

User Guide

5 Alive Student Assessment and Staff Survey

Tools to support social emotional learning at expanded learning programs

Last Revised: 2.13.25



Table of Contents

Introduction	1
5 Alive Student Assessment	3
Overview of the Student Assessment Tool	4
How to Use the Student Assessment Tool	6
5 Alive Staff Survey	12
Overview of the Staff Survey	13
Survey Content.....	14
How to Use the Staff Survey	16
Appendix A: Logistics Worksheet.....	19
Appendix B: Student Assessment Rubrics	21
Social Awareness: Empathy and Compassion.....	21
Self-Awareness: Growth Mindset.....	24
Responsible Decision-Making: Making a Good Judgement.....	27
Relationship Skills: Effective Communication.....	30
Self-Management: Stress Management.....	33
Appendix C: Survey Question Data Bank.....	36

This guide was developed by Social Policy Research Associates with funding from the Cisco Foundation and the San José Public Library Foundation. The 5 Alive Student Self-Assessment and 5 Alive Staff Survey were developed by a collaborative body of expanded learning instructors, with leadership from the Monterey County Office of Education, San José Public Library, and Campbell Union School District.

Introduction

This User Guide provides background and step-by-step directions for using two tools to support social emotional learning (SEL) in expanded learning programs: a student assessment tool for students to reflect on their development (the 5 Alive Student Assessment) and a staff survey (the 5 Alive Staff Survey). The tools are designed for programs that have adopted a formal SEL curriculum as well as those that incorporate SEL into their program in more informal ways. Both tools focus on specific skills related to five core competencies identified by the CASEL SEL framework, described in more detail in the text box below.

The 5 Alive CASEL Competencies and Focus Skills

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is an organization of researchers, educators, practitioners, and child advocates committed to making evidence-based SEL an integral part of education.

CASEL identified five broad and interrelated areas of social emotional competence and examples of associated skills. The expanded learning providers who developed the 5 Alive tools selected one skill from each competency that they wanted to focus on in their program. The 5 Alive tools are designed to support development of these focus skills:

- **Self-Awareness:** Having a growth mindset
- **Self-Management:** Identifying and using stress management strategies
- **Social Awareness:** Demonstrating empathy and compassion
- **Responsible Decision-Making:** Making Responsible Choices
- **Relationship Skills:** Communicating effectively

More information about the CASEL framework can be found here:

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>.

About this Guide

The guide is separated into two chapters: the *5 Alive Student Assessment* and the *5 Alive Staff Survey*. The *5 Alive Student Assessment* chapter provides an overview of the tool and instructions for administering the assessment with students. The *5 Alive Staff Survey* chapter begins with a brief overview, describes the different topics covered in the survey, and offers instructions for administration. *Appendix A* is a logistics worksheet that programs can use to prepare for the *5 Alive Student Assessment* administration. *Appendix B* provides more information about the scoring rubrics aligned with each SEL competency and focus skill. *Appendix C* provides information about additional questions that leaders can add to further tailor the survey.

About the Tools

A committee of professionals, representing expanded learning programs across the San Francisco Bay Area, developed the tools to assess SEL in ways that felt more applicable to expanded learning programs. The student assessment tool can help programs learn how students understand core SEL concepts and inform the improvement of SEL instruction.¹ The staff survey is meant to gather staff perspectives on SEL instruction and identify professional development needs. A small group of expanded learning programs field-tested the tools over a two-year period and offered suggestions for improving their usefulness.

¹ The 5 Alive Student Self-Assessment has not been validated as an effective tool to directly compare student skills or levels of SEL development. It is not recommended to use the student assessment in that way.



5 Alive Student Assessment



Overview of the Student Assessment Tool

The 5 Alive Student Assessment tool was created to help expanded learning staff understand the SEL development of students in grades 3-6. The assessment and administration process helps identify student strengths and areas for growth. The assessment is divided into five mini-assessments, each corresponding to a focus skill aligned with one of the five SEL competencies defined by CASEL. Each mini-assessment includes three activities: a multiple-choice question, a drawing or writing activity, and a conversation guide.

The multiple-choice question gives students the opportunity to identify examples of the focus skill being practiced in relatable scenarios, the drawing or writing portion allows the student to reflect and identify when they have demonstrated the skill in their own lives, and the conversation guide encourages students to further describe what they drew or wrote about while also allowing staff to gauge the student's understanding of the focus skill. Exhibit 1 includes an example for each of these prompts.

