Conflict Management Assessment Suite
2025 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 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. Numerous resources are available on the College & Career Competency Framework website, www.cccframework.org, including research guides, instructional activities, videos of students and educators, family guidance, and professional learning options.

The Conflict Management Assessment Suite is a companion to the College & Career Competency Framework instructional materials. This suite measures a student's knowledge, perceived level of proficiency, and performance. Conflict management is defined for students as knowing how you usually respond to conflict, understanding the reasons behind specific conflicts, and taking steps to resolve conflicts (Noonan & Gaumer Erickson, 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 Reflections

These self-report measures ask students to rate behaviors on a Likert-type scale. 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. These questionnaires 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). Three conflict management questionnaires promote students' reflection in kindergarten

through Grade 2, Grades 3–6, and Grade 7 or higher. See Appendix A for Conflict Management Questionnaire items.

The Conflict Management Questionnaire K–2 asks students to respond to respond to 10 items using emojis for *Like Me*, *Not Sure*, and *Not Like Me*. When completing the questionnaire online, students are given the option to have each item read aloud. The questionnaire can be cited as: Heger, E., Noonan, P. M., & Gaumer Erickson, A. S. (2024). Conflict Management Questionnaire K–2. In *Conflict management lessons [Primary]* (p.6) [Teacher lessons and student workbook]. College & Career Competency Framework. https://www.cccframework.org/competency-lessons-and-student-workbooks/

The Conflict Management Questionnaire 3–6 asks students to respond to 10 items on a 5-point Likert-type scale from *Not Very Like Me* to *Very Like Me*. The questionnaire can be cited as: Heger, E., Noonan, P. M., & Gaumer Erickson, A. S. (2024). Conflict Management Questionnaire (3–6). In *Conflict management lessons [Intermediate]* (p. 6) [Teacher lessons and student workbook]. College & Career Competency Framework. https://www.cccframework.org/competency-lessons-and-student-workbooks/

The Conflict Management Questionnaire 7–12 asks students to respond to 21 items on a 5-point Likert-type scale from *Not Very Like Me* to *Very Like Me*. The questionnaire can be cited as: Noonan, P. M., Gaumer Erickson, A. S., & Heger, E. (2024). Conflict Management Questionnaire 7–12. In *Conflict management lessons [Secondary]* (2nd ed., p. 6) [Teacher lessons and student workbook]. College & Career Competency Framework. https://www.cccframework.org/competency-lessons-and-student-workbooks/

KNOWLEDGE TESTS

These curriculum-based measures, designed for Grades 3–6 and Grade 7 or higher, assess students' knowledge of conflict management constructs and judgement of the most effective course of action when applying these constructs. The tests include multiple-choice, true/false, situational judgement, and short-answer items. The knowledge test is directly aligned with lessons available for purchase at www.cccframework.org/competency-lessons-and-student-workbooks. The tests can be used as pre/post measures 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 Conflict Management Knowledge Test items.

The Conflict Management Knowledge Test 3–6 includes 17 items. This assessment can be cited as: Heger, E., Noonan, P. M., & Gaumer Erickson, A. S. (2024). Conflict Management Knowledge Test 3–6. In *Conflict management lessons [Intermediate]* (pp. 6–7) [Teacher lessons and student workbook]. College & Career Competency Framework. https://www.cccframework.org/competency-lessons-and-student-workbooks/

The Conflict Management Knowledge Test 7–12 includes 25 items. This assessment can be cited as: Noonan, P. M., Gaumer Erickson, A. S., & Heger, E. (2024). Conflict Management Knowledge Test 7–12. In *Conflict management lessons [Secondary]* (2nd ed., pp. 7–8) [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, competing, avoiding, 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 sited as: Adkins, R. (2006). Conflict Management Styles Assessment. *Elemental Truths*. https://web.archive.org/web/20070107144926/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.
- *Not Observed* is documented if there has not been the opportunity to observe the behavior performed by an individual student.

