

The Practical Social-Emotional Competence Assessments Work Group (AWG)

CALL FOR SUBMISSIONS:

Social-Emotional Competence Assessment Design Challenge 2.0

The Practical Social-Emotional Competence Assessments Work Group (AWG) is seeking submissions of innovative direct assessments of social-emotional skills for its second Social-Emotional Competence Assessment Design Challenge. By mounting this effort, the AWG aims to stimulate the development and adoption of social-emotional assessments that support effective instruction and positive student development.

Selected proposals will receive a cash prize of up to \$5,000. Winners will also receive public recognition (featured pieces in blogs, websites, and other media outlets) and inclusion in a professional network dedicated to advancing SE assessment.

Submissions are due **May 4, 2018 by 11:59 p.m. ET.**

Design Challenge 2.0: Increased Practitioner Involvement

We learned important lessons from the first Design Challenge. Our intention was to solicit submissions from a mix of practitioners and test developers and in so doing represent the expertise and points of view of each of those groups of professionals. However, most submissions were from test developers, not from practitioners. In hindsight, this makes sense, as test developers have committed their careers to developing clever and technically sound strategies for assessing a range of skills, including social-emotional skills, and so were in the best position to submit assessment concepts and prototypes to the Design Challenge.

As a result, the first Design Challenges shone a light on important and innovative ongoing work to develop direct assessments of SEL skills. However, largely missing was the direct input of practitioners about what assessments are most urgently needed, what constructs they should assess, and for what purpose those assessments might be applied. To address this limitation, this year, we made significant changes to the Design Challenge with the goal of marrying the expertise of practitioners with the expertise of test developers.

Specifically, this year, we mounted a two-phased Design Challenge. In the first phase, we issued a call to practitioners to submit their ideas about the most pressing SEL assessment needs. We received over 60 submissions specifying what educators most urgently wish to measure, at what grade levels and for what purposes. We submitted those proposals to review and selected 10

submissions that we felt most clearly and convincingly articulated a need among practitioners. The key features of winning practitioner submissions are summarized in Table 1.

In the second phase we are issuing a call for submissions that is similar to last year's call, insofar as we seek assessment concepts, designs, prototypes, or fully developed direct assessments of SEL skills. This year, however, we are using the winning submissions from the practitioner portion of this year's Design Challenge (see Table 1) to define the kinds of assessments we are seeking. As we describe below, Design Challenge assessment submissions **MUST** address one or more of the needs identified by practitioners.

Design Challenge 2.0 Proposal Guidelines

This year, we are seeking submissions of direct SEL assessment designs, prototypes or fully-developed SEL assessments designed to address identified practitioner needs.

All submissions should reflect *direct assessments*. Direct assessment includes all forms of assessment in which social-emotional learning is measured from *a child's performance on a challenging task*. This includes, but is not limited to naturalistic technology-enhanced simulations, performance tasks, game-based data, and live structured social simulations. Direct assessment is distinct from other forms of assessment, such as observations, student self-report, or teacher or parent ratings of students' skills.

Submissions to the Design Challenge may be an assessment *design, prototype* or a *fully-developed assessment* of social-emotional learning.

- A *design* is a description of an assessment that clearly describes what it intends to assess at what grade level, how items or stimuli will be constructed (both the content, item format, and response format), the mechanism of assessment delivery and administration, and the expected form and appropriate uses of assessment data.
- A *prototype* is a design for which sample items have been created that conform to the assessment design and which have been used with the intended testing population. Data collection may be minimal, however, and focused on the acceptability and usability of the assessment as designed. Evidence of score reliability and validity for the test's intended purpose are not required at this phase.
- A *fully developed assessment* of social-emotional learning includes a fully developed item set built upon a delivery system for which enough data have been collected to make inferences about score reliability and the validity of the assessment for its intended purpose. For the purposes of this Design Challenge, normative data need not have been collected.

Submissions should represent assessments that address pressing assessment needs identified by practitioners. We identified ten specific SEL assessments needs by soliciting ideas from the field,

from which we selected ten winning ideas that embody a clear need that can be addressed by a direct assessment to address a specific problem of practice.

Accordingly, submitters are required to select a specific assessment need summarized in Table 1 that their assessments are designed to address. Submissions should clearly articulate how their SEL assessment concept assesses the specific content area, for the identified purpose, to address the specific need articulated.

Submission Requirements

Submissions must include three elements:

1. A completed online application. [Click here to start the application.](#)
2. *For fully developed assessments and assessment prototypes:* Either the assessment measure or an assessment prototype sample and, if available, a scoring manual and sample assessment report. The assessment prototype sample may be in the form of an appendix with sample items, a video clip demonstrating the assessment, or any other easily accessible form that gives reviewers a clear perspective on what the assessment will look like for children and teachers. The assessment measure or prototype must demonstrate clearly that the assessment has the characteristics described in the online application. Please upload the assessment or assessment prototype through the online application.
3. Optional materials: published articles or technical reports describing the assessment and its technical properties. Optional materials may be considered by judges, though may not be reviewed thoroughly.

