

**EDTL 3200: Assessment Packet**

Cheyenne, Denaë, Lily

April 4, 2026

# Table of Contents

Formative Assessments (throughout unit)	3
Diagnostic Formative Assessment (first lesson)	23
Assessment AS learning (reflection, self-assessment, peer assessment)	26
Core competency self-assessment	37
Example of triangulated assessment (conversation, observation, product)	43
Example of UDL “choice” assessment	55
End-of-Unit assessment: Summative Project OR Cumulative Portfolio	61
Additional Assessment of Your Choice	65

# Assessment Entries #1: Formative Assessments

## Assessment Title:

Formative Assessment #1 – Coin Knowledge & Money Use (“Money Detective”)

Lesson: #1

## Assessment Type:

Diagnostic formative

Triangulated:

Observation

Conversation

Product

## Type Rationale:

This assessment is diagnostic because it activates prior knowledge about coins and money. It is triangulated as students demonstrate understanding through hands-on sorting (observation), verbal explanations (conversation), and a completed “Money Detective Card” (product).

## Assessment Purpose & Rationale:

Students demonstrate their understanding of coin recognition, value, and the purpose of money through exploration and discussion. This is assessed during Lesson 1 to inform instruction and identify prior knowledge, misconceptions, and student readiness for future lessons.

## BC Curriculum & Alignment

### Content:

- Different ways to represent money
- Financial literacy – understanding money

### Curricular Competencies:

- Explore and describe quantities and relationships
- Use reasoning to make sense of problems
- Communicate mathematical thinking

### Core Competencies:

- Communication
- Thinking

**Connection:**

- This assessment aligns with Grade 1 financial literacy content by having students explore and identify coins and their values, while supporting curricular competencies as students represent and describe quantities and communicate their thinking through discussion and hands-on exploration, and core competencies through developing communication and thinking skills.

**Students:**

- Act as “Money Detectives” and explore coins
- Sort coins based on features (size, shape, type)
- Participate in discussion about money use
- Complete a “Money Detective Card” (draw + label coin + value)
- Participate in a coin scavenger hunt

**Teacher:****What will the teacher do?**

- Prompt student thinking (“What coin did you find?” “What is it worth?”)
- Observe student interactions and understanding
- Facilitate discussion and exploration

**What evidence will be collected?**

- Observed coin recognition
- Student explanations
- Completed detective card

**How will evidence be collected?**

- Observation checklist
- Anecdotal notes
- Student artifact

**How will results be used?**

- Inform grouping and pacing
- Identify misconceptions
- Guide next lessons

**Describe the artefact you have chosen to include:**

A “Money Detective Card” where students draw a coin, name it, state its value, and explain one use of money.

**Pedagogical Reflections:****How could this assessment support diverse learners?**

This assessment supports diverse learners through hands-on exploration, visual support, and multiple ways to demonstrate understanding (drawing, speaking, participating). Sentence frames and oral options support language learners.

**One strength of this assessment:**

Engaging and low-pressure way to assess prior knowledge through play-based learning.

**One consideration or limitation:**

Observation data may be inconsistent if some students are less confident participating.

**Artefact: Money Detective Checklist for teachers**

Student Name: \_\_\_\_\_

- Recognizes coin (name or features)
- Understands value (attempts or correct)
- Participates in activity
- Explains thinking (oral or simple sentence)

Notes:

---

---

**Artefact: Money Detective exit ticket for students:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**I found a coin!****Draw your coin:**

[

]

This is a \_\_\_\_\_. (Quarter, Dime, Nickel, Dollar, Twoonie)

It is worth \_\_\_\_\_. (25 cents, 10 cents, \$1, \$2)

Money is used for \_\_\_\_\_.

**Assessment Title:**

Formative Assessment #2 – Needs vs Wants (“Shopping Decision Game”)

Lesson: #2

**Assessment Type:**

Triangulated:

Observation

Conversation

Product

**Type Rationale:**

Students demonstrate understanding through movement (sorting), verbal reasoning (discussion), and a completed reflection sheet, allowing for multiple forms of assessment.

**Assessment Purpose & Rationale:**

Students distinguish between needs and wants and justify their thinking using real-life scenarios. This is assessed during Lesson 2 to build foundational financial decision-making skills.

**BC Curriculum & Alignment****Content:**

- Financial literacy – needs and wants

**Curricular Competencies:**

- Identify and describe concepts
- Explain thinking

**Core Competencies:**

- Thinking
- Communication

**Connection:**

- This assessment connects to Grade 1 financial literacy content by helping students distinguish between needs and wants, while supporting curricular competencies as students identify concepts and explain their thinking, and core competencies through communication and personal decision-making.

