

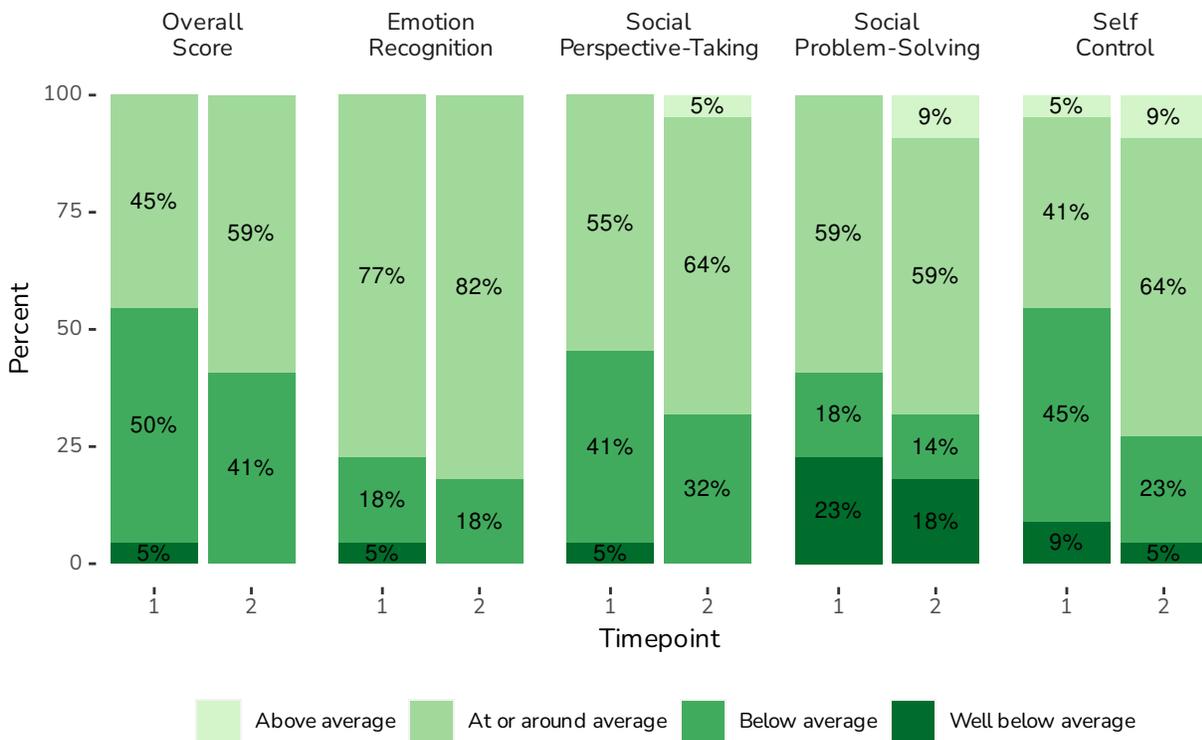
Classroom-level report for Healy_Alice, Change Over Time

This is a classroom-level report that compares student performance on SELweb EE in the Healy_Alice classroom across both timepoints (usually Spring vs Fall). Only the students who completed SELweb in all time periods are included in this report.

The summary plot shows what proportion of students in the Healy_Alice district fall into each of the 4 performance levels at each timepoint. The summary table compares standard scores for SELweb EE competencies for students in each school in the Healy_Alice classroom across the 2 timepoints. See the attached appendix for more information about SELweb EE competencies, standard scores, and performance levels.

Summary Plot for Classroom

Healy_Alice, Change Over Time: 22 common students



Above average: > 115; At or around average: 90-114; Below average: 70-89; Well below average: < 69

