

**District of Columbia Office of the State Superintendent of Education (OSSE)**  
**DRAFT Social Emotional Learning Standards**  
**Grades K-Adult**

<b>Competency</b> Self-Awareness				
<b>Standard</b>				
Recognizes, understands, and expresses one’s emotions and how they impact one’s actions; identifies one’s personal strengths, interests, values, and challenges; develops a positive self-identity and recognizes self as a lifelong learner; and knows when one needs to seek help.				
<b>K - 2nd</b>	<b>3rd - 5th</b>	<b>6th - 8th</b>	<b>9th - 11th</b>	<b>12th - Adult</b>
<p>Accurately recognizes and names basic emotions/feelings (e.g., happy, sad, mad, afraid, hurt)</p> <p>Understands that all emotions are valuable and have a purpose</p> <p>Communicates basic emotions/feelings, with adult support when needed</p> <p>Describes emotions and the situations that cause them (i.e., triggers) with adult support when needed</p> <p>Identifies and describes personal likes and dislikes as it relates to personal experiences, with adult support</p>	<p>Identifies an expanded range of emotions</p> <p>Recognizes intensity levels of emotions in different situations</p> <p>Recognizes how emotions can change</p> <p>Recognizes how thoughts impact emotions and emotions impact behavior</p> <p>Describes ways emotions impact behavior(s)</p> <p>Compares likes and dislikes of self and others</p> <p>Demonstrates an awareness of personal qualities and interests of self and others</p>	<p>Recognizes verbal and non-verbal expressions of emotions</p> <p>Understands and anticipates how emotions might make one feel or impact others</p> <p>Interprets emotions in a variety of situations that lead to positive choices</p> <p>Demonstrates positive self-identity and recognizes individuality as an asset</p> <p>Identifies personal interests as a motivator to gain new skills or mastery of a concept</p>	<p>Recognizes and names a variety of emotions in oneself and others</p> <p>Acknowledges the impact of one’s emotions on other individuals and group dynamics</p> <p>Acknowledges an emotion and determines the appropriate time and place (including whether alone or with an identified individual) to safely process it</p> <p>Examines how self-determination empowers self-advocacy</p> <p>Uses personal qualities and interests in making decisions,</p>	<p>Identifies, recognizes, and names complex emotions in the moment</p> <p>Recognizes the relationship between thoughts, feelings, and reactions to people</p> <p>Recognizes how emotions inform thinking and influence relationships</p> <p>Recognizes the big picture in a complex situation</p> <p>Recognizes personal, cultural, and linguistic assets</p> <p>Develops and demonstrates a positive self-identity</p> <p>Appreciates the likes, dislikes, and preferences of others,</p>

<p>Identifies strengths and opportunities for growth with adult support</p> <p>Describes things one does well or the knowledge they have</p> <p>Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions</p> <p>Describes their interests, likes, and dislikes with adult support</p> <p>Displays emerging collective confidence by identifying their strengths within the context of their family, community, and culture with adult support</p> <p>Seeks support from an adult when needed</p>	<p>Understands the relationship between interests and continued experiences and development</p> <p>Demonstrates awareness that personal qualities and interests affect decision-making</p> <p>Identifies their role in their family and community and how those roles impact their identity</p> <p>Identifies strengths and opportunities for growth</p> <p>Describes and prioritizes strengths and interests that one wants to develop</p> <p>Identifies peer, home, and school supports and/or resources</p> <p>Knows when to seek help or support from an adult</p>		<p>including post-secondary goals</p> <p>Identifies and reflects on their own beliefs relative to different familial and societal norms</p> <p>Accepts their own individual likes, dislikes and personal preferences and distinguishes them from others' likes, dislikes and personal preferences</p>	<p>even when they are different from one's own</p> <p>Is realistic about strengths and opportunities for growth and will persist through challenges</p> <p>Uses self-reflection to assess their behavior for authenticity and respect, and articulates how this impacts their greater community</p> <p>Explains how their beliefs can impact their growth and success, and advocates for their beliefs</p> <p>Identifies social support systems</p> <p>Creates a network of support for life success</p> <p>Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others</p>
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**Competency**  
Self-Management

**Standard**

Manages and expresses one's own emotions, sets and works towards personal and academic goals, and perseveres in challenging situations.

<b>K - 2nd</b>	<b>3rd - 5th</b>	<b>6th - 8th</b>	<b>9th - 11th</b>	<b>12th - Adult</b>
<p>Communicates (verbally or nonverbally) connections among thoughts, emotions, and behaviors, with adult support</p> <p>Identifies and uses self-regulating strategies to regulate emotions, thoughts, impulses, and stress, with adult support</p> <p>Practices using words, visuals, or gestures to share emotions about an interaction or situation, with adult support</p> <p>Implements emotion-regulation strategies to refocus and exhibits signs of readiness to reintegrate to classroom activities, with adult support</p> <p>Identifies a short-term goal (or wish/dream), with adult support</p> <p>Identifies ways that peers and</p>	<p>Practices and uses self-regulating strategies (e.g., self-talk, calm down, walk away, seek help or meditation) to manage stress and one's stress response to regulate emotions</p> <p>Implements strategies to manage emotions, thoughts, impulses, and stress, with adult support</p> <p>Connects thoughts, emotions, and behaviors, with adult and peer support</p> <p>Demonstrates a growth mindset about their ability to set goals, achieve goals, and overcome challenges</p> <p>Adapts and perseveres when faced with challenges, obstacles, or minor setbacks</p> <p>Identifies personal skills, planning, or strategies that lead to the accomplishment of short-term goals (e.g.,</p>	<p>Recognizes and begins to apply the skills necessary to maintain confidence during stress and emotional response</p> <p>Uses a variety of strategies to manage emotions, such as breathing, mindfulness, self-affirmation, journaling, artistic expression, and exercise</p> <p>Practices agency over one's environment, including removing oneself from triggering environments (physical space and feelings space, like a phone or social media)</p> <p>Recognizes and reflects on the differences between positive and negative consequences before acting</p> <p>Consistently sets attainable, realistic goals, and persists until their goals are achieved</p> <p>Recognizes and demonstrates</p>	<p>Navigates and responds appropriately to difficult situations and creates opportunities that promote resilience and optimism</p> <p>Evaluates how thoughts and emotions impact one's behavior and choices</p> <p>Recognizes and evaluates how expressing one's emotions might affect or influence others</p> <p>Identifies and practices strategies to respond appropriately to environmental, interpersonal, and intrapersonal factors that affect emotions</p> <p>Identifies and develops personal (including postsecondary) and academic goals with tangible action steps, timeframes, and criteria for evaluating achievement</p>	<p>Understands and explains how their expression of emotions can affect and/or influence how others respond to them</p> <p>Uses techniques to manage stress and emotions and evaluates the impact of techniques</p> <p>Evaluates situations that can cause strong emotions, and plans and responds to manage those emotions</p> <p>Sets short and long-term goals, and creates a plan to execute those goals that lead to life-long success</p> <p>Monitors and analyzes progress, adjusts goals, and collaborates when needed</p> <p>Analyzes the effect personal tendencies have on goal achievement (i.e., integrity, prioritizing, managing time, adequate resources)</p>

<p>adults can help them achieve a goal, with adult support</p> <p>Take the steps needed to accomplish a short-term goal, with adult support</p> <p>Approaches challenges and obstacles with optimism and motivation with adult support</p> <p>Uses strategies, with encouragement, to persist toward reaching a goal, despite setbacks, with adult support</p> <p>Identifies their strengths and abilities, with adult support</p>	<p>organizing materials, time management)</p> <p>With adequate support, works independently with focus, asking for help when necessary</p> <p>Self-reflects on the connections between intentions, planning, actions, and impact</p>	<p>appreciation for one's own individuality, cultural uniqueness, contributions, values, and differences</p>	<p>Continuously monitors, adapts, and evaluates goals to measure the progress of the goal</p> <p>Identifies resources to assist in achieving goals</p> <p>Identifies and creates self-management skills that support goals and build relationships daily (i.e., time management, organization skills, building relationships)</p>	<p>Demonstrates perseverance when dealing with challenges and adversity</p> <p>Understands thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others</p> <p>Builds and maintains the internal and external management strategies that foster trusting and respectful adult relationships</p>
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**Competency**  
Social and Cultural Awareness

**Standard**

Empathizes with and respects others, including those with different and diverse perspectives, abilities, backgrounds, and cultures, and understands how to use positive social and communication skills.

