SEL Solutions
at American Institutes for Research

Are You READY TO ASSESS Social and Emotional Development?

Tools Index

Introduction

Assessing individuals' social and emotional (SE) knowledge, attitudes, and skills is a complex task. It requires careful consideration of the assessment purpose, rigor, practicality, burden, and ethics. Once you have considered these factors and have determined that you are, in fact, *Ready to Assess,* you are ready to act and choose an assessment tool to achieve your desired outcome. The purpose of this *Tools Index* is to help you make an informed decision on the best tool to explore these outcomes.

About the *Tools Index*

The elements included in this document were selected to provide a brief overview of the selected outcomes tools identified by American Institutes for Research (AIR) for exploring SE knowledge, attitudes, and skills. We identified tools based on an extensive scan of the field and selected those that measured a broad range of outcomes in key areas of development. The tables are organized according to four developmental areas: early childhood, elementary school, middle and high school, and workforce. The measures identified within each table are organized alphabetically.

Elements in the tables include the following:

- Name of the tool, a Web address for finding more information, and the organization(s) or individual(s) responsible for the development of the tool
- Other ages or grades covered by the tool
- Primary constructs measured by the tool
- Information regarding who completes the tool, either youth participants, parents or guardians, or program staff or teachers (and, in some cases, more than one)
- Number of items and length of time necessary to complete the tool
- Whether a cost is associated with use of the tool
- Settings in which the tool has been used or is applicable for use

This document is the third component in AIR's suite of resources, *Ready to Assess. Ready to Assess* was designed to help decision makers and practitioners make informed and ethical assessment decisions. For additional information on this critical topic, read our policy brief, *Ready to Assess: Stop. Think. Act.,* and use our *Ready to Assess Decision Tree.*

Please note that the information included in these tables is the result of a point-in-time search for extant measures. We realize that there may be additional measures of social and emotional development not represented here. Please note that we will update this document annually, as new information is received. Please address any suggestions or questions regarding the content to mmcgarrah@air.org.

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondent and Format	Number of Items and Response Time	Cost Associated (Y/N)	Setting
Academic Motivation Scale (AMS) http://www.jmu.edu/assessment/wm_library/Validity_Evidence_AMS.pdf	Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Valliéres, E. F. (1992). The Academic Motivation Scale: *A measure of intrinsic, extrinsic, and amotivation in education. Educational and Psychological Measurement, 52,* 1003–1017.	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Amotivation External regulation Introjected regulation Identified regulation Intrinsic motivation to know Intrinsic motivation to experience stimulation Intrinsic motivation to accomplish	● Self ● Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	28 items	NA	● Classroom ○ Schoolwide ○ Afterschool ● Other
Achenbach System of Empirically Based Assessment (ASEBA) www.aseba.org	Copyright © 2010 Thomas M. Achenbach, Research Center for Children, Youth, & Families, One South Prospect Street, Burlington, VT 05401, USA. All rights reserved. Use, duplication, or disclosure by the United States Government is subject to the restrictions set forth in DFARS 252.227-7013(c)(1)(ii) and FAR 52.227-19.	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Adaptive functioning Syndrome DSM-oriented substance use	● Self ● Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other	99–120 items	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Battelle Developmental Inventory (BDI), 2nd Edition http://www.riversidepublishing.com/products/bdi2/	Newborg, J. (2005). *Battelle Developmental Inventory* (2nd ed.). Itasca, IL: Riverside Publishing.	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ○ Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Adult interaction Expression of feelings and affect Self-concept Peer interaction Coping Social role	○ Self ○ Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other	NA	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondent and Format	Number of Items and Response Time	Cost Associated (Y/N)	Setting
Behavior Assessment System for Children (BASC), Third Edition http://www.pearsonassessments.com/basc.aspx	ReyNlds, C. R., & Kamphaus, R. W. (2015). *Behavior Assessment System for Children Manual* (3rd ed.). Bloomington, MN: Pearson Clinical Assessment.	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Externalizing problems Internalizing problems School problems Adaptive skills	● Self ● Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other	105–192 items	Y	● Classroom ○ Schoolwide ○ Afterschool ● Other
Devereux Early Childhood Assessment (DECA) for Preschoolers, Second Edition http://www.centerforresilientchildren.org	LeBuffe, P. A., & Naglieri, J. A. (2012). *Devereux Early Childhood Assessment* (DECA) for Preschoolers (2nd ed.). Lewisville, NC: Kaplan Early Learning Company.	● Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ○ Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Total protective factors (TPFs) Initiative Self-regulation Attachment/relationships	○ Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	38 items; 5–10 minutes	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Minnesota Preschool Affect Checklist (MPAC) www.cehd.umn.edu/icd/research/parent-child/	Denham, S. A., & Burton, R. (1996). A social-emotional intervention for at-risk 4-year-olds. *Journal of School Psychology, 34*, 225–245.	● Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ○ Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Expression and regulation of positive affect Expression and regulation of negative affect Inappropriate affect Productive involvement in purposeful activity Unproductive, unfocused use of personal energy Lapses in impulse control Positive reactions to frustration Skills in peer leading and joining Isolation Hostility/aggression Prosocial response to needs of others	○ Self ○ Family ○ Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other	53 items, 20 minutes	N	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondent and Format	Number of Items and Response Time	Cost Associated (Y/N)	Setting
