

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
<p>Academic Motivation Scale (AMS)</p> <p>http://www.jmu.edu/assessment/wm_library/Validity_Evidence_AMS.pdf</p>	<p>Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallières, E. F. (1992). The Academic Motivation Scale: <i>A measure of intrinsic, extrinsic, and amotivation in education. Educational and Psychological Measurement, 52</i>, 1003-1017.</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input checked="" type="radio"/> Workforce (18+ years) 	<p>Amotivation</p> <p>External regulation</p> <p>Introjected regulation</p> <p>Identified regulation</p> <p>Intrinsic motivation to know</p> <p>Intrinsic motivation to experience stimulation</p> <p>Intrinsic motivation to accomplish</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	28 items	NA	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> Other
<p>Achenbach System of Empirically Based Assessment (ASEBA)</p> <p>www.aseba.org</p>	<p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input checked="" type="radio"/> Workforce (18+ years) 	<p>Adaptive functioning</p> <p>Syndrome</p> <p>DSM-oriented substance use</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input checked="" type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	99-120 items	Y	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
<p>Battelle Developmental Inventory (BDI), 2nd Edition</p> <p>http://www.riversidepublishing.com/products/bdi2/</p>	<p>Newborg, J. (2005). <i>Battelle Developmental Inventory</i> (2nd ed.). Itasca, IL: Riverside Publishing.</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Adult interaction</p> <p>Expression of feelings and affect</p> <p>Self-concept</p> <p>Peer interaction</p> <p>Coping</p> <p>Social role</p>	<ul style="list-style-type: none"> <input type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input checked="" type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	NA	Y	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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). <i>Behavior Assessment System for Children Manual</i> (3rd ed.). Bloomington, MN: Pearson Clinical Assessment.	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	Externalizing problems Internalizing problems School problems Adaptive skills	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input checked="" type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	105-192 items	Y	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> Other
Devereux Early Childhood Assessment (DECA) for Preschoolers, Second Edition http://www.centerforresilientchildren.org	LeBuffe, P.A., & Naglieri, J. A. (2012). <i>Devereux Early Childhood Assessment (DECA) for Preschoolers</i> (2nd ed.). Lewisville, NC: Kaplan Early Learning Company.	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	Total protective factors (TPFs) Initiative Self-regulation Attachment/relationships	<ul style="list-style-type: none"> <input type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	38 items; 5-10 minutes	Y	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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. <i>Journal of School Psychology, 34</i> , 225-245.	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> 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	<ul style="list-style-type: none"> <input type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input checked="" type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	53 items, 20 minutes	N	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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). <i>Manual: Penn Interactive Peer Play Scale. Teacher and parent rating scales for preschool and kindergarten children.</i> Philadelphia, PA: University of Pennsylvania.	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Play interaction</p> <p>Play disruption</p> <p>Play disconnection</p>	<ul style="list-style-type: none"> <input type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	32 items; 15 minutes	Y	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
Preschool Self-Regulation Assessment (PSRA)	Smith-Donald, R., & Raver, C. <i>Emotion Matters Protocol.</i> Unpublished manuscript, University of Chicago.	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Emotion regulation</p> <p>Attention/impulsivity</p>	<ul style="list-style-type: none"> <input type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input checked="" type="radio"/> Observation <input checked="" type="radio"/> Performance based <input type="radio"/> Other 	NA	N	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
Social Competence/ Behavior Evaluation-30 (SCBE-30)	LaFreniere, P.J., & Dumas, J. E. (1995). <i>Social Competence and Behavior Evaluation (Preschool ed.)</i> . Los Angeles, CA: Western Psychological Services.	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Anger/aggression</p> <p>Cooperation/sensitivity</p> <p>Anxiety/withdrawal</p>	<ul style="list-style-type: none"> <input type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	30-80 items; 10-20 minutes	Y	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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
<p>Social Skills Improvement System (SSIS)</p> <p>http://www.pearsonclinical.com/education/products/100000322/social-skills-improvement-system-ssis-rating-scales.html</p>	<p>Gresham, F. M., & Elliott, S. N. (2008). <i>Social Skills Improvement System Rating Scales</i>. Minneapolis, MN: NCS Pearson.</p> <p>Distributed by Pearson</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Communication</p> <p>Cooperation</p> <p>Assertion</p> <p>Responsibility</p> <p>Empathy</p> <p>Engagement</p> <p>Self-control</p> <p>Problem behaviors</p> <p>Externalizing</p> <p>Bullying</p> <p>Hyperactivity/inattention</p> <p>Internalizing</p> <p>Autism spectrum</p> <p>Reading achievement</p> <p>Math achievement</p> <p>Motivation to learn</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>80-140 items; 10-25 minutes</p>	<p>Y</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
<p>Strengths & Difficulties Questionnaire (SDQ)</p> <p>http://www.sdqinfo.org/</p>	<p>Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research Nte. <i>Journal of Child Psychology and Psychiatry</i>, 38,581-586.</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Emotional symptoms</p> <p>Conduct problems</p> <p>Hyperactivity/inattention</p> <p>Peer relationship problems</p> <p>Prosocial behaviors</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>25 items</p>	<p>Varies</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input checked="" type="radio"/> 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