<b>K - 2nd</b>	<b>3rd - 5th</b>	<b>6th - 8th</b>	<b>9th - 11th</b>	<b>12th - Adult</b>
<p>Recognizes the emotions/feelings of others and that others may experience emotions that are different than their own, with adult support</p> <p>Identifies and describes characteristics that are similar and different between themselves and others, with adult support</p> <p>Names qualities of various cultures and groups and defines the role family and culture play in identity and beliefs, with adult support</p> <p>Recognizes the effects of words and actions on others' emotions including how their own words and actions affect others, with adult support</p>	<p>Recognizes how beliefs are shaped by social and cultural experiences</p> <p>Explores a community or global need and generates possible solutions</p> <p>With appropriate support, identifies discrimination and exclusion of individuals and groups based upon perceived differences</p> <p>Recognizes how family and culture help one to overcome adversity</p> <p>Engages in social critique and makes decisions that will lead to social change</p> <p>With appropriate support, identifies how community norms for behavior vary across different settings and within different cultures</p>	<p>Identifies and shows concern for the feelings of others through kindness, responsiveness, and engagement</p> <p>Operates in different settings with appropriate norms that show sensitivity and appreciation of culture, values, and the identities of others</p> <p>Demonstrates empathy and respect for self and others</p> <p>Advocates for the needs of others</p> <p>Engages in social critique and makes decisions that will lead to social change</p> <p>Reads body language and facial expressions, and responds appropriately</p>	<p>Recognizes and responds to culturally sensitive situations using positive social and communication skills</p> <p>Recognizes how emotions can impact behavior in a variety of settings and situations (i.e., job interviews vs. casual lunch with friends) and responds appropriately</p> <p>Identifies verbal, non-verbal, environmental, or situational cues that demonstrate how others feel</p> <p>Utilizes support to identify the organizational skills and strategies to work towards long-term personal and academic goals</p> <p>Independently creates an action research plan that addresses one's needs in the classroom, school, and</p>	<p>Expresses consideration for the feelings and needs of others</p> <p>Identifies and addresses explicit or implicit biases</p> <p>Utilizes conversational skills to determine the perspective of others</p> <p>Uses awareness and empathy to be patient</p> <p>Demonstrates connectedness in a variety of settings</p> <p>Evaluates verbal, physical, social, cultural, and environmental cues to respond to the emotions of others</p> <p>Recognizes one's own role within the larger community and analyzes opportunities to improve their community</p>

<p>Presents their own point of view, recognizes that another person can think differently than them about a situation, and responds with compassion, with adult support</p> <p>Identifies personal and social skills (e.g., curiosity, empathy, helping others and seeking help) that support healthy relationships with students and adults, with adult support</p> <p>Focuses their attention by demonstrating a variety of strategies to tolerate distractions, with adult support</p>	<p>Makes connections between their own words and actions and others' emotions</p> <p>Identifies and acknowledges multiple perspectives or viewpoints in different situations</p> <p>Engages productively and effectively in dialogue and discussions even when viewpoints differ</p>	<p>Anticipates the needs of others in a given situation and adjusts as needed</p> <p>Appreciates one's own culture and regulates expressions in ways that are respectful, mindful, and sensitive to the group</p> <p>Evaluates the impact of individual and group contributions for civic impact</p> <p>Understands concepts of empathy for oneself and others and shows an appreciation for individuality</p> <p>Recognizes personal boundaries of others, in both physical and virtual spaces</p>	<p>community</p> <p>Identifies more than one positive way to express understanding of differing perspectives</p> <p>Articulates (verbal or written) the experience of valuing and learning from the perspective of others</p> <p>Develops and expresses an awareness of personal and external bias</p> <p>Develops and expresses an understanding of how privilege, culture, and background impacts groups and individuals</p> <p>Recognizes and advocates for the rights of individuals to reflect their family, culture and community within the school setting</p> <p>Identifies and understands the development of social norms for behavior across cultural situations and how these norms are influenced by public opinion</p> <p>Advocates for individual needs and the needs of</p>	<p>Generates positive choices, engages in civic activities, and proactively advocates for oneself and others across settings (i.e., school, community, work, and personal relationships)</p> <p>Explains how one's own beliefs can impact their growth and success, and advocates for their beliefs</p> <p>Supports the rights of all individuals to be represented and have their family, culture, and community reflected in society</p> <p>Evaluates the ways in which public opinion can be used to influence and shape public policy</p>
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			others by utilizing educational and community support networks	
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**Competency**  
Relationship Skills

**Standard**

Builds and maintains positive, respectful, and healthy relationships across different environments by listening, communicating, using perspective taking skills, resolving conflict, collaborating, and knows how to seek help when needed.