See Appendix C for Conflict Management 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 *College & Career Competency Sequence*, 2018. College & Career Competency Framework. https://www.cccframework.org/

Performance-Based Reflection

This assessment is aligned with the Conflict Management Performance-Based Observation and promotes students' reflection on their demonstration of conflict management behaviors within

authentic situations. This three-item rubric guides students to analyze their application of the Conflict Management Strategies related to a specific task or project. Triangulating students' ratings with the Conflict Management 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 Conflict Management 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. M. Noonan & A. S. Gaumer Erickson, 2018, *College & Career Competency Sequence.* College & Career Competency Framework. https://www.cccframework.org/

Administering the Questionnaire and Knowledge Test

Teachers can simultaneously launch the Conflict Management Questionnaire and Knowledge Test for Grades 3 and above by visiting 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 (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, students select *Quiz Yourself* and enter the code. They do *not* log in to 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 researchcollab@ku.edu. The questionnaire items for Grades K–2 are automatically read to students on the website.

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 (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 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 is 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 Questionnaire and Knowledge Test are provided in the lessons, available for purchase at www.cccframework.org/competency-lessons-and-student-workbooks.

Scoring the Essay Item

Log in to your account on 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., *Understand Natural Response*, *Understand Context*, and *Apply Approaches*) 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 Conflict Management Strategies to pinpoint, teachers can enhance their instructional practices through targeted instruction. After facilitating continual guided and independent practice with feedback, teachers can re-administer the Conflict Management 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 as a tool 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' abilities to know their usual response to conflict, determine the reasons for specific conflicts, and take steps to manage conflicts.

Comparing Assessments

Further analysis of the Conflict Management Questionnaire and Knowledge Test is available through the use of comparison tools. There are three comparison types:

- **Compare Two Administrations** is typically used for pre/post testing. Commonly an administrator or teacher will give a pretest to review students' prior knowledge of conflict management before teaching lessons covering the topic. After a posttest is given, this tool helps to discern areas of improvement and areas that may require reteaching. Note that this tool is not exclusive to pre/post situations; it is handy for any assessment that you administered twice.
- **Compare Two Subgroups** is convenient for reviewing whether a specific subgroup may need a different teaching strategy. Examples might include comparing two grades or genders.
- **Compare Two Tests for a Student** is used to compare the progress for individual students.

To access the comparison tools, log in to your account on www.cccstudent.org. On the left side of the home page, select *Compare Assessments* and then choose the type of comparison you would like to make.

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 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 (www.cccstudent.org) and a unique survey code; the survey code is provided on the website when an assessment is added to the teacher's portal. The assessment results are automatically generated for each student and are 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 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 (www.cccframework.org/competency-lessons-and-student-workbooks) provide numerous curriculum-based activities that lend themselves to

performance-based observations. Following the instruction on www.cccstudent.org, educators conduct observations on each student, ideally at the beginning, midway through, and after instruction. 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 researchcollab@ku.edu.

Reliability and Validity

Reliability

The Conflict Management Questionnaire 7–12 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 was performed to test the concept homogeneity. 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 Grade 4, 130 in Grade 5, 463 in Grade 6, 465 in Grade 7, 683 in Grade 8, 401 in Grade 9, 175 in Grade 10, 276 in Grade 11, 140 in Grade 12, and 466 post–high school. The Conflict Management Questionnaire 7–12 was found to be highly reliable (21 items; $\alpha = .881$), and factor analyses supported the scale as measuring a single dimension, referred to as conflict management. 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) *Understand Natural Response*, (2) *Understand Context*, and (3) *Apply Approaches*.

The Conflict Management Knowledge Test 7–12 was tested for reliability using Cronbach's coefficient alpha with 271 students in Grades 4 through post–high school. The knowledge test demonstrated high reliability (24 items; α = .866), and factor analyses revealed that the test measured a single factor, 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, 2023a, 2023b). Abbreviated literature reviews (elementary and secondary research guides) were developed and are available at 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 Questionnaire 7–12 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 of the results attributed to the assessments.

