In 2020, Superintendent of Public Instruction Chris Reykdal formally adopted the Washington Social Emotional Learning (SEL) Standards and Benchmarks. Washington’s SEL Standards and Benchmarks were developed by a team of practitioners and experts with knowledge of SEL-related topics and outline fundamental social emotional skills for life effectiveness. In addition, Washington has a set of observable developmental Indicators for each Benchmark.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a national organization that provides SEL-related information, guidance, and resources. CASEL has articulated an SEL framework which is grounded in five core SEL Competence Areas. Each Competence Area has a definition followed by a list of examples (which we refer to as the CASEL Subcompetencies). Many SEL programs, policies, and tools are based on the CASEL framework.

At the request of the Washington Office of Superintendent of Public Instruction (OSPI), American Institutes for Research (AIR) conducted an alignment analysis of the Washington SEL Standards and the CASEL SEL Competence Areas by examining the relationship between each of the Washington Benchmarks and each of the CASEL Examples. The following table provides a summary view of that analysis. The shading of the box indicates the extent of alignment for the specific Standard and Competency pairing. The darker shading indicates strong alignment. The tables on the following pages show the detailed alignment for each pairing of Washington Benchmarks and CASEL Subcompetencies.

<table>
<thead>
<tr>
<th>CASEL SEL COMPETENCE AREAS</th>
<th>WASHINGTON SEL STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>SELF-AWARENESS</td>
<td>SELF-EFFICACY</td>
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<tr>
<td>SELF-MANAGEMENT</td>
<td>SOCIAL AWARENESS</td>
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<tr>
<td>RESPONSIBLE DECISION-MAKING</td>
<td>SOCIAL MANAGEMENT</td>
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<tr>
<td>RELATIONSHIP SKILLS</td>
<td>SOCIAL ENGAGEMENT</td>
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</tbody>
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1. The tables on the following pages show the detailed alignment for each pairing of Washington Benchmarks and CASEL Subcompetencies.
## CASEL SEL COMPETENCY AREA
### SELF-AWARENESS

The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

<table>
<thead>
<tr>
<th>INTEGRATING PERSONAL AND SOCIAL IDENTITIES</th>
<th>IDENTIFYING PERSONAL, CULTURAL, AND LINGUISTIC ASSETS</th>
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### WASHINGTON SEL STANDARD 1

**SELF-AWARENESS**

Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports

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CASEL SEL COMPETENCY AREA

SELF-MANAGEMENT

The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- MANAGING ONE’S EMOTIONS
- EXHIBITING SELF-DISCIPLINE AND SELF-MOTIVATION
- IDENTIFYING AND USING STRESS-MANAGEMENT STRATEGIES
- SETTING PERSONAL AND COLLECTIVE GOALS
- USING PLANNING AND ORGANIZATIONAL SKILLS
- SHOWING THE COURAGE TO TAKE INITIATIVE
- DEMONSTRATING PERSONAL AND COLLECTIVE AGENCY

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MANAGING ONE’S EMOTIONS

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EXHIBITING SELF-DISCIPLINE AND SELF-MOTIVATION

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IDENTIFYING AND USING STRESS-MANAGEMENT STRATEGIES

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SETTING PERSONAL AND COLLECTIVE GOALS

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USING PLANNING AND ORGANIZATIONAL SKILLS

- [ ]

SHOWING THE COURAGE TO TAKE INITIATIVE

- [ ]

DEMONSTRATING PERSONAL AND COLLECTIVE AGENCY

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LIMITED ALIGNMENT

- [ ]

NO ALIGNMENT

- [ ]
**CASEL SEL COMPETENCY AREA**

**RESPONSIBLE DECISION-MAKING**

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

**DEMONSTRATING CURIOSITY AND OPEN-MINDEDNESS**

**IDENTIFYING SOLUTIONS FOR PERSONAL AND SOCIAL PROBLEMS**

**LEARNING TO MAKE A REASONED JUDGMENT AFTER ANALYZING INFORMATION, DATA, FACTS**

**ANTICIPATING AND EVALUATING THE CONSEQUENCES OF ONE’S ACTIONS**

**RECOGNIZING HOW CRITICAL THINKING SKILLS ARE USEFUL BOTH INSIDE & OUTSIDE OF SCHOOL**

**REFLECTING ON ONE’S ROLE TO PROMOTE PERSONAL, FAMILY, AND COMMUNITY WELL-BEING**

**EVALUATING PERSONAL, INTERPERSONAL, COMMUNITY, AND INSTITUTIONAL IMPACTS**

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**WASHINGTON SEL STANDARD 1**

**SELF-AWARENESS**

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**ALIGNMENT**

- **STRENGTH ALIGNMENT**
- **LIMITED ALIGNMENT**
- **NO ALIGNMENT**
**CASEL SEL COMPETENCY AREA**

**RELATIONSHIP SKILLS**

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

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### CASEL SEL COMPETENCY AREA

**SOCIAL AWARENESS**

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- **TAKING OTHERS’ PERSPECTIVES**
- **RECOGNIZING STRENGTHS IN OTHERS**
- **DEMONSTRATING EMPATHY AND COMPASSION**
- **SHOWING CONCERN FOR THE FEELINGS OF OTHERS**
- **UNDERSTANDING AND EXPRESSING GRATITUDE**
- **IDENTIFYING DIVERSE SOCIAL NORMS, INCLUDING UNJUST ONES**
- **RECOGNIZING SITUATIONAL DEMANDS AND OPPORTUNITIES**
- **UNDERSTANDING THE INFLUENCES OF ORGANIZATIONS/SYSTEMS ON BEHAVIOR**

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### WASHINGTON SEL STANDARD 1

**SELF-AWARENESS**

Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

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CASEL SEL COMPETENCY AREA
SELF-AWARENESS

The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one’s emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

WASHINGTON SEL STANDARD 2
SELF-MANAGEMENT

Individual has the ability to regulate emotions, thoughts, and behaviors

**BENCHMARK 2A**
Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress in constructive ways

**BENCHMARK 2B**
Demonstrates responsible decision-making and problem-solving skills

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The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

**MANAGING ONE’S EMOTIONS**

**EXHIBITING SELF-DISCIPLINE AND SELF-MOTIVATION**

**IDENTIFYING AND USING STRESS-MANAGEMENT STRATEGIES**

**SETTING PERSONAL AND COLLECTIVE GOALS**

**USING PLANNING AND ORGANIZATIONAL SKILLS**

**SHOWING THE COURAGE TO TAKE INITIATIVE**

**DEMONSTRATING PERSONAL AND COLLECTIVE AGENCY**

**WASHINGTON SEL STANDARD 2
SELF-MANAGEMENT**

**Individual has the ability to regulate emotions, thoughts, and behaviors**

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**BENCHMARK 2A**
Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways

**BENCHMARK 2B**
Demonstrates responsible decision-making and problem-solving skills

**DEMONSTRATING CURIOSITY AND OPEN-MINDEDNESS**

**IDENTIFYING SOLUTIONS FOR PERSONAL AND SOCIAL PROBLEMS**

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The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

**COMMUNICATING EFFECTIVELY**

**DEVELOPING POSITIVE RELATIONSHIPS**

**DEMONSTRATING CULTURAL COMPETENCY**

**PRACTICING TEAMWORK AND COLLABORATIVE PROBLEM-SOLVING**

**RESOLVING CONFLICTS CONSTRUCTIVELY**

**RESISTING NEGATIVE SOCIAL PRESSURE**

**SHOWING LEADERSHIP IN GROUPS**

**SEEKING OR OFFERING SUPPORT AND HELP WHEN NEEDED**

**STANDING UP FOR THE RIGHTS OF OTHERS**

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**WASHINGTON SEL STANDARD 2**

**SELF-MANAGEMENT**

Individual has the ability to regulate emotions, thoughts, and behaviors

**BENCHMARK 2A**

Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways

**BENCHMARK 2B**

Demonstrates responsible decision-making and problem-solving skills

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**CASEL SEL COMPETENCY AREA**

**SOCIAL AWARENESS**

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- **TAKING OTHERS’ PERSPECTIVES**
- **RECOGNIZING STRENGTHS IN OTHERS**
- **DEMONSTRATING EMPATHY AND COMPASSION**
- **SHOWING CONCERN FOR THE FEELINGS OF OTHERS**
- **UNDERSTANDING AND EXPRESSING GRATITUDE**
- **IDENTIFYING DIVERSE SOCIAL NORMS, INCLUDING UNJUST ONES**
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- **UNDERSTANDING THE INFLUENCES OF ORGANIZATIONS/SYSTEMS ON BEHAVIOR**

