

**GREENWICH PUBLIC SCHOOLS  
MONITORING REPORT  
WHOLE STUDENT DEVELOPMENT (E-002)  
FEBRUARY 2007**

I hereby present the monitoring report on the District Ends Policy, "Whole Student Development." I certify compliance and that the information contained in this report is accurate.

Signed: \_\_\_\_\_  
Betty J. Sternberg, Superintendent of Schools

Date: \_\_\_\_\_

**BROADEST POLICY PROVISION**

*The District shall provide an educational experience that expands beyond academic achievement to address the physical, creative, social and emotional developmental needs of all students. The students' experiences shall be designed to develop the students' knowledge and skills to become creative, capable and responsible members of society.*

**STATEMENT OF COMPLIANCE**

The District is in compliance with the Policy's directive to provide experiences that extend beyond the classroom and academics. At both middle and high school levels, there is a broad range of clubs, activities, service opportunities, performance groups, sports teams and intramurals designed to meet the interests of students. Most students report participating in some extracurricular activity during their years in the Greenwich Public Schools. There is however, no current procedure for systematically recording participation on an individual student basis in order to draw conclusions as to whether or not this participation leads to better outcomes for students (attendance, grades, suspension/expulsion, post graduate outcomes). This will require both a technology solution for managing attendance at extracurricular activities as well as a working definition for membership/attendance (for example: number of sessions attended, percent of opportunities attended).

The most striking area of exception to the District's compliance with this policy is the number of students who have been suspended and/or expelled and their disproportionate representation in terms of race and disability status. Students who receive special education services and who are African-American and Hispanic are more likely to be suspended/expelled than one would expect given the percentage of these students in the general school population. It should also be noted that the most common reason for suspension is "attendance." Since the vast majority (88%) of the occurrences are at the high school, the plan to address this area should focus primarily on Greenwich High School.

**EXECUTIVE SUMMARY**

The District recognizes that it has responsibility beyond academic preparation to include the physical, creative, social and emotional growth of students. A growing body of research clearly links academic achievement to student social and emotional competencies and documents that the presence of competencies in this area helps students persist and succeed in challenging academic environments. A range of curricular and non-curricular programs and services must be provided on a consistent and comparable basis throughout the system's schools. Barriers to participation must be identified and addressed to insure equal access for all students. The extent to which the District is in compliance with this policy is illustrated in four ways: the range of opportunities made available to students; the participation of students in courses, extracurricular

activities and intramural/interscholastic sports; the degree to which students demonstrate positive social/emotional behaviors; and the occurrences of inappropriate behaviors.

## **GOVERNANCE ISSUES**

1. Opportunities to develop interests and talents occur both through credit bearing course work and extracurricular activities. The reporting of curriculum and courses will be described in E-001 under Programs, Services and Curriculum. The Board should consider modifying the language in this policy to specifically address extracurricular opportunities.
2. The use of suspension as a consequence for non-attendance would appear to be counterintuitive. The Board may wish to include language in the policy that would indicate a strong preference for alternatives to suspension for infractions related to tardiness, absences and class non-attendance (cutting).

## **MANAGEMENT ISSUES**

1. The district needs to investigate ways of monitoring student attendance at extracurricular activities. The expanded use technology (student identification card with 'swipe' capabilities) would provide a way of accurately counting student participation as well as assisting guidance counselors in preparing accurate lists of students' activities, without creating an additional task for club sponsors.
2. The SEL committee should determine the specific needs of each school in supporting their implementation of social/emotional learning goals. This information, in conjunction with the district-wide implementation supports, should be available for the development of the 2008-2009 budget.
3. Many seniors cited after school jobs, no activities of interest and personal choice as reasons why they didn't participate more fully in extracurricular activities at GHS. The Student Activity Office should work with student representatives to identify strategies for offering extracurricular opportunities to students that address the barriers identified by the survey.
4. There is a wide range of extracurricular activities at the three middle schools. The district and school administrations should examine the variance to determine if it is a function of the way the information is recorded and reported, if there are other reasons for the discrepancies and are there systemic changes that can be made to give all students equal opportunity for participation.
5. The use of suspension and expulsion as disciplinary consequences are disproportionately impacting secondary minority students and students who receive special education services. The loss of instructional time for the district's most at-risk students is of great concern. The district needs to develop alternative solutions and early intervention strategies at all levels.
6. The method for tracking suspensions and expulsions should be expanded to include information on the students' socio-economic status as indicated by eligibility for free and reduced lunch.
7. At this time, the District will not be included in the site visits for Focused Monitoring for the Key Performance Indicator – Suspension/Expulsion. However, the data has resulted in the district being coded as "yellow" by the State Department of Education (an area of concern requiring verification and analysis) in both "Unique Out-of-School Suspension/Expulsion for Students with Disabilities" and for the "Difference between Unique Out-of-School Suspension/Expulsion between General and Special Education." This area requires district attention, particularly at the secondary level.

8. The District and Board of Education need to work together to determine how the target will be identified in the areas of the Whole Student Development policy. Should the targets be benchmarked against other districts (this will require the development of common terminology and data collection) or developed using a growth indicator (How will the acceptable growth curve be determined?).

## ACCOMPLISHMENTS

### 1. Course Offerings

The District offers a broad range of courses designed to give students the skills to participate in the arts (music, theater, and visual arts) from the introductory/exploration level through the advanced/proficient level. At the high school level, credit is available for participation in performance groups including music and theater ensembles. Art courses at the high school include foundation, intermediate and advanced level courses in areas such as drawing, painting, clay, and photography and art appreciation. Music courses include band, orchestra, chorale, choir, ensembles, electronic music, music theory and guitar. The Theater Department offers courses in comedy and improvisation, stagecraft and “on stage.” The high school also offers students opportunities to pursue interests in such areas as culinary arts, fashion, interior design, and leadership.

### Clubs and Extracurricular Activities

#### Middle School

The three middle schools offer a wide variety of after school clubs, teams and groups. Most activities meet at least weekly. Most activities do not involve auditions or try-outs and only two activities in one middle school reported a fee to participate. Middle schools report a mix of seasonal and full year activities.

All schools offer arts related activities such as: chamber ensemble, orchestra band, choir, musical productions, and young director’s guild. Each middle school also offers clubs/activities that build on students’ interests in a wide variety of areas including: math, French, debate, origami, rockets, knitting, chess, chef club, and computers. All middle schools also sponsor student governments and service opportunities for students. Middle schools also participate in a number of academic competitions that involve large numbers of students (Geography Bee, Wordmasters, Constitution Bowl, Current Events League, Laws of Life). The activities with the highest rate of participation at all three middle schools are the academic competitions, musical and talent shows.

#### High School

The graduating class of 2006 was given the “Exit Survey of Student Participation in Extracurricular Activities” in June 2006. Out of a class of 653 students, 324 surveys were returned. Only one survey indicated that the student had not participated in any activity at any level. Given the response rate it may be concluded that those students did not return the survey or that blank sheets were not forwarded to Havemeyer.

#### Self reported participation across levels (activities included: sports, student government, theater, arts, service organizations)

|   | <i>Number of student responses</i> | <i>Percent of student responses</i> |
|---|------------------------------------|-------------------------------------|
| • Students reported participating in three or more activities at all three levels (elementary, middle and high school), | 185                                | 57%                                 |
| • Students reported participating in three or more activities   | 43                                 | 13%                                 |

- in middle and high school and
- Students reported participating in three or more activities at the high school level only. 46 14%

The most common reason students cited for not participating in activities was

|  | <i>Number of student responses</i> | <i>Percent of student responses</i> |
|--|------------------------------------|-------------------------------------|
| “my choice not to participate”             | 120                                | 37%                                 |
| “too much homework”                        | 93                                 | 29%                                 |
| “after school job”                         | 85                                 | 26%                                 |
| “no activities of interest to me”          | 75                                 | 23%                                 |
| The least cited reason was “too expensive” | 19                                 | 6%                                  |

**TABLE 2 - Overview of Student Activity Participation using Yearbook Sampling**

| Number of student in sample      | Fresh<br>June<br>05 | Fresh<br>June<br>06 | Soph<br>June<br>05 | Soph<br>June<br>06 | Jr<br>June<br>05 | Jr<br>June<br>06 | Sr<br>June<br>05 | Sr<br>June<br>06 |
|----------------------------------|---------------------|---------------------|--------------------|--------------------|------------------|------------------|------------------|------------------|
| Percent of sample                | 29%                 | 22%                 | 23%                | 26%                | 21%              | 25%              | 27%              | 26%              |
| Number of students               | 207                 | 61                  | 161                | 73                 | 150              | 69               | 188              | 73               |
| Not listed under any activity    | 29%                 | 16%                 | 29%                | 29%                | 30%              | 10%              | 38%              | 36%              |
| Listed in one or more sports     | 48%                 | 57%                 | 50%                | 44%                | 41%              | 57%              | 35%              | 38%              |
| Listed in one or more arts       | 27%                 | 39%                 | 29%                | 34%                | 21%              | 41%              | 18%              | 19%              |
| Listed in Service/Government     | 15%                 | 10%                 | 18%                | 11%                | 19%              | 22%              | 13%              | 16%              |
| Listed in other activities/clubs | 9%                  | 15%                 | 12%                | 22%                | 17%              | 28%              | 31%              | 36%              |
| Listed in three or more areas    | 5%                  | 7%                  | 7%                 | 7%                 | 5%               | 10%              | 6%               | 8%               |
| Listed in two areas              | 17%                 | 25%                 | 14%                | 27%                | 21%              | 33%              | 24%              | 23%              |

The procedure used to obtain the information in the above table is the same as last year. Names were randomly selected from the yearbook and each student was coded based on the activities listed next to his/her name. Although the sample size was smaller this year, many of the same patterns persist with some notable exceptions. As was noted in 2005, the percentage of students not participating in any activity increases as the students age. When comparing this to the survey done with seniors this appears to be correlated to an increase in students who work after school. In three of the four grades, the percentage of students participating in sports has increased, as has the percentage of students participating in arts activities (primarily music groups and theater). A higher percentage of students are participating in multiple areas (arts, sports, clubs and service activities). While the senior survey indicated that a number of students reported that “nothing that interested me” was a reason for not participating, in the yearbook sample 5% of the students participated in five or more different activities and 21% participated in three or four different activities. As noted in the “Management Issues” section of this report, there is no clear definition of how often a student must attend a particular activity in order to claim to have been a member. The sampling data indicates that most students participate in some team or extracurricular activity while at Greenwich High School, but the lack of capacity to consistently track attendance data has an impact on the weight this information when making programmatic decisions.

***Student Activities 2006-2007***

There are currently 46 clubs with active memberships at Greenwich High School. Most meet weekly and afterschool.

Clubs with 10 or fewer participants

|                             |                       |                  |
|-----------------------------|-----------------------|------------------|
| Food for Thought            | Cancer Awareness      | Youth for Youth  |
| Humanitarian Aid            | Latin Music           | Empower          |
| Amnesty International       | Art Club              | Power Nap        |
| Greenwich Literary Magazine | Diversity Awareness   | Socrates Café    |
| Democrats/Republicans       | AEI Between           | Computer Science |
|                             | Gay Straight Alliance |                  |

Clubs with 10-30 participants

|                                |           |               |
|--------------------------------|-----------|---------------|
| Israel Club                    | Outreach  | Debate        |
| Biology Club                   | Math Team | Anime         |
| Organization of Black Students | Beak      | Strategy Club |

Italian Club  
Mock Trial  
German Honor Society  
Spanish Honor Society

Lost Club  
Notes  
Junior United Way

Model UN  
Chess Club  
We the People

Clubs with 31-80 participants

Thespians  
Habitat for Humanity  
Link

Compass  
Hand in Hand  
Downhill Demons

Nu Musik  
Signettes

Clubs with more than 100 participants

Stand by Me

National Honor Society

Peer Mentors

### 3. Intramural and Interscholastic Sports

#### ***Middle Schools***

Middle schools offer both intramural and team sports. The sports include soccer, basketball, softball, volleyball, tennis, badminton, track, flag football field hockey, track and floor hockey. All schools report that the number of participants fluctuates, but Eastern Middle reported 195 participants (duplicated), Central Middle School reported approximately 240 students (duplicated) and Western Middle reported 361 participants (duplicated).

#### ***Greenwich High School Interscholastic Sports***

Participation data (tried out, made it, cut) was available for 71 sports teams at Greenwich High School for the 2005-2006 school year. Eleven teams reported that any 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grade student cut from the varsity team was moved to either the junior varsity or 9<sup>th</sup> grade team (boys ice hockey, dance team, girls basketball, boys and girls soccer, girls field hockey, boys lacrosse, girls lacrosse, softball, boys tennis and boys water polo); fourteen teams were fielded with a no cut policy (girls ice hockey, wrestling, football, boys swimming, boys and girls skiing, rugby, boys and girls track, boys and girls fencing, girls water polo and boys and girls cross country); ten teams cut students from the final team (baseball-38, boys golf-2, sailing-3, girls tennis-54, JV softball-11, boys volleyball-8, cheerleading-6, dance-42, boys bowling-17, and boys basketball-7). Sports with the highest participation were track, football, lacrosse, rugby, and soccer.

