Following recent developments in the measurement of individual differences in social skills, we proposed a conceptual framework for defining and assessing moral skills of sporting schoolchildren. Preliminary testing resulted in the development of a 8–item measure of eight dimensions of moral skills, called the Moral Skills Inventory. The Moral Social Skills in our framework are termed: sensitivity (to console, to help), openness (not to pretend, not to cheat), forgiveness (not to humiliate, not to revenge), and responsibility (to keep given word, to bear responsibility for own actions). The Moral Skills Inventory was generated after providing a pilot study at one Kaunas sport school. By employing the methods sporting schoolchildren were investigated twice. Sporting schoolchildren of age 10 to 16 were asked to evaluate the following moral skills: to console, to help, not to pretend, not to cheat, not to humiliate, not to revenge, to keep given word, to bear responsibility for own actions. The second time sporting schoolchildren were investigated one month after the first investigation. The investigation was provided with the same sporting schoolchildren. In general, 432 sporting schoolchildren returned back the questionnaires. The Moral Skills Inventory demonstrated internal validity and test–retest reliability. Cronbach’s alphas for the Moral Skills Inventory scales, which were derived from a sample 432 sporting schoolchildren, ranged from .73 to .84. These coefficients demonstrated the high internal consistency of all scales. The test–retest correlation’s ranged from .81 to .89 (all p<.01).

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