

# Collection of Youth Outcome Measures Tools

| Instrument Name  | Short Description   | Age                  |                     | Respondent       |                  |                    |                   | Tool Availability    |                 |                             |                     | Additional               |                           | Tool Background |                          |                    | Prequalifications        |                        |                   |
|--|---|----------------------|---------------------|------------------|------------------|--------------------|-------------------|----------------------|-----------------|-----------------------------|---------------------|--------------------------|---------------------------|-----------------|--------------------------|--------------------|--------------------------|------------------------|-------------------|
|  |   | Age Early Elementary | Age Late Elementary | Respondent Youth | Respondent Staff | Respondent Teacher | Respondent Parent | Available in Spanish | Instrument Free | Instrument Available online | Ready to use survey | Has instructions for use | Scoring reporting offered | Field Tested    | Comparative Data Testing | Temporary Validity | Been used in afterschool | Any Pre Qualifications | Training required |
| <i>21<sup>st</sup> CCLC Annual Performance Report-Teacher Survey</i>                   | The <i>21st CCLC Teacher Survey</i> was designed to help 21 <sup>st</sup> CCLC programs collect information regarding changes in individual student classroom behavior.   | N                    | Y                   | *                | N                | Y                  | *                 | N                    | Y               | Y                           | Y                   | *                        | *                         | Y               | *                        | Y                  | N                        | N                      |                   |
| <i>Academic Competence Evaluation Scales (ACES)</i>                                    | The <i>ACES</i> helps identify at-risk students by examining how youth function in the classroom.   | Y                    | Y                   | Y                | N                | Y                  | N                 | N                    | N               | N                           | Y                   | Y                        | *                         | Y               | Y                        | Y                  | *                        | N                      | N                 |
| <i>Achievement Motivation Profile (AMP)</i>  | The <i>AMP</i> is a self report inventory that allows programs to evaluate underachieving and unmotivated students, giving them a complete picture of personal factors that affect an individual's academic performance as well as identifying areas for improvement. | N                    | Y                   | Y                | N                | N                  | N                 | N                    | N               | Y                           | Y                   | Y                        | Y                         | Y               | Y                        | *                  | Y                        | N                      |                   |
| <i>Behavioral and Emotional Rating Scale: Second Edition (BERS-2)</i>                  | The <i>BERS-2</i> was developed to provide professionals with a valid and reliable strength-based instrument to assess children and youth.  | Y                    | Y                   | Y                | *                | Y                  | Y                 | N                    | N               | N                           | Y                   | Y                        | N                         | Y               | Y                        | Y                  | N                        | Y                      | N                 |
| <i>California Healthy Kids Survey</i>  | The <i>California Healthy Kids Survey</i> is a comprehensive youth health, risk and resiliency survey sponsored by the California Department of Education.  | N                    | Y                   | Y                | N                | N                  | N                 | N                    | N               | Y                           | Y                   | Y                        | Y                         | Y               | Y                        | Y                  | Y                        | N                      | N                 |
| <i>California Measure of Mental Motivation (CM3)</i>                                   | The <i>CM3</i> is a tool for measuring the degree to which an individual is motivated toward thinking. The scales capture characteristics associated with motivation towards learning and academic.   | Y                    | Y                   | Y                | N                | N                  | N                 | N                    | N               | Y                           | Y                   | Y                        | Y                         | Y               | *                        | Y                  | Y                        | N                      |                   |
| <i>Children's Institute: Child Rating Scale (CRS)</i>                                  | The <i>CRS</i> is designed to measure a child's perception of his/her socio-emotional adjustment before and after participation in the program.   | Y                    | Y                   | Y                | N                | N                  | N                 | N                    | N               | Y                           | Y                   | *                        | Y                         | Y               | N                        | *                  | N                        | N                      |                   |
| <i>Children's Institute: Teacher Child Rating Scale (T-CRS)</i>                        | The <i>T-CRS</i> is a quick, extensively tested instrument that consists of 32 items assessing positive and negative aspects of a child's socio-emotional school adjustment.  | Y                    | Y                   | N                | N                | Y                  | N                 | N                    | N               | Y                           | Y                   | Y                        | Y                         | Y               | *                        | Y                  | N                        | N                      |                   |
