

Washington State SEL Standards and DESSA Crosswalk

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Washington's Office of Superintendent of Public Instruction outlines social and emotional learning standards and benchmarks for students in kindergarten to grade 12. Districts and schools might consider using the DESSA assessments as they measure key social and emotional competencies that are essential for student success now and into the future. The DESSA assessments can be completed by educators, students, and parents or guardians for students in kindergarten to grade 12. The assessments are nationally standardized, norm-referenced, strength-based behavior rating scales, measuring the positive skills and mindsets necessary for students to thrive. This crosswalk outlines the overlap between the DESSA competencies and Washington State's Social Emotional Learning Standards.

The DESSA Assessments measure and promote the following social and emotional competencies:

1. **Self-Awareness:** the ability to understand emotions, thoughts, and values and how they influence one's behavior; recognize strengths and limitations; and develop healthy identities and a sense of purpose.
2. **Self-Management:** the ability to manage emotions and behaviors across different situations and environments and to demonstrate agency as one works to set and achieve personal and collective goals. This includes the current DESSA competencies of Self-Management and Goal-Directed Behavior.
3. **Social Awareness:** the understanding of social norms for behavior; the ability to empathize with, respect, and take the perspectives of others; and the feeling of connection and belonging with family, peers, schools, and community groups.
4. **Relationship Skills:** the abilities to establish and maintain healthy and positive relationships including effective communication, collaborative problem-solving, negotiating conflict, and demonstrating helpful and supportive behaviors.
5. **Responsible Decision Making:** the ability to make careful, reliable, and constructive choices about personal and social behavior that are appropriate across diverse situations; to consider the personal, social, and collective impact of one's actions; and to demonstrate curiosity and an open-mindedness to learning. This includes the current DESSA competencies of Personal Responsibility and Decision Making.
6. **Optimistic Thinking:** the belief and demonstration of confidence, hopefulness, and positive thinking regarding oneself, others, and one's life situations in the past, present, and future.

Overview of Alignment of the DESSA Competencies to Washington State’s SEL Indicators

Note. SA = Self-Awareness, SM = Self-Management, SO = Social Awareness, RS = Relationship Skills, RDM = Responsible Decision Making, OT = Optimistic Thinking. This table uses the indicators outlined for students in middle school. Indicators are available for each grade band on Washington’s Office of Superintendent of Public Instruction’s website.

Overview of Alignment of the DESSA Competencies to Washington State’s SEL Indicators							
Standard	Indicator	SA	SM	SO	RS	RDM	OT
Self-Awareness	1A.1—I can use self-reflection to determine if my emotions and feelings are proportional to the situation.	X				X	
	1A.2—I can identify emotions and feelings that contribute to or detract from my ability to solve problems.	X	X				
	1A.3—I can examine possible outcomes associated with different ways of communicating emotions and feelings.	X	X	X			
	1A.4—I can adjust my thoughts to reflect a growth mindset when meeting a goal or experiencing challenges in my life.	X	X				X
	1B.1—I can reflect on how the challenges I face and the attitudes I hold can influence my interests, my collective identity with my culture, and my ability to achieve.	X					
	1B.2—I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets) and identify how they influence aspirations.	X					X
	1B.3—I can recognize my own perspectives, values, and assets, as well as understanding the values that are part of my own culture and the benefits these values bring to my community.	X				X	
	1C.1—I can reflect on unanticipated outcomes and develop new strategies and adaptive approaches that lead toward meeting my goals.	X	X				
	1C.2—I can identify safe and constructive school and community resources to help meet my needs.	X		X			
1C.3—I can demonstrate the ability to reach out and access the right level of assistance to match my needs.	X				X		
Self-Management	2A.1—I can stop and think about consequences before acting, even when strong feelings and emotions are triggered.	X	X			X	
	2A.2—I can demonstrate the ability to reflect on the effectiveness of strategies used to manage emotions, thoughts, impulses, transitions, and stress.	X	X				
	2A.3—I can demonstrate the ability to respond to classroom and schoolwide rules to self-regulate behavior.	X	X			X	
	2B.1—I can demonstrate the ability to draw on multiple views to inform decision-making and problem-solving approaches.		X			X	
	2B.2—I can evaluate solutions in relation to resources, situations, and personal values.	X			X		

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Overview of Alignment of the DESSA Competencies to Washington State's SEL Indicators, *continued*

