



## Protective Factors Index/ CBA Student Report Card Instructions

### **Purpose of CBA Protective Factors Index and Student Report Card**

Success factors are characteristics and behaviors that reflect positive internal growth. Research shows that development of these success factors increases the likelihood of school success. The Protective Factors Index (PFI) is based on the CBA constructs and is designed to identify aspects of student learning and behavior that are significantly related to student achievement and well-being.

Many schools have student report cards that contain a section on social-emotional learning (SEL) and metacognitive skill development. This section records teachers' assessments about students in terms of areas critical to student development and learning (e.g., good study habits, responsive in class). The CBA Report can be used to develop, enhance or replace this section on your school's report card.

The PFI is a teacher-rated scale. Teachers complete the PFI template for each student by using a behaviorally-anchored rubric to make reliable ratings at the end of each student grading (report card) period. The results are included on, or in conjunction with, the students' report card (e.g., quarterly). This provides an ongoing assessment of students' status across the school year and from year to year. Counselors, teachers and parents use the data to identify students' social-emotional and metacognitive learning needs that require their attention.

The PFI described in this document is for elementary school students. Work is currently being done to develop a PFI for middle and high school students. It is recommended that you begin your development of a PFI for your school using the indicators (Appendix A), rubric (Appendix B) and teacher-rated worksheet (Appendix C).

For more information on the PFI and CBA Student Report Card, or to conduct a pilot program using the PFI approach, contact Dr. John C. Carey, Director of the Ronald H. Fredrickson Center for School Counseling Outcome Research and Evaluation (CSCORE). CSCORE is looking for schools that are interested in participating in PFI validation studies.

For articles on a CBA student report card pilot program, see the following:

- Jay's article
- Karen's article

<p><b>Step-by-Step Instructions for Completing the Template</b></p>
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<b>Step</b>	<b>Action Steps</b>	<b>Description</b>
1	Assemble a CBA Report Card Development Team	– Assemble a team of school counselors, teachers and others to develop a CBA Report Card.
2	Review Appendices A, B, and C	<ul style="list-style-type: none"> <li>– Appendix A contains sample indicators that can be used on a CBA student report card.</li> <li>– Appendix B is a rubric that can be used by teachers to accurately reflect a student’ status related to each indicator.</li> <li>– Appendix C is a worksheet that teachers can use to record their codes for individual students over the course of the year. Copies of these completed forms can be used as source documents to input data into a computer.</li> <li>– You may wish at some point to change the language to more accurately reflect your students’ needs and/or the data you want to collect.</li> </ul>
3	Establish processes for using the appendices	<ul style="list-style-type: none"> <li>+ Establish processes that will enable teachers to use the PFI to assess student’s social-emotional and metacognitive development.</li> <li>+ Establish processes that will ensure the data results are disseminated with the student report cards.</li> <li>+ Establish processes that will enable school counselors to use the data to guide students’ learning plans.</li> </ul>
4	Complete the PFI Worksheets at the end of each reporting period	+ Enter the data into an electronic student data system for each access and retrieval.
5	Report data	Compile and report PFI data that is disaggregated and reveals patterns in student leaning related to their social-emotional and metacognitive development.
6	Evaluate the implementation and impact of the PFI	Evaluate how well the PFI system is working on an ongoing basis, making adjustments as needed.

While the primary purpose of the CBA Report Card is to provide information to students and parents, it has other uses. For example, report card information can be used to identify students who need help and to plan needed school counseling activities and interventions for them.

**Appendix A**

# **Sample CBA Section of a 3rd Grade Report Card**

## **Instructions**

Success factors are characteristics and behaviors that reflect positive internal growth. Research shows that development of these success factors increases likelihood of school success.

