A children's rights-based approach to research positions children as rights-holders who are entitled to not only express their views on all matters that affect them, but to have those views given due weight. This has implications for the involvement of children in research processes (Lundy and McEvoy Emerson, 2012). While children are increasingly involved as active participants and co-researchers in educational research, they are not routinely and systematically involved in the development of statistical measures. This paper discusses the development of a practical, statistically reliable and valid research tool to measure the effective implementation of children's rights. It focuses on the development of one domain of an overall ‘Children's Rights Questionnaire’: children's participation rights. The paper explores the processes through which children (aged ten and eleven years old) were engaged as co-researchers in the development of a measure of children's participation in school and community including: the capacity building activities designed to assist child co-researchers in understanding the nature of participation rights; and the specific involvement of children in the development of questionnaire items. The paper discusses the reliability and validity of the measure based on its piloting in the ‘Kids' Life and Times' survey (an annual survey administered to approximately five thousand 11 year old children in Northern Ireland). Moreover the paper explores the findings from this survey in relation to children's enjoyment of their participation rights in school and community, which suggest that children are more positive in relation to their enjoyment of their participation rights in school and their community and that boys are less positive than girls in relation to the extent to which they feel their views are taken seriously. Further it presents the interpretation of these findings by the child co-researchers involved in this project and their analysis of participants’ responses to an open ended question regarding how children's enjoyment of rights in school and community could be improved. The paper concludes by suggesting a model approach through which children can be systematically engaged in the development of children's rights measures. This research project was funded by seed funding made available by the Improving Children's Lives initiative at Queen's University Belfast.