the random acts of Kindness foundation

ELEMENTARY STUDENT SELF-ASSESSMENT

Why to Use this Tool

Learning kindness, like any other instructional content, takes time and practice to master. Using language and acting in a way that inspires kindness may be intuitive but is also a skill that can be developed. To support students in their growth as they develop kindness skills, RAK has created the RAK Student Self-Assessment Tool. This tool is designed to help students reflect on their practice and set goals around kindness as they are being taught the RAK instructional materials; consider using with an Individualized Education Plan (IEP), behavior plan or advanced learning plan.

The tool uses a Student Self-Assessment Rubric as a guide for evaluating a student's current level of development around the RAK Kindness Concepts. By using this rubric, a teacher is able to work with the student to help them determine their areas of strength, areas where they need to grow, and what steps they can take to further develop crucial kindness skills. These Kindness Concepts were created from the Collaborative for Academic, Social and Emotional Learning's Core Competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making) and the Colorado Comprehensive Health Standards.

The rubric identifies three levels of growth: emerging, practicing and generalizing (for the students, we use the words sometimes, often and most of the time) and includes images of a flower's development to help students better visualize their growth. We suggest using the tool to set goals for behavior; younger students could focus on one or two Kindness Concepts, while older students could focus on developing more concepts. The teacher could determine the concepts that the students need to work on or could decide that collaboratively with the students; families can also be included in this process. If your school uses a different evaluation system (a 1-4 scale, satisfactory/unsatisfactory, etc.), feel free to adapt the rubric or contact us for how to adapt this rubric to fit your school's needs: teacherhelp@randomactsofkindness.org

How to Use this Tool

1. Assess the student three times a year, in the fall, winter and spring.
2. This tool has three parts, the Student Self-Assessment Rubric (Part 1), the Reflection on the Kindness Concepts (Part II) and the Student Self-Assessment Tool (Part III).
3. Review the rubric on p. 2 with the student. Point out the images for each level (bud, opening flower, flower that has bloomed) so students can visualize the growth that happens between the different levels as they learn the kindness skills. You might want to relate the image to the level with language like: *"You may be like a bud right now, since you are starting to grow in this Kindness Concept."* or *"You may be like a flower that is just opening, because you often show that Kindness Concept to yourself and others."* or *"Once you are showing the concept in all kinds of situations, you are like the flower that has blossomed."* Make sure to emphasize that with practice, everyone can grow and develop their kindness skills.
4. Have the students complete the Reflection on the Kindness Concepts on pp. 3-6. Have the students check the boxes that apply to them and circle the areas where they need to grow, referring back to the rubric as necessary. Feel free to write in other ways they show this Kindness Concept in the space provided; you can create your own list. The student can do this independently or with a teacher. Consider laminating the sheets with the Concepts (or even cutting them into strips) for ease of use. For younger students, you may want to discuss a few of the concepts rather than completing the whole Reflection.

5. Using the Reflection, have the students select the three Kindness Concepts that are their strengths and the two that they need to work on. Again, you may want younger students to focus on one strength and one area of growth.
6. Have students complete the self-assessment on p. 7. First, have the students write their strengths, circle the flower image that applies to how often they show the strength and write examples of how they show this strength. Then, have them write the concepts they need to work on, how they plan to do this, when they will know they have reached their goal and by when.
7. The self-assessment should take about 20 – 30 minutes to administer. Depending on the student and how the teacher uses the self-assessment, follow up will differ. For example, the teacher, counselor, special education teacher or whoever administers the self-assessment may check in with the student at the end of the day, once a week, twice a week or once a month to monitor their goals. Another approach would be to involve the family during the self-assessment, check-ins, follow-up conferences, etc.

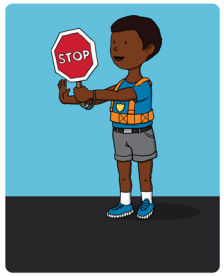
Part I: Student Self-Assessment Rubric

	Emerging (Sometimes)	Practicing (Often)	Generalizing (Most of the time)
Student Behavior	I am curious about RAK and show enthusiasm for the materials.	I am inspired by the RAK lessons and point out random acts of kindness during the school day. With prompting, I can practice the RAK concepts, skills and strategies throughout the day.	I inspire others at school to promote random acts of kindness through their words and actions. I practice RAK concepts, skills and strategies throughout the day.