<b>Success Factors</b>	<b>Struggling</b>	<b>On Target</b>	<b>Exceeded Target</b>
Engages in class activities			
Demonstrates an eagerness to learn			
Demonstrates perseverance in completing tasks			
Exhibits positive and optimistic behavior			
Identifies academic strengths and abilities			
Identifies personal feelings			
Identifies personal strengths and abilities			
Identifies things he/she is interested in learning			
Identifies things that he/she values			
Demonstrates the ability to self-regulate actions and emotions			
Demonstrates resilience after setbacks			
Uses learning strategies effectively			
Makes productive use of classroom time			
Works collaboratively in groups of various sizes			
Seeks assistance when necessary			
Respects and accepts authority			
Forms respectful, equitable relationships with peers			

“On target” behavioral indicators are defined in the teacher rubric. Students identified as not demonstrating on target behavior are rated as struggling. Students who demonstrate a level of mastery beyond basic proficiency are rated as exceeding target.

## Appendix B

# Protective Factor Index Rubric

### Motivation

Items	On Target Behavioral Indicators		
K-5	K-1	2- 3	4-5
Engages in class activities	<ul style="list-style-type: none"> <li>- Actively participates in class activities</li> <li>- Completes tasks in a reasonable amount of time</li> </ul>	<ul style="list-style-type: none"> <li>- Takes learning risks</li> <li>- Actively listens and responds during class discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Actively participates in class activities even when he/she does not consider them to be fun</li> <li>- Actively listens and responds to gain understanding</li> <li>- Recognizes quality and can evaluate own work and work of others</li> </ul>
Demonstrates an eagerness to learn	<ul style="list-style-type: none"> <li>- Shows initiative</li> <li>- Willingly tries new strategies and applies new learning</li> <li>- Listens attentively to gain understanding</li> <li>- Displays an enthusiasm for learning</li> </ul>	<ul style="list-style-type: none"> <li>- Recognizes quality and can evaluate own work</li> <li>- Takes learning risks</li> <li>- Shows initiative</li> <li>- Willingly tries new strategies and applies new learning</li> </ul>	<ul style="list-style-type: none"> <li>- Sets and strives towards learning goals</li> <li>- Willingly tries new strategies and applies new learning</li> <li>- Uses class time effectively</li> </ul>

<b>Items</b>	<b>On Target Behavioral Indicators</b>		
<b>K-5</b>	<b>K-1</b>	<b>2- 3</b>	<b>4-5</b>
Demonstrates perseverance in completing tasks	<ul style="list-style-type: none"> <li>- Makes a sincere effort and works hard in class</li> <li>- Checks tasks for accuracy and completeness</li> </ul>	<ul style="list-style-type: none"> <li>- Motivates him/herself to do things that are not necessarily fun</li> <li>- Shows evidence of sustained effort on difficult tasks in all subjects</li> </ul>	<ul style="list-style-type: none"> <li>- Produces a variety of options in solving problems</li> <li>- Keeps working on a task until completion with accuracy in the allotted time in all subjects</li> <li>- Completes homework with quality and effort</li> </ul>
Exhibits positive and optimistic behavior	<ul style="list-style-type: none"> <li>- Shows a positive attitude toward school</li> </ul>	<ul style="list-style-type: none"> <li>- Shows a positive attitude toward school</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates feeling of hopefulness and sees the connection to success in school</li> <li>- Can describe a positive vision of the future</li> </ul>

**Self-Direction**

<b>Items</b>	<b>On Target Behavioral Indicators</b>		
<b>K-5</b>	<b>K-1</b>	<b>2-3</b>	<b>4-5</b>
Demonstrates the ability to self-regulate actions and emotions	<ul style="list-style-type: none"> <li>- Regulates behavior appropriately</li> <li>- Raises hand appropriately and demonstrates self-control while waiting to be called on</li> <li>- Can work independently</li> <li>- Demonstrates an awareness of personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>- Knows and is able to use at least one strategy to calm themselves when they are anxious or upset</li> <li>- Displays self-control in structured and unstructured settings</li> <li>- Begins and finishes work on time</li> </ul>	<ul style="list-style-type: none"> <li>- Stays on task and ignores distractions</li> <li>- Follows classroom routines and adjusts to transitions</li> <li>- Able to ask relevant questions</li> <li>- Follows classroom and school rules</li> <li>- Exercises self-control in unstructured settings</li> </ul>

