

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.

Jones, S., Bailey, R., Brush, K., & Nelson, B. (2019). [*Introduction to the Taxonomy Project: Tools for selecting & aligning SEL frameworks*](#). Chicago, IL: CASEL.

Minnesota Department of Education. (2018). [*Social emotional learning district implementation and professional development guidance*](#). Saint Paul, MN: Author.

Taylor, J. J., Buckley, K., Hamilton, L. S., Stecher, B. M., Read, L., & Schweig, J. (2018). [*Choosing and using SEL competency assessments: What schools and districts need to know*](#). Chicago, IL: CASEL.

Blyth, D., & Flaten, K. (2016). [*Assessing social & emotional skills in out-of-school time settings: Considerations for practitioners*](#). Saint Paul, MN: University of Minnesota Extension.

NPAG

Primary Authors

Courtney Franklin

Heather Hirsch

Brenda McLaughlin

Susan Ward-Roncalli

[NPAG Members](#)

NPAG Leadership

Deborah Moroney,
Co-Chair

Dale Blyth, Co-Chair

Elizabeth Nolan, Project
Manager

This resource list is an accompaniment to the NPAG consensus statement, which was designed to facilitate a stronger practitioner voice in the discussions and decisions concerning SEL assessment.

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National Practitioner Advisory Group. (2019). *Making SEL assessment work: Resources and further reading*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning and the American Institutes for Research.

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

Data Quality Campaign. (2019, May 14). [Why it matters to look at students' assets, instead of focusing on deficits](#) [Blog post]. Washington, DC: Author.

Hamilton, L. S., & Stecher, B. M. (2019). [Measuring social-emotional skills, carefully](#) [Blog post]. Santa Monica, CA: RAND.

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.

Teaching Tolerance. (n.d.). [Culture in the classroom](#). Montgomery, AL: Southern Poverty Law Center.

Capacity Building Center for States. (2018). [A guide to five dimensions of organizational capacity: Support for realizing your agency's potential](#). Washington, DC: U.S. Department of Health and Human Services.

National Center on Safe and Supportive Learning Environments. (2018). [Summary table of Office of Safe and Healthy Students approved school climate surveys](#). Washington, DC: Author.

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

Regional Educational Laboratory Midwest. (2019). [Infographic: Integrating a focus on equity into social and emotional learning](#). Washington, DC: Institute of Education Sciences.

The Aspen Institute. (2018). [Pursuing social and emotional development through a racial equity lens: A call to action](#). Washington, DC: Author.

Equity Literacy Institute. (2018). [Equity resources](#). Equity Literacy Institute website.

Annie E. Casey Foundation. (2015). [Race equity and inclusion action guide](#). Baltimore, MD: Author.

dRworks. (n.d.). [Dismantling racism works web workbook](#). Dismantling Racism Works website.

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

Yoder, N., & Gurke, D. (2017). [*Social and emotional learning coaching toolkit: Keeping SEL at the center*](#). Washington, DC: American Institutes for Research.

Aspen Institute. (2019). *Supporting the whole teacher: Developing educators' social and emotional skills lays the foundation for success with students*. Washington, DC: Author. Retrieved from <http://nationathope.org/wp-content/uploads/supportingwholeteacherupdate.pdf>

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

Herman, B., & Collins, R. (2018). [*Social and emotional learning competencies*](#). Madison, WI: Wisconsin Department of Public Instruction.

Nagaoka, J., Farrington, C. A., Ehrlich, S. B., & Heath, R. D. (2015). [*Foundations for young adult success: A developmental framework*](#). Chicago, IL: The University of Chicago Consortium on Chicago School Research.

White, R. S., & Polikoff, M. S. (2019, May). [*The properties of non-academic school performance measures*](#) [Working Paper]. Stanford, CA: Policy Analysis for California Education.

Nolan, E. & Saavedra, E. (2018). [*Using a developmental lens to align social and emotional learning frameworks, standards, practice, and assessment*](#). Chicago, IL: CASEL.

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

Yoder, N. (2014). [*Self-assessing social and emotional instruction and competencies: A tool for teachers*](#). Washington, DC: Center on Great Teachers and Leaders at the American Institutes for Research.

Yoder, N., & Devaney, E. (2015). [*Social and emotional learning practices: A self-reflection tool for afterschool staff*](#). Washington, DC: American Institutes for Research.

VIII. Use SEL data to continuously improve practice.

Melnick, H., Cook-Harvey, C. M., & Darling-Hammond, L. (2017). [*Encouraging social and emotional learning in the context of new accountability*](#) (Brief). Palo Alto, CA: Learning Policy Institute.

Rowland, C., Feygin, A., Lee, F., Gomez, S., & Rasmussen, C. (2018). [*Improving the use of information to support teaching and learning through continuous improvement cycles*](#). Washington, DC: American Institutes for Research.

IX. Authentically engage and collaborate with stakeholders about assessment.

Gunn, J. (2018). [*Engaging families in social-emotional learning*](#) [Blog post]. *Room 241*. Portland, OR: Concordia University – Portland.

Potler LaHayne, S. (2019, May 21). [*Families play an important role in social-emotional learning at school*](#). *EdWeek Market Brief*. Bethesda, MD: Editorial Projects in Education, Inc.

California Department of Education. (2018). [*Connecting with stakeholders*](#). Sacramento, CA: Author.

Anderson, R. (2019, July 23). First, do no harm: What states must consider when using data for school safety [Blog post]. *Data Quality Campaign*. Retrieved from <https://dataqualitycampaign.org/first-do-no-harm-what-states-must-consider-when-using-data-for-school-safety/>

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

CASEL. (2018). [*Connecting schoolwide SEL with other school-based frameworks*](#). Chicago, IL: Author.

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.

Orange County Department of Education. (n.d.). [*Connecting the dots: California MTSS and social-emotional learning*](#). Costa Mesa, CA: Author.