

PCP Student Assessments 25

PCP Beginning of the Project Likert Scale 25

([Parent Communication Project Module](#))

- 1. At the beginning of this project, how effective am I at passively listening, paying attention, and showing interest in what my parent is saying?**

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

- 2. At the beginning of this project, how effective am I at actively listening: summarizing/paraphrasing the content of what my parent is saying throughout the conversations?**

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

- 3. At the beginning of this project, how effective am I at actively listening for feelings: summarizing/paraphrasing my parent's spoken and unspoken feelings throughout the conversations?**

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

- 4. At the beginning of this project, how effective am I at asking genuine inquiry questions to help me understand what my parent is saying and what they are feeling?**

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

- 5. At the beginning of this project, how effective am I at avoiding "You" Statements (criticism, put-downs, preaching, threats, being demanding) with my parent, and thus making them feel defensive?**

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

- 6. At the beginning of this project, how effective am I at using "I" Statements with my parent (sharing with them how I feel and why I feel this way)?**

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

(Parent Communication Project Module)

- 1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

- 1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

- 1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

- 1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

- 1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

- 1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

PCP End of the Project Progress Rubric 25 ([Parent Communication Project Module](#))

Look at how effective you were at the beginning and end of the project using the *Beginning and End of Project Likert Scales*. Based on your progress, give yourself a grade using the criteria below. Remember, you were not expected to be proficient at the beginning or end of this project. Using skills may be challenging to master and must be done repeatedly and in multiple situations to feel comfortable and become proficient. The key is making progress and understanding why you were successful and what you need to do to become more successful/proficient.

90 – 100 = Advanced: Above and Beyond. Since the beginning of the project, I have made significant progress in successfully using all of these skills with my parent.

80 – 89 = Proficient: At Standard. Since the beginning of the project, I have made good progress in successfully using all of these skills with my parent.

70 – 79 = Needs Improvement. I made some progress in successfully using all of these skills with my parent since the beginning of the project, but I was capable of making more progress.

60-69 = Needs Significant Improvement. Since the beginning of the project, I have made little progress in successfully using all of these skills with my parent. I have hardly used the skills.

50 = Not Acceptable. Since the beginning of the project, I have made no progress in using all of these skills with my parent. I didn't do any of the assignments or very little of them.

40= I never used the skills or didn't turn the project in.

Based on the progress I made to become more proficient using these skills, I believe I deserve the following grade:

Explain why you believe you deserve this grade.

(Parent Communication Project Module)

Communicating With My Parent Weekly Assessments

Week # 3 Assessment

How successful was I at effectively communicating with my parent this week? That is, how successful was I at passively listening, actively listening/summarizing/paraphrasing the content of the message, actively listening for feelings, asking genuine inquiry questions, avoiding “You” Statements, and using “I” Statements?

1-----2-----3-----4-----5
Not Successful Somewhat Successful Very Successful

Which of these specific skills did I use best?

Which of these specific skills do I need to work on the most?

How many days did I chart this week (the number of days I had a rating (1-5), 0, or NA)?

Week # 4 Assessment

How successful was I at effectively communicating with my parent this week? That is, how successful was I at passively listening, actively listening/summarizing/paraphrasing the content of the message, actively listening for feelings, asking genuine inquiry questions, avoiding “You” Statements, and using “I” Statements?

1-----2-----3-----4-----5
Not Successful Somewhat Successful Very Successful

Which of these specific skills did I use best?

Which of these specific skills do I need to work on the most?

How many days did I chart this week (the number of days I had a rating (1-5), 0, or NA)?

Using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge, grade yourself on your answers to all the questions for all the weeks.

PCP End of the Project Summary Questions 25

([Parent Communication Project Module](#))

1. Which of these specific skills was I most successful using with my parent: passively listening (paying attention and showing interest in what my parent was saying), actively listening summarizing/paraphrasing the content of what my parent was saying, actively listening for feelings; summarizing/paraphrasing my parent's spoken and unspoken feelings throughout the conversations, asking genuine inquiry questions to help me understand what my parent was saying and what they were feeling, avoiding "You" Statements (criticism, put-downs, preaching, threats, being demanding) with my parent, and thus making them feel defensive, using "I" Statements with my parent (sharing with them how I felt and why I felt this way)?

2. Which skills do I need the most work on with my parent?

3. What impact has being more effective at using these skills had on your relationship with your parent? How does this feel, and why does it feel this way?

4. What contributed to my success (or lack of success)?

5. What, if anything, is keeping me from using these skills with my parents? What do I need to do in the future to be more effective in using these skills with my parents?

PCP Student Effort Assessments 25

([Parent Communication Project Module](#))

PCP Student Likert Scale

([Parent Communication Project Module](#))

Circle your responses to the following questions.

How Much Effort Did I Put Into Passively Listening To My Parent (paying attention and showing interest)?

1-----2-----3-----4-----5
Poor Effort Good Effort Best Effort

How Much Effort Did I Put Into Actively Listening/Summarizing/Paraphrasing The Content of What My Parent Was Saying?

1-----2-----3-----4-----5
Poor Effort Good Effort Best Effort

How Much Effort Did I Put Into Actively Listening/Summarizing/Paraphrasing My Parent's Spoken and Unspoken Feelings?

