

SOCIALandEMOTIONAL Learning Skills

SKILL/STRENGTH: RESILIENCE

A SOLUTION YOU CAN TRUST

ACT[®] Tessera[®] is an all-in-one, multifaceted solution that gives students, parents, teachers, and schools a comprehensive view of Social and Emotional Learning skills.

Our robust, next-generation online assessment tool is easy for schools to administer and requires no special or time-consuming preparation.

The assessment tool integrates three different methodologies to reliably and validly measure a student's Social and Emotional Learning skills.

Our detailed reports deliver the data required to support student and school self-knowledge, growth, and continuous improvement.

MULTIDIMENSIONAL, COMPREHENSIVE, AND RESEARCH-DRIVEN

Tessera is based on the research-validated and widely adopted Big Five personality factors. The broad, multidimensional Big Five framework encompasses attributes related to successful performance across different ages, contexts, and cultures.

“ Man never made any material
as resilient as the human spirit. ”

Bernard Williams



STUDENTS WHO ARE HIGH IN RESILIENCE TEND TO BE:

POISED	Jonah holds his temper even when things do not go his way in his soccer games.	GOOD AT DEALING WITH CRITICISM	Cecelia does not take criticism from her science teacher personally.
FLEXIBLE	Kayla's teacher teaches her a new way of doing math and she adjusts well to this new technique.	GOOD AT DEALING WITH SETBACKS	Luke's computer stops working while he is doing his homework and he tries not to get angry about it.
GOOD AT DEALING WITH STRESS	Tony is having trouble understanding his math homework but tries not to get stressed out about it.	RESTRAINED	A bully is picking on Tave but he does his best to avoid getting angry.

EXAMPLE ASSESSMENT QUESTIONS:

ACT Tessaera
Next Generation Social and Emotional Learning Assessment System

SELF-REPORT ITEM

Select how much you agree with each of the following statements.

I stay calm when I am faced with unexpected problems.

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

○ ● ○ ○ ○ ○

Select how much you agree with each of the following statements.

Last minute schedule changes are easy for me to handle.

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

○ ○ ○ ○ ● ○

ACT Tessaera
Next Generation Social and Emotional Learning Assessment System

SITUATIONAL JUDGMENT TEST ITEM

You have worked hard to put together a presentation for next week's science fair. You want to do your best and have asked some friends to give suggestions on how you can improve. While you expected them to be impressed, one friend had many opinions on what you could do better.

How likely are you to do each of the following?

Try to keep an open mind even though you feel upset.

Very Likely Likely May or May Not Unlikely Very Unlikely

○ ● ○ ○ ○

Thank your friends and avoid asking for any more opinions.

Very Likely Likely May or May Not Unlikely Very Unlikely

○ ○ ○ ● ○

Feel anxious about your presentation and get upset with your friend.

Very Likely Likely May or May Not Unlikely Very Unlikely

○ ● ○ ○ ○

Withdraw from the science fair because your presentation isn't good enough.

Very Likely Likely May or May Not Unlikely Very Unlikely

○ ○ ○ ● ○

Listen calmly to your friend's suggestions and think of making a few improvements to your presentation.

Very Likely Likely May or May Not Unlikely Very Unlikely

● ○ ○ ○ ○

POSSIBLE STRATEGIES FOR INTERVENTION:

<h1>1</h1> <p>Have students practice gratitude by writing down things for which they are thankful.</p>	<h1>2</h1> <p>Try to get students to be mindful by practicing meditation or quiet time.</p>	<h1>3</h1> <p>Help students mentally reframe stressful situations so they see the positive side of challenges.</p>
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SOCIALandEMOTIONAL Learning Skills

SKILL/STRENGTH: GRIT



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“ We all have dreams. But in order to make dreams come into reality, it takes an awful lot of determination, dedication, self-discipline, and effort. ”

Jesse Owens

STUDENTS WHO ARE HIGH IN GRIT TEND TO BE:

PERSISTENT	Xavier checks all of his math problems for mistakes before turning his homework in.	MASTERY ORIENTED	Melinda always wants to get better at something even if she is already better than her friends.
EFFORTFUL	Joann practices a difficult piece of music for several hours at home for her upcoming band concert.	THOSE WHO EXCEED EXPECTATIONS	Elke runs a mile and then makes a goal to improve her time the next time she runs it.
GOAL-ORIENTED	Jasmin tries to finish all her math problems a day before they are due so she has time do extra practice problems before her next class.	THOSE WHO PURSUE CHALLENGES	Darnell signs up for the most challenging classes he can find for the upcoming semester so he can learn more.

