



Supporting Consistent and High-Quality SEL Practices with Assessment

xSEL Labs



Why Invest in Assessment

- School districts invest a lot of time and money to implement SEL programs.
- Most of the time, implementation is inconsistent at best.
- Assessment can help focus support for consistent, high-quality implementation.



Assessing Implementation: Teacher Reflection Survey



Teacher Reflection Survey

- Five questions
- Teacher report
- Completed quarterly

Weekly SEL Activity Reflection

We are gathering information about our work to support student social and emotional competence. As part of that, we are measuring how much our team is engaged in explicit SEL instruction and how that is going. We will use this information to support you and your colleagues in your work. This will not be used in your performance evaluation.

Please take two minutes to complete this reflection.

During the past week:

How many lessons did you teach focused on explicit instruction of social and emotional competencies? Lessons

How much time did you spend engaged in explicit instruction of social and emotional competencies? Minutes

How engaged were students in the SEL lessons and concepts?

<input type="radio"/> 1 Not Engaged	<input type="radio"/> 2 A little Engaged	<input type="radio"/> 3 Moderately Engaged	<input type="radio"/> 4 Highly Engaged
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When you think about the SEL lessons you taught, overall, how well did things go?

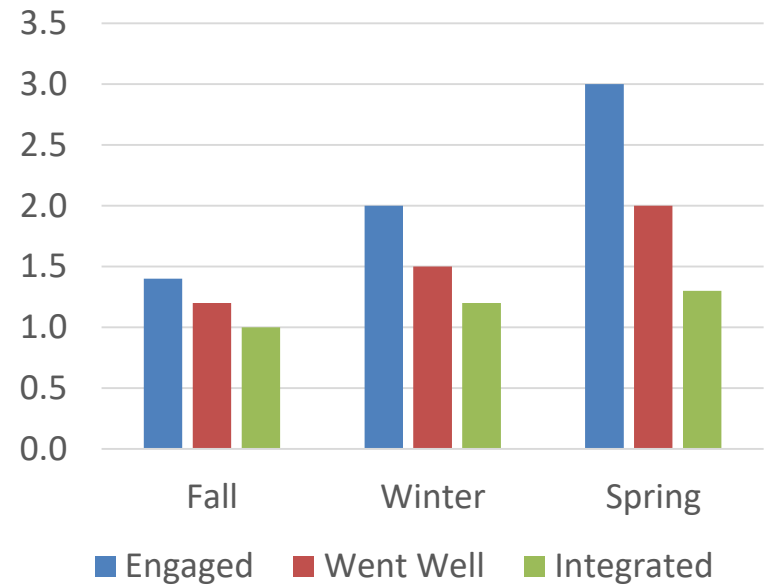
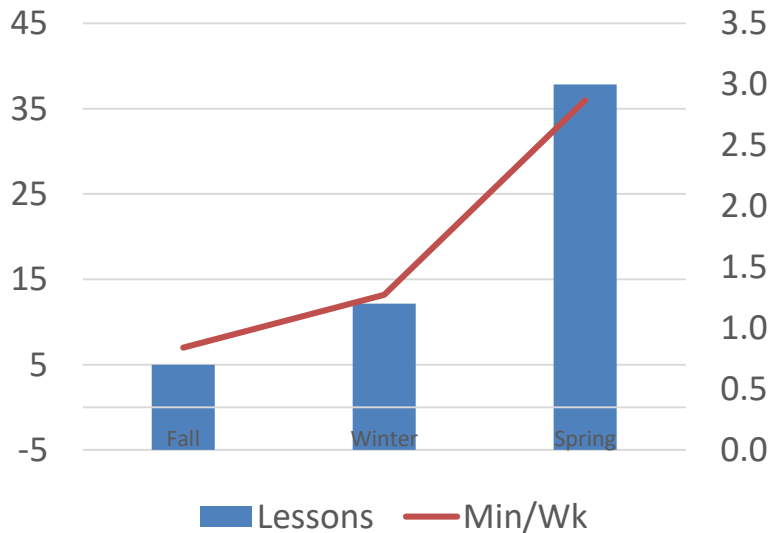
<input type="radio"/> 1 Not Very Well	<input type="radio"/> 2 Parts Went Well	<input type="radio"/> 3 Most of it Went Well	<input type="radio"/> 4 It All Went Well
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How often did you integrate social and emotional concepts from explicit instruction outside of SEL lessons—for example, during “teachable moments” or as part of academic instruction.

<input type="radio"/> 1 Not at All	<input type="radio"/> 2 Once or Twice	<input type="radio"/> 3 A Few Times	<input type="radio"/> 4 Many Times
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Other reflections:

Teacher Reflection Reports





Assessing Competence: SELweb

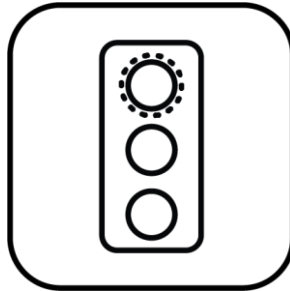


What SELweb is Designed to Assess

Self-Awareness
Understanding one's own strengths and weaknesses



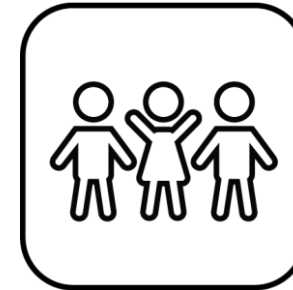
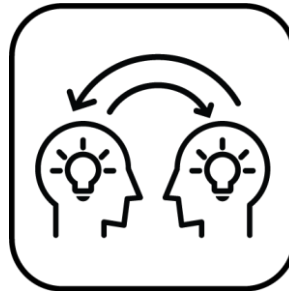
Self-Control
Being able to voluntarily modulate thoughts and feelings



Emotion Recognition
Knowing what others feel



Social Perspective-Taking
Knowing what others intend and believe



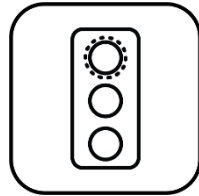
Social Problem-Solving
Being able to solve challenging social problems

