

# Social Emotional Learning Survey



**ECRA Group**  
Education | Consulting | Research | Analytics

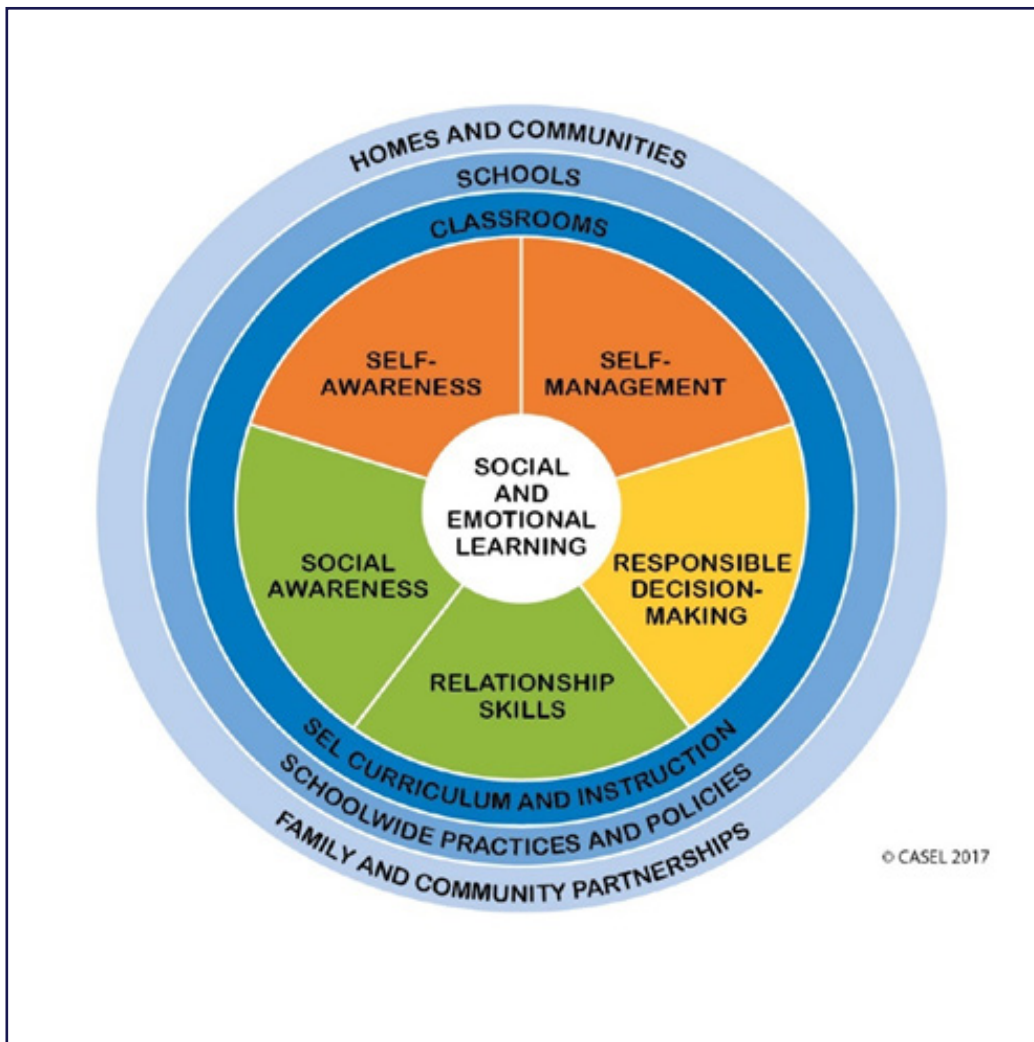
# Framework

## 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.

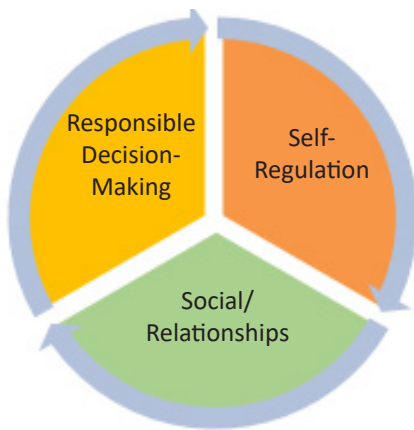


# Survey Instrument

## 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, management of behavior and emotions, and perseverance of effort.
- **Social/Relationships:**  
Students reflect on social awareness and relationships. Measures empathy, cooperation, understanding perspectives of others.

