Focus Attention (Responsible)

Independently uses organizational skills and strategies to focus attention by working toward goals.

1 - Beginning	2 - Developing	3 - Proficient	4 - Excelling
❏ Even with guidance, does not yet use organizational skills and strategies	❏ With teacher guidance, uses organizational skills and strategies to focus attention.	❏ **Independently** uses organizational skills and strategies to focus attention	❏ **and** applies organizational skills and strategies to carry out tasks
Possible examples of student behaviors			
Student does not use skills or strategies to successfully work toward short-term personal and/or academic goals. Consistently does not come prepared for class with the needed supplies and resources Student is consistently distracted by the environment (items on table/work area, noise, etc.) and not able to refocus when redirected	Requires assistance with organizing materials Needs reminders to get started on work, complete work, and have supplies Uses checklists, tools, Agenda, etc that the teacher provides Student is often distracted by the environment (items on table/work area, noise, etc.)	Transitions between classes effectively and efficiently Uses class time well and makes decisions to help maintain focus Consistently comes to class with materials and/or completed work (e.g. textbook, charged chromebook, writing utensils) Successfully completes and turns in classwork on time	Provides thoughtful and accurate reflections when given feedback and determines next steps Independently manages time to maintain deadlines Can anticipate needs to plan for and carry out future tasks

Wisconsin DPI Social Emotional Learning Competency #4

Self-Management (Responsible)
Consistently sets attainable, realistic goals, and persists in meeting them.

1 - Beginning	2 - Developing	3 - Proficient	4 - Excelling
❏ Even with guidance, does not yet consistently set attainable, realistic goals or assess engagement toward those goals.	❏ Student sets attainable, realistic goals ❏ Student identifies challenges getting in the way of reaching their goal	❏ **and** persists and perseveres through successes and challenges	❏ **and** adjusts goals (when appropriate) and reflects accurately in order to develop future goals.
Possible examples of student behaviors			
Needs teacher guidance with recognizing their personal strengths and weaknesses Needs teacher guidance to set a goal. Doesn't set challenging goals Sets goals that are not realistic or attainable. Is not able to manage locker independently Is not able to independently manage care of Chromebook	Accurately recognizes barriers Accurately recognizes personal strengths and weaknesses Gives up on a problem when it is difficult or asks for help before attempting Participates in goal setting in classes with teacher support (Reading monthly goals) Inconsistently maintains organization in locker Inconsistently charges school-issued Chromebook	Uses a growth mindset when faced with barriers Accurately utilizes personal strengths in order to persist through challenges Tries other strategies when stuck or to persist in achieving goals Applied organizational strategies to consistently keep locker organized Charges school-issued Chromebook consistently Sets realistic and attainable goals independently	Employs reasonable solutions to address barriers Uses feedback to adjust goals and determine next steps Actively seeks teacher or peer input to improve work

Wisconsin DPI Social Emotional Learning Competency #10

Social Awareness (Safe and Respectful)
Recognizes multiple points of view and perspectives to show respect for others.

1 - Beginning	2 - Developing	3 - Proficient	4 - Excelling
❏ Does not yet show respect for others and their perspectives.	❏ Student is willing, but needs redirection and modeling to show respect for others and their feelings and needs	❏ Student respects others' feelings and needs in order to maintain positive relationships	❏ **and** can display empathy towards the feelings and needs of others.
Possible examples of student behaviors			
Student uses unkind language (verbal and non-verbal) with others Student does not follow directions	Student needs ongoing prompting and modeling to engage in respectful behavior With support/reminders, listens to and responds appropriately toward others	Student consistently engages in respectful behavior Listens and responds appropriately to others	Student exhibits prosocial behaviors (student allows others to share point of view before responding, celebrates differences, invites a peer who is sitting alone at lunch to join them) Student is willing to assist others Shows active listening and desire to understand feelings and needs of others

Wisconsin DPI Social Emotional Learning Competency #12

Relationship Skills (Respectful and Kind)
Establishes and maintains positive relationships and makes responsible choices.

1 - Beginning	2 - Developing	3 - Proficient	4 - Excelling
❑ Does not yet participate in group activities independently	❑ Student inconsistently works productively and cooperatively in a group	❑ Student works productively and cooperatively in a group	❑ **and** problem-solves through setbacks and disagreements.
Possible examples of student behaviors			
Does not contribute to the group or distracts the group from the focus or task at hand	Controls group and/or struggles to listen to others' perspectives Participates passively (i.e. listens but does not contribute to the discussion or task) Struggles with navigating disagreements Has a difficult time accepting feedback from others	Actively listens to all group members and participates in a respectful manner Clearly communicates ideas and thoughts	Keeps peers on track without being overbearing Positively leads group members through problem-solving strategies without teacher assistance Encourages other group members to be successful (participation, contribution, etc)

Wisconsin DPI Social Emotional Learning Competency #18