



Social Skills Improvement System™ Social-Emotional Learning Edition  
SSIS™ SEL Edition Screening/Progress Monitoring Scales  
Progress Report  
*Stephen N. Elliott, PhD & Frank M. Gresham, PhD*

**Student Information**

ID: 1100110011  
Name: Lauren S Sample  
Gender: Female  
Birth Date: 09/24/2005  
Age: 11:07  
School/Center: Sample School

**Test Information**

**Rater 1 Information**

Rater Name: John Sample Teacher  
Test Date: 12/01/2015  
Grade: 4th Grade

**Rater 2 Information**

Rater Name: Casey Sample Teacher  
Test Date: 02/05/2017  
Grade: 5th Grade

**Rater 3 Information**

Rater Name: Casey Sample Teacher  
Test Date: 05/17/2017  
Grade: 5th Grade



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[ 1.0 / RE1 / QG1 ]

	Test Date 12/01/2015	Test Date 02/05/2017	Test Date 05/17/2017
Self-Awareness	2	1	2
Self-Management	1	1	5
Social Awareness	2	5	2
Relationship Skills	4	5	2
Responsible Decision Making	4	2	5
Social-Emotional Composite	13	14	16
Motivation to Learn	5	1	5
Reading Skills	1	4	3
Mathematics Skills	1	5	4
Academic Functioning Composite	7	10	12

### Self-Awareness

Accurate recognition of one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

A student at this performance level demonstrates most of the following:

- Limited recognition of his emotions and their influence on behavior
- Limited accuracy when assessing his strengths and weaknesses
- Rare expression of a realistic sense of self-confidence based on knowledge and experience
- Limited ability to describe his feelings and the actions that influence them

Such a student is likely in need of additional instruction to improve his self-awareness skills.

### Self-Management

Effective regulation of one's emotions, thoughts, and behaviors in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

A student at this performance level demonstrates most of the following:

- Excellent ability to stay calm when teased or disagreeing with others
- Exceptional ability to ignore distractions and complete tasks without bothering others
- Excellent ability to set goals and achieve them
- Outstanding ability to motivate himself and persist when faced with challenges

Such a student generally does not need additional instruction to improve his self-management skills.

### Social Awareness

Taking the perspective of, and empathizing with, others from diverse backgrounds and cultures; understanding social and ethical norms for behavior; and recognizing family, school, and community resources and supports.

A student at this performance level demonstrates most of the following:

- Poor ability to listen to how others feel and offer them support when needed
- Limited desire to follow school rules and play fairly with others
- Little awareness that family, friends, and teachers can provide him social support
- Rare expression of empathy for others from different cultures or backgrounds

A student at this performance level is in need of additional instruction to improve his social awareness skills.

### **Relationship Skills**

Establishing and maintaining healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

A student at this performance level demonstrates most of the following:

- Few communication and cooperation skills
- Limited self-control and ability to resist inappropriate peer pressure
- Limited skills for negotiating conflict situations
- Poor understanding of when to ask for help and when to offer help to others

A student at this performance level is in need of additional instruction to improve his relationship skills.

### **Responsible Decision Making**

Makes constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

A student at this performance level demonstrates most of the following:

- Exceptional ability to make good choices to improve the well-being of himself and others
- Excellent understanding of social and safety consequences of his actions
- Very high accountability for his choices and actions
- Very high level of respect for rules and adhering to them

A student at this performance level generally does not need additional instruction to improve his responsible decision-making skills.

### **Motivation to Learn**

A state of arousal and activity directed toward learning and completing classroom tasks or activities. For example, children who exhibit motivation to learn show interest, active engagement, and persistence with academic tasks or social interactions. They express satisfaction when learning is successful and renewed effort when it is not as successful as expected.

A student at this performance level demonstrates most of the following:

- High level of engagement in almost all instructional activities
- High capacity to stay on task until the activity is completed
- High level of effort, even when confronted with difficult or complex activities
- High level of attentiveness in almost all situations

A student at this performance level generally does not need additional instruction to improve his motivation to learn.

## Reading Skills

A process that involves a number of skills and development of subskills in interrelated domains: (a) meaning of words and phrases in context, (b) understanding text, (c) analyzing text, and (d) evaluating and extending text. These subskill domains vary in complexity and importance. In general, students are expected to progress with instruction from awareness to recognition of symbols and comprehension of text read by others or themselves.

A student at this performance level demonstrates most of the following:

- Some difficulty paying attention and occasional difficulty participating in grade-level reading activities
- Inconsistent performance in grade-level reading skills
- Inconsistent grade-level reading comprehension skills

A student at this performance level is often in need of additional instruction to improve his reading skills.

## Mathematics Skills

Involves a number of skills and development of subskills in interrelated domains: (a) mathematical process, (b) number operations and relationships, (c) geometry, (d) measurement, (e) statistics and probability, and (f) algebraic relationships. These subskill domains vary in complexity and importance. In general, students are expected to progress with instruction from awareness to recognition of numbers and shapes, to operations, patterns, measurements, and basic probability issues.

A student at this performance level demonstrates most of the following:

- Very good attending behavior and appropriate participation in math activities
- An adequate number and variety of grade-level math computation skills
- A general competence to apply math content or concepts

A student at this performance level may benefit from additional instruction to improve his math skills.

End of Report