Summary Table for Classroom

StudentID	FirstName	LastName	Overall		Emotion Recognition		Social Perspective-Taking		Social Problem-Solving		Self Control	
			1	2	1	2	1	2	1	2	1	2
3069	Darryl	C	77	82	79	81	77	80	89	93	89	93
4143	Suniyah	B	95	100	95	97	114	117	80	84	95	99
6488	Devon	L	65	70	94	96	81	84	55	59	72	76
14650	KayMaria	D	70	75	95	97	73	76	54	58	94	98
14718	Ryan	D	77	82	92	94	101	104	56	60	87	91
17431	Tyrell	C	89	94	92	94	98	101	83	87	95	99
26295	London	B	104	109	96	98	100	103	102	106	111	115
28794	David	O	92	97	91	93	87	90	112	116	86	90
29180	Ari'Onne	C	79	84	71	73	86	89	102	106	82	86
48616	Morgan	H	71	76	93	95	69	72	68	72	89	93
50330	Kaiden	W	101	106	104	106	83	86	112	116	103	107
55027	Ti'Myrah	H	104	109	93	95	104	107	98	102	116	120
56881	Aubrey	R	91	96	102	104	108	111	64	68	100	104
59856	Ja'Leiyah	L	94	99	97	99	107	110	92	96	86	90
63986	Camir	M	81	86	105	107	88	91	87	91	67	71
72681	Harmony	T	91	96	105	107	90	93	92	96	88	92
77302	Amari	K	104	109	106	108	96	99	110	114	99	103
77726	Jordan	B	84	89	94	96	86	89	94	98	80	84
86387	Kassidy	H	85	90	69	71	87	90	107	111	95	99
91888	Chance	J	105	110	108	110	95	98	100	104	109	113
94667	Antonio	B	89	94	88	90	104	107	104	108	73	77
95533	Ka'Den	T	80	85	80	82	99	102	109	113	55	59

Emotion Recognition

Emotion recognition involves the ability to understand what others are feeling from their behavior. In everyday interactions, facial expressions communicate what a person is feeling. For SELweb’s emotion recognition assessment, children see pictures of faces and indicate what each person is feeling. Some of the faces have very clear expressions; others are subtler. The more faces a child correctly labels, the higher their score.

Social Perspective-Taking

Social perspective-taking involves the ability to understand what someone else is thinking or intends, even when it is not obvious. For SELweb’s perspective-taking assessment, children listen to brief illustrated and narrated stories and answer questions about a story character’s actions. Getting the right answer requires them to understand the character’s underlying intentions. The more questions they answer right, the higher their score.

Social Problem-Solving

Social problem-solving involves the ability to solve challenging everyday social problems. For SELweb’s social problem-solving assessment, children listen to brief illustrated and narrated stories about challenging situations. After each story, they answer questions about their interpretations, goals, and actions. Each child’s Problem-Solving score reflects the extent to which they view others as benign, adopt prosocial goals, and choose positive solutions.

Self-Control

Self-control includes the skills children use to control their attention, emotions, and behavior to achieve their goals. Two SELweb assessments measure different dimensions of self-control. One measures children’s ability to delay gratification and another measures their tolerance for frustration. Each child’s overall Self-Control score reflects the extent to which they score high on those two assessments.

What are standard scores?

Standard scores reflect a child’s performance on the SELweb assessment. The scores provide information about how each child performed compared to same-aged peers around the US. The average standard score is 100 and the standard deviation, a measure of the variability in scores, is 15. Individual child standard score, and group average standard score, therefore, provide a lot of information about children’s social-emotional skill levels.

What do performance levels mean?

Performance levels are descriptions of broad levels of student performance, as follows:

≥115 Above Average	90–114 At or Around Average	70–89 Below Average	≤69 Well Below Average
---------------------------	------------------------------------	----------------------------	-------------------------------

Performance levels were established to aid in interpretation of SELweb data by providing an intuitive and readily interpretable way to distinguish skill levels.

How should performance levels be used?

Performance levels are less precise than standard scores and should therefore be considered an approximation of children’s skill level. An example makes this clear. Imagine two children—one with a score of 91 and one with a score of 113. Both described by the performance level “At or Around Average”, yet the former is below average and the latter is above average, and the difference between them of 22 points is more than one standard deviation. The “correct” border between performance levels is somewhat arbitrary and could be set in many different and equally valid ways. We strongly recommend, therefore, that performance levels be used as a starting point for interpreting student social-emotional skill levels.

What is the role of SELweb data in understanding student strengths and needs?

SELweb provides information about how well children are able to use important social-emotional skills. In addition to SELweb, there are many other ways of ascertaining student social-emotional skill level, including parent, teacher, and peer assessments and school records, that can and should be considered in conjunction with SELweb data to develop a holistic view of student social-emotional strengths and needs.