

Idaho College and Career Readiness and DESSA Crosswalk

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Although Idaho's State Department of Education does not provide statewide guidance to support the social and emotional competence development of students directly, Idaho's College and Career Readiness Standards for students in high school broadly align with CASEL's five-domain competencies. The DESSA is a standardized, norm-referenced behavior rating scale that aligns with CASEL's five-domain competencies and is appropriate to be completed for high school students. The DESSA can be completed by teachers, guardians, and out of school time staff in about 5-8 minutes. The DESSA is strength-based; the items focus on positive social and emotional skills.

The DESSA is organized into subscales that provide information about eight social and emotional competencies. These competencies include:

1. **Self-awareness:** a child's realistic understanding of their strengths and limitations and consistent desire for self-improvement;
2. **Social-awareness:** a child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes their impact on them, and uses cooperation and tolerance in social situations;
3. **Self-management:** a child's success in controlling their emotions and behaviors, to complete a task or succeed in a new or challenging situation;
4. **Goal-directed behavior:** a child's initiation of and persistence in completing tasks of varying difficulty;
5. **Relationship skills:** a child's consistent performance of socially acceptable actions that promote and maintain positive connections with others;
6. **Personal responsibility:** a child's tendency to be careful and reliable in their actions and in contributing to group efforts;
7. **Decision making:** an approach to problem solving that involves learning from others and from their previous experiences, using values to guide action, and accepting responsibility for decisions;
8. **Optimistic thinking:** an attitude of confidence, hopefulness, and positive thinking regarding themselves and their life situations in the past, present, and future.

Table 1. Alignment Between Idaho’s College and Career Readiness Competencies and Aperture’s Competencies

Note. SA = Self-Awareness, SM = Self-Management, SO = Social Awareness, RS = Relationship Skills, DM = Decision-Making, GB = Goal-Directed Behavior, PR = Personal Responsibility, OT = Optimistic Thinking

College and Career Readiness Standard	Definition	SA	SM	SO	RS	DM	GB	PR	OT
2.0 – Critical Thinking/ Creative Problem Solving	Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.					X	X	X	
4.0 – Teamwork/ Collaboration	Build collaborative relationships, work effectively within a team structure, and negotiate and manage conflict.		X	X	X				
6.0 – Leadership	Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.	X			X				X
7.0 – Professionalism/ Work Ethic	Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.		X	X				X	
8.0 – Career Exploration and Development	Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.	X				X	X		X
9.0 – Citizenship/Civic Responsibility	Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.			X		X		X	



Aperture Education empowers over 3,000 schools and out-of-school-time programs across North America to measure, strengthen, and support social and emotional competence in K-12 youth and educators. This system enables education leaders to make strategic, data-based decisions about SEL within their organizations. The Aperture system includes the DESSA suite of strength-based assessments, CASEL-aligned intervention strategies, and robust reporting, all in one easy-to-use digital platform. Aperture has supported over one million students in their social and emotional growth and continues to develop innovative solutions to bring the whole child into focus. To learn more, visit www.ApertureEd.com.