

# MEASURING SOCIAL-EMOTIONAL LEARNING

A Pragmatic Approach to Validity and Reliability

## FACTS-AT-A-GLANCE

This brief summarizes evidence for validity in the CORE Districts social-emotional learning surveys. Student self-report surveys measure four constructs:



### SELF-MANAGEMENT

ability to regulate one's emotions, thoughts, and behaviors effectively in different situations



### SOCIAL AWARENESS

ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures



### GROWTH MINDSET

belief that one's strengths can grow with effort



### SELF-EFFICACY

belief in one's ability to succeed in achieving an outcome or reaching a goal

This brief helps educational leaders think through the most important issues of validity.

“School leaders frequently face constraints and are often forced to make trade-offs around the validity of any survey measures they might wish to use.”

Four questions district leaders should consider:

- 1 How well were the measures designed?
- 2 How well do the measures fit the context?
- 3 With what level of fidelity was the data acquired?
- 4 Is the data being used appropriately?



“PACE views validity as: an ongoing process that begins with the purposeful development of a measure, entails accumulating evidence of that measure's characteristics over time, and relies upon logical arguments that draw from evidence.”

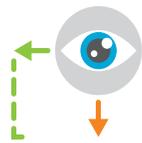
## DESIGN

### THE CORE SURVEY DEMONSTRATES:



#### CONTENT VALIDITY

it includes the right questions to measure the focal topic



#### FACE VALIDITY

items clearly signal the construct they are purporting to measure



#### STRUCTURAL VALIDITY

the items on the survey measure distinct, separate constructs



#### RELIABILITY

within a construct, students answer the items consistently

*CORE's design process included research experts and practitioners.*

## CONTEXT

### Students taking the surveys:

- provide a wide range of responses, producing true variation
- interpret the survey items the same across student groups
- answer the questions similarly regardless of their school context



*This is particularly important for schools and districts serving diverse student populations.*

## FIDELITY



### CORE ensured fidelity by:

- contracting an external provider for survey administration
- developing guidance around survey administration

*Ostensibly good measures might produce bad data if the survey administration is flawed.*

## APPROPRIATE DATA USE

### CORE's scales are:

- analyzed and created to be congruent with the expected use(s)
- correlated with other related measures
- predictive of future outcomes



*Having a clear idea about the use of survey measures can inform data collection and mitigate unintended consequences.*

To view the full report please visit: <https://www.edpolicyinca.org/publications/sel-validity>