

Assertiveness Assessment Suite 2022 Technical Report

This technical report can be cited as: Gaumer Erickson, A. S., & Noonan, P. M. (2022). *Assertiveness assessment suite: Technical report*. College & Career Competency Framework. <https://www.cccframework.org/>

Defining Assertiveness

“*Assertiveness* is defined as the ability to express your beliefs, wants, or feelings in a self-assured and direct manner while respecting others” (Noonan & Gaumer Erickson, 2018, p. 105). Developing higher levels of assertiveness helps students share their thoughts and advocate for themselves in educational, career, and personal settings (Buell & Snyder, 1981; Lane et al., 2006; Wolfe et al., 2012). Learning to be assertive can also reduce instances of bullying (Buell & Snyder, 1981; Hall, 2006). Numerous resources are available on the College and Career Competency Framework website, <https://www.cccframework.org/>, including research guides, instructional activities, videos of students and educators, family guidance, and professional learning options.

The Assertiveness Assessment Suite is a companion to the College and Career Competency Framework instructional materials. This suite measures a student’s knowledge, perceived level of proficiency, and performance around two essential components of assertiveness:

1. Even when it’s difficult, express your wants, needs, and thoughts.
2. Even when it’s difficult, respect what others want, need, and think (Noonan & Gaumer Erickson, 2018).

The Assessment Suite

Assertiveness assessments included in this suite are formative measures designed to guide students’ reflection and educators’ instruction. The assessments are not intended to provide a summative evaluation. When combined with other data sources, these assessments guide decision making for direct instruction that builds students’ knowledge, for guided practice that develops students’ fluency, and for independent practice with ongoing coaching that promotes students’ proficiency and generalization. **All assessments are free** for educational professionals to administer if utilizing the results for skill development or program improvement.

Formative Questionnaire. This self-report measure asks students to rate behaviors on a 5-point Likert-type scale from *Not Very Like Me* to *Very Like Me*. The questionnaire was designed for students in middle and high school. The items on the questionnaire are written at a ninth-grade reading level, per the Flesch–Kincaid readability score (Kincaid et al., 1975). The Assertiveness Formative Questionnaire should not be used as a pre/post measure. As students learn more about assertiveness, their internal frame of reference may shift, causing them to become more critical in their self-assessment; this phenomenon is called response shift bias (Bray et al., 1984; Drennan & Hyde, 2008). Accommodations should be provided when appropriate and may include reading the items aloud, explaining the items, or having a scribe fill in the response option. See Appendix A for Formative Questionnaire items.

The questionnaire can be cited as: Gaumer Erickson, A. S., Noonan, P. M., Monroe, K., & McCall, Z. (2016). *Assertiveness Formative Questionnaire*. In P. M. Noonan & A. S. Gaumer Erickson. (2018). *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom* (pp. 181–182). Corwin.

Knowledge Test. This curriculum-based measure assesses students’ knowledge of assertiveness constructs and judgement of the most effective course of action when applying these constructs. The test includes multiple-choice, true/false, situational judgement, and short-answer items. The knowledge test is directly aligned with lessons available for purchase at <https://www.cccframework.org/competency-lessons-and-student-workbooks/>. The test can be used as a pre/post measure prior to and after teaching the assertiveness lessons. Accommodations should be provided when appropriate and may include reading the items aloud, explaining the items, and having a scribe fill in the response option. See Appendix B for Knowledge Test items.

The test can be cited as: Gaumer Erickson, A. S., Noonan, P. M., & Loewenstein, M. (2019). Assertiveness Knowledge Test. In P. Noonan, A. Gaumer Erickson, & M. Loewenstein. *Teaching assertiveness in middle and high school classrooms* (2nd ed., pp. 1–5) [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org/competency-lessons-and-student-workbooks/>

Performance-Based Observation. This assessment is designed to be embedded within authentic situations such as academic courses and extracurricular activities. The Assertiveness Performance-Based Observation can be used at purposeful intervals to monitor each student’s development. Based on observations across time or in specific situations, the educator rates each student’s assertive behaviors on the following scale:

- *Beginning*: Not yet able to demonstrate without scaffolding;
- *Emerging*: Minimal or superficial demonstration, prompting likely required;
- *Proficient*: Sufficient demonstration, including self-appraisal and detailed, personalized application;
- *Advanced*: Independent and consistent demonstration, teaches/prompts others; or
- *Not Observed*: Documented if there has not been the opportunity to observe the behavior performed by an individual student.

