Making SEL Assessment Work: Resources and Further Reading

Introduction

In this companion piece to Making Assessment Work: Ten Practitioner Perspectives, the National Practitioner Advisory Group on Using Data to Inspire SEL (NPAG) offers further resources and reading for implementing a vision for ethical, strengths-based social and emotional learning (SEL) assessment. The list should be considered a starting point: we recognize that, although work has begun, more must be done to translate our vision into usable, practical resources for the field.

I. Effective assessment begins with a strong vision and intentionality.


II. Assess social and emotional competencies on the basis of strengths, not deficits.


Taylor, J., & Read, L. (2019, February 20). *SEL assessment must be strengths-based, but what does that mean?* [Blog post]. Chicago, IL: CASEL.

III. A positive organizational culture and climate is foundational to social and emotional assessment.


IV. When implemented and assessed through an equity lens, SEL can mitigate bias and promote appreciation of diversity.


V. Recognizing and promoting adult social and emotional competence is essential to thoughtful, sustainable assessment.


VI. Social and emotional competencies evolve over time. Therefore, assess for growth, rather than finite outcomes.


VII. Fostering adult capacity to assess social and emotional competencies and interpret data can improve SEL practice.


VIII. Use SEL data to continuously improve practice.


IX. Authentically engage and collaborate with stakeholders about assessment.


X. Practical SEL requires both universal and differentiated approaches informed by data.


McKown, C. (n.d.). *Five steps for maximizing benefit and minimizing risk from social emotional learning (SEL) screening assessment* [Blog post]. Chicago, IL: xSEL Labs.