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*The Mississippi Early Learning SEL Standards   
for Classrooms Serving Grades 3-5 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.3-5.1A.4** | Identify range of emotions experienced. | | | |  | |  |  |
| **SE.SA.3-5.1A.5** | Describe situations that cause range of emotions. | | | |  | |  |  |
| **SE.SA.3-5.1A.6** | Identify physical responses to intense emotions. | | | |  | |  |  |
| **SE.SA.3-5.1A.7** | Communicate emotions through appropriate means (i.e., appropriate words, gestures, tone, facial expressions, etc.). Describe how emotions impact behavior. | | | |  | |  |  |

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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.3-5.1B.4** | Identify personal qualities and characteristics one possesses. |  |  |  |
| **SE.SA.3-5.1B.5** | Describe benefits of personal qualities and characteristics. |  |  |  |
| **SE.SA.3-5.1B.6** | Describe how personal qualities and interests impact decision-making. |  |  |  |
| **SE.SA.3-5.1B.7** | Compare and contrast qualities and interests of self. |  |  |  |

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| **1C. Determine one’s strengths and areas for growth** | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **SE.SA.3-5.1C.4** | Identify strengths and areas for growth. |  |  |  |
| **SE.SA.3-5.1C.5** | Describe personal skills in need of further development. |  |  |  |
| **SE.SA.3-5.1C.6** | Describe how personal strengths impact choices. |  |  |  |
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| **1D. Develop personal responsibilities and a feeling of one’s abilities, qualities, and judgment** | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **SE.SA.3-5.1D.5** | Define personal responsibility and identify ways to exhibit it in daily life. |  |  |  |
| **SE.SA.3-5.1D.6** | Identify how personal choices affect self and others. |  |  |  |
| **SE.SA.3-5.1D.7** | Describe benefits of personal responsibility. |  |  |  |
| **SE.SA.3-5.1D.8** | Demonstrate responsible behaviors. |  |  |  |

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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.3-5.2A.5** | Identify the relationship between thoughts, stress, emotions (i.e., feelings) and behavior. | | | |  | |  |  |
| **SE.SM.3-5.2A.6** | Identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.). | | | |  | |  |  |
| **SE.SM.3-5.2A.7** | Demonstrate ability to appropriately express emotions. | | | |  | |  |  |
| **SE.SM.3-5.2A.8** | Develop strategies to use when angry or stressed (e.g., walk away, counting to 10, seek help, etc.). | | | |  | |  |  |
| **SE.SM.3-5.2A.9** | Identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.). | | | |  | |  |  |

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| **2B. Identify and utilize skills needed in organization and self-motivation** | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **SE.SM.3-5.2B.5** | Demonstrate the ability to stay on task with limited distractions. |  |  |  |
| **SE.SM.3-5.2B.6** | Develop willingness to attempt new tasks and share ideas with others. |  |  |  |
| **SE.SM.3-5.2B.7** | Identify strategies for persevering through difficult situations or tasks. |  |  |  |
| **SE.SM.3-5.2B.8** | Determine supports needed to organize aspects of home and school life. |  |  |  |

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| **2C. Demonstrate ability to set and accomplish specific tasks and goals** | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **SE.SM.3-5.2C.4** | Describe steps necessary for setting and achieving tasks and goals. |  |  |  |
| **SE.SM.3-5.2C.5** | Differentiate between short- and long-term goals. |  |  |  |
| **SE.SM.3-5.2C.6** | Complete short- or long-term goal with minimal assistance. |  |  |  |
| **SE.SM.3-5.2C.7** | Monitor progress toward achieving personal or academic goals. |  |  |  |
| **SE.SM.3-5.2C.8** | Determine home and school supports or resources needed to complete tasks or goals. |  |  |  |

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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 cues** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **SE.SO.3-5.3A.6** | Recognize the emotions of others using verbal and visual cues. | | | |  | |  |  |
| **SE.SO.3-5.3A.7** | Recognize non-verbal social cues from others and their impact on emotions. | | | |  | |  |  |
| **SE.SO.3-5.3A.8** | Identify how one’s own behavior impacts others’ emotions. | | | |  | |  |  |
| **SE.SO.3-5.3A.9** | Identify multiple perspectives or viewpoints in different situations. | | | |  | |  |  |

