

Kansas Social, Emotional, and Character Development Competencies

Student Growth Measure

Character Development Core Principles	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
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PREK-2 (3-7)				
Understand and demonstrate appropriate and inappropriate behaviors and the impact it has on others in all communities.				
Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.				
Recognize characteristics of caring relationships, hurtful relationships, and can identify trusting adults.				
Understand active listening.				
Understand and demonstrate the difference between "tattling," "telling," and "reporting."				

3-5 (8-10)				
Interpret ethical reasoning through discussion of individual and community, assess positive responsible action, and reflect on personal involvement.				
Explain and demonstrate clear and consistent expectations of good character throughout all school activities and in all areas of the school.				
Demonstrate and practice characteristics of caring and empathic relationships with family, school, and community and recognize hurtful relationships and the impact they have on others.				
Differentiate between bullying, teasing, and harassment by explaining how power, control, popularity, security, and fear play into bullying behavior toward others.				
Describe the role of students in instances of bullying (bystanders, "upstanders," students who bully, targets of bullying).				
Recognize and model how a bystander can be part of the problem or solution, and how certain behaviors can have unintended consequences.				

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6-8 (11-13)				
Understand and demonstrate appropriate and inappropriate behaviors and the impact it has on others in all communities.				
Create clear and consistent expectations of good character in all settings.				
Analyze the characteristics of caring relationships, hurtful relationships, and identify trusting adults.				
Practice active listening.				
Utilize multiple media and technologies: Ethically and respectfully; Evaluates its effectiveness; Assesses its impact.				
Differentiate behavior as bullying or not and can model positive peer interactions that are void of bullying behaviors.				
Analyze how a bystander can be part of the problem or part of the solution by becoming an "upstander."				
Apply empathic concern and try to understand the perspective or point of view of others.				

9-12 (14-18+)				
Recognize and exhibit appropriate and inappropriate behaviors and the impact it has on others in the virtual community.				
Expectations of good character in a virtual setting.				
Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community.				
Evaluates characteristics of caring relationships and hurtful relationships, and can identify trusting adults.				
Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact.				
Evaluate the active listening skills of all parties involved before, after, and during conversations.				
Conclude how to act in accordance with the principle of respect for all human beings.				
Analyze and evaluate the effectiveness of bullying interventions and reporting strategies.				
Appraise and evaluate behavior as relational aggression and/or bullying, and can model positive peer interactions that are void of bullying behaviors.				

Character Development Responsible Decision Making and Problem Solving	Exemplary	Proficient	Developing	Beginning
	Evidence Above Grade/Age Standard	Consistent Evidence at Grade/Age Standard	Some Evidence at Grade/Age Standard	Little to No Evidence at Grade/Age Standard

PREK-2 (3-7)				
Identify and illustrate safe and unsafe situations.				

Identify scheduled activities and allocate appropriate time to spend on each.				
Develop self-control skills (for example, stop, take a deep breath, and relax).				
Identify and demonstrate problem-solving processes.				

3-5 (8-10)				
Compare and contrast safe and unsafe situations.				
Identify choices made and the consequences of those choices, including consequences of inappropriate behavior.				
Create a daily schedule of school work and activities.				
Identify factors that inhibit or advance the accomplishment of personal goals.				
Recognize how, when, and who to ask for help.				
Identify and organize what materials are needed to be prepared for class.				
Apply self-regulation skills.				
Identify, demonstrate, and analyze problem-solving processes.				

6-8 (11-13)				
Manage safe and unsafe situations.				
Monitor how responsible decision-making affects progress toward achieving goals.				
Recognize the consequences of sexting and sexual behavior, including sexual consent and the inability of minors to give consent.				
Recognize how, when, and who to ask for help.				
Monitor factors that will inhibit or advance effective time management.				
Analyze their daily schedule of school work and activities for effectiveness and efficiency.				
Construct and model classroom expectations and routines.				
Compare and contrast behaviors that do or do not support positive classroom management.				
Identify specific feelings about a problem and apply self-regulation skills.				
Identify, state, and demonstrate problem-solving processes.				
Understand resiliency and how to make adjustments and amendments to the plan.				

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9-12 (14-18+)				
Evaluate situations that are safe and unsafe and how to avoid unsafe practices.				
Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.				

Recognize: How, when, and who to ask for help. Can utilize resources available. Can advocate for personal needs.				
Utilize time and materials to complete assignments on schedule and anticipate the possible obstacles to completing tasks on schedule.				
Analyze the purpose and impact of classroom and schoolwide activities, policies, and routines.				
Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.				
Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills.				
Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.				
Use resiliency to reflect on past problems and identify ways to improve and implement change.				

