

## 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.

This 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 student or teacher working with the student is able to 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 (or you can use the word sometimes, often and most of the time) and includes images of a tree's development to help students better visualize their growth. We suggest using the tool to set goals for growth in applying the Concepts. The teacher could determine the concepts that the students need to work on or could decide that collaboratively with the student; families can also be included in this process. If your school uses a different evaluation system (a 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](mailto:teacherhelp@randomactsofkindness.org)

## How to Use this Tool

1. Assessment happens three times a year, in the fall, winter and spring or at the start, middle or end of the semester.
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. Notice the images for each level (seed, sapling, tree) so you can visualize the growth process between the different levels as you learn the kindness skills.
4. Complete the Reflection on the Kindness Concepts on pp. 3-6. Check the boxes that apply and circle the areas where growth is needed, 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. This can be done independently or with a teacher. Note to teacher: consider laminating the sheets with the Concepts (or even cutting them into strips) for ease of use.
5. Using the Reflection, select the three Kindness Concepts that are their strengths and the two that they need to work on.
6. Complete the self-assessment on p. 7. First, write your strengths, circle the tree image that applies to how often you show the strength and write examples of how you show this strength. Then, write the concepts you need to work on, how you plan to do this, when you know you have reached your goal and by when.
7. The self-assessment should take about 20 – 30 minutes. Note to teacher: Depending on the student and how you use the self-assessment, follow up will differ. For example, the teacher, counselor, special education teacher, etc. may check in with the student each day, once a week, twice a week or once a month to monitor goals. Also consider involving the family during the self-assessment, check-ins, follow-up conferences, etc.

## Part I: Student Self-Assessment Rubric

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

## 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: *Expressing yourself effectively and standing up for your point of view, while also respecting the rights and beliefs of others.***

**Essential Elements:**

- I listen and speak effectively.
- I create healthy friendships where I speak up and also listen.
- I stay calm while communicating my ideas.
- Any others? \_\_\_\_\_

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

**Essential Elements:**

- I use words that show I care.
- I understand that my words and actions impact others.
- I feel interested in the well-being of others.
- Any others? \_\_\_\_\_

**Compassion: *Feeling empathy for and/or a desire to help another.***

**Essential Elements:**

- I use words that show empathy.
- Other people's feelings or situations impact me.
- I pay attention to the needs of others
- I try to help others in a way they want to be helped.
- Any others? \_\_\_\_\_

**Fairness: *Treating people in a way that does not favor some over others; acting justly with kindness.***

**Essential Elements:**

- I try to include others.
- I act without prejudice or bias toward other people.
- I act justly toward others.
- I try to make sure people have what they need.
- Any others? \_\_\_\_\_

**Gratitude: *Being thankful when someone has shown you kindness or caring; not taking anything for granted.***

**Essential Elements:**

- I tell others thank you when they have done something kind for me.
- I show how thankful I am to others through my actions.
- I appreciate everyday things.
- Any others? \_\_\_\_\_

**Helpfulness: *Giving aid or support to those in need.***

**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? \_\_\_\_\_

**Integrity: Acting in a truthful way, behaving properly when no one is watching.**

**Essential Elements:**

- Doing what I know is right.
- I try to be honest and do what I know is right.
- I try to be honest and make good choices in school.
- Any others? \_\_\_\_\_

**Perseverance: Keep going in spite of difficulties or obstacles, not giving up.**

**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: Acknowledging the value of other people, animals or spaces; honoring the rights, feelings and wishes of others.**

**Essential Elements:**

- I am aware of how I act toward people, animals and things.
- I use words that respect people.
- I act in a way that honors people.
- I treat others the way I want to be treated.
- I encourage others to show respect.
- Any others? \_\_\_\_\_

**Responsibility: *Recognizing the right thing to do and then doing it. Being trustworthy and dependable.***

**Essential Elements:**

- I do what I say I am going to do at school.
- I do what I say I am going to do at home.
- I am honest and do the right thing.
- Any others? \_\_\_\_\_

**Self-Care: *Caring for yourself mentally, physically, emotionally and socially through your words and actions.***

**Essential Elements:**

- I know some ways to be kind to myself.
- I ask for help when I need it.
- I forgive myself when I make a mistake.
- I understand how my feelings can impact my behavior.
- Any others? \_\_\_\_\_

**Self-Discipline: *Controlling one's words or actions to reach a plan or goal, even when tempted to do something else.***

**Essential Elements:**

- I can stop myself from acting towards others in ways I know aren't right.
- I control my feelings and actions.
- I work hard on things that are important to me.
- Any others? \_\_\_\_\_

## Part III: Student Self-Assessment Tool

Assessment: 1 2 3

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 then 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 one)		
		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.			