<p>Positive Youth Development Student Questionnaire (Short Form, SF) (Very Short Form, VSF)</p> <p>http://ase.tufts.edu/iaryd/default.htm</p>	<p>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 <i>Positive Youth Development</i>. <i>Journal of Early Adolescence</i>, 25(1), 17-71.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Academic skills</p> <p>Assets/resiliency</p> <p>Emotional well-being</p> <p>Family support</p> <p>Healthy lifestyles</p> <p>Peer relationships/social competence</p> <p>Positive behavior</p> <p>Problem solving/decision making</p> <p>Self-concept</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	17-34 items	N	<ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
<p>Academic Competence Evaluation Scales</p> <p>http://www.pearsonclinical.com/products/100000402/academic-competence-evaluation-scales-aces.html#tab-details</p>	<p>DiPerna, J. C., & Elliott, S. N. (1999). The development and validation of the Academic Competence Evaluation Scales. <i>Journal of Psychoeducational Assessment</i>, 17, 207-225.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input checked="" type="radio"/> Workforce (18+ years) 	<p>Interpersonal skills</p> <p>Motivation</p> <p>Engagement</p> <p>Study skills</p> <p>Academic skills</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	67-73 items	Y	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
<p>Academic Motivation Scale (AMS)</p> <p>http://www.jmu.edu/assessment/wm_library/Validity_Evidence_AMS.pdf</p>	<p>Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallières, E. F. (1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. <i>Educational and Psychological Measurement</i>, 52, 1003-1017.</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input checked="" type="radio"/> Workforce (18+ years) 	<p>Amotivation</p> <p>External regulation</p> <p>Introjected regulation</p> <p>Identified regulation</p> <p>Intrinsic motivation to know</p> <p>Intrinsic motivation to experience stimulation</p> <p>Intrinsic motivation to accomplish</p>	<ul style="list-style-type: none"> <input type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input checked="" type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	28 items	NA	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> 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.	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Self ● Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other 	99-120 items	Y	<ul style="list-style-type: none"> ● Classroom ○ Schoolwide ○ Afterschool ○ Other
Battelle Developmental Inventory (BDI), 2nd Edition http://www.riversidepublishing.com/products/bdi2/	Newborg, J. (2005). <i>Battelle Developmental Inventory</i> (2nd ed.). Itasca, IL: Riverside Publishing.	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ○ Self ○ Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other 	NA	Y	<ul style="list-style-type: none"> ● 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). <i>Behavior Assessment System for Children Manual</i> (3rd ed.). Bloomington, MN: Pearson Clinical Assessment.	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Self ● Family ● Teacher/staff ○ Peer ● Observation ○ Performance based ○ Other 	105-192 items	Y	<ul style="list-style-type: none"> ● 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
<p>Behavioral and Emotional Rating Scale; Second Edition (BERS-2)</p> <p>http://www.proedinc.com/customer/productView.aspx?ID=3430</p>	<p>Epstein, M. H., & Sharma, H. M. (1998). <i>Behavioral and Emotional Rating Scale: A strength based approach to assessment</i>. Austin, TX: PRO-ED.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Interpersonal strength</p> <p>Involvement with family</p> <p>Intrapersonal strength</p> <p>School functioning</p> <p>Affective strength</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>52 items; 15 minutes</p>	<p>Y</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
<p>Behavior Intervention Monitoring Assessment System (BIMAS)</p> <p>http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools/13028#sthash.NZZVLRtW.dpuf</p>	<p>McDougal, J. L., Bardos, A. N., & Meier, S.T. (2011). <i>Behavior Intervention Monitoring Assessment System Technical Manual</i>. Toronto, Canada: Multi-Health Systems.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Behavioral concern scales</p> <p>Conduct</p> <p>Negative affect</p> <p>Cognitive/attention</p> <p>Adaptive scales</p> <p>Social functioning</p> <p>Academic functioning</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input checked="" type="radio"/> Other 	<p>34 items; 5-15 minutes</p>	<p>Y</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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
<p>Child Rating Scale (CRS), Parent-Child Rating Scale (P-CRS), and Teacher-Child Rating Scale (T-CRS)</p> <p>https://www.childrensinstitute.net/store/assessments</p>	<p>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. <i>School Psychology Review</i>, 16, 239-255.</p> <p>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. <i>School Psychology Review</i>, 15(5), 393-409.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Child rating scale (CRS)</p> <p>Rule compliance/acting out</p> <p>Anxiety/withdrawal</p> <p>Peer social skills</p> <p>School interest</p> <p>Parent-child rating scale (P-CRS)</p> <p>Negative peer social relations</p> <p>Positive peer social relations</p> <p>Task orientation</p> <p>Emotional sensitivity/anxiety</p> <p>Self-reliance</p> <p>Frustration tolerance</p> <p>Positive disposition</p> <p>Teacher-child rating scale (T-CRS)</p> <p>Task Orientation</p> <p>Behavior Control</p> <p>Assertiveness</p> <p>Peer Social Skills</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input checked="" type="radio"/> Peer <input checked="" type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>24-39 items; 15-20 minutes, dependent on the version</p>	<p>Y</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
<p>Developmental Assets Profile (DAP)</p> <p>http://www.search-institute.org/surveys/DAP</p>	<p>Search Institute. (2013). <i>Developmental Assets Profile: User manual</i>. Minneapolis, MN: Author.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Support</p> <p>Empowerment</p> <p>Boundaries and expectations</p> <p>Constructive use of time</p> <p>Commitment to learning</p> <p>Positive values</p> <p>Social competence</p> <p>Positive identity</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>58 items; 10 minutes</p>	<p>Y</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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). <i>Devereux Student Strengths Assessment (DESSA)</i> . Charlotte, NC: Apperson SEL+.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Optimistic thinking Relationship skills Self-awareness Personal responsibility Self-management Goal-directed behavior Social awareness Decision making	<input type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	72 items; 5-10 minutes dependent on the method of assessment	Y	<input checked="" type="radio"/> Classroom <input checked="" type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