Exhibit 1: Prompts from the Effective Communication Mini-Assessment

Multiple Choice Question

Sasha and Peter got into an argument at school. Which choice(s) demonstrates good communication:

- Sasha uses "I feel" statements when talking with Peter about her emotions.
- Sasha ignores Peter for the rest of the day.
- Peter asks Sasha how she is feeling and listens attentively to what she says.
- Peter tells all his other friends that Sasha is mean.

Drawing/Writing Activity Directions

Draw or write about a time when you spoke or listened effectively.

Conversation Guide

1. When you think about good communication, what comes to mind? How would you describe good communication to a friend?
2. Please tell me about your drawings and descriptions. What did you draw? Why did you choose to draw that?
3. Did you enjoy this activity? What was your favorite part? What was your least favorite part?

Instructors score the assessment using the provided rubric. Each rubric has a 4-point scale (1-early, 2-understanding, 3-developing, 4-mature). Instructors are encouraged to use their knowledge of the student in addition to student responses from the assessment to assign a score.

How to Use the Student Assessment Tool

This section describes how to prepare for administration, administer the assessment to students, and use the assessment results.

Preparation

Step 1: Identify how the assessment process will be integrated into SEL programming. Programs can use the assessment results to better understand how well their students understand and have developed the SEL competencies, to better gauge the effectiveness of their SEL programming, and/or to support the strengths and growth areas of individual students. It is recommended that programs use this tool after implementing lessons or activities aligned with the associated competency or focus skill.

Step 2: Determine assessment logistics. Program leaders should think through specific logistics, including 1) if students will complete the assessment individually or in small groups, 2) who will administer the assessment and if additional staff is needed, and 3) when the assessment will occur. Instructors familiar with students should administer the assessment so that students feel more comfortable and so that instructors can draw on their knowledge of students to help probe when using the conversation guide, make sense of student responses, and more accurately score student responses. Additionally, program leaders should decide if the conversations will be recorded to help with notetaking. If so, programs should determine if they need to obtain written permission from a parent/guardian of the participating students. A logistics worksheet in Appendix A is available to help programs think through this step.

Preparation for instructors leading the assessment: Instructors should be prepared to pivot appropriately if the student brings up any sensitive topics during the assessment activities. Discussing action steps with instructors before the assessment will help them to know how to respond.

Step 3: Set aside preparation time for instructors before assessment administration. Instructors should have time to review the student assessment tool and the associated rubric. Staff can also make edits to the scripted sections of the assessment to fit their own way of speaking. In addition, instructors should be prepared to pivot appropriately if the student brings up any sensitive topics during the assessment activities. Discussing action steps with instructors before the assessment will help them to know how to respond.

Prior to leading the assessment, the instructor should gather the following materials:

1. The Assessment – the portion with the competency you will be assessing.
2. The Rubrics – the portion with the competency you will be administering.
3. Writing Materials – Including pencils, pens, crayons, or markers
4. Recording Device (optional) – to aid in notetaking and only if parent/guardian has given written authorization prior to assessment.

Assessment

Step 4: Introduce the assessment to the student and review the instructions. Instructors should explain to students what they are being asked to do and why, encourage students to take their time during the assessment, and emphasize that the assessment is not for a grade. Programs can use the script on the following page or come up with their own talking points. For consistency, it is advised that programs consistently refer to the focus skill (e.g., compassion & empathy, communication, etc.) and not the competency (e.g., social awareness, relationship skills, etc.) throughout the assessment.

Sample Introductory Script

Thank you for your help today! We are going to talk about {insert focus skill} today. As a reminder, {insert focus skill} is {insert program definition of focus skill.} We are going to do an activity where you will think about different times that you showed {insert focus skill}. This could be at any time. So, if you want to share about when you showed {insert focus skill} at school, at {insert program name}, on the bus, at home, or anywhere else, that is okay! You can take as much time as you need for this activity. This activity is not for a grade, but I hope you will take it seriously and be honest. Do you have any questions?

Step 5: Read the multiple-choice scenario question. Explain the multiple-choice question to the student and ask the student if they would prefer that the instructor read it aloud to them or read it themselves. Allow the student to select their answer(s) while reminding them they are not being timed.

Step 6: Read the directions for the writing/drawing activity. Allow the student to write or draw. The assessment has room for students to include up to three examples, but students may work on separate sheets of paper.

Alternative approaches to the writing/drawing activity:

Some students may not feel comfortable with writing or drawing. In this case, instructors could have alternative approaches to this activity:

- Instructors could have dolls or other toys available to act out an example.
- The student could explain the example(s) they would draw or write to the instructor verbally instead.

