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**Beyond Content: Incorporating Social and
Emotional Learning into the StriveTogether
Framework**

Volume II: A Summary of Measures by Competency
and Stage of the Cradle to Career Continuum

August, 2013



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Introduction: Volume II

This is Volume II of the three volumes created to assist StriveTogether communities in understanding, choosing, and measuring social-emotional competencies along the cradle to career continuum.

These volumes are entitled:

Beyond Content: Incorporating Social and Emotional Learning into the StriveTogether Framework

Volume I: Social and Emotional Competencies and their Relationship to Academic Achievement

Volume II: A Summary of Measures by Competency and Stage of the Cradle to Career Continuum

Volume III: A Compendium of Social and Emotional Competency Measures

In Volume II the reader will find summary tables describing measures of each of the five main competencies: academic self-efficacy, growth mindset or mastery orientation, grit or perseverance, emotional competence, and self-regulated learning and study skills. The first set of tables provides measures by competency, arranged by age across the cradle to career continuum. A second set of tables is arranged by age group and includes all competency measures intended for that group.

Academic Self-Efficacy: Measures

Age/Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well you can...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Collective Teacher Beliefs Scale (CTB)								
Adult teachers of: Elementary students	Teacher	Survey	Self-rating, Beliefs/Attitudes	Faculty's beliefs in their capacity to achieve meaningful student learning and overcome obstacles, assess collective perception of school's capacity for student discipline, and instructional practices.	10 minutes	Free	Reliability α = .97 (overall scale in a study of 66 schools); α =.96 (instructional strategies); α =.94 (student discipline).	
Patterns of Adaptive Learning Scales (PALS) subscale: Personal Teaching Efficacy (Teacher Survey)								
Adult teachers of: Elementary, Middle, and High school	Teacher	Survey	Self-rating, Beliefs/Attitudes	Faculty's perceptions of the school goal structure for students (mastery and performance), approaches to instruction (mastery and performance), personal teaching efficacy.	3 minutes (subscale), 25 minutes (overall survey)	Free	Reliability α = .74 (personal teaching efficacy); α = .81 (mastery goal structure for students) α = .70 (performance goal structure for students); α = .69 (performance approaches to instruction); α = .69 (mastery approaches to instruction).	
Patterns of Adaptive Learning Scales (PALS) subscale: Academic Self-Efficacy (Student Survey)								
Grades 3 to 9	Student	Survey	Self-rating	Learning focused (mastery) academic goals, ability focused (performance) goals, student self-efficacy, use of surface learning strategies, use of deeper learning strategies. Teacher scales include perceptions of the school goal structure, goal-related approaches to instruction, and personal teaching efficacy.	3 minutes (subscale), 20 to 30 minutes (overall survey)	Free	Reliability α = .78 (academic self-efficacy); range of all 24 subscales reliability α = .71 (parent mastery goal and parent performance goal) to α = .89 (performance-approach goal orientation (revised) and disruptive behavior).	
Harter's Self-Perception Profile for Children subscale: Scholastic Competence								
Ages 8 years to 14 years	Student	Survey	Self-rating	Self-confidence and competence (four scales: cognitive, social, physical, and general feelings of self-worth).	4 minutes (subscale)	\$20 for manual, can make copies of scale	Subscale reliabilities range from α =.75 to .86	
Parental Self-Efficacy for Helping the Child Succeed in School Scale								
Adult parents of: grades 4 to 6	Parent	Survey	Self-rating	Assesses parents' beliefs about their efficacy for helping their children succeed in school.	2 minutes	Free	Reliability α =.78	

Academic Self-Efficacy: Measures

Age/Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well you can...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Teacher Perceptions of Parent Efficacy for Helping Children Succeed in School								
Adult teachers of: grades 4 to 6	Teacher	Survey	Self-rating	Assesses teacher's perceptions of parent efficacy for helping children succeed in school.	2 minutes	Free	Reliability α =.80 (pre-test), α =.69 (post-test).	
Student Self-Report of Academic Self-Efficacy								
Grades 4 to 6	Student	Survey	Self-rating	Student beliefs about personal abilities to complete schoolwork successfully.	1 minute	Free	Reliability α =.71	
Academic Self-Concept Scale								
Ages 10 years to 18 years; grades 5 to 12	Student	Survey	Self-rating	Perceived competence in English and math (as they relate to school performance).	8 minutes	Free	Reliability α =.85 (English), α =.88 (math).	
Children's Self-Efficacy Scale subscales: Self-Efficacy for Academic Achievement and Self-Regulated Learning								
Ages 10 years to 15 years	Student	Survey	Self-rating, Beliefs/Attitudes	Self-efficacy in enlisting social resources, self-efficacy for academic achievement, and self-efficacy for self-regulated learning.	10 minutes	Free		
Children's Perceived Self-Efficacy Scales (CPSE) Subscale: Perceived Academic Efficacy								
Ages 10 years to 15 years	Student	Survey	Self-rating, Beliefs/Attitudes	Perceived academic self-efficacy (manage one's learning, master academic subjects, fulfill personal parental, and teacher academic expectations), social efficacy (capability for peer relationships, self-assertiveness, leisure time group activities), and self-regulatory efficacy (resisting peer pressure and high-risk activities).	12 minutes	Free	Reliability coefficients α =.87 (academic self-efficacy), α =.75 (social efficacy), α =.80 (self-regulatory efficacy).	

Academic Self-Efficacy: Measures

Age/Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well you can...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
The Problem Solving and Logical Reasoning Survey (PSLR)								
Grades 6 to 7	Student	Survey	Self-rating	Assess student's perceived self-efficacy to use critical thinking, problem-solving, and logical reasoning skills (10 items assess perceptions in math, science, and reading; 8 additional items assess these skills across all academic areas).	8 minutes	Free	Reliability α =.91 (at pre-test); α =.93 (at post-test); α =.76 to α =.89 (range for each subscale at pre-test and post-test).	
Personal and Academic Self-Concept Inventory (PASCI) Student Self-Concept Inventory subscales: Academic Ability, Verbal Ability, Math Ability								
Grades 6 to college	Student	Survey	Self-rating	Perceived difficulty in regard to academic ability, verbal ability, math ability.	5 minutes	Free		
The School Attitudes Assessment Survey subscale: Academic Self-Perception								
Ages 12 to 18; grades 6 to 12	Student	Survey	Self-rating	Extent of positive self-perception about academic abilities.	4 minutes	Free	Reliability α =.88	
Parental Self-Efficacy Scale subscale: Efficacy To Influence School-Related Performance								
Adult parents of: grade 7 and junior high school	Parent	Survey	Beliefs/Attitudes	Parents' beliefs in their efficacy to promote their children's intellectual development.	10 minutes	Free	Reliability α =.87 (efficacy to influence school-related performance scale)	
The Morgan-Jinks Student Efficacy Scale (MJSES)								
Middle school	Student	Survey	Self-rating, Behaviors	Talent, effort, task difficulty, and context.	15 minutes	Free	Internal consistency reliability α =.82 (overall); .66 - .78 (subscales)	
College-Going Self-Efficacy Scale (CGSES)								
Middle school	Student	Survey	Self-rating, Beliefs/Attitudes	College-going self-efficacy beliefs (attendance and persistence in regard to college completion).	12 minutes	Free	Reliability α =.88 (attendance scale), α =.90 (persistence scale); α =.94 (total scale)	
College-Going Outcome Expectations Scale (CGOES)								
Middle school	Student	Survey	Self-rating, Beliefs/Attitudes	Positive outcome beliefs (good things occurring as a result of going to college), and negative outcome beliefs (poor outcomes as a result of going to college).	12 minutes	Free	Reliability α =.84 (positive item scale), α =.87 (negative item scale); the two scales appear not to be related based on a Pearson Product-Moment correlation, therefore scales are treated as two separate subscales rather than a single score for outcome belief	

Academic Self-Efficacy: Measures

Age/Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well you can...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
The Motivated Strategies for Learning Questionnaire (MSLQ) subscale: Student Motivation self-efficacy								
Middle and High school	Student	Survey	Self-rating, Behaviors	Motivational beliefs (self-efficacy, intrinsic value, test anxiety) and Self-regulated learning strategies (cognitive strategy use, self-regulation).	4 minutes (subscale) 15 minutes (overall survey)	Free	Reliability α =.89 (self-efficacy scale); α =.89 (intrinsic value scale); α =.75 (test anxiety scale); α =.83 (cognitive use); α =.74 (self-regulation).	
Teachers' Efficacy Beliefs								
Adult teachers of: junior high school	Teacher	Survey	Self-rating, Beliefs/Attitudes	Teacher's perceived self-efficacy, perceived collective efficacy, beliefs about principal, colleagues, staff, parents and students, and job satisfaction.	18 minutes	Free	Reliability α =.82 - .83 (beliefs about colleagues and staff); .92 (beliefs about parents).	
Self-Efficacy Questionnaire for Children (SEQ-C) subscale: Academic Self-Efficacy								
Ages 14 to 18/grades 8 to 12	Student	Survey	Beliefs/Attitudes	Academic self-efficacy, social self-efficacy, and emotional self-efficacy.	3 minutes (subscale), 15 minutes (overall survey)	Free	Reliability α =.89 (overall); α =.85 (academic), α =.73 (social), α =.78 (emotional).	
The Student Approaches to Learning subscale: Perceived Self-Efficacy								
Age 15/High School, in 25 countries, including the United States	Student	Survey	Self-rating, Beliefs/Attitudes	1 of 14 subscales relates to self-efficacy, with others covering cognitive and metacognitive learning strategies (elaboration strategies, memorization strategies, control strategies); motivational preferences (interest in reading, interest in math, instrumental motivation, effort and persistence in learning); self-related cognitions and beliefs (verbal self-concept, math self-concept, and control expectations); preferences for learning situations (cooperative and competitive).	3 minutes (subscale), 10 minutes (full survey)	Free	Internal consistency reliability α =.83 (in the United States); α =.75 (for all 25 countries included) Content validity: Tucker-Lewis Coefficient = .97 for both (14-factor model fit the data well for US sample and for all 25 countries). Criterion Validity: r = .28 (self-efficacy scores correlated with reading achievement scores), r = .29 (math achievement scores).	

Academic Self-Efficacy: Measures

Age/Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well you can...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
The Perceptions of Educational Barriers Scale - Revised (PEB-R) "My Perceptions of Barriers"								
High School	Student	Survey	Self-rating, Beliefs/Attitudes	Likelihood of encountering barriers to furthering education, difficulty in dealing with/overcoming barriers to furthering education.	18 minutes	Free	Reliability coefficients α =.93 (likelihood scale).	
The Children's Multidimensional Self-Efficacy Scales: Self-Efficacy for Self-Regulated Learning Scale and Self-Efficacy for Academic Achievement Scale								
High School	Student	Survey	Self-rating, Beliefs/Attitudes	Self-efficacy for self-regulatory learning strategies across multiple subjects.	8 minutes	Free	Internal consistency reliability α =.87 (self-regulated learning scale); .70 (self-efficacy for academic achievement scale)	
Math Self-Efficacy and Math Self-Concept Subscales of the Programme for International Student Assessment (PISA)								
High school	Student	Survey	Self-rating, Beliefs/Attitudes	Math self-efficacy beliefs, math self-concept beliefs, math interest (enjoyment of tasks), math anxiety.	5 minutes	Free	Reliability α = .816 (math self-efficacy); α = .886 (math self-concept); α = .881 (math interest). α = .812 (math anxiety)	
Perceived Academic Control Scale								
1st yr. college	Student	Survey	Self-rating	Perceived academic control.	4 minutes	Free	Reliability α = .77 (at pre-test); .79 (at post-test)	
Self-Efficacy For Learning Form - Abridged (Zimmerman et al)								
College	Student (can be administered as an interview of a student)	Survey	Beliefs/Attitudes	Self-regulation of academic functioning and learning (goal setting, self-monitor, self-evaluate, and monitor self-reactions).	4 minutes	Free	Internal stability α = .97	
The Motivated Strategies for Learning Questionnaire (MSLQ) subscale: Self-efficacy for Learning and Performance								
College	Student	Survey	Self-rating, Behaviors	Motivational scales (self-efficacy, intrinsic goal orientation, extrinsic goal orientation, task value, learning beliefs, test anxiety) and Learning strategies (rehearsal, elaboration, organization, critical thinking, metacognitive self-regulation, time/study environmental management, effort regulation, peer learning, help seeking).	4 minutes (subscale) 20 to 30 minutes (overall survey)	Free	Range of all 15 subscales reliability α = .52 (help seeking) to α = .93 (self-efficacy for learning and performance).	

Academic Self-Efficacy: Measures

Age/Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well you can...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Academic Self-Efficacy subscale created from both the Academic Milestones Scale and the College Self-Efficacy Inventory (CSEI)								
College	Student	Survey	Self-rating	Stress and self-efficacy as they relate to: interaction at school, performance out of class, performance in class, and managing work, family and school.	18 minutes	Free	Reliability stress subscales: α =.83 (interaction at school), α =.86 (performance out of class), α =.83 (performance in class), α =.72 (managing work, family and school); Reliability self-efficacy subscales: α =.87 (interaction at school), α =.90 (performance out of class), α =.87 (performance in class), α =.77 (managing work, family, and school).	
Teacher's Self-Efficacy Scale (Bandura, 2006)								
Adult	Teacher	Survey	Self-rating, Behaviors	Perceived difficulty for teachers in their school activities.	10 minutes	Free		
Teacher Sense of Efficacy Scale (TSES), aka Teacher Beliefs Scale, (TBS) and the Ohio State Teacher Efficacy Scale (OSTES)								
Adult preservice and inservice teachers	Teacher	Survey	Self-rating, Behaviors	Teacher's beliefs in capability to make a difference in student learning through assessment of instructional strategies, student engagement, and classroom management.	10 minutes	Free	Long form reliability α = .94 (24-item overall scale); α = .87 (engagement), α = .91 (instruction), α = .90 (management). short form reliability α = .90 (12-item scale); α = .86 (engagement), α = .86 (instruction), α = .81 (management).	
Teacher's Self-Efficacy Scale (Schwarzer, 1999)								
Adult	Teacher	Survey	Self-rating, Behaviors	Assess efficacy beliefs within four major areas: job accomplishment, skill development on the job, social interaction with students, parents and colleagues, and coping with job stress.	3 minutes	Free	Reliability alpha was between α = .76 and .82 (among three samples); α = .67 and α = .76 (test-retest reliability for a period of one year); α = .65 (for a period of two years).	
Principal Sense of Efficacy Scale (PSE)								
Adult	Principal	Survey	Self-rating, Beliefs/Attitudes	Principal's beliefs in capability to make a difference in schools, effectively manage challenges, assess capability concerning instructional leadership, management and moral leadership.	10 minutes	Free	Reliability alpha of internal consistency α = .91 (overall scale); α = .86 (efficacy for instruction); α = .87 (efficacy for management); α = .83 (moral leadership).	

