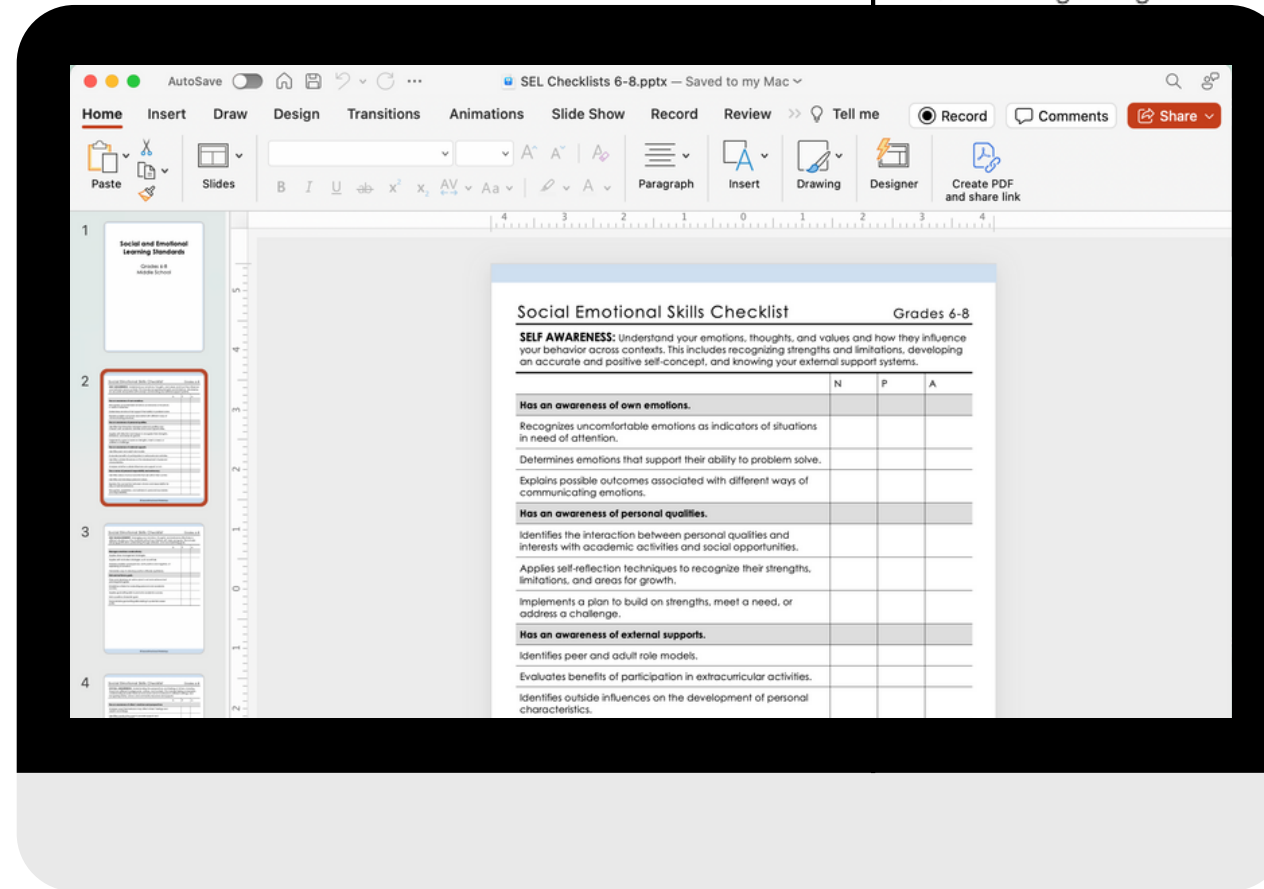


# SOCIAL EMOTIONAL SKILLS CHECKLISTS

Comprehensive  
Editable  
Standards-Based  
Data-Driven

Social Emotional Skills Checklist		N	P
<b>SELF MANAGEMENT:</b> Managing your emotions, thoughts, and behaviors effectively in different situations so they facilitate rather than interfere with tasks and goals. This includes delaying gratification, persevering through setbacks, and accomplishing goals.			
<b>Manages emotions constructively.</b>			
Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions.			
Uses calming strategies.			
Identifies and expresses emotions and behavior through words, walking away, seeking help, etc.			
Expresses their perspective.			
Identifies and helps others in helping students achieve goals.			
Identifies and achieves short-term goals.			
Identifies and achieves long-term goals.			
Identifies strategies, or supports that			



# What you'll love



## CASEL-aligned SEL Standards

Developmentally appropriate standards across three grade bands: K-2, 3-5, and 6-8.

