

## Social & Emotional Learning - Scoring Rubric



While there are only a few essential areas of each SEL Competency scored on the report card, we encourage you to consider the full definition and examples of each skill described below. Examples are provided to assist you in evaluating your students and communicating feedback to students and parents. For additional support using this rubric, please contact your school mental health staff, the LPS Dept. of Social, Emotional & Behavior Services or Camille McCollough, Health Standards TOSA.

<a href="#">CASEL Skill Definitions</a>	Not Assessed	Demonstrates Rarely	Demonstrates Occasionally	Demonstrates Frequently	Demonstrates Consistently
<p><b>Self-Awareness:</b> The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”</p> <p>Examples may include: *Identifying Emotions *Accurate self-perception *Recognizing Strengths *Self-Confidence *Belief in self</p>	<p>Student is unavailable for staff to assess this skill due to late enrollment, chronic absences, etc. <i>Prior to using this category, consult with support staff (mental health professional, IC, principal).</i></p>	<p>Student is able to demonstrate self-awareness with direct staff modeling, prompting and support.</p>	<p>Student occasionally demonstrates self-awareness with minimal staff prompting and support. Student may not yet generalize this skill to multiple settings without direct support from staff.</p>	<p>Recognizes and demonstrates self-awareness frequently in multiple settings. Student benefits from occasional reminders from staff.</p>	<p>Demonstrates and recognizes self-awareness consistently, in multiple settings, in self, peers and family. Student self-monitors and initiates skill with limited staff prompting.</p>

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<p><b>Self-Management:</b> The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations. Skills include effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <p>Examples may include: *Impulse control and body awareness *Stress management *Self-discipline *Self-motivation *Goal-setting *Organizational skills</p>	<p>Student is unavailable for staff to assess this skill due to late enrollment, chronic absences, etc. <i>Prior to using this category, consult with support staff (mental health professional, IC, principal).</i></p>	<p>Student is able to demonstrate self-management with direct staff modeling, prompting and support.</p>	<p>Student occasionally demonstrates self-management with minimal staff prompting and support. Student may not yet generalize this skill to multiple settings without direct support from staff.</p>	<p>Recognizes and demonstrates self-management frequently in multiple settings. Student benefits from occasional reminders from staff.</p>	<p>Demonstrates and recognizes self-management consistently, in multiple settings, in self, peers and family. Student self-monitors and initiates skill with limited staff prompting.</p>

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<p><b>Social Awareness:</b> The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <p>Examples may include: *Perspective-taking *Empathy *Appreciating diversity *Respect for others</p>	<p>Student is unavailable for staff to assess this skill due to late enrollment, chronic absences, etc. <i>Prior to using this category, consult with support staff (mental health professional, IC, principal).</i></p>	<p>Student is able to demonstrate social awareness with direct staff modeling, prompting and support.</p>	<p>Student occasionally demonstrates social awareness with minimal staff prompting and support. Student may not yet generalize this skill to multiple settings without direct support from staff.</p>	<p>Recognizes and demonstrates social awareness frequently in multiple settings. Student benefits from occasional reminders from staff.</p>	<p>Demonstrates and recognizes social awareness consistently, in multiple settings, in self, peers and family. Student self-monitors and initiates skill with limited staff prompting.</p>

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<p><b>Relationship Skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p> <p>Examples may include: *Communication *Social engagement *Relationship-building *Teamwork</p>	<p>Student is unavailable for staff to assess this skill due to late enrollment, chronic absences, etc. <i>Prior to using this category, consult with support staff (mental health professional, IC, principal).</i></p>	<p>Student is able to demonstrate relationship skills with direct staff modeling, prompting and support.</p>	<p>Student occasionally demonstrates relationship skills with minimal staff prompting and support. Student may not yet generalize this skill to multiple settings without direct support from staff.</p>	<p>Recognizes and demonstrates relationship skills frequently in multiple settings. Student benefits from occasional reminders from staff.</p>	<p>Demonstrates and recognizes relationship skills consistently, in multiple settings, in self, peers and family. Student self-monitors and initiates skill without limited staff prompting.</p>

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<p><b>Responsible Decision-Making:</b> The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of the consequences of various actions, and a consideration of the well-being of oneself and others.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>*Identifying problems</li> <li>*Analyzing situations</li> <li>*Solving problems</li> <li>*Evaluating</li> <li>*Reflecting</li> <li>*Ethical responsibility</li> </ul>	<p>Student is unavailable for staff to assess this skill due to late enrollment, chronic absences, etc. <i>Prior to using this category, consult with support staff (mental health professional, IC, principal).</i></p>	<p>Student is able to demonstrate responsible decision making with direct staff modeling, prompting and support.</p>	<p>Student occasionally demonstrates responsible decision-making with minimal staff prompting and support. Student may not yet generalize this skill to multiple settings without direct support from staff.</p>	<p>Recognizes and demonstrates responsible decision-making frequently in multiple settings. Student benefits from occasional reminders from staff</p>	<p>Demonstrates and recognizes responsible decision-making consistently, in multiple settings, in self, peers and family. Student self-monitors and initiates skill without limited staff prompting.</p>