



APERTURE EDUCATION

Introduction to the DESSA Student Self -Report

Session Objectives

- Learn about the DESSA Student Self-Report assessments and accompanying resources available in the educator and student facing portals.
- Explore a demonstration of the DESSA System's main tools, resources, and features.
- Identify the key elements of the DESSA System implementation to support educators in utilizing the DESSA assessments and resources to support overall student growth.

WHAT IS THE DESSA?

SECONDARY SOCIAL & EMOTIONAL
COMPETENCE

DESSA STUDENT SELF-REPORT

EDUCATOR AND STUDENT PORTALS

EDUCATOR RESOURCES

INSIGHT INTO IMPLEMENTATION

OPTIMISTIC CLOSURE

AGENDA

What is the DESSA?

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



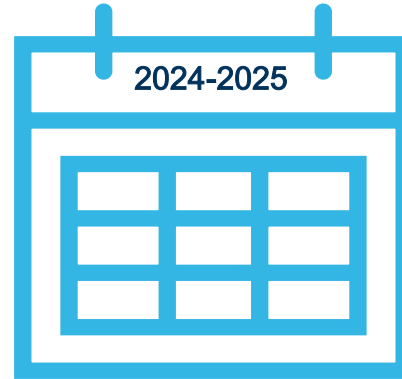
DESSA: The Basics



CASEL-aligned



Strength-based
behavior rating
scale, K-12
editions



Site-based
implementation
schedule

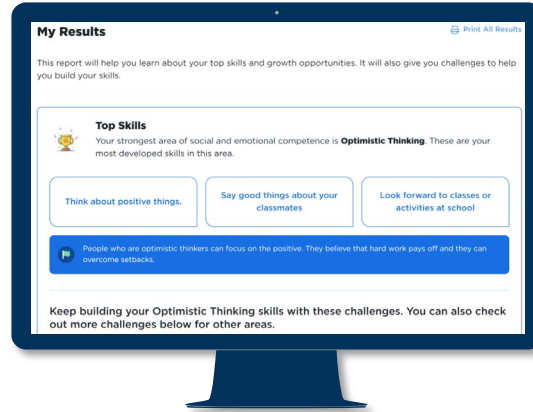


Educator Portal:
DESSA ratings & data
reports, resources,
support

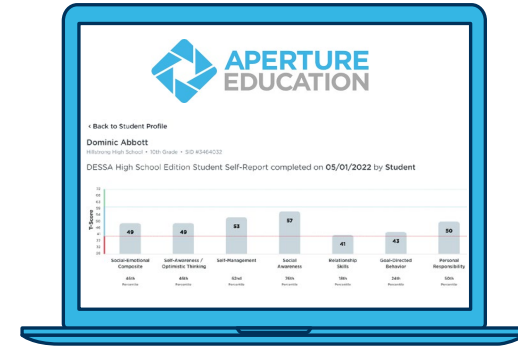
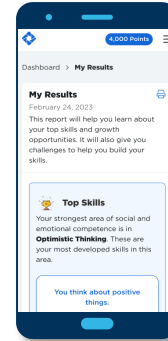
DESSA: Student Self -Report



DESSA Student Self-Report for Middle School (DESSA-MSE SSR) and High School (DESSA-HSE SSR) students



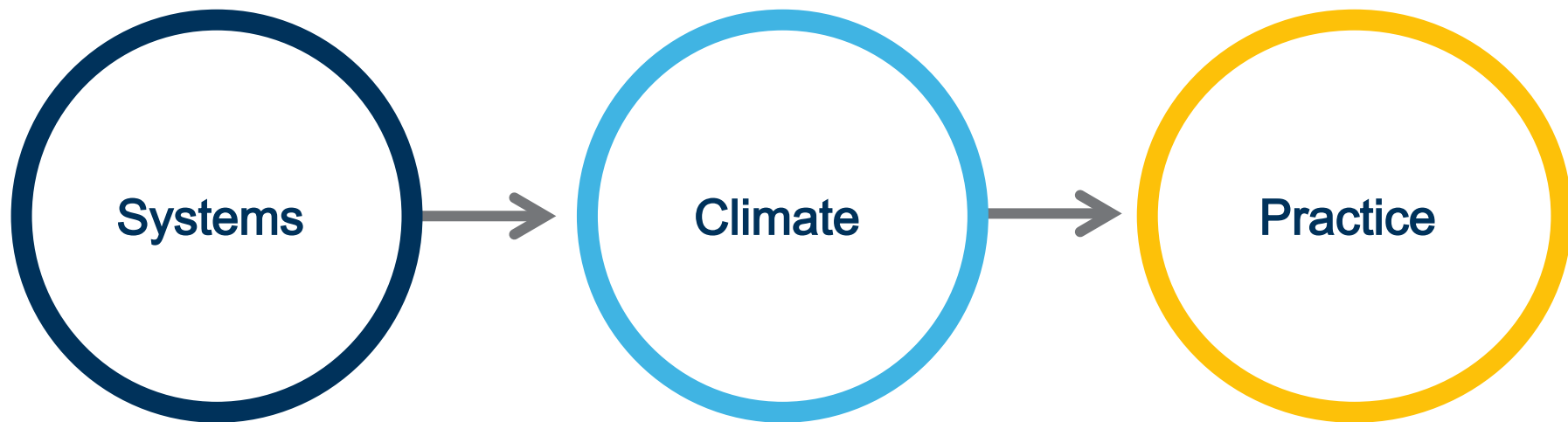
Assessment completed by students in the Student Portal with opportunities for SEL challenges and goal setting



Data & Insights: Educators access SSR data and view students' progress

Why Measure Social and Emotional Growth?

To Drive Meaningful Change and Evaluate Outcomes



WHAT IS THE DESSA?
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Benefits of Social and Emotional Programming

Short -Term



SEL skills,
classroom behavior,
academic outcomes,
self-perception



Depression,
stress,
conduct
problems

Long -Term



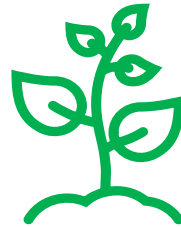
Graduate,
attend college, obtain a
degree

Social and Emotional Competence in 6 -12

What are some “glows” and “grows” of SEL at the secondary level?



