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Assessing Social, Emotional, and Intercultural Competencesof Students and School Staff: A Systematic Literature Review

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Author Note

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Abstract

The inclusion of social, emotional, and intercultural competences (SEI) in academic contexts has been supported by international organizations, such as the European Union, the United Nations, and the OECD, since the early 2000s. However, little information is yet available regarding the assessment of these competencies. This paper shares the findings of a systematic literature review that produced an inventory of existing tools for the assessment of SEI competences of students and school staff. This is the first time assessment tools for these three competences have been concurrently reviewed. An interdisciplinary and international research team conducted this systematic literature review in the databases of ERIC, PsycInfo, PSYNDEX, Scopus, and Web of Science. Out of 13,963 articles, 149 assessment tools were examined and processed. In addition to the instrument analysis and a detailed description of the procedure, this article shows the basic theoretical concepts as well as the limitations of such a review. It was found that 1) the majority of the discovered instruments rely on self-reported survey and inventory data, 2) of the three competencies, intercultural competence had the fewest relevant instruments, and 3) very few tools have been created to assess all three competences together. From this review, it is apparent that a wider variety of assessment tools (other than self-reports), as well as more comprehensive tools (e.g. qualitative analysis of vignettes) for the assessment of all three SEI competences, should be developed to meet international demand. The results of the literature review are available and accessible for free in the form of an assessment catalogue.

Assessing Social, Emotional, and Intercultural Competences of Students and School Staff: A Systematic Literature Review

1. Introduction

This systematic literature review is the first known to analyze the assessment of the three areas of social, emotional, and intercultural (SEI) competences simultaneously. The strength and uniqueness of this analysis lies precisely in the interconnectedness of the three subareas. These competences are not explicitly included in education across Europe (OECD, 2015); however, Downes and Cefai (2016) demand that their development be systematically supported and monitored at the system level. Within the framework of this paper, the authors seek to fill the gaps in prior literature; there are already two dominant meta-analyses (Blewitt et al., 2018; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011) that cover the areas of social and emotional competences, but none yet that relate all three mentioned competences. In addition, both meta-analyses focus only on the successful implementation of interventions, while in this study, an overview of as many tools as possible is given, independent of specific interventions. On this basis, the need to catalogue instruments that assess SEI competences arose.

This research is part of the international project "HAND in HAND - Social and Emotional Skills for Tolerant and Non-Discriminative Societies (A Whole School Approach)" – an EU-based universal SEI learning program[1]. Its overall goal is to promote SEI competences for students and school staff to prevent segregation and discriminative bullying. The project was implemented in Croatia, Germany, Slovenia and Sweden, and given their varying academic systems, the 8th grade was determined to be the last comparable age group between the partner countries before either compulsory education ends or student segregation takes place. In addition to the target group of the 8th grade students, instruments for school staff are also included in this systematic literature review, as the project's whole school approach addresses a broad range of actors, including teachers, psychologists, social workers and other educational staff. Despite the focus on these mentioned groups, many instruments are more widely applicable.

In the following, the theoretical basis for conducting a systematic literature review and the underlying theoretical constructs are presented. The individual steps of the procedure are listed in the method section, and the review results are presented and discussed in the final sections. As a result of this review, an assessment catalogue with 93 tools for assessing social competences, 66 tools for emotional competences, and 65 for assessing intercultural competences was created (Author, 2017).

1.1 Theory

The literature review in this paper covers the three areas of social, emotional and intercultural competences. Because the concept of interculturality is more open to interpretation, it presents an underlying problem for systematic review. Therefore, the more straightforward definitions of social and emotional competences will be presented first.

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[1] http://handinhand.si/

Social and emotional competences. Social and emotional competences are often discussed together (Bierman et al., 2008; Domitrovich, Cortes, & Greenberg, 2007; Elias, 2003; Greenberg et al., 2003). For this review, the theoretical approach of the *Collaborative for Academic, Social, and Emotional Learning (CASEL)* was applied. This model is based on five components: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2005, p. 5). The concept of self-awareness contains the aspects of identifying emotions, an accurate self-perception, recognizing strengths, self-confidence and self-efficacy. Self-management can be operationalized as impulse control, stress management, self-discipline, self-motivation, goal-setting, and organizational skills. The sub-items of perspective-taking, empathy, appreciating diversity, and respect for others describe the concept of social awareness. The fourth component of the theory, relationship skills, is subdivided into communication, social engagement, relationship building, and teamwork (CASEL, 2018).

The fifth element of the CASEL model (responsible decision-making) was not included in this literature review. The decisive factor for this is the difficulty of assessing highly normative content. In particular, there is a major difficulty in assessing content on issues of morality and ethics. For example, the following questions can be answered very differently depending on the perspective and the underlying moral concept: When is a decision-making responsible? What can be identified as a problem? Can an ethical responsibility be assumed? Who defines what is ethical, based on what, what should be an ethical responsibility? Since these questions cannot be answered sufficiently, the fifth point is excluded and not used in the further proceeding. Similarly, in the "Programme for International Student Assessment" (PISA) 2018, this difficulty led to several countries abstaining from the Global Competence assessment domain (Sälzer & Roczen, 2018).

Denham et al. (2003, p. 238) point out that "it is important to specify the ways emotional and social competences are highly related but still separable constructs". This can be taken into account by using the CASEL model, as the first two points tend to be emotional, while the latter two are social issues. Nevertheless, an interconnectedness between the two areas of competence can be found in all four points.

Intercultural competence. In addition to the nexus of social and emotional competences, the inclusion of intercultural competences can be seen as a progressive element; the bringing together of all three areas of competence is new. For this research project, the definition of Deardorff is used; intercultural competence is defined as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2006, pp. 247–248). Nevertheless, this definition presents a challenge in itself.

The fundamental criticism of this and many other definitions lies in the question: How is culture defined? Deardorff points out, "just as culture is ever changing, scholars' opinions on intercultural competence change with time" (Deardorff, 2006, p. 258). This underlines the use of culture as a fluid, socially constructed concept (Bhabha, 1994). One of the most prominent examples of dubious use is reducing culture to mean nationality and equivocating these two essential terms. This simplistic view creates processes of othering, which contains isolation and social distancing, through which a binary division into "us" and "them" is accomplished. However, clear dividing lines of cultures can be largely deconstructed (Anderson, 1991). Thus, Deardorff's concept can be distinguished from other

concept interpretations. For example, K. Wang, Heppner, Wang, and Zhu (2015) use the concept of cultural intelligence (CQ) based on the subareas of connectedness with mainstream society, anxiety, perceived language discrimination, and marginally coping through family support. However, this study compares only Chinese students in the US, and thus, cultural comparisons remain at the level of citizenship.

Defining intercultural competence seems impossible as long as culture exists as a closed concept, because it "can no longer be seen as a monolithic and static construct" (Blell & Doff, 2014, p. 78). Instead of promoting intercultural competences, Blell and Doff call for moving beyond the self / other-binary in teaching about culture (ibid., p. 77). Thus, both favor a transcultural approach that involves multiple, fluid affiliations opposed to cultures that cannot be described solely by categories, such as nationality, religion or appearance. In order "to avoid a fetishization of 'other cultures'" (ibid., p. 82), they suggest "recogniz[ing] hybridity as a central criterion for transcultural constructedness (e.g. hybrid identity, hybrid language, hybrid living and working space)" (ibid., p. 83-84). Thus, in this view, cultures are to be understood as hybrid and fluid concepts rather than closed clearly attributable categories.

Based on these assumptions, several widely used concepts of intercultural competences are considered incomplete. For example, the *Developmental Model of Intercultural Sensitivity (DMIS)* by (Bennett, 1986, 1993, 2018) is subject to a misconception, which represents a step model to be traversed linearly. Bennett's approach remains inferior to that of Blell and Doff. King and Baxter Magolda (2005) introduced the multi-dimensional *Developmental Model of Intercultural Maturity*, focusing on the cognitive, intrapersonal and interpersonal levels. Nonetheless, they are subject to a static concept of culture. As long as cultures are described as fixed and antipolar, theoretical explanations remain insufficient.

To overcome these limitations, the definition of intercultural competences must be supplemented by the following four basic assumptions. First, there is need to raise awareness of the social construction of culture. On this basis, intercultural comparisons are understood as social practices of division. An intercultural perspective adheres to this logic, while through a transcultural perspective, these divisive practices can be deconstructed. Secondly, it is to find out whether this categorization is self-ascribed or ascribed by others. In this regard, it is important to see "what is strange about others" in oneself. Bach promotes "a new type of transnational, transcultural [...] self-as-part-of-the-other model" (Bach, 2005, p. 15). Third, cultures are characterized by fluidity and interdependencies and, therefore, have to be understood as intersections, which can be understood as, for example, different forms of discrimination in one person (Butler, 2002). Fourth, it requires an expanded focus on the issues of power and privilege. The social construction of culture is always subject to a hierarchy of power and can be interpreted as hegemonic difference-setting categories, which is why it is necessary to constantly question power structures and privileges.

In addition, it should be noted that intercultural competences can never be fully "achieved" and are in a state of permanent change in an individual; therefore, intercultural proficiencies cannot be conclusively determined. Deardorff describes this as an "ongoing process of intercultural competence development, which means it is a continual process of improvement, and as such, one may never achieve ultimate intercultural competence" (Deardorff, 2006, p. 257). This means that, in the assessment of intercultural competence, a maximum (on a linear, unidimensional scale) can never be fully achieved nor defined.

However, this does not make measurement impossible; for example, anti-discrimination, a strong component of intercultural competence as described, could be measured through:

  1. The ability to identify ascriptions or beliefs about cultures (such as stereotyping);

  2. The ability to recognize cultural privileges and power structures within societies;

  3. The ability to understand intersections as well as the fluidity of culture (that cultures are not closed-concepts defined by categorical factors, such as nationality, religion, or gender).