Penn Interactive Preschool Play Scales (PIPPS)	McWayne, C., SekiN, V., Hampton, G., & Fantuzzo, J. (2002). *Manual: Penn Interactive Peer Play Scale. Teacher and parent rating scales for preschool and kindergarten children*. Philadelphia, PA: University of Pennsylvania.	● Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ○ Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Play interaction Play disruption Play disconnection	○ Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	32 items; 15 minutes	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Preschool Self-Regulation Assessment (PSRA)	Smith-Donald, R., & Raver, C. *Emotion Matters Protocol*. Unpublished manuscript, University of Chicago.	● Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ○ Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Emotion regulation Attention/impulsivity	○ Self ○ Family ○ Teacher/staff ○ Peer ● Observation ● Performance based ○ Other	NA	N	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Social Competence/ Behavior Evaluation–30 (SCBE-30)	LaFreniere, P. J., & Dumas, J. E. (1995). *Social Competence and Behavior Evaluation* (Preschool ed.). Los Angeles, CA: Western Psychological Services.	● Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ○ Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Anger/aggression Cooperation/sensitivity Anxiety/withdrawal	○ Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	30–80 items; 10–20 minutes	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondent and Format	Number of Items and Response Time	Cost Associated (Y/N)	Setting
Social Skills Improvement System (SSIS) http://www.pearsonclinical.com/education/products/100000322/social-skills-improvement-system-ssis-rating-scales.html	Gresham, F. M., & Elliott, S. N. (2008). *Social Skills Improvement System Rating Scales*. Minneapolis, MN: NCS Pearson. Distributed by Pearson	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Communication Cooperation Assertion Responsibility Empathy Engagement Self-control Problem behaviors Externalizing Bullying Hyperactivity/inattention Internalizing Autism spectrum Reading achievement Math achievement Motivation to learn	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	80–140 items; 10–25 minutes	Y	● Classroom ○ Schoolwide ● Afterschool ○ Other
Strengths & Difficulties Questionnaire (SDQ) http://www.sdqinfo.org/	Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research Nte. *Journal of Child Psychology and Psychiatry, 38*,581–586.	● Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ○ Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Emotional symptoms Conduct problems Hyperactivity/inattention Peer relationship problems Prosocial behaviors	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	25 items	Varies	● Classroom ○ Schoolwide ● Afterschool ● Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Positive Youth Development Student Questionnaire (Short Form, SF) (Very Short Form, VSF) http://ase.tufts.edu/iaryd/default.htm	Lerner, R. M., Lerner, J. V., Almerigi, J., Theokas, C., Phelps, E., Gestsdottir, S., et al. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of *Positive Youth Development. Journal of Early Adolescence, 25*(1), 17–71.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Academic skills Assets/resiliency Emotional well-being Family support Healthy lifestyles Peer relationships/social competence Positive behavior Problem solving/decision making Self-concept	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	17–34 items	N	○ Classroom ○ Schoolwide ● Afterschool ○ Other
Academic Competence Evaluation Scales http://www.pearsonclinical.com/products/100000402/academic-competence-evaluation-scales-aces.html#tab-details	DiPerna, J. C., & Elliott, S. N. (1999). The development and validation of the Academic Competence Evaluation Scales. *Journal of Psychoeducational Assessment, 17*, 207–225.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Interpersonal skills Motivation Engagement Study skills Academic skills	● Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	67–73 items	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Academic Motivation Scale (AMS) http://www.jmu.edu/assessment/wm_library/Validity_Evidence_AMS.pdf	Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Valliéres, E. F. (1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement, 52*, 1003–1017.	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Amotivation External regulation Introjected regulation Identified regulation Intrinsic motivation to know Intrinsic motivation to experience stimulation Intrinsic motivation to accomplish	○ Self ○ Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other	28 items	NA	● Classroom ○ Schoolwide ○ Afterschool ● Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Achenbach System of Empirically Based Assessment (ASEBA) www.aseba.org	Copyright © 2010 Thomas M. Achenbach, Research Center for Children, Youth, & Families, One South Prospect Street, Burlington, VT 05401, USA. All rights reserved. Use, duplication, or disclosure by the United States Government is subject to the restrictions set forth in DFARS 252.227-7013(c)(1)(ii) and FAR 52.227-19.	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Adaptive Functioning Syndrome DSM-oriented Substance use	● Self ● Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other	99–120 items	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Battelle Developmental Inventory (BDI), 2nd Edition http://www.riversidepublishing.com/products/bdi2/	Newborg, J. (2005). *Battelle Developmental Inventory* (2nd ed.). Itasca, IL: Riverside Publishing.	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Adult interaction Expression of feelings/affect Self-concept Peer interaction Coping Social role	○ Self ○ Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other	NA	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Behavior Assessment System for Children (BASC), Third Edition http://www.pearsonassessments.com/basc.aspx	ReyNlds, C. R., & Kamphaus, R. W. (2015). *Behavior Assessment System for Children Manual* (3rd ed.). Bloomington, MN: Pearson Clinical Assessment.	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Externalizing problems Internalizing problems School problems Adaptive skills	● Self ● Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other	105–192 items	Y	● Classroom ○ Schoolwide ○ Afterschool ● Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Behavioral and Emotional Rating Scale; Second Edition (BERS-2) http://www.proedinc.com/customer/productView.aspx?ID=3430	Epstein, M. H., & Sharma, H. M. (1998). *Behavioral and Emotional Rating Scale: A strength based approach to assessment*. Austin, TX: PRO-ED.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Interpersonal strength Involvement with family Intrapersonal strength School functioning Affective strength	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	52 items; 15 minutes	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Behavior Intervention Monitoring Assessment System (BIMAS) http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools/13028#sthash.NZZVLRtW.dpuf	McDougal, J. L., Bardos, A. N., & Meier, S. T. (2011). *Behavior Intervention Monitoring Assessment System Technical Manual*. Toronto, Canada: Multi-Health Systems.