**Number of Athletes 05-06 by gender and grade (duplicated number)****Total Students 2,777**

| <i>Fall</i>  |            |            | <i>Winter</i> |            |            | <i>Spring</i> |            |            |
|--------------|------------|------------|---------------|------------|------------|---------------|------------|------------|
| <i>Total</i> | <i>700</i> | <i>25%</i> | <i>Total</i>  | <i>522</i> | <i>19%</i> | <i>Total</i>  | <i>611</i> | <i>22%</i> |
| Girls        | 376        | 54%        | Girls         | 220        | 43%        | Girls         | 220        | 42%        |
| Boys         | 324        | 46%        | Boys          | 302        | 57%        | Boys          | 522        | 58%        |
| Fresh        | 238        | 34%        | Fresh         | 157        | 30%        | Fresh         | 194        | 32%        |
| Soph         | 181        | 26%        | Soph          | 145        | 28%        | Soph          | 182        | 30%        |
| Jr           | 167        | 24%        | Jr            | 122        | 23%        | Jr            | 131        | 21%        |
| Sr           | 114        | 16%        | Sr            | 98         | 19%        | Sr            | 104        | 17%        |

**Number of Athletes 04-05 by gender and grade (duplicated number)****Total Students 2,695**

| <i>Fall</i>  |            |            | <i>Winter</i> |  |  | <i>Spring</i> |            |            |
|--------------|------------|------------|---------------|--|--|---------------|------------|------------|
| <i>Total</i> | <i>647</i> | <i>24%</i> | <i>Total</i>  |  |  | <i>Total</i>  | <i>585</i> | <i>22%</i> |
| Girls        | 342        | 53%        |               |  |  | Girls         | 254        | 43%        |
| Boys         | 305        | 47%        |               |  |  | Boys          | 331        | 57%        |
| Fresh        | 248        | 38%        |               |  |  | Fresh         | 185        | 32%        |
| Soph         | 168        | 26%        |               |  |  | Soph          | 162        | 26%        |
| Jr           | 120        | 19%        |               |  |  | Jr            | 153        | 26%        |
| Sr           | 111        | 17%        |               |  |  | Sr            | 85         | 15%        |

**Greenwich High Schools Intramurals***Fall 2006*

110 individuals signed up for “Nite Hoops” which was sponsored five nights a week. Participation averaged about 30 individuals each session. Wrestling was offered two nights each week and an average of 35 students participated in each session. Indoor soccer attracted a consistent group of 40 participants and was played two to three times each week. The Fitness Center was open for 90 minutes every afternoon and an average of 30 students worked out each day. Outside, in the front circle of GHS, the Physical Education staff set up a basketball standard, badminton net and table tennis for student use three days a week. Each day, approximately 30-40 students used the equipment. Overall during the fall of 2005, intramurals engaged roughly 450 students weekly.

*Winter 2006/7*

Due to the use of the gym for winter sports, winter intramurals are limited to one gym, two nights each week. Participation has been sporadic possibly due to weather, exams and rescheduling. The hours at the Fitness Center have been expanded to two hours each afternoon and 245 students have signed up. About 60 students use the Center each day. Given the winter weather, the activities usually set up in the front circle have been limited to table tennis only, set up in the auditorium foyer. An average of 55 students participate from 2:30 until the late bus.

**4. Community Service**

All schools report community service groups and activities. Some schools sponsor groups to participate in fund raising for local, regional and state activities. (Greenwich ARC, Walk for a Cure, Habitat for

Humanity). Students also participate directly in community service activities (young volunteers, Habitat for Humanity). At the secondary level there are peer support activities (hand in hand, peer mentoring, Stand by Me) and positive social action groups and activities (Names Day, Environmental Club, Just Cause). Schools in the district raised money and contributed items for the orphanage in Bogata that culminated in a trip to Columbia to deliver the funds and materials.

### **Social/Emotional Learning**

The district committee on Social Emotional Learning (SEL) continues to meet to coordinate the implementation of both the school and student rubrics. The school rubric was distributed to every building administrator, who in turn, distributed it to members of the School Improvement Team (SIT). Each team was to self-evaluate their school's current SEL practices and use the information as the basis for the development of the Social/Emotional Learning goal in the 2006-2007 SIT plan. All elementary and middle schools have drafted at least one SEL goal. The members of the committee will be visiting each school during January and February to meet with the SIT team and review their progress to date on the implementation of the SEL goal. This information will be brought back to the committee and summarized in a district-wide progress report.

The SEL committee is planning a pilot implementation of the student rubric during the spring of 2007. The goal of the pilot is to determine the validity of the rubric descriptors, the amount of time needed to complete the rubric, the applicability of the measures to school and classroom environments and expectations and age appropriateness of the behavior statements. Members of the SEL committee are also members of the Report Card committee. The goal of the dual membership is to insure that the student expectations, format and language considered for the report card revision are consistent with the student rubric.

*Student rubrics are attached.*

## EXCEPTIONS

### 1. Disciplinary Actions

Since the focus of the Whole Student Development policy is, “*to become creative, capable and responsible members of society,*” reported incidents of students engaging in disruptive and/or dangerous behaviors should be viewed as examples of non-compliance. Data is maintained in district for each reported incident. Connecticut is currently engaged in a Focused Monitoring process to determine whether its IDEA supports and services result in measurable change in the outcomes for students with disabilities. The focus for the 2006-2007 school year is the extent to which students with disabilities are excluded from school due to suspension and expulsion. The state has collected and reported the data for each district. When represented on the color coded maps, Greenwich was determined to be within the acceptable (green) range in Data Probe #2 (<5% unique suspension/expulsion rate) and Data Probe #4 (<1% 10+ days suspension/expulsion rate for special education). However, Greenwich was determined to be a district of concern (yellow) in Data Probe #1 (5-10% unique suspension/expulsion rate for special education) and Data Probe #3 (5-10% unique suspension/expulsion rate difference score).

Data Probe #1: Special Education Unique Student Suspension and Expulsion Rate: the number of unduplicated students with disabilities in the district suspended or expelled out-of-school divided by the total number of students with disabilities in the district.

Data Probe #2: General Education Unique Student Suspension and Expulsion Rate: the number of unduplicated students without disabilities in the district suspended or expelled out-of-school divided by the total number of students with disabilities in the district.

Data Probe #3: Difference Score between the General Education and Special Education Unique Student Suspension and Expulsion Rate: the special education suspension and expulsion rate minus the general education suspension and expulsion rate.

Data Probe #4: Special Education Unique 10+ Suspension and Expulsion Rate: the number of unique students with disabilities in a district suspended or expelled out-of-school for more than 10 days divided by the total number of students in the district.

|               | Data Probe<br>#1<br>Special Ed | Data Probe<br>#2<br>General Ed | Data Probe<br>#3<br>Difference | Data Probe<br>#4<br>Sp Ed 10+<br>days |
|---------------|--------------------------------|--------------------------------|--------------------------------|---------------------------------------|
| Bethel        | 2.57                           | 0.93                           | 1.64                           | 0                                     |
| Brookfield    |                                |                                |                                |                                       |
| Cheshire      | 0.55                           | 0.06                           | 0.48                           | 0                                     |
| Fairfield     | 3.57                           | 1.62                           | 1.95                           | 0.09                                  |
| Farmington    | 0                              | 1.65                           | -1.65                          | 0                                     |
| Glastonbury   | 5.19                           | 1.09                           | 4.1                            | 0.76                                  |
| Granby        | 6.69                           | 1.98                           | 4.71                           | 0.84                                  |
| Greenwich     | 6.69                           | 1.68                           | 5.01                           | 0.62                                  |
| Madison       | 3.2                            | 1.24                           | 1.95                           | 0                                     |
| Marlborough   | 1.37                           | 0.17                           | 1.2                            | 0                                     |
| Monroe        | 2.78                           | 0.9                            | 1.88                           | 0                                     |
| New Fairfield | 7.74                           | 2.15                           | 5.58                           | 0.89                                  |
| Newtown       | 5.58                           | 1.97                           | 3.61                           | 0.49                                  |
| Orange        | 0                              | 0.23                           | -0.23                          | 0                                     |
| South Windson | 5.79                           | 2.35                           | 3.45                           | 0.89                                  |
| Trumbull      | 3.64                           | 2.58                           | 1.06                           | 0                                     |
| West Hartford | 7.35                           | 3.42                           | 3.93                           | 1.29                                  |
| Region SD #5  | 15.36                          | 5.06                           | 10.3                           | 1.63                                  |
| Average       | 4.59                           | 1.71                           | 2.88                           | 0.44                                  |

This is the first time this data has been made available to school districts. District office and school based administration will need to meet to review the data and examine the practices that are currently in place and what needs to be changed in order to prevent behaviors that lead to suspension and expulsion and possible alternatives to the out-of-school consequence.

In addition to the statewide data gathered for purposes of Focused Monitoring, the district maintains a data base that records student and incident specific data on all behaviors leading to suspension and expulsion. The following information reflects the 2005-2006 discipline issues for all Greenwich Public Schools.

**Incidents**

|  |       |
|--|-------|
| Total Number of Incidents                  | 838   |
| Total Number Students                      | 427   |
| Number of Students with multiple incidents | 202   |
| Two incidents                              | 96    |
| Three incidents                            | 48    |
| Four incidents                             | 26    |
| Five incidents                             | 19    |
| Six incidents                              | 7     |
| Seven incidents                            | 3     |
| Eight incidents                            | 1     |
| Ten incidents                              | 1     |
| Eleven incidents                           | 1     |
| In School Suspensions - Students           | 263   |
| Average number of days                     | 1.06  |
| Total number of days                       | 429   |
| Out of School Suspensions - Students       | 256   |
| Average number of days                     | 2.8   |
| Total Number of days                       | 1090  |
| Expulsions - Students                      | 14    |
| Average number of days                     | 140   |
| Total number of days                       | 1,956 |

**Incidents involving property** **5.3%**

|           |   |       |
|-----------|---|-------|
| Arson     | 1 | 0.12% |
| Theft     | 5 | 0.60% |
| Vandalism | 4 | 2.98% |

**Incidents involving physical interactions** **8%**

|                      |    |       |
|----------------------|----|-------|
| Battery              | 7  | 0.84% |
| Fighting             | 25 | 2.98% |
| Physical Altercation | 27 | 3.22% |
| Weapon               | 11 | 1.31% |
| Stabbing             | 1  | 0.12% |

**Incidents involving disruption to learning** **13%**

|                    |    |        |
|--------------------|----|--------|
| Insubordination    | 98 | 11.69% |
| Disorderly Conduct | 10 | 1.19%  |
| Cheating           | 2  | 0.24%  |

**Incidents involving verbal interactions** **8%**

|                         |    |       |
|-------------------------|----|-------|
| Threat                  | 15 | 1.79% |
| Racial Slur             | 5  | 0.60% |
| Harassment - Not Sexual | 14 | 1.67% |

|                     |    |       |
|---------------------|----|-------|
| Harassment - Sexual | 3  | 0.36% |
| Bullying            | 2  | 0.24% |
| Obscenity           | 24 | 2.87% |

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***Incidents involving attendance*** **53%**

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|                    |     |        |
|--------------------|-----|--------|
| Attendance Failure | 54  | 6.44%  |
| Attendance Policy  | 80  | 9.55%  |
| Skip Classes       | 297 | 35.44% |
| Tardiness          | 2   | 0.24%  |
| Truancy            | 10  | 1.19%  |

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***Incidents involving substance abuse*** **11%**

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|                       |    |        |
|-----------------------|----|--------|
| Drugs/Alcohol/Tobacco | 89 | 10.62% |
|-----------------------|----|--------|

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***Other*** **2%**

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|                               |    |       |
|-------------------------------|----|-------|
| Other school policy violation | 15 | 1.79% |
| Forgery                       | 3  | 0.36% |

**Incident Demographics**

| <b><i>Grade Level of Students</i></b> | <b><i>Number</i></b> | <b><i>% of Total</i></b> |
|---------------------------------------|----------------------|--------------------------|
| Grade 2                               | 1                    | 0.12%                    |
| Grade 3                               | 2                    | 0.24%                    |
| Grade 4                               | 4                    | 0.48%                    |
| Grade 5                               | 5                    | 0.36%                    |
| Grade 6                               | 7                    | 0.84%                    |
| Grade 7                               | 22                   | 2.63%                    |
| Grade 8                               | 46                   | 5.49%                    |
| Grade 9                               | 136                  | 16.23%                   |
| Grade 10                              | 250                  | 29.83%                   |
| Grade 11                              | 228                  | 27.21%                   |
| Grade 12                              | 139                  | 16.59%                   |
| <i>Elementary</i>                     | 12                   | 1.20%                    |
| <i>Middle</i>                         | 75                   | 9.01%                    |
| <i>High School</i>                    | 740                  | 88.3%                    |

| <b><i>School</i></b>  | <b><i>Number</i></b> | <b><i>% of Total</i></b> |
|-----------------------|----------------------|--------------------------|
| Cos Cob               | 1                    | 0.1%                     |
| Julian Curtiss        | 6                    | 0.7%                     |
| Glenville             | 1                    | 0.1%                     |
| Hamilton Avenue       | 1                    | 0.1%                     |
| Old Greenwich         | 1                    | 0.1%                     |
| Central Middle School | 12                   | 1.4%                     |
| Eastern Middle School | 8                    | 0.9%                     |
| Western Middle School | 55                   | 6.7%                     |
| Greenwich High School | 740                  | 88.3%                    |
| Out Placed            | 15                   | 1.8%                     |

| <b><i>Month (2005-2006)</i></b> | <b><i>Number</i></b> | <b><i>% of Total</i></b> |
|---------------------------------|----------------------|--------------------------|
| August                          | 2                    | 0.2%                     |
| September                       | 25                   | 3.0%                     |
| October                         | 58                   | 6.9%                     |
| November                        | 109                  | 13.0%                    |
| December                        | 73                   | 8.7%                     |
| January                         | 93                   | 11.1%                    |
| February                        | 84                   | 10.0%                    |
| March                           | 129                  | 15.4%                    |
| April                           | 75                   | 8.9%                     |
| May                             | 153                  | 18.3%                    |
| June                            | 37                   | 4.4%                     |

