

Supporting Resources for several impact areas of LINE

1. Attainment

GL Assessment's Progress in English and Progress in Maths tests

New versions launched from March 2015. Standardised assessments designed for use year on year to support teachers in benchmarking student's knowledge, and measure their progress over time. The firm charge for this service and different age appropriate tests are available which are scored by the firm. E.g. of typical cost = £20 for a pack of 10 pupil booklets.

Available at www.gl-assessment.co.uk

Memory Tests

Memory tests can be used to gain insight into what pupils remember of facts and events from specific lessons. A common set of learning outcomes could be the focus of the test and teachers asked to deliver a lesson to teach these within a particular time-period and either in the classroom as a control or outside. After the lesson, all pupils should complete a questionnaire-based test at one week and five months to test the relative longevity of their memories. The tests examine both episodic and semantic memory by using questions that will relate to specific **facts** and **events** from the lesson in question.

2. Health and Wellbeing

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

This 14 point scale forms part of the annual Scottish Health Survey and is widely used across the UK e.g. National Childhood Development Study 2008 sweep. Although its uses are generally with adults (including students), there is no reason why it cannot be tried with older children. This site includes lots of background information but also has the questionnaire and scoring interpretations.

Available at: <http://www.healthscotland.com/uploads/documents/7551-WEMWBS%20User%20Guide%20Version%201%20June%202008.pdf>

Here is a guide from Action for Children for developing your own measure of well-being: http://www.actionforchildren.org.uk/media/94477/action_for_children_a_guide_to_measuring_childrens_well_being.pdf

3. Engagement

Student Engagement Instrument (SEI)

The Student Engagement Instrument is used to measure a student's level of engagement at school and with learning, including multiple dimensions of engagement that go beyond academics. There is some background reading material here plus a registration process that provides free access to the instrument:

<http://checkandconnect.umn.edu/research/engagement.html>

Possible proxies for engagement include attendance, or possibly readiness for lessons e.g. have pupils remembered their wellies and other required outdoor clothing?)

The Motivation and Engagement Scale (MES)

Developed by Dr Andrew Martin, various options of this instrument are available for purchase at:

<http://www.lifelongachievement.com/the-motivation-and-engagement-scale-mes-i8/>. This scale is linked to The Motivation and Engagement Wheel, a practical multi-factor approach to student motivation and engagement (<http://www.lifelongachievement.com/the-wheel-i7/>).

ALSPAC

The Avon Longitudinal Study of Parents and Children (ALSPAC) includes questions addressed to parents asking whether the child “is stimulated at school,” (where 0=never, 3=always) and whether the child “is bored at school” (where 0=always, 3=never). The higher the score, the greater the school engagement. As a guide, the average score is 2.36 for school engagement at age 7, 2.33 at age 10 and 2.09 at age 13.

4. Sociability

PASS - Pupil Attitudes to Self and School. 'A nationally recognised, robust self-evaluation system for the standardised measurement of pupil attitudes.' PASS can be purchased online with a minimum of a 3 year contract or in a downloadable format for a single user licence. Available at: <http://www.gl-assessment.co.uk/products/pass-pupil-attitudes-self-and-school>

Pupilvoice - The Lancashire Pupil Attitude Questionnaire (PAQ) is described as an ‘enjoyable, quick and user friendly way of gathering children’s views on a range of diverse issues which inform self-evaluation.’ The questions relate to engagement in learning, attitudes to school, social interaction, behaviour and Assessment for Learning. At cost (£208 per school; then 0.50p per pupil login) the tool can be accessed once per year, often during the summer term, from which the Lancashire Grid for Learning provides a summary for the school.

Background information and contact details for inquiring about The Pupil Attitude Questionnaire is available at: lancsnfl.ac.uk.

Pupil voice was used by Garden Fields JMI School, Hertfordshire, to measure Year 2 pupil feelings about maths and gain feedback from them at the start and end of the project.

ASAES (Attitude Scale for Art Experienced in School)

This tool is from a published paper, hence use may require author permission first. While the questions are explicitly related to Art, they could easily be substituted for other disciplines. The questionnaire scales can be found in the appendix, and an explanation of the scoring is contained in the method section. Available at:

<http://eprints.ioe.ac.uk/5913/1/Pavlou2007Pupils%27282.pdf>

Rosenberg self-esteem scale (better for older children)

This well established and widely used scale is available from many websites, This site provides a copy of the questionnaire and related background information, together with advice on how to use the tool. <http://www.socy.umd.edu/quick-links/rosenberg-self-esteem-scale>

5. Behaviour

The Strength and Difficulties Questionnaire (SDQ)

This is a brief behavioural screening questionnaire about 3-16 year olds. There are different versions depending on who is leading the work. The questionnaire and scoring guide is available at: sdqinfo.org

This resource is also available at the following sites:

<https://brightfutures.aap.org/pdfs/Other%203/SDQ%20Scoring%20Instructions%20%28Parent,%20Teacher%29.pdf> - for teacher assessment

<https://www.rcpsych.ac.uk/pdf/SDQ%20Score%20Sheet%20and%20Instructions%20for%20Self%20Reprt.pdf> - for older children only

6. Nature Connectedness

By understanding and developing ways to restore connections with nature we may be able to foster greater ecological concern and environmentally sustainable behaviour as well as promote psychological well-being. One way of diagnosing the causes of disconnection and developing strategies to enhance nature relatedness is to measure individual differences in nature relatedness. There are a number of established tools to do this.

Some further background reading: http://naturerelatedness.ca/Nature_Relatedness.html

Nature Relatedness (NR) - for older children

This 21 item test of nature relatedness (questionnaire and scoring) is available from: http://naturerelatedness.ca/Test_your_Nature_Relatedness.html. Once the answers are submitted a score is provided with a brief explanation of what it means.

The same conclusions can be drawn from a much shorter version of the NR test, the *NR-6*, using just 6 items which have been shown to act as a reasonable proxy for the full 21 item scale. This short form showed the same pattern of relationships with happiness and environmental variables as the longer scale. This very simple questionnaire can be found in Appendix A of this paper:

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3814587/>

RSPB Connection to Nature

The RSPB evaluated a number of measures that have been widely used for adults (including the NR scale), adapting them for use with 8-12 year old children. The outcome was the Connection to Nature scale, a customised tool that pulls together different elements of the original scales. One version has standard Likert scale responses; another uses smiley faces to illustrate the Likert statements.

Available at: <http://rspb.org.uk/forprofessionals/policy/education/research/connection-to-nature.aspx>. In the 'Downloads' section there are links to the questionnaire, a guide to using the index, and background information.

7. Personality traits

Grit and self-control are two traits that may be used to predict achievement. This site provides free access to a number of scales, including children-specific ones:

<https://sites.sas.upenn.edu/duckworth/pages/research>.