



SSIS™ SEL
Social-Emotional Learning Edition

SSIS™ SEL Edition Student Form
Social Skills Improvement System™ Social-Emotional Learning Edition
Score Summary Report
Frank M. Gresham, PhD & Stephen N. Elliott, PhD

Student Information

ID: 112233445566
Name: Jane A Sample
Gender: Female
Birth Date: 12/22/2006
Age: 9:9
Grade: 2nd Grade
School/Center: Sample School

Test Information

Test Date: 09/23/2016
Norm Group: Gender-Specific (Female)
Confidence Interval: 95%
Administration Language: English

Additional Comments: Example of text appearing in the comments



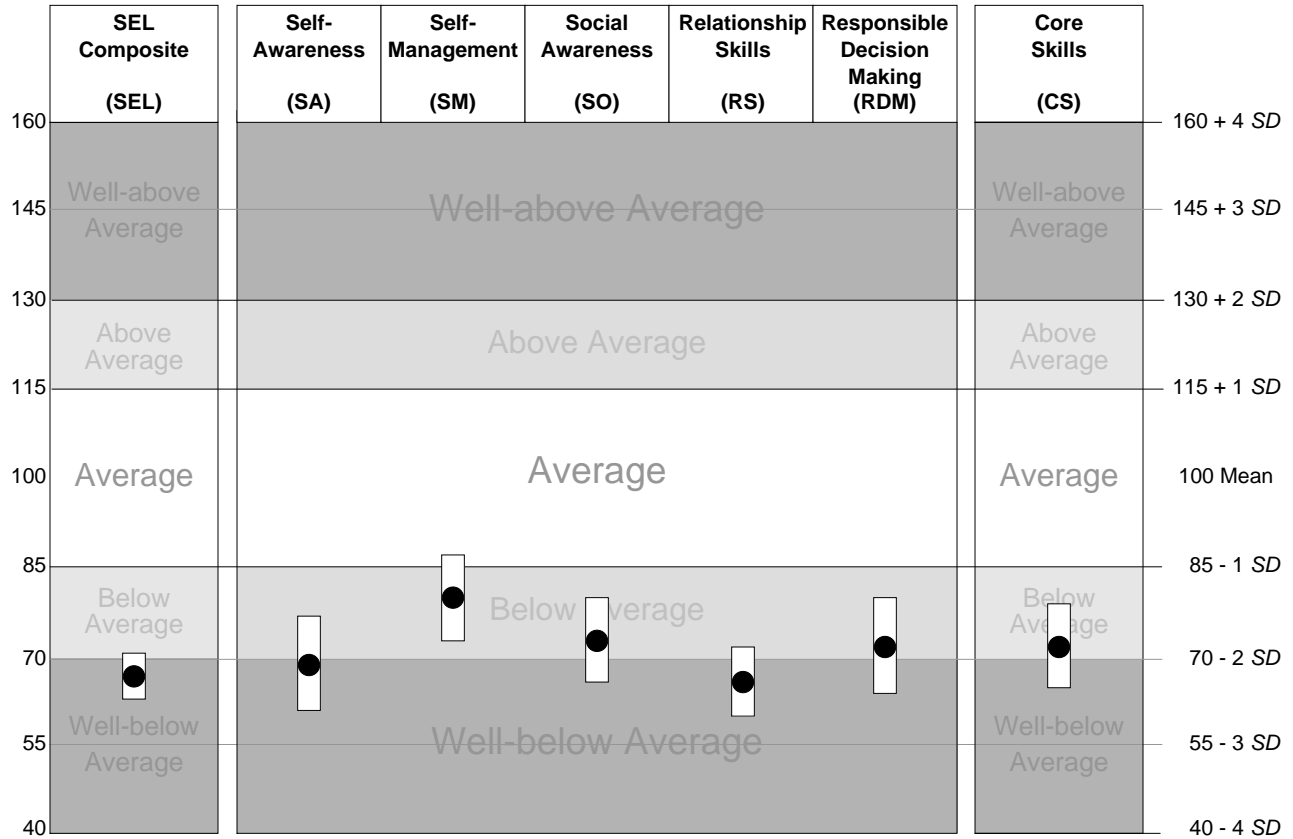
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[1.0 / RE1 / QG1]

Score Profile



Score Table

	SEL	SA	SM	SO	RS	RDM	CS
Standard Score	67	69	80	73	66	72	72
Confidence Interval	63-71	61-77	73-87	66-80	60-72	64-80	65-79
Percentile Rank	3	3	10	6	3	5	5
Raw Score	360	12	12	9	20	8	15

Response Pattern Index: Raw Score = 33, Acceptable

SCORE SUMMARY

This report is based on the respondent's rating of Jane's social-emotional behavior using the SSIS SEL Edition Student Form. The narrative and performance levels in this report are based on scores obtained using Gender-Specific norms.

The SSIS SEL Edition Student Form measures students' social-emotional skills. The social-emotional skills represent five competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Scores are provided for each of the five SEL competencies. In addition, scores are provided for the SEL Composite scale, representing an overall index of social-emotional functioning, as well as for the Core Skills scale, a score that represents functioning on 10 core social-emotional skills. Raw scores are provided, along with standard scores ($M = 100$, $SD = 15$) and percentile ranks. Higher scores indicate higher, more desirable levels of functioning.