**Students:**

- Participate in a “shopping” scenario with limited coins
- Sort items into NEED or WANT categories
- Move to designated corners of the room
- Turn and talk to explain reasoning
- Complete a “My Choice” sheet

**Teacher:****What will the teacher do?**

- Present items and guide discussion
- Prompt reasoning (“Why did you choose that?”)
- Observe movement and choices

**What evidence will be collected?**

- Sorting accuracy
- Verbal explanations
- Completed student sheet

**How will evidence be collected?**

- Checklist
- Anecdotal notes
- Student artifact

**How will results be used?**

- Identify misconceptions
- Support future lessons on decision-making

**Describe the artefact you have chosen to include:**

“My Choice” sheet where students draw an item, identify it as a need or want, and explain their reasoning.

**Pedagogical Reflections:****How could this assessment support diverse learners?**

Movement-based learning supports active learners, while visuals and sentence frames support language development. Peer discussion builds confidence.

**One strength of this assessment:**

Connects directly to real-life experiences, making learning meaningful and relevant.

**One consideration or limitation:**

Students may be influenced by peer choices rather than independent thinking.

**Student Artifact:**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Draw one thing you would buy:**

[

]

**I would buy a** \_\_\_\_\_.

**It is a:**

**NEED**

**WANT**

**I chose this because:**

---

---

---

**Teacher artifact:**

**Needs vs Wants Checklist**

**Student Name:** \_\_\_\_\_

- Correctly sorts items**
- Identifies need vs want**
- Explains reasoning**
- Participates in movement activity**

**Conversation Notes:**

---

---

**Assessment Title:**

Formative Assessment #3 - Prices & Value ("Game Show Exit Ticket")

Lesson: #3

**Assessment Type:**

Formative (end of lesson)

Triangulated:

- Product
- Conversation

**Type Rationale:**

This assessment occurs at the end of the lesson and includes both a completed task and verbal explanation, providing insight into student understanding.

**Assessment Purpose & Rationale:**

To assess whether students understand that items have different values and can compare which costs more or less. This helps guide next steps in instruction.

**BC Curriculum & Alignment****Content:**

- Value of money
- Comparing quantities

**Curricular Competencies:**

- Compare and describe
- Represent mathematical thinking

**Core Competencies:**

- Thinking

**Connection:**

- This assessment aligns with financial literacy content by exploring the value of items and comparing amounts, while supporting curricular competencies as students compare and represent quantities and explain their reasoning, and core competencies through developing thinking skills.

**Students:**

- Participate in a "game show" style activity
- Identify which item costs more
- Explain reasoning verbally
- Complete an exit ticket

**Teacher:****What will the teacher do?**

- Facilitate game show prompts
- Ask students to justify thinking
- Collect exit tickets

**What evidence will be collected?**

- Student responses
- Verbal explanations
- Completed exit ticket

**How will evidence be collected?**

- Exit ticket
- Simple rubric
- Observation notes

**How will results be used?**

- Determine readiness for next lesson
- Identify students needing support

**Describe the artefact you have chosen to include:**

A "Game Show Exit Ticket" where students circle the item that costs more and explain their reasoning through drawing or writing.

### **Pedagogical Reflections:**

#### **How could this assessment support diverse learners?**

Students can respond through drawing, speaking, or writing. Whiteboards and oral participation reduce pressure.

#### **One strength of this assessment:**

Quick and engaging way to assess understanding of value and comparison.

#### **One consideration or limitation:**

Students may guess correctly without fully understanding.

**Student artefact:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Price Detective****Look at the two items:** (\$1)     (\$3)**Which one do YOU think costs more?****(circle it OR draw a star ★)****Now show your thinking:****(draw, write, or explain)**

[

]

I think \_\_\_\_\_ costs more because...

\_\_\_\_\_

**(I can write, draw, or tell)**

**Teacher Artefact:****Prices & Value – Teacher**

Student Name: \_\_\_\_\_

**CORRECT IDENTIFICATION:**

- Not yet
- Sometimes correct
- Consistently correct

**UNDERSTANDING OF “MORE OR LESS VALUE”:**

- Limited understanding
- Developing
- Clear understanding

**EXPLANATION OF THINKING:**

- No explanation
- Simple (e.g., “because 3 is bigger”)
- Clear reasoning (connects to value/price)

**REPRESENTATION (drawing/writing/oral):**

- Needs support
- Shows some thinking
- Clearly shows thinking

**NOTES:**

---

---

**NEXT STEPS:**

- Practice comparing values
- Support explaining thinking
- Ready for extension

**Assessment Title:****Formative Assessment #4 – Buying & Selling (“Mini Classroom Store”)****Lesson: #4/5****Assessment Type:****Triangulated:**

- Observation
- Product

**Type Rationale:**

Students demonstrate understanding through real-world application (role-play) and a completed task, allowing for observation and product-based assessment.

**Assessment Purpose & Rationale:**

To assess students' ability to connect coin values to real-world pricing and demonstrate understanding through buying and selling scenarios.