**WASHINGTON SEL STANDARD 2**

**SELF-MANAGEMENT**

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### CASEL SEL COMPETENCY AREA

#### SELF-AWARENESS

The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- **INTEGRATING PERSONAL AND SOCIAL IDENTITIES**
- **IDENTIFYING PERSONAL, CULTURAL, AND LINGUISTIC ASSETS**
- **IDENTIFYING ONE’S EMOTIONS**
- **DEMONSTRATING HONESTY AND INTEGRITY**
- **LINKING FEELINGS, VALUES, AND THOUGHTS**
- **EXAMINING PREJUDICES AND BIASES**
- **EXPERIENCING SELF-EFFICACY**
- **HAVING A GROWTH MINDSET**
- **DEVELOPING INTERESTS AND A SENSE OF PURPOSE**

### WASHINGTON SEL STANDARD 3

#### SELF-EFFICACY

**Individual has the ability to motivate themselves, persevere, and see themselves as capable**

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<td>Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals</td>
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For additional benchmarks, please refer to the full document.
Self-Management

The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one’s emotions
- Exhibiting self-discipline and self-motivation
- Identifying and using stress-management strategies
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

Washington SEL Standard 3

Self-Efficacy

Individual has the ability to motivate themselves, persevere, and see themselves as capable

- Benchmark 3A
  Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals

- Benchmark 3B
  Demonstrates problem-solving skills to engage responsibly in a variety of situations

- Benchmark 3C
  Demonstrate awareness and ability to speak on behalf of personal rights and advocacy

Strengths

- Strong alignment
- Limited alignment
- No alignment
### Responsible Decision-Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

#### Demonstrating Curiosity and Open-Mindedness

#### Identifying Solutions for Personal and Social Problems

#### Learning to Make a Reasoned Judgment After Analyzing Information, Data, Facts

#### Anticipating and Evaluating the Consequences of One's Actions

#### Recognizing How Critical Thinking Skills Are Useful Both Inside & Outside of School

#### Reflecting on One's Role to Promote Personal, Family, and Community Well-Being

#### Evaluating Personal, Interpersonal, Community, and Institutional Impacts

### Self-Efficacy

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CASEL SEL COMPETENCY AREA

RELATIONSHIP SKILLS

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COMMUNICATING EFFECTIVELY
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DEMONSTRATING CULTURAL COMPETENCY
PRACTICING TEAMWORK AND COLLABORATIVE PROBLEM-SOLVING
RESOLVING CONFLICTS CONSTRUCTIVELY
RESISTING NEGATIVE SOCIAL PRESSURE
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SEEKING OR OFFERING SUPPORT AND HELP WHEN NEEDED
STANDING UP FOR THE RIGHTS OF OTHERS

WASHINGTON SEL STANDARD 3

SELF-EFFICACY

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**CASEL SEL COMPETENCY AREA**

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- **TAKING OTHERS’ PERSPECTIVES**
- **RECOGNIZING STRENGTHS IN OTHERS**
- **DEMONSTRATING EMPATHY AND COMPASSION**
- **SHOWING CONCERN FOR THE FEELINGS OF OTHERS**
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**WASHINGTON SEL STANDARD 3**

### SELF-EFFICACY

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**STRONG ALIGNMENT**

**LIMITED ALIGNMENT**

**NO ALIGNMENT**
**CASEL SEL COMPETENCY AREA**

**SELF-AWARENESS**

The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one’s emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

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**WASHINGTON SEL STANDARD 4**