Step 7: Discuss the assessment with the student using the conversation guide. The conversation guide asks students to explain the focus skill in their own words, describe the example they wrote or drew, and reflect on their experience participating in the assessment. Instructors can choose if they want to include the question asking if the assessment experience was enjoyable.

The conversation guide is meant to contextualize and provide more detail about student responses. To get the most out of the assessment, additional follow-up questions are encouraged! Vague or yes/no responses should be followed up with “why,” “please explain,” or “tell more about that.”

Additionally, it may be tricky to actively engage in conversation while taking notes. If this is the case, you can ask for permission to record the conversation prior to beginning the assessment.

After the Assessment

Step 8: Score the results. Score the student’s assessment using the rubric. (The rubric is described in more detail as part of Appendix B.) Consider each aspect of the assessment (multiple choice, drawing/writing, and verbal discussion) and personal experience with the student when assigning a score. The score should be a single whole number (i.e., 1, 2, 3, or 4; not 3.5). While instructors may perceive a student as more advanced in some dimensions of a skill than others (e.g., developing in listening and mature in speaking), instructors should only give one score that best reflects the student’s development as it relates to the holistic focus skill. Appendix B includes additional information about the different practices and behaviors associated with each focus skill, provides guidance on scoring student responses using real examples that were collected when the tool was field tested, and includes each rubric.



Tips for Scoring

- Consider each aspect of the assessment as well as personal experience with the student.
- The score should be a single whole number.
- If unsure between two levels, skew towards the lower.

Step 9: Document the results and use them to inform your programming and/or continuous quality improvement (CQI) process. Instructors can use the 5 Alive Student Self-Assessment Data Form, a data collection tool provided in the Tool Kit, to document the results of the assessment. Referring to results documented in the form will allow program leaders to examine student progress and further develop SEL programming.

How to Lead Assessment Data Discussions

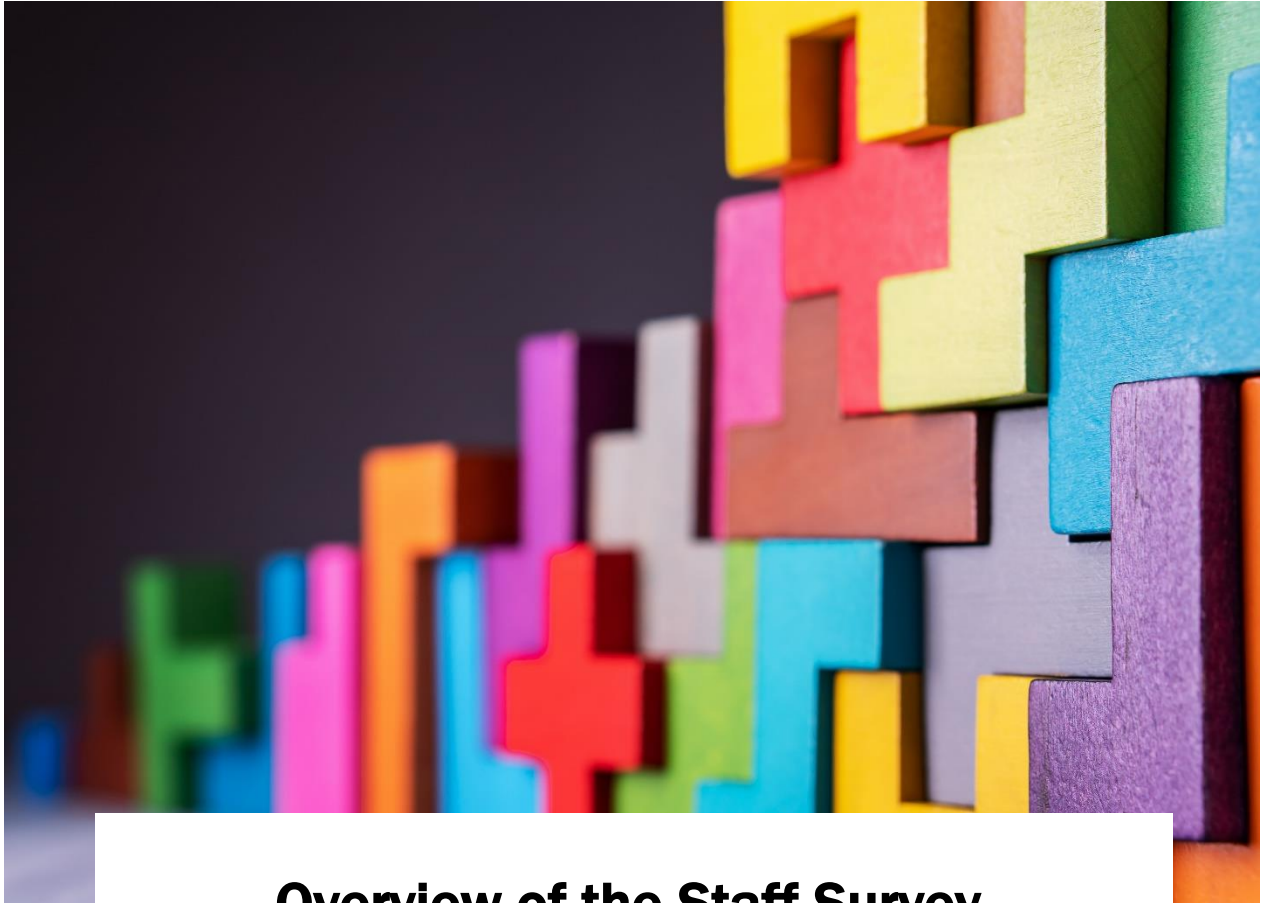
All staff can engage in discussion around the 5 Alive Student Self-Assessments. Using the 5 Alive Student Self-Assessment Data Form can make it easy for program leaders to disaggregate results by site or grade. This can help make the discussion more pertinent to decision making (e.g., future professional development topics, curriculum changes, etc.). The purpose of the discussion is to hear their reactions to the results, uplift information they feel the tool did not capture, and collaboratively identify areas of growth and success for the program. Through these conversations, programs may learn how to improve the administration process as well as find ways to shift their SEL programming to better serve students.