Relation to the CASEL Model

Self-Awareness



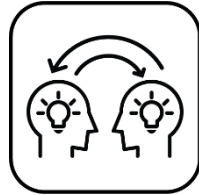
Self-Control



Emotion Recognition



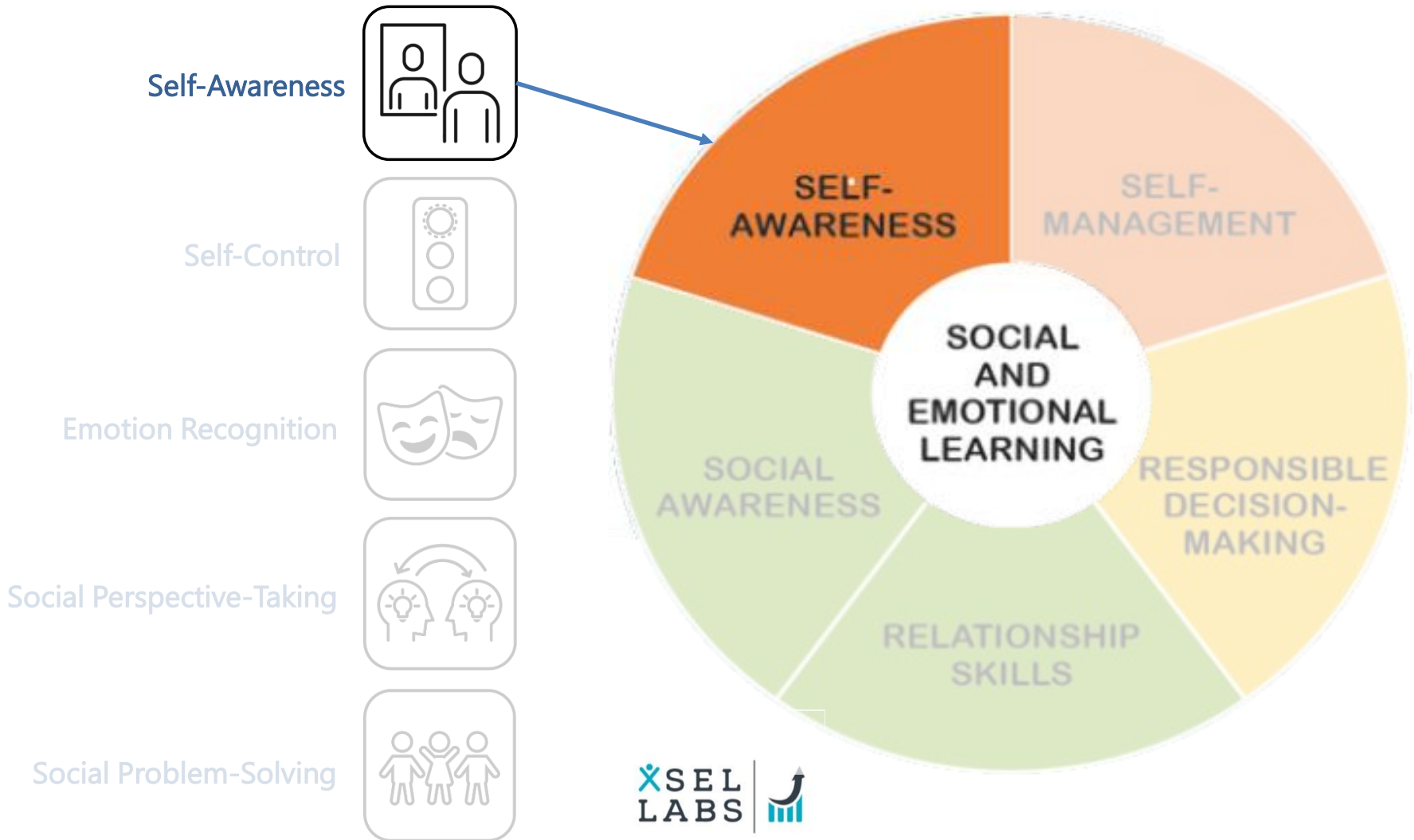
Social Perspective-Taking



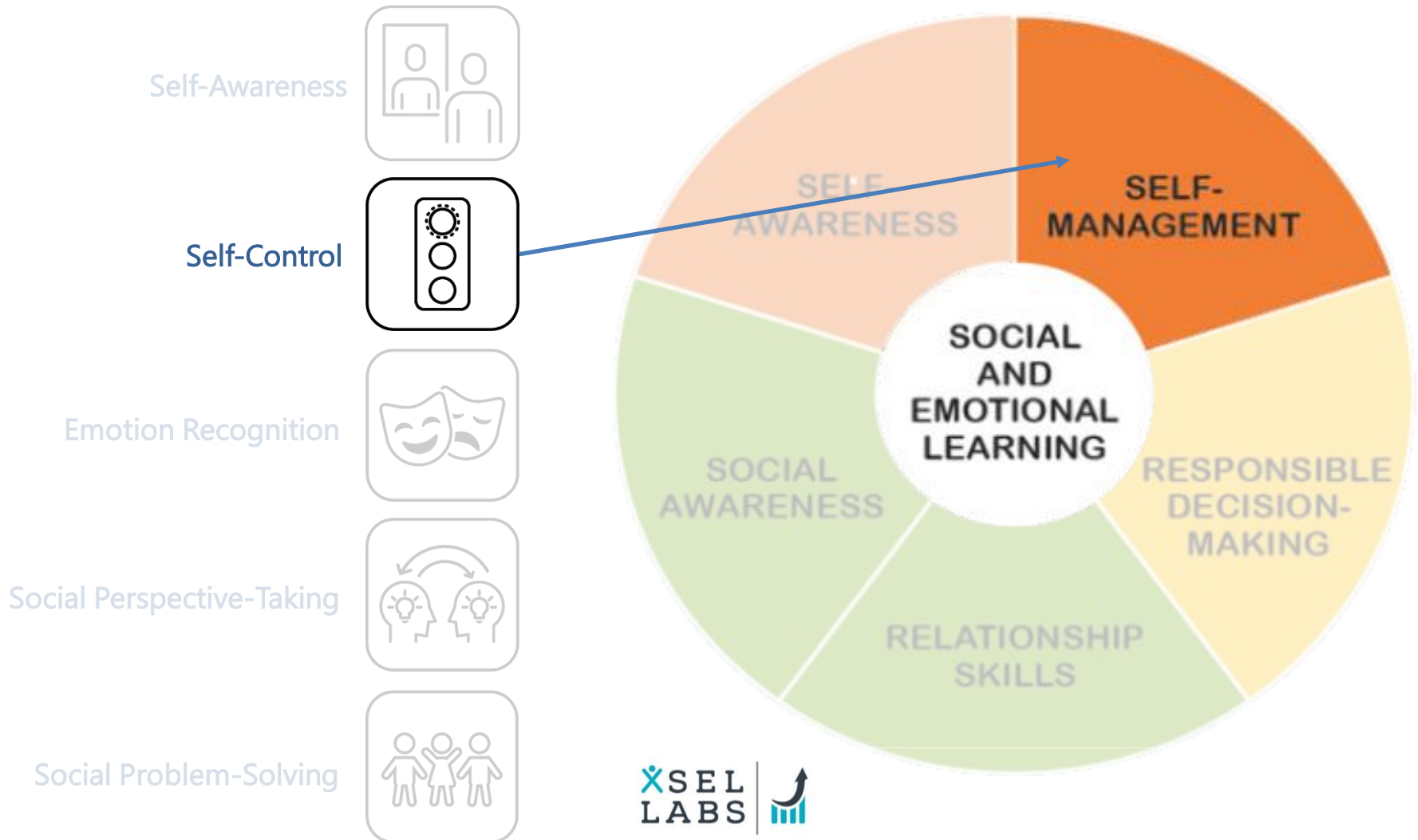
Social Problem-Solving



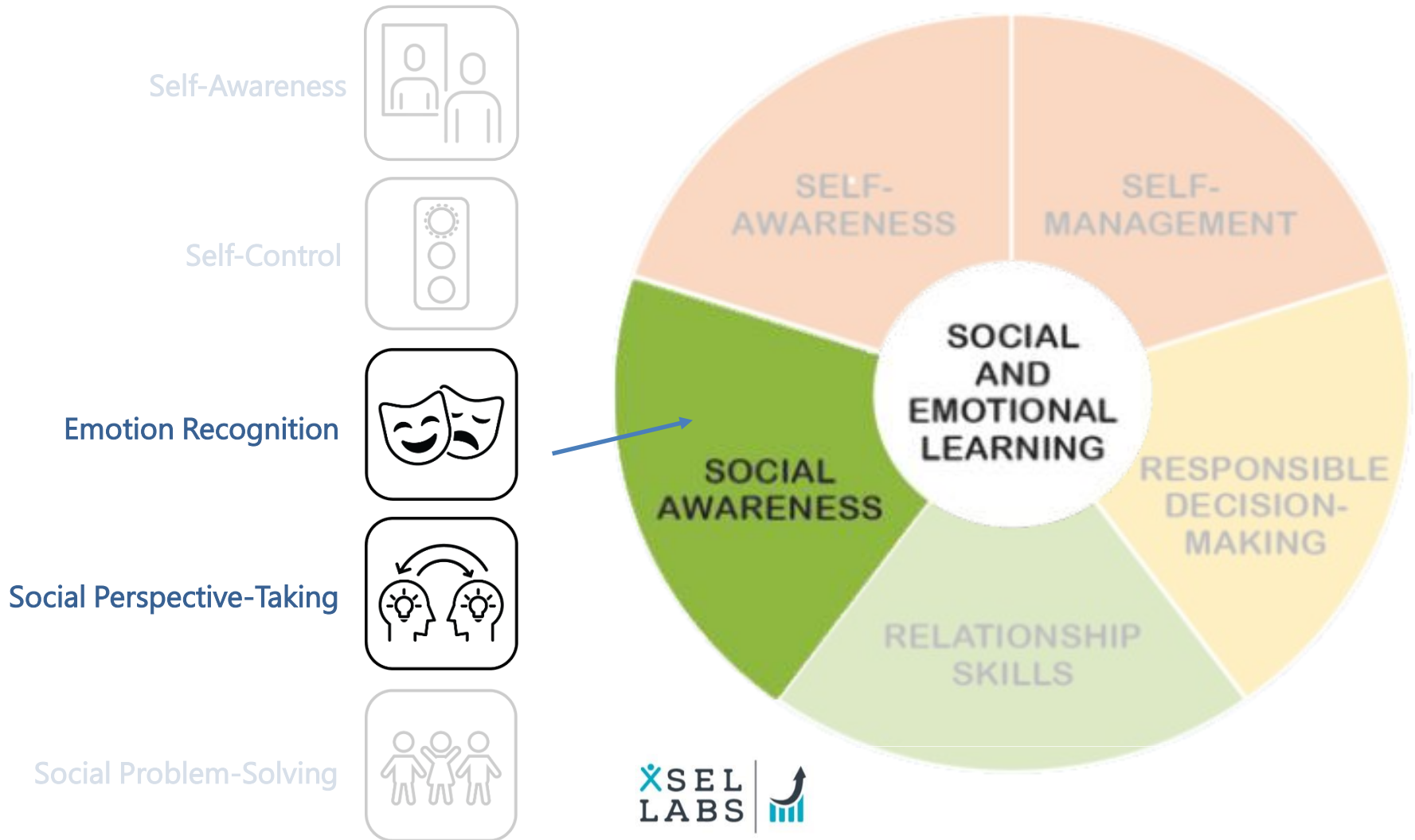
Relation to the CASEL Model



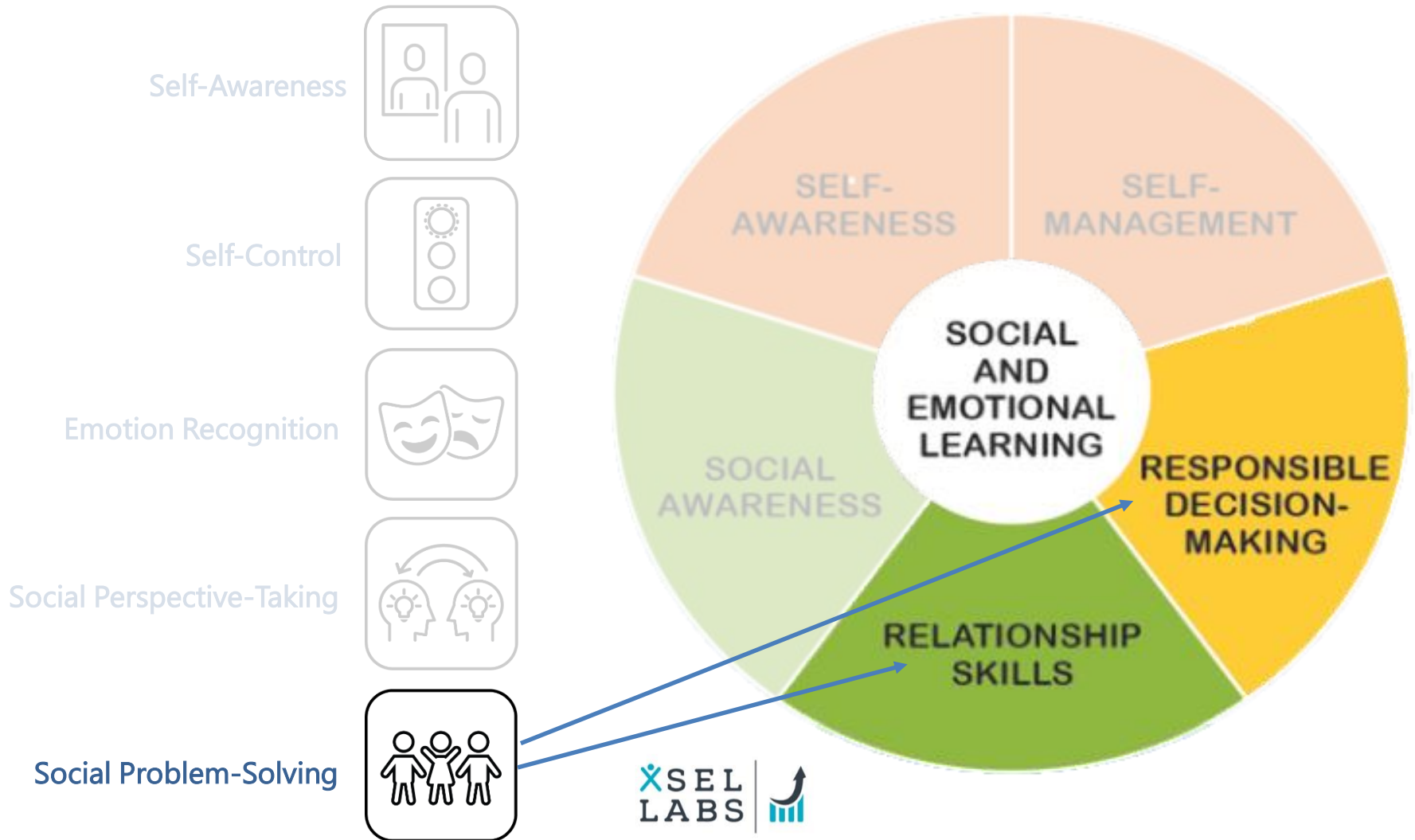
Relation to the CASEL Model








Relation to the CASEL Model



Relation to the CASEL Model

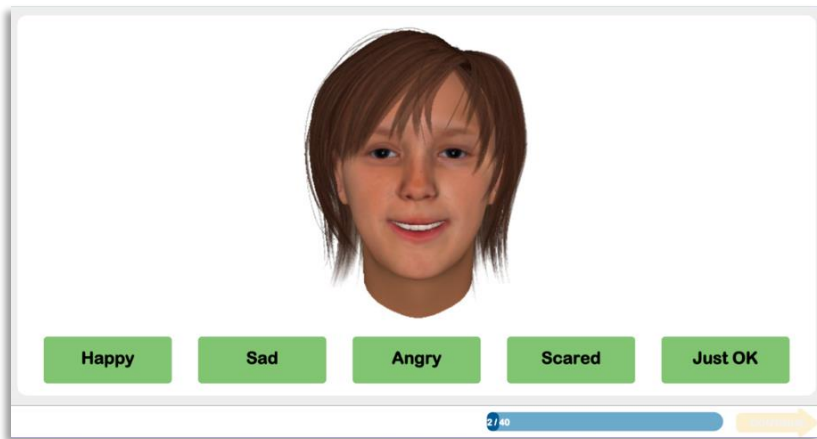


Relation to SEL Programs

Unit	 RULER	SELweb Competence			
		 Emotion Recognition	 Perspective-Taking	 Problem-Solving	 Self-Control
Second Grade					
1: Emotions Matter	1. How we experience emotions in bodies and minds	✓✓			
