

Creating Balanced Systems of Assessment to Support Equitable Opportunities to Learn and Child Well-Being

Holistic assessment systems can support more equitable learning environments and improve students' academic, social, and emotional learning outcomes. Social and emotional learning assessments can be integrated into school systems to improve equity and outcomes for students.

Situating Social-Emotional Learning (SEL) in Balanced Assessment Systems

SEL is defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.¹

Social-emotional Competencies (SEC) are important for:

Academic Achievement²

- Stronger SEC are associated with greater rates of high school and college completion.
- Research suggests that students with strong SEC have greater academic achievement within K–12 and college.
- Fostering SEC as early as pre-K can have both immediate and long-term impacts on student achievement and later life outcomes.

- Employers value SEC and seek employees who have stronger competencies.
- Greater SEC are associated with a greater likelihood of being employed.
- Stronger SEC in childhood predict higher adult earnings and greater financial stability.

Career³

Health and Well-Being⁴

- Adults with stronger SEC are less likely to commit a crime or be incarcerated.
- Strong SEC decrease the likelihood of being a single or unplanned teenage parent.
- The positive health effects associated with stronger SEC include reduced mortality and lower rates of obesity, smoking, substance abuse and mental health disorders.



Creating equitable opportunities to learn means fostering **positive student experiences** that can lead to **positive student outcomes**.⁵



Student Experiences

- Engaging, empowering, intellectually rigorous learning environment.
- Physical, emotional, and psychological safety.
- Meaningful and relevant work and classroom discourse.
- Acknowledgement of cultural, spiritual, and/or ethnic values and practice.
- Feeling seen, respected, and cared for by adults and peers.
- Opportunities to set and meet goals, and to learn and recover from mistakes.

Student Outcomes

- Intellectual curiosity and strong academic skills.
- A sense of agency and optimism for the future.
- Self-love, self-acceptance, and pride in one's multiple identities.
- Understanding of one's own and others' cultural histories and contributions.
- Empathy and meaningful connections with others.

Holistic Systems of Assessment to Support Whole Child Development

A comprehensive evaluation of school quality requires examination of a broad range of academic and non-academic indicators. Student outcomes alone are insufficient for evaluating school quality, ensuring equitable opportunities to learn, and supporting improvement. A holistic view of school quality must also examine resources and inputs to the system in addition to outputs and outcomes.



Resources: access to technology and internet, updated facilities, and high-quality learning resources (e.g., curriculum, instructional resources).



Inputs: access to high-quality teachers, support services, and a vibrant school culture.



Outputs: high-quality instruction, classroom opportunities to demonstrate collaboration, critical thinking, and other 21st Century Skills.