### **Student Demographics**

| <b><i>Gender</i></b> | <b><i>Number</i></b> | <b><i>% of Total</i></b> |
|----------------------|----------------------|--------------------------|
| Male                 | 590                  | 20.59%                   |
| Female               | 248                  | 70.41%                   |

| <b><i>Special Education</i></b> | <b><i>Number</i></b> | <b><i>% of Total</i></b> | <b><i>District Total</i></b> |
|---------------------------------|----------------------|--------------------------|------------------------------|
| Yes                             | 238                  | 28.4%                    | 11.7%                        |
| No                              | 600                  | 71.6%                    | 88.3%                        |

| <b><i>Limited English Proficient</i></b> | <b><i>Number</i></b> | <b><i>% of Total</i></b> | <b><i>District Total</i></b> |
|--|----------------------|--------------------------|------------------------------|
| Yes                                      | 66                   | 7.9%                     | 17.4%                        |
| No                                       | 772                  | 92.1%                    | 82.6%                        |

| <b><i>Ethnicity</i></b> | <b><i>Number</i></b> | <b><i>% of Total</i></b> | <b><i>District Total</i></b> |
|-------------------------|----------------------|--------------------------|------------------------------|
| Asian                   | 26                   | 3.10%                    | 8.2%                         |
| Black                   | 109                  | 13.01%                   | 2.8%                         |
| Hispanic                | 291                  | 49.16%                   | 12.5%                        |
| White                   | 412                  | 34.73%                   | 76.5%                        |

# **Social and Emotional Learning (SEL)**

## **Student Rubrics**

**Draft  
June 2006**

## **Introduction**

The Social and Emotional Learning – Student Rubrics are derived from British Columbia’s “Social Responsibility Performance Standards.” The standards were developed for voluntary use in BC schools. The original standards describe the professional judgments of a significant number of educators from Canada about their expectations for social responsibility, and they provide a context within which teachers, students, and families can examine aspects of social/emotional learning in their schools.

The Student Rubrics are intended to provide a framework that schools and families can use to focus and monitor the results of their efforts to develop and enhance social/emotional learning among students and to improve the social climate of their schools. Assessment of social/emotional learning comes from accumulating observations in a wide variety of situations that, taken together, can provide a useful profile of student development and an indicator of the success of the implementation of SEL in the Greenwich Public Schools. The British Columbia standards have been edited to reflect the structure of American schools and the culture of the Greenwich community. They are used with permission of the British Columbia Department of Education.

## **Rubric Categories**

The Student Rubrics for SEL provide school staff, students, and families with a common set of expectations for student development in five broad categories.

### **CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY**

- sharing responsibility for their social and physical environment
- participating and contributing to the class and to small groups

### **SOLVING PROBLEMS IN PEACEFUL WAYS**

- managing conflict appropriately, including presenting views and arguments respectfully, and considering others’ views
- using effective problem-solving steps and strategies

### **VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS**

- treating others fairly and respectfully; showing a sense of ethics
- recognizing and defending human rights

### **DEMONSTRATING CITIZENSHIP**

- knowing and acting on rights and responsibilities (local, national, global)
- articulating and working toward a preferred future for the community, nation, and planet—a sense of idealism

### **DEVELOPING THE QUALITIES OF AN EMOTIONALLY HEALTHY PERSON**

- knowing one’s personal strengths and weaknesses and using these characteristics to live a positive and productive life
- using internal resources to deal with the stresses, challenges and opportunities in daily life situations

## **Implementation**

The Student Rubrics are designed to be pragmatic documents. They do not provide a comprehensive definition of social/emotional learning, but are useful in organizing a wide and varied range of competencies and characteristics. They should enable staff to make connections with theoretical and research information, and provide an easily understood starting point for classroom and school-based implementation. The Rubrics accommodate the wide range of behaviors and competencies associated with SEL.

All behaviors and characteristics were assigned to one of the five categories. However, any one behavior or aspects of the behavior may be referenced in more than one category. As in life, the characteristics and behaviors of a socially and emotionally competent individual are neither discrete nor independent.

In school, students have a wide range of opportunities to observe, model, discuss, and demonstrate socially responsible behavior. Social/emotional learning is sometimes the primary focus of activities (e.g., learning problem-solving steps for conflict resolution), but more often it is a secondary focus or imbedded within other school activities. Teachers, families, and students themselves want to know what skills and attitudes students have developed and how effectively they apply these in everyday situations.

The Student Rubrics provide a broad framework to assist in monitoring and evaluating a variety of school and classroom programs that aim to enhance how students get along and develop responsible behaviors (e.g., anti-bullying, multiculturalism, anti-racism, cooperative learning).

The Rubrics are not intended to replace existing programs or curricula. They do not introduce new issues or outcomes. Rather, they are an assessment and evaluation of the programs and expectations schools have for student behavior. They should not only provide the teacher with student specific information but should provide the School Improvement Team and administrative staff with information regarding the success of school implementation of SEL.

## **Levels of Performance**

The Student Rubrics describe and illustrate the following four levels of student performance:

### **NOT YET WITHIN EXPECTATIONS**

- there is little evidence of progress toward expected knowledge, skills, and attitudes
- the situation needs intervention

### **MEETS EXPECTATIONS (MINIMAL LEVEL)**

- there is evidence of progress toward expected knowledge, skills, and attitudes
- the student needs support in some areas

### **FULLY MEETS EXPECTATIONS**

- there is clear evidence of expected knowledge, skills, and attitudes

### **EXCEEDS EXPECTATIONS**

- there is evidence of independent, voluntary application and extension of expected knowledge, skills, and attitudes

## **Key Components**

The Student Rubrics provide the following resources that teachers, administrators, students, and parents can use to enhance and monitor school and student growth.

### **Quick Scale (attached)**

The Quick Scale describes four levels of performance for each category of the Rubric. Like all measurement ratings of social/emotional learning, they are subject to a level of interpretation. A single rating or a rating by one individual will always be, to some extent, subjective.

### **Elaborated Scales (attached)**

For each category of the Rubrics, an elaborated scale identifies a range of typical skills and behaviors that may be observed.

### **Samples (to be developed)**

Samples will include tasks developed by classroom teachers and school mental health staff to provide examples of activities and opportunities to assess student work in SEL as well as scenarios describing student behaviors that would be observed by teachers. Teachers could use the tasks as given or as models or develop their own activities which would be included in later publications of the Samples.

## **Conclusion**

This is a living document. As this resource is used in an increasing variety of school situations, the insights and skills that administrators, teachers, students, and parents develop will contribute to new versions of this document. It is important to remember:

- The Student Rubrics are intended for use in ongoing classroom and school activities. They should not be used as a stand-alone measure.
- Decisions about an individual student's level of social/emotional learning should be based on an accumulation, over time, of observations and samples that reflect a variety of contexts. For example, a student may fully meet expectations for solving problems in one context but have difficulty in another. The reported level of SEL for a student should be based on as broad a sample of situations as possible.
- Like all measurement, ratings of social/emotional learning are subject to error. A single rating or a rating by one individual will always be, to some extent, subjective. The Rubrics will help to make assessment systematic, based on standard criteria; however, they cannot eliminate differences in perception from one person to another.
- The Rubrics will provide a framework and some common language for discussing the social/emotional learning of individual student or group of students.
- Self-evaluation and self-awareness are key in the development of students who routinely demonstrate the characteristics and behaviors of a socially and emotionally competent individual.

### **Members of the Greenwich 2005-2006 SEL Committee**

**Co-Chairs**  
**Betty Burfeind**  
**Colleen Morey**

**Sub-Committee Chairs**

***Student Rubrics***

**Mary Forde**

***School Rubrics***

**Larry Leverett**

**Committee Members**

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**Terry Ricci**

**Ilene Rietsch**

**Linnea Stenberg**

**Carol Sutton**

**Don Strange**

**Phil Tarantino**

**Barbara Varanelli**

**David Walko**

## Social Responsibility in Grades PreK to 2

During their early years in school, students have a wide variety of opportunities to observe, model, discuss, and demonstrate socially responsible behavior both in the classroom and on the playground. Students in the primary grades are frequently expected to demonstrate social responsibility in a variety of situations, such as those described here.

- ◆ Small-group activities:
  - making simple products (e.g., making butter, creating a poster)
  - brainstorming and generating ideas (e.g., for welcoming a new student)
  - authors' or illustrators' circles
  - buddy reading –
  - role-playing and dramatizing
- ◆ Whole-class activities and routines:
  - decorating the classroom
  - classroom clean-up
  - class discussions
  - music and physical education activities
- ◆ Playground incidents and activities:
  - games
  - sharing playground equipment and space
  - dealing with injuries
- ◆ Conduct in the school such as:
  - hallway etiquette
  - dealing with staff and students respectfully

Primary students are also expected to participate in specific activities designed by their teachers to enhance social responsibility, for example:

- ◆ working together to establish guidelines for the classroom or playground, set goals for behavior, and collect data to monitor progress
- ◆ listening to scenarios about realistic situations and working independently or in groups to propose solutions or courses of action (e.g., show what they could do to make others feel safe and welcome in their classroom; brainstorm and evaluate solutions to classroom or playground problems; write both happy and sad endings to problem situations)
- ◆ responding to situations in stories that involve social responsibility (e.g., giving advice to a character; explaining how they would behave in the same situation; generating alternative courses of action a character could take)
- ◆ learning about rights and responsibilities (e.g., the United Nations Convention on the Rights of the Child); then creating individual or group illustrations or dramatizations
- ◆ identifying ways to improve the classroom or school, making and carrying out a plan, and evaluating the results
- ◆ sharing ideas about why the world is wonderful and working independently or in groups to generate ideas for how to keep the world wonderful

## Quick Scale: Grades PreK - 2 Social Responsibility

This Quick Scale presents summary statements from the four categories in a one-page format for ease of use. In most cases, these scales can be used to evaluate student development anytime during the year. In the Elaborated Scale, each of the four categories is printed on a separate page.

| Aspect   | Exceeds Expectations   | Fully Meets Expectations   | Meets Expectations (Minimal Level)  | Not Yet Within Expectations  |
|--|--|--|---|--|
| <b>CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY</b>        | <ul style="list-style-type: none"> <li>welcoming, friendly, kind, and helpful</li> <li>participates in and contributes to classroom and group activities; often takes on extra responsibilities</li> </ul>   | <ul style="list-style-type: none"> <li>usually welcoming, friendly, kind, and helpful</li> <li>participates in and contributes to classroom and group activities</li> </ul>  | <ul style="list-style-type: none"> <li>usually friendly and, if asked, will help or include others</li> <li>may need prompting to participate in and contribute to classroom and group activities</li> </ul>  | <ul style="list-style-type: none"> <li>often unfriendly or disrespectful of others</li> <li>generally reluctant to participate in and contribute to classroom and group activities</li> </ul>  |
| <b>SOLVING PROBLEMS IN PEACEFUL WAYS</b>                         | <ul style="list-style-type: none"> <li>in conflict situations, usually manages anger and expresses feelings appropriately; often tries to solve problems independently, but knows when to get adult help</li> <li>clarifies problems, generates appropriate strategies, and predicts outcomes</li> </ul> | <ul style="list-style-type: none"> <li>in conflict situations, tries to express feelings honestly, manage anger appropriately, and listen politely; most often relies on adult intervention without considering alternatives</li> <li>can clarify problems and generate and evaluate strategies</li> </ul> | <ul style="list-style-type: none"> <li>in conflict situations, tries to state feelings and manage anger appropriately, but quickly becomes frustrated; tends to overestimate or underestimate the need for adult help</li> <li>can identify simple problems; with help, generates strategies</li> </ul> | <ul style="list-style-type: none"> <li>in conflict situations, often expresses anger inappropriately; blames or puts down others</li> <li>has difficulty recognizing problems; may suggest inappropriate strategies</li> </ul>   |
| <b>VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS</b>              | <ul style="list-style-type: none"> <li>fair, respectful; may "stick up" for others when perceiving injustice</li> </ul>  | <ul style="list-style-type: none"> <li>increasingly interested in fairness; treats others fairly and respectfully</li> </ul>   | <ul style="list-style-type: none"> <li>usually respectful; may not notice when others are treated unfairly</li> </ul>   | <ul style="list-style-type: none"> <li>sometimes disrespectful; tends to focus on own needs and wants</li> </ul>   |
| <b>DEMONSTRATING CITIZENSHIP</b>                                 | <ul style="list-style-type: none"> <li>shows a clear sense of responsibility in the classroom and an emerging sense of idealism—wants to make the world a better place</li> </ul>  | <ul style="list-style-type: none"> <li>shows emerging sense of responsibility, generally following classroom rules; able to identify simple ways to improve the school, community, or world</li> </ul>   | <ul style="list-style-type: none"> <li>with support, shows an emerging sense of responsibility for the classroom and may be able to describe simple ways to improve school, community, or world</li> </ul>  | <ul style="list-style-type: none"> <li>can often repeat class or school rules, but is unable to think of ways to improve school, community, or world</li> </ul>  |
| <b>DEVELOPING THE QUALITIES OF AN EMOTIONALLY HEALTHY PERSON</b> | <ul style="list-style-type: none"> <li>consistently demonstrates self confidence and an awareness of personal strengths and weaknesses.</li> <li>consistently respects oneself and demonstrates the traits of honesty, kindness, tolerance and respect for all others.</li> </ul>                        | <ul style="list-style-type: none"> <li>usually demonstrates self confidence and an awareness of personal strengths and weaknesses.</li> <li>usually respects oneself and demonstrates the traits of honesty, kindness, tolerance and respect for all others.</li> </ul>                                    | <ul style="list-style-type: none"> <li>usually with guidance demonstrates self confidence and an awareness of personal strengths and weaknesses</li> <li>usually with guidance respects oneself and demonstrates the traits of honesty, kindness, tolerance and respect for all others</li> </ul>       | <ul style="list-style-type: none"> <li>reluctantly demonstrates self confidence and an awareness of personal strengths and weaknesses</li> <li>reluctantly respects oneself and demonstrates the traits of honesty, kindness, tolerance and respect for all others.</li> </ul> |

