

Rating Scale Examples for Social Competence and Emotion Management

The following examples are provided to assist you in selecting ratings for the Social Competence and Emotional Management subtests.

Example 1: Teacher is providing a rating for “Appropriately asks for adult help when cannot resolve peer conflict (without tattling).”

- A rating of “**Rarely**” would be applied to a student who does not take the initiative to solve a conflict, but immediately turns to an adult for help. It could also apply to a student who may attempt to solve the conflict but as soon as his/her solution is not accepted, s/he involves a teacher with the goal of getting the other student in trouble.
- A rating of “**Sometimes**” would be applied to a student who attempts to solve problems with peers but inconsistently. It also applies to a student who is unsure when to ask for a teacher’s help: sometimes they ask for help when it is really needed while other times, there is more they could do on their own.
- A rating of “**Consistently**” would be applied to a student who usually attempts to solve problems themselves in an appropriate way, and seeks adult help when they are overwhelmed or a solution cannot be found.

Example 2: A teacher is providing a rating for “Inappropriately initiates peer interactions.”

- A rating of “**Rarely**” would be applied to a student who almost always uses kind or neutral words (e.g., ‘let’s play’) and appropriate gestures to ask a peer to play with them or join them in an activity.
- A rating of “**Sometimes**” would be applied to a student who does invite friends with words that are kind or neutral, but can also use different tactics of engagement including (but not limited to) aggression and negative affect (e.g., crying to join or saying phrases such as ‘I never get to play’) as a way to start. Aggression can take the form of intentional physical aggression such as getting into other students’ faces, or pushing; unintentional aggression such as poking another student (but the student who is poking does not realize this action is inappropriately hurting their friend); or verbal aggression (If you do not play with me today, I won’t be your friend anymore and I will never play again).
- A rating of “**Consistently**” would be applied to a student who usually engages peers with various forms of aggression and negative affect (e.g., crying to join or saying phrases such as ‘I never get to play’) as a way to start. Aggression can take the form of intentional physical aggression such as getting into other students’ faces, or pushing; unintentional aggression such as poking another student (but the student who is poking does not realize this action is inappropriately hurting their friend); or verbal aggression (If you do not play with me today, I won’t be your friend anymore and I will never play again).

NOTE: The term “**consistently**” would still be applied to a student who has ‘lapses’ and sometimes falls back on inappropriate engagement strategies, but these situations occur infrequently, and are often related to factors such as tiredness, overstimulation, or hunger.

Example

George is a very outgoing and talkative young man, who is also very sensitive to what friends and the teachers say to him. George has an extensive vocabulary and consistently is able to describe his own emotions, although he struggles to describe others emotions in the same depth. He can identify main emotions (mad, sad, happy) in others or in books, when asked. Although he often notices when friends are upset, he does not often comfort others unless they are close friends. George is very good about asking for help and for what he wants. On occasion, this can turn into whining, but not very often. George loves to pretend play, and is easy to engage in new activities. He loves to learn and his favorite topics are math and science. He is very proud of his math abilities, and is happy to tell you. He does not like to write and will let you know he does not like it. Sometimes George needs to be reminded to calm down and stay on task. He sometimes gets a little carried away and can get very loud when he is excited to tell you something. George likes to play with peers and consistently initiates new games, but only sometimes joins already started games. George likes it when his friends will play what he wants, but can feel sad if friends play something else. Sometimes he tries to verbally make friends play what he wants to play. He does not use physical aggression and rarely uses negative emotion. Rather he just keeps asking again and again. Trying to make friends play can lead to conflict because he struggles to understand that when friends do not want to play, they still like George, they just are interested in other things. George does not often ask for help resolving these types of conflicts. He also does not often have intense angry outbursts. He is likely to be down or upset for a few minutes, and then usually snaps out of it. Sometimes he needs extra support to 'snap out of it' but rewards and recognition go a long way in helping him feel better and feel like a special part of the class.

George's score on the two social and emotional subtests would look like this:

| The child... ¿El niño/a... | Rating Calificación | | |
|--|---------------------------------------|--|---|
| 1. Is zoned out/in their own world? <i>Está distraído/a y en su propio mundo?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 2. Appropriately asks for adult help when cannot resolve peer conflict (without tattling)? <i>Pide ayuda de un adulto de manera adecuada cuando no puede resolver conflictos con compañeros (sin acusar)?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 3. Joins in activities and interactions that were already started? <i>Participa en actividades e interacciones ya iniciadas?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 4. Asks questions to learn more about people, topics and ideas? <i>Hace preguntas para aprender más acerca de personas, temas e ideas?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |

| | | | |
|---|---------------------------------------|--|---|
| 5. Actively engages in teacher approved activities, with little assistance or reminding? <i>Participa activamente, con poca ayuda y sin necesidad de recordatorios, en actividades aprobadas por su maestro/a?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 6. Uses emotion words to explain own feelings? <i>Usa nombres de emociones para explicar sus propios sentimientos?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 7. Begins to identify and understand other's feelings? <i>Comienza a identificar y a comprender los sentimientos de otros?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 8. Feels and demonstrates pride for own accomplishments? <i>Siente y demuestra orgullo por sus propios logros?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 9. Verbally expresses his or her feelings when he or she has been wronged (without tattling)? <i>Expresa verbalmente sus sentimientos cuando ha sido perjudicado(a) (sin acusar)?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 10. Recognizes and names basic emotions (happy, sad, mad, scared) in photographs or books? <i>Reconoce y nombra las emociones básicas (felicidad, tristeza, ira, miedo) en fotografías o libros?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 11. Shows concern for and/or tries to comfort upset/sad peers? <i>Muestra preocupación y/o intenta consolar a sus compañeros?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |

Scoring is done automatically in Engage (with a reverse score for item 1). George would receive a score of 15 out of a possible 22. According to the TX-KEA benchmarks for this scale, he would be on track for his age.

Here is the emotion management scale:

| The child... | Rating | | |
|---|---------------------------------------|--|---|
| 1. Tries to control or dominate interactions (is bossy or demanding)? <i>Intenta controlar o dominar las interacciones (es autoritario, mandón, o exigente)?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 2. Unintentionally upsets others? <i>Molesta a otros de manera involuntaria?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 3. Has temper outbursts? <i>Tiene arrebatos de mal genio/temperamento?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 4. Inappropriately initiates peer interactions (e.g., uses negative affect or aggression)? <i>Inicia interacciones con compañeros de manera inapropiada (por ejemplo, recurre al uso de afectos negativos o a la agresividad)?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 5. Is verbally hostile to peers (name calling, threats, teases, or taunts)? <i>Es verbalmente hostil hacia sus compañeros (insultos, amenazas o burlas)?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |
| 6. Fusses/whines when he/she has to wait briefly to get attention from adult or peer? <i>Se queja cuando tiene que esperar unos instantes para conseguir la atención de adultos o compañeros?</i> | 0 Rarely <i>Rara vez</i> | 1 Sometimes <i>Ocasionalmente</i> | 2 Consistently <i>Consistentemente</i> |

All items are scored in Engage. Thus George would receive a 9 out of a possible 12. According to the benchmarks, George should be monitored regarding his ability to manage emotions. Sometimes he will need extra supports to manage his emotions throughout the course of the Kindergarten day.