South Dakota Career Readiness Skills and DESSA Crosswalk

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The South Dakota Career Readiness Skills articulate the personal strengths, talents, education, and experiences students need to be college, career, and workforce ready. Teachers can integrate these indicators into their courses of study to help students develop vital skills for success.

The DESSA suite of assessments measures key social and emotional competencies essential for student success now and into the future. The DESSA assessments span K-12 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 South Dakota Career Readiness Skills and the DESSA assessment items and demonstrates how the DESSA assessments can be used by districts and schools to ensure every South Dakota student develops the skills to be college, career, and workforce ready.

Alignment Between the South Dakota Career Readiness Skills and DESSA Items

CRS 1 Apply appropriate academic and technical skills		
Academic skills and technical skills complement one another. A career ready individual applies these skills in a strategic manner to accomplish workplace tasks.		
Webb Level	*Sub-indicator*	*DESSA Items*
Three Strategic Thinking	CRS 1.1 Academic Attainment • Demonstrate proficiency in academic core standards (math, English/ Language Arts, Science, Social Sciences) • Reads and comprehends written material in a variety of forms and levels of complexity. • Completes secondary courses to meet high school graduation requirements. • Assimilates and applies new learning, knowledge, and skills.	• Work carefully on projects or schoolwork. • Show a willingness to update their thinking. • Keep working to achieve a goal. • Express high expectations for themselves. • View negative outcomes as a learning opportunity.
Three Strategic Thinking	CRS 1.2 Technical Skill Attainment • Identifies the training, education, and certification requirements for entrance and advancement in a chosen occupation • Completes a career and technical education program of study. (concentrator)	• Gather information before making an important decision. • Persist to achieve a goal.

	• Passes certification tests to qualify for licensure and/or industry certifications.	
Three Strategic Thinking	CRS 1.3 Strategic Thinking • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. • Analyzes elements of a problem situation to develop solutions. • Uses acquired academic and technical skills to improve a situation or process. • Seeks to enhance knowledge and skills through ongoing professional development.	• Work to develop their personal strengths. • Ask for advice when needed. • Ask questions when learning new things. • Listen to feedback to improve.
Three Strategic Thinking	CRS 1.4 Safety Procedures • Understands the importance of health, safety, human resource and environmental regulations for the classroom, lab, shop, and workplace. • Applies safety knowledge. • Uses safety equipment properly.	• Think before they acted. • Agree to and follow expectations for their behavior.

CRS 2 Communicate effectively and appropriately		
Expressing ideas, providing instruction, informing others, sharing knowledge and providing customer service are critical in a career.		
Webb Level	*Sub-indicator*	*DESSA Items*
Three Strategic Thinking	CRS 2.1 Speaking and Listening • Asks pertinent questions to acquire or confirm information. • Demonstrates interpretation of verbal and non-verbal messages in a conversation. • Converses with diverse individuals in an all-inclusive manner to foster positive relationships. • Practices active and attentive listening skills.	• Ask questions when they did not understand something. • Interact positively with classmates. • Make others feel welcome or included. • Respect a person's right to have a different perspective. • Listen to others.

Three Strategic Thinking	CRS 2.2 Writing • Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. • Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents. • Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate a point of view.	• Work carefully on projects or schoolwork. • Show a willingness to examine their beliefs and opinions. • Demonstrate openness to new situations, experiences, and people.
Three Strategic Thinking	CRS 2.3 Presentations • Prepares presentations to provide information for specific purposes and audiences. • Delivers presentations that sustain listeners' attention and interest. • Uses technology appropriately to effectively present information.	• Prepare for school, activities, or upcoming events. • Contribute to a positive learning environment.
Three Strategic Thinking	CRS 2.4 Professional Etiquette • Uses professional etiquette and observes social protocols when communicating. • Practices appropriate use of social media in personal and professional environments. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers.	• Adjust behavior to match different settings. • Agree to and follow expectations for behavior. • Get along well with different types of people.
Three Strategic Thinking	CRS 2.5 Customer Service • Establishes positive relationship with internal and external customers. • Identifies and addresses customers' needs and wants. • Recommends appropriate products and services. • Uses effective follow-up techniques to assure that the needs of customers/clients have been met.	• Listen to others. • Respond to others' feelings in kind and safe ways. • Recognize others' emotions. • Stay calm when faced with a challenge. • Do nice things for people.

