

Money Math

Diagnostic Assessments #4 For the Unit, We the People (Math)



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Money Math Diagnostic Assessment #4

Type of Assessment:
Constructed Response

Duration:
45 minutes

Standard (s) Assessed:
MA.A.2.2.2.4.2, MA.A.3.2.3.4.5

Description of Assessment Activity:
Students use information from a chart to solve a real-world problem. Addition and/or subtraction of money to the hundredths is required to solve the problem.

Teacher Directions:
Tell students that you need some information from them because you are planning a new unit and you need to know what they already know so you can adjust your plans. Pass out the assessment. Read and discuss all directions. Answer any student questions about directions. Emphasize that the purpose of this diagnostic assessment is for you to find out what the students already know and that no grade will be given. Students then use the charts to gather information to solve the problem. After the assessments have been evaluated, keep them in a safe place for future use as noted in the lesson plans that accompany this unit.

Note: There is a short diagnostic assessment for each of the four content areas addressed in this unit. They should all be given on the first day of the unit, however, they should each be given during the class time scheduled for that subject area. For instance, give the social studies diagnostic assessment during social studies time and the reading diagnostic assessment during reading time.

Student Directions:
Listen while I read the directions to you. Ask any questions about the directions. Complete the chart of supplies. Remember to spend \$100.00 or less. Turn the assessment in to me when completed. Remember that the purpose of the assessment is to find out what you already know, not to give a grade, so if you do not know an answer, skip down to the next part.

Scoring Method and Criteria:
Answers and criteria are included on the teacher key. Since this is a diagnostic assessment, no scoring will be done, however, use the knowledge gained from the assessment to drive future instruction.

Name _____

Date _____

Money Math
Diagnostic Assessment
(MA.A.3.2.3.4.5, MA.D.2.2.2.4.2)

Directions: The reason for this assessment is to find out what you **already know**, and what needs to be taught. This will **not** be graded, but will be used when planning your lessons. If you do not know anything to write in the space, leave it blank and go on to the next part. Be sure to show your work.

| Supply | Price each |
|---|-------------------|
| Carton of crayons (12 boxes) | \$14.95 |
| Box of copy paper (500 sheets) | \$26.50 |
| Construction paper – multicolor (50 sheets) | \$ 5.20 |
| Gallon of glue | \$18.45 |
| Box of notebook paper (500 sheets) | \$22.99 |
| Box of pencils (12 pencils) | \$ 7.25 |
| Box of staples (5000 staples) | \$ 2.10 |
| Box of tape (12 rolls) | \$10.65 |

1. Your principal gave your teacher \$100.00 to spend on supplies for students. Of course, any money that is not spent will have to be given back to the principal. Use the information in the chart above to spend your teacher's money. Be sure to spend as much of the \$100.00 as possible without going over. You may buy as many of one item as you wish. You do not have to buy items you do not want. You may NOT buy part of an item (1/2 box of tape).

Complete the table below.

| Item | Number of item wanted | Total price for each item |
|-------------|------------------------------|----------------------------------|
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| | | |
| | | |
| | | |
| | | |

Total of all supplies - \$

Money Math
Diagnostic Assessment
(MA.A.3.2.3.4.5, MA.D.2.2.2.4.2)
Teacher Answer Key

Directions: The reason for this assessment is to find out what you **already know**, and what needs to be taught. This will **not** be graded, but will be used when planning your lessons. If you do not know anything to write in the space, leave it blank and go on to the next part. Be sure to show your work.

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Complete the table below.

| Item | Number of item wanted | Total price for each item |
|---|------------------------------|----------------------------------|
| <p>Accept any answer that shows the student used the supply chart to gather data (MA.D.2.2.2.4.2).</p> <p>Accept any answer that involves correct addition and/or subtraction of the values and has a total of less than \$100.00 (MA.A.3.2.3.4.5).</p> <p>FYI: When one of each item from the chart is bought, the total is \$108.09.</p> | | |

Total of all supplies - \$