

Social Emotional Learning Performance Descriptors

Grades K-1

GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.

1A Identify and manage ones emotions and behavior.	Stage A 1. Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in “feeling faces” or photographs. 2. Name the emotions felt by characters in stories. 3. Identify ways to calm yourself. 4. Describe a time you felt the same way a story character felt. 5. Discuss classroom and school rules. 6. Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.	Stage B 1. Describe how various situations make you feel. 2. Describe your physical responses to strong emotions. 3. Recognize that feelings change throughout the day. 4. Demonstrate patience in a variety of situations. 5. Demonstrate a range of emotions through facial expressions and body language. 6. Practice self-talk to calm yourself.
1B Recognize personal qualities and external supports.	Stage A 1. Identify things you like to do. 2. Identify the values that help you make good choices. 3. Identify the people who can give you the help you need. 4. Describe things you do well. 5. Identify reliable adults from whom you would seek help in an emergency. 6. Describe situations in which you feel confident. 7. Describe situations in which you feel you need help. 8. Demonstrate a special skill or talent you have.	Stage B 1. Identify the personal traits of characters in stories. 2. Describe an achievement that makes you feel proud. 3. Identify a community resource you enjoy using (e.g., play field, park, swimming pool, etc.). 4. Identify various helpers in the school community. 5. Analyze how you might have done better in a situation. 6. Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach).
1C Demonstrate skills related to achieving personal and academic goals.	Stage A 1. Recognize the relationship between what you want to accomplish and setting goals. 2. Explain the various aspects of being successful in school. 3. Describe a behavior you would like to change. 4. Give an example of an academic goal you could set for yourself. 5. Give an example of a personal goal you could set for yourself. 6. Divide a goal you have set into manageable steps.	Stage B 1. Identify a situation you want to change. 2. Identify the progress that you have made toward achieving your goal. 3. Explain the relationship between success in school and becoming what you want to be. 4. Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete assignments, pay attention). 5. Make a plan for how to improve your performance in a school subject. 6. Make a plan for how to achieve a personal goal. 7. Use self-talk to reward yourself for accomplishments.

GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

2A Recognize the feelings and perspectives of others.	Stage A 1. Recognize that others may interpret the same situation differently from you. 2. Recognize that others may feel differently from you about the same situation. 3. Describe how others are feeling based on their facial expressions and gestures. 4. Explain how interrupting others may make them feel. 5. Explain how sharing with and supporting others may make them feel. 6. Recognize how changing your behaviors can impact how others feel and respond.	Stage B 1. Identify verbal, physical, and situational cues in stories. 2. Recognize the value of sharing diverse perspectives. 3. Explain why characters in stories feel as they do. 4. Analyze how students being left out might feel. 5. Describe how different people interpret the same situation. 6. Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions).
2B Recognize individual and group similarities and differences.	Stage A 1. Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other’s ideas). 2. Recognize that all people are similar in the needs they share. 3. Participate in the development of classroom rules. 4. Describe rules that help students treat each other fairly. 5. Demonstrate how students help each other (e.g., sharing, not interrupting). 6. Demonstrate honesty and fairness while playing or working with others.	Stage B 1. Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, religion, and disability). 2. Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs). 3. Recognize that people who share a cultural tradition differ from one another in other ways. 4. Recognize how diversity enriches a community. 5. Compare and contrast various family structures. 6. Reflect on your experiences with people of different age groups