  In summary, an assessment of social, emotional and intercultural competences is subject to a very broad theoretical foundation. For this literature review, the theoretical framework has been narrowed to components of the CASEL model and the definition of interculturality by Deardorff, which in the context of the project, may be more easily understood as anti-discrimination competences (Figure 1). Nevertheless, as described, a number of adaptations and limitations have been made in order to clarify the concept of interculturality and the measurement of intercultural competences.

1.2 Objectives

  The main objective of this research is to analyze and identify the existing instruments for measuring the SEI competences of students and school staff. An overview is given, but also the following two notions should be considered. First, there was a particular interest in the proportion of self-report tools (by means of e.g. questionnaires and surveys) and other measurements (e.g. vignettes). Second, it is assumed that social and emotional assessment tools outnumber intercultural ones. This assumption is based on the above-described fluidity of the concept as defined by Deardorff (2006) and its openness to various interpretations (discovered instruments may have a wider variation in utility). Therefore, it is presumed that very few assessment tools have been developed for the intersection of social, emotional, and intercultural competences. These assumptions will be examined by this review.

2. Methods

2.1 Conducting systematic literature reviews

Systematic literature reviews are designed to be targeted, extensive database searches. In this research, detailed protocols have been created to structure systematic literature reviews. In addition, all documents relevant to the search criteria will be presented and examined. This systematic literature review is based on the guidelines by Beelmann (2014), Deutsches Cochraine Zentrum (2013), Griffith, Wolfeld, Armon, Rios, and Liu (2016), Higgins and Green (2008), Kitchenham (2004), Läzer, Sonntag, Drazek, Jaeschke, and Hogreve (2010), Pant (2014), Petticrew and Roberts (2006), and Uman (2011). The crucial structure that permeates and is consistent across this literature can be summarized in seven steps. (1) Develop a research question. (2) Select keywords at two levels; these two levels should include the investigation content as well as the actors involved. (3) Define the databases that are relevant to research. (4) Determine the limitations of the search, with particular attention paid to a timeframe, the languages used and the nature of the documents to be searched. (5) Develop a review strategy. (6) Examine findings and procure the desired literature. And (7), create a catalogue that presents all instruments and their key figures.

2.2 Paper selection

Research question. The literature search was guided by the research question: *How can social, emotional and intercultural competences be assessed in 8th grade students and school staff, with a particular focus on current migration issues?* This grade level was selected to address students in Europe, before the transition to upper secondary school takes place. The thematic focus of current migration issues is based on the focal point of the *Education, Audiovisual and Culture Executive Agency (EACEA)* which describes the need for "promoting intercultural dialogue through all forms of learning" (European Commission 2015, p. 3). Although this research does emphasize in particular the target group of migrant students, a change is targeted at all groups involved, so the need for change is not just projected onto one specific group.

Databases search. To conduct an interdisciplinary, systematic literature review, the literature sources were the databases: ERIC (Education Resources Information Center; pedagogy), PsycInfo (psychology), PSYNDEX (psychology), Scopus (natural science, engineering and medicine) and Web of Science (natural and social sciences and the humanities).

Search terms. We combined several keywords relating to measurement (e.g. "assessment", "measure", "psychometric"), cognition (e.g. "social", "emotional", "intercultural"), instruments (e.g. "self-report", "questionnaire", "interview"), and intended actors (e.g. "student", "teacher", "school staff"). We excluded keywords relating to disorders (e.g. "behavior disorder"), irrelevant fields (e.g. "science and engineering indicators"), and other actor groups (e.g. "toddler"). See Appendix A, Table A for the full list of search terms.

Further inclusion criteria for the review. To select appropriate measurements for inclusion in the review, further criteria were specified: (a) The search dates were limited to articles published between the years 2000 to 2017 due to an empirical transition from the year 2000 onward. This choice of time-span is based on two major changes in empirical

educational research in terms of SEI-competences. First, with the introduction of Education for Sustainable Development (ESD) at the United Nations' World Summit on Sustainable Development and the related UN Decade on this topic, a global focus on SEI-competences has significantly increased (Ospina, 2000). Second, dominant international large-scale assessments like PISA (2000) and PIRLS (2001) entered global discourse, both of which noticeably strengthened an approach to measuring competences. (b) The document type was restricted to peer-reviewed articles and dissertations only. And (c) the language was set to German and English due to the locality of the main authors (German) and the common working language in the team (English). Table 1 lists the inclusion and exclusion criteria. Note that the terms "migrants" and "refugees" were included; it is not because these groups are a target of interest, but rather, they are often mentioned in research associated with the measurement of intercultural competences, and the inclusion of these terms led to a more extensive literature review.

Selection progress. The time period for the article review was from March 2017 to August 2017. During this time, these search criteria elicited 13,963 articles across all databases. Three researchers with backgrounds in the social sciences, psychology, and in education systematically screened the article titles and selected 494 articles; 65 duplicate articles (resulting from multiple searches) were eliminated. Finally, after screening the remaining abstracts, 149 unique articles were identified to have a structured or semi-structured assessment tool relevant to our project. See Figure 2 for the selection process.

During the screening process, any inconsistent decisions among the three primary researchers were discussed and resolved.

2.3 Data analysis

Categorization of assessment tools. We categorized 149 tools by social, emotional, and intercultural competences and by target group (students, school staff).

Coding of methods. The assessment tools were assigned to the type of inventories (e.g. questionnaires, self-reports) or other types of assessment tools (e.g. interviews, vignettes). Further, the number of items, the standardization (sample size, reliability, validity), and the availability were elaborated.

Categorization of dimensions. In addition, specific dimensions of each instrument were described and allocated to general areas (e.g. acculturation, school climate, health assessment).

3. Results

Based on this systematic literature review, an overview of the results was developed (in the form of a catalogue), containing the assessment tools for SEI competences. This catalogue was published on the project webpage (Author, 2017).

3.1 Categorization of assessment tools and methods

The catalogue includes 149 tools in total (see Appendix B, Table B; for corresponding references Appendix B, References B). Most of these instruments were self-reported surveys and questionnaires; other discovered instruments included rubrics, interview methods, portfolios, journaling, and vignettes. All instruments directly associated with the CASEL model were surveys and questionnaires (Bierman et al., 2008; Domitrovich, Cortes, & Greenberg, 2007; Elias, 2003; Greenberg et al., 2003). See Table 2 for the distribution and categorization of the assessment tools.

3.2 Allocation to general areas

Upon close review of the selected assessment tools, more detailed information was obtained regarding the main focus of the instruments and target population (beyond student or school staff). While the goal of this review was to locate assessment tools that measure the social, emotional, and intercultural competences of students and teachers/school staff, few of the tools obtained through the systematic literature review met all of these criteria simultaneously. It was found that most tools investigated the three core concepts individually rather than comprehensively. Of the 149 instruments, only seven (4.7 %) investigated all three competences together, 47 (31.5 %) targeted social and emotional competences simultaneously, 12 (8.1 %) were designed to measure social and intercultural competences, and one (0.7 %) measured emotional and intercultural competences; 26 (17.4 %) were for social competence alone, 11 (7.4 %) were for emotional competence alone, and 45 (30.2 %) were for intercultural competence alone (based on a categorical definition of the term). Many intercultural competence instruments were intended for migrant respondents, those working with migrant persons, or targeted groups marginalized by racification or sexual orientation. There were 110 tools that targeted either students or teachers/school staff (74 for students and 36 for teachers/school staff) and 21 that targeted both (18 were not assigned). Self-awareness, a key component of the CASEL model and the HAND in HAND program, was rarely used as a means by which these populations were evaluated, nor did it appear to be an investigative approach in any of the systematically discovered instruments.

Instruments measuring social competences (social awareness and relationship skills). Instruments evaluating social competences of students tended to evaluate student personality or health. The main dimensions included student adaptability, anxiety or phobias, bullying or victimization, communication, cooperation, engagement, initiative, interpersonal development, leadership, social awareness, perspective taking, social competence, empathy, basic social skills, school success, and support from teachers. For example, the Developmental Assets Profile (DAP) considers adolescent's internal strengths, external supports, and social and emotional growth (Scales, 2011). In other instruments, peer-relationship dimensions were also identified, which included support from peers, peer acceptance and rejection, and risk factors identified in peers (such as drop-out, drug-use, and family coherence).

Instruments evaluating teachers or school staff could be characterized by themes of school and classroom climate. Social dimensions considered teacher behavior (both individually and in combination with student behavior), investigated at teachers' social engagement at school, and detailed teacher abilities to support students (academically and emotionally) and to promote social-emotional skills in the classroom. These instruments mostly captured student-teacher interactions, teaching style and ability, and school relationships, such as in the Classroom Assessment Scoring System (CLASS; Jennings & Greenberg, 2009; Pianta, La Paro, & Hamre, 2008), which assesses social and emotional competences via constructs of emotional support in the classroom, organization of classroom interactions, and instructional support from the teacher.

In other populations, major areas of focus were school climate, personality, racism, and the lives of LGBTIQ+ persons. Dimensions ranged from behavior problems, bullying and victimization, conflict management, family coherence, inclusion and safety in the community, social difficulties, social-emotional support from others, social expression, and social openness. In an instrument for students, the Multicultural School Climate Inventory (MSCI; Marx & Byrnes, 2012) asks students about their liking of the school, their relationships with educators, the relevance of culture at school, and the school success. One instrument was found that measured social competence in migrant populations, specifically acculturation (Acculturative Stress in Children, ASIC; Suarez-Morales, Dillon, & Szapocznik, 2007). Instrument dimensions targeted school or community belonging, language proficiency, perceived discrimination, and social interactions.