SEL Composite

Jane's SEL Composite scale standard score is 67, with a 95% confidence interval range of 63 to 71 and a percentile rank of 3. Her score falls in the Well-below Average interpretive range. Scores in this range typically indicate significant problems with overall social-emotional functioning. Students at this level will typically exhibit very few of the basic SEL competency skills and likely will experience co-occurring academic difficulties. Students at this level require intensive social-emotional skills instruction that focuses on the basic expectations for each competency. Initially, such instruction might need to be done individually or with only one other student, in an effort to teach basic skills and increase opportunities to respond.

Self-Awareness

Jane's Self-Awareness standard score is 69, with a 95% confidence interval range of 61 to 77 and a percentile rank of 3. Her score falls in the Well-below Average interpretive range. Scores in this range typically indicate significant problems with self-awareness skills. Students at this level generally demonstrate few self-awareness skills and are unable to recognize their emotions and how they can influence behavior. They are unable to assess their strengths and weaknesses and describe their feelings. Students at this level are in need of additional instruction to develop basic self-awareness skills.

Self-Management

Jane's Self-Management standard score is 80, with a 95% confidence interval range of 73 to 87 and a percentile rank of 10. Her score falls in the Below Average interpretive range. Scores in this range typically indicate problems with self-management skills. Students at this level generally demonstrate problems staying calm in a variety of situations and ignoring distractions from others. They may have difficulty setting basic goals and achieving them, and they may require prompts or reminders to do the things that are expected of them. Students at this level are likely in need of additional instruction to develop their self-management skills.

Social Awareness

Jane's Social Awareness standard score is 73, with a 95% confidence interval range of 66 to 80 and a percentile rank of 6. Her score falls in the Below Average interpretive range. Scores in this range typically indicate problems with social awareness skills. Students at this level have difficulty recognizing and/or understanding how others feel, and they may experience problems offering support to others when needed. They may not consistently follow rules or act fairly with others. They may also have difficulty recognizing support and resources from others that are available to them. Students at this level are likely in need of additional instruction to develop their social awareness skills.

Relationship Skills

Jane's Relationship Skills standard score is 66, with a 95% confidence interval range of 60 to 72 and a percentile rank of 3. Her score falls in the Well-below Average interpretive range. Scores in this range typically indicate significant problems with relationship skills. Students at this level have significant problems forming relationships with others. They struggle with communicating with others and are viewed as uncooperative. Students at this level are in need of additional instruction to develop their relationship skills.

Responsible Decision Making

Jane's Responsible Decision Making standard score is 72, with a 95% confidence interval range of 64 to 80 and a percentile rank of 5. Her score falls in the Below Average interpretive range. Scores in this range typically indicate problems with making good decisions. Students at this level make decisions about personal behavior that are often not consistent with social norms and expectations. They may not demonstrate accountability for their choices and behavior, and they may not consistently respect rules and adhere to them. Students at this level are likely in need of additional instruction to develop their decision-making skills.

Core Skills

Jane's Core Skills standard score is 72, with a 95% confidence interval range of 65 to 79 and a percentile rank of 5. Her score falls in the Below Average interpretive range. Scores in this range typically indicate students who are experiencing problems with the core social-emotional skills. Students at this level may benefit from additional instruction to further improve their general social-emotional functioning.

Skill Development Opportunities

Note: Item Content are not included in the following table for copyright protection.

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making

ITEM RESPONSES BY SCALE

Note: Content from Pages 5-6 (Item Responses by Scale) are not included in this sample report for copyright protection.

CLASSWIDE INTERVENTION PROGRAM STRATEGIES

Note: Item Content are not included in the following tables for copyright protection.

Self-Awareness

Behavior Level: Well-below Average
 CIP Skill Units to Consider: 5, 11, 22

	CIP Unit
Performance Deficits	
	1
	13
Acquisition Deficits	
	2
	11
	3

Self-Management

Behavior Level: Below Average
 CIP Skill Units to Consider: 1, 3, 4, 8, 13, 18

	CIP Unit
Performance Deficits	
	4
	8
Acquisition Deficits	
	8
	8
	1

Social Awareness

Behavior Level: Below Average
 CIP Skill Units to Consider: 10, 19, 20

	CIP Unit
Performance Deficits	
Acquisition Deficits	
	10
	20
	20
	20

Relationship Skills

Behavior Level: Well-below Average

CIP Skill Units to Consider: 2, 6, 7, 16, 17, 21

	CIP Unit
Performance Deficits	
	7
	7
	6
	17
	7
	2
	16
	7
Acquisition Deficits	
	7
	16

Responsible Decision Making

Behavior Level: Below Average

CIP Skill Units to Consider: 9, 12, 14, 15, 23

	CIP Unit
Performance Deficits	
	9
	9
Acquisition Deficits	
	12

End of Report

ITEM RESPONSES

1: 0	2: 2	3: 3	4: 1	5: 1	6: 1	7: 3	8: 2	9: 0	10: 2
11: 3	12: 1	13: 2	14: 3	15: 0	16: 1	17: 2	18: 2	19: 3	20: 3
21: 1	22: 2	23: 0	24: 0	25: 0	26: 0	27: 0	28: 1	29: 0	30: 1
31: 0	32: 3	33: 3	34: 1	35: 3	36: 2	37: 0	38: 2	39: 1	40: 1
41: 2	42: 1	43: 1	44: 0	45: 0	46: 1				