

SEL Benchmarks

The SEL Benchmarks Survey asks teachers to report on individual students' SEL skills. The survey was developed by the EASEL Lab to capture student growth on specific SEL skills. Teachers complete this survey for each student at two time points: the beginning and end of summer. When completing the survey, teachers use a 4-point Likert scale to indicate how frequently they see each student in their class performing the specific SEL skill listed in each item, and answers are coded as follows: 1 = Never; 2 = A little/rarely; 3 = Most/some of the time; and 4 = All of the time.

NOTE: Items 1 – 13 are given to PreK – 5th grade teachers only. Items 1 – 21 are given to 6th – 8th grade teachers (i.e., only 6th – 8th grade teachers complete items 14 – 21).

1. Uses active listening strategies to understand the emotions or perspectives of others

(e.g., makes eye contact; asks questions to check for understanding; listens without interrupting; demonstrates consideration of other people's perspectives/ideas/needs such as imagining what it's like to be in another person's shoes; uses "say it back")

2. Expresses emotions effectively during conflicts or other emotionally challenging situations

(e.g., uses "I messages" or other verbal/non-physical communication strategies; expresses emotions calmly and rationally in order to solve a conflict)

3. Uses effective problem-solving strategies in conflict situations

(e.g., uses "I messages" or other verbal/non-physical strategies to solve problems; uses win-win solutions such as Conflict Solvers, Peace Path, etc.; is able to compromise)

4. Encourages/supports other students

(e.g., gives compliments; offers to help; offers words of encouragement)

5. Stands up for other students when they are teased, insulted, or excluded

(e.g., includes others who may otherwise have been left out; takes action to correct unjust situations; makes an effort to expand "circle of concern")

6. Uses emotional vocabulary appropriate to the situation

(e.g., identifies angry vs. sad vs. embarrassed vs. nervous, etc.; uses appropriate emotional vocabulary to recognize feelings and their intensity; is able to recognize physiological effects of emotions, e.g. stomach hurts, heart racing, throat tight, etc.)

7. Uses cool down/self-regulation strategies when upset

(e.g., self-talk; walks away; takes deep breaths; uses Calm Down Practice - e.g., mindfulness, journaling, reading, takes a break, etc.)

8. Follows classroom rules and expectations

*(*varies based on classroom)*

9. Pays attention to task at hand and ignores distractions

(e.g., stays focused during age-appropriate learning activities; can complete tasks within an appropriate amount of time; uses strategies to minimize distractions)

10. Able to wait when required to do so

(e.g., waits for a turn when answering questions, asks for help, or before starting an activity, engages in other tasks such as reading while waiting for others to finish, etc.)

11. Controls or resists inappropriate responses

(e.g., raises hand instead of shouting out answer; uses appropriate volume for the setting or activity; interacts with peers respectfully, etc.)

12. Smoothly transitions to new tasks

(e.g., can stop activity or switch gears when asked)

13. Remembers and follows a series of directions

(e.g., can follow through with multi-step instructions with minimal reminders/support)

14. Takes an active interest in learning

(e.g., is curious; asks questions; actively participates in conversations and activities, etc.)

15. Has confidence in ability to do well in class

(e.g., speaks positively about oneself, one's ability to learn, and one's future self)

16. Sets reasonable goals and works step-by-step to achieve them

(e.g., identifies relevant action steps; identifies potential obstacles to goals; anticipates consequences, etc.)

17. Persists when met with a challenge

(e.g., acknowledges the potential in challenging situations, chooses a productive path forward, and doesn't give up easily)

18. Seeks out resources when needed/appropriate

(e.g., adults, peers, independent research, etc.)

19. Uses effective strategies to cope with disappointment and failure

(e.g., seeks comfort from an adult or friend, makes a plan to improve, etc.)

20. Demonstrates active perspective-taking

(e.g., can explain to others how someone might feel in a given situation; shares times when s/he has thought/felt/acted in a similar way as someone else; discusses how s/he might react in a certain situation—including emotional and situational reasons for this reaction)

21. Demonstrates care and concern in appropriate ways

(e.g., responds to others in a way that shows understanding of their unique wants and needs)