

Appendix D

Rubrics for Progress Monitoring

MCC Progress Monitoring (Genuine Exchange): Conversation Leader Form

The following chart outlines the components of genuine conversation exchanges so you can monitor progress of students in your group over the course of your MCC implementation. Each skill will be measured on a scale of 1 to 4, relative to your class as a whole. You can highlight or circle your rating for each and tally up totals for each skill or as a whole. Reevaluate at various points throughout your MCC journey to monitor if and how much progress is being seen and for which individuals or subgroups.

Ratings:

- 1 = Beginning Competence (shows some use of the skill, including when reminded)
- 2 = Emerging Competence (uses the skill but inconsistently)
- 3 = Competence (uses the skill regularly)
- 4 = Exemplar (uses the skill regularly and encourages classmates, serves as a role model)

SOCIAL ETIQUETTE				
Listens without interrupting	1	2	3	4
Actively attends to the speaker with appropriate body posture and eye contact (faces the speaker, directs attention toward the speaker)	1	2	3	4
In small groups/pair-shares, provides appropriate social distance	1	2	3	4

(Continued)

CLARITY				
Expresses thoughts in a clear manner	1	2	3	4
Makes appropriate inquiries of speakers for clarification	1	2	3	4

RECIPROCATION				
In exchanges, respects the integrity of the other person's position	1	2	3	4
Appears open to hearing differing points of view	1	2	3	4
Disagrees without being disagreeable	1	2	3	4

INTEREST AND ENGAGEMENT				
Uses active listening; rephrases others' statements to check for understanding; often takes the form of an "I-message" communications	1	2	3	4
Nonverbally communicates investment by nodding or smiling	1	2	3	4

PERSPECTIVE TAKING AND INCLUSION				
Recognizes others' emotions, especially when one's comments seem to elicit upset in others	1	2	3	4
Treats all others equally—no discrimination based on gender, race/ethnicity, disability status, etc.	1	2	3	4

COMMON GROUND				
Tries to harmonize differences	1	2	3	4
Actively seeks consensus, common ground	1	2	3	4

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Examining Your Conversation Skills: Student Form

Please read the questions below and circle or highlight your answer on the right. Use the key below and think about what is true for you recently.

- 1 = Never
- 2 = Sometimes
- 3 = Often
- 4 = Always

CONVERSATION SKILL BUILDING	NEVER	SOMETIMES	OFTEN	ALWAYS
Do you listen to your classmates without interrupting?	1	2	3	4
When a classmate is sharing, do you make eye contact while they speak and turn your chair/body in their direction?	1	2	3	4
When you are part of a small group or with a partner in class, do you give them at least an arm's length of space while working with them?	1	2	3	4
Are you comfortable with expressing your thoughts confidently and clearly?	1	2	3	4
Do you ask your peers thoughtful questions to better understand what they're sharing?	1	2	3	4
Are you open to hearing thoughts and opinions different from your own?	1	2	3	4
When having conversations or disagreements with your classmates, do you express your thoughts in a calm, kind, and respectful way?	1	2	3	4
Do you listen closely to what your classmates share by using your body language or asking them questions about it?	1	2	3	4
Are you able to tell when a classmate is angry, sad, pleased, or frustrated by something you have said or done?	1	2	3	4
Do you treat all of your classmates as equals, despite their background, ability level, or other differences?	1	2	3	4
Do you try to find the middle ground or things in common despite disagreements with others?	1	2	3	4

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MCC Progress Monitoring (SEL Competencies): Conversation Leaders Form

Please use the following charts on CASEL's five core competencies of SEL to assist you with keeping track of the progress your group shows over the course of your MCC implementation. Each skill will be measured on a scale of 1 to 4, relative to your class as a whole. You can highlight or circle your rating for each and tally up totals for each skill or as a whole. Reevaluate at various points throughout your MCC journey to monitor if and how much progress is being seen and for which individuals or subgroups.

