Conflict Management Assessment Suite
Technical Report

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Defining Conflict Management

Conflict is a term used to describe a struggle or contest between people with opposing needs, ideas, beliefs, or goals. While manifestations of conflict can range from minor disagreements to physical violence, conflict is a natural part of human interaction. Along with sharing or competing for limited resources, conflict can occur because of individual or group difference in rank, objectives, views, or traditions (Ayas, Deniz, Kağan, & Kenç, 2010). Conflict management is the art of lessening tensions or resolving problems that arise among individuals or groups at variance with one other.

The Conflict Management Assessment Suite measures a student's knowledge, perceived level of proficiency, and performance across the three essential components of conflict management:
1. Knowing how you usually respond to conflict,
2. Understanding the reasons behind specific conflicts, and
3. Taking steps to resolve conflicts (Gaumer Erickson & Noonan, 2018a).

The Assessment Suite

Conflict management assessments included in this suite are formative measures designed to guide students' reflection and educators' instruction. The assessments are not intended to provide a summative evaluation. When combined with other data sources, these assessments guide decision-making for direct instruction that builds students' knowledge, for guided practice that develops students' fluency, and for independent practice with ongoing coaching that promotes students' proficiency and generalization. **All assessments are free** for educational professionals to administer if utilizing the results for skill development or program improvement.

Conflict Management Formative Questionnaire. This self-report measure asks students to rate behaviors on a 5-point Likert-type scale from 'not like me' to 'very like me.' The questionnaire was designed for students in middle and high school. The items on the questionnaire are written at a sixth-grade reading level, per the Flesch-Kincaid readability score (Kincaid et al., 1975). The Conflict Management Formative Questionnaire should not be used as a pre/post measure. As students learn more about conflict management, their internal frame of reference may shift, causing them to become more critical in their self-assessment; this phenomenon is called response shift bias (Bray et al., 1984; Drennan & Hyde, 2008). Accommodations should be provided when appropriate and may include reading the items aloud, explaining the items, and having a scribe fill in the response option. See Appendix A for Formative Questionnaire items.

The questionnaire can be cited as: Gaumer Erickson, A.S. & Noonan, P.M. (2018). Conflict management formative questionnaire. In *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom* (pp. 183-184). Thousand Oaks, CA: Corwin.

Conflict Management Knowledge Test. This curriculum-based measure assesses students' knowledge of conflict management constructs and judgement of the most effective course of action when applying these constructs. The test includes multiple choice, true/false, situational judgement, and short answer items. The Knowledge Test is directly aligned with lessons provided in *Teaching Conflict Management in Middle and High School Classrooms (2nd ed,* available for purchase at https://nge.selz.com/). The Knowledge Test can be used as a pre/posttest prior to and after teaching the conflict management lessons. Accommodations should be provided when appropriate and may include reading the items aloud, explaining the items, and having a scribe fill in the response option. See Appendix B for Knowledge Test items.

The test can be sited as: Enlow, L., Gaumer Erickson, A.S. & Noonan, P.M. (2020). Conflict Management Knowledge Test. In P. Noonan, A. Gaumer Erickson, & M. Loewenstein (2020). *Teaching conflict management in middle and high school classrooms* (2nd ed.; p. 1-5) [Teacher lessons and student workbook]. College & Career Competency Framework. https://nge.selz.com/

Conflict Management Styles Assessment This self-report measure is designed to help students identify preferred conflict management styles. Using a 4-point Likert-type scale from *rarely* to *always*, students rate items associated with each of five styles of conflict management: collaborating, avoiding, competing, accommodating, and compromising. Collaborating works toward solving problems in ways that optimize solutions for all involved; competing is an authoritarian, quick, approach where force is a factor; avoiding is non-confrontational where interested parties stay away from conflict; accommodating preserves relationships but may breed resentment; and compromising is a middle ground approach that takes into account the conflict-solver's own goals and preserves relationships (Adkins, 2006). Students are reminded to answer the questions honestly as there are no right or wrong answers; summarized results outline pros and cons for each conflict management style.

The assessment can be sited as: Adkins, R. (2006). *Conflict Management Styles Assessment.* Elemental Truths. http://elementaltruths.blogspot.com/2006/11/conflict-management-quiz.html

Performance-Based Observation. This assessment is designed to be embedded within authentic situations such as academic courses and extracurricular activities. The Conflict Management Performance-Based Observation can be used at purposeful intervals to monitor the development of each student. Based on observations across time or in specific situations, the educator rates each student's conflict management behaviors on the following scale:
- *Beginning*: Not yet able to demonstrate without scaffolding;
- *Emerging*: Minimal or superficial demonstration, prompting likely required;
- *Proficient*: Sufficient demonstration, including self-appraisal and detailed, personalized application;
- *Advanced*: Independent and consistent demonstration, teaches/prompts others; or
- *Not Observed*: Documented if there has not been the opportunity to observe the behavior performed by an individual student.

