**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 identify how the process of recognizing and labeling emotions informs thinking and influences relationships. |  |  |  |
| **2** | Self-Management | Learners will be able to understand and explain how their expression of emotions can influence how others respond to them. |  |  |  |
| **3** | Self-Management | Learners will be able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions. |  |  |  |
| **4** | Focus Attention | Learners will employ focusing skills independently and understand their importance in achieving important goals in times of adversity. |  |  |  |
| **5** | Social-Awareness | Learners will be able to demonstrate connectedness, through empathy and engagement to their communities. |  |  |  |
| **6** | Social-Awareness | Learners will be able to evaluate verbal, physical, social, cultural, 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 maintain a "growth mindset" about their abilities to succeed and grow, and will persist through challenges. |  |  |  |
| 8 | Self-Awareness | Learners will be able to use self-reflection to assess their behavior for authenticity, honesty, and respect, and articulate how this impacts their greater community. |  |  |  |
| 9 | Self-AwarenessSocial-Awareness | Learners will be able to explain how their beliefs can impact their growth and success, and advocate for their beliefs. |  |  |  |
| 10 | Self-Management | Learners will be able to set short and long-term goals, and create a plan to execute those goals. They will be able to analyze progress and collaborate to adjust goals when needed.  |  |  |  |
| 11 | Self-Awareness Self-Management | Learners will be able to demonstrate perseverance when dealing with challenges and adversity. |  |  |  |

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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 demonstrate conversational skills to determine the perspective of others. |  |  |  |
| 13 | Social-Awareness | Learners will support the rights of all individuals to reflect their family, culture, and community in society. |  |  |  |
| 14 | Social-Awareness | Learners will be able to develop ethical arguments from a variety of ethical positions to evaluate societal norms.  |  |  |  |
| 15 | Relationship Skills | Learners will be able to maintain positive relationships and use effective strategies (e.g., boundary setting, stating your needs, and recognizing warning signs) to avoid negative relationships. |  |  |  |
| 16 | Relationship Skills | Learners will be able to use assertive communication, including refusals, in a variety of settings and with a variety of audiences to get their needs met, without negatively impacting others. |  |  |  |
| 17 | Relationship Skills | Learners will be able to evaluate constructive feedback and provide constructive feedback when needed. |  |  |  |
| 18 | Relationship Skills | Learners will be able to recognize how each group member's skills contribute toward group goals. |  |  |  |
| 19 | Relationship Skills | Learners will be able to consistently resolve inter-personal conflicts across settings (e.g., school, work, community and personal relationships).  |  |  |  |
| 20 | Decision Making | Learners will be able to consider a variety of factors, (e.g., ethical, safety, and societal factors) in order to make decisions that promote productive social and work relations.  |  |  |  |
| 21 | Social-Awareness | Learners will be able to evaluate the ways in which public opinion can be used to influence and shape public policy.     |  |  |  |
| 22 | Decision Making Relationship Skills | Learners will be able to evaluate factors that impact personal and community health and safety, and apply appropriate preventative and protective strategies (e.g., health and wellness, sleep, healthy relationships). |  |  |  |
| 23 | Social-Awareness Relationship Skills | Learners will be able to generate positive choices and pro-actively advocate for themselves and others across settings (e.g., school, community, work, and personal relationships). |  |  |  |
| 24 | Decision Making Social-AwarenessRelationship Skills | Learners will be able to analyze opportunities to improve their community and engage in civic activities to influence issues impacting various communities. |  |  |  |

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.