Are You Ready to Assess Social and Emotional Development?

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Experiencing Delays?
Try closing out the other programs running on your computer.

Audio difficulties? Keep this number handy!
Dial: 1-877-860-3058
Code: 1135574

Have a question or comment?
Use the group chat to interact with presenters and other participants.
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Cycle of Continuous Improvement for SEL

**Identify** a framework

**Understand, Embrace, and Embody** social and emotional skill building

**Implement** practices that support social and emotional development: [http://goo.gl/hpOQ56](http://goo.gl/hpOQ56)

**Assess** or decide about the assessment of social and emotional development: [http://goo.gl/1wjrfg](http://goo.gl/1wjrfg)
Where are you in your assessment strategy?
ARE YOU READY to Assess Social and Emotional Development?

Stop and learn about the assessment landscape.

Think about assessment purpose, rigor, practicality, burden, and ethics.

Act with confidence to choose the right assessments or alternative solutions.
Purpose
The WHY of assessment

Rigor
Appropriate for that PURPOSE

Practicalities
In consideration of RIGOR

Burden
Resulting from PRACTICALITY

Ethics
The BIG picture
## EARLY CHILDHOOD

<table>
<thead>
<tr>
<th>Tool Name Web Address</th>
<th>Developer</th>
<th>Other Ages/Grades Covered</th>
<th>Constructs Measured</th>
<th>Respondent and Format</th>
<th>Number of Items and Response Time</th>
<th>Cost Associated (Y/N)</th>
<th>Setting</th>
</tr>
</thead>
</table>
● Elementary school (Grades K-5, 5-10 years)  
● Middle and high school (Grades 6-12, 11-18 years)  
● Workforce (18+ years) | Amotivation  
External regulation  
Introjected regulation  
Identified regulation  
Intrinsic motivation to know  
Intrinsic motivation to experience stimulation  
Intrinsic motivation to accomplish | ● Self  
● Family  
○ Teacher/staff  
● Peer  
○ Observation  
○ Performance based  
○ Other | 28 items | NA | ○ Classroom  
○ Schoolwide  
○ Atlerschool  
○ Other |
| **Achenbach System of Empirically Based Assessment (ASEBA)** www.asaeb.org | Copyright © 2010 Thomas M. Achenbach, Research Center for Children, Youth, & Families, One South Prospect Street, Burlington, VT 05401, USA. All rights reserved. Use, duplication, or disclosure by the United States Government is subject to the restrictions set forth in DFARS 252.227-7013(c)(1)(ii) and FAR 52.227-19. | ○ Early childhood (0-5 years)  
● Elementary school (Grades K-5, 5-10 years)  
● Middle and high school (Grades 6-12, 11-18 years)  
● Workforce (18+ years) | Adaptive functioning  
Syndrome  
DSM-oriented substance use | ● Self  
● Family  
● Teacher/staff  
● Peer  
○ Observation  
○ Performance based  
○ Other | 99-120 items | Y | ○ Classroom  
○ Schoolwide  
○ Atlerschool  
○ Other |
● Elementary school (Grades K-5, 5-10 years)  
● Middle and high school (Grades 6-12, 11-18 years)  
● Workforce (18+ years) | Adult interaction  
Expression of feelings and affect  
Self-concept  
Peer interaction  
Coping  
Social role | ● Self  
● Family  
● Teacher/staff  
● Peer  
○ Observation  
○ Performance based  
○ Other | NA | Y | ○ Classroom  
○ Schoolwide  
○ Atlerschool  
○ Other |
- New York Life Foundation portfolio of OST programs; supported by the Afterschool Alliance
- The Learning Agenda facilitating Peer Learning Group of grantees
- Small working group formed to consider assessment strategy using Ready to Assess tools
Practitioner perspective: SEL challenges and progress

- Multiple purposes, multiple stakeholders
- Aligning assessment and practice
  - What do we want to impact?
  - What can we impact?
  - How do we impact?
  - What can we measure?
Practitioner perspective: SEL challenges and progress

- Perceived pressure for high rigor assessment
- Emphasis on outcome measurement (to the exclusion of other important factors)
- Conflicting messages in the field about whether or not we should measure SEL outcomes for accountability at all
Small working group process for using the RTA toolkit

Stop
Organization analyzes:
- What is the purpose of our assessments?
- How well do current assessments support our purpose?
- What is the burden of current assessments?

Group discussion:
- Shared what their purposes are and how they assess SEL now
- Identified deficits in strategy and improvement ideas
- Identified practical constraints on what organizations can do

Think
Organization analyzes:
- RTA decision tree to consider revising assessment strategy
- Identify changes to better align to purpose
- Examine practicality and burden
- Consider ethics of new strategy

Group discussion:
- Share revised assessment strategies for group feedback

Act
Organization takes next steps:
- Map out and get internal buy in on revisions to assessment strategy
- Use RTA “Act” Index to identify assessments that might meet needs
Reflections on the Ready to Assess process

Embed assessment

Better doesn’t have to be harder

Implementation matters
Questions?
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