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| Book Name: | [An Overview of Literature, Language and Education Research](https://www.bookpi.org/bookstore/product/an-overview-of-literature-language-and-education-research-vol-1/) |
| Manuscript Number: | **Ms\_BPR\_4489** |
| Title of the Manuscript: | **Assessment of Social-Emotional Competencies in Primary and Secondary School Students: Theoretical Models, Assessment Methods, and Evaluation Tools** |
| Type of the Article | **BOOK CHAPTER** |

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| PART 1: Comments | | |
|  | Reviewer’s comment **Artificial Intelligence (AI) generated or assisted review comments are strictly prohibited during peer review.** | Author’s Feedback*(Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimumof 3-4 sentences may be required for this part.** | **1. Why Assess Social-Emotional Competencies?**  **Social-emotional competencies (SECs) play a crucial role in students' academic success, well-being, and future life outcomes. Assessing these competencies helps:**  **Improve students' emotional intelligence, self-awareness, and interpersonal skills.**  **Enhance classroom behavior, engagement, and conflict resolution abilities.**  **Support mental health and reduce anxiety, stress, and bullying.**  **Guide educators in designing targeted interventions and policies for holistic development.**  **2. Theoretical Models of Social-Emotional Competencies**  **Several theoretical models shape the understanding of SECs:**  **CASEL (Collaborative for Academic, Social, and Emotional Learning) Model: Focuses on five core competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.**  **Emotional Intelligence (EI) Theory (Goleman): Highlights the role of recognizing, understanding, and managing emotions for personal and social effectiveness.**  **Social Learning Theory (Bandura): Emphasizes the impact of observational learning and social interactions on emotional development.**  **3. Assessment Methods**  **Different methods are used to evaluate SECs in students:**  **Self-Reports & Questionnaires: Students assess their own emotions and behaviors (e.g., Strengths and Difficulties Questionnaire, Self-Description Questionnaire).**  **Teacher & Parent Ratings: Educators and parents provide insights into students' social behaviors (e.g., Behavior Assessment System for Children).**  **Performance-Based Assessments: Role-plays, situational judgment tests, and problem-solving tasks assess emotional regulation and social skills.**  **Observational Methods: Teachers analyze students' interactions in natural settings.**  **Peer Assessments: Classmates evaluate social and emotional behaviors of their peers.**  **4. Evaluation Tools and Frameworks**  **The Devereux Student Strengths Assessment (DESSA): Measures resilience and emotional competence.**  **Social Skills Improvement System (SSIS): Evaluates social skills, problem behaviors, and academic competence.**  **Panorama Social-Emotional Learning Surveys: Used widely in schools to assess students' well-being and social-emotional strengths.**  **Emotional Quotient Inventory: Youth Version (EQ-i:YV): Measures emotional intelligence in children and adolescents.**  **Conclusion**  **Assessing social-emotional competencies is essential for fostering students’ academic achievement, emotional well-being, and social success. The use of theoretical models, diverse assessment methods, and validated evaluation tools ensures comprehensive understanding and support for students' development.** |  |
| **Is the title of the article suitable?**  **(If not please suggest an alternative title)** | **Yes** |  |
| Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here. | **Yes** |  |
| **Is the manuscript scientifically, correct? Please write here.** | **Social-emotional competencies are integral to students' academic success and personal development. They encompass a range of skills, including emotional regulation, empathy, self-awareness, and interpersonal communication. Given their impact on mental health and academic performance, assessing these competencies provides valuable insights for educators, psychologists, and policymakers.**  **Theoretical Models of Social-Emotional Competencies**  **Several theoretical frameworks have been developed to conceptualize and assess SECs, including:**  **CASEL Framework: Defines five core competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.**  **Emotional Intelligence (EI) Theory (Goleman, 1995): Highlights the role of recognizing, understanding, and managing emotions in social interactions.**  **Social Learning Theory (Bandura, 1977): Emphasizes the importance of observational learning and modeling in acquiring social-emotional skills.**  **Five-Factor Model of Personality (McCrae & Costa, 1999): Suggests that personality traits influence SECs, including agreeableness and conscientiousness.**  **Assessment Methods**  **A range of assessment methods are used to evaluate SECs in students, including:**  **Self-Report Questionnaires: Students reflect on their own emotions and behaviors (e.g., Strengths and Difficulties Questionnaire, Self-Description Questionnaire).**  **Teacher and Parent Ratings: Educators and caregivers provide external assessments of students’ social behaviors (e.g., Behavior Assessment System for Children).**  **Performance-Based Measures: Situational judgment tests and problem-solving tasks assess real-life application of social-emotional skills.**  **Observational Techniques: Direct classroom observations by trained assessors to evaluate social interactions and emotional regulation.**  **Peer Assessments: Students evaluate their classmates' social skills, providing a different perspective on SECs.**  **Evaluation Tools**  **Several validated tools are used to measure SECs in educational research and practice, including:**  **Devereux Student Strengths Assessment (DESSA): A strengths-based tool for evaluating resilience and emotional competence.**  **Social Skills Improvement System (SSIS): Assesses social skills, problem behaviors, and academic competence.**  **Panorama Social-Emotional Learning Surveys: Measures students’ social-emotional strengths and challenges in school settings.**  **Emotional Quotient Inventory: Youth Version (EQ-i:YV): Assesses emotional intelligence in children and adolescents.** |  |
| **Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.**  **-** | **Yes** |  |
| Is the language/English quality of the article suitable for scholarly communications? | Yes |  |
| Optional/Generalcomments | Good |  |

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| **PART 2:** | | |
|  | **Reviewer’s comment** | **Author’s comment** *(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Are there ethical issues in this manuscript?** | *(If yes, Kindly please write down the ethical issues here in details)* |  |

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