**BC Curriculum & Alignment****Content:**

- Money values
- Estimation

**Curricular Competencies:**

- Represent quantities
- Use reasoning

**Core Competencies:**

- Thinking

**Connection:**

- This assessment connects to financial literacy content by having students apply understanding of money, value, and simple transactions, while supporting curricular competencies as students represent quantities and use reasoning, and core competencies through thinking and real-world problem solving.

**Students:**

- Participate in a classroom store
- Draw an item to sell
- Assign a price
- Build the amount using coins
- Engage in buying/selling role-play

### **Teacher:**

#### **What will the teacher do?**

- Set up store environment
- Observe student interactions
- Prompt reasoning (“How did you make that amount?”)

#### **What evidence will be collected?**

- Coin representations
- Student reasoning
- Completed store card

#### **How will evidence be collected?**

- Checklist
- Student artifact
- Anecdotal notes

#### **How will results be used?**

- Determine readiness for independent tasks
- Inform future instruction

### **Describe the artefact you have chosen to include:**

“My Store Card” where students draw an item, assign a price, and show the coins needed.

### **Pedagogical Reflections:**

#### **How could this assessment support diverse learners?**

Role-play and hands-on materials support different learning styles. Flexible pricing allows differentiation, and peer interaction builds communication.

#### **One strength of this assessment:**

Authentic, real-world application of financial literacy concepts.

#### **One consideration or limitation:**

Requires strong classroom management and clear routines.



**Student Artifact:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Store

Think about something useful or important in your life...

Draw it or describe it:

What is it called? \_\_\_\_\_

What do you think it costs?

\$ \_\_\_\_\_

Show how you would pay:

(draw coins or use symbols)

**Teacher Artifact:****Mini Store Checklist**

Student Name: \_\_\_\_\_

- Chooses reasonable price
- Builds amount with coins
- Understands value
- Participates in role-play

Notes:

---

---

## Assessment Entry #2: Diagnostic Formative Assessment

1. Assessment Title: [Observation During Coin Sorting Activity](#)
2. Assessment Type (indicate one):
  - Diagnostic formative
  - Formative (during or end of lesson)
  - Assessment AS learning**

Triangulated:

- Observation**
  - Conversation
  - Product
  - Summative project
  - Cumulative portfolio
  - Paper & pencil test
  - Core competency self-assessment
  - UDL “choice” assessment
  - Additional: \_\_\_\_\_
3. Type Rationale: How is this assessment an example of its type?

[This assessment is formative because it takes place during the lesson and helps the teacher monitor students' understanding in real time. The teacher observes how students interact with coins and participate in group work.](#)

[It is also an assessment for learning because students become aware of their own understanding as they engage in the activity.](#)

[This assessment focuses on observation, as evidence is collected by watching students' actions and participation.](#)

4. **Assessment Purpose & Rationale:** What SPECIFIC learning from your mini-unit plan is being assessed? Where? Why?

This assessment is used in Lesson 1 during the coin sorting activity. It focuses on assessing students' ability to:

- Identify different coins
- Sort coins correctly
- participate in group work
- demonstrate understanding through actions

The teacher observes how students interact with materials and peers. This helps identify students who may need support early in the unit.

This assessment is important because it provides immediate insight into students' understanding without requiring written responses.

5. **BC Curriculum & Alignment (where applicable):**

- **Content:** Financial literacy: values of coins and monetary exchange
- **Curricular Competencies:**
  - communicate mathematical thinking
  - represent ideas using concrete materials
- **Core Competencies:**
  - communication
  - thinking

6. **Students:** Describe what students will do in this assessment

Students will participate in a class discussion and hands-on activity to show their prior understanding of money. They will explore a set of coins, identify any coins they recognize, and share what they know about their names and values. Students may sort coins, point to coins they know, or respond to teacher questions. They will also explain their thinking orally when prompted.

7. **Teacher:** What will the teacher do in this assessment?

- What evidence will be collected (e.g., observed, heard, and/or produced)?
  - student participation
  - ability to sort coins

- engagement in activity
- How will evidence be collected (e.g., checklist, rubric, answer key, etc.)?
  - observation checklist
  - anecdotal notes
- How will results be used? (Who will use them?)
  - to identify students who need support
  - to adjust instruction
- Describe the artifact you have chosen to include:
  - observation checklist
  - anecdotal notes sheet

8. Pedagogical reflections:

- How could this assessment support diverse learners?

Students can show understanding without needing strong language skills.

- One strength of this assessment:

Provides immediate feedback.

- One consideration or limitation:

Some students may not clearly demonstrate understanding through actions alone.

**Artefact:**

Student Name	Sorts Coins	Participates	Engaged	Notes

# Assessment Entries #3: Assessment AS Learning

(Assessment AS Learning - Reflection)

1. Assessment Title: Finger Check Exit Reflection

2. Assessment Type (indicate one):

- Diagnostic formative
- Formative (during or end of lesson)
- Assessment AS learning

Triangulated:

- Observation
- Conversation
- Product
- Summative project
- Cumulative portfolio
- Paper & pencil test
- Core competency self-assessment
- UDL “choice” assessment
- Additional: \_\_\_\_\_

3. Type Rationale: How is this assessment an example of its type?

Students reflect on their own learning.

