



Harvard Family Research Project

Out-of-School Time Evaluation Snapshot

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Measurement Tools for Evaluating Out-of-School Time Programs: An Evaluation Resource

Harvard Family Research Project's (HFRP) series of Out-of-School Time Evaluation Snapshots distills the wealth of information compiled in our Out-of-School Time (OST) Program Evaluation Database¹ into a single report. Each Snapshot examines a specific aspect of out-of-school time (OST) evaluation. This Snapshot describes instruments used by current OST programs to evaluate their implementation and outcomes.

A growing investment in evaluation, for purposes ranging from continuous improvement to accountability, has led to increased requests from the out-of-school time (OST) community for practical evaluation tools. As part of Harvard Family Research Project's continuing effort to help practitioners and evaluators choose appropriate evaluation methods, this *Snapshot* describes instruments and tools that can be obtained and used for on-the-ground program evaluation. From first-time internal evaluations to large-scale national studies, these evaluation instruments provide valuable ways to assess the characteristics of programs, their staff, their participants, and other key information.

An evaluation instrument is "a means used to measure or study a person, event, or other object of interest."² The instruments used by OST programs take a variety of forms, ranging from checklists of program components, to survey questions measuring self-esteem, to assessments of academic skills, and beyond. The instruments presented here are compiled from evaluations of OST programs in the Harvard Family Research Project OST Program Evaluation Database (see footnote 1).

Organization of Information in This Snapshot

The evaluation instruments are presented in tables organized by content area. The instruments fall into five categories, some of which include several subcategories, in order to make the instruments easier to find and use. The categories are listed below. These categories are not necessarily mutually exclusive; because some instruments measure more than one area, they appear in more than one category. In addition, the multicomponent scales may contain subscales relating to other areas. Some instruments were excluded from the tables due to the expense of administering them or difficulty obtaining them (e.g., Stanford Achievement Test, 9th edition [SAT-9]).

Whenever possible, bibliographic citations and Internet links are provided to facilitate access to the instruments. In addition, the names of programs whose evaluations used each instrument are also provided, so that readers can see examples of how and where the instruments were used. Where feasible, a sample item from each instrument is included.

¹ Our database contains profiles of out-of-school time (OST) program evaluations, which are searchable on a wide range of criteria. It is available in the OST section of the HFRP website at www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html.

² Weiss, C. H. (1998). *Evaluation* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Categories of Measurement

The entire set of tables use the following categories and subcategories:

Academics

- Academic Achievement
- Academic/Educational Attitudes and Values

Psychological/Social Development

- Future Orientation/Future Plans
- Life Events and Experiences
- Mental Health and Behavior
- Relationships
- Self-Perception/Self-Esteem

Alcohol, Tobacco, and Other Drug Use Prevention

- Program Quality/Program Environment
- Multicomponent Scales/Comprehensive Surveys

How to Use This Resource

The information in these tables can help practitioners and evaluators find evaluation instruments that match their program and evaluation goals and characteristics. They can be used either alone or in conjunction with previous *Snapshots* focused on performance measures³ and data collection methods⁴ to provide an overview of previous evaluations and to design future evaluations for a range of purposes and stakeholders. It should be noted that this *Snapshot* is intended solely as a resource, and is not intended as an endorsement of any of the instruments listed. Technical assistance or consultation with professional evaluators may be necessary before selecting or utilizing the instruments.

³ Little, P. M. D., Harris, E., & Bouffard, S. (2004). *Performance measures in out-of-school time evaluation*. Cambridge, MA: Harvard Family Research Project. Available at www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot3.html.

⁴ Bouffard, S., & Little, P. M. D. (2004). *Detangling data collection: Methods for gathering data*. Cambridge, MA: Harvard Family Research Project. Available at www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot5.html.

Table 1. Academic Achievement

This table is a compilation of instruments used to assess academic achievement. Some academic achievement measures, such as standardized tests, were excluded from this list due to the expense of administering them or difficulty obtaining them (e.g., Stanford Achievement Test, 9th edition [SAT-9]). For examples of how these assessments were used, please consult the individual profiles in our OST Program Evaluation Database (www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html). Please also note that some measures of academic achievement may be available in Table 10: Multicomponent/Comprehensive Surveys (www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot6).

Instrument Name/Description	Sample Items/Item Description	Evaluations Using the Instrument	Citations
<p>Informal Reading Inventory (IRI) This standardized reading test is composed of a series of graded word lists and passages used to determine decoding and comprehension skills. Five types of comprehension questions follow each reading passage: topic, fact, inference, evaluation, and vocabulary.</p>	<p>Not applicable: Youth read specific word lists and reading passages and then respond to questions that follow.</p>	<p>Youth Education for Tomorrow</p>	<p>Reference: Johns, J. L. (1996). Using Informal Reading Inventories in classroom and clinic. In L. R. Putnam (Ed.), <i>How to become a better reading teacher: Strategies for assessment and intervention</i> (pp. 113–122). Columbus, OH: Merrill.</p>

<p>Puzzle Tanks Test A one-on-one administered game/test that aims to measure whether problem-solving skills purportedly learned in game-based settings carry over into problem-solving skills more generally.</p>	<p>The Puzzle Tanks Test involves a system similar to that of the familiar water jug games, and is based on a game published by Sunburst. Students are shown a diagram consisting of an unlimited supply tank, two tanks of set sizes that can be filled from the unlimited tank or from the other tank, and a truck at the bottom. The students are asked to measure some amount of “Wonder Juice” into the truck below. The required amount does not match the size of the limited tanks, so the students must pour between the tanks to fill the truck.</p>	<p>Fifth Dimension</p>	<p>Reference: Dr. Richard E. Mayer, University of California, Santa Barbara Information available at: www.psych.ucsb.edu/~mayer/fifth_dim_website/HTML/puzzle_tanks/pt_home.html</p>
<p>Word Problem Comprehension Test (WPCT) This 12-item test measures students’ comprehension of arithmetic word problems.</p>	<p>The following is a sample question from the test:</p> <p>Which numbers are needed to do this problem?</p> <p>A package of 3 toys costs 88 cents. Richie bought 2 packages. How many toys did he buy?</p> <p>a. 3, 88, 2 b. 3, 88 c. 88, 2 d. 3, 2</p>	<p>Fifth Dimension</p>	<p>Reference: Dr. Richard E. Mayer, University of California, Santa Barbara Information available at: www.psych.ucsb.edu/~mayer/fifth_dim_website/HTML/wpct/wpct_home.html</p>

Table 2. Academic/Educational Attitudes and Values

This table is a compilation of instruments used to assess academic/educational attitudes and values. Please also note that some measures of academic/educational attitudes and values may be available in Table 10: Multicomponent/Comprehensive Surveys (www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot6).