CRS 3 Contribute to the growth employee, employer, and community success		
Career ready means more than attending to self-interest. It also means the ability to see the bigger picture of playing a role in the success of the employer and community through personal, civic and community actions.		
Webb Level	*Sub-indicator*	*DESSA Items*
Three Strategic Thinking	CRS 3.1 Personal Responsibility • Takes responsibility for individual and shared group work tasks. • Models behaviors that demonstrate reliability, dependability and commitment to the organization. • Pursues results with personal energy and drive to completion.	• Contribute to group or team goals. • Contribute to a positive learning environment. • Persist to achieve a goal. • Do the right thing in a difficult situation. • Accepts responsibility for their actions. • Take action to solve problems. • Can motivate themselves when they don't want to do something.
Three Strategic Thinking	CRS 3.2 Meets Expectations • Arrives on time to work, class, appointments or meetings, adequately prepared and appropriately dressed. • Complies with policies, norms/culture, procedures and protocols. • Exhibits professional etiquette in all interactions.	• Agree to and follow expectations for behavior. • Prepare for school, activities, or upcoming events. • Adjust behavior to match different settings.
	CRS 3.3 Civic Responsibility and Service • Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees. • Engages in local government. • Demonstrates a respect for laws and regulations and those who enforce them.	• Believe they can make a positive difference in the world. • Make positive contributions to class, school, or community. • Believe working with others leads to greater success. • Compromise for the good of the group.

CRS 4 Make sense of problems and perseveres in solving them		
Recognizing and solving problems is a daily requirement of nearly every American worker and entrepreneur. From small technical issues, to group dynamics, to design of overall systems, opportunities abound for the career ready individual to solve problems in the workplace.		
Webb Level	*Sub-indicator*	*DESSA Items*
Four Extended Thinking	CRS 4.1 Perceptiveness • Accurately defines a problem or issue. • Recognizes factors, constraints, goals and relationships in a problem situation. • Identifies irregularities in processes and environments and seeks to understand their cause.	• Ask questions when learning new things. • Ask questions when they did not understand something. • Recognize others' emotions.
Four Extended Thinking	CRS 4.2 Problem Solving • Presents multiple solutions to the problem based on evidence and insights. • Evaluates solutions and determines the potential value toward solving the problem. • Employs critical thinking skills independently and in teams to solve problems and make decisions.	• Cooperate with others to solve a problem. • Take action to solve problems. • Gather information before making an important decision.
Three Strategic Thinking	CRS 4.3 Perseverance/ Work Ethic • Establishes and executes plans to completion even when faced with setbacks. • Requires minimal supervision to successfully complete tasks on schedule. • Prioritizes tasks to ensure progress toward stated objectives. • Presents a professional attitude and mindset in the classroom and workplace. • Adapts to change and demonstrates agility.	• Set goals for themselves. • Persist to achieve a goal. • Believe they can overcome setbacks. • Keep trying when unsuccessful. • Adapt well to new situations. • Stay calm when faced with a challenge. • Stay focused despite a distraction. • View negative outcomes as a learning opportunity.

CRS 5 Use critical thinking

Nearly all careers now require interaction with complex systems of technical components, complex dynamics of people or both. Many decisions are not simple and straightforward; rather, they require the ability to intelligently reason through and make complex decisions.