Overall, these instruments tended to research the well-being of peer interactions and classroom environments. While many of these instruments connected with emotional competences, self-awareness was not a means by which participants were presumed to attain social or emotional competence. Intercultural competence was rarely connected with social competence, and when it was, the instrument targeted a minority population.

Instruments measuring emotional competences (self-awareness and self-management). The majority of instruments measuring emotional competences were intended to assess student personality or health. Dimensions included autonomy, emotional awareness and competence, emotional regulation, emotional stability, holding positive values, identity recognition, loneliness, openness, resilience, responsibility, self-awareness, self-control, self-efficacy and perceptions, and self-regulation. Other emotional behaviors were also characterized in these scales, such as being withdrawn, having issues with focus (such as hyperactivity or inattentiveness), showing signs of self-harm (mental, physical, or structural), and showing gratitude, optimism, persistence, and zest for life. One example instrument that evaluates adolescents is the Social Emotional Health Survey (SEHS; Furlong et al., 2014), which considers a person's belief-in-self (self-awareness, persistence, and self-efficacy), belief-in-others (peer support, school support, and family support), emotional competence (empathy, emotional regulation, and behavioral self-control), and engagement (gratitude, zest for life, and optimism).

Tools evaluating teachers and staff in this category tended to focus on dimensions of personal engagement, self-efficacy, and organization and measured school climate, school relationships, and teacher ability. One such example is the Engaged Teachers Scale (ETS; Klassen, Yerdelen, & Durksen, 2013) which evaluates a teacher's cognitive engagement, emotional engagement, and social engagement with students and colleagues.

In targeted populations, instruments primarily focused on personality and feelings about the ethnicity or sexual orientation of one's self or that of others, such as the Multifactor Internalized Homophobia Inventory (MIHI), which considers the personal feelings, self-perceptions, and life experiences of homosexuals (Flebus & Montano, 2012). In general, attitudes regarding racism or LGBTIQ+ communities, emotional regulation, impulsiveness, open-mindedness, reflections on life experiences (specifically of homosexuals), and self-efficacy were among the dimensions measured. Tools specifically for migrant populations focused on issues of acculturation and considered dimensions of loneliness, life satisfaction, and self-esteem. One example is the Coping with Acculturative Stress in American Schools (CASAS) instrument, which evaluates immigrant and migrant students' perceived discrimination, English language-learner related stress, familial acculturative gap, and sense of school and community belonging (Castro-Olivo, Palardy, Albeg, & Williamson, 2014).

Overall, emotional competence instruments often incorporated social competence dimensions simultaneously, and in general, emotional competence instruments focused on the emotional health of the participant. A connection to the knowledge of one's self was often apparent through measures of self-efficacy, emotional recognition, and external factors that influence the self. Dimensions of openness and identity often implied measures of intercultural awareness. However, for the general population, the instruments themselves tended to measure mental health.

Instruments measuring intercultural competences. The majority of intercultural competence instruments evaluated one's ability to deal with multicultural environments. For students and teachers, intercultural competence instruments were designed mostly to be a measure of school atmosphere, such as the Racial Climate Inventory (RCI), which looks at the schools racial climate via the faculty and student perceptions (Pike, 2002). Instruments measuring teachers were mostly within the context of teacher ability and accounted for dimensions of teachers' cultural engagement and their diversity of multicultural experiences, language acceptance, and general perceptions. Similarly, other tools such as the Multicultural Counseling Knowledge and Awareness Scale (MCKAS; Ponterotto, Gretchen, Utsey, Rieger, & Austin, 2002) looked at counseling ability and considered the counselor's multicultural awareness, specifically the bias implicit in a Eurocentric worldview, knowledge of multicultural counseling, and perceptions of diversity and working with diverse clients.

Tools evaluating specific populations tended to be within the context of niche intercultural environments. Instruments for migrant respondents probed within the context of acculturation and gathered information on the dimension of acculturation attitudes, cultural identity, stress related to mainstream language learning, and the acculturative gap. For example, the Cultural Socialization Scale (Umaña-Taylor & Fine, 2004; Y. Wang, Benner, & Kim, 2015) contains four dimensions measuring socialization within a family's heritage culture, within the family's mainstream culture, socialization with peers in the heritage culture, and with peers within the mainstream culture. For other groups, the intercultural competencies identified focused on issues like racism, as in the Everyday Discrimination Scale (EDS; Clark, Coleman, & Novak, 2004), and LGBTIQ+ perceptions, as in the Attitudes Toward Lesbian, Gay Men, and Bisexuals Scale (ATLGB; Ensign, Yiamouyiannis, White, & Ridpath, 2011). In general, intercultural dimensions measured included cross-cultural

empathy, awareness, and competence, diversity perceptions and interactions, LGBTIQ+ research, and multicultural climate in the community.

While there were often some items or dimensions in the intercultural competence scales that included aspects of social or emotional competence, the overall context of the instrument was too focused on a specific subgroup or locale to be useful for general, student or staff evaluation. These plentiful yet targeted instruments point to the multi-faceted interpretation of interculturality. One instrument that comprehensively and somewhat equally combined social, emotional, and intercultural competences was the Multicultural Personality Questionnaire (MPQ; van Oudenhoven & Van der Zee, K. I., 2002), which assessed cultural empathy, open-mindedness, emotional stability, social initiative, and flexibility.

4. Discussion

4.1 Summary of objectives

This review deals with the topic of SEI competences, as they are not yet explicitly included in education systems across Europe (OECD, 2015). Their development should be systematically supported and monitored at the system level (Downes & Cefai, 2016). Therefore, this review provides an overview of assessment tools for SEI competences for students and school staff, as well as their methodological categorization and allocation to general areas. Further, it concentrates on the specific challenge of measuring intercultural competences compared to social and emotional competences.

4.2 SEI competence findings

As illustrated in the results section, the above mentioned four components of the CASEL model (2005) are covered by the instruments measuring social and emotional competences. This shows that SE competences are adequately and comprehensively encompassed by the existing assessment tools. Nevertheless, most of the literature search produced self-reported surveys and questionnaires; while useful, these instruments may not adequately describe competences. Response bias remains an ever-present concern in self-reported data, for example, the social desirability bias (Edwards, 1957; for an overview of possible biases, see Helmes, Holden, and Ziegler (2015) as well as Paulhus (1984, 1991)) or the above-average effect focusing on the lack of introspective abilities (Chambers & Windschitl, 2004). Further, due to the social positioning of a person "no one person […] has the capacity to observe and accurately rate their functioning across all contexts" (De Los Reyes, Cook, Gresham, Makol, & Wang, 2019, p. 75). These biases could be addressed by means of multi-informant ratings (ibid.).

In terms of intercultural competences, as shown in the theory section, there is a much greater difficulty in defining clear sub-dimensions for a literature review. The varying interpretations of the concept of culture, in particular, makes it difficult to give a clear assessment of intercultural competences. For example, in this work, the authors looked for interculturality as well as transculturality and incorporated ideas associated with the study of cultural groups into the review, such as inclusion and exclusion in the form of segregation and discrimination, as well as ideas of composition, such as diversity. This broadening of the research criteria lead to many more citation hits. Thus, it was shown that an approach via describing the actual process can be very helpful, especially if the construct description is vague. A simple search for the keyword intercultural* would reduce search results many times over.

4.3 Limitations and perspectives

The results from intercultural instruments are limited in comparison to the number of social and emotional competence instruments. This is likely due to the common pairing of social and emotional competence (SE) within current scientific investigations, which produced greater results for analysis; rarely does it seem that intercultural competences are paired with social or emotional competences in a scientific context. Further, as detailed in the section on theory, intercultural competence is still a difficult construct to measure. Consequently, there are only a few assessment tools and studies available. Highly relevant tools for assessing intercultural studies were included in this review. Moreover, we found that there is a considerable need for widening the perspective from SE to combining all

three realms in order to focus on social, emotional, and intercultural competences in an interconnected way (European Commission, 2015). This also aims to provide a new perspective on social inclusion and anti-discrimination issues.

Further, our systematic literature review was conducted in a comprehensive manner (see the keyword list in Appendix A, Table A). Nevertheless, there are always possibilities to expand the literature review. In particular, keywords could be mentioned capturing, for instance, different kinds of measurements in more detail. Herein, it is necessary to be aware of an effect of saturation, i.e. that search results occur repeatedly. Due to the continuous development of SEI competences and its measurements, a permanent redesign of keywords is necessary for future projects.

Another limitation is that our research team is biased due to the location and the social context. The three main researchers have been socialized and educated in European and North American educational institutions. In addition, the project partners are located in various European countries. This perspective, which purely reflects a view of the so-called Global North, remains limited in itself and cannot be understood as a global approach. The literature review included contributions from many regions of the world; nevertheless, different social factors have an influence on the setting of the research question and the way of processing the review (Padilla, 2004). An additional perspective could be the involvement of researchers from other regions of the world in future work. Moreover, this would enable the inclusion of further languages in the review design. In addition, it remains up to future research to make a comparison of the competence definitions from the individual papers and to compare these with the current state of the discussion.

4.5 Conclusion

At first glance, the overall result of 149 assessment tools from a systematic literature research based on 13,963 articles represents a wide range of already existing tools for measuring SEI-competences. This result is based on hits in the period between the year 2000 and 2017 of English and German peer-reviewed publications. The assessment tools included in large part self-report inventories, primarily surveys and questionnaires. In total, 88.6 % of all assessment tools were self-reported surveys and questionnaires, which further indicates the need for research regarding the development of alternative measurement methods. Our review showed that alternative measurement methods (e.g. vignettes, interviews and observations) are already used, but to a small extent. Mixed-method-designs based on quantitative and qualitative analyses could be an enrichment to achieve more comprehensive results.

