

SEL Report Card K-5 Grade Level Expectations

Ratings: 1 = Below Grade Level, 2 = At Grade Level, 3 = Above Grade Level

	Skill	KG	Grade 1	Grade 2
Self-Awareness & Self-Management	Skill 1: Shows Emotional Awareness	Can recognize and accurately label basic emotions, including happy, sad, angry, anxious/afraid, love half of the time	Can recognize and accurately label basic emotions, including happy, sad, angry, anxious/afraid, love most of the time	Can recognize and accurately label basic emotions, including happy, sad, angry, anxious/afraid, love most of the time
	Skill 2: Shows Emotion Regulation and Focus	Can recover from upsetting emotions quickly most of the time with support; can delay gratification when prompted most of the time; can follow through on one or two specific responsibilities with prompting	Can recover from upsetting emotions quickly most of the time with support; can delay gratification when prompted most of the time; can control impulsive behavior most of the time when prompted; can follow through on one or two specific responsibilities without prompting	Can identify a way to calm down when upset when asked; can recover from upsetting emotions quickly most of the time; can delay gratification and control impulsive behavior without always being prompted; can follow through on one or two specific responsibilities without prompting
Social Awareness & Relationship Skills	Skill 3: Recognizes and Respects the Feelings and Perspectives of Others	Can usually recognize when others are sad, mad, or happy when prompted; responds with appropriate reactions to explanation about others when they are hurt	Can usually recognize when others are sad, mad, or happy; responds with appropriate reactions to others when they are hurt	Can usually recognize when others are sad, mad, or happy; responds with appropriate reactions to others when they are hurt
	Skill 4: Establishes and Maintains Cooperative Relationships	Works well in groups some of the time; has a friend he or she interacts with regularly in the class; is usually willing to include others in group activities with prompting	Works well in groups most of the time; has at least two friends he or she interact with regularly in the class; is sometimes willing to include others in group activities without prompting	Works well in groups most of the time; has at least two friends he or she interact with regularly in the class; is sometimes willing to include others in group activities without prompting
	Skill 5: Constructively Resolves Interpersonal Conflict	Usually does not resort to physical or impulsive reactions when in a conflict with others; sometimes can stay or become calm and talk through conflicts with adult assistance	Usually does not resort to physical or impulsive reactions when in a conflict with others; sometimes can stay or become calm and talk through conflicts with adult assistance	Almost never resorts to physical or impulsive reactions when in a conflict with others; usually attempts to stay or become calm and talk through conflicts with adult assistance
Responsible Decision Making	Skill 6: Independent Decision Making	Usually knows when consequences of actions are hurtful to others and apologizes when prompted	Knows when consequences of actions are hurtful to others; usually tries to avoid being hurtful; sometimes apologizes without being prompted	Knows when consequences of actions are hurtful to others; usually tries to avoid being hurtful; sometimes apologizes without being prompted
	Skill 7: Problem Solving in Groups	Sometimes offers suggestions for how to solve problems when prompted; sometimes responds appropriately to others' perspectives and ideas when asked	Usually offers suggestions for how to solve problems when prompted; usually responds appropriately to others' perspectives and ideas when asked	Usually offers suggestions for how to solve problems when prompted; usually responds appropriately to others' perspectives and ideas when asked

This is adapted from the book, *The Other Side of the Report Card: Assessing Students' Social, Emotional, and Character Development*, by Maurice J. Elias, Joseph J. Ferrito and Dominic C. Mocerri.

