



PINES CHARTER CLASSROOM RATING SCALE

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Quickly and easily rank the Social Emotional skills of each student in your class through this simple 8-question assessment. Receive lesson recommendations to address your class's unique needs. This assessment is available for students in Grades K-12. We recommend completing at least twice each school year.

CATEGORY 1 OF 8: Relationship Skills

Pending

Unable to determine at this time or have not yet observed the student on this skill.

Low

Struggles to take turns with other students and tends to interrupt others. Frequently tells other children what to do. Is susceptible to peer pressure and struggles to sort out disagreements with other children.

Medium

Is generally able to interact well with others but sometimes struggles to communicate and cooperate when frustrated or unhappy about something. Sometimes struggles to resolve conflict or resist peer pressure, but is generally not the source of conflict or peer pressure.

High

*Is good at maintaining existing friendships and building new ones. Includes other children in play, listens to peers, and is good at resisting peer pressure. Tries to resolve conflict among peers and ask **CATEGORY***

2 OF 8: Responsible Decision-Making

Pending

Unable to determine at this time or have not yet observed the student on this skill.

Low

Behaves very impulsively and does things that are unsafe or unkind to others. Struggles to distinguish "small problems" from "big problems" and reacts very strongly to difficulties. Tends to "tell on" other children for even very minor infractions.

Medium

Is good at recognizing problems but sometimes does not think through all of the possible ways of dealing with the problem. Can be a little impulsive at times and is sometimes surprised by the consequences of their actions.

High

Effectively deals with both social and academic problems encountered at school - often without requiring help from adults. Asks for input from teachers when making important decisions. Thinks through problems and explores possible solutions before making decisions.

Ask teachers for help when appropriate.

CATEGORY 3 OF 8 Self Confidence

Pending

Unable to determine at this time or have not yet observed the student on this skill.

Low

Struggles to work on activities on their own and regularly asks for help, easily gives up when encountering a challenge, and requires frequent reminders from teachers to focus on work. Expresses anxiety about the future (e.g., "I don't want to go to the next grade")

Medium

Generally, I work independently and participate in class activities but tend to give up too easily when encountering challenging work. Does not express anxiety about events in the future.

High

Frequently participates in class discussions and is eager to share thoughts and ideas. Appears to enjoy challenging work and looks forward to learning more in school.

CATEGORY 4 OF 8 : Emotional Awareness

Pending

Unable to determine at this time or have not yet observed the student on this skill.

Low

Struggles to express their emotions verbally and has trouble understanding that their and other's behavior is influenced by their mood.

Medium

Will sometimes get angry or sad when things don't go their way but is able to express their emotions and mostly behave appropriately.

High

When they are upset, they can describe very clearly how they are feeling and why they are upset. Understands that peers' negative behavior may be influenced by their peers' emotions.

CATEGORY 5 OF 8 Emotion Regulation

Pending

Unable to determine at this time or have not yet observed the student on this skill.

Low

Negative emotions linger for long times affecting the child throughout the day and interfering with their ability to focus on school work. Tends to act out when bored or frustrated.

Medium

Is generally able to keep their emotions under control but sometimes gets frustrated when tasks are not seen as "fun". Sometimes needs reminders to focus on tasks when bored or frustrated.

High

Does not allow frustrating or annoying events to affect them in the classroom. Remains focused on work even when very excited or happy about something.

CATEGORY 6 OF 8: Self-Regulated Learning

Pending

Unable to determine currently or have not yet observed the student on this skill.

Low

Gets very easily distracted and needs frequent reminders about what to do. Requires that work get broken down into small chunks so that they do not feel overwhelmed.

Medium

Sometimes gets distracted from tasks and fidgets or talks to other students instead of doing their work but is generally able to stay focused if the teacher checks in on them from time to time.

High

Stays focused on schoolwork and complete a series of tasks without requiring many reminders. Asks for feedback from teachers on assignments and engages in behaviors that help them learn (e.g., moving closer to the whiteboard or away from distracting friends).

CATEGORY 7 OF 8: Perspective Taking

Pending

Unable to determine at this time or have not yet observed the student on this skill.

Low

Struggles to understand why another child may be sad or upset about something. Will sometimes display inappropriate emotions (e.g., laughing when another child hurts themselves) or unkind behavior (e.g., excluding other children).

Medium

Will apologize if they've hurt someone else's feelings but also tends to repeat those same behaviors. Tends to prioritize their own needs and feelings over those of others.

High

Goes out of their way to comfort and help others who are sad or upset. Helps out children who are new to the school. Will apologize for accidentally hurting others without having to be asked to do so.

CATEGORY 8 OF 8: Understanding of Norms

Pending

Unable to determine currently or have not yet observed the student on this skill.

Low

Has trouble playing fairly with others. Frequently violates classroom rules and expectations (e.g., not interrupting others or cutting in line). Teases other children for being different in some way.

Medium

Understands and generally follows norms and rules but has a tendency to violate them if others are doing so as well. Can be susceptible to peer pressure.

High

Follows rules and norms and encourages others to do the same. Has a strong sense of "fair play" and knows how to interact appropriately with adults. Encourages and congratulates other children when they are doing something well.