Devereux Student Strengths Assessment (DESSA-mini) http://www.centerforresilientchildren.org/wp-content/uploads/2014/01/DESSA-mini-1-pager.pdf	See above.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Optimistic thinking Relationship skills Self-awareness Personal responsibility Self-management Goal-directed behavior Social-awareness Decision making	<input type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	8 items; 1-2 minutes	Y	<input checked="" type="radio"/> Classroom <input checked="" type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> 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	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	69 items; 10-15 minutes	N	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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). <i>School Social Behavior Scales user's guide</i> (2nd ed.). Baltimore, MD: Brookes Publishing.	<input type="radio"/> Early childhood (0–5 years) <input checked="" type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input type="radio"/> Workforce (18+ years)	Social competence Peer relations Self-management/compliance Academic behavior Antisocial behavior Hostile/irritable Antisocial/aggressive Defiant/disruptive	<input type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	65 items; 10–15 minutes	Y	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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). <i>Home and Community Social Behavior Scales user's guide</i> . Baltimore, MD: Brookes Publishing.	<input type="radio"/> Early childhood (0–5 years) <input checked="" type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input type="radio"/> Workforce (18+ years)	Social competence Peer relations Self-management/compliance Academic behavior Antisocial behavior Hostile/irritable Antisocial/aggressive Defiant/disruptive	<input type="radio"/> Self <input checked="" type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	64 items; 10–15 minutes	Y	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> 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
<p>Self-Regulated Learning Interview Schedule</p> <p>http://www.jstor.org/stable/pdf/1163093.pdf?acceptTC=true</p>	<p>Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing student use of self-regulated learning strategies. <i>American Educational Research Journal</i>, 23, 614-628.</p> <p>Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct validation of a strategy model of student self-regulated learning. <i>Journal of Educational Psychology</i>, 80(3), 284-290.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Self-evaluating</p> <p>Organizing</p> <p>Other(Nn-self-regulated behavior variable)</p> <p>Transforming</p> <p>Goal-setting and planning</p> <p>Seeking information</p> <p>Keeping records and monitoring</p> <p>Environmental structuring</p> <p>Self-consequating</p> <p>Rehearsing and memorizing</p> <p>Seeking peer, teacher, or adult assistance</p> <p>Reviewing tests, Ntes, and texts</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	15 minutes	NA	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
<p>Sense of Classroom as a Community (School Climate Questionnaire)</p>	<p>Battistich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school communities. <i>Education Psychologist</i>, 32, 137-151.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>School environment</p> <p>Academic attitudes and motives</p> <p>Personal attitudes, motives, and feelings</p> <p>Social attitudes, motives, and behavior</p> <p>Cognitive academic performance</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	NA	NA	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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
<p>Social Skills Improvement System (SSIS)</p> <p>http://www.pearsonclinical.com/education/products/100000322/social-skills-improvement-system-ssis-rating-scales.html</p>	<p>Gresham, F. M., & Elliott, S. N. (2008). <i>Social Skills Improvement System Rating Scales</i>. Minneapolis, MN: NCS Pearson.</p> <p>Distributed by Pearson</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0–5 years) <input checked="" type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input type="radio"/> Workforce (18+ years) 	<p>Communication</p> <p>Cooperation</p> <p>Assertion</p> <p>Responsibility</p> <p>Empathy</p> <p>Engagement</p> <p>Self-control</p> <p>Problem behaviors</p> <p>Externalizing</p> <p>Bullying</p> <p>Hyperactivity/inattention</p> <p>Internalizing</p> <p>Autism spectrum</p> <p>Reading achievement</p> <p>Math achievement</p> <p>Motivation to learn</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>80–140 items; 10–25 minutes</p>	<p>Y</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
<p>Social-Emotional Assets and Resilience Scales</p> <p>http://strongkids.uoregon.edu/SEARS.html</p>	<p>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. <i>School Psychology Review, 40</i>, 226–241.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0–5 years) <input checked="" type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input type="radio"/> Workforce (18+ years) 	<p>Responsibility</p> <p>Social competence</p> <p>Self-regulation</p> <p>Empathy</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>35–41 items, dependent upon version</p>	<p>Y</p>	<ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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 Note. <i>Journal of Child Psychology and Psychiatry</i> , 38,581-586.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Emotional symptoms Conduct problems Hyperactivity/ inattention Peer relationship problems Prosocial behaviors	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	25 items	Y (Note: free for paper versions used by Nonprofits, and individuals)	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input checked="" type="radio"/> Other