Program leaders should hold data discussions shortly after the assessment administration cycle. Having data visuals, a list of questions, and a designated notetaker beforehand will help optimize the time together. Below is a list of suggested data discussion questions and considerations inspired by [CASEL's Data Reflection Protocol](#).

- **What do you see when you look at this data?**
 - *Avoid judgment and focus on the facts in front of you.*
- **What additional information could help us interpret this data?**
 - *Consider bias, data disaggregation, and missing voices.*
- **What does this data suggest?**
 - *Classroom instructors and program leaders may share their own observations or experiences as it relates to the data.*
- **How might this data inform our approach to SEL programming?**
 - *Keep equity at the center during this part of the discussion.*
- **What are the next steps?**
 - *This may include the continuous improvement process, professional development, personal reflection, and more.*



5 Alive Staff Survey



Overview of the Staff Survey

Through the 5 Alive Staff Survey, instructors can report on evidence of their students' social emotional development, gauge their own readiness for delivering SEL instruction, and identify desired resources and professional development. When the survey was field tested, respondents reported that the process was “quick and easy” and that they appreciated the opportunity to give anonymous feedback. Through successful implementation of the 5 Alive Staff Survey and interpretation of the results, program leaders should be able to accurately assess the SEL curriculum, tailor professional learning, and identify recommendations to improve lessons and instruction. The remainder of this chapter describes how the staff survey is organized and how it can be used to help inform programming.

Survey Content

The 5 Alive Staff Survey has four sections – Respondent Background, Student SEL Development, Needed Staff Support, and Staff Implementation of SEL – described in further detail below.

Respondent Background

The Respondent Background section asks classroom instructors to identify their school district/site, how long they have been at the site/school, their role, the recent activities they have led, and how frequently they led activities. Program leaders can then disaggregate data by site/school, role, experience, etc. Because the survey exists as a Google Form that can be copied and edited, there is also opportunity to add questions if programs desire additional context.

Student SEL Development:

The Student SEL Development section asks instructors to relay evidence of student improvement in a given CASEL focus skill. For instance, the example shown in Exhibit 2 asks instructors to identify improvements in communication skills that they have observed in their students. Instructors can select all that apply from the provided list, as well as add additional evidence that they have seen. This section of the staff survey is structured similarly for each of the five core focus skills.

Exhibit 2: Question from the Student SEL Development Section

What evidence of increased **communication skills** have you observed in your students over the last 30 days? *(Check all that apply).*

- More respectful interactions between students
- Improved communication around difficult subjects
- Increased usage of conflict management strategies
- Increased use of language and phrases taught in lessons
- N/A (We did not focus on this topic)
- None of these
- Other: _____



Tips for Tailoring the Survey

- Programs can tailor the survey to only include the survey items tied to the CASEL competencies that they are currently focusing on.
- If desired, programs can tailor the time frame that the questions refer to. For example, instead of asking instructors to think about evidence they have observed over the last 30 days, the question can ask about evidence they have observed since the beginning of the year.

