

**PERFORMANCE DESCRIPTORS  
SOCIAL EMOTIONAL LEARNING**

**Grades 1-5**

# Social Emotional Learning Performance Descriptors

## 1A Identify and manage one's emotions and behavior.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> <li>1. Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in “feeling faces” or photographs.</li> <li>2. Name the emotions felt by characters in stories.</li> <li>3. Identify ways to calm yourself.</li> <li>4. Describe a time you felt the same way a story character felt.</li> <li>5. Discuss classroom and school rules.</li> <li>6. Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how various situations make you feel.</li> <li>2. Describe your physical responses to strong emotions.</li> <li>3. Recognize that feelings change throughout the day.</li> <li>4. Demonstrate patience in a variety of situations.</li> <li>5. Demonstrate a range of emotions through facial expressions and body language.</li> <li>6. Practice self talk to calm yourself.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify a range of emotions you have experienced.</li> <li>2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded).</li> <li>3. Recognize mood changes and factors that contribute to them.</li> <li>4. Depict a range of emotions (e.g., make a poster, draw a picture, participate in a role play).</li> <li>5. Distinguish among intensity levels of an emotion.</li> <li>6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).</li> <li>7. Practice deep breathing to calm yourself.</li> </ol>
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)		Grade 5 (D-E-F)

## Social Emotional Learning Performance Descriptors

### 1A Identify and manage one's emotions and behavior.

Stage D	Stage E	Stage F		
<ol style="list-style-type: none"> <li>1. List positive strategies for handling conflict.</li> <li>2. Explain why characters in stories felt as they did.</li> <li>3. Distinguish among emotions you might feel in various situations.</li> <li>4. Use "I-statements" to express various emotions.</li> <li>5. Record changes in your emotions throughout the day (e.g., before and after transitions, recess lunch, etc.).</li> <li>6. Demonstrate an awareness of how your behavior affects others.</li> <li>7. Practice different strategies for handling upsetting situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the physical responses common to a range of emotions.</li> <li>2. Describe emotions associated with personal experiences.</li> <li>3. Practice expressing positive feelings about others.</li> <li>4. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).</li> <li>5. Demonstrate emotions in various contexts in role-plays.</li> <li>6. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify factors that cause stress both positive and negative.</li> <li>2. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).</li> <li>3. Recognize emotional reactions to stress.</li> <li>4. Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation).</li> <li>5. Reflect on the possible consequences before expressing an emotion.</li> <li>6. Use "I-statements" to describe how you feel, why you feel that way, and what you might like to change.</li> <li>7. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).</li> </ol>		
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)

# Social Emotional Learning Performance Descriptors

## **1B** Recognize personal qualities and external supports.

Stage A	Stage B	Stage C		
<ol style="list-style-type: none"> <li>1. Identify things you like to do.</li> <li>2. Identify the values that help you make good choices.</li> <li>3. Identify the people who can give you the help you need.</li> <li>4. Describe things you do well.</li> <li>5. Identify reliable adults from whom you would seek help in an emergency.</li> <li>6. Describe situations in which you feel confident.</li> <li>7. Describe situations in which you feel you need help.</li> <li>8. Demonstrate a special skill or talent you have.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the personal traits of characters in stories.</li> <li>2. Describe an achievement that makes you feel proud.</li> <li>3. Identify a community resource you enjoy using (e.g., play field, park, swimming pool, etc.).</li> <li>4. Identify various helpers in the school community.</li> <li>5. Analyze how you might have done better in a situation.</li> <li>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).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify community members that can be of support when needed (e.g., religious leader, extended family member, and neighbor).</li> <li>2. Describe the personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.).</li> <li>3. Explain how practice improves your performance of a skill.</li> <li>4. Analyze the positive qualities of role models.</li> <li>5. Analyze what it is about school that is challenging for you.</li> <li>6. Draw a picture of an activity your family likes to do together.</li> <li>7. Demonstrate ways to ask for help when needed.</li> </ol>		
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)