See Appendix C for Performance-Based Observation items.

The observation can be cited as: Noonan, P. M. & Gaumer Erickson, A. S. (2018). Assertiveness Performance-Based Observation. Derived from *College and Career Competency Sequence*. College & Career Competency Framework. <https://cccframework.org/>

Performance-Based Reflection. This assessment, directly aligned with the Performance-Based Observation, promotes students’ reflection on their demonstration of assertive behaviors within authentic situations. Triangulating students’ ratings with the Performance-Based Observation results in a more comprehensive analysis of performance. The Assertiveness Performance-Based Reflection can be used at purposeful intervals to monitor the development of each student. See Appendix D for Performance-Based Reflection items.

The self-assessed reflection can be cited as: Noonan, P. M., Gaumer Erickson, A. S., & Maclean, T. L. (2021). Assertiveness Performance-Based Reflection. Derived from P. Noonan & A. Gaumer Erickson. (2018). *College and Career Competency Sequence*. College & Career Competency Framework. <https://www.cccframework.org/>

Administering the Formative Questionnaire and Knowledge Test

Teachers can simultaneously launch the Assertiveness Formative Questionnaire and Knowledge Test by visiting <https://www.cccstudent.org/>, creating a free account, and following the instructions provided on the website. Through this website, which is free and available to all educators, these assessments have been combined to ease administration, together requiring less than 20 minutes for students to complete. Once students have completed the assessments, teachers can view graphed results for individual students and aggregate results for all their students. Teachers can also download a raw data file.

Teachers distribute the assessments to students by providing the URL (<https://www.cccstudent.org/>) and a unique survey code; the survey code is provided on the website when a survey is added to the teacher’s portal. Once on the website, students select *Quiz Yourself* and enter the code. They do not log into the website. The assessment results are automatically generated for each student and available to them once all items are answered. This enables each student to reflect on results immediately. If a printable version of an assessment is needed, please contact researchcollaboration@ku.edu.

Directions to Students. Explain to students that they will each take an assertiveness assessment. Results will help them better understand how assertive they are right now, determine their knowledge of assertiveness concepts, and promote reflection on their ability to identify how best to apply assertiveness in specific situations. Inform students that this test will not be used as a grade but that you want them to be reflective and honest because they will use the information to think about their strengths and areas for growth.

Provide students with the URL (<https://www.cccstudent.org/>) and code. Once on the website, students select *Quiz Yourself* on the top left and enter the code. Remind students to enter their student-specific number (e.g., school ID, or assign each student a number). This number will allow you, as the teacher, to view their individual results.

For the questionnaire items, ask students to pause and reflect on their assertive behaviors across the last couple of months and how well they were able to be assertive in various situations. Explain that the knowledge test assesses students' knowledge of assertiveness concepts and potential ways to demonstrate assertive behaviors in certain situations. Remind students that, after finishing the test, they should stay on the results page to record their results. Give students adequate time to complete the assessment (approximately 15–20 minutes).

Prompt students to write down their self-assessment scores from the graph on the results page. The scores are on a 100-point scale so that they can be interpreted as percentages. If a student received a score of 75 on Component 1, that is similar to a 75% on that component. In addition to the composite scores, each item is displayed with the associated component and student's rating. Have students identify a couple questionnaire items that are strengths and a couple questionnaire items that represent areas for improvement.

Finally, have students write down their knowledge score. This score is at the end of the report. Additional instructions for facilitating students' reflection and using the results of the Assertiveness Formative Questionnaire and Knowledge Assessment are provided in the lessons available for purchase at <https://www.cccframework.org/competency-lessons-and-student-workbooks/>.

Scoring the Essay Items. Log into your account on <https://www.cccstudent.org/>. In My Portal, click on the name of the assessment. The table provides the option to score each student's response to the essay questions. Assign points on a scale of 0–3 on the comprehensiveness of the answers. For items 38 and 39, assign one point for each of the three parts.

- **Part 1:** An empathy statement, or indication that you understand the perspective and feelings of the other person.
- **Part 2:** The rationale behind your action/request, including reasons and feelings, while not blaming others.
- **Part 3:** A coherent, direct statement of what you want to happen. Be clear and detailed.

