Emotional Development

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| No. | CASEL Domain | 1st-3rd | 4th-5th | Zoo U Assessment |
| 1 | Self-Awareness | 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. | * Students create a personalized avatar to represent their character in the game. * Students make choices on how to interact in social simulated scenarios |
| 2 | Self- Management | 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. | * Students will express their emotions by listening to choices throughout the scenes and choosing what they think is the best option. |
| 3 | Self- Management | 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. | * During the Emotion Regulation scene, students will be measure on how they regulate emotions when faced with people blocking their path in the hallway. * During the Impulse control scene, students follow directions and stay on task to perform a non-obvious job of feeding an elephant. |
| 4 | Focus  Attention | 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. | * Throughout the assessment students will follow directions, to complete each scene. |
| 5 | Social  Awareness | 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 identify others’ need for empathy and respond in respectful ways. | * During a scene focused on Empathy, students will identify a child in need and help him feel better. |
| 6 | Social  Awareness | 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. | * In a scene focused on Social Initiation, students will be evaluated on how they engage with others who initially reject their offer to play. |

Self-Concept

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| 7 | Self-Awareness | 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. | * Students will be evaluated on the decisions they make in each of the 6 scenes. * Educators will have a personalized report that identifies the student’s strengths and weaknesses. |
| 8 | Self-Awareness | 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. | * Students play through the assessment alone and can make personalized choices in a safe environment. |
| 9 | Self-Awareness  Social-Awareness | 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. | * Students interact with peers and authority figures throughout the assessment scenes. * In a scene where students practice Communication, they are measure on how polite and appropriate they interact with different types of authority figures. |
| 10 | Self-Management | 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. | * Students play through 6 short scenes that focus on assessing their strengths and weaknesses within six critical social and emotional skills. |
| 11 | Self-Awareness  Self-Management | 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. | * Students will be presented with choices including optimal choices that fit the social scenarios they are simulating. * Educators are able to share the student’s assessment results in order to help them build upon those six social and emotional skills. |

Social Competence

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| 12 | Social Awareness | 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. | * Student simulate social scenarios practicing six social and emotional skills. |
| 13 | Social Awareness | Learners will be able to identify commonalities they share with peers. | Learners will be able to build relationships between diverse groups of people. | * Students must choose to join in a four-square game already in progress. * Students will be measured on how they engage with others who initially reject their offer in the Social Initiation assessment scene. |
| 14 | Social Awareness | 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. | * During multiple school-based assessment scenarios, students must interact effectively with a diverse group of students and adults. |
| 15 | Relationship Skills | 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. | * During a scene focusing on Communication, students will be evaluated on how they converse with different types of authority figures. |
| 16 | Relationship Skills | 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. | * During the Communication assessment scene, students will navigate a hallway and get a hall pass from the hall monitor when they cannot find their class. * This scene will focus on evaluating the students' communication skills with peers and authority figures. |
| 17 | Relationship Skills | 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. | * During the Cooperation assessment scene, students will cooperate with another student to perform a difficult task. |
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| 19 | Relationship Skills | 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. | * During the Cooperation assessment scene, a student must catch a loose bird by first trying to independently and then working with a classmate. * The student will be measured on how well they cooperate with another student to complete a difficult task. |
| 20 | Decision Making | 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. | * Throughout the entire 6 scene assessment, students will decide how to communicate and interact with the other characters by making choices. Each assessment scene focuses on one social and emotional skill: Emotion Regulation, Impulse Control, Communication, Empathy, Cooperation, and Social Initiation. |
| 21 | Social Awareness | 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. | * Students will play through social scenarios that take place in a school setting. |
| 22 | Decision Making  Relationship Skills | 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. | * Areas of weaknesses in six social and emotional skills will be identified once they students plays through the six scene assessment. * Educators will be provided with a report and the student can continue gameplay in order to improve upon these skills. |
| 23 | Social Awareness  Relationship Skills | 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. | * Students will communicate with adults throughout the assessment. Their communication will be measured by how well they follow directions, regulate emotions and how polite they are to these adults. |
| 24 | Decision Making  Social Awareness  Relationship Skills | 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. | * Students will receive feedback from their peers and authority figures in the assessment as they navigate through the six scenes. |