

## How to Use the YouthARTS & Science Assessment for Peer Relationship Questions (adapted version of the YouthARTS Program Participants Skills Assessment)

### Rating Participants

The explanation below is intended to assist evaluators when completing the *adapted version* of the YouthARTS & Science Program Participants Skills Assessment for the Peer Relationship section (questions PR 1 – PR 7).

Please note that for consistency, the same evaluator should complete both the pre and post assessment for each participant. If a participant interacts with more than one evaluator, then the program has the option of allowing two or more evaluators to complete the assessment together (i.e., during an internal review meeting), where all evaluators can come together at the same time and discuss the abilities of each participant prior to assigning a score for each category.

When rating participants, evaluators should consider the following explanations of each category:

Category	Explanation
PR 1 Youth actively participates in class/sessions.	<p><b>1</b>—Demonstrates poor listening skills by interrupting or distracting, and responding inappropriately. Distracts others or is easily distracted. Poses questions that are irrelevant or untimely. Demonstrates lack of interest in topics or tasks.</p> <p><b>2</b>—Listens to others. Seldom distracts others or becomes distracted. Contributes occasionally. Poses questions that are relevant and of immediate interest.</p> <p><b>3</b>—Listens carefully to others. Contributes constructively to discussions. Poses questions that clarify details about the topic or extend own understanding.</p> <p><b>4</b>—Listens actively to others. Demonstrates close attention to the task/activity. Contributes actively and meaningfully. Poses questions that are thought-provoking and which elaborate on the topic, extending others’ as well as own understanding.</p>
PR 2 Youth expresses anger and conflict appropriately.	<p><b>1</b>—Leaves desk/room when upset or doesn’t get his/her own way. Expresses anger quickly and openly and does not realize how actions may affect others. Uses physical means to “solve problems” between peers. Involves others in gossip or other behaviors detrimental to particular students.</p> <p><b>2</b>—Seldom leaves desk or room without permission or good reason. Expresses anger quickly and openly, but recognizes how actions may affect others around them when spoken to by instructor. On occasion will use physical means to “solve problems” between peers. May occasionally follow others in gossiping, but acknowledges own role when spoken to by instructor.</p> <p><b>3</b>—Never leaves desk/room without permission. Does not take part in distractions from others. Understands the need to discuss/verbalize their feelings when angry with peers, either through peer mediation or by talking with their instructor. Does not use physical means to “solve problems” with peers and refrains from gossiping about others. Avoids situations where this occurs.</p> <p><b>4</b>—Refuses to take part in distracting activities, sometimes assisting to resolve distractions created by others. Understands the need to discuss/verbalize their feelings when angry with peers, either through peer mediation or by talking with their instructor. Stands up for those who are misrepresented or mistreated by others, and openly indicates when gossip and other behaviors are damaging to peers.</p>