## Elaborated Scale: Grades PreK to 2 Social Responsibility

### Section 1: Contributing to the Classroom and School Community

This section of the Elaborated Scale considers how students behave in conflict situations and how well they are able to apply problem-solving strategies to both real and hypothetical situations. In most cases, this section can be used to evaluate student development anytime during the year.

| Exceeds Expectations   | Fully Meets Expectations  | Meets Expectations (Minimal Level)   | Not Yet Within Expectations  |
|--|---|--|--|
| <p><b>The student is welcoming, friendly, kind, and helpful; participates in and contributes to classroom and group activities; often takes on extra responsibilities.</b></p>   | <p><b>The student is usually welcoming, friendly, kind, and helpful; participates in and contributes to classroom and group activities..</b></p>  | <p><b>The student is usually friendly and, if asked, will help or include others; may need prompting to participate in and contribute to classroom and group activities</b></p>  | <p><b>The student is often unfriendly or disrespectful of others; generally reluctant to participate in and contribute to classroom and group activities.</b></p>  |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• welcoming, friendly, and kind; brings a positive attitude; helpful</li> <li>• willingly cleans up personal and communal space when asked</li> <li>• respects others' space and belongings</li> <li>• participates willingly in all class activities; may try to initiate new activities</li> <li>• dependable; may take on extra responsibilities</li> <li>• willing to contribute ideas when appropriate</li> <li>• follows basic rules for working with others</li> <li>• frequently encourages and compliments others, sometimes on own initiative</li> <li>• able to change roles in a group, sometimes taking on leadership; often initiates activities</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• usually welcoming, friendly, kind, and helpful</li> <li>• cleans up personal and communal space when asked</li> <li>• usually respects others' space and belongings</li> <li>• participates willingly in most class activities</li> <li>• dependable about assigned responsibilities</li> <li>• often looks for reinforcement when contributing ideas</li> <li>• follows basic rules for working with others; may need some reinforcement</li> <li>• encourages and compliments others, often modeling teacher's language</li> <li>• once an activity is initiated, often helps to organize how the group works</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• usually friendly and willing to help or include others when asked</li> <li>• needs encouragement to clean up personal and communal space</li> <li>• sometimes needs reminding to respect others' space and belongings</li> <li>• participates in class activities; may need encouragement</li> <li>• may be inconsistent in completing assigned responsibilities</li> <li>• sometimes needs encouragement to contribute ideas</li> <li>• with support, follows basic rules for working with others (e.g., takes turns, shares tasks)</li> <li>• when prompted, tries to encourage or compliment others, usually by repeating something the teacher has said</li> <li>• can follow group procedures; may need reinforcement</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• may exclude others or act unfriendly</li> <li>• often reluctant to clean up personal space; may object to helping clean up communal space</li> <li>• may not respect others' space and belongings</li> <li>• participates in some class activities; may avoid others or need continuous support</li> <li>• may need supervision in order to complete assigned responsibilities</li> <li>• needs prompting and support in order to contribute ideas</li> <li>• may have difficulty taking turns or following other basic rules for working with others</li> <li>• rarely encourages or compliments others</li> <li>• often rejects group procedures suggested by others, but cannot suggest reasonable alternatives</li> </ul> |

## Elaborated Scale: Grades PreK to 2 Social Responsibility

### Section 2: Solving Problems in Peaceful Ways

This section of the Elaborated Scale considers how students behave in conflict situations and how well they are able to apply problem-solving strategies to both real and hypothetical situations. In most cases, this section can be used to evaluate student development anytime during the year.

| Exceeds Expectations  | Fully Meets Expectations   | Meets Expectations (Minimal Level)  | Not Yet Within Expectations   |
|---|--|---|---|
| <p>In conflict situations, the student usually manages anger and expresses feelings appropriately; often tries to solve problems independently, but knows when to get adult help. The student clarifies problems, generates appropriate strategies, and predicts outcomes.</p>  | <p>In conflict situations, the student tries to express feelings honestly, manage anger appropriately, and listen politely; often relies on adult intervention without considering alternatives. The student can clarify problems and generate and evaluate strategies..</p>   | <p>In conflict situations, the student tries to state feelings and manage anger appropriately, but quickly becomes frustrated; tends to overestimate or underestimate the need for adult help. The student can identify simple problems; with help, generates strategies.</p>   | <p>In conflict situations, the student often expresses anger inappropriately; blames or puts down others. The student has difficulty recognizing problems; may suggest inappropriate strategies.</p>  |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• shows empathy and can describe others' feelings in an increasing range of situations</li> <li>• often tries to solve problems independently; shows increasingly good judgment about when to get help</li> <li>• usually expresses feelings honestly and appropriately in simple situations; uses "I" statements; may need occasional support</li> <li>• manages anger appropriately; tries to take a non-judgmental tone, but often lapses</li> <li>• tries to present reasons and arguments that will appeal to those listening</li> <li>• listens actively; if prompted, considers and can explain another's point of view</li> <li>• can identify and explain simple problems or issues</li> <li>• beginning to choose ideas to fit a specific situation</li> <li>• predicts consequences of own and others' behavior</li> <li>• can use criteria to evaluate own role and behavior in simple, concrete situations</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• shows empathy and can often identify others' feelings in familiar situations</li> <li>• sometimes tries to solve problems independently, but tends to rely on adult intervention without considering alternatives</li> <li>• with support, tries to express feelings honestly and appropriately in simple situations; often remembers to use "I" statements</li> <li>• usually manages anger appropriately, but may sound judgmental</li> <li>• provides several reasons to support a position</li> <li>• listens politely to others' views; with support can often restate</li> <li>• with frequent reinforcement, can identify and explain simple problems or issues</li> <li>• generates strategies to address problems</li> <li>• explains consequences of own and others' behaviors</li> <li>• with support, can use criteria to evaluate own behavior in simple, concrete situations</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• shows empathy to others in immediate, concrete situations (e.g., if others are hurt, crying)</li> <li>• often overestimates or underestimates need for adult intervention</li> <li>• tries to state own feelings (e.g., make "I" statements), but quickly becomes frustrated and resorts to blaming</li> <li>• tries to manage anger appropriately; often sounds judgmental</li> <li>• offers at least one reason for position; often repeats what others say</li> <li>• may need reminding to listen politely to others' views; may be able to restate in simple situations</li> <li>• can identify simple problems/issues; needs help restating in own words</li> <li>• generates one or two simple strategies for solving problems</li> <li>• with help, describes consequences of own and others' behaviors</li> <li>• tends to report own behavior accurately, even though there may be consequences</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• appears unaware of others' needs or feelings</li> <li>• may be unaware of interpersonal problems</li> <li>• tends to blame or put down others; avoids responsibility</li> <li>• often expresses anger inappropriately</li> <li>• may offer irrelevant or illogical arguments or be unable to explain reasoning; shows no sense of how the listener is reacting</li> <li>• with support, may listen quietly when others present their views; may not be able to restate</li> <li>• often does not recognize a problem or issue</li> <li>• needs support to generate strategies for solving problems; may suggest inappropriate strategies</li> <li>• has difficulty connecting cause and effect</li> <li>• may deliberately misrepresent a situation to avoid consequences</li> </ul> |

## Elaborated Scale: Grades PreK to 2 Social Responsibility

### Section 3: Valuing Diversity and Defending Human Rights

In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.

| <b>Exceeds Expectations</b>   | <b>Fully Meets Expectations</b>  | <b>Meets Expectations (Minimal Level)</b>   | <b>Not Yet Within Expectations</b>   |
|---|--|---|--|
| <p><b>The student is fair, respectful; may “stick up” for others when perceiving injustice.</b></p>   | <p><b>The student is increasingly interested in fairness; treats others fairly and respectfully</b></p>  | <p><b>The student is usually respectful, but may not notice when others are treated unfairly.</b></p>   | <p><b>The student is sometimes disrespectful; tends to focus on own needs and wants..</b></p>  |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• treats others fairly and respectfully, including those who are different in some way</li> <li>• respects variations in language, accent, dialect; may try to help or learn from others</li> <li>• shows appreciation for cultures encountered; often seeks to learn more</li> <li>• may “stick up” for others when she or he perceives injustice; can describe some basic rights within the school community</li> <li>• recognizes some forms of stereotyping and can describe negative effects</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• treats others fairly and respectfully; generally accepting of differences (may need modeling)</li> <li>• accepting of variations in language, accent, dialect; tries to be supportive</li> <li>• shows interest in cultures encountered</li> <li>• increasingly interested in fairness; can describe some basic rights within the school community</li> <li>• recognizes some blatant forms of stereotyping; with support, can describe some simple negative effects</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• usually respectful to others; accepts feedback on lapses and is willing to apologize</li> <li>• may passively avoid others whose language, accent, or dialect is very different from own, but is not openly disrespectful</li> <li>• generally accepting of cultures encountered</li> <li>• with support, can describe some basic rights within the school community</li> <li>• with support, identifies some forms of stereotyping (e.g., age, gender)</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• sometimes disrespectful toward others; may make excuses and refuse to apologize</li> <li>• may complain about variations in language or accent</li> <li>• may be disrespectful or dismissive of cultures that differ from own; tends to have a narrow view of the community</li> <li>• focuses on own needs and wants</li> <li>• may engage in stereotyping (e.g., age, gender) and appear unaware of its negative effects</li> </ul> |

## Elaborated Scale: Grades PreK to 2 Social Responsibility

### Section 4: Demonstrating Citizenship

*In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.*

| Exceeds Expectations   | Fully Meets Expectations   | Meets Expectations (Minimal Level)   | Not Yet Within Expectations   |
|--|--|--|---|
| <p>The student shows a clear sense of responsibility in the classroom and an emerging sense of idealism—wants to make the world a better place</p>   | <p>The student shows an emerging sense of responsibility, generally following classroom rules; able to identify simple ways to improve the school, community, or world.</p>  | <p>With support, the student shows an emerging sense of responsibility for the classroom and may be able to describe simple way to improve school, or world.</p>   | <p>The student can often repeat class or school rules, but is unable to think of ways to improve school, community, or world.</p>   |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• consistently follows class and school rules and may suggest constructive changes; can explain basic responsibilities</li> <li>• suggests ways to deal with school or community issues or projects; identifies ways to help (sometimes unrealistic) and may try to initiate action</li> <li>• attempts to use resources wisely; if asked, offers ideas about ways to reduce, recycle, and reuse in the classroom</li> <li>• shows an emerging sense of idealism—of wanting to make the world a better place</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• generally follows class and school rules; can explain basic responsibilities</li> <li>• shows interest in concrete school or community issues or projects that are brought to his or her attention (e.g., littering, stoplights); suggestions may be impractical or unrealistic</li> <li>• shows increasing interest in using resources wisely; often inconsistent, needs reminding</li> <li>• can identify simple ways the school, community, or world could be improved; sometimes unrealistic</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• when prompted, makes connections between class or school rules and specific situations</li> <li>• beginning to show interest in school or community issues or projects that affect him or her directly, once these are explained; may repeat others' suggestions about ways of helping</li> <li>• may describe appropriate use or conservation of resources but forget to carry them out</li> <li>• with support, identifies some simple ways the school, community, or world could be improved; often unrealistic</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• can often repeat class or school rules by rote, but has difficulty connecting them to concrete situations</li> <li>• seems unaware and uninterested in school or community issues or projects</li> <li>• considers own wants and needs first in using resources</li> <li>• unable to think of improvements for the school, community, or world, except those focused on own wants</li> </ul> |