# Social Emotional Learning Performance Descriptors

## **1B** Recognize personal qualities and external supports.

<b>Stage D</b>	<b>Stage E</b>	<b>Stage F</b>
<ol style="list-style-type: none"> <li>1 Identify something you would like to be able to do better.</li> <li>2 Describe ways in which you contribute to the school community.</li> <li>3 Describe ways in which you help out at home.</li> <li>4 List ways families can support students in school.</li> <li>5 Describe how peers can support each other in school.</li> <li>6 Measure your progress toward a personal goal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe a time and situation you needed help.</li> <li>2. Identify reliable adults from whom you would seek help in various situations.</li> <li>3. Describe how you would improve your ability to perform a valued skill.</li> <li>4. Explain how adult role models influence your aspirations for the future.</li> <li>5. Practice strategies that support peers in school.</li> <li>6. Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).</li> </ol>	<ol style="list-style-type: none"> <li>1. Name community resources that promote student success.</li> <li>2. Identify personal strengths and weaknesses and the effect they have on your choices.</li> <li>3. Identify physical and emotional changes during adolescence.</li> <li>4. Recognize that students learn differently.</li> <li>5. Describe how adults at school demonstrate caring and concern for students.</li> <li>6. Describe how adults at school demonstrate caring and concern for students.</li> <li>7. Analyze the effort your family or other adults have made to support your success in school.</li> </ol>
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)		Grade 5 (D-E-F)

# Social Emotional Learning Performance Descriptors

## 1C Demonstrate skills related to achieving personal and academic goals.

Stage A	Stage B	Stage C		
<ol style="list-style-type: none"> <li>1. Recognize the relationship between what you want to accomplish and setting goals.</li> <li>2. Explain the various aspects of being successful in school.</li> <li>3. Describe a behavior you would like to change.</li> <li>4. Give an example of an academic goal you could set for yourself.</li> <li>5. Give an example of a personal goal you could set for yourself.</li> <li>6. Divide a goal you have set into manageable steps.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify a situation you want to change.</li> <li>2. Identify the progress that you have made toward achieving your goal.</li> <li>3. Explain the relationship between success in school and becoming what you want to be.</li> <li>4. Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete assignments, pay attention).</li> <li>5. Make a plan for how to improve your performance in a school subject.</li> <li>6. Make a plan for how to achieve a personal goal.</li> <li>7. Use self-talk to reward yourself for accomplishments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize how distractions may interfere with achievement of a goal.</li> <li>2. Recognize that present goals build on the achievement of past goals.</li> <li>3. Describe the steps you have made toward achieving a goal.</li> <li>4. Differentiate between short and long term goals.</li> <li>5. Monitor your progress toward achieving a personal or academic goal.</li> <li>6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).</li> </ol>		
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)

# Social Emotional Learning Performance Descriptors

## 1C Demonstrate skills related to achieving personal and academic goals.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> <li>1. Identify how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience).</li> <li>2. Recognize how conditions and people have contributed to your achievement of a goal.</li> <li>3. Identify the steps needed to perform a routine task (e.g., homework completion, organization of personal space/materials, studying for a test).</li> <li>4. Identify factors you could not change that prevented you from achieving a recent goal.</li> <li>5. Evaluate what you might have done differently to achieve greater success on a recent goal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a friendship goal with action steps to be taken by certain dates.</li> <li>2. Develop an academic goal with action steps to be taken by certain dates.</li> <li>3. Monitor progress on planned action steps for a friendship goal.</li> <li>4. Monitor progress on planned action steps for an academic goal.</li> <li>5. Analyze why you needed to change or delay action steps for achieving a recent goal.</li> <li>6. Evaluate your level of achievement with regard to a recent goal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.</li> <li>2. Identify obstacles to achievement of your goal.</li> <li>3. Brainstorm possible ways to overcome obstacles in achieving your goals.</li> <li>4. Make a plan with action steps and timeframes to achieve your goal.</li> <li>5. Monitor progress on your goal.</li> <li>6. Evaluate your success and analyze what you might have done differently.</li> </ol>
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

