



Master 130a: Activity 47 Assessment

Financial Literacy: Consolidation

Making a Savings Plan Behaviours/Strategies																																						
1. Student chooses a job, but when making a savings plan, circles random dates, places wrong coin/bill on calendar, or does not place same amount on each date. <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td>\$1</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td>\$2</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	S	M	T	W	T	F	S					\$1							\$2																	2. Student makes a savings plan, but does not consider wants and needs. "I will buy all of the items!"	3. Student makes a savings plan, but requires support to revise the plan. "I don't have enough money. What do I do?"	4. Student successfully makes a savings plan and has enough money to buy all the items chosen.
S	M	T	W	T	F	S																																
				\$1																																		
				\$2																																		
Observations/Documentation																																						

Adding and Subtracting Money Amounts Behaviours/Strategies				
1. Student circles dates, but cannot add quantities to determine total savings. "How do I find how much I saved?"	2. Student chooses items for party, but cannot add quantities to determine total cost of items. "\$5, \$3, \$2" "How can I find the total?"	3. Student adds quantities, but struggles to subtract quantities to find how much is left in savings. "How do I find how much is left?"	4. Student successfully and flexibly adds and subtracts quantities.	
Observations/Documentation				

Master 130b: Cluster Assessment

Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can use relevant benchmarks to estimate the value of a collection of coins. (Activity 43)									
Student can compare the values of collections of coins/bills. (Activities 43, 46)									
Student realizes that a collection of fewer coins can be worth more than a collection of more coins. (Activity 43)									
Student can decompose money amounts into parts. (Activities 44, 45)									
Student can skip-count to count coins/bills of different denominations. (Activities 43, 44, 45, 46, 47)									
Student can add and subtract dollar amounts to \$20. (Activities 45, 47)									
Student can distinguish between wants and needs. (Activities 45, 46, 47)									
Student can write a number sentence to represent an addition/subtraction situation. (Activities 45, 47)									
Student can add and subtract money amounts to 100¢. (Activities 45, 46)									

Name: _____

	Not Observed	Sometimes	Consistently
Uses relevant benchmarks to estimate the value of a collection of coins. (Activity 43)			
Compares the values of collections of coins/bills. (Activities 43, 46)			
Realizes that a collection of fewer coins can be worth more than a collection of more coins. (Activity 43)			
Decomposes money amounts into parts. (Activities 44, 45)			
Skip-counts to count coins/bills of different denominations. (Activities 43, 44, 45, 46, 47)			
Adds and subtracts dollar amounts to \$20. (Activities 45, 47)			
Distinguishes between wants and needs. (Activities 45, 46, 47)			
Writes a number sentence to represent an addition/subtraction situation. (Activities 45, 47)			
Adds and subtracts money amounts to 100¢. (Activities 45, 46)			

Strengths:

Next Steps: