



Measurement Tools for Evaluating Out-of-School Time Programs: Table 2.5 Identity Perceptions and Self-Esteem

This table is a compilation of instruments used to assess identity perceptions and self-esteem. For examples of how these assessments were used, please consult the individual profiles (listed in the 3rd column below) in HFRP’s OST Program Research and Evaluation Database at www.hfrp.org/OSTDatabase.

Please also note that additional measures of identity perception and self-esteem may be available in **Table 2.8: Multicomponent/Comprehensive Surveys** (www.hfrp.org/OSTMeasurementTools#table2-8).

ABOUT THIS RESOURCE

This table is part of the *Measurement Tools for Evaluating Out-of-School Time Programs: An Evaluation Resource*, an online resource of measurement tools and assessments for OST evaluators and practitioners.

To access the full guide, please visit www.hfrp.org/OSTMeasurementTools.

| Instrument Name & Description | Sample Items/ Item Description | OST Evaluations Using the Instrument | References & Availability |
|--|--|--|---|
| <p>Attractiveness Scale This 8-item scale measures girls’ perceptions about attractiveness.</p> | <p>Sample items include: “I think girls need to be skinny to be attractive” and “The way I look is more important than the way I act.” The items are scored on a 4-point scale from <i>strongly disagree</i> to <i>strongly agree</i>.</p> | <p>Go Grrrls</p> | <p>Information available in: LeCroy, C. W., & Daley, J. (2001). <i>Empowering adolescent girls: Examining the present and building skills for the future with the Go Grrrls Program</i>. New York: W. W. Norton.</p> |
| <p>Body Image Scale This five-item self-report scale measures satisfaction with body image.</p> | <p>Sample items include “How happy are you with your overall figure?” and “How happy are you with how much you weigh?” Items are scored according to a 4-point scale from <i>not at all</i> to <i>very much</i>.</p> | <p>Go Grrrls</p> | <p>Unverified source: Simmons, R. G., & Blythe, D. A. (1987). <i>Moving into adolescence: The impact of pubertal change and school context</i>. New York: Aldine De Gruyter.</p> |
| <p>Body Satisfaction A measure adapted from youth’s reactions to eight body sizes that measures the degree of discrepancy between youth’s perceptions of how they look and how they would like to look.</p> | <p>Youth are presented with eight body figure drawings and asked to first choose the body type they believe resembles themselves. Youth then pick the figure that looks the way they would like to look.</p> | <p>Girlfriends for KEEPS</p> | <p>Unverified source: Stunkard, A., Sorenson, T., & Schulsinger, F. (1983). Use of the Danish Adoption Register for the study of obesity and thinness. In Kety, S., Rowland, L., Sidman, R., & Matthysse, S. (Eds.), <i>Genetics of neurological and psychiatric disorders</i>. New York: Raven Press.</p> |
| <p>Children’s OMNI Scale of Perceived Exertion This scale uses picture scales to enable exercisers to rate their physical exertion visually.</p> | <p>Items are pictorial depictions of exertion on a 0 to 10 scale, with 10 being <i>maximum possible exertion</i>.</p> | <p>Pilates After School Classes</p> | <p>Available in: Robertson, R. J., Goss, F. L., Boer, N. F., Peoples, J. A., Foreman, A. J., Dabayebah, I.M., et al. (2000). Children’s OMNI scale of perceived exertion: Mixed gender and race validation. <i>Medicine & Science in Sports & Exercise</i>, 32, 452–458.</p> |
| <p>Draw a Person Test This assessment measures acceptance of and/or conflict over racial identity.</p> | <p>Analysis of youth’s drawings of people by various factors, such as race of the person drawn (whether face of person drawn was colored in), occupation of person drawn, etc.</p> | <p>Be A Star</p> | <p>Information available in: Schofield, J. W. (1975). <i>Racial identity and intergroup attitudes of Black children in segregated and desegregated schools</i>. www.eric.ed.gov/ERICWebPortal/detail?accno=ED118683</p> |

