



CATALOG OF AVAILABLE SURVEY MEASURES BY SKILL AREA, 2016

The table below summarizes available survey measures (i.e. scales) for those skill and belief areas that have been identified as high priority by cohort members. Scales can be used individually or together, and can be made available in print or online format. Measures come from 3 principal sources:

1. YDEKC's Student Engagement and Motivation Survey (SEMS), which is used in schools in the Road Map region and elsewhere
2. The Youth Skills and Beliefs Survey that YDEKC developed in partnership with the American Institutes for Research (YDEKC/AIR) for use in afterschool programs
3. The Tauck Family Foundation Formative Assessment tool developed by Child Trends (Tauck/Child Trends) for use with elementary-aged children

SKILL/BELIEF AREA	MEASURE DESCRIPTION	PSYCHOMETRIC INFORMATION	SOURCE NOTES
Academic Behaviors	Academic Behaviors scale from YDEKC/AIR Survey has 5 Likert-type items covering program impact on academic behaviors (retrospective); for 6 th -12 th grade students	Appears reliable in terms of internal consistency ¹	Items were developed by YDEKC and the American Institutes for Research (AIR) in order to assess perceived program impact on academic behaviors
	Persistence (self-report) scale from the Tauck/Child Trends suite consists of 3 Likert-type items related to school behaviors (snapshot); for 3 rd -5 th grade students	$\alpha=0.73$ in school-based pilot. Principal axis factor analysis suggests a single dimension	Some items adapted from the Scale for Academic Engagement (Butler-Barnes et. al., 2013)
Academic Identity	Academic Identity scale from YDEKC/AIR survey has 6 Likert-type items related to self-perception as a student (snapshot); for 6 th -12 th grade students	Evidence of reliability (internal consistency and separation reliability); Evidence of predictive validity (associated with reading and math achievement, growth in math, and several indicators of school behavior)	Scale items influenced by similar items on school climate surveys; e.g. the Chicago Public Schools' My Voice, My School Student Survey (University of Chicago Consortium on Chicago School Research, 2015)
Future Orientation	YDEKC Future Orientation scale tries to capture both aspects of the concept: hope and goal-directed thinking and behavior; 6 Likert-type items (snapshot); for 6 th -12 th grade students	New scale in 2015, appears reliable ($\alpha=0.788$) ² ; previous versions from SEMS and YDEKC/AIR tool removed after factor analysis and reliability analysis revealed cross loadings and/or poor separation reliability	Hope items are taken from the Hope Scale for Teenagers; Goal-directed behavior items are taken from the Goal Orientation Scale for Teenagers; both were developed for Child Trends' Flourishing Children's project (Lippman et. al., 2012) ³

¹ Psychometric information on the YDEKC/AIR survey is based on data collected from 4th-8th grade students in Washington State 21st-Century Community Learning Centers in spring of 2014 (n=867); details are still forthcoming

² Based on Spring 2015 administration in King County youth programs (n=298)

³ Both of the original scales have shown high reliability ($\alpha=0.88$ for 3-item Hope Scale; $\alpha=0.88$ for 7-item Goal Orientation scale) and high concurrent validity (better grades; lower likelihood of smoking, fighting, and depressive symptoms) in a nationally representative sample of youth aged 12-17; Both also have associated parent report versions.

Youth Development Executives of King County

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SKILL/BELIEF AREA	MEASURE DESCRIPTION	PSYCHOMETRIC INFORMATION	SOURCE NOTES
Interpersonal Skills	Interpersonal Skills scale from YDEKC/AIR survey has 6 Likert-type (snapshot); for 6 th -12 th grade students	Evidence of reliability (internal consistency and separation reliability); Evidence of predictive validity (associated with higher reading achievement and fewer disciplinary incidents)	Items adapted from Child Trends' Flourishing Children's project's Empathy scale (Lippman et. al., 2012) and from a civic outcomes measure for elementary students (Chi, Jastrzab, & Melchior, 2006)
Mindsets	Mindsets scale from YDEKC/AIR survey has 7 Likert-type items related to students' attitudes about effort, learning, and growth (snapshot); for 6 th -12 th grade students	Evidence of reliability (internal consistency and separation reliability); Evidence of predictive validity (associated with higher math achievement and fewer unexcused absences)	Items adapted from the Patterns of Adaptive Learning scales (Midgely et. al., 2000), the Grit Scale for Children (Duckworth & Quinn, 2009), and from the Implicit Theories of Intelligence scale (Blackwell, Trzesniewski, & Dweck, 2007)
	Academic Self-Efficacy (self-report) scale from the Tauck/Child Trends suite consists of 3 Likert-type items related to students' confidence in their own abilities (snapshot); for 3 rd -5 th grade students	$\alpha=0.65$ in school-based pilot (may be acceptable for 3-item scale)	Items adapted from the Student Report of Academic Self-Efficacy Scale (Hoover-Dempsey & Sandler, 2005)
	Mastery Orientation (self-report) scale from the Tauck/Child Trends suite consists of 3 Likert-type items related to approaches to learning and growth (snapshot); for 3 rd -5 th grade students	$\alpha=0.83$ in school-based pilot. Principal axis factor analysis suggests a single dimension	Items adapted from the Patterns of Adaptive Learning scales (Midgely et. al., 2000)
Self-Management	Self-Management scale from YDEKC/AIR Survey has 7 Likert-type items covering program impact on self-management behaviors (retrospective); for 6 th -12 th grade students	Appears reliable in terms of internal consistency	Items adapted from the Adolescent Self-Regulatory Inventory (Moilanen, 2007) and from an impact study of the Youth Program Quality Intervention (Smith et. al., 2012)
	Self-Management scale from YDEKC/AIR Survey has 7 Likert-type items covering self-management behaviors (snapshot); for 6 th -12 th grade students	Evidence of reliability (internal consistency and separation reliability); Evidence of predictive validity (associated with fewer disciplinary incidents and fewer intervention days)	Items adapted from the Adolescent Self-Regulatory Inventory (Moilanen, 2007) and from an impact study of the Youth Program Quality Intervention (Smith et. al., 2012)
	Self-Control (self-report) scale from the Tauck/Child Trends suite consists of 5 Likert-type items related to school behaviors (snapshot); for 3 rd -5 th grade students	Too few items in pilot to report reliability statistics (3 questions added to final version)	Items adapted from the Child Self-Control Rating Scale (Rohrbeck, Azar, & Wagner, 1991)
Cultural Identity	Cultural Identity (self-report) NEW scale consisting of 6 Likert-Type items addressing the extent to which young people have explored their cultural background and feel attached or committed to it.	Revised version of the 14-item Multigroup Ethnic Identity Measure (MEIM); validated across racial and ethnic groups	Items come from the Multigroup Ethnic Identity Measure-Revised (MEIM-R) (Phinney & Ong, 2007)



SOURCES:

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