Glow:
Highlights of
SEL in 6-12



Grows:
Challenges of
SEL in 6-12

How does SEL in high school settings differ from that of K -8 settings?

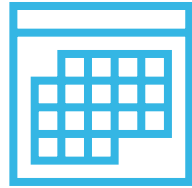
Master, Alternating, Block, Rotating Classes → Determine Program Implementation

Independence & Autonomy

Competing Factors for Attention

Varying needs for support

Variety of Scheduling Options



Multiple Teaching & Learning Environments



Student Development & Level of Need



Life Skills for Post-Secondary Environments



Educators: Content area, grade level, co-teaching, advisory

Students: Campus, Virtual, Dual Enrollment, Combined Options

Life skills needed to navigate students' individual pursuits after high school

DESSA SSR & Student Agency

Process of Learning
Through Activities

Meaningful and Relevant

Voice and Choice

Ownership

Aperture Education
Resource: "Seen & Heard"

Source:
Renaissance

Reflect and Connect



Of the skills measured by the DESSA Student Self-Report, which do you feel is an overall area of strength for students you support? What are some examples?

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OPTIMISTIC CLOSURE

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DESSA Assessments



Standardized



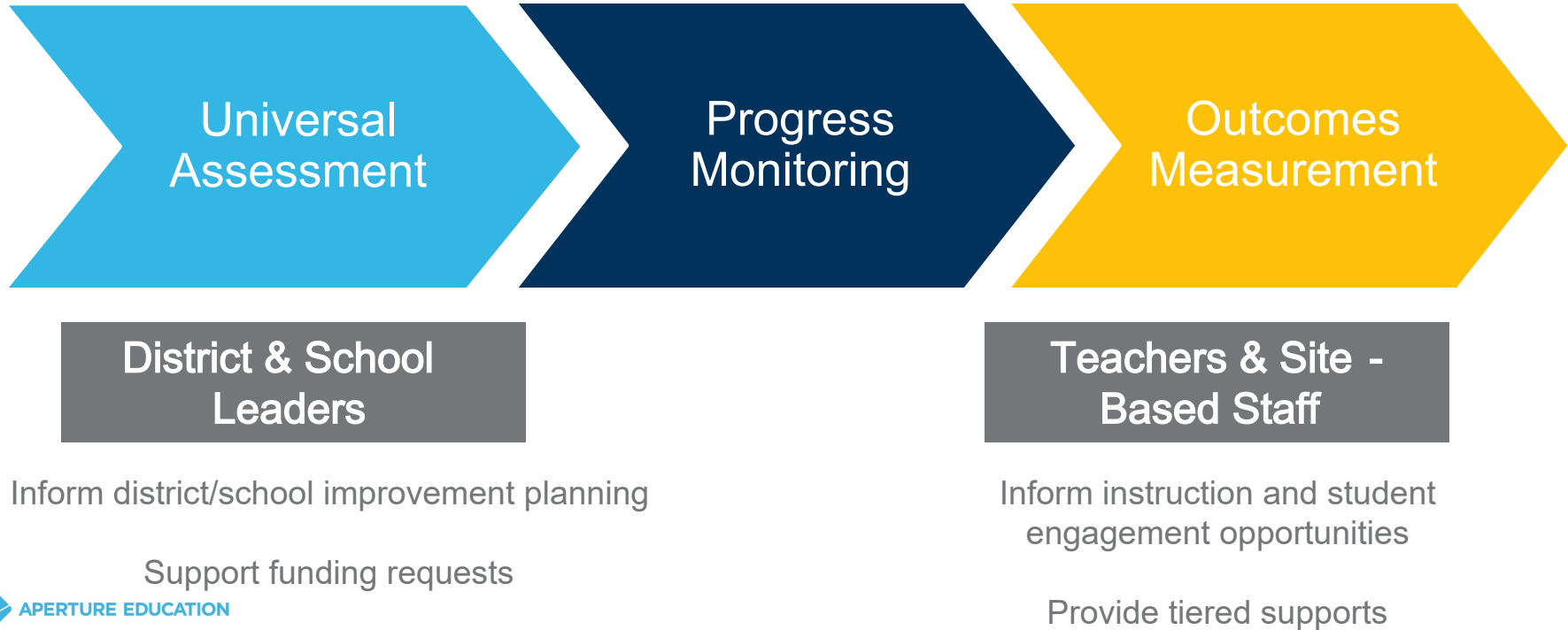
Norm-Referenced



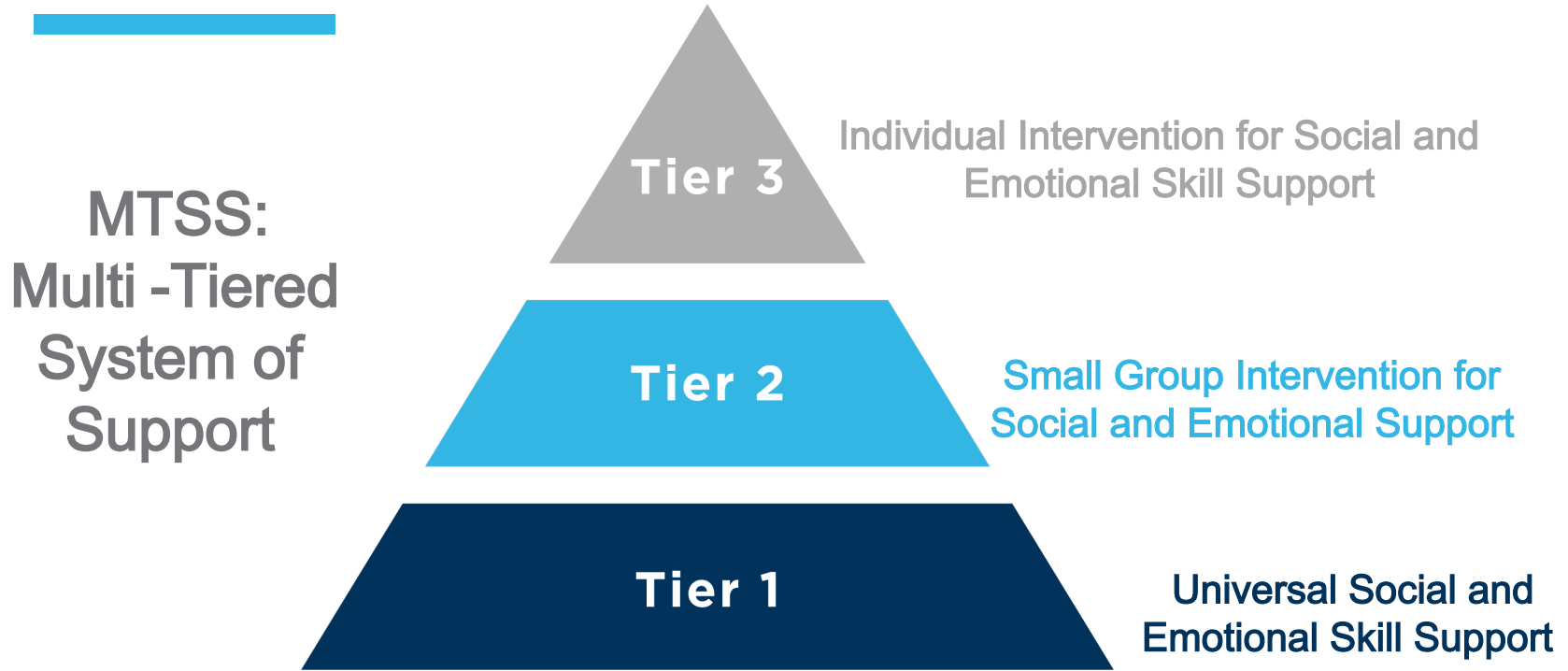
Strength-Based



DESSA Student Self -Report Uses



MTSS and the Student Self -Report



