

Appendix C

Collection of Surveys

Public Domain Instruments.....	1
Anxiety: Depression, Anxiety, and Stress Scale (DASS21).....	1
Anxiety: Hamilton Anxiety Rating Scale (HAM-A).....	3
Student Attitudes about Mathematics Instruction.....	4
Personality Traits: International Personality Item Pool.....	5
Published Instruments.....	10
Anxiety: The Zung Self-Reported Anxiety Scale (SAS).....	10
Computer Anxiety Scale.....	10
Exercise Self-Efficacy Scale.....	10
Homosexuality Attitude Scale.....	11
Math Anxiety Scale.....	11
Mood Survey: Positive and Negative Affect Scale (PANAS).....	11
Motivation for Achievement.....	12
Narcissism Personality Inventory (Short: NPI-16).....	12
Satisfaction with Life Scale.....	12
Toxic Relationship Beliefs Inventory.....	12
Type A Personality Inventory.....	13
Surveys Available Online.....	14
The EAT-26: Eating Attitudes Test.....	14
Internet Addiction Survey.....	14
Introversion and Extraversion.....	15
Left and Right Brain Dominance.....	15
Obsessive Compulsive Disorder (OCD) Screening Instruments.....	15
Optimism: The Life Orientation Test, Revised (LOT-R).....	16
Perceived Stress Scale.....	16
Perfectionism: The Almost Perfect Scale, Revised (APS-R).....	16
Political Views Survey.....	16

Public Domain Instruments

Many surveys are available in the public domain and free for use and reproduction. This section contains several examples of such surveys.

Anxiety: Depression, Anxiety, and Stress Scale (DASS21)

University of South Wales: <http://www2.psy.unsw.edu.au/groups/dass/>

The DASS21 is a shortened version of the DASS42, which is also available at the University of South Wales webpage. The DASS is a set of three self-report scales designed to measure the negative emotional states of depression, anxiety, and stress.

The DASS21 is shown on the following page and contains 7 items for each of the three states. The 7 depression items are 3, 5, 10, 13, 16, 17, and 21; the 7 anxiety items are 2, 4, 7, 9, 15, 19, and 20; and the 7 stress scale items are 1, 6, 8, 11, 12, 14, and 18. To score the instrument, find the sums for the items in each category and then multiply each sum by 2.

DASS Severity Ratings

	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely Severe	28+	20+	34

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree, or a good part of time
- 3 Applied to me very much, or most of the time

1	I found it hard to wind down	0	1	2	3
2	I was aware of dryness of my mouth	0	1	2	3
3	I couldn't seem to experience any positive feeling at all	0	1	2	3
4	I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion)	0	1	2	3
5	I found it difficult to work up the initiative to do things	0	1	2	3
6	I tended to over-react to situations	0	1	2	3
7	I experienced trembling (eg, in the hands)	0	1	2	3
8	I felt that I was using a lot of nervous energy	0	1	2	3
9	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
10	I felt that I had nothing to look forward to	0	1	2	3
11	I found myself getting agitated	0	1	2	3
12	I found it difficult to relax	0	1	2	3
13	I felt down-hearted and blue	0	1	2	3
14	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
15	I felt I was close to panic	0	1	2	3
16	I was unable to become enthusiastic about anything	0	1	2	3
17	I felt I wasn't worth much as a person	0	1	2	3
18	I felt that I was rather touchy	0	1	2	3
19	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
20	I felt scared without any good reason	0	1	2	3
21	I felt that life was meaningless	0	1	2	3

Anxiety: Hamilton Anxiety Rating Scale (HAM-A)

Hamilton, M. (1959). The assessment of anxiety states by rating. *British Journal of Medical Psychology*, 32. 50–55.

Below is a list of phrases that describe certain feelings that people have. Rate the patients by finding the answer which best describes the extent to which he/she has these conditions. Select one of the five responses for each of the fourteen questions.

