

# Summative Assessment for Common Cents



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## Summative Assessment

**Duration:** One class period

**Standards Assessed:** S.D.2.1.2.0.1, MA.B.3.1.1.0.4, MA.D.1.1.2.0.2, MA.A.3.1.2.0.1

**Description of Assessment Activity:** The summative assessment involves a worksheet that consists of identifying coins and adding simple combinations of nickels, dimes and pennies together. The sum of two different coins will not exceed 20 cents. A checklist is used for the classroom toy store to determine if each child seems to understand the concept of exchanging money for goods and if he is able to orally communicate the activity effectively.

### Teacher Directions:

#### Prior to the assessment:

1. Make copies of the assessment and check-sheet.
2. Prepare in a Ziploc plastic snack bag: three nickels, two dimes and ten pennies for each child.
3. Have "toy store" set up. Set up with inexpensive toys/candy. Label with a price. Parents may wish to make donations of old toy Kid's Meal trinkets also.
4. Locate large paper bulletin board coins.
5. Prepare paper cutouts of pennies, dimes and nickels.

#### Day of the assessment:

1. Pass out the assessment.
2. Pass out plastic Ziploc bags of coins to students.
3. Pass out cover sheet made out of poster paper cut in half and folded three ways.
4. Pass out paper cutouts for pennies, dimes and nickels.
5. Use teacher directions imbedded within student directions to help guide the assessment.

### Student Directions:

1. Listen as I go over the assessment instructions.
2. Put your finger on the coin worth one cent. (Teacher: Walk around the room and put a check beside each name on the assessment check-sheet that is able to correctly identify a penny. MA.B.3.1.1.0.4. Mark a column in math section of grade book that deals with identifying the value of penny, nickel and dime. Check the box if student is able to correctly identify the coin with its correct value beside the correct name and underneath the appropriate column in the grade book).
3. Put your finger on the coin that is worth five cents. (Teacher: Walk around the room and put a check beside each name on the assessment check-sheet that is able to correctly identify a nickel. MA.B.3.1.1.0.4. Mark a column in math section of grade book that deals with identifying the value of a nickel. Check the box if student is able to correctly identify the coin with its correct value beside the correct name and underneath the appropriate column in the grade book).
4. Put your finger on the coin that is worth ten cent. (Teacher: Walk around the room and put a check beside each name on the assessment check-sheet that is able

- to correctly identify a dime. MA.B.3.1.1.0.4. Mark a column in math section of grade book that deals with identifying the value of a dime. Check the box if student is able to correctly identify the coin with its correct value beside the correct name and underneath the appropriate column in the grade book).
5. Take out the pennies in your bag and count them. Then, write how many cents you have on number 1. Put coins back in bag.
  6. Take out the nickels in your nickel bag and count. Then, write down how many nickels you counted for number 2. Put coins back in bag.
  7. Take out the dimes in your dime bag and write down how many dimes you counted for number 3. Put coins back in bag.
  8. (Teacher: Hold up two large paper bulletin board nickels and ask students to write down how many cents you are holding up on number 4.)
  9. (Teacher: Hold up three large paper bulletin board nickels and ask students to write down how many cents you are holding up on number 5.)
  10. (Teacher: Hold up one nickel and have students write down how many cents you are holding up on number 6.)
  11. (Teacher: Hold up a dime and have students write down how many cents you are holding up on number 7.)
  12. (Teacher: Hold up two dimes and have student write down how many cents you are holding up on number 8.)
  13. (Teacher: Hold up a nickel and a penny and have students write down how many cents you are holding up on number 9.)
  14. (Teacher: Hold up a nickel and three pennies and have students write down how many cents you are holding up on number 10.)
  15. (Teacher: Hold up dime and a penny and have students write down how many cents you are holding up on number 11.)
  16. (Teacher: Hold up a dime and three pennies and have students write down how many cents you are holding up on number 12.)
  17. (Teacher: Hold up a dime and a nickel and have students write down how many cents you are holding up on number 13.)
  18. Put your finger on number 14. Then, circle which is worth more- the penny, nickel or dime.
  19. Put your finger on number 15. Then, circle which is worth the least the penny, nickel or dime.
  20. (Teacher: Pass out paper cutouts to represent nickels, dimes and quarters.)
  21. Make a three-coin pattern for number 16. (MA.D.1.1.2.0.2)
  22. (Teacher: Read directions for number 17 to students and have them draw the correct amount of coins. MA.3.1.1.0.4)
  23. (Teacher: Read directions for number 18 to students and have them draw the correct amount of coins. MA.3.1.1.0.4)
  24. (Teacher: Read directions for number 19 to students and have them draw the correct amount of coins. MA.3.1.1.0.4)
  25. (Teacher: Take up written assessment and materials.)
  26. Take out “toy money” saved during the week.
  27. (Teacher: Begin class toy store project. Praise students’ effort and go over rules for the store. Have students count toy money that was earned during the week for

- good behavior, clean desks, correct answers to question, tokens for games played etc. and student with the most will get a prize.)
28. Students take turns coming to the front and picking an item from the front. They pretend they are visiting a toy store and will pick an item of their choosing. They tell the class how much the item costs (must use at least two coins) and pay the “cashier” that amount of coins.
  29. Proceed until everyone has had a turn.
  30. Teacher: put a check beside the student’s name in the grade book under the column marked SD.2.1.2.0.1 if the student has a basic understanding of exchanging money for goods and if he is able to effectively communicate his ideas orally to the class. Put a check under MA.A.3.1.2.0.1 in the grade book if students are able to give you the correct amount of change for the item they choose with 100 % accuracy.

**Scoring Method and Criteria:**

A suggested grading scale might be that each answer written on the assessment and evaluated on the check-sheet is worth 4 points. Teachers may choose to use another grading scale.

## Summative Assessment for Common Cents

1. \_\_\_\_\_cents

2. \_\_\_\_\_cents

3. \_\_\_\_\_cents

4. \_\_\_\_\_cents

5. \_\_\_\_\_cents

6. \_\_\_\_\_cents

7. \_\_\_\_\_cents

8. \_\_\_\_\_cents

9. \_\_\_\_\_cents

10. \_\_\_\_\_cents

11. \_\_\_\_\_cents

12. \_\_\_\_\_cents

13. \_\_\_\_\_cents

### Directions:

Circle the coin that is worth **more**.

14. Penny

Nickel

Dime

### Directions:

Circle the coin that is worth **less**.

15. Penny

Nickel

Dime

16. Make a three-coin pattern.

17. Draw how many pennies it takes to make **ten cents**.

18. Draw how many nickels it takes to make **fifteen cents**.

19. Draw how many dimes it takes to make **40 cents**.