

Assessing our  
students'  
social and  
emotional  
learning

# SEL Quest Online Student Assessment 2022 Presentation: Why and What

*Combined Presentation by Ashlee Trent, Rutgers SECD Lab and  
Rick Cohen*

September 13, 2022

Assessing our  
students'  
social and  
emotional  
learning

Why did we administer the SEL  
Quest online assessment last year?

8 year district inquiry initiated by the  
Curriculum Committee in 2014:

*Can we reliably assess our students'  
social and emotional growth and  
effectiveness of our SEL  
programming?*

Press **Esc** to exit full screen

5 Keys to Social and Emotional Learning Success



## SOCIAL AND EMOTIONAL LEARNING

*When embedded in the core curriculum for multiple years, SEL interventions can*

- **reduce aggression and emotional distress among students;**
- **increase helping behaviors in school;**
- **improve positive attitudes toward self and others;**
- **increase students' academic performance by 11 percentile points.**

*(Durlak et al., 2011)*

4:48 / 6:02



Slide 14



Q & A



Notes



Pointer



Captions



EXIT

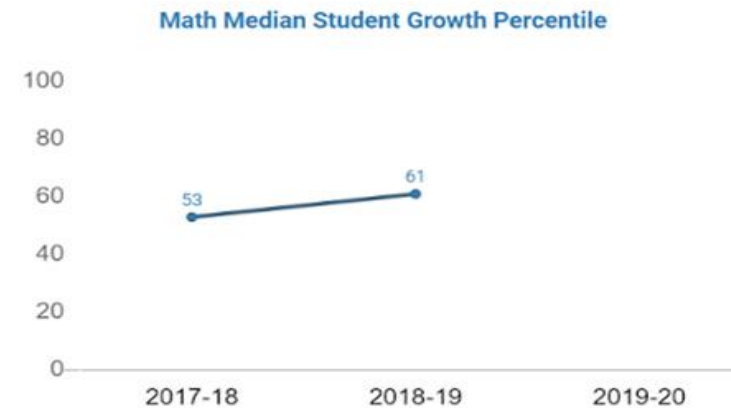
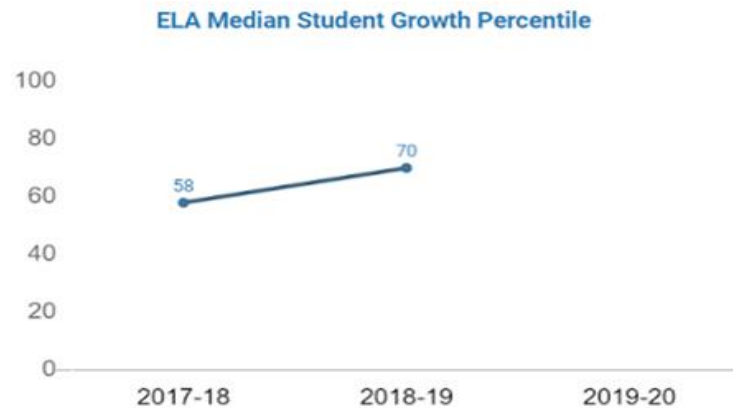
# From NJ School Report Card Metuchen mSGP 2018 to 2019

## Student Growth Trends and Progress



These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**Important note for 2019-20:** Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic, student growth percentile were not calculated and will not be reported for the 2019-20 school year.



Performance Measure	2017-18 ELA	2018-19 ELA	2019-20 ELA	2017-18 Math	2018-19 Math	2019-20 Math
Median Student Growth Percentile	58	70		53	61	
Met Standard (40-59.5)?	Met Standard	Exceeds Standard		Met Standard	Exceeds Standard	
Statewide: Median Student Growth Percentile	50	50		50	50	

*Can we reliably assess our students' social and emotional growth and effectiveness of our SEL programming?*

## 8 Year SEL Assessment Inquiry Timeline:

2011 – evidence of SEL benefits abundant

2012 – Metuchen begins discussing embedding SEL into curriculum

2014 – SEL assessment inquiry posed/vetting begins

2015 – Panorama piloted

2016 – Grit Scales piloted

2017 – 3c/SEL Quest partnership via USDOE grant (2017, 2019, 2022 pilots)

## What we have learned so far?

- There is no one perfect tool out there yet:
  - Panorama is not gamified, students didn't respond positively
  - Grit Scales not valid
  - DESSA (being vetted by South Brunswick) teacher driven, not student driven
  - SEL Quest has real pros and real cons

What we have learned so far?

# SEL Quest Pros:

Individual Results provide students' strengths and needs

District-wide, efficient Tier I SEL screen

Teacher platform is very user friendly

Students like it – Gamified version effective

Administration of assessment is efficient / not disruptive

100 % Free

What we have  
learned so far?

## **SEL Quest Cons:**

**There is no cohesion across schools on measures – not reliable indicator of SEL performance/learning district-wide**

**Scales are different (some 4, 5, 7)**

**Language across scales inconsistent**

**No school or district platform – getting reports beyond individual extremely labor intensive**

**Comparing pre to post very labor intensive**

**No evidence-based assistance / resources correlated to lower performing competencies**





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# Metuchen SEL Quest

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Self-  
Awareness

Emotion  
Expression  
Scale

Self-  
Awareness

Growth  
Mindset Scale

Self-  
Management

Metacognitive  
Self-Regulation  
Scale

## Emotion Expression Scale

- Emotion expression is comprised of many components
- This scale examines emotion awareness and the motivation to express emotion
- Students are asked how true 16 statements are to them
- 5 indicates greater degrees of emotion expression skills
- Administered to grades K-12

