

Getting Started with the DESSA System

Teacher-Completed Assessments

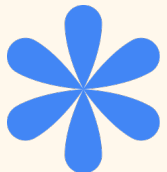
Goals for Today's Session

By the end of today's session, you will be able to:

- Identify key components of the DESSA 2 and DESSA High School Edition (HSE) assessments.
- Demonstrate best practices for completing ratings and interpreting the scoring result categories.
- Explore key features of the Educator Portal.

Opening Reflection

What hopes do you have for
the students, staff, and
families in our school
community this year?



Today's Agenda

Here's how we'll spend our time together today:

- What is the DESSA?
- How to Complete Ratings
- The Educator Portal
- Implementation Overview
- Optimistic Closure



What is the DESSA?

An evidence-based social and emotional competency assessment to support student growth.

Jair Abbott

DESSA 2 mini Form A

Student ID: 3459684 [Minimize Instructions](#)

This form describes a number of behaviors seen in some students. Read the statements that follow the phrase: **During the past 4 weeks, how often did the student...** and click on the button underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, just click on the button for your new choice. Please do not skip any items.

A "Never" response can mean that you have not observed the student engaging in that behavior or that the student does not engage in that behavior.

During the past 4 weeks, how often did the student...	Never	Rarely	Sometimes	Often	Almost Always
1. cooperate with others to solve a problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. accept responsibility for their actions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. believe they can achieve their goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. work to develop their personal strengths?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. keep trying when unsuccessful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. show appreciation of others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. encourage others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. gather information before making an important decision?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



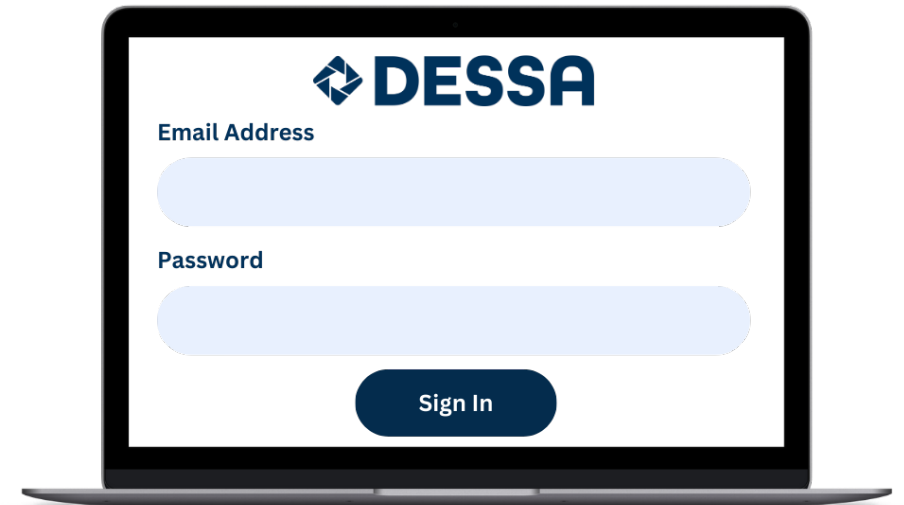
Overview: The DESSA



Strength-Based
Behavior
Rating Scale



Site-based
implementation
schedule



Educator Portal:
DESSA ratings & data
reports, resources, support



Fast Facts about the DESSA



Standardized



Norm-Referenced



Strength-Based

6th-12th Students
Complete

DESSA
SSR



K-12th
Educators
Complete

DESSA-mini Universal
Screener



DESSA Assessment

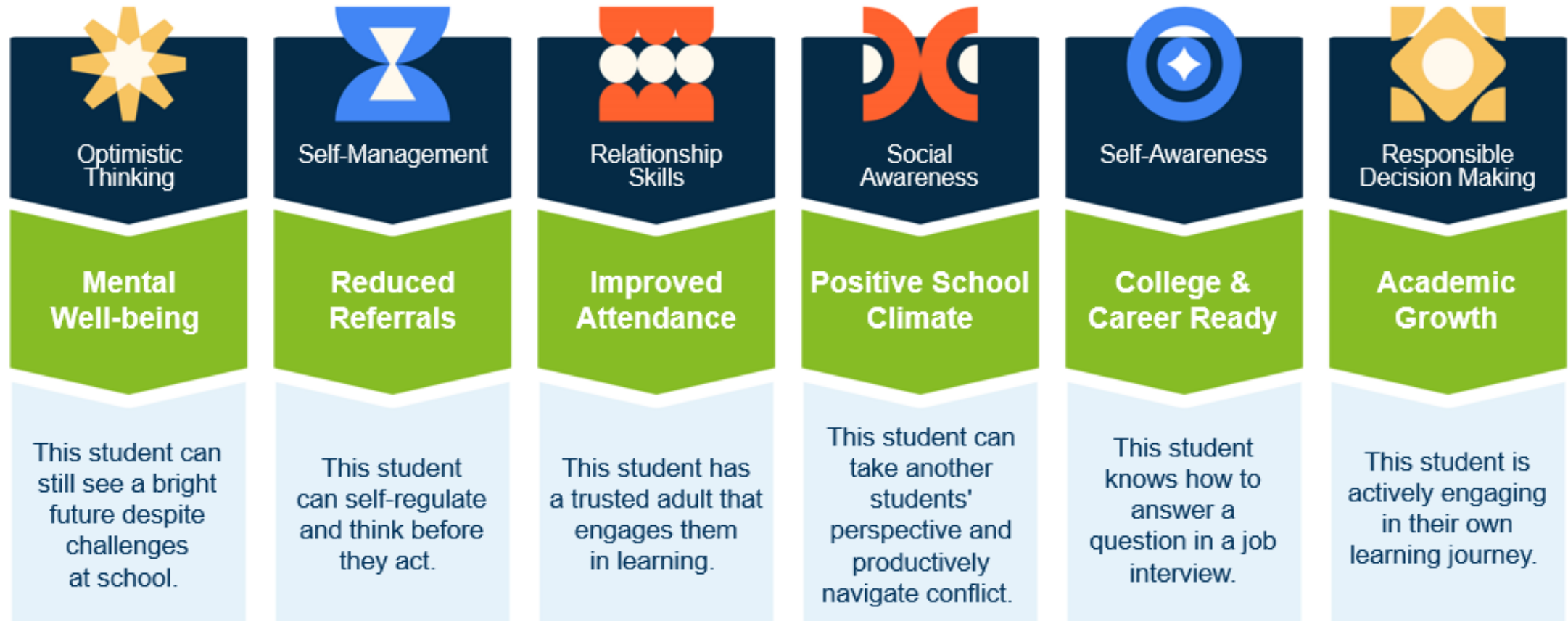


What does the DESSA measure?