See Appendix C for Performance-Based Observation items.

The observation can be cited as: Noonan, P. M. & Gaumer Erickson, A. S. (2020). *Conflict Management Performance-Based Observation*. Derived from P. M. Noonan & A. S. Gaumer Erickson (2018). *College and Career Competency Sequence.* College & Career Competency Framework. http://cccframework.org

Performance-Based Reflection. This assessment, directly aligned with the Performance-Based Observation, promotes students' reflection on their demonstration of conflict management behaviors within authentic situations. This three-item rubric guides students to determine their application of the conflict management components: understanding your usual response to conflict, determining the reasons behind specific conflicts, and taking steps to resolve conflicts. Triangulating students' ratings with the performance-based observation results in a more comprehensive analysis of performance. The Conflict Management Performance-Based Reflection can be used at purposeful intervals to monitor the development of each student. See Appendix D for Performance-Based Reflection items.

The self-assessed reflection can be cited as: Enlow, L., Gaumer Erickson, A. S., & Noonan, P. M. (2021). *Conflict Management Performance-Based Reflection.* Derived from P. Noonan & A. Gaumer Erickson (2018).

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Administering the Formative Questionnaire and Knowledge Test

Teachers can launch the Conflict Management Questionnaire & Knowledge Test by visiting
https://www.cccstudent.org, creating a free account, and following the instructions provided on the website.
Through this website, which is free and available to all educators, these assessments have been combined to
ease administration, together requiring less than 20 minutes for students to complete. Once students have
completed the assessments, teachers can view graphed results for individual students and aggregate results for
all their students. Teachers can also download a raw data file.

Teachers distribute the assessments to students by providing the URL (https://www.cccstudent.org/) and a
unique survey code; the survey code is provided on the website when a survey is added to the teacher's
portfolio. Once on the website, student select *Take a Survey* and enter the code. They do not log into the
website. The assessment results are automatically generated for each student and available to him/her once all
items are answered. This enables each student to reflect on results immediately.

Directions to Students. Explain to students that they will each take the questionnaire and the knowledge test.
Results will help them better understand their preferred style of conflict management, determine their
knowledge of conflict management concepts, and promote reflection on their ability to identify how best to
apply conflict management styles in specific situations. Inform students that this test will not be used as a grade,
but you want them to be reflective and honest because they are going to use the information to think about their
strengths and areas for growth.

Provide students with the URL (https://www.cccstudent.org) and code. Once on the website, students select
Take a Survey on the top left and enter the code. Remind students to enter their student-specific number (e.g.,
school ID or assign each student a number). This number will allow you, as the teacher, to view their individual
results.

Tell students that for items 1-21, as they read each item, they should pause for a moment to think about the last
couple of months and how they managed conflicts in various situations. For instance, they might consider
conflicts they have had at home, school, extracurricular activities, or with friends and family. For example, the
following are items from the survey:
- I can think of several different ways to deal with a disagreement.
- When someone is upset with me, I try to find out why.
- If two friends are arguing, I try to understand both sides of the argument.
- During a disagreement, I try to find a compromise.

Tell students that items 22-45 test knowledge of conflict management concepts and potential ways to effectively
use conflict management styles in certain situations. Be sure to remind students that after finishing the test, they
should stay on the results page to record their results. Give students adequate time to complete the assessment
(approximately 15-20 minutes).

Prompt students to write down their self-assessment scores from the graph on the results page. The scores are
on a 100-point scale so that they can be interpreted as percentages. If a student received a score of 75 on
Component 1, that is similar to a 75% on that component. In addition to the composite scores, each item will be
displayed with the associated component and student's rating. Have students identify a couple questionnaire
items that are strengths and a couple questionnaire items that represent areas for improvement.

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Finally, have students write down their knowledge score. This score is at the end of the report. Additional instructions for facilitating students' reflection and using the results of the Conflict Management Questionnaire & Knowledge Assessment are provided in *Teaching Conflict Management in Middle and High School Classrooms (2nd ed)*, available for purchase at https://nge.selz.com/.