Review and Notification Process

All submissions will go through two rounds of reviews. Program staff will conduct the first review. Proposals that do not fit the general requirements or guidelines of the request for submissions will not be reviewed further. Proposals that pass the first round of reviews will be reviewed by at least two experts in the field. From the submissions, we will select those proposals that display the highest levels of quality. Winners will be notified within four-to-six weeks of the close of the Design Challenge.

Assessment Criteria and Scoring

Responses received via the [online application form](#) will be rated according to the criteria below.

To meet minimum requirements to be considered for a Design Challenge award, assessments must:

- Address one of the practitioner-identified needs and is appropriate for students within the grade range indicated for that need (see Table 1).
- Be a direct assessment of student social and emotional competence.

Assessments that meet the minimum requirements will be rated on the quality of the following elements, as assessed by judges' review of application materials:

- The degree to which the assessment addresses one or more of the listed practitioner needs in terms of assessment content, intended use, and as a solution to the specific assessment problem described (5 points)
- The goals and intended use of the assessment, including the skills that are targets of measurement (5 points)
- Existing research, theories, and/or frameworks that have informed the design of the assessment (5 points)
- The method for measuring the targeted skills, including the assessment format, content, and administration procedure (5 points)
- The method for calculating results, including the scoring procedure and the data that is produced (5 points)
- The design and features of the report that is provided for use by a practitioner (5 points)
- The intended use of the report in a practice setting (5 points)
- The evidence of reliability and validity for this assessment (required for fully developed assessments) or the kinds of evidence of reliability and validity you consider most important to collect to support the use of your assessment (for prototypes and assessment designs) (5 points)
- The degree to which the assessment encourages effective teaching and learning (i.e. appears to be engaging and meaningful to students, provides meaningful feedback to students and/or teachers) (5 points)
- The usability and feasibility of the assessment for implementation, i.e., the assessment could actually be implemented in a real world setting, with the resources available in those settings (3 points)
- The potential to scale implementation of the assessment across multiple classrooms, schools, districts, etc. (3 points)
- Developmental appropriateness (3 points)
- Cultural appropriateness (3 points)

About the Assessment Work Group

The *Establishing Practical Social-Emotional Competence Assessments of Preschool to High School Students* project has assembled an Assessment Work Group, the “AWG,” to lead a three-year, collaborative effort focused on high-quality and practical SE assessment. The AWG is a multidisciplinary collaborative of leading researchers and practitioners in the fields of PreK-12 education, assessment, social and emotional learning (SEL), and related fields. In this multiyear effort, members of the work group collaborate to make key advancements in student social and emotional (SE) competence assessment. The work group is managed and staffed by CASEL, in close partnership with California’s CORE Districts, Transforming Education, RAND, and Harvard University.

The members of the design challenge subgroup are: Noah Bookman (CORE Districts), Clark McKown (Rush University), Dave Calhoun (CORE Districts), Ben Hayes (Washoe County School District), Robert Jagers (University of Michigan), Ray Pecheone (Stanford Center for Assessment, Learning, and Equity), Jean Wing (Oakland Unified School District), and Brian Stecher (RAND). See <http://www.casel.org/assessment-work-group/> for more information.

Questions? Please contact Lindsay Read, Manager of Research, CASEL, lread@casel.org, with any questions about the Call for Submissions or the submission process.

Intellectual Property

While it is not a part of the criteria for selection, we wish to encourage the open exchange of ideas and continued innovation based on submissions. At the same time, we recognize the potential for some submissions to be successful in the marketplace and therefore to include proprietary intellectual property. To support the exchange of ideas, we ask that applicants adhere to a Creative Commons License condition. The most open of those licenses, the Attribution license, allows users to use and modify work so long as they give credit for the original work (<https://creativecommons.org/licenses/by/4.0/>). Another option, for those whose submissions are currently or may become commercialized, is a noncommercial license, which includes the requirements of the Attribution license, but also restricts users to non-commercial uses (<https://creativecommons.org/licenses/by-nc/4.0/>). Please indicate in your application which form of licensing you prefer should you be awarded a design challenge prize.