Using the Results. Results by component (i.e., express, respect) support reflection on relative strengths and areas for improvement. Students can analyze their individual results to increase behaviors in which they, based on their own reporting, are not performing consistently. Students can also discuss assertiveness with others and begin to apply this knowledge to their own experiences.

By determining assertiveness strategies to pinpoint, teachers can enhance their instructional practices through targeted instruction. After facilitating continual guided and independent practice with feedback, teachers can readminister the Assertiveness Formative Questionnaire and Knowledge Test and, based on the results, alter instruction to further bolster students' knowledge and skills. It is expected that, after instruction, students' scores will increase on the knowledge portion of the assessment; the self-report questionnaire portion is not designed as a pre/post measure but instead to promote ongoing reflection of relative strengths and areas for growth. The data allow teachers to engage in data-driven decision making to increase their students' abilities to be assertive.

Administering the Performance-Based Observation and Reflection

The Assertiveness Performance-Based Observation is purposefully planned and administered at key intervals during the school year. Teachers create conditions in which students have opportunities to demonstrate the specific assertive behaviors. The assertiveness lessons (<https://www.cccframework.org/competency-lessons-and-student-workbooks/>) provide numerous curriculum-based activities that lend themselves to performance-

based observations. Following the instruction on <https://www.cccstudent.org>, educators conduct observations on each student, ideally in the fall, winter, and spring. To further promote student reflection, each student can rate their proficiency on the assertiveness indicator(s) related to the specific context (e.g., course or activity). Teachers can then compare these self-ratings to observed behaviors, lending strength to the ratings or determining inaccuracies in knowledge or fluency.

Using the Results. Results support students' reflection on relative strengths and areas for improvement. Educators use the results to reflect on whole-class instruction (including guided practice, coaching, and constructive feedback) necessary for students to become proficient in a given indicator. When educators review the results for individual students, instructional support may be necessary to augment the learning and practice, focusing on growth toward proficiency in the indicator(s).

Permission to Use the Assessments

Unlimited rights are given to educational professionals to administer the assessments and utilize the results for skill development and program improvement. Educators are expected to include the citation of the assessment(s) within all dissemination of assessment items or results. The content of the assessments cannot be modified, reproduced, or published in any profit-bearing format without prior written permission from the authors. For permission to use the assessment(s) for research purposes, please contact Dr. Amy Gaumer Erickson at researchcollaboration@ku.edu.

Reliability and Validity

Reliability. The Assertiveness Formative Questionnaire was initially tested for reliability using Cronbach's coefficient alpha with 2,071 students in grades 5–12 during the 2016–2017 and 2017–2018 school years. Exploratory factor analysis (EFA) was performed to test the concept homogeneity. The analyses were repeated in 2021 with data from 9,211 students in the U.S. Of the 9,211 students that completed the survey, 4,519 (49.1%) were female, 4,313 (46.8%) were male, and 379 (4.1%) did not report gender. The dataset included 292 students in fifth grade, 999 in sixth grade, 2,002 in seventh grade, 1,939 in eighth grade, 1,201 in ninth grade, 911 in 10th grade, 659 in 11th grade, and 615 in 12th grade, and 593 post–high school. The overall assertiveness questionnaire was found to be moderately reliable (20 items; $\alpha = .755$), and factor analyses supported the scale as measuring a single factor, referred to as assertiveness. Internal consistency above $\alpha = .733$ was maintained for grade level and gender subgroup analyses. When converted to a 100-point scale, the bottom quartile ranged from 5 to 50; the second quartile ranged from 51 to 59; the third quartile ranged from 60 to 68; and the top quartile ranged from 69 to 100. To guide students' reflection, items are loosely grouped into two categories: (1) Even when it's difficult, express your wants, needs, and thoughts; and (2) Even when it's difficult, respect what others want, need, and think. The *express* subscale consisted of 13 items ($\alpha = .762$), and the *respect* subscale consisted of 7 items ($\alpha = .692$).