Explain that we all have strengths and areas to improve when it comes to conflict management. Display the Conflict Management Poster (http://www.researchcollaboration.org/uploads/ConflictManagementPoster.pdf). Using the information that students wrote down after completing the test, have students review which components and specific questionnaire items they noted as strengths, and which components and specific questionnaire items they noted as areas for improvement. Ask students to pair up with someone who they anticipate has similar questionnaire results or assign students appropriately into small groups. Have students discuss what each component means and what actions/behaviors are reflected in their scores (i.e., what types of things they do well and still need to work on for each component). Encourage students to share at least one of their component/questionnaire item pairs with the class. Celebrate the strengths that students share and draw some conclusions for the class as a whole (e.g., "It sounds like we, as a group, are good at knowing your usual response to conflict. I'm wondering if after practicing conflict management, our scores in taking steps to manage the conflict may increase."). As needed, refer back to the composite and individual results available via the teacher view in your http://researchcollaborationsurveys.org account.

Additional instructions for facilitating students' reflection and using the results of the Conflict Management Questionnaire & Knowledge Test are provided in *Teaching Conflict Management in Middle and High School Classrooms (2nd ed)*, available for purchase at https://nge.selz.com/.

Scoring the Essay Item - Log into your account on https://www.cccstudent.org. In My Portfolio, click on the name of the assessment. The table provides the option to score each student's response to the essay question: *For a project, you want to design a model, but your partner wants to give a presentation. How would you approach the conflict using different styles?* Assign points on a scale of 0-3 on the comprehensiveness of the answer; assign one point for each conflict management style described.

Using the Results - Results by component (i.e., know your usual response to conflict, know the reasons for the conflict, take steps to manage the conflict) support reflection on relative strengths and areas for improvement. Students can analyze their individual results to increase behaviors in which they, based on their own reporting, are not performing consistently. Students can also discuss conflict management with others and begin to apply this knowledge to their own experiences.

By determining the areas of conflict management processes to pinpoint, teachers can enhance their instructional practices through targeted instruction (see *Teaching Conflict Management in Middle and High School Classrooms;* available at https://nge.selz.com). After facilitating continual guided and independent practice with feedback, teachers can re-administer the Conflict Management Formative Questionnaire and Knowledge Test, and based on the results, alter instruction to further bolster students' conflict management knowledge and skills. It is expected that after instruction students' scores will increase on the knowledge portion of the assessment; the self-report questionnaire portion is not designed as a pre/post measure but instead to promote ongoing reflection of relative strengths and areas for growth. The data allow teachers to engage in data-driven decision making to increase their students' fundamental abilities to know their usual response to conflict, determine the reasons for specific conflicts, and take steps to management the conflict.

Administering the Conflict Management Styles Assessment
Following the same process as used for the questionnaire and knowledge test, teachers can launch the Conflict Management Styles Assessment by visiting http://ResearchCollaborationSurveys.org, creating a free account,

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and following the instructions provided on the website. Once students have completed the assessments, teachers can view graphed results for individual students and aggregate results for all their students. Teachers can also download a raw data file. Students can also view their graphed results.

Teachers distribute the assessments to students by providing the URL to the survey (http://is.gd/rcsurveys) and a unique survey code; both the URL and survey code are provided on the website when an assessment is added to the teacher's portfolio. The assessment results are automatically generated for each student and available to him/her once all items are answered. This enables each student to reflect on results immediately.

Additional instructions for facilitating students' reflection and using the results of the Conflict Management Styles Assessment are provided in *Teaching Conflict Management in Middle and High School Classrooms (2nd ed)*, available for purchase at https://nge.selz.com/.

Administering the Performance-Based Observation & Reflection

The Conflict Management Performance-Based Observation is purposefully planned and administered at key intervals during the school year. Teachers must first select the performance-based indicator(s) to measure. It is then necessary for the educators to create conditions in which students have opportunities to demonstrate the specific conflict management behaviors. *Teaching Conflict Management in Middle and High School Classrooms (2nd ed;* https://nge.selz.com) provides numerous curriculum-based activities that lend themselves to performance-based observations.

Indicators can be identified schoolwide, to be measured on a quarterly basis by every educator or across core courses. Alternatively, indicators most aligned to classroom routines or projects can be selected by each educator. To further promote student reflection, each student can rate his/her proficiency on the conflict management indicator(s) related to the specific conflict or situation. Teachers can then compare these self-ratings to observed behaviors, lending strength to the ratings or determining inaccuracies in knowledge or fluency.

Using the Results. Results support students' reflection on relative strengths and areas for improvement. Educators use the results to reflect on whole class instruction (including guided practice, coaching, and constructive feedback) necessary for students to become proficient in the indicator. When reviewing the results for individual students, instructional support may be necessary to augment the learning and practice, focusing on growth toward proficiency in the indicator(s).

Permission to Use the Assessments

Unlimited rights are given to educational professionals to administer the assessments and utilize the results for skill development and program improvement. Educators are expected to include the citation of the assessment(s) within all dissemination of assessment items or results. The content of the assessment cannot be modified, reproduced, or published in any profit-bearing format without prior written permission from the authors. For permission to use the assessment(s) for research purposes, please contact Dr. Amy Gaumer Erickson (agaumer@ku.edu).