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	Skill	Grade 3	Grade 4	Grade 5
Self-Awareness & Self-Management	Skill 1: Shows Emotional Awareness	<i>With prompting:</i> Can recognize and accurately label a range of emotions most of the time (pride, surprise, frustration, lonely, honesty, fairness); can connect feelings to situations in which they occur	Can recognize and accurately label a range of emotions most of the time (pride, surprise, frustration, lonely, honesty, fairness); can connect feelings to situations in which they occur with prompting	Can recognize and accurately label a range of emotions most of the time (pride, surprise, frustration, lonely, honesty, fairness); can connect feelings to situations in which they occur without prompting
	Skill 2: Shows Emotion Regulation and Focus	With prompting can use self-talk strategy to calm down when upset; will tell the truth in a difficult situation half of the time; can set and work toward goals in at least one area; can follow through on multiple responsibilities with prompting	With prompting can use self-talk strategy to calm down when upset; will tell the truth in a difficult situation most of the time; can set and work toward goals in at least one area; can follow through on multiple responsibilities with prompting; focuses on an appropriate long-term academic project with structuring	Uses self-talk strategy to calm down when upset, without prompting; will tell the truth in a difficult situation most of the time; can set and work toward goals in at least one area; can follow through on multiple responsibilities without prompting; focuses on an appropriate long-term academic project without structuring
Social Awareness & Relationship Skills	Skill 3: Recognizes and Respects the Feelings & Perspectives of Others	Accurately recognizes feelings of others most of the time; provides appropriate support to peers in need of help with prompting; acts respectfully to peers and adults most of the time with prompting	Accurately recognizes feelings of others most of the time; provides appropriate support to peers in need of help without prompting; acts respectfully to peers and adults most of the time without prompting	Accurately recognizes feelings of others most of the time; provides appropriate support to peers in need of help without prompting; acts respectfully to peers and adults most of the time without prompting
	Skill 4: Establishes and Maintains Cooperative Relationships	Can work well with others in groups half of the time, and usually responds well when prompted to work better with others (works through conflict and stays on-task in group settings); interacts well with at least some peers in the class; can describe characteristics of a friend when asked	Can work well with others in groups most of the time, and usually responds well with minimal prompting to work better with others (works through conflict and stays on-task in group settings); interacts well with at least some peers in the class; selects appropriate students to interact with in class	Can work well with others in groups most of the time, and usually responds well with minimal prompting to work better with others (works through conflict and stays on-task in group settings); interacts well with at least some peers in the class; selects appropriate students to interact with in class
	Skill 5: Constructively Resolves Interpersonal Conflict	Rarely uses violence or other forms of aggression when in a conflict with others; with prompting, is able to talk through situations verbally without blaming; responds well to help from adults when in difficulty; is assertive when confronted by others some of the time	Does not use violence or other forms of aggression when in a conflict with others; sometimes is able to talk through situations verbally without blaming; sometimes seeks appropriate help from adults when in difficulty; is assertive when confronted by others most of the time	Does not use violence or other forms of aggression when in a conflict with others; usually is able to talk through situations verbally without blaming; usually seeks appropriate help from adults when in difficulty; assertive when confronted by others most of the time
Responsible Decision Making	Skill 6: Independent Decision Making	Usually knows when consequences of actions are hurtful to oneself; usually knows right from wrong, safe from unsafe; apologizes for hurtful action when prompted; can begin to articulate a strategy for solving problems involving other people when prompted	Knows when consequences of actions are hurtful to oneself; clearly knows right from wrong, safe from unsafe; usually apologizes for hurtful action without being prompted; can articulate a strategy for solving problems involving other people with minimal prompting	Knows when consequences of actions are hurtful to oneself; clearly knows “right” from “wrong”, “safe” from “unsafe”; usually apologizes for hurtful action without being prompted; can articulate a strategy for solving problems involving other people with minimal prompting
	Skill 7: Problem Solving in Groups	Suggests alternative solutions to problems or adds to others’ ideas with prompting; usually responds appropriately to others’ perspectives and ideas when prompted	Suggests alternative solutions to problems or adds to others’ ideas without prompting; responds appropriately to others’ perspectives and ideas without prompting	Suggests alternative solutions to problems or adds to others’ ideas without prompting; responds appropriately to others’ perspectives and ideas without prompting

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SEL Report Card 6-8 Grade Level Expectations

Ratings: 1 = Below Grade Expectations, 2 = At Expectations, 3 = Above Expectations

