### Social Emotional Learning Performance Descriptors

#### Grade 3

<table>
<thead>
<tr>
<th>Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.</th>
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<tbody>
<tr>
<td><strong>Stage B</strong></td>
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<tr>
<td>1. Describe how various situations make you feel.</td>
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<tr>
<td>2. Describe your physical responses to strong emotions.</td>
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<tr>
<td>3. Recognize that feelings change throughout the day.</td>
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<tr>
<td>4. Describe a situation in a variety of situations.</td>
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<tr>
<td>5. Demonstrate a range of emotions through facial expressions and body language.</td>
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<tr>
<td>6. Practice self-talk to calm yourself.</td>
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<td><strong>Stage C</strong></td>
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<tr>
<td>1. Identify a range of emotions you have experienced.</td>
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<tr>
<td>2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded).</td>
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<tr>
<td>3. Recognize the role of changing and factors that contribute to them.</td>
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<tr>
<td>4. Depict a range of emotions (e.g., make a poster, draw a picture, participate in a role play).</td>
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<tr>
<td>5. Distinguish among intensity levels of an emotion.</td>
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<tr>
<td>6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).</td>
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<tr>
<td>7. Practice deep breathing to calm yourself.</td>
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<tr>
<td><strong>Stage D</strong></td>
</tr>
<tr>
<td>1. List positive strategies for handling conflict.</td>
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<tr>
<td>2. Explain why characters in stories felt as they did.</td>
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<tr>
<td>3. Distinguish among emotions you might feel in various situations.</td>
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<tr>
<td>4. Use “I-statements” to express various emotions.</td>
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<tr>
<td>5. Record changes in your emotions throughout the day (e.g., before and after transitions, recess lunch, etc.).</td>
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<tr>
<td>6. Demonstrate an awareness of how your behavior affects others.</td>
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<td>7. Practice different strategies for handling upsetting situations.</td>
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<tr>
<th>Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.</th>
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<tbody>
<tr>
<td><strong>Stage B</strong></td>
</tr>
<tr>
<td>1. Identify a situation you want to change.</td>
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<tr>
<td>2. Identify the progress that you have made toward achieving your goal.</td>
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<tr>
<td>3. Explain the relationship between success in school and becoming what you want to be.</td>
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<tr>
<td>4. Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete assignments, pay attention).</td>
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<tr>
<td>5. Make a plan for how to improve your performance in a school subject.</td>
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<td>6. Make a plan for how to achieve a personal goal.</td>
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<td>7. Use self-talk to reward yourself for accomplishments.</td>
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<td><strong>Stage C</strong></td>
</tr>
<tr>
<td>1. Identify community members that can be of support when needed (e.g., religious leader, extended family member, and neighbor).</td>
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<tr>
<td>2. Describe the personal qualities which you help out at home.</td>
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<tr>
<td>3. Distinguish among intensity levels of an emotion.</td>
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<tr>
<td>4. Distinguish between short and long-term goals.</td>
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<tr>
<td>5. Monitor your progress toward achieving a personal or academic goal.</td>
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<tr>
<td>6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).</td>
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<tr>
<td>7. Practice deep breathing to calm yourself.</td>
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<tr>
<td><strong>Stage D</strong></td>
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<tr>
<td>1. Identify something you would like to be able to do better.</td>
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<tr>
<td>2. Describe ways in which you contribute to the school community.</td>
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<td>3. Describe ways in which you help support each other in school.</td>
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<td>4. List ways families can support students in school.</td>
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<tr>
<td>5. Describe how peers can support each other in school.</td>
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<td>6. Measure your progress toward a personal goal.</td>
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Grade 3 Social Emotional Learning Performance Descriptors

- **Stage B**: Identifying personal traits and managing emotions.
- **Stage C**: Identifying community members and managing emotions.
- **Stage D**: Identifying and managing emotions.
GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Stage B
1. Discuss ways of initiating contact with someone you don’t know.
2. Discuss how to be a good friend.
3. Greet others by name.
4. Make and respond appropriately to introductions.
5. Summarize a plan for making friends.
6. Use appropriate non-verbal communication with others (e.g., movements, gestures, posture, facial expressions).
7. Participate in establishing and enforcing ground rules for class and group/team efforts.
8. Demonstrate internet safety.

Stage C
1. Recognize when it is appropriate to give a compliment.
2. Practice introducing everyone in your class.
3. Demonstrate how to give a compliment.
4. Demonstrate appropriate responses to receiving a compliment.
5. Use “I-statements” to express how you feel when someone has hurt you emotionally.
6. Demonstrate expressing appreciation to someone who has helped you.

