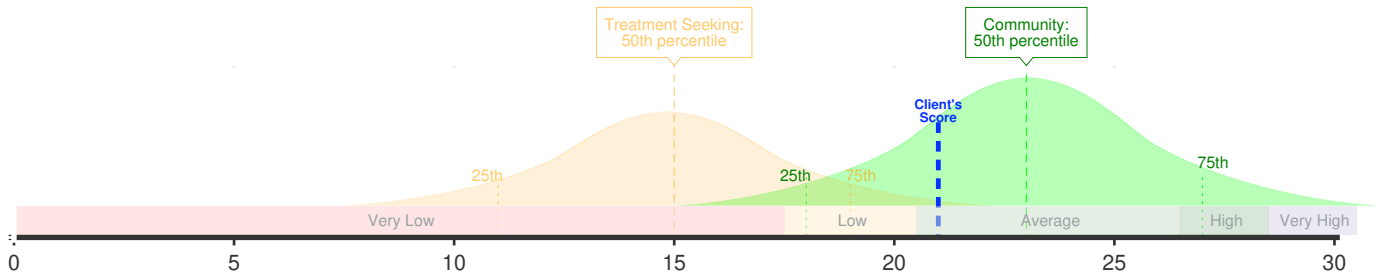
Rosenberg Self-Esteem Scale (RSES)

<i>Client Name</i>	Generic Client	<i>Date administered</i>	1 Jun 2025
<i>Date of birth (age)</i>	1 Jan 1999 (27)	<i>Time taken</i>	18s
<i>Assessor</i>	Dr Emerson Bartholomew		

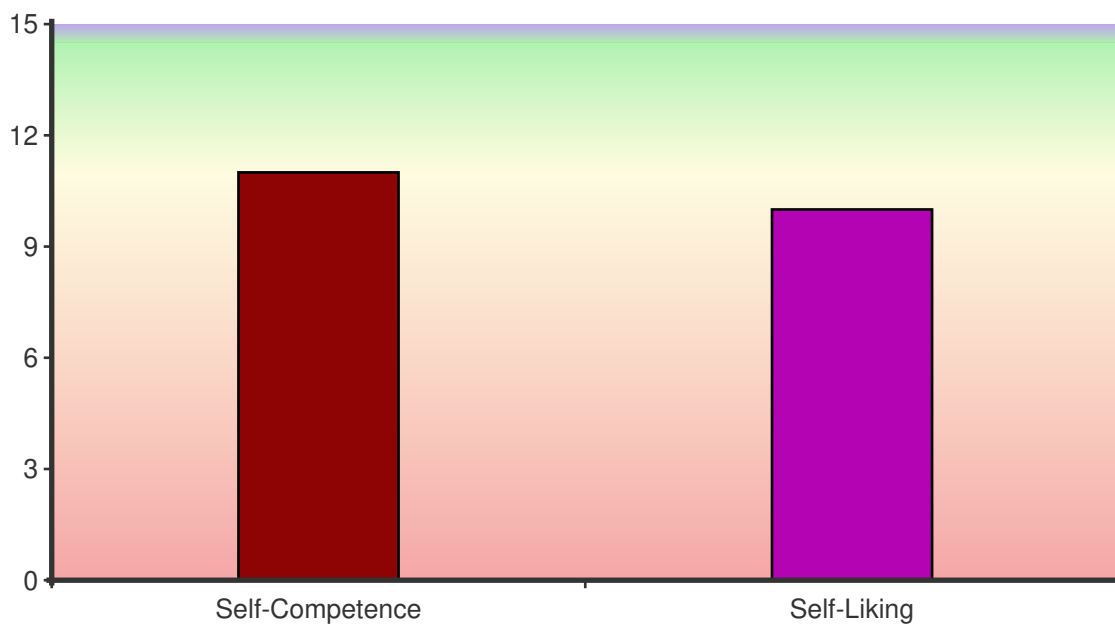
Results

	Raw Score	Community Percentile	Descriptor
Total Self-Esteem (0-30)	21	34	Average
Self-Competence (0-15)	11	-	-
Self-Liking (0-15)	10	-	-

Total Self-Esteem Score Compared to Community and Treatment Seeking Samples



Self-Esteem Subscale Raw Scores





Client Name | Generic Client

Interpretation

The norms used to calculate percentiles and descriptors were for individuals over 25 years of age.