They think about their own understanding.

4. Assessment Purpose & Rationale: What SPECIFIC learning from your mini-unit plan is being assessed? Where? Why?

This assessment is used after the lesson to help students think about their own understanding of key concepts. It focuses on students' ability to recognize their own level of

understanding. This is important because it helps students become aware of their learning and helps the teacher see which students may need more support.

5. BC Curriculum & Alignment (where applicable):

- Content: Financial literacy: values of coins and monetary exchange
- Curricular Competencies: Communicate mathematical thinking in many ways, Explain and justify mathematical ideas and decisions
- Core Competencies: Thinking- Students reflect on their own learning and understanding.  
Personal awareness and responsibility- Students develop awareness of their strengths and areas for growth.

6. Students: Describe what students will do in this assessment

Students will reflect on their learning at the end of the lesson by showing their level of understanding using their fingers. The teacher will ask a questions such as, “How confident are you with using money today?” Students will respond by showing 1 finger (I need help), 2 fingers (I am getting there), or 3 fingers (I understand). Some students may be asked to briefly share why they chose their response.

7. Teacher: What will the teacher do in this assessment?

**What evidence will be collected:**

Students’ finger responses that indicate their level of confidence and understanding.

**How will evidence be collected:**

Teacher observation

Anecdotal notes

**How will results be used:**

The teacher will use the results to understand how students feel about their learning and to guide next steps, such as providing additional support or review.

**Describe the artifact you have chosen to include:**

The artefact I have chosen to include is the question that the teacher will ask the students.

8. Pedagogical reflections:

**How could this assessment support diverse learners?**

This assessment supports diverse learners because it is simple and easy for Grade 1 students to understand. Students can communicate in a non-verbal way that does not require writing.

**One strength of this assessment:**

It helps students reflect on their own learning in a simple way.

**One consideration or limitation:**

It relies on student self-perception which may not always accurately reflect their true understanding.

**Artefact: Teacher explanation of 1-2-3 Self-Assessment*****The teacher will say:***

“At the end of our lesson, I’m going to ask you how you feel about your learning. You will show me using your fingers.”

“If you show 1 finger, it means: *I need help. I don’t understand yet.*”

“If you show 2 fingers, it means: *I am getting there. I understand a little, but I still need more practice.*”

“If you show 3 fingers, it means: *I understand and feel confident.*”

***The teacher will model each response and may provide examples to help students understand. For example:***

“If I can count coins all by myself, I might show a 3.”

“If I’m still a bit confused, I might show a 2.”

## (Assessment AS Learning - Self-Assessment)

### Assessment Entry Template

1. Assessment Title: "I can" Checklist
2. Assessment Type (indicate one):
  - o Diagnostic formative
  - o Formative (during or end of lesson)
  - o [Assessment AS learning](#)

Triangulated:

- o Observation
  - o Conversation
  - o Product
  - o Summative project
  - o Cumulative portfolio
  - o Paper & pencil test
  - o Core competency self-assessment
  - o UDL "choice" assessment
  - o Additional: \_\_\_\_\_
3. Type Rationale: How is this assessment an example of its type?

[Students evaluate their own learning.](#)

[They think about what they can do and what they still need help with.](#)

4. Assessment Purpose & Rationale: What SPECIFIC learning from your mini-unit plan is being assessed? Where? Why?

[This assessment is used after the lesson to help students think about their money skills.](#)

[It focuses on naming coins, counting money, and buying something in a simple classroom activity.](#)

This is important because it helps students become aware of their learning and helps the teacher see who may need more support.

5. BC Curriculum & Alignment (where applicable):

- Content: Financial literacy: values of coins and monetary exchange

- Curricular Competencies:

Communicate mathematical thinking in many ways  
Explain and justify mathematical ideas and decisions

- Core Competencies:

Thinking

Personal awareness and responsibility

6. Students: Describe what students will do in this assessment

Students complete a checklist.

They think about their own learning and circle one face for each statement:

- I can name coins
- I can count money
- I can buy something

Students circle one face:



7. Teacher: What will the teacher do in this assessment?

**What evidence will be collected:**

Student self-assessment responses

Student confidence levels

**How will evidence be collected:**

Self-assessment checklist sheet

**How will results be used:**

**The teacher will use the results to understand student learning and identify who needs more support.**

**Describe the artifact you have chosen to include:**

A student self-assessment checklist with simple “I can” statements and face symbols:

I can name coins 😊 😐 😞

I can count money 😊 😐 😞

I can buy something 😊 😐 😞

8. Pedagogical reflections:

**How could this assessment support diverse learners?**

This assessment supports diverse learners because it is simple and visual. Students can respond without writing a lot.

**One strength of this assessment:**

It helps students take responsibility for their own learning.

