



5 Alive Student Assessment Rubrics

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San José Public Library
Foundation



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Relationship Skills: Effective Communication (4-Point Scale)

	4 (Mature)	3 (Developing)	2 (Understanding)	1 (Early)
Listen: hear what is communicated and relate that information to own personal knowledge	I <u>consistently</u> practice active listening, even when I am in conflict or disagreement.	I <u>usually</u> practice active listening but may struggle during an argument, when bored, when distracted, etc.	I <u>understand</u> the importance of active listening but struggle to do so in practice.	I do not yet attempt to listen actively to what others are trying to communicate.
Speak: effectively describe feelings, ideas, and thoughts.	I <u>accurately</u> describe even <u>complex</u> feelings, ideas, and thoughts.	I <u>competently</u> describe <u>most</u> feelings, ideas, and thoughts.	I <u>consistently attempt</u> to describe my feelings, ideas, and thoughts.	I do not yet attempt to describe my feelings, ideas, and thoughts.
Understand nonverbal cues	I understand <u>most</u> nonverbal cues, <u>including subtle</u> facial expressions and body language.	I understand <u>some</u> nonverbal cues, especially if they are <u>more obvious</u> .	I recognize that nonverbal cues are important and <u>attempt</u> to understand them.	I do not pay attention to nonverbal cues.
Resolve conflict	I consistently and effectively use conflict resolution skills such as "I" statements.	I attempt to use conflict resolution skills such as "I" statements.	I know about some conflict resolution skills but do not usually use them.	I do not yet know any conflict resolution skills.
Discuss difficult subjects	I <u>sensitively</u> discuss difficult subjects with peers and adults.	I at least <u>attempt to</u> discuss difficult subjects in a sensitive way but may struggle to do so.	I <u>know about</u> at least one strategy to sensitively discuss difficult subjects but I avoid difficult subjects.	I do not yet understand the importance of discussing difficult subjects with sensitivity.

Levels	Examples (* indicates example was obtained during pilot)
<p>Level 4 (Mature): Student recognizes and demonstrates effective communication to navigate settings with <u>individuals and groups from backgrounds, cultures, and contexts that are different from their own.</u></p>	<ul style="list-style-type: none"> • Sees a peer with their head down on their desk and checks in on their wellbeing. • Can <u>clearly</u> let staff know they need help by raising their hand, drawing a picture, and/ or asking for assistance depending on what the situation calls for. • Chose not to speak about an upsetting incident in the moment but instead waited until they were in a safe space. • Recognizes and can explain their own preference for raising their hand, holding a sign, or asking to leave when they need to go to the bathroom. • Can communicate to a peer when their actions make them sad, and their peer understands. • Uses an “I feel...” statement when navigating a disagreement with a new peer on the playground. • Listens to the perspective of others when there is a disagreement without help from a peer or adult. • <i>*The student communicates with a new, shy peer. They ask the new peer “how are you feeling?” after noticing the new peer sitting on “the buddy bench” looking sad. After noticing this body language, the student goes over to the new peer to support them.</i>
<p>Level 3 (Developing): Student demonstrates <u>some</u> effective communication skills to navigate a <u>limited number or a specific setting.</u> Student generally communicates effectively and respectfully with <u>close individuals.</u> The student consistently recognizes effective communication skills in others.</p>	<ul style="list-style-type: none"> • Will look to see if friend has their head down on their desk and may wait to talk but struggles to recognize the meaning of the behavior in others. • Can let staff know they need help by raising their hand, drawing a picture, or asking for assistance but may struggle to identify which communication style is appropriate given the situation. • Consistently prefers verbal communication even when raising hand may better be suited for quiet reading time. • Communicates with select group in a way most comfortable to the student. • May see that a friend talks with their hands when they are excited but may not notice another friend nods their head aggressively. • Recognizes tension but struggles with how to navigate it without the help of others. • Will walk away from a game if it gets too tense but would rather stay and play.