### Three Forms



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

# Administration Options

## TWO OPTIONS FOR SURVEYING STUDENTS

### Simple 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 assessment, attendance, grades, extra-curricular involvement, interests, social emotional learning, and interventions. Students complete the SEL survey through the Personalized Learner Profile.

# Reporting

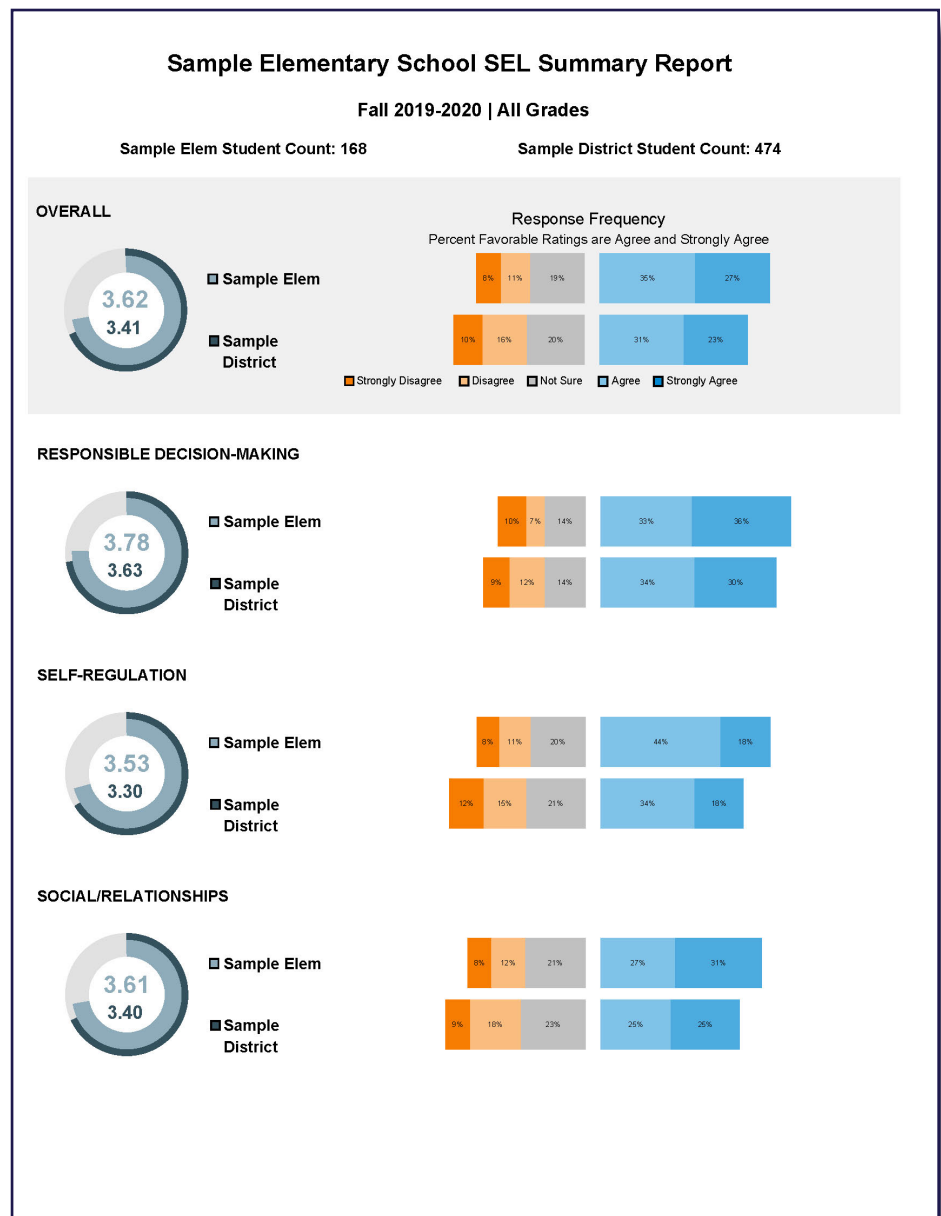
## BUILDING AND DISTRICT REPORTS

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.