**One consideration or limitation:**

Some students may choose an answer without thinking carefully, or fear of showing the teacher their true understanding of the knowledge content.

**Artefact: Exit Slip**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I can name coins



I can count money



I can buy something



## (Assessment AS Learning - Peer Assessment)

1. Assessment Title: Peer Check
2. Assessment Type (indicate one):
  - Diagnostic formative
  - Formative (during or end of lesson)
  - Assessment AS learning

Triangulated:

- Observation
  - Conversation
  - Product
  - Summative project
  - Cumulative portfolio
  - Paper & pencil test
  - Core competency self-assessment
  - UDL "choice" assessment
  - Additional: \_\_\_\_\_
3. Type Rationale: How is this assessment an example of its type?
 

Students learn by checking each other's work.  
They think about whether the answer is correct and explain their thinking.
  4. Assessment Purpose & Rationale: What SPECIFIC learning from your mini-unit plan is being assessed? Where? Why?

This assessment is used during a partner money activity.  
It focuses on checking whether coins match a price and giving simple feedback.  
This is important because students learn to communicate and think about mathematical ideas together.

5. BC Curriculum & Alignment (where applicable):

- Content: Financial literacy: [values of coins and monetary exchange](#)
- Curricular Competencies:

[Communicate mathematical thinking in many ways](#)  
[Explain and justify mathematical ideas and decisions](#)

- Core Competencies:  
[Communication](#)  
[Social responsibility](#)

6. Students: Describe what students will do in this assessment

[Students work in pairs:](#)

- [Student A shows coins for a price](#)
- [Student B checks the coins](#)
- [Student B gives feedback](#)

[Students may say:](#)

- [That works](#)
- [Try again](#)
- [You need more coins](#)

7. Teacher: What will the teacher do in this assessment?

**What evidence will be collected:**

[Student partner discussions](#)  
[Student peer feedback](#)  
[Student understanding during the activity](#)

**How will evidence be collected:**

[Teacher observation](#)  
[Anecdotal notes](#)  
[Partner check card](#)

**How will results be used:**

The teacher will use the results to understand student learning and provide support during the activity.

**Describe the artefact you have chosen to include:**

A simple partner check card with sentence frames:

That works 👍

Try again 👎

You need more coins

**8. Pedagogical reflections:****How could this assessment support diverse learners?**

Students can learn from each other and use simple sentence frames to communicate.

**One strength of this assessment:**

It encourages communication and active participation.

**One consideration or limitation:**

Some students may give incorrect feedback, so teacher support is needed.

**Artefact: Student Card with sentence frames**

That works 👍

Try again 👎

You need more coins

## Assessment Entry #4: Core Competency Self-Assessment

### Assessment Title:

Core Competency Self-Assessment

### Assessment Type:

Triangulated:

Observation

Conversation

Product

### Type Rationale:

This assessment is triangulated as students reflect on their own learning (product), share their thinking through discussion (conversation), and demonstrate decision-making during activities (observation). This provides a more complete picture of student understanding.

### Assessment Purpose & Rationale:

To assess students' ability to make financial decisions, understand needs vs wants, and explain their thinking. This occurs near the end of the unit to support student reflection and self-awareness of learning.

### BC Curriculum & Alignment

#### Content:

- Making financial choices

#### Curricular Competencies:

- Make decisions
- Explain thinking

**Core Competencies:**

- Personal Awareness
- Thinking

**Connection:**

- This assessment aligns with financial literacy content by focusing on making simple financial choices, while supporting curricular competencies as students reflect on their decision-making and explain their thinking, and core competencies through developing personal awareness and thinking.

**Students:**

- Reflect on their learning using a self-assessment tool
- Choose how to respond (draw, circle, oral explanation)
- Share one example of a financial choice they made

**Teacher:****What will the teacher do?**

- Guide reflection with prompts
- Support students in understanding the self-assessment scale
- Confer with students as needed

**What evidence will be collected?**

- Student self-assessment
- Verbal reflections
- Observed confidence and understanding

**How will evidence be collected?**

- Self-assessment sheet
- Rubric
- Anecdotal notes

**How will results be used?**

- Understand student self-perception
- Support future goal setting
- Inform final assessment decisions

**Pedagogical Reflections:****How could this assessment support diverse learners?**

Students can respond through drawing, speaking, or circling, allowing multiple entry points. The use of visuals supports understanding, and teacher support allows for flexible communication.

**One strength of this assessment:**

Encourages student reflection and builds personal awareness of learning.

**One consideration or limitation:**


Students may overestimate or underestimate their abilities without teacher support.

**Student artifact:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My Learning About Money**

1.) How do I feel about my learning?

