

West Virginia Career Ready Skills and DESSA Crosswalk

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West Virginia outlines career readiness skills for students in kindergarten to 12th grade. Schools and districts in West Virginia 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; they focus on positive skills and behaviors. The DESSA can be used to inform how a student is progressing with their social-emotional and career readiness skills. This crosswalk outlines the overlap between Aperture's competencies measured by the DESSA and West Virginia's Career Ready 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. Overview of Alignment of Aperture’s Competencies to West Virginia’s Career Ready Skills

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 standards outlined for students in grades 6-8; however, the DESSA alignment is consistent for all grade bands.

Standard	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Respect Yourself and Others	Discuss how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior.	X	X			X			
	Practice using listening skills to identify and understand the feelings and perspectives of others.		X	X	X				
	Use mistakes as opportunities to grow personally and socially, not to define self or others as a failure.		X			X			X
	Recognize signs of anger and practice safe, respectful anger management skills.	X	X			X			
	Develop positive relationships with peers and adults.		X	X	X				
	Acquire and use effective conflict resolution techniques.		X	X	X				
	Demonstrate self-control by minimizing words and actions that hurt self and others.		X	X			X		
	Model safe and effective ways to address peer pressure.		X				X		X
	Describe bullying and use effective practices to address it.		X	X			X		
	Identify and respect personal boundaries and privacy needs of all self and others.		X	X					
	Respect all individuals as unique and worthy regardless of differences.				X	X	X		
	Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.				X	X			

Standard	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Goal Setting and Attainment	Make decisions, set goals and take necessary actions to attain goals.	X					X		X
	Analyze situations by comparing and contrasting various behaviors and choices in relation to possible short- and long-term consequences and discuss how to improve choices.			X		X			
	Describe how peer pressure influences personal decisions; create and follow a plan to minimize negative peer pressure.		X	X					
	Establish action steps to attain school, home, and civic goals.	X				X	X		
	Apply problem solving techniques to identify and address challenges to goal attainment.		X				X	X	
	Describe how current decisions have long term consequences and ways to achieve desired outcomes.		X				X	X	

Standard	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Safety and Survival Skills	Identify and apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult, or professional help.		X	X		X			
	Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts or dangerous situations.		X	X				X	
	Identify and utilize communication skills and strategies to participate in only safe and healthy activities..			X		X			
	Know emergency contact information; identify and utilize school and community resources to protect personal safety.					X			

Standard	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Self-Directed Learning	Identify and develop competence in areas of interest.	X					X		
	Apply multiple intelligence principles to identify personal strengths and improve school focus.	X							X
	Understand the relationship between school success, academic achievement and future career success.			X			X		
	Improve executive function skills (e.g., effort, paying attention, flexibility, memory, self-control, communication, focus and perseverance).	X				X			
	Identify personal learning style(s) and establish habits that enhance personalized learning.	X				X			
	Work collaboratively in groups or independently, as appropriate.		X	X			X		
	Exhibit personal responsibility.	X						X	
	Evaluate the impact of positive and negative choices on school success and implement a plan to improve outcomes.					X	X		
	Apply goal setting techniques to develop self-direction and improve school performance.	X					X		X
	Identify and utilize school and community resources and support services when needed.			X		X			

Standard	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Post-Secondary Preparation	Identify how performance and course selections in middle school impacts high school course readiness and post-secondary choices.					X	X		
	Explore requirements for success in a variety of post-secondary options and for securing scholarships.					X	X		
	Analyze how personal choices negatively or positively influence high school and postsecondary options and preparedness for success.	X				X	X		
	Use a variety of assessments and inventories to identify skills, interest, and aptitudes for postsecondary planning.	X					X		X
	Use personal data and goals to establish challenging academic, personal and postsecondary plans.					X	X		
	Seek co-curricular and community experiences to enhance the school experience and postsecondary readiness.			X		X			
	Analyze assets and barriers to academic goal attainment and utilize school and community resources to overcome barriers and strengthen assets.		X				X	X	
	Explore eligibility requirements and funding opportunities for various post-secondary options.						X	X	

Standard	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Career Exploration and Planning	Explore how personal abilities, skills, interest, and values relate to workplace.	X				X	X		
	Use a variety of resources and methods to explore career options.					X			
	Examine specific job requirements and opportunities for progressions of career levels from entry level to advanced leadership and develop a personal career growth vision.					X	X		
	Explore career options in relation to selecting a career cluster.					X	X		
	Describe lifestyle dreams and possible career options and evaluate the likelihood of attaining goals.					X	X		
	Begin to develop a possible career/life plan that explores educational credentials, skills, and career progressions.					X	X		
	Explore how identified career choices impact lifestyles and opportunities.					X	X		
	Practice expected workplace dispositions and behaviors.		X	X					
	Explore the need for lifelong learning as situations and responsibilities change, requiring new knowledge and skills.		X					X	

Standard	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Intercultural Perspectives	Compare and contrast aspects of various communities and describe how these contribute to each individual's perspective and world view.			X					
	Analyze factors that contribute to different social and world views (e.g., ethnicity, race, culture, gender, sexual orientation, family composition, lifestyle, religion, economic status and nationality).			X					
	Apply an inter-culturally sensitive perspective to social interactions.			X					
	Describe global issues and events from perspectives of various individuals and groups to understand viewpoints other than one's own.			X					
	Investigate methods for enhancing language proficiency and the ability to communicate effectively across cultural and linguistic boundaries.			X					
	Describe how stereotyping and prejudices impact interpersonal relationships.			X					

Standard	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Democratic Principles	Adhere to classroom and school rules and community laws to protect individual rights and property.			X	X				
	Identify and discuss issues of social justice.			X	X	X			
	Investigate programs for advocacy and promotion of social justice.			X	X	X			
	Identify the qualities of successful leaders.			X	X				
	Exhibit leadership to improve school and the local community.			X					
	Evaluate financial choices based on one's own needs, wants and values and how they guide spending, saving, credit and implications for the family budget.						X	X	
	Create a personal budget with income from incidental funds (birthday and other gifts, allowance, chores, entrepreneurial endeavors, part-time jobs, etc.) and track spending and payments.						X	X	
	Discuss concepts of consumer protection (e.g., laws, identify theft and predatory scams).						X		X
	Discuss concepts related to financial institutions (e.g., laws, banks, credit unions and check cashing services).						X	X	



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