

STUDENT SEL SCREENERS GRADES PK-12 (FOR ADULTS)

The following questions address each of the state's student SEL competencies. At the end of the survey, results will be generated for you on a mapped spectrum. Personal data will be de-identified before being shared with school administration.

Your name: _____

Your email address (results will be emailed immediately): _____

Current school year?

2019-2020

2020-2021

What is the current quarter?

Fall (September-November)

Winter (December-February)

Spring (March-May)

Summer (June-August)

What district and school do the student(s) attend? (A new survey must be submitted for different districts/schools your students attend.)

District

School

DEMOGRAPHICS FOR STUDENTS

This information will remain confidential for individual feedback.

Non-identifying information will be shared anonymously with the school administration for professional development and planning purposes.

What is the email address of the students' primary classroom teacher? _____

(For reports that include data at the classroom level, this survey needs to be filled out for only one teacher's students at a time. If you do not want a report at the classroom level, please leave this blank.)

How many students will you be completing this survey for? _____

Please provide the name of each of the students for which you will be completing this survey:

Are each of the students in the same grade?

Yes

No

[If yes] What grade are the students in? _____

[If no] What grade is each student? _____

SOCIAL AND EMOTIONAL SKILLS

The following questions are divided into three areas: Emotional Development, Self-Concept, and Social Competence (descriptions are provided for each).

5-Scale Likert categories:

- 1) Not observed
- 2) Only with adult support
- 3) With some adult support
- 4) With some cues from peers (no adult support needed)
- 5) Yes, independently

3-Scale Likert categories (for select competencies that include adult guidance as a requisite):

- 1) Not observed
- 2) Inconsistently, with adult guidance
- 3) Consistently demonstrates, with adult guidance

PK-KINDERGARTEN STUDENT SEL SCREENER

EMOTIONAL DEVELOPMENT:

Understand and manage one's emotions

The following questions will ask about what you have observed about a student's emotional development most of the time, as well as how the student:

- Expresses a wide range of emotions
- Understands and responds to others' emotions

1. Is the learner able to demonstrate awareness of own emotions and how they may be the same or different from others?

2. Is the learner able to, with adult guidance, use verbal language to demonstrate a variety of emotions?

3. Is the learner able to, with adult guidance, use nonverbal language to demonstrate a variety of emotions?

4. Is the learner able to, with adult guidance, display age appropriate self-control?

5. Is the learner beginning to be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities?

6. Is the learner able to recognize the feelings of another child and respond with basic comfort and empathy?

7. Is the learner able to associate words and gestures with a variety of emotions expressed by others?

SELF-CONCEPT:

Develop positive self-identity and recognize self as a lifelong learner

The following questions ask about what you have observed about the student's self-concept most of the time, as well as how the student:

- Develops positive self-esteem
- Demonstrates self-awareness

1. Is the learner able to exhibit positive self-concept and confidence in their abilities?

2. Is the learner able to, with adult guidance, recognize and share independent thoughts?

3. Is the learner able to show awareness of being part of a family?

4. Is the learner able to show awareness of being part of a larger community?
5. Is the learner able to display curiosity?
6. Is the learner able to display risk-taking?
7. Is the learner able to display a willingness to engage in new experiences?
8. Is the learner able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities?

SOCIAL COMPETENCE:

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large
The following questions ask about what you have observed about the student's social competence most of the time, including how the student:

- Demonstrates attachment, trust, and autonomy
- Engages in social interaction and plays with others
- Demonstrates understanding of rules and social expectations
- Engages in social problem solving behavior and learns to resolve conflict

1. Is the learner able to demonstrate awareness of self as a unique individual?
2. Is the learner able to reflect their family when engaged in play and learning?
3. Is the learner able to reflect their culture when engaged in play and learning?
4. Is the learner able to reflect their community when engaged in play and learning?
5. Is the learner able to, with adult guidance, begin to notice that other children and families do things differently?
6. Is the learners be able to engage in healthy and rewarding social interactions and play with peers?
7. Is the learner able to, with adult guidance, initiate conversations (especially with adults)?
8. Is the learner able to, with adult guidance, listen attentively (especially with adults)?
9. Is the learner able to, with adult guidance, respond to conversation (especially with adults)?
10. Is the learner able to, with adult guidance, stay on topic for multiple exchanges (especially with adults)?
11. Is the learner able to adapt behavior based on adult directives?

