



# ASSESSMENT RUBRIC

Color My Conversation Rubric and Assessment is based on North American social expectations. Mark this rubric as if you are the Communication Partner (CP) from the perspective of a known adult or peer.  
PLEASE NOTE: This Assessment Rubric is primarily intended for the Conversation Coach who may not have access to more formal assessment measures for social language skills.

Aspect	Not yet meeting	Minimally meeting	Meeting	Exceeding
	1	2	3	4

## Non Verbal Skills

<p><b>Eye Contact</b></p> <p><i>A skilled conversationalist understands that eye contact (in a conversation) is a combination of direct eye gaze, face scanning, and glances at other parts of the person, other people or at items in the room.</i></p>	<p>Eye contact is infrequent, with minimal one- to-one eye gaze with CP.</p> <p>Eye contact is excessive by either staring at the CP or fixated on other people/objects in the room.</p>	<p>Eye contact is irregular and distracting for the CP.</p> <p>Eye contact is held too long with the CP or other things in the room.</p>	<p>Eye contact is frequent but may periodically draw attention from CP.</p> <p>Eye contact is an appropriate length of time with a combination of direct eye gaze and looking away.</p>	<p>Eye contact is natural and not distracting to the CP.</p> <p>Uses a combination of direct eye contact, face scanning, referencing the CP's body, other people or other items in the room.</p>
<p><b>Facial Expressions</b></p> <p><i>A skilled conversationalist uses facial expressions that match how they are feeling or how their CP is feeling. However, he/she also self regulates facial expressions if the emotions being expressed are not positive to the situation.</i></p>	<p>Facial expression or lack of expression is very distracting.</p> <p>Facial expressions rarely match the emotions expressed by the individual or the CP.</p> <p>May have a flat affect with little to no expression.</p> <p>May use inappropriate expressions (i.e. eye rolling, yawning).</p>	<p>Facial expression or lack of expression is distracting.</p> <p>Facial expressions periodically match the emotions expressed by the individual or the CP.</p>	<p>Facial expressions are barely noticeable.</p> <p>Facial expressions frequently match the emotions expressed by the individual or the CP.</p>	<p>Facial expressions are not drawing attention from the CP.</p> <p>Facial expressions consistently match the emotions expressed by the individual or the CP.</p>
<p><b>Body Gestures</b></p> <p><i>A skilled conversationalist uses body gestures that match how they are feeling or how their CP is feeling. However, he/she also self regulates body gestures if the emotions being expressed are not positive to the situation.</i></p>	<p>Rarely uses body gestures that match the message being expressed by the individual or the CP in neutral or positive situations.</p> <p>Body gestures are frequently distracting to the CP (i.e. being overly expressive or not using body movement at all).</p> <p>Consistently demonstrates difficulty with the ability to self regulate body gestures in situations that are not positive (i.e. when someone is angry).</p>	<p>Seldom use of body gestures that match the message being expressed by the individual or the CP in neutral or positive situations.</p> <p>Can at times be distracting to the CP (i.e. being overly expressive or not using body movement at all).</p> <p>Frequently demonstrates difficulty with the ability to self regulate body gestures in situations that are not positive (i.e. when someone is acting aggressively).</p>	<p>Frequently uses body gestures that match the message being expressed by the individual or the CP in neutral or positive situations.</p> <p>Usually reads the social cues and environment well however, may struggle with the ability to self regulate in situations that are not positive (i.e. when someone is acting aggressively).</p>	<p>Consistently uses body gestures that match the message being expressed by the individual or the CP in situations that are neutral or positive.</p> <p>Frequently demonstrates the ability to self regulate body gestures in situations that are not positive (i.e. when someone is acting aggressively).</p>
<p><b>Proxemic</b></p> <p><i>This is the physical distance that we have based on our relationship with the CP. It should feel natural – not too far away or too close for the CP.</i></p>	<p>Rarely or never uses proper personal space, standing too close or too far away.</p> <p>Is not able to determine acceptable personal space and determine relationship norms for personal space bubble.</p>	<p>Inconsistently demonstrates natural adjustments in relation to personal space.</p> <p>Does not always change stance or distance according to relationship status.</p>	<p>Frequently demonstrates natural adjustments in relation to personal space and demonstrates the ability to consider other specific factors such as gender, age and culture.</p>	<p>Consistently demonstrates natural adjustments in relation to personal space and demonstrates the ability to consider other specific factors such as gender, age and culture.</p>
<p><b>Tone of Voice</b></p> <p><i>This is the way that we modulate our voice to express emotions. We will often match our tone of voice to how we are feeling or how our CP is feeling. However, we may choose to self regulate our tone of voice if the emotions being expressed are not positive (i.e. anger).</i></p>	<p>Frequently misinterprets tone of voice of others and draws attention to oneself or uses tone of voice that is confusing to the CP.</p> <p>Unable to read and match thoughts and reacts inappropriately to the emotional expression from CP i.e.: sadness, frustration, sarcasm, humor, questioning.</p>	<p>Inconsistently uses tone of voice that matches personal thoughts and feelings.</p> <p>Inconsistently reacts appropriately to the emotions, thoughts and feelings expressed by the CP's tone of voice i.e.: sadness, frustration, sarcasm, humor, questioning.</p>	<p>Frequently uses tone of voice that matches personal thoughts and feelings.</p> <p>Frequently reacts appropriately to the emotions, thoughts and feelings expressed by the CP's tone of voice i.e.: sadness, frustration, sarcasm, humor, questioning.</p>	<p>Consistently uses tone of voice that matches personal thoughts and feelings.</p> <p>Consistently reacts appropriately to the emotions, thoughts and feelings expressed by the CP's tone of voice i.e.: sadness, frustration, sarcasm, humor, questioning.</p>