Ratings:

- 1 = Beginning Competence (shows some use of the skill, including when reminded)
- 2 = Emerging Competence (uses the skill but inconsistently)
- 3 = Competence (uses the skill regularly)
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SELF-AWARENESS				
Appears to recognize feelings of others, particularly when they are upset	1	2	3	4
Monitors own nonverbal cues to be appropriate to the situation	1	2	3	4

EMOTIONAL REGULATION				
Demonstrates self-control in verbal responses during frustrating situations	1	2	3	4
Maintains a safe body despite anger and temptation of physical outburst	1	2	3	4

SOCIAL AWARENESS				
Shows empathy toward classmates	1	2	3	4
Shows appreciation of others' perspectives or viewpoints, particularly when there are disagreements	1	2	3	4

RESPONSIBLE DECISION-MAKING				
Uses problem-solving to resolve differences with their own interactions or others' interactions	1	2	3	4
Uses problem-solving when faced with interpersonal problems	1	2	3	4

RELATIONSHIP SKILLS				
Shows good informal, rapport building skills at the beginning and end of formal MCCs	1	2	3	4
Contributes to a conversation climate that is respectful, not acrimonious	1	2	3	4

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MCC Progress Monitoring (SEL Competencies): Student Form

Please read the questions below and circle or highlight your answer on the right. Use the key below and think about what is true for you recently.

- 1 = Never
- 2 = Sometimes
- 3 = Often
- 4 = Always

SOCIAL SKILL BUILDING	NEVER	SOMETIMES	OFTEN	ALWAYS
Are you able to tell when a classmate is angry, sad, or frustrated?	1	2	3	4
Are you aware of your body language and how it might appear to others?	1	2	3	4
Do you sense when you are angry or frustrated in time to stop from yelling, saying mean things, or becoming physical with others?	1	2	3	4
Think of the word "empathy" that you have discussed in class. Do you feel that you show empathy to your classmates?	1	2	3	4
Do you show an appreciation of your classmates' opinions, even when you disagree?	1	2	3	4
Do you use problem-solving to resolve differences with your peers, between other people, or in other challenging situations?	1	2	3	4
Do you feel a stronger connection with your classmates during and after MCCs?	1	2	3	4
Do you take part in conversations respectfully?	1	2	3	4
Are you an active group member when working together with your peers?	1	2	3	4
Do you feel comfortable to step up and be a leader in your class?	1	2	3	4

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MCC Progress Monitoring (Outcomes of MCCs): Conversation Leader Form

This rubric assesses virtues such as Compassionate Forgiveness and Constructive Creativity, which are targeted through MCCs. These ratings can be completed by Conversation Leaders as well as by subject area teachers who are not carrying out MCCs but should be able to indicate the impact of these conversations. This might be completed at the end of each marking period to monitor progress. The questions are worded so that the entire group can be assessed, though the format can be adapted to rate individual students.

Ratings:

- 4 = True of almost all students in the class/group
- 3 = True of about half of the students in the class/group
- 2 = True of a small percentage of students in the class/group
- 1 = True of almost no one in the class/group

VIRTUE-FOCUSED SKILLS	FEW	SOME	HALF	MOST
Students in my class/group get along well with one another	1	2	3	4
Students work well together in groups	1	2	3	4
Students are more willing to share during academic lessons	1	2	3	4
Students are level-headed with regard to how they speak or act and rarely overreact	1	2	3	4
Students appear to have more confidence when speaking to the class	1	2	3	4
Students engage in productive conversations with their class/groupmates	1	2	3	4
Students engage in productive conversations with me	1	2	3	4
Students are respectful of class/groupmates opinions, even when they disagree	1	2	3	4
Students are receptive to feedback about their ideas and communication style	1	2	3	4
Students appear to be optimistic and have a growth mindset	1	2	3	4

(Continued)

VIRTUE-FOCUSED SKILLS	FEW	SOME	HALF	MOST
Students are willing to be generous to and forgiving of classmates	1	2	3	4
Students are curious and creative and willing to “think out of the box”	1	2	3	4
Students have a clear sense of responsibility as relates to school	1	2	3	4
Students tend to persist in problem-solving, rather than getting thrown off by roadblocks	1	2	3	4
Students appear to have a sense of positive purpose and a good moral compass	1	2	3	4

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