Needed Staff Support: This section of the staff survey asks respondents to reflect on their access to the resources they need to support student SEL development. Survey items cover themes such as: 1) instructors feel supported to implement SEL activities and develop SEL skills in students, 2) instructors have access to resources and materials to develop SEL skills in students, and 3) instructors feel knowledgeable about their district's/agency's SEL goals. Instructors can also share open-ended responses about what supports they still need to better support the development of SEL skills for students.

Exhibit 3: Question from the Needed Staff Support Section

I have at least one colleague who supports me in implementing responsive practices (i.e., approaches where student's cultural strengths and identities are used as assets). (*Likert scale, select one*)

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know; N/A

Staff Implementation of SEL: The last section of the survey asks instructors to indicate how often they provide various opportunities for students to develop focus skills (see Exhibit 4 for an example) and includes two open-ended questions:

- What is the most effective thing that you do that models and/or supports social emotional learning for your student?
- List 1 to 2 suggestions you have to improve next month's SEL lessons or activities.

Exhibit 4: Example from the Staff Implementation of SEL Section

To support effective communication, I provide opportunities for students to repetitively practice communication skills (e.g., communicating clearly, listening actively, working collaboratively, etc.)

Never

Sometimes

Always

Rarely

Often

How to Use the Staff Survey

The staff survey is designed to be completed by expanded learning line staff. Before administering the survey, program leaders should consider how they will administer the survey and how it will inform their programming. After instructors have completed the survey, program leaders can use the results to lead conversations with the whole staff and/or inform future programming. Each of these steps are detailed below.

Preparation

Step 1: Identify how program leaders will integrate the staff survey into SEL programming. Potential factors to consider include:

- **The most appropriate time to gather instructor feedback.** The survey could become part of a program's continuous improvement cycle or inform professional development offerings for the future. The timing of administration will depend on when program planning and professional development training occurs in a program's cycle. The staff survey is designed so that programs can also focus on only focus skill at a time, so programs could administer the staff survey after completing a unit related to that focus skill.
- **Additional questions that might inform program planning.** Because the staff survey exists on Google Forms, program leaders can easily

edit and/or supplement the questions to make them more relevant to their needs. The survey comes with a “bank” of additional questions that may be helpful, and programs can add their own. Appendix C includes examples of additional questions from the question bank.

- **Overlap with existing instructor feedback instruments.** Early survey respondents have also suggested combining the 5 Alive Staff Survey with existing instruments, if applicable, so that instructors only need to complete one survey.
- **Process for reflecting on results.** The staff survey is only useful if program staff make meaning of the results. Program leaders should decide who they want to review the results.

Step 2: Plan for survey administration: Below is a detailed list of considerations to assist in planning to administer the 5 Alive Staff Survey.

- **Access to the survey.** Currently the staff survey exists on Google Forms, which allows for quick and easy completion and automatic tabulation of results. However, if computer access is a barrier, program leaders may consider using QR codes to make the survey phone accessible, setting aside time while instructors are at the program for survey completion, or providing paper copies.
- **Survey window.** Previous experience with other survey administration may inform the length of time the survey stays open. A longer survey window can influence a high response rate, but so can a short survey (something to keep in mind should you decide to tailor the 5 Alive Staff Survey), incentives, and marketing.

Step 3: Download the Google Form to a Google Drive owned by the program or program leader. A link to the 5 Alive Staff Survey exists in the Tool Kit on the SJPLF website. Downloading the survey from the website allows programs to tailor the survey and access results directly from their own Google Drive. Alternatively, programs can program the questions into their own survey platform.

Administration

Step 4: Administer the staff survey to classroom instructors. Send classroom instructors a link to the Google form. You can track progress at any time using Google Forms analytics. It may be helpful to have an ideal response rate in mind in case you want to keep the survey open longer or increase the survey outreach. Because the survey is anonymous, program leaders will not have the option to do any targeted outreach.

After the Assessment

Step 5: Interpret the results to inform programming and professional development. Program leaders have the option to engage with the raw data or have Google Forms automatically tabulate survey results when the survey closes. Once the results are in, program leaders may choose to hold data discussions with program staff to better inform programming and professional development.

How to Lead Survey Data Discussions

Data discussions are opportunities for all staff to engage with survey findings. Program leaders can disaggregate results by site, experience level, and other background indicators to make the discussion more pertinent to decision making (e.g., future professional development topics, curriculum changes, etc.). The purpose of the discussion is to get instructor reactions to the data. Ultimately, it is an opportunity to both further gauge how prepared instructors feel to implement SEL and collaboratively discuss program shifts.