K - 2nd	3rd - 5th	6th - 8th	9th - 11th	12th - Adult
<p>Uses positive language and behaviors to communicate (e.g., taking turns, sharing with others, using compliments to encourage others, using active listening skills)</p> <p>Recognizes and acknowledges others' experiences and perspectives, with adult support</p> <p>Identifies and demonstrates traits of a good friend</p> <p>Communicates needs, wants, and ideas to others in a positive/constructive way, with adult support</p> <p>Identifies actions to resolve conflicts with peers, with or without adult support</p>	<p>Generates ideas to achieve a resolution during a disagreement, recognizing multiple perspectives</p> <p>Identifies solutions to interpersonal conflict that balance the needs of self and others</p> <p>Includes others in activities to foster a sense of belonging</p> <p>Communicates needs, wants, and ideas to peers in a positive/constructive way</p> <p>Identifies when someone is in need of support and provides help and encouragement, as age appropriate</p> <p>Identifies and communicates areas of common interests with peers</p> <p>Demonstrates understanding</p>	<p>Uses interpersonal skills to learn and connect with others to forge new relationships</p> <p>Maintains healthy relationships and builds trust in a variety of relationships</p> <p>Notices and names the skills of others by identifying their strengths and weaknesses to achieve common goals</p> <p>Provides constructive feedback to facilitate cohesive teamwork</p> <p>Practices active listening skills and asks probing and clarifying questions to seek understanding</p> <p>Successfully builds shared meaning with people of diverse origin, culture, and viewpoints, through strategic</p>	<p>Demonstrates the ability to build and sustain positive, supportive relationships with trusted adults</p> <p>Demonstrates an awareness of personal values in developing and maintaining positive, respectful, and healthy relationships with peers</p> <p>Understands and exhibits the elements (e.g., respect, health and balance, collaboration, self-care) of a healthy relationship as previously identified</p> <p>Demonstrates self-awareness to discern one's needs in healthy and balanced relationships</p>	<p>Maintains positive relationships and uses effective strategies (e.g., boundary setting, stating personal needs, and recognizing warning signs) to avoid negative relationships</p> <p>Uses effective communication skills, including refusals, in a variety of settings and with a variety of audiences to get personal needs met, without negatively impacting others</p> <p>Offers, accepts, and evaluates feedback (including constructive criticism) to help and improve oneself</p> <p>Offers and evaluates feedback (including constructive criticism) to help</p>



<p>Identifies and demonstrates how to get help for oneself or others from trusted adults in a variety of situations, with adult support</p> <p>Provides help or encouragement when a peer is in need of help, as age appropriate</p> <p>Builds positive relationships with peers through actions such as collaboration, encouragement, and sharing</p>	<p>of the other's point of view when there is conflict</p> <p>Collaborates effectively with those who share perspectives or ideas that differ from their own</p> <p>Describes causes and effects of conflicts, including how one's behavior impacts personal and others' emotions</p> <p>Describes the positive and negative impact of peer pressure on self and others</p> <p>Effectively and clearly communicates, listens well, knows how to seek help, and cooperates with others to build healthy relationships</p>	<p>choices in language, medium of expression and lens for interpreting and understanding others</p> <p>Examines the impact of social media on building and maintaining positive relationships</p> <p>Responds respectfully and reflectively and understands how and why others respond in a given situation (e.g., assertive, passive, or aggressive)</p> <p>Recognizes personal boundaries and the emotional, physical, social, and other implications of negative relationships and seeks support when needed</p> <p>Provides constructive feedback to others to proactively and non-violently de-escalate and resolve conflicts</p> <p>Develops encouraging friendships based on personal values and mutual respect</p> <p>Seeks to understand and</p>	<p>Practices teamwork and collaborative problem-solving in a variety of contexts (e.g., classroom, school community, community-at-large, social media)</p> <p>Empowers, encourages, and affirms oneself and others through their interactions (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness)</p> <p>Models appropriate communication skills (e.g., empathic listening, compassion, reflective language) that honor cultural competency, relationships, and safety</p> <p>Demonstrates the ability to self-reflect on their role in a conflict to inform their behavior in the future</p> <p>Applies listening and speaking skills to help prevent and non-violently resolve conflicts to build and</p>	<p>others</p> <p>Demonstrates strategies for collaborating with peers, adults, and others in a variety of settings to support and move group efforts forward</p> <p>Recognizes how each group member's skills contribute toward group goals</p> <p>Utilizes appropriate conflict resolution skills to prevent, prepare for, and non-violently manage conflicts across settings (e.g., school, work, community, and personal relationships) while maintaining an objective, non-judgmental tone during disagreements</p> <p>Practices strategies for maintaining healthy relationships such as pursuing shared interests and activities, spending time together, giving and receiving help, exhibiting forgiveness</p> <p>Independently seeks out relationships that support</p>
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		<p>support the varying viewpoints and values of others</p>	<p>maintain healthy relationships</p> <p>Demonstrates the ability to accept, process, and engage with constructive feedback</p> <p>Understands the values of relationships by practicing social skills, self-awareness, and responsible decision making</p>	<p>goals and personal values and creates a network of valued relationships</p> <p>Evaluates factors that impact personal and community health and safety, and applies appropriate preventative and protective strategies (e.g., health and wellness, sleep, healthy relationships)</p> <p>Identifies and makes positive choices and pro-actively advocates for oneself and others across settings (e.g., school, community, work, and personal relationships)</p>
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**Competency**  
Decision-Making and Agency