Stage D
1. Identify ways to build positive relationships with peers, family and others.
2. Identify attributes of cooperative behavior in a group setting.
3. Demonstrate cooperative behaviors in a group.
4. Practice reflective listening (e.g., I-messages, paraphrase).
5. Demonstrate how to initiate conversation with a new student.
6. Develop a plan that supports the improvement of behaviors within a group.

Stage A
1. Identify various methods of resolving conflict.
2. Explain what a rumor is and how it hurts others.
3. Identify ways of refusing negative peer pressure.
4. Explain how conflict can turn to violence.
5. Analyze how misunderstanding what someone said or did could cause conflict.
6. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict.

Stage B
1. Recognize personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don’t know).
2. Explain why it is important to treat others as you would want to be treated.
3. Analyze how rules your family uses help its members get along together.
4. Contribute to school safety by supporting classroom, lunchroom and playground rules.
5. Participate in creating and enforcing classroom rules.
6. Demonstrate sharing and taking turns.

Stage C
1. Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion).
2. Identify physical sensations and emotions that indicate a threat or danger.
3. Describe the consequences of breaking classroom or school rules.
4. Analyze the consequences of lying.
5. Depict ways to help others (e.g., list, draw, cartoons).
6. Evaluate various approaches to responding to provocation.
7. Decide what is fair in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment).

Stage D
1. Identify facts that make a situation unsafe.
2. Recognize the consequences to oneself and others of dishonest behavior.
3. Evaluate how others influenced your decisions (e.g., family, church, team, club membership).
4. Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you feel unsafe, biking without a helmet, hanging around with peers who use drugs).
5. Demonstrate respect for the property of others.
7. Show how it means to accept responsibility for one’s actions with regard to school work.

Stage A
1. Describe the use of self-talk to calm down.
2. Brainstorm alternative solutions to inter-personal problems in the classroom.
3. Analyze how your tone of voice influences how others respond to you.
4. Analyze the consequences of alternative choices.
5. Make healthy choices regarding snacks.
6. Demonstrate reflective listening.
7. Demonstrate wise decisions regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle helmet; avoiding sharp objects, too much sun exposure, and playing with fire).

Stage B
1. Describe ways to promote the safety of oneself and others.
2. Describe the steps of a decision-making model.
3. Brainstorm alternative solutions to completing an assignment on time.
4. Practice progressive relaxation.
5. Make healthy choices in selecting friends.
6. Demonstrate group decision making.
7. Plan healthy meals.

Stage C
1. Identify bullying behavior and how it affects people.
2. Explain what happens when a conflict is not resolved.
3. Describe ways to stop rumors.
4. Analyze how an inability to manage one’s anger might cause a conflict to get worse.
5. Interpret whether the actions of literary characters were accidental or intentional.
6. Examine how one’s favorite literary character handles conflict.

Stage D
1. Identify the consequences of a solution.
2. Identify assertive, passive and aggressive conflict resolution behaviors.
3. Describe conflicts you have experienced and how you dealt with them.
4. Explain how resolving a conflict with a friend could strengthen the friendship.
5. Generate alternative solutions for a conflict.
6. Demonstrate constructive conflict resolution strategies in the classroom.

Stage A
1. Identify a way you can help improve your local community.
2. Describe what you have done to make a positive difference in your class or school and how this made you feel.
3. Brainstorm ways to help your teacher address a shared concern.
4. Volunteer to help out at home in a way that goes beyond what you are expected to do.
5. Participate in developing a class policy on teasing.
6. Plan and implement a project to improve your local community.
7. Plan and implement a project to improve your local community.

Stage B
1. Describe what you learned about your school or community from your participation in a recent service project.
2. Describe what you learned about yourself from participation in this project.
3. Analyze the impact on the needs addressed of a recent service project in which you participated.
4. Analyze what you would do differently next time.
5. Communicate the results of a school or community service project to a parent or community group.
6. Write a letter to a newspaper editor on a community problem such as homelessness.

Stage C
1. Describe how you would deal with situations that make you angry or upset.
2. Plan what you would say to calm down.
3. Develop criteria for evaluating the consequence of a solution.
4. Decide what is fair in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment).
5. Demonstrate how to initiate conversation with a new student.
6. Develop a plan that supports the improvement of behaviors within a group.

Stage D
1. Identify ways that community workers assist residents in protecting and improving neighborhoods.
2. Analyze your rights and responsibilities as a member of your school community.
3. Discuss your reasons for voting as you did in a simulated local, state, or national election.
4. Participate in making and enforcing classroom rules.
5. Brainstorm ways you could contribute to your community (e.g., help a neighbor, contribute to community safety, help keep your block clean).
6. Construct an argument to persuade classmates to vote or become a candidate for office in a simulated local, state, and national election.