	Skill	Grade 6	Grade 7	Grade 8
Self-Awareness & Self-Management	Skill 1: Shows Emotional Awareness	Can recognize and accurately label a range of emotions in oneself most of the time; almost never participates in active support of bullying/harassment/ intimidation/ “bystanding”; understands “risky” situations and can identify feelings that accompany them when asked	Can recognize and accurately label a range of emotions in oneself most of the time; does not participate in active support of bullying/harassment/ intimidation/ “bystanding”; can identify at least one constructive area of personal strength, competence and pride and show appropriate emotions about it; understands “risky” situations and can identify feelings that accompany them when asked	Can recognize and accurately label a range of emotions in oneself most of the time; does not participate in active support of bullying/harassment/ intimidation/ “bystanding”; can identify at least one constructive area of personal strength, competence and pride and show appropriate emotions about it; can identify at least one area of emotional challenge and speak about it appropriately when asked; understands “risky” situations and can identify feelings that accompany them when asked
	Skill 2: Shows Emotion Regulation and Focus	Can state feelings and perspectives using I-messages most of the time with prompting; can find ways to avoid or get out of risky/harmful situations most of the time; is beginning to see the connection of class goals to college or career goals; can follow through on multiple responsibilities with structuring and usually articulate their rationale and importance to oneself; focuses on a long-term academic project with some external structuring	Can articulate a self-calming strategy when asked; can state feelings and perspectives using I-messages most of the time without prompting; can find ways to avoid or get out of risky/harmful situations almost all of the time; can articulate the connection between class goals with college or career goals; can follow through on multiple responsibilities and articulate their rationale and importance to oneself with minimal structuring; can articulate and use several sources of support when overwhelmed with strong emotions; focuses on a long-term academic project with minimum external structuring	Can articulate a self-calming strategy when asked; can state feelings and perspectives using I-messages most of the time without prompting; can find ways to avoid or get out of risky/harmful situations almost all of the time; can articulate the connection between class goals with college or career goals; can follow through on multiple responsibilities and articulate their rationale and importance to oneself with minimal structuring; can articulate and use several sources of support when overwhelmed with strong emotions; focuses on a long-term academic project with minimum external structuring
Social Awareness & Relationship Skills	Skill 3: Recognizes and Respects the Feelings & Perspectives of Others	Shows appropriate concern for feelings of others; sometimes provides support to peers without prompting; responds with respect to diverse others (gender, ethnicity, disability, etc.)	Shows appropriate concern for feelings of others; usually provides support to peers without prompting; usually responds with respect and empathy to diverse others (gender, ethnicity, disability, etc.)	Shows appropriate concern for feelings of others; usually provides support to peers without prompting; usually responds with respect and empathy to diverse others (gender, ethnicity, disability, etc.)
	Skill 4: Establishes and Maintains Cooperative Relationships	Has at least one stable, positive relationship in the class; has an appropriate, non-negative relationship with at least one adult in the classroom; in group settings, occasionally participates actively and listens to opinions	Has at least one stable, positive relationship in the class; has an appropriate, non-negative relationship with at least one adult in the classroom; in group settings, occasionally participates actively and listens to others’ opinions	Has at least one stable, positive relationship in the class; has an appropriate, non-negative relationship with at least one adult in the classroom; in group settings, usually participates actively and listens to others’ opinions
	Skill 5: Constructively Resolves Interpersonal Conflict	Almost never uses violent strategies to resolve conflicts; usually avoids repeatedly being in situations that lead to interpersonal conflict; usually can remove him/herself from conflict situations; sometimes is appropriately assertive when confronted by others	Uses I-messages and does not use violent strategies to resolve conflicts; almost always avoids repeatedly being in situations that lead to interpersonal conflict; usually can remove him/herself from conflict situations; usually is appropriately assertive when confronted by others	Uses I-messages and does not use violent strategies to resolve conflicts; almost always avoids repeatedly being in situations that lead to interpersonal conflict; usually can remove him/herself from conflict situations; usually is appropriately assertive when confronted by others

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	Skill	Grade 6	Grade 7	Grade 8
Responsible Decision Making	Skill 6: Independent Decision Making	Makes decisions and takes actions and looks at consequences taking into account both self and others; apologizes with prompting when actions harm others; engages in continued constructive problem solving when obstacles are encountered, with prompting; resists peer pressure in making decisions most of the time	Makes decisions and takes actions and looks at consequences taking into account both self and others; usually apologizes without prompting when actions harm others; engages in continued constructive problem solving when obstacles are encountered, sometimes without prompting; when asked, can articulate a strategy for solving problems involving others that includes identifying feelings, the problem, brainstorming options, and considering consequences; resists peer pressure in making decisions almost all of the time	Makes decisions and takes actions and looks at consequences taking into account both self and others; usually apologizes without prompting when actions harm others; engages in continued constructive problem solving when obstacles are encountered, sometimes without prompting; when asked, can articulate a strategy for solving problems involving others that includes identifying feelings, the problem, brainstorming options, and considering consequences; resists peer pressure in making decisions almost all of the time
	Skill 7: Problem Solving in Groups	Sometimes offers suggestions in response to others' ideas; sometimes comments on the possible consequences of the group's ideas for themselves and others; sometimes shows concern about and is helpful in meeting group goals	Usually offers suggestions in response to others' ideas; usually comments on the possible consequences of the group's ideas for themselves and others; usually shows concern about and is helpful in meeting group goals	Usually offers suggestions in response to others' ideas; usually comments on the possible consequences of the group's ideas for themselves and others; usually shows concern about and is helpful in meeting group goals

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SEL Report Card 9-12 Grade Level Expectations

Ratings: 1 = Below Grade Expectations, 2 = At Expectations, 3 = Above Expectations