Customize editable PowerPoints and Google Forms, plus an excel database with all standards.

Student-friendly I can statements for every standard.

# 3 GRADE BANDS



K - 2



3 - 5



6 - 8

**Social Emotional Skills Checklist** Grades 6-8

**SOCIAL AWARENESS:** Understanding the perspectives and feelings of others, including those from different backgrounds, cultures, and contexts. This includes feeling compassion, understanding broader historical and social norms for behavior in different settings, and recognizing family, school, and community roles.

**Has an awareness of others' feelings.**

Analyzes ways their behavior affects others and adjusts accordingly.

Identifies constructive ways to give and receive encouragement to others.

Analyzes socially acceptable ways to give and receive encouragement (e.g., school dance, peer pressure).

Respects personal boundaries.

Demonstrates respect for others' feelings.

**Shows consideration for others' needs.**

Explains how their decisions affect others and seeks help from others when needed.

Explores a community or global issue and proposes solutions.

Shows concern about the impact of their actions on others.

**Has an awareness of cultural differences.**

Analyzes how culture impacts behavior.

Recognizes how beliefs are shaped by experiences.

**Social Emotional Skills Checklist** Grades 3-5

**SELF MANAGEMENT:** Managing emotions and behaviors in different situations so they face challenges and persevere.

**Manages emotions constructively.**

Uses self-monitoring strategies to identify and regulate emotions.

Uses calming strategies.

Demonstrates management of emotions and coping skills, such as calming down, taking a break, or seeking help.

Uses I-Messages to communicate feelings.

**Sets and achieves goals.**

Describes why learning is important and sets personal goals.

Breaks a goal down into small steps.

Monitors progress towards achieving goals.

Evaluates what they might have done to achieve greater success on a goal.

Distinguishes between short-term and long-term goals.

Identifies personal skills, planning, and how they lead to accomplishments.

**Social Emotional Skills Checklist** Grades K-2

**SELF AWARENESS:** Understand your emotions, thoughts, and values and how they influence your behavior across contexts. This includes recognizing strengths and limitations, developing an accurate and positive self-concept, and knowing your external support systems.

	N	P	A
<b>Has an awareness of own emotions.</b>			
Recognizes and accurately names feelings.			
Identifies and communicates an emotion.			
Identifies emotions and the situations that cause them (i.e., triggers).			
<b>Has an awareness of personal qualities.</b>			
Identifies likes and dislikes, needs and wants.			
Names activities or tasks they do well.			
Names activities or tasks they may need help to improve.			
<b>Has an awareness of external supports.</b>			
Identifies an adult they can trust.			
Identifies situations in which they need to seek help from an adult.			
Demonstrates how and where to get help in an emergency situation.			
<b>Has a sense of personal responsibility and advocacy.</b>			
Understands and follows school-wide expectations for safe and productive learning.			
Explains positive and negative consequences for their choices and actions.			
Identifies attitudes and behaviors that lead to successful learning.			
Advocates for themselves by asking for help.			
Demonstrates responsible use of others' belongings (ask permission; take care of them).			

# Editable Versions

Customize the SEL checklists  
Send to teachers

editable  
Powerpoint

**Social Emotional Skills Checklist K-2**

laura@socialemotionalworkshop.com [Switch account](#)