12. Is the learner able to participate in cooperative play with peers?
13. Is the learner able to, with adult guidance, identify and communicate needs in conflict situations?
14. Is the learner able to, with adult guidance, recognize that they have choices in how to respond to situations?
15. Is the learner able to follow simple group rules?
16. Is the learner able to demonstrate understanding of simple rules related primarily to personal health and safety?
17. Is the learner able to attempt a new skill when encouraged and supported by a safe and secure environment?
18. Is the learner able to show awareness of being part of a family?
19. Is the learner able to show awareness of being part of a larger community?

GRADES 1-3 STUDENT SEL SCREENER

EMOTIONAL DEVELOPMENT:

Understand and manage one's emotions

The following questions will ask about what you have observed about a student's emotional development most of the time, as well as how the student:

- Expresses a wide range of emotions
- Understands and responds to others' emotions

1. Is the learner able to recognize and label a variety of their own basic emotions?
2. Is the learner able to use verbal language to demonstrate a variety of increasingly complex emotions?
3. Is the learner able to use nonverbal language to demonstrate a variety of increasingly complex emotions?
4. Is the learner able to, with adult guidance, demonstrate a variety of increasingly complex emotions?
5. Is the learner beginning to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions?
6. Is the learner able to, with adult guidance, identify how others are feeling, based on their verbal cues?
7. Is the learner able to, with adult guidance, identify how others are feeling, based on their nonverbal cues?
8. Is the learner able to, with adult guidance, identify how others are feeling and respond with compassion?
9. Is the learner able to predict how someone else may feel in a variety of situations?

SELF-CONCEPT:

Develop positive self-identity and recognize self as a lifelong learner

The following questions ask about what you have observed about the student's self-concept most of the time, as well as how the student:

- Develops positive self-esteem
- Demonstrates self-awareness

1. Is the learner able to identify and describe skills and activities they do well?

2. Is the learner able to identify and describe skills and activities for which they need help?
3. Is the learner able to identify and explore their own beliefs?
4. Is the learner able to define the role family plays in their identity and beliefs?
5. Is the learner able to define the role culture plays in their identity and beliefs?
6. Is the learner able to identify simple goals for personal success?
7. Is the learner able to identify simple goals for academic success?
8. Is the learner able to, with encouragement, persist toward reaching a goal despite setbacks?

SOCIAL COMPETENCE:

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large
The following questions ask about what you have observed about the student's social competence most of the time, including how the student:

- Demonstrates attachment, trust, and autonomy
- Engages in social interaction and plays with others
- Demonstrates understanding of rules and social expectations
- Engages in social problem solving behavior and learns to resolve conflict

1. Is the learner able to present their own point of view?
2. Is the learner able to identify commonalities they share with peers?
3. Is the learner able to recognize and respect that individual differences are important to self?
4. Is the learner able to recognize and respect that individual differences are important to others?
5. Is the learner able to identify the different relationships they have with others?
6. Is the learner able to describe in simple terms how words are used to communicate with others?
7. Is the learner able to describe in simple terms how tone is used to communicate with others?
8. Is the learner able to describe in simple terms how body language is used to communicate with others?
9. Is the learner able to, with adult guidance, adapt behavior based upon peer feedback?
10. Is the learner able to, with adult guidance, adapt behavior based upon environment cues?

11. Is the learner able to demonstrate listening skills?
12. Is the learner able to start and stop conversations?
13. Is the learner able to take turns in conversations?
14. Is the learner able to understand the perspective of others in a conflict situation?
15. Is the learner able to, with adult guidance, generate possible choices and actions they could take in a given situation, including positive options?
16. Is the learner able to, with adult guidance, generate possible choices and actions they could take in a given situation, including negative options?
17. Is the learner able to demonstrate positive behaviors as established in classroom and schoolwide expectations?
18. Is the learner able to describe ways to promote personal safety?
19. Is the learner able to identify how to get help from a trusted adult in a variety of situations?
20. Is the learner able to, with adult guidance, identify classroom needs?
21. Is the learner able to, with adult guidance, identify school needs?
22. Is the learner able to, with adult guidance, identify community needs?