Table 1: Summary of most pressing practitioner-identified SEL assessment needs

ID	Grade Level	Practitioner Need
1	High School	<p>The BUILD curriculum uses entrepreneurship and experiential learning to drive growth in key skills (Communication, Collaboration, Problem Solving, Innovation, Grit, Self-Management, and Growth Mindset) that matter for future success in high school, college, career and beyond. Because the skills are central to the theory of change for the curriculum, we seek to understand how students are growing in their skills, and even further, understand at what points during the curriculum they experience most growth. While that information would be helpful to understand whether our program "works" in the way we believe it to, what we really want to know is whether or how students are transferring the skills that we explicitly aim to teach into other contexts. We imagine this might be done by engaging students in ongoing self-reported behavioral assessment via SMS or an app to understand if/how they are thinking about and activating the skills outside of the classroom – in other classes, in their personal lives, etc. This type of assessment would help us focus on not only the skill development, but also building the right strategies (metacognitive and otherwise) to help students use the skills to foster success more broadly.</p>
2	High School	<p>We would like to be able to prepare our 100+ high school juniors and seniors for college success by measuring their ability to 1 - problem solve if new or unexpected situations arise in college, 2 -initiate social interactions with professors, fellow students and staff to build support networks in a new environment and 3 - collaboration and teamwork to work with others to find ways to be successful. If we could measure these skills in high school then perhaps we can collaborate with families to help develop or enhance these skills and better prepare students to successfully navigate the transition from high school to college.</p>
3	High School	<p>I am wondering if there is a group you have unintentionally left out of the SEL discussions, and that is career and technical education students. In our district we are overlaying PBIS and career and employability (non cognitive) skills and demanded by the employers hiring our students (11th and 12th grade) across our campus (4 high schools). We need to be able to assess these skills to certificate our students going directly into careers (businesses are demanding this from the school district). We service (at an Intermediate School District level) approximately 3,000 students coming to us from all of our local districts.</p>

4	PreK to 12	<p>I would like to have a variety of ways K-12 teachers could assess how their students are growing in their abilities to collaborate with their classmates in small groups. I would also like to have some way of assessing how the team approach fosters academic success for all members of the team. The teachers in my program are designing lessons to teach their students how to learn as a social process. They have picked certain aspects of social learning on which to focus their lessons. Their lessons are based on skills necessary to make a team function effectively like communication, self-motivation, responsibility, problem-solving, social awareness, and self-management. They have used self-assessment, reflection, and observation to assess the progress of their groups. They are looking for some more ideas to help them decide if their students are actually using the skills they are teaching them to enhance the learning of content in their small groups.</p>
5	PreK to 5	<p>I would like to measure how and if parents and their children understand the same SEL strategies to manage emotions, recognize mental health crisis warning signs that necessitate asking for additional support, as well as how to practice empathy daily. Measuring tools could include; pre/post tests before and after calibrated SEL parent education is presented and before and after student SEL education is provided schoolwide PK-5. Data will be used to target additional education needs within parent and student populations so that SEL could continue in the home in coordination with school SEL education efforts.</p>
6	PreK to 5	<p>As a school administrator I would like to measure the impact of SEL & student performance. Working with the Wallace Foundation & CASEL we are implementing Morning Meeting. Although I am excited to continue in the SEL journey with my students & staff I need assessment to measure the impact.</p>
7	PreK to 5	<p>Background Info: Started new after school social skills groups K-3. Want to create screener, pre and post assessment to measure self-regulation (body and emotion) growth mindset/confidence, social perspective taking. I have 16 students total in four groupings. I want this assessment to inform my curriculum, show admin/parents data that supports my program and highlights the need for this support/resource</p>

8	High School	<p>I would like to be able to determine a baseline, teach an evidenced based curriculum, and measure the effectiveness of the curriculum. In order to meet IEP goals and help students develop their problem solving skills I need to be able to measure current skills and teach a curriculum to develop skills. I work with over 100 students in small groups or individually. I would like to be able to collect concrete data regarding lagging skills and skill improvement following direct instruction and practice of skills. The data collected will drive programming, ensure fidelity of instruction, and help with the generalization of skills learned in small groups or individually.</p>
9	PreK to 8	<p>I would love a way to be able to know when to push a student to try again or to let the child stop working at that time. Many of the students I work with have the belief that they won't be able to the assignment put in front of them. My job is to break the assignments down into manageable pieces and explain it in terms the students will understand. The problem is, when they come to me, they already have a "stuck" attitude. If there was a way to measure beyond their words to know if I should use my time with the students to convince them that they can do it or if I should be more of a social worker and ask questions, such as what is the most challenging part of this.... I go with my gut and usually end up doing both, but tool to measure this would be helpful for guidance, as well as, documentation. How often? Each session. How many students? About 20 a day, from 1-6 at a time.</p>
10	High School	<p>At Hyde Foundation we have a small network (5 schools 2,300 students) serving schools in urban low income communities of color (in USA approximately 12 million students in 20,000 schools). We have an integrated character and leadership development framework with practices and programs and processes. Our mantra is that individuals are born with a unique potential and character defines a destiny. We help schools, teachers, students, and parents forge a partnership to help transform student lives. We call it family-based character education. We want to better assess and correlate the impact of student character and leadership development on academic performance, graduation, college graduation and success in life. We would love to expand our data collection across more schools to enrich our findings. Our findings would be made available to participating schools.</p>