<b>Items</b>	<b>On Target Behavioral Indicators</b>		
<b>K-5</b>	<b>K-1</b>	<b>2-3</b>	<b>4-5</b>
Demonstrates resilience after setbacks	<ul style="list-style-type: none"> <li>- Able to rebound from disappointments, setbacks and failures in a reasonable amount of time</li> <li>- Demonstrates the ability to self-regulate negative emotions</li> </ul>	<ul style="list-style-type: none"> <li>- Able to rebound from disappointments, setbacks and failures and continues to work towards a goal</li> </ul>	<ul style="list-style-type: none"> <li>- Able to rebound from disappointments, setbacks and failures and continues to work towards a goal</li> </ul>
Uses learning strategies effectively	<ul style="list-style-type: none"> <li>- Stays on track and ignores distractions</li> <li>- Responds appropriately to verbal/non-verbal instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Stays on task and ignores distractions</li> <li>- Seeks/accepts assistance when necessary</li> <li>- Makes productive use of class time</li> </ul>	<ul style="list-style-type: none"> <li>- Uses an agenda effectively to manage assignment completion</li> </ul>
Makes productive use of classroom time	<ul style="list-style-type: none"> <li>- Uses materials appropriately</li> <li>- Takes care of materials and belongings</li> <li>- Takes the time to produce neat work</li> </ul>	<ul style="list-style-type: none"> <li>- Organizes workspace and materials</li> <li>- Takes care of materials and belongings</li> <li>- Checks tasks for accuracy and completeness</li> </ul>	<ul style="list-style-type: none"> <li>- Uses time constructively</li> <li>- Takes care of materials and belongings</li> <li>- Checks tasks for accuracy and completeness</li> </ul>

**Self-Knowledge**

<b>Items</b>	<b>On Target Behavioral Indicators</b>		
<b>K-5</b>	<b>K-1</b>	<b>2-3</b>	<b>4-5</b>
Identifies personal feelings	<ul style="list-style-type: none"> <li>- Identifies own personal feelings</li> <li>- Can appropriately express their feelings</li> </ul>	<ul style="list-style-type: none"> <li>- Able to identify and express their feelings in a given situation</li> <li>- Takes responsibility for their actions and does not blame others</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies the impact of his/her actions on others</li> <li>- Able to verbalize or write their feelings about a situation appropriately</li> </ul>

**Elementary Teacher PFI Rubric and Report Card**

<b>Items</b>	<b>On Target Behavioral Indicators</b>		
<b>K-5</b>	<b>K-1</b>	<b>2-3</b>	<b>4-5</b>
Identifies personal strengths and abilities	<ul style="list-style-type: none"> <li>- Identifies personal academic strengths</li> <li>- Can identify at least one activity they enjoy</li> </ul>	<ul style="list-style-type: none"> <li>- Able to describe their academic strengths and weaknesses</li> <li>- Able to describe ways that their personality is different from their friends</li> </ul>	<ul style="list-style-type: none"> <li>- Takes responsibility/does not blame others</li> <li>- Able to make academic choices in the best interest of their learning</li> </ul>
Identifies things he/she is interested in learning	<ul style="list-style-type: none"> <li>- Identifies favorite/least favorite subjects</li> <li>- Identifies activities he/she enjoys when given choices</li> </ul>	<ul style="list-style-type: none"> <li>- Able to describe at least one activity/special strength outside of academics that they enjoy</li> <li>- Demonstrates the ability to name their most and least favorites subjects at school</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies their own academic strengths</li> <li>- Demonstrates awareness of one career that relates to their favorite subject</li> </ul>
Identifies things he/she values	<ul style="list-style-type: none"> <li>- Identifies human qualities that they value</li> <li>- Identifies qualities that they value in a friend</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies qualities that they value in a friend</li> <li>- Able to identify good vs. bad habits and qualities</li> <li>- Able to make a morally or ethically "right" decision when faced with a choice</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies their role in decision making</li> <li>- Able to make a morally or ethically "right" decision when faced with a choice</li> </ul>