GRADES 4-5 STUDENT SEL SCREENER

EMOTIONAL DEVELOPMENT:

Understand and manage one's emotions

The following questions will ask about what you have observed about a student's emotional development most of the time, as well as how the student:

- Expresses a wide range of emotions
- Understands and responds to others' emotions

1. Is the learner able to recognize and label a variety of complex emotions in self?
2. Is the learner able to recognize and label a variety of complex emotions in others?
3. Is the learner able to express their emotions to self and others in respectful ways?
4. Is the learner able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others?
5. Is the learner beginning to be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal goals?
6. Is the learner beginning to be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward academic goals?
7. Is the learner able to identify others' need for empathy and respond in respectful ways?
8. Is the learner able to use perspective-taking to predict how their own behavior affects the emotions of others?

SELF-CONCEPT:

Develop positive self-identity and recognize self as a lifelong learner

The following questions ask about what you have observed about the student's self-concept most of the time, as well as how the student:

- Develops positive self-esteem
- Demonstrates self-awareness

1. Is the learner able to identify and describe skills and activities they do well?
2. Is the learner able to reflect on similarities and differences between their personal beliefs and those of others?

3. Is the learner able to identify their role in their family and how that role impacts their identity?
4. Is the learner able to identify their role in their community and how that role impacts their identity?
5. Is the learner able to assess their level of engagement in their own learning for the achievement of personal goals?
6. Is the learner able to identify strategies to persist and maintain motivation when working toward short-term goals?
7. Is the learner able to identify strategies to persist and maintain motivation when working toward long-term goals?

SOCIAL COMPETENCE:

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large
The following questions ask about what you have observed about the student's social competence most of the time, including how the student:

- Demonstrates attachment, trust, and autonomy
- Engages in social interaction and plays with others
- Demonstrates understanding of rules and social expectations
- Engages in social problem solving behavior and learns to resolve conflict

1. Is the learner able to appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups?
2. Is the learner able to build relationships between diverse groups of people?
3. Is the learner able to demonstrate respect for others by discussing how stereotypes affect self and others?
4. Is the learner able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships?
5. Is the learner able to effectively communicate clearly to build healthy relationships?
6. Is the learner able to effectively listen well to build healthy relationships?
7. Is the learner able to effectively cooperate with others to build healthy relationships?
8. Is the learner able to, independently, adapt behavior based upon peer feedback and environmental cues?
9. Is the learner able to work cooperatively and productively in a group to accomplish a set goal?

10. Is the learner able to identify cause and effect of a conflict?
11. Is the learner able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others?
12. Is the learner able to identify and respect social norms for behavior and safe interactions across different settings?
13. Is the learner able to honor social norms with respect to safety of oneself and others?
14. Is the learner able to identify when and how to offer help to others?
15. Is the learner able to identify actions that would positively impact change in a classroom?
16. Is the learner able to identify actions that would positively impact change in a school?
17. Is the learner able to identify actions that would positively impact change in a community?

GRADES 6-8 STUDENT SEL SCREENER

EMOTIONAL DEVELOPMENT:

Understand and manage one's emotions

The following questions will ask about what you have observed about a student's emotional development most of the time, as well as how the student:

- Expresses a wide range of emotions
- Understands and responds to others' emotions

1. Is the learner able to recognize and label a variety of complex graded emotions in self?
2. Is the learner able to recognize and label a variety of complex graded emotions in others?
3. Is the learner able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal)?
4. Is the learner able to identify what triggers a strong emotion, and apply an appropriate calming or coping strategy to defuse the emotional trigger?
5. Is the learner able to independently use organizational skills and strategies to focus attention in order to work toward short-term personal and academic goals?
6. Is the learner able to provide support and encouragement to others through perspective-taking, empathy, and appreciation for diversity?
7. Is the learner able to recognize expressions of empathy in society and communities?