Instrument Name/Description	Sample Items/Item Description	Evaluations Using the Instrument	Citations
<p>Classroom Readiness Behavior Scale This five-question scale measures youth’s involvement in class and readiness for school.</p>	<p>Youth respond to questions such as “how often do you pay attention to what your teachers are saying?”</p>	<p>Big Brothers Big Sisters</p>	<p>Reference: Berndt, T. J., & Miller, K. E. (1990). Expectancies, values, and achievement in junior high school. <i>Journal of Educational Psychology</i>, 82(2), 319–326.</p>
<p>Harter Self-Perception Profile for Children/Adolescents For youth over age 8, this is a self-administered scale measuring the youth’s perceived competence in academics, other areas (e.g., athletic competence), and general sense of self-worth. It has also been adapted specifically for adolescents.</p>	<p>Youth first read two statements and choose the description that is more like them, and then they choose whether the description is really true of them or sort of true of them. For example:</p> <p>“Some kids often forget what they learn” or “other kids can remember things easily.”</p> <p>“Some teenagers do very well at their class work” or “other teenagers don’t do very well at their class work.”</p>	<p>Across Ages</p> <p>Big Brothers Big Sisters</p> <p>Thunderbirds Teen Center</p> <p>Woodrock Youth Development Project</p>	<p>Reference: Harter, S. (1985). <i>The Self-Perception Profile for Children: Revision of the Perceived Competence Scale for Children</i>. Denver, CO: University of Denver.</p> <p>For adolescents, see also: Harter, S. (1988). <i>Manual for the Adolescent Self-Perception Profile</i>. Denver, CO: Author.</p>

<p>Perception of Ability Scale for Students This scale includes 70 items in a yes/no response format measuring school-related self-concept for third through sixth grade children.</p>	<p>Youth report yes or no to statements such as “I am good at arithmetic” and “I find spelling hard.”</p>	<p>BELL After-School Instructional Curriculum</p>	<p>Reference: Boersma, F. J., & Chapman, J. W. (1992). <i>Perception of ability scale for students</i>. Los Angeles: Western Psychological Services.</p>
<p>Piers-Harris Children’s Self-Concept Scale This 60-item self-reported scale for children ages 7–18 assesses general self-esteem in children, and has six subscales, one of which measures intellectual and school status.</p>	<p>Items are simple descriptive statements, written at a second grade reading level. Youth indicate whether each item applies to them by selecting a yes or no response. (A Spanish Test Booklet is available for children who read Spanish only.)</p>	<p>Project EMERGE</p>	<p>Reference: Piers, E. V., Harris, D. B., & Herzberg, D. S. (1984). <i>The Piers-Harris Children’s Self-Concept Scale</i> (Rev. ed.). Los Angeles: Western Psychological Services. Available at: https://www-secure.earthlink.net/www.wpspublish.com/Inetpub4/catalog/W-388.htm</p>

Table 3. Future Orientation/Future Plans

This table is a compilation of instruments used to assess future orientation/future plans. Please also note that some measures of future orientation/future plans may be available in Table 10: Multicomponent/Comprehensive Surveys (www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot6).

Instrument Name/Description	Sample Items/Item Description	Evaluations Using the Instrument	Citations
<p>Career Maturity Inventory This inventory measures respondents’ attitudes and competence about work, as well as about making future career decisions.</p>	<p>Youth report their agreement/disagreement with statements such as “you should choose an occupation that gives you a chance to help others” and “I plan to follow the line of work my parents suggest.”</p>	<p>Louisiana State Youth Opportunities Unlimited</p>	<p>Reference: Crites, J. O. (1995). <i>Career Maturity Inventory sourcebook</i>. Ottawa, Ontario, Canada: Careerware.</p>

<p>Future Aspirations Scale This 7-item scale for middle school youth measures attitudes and commitment toward the future, such as finishing high school, going to college, being successful in a career, etc.</p>	<p>Youth answer questions such as “how important is it to you to go to college?” and “do you think you will be successful in a job or career?” Response categories range from either <i>very</i> to <i>not at all</i>, or <i>yes</i> and <i>no</i>.</p>	<p>Gevirtz Homework Project</p>	<p>Reference: East, P. L. (1996). The younger sisters of childbearing adolescents: Their attitudes, expectations, and behaviors. <i>Child Development, 67</i>(2), 267–282.</p>
<p>Future Goals Scale This scale from the Personal Experience Inventory assesses 12- to 18-year-old youth’s planning for and thinking about future plans, goals, expectations, etc.</p>	<p>Not available</p>	<p>Hmong Youth Pride</p>	<p>Reference: Winters, K. C., & Henly, G. A. (1989). <i>The Personal Experience Inventory test and manual</i>. Los Angeles: Western Psychological Services. Available at: https://www-secure.earthlink.net/www.wpspublish.com/Inetpub4/catalog/W-229.htm</p>