## Elaborated Scale: Grades PreK to 2 Social Responsibility

### Section 5: Developing the Qualities of an Emotionally Healthy Person

*In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.*

| Exceeds Expectations  | Fully Meets Expectations  | Meets Expectations (Minimal Level)   | Not Yet Within Expectations  |
|---|---|--|--|
| <p>The student is self-confident and aware of their own strengths and weaknesses and demonstrates honesty, kindness, tolerance and respect towards others.</p>  | <p>The student usually shows self-confidence and is aware of their own strengths and weaknesses and demonstrates honesty, kindness, tolerance and respect to others.</p>  | <p>The student, usually with guidance, shows self-confidence and is aware of their own strengths and weaknesses and demonstrates honesty, kindness, tolerance and respect to others.</p>   | <p>The student reluctantly shows self-confidence and is aware of their own strengths and weaknesses and demonstrates honesty, kindness, tolerance and respect to others.</p>   |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• risk taker</li> <li>• asks for help when needed</li> <li>• appreciates the successes of others</li> <li>• appreciates differences among peers</li> <li>• offers help and/or assistance to others</li> <li>• has an optimistic attitude towards school</li> <li>• can self-initiate learning</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• usually a risk taker</li> <li>• usually asks for help when needed</li> <li>• usually appreciates the successes of others</li> <li>• usually appreciates differences among peers</li> <li>• usually offers help and/or assistance to others</li> <li>• usually has an optimistic attitude towards school</li> <li>• usually can self-initiate learning</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• usually, with guidance, takes risks</li> <li>• usually, with guidance, asks for help</li> <li>• usually, with guidance, appreciates successes of others</li> <li>• usually, with guidance, appreciates differences among peers</li> <li>• usually, with guidance, offers help and/or assistance to others</li> <li>• usually, with guidance, has an optimistic attitude towards school</li> <li>• usually, with guidance, can self-initiate learning</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• not a risk taker</li> <li>• does not ask for help when needed</li> <li>• does not appreciate successes of others</li> <li>• does not appreciate the differences among peers</li> <li>• does not offer help and/or assistance to others</li> <li>• does not have an optimistic attitude towards school</li> <li>• does not self-initiate learning</li> </ul> |

## Social Responsibility in Grades 3 to 5

In grades 3 to 5, students are expected to demonstrate social responsibility in an increasing variety of situations, such as those described here.

- ◆ Small-group activities:
  - brainstorming and generating ideas
  - discussing options and making choices
  - creating products such as posters, collages, charts, and quilts
  - buddy reading or other activities with younger classes
  - role-playing and dramatizing
- ◆ Whole-class activities and routines:
  - class discussions
  - class meetings
  - listening to stories or viewing videos
  - music and physical education activities
  - looking after equipment, materials, and physical space
- ◆ Conduct in the school and on the school grounds:
  - hallway etiquette
  - informal interactions
  - formal and informal sports and games
  - assemblies

Students also participate in specific activities designed by their teachers to enhance social responsibility. In grades 3 to 5, these activities most often focus on the immediate community of the classroom and school, although students are also expected to expand their perspectives to consider some community and global issues.

Activities at this level may include:

- ◆ working together to establish guidelines or a code of conduct for the classroom or school; working together to collect data and evaluate progress
- ◆ developing criteria for social activities such as group work or buddy reading; evaluating own progress
- ◆ considering scenarios about realistic situations and working independently or in groups to propose solutions or courses of action (e.g., show what they could do to make others feel safe and welcome in their classroom; brainstorm and evaluate solutions to playground problems)
- ◆ responding to situations in literature that involve social responsibility (e.g., giving advice to a character, explaining how they would behave in the same situation, generating alternative courses of action a character could take)
- ◆ writing their own stories, poems, or plays that illustrate some aspect of social responsibility
- ◆ learning about rights and responsibilities (e.g., United Nations Convention on the Rights on the Child); then creating illustrations or dramatizations
- ◆ identifying ways to improve the classroom or school, making and carrying out a plan, and evaluating the results
- ◆ planning, carrying out, and evaluating the effects of “random acts of kindness” at home and at school
- ◆ viewing and responding to videos about issues such as bullying
- ◆ brainstorming things that make you popular and things that destroy popularity; then writing individual reflections, setting goals, and developing and monitoring action plans

## Quick Scale: Grades 3 to 5 Social Responsibility

This Quick Scale presents summary statements from the four categories in a one-page format for ease of use. In most cases, these scales can be used to evaluate student development anytime during the year. In the Elaborated Scale, each of the four categories is printed on a separate page.

| Aspect   | Exceeds Expectations  | Fully Meets Expectations   | Meets Expectations (Minimal Level)   | Not Yet Within Expectations  |
|--|---|--|--|--|
| <b>CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY</b>        | <ul style="list-style-type: none"> <li>friendly and kind, and often seeks opportunities to help or include others</li> <li>voluntarily takes responsibility in classroom and group activities (effective)</li> </ul>  | <ul style="list-style-type: none"> <li>friendly, considerate, and helpful</li> <li>contributes and shows commitment to classroom and group activities</li> </ul>   | <ul style="list-style-type: none"> <li>usually friendly; if asked, will help or include others</li> <li>generally willing and cooperative in classroom and group activities; may need some support</li> </ul>  | <ul style="list-style-type: none"> <li>often unfriendly, ignoring the feelings and needs of others</li> <li>shows little commitment to the group or class and has difficulty following basic rules for working together</li> </ul>   |
| <b>SOLVING PROBLEMS IN PEACEFUL WAYS</b>                         | <ul style="list-style-type: none"> <li>considers others' views and uses some effective strategies for resolving minor conflicts; takes responsibility and shows good judgment about when to get adult help</li> <li>can explain an increasing variety of problems or issues and generate and evaluate strategies</li> </ul> | <ul style="list-style-type: none"> <li>tries to manage anger, listen to others, and apply logical reasons to resolve conflicts; usually knows when to get adult help</li> <li>can explain simple problems or issues and generate and select simple, logical strategies</li> </ul>  | <ul style="list-style-type: none"> <li>tries to state feelings and manage anger; often needs support to resolve conflicts, frequently overestimating or underestimating the need for adult help</li> <li>can identify simple problems or issues and generate some strategies; tends to rely on the same strategies for all problems</li> </ul> | <ul style="list-style-type: none"> <li>does not take responsibility or listen to another's views in a conflict situation; tends to blame and put down others</li> <li>has difficulty stating problems or issues, and may be unable to suggest or choose appropriate strategies</li> </ul>            |
| <b>VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS</b>              | <ul style="list-style-type: none"> <li>fair and respectful; shows growing commitment to fair and just treatment for everyone</li> </ul>   | <ul style="list-style-type: none"> <li>treats others fairly and respectfully; often shows interest in correcting injustice</li> </ul>  | <ul style="list-style-type: none"> <li>usually respectful to others, but may need prompting to see how fairness applies to some situations</li> </ul>  | <ul style="list-style-type: none"> <li>sometimes disrespectful; appears unaware of others' rights</li> </ul>   |
| <b>DEMONSTRATING CITIZENSHIP</b>                                 | <ul style="list-style-type: none"> <li>shows a strong sense of responsibility in the classroom and an emerging sense of idealism—wants to make the world a better place; beginning to notice opportunities for action</li> </ul>  | <ul style="list-style-type: none"> <li>shows a growing sense of responsibility toward the classroom, school, community, and world; wants to make a difference, but needs help identifying opportunities for action</li> </ul>  | <ul style="list-style-type: none"> <li>willing to participate in actions that others initiate to improve the classroom, school, community, or world, but may be unclear on the purpose or impact of these actions</li> </ul>   | <ul style="list-style-type: none"> <li>tends to be apathetic and may feel powerless to affect classroom, school, community, or world</li> </ul>  |
| <b>DEVELOPING THE QUALITIES OF AN EMOTIONALLY HEALTHY PERSON</b> | <ul style="list-style-type: none"> <li>consistently demonstrates honesty, kindness, tolerance and respect to others</li> <li>consistently demonstrates self-confidence and an awareness of personal strengths and weaknesses</li> <li>consistently is aware of appropriately regulating self-behavior</li> </ul>            | <ul style="list-style-type: none"> <li>usually demonstrates honesty, kindness, tolerance, and respect to other students and adults</li> <li>usually demonstrates self-confidence and an awareness of personal strengths and weaknesses</li> <li>usually demonstrates an awareness of appropriately regulating self-behavior</li> </ul> | <ul style="list-style-type: none"> <li>sometimes demonstrates honesty, kindness, tolerance and respect to other students and adults</li> <li>sometimes demonstrates self-confidence and an awareness of personal strengths and weaknesses</li> <li>sometime demonstrates an awareness of appropriately regulating self-behavior</li> </ul>     | <ul style="list-style-type: none"> <li>often dishonest, unkind intolerant and disrespectful to other students and adults</li> <li>often lacks self-confidence and lacks awareness of personal strengths and weaknesses</li> <li>lacks awareness of appropriately regulating self-behavior</li> </ul> |

## Elaborated Scale: Grades 3 to 5 Social Responsibility

### Section 1: Contributing to the Classroom and School Community

*In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year. Note that evaluation of student progress in this area requires observation of actual student behavior. Written activities or other products do not generally offer appropriate evidence.*

| <b>Exceeds Expectations</b>   | <b>Fully Meets Expectations</b>   | <b>Meets Expectations (Minimal Level)</b>  | <b>Not Yet Within Expectations</b>  |
|---|---|--|---|
| <b><i>The student is friendly and kind, and often seeks opportunities to help or include others. The student voluntarily takes responsibility in classroom and group activities (effective).</i></b>  | <b><i>The student is friendly, considerate, and helpful; contributes and shows commitment to classroom and group activities.</i></b>  | <b><i>The student is usually friendly and, if asked, will help or include others; generally willing and cooperative in classroom and group activities; may need some support.</i></b>  | <b><i>The student is often unfriendly, ignoring the feelings and needs of others. The student shows little commitment to the group or class and has difficulty following basic rules for working together</i></b>   |
| <i>Observations may include:</i> <ul style="list-style-type: none"> <li>• friendly; sensitive and responsive to others' needs; finds opportunities to help and include others</li> <li>• can describe effects of own and others' words and actions</li> <li>• takes an active part in discussions and activities; may volunteer for extra responsibilities</li> <li>• shares responsibility for group needs and goals; accepts group decisions</li> <li>• consistently follows rules for working with others; takes on various group roles</li> <li>• frequently shows appreciation and support on own initiative</li> <li>• often shows leadership; may initiate and help to organize activities</li> <li>• self-assesses social or group skills accurately; identifies specific behaviors that are effective and ineffective</li> </ul> | <i>Observations may include:</i> <ul style="list-style-type: none"> <li>• routinely friendly; may independently notice opportunities to help or include others</li> <li>• often able to describe effects of words and actions</li> <li>• contributes to discussions and activities; may volunteer</li> <li>• shows focus and commitment to group needs and goals</li> <li>• follows basic rules for working cooperatively; takes on various group roles when asked</li> <li>• shows support and appreciation, often modeling someone else's words or actions</li> <li>• can take on leadership roles once an activity has been initiated</li> <li>• self-assesses social behaviors and group skills accurately; may need prompting for specific examples</li> </ul> | <i>Observations may include:</i> <ul style="list-style-type: none"> <li>• generally friendly; usually helps or includes others when asked</li> <li>• if prompted, can often identify effects of words and actions</li> <li>• sometimes contributes ideas; willing to take on his or her share of work</li> <li>• may need help to focus on group needs; commitment varies from one situation to another</li> <li>• follows basic rules for working cooperatively</li> <li>• when reminded, may show support and appreciation</li> <li>• with support, can lead group in simple and direct tasks</li> <li>• self-assesses simple social behaviors and group skills accurately, but may not be able to give specific examples</li> </ul> | <i>Observations may include:</i> <ul style="list-style-type: none"> <li>• sometimes behaves in an unfriendly way; may not recognize needs of others</li> <li>• may not be able to identify effects of own and others' words and actions</li> <li>• needs prompting and support to contribute to discussions or activities</li> <li>• focuses on own needs; does not show commitment to the class or group</li> <li>• may have difficulty taking turns or accepting suggestions</li> <li>• rarely shows appreciation or support for others</li> <li>• unable to take on a leadership role</li> <li>• has difficulty self assessing social behaviors; may misrepresent what happened</li> </ul> |

## Elaborated Scale: Grades 3 to 5 Social Responsibility

### Section 2: Solving Problems in Peaceful Ways

This section of the Elaborated Scale considers how students behave in conflict situations and how well they are able to apply problem-solving strategies to both real and hypothetical situations. In most cases, this section can be used to evaluate student development anytime during the year.

