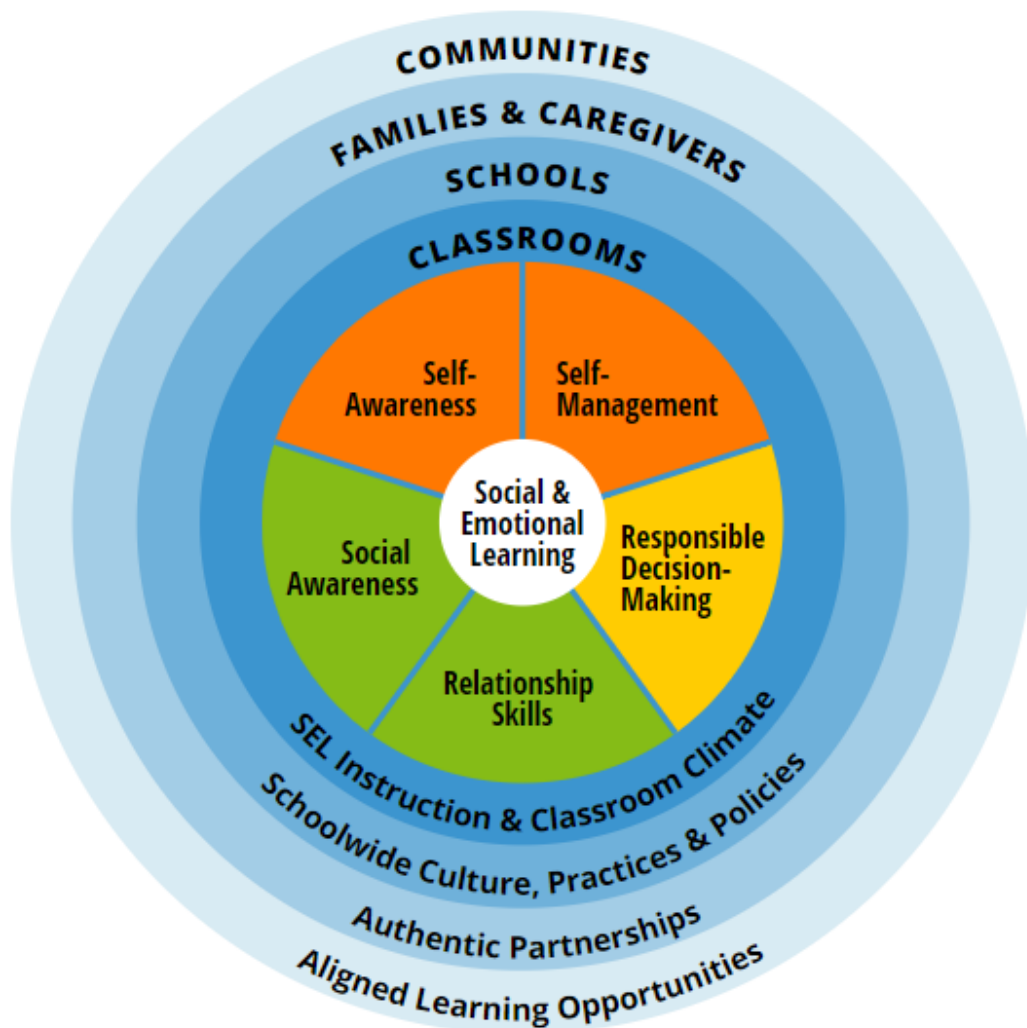


Washington's K-12 SEL Standards and Benchmarks

Self	Social
<p>Standard 1—Self-Awareness: Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.</p> <p><u>Benchmark 1A:</u> Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.</p> <p><u>Benchmark 1B:</u> Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.</p> <p><u>Benchmark 1C:</u> Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.</p>	<p>Standard 4—Social Awareness: Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.</p> <p><u>Benchmark 4A:</u> Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.</p> <p><u>Benchmark 4B:</u> Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.</p> <p><u>Benchmark 4C:</u> Demonstrates an understanding of the variation within and across cultures.</p>
<p>Standard 2—Self-Management: Individual can regulate emotions, thoughts, and behaviors.</p> <p><u>Benchmark 2A:</u> Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.</p> <p><u>Benchmark 2B:</u> Demonstrates responsible decision-making and problem-solving skills.</p>	<p>Standard 5—Social Management: Individual can make safe and constructive choices about personal behavior and social interactions.</p> <p><u>Benchmark 5A:</u> Demonstrates a range of communication and social skills to interact effectively with others.</p> <p><u>Benchmark 5B:</u> Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.</p> <p><u>Benchmark 5C:</u> Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.</p>
<p>Standard 3—Self-Efficacy: Individual can motivate themselves, persevere, and see themselves as capable.</p> <p><u>Benchmark 3A:</u> Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.</p> <p><u>Benchmark 3B:</u> Demonstrates problem-solving skills to engage responsibly in a variety of situations.</p> <p><u>Benchmark 3C:</u> Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.</p>	<p>Standard 6—Social Engagement: Individual can consider others and show a desire to contribute to the well-being of school and community.</p> <p><u>Benchmark 6A:</u> Demonstrates a sense of school and community responsibility.</p> <p><u>Benchmark 6B:</u> Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.</p> <p><u>Benchmark 6C:</u> Contributes productively to one's school, workplace, and community.</p>



The CASEL 5

The CASEL 5 addresses five broad and interrelated areas of competence and highlights examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts. Many school districts, states, and countries have used the CASEL 5 to establish preschool to high school learning standards and competencies that articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

A developmental perspective to SEL considers how the social and emotional competencies can be expressed and enhanced at different ages from preschool through adulthood. Students' social, emotional, and cognitive developmental levels and age-appropriate tasks and challenges should inform the design of SEL standards, instruction, and assessment. Given that, stakeholders should decide how best to prioritize, teach, and assess the growth and development of the CASEL 5 in their local schools and communities.