| <i>Children's Institute: Associate-Child Rating Scale (A-CRS)</i>                      | The <i>A-CRS</i> is completed by after school program staff or other service providers and assesses both a child's relative strengths and weaknesses in four areas of socio-emotional development.  | Y                    | Y                   | N                | Y                | N                  | N                 | N                    | N               | Y                           | Y                   | *                        | Y                         | Y               | N                        | Y                  | N                        | N                      |                   |
| <i>Children's Institute: Parent-Child Rating Scale (P-CRS)</i>                         | The <i>P-CRS</i> is a 39-item measure that assesses children's behavioral, social and emotional functioning from a parent's perspective.  | Y                    | Y                   | N                | N                | N                  | Y                 | N                    | N               | Y                           | Y                   | *                        | Y                         | Y               | N                        | *                  | N                        | N                      |                   |
| <i>Functional Assessment and Intervention System: Improving School Behavior (FAIS)</i> | This tool is designed to enable interdisciplinary staff to systematically identify the underlying causes of student's challenging behavior, gain a clearer understanding of his or her needs, and monitor progress.   | Y                    | Y                   | Y                | *                | Y                  | Y                 | N                    | N               | N                           | Y                   | Y                        | N                         | Y               | N                        | N                  | *                        | Y                      | N                 |
| <i>Group Mathematics Assessment and Diagnostic Evaluation (G-MADE)</i>                 | The <i>Group Mathematics Assessment and Diagnostic Evaluation (G-MADE)</i> is an in-depth test that helps programs assess student math skills, pin point areas where students need further instruction, and track student progress throughout the year.               | Y                    | Y                   | Y                | N                | N                  | N                 | N                    | N               | Y                           | Y                   | Y                        | Y                         | Y               | Y                        | Y                  | N                        | N                      |                   |
| <i>Group Reading Assessment and Diagnostic Evaluation (GRADE)</i>                      | The <i>Group Reading Assessment and Diagnostic Evaluation (GRADE)</i> is an untimed group reading test that allows programs to assess core reading skills, plan focused instruction, and document students' progress for youth ages PreK through adults.              | Y                    | Y                   | Y                | N                | N                  | N                 | N                    | N               | Y                           | Y                   | Y                        | Y                         | Y               | Y                        | Y                  | N                        | N                      |                   |
| <i>Home and Community Social Behavior Scale (HCSBS)</i>                                | The <i>HCSBS</i> is a rating scale for parents and other home-based raters that examines social competence and antisocial problem behaviors.  | Y                    | Y                   | N                | N                | N                  | Y                 | N                    | N               | N                           | Y                   | Y                        | N                         | Y               | Y                        | Y                  | Y                        | N                      |                   |
| <i>Junior Girl Scout Group Experience: Outcomes Measurement Guide</i>                  | The <i>Junior Girl Scout Group Experience: Outcomes Measurement Guide</i> was developed to help Girl Scout programs measure the positive effects of participation, and is a comprehensive evaluation resource for any programs serving girls.                         | N                    | Y                   | Y                | Y                | N                  | Y                 | N                    | N               | N                           | *                   | Y                        | Y                         | Y               | Y                        | N                  | Y                        | N                      |                   |

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| <i>Multidimensional Self Concept Scale</i>  | The <i>MSCS</i> is a self-report scale designed to measure multiple dimensions of self –concept in six areas. The <i>MSCS</i> can be used for evaluation purposes by programs wishing to measure improvements in self-concept where this is a stated program goal   | N                    | Y                   | Y                | N                | N                  | N                 | N                    | N               | N                           | Y                   | Y                        | N                         | Y               | Y       | Y                | *                        | Y                      | N                 |