The Assertiveness Knowledge Test was tested for reliability using Cronbach's coefficient alpha with 2,358 responses (primarily middle school and high school students) in 2021. Exploratory factor analysis was performed to test the concept homogeneity. The dataset included 188 students in sixth grade, 710 in seventh grade, 851 in eighth grade, 135 in ninth grade, 266 in 10th grade, 109 in 11th grade, 95 in 12th grade, and 4 post–high school. The knowledge test demonstrated adequate reliable (20 items; $\alpha = .701$), and factor analyses revealed that the test measured a single factor, referred to as assertiveness. When converted to a 100-point scale, the bottom quartile ranged from 6 to 40; the second quartile ranged from 41 to 52; the third quartile ranged from 53 to 69; and the top quartile ranged from 70 to 100. Each item discriminated positively, demonstrating incremental increases in mean scores across each quartile of overall score. The Assertiveness Performance-Based Observation and Reflection have not yet been tested for reliability.

Content Validity. Construction of the measures began in 2015 after a thorough review of literature on assertiveness, including the related terms of self-advocacy, bully prevention, persuasive communication, empathy, conflict management, and collaboration. Abbreviated literature reviews (elementary and secondary research guides) were developed and are available at <https://www.cccframework.org/resources/>. Existing Gaumer Erickson, A. S. & Noonan, P. M. (2022). *Assertiveness assessment suite: Technical report*. College & Career Competency Framework. <https://www.cccframework.org>

measures, including the Rathus Assertiveness Schedule (Rathus, 1973), the Assertiveness Scale for Adolescents (Lee et al., 1985), and the Adaptive and Aggressive Assertiveness Scales (Thompson & Berenbaum, 2011), were reviewed by a team of researchers. Items were constructed and categorized. Three educational professionals with doctorates in education and one licensed clinical social worker specializing in adolescent social-emotional development reviewed the items. Revisions were made to enhance research alignment, response specificity, and applicability to adolescents.

Substantive Validity. The Assertiveness Formative Questionnaire and Knowledge Test items were tested in 2016 with six adolescents using a think-aloud format where the adolescents verbalized their thought processes for answering the items. These students also identified items that were confusing or might have had varied interpretations. Revisions were made to enhance response specificity and applicability to adolescents. Beta testing was conducted in 2018 with 500 students in conjunction with a professional learning process for educators. After launching the questionnaire and knowledge test, these teachers guided students through a reflection process on the results. The teachers then provided feedback to the researchers regarding students' depth of reflection and usefulness of the results attributed to the assessments. These teachers also identified specific instructional activities they could undertake to enhance the skills of students related to specific knowledge items. This action-oriented reflection is a primary purpose of the formative assessments.

Structural Validity. Factor analyses with scree plots of both the Assertiveness Formative Questionnaire and Knowledge Test were conducted to examine the correlations among items. Both measures were determined to assess a single construct. All items on the knowledge test were strong predictors of performance (i.e., high-performing students performed better at the individual item level).

Generalizability Validity. While assessed through different methods, all measures in this suite evaluate the construct of assertiveness. The questionnaire focuses on self-reported behaviors, while the knowledge test assesses knowledge of core constructs. Positive correlations between the Assertiveness Formative Questionnaire and Knowledge Test were statistically significant (.147), as determined for a sample of 2,358 youth. Generalizability validity data will be collected and analyzed regarding the performance-based observation and reflection.

Fairness. Demographic data collected through the questionnaire and knowledge test include gender and grade level. No statistical differences were found between males and females on the average ratings for the Assertiveness Formative Questionnaire. Females did perform better on the Assertiveness Knowledge Test than males (mean of 57% as opposed to 51%); 2% of the variance in knowledge scores can be accounted for by gender. Additional analyses will be performed among schools with high and low free-and-reduced-lunch rates, diversity levels, or urbanicity classifications. Race, ethnicity, and poverty differences at the individual student level have not been tested, as these demographics are not collected through the assessments.

Consequential Validity. The measures have not yet been used as predictive variables. Research shows that when students learn how to be assertive, they are more likely to resist peer pressure, manage conflicts, advocate for themselves, and pursue future educational and career opportunities (Grove et al., 2011; Wolfe et al., 2012). The data from the assertiveness assessments could be analyzed in conjunction with performance and behavior data collected at the school level to determine the consequential validity and predictive applications of these measures.