The Conflict Management Knowledge Test 7–12 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 Questionnaire 7–12 and Conflict Management Knowledge Test 7–12 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 questionnaires focus on self-reported behaviors, while the knowledge tests assess knowledge of core constructs. Correlations between the Conflict Management Questionnaire and Conflict Management Knowledge Test 7–12 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 Conflict Management 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 test 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 can 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.

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Appendix A: Conflict Management Questionnaire Items

Conflict Management Questionnaire K–2

Each item is rated on a Likert-type scale with emojis representing *Like Me*, *Not Sure*, and *Not Like Me*.

1. When I am mad at a friend, I think about what I want to say before I say it.
2. I tell my friends how I feel even when they disagree with me.
3. When a friend is upset with me, I think about what happened and possible misunderstandings.
4. When I have a disagreement with someone, I try to work it out so everyone feels better.
5. If two friends are arguing, I try to help them understand each other.
6. When my friends disagree with me, I try to understand how they are feeling.
7. During a disagreement, I listen to others' thoughts and feelings.
8. If I become angry, I can calm myself.
9. When I experience a disagreement, I know there are different ways I can respond.
10. During a disagreement, I choose how I respond to others.

Conflict Management Questionnaire 3–6

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. When I experience a conflict, I know there are different ways I can respond. (Understand Natural Response)
2. I think about how I want to respond to a disagreement before I say or do anything. (Understand Natural Response)
3. If I become angry during a disagreement, I can calm myself. (Understand Natural Response)
4. When I experience a conflict, I think about reasons the conflict happened, including possible misunderstandings. (Understand Context)
5. During a disagreement, I have trouble listening to others' thoughts and feelings. (Understand Context; N)
6. I try to understand the other person's point of view during an argument. (Understand Context)
7. I explain my thoughts and feelings respectfully during a disagreement. (Apply Approaches)
8. When I have a disagreement with someone, I avoid talking to them. (Apply Approaches; N)
9. If two friends are arguing, I help them understand both sides of the argument. (Apply Approaches)
10. When I experience a conflict, I work with the other person to decide what we should do next. (Apply Approaches)

Conflict Management Questionnaire 7–12

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 Context)
7. When someone is upset with me, I try to find out why. (Understand Context)
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. (Apply Approaches; N)
13. I try to find win-win solutions to disagreements. (Apply Approaches)
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

CONFLICT MANAGEMENT KNOWLEDGE TEST 3–6

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

Multiple-Choice

1. Choose the best definition of conflict management.
   a. Knowing how others usually respond to conflict so that you can avoid it
   b. Knowing how you usually respond to conflict, knowing the reasons behind specific conflicts, and taking steps to resolve conflicts
   c. Resolving the conflict by agreeing to what the other person wants
   d. Resolving the conflict by focusing on what you want

2. Which of the following is NOT true?
   a. We can choose how we express our anger.
   b. We should avoid feeling angry.
   c. Anger is often hiding other emotions, like feeling embarrassed.
   d. You can express strong emotions like anger in a respectful manner.

3. Which of the following is NOT a step in negotiation?
   a. Describe how you feel.
   b. Listen to the other person's perspective.
   c. Come up with three possible solutions.
   d. Choose the easiest solution.

4. Which best describes the role of a mediator?
   a. A teammate who is on your side in a conflict
   b. A referee who works to understand and communicate both perspectives
   c. A tie-breaker who tells you which solution is best
   d. A person who sides with the other person

Categorize each of these into one of the behavior definitions given.