**SOCIAL AWARENESS**

Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures

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**STRONG ALIGNMENT**

**LIMITED ALIGNMENT**

**NO ALIGNMENT**

---

**INTEGRATING PERSONAL AND SOCIAL IDENTITIES**

| | | |
| | | |

**IDENTIFYING PERSONAL, CULTURAL, AND LINGUISTIC ASSETS**

| | | |
| | | |

**IDENTIFYING ONE’S EMOTIONS**

| | | |
| | | |

**DEMONSTRATING HONESTY AND INTEGRITY**

| | | |
| | | |

**LINKING FEELINGS, VALUES, AND THOUGHTS**

| | | |
| | | |

**EXAMINING PREJUDICES AND BIASES**

| | | |
| | | |

**EXPERIENCING SELF-EFFICACY**

| | | |
| | | |

**HAVING A GROWTH MINDSET**

| | | |
| | | |

**DEVELOPING INTERESTS AND A SENSE OF PURPOSE**

| | | |
| | | |
**CASEL SEL COMPETENCY AREA**

**SELF-MANAGEMENT**

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

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**MANAGING ONE’S EMOTIONS**

**EXHIBITING SELF-DISCIPLINE AND SELF-MOTIVATION**

**IDENTIFYING AND USING STRESS-MANAGEMENT STRATEGIES**

**SETTING PERSONAL AND COLLECTIVE GOALS**

**USING PLANNING AND ORGANIZATIONAL SKILLS**

**SHOWING THE COURAGE TO TAKE INITIATIVE**

**DEMONSTRATING PERSONAL AND COLLECTIVE AGENCY**
**CASEL SEL COMPETENCY AREA**

**RESPONSIBLE DECISION-MAKING**

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

1. **DEMONSTRATING CURIOSITY AND OPEN-MINDEDNESS**
2. **IDENTIFYING SOLUTIONS FOR PERSONAL AND SOCIAL PROBLEMS**
3. **LEARNING TO MAKE A REASONED JUDGMENT AFTER ANALYZING INFORMATION, DATA, FACTS**
4. **ANTICIPATING AND EVALUATING THE CONSEQUENCES OF ONE'S ACTIONS**
5. **RECOGNIZING HOW CRITICAL THINKING SKILLS ARE USEFUL BOTH INSIDE & OUTSIDE OF SCHOOL**
6. **REFLECTING ON ONE'S ROLE TO PROMOTE PERSONAL, FAMILY, AND COMMUNITY WELL-BEING**
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### CASEL SEL COMPETENCY AREA

#### RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- **COMMUNICATING EFFECTIVELY**
- **DEVELOPING POSITIVE RELATIONSHIPS**
- **DEMONSTRATING CULTURAL COMPETENCY**
- **PRACTICING TEAMWORK AND COLLABORATIVE PROBLEM-SOLVING**
- **RESOLVING CONFLICTS CONSTRUCTIVELY**
- **RESISTING NEGATIVE SOCIAL PRESSURE**
- **SHOWING LEADERSHIP IN GROUPS**
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- **RECOGNIZING STRENGTHS IN OTHERS**
- **DEMONSTRATING EMPATHY AND COMPASSION**
- **SHOWING CONCERN FOR THE FEELINGS OF OTHERS**
- **UNDERSTANDING AND EXPRESSING GRATITUDE**
- **IDENTIFYING DIVERSE SOCIAL NORMS, INCLUDING UNJUST ONES**
- **RECOGNIZING SITUATIONAL DEMANDS AND OPPORTUNITIES**
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**LIMITED ALIGNMENT**

**NO ALIGNMENT**
### CASEL SEL COMPETENCY AREA

**SELF-AWARENESS**

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- Having a growth mindset
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### WASHINGTON SEL STANDARD 5

**SOCIAL MANAGEMENT**

Individual has the ability to make safe and constructive choices about personal behavior and social interactions

| BENCHMARK 5A | Demonstrates a range of communication and social skills to interact effectively with others |
| BENCHMARK 5B | Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways |
| BENCHMARK 5C | Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability |

|  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| INTEGRATING PERSONAL AND SOCIAL IDENTITIES | IDENTIFYING PERSONAL, CULTURAL, AND LINGUISTIC ASSETS | IDENTIFYING ONE'S EMOTIONS | DEMONSTRATING HONESTY AND INTEGRITY | LINKING FEELINGS, VALUES, AND THOUGHTS | EXAMINING PREJUDICES AND BIASES | EXPERIENCING SELF-EFFICACY | HAVING A GROWTH MINDSET | DEVELOPING INTERESTS AND A SENSE OF PURPOSE |
|  |  |  |  |  |  |  |  |  |
| STRONG ALIGNMENT | LIMITED ALIGNMENT | NO ALIGNMENT | STRONG ALIGNMENT | LIMITED ALIGNMENT | NO ALIGNMENT | STRONG ALIGNMENT | LIMITED ALIGNMENT | NO ALIGNMENT | STRONG ALIGNMENT | LIMITED ALIGNMENT | NO ALIGNMENT | STRONG ALIGNMENT | LIMITED ALIGNMENT | NO ALIGNMENT |
**SELF-MANAGEMENT**

