

Social Emotional Learning Survey



ECRA Group
Education | Consulting | Research | Analytics

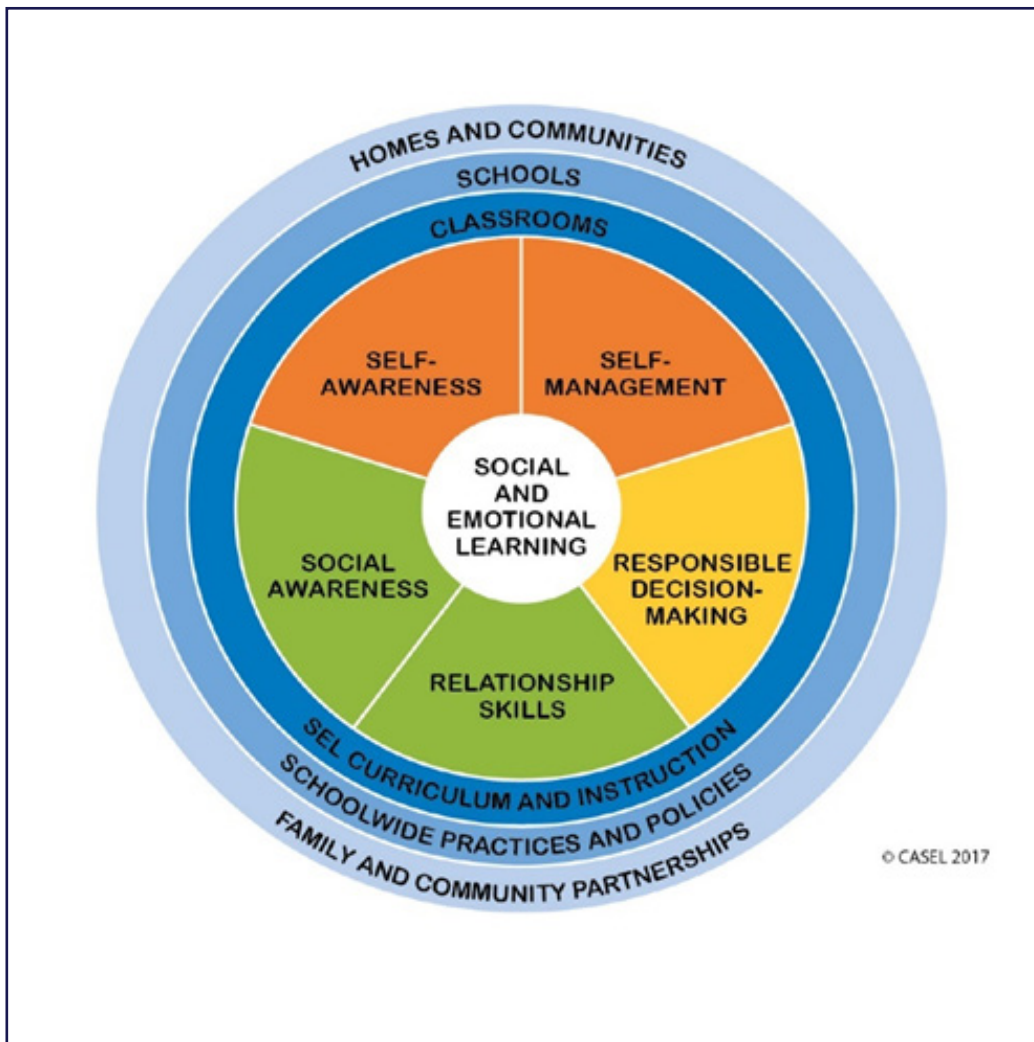
Framework

ECRA'S SOCIAL AND EMOTIONAL LEARNING SURVEY

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

– *Collaborative for Academic, Social, and Emotional Learning*

ECRA's Social and Emotional Learning (SEL) Survey is designed to measure domains of SEL standards that are aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework shown below.

