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ABSTRACT

This 31-item test bibliography deals with a variety of currently available measures of self-concept and self-esteem. For the purposes of this listing, self concept was defined as a multidimensional construct encompassing the range of an individual's perceptions and evaluations of himself. Many of the devices contained herein emphasize the learner's self-concept or the child's conception of himself in the school environment. However, several global measures are also described. Various methods for assessing self-concept, including direct observations, behavior ratings, self-reports, and projective techniques, are presented. The instruments described in this listing are appropriate for use with children in grades four through six. Information was obtained from the holdings and references of the Educational Testing Service Test Collection. (Author).



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## MEASURES OF SELF-CONCEPT Grades 4-6

This annotated bibliography deals with a variety of currently available measures of self-concept and self-esteem. For the purposes of this listing, self-concept was defined as a multidimensional construct encompassing the range of an individual's perceptions and evaluations of himself. Many of the devices contained herein emphasize the learner's self-concept or the child's conception of himself in the school environment. However, several global measures are also described. Various methods for assessing self-concept, including direct observations, behavior ratings, self-reports, and projective techniques, are presented. The instruments described in this listing are appropriate for use with children in grades four through six.

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Some of the measures listed below are reviewed or described in the references cited in the bibliography.

*About Me* by James Parker; Not Dated; Grades 4-6; James Parker\*.

A five-point self-rating scale assessing five areas of self-concept which are expressed in behavior in the school setting. Subscores included are: Self, Self in Relation to Others, Self as Achieving, Self in School, and the Physical Self.

\*Included in Parker, James. *The Relationship of Self-Report to Inferred Self-Concept*. Educational and Psychological Measurement. 26 Pp. 691-700; 1966.

*The Behavior Cards: A Test-Interview for Delinquent Children* by Ralph M. Stogdill; c1941-50; Grades 3-10; Stoelting Company.

Use of the Cards provides the child with an opportunity to face his problems and provides an insight into the child's attitudes toward his delinquent behavior. The test is individually administered employing the card-sort technique. Any child who scores grade 4.5 or higher on a standardized reading test should be able to sort the cards with little assistance. Cards can be read to subjects with reading disabilities. At times an abbreviated version of the test can be given by eliminating fifty specified cards. This eliminates the more serious delinquent behaviors.

*Behavior Rating Form* by Stanley Coopersmith; Not Dated; Grades Kindergarten-9; Stanley Coopersmith\*.

A 13-item five-point rating scale devised for appraising assured and confident behavior. Items refer to such behavior as the child's

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reaction to failure, self-confidence in a new situation, sociability with peers, and the need for encouragement and reassurance. The form yields two scores: Esteem Behavior and Confidence Behavior.

\*Data is available in: Coopersmith, Stanley. *Antecedents of Self-Esteem*. San Francisco: W.H. Freeman, 1967.

*Children's Self-Concept Test: Form II* by Marjorie B. Creelman; c1954-55; Grades 3-6; Marjorie B. Creelman.

Designed to assess the relationship of self-concept to adjustment or maladjustment. Employs a series of pictures depicting situations commonly experienced by children in Western culture. Test provides indications of self-esteem and moral standards.

*Children's Self-Social Constructs Test: Primary Form* by Edmund H. Hendersen, Barbara H. Long, and Robert C. Ziller; c1967; Grades 1-6; Edmund H. Hendersen.

A measure of social self-concept from which certain aspects of the child's conceptions of himself are inferred. Subscores include: Self Esteem, Social Interest or Dependency, Identification, Group Identification, Individuation or Minority Identification, Power, Egocentricity, Complexity, Realism for Size, and Preference for Others.

*Columbus Sentence Completion for Children* by Jack A. Shaffer and Arthur S. Tamkin; Not Dated; Ages 4-Adolescence; Jack A. Shaffer.

A general projective test covering the following topics: Self-Concept, Wishes and Plans, Self-Concept (Problems), Family, Social, School, and Picture of Self. The test provides an indication of the child's adjustment level.

*Coopersmith Self-Esteem Inventory: Form A* by Stanley Coopersmith; Not Dated; Ages 9-Adults\*; Stanley Coopersmith.

Designed to provide a general assessment of self-esteem. The 58 items are arranged into five subscales: General Self, Social Self-Peers, Home-Parents, Lie Scale, Home-Academic.

\*Can be used with children younger than age 9 if individually administered. Technical information is available in: Coopersmith, Stanley. *Antecedents of Self-Esteem*. San Francisco: W.H. Freeman, 1967.

*Coopersmith Self-Esteem Inventory: Form B (Short Form)* by Stanley Coopersmith; Not Dated; Ages 9-Adults; Stanley Coopersmith\*.

Designed to measure self-esteem from the perspective of the subject. Emphasis is placed on the subject's self-attitudes in four

areas: peers, parents, school, and personal interest.