Program leaders should hold data discussions shortly after the staff survey closes. Having data visuals, a list of questions, and a designated notetaker beforehand will help optimize the time together. Below is a list of suggested data discussion questions and considerations inspired by [CASEL's Data Reflection Protocol](#).

- **What do you see when you look at this data?**
 - *Avoid judgment and focus on the facts in front of you.*
- **What additional information could help us interpret this data?**
 - *Consider bias, data disaggregation, and missing voices.*
- **What does this data suggest?**
 - *Classroom instructors and program leaders may share their own observations or experiences as it relates to the data.*
- **How might this data inform our approach to SEL programming?**
 - *Keep equity at the center during this part of the discussion.*
- **What are the next steps?**
 - *This may include the continuous improvement process, professional development, personal reflection, and more.*

Appendix A: Logistics Worksheet

5 Alive Student Assessment Planning Tool

Agency/School District		
Site		
Administering staff		
Competency	<input type="checkbox"/> relationship skills <input type="checkbox"/> responsible decision-making <input type="checkbox"/> self-management	<input type="checkbox"/> self-awareness <input type="checkbox"/> social awareness

How are we defining [focus skill e.g., empathy] with our students?

-

What lessons/activities do we want to implement prior to administering the assessment?

-

What room(s) will be utilized?

-

Will the assessments be completed in small groups or individually?

-

Who will administer the assessment? If necessary, who will cover the group while the instructor is administering assessments?

-

-

What day(s) work best for administration?

-

-

What other support/resources do we need (e.g., language support, accessibility considerations, etc.)?

-

Assessment Participants

Student Names	Administering staff	Date	Start time & location	Assessment completed (Y/N)	Scored (Y/N; <i>Do not write the score here!</i>)	Data form completed (Y/N)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

Appendix B: Student Assessment Rubrics

Each section below describes the focus skills in more detail, identifies the different practices and behaviors associated with them, and provides guidance on scoring student responses using real examples that were collected when the tool was field tested.

Social Awareness: Empathy and Compassion

Empathy and compassion involve understanding the perspectives of others, identifying the feelings of others, changing behavior based on others' feelings, helping and advocating for others, and understanding other perspectives.

Exhibit 5: Compassion and Empathy Multiple Choice Scenario Question

Jackson fell and dropped his basket and eggs during the Easter egg hunt. Raheem notices. Which choice(s) demonstrates compassion and empathy:



Check all that apply:

- Raheem helps Jackson because an adult told him to.
- Raheem immediately goes over to help Jackson up and pick up his fallen eggs.
- Raheem goes over to help Jackson but only because he would want someone to help him if he fell.
- Raheem helps Jackson up but only because he wants Jackson to give him one of his toys.

Example	Score & Justification
<p>In the multiple-choice scenario question, where someone fell and dropped their things, the student chose that helping them pick up their things demonstrates empathy and compassion.</p> <p>The student explained that empathy and compassion is saying something about your feelings.</p> <div data-bbox="196 762 456 1234" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>when my friend lost there jacket so I helped them look for it</p> </div> <p>The student described a time when they helped a friend find their jacket because it was winter and they thought they might be cold. The student described that this demonstrates empathy and compassion because their friend might be cold and they love their jacket.</p>	<p>Score: 3</p> <p>The student gave an example where they took the initiative to help a friend because they thought they might be cold and their friend lost something they loved.</p> <p>The example the student gave is a common experience of being cold and an interaction with a friend, so while it does demonstrate a developing level of empathy and compassion, it does not give enough evidence of maturity in this skill.</p>

Exhibit 6: Social Awareness - Compassion and Empathy Rubric

	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</u> try to understand them.	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</u> to adapt how I interact with them.	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</u> take the initiative to advocate for others.	I do not yet try to advocate for others.
Understand other perspectives in a disagreement	I <u>independently</u> try to understand 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

Self-Awareness: Growth Mindset

Having a growth mindset involves acknowledgement of one's own learning and improving, practicing new skills and knowledge, trying new approaches and strategies, learning from mistakes, and receiving and acting on feedback.

Exhibit 7: Growth Mindset Multiple Choice Scenario Question

Carlos signs up for soccer which he's never played before and is struggling. Which choice(s) demonstrates a growth mindset:



Check all that apply:

- Carlos becomes frustrated and stops trying in practice.
- Carlos stays after practice to work with a teammate more.
- He throws his shin guards and tells his adult he wants to quit.
- He recognizes he's trying something new and feels excited to continue as he shows improvement.


