





BASEline Assessment Scoring Guide

BASEline is your SEL formative assessment tool for grades 6–12

 Use this scoring guide to unpack recommended interventions and courses you can expect students to be assigned based on score ranges inside each domain:

- Reliably assess students' strengths and needs in three domains reflective of the CASEL competencies: **behavior infractions, engagement, and protective factors**
- Utilize assessment results to automatically recommend suitable courses for individual student completion

 BASEline can be used as an effective benchmark to track SEL progress over time, while guiding educators with suggested course assignments that will propel SEL development and support whole-learner success.

Domain: Behavior Infractions

Items within this domain assess student perception of how often they get in trouble by breaking a rule, disrupting others, or treating people or property poorly. Items within this domain also assess positive/negative elements of self. **A lower score in this domain indicates growing need for intervention.**

Score Range	Intervention Type	Courses
0%-2.4%	This is usually a tier 3 student, and an individualized intervention pathway is recommended. It is likely this student has needs in other domains and building connections will be essential in their success.	<ul style="list-style-type: none"> ▪ All or Nothing Thinking ▪ Anger Management (if applicable)
2.5%- 5%	It is likely that this is a tier 3 student and percentiles in this range support the need for targeted intervention. Performance in other domains may indicate additional areas for support. Recommended courses with facilitated pro-social small group or individualized skill building can support success.	<ul style="list-style-type: none"> ▪ Coping Strategies ▪ Character traits ▪ Impulsive Decision-Making ▪ Irrational Thinking ▪ Learned Helplessness
6%-25%	It is likely that this is a tier 2 student, and scores in this range support the need for targeted intervention. Percentile ranks in other domains may indicate additional areas for support. Recommended courses with facilitated pro-social small group or individualized skill building can support success.	<ul style="list-style-type: none"> ▪ Primary and Secondary Impacts of Behavior ▪ Restorative practice ▪ Truancy (if applicable)

<p>26%-50%</p>	<p>This student could be considered as either a tier 2 or tier 1 student, depending on the context, and scores in this area support very specific contextual interventions. Percentile ranks in other domains may indicate additional areas for support. Recommended courses with facilitated pro-social small group or individualized skill building can support success.</p>	<p>For tier 2- see above course list For tier 1- utilize pacing guides</p>
<p>51%-100%</p>	<p>Students whose percentile is 51% or higher would benefit from the tier 1 pathway provided by grade band or courses woven into core curriculum as they continue to learn more about themselves, their goals, and the impact of their behavior on the world around them.</p>	<p>See Pacing Guides for:</p> <ul style="list-style-type: none"> ▪ Grade 6-8 ▪ Grade 9-12

Domain: Engagement

This domain assesses a student's perception of their ability to pay attention, meet norms and expectations related to effort and their like or dislike of being in school. **Higher percentile rankings equal higher engagement and lower intervention needs.**

Score Range	Intervention Type	Courses
<p>0%-25%</p>	<p>This is usually a tier 3 student, and an individualized intervention pathway is recommended. It is likely this student has needs in other domains and building connections will be essential in their success.</p>	<ul style="list-style-type: none"> ▪ Character Traits ▪ Future Goals ▪ Learned Helplessness ▪ Vision of Self
<p>26%-50%</p>	<p>It is likely that this is a tier 2 student and scores in this range support the need for targeted intervention. Percentile ranks in other domains may indicate additional areas for support. Recommended courses with facilitated pro-social small group or individualized skill building can support success.</p>	<ul style="list-style-type: none"> ▪ Character Traits ▪ Future Goals ▪ Learned Helplessness ▪ Vision of Self
<p>51%-100%</p>	<p>Students ranked at or above 51% would benefit from the tier 1 pathway provided by grade band or courses woven into core curriculum as they continue to learn more about themselves, their goals, and the impact of their behavior on the world around them.</p>	<p>See Pacing Guides for:</p> <ul style="list-style-type: none"> ▪ Grade 6-8 ▪ Grade 9-12

Domain: Protective Factors

Items in this domain assess a students' sense of self as well as their view of internal & external assets through two subdomains: **academic self-confidence and social connectivity**. Overall, items within this domain assess if students perceive they can persist through hard things, set and achieve goals, perform relative to their peers, assess perceptions of connection to others, and gauge if they possess a sense of control over their life.

Academic Self-Confidence Subdomain Scores – Academic Self-Confidence is best conceptualized as a student’s confidence in and satisfaction with their ability to achieve goals, perform relative to their peers, and control behavioral and emotional responses in difficult situations. **Higher percentile rankings in academic self – confidence equals lower intervention needs.**

Score Range	Intervention Type	Courses
0%-10%	This is usually a tier 3 student, and an individualized intervention pathway is recommended. It is likely this student has needs in other domains and building connections will be essential in their success.	<ul style="list-style-type: none"> ▪ Anxiety ▪ Healthy Communication ▪ Self Esteem ▪ Stress ▪ Vision of Self
11%-30%	It is likely that this student a tier 2 and scores in this range support the need for targeted intervention. Percentile ranks in other domains may indicate additional areas for support. Recommended courses with facilitated pro-social small group or individualized skill building can support success.	
31%-50%	It is likely that this student a tier 2 and scores in this range support the need for targeted intervention. Percentile ranks in other domains may indicate additional areas for support. Recommended courses with facilitated pro-social small group or individualized skill building can support success.	<p>For tier 2- see above course list</p> <p>For tier 1- utilize pacing guides</p>
51%-100%	Students with a percentile rank of 50% or higher would benefit from the tier 1 pathway provided by grade band or courses woven into core curriculum as they continue to learn more about themselves, their goals, and the impact of their behavior on the world around them.	<p>See Pacing Guides for:</p> <ul style="list-style-type: none"> ▪ Grade 6-8 ▪ Grade 9-12

Social Connectivity in School Subdomain Scores- Social Connectivity in School is best conceptualized as a student’s confidence in their ability to develop social connections within a school environment. **Higher percentile rankings in academic self – confidence equals lower intervention needs.**

Score Range	Intervention Type	Courses
0%-15%	This is usually a tier 3 student, and an individualized intervention pathway is recommended. It is likely this student has needs in other domains and building connections will be essential in their success.	<ul style="list-style-type: none"> ▪ Anxiety ▪ Coping Skills ▪ Healthy Communication ▪ Healthy Relationships
16%-30%	It is likely that this student is a tier 2 and scores in this area support the need for targeted intervention. Scores in other domains may indicate additional areas for support. Recommended courses with facilitated pro-social small group or individualized skill building can support success.	<ul style="list-style-type: none"> ▪ Anxiety ▪ Coping Skills ▪ Healthy Communication ▪ Healthy Relationships
31%-50%	It is likely that this is a tier 2 student and scores in this area support targeted intervention. Scores in other domains may indicate additional areas for support. Recommended courses with facilitated pro-social small group or individualized skill building can support success.	<p>For tier 2- see above course list</p> <p>For tier 1- utilize pacing guides</p>
51%-100%	Students with a percentile rank of 51% or higher would benefit from the tier 1 pathway provided by grade band or courses woven into core curriculum as they continue to learn more about themselves, their goals, and the impact of their behavior on the world around them.	<p>See Pacing Guides for:</p> <ul style="list-style-type: none"> ▪ Grade 6-8 ▪ Grade 9-12