

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.”

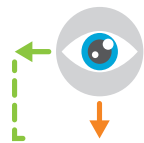
DESIGN

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:

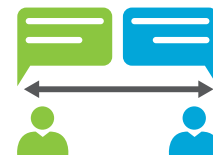
- contracting an external provider for survey administration
- developing guidance around survey administration

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>