Missouri's CORE Framework and DESSA Crosswalk

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The Missouri State Board of Education's K-12 Social-Emotional Learning Social and Emotional Learning Workgroup developed the [Competencies of Relationship-building Education](#) (CORE) Framework, Glossary, and Student Indicators in 2023. The framework can be used to help guide schools to equip students to become successful, productive contributors to a global society.

The DESSA suite of assessments measures key social and emotional competencies essential for student success now and into the future. The DESSA assessments span kindergarten through 12th grade and can be completed by educators, students, and parents or guardians. The assessments are nationally standardized, norm-referenced, strength-based behavior rating scales, measuring the positive skills, behaviors, and mindsets necessary for students to thrive.

This crosswalk highlights the alignment between the CORE skills and DESSA assessment items. It demonstrates how the DESSA assessments can be used by Missouri districts and schools to build students' CORE skills so that they are prepared for academic success and global citizenship.

Alignment between Missouri's CORE Skills and DESSA Items

ME:
A healthy sense of self. Students develop CORE integrity to act upon principles that provide a foundation for trustworthiness, dependability, and honesty.

- Healthy sense of self: Confidence in, satisfaction with, and respect for oneself that is free of harmful pridefulness.
- Integrity: Steadfast adherence to principles of right or wrong.

Skills	*DESSA Items*
M1: Processing and managing one's own thoughts and behaviors to regulate emotions in a healthy manner. • Emotional Regulation: the ability to manage or adjust one's own emotions	
Recognizing their own emotions	• Recognize their emotions • Describe the emotion they were feeling
Using age and developmentally appropriate constructive coping strategies	• Stay calm when faced with a challenge • Stay focused despite a distraction • Calm down when they're upset • Can motivate themselves when they don't want to do something

M2: Examining one's own behavior, taking ownership, and being accountable for one's actions.	
Being in control of one's behavior • Self-monitoring • Self-evaluation • Self-reinforcement	• Can tell when their emotions make it hard to pay attention • Know how their emotions influence their behavior • Accept that making mistakes is part of learning • View negative outcomes as a learning opportunity
Exercising restraint over one's own impulses or desires	• Think before they acted • Stay calm when faced with a challenge • Stay focused despite a distraction • Calm down when they're upset • Can motivate themselves when they don't want to do something
Reflecting on behavior and recognizing how to improve	• Listen to feedback so they can improve • Work to develop their personal strengths • Set goals for themselves
M3: Awareness of and beliefs in one's own strengths, interests, and areas for growth, trusting in one's abilities	
Outwardly sharing and demonstrating their strengths, interests, and areas for growth	• Show an awareness of their personal strengths • Can describe the things that matter most to them • Can list the personal traits that are most important to them • Work to develop their personal strengths • Seek out challenging tasks
Desiring and believing that they can accomplish a task or goal	• Believe they can achieve their goals • Believe they can overcome setbacks • Keep working until they achieve a goal • Keep trying when unsuccessful
Acknowledge personal growth	• Show an awareness of their personal strengths • Can imagine a positive future for themselves
M4: Setting, monitoring, and achieving attainable goals with perseverance.	
Establishing specific, time-based goals that are measurable, achievable, and realistic	• Set goals for themselves • Expect that they will be successful

Adhering to a course of action in order to achieve one's goals	• Think before they acted • Work carefully on projects or schoolwork • Keep trying when unsuccessful • Keep working to achieve a goal
Accepting goals for themselves, and believing in their attainability	• Set goals for themselves • Expect that they will be successful • Believe they can achieve their goals • Believe they can overcome setbacks
M5: Advocating for self to promote health, safety, and personal needs. • Advocacy for Self: Effectively communicate, or negotiate for one's own needs and interests.	
Clearly stating one's needs	• Describe the things that matter most to them • Demonstrate a sense of who they are and what is important to them
Willing to ask for help	• Feel comfortable asking for help when they don't understand something • Ask for advice when needed
Distinguishing differences between needs and wants	• Can motivate themselves when they don't want to do something

WE:
Relationship-building skills that are critical to employment and life success. Students consider how their behavior influences those around them, enabling students to build healthy relationships with others. • Healthy Relationships: A healthy relationship is one that adds to each individual's well-being, nurtured by trust, respect, and boundaries.

Skills	*DESSA Items*
W1: Effective teamwork, collaboration, and cooperation. • Teamwork: When a group of people contributes to the completion of a task or achievement of a goal • Collaboration: The process of individuals acting as a team where each member has a voice and a role to complete a task or goal • Cooperation: To participate or assist in a joint effort to accomplish a common goal	
Engaging in teamwork	• Contribute to group or team goals • Cooperate with others to solve a problem • Compromise for the good of the group • Believe working with others leads to greater success
Voicing their opinions	• Believe their contributions to a group or team matter • Stand up for a friend or classmate
Encouraging others	• Encourage others • Compliment or congratulate others

