

## Humor Assessment

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Directions: The following statements apply to how people communicate humor when relating to others. Indicate the degree to which each of these statements applies to you by filling in the number of your response in the blank before each item:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

- \_\_\_\_\_ 1. I regularly communicate with others by joking with them.
- \_\_\_\_\_ 2. People usually laugh when I makes a humorous remark.
- \_\_\_\_\_ 3. I am not funny or humorous.
- \_\_\_\_\_ 4. I can be amusing or humorous without having to tell a joke.
- \_\_\_\_\_ 5. Being humorous is a natural communication orientation for me.
- \_\_\_\_\_ 6. I cannot relate an amusing idea well.
- \_\_\_\_\_ 7. My friends would say that I am a humorous or funny person.
- \_\_\_\_\_ 8. People don't seem to pay close attention when I am being funny.
- \_\_\_\_\_ 9. Even funny ideas and stories seem dull when I tell them.
- \_\_\_\_\_ 10. I can easily relate funny or humorous ideas to the class.
- \_\_\_\_\_ 11. I would say that I am not a humorous person.
- \_\_\_\_\_ 12. I cannot be funny, even when asked to do so.
- \_\_\_\_\_ 13. I relate amusing stories, jokes, and funny things very well to others.
- \_\_\_\_\_ 14. Of all the people I know, I am one of the "least" amusing or funny persons.
- \_\_\_\_\_ 15. I use humor to communicate in a variety of situations.
- \_\_\_\_\_ 16. On a regular basis, I do not communicate with others by being humorous or entertaining.

SCORING: To compute your scores follow the instructions below:

1. How to Score:

Step One: Add scores for items 1, 2, 4, 5, 7, 10, 13, & 15.

Step Two: Add scores for items 3, 6, 8, 9, 11, 12, 14 & 16.

Step Three: Add 48 to Step 1.

Step Four: Subtract the score for Step two from the score for Step Three.

Source:

Wrench, J. S., & Richmond, V. P. (2004). Understanding the psychometric properties of the Humor Assessment instrument through an analysis of the relationships between teacher humor assessment and instructional communication variables in the college classroom.

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