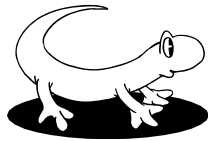


# Summative Assessment 1 for I Mean Business



## Table of Contents

Item	Page Number
Summative Assessment 1 Instructions	2
Summative Assessment 1	4
Summative Assessment 1 Key	8

Summative Assessment 1  
Show You Know  
Performance and Constructed Response

**Duration:** 30 minutes

**Standard(s) Assessed:**

**SS.D.1.1.2.1, SS.D.1.1.3.2.1, SS.D.1.1.3.2.2, Goal 3 Standard 1 Information Managers and Critical and Creative Thinkers**

**Description of Assessment Activity:** Students cut and group pictures of goods and services and producers and consumers. They then glue the pictures under the correct heading. Finally, when given an example of a scarcity situation in everyday life, the student will identify the resource that was scarce and a viable choice that could be made in response to the scarcity situation. Note – Since this is a Social Studies unit it is recommended that the teacher read this assessment if he/she has struggling readers.

**Teacher Directions:**

1. Make copies of all four pages of Summative Assessment 1 for each student. (Note: Pages 2 and 3 can be printed on the front and back of one sheet of paper if the teacher's copier has this capability.) Note – To ensure the best quality print of the assessment, the teacher can obtain a good quality hard copy of this and all other unit assessments at the media center and make student copies from them. Also, it is suggested that the teacher select printing and copying options that will ensure the best quality.
2. The teacher should check the answer key provided in the attached file to be aware of how to explain the graphics to the students and how the pictures should be grouped.
3. Distribute copies to students.
4. Discuss the graphics on page 1, making sure students have an accurate understanding of each picture.
5. Read the directions on page 1 and demonstrate how the students will then group the pictures under the correct heading on pages 2 and 3.
6. Read the directions for the constructed response at the bottom of page 4. Remind students not to forget to do this part.
7. Ask if there are any questions.
8. Pass out scissors and glue or glue sticks.
9. Tell students to put their names at the top of page 2 and what you want them to do with their papers when they've finished the task.
10. Students begin work. The teacher walks around and facilitates completion of the task.

**Student Directions:**

1. Put your name at the top of page 2.
2. Find page 1.
3. Cut out the pictures at the top of page 1. Decide if they are pictures of goods or services. Glue them under the correct heading on page 2.
4. Then cut out the pictures at the bottom of page 1.
5. Decide if they are pictures of producers or consumers.

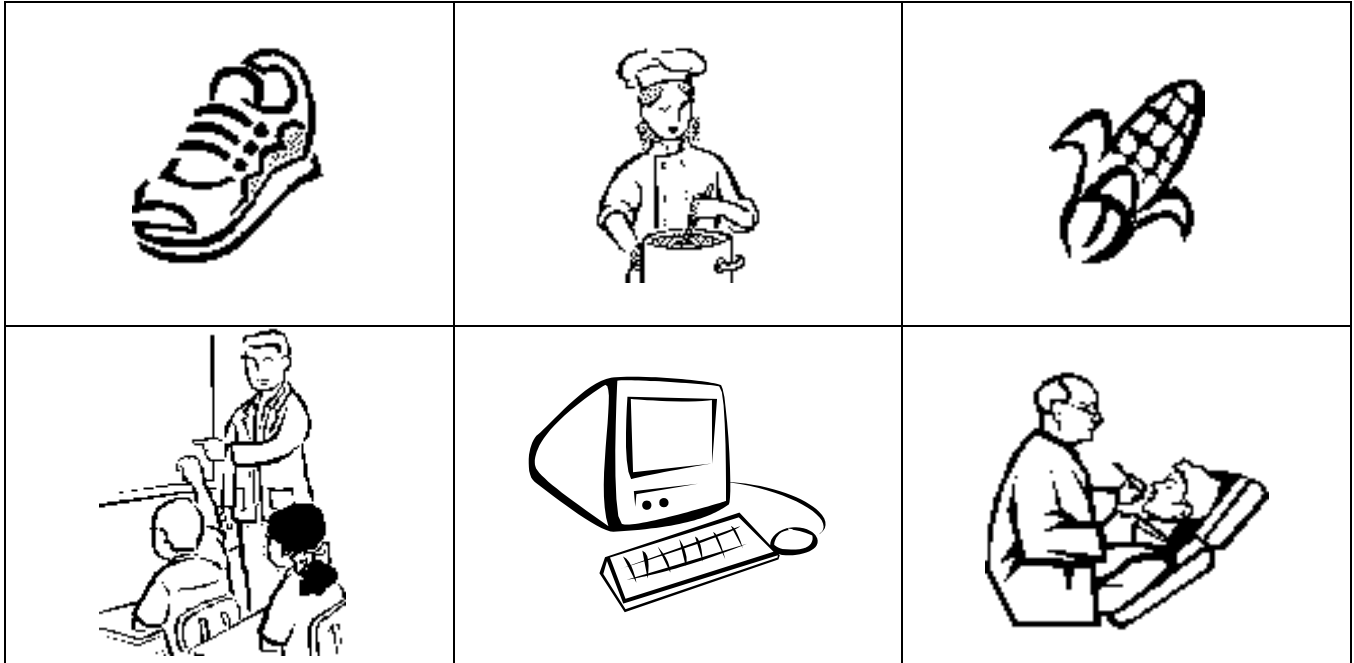
6. Glue them under the correct heading on page 3.
7. Find page 4.
8. Read the stories. Then answer the questions.
9. When you are finished, throw the scraps from page 1 away.
10. Put page 2 on top of page 4 and staple them together.
11. Make sure your name is on your paper.

