

Unclassified

English text only

21 November 2019

**DIRECTORATE FOR EDUCATION AND SKILLS**

**CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION (CERI) GOVERNING BOARD**

**OECD Study on Social and Emotional Skills – Status Report to the Informal Advisory Group meeting.**

**Informal Advisory Group Meeting**

Thursday, 5 and Friday, 6 December 2019

OECD Conference Centre, Room E

This paper provides a status update to the Informal Advisory Group on the Study on Social and Emotional Skills (the Study).

William Thorn, Senior Analyst, [William.Thorn@oecd.org](mailto:William.Thorn@oecd.org).

Miloš Kankaraš, Analyst, [Milos.Kankaras@oecd.org](mailto:Milos.Kankaras@oecd.org).

**JT03455081**

# Table of Contents

Introduction	3
Overview of the Study on Social and Emotional Skills	4
The study's instruments	6
Participating sites	7
Implementation of the study	8
Conceptual framework – March 2018	8
Cognitive interviews – December 2017	9
Online study of parents – February 2018	9
Item trials – April/May 2018	9
Field test – October-November 2018	9
Assessment framework – November 2019	10
The main study and reporting	11
Analysing the results of the field test	11
Revising the study instruments	11
Administration of the main study	11
Reporting the results	12
Next steps	12
References	14
<b>Figures</b>	
Figure 1. Social and Emotional Skills Framework	5
Figure 2. What are the study's policy insights	6
Figure 3. Phases of the Study on Social and Emotional Skills	8

# Introduction

1. The purpose of this document is to report on the progress of the implementation of the OECD Study on Social and Emotional Skills. This document should be read in conjunction with the other documents regarding the study that have been prepared for the meeting:

- *Agenda*
- *Reporting Plan*
- *Field Test Report* [EDU/CERI/CD/RD(2019)9]

2. The Study is now at an important stage because the participating sites have finished administering the main study in October/November 2019, after testing the instruments and the testing procedures in a Field Test in October/November 2018.

3. Further details on the above matters and further steps will be provided at the Informal Advisory Group meeting on 5-6 December 2019.

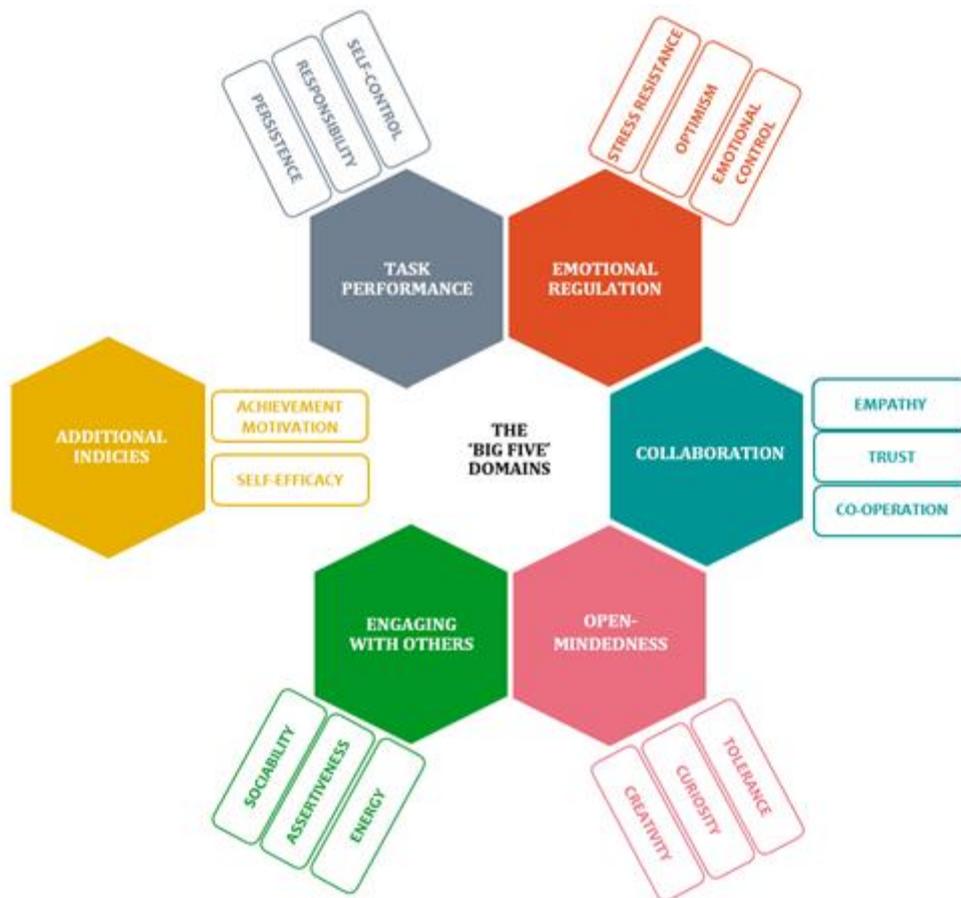
# Overview of the Study on Social and Emotional Skills