## EES Sample Items

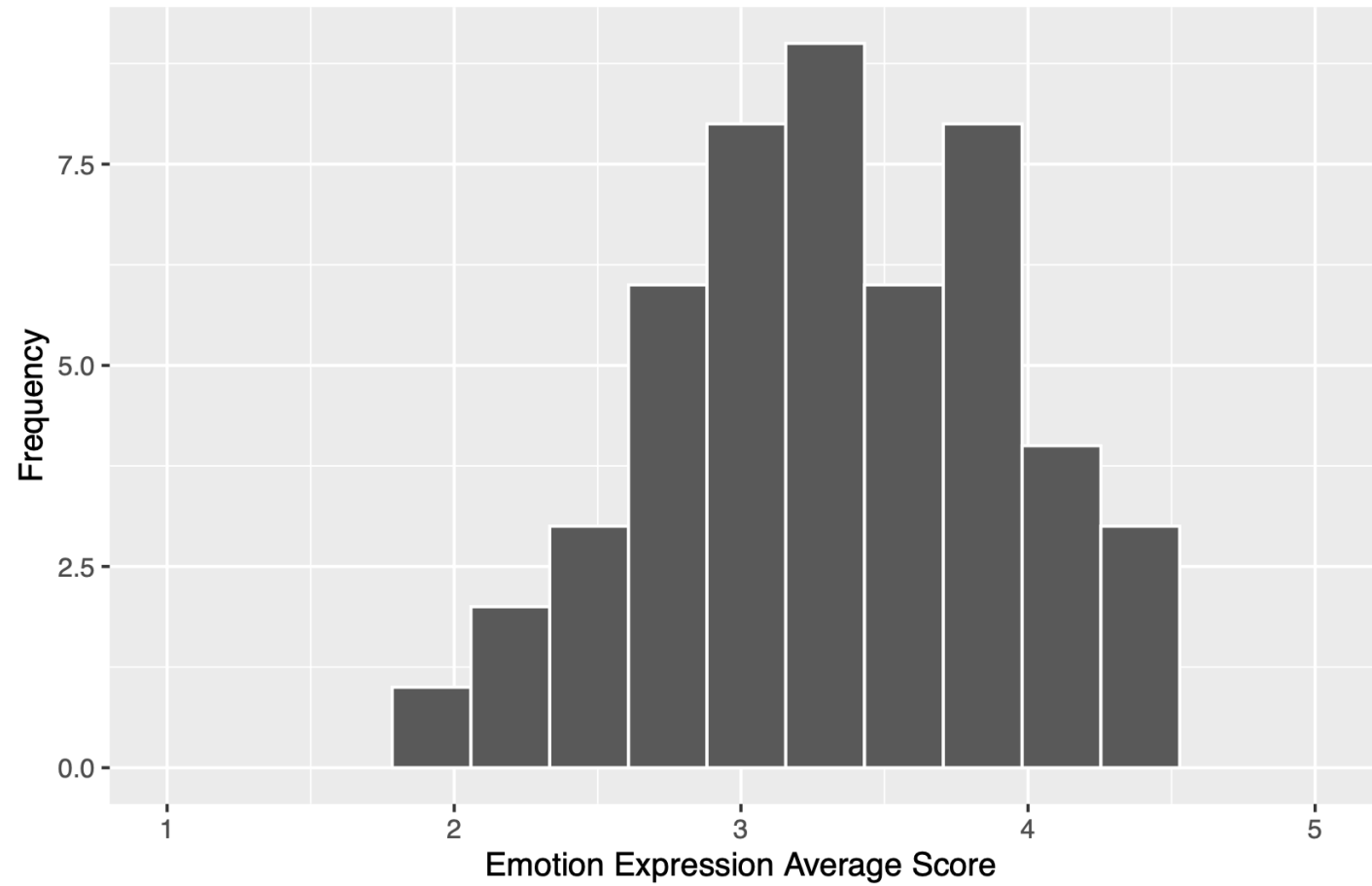
Sample Items	Not at all true 1	A little true 2	Somewhat true 3	Very true 4	Extremely true 5
I prefer to keep my feelings to myself					
Other people don't like it when you show how you feel					
When I feel upset, I don't know how to talk about it					

Moss

$n=50$

$m=3.345$

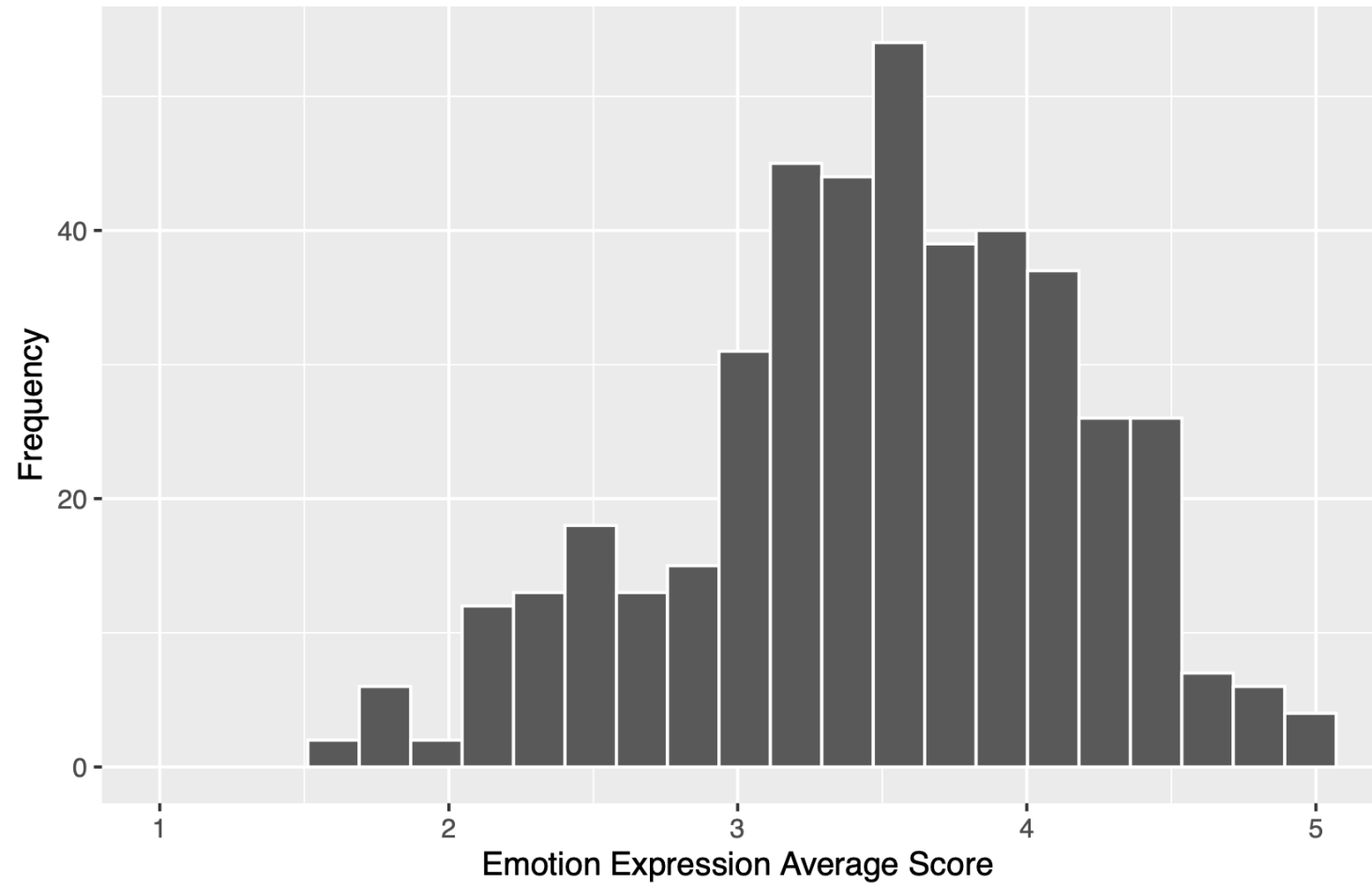
Emotion Expression Average Distribution for Moss



