

Conflict Management Assessment Suite 2022 Technical Report

This technical report can be cited as: Gaumer Erickson, A. S. & Noonan, P. M. (2022). *Conflict management assessment suite: Technical report*. College & Career Competency Framework. <https://www.cccframework.org/>

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 et al., 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 is a companion to the College and Career Competency Framework instructional materials. This suite measures a student's knowledge, perceived level of proficiency, and performance across the three essential components of conflict management:

1. Know how you usually respond to conflict.
2. Understand the reasons behind specific conflicts.
3. Take steps to resolve conflicts (Gaumer Erickson & Noonan, 2018).

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.

Formative Questionnaire. This self-report measure asks students to rate behaviors on a 5-point Likert-type scale from *Not Very 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). Corwin.

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 available for purchase at <https://www.cccframework.org/competency-lessons-and-student-workbooks/>. The test can be used as a pre/post measure 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 cited as: Enlow, L., Gaumer Erickson, A. S., & Noonan, P. M. (2020). Conflict Management Knowledge Test. In P. Noonan, A. Gaumer Erickson, & M. Loewenstein. *Teaching conflict management in middle and high school classrooms* (2nd ed., pp. 1–5) [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org/competency-lessons-and-student-workbooks/>

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 nonconfrontational 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 cited 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 each student’s development. 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. <https://www.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). *College and Career Competency Sequence*. College & Career Competency Framework. <https://www.cccframework.org/>

Administering the Formative Questionnaire and Knowledge Test

Teachers can simultaneously launch the Conflict Management Formative Questionnaire and 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 portal. Once on the website, student select *Quiz Yourself* and enter the code. They do not log into the website. The assessment results are automatically generated for each student and available to them once all items are answered. This enables each student to reflect on results immediately. If a printable version of an assessment is needed, please contact researchcollaboration@ku.edu.

Directions to Students. Explain to students that they will each take a conflict management assessment. 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 that you want them to be reflective and honest because they will 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 *Quiz Yourself* 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.

For the questionnaire items, ask students to pause and reflect on their conflict management behaviors across the last couple of months and how they managed conflicts in various situations. Explain that the knowledge test assesses students' knowledge of conflict management concepts and potential ways to effectively use conflict management styles in certain situations. 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.

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 Formative Questionnaire and Knowledge Test are provided in the lessons available for purchase at <https://www.cccframework.org/competency-lessons-and-student-workbooks/>.

Scoring the Essay Item. Log into your account on <https://www.cccstudent.org/>. In My Portal, click on the name of the assessment. The table provides the option to score each student's response to the essay question. 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. After facilitating continual guided and independent practice with feedback, teachers can readminister 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 manage 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 <https://www.cccstudent.org/>, creating a free account, 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 (<https://www.cccstudent.org/>) 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 portal. The assessment results are automatically generated for each student and available to them 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 the lessons available for purchase at <https://www.cccframework.org/competency-lessons-and-student-workbooks/>.

Administering the Performance-Based Observation and Reflection

The Conflict Management Performance-Based Observation is purposefully planned and administered at key intervals during the school year. Teachers create conditions in which students have opportunities to demonstrate the specific conflict management behaviors. The conflict management lessons (<https://www.cccframework.org/competency-lessons-and-student-workbooks/>) provide numerous curriculum-based activities that lend themselves to performance-based observations. Following the instruction on <https://www.cccstudent.org/>, educators conduct observations on each student, ideally in the fall, winter, and spring. To further promote student reflection, each student can rate their proficiency on the conflict management indicator(s) related to the specific context (e.g., course or activity). 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 a given indicator. When educators review 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 at researchcollaboration@ku.edu.

Reliability and Validity

Reliability. The Conflict Management Formative 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 included 88 responses from students in fourth grade, 130 in fifth grade, 463 in sixth grade, 465 in seventh grade, 683 in eighth grade, 401 in ninth grade, 175 in 10th grade, 276 in 11th grade, 140 in 12th grade, and 466 post-high school. The overall Conflict Management Formative 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: (1) Know how you usually respond to conflict; (2) Understand the reasons behind specific conflicts; and (3) Take steps to resolve conflicts.

