**2018 - 2019 GUIDANCE ASSESSMENT RUBRIC**

By May 2019, 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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **PROCESS** | **4 - ADVANCED** | **3 - PROFICIENT** | **2 – NEARING PROFICIENCY** | **1 - NOVICE** |
| 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. |  |  |  |  |

**2018 - 2019 GUIDANCE ASSESSMENT RUBRIC**

By May 2019, 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**

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| **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. |  |  |  |  |
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**2018 - 2019 GUIDANCE ASSESSMENT RUBRIC**

By May 2019, 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**

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| **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. |  |  |  |  |
|  |  |  |  |  |