4. The Study on Social and Emotional Skills collects information on the social and emotion skills of two cohorts of school students (aged 10 and 15 years) through students' self-reports and through indirect reports from their parents and teachers. The study also gathers a wide range of contextual information on the students' family, peer, school and community environments with the aim of understanding relevant individual, group and community characteristics and factors thought to influence the development of these skills.

5. Figure 1, summarises the study's conceptual framework (Chernyshenko, Kankaraš and Drasgow, 2018<sup>[1]</sup>). The model includes five broad domains of social and emotional skills. The 'Big Five' is a well-known framework for social and emotional skills and covers a systematic, comprehensive and balanced set of individuals' social and emotional skills.

6. From an initial set of 19 skills that were assessed in the study's item trials and field test in 2018, a final set of 15 skills was selected for inclusion in the main study. In addition to the scales' psychometric properties, the final list of 15 social and emotional skills was selected based on their relevance for various life outcomes and in different social and cultural contexts. Two indices, self-efficacy and achievement motivation, created from a combination of items in different skill scales, are also included.

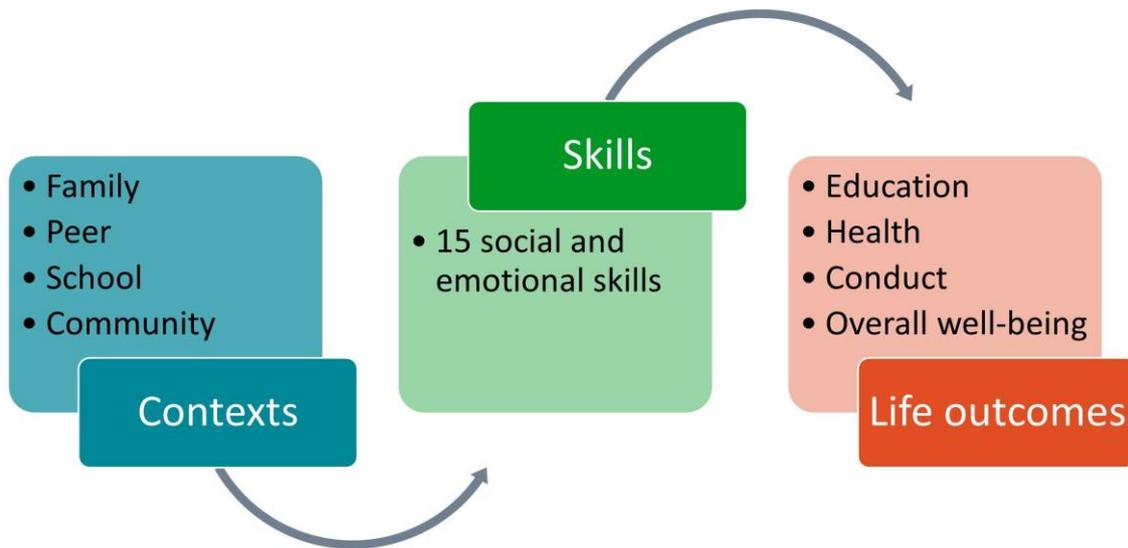
Figure 1. Social and Emotional Skills Framework



7. The study aims to address the following questions:

- How do the relations between the contextual variables and the social and emotional skills differ across sites? How do the relations between skills and various life outcomes vary across sites?
- How similar or different are relationships between skills and contextual factors across the two cohorts? Do skills have the same relevance for various life outcomes for 10- and 15-year-olds?
- Which social and emotional skills relate to students' cognitive, educational and social outcomes, as well as their general well-being?
- Which family learning contexts, such as parenting styles, quality of parent-child relationships and learning resources available at home, relate to students' social and emotional development?
- Which school learning contexts, such as teachers' pedagogies, school climate and school practices, relate to students' social and emotional development?
- Which social contexts, such as quality and quantity of relationships with friends and classmates, relate to students' social and emotional development?
- Which community learning contexts, such as sport and cultural resources or safety relate to students' social and emotional development?
- How are students' social and emotional skills distributed across different demographic categories, such as gender and socio-economic background?

