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Título	DEVELOPMENT AND PSYCHOMETRIC PROPERTIES OF RUBRICS FOR ASSESSING SOCIAL-EMOTIONAL SKILLS IN YOUTH
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Resumo	Despite the increasing attention to social-emotional skills' development, few attempts have been made to develop rubrics to formatively assess these skills in classrooms and evaluate their psychometric properties. This research aimed to develop rubrics for the social-emotional skill domains of Self-management and Open-mindedness and assess their psychometric properties using Item Response Theory modeling. Two samples of students (Pilot study: $N = 947$ middle-school students; 54 % female; mean age = 13.8 years; Main study: $N = 7404$ middle-school students; 48 % female; mean age = 13.0 years) provided self-descriptions on social-emotional rubrics. Results showed that changes in rubrics' instructions, rating scale characteristics, and descriptors' content improved validity and reliability properties from the pilot to the main study, though there is still room for improvement. Overall, our research supports the use of rubrics for the assessment of Self-management and Open-mindedness skills and provides recommendations for designing social-emotional rubrics in the school context.
Fomento	