# Campbell

n=440  
m=3.49

Emotion Expression Average Distribution for Campbell

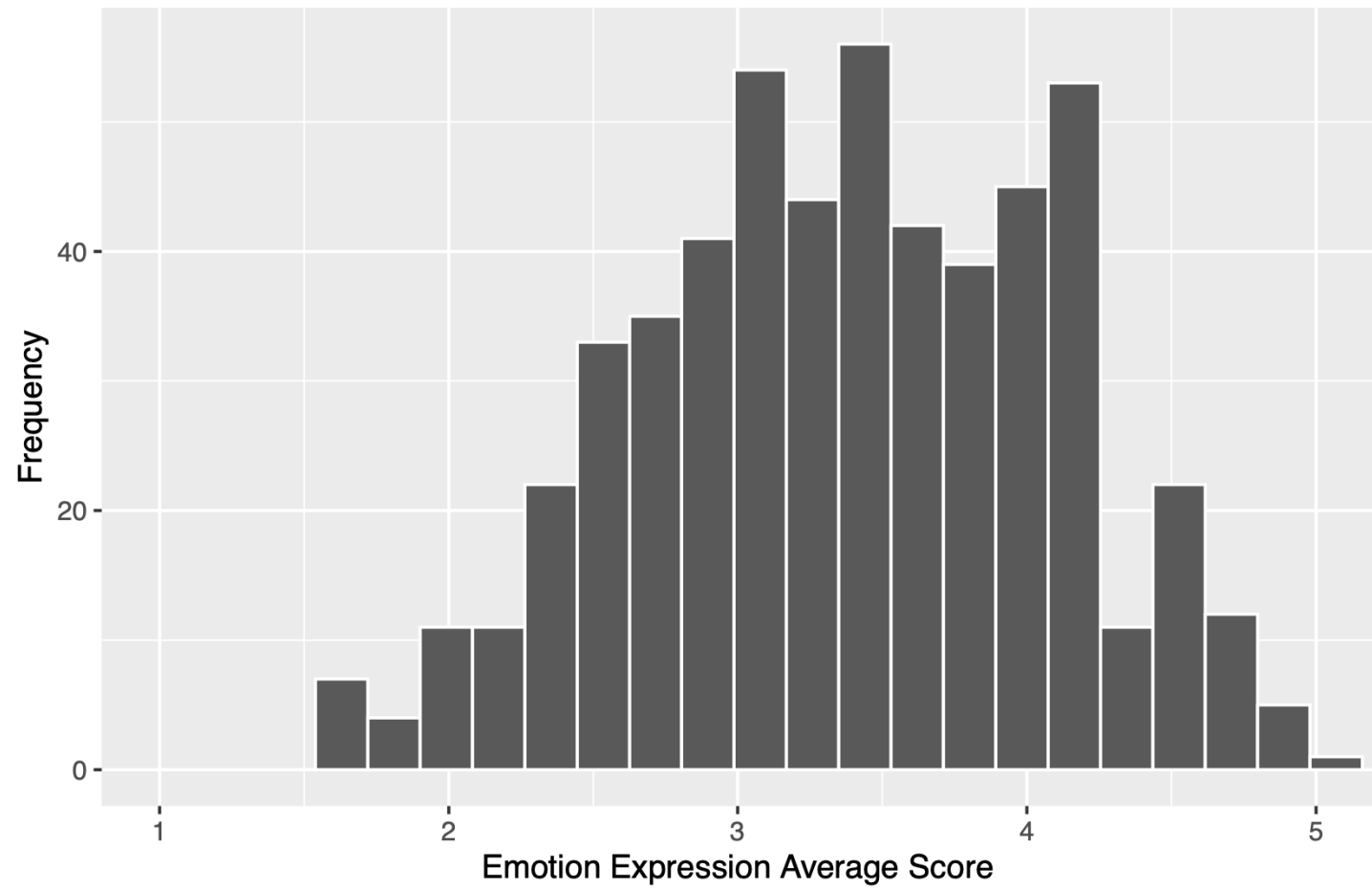


Edgar

$n=548$

$m=3.37$

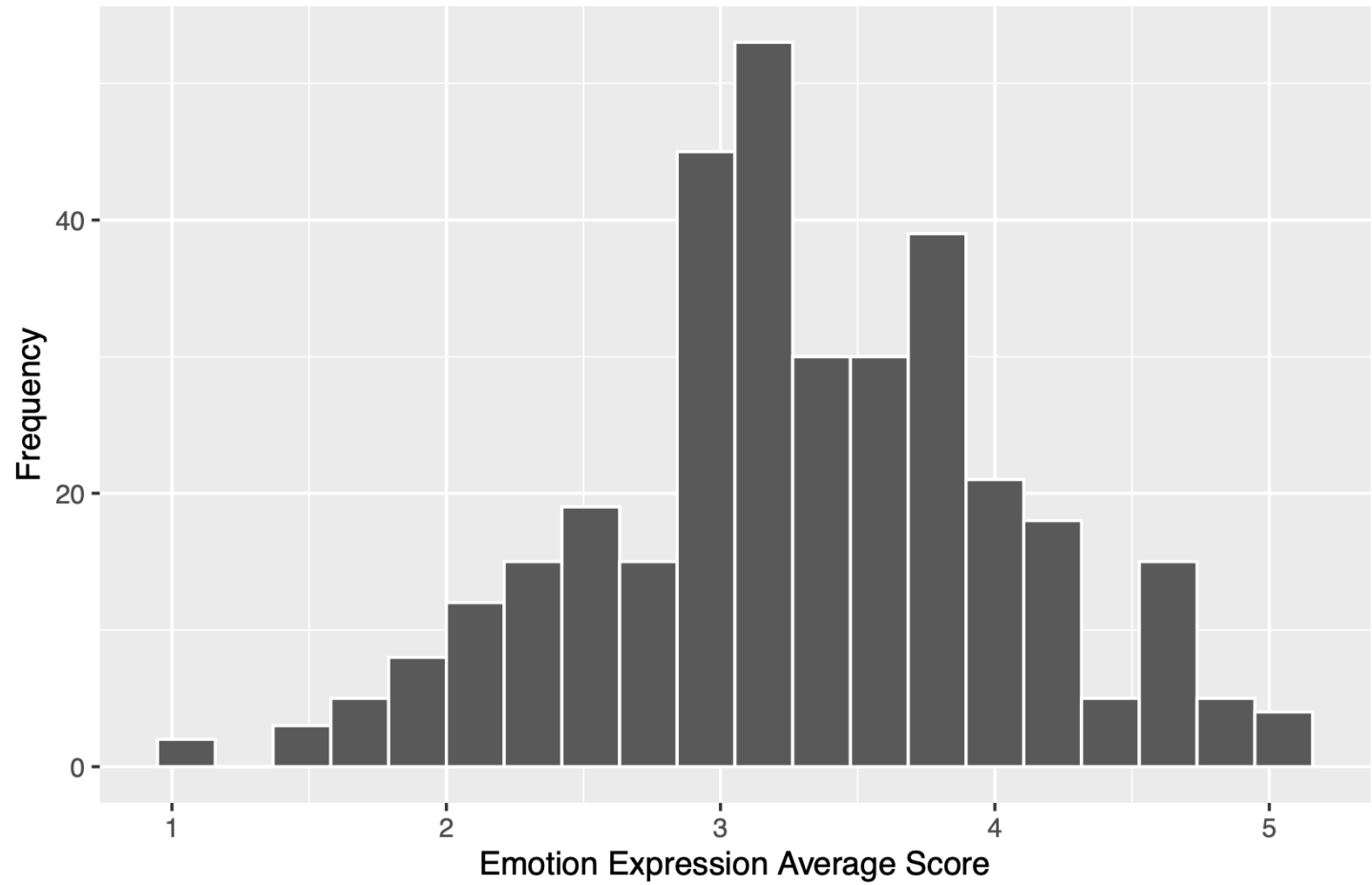
Emotion Expression Average Distribution for Edgar



