

Quick Scale: Grades K to 3 Social Responsibility

This Quick Scale presents summary statements from the four categories in a one-page format for ease of use.

In most cases, these scales can be used to evaluate student development anytime during the year.

In the Elaborated Scale, each of the four categories is printed on a separate page.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY	<ul style="list-style-type: none"> often unfriendly or disrespectful of others generally reluctant to participate in and contribute to classroom and group activities 	<ul style="list-style-type: none"> usually friendly and, if asked, will help or include others may need prompting to participate in and contribute to classroom and group activities 	<ul style="list-style-type: none"> usually welcoming, friendly, kind, and helpful participates in and contributes to classroom and group activities 	<ul style="list-style-type: none"> welcoming, friendly, kind, and helpful participates in and contributes to classroom and group activities; often takes on extra responsibilities
SOLVING PROBLEMS IN PEACEFUL WAYS	<ul style="list-style-type: none"> in conflict situations, often expresses anger inappropriately; blames or puts down others has difficulty recognizing problems; may suggest inappropriate strategies 	<ul style="list-style-type: none"> in conflict situations, tries to state feelings and manage anger appropriately, but quickly becomes frustrated; tends to overestimate or underestimate the need for adult help can identify simple problems; with help, generates strategies 	<ul style="list-style-type: none"> in conflict situations, tries to express feelings honestly, manage anger appropriately, and listen politely; most often relies on adult intervention without considering alternatives can clarify problems and generate and evaluate strategies 	<ul style="list-style-type: none"> in conflict situations, usually manages anger and expresses feelings appropriately; often tries to solve problems independently, but knows when to get adult help clarifies problems, generates appropriate strategies, and predicts outcomes
VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS	<ul style="list-style-type: none"> sometimes disrespectful; tends to focus on own needs and wants 	<ul style="list-style-type: none"> usually respectful; may not notice when others are treated unfairly 	<ul style="list-style-type: none"> increasingly interested in fairness; treats others fairly and respectfully 	<ul style="list-style-type: none"> fair, respectful; may “stick up” for others when perceiving injustice
EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES	<ul style="list-style-type: none"> can often repeat class or school rules, but is unable to think of ways to improve school, community, or world 	<ul style="list-style-type: none"> with support, shows an emerging sense of responsibility for the classroom and may be able to describe simple ways to improve school, community, or world 	<ul style="list-style-type: none"> shows emerging sense of responsibility, generally following classroom rules; able to identify simple ways to improve the school, community, or world 	<ul style="list-style-type: none"> shows a clear sense of responsibility in the classroom and an emerging sense of idealism—wants to make the world a better place

Quick Scale: Grades 4 to 5 Social Responsibility

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In most cases, these scales can be used to evaluate student development anytime during the year.