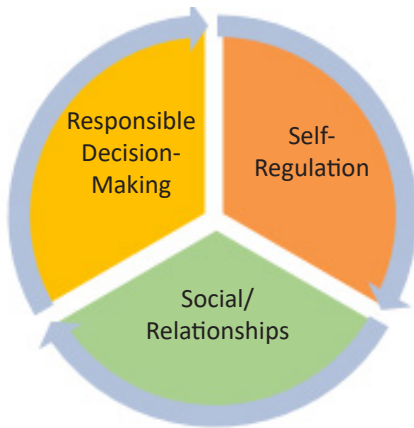


Survey Instrument

SURVEY DESIGN

ECRA's SEL survey was developed to measure student perceptions of CASEL's social and emotional competencies. ECRA reports three (3) domains, as well as an overall score. Self-awareness and self-management is combined into a self-regulation domain, social-awareness and relationship skills is combined into a social/relationship domain, and the third domain is reported as responsible decision-making as illustrated below.

Three Domains



- **Responsible Decision-Making:**
Students reflect on responsible behaviors and decision-making skills. Measures constructive choices about personal behavior and social norms.
- **Self-Regulation:**
Students reflect on self-awareness and self-management. Measures student self-observation, perceptions of his or her own ability to be successful (growth mindset), management of behavior and emotions, and perseverance of effort (grit).
- **Social/Relationships:**
Students reflect on social awareness and relationships. Measures empathy, cooperation, and understanding perspectives of others.

Four Forms



- **Primary**
Grades 1-2
- **Elementary**
Grades 3-5
- **Middle**
Grades 6-8
- **High School**
Grades 9-12

Administration Options

TWO OPTIONS FOR SURVEYING STUDENTS

Survey Solution



Online Survey

This SEL survey solution is administered online through a URL provided to your district/school. No requirement is needed beyond an internet connection.

Personalized Learner Profile (PLP) Solution



Embed social and emotional results within the context of the whole child

The PLP Solution provides a reporting platform for a comprehensive set of performance indicators at the individual student level to support personalized learning, individual student monitoring, college and career readiness, and other pathways. Indicators may include, but are not limited to assessments, attendance, grades, extra-curricular involvement, interests, social emotional learning, and interventions. Students complete the SEL survey through the Personalized Learner Profile.

