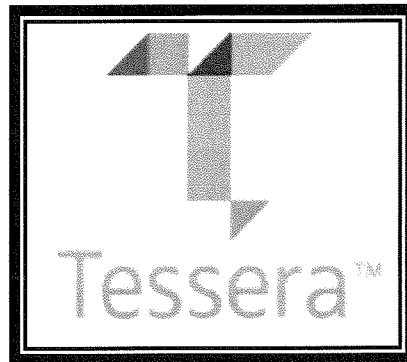


# Tessera™ (Version 1.2)

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*Sample Item Package*



## Overview

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To provide potential users with a better idea of the look and feel of the Tessera™ Assessment System, this document provides sample items aligned with the assessment. Tessera is an all-in-one, multifaceted solution that gives students, parents, teachers, and schools a comprehensive view of noncognitive skills and character strengths. We use the term “multifaceted” because the assessment measures six (6) noncognitive skills.

### The Noncognitive Skills Assessed

The skills and their definitions are given in the Table below. These skills were selected based off:

1. Basic and applied research conducted across the globe by independent scientists
2. Basic and applied research conducted by ProExam scientists
3. A Theory of Action developed by ProExam scientists

Many of these evidentiary sources are available upon request.

<b>Noncognitive Skill</b>	<b>Definition</b>
<i>Organization/Responsibility</i>	The extent that a student is reliable, responsible, and dependable, pays attention to detail, and fulfills school (and related) obligations.
<i>Drive /Grit</i>	The extent that a student expends effort, and establishes and maintains personally challenging achievement goals.
<i>Teamwork/Cooperation</i>	The extent that a student is cooperative, sensitive to others, easy to get along with, and having a preference for associating with other.
<i>Composure/Resilience</i>	The extent that a student is poised, flexible, and able to cope with pressure, stress, criticism, and setbacks.
<i>Curiosity/Ingenuity</i>	The extent that a student is open-minded, thoughtful, and enjoys the process of thinking about and solving school problems.
<i>Leadership/Communication Style</i>	The extent that a student is assertive, persuasive, enthusiastic, and independent.

## The Methodologies Used to Assess Each Noncognitive Skill

Each skill area is assessed using three different techniques:

1. **Self-report test items.** Students rate the extent to which they agree with several statements.
2. **Situational judgment test items.** Students are presented with several scenarios and possible responses to each. They then rate the likelihood that they would engage in each response.
3. **Forced-choice test items.** Students are presented with several statements and asked to select the statements that are “most like me” and “least like me.”

Example items for each technique and for each skill are provided next. In the passages that follow we also provide:

1. Instructions that accompany these items in the formal assessment situation.
2. Screenshots that represent what the operational form of the assessment look like.

### A Caveat

It must be remembered that some of these items may be refined somewhat after pilot test data has been obtained. While we have conducted cognitive labs with hundreds of students across the country, items should continually be refined and modified based off of data. If you see in these sample items something you would like to see changed, please feel free to let us know.

## Self-Report Items

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### Instructions


Below you will be presented with several statements. Please rate the amount that you agree to each of the statements by using the scale provided. Remember that there are no right or wrong answers.

### Sample Items

We present two items per skill in the table that follows. The rating scale is a six-point Likert type version, ranging from Strongly Disagree to Strongly Agree.

<b>Noncognitive Skill</b>	<b>Item 1</b>	<b>Item 2</b>
<i>Organization / Responsibility</i>	I carefully check for errors in my schoolwork.	I finish homework assignments before they are due.
<i>Drive / Grit</i>	I do more than what my teachers expect of me.	I won't quit a class exercise until it is finished.
<i>Teamwork / Cooperation</i>	I enjoy group-based school projects.	I am concerned about other students' well being.
<i>Composure / Resilience</i>	I stay calm in all my classes.	I cope well with stressful assignments.
<i>Curiosity / Ingenuity</i>	I have a vivid imagination.	I enjoy solving complex problems.
<i>Leadership / Communication style</i>	I take charge in group projects.	I try to make group projects fun for everyone.

## The Items As Presented to the Student



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### Self-Report (SR) ITEM

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

I finish homework assignments before they are due.

Strongly Agree    Somewhat Agree    Agree    Disagree    Somewhat Disagree    Strongly Disagree

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

I have a vivid imagination.

Strongly Agree    Somewhat Agree    Agree    Disagree    Somewhat Disagree    Strongly Disagree

## Situational Judgment Test Items

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### Instructions

Below you will be presented with several short paragraphs that tell of a pretend situation. Please read each paragraph closely. Below each paragraph are several possible behaviors in response to the situation. For each, please rate how likely you would be to respond to the situation in that way. Remember that there are no right or wrong answers.

### Sample Items

We present one item per skill in the passages that follow. The rating scale is a five-point Likert scale, ranging from "Very unlikely to do this" to "Very likely to do this."

#### *Organization / Responsibility*

You have to read a long novel for English class, and there will be a quiz on it in less than a week that will go towards your final grade. Your friend lost her copy and you loaned it to her to read. She has only just recently returned it to you. You are concerned you may not finish the book before the quiz. And there are other important assignments due this week.

- A. Plan to put 45 minutes aside to read each evening, and also read on your lunch break.
- B. Read the book whenever you can.
- C. Read as much as you can the day before the class quiz.
- D. Read the Wikipedia entry on the book rather than the book itself.
- E. Ask your friend to summarize the book for you.

