

## Life/Career Abilities - Social Emotional - Rubrics

School \_\_\_\_\_

Student \_\_\_\_\_

Performance Measure	Exemplary	Proficient	Developing	Beginning
<b>Social Facility — Is socially aware, respects individual differences, builds relationships, uses interpersonal communication, shows empathy, is assertive</b>				
<b>Is Socially Aware</b>	<input type="checkbox"/> Consistently interprets social situations correctly, knows when to approach others.	<input type="checkbox"/> Interprets social situations correctly, knows when to approach others.	<input type="checkbox"/> Usually follows accepted social behaviors and knows when to approach others.	<input type="checkbox"/> Often acts inappropriately socially and interrupts others.
<b>Forms Relationships</b>	<input type="checkbox"/> Makes frequent contact with potential friends, listens, and offers support and assistance regularly.	<input type="checkbox"/> Greets potential friends, listens, and offers support and assistance when needed.	<input type="checkbox"/> Seeks out others and may offer support when needed.	<input type="checkbox"/> Finds it difficult to start or maintain positive relationships.
<b>Acts in Respectful Manner</b>	<input type="checkbox"/> Always acts respectfully towards others and greets others cordially.	<input type="checkbox"/> Acts respectfully towards others.	<input type="checkbox"/> Usually acts respectfully towards others.	<input type="checkbox"/> Does not always act respectfully towards others.
<b>Is Assertive</b>	<input type="checkbox"/> Consistently expresses ideas and perspectives without alienating others.	<input type="checkbox"/> Expresses ideas and perspective without alienating others.	<input type="checkbox"/> Offers personal ideas and perspective only when encouraged.	<input type="checkbox"/> Hesitates to offer personal ideas and perspective.
<b>Self-Control — Is self-aware, identifies emotional states, controls emotions, acts responsibly, makes healthy choices, avoids unsafe risks</b>				
<b>Identifies Emotions</b>	<input type="checkbox"/> Always accurately labels emotions felt and recognizes behaviors in others that indicate emotions.	<input type="checkbox"/> Accurately labels own emotions and often recognizes behaviors in others that indicate emotions.	<input type="checkbox"/> Usually labels emotions felt, but fails to recognize behaviors in others that indicate emotions.	<input type="checkbox"/> Is unable to identify emotions.
<b>Regulates Emotions</b>	<input type="checkbox"/> Consistently uses self-talk strategies to reduce negative emotions and always adjusts body language and tone of voice to reduce triggering a negative emotional reaction in others.	<input type="checkbox"/> Uses self-talk strategies to reduce negative emotions and usually adjusts body language and tone of voice to reduce triggering a negative emotional reaction in others.	<input type="checkbox"/> Sometimes adjusts body language and tone of voice to control emotions.	<input type="checkbox"/> Fails to control emotions or behaves in a manner that triggers negative emotions in others.
<b>Acts Responsibly in the Interests of Others</b>	<input type="checkbox"/> Contributes extensively to a community organization or event; thoughtfully reflects on the importance of own actions within the community.	<input type="checkbox"/> Contributes to a community organization or event and reflects on the importance of personal involvement within the community.	<input type="checkbox"/> Participates in, but does not contribute to, a community organization or event and attempts to reflect on personal involvement within the community.	<input type="checkbox"/> Does not contribute to a community organization or event or reflect on the importance of involvement within the community.
<b>Is Confident</b>	<input type="checkbox"/> Consistently shows body language and conversation that indicates being able to handle new situations.	<input type="checkbox"/> Shows body language and conversation that indicates being able to handle new situations.	<input type="checkbox"/> Occasionally shows body language and conversation that indicates being uncomfortable and unsure in a new situation.	<input type="checkbox"/> Is quiet and reserved in new situations.
<b>Self Reflection — Seeks to improve, adapts to change, aware of own thinking, is intellectually humble, sees consequences of actions, invites and accepts feedback, copes with setbacks and criticism</b>				
<b>Is Aware of Own Thinking</b>	<input type="checkbox"/> Consistently aware of the process used to analyze problems and make decisions.	<input type="checkbox"/> Is aware of process used to analyze problems and make decisions.	<input type="checkbox"/> Shows limited ability to describe process used to make choices and solve problems.	<input type="checkbox"/> Is unaware of or unable to describe the process of making choices.
<b>Invites and Accepts Feedback</b>	<input type="checkbox"/> Consistently invites and incorporates feedback to solve issues effectively.	<input type="checkbox"/> Invites and incorporates feedback effectively.	<input type="checkbox"/> Attempts to incorporate feedback effectively.	<input type="checkbox"/> Attempts to incorporate feedback, but not effectively.
<b>Sees Consequences of Actions</b>	<input type="checkbox"/> Consistently considers the implications and consequences of actions.	<input type="checkbox"/> Considers the implications and consequences of actions.	<input type="checkbox"/> Occasionally acts in ways that fail to anticipate consequences.	<input type="checkbox"/> Acts impulsively and fails to consider consequences of actions.
<b>Copes with Setbacks and Criticism</b>	<input type="checkbox"/> Consistently copes positively with setbacks and criticism and actively apply these to future endeavors.	<input type="checkbox"/> Copes positively with setbacks and criticism and thinks about the impact on future endeavors.	<input type="checkbox"/> Attempts to cope positively with setbacks and criticism.	<input type="checkbox"/> Attempts to cope with setbacks and criticism, but often in a negative way.