These skills are **critical** for students to be successful inside and outside the classroom





DESSA Results

T-scores are categorized into 3 descriptive ranges

Need for Instruction T-Scores: 40 and below	Typical T-Scores: 41 – 59	Strength T-Scores: 60 and above
--	--	--



Reflects a lack of **skill acquisition**



DESSA Continuum of Scores

Norms

16%

68%

16%

**NEED FOR
INSTRUCTION**

T Y P I C A L

STRENGTH





DESSA 2 mini (K-8)

Universal Screener
Educators Complete

4 Forms



Score:
Social-Emotional Total (SET)

Descriptive Ranges

Need

Typical

Strength





DESSA High School Edition (HSE) Mini (9-12)

**Universal Screener
Educators Complete**

4 Forms



**Score:
Social-Emotional Total (SET)**

Descriptive Ranges

Need

Typical

Strength





DESSA 2

K-8

**Assessment of 6
competency areas**

Educators Complete

Scores:

**Social and Emotional
Composite (SEC)
6 competency areas**

Quintin Abberley

DESSA 2

Student ID: 307084438 [Expand Instructions](#)

During the past 4 weeks, how often did the student...	Never	Rarely	Sometimes	Often	Almost Always
1. show an awareness of their personal strengths?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. prepare for school, activities, or upcoming events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. accept that making mistakes is part of learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. get along well with different types of people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. stay focused despite a distraction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. describe the emotion they were feeling?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. view negative outcomes as a learning opportunity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. ask questions when they did not understand something?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. respect a person's right to have a different perspective?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. demonstrate openness to new situations, experiences, and people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DESSA High School Edition (HSE)

9th-12th

Assessment of 8 competency areas
Educators Complete

Scores:
Social and Emotional Composite
(SEC)
8 competency areas

Dominic Abbott

DESSA-HSE

Student ID: 3464032 [Expand Instructions](#)

During the past 4 weeks, how often did the youth...	Never	Rarely	Sometimes	Often	Almost Always
1. remember important information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. keep trying when unsuccessful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. serve an important role at home or school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. speak about positive things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. look forward to classes or activities at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. get along well with different types of people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. try to do their best?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. take an active role in learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. say good things about their classmates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. show respect for others in a game or competition?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. ask to take on additional work or responsibilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

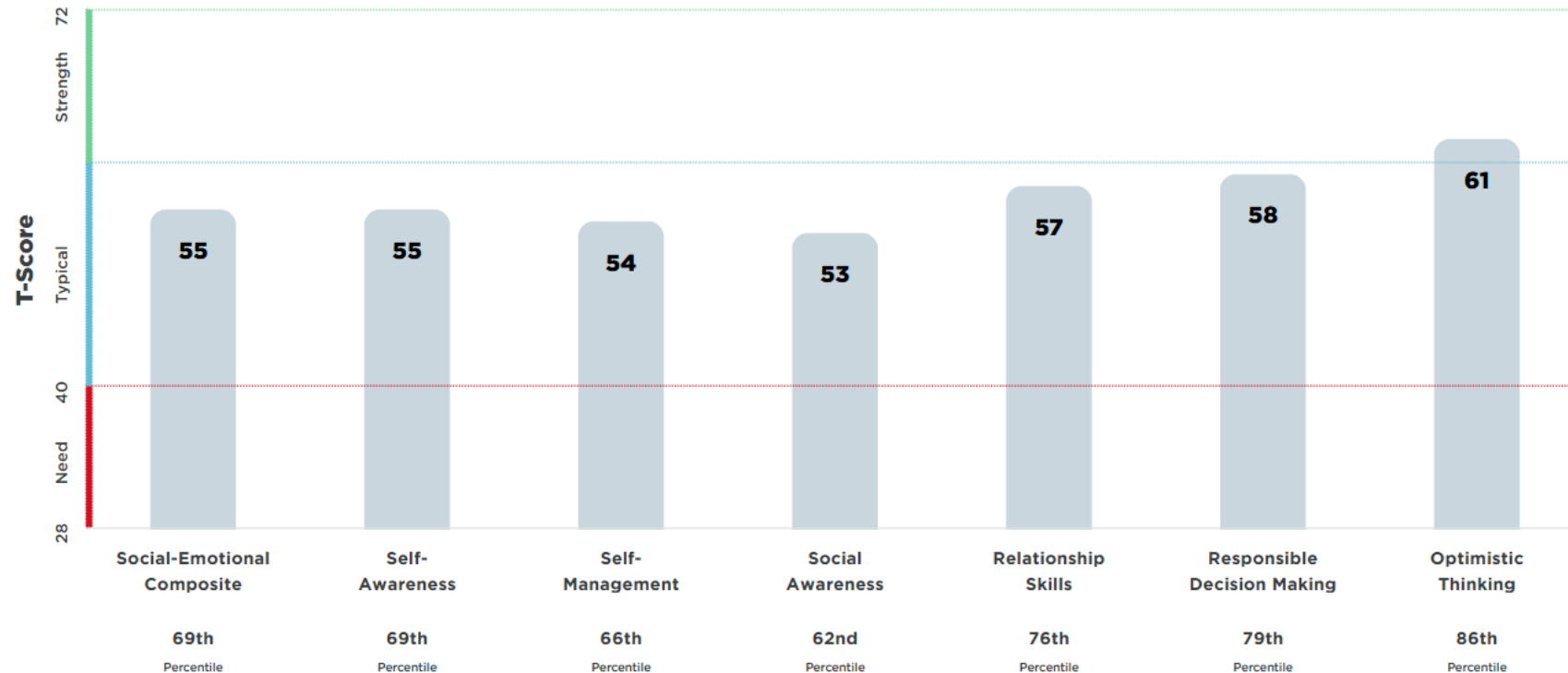


DESSA 2 and DESSA HSE Results

Jada Aguirre

Fallbridge Elementary • 2nd Grade • SID #3461391

Devereux Student Strengths Assessment, Second Edition completed
on **01/01/2025** by **Brittnei M**



Think-Pair-Share:

How might a strength-based approach improve:

Conversations about students?

