[Teacher Name]
[Grade Level]
[Quarter, Year]

Class Ratings	Follow Multi-Step Directions	Completes Work Independently	Displays Respectful Behavior Towards Peers and Adults	Displays Whole Body Listening	Demonstrates Problem-Solving Skills with Peers
For each student, rate how often they demonstrate the five skill sets.	**3 -----** Follows 2–3 step directions independently. Begins tasks after directions are given. Uses strategies such as listening, watching, self-talk, or asking clarifying questions. **2** ----- Follows multi-step directions with occasional reminders or visual support. May need directions repeated or broken into smaller steps. **1** ----- Frequently misses steps, starts before listening fully, forgets what to do next, or needs repeated adult prompting to continue. **0** ----- Does not follow directions consistently, even with support. Difficulty significantly interferes with learning, transitions, safety, or classroom routines.	3 ----- Begins work in a timely manner, stays on task, tries before asking for help, and completes expected work independently. 2 ----- Completes work with occasional check-ins, encouragement, redirection, or help getting started. 1 ----- Frequently avoids, delays, abandons, or rushes through work. Needs repeated adult support to begin, continue, or finish tasks. 0 ----- Rarely completes expected work without significant adult support. Work avoidance or task refusal is impacting academic progress or classroom functioning.	3 ----- Uses kind words and actions. Responds respectfully to adults and peers. Accepts feedback or correction appropriately. 2 ----- Usually respectful but may need reminders about tone, words, personal space, sharing, or following adult directions. 1 ----- Frequently argues, interrupts, uses unkind words, refuses directions, invades personal space, or struggles to accept feedback. 0 ----- Behavior significantly disrupts relationships, learning, or safety. Student needs intensive support to interact safely and respectfully with others.	3 ----- Shows listening with eyes, ears, brain, and body. Attends during lessons, group time, directions, and discussions. 2 ----- Listens with occasional reminders. May need proximity, visuals, movement breaks, or redirection to stay engaged. 1 ----- Frequently appears distracted, interrupts, talks over others, moves away from the group, or misses important information. 0 ----- Difficulty listening and attending significantly interferes with participation, safety, or learning, even with adult support.	3 ----- Can calm down, say the problem, think of solutions, consider consequences, and choose a safe and respectful solution. 2 ----- Can problem-solve with some adult coaching, reminders, or sentence starters. 1 ----- Frequently needs adult help to solve peer conflicts. May blame, escalate, shut down, grab, yell, argue, or walk away without solving the problem. 0 ----- Peer conflicts are frequent, intense, or unsafe. Student is not yet able to use problem-solving steps even with support.

Students	Rating	Rating	Rating		
Name	Select a score	Select a score	Select a score	Select a score	Select a score
	Select a score	Select a score	Select a score	Select a score	Select a score
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	Select a score	Select a score	Select a score	Select a score	Select a score
	Select a score	Select a score	Select a score	Select a score	Select a score

Rating Scale

3	Consistently Demonstrates Skill	Student demonstrates this skill independently across settings with minimal adult support.
2	Developing Skill :	Student demonstrates this skill with occasional reminders, reteaching, or adult support.
1	Needs Frequent Support :	Student requires frequent reminders, reteaching, prompting, or adult support to demonstrate this skill.
0	Intensive Support Needed :	Student is not yet demonstrating this skill consistently, even with adult support, and the concern is significantly impacting learning, safety, relationships, or classroom participation.

Referral Decision Guide

Classroom Reteaching / Tier 1 Support :

Consider when: Student scores mostly 2s, with no 0s.

Recommended supports:

Reteach classroom expectations
Use visual reminders
Provide clear directions and check for understanding
Model and practice expected behavior
Reinforce skill use positively
Use consistent language from Second Step, Hornet Way, and classroom routines

Tier 2 / Counselor Check-In / Small Group

Consider when: Student scores 1 in one or more areas for multiple weeks, or the same concern is seen across settings.

Recommended supports:

Counselor check-in
Small group instruction
Skill-specific intervention
Home-school communication
Visual goal card
Daily or weekly progress monitoring
Collaboration with specials, recess, lunch, or support staff
Problem-Solving Team / Student Support Referral

SST Referral

Consider when: Student scores 0 in any area, or scores multiple 1s and the concerns are impacting learning, relationships, safety, or emotional regulation.

Recommended next steps:

Collect behavior and skill data

Consult with counselor, teacher, interventionist, and administrator
Consider family input
Develop a targeted support plan
Monitor progress over time