 I feel good I'm still learning I need help

2.) I can show what I know about money:

Tell a need and a want:

Make a money choice:

Explain my thinking:

**Teacher artifact:**

Core Competency – Teacher Reflection & Observation

Student Name: \_\_\_\_\_

**SELF-ASSESSMENT ALIGNMENT:**

- Matches observed ability
- Overestimates ability
- Underestimates ability

**DECISION-MAKING:**

- Needs support
- Sometimes logical
- Consistently logical

**EXPLANATION OF THINKING:**

- Not yet explaining
- Simple explanation
- Clear and detailed explanation

**VALUE UNDERSTANDING:**

- Limited understanding
- Developing understanding
- Strong understanding

**STUDENT VOICE (from conversation):**

“What did you choose and why?”

---

---

**NEXT STEPS:**

- Small group support
- More practice with coins
- Extend thinking (challenge tasks)
- Ready for independent application

Notes:

---

---

# Assessment Entry #5: Triangulated Assessment

(Triangulated - Observation)

1. **Assessment Title:** Mini Market Exchange Assessment (Observation)

2. **Assessment Type (indicate one):**

- o Diagnostic formative
- o **Formative (during or end of lesson)**
- o Assessment AS learning

**Triangulated:**

- o **Observation**
- o Conversation
- o Product
- o Summative project
- o Cumulative portfolio
- o Paper & pencil test
- o Core competency self-assessment
- o UDL “choice” assessment
- o Additional: \_\_\_\_\_

3. **Type Rationale: How is this assessment an example of its type?**

This is a formative assessment because it takes place during learning and allows the teacher to monitor students’ understanding in real time. It focuses on observation, as the teacher gathers evidence by watching students engage in the mini market activity.

4. **Assessment Purpose & Rationale: What SPECIFIC learning from your mini-unit plan is being assessed? Where? Why?**

This assessment takes place during the mini market activity in Lesson 5, where students apply their understanding of money through buying and selling. It focuses on students’ ability to count coins, match money to a price, and complete an exchange. Observation allows the teacher to see how students are applying their learning in a hands-on, real-world context.

5. **BC Curriculum & Alignment (where applicable):**

- **Content:**
  - C11: Financial Literacy - values of coins, and monetary exchanges
  - C1: Number concepts to 20
- **Curricular Competencies:**

**CC5:** Model mathematics in contextualized experiences

**CC10:** Communicate mathematical thinking

• **Core Competencies:**

**Communication-** Students demonstrate communication by showing their understanding through actions and interactions as they use coins and participate in buying and selling.

**Thinking (Critical & Reflective Thinking)-** Students use thinking skills as they solve problems, make decisions about how much to pay, and figure out the value of items.

**Personal & Social (Social Responsibility)-** Students develop personal and social skills by participating respectfully in the market, taking turns, and engaging in fair exchanges with others.

**6. Students: Describe what students will do in this assessment**

Students will participate in a mini classroom market where they take on roles as buyers and sellers. They will choose items, count coins, and complete exchanges using toy money.

**7. Teacher: What will the teacher do in this assessment?**

• **What evidence will be collected (e.g., observed, heard, and/or produced)?**

The teacher will observe students during the mini market activity as they count coins, match money to prices, and complete exchanges. Evidence will be collected through what the teacher sees, including students' counting accuracy, understanding of value, and ability to participate in the exchange process.

• **How will evidence be collected (e.g., checklist, rubric, answer key, etc.)?**

This evidence will be recorded using an observation checklist and anecdotal notes. Informal evidence will be observed by the teacher.

• **How will results be used? (Who will use them?)**

The results will be used by the teacher to identify students who need additional support and to guide future instruction. If many students are asking for help or are not calculating the correct total, this indicates that they need more practice with counting coins and understanding value. The teacher can then adjust instruction by providing additional modeling, guided practice, or small-group support to strengthen these skills.

• **Describe the artefact you have chosen to include:**

The artefact for this assessment is a teacher observation checklist. This checklist is used to record what the teacher observes during the mini market activity, including students' ability to count coins, match money to a price, and complete exchanges. It provides a structured way to document student learning in real time.

**8. Pedagogical reflections:**

• **How could this assessment support diverse learners?**

This assessment supports diverse learners because it is hands-on and allows students to demonstrate understanding through action rather than only relying on writing or speaking. It is also flexible as the teacher can observe each student at their own level and provide support in the moment. This allows the teacher to notice who may need additional guidance and adjust instruction to meet individual learning needs.

- **One strength of this assessment:**

A strength of this assessment is that it allows the teacher to see students' understanding in real time during a hands-on activity. This provides immediate insight into how students are applying their learning and allows the teacher to respond right away by offering support or adjusting instruction.

- **One consideration or limitation:**

A limitation is that it may be difficult to observe all students at once, so the teacher must plan how to circulate effectively. Some students may not be observed as closely as others, which could lead to gaps in assessment data if the teacher does not have a clear plan for circulating and recording observations.