References

- Bray, J. H., Maxwell, S. E., & Howard, G. S. (1984). Methods of analysis with response-shift bias. *Educational and Psychological Measurement*, 44(4), 781–804. <https://doi.org/10.1177/00131644844444002>
- Buell, G., & Snyder, J. (1981). Assertiveness training with children. *Psychological Reports*, 49(1), 71–80. <https://doi.org/10.2466/pr0.1981.49.1.7>

- Drennan, J., & Hyde, A. (2008). Controlling response shift bias: The use of the retrospective pre-test design in the evaluation of a master's programme. *Assessment and Evaluation in Higher Education*, 33(6), 699–709. <https://doi.org/10.1080/02602930701773026>
- Gaumer Erickson, A. S., & Noonan, P. (2015). *Research guide: Self-regulation*. College & Career Competency Framework. <https://www.cccframework.org/>
- Gaumer Erickson, A. S., & Noonan, P. (2018). *Research guide (grades pre-K–5): Self-regulation*. College & Career Competency Framework. <https://www.cccframework.org/>
- Gaumer Erickson, A. S., Noonan, P. M., & Loewenstein, M. (2019). Assertiveness Knowledge Test. In P. Noonan, A. Gaumer Erickson, & M. Loewenstein. *Teaching assertiveness in middle and high school classrooms* (2nd ed., pp. 1–5) [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org/competency-lessons-and-student-workbooks/>
- Gaumer Erickson, A. S., Noonan, P. M., Monroe, K., & McCall, Z. (2016). Assertiveness Formative Questionnaire. In P. M. Noonan & A. S. Gaumer Erickson. (2018). *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom* (pp. 181–182). Corwin.
- Grove, W. A., Hussey, A., & Jetter, M. (2011). The gender pay gap beyond human capital: Heterogeneity in noncognitive skills and in labor market tastes. *Journal of Human Resources*, 46(4), 827–874. <https://doi.org/10.3368/jhr.46.4.827>
- Hall, K. R. (2006). Using problem-based learning with victims of bullying behavior. *Professional School Counseling*, 9(3), 231–237. <https://doi.org/10.1177/2156759X050090031>
- Kincaid, J. P., Fishburne, R. P., Jr., Rogers, R. L., & Chissom, B. S. (1975). Derivation of new readability formulas (automated readability index, fog count, and Flesch reading ease formula) for Navy enlisted personnel (Research Branch Report No. 8–75). Naval Air Station Memphis.
- Lane, K. L., Wehby, J. H., & Cooley, C. (2006). Teacher expectations of students' classroom behavior across the grade span: Which social skills are necessary for success? *Exceptional Children*, 72(2), 153–167. <https://doi.org/10.1177/001440290607200202>
- Lee, D. Y., Hallberg, E. T., Slemmon, A. G., & Haase, R. F. (1985). An assertiveness scale for adolescents. *Journal of Clinical Psychology*, 41(1), 51–57. [https://doi.org/10.1002/1097-4679\(198501\)41:1<51::AID-JCLP2270410110>3.0.CO;2-S](https://doi.org/10.1002/1097-4679(198501)41:1<51::AID-JCLP2270410110>3.0.CO;2-S)
- Noonan, P. M., & Gaumer Erickson, A. S. (2018). Assertiveness Performance-Based Observation. Derived from *College and Career Competency Sequence*. College & Career Competency Framework. <https://www.cccframework.org/>
- Noonan, P. M., & Gaumer Erickson, A. S. (2018). *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom*. Corwin.
- Noonan, P. M., Gaumer Erickson, A. S., & Maclean, T. L. (2021). Assertiveness Performance-Based Reflection. Derived from P. Noonan & A. Gaumer Erickson. (2018). *College and Career Competency Sequence*. College & Career Competency Framework. <https://cccframework.org/>
- Rathus, S. A. (1973). A 30-item schedule for assessing assertive behavior. *Behavior Therapy*, 4(3), 398–406. [https://doi.org/10.1016/S0005-7894\(73\)80120-0](https://doi.org/10.1016/S0005-7894(73)80120-0)
- Thompson, R. J., & Berenbaum, H. (2011). Adaptive and aggressive assertiveness scales (AAA-S). *Journal of Psychopathology and Behavioral Assessment*, 33(3), 323–334. <https://doi.org/10.1007/s10862-011-9226-9>
- Wolfe, D. A., Crooks, C. V., Chiodo, D., Hughes, R., & Ellis, W. (2012). Observations of adolescent peer resistance skills following a classroom-based healthy relationship program: A post-intervention comparison. *Prevention Science*, 13(2), 196–205. <https://doi.org/10.1007/s11121-011-0256-z>

Appendix A: Assertiveness Formative Questionnaire Items

Each item is rated on a Likert-type scale from 1 (*Not Very Like Me*) to 5 (*Very Like Me*). Items that are framed negatively, and therefore reverse scored, are designated with “(N).”