The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one’s emotions
- Exhibiting self-discipline and self-motivation
- Identifying and using stress-management strategies
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

**WASHINGTON SEL STANDARD 5**

**SOCIAL MANAGEMENT**

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**Alignment Levels:**

- **Strong Alignment**
- **Limited Alignment**
- **No Alignment**

**Circle Colors:**

- Blue (Strong Alignment)
- Grey (Limited Alignment)
- White (No Alignment)
CASEL SEL COMPETENCY AREA
RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- **DEMONSTRATING CURIOSITY AND OPEN-MINDEDNESS**
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WASHINGTON SEL STANDARD 5
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**BENCHMARKS:**
- **BASELINE**
- **DEMONSTRATION**
- **Mastery**
- **NO ALIGNMENT**

**Alignments:**
- **STONG ALIGNMENT**
- **LIMITED ALIGNMENT**
- **NO ALIGNMENT**
**CASEL SEL COMPETENCY AREA**

### RELATIONSHIP SKILLS

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- Communicating Effectively
- Developing Positive Relationships
- Demonstrating Cultural Competency
- Practicing Teamwork and Collaborative Problem-Solving
- Resolving Conflicts Constructively
- Resisting Negative Social Pressure
- Showing Leadership in Groups
- Seeking or Offering Support and Help When Needed
- Standing Up for the Rights of Others

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**WASHINGTON SEL STANDARD 5**

### SOCIAL MANAGEMENT

**Individual has the ability to make safe and constructive choices about personal behavior and social interactions**

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**Alignment Levels:**
- **Strong Alignment**
- **Limited Alignment**
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### Washington SEL Standard 5: Social Management

Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

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#### Taking Others’ Perspectives

- [ ] Strong Alignment
- [ ] Limited Alignment
- [ ] No Alignment

#### Recognizing Strengths in Others

- [ ] Strong Alignment
- [ ] Limited Alignment
- [ ] No Alignment

#### Demonstrating Empathy and Compassion

- [ ] Strong Alignment
- [ ] Limited Alignment
- [ ] No Alignment

#### Showing Concern for the Feelings of Others

- [ ] Strong Alignment
- [ ] Limited Alignment
- [ ] No Alignment

#### Understanding and Expressing Gratitude

- [ ] Strong Alignment
- [ ] Limited Alignment
- [ ] No Alignment

#### Identifying Diverse Social Norms, Including Unjust Ones

- [ ] Strong Alignment
- [ ] Limited Alignment
- [ ] No Alignment

#### Recognizing Situational Demands and Opportunities

- [ ] Strong Alignment
- [ ] Limited Alignment
- [ ] No Alignment

#### Understanding the Influences of Organizations/Systems on Behavior

- [ ] Strong Alignment
- [ ] Limited Alignment
- [ ] No Alignment
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**Individual has the ability to consider others and show a desire to contribute to the well-being of school and community**

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**INTEGRATING PERSONAL AND SOCIAL IDENTITIES**

**IDENTIFYING PERSONAL, CULTURAL, AND LINGUISTIC ASSETS**

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**PRACTICING TEAMWORK AND COLLABORATIVE PROBLEM-SOLVING**

**RESOLVING CONFLICTS CONSTRUCTIVELY**

**RESISTING NEGATIVE SOCIAL PRESSURE**

**SHOWING LEADERSHIP IN GROUPS**

**SEEKING OR OFFERING SUPPORT AND HELP WHEN NEEDED**

**STANDING UP FOR THE RIGHTS OF OTHERS**

**WASHINGTON SEL STANDARD 6**

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- **LIMITED ALIGNMENT**
- **NO ALIGNMENT**
1 Strong alignment means that at least half of the Washington Benchmarks have at least one alignment point with a CASEL Subcompetency and at least half of the CASEL Subcompetencies have at least one alignment point with a Washington Benchmark.

2 To further understand each of the Washington Benchmarks, the research team reviewed the underlying Indicators associated with the Benchmark; in general, when the alignment with the CASEL Subcompetency was not obvious from the Benchmark wording, we required a consistent thread across the developmental bands in the Indicator in order to demonstrate any level of alignment. We recognize that multiple SEL skills relate to and are dependent on one another. Thus, we tried to focus on core alignment across the developmental spectrum.