Student School Engagement Survey (SSES) www.schoolengagement.org	National Center for School Engagement. (2006). <i>Quantifying school engagement: Research report</i> . Retrieved from http://schoolengagement.org/wp-content/uploads/2013/12/QuantifyingSchoolEngagementResearchReport-2.pdf	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Behavioral engagement Emotional engagement Cognitive engagement	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	19 items	N (Note: permission is required)	<input checked="" type="radio"/> Classroom <input checked="" type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> 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	<input checked="" type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	50 items, 15-20 minutes (however, may be customized based on goals)	N	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input checked="" type="radio"/> 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
Tauk Family Foundation Formative Assessment Tool http://www.childtrends.org/wp-content/uploads/2014/08/2014-37-CombinedMeasures-ApproachandTablepdf1.pdf	Child Trends. (2014). <i>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.</i> Washington, DC: Author.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Self-control Academic self-efficacy Persistence Mastery orientation Social competence	<input checked="" type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	12-14 items	N	<input checked="" type="radio"/> Classroom <input checked="" type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
The Youth Outcome Toolkit www.n-r-c.com	Youth Outcome Toolkit ©National Research Center, Inc.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Academic Success Arts and Culture Community Involvement Core Values Cultural Responsiveness Healthy Lifestyles Life Skills Positive Life Choices Sense of Self	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	20-80 items	N (Note: No charge if data shared with NRC)	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Skill development Attitudes and beliefs (youth version only) Positive behavior Program experiences (youth version only)	<input checked="" type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	36-85 items; 5-15 minutes dependent upon version	Y	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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)	<input type="radio"/> Early childhood (0–5 years) <input checked="" type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input type="radio"/> 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	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	Camp Youth Outcomes Scale—65 items Camper Learner Scale—14 items	Y	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
ACA Youth Outcomes Battery: Staff and Parent Perceptions http://www.acacamps.org/research/youth-outcomes-battery/staff-parent-perceptions	American Camp Association (ACA)	<input type="radio"/> Early childhood (0–5 years) <input checked="" type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input type="radio"/> Workforce (18+ years)	Affinity for exploration/affinity for nature Camp connectedness Friendship skills Independence Perceived competence Problem-solving confidence Responsibility Teamwork skills	<input type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other		Y	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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	<input type="radio"/> Early childhood (0–5 years) <input checked="" type="radio"/> Elementary school (Grades K–5, 5–10 years) <input type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input type="radio"/> Workforce (18+ years)	Self-awareness Self-management Social awareness Relationship skills Responsible decision making	<input type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	20	N	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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. <i>Journal of Early Adolescence, 25</i> (1), 17–71.	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0–5 years) <input checked="" type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input type="radio"/> 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	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	17–34 items	N	<ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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. <i>Journal of Psychoeducational Assessment, 17</i> , 207–225.	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0–5 years) <input checked="" type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input checked="" type="radio"/> Workforce (18+ years) 	Interpersonal skills Motivation Engagement Study skills Academic skills	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	67–73 items	Y	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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., & Vallières, E. F. (1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. <i>Educational and Psychological Measurement, 52</i> , 1003–1017.	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0–5 years) <input checked="" type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input checked="" type="radio"/> Workforce (18+ years) 	Amotivation External regulation Introjected regulation Identified regulation Intrinsic motivation to know Intrinsic motivation to experience stimulation Intrinsic motivation to accomplish	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	28 items	NA	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> 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.	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input checked="" type="radio"/> Workforce (18+ years) 	Adaptive functioning Syndrome DSM-oriented Substance use	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input checked="" type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	99-120 items	Y	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> Other
Attitudes and Behaviors Survey http://www.search-institute.org/surveys/a-b	Search Institute	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	Risk behaviors Developmental deficits Thriving indicators Drug-free communities four core measures Developmental assets	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	160 items; 30-40 minutes	Y	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input checked="" type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