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 knowledge test was found to be highly reliable (24 items; $\alpha = .866$), and factor analyses supported the scale as measuring a single dimension, referred to as conflict management. 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 (Gaumer Erickson & Noonan, 2016). Abbreviated literature reviews (elementary and secondary research guides) were developed and are available at <https://www.cccframework.org/resources/>. Existing measures, including the Conflict Management Styles Assessment (Adkins, 2006), Crucial Conversations: Getting Started, 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, as cited in Sharp, 1999), and the Student School Survey (Williams & Guerra, 2007) were reviewed by a team of researchers. Items were constructed and categorized. 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 Conflict Management Formative 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 might have had 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 Conflict Management 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 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 Conflict Management Formative 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 Validity. While assessed through different methods, all measures in this suite evaluate the construct of conflict management. The questionnaire focuses on self-reported behaviors, while the knowledge test assesses knowledge of core constructs. Correlations between the Conflict Management Formative Questionnaire and Knowledge Test were moderate (.516), as determined for a sample of 271 students in grades 4 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 include gender and grade level. Overall, females reported stronger conflict management behaviors than males. Females also scored 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 management skills 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 et al., 2013). The data from the conflict management assessments could be analyzed in conjunction with performance and behavior data collected at the school level to determine the consequential validity and predictive applications of these measures.

References

- Adkins, R. (2006). *Conflict management styles assessment*. Elemental Truths.
<http://elementaltruths.blogspot.com/2006/11/conflict-management-quiz.html>
- Ayas, T., Deniz, M., Kağan, M., & Kenc, M. F. (2010). An investigation of conflict resolution strategies of adolescents. *Procedia—Social and Behavioral Sciences*, 2(2), 3545–3551.
<https://doi.org/10.1016/j.sbspro.2010.03.549>
- Bray, J. H., Maxwell, S. E., & Howard, G. S. (1984). Methods of analysis with response-shift bias. *Educational and Psychological Measurement*, 44(4), 781–804. <https://doi.org/10.1177/0013164484444002>
- Dahlberg, L. L., Toal, S. B., Swahn, M., & Behrens, C. B. (2005). *Measuring violence-related attitudes, behaviors, and influences among youths: A compendium of assessment tools* (2nd ed.). Center for Disease Control and Prevention, National Center for Injury Prevention and Control.
http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

