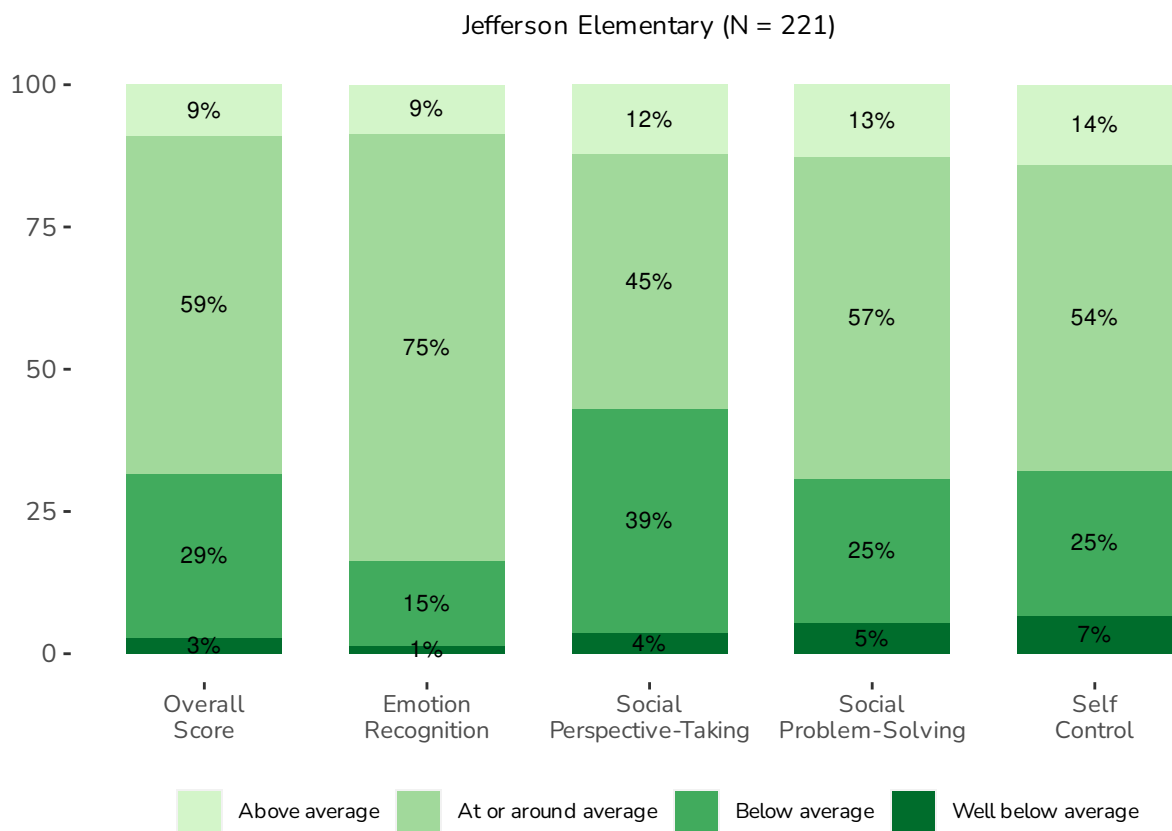


School-level report for Jefferson Elementary, Timepoint 2

This is a school-level report that shows student performance on SELweb EE in the Washington District district.

The summary plot shows what proportion of students in the Jefferson Elementary school fall into each of the 4 performance levels (above average, average, below average, and well-below average). The summary table shows the average score of students in each teacher in the Jefferson Elementary school. See the attached appendix for more information about student competencies, scores, and performance levels.