	2. Tracking emotions during an activity				✓
	3. Effects of emotions on decisions, learning, health, relationships		✓		✓
	4. Storybooks illustrating emotion --> Outcome		✓		
2: Community, Safety, and Climate	1. Introduce charter		✓	✓	
	2. Students have agency over their emotions				✓✓
	3. Story: How ones' actions affect others' emotions		✓✓		✓
	4. Story: How framing affects emotions		✓		✓✓
3. Self and Social Awareness	1. Introduction to the Mood Meter	✓			✓
	2. Introduction to five RULER skills	✓	✓	✓	✓
	3. Recognizing and labeling emotions	✓✓			
	4. Recognizing emotion cues, part 2	✓✓			
4-7	Feelings words				
8. Community, Safety, and Climate II	1. Evaluate effectiveness of charter			✓	
	2. Recognizing cues about unwanted emotions	✓✓	✓✓		
	3. What an emotion regulation strategy is				✓✓
	4. Designing emotion regulation strategies				✓✓
9. Emotion regulation and personal values	1. Difficult decisions and acting according to values			✓✓	✓✓
	2. Introducing the meta-emotion steps			✓✓	✓✓
	3. Strategies for being your best self			✓✓	✓✓
	4. Choosing and enacting strategies for being best self			✓✓	✓✓
10-13	Feelings words				
14. Empathy, Perspective-Taking, and Community Restoration	1. Defining conflict		✓	✓✓	✓
	2. Understanding empathy	✓✓	✓✓		
	3. Asking questions to cultivate empathy	✓✓	✓✓		
	4. Conducting an empathy interview	✓✓	✓✓		
15-18	Feelings words				