Growth Mindset or Mastery Orientation: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Implicit Theories of Math								
Grades 2 to 6	Student	Survey	Beliefs/Attitudes	Beliefs about whether math ability is changeable.	15 minutes	Free	Test-retest reliability over a two week interval is: α =.80. Internal consistency reliability: α =.70	
Achievement Goal Orientation								
Grades 3 to 5	Student	Survey	Self-rating	Three separate scales to assess students' motivation goals.	10 minutes	Free	Reliability ranged from: α =.63-.96	
Effort-Related Belief scale								
Grades 3 to 6	Student	Survey	Self-rating and Beliefs/Attitudes	Beliefs about whether intelligence is fixed or can be increased by effort.	15 minutes	Free	Reliability α =.63	
Student Self-Report of Self Efficacy								
Grades 4 to 6	Student	Survey	Self-rating	Student beliefs about personal abilities to complete schoolwork successfully.	10 minutes	Free	Reliability α =.71	
PALS Mastery Goal Orientation scale								
Grades 6 to 12	Student	Survey	Self-rating	Students' purpose or goal in an achievement setting is to extend their mastery and understanding.	5 minutes	Free	Internal consistency reliability: α =.85. Factor validity: GFI (Goodness of Fit): GFI=.96	
Personal Beliefs Survey								
Grades 11 to 12	Student	Survey	Beliefs/Attitudes	Beliefs about whether intelligence/ability is fixed or can be increased by effort.	30 minutes	Free		
Achievement Goal Questionnaire								
College students	Student	Survey	Self-rating	Beliefs about goal achievement.	15 minutes	Free	Reliability α =.88	
Goal Orientation								
College students	Student	Survey	Self-rating	Beliefs about whether intelligence/ability is fixed or can be increased by effort.	20 minutes	Free		
Self-Regulated Learning: Subscales Intrinsic and Extrinsic Goal Orientation								
College students	Student	Survey	Self-rating	Students' perceptions of intrinsic and extrinsic motivations for self- regulated learning behaviors.	20 minutes	Free	Internal reliability of extrinsic goal orientation items: α =.52 to α =.81 and intrinsic goal orientation items: α =.55 to α =.69	

Growth Mindset or Mastery Orientation: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Motivated Strategies for Learning Questionnaire (MSLQ) subscale of Motivation								
College students	Student	Survey	Self-rating	Students' intrinsic and extrinsic motivational orientations (i.e. their beliefs about a course and their skill to succeed).	30 minutes	Free	Internal reliability: α =.52 to α =.93. Factor validity: GFI (Goodness of Fit): Motivation items GFI=.77	
Goal Orientation Scale								
Graduate students	Student	Survey	Self-rating	Beliefs about whether intelligence/ability is fixed or can be increased by effort.	5 minutes	Free		
Goal Orientation (Sales)								
Salespeople	Student	Survey	Self-rating	Beliefs about whether sales performance can be increased by effort/goal orientation.	10 minutes	Free		

Grit or Perseverance: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric Properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Devereux Early Childhood Assessment for Infants and Toddlers								
Adult teachers or parents of: 1 month to 18 months (infant), 18 months to 36 months (toddler)	Teacher or Parent	Observation	Behaviors	INITIATIVE: The infant or toddlers ability to use independent thought and action to meet her or his needs. Attachment/relationships: The mutual, strong, long-lasting relationship between an infant or toddler and significant adults such as parents, family members and teachers.	30 minutes	20 infant and 30 toddler forms \$200 with kit, or \$20 to \$30 for set of 20 forms	Reliability: Internal consistency: DECA-I ranged from .90 to .94 for parent raters (.80 to .92 for the individual scales) and .93 to .94 for teacher raters (.87 to .93 for the individual scales) across the four infant age groups (1 to 3 months; 3 to 6 months; 6 to 9 months; and 9 to 18 months). For the DECA-T (18 to 36 months), coefficients for Total Protective Factors were .94 for parent raters (.79 to .92 for the individual scales) and .95 for teacher raters (.83 to .94 for the individual scales).	
Brief Infant Toddler Social Emotional Assessment (BITSEA)								
Adult teachers or parents of: Ages 12 months to 35 months	Teacher or Parent	Observation	Behaviors	1. Externalizing: activity/impulsivity, aggression/defiance, peer aggression. 2. Internalizing: depression/withdrawal, general anxiety, separation distress, Inhibition to novelty. 3. Dysregulation: sleep, negative emotionality, eating, sensory sensitivity. 4. Competence: compliance, attention, imitation/play, mastery motivation, empathy, pro-social peer relations.	7 to 10 minutes	50 parent forms \$43	Internal consistency α = .65 to .80	
Devereux Early Childhood Assessment for Preschoolers Clinical Form								
Adult teachers or parents of: Ages 2 years to 5 years	Teacher, Parent or Clinical Professional	Observation	Behaviors	Includes three protective factor scales (initiative, self-control, and attachment), in addition to four behavioral concerns scales (attention problems, aggression, withdrawal/depression, emotional control problems).	15 minutes	\$125 each kit	Teachers α = .80 to .95. Parents α = .66 to .91	Must be interpreted by a behavioral healthcare or special education professional.

Grit or Perseverance: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric Properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Devereux Early Childhood Assessment for Preschoolers Second Edition								
Adult teachers or parents of: Ages 3 years to 5 years	Teacher or Parent	Observation	Behaviors	Initiative, self-regulation, attachment/relationships, behavioral concerns.	10 minutes	40 forms for \$40 or \$209 for kit	Test-retest reliabilities α =.55 to .80 for parents and α =.87 to .94 for teachers.	
Martin's Temperament Assessment Battery for Children (TABC) Teacher or Parent form								
Adult teachers or parents of: Ages 3 years to 7 years	Teacher or Parent	Observation	Behaviors	Designed to measure basic personality-behavioral dimensions (temperaments) of children.	10 to 15 minutes	\$25	α = .73 to .86	
Devereux Student Strengths Assessment (DESSA)								
Adult teachers or parents of: Kindergarten to 8th grade	Teacher or Parent	Observation	Behaviors	Self-awareness, social-awareness, self-management, goal-directed behavior, relationship skills, personal responsibility, decision making, and optimistic thinking.	45 minutes	\$32 for 25 forms online or \$40 for 25 paper forms or \$115 for complete kit with manual	Social emotional composite is .98 for parents and .99 for teachers/staff. Test- retest reliabilities from .79 to .90 for parents and from .86 to .94 for teachers/staff. Inter-rater reliabilities of .725 for parents and .735 for teachers/staff.	
Devereux Student Strengths Assessment-mini (4 forms plus a progress monitoring form)								
Adult teachers or parents of: Kindergarten to 8th grade	Teacher or Parent	Observation	Behaviors	Used to screen for and monitor progress in the acquisition of social- emotional competencies.	5 minutes	\$104 for complete kit with manual		
Persistence Scale for Children								
Ages 7 years to 13 years	Student	Survey	Self-rating, Attitudes	Persistence	20 minutes	Free	α =.66 and test-retest reliability was .77	
Grit S (8 item scale)								
7th grade to Adult	Student	Survey	Self-rating	Grit	5 minutes	Free	α =.73 to .83	
Grit O (12 item scale)								
7th grade to Adult	Student	Survey	Self-rating	Grit	5 minutes	Free	α =.73 to .83	
Grit and Ambition Scale (17 items)								
7th grade to Adult	Student	Survey	Self-rating	Grit and ambition.	7 minutes	Free		
The Resilience Scale™ (RS™)								
Ages 13 years to Adult	Student	Survey	Self-rating, Attitudes	Resilience: the ability to successfully cope with change or misfortune. Resilient individuals regain their balance and keep going, despite adversity and misfortune.	10 minutes	\$150 for user guide and license	α =.72 to .94	

Grit or Perseverance: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric Properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Grit S for younger children (8 item scale)								
Middle School	Student	Survey	Self-rating	Grit	5 minutes	Free		
Student Approaches to Learning (SAL) Instrument: Subscale Effort and Perseverance								
Middle and High School	Student	Survey	Self-rating	Effort and perseverance.	2 minutes	Free		
Self-Reported Persistence / Effort Items								
Middle and High School	Student	Survey	Beliefs, Attitudes	Persistence and effort.	4 minutes	Free		
Locomotion Scale								
Adult	Student	Survey	Self-rating, Attitudes	Locomotion constitutes the aspect of self-regulation concerned with movement from state to state, including commitment of psychological resources to initiate and maintain such movement.	5 minutes	Free	α =.80	

Emotional Competence: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Brigance Assessment								
Ages 0-6 years	Parent or Teacher	Observation	Behaviors	Measures physical development, language, academic/cognitive, self- help, and social-emotional skills.	10-15 minutes	Prices Vary: Complete Assessment Kit for 0-35 months \$529.00	Internal consistency: α =.94-.98 Inter-rater: α = .84-.98 Sensitivity Validity: .86-.94 Specificity Validity: .81-.92	
Kent Inventory of Developmental Skills (KIDS)								
Ages 0- 15 months	Parent or Caregiver	Observation	Behaviors	Measures cognitive, motor communication, self help, and social behaviors.	45 minutes	\$126.00 for the kit	Reliability α =.93-.99 Scale validity: 0.95 for the full scale.	
Devereux Early Childhood Assessment for Infants and Toddlers								
Adult teachers or parents of: 1 month to 18 months (infant), 18 months to 36 months (toddler)	Teacher or Parent	Observation	Behaviors	INITIATIVE: The infant or toddlers ability to use independent thought and action to meet her or his needs. Attachment/Relationships: The mutual, strong, long-lasting relationship between an infant or toddler and significant adults such as parents, family members and teachers.	30 minutes	20 infant and 30 toddler forms \$200 with kit, or \$20 to \$30 for set of 20 forms	Reliability: Internal consistency: DECA-I ranged from .90 to .94 for parent raters (.80 to .92 for the individual scales) and .93 to .94 for teacher raters (.87 to .93 for the individual scales) across the four infant age groups (1 to 3 months; 3 to 6 months; 6 to 9 months; and 9 to 18 months). For the DECA-T (18 to 36 months), coefficients for Total Protective Factors were .94 for parent raters (.79 to .92 for the individual scales) and .95 for teacher raters (.83 to .94 for the individual scales).	

Emotional Competence: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Brief Infant Toddler Social Emotional Assessment (BITSEA)								
Adult teachers or parents of: Ages 12 months to 35 months	Teacher or Parent	Observation	Behaviors	1. externalizing: activity/impulsivity, aggression/defiance, peer aggression. 2. internalizing: depression/withdrawal, general anxiety, separation distress, inhibition to novelty. 3. dysregulation: sleep, negative emotionality, eating, sensory sensitivity. 4. competence: compliance, attention, imitation/play, mastery motivation, empathy, pro-social peer relations.	7 to 10 minutes	50 parent forms \$43	Internal consistency α = .65 to .80	
Devereux Early Childhood Assessment for Preschoolers Clinical Form								
Adult teachers or parents of: Ages 2 years to 5 years	Teacher, Parent or Clinical Professional	Observation	Behaviors	Includes three protective factor scales (Initiative, self-control, and attachment), in addition to four behavioral concerns scales (attention problems, aggression, withdrawal/depression, emotional control problems).	15 minutes	\$125 each kit	Teachers α =.80 to .95. Parents α =.66 to .91	Must be interpreted by a behavioral healthcare or special education professional.
Developmental Indicators for the Assessment of Learning (DIAL-4)								
Ages 2-6 years	Parent or Teacher	Observation	Behaviors	Measures motor, concepts, language, self-help, and social development.	30-40 minutes	\$647.00 for DIAL™-4 Complete Kit	Internal consistency α = .83 -.95 Validity Sensitivity: 67 - 87% Validity Specificity: 73 - 91%	
Devereux Early Childhood Assessment for Preschoolers Second Edition								
Adult teachers or parents of: Ages 3 years to 5 years	Teacher or Parent	Observation	Behaviors	Initiative, self-regulation, attachment/relationships, behavioral concerns.	10 minutes	40 forms for \$40 or \$209 for kit	Test-Retest reliabilities α =.55 to .80 for parents and α =.87 to .94 for teachers.	
Social Skills Rating System (SSRS)								
Adult teachers or parents of: Ages 3 years to 18 years	3 different forms (Parent, Teacher, Student)	Survey	Behaviors	Social Skills, problem behaviors, and academic competence (in the teacher report form).		25 forms \$50 to \$65	Internal consistency coefficients based on SSRS Total Score ranged from .86 to .90 for parents' ratings and from .94 to .98 for teachers' ratings.	

Emotional Competence: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Kindergarten Student Entrance Profile (KSEP)								
Ages 4-5 years	Teacher	Observation	Behaviors	Measures physical & health readiness, social-emotional readiness, and school ready knowledge.	5 minutes	Pricing information could not be found.	Reliability α =.91-.93	
Devereux Student Strengths Assessment (DESSA)								
Adult teachers or parents of: Kindergarten to 8th grade	Teacher or Parent	Observation	Behaviors	Self-awareness, social-awareness, self-management, goal-directed behavior, relationship skills, personal responsibility, decision making, and optimistic thinking.	45 minutes	\$32 for 25 forms online or \$40 for 25 paper forms or \$115 for complete kit with manual	Social Emotional Composite is .98 for parents and .99 for teachers/staff. Test-retest reliabilities from .79 to .90 for parents and from .86 to .94 for teachers/staff. Inter-rater reliabilities of .725 for parents and .735 for teachers/staff.	
Devereux Student Strengths Assessment-mini (4 forms plus a progress monitoring form)								
Adult teachers or parents of: Kindergarten to 8th grade	Teacher or Parent	Observation	Behaviors	Used to screen for and monitor progress in the acquisition of social-emotional competencies.	5 minutes	\$104 for complete kit with manual		
Concern for Others – Teacher Observation Scale (Grades K-1)								
Adult teachers of: Kindergarten to 1st grade	Teacher	Observation	Behaviors	Designed to be administered over time to observe progress in the extent to which children demonstrate concern for others (empathy).	5 minutes	Free	Internal consistency α =.74	
Altruistic Behavior-Elementary								
Elementary school	Student	Survey	Self-rating, Behaviors	Measures the behavior of helping others. Higher scores indicate more altruistic behavior.	5 minutes	Free	Internal consistency reliability α =.82	
Emotion Recognition Questionnaire								
Elementary school	Student	Survey	Skills	Assesses emotional understanding.	20 minutes	Free		
Assessment of Children's Emotion Skills (ACES)								
Elementary school	Student	Survey	Skills	Assesses emotional understanding.	10 minutes	Free	Internal reliability α =.71	

Emotional Competence: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Prosocial Behaviors of Children-Teachers' Perceptions								
Adult teachers of: Elementary school	Teacher	Observation	Behaviors	Teachers' perceptions of their students' prosocial skills. It includes ratings of both adaptive behaviors and interpersonal social competence.	5 minutes	Free	Internal Consistency α =.95	When completing the scale, the teacher should reflect over a period of at least a month to ensure that students have adequate time to display a range of behaviors.
Child Behavior Scale								
Adult teachers of: Grades 1 to 8	Teacher	Observation	Behaviors	Aggression, hyperactivity, social skills, and anti-social.	20 minutes	Scale is Copyrighted and Must be purchased	The range of Test-Retest Value: α =.54 to .83 The range of Inter-rater reliability: α =.81 to .88 The range of Internal consistency: α =.77 to .96	
Concern for Others – Teacher Observation Scale (Grades 2-3)								
Adult teachers of: Grades 2 to 3	Teacher	Observation	Behaviors	Designed to be administered over time to observe progress in the extent to which children demonstrate concern for others (empathy).	5 minutes	Free	Internal consistency α =.75	
Social Acceptance: part of the Self-Perception Profile for Children								
Grades 3 to 8	Student	Survey	Beliefs/Attitudes	Five subscales to assess perceived domain-specific competence (scholastic competence, social acceptance, athletic competence, physical appearance, and behavioral conduct) and one scale to assess overall self-worth (global self-worth).	5 minutes	Free	α =.80	
Classmate Support Subscale: part of the Social Support Scale for Children								
Grades 3 to 8	Student	Survey	Beliefs/Attitudes	Measures the extent to which children believe they are popular, liked, included, and listened to by classmates.	5 minutes	Free	α =.76	