# Social Emotional Learning Performance Descriptors

## 2A Recognize the feelings and perspectives of others.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> <li>1. Recognize that others may interpret the same situation differently from you.</li> <li>2. Recognize that others may feel differently from you about the same situation.</li> <li>3. Describe how others are feeling based on their facial expressions and gestures.</li> <li>4. Explain how interrupting others may make them feel.</li> <li>5. Explain how sharing with and supporting others may make them feel.</li> <li>6. Recognize how changing your behaviors can impact how others feel and respond.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify verbal, physical, and situational cues in stories.</li> <li>2. Recognize the value of sharing diverse perspectives.</li> <li>3. Explain why characters in stories feel as they do.</li> <li>4. Analyze how students being left out might feel.</li> <li>5. Describe how different people interpret the same situation.</li> <li>6. Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions).</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between nonverbal and verbal cues and messages.</li> <li>2. Analyze alignment and non-alignment of verbal and non-verbal cues.</li> <li>3. Role-play the perspectives and feelings of characters from a story.</li> <li>4. Paraphrase what someone has said.</li> <li>5. Demonstrate a capacity to care about the feelings of others.</li> <li>6. Demonstrate an interest in the perspective of others.</li> </ol>
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)		Grade 5 (D-E-F)

# Social Emotional Learning Performance Descriptors

## 2A Recognize the feelings and perspectives of others.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> <li>1. Label others' feelings based on verbal and non-verbal cues in different situations.</li> <li>2. List strategies to support students who are left out or bullied.</li> <li>3. Describe how one feels when left out of an activity or group.</li> <li>4. Describe how one feels when bullied.</li> <li>5. Predict possible responses to a range of emotions.</li> <li>6. Use "I-statements" to let others know that you have heard them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe others' feelings in a variety of situations.</li> <li>2. Describe an argument you had with another person and summarize both points of view.</li> <li>3. Analyze why literary characters felt as they did.</li> <li>4. Analyze the various points of view expressed on an historical, political, or social issue.</li> <li>5. Evaluate how a change in behavior of one side of a disagreement affects the other side.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and practice reflective listening skills through discussion and role-play.</li> <li>2. Recognize how a situation would make you feel and treat others accordingly.</li> <li>3. Describe others' feelings in a variety of situations.</li> <li>4. Ask open-ended questions to encourage others to express themselves.</li> <li>5. Use follow-up questions to clarify messages.</li> <li>6. Predict how one's own behavior might affect the feelings of others.</li> <li>7. Interpret non-verbal communication cues.</li> </ol>
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

## Social Emotional Learning Performance Descriptors

### **2B** Recognize individual and group similarities and differences.

Stage A	Stage B	Stage C		
<ol style="list-style-type: none"> <li>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).</li> <li>2. Recognize that all people are similar in the needs they share.</li> <li>3. Participate in the development of classroom rules.</li> <li>4. Describe rules that help students treat each other fairly.</li> <li>5. Demonstrate how students help each other (e.g., sharing, not interrupting).</li> <li>6. Demonstrate honesty and fairness while playing or working with others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, religion, and disability).</li> <li>2. Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs).</li> <li>3. Recognize that people who share a cultural tradition differ from one another in other ways.</li> <li>4. Recognize how diversity enriches a community.</li> <li>5. Compare and contrast various family structures.</li> <li>6. Reflect on your experiences with people of different age groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe human differences depicted in stories.</li> <li>2. Describe how interactions with individuals from different cultures enrich one's life.</li> <li>3. Recognize that people from different cultural and social groups share many things in common.</li> <li>4. Analyze how people of different groups can help one another and enjoy each other's company.</li> <li>5. Analyze the impact of differing responses to human diversity on literary characters.</li> <li>6. Participate in an activity or simulation that allows you to experience life from the perspective of another group.</li> <li>7. Use literature to analyze various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping).</li> </ol>		
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)