Greetings and Farewells: non verbal and verbal				
<p><b>Greetings</b></p> <p><i>These are the "hello" words/phrases we use to start a conversation.</i></p>	Rarely initiates or responds to non/verbal greetings with CP.	Inconsistently initiates or responds to non/verbal greetings with CP - needs frequent reminders to respond.	Frequently initiates or responds to non/verbal greetings with CP – needs occasional reminders to respond.	Consistently initiates or responds to non/verbal greetings with CP.
<p><b>Farewells</b></p> <p><i>These are the "goodbye" words/phrases we use to end a conversation.</i></p>	Rarely initiates or responds to non/verbal farewells with CP.	Inconsistently initiates or responds to non/verbal farewells with CP - needs frequent reminders to respond.	Frequently initiates or responds to non/verbal farewells with CP – needs occasional reminders to respond.	Consistently initiates or responds to non/verbal farewells with CP.

Verbal conversation skills				
<p><b>Conversation starter</b></p> <p><i>These are the predictable questions that we ask when we engage in a conversation (i.e. How are you? How is your day going? etc).</i></p>	Never or rarely asks general questions or makes comments to initiate a conversation using predictable topics (i.e. weather, family, current events).	Sometimes asks general questions or makes comments to initiate a conversation using predictable topics (i.e. weather, family, current events).	Frequently asks general questions or makes comments to initiate a conversation using predictable topics (i.e. weather, family, current events).	Competently asks general questions or makes comments to initiate a conversation using predictable topics (i.e. weather, family, current events).
<p><b>Conversation stopper</b></p> <p><i>These are the predictable statements we will often make to let our CP know that the conversation is about to end. They will often focus on the time passing or on the visit itself.</i></p>	Never or rarely uses closing comments to indicate that a conversation is about to end (i.e. Nice talking with you. Well I'd better be on my way. It's been great to see you again! etc).	Sometimes uses closing comments to indicate that a conversation is about to end (i.e. Nice talking with you. Well I'd better be on my way. It's been great to see you again! etc).  Stopper strategies may not match the emotional tone of the conversation.	Often uses closing comments to indicate that a conversation is about to end (i.e. Nice talking with you. Well I'd better be on my way. It's been great to see you again! etc).  Stopper strategies match the emotional tone of the conversation frequently.	Skillfully uses closing comments to indicate that a conversation is about to end (i.e. Nice talking with you. Well I'd better be on my way. It's been great to see you again! etc).  Stopper strategies match the emotional tone of the conversation consistently.
<p><b>Topics</b></p> <p><i>These are the specific topics that we move into once the initial chitchat has occurred. As skilled communicators, we should be able to engage in topics of interest for either ourselves or our CP. We should also be able to engage on topics of which we have little interest or knowledge.</i></p>	Is unable to engage in a topic of personal interest; does not know what to talk about (says "I don't know").  Engages in inappropriate topics that are unrelated to the situation or are of a personal nature.  Over shares private information, personal information or other individuals business.	Engages in limited topics of personal interest but has difficulty or is unable to contribute to topics of shared interests.	Engages in specific topics of own personal interest.  Is able to converse to a variety of shared topics of interests.	Skillfully engages in specific topics of personal or CP's area of interest.  Is able to converse to a wide variety of topics.
<p><b>Comments &amp; Questions</b></p> <p><i>Comments (i.e. Cool! So sorry to hear that! etc) and questions move a conversation forward. Comments should match the emotion and information provided by the CP. For example, if the CP said, "I lost my bike", an appropriate comment could be "I'm sorry to hear that". Questions should also be relevant to the topic and sensitive to the emotions being expressed.</i></p>	Never or rarely makes comments or asks questions in response to the CP's specific topic.	Sometimes makes comments or asks questions in response to the CP's specific topic.  Comments and questions may not match the CP's specific topic or the emotional tone of the topic.	Often makes appropriate comments or asks meaningful questions in response to the CP's specific topic or the emotional tone of the topic.	Confidently and naturally makes appropriate comments or asks meaningful questions in response to the CP's specific topic or the emotional tone of the topic.