<p>Possible Selves (Future Orientation) This measure consists of open-ended probes following a previously developed script and includes probes related to how youth see themselves at certain points in the future.</p>	<p>Youth are asked to list three hoped-for, three expected, and three feared selves in response to the following prompts:</p> <p>Hoped-for selves: “Many people have in mind some things they want to be like in the future regardless of how likely it is that they will actually be that way or do those things. These are the kinds of selves that you would hope to be like. Please list below three possible selves that you most hope to describe you in the next year.”</p> <p>Expected selves: “Please list below three possible selves that are most likely to be true of you in the next year.”</p> <p>Feared selves: “Please list below three possible selves that you most fear or worry about being in the next year.”</p>	<p>School-to-Jobs Programme</p>	<p>References: Oyserman, D., & Markus, H. (1990). Possible selves and delinquency. <i>Journal of Personality and Social Psychology, 59</i>, 112–125.</p> <p>Oyserman, D., & Markus, H. (1990). Possible selves in balance: Implications for delinquency. <i>Journal of Social Issues, 46</i>, 141–157.</p> <p>Oyserman, D., & Markus, H. (1993). The sociocultural self. In J. Suls & A. G. Greenwald (Eds.), <i>Psychological perspectives on the self</i> (Vol. 4, pp. 187–220). Hillsdale, NJ: Lawrence Erlbaum.</p>
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Table 4. Life Events and Experiences

This table is a compilation of instruments used to assess life events and experiences. Please also note that some measures of life events and experiences may be available in Table 10: Multicomponent/Comprehensive Surveys (www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot6).

Instrument Name/Description	Sample Items/Item Description	Evaluations Using the Instrument	Citations
<p>Daily Hassles Questionnaire Designed for older youth, this set of scales measures the presence and intensity of respondents' experiences of hassles in their daily lives.</p>	<p>Youth indicate whether an event or situation happened during the past month, and if so, the extent to which it was a hassle, on a 4-point scale ranging from 0 (<i>not at all a hassle</i>) to 3 (<i>a very big hassle</i>). Events and situations include "no good place at home to do school work," "pressure or expectations from parents," and "having to take care of brothers or sisters."</p>	<p>Siblings of Children With Developmental Disabilities After School Support Program</p>	<p>References: Rowlison, R. T., & Felner, R. D. (1988). Major life events, hassles, and adaptation in adolescence: Confounding in the conceptualization and measurement of life stress and adjustment revisited. <i>Journal of Personality and Social Psychology, 55</i>(3), 432–444.</p>
<p>Life Events Checklist This checklist measures stressful life events. It consists of 46 life event items, with space for additional listings and ratings of life events. It measures both positive and negative life events over the past 12 months.</p>	<p>Teens answer yes or no as to whether or not each event listed occurred in their lives. Events include "I got a bad mark on a test," "I got sent to the principal," and "someone threatened me."</p>	<p>Thunderbirds Teen Center</p>	<p>Reference: Pryor-Brown, L., & Cowen, E. L. (1989). Stressful life events, support, and children's school adjustment. <i>Journal of Clinical Child Psychology, 18</i>(3), 214–220.</p>

Table 5. Mental Health and Behavior

This table is a compilation of instruments used to assess mental health and behavior. Please also note that some measures of mental health and behavior may be available in Table 10: Multicomponent/Comprehensive Surveys (www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot6).

Instrument Name/Description	Sample Items/Item Description	Evaluations Using the Instrument	Citations
<p>Child Behavior Checklist This checklist contains measures of youth’s behavior problems and various competencies as reported by parents or other caregivers who know the child well. A teacher-reported form has also been developed.</p>	<p>Adults rate various behaviors (e.g., “argues a lot,” “demands a lot of attention”) as either 0 (<i>not true</i>), 1 (<i>somewhat true</i>), or 2 (<i>very true</i>) of the target youth.</p>	<p>New Orleans ADEPT</p>	<p>Reference: Achenbach, T. M., & Edelbrock, C. S. (1981). Behavioral problems and competencies reported by parents of normal and disturbed children aged four through sixteen. <i>Monographs of the Society for Research in Child Development</i>, 46(1, Serial No. 188), 1–82. See also: Achenbach, T. M. (1994). Child Behavior Checklist and related instruments. In M. E. Maruish (Ed.), <i>The use of psychological testing for treatment planning and outcome assessment</i> (pp. 517–549). Mahwah, NJ: Lawrence Erlbaum.</p>
<p>Children's Depression Inventory (CDI) These 27 items quantify depressive symptoms in youth ages 7 to 17. This assessment also contains a short form of 10 items for quick screening.</p>	<p>Youth choose one of three statements for each item. The youth selects the sentence that best describes himself or herself during the past 2 weeks.</p> <p>Sample statement set:</p> <p>(a) “I am sad once in a while.” (b) “I am sad many times.” (c) “I am sad all the time.”</p>	<p>Siblings of Children With Developmental Disabilities After School Support Program</p>	<p>Reference: Kovacs, M. (1992). <i>The Children's Depression Inventory (CDI) manual</i>. North Tonawanda, NY: Multi-Health Systems. Kovacs, M. (1985). The Children's Depression Inventory (CDI). <i>Psychopharmacology Bulletin</i>, 21(4), 995–998.</p>

<p>Children's Manifest Anxiety Scale—Revised Composed of 37 items, this scale measures the level and nature of anxiety in 6- to 19-year-olds. Subscales include physiological anxiety, worry/oversensitivity, and concentration anxiety.</p>	<p>Youth answer yes or no to whether a series of statements are true for themselves, such as: “I worry about what other people think about me” and “I am nervous.”</p>	<p>Siblings of Children With Developmental Disabilities After School Support Program</p>	<p>Reference: Reynolds, C. R., & Richmond, B. O. (1985). <i>Revised Children's Manifest Anxiety Scale (RCMAS)</i>. Los Angeles: Western Psychological Services. Available at: https://www-secure.earthlink.net/www.wpspublish.com/Inetpub4/catalog/W-199.htm</p>
<p>Hopelessness Scale This 17-item scale measures dimensions of hopelessness and helplessness (e.g., “I never get what I want, so it’s dumb to want anything”).</p>	<p>Youth report whether statements such as “all I can see ahead of me are bad things, not good things,” and “things just won’t work out the way I want them to” are true or untrue.</p>	<p>Go Grrrls</p>	<p>Reference: Kazdin, A. E., Rogers, A., & Colbus, D. (1986). The Hopelessness Scale for children: Psychometric characteristics and concurrent validity. <i>Journal of Consulting and Clinical Psychology, 54</i>, 241–245.</p>
<p>Mental Health Inventory This scale measures youth’s general mood and emotional state through self-reports. It measures psychological distress and well-being through five lower order factors—anxiety, depression, emotional ties, general positive affect, and loss of behavioral/emotional control.</p>	<p>Youth respond to questions such as “how much of the time, during the past month, have you felt downhearted and blue?” and “how much of the time, during the past month, have you felt calm and peaceful?”</p>	<p>Across Ages</p>	<p>Reference: Veit, C. T., & Ware, J. E., Jr. (1983). The structure of psychological distress and well-being in general populations. <i>Journal of Consulting and Clinical Psychology, 51</i>, 730–742.</p>

