

# Are You Ready to Assess Social and Emotional Development?

---

Deb Moroney, AIR

Michael W. McGarrah, AIR

Kristen Romens, Learning Agenda

# Housekeeping Notes



## 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.

# American Institutes for Research

---

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.

# 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>

**Assess** or decide about the assessment of social and emotional development: <http://goo.gl/1wjrfq>



Where are you in your  
assessment strategy?

# ARE YOU READY to Assess Social and Emotional Development?



Stop

Think

Act



Stop

and learn about the assessment landscape.



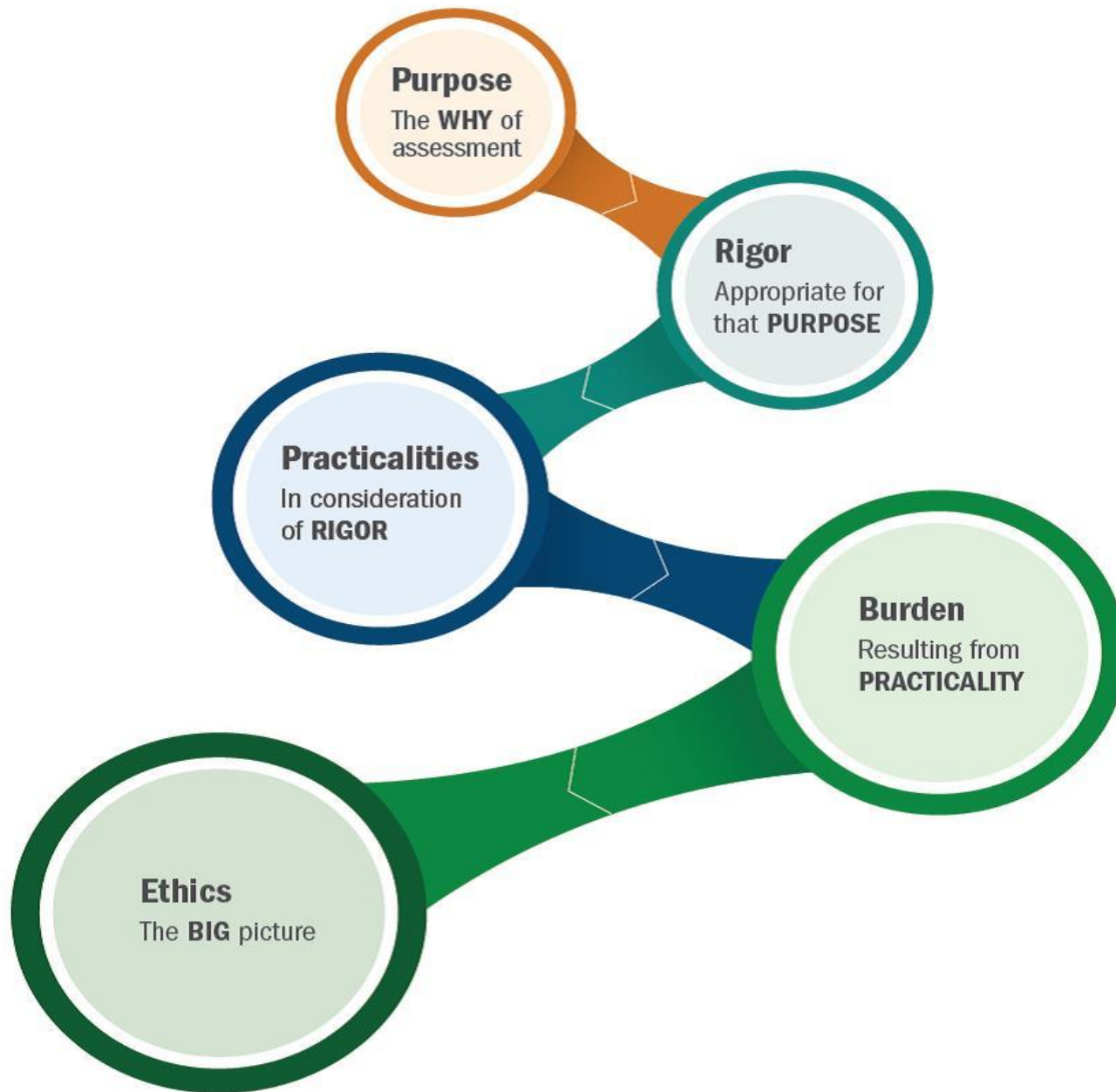
Think

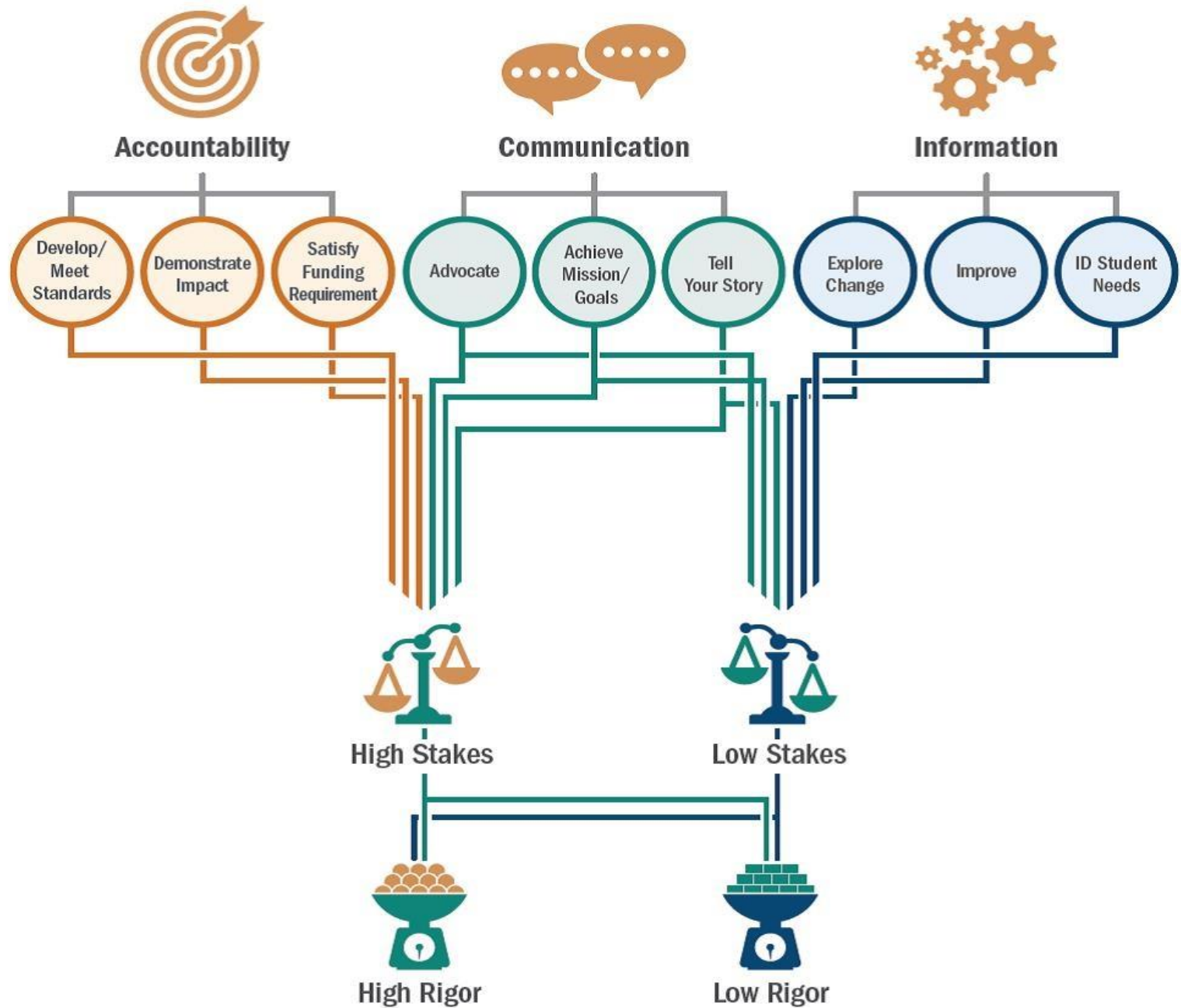
about assessment purpose, rigor, practicality, burden, and ethics.



Act

with confidence to choose the right assessments or alternative solutions.

