**INTRODUCTION:** The following benchmarks are designed to assist staff in increasing social and emotional learning competence among all learners. It is not necessary to address all of the grade band benchmarks but to identify those that need greater focus. The goal is to be more intentional in how staff teach, reinforce, and cue learners to apply these skills.

Please see the [Social and Emotional Learning Competencies Appendix](https://dpi.wi.gov/sites/default/files/imce/sspw/SEL-Competencies-Guide-web.pdf) for more implementation options.

**HOW TO USE THE ASSESSMENT SCALE:** Assess current practice(s) using the three columns to the right of the benchmarks.

* Not yet addressed=this benchmark is not yet taught, cued, or reinforced
* Intermittently Addressed=this benchmark is taught, cued, and/or reinforced occasionally or when an opportunity presents itself
* Intentionally Addressed=this benchmark is taught, cued, and/or reinforced with thoughtful awareness and planning and utilizes one or more of the 4 Approaches identified by CASEL\*

After assessing current practice(s) identify the Priority Competencies that you wish to move to the Intentionally Addressed column.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Emotional Development** | | | | | |
| **Understand and manage one’s emotions** | | | Not Yet Addressed | Intermittently Addressed | Intentionally Addressed |
| **1** | Self-Awareness | Learners will be able to recognize and label a variety of complex graded emotions in self and others. |  |  |  |
| **2** | Self-Management | Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal). |  |  |  |
| **3** | Self-Management | Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger. |  |  |  |
| **4** | Focus Attention | Learners will be able to independently use organizational skills and strategies to focus attention in order to work toward short-term personal and academic goals. |  |  |  |
| **5** | Social-Awareness | Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity. |  |  |  |
| **6** | Social-Awareness | Learners will be able to recognize expressions of empathy in society and communities. |  |  |  |

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| **Self-Concept** | | | Not Yet Addressed | Intermittently Addressed | Intentionally Addressed |
| **Develop positive self-identity and recognize self as lifelong learner** | | |  |  |  |
| 7 | Self-Awareness | Learners will be able to use optimism and “growth mindset” to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop. |  |  |  |
| 8 | Self-Awareness | Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs. |  |  |  |
| 9 | Self-Awareness  Social-Awareness | Learners will be able to identify how family and culture impact their thoughts and actions. |  |  |  |
| 10 | Self-Management | Learners will be able to consistently set attainable, realistic goals, and persist until their goals are achieved. |  |  |  |
| 11 | Self-Awareness  Self-Management | Learners will be able to identify successes and challenges and how they can learn from them. |  |  |  |

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| **Social Competence** | | | Not Yet Addressed | Intermittently Addressed | Intentionally Addressed |
| **Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.** | | |  |  |  |
| 12 | Social-Awareness | Learners will be able to show respect for other people’s perspectives. |  |  |  |
| 13 | Social-Awareness | Learners will be able to reflect how cross-cultural experiences can influence their ability to build positive relationships. |  |  |  |
| 14 | Social-Awareness | Learners will be able to identify discrimination of individuals and groups based upon perceived differences. |  |  |  |
| 15 | Relationship Skills | Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships. |  |  |  |
| 16 | Relationship Skills | Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas. |  |  |  |
| 17 | Relationship Skills | Learners will be able to recognize and respond appropriately to constructive feedback. |  |  |  |
| 18 | Relationship Skills | Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements. |  |  |  |
| 19 | Relationship Skills | Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences. |  |  |  |
| 20 | Decision Making | Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of well-being for oneself and others. |  |  |  |
| 21 | Social-Awareness | Learners will be able to identify how social norms for behavior vary across different settings and within different cultures. |  |  |  |
| 22 | Decision Making Relationship Skills | Learners will be able to identify the impact of their decisions on personal safety and relationships. |  |  |  |
| 23 | Social-Awareness Relationship Skills | Learners will be able to advocate for themselves. |  |  |  |
| 24 | Decision Making  Social-Awareness  Relationship Skills | Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community. |  |  |  |

Implementation suggestions:

Grade level horizontal planning: Staff identify benchmarks to be addressed by each grade level, ensuring that benchmarks are addressed across the grade band.

Content/Curricular vertical planning: Staff identify which benchmarks will be intentionally addressed in content areas such as reading/language arts, math, science, music, art, social studies and history, for example.