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Behavioral concern scales Conduct Negative affect Cognitive/attention Adaptive scales Social functioning Academic functioning	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ● Other	34 items; 5–15 minutes	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Child Rating Scale (CRS), Parent-Child Rating Scale (P-CRS), and Teacher-Child Rating Scale (T-CRS) https://www.childrensinstitute.net/store/assessments	Hightower, A. D., Cowen, E. L., Spinell, P., Lotyczewski, B. S., Guare, J. C., Rohrbeck, C. A., et al. (1987). The Child Rating Scale: The development of a socioemotional self-rating scale for elementary school children. *School Psychology Review, 16*, 239–255. Hightower, A. D., Work, W. C, Cowen, E. L., Lotyczewski, Bohdan S., Spinell, A. P., Guare, J. C., et al. (1986). The Teacher–Child Rating Scale: A brief objective measure of elementary children's school problem behaviors and competencies. *School Psychology Review, 15*(5), 393–409.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	**Child rating scale (CRS)** Rule compliance/acting out Anxiety/withdrawal Peer social skills School interest **Parent-child rating scale (P-CRS)** Negative peer social relations Positive peer social relations Task orientation Emotional sensitivity/anxiety Self-reliance Frustration tolerance Positive disposition **Teacher-child rating scale (T-CRS)** Task Orientation Behavior Control Assertiveness Peer Social Skills	● Self ● Family ● Teacher/staff ● Peer ● Observation ○ Performance based ○ Other	24–39 items; 15–20 minutes, dependent on the version	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Developmental Assets Profile (DAP) http://www.search-institute.org/surveys/DAP	Search Institute. (2013). *Developmental Assets Profile: User manual.* Minneapolis, MN: Author.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Support Empowerment Boundaries and expectations Constructive use of time Commitment to learning Positive values Social competence Positive identity	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	58 items; 10 minutes	Y	● Classroom ○ Schoolwide ● Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Devereux Student Strengths Assessment (DESSA, Full) http://www.centerforresilientchildren.org/school-age/assessments-resources/the-devereux-student-strengths-assessment-dessa-kit	LeBuffe, P., Shapiro, V., & Naglieri, J. (2008). *Devereux Student Strengths Assessment* (DESSA). Charlotte, NC: Apperson SEL+.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Optimistic thinking Relationship skills Self-awareness Personal responsibility Self-management Goal-directed behavior Social awareness Decision making	○ Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	72 items; 5–10 minutes dependent on the method of assessment	Y	● Classroom ● Schoolwide ● Afterschool ○ Other
Devereux Student Strengths Assessment (DESSA-mini) http://www.centerforresilientchildren.org/wp-content/uploads/2014/01/DESSA-mini-1-pager.pdf	See above.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Optimistic thinking Relationship skills Self-awareness Personal responsibility Self-management Goal-directed behavior Social-awareness Decision making	○ Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	8 items; 1–2 minutes	Y	● Classroom ● Schoolwide ● Afterschool ○ Other
New York Department of Youth and Community Development (DYCD) Youth Outcome Tracking Survey http://www.policystudies.com/studies/?id=38	Developed by Policy Studies Associates with DYCD Program Leaders.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Educational motivation Social and emotional skills Healthy living skills Leadership skills Work readiness skills Development of other interests/skills (Nnacademic) Community and civic engagement	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	69 items; 10–15 minutes	N	○ Classroom ○ Schoolwide ● Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
School Social Behaviors Scale – 2 http://www.brookespublishing.com/resource-center/screening-and-assessment/ssbs-2-hcsbs/	Merrell, K. W., & Caldarella, P. (2008). *School Social Behavior Scales user's guide* (2nd ed.). Baltimore, MD: Brookes Publishing.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Social competence Peer relations Self-management/ compliance Academic behavior Antisocial behavior Hostile/irritable Antisocial/aggressive Defiant/disruptive	○ Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	65 items; 10–15 minutes	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Home and Community Social Behavior Scales http://www.brookespublishing.com/resource-center/screening-and-assessment/ssbs-2-hcsbs/	Merrell, K. W., & Caldarella, P. (2008). *Home and Community Social Behavior Scales user's guide.* Baltimore, MD: Brookes Publishing.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Social competence Peer relations Self-management/ compliance Academic behavior Antisocial behavior Hostile/irritable Antisocial/aggressive Defiant/disruptive	○ Self ● Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	64 items; 10-15 minutes	Y	○ Classroom ○ Schoolwide ○ Afterschool ● Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Self-Regulated Learning Interview Schedule http://www.jstor.org/stable/pdf/1163093.pdf?acceptTC=true	Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing student use of self-regulated learning strategies. *American Educational Research Journal, 23*, 614–628. Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct validation of a strategy model of student self-regulated learning. *Journal of Educational Psychology, 80*(3), 284–290.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Self-evaluating Organizing Other(Nn-self-regulated behavior variable) Transforming Goal-setting and planning Seeking information Keeping records and monitoring Environmental structuring Self-consequating Rehearsing and memorizing Seeking peer, teacher, or adult assistance Reviewing tests, Ntes, and texts	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	15 minutes	NA	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Sense of Classroom as a Community (School Climate Questionnaire)	Battistich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school communities. *Education Psychologist, 32*, 137–151.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ○ Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	School environment Academic attitudes and motives Personal attitudes, motives, and feelings Social attitudes, motives, and behavior Cognitive academic performance	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	NA	NA	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Social Skills Improvement System (SSIS) http://www.pearsonclinical.com/education/products/100000322/social-skills-improvement-system-ssis-rating-scales.html	Gresham, F. M., & Elliott, S. N. (2008). *Social Skills Improvement System Rating Scales*. Minneapolis, MN: NCS Pearson. Distributed by Pearson	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Communication Cooperation Assertion Responsibility Empathy Engagement Self-control Problem behaviors Externalizing Bullying Hyperactivity/inattention Internalizing Autism spectrum Reading achievement Math achievement Motivation to learn	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	80–140 items; 10–25 minutes	Y	● Classroom ○ Schoolwide ● Afterschool ○ Other
