

# Social-Emotional Learning Rubric— Authentic, High-Quality SEL Instruction

Social-Emotional Learning Rubric: Authentic, High-Quality SEL Instruction						
Criteria	Level 1 Not Taught	Level 2 Beginning	Level 3 Emerging	Level 4 Implementing	Level 5 Developing	Level 6 Proficient
<b>Learning and collaboration around SEL</b>	<ul style="list-style-type: none"> <li>There is not a schoolwide focus on learning about SEL.</li> <li>There is no collaboration around teaching and planning SEL.</li> </ul>	<ul style="list-style-type: none"> <li>Individual teachers are dedicated to building their SEL capacities.</li> <li>Teachers do not collaboratively plan for teaching social-emotional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Small groups of teachers work together to build their SEL capacity, but it is not shared throughout the school.</li> <li>Teacher teams collaboratively plan lessons for core content areas (mathematics, language arts, science, social studies) but plan for social-emotional learning on their own. SEL occurs occasionally.</li> </ul>	<ul style="list-style-type: none"> <li>Individual teams may work together to build their SEL capacity and develop a common language for discussing SEL.</li> <li>Individual teams may support teacher self-reflection.</li> <li>Teacher teams collaboratively plan for SEL infrequently.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher teams work together to build their SEL capacity, including their ability to self-reflect and self-regulate during the day.</li> <li>The school is beginning to develop a common language around SEL, but it is not yet used by all staff.</li> <li>Teacher teams collaboratively plan for SEL.</li> </ul>	<ul style="list-style-type: none"> <li>The school supports a systematic effort for all staff to build their SEL capacity, including a common language.</li> <li>Systems are in place for teachers to be able to self-regulate and reflect on their work.</li> <li>Teams collaboratively plan for authentic and highly engaging SEL using essential standards.</li> </ul>
<b>SEL instruction</b>	<ul style="list-style-type: none"> <li>Teachers do not teach social-emotional skills and concepts to students.</li> <li>An SEL curriculum is not used.</li> </ul>	<ul style="list-style-type: none"> <li>SEL lessons occur on a limited basis and are solely taught by school counselors.</li> <li>Lessons are not focused around essential SEL standards.</li> <li>SEL is not integrated throughout the school day.</li> </ul>	<ul style="list-style-type: none"> <li>SEL lessons are taught, but instruction is sporadic or depends on the individual teacher or counselors' schedule.</li> <li>SEL lessons are not focused on essential standards, not highly engaging, and are mostly limited to activity sheets and read-alouds.</li> <li>SEL is not integrated throughout the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons occur on a regularly scheduled basis across teams.</li> <li>Effective research-based SEL programs may be used but not focused around essential SEL standards.</li> <li>SEL is not integrated into academics or throughout the school day.</li> </ul>	<ul style="list-style-type: none"> <li>SEL instruction occurs several times a week. Lessons are focused around essential standards of learning and effective research-based SEL programs may be used.</li> <li>SEL is integrated throughout various school settings (PE, music, art).</li> <li>SEL is occasionally integrated into academics.</li> </ul>	<ul style="list-style-type: none"> <li>SEL instruction occurs daily and is integrated into other content areas and throughout the school day. Lessons are focused on essential standards of learning and research-based programs or practices are used with all students.</li> </ul>

**REPRODUCIBLE**

Criteria	Level 1 Not Taught	Level 2 Beginning	Level 3 Emerging	Level 4 Implementing	Level 5 Developing	Level 6 Proficient
<b>SEL assessment practices</b>	<ul style="list-style-type: none"> <li>There is no SEL assessment in place outside of the special education eligibility evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>SEL assessment is only considered for students showing difficulties with emotional regulation. It is conducted in the form of observation and anecdotal notes.</li> </ul>	<ul style="list-style-type: none"> <li>SEL assessment is only done for students showing difficulties with emotional regulation. It is a part of determining if a student requires additional support from a counselor, and not used to inform teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>SEL assessments are used for all students but are general and not focused around essential SEL standards. These assessments are not used to inform teaching practices and not co-created by the team.</li> </ul>	<ul style="list-style-type: none"> <li>SEL assessments are collaboratively created by grade-level teams to ensure they are developmentally appropriate. They consider essential standards and reflect what was taught.</li> </ul>	<ul style="list-style-type: none"> <li>Developmentally appropriate common formative assessments are used as tools to monitor student learning and inform teaching practices.</li> <li>These assessments were collaboratively created by the grade-level team (including support from counselor, specialists, and so on). The team determines the next steps for teaching practices collaboratively and with regards to developmental and cultural considerations.</li> </ul>