Reporting

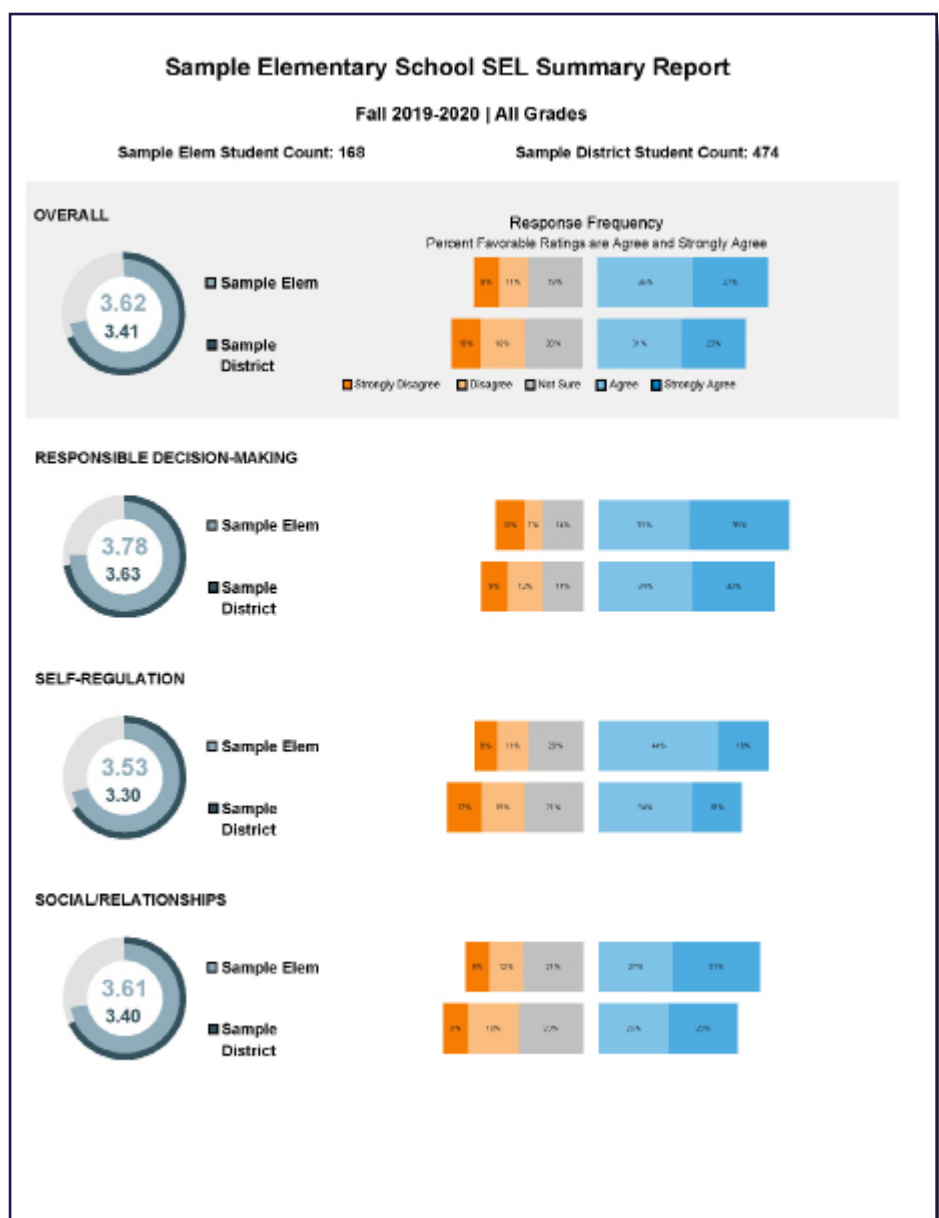
BUILDING AND DISTRICT REPORTS

Regardless of whether you select the Simple Survey solution or the PLP solution, your district/schools will receive aggregate reports.

- District- and building-level aggregate reports to link into your school improvement initiatives

Use Cases

- District-Level Monitoring
- Building-Level Monitoring
- Board Reporting



Reporting

ITEM ANALYSIS REPORT

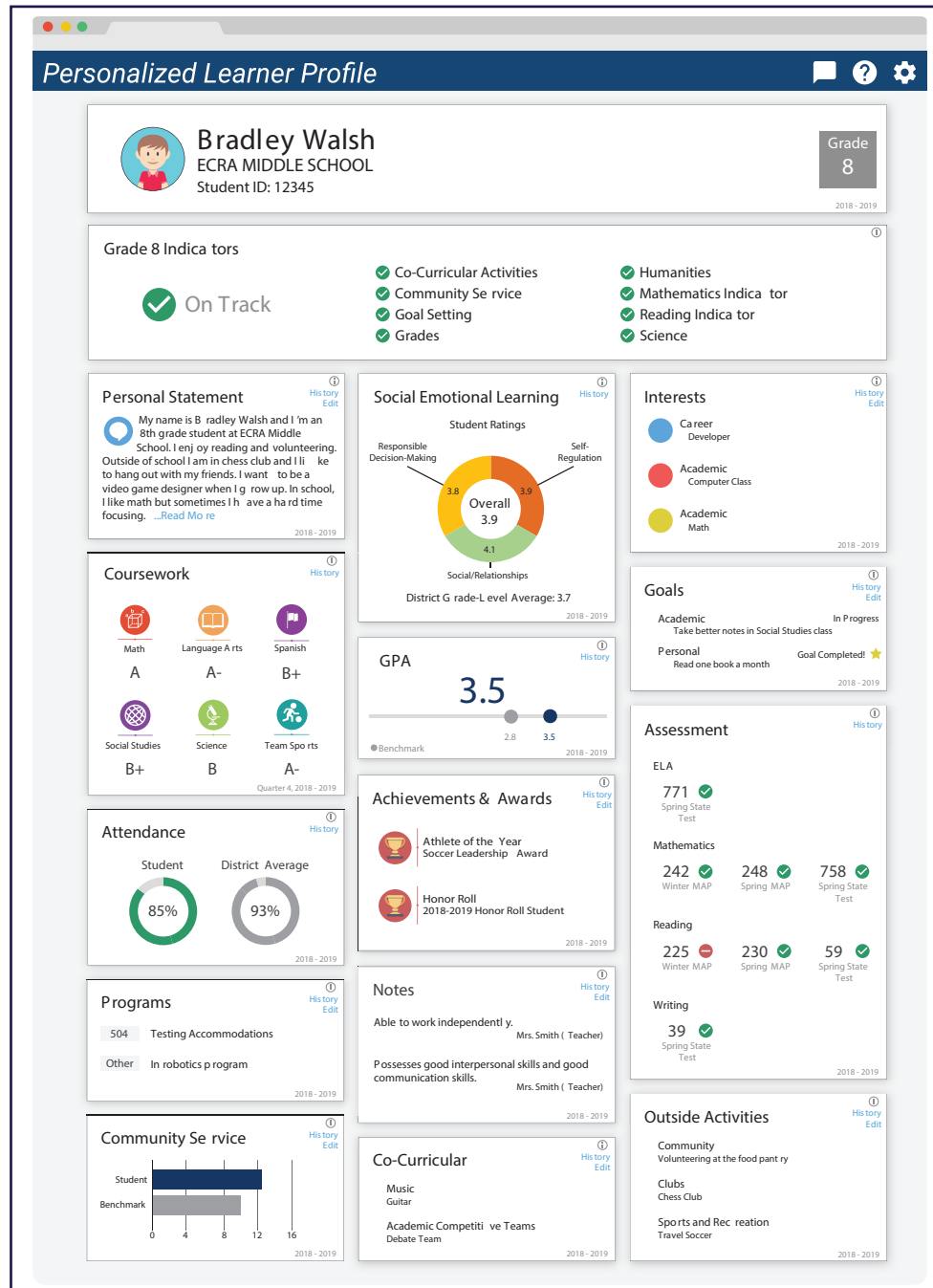
Detailed item-level data is reported for the district and each school by grade level. This allows for better visibility into key target areas.