| <i>National 4-H Impact Assessment Study- Youth Outcome Measures</i>   | Drawing upon prior research that identified the essential elements of a positive youth development program, the National 4-H Impact Assessment Project (2001) created youth outcome measures to examine the nature of youth experiences in 4-H programs across the  | N                    | Y                   | Y                | N                | N                  | Y                 | N                    | Y               | Y                           | *                   | Y                        | N                         | Y               | Y       | Y                | Y                        | N                      | N                 |
| <i>Protective Factors Scale</i>   | The research-based and tested <i>Protective Factors Scale</i> was developed to help youth serving programs assess and more effectively strengthen practices in order to enhance protective factors for  | N                    | Y                   | Y                | N                | N                  | N                 | N                    | Y               | Y                           | Y                   | Y                        | N                         | Y               | Y       | N                | Y                        | N                      | SI                |
| <i>PSA Youth Outcome Measures used in evaluations of The After School Corporation (TASC) &amp; Citizen Schools (Boston)</i> | Researchers at Policy Studies Associates have developed numerous youth outcome measures that have been used in recent large-scale after school evaluation studies. Available measures encompass youth perceptions of supports and opportunities as well as a number of psycho-social outcomes   | Y                    | Y                   | Y                | *                | N                  | *                 | N                    | Y               | Y                           | N                   | *                        | N                         | Y               | Y       | N                | Y                        | Y                      | N                 |
| <i>Public/Private Ventures Youth Outcome Measures</i>   | Researchers at Public/Private Ventures have developed numerous youth outcome measures that have been used in large-scale evaluations such as the study of the Boys & Girls Clubs and the San Francisco Beacon Initiative. Available measures encompass youth’s perceptions of their program experiences as well as numerous youth outcome areas believed to be linked to after school program | N                    | N                   | Y                | N                | N                  | N                 | N                    | Y               | Y                           | N                   | *                        | N                         | Y               | Y       | N                | Y                        | Y                      | N                 |
| <i>Scaled Curriculum Achievement Levels Test (SCALE)</i>  | <i>SCALE</i> is a quick achievement battery that measures 3 basic areas of classroom instruction: Mathematics Computation; Reading and Language Usage.  | N                    | Y                   | Y                | N                | N                  | N                 | N                    | N               | N                           | Y                   | Y                        | Y                         | Y               | Y       | Y                | NI                       | Y                      | N                 |
| <i>School Function Assessment (SFA)</i>   | The <i>School Function Assessment</i> helps practitioners identify the strengths and needs of students with disabilities in important non-academic areas.   | Y                    | Y                   | N                | Y                | Y                  | N                 | N                    | N               | N                           | Y                   | Y                        | N                         | Y               | Y       | *                | N                        | N                      | N                 |
| <i>School Motivation and Learning Strategies Inventory (SMALSI)</i>   | Based on more than 30 years of research, the <i>School Motivation and Learning Strategies Inventory</i> (SMALSI) was developed to measure academic motivation, learning strategies, and study habits  | Y                    | Y                   | Y                | N                | N                  | N                 | N                    | N               | N                           | Y                   | Y                        | N                         | Y               | Y       | Y                | N                        | Y                      | N                 |
| <i>School Social Behaviors Scale, Second Edition (SSBS-2)</i>   | The <i>SSBS-2</i> is a rating scale for teachers and other education staff that examines social competence and antisocial problem behaviors.  | Y                    | Y                   | N                | Y                | Y                  | N                 | N                    | N               | N                           | Y                   | Y                        | N                         | Y               | Y       | Y                | Y                        | Y                      | N                 |
| <i>Social Skills Rating System (SSRS)</i>   | The <i>SSRS</i> is an integrated set of tools designed to examine youth’s social skills, problem behaviors and academic competence.   | Y                    | Y                   | Y                | Y                | Y                  | Y                 | N                    | N               | N                           | Y                   | Y                        | Y                         | Y               | Y       | Y                | Y                        | Y                      | N                 |
| <i>Student Participation Questionnaire</i>  | The <i>Student Participation Questionnaire</i> is designed to measure teacher perceptions of positive and negative learning behaviors which research indicates are linked with academic achievement   | Y                    | Y                   | N                | *                | Y                  | N                 | N                    | Y               | N                           | Y                   | Y                        | N                         | Y               | Y       | *                | *                        | N                      | N                 |
