Individual student report for XXXXX

Name: student name, school

	Almost never	Once in a while	Some-times	Frequently	Almost all of the time
Self-awareness (Average score: T1=3.8, T2=3.7)					
21 I know what is important to me.				T2	T1
6 I know myself well.				T2	T1
1 I am aware of my own emotions.			T2	T1	
31 I know what my strengths and weaknesses are.				T1,T2	
11 I can describe how I am feeling.			T1	T2	
16 I think about where my ancestors came from and about their culture.		T1	T2		
Self-management (Average score: T1=4.0, T2=4.0)					
17 I keep my anger under control.				T2	T1
12 When I'm upset, I know what to do to feel better.			T2	T1	
22 Before I do something, I think first.				T1	T2
27 I can focus on schoolwork even when I feel stressed.				T1,T2	
2 I keep calm even in stressful situations.				T1,T2	
35 I know how my mind works.				T1	T2
7 Even when someone is bothering me, I stay calm.				T1,T2	
32 I do things that are difficult to achieve goals that I care about.			T1,T2		
Social Awareness (Average score: T1=4.1, T2=4.6)					
23 I find myself wondering how (…) discrimination affects (…) students (…).				T2	T1
36 I think twice before I judge someone whose background is different (…).				T2	T1
3 I try to learn from experiences and perspectives of people from different (…) backgrounds.				T2	T1
13 I understand what others believe, even if I have different beliefs.				T1	T2
18 I notice when people feel happy and sad at the same time.				T1	T2
33 I can tell what others are feeling from their (…) expression and (…) voice.				T1	T2
28 I notice when (…) people feel differently about the same situation.			T1		T2
8 When I see someone upset, it makes me upset.			T1		T2
Relationship Skills (Average score: T1=3.3, T2=4.4)					
24 I respect others' opinions during a disagreement.					T1,T2
19 I make friends with people from different (…) backgrounds.				T1,T2	
34 When I disagree with someone, I know how to work it out.				T1	T2
14 I am comfortable talking to classmates about why they feel a certain way.			T1	T2	
37 I get along with classmates even if I disagree with them.			T1		T2
4 I share what I am feeling with others.			T1	T2	
9 I can join a group of people I don't know at lunch.	T1			T2	
Responsible Decision-making (Average score: T1=3.7, T2=4.1)					
30 I have specific goals and a plan to reach them.					T1,T2
15 The decisions I make contribute positively to my school community.				T1,T2	
20 I do things to make my school a welcoming place (…).				T1	T2
29 I talk about things like prejudice and discrimination with people from different backgrounds than mine.				T1	T2
10 When I'm deciding what to do, I consider how my actions will affect others.			T1,T2		
25 I know what to do when my peers pressure me to do something that is not right.				T1	T2
5 I do the right thing, even when it is the hard thing to do.			T1,T2		

This is a report of an individual student's performance on SEL Competency Survey. Scores from different timepoints, if available, are represented by different symbols. The report shows the student's average score for each of the five measured competencies, as well as their responses on each individual item. Shades of green correspond to each of the five performance levels (lighter colors indicating higher performance). The following text provides more information about the measured competencies scores, as well as interpretation of scores and performance levels.

Self-Awareness involves understanding one's own emotions, awareness of one's own strengths and weaknesses, and understanding of one's own cultural background.

Self-Management involves understanding what to do to manage strong feelings and the situations that cause them.

Social Awareness involves understanding others' feelings and perspectives, as well as understanding and learning from the perspectives of people from different cultural backgrounds.

Relationship Skills involve the competencies and behaviors used to interact positively with others, and to form and maintain relationships, including with people from different cultural and ethnic backgrounds.

Responsible Decision-Making involves the ability to set and pursue positive goals, to make positive decisions even when it is difficult, and to resist peer pressure.

Interpreting Scores
The SEL Competency Survey includes items in which students rate how frequently they engage in behaviors reflecting social and emotional competence. A sample "Relationship Skills" item is, "I can join a group of people I don't know at lunch." Students rate how frequently each item is true of them on a five-point scale, with higher numbers indicating greater frequency. Scores for each competence are computed by averaging the item scores. Each scale has a possible range from one to five, with higher scores reflecting higher self-reported competence.

What do performance ranges indicate?
Performance ranges, shown on the performance plots, indicate the percentage of students who rated themselves in five different ranges, as follows:

Almost all of the time	Frequently	Sometimes	Once in a while	Almost never
Average > 4.5	Average 3.5 -4.49	Average 2.5 -3.49	Average 1.5 - 2.49	Average < 1.5

How can we use the survey results to understand student strengths and needs?
The student Social and Emotional Competence Survey provides information about how well children are able to use important social-emotional skills. In addition to this survey, there are many other ways of ascertaining student social-emotional skill level, including parent, teacher, and peer assessments and school records, that can and should be considered in conjunction with survey data to develop a holistic view of student social-emotional strengths and needs.