Example	Score & Justification
<p>In the multiple choice scenario question, where someone was struggling in soccer after signing up, the student chose that putting in more practice and acknowledging improvement as they go demonstrates a growth mindset.</p> <p>The student explained that having a growth mindset is doing something you want to do even when you're scared, and continuing because you want to learn a new skill.</p>  <p>The student drew a time when they started playing soccer, they wanted to quit when they were hit in the head with a ball. Instead, they decided to continue because they love soccer. The student described that this demonstrates a growth mindset because they continued even when it was scary.</p>	<p>Score: 3</p> <p>The student acknowledged the importance of learning and improving and practicing new skills, but they did not give any examples of learning from mistakes or thinking of improvement strategies.</p>

Exhibit 8: Self-Awareness - Demonstrating a Growth Mindset Rubric

	4 (Mature)	3 (Developing)	2 (Understanding)	1 (Early)
Acknowledge 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.
Try new approaches and strategies	<u>I 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.

Responsible Decision-Making: Making a Good Judgement

Making a good judgement involves thinking about the consequences of our decisions, incorporating new information into decisions, recognizing when something goes wrong, identifying a constructive path forward, and reflecting on past successes and challenges.

Exhibit 9: Making a Good Judgement Multiple Choice Scenario Questions

Riya was invited to go to the water park with her friend but has not finished her homework. Which choice(s) demonstrates making responsible choices:



Check all that apply:

- Riya asks her friend if they can go another day.
- Riya finishes half her homework today and then goes to the waterpark.
- Riya goes to the water park with her friend without finishing her homework.
- Riya finishes her homework and then goes to the waterpark.

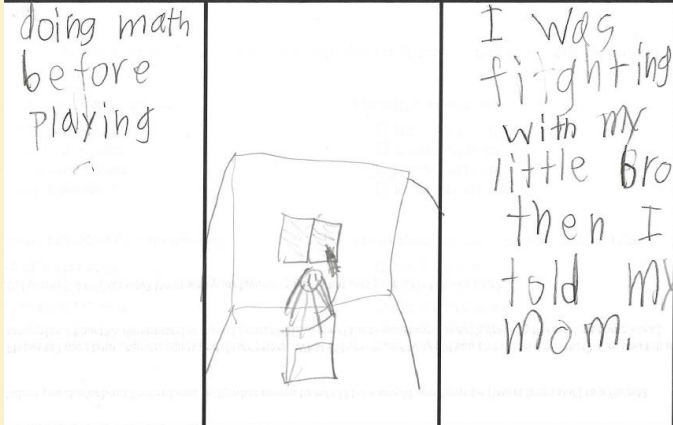
Example	Score & Justification
<p>In the multiple choice scenario question, someone is invited to go to the waterpark, but has homework to finish. The student indicated that asking to go another day or finishing their homework and then going to the waterpark demonstrate making a good judgement.</p> <p>The student explained that making a good judgement is not doing things because you feel like it, but instead doing things because it's what you should do.</p>  <p>The student gave examples of doing their math homework before playing games and talking to their mom when fighting with a sibling as making good judgements. They explained that these demonstrated making good judgements because they didn't just do what they felt like, they thought about their actions before doing them.</p>	<p>Score: 3</p> <p>The student demonstrated the many of the aspects of making a good judgement, such as identifying steps towards responsible decision-making, but did not provide any examples of making good judgements in group settings, only individual settings.</p>

Exhibit 10: Responsible Decision-Making - Making a Good Judgement Rubric

	4 (Mature)	3 (Developing)	2 (Understanding)	1 (Early)
Consider the consequences of actions	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 often <u>usually do not think about them in advance</u> .	I do not yet make a connection between my decisions and future consequences.
Identify a path forward when something goes wrong	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.
Identify steps towards responsible decision-making	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.
Reflect on past successes and challenges	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 do not seek to employ it without prompting.	I do not acknowledge that new information can help with decision-making.

Relationship Skills: Effective Communication

Effective communication involves active listening, expressing thoughts and feelings, interpreting nonverbal cues, resolving conflicts, and navigating challenging conversations.

Exhibit 11: Effective Communication Multiple Choice Scenario Question

Sasha and Peter got into an argument at school. Which choice(s) demonstrates good communication:



Check all that apply:

- Sasha uses "I feel" statements when talking with Peter about her emotions.
- Sasha ignores Peter for the rest of the day.
- Peter asks Sasha how she is feeling and listens attentively to what she says.
- Peter tells all his other friends that Sasha is mean.