| Exceeds Expectations  | Fully Meets Expectations   | Meets Expectations (Minimal Level)   | Not Yet Within Expectations  |
|---|--|--|--|
| <p><i>The student considers others' views and uses some effective strategies for resolving minor conflicts; takes responsibility and shows good judgment about when to get adult help. The student can explain an increasing variety of problems or issues and generate and evaluate strategies.</i></p>  | <p><i>The student tries to manage anger, listen to others, and apply logical reasons to resolve conflicts; usually knows when to get adult help. The student can explain simple problems or issues, and generate and select simple, logical strategies.</i></p>  | <p><i>The student tries to state feelings and manage anger, but often needs support to resolve conflicts, frequently overestimating or underestimating the need for adult help. The student can identify simple problems or issues and generate some strategies; tends to rely on the same strategies for all problems</i></p>   | <p><i>The student does not take responsibility or listen to another's views in a conflict situation; tends to blame and put down others. The student has difficulty stating problems or issues and may be unable to suggest or choose appropriate strategies</i></p>   |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• feels responsible for resolving minor conflicts; shows good judgment about when to get help</li> <li>• can empathize and describe others' feelings in unfamiliar situations</li> <li>• makes "I" statements; avoids blaming; tries to sound non-judgmental</li> <li>• selects logical reasons that are likely to appeal to the listener</li> <li>• listens carefully; in structured situations, can explain a point of view that is different from own</li> <li>• reports own behavior accurately; takes responsibility; can set goals for future conflict situations</li> <li>• can identify and explain a variety of problems or issues</li> <li>• generates a variety of appropriate strategies for specific problems</li> <li>• may consider both positive and negative effects in choosing among courses of action</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• may try to resolve conflicts independently, but is easily discouraged; usually knows when to get help</li> <li>• shows empathy and can describe others' feelings in an increasing range of situations</li> <li>• usually able to focus on "I" statements and avoid blaming others</li> <li>• tries to present logical reasons that will appeal to the listener</li> <li>• usually listens politely; with support, can sometimes explain a point of view that is different from own</li> <li>• reports own behavior accurately; takes some responsibility</li> <li>• can identify and explain simple, concrete problems or issues</li> <li>• generates some ideas to fit specific problems</li> <li>• chooses among problem solving strategies and gives simple, logical explanations for choices</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• often overestimates or underestimates need for adult intervention</li> <li>• shows empathy and can identify others' feelings in familiar situations</li> <li>• tries to make "I" statements, but may become frustrated and resort to blaming</li> <li>• offers at least one reason for position; may be loosely related to the issue; often repetitive</li> <li>• may need reminding to listen to views that differ from own</li> <li>• usually tries to report own behavior accurately, even though there may be consequences</li> <li>• can identify simple problems or issues and state these in own words</li> <li>• generates some simple ideas for solving problems</li> <li>• tends to choose similar problem-solving strategies for all situations</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• sees most conflicts as needing to be solved by an adult</li> <li>• shows some empathy in immediate or concrete situations (e.g., if others are hurt or crying)</li> <li>• tends to blame or put down others</li> <li>• may offer irrelevant or illogical arguments or be unable to explain reasoning; shows no sense of how the listener is reacting</li> <li>• often unwilling to listen to points of view that differ from own</li> <li>• may deliberately misrepresent a situation to avoid consequences</li> <li>• often unable to state a problem or issue in own words</li> <li>• needs help to generate ideas for solving problems</li> <li>• has difficulty choosing an appropriate problem solving strategy</li> </ul> |

## Elaborated Scale: Grades 3 to 5 Social Responsibility

### Section 3: Valuing Diversity and Defending Human Rights

*In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.*

| <b>Exceeds Expectations</b>   | <b>Fully Meets Expectations</b>  | <b>Meets Expectations (Minimal Level)</b>  | <b>Not Yet Within Expectations</b>  |
|---|--|--|---|
| <b><i>The student is fair and respectful; shows growing commitment to fair and just treatment for everyone</i></b>  | <b><i>The student treats others fairly and respectfully; often shows interest in correcting injustice</i></b>  | <b><i>The student is usually respectful to others, but may need prompting to see how fairness applies to some situations</i></b>   | <b><i>The student is sometimes disrespectful; appears unaware of others' rights.</i></b>  |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• consistently fair and respectful; recognizes and comments on unfairness</li> <li>• beginning to develop interest and pride in the multicultural nature of the United States</li> <li>• can describe basic human rights and give examples; often wants actions taken against injustice</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• fair and respectful of others, including those who differ in a variety of ways</li> <li>• shows awareness and interest in an increasing variety of cultures; may initiate explorations</li> <li>• can describe some basic human rights; shows interest in correcting flagrant injustices</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• usually respectful of others; accepts feedback on disrespectful behavior and often apologizes</li> <li>• shows awareness an interest in some features of various cultures; focuses on concrete experiences (e.g., festivals, music, food)</li> <li>• with support, can describe some basic human rights and explain what is fair</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• sometimes disrespectful toward others</li> <li>• appears uninterested in cultures and multiculturalism; may offer misinformation</li> <li>• focuses on own needs and wants; unaware of others' rights</li> </ul> |

## Elaborated Scale: Grades 3 to 5 Social Responsibility

### Section 4: Demonstrating Citizenship

*In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.*

| <b>Exceeds Expectations</b>   | <b>Fully Meets Expectations</b>   | <b>Meets Expectations (Minimal Level)</b>  | <b>Not Yet Within Expectations</b>  |
|---|---|--|---|
| <i>The student shows a strong sense of responsibility in the classroom and an emerging sense of idealism—wants to make the world a better place; beginning to notice opportunities for action.</i>  | <i>The student shows a growing sense of responsibility toward the classroom, school, community, and world; wants to make a difference but needs help identifying opportunities for action</i>   | <i>The student is willing to participate in actions that others initiate to improve the classroom, school, community, or world, but may be unclear on the purpose or impact of these actions.</i>  | <i>The student tends to be apathetic and may feel powerless to affect classroom, school, community, or world.</i>   |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• consistently follows rules and routines; may suggest changes or improvements</li> <li>• draws attention to situations where action is needed and tries to initiate action; increasingly committed to acting on own beliefs</li> <li>• attempts to use resources wisely and practice conservation; may take extra responsibility</li> <li>• beginning to show a sense of idealism; can describe some ways to make the world a better place; often simplistic</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• consistently follows rules and routines; accepts consequences of any lapses</li> <li>• shows interest in helping when needs are brought to his or her attention; often responds when volunteers are asked for</li> <li>• attempts to use resources wisely and practice conservation</li> <li>• can identify some ways to make the world a better place; these tend to be simplistic</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• usually follows rules and routines, and apologizes for lapses</li> <li>• if prompted, usually willing to contribute to helpful or charitable actions initiated by others</li> <li>• attempts to use resources wisely and practice conservation; tends to be inconsistent</li> <li>• can identify some ways to make the world a better place; tends to be general</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• often needs to be reminded of rules and routines</li> <li>• appears apathetic; unable or unwilling to suggest ways that he or she can help in most situations</li> <li>• may try to use resources wisely, but own wants and needs often prevail</li> <li>• may have difficulty offering specific ideas about how to make the world a better place; tends to be very general</li> </ul> |

## Elaborated Scale: Grades 3 to 5 Social Responsibility

### Section 5: Developing the Qualities of an Emotionally Healthy Person

In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.

| Exceeds Expectations  | Fully Meets Expectations  | Meets Expectations (Minimal Level)  | Not Yet Within Expectations   |
|---|---|---|---|
| <p><i>The student is honest, kindness, respect, and tolerance and often seeks opportunities to help, include, and stand up for others.</i></p> <p><i>The student is self-confident and can accurately describe personal strengths and weaknesses</i></p> <p><i>The student is able to manage feelings and solve problems independently but knows when to seek adult help</i></p>  | <p><i>The student consistently demonstrates honesty, kindness, respect, and tolerance</i></p> <p><i>The student consistently demonstrates self-confidence and awareness of personal strengths and weaknesses</i></p> <p><i>The student consistently demonstrates awareness of appropriately regulating self-behavior</i></p>  | <p><i>The student sometimes demonstrates honesty, kindness, respect, and tolerance.</i></p> <p><i>The student sometimes demonstrates self-confidence and awareness of personal strengths and weaknesses</i></p> <p><i>The student sometimes demonstrates awareness of appropriately regulating self-behavior.</i></p>   | <p><i>The student is dishonest, unkind, intolerant, and disrespectful to other students and adults.</i></p> <p><i>The student often lacks self-confidence.</i></p> <p><i>The student lacks awareness of appropriately regulating self-behavior.</i></p>   |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• consistently honest</li> <li>• kind and friendly and often independently initiates including others</li> <li>• treats others fairly, including others who differ in some way</li> <li>• is respectful and will stand up for self and others</li> <li>• able to see relationship between words and action</li> <li>• appreciates other cultures and seeks opportunities to include people of various cultures</li> <li>• takes responsibility for actions</li> <li>• able to manage own behavior and admit mistakes</li> <li>• considers others point of view</li> <li>• tolerant and respectful and shows a growing commitment to fair and just treatment for everyone</li> <li>• shows empathy and is able to describe others' feelings in unfamiliar situation</li> <li>• can describe effects of own and others' words and actions</li> <li>• can accurately self-assess</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• usually honesty</li> <li>• routinely kind and friendly and may independently notice opportunities to be help or include others</li> <li>• often able to describe effects of words and actions</li> <li>• treats others fairly and respectfully; including those who differ in a variety of ways</li> <li>• shows awareness and interest in an increasing variety of cultures; may initiate exploration</li> <li>• generally able to report on own behavior, and takes some responsibility</li> <li>• shows empathy and can describes others' feelings in an increasing range of situations</li> <li>• usually is able to manage feelings in an appropriate manner, and avoids blaming others</li> <li>• can sometimes explain a point of view different from own</li> <li>• can accurately describe his own personal strengths and weaknesses</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• generally honest</li> <li>• generally is kind toward others</li> <li>• with support can accurately represents situations</li> <li>• if prompted is able to describe effect of words and actions</li> <li>• generally is aware of including others and if prompted will include others</li> <li>• generally tends to be aware of his own behavior and tries to report it accurately, even though there may be a consequence</li> <li>• if prompted, can usually identify personal strengths and weaknesses</li> <li>• tries to manage feelings appropriately</li> <li>• with support can describe cultural and individual differences and similarities</li> <li>• sometimes is able to identify stereotypic behavior</li> <li>• generally shows empathy toward others in concrete situations (e.g. if others are hurt, crying)</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• mean and hurtful comments to others</li> <li>• telling lies or misrepresenting situations</li> <li>• gossip about others</li> <li>• disrespectful facial gestures and comments to others</li> <li>• excuses and refusals to apologize</li> <li>• boastful or exaggerated statements about abilities</li> <li>• intentional exclusions of others</li> <li>• engaging in stereotyping behavior</li> <li>• disrespectful or dismissive comments about other cultures</li> </ul> |

# Social Responsibility in

## Grades 6 to 8

In grades 6 to 8, students are expected to demonstrate social responsibility in an increasing variety of situations, such as those described here.

- ◆ Small-group activities:
  - brainstorming and generating ideas
  - sharing reactions, opinions, and views
  - creating products such as posters, collages, newspapers, and charts
  - buddy reading or other activities with younger classes
  - role-playing and dramatizing
- ◆ Whole-class activities and routines:
  - class discussions
  - music and physical education activities
  - looking after equipment, materials, and physical space
- ◆ Conduct in the school and on the school grounds:
  - hallway etiquette
  - informal interactions
  - formal and informal sports and games
  - assemblies
  - extra-curricular activities (e.g., dances)

Students also participate in specific activities designed by their teachers to enhance social responsibility, both within the classroom and school and in the larger community. During grades 6 to 8, these activities invite students to increasingly broaden their perspective to consider national and global issues and concerns.