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| <p>Feelings of Inadequacy Scale—Revised</p> <p>This scale consists of 36 self-reported items measuring five factors: self-regard, social confidence, school abilities, physical appearance, and physical abilities.</p> | <p>Youth are presented with statements such as “I feel as smart as others” or “I feel self-conscious” and then report the frequency (<i>practically never to very often</i>) with which they feel in that way.</p> | <p>School-to-Jobs Programme</p> | <p>Available for free at: http://chipts.cch.ucla.edu/assessment/IB/List_Scales/REVISED%20JANIS%20AND%20FIELD%20SCALE.htm</p> |
| <p>Girls’ Self-Efficacy Scale</p> <p>This nine-item scale measures girls’ perceived gender role efficacy.</p> | <p>Sample items include “I feel good about being a girl” and “I am a caring and confident girl.” The items are scored on a 4-point scale from <i>strongly disagree to strongly agree</i>.</p> | <p>Go Grrrls</p> | <p>Unverified source: LeCroy, C. W., & Daley, J. (2001). <i>Empowering adolescent girls: Examining the present and building skills for the future with the Go Grrrls Program</i>. New York: W. W. Norton.</p> |
| <p>Harter Self-Perception Profile for Children/Adolescents</p> <p>This scale measures youth’s perceived competence in academics and other areas (e.g., athletics) as well as their sense of general self-worth. It is intended for children over age 8, and has also been adapted specifically for adolescents.</p> | <p>Youth read two statements and choose the description that is more like them, and then they choose whether the description is <i>really true</i> or <i>sort of true</i> of them. For example, youth are asked to choose either “Some kids often forget what they learn” or “Other kids can remember things easily.”</p> | <p>Across Ages Big Brothers Big Sisters Thunderbirds Teen Center Woodrock Youth Development Program Girlfriends for KEEPS</p> | <p>Unverified sources: Harter, S. (1982). The perceived competence scale for children. <i>Child Development</i>, 53, 87–97; and Harter, S. (1985). <i>The Self-Perception Profile for Children: Revision of the Perceived Competence Scale for Children</i>. Denver, CO: University of Denver.</p> <p>For adolescents, see also: Harter, S. (1988). <i>Manual for the Adolescent Self-Perception Profile</i>. Denver, CO: Author.</p> |
| <p>Martinek-Zaichkowsky Self-Concept Scale for Children (MZSCS)</p> <p>This nonverbal instrument measures the global self-concept of both English- and non-English-speaking children in Grades 1–8.</p> | <p>Youth respond to pictures that represent selected self-concept factors including popularity, intellectual and school status, physical appearance and attributes, happiness and satisfaction, anxiety, and behavior.</p> | <p>Hispanic After School Program</p> | <p>Unverified source: Martinek, T. J., & Zaichkowsky, L. D. (1977). <i>The Martinek-Zaichkowsky Self-Concept Scale for Children</i>. Jacksonville, IL: Psychologists and Educators.</p> |
| <p>McKnight Risk Factor Survey</p> <p>This survey assesses risk and protective factors in adolescent girls for the development of eating disorders.</p> | <p>Youth respond to various questions about weight gain, diet, eating habits, body appearance, parents’ diet, coping skills, support, and more.</p> | <p>Girlfriends for KEEPS</p> | <p>Available for free at: http://bml.stanford.edu/resources/documents/MRFS_6-12_WEB.pdf</p> |
| <p>Piers-Harris Children’s Self-Concept Scale—2nd edition</p> <p>This 60-item self-reported scale assesses general self-esteem in children aged 7–18, and has six subscales: behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction.</p> | <p>Test items are simple descriptive statements, written at a second grade reading level. Youth indicate whether each item applies to them by selecting a <i>yes</i> or <i>no</i> response. (A Spanish Test Booklet is available for children who read Spanish only.)</p> | <p>Project EMERGE</p> | <p>Available for purchase at: www.mhs.com/product.aspx?gr=edu&prod=piersharris2&id=overview</p> |
| <p>Revised Cultural Awareness Test (RCAT)</p> <p>The scales, designed to measure ethnic identity or cross-cultural awareness, contain illustrations of dress, sports, food, and symbols from various cultures.</p> | <p>Youth rate their reactions toward each illustration by selecting one of five faces ranging from happy to sad.</p> | <p>Be A Star</p> | <p>Available in: Zirkel, P. A., & Green, J. F. (1974). <i>Cultural attitudes scales: Puerto Rican, Black-American, and Anglo-American</i>. Bethlehem, PA: Lehigh University, School of Education. www.eric.ed.gov/ERICWebPortal/detail?accno=ED187763</p> |