Emotional Competence: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Children's Self-Efficacy in Peer Interactions								
Grades 3 to 8	Student	Survey	Self-rating, Attitudes	Measures youths' perceptions of their ability to be successful in social interactions, including their ability to be persuasive towards peers in positive ways. Two subscales measure social self-efficacy in conflict and non-conflict situations.	15 minutes	Free	Reliability α =.85 (overall scale); α = .85 (conflict situations subscale); α =.73 (nonconflict situations subscale).	
Concern for Others – Teacher Observation Scale (Grades 4-5)								
Adult teachers of: Grades 4 to 5	Teacher	Observation	Behaviors	Designed to be administered over time to observe progress in the extent to which children demonstrate concern for others (empathy).	5 minutes	Free	Internal consistency α =.76	
Social Competence (Grades 4-5)								
Grades 4 to 5	Student	Survey	Self-rating, Behaviors	Students' assessments of their own social skills.	5 minutes	Free	Internal consistency reliability α =.80	
Student Orientation to School Questionnaire (SOS-Q)								
Grades 4-12	Student	Survey	Self-Rating	Factors include safe and caring school, self-confidence, external resilience, internal resilience, and peer relationships.	20-30 minutes	For pricing information or to order the SOS program, please contact sos@etscanada.ca	Reliability α =.72-.94	
Gallup Student Poll								
Grades 5-12	Student	Survey	Beliefs/Attitudes	Measures hope, engagement, and wellbeing.	10 minutes	Could not find pricing information	Reliability α =.76	Survey taken online and scored online through the Gallup Poll website

Emotional Competence: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
40 Developmental Assets for Adolescents								
Ages 11-18 years	Student	Survey	Self-Rating	Measures internal strengths and external supports.	10 minutes	\$150 (one-time start up activation fee) plus \$2 per youth for pre- and post- tests.	Reliability α =.79-.97	
Concern for Others-Middle School								
Middle school	Student	Survey	Beliefs/Attitudes	Measures empathetic attitudes, not actions.	5 minutes	Free	Internal consistency α =.81	
Empathy – Teen Conflict Survey								
Middle school	Student	Survey	Self-rating	Items measure ability to listen, care, and trust others.	5 minutes	Free	Internal consistency α =.62	
Altruism Scale for Teenagers								
Middle school and high school	Student	Survey	Self-rating, Behaviors	Altruism is defined as showing unselfish concern, in thought and action, for the welfare of others. This means placing the well-being of others above, similar to, or without regard to one's own well-being.	5 minutes	Free	α =.80 and concurrent validity, associated with a lower likelihood depressive symptoms.	
The Belonging Scale								
Middle school and high school	Student	Survey	Self-rating	Designed to assess youths' sense of belonging. The scale is a modification of the original scale developed by Gambone & Arbreton (1997).	5 minutes	Free		
Empathy Scale Parent								
Adult parents of: Ages 12 years to 17 years	Parent	Observation	Beliefs/Attitudes	Four items designed for parents to rate their teenagers' empathy. Empathy involves having the emotional and cognitive ability to feel and understand what someone else is feeling.	5 minutes	Free	α =.87	

Emotional Competence: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Social Competence Scale for Parents								
Adult parents of: Ages 12 years to 17 years	Parent	Observation	Behaviors	Includes six items designed for parents to rate their teenagers' social competence. Social competence in adolescence is defined as a set of positive social skills necessary to get along well with others and function constructively in groups, including, a) respecting and expressing appreciation for others; b) being able to work and communicate well with others and listen to others' ideas; c) demonstrating context-appropriate behavior that is consistent with social norms; and) using a range of skills or processes aimed at resolving conflict.	5 minutes	Free	α =.62	
Peer Friendships Scale for Parents								
Adult parents of: Ages 12 years to 17 years	Parent	Survey	Behaviors	Includes four items designed for parents to rate their teenagers' peer friendships. Positive peer friendships are characterized by the mutual experience of: support and encouragement; caring and validation; companionship; loyalty/standing up for one another; and trust.	5 minutes	Free	α =.86	
Empathy Scale Teen								
Ages 12 years to 17 years	Student	Survey	Self-rating, Behaviors	Includes four items that measure empathy in teenagers. Empathy involves having the emotional and cognitive ability to feel and understand what someone else is feeling.	5 minutes	Free	α =.84 and concurrent validity, associated with better grades and a lower likelihood of smoking, fighting, and depressive symptoms.	

Emotional Competence: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Peer Friendships Scale for Teenagers								
Ages 12 years to 17 years	Student	Survey	Beliefs/Attitudes	Includes five items that measure peer friendships in teenagers. Positive peer friendships are characterized by the mutual experience of: support and encouragement; caring and validation; companionship; loyalty/standing up for one another; and trust.	5 minutes	Free	α =.91, however concurrent validity with negative outcomes such as smoking, fighting, and depressive symptoms and with positive outcomes such as good grades was not established.	
Social Competence Scale for Teenagers								
Ages 12 years to 17 years	Student	Survey	Beliefs/Attitudes, Behaviors	Measures social competence in teenagers defined as a set of positive social skills necessary to get along well with others and function constructively in groups, including, a) respecting and expressing appreciation for others; b) being able to work and communicate well with others and listen to others' ideas; c) demonstrating context-appropriate behavior that is consistent with social norms; and) using a range of skills or processes aimed at resolving conflict.	5 minutes	Free	α =.79 and concurrent validity, associated with better grades and a lower likelihood of smoking, fighting, and depressive symptoms.	
The Social Connectedness Scale								
Grades 8 to 12	Student	Survey	Beliefs/Attitudes	Assesses the degree to which youth feel connected to others in their social environment.	5 minutes	Free	α =.91	
Conflict Resolution: part of the Individuals Protective Factors Index								
Grades 8 to 12	Student	Survey	Self-rating, Behaviors	Measures two conflict resolution skills: self control and cooperation (6 items each).	15 minutes	Free	Internal consistency α =.65	
Adapted Self-Report Altruism Scale								
High school to adults	Student	Survey	Self-rating, Behaviors	Measures the extent to which someone engages in behaviors that help others.	5 minutes	Free		

Emotional Competence: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Emotional Quotient Inventory (EQ-i®)								
Age 16 years to adult	Student	Survey	Self-rating, Behaviors	Intrapersonal: self-regard, emotional self-awareness, assertiveness, independence, self-actualization interpersonal: empathy, social responsibility, interpersonal relationships stress management: stress tolerance, impulse control adaptability: reality testing, flexibility, problem solving general mood: optimism, happiness.	30 minutes	EQ-i 2.0 Workplace Report – \$55 EQ-i 2.0 Leadership Report – \$80 EQ360 Workplace Report – \$200	For all the subscales, the internal consistency coefficients were high, ranging from a .69 (Social Responsibility) to .86 (Self-Regard), with an overall average internal consistency coefficient of .76	B level: products require that the user has completed graduate-level courses in tests and measurement at a university or has received equivalent documented training. Results sent to Multi Health Systems Inc.
The Student Adaptation to College Questionnaire								
College Students	Student	Survey	Self-rating, Attitudes	Four subscales: academic adjustment, social adjustment, personal/emotional adjustment, and institutional attachment.	30 minutes	\$52 for 25	α =.92	
Career Decision Difficulty Questionnaire								
College Students	Student	Survey	Self-rating, Behaviors	Beliefs about one's abilities to make decisions.	20 minutes	Free	Internal reliability α =.40 to α =.91	
Interpersonal Reactivity Index								
Adults	Student	Survey	Self-rating, Behaviors	Perspective taking – the tendency to spontaneously adopt the psychological point of view of others. Fantasy – taps respondents' tendencies to transpose themselves imaginatively into the feelings and actions of fictitious characters in books, movies, and plays. Empathic concern – assesses "other- oriented" feelings of sympathy and concern for unfortunate others. Personal distress – measures "self- oriented" feelings of personal anxiety and unease in tense interpersonal settings.	15 minutes	Free		

Emotional Competence: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Jefferson Scale of Physician Empathy								
Physicians and/or medical students	Physicians and/or medical students	Survey	Self-rating, Beliefs/Attitudes	Physicians' empathy (perspective taking, compassionate care, and standing in the patient's shoes).	20 minutes	Price varies upon quantity and scoring. From \$600.00 to \$1900.00	Internal consistency reliability α =.87 to α =.89	

Self-Regulated Learning: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Devereux Early Childhood Assessment for Infants and Toddlers (DECA-I)								
Adult teachers or parents of: 1 month to 18 months (infant)	Teacher or Parent	Observation	Behaviors	INITIATIVE: The infant or toddlers ability to use independent thought and action to meet her or his needs. Attachment/Relationships: The mutual, strong, long-lasting relationship between an infant or toddler and significant adults such as parents, family members and teachers.	30 minutes	20 infant and 30 toddler forms \$200 with kit, or \$20 to \$30 for set of 20 forms	Reliability: Internal consistency: DECA-I ranged from .90 to .94 for parent raters (.80 to .92 for the individual scales) and .93 to .94 for teacher raters (.87 to .93 for the individual scales) across the four infant age groups (1 to 3 months; 3 to 6 months; 6 to 9 months; and 9 to 18 months). For the DECA-T (18 to 36 months), coefficients for Total Protective Factors were .94 for parent raters (.79 to .92 for the individual scales) and .95 for teacher raters (.83 to .94 for the individual scales).	
Ages and Stages Questionnaires: Social Emotional (ASQ:SE)								
Adult parent of: Ages 3 months to 5 years	Parent	Observation	Behaviors	Self regulation, compliance, communication, adaptive functioning, autonomy, affect, and interpersonal interactions.	20 minutes	Less than \$200 ASQ System Protocol (can be copied)	Predictive Validity ranged from .71 to .85 Concurrent validity ranged from .81- .95 Internal consistency: α = .67-.91 Test-retest reliability: α = .94	
Brief Infant Toddler Social-Emotional Assessment (BITSEA)								
Adult parent of: Ages 12 months to 3 years	Parent	Observation	Behaviors	Four domains of behavior: internalizing, externalizing, dysregulation, and competence including sustained attention, compliance, mastery motivation, prosocial peer relations, empathy, imitation/play skills, and social relatedness.	7 minutes	\$99/ Kit (50 forms)	Internal Consistency Reliability: α = .79-.87 Test-retest reliability: α = .85 -.87	Qualified examiner needed for scoring. Computer scoring available.

Self-Regulated Learning: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Devereux Early Childhood Assessment for Toddlers (DECA-T)								
Adult teacher or parent of: Ages 18 months to 36 months	Teacher or Parent	Observation	Behaviors	INITIATIVE: The infant or toddlers ability to use independent thought and action to meet her or his needs. Attachment/Relationships: The mutual, strong, long-lasting relationship between an infant or toddler and significant adults such as parents, family members and teachers.	30 minutes	20 infant and 30 toddler forms \$200 with kit, or \$20 to \$30 for set of 20 forms	Reliability: Internal consistency: DECA-I ranged from .90 to .94 for parent raters (.80 to .92 for the individual scales) and .93 to .94 for teacher raters (.87 to .93 for the individual scales) across the four infant age groups (1 to 3 months; 3 to 6 months; 6 to 9 months; and 9 to 18 months). For the DECA-T (18 to 36 months), coefficients for Total Protective Factors were .94 for parent raters (.79 to .92 for the individual scales) and .95 for teacher raters (.83 to .94 for the individual scales).	
Devereux Early Childhood Assessment for Preschoolers Clinical Form								
Adult teacher or parent of: Ages 2 years to 5 years	Teacher, Parent or Clinical Professional	Observation	Behaviors	Includes three protective factor scales (Initiative, self-control, and attachment), in addition to four behavioral concerns scales (attention problems, aggression, withdrawal/depression, emotional control problems).	15 minutes	\$125 each kit	Teachers α =.80 to .95. Parents α =.66 to .91	Must be interpreted by a behavioral healthcare or special education professional.
Devereux Early Childhood Assessment for Preschoolers Second Edition								
Adult teacher or parent of: Ages 3 years to 5 years	Teacher or Parent	Observation	Behaviors	Initiative, self-regulation, attachment/relationships, behavioral concerns.	10 minutes	40 forms for \$40 or \$209 for kit	Test-Retest reliabilities α =.55 to .80 for parents and α =.87 to .94 for teachers	
Child Behavior Rating Scale (CBRS)								
Adult teacher of: Ages 3 years to 7 years	Teacher	Observation	Behaviors	Measures approaches to learning, self-regulation and social-emotional development.	7 minutes	Free	Reliability: α = .67 - .82	
Children's Behavior Questionnaire								
Adult parent of: Ages 3 years to 8 years	Parent	Observation	Behaviors	Fifteen dimensions of temperament.	45 minutes	Free	Reliability: α = .61-.93	
Children's Behavior Questionnaire: Short Form								
Adult parent of: Ages 3 years to 8 years	Parent	Observation	Behaviors	Fifteen dimensions of temperament.	25 minutes	Free	Reliability: α = .61-.85	

Self-Regulated Learning: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Children's Behavior Questionnaire: Very Short Form								
Adult parent of: Ages 3 years to 8 years	Parent	Observation	Behaviors	Fifteen dimensions of temperament.	15 minutes	Free	Reliability: α = .62-.78	
Cooper-Farran Behavioral Rating Scales- Work-Related Skills subscale								
Adult teacher of: Kindergarten	Teacher	Observation	Behaviors	Work-related skills: behaviors involved in the successful completion of academic and non academic activities.	10 minutes	Free	Inter-rater reliability: α = .87 - .98	Must be a teacher and have had at least one month of direct classroom experience with child.
Devereux Student Strengths Assessment (DESSA)								
Adult teacher or parent of: Kindergarten to 8th grade	Teacher or Parent	Observation	Behaviors	Self-awareness, social-awareness, self-management, goal-directed behavior, relationship skills, personal responsibility, decision making, and optimistic thinking.	45 minutes	\$32 for 25 forms online or \$40 for 25 paper forms or \$115 for complete kit with manual	Social emotional composite is .98 for parents and .99 for teachers/staff. Test- retest reliabilities from .79 to .90 for parents and from .86 to .94 for teachers/staff. Inter-rater reliabilities of .725 for parents and .735 for teachers/staff.	
Devereux Student Strengths Assessment-mini (4 forms plus a progress monitoring form)								
Adult teacher or parent of: Kindergarten to 8th grade	Teacher or Parent	Observation	Behaviors	Used to screen for and monitor progress in the acquisition of social- emotional competencies.	5 minutes	\$104 for complete kit with manual		
Domain-Specific Impulsivity Scale for Children (DSIS-C)								
Grades 4 through 8	Student version Parent version Teacher version	Survey	Behaviors	Assesses self-regulatory behaviors.	4 minutes	Free	Internal consistency reliability: α = .63-.95	
Active and Superficial Learning Strategy Use Survey								
Middle School	Student	Survey	Behaviors	Measures reported use of proactive and passive study strategies.	5 minutes	Free	Reliability: α = .67-.82	
Questionnaire on Self-Regulation								
Middle and High School	Student	Survey	Behaviors	Measures emotional, behavioral, and cognitive control.	5 minutes	Free	Reliability: α = .94 - .96	
Student Approaches to Learning (SAL) Instrument: Subscales Control Strategies, Memorization, and Elaboration								
Middle and High School	Student	Survey	Behaviors	Measures learning strategies.	5 minutes	Free	Reliability: α = .71- .88	