# High School

n=334  
m=3.29

Emotion Expression Average Distribution for High School





## Growth Mindset Scale

- Growth mindset refers to the belief that intelligence and talent can be developed, mistakes being a part of learning and failure as being temporary
- Students are prompted to think of their experience with learning in school
- Students are asked to rate how true 4 statements are to them
- 5 indicates greater degrees of growth mindset
- Administered to grades K-12

# Growth Mindset Scale Items

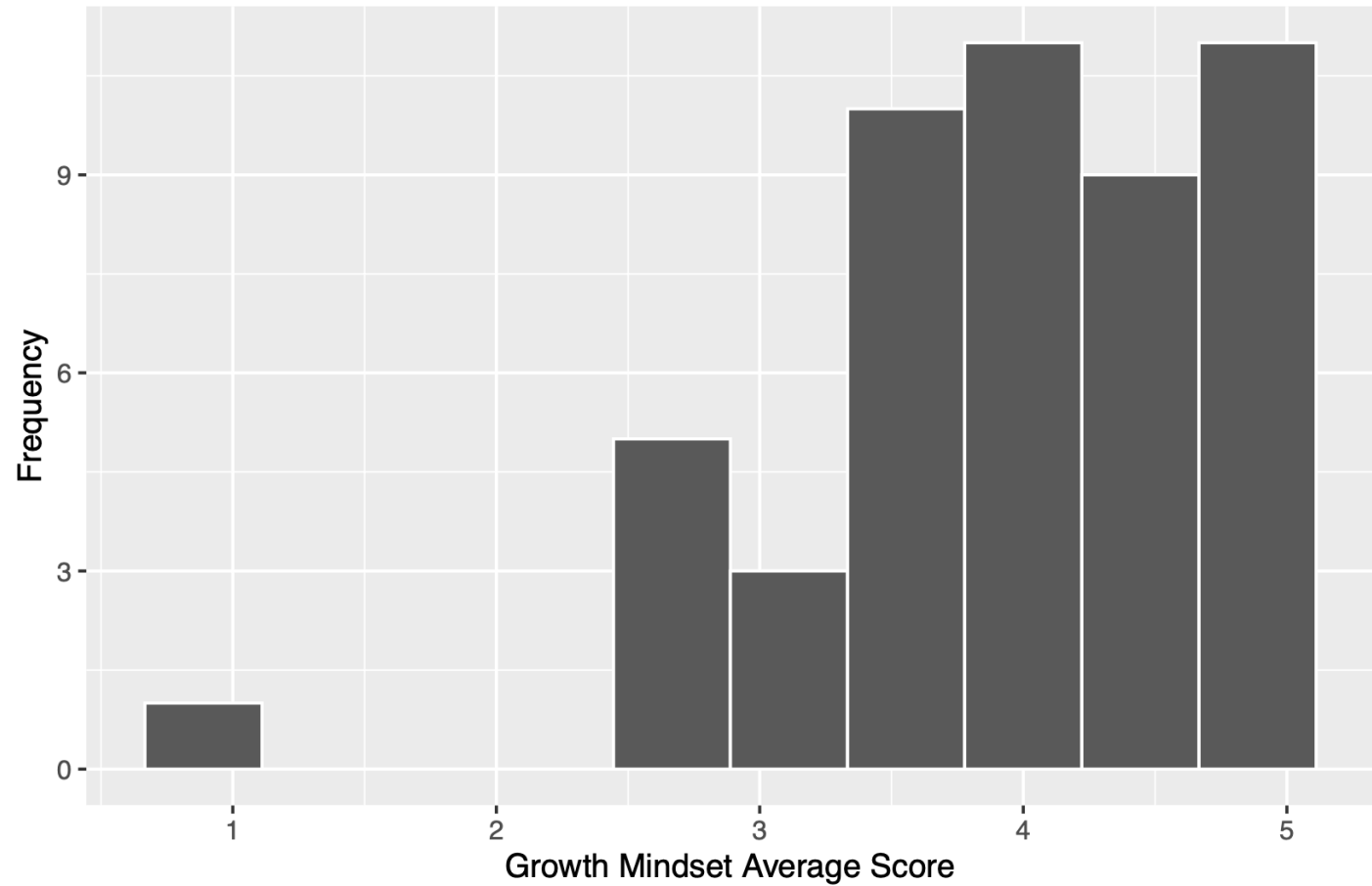
Items	Not at all true 1	A little true 2	Somewhat true 3	Mostly true 4	Completely true 5
I can change my intelligence with hard work					
I can increase my intelligence by challenging myself					
I am capable of learning anything					
I can do well in a subject even if I am not naturally good at it					

