**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 their own basic emotions. |  |  |  |
| **2** | Self-Management | Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions. |  |  |  |
| **3** | Self-Management | Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions. |  |  |  |
| **4** | Focus Attention | Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions. |  |  |  |
| **5** | Social-Awareness | Learners will be able to, with adult guidance, identify how others are feeling based on their verbal and nonverbal cues and respond with compassion. |  |  |  |
| **6** | Social-Awareness | Learners will be able to predict how someone else may feel in a variety of situations. |  |  |  |

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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 identify and describe skills and activities they do well and those for which they need help. |  |  |  |
| 8 | Self-Awareness | Learners will be able to identify and explore their own beliefs. |  |  |  |
| 9 | Self-Awareness  Social-Awareness | Learners will be able to define the role family and culture play in their identity and beliefs. |  |  |  |
| 10 | Self-Management | Learners will be able to identify simple goals for personal and academic success. |  |  |  |
| 11 | Self-Awareness  Self-Management | Learners will be able to, with encouragement, persist toward reaching a goal, despite setbacks. |  |  |  |

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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 present their own point of view. |  |  |  |
| 13 | Social-Awareness | Learners will be able to identify commonalities they share with peers. |  |  |  |
| 14 | Social-Awareness | Learners will be able to recognize and respect that individual differences are important to self and others. |  |  |  |
| 15 | Relationship Skills | Learners will be able to identify the different relationships they have with others. |  |  |  |
| 16 | Relationship Skills | Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others**.** |  |  |  |
| 17 | Relationship Skills | Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues. |  |  |  |
| 18 | Relationship Skills | Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. |  |  |  |
| 19 | Relationship Skills | Learners will be able to understand the perspective of others in a conflict situation. |  |  |  |
| 20 | Decision Making | Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation, including positive and negative options. |  |  |  |
| 21 | Social-Awareness | Learners will be able to demonstrate positive behaviors as established in the classroom and school-wide expectations. |  |  |  |
| 22 | Decision Making Relationship Skills | Learners will be able to describe ways to promote personal safety. |  |  |  |
| 23 | Social-Awareness Relationship Skills | Learners will be able to identify how to get help from a trusted adult in a variety of situations. |  |  |  |
| 24 | Decision Making  Social-Awareness  Relationship Skills | Learners will be able to, with adult guidance, identify classroom, school, and/or community needs. |  |  |  |

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.