Figure 2. What are the study's policy insights



### The study's instruments

8. The study involves a comprehensive assessment approach based on the strategy of triangulation, i.e. using three separate sources – students, parents and teachers – to obtain information on students' social and emotional skills. The social and emotional skills of 10- and 15-year-old students are assessed through self-reports (students) and other reports (teachers and parents) providing three sources of information about each participating student and their skills. All three respondents (students, parents and teachers) answer the same questions (in the form of statements) which allows the common measures to be directly compared across the three groups of respondents<sup>1</sup>.

9. The full list of instruments include:

- direct assessment instruments: student self-reports
- indirect assessment instruments: parent and teacher reports on students' skills
- anchoring vignettes: set of questions designed to improve cross-country comparability of assessment measures
- behavioural indicators: concrete manifestations of students' social and emotional skills, including questions on behaviour in the classroom, with peers and parents, school absenteeism and health-related behaviours
- four contextual questionnaires: students, parents, teachers and principals answer questions on the students' home and school environment, as well as their relations with family and friends.

<sup>1</sup> Students and parents answer eight items per scale, and teachers answer three.

## Participating sites

10. The following ten sites participated in the field test in October/November 2018 and continued on to the main study in October/November 2019:

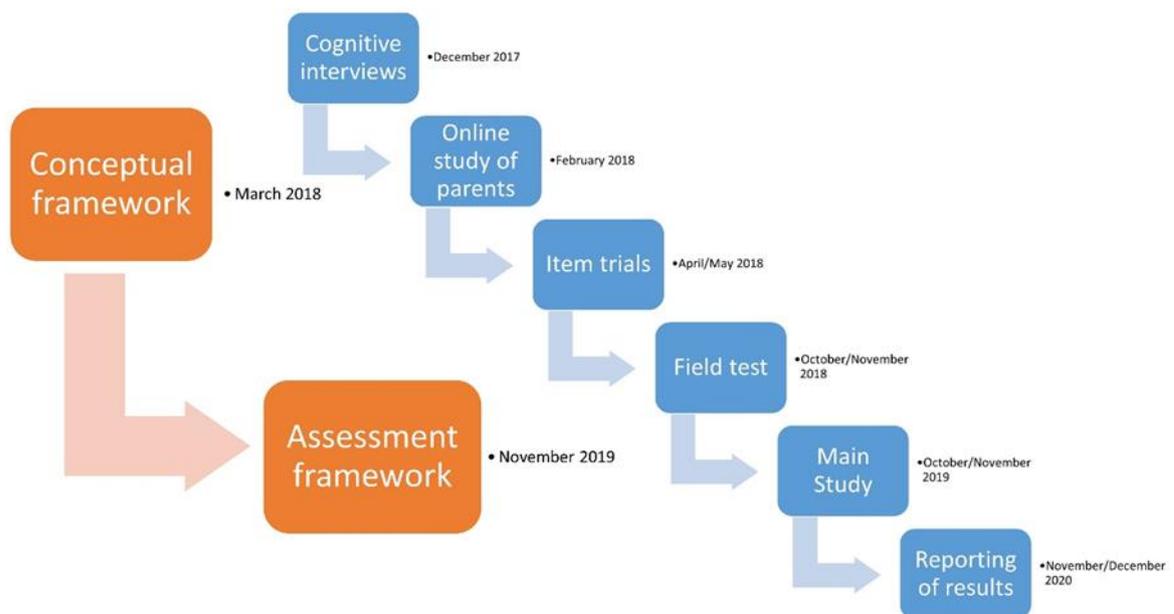
- Bogotá, Colombia
- Daegu, Korea
- Helsinki, Finland
- Houston, United States
- Manizales, Colombia
- Moscow, the Russian Federation
- Ottawa, Canada
- Sintra, Portugal
- Suzhou, the People's Republic of China
- Istanbul, Turkey.

11. Rome undertook the field test but did not participate in the main study.

## Implementation of the study

12. The timetable for the study is presented in Figure 3. The outcomes of the different phases of the study completed to date are briefly described below, together with plans for analysis, reporting and data release.