Culture and climate?

Engagement with families?



Q & A

What questions, curiosities, or big ideas would you like to share regarding any of the DESSA assessments?





How to Complete a Rating

❖ Tips for Educators Preparing to Rate

- Be intentional in observation.
- Get familiar with the DESSA items.
- Don't overthink it.
- Stick to your facts.
- Plan your rating time.





Let's Practice a Rating

- Imagine your school-aged self or someone you know. You can even imagine your favorite book character.
- Answer each question according to that person's behavior.

Leyla A'Barrow

DESSA 2 mini Form A

Student ID: 230242322 [Minimize Instructions](#)

This form describes a number of behaviors seen in some students. Read the statements that follow the phrase: **During the past 4 weeks, how often did the student...**and click on the button underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, just click on the button for your new choice. Please do not skip any items.

A "Never" response can mean that you have not observed the student engaging in that behavior or that the student does not engage in that behavior.

During the past 4 weeks, how often did the student...	Never	Rarely	Sometimes	Often	Almost Always
1. cooperate with others to solve a problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. accept responsibility for their actions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. believe they can achieve their goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. work to develop their personal strengths?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. keep trying when unsuccessful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. show appreciation of others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. encourage others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. gather information before making an important decision?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Completing a Rating

1. Login to your Educator Portal.
2. Click the Ratings tab.

Completion Status 2024-2025 Pre [View Details](#)

Let's start by assessing your students!

0 / 12
Students Complete

Complete Ratings

My Students 2024-2025 Pre [View Details](#)

No Data Available

Competencies 2024-2025 Pre [View Details](#)

Student Competency Breakdown

Composite Score	Self Awareness	Self Management	Social Awareness	Relationship Skills	Goal Directed Behavior	Personal Responsibility	Decision Making	Optimistic Thinking
39	44	34	43	38	64	41	42	39
41	29	63	29	47	34	49	39	31
39	32	31	No Data Available		42	38	32	49



Completing a Rating

3. Select a student to rate.
4. Read the instructions.
5. Answer every question as honestly as possible.
6. Click “Submit”.

Dashboard Ratings Data and Insights Strategies

Search Students

Students Add Student

Kendricks Ableson

Nerti Agglione

Delbert Alexandersen

Abbie Blakeborough

Gayle Bloomfield

Salomone Chiene

Rollin Connachan

Gale Cornfoot

Earle Coskerry

Brunhilda Dampier

View Mode Table

Kendricks Ableson DESSA 2 mini Form A

Student ID: 801989763 Minimize Instructions

This form describes a number of behaviors seen in some students. Read the statements that follow the phrase: **During the past 4 weeks, how often did the student...** and click on the button underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, just click on the button for your new choice. Please do not skip any items.

A "Never" response can mean that you have not observed the student engaging in that behavior or that the student does not engage in that behavior.

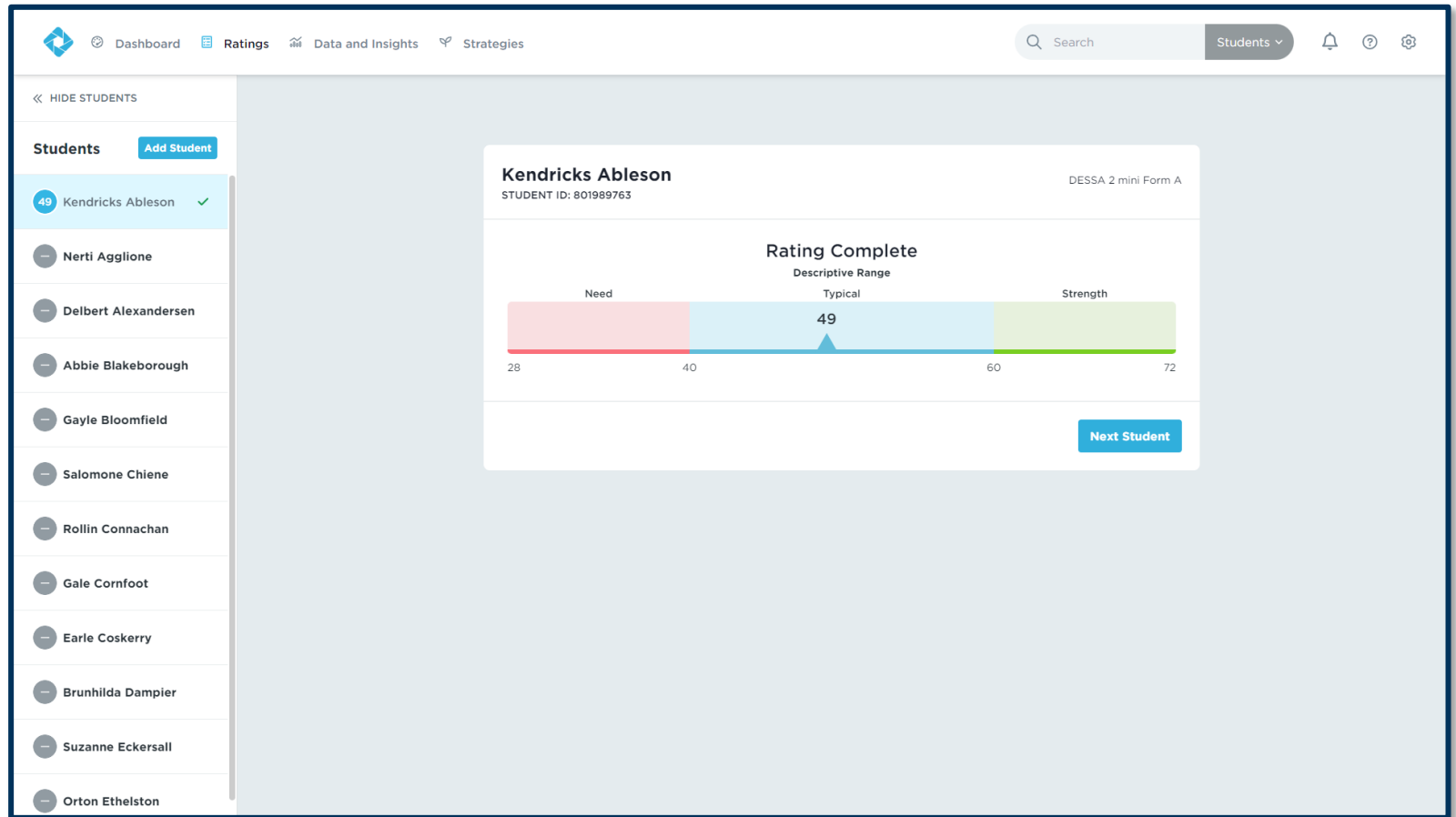
During the past 4 weeks, how often did the student...	Never	Rarely	Sometimes	Often	Almost Always
1. cooperate with others to solve a problem?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. accept responsibility for their actions?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. believe they can achieve their goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. work to develop their personal strengths?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. keep trying when unsuccessful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. show appreciation of others?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. encourage others?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. gather information before making an important decision?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