DESSA- MSE SSR:

The Details

*4 Main
Components*

Self-Assessment

Strength -based
assessment of 6 social
emotional competency
areas

Student Completed

Student Portal

50 Questions

< 7 Minutes

11 Languages

Top Skills

Real-time results
available to both
students and
assigned educators
and/or advocates

**Data views differ in the
student portal/Aperture
System for educators*

Gamification

Data-driven skill
building, SEL challenges,
goal setting, badge
tracking

DESSA-HSE SSR:

The Details

*4 Main
Components*

Self-Assessment

Strength -based
assessment of 8 social
emotional competency
areas

Student Completed

Student Portal

55 Questions

< 7 Minutes

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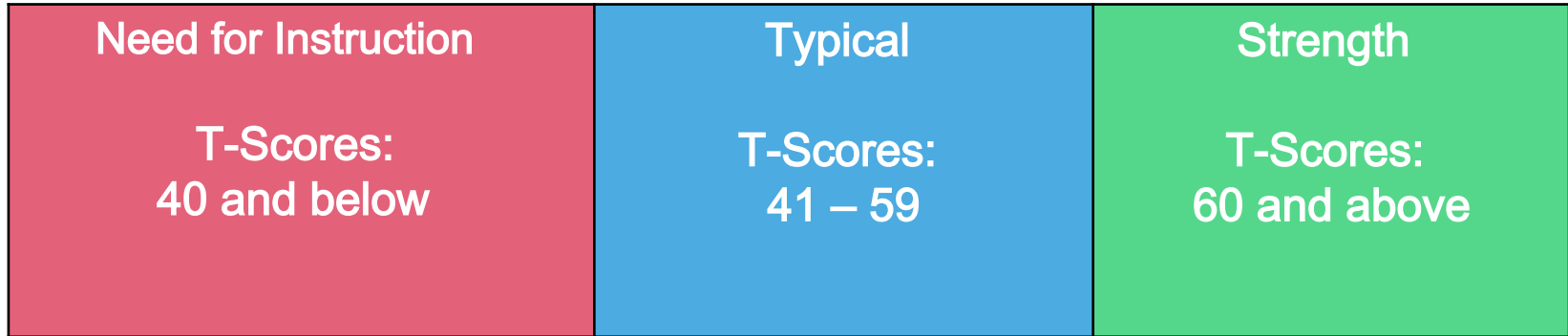
Gamification

Data-driven skill
building, SEL challenges,
goal setting, badge
tracking

DESSA Student Self -Report Results

Educator View:

T-scores are categorized into 3 descriptive ranges



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



UP TO 40

41

→59

60+

Any questions about
the **DESSA SSR?**

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DESSA STUDENT SELF-REPORT
EDUCATOR AND STUDENT PORTALS

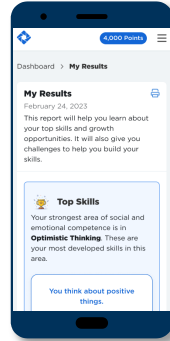
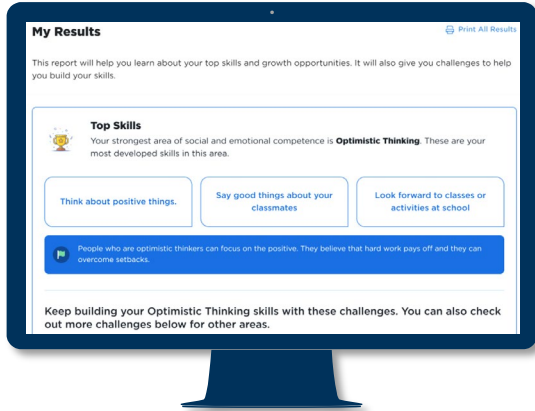
EDUCATOR RESOURCES
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DESSA System: The Basics

Student Portal



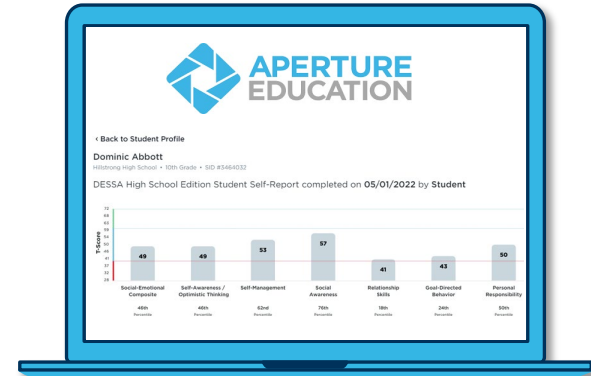
Login Options:

- Username & Password
- Single Sign On (SSO)
- Preferred device

Resources available for designated educators to support student account access



Educator View in the Educator Portal



3 User Types:

- Program Admin
- Site Leader
- Educator

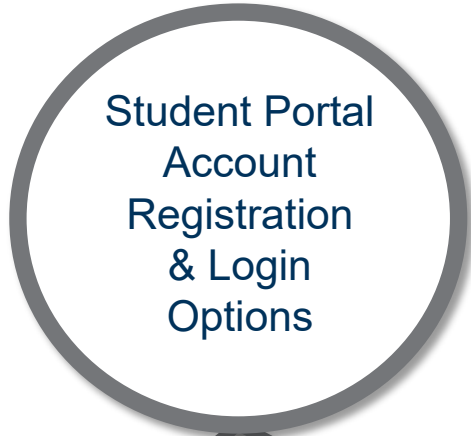
Data availability, report options, and system features vary based on user type

DESSA System: Student Portal

S




DESSA System: Student Portal



- Single Sign On (SSO):
- Clever
 - ClassLink

Username
& Password

- Additional information required for initial Student Portal account registration:
- Username
 - Student ID Number

- Click the link below for step-by-step instructions for initial Student Portal account registration:
- [Login and Registration for the DESSA Student Portal](#)
- 
- Login options determined for the organizational level and scheduled by Program Administrator*

Step 1: Manage Students

The screenshot displays the Aperture Education dashboard. At the top, there is a navigation bar with 'Dashboard', 'Ratings', 'Data and Insights', and 'Strategies'. A search bar and a 'Students' dropdown menu are also present. The main content area is titled 'Welcome back, Angel!' and includes a 'Manage Students' button. Below this, there are three main sections: 'Completion Status' (19/19 Students Complete), 'My Students' (a bar chart showing 4 Need, 10 Typical, and 5 Strength students), and 'Competencies' (a table showing student scores for various social-emotional skills).

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

Great work! View your student's results to guide your SEL instruction!

19 / 19
Students Complete

[View Ratings](#)

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

Students: 4 (21%) | Students: 10 (53%) | Students: 5 (26%)

Need | Typical | Strength

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

Student Competency Breakdown

	Social-Emotional Composite	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making	Optimistic Thinking
Carroll, Jonah	35	40	37	35	35	36	41
Mejia, Edith	37	41	39	39	35	38	44
Lynn, Maverick	38	41	46	39	35	38	42

Action:
Click the “Manage Students” button which will take you directly to the Student Self - Report registration page.

Step 2: Filter for Class Roster

Action:
Filter for your
homeroom/advisory
or group of students
you seek to register
using the Custom
Groups Filter.

Student Self-Report

[Reset Passwords](#)

Capture student voice by allowing students in Grades 6-12 to assess their own social and emotional competencies.

Registration Instructions ^

To have your student's create their accounts, go to <https://demo.student.apertureed.com/>

1. Select First Time User? Register Now
2. Enter the Username that has been generated for them
3. Enter their Student ID (needs to match their Student ID as rostered in the system)
4. Complete registration & login
5. Student Self-Report assessments will be available for students to take under the DESSA module on the main dashboard. They can also view past self-assessment results from this module.
6. Assessment results are available to staff under Data & Insights.

Need help with an SSO provider? For further instructions and support, please visit our [Support Portal](#).

Sites

All

Grade Level

All

Status

All

Custom Group

[Clear Filters](#)

Q Search by student name, ID, or Username

Step 3: Project Registration Instructions

Action:

Project registration instructions and usernames on the screen to make registration seamless.

Students will create their own passwords.

Students with SSO will not create a password.

REGISTER STUDENTS



To have your student's create their accounts, go to <https://qa.student.apertureed.com/>

1. Select First Time User? Register Now
2. Enter the Username that has been generated for them
3. Enter their Student ID (needs to match their Student ID as rostered in the system)
4. Complete registration & login

Need help with an SSO provider? For further instructions and support, please visit our [Support Portal](#).

Last Name ▲	First Name ▲	Username
DuHadway	Jessica	JDuHa19
093D98uH98adway	98Jessica	9093D
DuHadway	Jessica	JDuHa19
093D98uH98adway	98Jessica	9093D
DuHadway	Jessica	JDuHa19
093D98uH98adway	98Jessica	9093D

Last Name ▲	First Name ▲	Username
DuHadway	Jessica	JDuHa19
093D98uH98adway	98Jessica	9093D
DuHadway	Jessica	JDuHa19
093D98uH98adway	98Jessica	9093D
DuHadway	Jessica	JDuHa19
093D98uH98adway	98Jessica	9093D

Last Name ▲	First Name ▲	Username
DuHadway	Jessica	JDuHa19
093D98uH98adway	98Jessica	9093D
DuHadway	Jessica	JDuHa19
093D98uH98adway	98Jessica	9093D
DuHadway	Jessica	JDuHa19
093D98uH98adway	98Jessica	9093D

I'm Finished

Print

Example Questions: MSE SSR

S

Answer Selection
Options

Do your best to rate yourself.

- I set goals for myself.
- I show appreciation for others.
- I feel comfortable being myself in different situations.

- Never
- Rarely
- Sometimes
- Often
- Almost Always

Example Questions: HSE SSR

S

During the past four weeks, how often did you...

- show appreciation of others?
- think about positive things?
- stay focused despite a problem or distraction?

Answer Selection
Options

- Never
- Rarely
- Sometimes
- Often
- Almost Always

DESSA System: Student Portal



My Results Page

Influenced by
our Youth
Advisory
Board!

APERTURE EDUCATION 6,100

My Results

[Print All Results](#)

This report will help you learn about your top skills and growth opportunities. It will also give you challenges to help you build your skills.

