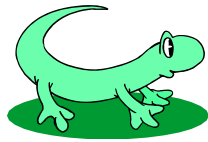


# Diagnostic Assessment for I Mean Business



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# Assessment Instructions

Diagnostic  
Pretest and K-W-L chart  
I Mean Business  
Selected Response

**Duration:** 45 minutes

**Standard(s) Assessed:**

**SS.D.1.1.1.2.1, SS.D.1.1.3.2.1, SS.D.1.1.3.2.2, SS.D.1.1.4.2.1, SS.D.2.1.1.2.2, SS.D.2.1.2.2.1, SS.D.2.1.4.2.1, Goal 3 Standard 1 Information Managers, and Goal 3 Standard 4 Creative and Critical Thinkers.**

**Description of Assessment Activity:** A pretest is administered to determine prior knowledge. When everyone is finished, the teacher provides the correct answers using the key in the attached file. The students check their own papers. They then use their pretest papers as a springboard for discussion to create a K-W-L chart. The teacher makes a chart with three columns. One column is labeled **K** for what the students already know about economics. The next column is labeled **W** for what the students want to know about economics. The final column is labeled **L** for what the students learn as a result of the unit. Students share their ideas and the teacher records them in the appropriate column.

**Teacher Directions:** Make copies of the pretest in the attached file, one per student. Administer the pretest. Since this unit focuses on Social Studies content, it is permissible for the teacher to read the test items and directions to the students. To relieve student anxiety, tell the students this is “No stakes” assessment and they will **not** receive a grade. Upon completion, provide the correct answers for the pretest and allow students to check their own papers. Tell the students they are to use these pretests to help them determine what they already know about economics and what they want to know. Make a chart with three columns that are wide enough to record student responses. At the top of the chart label the first column with a K, the second with a W, and the third with an L. The teacher should use the items on the pretest and familiarize herself with the final summative assessment for this unit to formulate questions that will provide insight to the student understanding of the Sunshine State Standards addressed in this unit (i.e., What is economics? What are goods and services? Who provides goods and services? What is a producer? What is a consumer? Why do most people work? What is a market? Why do we have markets? What is scarcity? Why do we have to make choices?)

**Student Directions:**

1. As Eco the Gecko has told you, in the next few weeks our Social Studies unit will be about economics.
2. To help me plan our unit, I need for you to take a pretest. It will give me some clues about what you already know.
3. Put your name and today's date on your paper.
4. Listen as I read the directions.
5. Mark your answers.

**Scoring Method & Criteria:** This assessment is not scored. It is used as a diagnostic tool to guide instruction. The teacher will analyze student responses to determine areas of weaknesses and strengths with the specified standards. She will use this information to adjust activities to meet student needs. For example, if students seem to have a grasp on the difference between goods and services, the teacher would adjust her plans to spend less time on this standard and more time on standards that proved difficult for the students.

Diagnostic  
I Mean Business

Name \_\_\_\_\_ Date \_\_\_\_\_

Word Box					
wants	goods	services	work	economics	producer
consumer	scarcity	markets	choice	exchange	

Fill in the blanks with a word from the word box.

1. Most people \_\_\_\_\_ to earn money to buy goods and services.
2. Someone who makes or grows goods or sells services is called a \_\_\_\_\_.
3. The story of the choices people make to meet their needs and wants is called \_\_\_\_\_.
4. Things people would like to have are called \_\_\_\_\_.
5. Someone who buys goods or services is called a \_\_\_\_\_.
6. When people make a \_\_\_\_\_ they decide to get one thing instead of another.
7. Things that people do for others are called \_\_\_\_\_.
8. When there is not enough of something to go around there is a \_\_\_\_\_.

**Word Box**

**wants    goods    services    work    economics    producer**  
**consumer    scarcity    markets    choice    exchange**

9. People in different places around the world \_\_\_\_\_

goods and services.

10. Things people make or grow are called \_\_\_\_\_ .

11. Producers and consumers exchange goods and services at

\_\_\_\_\_ .

Read the story. Answer the questions.

Mike got \$10.00 for doing chores at home. He wants a new baseball. It costs \$8.99. He buys the baseball. He is happy and plays baseball everyday.

What was Mike's choice?

\_\_\_\_\_  
\_\_\_\_\_

What did Mike give up?

\_\_\_\_\_  
\_\_\_\_\_

## Diagnostic Key

1. Work
2. Producer
3. Economics
4. Wants
5. Consumer
6. Choice
7. Services
8. Scarcity
9. Exchange
10. Goods
11. Markets.

Accept all reasonable answers. Possible answers might be:

What was Mike's choice?

Mike chose to buy a baseball.

What did Mike give up?

Mike gave up buying other things with his money or saving his money.