



SOCIAL-EMOTIONAL LEARNING SKILLS & RUBRIC SCORING CRITERIA

CRAIG 1 - Compassion / SEL - Social Awareness

I can show understanding, empathy, and compassion for others.				
Indicator	Exemplary	Competent	Emerging	Novice
<p>CRAIG 1 - Compassion</p> <p>SEL - Social Awareness</p> <p>I can show understanding, empathy, and compassion for others.</p>	<p>I can</p> <ul style="list-style-type: none"> • demonstrate awareness of <u>and empathy for</u> other people's emotions and perspectives and respond appropriately and compassionately • demonstrate consideration for others and positively contribute to <u>and engage with</u> my community • demonstrate an awareness and <u>understanding</u> of cultural factors and respect and <u>interact with</u> individual differences 	<p>I can</p> <ul style="list-style-type: none"> • demonstrate an awareness of other people's emotions and perspectives and respond appropriately and compassionately • demonstrate consideration for others and positively contribute to my community • demonstrate an awareness of cultural factors and respect individual differences 	<p>I can</p> <ul style="list-style-type: none"> • demonstrate an awareness of other people's emotions and perspectives • demonstrate consideration for others • demonstrate an awareness of cultural factors and individual differences 	<p>I can</p> <ul style="list-style-type: none"> • demonstrate an awareness of other people's emotions • demonstrate awareness of others • demonstrate an awareness of individual differences

CRAIG 2 - Respect / SEL - Relationship Skills

I can use **respect** to form positive relationships, work in teams, and deal effectively with conflict, both in and out of the classroom.

Indicator	Exemplary	Competent	Emerging	Novice
<p>CRAIG 2 - Respect</p> <p>SEL - Relationship Skills</p> <p>I can use respect to form positive relationships, work in teams, and deal effectively with conflict, both in and out of the classroom.</p>	<p>I can</p> <ul style="list-style-type: none"> • use respectful communication and social skills to interact positively with others and <u>encourage respectful engagement of others</u> • develop constructive relationships with individuals of diverse backgrounds, abilities and lifestyles <u>and encourage collaboration</u> • demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways, <u>in my own relationships and others'</u> 	<p>I can</p> <ul style="list-style-type: none"> • use respectful communication and social skills to interact positively with others • develop constructive relationships with individuals of diverse backgrounds, abilities and lifestyles • demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways 	<p>I can</p> <ul style="list-style-type: none"> • use communication to interact with others • develop constructive relationships with individuals • demonstrate the ability to recognize conflicts 	<p>I can</p> <ul style="list-style-type: none"> • interact with others • begin to develop relationships with individuals

CRAIG 3 - Action / SEL - Self-Management

I can manage my emotions and behaviors and take action to achieve my goals.				
Indicator	Exemplary	Competent	Emerging	Novice
<p>CRAIG 3 - Action</p> <p>SEL - Self-Management</p> <p>I can manage my emotions and behaviors and take action to achieve my goals.</p>	<p>I can</p> <ul style="list-style-type: none"> • demonstrate the ability to manage my emotions appropriately <u>and understand their impact on others</u> • demonstrate an understanding of honesty <u>and its impact on relationships</u> • demonstrate the ability to take action to set and achieve goals for success, <u>for myself and the group</u> • maintain <u>and encourage</u> active engagement in my classes 	<p>I can</p> <ul style="list-style-type: none"> • demonstrate the ability to manage my emotions appropriately • demonstrate an understanding of honesty • demonstrate the ability to take action to set and achieve goals for success • maintain active engagement in my classes 	<p>I can</p> <ul style="list-style-type: none"> • demonstrate the ability to identify my emotions • recognize honesty • set goals • engage in my classes 	<p>I can</p> <ul style="list-style-type: none"> • identify some emotions • recognize honesty in some situations • set goals with assistance

CRAIG 4 - Integrity / SEL - Responsible Decision Making

<p>I can use integrity to make ethical, constructive choices about personal and social behavior, as well as academic issues.</p>				
Indicator	Exemplary	Competent	Emerging	Novice
<p>CRAIG 4 - Integrity</p> <p>SEL - Responsible Decision Making:</p> <p>I can use integrity to make ethical, constructive choices about personal and social behavior, as well as academic issues.</p>	<p>I can</p> <ul style="list-style-type: none"> • consider ethical and societal factors when making decisions <u>and apply them to my interactions</u> • use a systematic approach to decision making <u>that leads directly to the production of quality performance</u> • apply problem solving skills to address <u>complex</u> academic and social situations • use integrity to responsibly address situations in and out of my classes <u>in order to produce high-quality work</u> 	<p>I can</p> <ul style="list-style-type: none"> • consider ethical and societal factors when making decisions • use a systematic approach to decision making • apply problem solving skills to address daily academic and social situations • use integrity to responsibly address situations in and out of my classes 	<p>I can</p> <ul style="list-style-type: none"> • consider others when making decisions • use a systematic approach to decision making with assistance • begin to address daily academic and social situations in and out of my classes 	<p>I can</p> <ul style="list-style-type: none"> • reflect on my decisions with assistance • begin to address daily academic and social situations with assistance

CRAIG 5 - Greatness / SEL - Self-Awareness

<p>I can recognize my emotions and values as well as my strengths and challenges, and use this knowledge to push myself toward greatness.</p>				
Indicator	Exemplary	Competent	Emerging	Novice
<p>CRAIG 5 - Greatness</p> <p>SEL - Self-Awareness:</p> <p>I can recognize my emotions and values as well as my strengths and challenges, and use this knowledge to push myself toward greatness.</p>	<p>I can</p> <ul style="list-style-type: none"> • demonstrate knowledge of my emotions <u>and how they impact my decisions</u> • demonstrate knowledge of personal strengths, challenges and potential, <u>and apply this knowledge to succeed</u> • demonstrate awareness of how to get help and support when needed, <u>and take advantage of that support</u> • demonstrate the ability to accept personal responsibility <u>and subsequently make appropriate choices</u> • use this knowledge to push myself <u>and others</u> toward greatness 	<p>I can</p> <ul style="list-style-type: none"> • demonstrate knowledge of my emotions • demonstrate knowledge of personal strengths, challenges and potential • demonstrate awareness of how to get help and support when needed • the ability to accept personal responsibility • use this knowledge to push myself toward greatness 	<p>I can</p> <ul style="list-style-type: none"> • identify some of my emotions • identify some of my personal strengths and challenges • identify some resources for help and support 	<p>I can</p> <ul style="list-style-type: none"> • identify my emotions with assistance • identify my personal strengths and challenges with assistance • identify resources for help and support with assistance

NHPS & HSC Social & Emotional Learning (SEL) & CRAIG Standards & Indicators



New Haven Public Schools is committed to providing a safe and supportive environment for all students to develop the skills necessary to succeed in college, career and life. We recognize that our students' personal development must be nurtured concurrently with their academic development. The promotion of students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills is paramount to improving student attitudes and beliefs about self, others, and school.