The main objective of this research was fulfilled and was summarized in the form of the assessment catalogue. Nevertheless, this result should not obscure the fact that there are only a few relevant instruments on intercultural competences (targeting the general population rather than a minority subset), and for the most part, they are not linked to social and emotional competences. This pinpoints at need for further research on the interconnectedness of all three subareas, as well as a special focus on further developing measuring instruments for the assessment of intercultural competences.

In summary, this literature review presents a wide range of assessment tools with focus on social, emotional, and intercultural competences. In this article, we have shown the difficulty with defining the underlying constructs. In addition, this paper presents a methodological approach to how to conduct a literature review.

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Tables

Table 1

Inclusion and exclusion criteria.

Inclusion criteria	Exclusion criteria
Peer-reviewed articles and dissertations from 2000 onwards	Conference papers and other publications
Publications in English and German	Non-English and non-German publications
Teachers, School Staff, Students of 8th grade, Migrants, and Refugees	Outside the field of education and other acting groups
Instruments measuring social, emotional, and intercultural competences	Disorders and irrelevant fields

Table 2

Distribution and categorization of 149 assessment tools.

| By Competence:	Number of Instruments	Percent of Total
Social (S)	26	17.4 %
Emotional (E)	11	7.4 %
Intercultural (I)	45	30.2 %
Social + Emotional	47	31.5 %
Intercultural + S	12	8.1 %
Intercultural + E	1	0.7 %
All SEI	7	4.7 %
By Target Group:		
Students (St)	74	49.7 %
School Staff (ScSt)	36	24.2 %
St + ScSt	21	14.1 %
Other	18	12.1 %
By Instrument Type:		
Self-reports	132	88.6 %
Vignettes	5	3.4 %
Observations	2	1.3 %
Interviews	2	1.3 %
Other	8	5.4 %

Figures
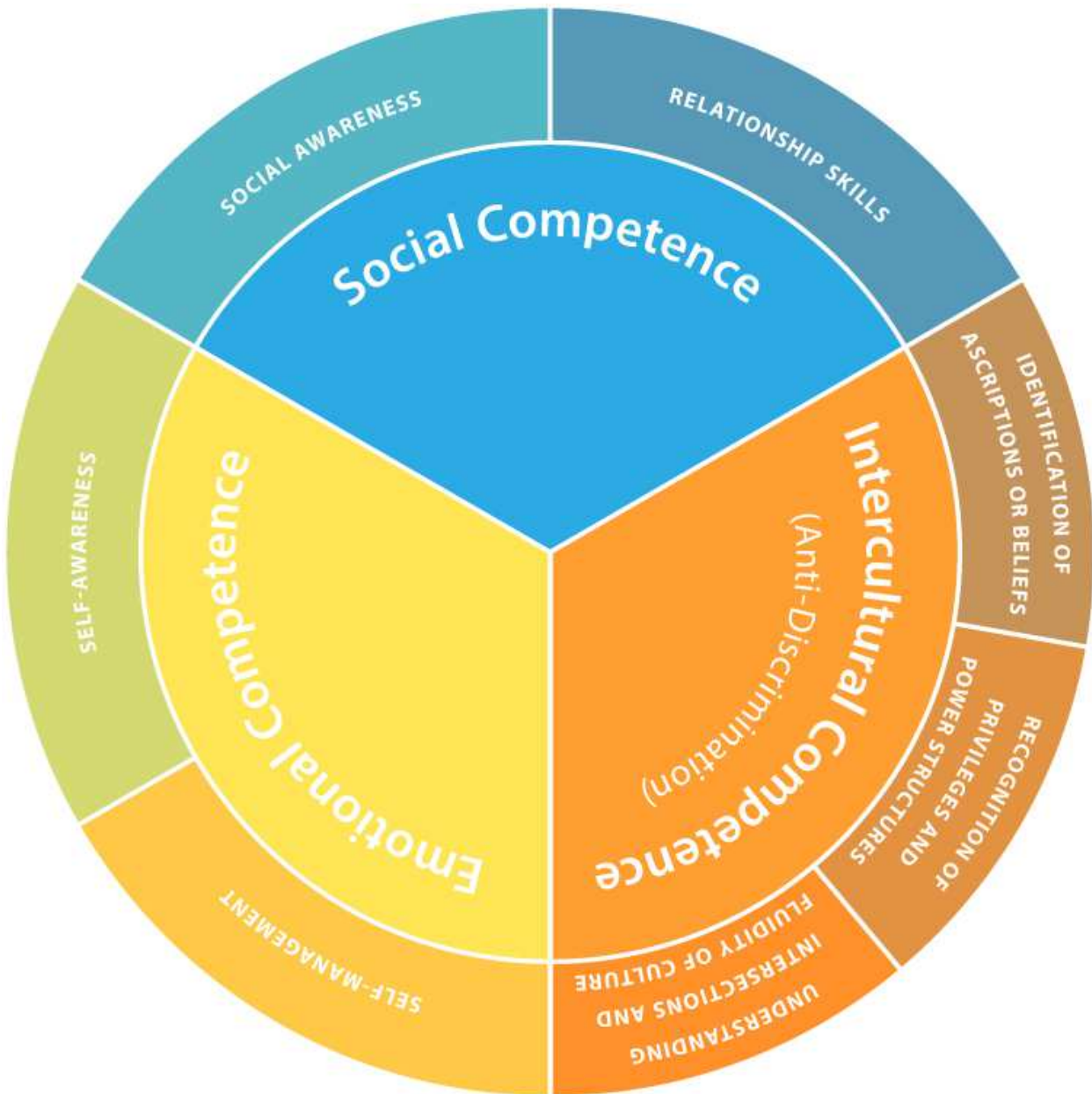
Figure 1. Illustration of assessment of social, emotional, and intercultural competences derived from the CASEL model (2005, 2018) and the definition of interculturality (anti-discrimination) by Deardorff (2006).
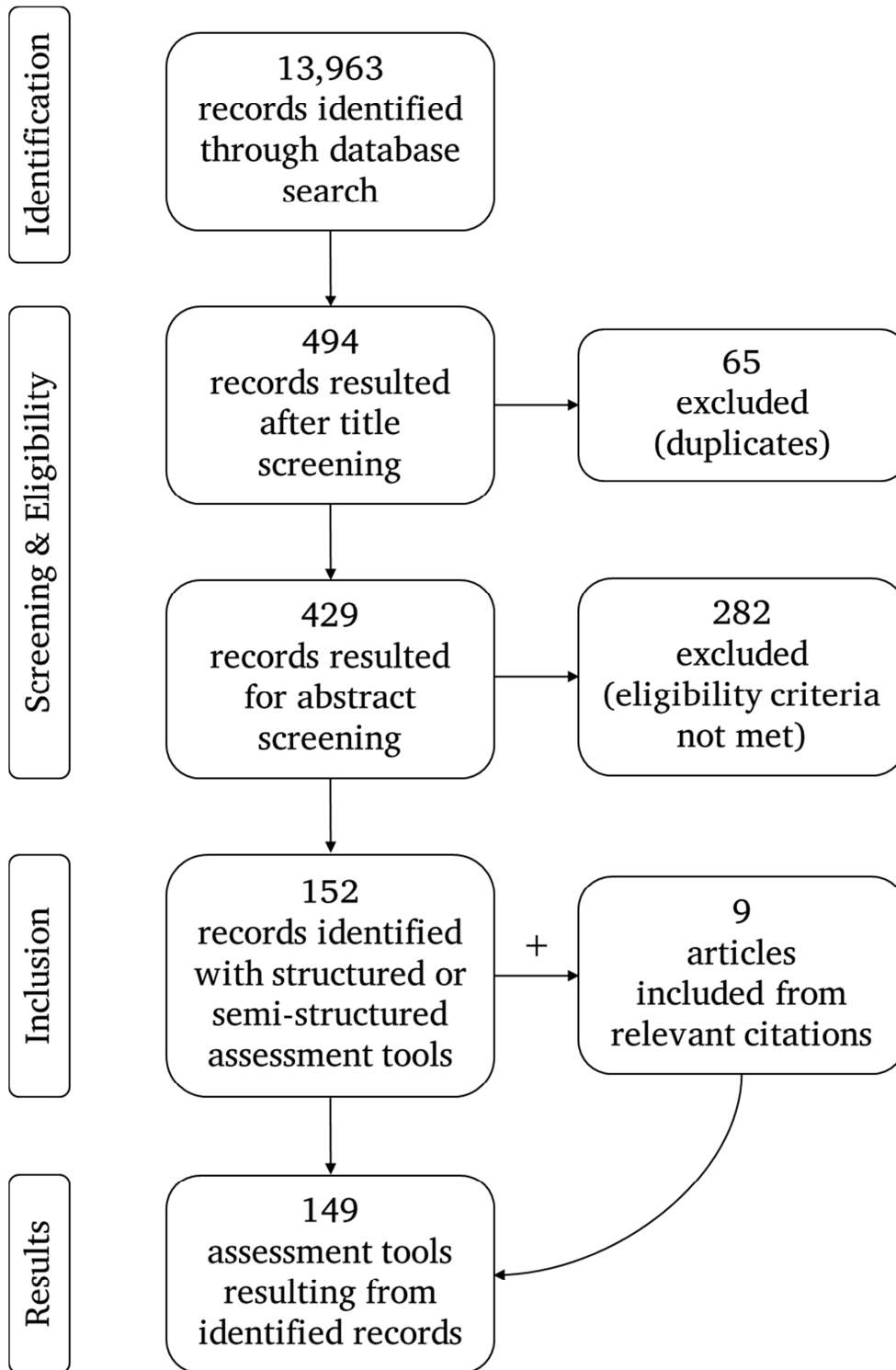
Figure 2. Flowchart of the selection process of the systematic literature review and the extracted assessment tools.

