

Short-Answer Question

Liam wanted to go on the end-of-year school trip. He put down a \$100 deposit. He needed to pay the other \$400 a week before the trip. He planned on saving \$50 each paycheck from work. He gave himself 3 months to raise the money. Liam wasn't able to go on the trip.



Why didn't Liam reach his goal? What could he have done differently? Type your answer in the box below.

/5

Reading Passage

The next step in creating a life plan is setting goals. Goals are things a person wants to reach. Goals help you plan for your future. Goal-setting is the process of making a plan to inspire someone to reach their goal. Setting goals is important to start new behaviors. It helps direct your attention. It helps keep the momentum of working towards something.

There are 3 types of goals.

Process: Specific things to do.

Performance: Something you want to realize.

Outcome: Reaching the objective of winning.



Drag and Drop

Complete the paragraph with words from the list.
Drag and drop the words into the paragraph below.

process	behaviors	inspire
reach	goals	momentum

The next step in creating a life plan is setting _____. Goals are things a person wants to _____. Goals help you plan for your future. Goal-setting is the _____ of making a plan to _____ someone to reach their goal. Setting goals is important to start new _____. It helps direct your attention. It helps keep the _____ of working towards something.

/6

Marking Rubric

Name:

Marking Rubric

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	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"/>
Responses to the text	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"/>
Analysis of Concepts	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"/>
Application of Concepts	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 = /32