

Social Skills Rubrics:

Self-Esteem Pack

Teacher
& Student
Versions

Student: _____

Goal Setting

	0-40%	40-60%	61-80%	81% +
Goal: Student can set and work toward short, medium, and long-term goals.	Needs Support	Progressing	Meets Standards	Exceeds Standards
Student can describe _____ short-term and _____ long-term goals.				
Student can list _____ individuals who can help them achieve each of their goals.				
Student can develop a plan to work toward achieving each of their goals.				
Student can take steps to work toward achieving each of their goals.				

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Student: _____

Positive Self-Talk

	? I Need A Lot Of Help	💭 I'm Learning	👤 I Need A Little Help	🏆 I Can Do It!
Goal: I can use positive self-talk.				
I can tell _____ examples of negative self-talk.				
I can tell _____ examples of positive self-talk.				
I can know when I have negative self-talk and tell myself to "stop."				
I can change a negative thought into a positive thought.				

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FREEBIE!

Social Skills Rubrics: Self-Esteem

Thanks for purchasing this product!



These rubrics were designed to help counselors, teachers, social workers, or SLPs keep track of a student's progress on self-esteem goals. The set includes 5 rubrics in both a teacher and student version (for a total of 10 rubrics).

Rubrics are presented in PDF.

This pack contains the following skills:

- Positive Self-Talk
- Goal Setting
- Understanding Strengths
- Dealing with Peer Pressure
- Dealing with Mistakes

These rubrics work great with the [Social Skills Card Packs](#)! I also have many [other rubric packs available](#).



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Also
Check
Out:



Yearly Planner Binder
Escape from Anger Volcano Game
Social Superstar Game

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Credits

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Kevin & Amanda
www.kevinandamanda.com

Student: _____

Positive Self-Talk

Goal: I can use positive self-talk.	 I Need A Lot of Help	 I'm Learning	 I Need A Little Help	 I Can Do It!
I can tell ___ examples of negative self-talk.				
I can tell ___ examples of positive self-talk.				
I can know when I have negative self-talk and tell myself to "stop."				
I can change a negative thought into a positive thought.				





Student: _____

Positive Self-Talk

Goal: Student can differentiate between positive and negative self-talk and use positive self-talk when needed.	0-40%	40-60%	61-80%	81% +
	Needs Support	Progressing	Meets Standards	Exceeds Standards
Student can give ____ examples of negative self-talk.				
Student can give ____ examples of positive self-talk.				
Student can acknowledge their own negative self-talk and stop themselves when having negative self-talk.				
Student can change a negative thought into a positive, more rational thought.				

Student: _____

Goal Setting

Goal: I can set and work toward short, medium, and long-term goals.	 I Need A Lot of Help	 I'm Learning	 I Need A Little Help	 I Can Do It!
I can tell ___ short-term goals and ___ long-term goals.				
I can tell some people who can help me with my goals.				
I can come up with a plan to meet each of my goals.				
I can work toward meeting each of my goals.				





Student: _____

Goal Setting

Goal: Student can set and work toward short, medium, and long-term goals.	0-40%	40-60%	61-80%	81% +
	Needs Support	Progressing	Meets Standards	Exceeds Standards
Student can describe ___ short-term and ___ long-term goals.				
Student can list ___ individuals who can help them achieve each of their goals.				
Student can develop a plan to work toward achieving each of their goals.				
Student can take steps to work toward achieving each of their goals.				

Student: _____

Understanding Strengths

Goal: I can know my own strengths and weaknesses.	 I Need A Lot of Help	 I'm Learning	 I Need A Little Help	 I Can Do It!
I can tell about ___ skills or talents that I have.				
I can tell about ___ things that are difficult for me.				
I can tell about ___ ways I can use my skills and talents to help me succeed.				
I can list ___ people who can help me get better at the things that are difficult for me.				





Student: _____

Understanding Strengths

Goal: Student differentiate between their strengths and weaknesses and use their personal strengths to their advantage.	0-40%	40-60%	61-80%	81% +
	Needs Support	Progressing	Meets Standards	Exceeds Standards
Student can describe ____ personal strengths.				
Student can describe ____ personal weaknesses.				
Student can describe ____ ways in which their personal strengths can help them in everyday life or their future.				
Student can list ____ individuals who can help them improve their weaknesses.				

Student: _____

Dealing with Peer Pressure

Goal: I can deal with peer pressure.	 I Need A Lot of Help	 I'm Learning	 I Need A Little Help	 I Can Do It!
I can tell ___ examples of negative peer pressure.				
I can tell ___ examples of positive peer pressure.				
I can tell ___ ways to deal with negative peer pressure.				
I can show ___ ways to deal with negative peer pressure.				





Student: _____

Dealing with Peer Pressure

Goal: Student can resist negative peer pressure.	0-40%	40-60%	61-80%	81% +
	Needs Support	Progressing	Meets Standards	Exceeds Standards
Student can list ____ examples of negative peer pressure.				
Student can list ____ examples of positive peer pressure.				
Student can list ____ strategies or statements that can be used to resist negative peer pressure.				
Student can demonstrate ____ strategies to resist negative peer pressure.				

Student: _____

Dealing with Mistakes

Goal: I can stay calm and learn from my mistakes.	 I Need A Lot of Help	 I'm Learning	 I Need A Little Help	 I Can Do It!
I can tell ____ ways of how mistakes can help me.				
I can stay calm when I make a mistake.				
I can apologize if I hurt someone by mistake.				
I can think of ways to learn from my mistake.				

Student: _____

Dealing with Mistakes

Goal: Student can deal with their own mistakes in age-appropriate ways.	0-40%	40-60%	61-80%	81% +
	Needs Support	Progressing	Meets Standards	Exceeds Standards
Student can describe ____ examples of how mistakes can be helpful.				
Student can stay calm after making a mistake.				
Student can apologize if necessary after making a mistake.				
Student can brainstorm ways of avoiding their mistake or learning from it in the future.				