

College and Career Competency Sequence: Assertiveness

These targets describe how students demonstrate progressive interpersonal skills at each stage. By the end of each stage, each student:

DEVELOPING

- Demonstrates how to ask for help.
- Expresses basic feelings and preferences.
- Demonstrates refusal skills and the ability to say, “No.”
- Communicates a need or a want to peers and adults in a respectful manner.
- Asks for help from an adult for a challenging situation.
- Demonstrates respectful refusal skills.
- Makes assertive statements paired with body language and tone of voice that match the statement.

EMERGING

- Describes assertive, passive, and aggressive behaviors.
- Demonstrates verbal and nonverbal communication for assertiveness.
- Defines assertiveness (the ability to express wants, needs, and thoughts while respecting what others want, need, and think) and provides examples.
- Demonstrates assertive statements during collaborative learning.
- Explains how assertiveness is important for current and future life.
- Demonstrates the ability to express feelings in a respectful manner.

DEMONSTRATING

- Rephrases aggressive and passive statements into assertive statements (with prompts).
- Determines personal boundaries and generates assertive statements to apply if boundaries are compromised.
- Demonstrates the ability to respond to different points of view respectfully.

GENERALIZING

- Demonstrates verbal and written assertive statements.
- Predicts how increased assertiveness would affect outcomes of various situations.
- Explains how assertiveness relates to conflict management and empathy.
- Demonstrates assertiveness in various situations (e.g., teaming, social interactions, seeking support).