#### *Drive / Grit*

You think that you want to be a doctor for your career when you grow up. You know that it is very important to do well in your science classes to be a doctor. However, you received a very disappointing grade on your last Biology test.

- A. Find a different career in the medical field that does not require very much knowledge about Biology.
- B. Don't worry about it. Maybe you can still become a doctor one day.
- C. Study harder for your next Biology test so you can make up for your bad grade.
- D. See if you can get your Biology teacher to give you some extra credit.
- E. Find a different career outside of the medical career since science is clearly not your strength.

### *Teamwork / Cooperation*

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.

- A. Do nothing: clearly you will get better marks on the test.
- B. Suggest that everyone read over the textbook in preparation for the next review session.
- C. Leave the group because you will be better off studying on your own.
- D. Offer to use your notes as the basis for the remaining review sessions.
- E. Ask the teacher for advice as to how to handle the next meeting.

### *Composure / Resilience*

You and a friend are a little over halfway through a four-week-long school project. The results need to be presented to the class at the end of next week. You are confident that, with your friend's help, the project can be completed successfully and on time. But today, your friend is sick and tells you they need to stay home and rest for the remainder of the week. You know that if you try to finish the project alone, the presentation will have gaps and you will not be happy with it.

- A. Angrily tell your friend that they have put you in a terrible position.
- B. Protect yourself – give the best presentation you can, explaining to your teacher that the gaps are due to your friend's illness.
- C. Ask your teacher for advice.
- D. Tell the teacher that you need an extension on this project or you know you will embarrass yourself.
- F. Develop a strategy where you will quickly gloss over the weak points of the presentation, pretending that you understand the things you don't and that there are no gaps.

### *Curiosity / Ingenuity*

Your social studies teacher gives you an assignment to write a report. The report is due in one week and you get to pick the topic of the report. If you get a good grade on the report then you will end up with an A for the class.


- A. Write a report about the U.S. constitution because you wrote one about it for a class last year and you got a good grade on it.
- B. Write a report about politics in the United States because there is a lot of information about it on the internet.
- C. Write a report about people from a country you have never been to because you enjoy learning about different cultures.
- D. Do not write a report about people from a country you have never been to because it sounds boring.
- E. Do not write a report about politics in the United States because it sounds boring.

### *Leadership / Communication Style*

Your English teacher has assigned your class to groups of 5 students and has told you to that your group's is going to write a play to be presented to class in a week. Your group's first job is to figure out what the play is going to be about. The group has talked for a few minutes but is having a difficult time deciding what to write about.

- A. Suggest that everyone provides an idea and then the group votes on it
- B. Decide what you want the play to be about and then talk your group into using your idea.
- C. Let the other 4 decide and say nothing to avoid hurting anyone's feelings
- D. Tell the group what you want the play to be about but let the other 4 decide.
- E. Ask your teacher for ideas

### **The Items As Presented to the Student**



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## Matrix-Style Situational Judgement Test (SJT) Item

**INSTRUCTIONS**  
Below you will be presented with several short paragraphs that tell of a pretend situation. Please read each paragraph closely. Below each paragraph are several possible behaviors in response to the situation. For each, please rate how likely you would be to respond to the situation in that way. Also, be aware that choosing higher numbers mean that you think that you are more likely to respond in that way. Remember that there are no right or wrong answers.

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.

- A. Do nothing: clearly you will get better marks on the test.
- B. Suggest that everyone read over the textbook in preparation for the next review session.
- C. Leave the group because you will be better off studying on your own.
- D. Offer to use your notes as the basis for the remaining review sessions.
- E. Ask the teacher for advice as to how to handle the next meeting.



## Forced Choice Items

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### Instructions

Below you will be provided with several groups of three statements. For each one, choose both the statement that is MOST like you, and the statement that is LEAST like you. Do nothing with the third statement. Some of these decisions might be difficult, please just do your best. Remember that there are no right or wrong answers.

### Sample Items


#### Example 1:

Item (Skill)	Most Like Me	Least Like Me
<i>I do more than what my teachers expect of me.</i> (Drive / Grit)		
<i>I am concerned about other students' well-being.</i> (Teamwork / Cooperation)		
<i>I cope well with stressful assignments.</i> (Composure / Resilience)		

#### Example 2:

Item (Skill)	Most Like Me	Least Like Me
<i>I keep a daily to-do list.</i> (Organization / Responsibility)		
<i>I get extremely nervous before quizzes.</i> (Composure / Resilience)		
<i>I am good at persuading my friends.</i> (Leadership / Communication Style)		

## The Items As Presented to the Student

 Tessera™ Next Generation Noncognitive Assessment System	<hr/> <h3>Forced Choice (FC) ITEM</h3> <p><b>Below you will be provided with several groups of three statements. For each one, choose both the statement that is MOST like you, and the statement that is LEAST like you. Do nothing with the third statement. Some of these decisions might be difficult, please just do your best. Remember that there are no right or wrong answers.</b></p> <table><thead><tr><th></th><th>Most Like Me</th><th>Least Like Me</th></tr></thead><tbody><tr><td>I do more than what my teachers expect.</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr><tr><td>I am concerned about other students.</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>I cope well with stressful assignments.</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr></tbody></table>		Most Like Me	Least Like Me	I do more than what my teachers expect.	<input type="radio"/>	<input checked="" type="radio"/>	I am concerned about other students.	<input type="radio"/>	<input type="radio"/>	I cope well with stressful assignments.	<input checked="" type="radio"/>	<input type="radio"/>
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