*Introduction to Scoring the SEL PQA for Self Assessment*

*Practice Sheet*

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| **Practice Example** |  | **My Score** |
| Example A:  Creating Safe Spaces, item 2 | The staff member is soft spoken and does not joke or act playful. However, she is polite and does not use any disrespectful language. |  |
| Example B:  Emotion Coaching, items 1, 4 | The staff member notices a young person staring off into space, frowning. She asks, “What’s up? Are you okay?” The young person shrugs. She then asks, “Are you just bored or are you down about something?” The young person shrugs again and doesn’t answer. She does not name or acknowledge other emotions during the session. |  |
| Example C: Fostering Growth Mindset, item 1 | The staff member asks, “So what is missing here?” When the young person doesn’t answer quickly, the staff member gives the answer. |  |
| Example D: Fostering Growth Mindset, item 1 | The staff member asks, “So what is missing here?” When the young person doesn’t answer quickly, the staff member waits, then says, “Can you tell me what you were trying to do here?” When the young person’s answer conveys confusion, the staff member points out the step that was missing. |  |
| Example E: Fostering Teamwork, item 1 | The staff member asks, “So what is missing here?” When the young person doesn’t answer quickly, the staff member waits, then says, “Can you tell me what you were trying to do here?” When the young person’s answer conveys confusion, the staff member points out the step that was missing. |  |
| Example F: Furthering Learning, item 2 | All young people attend a cooking class after lunch. The staff reminds young people that whole numbers are also fractions—one cup of flour is 3/3 cup, 4/4 and so on. |  |
| Example G: Furthering Learning, item 2 | In a dance class, the staff member has young people watch several different salsa dances and explains why they belongs in the salsa category. |  |
| Example H: Furthering Learning, item 4 | Young people plan to ask the city council to turn a vacant lot into a playground, “because kids would like it.” The staff member says, “Try to think of an argument that relates to the costs vs. benefits of turning the lot into a park.” |  |
| Example I: Supporting Youth Interests, item 2 | The staff member gives all young people the option to use paints, markers, or crayons to draw a goldfish to put on the bulletin board. |  |
| Example J: Supporting Plans and Goals, item 1 | Young people are in small groups. The staff member says, “Okay. Which groups want to decorate the outside of the cards and which groups want to write the script inside?” |  |
| Example K: Supporting Plans and Goals, item 1 | Young people are in small groups. The staff member says, “Okay. Decide if you are going to decorate the outside of the cards first or write the script inside.” |  |
| Example L: Supporting Plans and Goals, item 1 | The staff member says, “Today you will be finishing up the project you planned two sessions ago and will start planning your new project.” |  |
| Example M: Supporting Plans and Goals, item 2 | Young people verbally share their plans for skit topics within small groups. |  |
| Example N: Supporting Plans and Goals, item 2 | Young people are asked to write down their plans for creating props for a play. However, they are not asked to share their plans with anyone. |  |
| Example O: Supporting Plans and Goals, item 4 | Young people are building boats from kitchen materials. They will be racing them against another class. |  |
| Example P: Supporting Plans and Goals, item 4 | The staff member has young people come up with a design for their boat based on what materials they think will float best. After that, the staff member has the young people come up with a plan for making the boat go as fast as possible. |  |
| Reflection | What is your biggest takeaway from today’s lesson? |  |