

Introduction To The Generic Rubrics Module

[Assessment & Grading Module](#)

Introduction

Unlike other curricula that focus on teaching and learning major concepts, skills, and knowledge of the discipline, the social-emotional learning experiences and projects on this website primarily facilitate the development of student self-awareness, self-insight, and self-knowledge, as well as proficiency in using social-emotional skills. Students are, in fact, the focus and subject matter of these learning experiences. As teachers of social-emotional skills, we are facilitators and coaches (guides on the side, not sages on the stage). This process involves the teacher/facilitator asking students questions, both verbally and in writing, about themselves. We ask them to become self-aware to better understand their situation, their feelings about it, alternative modes of behavior, and the risks and consequences involved in new and old behaviors. We ask them to become more effective at self-management, decision-making, and personal problem-solving, as well as more proficient at communicating and working through misunderstandings and conflicts in relationships. The process is successful when students understand who they are, how they are, and how they would like to be in the future; formulate a plan of action for future behavior; set the plan in place; later assess their progress; and become proficient in using social-emotional skills. As a result, they become emotionally and socially healthier.

Facilitating the development of self-awareness, self-management, decision-making, personal problem-solving, relationship skills, and conflict-resolution skills usually occurs within schools. Thus, we need to hold students accountable for the quality of their work, and grades are generally required. As our outcomes differ from those of traditional courses, so do our assessment and grading procedures. Self-assessment becomes an essential element. Students need to reflect on and analyze their self-awareness, self-insight, and self-knowledge; their proficiency in self-managing, problem-solving, and personal problem-solving; and their skill at communicating effectively and resolving misunderstandings and conflicts in relationships. Only they can determine what they do well and what they need to do to improve. Students are also in the best position to assess their proficiency in using skills in real-life situations. Only students can evaluate the extent to which they meet their goals and the effort they put into reaching them.

The Generic Rubrics in this Module Include:

1. Generic Rubric for Self-Awareness, Self-Insight, & Self-Knowledge
2. Generic Rubric for Conceptual Understanding
3. Generic Rubric for the Performance of a Skill
4. Generic Rubric for Effort
5. Generic Rubric for Progress
6. Generic Assessment Grade Summary

See the **[How To Assess & Grade SES Skills Module](#)** for examples of how these rubrics are used in classrooms.