SSIS™ SEL

Social–Emotional Learning Edition

SSIS™ SEL Edition Teacher Form
Social Skills Improvement System™ Social-Emotional Learning Edition
Score Summary Report
Frank M. Gresham, PhD & Stephen N. Elliott, PhD

Student Information

ID:	998877665544
Name:	Matthew Sample
Gender:	Female
Birth Date:	06/19/1996
Age:	17:0
Grade:	11th Grade
School/Center:	Sample School

Test Information

Test Date:	06/22/2013
Teacher's Name:	John Sample Teacher
Position:	Special-education teacher
Time Known Child:	3 months
Class Type:	
Norm Group:	Gender-Specific (Female)
Confidence Interval:	95%

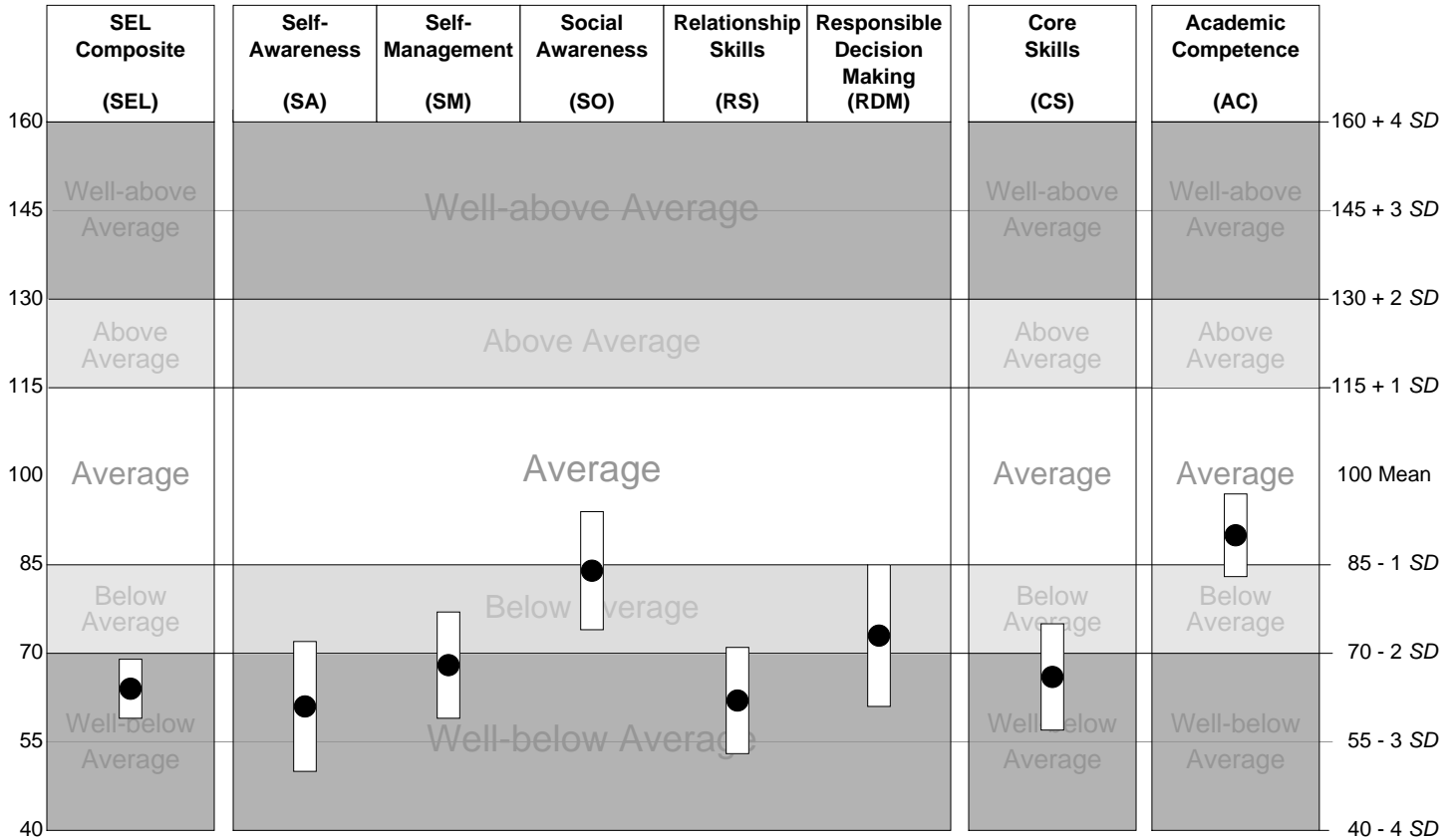**Additional Comments:** This is an example of Comments field text.

