

Life/Career Rubric - Social Emotional

School _____

Student _____

Performance Measure	Exemplary	Proficient	Developing	Beginning
Social Facility — Is socially aware, respects individual differences, builds relationships, uses interpersonal communication, shows empathy, is assertive				
Is Socially Aware	<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.
Forms Relationships	<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.
Acts in Respectful Manner	<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.
Is Assertive	<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.
Self-Control — Is self-aware, identifies emotional states, controls emotions, acts responsibly, makes healthy choices, avoids unsafe risks				
Identifies Emotions	<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.
Regulates Emotions	<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.
Acts Responsibly in the Interests of Others	<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.
Is Confident	<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.
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				
Is Aware of Own Thinking	<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.
Invites and Accepts Feedback	<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.
Sees Consequences of Actions	<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.
Copes with Setbacks and Criticism	<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.