Self-Regulated Learning: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Adolescent or Parent Self-Regulatory Inventory								
Ages 11 years to Adult	Student and/or Parent	Survey	Self-rating	Assesses the degree to which adolescents or adults are able to activate, monitor, maintain, inhibit and adapt their emotions, thoughts, attention, and behavior.	15 minutes	Free	Reliability: α = .69-.91	
School Attitude Assessment Survey: subscale Motivation and Self-Regulation								
Ages 12-18	Student	Survey	Behaviors	Measures motivation and self- regulation.	2 minutes	Free	Reliability: α = .87	
The Adolescent Coping Questionnaire								
Adult parent of: Ages 13 years to 18 years	Parent	Survey	Behaviors	Assesses cognitive and coping competencies and self control skills.	5 minutes	Free	Not reported.	
Self-Regulation Strategy Inventory								
Grades 9 and 10	Student	Survey	Behaviors	Assesses students' use of various self- regulation strategies as they prepare for science tests (can be easily adapted to fit any subject or task).	15 minutes	Free	Internal reliability: α = .92	
The Youth Experiences Survey (YES) 2.0								
Grades 9 to 12	Student	Survey	Behaviors	Measures positive developmental experiences within three domains of personal development (identity work, initiative, basic skills) and three domains of interpersonal development (teamwork and social skills, positive relationships, and adult networks and social capital).	30 minutes	Free	Reliability: α = .46 - .77 Validity: the YES 2.0 represents confirmable experiences.	
Self-Regulated Learning: Subscales Metacognitive Self-Regulation and Time & Study Environment Management								
College	Student	Survey	Behaviors	Measures students' use of different cognitive and metacognitive strategies, and student management of different resources.	10 minutes	Free	Internal reliability: α = .52 -.93	

Self-Regulated Learning: Measures

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?
Motivated Strategies for Learning Questionnaire (MSLQ) subscale of Learning Strategies								
College	Student	Survey	Self-rating	Measures students' use of different cognitive and metacognitive strategies, and student management of different resources.	15 minutes	Free	Internal reliability: α = .52 -.93 Learning strategy items: GFI = .78	
State Self-Control Capacity Scale								
Adult	Adult	Survey	Self-rating	Assesses perceptions of the momentary availability of self-regulatory resources.	10 minutes	Free	Reliability: α = .96	
Is Distance Learning Right for Me?								
Adult	Student	Survey	Self-rating	Measures motivation and learning styles.	15 minutes	Free	Not reported	
Learning Self Regulation Questionnaire								
Adult	Student	Survey	Beliefs/Attitudes	Measures reasons for students participation.	10 minutes	Free	Reliability: α = .78 - .80	
Self-Regulation								
Adult	Adult	Survey	Self-rating	Measures attention-regulation and emotion-regulation.	5 minutes	Free	Reliability: α = .76	

Measurements for All Competencies by Age - Ages: Infant to 5 years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well you can...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Ages and Stages Questionnaires: Social Emotional (ASQ:SE)													
Adult parents of: Ages 3 months to 5 years	Parent	Observation	Behaviors	Self regulation, compliance, communication, adaptive functioning, autonomy, affect, and interpersonal interactions.	20 min	Less than \$200 ASQ System Protocol (can be copied)	Predictive Validity ranged from .71 to .85 Concurrent validity ranged from .81- .95 Internal consistency: α = .67-.91 Test-retest reliability: α = .94	None needed					x
Altruistic Behavior-Elementary													
Elementary school	Student	Survey	Self-rating, Behaviors	Measures the behavior of helping others. Higher scores indicate more altruistic behavior.	5 minutes	Free	Internal consistency reliability α =.82					x	
Assessment of Children's Emotion Skills (ACES)													
Elementary school	Student	Survey	Skills	Assesses emotional understanding.	10 minutes	Free	Internal reliability α =.71					x	
Brief Infant Toddler Social Emotional Assessment (BITSEA)													
Adult teachers or parents of: Ages 12 months to 35 months	Teacher or Parent	Observation	Behaviors	1. Externalizing: activity/impulsivity, aggression/defiance, peer aggression. 2. Internalizing: depression/withdrawal, general anxiety, separation distress, inhibition to novelty. 3. Dysregulation: sleep, negative emotionality, eating, sensory sensitivity. 4. Competence: compliance, attention, imitation/play, mastery motivation, empathy, pro-social peer relations.	7 to 10 minutes	50 parent forms \$43	Internal consistency α = .65 to .80				x	x	x

Measurements for All Competencies by Age - Ages: Infant to 5 years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well you can...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Child Behavior Rating Scale (CBRS)													
Adult teachers of: Ages 3 years to 7 years	Teacher	Observation	Behaviors	Measures approaches to learning, self-regulation and social-emotional development.	7 minutes	free	Reliability: α = .67 - .82						x
Children's Behavior Questionnaire													
Adult parents of: Ages 3 years to 8 years	Parent	Observation	Behaviors	Fifteen dimensions of temperament.	45 minutes	free	Reliability: α =.61-.93						x
Children's Behavior Questionnaire: Short Form													
Adult parents of: Ages 3 years to 8 years	Parent	Observation	Behaviors	Fifteen dimensions of temperament.	25 minutes	free	Reliability: α =.61-.85						x
Children's Behavior Questionnaire: Very Short Form													
Adult parents of: Ages 3 years to 8 years	Parent	Observation	Behaviors	Fifteen dimensions of temperament.	15 minutes	free	Reliability: α =.62-.78						x
Collective Teacher Beliefs Scale (CTB)													
Adult teachers of: Elementary students	Teacher	Survey	Self-rating, Beliefs/Attitudes	Faculty's beliefs in their capacity to achieve meaningful student learning and overcome obstacles, assess collective perception of school's capacity for student discipline, and instructional practices.	10 minutes	Free	Reliability α = .97 (overall scale in a study of 66 schools); α =.96 (instructional strategies); α =.94 (student discipline).		x				

Measurements for All Competencies by Age - Ages: Infant to 5 years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well you can...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Concern for Others – Teacher Observation Scale (Grades K-1)													
Adult teachers of: Kindergarten to 1st grade	Teacher	Observation	Behaviors	Designed to be administered over time to observe progress in the extent to which children demonstrate concern for others (empathy).	5 minutes	Free	Internal consistency $\alpha=74$					x	
Cooper-Farran Behavioral Rating Scales- Work-Related Skills subscale													
Adult teachers of: Kindergarten	Teacher	Observation	Behaviors	Work-related skills: behaviors involved in the successful completion of academic and non academic activities.	10 minutes	free	Inter-rater reliability: $\alpha = .87 - .98$	Must be a teacher and have had at least one month of direct classroom experience with child.					x

Measurements for All Competencies by Age - Ages: Infant to 5 years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well you can...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Devereux Early Childhood Assessment for Infants and Toddlers (DECA-I & DECA-T)													
Adult teachers or parents of: 1 month to 18 months (infant), 18 months to 36 months (toddler)	Teacher or Parent	Observation	Behaviors	INITIATIVE: the infant or toddlers ability to use independent thought and action to meet her or his needs. Attachment/Relationships: the mutual, strong, long- lasting relationship between an infant or toddler and significant adults such as parents, family members and teachers.	30 min	20 infant and 30 toddler forms \$200 with kit, or \$20 to \$30 for set of 20 forms	Reliability: Internal consistency: DECA-I ranged from .90 to .94 for parent raters (.80 to .92 for the individual scales) and .93 to .94 for teacher raters (.87 to .93 for the individual scales) across the four infant age groups (1 to 3 months; 3 to 6 months; 6 to 9 months; and 9 to 18 months). For the DECA-T (18 to 36 months), coefficients for Total Protective Factors were .94 for parent raters (.79 to .92 for the individual scales) and .95 for teacher raters (.83 to .94 for the individual scales).			x	x	x	
Devereux Early Childhood Assessment for Preschoolers Clinical Form													
Adult teachers or parents of: Ages 2 years to 5 years	Teacher, Parent or Clinical Professional	Observation	Behaviors	Includes three protective factor scales (initiative, self- control, and attachment), in addition to four behavioral concerns scales (attention problems, aggression, withdrawal/depression, emotional control problems).	15 minutes	\$125 each kit	Teachers α =.80 to .95. Parents α =.66 to .91	Must be interpreted by a behavioral healthcare or special education professional			x	x	x

Measurements for All Competencies by Age - Ages: Infant to 5 years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well you can...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Devereux Early Childhood Assessment for Preschoolers Second Edition													
Adult teachers or parents of: Ages 3 years to 5 years	Teacher or Parent	Observation	Behaviors	Initiative, self-regulation, attachment/relationships, behavioral concerns.	10 minutes	40 forms for \$40 or \$209 for kit	Test-Retest reliabilities α =.55 to .80 for parents and α =.87 to .94 for teachers				x	x	x
Devereux Student Strengths Assessment (DESSA)													
Adult teachers or parents of: Kindergarten to 8th grade	Teacher or Parent	Observation	Behaviors	Self-awareness, social- awareness, self-management, goal-directed behavior, relationship skills, personal responsibility, decision making, and optimistic thinking.	45 minutes	\$32 for 25 forms online or \$40 for 25 paper forms or \$115 for complete kit with manual	Social Emotional Composite is .98 for parents and .99 for teachers/staff. Test-retest reliabilities from .79 to .90 for parents and from .86 to .94 for teachers/staff. Inter-rater reliabilities of .725 for parents and .735 for teachers/staff.				x	x	x
Devereux Student Strengths Assessment-mini (4 forms plus a progress monitoring form)													
Adult teachers or parents of: Kindergarten to 8th grade	Teacher or Parent	Observation	Behaviors	Used to screen for and monitor progress in the acquisition of social-emotional competencies.	5 minutes	\$104 for complete kit with manual					x	x	x
Emotion Recognition Questionnaire													
Elementary school	Student	Survey	Skills	Assesses emotional understanding.	20 minutes	Free						x	

Measurements for All Competencies by Age - Ages: Infant to 5 years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well you can...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Martin's Temperament Assessment Battery for Children (TABC) Teacher or Parent form													
Adult teachers or parents of: Ages 3 years to 7 years	Teacher or Parent	Observation	Behaviors	Measures basic personality- behavioral dimensions (temperaments) of children.	10 to 15 minutes	25	$\alpha = .73$ to $.86$				x		
Patterns of Adaptive Learning Scales (PALS) subscale: Personal Teaching Efficacy (Teacher Survey)													
Adult teachers of: Elementary, Middle and High school	Teacher	Survey	Self-rating, Beliefs/Attitudes	Faculty's perceptions of the school goal structure for students (mastery and performance), approaches to instruction (mastery and performance), personal teaching efficacy.	3 minutes (subscale), 25 minutes (overall survey)	Free	Reliability $\alpha = .74$ (personal teaching efficacy); $\alpha = .81$ (mastery goal structure for students) $\alpha = .70$ (performance goal structure for students); $\alpha = .69$ (performance approaches to instruction); $\alpha =$.69 (mastery approaches to instruction)		x				
Social Skills Rating System (SSRS)													
Adult teachers or parents of: Ages 3 years to 18 years	3 different forms (Parent, Teacher, Student)	Survey	Behaviors	Social skills, problem behaviors, and academic competence (in the teacher report form).		25 forms \$50 to \$65	Internal consistency coefficients based on SSRS Total Score ranged from $.86$ to $.90$ for parents' ratings and from $.94$ to $.98$ for teachers' ratings					x	

Measurements for All Competencies by Age - Ages: 6-10 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results... what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Child Behavior Rating Scale (CBRS)													
Adult teacher of: Ages 3 years to 7 years	Teacher	Observation	Behaviors	Measures approaches to learning, self-regulation and social-emotional development.	7 minutes	Free	Reliability: α = .67 - .82						x
Martin's Temperament Assessment Battery for Children (TABC) Teacher or Parent Form													
Adult teachers or parents of: Ages 3 years to 7 years	Teacher or Parent	Observation	Behaviors	Measures basic personality- behavioral dimensions (temperaments) of children.	10 to 15 minutes	\$25	Reliability α = .73 to .86				x		
Children's Behavior Questionnaire													
Adult parent of: Ages 3 years to 8 years	Parent	Observation	Behaviors	Fifteen dimensions of temperament.	45 minutes	Free	Reliability: α = .61-.93						x
Children's Behavior Questionnaire: Short Form													
Adult parent of: Ages 3 years to 8 years	Parent	Observation	Behaviors	Fifteen dimensions of temperament.	25 minutes	Free	Reliability: α = .61-.85						x
Children's Behavior Questionnaire: Very Short Form													
Adult parent of: Ages 3 years to 8 years	Parent	Observation	Behaviors	Fifteen dimensions of temperament.	15 minutes	Free	Reliability: α = .62-.78						x
Social Skills Rating System (SSRS)													
Adult teachers or parents of: Ages 3 years to 18 years	3 different forms (Parent, Teacher, Student)	Survey	Behaviors	Social skills, problem behaviors, and academic competence (in the teacher report form).		25 forms \$50 to \$65	Internal consistency coefficients based on SSRS Total Score ranged from .86 to .90 for parents' ratings and from .94 to .98 for teachers' ratings					x	

Measurements for All Competencies by Age - Ages: 6-10 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results... what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Cooper-Farran Behavioral Rating Scales- Work-Related Skills subscale													
Adult teacher of: Kindergarten	Teacher	Observation	Behaviors	Work-related skills: behaviors involved in the successful completion of academic and non academic activities.	10 minutes	Free	Inter-rater reliability: α = .87 - .98	Must be a teacher and have had at least one month of direct classroom experience with child.					x
Concern for Others – Teacher Observation Scale (Grades K-1)													
Adult teachers of: Kindergarten to 1st grade	Teacher	Observation	Behaviors	Designed to be administered over time to observe progress in the extent to which children demonstrate concern for others (empathy).	5 minutes	Free	Internal consistency α =.74					x	
Devereux Student Strengths Assessment (DESSA)													
Adult teachers or parents of: Kindergarten to 8th grade	Teacher or Parent	Observation	Behaviors	Self-awareness, social- awareness, self-management, goal-directed behavior, relationship skills, personal responsibility, decision making, and optimistic thinking.	45 minutes	\$32 for 25 forms online or \$40 for 25 paper forms or \$115 for complete kit with manual	Social Emotional Composite is .98 for parents and .99 for teachers/staff. Test-retest reliabilities from .79 to .90 for parents and from .86 to .94 for teachers/staff. Inter-rater reliabilities of .725 for parents and .735 for teachers/staff.			x	x	x	
Devereux Student Strengths Assessment-Mini (4 forms plus a progress monitoring form)													
Adult teachers or parents of: Kindergarten to 8th grade	Teacher or Parent	Observation	Behaviors	Used to screen for and monitor progress in the acquisition of social-emotional competencies.	5 minutes	\$104 for complete kit with manual					x	x	x