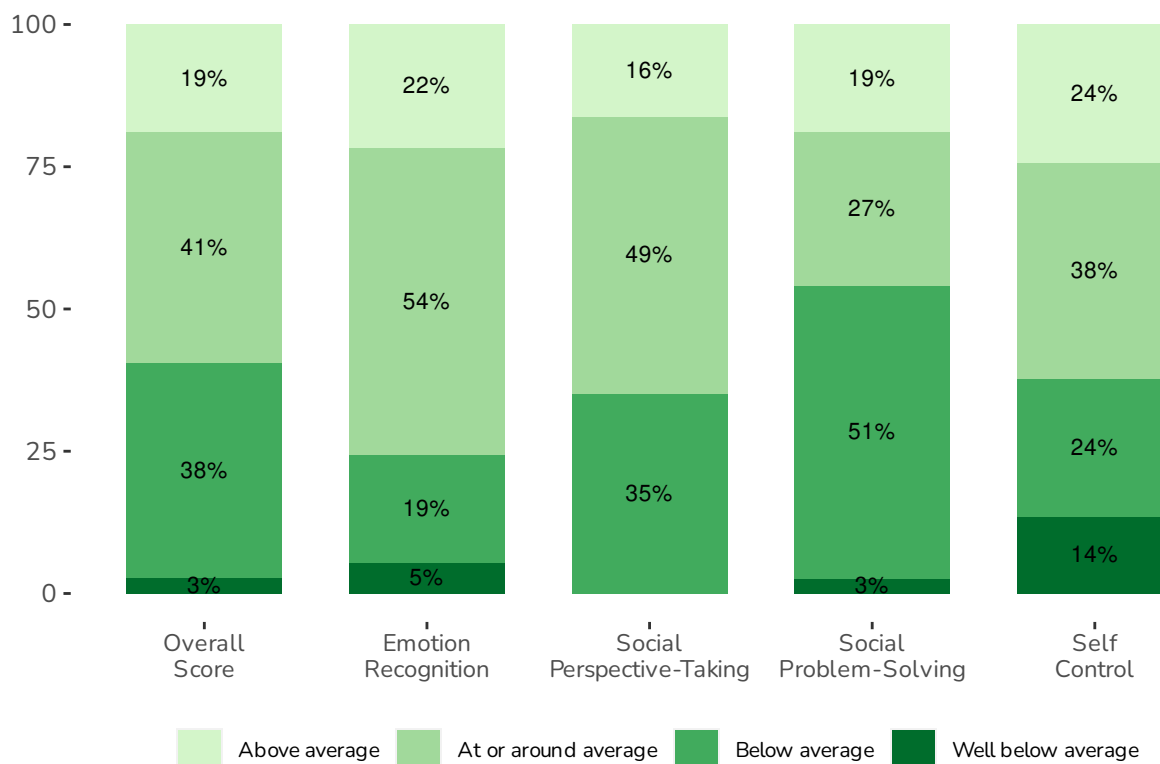
Summary Plot for School



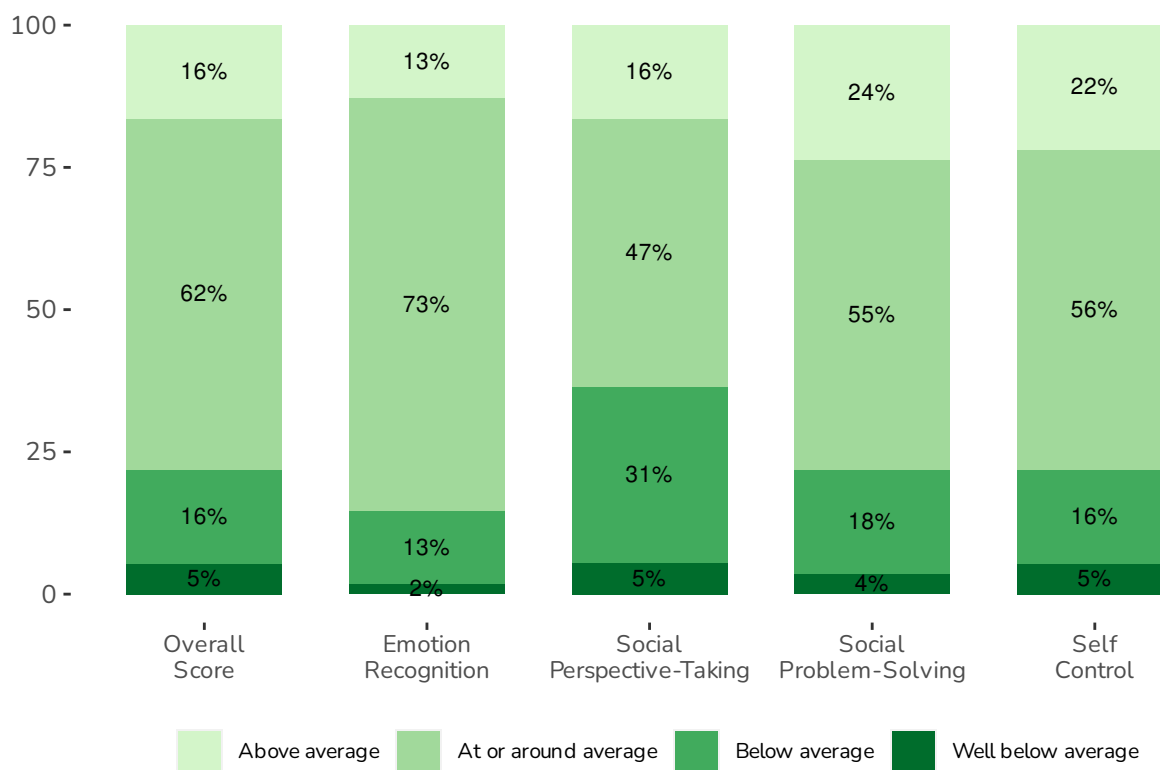
Above average: > 115; At or around average: 90-114; Below average: 70-89; Well below average: < 69