Appendix

Appendix A
Table A

List of search terms for the systematic literature review.

Field	Operator	Keywords
Measurement		(assessment OR measure* OR psychometric)
	AND	
Cognition		("Social Emotional Intercultural" OR SEI OR "Social Emotional" OR intercultur* OR inter-cultur* OR "inter cultur*" OR transultur* OR trans-cultur* OR "trans cultur*" OR integrat* OR segregat* OR discriminat* OR diversity OR diverse OR "self-management" OR "self management" OR "self-awareness" OR "self awareness"OR "interperson* relationship*" OR skills OR competenc* OR awareness OR sensib* OR learn* OR develop* OR educat*)
	AND	
Instruments		(workshop OR "work shop" OR work-shop OR survey OR questionnaire OR observation OR interview OR "best practice*" OR best-practice* OR "self report*" OR self-report*)
	AND	
Intended actors		(Migra* OR refugee* OR student OR teacher OR principal OR "grade 8" or "8th grade" OR "eighth* grade*" OR "13 year-old*" OR "14 year-old*" OR "13-year-old*" OR "14-year-old*" OR "13 year old*" OR "14 year old*"OR "social work*"OR "school staff")
	NOT	
Disorders; Irrelevant fields; Other acting groups		("behav* disorder*" OR "behav* problem*" OR "behav* issue*" OR "learning disabilit*" OR "special needs" OR autism OR asberger* OR "high-functioning autism" OR "autism spectrum" OR ADD OR ADHD OR hyperactivity OR hyper-activity OR "neurological problem" OR "neurological disorder" OR "neurological impairment" OR low-functioning OR "mental impair*" OR "mental disorder" OR "mental problem*" OR retardation OR "emotion* disorder" OR "emotion* impair*" OR "brain disorder" OR "brain impair*" OR "brain-based disorder" OR "brain based disorder" OR "brain-based impair*" OR "brain based disorder" OR "developmental disorder" OR "developmental impairment" OR syndrome OR dyslexia OR dyscalculia OR dysgraphia OR disorder OR "intellectual disability" OR "intellectual disabilities" OR "Special Education and Intellectual" OR "Support Expectatio+C26ns Index" OR "self-esteem instability" OR "student evaluations of instruction" OR seismic OR "Science and Engineering Indicators" OR seizure OR "Stockholm Environment Institute" OR "Software Engineering Institute" OR "prenatal" OR "infant" OR "postpartum" OR "baby" OR "preschool" OR "early childhood" OR "toddler" OR "head start" OR "Pre-K" OR "0-5" OR "elementary" OR "K-5" OR "primary school" OR "university" OR "college" OR "higher education" OR "adult*" OR "ongoing education" OR "adult education" OR "business" OR "workplace" OR "office" OR "start-up" OR "elderly" OR "aging population" OR "geriatric" OR "medical" OR "medicine" OR "clinic" OR "clinical" OR "drug" OR "pharmaceutical" OR "medicinal"OR job*)

Appendix B
Table B.

Overview of the 149 assessment tools derived from the systematic literature review and categorized by competence. Per tool, we list the target group, type, main dimension, the number of items, their scale reliability, as well as corresponding literature.

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Social (26)	California Healthy Kids Survey—Resilience Module (CHKS)	St	Scaled Survey	Externally- and internally-situated strengths	65	.55 to .88	Rhee, Furlong, Turner, & Harari, 2001
	Colorado Trust's Bullying Prevention Initiative Student Survey	St	Survey	Perception of bullying and bullying-related behaviors	11	.69 to .88	Low, van Ryzin, Brown, Smith, & Haggerty, 2014
	Academic Self-Efficacy Scale (ASES)	St	Scaled Questionnaire	Academic self-efficacy, cross-cultural differences, and gender differences	8	.74 to .79	Ansong, Eisensmith, Masa, & Chowa, 2016
	Attitudes Toward Mainstreaming Scale (ATMS)	ScSt	Scaled Questionnaire	Presumption of learning capability, general integration issues, and presumption of limited capacity	18	.64 to .82	Berryman & Neal, 1980; Yuen & Westwood, 2002
	Child and Adolescent Social Support Scale (CASSS)	St	Scaled Questionnaire	Student social support network (frequency and importance)	40	.95	Kerres Malecki & Kilpatrick Demary, 2002
	Freedom Writers Student Engagement Survey (FWSES)	ScSt	Scaled Survey	Student engagement	51	.79 to .94	Powers, Shin, Hagans, & Cordova, 2015
	Relationship and Motivation (REMO) Scale	St ScSt	Scaled Questionnaire	Student perceptions of peers and teachers as motivators of school performance	39	.73 to 82	Raufelder, Drury, Jagenow, Hoferichter, & Bukowski, 2013
	Revised Scale of Prejudice Against Sexual and Gender Diversity (PASGD-R)	St ScSt	Scaled Questionnaire	Prejudice against sexual and gender diversity	18	.93	Costa, Lara Machado, Ruschel Bandeira, & Nardi, 2016
	Social Coping Questionnaire (SCQ)	St	Questionnaire	Denying giftedness, social interaction, humor, conformity, peer acceptance	34	.61 - .77	Swiatek & Cross, 2007

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Social (26, continued)	Student Engagement Instrument (SEI)	St	Scaled Questionnaire	Student's levels of cognitive and psychological engagement	35	n.a.	Appleton, Christenson, Kim, & Reschly, 2006
	What's My School Mindset Scale	St ScSt	Scaled Questionnaire	Teacher's participation in leadership and decision- making, openness to feedback, accepting change as a normal condition of the school, sharing knowledge, continuous improvement, communities of practice, professional development, meeting students' needs, and school-wide pride	19	.92	Hanson, Bangert, & Ruff, 2016
	Comprehensive Assessment of Spoken Language (CASL)	n.i.	n.i.	Social meaning through pragmatic judgement	60	.96	McKown, Allen, Russo-Ponsaran, & Johnson, 2013
	Devereux Student Strengths Assessment (DESSA)	St ScSt	Scaled Questionnaire	Optimistic thinking, self-management, goal-directed behavior, self-awareness, social-awareness, relationship skills decision making, and personal responsibility	72	.87 to .93	Naglieri, LeBuffe, & Shapiro, 2011; Nickerson & Fishman, 2009
	Child- Adolescent Teasing Scale (CATS)	St	Scaled Questionnaire	Personality and behavior teasing, family and environment teasing, school-related teasing, and body teasing	70	.94	Vessey, Horowitz, Carlson, & Duffy, 2008
	Edinburgh Study of Youth Transitions and Crime (ESYTC) school misbehaviour subscale	St	Scaled Questionnaire	Domains of violence and aggression at school	n.a.	n.a.	Bonell et al., 2014

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Social (26, continued)	Lesbian, Gay, and Bisexual Affirmative Counseling Inventory (LGB-CSI)	ScSt	Inventory Questionnaire	Application of [LGB] knowledge, advocacy skills, self-awareness, relationship, and assessment skills	32	.86 to .97	Dillon & Worthington, 2003
	Program Implementation Checklist (PIC)	ScSt	Inventory Checklist	Student lesson engagement and teacher lesson adherence	n.a.	.86	Low et al., 2014
	School Climate	St	Questionnaire	School's order, safety, and discipline, academic outcomes, social relationships, school facilities school connectedness	153	.65 to .91	Zullig, Koopman, Patton, & Ubbes, 2010
	School Climate and School Identification Measure–Student (SCASIM-St)	St	Questionnaire	School belongingness or connectedness and social identity	44	.94	Lee et al., 2017
	School Environment Survey	ScSt	Survey	School's anti-bullying policies and strategies, climate, staff bullying intervention, and bullying-related problems	27	.82 to .95	Low et al., 2014
	Self-Esteem, Academic Self-Concept, and Aggression	St	Interviews, Questionnaire and School Records	Student's aggression, self-esteem, self-concept of academic abilities, academic performance, threat to self-concept, and aggression-related controls	n.a.	.78 to .81	Taylor, Davis-Kean, & Malanchuk, 2007
	Social Achievement Goal Scale	St	Scaled Questionnaire	Student's social development, social approach (popularity), and social avoidance (antisocial)	12	.77 to .85	Herrera López, Romera Félix, Ortega Ruiz, & Gómez Ortiz, 2016

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Social (26, continued)	Social and School Connectedness in Early Secondary School	St	Questionnaire	Mental health status, substance use, academic outcomes, social connectedness, interpersonal conflict, school connectedness, and family measures	n.a.	n.a.	Bond et al., 2007
	Students' Self-Regulation & Self- Discipline	St	Questionnaire	Self-regulation and self-discipline	156 + 45	.52 to.94	Zimmerman & Kitsantas, 2014
	Teacher Self-Efficiacy Scale	ScSt	Scaled Questionnaire	Teacher's self-efficacy in organizing, planning, and evaluating	13	.87 to .93	Kan, 2009
	Zulliger Test in the Comprehensive System (Zulliger-SC)	St	Testing Protocol	Adequacy of reality perception, affects, self-perception, interpersonal relationships, and cognitive processing	n.a.	n.a.	Villemor-Amaral, Pavan, Tavella, Cardoso, & Biasi, 2016
Emotional (11)	General academic self-efficacy scale of the Patterns of Adaptive Learning Scales (PALS)	St	Scaled Questionnaire	Confidence in the ability to do school work	5	.78	Dever & Kim, 2016; Midgley et al., 2000
	"Trait Meta-Mood Scale– 24 (TMMS-24)	St ScSt	Scaled Questionnaire	Attention to emotional state, understanding of emotional state, and regulation of emotional state	24	.78 to .89	Pedrosa, Suárez-Álvarez, Lozano, Muñiz, & García-Cueto, 2014
	Educational Stress Scale for Adolescents (ESSA)	St	Scaled Questionnaire	Pressure from study, workload, worries about grades, self-expectation, and despondency	16	.66 to .87"	Çelik, 2015; Sun, Dunne, Hou, & Xu, 2011
	Emotion Regulation Index for Children and Adolescents (ERICA)	St	Scaled Questionnaire	Emotional regulation via control, self-awareness, and situational responsiveness	17	.81	MacDermott, Gullone, Allen, King, & Tonge, 2010

