**Developmentally Adapted SEL Likert Rating System: Progression by Grade Level**

EARLY ELEMENTARY SCHOOL

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| ***SEL Likert Ratings by Marking Period*** | **MP 1** | **MP 2** | **MP 3** | **MP 4** |
| Recognizes and Labels Emotions |  |  |  |  |
| Describe Situations the Cause Emotions |  |  |  |  |
| Identify a Way to Calm Self |  |  |  |  |
| Walk Away/Remove Self from a Triggering Event |  |  |  |  |
| Recognize Words and Actions that Hurt Others |  |  |  |  |
| Predict Others’ Feelings Based on Facial Expressions and Body Language |  |  |  |  |
| Pay Attention When Others Are Speaking |  |  |  |  |
| Recognize Choices in How to Respond to Situations |  |  |  |  |
| Recognize that Everyone Makes Mistakes and that Learning Can Result |  |  |  |  |

LATE ELEMENTARY SCHOOL

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| ***SEL Likert Ratings by Marking Period*** | **MP 1** | **MP 2** | **MP 3** | **MP 4** |
| Recognize and Label Emotions and Discuss Link to Behavior |  |  |  |  |
| Recognize Qualities of Positive Role Models |  |  |  |  |
| Demonstrate Ways to Express Emotions in a Socially Appropriate Way |  |  |  |  |
| Describe Steps in Setting and Working Toward a Goal |  |  |  |  |
| Predict How Behavior Affects the Emotions of Others |  |  |  |  |
| Describe Tone and How it is Used to Communicate to Others |  |  |  |  |
| Demonstrate Cooperative Behaviors in a group (e.g., listen, encourage) |  |  |  |  |
| Generate Alternative Solutions and Evaluate the Consequences |  |  |  |  |
| Demonstrate Knowledge of How Social Norms in the Classroom Affect Decision-Making |  |  |  |  |

MIDDLE SCHOOL

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| ***SEL Likert Ratings by Marking Period*** | **MP 1** | **MP 2** | **MP 3** | **MP 4** |
| Recognize Emotions as Indicators of Situations in Need of Attention |  |  |  |  |
| Analyze How Personal Qualities and Temperaments Influence Choices and Successes |  |  |  |  |
| Reflect on Possible Consequences, Both Positive and Negative, Before Expressing an Emotion |  |  |  |  |
| Apply Strategies to Manage Stress and to Motivate Successful Performance |  |  |  |  |
| Adjust Behavior Based on Perceive Emotional Impact on Others |  |  |  |  |
| Differentiate Between Passive, Assertive, and Aggressive Responses |  |  |  |  |
| Demonstrate an Ability to Be a Team Player in Achieving Group Goals |  |  |  |  |
| Identify and Apply the Steps of Systematic Decision-Making |  |  |  |  |
| Evaluate Strategies for Resisting Pressures to Engage in Unsafe or Unethical Activities |  |  |  |  |

Early High School

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| ***SEL Likert Ratings by Marking Period*** | **MP 1** | **MP 2** | **MP 3** | **MP 4** |
| Distinguish Real Feelings From How Others Expect Them to Feel |  |  |  |  |
| Identify Things About Themselves They Cannot Change, and Devote Energy to Something They Can Change |  |  |  |  |
| Understand the Effect of Self-Talk on Emotions |  |  |  |  |
| Practice Strategies for Coping with and Overcoming Feelings of Rejection, Social Isolation, and Other Forms of Stress |  |  |  |  |
| Demonstrate Ways to Express Understanding of Those Who Hold Different Opinions |  |  |  |  |
| Understand the Benefits and Practice Setting Limits for Themselves and Others |  |  |  |  |
| Demonstrate Strategies for Collaborating with Peers, Adults, and Others in the Community to Move Group Efforts Forward |  |  |  |  |
| Apply Decision-Making Skills to Establish Responsible Social and Work Relationships |  |  |  |  |
| Evaluate How External Influences (e.g., media, peers, cultural norms, social norms) and the Expectations of Authority Influence Personal Decisions and Actions |  |  |  |  |

LATE HIGH SCHOOL

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| ***SEL Likert Ratings by Marking Period*** | **MP 1** | **MP 2** | **MP 3** | **MP 4** |
| Use Self-Reflection to Make Sure Emotions are in Line with the Truth of the Situation |  |  |  |  |
| Realize the Level of Control They Have Over Their Own Lives and Act Accordingly |  |  |  |  |
| Demonstrate Reframing Skills to Promote Resiliency and Optimism |  |  |  |  |
| Acknowledge an Emotion and Determine the Appropriate Time and Place to Safely Digest it |  |  |  |  |
| Value and Learn from the Perspectives of Others |  |  |  |  |
| Use Assertive Communication to Get Their Needs Met Without Negatively Impacting Others |  |  |  |  |
| Empower, Encourage, and Affirm Themselves and Others Through Interactions |  |  |  |  |
| Apply Responsible Decision-Making Skills to Positively Affect Interpersonal and Group Relationships |  |  |  |  |
| Analyze How Present Decision-Making Affects College and Career Choices |  |  |  |  |

Note that specific rating systems can vary within the above system. For example, each SEL skill can be rated on a scale from 1-5 where 1=Very Much Unlike the Student, 2 =Unlike the Student, 3 = Somewhat like the student, 4 = Like the student, 5 = Very much like the student (i.e., 5 is the best score). Other ratings can be based on age appropriateness (4 = Exceeds Age/Grade Expectations, 3 = Meets Expectations, 2 = Slightly Below Expectations, 1 = Clearly Below Expectations), or comparison with peers ( √+ = Significantly Stronger Than Peers, √ = Similar To Peers, √- = Significantly Different From Peers).