Becoming Effective Learners Survey (Pilot)	University of Chicago Consortium on Chicago School Research	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	Academic mindsets Social skills Academic perseverance Learning strategies Academic behaviors	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	20 items; 45 minutes	NA	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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	Reynolds, C. R., & Kamphaus, R. W. (2015). <i>Behavior Assessment System for Children manual</i> (3rd ed.). Bloomington, MN: Pearson Clinical Assessment.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Externalizing problems Internalizing problems School problems Adaptive skills	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input checked="" type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	105-192 items	Y	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> 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). <i>Behavioral and Emotional Rating Scale: A strength based approach to assessment</i> . Austin, TX: PRO-ED.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Interpersonal strength Involvement with family Intrapersonal strength School functioning Affective strength	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	52 items; 15 minutes	Y	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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). <i>Behavior Intervention Monitoring Assessment System technical manual</i> . Toronto, Canada: Multi-Health Systems.	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Behavioral Concern Scales Conduct Negative affect Cognitive/attention Adaptive scales Social functioning Academic functioning	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input checked="" type="radio"/> Other	34 items; 5-15 minutes	Y	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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
<p>Belonging (to After-School) Scale</p> <p>http://www.performwell.org/index.php/find-surveyassessments/outcomes/social-development/social-competencesocial-skills/the-belonging-scale/print?tmpl=component</p>	<p>Gambone, M. A., & Arbreton, A. J. A. (1997). <i>Safe havens: The contributions of youth organizations to healthy adolescent development</i>. Philadelphia, PA: Public/Private Ventures.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Social conscience</p> <p>Altruism</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>7 items</p>	<p>N</p>	<ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
<p>California Healthy Kids Survey (CHKS)</p> <p>http://chks.wested.org</p>	<p>WestEd for the California Department of Education</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Core module</p> <p>Substance use</p> <p>Violence and safety</p> <p>Physical health</p> <p>Protective factors</p> <p>Personal resilience</p> <p>Strengths</p> <p>Resilience and youth development module</p> <p>Supplemental module</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>33-56 items; 20 minutes, dependent upon version</p>	<p>N</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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
<p>Child Rating Scale (CRS), Parent-Child Rating Scale (P-CRS), and Teacher-Child Rating Scale (T-CRS)</p> <p>https://www.childrelinstitute.net/store/assessments</p>	<p>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. <i>School Psychology Review</i>, 16, 239-255.</p> <p>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. <i>School Psychology Review</i>, 15(5), 393-409.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Child rating scale (CRS)</p> <p>Rule compliance/acting out</p> <p>Anxiety/withdrawal</p> <p>Peer social skills</p> <p>School interest</p> <p>Parent-child rating scale (P-CRS)</p> <p>Negative peer social relations</p> <p>Positive peer social relations</p> <p>Task orientation</p> <p>Emotional sensitivity/anxiety</p> <p>self-reliance</p> <p>Frustration tolerance</p> <p>Positive disposition</p> <p>Teacher-child rating scale (T-CRS)</p> <p>Task orientation</p> <p>Behavior control</p> <p>Assertiveness</p> <p>Peer social skills</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input checked="" type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>24-39 items; 15-20 minutes, dependent upon version</p>	<p>Y</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
<p>Competence for Civic Action</p> <p>https://cyfernetsearch.org/content/competence-civic-action-0</p>	<p>Flanagan, C. A., Syversten, A. K., & Stout, M. D. (2007). <i>Civic measurement models: Tapping adolescents' civic engagement</i>. Medford, MA: Center for Information and Research on Civic Learning and Engagement.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Efficacy for civic engagement</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>9 items</p>	<p>N</p>	<ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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. <i>Journal of Adolescence</i> , 39, 736-750.	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Civic engagement Emotional Cognitive Behavioral components	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	26 items	N	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> Other
CampusReady https://collegeready.epiconline.org	David T. Conley and the Educational Policy Improvement Center	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Key cognitive strategies Key content knowledge Academic behaviors Key transition knowledge and skills	<input checked="" type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	30-60 minutes, dependent upon version	Y	<input type="radio"/> Classroom <input checked="" type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
College Readiness Performance Assessment System (C-PAS) http://files.eric.ed.gov/fulltext/ED518767.pdf	Conley, D. (2009). <i>Formative assessment for college readiness: Measuring skill and growth in five key cognitive strategies associated with postsecondary success</i> . Paper presented at the 2009 annual meeting of the American Educational Research Association, San Diego, CA. Baldwin, M., Seburn, M., & Conley, D.T. (2011). <i>External validity of the College-readiness Performance Assessment System (C-PAS)</i> . Paper presented at the 2011 annual meeting of the American Educational Research Association, New Orleans, LA.	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Problem solving Research Interpretation Reasoning Precision	<input type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input checked="" type="radio"/> Performance based <input type="radio"/> Other	NA	NA	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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
<p>Communities That Care (CTC) Survey</p> <p>http://www.sdr.org/ctcresource/CTC_Youth_Survey_2006.pdf</p>	<p>Arthur, M. W., Hawkins, J. D., Pollard, J. A., Catalano, 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. <i>Evaluation Review</i>, 26, 575-601.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Community risk factors</p> <p>Community protective factors</p> <p>Family risk factors</p> <p>Family protective factors</p> <p>School risk factors</p> <p>School protective factors</p> <p>Peer-individual risk factors</p> <p>Peer-individual protective factors</p> <p>Outcome measures</p> <p>Depression</p> <p>High substance use</p> <p>Frequency</p> <p>Substance use</p> <p>Antisocial behavior</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>142 items; 50 minutes</p>	<p>N</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