0 = Not present, 1 =Mild, 2= Moderate, 3 =Severe, 4= Very severe

1 Anxious mood 0 2 3 4 Worries, anticipation of the worst, fearful anticipation, irritability.	8 Somatic (sensory) 0 2 3 4 Tinnitus, blurring of vision, hot and cold flushes, feelings of weakness, pricking sensation.
2 Tension 0 2 3 4 Feelings of tension, fatigability, startle response, moved to tears easily, trembling, feelings of restlessness, inability to relax.	9 Cardiovascular symptoms 0 2 3 4 Tachycardia, palpitations, pain in chest, throbbing of vessels, fainting feelings, missing beat.
3 Fears 0 2 3 4 Of dark, of strangers, of being left alone, of animals, of traffic, of crowds.	10 Respiratory symptoms 0 2 3 4 Pressure or constriction in chest, choking feelings, sighing, dyspnea.
4 Insomnia 0 2 3 4 Difficulty in falling asleep, broken sleep, unsatisfying sleep and fatigue on waking, dreams, nightmares, night terrors.	11 Gastrointestinal symptoms 0 2 3 4 Difficulty in swallowing, wind abdominal pain, burning sensations, abdominal fullness, nausea, vomiting, borborygmi, looseness of bowels, loss of weight, constipation.
5 Intellectual 0 2 3 4 Difficulty in concentration, poor memory.	12 Genitourinary symptoms 0 2 3 4 Frequency of micturition, urgency of micturition, amenorrhea, menorrhagia, development of frigidity, premature ejaculation, loss of libido, impotence.
6 Depressed mood 0 2 3 4 Loss of interest, lack of pleasure in hobbies, depression, early waking, diurnal swing.	13 Autonomic symptoms 0 2 3 4 Dry mouth, flushing, pallor, tendency to sweat, giddiness, tension headache, raising of hair.
7 Somatic (muscular) 0 2 3 4 Pains and aches, twitching, stiffness, myoclonic jerks, grinding of teeth, unsteady voice, increased muscular tone.	14 Behavior at interview 0 2 3 4 Fidgeting, restlessness or pacing, tremor of hands, furrowed brow, strained face, sighing or rapid respiration, facial pallor, swallowing, etc.

Scoring

Each item is scored on a scale of 0 (not present) to 4 (severe), with a total score range of 0–56, where less than 17 indicates mild severity, 18–24 mild to moderate severity and 25–30 moderate to severe.

Student Attitudes about Mathematics Instruction

<http://www.sweptstudy.org/MathAttitudesPre-Survey.pdf>

The Science Work Experience Programs for Teachers (SWEPT) website contains a number of public domain instruments that were used in a study of Columbia University's Summer Research Program for Science Teachers. Below is a portion of the survey of students' attitudes about mathematics instruction.

DIRECTIONS: The statements in this survey have to do with your opinions and beliefs about mathematics instruction in school and the importance of mathematics in your life. Please read each statement carefully, and circle the number that best expresses **your own** feelings. Remember that this is not a test, and there are no "right" or "wrong" answers. Please respond to every item.

To what extent do you agree or disagree with each of the following statements about mathematics?
(Circle one number on each line.)

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
a. I enjoy mathematics	1	2	3	4	5
b. Mathematics is useful in everyday life	1	2	3	4	5
c. Mathematicians often don't have very good social skills	1	2	3	4	5
d. Doing mathematics often makes me feel nervous or upset	1	2	3	4	5
e. Mathematics challenges me to use my mind	1	2	3	4	5
f. The mathematics instruction that I have received will be helpful for me in the future	1	2	3	4	5
g. Mathematicians usually work with colleagues as part of a team	1	2	3	4	5
h. I am good at mathematics	1	2	3	4	5
i. Advancements in mathematics and science are largely responsible for the standard of living in the United States	1	2	3	4	5
j. I usually understand what we are doing in mathematics class	1	2	3	4	5
k. Knowing mathematics really doesn't help get a job	1	2	3	4	5
l. Mathematics is difficult for me	1	2	3	4	5
m. Working as a mathematician sounds pretty lonely to me	1	2	3	4	5
n. Studying hard in mathematics is not cool to do	1	2	3	4	5
o. Even without a strong background in mathematics, I will probably end up with the kind of job that I want	1	2	3	4	5
p. Overall, mathematics and science have cause more good than harm in our lives	1	2	3	4	5
q. I will probably take more advanced math courses available to me at this school	1	2	3	4	5

The items can be individually analyzed or an overall attitude score can be obtained by **reverse coding items c, d, k, l, m, n, and o** and summing the individual numerical responses.

