

## Social-Emotional Learning Rubric

| The student...                                                                                                                                                                          | Level 1 -<br>Emerging | Level 2 -<br>Developing | Level 3 -<br>Proficient | Level 4 -<br>Exemplary |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------|-------------------------|------------------------|
| ...expresses and manages their feelings, and shows an understanding of the feelings of others, as they engage positively in mathematics activities.                                     |                       |                         |                         |                        |
| <b>Comment:</b>                                                                                                                                                                         |                       |                         |                         |                        |
| ...works through challenging math problems and understands that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience.       |                       |                         |                         |                        |
| <b>Comment:</b>                                                                                                                                                                         |                       |                         |                         |                        |
| ...recognizes that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope.  |                       |                         |                         |                        |
| <b>Comment:</b>                                                                                                                                                                         |                       |                         |                         |                        |
| ...works collaboratively on math problems – expressing their thinking, listening to the thinking of others, and practising inclusivity – and in that way fosters healthy relationships. |                       |                         |                         |                        |
| <b>Comment:</b>                                                                                                                                                                         |                       |                         |                         |                        |
| ...sees themselves as a capable math learner, and strengthens their sense of ownership of their learning, as part of their emerging sense of identity and belonging.                    |                       |                         |                         |                        |
| <b>Comment:</b>                                                                                                                                                                         |                       |                         |                         |                        |
| ...makes connections between math and everyday contexts to help them make informed judgements and decisions.                                                                            |                       |                         |                         |                        |
| <b>Comment:</b>                                                                                                                                                                         |                       |                         |                         |                        |