Top Skills

Your strongest area of social and emotional competence is **Self-Management**. These are your most developed skills in this area.

- I keep working until I achieve a goal.
- I make positive contributions to my class, school, or community.
- I stay focused despite a distraction.

People who can manage themselves set goals and work hard to achieve them. They can manage how they act and feel in different situations.

Keep building your **Self-Management** skills with these challenges. You can also check out more challenges below for other areas.

DESSA System: Student Portal

S

My Results Page

Other Areas to Explore

Here's a short summary of your DESSA survey results. If you want to explore your skills, just click the "Learn More" button. If you want to see challenges in any of the areas, click the "Accept Challenge" button.

Self-Awareness / Optimistic Thinking
Knowing what you are good at and what's hard for you. Naming your emotions and values. Focusing on the positive. Believing hard work pays off.

[Learn More](#)

[View Challenge](#)

Self-Awareness / Optimistic Thinking

Skills that you are good at (continue to work on these):

- look forward to classes or activities at school?
- agree with the way others think about you?
- teach someone how to do something?
- ask somebody for feedback?

Skills that are your growth opportunities (you can develop these):



- think about positive things?
- say good things about your classmates?
- have high expectations for yourself?
- ask questions when you did not understand something?
- recognize your personal strengths?

DESSA System: Student Portal







SEL Challenges

Challenge Details

 APERTURE EDUCATION 4,100 

Keep building your **Self-Management** skills with these challenges. You can also check out more challenges below for other areas.

Challenge Name	Points	View Challenge	Students Earned
 mlaC nwoD (controlling anger) 250 Points	250 Points	View Challenge	10 students earned this badge
 Wink and Snap! 500 Points	500 Points	View Challenge	0 student(s) earned this badge
 My Calming Space 750 Points	750 Points	View Challenge	0 student(s) earned this badge



250 Points

Badge Name: mlaC nwoD (controlling anger)

Description:

Here is a simple hack for calming yourself down and maintaining control when you are angry or frustrated. People often recommend spelling the name of a loved one when you are angry, but that's too easy. It works much better if you spell their name backwards! Why? Because 1) it takes more concentration and gets your mind off what is making you angry, and 2) thinking of someone you love by itself can help you calm down. So, next time, help yourself mlaC nwoD by using this simple technique!

[Accept Challenge](#)


Deadline: 09/03/2023 

0 student(s) earned this badge

DESSA System: Student Portal



Challenge Activities



mlaC nwoD (controlling anger)

Deadline: 09/03/2023

Main **Tasks** Updates Attachments

- 8/4 Try mlaC nwoD next time you are angry or upset
- 8/4 Reflect on whether it helped you calm down and keep control
- 8/4 If you need more help calming down, take a few deep breaths while you spell backwards
- 9/2 Try mlaC nwoD at least three times in the next month
- 9/3 Write a brief essay about your experience and submit in Updates

Close Previous Next

Independent Goal Setting

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

What type of goal are you setting?

Academic Healthy Habits Volunteer Extracurricular Financial Hobbies

College Prep Professional Development Other

< GO BACK NEXT

SMART Goals

Specific | Measurable | Achievable
| Relevant | Time-Bound

DESSA System: Student Portal



Independent SMART Goal Setting

What is your goal?

Make your goal specific and measurable. For example, "I will join Spanish Club"



I will journal 3 mornings a week for 15 minutes before I leave for school!

Deadline: 10/04/2024

Main

Tasks

Updates

Attachments

Reward: I will celebrate by getting a new journal and set of pens.

Details:

I aim to express my thoughts and set my intentions for the day.

Close

Previous

Next

DESSA Student Portal Reflections

After exploring the DESSA Student Portal, what questions, curiosities, or epiphanies do you have?



Questions



Curiosities



Bright ideas!

DESSA System: Educator View



DESSA System
Access Types:

- Program Admin
- Site Leader
- Raters

Support
Students with
Assessment
Completion

View Results
& Access
Educator
Resources

DESSA System Account Activation

Email Invitation

User Signup for Aperture


You have been invited by an Administrator to use Aperture Education a strength-based social and emotional learning system. Please use the link below to complete your signup process.

Create Account

Login:

app.apertureed.com/login

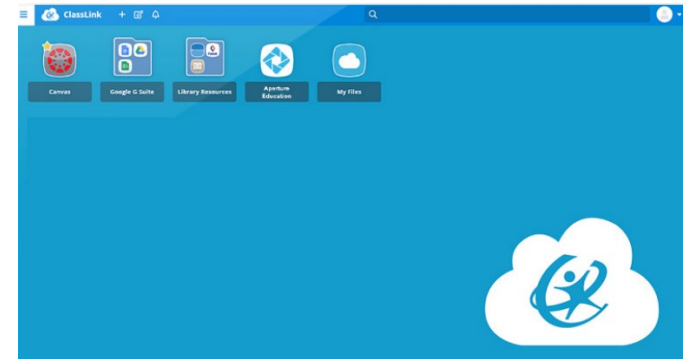
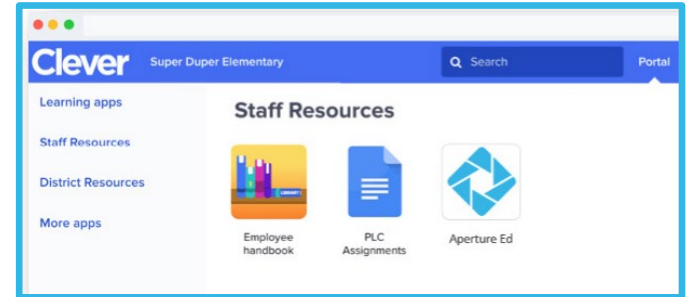


**APERTURE EDUCATION**
Sign In
Email Address

Password

[Forgot your password?](#)

Single Sign-On (SSO)