Sample Elementary School SEL Report					
Percent Agree/Strongly Agree					
Sorted by "All" Column in Descending Order					
Spring 2019-2020					
#	Item	District			
		ALL	GR 03	GR 04	GR 05
Responsible Decision-Making					
1	Before making a decision, I consider all my options.	81%	78%	78%	89%
18	I follow rules, even if I don't agree with them.	70%	56%	67%	89%
30	I can choose the best solution to a problem.	70%	67%	78%	67%
8	I make decisions that are positive for others.	67%	44%	67%	89%
9	I let people know when I've made a mistake.	63%	67%	67%	56%
27	I make good decisions for my health.	63%	56%	67%	67%
20	I know there are consequences to my decisions.	59%	56%	44%	78%
6	I know what to do to finish something on time.	56%	33%	56%	78%
3	I understand that important decisions should be made in a thoughtful way.	37%	44%	33%	33%
2	I turn homework in on time.	33%	33%	33%	33%
Self-Regulation					
24	I keep trying at something until I succeed.	81%	67%	89%	89%
23	If I want to, I can learn most things that are taught to me.	70%	78%	78%	56%
25	I set goals for school, and then I try to meet those goals.	70%	67%	67%	78%
7	When I feel sad I do something that makes me happy.	67%	67%	67%	67%
17	I am successful in class when I try.	67%	56%	56%	89%
29	I am excited about school and look forward to it.	67%	78%	56%	67%
10	I go over my work before I hand it in to make sure I have done my best.	63%	78%	44%	67%
13	I pay attention to how I feel.	63%	67%	67%	56%
21	I can be one of the best students in my classes.	63%	78%	56%	56%
15	I have control over the grades I earn in school.	56%	44%	67%	56%
Social/Relationships					
11	When I get upset with a friend, I try to picture what he or she is feeling.	67%	78%	33%	89%
28	It's easy for me to make friends.	67%	67%	56%	78%
5	I try to be involved in my classes and other school activities.	63%	67%	44%	78%
16	I don't mind asking for help when I need it.	63%	33%	78%	78%
19	I try to cheer up others if they are feeling sad.	59%	56%	44%	78%
22	I am good at understanding what my teachers want me to do.	59%	44%	44%	89%
12	If somebody helps me out, I express appreciation.	56%	44%	67%	56%
14	I like to be part of a team.	56%	44%	67%	56%
26	I am nice to others who are different than me.	56%	56%	33%	78%
4	I wait my turn patiently.	41%	33%	33%	56%

Reporting

PERSONALIZED LEARNER PROFILE

If the PLP Solution is chosen, individual student SEL results are reported within the PLP alongside other student-level performance indicators. Student SEL results are reported for each domain and overall score.



For additional information, contact ECRA Group:
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