# **SOCIAL EMOTIONAL** SKILLS CHECKLISTS

## Comprehensive Editable Standards-Based Data-Driven

#### Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions. Uses calming strategies. notions and behavior through n, walking away, seeking AutoSave 🕥 🎧 🖹 🤈 - 🗇 … Q SEL Checklists 6-8.pptx — Saved to my Mac > Transitions Record Comments Share Paste their perspective. A. A. **—** ~ [<u>]</u> ~ Slides B I U ab x<sup>2</sup> x, AV v Aa v V v A v Paragraph Insert Drawing Designer Create PDF and share link 4 3 2 1 0 1 nt in helping students achieve Social and Emotional Learning Standards Grades #8 Middle School Social Emotional Skills Checklist Grades 6-8 DS. 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. ing short-term goals. Has an awareness of own emotions. one differently to achieve Recognizes uncomfortable emotions as indicators of situations Determines emotions that support their ability to problem solve Explains possible outcomes associated with different ways of ong-term goals. communicating emotions Has an awareness of personal qualities Identifies the interaction between personal qualities and strategies, or supports that interests with academic activities and social opportunities Applies self-reflection techniques to recognize their strengths. limitations, and areas for arowth Implements a plan to build on strengths, meet a need, or iress a challenge. Has an awareness of external suppor Identifies peer and adult role models. Evaluates benefits of participation in extracurricular activities 4 International Contractions Identifies outside influences on the development of personal



Social Emotional Skills Checklist

Manages emotions constructively.

SELF MANAGEMENT: Managing your emotions, thoughts, and behaviors effect

different situations so they facilitate rather than interfere with tasks and goals. This delaying gratification, persevering through setbacks, and accomplishing goals.

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**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

ose from different backgrou	rstanding the perspectives and feelin nds, cultures, and contexts. This inclu	ides feeling compassion,			
nderstanding broader historic cognizing family, school, a	al and social norms for behavior in a	different settings, and			
as an awareness of others'	Social Emotional S	Skills Checklist Grades 3-5			
nalyzes ways their behavio djusts accordingly.	SELF MANAGEMENT: Mana different situations so they fac delaying gratification, perseve				
dentifies constructive ways ncouragement to others.		Social Emotional Skills Checklist		Gr	ades K-2
nalyzes socially acceptabl e.g., school dance, peer pr	Manages emotions construction Uses self-monitoring strategies	SELF AWARENESS: Understand your emotions, thoughts, and vo your behavior across contexts. This includes recognizing strengths an accurate and positive self-concept, and knowing your extern	s and lim	nitations, a	leveloping
espects personal boundari	and regulate emotions.		N	Р	A
emonstrates respect for ot	Uses calming strategies.	Has an awareness of own emotions.			^
nows consideration for othe	Demonstrates management o	Recognizes and accurately names feelings.			
plains how their decisions the school and communi	coping skills, such as calming help.	Identifies and communicates an emotion.			
plores a community or glo plutions.	Uses I-Messages to communic	Identifies emotions and the situations that cause them (i.e., triggers).			
nows concern about the in	Sets and achieves goals.	Has an awareness of personal qualities.			
as an awareness of cultura	Describes why learning is impo personal goals.	Identifies likes and dislikes, needs and wants.			
nalyzes how culture impac	Breaks a goal down into small	Names activities or tasks they do well.			
ecognizes how beliefs are s	Monitors progress towards act	Names activities or tasks they may need help to improve.			
xperiences.	Evaluates what they might ha	Has an awareness of external supports.			
	greater success on a goal.	Identifies an adult they can trust.			
	Distinguishes between short au Identifies personal skills, planni	Identifies situations in which they need to seek help from an adult.			
	lead to accomplishments.	Demonstrates how and where to get help in an emergency situation.			
		Has a sense of personal responsibility and advocacy.			
		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).			

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# **Editable Versions**

## Customize the SEL checklists Send to teachers

Social Emotional Skills Checklist K-2						
laura@socialemotionalworkshop.com Switch account						
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 o	wn emotions (1 1	)				
	Not Yet	Progressing	Achieved			
Recognizes and	$\circ$	0	0			

## editable Powerpoint

	4	SELF AWARENESS: Und	nal Skills Checklist erstand your emotions, thought texts. This includes recognizing self-concept, and knowing yo	s, and values strengths and	and how limitation	is, developing		
2 Name of Contract of Contract				N	P	Α.		
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Michael and American American Adversaria and American American Adversaria		Recognizes uncomfortable in need of attention.	le emotions as indicators of situ	ations				
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	N-		es associated with different wa					
		Has an awareness of per	ional qualities.					
Parallelistication and a standard stan	et -	Identifies the interaction interests with academic	petween personal qualities and activities and social opportunities	i es.				
		limitations, and areas for						
Andrew State of the state of th		implements a plan to bu address a challenge.	ld on strengths, meet a need, a	x				
		Has an awareness of exte						
		Identifies peer and adult			_			
Text Desired Michael Street Street			icipation in extracurricular acti		_			
	~	Identifies outside influence characteristics.	es on the development of pers	ional				
1251/07/05/05/05/00		Analyzes whether outside	influences are support or not.					
No. of Concession, Name			esponsibility and advocacy.					
This manufactures			and life that are within their co	ntrol.	_			
		Identifies and develops p	ersonal values.					
					Î Î			

## editable Google Forms



# **PDFS & Excel Database**

## Ready to Print PDFs

#### 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 resources and supports.

	N	P	A
Has an awareness of others' emotions and perspectives			
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.			
Shows consideration for others and desire to contribute to the sci	hool an	d commu	nity.
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.			
Has an awareness of cultural issues and respect for human digni	hy and a	difference	s.
Analyzes how culture impacts historical events and vice versa.			
Recognizes how beliefs are shaped by social and cultural experiences.			

# Comprehensive Excel file with all standards

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	A	В	С	D	Е	F
	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						
	1.1	Self Awareness	Has an awareness of own emotions.	K - 2	Identifies and communicates an emotion.	I can tell someone how I am feeling.
3	,,	Self Awareness	Has an awareness of own emotions.	K-2	Identifies anothers and the structure that are so than the triangest	I can say how something makes me feel.
	1.1	Sell Awdreness	has an awareness of own emotions.	K-2	Identifies emotions and the situations that cause them (i.e., triggers).	i can say now something makes me teel.
4	1.1	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	1.1	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
6						change.
	1.1	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	1.1	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
		26II YMOLGU622	nas an awareness or own emotions.	3-3	raemines on control table emotions and need for coping skills.	handle how I am feeling.
8	1.1	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	1.1	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



### Social Emotional Skills Checklist

Grades 3-5

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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.

Manages emotions constructively.		
Uses self-monitoring strategies (i.e., self-t and regulate emotions.	alk) to manage stress	
Uses calming strategies.		
Demonstrates management of emotion coping skills, such as calming down, wo help.	ns and behavior through Ilking away, seeking	
Uses I-Messages to communicate their	perspective.	
Sets and achieves goals.		
Describes why learning is important in h personal goals.	nelping students achieve	
Breaks a goal down into small steps.		
Monitors progress towards achieving st	hort-term goals.	
Evaluates what they might have done greater success on a goal.		
Distinguishes between short and long-	term goals.	
Identifies personal skills, planning, strat 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

	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

Grade level standards by competency

## standards across grade levels

**Social Emotional** 

### 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.



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## **SOCIAL EMOTIONAL** CLASSROOM TOOLS



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