

Self-Awareness and Self-Management Rubric

	Early Childhood	Early Elementary (K-3)	Late Elementary (4-6)	Junior High (7-9)	Early High School (10-11)	Late High School (12)
	0	1	2	3	4	5
Managing Emotions	Does not label emotions and how they are linked to behavior	Recognizes and accurately labels emotions and how they are linked to behavior	Describes a range of emotions and the situations that cause them	Analyzes factors that create or motivate successful performance	Analyzes how thoughts and emotions affect decision making and responsible behavior	Evaluates how expressing one's emotions in different situations affects others
Managing Behaviors	Does not demonstrate control of impulsive behavior	Demonstrates control of impulsive behavior	Describes and demonstrates ways to express emotions in a socially acceptable manner	Applies strategies to manage stress and to motivate successful performance	Generates ways to develop more positive attitudes	Evaluates how expressing more positive attitudes influences others
Recognizing Personal Qualities	Does not identify own likes and dislikes, needs and wants, strengths and challenges	Identifies own likes and dislikes, needs and wants, strengths and challenges	Describes personal skills and interests to develop	Analyzes how personal qualities influence choices and successes	Sets priorities in building on strengths and identifying areas for improvement	Implements a plan to build on a strength, meet a need, or address a challenge
Recognizing External Supports	Does not identify family, peer, school, and community strengths	Identifies family, peers, school, and community strengths	Explains how family members, peers, school personnel, and community members can support school success and responsible behavior	Analyzes how making use of school and community supports and opportunities can contribute to school and life success	Analyzes how positive adult role models and support systems contribute to school and life success	Evaluates how developing interests and filling useful roles supports school and life success
Achieving Personal Goals	Does not describe skills related to achieving personal goals	Describes why school is important in helping students achieve personal goals	Describes the steps in setting and working toward goal achievement	Sets a short-term goal and makes a plan for it	Identifies strategies to make use of resources and overcome obstacles to achieve goals	Sets a post-secondary goal with action steps, time-frames, and criteria for evaluating achievement
Achieving Academic Goals	Does not describe skill related to achieving academic goals	Identifies goals for academic success and classroom behavior	Monitors progress on achieving a short-term goal	Analyzes why one achieved or did not achieve a goal	Applies strategies to overcome obstacles to goal achievement	Monitors progress toward achieving a goal and evaluating own performance against criteria

Social Awareness and Interpersonal Skills

	Early Childhood	Early Elementary (K-3)		Late Elementary (4-6)		Junior High (7-9)		Early High School (10-11)		Late High School (12)	
	0	1	2	3	4	5	6	7	8	9	10
Recognize feelings and perspectives of others	Does not recognize feelings and perspectives of others	Recognizes that others may experience situations differently from oneself	Uses listening skills to identify the feelings and perspectives of others	Identifies verbal, physical, and situational cues that indicate how others may feel	Describes the expressed feelings and perspectives of others	Predicts others' feelings and perspectives in a variety of situations	Analyzes how own behavior may affect others	Analyzes similarities and differences between own and others' perspectives	Uses conversation skills to understand others' feelings and perspectives	Demonstrates how to express understanding of those who hold different opinions	Demonstrates ways to express empathy for others
Recognize individual and group similarities and differences	Does not recognize individual and group similarities and differences	Describes ways that people are similar and different	Describes positive qualities in others	Identifies differences among and contributions of various social and cultural groups	Demonstrates how to work effectively with those who are different from oneself	Explains how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it	Analyzes the effects of taking action to oppose bullying based on individual and group differences	Analyzes the origins and negative effects of stereotyping and prejudice	Demonstrates respect for individuals from different social and cultural groups	Evaluates strategies for being respectful of others and opposing stereotyping and prejudice	Evaluates how advocacy for the rights of others contributes to the common good
Uses communication and social skills to interact effectively with others	Does not identify ways to work and play well with others	Identifies ways to work and play well with others	Demonstrates appropriate social and classroom behavior	Describes approaches for making and keeping friends	Analyzes ways to work effectively in groups	Analyzes ways to establish positive relationships with others	Demonstrates cooperation and teamwork to promote group effectiveness	Evaluates the effects of request support from and providing support to others	Evaluates one's contribution in groups as a member and a leader	Evaluates the application of communication and social skills in daily interactions with peers, teachers, and families	Plans, implements, and evaluates participation in a group project
Demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	Does not identify problems and conflicts commonly experienced by peers	Identifies problems and conflicts commonly experienced by peers	Identifies approaches to resolving conflicts constructively	Describes causes and consequences of conflicts	Applies constructive approaches in resolving conflicts	Evaluates strategies for preventing and resolving interpersonal problems	Defines unhealthy peer pressure and evaluates strategies for resisting it	Analyzes how listening and talking accurately help in resolving conflicts	Analyzes how conflict resolution skills contribute to work within a group	Evaluates the effects of using negotiation skills to reach win-win solutions	Evaluates current conflict-resolution skills and plans how to improve them

Decision-Making and Responsible Behavior

	Early Childhood	Early Elementary (K-3)	Late Elementary (4-6)	Junior High (7-9)	Early High School (10-11)	Late High School (12)
	0	1	2	3	4	5
Considers ethical, safety, and societal factors in making decision	Does not explain why acts that hurt others are wrong	Explains why unprovoked acts that hurt others are wrong	Demonstrates the ability to respect the rights of self and others	Evaluates how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decision	Demonstrates personal responsibility in making ethical decisions	Applies ethical reasoning to evaluate societal practices
	Does not identify social norms and safety considerations that guide behavior	Identifies social norms and safety considerations that guide behavior	Demonstrates knowledge of how social norms affect decision making and behavior	Analyzes the reasons for school and societal rules	Evaluates how social norms and the expectations of authority influence personal decisions and actions	Examines how the norms of different societies and cultures influence their members' decisions and behaviors
Applies decision-making skills to deal responsibly with daily academic and social situations	Does not consistently identify decisions students make at school	Identifies a range of decision students make at school	Identifies and applies the steps of systematic decision making	Analyzes how decision-making skills improve study habits and academic performance	Evaluates personal abilities to gather information, generate alternatives, and anticipate consequences of decisions	Analyzes how present decision making affects college and career choices
	Does not consistently make positive choices when interacting with classmates	Makes positive choices when interacting with classmates	Generates alternative solutions and evaluates their consequences for a range of academic situations	Evaluates alternative solutions for resisting pressures to engage in unsafe or unethical activities	Applies decision-making skills to establish responsible social and work relationships	Evaluates how responsible decision making affects interpersonal and group relationships
Contributes to the well-being of one's school and community	Does not consistently identify and perform roles that contribute to one's classroom	Identifies and performs roles that contribute to one's classroom	Identifies and performs roles that contribute to the school community	Evaluates one's participation in efforts to address an identified school need	Plans, implements, and evaluates one's participation in activities and organizations that improve school climate	Works cooperatively with others to plan, implement, and evaluate a project to meet an identified school need
	Does not consistently identify and perform roles that contribute to one's family	Identifies and performs roles that contribute to one's family	Identifies and performs roles that contribute to one's local community	Evaluates one's participation in an effort to address an identified need in one's local community	Plans, implements, and evaluates one's participation in a group effort to contribute to one's local community	Works cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community