K-5 Report Card Supporting Document:
Social-Emotional Learning (SEL) and Habits of Work (HOW)

Habits of Work:
- Refers to observable study and organizational habits critical for academic success

Using this Document:
This document provides specificity and behavioral exemplars for the ‘Social-Emotional Learning’ section of the K-5 report card. It is intended to be a handy reference for teachers, especially when in conversation with families about student progress.

Social-Emotional Learning Core Domains:
- This section lists the full definition of each core domain (an abbreviated and parent-friendly definition is printed on the K-5 report card).

Possible Behavioral Descriptors:
- This section provides specific examples of how these overarching domains may manifest in the classroom. These specific descriptors may serve as a start-point for a discussion of strength or weaknesses during parent conferences.
- Consider whether or not a child’s particular strength or area of struggle is seen across settings (classroom, yard, small-group, large-group).

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<thead>
<tr>
<th>Social-Emotional Learning Core Domains</th>
<th>Possible Behavioral Descriptors</th>
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| Self-Awareness-Ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism. | -*Reflects on own behavior  
-*Asks for help when needed  
-*Takes responsibility for learning and behavior  
-*Understands impact of their behavior on classmates  
-*Aware of strengths as a learner  
-*Able to let the ‘little things’ go  
-*Listens respectfully to others  
-*Understands own cultural background  
-*Explains thinking |

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*ELA/ELD CCC Social Skills Assessment Items
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| **Self-Management** - The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. | - Works independently with focus  
- Controls impulses during class  
- Able to recover quickly from setbacks  
- *Acts considerately toward others  
- *Uses clarifying questions and statements  
- *Takes responsibility for learning and behavior  
- Uses words to express big emotions  
- Uses feedback to improve performance  
- Organizes materials to be prepared  
- *Agrees and disagrees respectfully |
| **Social Awareness** - The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. | -*Listens to others  
- *Acts considerately toward others  
- Seeks to understand cultural background of others  
- *Shares materials fairly  
- *Listens respectfully to others  
- Respects self, others, and materials  
- *Asks clarifying questions  
- Provides support to peers in need  
- Understands behavioral expectations in classroom and on the yard  
- *Includes everyone in and contributes to the group work  
- *Agrees and disagrees respectfully |
| **Relationship Skills** - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. | -*Participates in partner work and class discussions  
- *Uses ‘turn to your partner’  
- Works effectively on group assignments  
- Apologizes when having hurt someone  
- *Listens respectfully to others  
- *Makes decisions and solves problems respectfully  
- *Agrees and disagrees respectfully  
- Offers to be an ally to peers in need  
- Seeks adult help when appropriate  
- Engages in cooperative play  
- *Uses ‘heads together’  
- Takes responsibility for own actions  
- Separates from caregiver when needed |
| **Responsible Decision-Making** - The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. | - Makes choices that are safe and responsible  
- *Takes responsibility for learning and behavior  
- *Makes decisions and solves problems respectfully  
- Asks questions to deepen understanding  
- Seeks assistance when needed  
- Considers the outcome of decisions before acting  
- *Follows classroom procedures  
- Stops and thinks before acting |