<p>Developmental Assets Profile (DAP)</p> <p>http://www.search-institute.org/surveys/DAP</p>	<p>Search Institute. (2013). <i>Developmental Assets Profile: User manual</i>. Minneapolis, MN: Author.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Support</p> <p>Empowerment</p> <p>Boundaries and expectations</p> <p>Constructive use of time</p> <p>Commitment to learning</p> <p>Positive values</p> <p>Social competence</p> <p>Positive identity</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>58 items; 10 minutes</p>	<p>Y</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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). <i>Devereux Student Strengths Assessment (DESSA)</i> . Lewisville, NC: Kaplan Early Learning Co.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Optimistic thinking Relationship skills Self-awareness Personal responsibility Self-management Goal-directed behavior Social awareness Decision making	<input type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	72 items; 5-10 minutes dependent upon method of assessment	Y	<input checked="" type="radio"/> Classroom <input checked="" type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
Devereux Student Strengths Assessment (DESSA-mini) http://www.centerforresilientchildren.org/wp-content/uploads/2014/01/DESSA-mini-1-pager.pdf	See above.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Optimistic thinking Relationship skills Self-awareness Personal responsibility Self-management Goal-directed behavior Social awareness Decision making	<input type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	8 items; 1-2 minutes	Y	<input checked="" type="radio"/> Classroom <input checked="" type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> 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	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	69 items; 10-15 minutes	N	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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). <i>Journal of Personality Assessment</i> , 91(2), 166-174.	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input checked="" type="radio"/> Workforce (18+ years)	Trait-level Perseverance Passion for Long-term goals	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input checked="" type="radio"/> Other	8 items	N (Note: Not for commercial use)	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> Other
High School Survey of Student Engagement (HSSSE) http://ceep.indiana.edu/hssse/index.html	Center for Evaluation and Education Policy, Indiana University	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Cognitive/intellectual/academic engagement Social/behavioral/participatory engagement Emotional engagement	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	NA	N	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
Holistic Student Assessment (HSA) http://www.pearweb.org/tools/hsa.html	Program in Education, Afterschool, & Resiliency (PEAR)	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Social, emotional, and developmental resiliencies Relationships with peers and adults School engagement Emotional and behavioral strengths and deficiencies	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	86 items; 25-45 minutes	Y	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Zest Grit Self-control—interpersonal Optimism Gratitude Social intelligence Curiosity	<input type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	24 items	NA	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> 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	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	36 items	Y	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
Me & My World Survey http://www.search-institute.org/surveys/mmw	Search Institute	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Risk behaviors Developmental deficits Thriving indicators Drug-free communities four core measures	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	165 items; 50-75 minutes	Y	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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). <i>MSA—A tool to alter the way schools think about education: 2014 NAIS conference</i> [Slide presentation]. Retrieved from http://indexgroups.org/msa/docs/2014%20MSA%20NAIS%20Presentation.pdf	<input type="radio"/> Early childhood (0–5 years) <input type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input type="radio"/> Workforce (18+ years)	Teamwork Creativity Ethics Resilience Curiosity Time management	<input checked="" type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input checked="" type="radio"/> Performance based <input checked="" type="radio"/> Other	30 minutes	Y	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
Multidimensional Self Concept Scale (MSCS) http://www.proedinc.com/customer/productView.aspx?ID=685	Bracken, B. A. (1992). <i>Examiner's manual: Multidimensional Self Concept Scale</i> . Austin, TX: PRO-ED.	<input type="radio"/> Early childhood (0–5 years) <input type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input type="radio"/> Workforce (18+ years)	Global self-concept Context-dependent self-concept Social Competence Affect Academic Family Physical	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	20 minutes	Y	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> Other
School Social Behaviors Scales-2 http://www.brookespublishing.com/resource-center/screening-and-assessment/ssbs-2-hcsbs/	Merrell, K. W., & Caldarella, P. (2008). <i>School Social Behavior Scales user's guide</i> (2nd ed.). Baltimore, MD: Brookes Publishing.	<input type="radio"/> Early childhood (0–5 years) <input checked="" type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input type="radio"/> Workforce (18+ years)	Social competence Peer relations Self-management/compliance Academic behavior Antisocial behavior Hostile/irritable Antisocial/aggressive Defiant/disruptive	<input type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	65 items; 10–15 minutes	Y	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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