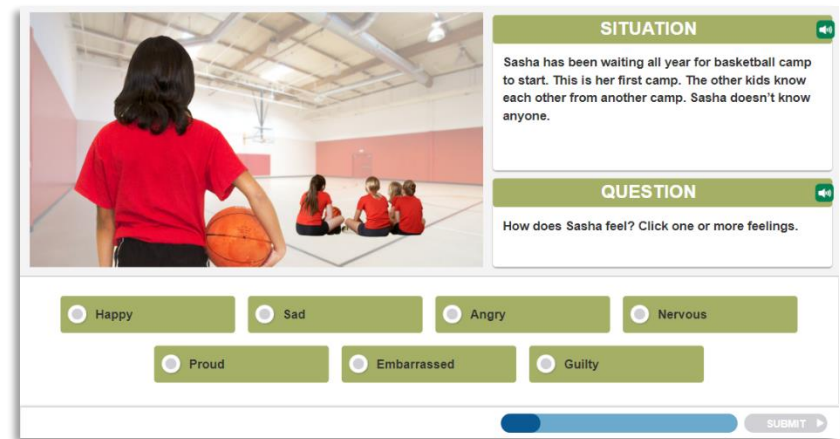
SELweb was developed at Rush University Medical Center, is distributed by xSEL Labs, and is not affiliated with the RULER approach developed at the Yale Center for Emotional Intelligence.

Emotion Recognition



A screenshot of an emotion recognition interface. It features a central image of a young girl with brown hair, smiling slightly. Below the image are five green buttons with white text: "Happy", "Sad", "Angry", "Scared", and "Just OK". At the bottom of the interface, there is a blue progress bar and a yellow arrow pointing right.

EE



A screenshot of a social-emotional learning interface. It is divided into three main sections. The top section, titled "SITUATION", shows a photo of a girl in a red shirt holding a basketball in a gym, with other kids sitting on the floor in the background. The text below the photo reads: "Sasha has been waiting all year for basketball camp to start. This is her first camp. The other kids know each other from another camp. Sasha doesn't know anyone." The middle section, titled "QUESTION", asks: "How does Sasha feel? Click one or more feelings." Below the question are seven green buttons with white text and radio buttons: "Happy", "Sad", "Angry", "Nervous", "Proud", "Embarrassed", and "Guilty". At the bottom right, there is a "SUBMIT" button. A blue progress bar is visible at the bottom of the interface.

LE



Social Perspective-Taking

Why did Kia say what she said?

SUBMIT

EE

QUESTION

What does Mom say to Grandma?

SITUATION

Stephen's grandma calls to find out what time the birthday party is.
Grandma asks Mom on the phone, "Does Stephen know what you got him for his birthday?"

Yes, Stephen knows what we got him

No, Stephen doesn't know what we got him

SUBMIT

LE



Social Problem-Solving



EE

QUESTION ⏪

Here are some things you can do. What will you do?

- Tell other kids those kids are mean
- Stand there and wait for them to invite me to play
- Yell at them
- Speak up and try again

SITUATION ⏪

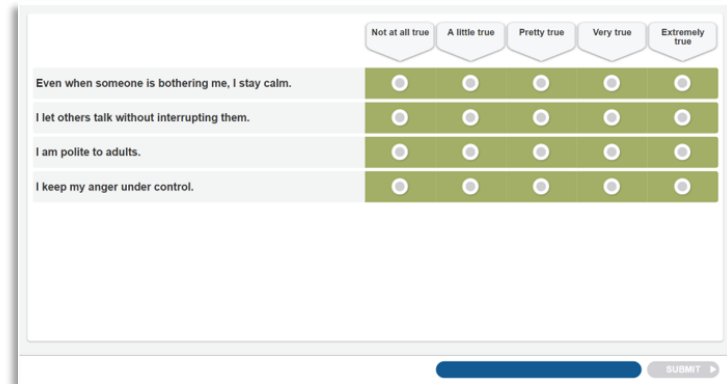
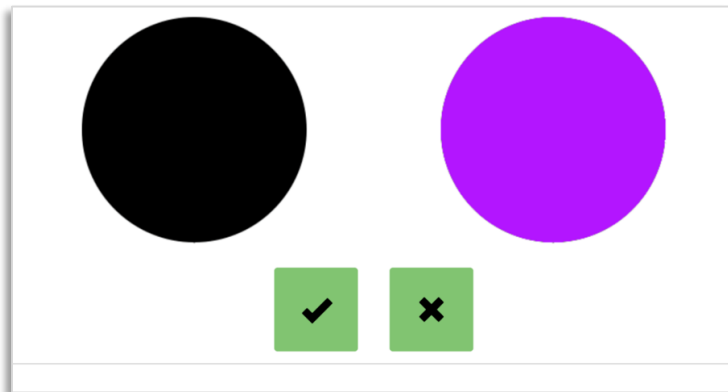
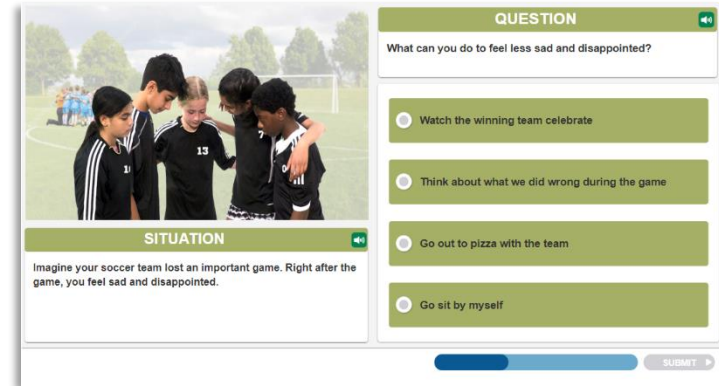
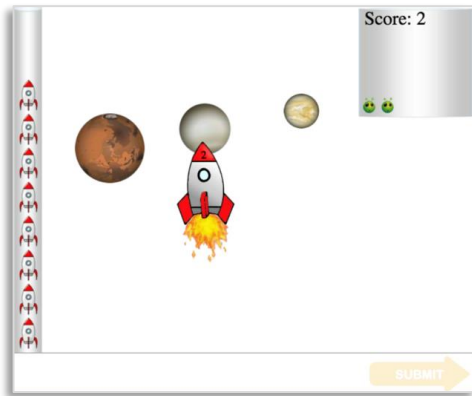
You see a group of kids playing at recess. When you ask if you can join them, they don't say anything.