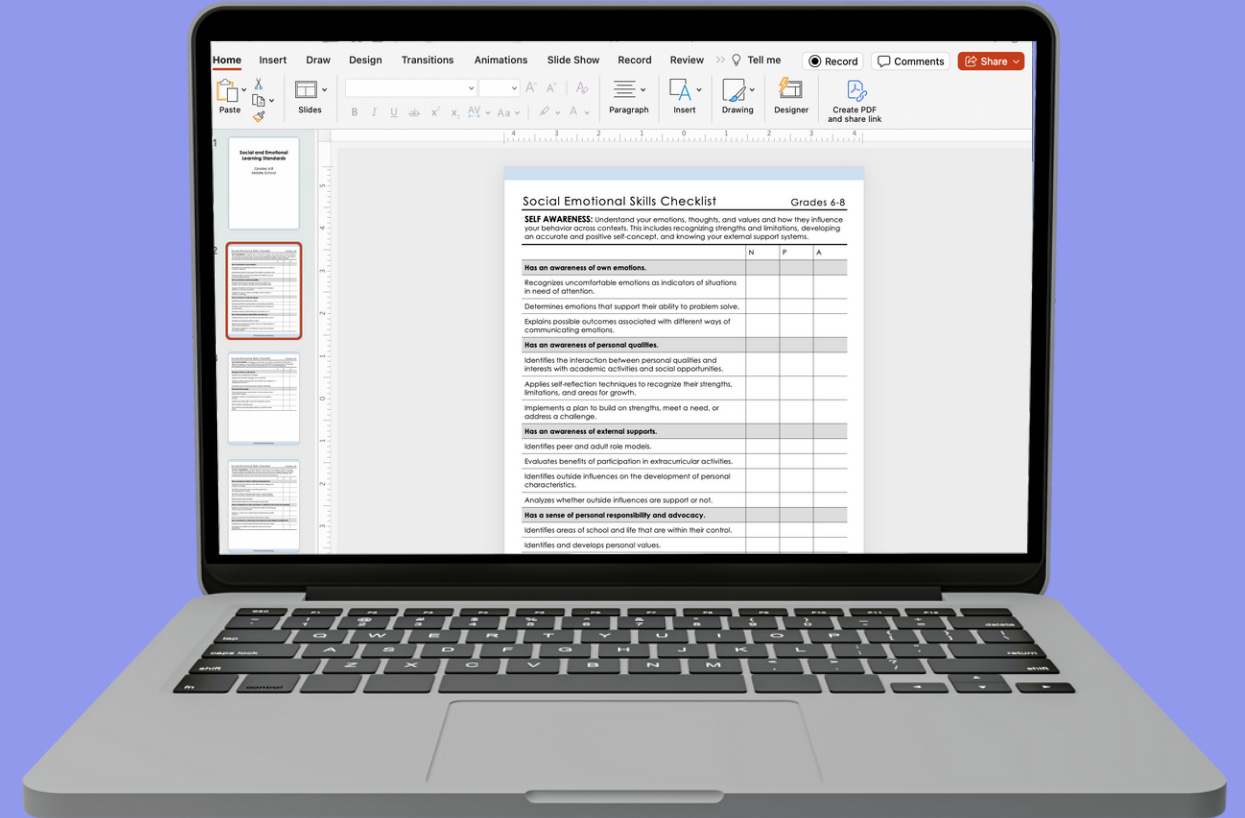
Not shared

**Self Awareness Skills**

Understand your emotions, thoughts, and values and how they influence your behavior across contexts. This includes recognizing strengths and limitations, developing an accurate and positive self-concept, and knowing your external support systems.

Has an awareness of own emotions. (1.1)

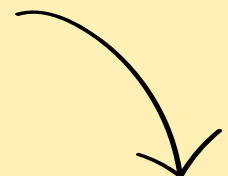
	Not Yet	Progressing	Achieved
Recognizes and accurately names feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



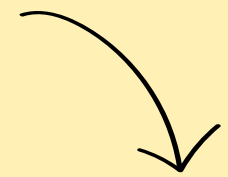
editable Google  
Forms

# PDFS & Excel Database

Ready to Print  
PDFs



Comprehensive Excel  
file with all standards



Social Emotional Skills Checklist		Grades 6-8		
<p><b>SOCIAL AWARENESS:</b> Understanding the perspectives and feelings of others, including those from different backgrounds, cultures, and contexts. This includes feeling compassion, understanding broader historical and social norms for behavior in different settings, and recognizing family, school, and community resources and supports.</p>				
	N	P	A	
<b>Has an awareness of others' emotions and perspectives</b>				
Analyzes ways their behavior may affect others' feelings and adjusts accordingly.				
Identifies constructive ways to provide support and encouragement to others.				
Analyzes socially acceptable responses to various situations (e.g., school dance, peer pressure, cliques, public speaking).				
Respects personal boundaries.				
Demonstrates respect for other people's perspectives.				
<b>Shows consideration for others and desire to contribute to the school and community.</b>				
Explains how their decisions and behaviors affect the well-being of the school and community.				
Explores a community or global need and generates possible solutions.				
Shows concern about the impact they have on others.				
<b>Has an awareness of cultural issues and respect for human dignity and differences.</b>				
Analyzes how culture impacts historical events and vice versa.				
Recognizes how beliefs are shaped by social and cultural experiences.				