Social-Emotional Assets and Resilience Scales http://strongkids.uoregon.edu/SEARS.html	Merrell, K. W., Cohn, B. P., & Tom, K. M. (2011). Development and validation of a teacher report measure for assessing social-emotional strengths of children and adolescents. *School Psychology Review, 40*, 226–241.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Responsibility Social competence Self-regulation Empathy	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	35–41 items, dependent upon version	Y	○ Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Strengths & Difficulties Questionnaire (SDQ) http://www.sdqinfo.com	Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research Nte. *Journal of Child Psychology and Psychiatry, 38*,581–586.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Emotional symptoms Conduct problems Hyperactivity/ inattention Peer relationship problems Prosocial behaviors	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	25 items	Y (Note: free for paper versions used by Nonprofits, and individuals)	● Classroom ○ Schoolwide ● Afterschool ● Other
Student School Engagement Survey (SSES) www.schoolengagement.org	National Center for School Engagement. (2006). *Quantifying school engagement: Research report.* Retrieved from http://schoolengagement.org/wp-content/uploads/2013/12/QuantifyingSchoolEngagementResearchReport-2.pdf	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Behavioral engagement Emotional engagement Cognitive engagement	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	19 items	N (Note: permission is required)	● Classroom ● Schoolwide ● Afterschool ○ Other
Survey of Academic and Youth Outcomes (SAYO) http://www.niost.org/Training-Descriptions/afterschool-program-assessment-system-apas-training-description	National Institute on Out-of-School Time (NIOST), in partnership with the Massachusetts Department of Elementary and Secondary Education	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	**SAYO-S/T:** Behavior, initiative, engagement in learning, problem-solving skills, communication skills, relations with adults, relations with peers, homework, academic performance (SAYO-T only) **SAYO-Y:** Program experience, sense of competence, future planning and expectations	● Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	50 items, 15–20 minutes (however, may be customized based on goals)	N	○ Classroom ○ Schoolwide ● Afterschool ● Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Tauck Family Foundation Formative Assessment Tool http://www.childtrends.org/wp-content/uploads/2014/08/2014-37CombinedMeasuresApproachandTablepdf1.pdf	Child Trends. (2014). *Measuring elementary school individuals' social and emotional skills: Providing educators with tools to measure and monitor social and emotional skills that lead to academic success.* Washington, DC: Author.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ○ Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Self-control Academic self-efficacy Persistence Mastery orientation Social competence	● Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	12–14 items	N	● Classroom ● Schoolwide ● Afterschool ○ Other
The Youth Outcome Toolkit www.n-r-c.com	Youth Outcome Toolkit ©National Research Center, Inc.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Academic Success Arts and Culture Community Involvement Core Values Cultural Responsiveness Healthy Lifestyles Life Skills Positive Life Choices Sense of Self	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	20-80 items	N (Note: No charge if data shared with NRC)	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Youth Outcome Measures Online Toolbox afterschooloutcomes.org	Vandell, D. L., Pierce, K. M., O'Cadiz, P., Hall, V., Karsh, A., Westover, T. (2010). Youth Outcome Measures Online Toolbox. Unpublished manuscript, Department of Education, University of California – Irvine.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Skill development Attitudes and beliefs (youth version only) Positive behavior Program experiences (youth version only)	● Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	36–85 items; 5–15 minutes dependent upon version	Y	○ Classroom ○ Schoolwide ● Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
ACA Youth Outcomes Battery: Youth Measures http://www.acacamps.org/research/youth-outcomes-battery	American Camp Association (ACA)	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Affinity for nature/exploration Camp connectedness Family citizenship Friendship skills Independence Interest in exploration Perceived competence Problem-solving confidence Responsibility Spiritual well-being Teamwork Young camp learning	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	Camp Youth Outcomes Scale—65 items Camper Learner Scale—14 items	Y	○ Classroom ○ Schoolwide ● Afterschool ○ Other
ACA Youth Outcomes Battery: Staff and Parent Perceptions http://www.acacamps.org/research/youth-outcomes-battery/staff-parent-perceptions	American Camp Association (ACA)	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Affinity for exploration/ affinity for nature Camp connectedness Friendship skills Independence Perceived competence Problem-solving confidence Responsibility Teamwork skills	○ Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other		Y	○ Classroom ○ Schoolwide ● Afterschool ○ Other
AIR & CASEL Teacher Rating of Student Social and Emotional Competencies www.air.org/SEL	American Institutes for Research and the Collaborative for Academic, Social, and Emotional Learning	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ○ Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Self-awareness Self-management Social awareness Relationship skills Responsible decision making	○ Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	20	N	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Positive Youth Development Student Questionnaire (Short Form, SF) (Very Short Form, VSF) http://ase.tufts.edu/iaryd/default.htm	Lerner, R. M., Lerner, J. V., Almerigi, J., Theokas, C., Phelps, E., Gestsdottir, S., et al. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence, 25*(1), 17–71.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Academic skills Assets/resiliency Emotional well-being Family support Healthy lifestyles Peer relationships/social competence Positive behavior Problem solving/decision making Self-concept	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	17–34 items	N	○ Classroom ○ Schoolwide ● Afterschool ○ Other
Academic Competence Evaluation Scales http://www.pearsonclinical.com/products/100000402/academic-competence-evaluation-scales-aces.html#tab-details	DiPerna, J. C., & Elliott, S. N. (1999). The development and validation of the Academic Competence Evaluation Scales. *Journal of Psychoeducational Assessment, 17*, 207–225.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Interpersonal skills Motivation Engagement Study skills Academic skills	● Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	67–73 items	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Academic Motivation Scale (AMS) http://www.jmu.edu/assessment/wm_library/Validity_Evidence_AMS.pdf	Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Valliéres, E. F. (1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement, 52*, 1003–1017.	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Amotivation External regulation Introjected regulation Identified regulation Intrinsic motivation to know Intrinsic motivation to experience stimulation Intrinsic motivation to accomplish	● Self ● Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	28 items	NA	● Classroom ○ Schoolwide ○ Afterschool ● Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Achenbach System of Empirically Based Assessment (ASEBA) www.aseba.org	Copyright © 2010 Thomas M. Achenbach, Research Center for Children, Youth, & Families, One South Prospect Street, Burlington, VT 05401, USA. All rights reserved. Use, duplication, or disclosure by the United States Government is subject to the restrictions set forth in DFARS 252.227-7013(c)(1)(ii) and FAR 52.227-19.	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Adaptive functioning Syndrome DSM-oriented Substance use	● Self ● Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other	99–120 items	Y	● Classroom ○ Schoolwide ○ Afterschool ● Other