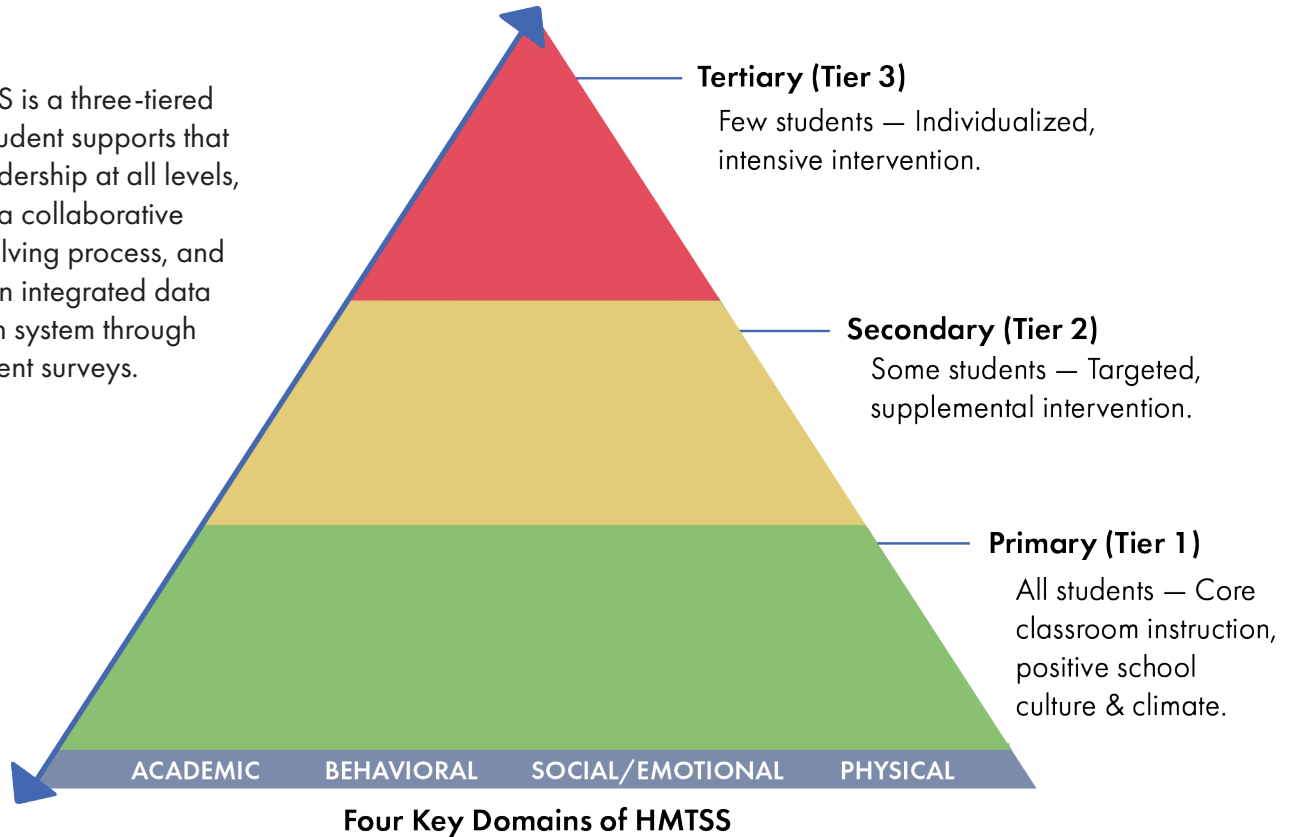


Outcomes: student engagement, performance, graduation.

A Balanced System of Supports: Hawai'i Department of Education's Multi-Tiered System of Support

The Hawai'i Department of Education's (HDOE's) Multi-Tiered System of Support (HMTSS) is a comprehensive continuum of evidence-based, systemic supports that encompasses response to intervention, positive behavioral interventions and supports, and other interventions to address the real-time needs of all students by promoting positive school climate and mitigating learning obstacles before they affect student outcomes.⁶

The HMTSS is a three-tiered system of student supports that provides leadership at all levels, creates a collaborative problem-solving process, and includes an integrated data collection system through student surveys.



Tertiary (Tier 3)

Few students — Individualized, intensive intervention.

Secondary (Tier 2)

Some students — Targeted, supplemental intervention.

Primary (Tier 1)

All students — Core classroom instruction, positive school culture & climate.

The three tiers of the HMTSS are:



Tertiary (Tier 3)

- a. Intensive support for individual students with significant SEL needs.
- b. Crisis-level needs.



Secondary (Tier 2)

- a. Individual or small-group instruction for low-level SEL skills and mindset needs.
- b. Circle-based groups.⁷



Primary (Tier 1)

- a. Identification of SEL knowledge, competencies, skills and mindsets.
- b. SEL explicit instruction.
- c. SEL integration with academics and behavior.
- d. Schoolwide trauma-informed/resilience building/culturally responsive practices and policies.

Notes:

1. CASEL (n.d.). What is social-emotional learning? <https://casel.org/what-is-sel/>

2. Jones, D., Greenberg, M., and Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105. <https://doi.org/10.2105/AJPH.2015.302630>

3. Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *The Future of Children*, 27, 13–32. <http://dx.doi.org/10.1353/foe.2017.0001>

4. Moffitt, T. E., Arseneault, L., Belsky, D., Dickson, N., Hancox, R. J., Harrington, H., Houts, R., Poulton, R., Roberts, B. W., Ross, S., Sears, M. R., Thomson, W. M., & Caspi, A. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academy of Sciences*, 108(7), 2693–2698. doi:10.1073/pnas.1010076108

5. Building Equitable Learning Environments Network. (n.d.) The BELE Framework. https://belenetwork.org/library_resources/the-bele-framework/

6. Hawai'i Department of Education. (n.d.) Student Services Branch. <https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Offices/StudentSupportServices/StudentServicesBranch/Pages/default.aspx>

7. Circle-based groups provide an opportunity for students to gather in circles to receive instruction and engage in group conversations. Circle-based groups can serve both academic and social-emotional purposes.

This infographic is based on the REL Pacific webinar *Creating Balanced Systems of Assessment to Support Equitable Opportunities to Learn and Child Well-being*. You can access an archived recording of the webinar at the following link: <https://www.youtube.com/watch?v=Z8dYbIXT6FE>. Regional Educational Laboratory (REL) Pacific serves educators in American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, Hawai'i, the Republic of the Marshall Islands, and the Republic of Palau. To address the priorities and interests of these jurisdictions, REL Pacific works in partnership with school districts, state departments of education, and others to use data and research to improve academic outcomes for students. For more information, please visit <https://ies.ed.gov/ncee/edlabs/regions/pacific/>. This infographic was prepared under Contract # ED-IES-17-C-0010 by Regional Educational Laboratory Pacific, administered by McREL International. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.