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Score Profile

Score Table

	SEL	SA	SM	SO	RS	RDM	CS	AC
Standard Score	64	61	68	84	62	73	66	90
Confidence Interval	59-69	50-72	59-77	74-94	53-71	61-85	57-75	83-97
Percentile Rank	1	2	2	14	1	4	2	24
Raw Score	348	9	17	9	12	10	10	14

Response Pattern Index: Raw Score = 33, Acceptable

SCORE SUMMARY

This report is based on John Sample Teacher's rating of Matthew's social-emotional behavior using the SSIS SEL Edition Teacher Form. The narrative and performance levels in this report are based on scores obtained using Gender-Specific norms.

The SSIS SEL Edition Teacher Form measures students' social-emotional and academic competence skill levels. The social-emotional skills represent five competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Academic Competence is based on a student's motivation to learn, as well as his or her reading and mathematics skills. Scores are provided for each of the five SEL competencies and for Academic Competence. In addition, scores are provided for the SEL Composite scale, representing an overall index of social-emotional functioning, as well as for the Core Skills scale, a score that represents functioning on 10 core social-emotional skills. Raw scores are provided, along with standard scores (M = 100, SD = 15) and percentile ranks. Higher scores indicate higher, more desirable levels of functioning.

SEL Composite
Matthew's SEL Composite scale standard score is 64, with a 95% confidence interval range of 59 to 69 and a percentile rank of 1. His score falls in the Well-below Average interpretive range. Scores in this range typically indicate significant problems with overall social-emotional functioning. Students at this level will typically exhibit very few of the basic SEL competency skills and likely will experience co-occurring academic difficulties. Students at this level require intensive social-emotional skills instruction that focuses on the basic expectations for each competency. Initially, such instruction might need to be done individually or with only one other student, in an effort to teach basic skills and increase opportunities to respond.

Self-Awareness
Matthew's Self-Awareness standard score is 61, with a 95% confidence interval range of 50 to 72 and a percentile rank of 2. His score falls in the Well-below Average interpretive range. Scores in this range typically indicate significant problems with self-awareness skills. Students at this level generally demonstrate few self-awareness skills and are unable to recognize their emotions and how they can influence behavior. They are unable to assess their strengths and weaknesses and describe their feelings. Students at this level are in need of additional instruction to develop basic self-awareness skills.

Self-Management
Matthew's Self-Management standard score is 68, with a 95% confidence interval range of 59 to 77 and a percentile rank of 2. His score falls in the Well-below Average interpretive range. Scores in this range typically indicate significant problems with self-management skills. Students at this level generally demonstrate significant problems staying calm in a variety of situations and ignoring distractions from others. They will likely have difficulty setting basic goals and achieving them, and they will require prompts or reminders to do the things that are expected of them. Students at this level are in need of additional instruction to develop their self-management skills.

Social Awareness
Matthew's Social Awareness standard score is 84, with a 95% confidence interval range of 74 to 94 and a percentile rank of 14. His score falls in the Below Average interpretive range. Scores in this range typically indicate problems with social awareness skills. Students at this level have difficulty recognizing and/or understanding how others feel, and they may experience problems offering support to others when needed. They may not consistently follow rules or act fairly with others. They may also have difficulty recognizing support and resources from others that are available to them. Students at this level are likely in need of additional instruction to develop their social awareness skills.