Webb Level	Sub-indicator	DESSA Items
Three Strategic Thinking	CRS 5.1 Critical Thinking • Demonstrates the ability to reason critically and systematically. • Uses reason and logic to evaluate situations from multiple perspectives. • Critiques possible solutions using valid research, historical context and balanced judgment. • Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.	• Show a willingness to examine their beliefs and opinions. • Work carefully on projects or schoolwork.
Four Extended Thinking	CRS 5.2 Decision Making • Conducts research, gathers input and analyzes information necessary for decision-making. • Develops and prioritizes possible solutions with supporting rationale. • Determines a course of action with the greatest perceived potential for success while considering its impact on others.	• Gather information before making an important decision. • Take action to solve problems.
Three Strategic Thinking	CRS 5.3 Adaptability • Demonstrates a willingness to learn new knowledge and skills. • Considers multiple and diverse points of view. • Manages multiple tasks and priorities. • Exhibits the ability to focus, prioritize, organize and handle ambiguity.	• Can update their thinking as they learn more about something. • Like trying new things. • Respect a person's right to have a different perspective. • Stay focused despite a distraction.

CRS 6 Demonstrate innovation and creativity		
The 21st century workplace requires innovation through creative thinking. Successful individuals will be expected to generate and share new ideas.		
Webb Level	*Sub-indicator*	*DESSA Items*
Three Strategic Thinking	CRS 6.1 Creativity • Uses information, knowledge and experience to generate original ideas and challenge assumptions. • Initiates brainstorming to generate ideas to solve problems or maximize opportunities. • Appreciates new and creative ideas of others. • Knows when to curb the creative process and begin implementation.	• Contribute to a positive learning environment. • Cooperate with others to solve a problem. • Respect a person's right to have a different opinion. • Take action to solve problems.
Three Strategic Thinking	CRS 6.2 Innovation • Searches for new ways to improve the efficiency of existing processes. • Determines the feasibility of improvements for ideas and concepts. • Accepts and incorporates constructive criticism into proposals for innovation. • Takes informed risks to introduce innovation while understanding the limits of authority.	• Believe working with others leads to greater success. • Listen to feedback to improve. • Show a willingness to update their thinking. • Demonstrates openness to new situations, experiences, and people.

CRS 7 Model ethical leadership and effective management		
The ability to influence others relies on leadership. Today's workplace provides greater transparency and accountability where the ability to ethically lead and manage is essential.		
Webb Level	*Sub-indicator*	*DESSA Items*
Three Strategic Thinking	CRS 7.1 Leadership • Employs organizational development skills to foster positive working relationships and accomplish goals. • Enlists the support of others to accomplish a goal. • Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills).	• Expect that they will be successful. • Believe they can achieve their goals. • Can motivate themselves when they don't want to do something. • Compromise for the good of the group. • Encourage others.

	CRS 7.2 Ethics	
Three Strategic Thinking	- Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. - Recognizes personal and long-term workplace consequences of unethical or illegal behaviors. - Practices ethical behavior at all times and complies with code of conduct.	- Accept responsibility for their actions. - Do the right thing in a difficult situation. - Agree to and follow expectations for their behavior.
Three Strategic Thinking	CRS 7.3 Management - Differentiates between leadership and management. - Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work. - Develops personal management skills to function effectively and efficiently.	- Believe working with others leads to greater success. - Gather information before making an important decision. - Set goals for themselves. - Take action to solve problems. - Contribute to group or team goals. - Keep working until they achieve a goal. - Work to develop their personal strengths.

CRS 8 Works productively in teams and demonstrate cultural competency		
Teams of individuals with diverse cultural backgrounds have become the new norm of operation in the global workplace. The career ready individual is prepared to collaborate with colleagues representing various backgrounds.		
Webb Level	*Sub-indicator*	*DESSA Items*
Three Strategic Thinking	CRS 8.1 Teamwork - Builds consensus within a team to accomplish results. - Contributes to team-oriented projects and assignments. - Engages team members and utilizes individual talents and skills.	- Believe working with others leads to greater success. - Cooperate with others to solve a problem. - Contribute to group or team goals. - Show an awareness of personal strengths.