Measurements for All Competencies by Age - Ages: 6-10 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results... what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Child Behavior Scale													
Adult teachers of: Grades 1 to 8	Teacher	Observation	Behaviors	Aggression, hyperactivity, social skills, anti-social.	20 minutes	Scale is Copyrighted and must be purchased	The range of Test-Retest Value: α =.54 to .83 The range of Inter-rater reliability: α =.81 to .88 The range of Internal consistency: α =.77 to .96					x	
Concern for Others – Teacher Observation Scale (Grades 2-3)													
Adult teachers of: Grades 2 to 3	Teacher	Observation	Behaviors	It is designed to be administered over time to observe progress in the extent to which children demonstrate concern for others (empathy).	5 minutes	Free	Internal consistency α =.75					x	
Implicit Theories of Math (Hendricks)													
Grades 2 to 6	Student	Survey	Beliefs/Attitudes	Beliefs about whether math ability is changeable.	15 minutes	Free	Test-retest reliability over a two week interval is: α =.80. Internal consistency reliability: α =.70			x			
Persistence Scale for Children													
Ages 7 years to 13 years	Student	Survey	Self-rating/Attitudes	Persistence	20 minutes	Free	α =.66 and test-retest reliability was .77				x		
Harter's Self-Perception Profile for Children subscale: Scholastic Competence													
Ages 8 years to 14 years	Student	Survey	Self-rating	Self-confidence and competence (four scales: cognitive, social, physical, and general feelings of self-worth).	4 minutes (subscale)	\$20 for manual, can make copies of scale	Subscale reliabilities range from α =.75 to .86		x				
Altruistic Behavior-Elementary													
Elementary school	Student	Survey	Self-rating, Behaviors	Measures the behavior of helping others. Higher scores indicate more altruistic behavior.	5 minutes	Free	Internal consistency reliability α =.82					x	
Assessment of Children's Emotion Skills (ACES)													
Elementary school	Student	Survey	Skills	Assesses emotional understanding.	10 minutes	Free	Internal reliability α =.71					x	

Measurements for All Competencies by Age - Ages: 6-10 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results... what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Emotion Recognition Questionnaire													
Elementary school	Student	Survey	Skills	Assesses emotional understanding.	20 minutes	Free						x	
Prosocial Behaviors of Children-Teachers' Perceptions													
Adult teachers of: Elementary school	Teacher	Observation	Behaviors	These items measure teachers' perceptions of their students' prosocial skills. It includes ratings of both adaptive behaviors and interpersonal social competence.	5 minutes	Free	Internal Consistency α =.95	When completing the scale, the teacher should reflect over a period of at least a month to ensure that students have adequate time to display a range of behaviors.				x	
Collective Teacher Beliefs Scale (CTB)													
Adult teachers of: Elementary students	Teacher	Survey	Self-rating, Beliefs/Attitudes	Faculty's beliefs in their capacity to achieve meaningful student learning and overcome obstacles, assess collective perception of school's capacity for student discipline, and instructional practices.	10 minutes	Free	Reliability α = .97 (overall scale in a study of 66 schools); α =.96 (instructional strategies); α =.94 (student discipline).		x				

Measurements for All Competencies by Age - Ages: 6-10 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results... what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Patterns of Adaptive Learning Scales (PALS) subscale: Personal Teaching Efficacy (Teacher Survey)													
Adult teachers of: Elementary, Middle and High school	Teacher	Survey	Self-rating, Beliefs/Attitudes	Faculty's perceptions of the school goal structure for students (mastery and performance), approaches to instruction (mastery and performance), personal teaching efficacy.	3 minutes (subscale), 25 minutes (overall survey)	Free	Reliability α = .74 (personal teaching efficacy); α = .81 (mastery goal structure for students) α = .70 (performance goal structure for students); α = .69 (performance approaches to instruction); α = .69 (mastery approaches to instruction)		x				
Achievement Goal Orientation (Meece)													
Grades 3 to 5	Student	Survey	Self-rating	Three separate scales to assess students' motivation goals.	10 minutes	Free	Reliability ranged from: α =.63- .96			x			
Effort-Related Belief Scale													
Grades 3 to 6	Student	Survey	Self-rating, Beliefs/Attitudes	Beliefs about whether intelligence is fixed or can be increased by effort.	15 minutes	Free	Reliability α =.63			x			
Children's Self-Efficacy in Peer Interactions													
Grades 3 to 8	Student	Survey	Self-rating, Attitudes	Measures youths' perceptions of their ability to be successful in social interactions, including their ability to be persuasive towards peers in positive ways. Two subscales measure social self-efficacy in conflict and non-conflict situations.	15 minutes	Free	Reliability α =.85 (overall scale); α = .85 (conflict situations subscale); α =.73 (nonconflict situations subscale).					x	
Classmate Support Subscale: part of the Social Support Scale for Children													
Grades 3 to 8	Student	Survey	Beliefs/Attitudes	The classmate support subscale measures the extent to which children believe they are popular, liked, included, and listened to by classmates.	5 minutes	Free	α =.76					x	

Measurements for All Competencies by Age - Ages: 6-10 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results... what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Social Acceptance: part of the Self-Perception Profile for Children													
Grades 3 to 8	Student	Survey	Beliefs/Attitudes	Five subscales to assess perceived domain-specific competence (scholastic competence, social acceptance, athletic competence, physical appearance, and behavioral conduct) and one scale to assess overall self-worth (global self-worth).	5 minutes	Free	α =.80					x	
Patterns of Adaptive Learning Scales (PALS) subscale: Academic Self-Efficacy (Student Survey)													
Grades 3 to 9	Student	Survey	Self-rating	Learning focused (mastery) academic goals, ability focused (performance) goals, student self-efficacy, use of surface learning strategies, use of deeper learning strategies. Teacher scales include perceptions of the school goal structure, goal-related approaches to instruction, and personal teaching efficacy.	3 minutes (subscale), 20 to 30 minutes (overall survey)	Free	Reliability α = .78 (academic self-efficacy); range of all 24 subscales reliability α = .71 (parent mastery goal and parent performance goal) to α = .89 (performance-approach goal orientation (revised) and disruptive behavior)		x				
Concern for Others – Teacher Observation Scale (Grades 4-5)													
Adult teachers of: Grades 4 to 5	Teacher	Observation	Behaviors	Designed to be administered over time to observe progress in the extent to which children demonstrate concern for others (empathy).	5 minutes	Free	Internal consistency α =.76					x	
Social Competence (Grades 4-5)													
Grades 4 to 5	Student	Survey	Self-rating, Behaviors	Students' assessments of their own social skills.	5 minutes	Free	Internal consistency reliability α =.80					x	

Measurements for All Competencies by Age - Ages: 6-10 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results... what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Parental Self-Efficacy for Helping the Child Succeed in School Scale													
Adult parents of: grades 4 to 6	Parent	Survey	Self-rating	Assesses parents' beliefs about their efficacy for helping their children succeed in school.	2 minutes	Free	Reliability α =.78		x				
Teacher Perceptions of Parent Efficacy for Helping Children Succeed in School													
Adult teachers of: grades 4 to 6	Teacher	Survey	Self-rating	Assesses teacher's perceptions of parent efficacy for helping children succeed in school.	2 minutes	Free	Reliability α =.80 (pre-test), α =.69 (post-test)		x				
Student Self-Report of Academic Self-Efficacy													
Grades 4 to 6	Student	Survey	Self-rating	Student beliefs about personal abilities to complete schoolwork successfully.	1 minute	Free	Reliability α =.71		x				
Student Self-Report of Self Efficacy (Hoover-Dempsey)													
Grades 4 to 6	Student	Survey	Self-rating	Student beliefs about personal abilities to complete schoolwork successfully.	10 minutes	Free	Reliability α =.71			x			
Domain-Specific Impulsivity Scale for Children (DSIS-C)													
Grades 4 to 8	Student version Parent version Teacher version	Survey	Behaviors	Assesses self-regulatory behaviors.	4 minutes	Free	Internal consistency reliability: α = .63-.95						x

Measurements for All Competencies by Age - Ages: 6-10 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results... what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Children's Perceived Self-Efficacy Scales (CPSE) subscale: Perceived Academic Efficacy													
Ages 10 years to 15 years	Student	Survey	Self-rating, Beliefs/Attitudes	Perceived academic self- efficacy (manage one's learning, master academic subjects, fulfill personal parental, and teacher academic expectations), social efficacy (capability for peer relationships, self- assertiveness, leisure time group activities), and self- regulatory efficacy (resisting peer pressure and high-risk activities).	12 minutes	Free	Reliability coefficients α =.87 (academic self-efficacy), α =.75 (social efficacy), α =.80 (self- regulatory efficacy)		x				
Children's Self-Efficacy Scale subscales: Self-Efficacy for Academic Achievement and Self-Regulated Learning													
Ages 10 years to 15 years	Student	Survey	Self-rating, Beliefs/Attitudes	Self-efficacy in enlisting social resources, self-efficacy for academic achievement, and self-efficacy for self-regulated learning.	10 minutes	Free			x				
Academic Self-Concept scale													
Ages 10 years to 18 years; grades 5 to 12	Student	Survey	Self-rating	Perceived competence in English and Math (as they relate to school performance).	8 minutes	Free	Reliability α =.85 (English), α =.88 (math)		x				
Active and Superficial Learning Strategy Use Survey													
Middle School	Student	Survey	Behaviors	Measured reported use of proactive and passive study strategies.	5 minutes	Free	Reliability: α = .67-.82						x
Concern for Others-Middle School													
Middle school	Student	Survey	Beliefs/Attitudes	Measures empathetic attitudes, not actions.	5 minutes	Free	Internal consistency α =.81					x	

Measurements for All Competencies by Age - Ages: 6-10 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results... what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Empathy – Teen Conflict Survey													
Middle school	Student	Survey	Self-rating	Items measure ability to listen, care, and trust others.	5 minutes	Free	Internal consistency α =.62					x	
Altruism Scale for Teenagers													
Middle school and high school	Student	Survey	Self-rating, Behaviors	Altruism is defined as showing unselfish concern, in thought and action, for the welfare of others. This means placing the well-being of others above, similar to, or without regard to one's own well-being.	5 minutes	Free	α =.80 and concurrent validity, associated with a lower likelihood depressive symptoms					x	
The Belonging Scale													
Middle school and high school	Student	Survey	Self-rating	Designed to assess youths' sense of belonging. The scale is a modification of the original scale developed by Gambone & Arbreton (1997).	5 minutes	Free						x	
Questionnaire on Self-Regulation													
Middle and High School	Student	Survey	Behaviors	Measures emotional, behavioral, and cognitive control.	5 minutes	Free	Reliability: α = .94 - .96						x
Student Approaches to Learning (SAL) Instrument: Subscales Control Strategies, Memorization, and Elaboration													
Middle and High School	Student	Survey	Behaviors	Measures learning strategies.	5 minutes	Free	Reliability: α = .71- .88						x

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Social Skills Rating System (SSRS)													
Adult teachers or parents of: Ages 3 years to 18 years	3 different forms (Parent, Teacher, Student)	Survey	Behaviors	Social skills, problem behaviors, and academic competence (in the teacher report form).		25 forms \$50 to \$65	Internal consistency coefficients based on SSRS Total Score ranged from .86 to .90 for parents' ratings and from .94 to .98 for teachers' ratings					X	
Devereux Student Strengths Assessment (DESSA)													
Adult teachers or parents of: Kindergarten to 8th grade	Teacher or Parent	Observation	Behaviors	Self-awareness, social- awareness, self-management, goal-directed behavior, relationship skills, personal responsibility, decision making, and optimistic thinking.	45 minutes	\$32 for 25 forms online or \$40 for 25 paper forms or \$115 for complete kit with manual	Social Emotional Composite is .98 for parents and .99 for teachers/staff. Test-retest reliabilities from .79 to .90 for parents and from .86 to .94 for teachers/staff. Inter-rater reliabilities of .725 for parents and .735 for teachers/staff.			X	X	X	
Devereux Student Strengths Assessment-Mini (4 forms plus a progress monitoring form)													
Adult teachers or parents of: Kindergarten to 8th grade	Teacher or Parent	Observation	Behaviors	Used to screen for and monitor progress in the acquisition of social-emotional competencies.	5 minutes	\$104 for complete kit with manual					X	X	X
Child Behavior Scale													
Adult teachers of: Grades 1 to 8	Teacher	Observation	Behaviors	Aggression, hyperactivity, social skills, anti-social	20 minutes	Scale is Copyrighted and must be purchased	The range of Test-Retest Value: α =.54 to .83 The range of Inter-rater reliability: α =.81 to .88 The range of Internal consistency: α =.77 to .96					X	
Implicit Theories of Math													
Grades 2 to 6	Student	Survey	Beliefs/Attitudes	Beliefs about whether math ability is changeable.	15 minutes	Free	Test-retest reliability over a two week interval is: α =.80. Internal consistency reliability: α =.70.			X			

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Persistence Scale for Children													
Ages 7 years to 13 years	Student	Survey	Self-rating, Beliefs/Attitudes	Persistence	20 minutes	Free	α =.66 and test-retest reliability was .77				x		
Effort-Related Belief Scale													
Grades 3 to 6	Student	Survey	Self-rating, Beliefs/Attitudes	Beliefs about whether intelligence is fixed or can be increased by effort.	15 minutes	Free	Reliability α =.63			x			
Children's Self-Efficacy in Peer Interactions													
Grades 3 to 8	Student	Survey	Self-rating, Beliefs/Attitudes	Measures youths' perceptions of their ability to be successful in social interactions, including their ability to be persuasive towards peers in positive ways. Two subscales measure social self-efficacy in conflict and non-conflict situations.	15 minutes	Free	Reliability α =.85 (overall scale); α = .85 (conflict situations subscale); α =.73 (nonconflict situations subscale).					x	
Classmate Support Subscale: Part of the Social Support Scale for Children													
Grades 3 to 8	Student	Survey	Beliefs/Attitudes	Measures the extent to which children believe they are popular, liked, included, and listened to by classmates.	5 minutes	Free	α =.76					x	

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Social Acceptance: part of the Self-Perception Profile for Children													
Grades 3 to 8	Student	Survey	Beliefs/Attitudes	Five subscales to assess perceived domain-specific competence (scholastic competence, social acceptance, athletic competence, physical appearance, and behavioral conduct) and one scale to assess overall self-worth (global self-worth).	5 minutes	Free	α =.80					x	
Patterns of Adaptive Learning Scales (PALS) subscale: Academic Self-Efficacy (Student Survey)													
Grades 3 to 9	Student	Survey	Self-rating	Learning focused (mastery) academic goals, ability focused (performance) goals, student self-efficacy, use of surface learning strategies, use of deeper learning strategies. Teacher scales include perceptions of the school goal structure, goal-related approaches to instruction, and personal teaching efficacy.	3 minutes (subscale), 20 to 30 minutes (overall survey)	Free	Reliability α = .78 (academic self-efficacy); range of all 24 subscales reliability α = .71 (parent mastery goal and parent performance goal) to α = .89 (performance-approach goal orientation (revised) and disruptive behavior)		x				
Harter's Self-Perception Profile for Children subscale: Scholastic Competence													
Ages 8 years to 14 years	Student	Survey	Self-rating	Self-confidence and competence (four scales: cognitive, social, physical, and general feelings of self-worth).	4 minutes (subscale)	\$20 for manual, can make copies of scale	Subscale reliabilities range from α = .75 to .86		x				
Student Self-Report of Academic Self-Efficacy													
Grades 4 to 6	Student	Survey	Self-rating	Student beliefs about personal abilities to complete schoolwork successfully.	1 minute	Free	Reliability α = .71		x				

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Student Self-Report of Self Efficacy													
Grades 4 to 6	Student	Survey	Self-rating	Student beliefs about personal abilities to complete schoolwork successfully.	10 minutes	Free	Reliability α =.71.			x			
Teacher Perceptions of Parent Efficacy for Helping Children Succeed in School													
Adult teachers of: grades 4 to 6	Teacher	Survey	Self-rating	Assesses teacher's perceptions of parent efficacy for helping children succeed in school.	2 minutes	Free	Reliability α =.80 (pre-test), α =.69 (post-test)		x				
Domain-Specific Impulsivity Scale for Children (DSIS-C)													
Grades 4 through 8	Student version Parent version Teacher version	Survey	Behaviors	Assesses self-regulatory behaviors.	4 minutes	Free	Internal consistency reliability: α = .63-.95						x
Parental Self-Efficacy for Helping the Child Succeed in School Scale													
Adult parents of: grades 4 to 6	Parent	Survey	Self-rating	Assesses parents' beliefs about their efficacy for helping their children succeed in school.	2 minutes	Free	Reliability α =.78		x				
Patterns of Adaptive Learning Scales (PALS) subscale: Personal Teaching Efficacy (Teacher Survey)													
Adult teachers of: Elementary, Middle and High school	Teacher	Survey	Self-rating, Beliefs/Attitudes	Faculty's perceptions of the school goal structure for students (mastery and performance), approaches to instruction (mastery and performance), personal teaching efficacy.	3 minutes (subscale), 25 minutes (overall survey)	Free	Reliability α = .74 (personal teaching efficacy); α = .81 (mastery goal structure for students) α = .70 (performance goal structure for students); α = .69 (performance approaches to instruction); α = .69 (mastery approaches to instruction)		x				