Personal Development Self-Awareness	Exemplary	Proficient	Developing	Beginning
	Evidence Above Grade/Age Standard	Consistent Evidence at Grade/Age Standard	Some Evidence at Grade/Age Standard	Little to No Evidence at Grade/Age Standard

PREK-2 (3-7)				
Identify and describe a variety of emotions.				
Identify situations within their control and outside their control that might evoke emotional responses.				
Identify personal strengths and weaknesses.				
Identify people, places, and other resources to go to for help (parents, relatives, school personnel).				
Ask clarifying questions.				

3-5 (8-10)				
Describe behavioral responses depending on context and situation.				
recognize reactions to emotions.				
Describe, identify, and practice the benefits of various personal qualities (for example, personal strengths, weaknesses, interests, and abilities).				
Identify reliable self-help strategies (for example, positive self-talk, problem-solving, time management, self-monitoring).				
Solicit the feedback of others and become an active listener.				
Identify additional external supports (for example, friends, historical figures, media representations).				

6-8 (11-13)				
Critically reflect on common emotions and behavioral responses.				
Recognize common stressors and the degree of emotion experienced (for example, in face-to-face or electronic communication).				
Analyze personality traits, personal strengths, weaknesses, interests, and abilities.				
Identify resources for problem-solving (additional print and electronic resources or specific subject problem-solving models).				
Identify external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).				
Recognize how behavioral choices impact success.				
Identify self-enhancement, self-preservation, and self-help strategies.				

Personal Development Self-Awareness	Exemplary	Proficient	Developing	Beginning
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9-12 (14-18+)				
Analyze complex emotions and effective behavioral responses.				
Recognize direct and indirect positive and negative reactions to emotions and stress (for example, fight or flight response; voice volume; tonal quality; shallow/rapid breathing; rapid heart rate; crossed arms; facial distortions; sweating; substance abuse; insomnia; social withdrawal; depression; socially inappropriate displays of emotions; bullying; and risk-taking behaviors).				
Evaluate the effects of personal qualities (for example, honesty and integrity).				
Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem-solving models).				
Evaluate how behavior choices affect goal success.				
Analyze self-reflection, self-enhancement, self-preservation, and self-help strategies.				

Personal Development Self-Management

Exemplary
Evidence Above
Grade/Age
Standard

Proficient
Consistent
Evidence at
Grade/Age
Standard

Developing
Some Evidence at
Grade/Age
Standard

Beginning
Little to No
Evidence at
Grade/Age
Standard

PREK-2 (3-7)

Identify and demonstrate techniques to manage common stress and emotions.				
Identify healthy personal hygiene habits.				
Describe and practice sending effective verbal and non-verbal messages.				
Describe personal responsibilities in school, home, and communities.				
Identify the process of setting and achieving personal, school, and home goals (for example, hopes and dreams).				

3-5 (8-10)

Identify and develop techniques to manage emotions.				
Describe cause/effect relationships and distinguish between facts and opinions.				
Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, and violence).				
Predict possible outcomes to behavioral choices.				
Develop and practice responsibility for personal hygiene.				
Acknowledge and recognize responsibilities in school, home, and community, including environmental.				

Examine the personal impact of helping others.				
Reflect on personal responses to success, challenge, failure, and disappointment and understand the cause and effect of impulsive behavior.				
Identify and utilize potential resources and demonstrate factors that lead to the achievement of goals (for example, integrity, motivation, hard work).				
Demonstrate and design an action plan for achieving, evaluating, and monitoring personal, school, and home goals.				

Personal Development Self-Management	Exemplary	Proficient	Developing	Beginning
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6-8 (11-13)				
Identify multiple techniques to manage stress and maintain confidence.				
Recognize the impact of personal care.				
Practice effective communication (for example, listening, reflecting, and responding).				
Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization.				
Demonstrate and describe personal responsibilities to self, others, and the environment (for example, friends, family, school, community, state, country, culture, and the world).				
Analyze the personal impact of helping others.				
Analyze experiences that shape their perspective and demonstrate empathy in a variety of settings and situations.				
Utilize external supports and describe common and creative strategies for overcoming or mitigating obstacles.				
Analyze the factors that lead to the achievement of school and personal goals, including the effect personal habits and meaningful practice have on that achievement.				

9-12 (14-18+)				
Identify and evaluate techniques to successfully manage emotions, stress, personal care, and maintain confidence.				
Recognize the impact of personal care.				
Analyze the accuracy of facts/information/interpretation and evaluate logical and emotional appeals.				