2C Use communication and social skills to interact effectively with others	<p>Stage A</p> <ol style="list-style-type: none"> 1. Describe appropriate ways to seek group entry. 2. Use “please” and “thank you” appropriately. 3. Raise one’s hand for recognition. 4. Pay attention when someone else is speaking. 5. Follow directions given at school. 6. Take turns and share toys and other resources with classmates. 7. Practice sharing encouraging comments with others. 8. Practice saying “no” to protect yourself from unsafe situations. 	<p>Stage B</p> <ol style="list-style-type: none"> 1. Discuss ways of initiating contact with someone you don’t know. 2. Discuss how to be a good friend. 3. Greet others by name. 4. Make and respond appropriately to introductions. 5. Summarize a plan for making friends. 6. Use appropriate nonverbal communication with others (e.g., movements, gestures, posture, facial expressions). 7. Participate in establishing and enforcing ground rules for class and group/team efforts.
2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<p>Stage A</p> <ol style="list-style-type: none"> 1. Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity). 2. Describe situations in the home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores). 3. Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently. 4. Distinguish between constructive and destructive ways of resolving conflict. 5. Use puppets to act out and resolve conflict situations. 6. Practice self-calming techniques for anger management as a way to de-escalate conflict situations. 	<p>Stage B</p> <ol style="list-style-type: none"> 1. Recognize various methods of resolving conflict. 2. Explain what a rumor is and how it hurts others. 3. Identify ways of refusing negative peer pressure. 4. Explain how conflict can turn to violence. 5. Analyze how misunderstanding what someone said or did could cause conflict. 6. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict.

GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

3A Consider ethical, safety, and societal factors in making decisions.	<p>Stage A</p> <ol style="list-style-type: none"> 1. Identify and follow bus, classroom, and school safety rules. 2. Recognize appropriate touch; and avoid inappropriate touch. 3. Explain how taking or destroying another’s property makes them feel. 4. Explain why hitting or yelling at somebody is hurtful and unfair. 5. Identify reliable sources of adult help. 6. Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult). 7. Draw pictures of ways to help others. 	<p>Stage B</p> <ol style="list-style-type: none"> 1. Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don’t know). 2. Explain why it is important to treat others as you would want to be treated. 3. Analyze how rules your family uses help its members get along together. 4. Contribute to school safety by supporting classroom, lunchroom and playground rules. 5. Participate in creating and enforcing classroom rules. 6. Demonstrate sharing and taking turns.
3B Apply decision-making skills to deal responsibly with daily academic and social situations.	<p>Stage A</p> <ol style="list-style-type: none"> 1. Recognize that one has choices in how to respond to situations. 2. Describe calming strategies. 3. Brainstorm alternative solutions to problems posed in stories and cartoons. 4. Use “I-statements” in expressing feelings. 5. Implement stop, think, and act (plan) strategies in solving problems. 6. Practice group decision making with one’s peers in class meetings. 7. Identify foods and behaviors that keep the body healthy. 	<p>Stage B</p> <ol style="list-style-type: none"> 1. Describe the use of self-talk to calm down. 2. Brainstorm alternative solutions to interpersonal problems in the classroom. 3. Analyze how your tone of voice influences how others respond to you. 4. Analyze the consequences of alternative choices. 5. Make healthy choices regarding snacks. 6. Demonstrate reflective listening. 7. Demonstrate wise decisions regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle helmet; avoiding sharp objects, too much sun exposure, and playing with fire).
3C Contribute to the well-being of ones school and community.	<p>Stage A</p> <ol style="list-style-type: none"> 1. Identify how you currently help out at home and what else you might do for a caregiver or sibling. 2. List ways that students can help their class run more smoothly. 3. Express how you feel about helping out in class or at home. 4. Describe what you learned about yourself in helping out in class and at home. 5. Volunteer for various classroom tasks (e.g., helping with room set up, cleaning up, passing out papers, etc.). 6. Participate in making and enforcing class rules. 	<p>Stage B</p> <ol style="list-style-type: none"> 1. Identify a way you can help improve your local community. 2. Describe what you have done to make a positive difference in your class or school and how this made you feel. 3. Brainstorm ways to help your teacher address a shared concern. 4. Volunteer to help out at home in a way that goes beyond what you are expected to do. 5. Participate in developing a class policy on teasing. 6. Plan and implement a project to improve your local community.