Attitudes and Behaviors Survey http://www.search-institute.org/surveys/a-b	Search Institute	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Risk behaviors Developmental deficits Thriving indicators Drug-free communities four core measures Developmental assets	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	160 items; 30–40 minutes	Y	● Classroom ● Schoolwide ○ Afterschool ○ Other
Becoming Effective Learners Survey (Pilot)	University of Chicago Consortium on Chicago School Research	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Academic mindsets Social skills Academic perseverance Learning strategies Academic behaviors	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	20 items; 45 minutes	NA	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Behavior Assessment System for Children (BASC), Third Edition http://www.pearsonassessments.com/basc.aspx	ReyNlds, C. R., & Kamphaus, R. W. (2015). *Behavior Assessment System for Children manual* (3rd ed.).Bloomington, MN: Pearson Clinical Assessment.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Externalizing problems Internalizing problems School problems Adaptive skills	● Self ● Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other	105–192 items	Y	● Classroom ○ Schoolwide ○ Afterschool ● Other
Behavioral and Emotional Rating Scale; Second Edition (BERS-2) http://www.proedinc.com/customer/productView.aspx?ID=3430	Epstein, M. H., & Sharma, H. M. (1998). *Behavioral and Emotional Rating Scale: A strength based approach to assessment.* Austin, TX: PRO-ED.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Interpersonal strength Involvement with family Intrapersonal strength School functioning Affective strength	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	52 items; 15 minutes	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Behavior Intervention Monitoring Assessment System (BIMAS) http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools/13028#sthash.NZZVLRtW.dpuf	McDougal, J. L., Bardos, A. N., & Meier, S.T. (2011). *Behavior Intervention Monitoring Assessment System technical manual.* Toronto, Canada: Multi-Health Systems.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	**Behavioral Concern Scales** Conduct Negative affect Cognitive/attention Adaptive scales Social functioning Academic functioning	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ● Other	34 items; 5–15 minutes	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Belonging (to After-School) Scale http://www.performwell.org/index.php/find-surveyassessments/outcomes/social-development/social-competencesocial-skills/the-belonging-scale/print?tmpl=component	Gambone, M. A., & Arbreton, A. J. A. (1997). *Safe havens: The contributions of youth organizations to healthy adolescent development.* Philadelphia, PA: Public/Private Ventures.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Social conscience Altruism	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	7 items	N	○ Classroom ○ Schoolwide ● Afterschool ○ Other
California Healthy Kids Survey (CHKS) http://chks.wested.org	WestEd for the California Department of Education	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	**Core module** Substance use Violence and safety Physical health Protective factors Personal resilience Strengths **Resilience and youth development module** **Supplemental module**	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	33–56 items; 20 minutes, dependent upon version	N	● Classroom ○ Schoolwide ● Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Child Rating Scale (CRS), Parent-Child Rating Scale (P-CRS), and Teacher-Child Rating Scale (T-CRS) https://www.childrensinstitute.net/store/assessments	Hightower, A. D., Cowen, E. L., Spinell, P., Lotyczewski, B. S., Guare, J. C., Rohrbeck, C. A., et al. (1987). The Child Rating Scale: The development of a socioemotional selfrating scale for elementary school children. *School Psychology Review, 16*, 239–255. Hightower, A. D., Work, W. C, Cowen, E. L., Lotyczewski, B. S., Spinell, A. P., Guare, J. C., et al. (1986). The Teacher–Child Rating Scale: A brief objective measure of elementary children's school problem behaviors and competencies. *School Psychology Review, 15*(5), 393–409.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	**Child rating scale (CRS)** Rule compliance/acting out Anxiety/withdrawal Peer social skills School interest **Parent-child rating scale (P-CRS)** Negative peer social relations Positive peer social relations Task orientation Emotional sensitivity/anxiety self-reliance Frustration tolerance Positive disposition **Teacher-child rating scale (T-CRS)** Task orientation Behavior control Assertiveness Peer social skills	● Self ● Family ● Teacher/staff ● Peer ○ Observation ○ Performance based ○ Other	24-39 items; 15–20 minutes, dependent upon version	Y	● Classroom ○ Schoolwide ● Afterschool ○ Other
Competence for Civic Action https://cyfernetsearch.org/content/competence-civic-action-0	Flanagan, C. A., Syversten, A. K., & Stout, M. D. (2007). *Civic measurement models: Tapping adolescents' civic engagement.* Medford, MA: Center for Information and Research on Civic Learning and Engagement.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Efficacy for civic engagement	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	9 items	N	○ Classroom ○ Schoolwide ● Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Active and Engaged Citizenship (AEC) https://cyfernetsearch.org/content/active-and-engaged-citizenship-0	Zaff, J. F., Boyd, M., Li, Y., Lerner, J., & Lerner, R. M. (2010). Active and engaged citizenship: Multi-group and longitudinal factorial analysis of an integrated construct of civic engagement. *Journal of Adolescence, 39*, 736–750.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	**Civic engagement** Emotional Cognitive Behavioral components	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	26 items	N	○ Classroom ○ Schoolwide ○ Afterschool ● Other
CampusReady https://collegeready.epiconline.org	David T. Conley and the Educational Policy Improvement Center	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Key cognitive strategies Key content knowledge Academic behaviors Key transition knowledge and skills	● Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	30–60 minutes, dependent upon version	Y	○ Classroom ● Schoolwide ○ Afterschool ○ Other