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Children's Perceived Self-Efficacy Scales (CPSE) subscale: Perceived Academic Efficacy													
Ages 10 years to 15 years	Student	Survey	Self-rating, Beliefs/Attitudes	Perceived academic self- efficacy (manage one's learning, master academic subjects, fulfill personal parental, and teacher academic expectations), social efficacy (capability for peer relationships, self- assertiveness, leisure time group activities), and self- regulatory efficacy (resisting peer pressure and high-risk activities).	12 minutes	Free	Reliability coefficients α =.87 (academic self-efficacy), α =.75 (social efficacy), α =.80 (self- regulatory efficacy)		x				
Children's Self-Efficacy Scale subscales: Self-Efficacy for Academic Achievement and Self-Regulated Learning													
Ages 10 years to 15 years	Student	Survey	Self-rating, Beliefs/Attitudes	Self-efficacy in enlisting social resources, self-efficacy for academic achievement, and self-efficacy for self-regulated learning	10 minutes	Free			x				
Academic Self-Concept Scale													
Grades 5 to 12	Student	Survey	Self-rating	perceived competence in English and Math (as they relate to school performance)	8 minutes	Free	Reliability α =.85 (English), α =.88 (math)		x				
Adolescent or Parent Self-Regulatory Inventory													
Ages 11 years to Adult	Student and/or Parent	Survey	Self-rating	Assesses the degree to which adolescents or adults are able to activate, monitor, maintain, inhibit and adapt their emotions, thoughts, attention, and behavior.	15 minutes	Free	Reliability: α = .69-.91						x

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
The Problem Solving and Logical Reasoning Survey (PSLR)													
Grades 6 to 7	Student	Survey	Self-rating	Assess student's perceived self-efficacy to use critical thinking, problem-solving, and logical reasoning skills (10 items assess perceptions in math, science, and reading; 8 additional items assess these skills across all academic areas).	8 minutes	Free	Reliability α =.91 (at pre-test); α =.93 (at post-test); α =.76 to α =.89 (range for each subscale at pre-test and post-test);		x				
PALS Mastery Goal Orientation scale													
Grades 6 to 12	Student	Survey	Self-rating	This instrument measures whether students' purpose or goal in an achievement setting is to extend their mastery and understanding.	5 minutes	Free	Internal consistency reliability: α =.85. Factor validity: GFI (Goodness of Fit): GFI=.96.			x			
The School Attitudes Assessment Survey subscale: Academic Self-Perception													
Grades 6 to 12	Student	Survey	Self-rating	Extent of positive self-perception about academic abilities.	4 minutes	Free	Reliability α =.88		x				
Personal and Academic Self-Concept Inventory (PASCI) Student Self-Concept Inventory subscales: Academic Ability, Verbal Ability, Math Ability													
Grades 6 to college	Student	Survey	Self-rating	Perceived difficulty in regard to academic ability, verbal ability, math ability.	5 minutes	Free			x				
Empathy Scale Parent													
Adult parents of: Ages 12 years to 17 years	Parent	Observation	Beliefs/Attitudes	Includes four items designed for parents to rate their teenagers' empathy. Empathy involves having the emotional and cognitive ability to feel and understand what someone else is feeling.	5 minutes	Free	α =.87					x	

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Empathy Scale Teen													
Ages 12 years to 17 years	Student	Survey	Self-rating/Behaviors	Includes four items that measure empathy in teenagers. Empathy involves having the emotional and cognitive ability to feel and understand what someone else is feeling.	5 minutes	Free	α =.84 and concurrent validity, associated with better grades and a lower likelihood of smoking, fighting, and depressive symptoms.					x	
Peer Friendships Scale for Parents													
Adult parents of: Ages 12 years to 17 years	Parent	Survey	Behaviors	Includes four items designed for parents to rate their teenagers' peer friendships. Positive peer friendships are characterized by the mutual experience of: support and encouragement; caring and validation; companionship; loyalty/standing up for one another; and trust.	5 minutes	Free	α =.86					x	
Peer Friendships Scale for Teenagers													
Ages 12 years to 17 years	Student	Survey	Beliefs/Attitudes	Includes five items that measure peer friendships in teenagers. Positive peer friendships are characterized by the mutual experience of: support and encouragement; caring and validation; companionship; loyalty/standing up for one another; and trust.	5 minutes	Free	α =.91, however concurrent validity with negative outcomes such as smoking, fighting, and depressive symptoms and with positive outcomes such as good grades was not established.					x	

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
School Attitude Assessment Survey: Subscale Motivation and Self-Regulation													
Ages 12 years to 18 years	Student	Survey	Behaviors	Measures motivation and self- regulation.	2 minutes	Free	Reliability: α = .87						x
Grit and Ambition Scale (17 items)													
Grade 7 to Adult	Student	Survey	Self-rating	Grit and ambition.	7 minutes	Free					x		
Grit O (12 item scale)													
Grade 7 to Adult	Student	Survey	Self-rating	Grit	5 minutes	Free	α = .73 to .83				x		
Grit S (8 item scale)													
Grade 7 to Adult	Student	Survey	Self-rating	Grit	5 minutes	Free	α = .73 to .83				x		
Parental Self-Efficacy Scale subscale: Efficacy To Influence School-Related Performance													
Adult parents of: grade 7 and junior high school	Parent	Survey	Beliefs/Attitudes	Parents' beliefs in their efficacy to promote their children's intellectual development.	10 minutes	Free	Reliability α = .87 (efficacy to influence school-related performance scale)		x				

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Social Competence Scale for Parents													
Adult parents of: Ages 12 years to 17 years	Parent	Observation	Behaviors	Includes six items designed for parents to rate their teenagers' social competence. Social competence in adolescence is defined as a set of positive social skills necessary to get along well with others and function constructively in groups, including, a) respecting and expressing appreciation for others; b) being able to work and communicate well with others and listen to others' ideas; c) demonstrating context-appropriate behavior that is consistent with social norms; and) using a range of skills or processes aimed at resolving conflict.	5 minutes	Free	α =.62					x	

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Social Competence Scale for Teenagers													
Ages 12 years to 17 years	Student	Survey	Self-rating, Behaviors	Social competence in adolescence is defined as a set of positive social skills necessary to get along well with others and function constructively in groups, including, a) respecting and expressing appreciation for others; b) being able to work and communicate well with others and listen to others' ideas; c) demonstrating context-appropriate behavior that is consistent with social norms; and) using a range of skills or processes aimed at resolving conflict.	5 minutes	Free	α =.79 and concurrent validity, associated with better grades and a lower likelihood of smoking, fighting, and depressive symptoms					x	
Conflict Resolution: part of the Individuals Protective Factors Index													
Grades 8 to 12	Student	Survey	Self-rating/Behaviors	Two conflict resolution skills: self control and cooperation (6 items each).	15 minutes	Free	Internal consistency α =.65					x	
Self-Efficacy Questionnaire for Children (SEQ-C) subscale: Academic Self-Efficacy													
Grades 8 to 12	Student	Survey	Beliefs/Attitudes	Academic self-efficacy, social self-efficacy, and emotional self-efficacy.	3 minutes (subscale), 15 minutes (overall survey)	Free	Reliability α =.89 (overall); α =.85 (academic), α =.73 (social), α =.78 (emotional)		x				
The Adolescent Coping Questionnaire													
Adult parent of: Ages 13 years to 18 years	Parent	Survey	Behaviors	Assesses cognitive and coping competencies and self control skills.	5 minutes	Free	Not reported						x

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
The Social Connectedness Scale													
Grades 8 to 12	Student	Survey	Beliefs/Attitudes	Assesses the degree to which youth feel connected to others in their social environment.	5 minutes	Free	α =.91					x	
The Resilience Scale™ (RS™)													
Ages 13 years to Adult	Student	Survey	Self-rating, Beliefs/Attitudes	Resilience: the ability to successfully cope with change or misfortune. Resilient individuals regain their balance and keep going, despite adversity and misfortune.	10 minutes	\$150 for user guide and license	α =.72 to .94				x		
Active and Superficial Learning Strategy Use Survey													
Middle School	Student	Survey	Behaviors	Measures reported use of proactive and passive study strategies.	5 minutes	Free	Reliability: α = .67-.82						x
Altruism Scale for Teenagers													
Middle and high school	Student	Survey	Self-rating, Behaviors	Altruism is defined as showing unselfish concern, in thought and action, for the welfare of others. This means placing the well-being of others above, similar to, or without regard to one's own well-being.	5 minutes	Free	α =.80 and concurrent validity, associated with a lower likelihood depressive symptoms					x	

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
College-Going Outcome Expectations Scale (CGOES)													
Middle school	Student	Survey	Self-rating, Beliefs/Attitudes	Positive outcome beliefs (good things occurring as a result of going to college), and negative outcome beliefs (poor outcomes as a result of going to college).	12 minutes	Free	Reliability α =.84 (positive item scale), α =.87 (negative item scale); the two scales appear not to be related based on a Pearson Product-Moment correlation, therefore scales are treated as two separate subscales rather than a single score for outcome belief		x				
College-Going Self-Efficacy Scale (CGSES)													
Middle school	Student	Survey	Self-rating, Beliefs/Attitudes	College-going self-efficacy beliefs (attendance and persistence in regard to college completion).	12 minutes	Free	Reliability α =.88 (attendance scale), α =.90 (persistence scale); α =.94 (total scale)		x				
Concern for Others-Middle School													
Middle school	Student	Survey	Beliefs/Attitudes	Measures empathetic attitudes, not actions.	5 minutes	Free	Internal consistency α =.81					x	
Empathy – Teen Conflict Survey													
Middle school	Student	Survey	Self-rating	Items measure ability to listen, care, and trust others.	5 minutes	Free	Internal consistency α =.62					x	
Grit S for younger children (8 item scale)													
Middle School	Student	Survey	Self-rating	Grit	5 minutes	Free					x		
Questionnaire on Self-Regulation													
Middle and High School	Student	Survey	Behaviors	Measures emotional, behavioral, and cognitive control.	5 minutes	Free	Reliability: α = .94 - .96						x
Self-Reported Persistence / Effort Items													
Middle and High School	Student	Survey	Beliefs/Attitudes	Persistence and effort.	4 minutes	Free					x		
Student Approaches to Learning (SAL) Instrument: Subscale Effort and Perseverance													
Middle and High School	Student	Survey	Self-rating	Effort and perseverance.	2 minutes	Free					x		

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Student Approaches to Learning (SAL) Instrument: Subscales Control Strategies, Memorization, and Elaboration													
Middle and High School	Student	Survey	Behaviors	Measures learning strategies.	5 minutes	Free	Reliability: α = .71- .88						x
Teachers' Efficacy Beliefs													
Adult teachers of: junior high school	Teacher	Survey	Self-rating, Beliefs/Attitudes	Teacher's perceived self- efficacy, perceived collective efficacy, beliefs about principal, colleagues, staff, parents and students, and job satisfaction.	18 minutes	Free	Reliability α = .82 - .83 (beliefs about colleagues and staff); .92 (beliefs about parents)		x				
The Belonging Scale													
Middle school and high school	Student	Survey	Self-rating	Assess youths' sense of belonging. The scale is a modification of the original scale developed by Gambone & Arbreton (1997).	5 minutes	Free						x	
The Morgan-Jinks Student Efficacy Scale (MJSES)													
Middle school	Student	Survey	Self-rating, Behaviors	Talent, effort, task difficulty, and context.	15 minutes	Free	Internal consistency reliability α = .82 (overall); .66 - .78 (subscales)		x				
The Motivated Strategies for Learning Questionnaire (MSLQ) Subscale: Student Motivation Self-Efficacy													
Middle and High school	Student	Survey	Self-rating, Behaviors	Motivational beliefs (self- efficacy, intrinsic value, test anxiety) and self-regulated learning strategies (cognitive strategy use, self-regulation).	4 minutes (subscale) 15 minutes (overall survey)	Free	Reliability α = .89 (self-efficacy scale); α = .89 (intrinsic value scale); α = .75 (test anxiety scale); α = .83 (cognitive use); α = .74 (self-regulation).		x				
Teacher's Self-Efficacy Scale													
Adult teachers of ?	Teacher	Survey	Self-rating, Behaviors	Perceived difficulty for teachers in their school activities.	10 minutes	Free			x				

Measurements for All Competencies by Age - Ages: 11-13 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Teacher Sense of Efficacy Scale (TSES), aka Teacher Beliefs Scale, (TBS) and the Ohio State Teacher Efficacy Scale (OSTES)													
Adult preservice and inservice teachers	Teacher	Survey	Self-rating, Behaviors	Teacher's beliefs in capability to make a difference in student learning through assessment of instructional strategies, student engagement, and classroom management.	10 minutes	Free	Long form reliability α = .94 (24- item overall scale); α =.87 (engagement), α =.91 (instruction), α =.90 (management). short form reliability α = .90 (12-item scale); α =.86 (engagement), α =.86 (instruction), α =.81 (management).		x				
Teacher's Self-Efficacy Scale													
Adult teachers of ?	Teacher	Survey	Self-rating, Behaviors	Assess efficacy beliefs within four major areas: job accomplishment, skill development on the job, social interaction with students, parents and colleagues, and coping with job stress.	3 minutes	Free	Reliability alpha was between α =.76 and .82 (among three samples); α =.67 and α =.76 (test-retest reliability for a period of one year); α =.65 (for a period of two years)		x				
Principal Sense of Efficacy Scale (PSE)													
Adult administrators of ?	Principal	Survey	Self-rating, Beliefs/Attitudes	Principal's beliefs in capability to make a difference in schools, effectively manage challenges, assess capability concerning instructional leadership, management and moral leadership.	10 minutes	Free	Reliability alpha of internal consistency α =.91 (overall scale); α =.86 (efficacy for instruction); α =.87 (efficacy for management); α =.83 (moral leadership)		x				

