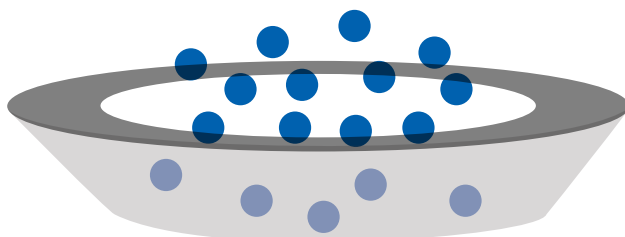


Tool III: The 3Ms Framework

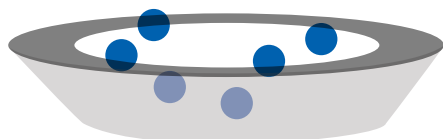
The 3Ms Framework (meaningful, measurable, and malleable) can help states and districts decide which non-cognitive skills are most relevant to focus on.

Filter: The 3Ms



MEANINGFUL

Predicts important long-term academic and life outcomes.



MEASURABLE

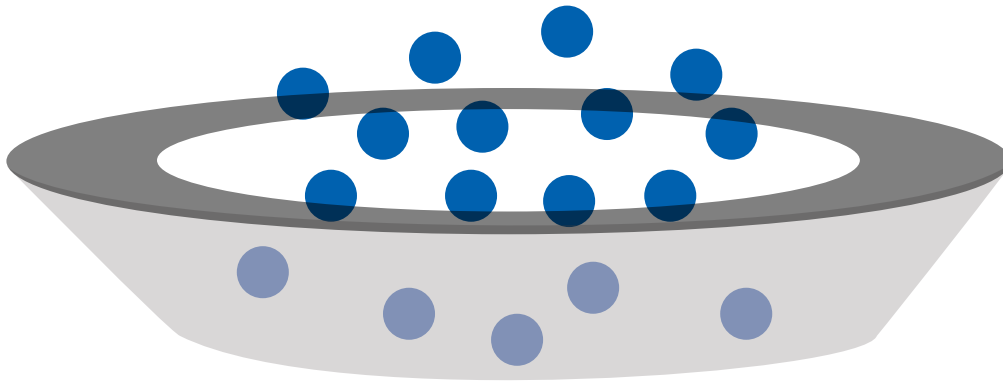
Can be assessed reliably in a school setting.



MALLEABLE

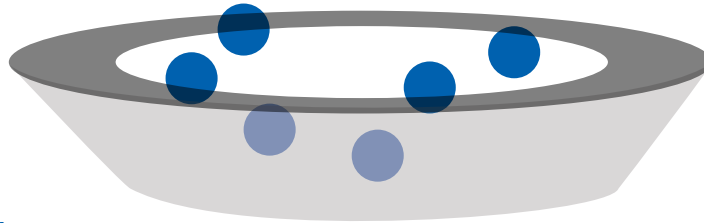
Can be shaped by specific in-school interventions.

Using the 3Ms framework, the CORE Districts selected **growth mindset, self-efficacy, self-management & social awareness** as the four social-emotional competencies they would focus on.



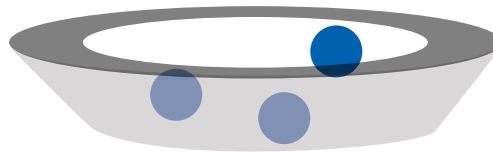
Meaningful

- Is there evidence that this competency is linked to outcomes that we know matter for students, such as attendance, GPA, test scores, graduation rates, and disciplinary incidents?
- Is this competency valued by multiple stakeholders (e.g., students, parents, teachers, administrators, community members)?



Measurable

- Are the measures valid and reliable for the purpose they will be used for?
- Is it feasible to measure the competency in a school setting (considerations include the time required, technology required, etc.)?



Malleable

- Can in-school interventions help students develop these competencies?
- Do the developmental periods for these competencies align with K-12 education?