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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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