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Reliability and Validity

Reliability. The Conflict Management Questionnaire was initially tested for reliability using Cronbach's coefficient alpha with 271 responses from middle school and high school students in 2016 (21 items; $\alpha = .853$). Exploratory factor analysis (EFA) was performed to test the concept homogeneity, revealing that the questionnaire measured a single factor, referred to as conflict management. Demographic data of grade and gender were added to the questionnaire in fall 2017. Of the 3,287 responses that were completed between August 2017 and May 2021, 1,592 (48%) were female, 1,478 (45%) were male, and 217 (7%) did not report gender. The dataset includes 88 responses from fourth grade students, 130 in fifth grade, 463 in sixth grade, 465 in seventh grade, 683 in eighth grade, 401 in ninth grade, 175 in tenth grade, 276 in eleventh grade, 140 in twelfth grade, and 466 post-high school. The overall Conflict Management Questionnaire was found to be highly reliable (21 items; $\alpha = .881$), and factor analyses supported the scale as measuring a single dimension. Internal consistency above $\alpha = .847$ was maintained for grade level and gender subgroup analyses. When converted to a 100-point scale, the bottom quartile ranged from 17 to 54 and the top quartile ranged from 76 to 100. To guide students' reflection, items are loosely grouped into three categories representing the conflict management process.

The Conflict Management Knowledge Test was tested for reliability using Cronbach's coefficient alpha with 271 students in grades 4 through post-high school. The overall Conflict Management Knowledge Test was found to be highly reliable (24 items; $\alpha = .866$), and factor analyses supported the scale as measuring a single dimension. The Conflict Management Performance-Based Observation and Reflection have not yet been tested for reliability.

Content Validity. Construction of the measures began in 2015 after a thorough review of literature on conflict management, including the related terms of negotiation, conflict resolution, decision making, leadership, and communication. Abbreviated literature reviews (elementary and secondary research guides) were developed and are available at http://resources.cccframework.org. Existing measures, including the Conflict Management Styles Assessment (Adkins, 2006), Crucial Conversations Getting Started (Girl Scouts of the USA, 2011), Thomas-Kilmann Conflict Management Instrument (Kilmann & Thomas, 1977), Aggression-Problem Behavior Frequency Scale (Dahlberg et al., 2005), Attitude Toward Conflict (Lam, 1989), Conflict Resolution-Individual Protective Factors Index (Phillips & Springer, 1992), My Life in School checklist (Arora & Thompson, 1987), and the Student School Survey (Williams & Guerra, 2007) were reviewed by a team of researchers.

Items were constructed and categorized into the three research-based aspects of conflict management. Three educational professionals with doctorates in education and one licensed clinical social worker specializing in adolescent social-emotional development reviewed the items. Revisions were made to enhance research alignment, response specificity, and applicability to adolescents.

Substantive Validity. The Questionnaire items were tested in 2016 with five adolescents using a think-aloud format where the adolescents verbalized their thought process for answering the items. These students also identified items that were confusing or may have varied interpretations. Revisions were made to enhance response specificity and applicability to adolescents. Beta testing was conducted in 2016 with 249 students in conjunction with a professional learning process for educators. After launching the questionnaire, these teachers guided students through a reflection process on the results. The teachers then provided feedback to the researchers regarding students' depth of reflection and usefulness attributed to the questionnaire administration.

The Knowledge Test items underwent a similar process with initial testing using a think-aloud format with five adolescents. Beta testing was conducted with 105 students in one school. A focus group of educators at this school was conducted to determine the perceived accuracy of results among students and educators. These teachers also identified specific instructional activities they could undertake to enhance the skills of students

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related to specific knowledge items. This action-oriented reflection is a primary purpose of the formative assessments.

Structural Validity. Factor analyses with scree plots of both the questionnaire and knowledge test were conducted to examine the correlations among items. Both measures were determined to assess a single construct. All but two items on the knowledge test were strong predictors of performance (i.e., high-performing students performed better at the individual item level). Items 2 and 3 discriminated negatively.

Generalizability. While assessed through different methods, all measures in this suite evaluate the construct of conflict management. The Conflict Management Questionnaire focuses on self-reported behaviors while the Conflict Management Knowledge Test assesses knowledge of core constructs. Correlations between these measures are moderate (0.516), as determined for a sample of 271 students in grades four through post-high school. Generalizability validity data will be collected and analyzed regarding the performance-based observation and reflection**.**

Fairness. Demographic data collected through the questionnaire and knowledge test includes gender and grade level. Overall females report stronger conflict management behaviors than males. Females also score higher on the knowledge assessment than males. Race, ethnicity, and poverty differences at the individual student level have not been tested as these demographics are not collected through the assessments.