<p>School Social Behaviors Scale This scale consists of ratings of both social skills and antisocial problem behaviors of children and adolescents in school settings, and is completed by teachers and other school personnel. The Social Competence scale includes 32 items measuring adaptive, prosocial skills through three subscales: Peer Relations, Self Management/Compliance, and Academic Behavior. The Antisocial Behavior scale includes 32 items measuring socially relevant problem behaviors and also includes three subscales: Hostile/Irritable, Antisocial-Aggressive, and Defiant/Disruptive.</p>	<p>Teachers rate each item about the target child from 1 (<i>never</i>) to 5 (<i>frequently</i>). Social Competence items include statements such as “follows classroom rules,” “has good leadership skills,” and “remains calm when problems arise.” Antisocial Behavior items include statements such as “gets into fights,” “is easily irritated,” and “whines and complains.”</p>	<p>BELL After-School Instructional Curriculum</p>	<p>Reference: Merrell, K. W. (1993). <i>School social behavior scales</i>. Eugene, OR: Assessment-Intervention Resources. Available at: www.assessment-intervention.com/social%20behavior%20scales.htm</p>
<p>Teacher–Child Rating Scale These teacher-reported scales of youth’s classroom behavior include conduct problems, learning problems, shy/anxious problems, frustration tolerance, work habits, assertive social skills, and peer sociability.</p>	<p>Teachers respond to various behaviors and characteristics of the target youth (e.g., “disruptive in class,” “comfortable as a leader”) using 5-point scales. For problem behaviors, the scales range from 1 (<i>not a problem</i>) to 5 (<i>very serious problem</i>), and for competencies, they range from 1 (<i>not at all</i>) to 5 (<i>very well</i>).</p>	<p>New Orleans ADEPT Virtual Y Gevirtz Homework Project</p>	<p>Reference: Hightower, A. D., Work, W. C., Cowen, E. L., Lotyczewski, B. S., Spinnell, 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, 393–409.</p>

Table 6. Relationships

This table is a compilation of instruments used to assess relationships. Please also note that some measures of relationships may be available in Table 10: Multicomponent/Comprehensive Surveys (www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot6).

Instrument Name/Description	Sample Items/Item Description	Evaluations Using the Instrument	Citations
<p>F.A.C.E.S. II This scale measures youth's and other family members' perceptions of family functioning, adaptability, and cohesiveness.</p>	<p>Youth answer questions such as "family members are supportive of each other during difficult times," and "family members go along with what the family decides to do." Responses range from <i>almost never</i> (1) to <i>almost always</i> (5).</p>	<p>Thunderbirds Teen Center</p>	<p>Reference: Olson, D. H, Porter, J., & Bell, R. (1992). <i>Family Adaptability and Cohesion Scales 2nd revision (FACES II)</i>. Minneapolis, MN: Life Innovations.</p>
<p>Facts on Aging This scale measures youth's knowledge about elders.</p>	<p>Youth respond true or false to statements such as "the majority of old people (past 65 years) have Alzheimer's disease," and "clinical depression occurs more frequently in older than younger people."</p>	<p>Across Ages</p>	<p>Reference: Palmore, E. (1977). Facts on aging: A short quiz. <i>The Gerontologist</i>, 17, 315–320.</p>

<p>Family Environment Scale This scale consists of 10 subscales that measure youth's and parents' perceptions of families' cohesion, expressiveness, conflict, independence, achievement orientation, intellectual-cultural orientation, active-recreational orientation, moral-religious emphasis, organization, and control.</p>	<p>Youth indicate whether statements such as "family members often keep their feelings to themselves" and "family members really help and support one another" are true or false.</p>	<p>Siblings of Children With Developmental Disabilities After School Support Program</p>	<p>Reference: Moos, R. H., & Moos, B. S. (1986). <i>The Family Environment Scale manual</i> (2nd ed.). Palo Alto, CA: Consulting Psychologist Press.</p>
<p>Family Relationships Scale This scale from the Personal Experience Inventory assesses how well 12- to 18-year-old youth get along with their parents and whether there is parent-child conflict.</p>	<p>Not available</p>	<p>Hmong Youth Pride</p>	<p>Reference: Winters, K. C., & Henly, G. A. (1989). <i>The Personal Experience Inventory test and manual</i>. Los Angeles: Western Psychological Services. Available at: https://www-secure.earthlink.net/www.wpspublish.com/Inetpub4/catalog/W-229.htm</p>
<p>Features of Children's Friendships Scale A scale measuring various aspects of youth's friendship relationships, such as intimacy, conflict, and instrumental and emotional support.</p>	<p>Sample questions include: "When you feel sad or upset, how often does [friend's name] try to cheer you up?" "Does [friend's name] ever annoy or bug you?"</p>	<p>Big Brothers Big Sisters</p>	<p>Reference: Berndt, T. J., & Perry, T. B. (1986). Children's perceptions of friendships as supportive relationships. <i>Developmental Psychology</i>, 82, 319-326.</p>