1-----2-----3-----4-----5
Poor Effort Good Effort Best Effort

How Much Effort Did I Put Into Asking Genuine Inquiry Questions to Help Me Understand What My Parent Was Saying and What They Were Feeling?

1-----2-----3-----4-----5
Poor Effort Good Effort Best Effort

How Much Effort Did I Put Into Avoiding "You" Statements (criticism, put-downs, preaching, threats, being demanding) With My Parent?

1-----2-----3-----4-----5
Poor Effort Good Effort Best Effort

How Much Effort Did I Put Into Using "I" Statements With My Parent (sharing with them how I felt and why I felt this way)?

1-----2-----3-----4-----5
Poor Effort Good Effort Best Effort

PCP Student Effort Rubric
([Parent Communication Project Module](#))

Using the criteria below, give yourself a grade for the effort you put into this project.

90 – 100 = Advanced: Above and Beyond. I gave my **best effort** throughout this project and used the skills whenever I had the opportunity.

80 – 89 = Proficient: At Standard. My effort was **good**, but it was not my best effort. I used the skills in most but not all situations when I had the opportunity or when it was appropriate.

70 – 79 = Needs Improvement. This was **not a good** effort for me. There were more than a few opportunities when I could have used the skills but didn't.

60-69 = Needs Significant Improvement. This was a **poor** effort for me. There were multiple opportunities when I could have used the skills and didn't.

50 = Not Acceptable. I **didn't try** to use the skills

40 = I never used these skills or didn't turn the project in.

Based on my effort to become more proficient using these skills, I believe I deserve the following grade:

Explain why you believe you deserve this grade.

Charting Grade

How many days was this project? _____

How many days did I chart (not including the days when you marked Z)? How many days did I have a rating of (1-5), 0, or NA.? _____

My charting grade (divide the number of days you charted by the number of days of the project)

Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge

To earn a grade of 90 or higher, you must meet **all** of the criteria in the 90-100 range listed below. To earn a grade of 100, your work must be perfect. To earn a grade of 80-89, you must meet **all** of the criteria in the 80-89 range listed below. Even if one question was not answered, if the answers are incomplete, or if you hurried through parts of the assignment to get it done, the highest grade **you** can give yourself is a 79. Based on the quality of your work, I may give you a higher grade, but do not give yourself a grade higher than a 79 if it is incomplete.

90 – 100 = Advanced: Above and Beyond. My answers demonstrate deep and complex self-awareness, self-insight, and self-knowledge.

- Best Effort, Best Work
- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- Answers Show **Deep & Complex** Insight: I Thought Very Deeply About The Answers to **Each** Question.

80 – 89 = Proficient: At Standard. My answers demonstrate significant self-awareness, self-insight, and self-knowledge.

- Good Effort, Good Work, but Not My Best
- All the Questions Have Been Answered
- The Answers are Complete and Supported
- Answers Show **Significant Insight**: I Thought Deeply About The Answers to **Most** of the Questions.

70 – 79 = Needs Improvement. My answers demonstrate some but incomplete self-awareness, self-insight, and self-knowledge.

- This is Not Good Work or Good Effort for Me
- Some of the Questions Are Incomplete or Have Not Been Answered
- Some Answers are Not Well Developed: I Didn't Think Deeply About the Answer to Some of the Questions
- I Hurried Through Parts of the Assignment to Get It Done
- Answers show **Incomplete** Self-Awareness, Self-Insight, & Self-Knowledge

60-69 = Needs Significant Improvement. My answers demonstrate a lack of self-awareness, self-insight, and self-knowledge.

- Poor Effort and Poor Quality of Work for Me
- Many of the Questions Are Incomplete or Have Not Been Answered
- Many Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lack the Necessary Details and Support.
- I Hurried Through Large Parts of the Assignment to Get it Done
- Answers show a **Lack** of Self-Awareness, Self-Insight, & Self-Knowledge

50 = Not Acceptable. The Task Needs to be Completed or Done Over.

40 = The Assignment Wasn't Turned In

PCP Grade Summary 25
([Parent Communication Project Module](#))

Student Self-Evaluation of the Completeness & Depth of Their Answers

Students grade themselves using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the Weekly Assessments.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the End of Project Summary Questions.

Student Self-Evaluation of Their Progress

_____ My Self-Evaluation Grade For My Progress

Student Self-Evaluation of Their Effort

_____ My Self-Evaluation Grade For My Effort

Student Self-Evaluation of The Extent To Which They Charted

_____ My Self-Evaluation Grade For Charting:

Parent Evaluation of Progress

_____ Parent Evaluation Grade For Their Progress

Parent Evaluation of Effort

_____ Parent Evaluation Grade For Their Effort

Teacher Evaluation of the Completeness & Depth of Their Answers.

Teachers grade students using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge.

_____ Teacher Evaluation Grade For The Completeness & Depth of My Answers on the Weekly Assessments.

_____ Teacher Evaluation Grade For The Completeness & Depth of My Answers on the End of Project Summary Questions.

(My signature indicates that all the self-evaluation information is
a complete, accurate, and honest assessment