Std #	Competency	Objective	Grade Band	Student Expectation	I can statements
1.1	Self Awareness	Has an awareness of own emotions.	K - 2	Recognizes and accurately names feelings.	I can spot and name different feelings.
2.1	Self Awareness	Has an awareness of own emotions.	K - 2	Identifies and communicates an emotion.	I can tell someone how I am feeling.
3.1	Self Awareness	Has an awareness of own emotions.	K - 2	Identifies emotions and the situations that cause them (i.e., triggers).	I can say how something makes me feel.
4.1	Self Awareness	Has an awareness of own emotions.	3 - 5	Distinguishes different intensities of an emotion.	I can tell the difference between feeling a little mad and very mad.
5.1	Self Awareness	Has an awareness of own emotions.	3 - 5	Recognizes that emotions are temporary, and can change.	I can understand that my feelings can change.
6.1	Self Awareness	Has an awareness of own emotions.	3 - 5	Recognizes that thoughts, emotions, and behaviors are linked.	I can see how what I think and do can affect how I feel.
7.1	Self Awareness	Has an awareness of own emotions.	3 - 5	Identifies uncomfortable emotions and need for coping skills.	I can spot when I need to use a strategy to handle how I am feeling.
8.1	Self Awareness	Has an awareness of own emotions.	3 - 5	Recognizes and identifies physical symptoms of different emotions.	I can notice how my body feels different with different emotions.
9.1	Self Awareness	Has an awareness of own emotions.	3 - 5	Recognizes that behavior can affect emotions and vice versa. This impact	I can understand that how I act and how I

Grades 3-5

## Social Emotional Skills Checklist

**SELF MANAGEMENT:** Managing your emotions, thoughts, and behaviors effectively in different situations so they facilitate rather than interfere with tasks and goals. This includes delaying gratification, persevering through setbacks, and accomplishing goals.

	N	P	A
<b>Manages emotions constructively.</b>			
Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions.			
Uses calming strategies.			
Demonstrates management of emotions and behavior through coping skills, such as calming down, walking away, seeking help.			
Uses I-Messages to communicate their perspective.			
<b>Sets and achieves goals.</b>			
Describes why learning is important in helping students achieve personal goals.			
Breaks a goal down into small steps.			
Monitors progress towards achieving short-term goals.			
Evaluates what they might have done differently to achieve greater success on a goal.			
Distinguishes between short and long-term goals.			
Identifies personal skills, planning, strategies, or supports that lead to accomplishments.			

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USE FOR  
 lesson planning  
 interventions  
 progress monitoring

# Student Friendly I Can Statements

Post during lessons  
Share with students

Grade level standards  
by competency

standards  
across  
grade levels

## SOCIAL AWARENESS

	K - 2nd	3rd - 5th	6th - 8th
Perspective Taking	I can figure out how others are feeling, see the effect of my actions on them, and know that we all might see things differently.	I can identify and respect different points of view and think about how my actions affect others.	I can analyze and adjust my behavior to consider others' feelings, support my friends, act appropriately in social settings, and respect everyone's boundaries and perspectives.
Value Community	I can be helpful in my class, do my part, and notice how my community helps each other.	I can take on roles that help my school and community, respect others, and work together to solve problems.	I can assess the impact of my choices on my community, explore issues that affect myself and others, and strive to make a positive difference.
Respect for Diversity	I can see and describe how people are the same and different and share what I've	I can appreciate different cultures, accept diverse viewpoints, know our common needs, and explain	I can analyze the relationship between culture and history and understand how our

## I CAN HAVE POSITIVE RELATIONSHIPS

I can respect others, listen when they talk, share, use polite words, play fair, and speak kindly.

I can recognize different relationships and know how to be a good friend.

I can understand my feelings in a conflict, seek help, and express myself respectfully.

