

# Matching

Below are important skills to learn. Match the meaning with the skill. Type the number of the word next to its meaning.

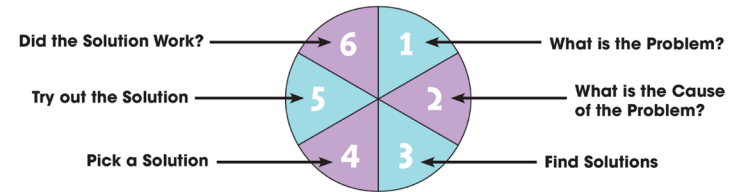
- |   |             |                                       |                          |
|---|-------------|---------------------------------------|--------------------------|
| 1 | Initiative  | You figure out roadblocks.            | <input type="checkbox"/> |
| 2 | Creativity  | You take action without being asked.  | <input type="checkbox"/> |
| 3 | Resourceful | You look at things in different ways. | <input type="checkbox"/> |

/3

# Reading Passage

## Problem-Solving Cycle

Before you can understand something, you need to know what it is. A problem is something that needs to be taken care of. Solving means to find an answer to something. A process is a series of actions directed to some end. So, the problem-solving process is a series of actions that help find answers to something that needs taken care of. But what is the problem-solving process? Well, it's a six-part step that goes from identifying the problem, to finding a solution. This can be shown as a cycle:



# Comprehension Questions

## Take the Fear out of Problem Solving

The problem-solving process is a great tool to help you find the best fix for a problem. But what if the process itself is a problem? Most people can find a problem and come up with really good fixes. But then you need to pick one of those fixes. Lots of people are too scared to make a decision. In this activity, you will fight those fears and learn to be sure of yourself.

1. Think of a problem that affects you. If you can, it should be something you've put off from fixing. Type the problem in the box below.

/1

# Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
<b>Understanding Concepts</b> ✓	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
<b>Responses to the text</b> ✓	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
<b>Analysis of Concepts</b> ✓	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
<b>Application of Concepts</b> ✓	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score =  /60