**Scoring Method & Criteria:** The assessment is scored on the basis of 14 items out of a possible 100 points. Each item will count 7.14 points.

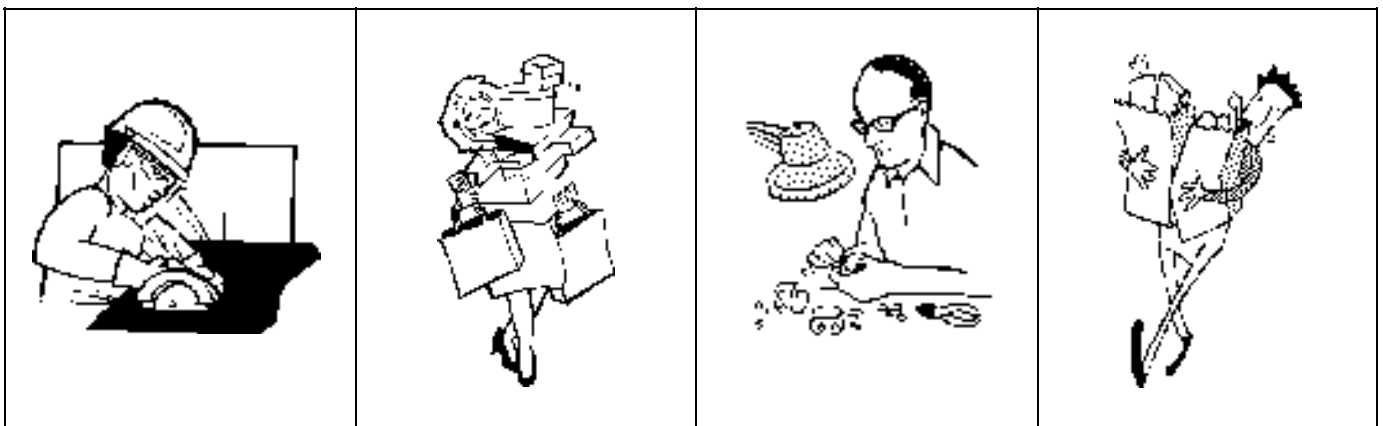
**Summative Assessment 1**  
**Show You Know**  
**Page 1**

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

**Cut out the pictures below. Decide if they are pictures of goods or services.**  
**Glue them under the correct heading on page 2.**



**Cut out the pictures below. Decide if they are pictures of producers or consumers.**  
**Glue them under the correct heading on page 3.**



**Summative Assessment 1**  
**Show You Know**  
**Page 2**

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

<b>Goods</b>	<b>Services</b>

**Summative Assessment 1**  
**Show You Know**  
**Page 3**

<b>Producers</b>	<b>Consumers</b>

**Summative Assessment 1**  
**Show You Know**  
**Page 4**

Read the story. Draw a line under the word that tells what is *scarce* in their classroom.

One day at school John and Mary both wanted to read the same book.  
There was only one copy of the book in their classroom.

What is one choice they could make about reading the book?

---

---

Read the story. Draw a line under the words that tell what is *scarce* in this story.

Mom took Mike and Hannah to get an ice cream.  
Mike wanted chocolate ice cream. Hannah wanted bubblegum ice cream.  
The store helper said, "We have chocolate ice cream,  
but we are out of bubblegum ice cream."

What should Hannah do?

---

---

## Summative Assessment 1 Key

### Page 2

Goods – tennis shoe, corn, and computer

Services – teacher, cook, and dentist

### Page 3

Producers – Carpenter and jewelry maker

Consumers – Lady with packages and man with grocery bags

### Page 4

Words to be underlined in stories – book and bubble gum ice cream

What is one choice they could make about reading the book? Accept reasonable answers. Possible answers might include:

They could share the book.

They could read the book together.

They could take turns reading the book.

What should Hannah do?

Accept reasonable answers. Possible answers might include:

She will not get an ice cream.

She will get some other kind of treat.

She will save her money.

She will choose another kind of ice cream.