I am unable to rate this student Submit



Completing a Rating

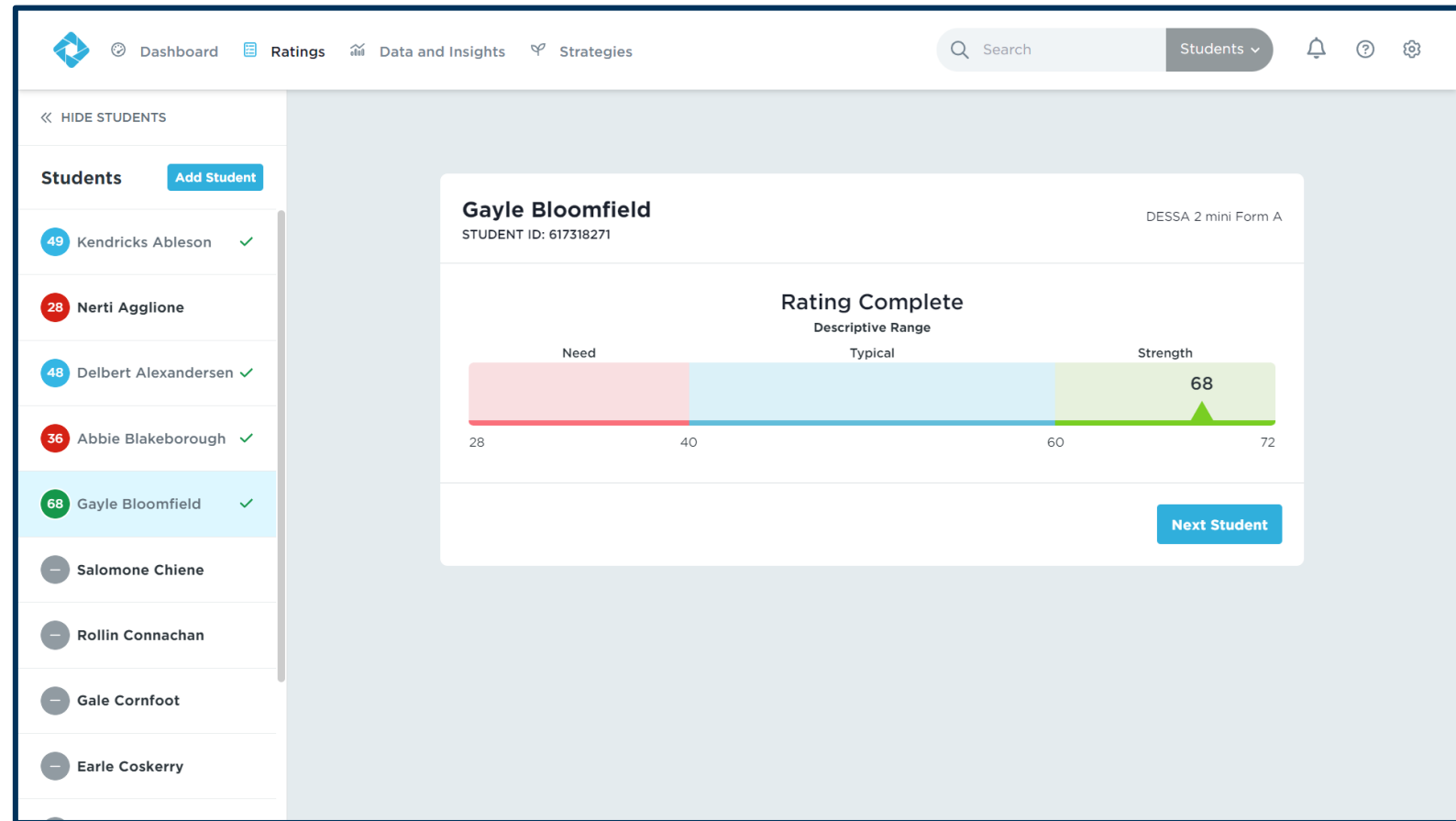
- Results will be available immediately.
- Continue rating the remainder of your student roster.





