

Handout 2.3: All About Me Template

Name: _____ Date: _____ Period: _____

Directions: This is the Topic 2.1 check. You have two days to turn your three sheets from this week (values, strengths, interest quiz) into one page that a stranger could read in two minutes. Page 1 is your draft. Page 2 is the layout. Page 3 is the rubric I score you on and the box your partner fills in on Day 2.

I am making a: Circle one: Poster / Slide

Word bank in other languages

[Check with a native speaker before printing.]

English	Turkish	Portuguese	Spanish
values	değerler	valores	valores
strengths	güçlü yönler	pontos fortes	fortalezas
interests	ilgi alanları	interesses	intereses
careers to explore	keşfedilecek meslekler	carreiras para explorar	carreras para explorar
known for	ile tanınmak	conhecido por	conocido por

Page 1: The draft

Copy from your three sheets. Nothing can be blank. If you lost a sheet, fill the box from memory.

Box 1. My top three values (from the Lesson 2.1 sort sheet)

1. _____ 2. _____ 3. _____

Box 2. My top three strengths (from the Lesson 2.2 inventory; at least one must come from a notice card someone gave you)

1. _____ 2. _____ 3. _____

Which one came from a notice card? Circle it. Who wrote the card? _____

Box 3. My two interest letters (from the Lesson 2.2 quiz)

_____ and _____ (Realistic, Investigative, Artistic, Social, Enterprising, Conventional)

Box 4. Two careers I want to explore (from the quiz, Part 3)

1. _____ 2. _____



Box 5. What I want to be known for (one sentence; it must use at least one value from Box 1 and at least one strength from Box 2)

Frame, if you want it: I want to be known as someone who _____ because I _____.

My sentence: _____

Grade 6: Box 2 needs two strengths, Box 4 needs one career, and Box 5 needs a value or a strength, not both.

Grade 8 stretch: Box 6, one thing I need to learn before I can do career 1:

_____ Box 7, a career that surprised me and its letter: _____

Exit line, Day 1: The part of my one-pager that is hardest to write is _____ because _____.

Page 2: The layout

The three-foot rule: if someone standing three feet away cannot read it, it is too much. One idea per box. The biggest text on the page is your name and your known-for sentence.

Sketch it here in pencil first. Poster and slide use the same five boxes.

MY NAME (biggest text)	What I want to be known for (second biggest; the whole sentence)
My values (three words, big)	My strengths (three short phrases)
My interests (two letters and one word each, or three interests in pictures)	Two careers to explore (two names, and one word each on why)

Rules for the poster: pencil first, then marker. Ruler for the lines. Pictures are allowed if they mean something (a wrench for Realistic, not a random sticker). Words in your home language may sit next to the English.

Rules for the slide: one slide only. Five boxes. Font big enough that the whole slide reads from the back of the room. No animations. Save it with your name in the file name and share it with the teacher.

What “done” looks like: all five parts, readable from three feet, your name on it, nothing crossed out on the final.

Page 3: The rubric and the partner share

How I score it (12 points)

Criterion	Not Yet (1)	Approaching (2)	Meets (3)	Exceeds (4)
Complete	Two or more of the five parts are missing or blank	One part is missing, or a part is filled with something that is not from the student's own sheets	All five parts are present and match the student's sort sheet, inventory, and quiz; at least one strength came from a	All five parts present and matched, plus a sixth box (grade 8) or a picture for every part that adds meaning

			notice card	
Clear	Most of the page cannot be read from three feet; boxes run together	Some parts are too small or crowded; a reader has to hunt for the known-for sentence	Every part can be read from three feet; one idea per box; the name and the known-for sentence are the biggest text	Meets, and the layout guides the eye in order (name, sentence, then the four boxes) with no wasted space
Connected	The known-for sentence is missing or is a goal, not a description; the boxes do not relate	The known-for sentence uses a value or a strength, but not both; the careers do not match the letters or strengths	The known-for sentence uses at least one value and one strength; each career links to a letter or a strength named on the page	Meets, and the student can say out loud, without reading, how all five parts fit together in one story

Total: ____ / 12. Meets on all three is 9. *[Sal: 9 and up is the “met the check” line for the grade book.]*

Partner share, Day 2

Speaker: two minutes, the one-pager in front of your partner. Say it in this order, about 20 seconds each: my name and my known-for sentence; my values and where one shows up; my strengths and which one someone else noticed; my two letters; my two careers and why.

Listener: do not interrupt. When the speaker finishes, score their one-pager below and write one piece of feedback they can fix in three minutes.

My partner's name: _____

Criterion	My score (1 to 4)
Complete	
Clear	
Connected	

One specific thing my partner can fix in three minutes (say where and what):

Speaker: after you read the feedback, what did you fix? _____



Grade 8 stretch: the listener asks one question at the end that the speaker answers without looking at the page. The question: _____

Turn in the poster (or share the slide) with this page attached.

Teacher key

There are no right answers on the one-pager. Use the rubric above and these notes.

Complete. Check Box 1 against the Lesson 2.1 sort sheet, Box 2 against the inventory and the notice cards, Boxes 3 and 4 against the quiz. A student who lost a sheet and filled from memory still meets, as long as the content is theirs. A student who copied a friend's careers does not.

Clear. Stand three feet away. If you have to lean in, it is a 2.

Connected. The known-for sentence is the whole criterion. Compare:

- Not yet: "I want to be known for making the NBA." (A goal, not a description. Send it to Lesson 2.4.)
- Approaching: "I want to be known as someone who is kind." (A value, no strength.)
- Meets: "I want to be known as someone who is honest and who can explain things so people get them." (Value: honesty. Strength: explaining.)
- Exceeds: Meets, and when you ask "how does chef fit that?" the student answers without looking: "Because a chef has to be honest about what went wrong and explain it to the line."

The partner score is not the grade. Read it for the feedback line. A "got it" feedback line is specific and fixable ("the careers box is too small to read from my seat"), not "good job." If the feedback line says only "good job," that student's Objective 3 is "needs more"; mention it in one sentence when you hand back.

Score entry. 12 points, "Quizzes and topic checks" category. Meets on all three (9) is the line. Keep page 1 in the FACS folder after the poster goes home.