

Outcome Correlation: Building a Budget Mathematics 20-3

ASSESSMENT AND EVALUATION OF STUDENT LEARNING

This performance task is designed to gather assessment evidence for the following learner outcomes (shown in Times New Roman font) from the Alberta Mathematics Program of Studies (2008).

Note: Where text is grey, that portion of the outcome is not specifically addressed in this task.

| Learner Outcomes | | Criteria for Evaluation * |
|---|--|---|
| General Outcome – Number Develop number sense and critical thinking skills. | | Students provide evidence of their learning as they: |
| General Outcome – Algebra Develop algebraic reasoning. | | |
| Strand | Specific Outcomes | |
| Number | 2. Solve problems that involve personal budgets. [CN, PS, R, T] [ICT: C6-4.2, C6-4.4] | <ul style="list-style-type: none"> prepare personal budget |
| Number | 4. Demonstrate an understanding of financial institution services used to access and manage finances. [C, CN, R, T] [ICT: F2-4.6] | <ul style="list-style-type: none"> justify choice of bank accounts |
| Algebra | 1. Solve problems that require the manipulation and application of formulas related to: <ul style="list-style-type: none"> volume and capacity surface area slope and rate of change simple interest finance charges. [CN, PS, R] | <ul style="list-style-type: none"> manipulate a formula to solve a problem |
| Number | 3. Demonstrate an understanding of compound interest. [CN, ME, PS, T] [ICT: C6-4.1] | <ul style="list-style-type: none"> explain compound interest |

* Criteria statements appear again in the first column of the evaluation tools (checklists, rating scales and/or rubrics) and are the basis on which student evaluation is made relative to the learner outcomes.

Mathematical processes are skills that are addressed at all grade levels. They are not taught as discrete skills, but are integrated into the specific outcomes. Links to the processes identified in the Program of Studies are indicated within square brackets after the specific outcomes.

Throughout this task, the following mathematical processes are specifically addressed:

- Communication: communicate in order to clarify, reinforce and modify ideas.
- Connections: connect mathematical ideas to each other or to the real world.
- Problem Solving: develop and apply new mathematical knowledge through problem solving.
- Reasoning: use reasoning skills to analyze a problem, reach a conclusion and justify or defend that conclusion.
- Technology: utilize technology as a tool for learning, solving problems and presenting solutions.