

Illinois State Social and Emotional Standards and DESSA Crosswalk

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Illinois' State Board of Education outlines social emotional learning standards and benchmarks for students in kindergarten to grade 12 that are aligned with CASEL's competencies. Schools and districts in Illinois 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 social and emotional development. This crosswalk outlines the overlap between Aperture's competencies measured by the DESSA and Illinois' Social and Emotional Learning 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 Illinois’ Social and Emotional Learning 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 middle/jr. high. Benchmarks and indicators are available for each grade band on Illinois’ State Board of Education’s website.

Competency	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Self-Awareness & Self-Management	1A.3a - Analyze factors that create stress or motivate successful performance	X	X			X			X
	1A.3b - Apply strategies to manage stress and to motivate successful performance	X	X			X			
	1B.3a - Analyze how personal qualities influence choices and successes	X	X				X		X
	1B.3b - Analyze how making use of school and community supports and opportunities can contribute to school and life success	X	X	X					
	1C.3a - Set a short-term goal and make a plan for achieving it	X	X				X		
	1C.3b - Analyze why one achieved or did not achieve a goal	X	X				X		

Competency	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Social Awareness & Interpersonal Skills	2A.3a - Predict others’ feelings and perspectives in a variety of situations			X	X				
	2A.3b - Analyze how one’s behavior may affect others		X	X	X				
	2B.3a - Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.			X	X				
	2B.3b - Analyze the effects of taking action to oppose bullying based on individual and group differences			X	X	X			
	2C.3a - Analyze ways to establish positive relationships with others			X	X	X			
	2C.3b - Demonstrate cooperation and teamwork to promote group effectiveness			X	X			X	
	2D.3a - Evaluate strategies for preventing and resolving interpersonal problems			X	X			X	
	2D.3b - Define unhealthy peer pressure and evaluate strategies for resisting it			X	X	X			

Competency	Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Decision-Making & Responsible Behaviors	2A.3a - Predict others' feelings and perspectives in a variety of situations			X		X		X	
	2A.3b - Analyze how one's behavior may affect others			X		X		X	
	2B.3a - Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.					X	X	X	X
	2B.3b - Analyze the effects of taking action to oppose bullying based on individual and group differences		X			X		X	
	2C.3a - Analyze ways to establish positive relationships with others			X		X		X	
	2C.3b - Demonstrate cooperation and teamwork to promote group effectiveness			X		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.