<p>Inventory of Parent and Peer Attachment A scale measuring various qualities of youth's relationships with parents and peers, such as trust, quality of communication, and feelings of anger and alienation.</p>	<p>Youth report the frequency with which statements such as "I trust my parents" or "my friends accept me as I am" are true. Responses range from <i>almost always</i> or <i>always true</i>, to <i>almost never</i> or <i>never true</i>.</p>	<p>Big Brothers/Big Sisters</p>	<p>Reference: Armsden, G. C., & Greenberg, M. T. (1987). The Inventory of Parent and Peer Attachment (IPPA): Relationships to well-being in adolescence. <i>Journal of Youth and Adolescence</i>, 16, 427–454.</p>
<p>Perceived Social Support Scale—Revised This scale's 30 items measure youth's perceived social support from family, school personnel, and peers. It was revised for applicability to early adolescents.</p>	<p>Youth respond to statements such as "school personnel/community center staff are good at helping me solve problems," and "my friends are sensitive to my personal needs."</p>	<p>Siblings of Children With Developmental Disabilities After School Support Program</p>	<p>Reference: DuBois, D. L., Felner, R. D., Brand, S., Phillips, R. S. C., & Lease, A. L. (1996). Early adolescent self-esteem: A developmental framework and assessment strategy. <i>Journal of Research on Adolescence</i>, 6, 543–579. Original scale reference: Procidino, M. E., & Heller, K. (1983). Measures of perceived social support from friends and from family: Three validation studies. <i>American Journal of Community Psychology</i>, 11, 1–24.</p>
<p>Sibling Relationship Questionnaire This questionnaire includes 15 scales with 3 items each measuring youth's perceived relationships with siblings (e.g., admiration, dominance, parent partiality, etc.).</p>	<p>Youth respond to questions such as "how much do you and your sibling both share with each other?" on scales ranging from <i>hardly at all</i> to <i>extremely much</i>.</p>	<p>Siblings of Children With Developmental Disabilities After School Support Program</p>	<p>References: Buhrmester, D., & Furman, W. (1990). Perceptions of sibling relationships during middle childhood and adolescence. <i>Child Development</i>, 61, 1387–1396. Furman, W., & Buhrmester, D. (1985). Children's perception of the qualities of sibling relationships. <i>Child Development</i>, 56, 448–461.</p>

Table 7. Self-Perception/Self-Esteem

This table is a compilation of instruments used to assess self-perception/self-esteem. Please also note that some measures of self-perception/self-esteem may be available in Table 10: Multicomponent/Comprehensive Surveys (www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot6).

Instrument Name/Description	Sample Items/Item Description	Evaluations Using the Instrument	Citations
<p>Attractiveness Scale This 8-item scale measures girls' perceptions about attractiveness.</p>	<p>Sample items include: "I think girls need to be skinny to be attractive" and "the way I look is more important than the way I act." The items are scored on a 4-point scale from <i>strongly disagree</i> to <i>strongly agree</i>.</p>	<p>Go Grrrls</p>	<p>Reference: LeCroy, C. W., & Daley, J. (2001). <i>Empowering adolescent girls: Examining the present and building skills for the future with the Go Grrrls Program</i>. New York: W. W. Norton.</p>
<p>Body Image Scale This 5-item self-report scale measures satisfaction with body image.</p>	<p>Sample items include "how happy are you with your overall figure?" and "how happy are you with how much you weigh?" Items are scored according to a 4-point scale from <i>not at all</i> to <i>very much</i>.</p>	<p>Go Grrrls</p>	<p>Reference: Simmons, R. G., & Blythe, D. A. (1987). <i>Moving into adolescence: The impact of pubertal change and school context</i>. New York: Aldine De Gruyter.</p>
<p>Feelings of Inadequacy Scale This scale consists of 36 self-reported items measuring five factors: self-regard, social confidence, school abilities, physical appearance, and physical abilities.</p>	<p>Youth are presented with statements such as "I feel as smart as others" or "I feel self-conscious" and then report the frequency (<i>practically never</i> to <i>very often</i>) with which they feel in that way.</p>	<p>School-to-Jobs Programme</p>	<p>Reference: Fleming, J. S., & Courtney, B. E. (1984). The dimensionality of self-esteem II: Hierarchical facet model for revised measurement scale. <i>Journal of Personality and Social Psychology</i>, 46, 404–421.</p>

<p>Girls' Self-Efficacy Scale This 9-item scale measures girls' perceived gender role efficacy.</p>	<p>Sample items include "I feel good about being a girl" and "I am a caring and confident girl." The items are scored on a 4-point scale from <i>strongly disagree</i> to <i>strongly agree</i>.</p>	<p>Go Grrrls</p>	<p>Reference: LeCroy, C. W., & Daley, J. (2001). <i>Empowering adolescent girls: Examining the present and building skills for the future with the Go Grrrls Program</i>. New York: W. W. Norton.</p>
<p>Harter Self-Perception Profile for Children/Adolescents For children over age 8, this is a self-administered scale measuring the child's perceived competence in various domains (e.g., academics, athletics) as well as their sense of general self-worth. It has also been adapted specifically for adolescents.</p>	<p>Youth first read two statements and choose the description that is more like them, and then they choose whether the description is really true of them or sort of true of them. For example: "Some kids often forget what they learn" or "other kids can remember things easily." "Some teenagers do very well at their class work" or "other teenagers don't do very well at their class work."</p>	<p>Across Ages Big Brothers/Big Sisters Thunderbirds Teen Center Woodrock Youth Development Program</p>	<p>Reference: Harter, S. (1985). <i>The Self-Perception Profile for Children: Revision of the Perceived Competence Scale for Children</i>. Denver, CO: University of Denver. For adolescents, see also: Harter, S. (1988). <i>Manual for the Adolescent Self-Perception Profile</i>. Denver, CO: Author.</p>
<p>Piers-Harris Children's Self-Concept Scale This 60-item self-reported scale for children ages 7–18 assesses general self-esteem in children, and has six subscales: Behavior, Intellectual and School Status, Physical Appearance and Attributes, Anxiety, Popularity, and Happiness and Satisfaction.</p>	<p>Test items are simple descriptive statements, written at a second grade reading level. Youth indicate whether each item applies to them by selecting a yes or no response. (A Spanish Test Booklet is available for children who read Spanish only.)</p>	<p>Project EMERGE</p>	<p>Reference: Piers, E. V., Harris, D. B., & Herzberg, D. S. (1984). <i>The Piers-Harris Children's Self-Concept Scale</i> (Rev. ed.). Los Angeles: Western Psychological Services. Available at: https://www-secure.earthlink.net/www.wpspublish.com/Inetpub4/catalog/W-388.htm</p>