Verbal conversation skills				
<p><b>Topic changers (optional for primary)</b></p> <p><i>These are the words/ phrases that we use to let our CP know that the topic is about to shift. A skilled conversationalist will not only use topic changers but their choice of topic changers will compliment the degree of change required. For example, a basic topic changer such as "By the way..." could be used if the topics are somewhat related. However if the topics are not at all related, a skilled conversationalist would prepare the CP with a topic changer that identifies a significant switch in the topics (i.e. "On a completely different note...!")</i></p>	<p>Never uses topic changer words or phrases to move from one topic to another.</p>	<p>Sometimes uses topic changer words or phrases to move from one topic to another.</p>	<p>Often uses topic changer words or phrases to move from one topic to another.</p>	<p>Confidently and naturally uses a variety of topic changer words or phrases to move from one topic to another.</p>

Conversation Rules				
<p><b>Turn Taking</b></p> <p><i>A skilled conversationalist has a sense of the timing required for turn taking (i.e. how to interject) when engaged in a conversation. He/she also understands how to enter/exit a conversation that is already underway.</i></p>	<p>Frequently demonstrates difficulty with turn taking by either dominating the conversation or not contributing to it sufficiently.</p> <p>Frequently demonstrates difficulty with conversation transitions (i.e. enter into a dialogue, interject within the dialogue, exit a dialogue that is still underway).</p>	<p>Sometimes uses appropriate strategies for turn taking.</p> <p>May either dominate the conversation or not contribute to it sufficiently.</p> <p>May interject at inopportune times.</p>	<p>Often is able to take turns smoothly within a conversation.</p> <p>Frequently demonstrates the ability to transition (i.e. enter into dialogue, interject within the dialogue, exit dialogue that is still underway) within a conversation.</p>	<p>Skillfully uses appropriate strategies for turn taking or transitioning when interruptions are required within a conversation.</p>
<p><b>Social Etiquette – Verbal Acts of Politeness</b></p> <p><i>A skilled conversationalist demonstrates social etiquette by using polite words/ phrases (i.e. please, thank you, excuse me).</i></p>	<p>Never or rarely uses polite words.</p> <p>May use slang or inappropriate language.</p>	<p>Sometimes uses polite words however, word choice may be improper or unfitting for the situation or the relationship with the CP.</p>	<p>Often uses polite words that are suitable to the situation and the relationship with the CP.</p>	<p>Consistently uses polite words and can skillfully adjust word choice that is fitting to the situation or relationship with CP.</p>

# ADDITIONAL CONSIDERATIONS

## CONVERSATION PROFILE

### A. SPECIFIC CONVERSATIONS

*Through your observations, does the child interact in an age appropriate manner in the following specific conversational scenarios? If not, please elaborate in what way his/her communication is ineffective.*

- First Introductions (either introducing or being introduced to someone)
- Telephone Conversations (answering the phones with different conversation partners)
- Compliments/Receiving gifts (how to give/receive compliments or gifts)
- Restaurant Conversations (how to interact within a variety of restaurants situations such as fast food, family restaurant or fine dining)
- Excuse Me Conversations (how to request)
- Waiting in line Etiquette (knowing the unspoken rules)
- Pedestrian Etiquette (knowing the unspoken rules)
- Texting/Emailing/Computer Etiquette (knowing the unspoken rules)
- Other

Comment: \_\_\_\_\_

### B. OTHER AREAS TO CONSIDER

*Are there any other areas that might help you better understand the child? The following provides a list of some other things the Conversation Coach might consider:*

#### 1. FAMILY CONSIDERATIONS

- Family Dynamics (i.e. birth order, sibling relationships, etc)
- Socio Economics
- English Language Learner
- Cultural Variations

Comment: \_\_\_\_\_

#### 2. CHILD CONSIDERATIONS

- Health history (i.e. Are there any medical issues to be considered?)
- Personality (i.e. social, shy, willful, passive or withdrawn)
- Learning preferences (i.e. Do they learn better by watching, listening or doing?)
- Motivational factors (i.e. Are they motivated by your verbal praises, by tangible reinforcements, by your attention/time, or by the things you do with them?)
- Speech - Language Competency (i.e. Do they have a communication difficulty that affects their speech or language abilities?)
- Academic Ability (i.e. Are there learning issues?)

Comment: \_\_\_\_\_