This handout provides suggested steps, considerations, and decision points when developing and testing social and emotional learning (SEL) and soft skills measures. Note that this document is not inclusive of all steps but provides guideposts to consider.

**Determine what you want to measure and identify your theoretical framework**

Consider: What are the theory of change, key outcomes, relevant skills decided by participants, previous literature and findings on skills, purpose of measure (e.g. certification, program monitoring, or impact evaluation), precise skill definitions, etc?

**Determine how you will collect data and any constraints**

Consider: Language, literacy/digital literacy levels, time constraints, internet connectivity, medium (e.g. computer/enumerator/written/phone).

**Decision point: Can you use an existing measure?**

Yes  No

**Identify existing tools**

Consider: Resources such as:
- RAND Education Assessment Finder
- INEE Measurement Library
- Harvard EASEL Lab
- Tom Wein: How to Find Measures and Test
- MENAT Child Measurement Inventory
- How to Measure Skills for Youth Workforce Development (USAID)
- YouthPower Measuring Soft Skills Tool Inventory

Consider whether measure is validated (where and in what language), cost, Intellectual Property, relevance to population, undesired dependence on cognition/listening skills.

**Conduct qualitative work with beneficiaries and content experts to develop items for new or adapted measure**

Consider: In setting, how do skills manifest as behaviors? Do key skills match expectations? Are there expected differences by subgroup?

**Conduct careful translation and adaptation**

Consider: Compare translation/back-translation, rating, reconciliation, collect linguistic feedback.

**Test for understanding**

Consider: Cognitive Interviewing, focus groups, examining usability/game-ability.

**Create a plan for analysis**

Consider: Who will analyze, what variables are relevant, what relationships are relevant (e.g. cognition, demographics) and how to account for bias (e.g. acquiescence, social desirability)

**Collect and analyze data**

Consider: Pilot data with sample outside program, or one cohort of program implementation or one portion of sample.

**Check for reliability and validity**

**Decision point: Does the measure need to be available in different languages/specific site?**

Yes  No

**Conduct iterative development**

Consider: Pilot data with sample outside program, or one cohort of program implementation or one portion of sample.

**Realignment measures and/or theoretical framework as needed**

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