User Roles



**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.



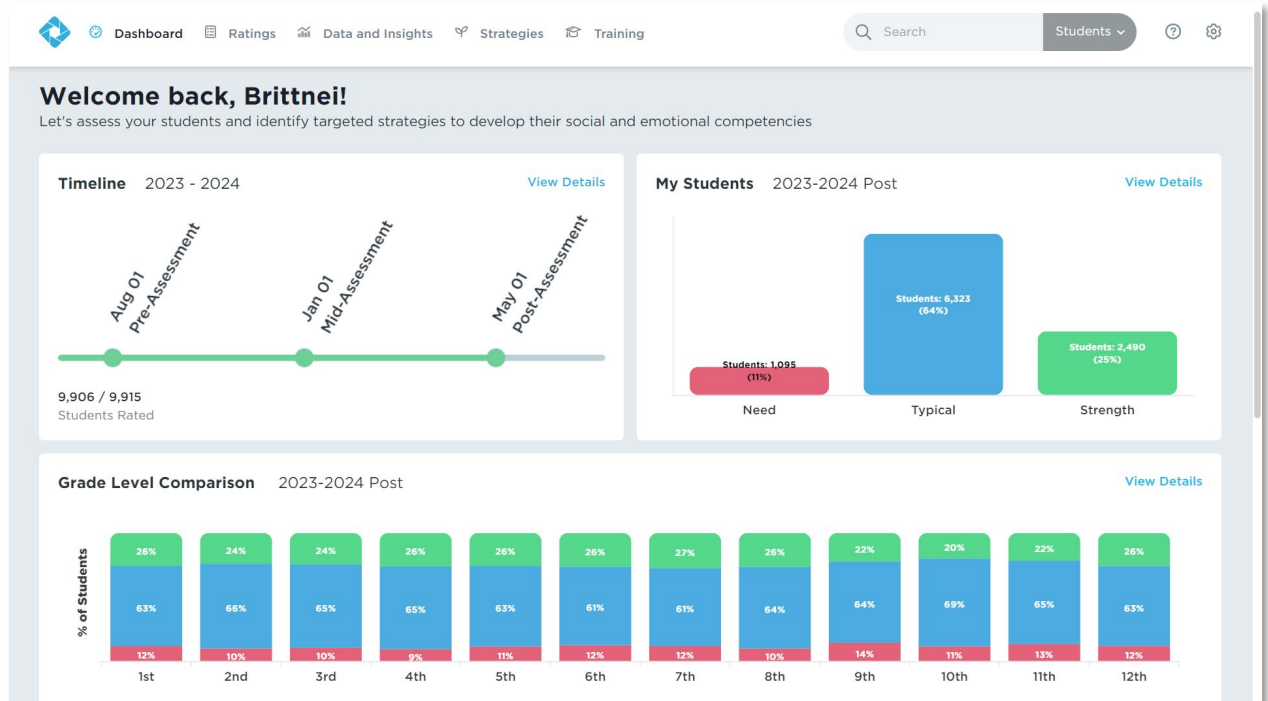
EDUCATOR

Can generate and view reports for their assigned students.

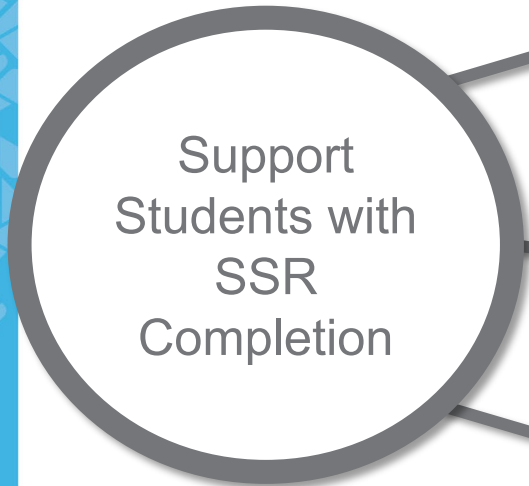
DESSA System: Educator View



Program Admin/
Site Leader
Dashboard



DESSA System: Educator View



Educators are assigned a roster of students to support during the assessment completion process

*Homeroom
Advisory
Class Period
Small Group*

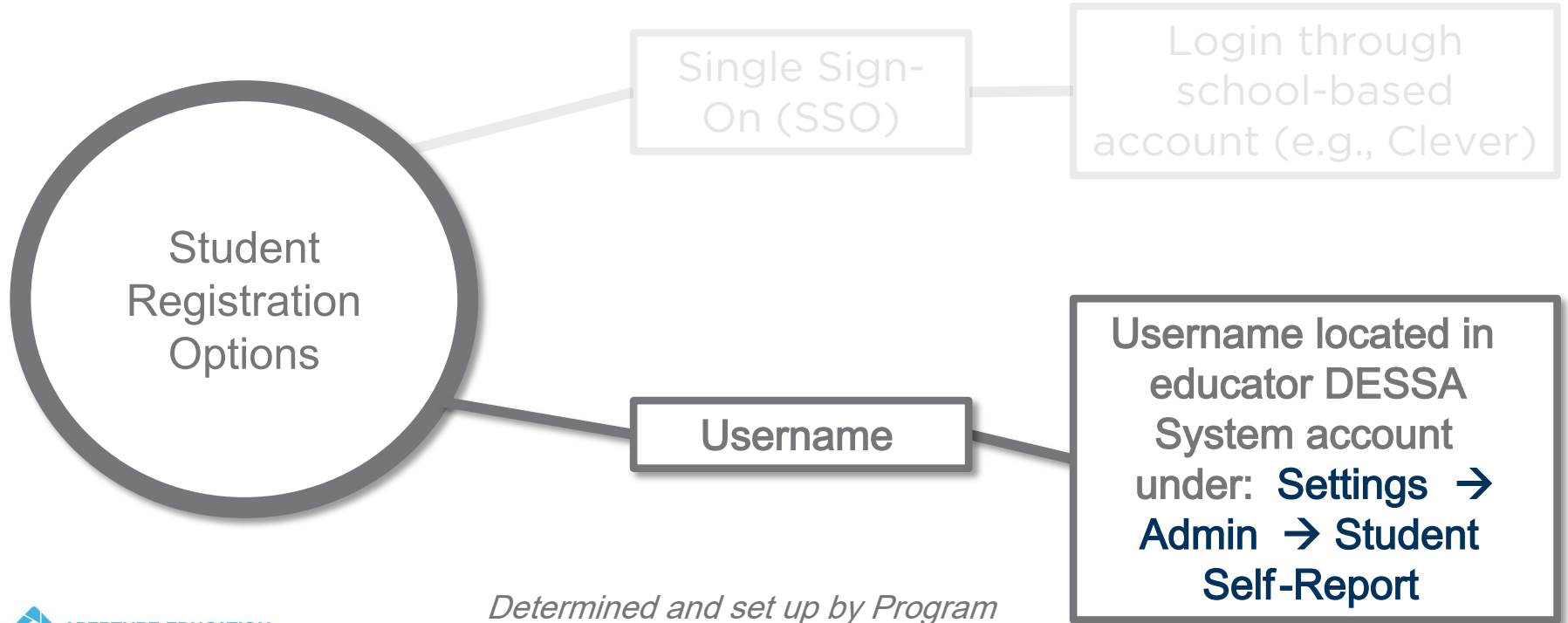
Students complete DESSA Student Self-Report during a designated rating window