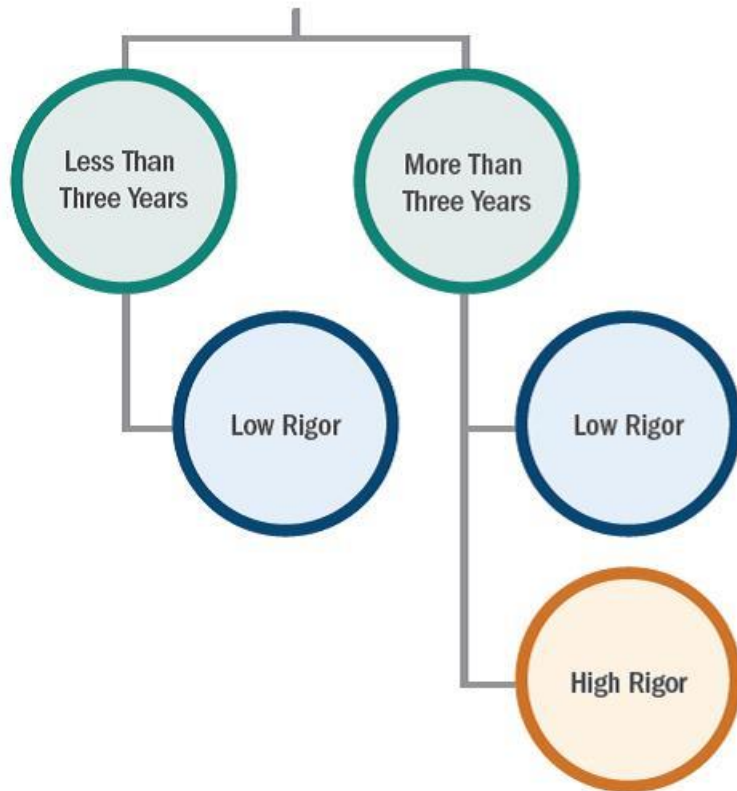




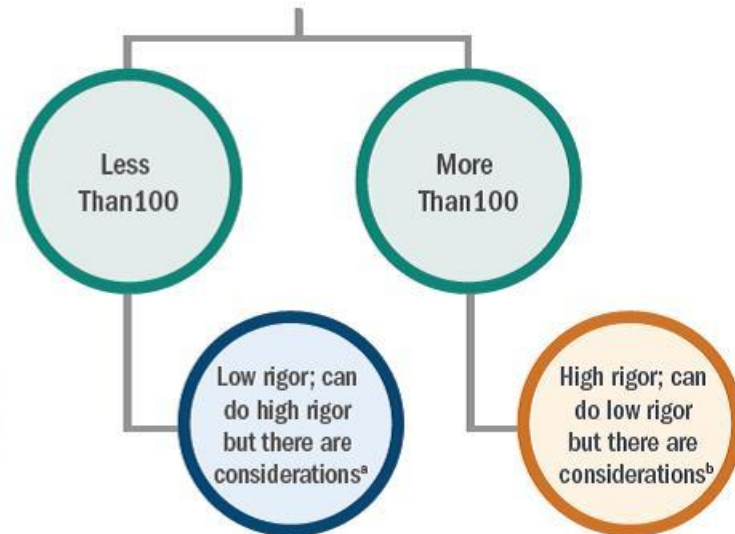


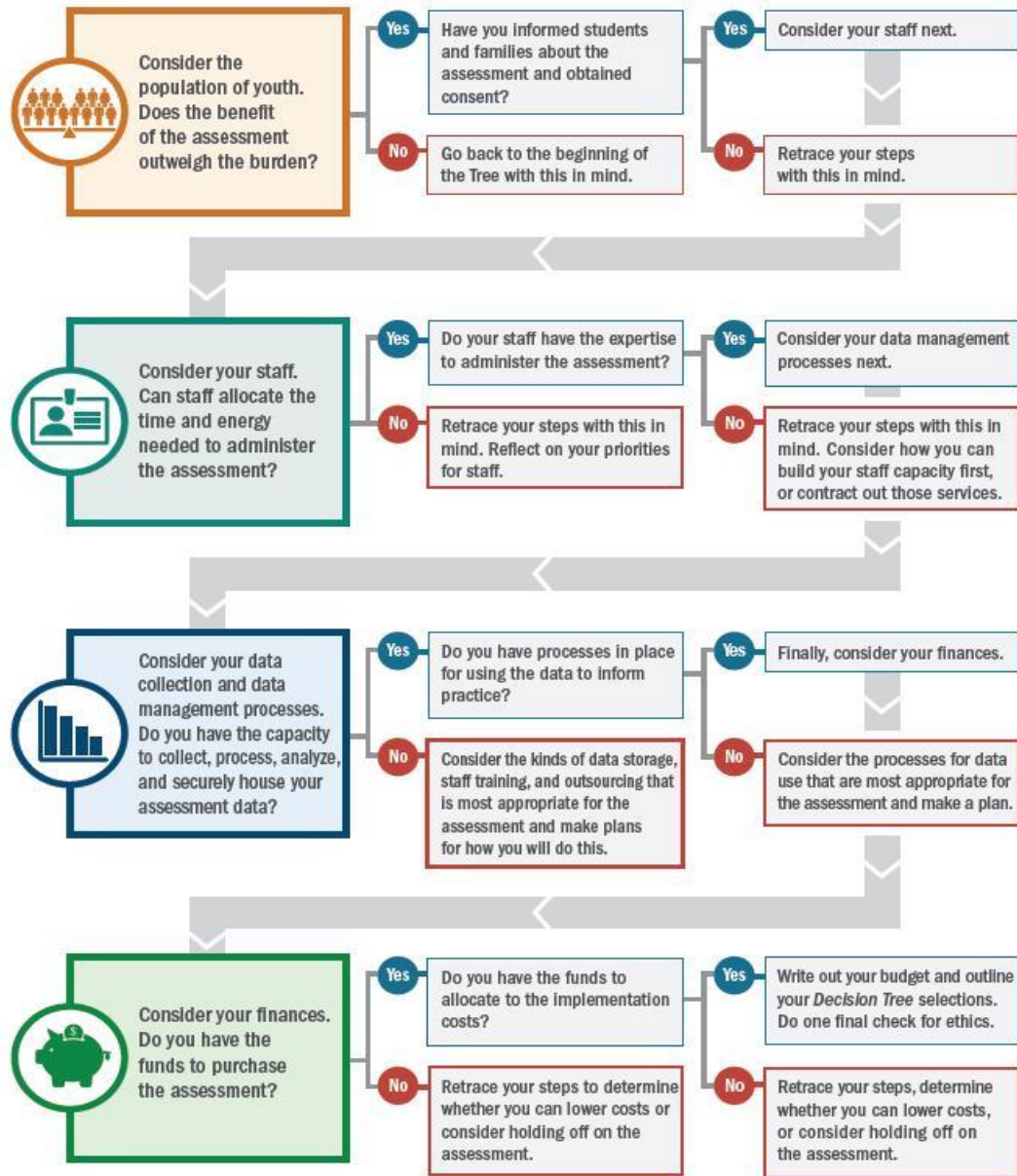


### Age of the Initiative (Program, Intervention, or Framework)



### Number of Youth Served





Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondent and Format	Number of Items and Response Time	Cost Associated (Y/N)	Setting
<b>Academic Motivation Scale (AMS)</b> <a href="http://www.jmu.edu/assessment/wm_library/Validity_Evidence_AMS.pdf">http://www.jmu.edu/assessment/wm_library/Validity_Evidence_AMS.pdf</a>	Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallières, E. F. (1992). <i>The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. Educational and Psychological Measurement, 52</i> , 1003-1017.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input checked="" type="radio"/> Workforce (18+ years)	Amotivation External regulation Introjected regulation Identified regulation Intrinsic motivation to know Intrinsic motivation to experience stimulation Intrinsic motivation to accomplish	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	28 Items	NA	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> Other
<b>Achenbach System of Empirically Based Assessment (ASEBA)</b> <a href="http://www.aseba.org">www.aseba.org</a>	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.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input checked="" type="radio"/> Workforce (18+ years)	Adaptive functioning Syndrome DSM-oriented substance use	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input checked="" type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	99-120 Items	Y	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
<b>Battelle Developmental Inventory (BDI), 2nd Edition</b> <a href="http://www.riversidepublishing.com/products/bdi2/">http://www.riversidepublishing.com/products/bdi2/</a>	Newborg, J. (2005). <i>Battelle Developmental Inventory</i> (2nd ed.). Itasca, IL: Riverside Publishing.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Adult interaction Expression of feelings and affect Self-concept Peer interaction Coping Social role	<input type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input checked="" type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	NA	Y	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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:

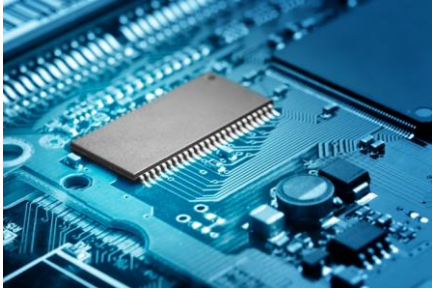
- Map out and get internal buy in on revisions to assessment strategy
- Use RTA “Act” Index to identify assessments that might meet needs







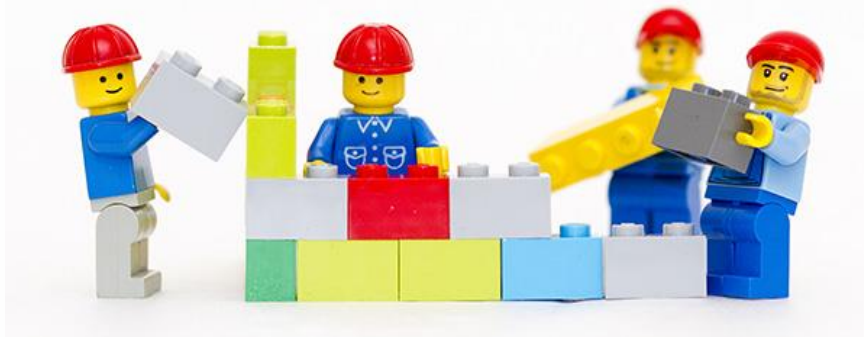
# Reflections on the Ready to Assess process



Embed  
assessment



Better doesn't have  
to be harder

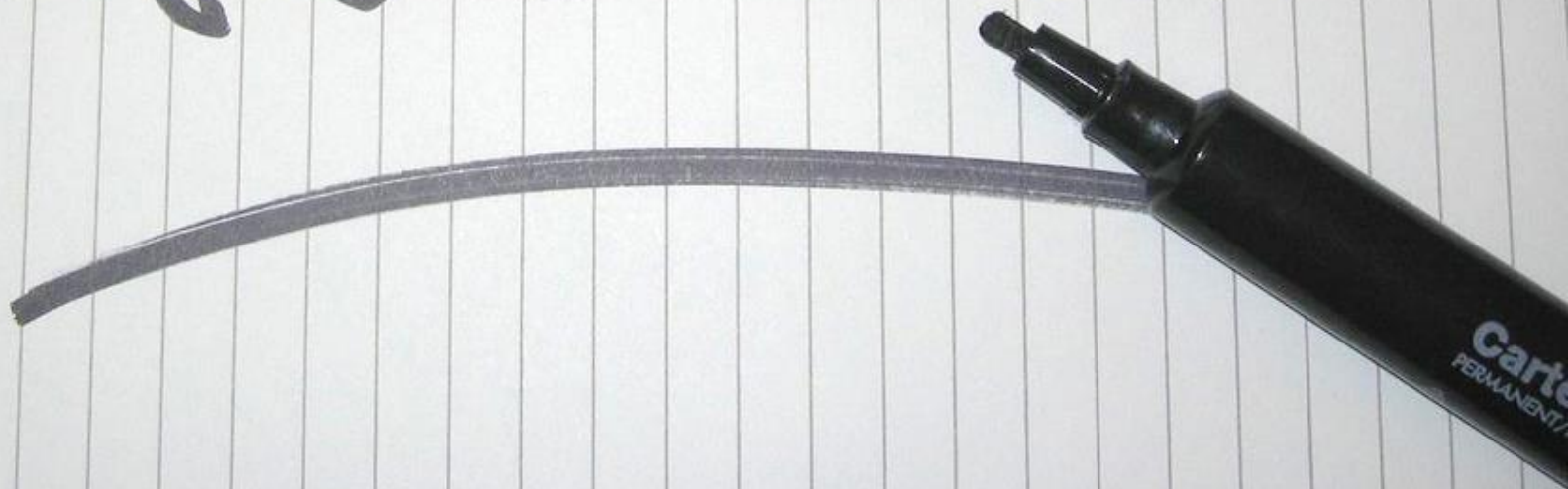


Implementation matters





Questions?



Deborah A. Moroney, PhD  
312-288-7609  
dmoroney@air.org

10 South Riverside Plaza, Suite 600  
Chicago, IL 60606-5500  
General Information: 312-288-7600  
www.air.org