Activities at this level often include:

- ◆ working together to establish guidelines or a code of conduct for the classroom or school; working together to collect data and evaluate progress]
- ◆ developing criteria for social activities such as group work or buddy reading; evaluating own progress
- ◆ considering scenarios about realistic situations and working independently or in groups to propose solutions or courses of action (e.g., show what they could do to make others feel safe and welcome in their classroom; choose and defend a course of action regarding an environmental dilemma; brainstorm and evaluate solutions to real school or community problems)
- ◆ identifying and clarifying issues and problems; proposing and evaluating strategies, considering consequences
- ◆ responding to situations in literature that involve social responsibility (e.g., giving advice to a character; explaining how they would behave in the same situation; generating alternative courses of action a character could take)
- ◆ learning about rights and responsibilities (e.g., United Nations human rights initiatives) and then creating illustrations or dramatizations
- ◆ identifying ways to improve the classroom or school, making and carrying out a plan, and evaluating the results
- ◆ finding and analyzing newspaper articles that illustrate socially responsible behavior
- ◆ creating personal coats of arms that display key aspects of their own social responsibility

## Quick Scale: Grades 6 to 8 Social Responsibility

This Quick Scale presents summary statements from the four categories in a one-page format for ease of use. In most cases, these scales can be used to evaluate student development anytime during the year. In the Elaborated Scale, each of the four categories is printed on a separate page.

| Aspect   | Exceeds Expectations  | Fully Meets Expectations   | Meets Expectations (Minimal Level)   | Not Yet Within Expectations   |
|--|---|--|--|---|
| <b>CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY</b>        | <ul style="list-style-type: none"> <li>• kind, friendly, inclusive, and helpful</li> <li>• voluntarily takes on responsibilities and contributes; effective in groups</li> </ul>  | <ul style="list-style-type: none"> <li>• routinely kind and friendly, and helps and includes others if asked</li> <li>• takes responsibility, contributes, and works cooperatively</li> </ul>  | <ul style="list-style-type: none"> <li>• usually friendly and, if asked, will include others</li> <li>• with support, will take responsibility, contribute, and work cooperatively</li> </ul>  | <ul style="list-style-type: none"> <li>• often appears to be unfriendly and negative</li> <li>• does not take responsibility or work cooperatively</li> </ul>   |
| <b>SOLVING PROBLEMS IN PEACEFUL WAYS</b>                         | <ul style="list-style-type: none"> <li>• uses a repertoire of strategies to deal with interpersonal problems; tries to be logical and non-judgmental; considers others' feelings and perspectives</li> <li>• can clarify increasingly complex problems and issues, propose and evaluate strategies, and weigh consequences</li> </ul>   | <ul style="list-style-type: none"> <li>• tries to solve interpersonal problems calmly; often shows empathy and considers others' perspectives</li> <li>• can clarify an increasing range of problems or issues, generate and compare potential strategies, and anticipate some consequences</li> </ul>   | <ul style="list-style-type: none"> <li>• may try to solve interpersonal problems and consider others' feelings, but often needs support; may become frustrated and blame others</li> <li>• can clarify familiar, concrete problems and issues, and propose some strategies; may misinterpret consequences</li> </ul>   | <ul style="list-style-type: none"> <li>• unwilling or unable to solve interpersonal problems; may be illogical or blame others, or become violent or sarcastic</li> <li>• tends to view problems in black and white; has difficulty considering more than one perspective, generating strategies, and predicting consequences</li> </ul>  |
| <b>VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS</b>              | <ul style="list-style-type: none"> <li>• usually treats everyone fairly and respectfully; shows an increasing commitment to correcting injustices</li> </ul>  | <ul style="list-style-type: none"> <li>• usually treats others fairly and respectfully; tries to be unbiased; shows some support for human rights</li> </ul>   | <ul style="list-style-type: none"> <li>• usually respectful to others and accepting of differences, but may not see the need for action on human rights</li> </ul>   | <ul style="list-style-type: none"> <li>• often disrespectful and may avoid or be negative towards those perceived as different in some way</li> </ul>   |
| <b>DEMONSTRATING CITIZENSHIP</b>                                 | <ul style="list-style-type: none"> <li>• shows a growing sense of altruism and optimism—a commitment to making the world a better place</li> </ul>  | <ul style="list-style-type: none"> <li>• shows a sense of community and an interest in making the world a better place; tries to follow through on planned actions</li> </ul>  | <ul style="list-style-type: none"> <li>• shows some interest in making the world a better place, but ideas tend to be very general and follow-through tends to be inconsistent</li> </ul>  | <ul style="list-style-type: none"> <li>• tends to be egocentric or apathetic; may show a sense of powerlessness</li> </ul>  |
| <b>DEVELOPING THE QUALITIES OF AN EMOTIONALLY HEALTHY PERSON</b> | <ul style="list-style-type: none"> <li>• differentiates a wide range of emotions and utilizes an extensive emotional vocabulary</li> <li>• accepts and extends appropriate expressions of affection; empathetic</li> <li>• manages all situations with the appropriate emotional response</li> <li>• solid self-esteem</li> <li>• confident to stand firm in personal convictions, regardless of others opinions; displays courage</li> </ul> | <ul style="list-style-type: none"> <li>• distinguishes between most emotions and has a consistent emotional vocabulary</li> <li>• usually demonstrates empathy and emotional expression appropriate to the situation</li> <li>• manages most situations with appropriate emotional response</li> <li>• usually demonstrates confidence in displays of self esteem</li> <li>• comfortably maintains personal convictions while considering others opinions</li> </ul> | <ul style="list-style-type: none"> <li>• able to interpret some emotions; can identify a limited spectrum of emotions</li> <li>• displays limited and/or minimal expressions of emotions; shows some appropriate response to situations</li> <li>• demonstrates management of some situations with appropriate emotions</li> <li>• displays good sense of self in most situations</li> <li>• shows some initiative in exhibiting displays of personal convictions</li> </ul> | <ul style="list-style-type: none"> <li>• misinterprets most emotions; cannot identify or differentiate a spectrum of emotions</li> <li>• tends to be indifferent; withholding of emotional expression</li> <li>• frequently over or under reacts to most situations</li> <li>• lacks self-esteem</li> <li>• lacks confidence and personal convictions; frequently influenced by others</li> </ul> |

## Elaborated Scale: Grades 6 to 8 Social Responsibility

### Section 1: Contributing to the Classroom and School Community

In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year. Note that evaluation of student progress in this area requires observation of actual student behavior. Written activities or other products do not generally offer appropriate evidence.

| Exceeds Expectations  | Fully Meets Expectations  | Meets Expectations (Minimal Level)   | Not Yet Within Expectations  |
|---|---|--|--|
| <p><b><i>The student is kind, friendly, inclusive, and helpful. The student voluntarily takes on responsibilities and contributes; effective in groups.</i></b></p>   | <p><b><i>The student is routinely kind and friendly, and helps and includes others if asked. The student takes responsibility, contributes, and works cooperatively.</i></b></p>  | <p><b><i>The student is usually friendly and, if asked, will include others. With support, the student will take responsibility, contribute, and work cooperatively.</i></b></p>   | <p><b><i>The student often appears to be unfriendly and negative; does not take responsibility or work cooperatively</i></b></p>   |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• kind, friendly, and inclusive without prompting; find opportunities to help and include others</li> <li>• shows a sense of community; works actively to improve the physical and social environments</li> <li>• voluntarily takes on responsibilities in shared activities, often exceeding requirements; may spend extra time on own initiative</li> <li>• contributes, explains, and elaborates relevant ideas; attempts to synthesize and clarify</li> <li>• works cooperatively and effectively with a variety of classmates and in a variety of roles and situations</li> <li>• encouraging and supportive; makes others feel good about their contributions</li> <li>• listens responsively; ensures that everyone has a chance to contribute</li> <li>• when working in a group, often takes on leadership voluntarily—suggests procedures, asks guiding questions, organizes tasks, and keeps the group on task</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• routinely kind and friendly; helps others when asked (and sometimes voluntarily); welcoming</li> <li>• shows a sense of community; takes some responsibility for maintaining and improving the physical and social environments</li> <li>• completes tasks that have been assigned; often volunteers to take on responsibilities in shared activities</li> <li>• contributes, explains, and elaborates relevant ideas</li> <li>• works cooperatively in a variety of situations</li> <li>• routinely encouraging and supportive</li> <li>• listens attentively and patiently; asks clarifying questions</li> <li>• when assigned a leadership role, suggests appropriate procedures, asks guiding questions, and organizes tasks and information; sometimes volunteers for leadership</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• generally friendly; usually helps, welcomes, or includes others when asked</li> <li>• shows some sense of community; treats the classroom as a shared environment but does not try to improve it</li> <li>• often needs encouragement to take responsibility for specific tasks in shared activities</li> <li>• contributes ideas; may need prompting to explain or elaborate</li> <li>• works cooperatively, if given structure and support; often works well only with some classmates or in some situations</li> <li>• may encourage and support some classmates</li> <li>• listens attentively; can usually restate others ideas if asked</li> <li>• when assigned a leadership role, usually follows specified procedures for organizing the work</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• often behaves in a negative or unfriendly way; may reinforce negative behaviors in others</li> <li>• little sense of community; focuses on own needs and wants; does not appear to understand the impact of own actions on others</li> <li>• does not take responsibility in shared activities</li> <li>• reluctant to contribute ideas</li> <li>• does not work cooperatively; often unable to work with a variety of classmates</li> <li>• rarely encouraging toward others; may make inappropriate comments</li> <li>• often inattentive and impatient; does not give equal attention to others' ideas</li> <li>• when assigned a leadership role, may ignore specified procedures or behave inappropriately (e.g., dominating the group)</li> </ul> |

## Elaborated Scale: Grades 6 to 8 Social Responsibility

### Section 2: Solving Problems in Peaceful Ways

This section of the Elaborated Scale considers how students behave in conflict situations and how well they are able to apply problem-solving strategies to both real and hypothetical situations. In most cases, this section can be used to evaluate student development anytime during the year.

| Exceeds Expectations  | Fully Meets Expectations   | Meets Expectations (Minimal Level)  | Not Yet Within Expectations   |
|---|--|---|---|
| <p><i>Uses a repertoire of strategies to deal with interpersonal problems; tries to be logical and non-judgmental; considers others' feelings and perspectives. The student can clarify increasingly complex problems and issues, propose and evaluate strategies, and weigh consequences.</i></p>  | <p><i>Tries to solve interpersonal problems calmly; often shows empathy and considers others' perspectives. The student can clarify an increasing range of problems or issues, generate and compare potential strategies, and anticipate some consequences.</i></p>  | <p><i>May try to solve interpersonal problems and consider others' feelings, but often needs support; may become frustrated and blame others. The student can clarify familiar, concrete problems and issues, and propose some strategies; may misinterpret consequences.</i></p>   | <p><i>Unwilling or unable to solve interpersonal problems; may be illogical or blame others, or become violent or sarcastic. The student tends to view problems in black and white; has difficulty considering more than one perspective, generating strategies, and predicting consequences.</i></p>   |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• can identify and clarify problems or issues that have some complexity and ambiguity</li> <li>• takes responsibility for solving interpersonal problems independent of adults; may show some persistence in difficult situations; shows good judgment about when to get help</li> <li>• often shows sensitivity and tries to consider others' feelings and needs</li> <li>• makes "I" statements; maintains an objective, non-judgmental tone</li> <li>• chooses reasons and arguments that will appeal to audience</li> <li>• develops logical arguments to support a position</li> <li>• open-minded; nonjudgmental</li> <li>• able to explain other perspectives, values, and choices fairly</li> <li>• has a repertoire of strategies for solving problems; may use these to help others</li> <li>• anticipates consequences; may include long-term consequences</li> <li>• reflections show honesty and insight</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• can identify and clarify an increasing range of problems or issues in own words</li> <li>• feels responsible for solving interpersonal problems independent of adults, but may become easily discouraged; usually makes good decisions about when to get help</li> <li>• often displays empathy; can readily describe others' feelings or needs</li> <li>• usually able to focus on "I" statements and maintain a calm, objective tone</li> <li>• tries to present reasons that will appeal to the audience</li> <li>• often tries to restate and clarify a position</li> <li>• listens politely to others' views</li> <li>• can consider competing reasons or arguments; offers at least two perspectives</li> <li>• can identify potential strategies for solving problems</li> <li>• anticipates some consequences; tends to focus on those that are concrete and immediate</li> <li>• reflections show honesty and understanding</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• can identify familiar and concrete problems or issues</li> <li>• sees some need to solve interpersonal problems, but may not make a serious attempt; may overestimate or underestimate need for adult help</li> <li>• if asked, can usually describe others' feelings or needs</li> <li>• tries to make "I" statement and disagree calmly, but may become frustrated and begin blaming others</li> <li>• offers reasons for position or view</li> <li>• may be repetitive, restating position or argument</li> <li>• often needs structure or support to listen to others' views</li> <li>• may have difficulty explaining another's perspective</li> <li>• may rely on a few strategies for solving problems, without considering the specific situation</li> <li>• generally understands cause and effect, but may misinterpret some consequences</li> <li>• reflections show understanding of key aspects of a situation; generally honest</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• can identify simple problems or issues; tends to state in black-and-white, either/or terms, or look for fault</li> <li>• takes little or no responsibility for solving interpersonal problems; may use violence; does not make good judgments about when to seek help</li> <li>• appears unaware of others' feelings or needs, except in extreme cases</li> <li>• tends to blame or put down others; often uses sarcasm</li> <li>• reasoning may be illogical, inappropriate or unclear</li> <li>• tends to repeat one idea over and over again; no sense of how the listener is responding</li> <li>• often unwilling to listen to others' viewpoints</li> <li>• unable or unwilling to take another's perspective</li> <li>• with prompting, may be able to describe one or two strategies to address problems</li> <li>• may not recognize cause and effect; often unable to describe consequences</li> <li>• may have difficulty sharing reflections; often shows bias; may not be entirely truthful about own role</li> </ul> |

## Elaborated Scale: Grades 6 to 8 Social Responsibility

### Section 3: Valuing Diversity and Defending Human Rights

In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.

