



MBF3C – Mathematics of Personal Finance

Getting Started

Suggested First Steps
Sample Final Evaluation Items
Formative Assessment Suggestions

Step 1 – Gather your resources

- The Ontario Curriculum, Grades 9 and 10, Mathematics (the blue and white booklet)
 - The Ontario Curriculum, Grades 11 and 12, Mathematics (the deep blue booklet)
 - The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment 2000 (mocha)
 - Website Resources
- ✓ Look at the expectations for the prerequisite course, MFM2P Grade 10 Applied - what are the expected knowledge and skills in this course? Where have the students come from ...?
 - ✓ Look at the expectations for the following course, MAP4C Grade 12 College - what are the expected knowledge and skills in this course? Where are the students going ...?
 - ✓ Look at the expectations for this course, MBF3C Grade 11 College - what are the "big ideas" or key learnings?
 - ✓ Take a second look at the Grade 12 expectations. Identify the expectations that *spiral* from the Grade 11 curriculum.
 - ✓ Bookmark website resources.

Step 2 – Additional Resources in this Package

- The "Big Ideas"
 - Expectations List
 - Achievement Chart
 - Key Words and Phrases
 - Formula Sheet
 - Planning Balanced Assessment
- ✓ The "Big Ideas" document will help you focus on the key learnings in this course. Use it to plan your large assessment/evaluation pieces and course of study.
 - ✓ The Expectations List is a concise list of the expectations that you can keep in your course binder. Combined with the Achievement Chart, the Expectations List will help you plan your balanced assessment/evaluation for the course.
 - ✓ The Key Words and Phrases sheet lists the types of instructions students will find in assessment/evaluation items. It comes from the EQAO Grade 9 Support Material (www.eqao.com). Distribute it to your students early in the year. The sample exam uses words and phrases from this sheet to help students know what is required in their responses.
 - ✓ The blank Formula Sheet can be given to your students early in the year. This course has a lot of formulas. Expectations require students to be able to use the formulas - so consider letting them make a formula sheet that they can use during assessments/evaluations - including the final exam!
 - ✓ The Planning Balanced Assessment (PBA) document shows how the summative evaluation items (included with this package) were designed to be balanced. First, a variety of assessment/evaluation strategies were chosen: multiple choice, short answer questions, extended response questions, performance tasks. Then expectations were mapped to the strategies and achievement chart categories. The resulting blend was further examined for appropriate balance. Finally, the sample summative evaluation items were designed based on the PBA document.

Step 3 – Plan the Final Evaluation

*If you know
where you are
going it is
easier to get
there!*

This package includes two final evaluation pieces - a paper/pencil exam and a performance task with 4 activities. These sample materials are offered as a potential starting point for your own summative evaluation. They will help you "know where you are going". Soft copies of the material will be available to allow editing to reflect your own teaching/learning strategies and assessment/evaluation practices. Use the *Planning Balanced Assessment* document when modifying the items to help ensure that a balance of expectations, strands and categories is maintained.

Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Pg. 15 Program Planning and Assessment 2000

The percentage for each achievement chart category in the final evaluation should reflect your own assessment practice for the 70% term evaluation (e.g. if communication is 20% of the term mark then communication would be 20% of the final evaluation mark). For this reason, scoring guides have not been included in this package. However some suggestions have been included as well as rubrics for the activities in the performance task.

Paper/Pencil Examination

The 2-hour exam is comprised of:

- 10 multiple choice questions (about 15 minutes)
- 10 short answer questions (about 60 minutes)
- 2 extended response questions (about 30 minutes)

Student instructions indicate that communication will be assessed in the short answer and extended response questions. Communication criteria are listed on the first page of the exam. You may wish to specify which questions will be assessed for communication.

Student performance on the short answer and extended response sections of the exam can be assessed with a combination of marks and levels. Teachers can add a scoring guide to the soft copy of the exam.

Performance Task

The performance task "Setting the Sails" has 4 activities.

- Planning the Voyage
- Charting the Route
- Financing the Boat
- Casting Off

The activities are based on career/education/financial planning for a fictitious Grade 11 student named Robin. (The activities could be modified so that the student replaces Robin, and does his/her own career/education/financial planning.)