Personality Traits: International Personality Item Pool

The following personality trait constructs are from the International Personality Item Pool: A Scientific Collaboratory for the Development of Advanced Measures of Personality Traits and Other Individual Differences (<http://ipip.ori.org/>).

These items can be administered with the response options shown below. An actual survey given to participants would not indicate which items are positively or negatively keyed. When scoring a construct, each positive item would receive the numerical value assigned to the response and each negative item would receive 6 minus the response value (i.e., for negative items: 1 → 5, 2 → 4, 3 → 3, 4 → 2, 5 → 1). These values for each item would then be summed to get the overall construct score.

Response Options

- 1: Very Inaccurate,
- 2: Moderately Inaccurate
- 3: Neither Inaccurate nor Accurate
- 4: Moderately Accurate
- 5: Very Accurate

Self-Esteem

- + keyed
 - I feel comfortable with myself.
 - I just know that I will be a success.
 - I seldom feel blue.
 - I like to take responsibility for making decisions.
 - I know my strengths.
- keyed
 - I dislike myself.
 - I am less capable than most people.
 - I feel that my life lacks direction.
 - I question my ability to do my work properly.
 - I feel that I'm unable to deal with things.

Optimism

- + keyed
 - I just know that I will be a success.
 - I feel comfortable with myself.
 - I seldom feel blue.
 - I look at the bright side of life.
- keyed
 - I have a dark outlook on the future.
 - I feel that my life lacks direction.
 - I dislike myself.
 - I often feel blue.
 - I see difficulties everywhere.
 - I am often in a bad mood.

(International Personality Item Pool, continued)

Private Self-Consciousness

- + keyed I am constantly reflecting about myself.
I examine my motives constantly.
I look for hidden meaning in things.
I try to examine myself objectively.
I spend time reflecting on things.
I like to get lost in thought.
- keyed I don't try to figure myself out.
I rarely look for a deeper meaning in things.
I seldom daydream.
I seldom get lost in thought.

Public Self-Consciousness

- + keyed I worry about what people think of me.
I want to amount to something special in others' eyes.
I feel threatened easily.
I need reassurance.
I need the approval of others.
I am easily intimidated.
- keyed I am not concerned with making a good impression.
I feel comfortable with myself.
I am not easily bothered by things.
I am not embarrassed easily.
I seldom feel blue.
I don't worry about things that have already happened.

Self-Deception

- + keyed I always know why I do things.
I just know that I will be a success.
I know that my decisions are correct.
I feel comfortable with myself.
I like to take responsibility for making decisions.
- keyed I am not always honest with myself.
I sometimes have trouble making up my mind.
I dislike myself.
I worry about what people think of me.
I have a low opinion of myself.

(International Personality Item Pool, continued)

Physical Attractiveness

- + keyed I am considered attractive by others.
I attract attention from the opposite sex.
I have a pleasing physique.
I like to look at my body.
I like to look at myself in the mirror.
I like to show off my body.
- keyed I don't consider myself attractive
I dislike looking at myself in the mirror
I dislike looking at my body

Warmth

- + keyed I know how to comfort others.
I enjoy bringing people together.
I feel others' emotions.
I take an interest in other people's lives.
I cheer people up.
I make people feel at ease.
I take time out for others.
- keyed I don't like to get involved in other people's problems.
I am not really interested in others.
I try not to think about the needy.

Emotional Stability

- + keyed I seldom feel blue.
I feel comfortable with myself.
I readily overcome setbacks.
I am relaxed most of the time.
I am not easily frustrated.
- keyed I have frequent mood swings.
I often feel blue.
I dislike myself.
I feel desperate.
I am easily discouraged.

(International Personality Item Pool, continued)

Assertiveness

- + keyed I take charge.
 I want to be in charge.
 I say what I think.
 I am not afraid of providing criticism.
 I take control of things.
 I can take strong measures.
- keyed I wait for others to lead the way.
 I never challenge things.
 I let others make the decisions.
 I let myself be pushed around.

Gregariousness

- + keyed I am the life of the party.
 I love large parties.
 I joke around a lot.
 I enjoy being part of a loud crowd.
 I amuse my friends.
 I act wild and crazy.
- keyed I seldom joke around.
 I don't like crowded events.
 I am the last to laugh at a joke.
 I dislike loud music.