Consequential Validity. The measures have not yet been used as predictive variables. Research shows that students with stronger conflict manage skill can make relationships stronger, better work through hardships under stress, and are able to use proper judgement when choosing a response to conflict (Johnson & Johnson, 2004; Young et al. 2012). Additionally, adolescents who engage in conflict resolution report a greater satisfaction with life and exhibit fewer symptoms of psychological distress than adolescents who avoid conflict (Ubinger, Handal, and Massura, 2013). The data from the conflict management assessments could be analyzed in conjunction with behavior data collected at the school level to determine the consequential validity and predictive applications of these measures.

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Appendix A: Conflict Management Questionnaire Items

Each item is rated on a Likert-type scale from 1 (NOT Very Like Me) to 5 (Very Like Me). Items that are framed negatively and therefore reverse scored are designated with '(N)'.

1. I can think of several different ways to deal with a disagreement. (Understand Natural Response)
2. I have thought about how I normally respond to conflicts. (Understand Natural Response)
3. I feel good about how I handle most conflicts or disagreements. (Understand Natural Response)
4. The ways I try to resolve conflicts usually work for me. (Understand Natural Response)
5. I respond to different disagreements differently. (Understand Natural Response)
6. In an argument, I try to understand the other person's point of view. (Understand Natural Response)
7. When someone is upset with me, I try to find out why. (Understand Natural Response)
8. If two friends are arguing, I try to understand both sides of the argument. (Understand Context)
9. I try to figure out if someone is arguing just because they're in a bad mood. (Understand Context)
10. Instead of jumping to conclusions, I try to figure out why there's a disagreement. (Understand Context)
11. I try to understand if a disagreement is caused by a misunderstanding. (Understand Context)
12. When I'm mad at a friend, I avoid talking to him or her. (Understand Context, N)
13. I try to find win-win solutions to disagreements. (Understand Context)
14. When I disagree with someone, I talk about how I feel and listen to them talk about how they feel. (Apply Approaches)
15. When I'm involved in a disagreement, I stop and think about what I should say or do. (Apply Approaches)
16. During a disagreement I try to find a compromise. (Apply Approaches)
17. If I'm angry with someone, I try to stay calm when we're talking. (Apply Approaches)
18. I try to win every argument, even if I lose friends over it. (Apply Approaches, N)
19. When I disagree with someone, I try to talk it through with them. (Apply Approaches)
20. When I disagree with someone, I defend my position, but I don't put the other person down in the process. (Apply Approaches)
21. During an argument, I often say things that I later regret. (Apply Approaches, N)

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Appendix B: Conflict Management Knowledge Test Items

Each item is scored as correct or incorrect; see the section outlining administering the formative assessment and knowledge test for directions, including automatic scoring through http://ResearchCollaborationSurveys.org.

22. Choose the best description of conflict management.
   a. Resolving the conflict by talking to the other person and coming to a compromise through either negotiation or mediation.
   b. Resolving the conflict by agreeing to what the other person wants.
   c. Knowing how you usually respond to conflict, the reasons behind specific conflicts, and taking steps to resolve conflicts.
   d. Knowing how the other people usually respond to conflict so that you can avoid it.

23. Conflict management is an interpersonal skill, which means, it is
   a. focused on learning new information
   b. an internal process for increasing your confidence
   c. focused on interactions between people
   d. a quality that you are born with

24. Which of the following is NOT true?
   a. Anger is an ineffective emotion that should be avoided
   b. Anger is often hiding other emotions, such as feeling embarrassed.
   c. Anger is a feeling, and we can and should try to understand our feelings.
   d. We can choose how we express our anger.

25. Research shows that being able to manage conflicts effectively has many benefits such as:
   a. all of the following
   b. improves your availability to work under stress
   c. makes relationships strong due to increased communication
   d. encourages self-reflection

26. Negotiation includes all of the following steps EXCEPT:
   a. choose the easiest solution
   b. come up with three possible solutions
   c. listen to the other person's perspective
   d. describe how you feel

27. Which best describes the role of a mediator?
   a. a tiebreaker who tells you which solution is best
   b. a referee that works to understand and communicate both perspectives
   c. a coach that tells you the best way to resolve the conflict
   d. a teammate that is on your side in a conflict

Please identify the style represented by the behavior described: Avoiding, Competing, Accommodating, Compromising, Collaborating.	Style
7. You have a lot of homework to do, but your best friend is messaging you about a disagreement that took place at school earlier in the day. You apologize and move on so that you can get your homework done.	
8. You started a new job over the summer, but do not get along with one of the other employees, so you schedule your shifts around when your co-worker is not working.	
9. On a planning committee, one person wants a Hawaiian-themed dance, but you want a costume party. Together you decide on a costume party with Hawaiian decorations.	
10. You are babysitting a younger sister and she refuses to get her homework done, so you threaten that you will tell your parents if she does not work on the homework.	