College Readiness Performance Assessment System (C-PAS) http://files.eric.ed.gov/fulltext/ED518767.pdf	Conley, D. (2009). *Formative assessment for college readiness: Measuring skill and growth in five key cognitive strategies associated with postsecondary success.* Paper presented at the 2009 annual meeting of the American Educational Research Association, San Diego, CA. Baldwin, M., Seburn, M., & Conley, D. T. (2011). *External validity of the College-readiness Performance Assessment System* (C-PAS). Paper presented at the 2011 annual meeting of the American Educational Research Association, New Orleans, LA.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Problem solving Research Interpretation Reasoning Precision	○ Self ○ Family ● Teacher/staff ○ Peer ○ Observation ● Performance based ○ Other	NA	NA	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Communities That Care (CTC) Survey http://www.sdrg.org/ctcresource/CTC_Youth_Survey_2006.pdf	Arthur, M. W., Hawkins, J. D., Pollard, J. A., CatalaN, R. F., & Baglioni, A. J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors: The Communities That Care Youth Survey. *Evaluation Review, 26,* 575–601.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Community risk factors Community protective factors Family risk factors Family protective factors School risk factors School protective factors Peer-individual risk factors Peer-individual protective factors Outcome measures Depression High substance use Frequency Substance use Antisocial behavior	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	142 items; 50 minutes	N	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Developmental Assets Profile (DAP) http://www.search-institute.org/surveys/DAP	Search Institute. (2013). *Developmental Assets Profile: User manual.* Minneapolis, MN: Author.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Support Empowerment Boundaries and expectations Constructive use of time Commitment to learning Positive values Social competence Positive identity	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	58 items; 10 minutes	Y	● Classroom ○ Schoolwide ● Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Devereux Student Strengths Assessment (DESSA, Full) http://www.centerforresilientchildren.org/school-age/assessments-resources/the-devereux-student-strengths-assessment-dessa-kit	LeBuffe, P., Shapiro, V., & Naglieri, J. (2008). *Devereux Student Strengths Assessment (DESSA).* Lewisville, NC: Kaplan Early Learning Co.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Optimistic thinking Relationship skills Self-awareness Personal responsibility Self-management Goal-directed behavior Social awareness Decision making	○ Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	72 items; 5–10 minutes dependent upon method of assessment	Y	● Classroom ● Schoolwide ● Afterschool ○ Other
Devereux Student Strengths Assessment (DESSA-mini) http://www.centerforresilientchildren.org/wp-content/uploads/2014/01/DESSA-mini-1-pager.pdf	See above.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Optimistic thinking Relationship skills Self-awareness Personal responsibility Self-management Goal-directed behavior Social awareness Decision making	○ Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	8 items; 1–2 minutes	Y	● Classroom ● Schoolwide ● Afterschool ○ Other
New York Department of Youth and Community Development (DYCD) Youth Outcome Tracking Survey http://www.policystudies.com/studies/?id=38	Developed by Policy Studies Associates with DYCD Program Leaders	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Educational motivation Social and emotional skills Healthy living skills Leadership skills Work-readiness skills Development of other interests/skills (Nnacademic) Community and civic engagement	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	69 items; 10–15 minutes	N	○ Classroom ○ Schoolwide ● Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Short Grit Scale (Grit-S) https://sites.sas.upenn.edu/duckworth/pages/research	Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (Grit-S). *Journal of Personality Assessment, 91*(2), 166–174.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Trait-level Perseverance Passion for Long-term goals	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ● Other	8 items	N (Note: Not for commercial use)	○ Classroom ○ Schoolwide ○ Afterschool ● Other
High School Survey of Student Engagement (HSSSE) http://ceep.indiana.edu/hssse/index.html	Center for Evaluation and Education Policy, Indiana University	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Cognitive/intellectual/academic engagement Social/behavioral/participatory engagement Emotional engagement	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	NA	N	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Holistic Student Assessment (HSA) http://www.pearweb.org/tools/hsa.html	Program in Education, Afterschool, & Resiliency (PEAR)	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Social, emotional, and developmental resiliencies Relationships with peers and adults School engagement Emotional and behavioral strengths and deficiencies	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	86 items; 25–45 minutes	Y	○ Classroom ○ Schoolwide ● Afterschool ○ Other
Knowledge Is Power Program (KIPP) Character Report Card http://www.kipp.org/our-approach/character	KIPP with Martin Seligman, Ph.D., and Chris Peterson	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Zest Grit Self-control—interpersonal Optimism Gratitude Social intelligence Curiosity	○ Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	24 items	NA	● Classroom ○ Schoolwide ● Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Leading Indicators Performance Measures Surveys http://cypq.org/leadingindicators	David P. Weikart Center for Youth Program Quality	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	**Constructs vary by respondent** **Youth** Academic press Engaging instruction Socio-emotional development Academic efficacy **Parent** Family engagement Academic efficacy **Staff** Continuous improvement Academic press Engaging instruction School alignment	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	36 items	Y	● Classroom ○ Schoolwide ● Afterschool ○ Other
Me & My World Survey http://www.search-institute.org/surveys/mmw	Search Institute	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Risk behaviors Developmental deficits Thriving indicators Drug-free communities four core measures	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	165 items; 50–75 minutes	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Mission Skills Assessment (MSA) http://www.indexgroups.org/msa/	Independent Schools Data Exchange (INDEX). (2014). *MSA—A tool to alter the way schools think about education: 2014 NAIS conference* [Slide presentation]. Retrieved from http://indexgroups.org/msa/docs/2014%20MSA%20NAIS%20Presentation.pdf	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Teamwork Creativity Ethics Resilience Curiosity Time management	● Self ○ Family ● Teacher/staff ○ Peer ○ Observation ● Performance based ● Other	30 minutes	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Multidimensional Self Concept Scale (MSCS) http://www.proedinc.com/customer/productView.aspx?ID=685	Bracken, B. A. (1992). *Examiner's manual: Multidimensional Self Concept Scale.* Austin, TX: PRO-ED.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	**Global self-concept** **Context-dependent self-concept** Social Competence Affect Academic Family Physical	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	20 minutes	Y	○ Classroom ○ Schoolwide ○ Afterschool ● Other
