

# Indiana State Employability Standards and DESSA Crosswalk

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Indiana's Department of Education outlines employability standards and benchmarks for students in kindergarten to grade 12. Schools and districts in Indiana might consider using the DESSA to measure student growth across these content standards. The DESSA is a standardized, norm-referenced behavior rating scale that aligns with CASEL's competencies. The DESSA assesses students' skills across these competencies for students in kindergarten to grade 12. It 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 skills. The DESSA can be used to inform how a student is progressing with their skills across the outlined standards. This crosswalk outlines the overlap between Aperture's competencies measured by the DESSA and Indiana's Employability Skills standards.

## **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. Overview of Alignment of Aperture’s Competencies to Indiana’s Employability Skills Standards**

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. This table uses the indicators outlined for students in grades 6-8. Benchmarks and indicators are available for each grade band on Indiana’s Department of Education’s website.

Competency	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Mindsets	M.1 – Apply new strategies based on lessons learned from feedback.					X	X		
	M.2 – Engage in feedback with peers to seek growth and learning opportunities from others.	X			X				X
	M.4 – Demonstrate continuous growth in self-understanding.	X							X

Competency	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Work Ethic	WE.1 – Demonstrate understanding of potential consequences of responsibility.			X		X			
	WE.2 – Apply conflict resolution skills to de-escalate situations and resolve differences.		X	X		X			
	WE.3 – Complete tasks or activities with some prompting and guidance.		X				X	X	
	WE.4 – Understand failure as an opportunity for growth.							X	X
	WE.5 – Understand how to meet long-term goals by developing short term goals.						X	X	
	WE.6 – Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.		X				X		
	WE.7 – Understand and employ strategies for resisting pressures to engage in dishonest or unethical activities.			X	X	X			
	WE.8 – Provide evidence of meeting school expectations which are similar to success in workplaces (i.e., attendance, tardiness, homework completion, following policies, etc.).		X				X		X

Competency	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Learning Strategies	LS.1 - Communicate information to audiences in a variety of formats (i.e., large and small group presentations, e-mail communication, interview setting, etc.).		X					X	
	LS.2 - Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.		X	X	X				
	LS.4 - Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values).					X	X		
	LS.5 - Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.		X			X	X		
	LS.6 - Develop a career plan by identifying a program of study which will lead to further education, training, and/or employment.					X	X		
	LS.7 - Evaluate decisions and discuss the use of alternatives in decision-making situations.					X	X		
	LS.9 - Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.						X	X	
	LS.10 - Take an active participation in the learning process.			X			X		
	LS.11 - Complete activities and assignments thoroughly and accurately.						X		
	LS.12 - Use prediction and evaluation skills to develop potential solutions.						X		

Competency	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Social and Emotional Skills	SE.1 - Able to recognize the different stressors and common stress responses.	X							
	SE.2 - Demonstrate an awareness of the needs and rights of others.			X	X				
	SE.3 - Demonstrate an understanding of different cultural practices and others' worldviews.			X	X				
	SE.4 - Begin to apply empathic listening skills to enhance the understanding of what the other person is saying.		X	X	X				



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