	<ul style="list-style-type: none"> • After being punished, student struggles to focus upon returning to the group. • Uses “I feel...” statements among <u>friends</u> while playing outside.
<p>Level 2 (Understanding): Student does not yet demonstrate consistent effective communication skills but does understand the concept. The student may recognize effective communication skills in others even if they do not consistently demonstrate it.</p>	<ul style="list-style-type: none"> • Can see that their friend has turned their back and crossed their arms but does not fully recognize what they are displaying/how to interpret their body language. • Student will choose not to play with their peer whose style is more hands-on rather than ask for a different style of play • Knows that their friend is sad, engaging in quiet play and not talking, but does not know how to show care without trying to get them to engage verbally. • Student recognizes they are feeling upset/showing initial signs of agitation but does not know how to ask for help/communicate their frustrations.
<p>Level 1 (Early): Student does not yet demonstrate relationship skills via effective communication.</p>	<ul style="list-style-type: none"> • Will not ask others to eat snack with them. • Consistently prefers verbal communication even when raising hand may better be suited for quiet reading time. • Will decide not to play a game out of fear of conflict. • Will blame another student when punished for arguing with peer. • Will choose not to sit near students they feel are too loud or hard to understand. • Student struggles to make eye contact, is shy, or afraid to meet someone new.

Social Awareness: Compassion & Empathy (4-point scale)

	4 (Mature)	3 (Developing)	2 (Understanding)	1 (Early)
Understand the perspective of others	I understand another person's perspective, <u>even if that person is very different from me.</u>	I understand the perspective of <u>people I am familiar with</u> , close to, or similar to.	I <u>recognize</u> that other people have a different perspective, but I <u>am still learning</u> how to understand those perspectives.	I do not yet understand that people have different perspectives.
Identify the feelings of others	I identify how others are feeling even in <u>situations that are not familiar.</u>	I identify how others are feeling in <u>situations that I have experienced.</u>	I <u>recognize</u> that others may have feelings that are different from mine and <u>sometimes I try to understand them.</u>	I do not yet try to identify how others are feeling.
Change behavior based on the feelings of others	I can identify how others are feeling, and I interact with them <u>in the way that they would want to be treated.</u>	I can identify how others are feeling, and I know how to interact with them <u>in the way that I would want to be treated if I were in their position.</u>	I can identify how others are feeling but I <u>do not consistently use that knowledge to adapt how I interact with them.</u>	I do not yet seek to identify how others are feeling.
Take the initiative to help others	I help others in distress <u>regardless of the closeness of our relationship or how well I personally relate.</u>	I help others who are in distress <u>if I am close to them or if I can easily relate to their situation.</u>	I <u>understand</u> the importance of helping others but <u>do not yet independently take</u> the initiative to help others.	I do not yet try to help others.
Advocate for others	I independently advocate for others <u>regardless of the closeness of our relationship or how well I personally relate.</u>	I independently advocate for others <u>if I am close to them or if I can easily relate to their situation.</u>	I <u>do not yet independently take</u> the initiative to advocate for others.	I do not yet try to advocate for others.
Understand other perspectives in a disagreement	I <u>independently try to understand</u> the other person's perspective when in a disagreement.	<u>With help</u> , I try to understand the other person's perspective when in a disagreement.	I <u>recognize</u> the importance of understanding other perspectives, but I <u>resist doing so when in a disagreement.</u>	I do not yet recognize the importance of understanding other perspectives