Three Strategic Thinking	CRS 8.2 Conflict Resolution • Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions. • Disagrees with a team member without causing personal offense. • Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.	• Resolve conflicts positively. • Compromise for the good of the group. • Respect a person's right to have a different perspective. • Recognize others' emotions.
Three Strategic Thinking	CRS 8.3 Social and Cultural Competence • Gives and earns respect by interacting positively with people of different backgrounds, experiences and beliefs. • Uses awareness of all cultures and languages to effectively communicate with co-workers, classmates, and customers/clients.	• Make others feel welcome or included. • Demonstrate openness to new situations, experiences, and people. • Get along well with different types of people.

CRS 9 Utilizes technology		
The career ready individual has an understanding of how to use technology and apply it successfully in the workplace. Advances in technology require individuals to quickly learn and use many tools and applications.		
Webb Level	*Sub-indicator*	*DESSA Items*
Three Strategic Thinking	CRS 9.1 Data Gathering, Access, and Management • Uses various methods to search for valid, relevant data to complete workplace tasks. • Evaluates Internet resources for reliability and validity. • Develops and uses a consistent approach for managing data.	• Gather important information before making an important decision. • Work carefully on projects or schoolwork. • Keep working until they achieve a goal.
Three Strategic Thinking	CRS 9.2 Tools and Applications • Uses the appropriate technology tools for conveying information, solving problems and expediting processes. • Demonstrates the technology skills needed for a chosen cluster. • Identifies the value of technology tools and applications.	• Think before they acted. • Adapt well to new situations. • Make their class a place where everyone can learn.

Three Strategic Thinking	CRS 9.3 Technology Ethics • Understands the ethical uses of information and technology related to privacy, intellectual property, and workplace issues. • Uses computer and internet protocols that ensure cyber security and confidentiality of private information.	• Accept responsibility for their actions. • Do the right thing in a difficult situation.

CRS 10 Manage personal career development		
Managing a personal career includes exploration, preparation and participation. Each person is responsible for creating and maintaining their own college and career plan. Career management includes understanding and meeting the expectations for behavior and skills in the workplace.		
Webb Level	*Sub-indicator*	*DESSA Items*
Three Strategic Thinking	CRS 10.1 Planning • Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. • Develops career goals and objectives. • Develops a personal education and career plan to meet goals and objectives.	• Show an awareness of their personal strengths. • Speak positively about their future potential. • Express high expectations for themselves. • Set goals for themselves.
Three Strategic Thinking	CRS 10.2 Employment/ Education Seeking • Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities. • Researches information about a prospective employers to successfully complete an application. • Uses professional digital media to create a personal brand. • Markets self effectively to potential employers and institutions.	• Ask for advice when needed. • Believe working with others leads to great success. • Gather information before making an important decision.

Three Strategic Thinking	CRS 10.3 Resumes, Portfolios, and Interviews • Prepares a professional résumé appropriate for each situation. • Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio. • Presents a professional image appropriate for the job interview. • Communicates experiences, knowledge and skills identified in the résumé and portfolio when interviewing.	• Prepare for school, activities, or upcoming events. • Keep working until they achieve a goal. • Adapt well to new situations. • Demonstrate a sense of who they are and what is important to them.
Three Strategic Thinking	CRS 10.4 Professional Development • Identifies opportunities for career advancement. • Uses resources to develop goals that address training, education and self-improvement issues.	• Believe they can achieve their goals. • Listen to feedback to improve. • List the personal traits that are most important to them. • Work to develop their personal strengths.
Three Strategic Thinking	CRS 10.5 Entrepreneurship • Understands the knowledge and skills required of an entrepreneur. • Describes the opportunities for entrepreneurship in a given cluster. • Weighs the opportunities, benefits and risks of entrepreneurship versus employment.	• Can imagine a positive future for themself. • Adjust their behavior to match different settings.

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.