**Name:** Nicole McNeil, Holyoke Adult Learning Opportunities (HALO)

**Class type:** Math Level 1  **Student Level (by CCR):** Level C

**Lesson Topic:** Using Fractions to Make Spending Decisions

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| **Description of a CCR-aligned formative assessment** |
| **1. What is the purpose of the lesson?**  What do you want students to understand or be able to do by the end of this lesson? What are the real-life purposes that make this topic relevant to students? Which CCR standard(s) (at the level) are you focusing on?  **Objectives:**   * Students will create accurate circle graphs based on benchmark fractions. * Students will present their findings to the class in a short presentation. * Students will construct feedback as a financial advisor for the household budget scenarios. (These budgets included various examples on spending too much on rent, food, transportation and/or entertainment.)   **Real Life Application:**   * Looking at budgets from the lens of a financial advisor. * Students reflect on his or her own budget.   **CCR standards:**  4.NF.2 – Compare two fractions with different numerator and different denominators, eg., by creating common denominators or numerators, or by comparing to a benchmark fractions such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparison with symbols >, <, or =, and justify the conclusions.  Represent and interpret data. (standard statement) |
| **2. How will the teacher and students know progress or success when they see it?**  What can you and they look for to know if students are learning the standard? If they can apply the standard to carry out real purposes?  The teacher will model an example and then there will be a discussion on comparing to a benchmark fraction. I will look at the math process of the students for comparing benchmark fractions. I will know that they are progressing towards meeting the standard if they can compare the case scenario budget fractions with a benchmark fraction. I will also evaluate the final product (graph and presentation) based on the rubric.  As far as the activity meeting the standard, the teacher would be looking for precision in the benchmark fractions and their visual representation on the graph. As far as drawing appropriate conclusions, the teacher and/or student would be expected to give a recommendation about the spending habits of the case scenario.  For the students and teacher to know if they can apply this standard to carry out a real purpose, I and they would look in the presentation for the recommendations they would give as a financial advisor. |
| **3. What kind or tool/process would capture evidence of understanding or performance?**  Is this knowledge that might be demonstrated by a quiz, discussion, Q&A, etc.? Is this a skill to be performed and assessed with a checklist or rubric? Is the tool/process usable as part of or immediately following instruction?  The rubric assesses their ability to compare benchmark fractions, visually represent the fractions on a graph, present that information in the form of recommendations about a household budget. The activity included some worksheets on comparing benchmark fractions and visually representing the fractions on a circle graph. |
| **4. How would you use this tool/process?**  How would you involve students in creating or understanding the tool/process? How would you use the information gleaned from the tool to give feedback to students?  I would have the students come up with the elements for the rubric. I would provide guiding questions to help them think of what a great presentation would look like. Some guiding questions would be what does a good presentation look like? What is important when giving a presentation? What does an accurate graph look like? What is the math standard that we are addressing? Did the student draw an accurate conclusion? As the students come up with the criteria, then ask some guiding questions such as: what does excellent look like for that criteria? What about someone who did a poor job?  I would give students written feedback using the rubric that we created. I would also have the students self-assess themselves using the rubric. |

**Rubric**

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| **Criteria** | **Excellent 2 Points** | **Good 1 Points** | **Poor 0 Points** |
| Benchmark Fractions | Student can compare all of the expenses to the total income and compare accurately to a benchmark fraction. | Student can compare some of the expenses to the total income and compare some fractions accurately to a benchmark fraction. | Student rarely compares the expenses to the total income and rarely compare accurately to a benchmark fraction. |
| Graph | Circle graph is drawn accurately and includes title, labels, and all proper benchmark fractions | Circle graph is drawn but may have some error in the content or accuracy. Graph may be missing some labels, title, or benchmark fractions | Circle graph is drawn but inaccurate including missing labels, title or benchmark fractions. |
| Graph Comprehension | Understands graph results and can accurately draw appropriate conclusions | Mostly understands graph results and can mostly draw appropriate conclusions | Cannot understand graph nor draw appropriate conclusions |
| Presentation | Speaks clearly and slowly. Makes eye contact to the audience | Sometimes speaks clearly and slowly. Sometimes makes eye contact with the audience | Speaks fast and unclear. Never makes eye contact with the audience. |