Apply effective listening skills in a variety of settings and situations and recognize barriers to effective listening.				
Analyze the consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction ambiguity, distortion, and rationalization.				
Analyze civil/democratic, environmental, and personal responsibilities to self and others (for example, friends, family, school, community, state, country, and world).				
Demonstrate empathy in a variety of settings, contexts, and situations.				
Predict the potential outcome of impulsive behavior.				
Evaluate factors, like personal habits and meaningful practice, and how those factors lead to the achievement of school and personal goals.				
Analyze and activate strategies used previously to overcome obstacles.				

Social Development Social Awareness	Exemplary	Proficient	Developing	Beginning
	Evidence Above Grade/Age Standard	Consistent Evidence at Grade/Age Standard	Some Evidence at Grade/Age Standard	Little to No Evidence at Grade/Age Standard

PREK-2 (3-7)				
Label others' feelings based on verbal and non-verbal cues in different situations.				
Demonstrate an ability to listen to others.				
Demonstrate a capacity to care about the feelings of others.				
Describe ways that people are similar and different.				

3-5 (8-10)				
Describe a range of emotions in others based on verbal and nonverbal cues in different situations.				
Use "I statements" to let others know that they have heard them.				
Develop strategies for building relationships, including recognizing and developing respect for individual similarities and differences.				
Demonstrate respect for the perspectives of others.				

6-8 (11-13)				
Identify a range of emotions in others based on verbal and nonverbal cues in different situations.				
Demonstrate respect and empathy for other people's perspectives.				
Practice strategies for accepting and respecting similarities and differences, including "perspective taking" as a strategy.				
Demonstrate a growth mindset and a willingness to integrate diverse points of view.				

9-12 (14-18+)				
Evaluate a range of emotions in others based on verbal and nonverbal cues in different situations.				
Practice empathy for others and differentiate between the factual and emotional content of a person's communication.				
Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.				
Evaluate how advocacy for the rights of others contributes to the common good.				

Social Development Interpersonal Skills	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
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PREK-2 (3-7)				
Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively.				
Demonstrate active listening, sharing, and responding skills to identify the feelings and perspectives of others.				
Recognize the difference between helpful and harmful behaviors in relationships and understand how to report harmful behaviors for protection in unsafe situations.				
Identify and practice appropriate behaviors to maintain positive relationships.				
Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.				
Identify and practice healthy conflict resolution including self-regulatory skills to increasingly prevent, manage, and resolve interpersonal conflicts constructively.				

3-5 (8-10)				
Describe how words, voice tone, and body language communicate and impact relationships positively and negatively and respond appropriately and respectfully in social situations.				
Practice refusal skills for protection in unsafe situations.				
Recognize differences in communication practices in face-to-face interactions from social media interactions.				
Recognize characteristics of healthy and unhealthy relationships, including the impact of peer pressure.				

Demonstrate a capacity to manage actions and emotional expressions with guidance from adults.				
Describe, utilize, and apply conflict resolution strategies to be proactive, advocate, and resolve conflict in a constructive manner.				

Social Development Interpersonal Skills	Exemplary	Proficient	Developing	Beginning
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6-8 (11-13)				
Monitor how facial expressions, body language, and tone impact interactions and can determine when and how to respond to the needs of others, demonstrating empathy, respect, and compassion.				
Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior, and identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications.				
Understand how safe and risky behaviors affect relationships, one's health and well-being, and understand effective responses.				
Respond in a healthy manner to peer pressure against self and others.				
Evaluate how self-regulation and relationships impact life.				
Identify the impact of social media in relationships, and identify the role and needs of self and others when managing and resolving conflict in a constructive manner.				
Practice active listening and respectful communication skills.				
Reflect on previous experiences to gain conflict management skills.				

9-12 (14-18+)				
Engage in coregulation to create a positive group dynamic, and evaluate how societal and cultural norms and mores affect personal interactions, decisions, and behaviors.				
Respond appropriately when self and/or others are threatened with physical or emotional harm.				
Present oneself professionally and exhibit proper etiquette, as well as practice constructive strategies in social and other media.				
Identify the consequences of safe and risky behaviors.				
Practice refusal strategies and reporting of unhealthy behaviors and relationships.				
Define the impact of social media on reputations and relationships.				

Develop an understanding of relationships within the context of networking and careers.				
Apply effective and appropriate conflict resolution and mediation skills to prevent and resolve conflict in a constructive manner.				