

Alignment of Washington SEL Standards and CASEL SEL Competence Areas



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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.


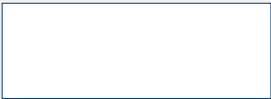


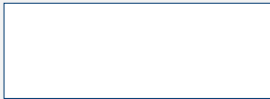




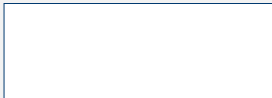
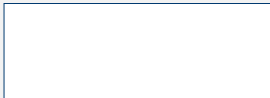








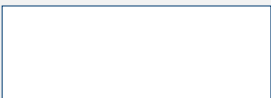










The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a national organization that provides SEL-related information, guidance, and resources. CASEL has articulated an [SEL framework](#) which is grounded in five core SEL Competence Areas. Each Competence Area has a definition followed 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.¹ **The tables on the following pages show the detailed alignment for each pairing of Washington Benchmarks and CASEL Subcompetencies.²**

 STRONG ALIGNMENT
  LIMITED ALIGNMENT
  NO ALIGNMENT

CASEL SEL COMPETENCE AREAS

WASHINGTON SEL STANDARDS

	SELF-AWARENESS	SELF-MANAGEMENT	SELF-EFFICACY	SOCIAL AWARENESS	SOCIAL MANAGEMENT	SOCIAL ENGAGEMENT
SELF-AWARENESS						
SELF-MANAGEMENT						
RESPONSIBLE DECISION- MAKING						
RELATIONSHIP SKILLS						
SOCIAL AWARENESS						

SELF-AWARENESS

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

SELF-AWARENESS

BENCHMARK 1A

Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior

BENCHMARK 1B

Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets

BENCHMARK 1C

Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports

STRONG ALIGNMENT

LIMITED ALIGNMENT

NO ALIGNMENT

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

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

	BENCHMARK 1A	BENCHMARK 1B	BENCHMARK 1C
	Demonstrates awareness and understanding of one’s own emotions and emotions’ influence on behavior	Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets	Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports
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			

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-AWARENESS

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

BENCHMARK 1A

Demonstrates awareness and understanding of one’s own emotions and emotions’ influence on behavior

BENCHMARK 1B

Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets

BENCHMARK 1C

Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports

CASEL SEL COMPETENCY AREA

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

WASHINGTON SEL STANDARD 1

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

BENCHMARK 1A

Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior

BENCHMARK 1B

Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets

BENCHMARK 1C

Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports

STRONG ALIGNMENT

LIMITED ALIGNMENT

NO ALIGNMENT

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

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

BENCHMARK 1A

Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior

BENCHMARK 1B

Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets

BENCHMARK 1C

Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports

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 wellgrounded 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	BENCHMARK 2B
Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress in constructive ways	Demonstrates responsible decision-making and problem-solving skills

STRONG ALIGNMENT

LIMITED ALIGNMENT

NO ALIGNMENT

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

WASHINGTON SEL STANDARD 2

SELF-MANAGEMENT

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

BENCHMARK 2A	BENCHMARK 2B
Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress in constructive ways	Demonstrates responsible decision-making and problem-solving skills

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

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

EVALUATING PERSONAL, INTERPERSONAL,
COMMUNITY, AND INSTITUTIONAL IMPACTS

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

STRONG
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:

COMMUNICATING EFFECTIVELY

DEVELOPING POSITIVE RELATIONSHIPS

DEMONSTRATING CULTURAL COMPETENCY

PRACTICING TEAMWORK AND COLLABORATIVE PROBLEM-SOLVING

RESOLVING CONFLICTS CONSTRUTIVELY

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 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