Dutifulness

- + keyed I believe laws should be strictly enforced.
 I try to follow the rules.
 I believe in one true religion.
 I respect authority.
 I like to stand during the national anthem.
- keyed I resist authority.
 I break rules.
 I use swear words.
 I oppose authority.
 I know how to get around the rules.

(International Personality Item Pool, continued)

Friendliness

- + keyed I feel comfortable around people.
- I talk to a lot of different people at parties.
- I don't mind being the center of attention.
- I make friends easily.
- I start conversations.
- keyed I find it difficult to approach others.
- I often feel uncomfortable around others.
- I have little to say.
- I am quiet around strangers.
- I keep in the background.

Published Instruments

The following are references to research articles and publications containing the original version of many commonly used professional surveys and scales. The cited works contain information about the surveys and how they are scored, and many contain information on the statistical reliability and validity of the instruments. When possible, links have been provided containing the survey instrument or the original publication.

Anxiety: The Zung Self-Reported Anxiety Scale (SAS)

Zung, W. W. K. (1971). A rating instrument for anxiety disorders. *Psychosomatics*, 12, 371-379.

The SAS consist of 20 items describing a state or trait (e.g. "I can feel my heart beating fast") with responses including "1 - none or a little of the time," "2 - some of the time," "3- a good part of the time," and "4 - most of the time." Scores range from 20 to 80 with higher scores indicating a higher level of symptoms related to anxiety.

Copies of the survey can be found at <http://www.bsiworks.com/anxiety.htm> and <http://www.psymed.info/psymed/default.aspx?m=Test&id=35&l=3>

Computer Anxiety Scale

Lester, D., Yang, B., & James, S. (2005). A short computer anxiety scale. *Perceptual and Motor Skills*, 100, 964-968.

The Computer Anxiety Scale contains 6 Likert-type items with six possible responses ranging from "strongly disagree = 1" to "strongly agree = 6." After reverse scoring two of the items, higher scores indicate higher levels of computer anxiety.

Exercise Self-Efficacy Scale

Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan (Eds.), *Adolescence and education, Vol. 5: Self-efficacy and adolescence* (pp. 307-337). Greenwich, CT: Information Age Publishing.

Bandura's Exercise Self-Efficacy Scale contains 18 situations that may discourage an individual from sticking to a regular exercise routine (e.g. "When I have too much work to do at home.") The responses are numerical multiples of 10 from "0 = Cannot do at all" to "100 = Certain can do." Higher scores indicate a higher level of belief that one can stick to a regular exercise routine. The survey can be found on page 321 of Bandura's chapter available electronically at

<http://des.emory.edu/mfp/014-BanduraGuide2006.pdf>.

Homosexuality Attitude Scale

Kite, M.E., & Deaux, K. (1986). Attitudes toward homosexuality: Assessment and behavioral consequences. *Basic and Applied Social Psychology*, 7, 137-162.

The Homosexuality Attitude Scale contains 21 Likert-type items with responses ranging from “1 = Strongly Agree” to “5 = Strongly Disagree.” After reverse scoring 11 items, higher scores indicate a greater level of acceptance of homosexuality. The survey is accessible from Kite’s webpage at <http://mkite.iweb.bsu.edu/basp.scale.htm>.

Math Anxiety Scale

Betz, N. E. (1978). Prevalence, distribution, and correlates of math anxiety in college students. *Journal of Counseling Psychology*, 25, 441-448.

The survey used by Betz contains 10 Likert-type items describing situations related to mathematics with five possible responses ranging from strongly disagree to strongly agree. After reverse coding five of items, higher composite scores indicate higher levels of mathematics anxiety.

This scale is an abbreviated version of the longer Fennema-Sherman Mathematics Attitudes Scales cited below:

Fennema, E., & Sherman, J. A. (1976). Fennema-Sherman Mathematics Attitudes Scales: Instruments designed to measure attitudes toward the learning of mathematics by males and females. *JSAS Catalog of Selected Documents in Psychology*, 6(1), 31.

Mood Survey: Positive and Negative Affect Scale (PANAS)

Watson, D., Clark, L.A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54, 1063-1070.

