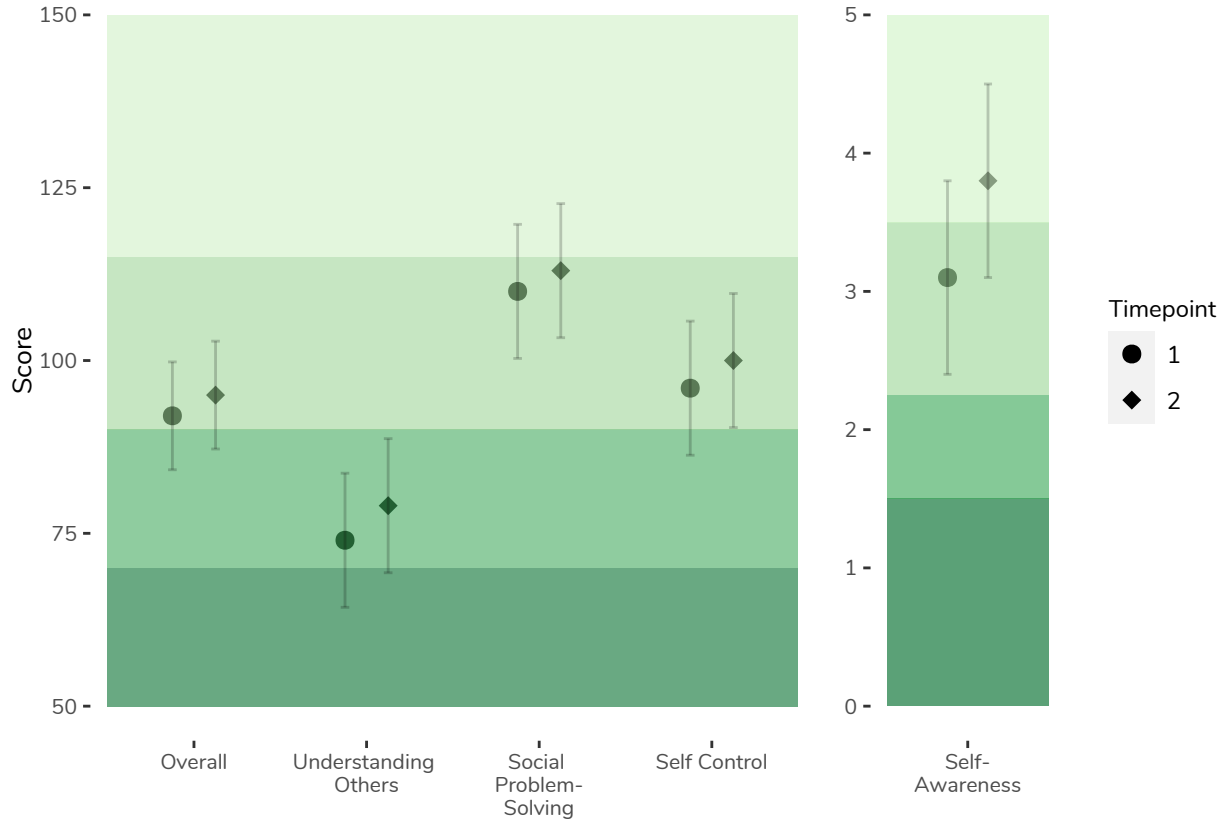# Individual student report for 15078

Name: Zen B, Tyler School, Garfunkle_Samantha

This is a report of student's performance on SELweb LE Scores from different timepoints are represented by different symbols.

The report shows the student's overall SELweb performance, as well as performance on each of the SELweb LE competencies.

Scores on all assessments contain some uncertainty. That means that the score a student achieves on an assessment is an estimate of his or her true ability. The error bars indicate the range of scores within which the student's true score is 85% likely to fall.

Shades of green correspond to each of the 4 performance levels (lighter colors indicating higher performance). The attached appendix provides more information about SELweb LE competencies, standard scores, and performance levels.

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.

Self-Awareness*
This score reflects children's understanding of their own social and emotional skill level.

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 as well as self-control.

What are standard scores?
Standard scores reflect a child's performance on the SELweb assessment (on all modules except self-awareness). 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 and were established to aid in interpretation of SELweb data by providing an intuitive and readily interpretable way to distinguish skill levels:

≥115 (* 3.51 -- 4.00)	90–114 (* 2.25 -- 3.50)	70–89 (* 1.41 -- 2.24)	≤69 (* 1.00 -- 1.50)
Above Average	**At or Around Average**	**Below Average**	**Well Below Average**

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. 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.

* **Self-Awareness** is reported as an average self-reported performance level and is not based on national standards.