<p>Home & Community Social Behavior Scales</p> <p>http://www.brookespublishing.com/resource-center/screening-and-assessment/ssbs-2-hcsbs/</p>	<p>Merrell, K. W., & Caldarella, P. (2008). <i>Home and Community Social Behavior Scales user's guide</i>. Baltimore, MD: Brookes Publishing.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Social competence:</p> <p>Peer relations</p> <p>Self-management/compliance</p> <p>Academic behavior</p> <p>Antisocial behavior</p> <p>Hostile/irritable</p> <p>Antisocial/aggressive</p> <p>Defiant/disruptive</p>	<ul style="list-style-type: none"> <input type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	64 items; 10-15 minutes	Y	<ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> Other
<p>School Connection Scale</p> <p>http://www.researchgate.net/publication/12140462_The_School_Connection_Scale_a_factor_analysis</p>	<p>Brown, R. A., Leigh, G. K., & Barton, K. (2000). The School Connection Scale: A factor analysis. <i>Psychological Reports, 87</i>, 851-858.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Power</p> <p>Belief</p> <p>Commitment</p> <p>Belonging</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	16 items	NA	<ul style="list-style-type: none"> <input type="radio"/> Classroom <input checked="" type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
<p>Self-Regulated Learning Interview Schedule</p> <p>http://www.jstor.org/stable/pdf/1163093.pdf?acceptTC=true</p>	<p>Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing student use of self-regulated learning strategies. <i>American Educational Research Journal, 23</i>, 614-628.</p> <p>Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct validation of a strategy model of student self-regulated learning. <i>Journal of Educational Psychology, 80</i>(3), 284-290.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input checked="" type="radio"/> Workforce (18+ years) 	<p>Self-evaluating</p> <p>Organizing</p> <p>Other(Nn-self-regulated behavior variable)</p> <p>Transforming</p> <p>Goal-setting and planning</p> <p>Seeking information</p> <p>Keeping records and monitoring</p> <p>Environmental structuring</p> <p>Self-consequating</p> <p>Rehearsing and memorizing</p> <p>Seeking peer, teacher, or adult assistance</p> <p>Reviewing tests, Ntes, and texts</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	15 minutes	NA	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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
<p>Social Skills Improvement System (SSIS)</p> <p>http://www.pearsonclinical.com/education/products/100000322/social-skills-improvement-system-ssis-rating-scales.html</p>	<p>Gresham, F. M., & Elliott, S. N. (2008). <i>Social Skills Improvement System Rating Scales</i>. Minneapolis, MN: NCS Pearson.</p> <p>Distributed by Pearson</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Communication</p> <p>Cooperation</p> <p>Assertion</p> <p>Responsibility</p> <p>Empathy</p> <p>Engagement</p> <p>Self-control</p> <p>Problem behaviors</p> <p>Externalizing</p> <p>Bullying</p> <p>Hyperactivity/inattention</p> <p>Internalizing</p> <p>Autism spectrum</p> <p>Reading achievement</p> <p>Math achievement</p> <p>Motivation to learn</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>80-140 items; 10-25 minutes</p>	<p>Y</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
<p>Social-Emotional Assets and Resilience Scales</p> <p>http://strongkids.uoregon.edu/SEARS.html</p>	<p>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. <i>School Psychology Review, 40</i>, 226-241.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Responsibility</p> <p>Social competence</p> <p>Self-regulation</p> <p>Empathy</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>35-41 items</p>	<p>Y</p>	<ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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. <i>Journal of Child Psychology and Psychiatry</i> , 38, 581-586.	<ul style="list-style-type: none"> <input checked="" type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	Emotional symptoms Conduct problems Hyperactivity/inattention Peer relationship problems Prosocial behaviors	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	25 items	Y (Note: free for paper versions used by Nnprofits and individuals)	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input checked="" type="radio"/> 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	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> 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	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	50 items, 15-20 minutes	N	<ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input checked="" type="radio"/> Other
ThinkReady https://collegeready.epiconline.org	David T. Conley and the Educational Policy Improvement Center	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 		<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 			<ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input checked="" type="radio"/> 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.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Academic success Arts and culture Community involvement Core values Cultural responsiveness Healthy lifestyles Life skills Positive life choices Sense of self	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	20-80 items	N (Note: No charge if data shared with NRC)	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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)	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Alcohol, tobacco, and other drug use Other health concerns School climate Quality of life Risk and protective factors	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	30 items, 45 minutes	NA	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
YDEKC Student Engagement, Motivation, and Beliefs Survey http://ydekc.org/smi_2014/	Youth Development Executives of King County (YDEKC)	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Academic identity Mindsets Self-management Interpersonal skills Program belonging and engagement	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	35-47 items; 15-20 minutes	N	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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)	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Tools for connections number of connections strength of connections support indicators Overall level of youth connections	<input checked="" type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input checked="" type="radio"/> Other	43 items	N	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> Other
