



Next Generation Noncognitive
Assessment System

Tessera™ Noncognitive Assessment System

School Report for

The Exemplar Middle School

Current month, current year

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Your Tessera Report

In this report you will find a summary of your school's results on the Tessera Noncognitive Assessment System. Descriptions of the noncognitive factors measured by Tessera can be found in the Appendix of this report.

Webinar Session and Website Support

To help you interpret this report, and to answer any questions you may have, we will be hosting a webinar. The webinar will take place at [XXXX](#).

Furthermore, additional information about the assessment can be found at [XXXX](#). The website includes:

- Cautions and caveats to interpreting this report
- Description of the overall Tessera sample
- Assessment reliability and validity information
- A brief guide for interpreting the size of correlations
- A brief guide for interpreting effect sizes
- Male versus female performance for the entire sample
- Performance by grade level for the entire sample

Your School's Results

Information about how your school performed in the pilot study is below. Demographic characteristics are provided first. Next, your school's performance compared to the other schools in the sample is provided. Finally, a comparison of male versus female performance in your school is provided.

Sample Demographics for Your School

The table below presents demographic information for the students from your school who took Tessera. This includes grade level, gender, and race/ethnicity.

Demographics for Your School

Variable	Level	N
Total		231
Grade Level	6	80
	7	70
	8	81
Gender	Female	102
	Male	126
	Decline to Answer	3
Ethnicity	American Indian or Alaska Native	1
	Asian	9
	Black or African American	5
	Native Hawaiian or Other Pacific Islander	0
	Hispanic, Latino or of Spanish Origin	2
	White	210
	Decline to Answer	4

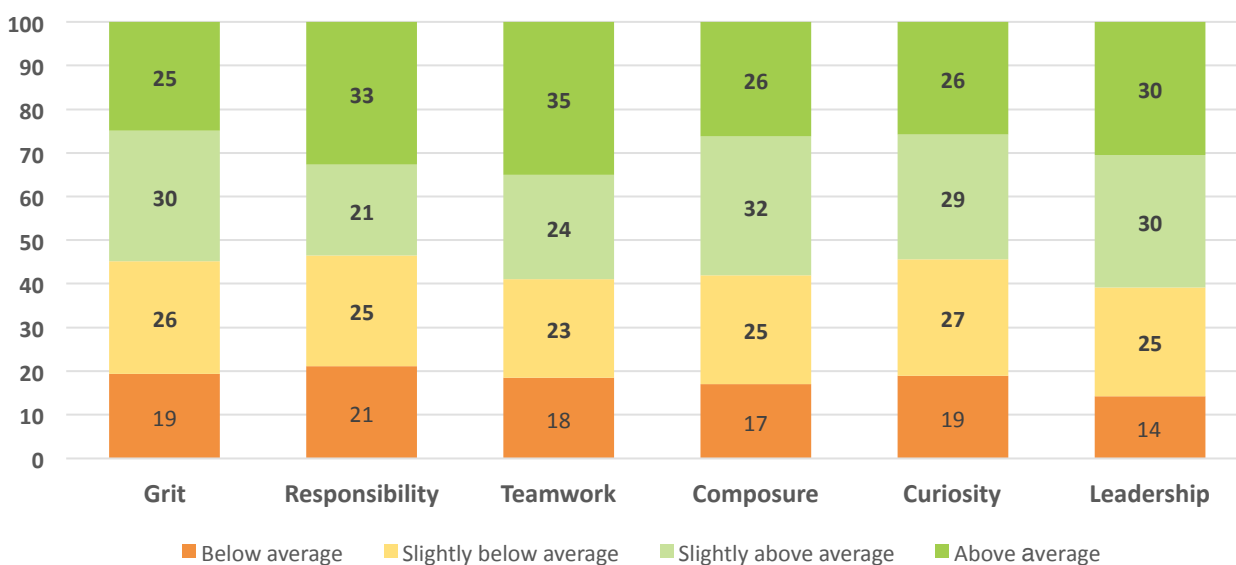
Notes: Students were able to report belonging to more than one ethnicity group, hence these values may exceed the total sample size.