SUBMIT ▶

LE

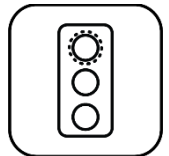


Self-Control



EE


LE





Grades 7 to 12

- 37-item self-report survey
- Aligned to CASEL 5

Interactive Reports


 Washington District, EE
 Timepoint 1
Timepoint 2
Change Over Time
Glossary

537 Numbers of students who completed SELweb
 
3 Numbers of schools that administered SELweb
 

[Summary Scores by School](#)
[Summary Plot for District](#)
[Student-level data](#)
[PDF report](#)

Search:

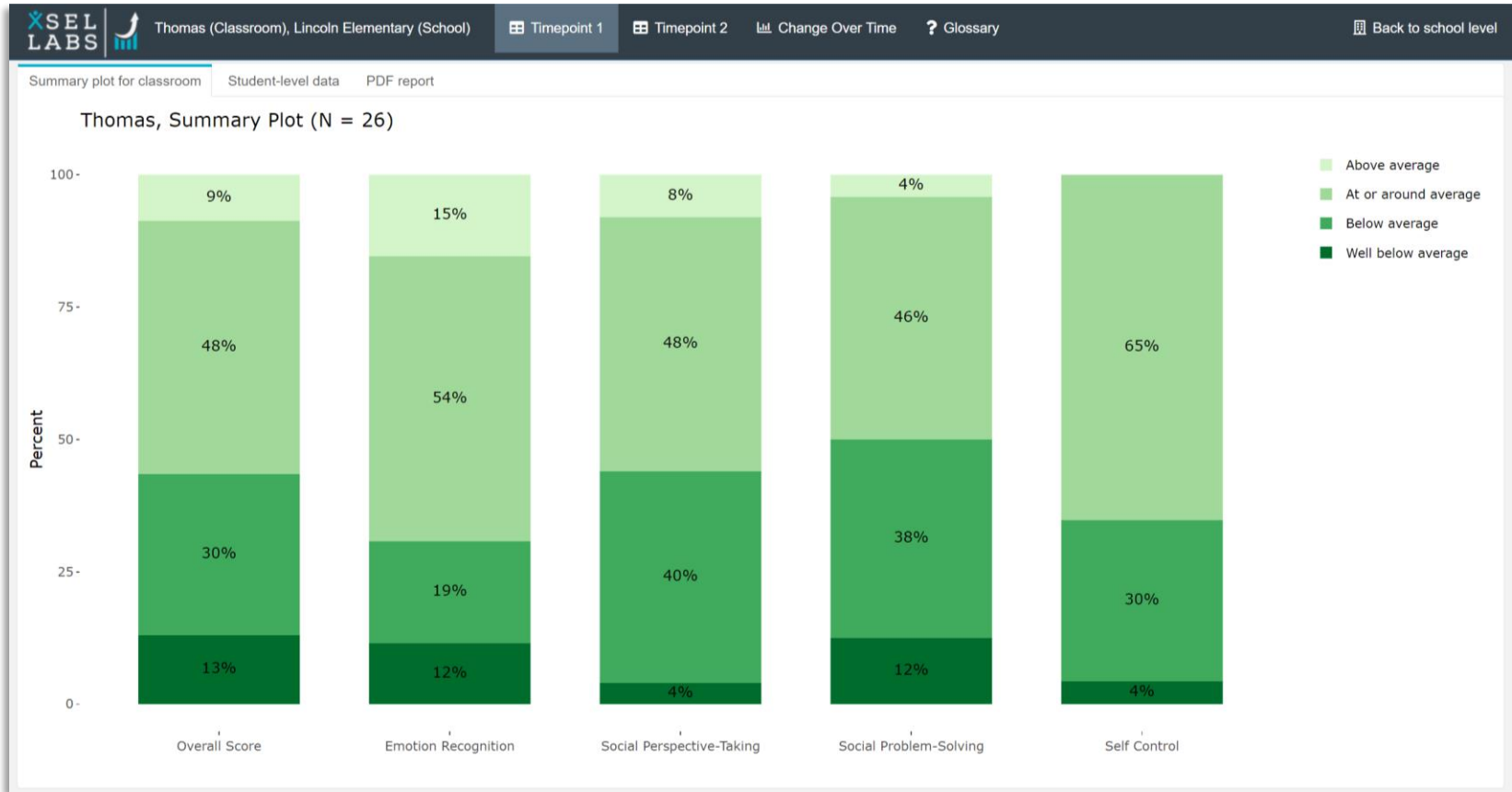
Washington, Summary Table

School	Number of children	Overall Score	Emotion Recognition	Social Perspective-Taking	Social Problem-Solving	Self Control
Jefferson Elementary	210	100	101	100	102	96
Lincoln Elementary	104	94	100	94	92	97
Madison Elementary	223	87	96	86	91	89