<p>Self-Description Questionnaire This 76-item self-report inventory for youth ages 8–12 measures self-concept in the following areas: mathematics, reading, general-school, physical abilities, physical appearance, peer relations, parent relations, total academic, total nonacademic, total self, and general self. There are also similar inventories designed for older youth.</p>	<p>Youth are asked to read declarative sentences (e.g., “I’m good at mathematics,” and “I make friends easily”) and to select one of five responses: <i>false, mostly false, sometimes false/sometimes true, mostly true, or true.</i></p>	<p>Gevirtz Homework Project</p>	<p>Reference: Marsh, H. W., & Smith, I. D. (1987). Cross-national study of the structure and level of multidimensional self-concepts: An application of confirmatory factor analysis. <i>Australian Journal of Psychology, 39</i>(1), 67–77. Available at: self.uws.edu.au/Instruments/S DQ/Information.htm</p>
<p>Self-Esteem Questionnaire This self-report questionnaire includes 42 items forming six subscales measuring self-esteem in peer relations, family, school, sports/athletics, body image, and global self-worth.</p>	<p>Adolescents use a 4-point scale to indicate how much they agree or disagree with statements such as: “I am as good a student as I would like to be,” and “I am happy with myself as a person.”</p>	<p>Siblings of Children With Developmental Disabilities After School Support Program</p>	<p>Reference: DuBois, D. L., Felner, R. D., Brand, S., Phillips, R. S. C., & Lease, A. L. (1996). Early adolescent self-esteem: A developmental framework and assessment strategy. <i>Journal of Research on Adolescence, 6</i>, 543–579.</p>
<p>Self-Image Questionnaire for Young Adolescents This set of self-report questions aimed at 11- to 13-year-olds taps areas such as difficulty in dealing with new situations and confidence in one’s learning abilities.</p>	<p>Youth report on a 6-point scale ranging from 1 (<i>does not describe me at all</i>) to 6 (<i>describes me very well</i>) in response to statements such as “when I decide to do something, I do it,” “I frequently feel sad,” and “I can count on my parents most of the time.”</p>	<p>Big Brothers/Big Sisters</p>	<p>Reference: Petersen, A., Schulenberg, J., Abramowitz, R., Offer, D., & Jarcho, H. (1984). A Self-Image Questionnaire for Young Adolescents (SIQYA): Reliability and validity studies. <i>Journal of Youth and Adolescence, 13</i>, 93–111.</p>

<p>Self-Liking and Self-Competence Scale This 20-item scale measures perceived personal efficacies and self-esteem.</p>	<p>Sample items include “I perform very well at a number of things” and “I do not have much to be proud of.” The items are scored on a 5-point scale from <i>strongly disagree</i> to <i>strongly agree</i>.</p>	<p>Go Grrrls</p>	<p>Reference: Tafariodi, R., & Swann, W. B., Jr. (1995). Self-liking and self-competence as dimensions of global self-esteem: Initial validation of a measure. <i>Journal of Personality Assessment</i>, 65, 322–342.</p>
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Table 8. Alcohol, Tobacco, and Other Drug Use (ATOD) Prevention

This table is a compilation of instruments used to assess alcohol, tobacco, and other drug use (ATOD) prevention. Please also note that some measures of ATOD prevention may be available in Table 10: Multicomponent/Comprehensive Surveys (www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot6).

Instrument Name/Description	Sample Items/Item Description	Evaluations Using the Instrument	Citations
<p>Attitudes Toward ATOD Use This assessment measures students’ attitudes toward alcohol, tobacco, and other drugs.</p>	<p>Youth indicate what they would say if a friend offered them things like cigarettes, beer, wine, hard liquor, marijuana, cocaine, crack, depressants, or stimulants. They answer on 5-point scales with the choices of <i>definitely no</i>, <i>probably no</i>, <i>undecided</i>, <i>probably yes</i>, and <i>definitely yes</i>.</p>	<p>Woodrock Youth Development Project</p>	<p>Reference: Caplan, M., Weissberg, R. P., Grober, J. S., Sivo, P. J., Grady, K., & Jacoby, C. (1992). Social competence promotion with inner-city and suburban young adolescents: Effects on social adjustment and alcohol use. <i>Journal of Consulting and Clinical Psychology</i>, 60(1), 56–63.</p>

<p>Center for Substance Abuse Prevention (CSAP) National Youth Survey This survey measures ATOD use and associated risk and resiliency factors, and is adapted from a number of instruments measuring outcomes typical of substance use prevention programs.</p>	<p>Youth answer questions such as “On how many days in the last month (30 days) did you smoke a cigarette?” and “Pretend your best friend offered you some marijuana and you did not want it. How hard would it be to say ‘no?’”</p>	<p>Say Yes First</p>	<p>Reference: Center for Substance Abuse Prevention. (2000). <i>National cross-site evaluation of high risk youth programs</i>. Rockville, MD: Center for Substance Abuse and Mental Health Services Administration, Department of Health and Human Services. Available at: www.emt.org/CSAP_NationalYouthSurvey.htm</p>
<p>Frequency of ATOD Use This assessment measures the frequency of youth’s usage of alcohol, tobacco, and other drugs.</p>	<p>Youth report the frequency of ATOD use in specified time frames, such as in the last month and over their lifetime.</p>	<p>Woodrock Youth Development Project</p>	<p>Reference: Center for Substance Abuse Prevention. (1993). <i>Proposed instruments for CSAP HRY domain matrix</i>. Rockville, MD: Center for Substance Abuse and Mental Health Services Administration, Department of Health and Human Services.</p>

Table 9. Program Quality/Program Environment

This table is a compilation of instruments used to assess program quality/program environment. Please also note that some measures of program quality/program environment may be available in Table 10: Multicomponent/Comprehensive Surveys (www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot6).