## Artefact: Checklist &amp; Anecdotal Notes

Student Name	Count Coins	Match money to price	Complete exchange/trade	Notes
Student A				
Student B				
Student C				
Student D				
Student E				
Student F				
Student G				
Student H				
Student I				
Student J				
Student K				
Student L				
Student M				
Student N				
Student O				
Student P				
Student Q				
Student R				
Student S				

Key:

- ✓ = demonstrates independently
- O = Developing / Needs Some Support
- (blank) = Not Yet

## (Triangulated - Conversation)

1. **Assessment Title:** Mini-Market Exchange (Conversation)

2. **Assessment Type (indicate one):**

- o Diagnostic formative
- o **Formative (during or end of lesson)**
- o Assessment AS learning

**Triangulated:**

- o Observation
- o **Conversation**
- o Product
- o Summative project
- o Cumulative portfolio
- o Paper & pencil test
- o Core competency self-assessment
- o UDL “choice” assessment
- o **Additional:** \_\_\_\_\_

3. **Type Rationale: How is this assessment an example of its type?**

This is a formative assessment because it occurs during learning and helps the teacher understand students’ thinking through discussion. It focuses on conversation, as the teacher gathers evidence by listening to students explain their reasoning.

4. **Assessment Purpose & Rationale: What SPECIFIC learning from your mini-unit plan is being assessed? Where? Why?**

This assessment takes place at the end of the mini market activity in Lesson 5, where students explain their thinking about their buying and selling. It focuses on students’ ability to communicate their understanding of cost, value, and choice. Conversation allows the teacher to hear students’ reasoning and assess their use of mathematical language.

5. **BC Curriculum & Alignment (where applicable):**

- **Content:**
  - C11: Financial Literacy - values of coins, and monetary exchanges
  - C1: Number concepts to 20
- **Curricular Competencies:**
  - CC5: Model mathematics in contextualized experiences
  - CC10: Communicate mathematical thinking
  - CC12: Explain and justify mathematical ideas and decisions
- **Core Competencies:**

**Communication-** Students share their thinking and explain their ideas clearly during discussion.

**Thinking (Critical & Reflective Thinking)-** Students use reasoning to explain how they counted their money and made their choice.

#### **6. Students: Describe what students will do in this assessment**

Students will participate in a mini classroom market where they take on roles as buyers and sellers. They will choose items, count coins, and complete exchanges using toy money. During the activity, students will respond to teacher questions such as, “How much does it cost?”, “Why did you choose that item?”, and “How did you count your money?”. More specifically, students will participate in a sharing circle following the activity. One at a time, the students will take turns answering the following prompt: “This costs \_\_\_\_\_. I paid with \_\_\_\_\_.” The students will physically show the coins to represent the value of their purchase and demonstrate how they counted their money.

#### **7. Teacher: What will the teacher do in this assessment?**

- **What evidence will be collected (e.g., observed, heard, and/or produced)?**

Anecdotal evidence will be collected as the teacher listens to students as they explain their thinking during the mini market activity. The teacher will also ask guiding questions such as “How much does it cost?” and “Why did you choose that item?”. More specifically, evidence will be collected through students’ verbal explanations during the sharing circle. This includes students’ ability to state the cost of the item, explain how they counted their money, and justify their choice using simple mathematical language.

- **How will evidence be collected (e.g., checklist, rubric, answer key, etc.)?**

Evidence will be collected through anecdotal notes as the teacher listens to students’ responses and asks guiding questions during the activity.

- **How will results be used? (Who will use them?)**

The results will be used by the teacher to identify students who need additional support and to guide future instruction. If many students are unable to explain their thinking, this indicates that they need more practice with communicating their reasoning and using mathematical language. If many students are asking for help or are not calculating the correct total, this indicates that they need more practice with counting coins and understanding value. The teacher can then adjust instruction by providing additional modeling, guided practice, or small-group support to strengthen these skills.

- **Describe the artefact you have chosen to include:**

The artefact included for this assessment is the prompt that will be written on the board for the sharing circle.

#### **8. Pedagogical reflections:**

- **How could this assessment support diverse learners?**

This assessment supports diverse learners by allowing students to explain their thinking orally using their own words and materials. Sentence frames and teacher prompts help support students who need assistance with communication.

- **One strength of this assessment:**

One strength of this assessment is that it provides insight into students' thinking that may not be visible through observation alone, allowing the teacher to better understand their reasoning and use of mathematical language.

- **One consideration or limitation:**

One limitation of this assessment is that some students may feel shy or lack confidence when speaking, which may make it difficult for them to fully explain their thinking, even if they understand the concept.

**Artefact:** Prompt that will be written on the board for students to reference

*“This costs \_\_\_\_\_.  
I paid with \_\_\_\_\_.”*

*Ms. Lafferty's example*

*“This banana cost three dollars and fifty cents (\$3.50).*

*I paid with three loonies and two quarters.”*

\*\* Ms Lafferty's example will be explained orally and then written on the board to reference when students do their own shares. \*\*

## (Triangulated - Product)

1. **Assessment Title:** \_\_\_\_\_
2. **Assessment Type (indicate one):**
  - o Diagnostic formative
  - o **Formative (during or end of lesson)**
  - o Assessment AS learning

**Triangulated:**

- o Observation
- o Conversation
- o **Product**
- o Summative project
- o Cumulative portfolio
- o Paper & pencil test
- o Core competency self-assessment
- o UDL “choice” assessment
- o **Additional:** \_\_\_\_\_

3. **Type Rationale: How is this assessment an example of its type?**

This is a formative assessment because it occurs during learning and allows the teacher to evaluate a tangible demonstration of student understanding. It focuses on product, as students create an artefact that shows their learning.