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
Social Skills Rating System (SSRS)														
Adult teachers or parents of: Ages 3 years to 18 years	3 different forms (Parent, Teacher, Student)	Survey	Behaviors	Social skills, problem behaviors, and academic competence (in the teacher report form).		25 forms \$50 to \$65	Internal consistency coefficients based on SSRS Total Score ranged from .86 to .90 for parents' ratings and from .94 to .98 for teachers' ratings						x	
Patterns of Adaptive Learning Scales (PALS) subscale: Personal Teaching Efficacy (Teacher Survey)														
Adult teachers of: Elementary, Middle and High school	Teacher	Survey	Self-rating, Beliefs/Attitudes	Faculty's perceptions of the school goal structure for students (mastery and performance), approaches to instruction (mastery and performance), personal teaching efficacy.	3 minutes (subscale), 25 minutes (overall survey)	Free	Reliability α = .74 (personal teaching efficacy); α = .81 (mastery goal structure for students) α = .70 (performance goal structure for students); α = .69 (performance approaches to instruction); α = .69 (mastery approaches to instruction)		x					
Patterns of Adaptive Learning Scales (PALS) subscale: Academic Self-Efficacy (Student Survey)														
Grades 3 to 9	Student	Survey	Self-rating	Learning focused (mastery) academic goals, ability focused (performance) goals, student self-efficacy, use of surface learning strategies, use of deeper learning strategies. Teacher scales include perceptions of the school goal structure, goal- related approaches to instruction, and personal teaching efficacy.	3 minutes (subscale), 20 to 30 minutes (overall survey)	Free	Reliability α = .78 (academic self-efficacy); range of all 24 subscales reliability α = .71 (parent mastery goal and parent performance goal) to α = .89 (performance- approach goal orientation (revised) and disruptive behavior)		x					
Harter's Self-Perception Profile for Children subscale: Scholastic Competence														
Ages 8 years to 14 years	Student	Survey	Self-rating	Self-confidence and competence (four scales: cognitive, social, physical, and general feelings of self-worth).	4 minutes (subscale)	\$20 for manual, can make copies of scale	Subscale reliabilities range from α =.75 to .86		x					

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
Cornell Critical Thinking Test (Level X)														
Grades 4 to 14	Student	Survey	Skills	Measures skills in induction, credibility, prediction and experimental planning, fallacies, and deduction.	50 minutes	\$30 for 10, price lowers as quantity increases								x
Academic Self-Concept scale														
Grades 5 to 12	Student	Survey	Self-rating	Perceived competence in English and Math (as they relate to school performance).	8 minutes	Free	Reliability α =.85 (English), α =.88 (math)		x					
Children's Self-Efficacy Scale Subscales: Self-Efficacy for Academic Achievement and Self-Regulated Learning														
Ages 10 years to 15 years	Student	Survey	Self-rating, Beliefs/Attitudes	Self-efficacy in enlisting social resources, self-efficacy for academic achievement, and self-efficacy for self-regulated learning.	10 minutes	Free			x					
Children's Perceived Self-Efficacy Scales (CPSE) subscale: Perceived Academic Efficacy														
Ages 10 years to 15 years	Student	Survey	Self-rating, Beliefs/Attitudes	Perceived academic self-efficacy (manage one's learning, master academic subjects, fulfill personal parental, and teacher academic expectations), social efficacy (capability for peer relationships, self-assertiveness, leisure time group activities), and self-regulatory efficacy (resisting peer pressure and high-risk activities).	12 minutes	Free	Reliability coefficients α =.87 (academic self-efficacy), α =.75 (social efficacy), α =.80 (self-regulatory efficacy)		x					
California Critical Thinking Skills Test Form M25														
Grades 6 to 9	Student	Survey	Skills	Measures skills in six subscales: analysis, inference, explanation, interpretation, self-regulation, and evaluation.	45 minutes	\$18-24 per test, may be less for a school		Insight Assessment collects and interprets all results						x

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
The School Attitudes Assessment Survey subscale: Academic Self-Perception														
Grades 6 to 12	Student	Survey	Self-rating	Extent of positive self-perception about academic abilities.	4 minutes	Free	Reliability α =.88		x					
PALS Mastery Goal Orientation scale														
Grades 6 to 12	Student	Survey	Self-rating	Students' purpose or goal in an achievement setting is to extend their mastery and understanding.	5 minutes	Free	Internal consistency reliability: α =.85. Factor validity: GFI (Goodness of Fit): GFI=.96.			x				
Personal and Academic Self-Concept Inventory (PASCI) Student Self-Concept Inventory subscales: Academic Ability, Verbal Ability, Math Ability														
Grades 6 to college	Student	Survey	Self-rating	perceived difficulty in regard to academic ability, verbal ability, math ability.	5 minutes	Free			x					
Adolescent or Parent Self-Regulatory Inventory														
Ages 11 years to Adult	Student and/or Parent	Survey	Self-rating	Assesses the degree to which adolescents or adults are able to activate, monitor, maintain, inhibit and adapt their emotions, thoughts, attention, and behavior.	15 minutes	Free	Reliability: α = .69-.91						x	
Parental Self-Efficacy Scale Subscale: Efficacy To Influence School-Related Performance														
Adult parents of: grade 7 and junior high school	Parent	Survey	Beliefs/Attitudes	Parents' beliefs in their efficacy to promote their children's intellectual development.	10 minutes	Free	Reliability α =.87 (efficacy to influence school-related performance scale)		x					

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
Empathy Scale Parent														
Adult parents of: Ages 12 years to 17 years	Parent	Observation	Beliefs/Attitudes	Four items designed for parents to rate their teenagers' empathy. Empathy involves having the emotional and cognitive ability to feel and understand what someone else is feeling.	5 minutes	Free	α =.87					x		
Social Competence Scale for Parents														
Adult parents of: Ages 12 years to 17 years	Parent	Observation	Behaviors	Includes six items designed for parents to rate their teenagers' social competence. Social competence in adolescence is defined as a set of positive social skills necessary to get along well with others and function constructively in groups, including, a) respecting and expressing appreciation for others; b) being able to work and communicate well with others and listen to others' ideas; c) demonstrating context-appropriate behavior that is consistent with social norms; and) using a range of skills or processes aimed at resolving conflict.	5 minutes	Free	α =.62					x		

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
Peer Friendships Scale for Parents														
Adult parents of: Ages 12 years to 17 years	Parent	Survey	Behaviors	Includes four items designed for parents to rate their teenagers' peer friendships. Positive peer friendships are characterized by the mutual experience of: support and encouragement; caring and validation; companionship; loyalty/standing up for one another; and trust.	5 minutes	Free	α =.86					x		
Empathy Scale Teen														
Ages 12 years to 17 years	Student	Survey	Self-rating, Behaviors	Includes four items that measure empathy in teenagers. Empathy involves having the emotional and cognitive ability to feel and understand what someone else is feeling.	5 minutes	Free	α =.84 and concurrent validity, associated with better grades and a lower likelihood of smoking, fighting, and depressive symptoms.					x		

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
Social Competence Scale for Teenagers														
Ages 12 years to 17 years	Student	Survey	Self-rating, Behaviors	Measures social competence in teenagers defined as a set of positive social skills necessary to get along well with others and function constructively in groups, including, a) respecting and expressing appreciation for others; b) being able to work and communicate well with others and listen to others' ideas; c) demonstrating context-appropriate behavior that is consistent with social norms; and d) using a range of skills or processes aimed at resolving conflict.	5 minutes	Free	α =.79 and concurrent validity, associated with better grades and a lower likelihood of smoking, fighting, and depressive symptoms					x		
Peer Friendships Scale for Teenagers														
Ages 12 years to 17 years	Student	Survey	Beliefs/Attitudes	Includes five items that measure peer friendships in teenagers. Positive peer friendships are characterized by the mutual experience of: support and encouragement; caring and validation; companionship; loyalty/standing up for one another; and trust.	5 minutes	Free	α =.91, however concurrent validity with negative outcomes such as smoking, fighting, and depressive symptoms and with positive outcomes such as good grades was not established.					x		
School Attitude Assessment Survey: subscale Motivation and Self-Regulation														
Ages 12 years to 18 years	Student	Survey	Behaviors	Measures motivation and self-regulation.	2 minutes	Free	Reliability: α = .87						x	

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
Critical Thinking in Everyday Life Scale														
Ages 12 years to 18 years	Student	Survey	Self-rating, Behaviors	Higher scores indicate higher levels of critical thinking in decision-making processes.	10 minutes	Free	Internal consistency α =.72	Never = 1, Rarely = 2, Sometimes = 3, Often = 4, Always = 5 Add together the scores for each question for all overall score. The highest possible score is 100.						x
The Ennis-Weir Critical Thinking Essay Test														
Grade 7 to college	Student	Essay	Skills	Also intended to be used as a teaching material. Incorporates getting the point, seeing the reasons and assumptions, stating one's point, offering good reasons, seeing other possibilities (including other possible explanations), and responding to and avoiding equivocation, irrelevance, circularity, reversal of an if-then (or other conditional) relationship, overgeneralization, credibility problems, and the use of emotive language to persuade.	40 minutes	Free	Inter-rater reliability α =.82 to .86	Grader familiar with the test, with ability to interpret writing						x
Grit S (8 item scale)														
Grade 7 to Adult	Student	Survey	Self-rating	Grit	5 minutes	Free	α =.73 to .83				x			
Grit O (12 item scale)														
Grade 7 to Adult	Student	Survey	Self-rating	Grit	5 minutes	Free	α =.73 to .83				x			

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion-related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
Grit and Ambition Scale (17 items)														
Grade 7 to Adult	Student	Survey	Self-rating	Grit and ambition.	7 minutes	Free					x			
Self-Efficacy Questionnaire for Children (SEQ-C) Subscale: Academic Self-Efficacy														
Grades 8 to 12	Student	Survey	Beliefs/Attitudes	Academic self-efficacy, social self-efficacy, and emotional self-efficacy.	3 minutes (subscale), 15 minutes (overall survey)	Free	Reliability α =.89 (overall); α =.85 (academic), α =.73 (social), α =.78 (emotional)		x					
The Social Connectedness Scale														
Grades 8 to 12	Student	Survey	Beliefs/Attitudes	Assesses the degree to which youth feel connected to others in their social environment.	5 minutes	Free	α =.91					x		
Conflict Resolution: Part of the Individuals Protective Factors Index														
Grades 8 to 12	Student	Survey	Self-rating, Behaviors	Measures two conflict resolution skills: self control and cooperation (6 items each).	15 minutes	Free	Internal consistency α =.65					x		
The Resilience Scale™ (RS™)														
Ages 13 years to Adult	Student	Survey	Self-rating, Beliefs/Attitudes	Resilience: the ability to successfully cope with change or misfortune. Resilient individuals regain their balance and keep going, despite adversity and misfortune.	10 minutes	\$150 for user guide and license	α =.72 to .94				x			
The Adolescent Coping Questionnaire														
Adult parent of: Ages 13 years to 18 years	Parent	Survey	Behaviors	Assesses cognitive and coping competencies and self control skills.	5 minutes	Free	Not reported						x	

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
The Motivated Strategies for Learning Questionnaire (MSLQ) Subscale: Student Motivation Self-Efficacy														
Middle and High school	Student	Survey	Self-rating, Behaviors	Motivational beliefs (self- efficacy, intrinsic value, test anxiety) and Self-regulated learning strategies (cognitive strategy use, self-regulation).	4 minutes (subscale) 15 minutes (overall survey)	Free	Reliability α =.89 (self-efficacy scale); α =.89 (intrinsic value scale); α =.75 (test anxiety scale); α =.83 (cognitive use); α =.74 (self-regulation).		x					
Student Approaches to Learning (SAL) Instrument: Subscale Effort and Perseverance														
Middle and High School	Student	Survey	Self-rating	Effort and perseverance.	2 minutes	Free					x			
Self-Reported Persistence / Effort Items														
Middle and High School	Student	Survey	Beliefs/Attitudes	Persistence and effort.	4 minutes	Free					x			
Altruism Scale for Teenagers														
Middle and high school	Student	Survey	Self-rating, Behaviors	Altruism is defined as showing unselfish concern, in thought and action, for the welfare of others. This means placing the well-being of others above, similar to, or without regard to one's own well-being.	5 minutes	Free	α =.80 and concurrent validity, associated with a lower likelihood depressive symptoms						x	
The Belonging Scale														
Middle and high school	Student	Survey	Self-rating	Assesses youths' sense of belonging. The scale is a modification of the original scale developed by Gambone & Arbreton (1997).	5 minutes	Free							x	
Questionnaire on Self-Regulation														
Middle and High School	Student	Survey	Behaviors	Measures emotional, behavioral, and cognitive control.	5 minutes	Free	Reliability: α = .94 - .96						x	

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
Student Approaches to Learning (SAL) Instrument: Subscales Control Strategies, Memorization, and Elaboration														
Middle and High School	Student	Survey	Behaviors	Measures learning strategies.	5 minutes	Free	Reliability: α = .71- .88						x	
Holistic Critical Thinking Scoring Rubric														
Adult teachers or peers of: Middle school to adults	Teachers or peers	Observation	Skills	Used to rate learning presentations, essays or projects on critical thinking: interpreting evidence, identifying arguments, evaluating alternative points of view, draws warranted conclusions, justifies key results, follows evidence.	Time depends on rater's proficiency	Free		Raters with training and practice in interpreting results, and familiar with scoring rubric. Training involves scoring other presentations, essays, assignments or projects with other raters or an experienced trainer						x
Teachers' Efficacy Beliefs														
Adult teachers of: junior high school	Teacher	Survey	Self-rating, Beliefs/Attitudes	Teacher's perceived self-efficacy, perceived collective efficacy, beliefs about principal, colleagues, staff, parents and students, and job satisfaction.	18 minutes	Free	Reliability α =.82 - .83 (beliefs about colleagues and staff); .92 (beliefs about parents)		x					
Self-Regulation Strategy Inventory														
Grades 9 and 10	Student	Survey	Behaviors	Assesses students' use of various self-regulation strategies as they prepare for science tests (can be easily adapted to fit any subject or task).	15 minutes	Free	Internal reliability: α = .92						x	

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
The Youth Experiences Survey (YES) 2.0														
Grades 9 to 12	Student	Survey	Behaviors	Measures positive developmental experiences within three domains of personal development (identity work, initiative, basic skills) and three domains of interpersonal development (teamwork and social skills, positive relationships, and adult networks and social capital).	30 minutes	Free	Reliability: α = .46 - .77 Validity: the YES 2.0 represents confirmable experiences						x	
Watson-Glaser Thinking Appraisal (Form A & B)														
Grade 9 to adult	Student	Essay	Skills	Assesses skills in five subscales: inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments.	40 minutes	\$500 for 25	Internal consistency and test-retest reliability α = .81 Internal consistency for college students in psychology, educational psychology and special education: α = .74 to .92							x

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
International Critical Thinking Basic Concepts and Understandings Test														
Grade 10 and above	Student	Survey, Essay	Skills	(Identifying Purpose, Question at Issue, Information, Conclusions, Assumptions, Concepts, Implications, Point of View) and Pointing out strengths and possible limitations and/or weaknesses of the reasoning in the writing sample.	30 to 45 minutes	Starts at \$12.00 drops by amount purchased		Available Under Three Different Options: Contact criticalthinking.org						x
The Student Approaches to Learning Subscale: Perceived Self-Efficacy														
Age 15/High School, in 25 countries, including the United States	Student	Survey	Self-rating, Beliefs/Attitudes	1 of 14 subscales relates to self-efficacy, with others covering cognitive and metacognitive learning strategies (elaboration strategies, memorization strategies, control strategies); motivational preferences (interest in reading, interest in math, instrumental motivation, effort and persistence in learning); self- related cognitions and beliefs (verbal self-concept, math self- concept, and control expectations); preferences for learning situations (cooperative and competitive).	3 minutes (subscale), 10 minutes (full survey)	Free	Internal consistency reliability α =.83 (in the United States); α =.75 (for all 25 countries included) Content validity: Tucker-Lewis Coefficient = .97 for both (14- factor model fit the data well for US sample and for all 25 countries). Criterion Validity: r = .28 (self- efficacy scores correlated with reading achievement scores), r = .29 (math achievement scores)		x					