Instrument Name/Description	Sample Items/Item Description	Evaluations Using the Instrument	Citations
<p>After-School Environment Scale This 36-item scale measures three main components of the after school program environment, as reported by youth: enthusiasm for and perceptions of emotional support in the program, beliefs regarding opportunities for autonomy and privacy in the program, and opportunities for peer affiliations in the program.</p>	<p>Youth report the frequency (<i>never to always</i>) with which they experience things in their after school program like “I get to know other kids well here” and “I help plan what we do here.”</p>	<p>The After-School Corporation (TASC)</p>	<p>Reference: Rosenthal, R., & Vandell, D. L. (1996). Quality of care at school-aged child-care programs: Regulatable features, observed experiences, child perspectives, and parent perspectives. <i>Child Development</i>, 67(5), 2434–2445.</p>
<p>NSACA Standards for Quality School-Age Care (National AfterSchool Association) This assessment contains program quality standards for human relationships, indoor environment, outdoor environment, activities, safety, health, nutrition, and administration.</p>	<p>Respondents (program observers) assess the degree to which the program meets various quality standards, such as “staff make children feel welcome and comfortable,” “there are regular opportunities for creative arts and dramatic play,” and “staff have access to adequate and convenient storage.” Responses range on a scale from 0 (<i>no evidence or not met</i>) to 3 (<i>fully met</i>).</p>	<p>Virtual Y</p>	<p>Reference: National School-Age Care Alliance. (1998). <i>The NSACA Standards for Quality School-Age Care</i>. Boston: Author. Available for purchase at: www.naaweb.org/publications.htm</p>

<p>Sense of School as a Community Scale</p> <p>This scale measures youth's perceptions of experiencing a supportive community in a program (modified from perceptions regarding a youth's school), such as whether people care about each other in the program and whether people treat each other with respect in the program.</p>	<p>Youth report their agreement with statements such as "students in this program don't really care about each other" and "teachers and students treat each other with respect in this program."</p>	<p>The After-School Corporation (TASC)</p>	<p>Reference: Battistich V., Schaps E., Watson M., & Solomon D. (1996). Prevention effects of the Child Development Project: Early findings from an ongoing multisite demonstration trial. <i>Journal of Adolescent Research, 11</i>, 12–35.</p>
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Table 10. Multicomponent Scales/Comprehensive Surveys

This table is a compilation of instruments used to assess multicomponent scales/comprehensive surveys.

Instrument Name/Description	Sample Items/Item Description	Evaluations Using the Instrument	Citations
<p>Behavioral and Emotional Rating Scale This scale includes approximately 50 items that measure the personal strengths and competencies of youth ages 5–18 from three perspectives: child, parent, and teacher/other professional. It assesses several aspects of these strengths and competencies: interpersonal strength, involvement with family, intrapersonal strength, school functioning, affective strength, and career strength.</p>	<p>Adults rate each item on a 4-point scale (0 = <i>not at all like the child</i>, 1 = <i>not like the child</i>; 2 = <i>like the child</i>, 3 = <i>very much like the child</i>) in a number of areas (e.g., accepts responsibility for own actions, talks about the positive aspects of life, shows concern for the feelings of others).</p>	<p>Gevirtz Homework Project</p>	<p>Reference: Epstein, M. H., & McKelvey, J. (1996). Development of a scale to assess the emotional and behavioral strengths of children and youth. In C. R. Ellis & N. N. Singh (Eds.), <i>Children and adolescents with emotional and behavioral disorders: Proceedings from the sixth annual Virginia Beach Conference</i>. Richmond: Virginia Commonwealth University, Medical College of Virginia, Commonwealth Institute for Child and Family Studies.</p> <p>Available at: www.proedinc.com/store/index.php?mode=product_detail&id=11540</p>

<p>Communities That Care Survey This survey for youth in Grades 6–12 contains 201 questions, categorized as follows: 12 questions focusing on general demographics; 31 questions relating to alcohol, tobacco, and other drug incidence and prevalence; and 158 questions relating to specific risk and protective factors in the community domain (37), family domain (39), school domain (20), and peer-individual domain (62).</p>	<p>Not applicable: comprehensive survey</p>	<p>Maryland After School Community Grant Program</p>	<p>Reference: Arthur, M. W., Hawkins, J. D., Pollard, J. A., Catalano, R. F., Baglioni, Jr., A. J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors. <i>Evaluation Review</i>, 26(6), 575–601.</p>
<p>Individual Protective Factors Index This 71-item self-administered questionnaire is designed to measure 10- to 16-year-old adolescents’ resiliency. It assesses 10 attitudinal orientations in three major domains (social bonding, personal competence, and social competence).</p>	<p>Youth respond to statements using a 4-point scale (<i>YES!</i>, <i>yes</i>, <i>no</i>, <i>NO!</i>) such as “I get mad easily,” “drinking alcohol is bad for your health,” and “following the rules is stupid.”</p>	<p>Gevirtz Homework Project</p>	<p>Reference: Springer, J. F., & Phillips, J. L. (1995). <i>Individual Protective Factors Index (IFPI): A measure of adolescent resiliency</i>. Sacramento, CA: EMT Associates.</p>