5. Your best friend said mean things to you at school and hurt your feelings, but you don't want to say anything, so you act like everything is fine. Collaborating Compromising Accommodating Competing Avoiding
6. You are working on a project with your friend, and she wants to create a poster. You don't have any other ideas for completing the project, so you agree on making a poster. Collaborating Compromising Accommodating Competing Avoiding
7. You and your friend are trying to decide on an experiment for the science fair. You want to do an experiment with batteries, and he wants to build a model airplane, so you decide to combine your ideas and create a battery-powered model rocket. Collaborating Compromising Accommodating Competing Avoiding
8. You and your friend are playing basketball. You are both trying hard to win. Collaborating Compromising Accommodating Competing Avoiding

9. You and your friend both want to be first in line to lunch, so he agrees to let you be first today if you will let him be first tomorrow. Collaborating Compromising Accommodating Competing Avoiding
10. You want to watch a movie, but your friend wants to play video games together. You decide to divide your time between watching a movie and playing video games. Collaborating Compromising Accommodating Competing Avoiding
11. You got into a huge fight with your best friend at lunch, but you are studying for an upcoming exam. You do not have time to deal with the situation right now, so you decide to think about it later. Collaborating Compromising Accommodating Competing Avoiding
12. You are watching a TV show. Your brother says he wants to watch something else. You don't care that much, so you tell him to watch whatever he wants. Collaborating Compromising Accommodating Competing Avoiding
13. Your best friend will not respond to your texts, so you ask him if you did anything wrong. After hearing his perspective, you apologize for your wrongdoing but ask if he can communicate problems with you in the future. Collaborating Compromising Accommodating Competing Avoiding

True or False

14. ___ Conflicts don't happen very often. When they do, you should avoid them.
15. ___ You can use strategies to improve your ability to manage conflicts.
16. ___ There are times when it is okay to use each conflict management style.

Open-Ended

17. You are working on a project for social studies. Your partner wants to give a presentation, but you want to build a model city. You need to work together to get a good grade. Describe which conflict management style you would use in this situation and why.

Conflict Management Knowledge Test 7–12

Each item is scored as correct or incorrect, and summary reports are automatically generated through 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. Improves your availability to work under stress
   c. Makes relationships strong due to increased communication
   d. Encourages 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 tie-breaker 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

Categorize each of these into one of the behavior definitions given.

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. Collaborating Compromising Accommodating Competing Avoiding
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. Collaborating Compromising Accommodating Competing Avoiding
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. Collaborating Compromising Accommodating Competing Avoiding
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. Collaborating Compromising Accommodating Competing Avoiding

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. Collaborating Compromising Accommodating Competing Avoiding
12. You want to watch an action movie, but your friend wants a comedy, so together you find an action comedy to watch. Collaborating Compromising Accommodating Competing Avoiding
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. Collaborating Compromising Accommodating Competing Avoiding
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. Collaborating Compromising Accommodating Competing Avoiding
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. Collaborating Compromising Accommodating Competing Avoiding
16. Your best friend will not respond to your texts or phone calls, so you ask him if you did anything wrong. After hearing his perspective, you apologize for your wrongdoing but ask that he communicate problems with you in the future. Collaborating Compromising Accommodating Competing Avoiding
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." Collaborating Compromising Accommodating Competing Avoiding
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. Collaborating Compromising Accommodating Competing Avoiding
19. You know your friend wants to talk about feelings, so you don't respond to her texts or calls. Collaborating Compromising Accommodating Competing Avoiding
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. Collaborating Compromising Accommodating Competing Avoiding

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. 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?

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 www.cccstudent.org.

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 (Strategy 2, ***pause and ponder***).					
2. Demonstrates understanding the context of conflicts, including the perspectives of all involved (Strategy 4, ***uncover reasons for the disagreement***).					
3. Describes the conflict management styles and identifies appropriate situations for using each style (Strategy 1, ***explore conflict responses***).					
4. Applies appropriate conflict management approaches to situations based on desired outcomes (Strategy 8, ***plan my response***).					
5. Demonstrates negotiation and mediation strategies in conflict situations (Strategy 9, ***find a solution***; Strategy 10, ***help others find solutions***).					

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.