# Social Emotional Learning Performance Descriptors

## **2B** Recognize individual and group similarities and differences.

<b>Stage D</b>	<b>Stage E</b>	<b>Stage F</b>
<ol style="list-style-type: none"> <li>1. Recognize the different social groups in school.</li> <li>2. Recognize the different cultural groups in school.</li> <li>3. Compare and contrast social groups.</li> <li>4. Compare and contrast cultural groups.</li> <li>5. Analyze the unique contributions of individuals and groups as featured in biographies, legends, and folklore.</li> <li>6. Develop strategies for building relationships with others who are different from oneself.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the basic rights of all individuals regardless of their social or cultural affiliations.</li> <li>2. Describe examples of how the media portray various social and cultural groups.</li> <li>3. Analyze how responsible students help their classmates.</li> <li>4. Demonstrate strategies for building relationships with others who are different from oneself.</li> <li>5. Design a project that shows how your class or school is enriched by different cultures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify unwelcome teasing or bullying behaviors.</li> <li>2. Identify ways to overcome misunderstanding among various social and cultural groups.</li> <li>3. Identify ways to advocate for others.</li> <li>4. Describe situations where minority groups have been respected at school or in the community.</li> <li>5. Discuss stereotyping and its negative impact on others.</li> <li>6. Demonstrate respect for members of various ethnic and religious groups.</li> </ol>
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

## Social Emotional Learning Performance Descriptors

### 2C Use communication and social skills to interact effectively with others.

Stage A	Stage B	Stage C		
<ol style="list-style-type: none"> <li>1. Describe appropriate ways to seek group entry.</li> <li>2. Use “please” and “thank you” appropriately.</li> <li>3. Raise one’s hand for recognition.</li> <li>4. Pay attention when someone else is speaking.</li> <li>5. Follow directions given at school.</li> <li>6. Take turns and share toys and other resources with classmates.</li> <li>7. Practice sharing encouraging comments with others.</li> <li>8. Practice saying “no” to protect yourself from unsafe situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss ways of initiating contact with someone you don’t know.</li> <li>2. Discuss how to be a good friend.</li> <li>3. Greet others by name.</li> <li>4. Make and respond appropriately to introductions.</li> <li>5. Summarize a plan for making friends.</li> <li>6. Use appropriate non-verbal communication with others (e.g., movements, gestures, posture, facial expressions).</li> <li>7. Participate in establishing and enforcing ground rules for class and group/team efforts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize when it is appropriate to give a compliment.</li> <li>2. Practice introducing everyone in your class.</li> <li>3. Demonstrate how to give a compliment.</li> <li>4. Demonstrate appropriate responses to receiving a compliment.</li> <li>5. Use ‘I-statements’ to express how you feel when someone has hurt you emotionally.</li> <li>6. Demonstrate expressing appreciation to someone who has helped you.</li> </ol>		
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)

## Social Emotional Learning Performance Descriptors

### 2C Use communication and social skills to interact effectively with others.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> <li>1. Identify ways to build positive relationships with peers, family and others.</li> <li>2. Identify attributes of cooperative behavior in a group setting.</li> <li>3. Demonstrate cooperative behaviors in a group.</li> <li>4. Practice reflective listening (e.g., I messages, paraphrase).</li> <li>5. Demonstrate how to initiate conversation with a new student.</li> <li>6. Develop a plan that supports the improvement of behaviors within a group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the qualities of an effective communicator.</li> <li>2. Respond positively to constructive criticism.</li> <li>3. Take responsibility for one's mistakes.</li> <li>4. Interview an adult on the topic of how to develop friendships.</li> <li>5. Demonstrate support for others' contributions to a group/team effort.</li> <li>6. Distinguish between positive and negative peer pressure.</li> <li>7. Demonstrate strategies for resisting negative peer pressure.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the difference between positive and negative relationships.</li> <li>2. Describe ways to express forgiveness.</li> <li>3. Practice reflective listening.</li> <li>4. Respond non-defensively to criticism or accusation through role-play.</li> <li>5. Demonstrate encouragement of others and recognition or their contributions.</li> <li>6. Demonstrate graciousness in winning and losing.</li> <li>7. Practice turning criticism into constructive feedback.</li> </ol>
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)		Grade 5 (D-E-F)