Figure 3. Phases of the Study on Social and Emotional Skills



### Conceptual framework – March 2018

13. The first stage of the study was the development of the study's overall conceptual framework, specifically on the skills to be included in the study. This involved consultations with experts and participating sites as well as a literature review and analysis of relevant studies regarding social and emotional skills. A draft was released to cities and countries for consideration in June 2017. In particular, it proposed that the skills assessed should:

- Provide broad and balanced coverage of the domain of interest.
- Be predictive of success in a wide range of important life outcomes and events.
- Be malleable and susceptible to possible policy interventions.
- Be possible to assess at ages 10 and 15.
- Comparable and relevant across different cultures, languages, social backgrounds and school contexts.

14. The final version of the conceptual framework was published in March 2018 (Chernyshenko, Kankaraš and Drasgow, 2018<sup>[1]</sup>).

### Cognitive interviews – December 2017

15. In preparation for the item trials, the international contractor, in charge of administering the study across sites, conducted 37 in-depth interviews with children ages 10-11 in the United States in December 2017 to examine the appropriateness of the content and wording of the assessment instruments before using them in the item trials. The initial pool of items was subsequently reduced by excluding items that were problematic and modifying some items in terms of wording and structure.

### Online study of parents – February 2018

16. In February 2018, an online study was conducted with a sample of 1 000 parents to test the initial version of the assessment scales based on parents' reports. In addition to analysis of the psychometric properties of the assessment scales, this study was used to provide early insights about structural relations of skill measures with a number of contextual variables.

### Item trials – April/May 2018

17. Six sites participated in the item trials, conducted in April and May 2018. Participating sites sampled around 350 students in each of the 10- and 15- year-old age groups, testing approximately 200 translated social and emotional assessment items with 10-year-old participants and around 300 items with 15-year-olds. Some sites also translated contextual questionnaires and conducted optional interviews with parents, students, teachers and principals. The interviewers were trained to gauge how well the items worked by the participants' responses. The objective of the item trials was to evaluate the instruments' reliability, validity and cross-cultural comparability. The item trials also gave an initial estimate of the response time and testing burden and served as practice for the translation process, providing initial translations of the assessment items.

18. Based on these item trial findings and discussions with members of the study's experts at a technical advisory group (TAG) meeting in June 2018, the assessment instruments were again revised and shortened, in preparation for the field test.

19. In parallel, the survey documentation (e.g. survey project manager manual, translator's guideline, sampling guideline, study administrator and school coordinator manuals etc.) was finalised for the field test. Technical standards for the study were also prepared and shared with sites.

### Field test – October-November 2018

20. The field test was treated as a "dress rehearsal" for the main study. The protocols specified in the Technical Standards and other study documentation were identical to those proposed for the main study, including random selection of students.

21. Participating sites administered the field test to around 500 students in each of the 10- and 15-year-old age groups. The field test administration period started on 1 October 2018 and finished on 30 November 2018. Three sites (Ottawa, Helsinki and Houston) administered the study in two languages.

## Assessment framework – November 2019

22. A document describing the assessment framework for the study was published in November of this year (Kankaraš and Alvarez-Suarez, 2019<sup>[21]</sup>). This paper discusses the purpose of the study, its topics, research methods, assessment instruments, administration procedures and other relevant study details. It provides the background concerning the development, predictive validity, malleability and cross-cultural comparability of each skill being assessed. The framework also discusses the potential influence of contextual factors – family, school and peer environments – on students' social and emotional skills development. The rationale for the questions regarding these factors are included in four contextual questionnaires aimed at parents, teachers, school principals and the students themselves, which are outlined in the paper. The paper concludes by presenting an overview of sampling procedures, data collection methods, the development of survey instruments, assessment approaches, and a timeline for the development of study instruments.

# The main study and reporting

23. Following the administration of the field test, the international contractor and the OECD Secretariat analysed the results in order to examine psychometric properties of the instruments and prepare the final version of the assessment and contextual questionnaires. In addition, based on the participants' feedback, all survey procedures were reviewed and adjusted when necessary while preserving the quality of the data and their comparability across all participating sites.

## Analysing the results of the field test

- The analysis of the field test data looked at how well the individual items and assessment scales worked in terms of their basic psychometric parameters. Based on these results, as well as other considerations, the list of social and emotional skills selected for assessment in the main study was reduced from 19 to 15 skills and 2 indices. More detailed information regarding the results can be found in the *Field Test Report* [EDU/CERI/CD/RD(2019)9].