| <b>Exceeds Expectations</b>   | <b>Fully Meets Expectations</b>   | <b>Meets Expectations (Minimal Level)</b>  | <b>Not Yet Within Expectations</b>   |
|---|---|--|--|
| <p><i>The student usually treats everyone fairly and respectfully; shows an increasing commitment to correcting injustices.</i></p>   | <p><i>The student usually treats others fairly and respectfully; tries to be unbiased; shows some support for human rights.</i></p>   | <p><i>The student is usually respectful to others and accepting of differences, but may not see the need for action on human rights.</i></p>   | <p><i>The student is often disrespectful and may avoid or be negative towards those perceived as different in some way.</i></p>  |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• consistently fair and respectful; may try to help others modify behavior</li> <li>• accepts differences; works and interacts easily with those who are different in some way</li> <li>• describes the positive contributions and effects of diversity; shows pride in the multicultural nature of the United States</li> <li>• can identify and explain the negative consequences of some forms of stereotyping (e.g., gender, culture, age, region, language, socioeconomic)</li> <li>• recognizes and can describe basic human rights</li> <li>• often takes a stand when perceiving injustice; may show a sense of moral outrage and want action taken</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• usually treats classmates and staff fairly and respectfully</li> <li>• generally accepts differences; may need encouragement to work with a variety of classmates</li> <li>• identifies some positive aspects of diversity and can describe the contributions of various groups</li> <li>• with support, can identify and comment on the effects of blatant examples of some forms of stereotyping (e.g., gender, culture, age, language, socioeconomic)</li> <li>• recognizes and can describe several basic human rights</li> <li>• shows interest in human rights issues and initiatives; generally supportive</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• usually treats classmates and staff with respect; accepts feedback on disrespectful behavior and often apologizes</li> <li>• usually accepts differences, but may avoid those perceived as different</li> <li>• identifies some types of diversity and may be able to describe contributions of selected groups; sometimes needs reminding to be non-judgmental</li> <li>• with support, can identify some blatant forms of stereotyping</li> <li>• can identify some basic human rights</li> <li>• shows interest in some human rights issues and initiatives, but may have difficulty seeing the need for action</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• often disrespectful to classmates or staff</li> <li>• often attempts to impose own views, standards, and values on everyone; may avoid or be dismissive to those perceived as different</li> <li>• may be uninterested or make negative comments about diversity</li> <li>• has difficulty identifying stereotyping except in extreme cases</li> <li>• may be unaware of basic human rights; focuses on own needs and wants</li> <li>• shows little interest in most human rights issues or initiatives, except those that pertain to self or friends; may be dismissive or negative</li> </ul> |

## Elaborated Scale: Grades 6 to 8 Social Responsibility

### Section 4: Demonstrating Citizenship

*In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.*

| Exceeds Expectations   | Fully Meets Expectations  | Meets Expectations (Minimal Level)   | Not Yet Within Expectations  |
|--|---|--|--|
| <p><b><i>The student shows a growing sense of altruism and optimism—a commitment to making the world a better place.</i></b></p>   | <p><b><i>The student shows a sense of community and an interest in making the world a better place; tries to follow through on planned actions</i></b></p>  | <p><b><i>The student shows some interest in making the world a better place, but ideas tend to be very general and follow-through tends to be inconsistent.</i></b></p>  | <p><b><i>The student tends to be egocentric or apathetic; may show a sense of powerlessness</i></b></p>  |
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• follows classroom rules and routines, but shows some independent judgment; works to modify rules when they obstruct progress or improvement</li> <li>• shows a strong sense of community; often suggests positive actions to be taken</li> <li>• shows optimism about the ways that citizens interact with and influence democratic governments</li> <li>• demonstrates understanding of global citizenship and suggests appropriate actions</li> <li>• attempts to use resources wisely; practices conservation; may take responsibility beyond self</li> <li>• shows a sense of altruism; can elaborate some ways to make the world a better place</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• follows classrooms rules consistently; accepts consequences of any lapses</li> <li>• shows a sense of community; willing to participate in positive actions suggested by others</li> <li>• can describe some ways that citizens interact with and influence democratic governments</li> <li>• demonstrates understanding of global citizenship</li> <li>• attempts to use resources wisely; practices conservation</li> <li>• beginning to show a sense of altruism; can identify some specific ways to make the world a better place</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• occasionally breaks rules; may try to avoid consequences</li> <li>• shows a sense of community in some cases; may go along with positive actions organized by others, but without much commitment</li> <li>• shows some understanding of how democratic governments function</li> <li>• shows interest in global citizenship</li> <li>• attempts to use resources wisely and practice conservation; tends to be inconsistent</li> <li>• can identify some ways to make the world a better place; tends to be general</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• does not follow class rules and routines, and may appear to see them as a personal affront; often tries to avoid consequences</li> <li>• tends to be egocentric (“take care of yourself”) or apathetic</li> <li>• shows a sense of confusion or powerlessness about democratic governments</li> <li>• may have difficulty with the concept of global citizenship</li> <li>• recognizes the importance of using resources wisely, but own wants and needs tend to override many attempts at conservation</li> <li>• may be apathetic and have difficulty offering specific ideas about how to make the world a better place; tends to be very general</li> </ul> |

## Elaborated Scale: Grades 6 to 8 Social Responsibility

### Section 5: Developing the Qualities of an Emotionally Healthy Person

*In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.*

| <b>Exceeds Expectations</b>   | <b>Fully Meets Expectations</b>  | <b>Meets Expectations (Minimal Level)</b>   | <b>Not Yet Within Expectations</b>   |
|---|--|---|--|
| <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• frequently demonstrates attentive, involved, engaged behavior</li> <li>• shares ideas, expresses personal opinions in a positive non-threatening manner</li> <li>• expresses a wide range of proactive, non-judgmental solutions to challenging situations</li> <li>• accurately assesses and responds to a wide-range of situations with a mature emotional response</li> <li>• initiates projects and takes leadership role in organizing others for service and outreach; is supportive to group members</li> <li>• identifies extensive emotional vocabulary through association of terminology and the symptomatic manifestations of same emotions</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• Usually on-task and engaged, willing to take leadership roles although will not initiate them; socially responsible</li> <li>• willingly shares ideas and is inclusive of others</li> <li>• generates solutions to situations when called upon to do so</li> <li>• usually responds with appropriate emotional displays</li> <li>• actively engages in most projects of service; maintains personal responsibility for expectations of his/her role in the projects; completes tasks</li> <li>• identifies adequate and accurate emotional vocabulary for a wide range of emotional situations</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• attempts at emotional expression, but not always accurate</li> <li>• “Shows up” but not always engaged and involved; appears to be going through the motions of most situations, but does not seek out these opportunities</li> <li>• unsure of how to react to situations but makes an attempt at appropriate responses</li> <li>• not always accurate in evaluation of emotions; may misinterpret one emotion for another; has a simplistic emotional vocabulary</li> <li>• is not too hard on self when admitting to mistakes; accepting of positive and negative criticisms</li> <li>• may volunteer and will cooperate with others in the group, but will not take any leadership roles.</li> </ul> | <p><i>Observations may include:</i></p> <ul style="list-style-type: none"> <li>• frequently distracted, disengaged, indifferent, defensive, isolated</li> <li>• may appear withdrawn, timid, unemotional</li> <li>• may demonstrate explosive outbursts; may appear angry, display irrational behavior in response to situations; volatile or extremes in response</li> <li>• may appear unkempt, demonstrate poor personal hygiene; may show signs of abuse or abusive behavior (substance, eating-related, self-mutilation)</li> <li>• may be a follower (people pleaser) or extremely isolated; drift from one group to another; may exhibit bullying behavior</li> </ul> |

## Social Responsibility in Grades 9-12

In grades 9 to 12, students are expected to demonstrate social responsibility in an increasing variety of situations, such as described here.

- ◆ Small-group activities:
  - brainstorming and generating ideas
  - discussing various issues or questions
  - creating products such as posters, collages, and charts
  - role-playing and dramatizing
  - coming to consensus on various topics
- ◆ Whole-class activities, such as class discussions and debates
- ◆ Conduct in the school and on the school grounds:
  - hallway etiquette
  - informal interactions
  - intramural activities
  - extra-curricular activities (e.g., dances, clubs)

Students also participate in specific activities designed by their teachers to enhance social responsibility, both within the classroom and school and in the larger community. During secondary grades, these activities invite students to broaden their perspectives to consider national and global issues and concerns.

Activities at this level often include:

- ◆ working together to establish guidelines or a code of conduct for the classroom or school, or determining consequences for infractions of school rules
- ◆ analyzing case studies related to environmental or bioethical issues
- ◆ developing criteria for activities such as group work; evaluating own progress
- ◆ considering scenarios about realistic situations and working independently or in groups to propose solutions or courses of action (e.g., choose and defend a course of action regarding vandalism, bullying, or environmental issues)
- ◆ responding to situations in literature that involve social responsibility (e.g., giving advice to a character, explaining how they would behave in the same situation, generating alternative courses of action a character could take)
- ◆ analyzing and responding to human rights issues (e.g., racism, sexism, capital punishment); proposing courses of action
- ◆ identifying ways to improve the classroom or school, making and carrying out a plan, and evaluating the results
- ◆ analyzing controversial issues and proposing strategies or solutions
- ◆ identifying and responding to current issues reported in various media
- ◆ volunteering and participating in various service activities in the school and community

## Quick Scale: Grades 9-12 Social Responsibility

This Quick Scale presents summary statements from the four categories in a one-page format for ease of use. In most cases, these scales can be used to evaluate student development anytime during the year. In the Elaborated Scale, each of the four categories is printed on a separate page.

| Aspect  | Exceeds Expectations   | Fully Meets Expectations  | Meets Expectations (Minimal Level)   | Not Yet Within Expectations   |
|---|--|---|--|---|
| <b>CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY</b> | <ul style="list-style-type: none"> <li>works actively and proactively to care for and improve the school or community</li> <li>shows commitment to class or group activities or goals</li> <li>participates and/or volunteers in after school or community activities that better oneself and/or others</li> <li>is an active leader and encourages others to work cooperatively and effectively to reach a common goal</li> </ul> | <ul style="list-style-type: none"> <li>takes on some responsibility to care for and improve the school or community</li> <li>completes all assignments with good effort</li> <li>shows commitment towards class or group activities or goals and may volunteer for additional responsibilities or tasks</li> <li>demonstrates good sportsmanship, cooperation and teamwork</li> <li>respecting the property of others and may volunteer in student government or other school activities</li> </ul> | <ul style="list-style-type: none"> <li>most times, with structure, demonstrates self discipline and self control</li> <li>class participation and involvement are apparent</li> <li>shows some responsibility for school and community</li> <li>shows some leadership skills, sometimes supports and encourages others</li> <li>effort in work production is evident on occasion works cooperatively in groups and may support and encourage others</li> </ul> | <ul style="list-style-type: none"> <li>appears passive and apathetic</li> <li>avoids participation in class and group</li> <li>lacks effort in work production</li> <li>shows little interest in or sense of responsibility toward school or community</li> <li>often breaks rules</li> <li>may be disruptive, making inappropriate and negative comments or encouraging negative behavior</li> </ul> |
| <b>SOLVING PROBLEMS IN PEACEFUL WAYS</b>                  | <ul style="list-style-type: none"> <li>in conflict situations, shows empathy and a sense of ethics, presents soundly reasoned arguments, and considers divergent views</li> <li>can clarify problems or issues, generate and analyze strategies, create an effective plan, and use evidence to evaluate actions</li> <li>engages in the process of conflict resolution through Peer Mediation</li> </ul>                           | <ul style="list-style-type: none"> <li>in conflict situations, usually manages anger appropriately, listens respectfully, presents logical arguments and can paraphrase opposing views</li> <li>can clarify problems or issues, generate strategies, weigh consequences, and evaluate actions</li> <li>at times is able to demonstrate empathy</li> </ul>   | <ul style="list-style-type: none"> <li>in conflict situations, often uses put-downs, insults, or sarcasm; has difficulty stating position clearly; may be illogical</li> <li>can describe simple, concrete problems or issues and generate some strategies; often ignores consequences</li> </ul>  | <ul style="list-style-type: none"> <li>in conflict situations, often uses put-downs, insults, or sarcasm; has difficulty stating position clearly; may be illogical</li> <li>can describe simple, concrete problems or issues and generate some strategies; often ignores consequences</li> </ul>   |
| <b>VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS</b>       | <ul style="list-style-type: none"> <li>respectful and ethical; speaks out and takes action to support diversity and defend human rights, even when that may not be a popular stance</li> </ul>   | <ul style="list-style-type: none"> <li>respectful and fair; increasingly willing to speak up or take action to support diversity and defend human rights</li> </ul>   | <ul style="list-style-type: none"> <li>usually respectful; supports those who speak up or take action to support diversity and defend human rights</li> </ul>  | <ul style="list-style-type: none"> <li>sometimes disrespectful; may stereotype or avoid those perceived as different in some way</li> <li>engages in prejudicial comments</li> <li>lack of empathy and apathy towards others</li> </ul>   |
| <b>DEMONSTRATING CITIZENSHIP</b>                          | <ul style="list-style-type: none"> <li>shows a strong sense of community-mindedness and accountability; can describe and work toward an ideal future for the world</li> <li>independently volunteers in after school or community projects i.e. volunteer fireman</li> </ul>   | <ul style="list-style-type: none"> <li>shows a sense of responsibility and community-mindedness</li> <li>participates in service learning or community projects through the school</li> <li>increasingly interested in taking action to improve the world</li> </ul>  | <ul style="list-style-type: none"> <li>shows some sense of community-mindedness; may go along with positive actions organized by others, but without much commitment</li> </ul>  | <ul style="list-style-type: none"> <li>tends to be egocentric and apathetic; displays little sense of community or responsibility for others</li> <li>engages in unlawful activity</li> </ul>   |