**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.

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|  **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 graded emotions in self and others as they occur and evolve over time. |  |  |  |
| **2** | Self-Management | Learners will be able to express their emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modalities (e.g., verbal and nonverbal).  |  |  |  |
| **3** | Self-Management | Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions.   |  |  |  |
| **4** | Focus Attention | Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals. |  |  |  |
| **5** | Social-Awareness | Learners will be able to demonstrate empathy to others who have different views and beliefs. |  |  |  |
| **6** | Social-Awareness | Learners will be able to evaluate verbal, physical, and environmental cues to predict and respond to the emotions of others. |  |  |  |

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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 set priorities to build personal strengths, grow in their learning, recognize barriers and employ solutions. |  |  |  |
| 8 | Self-Awareness | Learners will be able to use self-reflection to determine if their behavior is reflective of their personal values and modify behavior to match their beliefs. |  |  |  |
| 9 | Self-AwarenessSocial-Awareness | Learners will be able to reflect on their own beliefs relative to different familial and societal norms.  |  |  |  |
| 10 | Self-Management | Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary.  |  |  |  |
| 11 | Self-Awareness Self-Management | Learners will be able to recognize barriers to succeeding and identify supports to help themselves. |  |  |  |

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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 identify positive ways to express understanding of differing perspectives. |  |  |  |
| 13 | Social-Awareness | Learners will be able to support the rights of individuals to reflect their family, culture and community within the school setting. |  |  |  |
| 14 | Social-Awareness | Learners will be able to assess for personal bias and evaluate strategies to oppose stereotyping. |  |  |  |
| 15 | Relationship Skills | Learners will be able to independently seek and sustain positive, supportive relationships. |  |  |  |
| 16 | Relationship Skills | Learners will be able to use assertive communication, including refusals, to get their needs met without negatively impacting others.  |  |  |  |
| 17 | Relationship Skills | Learners will be able to accept constructive feedback. |  |  |  |
| 18 | Relationship Skills | Learners will be able to formulate group goals and work through an agreed upon plan. |  |  |  |
| 19 | Relationship Skills | Learners will be able to self-reflect on their role in a conflict to inform their behavior in the future.  |  |  |  |
| 20 | Decision Making | Learners will be able to apply steps of systemic decision-making with consideration of well-being for oneself and others.  |  |  |  |
| 21 | Social-Awareness | Learners will be able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion. |  |  |  |
| 22 | Decision Making Relationship Skills | Learners will be able to use negotiation and refusal skills to resist unwanted pressures and maintain personal health and safety.  |  |  |  |
| 23 | Social-Awareness Relationship Skills | Learners will be able to advocate for their needs and the needs of others by utilizing educational and community support networks.  |  |  |  |
| 24 | Decision Making Social-AwarenessRelationship Skills | Learners will be able to independently create an action plan that addresses real needs in the classroom, school, and 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.