Express Wants, Needs, and Thoughts

1. I stand up to my friends if they are doing something I don't feel comfortable doing.
2. I speak up when someone is not respecting my personal boundaries, like “no cheating off my homework” or “I don't let friends borrow money.”
3. I often have a hard time saying “No.” (N)
4. I express my opinions, even if others disagree with me.
5. When an argument is over, I often wish I would have said what was really on my mind. (N)
6. I tend to just go along with what everyone else wants instead of stating my own thoughts. (N)
7. I sometimes avoid asking questions for fear of sounding stupid. (N)
8. I tend to bottle up my emotions rather than talk about my feelings. (N)
9. If I disagree with my teacher, I talk to them about it.
10. If a person has borrowed money (or a game, clothes, or something else of value) and is overdue in returning it, I talk to the person about it.
11. I'm usually able to tell people how I'm feeling.
12. If I don't like the way someone is being treated, I speak up about it.
13. I speak up about things I really care about.

Respect Others

14. I am careful to avoid hurting other people's feelings, even when I feel that I have been wronged.
15. I have a hard time controlling my emotions when I disagree with someone. (N)
16. I avoid attacking someone's intelligence when I disagree with their ideas.
17. I listen to other people's opinions, even if I disagree with them.
18. In disagreements, I make sure that I understand other points of view.
19. In discussions, I communicate that I am listening through body language (nodding my head, avoiding rolling my eyes).
20. Even in an argument, I don't interrupt the other person.

Appendix B: Assertiveness Knowledge Test Items

Each item is scored as correct or incorrect, and summary reports are automatically generated through <https://www.cccstudent.org/>.

1. Choose the best definition of assertiveness.
 - a. Expressing your wants, needs, and thoughts while respecting others—even when it’s difficult.
 - b. Ensuring that you respect others’ wants, needs, and thoughts—even when it’s difficult.
 - c. Expressing your wants, needs, and thoughts.
 - d. Expressing yourself while respecting others, except in tense situations.

Categorize each of these behaviors as passive, assertive, or aggressive (circle the answers).

| | | | |
|---|---------|-----------|------------|
| 2. Telling your teacher, “You have to let me answer this text; it’s from my mom!” | passive | assertive | aggressive |
| 3. Invading the personal space of others | passive | assertive | aggressive |
| 4. Stating your ideas in an honest and direct manner | passive | assertive | aggressive |
| 5. Glaring and staring at others | passive | assertive | aggressive |
| 6. Apologizing over and over | passive | assertive | aggressive |
| 7. Using a clear and reasonable tone | passive | assertive | aggressive |
| 8. Interrupting | passive | assertive | aggressive |

Multiple Choice

9. The **best** way to show someone that you are listening to their concerns is to:
 - a. Summarize what the person said to you.
 - b. Provide honest, impartial feedback or advice.
 - c. Give three to five options for how the person could proceed.
 - d. Explain how you would act in that situation to demonstrate your understanding and then model an appropriate response.
10. Which of these options best describes an assertive statement?
 - a. Calmly and directly provide a coherent, direct statement of what you want to happen. Be clear and detailed.
 - b. Describe the rationale behind your action/request, support your opinion without blaming others (e.g., don’t say “you make me feel angry”), and share feelings.
 - c. Indicate you understand the other person’s situation, provide your reasons behind your request, and explain what you’d like to happen.
 - d. Provide your reasons behind what you’d like to happen, describe your feelings, and ask for what you’d like to happen.
11. Identify the best example of a three-part assertive statement.
 - a. I’m sorry that you’ve had a bad day. If you need to yell at me, I understand.
 - b. I understand that you’ve had a bad day, but that doesn’t mean you should take it out on me. All I’m trying to do is help, and you just keep shouting at me. It’s not accomplishing anything.
 - c. I know that you’ve had a stressful day, but when you shout at me, it hurts my feelings. Please speak calmly to me.
 - d. You’re so mean to me! If you don’t stop yelling at me, I’m going to leave.