Standard	Indicator	SA	SM	SO	RS	RDM	OT
Self-Efficacy	3A.1—I can find applicable resources and identify how goals can help me learn and create outcomes that match my values.		X			X	
	3A.2—I can identify and plan steps, and garner the resources needed to accomplish a task.		X			X	
	3A.3—I can learn and apply strategies that will help me achieve my goals.		X			X	
	3A.4—I can prioritize goals by importance, necessity, and relevance for growth and development.		X			X	X
	3B.1—I can explain my personal responsibility for outcomes that arise from my behavior.					X	
	3B.2—I can identify how taking personal responsibility and developing cultural humility can help me become a better friend, family member, and community member.			X	X	X	
	3B.3—I can use a range of culturally responsive strategies and resources to solve problems, increase learning potential, and reflect on past strategies.			X	X	X	
	3C.1—I can identify specific human and civil rights and freedoms to which everyone is entitled and can understand how to advocate for myself in healthy ways.			X		X	
	3C.2—I can demonstrate the ability to engage in a positive approach when faced with peer conflict.		X	X		X	
	3C.3—I can demonstrate the actions and behaviors of a caring relationship and avoid relationships that may be harmful.		X			X	X
3C.4—I can demonstrate the ability to present and support a personal point of view in a positive, culturally responsive, and constructive manner.		X				X	
Social Awareness	4A.1—I can differentiate between the factual and emotional content of what a person communicates.			X			
	4A.2—I can identify the possible reasons for peer responses to situations and can practice perspective taking.			X	X		
	4B.1—I can practice and adapt clear strategies for accepting, respecting, and supporting similarities and differences between myself and others.		X	X	X		
	4B.2—I can explore ways to use culturally specific practices to enrich my own understanding of the world—e.g., language, greetings, ways of engaging.		X	X	X		
	4B.3—I can identify how communication and cultural variables can influence understanding or misunderstanding.			X		X	
	4C.1—I can recognize and validate that other people have and practice different customs.			X			
	4C.2—I can explain how individual, social, and cultural differences have provided a benefit for others.			X		X	
	4C.3—I can apply strategies to examine biases and the strength of the evidence supporting the arguments and positions of others.			X		X	

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Overview of Alignment of the DESSA Competencies to Washington State's SEL Indicators, *continued*

Standard	Indicator	SA	SM	SO	RS	RDM	OT
Social Management	5A.1—I can practice active and reflective listening skills to better understand linguistic styles, as well as the thoughts and ideas of others.		X	X			
	5A.2—I can identify the characteristics of equity and demonstrate respectful behavior and consideration of others.		X	X			
	5B.1—I can identify and seek out resources and positive supports that enhance my ability to resolve conflicts.		X	X		X	
	5B.2—I can take the initiative to repair interactions that have not gone well and demonstrate the capacity for active listening to resolve conflicts with a strength-based approach.		X	X			
	5B.3—I can listen and respond calmly and constructively while resolving a conflict.		X	X		X	
	5C.1—I can distinguish between a healthy relationship and a risky relationship and identify strategies for resisting negative peer pressure.		X	X			
	5C.2—I can practice strategies for engaging in, building, and maintaining relationships with people whose backgrounds and identities are different than my own.		X	X			
	5C.3—I can engage in positive activities with peers and demonstrate the ability to nurture constructive friendships.		X	X		X	
Social Engagement	6A.1—I can generate ideas that will enhance or improve how the school and community operation and function.			X	X		X
	6A.2—I can identify strategies that moderate social bias, vulnerability, and marginalization within the school and community.			X	X		
	6A.3—I can contribute to solutions that include diverse and inclusive ideas for school operation.			X		X	
	6B.1—I can explore how backgrounds (e.g., race, ethnicity, home life) are similar and different, and how those similarities and differences can influence group dynamics and working together.			X		X	
	6B.2—I can recognize the benefits of sharing resources and responsibilities and take pride in having a positive effect on others, while maintaining self-awareness of the potential effects of my behavior.	X		X		X	
	6B.3—I can participate in a group activity with a variety of social groups both in and out of school.			X		X	
	6C.1—I can evaluate my participation in addressing the identified needs and enhancements of my school and local community—e.g., student council, safety patrol, special interest clubs.	X	X				
	6C.2—I can recognize interactions that represent the ethical and civic responsibilities of youth within my school and community.		X	X			
	6C.3—I can actively participate in taking care of the natural environment we live in by using resources responsibly and in sustainable ways.			X		X	
	6C.4—I can understand the role that social media plays in my communication and make healthy decisions about what I communicate on social media, and about device attachment.	X	X	X			



The DESSA System from Aperture Education: A Riverside Insights Company is a student resilience system that helps educators measure and strengthen social, emotional, and behavioral skills to reduce challenges that interfere with learning. The DESSA universal screening and supplemental assessments are widely used, practical, evidence-based measures of social and emotional competence of students in grades K-12. These powerful data analytic tools enable educators to identify trends, validate curriculum effectiveness, and drive positive academic and well-being outcomes for students. Robust reporting in the DESSA System provides insights for educators and staff to proactively differentiate instruction using DESSA-provided instructional strategies and tiered intervention resources. The DESSA System's strength-based approach is grounded in resilience theory and designed to bring the whole child into focus. To learn more, visit www.ApertureEd.com.