SELF-CONCEPT:

Develop positive self-identity and recognize self as a lifelong learner

The following questions ask about what you have observed about the student's self-concept most of the time, as well as how the student:

- Develops positive self-esteem
- Demonstrates self-awareness

1. Is the learner able to use optimism and "growth mindset" to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop?
2. Is the learner able to self-reflect on their values and beliefs, and how their behaviors relate to those values and beliefs?
3. Is the learner able to identify how family and culture impact their thoughts and actions?

4. Is the learner able to assess their level of engagement in their own learning for the achievement of personal goals?

5. Is the learner able to identify successes and challenges and how they can learn from them?

SOCIAL COMPETENCE:

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large
The following questions ask about what you have observed about the student's social competence most of the time, including how the student:

- Demonstrates attachment, trust, and autonomy
- Engages in social interaction and plays with others
- Demonstrates understanding of rules and social expectations
- Engages in social problem solving behavior and learns to resolve conflict

1. Is the learner able to show respect for other people's perspectives?

2. Is the learner able to reflect how cross-cultural experiences can influence their ability to build positive relationships?

3. Is the learner able to identify discrimination of individuals and groups based upon perceived differences?

4. Is the learner able to recognize the emotional costs of negative relationships?

5. Is the learner able to recognize the physical costs of negative relationships?

6. Is the learner able to recognize the social or other costs of negative relationships?

7. Is the learner able to use active listening and assertive, clear communication when expressing thoughts and ideas?

8. Is the learner able to recognize and respond appropriately to constructive feedback?

9. Is the learner able to work cooperatively and productively in a group and overcome setbacks and disagreements?

10. Is the learner able to apply negotiation skills and conflict resolution skills to resolve differences?

11. Is the learner able to generate a variety of solutions and outcomes to a problem with consideration of well-being for oneself and others?

12. Is the learner able to identify how social norms for behavior vary across different settings and within different cultures?

13. Is the learner able to identify the impact of their decisions on personal safety and relationships?

14. Is the learner able to advocate for themselves?

15. Is the learner able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community?

GRADES 9-10 STUDENT SEL SCREENER

EMOTIONAL DEVELOPMENT:

Understand and manage one's emotions

The following questions will ask about what you have observed about a student's emotional development most of the time, as well as how the student:

- Expresses a wide range of emotions
- Understands and responds to others' emotions

1. Is the learner able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time?
2. Is the learner able to express their emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modalities (e.g., verbal and nonverbal)?
3. Is the learner able to consistently use appropriate calming and coping strategies when dealing with strong emotions?
4. Is the learner able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals?
5. Is the learner able to provide support and encouragement to others through perspective-taking, empathy, and appreciation for diversity?
6. Is the learner able to evaluate verbal cues to predict and respond to the emotions of others?
7. Is the learner able to evaluate physical cues to predict and respond to the emotions of others?
8. Is the learner able to evaluate environmental cues to predict and respond to the emotions of others?

SELF-CONCEPT:

Develop positive self-identity and recognize self as a lifelong learner

The following questions ask about what you have observed about the student's self-concept most of the time, as well as how the student:

- Develops positive self-esteem
- Demonstrates self-awareness

1. Is the learner able to set priorities to build personal strengths, grow in their learning, recognize barriers and employ solutions?

2. Is the learner able to use self-reflection to determine if their behavior is reflective of their personal values and modify behavior to match their beliefs?
3. Is the learner able to reflect on their own beliefs relative to different familial and societal norms?
4. Is the learner able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary?
5. Is the learner able to recognize barriers to succeeding and identify supports to help themselves?

