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
s & Self- nent	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
Self-Awareness & \$ Management	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
Relationship	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
Social Awareness & Relationship Skills	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	hurtful; sometimes apologizes without being prompted	
Resp Decisic	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

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

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
	Skill 1: Shows	Can recognize and accurately label a range of	Can recognize and accurately label a range of	Can recognize and accurately label a range of emotions in
nt	Emotional	emotions in oneself most of the time; almost	emotions in oneself most of the time; does not	oneself most of the time; does not participate in active
	Awareness	never participates in active support of bullying/	participate in active support of bullying/	support of bullying/ harassment/ intimidation/ "bystanding";
		harassment/intimidation/"bystanding";	harassment/intimidation/ "bystanding"; can	can identify at least one constructive area of personal
E E		understands "risky" situations and can identify	identify at least one constructive area of personal	strength, competence and pride and show appropriate
Self-Management		feelings that accompany them when asked	strength, competence and pride and show	emotions about it; can identify at least one area of emotional
an a			appropriate emotions about it; understands "risky"	challenge and speak about it appropriately when asked;
Ĕ			situations and can identify feelings that accompany	understands "risky" situations and can identify feelings that
 			them when asked	accompany them when asked
	Skill 2: Shows	Can state feelings and perspectives using I-	Can articulate a self-calming strategy when asked;	Can articulate a self-calming strategy when asked; can state
જ	Emotion	messages most of the time with prompting; can	can state feelings and perspectives using I-messages	feelings and perspectives using I-messages most of the time
Jes	Regulation	find ways to avoid or get out of risky/harmful	most of the time without prompting; can find ways	without prompting; can find ways to avoid or get out of
ē	and Focus	situations most of the time; is beginning to see	to avoid or get out of risky/harmful situations	risky/harmful situations almost all of the time; can articulate
×		the connection of class goals to college or career	almost all of the time; can articulate the connection	the connection between class goals with college or career
F.		goals; can follow through on multiple	between class goals with college or career goals;	goals; can follow through on multiple responsibilities and
Self-Awareness		responsibilities with structuring and usually articulate their rationale and importance to	can follow through on multiple responsibilities and articulate their rationale and importance to oneself	articulate their rationale and importance to oneself with minimal structuring; can articulate and use several sources of
"		oneself; focuses on a long-term academic project	with minimal structuring; can articulate and use	support when overwhelmed with strong emotions; focuses
		with some external structuring	several sources of support when overwhelmed with	on a long-term academic project with minimum external
		with some external structuring	strong emotions; focuses on a long-term academic	structuring
			project with minimum external structuring	Str detaining
	Skill 3: Recognizes	Shows appropriate concern for feelings of others;	Shows appropriate concern for feelings of others;	Shows appropriate concern for feelings of others; usually
<u>8</u>	and Respects the	sometimes provides support to peers without	usually provides support to peers without	provides support to peers without prompting; usually
藍	Feelings	prompting; responds with respect to diverse	prompting; usually responds with respect and	responds with respect and empathy to diverse others
g.	&Perspectives	others (gender, ethnicity, disability, etc.)	empathy to diverse others (gender, ethnicity,	(gender, ethnicity, disability, etc.)
Relationship Skills	of Others		disability, etc.)	
<u>.o</u>	Skill 4: Establishes	Has at least one stable, positive relationship in	Has at least one stable, positive relationship in the	Has at least one stable, positive relationship in the class; has
at	and Maintains	the class; has an appropriate, non-negative	class; has an appropriate, non-negative relationship	an appropriate, non-negative relationship with at least one
જ	Cooperative	relationship with at least one adult in the	with at least one adult in the classroom; in group	adult in the classroom; in group settings, usually participates
	Relationships	classroom; in group settings, occasionally	settings, occasionally participates actively and	actively and listens to others' opinions
ess		participates actively and listens to opinions	listens to others' opinions	
en	Skill 5:	Almost never uses violent strategies to resolve	Uses I-messages and does not use violent strategies	Uses I-messages and does not use violent strategies to
٧ar	Constructively	conflicts; usually avoids repeatedly being in	to resolve conflicts; almost always avoids repeatedly	resolve conflicts; almost always avoids repeatedly being in
À	Resolves	situations that lead to interpersonal conflict;	being in situations that lead to interpersonal	situations that lead to interpersonal conflict; usually can
<u>ia</u>	Interpersonal	usually can remove him/herself from conflict	conflict; usually can remove him/herself from	remove him/herself from conflict situations; usually is
Social Awareness	Conflict	situations; sometimes is appropriately assertive	conflict situations; usually is appropriately assertive	appropriately assertive when confronted by others
		when confronted by others	when confronted by others	

	Skill	Grade 6	Grade 7	Grade 8
sible 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
Respo	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

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 rationals 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		
lationship	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		
Social Awareness & Relationship Skills	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	works well in most group situ	uations; usually works well w least several other students	st one adult in the classroom; ith diverse others; has multiple in the class; when the situatior sts, etc. in the class
Social Av	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 multi positive relationships with at least several other students in the class; when the situat arises, is usually welcoming of new students, visitors, guests, etc. in the class		ith diverse others; has multiple in the class; when the situation
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 and the school/community, a college/career/community si making in response to obstact negative long-term consequed driving while under the influence.	and short and long term cons tatus and plans; sometimes h cles without prompting; when ences of teen pregnancy, smo	elps others with decision n asked, can articulate oking, substance abuse,

	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	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