Levels	Examples (* indicates example was obtained during pilot)
<p>Level 4 (Mature): Student recognizes and demonstrates empathy and compassion in different settings towards others including those from backgrounds, cultures, and contexts that are different from their own.</p>	<ul style="list-style-type: none"> • Politely asks what a word means if they hear a peer speak another language. • During a game of dodgeball, a peer is “out” but does not want to sit down. The student reminds their peer they are “out” AND offers words of encouragement (e.g., I’m sorry you are out but better luck next time). • Invites a peer to sit with them at snack time if they seem shy or sad. • Sees a peer crying and assesses/ investigates the situation (e.g., may ask why they are crying) and attempts to remedy the situation (e.g., comforting words). • Says excuse me and helps a peer when they bump into them. • Goes out of their way to comfort others who are crying, hurt, stressed, sad, etc. • Listens and reflects on the opinion/experience of a stranger to the same degree as a close friend. • Sees that a peer is standing around during recess and not joining any group play so the student considers why their peer is not playing and takes the initiative to ask their peer if they want to play. • Complements peers, friends, adults, teachers, program leaders, etc. • Speaks up or makes space on the behalf of a shy peer.
<p>Level 3 (Developing): Student demonstrates some empathy and compassion in a limited number of settings towards most. This may or may not include those from backgrounds, cultures, and contexts that are different from their own. The student is able to recognize empathetic behavior even if they do not consistently demonstrate it.</p>	<ul style="list-style-type: none"> • Politely asks what a word means if they hear a peer they recognize or program leader they are close with speak another language. Recognizes similarly respectful behavior in other students. • During a game of dodgeball, a peer is “out” but does not want to sit down so the student points to an adult and lets the adult handle it. Alternatively, the student may also offer words of encouragement (e.g., good luck next time). • Recognizes that a peer is tired but disregards it and still seeks to play with them although they may select a calmer game. • May say excuse me after bumping into a friend but only if they are calm. May also help the friend. • Sees another student they recognize crying and assesses/investigates the situation (e.g., may ask why they are crying) <u>or</u> attempts to remedy the situation (e.g., comforting words)

	<ul style="list-style-type: none"> • Comforts close friends who are crying, hurt, stressed, sad, etc. when they forget their homework given the student has also done this. • Asks for a close friend’s preference in which game to play. The student may or may not consider it when deciding. • Notices a peer is standing around during recess and not joining any group play. After noticing their peer is not playing, the student comments to a friend without approaching their peer. • During an argument, recognizes the point of view of peer but advocates for their own perspective. • Complements close friends. • Speaks up or makes space on behalf of a close friend. • <i>*Today during free play my friend was bored because he didn’t really bring anything. So I gave him something to play with.</i>
<p>Level 2 (Understanding): Student does not yet demonstrate empathy and compassion but does understand the concept. This may or may not include those from backgrounds, cultures, and contexts that are different from their own. The student is able to recognize empathetic behavior even if they do not consistently demonstrate it.</p>	<ul style="list-style-type: none"> • Understands why it may be disrespectful to tell a peer to speak English but may ignore or avoid peer when they speak. • Understands they should say “excuse me” when they bump into someone but chooses to continue walking. • Understands that their tired friend may not want to play but tells a friend which game they will play anyway. • Sees another student crying, knows they should comfort them but observes from a distance. • Notices that a peer is standing around during recess and not joining any group play.
<p>Level 1 (Early): Student does not yet demonstrate or understand social awareness via empathy and compassion.</p>	<ul style="list-style-type: none"> • Does not understand why it may be disrespectful to tell a peer to speak English. • Hears their peer say, “excuse me” when they bump into them but does not respond. • Tells a friend which game they will play. • Sees another student crying and observes from a distance. • Does not notice that a peer is standing around during recess and not joining any group play.

Self-Awareness: Growth Mindset (4-Point Scale)

