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| **Emotional Development** | | | | | |
| **No** | **CASEL Domain** | **PK – 5K** | **1st to 3rd** | **4th to 5th** | **Assessment Option** |
| 1 | Self-Awareness | **Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others.** | Learners will be able to recognize and label a variety of their own basic emotions. | **Learners will be able to recognize and label a variety of complex emotions in self and others.** | SELweb EE Emotion Recognition; SELweb LE Complex Emotion Recognition;  Self-Awareness of emotions could be assessed using the Mood Meter |
| 2 | Self-Management | Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. | Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions. | Learners will be able to express their emotions to self and others in respectful ways. | Could be assessed by teacher ratings of performance tasks |
| 3 | Self-Management | **Learners will be able to, with adult guidance, display age appropriate self-control. *WMELS Domain II A EL.1*** | **Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions.** | **Learners will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others.** | SELweb EE Delay of Gratification and Frustration Tolerance; SELweb LE Emotion Regulation Knowledge and Self-Reported Self-Control |
| 4 | Focus Attention | Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. | Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions. | Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals. | Could be assessed with direct behavior ratings or teacher rating scales |
| 5 | Social Awareness | **Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. *WMELS Domain II A EL.2*** | **Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.** | **Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.** | SELweb EE Emotion Recognition and Social Perspective-Taking; SELweb LE Complex Emotion Recognition and Social Perspective-Taking |
| 6 | Social Awareness | Learners will be able to associate words and gestures with a variety of emotions expressed by others. | **Learners will be able to predict how someone else may feel in a variety of situations.** | **Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others.** | SELweb LE and Social Perspective-Taking and Social Problem-Solving |
| **Self-Concept** | | | | | |
| **No** | **CASEL Domain** | **PK – 5K** | **1st to 3rd** | **4th to 5th** | **Assessment Option** |
| 7 | Self-Awareness | Learners will be able to exhibit positive self-concept and confidence in their abilities. | Learners will be able to identify and describe skills and activities they do well and those for which they need help. | Learners will be able to use a “growth mind set” in order to recognize and build on their strengths. | Well-suited to self-report |
| 8 | Self-Awareness | Learners will be able to, with adult guidance, recognize and share independent thoughts. | Learners will be able to identify and explore their own beliefs. | Learners will be able to reflect on similarities and differences between their personal beliefs and those of others. | Could be assessed by teacher ratings of performance tasks |
| 9 | Self-Awareness Social Awareness | Learners will be able to show awareness of being part of a family and a larger community. | Learners will be able to define the role family and culture play in their identity and beliefs. | Learners will be able to identify their role in their family and community and how those roles impact their identity. | These are complex competencies. Need to unpack to determine best assessment approach |
| 10 | Self-Management | Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. | Learners will be able to identify simple goals for personal and academic success. | Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals. | Could be assessed with self-report and open-ended questions |
| 11 | Self-Awareness  Self-Management | Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. | **Learners will be able to, with encouragement, persist toward reaching a goal despite setbacks.** | **Learners will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals.** | SELweb EE Delay of Gratification and Frustration Tolerance; SELweb LE Emotion Regulation Knowledge and Self-Reported Self-Control |
| **Social Competence** | | | | | |
| **No** | **CASEL Domain** | **PK – 5K** | **1st to 3rd** | **4th to 5th** | **Assessment Option** |
| 12 | Social Awareness | Learners will be able to demonstrate awareness of self as a unique individual. | Learners will be able to present their own point of view. | **Learners will be able to appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups.** | SELweb LE Social Perspective-Taking |
| 13 | Social Awareness | Learners will be able to reflect their family, culture, and community when engaged in play and learning. | Learners will be able to identify commonalities they share with peers. | Learners will be able to build relationships between diverse groups of people. | Could use activities from “Different and the Same” and/or social network methods |
| 14 | Social Awareness | Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. | Learners will be able to recognize and respect that individual differences are important to self and others | Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others. | These are complex competencies. Need to unpack to determine best assessment approach |
| 15 | Relationship Skills | Learners will be able to engage in healthy and rewarding social interactions and play with peers . | Learners will be able to identify the different relationships they have with others. | Learners will be able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships . | Could be assessed with some combination of self-report, teacher ratings, and peer nominations |
| 16 | Relationship Skills | Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). | Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others. | Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships. | Could be assessed by teacher ratings of performance tasks |
| 17 | Relationship Skills | Learners will be able to adapt behavior based on adult directives. | Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues. | Learners will be able to independently adapt behavior based upon peer feedback and environmental cues. | Could be assessed with teacher ratings and/or peer behavioral nominations |
| 18 | Relationship Skills | Learners will be able to participate in cooperative play with peers. | Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. | Learners will be able to work cooperatively and productively in a group to accomplish a set goal. |  |
| 19 | Relationship Skills | **Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. *WMELS Domain II C EL.4*** | **Learners will be able to understand the perspective of others in a conflict situation.** | **Learners will be able to identify cause and effect of a conflict.** | SELweb EE and SELweb LE Social Problem-Solving |
| 20 | Decision Making | **Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations.** | **Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation, including positive and negative options.** | **Learners will be 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.** | SELweb EE and SELweb LE Social Problem-Solving |
| 21 | Social Awareness | Learners will be able to follow simple group rules. | Learners will be able to demonstrate positive behaviors as established in classroom and schoolwide expectations. | Learners will be able to identify and respect social norms for behavior and safe interactions across different settings. | Could be assessed with teacher ratings and/or peer behavioral nominations |
| 22 | Decision Making  Relationship Skills | Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. | Learners will be able to describe ways to promote personal safety. | Learners will be able to honor social norms with respect to safety of oneself and others. |  |
| 23 | Social Awareness  Relationship Skills | Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. | Learners will be able to identify how to get help from a trusted adult in a variety of situations. | Learners will be able to identify when and how to offer help to others. | Could be assessed with teacher ratings, possibly self-report |
| 24 | Decision Making  Social Awareness  Relationship Skills | Learners will be able to show awareness of being part of a family and a larger community. | Learners will be able to, with adult guidance, identify classroom, school, and community needs. | Learners will be able to identify actions that would positively impact change in a classroom, school, and community. |  |