Relationship Skills

Matthew's Relationship Skills standard score is 62, with a 95% confidence interval range of 53 to 71 and a percentile rank of 1. His score falls in the Well-below Average interpretive range. Scores in this range typically indicate significant problems with relationship skills. Students at this level have significant problems forming relationships with others. They struggle with communicating with others and are viewed as uncooperative. Students at this level are in need of additional instruction to develop their relationship skills.

Responsible Decision Making

Matthew's Responsible Decision Making standard score is 73, with a 95% confidence interval range of 61 to 85 and a percentile rank of 4. His score falls in the Below Average interpretive range. Scores in this range typically indicate problems with making good decisions. Students at this level make decisions about personal behavior that are often not consistent with social norms and expectations. They may not demonstrate accountability for their choices and behavior, and they may not consistently respect rules and adhere to them. Students at this level are likely in need of additional instruction to develop their decision-making skills.

Core Skills

Matthew's Core Skills standard score is 66, with a 95% confidence interval range of 57 to 75 and a percentile rank of 2. His score falls in the Well-below Average interpretive range. Scores in this range typically indicate students who are experiencing significant problems with the core social-emotional skills. Students at this level benefit from additional instruction to further improve their general social-emotional functioning.

Academic Competence

Matthew's Academic Competence standard score is 90, with a 95% confidence interval range of 83 to 97 and a percentile rank of 24. His score falls in the Average interpretive range. Scores in this range indicate a level of academic competence that is typical for the student's age. Students at this level generally are motivated to learn new things, and they typically demonstrate average performance in areas measuring reading and mathematics skills. Students at this level will typically benefit from additional instruction to improve their academic motivation and performance.

Skill Development Opportunities
Note: Item Content are not included in the following table for copyright protection.

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making

ITEM RESPONSES BY SCALE

Note: Content from Pages 5-7 (Item Responses by Scale) are not included in this sample report for copyright protection.

CLASSWIDE INTERVENTION PROGRAM STRATEGIES

Note: Item Content are not included in the following tables for copyright protection.

Self-Awareness

Behavior Level: Well-below Average
CIP Skill Units to Consider: 5, 11, 22

	CIP Unit
Performance Deficits	
	11
	11
Acquisition Deficits	
	5
	11
	22

Self-Management

Behavior Level: Well-below Average
CIP Skill Units to Consider: 1, 3, 4, 8, 13, 18

	CIP Unit
Performance Deficits	
	8
	8
	8
Acquisition Deficits	
	13
	4
	1
	3
	18
	13

Social Awareness

Behavior Level: Below Average
CIP Skill Units to Consider: 10, 19, 20

	CIP Unit
Performance Deficits	
	20
	10
	20
	19
Acquisition Deficits	
	19

Relationship Skills

Behavior Level: Well-below Average
CIP Skill Units to Consider: 2, 6, 7, 16, 17, 21

	CIP Unit
Performance Deficits	
	7
	21
	16
	2
	17
Acquisition Deficits	
	2
	7
	16
	17
	6

Responsible Decision Making

Behavior Level: Below Average
CIP Skill Units to Consider: 9, 12, 14, 15, 23

	CIP Unit
Performance Deficits	
	14
Acquisition Deficits	
	9
	15
	23

End of Report

ITEM RESPONSES

1: 1	2: 2	3: 0	4: 0	5: 0	6: 0	7: 0	8: 1	9: 2	10: 1
11: 2	12: 1	13: 2	14: 3	15: 0	16: 1	17: 1	18: 0	19: 1	20: 1
21: 3	22: 2	23: 2	24: 0	25: 2	26: 3	27: 1	28: 3	29: 1	30: 1
31: 0	32: 2	33: 1	34: 1	35: 0	36: 1	37: 1	38: 1	39: 0	40: 0
41: 2	42: 2	43: 0	44: 0	45: 0	46: 3	47: 2	48: 0	49: 0	50: 0
51: 3	52: 0	53: 1	54: 4	55: 4	56: 1	57: 4	58: 0		