	4 (Mature)	3 (Developing)	2 (Understanding)	1 (Early)
Acknowledgement of learning and improving	I identify <u>and celebrate</u> what I have learned or how I have improved.	<u>With encouragement</u> , I identify what I have learned or how I have improved.	I recognize when others have seen improvement but am <u>unable to consistently see growth in myself</u> .	I do not yet acknowledge what I have learned or how I have improved.
Practice new skills and knowledge	I believe that with practice I can improve my skills and knowledge <u>in any area</u> and act on this belief by <u>practicing new skills or unfamiliar</u> activities.	I believe that with practice I can improve my skills and knowledge <u>but am sometimes hesitant</u> to practice new skills/activities.	I understand how practicing can lead to improvement in skills but <u>do not take opportunities</u> to try to get better.	I do not yet believe that my skills and knowledge are fixed.
New approaches and strategies	I <u>implement new</u> approaches or strategies when faced with difficulties in activities/projects in a calm and focused fashion.	I keep trying when faced with a challenge but <u>do not independently think of new approaches</u> or strategies.	I recognize there are multiple approaches to overcome a challenging activity but <u>hesitate to try new approaches</u> or strategies.	I do not yet persevere when an activity is difficult or consider alternative strategies.
Receive and act on feedback	I <u>seek</u> and thoughtfully consider feedback from peers and adults when appropriate.	I <u>listen</u> to feedback but do not carefully consider how to apply it.	I accept why feedback is given but <u>do not listen carefully</u> to feedback or take steps to apply that feedback.	I do not yet accept feedback or acknowledge why it is important.
Learn from mistakes	I identify what I have learned from my mistakes and <u>use that learning</u> to improve in the current activity or related activities.	I identify what I have learned from my mistakes but still <u>struggle to use that learning</u> to improve in the current activity or related activities.	I understand that there can be lessons learned from mistakes, but I <u>do not yet try to grow</u> from my mistakes.	I do not yet view mistakes as learning opportunities.

Levels	Examples (* indicates example was obtained during pilot)
<p>Level 4 (Mature): Student consistently demonstrates a growth mindset, welcomes challenge, and learns from mistakes.</p>	<ul style="list-style-type: none"> • Expresses excitement, pride or satisfaction when they increase their reading level. • Feels challenged in math but keeps practicing and feels confident that they will improve. • Uses the method that they understand best and will explore new approaches if they cannot figure out how to solve a problem. • Asks for help or draws on other resources, such as textbooks, technology, peers, etc. if they do not understand an assignment. • Asks an adult or peer for advice on how to make up with a friend with whom they are fighting and thoughtfully considers whether to incorporate that feedback. • Recognizes when they play too rough and makes the adjustment to play more gently. • Expresses excitement about an upcoming school project even though they recognize that it will be very difficult.
<p>Level 3 (Developing): Student demonstrates a growth mindset in limited contexts, especially when encouraged by others, but avoids challenge and does not readily learn from mistakes.</p>	<ul style="list-style-type: none"> • Initially compares themselves to others at a higher reading level but shows pride when a teacher praises their growth. • Keeps practicing math concepts they already know but, without encouragement, avoids math problems related to concepts that are new to them. • Continues to try to solve a math problem they struggle with but feels discouraged and does not try new strategies or approaches. • Listens to an adult or peer’s advice on how to make up with a friend with whom they are fighting but is resistant to using it. • Recognizes that when they play too rough on the playground their friends get upset and apologizes if they hurt them. • Feels uneasy about an upcoming school project and procrastinates but starts after a friend or teacher encourages them.

<p>Level 2 (Understanding): Student understands what a growth mindset is but does not consistently recognize it in themselves. Struggles to find lessons from mistakes.</p>	<ul style="list-style-type: none"> • Understands that they have made progress in reading, but without praise from others, does not see it as something worth sharing. • Understands that improvement in math comes with practice but becomes discouraged at the idea of their own practice leading to improvement. • Might attempt to solve a complicated math problem but will give up quickly. • Will not seek out advice on how to make up with a friend with whom they are fighting, but if offered advice from an adult or peer, will sometimes listen but not follow through. • Recognizes that when they play too rough on the playground their friends get upset, but they continue to play rough. • Knows that they should start working on their upcoming school project but will not start it for fear of it being too hard. Only starts after being told they must by an adult.
<p>Level 1 (Early): Student does not yet demonstrate a growth mindset or an understanding of what a growth mindset is.</p>	<ul style="list-style-type: none"> • Discounts their progress in reading and does not think identifying their progress is important. • Does not believe that they can improve at math. • Gives up quickly when they cannot answer a difficult math problem or do not understand an assignment; they do not see the point in trying. • Reacts defensively when an adult or peer offers advice on how to make up with a friend with whom they are fighting. • Feels frustrated or hopeless when their friends get upset by their rough play and student thinks they will never have friends again. • Avoids working on an upcoming school project that they feel uneasy about and does not see the value in challenging themselves.