Percent Favorable Ratings (Agree/Strongly Agree)								
School Sorted by "All" Column in Descending Order								
Sample School District SEL Report								
Fall 2019-2020								
# Item	School				District			
	ALL	GR 03	GR 04	GR 05	ALL	GR 03	GR 04	GR 05
<b>RESPONSIBLE DECISION-MAKING</b>								
4 I turn homework in on time.	54%	54%	57%	51%	54%	54%	57%	51%
33 I follow rules, even if I don't agree with them.	52%	36%	65%	58%	52%	36%	65%	58%
1 Before making a decision, I consider all my options.	47%	50%	32%	57%	47%	50%	32%	57%
35 I know there are consequences to my decisions.	46%	62%	63%	14%	46%	62%	63%	14%
47 I can choose the best solution to a problem.	43%	31%	56%	44%	43%	31%	56%	44%
16 I know what to do to finish something on time.	37%	20%	43%	51%	37%	20%	43%	51%
44 I make good decisions for my health.	36%	44%	43%	21%	36%	44%	43%	21%
7 I understand that important decisions should be made in a thoughtful way.	34%	18%	42%	44%	34%	18%	42%	44%
21 I let people know when I've made a mistake.	34%	44%	35%	21%	34%	44%	35%	21%
23 I make decisions that are positive for others.	33%	52%	25%	21%	33%	52%	25%	21%
<b>SELF-REGULATION</b>								
5 When I can't figure out a problem, I work hard so I can solve it.	55%	56%	57%	51%	55%	56%	57%	51%
36 I can be one of the best students in my classes.	51%	62%	63%	29%	51%	62%	63%	29%
37 I have a good idea of what I want to be when I grow up.	48%	56%	52%	35%	48%	56%	52%	35%
20 I know exactly how I am feeling.	47%	38%	38%	65%	47%	38%	38%	65%
28 I pay attention to how I feel.	47%	36%	57%	50%	47%	36%	57%	50%
41 I keep trying at something until I succeed.	45%	45%	63%	29%	45%	45%	63%	29%
2 I know when I am doing my best work in school.	45%	48%	25%	58%	45%	48%	25%	58%
19 When I feel sad I do something that makes me happy.	44%	63%	38%	29%	44%	63%	38%	29%
40 If I want to, I can learn most things that are taught to me.	43%	46%	64%	21%	43%	46%	64%	21%
6 I consider myself a success at school.	42%	30%	48%	50%	42%	30%	48%	50%
25 I go over my work before I hand it in to make sure I have done my best.	41%	56%	35%	29%	41%	56%	35%	29%
18 I like to go to school.	39%	44%	35%	36%	39%	44%	35%	36%
10 I feel important when I am at school.	38%	42%	43%	29%	38%	42%	43%	29%
42 I set goals for school, and then I try to meet those goals.	37%	37%	63%	15%	37%	37%	63%	15%
22 I make sure I finish my homework because it is really important.	36%	32%	25%	49%	36%	32%	25%	49%
46 I am excited about school and look forward to it.	36%	12%	38%	58%	36%	12%	38%	58%
32 I am successful in class when I try.	34%	31%	46%	28%	34%	31%	46%	28%
30 I have control over the grades I earn in school.	32%	31%	38%	29%	32%	31%	38%	29%
<b>SOCIAL/RELATIONSHIPS</b>								
3 I do things that are good for my classmates.	55%	54%	54%	57%	55%	54%	54%	57%
29 I like to be part of a team.	55%	43%	57%	65%	55%	43%	57%	65%
34 I try to cheer up others if they are feeling sad.	52%	48%	56%	51%	52%	48%	56%	51%
27 If somebody helps me out, I express appreciation.	47%	51%	56%	36%	47%	51%	56%	36%
13 I wait my turn patiently.	47%	44%	54%	43%	47%	44%	54%	43%
45 It's easy for me to make friends.	46%	37%	35%	64%	46%	37%	35%	64%
12 I am quick to notice when other people are joking.	44%	42%	63%	29%	44%	42%	63%	29%
9 I try to help people who are treated badly.	44%	38%	42%	51%	44%	38%	42%	51%
17 I make an effort in class even if I don't get along with the teacher.	42%	30%	46%	51%	42%	30%	46%	51%
38 I am good at understanding what my teachers want me to do.	41%	43%	53%	28%	41%	43%	53%	28%
43 I am nice to others who are different than me.	40%	56%	52%	14%	40%	56%	52%	14%
21 I make sure that doing what I want will not cause problems for other people.	40%	32%	28%	58%	40%	32%	28%	58%
26 When I get upset with a friend, I try to picture what he or she is feeling.	39%	48%	35%	34%	39%	48%	35%	34%
11 I am a good friend to others.	38%	49%	52%	15%	38%	49%	52%	15%
8 I try not to hurt other people's feelings.	36%	30%	43%	37%	36%	30%	43%	37%
39 I like to work with my classmates on projects.	35%	38%	53%	14%	35%	38%	53%	14%
14 I like to share my ideas.	33%	32%	46%	22%	33%	32%	46%	22%
31 I don't mind asking for help when I need it.	28%	33%	37%	15%	28%	33%	37%	15%
15 I try to be involved in my classes and other school activities.	23%	6%	38%	28%	23%	6%	38%	28%