	Skill	Grade 9	Grade 10	Grade 11	Grade 12
Self-Awareness & Self-Management	Skill 1: Shows Emotional Awareness	Can recognize feelings of self in almost all situations, including difficult peer pressure situations (cheating, HIB, substance use, gang pressure, illegality); can differentiate between safe, risky, and harmful situations and identify feelings in each; has and can identify at least two constructive areas of strength, competence and pride and how they connect to the class, and shows appropriate emotions about them; can identify at least two areas of emotional challenge and speak about them appropriately when asked	Same as grade 9	Same as grade 9	Same as grade 9
	Skill 2: Shows Emotion Regulation and Focus	Can articulate and reliably use a self-calming strategy when asked; can state feelings and perspectives using I-messages most of the time without prompting; can find ways to avoid risky/harmful situations almost all of the time; can articulate the connection between class goals and college and career goals; with some structuring, can follow through on multiple responsibilities and articulate their rationale and importance for oneself and others, community and society; actively seeks out sources of support when overwhelmed with strong emotions; can keep focused on multiple academic projects with some external structuring	Can articulate and reliably use a self-calming strategy when asked; can state feelings and perspectives using I-messages most of the time without prompting; can find ways to avoid risky/harmful situations almost all of the time; can articulate realistic, specific college and career goals; can see the connection between class goals and college and career goals; can follow through on multiple responsibilities and articulate their rationale and importance for oneself and others, community and society; actively seeks out sources of support when overwhelmed with strong emotions; can keep focused on multiple academic projects with minimal structuring		
Social Awareness & Relationship Skills	Skill 3: Recognizes and Respects the Feelings and Perspectives of Others	Can consistently recognize and respond to the emotional state or perspective of others; demonstrates awareness and consideration of others when acting (e.g. provides support to peers in need); usually shows appropriate respect for peers, those different from him/herself, and both familiar and unfamiliar adults	Can consistently recognize and respond to the emotional state or perspective of others; demonstrates awareness and consideration of others when acting (e.g. provides support to peers in need); almost always shows appropriate respect for peers, those different from him/herself, and both familiar and unfamiliar adults; usually knows how to respectfully disagree with others		
	Skill 4: Establishes and Maintains Cooperative Relationships	Has an appropriate, non-negative relationship with at least one adult in the classroom; works well in most group situations; usually works well with diverse others; has multiple, positive relationships with at least several other students in the class	Has an appropriate, non-negative relationship with at least one adult in the classroom; works well in most group situations; usually works well with diverse others; has multiple positive relationships with at least several other students in the class; when the situation arises, is usually welcoming of new students, visitors, guests, etc. in the class		
	Skill 5: Constructively Resolves Interpersonal Conflict	Uses I-messages and does not use violent strategies to resolve conflicts; almost always avoids repeatedly being in situations that lead to interpersonal conflict; usually can remove him/herself from conflict situations; usually is appropriately assertive when confronted by others Sometimes advises peers to avoid violence in conflict situations; sometimes helps peers to resolve interpersonal conflict	Has an appropriate, non-negative relationship with at least one adult in the classroom; works well in most group situations; usually works well with diverse others; has multiple positive relationships with at least several other students in the class; when the situation arises, is usually welcoming of new students, visitors, guests, etc. in the class		
Responsible Decision Making	Skill 6: Independent Decision Making	Usually makes decisions that take into account the perspectives of themselves, others, and the school/community, and short and long term consequences for college/career/community status and plans; with prompting, helps others with decision making in response to obstacles; when asked, can articulate negative long-term consequences of teen pregnancy, smoking, substance abuse, driving while under the influence, delinquency; when asked, can articulate the benefit of	Usually makes decisions that take into account the perspectives of themselves, others, and the school/community, and short and long term consequences for college/career/community status and plans; sometimes helps others with decision making in response to obstacles without prompting; when asked, can articulate negative long-term consequences of teen pregnancy, smoking, substance abuse, driving while under the influence, delinquency, and acts consistently with that		

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		healthy eating, exercise; almost always resists peer pressure in making decisions	understanding; when asked, can articulate the benefit of healthy eating, exercise, getting enough sleep, and usually acts consistently with that understanding; almost always resists peer pressure in making decisions
	Skill 7: Problem Solving in Groups	Actively contributes ideas, seeks out others' ideas, comments constructively on suggestions made by others, shows concern about meeting group goals some of the time.	Actively contributes ideas, seeks out others' ideas, comments constructively on suggestions made by others, shows concern about meeting group goals most of the time; sometimes tries to seek or help groups reach consensus

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