MOOSES: A framework for categorizing SEL Measures

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Background

- ☐ Social and emotional learning has been identified as a priority in the education space.
- While much research has been done on effective SEL programs (CASEL, 2015; Corcoran, Cheung, Kim, & Xie, 2018), less is known about effective SEL measurement, which is essential for program evaluation.

MANAGEMENT

RESPONSIBLE DECISION-

EMOTIONAL

LEARNING

☐ The purpose of this presentation is to present a framework for categorizing SEL measures: MOOSES.



Types of SEL measurement

☐ Common types of SEL measures (World Learning, 2018):



Written or oral assessments such as knowledge-based, psychometric assessment of personality or attitude, and scenario-based measures.



Observations



Project-based

☐ Little guidance on which types of measures are least prone to bias



Types of biases

- Not all measures are created equal
- ☐ Self reported questionnaires, which are most common SEL measures, are prone to:
 - heterogeneous frames of reference
 - social desirability bias
 - acquiescence bias
 - overalignment with treatment "parroting"



MOOSES

MOOSES framework categorizes types of measures that are meaningful to measure in school settings based on how closely they are meaningful, observable, and objective social emotional skills that are least prone to biases such as parroting or social desirability.



MOOSES levels

LEVEL 1: Knowledge of SEL skills

 Assess respondents' self-reported knowledge of specific skills (e.g., "I know how to tell when my friend is sad")

LEVEL 2: Attitudes toward SEL

 Assess respondents' beliefs and attitudes towards SEL competencies (e.g., "Aggression is wrong")

LEVEL 3: Intention for SEL behavior

 Assess what respondents would do in hypothetical or future scenarios (e.g., scenario-based assessments)

LEVEL 4: Self-reports of SEL behaviors

 Assess self-reported behaviors indicating SEL competencies (e.g. How many times have you witnessed bullying in the last 30 days?).

LEVEL 5: Third party assessments of SEL

 Assess behaviors as observed by independent observers, such as trained observers or school staff who report on student behaviors as part of their normal practice (e.g., reports of disciplinary action or standardized assessments), or ratings on performance tasks



Real examples of measures



Behavioral Observation of Students in Schools (BOSS)—
observation of students' engaged or off-task behaviors in real time

Social Skills Rating System –
"This child shares food or toys
with others"





Student Experiences Survey –
"If my friends were telling lies
about another kid, I would tell
them to stop"



Caveats

- ☐ Bias can exist at any level of measurement
- ☐ Obvious tradeoffs between more rigorous methods of measurement and the time and resources required
- ☐ MOOSES is a **framework** for evaluating SEL measures for potential biases, not a rigid categorization of measures
- ☐ Design/intent of measurement matters as much as mode of measurement



Practical Application

- Practitioners and researchers should consider the potential biases when choosing an SEL measure
- In order to make program monitoring and evaluation meaningful, need an approach to carefully assess and select appropriate SEL measures.
- The MOOSES framework recommends using meaningful, observable, and objective measures wherever possible























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