## Social Emotional Learning Performance Descriptors

**2D** Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Stage A	Stage B	Stage C		
<ol style="list-style-type: none"> <li>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).</li> <li>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).</li> <li>3. Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently.</li> <li>4. Distinguish between constructive and destructive ways of resolving conflict.</li> <li>5. Use puppets to act out and resolve conflict situations.</li> <li>6. Practice self-calming techniques for anger management as a way to de-escalate conflict situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize various methods of resolving conflict.</li> <li>2. Explain what a rumor is and how it hurts others.</li> <li>3. Identify ways of refusing negative peer pressure.</li> <li>4. Explain how conflict can turn to violence.</li> <li>5. Analyze how misunderstanding what someone said or did could cause conflict.</li> <li>6. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify bullying behavior and how it affects people.</li> <li>2. Explain what happens when a conflict is not resolved.</li> <li>3. Describe ways to stop rumors.</li> <li>4. Analyze how an inability to manage one's anger might cause a conflict to get worse.</li> <li>5. Interpret whether the actions of literary characters were accidental or intentional.</li> <li>6. Examine how one's favorite literary character handles conflict.</li> </ol>		
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)

## Social Emotional Learning Performance Descriptors

**2D** Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Stage D	Stage E	Stage F		
<ol style="list-style-type: none"> <li>1. Identify the consequences of a solution.</li> <li>2. Identify assertive, passive and aggressive conflict resolution behaviors.</li> <li>3. Describe conflicts you have experienced and how you dealt with them.</li> <li>4. Explain how resolving a conflict with a friend could strengthen the friendship.</li> <li>5. Generate alternative solutions for a conflict.</li> <li>6. Demonstrate constructive conflict resolution strategies in the classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the consequences of conflict resolution behavior.</li> <li>2. Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol, gang involvement, and sexual activity).</li> <li>3. Explain how resolving a conflict could improve one's understanding of a situation.</li> <li>4. Distinguish between positive and negative peer pressure.</li> <li>5. Demonstrate resisting peer pressure to do something unsafe or potentially dangerous.</li> <li>6. Use a checklist to practice the steps of refusing unwanted peer pressure.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize that conflict is a natural part of life.</li> <li>2. Identify intervention strategies to stop bullying.</li> <li>3. Suggest ways of addressing personal grievances to avoid conflict.</li> <li>4. Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation).</li> <li>5. Analyze why you may have to use different strategies for dealing with different conflict situations.</li> <li>6. Evaluate ways to include every one in group activities.</li> <li>7. Use verbal and non-verbal strategies to resolve group conflict.</li> </ol>		
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)

## Social Emotional Learning Performance Descriptors

### 3A Consider ethical, safety, and societal factors in making decisions.

Stage A	Stage B	Stage C		
<ol style="list-style-type: none"> <li>1. Identify and follow bus, classroom, and school safety rules.</li> <li>2. Recognize appropriate touch; and avoid inappropriate touch.</li> <li>3. Explain how taking or destroying another's property makes them feel.</li> <li>4. Explain why hitting or yelling at somebody is hurtful and unfair.</li> <li>5. Identify reliable sources of adult help.</li> <li>6. Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult).</li> <li>7. Draw pictures of ways to help others.</li> </ol>	<ol style="list-style-type: none"> <li>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).</li> <li>2. Explain why it is important to treat others as you would want to be treated.</li> <li>3. Analyze how rules your family uses help its members get along together.</li> <li>4. Contribute to school safety by supporting classroom, lunchroom and playground rules.</li> <li>5. Participate in creating and enforcing classroom rules.</li> <li>6. Demonstrate sharing and taking turns.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion).</li> <li>2. Identify physical sensations and emotions that indicate a threat or danger.</li> <li>3. Describe the consequences of breaking classroom or school rules.</li> <li>4. Analyze the consequences of lying.</li> <li>5. Depict ways to help others (e.g., list, draw, cartoons).</li> <li>6. Evaluate various approaches to responding to provocation.</li> <li>7. Decide what is fair in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment).</li> </ol>		
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)