| <i>Student School Engagement Scales</i>   | The <i>Student School Engagement Scales</i> are designed to measure three distinct aspects of student engagement: behavioral, emotional and cognitive.  | N                    | Y                   | Y                | N                | N                  | N                 | N                    | Y               | Y                           | N                   | N                        | N                         | Y               | Y       | N                | N                        | Y                      | N                 |

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| <i>Student Self Concept Scale</i>   | Based on Bandura's theory of self-efficacy, which relates specific observable behaviors to self concept, the SSCS documents the perceived confidence and importance of specific behaviors believed to influence the development of youth's self concept.                              | N                    | Y                   | Y                | N                | N                  | N                 | N                    | N               | N                           | Y                   | Y                        | N                         | Y               | Y                | Y                        | *                      | Y                 | N |
| <i>Study of After School Activities Surveys</i>                               | The <i>After School Activities Surveys</i> were developed as part of the national Study of Promising After school Programs. Survey were developed for multiple respondents and each survey contains a compilation of measures spanning several youth outcome areas.                   | Y                    | Y                   | Y                | Y                | Y                  | Y                 | N                    | Y               | Y                           | *                   | *                        | N                         | Y               | Y                | Y                        | Y                      | N                 | N |
| <i>Teacher Emotional Support Scale</i>  | The <i>Teacher Emotional Support Scale</i> is one measure of various positive dimensions of the classroom social environment and has been found to be linked to student motivation and engagement in learning.  | N                    | Y                   | Y                | N                | N                  | N                 | N                    | Y               | Y                           | N                   | N                        | N                         | Y               | Y                | Y                        | N                      | Y                 | N |
| <i>The Colorado Trust's Toolkit for Evaluating Positive Youth Development</i> | The <i>Colorado Trust's Toolkit for Evaluating Positive Youth Development</i> is a comprehensive, research-based resource for promoting high quality programming and contains measurement tools in 8 youth outcome areas.   | N                    | Y                   | Y                | N                | N                  | N                 | Y                    | Y               | Y                           | Y                   | Y                        | *                         | Y               | Y                | *                        | Y                      | N                 | N |
| <i>The Survey of Afterschool Youth Outcomes (SAYO)</i>                        | Developed in conjunction with the Massachusetts Department of Education, including their many 21st CCLC grantees, the SAYO is a research-based and tested tool that measures intermediate youth outcomes associated with positive youth development and academic performance.         | Y                    | Y                   | N                | Y                | Y                  | N                 | N                    | Y               | N                           | Y                   | *                        | *                         | Y               | Y                | N                        | Y                      | N                 | Y |
| <i>The Youth Outcome Toolkit</i>  | Building upon a five-year evaluation of the After-School Initiative funded by The Colorado Trust, and evaluations of other youth-serving programs, National Research Center, Inc created the <i>Youth Outcome Toolkit as a comprehensive evaluation resource for programs serving</i> | N                    | Y                   | Y                | Y                | Y                  | Y                 | Y                    | Y               | N                           | *                   | Y                        | *                         | Y               | Y                | *                        | Y                      | N                 | N |
| <i>YMCA Purple Kit</i>  | Developed in conjunction with the Search Institute, the <i>YMCA Purple Kit: A Tool for Evaluating Asset Building for and with Young People</i> is a step-by-step guide to evaluating YMCA affiliated, (and/or other after school) programs within the developmental asset framework.  | N                    | Y                   | Y                | N                | N                  | Y                 | Y                    | N               | N                           | *                   | Y                        | *                         | Y               | *                | *                        | Y                      | N                 | N |
| <i>Youth Experiences Survey (2.0)</i>   | The <i>Youth Experiences Survey (YES)</i> was designed to examine high school adolescents' developmental experiences in extracurricular activities and community-based programs.  | N                    | N                   | Y                | N                | N                  | N                 | N                    | Y               | Y                           | *                   | *                        | N                         | Y               | Y                | *                        | Y                      | N                 | N |

\*=See full Tool Profile for more information.  
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