Completing a Rating

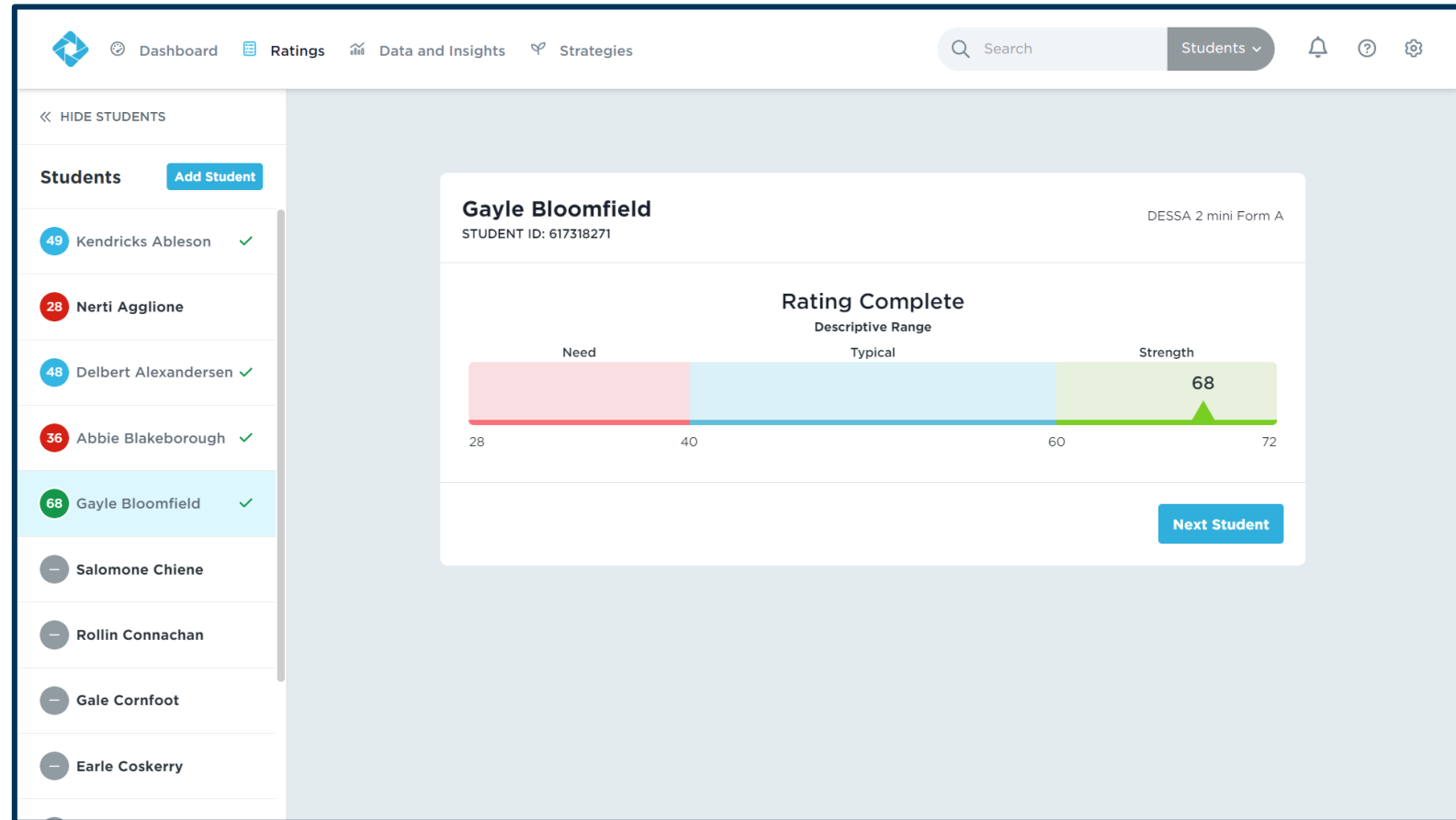
- A red circle represents the Need for Instruction range.
- A blue circle represents the Typical range.
- A green circle represents the strength range.
- A gray circle means the student has not yet been rated.





Completing a Rating

- Students with a green check mark do not require additional rating.
- Students without a green check mark require a full DESSA.
- Example: Nerti's teacher has completed the DESSA mini but not the DESSA for Nerti. This same teacher completed a DESSA mini and full DESSA for Abbie.





The Educator Portal

User Roles in the DESSA System



**PROGRAM
ADMIN**

Can generate and view all reports for the program, sites, and students.



**SITE
LEADER**

Can generate and view reports from their site only.