STRONG ALIGNMENT

LIMITED ALIGNMENT

NO ALIGNMENT

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

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

STRONG
ALIGNMENT

LIMITED
ALIGNMENT

NO ALIGNMENT

SELF-AWARENESS

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

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

STRONG ALIGNMENT

LIMITED ALIGNMENT

NO ALIGNMENT

SELF-MANAGEMENT

MANAGING ONE'S EMOTIONS

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

SELF-EFFICACY

BENCHMARK 3A

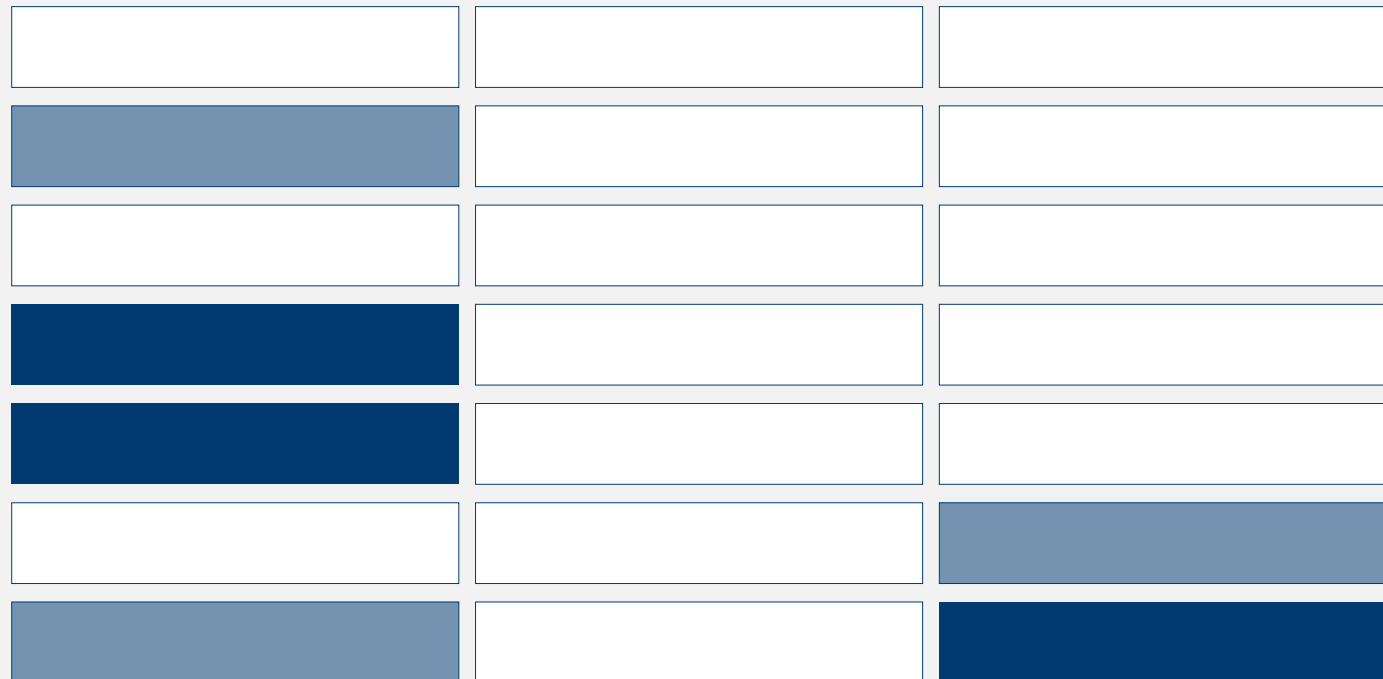
Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals

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



RESPONSIBLE DECISION-MAKING

DEMONSTRATING CURIOSITY AND OPEN-MINDEDNESS

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

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

EVALUATING PERSONAL, INTERPERSONAL, COMMUNITY, AND INSTITUTIONAL IMPACTS

SELF-EFFICACY

BENCHMARK 3A

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

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

SEEKING OR OFFERING SUPPORT AND HELP WHEN NEEDED

STANDING UP FOR THE RIGHTS OF OTHERS

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

STRONG ALIGNMENT

LIMITED ALIGNMENT

NO ALIGNMENT

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

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

SELF-AWARENESS

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

SOCIAL AWARENESS

BENCHMARK 4A

Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities

BENCHMARK 4B

Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups

BENCHMARK 4C

Demonstrates an understanding of the variation within and across cultures

- STRONG ALIGNMENT
- LIMITED ALIGNMENT
- NO ALIGNMENT

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

WASHINGTON SEL STANDARD 4

SOCIAL AWARENESS

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

BENCHMARK 4A	BENCHMARK 4B	BENCHMARK 4C
Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities	Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups	Demonstrates an understanding of the variation within and across cultures

RESPONSIBLE DECISION-MAKING

DEMONSTRATING CURIOSITY AND OPEN-MINDEDNESS

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

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

EVALUATING PERSONAL, INTERPERSONAL, COMMUNITY, AND INSTITUTIONAL IMPACTS

SOCIAL AWARENESS

BENCHMARK 4A

BENCHMARK 4B

BENCHMARK 4C

Demonstrates an understanding of the variation within and across cultures

7

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:

WASHINGTON SEL STANDARD 4

SOCIAL AWARENESS

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

STRONG ALIGNMENT

LIMITED ALIGNMENT

NO ALIGNMENT

BENCHMARK 4A

Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities

BENCHMARK 4B

Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups

BENCHMARK 4C

Demonstrates an understanding of the variation within and across cultures

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

SOCIAL AWARENESS

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

SOCIAL AWARENESS

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

BENCHMARK 4A

Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities

BENCHMARK 4B

Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups

BENCHMARK 4C

Demonstrates an understanding of the variation within and across cultures

[illegible]