**Standard**

Makes individual decisions and takes self-directed action, recognizes and connects how one's decisions impact oneself and the community.

K - 2nd	3rd - 5th	6th - 8th	9th - 11th	12th - Adult
<p>Generates potential solutions and recognizes there may be more than one way to solve a problem when making a decision, with adult support</p> <p>Asks questions to deepen understanding and inform problem solving</p> <p>Recognizes that everyone has choices in how to respond in a situation and that all choices have consequences</p> <p>Apply various self-regulation strategies to support problem solving, with varying adult support</p> <p>Considers how possible solutions to a problem align to the norms of their class or community, with adult support</p>	<p>Sets goals that are meaningful and follows through on them</p> <p>Demonstrates an ability to adjust goals or strategies in response to how they are going</p> <p>Describes the 'why' behind one's beliefs and actions</p> <p>Understands and/or asks for what they need to be successful</p> <p>Uses support to act with integrity even in the face of adversity</p> <p>Generates possible solutions to a problem, recognizing that there may be more than one perspective</p> <p>Recognizes the need for</p>	<p>Contemplates the outcomes of their decisions before acting, including how decisions affect others</p> <p>Reflects on the outcomes of past decisions to inform future decisions</p> <p>Recognizes the need for group decisions that support a common goal</p> <p>Defines how external influences impact decision making, to include media and social norms</p> <p>Develops and applies decision making strategies for avoiding dangerous behaviors</p> <p>Describes how decision-making skills affect study habits and academic</p>	<p>Recognizes and evaluates how media, peers, social and cultural norms influence decision-making, one's sense of self, and belonging</p> <p>Recognizes how critical thinking skills improve decision-making both inside and outside of school</p> <p>Considers ethical, safety, and societal factors and evaluates the consequences when making decisions</p> <p>Understands how decisions can impact short- and long-term goals/outcomes</p> <p>Evaluates how thoughts and emotions impact one's behavior and responsible decision making</p> <p>Demonstrates curiosity and</p>	<p>Reflects on and discusses lessons learned from experiences and use in future responsible decision-making</p> <p>Evaluates how external influences (e.g., media, peers, social and cultural norms, and expectations of authority) affect one's decision making</p> <p>Applies decision making skills to foster responsible and productive social and work relationships and make healthy life-long choices</p> <p>Evaluates factors that impact personal and community health and safety, and apply appropriate preventative and protective strategies (e.g., self-care, nutrition, sleep, healthy relationships)</p> <p>Articulates how decisions can</p>

<p>Identifies the differences among a stranger, acquaintance, and friend and demonstrates social behavior accordingly, with adult support</p> <p>Understands and advocates for what they need to be successful and safe, with adult support</p> <p>Considers the outcomes of their decisions before acting, including how decisions affect others, with adult support</p> <p>Begins to consider others during the decision-making process, with adult support</p>	<p>group decisions that support a common goal</p> <p>Considers the outcomes of decisions before acting, including how decisions affect others</p> <p>Reflects on and evaluates the results of their actions or decisions, including the impact on oneself and others</p> <p>Considers the outcomes of past decisions to inform future decisions</p>	<p>performance</p> <p>Advocates for oneself in constructive ways</p> <p>Sets personal and academic goals based on personal interests and preferences</p> <p>Identifies and seeks out constructive role models and mentors to support personal growth</p>	<p>open-mindedness</p> <p>Demonstrates resilience when confronted by challenging situations (e.g., environmental, social, community, cultural) that impact one's ability to learn and reach their full potential</p> <p>Practices responsible decision-making skills to build and maintain positive, healthy, and safe relationships with peers and adults</p> <p>Evaluates the decisions of peers to understand how relationships can influence both short-term and long-term well-being</p>	<p>have short-term and long-term impact/effects</p> <p>Makes positive choices and pro-actively advocates for oneself and others across settings (e.g., school, community, work, and personal relationships)</p> <p>Analyzes opportunities to participate in civic life and engages in civic activities to improve their community</p>
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