

# Summative Assessment #3 for THE MATH CONNECTION

“When are we ever going to *USE* this  
**MATH?**”



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**Pulling It All Together - Project Evaluation**  
Summative Assessment #3  
Performance Assessment/Day 12

**Duration:** One 90-minute period

**Standard (s) Assessed:**

LA.A.1.4.3, LA.A.2.4.4, MA.A.1.4.3

**Description of Assessment Activity:** Pulling It All Together. The Portfolio Requirements Handout for organization of information provides the means to help students pull it all together. Students design the cover sheets complete with symbols and/or graphics relative to the chosen occupations (optional). Students complete the Project Evaluation Scavenger Hunts using the Portfolios. The math problems, final reports, portfolios, and Project Evaluation Scavenger Hunts are due by the end of the class period. Students laminate cover sheets and bind all pages with a binding machine or put in a clear binder or folder if equipment is available.

**Teacher Directions:**

1. Distribute the portfolios to students.
2. Refer to the Portfolio Requirements Handouts. Go over organization of information again for the portfolios to insure quick and easy access for students while completing the Project Evaluation Scavenger Hunts
3. Inform students that today is the project evaluation. Tell students the portfolios, student disks, and Project Evaluation Scavenger Hunts are due by the end of the class period.
4. Instruct students that time today must be utilized on an individual basis.
5. Distribute the Project Evaluation Scavenger Hunts to students.
6. Tell students to print their names in the space provided at the top of the paper.
7. Monitor students' progress and answer questions accordingly.
8. Collect the math problems, final reports, portfolios, student disks, and Project Evaluation Scavenger Hunts.

NOTE: Students who finish early may design cover sheets for the portfolios, laminate, and bind if equipment is available.

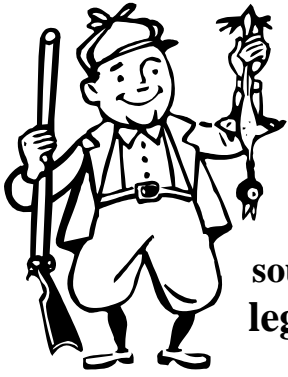
**Student Directions:**

1. Upon receiving your portfolio, refer to the Portfolio Requirements Handout to double check organization of the portfolio. Organization is imperative for quick and easy access while completing the Project Evaluation Scavenger Hunt.
2. Today is the project evaluation. The math portfolio, student disk, and Project Evaluation Scavenger Hunt are due by the end of the class period.
3. Complete all work independently and quietly!
4. Print individual names at the top of the Project Evaluation Scavenger Hunts as received.
5. Read the Project Evaluation Scavenger Hunt very carefully. Use the information in the portfolio for reference in completing the Project Evaluation Scavenger Hunt.
6. Turn in your portfolio, student disk, and Project Evaluation Scavenger Hunt.

NOTE: If you finish early, you may design a cover sheet for the portfolio, laminate, and bind if equipment is available.

**Scoring Method and Criteria:**

Vocabulary is embedded throughout the unit plan allowing students to refine vocabulary for interpersonal, academic and workplace situations. Use the Project Evaluation Scavenger Hunt Answer Key found in the Unit Plan Assessment File for final summative assessment. The teacher completes the summative assessment of the project thoroughly focusing on assessment of the learning process. Once the evaluation and summative assessments are complete, return the portfolios to the students to keep for future reference.



## PROJECT EVALUATION SCAVENGER HUNT USING THE PORTFOLIO

Name \_\_\_\_\_

**Directions:** Answer or complete the following using your portfolio as the source of information. Be specific and do not leave any answers blank. Write legibly and in complete sentences when necessary.

1. On what occupation did you choose to do your research? \_\_\_\_\_

2. What is the decisive factor that led you to this decision? Explain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Refer to your original math problem and underline the word(s) that demonstrate the symbolic representation of the math connection for your choice of occupation.

a) fractions      b) decimals      c) percent      d) scientific notation

4. Select from the following the one that is NOT a search engine.

a) aol      b) google      c) ask jeeves      d) weather channel

5. Give the URL and name of one Internet site you visited that gave you specific information about your choice of occupation. \_\_\_\_\_  
\_\_\_\_\_

6. Give one example found on the Internet pages you printed that connects math to your choice of occupation. \_\_\_\_\_  
\_\_\_\_\_

7. Refer to the 'Ten Commandments of Math,' select the commandment you think is most important and explain why. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. What are the eight essential parts to a business letter?  
1) \_\_\_\_\_, 2) \_\_\_\_\_, 3) \_\_\_\_\_, 4) \_\_\_\_\_,  
5) \_\_\_\_\_, 6) \_\_\_\_\_, 7) \_\_\_\_\_, 8) \_\_\_\_\_

9. What is the purpose of signing a business letter after the closing since your name is already typed? \_\_\_\_\_  
\_\_\_\_\_

10. There are 4 steps in the General Approach to Problem Solving. Circle the choice below that lists the 4 steps in the proper sequence.