SELF-AWARENESS

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

SOCIAL MANAGEMENT

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

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

WASHINGTON SEL STANDARD 5

SOCIAL MANAGEMENT

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

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

RESPONSIBLE DECISION-MAKING

DEMONSTRATING CURIOSITY AND OPEN-MINDEDNESS

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

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

EVALUATING PERSONAL, INTERPERSONAL, COMMUNITY, AND INSTITUTIONAL IMPACTS

SOCIAL MANAGEMENT

BENCHMARK 5A

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

STRONG 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:

WASHINGTON SEL STANDARD 5

SOCIAL MANAGEMENT

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

STRONG ALIGNMENT

LIMITED ALIGNMENT

NO ALIGNMENT

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

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

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

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

SELF-AWARENESS

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 6

SOCIAL ENGAGEMENT

Individual has the ability to consider others and show a desire to contribute to the well-being of school and community

BENCHMARK 6A

Demonstrates a sense of school and community responsibility

BENCHMARK 6B

Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals

BENCHMARK 6C

Contributes productively
to one's school, workplace,
and community

- STRONG ALIGNMENT
- LIMITED ALIGNMENT
- NO ALIGNMENT

SELF-MANAGEMENT

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

SOCIAL ENGAGEMENT

Individual has the ability to consider others and show a desire to contribute to the well-being of school and community

BENCHMARK 6A

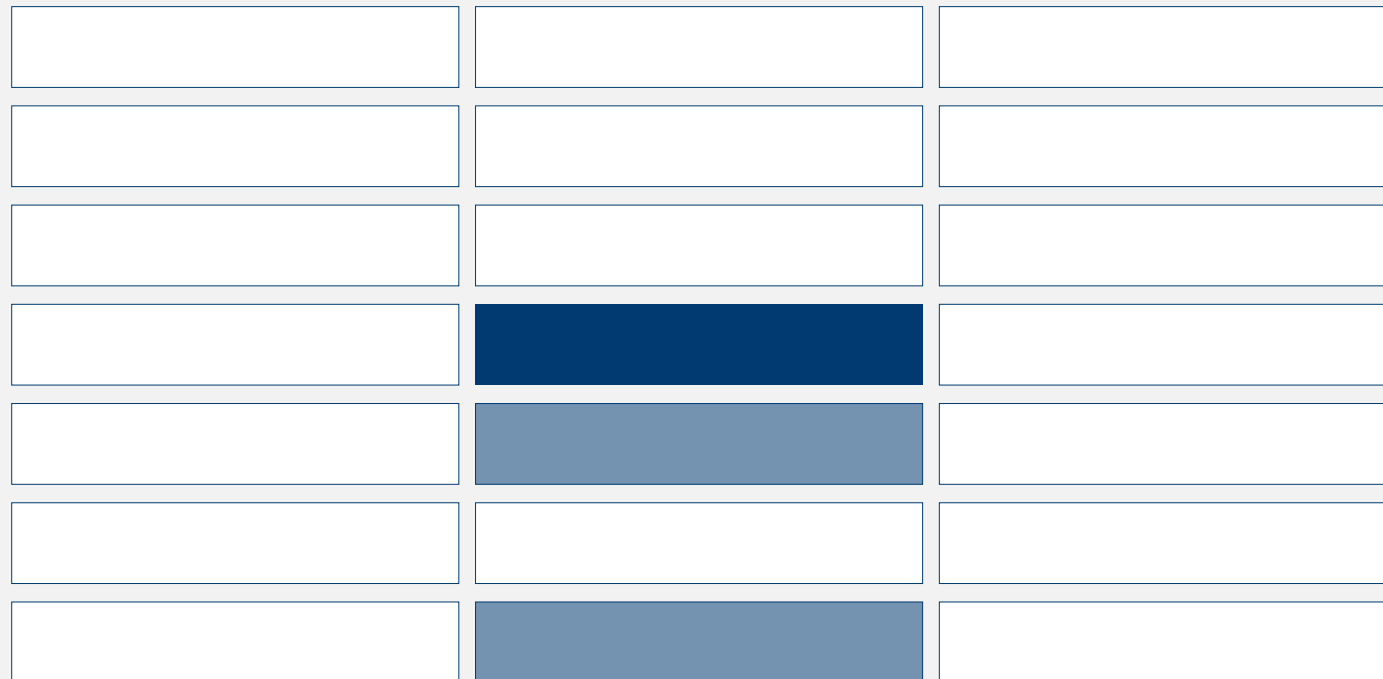
Demonstrates a sense of school and community responsibility

BENCHMARK 6B

Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals

BENCHMARK 6C

Contributes productively
to one's school, workplace,
and community



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

WASHINGTON SEL STANDARD 6

SOCIAL ENGAGEMENT

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to contribute to the well-being of school and community

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evaluate goals

BENCHMARK 6C

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to one’s school, workplace,
and community

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

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and community

[illegible]

STRONG
ALIGNMENT

5

LIMITED
ALIGNMENT

7

NO ALIGNMENT

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¹Strong 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.