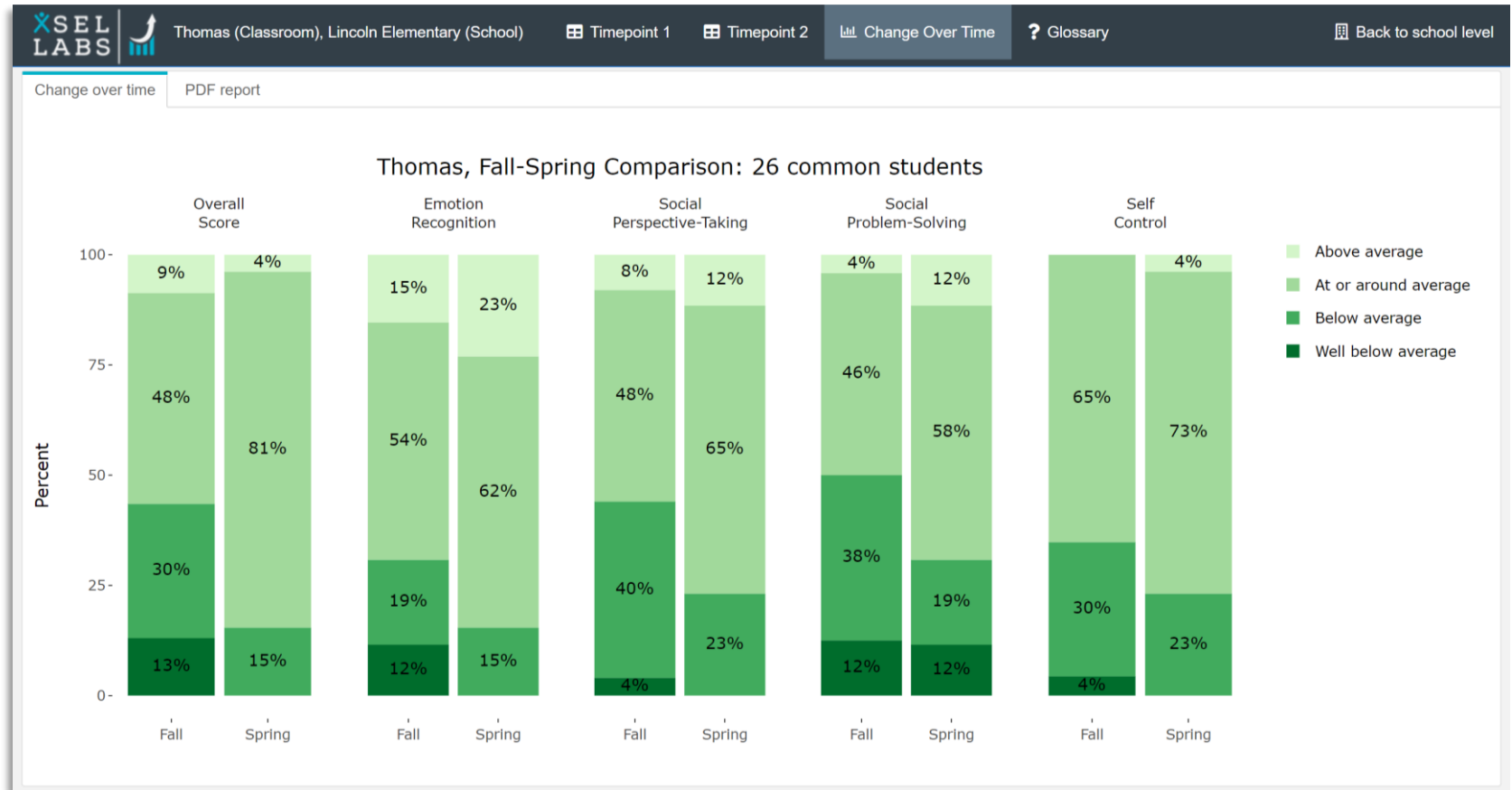
Showing 1 to 3 of 3 entries

Previous 1 Next

Interactive Reports



Measuring Progress



Most Common Practice Model



GRADES 1 & 2 Sanford Harmony Lesson / SELweb Skill		SEL1	SEL2	SEL3	SEL4
		Self-Awareness	Self-Management	Social Awareness	Relationship Skills
Unit 1: Diversity & Inclusion	<ul style="list-style-type: none"> Learning to Write Each Other Discovering Commonalities Learning from Diversity Building Community 		✓	✓	
Unit 2: Empathy & Critical Thinking	<ul style="list-style-type: none"> Recognizing Feelings Having Empathy Understanding Stereotypes about People Identifying Objects, Activities, Roles Understanding that People Can Change 	✓	✓	✓	✓
Unit 3: Communication	<ul style="list-style-type: none"> Listening to Others Responding to Others Being Assertive 	✓	✓	✓	✓
Unit 4: Problem Solving	<ul style="list-style-type: none"> Identifying Problems Solving Problems Cooperating Recognizing How Behaviors Affect Others 	✓	✓	✓	✓
Unit 5: Peer Relationships	<ul style="list-style-type: none"> Caring for Others Being Inclusive Navigating and Forgiving Reflecting and Connecting 	✓	✓	✓	✓



1. Assess SEL Skills
Measure social-emotional strengths & needs

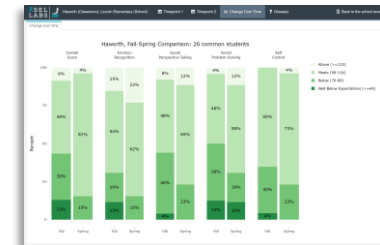
3. Teach SEL
Support skill development

4. Re-Assess SEL Skills
Measure progress



2. Review data
Review and reflect on assessment data to focus use of SEL program resources

5. Review data
Review and reflect on student growth and plan for the fall



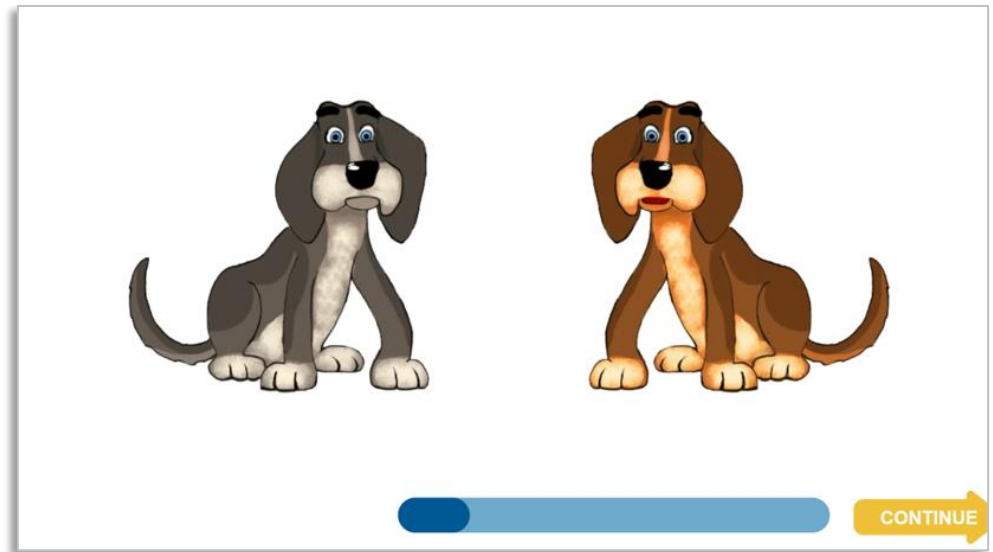


Assessing Climate



Climate Assessment

- Climate survey—K to 6; 6 items; 5 minutes
- Three domains:
 - Sense of safety
 - Sense of belonging
 - Instructional support