# 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.

**Personalized Learner Profile**

**Bradley Walsh**  
ECRA MIDDLE SCHOOL  
Student ID: 12345  
Grade 8  
2018 - 2019

**Grade 8 Indicators**  
On Track

- Co-Curricular Activities
- Community Service
- Goal Setting
- Grades
- Humanities
- Mathematics Indicator
- Reading Indicator
- Science

**Personal Statement**  
My name is Bradley Walsh and I'm an 8th grade student at ECRA Middle School. I enjoy reading and volunteering. Outside of school I am in chess club and I like to hang out with my friends. I want to be a video game designer when I grow up. In school, I like math but sometimes I have a hard time focusing. [Read More](#)

**Social Emotional Learning**  
Student Ratings: Responsible Decision-Making (3.8), Self-Regulation (3.9), Social/Relationships (4.1). Overall: 3.9. District Grade-Level Average: 3.7.

**Interests**  
Career Developer, Academic Computer Class, Academic Math.

**Coursework**  
Math: A, Language Arts: A-, Spanish: B+, Social Studies: B+, Science: B, Team Sports: A-  
Quarter 4, 2018 - 2019

**GPA**  
3.5  
Benchmark: 2.8 - 3.5

**Achievements & Awards**  
Athlete of the Year Soccer Leadership Award  
Honor Roll 2018-2019 Honor Roll Student

**Attendance**  
Student: 85%, District Average: 93%

**Programs**  
504 Testing Accommodations  
Other: In robotics program

**Notes**  
Able to work independently. Mrs. Smith (Teacher)  
Possesses good interpersonal skills and good communication skills. Mrs. Smith (Teacher)

**Assessment**  
ELA: 771 (Spring State Test)  
Mathematics: 242 (Winter MAP), 248 (Spring MAP), 758 (Spring State Test)  
Reading: 225 (Winter MAP), 230 (Spring MAP), 59 (Spring State Test)  
Writing: 39 (Spring State Test)

**Community Service**  
Student: 12 hours, Benchmark: 8 hours

**Co-Curricular**  
Music: Guitar  
Academic Competitive Teams: Debate Team

**Outside Activities**  
Community: Volunteering at the food pantry  
Clubs: Chess Club  
Sports and Recreation: Travel Soccer

For additional information, contact ECRA Group:  
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