Performance of Students at Your School versus Pilot Schools' Performance

The figure below provides a view of how your school performed in comparison to pilot study schools. Specifically, for each of the six scales it depicts the percentage of your students that are above average, slightly above-average, slightly below average, or below average as compared to the pilot sample. These labels can be interpreted as follows:

- Above average – percentage of your students in the top quartile
- Slightly above average – percentage of your students in the second quartile
- Slightly below average – percentage of your students in the third quartile
- Below average – percentage of your students in the bottom quartile

Your Students compared to pilot sample

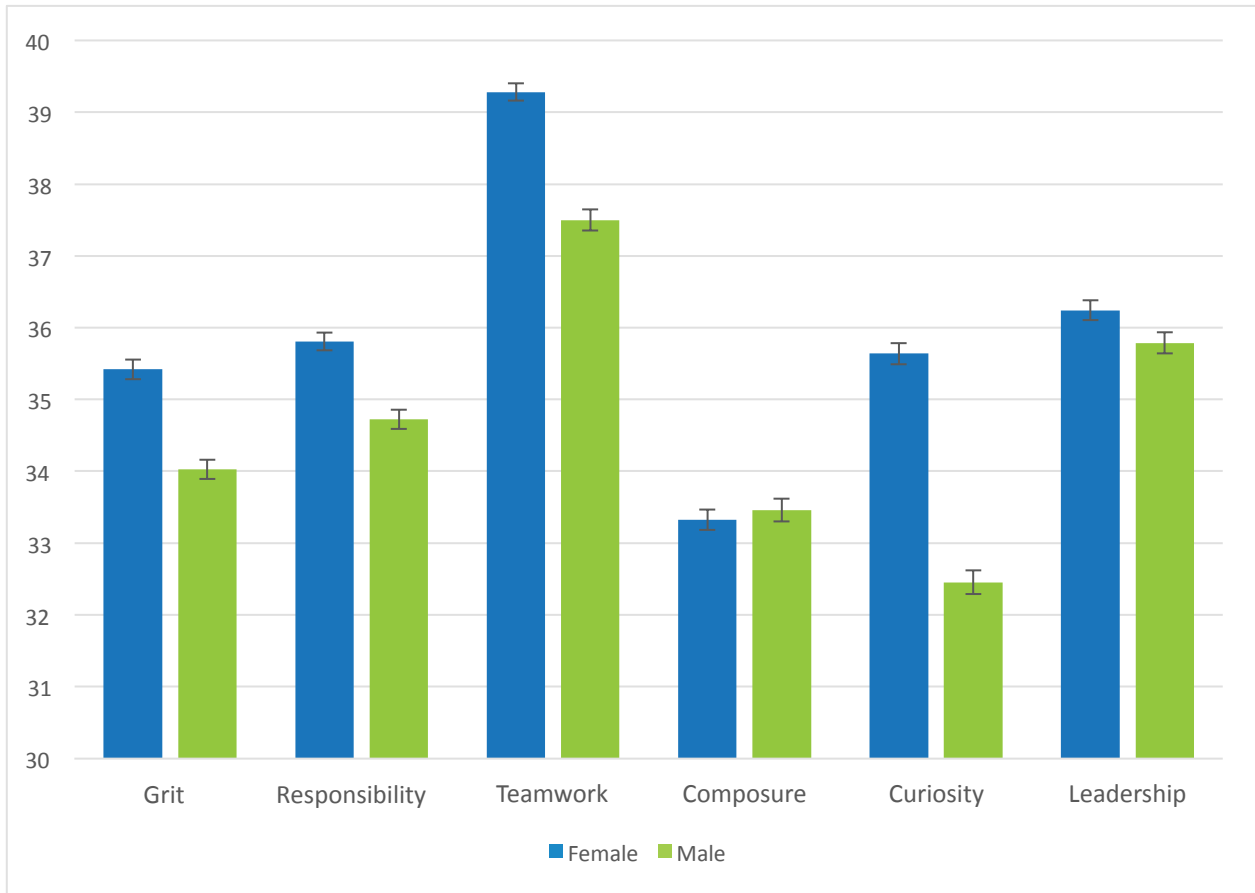


Note. The four groups are based on the score quartiles in the pilot sample with 846 middle school students across the country. Students in the dark green “Above-Average” bars scored higher than 75% of the pilot sample, students in the light green “Slightly above average” bars scored higher than 50% of the pilot sample but lower than the “Above average” pilot sample students, students in the yellow “Slightly below average” bars scored higher than 25% of the pilot sample but lower than the “Slightly above average” pilot sample students, and students in the red “Below average” bars scored in the bottom 25%.

Additionally, a table that provides information about means, standard deviations, effect sizes, and statistical significance for each of these scales for your school and other schools is provided in the Appendix.

Female versus Male Performance in your School

The figure below represents female versus male performance in your school. The lines running through each bar are error bars. They represent variability in the data. When error bars overlap, one can assume that females and males do not significantly differ on that particular noncognitive skill.



Note: Scale scores range from 8 to 48. Error bars are included in the graph. If these overlap, the female versus male difference is not significant.

