

SAU 21 CARES Skills (3-5)



Cooperation: Students work together to help each other and to solve problems.

Assertion: Students speak up for themselves and others and participate in directing their learning.

Responsibility: Students take care of themselves and work hard at their learning.

Empathy: Students understand and respect others feelings and opinions.

Self-regulation: Students control their own actions and emotions in a safe way.

Power Standard Cooperation	Beginning	Developing	Proficient	Advanced
Works productively in a group, displays a positive attitude	I can understand and demonstrate fairness.	<p>I can learn about roles and responsibilities when working in groups.</p> <p>I can learn new things when I remember to use positive self-talk.</p>	<p>I communicate effectively and do my part when working in a group.</p> <p>I use positive self-talk to learn new things even if they are challenging.</p>	<p>I show leadership in groups by seeking or offering help and support when needed.</p> <p>I practice teamwork and collaborative problem solving.</p>
<u>Goals/Feedback:</u> 				

Power Standard Assertion	Beginning	Developing	Proficient	Advanced
Seeks help when needed and stands up for self and others.	<p>I can sometimes accept help when the teacher notices I am struggling.</p> <p>I can share my thoughts and feelings when my teacher helps me.</p>	<p>I can identify when I need to ask the teacher for help.</p> <p>I can share my opinions and feelings with support.</p>	<p>I advocate for myself and ask for help when needed.</p> <p>I know how to confidently share my opinions and feelings.</p>	<p>I can advocate for myself and others and understand that mistakes are part of the learning process.</p> <p>I stand up for the rights of others.</p>
<u>Goals/Feedback:</u>				

Power Standard Responsibility	Beginning	Developing	Proficient	Advanced
Knows the right thing to do, follows school and classroom rules and takes responsibility for actions.	<p>I can use reminders to come to class with needed materials and ready to learn.</p> <p>I often need reminders to follow school and classroom rules.</p>	<p>I can come to class with needed materials and ready to learn, with teacher support.</p> <p>I need some reminders to follow school and classroom rules.</p>	<p>I come to class with needed materials and ready to learn.</p> <p>I participate in the school community positively and productively.</p>	<p>I show leadership by exhibiting self-discipline and self-motivation.</p> <p>I show courage to take initiative.</p>
<u>Goals/Feedback:</u>				

Power Standard Empathy	Beginning	Developing	Proficient	Advanced
Respects others by understanding their unique perspective.	<p>I am trying to learn that people have other opinions and feelings.</p> <p>I can show respect for the diversity among my peers.</p> <p>I can learn strategies for showing empathy to another person.</p>	<p>I am working towards understanding others.</p> <p>I can identify and explain my rights and the rights of others at school.</p> <p>I can be kind to everyone and accepting of others.</p>	<p>I recognize strengths in others.</p> <p>I listen to others' opinions and respectfully respond.</p> <p>I use perspectives to understand others from a different culture.</p>	<p>I respect the uniqueness of my classmates and celebrate our differences.</p> <p>I demonstrate compassion by taking others' perspectives.</p> <p>I am kind to everyone and foster an accepting community.</p>
<u>Goals/Feedback:</u>				

Power Standard Self-Regulation	Beginning	Developing	Proficient	Advanced
Manages own actions and feelings.	<p>I can practice strategies to pause and calm myself.</p> <p>I need a teacher to help me use my resources to manage my own actions and feelings to stay on task.</p>	<p>I can learn to stop and think before acting.</p> <p>I can learn strategies to increase time focused on a task.</p>	<p>I understand the importance of stopping and thinking before making a decision.</p> <p>I know how distractions affect focus, and I practice strategies to stay focused.</p>	<p>I know and apply strategies for changing my feelings, thoughts and behaviors in stressful situations.</p> <p>I identify distractions and advocate for myself in order to focus better in class.</p>
<u>Goals/Feedback:</u>				