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| **3B. Develop an awareness of and respect for individual differences, including cultural diversity** | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **SE.SO.3-5.3B.5** | Recognize the existence of various groups based on social and cultural factors (e.g., race, gender, age, religion, disability, etc.) |  |  |  |
| **SE.SO.3-5.3B.6** | Identify similarities between various social and cultural groups. |  |  |  |
| **SE.SO.3-5.3B.7** | Develop strategies for building relationships with individuals who are different from self. |  |  |  |
| **SE.SO.3-5.3B.8** | Explain the definition of stereotyping, prejudice, and discrimination. |  |  |  |
| **SE.SO.3-5.3B.9** | Identify bullying behaviors and their impact on 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.3-5.3C.5** | Identify different social norms in the school and community. |  |  |  |
| **SE.SO.3-5.3C.6** | Recognize ways to help peers complete tasks, goals, or address needs. |  |  |  |
| **SE.SO.3-5.3C.7** | Identify how helping behaviors impact self and others. |  |  |  |

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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.3-5.4A.5** | Utilize appropriate verbal and nonverbal communication with others (e.g., words, tone, facial expressions, gestures, etc.). | | | |  | |  |  |
| **SE.RS.3-5.4A.6** | Determine cooperative group behaviors (e.g., listening, encouraging, acknowledging others’ perspectives, compromising, and reaching agreement). | | | |  | |  |  |
| **SE.RS.3-5.4A.7** | Identify ways to encourage and support others and their contributions. | | | |  | |  |  |
| **SE.RS.3-5.4A.8** | Demonstrate good sportsmanship by playing fairly and being gracious in winning and losing. | | | |  | |  |  |
| **SE.RS.3-5.4A.9** | Demonstrate ability to give and receive compliments appropriately. | | | |  | |  |  |

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| **4B. Develop and maintain positive relationships with others** | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **SE.RS.3-5.4B.6** | Determine and demonstrate qualities of good friends. |  |  |  |
| **SE.RS.3-5.4B.7** | Describe and utilize more than one strategy to build positive relationships with peers, family, and others. |  |  |  |
| **SE.RS.3-5.4B.8** | Differentiate among safe and unsafe behaviors in relationships with others. |  |  |  |
| **SE.RS.3-5.4B.9** | Identify the six types of peer pressure (e.g., spoken, unspoken, direct, indirect, negative and positive). |  |  |  |
| **SE.RS.3-5.4B.10** | Develop strategies for resisting negative peer pressure. |  |  |  |

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| **4C. Demonstrate the ability to successfully manage and resolve conflict in relationships** | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **SE.RS.3-5.4C.5** | Recognize that conflict occurs as a natural part of life. |  |  |  |
| **SE.RS.3-5.4C.6** | Identify causes and effects of conflict and how one’s response impacts self and others. |  |  |  |
| **SE.RS.3-5.4C.7** | Utilize steps of a simple conflict resolution/problem solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc. |  |  |  |
| **SE.RS.3-5.4C.8** | Describe proactive ways to prevent conflict. |  |  |  |
| **SE.RS.3-5.4C.9** | Recognizes the difference between constructive and destructive ways of handling conflict and peer pressure. |  |  |  |

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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.3-5.5A.5 | Describe steps of decision-making process and utilize more than one. | | | |  | |  |  |
| SE.RD.3-5.5A.6 | Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections. | | | |  | |  |  |
| SE.RD.3-5.5A.7 | Develop criteria for evaluating decisions and consequences for self and others. | | | |  | |  |  |

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| **5B. Analyze outcomes of decisions including the consideration of their effects on others** | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **SE.RD.3-5.5B.5** | Identify examples of ethical behaviors (e.g., fairness, honesty, respect, etc.) in decision making and demonstrate more than one. |  |  |  |
| **SE.RD.3-5.5B.6** | Demonstrate knowledge of social norms and how they affect decision making. |  |  |  |
| **SE.RD.3-5.5B.7** | Explain why safety and ethical considerations are important in making decisions. |  |  |  |
| **SE.RD.3-5.5B.8** | Evaluate impact of past and present choices and decisions on self and others. |  |  |  |