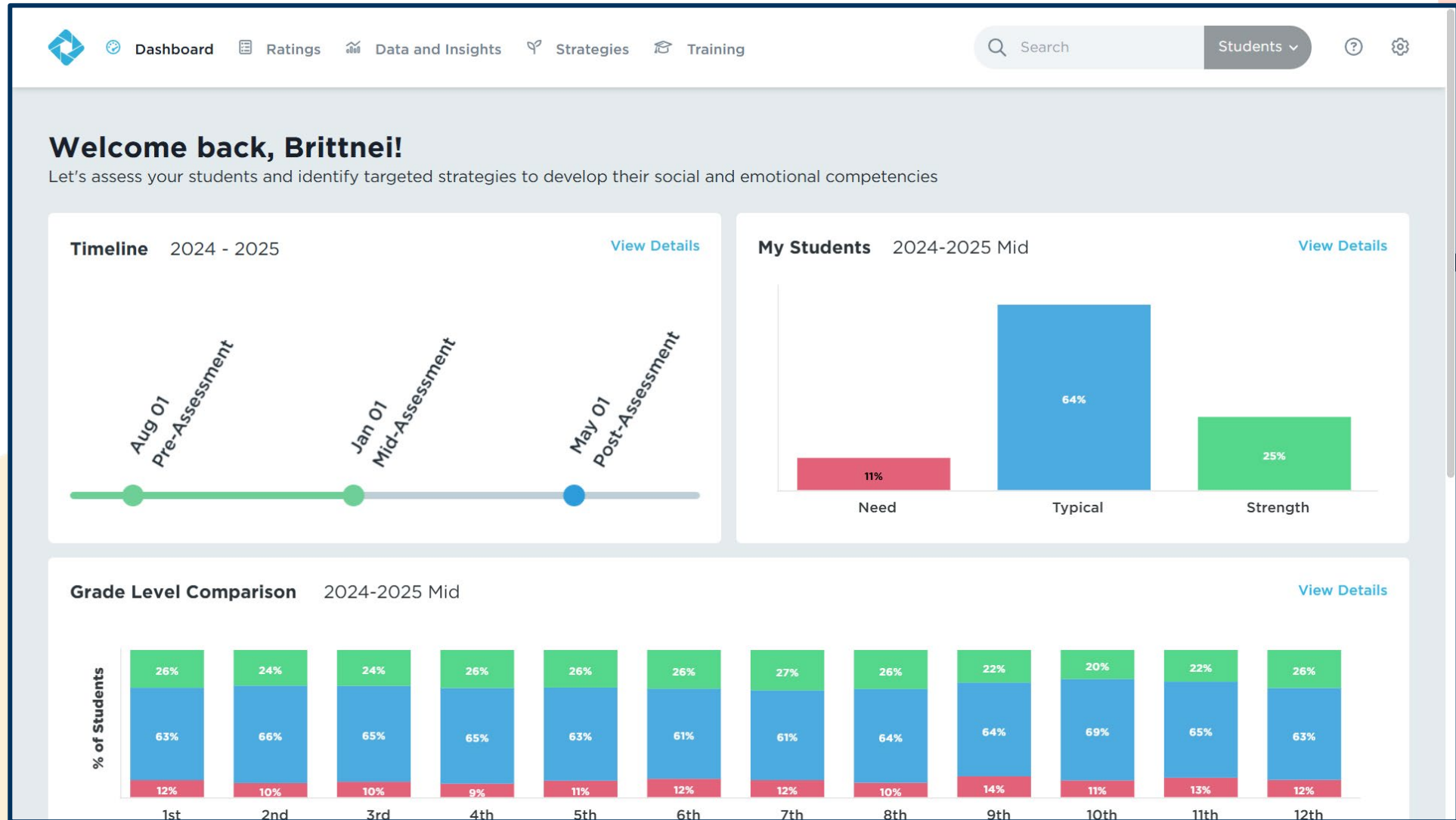


EDUCATOR

Can generate and view reports for their assigned students.

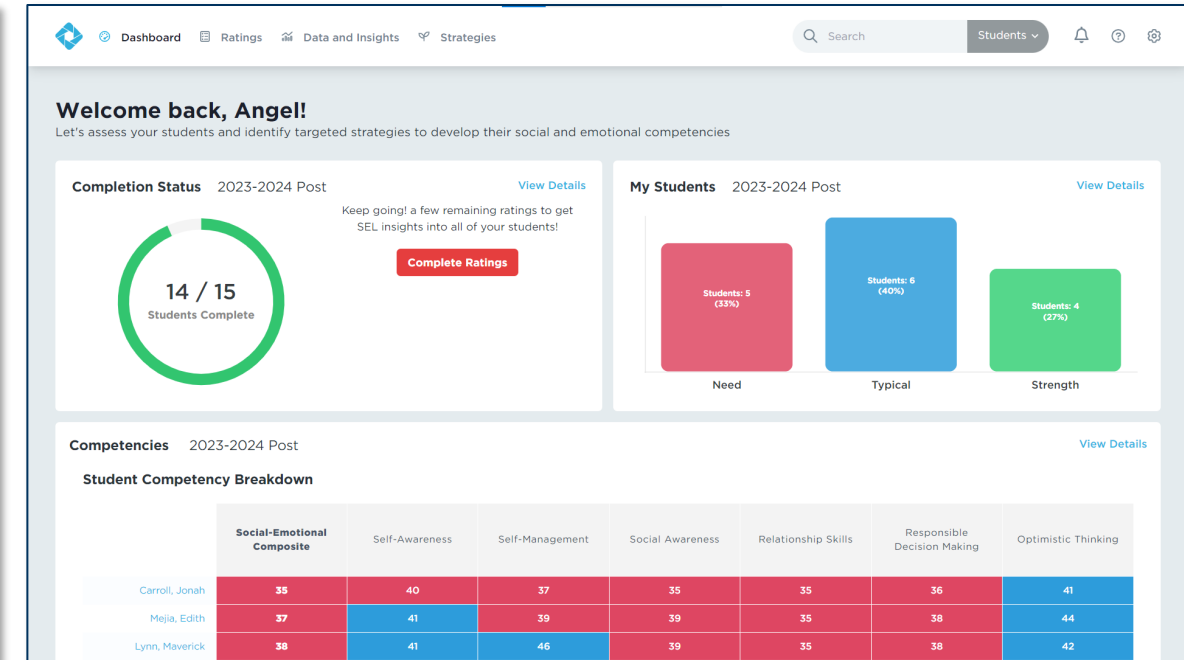
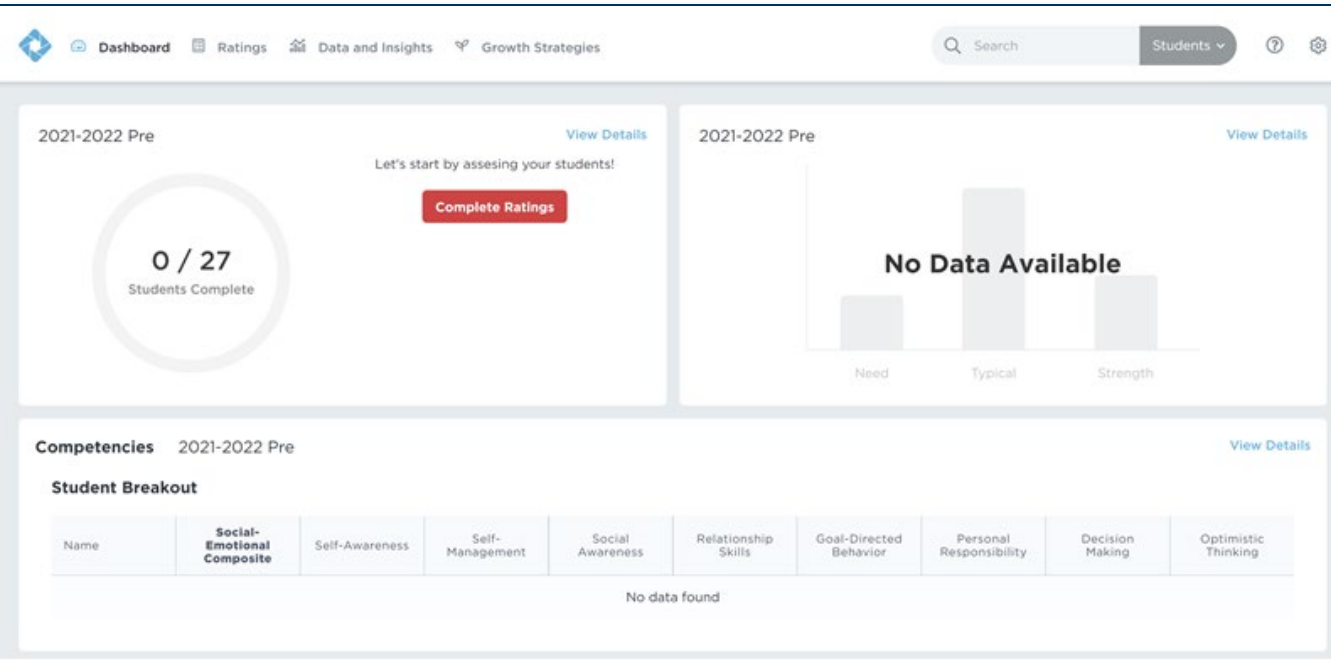