Moss

n=50

m=3.947

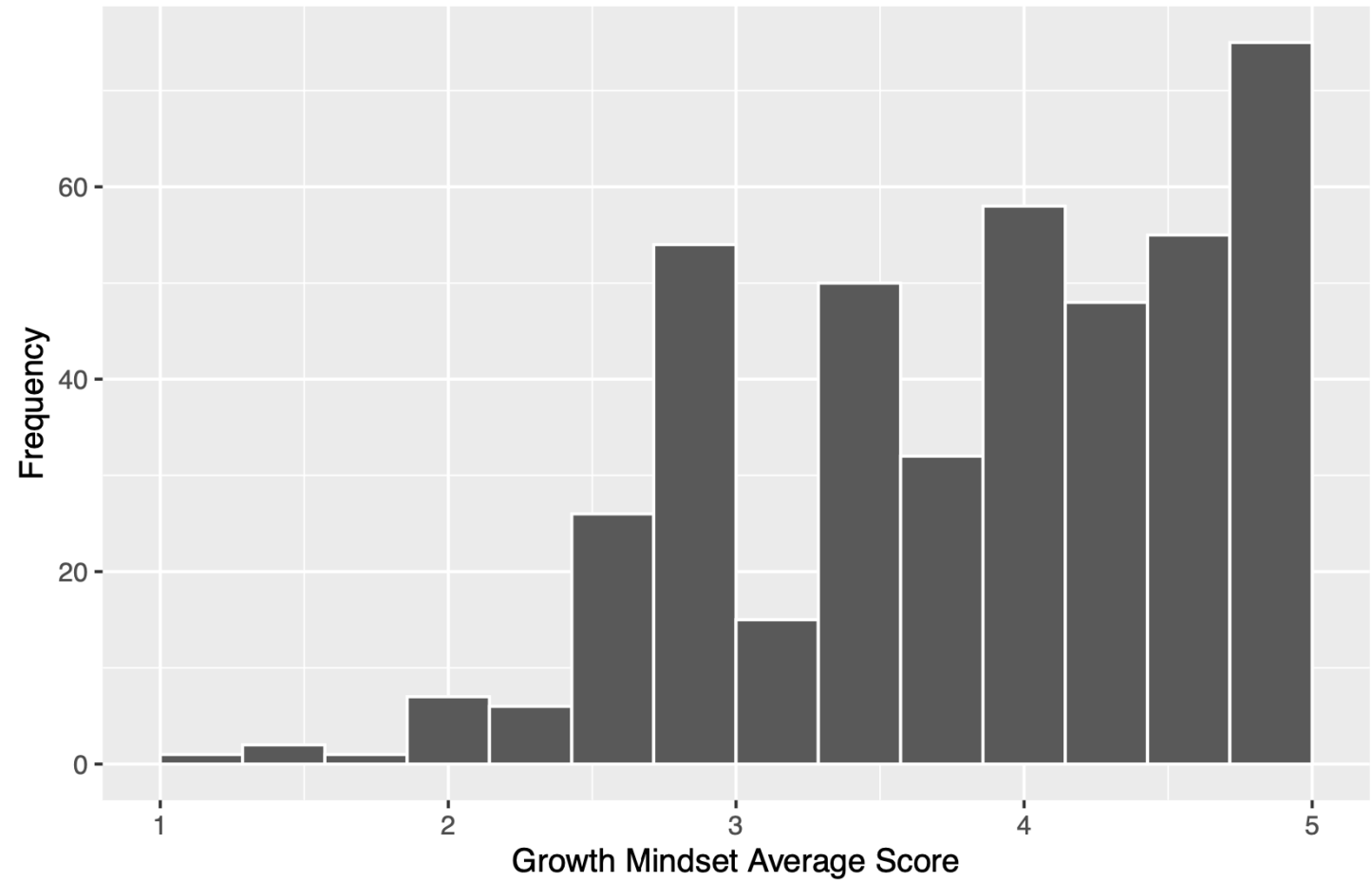
Growth Mindset Average Distribution for Kindergarten



# Campbell

n=430  
m=3.837

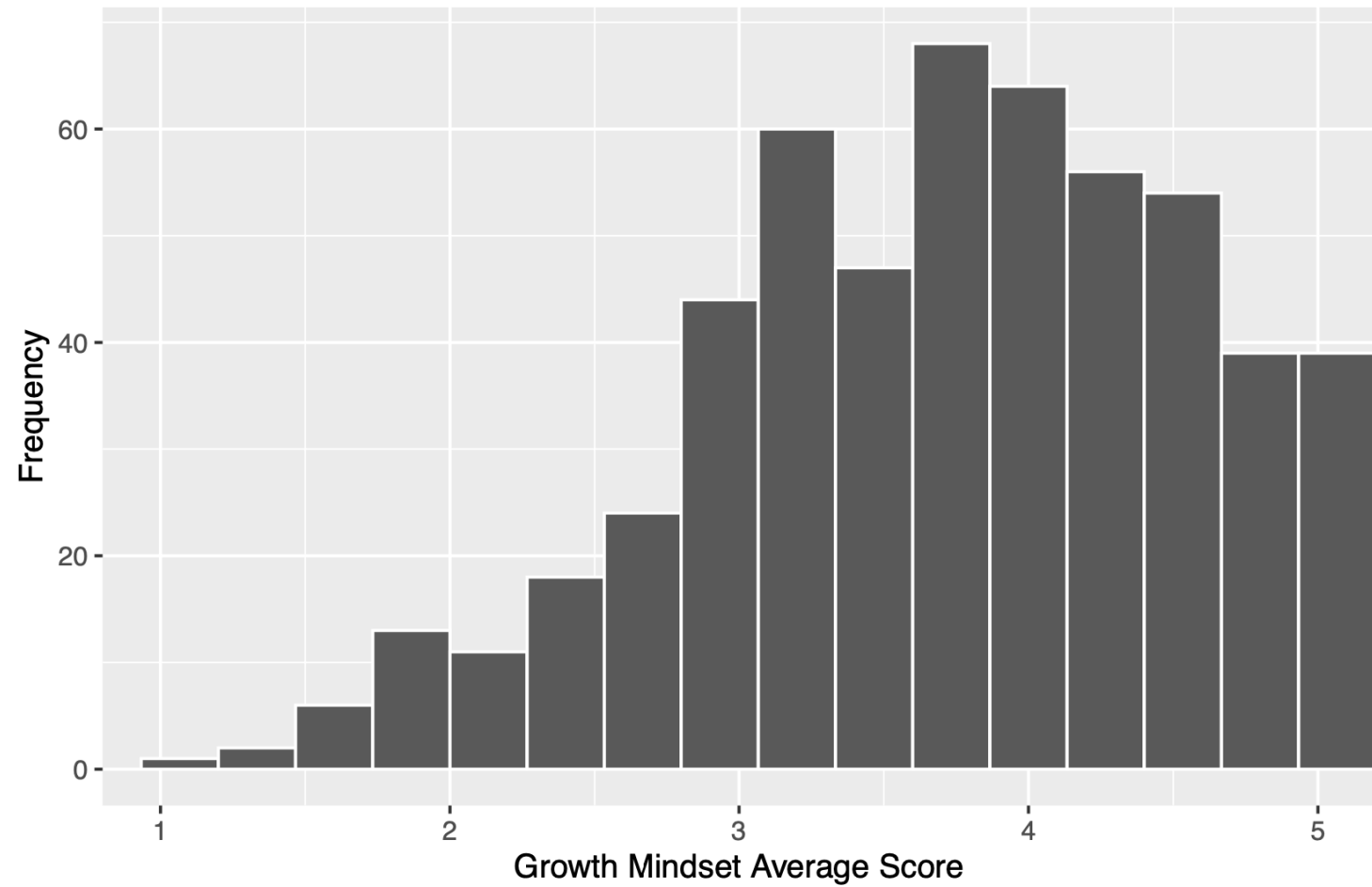
Growth Mindset Average Distribution for Campbell