\*Additional information is available in: Coopersmith, Stanley. *Antecedents of Self-Esteem*. San Francisco: W.H. Freeman, 1967.

*Expanded Test Anxiety Scale for Children (Feld and Lewis 1969)* by Sheila C. Feld and Judith Lewis; 1969; Grades 1-9; Sheila C. Feld\*.

A modification of the *Sarason Test Anxiety Scale for Children* which includes the original and revised questions and two neutral items about dreams and achievement. Subscales include: Test Anxiety, Remote School Concern, Poor Self-Evaluation, and Somatic Signs of Anxiety.

\*Included in Feld, S., and Lewis, J. "The Assessment of Achievement Anxieties in Children." In C.P. Smith (Ed.), *Achievement-Related Motives in Children*. New York: Russell Sage Foundation, 1969, Pp. 151-199.

*How I See Myself Scale: Elementary Form* by Ira J. Gordon; 1968; Grades 3-6; Ira J. Gordon (Manual is available from the Florida Educational Research and Development Council).

Factors assessed are Teacher-School, Physical Appearance, Interpersonal Adequacy, and Academic Adequacy.

*How Much Like Me?* by Dale W. Dysinger; Not Dated; Grades 3-5; Dale W. Dysinger.

A self-administered measure of general self-concept.

*Inferred Self-Concept Judgment Scale* by Elizabeth McDaniel; 1965-69; Grades 1-9; Elizabeth McDaniel.

Designed to measure the student's self-concept as it is generated and in the school setting.

*Inferred Self-Concept Scale: Experimental Form* by Elizabeth L. McDaniel; c1969; Grades 1 and Above; San Felipe Press.

Scale is based upon the assumption that self-concept can be inferred from manifest behavior. Scale purports to be appropriate for assessing and comparing self-concepts of culturally different groups. Test may also be used with adults and German juveniles.

*Instructional Objectives Exchange: Measures of Self-Concept, Kindergarten-Grade 12, Revised Edition*; 1972; Grades Kindergarten-12; Instructional Objectives Exchange.

A series of affective objectives concerning the learner's self concept. Dimensions employed are peer, scholastic, family, and general. Self-report inventories (direct and indirect) and observational inventories are provided to assess the attainment of each objective.

*Instructional Objectives Exchange: Objective Collection in Attitude Toward School, Kindergarten-Grade 12, Revised Edition*; 1972; Grades Kindergarten-12; Instructional Objectives Exchange.

A collection of affective objectives dealing with the learner's self-concept as reflected in attitudes toward teacher, school subjects, learning; peers, social structure and climate, and general attitudes. An observational indicator and both direct and inferential self-report measures are provided to assess the attainment of each objective.

*Morgan Punishment-Situation Index* by Patricia K. Morgan; Not Dated (Test is copyrighted); Ages Children 9-12 and their mothers; Eugene L. Gaier.

A projective device specifically concerned with the perception of the direction of aggression in the punishment situation. The *Index* yields four concepts operating in the punishment situation: the child's self-concept, his concept of his mother, the mother's self-concept, and her concept of the child. Employs scoring procedures developed for *Rosenzweig Picture-Frustration Test*.

*Piers-Harris Children's Self-Concept Scale* by Ellen V. Piers and Dale B. Harris; c1969; Grades 3-12; Counselor Recording and Tests.

Measures self-concept with regard to behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. May be used as a classroom screening device to identify children in need of psychological referral.

*Rogers' Personal Adjustment Inventory* by Carl R. Rogers; c1961; Ages 9-13; Western Psychological Services.

Designed to assess a child's attitude toward himself, his family, and his peers. Subscores include: Personal Inferiority, Social Maladjustment, Family Maladjustment, and Daydreaming.

*Sears Self-Concept Inventory: Abbreviated Form* by Pauline S. Sears; 1966; Grades 3-6; Pauline S. Sears.

The child rates himself in terms of: Physical Ability, Attractive Appearance, Convergent Mental Ability, Social Relations with Same Sex, Social Virtues, Divergent Mental Ability, Work Habits, Happy Qualities, and School Subjects.

*Self-Concept Adjective Checklist* by Alan J. Politte; c1971; Grades Kindergarten-8; Psychologists and Educators, Inc.

Enables the student to project his personal feelings related to self-concept phenomena and provides indices of his general levels of self-concept feelings. The adjectives cover the following: Physical Traits, Social Values, Intellectual Abilities, and Miscel-

aneous (emotional feelings, group behaviors, and habits). As a result of the scoring, the child is identified as "self-confident," "poor self-concept," or "aggressive."

*Self-Concept and Motivation Inventory: Later Elementary Form* by George A. Farrah; c1968; Grades 3-6; Person-O-Metrics.