W2: Constructive decision-making, problem-solving, and conflict resolution.	
Sharing and considering ideas of others	- Listen to others - Respect a person's right to have a different opinion - Compromise for the good of the group - Listen to feedback so they can improve
Asking for help	- Feel comfortable asking for help when they don't understand something - Ask for advice when needed
Following constructive decision-making processes/models - Prioritizing - Choosing between two or more alternatives, ranging from the relatively simple to the complex - Evaluating consequences	- Gather information before making an important decision - Ask questions when learning new things - Do the right thing in a difficult situation - Accept responsibility for their actions
Following constructive problem-solving processes/models Finding solutions	- Show a willingness to update their thinking - Gather information before making an important decision - Do the right thing in a difficult situation - Ask for advice when needed
Following constructive conflict resolution processes/models - Engaging in dialogue - Asking for help - Using strategies, such as turn-taking, taking a break, negotiation, and bargaining, compromise to resolve interpersonal or intergroup disagreements - Solving conflict (opposition or antagonism) with mutual satisfaction where possible - Finding peaceful resolutions - Reducing discord and friction between individuals or groups	- Resolve conflicts positively - Listen to others - Respect a person's right to have a different opinion - Compromise for the good of the group - Stand up for a friend or classmate - Get along well with different types of people - Focus on the positive aspects of a situation
W3: Awareness of and respect for others, both different and similar to one's self. Respect: An attitude of, or behavior demonstrating, esteem, honor, regard, concern, and other such positive qualities toward an individual or entity	
Bringing others into the group	- Make others feel welcome or included - Help make their class a place where everyone can learn

• Welcoming interaction by active listening, asking questions, and making connections	• Listen to others • Ask questions when learning new things • Get along well with different types of people • Good at making and keeping friends • Do nice things for people • Demonstrate openness to new situations, experiences, and people

W4: Adjusting behavior to different settings and situations as needed.

• Recognizing appropriate behavior for their surroundings	• Adjust their behavior to match different settings • Adapt well to new situations
• Using respectful language, verbal, and non-verbal expressions in all forms and in all settings (including media and technology)	• Respond to others' feelings in kind and safe ways • Listen to others • Interact positively with classmates • Get along well with different types of people
• Reflecting on and demonstrating an understanding of situational expectations	• Agree to and follow expectations for their behavior • Accept responsibility for their actions • Update their thinking as they learn more about something

W5: Effective communication including appropriate self-expression and active listening
- Self-expression: The act of revealing an individual's own personality, emotions, thoughts, and ideas through the use of words, actions, body language, and creative choice
- Active Listening: The process of making a conscious effort to fully focus an individual's own attention on a speaker in order to understand their message, to respectfully reflect on that message, and to thoughtfully respond

• Respectfully sharing information regarding one's own interests and opinions	• Describe the things that matter most to them • Respect a person's right to have a different opinion
• Responding verbally and non-verbally to a speaker	• Listen to others • Respond to others' feelings in kind and safe ways
• Engaging in activities that display their creative style including but not limited to the arts, science and engineering, and writing	• Describe the things that matter most to them • Feel comfortable being themselves in different situations • Work to develop their personal strengths

OTHERS:	
Prosocial skills that have a positive effect on those around them, and improve their communities. Students build integrity and healthy relationships to treat others with kindness and respect. • Prosocial Skills: are any behavior intended to benefit others or promote harmonious relationships	
Skills	*DESSA Items*
O1: Understanding others' feelings or emotions accurately.	
• Comprehending and interpreting others' emotions	• Recognize others' emotions • Respond to others' feelings in kind and safe ways
• Seeing a situation from a viewpoint that is different from one's own viewpoint	• Respect a person's right to have a different perspective • Show a willingness to examine their beliefs and opinions • Demonstrate openness to new situations, experiences, and people • Get along well with different types of people
O2: Empathy and compassion for others including concern for how one's behavior affects others. • Empathy: Ability to understand and share the feelings of another • Compassion: Sensitivity to the suffering of others with a desire to help	
• Recognizing a need and acting on it to assist others	• Do nice things for people • Help make their class a place where everyone can learn • Respond to others' feelings in kind and safe ways • Contribute to creating a positive learning environment • Make others feel welcome or included
• Recognizing the suffering of others and then taking action to help when possible	• Stand up for a friend or classmate • Do the right thing in a difficult situation • Respond to others' feelings in kind and safe ways • Can make a positive difference in the world • Do nice things for people

- Being polite and courteous to others even when disagreeing - Expressing gratitude and appreciation - Apologizing - Being helpful - Demonstrating expressions of appropriate nonverbal cues - Being considerate or thoughtful	- Respect a person's right to have a different opinion - Resolve conflicts positively - Respond to others' feelings in kind and safe ways - Compromise for the good of the group - Show appreciation for others - Do nice things for - Encourage others - Compliment or congratulate others - Interact positively with classmates

O4: Fair and equitable treatment of others.
- Fair: Treating others in a way that is right or reasonable and minimizes bias, favoritism, injustice, or discrimination
- Equitable: Allocating resources and support based on the needs of individuals

Demonstrating impartiality and honesty	- Accept responsibility for their actions - Do the right thing in a difficult situation - Listen to others
Minimizing bias or injustice	- Demonstrate openness to new situations, experiences, and people - Make others feel welcome or included - Get along well with different types of people
Treating others well without expecting or receiving more than your share in return	- Do nice things for others - Respond to others' feelings in kind and safe ways

O5: Advocacy for others as individuals or communities.
- Advocacy for Others: The outward expression of supporting or defending a cause or proposal on behalf of others

Defending victims of bullies	- Stand up for a friend or classmate - Do nice things for people - Do the right thing in a difficult situation
Outwardly supporting a cause or proposal	- Can make a positive difference in the world - Believe their contributions to a group or team matter

• Speaking in favor of, recommending, or defending a cause	• Describe the things that matter most to them • List the personal traits that are most important to them
• Pleading on behalf of others	• Take action to solve problems

◈ DESSA

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.