Edgar

n=546  
m=3.729

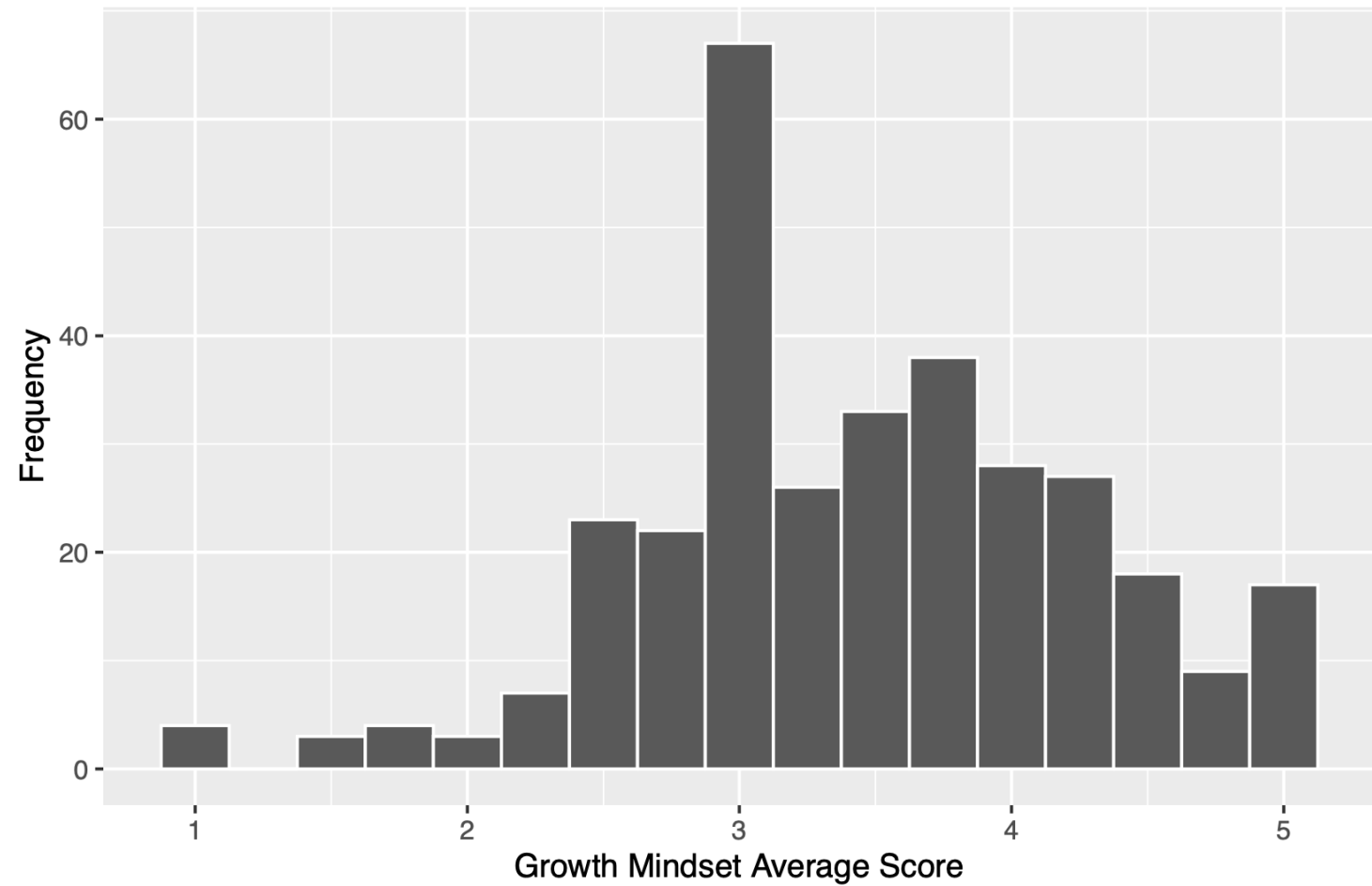
Growth Mindset Average Distribution for Edgar School



# High School

n=329  
m=3.447

Growth Mindset Average Distribution for High School



## Metacognitive Self- Regulation Scale

- The questionnaire was designed to assess students' motivation and capacity for different learning strategies
- Measures self-regulated learning behaviors by having students rate the truth of 16 statements
- Self-regulated learning is defined as learning that is guided by metacognition, strategic action and motivation to learn
- 7 indicates greater degrees of self-regulated learning
- Administered to grades 3-12