Grade-level reports

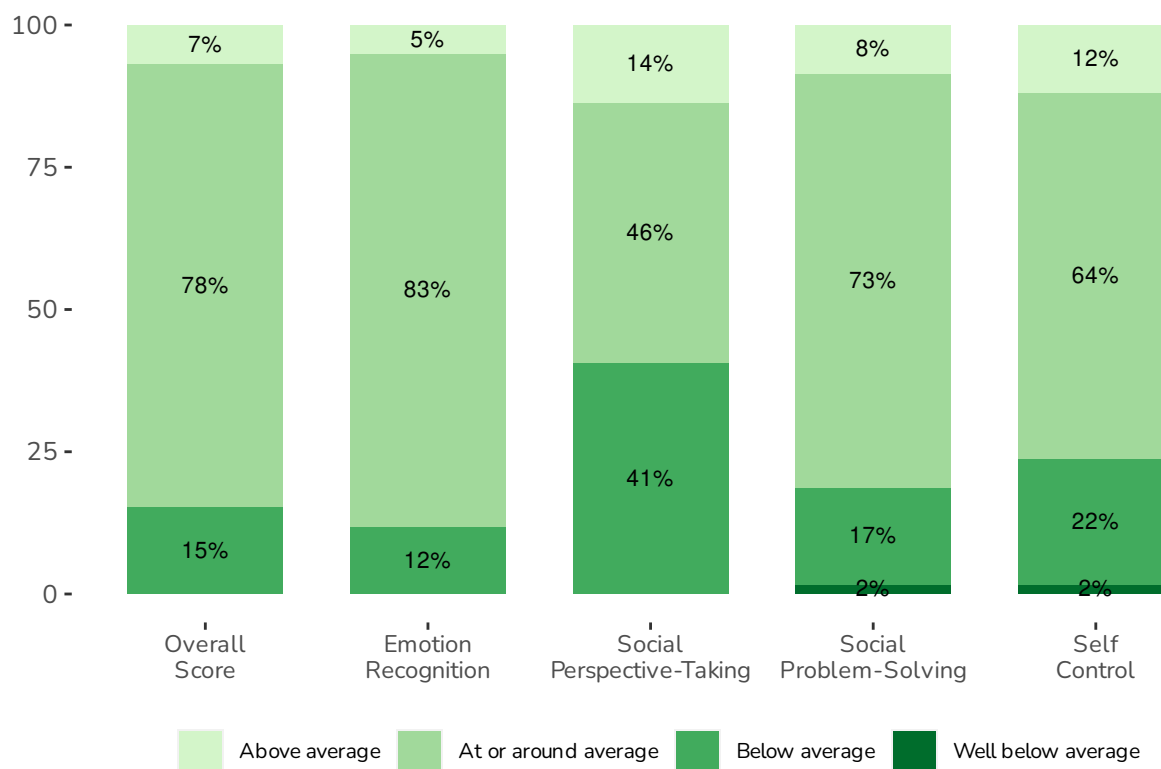
Jefferson Elementary: Grade K (N = 37)