EXAMPLE ASSESSMENT QUESTIONS:

ACT Tessaera
Next Generation Social and Emotional Learning Assessment System

SELF-REPORT ITEM

Select how much you agree with each of the following statements.

I will refuse to abandon an assigned task until it is complete.

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

○ ○ ● ○ ○ ○

Select how much you agree with each of the following statements.

I practice to get better at things that are difficult for me.

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

○ ○ ○ ○ ● ○

ACT Tessaera
Next Generation Social and Emotional Learning Assessment System

SITUATIONAL JUDGMENT TEST ITEM

Your school allows students to test out of lower-level science classes and take more advanced courses if they are ready to handle the workload. Some of your classmates are studying over summer vacation to prepare for this placement exam.

How likely are you to do each of the following?

Find an online course to prepare for the test and study every day because you want to qualify to take advanced courses.

Very Likely Likely May or May Not Unlikely Very Unlikely

○ ● ○ ○ ○

Decide not to take the science test because you will be happy taking the easier science course.

Very Likely Likely May or May Not Unlikely Very Unlikely

○ ○ ○ ● ○

Prepare for the advanced placement exam by reading a science book a few days during the summer and hope you can do well on the test.

Very Likely Likely May or May Not Unlikely Very Unlikely

○ ● ○ ○ ○

Decide summer vacation is a priority and choose not to prepare for the test.

Very Likely Likely May or May Not Unlikely Very Unlikely

○ ○ ○ ● ○

Find out what the rest of your friends are going to do.

Very Likely Likely May or May Not Unlikely Very Unlikely

● ○ ○ ○ ○

POSSIBLE STRATEGIES FOR INTERVENTION:

<h1>1</h1> <p>Help students think about and formulate ambitious goals.</p>	<h1>2</h1> <p>Help students recognize roadblocks that get in the way of success so they can avoid them.</p>	<h1>3</h1> <p>Remind students about times they worked hard to accomplish something and show them that they can do it again.</p>
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SKILL/STRENGTH: LEADERSHIP

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“ Leadership and learning are
indispensable to each other. ”

John F. Kennedy



STUDENTS WHO ARE HIGH IN LEADERSHIP TEND TO BE:

THOSE WHO TAKE CHARGE	Maggie volunteers to be captain of her soccer team.
PERSUASIVE	Wyatt tries to persuade his work group to do a presentation on the U.S. Constitution.
ASSERTIVE	Terrance speaks his opinion in front of class when his teacher asks the class which book they want to read next.
CHEERFUL AND OPTIMISTIC	Nat tries to have a good attitude in class even when it is not going well.
THOSE WHO EXPRESS THEMSELVES EASILY	On most days, Jasmin has no problems telling people how she feels.
CONFIDENT	Kiara is not afraid to talk to her teachers on the first day of class.

EXAMPLE ASSESSMENT QUESTIONS:

ACT Tesseract
Next Generation Social and Emotional Learning Assessment System

SELF-REPORT ITEM

Select how much you agree with each of the following statements.

I think that a good attitude can help to improve my situation.

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

Select how much you agree with each of the following statements.

I wait to hear what others think before I offer my opinion.

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

ACT Tesseract
Next Generation Social and Emotional Learning Assessment System

SITUATIONAL JUDGMENT TEST ITEM

On the weekends, you volunteer at the library during the children's story hour. Your job is to read a book and help them with a craft. Usually, someone from the library chooses the book, but today you were asked to select one yourself.

How likely are you to do each of the following?

Request a list of books to choose from.

Very Likely Likely May or May Not Unlikely Very Unlikely

Ask the librarian to approve the book you chose.

Very Likely Likely May or May Not Unlikely Very Unlikely

Find another volunteer to help you choose the book.

Very Likely Likely May or May Not Unlikely Very Unlikely

Choose the book and feel confident in your decision.

Very Likely Likely May or May Not Unlikely Very Unlikely

Pick two books and ask which one is better.

Very Likely Likely May or May Not Unlikely Very Unlikely

POSSIBLE STRATEGIES FOR INTERVENTION:

<h1>1</h1> <p>Give students opportunities to lead small groups even if it might not come naturally to them.</p>	<h1>2</h1> <p>Help students practice optimism and looking at the bright side throughout the day.</p>	<h1>3</h1> <p>Teach students about assertive communication styles. For example, teach them to start sentences with "I feel . . .".</p>
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SKILL/STRENGTH: CURIOSITY

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“ The important thing is not to stop questioning. Curiosity has its own reason for existing. ”

Albert Einstein



STUDENTS WHO ARE HIGH IN CURIOSITY TEND TO BE:

CREATIVE AND INNOVATIVE	Kimani comes up with a new way to solve a math problem that her classmates had not thought of.	ACCEPTING OF DIFFERENCES IN PEOPLE	Mima enjoys learning about people who are different from her.
OPEN-MINDED	Krista spends time learning about new things before she makes judgments about them.	“THINKERS” AND PROBLEM SOLVERS	Ameer likes to come up with new ways to fix things when they are broken.
THOUGHTFUL	Darius spends time thinking about what he learned in school while he’s at home.	INTERESTED IN DIFFERENT TYPES OF PEOPLE AND POINTS OF VIEW	Demarco often tries different kinds of ethnic foods because he’s interested in how people from different cultures eat.