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
Emotional Quotient Inventory (EQ-i®)														
Age 16 years to adult	Student	Survey	Self-rating, Behaviors	Intrapersonal: self-regard, emotional self-awareness, assertiveness, independence, self-actualization. Interpersonal: empathy, social responsibility, interpersonal relationships. Stress management: stress tolerance, impulse control. Adaptability: reality testing, flexibility, problem solving. General mood: optimism, happiness.	30 minutes	EQ-i 2.0 Workplace Report – \$55 EQ-i 2.0 Leadership Report – \$80 EQ360 Workplace Report – \$200	For all the subscales, the internal consistency coefficients were high, ranging from a .69 (Social Responsibility) to .86 (Self- Regard), with an overall average internal consistency coefficient of .76	B level: products require that the user has completed graduate-level courses in tests and measurement at a university or has received equivalent documented training. Results sent to Multi Health Systems Inc.					x	
Personal Beliefs Survey (Flores)														
Grades 11 to 12	Student	Survey	Beliefs/Attitudes	Beliefs about whether intelligence/ability is fixed or can be increased by effort.	30 minutes	Free				x				
The Perceptions of Educational Barriers Scale - Revised (PEB-R) "My Perceptions of Barriers"														
High School	Student	Survey	Self-rating, Beliefs/Attitudes	Likelihood of encountering barriers to furthering education, difficulty in dealing with/overcoming barriers to furthering education.	18 minutes	Free	Reliability coefficients α =.93 (likelihood scale)		x					
The Children's Multidimensional Self-Efficacy Scales: Self-Efficacy for Self-Regulated Learning Scale and Self-Efficacy for Academic Achievement Scale														
High School	Student	Survey	Self-rating, Beliefs/Attitudes	Self-efficacy for self-regulatory learning strategies across multiple subjects.	8 minutes	Free	Internal consistency reliability α =.87 (self-regulated learning scale); .70 (self-efficacy for academic achievement scale)		x					

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
Math Self-Efficacy and Math Self-Concept subscales of the Programme for International Student Assessment (PISA)														
High school	Student	Survey	Self-rating, Beliefs/Attitudes	Math self-efficacy beliefs, math self-concept beliefs, math interest (enjoyment of tasks), math anxiety.	5 minutes	Free	Reliability α = .816 (math self- efficacy); α = .886 (math self- concept); α = .881 (math interest). α =.812 (math anxiety)		x					
Adapted Self-Report Altruism Scale														
High school to adults	Student	Survey	Self-rating, Behaviors	Measures the extent to which someone engages in behaviors that help others.	5 minutes	Free						x		
California Critical Thinking Skills Test														
High school level students who are college bound	Student	Survey	Skills	Measures skills in six subscales: analysis, inference, explanation, interpretation, self-regulation, and evaluation.	45 minutes	Free	Reliability: α =.78 to .84	Insight Assessment collects and interprets all results						x
Cornell Critical Thinking Test (Level Z)														
Gifted HS, College students, adults	Student	Survey	Skills	Sections on induction, credibility, prediction and experimental planning, fallacies (especially equivocation), deduction, definition, and assumption identification.	50 minutes	\$30 for 10, price lowers as quantity increases	Reliability: α =.49 to .87							x
Perceived Academic Control Scale														
1st yr. college	Student	Survey	Self-rating	Perceived academic control.	4 minutes	Free	Reliability α =.77 (at pre-test); .79 (at post-test)		x					
Teacher's Self-Efficacy Scale														
Adult teachers of ?	Teacher	Survey	Self-rating, Behaviors	Perceived difficulty for teachers in their school activities.	10 minutes	Free			x					

Measurements for All Competencies by Age - Ages: 14-18 Years Old

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning	Critical Thinking
Teacher Sense of Efficacy Scale (TSES), aka Teacher Beliefs Scale, (TBS) and the Ohio State Teacher Efficacy Scale (OSTES)														
Adult preservice and inservice teachers	Teacher	Survey	Self-rating, Behaviors	Teacher's beliefs in capability to make a difference in student learning through assessment of instructional strategies, student engagement, and classroom management.	10 minutes	Free	Long form reliability α = .94 (24-item overall scale); α =.87 (engagement), α =.91 (instruction), α =.90 (management). short form reliability α = .90 (12-item scale); α =.86 (engagement), α =.86 (instruction), α =.81 (management).		x					
Teacher's Self-Efficacy Scale														
Adult teachers of ?	Teacher	Survey	Self-rating, Behaviors	Assess efficacy beliefs within four major areas: job accomplishment, skill development on the job, social interaction with students, parents and colleagues, and coping with job stress.	3 minutes	Free	Reliability alpha was between α =.76 and .82 (among three samples); α =.67 and α =.76 (test-retest reliability for a period of one year); α =.65 (for a period of two years)		x					
Principal Sense of Efficacy Scale (PSE)														
Adult administrators of ?	Principal	Survey	Self-rating, Beliefs/Attitudes	Principal's beliefs in capability to make a difference in schools, effectively manage challenges, assess capability concerning instructional leadership, management and moral leadership.	10 minutes	Free	Reliability alpha of internal consistency α =.91 (overall scale); α =.86 (efficacy for instruction); α =.87 (efficacy for management); α =.83 (moral leadership)		x					

Measurements for All Competencies by Age - Ages: Adult

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Adolescent or Parent Self-Regulatory Inventory													
Ages 11 years to Adult	Student and/or Parent	Survey	Self-rating	Assesses the degree to which adolescents or adults are able to activate, monitor, maintain, inhibit and adapt their emotions, thoughts, attention, and behavior.	15 minutes	Free	Reliability: α = .69 to .91						x
Grit S (8 item scale)													
7th grade to Adult	Student	Survey	Self-rating	Grit	5 minutes	Free	α =.73 to .83				x		
Grit O (12 item scale)													
7th grade to Adult	Student	Survey	Self-rating	Grit	5 minutes	Free	α =.73 to .83				x		
Grit and Ambition Scale (17 items)													
7th grade to Adult	Student	Survey	Self-rating	Grit and ambition.	7 minutes	Free					x		
The Resilience Scale™ (RS™)													
Ages 13 years to Adult	Student	Survey	Self-rating, Beliefs/Attitudes	Resilience: the ability to successfully cope with change or misfortune. Resilient individuals regain their balance and keep going, despite adversity and misfortune.	10 minutes	\$150 for user guide and license	α =.72 to .94				x		

Measurements for All Competencies by Age - Ages: Adult

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Emotional Quotient Inventory (EQ-i®)													
Age 16 years to adult	Student	Survey	Self-rating, Behaviors	Intrapersonal: self-regard, emotional self-awareness, assertiveness, independence, self-actualization. Interpersonal: empathy, social responsibility, interpersonal relationships. Stress management: stress tolerance, impulse control. Adaptability: reality testing, flexibility, problem solving. General mood: optimism, happiness.	30 minutes	EQ-i 2.0 Workplace Report – \$55 EQ-i 2.0 Leadership Report – \$80 EQ360 Workplace Report – \$200	For all the subscales, the internal consistency coefficients were high, ranging from a .69 (Social Responsibility) to .86 (Self- Regard), with an overall average internal consistency coefficient of .76	B level: products require that the user has completed graduate-level courses in tests and measurement at a university or has received equivalent documented training. Results sent to Multi Health Systems Inc.				x	
Adapted Self-Report Altruism Scale													
High school to adults	Student	Survey	Self-rating, Behaviors	Measures the extent to which someone engages in behaviors that help others.	5 minutes	Free						x	
Perceived Academic Control Scale													
1st yr. college	Student	Survey	Self-rating	Perceived academic control.	4 minutes	Free	Reliability α =.77 (at pre-test); .79 (at post-test)		x				
Self-Efficacy For Learning Form - Abridged													
College	Student (can be administered as an Interview of a student)	Survey	Beliefs/Attitudes	Self-regulation of academic functioning and learning (goal setting, self-monitor, self- evaluate, and monitor self- reactions).	4 minutes	Free	Internal stability α = .97		x				

Measurements for All Competencies by Age - Ages: Adult

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
The Motivated Strategies for Learning Questionnaire (MSLQ) subscale: Self-efficacy for Learning and Performance													
College	Student	Survey	Self-rating, Behaviors	Motivational scales (self- efficacy, intrinsic goal orientation, extrinsic goal orientation, task value, learning beliefs, test anxiety) and Learning strategies (rehearsal, elaboration, organization, critical thinking, metacognitive self-regulation, time/study environmental management, effort regulation, peer learning, help seeking).	4 minutes (subscale) 20 to 30 minutes (overall survey)	Free	Range of all 15 subscales reliability α =.52 (help seeking) to α =.93 (self-efficacy for learning and performance).		x				
Academic Self-Efficacy subscale created from both the Academic Milestones Scale and the College Self-Efficacy Inventory (CSEI)													
College	Student	Survey	Self-rating	Stress and self-efficacy as they relate to: interaction at school, performance out of class, performance in class, and managing work, family and school.	18 minutes	Free	Reliability stress subscales: α =.83 (interaction at school), α =.86 (performance out of class), α =.83(performance in class), α =.72 (managing work, family and school); Reliability self-efficacy subscales: α =.87 (interaction at school), α =.90 (performance out of class), α =.87 (performance in class), α =.77 (managing work, family, and school)		x				
Achievement Goal Questionnaire													
College students	Student	Survey	Self-rating	Beliefs about goal achievement.	15 minutes	Free	Reliability α =.88			x			

Measurements for All Competencies by Age - Ages: Adult

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Goal Orientation (Button)													
College students	Student	Survey	Self-rating	Beliefs about whether intelligence/ability is fixed or can be increased by effort.	20 minutes	Free				x			
Self-Regulated Learning: Subscales Intrinsic and Extrinsic Goal Orientation (Cobb)													
College students	Student	Survey	Self-rating	Students' perceptions of intrinsic and extrinsic motivations for self-regulated learning behaviors.	20 minutes	Free	Internal reliability of extrinsic goal orientation items: α =.52 to α =.81 and intrinsic goal orientation items: α =.55 to α =.69.			x			
Motivated Strategies for Learning Questionnaire (MSLQ) subscale of Motivation													
College students	Student	Survey	Self-rating	Students intrinsic and extrinsic motivational orientations (i.e. their beliefs about a course and their skill to succeed).	30 minutes	Free	Internal reliability: α =.52 to α =.93. Factor validity: GFI (Goodness of Fit): Motivation items GFI=.77			x			
The Student Adaptation to College Questionnaire													
College Students	Student	Survey	Self rating, Beliefs/Attitudes	Four subscales: academic adjustment, social adjustment, personal/emotional adjustment, and institutional attachment.	30 minutes	\$52 for 25	α =.92					x	
Career Decision Difficulty Questionnaire													
College Students	Student	Survey	Self-rating, Behaviors	Beliefs about one's abilities to make decisions.	20 minutes	Free	Internal reliability α =.40 to α =.91.					x	
Self-Regulated Learning: Subscales Metacognitive Self-Regulation and Time & Study Environment Management													
College	Student	Survey	Behaviors	Students' use of different cognitive and metacognitive strategies, and student management of different resources.	10 minutes	Free	Internal reliability: α = .52 -.93						x

Measurements for All Competencies by Age - Ages: Adult

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Motivated Strategies for Learning Questionnaire (MSLQ) subscale of Learning Strategies													
College	Student	Survey	Self-rating	Students' use of different cognitive and metacognitive strategies, and student management of different resources.	15 minutes	Free	Internal reliability: α = .52 -.93 Learning strategy items: GFI = .78						x
State Self-Control Capacity Scale													
Adult	Adult	Survey	Self-rating	Assesses perceptions of the momentary availability of self-regulatory resources.	10 minutes	Free	Reliability: α = .96						x
Is Distance Learning Right for Me?													
Adult	Student	Survey	Self-rating	Measures motivation and learning styles.	15 minutes	Free	Not reported						x
Learning Self Regulation Questionnaire													
Adult	Student	Survey	Beliefs/Attitudes	Measures reasons for students participation.	10 minutes	Free	Reliability: α = .78 - .80						x
Self-Regulation													
Adult	Adult	Survey	Self-rating	Measures attention-regulation and emotion-regulation.	5 minutes	Free	Reliability: α = .76						x
Locomotion Scale													
Adult	Student	Survey	Self-rating, Beliefs/Attitudes	Locomotion constitutes the aspect of self-regulation concerned with movement from state to state, including commitment of psychological resources to initiate and maintain such movement.	5 minutes	Free	α = .80				x		

Measurements for All Competencies by Age - Ages: Adult

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Interpersonal Reactivity Index													
Adults	Student	Survey	Self-rating, Behaviors	Perspective Taking – the tendency to spontaneously adopt the psychological point of view of others. Fantasy – taps respondents' tendencies to transpose themselves imaginatively into the feelings and actions of fictitious characters in books, movies, and plays. Empathic concern – assesses "other-oriented" feelings of sympathy and concern for unfortunate others. Personal distress – measures "self-oriented" feelings of personal anxiety and unease in tense interpersonal settings.	15 minutes	Free						x	
Goal Orientation Scale													
Graduate students	Student	Survey	Self-rating	Beliefs about whether intelligence/ability is fixed or can be increased by effort.	5 minutes	Free				x			
Goal Orientation (Sales)													
Salespeople	Student	Survey	Self-rating	Beliefs about whether sales performance can be increased by effort/goal orientation.	10 minutes	Free				x			
Teacher's Self-Efficacy Scale													
Adult teachers of ?	Teacher	Survey	Self-rating, Behaviors	Perceived difficulty for teachers in their school activities.	10 minutes	Free			x				

Measurements for All Competencies by Age - Ages: Adult

Age/ Grade range	Who completes (Student, teacher, parent, peer, clinical professional)	Data collection strategy (Observation, survey, or essay)	What is measured -Self-rating (I am) -Beliefs/Attitudes (Math is hard to learn) -Behaviors (How well can you...) -Skills (i.e. graded assessment of skills)	Dimensions measured (what specific areas does the instrument measure...)	Amount of time to complete	Cost of survey	Psychometric properties Reliability: any and all including internal consistency, inter-rater, or test-retest, and show alpha α = Validity: any and all including convergent, discriminant, criterion- related and construct.	If a special qualification is needed to administer or interpret results...what is it?	Academic Self-Efficacy	Growth Mindset	Grit	Emotional Competence	Self-Regulated Learning
Teacher Sense of Efficacy Scale (TSES), aka Teacher Beliefs Scale, (TBS) and the Ohio State Teacher Efficacy Scale (OSTES)													
Adult preservice and inservice teachers	Teacher	Survey	Self-rating, Behaviors	Teacher's beliefs in capability to make a difference in student learning through assessment of instructional strategies, student engagement, and classroom management.	10 minutes	Free	Long form reliability α = .94 (24- item overall scale); α =.87 (engagement), α =.91 (instruction), α =.90 (management). short form reliability α = .90 (12-item scale); α =.86 (engagement), α =.86 (instruction), α =.81 (management).		x				
Teacher's Self-Efficacy Scale													
Adult teachers of ?	Teacher	Survey	Self-rating, Behaviors	Assess efficacy beliefs within four major areas: job accomplishment, skill development on the job, social interaction with students, parents and colleagues, and coping with job stress.	3 minutes	Free	Reliability alpha was between α =.76 and .82 (among three samples); α =.67 and α =.76 (test-retest reliability for a period of one year); α =.65 (for a period of two years)		x				
Principal Sense of Efficacy Scale (PSE)													
Adult administrators of ?	Principal	Survey	Self-rating, Beliefs/Attitudes	Principal's beliefs in capability to make a difference in schools, effectively manage challenges, assess capability concerning instructional leadership, management and moral leadership.	10 minutes	Free	Reliability alpha of internal consistency α =.91 (overall scale); α =.86 (efficacy for instruction); α =.87 (efficacy for management); α =.83 (moral leadership)		x				