<p>Public/Private Ventures San Francisco Beacons Youth Survey</p> <p>This 30-minute survey is comprised primarily of various positive youth development indicators, such as self-efficacy, positive reactions to challenges, meaningful roles and responsibilities, etc.</p>	<p>Not applicable: comprehensive survey</p>	<p>San Francisco Beacons Initiative</p>	<p>Reference: Walker, K. E., & Arbreton, A. J. A. (2001). <i>Working together to build Beacon Centers in San Francisco: Evaluation findings from 1998–2000</i>. Philadelphia: Public/Private Ventures.</p> <p>Available at: www.ppv.org/ppv/publications/publications_description.asp?search_id=19&publication_id=118</p>
<p>Risk Protective Factors Scale</p> <p>This youth self-report scale measures various factors meant to help protect youth against a variety of risks. These protective factors include neighborhood resources, interested and caring adults, positive attitudes toward the future, ability to work with others, and self-perceived competence.</p>	<p>Youth report their level of agreement/disagreement with statements such as “adults are willing to help me with my problems,” “I am able to get along with friends,” and “I am creative.”</p>	<p>Thunderbirds Teen Center</p> <p>Totally Cool, Totally Art</p>	<p>Reference: Witt, P. A., Baker, D. A., & Scott, D. (1996). <i>The Protective Factors Scale</i>. College Station: Texas A&M University.</p> <p>Available at: www.rpts.tamu.edu/Faculty/Witt/conpubs/Protective%20Factors%20Scale.PDF</p> <p>See also: Witt, P. A., & Crompton, J. L. (1997). The protective factors framework: A key to programming for benefits and evaluating for results. <i>Journal of Park and Recreation Administration</i>, 15(3), 1–18.</p> <p>Available at: www.rpts.tamu.edu/Faculty/Witt/wittpub4.htm</p>

<p>Social Skills Rating System These 10- to 25-minute questionnaires for youth ages 3–18, as well as their parents and teachers, each assess one of the following scales: Social Skills, Problem Behaviors, and Academic Competence.</p>	<p>Respondents report the frequency with which youth demonstrate qualities such as “feels sorry for others,” “disagrees without fighting,” and “is aggressive toward people or objects.”</p>	<p>Maryland After School Community Grant Program</p>	<p>Reference: Gresham, F. M., & Elliott, S. N. (1990). <i>Social Skills Rating System</i>. Circle Pines, MN: American Guidance Service.</p>
<p>TASC Elementary Student Survey This survey contains questions about youth’s background characteristics, time use (both in and prior to the after school programming), academic self-concept and attitudes, perceptions and opinions about the after school program, feelings about peers in the after school program, and perceptions of positive effects of participating in after school programming.</p>	<p>Not applicable: comprehensive survey</p>	<p>The After-School Corporation (TASC)</p>	<p>Available at: www.policystudies.com/studies/youth/Evaluation%20TASC%20Programs.html</p>
<p>TASC High School Student Survey This survey contains questions similar to the middle school survey, but also measures youth’s delinquency-related and sexual activity-related behavior, as well as their college and postsecondary future plans.</p>	<p>Not applicable: comprehensive survey</p>	<p>The After-School Corporation (TASC)</p>	<p>Available at: www.policystudies.com/studies/youth/Evaluation%20TASC%20Programs.html</p>

<p>TASC Middle School Student Survey This survey contains questions similar to the elementary survey but also measures opportunities for leadership in the after school program, social support in the program, and prosocial and antisocial behavior.</p>	<p>Not applicable: comprehensive survey</p>	<p>The After-School Corporation (TASC)</p>	<p>Available at: www.policystudies.com/studies/youth/Evaluation%20TASC%20Programs.html</p>
<p>TASC Parent Survey This survey contains questions about parents' background characteristics, youth's time use prior to participating in after school programming, perceptions of and satisfaction with the after school program, and perceptions of youth and family outcomes associated with participation in after school programming.</p>	<p>Not applicable: comprehensive survey</p>	<p>The After-School Corporation (TASC)</p>	<p>Available at: www.policystudies.com/studies/youth/Evaluation%20TASC%20Programs.html</p>
<p>TASC Principal Survey This survey contains questions about principals' perceptions of the after school program, its strengths and weaknesses, its relationship with the school and school-day teachers, and its effectiveness in benefiting youth.</p>	<p>Not applicable: comprehensive survey</p>	<p>The After-School Corporation (TASC)</p>	<p>Available at: www.policystudies.com/studies/youth/Evaluation%20TASC%20Programs.html</p>

<p>TASC Site Coordinator Survey This survey contains questions pertaining to program goals, enrollment, activities/schedule, youth/staff interactions, staffing, supervision, and support; relationship with school; parent/community outreach/involvement; and site coordinator background/experience.</p>	<p>Not applicable: comprehensive survey</p>	<p>The After-School Corporation (TASC)</p>	<p>Available at: www.policystudies.com/studies/youth/Evaluation%20TASC%20Programs.html</p>
<p>TASC Staff Survey This survey contains questions pertaining to job characteristics (including perceptions of youth and programming); job satisfaction, supervision, and support; training/technical assistance opportunities; relationship with school; and background/experience.</p>	<p>Not applicable: comprehensive survey</p>	<p>The After-School Corporation (TASC)</p>	<p>Available at: www.policystudies.com/studies/youth/Evaluation%20TASC%20Programs.html</p>
<p>What About You? This survey measures youth's attachment to school, rebellious and delinquent behavior, drug use, attitudes about drug use, peer relationships, parental supervision, commitment to education, belief in rules, social skills, attachment to prosocial adults, unsupervised after school time, and involvement in constructive activities.</p>	<p>Not applicable: comprehensive survey</p>	<p>Maryland After School Community Grant Program</p>	<p>Reference: Gottfredson, G. D. (1991). <i>What About You?</i> Ellicott City, MD: Gottfredson Associates.</p>

**Christopher Wimer, Database Manager; Suzanne M. Bouffard, Research Analyst;
and Priscilla M. D. Little, Project Manager**

Any questions about this Snapshot may be emailed to Christopher Wimer, Database Manager, at wimer@fas.harvard.edu.

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Founded in 1983 by Dr. Heather Weiss, HFRP conducts research about programs and policies that serve children and families throughout the United States. By publishing and disseminating its research widely, HFRP plays a vital role in examining and encouraging programs and policies that enable families and communities to help children reach their potential.