

Summative Assessment 3 for I Mean Business

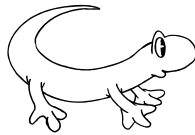


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Summative Assessment 3
Decisions, Decisions
Constructed Response

Duration: 30 minutes

Standard(s) Assessed:

SS.D.1.1.4.2.1, Information Managers, and Critical and Creative Thinkers

Description of Assessment Activity: The student determines how much “money” he/she has earned and considers the cost and benefits of the goods being sold at the market. The student then decides which goods he/she will purchase and makes a shopping list. Finally, the student writes a short account of his/her economic choices and identifies what is given up when making those choices.

Teacher Directions:

1. Make copies of Summative Assessment 3 (one per student) and an overhead transparency for teacher use.
2. Download and make a copy of the Scoring Criteria Checklist for Summative Assessment 3 that is in the attached file.
3. Explain to the students that because of time restraints they need to make a shopping list for Market Day.
4. The teacher shares the scoring criteria checklist for the assessment with the students and answers any questions the students might have concerning directions for the activity.
5. Distribute copies of Summative Assessment 3.
6. Give student directions for completing the summative.
7. Give directions for what they are to do with their papers when finished with the summative.
8. Students begin work on the summative. The teacher walks around the room to facilitate students during the activity.

Student Directions:


1. Write your name and the date at the top of your paper.
2. Complete the chart and the paragraph below the chart.
3. Remember to put your papers _____ when finished.

Scoring Method & Criteria: A checklist is used to assess knowledge of examples of economic choices and what is given up when making a choice. “Learning Accomplished” means the student has successfully demonstrated knowledge of both examples of choices and what is given up when making a choice. “Learning In Progress” means the student has demonstrated partial knowledge of examples of economic choices and what is given up when making a choice. The teacher should provide additional instruction to these students in the area of partial knowledge. “Learning Is Stalled” means the student has not demonstrated knowledge of examples of economic choices or what is given up when making a choice. These students would benefit from small group reteaching activities. If necessary, the teacher uses discretion as to how grades could be assigned to the checklist data.

Summative Assessment 3 Decisions, Decisions

Name _____ Date _____

Complete the chart below:

 My choices	Goods I want to buy	How many?	Cost each	Total Cost
Final Total Cost				

I have earned _____ **. I will buy** _____

_____.


Because of these choices I will give up buying _____

_____.

**Summative Assessment 3 Key
Decisions, Decisions**

Name _____ Date _____

Complete the chart below:

 My Choices	Goods I Want to Buy	How Many?	Cost Each	Total Cost
*	Students list the goods they want to buy at the market.	Students specify how many of each good they want to buy.	Students write down the price of one of the items. (Refer to class chart.)	Students use calculators or adding to determine how much the number they want will cost.
Final Total Cost				

***After completing the chart, students check off the items they choose to purchase.**

I have earned (students count their money earned and fill in the amount in this

blank). I will buy (students list what they choose to buy).

Because of these choices, I will give up buying (students list some items they will not be able to buy because of their choices).

Note: If a student has enough money to buy everything he/she wants, he/she can say that the money they had earned was given up.

Scoring Checklist for Summative Assessment 3



	Learning Accomplished	The student <i>knows</i> examples of economic choices for Market Day <i>and</i> what is given up when making his/her choices.
	Learning in Progress	The student <i>knows</i> examples of economic choices for Market Day, <i>but does not know</i> what is given up when making his/her choices.
	Learning is Stalled	The student <i>does not know</i> examples of economic choices for Market Day <i>and does not know</i> what is given up when making his/her choices.