

Assessing Social-Emotional Learning in the Classroom

This rubric is designed to help you (1) measure the development of your students' social-emotional skills and (2) assess their understanding of these skills through literacy. Check off descriptions in the five categories that best reflect a student's understanding of each concept through reading the SEL-aligned books in this collection. You may want to meet to discuss specific books that the student has read.

SEL THEMES		EMERGING	DEVELOPING	ACCOMPLISHED
Understanding Myself	Student's Own Development	<input type="checkbox"/> Student lacks motivation and shows minimal self-confidence <input type="checkbox"/> Student does not make any effort to set goals <input type="checkbox"/> Student does not have an awareness of his/her own strengths and weaknesses	<input type="checkbox"/> Student demonstrates some self-confidence, but tends to lose motivation <input type="checkbox"/> Student sets initial goals, but makes minimal effort to achieve them <input type="checkbox"/> Student demonstrates some awareness of his/her strengths and weaknesses	<input type="checkbox"/> Student demonstrates self-confidence and is self-motivated <input type="checkbox"/> Student sets personal goals and noticeably strives to achieve them <input type="checkbox"/> Student consistently demonstrates an awareness of his/her strengths and weaknesses
	SEL Literacy Development	<input type="checkbox"/> Student cannot identify or understand characters' feelings <input type="checkbox"/> Student cannot identify characters' goals or possible motives for working toward those goals	<input type="checkbox"/> Student can identify characters' feelings, but cannot relate to or understand them <input type="checkbox"/> Student can identify characters' goals, but does not fully understand characters' motives	<input type="checkbox"/> Student identifies, understands, and can relate to characters' feelings <input type="checkbox"/> Student identifies characters' goals and understands possible motives and intentions
Managing Myself	Student's Own Development	<input type="checkbox"/> Student has little to no impulse control <input type="checkbox"/> Student does not manage stress and emotions appropriately <input type="checkbox"/> Student's lack of organization negatively affects schoolwork	<input type="checkbox"/> Student sometimes displays impulse control <input type="checkbox"/> Student sometimes manages stress and emotions appropriately <input type="checkbox"/> Student's organizational skills are erratic, but improving	<input type="checkbox"/> Student consistently displays impulse control <input type="checkbox"/> Student consistently manages stress and emotions appropriately <input type="checkbox"/> Student's organizational skills are consistent and positively affect schoolwork
	SEL Literacy Development	<input type="checkbox"/> Student cannot identify characters' internal dilemmas and does not see their connection to the characters' actions <input type="checkbox"/> Student cannot identify the external obstacles characters face and does not understand how those obstacles can prohibit goal achievement	<input type="checkbox"/> Student can identify characters' internal dilemmas, but does not see their connection to the characters' actions <input type="checkbox"/> Student can identify the external obstacles characters face, but does not understand how characters overcome these obstacles	<input type="checkbox"/> Student identifies characters' internal dilemmas and sees their connection to the characters' actions <input type="checkbox"/> Student identifies the external obstacles characters face, and understands how characters work to overcome these obstacles

SEL THEMES		EMERGING	DEVELOPING	ACCOMPLISHED
Respecting Others	Student's Own Development	<ul style="list-style-type: none"> ❑ Student shows little to no consideration for classmates' feelings and does not act appropriately ❑ Student might identify cultural/social differences, but does not display empathy for others 	<ul style="list-style-type: none"> ❑ Student shows an understanding of classmates' feelings, but does not act appropriately ❑ Student identifies cultural/social differences and attempts to show respect for them 	<ul style="list-style-type: none"> ❑ Student demonstrates an understanding of classmates' feelings and acts appropriately ❑ Student demonstrates an understanding and appreciation of cultural and social differences
	SEL Literacy Development	<ul style="list-style-type: none"> ❑ Student does not understand if characters act considerately and cannot identify characters' intentions ❑ Student might identify the cultural and social differences of characters, but does not make connections back to his/her own experiences 	<ul style="list-style-type: none"> ❑ Student understands if characters are acting considerately, but cannot identify characters' intentions toward others ❑ Student identifies the cultural and social differences of characters, but does not make connections back to his/her own experiences 	<ul style="list-style-type: none"> ❑ Student understands if characters are acting considerately and identifies characters' intentions ❑ Student identifies differences of characters, makes connections to his/her own life experiences, and sees similarities between the text and his/her life
Building Relationships	Student's Own Development	<ul style="list-style-type: none"> ❑ Student makes minimal attempt to form relationships with peers ❑ Student does not try to talk with peers and does not continue a conversation when approached 	<ul style="list-style-type: none"> ❑ Student makes some attempt to form relationships with peers with encouragement from teacher ❑ Student talks to peers but only when approached first 	<ul style="list-style-type: none"> ❑ Student makes consistent and self-motivated efforts to talk to peers ❑ Student engages in conversations regularly, and works to sustain positive relationships with peers
	SEL Literacy Development	<ul style="list-style-type: none"> ❑ Student does not make connections between characters' relationships and relationships in his/her own life ❑ Student does not see how problems in communication create conflict, nor how problems can be solved 	<ul style="list-style-type: none"> ❑ Student identifies different kinds of relationships in the book, but does not relate any to his/her own life ❑ Student sees how problems in communication create conflict, but not how problems can be solved 	<ul style="list-style-type: none"> ❑ Student identifies different kinds of relationships in the book and relates them to his/her own life ❑ Student sees how problems in communication create conflict, but not how problems can be solved
Making Decisions	Student's Own Development	<ul style="list-style-type: none"> ❑ Student does not use any clear reasoning when making decisions ❑ Student does not consider the safety/social repercussions of actions 	<ul style="list-style-type: none"> ❑ Student might briefly stop to think before making decisions ❑ Student usually considers safety/social repercussions of actions 	<ul style="list-style-type: none"> ❑ Student shows clear reasoning before making decisions ❑ Student constantly considers the safety/social repercussions of actions
	SEL Literacy Development	<ul style="list-style-type: none"> ❑ Student does not stop to consider a character's decision-making process ❑ Student cannot identify or understand the reasoning behind a character's decision 	<ul style="list-style-type: none"> ❑ Student sometimes considers a character's decision-making process ❑ Student identifies a character's reasoning for decisions, but does not fully understand the reasoning 	<ul style="list-style-type: none"> ❑ Student consistently considers and evaluates characters' decisions ❑ Student identifies a character's reasoning for a decision and fully understands why he/she acts