

## 2021 - 2022 GUIDANCE ASSESSMENT RUBRIC

By May 2022, eighty percent of the (K-4) students at \_\_\_\_\_ School will have an understanding of:

### **Specific Measurable Objective: Personal/Social Development Standard Three**

#### ***Students will understand safety and survival skills.***

- Define stress and list some of its symptoms; discuss (“ok” and “not ok”) ways to reduce stress.
- Determine one thing that makes you stressed. Discuss and illustrate coping skills.
- Determine different ways to prevent stress and evaluate which might work for him/her. Describe ways to seek help in coping with life events.
- Define and list potential "live events"; discussing the emotions that may accompany them and coping strategies.

**Student name:** \_\_\_\_\_ **Grade** \_\_\_\_\_

<b>PROCESS</b>	<b>4 - ADVANCED</b>	<b>3 - PROFICIENT</b>	<b>2 – NEARING PROFICIENCY</b>	<b>1 - NOVICE</b>
Define stress and list some of its symptoms; discuss (“ok” and “not ok”) ways to reduce stress.				
Determine one thing that makes you stressed. Discuss and illustrate coping skills.				
Determine different ways to prevent stress and evaluate which might work for him/her. Describe ways to seek help in coping with life events.				
Define and list potential "live events"; discussing the emotions that may accompany them and coping strategies.				

## 2021 - 2022 GUIDANCE ASSESSMENT RUBRIC

By May 2022, eighty percent of the (5-6) students at \_\_\_\_\_ School will have an understanding of:

### Specific Measurable Objective:

### Personal/Social Development Standard Three

*Students will understand safety and survival skills.*

- Apply stress relieving strategies that work for students.
- Brainstorm, evaluate and share a variety of coping techniques.
- List a variety of potential life events and appropriate coping skills.

Student name: \_\_\_\_\_ Grade \_\_\_\_\_

### (5-6) ASSESSMENT RUBRIC

PROCESS	4 - ADVANCED	3 - PROFICIENT	2 – NEARING PROFICIENCY	1 - NOVICE
Apply stress relieving strategies that work for students.				
Brainstorm, evaluate and share a variety of coping techniques.				
List a variety of potential life events and appropriate coping skills.				

## 2021 - 2022 GUIDANCE ASSESSMENT RUBRIC

By May 2022, eighty percent of the (7-12) students at \_\_\_\_\_ School will have an understanding of:

### Specific Measurable Objective:

### Personal/Social Development Standard Three

#### *Students will understand safety and survival skills.*

- Define the differences between situations requiring peer and adult support.
- Recognize “a danger to self or others” as reason for requiring adult / adult professional help. Evaluate situations and make the appropriate choice between peer and adult help.
- Know the signs of suicidal behavior, appropriate responses, and how to get adult / professional help.
- Evaluate hypothetical situations with regard to personal safety and identify safe solutions.

Student name: \_\_\_\_\_ Grade \_\_\_\_\_

### (7-12) ASSESSMENT RUBRIC

PROCESS	4 - ADVANCED	3 - PROFICIENT	2 – NEARING PROFICIENCY	1 - NOVICE
Define the differences between situations requiring peer and adult support.				
Recognize “a danger to self or others” as reason for requiring adult / adult professional help. Evaluate situations and make the appropriate choice between peer and adult help.				
Know the signs of suicidal behavior, appropriate responses, and how to get adult / professional help.				
Evaluate hypothetical situations with regard to personal safety and identify safe solutions.				