

Prekindergarten – Social Emotional Competencies

The purpose of this document is to clarify what students should know and be able to do each quarter (Q).

Competencies	Q 1	Q 2	Q 3	Q 4
C1 – Self Regulation-Behavior The student begins to show signs of ability to control his/her behavior with few reminders.	X	X	X	X
C2 – Self Regulation-Emotional Control The student communicates his/her feelings and shows understanding of others feelings	X	X	X	X
C3 – Self Control-Control of Attention The student works on tasks independently and with peers	X	X	X	X
C4 - Relationships with Others The student forms positive relationships with teacher and peers	X	X	X	X

Learning Progression for Competency 1: Social Emotional – Self Regulation Behavior

The student begins to show signs of ability to control his/her behavior with few reminders.

Developing	Progressing	Proficient
Refers to the daily schedule, rules, and routines to learn expectations.	Follows classroom rules and routines with 1-2 reminders.	Follows classroom rules and routines with occasional reminders.
Success Criteria for Proficient in Social Emotional – Self Regulation Behavior: The student can: <ul style="list-style-type: none">• Point to the daily schedule and classrooms rules.• Wait for my turn at the water fountain.• Select another learning center when first choice is full.		

Learning Progression for Competency 2: Social Emotional – Self-Regulation- Emotional Control

The student communicates his/her feelings and shows understanding of others feelings.

Developing	Progressing	Proficient
Discusses a variety of words to describe feelings.	Labels own feelings when prompted.	Communicates basic emotions and feelings.
Success Criteria for Proficient in Social Emotional – Self-Regulation- Emotional Control: The student can: <ul style="list-style-type: none">• Identify feelings of characters in storybooks.• Use words to express feelings about specific events.• Discuss the difference between feelings and behavior (It's is great to feel excited, but you may not jump off furniture.”		

Learning Progression for Competency 3: Social Emotional – Self Control-Control of Attention

The student works on tasks independently and with peers.

Developing	Progressing	Proficient
Learning how to access materials to complete a task.	Interacts with peers to complete task at centers.	Remains focused on engaging group activities for up to 20 minutes at a time.
Success Criteria for Proficient in Social Emotional – Self Control-Control of Attention: The student can: <ul style="list-style-type: none">• Select an activity to complete before selecting a different one.• Play with peers at dramatic play center.• Contribute to group discussions during circle time.		

Learning Progression for Competency 4: Social Emotional – Relationship with Others

The student forms positive relationships with teachers and peers.

Developing	Progressing	Proficient
Attempts to communicate with others in a respectful way.	Models appropriate ways to communicate with others in a respectful way.	Uses effective verbal and non-verbal communication skills to build relationships others.
Success Criteria for Proficient in Social Emotional – Relationship with Others: The student can: <ul style="list-style-type: none">• Share space and materials with others.• Work out problems with a peer independently before seeking adult help.• Participate in a variety of group activities, tasks, and play.		