

Student's Name: _____ Date of Birth: _____ Grade: _____ *Monongalia County*

School and Community Social Skills Standards Checklist 5-8

Self Awareness and Self Management	Behaviors Observed and/or Taught Student:	Instructional Strategies Used/Comments	Exceeds	Met	Needs Improvement
5-8.1.01 Analyzes factors that create stress or motivate successful performance.	Can identify roadblocks that create stress and interfere with goal achievement. Can identify factors that are motivating and promote personal success. Can identify factors that are motivating and promote success in personal relationships. Analyzes personal behaviors in self and others that promotes success in school. Analyzes potential outcomes of choices to prevent stress. Analyzes potential outcomes of choices to reduce stress.				
5-8.1.02 Applies strategies to manage stress and to motivate successful performance	Initiates positive habits that contribute to school readiness. Evidences good self-control. Takes responsibility for completing homework. Appropriately copes with stressful situations. Participates politely in classroom discussions. Starts activities under one's own motivation. Completes activities under one's own motivation. Expresses sympathy to peers. Expresses sympathy to adults. Makes choices that help to avoid unhealthy stress and promote successful performance. Makes choices that reduce unhealthy stress and				

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	promote successful performance.				
5-8.1.03 Analyze how personal qualities influence choices and successes.	Analyzes personal qualities and individual strengths that influence one's choices. Initiates and maintains appropriate conversations. Helps others when asked. Helps others without prompts. Avoids power struggles with peers. Avoids power struggles with adults.				
5-8.1.04 Sets a short-term goal and makes plans for achieving it.	Uses technology when it is contextually appropriate without interruption or offense to others. Analyzes a problem before trying to solve it. Is able to organize materials to complete assignments. Is able to break down long-term assignments into manageable chunks. Is able to identify resources needed to achieve a goal. Can establish a plan for completing a short-term goal. Can establish a timeline for completing a short-term goal.				
5-8.1.05 Analyze why one achieved or did not achieve a goal.	Accepts ideas different from one's own. Can work cooperatively to achieve goal. Interacts appropriately with peers to achieve goals. Interacts appropriately with adults to achieve goals. Follows verbal and written directions to				

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	<p>achieve goals. Identifies and analyzes factors that prevented goal achievement. Identifies and analyzes factors that promoted goal achievement.</p>				
Social-Awareness and Interpersonal Skills	Behaviors Observed and/or Taught Student:	Instructional Strategies Used/Comments	Exceeds	Met	Needs Improvement
5-8.2.01 Predicts others' feelings and perspective in a variety of situations.	<p>Is aware of the feelings of others in social and academic situations. Can predict feelings of others in a variety of social situations. Listens to perspectives of others in social situations. Is not easily annoyed by others. Can see another's perspective in social interactions with others. Demonstrates the ability to empathize with others.</p>				
5-8.2.02 Analyzes how one's behavior may affect others.	<p>Does not disturb or annoy others when they are working. Adjusts well to changes in routines and environment. Participates appropriately in group activities in non-leadership role. Participates appropriately in group activities in leadership role. Participates appropriately in group activities in a variety of roles. Dresses appropriately for a variety of situations.</p>				

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<p>5-8.2.03 Explains how individual, social, and cultural differences may increase vulnerability to bullying, identify ways to address it, and analyzes the effects of taking action to oppose bullying based on individual and group differences.</p>	<p>Is respectful of individual, social, and cultural differences in interactions with others. Is respectful of individual, social, and cultural differences in communications with others. Shows interest in the ideas of those that differ from him. Avoids interactions with those that are not respectful of individual, social, and cultural differences in others. Will report instances when others may not be respectful of individual, social, and cultural differences in others. Will intervene in instances where others may not be respectful of individual, social, and cultural differences in others.</p>				
<p>5-8.2.04 Analyzes ways to establish positive relationships with others.</p>	<p>Responds appropriately when questioned. Is truthful in interactions with others. Avoids deceiving others. Others trust him. Gives and asks for directions in public. Engages in communications that balance speaking and listening. Makes friends easily. Will compliment others. Has a good relationship with at least one peer. Has a good relationship with at least one adult. Has a small group of friends. Accepts praise with humility.</p>				
<p>5-8.2.05 Demonstrates cooperation and teamwork to promote</p>	<p>Participates in group activities. Is positive in interactions with others. Takes setbacks in stride.</p>				

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group effectiveness.	Works cooperatively in group situations. Is assertive in group activities but not overbearing. Demonstrates the ability to negotiate with others to promote group effectiveness.				
5-8.2.06 Evaluates strategies for preventing and resolving interpersonal problems.	Employs positive coping strategies to resolve conflicts. Responds politely to school and public authorities Deals with embarrassment in non-aggressive was. Exhibits sportsmanship in interactions with others. Is honest in interactions with others. Refrains from spreading rumors.				
5-8.2.07 Defines unhealthy peer pressure and evaluate strategies for resisting it.	Can identify peer pressure and influences to behaviors. Can identify strategies for resisting peer pressure. Resists peer pressure when making choices. Makes one's own responsible decisions in peer settings.				
Decision-Making Skills and Responsible Behaviors	Behaviors Observed and/or Taught Student:	Instructional Strategies Used/Comments	Exceeds	Met	Needs Improvement
5-8.0.01 Evaluates how honesty, respect, fairness and compassion enable one to take the needs of	Engages in behaviors that bring out the best in others. Takes into account the feelings of others when making decisions. Makes thoughtful decisions to balance				

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others into account when making decisions.	academic and social success. Considers the impact of various decisions on one's friends. Considers the impact of various decisions on one's family.				
5-8.3.02 Analyzes the reasons for school and society rules.	Follows classroom rules. Refrains from gossiping and cyber-bullying. Analyzes the accuracy of various digital information sources and networks. Employs digital security techniques to protect oneself and others.				
5-8.3.03 Analyzes how decision-making skills improve study habits and academic performance.	Seeks resources as needed to support success. Is able to use resources to obtain needed information for learning and success. Is able to identify needed study habits to be successful in school. Employs study skill and habits to be successful in school.				
5-8.3.04 Evaluates strategies for resisting pressures to engage in unsafe or unethical activities.	Engages in positive peer groups and activities. Does not cheat. Does not seek revenge on others. Provides positive suggestions for solving problems and achieving goals.				
5-8.3.05 Evaluates one's participation in efforts to address identified needs in one's school and local community.	Participates in school activities (e.g. choir, band, clubs, etc.) Engages in student leadership. Avoids trouble in school. Avoids trouble in community. Follows school rules. Follows community rules in public.				

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