Site Leader Dashboard





Educator Dashboard





Ratings Tab

- The Ratings tab shows the assigned roster of students.
- Answer all DESSA 2 mini questions.
- Educators can skip up to 2 questions on DESSA 2

The screenshot shows the 'Ratings' tab in a software interface. On the left, a sidebar lists students: Ricky Aaron, Quintin Abberley, Stanly Abbet, Aniya Abbott (selected), Dominic Abbott, Malayah Abbott, Payton Acosta, Crawford Adamowicz, Aydin Adams, and Chandler Adkins. Each student has a status icon (checkmark or X). The main area displays the 'DESSA 2 mini Form A' for Aniya Abbott. It includes a student ID, instructions, and a table for rating behaviors.

Students [Add Student](#)

Aniya Abbott DESSA 2 mini Form A

Student ID: 3461283 [Minimize Instructions](#)

This form describes a number of behaviors seen in some students. Read the statements that follow the phrase: **During the past 4 weeks, how often did the student...** and click on the button underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, just click on the button for your new choice. Please do not skip any items.

A "Never" response can mean that you have not observed the student engaging in that behavior or that the student does not engage in that behavior.

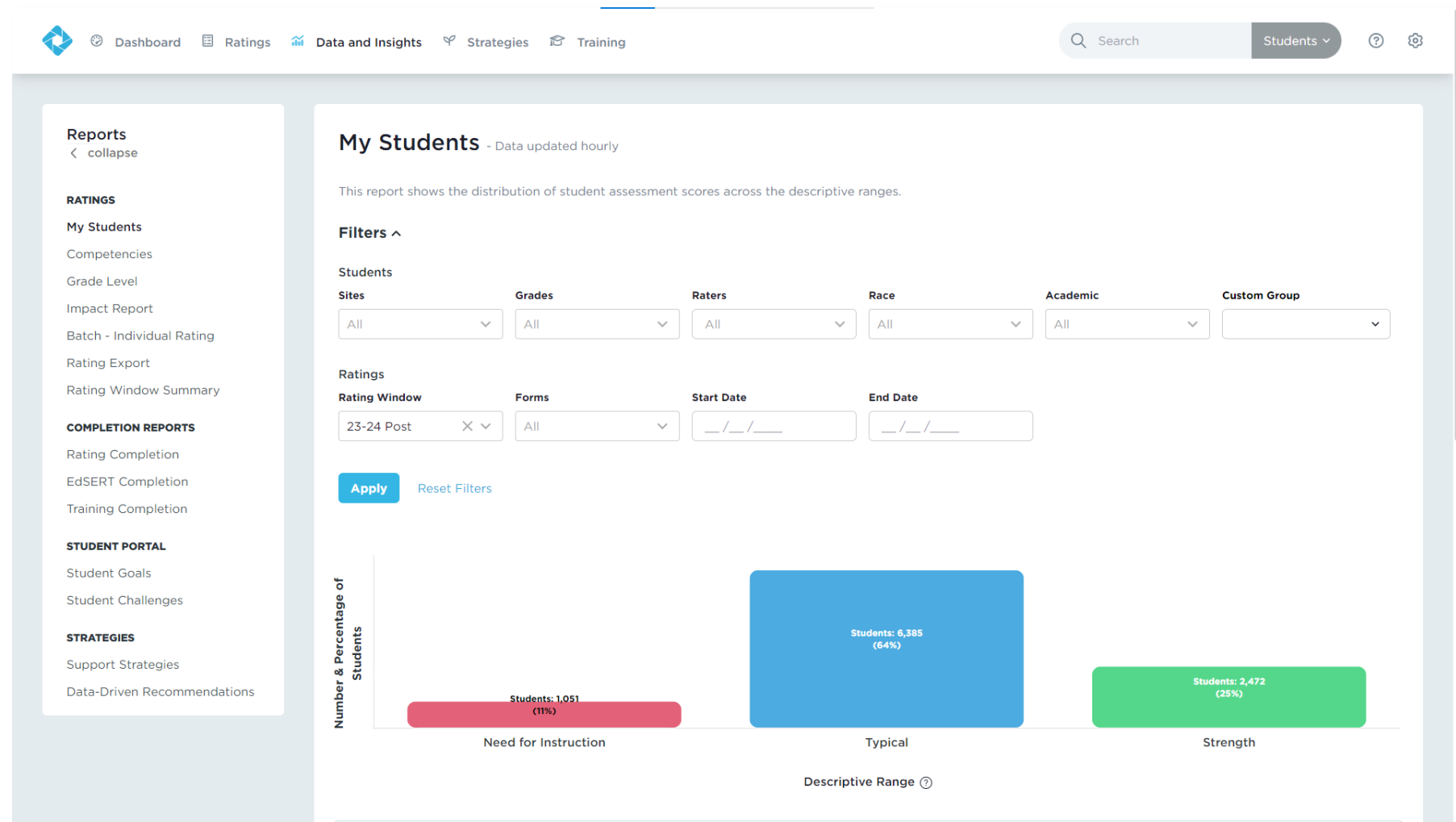
During the past 4 weeks, how often did the student...	Never	Rarely	Sometimes	Often	Almost Always
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2. accept responsibility for their actions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. believe they can achieve their goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. work to develop their personal strengths?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. keep trying when unsuccessful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. show appreciation of others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. encourage others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. gather information before making an important decision?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[I am unable to rate this student](#) [Submit](#)