Appendix

Introduction to the Assessment

Noncognitive skills are personal characteristics that are distinct from cognitive factors, or intelligence, and are commonly referred to as dispositions, psychosocial skills, personality, personal skills, and character traits. Noncognitive skills have been shown to be predictive of success in school success at work, well-being, and several other important life outcomes (see Roberts, Martin, & Olaru, 2015).

Theory: The Big Five Factors of Personality

Nearly all noncognitive skills can be crosswalked to the *Big Five* personality factors. The table below provides the Big Five factors and their corresponding Tessera Noncognitive Assessment System scale labels.

Tessera Noncognitive Assessment System constructs, facets, labels, and their definitions

Big Five Construct/Facet	Tessera Scale	Definition
CONSCIENTIOUSNESS		This is a personal characteristic reflecting goal setting, trying to succeed at those goals, and striving to be competent in school work (and related) activities. It also reflects dependability, commitment to doing school work (and related activities) correctly and carefully, and being attentive to details.
Dependability/ Attention to Detail	<i>Organization/ Responsibility</i>	This is a facet of conscientiousness reflecting the extent that a student is reliable, responsible, and dependable, pays attention to detail, and fulfills school (and related) obligations.
Achievement-Effort/ Persistence	<i>Tenacity/Grit</i>	This is a facet of conscientiousness reflecting the extent that a student expends effort, and establishes and maintains personally challenging achievement goals, in the process exerting effort towards task mastery in different subjects.
AGREEABLENESS	<i>Teamwork/ Cooperation</i>	This is a personal characteristic reflecting how much a student is pleasant, cooperative, sensitive to others, easy to get along with, and has a preference for associating with other members of the school community, broadly writ.
EMOTIONAL STABILITY	<i>Composure/ Resilience</i>	This is a personal characteristic reflecting how much a student is poised, flexible, and able to cope with pressure, stress, criticism, setbacks, personal and school-related problems.
OPENNESS	<i>Curiosity/ Ingenuity</i>	This is a personal characteristic reflecting how much a student is open-minded, thoughtful, enjoys the process of thinking about and solving school problems, interested in different types of students and their points of view, accepting of differences in students, and innovative and creative in his or her school (and extra-curricular) work.
EXTRAVERSION	<i>Leadership/ Communication</i>	This is a personal characteristic reflecting how much a student is assertive, persuasive, enthusiastic, and independent. It also reflects a student's level of sociability.

Because the Big Five has been demonstrated in many countries by researchers to be important in education, workforce, and life for a long list of valued outcomes, it is used as the organizing framework for the Tessera Noncognitive Assessment System. This also allows us "the researcher" to speak to you "the practitioner" or "policymaker" with more confidence, because the Big Five has such extensive support, and we can link our new findings to the old.

Reference

Roberts, R. D., Martin, J. E., & Olaru, G. (2015). *A Rosetta stone for noncognitive skills: Understanding, assessing, and enhancing noncognitive skills in primary and secondary education*. Retrieved from: http://www.proexam.org/images/resources/A_Rosetta_Stone_for_Noncognitive_Skills.pdf

Performance of Students at Your School versus Pilot Schools' Performance

The table below presents how your students performed as compared to students at other schools who took Tessera in an extensive pilot study. This includes the number of students who completed each scale (N), the average performance on each scale, a measure of the variation in student responses (Standard Deviation), and the effect size for the difference between your school and the rest of the samples' performance (Effect Size). The website [XXXX](#) includes a guide for interpreting effect sizes.

Your school's performance versus other schools' performance on each of the six Tessera Scales.

	N		Scale Score		Standard Deviation		Effect Size	Sig.
	Your School	Other Schools	Your School	Other Schools	Your School	Other Schools		
Organization/Responsibility	217	628	35.76	35.15	5.42	5.63	0.11	
Tenacity/Grit	217	629	35.00	34.76	5.46	5.30	0.04	
Teamwork/Cooperation	217	629	39.08	38.24	5.01	5.64	0.15	
Composure/Resilience	217	629	34.14	33.20	5.72	6.11	0.16	*
Curiosity/Ingenuity	217	629	34.33	34.08	6.07	6.79	0.04	
Leadership/Communication Style	217	629	36.72	35.76	5.37	5.93	0.16	*

Notes: Scores are sum scores across each scale. Positive effect sizes indicate that your school scored higher than the other schools, whereas negative effect sizes indicate that your school scored lower than the rest of the sample. Significance in the last column was calculated using t-tests, where: ** = significant at the 0.01 level; * = significant at the 0.05 level.