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Emotional (11, continued)	Point-light Walker (PLW)	n.i.	Vignettes (recognition of emotion in faces)	Emotional recognition in faces	20	.60"	McKown et al., 2013
	Self-report measure of Emotional Intelligence (SEI)	St	Questionnaire	Emotional intelligence, emotional perception, skill at managing other's emotions, and skill at managing self-relevant emotions	33	.63 to .84	Ciarrochi, Chan, & Bajgar, 2001
	Emotional Quotient Inventory, Youth Version	St	Inventory Questionnaire	Intrapersonal emotions, interpersonal emotions, stress management, adaptability, and general mood	60	.84 to .89	Pegalajar-Palomino & Colmenero-Ruiz, 2014
	Difficulties in Emotion Regulation Scale (DERS)	St	Scaled Questionnaire	Emotional regulation via strategies, nonacceptance, impulses, goals, awareness, and clarity	36	.76 to .89	Weinberg & Klonsky, 2009
	NEO-Five Factor Inventory (NEO-FFI)	n.i.	Inventory Questionnaire	neuroticism, extraversion, openness, agreeableness, and conscientiousness	60	.74 to .83"	Matsumoto, LeRoux, Robles, & Campos, 2007
	Postures Accuracy	n.i.	Vignettes (recognition of emotion in faces)	Emotion recognition in faces	24	.80	McKown et al., 2013
	Schutte Emotional Intelligence Scale (SEIS)	ScSt	Scaled Questionnaire	Empathic sensitivity, utilization of emotions, emotional awareness and evaluation, and regulation and management of emotions	62	.74	Arslan & Yigit, 2016
Intercultural (45)	California Brief Multicultural Competence Scale (CBMCS)	n.i.	Scaled Questionnaire	Cultural knowledge, sensitivity, awareness, and non-ethnic skill	21	.75 to .90	Larson & Bradshaw, 2017

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Intercultural (45, continued)	Multicultural Awareness- Knowledge- Skills (MAKSS)	n.i.	Questionnaire	Multicultural awareness, knowledge, and skills	60	.49 to .91	Kocarek, Talbot, Batka, & Anderson, 2001
	Multicultural Counseling Awareness Scale: form B (MCAS)	ScSt	Questionnaire	Multicultural awareness, knowledge, and skills	45	.83 to .91	Kocarek et al., 2001
	Quick Discrimination Index (QDI)	ScSt	Inventory Questionnaire	Racial and gender bias	30	.64 to .73	Sirin, Brabeck, Satiani, & Rogers-Serin, 2003
	Cultural Diversity Awareness Inventory (CDAI)	ScSt	Questionnaire	Teacher/Staff's diversity awareness, classroom environment, family/school interaction, cross-cultural communication, and alternative assessment	28	.90	Brown, 2004
	Adolescent Discrimination Distress Index (ADDI)	St	Inventory Questionnaire	Perceived discrimination- related distress / discrimination, in institutional settings, educational settings, and peer contexts	15	.72	Fisher, Wallace, & Fenton, 2000; Sangalang, Chen, Kulis, & Yabiku, 2015
	Attitudes Toward Lesbian, Gay Men, and Bisexuals (ATLGB) Scale	St ScSt	Scaled Questionnaire	Attitudes Toward Gay Men (ATG), Lesbians (ATL), and Bisexuals (ATB).	30	.96	Ensign, Yiamouyiannis, White, & Ridpath, 2011
	Critical Consciousness Scale (CCS)	St	Scaled Questionnaire	Reflection on perceived inequality and egalitarianism and sociopolitical participation	22	.85 to .90	Diemer, Rapa, Park, & Perry, 2017
	Diversity and Oppression Scale (DOS)	ScSt	Scaled Questionnaire	Social worker's cultural diversity self-confidence, diversity and oppression, congruence with client, and responsibilities	25	.61 to .90	Windsor, Shorkey, & Battle, 2015
	Everyday Discrimination Scale (EDS)	St	Scaled Questionnaire	Perceived racism	9	.87	Clark, Coleman, & Novak, 2004

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Intercultural (45, continued)	Exploring and Assessing Intercultural Competence	St	Questionnaire and Interviews	Intercultural competence and intercultural outcomes on participants and their hosts in select civic service programs including implications for their lives and work	41	.80 to .89	Fantini & Tirmizi, 2006
	Global Competency and Intercultural Sensitivity Index (ISI)	ScSt	Inventory Questionnaire	Intercultural sensitivity	58 (-9)	n.a.	Lee Olson & Kroeger, 2001; Sinicrope, Norris, & Watanabe, 2007; Williams, 2005
	Intercultural Communicative Competence for English Language Teachers and English as a Foreign Language teachers (ICC-ELT-EFL)	ScSt	Questionnaire	Affective orientations to and capabilities for intercultural communication, perspectives on ELT, and employment of intercultural strategies in ELT	24	.93	Chao, 2015
	Intercultural Sensitivity Scale (ISS)	St ScSt	Scaled Questionnaire	Respect for cultural differences, interaction engagement, confidence, enjoyment, and attentiveness	24	.86	Drandić, 2016
	Majority perceptions of intergroup relations and everyday contacts with immigrant minorities	St	Scaled Questionnaire and Diaries	Perceived threat and discrimination, intergroup contacts, perspective taking; and experience of the contact situation	17	.68 to .89	van Acker, Phalet, Deleersnyder, & Mesquita, 2014
	Multicultural Counseling Self-Efficacy Scale – Racial Diversity Form (MCSE-RD)	ScSt	Scaled Questionnaire	self-efficacy, multicultural counseling competency, and social desirability	37	.87	Sheu & Lent, 2007
	Multicultural Teaching Competency Scale (MTCS)	ScSt	Scaled Questionnaire	Multicultural teaching skills and knowledge	16	.88	Sodowsky, Taffe, Gutkin, & Wise, 1994

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Intercultural (45, continued)	Personal Beliefs About Diversity Scale	ScSt	Scaled Questionnaire	Beliefs about: race/ethnicity, gender, social class, sexual orientation, disabilities, language, and immigration	15	.81	Pohan & Aguilar, 2001
	Professional Beliefs About Diversity Scale	ScSt	Scaled Questionnaire	Beliefs about: race/ethnicity, gender, social class, sexual orientation, disabilities, language, and immigration	25	.89	Pohan & Aguilar, 2001
	Racial Ethical Sensitivity Test (REST)	St	Interviews	ethical sensitivity, moral judgment, necessary motive or ethical manner, and moral character	13	.64 to .73	Sirin et al., 2003
	Shared Experience in Intercultural Secondary Classrooms	St	Questionnaire	Perception of school's general violence, fraud, disruption in classrooms, corruption, and security issues	48	n.a.	Luna, Eva, Moreno, & Gómez, 2014
	White Privilege Attitudes Scale (WPAS)	St	Scaled Questionnaire	Willingness to confront white privilege, anticipated costs of addressing white privilege, white privilege awareness, and white privilege remorse	28	.73 to .91	Pinterits, Poteat, & Spanierman, 2009
	Portfolio of Intercultural Competence (PICSTEP)	St	Short Stories, Essays, and Discussion	Short writing on intercultural encounters, reflective critical essays, and group discussion	n.a.	n.a.	Dervin & Hahl, 2015
	Schoolwide Cultural Competence Observation Checklist (SCCOC) survey component	St	Survey Checklist	School's cultural competency regarding policy and practice	33	n.a.	Bustamante, Nelson, & Onwuegbuzie, 2009

Table B *(continued)*

Competence	Tool	Target Group	Type	Main Dimension	N of items	α	Study
Intercultural (45, continued)	Sexual Orientation Counselor Competence scale	ScSt	Scaled Questionnaire	Sexual orientation attitudes, skills, and knowledge	42	.83 to .85	Grove, 2009
	Coping with Cultural Diversity Scale	St	Structured Interviews	Separation, acculturation, and multicultural background	54	.69 to .86	Hamm & Coleman, 2001
	Cross- Cultural Awareness Index	St	Portfolio Assessment	Physical, global, personal, cross-cultural recognition, reflection on recognition of Japan, reflection on my past, and reflection future	n.a.	n.a.	Ingulsrud, Kai, Kadowaki, Kurobane, & Shiobara, 2002
	Equitable Classroom Climates Scale	ScSt	Scaled Questionnaire	Not Available	20+	n.a.	Kelly, 2002
	Ethnic Identity Scale (EIS)	ScSt	Scaled Questionnaire	Ethnic exploration, resolution, and affirmation	17	.34 to .92	Yoon, 2011
	Four Factor Model of Cultural Intelligence (CQ)	n.i.	Questionnaire	CQ via cognitive, metacognitive, behavioral, and motivational	20	acceptable	L. Wang, K. Wang, Heppner, & Chuang, 2017; Ward, Fischer, Zaid Lam, & Hall, 2009
	Graduate Students' Experiences with Diversity Survey (GSEDS)	n.i.	Survey	Knowledge, skills, and comfort with diversity	52~	.81 to .92	Kocarek et al., 2001
	Implicit Association Test (IAT)	St	Scaled Questionnaire	Racial and economic discrimination	n.a.	.82 to .84	Greenwald, McGhee, & Schwartz, 1998; Rudman & Ashmore, 2007
	Intercultural Development Inventory (IDI	ScSt	Observations	Sensitivity to cultural difference	50 (+10)	.80 to .85	Hammer, Bennett, & Wiseman, 2003; Lombardi, 2010; Straffon, 2003
	Multigroup Ethnic Identity Measure - Revised (MEIM-R)	ScSt	Questionnaire	Ethnic exploration and commitment	6	.74 to .81	Yoon, 2011

