



Devereux Student Strengths Assessment - Mini

(DESSA-Mini: 1)

Single Rating Report

Child's Name:	Paulino, Ariel	Program:	Sabrina Lasher	Rater Name:	Sally Sloan
Gender:	Female	Site:	Lakeshore Elementary	Relationship to Child:	Teacher
Birth Date:	1/7/2008	Group:	Langdon K	Date Of Rating:	9/30/2016
Age at Rating:	8 Yrs 8 Mos	Rating Period:	[OLD] Fall 2016		

Score Summary Table

	Social-Emotional Total
Raw Score	30
T-Score	65
Percentile	93
Description	Strength

Interpreting Scores

Raw Scores The raw score for each DESSA scale provides little information about the overall level of the child's performance. Because the number of items comprising the various scales differs, raw scores cannot be directly compared.

T-Scores Each DESSA T-score is a standard score set to have a mean of 50 and standard deviation of 10. Like the percentile scores, T-scores are based on the ratings received by the children in the standardization sample. In contrast to percentile scores, however, DESSA T-scores have the same meaning throughout their range. T-scores should always be used when reporting the DESSA results and when comparing scores earned on the various scales.

Percentile Scores DESSA raw scores are converted to percentile scores using the appropriate norms tables. Percentile scores compare the child's behavior to that of other children who have been rated using the Devereux Student Strengths Assessments. The percentile score indicates the percentage of children in the standardization sample who earned the same or lower raw score.

Scale Description High scores (T-scores of 60 and above) are referred to as strengths. This range of scores is indicated by gray shading on the Individual Student Profile. T-scores that fall between 41 and 59 inclusive are described as typical. Low scores (T-scores of 40 and below) are described as a need for instruction. This range of scores is indicated by red shading on the Individual Student Profile. Children with scores in this range can be considered at risk for exhibiting or developing social-emotional problems. On each scale, approximately 16% of the children in the standardization sample received scores in the need for instruction range. It is recommended that a plan be developed and implemented to assist the child in developing these important skills.

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Individual Child Profile - Social-Emotional Total (SET)

T-Scores	Raw Score	Percentiles
71	32	98
67	31	95
65	30	93
63	29	90
61	28	86
59	27	82
57	26	76
55	25	69
53	24	62
51	23	54
49	22	46
48	21	42
46	20	34
45	19	31
43	18	24
42	17	21
41	16	18
39	15	14
38	14	12
37	13	10
36	12	8
34	11	5
33	10	4
32	9	4
31	8	3
29	7	1
28	0-6	1

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Item ratings by Scale

Social-Emotional Total

1	accept responsibility for what she/he did?	3
2	do something nice for somebody?	4
3	speak about positive things?	4
4	pay attention?	4
5	contribute to group efforts?	4
6	perform the steps of a task in order?	4
7	show care when doing a project or school work?	4
8	follow the advice of a trusted adult?	3