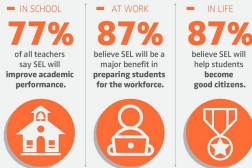


## WHY IT IS IMPERATIVE TO ASSESS

### SOCIAL EMOTIONAL LEARNING (SEL) NONCOGNITIVE SKILLS

Educators believe greater emphasis on SEL learning would have major benefits.

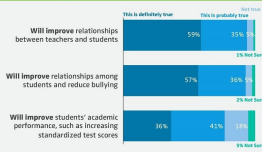


### Measuring the Big Five personality factors matters in the long run.<sup>1</sup>

There's an emerging and resounding consensus among researchers and educators alike that SEL/noncognitive skills measurement matters—a lot. Decades of research has shown the **Big Five** personality factors predict a host of important outcomes across different ages, countries, and cultures. SEL/noncognitive skills can be matched to the Big Five factors.



### Teaching social and emotional skills in schools has a meaningful impact.<sup>2</sup>



### SEL delivers an economic benefit.<sup>3</sup>

On average, every \$1 invested in SEL programs yields \$11 in long-term benefits, ranging from reduced juvenile crime, higher lifetime earnings, and better mental and physical health.



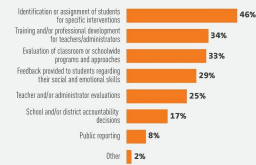
### Teachers believe programs in SEL are essential.<sup>4</sup>

Only 2 PERCENT of teachers think we teach too much SEL.



### Data can be used to help both students and teachers.<sup>5</sup>

Educators see a wide array of current and potential uses of SEL measurement.



### Measurement of SEL is reliable and valid.<sup>6, 7</sup>

Decades of work based on the Big Five, in diverse disciplines, spanning psychology, economics, and policy, attest to the veracity of constructs comprising the Tessera™ Noncognitive Assessment System. To address well-known validity threats, the Tessera Noncognitive Assessment System uses disparate methodologies to assess each construct, with continual data collection and analysis providing reliability and evidence-based support for a compelling theory of action. The Tessera Noncognitive Assessment System uses 3 methods to counter potential problems with faking and reference bias:

- 1. Self-report rating scales.** Students rate the extent to which they agree with a series of statements designed to assess how their noncognitive skills play out in the school context.
- 2. Situational judgment test items.** Students rate the extent to which they agree with scenarios that reflect everyday school life and respond to five possible responses to these scenarios.
- 3. Forced-choice items.** Students are presented with statements designed to assess how their noncognitive skills play out in the school context and are asked to select the statements that are "most like them" and "least like them."

Download our report: Six Steps to Better Educating and Assessing the Whole Child in Your District or School



**Notes:**  
 1. C. D. Campbell, S. D. Gershoff, J. Rock, P. A. Kover, & S. J. Swanson (2012). The "Missing Piece" of Student/Teacher/Parent or Home-School and Classroom Learning: The "Big Five" Personality Traits. *Journal of Applied Behavior Analysis, 45*(1), 1-14.  
 2. D. S. D'Arment, E. J. Henggeler, & S. J. Swanson (2012). A meta-analysis of the effectiveness of social-emotional learning and character education programs on student and teacher outcomes. *Journal of Applied Behavior Analysis, 45*(1), 1-14.  
 3. C. D. Campbell, S. D. Gershoff, J. Rock, P. A. Kover, & S. J. Swanson (2012). The "Missing Piece" of Student/Teacher/Parent or Home-School and Classroom Learning: The "Big Five" Personality Traits. *Journal of Applied Behavior Analysis, 45*(1), 1-14.  
 4. D. S. D'Arment, E. J. Henggeler, & S. J. Swanson (2012). A meta-analysis of the effectiveness of social-emotional learning and character education programs on student and teacher outcomes. *Journal of Applied Behavior Analysis, 45*(1), 1-14.  
 5. D. S. D'Arment, E. J. Henggeler, & S. J. Swanson (2012). A meta-analysis of the effectiveness of social-emotional learning and character education programs on student and teacher outcomes. *Journal of Applied Behavior Analysis, 45*(1), 1-14.  
 6. D. S. D'Arment, E. J. Henggeler, & S. J. Swanson (2012). A meta-analysis of the effectiveness of social-emotional learning and character education programs on student and teacher outcomes. *Journal of Applied Behavior Analysis, 45*(1), 1-14.  
 7. D. S. D'Arment, E. J. Henggeler, & S. J. Swanson (2012). A meta-analysis of the effectiveness of social-emotional learning and character education programs on student and teacher outcomes. *Journal of Applied Behavior Analysis, 45*(1), 1-14.