*As determined
by Program
Administrator*

Resources available to facilitate student account registration and DESSA Student Self -Report overview

*Coming Up:
Educator
Resources*

DESSA System: Educator View



Determined and set up by Program Admin prior to educator/student access

DESSA System: Educator View



Username located in educator DESSA System account:
Settings →
Admin →
Student Self - Report

The screenshot shows the DESSA System Educator View interface. At the top, there is a navigation bar with icons for Dashboard, Ratings, Data and Insights, Strategies, and Training. A search bar and a 'Students' dropdown menu are also present. On the left, a sidebar menu lists various options: Admin (with a collapse icon), Imports, Sites, Students, Staff, Yearly Setup, Assignment Setup, Assignment Review, Student Self-Report (highlighted), Rating Window Reminders, and Parent/Guardian Rating. The main content area is titled 'Student Self-Report' and includes a 'Reset Passwords' link. Below the title, there is a description: 'Capture student voice by allowing students in Grades 6-12 to assess their own social and emotional competencies.' A 'Registration Instructions' dropdown menu is also visible. The interface features a table with filters for Sites, Grade Level, Status, and Custom Group. The table contains the following data:

Student ID	Last Name ▲	First Name ▲	Username	Activation Date ▲	Account Status ▲	Grade Level ▲	
3464032	Abbott	Dominic	DAbbo79		Unregistered	10th Grade	
3464325	Acevedo	Julie	JAcev47		Unregistered	12th Grade	
3462104	Acevedo	Phoenix	PAcev47		Unregistered	11th Grade	
3460741	Acosta	Maximus	MAcos79		Unregistered	12th Grade	

DESSA System: Educator View



View Results
& Access
Educator
Resources

Dashboard Ratings **Data and Insights** Strategies Academy

Search Students

Reports
< collapse

RATINGS

- My Students**
- Competencies
- Grade Level
- Impact Report
- Batch - Individual Rating
- Rating Export
- Rating Window Summary

COMPLETION REPORTS

- Rating Completion
- EdSERT Completion
- Training Completion

STUDENT PORTAL

- Student Goals
- Student Challenges

STRATEGIES

- Support Strategies
- Data-Driven Recommendations

My Students - Data updated hourly

This report shows the distribution of student assessment scores across the descriptive ranges.

Filters ^

Students

Sites All **Grades** All **Raters** All **Race** All

Academic All **Custom Group**

Ratings

Rating Window 23-24 Pre **Forms** DESSA-HSE-SSR **Start Date** ___/___/___ **End Date** ___/___/___

Apply Reset Filters

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EDUCATOR AND STUDENT PORTALS

EDUCATOR RESOURCES

INSIGHT INTO IMPLEMENTATION

OPTIMISTIC CLOSURE

AGENDA

Educator Resource: Student Goals & Challenges

Access challenges
and goals set by
assigned students





View student
progress and
attachments

Connect via
messaging
features







Educator Portal:

- Use the search bar to locate individual student profile
- Scroll below individual student results bar graph

Student Goals

Status	Deadline	Goal Type ▲	Goal Name ▲	Tasks	
Active	12/16/2022	Extracurricular	Join Key Club	0/2 Tasks	 
Active	12/16/2022	Academic	Earn 83+% in English	0/1	 

Student Challenges

Status	Deadline	Challenge Type	Goal Name ▲	Tasks	Growth Plan	
Active	01/14/2022	Self-Awareness / Optimistic Thinking	Gratitude on Cue	0/6		 
Complete	11/28/2021	Personal Responsibility	How to be a Role Model	0/4		 

Educator Resource: Getting Started with SSR

Educator Portal:

- Use the search bar to locate individual student profile
- Scroll below individual student results bar graph

What are we doing today?

You will reflect on your social and emotional skills to learn about your **strengths** and areas you may want to develop further (**growth opportunities**).

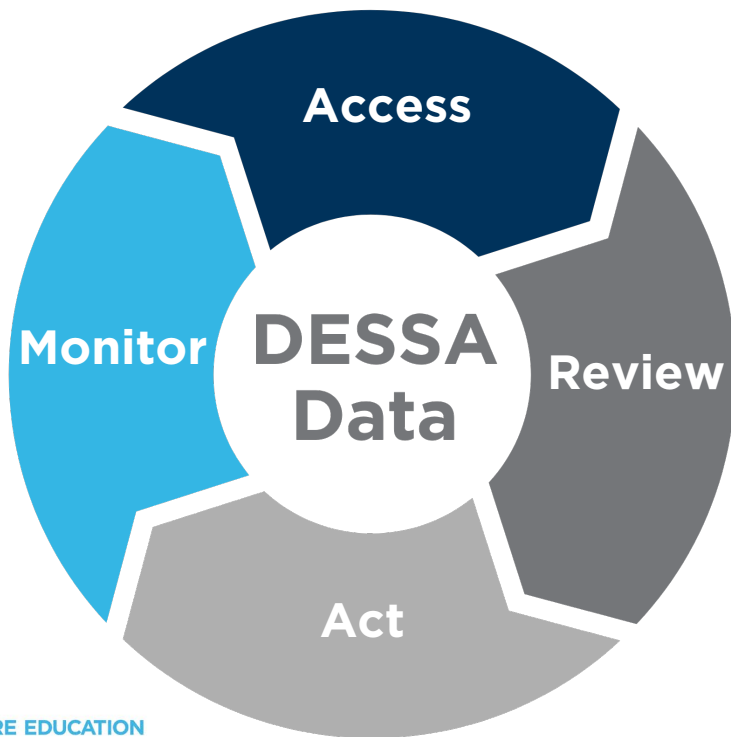


Why is it valuable?