12. Which of these actions or behaviors is **NOT** associated with assertiveness?
- Being careful not to hurt others' feelings—even when I feel I have been wronged.
 - Expressing anger through arguing, making sure my point is heard.
 - Asking questions even when I'm worried that I might sound stupid.
 - Talking about my feelings instead of bottling up emotions.
13. **Scenario:** McKenzie is graduating high school next year. Her parents are both doctors, and they want her to study to be a doctor. McKenzie doesn't want to be a doctor. She doesn't know what she wants to do for her career, but she knows she wouldn't enjoy being a doctor.
- Using the scenario above and what you've learned about assertiveness, choose the best option for how McKenzie should discuss this with her parents.
- Plan to follow her own interests and create a career path based on what she wants. After she figures that out, she'll address the issue with her parents.
 - Tell her parents she understands they are worried about her future, but that she wants to figure out her career path on her own based on her interests and skills.
 - Tell her parents that she's planning to become an engineer, because she knows that if she suggests a strong alternative career, they'll stop pressuring her to be a doctor. Then she'll be free to figure out what she really wants to do.
 - Tell her parents they are being overbearing and need to let it go. It's her life, and she'll make her own decisions about what career she plans to pursue.

True or False

- When you lack assertiveness, you have a higher chance of becoming withdrawn and isolated or experiencing depression and anxiety.
- Personal boundaries are clear expectations of how others should act in various situations.
- Adults who lack assertiveness are more likely to experience unemployment.
- As students, we can control our emotions, and some feelings are unnecessary.

Open Ended

- Write a three-part assertive statement to a teacher who falsely accused you of turning in your homework late.
- Write a three-part assertive statement to a friend who keeps making plans with you and then cancelling at the last minute.
- When you choose to be assertive, you won't always get everything you want. With that in mind, why should you still choose to communicate assertively? Provide two reasons.
 -
 -

Appendix C: Assertiveness Performance-Based Observation Items

Based on observations across time or in specific situations, the educator rates each student’s assertive behaviors on a 4-point scale. Summary reports are automatically generated through <https://www.cccstudent.org/>.

| <p>Based on observations across time or in specific situations, evaluate each student’s performance.</p> <p>Beginning: Not yet able to demonstrate without scaffolding.</p> <p>Emerging: Minimal or superficial demonstration; prompting likely required.</p> <p>Proficient: Sufficient demonstration, including self-appraisal and detailed, personalized application.</p> <p>Advanced: Independent and consistent demonstration; teaches/prompts others.</p> <p>Not Observed is documented if there has not been the opportunity to observe the behavior performed by an individual student.</p> | | | | | |
|--|-----------|----------|------------|----------|--------------|
| Assertiveness Sequence Indicators | Beginning | Emerging | Proficient | Advanced | Not Observed |
| 1. Expresses basic feelings and preferences. | | | | | |
| 2. Communicates a need or want to peers and adults in a respectful manner. | | | | | |
| 3. Demonstrates respectful refusal skills. | | | | | |
| 4. Makes assertive statements paired with body language and tone of voice that match the statement. | | | | | |
| 5. Demonstrates assertive statements during collaborative learning. | | | | | |
| 6. Determines personal boundaries and generates assertive statements to apply if boundaries are compromised. | | | | | |
| 7. Demonstrates the ability to respond to different points of view respectfully. | | | | | |

Appendix D: Assertiveness Performance-Based Reflection Items

Students reflect on the quality of each of the three parts of an [assertive statement](#) by rating their performance on a 3-point scale. This assessment can be used at purposeful intervals to monitor each student's performance and growth.

When advocating for yourself related to _____, rate your assertiveness.

| Assertive Statement Parts | Limited | Moderate | Substantial/Thoughtful |
|---------------------------|---|--|---|
| Part 1: Empathy | I didn't consider the other person's perspective much, if at all. | I thought about what the other person might be feeling, but didn't express this understanding thoroughly in my three-part statement. | I considered the other person's perspective and included an empathy statement as part of my three-part assertive statement. |
| Part 2: Rationale | I provided limited reasoning and/or didn't express my feelings behind my reasoning. | I provided some of the reasoning and/or expressed my basic feelings behind my reasoning. | I included my reasoning and the feelings behind my reasoning when advocating for myself. |
| Part 3: Request | I wasn't really clear or detailed when describing what I wanted to happen. | I was somewhat clear when describing what I wanted to happen. | I was both clear and detailed when I described what I wanted to happen. |