

# Short-Answer Question

Souta is making weekend plans with his friends. He wants to go bowling. His friends all want to do something else. They all went bowling the weekend before and want to try something new. Audrey suggests playing mini putt. Souta tells her that's a dumb idea. He tells the group they are going bowling.



Is Souta passive or aggressive?

Passive  Aggressive

Explain how. Type your answer in the box below.

/4

# Reading Passage

Assertiveness and equanimity are two traits that can help keep relationships in times of struggle.

Assertiveness is being sure of yourself. You are confident. You are not aggressive. You speak your mind. You speak up for yourself. You are not a pushover.

An assertive person shares their thoughts and feelings. They also inspire others to do the same.

They listen to all views. They respond calmly and positively. They can admit their mistakes. They are quick to apologize. They stay calm under pressure. They control their emotions. They see themselves as equal to others. Most of all, assertive people are not passive aggressive.

# True or False

Are the following statements TRUE or FALSE? Use the circles to answer.

- Empathy is a common trait of equanimity.  
TRUE      FALSE
- Being assertive means being passive aggressive.  
TRUE      FALSE
- Someone with equanimity gets angry when upset.  
TRUE      FALSE
- An assertive person shares their thoughts and feelings.  
TRUE      FALSE

/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 =  /33