Consider the activities as starting points that will likely need your own changes. Each activity will take 70-140 minutes. The broad range of time is a factor of the teaching strategies you choose to use (e.g. there are opportunities for students to do individual research, however a teacher may choose to provide students with the necessary information).

A block of time near the end of the course could be reserved for these 4 activities. Alternatively the activities could be given to students periodically throughout the second half of the course. Student work could be collected in a portfolio.

There is a rubric for each activity which includes suggested assessment criteria for Thinking/Inquiry/Problem Solving and Communication. The criteria were based on the expectations listed in the *Planning Balanced Assessment* document. The *Assessment Summary* sheet may be used to compile the scoring of the activities.

There will be opportunities for the assessment of Learning Skills throughout the performance task activities. Learning Skills are reported separately.

Suggestions for "Setting the Sails"

1. Planning the Voyage

- Share the rubric with students - discuss assessment
- Introduce the activity - brainstorm with the whole class
 - Where would you find a personality or career interest assessment?
 - How can the given list of traits help identify a career for Robin?
 - Where would you find resources on different occupations?
- Get students to work in small groups to discuss which categories would be needed for the organized chart
- Give each group a copy of the document *6431 Travel Counsellors (from Ontario Job Futures 2000 - included in soft resources and available from website listed on student sheet)*
- In small groups get students to discuss any changes (additions/deletions) they would make in the chart categories based on the information they see in the document
- Get students to choose two other occupations from the list of occupations you provide (see resources or website listed on student sheet)
- Students work individually to complete the task
- This activity could be modified to allow the student to be Robin - the student could complete their own personality/career assessments and choose three occupations of personal interest

2. Charting the Route

- Share the rubric with students - discuss assessment
- Students work in small groups to clarify the expectations for the task and to do some initial planning
- The *Students' Costs* document has been included in the soft resources
- Encourage students to use other resources but to identify them in a resource list

3. Financing the "Boat"

- Share the rubric with students - discuss assessment
- Students work in small groups to clarify the expectations for the task and to do some initial planning
- Make the activity richer by allowing students to estimate some of the figures (e.g. cost of computer system, summer income, etc.)
- Consider adding a budget component
- Consider making the parental contribution the result of an RESP - get students to determine the value

4. Casting Off

- Share the rubric with students - discuss assessment
- Students work in small groups to clarify the expectations for the task and to do some initial planning
- Make the activity richer by getting students to research student loans

Accommodations (See Course Profile)

Teachers should refer to the students' Individual Education Plan (IEP) and consider their particular learning characteristics to make any necessary accommodations. Teachers should work in consultation with resource teachers, ESL/ELD teachers, and parents or guardians to determine appropriate accommodations as they work through the course to achieve the expectations described in the IEP.

Suggestions for accommodations are available in the Course Profile.

Resources

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Formative Assessment Suggestions for the Course

Self-evaluation

- Give quizzes/tests/assignments that students self-evaluate
- Instruct students to submit the corrected items along with a reflection on what he/she learned from the errors
- Assess the reflection (likely assessed under KU or CM) with a rubric
- Give written or verbal feedback to the student - since this helps improve student learning more than just a mark

Student Portfolios

- At the beginning of the year identify the required components of the student portfolio
- Consider allowing students to use the portfolio as a resource during the final evaluation
- Allow students to demonstrate improvement by giving opportunities to submit similar but different pieces

Student Conferencing

- Plan for one full day every 2-3 weeks for student conferencing
- Set firm guidelines for independent work for the class on this day
- Schedule conferences with 5 students for 10 minutes each (based on a 70-minute period)
- Before the conference give students a list from which questions will be chosen
- Allow some time for students to ask their own questions
- Before the conference collect the student's portfolio - discuss contents during conference
- Before the conference inform the students which learning skills and achievement chart categories will be used for the assessment

Selective Marking and Responses

- Ideally students would get written and/or verbal response from the teacher after every assessment, however time restraints can make this unmanageable - consider giving responses on one level of work (e.g. respond on only level 1 work)

- Choose to assess just part of an assessment item - students can self-assess the remaining parts