Self-Management: Stress Management (4-Point Scale)

	4 (Mature)	3 (Developing)	2 (Understanding)	1 (Early)
Identify emotions	I <u>independently</u> identify a <u>broad range</u> of my emotions.	I <u>independently</u> identify <u>basic</u> emotions (e.g., when I feel happy or sad) and can identify more <u>complex</u> emotions with help.	I can identify basic emotions but <u>struggle to identify more complex emotions</u> .	I do not yet demonstrate awareness of my own emotions.
Identify and implement calming strategies	I identify and <u>effectively</u> implement strategies that help me feel calm when I am upset.	I understand that I can use strategies to help me feel calm when I am upset. I often <u>attempt to implement</u> those strategies but am not always successful.	I understand that I can use strategies to help me feel calm when I am upset but <u>do not independently remember to use them</u> .	I have not yet demonstrated awareness of effective strategies to help me feel calm.
Identify connections between emotions and coping strategies	I <u>consistently make connections</u> between how I feel and the <u>appropriate strategy</u> to cope with my specific emotions.	I understand that different emotions benefit from different types of coping strategies, but I <u>often draw on the same coping strategies</u> .	I understand that different emotions benefit from different types of coping strategies but <u>do not consistently draw on coping strategies</u> .	I do not yet recognize connections between my emotions and the ability to manage them.
Recognize and practice self-advocacy	I <u>consistently practice effective</u> self-advocacy when I experience challenging moments.	I <u>often attempt</u> to use self-advocacy when I experience challenging moments. I use effective self-advocacy techniques at least some of the time.	I recognize that self-advocacy can help during challenging moments, but I <u>do not yet attempt to practice self-advocacy or I do so ineffectively</u> .	I do not yet recognize how self-advocacy can help during challenging moments.

Levels	Examples
<p>Level 4 (Mature): Student consistently identifies and uses stress-management strategies effectively.</p>	<ul style="list-style-type: none"> • Throughout the day, student knows when they are tired, frustrated, excited, fearful, bored, calm, focused, etc. • Knows and can name the emotion they are feeling. For example, when a student was talking with a trusted staff member, they were able to communicate that they were uncomfortable working with a newer staff member they did not know yet. • Turns camera off to manage feelings, tells staff they need to take a break, uses sensory materials to release stress. • Uses break/recess time to take a breath/pause and participate in a restful activity, rather than a physically demanding one. • Recognizes that they are agitated because they are tired and decides to do breathing exercise, go to a 'chill zone,' and/or chooses to uncross arms and smile. • Tells staff they need to take a break. • Knows when they are faced with a challenge and asks for support. • Communicates when they need time and space.
<p>Level 3 (Developing): Student can identify stress management strategies but does not yet put them into practice.</p>	<ul style="list-style-type: none"> • At certain points in the day, student knows when they are tired, excited, fearful, calm, etc. • Tells staff they are upset but needs support to know what to do about it or how to help themselves feel better. • Works on strategies on how to express and communicate emotions. • Will more often than not ask an adult for help when they encounter a challenge.
<p>Level 2 (Understanding): Student understands what stress management strategies are but does not consistently utilize them.</p>	<ul style="list-style-type: none"> • Knows that they are stressed but does not know/remember the proper ways to calm themselves down. • Will not tell others when they are upset, but if noticed by an adult, will accept support in managing their emotions. • Has worked on having a decent de-escalation technique to use but does not work on other strategies to express and manage their emotions. • Knows they can ask an adult for help when they encounter a challenge but only do so sometimes.