Part II: Reflection on the Kindness Concepts

The Kindness Concept definitions and their essential elements are listed below. Check (or your teacher can check) which elements are strengths and circle the areas where you need to grow. You may want to write in other ways that you show this Kindness Concept in the space provided.

Assertiveness: ***Standing up for yourself and what you believe without upsetting others.***



Essential Elements:

- ☐ I listen and speak effectively.
- ☐ I create healthy friendships where I speak up and also listen.
- ☐ I stay calm while saying my ideas.
- ☐ Any others? _____

Caring: ***Feeling and showing concern for others.***

Essential Elements:

- ☐ I use kind words.
- ☐ I understand that my words and actions impact others.
- ☐ Any others? _____

Compassion: ***Caring about someone else's feelings and offering to help that person.***

Essential Elements:

- ☐ I use caring words.
- ☐ Other people's feelings or situations impact me.
- ☐ I help others in a way they want to be helped.
- ☐ Any others? _____

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Fairness: *Treating people in a way that does not favor some over others.*

Essential Elements:

- ☐ I include others.
- ☐ I follow the rules in class or in a game.
- ☐ I act justly toward others
- ☐ Any others? _____

Gratitude*: Being thankful.*

Essential Elements:

- ☐ I tell others thank you when they have done something kind.
- ☐ I show how thankful I am to others through my actions.
- ☐ Any others? _____

Helpfulness: *Giving help to others.*

Essential Elements:

- ☐ I am helpful to others through my words and actions.
- ☐ I notice when others need help and then help in a kind way.
- ☐ I encourage others to be helpful.
- ☐ Any others? _____

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Integrity: *Doing what is right even when no one is watching.*

Essential Elements:

- ☐ I do what you say I am going to do.
- ☐ I am honest and do the right thing.
- ☐ Any others? _____

Perseverance*: Keep trying even when something is hard.*

Essential Elements:

- ☐ I keep trying even when I want to give up.
- ☐ I do my best work.
- ☐ I encourage others to keep trying.
- ☐ Any others? _____

Respect: *Treating others as you would like to be treated.*

Essential Elements:

- ☐ I am aware of how I act toward people, animals and things.
- ☐ I use words that honor people.
- ☐ I act in a way that honors people.
- ☐ Any others? _____

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Responsibility: ***Doing what you need to do.***

Essential Elements:

- ☐ I do what I say I am going to do.
- ☐ I am honest and do the right thing.
- ☐ Any others? _____

Self-Care: ***Learning how to take care of yourself. Using kind words when you think or talk about yourself.***

Essential Elements:

- ☐ I know some ways to be kind to myself.
- ☐ I ask for help.
- ☐ I forgive myself when I make a mistake.
- ☐ I understand how my feelings can impact how I act.
- ☐ Any others? _____

Self-Discipline: ***Controlling what you do or say so you don't hurt yourself or others.***

Essential Elements:

- ☐ I respect the personal space of others.
- ☐ I control my feelings and actions.
- ☐ I focus and work hard.
- ☐ Any others? _____

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Part III: Student Self-Assessment Tool

Circle one: Fall Winter Spring

Using the Reflection as a guide, select and then write three Kindness Concepts that are your strengths, give an example of how you show this Kindness Concept, and circle the picture that illustrates if you show this strength sometimes, often or most of the time. Then, write two Kindness Concepts that you can work on, how you can show these at home and/or school, how you will know you've reached your goals, and when you want to reach them.

Name: _____ **Date:** _____

Everyone has strengths. What are yours?

Three Kindness Concepts that are my strengths:	Here's how I show this Kindness Concept:	I show this strength... (circle a picture)		
		Sometimes	Often	Most of the time
1.				
2.				
3.				

Everyone can set new kindness goals. What are yours?

Two Kindness Concepts I can work on:	I can show this at home/school by…	I will know I've reached my goal when…	By when? (tomorrow, next week, next month, etc.)
1.			
2.			