Measures academic self-concept in terms of the child's perception of his role as a learner. The inventory yields scores for role expectations, self-adequacy, goal and achievement needs, and failure avoidance.

*Self-Concept As A Learner Scale-Elementary* by John K. Fisher; Not Dated; Grades 3-6; John K. Fisher.

The SCAL is a modification of the secondary scale developed by Walter B. Waetjen. Subscores include: Motivation, Task Orientation, Problem Solving, and Class Membership. The Motivation factor is designed to determine the degree to which the respondent perceives himself motivated to do school work and to participate in learning activities. Task Orientation refers to the way a student sees himself relating to learning activities. Problem Solving determines the view that a pupil has of himself as a problem solver. The Class Membership factor is designed to find out how the student sees himself in relation to other members of the class.

*Self-Concept Instrument-A Learner Scale* by Gordon P. Liddle; 1967; Grades 3-6; Gordon P. Liddle.

Variables assessed are self-concept in reference to motivation, intellectual ability, task orientation, and class membership.

*Self-Concept of Ability Scale*; 1963-68; Grades 2-6; University of Maryland Research and Demonstration Center of the Interpersonal Research Commission on Pupil Personnel Services.

Designed to assess change in self-reported attitudes of groups of students toward themselves as learners. Covers six academic content areas: arithmetic, English, social studies, science, music, and art. The bases of comparison are the class, the grade-level, close friends, future high school class, future college associates, other students in general, and one's own ability. The scale was adapted from Brookover, Paterson, Thomas' *Self-Concept of Ability*.

*Self-Concept Target Game* by Ann FitzGibbon; 1970; Ages 9-10; Ann FitzGibbon.

Designed for use with children who have participated in the Responsive Model Follow Through Program. It is a measure of self-concept in terms of the child's willingness to take reasonable risks of failure, make positive estimates of his ability to perform a task, make realistic statements about the probability of being right

or wrong, learn from errors and corrections, use failure in a productive manner, and take credit for accomplishments and acknowledge failure. Individually administered.

*Self Profile Q-Sort* by Alan J. Politte; c1970; Grades 3-8; Psychologists and Educators Inc.

Aids in elementary school counseling by providing a means for eliciting self-evaluation from a student, for investigating changes in a student's self-concept through the course of counseling sessions, and for stimulating group interaction in the counseling setting.

*A Semantic Differential for Measurement of Global and Specific Self-Concepts* by Lois Stillwell; Not Dated; Grades 1-3 and 4-6; Lois Stillwell.

Test can be modified to assess attitudes toward self in a variety of specific roles or conception of self from the point of view of a stated referent. The Primary Form is appropriate for Grades one through three and the Upper Grades Form is for the fourth grade and beyond. Test can be group administered easily to those in grade three or higher. First and second graders may have difficulty and will require several assistants to provide close observation. Subscores include: Myself, Myself As a Student, Myself As a Reader, Myself As an Arithmetic Student.

*Tennessee Self-Concept Scale: Clinical and Research Form* by William H. Fitts; c1964-70; Ages 12 and Above; Counselor Recordings and Tests.

Yields 30 profiled scores: Self Criticism, Self Esteem (Identity, Self-Satisfaction, Behavior, Physical Self, Moral-Ethical Self,

Personal Self, Family Self, Social Self, Total), Variability of Response (Variation across First Three Self-Esteem Scores, Variation across Last Five Self-Esteem Scores, Total), Distribution, Time, Response Bias, Net Conflict, Total Conflict, Empirical (Defensive Positive, General Maladjustment, Psychosis, Personality Disorder, Neurosis, Personality Integration), Deviant Signs, and five scores consisting of counts of each type of response made.

*Tennessee Self-Concept Scale: Counseling Form* by William H. Fitts; c1964-70; Ages 12 and Above; Counselor Recordings and Tests.

Yields 15 profiled scores: Self-Criticism, Self-Esteem (Identity, Self-Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, Social Self, Total), Variability of Responses (Variation across First Three Self-Esteem Scores, Variation across Last Five Self-Esteem Scores, Total), Distribution, and Time.

*What I Am Like*; Not Dated; Grades 4-10; Cincinnati Public Schools; Division of Psychological Services and Division of Program Development.

A five-point, bi-polar, self-rating scale based on Osgood's concept of the semantic differential. Subtests are: What I Look Like, What I Am Like When I Am With My Friends, and What I Am. The test is for research only and is to be used only in group assessment.

*When Do I Smile?* by Dale W. Dysinger; Not Dated; Grades 1-5; American Institutes for Research.

Variable assessed in self-concept in reference to the school setting.

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## ERRATA

Children's Self-Social Constructs Test: Primary Form listed as available from  
Edmund H. Henderson, may now be obtained from The Office of Special Tests,  
Educational Testing Service, 17 Executive Park Drive, NE, Suite 100, Atlanta,  
Georgia 30329.

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