**Relationships**

<b>Items</b>	<b>On Target Behavioral Indicators</b>		
<b>K-5</b>	<b>K-1</b>	<b>2-3</b>	<b>4-5</b>
Works collaboratively in groups of various sizes	<ul style="list-style-type: none"> <li>- Collaborates well with others</li> <li>- Interacts appropriately with peers</li> <li>- Contributes ideas in a group</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with others to achieve mutual goals</li> <li>- Shows respect for others by listening to their ideas/opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Participates appropriately in peer activities</li> <li>- Works without disrupting others</li> <li>- Agrees or disagrees with others in a respectful manner</li> </ul>

**Elementary Teacher PFI Rubric and Report Card**

<b>Items</b>	<b>On Target Behavioral Indicators</b>		
<b>K-5</b>	<b>K-1</b>	<b>2-3</b>	<b>4-5</b>
Seeks assistance when necessary	<ul style="list-style-type: none"> <li>- Able to identify when help is needed and to seek help from appropriate sources</li> </ul>	<ul style="list-style-type: none"> <li>- Able to identify when help is needed and to seek help from appropriate sources</li> </ul>	<ul style="list-style-type: none"> <li>- Able to identify when help is needed and to seek help from appropriate sources</li> </ul>
Respects and accepts authority	<ul style="list-style-type: none"> <li>- Interacts appropriately with adults</li> <li>- Follows teacher directions</li> <li>- Accepts constructive feedback</li> <li>- Treats school property with care</li> </ul>	<ul style="list-style-type: none"> <li>- Interacts appropriately with adults</li> <li>- Follows teacher directions without questioning his/her authority</li> <li>- Accepts constructive feedback</li> <li>- Treats school property with care</li> </ul>	<ul style="list-style-type: none"> <li>- Interacts appropriately with adults</li> <li>- Follows teacher directions without questioning his/her authority</li> <li>- Accepts constructive feedback</li> <li>- Treats school property with care</li> </ul>
Forms respectful, equitable relationships with peers	<ul style="list-style-type: none"> <li>- Shows respect for others by listening to their ideas and opinions</li> <li>- Responds to conflict appropriately</li> <li>- Shows courtesy to others</li> <li>- Can be supportive to peers</li> <li>- Engages in play with peers</li> </ul>	<ul style="list-style-type: none"> <li>- Agrees or disagrees with others in a respectful manner</li> <li>- Recognizes the feelings of others</li> <li>- Shows courtesy to others</li> <li>- Plays fairly with others</li> </ul>	<ul style="list-style-type: none"> <li>- Responds to conflict effectively</li> <li>- Shows respect and recognizes the feelings of others</li> <li>- Shares and receives ideas</li> <li>- Participates in group decision making about distributing work and completes what they were assigned.</li> <li>- Forms and maintains equitable relationships with peers</li> </ul>



## Appendix C

# CBA Student Report Card Teacher Rubric Scoring Worksheet

Student \_\_\_\_\_ Grade \_\_\_\_\_ Class \_\_\_\_\_ Teacher \_\_\_\_\_

**Instructions:** Maintain a scoring sheet for each student. Assign one of the following codes in the appropriate cells for each of the items listed below.

**1 = Struggling, 2 = On Target, 3 = Exceeds Target**

Construct	Item	Q1	Q2	Q3	Q4
<b>Motivation</b>	Engages in class activities				
	Demonstrates an eagerness to learn				
	Demonstrates perseverance in completing tasks				
	Exhibits positive and optimistic behavior				
<b>Self-Direction</b>	Demonstrates the ability to self-regulate actions and emotions				
	Demonstrates resilience after setbacks				
	Uses learning strategies effectively				
	Makes productive use of classroom time				
<b>Self-Knowledge</b>	Identifies personal feelings				
	Identifies personal strengths and abilities				
	Identifies things he/she is interested in learning				
	Identifies things he/she values				
<b>Relationships</b>	Works collaboratively in groups of various sizes				
	Seeks assistance when necessary				
	Respects and accepts authority				
	Forms respectful, equitable relationships with peers				

Success factors are characteristics and behaviors that reflect positive internal growth. Research shows that development of these success factors increases the likelihood of school success. “On target” behavioral indicators are defined in the teacher rubric. Students identified as not demonstrating on target behavior are rated as “Struggling.” “Exceeded Target” indicates performance beyond basic proficiency.