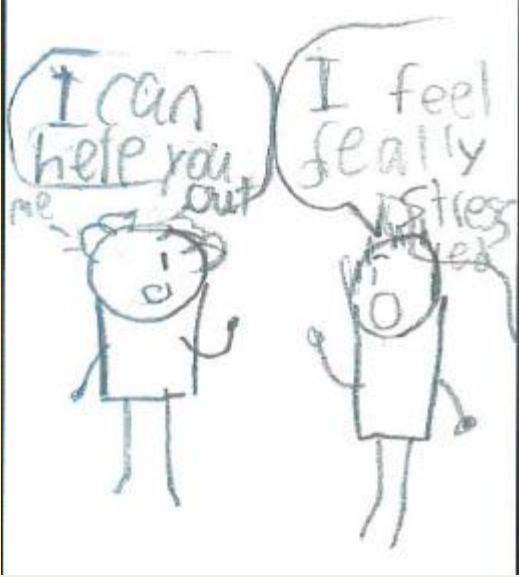
Example	Score & Justification
<p>In the multiple-choice scenario question, where two people were arguing, the student indicated that using “I feel statements” and active listening to the other’s feelings demonstrate good communication.</p> <p>The student explained that having good communication is listening to a friend.</p>  <p>The student drew someone telling their friend that they are stressed and their friend replying that they can help them. The student explained that this demonstrates effective communication because the friend is listening to the other’s problems and can help.</p>	<p>Score: 3</p> <p>In the student’s assessment, they acknowledged the importance of effectively describing one’s feelings and active listening, but their example only discussed a scenario between friends. In the assessment, the student did not describe what active listening is or how to communicate feelings effectively.</p>

Exhibit 12: Relationship Skills - Effective Communication Rubric

	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 non-verbal 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</u> to 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.

Self-Management: Stress Management

Stress management involves recognizing emotions, using calming strategies, connecting emotions to coping methods, and practicing self-advocacy.

Exhibit 13: Stress Management Multiple Choice Scenario Question

Quint is doing a project with his class. It is really hard for him and he is getting frustrated. Which choice(s) demonstrate stress-management:



Check all that apply:

- Quint takes a deep breath before continuing.
- Quint asks for a break.
- Quint throws his project on the ground and walks away.
- Quint asks a friend for help.

Example	Score & Justification			
<p>In the multiple-choice scenario question, someone was getting frustrated while working on a project, the student indicated that taking deep breaths and asking for a break demonstrate stress management. The student explained that stress management is getting yourself to calm down when upset.</p> <table border="1" data-bbox="204 632 1065 842"><tr><td data-bbox="204 632 488 842">I felt stressed about homework because it was hard so I asked my mom for help.</td><td data-bbox="488 632 776 842">I was playing a video game and I like died four of five times so I took a break and came back.</td><td data-bbox="776 632 1065 842">When my friends weren't talking to me and in the morning I was stressed so I took a deep breath.</td></tr></table> <p>The student described times where they felt stressed, such as doing homework, dying in a video game, and having trouble with friends. The student explained that in those situations, they asked for help, took a break, and took deep breaths to help themselves calm down. The student shared that these practices showed stress management because it helped them move forward when they were feeling stressed.</p>	I felt stressed about homework because it was hard so I asked my mom for help.	I was playing a video game and I like died four of five times so I took a break and came back.	When my friends weren't talking to me and in the morning I was stressed so I took a deep breath.	<p>Score: 4</p> <p>In the student's assessment they identified three different strategies to help them feel calm when upset and described why they used each strategy in each specific setting.</p>
I felt stressed about homework because it was hard so I asked my mom for help.	I was playing a video game and I like died four of five times so I took a break and came back.	When my friends weren't talking to me and in the morning I was stressed so I took a deep breath.		

Exhibit 14: Self-Management - Stress Management Rubric

	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 emotions with help</u> .	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</u> practice <u>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 do <u>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.

Appendix C: Survey Question Data Bank

The 5 Alive Staff Survey Question Data Bank is meant to help programs tailor the survey for their unique purposes. It contains a list of questions that program leaders can easily transfer into the survey because the data bank also exists as a Google Form.

Even without using the data bank, program leaders are still able to edit questions, change the survey's formatting, delete sections, and/or incorporate the 5 Alive Staff Survey into existing program instruments.

A List of the Questions in the 5 Alive Staff Survey Question Data Bank

- Please Explain
 - *Open-space for staff to share more context if they select "I Don't Know" or "N/A" for the relevant Likert scale questions.*
- Do you currently work directly with students?
- What grade do you work with?
- How long have you worked at [insert program]?
- What additional support do you need to implement SEL curriculum?