The PANAS consists of 20 words that describe different feelings or emotions. Respondents rate to what extent they have felt that way from “1 = very slightly” to “5 = extremely.” Half of the word make up a positive affect scale and the other half form a negative affect scale. By subtracting the negative affect score from the positive, one obtains the respondents overall mood score. An extended version with more words is presented and discussed at

<http://www.psychology.uiowa.edu/faculty/clark/panas-x.pdf>.

Motivation for Achievement

Ray, J.J. (1979). A quick measure of achievement motivation -- Validated in Australia and reliable in Britain and South Africa. *Australian Psychologist*, 14, 337-344.

Ray's short Achievement Motivation Scale contains 14 questions about motivation and achievement with three possible responses (Yes = 3, ? = 2, No = 1). After reverse scoring 7 of the items, higher scores indicate a higher motivation for achievement. The survey can be found in a copy of the original article on Ray's webpage: <http://jonjayray.tripod.com/quickao.html>

Narcissism Personality Inventory (Short: NPI-16)

Ames, D. R., Rose, P., & Anderson, C. P. (2006). The NPI-16 as a short measure of narcissism. *Journal of Research in Personality*, 40, 440-450.

The NPI-16 is a survey with 16 paired statements for which a respondent selects the choice that best describes him or her from each pair. One item from each pair is narcissistic (e.g., "I like to be the center of attention") and the other is not (e.g., "I prefer to blend in with the crowd"). One point is scored for each narcissistic response with higher scores indicating higher levels of narcissism. The article is available on Daniel Ames' webpage at http://www.columbia.edu/~da358/npi16/npi16_jrp.pdf.

This inventory is an abbreviated version of the original 40-item NPI, also cited below.

Raskin, R., & Terry, H. (1988). A principal-components analysis of the Narcissistic Personality Inventory and further evidence of its construct validity. *Journal of Personality and Social Psychology*, 54, 890-902.

Satisfaction with Life Scale

Diener, E., Emmons, R.A., Larsen, R.J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.

The Satisfaction with Life Scale is a short 5 item inventory with 7 choice Likert responses ranging from "1 = Strongly Disagree" to "7 = Strongly Agree." Higher scores indicate higher levels of satisfaction with life. The survey is available on the Positive Psychology Center's webpage <http://www.ppc.sas.upenn.edu/lifesatisfactionscale.pdf>.

Toxic Relationship Beliefs Inventory

Romans, J.S.C., & DeBord, J. (1995). Development of the relationship beliefs questionnaire. *Psychological Reports*, 76, 1248-1250.

The Toxic Relationship Beliefs Inventory contains 8 items with 6 choice Likert responses ranging from "1 = Strongly Disagree" to "6 = Strongly Agree." Higher scores indicate more irrational (less realistic) beliefs about relationships.

Type A Personality Inventory

Friedman, M., & Rosenman, R.H. (1974). *Type A behavior and your heart*. New York: Alfred A. Knopf.

The Type A Personality Inventory contains 10 multiple choice items used to determine if an individual has a Type A Personality (aggressive, impatient, and competitive) which many have linked with high levels of stress and heart disease.

Surveys Available Online

Several surveys are available on the Internet. The resources listed below provide a survey, background information about what the survey measures, and instructions for scoring.

To use an online survey effectively in a project, you need to obtain a copy of the survey that you can control. This means either using a printed copy of the survey or creating your own online survey (e.g., with SurveyMonkey) so that you have direct access to participants' answers. Do not attempt to rely on surveys administered online from another website. This practice gives the survey results to the participant rather than to you, which introduces obstacles to collecting accurate data and to ensuring that confidentiality/anonymity requirements are met. The result is a data collection process that is usually unworkable, or at best extremely cumbersome.

Many of the online surveys are fairly long, which makes data collection more challenging; fewer people are inclined to spend the time to complete a long survey, and those who do may not take as much care in reading the questions and providing the best possible answers. You may wish to create your own survey with a subset of the questions originally provided on a survey. In this case, you should ensure that you have a full understanding of how to score the items, so that the score you compute is still meaningful and relevant to the construct you intend to measure.

The EAT-26: Eating Attitudes Test

The EAT-26 test is used as a screening tool to assess "eating disorder risk". The test is a widely used standardized self-report measure of symptoms and concerns characteristic of eating disorders. However, the EAT-26 is only a screening tool. The test is not designed to make a diagnosis of an eating disorder or to take the place of a professional diagnosis or consultation. The EAT-26 alone does not yield a specific diagnosis of an eating disorder.