# Self-Regulation Scale Sample Items

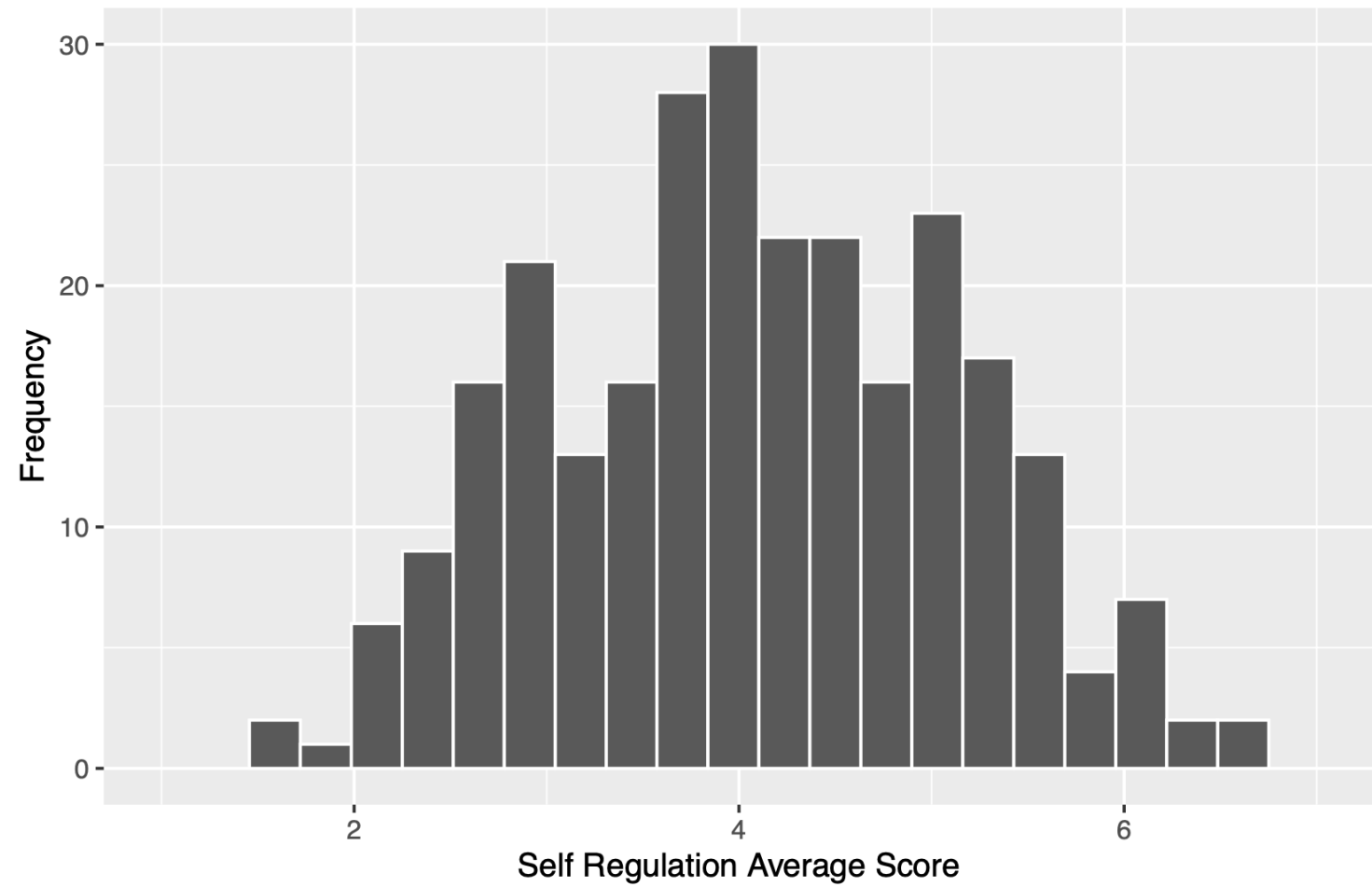
Sample Items	Not at all like me 1	Not very much like me 2	Some-what not like me 3	Some-what like me 4	Like me 5	Much like me 6	Very much like me 7
During class time I often miss important points because I am thinking of other things							
When reading for this course, I make up questions to help me focus my reading							
When I become confused about something I'm reading for this class, I go back and try to find the most important ideas							
If course readings are difficult to understand, I change the way I read the material							
Before I study new course material thoroughly, I often skim it to see how it is organized							



# Campbell

n=270  
m=4.081

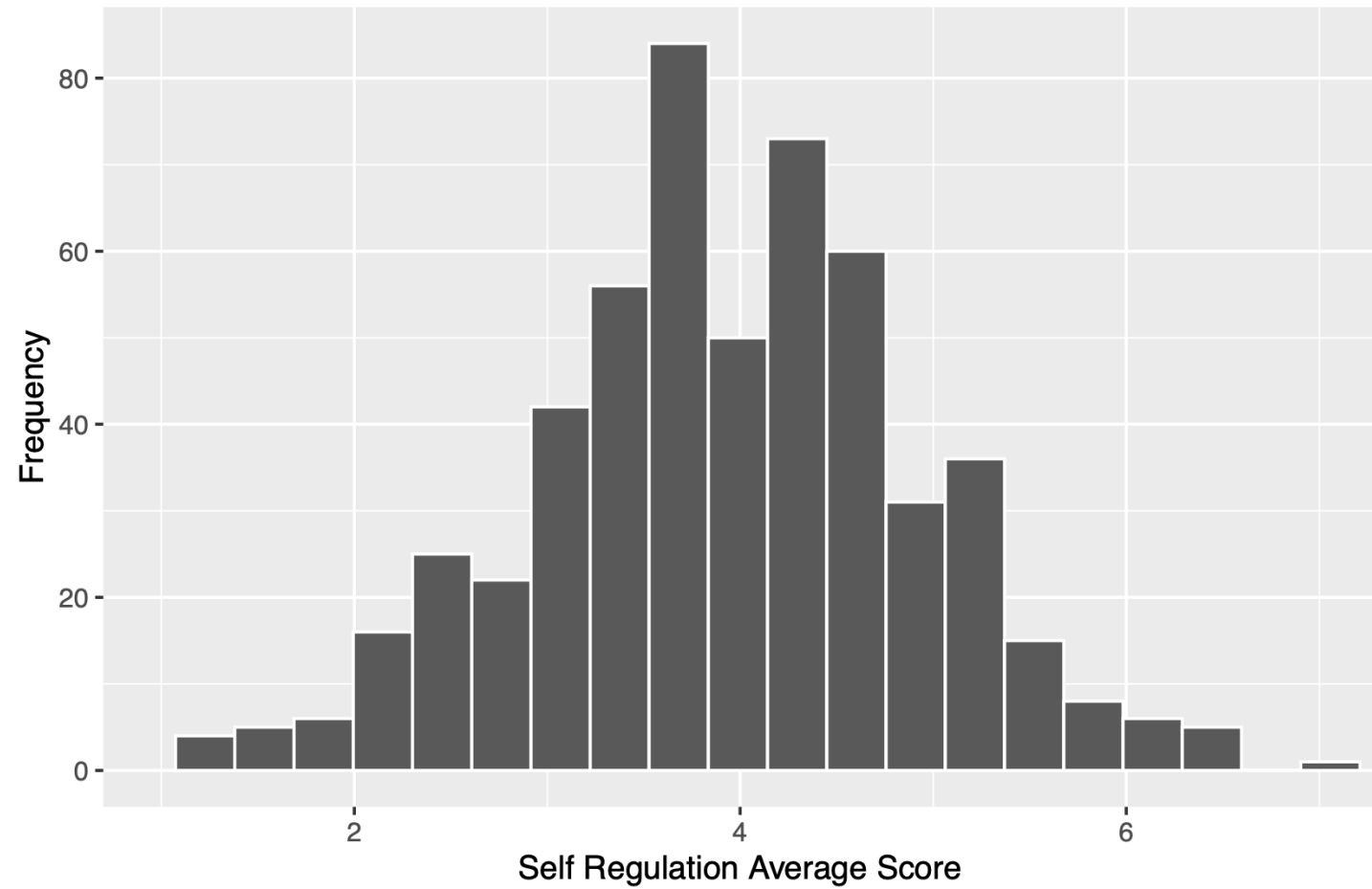
Self Regulation Average Distribution for Campbell (Grades 3 & 4 Only)



