

Holistic Student Assessment (HSA) by the Program in Education, Afterschool & Resiliency

The **Holistic Student Assessment (HSA)*** is an early-detection self-report tool for program planning that provides a profile of a student’s social-emotional strengths and challenges. Each of the constructs measured (listed and defined below) is standardized by gender and grade-level and converted to a standard deviation score (Z-score). If a student scores one or more standard deviations (SD) in either direction from the norm for their gender and grade-level, they are assigned a strength or challenge depending on the direction of that construct. Based on their number of strengths and challenges, students are assigned to a tier of low, moderate or high social-emotional support need. Data can be reported at individual, classroom, program, school and district levels.

Construct	Definition	Sample Question
<i>Resiliencies</i> Action Orientation Emotional Control Assertiveness Trust Empathy Reflection Optimism	Engagement in physical and hands-on activities. Self-regulation of distress; management of anger. Confidence in putting oneself forward; standing up for what one believes. Perception of other people as helpful and trustworthy. Recognition of other’s feelings and experiences. Inner thought process, self-awareness; responsive toward societal issues. Enthusiasm for and hopefulness about one’s life.	I like being active and moving my body. I react to things so quickly I get in trouble. I stand up for things that matter to me. People will help someone who is in trouble. I like to help people with their problems. I try to understand the world I live in. I am happy with the choices I make in my life.
<i>Relationships</i> Relationships with Peers Relationships with Adults	Positive, supportive social connections with friends and classmates. Positive connections and attitudes toward interactions with adults.	I have friends who care about me. There are adults I look up to and admire.
<i>Learning & School Engagement</i> Learning Interest Critical Thinking Perseverance Academic Motivation School Bonding	Desire to learn and acquire new knowledge. Examination of information, exploration of ideas, independent thought. Persistence in work and problem solving despite obstacles. Incentive to succeed in school. Positive personal connections and the sense of belonging in one’s school.	I am curious about new ideas. I like to figure out how things work. When I try to accomplish something, I achieve it. I will get good grades on school exams. I feel like people understand me at my school.

Holistic Student Assessment Retrospective (HSA-R) by the Program in Education, Afterschool & Resiliency

The **Holistic Student Assessment Retrospective (HSA-R)*** measures the same constructs as the HSA. It is administered to students at the end of their programming and asks them to think about a variety of statements in relation to their participation in the program. This allows students to self-report their growth in social-emotional skills. Some sample HSA-R questions are listed below.

<i>Because of my summer program...</i>	<i>Much less now</i>		<i>About the same</i>			<i>Much more now</i>	
I like to learn new things	1	2	3	4	5	6	7
When I see someone being bullied, I feel sorry for them.	1	2	3	4	5	6	7
If I fail to solve a problem, I try again until I find the solution.	1	2	3	4	5	6	7
I like to figure out how things work.	1	2	3	4	5	6	7
There is at least one adult I can talk to about my problems.	1	2	3	4	5	6	7

*For consistency between scales on the PRISM report, Boston Beyond has rescaled items to be out of a 1-4 scale.