In the Downloads section of the website, you can obtain a copy of the test and the interpretation and scoring instructions, which include information on 3 sub-scales. These sub-scales are dieting, food preoccupation, and oral control. The subscales consist of a subset of the 26 questions, which could be used to construct a smaller survey with a more narrow focus.

<http://www.eat-26.com/>

Internet Addiction Survey

An Internet Addiction test designed by Dr. Kimberly Young has been made available on several websites. The link below contains both the test and explicit scoring instructions. You may find other versions by conducting an Internet search.

[Internet Addiction Test \(Fall Creek Associates\)](#)

Introversion and Extraversion

There are several quizzes on the web to measure introversion and extraversion. Feel free to conduct your own search. The following link gives one such quiz, along with scoring instructions. This quiz gives a numeric score that could be used as a quantitative variable. It also suggests classifications based on one's score (introvert, balanced, extravert) that could be used as a categorical variable.

<http://theadventurouswriter.com/blog/test-introverted-personality-traits-introversion-signs/>

Left and Right Brain Dominance

The two hemispheres of the brain are responsible for different functions. The left brain supports such functions as analytical reasoning, writing, and computation. The right brain supports such functions as creativity, imagination, and musical or artistic endeavors.

Below is a link to a test for left and right brain dominance; a link to the scoring key is provided on the web page. The test yields a separate score for each side (left and right). The higher of the two numbers in your score indicates which side of your brain has dominance in your life. Either score alone could be used as a quantitative variable. Your overall dominance could be used as a categorical variable: You may be left-brained, right-brained, or whole-brained (if the two scores are equal).

<http://www.angelfire.com/wi/2brains/>

Obsessive Compulsive Disorder (OCD) Screening Instruments

There are several surveys designed to screen individuals for Obsessive Compulsive Disorder (OCD). Please note that scores on such surveys are **not clinical diagnoses**. These inventories are screening tools only, similar to ones professionals use to see if further diagnostic protocols should be employed.

Below is a link to one such survey available online, with scoring instructions. You will see in the scoring instructions that this test has sub-scales for obsessive tendencies and compulsive tendencies. Either of these sub-scales could be used independently.

<http://www.mental-health-today.com/tests/ocdtest.htm>

Below is a link to the Obsessive-Compulsive Inventory, a longer survey with seven sub-scales.

<http://serene.me.uk/tests/oci.pdf>

Optimism: The Life Orientation Test, Revised (LOT-R)

The Life Orientation Test (LOT) was developed to assess individual differences in optimism. The LOT-R is a revised version of this test, with improved focus on expectations about the future (a key feature of optimism.) Below is a link to the test and scoring instructions.

<http://www.psy.miami.edu/faculty/ccarver/sclLOT-R.html>

Perceived Stress Scale

The Perceived Stress Scale (PSS) is a widely used psychological test designed to measure individuals' perceptions of their own stress levels. The link below contains the instrument with scoring instructions.

<http://www.mindgarden.com/docs/PerceivedStressScale.pdf>

Perfectionism: The Almost Perfect Scale, Revised (APS-R)

The APS-R scale was designed by Robert Slaney and colleagues (see citation below) to measure individuals' tendency toward perfectionism.

Slaney, R. B., Rice, K. G., Mobley, M., Trippi, J., & Ashby, J. (2001). The revised almost perfect scale. *Measurement and Evaluation in Counseling and Development*, 34(3), 130-145.

A link to the instrument is given below. Each item is answered on a scale of 1 to 7. The total score is the sum of the answers.

<http://media.tbo.com/pdf/almostperfectscale.pdf>

Political Views Survey

The World's Smallest Political Quiz measures political views on two dimensions instead of the typical one-dimensional "conservative vs. liberal" scale. The 10-question quiz is actually two 5-question scales, one covering economic issues and the other covering personal issues. The final score is plotted on a two-dimensional chart with five category regions: conservative, statist, liberal, libertarian and centrist. With this small tool, you can utilize one or both of the 5-question scales as numeric variables (don't try to combine them), or you can use the entire survey result as a categorical variable.

[Political Quiz \(pdf\)](#)

Made available by Advocates for Self-Government, <http://www.theadvocates.org/>