

Teacher guide

The building blocks “Youth financial capability survey” highlights the attitudes, skills, and habits a young person has by measuring their development of three interconnected building blocks of financial capability: executive function, financial habits and norms, and financial knowledge and decision-making skills.

Administering the “Youth financial capability survey”

The “Youth financial capability survey” is a 40-question self-assessment that is a four-page fillable PDF document. It is divided into three sections, each of which focuses on one of the three building blocks.

Giving the survey to students:

- You can print the survey for students or have them complete it electronically.
- Before beginning, let students know that they should answer as honestly and accurately as possible. Their responses will be kept confidential.
- Explain that students will indicate how well the statements describe them (questions 1-18), apply to them (questions 19-29), and represent them in comparison to their friends (question 30), as well as indicate how true or false a statement is (questions 31-40).
 - It can be helpful to read the first one or two statements aloud and help students consider the degree to which “this question describes me.”
- Students will likely complete the survey in 20 minutes.
 - You may give them a block of time to take the survey, or you may introduce one section at a time, giving them directions as needed.
 - To take a more active approach (which may better support struggling readers or English language learners), you may read each question aloud and give students time to respond.



Part 1
How well does each statement describe you or your situation?

This statement describes me	Completely	Very well	Somewhat	Very little	Not at all
1. When I have a problem to solve, I try to gather as much information as possible.	<input type="checkbox"/>				
2. I always make sure my money is spent after thinking carefully about the consequences.	<input type="checkbox"/>				
3. I am good at saving money because I like to set aside money for a good future.	<input type="checkbox"/>				
4. I ignore a lot of time-thinking about how much time I have to do something and how much effort it will take.	<input type="checkbox"/>				
5. I feel like my parents are responsible for my spending.	<input type="checkbox"/>				
6. I will plan ahead for what I want to do with my money.	<input type="checkbox"/>				
7. I will plan up what I want today to get what I want tomorrow.	<input type="checkbox"/>				

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Scoring the “Youth financial capability survey”

The Scoring worksheet is a document designed to help high school students or instructors score the Youth financial capability survey. It includes instructions for scoring individual questions and calculating building block scores. The CFPB logo is visible at the bottom.

Scoring worksheet

The “Scoring worksheet” helps young people, or their instructors, score their responses to the “Youth financial capability survey.”

You may choose to score all the surveys yourself, or have students score their own surveys and give you the results. Having students score their own survey will save you time and may also help build their awareness and engagement in the process. However, if you go this route, it’s important to emphasize that students shouldn’t judge themselves or try to change their answers in the process.

The “Scoring worksheet” helps connect the different parts of the survey to specific building blocks of financial capability. The statements within a building block are organized around categories that correspond to the key habits, attitudes, knowledge, skills, and abilities that make up that building block. Each statement is scored by recording the corresponding value of the response a student gave in the “Response value” column of the worksheet. A subtotal is calculated for each category within a building block. The subtotals are added together to get a total score for each building block.

The last two pages (pages 7 and 8) of the “Scoring worksheet” are designed to help students and their teachers calculate and interpret the students’ overall financial capability scores and their scores on each of the three building blocks. In step 1, they enter the score received for each building block and total the scores. In step 2, they multiply this overall score by .625 to get their CFPB financial capability score. This score, which will range from 0 to 100, represents a student’s current financial knowledge and skills. Once a score is calculated, students can see where their score falls on the financial capability scale.

Analyzing financial capability scores

To better understand what goes into an overall financial capability score, students can analyze their areas for growth as well as their areas of strength. To facilitate this process, page 8 of the “Scoring worksheet” makes it easy to see where their scores for each building block fall along three performance levels (“Area for growth,” “On track,” and “Area of strength”).

Analyzing students' scores can help capture their emerging financial capability for a specific moment in time. In addition, if the survey is given at different administration periods (e.g., for a pre- and post-assessment), it can show students' progress over time.

You can use the scores to:

- Assess a young person's (or a class's) current financial capability.
- Track changes in a young person's financial capability over time.
- Measure the extent to which educational or other programs are improving the financial capabilities of the youth they serve.

Class tally sheet

The "Class tally sheet" makes it easy to collect and review the results for a group of students. This can help you better recognize the attitudes, skills, and habits the group of students has already developed. It can also guide your selection of activities that can strengthen the building blocks.

Using survey data to build students' financial capability

After the surveys are scored, you'll have important data about your students' current strengths and areas for growth in each building block of financial capability. You can use this information to help students reflect on what they might do to improve their financial capability.

- An easy way to do this is to share "The milestones of financial capability rubric." This will give them a clear picture of the progression of specific skills and behaviors from beginning, to developing, to proficient, to advanced.
- You can use CFPB's classroom activities to teach and nurture the building blocks of financial capability – no matter what subject you teach.
 - Go to CFPB's searchable activity database (<https://www.consumerfinance.gov/practitioner-resources/youth-financial-education/teach/activities/>) to search for learning activities that target your students' areas for growth. Filter by building block, subject, topic, grade level, and many more criteria to find the activities that are most relevant for your class and your learners.
 - All activities can be completed within a single class period. Each activity comes with a teacher guide and student materials, so it's easy to implement.

Other building blocks assessments

You can also assess students' development of the building blocks using two additional classroom assessment tools.



Milestones of financial capability rubric

This rubric can help you measure your students' achievement of financial capability according to established criteria for the building blocks. The performance levels give a clear picture of how financial capability develops over time.



High school checklist

The checklist will help you collect individual and class data by observing students' demonstration of milestones related to each of the three building blocks. It's aligned with the "Milestones of financial capability rubric."