Edgar

n=545  
m=3.931

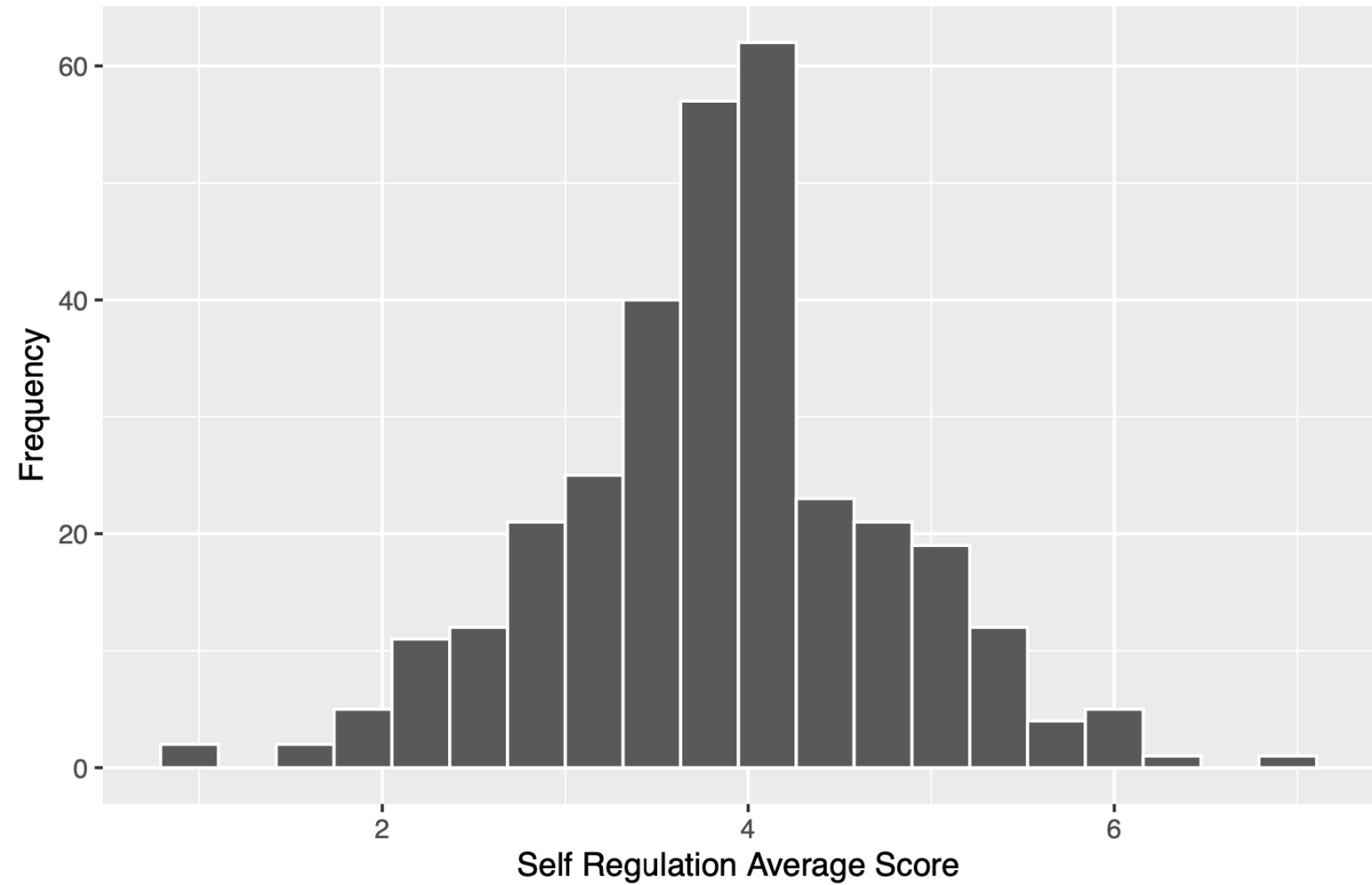
Self Regulation Average Distribution for Edgar School



# High School

n=323  
m=3.853

### Self Regulation Average Distribution for High School





# Teacher Portal

Username	Started	Completed	Status	Emotion Expression ?	Growth Mindset ?	Social Awareness (1) ?	Social Awareness (2) ?	Social Perspective Taking: Score ?
<input type="text" value="search..."/>	<input type="text" value="from"/>	<input type="text" value="from"/>	<input type="text" value=""/>					
	<input type="text" value="to"/>	<input type="text" value="to"/>	<input type="text" value=""/>					
tide1	2022-06-09	2022-06-09	Complete	3.38	3.75	3.8	2.8	107
tide3	2022-06-09	2022-06-09	Complete	3.4	4.25	4.2	3.6	96
tide5	2022-06-09	2022-06-09	Complete	2.88	3.5	3.2	3	96
tide7	2022-06-09	2022-06-09	Complete	3.06	3.75	3.6	2.8	112
tide9	2022-06-09	2022-06-09	Complete	2.81	4.25	3.8	3	112
tide11	2022-06-09	2022-06-09	Complete	2.69	3.75	4	2.8	101
tide13	2022-06-09	2022-06-09	Complete	3.56	3	3.4	2.8	101
tide15	2022-06-09	2022-06-09	Complete	2	4	2.8	3.5	50
tide17	2022-06-09	2022-06-09	Complete	4.56	3.25	4.4	3.4	112
tide21	2022-06-09	2022-06-09	Complete	3.25	4	3.6	3.4	101
tide23	2022-06-09	2022-06-09	Complete	3.5	4	4	3.8	101
tide25	2022-06-09	2022-06-09	Complete	2.13	4.75	3.6	2.6	112
tide29	2022-06-09	2022-06-09	Complete	4.13	3.25	3.8	3	112
tide31	2022-06-09	2022-06-09	Complete	2.63	3	4	3.4	101
tide33	2022-06-09	2022-06-09	Complete	2.94	3.25	3.4	3	112



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## Now What?

# Next Steps:

Continue to work with Guidance Department on individual data

Work with 3C to enhance the tool for the Spring 2023 administration

Continue to partner with Dr. Elias, Doctoral Student Intern and SECD Lab to:

- Analyze Pre and Post assessment conducted for 2021-2022 for programming impact
- Gather 2023 Spring SEL Quest assessment data
- Compare and contrast 2022 results with 2023 results for trends, patterns, conclusions