- Drennan, J., & Hyde, A. (2008). Controlling response shift bias: The use of the retrospective pre-test design in the evaluation of a master's programme. *Assessment and Evaluation in Higher Education*, 33(6), 699–709. <https://doi.org/10.1080/02602930701773026>
- Enlow, L., Gaumer Erickson, A. S., & Noonan, P. M. (2020). Conflict Management Knowledge Test. In P. Noonan, A. Gaumer Erickson, & M. Loewenstein. *Teaching conflict management in middle and high school classrooms* (2nd ed., pp. 1–5) [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org/competency-lessons-and-student-workbooks/>
- Enlow, L., Gaumer Erickson, A. S., & Noonan, P. M. (2021). Conflict Management Performance-Based Reflection. Derived from P. Noonan & A. Gaumer Erickson (2018). *College and Career Competency Sequence*. College & Career Competency Framework. <https://www.cccframework.org/>
- Gaumer Erickson, A. S., & Noonan, P. (2016). *Research guide: Conflict management*. College & Career Competency Framework. <https://www.cccframework.org/>
- 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). Corwin.
- Gaumer Erickson, A. S., & Noonan, P. (2018). *Research guide (grades pre-K–5): Conflict management*. College & Career Competency Framework. <https://www.cccframework.org/>
- Girl Scouts of the United States of America. (2011, June). Crucial conversations: Getting started [Participant packet]. Girl Scouts of the United States of America Learning and Development Conference, Briarcliff Manor, NY, United States. http://gsuniv.org/wp-content/uploads/Crucial_Conversations_Getting_Started_participant_packet.pdf
- Johnson, D. W., & Johnson, R. T. (2004). Implementing the “Teaching students to be peacemakers program.” *Theory Into Practice*, 43(1), 68–79. <https://doi.org/10.1353/tip.2004.0008>
- Kilmann, R. H., & Thomas, K. W. (1977). Developing a forced-choice measure of conflict-handling behavior: The “MODE” instrument. *Educational and Psychological Measurement*, 37(2), 309–325. <https://doi.org/10.1177/001316447703700204>
- Kincaid, J. P., Fishburne, R. P., Jr., Rogers, R. L., & Chissom, B. S. (1975). Derivation of new readability formulas (automated readability index, fog count, and flesch reading ease formula) for Navy enlisted personnel (Research Branch Report No. 8-75). Naval Air Station Memphis.
- Lam, J. A. (1989). *School mediation program evaluation kit*. National Association for Mediation in Education.
- Noonan, P. M., & Gaumer Erickson, A. S. (2018). *College and Career Competency sequence*. College & Career Competency Framework. <https://www.cccframework.org/>
- Noonan, P. M., & Gaumer Erickson, A. S. (2018). *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom*. Corwin.
- 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. <https://www.cccframework.org/>
- Noonan, P. M., & Gaumer Erickson, A. S. (2020). *Teaching conflict management in middle and high school classrooms* (2nd ed.) [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org/competency-lessons-and-student-workbooks/>
- Phillips, J., & Springer, F. (1992) *Extended national youth sports program 1991–1992 evaluation highlights, part two: Individual protective factors index (IPFI) and the risk assessment study* (Report prepared for the National Collegiate Athletic Association). EMT Associates.
- Sharp, S. (1999). *Bullying Behaviour in Schools*. NFER-NELSON.
- Ubinger, M. E., Handal, P. J., & Massura, C. E. (2013). Adolescent adjustment: The hazards of conflict avoidance and the benefits of conflict resolution. *Psychology*, 4(1), 50–58. <https://doi.org/10.4236/psych.2013.41007>
- Williams, K. R., & Guerra, N. G. (2007). Prevalence and predictors of internet bullying. *Journal of Adolescent Health*, 41(6), S14–S21. <https://doi.org/10.1016/j.jadohealth.2007.08.018>

Young, M., Killen, M., Lee-Kim, J., & Park, Y. (2012). Introducing *Cool School: Where Peace Rules* and conflict resolution can be fun. *International Journal of Game-Based Learning*, 2(4).
<https://doi.org/10.4018/ijgbl.2012100105>

Appendix A: Conflict Management Formative 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 them. (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)

Appendix B: Conflict Management Knowledge Test Items

Each item is scored as correct or incorrect, and summary reports are automatically generated through <https://www.cccstudent.org/>.

Multiple Choice

1. 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
2. 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
3. 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.
4. Research shows that being able to manage conflicts effectively has many benefits such as:
 - a. All of the following
 - b. Improving your availability to work under stress
 - c. Making relationships strong due to increased communication
 - d. Encouraging self-reflection
5. 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
6. Which best describes the role of a mediator?
 - a. A tiebreaker who tells you which solution is best
 - b. A referee who works to understand and communicate both perspectives
 - c. A coach who tells you the best way to resolve the conflict
 - d. A teammate who is on your side in a conflict

Identify the style represented by the behavior described: Avoiding, Competing, Accommodating, Compromising, Collaborating.

Behavior	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 coworker 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 your 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 her homework.	
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 her 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 needs 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 if in the future he can communicate problems with you.	
17. You and your friend 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 that you want to design a model but that your partner wants to give a presentation. How would you approach the conflict using different styles?

Appendix C: Conflict Management Performance-Based Observation Items

Based on observations across time or in specific situations, the educator rates each student’s conflict management behaviors on a 4-point scale. Summary reports are automatically generated through <https://www.cccstudent.org/>.

<p>Based on observations across time or in specific situations, evaluate each student’s performance.</p> <p>Beginning: Not yet able to demonstrate without scaffolding.</p> <p>Emerging: Minimal or superficial demonstration; prompting likely required.</p> <p>Proficient: Sufficient demonstration, including self-appraisal and detailed, personalized application.</p> <p>Advanced: Independent and consistent demonstration; teaches/prompts others.</p> <p>Not observed is documented if there has not been the opportunity to observe the behavior performed by an individual student.</p>					
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.					

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 each student's performance and growth.

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.