

*The Mississippi Early SEL Standards
for Classrooms Serving K-2 Children:*
**Observational and Performance-Based Checklist**

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| Child Name |       | Teacher Name |       |
| School Name |       | School Year |       |

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| **College and Career Readiness Standards**  |  **Self-Awareness (SA)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **1A. Identify emotions and related feelings in one’s self** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.SA.K2.1A.1** | With prompting, identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion. |  |  |  |
|  **SE.SA.K2.1A.2**  | With prompting, determine the antecedents to own emotions. |  |  |  |
|  **SE.SA.K2.1A.3** | Utilize words or gestures to communicate own feelings. |  |  |  |

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| **1B. Develop an accurate perception of one’s self (i.e., beliefs, values, skills, talents, and interests)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
|  **SE.SA.K2.1B.1** | Distinguish between own likes and dislikes. |  |  |  |
|  **SE.SA.K2.1B.2**  | Describe skills and special abilities. |  |  |  |
| **SE.SA.K2.1B.3**  | Identify personal qualities that assist in making good choices. |  |  |  |

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| **1C. Determine one’s strengths and areas for growth** | **OBSERVATIONS** |
| Fall | Winter | Spring |
|  **SE.SA.K2.1C.1** | Identify instances of strength. |  |  |  |
|  **SE.SA.K2.1C.2** | Describe areas where help is needed. |  |  |  |
| **SE.SA.K2.1C.3**  | With support, develop connections between personal strengths and corresponding skills and talents. |  |  |  |

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| **1D. Develop personal responsibilities and a feeling of one’s abilities, qualities, and judgment** | **OBSERVATIONS** |
| Fall | Winter | Spring |
|  **SE.SA.K2.1D.1**  | With support, identify responsibility as it relates to school-wide expectations and rules. |  |  |  |
|  **SE.SA.K2.1D.2**  | Distinguish differences in good choices and bad choices. |  |  |  |
|  **SE.SA.K2.1D.3**  | Identify the importance(s) of taking ownership of bad choices. |  |  |  |
|  **SE.SA.K2.1D.4** | Takes care of own and others’ belongings. |  |  |  |

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| **College and Career Readiness Standards**  |  **Self-Management (SM)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.SM.K2.2A.1** | With support, describe connections among thoughts, emotions (i.e., feelings) and behaviors (e.g., if my sister makes me mad, I might want to yell at her). |  |  |  |
| **SE.SM.K2.2A.2** | Use simple, developmentally appropriate words to express thoughts and emotions (i.e., feelings – e.g., mad, sad, happy). |  |  |  |
|  **SE.SM.K2.2A.3**  | Begin to develop the ability to self-regulate when experiencing negative emotions. |  |  |  |
| **SE.SM.K2.2A.4**  | Demonstrate the ability to wait (e.g., for a turn, for a response, for an item, etc.). |  |  |  |

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| **2B. Identify and utilize skills needed in organization and self-motivation** | **OBSERVATIONS** |
| Fall | Winter | Spring |
|  **SE.SM.K2.2B.1** | Demonstrate frequent participation with minimal teacher prompting. |  |  |  |
| **SE.SM.K2.2B.2**  | With encouragement, demonstrate the ability to complete a task and/or work towards a goal over time. |  |  |  |
| **SE.SM.K2.2B.3**  | Identify multiple ways to stay organized in different aspects of life (e.g., keeping things tidy, labeling where items go, using lists, having a daily schedule). |  |  |  |
| **SE.SM.K2.2B.4** | With reminders, participate in cleaning up own space and items used at home and at school. |  |  |  |

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| **2C. Demonstrate ability to set and accomplish specific tasks and goals** | **OBSERVATIONS** |
| Fall | Winter | Spring |
|  **SE.SM.K2.2C.1**  | Determine tasks and goals that need accomplishing in daily routines. |  |  |  |
| **SE.SM.K2.2C.2**  | Complete small tasks and/or simple goals independently, with few requests for assistance (e.g., assignment, brush teeth, feed pet, etc.). |  |  |  |
| **SE.SM.K2.2C.3**  | Seek assistance from trusted adults for steps in a task or objectives of a goal that are difficult to complete (e.g., student packing up to go home and asks teacher for help with the zipper that got off track, student checking out books from a community library and asks librarian where the easy reader section is). |  |  |  |