School Social Behaviors Scales–2 http://www.brookespublishing.com/resource-center/screening-and-assessment/ssbs-2-hcsbs/	Merrell, K. W., & Caldarella, P. (2008). *School Social Behavior Scales user's guide* (2nd ed.). Baltimore, MD: Brookes Publishing.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Social competence Peer relations Self-management/compliance Academic behavior Antisocial behavior Hostile/irritable Antisocial/aggressive Defiant/disruptive	○ Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	65 items; 10–15 minutes	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Home & Community Social Behavior Scales http://www.brookespublishing.com/resource-center/screening-and-assessment/ssbs-2-hcsbs/	Merrell, K. W., & Caldarella, P. (2008). *Home and Community Social Behavior Scales user's guide.* Baltimore, MD: Brookes Publishing.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	**Social competence:** Peer relations Self-management/ compliance Academic behavior Antisocial behavior Hostile/irritable Antisocial/aggressive Defiant/disruptive	○ Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	64 items; 10-15 minutes	Y	○ Classroom ○ Schoolwide ○ Afterschool ● Other
School Connection Scale http://www.researchgate.net/publication/12140462_The_School_Connection_Scale_a_factor_analysis	Brown, R. A., Leigh, G. K., & Barton, K. (2000). The School Connection Scale: A factor analysis. *Psychological Reports, 87,* 851–858.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Power Belief Commitment Belonging	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	16 items	NA	○ Classroom ● Schoolwide ○ Afterschool ○ Other
Self-Regulated Learning Interview Schedule http://www.jstor.org/stable/pdf/1163093.pdf?acceptTC=true	Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing student use of self-regulated learning strategies. *American Educational Research Journal, 23,* 614–628. Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct validation of a strategy model of student self-regulated learning. *Journal of Educational Psychology, 80(3),* 284–290.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Self-evaluating Organizing Other(Nn–self-regulated behavior variable) Transforming Goal-setting and planning Seeking information Keeping records and monitoring Environmental structuring Self-consequating Rehearsing and memorizing Seeking peer, teacher, or adult assistance Reviewing tests, Ntes, and texts	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	15 minutes	NA	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Social Skills Improvement System (SSIS) http://www.pearsonclinical.com/education/products/100000322/social-skills-improvement-system-ssis-rating-scales.html	Gresham, F. M., & Elliott, S. N. (2008). *Social Skills Improvement System Rating Scales*. Minneapolis, MN: NCS Pearson. Distributed by Pearson	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Communication Cooperation Assertion Responsibility Empathy Engagement Self-control Problem behaviors Externalizing Bullying Hyperactivity/inattention Internalizing Autism spectrum Reading achievement Math achievement Motivation to learn	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	80-140 items; 10–25 minutes	Y	● Classroom ○ Schoolwide ● Afterschool ○ Other
Social-Emotional Assets and Resilience Scales http://strongkids.uoregon.edu/SEARS.html	Merrell, K. W., Cohn, B. P., & Tom, K. M. (2011). Development and validation of a teacher report measure for assessing social-emotional strengths of children and adolescents. *School Psychology Review, 40*, 226–241.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Responsibility Social competence Self-regulation Empathy	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	35–41 items	Y	○ Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Strengths & Difficulties Questionnaire (SDQ) http://www.sdqinfo.com/	Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research Nte. *Journal of Child Psychology and Psychiatry, 38,* 581–586.	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Emotional symptoms Conduct problems Hyperactivity/inattention Peer relationship problems Prosocial behaviors	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	25 items	Y (Note: free for paper versions used by Nnprofits and individuals)	● Classroom ○ Schoolwide ● Afterschool ● Other
Survey of Academic and Youth Outcomes (SAYO) http://www.niost.org/Training-Descriptions/afterschool-program-assessment-system-apas-training-description	National Institute on Out-of-School Time (NIOST), in partnership with the Massachusetts Department of Elementary and Secondary Education	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	**SAYO-S/T:** Behavior, initiative, engagement in learning, problem-solving skills, communication skills, relations with adults, relations with peers, homework, academic performance (SAYO-T only) **SAYO-Y:** Program experience, sense of competence, future planning and expectations	● Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	50 items, 15–20 minutes	N	○ Classroom ○ Schoolwide ● Afterschool ● Other
ThinkReady https://collegeready.epiconline.org	David T. Conley and the Educational Policy Improvement Center	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)		● Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other			○ Classroom ○ Schoolwide ● Afterschool ● Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
The Youth Outcome Toolkit www.n-r-c.com	Youth Outcome Toolkit ©National Research Center, Inc.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Academic success Arts and culture Community involvement Core values Cultural responsiveness Healthy lifestyles Life skills Positive life choices Sense of self	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	20–80 items	N (Note: No charge if data shared with NRC)	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Washington Healthy Youth Survey (HYS) http://www.doh.wa.gov/DataandStatisticalReports/HealthBehaviors/HealthyYouthSurvey/Background#Committee	Joint Survey Planning Committee (made up of multiple state agencies)	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Alcohol, tobacco, and other drug use Other health concerns School climate Quality of life Risk and protective factors	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	30 items, 45 minutes	NA	● Classroom ○ Schoolwide ○ Afterschool ○ Other
