

Assertiveness Assessment Suite Technical Report

This technical report can be cited as: Gaumer Erickson, A.S. & Noonan, P.M. (2021). *Assertiveness assessment suite: Technical report*. College & Career Competency Framework. <http://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, 2018a, 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).

The Assertiveness Assessment Suite measures a student’s knowledge, perceived level of proficiency, and performance around two [essential components of assertiveness](#):

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

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. Noonan & A. Gaumer Erickson. *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom* (p. 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 Assertiveness Knowledge Test is directly aligned with lessons provided in *Teaching Assertiveness in Middle and High School Classrooms* (2nd ed, available for purchase at <https://nge.selz.com/>). The Knowledge Test can be used as a pre/posttest 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.

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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 (2019). *Teaching assertiveness in middle and high school classrooms* (2nd ed.; p. 1-5) [Teacher lessons and student workbook]. College & Career Competency Framework. <https://nge.selz.com/>

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. <http://cccframework.org>

Performance-Based Reflection. This assessment, 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 each student's demonstration of the concepts. 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. <http://cccframework.org>

Administering the Formative Questionnaire and Knowledge Test

Teachers can simultaneously launch the Assertiveness Formative Questionnaire and Knowledge Test by visiting <http://ResearchCollaborationSurveys.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 to the survey (<http://is.gd/rcsurveys>) and a unique survey code; both the URL and survey code are provided on the website when an assessment is added to the teacher's portfolio. The assessment results are automatically generated for each student and available to him/her once all items are answered. This enables each student to reflect on results immediately.

Directions to Students. Explain to students that they will each take the questionnaire and the knowledge test. 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 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 survey link and code. If possible, provide the link digitally to save time. 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.

Tell students that for items 1-20, as they read each item, they should pause for a moment to think about the last couple of months and how well they were able to be assertive in various situations. For instance, they might consider the steps they take to understand how others are feeling, how effectively they share their own feelings, and how often they are able to articulate their wants needs and thoughts, while respecting others.

Here are some example items from the survey:

- I listen to other people’s opinions, even if I disagree with them.
- I have a hard time controlling my emotions when I disagree with someone. (Reverse Scored)
- If I disagree with my teacher, I talk to him or her about it.
- I stand up to my friends if they are doing something I don’t feel comfortable doing.

Tell students that items 21-40 test knowledge of assertiveness concepts and potential ways to demonstrate assertive behaviors in certain situations. Be sure to 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 in the first sentence under the Assertiveness Knowledge Summary section. Additional instructions for facilitating students’ reflection and using the results of the Assertiveness Questionnaire & Knowledge Assessment are provided in *Teaching Assertiveness in Middle and High School Classrooms (2nd ed)*, available for purchase at <https://nge.selz.com/>.

Scoring the Essay Items. Log into your account on <http://ResearchCollaborationSurveys.org>, scroll to the list of My Surveys and click on the View button to open the teacher view for the survey. First, you’ll see a composite graph of students’ scores on each component and assertiveness overall, which is followed by a breakdown of student responses. The last section provides students’ responses to the essay questions: 38. *Write a 3-part assertive statement to a teacher who falsely accused you of turning in your homework late.* 39. *Write a 3-part assertive statement to a friend who keeps making plans with you and then cancelling at the last minute.* 40. *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.* Assign points on a scale of 0-3 on the comprehensiveness of the answer. 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.

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- **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 (see *Teaching Assertiveness in Middle and High School Classrooms*). 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 & Reflection

The Assertiveness Performance-Based Observation is purposefully planned and administered at key intervals during the school year. Teachers must first select the performance-based indicator(s) to measure, then create conditions in which students have opportunities to demonstrate the specific assertive behaviors. *Teaching Assertiveness in Middle and High School Classrooms* (2nd ed; <https://nge.selz.com>) provides numerous curriculum-based activities that lend themselves to performance-based observations.

Indicators can be identified schoolwide to be measured on a quarterly basis by every educator or across core courses. Alternatively, indicators most aligned to classroom routines or projects can be selected by each educator. To further promote student reflection, each student can rate his/her 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 reviewing 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 (agaumer@ku.edu).