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| **College and Career Readiness Standards**  |  **Social Awareness (SO)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **3A. Demonstrate an understanding of others’ emotions and perspectives, including social cue** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.SO.K2.3A.1** | Identify behaviors associated with emotions (e.g., sad - crying, mad - yelling and grimacing, happy - smiling, angry - tantruming and physical aggression, excited - squealing and jumping, etc.). |  |  |  |
| **SE.SO.K2.3A.2** | Recognize the emotions of others by the behaviors they display. |  |  |  |
| **SE.SO.K2.3A.3**  | Determine whether/how to approach others based on their current emotion(s). |  |  |  |
| **SE.SO.K2.3A.4**  | Make connections between own words and actions and others’ emotions. |  |  |  |
| **SE.SO.K2.3A.5**  | Recognize that another person can think differently than self about the situation (e.g., that the Lego structure needs to be wider to build the airport instead of taller or that playing basketball is a fun thing to do). |  |  |  |
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| **3B. Develop an awareness of and respect for individual differences, including cultural diversity** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.SO.K2.3B.1**  | Participate in the study of cultures (e.g., learning facts, celebrations). |  |  |  |
| **SE.SO.K2.3B.2**  | With prompting, identify commonalities between self and other(s) (e.g., physical characteristics, likes/dislikes, family members, etc.). |  |  |  |
| **SE.SO.K2.3B.3**  | Identify differences between self and other(s). |  |  |  |
| **SE.SO.K2.3B.4**  | Determine whether own actions result in fair and safe treatment of others. |  |  |  |

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| **3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.SO.K2.3C.1** | Distinguish the differences among rules at school, rules at home, and rules in various community settings. |  |  |  |
| **SE.SO.K2.3C.2**  | Identify ways to help others in multiple settings. |  |  |  |
| **SE.SO.K2.3C.3**  | Use words, drawings, or other means to show why helping others is important. |  |  |  |
| **SE.SO.K2.3C.4** | Differentiate between safe and unsafe behaviors. |  |  |  |

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| **College and Career Readiness Standards**  |  **Relationship Skills (RS)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.RS.K2.4A.1** | Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others. |  |  |  |
| **SE.RS.K2.4A.2**  | Share, take turns, and engage cooperatively with others, especially when encouraged by trusted adults. |  |  |  |
| **SE.RS.K2.4A.3**  | Determine how to identify when someone is in need of assistance, and provide needed assistance, as age appropriate. |  |  |  |
| **SE.RS.K2.4A.4** | With encouragement from trusted adults, identify and practice ways to put others’ wants, needs, opinions, choices, etc. before own. |  |  |  |

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| **4B. Develop and maintain positive relationships with others** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.RS.K2.4B.1** | Initiate interactions with others appropriately (e.g., tapping them on shoulder, using words to communicate the desire to join in, etc.). |  |  |  |
| **SE.RS.K2.4B.2** | Identify reasons why people befriend one another. |  |  |  |
| **SE.RS.K2.4B.3**  | Engage in behaviors that promote positive relationships with others (e.g., using kind words, following others’ interests, helping others, etc.). |  |  |  |
| **SE.RS.K2.4B.4**  | Identify helpful and harmful behaviors in relationships. |  |  |  |
| **SE.RS.K2.4B.5**  | Use words and/or illustrations to define peer pressure. |  |  |  |

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| **4C. Demonstrate the ability to successfully manage and resolve conflict in relationships** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.RS.K2.4C.1**  | Identify examples of conflict that occur in relationships at school and at home (e.g., not sharing or taking turns with others, using harsh words, lying, misunderstanding/miscommunicating, bullying, gossiping, etc.). |  |  |  |
| **SE.RS.K2.4C.2**  | Recognize emotions and behaviors that result in relational conflict. |  |  |  |
| **SE.RS.K2.4C.3**  | With supports from a trusted adult, determine, and utilize appropriate solutions in order to resolve conflicts with others. |  |  |  |
| **SE.RS.K2.4C.4**  | Recognize that peer pressure can either be helpful or harmful. |  |  |  |

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| **College and Career Readiness Standards**  |  **Responsible Decision-Making (RD)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.RD.K2.5A.1**  | Determine instances where the problem-solving process should be used. |  |  |  |
| **SE.RD.K2.5A.2**  | Identify the steps of the problem-solving process. |  |  |  |
| **SE.RD.K2.5A.2a**  | Identify the problem. |  |  |  |
| **SE.RD.K2.5A.2b**  | Think of possible solutions. |  |  |  |
| **SE.RD.K2.5A.2c**  | Analyze solutions. |  |  |  |
| **SE.RD.K2.5A.2d** | Choose a solution and try it. |  |  |  |
| **SE.RD.K2.5A.3**  | With support, develop more than one solution to a problem and appropriately communicate the chosen solution to others. |  |  |  |
| **SE.RD.K2.5A.4** | For relational problems, appropriately communicate the chosen solution to others. |  |  |  |

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| **5B. Analyze outcomes of decisions including the consideration of their effects on others** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.RD.K2.5B.1** | Reflect on whether solutions to similar past problems were appropriate or inappropriate when considering solutions to current problems (e.g., I really want the red marker he has. Last time I snatched something from him, it broke. This time a good solution would be to…). |  |  |  |
| **SE.RD.K2.5B.2**  | Determine whether possible solutions to problems are safe. |  |  |  |
| **SE.RD.K2.5B.3**  | For relational problems, identify the feelings others might have as a result of each possible solution. |  |  |  |
| **SE.RD.K2.5B.4** | With prompting, use reflection practices to determine if a recent decision was a good or bad choice. |  |  |  |