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Intercultural (45, continued)	Pro-Black and Anti- Black Attitudes Questionnaire	St	Questionnaire	Shifting standards effect, pro- and anti-black attitudes, implicit prejudice, implicit stereotyping, and attitudes toward funding a black student union	n.a.	.75 to .81	Biernat, Collins, Katzarska-Miller, & Thompson, 2009
	Race-Related Events Scale (RES)	n.i.	Scaled Inventory	Race-related stress	22	.86	Waelde et al., 2010
	Relationship Between Personal Characteristics, Multicultural Attitudes, and Self- Reported Multicultural Competence	ScSt	Scaled Questionnaire	characteristics, multicultural attitudes, and multicultural competence	128	.75 to .93	A. Reynolds & Rivera, 2012
	Revised Educational Context Perception Questionnaire (ECPQ II)	St ScSt	Questionnaire	Cohesion, didactics, mutual appreciation, psychological insecurity with teachers and psychological insecurity with classmates, and discrimination	26	.70 to .91	Du Rubat Mérac, 2017
	Social Connectedness in Mainstream Society (SCMN	St ScSt	Questionnaire	Immigrant's acculturation	5	.90 to .92	Yoon, Jung, Lee, & Felix-Mora, 2012
	Social Connectedness in the Ethnic Community (SCETH)	St ScSt	Questionnaire	Immigrant's acculturation	5	.94 to .95	Yoon et al., 2012
	Socio- cultural Adaptation Scale (SCAS)	St ScSt	Scaled Questionnaire	Domains of acculturation outcomes	29	.75 to .91	Chi & Suthers, 2015; Ward & Kennedy, 1999
	Teacher Cultural Beliefs Scale (TCBS)	ScSt	Scaled Questionnaire	Multicultural beliefs and egalitarian beliefs	10	n.a.	Hachfeld et al., 2011

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Intercultural (45, continued)	Teacher Cultural Diversity Enthusiasm Scale (TCDES), Teacher Cultural Diversity Self-Efficacy Scale (TCDSES) and Teacher Commitment to Social Justice Scale (TCSJS)	ScSt	Scaled Questionnaire	Diversity of contact, sense of self efficacy, behavioral intentions to engage in social justice, and autonomous motivation for teaching	30	.86 to .89	Petrovic, Jokic, & Leutwyler, 2016
	Teacher Efficacy Scale for Classroom Diversity (TESCD)	ScSt	Scaled Questionnaire	Teacher's self-efficacy about being able to teach diverse groups	10	.91	Kitsantas, 2012
	Teacher Multicultural Attitudes Scale (TMAS)	ScSt	Scaled Questionnaire	Multicultural attitudes	20	.89	Arslan & Yigit, 2016
Social, Emotional (47)	Gatehouse Bullying Scale	St	Scaled Inventory	Bullying victimization	12	n.a.	Bond et al., 2004
	Short Warwick-Edinburgh Mental Well-Being Scale (SWEMWBS)	St	Scaled Questionnaire	"Well-Being Index" including psychological functioning, cognitive-evaluative dimensions, and an affective-emotional aspect	14	.89 to .91	Tennant et al., 2007
	Student Relationship to School	St	Questionnaire	Comprising 12 scales	n.a.	n.a.	Libbey, 2004
	Teacher-Pupil Observation Tool (T-POT)	St ScSt	Observation Tool	Teacher positive and negative behavior, teacher praise, class compliance class negative, prosocial, and off-task behavior, and sum of total negatives	27	.78	Berry et al., 2016; Martin et al., 2010

Table B *(continued)*

Competence	Tool	Target Group	Type	Main Dimension	N of items	α	Study
Social, Emotional (47, continued))	Washington State Healthy Youth Survey (HYS)	St	Survey	School climate, alcohol, tobacco, and other drug use, health, demographics, quality of life, and risk and protective factors for family, community, individual, peers and school	101-110	n.a.	Haggerty, Elgin, & Woolley, 2011
	Brief Self-Control Scale (BSCS)	St	Scaled Questionnaire	Self-regulation via thoughts, emotions, impulses, and performance	13	.89	Duckworth & Seligman, 2005; Tangney, Baumeister, & Boone, 2004
	Eysenck I.6 Junior Impulsiveness Subscale (EJI)	St	Inventory, Scaled Questionnaire	Impulsiveness, venturesome-ness, and empathy	77	.71 to .84	Duckworth & Seligman, 2005; Eysenck, Easting, & Pearson, 1984
	Strengths and Difficulties Questionnaire (SDQ)	ScSt	Questionnaire	Emotional symptoms, conduct problems, hyperactivity, and peer relations	25	n.a.	Berry et al., 2016; Goodman, 1997; Plenty, Östberg, & Modin, 2015
	Interpersonal Competence Questionnaire (ICQ) - German Language Version	St ScSt	Questionnaire	Initiation of interactions, assertion of interests, self-disclosure of personal information, emotional support of others, and management of conflicts	40	.72 to .84	Kanning, 2006
	Kirby Delay-Discounting Rate Monetary Choice Questionnaire	St ScSt	Questionnaire	Ability to delay gratification	27	n.a.	Duckworth & Seligman, 2005; Kirby & Maraković, 1996
	Social and Emotional Health Survey (SEHS)	St	Survey	Belief in self and in others, emotional competence, and engaged living	36	.92	Furlong et al., 2014

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Social, Emotional (47, continued))	MIHI (Multifactor Internalized Homophobia Inventory)	St ScSt	Inventory Questionnaire	Fear of coming out, regret about being homosexual, moral condemnation, gay-lesbian parenting, integration into the homosexual community, counter-prejudicial attitudes, homosexual marriage, and stereotypes	85	.61 to .90	Flebus & Montano, 2012
	Revised Olweus Bully/Victim Questionnaire (OBVQ)	St	Questionnaire	Acts of victimization and acts of bullying	22 each	.84 to .92	Gonçalves et al., 2016; Kyriakides, Kaloyirou, & Lindsay, 2006; Olweus, 1996
	Assessment of Students' Social-Emotional Competencies and Academic Achievement	St	Report Cards	Social and emotional learning via behavioral ratings and comments	n.a.	n.a.	Moceri, 2015
	Communities That Care (CTC) Survey	St	Inventory Survey	CTC training implementation and a community-based strategic approach to reducing youth involvement in problem behaviors	17	n.a.	Hawkins et al., 2008; Quinby et al., 2008
	Engaged Teachers Scale (ETS)	ScSt	Scaled Questionnaire	Cognitive, emotional, and social engagement with students and colleagues	16	.84 to .89	Klassen, Yerdelen, & Durksen, 2013
	Interpersonal Relationship Inventory for Early Adolescents	St	Inventory Questionnaire	Social support and conflict	26	.86 to .90	Yarcheski, Mahon, Yarcheski, & Hanks, 2008
	Inventory of Teachers' Perceptions on Socio- Emotional Needs (TEPESSENI)	ScSt	Inventory and Scaled Questionnaire	the teaching-learning process, dealing with students' socio-emotional deficits, and socio-emotional needs related to teacher's training	39	.85	Moreira, Pinheiro, Gomes, Cotter, & Ferreira, 2013

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Social, Emotional (47, continued))							
	Personal-Interpersonal Competence Assessment (PICA)	St	Questionnaire	Awareness, consideration, connection, and influence	32	.77 to .89	Seal et al., 2015
	Social Competence and Behavior Evaluation (SCBE)	St	Scaled questionnaire	Social competence, emotional regulation, and expression and adjustment difficulties	80	.69 to .90	Vidmar, Gril, & Furman, 2018
	Social Emotional Health Survey (SEHS)	St	Survey	Belief in self, belief in others, emotional competence, and life engagement	32	.95	Renshaw, 2016; You et al., 2014; You, Furlong, Felix, & O'Malley, 2015
	Socioemotional Guidance Questionnaire (SEG-Q)	ScSt	Questionnaire	Organization and coordination at school, and support and guidance of teachers	71	.72 to .89	Jacobs, Struyf, & Maeyer, 2013
	Social Emotional Learning Skills Scale (SELSS)	St	Scaled Questionnaire	Skills with problem solving, communication, self-esteem, and coping with stress	40	.88	Çelik, 2013
	Diagnostic Analysis of Nonverbal Accuracy (DANVA)	n.i.	Vignettes	Non-verbal reception and expression	24	.71	McKown et al., 2013
	Achenbach System of Empirically Based Assessment (ASEBA)	ScSt	Questionnaire	Emotionally reactive, anxiousness or depression, somatic complaints, attention or aggression issues	99	n.a.	Achenbach, 2000; Achenbach & Rescorla, 2013
	Behavior Assessment System for Children, Third Edition (BASC-3)	St	Questionnaire	Observed adaptability, leadership, social and study skills; reported relations with parents, peers, self-esteem and self-reliance	25-30	.80 to .90	C. Reynolds, Kamphaus, & Vannest, 2011; Stiffler & Dever, 2015