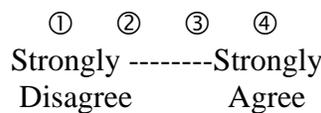
<p style="text-align: center;">PR 3</p> <p style="text-align: center;">Youth communicates effectively with adults.</p>	<p><b>1</b>—Communicates with instructor or other adults in an often disrespectful way; often makes inappropriate comments or poses questions only to challenge instructor/adult. Almost impossible to verbalize ideas and explain thought-processes in a way understandable to others.</p> <p><b>2</b>—Communicates with instructor or other adults, but demonstrates inconsistent respect; occasionally makes inappropriate comments. Although attempted, hard to verbalize ideas and explain thought-processes in a way understandable to others.</p> <p><b>3</b>—Communicates with instructor or other adults and demonstrates respect most of the time; on occasion questions ideas in respectful way. Can verbalize ideas and explain thought-processes in a way understandable to others.</p> <p><b>4</b>—Communicates with instructor or other adults and consistently shows respect; often questions or challenges ideas in respectful way. Can verbalize ideas with ease and explain thought-processes in a way understandable to others.</p>
<p style="text-align: center;">PR 4</p> <p style="text-align: center;">Youth behaves in a cooperative way with others in a group.</p>	<p><b>1</b>—Seldom contributes to group processes. Takes group off task by being silly or unpleasant. Is not respectful of other group members. May talk almost all of the time, or may be silent almost all of the time. Wants own way.</p> <p><b>2</b>—Contributes inconsistently to group processes, sometimes positively and sometimes negatively or not at all. Listens to contributions of others some of the time. Follows group suggestions some of the time. Accepts decisions of the group some of the time.</p> <p><b>3</b>—Contributes positively to group processes. Accepts and builds upon the contributions of others. Listens to other points of view. Follows others’ suggestions. Allows a balance of talking and listening to occur. Willing to share decision-making.</p> <p><b>4</b>—Contributes enthusiastically to group processes. Encourages others to contribute and integrates everyone’s suggestions into group work. Listens actively and shows leadership and/or follows as appropriate. Involves others in decision-making.</p>
<p style="text-align: center;">PR 5</p> <p style="text-align: center;">Youth communicates effectively with peers.</p>	<p><b>1</b>—Experiences difficulties communicating with peers, is either passive or aggressive. Unable or unwilling to communicate and share with other participants. Almost impossible to verbalize ideas and explain thought-processes in a way understandable to others.</p> <p><b>2</b>—Communicates only when necessary. Listens to the contributions of others, but interrupts frequently. Executes communication only when prompted to by instructor. Although attempted, hard to verbalize ideas and explain thought-processes in a way understandable to others.</p> <p><b>3</b>—Communicates well with participants, although usually does not seek out unfamiliar peers. Listens carefully to others. Shares ideas with others. Can verbalize ideas and explain thought-processes in a way understandable to others.</p> <p><b>4</b>—Communicates well with a variety of peers, both familiar and unfamiliar. Communicates meaningfully and listens actively. Enhances the level of communication through sharing and helpfulness. Can verbalize ideas with ease and explain thought-processes in a way understandable to others.</p>
<p style="text-align: center;">PR 6</p> <p style="text-align: center;">Youth uses conflict resolution techniques to solve problems.</p>	<p><b>1</b>—Places blame on others for problems or poor behavior. Uses physical means to “solve problems” between peers. Does not verbalize feelings/emotions. Does not acknowledge own role in events.</p> <p><b>2</b>—Admits own errors or poor behavioral choices. On occasion will use physical means to “solve problems” between peers. Can only verbalize feelings/emotions when prompted to by instructor. Acknowledges own role in events with assistance.</p> <p><b>3</b>—Immediately owns up to errors or poor behavioral choices. Does not use physical means to “solve problems” with peers. Can verbalize feelings/emotions. Thoughtfully acknowledges own role in events.</p> <p><b>4</b>—Errors are acknowledged independently and a plan for correction is developed. Does</p>

	not use physical means to “solve problems” with peers. Can verbalize feelings/emotions and understands the meaning behind said feelings/emotions. Insightfully acknowledges own role in events.
<p>PR 7</p> <p>Youth exhibits positive peer relationships with other participants in the program.</p>	<p>1—Difficult for participant to get along with peers. Insults/heckles other students or demeans their contributions. Intolerant of other students’ errors (overly critical). Impolite or discourteous.</p> <p>2—Somewhat easy for participant to get along with peers. Permits others to contribute to discussion. Occasionally points out errors of others. Generally polite.</p> <p>3—Easy for participant to get along with peers. Participant’s conduct demonstrates a positive attitude. Listens politely to the contributions of others. Respectfully corrects the errors of others. Consistently polite and courteous.</p> <p>4—Very easy for participants to get along with peers. Participant is enthusiastic and positive. Encourages the input of others. Respectfully assists others, always mindful of their peers’ feelings. Polite and courteous.</p>

Scoring Assessments

For this assessment, each participant is assigned to a column (and up to three participants can have their scores documented on one sheet). Each participant will be rated on seven criteria related to the development of positive peer relationships; each category corresponds to one row of the assessment table.

To record a score for each participant, one of the circles must be shaded in the appropriate category/row with a blue or black ink pen. Note that each circle corresponds to a particular numerical value, with the lowest score of one meaning strong disagreement and the highest score of four meaning strong agreement:



Once all rows have been completed for a participant (i.e. all rows completed going down a column), sum up the totals for each circle that has been shaded in. For example, if Participant A has circles for all categories shaded corresponding to a numerical value of one, their pre-assessment score would be a total of seven (a score of one for each category multiplied by the total number of categories, in this case seven). The total value can then be hand-written at the bottom of the column, which will allow for easier comparison once the post-assessment is completed in the same way described above.

If the same Participant A, who received a pre-assessment score of seven were to receive a score greater than seven on the post-assessment, Participant A would be considered as achieving the outcome of the program related to increased positive peer relationships. Keep in mind that The Children’s Trust defines an increase in any output (such as peer relationships) as an increase of one point or more on a given measurement tool. So, even if Participant A were to receive a post-assessment score of eight, they would still be classified as meeting the outcome because of the positive difference of one point between the pre and the post-assessments.

**In summary, if the post-assessment score is greater than the pre-assessment score, the participant has met the outcome. If the post-assessment score is less than or equal to the pre-assessment score, then the participant has NOT met the outcome.**