

Mentor’s Skills: Primary Trait Rubric

Purpose: This self-assessment scale organizes specific attributes and skills for each element of the linguistic toolkit. It provides baseline data for goal-setting and a convenient way to identify strong skills and areas for development.

Applications: Use this rubric to identify goals and monitor programs.

Directions:

- 1. Complete the Rubric without the aid of any print materials.
- 2. For the skills that you rated ‘unaware’, use the text to learn more about that skill.
- 3. Set and record learning goals; add some strategies for skill development, as well.
- 4. Revisit the rubric at regular intervals, perhaps every other month, to monitor your progress.

Variations: Use this rubric with a Study Buddy. Set goals and agree to practice and share strategies for success throughout the school year.

Tip: Use this rubric in combination with a video. Tape yourself conducting a learning-focused conversation. Watch the videotape; then rate your skills. If possible, tape several conversations for a richer data pool.

Mentor’s Skills: Primary Traits Rubric (continued)

Name _____	Date _____		
Attending Fully	Unaware	With Conscious Competency	Flexibly and Fluently
Apply physical alignment			
Matching posture			
Matching gesture			
Physical referencing			
Matching breathing (depth, duration, rate)			
Apply vocal alignment			
Matching intonational patterns (volume, inflection)			
Matching pace of language			
Attending to word choice/with intentional match or mismatch			
Able to recover when focus is lost			

Attending Fully	Unaware	With Conscious Competency	Flexibly and Fluently
Listen to understand			
Listen without interruption			
Listen non-judgmentally, without <ul style="list-style-type: none">• personal referencing• personal curiosity• personal certainty			
Listen for assumptions, inferences, problem frame, perceptions, perspectives			

Mentor's Skills: Primary Traits Rubric (continued)

Inviting Thinking	Unaware	With Conscious Competency	Flexibly and Fluently
Use invitational stems which include:			
An approachable voice (intonation)			
Plural forms			
Exploratory language			
Presume positive intention			
Maintain non-judgmental stance			
Embed positive presuppositions			

Sustaining Thinking	Unaware	With Conscious Competency	Flexibly and Fluently
Pause/ Use Silence			
Pause to allow time for thought <ul style="list-style-type: none">• after asking a question• after hearing a response to allow for additional information• before making a response or asking a question			
Paraphrase			
Apply paraphrase within a pattern of pause/paraphrase/question			
Apply paraphrases that: <ul style="list-style-type: none">• acknowledge and clarify emotion• acknowledge and clarify content• summarize/organize comment• shift level of abstraction			

Mentor's Skills: Primary Traits Rubric (continued)

Sustaining Thinking (continued)	Unaware	With Conscious Competency	Flexibly and Fluently
Inquire—to open thinking			
Use nondichotomous forms (no yes/no)			
Use language to focus on specific cognitive processes			
Invite metacognitive thinking			
Ask questions that produce new insights and applications			
Probe—to focus thinking			
Ask questions to clarify explanations, ideas, anecdotes, generalizations			
Ask questions to examine inferences, assumptions, implications, consequences			
Surface specific examples, non-examples			