**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 emotions in self and others. |  |  |  |
| **2** | Self-Management | Learners will be able to express their emotions to self and others in respectful ways. |  |  |  |
| **3** | Self-Management | Learners will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others. |  |  |  |
| **4** | Focus Attention | Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and or academic goals. |  |  |  |
| **5** | Social-Awareness | Learners will be able to identify others’ need for empathy and respond in respectful ways. |  |  |  |
| **6** | Social-Awareness | Learners will be able to use perspective taking to predict how their own behavior affects the emotions of others.  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 a “growth mindset” in order to recognize and build on their strengths. |  |  |  |
| 8 | Self-Awareness | Learners will be able to reflect on similarities and differences between their personal beliefs and those of others. |  |  |  |
| 9 | Self-AwarenessSocial-Awareness | Learners will be able to identify their role in their family and community and how those roles impact their identity. |  |  |  |
| 10 | Self-Management | Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals. |  |  |  |
| 11 | Self-Awareness Self-Management | Learners will be able to identify strategies to persist and maintain motivation when working toward short and long-term goals. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  **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 appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups. |  |  |  |
| 13 | Social-Awareness | Learners will be able to build relationships between diverse groups of people. |  |  |  |
| 14 | Social-Awareness | Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others.  |  |  |  |
| 15 | Relationship Skills | Learners will be able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships. |  |  |  |
| 16 | Relationship Skills | Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships. |  |  |  |
| 17 | Relationship Skills | Learners will be able to, independently, adapt behavior based upon peer feedback and environmental cues. |  |  |  |
| 18 | Relationship Skills | Learners will be able to work cooperatively and productively in a group to accomplish a set goal. |  |  |  |
| 19 | Relationship Skills | Learners will be able to identify cause and effect of a conflict. |  |  |  |
| 20 | Decision Making | Learners will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others. |  |  |  |
| 21 | Social-Awareness | Learners will be able to identify and respect social norms for behavior and safe interactions across different settings. |  |  |  |
| 22 | Decision Making Relationship Skills | Learners will be able to honor social norms with respect to safety of oneself and others. |  |  |  |
| 23 | Social-Awareness Relationship Skills | Learners will be able to identify when and how to offer help to others.  |  |  |  |
| 24 | Decision Making Social-AwarenessRelationship Skills | Learners will be able to identify actions that would positively impact change in a classroom, school, and/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.