

Ideas for Measuring SEL Skills Embedded Within Daily Routines

Ideas for Assessing SEL Skills Embedded Within the School Day	
Time of Day	Description
Arrival Routines	Ask students to answer a daily question regarding how they are feeling that morning. As students enter the room, they can place a picture of themselves under a picture of a particular emotion. This not only signals to the teacher how the student feels that day and if the teacher needs to check in with that student before getting started but can also be used as a data point of whether the student can accurately identify their emotions and understand feelings vocabulary.
Morning Meeting	Ask daily routine questions encouraging SEL vocabulary. Observe how students interact with one another and greet each other. Pay attention to how the students respond to the morning meeting activity. Can they follow the directions or do they need to follow peer models? Do they demonstrate self-control?
Transitions	Daily transition routines that involve SEL questions can become a part of an observation checklist (see chapter 4, page 157).
Partner Games	Observe how students interact with one another. How do they react when they lose a game? How do they react when they win? Can they take turns? Do they empathize with a peer when a peer loses?
Challenging Academic Work	Observe how a student handles an academic challenge. Does a student ask for help or communicate their emotions with others? How do the students persevere? Try another strategy? Give up?
Lunch and Recess	Observe how students interact with one another. Do they take turns in conversation? Do they change the topic or stay on topic? Do students identify a game to play and play it without adult intervention?
Participation in Specials	Observe students in PE, music, art, and library. Do the students demonstrate the same SEL skills in these settings that they demonstrate in the classroom?
Play	Observe how students engage in play. Do they build on one another's ideas or have a difficult time accepting a new play scheme? Do they include emotions during pretend play?
End-of-Day Reflection	Observe how students reflect on their day. If the day was difficult, were they able to reflect at the end of the day, or did they not recognize that there was a problem? Can they make goals or identify areas to work on for the next day? Assign students to complete the self-reflection tools in chapter 4, figures 4.5 (page 167) and 4.6 (page 168).