These skills can support you **academically**, but can also support your **personal wellbeing** and **relationships**. These skills also support **college, career, and workforce readiness!**



Educator Resource: Data Reports



Talking to Students About Their Data

What matters most when talking about SSR data with your students is offering them the space and guidance to reflect and discuss together. First, you'll want to personally reflect and prepare for your conversation - the following guiding questions can help!

Educator Reflection Questions

- Have you reviewed the students' SSR results? If not, take some time to do so now.
- What strengths do you notice in their data overall? What about at the individual student level?
- What potential areas for growth do you notice in general? What about at the individual student level?
- How can you ensure your students feel comfortable discussing their data?
- How can you communicate trends in the data to your students, including strengths and potential areas where the group as a whole could grow?

Once you've had time to prepare, the following questions might be helpful for guiding individual conversations with your students.

Individual Student Reflection Questions

- What was it like completing the assessment?
- Have you been able to review your own results? (If not, consider taking the time to support them in doing so now.)
- Were there any areas that surprised you when you saw your results?
- What areas were strengths for you? What does it look like for you to use those skills?
- In what areas do you have opportunities for growth?
- What is an area you would like to strengthen?
- Is there anything you feel would be helpful for me to know as I support you?

Finally, it's important to keep in mind that gathering and reviewing the SSR data is a process. As you and your students have more experience with the SSR and with talking about social and emotional skills, you'll discover new ways that you can continue to support their social and emotional growth.



Educator Resource: 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



IDENTIFYING FEELINGS

Self-Awareness

Middle School

Why this Works

This activity helps students explore how their emotions affect their physical sensations and behaviors.

Duration: 10 minutes, as often as necessary.

Activity Overview

There are many ways we can shape how we feel when experiencing strong emotions. Emotion regulation can be described as a set of strategies students use to assess their own situation, identify their emotions, appraise the physical sensations they feel, identify their behavioral urges, and identify appropriate support and positive strategies. This activity is not meant to dive into mental health concerns. Rather, it is intended to support students' understanding of the connection between their emotions, physical feelings, and behaviors.

Implementation Considerations



Consider implementing this strategy with the Self-Awareness strategy. ***So Many Emotions.***



Italicized text is recommended language to lead the conversation or activity with your students.

How to Implement This Activity

Ensure that your students have access to the supplemental charts for this activity either physically or electronically, or display the charts so that they can be duplicated on separate sheets of paper.

TEACHING STUDENTS HOW EMOTIONS AFFECT PHYSICAL FEELINGS

By learning how emotions affect how our bodies feel, students can learn to control the intensity and duration of their emotions, and their own behaviors, when experiencing strong emotions.¹

Purpose

- Students identify the range of emotions they experience.
- Students learn to associate their emotions with their physical sensations.
- Students begin associating how they want to act and behave based on their emotions and use coping behaviors when necessary.

Materials

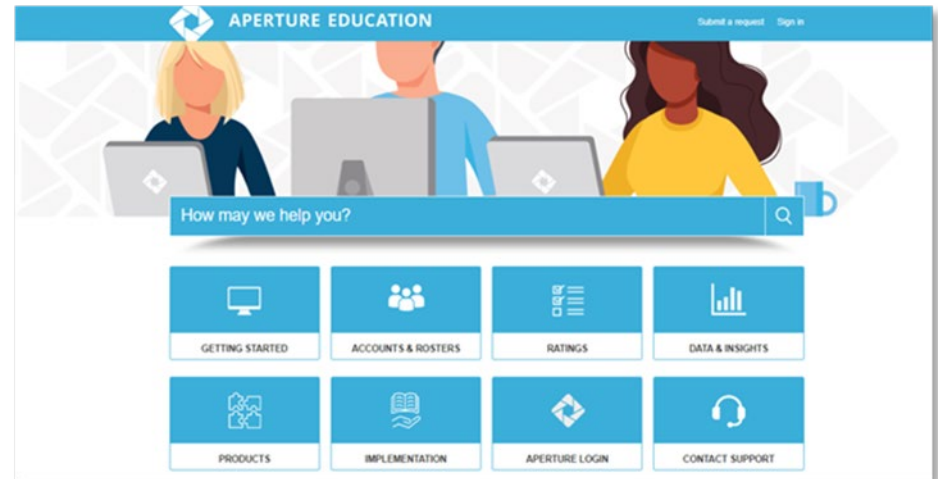
- Emotional Sensations Chart (included below)
- Sample Emotions Chart (included below)

DESSA Theme

Recognizing and understanding emotions, thoughts, and values

Educator Resource: Support Portal

- Additional resources for all users in the Educator Portal
- Includes video tutorials, webinars, educator guides, FAQs, and implementation/planning resources



WHAT IS THE DESSA?
SECONDARY SOCIAL & EMOTIONAL
COMPETENCE

DESSA STUDENT SELF-REPORT
EDUCATOR AND STUDENT PORTALS
EDUCATOR RESOURCES

INSIGHT INTO IMPLEMENTATION

OPTIMISTIC CLOSURE

AGENDA

DESSA-SSR & the DESSA System



Multiple
Schedules



Variety of Learning
Environments



Student
Development
Level

Implementation Opportunities

- Determined by Program Administrator(s) and/or Site Leader(s), with input from staff
- Specific grade level(s) and/or student populations (i.e., intervention small groups)
- Prioritize Focus: Data Collection, SEL Challenges, Goal Setting, Tiered Interventions Resources

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Optimistic Closure

How can measuring students' social and emotional competence be of value to your role as an educator?

How will it benefit your students?