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11. On a planning committee, one person wants a Hawaiian-themed dance, but you want a costume party. You play rock-paper-scissors to decide.	
12. You want to watch an action movie, but your friend wants a comedy, so together you find an action comedy to watch.	
13. Your sibling lost their basketball game and has been picking fights with you all day, so you let her take it out on you since you know she has had a difficult day.	
14. You got into a huge fight with your best friend at lunch, but do not have the time to deal with the situation right now because you are studying for an upcoming exam, so you decide to think about it later.	
15. You are working on a group project and cannot agree on a topic but have to decide by the end of class, so you agree on your classmate's choice since a decision needed to be made quickly.	
16. Your best friend will not respond to your texts or phone calls, so you ask them if you did anything wrong. After hearing their perspective, you apologize for your wrongdoing, but ask that in the future if he can communicate problems with you.	
17. Your friend and you are trying to decide on a television show, and you say, "Whatever you want to watch is fine by me."	
18. Your friends all want to play soccer, but you would rather play basketball. You tell them that you won't play unless they play basketball.	
19. You know your friend wants to talk about feelings, so you don't respond to her texts or calls.	
20. Your sibling lost their basketball game and has been picking fights with you all day, so you leave your house to go over to a friend's house for the evening.	

True or False

21. ___ Conflicts happen infrequently and can typically be avoided.
22. ___ Conflict happens regularly and is a natural part of life.
23. ___ Conflict management can be learned; it isn't something that just comes naturally to most people.
24. ___ Each conflict management style is appropriate in certain situations, so it is important to evaluate each conflict to determine which style is most likely to lead to the best outcome.

Open Ended

25. Imagine for a project, you want to design a model, but your partner wants to give a presentation. How would you approach the conflict using different styles?

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Appendix C: Conflict Management Performance-Based Observation Items

Based on observations across time or in specific situations, rate each student's conflict management behaviors on a 4-point scale. This assessment can be used at purposeful intervals to monitor the development of each student.

Based on observations across time or in specific situations, evaluate each student's performance.

Beginning: Not yet able to demonstrate without scaffolding.

Emerging: Minimal or superficial demonstration; prompting likely required.

Proficient: Sufficient demonstration including self-appraisal and detailed, personalized application.

Advanced: Independent and consistent demonstration; teaches/prompts others.

Not observed is documented if there has not been the opportunity to observe the behavior performed by an individual student.

Conflict Management Sequence Indicators	Beginning	Emerging	Proficient	Advanced	Not Observed
1. Anticipates outcomes when different conflict management styles are applied to various situations.					
2. Demonstrates understanding the context of conflicts, including the perspectives of all involved.					
3. Describes the five conflict management styles and identifies appropriate situations for using each style.					
4. Applies appropriate conflict management approaches to situations based on desired outcomes.					
5. Demonstrates negotiation and mediation strategies in conflict situations.					

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Appendix D: Conflict Management Performance-Based Reflection Items

For specific conflicts, disagreements, or other situations (e.g., arguing with a friend or coming to a compromise with teammates on a group project), students reflect on their conflict management behaviors by rating their performance on a 3-point scale. This assessment can be used at purposeful intervals to monitor the development of each student.

For the situation of _____, rate your conflict management.

Component	Limited Conflict Management	Moderate Conflict Management	Substantial/Thoughtful Conflict Management
Know your usual response to conflict	I am not sure what my usual response is for a conflict like this. I didn't really think about it much.	I thought about my usual response and can describe it.	I know my usual response and can describe how my usual response would influence the situation.
Know the reasons for the conflict	I do not fully understand the reasons for the conflict.	I thought about the reasons for the conflict and perceived how others involved may be feeling.	I thought about the reasons for the conflict. I considered other people's perspectives, and I asked for further clarification from those involved if necessary.
Take steps to manage the conflict	I didn't really take any steps to manage the conflict.	I took steps to manage the conflict by considering a conflict management style but did not assess the pros and cons of the style or whether the style was appropriate to use given the situation.	I thought about the conflict and chose an appropriate conflict management style to use to resolve the situation based on assessing the pros and cons of that style and whether the style was appropriate to use in this situation.

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Apéndice A: Elementos del cuestionario de manejo de conflictos

Cada elemento se clasifica en una escala tipo Likert de 1 (Para NADA igual a mí) a 5 (Muy igual a mí).