## Revising the study instruments

24. The international contractor and the OECD Secretariat drafted a comprehensive report on the field test during the first half of 2019. The analysis of the field test was discussed with the technical advisory group (TAG) on 1-2 April 2019. Based on feedback from SPMs, TAG members and the international contractor, the OECD revised the assessment instruments (both assessment scales and contextual questionnaires). The international contractor then updated all the assessment materials, including instruments and manuals in preparation for the main study.

- These revisions meant that some further translations, adaptations and verifications of survey instruments took place mid-2019 leading up to the main study. More information on the changes made from the Field Test to the Main Study regarding implementation of the study can be found in the *Field Test Report* [EDU/CERI/CD/RD(2019)9].

## Administration of the main study

25. The window to administer the main study was from **1 October to 30 November 2019**. The OECD along with the international contractor ensured that all sites followed the technical standards in preparation for the administration. The rehearsal round – the field test – ensured that SPMs knew all of the steps leading up to and during the main study. This helped guarantee a smooth administration.

26. The data collection started on time with sites choosing different timeframes to administer the study over the available 2-month period. As of November 21 2019, the majority of sites have finalised fieldwork, with few sites still working with schools and students. The administration of parent, teacher and principal questionnaires is still ongoing in all of the sites as online questionnaires can still be accessed up until 15

December 2019. So far, the participation rates in those sites that have finished their fieldwork are similar to those achieved in the Field Test. More on this will be said on day 2 of the IAG meeting.

## Reporting the results

27. The OECD will prepare an international report on the results of the study to be released in November/December 2020.

28. The report will present the main results obtained from the main study. It should be noted that the means and distributions of scores for social and emotional skills will not be directly compared across sites. Analysis will focus on the relationships between measured skills and contextual/background variables.

29. The report will cover the following topics: the characteristics of students and their parents; an overview of the social and emotional skills of the two cohorts; and an analysis of the relationships between students' social and emotional skills, and factors such as family and social background, their homes, school and peer environment. The OECD will present the analysis from a comparative perspective, both across participating sites, and across the two cohorts of students.

30. In addition to the international report, the OECD will release individual reports for each of the ten participating sites. These reports will focus on some of the most important results from each participating site and provide relevant comparisons with other participating sites. The reports will be of more limited scope than the international report, but will offer participating sites an opportunity to gain further insight into their own situation in regards to students' social and emotional skills development.

31. The OECD will also release a public use version of the international dataset and all study instruments.

## Next steps

32. The immediate next steps for sites are the following:

- Complete occupational coding.
- Manual entry of data from parents' paper-based questionnaires.
- Complete and submit all forms, including grades, student-teacher and student linkage forms.

33. Sites are asked to submit required data by January 24 2020, including all coded items and forms. The international contractor will then be able to finalise the data cleaning and weighting process.

34. In the first half of 2020, the OECD Secretariat will be analysing the data and drafting the international report. Sites will be involved in reviewing and providing feedback on initial drafts of the report in July and late August/early September. Please refer to the *Reporting Plan* to see a more detailed timeline for the drafting and publication steps.

35. Sites are encouraged to:

- **DISCUSS** remaining steps in the data collection process (e.g. coding and completing forms).
- **NOTE** the dates in the international reporting plan of when the sites will be involved in reviewing chapters of the international report.
- **DISCUSS** potential launches at their sites and how the OECD can assist.

36. Below is a recap of the dates for the next meetings of the study:

- 8-9 June 2020: Informal Advisory Group meeting, OECD Headquarters, Paris.

- November/December: Launch of the International Report, OECD Headquarters, Paris.

## References

- Chernyshenko, O., M. Kankaraš and F. Drasgow (2018), “Social and emotional skills for student success and well-being: Conceptual framework for the OECD Study on Social and Emotional Skills”, *OECD Education Working Papers*, No. 173, OECD Publishing, Paris, <http://dx.doi.org/10.1787/db1d8e59-en>. [1]
- Kankaraš, M. and J. Alvarez-Suarez (2019), *Assessment framework of the Study on Social and Emotional Skills*, OECD Publishing. [2]
- Kankaraš, M., E. Feron and R. Renbarger (2019), “Assessing students’ social and emotional skills through triangulation of assessment methods”, *OECD Education Working Papers*, p. 67, <https://doi.org/10.1787/717ad7f2-en>. [3]