**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 demonstrate awareness of own emotions and how they may be the same or different from others. **WMELS Domain II A EL.1** |  |  |  |
| **2** | Self-Management | Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. **WMELS Domain II A EL.1** |  |  |  |
| **3** | Self-Management | Learners will be able to, with adult guidance, display age appropriate self-control.  **WMELS Domain II A EL.1** |  |  |  |
| **4** | Focus Attention | Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities.  **WMELS IV.A.EL.1** |  |  |  |
| **5** | Social-Awareness | Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy.  **WMELS Domain II A EL.2** |  |  |  |
| **6** | Social-Awareness | Learners will be able to associate words and gestures with a variety of emotions expressed by others. **WMELS Domain II A EL.2** |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 exhibit positive self-concept and confidence in their abilities.  **WMELS Domain II B EL.1** |  |  |  |
| 8 | Self-Awareness | Learners will be able to, with adult guidance, recognize and share independent thoughts.  **WMELS Domain II B EL.1** |  |  |  |
| 9 | Self-Awareness  Social-Awareness | Learners will be able to show awareness of being part of a family and a larger community.  **WMELS Domain II B EL.2** |  |  |  |
| 10 | Self-Management | Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences.  **WMELS Domain IV A. EL 1** |  |  |  |
| 11 | Self-Awareness  Self-Management | Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities.  **WMELS Domain IV A EL 2** |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 awareness of self as a unique individual. **WMELS Domain II B EL.2** |  |  |  |
| 13 | Social-Awareness | Learners will be able to reflect their family, culture, and community when engaged in play and learning. **WMELS Domain IV C EL.2** |  |  |  |
| 14 | Social-Awareness | Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. **WMELS Domain IV C EL.2** |  |  |  |
| 15 | Relationship Skills | Learners will be able to engage in healthy and rewarding social interactions and play with peers. **WMELS Domain II C EL.2** |  |  |  |
| 16 | Relationship Skills | Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults).  **WMELS Domain III B EL.2C** |  |  |  |
| 17 | Relationship Skills | Learners will be able to adapt behavior based on adult directives. |  |  |  |
| 18 | Relationship Skills | Learners will be able to participate in cooperative play with peers.  **WMELS Domain II C EL.2** |  |  |  |
| 19 | Relationship Skills | Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. **WMELS Domain II C EL.4** |  |  |  |
| 20 | Decision Making | Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations. |  |  |  |
| 21 | Social-Awareness | Learners will be able to follow simple group rules. **WMELS Domain II C EL.3** |  |  |  |
| 22 | Decision Making Relationship Skills | Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. **WMELS Domain II C EL.3** |  |  |  |
| 23 | Social-Awareness Relationship Skills | Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. **WMELS Domain IV A EL.2** |  |  |  |
| 24 | Decision Making  Social-Awareness  Relationship Skills | Learners will be able to show awareness of being part of a family and a larger community. **WMELS Domain II A EL.2** |  |  |  |

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.