YDEKC Student Engagement, Motivation, and Beliefs Survey http://ydekc.org/smi_2014/	Youth Development Executives of King County (YDEKC)	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Academic identity Mindsets Self-management Interpersonal skills Program belonging and engagement	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	35-47 items; 15–20 minutes	N	○ Classroom ○ Schoolwide ● Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Youth Connections Scale http://cascw.umn.edu/wp-content/uploads/2013/12/YCSImplementation.pdf	Center for Advances Studies in Child Welfare (CASCW)	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Tools for connections number of connections strength of connections support indicators Overall level of youth connections	● Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ● Other	43 items	N	○ Classroom ○ Schoolwide ○ Afterschool ● Other
Youth Experiences Survey 2.0 http://youthdev.illiNis.edu/?page_id=189	Hansen, D. M., & Larson, R. (2005). *The Youth Experience Survey 2.0: Instrument revisions and validity testing.* Retrieved from http://youthdev.illiNis.edu/wp-content/uploads/2013/11/Y-2.0-Instrument.pdf	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Identity Initiative Basic skills Teamwork and social skills Interpersonal relationships Adult networks and social capital Negative experiences	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	70 items	N	● Classroom ○ Schoolwide ● Afterschool ○ Other
Afterschool Outcome Measures Online Toolbox afterschooloutcomes.org	Vandell, D. L., Pierce, K. M., O'Cadiz, P., Hall, V., Karsh, A., Westover, T. (2010). *Youth Outcome Measures Online Toolbox.* Unpublished manuscript, Department of Education, University of California–Irvine.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Skill development Attitudes and beliefs (youth version only) Positive behavior Program experiences (youth version only)	● Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	36–85 items; 5–15 minutes	Y	○ Classroom ○ Schoolwide ● Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
ACA Youth Outcomes Battery: Youth Measures http://www.acacamps.org/research/youth-outcomes-battery	American Camp Association (ACA)	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Affinity for nature/exploration Camp connectedness Family citizenship Friendship skills Independence Interest in exploration Perceived competence Problem-solving confidence Responsibility Spiritual well-being Teamwork Young camp learning	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	65 items	Y	○ Classroom ○ Schoolwide ● Afterschool ○ Other
ACA Youth Outcomes Battery: Staff and Parent Perceptions http://www.acacamps.org/research/youth-outcomes-battery/staff-parent-perceptions	American Camp Association (ACA)	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Affinity for exploration/ affinity for nature Camp connectedness Friendship skills Independence Perceived competence Problem-solving confidence Responsibility Teamwork skills	○ Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	NA	Y	○ Classroom ○ Schoolwide ● Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Well-being Indicator Tool for Youth (WIT-Y) http://cascw.umn.edu/portfolio-items/well-being-indicator-tool-for-youth-wit-y/	Anu Family Services with the Center for Advanced Studies in Child Welfare (CASCW) at the University of Minnesota	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Safety and security Relationships Mental health Cognitive health Physical health Community Purpose Environment	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	8 items, 10 minutes	N	○ Classroom ○ Schoolwide ● Afterschool ● Other
AIR & CASEL Student Self-Report of Social and Emotional Competencies www.air.org/SEL	American Institutes for Research and the Collaborative for Academic, Social, and Emotional Learning	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ○ Workforce (18+ years)	Self-awareness Self-management Social awareness Relationship skills Responsible decision making	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	30 items	N	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Academic Competence Evaluation Scales (ACES) http://www.pearsonclinical.com/products/100000402/academic-competence-evaluation-scales-aces.html#tab-details	DiPerna, J. C., & Elliott, S. N. (1999). The development and validation of the Academic Competence Evaluation Scales. *Journal of Psychoeducational Assessment, 17,* 207–225.	○ Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Interpersonal skills Motivation Engagement Study skills Academic skills	● Self ○ Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	67–73 items	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Academic Motivation Scale (AMS) http://www.jmu.edu/assessment/wm_library/Validity_Evidence_AMS.pdf	Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Valliéres, E. F. (1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement, 52,* 1003–1017.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Amotivation External regulation Introjected regulation Identified regulation Intrinsic motivation to know Intrinsic motivation to experience stimulation Intrinsic motivation to accomplish	● Self ● Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	28 items	NA	● Classroom ○ Schoolwide ○ Afterschool ● Other
Achenbach System of Empirically Based Assessment (ASEBA) www.aseba.org	Copyright © 2010 Thomas M. Achenbach, Research Center for Children, Youth, & Families, One South Prospect Street, Burlington, VT 05401, USA. All rights reserved. Use, duplication, or disclosure by the United States Government is subject to the restrictions set forth in DFARS 252.227-7013(c)(1)(ii) and FAR 52.227-19.	● Early childhood (0–5 years) ● Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Adaptive functioning Syndrome DSM oriented Substance use	● Self ● Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other	99–120 items	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other

Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondents	Number of Items and Length to Respond	Cost Associated (Y/N)	Setting
Motivated Strategies for Learning Questionnaire (MSLQ) http://web.stanford.edu/dept/SUSE/projects/ireport/articles/self-regulation/self-regulated%20learning-motivation.pdf	Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning component of classroom academic performance. *Journal of Educational Psychology, 82*(1), 33–40. Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1991). *A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ).* Ann Arbor, MI: University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Motivation Cognitive Strategy Use Metacognitive Strategy Use Management of Effort	● Self ○ Family ○ Teacher/staff ○ Peer ○ Observation ○ Performance based ○ Other	81 items; 20–30 minutes	Y	● Classroom ○ Schoolwide ○ Afterschool ○ Other
Short Grit Scale (Grit-S) https://sites.sas.upenn.edu/duckworth/pages/research	Duckworth, A. L., & Quinn, P. D. (2009). Development and Validation of the Short Grit Scale (Grit–S). *Journal of Personality Assessment, 91*(2), 166–174.	○ Early childhood (0–5 years) ○ Elementary school (Grades K–5, 5–10 years) ● Middle and high school (Grades 6–12, 11–18 years) ● Workforce (18+ years)	Trait-level perseverance Passion for long-term goals	● Self ● Family ● Teacher/staff ○ Peer ○ Observation ○ Performance based ● Other	8 items	N (Note: Not for commercial use)	○ Classroom ○ Schoolwide ○ Afterschool ● Other

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