**K-2 SOCIAL EMOTIONAL LEARNING**  
RELATIONSHIP SKILLS

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# YOU MIGHT LIKE

## Quick SEL Worksheets

# BUY AND SAVE

## SEL Toolkit



**DAILY SEL**  
Print & Digital Bundle

**DAILY SEL Set 1**  
SELF AWARENESS

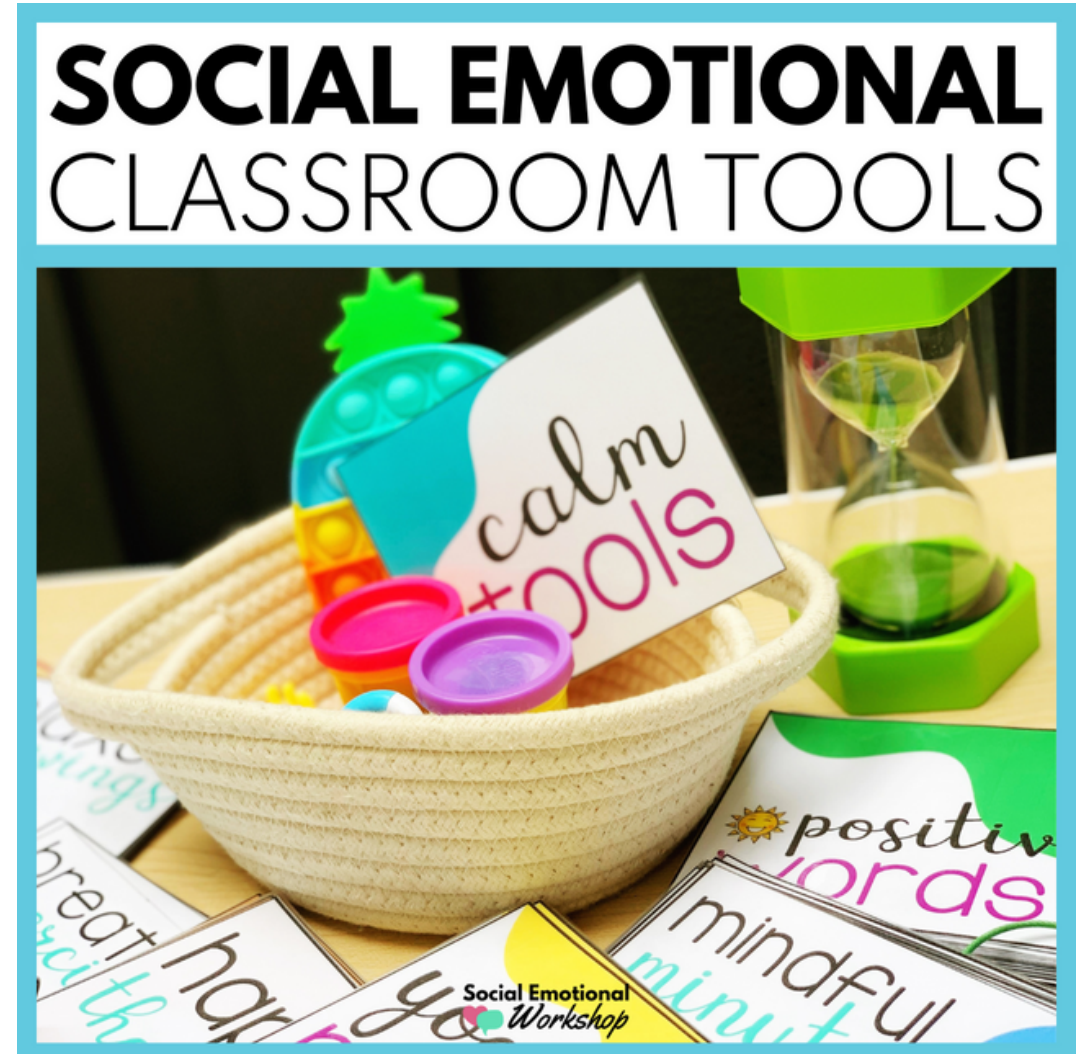
**DAILY SEL Set 2**  
SELF MANAGEMENT

**DAILY SEL Set 3**  
SOCIAL AWARENESS

**DAILY SEL Set 4**  
RELATIONSHIP SKILLS

**DAILY SEL Set 5**  
DECISION MAKING

**DAILY SEL**  
SEL CHOICE BOARDS  
Sets 1-5  
Coming Soon



**SOCIAL EMOTIONAL**  
CLASSROOM TOOLS

calm tools

positive words

mindful minutes

breath hart

yo

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