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|--|---|---|---|
| <p>Self-Description Questionnaire III This 76-item self-report inventory for youth aged 8–12 measures self-concept in the following areas: mathematics, reading, general-school, physical abilities, physical appearance, peer relations, parent relations, total academic, total nonacademic, total self, and general self. There are also similar inventories designed for older youth.</p> | <p>Youth are asked to read declarative sentences (e.g., “I’m good at mathematics,” and “I make friends easily”) and to select one of eight responses ranging from <i>definitely false</i> to <i>definitely true</i>.</p> | <p>Gevirtz Homework Project</p> | <p>Available for free at: www.self.ox.ac.uk/Instruments.htm</p> |
| <p>Self-Esteem Questionnaire This self-report questionnaire includes 42 items forming six subscales measuring self-esteem in peer relations, family, school, sports/athletics, body image, and global self-worth.</p> | <p>Adolescents rate statements such as: “I am as good a student as I would like to be,” and “I am happy with myself as a person,” using a 4-point scale to indicate how much they <i>agree</i> or <i>disagree</i>.</p> | <p>Siblings of Children With Developmental Disabilities After School Support Program</p> | <p>Available in: DuBois, D. L., Felner, R. D., Brand, S., Phillips, R. S. C., & Lease, A. L. (1996). Early adolescent self-esteem: A developmental-ecological framework and assessment strategy. <i>Journal of Research on Adolescence</i>, 6, 543–579.</p> |
| <p>Self-Image Questionnaire for Young Adolescents (SIQYA) This set of self-report questions aimed at 11- to 13-year-olds measures self-image in areas such as difficulty in dealing with new situations and confidence in one’s learning abilities.</p> | <p>Statements include “when I decide to do something, I do it,” “I frequently feel sad,” and “I can count on my parents most of the time.” Youth report using a 6-point scale ranging from 1 (<i>does not describe me at all</i>) to 6 (<i>describes me very well</i>).</p> | <p>Big Brothers Big Sisters</p> | <p>Information available in: Petersen, A., Schulenberg, J., Abramowitz, R., Offer, D., & Jarcho, H. (1984). A Self-Image Questionnaire for Young Adolescents (SIQYA): Reliability and validity studies. <i>Journal of Youth and Adolescence</i>, 13, 93–111.</p> |
| <p>Self-Liking and Self-Competence Scale—Revised This 18-item scale measures perceived personal efficacies and self-esteem.</p> | <p>Sample items include “I perform very well at many things” and “I do not have enough respect for myself.” The items are scored on a 5-point scale from <i>strongly disagree</i> to <i>strongly agree</i>.</p> | <p>Go Grrrls</p> | <p>Available for free at: www.psych.utoronto.ca/users/tafarodi/</p> |
| <p>Short Acculturation Scale for Hispanics—Youth Version (SASH-Y) This 12-item measure assesses the predominant language used in different contexts of a child’s day (reading, speaking, thinking, and television/radio) and the predominant ethnicity of a child’s social group (close friends and visitors).</p> | <p>Youth rate the language used in various contexts on a 5-point scale with 1 indicating only Spanish, 3 indicating both Spanish and English equally, and 5 indicating only English.</p> | <p>Generación Diez</p> | <p>Available for free at: http://sites.google.com/site/drjeffmiller/Home/acculturation-scale</p> |