Youth Experiences Survey 2.0 http://youthdev.illinois.edu/?page_id=189	Hansen, D. M., & Larson, R. (2005). <i>The Youth Experience Survey 2.0: Instrument revisions and validity testing</i> . Retrieved from http://youthdev.illinois.edu/wp-content/uploads/2013/11/Y-2.0-Instrument.pdf	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Identity Initiative Basic skills Teamwork and social skills Interpersonal relationships Adult networks and social capital Negative experiences	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	70 items	N	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
Afterschool Outcome Measures Online Toolbox afterschooloutcomes.org	Vandell, D. L., Pierce, K. M., O’Cadiz, P., Hall, V., Karsh, A., Westover, T. (2010). <i>Youth Outcome Measures Online Toolbox</i> . Unpublished manuscript, Department of Education, University of California-Irvine.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Skill development Attitudes and beliefs (youth version only) Positive behavior Program experiences (youth version only)	<input checked="" type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	36-85 items; 5-15 minutes	Y	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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
<p>ACA Youth Outcomes Battery: Youth Measures</p> <p>http://www.acacamps.org/research/youth-outcomes-battery</p>	<p>American Camp Association (ACA)</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>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</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>65 items</p>	<p>Y</p>	<ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> Other
<p>ACA Youth Outcomes Battery: Staff and Parent Perceptions</p> <p>http://www.acacamps.org/research/youth-outcomes-battery/staff-parent-perceptions</p>	<p>American Camp Association (ACA)</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years) 	<p>Affinity for exploration/affinity for nature Camp connectedness Friendship skills Independence Perceived competence Problem-solving confidence Responsibility Teamwork skills</p>	<ul style="list-style-type: none"> <input type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	<p>NA</p>	<p>Y</p>	<ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input type="radio"/> 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	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Safety and security Relationships Mental health Cognitive health Physical health Community Purpose Environment	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	8 items, 10 minutes	N	<input type="radio"/> Classroom <input type="radio"/> Schoolwide <input checked="" type="radio"/> Afterschool <input checked="" type="radio"/> 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	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Self-awareness Self-management Social awareness Relationship skills Responsible decision making	<input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	30 items	N	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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. <i>Journal of Psychoeducational Assessment, 17</i> , 207-225.	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input checked="" type="radio"/> Workforce (18+ years)	Interpersonal skills Motivation Engagement Study skills Academic skills	<input checked="" type="radio"/> Self <input type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	67-73 items	Y	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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., & Vallières, E. F. (1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. <i>Educational and Psychological Measurement, 52</i> , 1003-1017.	<input type="radio"/> Early childhood (0-5 years) <input type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input checked="" type="radio"/> Workforce (18+ years)	Amotivation External regulation Introjected regulation Identified regulation Intrinsic motivation to know Intrinsic motivation to experience stimulation Intrinsic motivation to accomplish	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	28 items	NA	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> 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.	<input checked="" type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school (Grades K-5, 5-10 years) <input checked="" type="radio"/> Middle and high school (Grades 6-12, 11-18 years) <input checked="" type="radio"/> Workforce (18+ years)	Adaptive functioning Syndrome DSM oriented Substance use	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input checked="" type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other	99-120 items	Y	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> 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
<p>Motivated Strategies for Learning Questionnaire (MSLQ)</p> <p>http://web.stanford.edu/dept/SUSE/projects/ireport/articles/self-regulation/self-regulated%20learning-motivation.pdf</p>	<p>Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning component of classroom academic performance. <i>Journal of Educational Psychology, 82</i>(1), 33–40.</p> <p>Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1991). <i>A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ)</i>. Ann Arbor, MI: University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0–5 years) <input type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input checked="" type="radio"/> Workforce (18+ years) 	<p>Motivation</p> <p>Cognitive Strategy Use</p> <p>Metacognitive Strategy Use</p> <p>Management of Effort</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input type="radio"/> Family <input type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other 	81 items; 20–30 minutes	Y	<ul style="list-style-type: none"> <input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
<p>Short Grit Scale (Grit-S)</p> <p>https://sites.sas.upenn.edu/duckworth/pages/research</p>	<p>Duckworth, A. L., & Quinn, P. D. (2009). Development and Validation of the Short Grit Scale (Grit-S). <i>Journal of Personality Assessment, 91</i>(2), 166–174.</p>	<ul style="list-style-type: none"> <input type="radio"/> Early childhood (0–5 years) <input type="radio"/> Elementary school (Grades K–5, 5–10 years) <input checked="" type="radio"/> Middle and high school (Grades 6–12, 11–18 years) <input checked="" type="radio"/> Workforce (18+ years) 	<p>Trait-level perseverance</p> <p>Passion for long-term goals</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input checked="" type="radio"/> Teacher/staff <input type="radio"/> Peer <input type="radio"/> Observation <input type="radio"/> Performance based <input checked="" type="radio"/> Other 	8 items	N (Note: Not for commercial use)	<ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> Other