SOCIAL COMPETENCE:

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large

The following questions ask about what you have observed about the student's social competence most of the time, including how the student:

- Demonstrates attachment, trust, and autonomy
- Engages in social interaction and plays with others
- Demonstrates understanding of rules and social expectations
- Engages in social problem solving behavior and learns to resolve conflict

1. Is the learner able to identify positive ways to express understanding of differing perspectives?
2. Is the learner able to support the rights of individuals to reflect their family, culture and community within the school setting?
3. Is the learner able to assess for personal bias and evaluate strategies to oppose stereotyping?
4. Is the learner able to independently seek and sustain positive, supportive relationships?
5. Is the learner able to use assertive communication, including refusals, to get their needs met without negatively impacting others?
6. Is the learner able to accept constructive feedback?
7. Is the learner able to formulate group goals and work through an agreed upon plan?
8. Is the learner able to self-reflect on their role in a conflict to inform their behavior in the future?
9. Is the learner able to apply steps of systemic decision-making with consideration of well-being for oneself and others?
10. Is the learner able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion?

11. Is the learner able to use negotiation and refusal skills to resist unwanted pressures and maintain personal health and safety?

12. Is the learner able to advocate for their needs and the needs of others by utilizing educational and community support networks?

13. Is the learner able to independently create an action plan that addresses real needs in the classroom, school, and community?

GRADES 11-12 STUDENT SEL SCREENER

EMOTIONAL DEVELOPMENT:

Understand and manage one's emotions

The following questions will ask about what you have observed about a student's emotional development most of the time, as well as how the student:

- Expresses a wide range of emotions
- Understands and responds to others' emotions

1. Is the learner able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships?

2. Is the learner able to understand and explain how their expression of emotions can influence how others respond to them?

3. Is the learner able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions?

4. Can the learner employ focusing skills independently and understand their importance in achieving important goals in times of adversity?

5. Is the learner able to demonstrate connectedness, through empathy and engagement to their communities?

6. Is the learner able to evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others?

SELF-CONCEPT:

Develop positive self-identity and recognize self as a lifelong learner

The following questions ask about what you have observed about the student's self-concept most of the time, as well as how the student:

- Develops positive self-esteem
- Demonstrates self-awareness

1. Is the learner able to maintain a "growth mindset" about their abilities to succeed and grow, and will persist through challenges?

2. Is the learner able to use self-reflection to assess their behavior for authenticity, honesty, and respect, and articulate how this impacts their greater community?

3. Is the learner able to explain how their beliefs can impact their growth and success, and advocate for their beliefs?
4. Is the learner able to set short and long-term goals, and create a plan to execute those goals?
5. Is the learner able to set short and long-term goals, and be able to analyze progress and collaborate to adjust goals when needed?
6. Is the learner able to demonstrate perseverance when dealing with challenges and adversity?

SOCIAL COMPETENCE:

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large
The following questions ask about what you have observed about the student's social competence most of the time, including how the student:

- Demonstrates attachment, trust, and autonomy
- Engages in social interaction
- Demonstrates understanding of rules and social expectations
- Engages in social problem solving behavior and learns to resolve conflict

1. Is the learner able to demonstrate conversational skills to determine the perspective of others?
2. Is the learner able to support the rights of all individuals to reflect their family, culture, and community in society?
3. Is the learner able to develop ethical arguments from a variety of ethical positions to evaluate societal norms?
4. Is the learner able to maintain positive relationships?
5. Is the learner able to use effective strategies (e.g., boundary setting, stating your needs, and recognizing warning signs) to avoid negative relationships?
6. Is the learner able to use assertive communication, including refusals, in a variety of settings and with a variety of audiences to get their needs met, without negatively impacting others?
7. Is the learner able to evaluate constructive feedback and provide constructive feedback when needed?
8. Is the learner able to recognize how each group member's skills contribute toward group goals?
9. Is the learner able to consistently resolve inter-personal conflicts across settings (e.g., school, work, community and personal relationships)?

10. Is the learner able to consider a variety of factors, (e.g., ethical, safety, and societal factors) in order to make decisions that promote productive social and work relations?
11. Is the learner able to evaluate the ways in which public opinion can be used to influence and shape public policy?
12. Is the learner able to evaluate factors that impact personal and community health and safety, and apply appropriate preventative and protective strategies (e.g., health and wellness, sleep, healthy relationships)?
13. Is the learner able to generate positive choices and pro-actively advocate for themselves and others across settings (e.g., school, community, work, and personal relationships)?
14. Is the learner able to analyze opportunities to improve their community and engage in civic activities to influence issues impacting various communities?