

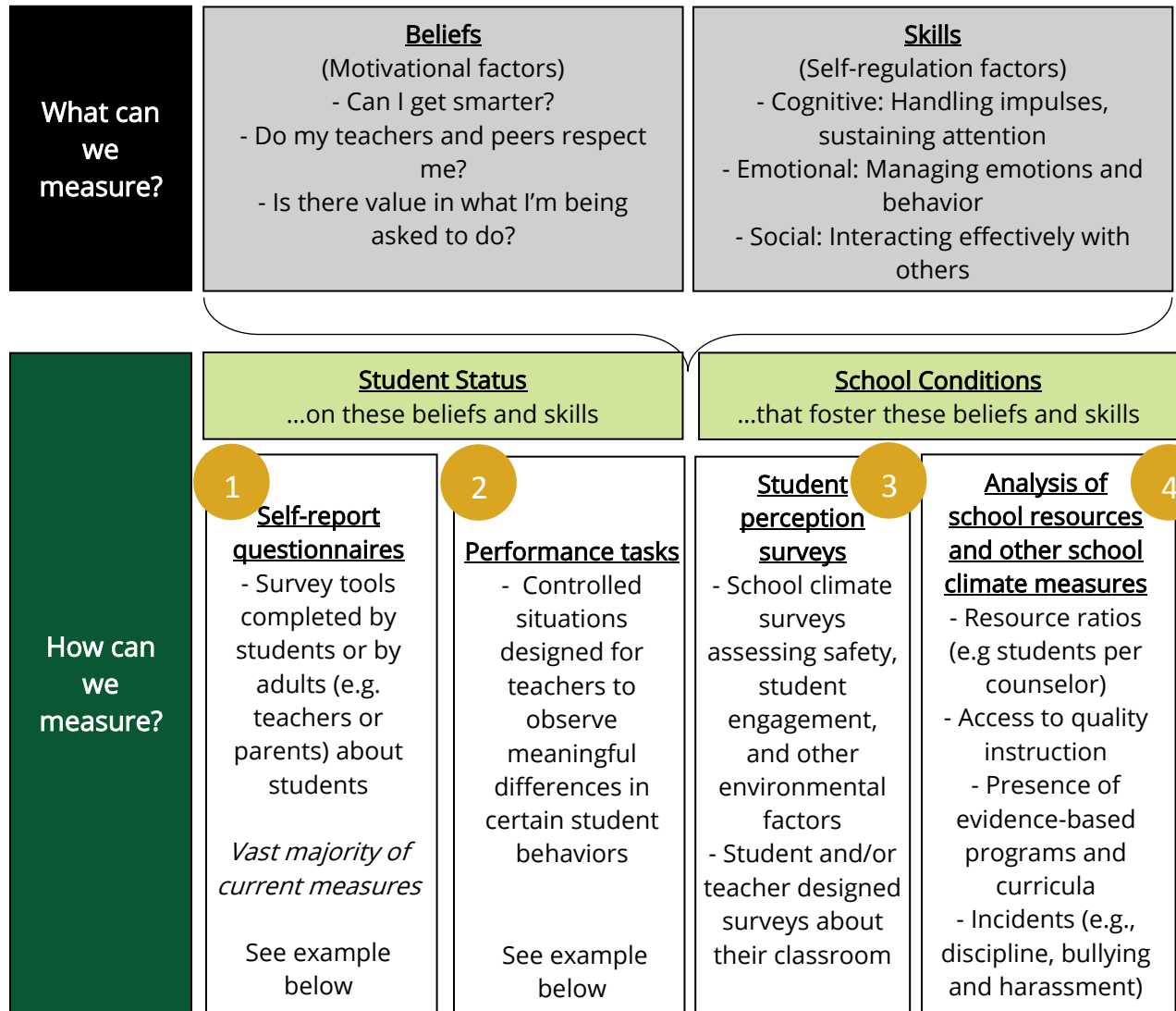


Overview: Measuring SEL May 2017

Introduction ⁱ

Educators have grown increasingly interested in measures of personal qualities other than cognitive ability—including self-control, grit, growth mindset, gratitude, purpose, emotional intelligence, and other beneficial personal qualities—that lead to student success. These social and emotional learning (SEL) qualities range from behaviors (e.g., self-control) and beliefs (e.g., about the nature of intelligence) to skills (e.g., interpersonal communication and conflict resolution). This memo outlines approaches to SEL measurement in order to serve as a baseline for further discussion and research that are needed to understand the distinct advantages, limitations, and appropriate uses of existing and yet-to-be-developed measures.

Common Approaches to Measuring SEL? ⁱⁱ



Examples: ⁱⁱⁱ

1	Sample Student Self-Report Non-Cognitive Questionnaire Items	
GROWTH MINDSET: "You have a certain amount of intelligence and you really can't do much to change it."*		
<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Mostly Agree
<input type="checkbox"/> Mostly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
GRIT: "I have achieved a goal that took years of work."		
<input type="checkbox"/> Very much like me	<input type="checkbox"/> Mostly like me	
<input type="checkbox"/> Somewhat like me	<input type="checkbox"/> Not much like me	
<input type="checkbox"/> Not like me at all		
<small>Note: *The extent to which students disagree with fixed mindset statements like this is how researchers measure growth mindset beliefs.</small>		

2	Sample Non-Cognitive Performance Task
The most famous example of a performance task in psychology is Dr. Walter Mischel's "Marshmallow Test", which assesses delayed gratification. In this task, preschoolers are presented with a smaller pile of treats and a larger pile of treats. The children are then told that they can have the smaller pile now, or they can receive the larger pile if they wait for the experimenter to come back in the room. The amount of time children can wait has been found to predict later life outcomes.	

ⁱ American Educational Research Association. (2015). Measurement Matters: Assessing Personal Qualities Other Than Cognitive Ability for Educational Purposes <http://journals.sagepub.com/stoken/rbtf/hixxiPxVRpaxg/full>

ⁱⁱ Chart adapted from: Quay, Lisa. Presentation to the Education Funder Strategy Group. (July 2016). Mindset Scholars Network.

ⁱⁱⁱ Mindset Scholars Network. (2015). Current Frontiers of Non-Cognitive Measurement: Insights for Policy and Practice <http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/Current-Frontiers-of-Non-Cognitive-Measurement.pdf>