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Social, Emotional (47, continued))	Behavioral and Emotional Rating Scale (BERS-2)	St	Scaled Questionnaire	Interpersonal, intrapersonal, affective, and strength, involvement with family, and school functioning	52	.95	Buckley & Epstein, 2004; Rhee et al., 2001
	Classroom Assessment Scoring System (CLASS)	St ScSt	Questionnaire	Emotional and instructional support, and organization	110	.67 to .90	Jennings et al., 2017; Jennings & Greenberg, 2009; Pianta, La Paro, & Hamre, 2008
	Developmental Assets Profile (DAP)	St	Survey	Support, empowerment, boundaries and expectations, use of time, learning commitment, values, social competence, and positive identity	58	n.a.	Scales, 2011
	LKS - Leipzig competence screening	St ScSt	Questionnaire	Emotional competence and learning and working behaviors	n.a.	n.a.	Hartmann, 2004
	NEPSY-II theory of mind (NEPSY-II ToM)	n.i.	Action Protocol	Social meaning	15	.74	McKown et al., 2013
	School Social Behaviors Scale, Second Edition (SSBS-2)	St	Scaled Questionnaire	Social competence and antisocial behaviors	64	good to very good	Merrell, 1993; Raimundo et al., 2012
	Social Skills Improvement System Rating Scales (SSIS-Rating Scale)	St	Scaled Questionnaire	Social skills, self-control, problem behaviors, and academic competence	144 & 143	good	Gresham, Elliott, & Kettler, 2010
	Social- Emotional Assets and Resilience Scales (SEARS)	St	Scaled Questionnaire	Self-regulation, responsibility, social competence, and empathy	12 & 52 - 54	.83 to .98	Merrell, Cohn, & Tom, 2011; Nese et al., 2012; Romer, Ravitch, Tom, Merrell, & Wesley, 2011; Tom, Merrell, Endrulat, Cohn, & Felver-Gant, 2009
	Strange Stories	n.i.	Vignettes /Stories	Social meaning and social intentions	12	.74	McKown et al., 2013
	Survey of Academic and Youth Outcomes (SAYO)	St ScSt	Survey	Social and emotional learning competency	n.a.	n.a.	Stavsky, 2015

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Social, Emotional (47, continued)	Delaware School Climate Survey-Student (DSCS-S)	St	Survey	School climate, social-emotional learning, bullying, and engagement	78	.72 to .92	Holst, Weber, Bear, & Lisboa, 2016
	Empathy Assessment Index (EAI)	St ScSt	Inventory Questionnaire	Affective response, perspective taking, self-awareness, emotion regulation, empathetic attitudes	50-54	.80 to .82	Gerdes, Lietz, & Segal, 2011
	Match Emotional Prosody to Emotional Face (MEPEF) - subtest of the Comprehensive Affect Testing System (CATS)	n.i.	Vignettes /Images	Audio and visual recognition	22	.67	McKown et al., 2013
	Multisource Assessment of Social Competence Scale (MASCS)	St	Scaled Questionnaire	Social competence, loneliness, social anxiety, and social phobia	41	.68 to .94	Junttila et al., 2012; N. Junttila, Voeten, Kaukiainen, & Vauras, 2006
	Peer affiliations and Social Acceptance (PASA)	St	Questionnaire	Peer affiliations, acceptance, and rejection	12	.67 to .80	Dishion, Kim, Stormshak, & O'Neill, 2014
	Questionnaire for Assessment Coexistence shared experiences in Intercultural Secondary Classrooms (QACISC)	St	Questionnaire	Ability to inhibit behavior, follow rules, and control impulsive reactions	38	.52 to .83	Olmedo Moreno, Luna, Olmos Gómez, & López, 2014
	Self-Control Rating Scale (SCRS)	ScSt	Scaled Questionnaire	Comprised of eight scales	33	n.a.	Duckworth & Seligman, 2005
	SENNA 1.0	St	Inventory Questionnaire	Self-awareness, emotional management, autonomy, social awareness, interpersonal management, and life skills	209	.75 to .91	Primi, Santos, John, & Fruyt, 2016; Primi, Zanon, Santos, Fruyt, & John, 2016

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Social, Emotional (47, continued))	Social - Emotional Skills Assessment Scale (SESAS)	St	Scaled Questionnaire	Self-awareness, emotional management, autonomy, social awareness, interpersonal management, and life-skills	75	.64 to .76	Aurora-Adina, 2011
	Social and Emotional Competency Measurement	St	n.i.	Relationship skills and self-management of emotions	138	.68 to .74	Davidson et al., 2018
	Withdrawn /depressed behaviour from Head Start REDI	St	n.i.	Withdrawn or depressed actions	n.a.	.81	Bierman et al., 2008
Social, Intercultural (12)	Multicultural Counseling Knowledge and Awareness Scale - Refined (MCKAS-R)	ScSt	Scaled Questionnaire	Multicultural knowledge and awareness	28	.90	Lu, 2017
	Multicultural Counseling Knowledge and Awareness Scale (MCKAS)	ScSt	Scaled Questionnaire	Multicultural knowledge and awareness	32	.80 to .90	Cannon, 2008
	Anti-Racism Behavioral Inventory (ARBI)	St	Inventory Questionnaire	Anti-racism behavior	21	.91	Pieterse, Utsey, & Miller, 2016
	LGBT Acceptance measure	n.i.	Questionnaire Protocol	Student attitude toward LGBT persons	10	.87	Lennon-Dearing & Delavega, 2016
	LGBT Respect	n.i.	Questionnaire	LGBT affirming environment, culturally competent ethics of practice, and ability to serve LGBT clients	3	.62	Lennon-Dearing & Delavega, 2016
	Multicultural School Climate Inventory (MSCI)	St	Inventory Questionnaire	Liking of the school, educator-student relationships, cultural relevancy, and school success	22	.94	Marx & Byrnes, 2012
	Racial Climate Inventory (RCI)	St ScSt	Inventory Questionnaire	School's racial climate via faculty and student perceptions	40	.95 to .96	Pike, 2002
	Acculturative Stress Inventory for Children (ASIC)	St	Inventory and Scaled Questionnaire	Perceived discrimination and immigration-related experiences	12	.72 to .93	Suarez-Morales, Dillon, & Szapocznik, 2007

Table B *(continued)*

Competence	Tool	Target Group	Type	Dimensions	N of items	α	Study
Social, Intercultural (12, continued)	Implicit Factors Survey (IFS)	St	Survey	Community, diversity, faculty advising, support services, and field and academic experiences	67	n.a.	Grady, Powers, Despard, & Naylor, 2011
	Student Measure of Culturally Responsive Teaching (SMCRT)	St	Questionnaire	Diverse teaching practice, cultural engagement, and diverse language affirmation	21	.90	Dickson, Chun, & Fernandez, 2016
	Measure of the Quality of Educational Leadership Programs for Social Justice	ScSt	Questionnaire	Six quality measures	33	n.a.	O'Malley & Capper, 2015
	Unfair Treatment by Authorities Scale, taken from the Adolescent Discrimination Index (ADI)	St	Scaled Questionnaire	Adolescent's perception of unfair treatment by authorities	8	.75	Crystal, Killen, & Ruck, 2010
Emotional, Intercultural (1)	Multicultural Counseling Self-Efficacy Scale-- Racial Diversity Form (MCSE- RD)	n.i.	Scaled Questionnaire	Self-efficacy, counseling competency, and social desirability	37	n.a.	Larson & Bradshaw, 2017
Social, Emotional, Intercultural (7)	Coping With Acculturative Stress in American Schools (CASAS-A)	St	Questionnaire	Perceived discrimination, English language learner related stress, familial acculturative gap, and school and community belonging	17	.88	Castro-Olivo, Palardy, Albeg, & Williamson, 2014
	Cultural Socialization Scale	St ScSt	Scaled Questionnaire	socialization within family heritage culture, family mainstream culture, peer heritage culture, and peer mainstream culture	32	.88 to .94	K. Wang, Heppner, Wang, & Zhu, 2015

Table B *(continued)*

Competence	Tool	Target Group	Type	Main Dimension	N of items	α	Study
Social, Emotional, Intercultural (7, continued)	Comprehensive School Climate Inventory (CSCI)	St	Inventory Questionnaire and In-depth Profile of the School	Student perceptions, parent perceptions, and school staff perceptions of the socio-ecological environment of their school	n.a.	n.a.	Stamler, Scheer, & Cohen, 2009
	Cross- Cultural Adaptability Inventory (CCAI)	St	Inventory Questionnaire	Flexibility and openness, emotional resilience, perceptual acuity, and personal autonomy	50	.54 to .80	Davis & Finney, 2006; Lombardi, 2010; Williams, 2005
	Intercultural Adjustment Potential Scale (ICAPS)	n.i.	Scaled Questionnaire	Emotional regulation, openness, flexibility, and critical thinking	55	.78	Matsumoto et al., 2007
	Multicultural Personality Questionnaire (MPQ)	St	Questionnaire	cultural empathy, openmindedness, emotional stability, social initiative, and flexibility	78	.80 to .91	van Oudenhoven & Van der Zee, K. I., 2002
	Satisfaction with Migration Life Scale (SWMLS)	n.i.	Scaled Questionnaire	Satisfaction with life, self-esteem, and loneliness, acculturation attitudes, in-/out-group social interaction, language proficiency, cultural identity, and sociocultural adaptation	21 + 67	.91 to .92	Neto & Fonseca, 2016

Note. α = coefficient alpha; n.a.= not available; n.i. = not identified; St = students; ScSt = school staff. For further descriptions (authors of the tools, number of participants, validity) see Author (2017).

Appendix B

References from the Systematic Literature Review

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Declarations of interest

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Highlights

- 13,963 articles were scanned based on a systematic literature review
- 149 assessment tools were detected for social, emotional, intercultural competences
- 88.6 % of all assessment tools were self-reported inventories
- There are only few relevant instruments on intercultural competences
- Further research is needed on the interconnectedness of all three subareas