## Social Emotional Learning Performance Descriptors

### 3A Consider ethical, safety, and societal factors in making decisions.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> <li>1. Identify factors that make a situation unsafe.</li> <li>2. Recognize the consequences to oneself and others of dishonest behavior.</li> <li>3. Evaluate how others influenced your decisions (e.g., family, church, team, club membership).</li> <li>4. Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you feel unsafe, biking without a helmet, hanging around with peers who use drugs).</li> <li>5. Demonstrate respect for the property of others.</li> <li>6. Demonstrate internet safety.</li> <li>7. Show what it means to accept responsibility for one's actions with regard to school work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how differing points of view affect your decision-making process.</li> <li>2. Describe what it means to be dependable and why this is sometimes difficult (e.g., meeting deadlines, keeping commitments).</li> <li>3. Explain why it is important to obey laws.</li> <li>4. Analyze what it means to be responsible with regard to one's family, friends, school community.</li> <li>5. Evaluate conflicting points of view in making a decision.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize that an individual is responsible for his/her behavior.</li> <li>2. Identify the need for rules at school, home, and in society.</li> <li>3. Analyze what it means to be responsible for one's health.</li> <li>4. Analyze the needs of others in planning how work or sharing goods should be divided (e.g., those with handicaps, those who are disadvantaged, and those with special abilities).</li> <li>5. Analyze the risks of potentially dangerous situations.</li> <li>6. Develop strategies to work things out rather than retaliate when you feel wronged.</li> </ol>
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

## Social Emotional Learning Performance Descriptors

**3B** Apply decision-making skills to deal responsibly with daily academic and social situations.

Stage A	Stage B	Stage C		
<ol style="list-style-type: none"> <li>1. Recognize that one has choices in how to respond to situations.</li> <li>2. Describe calming strategies.</li> <li>3. Brainstorm alternative solutions to problems posed in stories and cartoons.</li> <li>4. Use “I-statements” in expressing feelings.</li> <li>5. Implement stop, think, and act (plan) strategies in solving problems.</li> <li>6. Practice group decision making with one’s peers in class meetings.</li> <li>7. Identify foods and behaviors that keep the body healthy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the use of self-talk to calm down.</li> <li>2. Brainstorm alternative solutions to inter-personal problems in the classroom.</li> <li>3. Analyze how your tone of voice influences how others respond to you.</li> <li>4. Analyze the consequences of alternative choices.</li> <li>5. Make healthy choices regarding snacks.</li> <li>6. Demonstrate reflective listening.</li> <li>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).</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe ways to promote the safety of oneself and others.</li> <li>2. Describe the steps of a decision-making model.</li> <li>3. Brainstorm alternative solutions to completing an assignment on time.</li> <li>4. Practice progressive relaxation.</li> <li>5. Demonstrate wise choices in selecting friends.</li> <li>6. Demonstrate group decision making.</li> <li>7. Plan healthy meals.</li> </ol>		
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)