Reliability and Validity

Reliability. The Assertiveness Formative Questionnaire was initially tested for reliability using Cronbach's coefficient alpha with 2,071 5th through 12th grade students 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 9211 students in the US. Of the 9211 students that completed the survey, 4519 (49.1%) were female, 4313 (46.8%) were male, and 379 (4.1%) did not report gender. The dataset included 292 students in 5th grade, 999 in 6th grade, 2002 in 7th grade, 1939 in 8th grade, 1201 in 9th grade, 911 in 10th grade, 659 in

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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 5–50; the second quartile ranged from 51–59; the third quartile ranged from 60–68 and the top quartile ranged from 69–100. To guide students' reflection, items are loosely grouped into two categories: a) even when it's difficult, expressing your wants, needs, and thoughts; and b) even when it's difficult, respecting 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 from 6th grade students, 710 from 7th grade, 851 from 8th grade, 135 from 9th grade, 266 from 10th grade, 109 from 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 6-40; the second quartile ranged from 41-52; the third quartile ranged from 53-69 and the top quartile ranged from 70-100. 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 <http://resources.cccframework.org>. Existing 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 the Assertiveness 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 may have 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 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 Assertiveness Questionnaire focuses on self-reported behaviors while the Gaumer Erickson, A.S. & Noonan, P.M. (2021). *Assertiveness assessment suite: Technical report*. College & Career Competency Framework. <http://cccframework.org>

Assertiveness Knowledge Test assesses knowledge of core constructs. Positive correlations between these measures were statistically significant (0.147), as determined for a sample of 2358 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 includes 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.

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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 him or her 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: Self-Regulation Knowledge Test Items

Each item is scored as correct or incorrect; see the section outlining administering the formative assessment and knowledge test for directions, including automatic scoring through <http://ResearchCollaborationSurveys.org>.

21. Choose the best definition of assertiveness.

- Expressing yourself while respecting others, except in tense situations.
- Expressing your wants, needs, and thoughts.
- Ensuring that you respect others' wants, needs, and thoughts - even when it's difficult.
- Expressing your wants, needs, and thoughts while respecting others - even when it's difficult.

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

22. You tell your teacher, "You have to let me answer this text; it's from my mom!"	passive	assertive	aggressive
23. Invading the personal space of others	passive	assertive	aggressive
24. Stating your ideas in an honest and direct manner	passive	assertive	aggressive
25. Glaring and staring at others	passive	assertive	aggressive
26. Apologizing over and over	passive	assertive	aggressive
27. Clear and reasonable tone	passive	assertive	aggressive
28. Interrupting	passive	assertive	aggressive

29. The **best** way to show someone that you are listening to his/her concerns is to:

- Explain how you would act in that situation to demonstrate your understanding and then model an appropriate response.
- Give three to five options for how the person could proceed.
- Provide honest, impartial feedback or advice.
- Summarize what the person said to you.

30. Which of these options best describes an assertive statement?

- Provide your reasons behind what you'd like to happen, describe your feelings, and ask for what you'd like to happen.
- Indicate you understand the other person's situation, provide your reasons behind your request, and explain what you'd like to happen.
- 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.
- Calmly and directly provide a coherent, direct statement of what you want to happen. Be clear and detailed.

31. Identify the best example of a 3-part assertive statement.

- You're so mean to me! If you don't stop yelling at me, I'm going to leave.
- I know that you've had a stressful day; but when you shout at me, it hurts my feelings. Please speak calmly to me.
- 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.
- I'm sorry that you've had a bad day. If you need to yell at me, I understand.

32. Which of these actions or behaviors are **NOT** associated with assertiveness?
- Talking about my feelings instead of bottling up emotions.
 - Asking questions even when I'm worried that I might sound stupid.
 - Expressing anger through arguing, making sure my point is heard.
 - Being careful not to hurt others' feelings - even when I feel I have been wronged.
33. **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 above scenario and what you've learned about assertiveness, choose the best option for how McKenzie should discuss this with her parents.
- 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.
 - 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 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.
 - 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.

True or False

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

Open Ended

38. Write a 3-part assertive statement to a teacher who falsely accused you of turning in your homework late.
39. Write a 3-part assertive statement to a friend who keeps making plans with you and then cancelling at the last minute.
40. 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 4-point scale. This assessment can be used at purposeful intervals to monitor the development of each student.

<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 3-part statement.	I considered the other person's perspective and included an empathy statement as part of my 3-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.