<p>Level 1 (Early): Student is unable to recognize, identify, or use stress management strategies.</p>	<ul style="list-style-type: none">• Does not attempt to make themselves feel better during times of stress.• Still learning emotions and ways that can be expressed.• Does not ask for support when faced with a challenge.• Does not have the communication skills or tends to remain quiet.• Does not know how to express emotions or use strategies.
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Responsible Decision-Making: Making a Good Judgement (4-Point Scale)

	4 (Mature)	3 (Developing)	2 (Understanding)	1 (Early)
Identify a path forward when something goes wrong	I <u>consistently</u> consider both the <u>short- and long-term</u> consequences of my decisions.	I <u>often</u> consider the <u>short-term</u> consequences of my decisions and sometimes consider the long-term consequences.	I <u>understand</u> that my decisions have consequences but usually <u>do not think about them in advance</u> .	I do not yet make a connection between my decisions and future consequences.
Identify steps towards responsible decision-making	I <u>consistently and independently</u> identify and carry out a clear strategy when something goes wrong.	I can <u>usually</u> identify and carry out a clear strategy when something goes wrong, but I sometimes need support from others.	<u>With the help of others</u> , I can identify a clear strategy when something goes wrong but often <u>struggle to move forward</u> .	I do not yet identify a clear strategy when something goes wrong.
Reflect on past successes and challenges	I identify <u>clear, detailed</u> steps to take that lead to a responsible choice in both group settings and individual settings.	I identify <u>some</u> general steps I can take to lead to a responsible choice.	I attempt to make responsible decisions but <u>struggle to identify clear steps</u> to help me make them.	I do not yet think carefully about how to make responsible decisions.
Recognize when things go wrong	I <u>often</u> reflect on specific successes and challenges from the past to make responsible decisions.	I <u>sometimes</u> reflect on successes and challenges from the past to make responsible decisions.	I <u>can recognize</u> how past successes and challenges can connect to current decisions.	I do not yet recognize how past successes and challenges connect to current decisions.
Use new information in decision-making	I <u>consider</u> new information that could help with decision-making and utilize it as part of their process.	I <u>acknowledge</u> that new information can help with decision-making and occasionally utilize it as part of my process.	I <u>recognize</u> that new information can help with decision making but <u>do not seek to employ it without prompting</u> .	I do not acknowledge that new information can help with decision-making.

Levels	Examples (* indicates example was obtained during pilot)
<p>Level 4 (Mature): Students consistently demonstrate making good judgements in both their personal behavior and social interactions across diverse settings.</p>	<ul style="list-style-type: none"> • Brainstorms choices in a given situation and connects them to outcomes. • Thoughtfully responds to teacher questions to connect choices to outcomes. • Identifies what went wrong with a prototype and gets to using other methods to make prototype successful without giving up. • Utilizes a pros/cons list or if/then decision tree. • Articulates why following directions, completing assignments, and listening to teachers/supervisors are all good choices.
<p>Level 3 (Developing): Students demonstrate some good judgment in either their personal behavior or social interactions across a limited number of settings.</p>	<ul style="list-style-type: none"> • Will apologize to another student but only after some prompting from others • Knows their method of putting prototype together did not work and has ideas for a solution are hesitant to try something new. • Asks for help with using a pros/cons list or decision tree and can only apply results to either a group or individual setting. • Sometimes organizes their materials to not lose things, but unable to do so consistently across projects and tasks. • Recognizes when they failed to follow instructions.
<p>Level 2 (Understanding): Students have an awareness and understanding of making good judgements</p>	<ul style="list-style-type: none"> • Knows that asking for help from others might be useful but does not routinely employ that strategy without push from an adult.

Level 1 (Early): Students do not yet demonstrate an awareness of good judgements and responsible decision-making behavior.

- Does not realize that their action has led to a challenge.
- Does not know the difference in outcomes between completing and not completing an assignment.
- Does not know when or how to ask for help.
- Gets upset that their prototype did not turn out as expected. Consequently, student gives up and no longer wants to do it (stuck in upset phase).