## Social Emotional Learning Performance Descriptors

**3B** Apply decision-making skills to deal responsibly with daily academic and social situations.

Stage D	Stage E	Stage F		
<ol style="list-style-type: none"> <li>1. Generate alternative solutions to problems.</li> <li>2. Analyze the consequences of alternative solutions to selected scenarios.</li> <li>3. Develop criteria for evaluating the consequences of a decision for oneself and important others in one's life.</li> <li>4. Demonstrate the steps of a decision-making process:               <ul style="list-style-type: none"> <li>○ define the problem</li> <li>○ say how you feel</li> <li>○ identify contributing factors</li> <li>○ set a goal</li> <li>○ identify alternative solutions and the consequences of each</li> <li>○ select the best solution</li> <li>○ evaluate the results.</li> </ul> </li> <li>5. Apply a decision-making model to solve an interpersonal problem.</li> <li>6. Apply a decision-making model to academic challenges.</li> <li>7. Demonstrate awareness that feelings influence one's decisions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify challenges and obstacles to solving problems.</li> <li>2. Identify healthy alternatives to risky behaviors.</li> <li>3. Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first).</li> <li>4. Practice aligning non-verbal and verbal communication in refusing unwanted behavior.</li> <li>5. Apply a decision-making model to deal with unwanted behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify tools to manage time better.</li> <li>2. Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences).</li> <li>3. Use a homework organizer.</li> <li>4. Demonstrate an ability to set priorities.</li> <li>5. Demonstrate an ability to stay on task</li> <li>6. Demonstrate an ability to complete assignments on time.</li> </ol>		
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)

# Social Emotional Learning Performance Descriptors

## **3C** Contribute to the well-being of one's school and community.

<b>Stage A</b>	<b>Stage B</b>	<b>Stage C</b>
<ol style="list-style-type: none"> <li>1. Identify how you currently help out at home and what else you might do for a caregiver or sibling.</li> <li>2. List ways that students can help their class run more smoothly.</li> <li>3. Express how you feel about helping out in class or at home.</li> <li>4. Describe what you learned about yourself in helping out in class and at home.</li> <li>5. Volunteer for various classroom tasks (e.g., helping with room set up, cleaning up, passing out papers, etc.).</li> <li>6. Participate in making and enforcing class rules.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify a way you can help improve your local community.</li> <li>2. Describe what you have done to make a positive difference in your class or school and how this made you feel.</li> <li>3. Brainstorm ways to help your teacher address a shared concern.</li> <li>4. Volunteer to help out at home in a way that goes beyond what you are expected to do.</li> <li>5. Participate in developing a class policy on teasing.</li> <li>6. Plan and implement a project to improve your local community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe what you learned about your school or community from your participation in a recent service project</li> <li>2. Describe what you learned about yourself from participation in this project.</li> <li>3. Analyze the impact on the need addressed of a recent service project in which you participated.</li> <li>4. Analyze what you would do differently next time.</li> <li>5. Communicate the results of a school or community service project to a parent or community group.</li> <li>6. Write a letter to a newspaper editor on a community problem such as homelessness.</li> </ol>
<p>Grade 1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)</p>		

# Social Emotional Learning Performance Descriptors

## **3C** Contribute to the well-being of one's school and community.

<b>Stage D</b>	<b>Stage E</b>	<b>Stage F</b>
<ol style="list-style-type: none"> <li>1. Identify ways that community workers assist residents in protecting and improving neighborhoods.</li> <li>2. Analyze your rights and responsibilities as a member of your school community.</li> <li>3. Discuss your reasons for voting as you did in a simulated local, state, or national election.</li> <li>4. Participate in making and enforcing classroom rules.</li> <li>5. Brainstorm ways you could contribute to your community (e.g., help a neighbor, contribute to community safety, help keep your block clean).</li> <li>6. Construct an argument to persuade classmates to vote or become a candidate for office in a simulated local, state, and national election.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify various ways that community workers assist residents in beautifying and protecting neighborhoods.</li> <li>2. Gather information on a community issue or need.</li> <li>3. Develop a plan with your classmates to address a community issue or need.</li> <li>4. Monitor your progress on implementing a plan to address a community issue or need.</li> <li>5. Evaluate implementation of a class plan to address a community issue.</li> <li>6. Make recommendations on how you would improve a plan that addresses a community issue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work with other students to plan and implement a service project in your school.</li> <li>2. Describe ways of showing respect for your school environment.</li> <li>3. Support activities of various groups in your school.</li> <li>4. Contribute in positive ways to your home environment.</li> <li>5. Describe the role of a community service worker.</li> <li>6. Plan and implement with other students a service project in your community.</li> <li>7. Plan a field trip to a community agency.</li> </ol>
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)		Grade 5 (D-E-F)