Data and Insights

- Real-time results
- Interactive, filterable charts
- Downloadable reports





DESSA-Aligned Strategies



Dashboard



Ratings



Data and Insights



Strategies



Training



Search

Students ▾



Universal Strategies

Foundational Practices to create a positive classroom



DESSA-aligned Instructional Strategies

Optimistic Thinking



Self-Awareness



Self-Management



Social Awareness



Relationship Skills



Responsible Decision Making



Training



Dashboard



Ratings



Data and Insights



Strategies



Training



Search

Students ▾



Training My Dashboard Brittnel M

DESSA System Training

Looking for resources to plan your DESSA training? Visit our Support Portal for more information and downloadable resources!

DESSA System Arc of Professional Learning

Courses

Ready to get started with the DESSA System?

Everything you need to know about the DESSA assessments, from collecting reliable data and analyzing results, to using resources for data-driven instruction and intervention.

Get Started



On-Demand Video Library

Short training videos, organized by topic.

Easy to access and shareable videos about implementing the DESSA, accessing data, and making data-driven decisions.

View On-Demand Videos



Office Hours

Monthly Office Hours include a 15-minute presentation and 30 minutes of general Q&A time with staff from our Professional Learning and Success Teams.

If you have any questions that are front of mind, please include them in your registration.

Register Now!



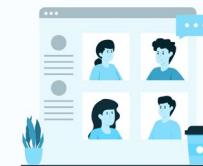
Live Webinar Trainings

Interested in scheduling a live training session? Speak with your Aperture Partnership or Success team member to learn more.

Live webinar trainings are available for programs with 10,000 or more student licenses and cover topics such as:

- Introduction to the DESSA System
- Analyzing DESSA Data
- Student Self-Report (SSR)
- Using the Strategies and Interventions
- Integrating DESSA and MTSS

Learn More



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Implementation Timeline

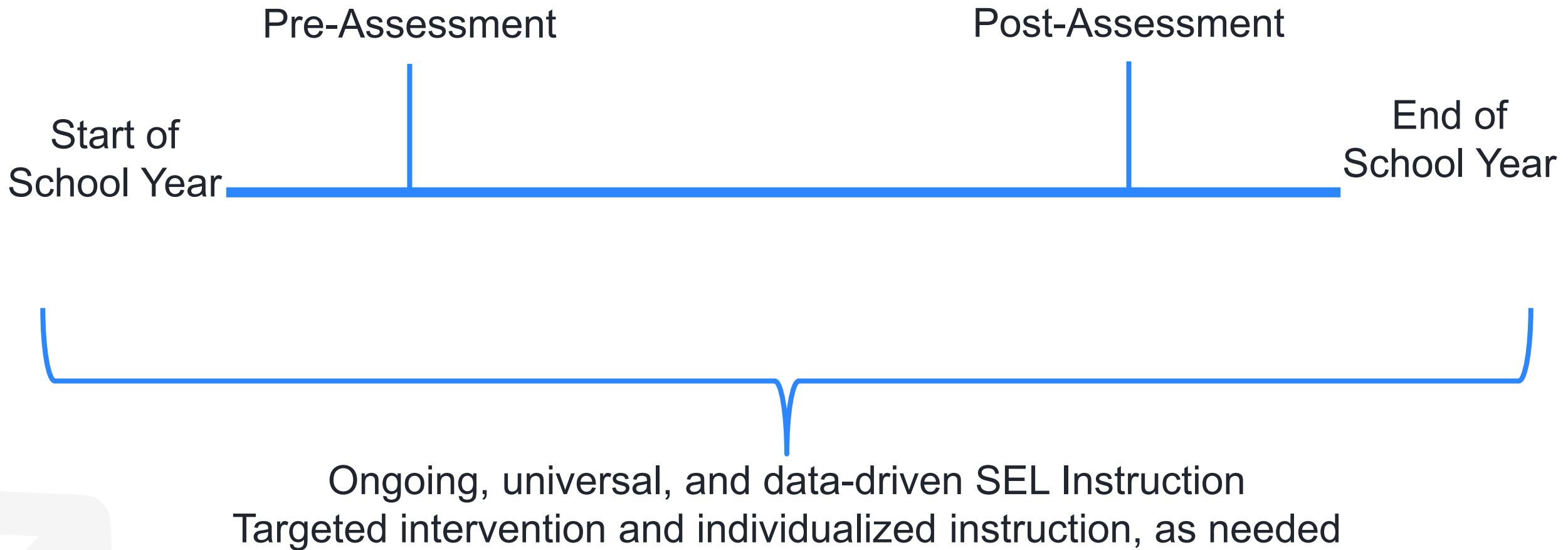


Educator Implementation Checklist

Educator (Rater) Checklist

	1. Attend a DESSA training or complete the self-paced training courses available under the DESSA System Training tab.
	2. Become familiar with the DESSA assessment items. You might also consider rating someone you know (or a fictional character) for practice.
	3. Plan your observations strategically- what activities provide opportunities to observe the skills included in the DESSA? (e.g., building in small-group activities gives students the opportunity to cooperate, contribute to a group, etc.)
	4. Make sure you have blocked time to complete your ratings- your school SEL team might have a schoolwide schedule or may provide a 'window' of time to complete ratings. Be sure you dedicate time for completing your ratings.
	5. Schedule time to review DESSA results for your case load of students.
	6. Schedule time to complete DESSA 2 or DESSA HSE ratings for students who demonstrate a need for instruction.
	7. Schedule time to review DESSA 2 or DESSA HSE results for the students you rated.
	8. Use the DESSA results to guide classroom, group, or individual instruction.

General Implementation Overview



Optimistic Closure

What are you looking forward
to most about using the
DESSA?



Thank You!

Thank you for your time and
attention today!