- |         |         |          |          |
|---------|---------|----------|----------|
| a) Read | b) Plan | c) Solve | d) Check |
| Plan    | Solve   | Check    | Read     |
| Solve   | Check   | Read     | Plan     |
| Check   | Read    | Plan     | Solve    |

11. From the information in your portfolio, name two occupations that must deal with fractions on a daily basis.

- 1) \_\_\_\_\_ 2) \_\_\_\_\_

12. Give an example of a rising or falling fraction as demonstrated in your portfolio. \_\_\_\_\_

13. Based in the information in your portfolio, give 3 examples of where decimals are found in the newspaper.

- 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

14. State one of the common errors encountered in the real world when using decimals as discovered in this unit. \_\_\_\_\_

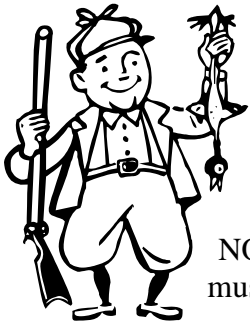
15. Name two situations that require the use of percentage in everyday shopping activities discussed during the unit. 1) \_\_\_\_\_ 2) \_\_\_\_\_

16. The symbolic representation of an extremely large or small number is called \_\_\_\_\_.

17. Refer to the written math activities from your portfolio and give an example of the symbolic representation of 1) an extremely large number and 2) an extremely small number.

- 1) \_\_\_\_\_ 2) \_\_\_\_\_

18. When are we ever going to *USE* this MATH in the real world? Include at least 3 examples with details. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## PROJECT EVALUATION SCAVENGER HUNT USING THE PORTFOLIO

Name **ANSWER KEY**

**Write legibly and in complete sentences when necessary.**

NOTE: Even though the answers will vary, students must understand the information must come from the portfolio to address LA.A.2.4.4.

- 2** 1. On what occupation did you choose to do your research? **Answers will vary.**
- 4** 2. What is the decisive factor that led you to this decision? Explain.  
**Sample answer: I chose education (teaching), because of the fact that you have the summers off to spend with your family.**
- 1** 3. Refer to your original math problem and underline the word(s) that demonstrate the symbolic representation of the math connection for your choice of occupation.  
**Answers will vary.**  
a) fractions      b) decimals      c) percent      d) scientific notation
- 1** 4. Underline the one that is NOT a search engine.  
a) aol      b) google      c) ask jeeves      **d) weather channel**
- 2** 5. Give the URL and name of one Internet site you visited that gave you specific information about your choice of occupation. **Answers will vary.**  
**For example: http://www.umanitoba.ca/student/counselling/spotlights/architect.html**  
**Student Counseling and Career Centre**
- 2** 6. Give one example found on the Internet pages you printed that connects math to your choice of occupation. Answers will vary.  
**Computer Programmer: Supports the analytical and programming needs of the research staff in the development of computer algorithms to solve large mathematical programming problems. (Found at http://www.math-jobs.com/#obis )**
- 4** 7. Refer to the ‘Ten Commandments of Math,’ select the commandment you think is most important and explain why. **Answers will vary.**  
**Sample Answer: Thou shalt read thy problem...carefully. Just finding the answer to a problem is not enough if you do not read the problem carefully and answer what the question is asking!**
- 2** 8. What are the eight essential parts to a business letter?  
**1) Letterhead/Heading, 2) Inside Address, 3) Date, 4) Salutation, 5) Body (Text), 6) Complimentary Closing, 7) Signature, 8) Typed Name**

2 9. What is the purpose of signing a business letter after the closing since your name is already typed? **A hand-written signature is required to assure validity of the sender.**

1 10. There are 4 steps in the General Approach to Problem Solving. Circle the choice below that lists the 4 steps in the proper sequence.

- |                |         |          |          |
|----------------|---------|----------|----------|
| a) <b>Read</b> | b) Plan | c) Solve | d) Check |
| <b>Plan</b>    | Solve   | Check    | Read     |
| <b>Solve</b>   | Check   | Read     | Plan     |
| <b>Check</b>   | Read    | Plan     | Solve    |

2 11. From the information in your portfolio, name two occupations that must deal with fractions on a daily basis. **1) Stock Broker 2) Mortgage Lender**

1 12. Give an example of a rising or falling fraction as demonstrated in your portfolio. **Stock up 1 ¼.**

2 13. Based on the information in your portfolio, give 3 examples of where decimals are found in the newspaper.

- a) **Stock Market or Dow Jones Industrial Averages**      b) **Mortgage Rates or Inc/dec in % rates**      c) **Sports or Batting averages**

1 14. State one of the common errors encountered in the real world when using decimals as discovered in this unit.

**The decimal used with the cent sign : The .2¢ Forum**

2 15. Name two situations that require the use of percentage in everyday shopping activities discussed during the unit. **1) Sales Tax 2) Sales/Discounts**

1 16. The symbolic representation of an extremely large or small number is called **Scientific Notation.**

2 17. Refer to the written math activities in your portfolio and give an example of the symbolic representation of 1) an extremely large number and 2) an extremely small number.

- 1)  $9.3 \times 10^7$       2)  $1.332 \times 10^{-3}$  g per cc**

4 18. When are we ever going to USE this MATH in the real world? Include at least 3 examples with details. Answers will vary.

**Sample answer: Each time I go shopping I will encounter mathematics. I must first recognize proper money notation and watch the decimal point! An item on sale for .99¢ is definitely a bargain if I can actually get it at that price. That is less than a penny! Sales tax is a percentage added to the total bill. For example, a \$10.00 item actually costs \$10.80 if an 8% sales tax is applied. If I am lucky enough to purchase the \$10.00 item at 30% off, I will actually save \$3.00 before taxes!**

## Note to Answer Key:

The numbers to the left of each question is a possible point value. These points correspond to similar values assigned to questions on the FCAT. Long answer – 4 points, short answer – 2 points, and multiple-choice – 1 point.

Using these values establishes a 36-point total for the evaluation. Breaking this down to percentages would yield long answer – 30%, short answer – 50%, and multiple-choice –  $\approx$  20%.

This is only a possibility. It is left to the discretion of the teacher to assign appropriate scores to the Project Evaluation.