1. Puedo pensar en varias formas diferentes de tratar un desacuerdo.
2. He pensado en cómo respondo normalmente a los conflictos.
3. Me siento bien acerca de cómo manejar la mayoría de los conflictos o desacuerdos.
4. Las formas en que intento resolver conflictos suelen funcionar para mí.
5. Respondo a diferentes desacuerdos de manera diferente.
6. En una discusión, trato de entender el punto de vista de la otra persona.
7. Cuando alguien está disgustado conmigo, trato de averiguar por qué.
8. Si dos amigos están discutiendo, trato de entender ambos lados de la discusión.
9. Trato de averiguar si alguien está discutiendo solo porque están de mal humor.
10. En lugar sacar conclusiones precipitadas, trato de averiguar por qué hay un desacuerdo.
11. Trato de entender si un desacuerdo es causado por un malentendido.
12. Cuando estoy enojado con un amigo, evito hablarle.
13. Trato de encontrar soluciones para los desacuerdos en las que todas las partes ganen.
14. Cuando no estoy de acuerdo con alguien, hablo de cómo me siento y le escucho hablar de cómo se sienten.
15. Cuando estoy involucrado en un desacuerdo, me detengo y pienso en lo que debo decir o hacer.
16. Durante un desacuerdo trato de encontrar un compromiso.
17. Si estoy enojado con alguien, trato de mantener la calma cuando estamos hablando.
18. Trato de ganar cada discusión, incluso si pierdo amigos por eso.
19. Cuando no estoy de acuerdo con alguien, trato de hablar con esa persona.
20. Cuando no estoy de acuerdo con alguien, defiendo mi posición, pero no menosprecio a la otra persona en el proceso.
21. Durante una discusión, a menudo digo cosas que más tarde lamento.

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Apéndice B: Elementos de la prueba de conocimiento de manejo de conflictos

Cada elemento se puntúa como correcto o incorrecto; consulte la sección que describe cómo administrar la evaluación formativa y la prueba de conocimiento para ver instrucciones, incluyendo la puntuación automática en http://ResearchCollaborationSurveys.org.

1. Elija la mejor descripción del manejo de conflictos.
    a. Hablar con la otra persona para resolver el conflicto y llegar a un compromiso a través de la negociación o la mediación.
    b. Aceptar lo que la otra persona quiere para resolver el conflicto.
    c. Saber cómo suele responder a los conflictos, las razones detrás de los conflictos específicos y tomar medidas para resolverlos.
    d. Saber cómo las otras personas suelen responder al conflicto para poder evitarlo.

2. La gestión de conflictos es una habilidad interpersonal, lo que significa que
    a. Se centra en aprender nueva información.
    b. Es un proceso interno para aumentar su confianza.
    c. Se centrado en las interacciones entre personas.
    d. Es una cualidad con la que nace.

3. ¿Cuál de las siguientes afirmaciones NO es cierta?
    a. La ira es una emoción ineficaz que debe evitarse
    b. La ira a menudo es ocultar otras emociones, como sentirse avergonzado.
    c. La ira es un sentimiento, y podemos y debemos tratar de entender nuestros sentimientos.
    d. Podemos elegir cómo expresamos nuestra ira.

4. Las investigaciones demuestran que la capacidad de manejar los conflictos de forma eficaz tiene muchas ventajas, como:
    a. Todas las anteriores.
    b. Mejora su disponibilidad para trabajar bajo estrés.
    c. Fortalece las relaciones debido al aumento de la comunicación.
    d. Fomenta la autorreflexión.

5. La negociación incluye todos los pasos siguientes EXCEPTO:
    a. Elegir la solución más sencilla.
    b. Pensar en tres posibles soluciones.
    c. Escuchar la perspectiva de la otra persona.
    d. Describir cómo se siente.

6. ¿Qué describe mejor el papel de un mediador?
    a. Una persona a cargo de desempatar que le dice cuál es la mejor solución.
    b. Un árbitro que trabaja para entender y comunicar ambas perspectivas.
    c. Un consejero que le dice la mejor manera de resolver el conflicto.
    d. Un compañero de equipo que está de tu lado en un conflicto.

Identifique el estilo representado por el comportamiento descrito: Evasión, competencia, adaptación, compromiso, colaboración.	Estilo
7. Usted tiene muchas tareas que hacer, pero su mejor amigo le está enviando mensajes sobre un desacuerdo que tuvo lugar en la escuela más temprano en el día. Usted se disculpa y sigue adelante para poder terminar su tarea.	
8. Usted comenzó un nuevo trabajo durante el verano, pero no se lleva con uno de los otros empleados, así que programa sus turnos según los turnos que su compañero no trabaja.	

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9. En un comité de planificación, una persona quiere un baile de temática hawaiana, pero usted quiere una fiesta de disfraces. Juntos deciden organizar una fiesta de disfraces con decoraciones hawaianas.	
10. Usted está cuidando a su hermana menor y ella se niega a hacer la tarea, entonces, usted la amenaza con contarle a sus padres no trabaja en la tarea.	
11. En un comité de planificación, una persona quiere un baile de temática hawaiana, pero usted quiere una fiesta de disfraces. Juegan a Piedra, papel o tijeras para decidir.	
12. Usted quiere ver una película de acción, pero sus amigos quieren ver una comedia, así que deciden encontrar una película de cómica de acción para ver.	
13. Su hermana perdió su juego de baloncesto y ha estado peleando con usted todo el día, y usted permite que se desquite con usted porque sabe que tuvo un día difícil.	
14. Usted tuvo una pelea fuerte con su mejor amigo en el almuerzo, pero no tiene tiempo para ocuparse de la situación en este momento porque está estudiando para un examen próximo, así que decide pensar en eso en otro momento.	
15. Está trabajando en un proyecto de grupo y no puede ponerse de acuerdo sobre un tema, pero tiene que decidir al final de la clase, por lo que acepta la elección de su compañero de clase ya que era necesario tomar una decisión rápidamente.	
16. Su mejor amigo no responde sus mensajes de texto ni sus llamadas, así que le pregunta si hizo algo mal. Después de oír su perspectiva, usted se disculpa por su error, pero le pregunta si, en el futuro, puede comunicarle sus problemas.	
17. Su amigo y usted están tratando de decidir sobre un programa de televisión, y usted dice, "Lo que quieras ver está bien para mí".	
18. Todos sus amigos quieren jugar al fútbol, pero preferirían jugar al baloncesto. Les dice que no jugará a menos que jueguen al baloncesto.	
19. Usted sabe que su amiga quiere hablar de sentimientos, así que no responde a sus textos o llamadas.	
20. Su hermana perdió su juego de baloncesto y ha estado peleando con usted todo el día, así que se va a la casa de un amigo a pasar la tarde.	

Verdadero o falso

21. ___ Los conflictos ocurren con poca frecuencia y normalmente se pueden evitar.
22. ___ El conflicto ocurre regularmente y es una parte natural de la vida.
23. ___ El manejo de conflictos se puede aprender; no es algo que ocurre naturalmente en la mayoría de las personas.
24. ___ Cada estilo de manejo de conflictos es apropiado en ciertas situaciones, por lo que es importante evaluar cada conflicto para determinar qué estilo es más probable que conduzca al mejor resultado.

Abierta

25. Imagine que desea diseñar un modelo para un proyecto, pero su compañero quiere hacer una presentación. ¿Cómo abordaría el conflicto utilizando estilos diferentes?

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Apéndice D: Elementos de reflexión basados en el desempeño del manejo de conflictos

Para conflictos específicos, desacuerdos u otras situaciones (por ejemplo, discutir con un amigo o llegar a un compromiso con los compañeros de equipo en un proyecto de grupo), los estudiantes reflexionan sobre sus comportamientos de manejo de conflictos calificando su desempeño en una escala de 3 puntos. Esta evaluación se puede utilizar a intervalos determinados para supervisar el desempeño de cada estudiante.

Para la situación de _____, califique el manejo de conflictos.

Componente	Manejo de conflictos limitado	Manejo de conflictos moderado	Manejo conflictos sustancial/reflexivo
Conocer su respuesta habitual al conflicto	No estoy seguro de cuál es mi respuesta habitual para un conflicto como este. Realmente no pensé mucho en ello.	Pensé en mi respuesta habitual y puedo describirla.	Conozco mi respuesta habitual y puedo describir cómo influiría mi respuesta habitual en la situación.
Conocer las razones del conflicto	No entiendo plenamente las razones del conflicto.	Pensé en las razones del conflicto y percibí cómo se sienten los demás implicados.	Pensé en las razones del conflicto. He considerado las perspectivas de otras personas, y he pedido más aclaraciones a los implicados si es necesario.
Tomar medidas para manejar el conflicto	No he tomado realmente ninguna medida para manejar el conflicto.	Tomé medidas para manejar el conflicto considerando un estilo de manejo de conflictos, pero no evalué las ventajas y las desventajas del estilo o si el estilo era apropiado para la situación dada.	Pensé en el conflicto y elegí un estilo de manejo de conflictos apropiado para resolver la situación en función de la evaluación de las ventajas y las desventajas de ese estilo y si el estilo era apropiado para esta situación.

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