

Oregon State SEL Guidance and DESSA Crosswalk

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Oregon's State Board of Education is developing an SEL framework and standards for students in kindergarten to 12th grade. Schools and districts in Oregon might consider using the DESSA to measure students' social and emotional competence growth. 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 items on the DESSA are strength-based; the items focus on positive social and emotional skills. The DESSA can be used to inform how a student is progressing with their social and emotional development. This crosswalk outlines the overlap between Aperture's competencies measured by the DESSA and CASEL's five domain framework.

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 CASEL Domains 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

CASEL Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Self-Awareness	The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.	X							X
Self-Management	The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.		X				X		
Social Awareness	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.			X					
Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and effectively navigate settings with diverse individuals and groups.				X				
Responsible Decision-Making	The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.					X		X	



Aperture Education empowers over 8,000 unique schools, over 156,000 educators and more than 2 million students across North America to measure, strengthen, and support social and emotional competence. The powerful data districts receive enables education leaders to take strategic action about SEL within their organizations. The Aperture System includes the DESSA suite of strength-based assessments, which is lauded by researchers for its high standards of reliability and validity. Educators also appreciate its ability to easily and quickly identify each student's personal social and emotional strengths and areas of needed support. Aperture partners with industry curriculum leaders to deliver research-based, CASEL™-informed intervention strategies to bolster specific areas of needed growth. With robust reporting in one easy-to-use system, Aperture is favored in districts nationwide. To learn more, visit www.ApertureEd.com.