EXAMPLE ASSESSMENT QUESTIONS:

ACT Tessaera
Next Generation Social and Emotional Learning Assessment System

SELF-REPORT ITEM

Select how much you agree with each of the following statements.

I want to learn more about how people, both the same and different from me, live.

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

Select how much you agree with each of the following statements.

I have a vivid imagination.

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

ACT Tessaera
Next Generation Social and Emotional Learning Assessment System

SITUATIONAL JUDGMENT TEST ITEM

Your school cannot get students to separate their recycling from their trash after lunch. The school has asked students to make suggestions for a creative solution that will motivate students to recycle.

How likely are you to do each of the following?

Suggest an announcement on the public-address system asking students to recycle.

Very Likely Likely May or May Not Unlikely Very Unlikely

Suggest distributing raffle tickets to students who recycle and hosting a weekly raffle for ticket-holders.

Very Likely Likely May or May Not Unlikely Very Unlikely

Suggest making a flyer to post in all classrooms reminding students of the importance of recycling.

Very Likely Likely May or May Not Unlikely Very Unlikely

Suggest posting a student monitor near the recycling bin to fine students who don't separate their trash.

Very Likely Likely May or May Not Unlikely Very Unlikely

Don't make any suggestions as you don't even recycle yourself.

Very Likely Likely May or May Not Unlikely Very Unlikely

POSSIBLE STRATEGIES FOR INTERVENTION:

<h1>1</h1> <p>Have students practice “counterfactual thinking” – thinking about things that could have happened but did not.</p>	<h1>2</h1> <p>Expose students to a variety of experiences with different types of people.</p>	<h1>3</h1> <p>Have students play games that require a lot of thinking and strategy, for example, chess.</p>
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SKILL/STRENGTH: TEAMWORK

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“ Individual commitment to a group effort—
that is what makes a team work, a company
work, a society work, a civilization work. ”

Vince Lombardi



STUDENTS WHO ARE HIGH IN TEAMWORK TEND TO BE:

PLEASANT	Allyah usually has something nice to say about everyone.	HELPFUL	Jarrod helps a younger student pick her books up when she drops them.
COOPERATIVE	When two of her friends are arguing, Paula helps them to get along again.	EASY TO GET ALONG WITH	Jeremy is good at working with other people.
SENSITIVE TO OTHERS	Because she doesn't want to hurt her mom's feelings, Ariana tells her mom that she likes her birthday present even though she is not very excited about it.	CARING	When she sees a classmate being teased by other classmates, Evie tries to make her feel better.

EXAMPLE ASSESSMENT QUESTIONS:

ACT Tesseract
Next Generation Social and Emotional Learning Assessment System

SELF-REPORT ITEM

Select how much you agree with each of the following statements.

I enjoy group-based projects.

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

Select how much you agree with each of the following statements.

I offer to help those who need assistance.

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

ACT Tesseract
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SITUATIONAL JUDGMENT TEST ITEM

You are taking part in a study group with classmates in preparation for a particularly difficult test. As the first review session gets underway, it becomes clear that the other members of the group have not taken good notes and are not as familiar with the material as you are.

How likely are you to do each of the following?

Do nothing; clearly you will get better marks on the test.

Very Likely Likely May or May Not Unlikely Very Unlikely

Suggest that everyone read over the textbook in preparation for the next review session.

Very Likely Likely May or May Not Unlikely Very Unlikely

Leave the group because you will be better off studying on your own.

Very Likely Likely May or May Not Unlikely Very Unlikely

Offer to use your notes as the basis for remaining review sessions.

Very Likely Likely May or May Not Unlikely Very Unlikely

Ask the teacher for advice on how to handle the next meeting.

Very Likely Likely May or May Not Unlikely Very Unlikely

POSSIBLE STRATEGIES FOR INTERVENTION:

<h1>1</h1> <p>Encourage students to practice seeing things from others' perspectives.</p>	<h1>2</h1> <p>Teach students about emotions and how they influence behavior.</p>	<h1>3</h1> <p>Have students imagine the negative consequences of selfish behavior for everyone.</p>
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