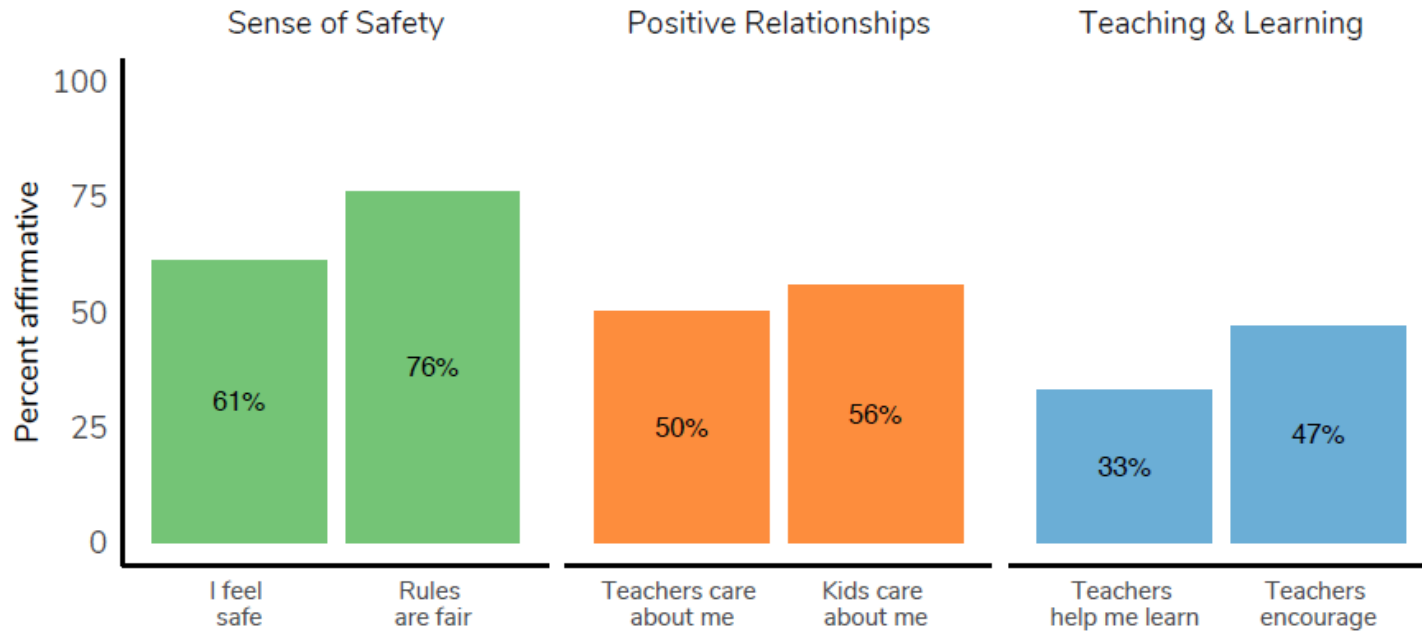
Climate Assessment



School climate report for Jefferson Elementary, Timepoint 1

Description goes here

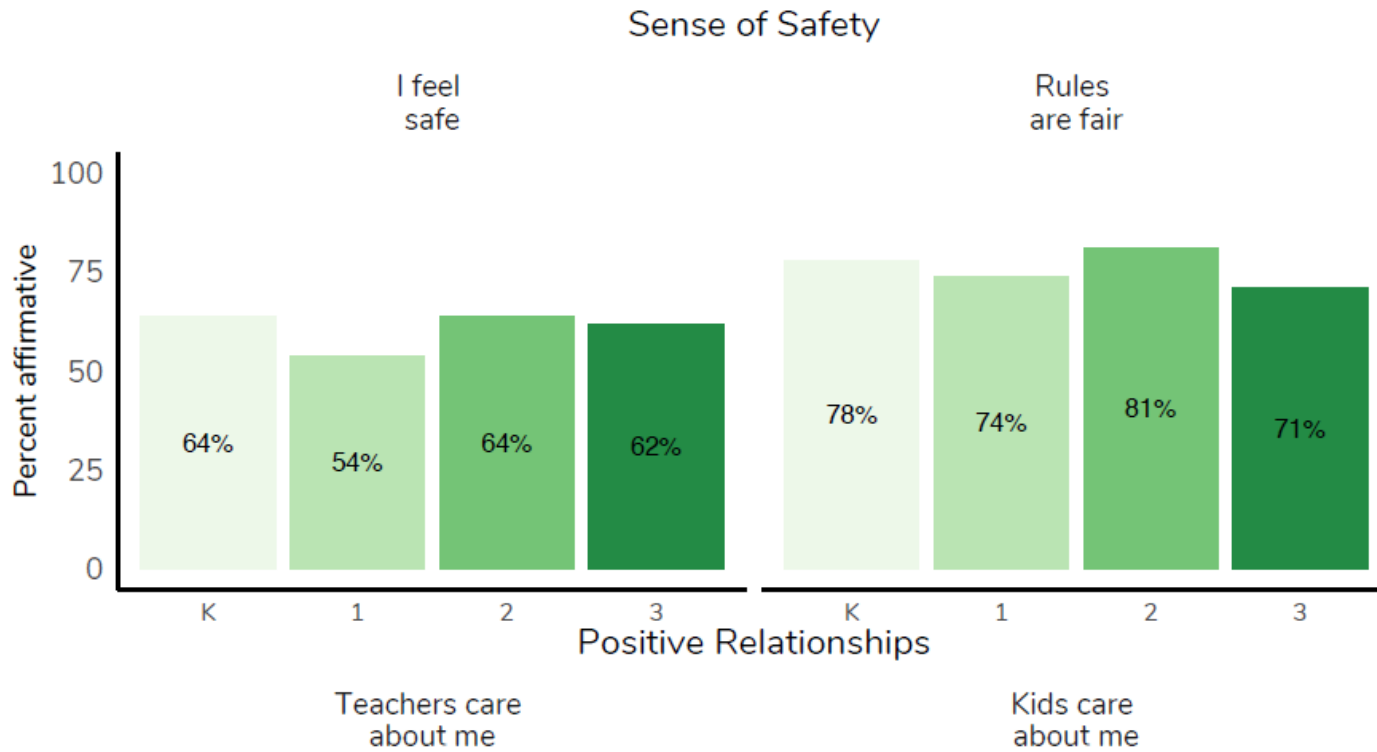
All indicators



Climate Assessment



By Grade Level



Contact Information

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