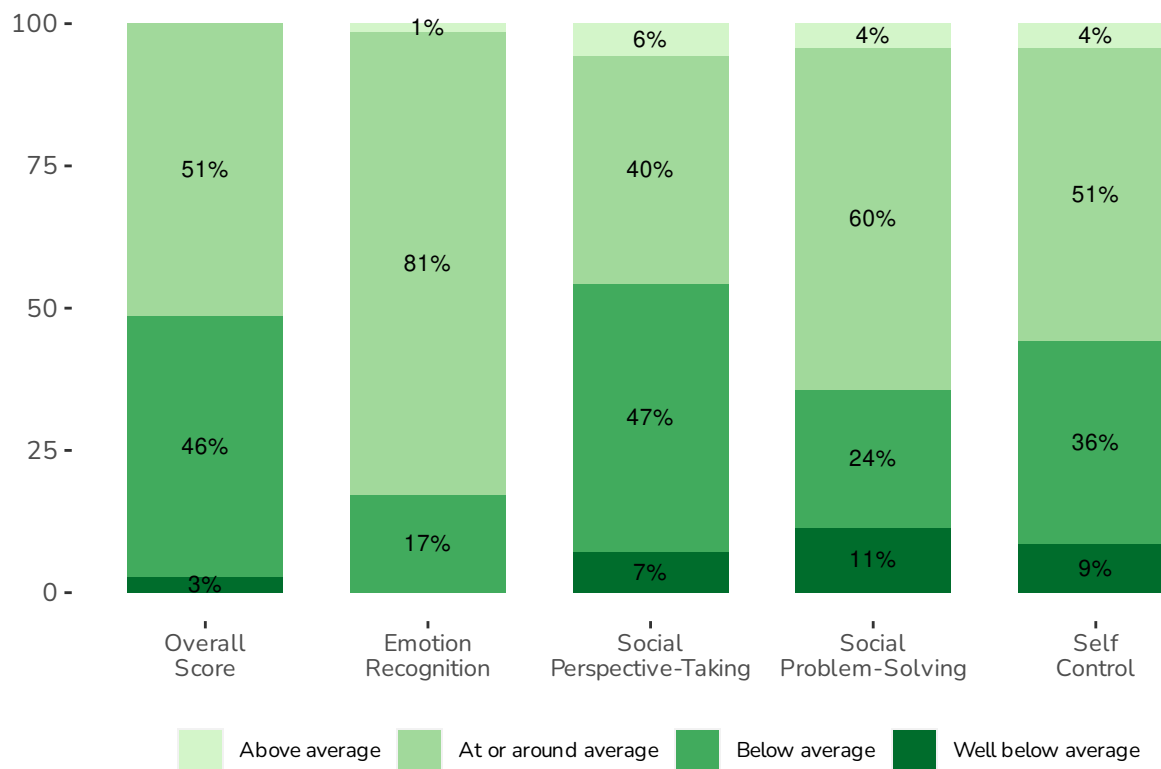
Jefferson Elementary: Grade 1 (N = 55)



Jefferson Elementary: Grade 2 (N = 59)



Jefferson Elementary: Grade 3 (N = 70)



Summary Table for School

Teacher	Grade	Number of children	Overall	Emotion Recog- nition	Social Perspective Taking	Social Problem- Solving	Self Control
Chavez_Miqua	2	20	102	102	105	99	99
Engleman_Tracey	2	17	99	105	94	99	96
Estios_Rachel	K	21	84	95	87	87	85
Healy_Alice	3	22	93	95	95	94	94
Hernandez_Alexandra	K	16	111	110	107	101	110
Jameson_Valerie	1	19	98	104	94	95	100
London_Melissa	3	23	88	101	85	92	88
Rodriguez_Joanne	1	21	100	102	97	101	97
Schroder_Kirsten	3	25	89	96	87	94	89
Smith_Catherine	1	15	104	104	96	107	102
Williams_Mary	2	22	94	98	89	97	98

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
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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.