

Overall SEL

This score is a composite overall score that reflects children's understanding of others complex emotions and perspectives, social problem-solving skills, and self-control.

Understanding Others

This score reflects children's understanding that others can have mixed and complex social emotions (such as pride and embarrassment) and their understanding of others' perspectives.

Social Problem-Solving

This score reflects children's ability to think through challenging social problems. Higher scores reflect a preference for prosocial goals and solutions, and the ability to predict the consequences of prosocial solutions.

Self-Control

This score is a composite overall score that reflects children's understanding of others complex emotions and perspectives, social problem-solving skills, and self-control.

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.