The results of the Rosenberg Self-Esteem Scale (RSES), as completed on 01 June 2025, fall within the average range, indicating typical self-esteem levels consistent with community norms and a generally healthy level of self-regard without significant distress related to self-evaluation. Individuals scoring in this range typically demonstrate balanced self-perception, acknowledging both strengths and limitations without excessive self-criticism or grandiosity. Their score is higher than 34% of people in a community sample and suggests adequate psychological resilience and emotional regulation related to self-worth. Therapeutic work may still address situational challenges or specific domains where self-confidence could be enhanced. This level of self-esteem generally supports engagement in therapy and motivation for change when addressing other psychological concerns.

Scoring and Interpretation Information

The scale yields a single total score ranging from 0 to 30, with higher scores indicating more positive self-esteem. Subscale scores range from 0-15 and are listed below:

Self-Competence (5 items: 3, 4, 5, 7, 9): assesses confidence in personal capabilities and sense of efficacy, reflecting beliefs about one's ability to achieve goals and handle challenges effectively.

Self-Liking (5 items: 1, 2, 6, 8, 9, 10): measures intrinsic self-worth and personal acceptance, representing fundamental feelings about oneself as a person independent of specific achievements.

RSES Interpretive Guidelines

Score interpretation follows empirically derived percentile guidelines based on the total score of the community sample reported in Sinclair et al. (2010):

-Very low scores fall at and below the 14th percentile and indicate significant self-esteem difficulties associated with elevated psychological distress and increased vulnerability to mood disorders.

-Low scores range from the 15th to 29th percentiles, representing below-average self-esteem that may contribute to psychological difficulties and warrant therapeutic attention.

-Average scores fall between the 30th and 70th percentiles, representing typical self-esteem levels consistent with community norms and psychological well-being.

-High scores fall between the 71st and 85th percentile, indicating notably positive self-esteem that surpasses approximately two-thirds of community adults, though very elevated scores may warrant additional assessment to distinguish healthy self-regard from potentially inflated presentations.

-Very high equates to at and above the 86th percentile, which, while potentially reflecting genuine self-confidence, may indicate potentially defensive or unrealistic self-appraisal.



Client Name	Generic Client
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RSES Age-Based Normative Reference Groups and Clinically Meaningful Change

These guidelines are used in combination with two age-based normative comparison groups, meaning that depending on the age of the client, whether they are in the 25U or 26O group, the percentile distributions adjust accordingly. For tracking progress, changes of 3 points are considered clinically meaningful, representing approximately .5 standard deviations (Sinclair et al., 2010).

RSES Plots

On first administration, a horizontal comparison bar graph is shown for the total score. This comparison graph illustrates the client's score relative to community and treatment seeking reference groups. A bar chart displays the subscale raw scores for visual comparison. When the assessment is administered multiple times, longitudinal line graphs are generated to track changes in the total score and subscales over time.

Client Responses

		Strongly Agree	Agree	Disagree	Strongly Disagree
1	On the whole, I am satisfied with myself	3	2	1	0
2	At times, I think I am no good at all	0	1	2	3
3	I feel that I have a number of good qualities	3	2	1	0
4	I am able to do things as well as most other people	3	2	1	0
5	I feel I do not have much to be proud of	0	1	2	3
6	I certainly feel useless at times	0	1	2	3
7	I feel that I'm a person of worth, at least on an equal plane with others	3	2	1	0
8	I wish I could have more respect for myself	0	1	2	3
9	All in all, I am inclined to feel that I am a failure	0	1	2	3
10	I take a positive attitude toward myself	3	2	1	0

Self-Competence vs Self-Liking Differential

	Value	Percentile
SC-SL Scale	1	-