

# Short-Answer Questions

a) List 4 traits that are most like you. Type your answer in the box below.

1.  2.   
 3.  4.

b) Now, give your worksheet to your partner.

Name:

Have the partner list 4 other traits that are most like YOU.

1.  2.   
 3.  4.

/9

# Reading Passage

## How to Become a Better You

You have a personality. Everyone you know has a personality. But is it good or bad? Do you ever think about it? Here are some tips to become a better you.

**Knowing you:** "Knowing yourself is the beginning of all wisdom." – Aristotle  
 Start by making a list of all your traits. Both good and bad. Circle the ones you want to keep. Put a star next to the ones you wish to change. Don't shy away from your flaws, we all have some.

**Focus on the positive:** When you think positive, the actions you take will be too. This can help build confidence.

**Your opinion counts:** Everyone has opinions. Sharing your own thoughts might help solve a problem. Or answer someone's question.

**Meet new people:** You can find friends nearly anywhere. The world is highly connected and people come from all around it. Learning about other places or cultures can have a positive effect on you.

# Matching

Below are some dynamic traits. Match the trait with its definition. Type the number of the trait next to its definition.

1	Adapt	Happy and nice to others.	<input type="text"/>
2	Problem Solve	Able to find fixes to things.	<input type="text"/>
3	Outgoing	Able and willing to change.	<input type="text"/>
4	Friendly	Likes to meet with new people.	<input type="text"/>

/4

# 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 =  /75