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Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY	<ul style="list-style-type: none"> often unfriendly, ignoring the feelings and needs of others shows little commitment to the group or class and has difficulty following basic rules for working together 	<ul style="list-style-type: none"> usually friendly; if asked, will help or include others generally willing and cooperative in classroom and group activities; may need some support 	<ul style="list-style-type: none"> friendly, considerate, and helpful contributes and shows commitment to classroom and group activities 	<ul style="list-style-type: none"> friendly and kind, and often seeks opportunities to help or include others voluntarily takes responsibility in classroom and group activities (effective)
SOLVING PROBLEMS IN PEACEFUL WAYS	<ul style="list-style-type: none"> does not take responsibility or listen to another's views in a conflict situation; tends to blame and put down others has difficulty stating problems or issues, and may be unable to suggest or choose appropriate strategies 	<ul style="list-style-type: none"> tries to state feelings and manage anger; often needs support to resolve conflicts, frequently overestimating or underestimating the need for adult help can identify simple problems or issues and generate some strategies; tends to rely on the same strategies for all problems 	<ul style="list-style-type: none"> tries to manage anger, listen to others, and apply logical reasons to resolve conflicts; usually knows when to get adult help can explain simple problems or issues and generate and select simple, logical strategies 	<ul style="list-style-type: none"> considers others' views and uses some effective strategies for resolving minor conflicts; takes responsibility and shows good judgment about when to get adult help can explain an increasing variety of problems or issues and generate and evaluate strategies
VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS	<ul style="list-style-type: none"> sometimes disrespectful; appears unaware of others' rights 	<ul style="list-style-type: none"> usually respectful to others, but may need prompting to see how fairness applies to some situations 	<ul style="list-style-type: none"> treats others fairly and respectfully; often shows interest in correcting injustice 	<ul style="list-style-type: none"> fair and respectful; shows growing commitment to fair and just treatment for everyone
EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES	<ul style="list-style-type: none"> tends to be apathetic and may feel powerless to affect classroom, school, community, or world 	<ul style="list-style-type: none"> willing to participate in actions that others initiate to improve the classroom, school, community, or world, but may be unclear on the purpose or impact of these actions 	<ul style="list-style-type: none"> shows a growing sense of responsibility toward the classroom, school, community, and world; wants to make a difference, but needs help identifying opportunities for action 	<ul style="list-style-type: none"> shows a strong sense of responsibility in the classroom and an emerging sense of idealism—wants to make the world a better place; beginning to notice opportunities for action

Quick Scale: Grades 6 to 8 Social Responsibility

This Quick Scale presents summary statements from the four categories in a one-page format for ease of use.

In most cases, these scales can be used to evaluate student development anytime during the year.

In the Elaborated Scale, each of the four categories is printed on a separate page.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY	<ul style="list-style-type: none"> often appears to be unfriendly and negative does not take responsibility or work cooperatively 	<ul style="list-style-type: none"> usually friendly and, if asked, will include others with support, will take responsibility, contribute, and work cooperatively 	<ul style="list-style-type: none"> routinely kind and friendly, and helps and includes others if asked takes responsibility, contributes, and works cooperatively 	<ul style="list-style-type: none"> kind, friendly, inclusive, and helpful voluntarily takes on responsibilities and contributes; effective in groups
SOLVING PROBLEMS IN PEACEFUL WAYS	<ul style="list-style-type: none"> unwilling or unable to solve interpersonal problems; may be illogical or blame others, or become violent or sarcastic tends to view problems in black and white; has difficulty considering more than one perspective, generating strategies, and predicting consequences 	<ul style="list-style-type: none"> may try to solve interpersonal problems and consider others' feelings, but often needs support; may become frustrated and blame others can clarify familiar, concrete problems and issues, and propose some strategies; may misinterpret consequences 	<ul style="list-style-type: none"> tries to solve interpersonal problems calmly; often shows empathy and considers others' perspectives can clarify an increasing range of problems or issues, generate and compare potential strategies, and anticipate some consequences 	<ul style="list-style-type: none"> uses a repertoire of strategies to deal with interpersonal problems; tries to be logical and non-judgmental; considers others' feelings and perspectives can clarify increasingly complex problems and issues, propose and evaluate strategies, and weigh consequences
VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS	<ul style="list-style-type: none"> often disrespectful and may avoid or be negative towards those perceived as different in some way 	<ul style="list-style-type: none"> usually respectful to others and accepting of differences, but may not see the need for action on human rights 	<ul style="list-style-type: none"> usually treats others fairly and respectfully; tries to be unbiased; shows some support for human rights 	<ul style="list-style-type: none"> usually treats everyone fairly and respectfully; shows an increasing commitment to correcting injustices
EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES	<ul style="list-style-type: none"> tends to be egocentric or apathetic; may show a sense of powerlessness 	<ul style="list-style-type: none"> shows some interest in making the world a better place, but ideas tend to be very general and follow-through tends to be inconsistent 	<ul style="list-style-type: none"> shows a sense of community and an interest in making the world a better place; tries to follow through on planned actions 	<ul style="list-style-type: none"> shows a growing sense of altruism and optimism—a commitment to making the world a better place