4. **Assessment Purpose & Rationale: What SPECIFIC learning from your mini-unit plan is being assessed? Where? Why?**

This assessment takes place during and after the mini market activity in Lesson 5, where students demonstrate their understanding of money by completing a purchase slip. Students are given the purchase slip at the beginning of the activity, allowing them to complete it during or after the mini market. It focuses on students’ ability to represent the cost of an item, show the coins used, and communicate their thinking in a simple way using a sentence frame.

This assessment is important because it allows students to independently show their learning in a concrete and visual way. It provides clear evidence of whether students understand how to match coins to a price and apply their knowledge of money and exchange in a real-world context.

5. **BC Curriculum & Alignment (where applicable):**

- **Content:**
  - C11: Financial Literacy - values of coins, and monetary exchanges
  - C1: Number concepts to 20

- **Curricular Competencies:**
  - CC10: Communicate mathematical thinking
  - CC12: Explain and justify mathematical ideas and decisions
  - CC13: Represent mathematical ideas in concrete, pictorial, and symbolic forms
- **Core Competencies:**
  - Communication-** Students communicate their understanding by showing and recording how they paid for an item.
  - Thinking (Critical & Reflective Thinking)-** Students use reasoning to represent the correct value and make connections between coins and cost.

#### 6. **Students: Describe what students will do in this assessment**

Students will participate in the mini classroom market where they take on roles as buyers and sellers. Students will choose an item from a provided shopping list, count coins, and complete a purchase using toy money. Students will be given a purchase slip at the beginning of the activity and may choose to complete it during or after the mini market. On the purchase slip, students will record the item they bought by writing or drawing, write the cost using numbers, and represent the coins they used by drawing or circling them.

#### 7. **Teacher: What will the teacher do in this assessment?**

- **What evidence will be collected (e.g., observed, heard, and/or produced)?**

Evidence will be collected through what students produce on their purchase slips, including the item, cost, and coins used, demonstrating their understanding of value and exchange.

- **How will evidence be collected (e.g., checklist, rubric, answer key, etc.)?**

Evidence will be collected using a simple teacher checklist to assess students' completed purchase slips. The teacher will review each slip to determine whether students correctly recorded the item, wrote the cost, and represented the coins used. The checklist will help the teacher quickly and consistently assess student understanding.

To support efficient assessment, students will hand in their purchase slip after they finish sharing in the sharing circle. This allows the teacher to quickly review each slip and record observations using the checklist in a timely and organized way.

- **How will results be used? (Who will use them?)**

The teacher will use the results to assess student understanding, identify areas of need, and guide future instruction and support.

- **Describe the artefact you have chosen to include:**

The artefact included in this assessment is a student "purchase slip" completed during or after the mini market activity. On the slip, students record the item they purchased by writing, drawing, or circling it, write the cost using numbers, and represent the coins used by circling them. This artefact provides a clear and tangible record of student learning and demonstrates their understanding of money, value, and exchange in a developmentally appropriate way.

## **8. Pedagogical reflections:**

- **How could this assessment support diverse learners?**

This assessment supports diverse learners by providing students with the purchase slip at the beginning, which supports memory and reduces cognitive load. It also allows flexibility in how and when students complete it, giving them choice and supporting different learning styles and needs. Additionally, students can show their understanding through drawing, writing, or using coins, making the assessment more accessible. The shopping list also supports students with spelling and reduces writing demands.

- **One strength of this assessment:**

One strength of this assessment is that it provides a clear and tangible record of student learning, allowing the teacher to see how students represent cost and coins in a concrete and visual way.

- **One consideration or limitation:**

One limitation of this assessment is that some students may struggle to accurately record their thinking on the purchase slip, even if they understand the concept, which may affect how clearly their learning is represented.

## Artefact: "My Purchase Slip"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## My Purchase Slip

What did you buy? (draw or write your response)

---

---

---

How much did it cost?

\$ \_\_\_\_ . \_\_\_\_ \_\_\_\_

Circle the coins you used and record how many of each.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Assessment Entry #6: UDL “Choice”

## Assessment Title:

UDL Choice Assessment – Community Market

Lesson 9

## Assessment Type:

UDL “choice” assessment

## Type Rationale:

This assessment follows UDL principles by allowing students to choose how they demonstrate their understanding (draw, act, tell, build), ensuring accessibility and multiple means of expression.

## Assessment Purpose & Rationale:

Students demonstrate their understanding of financial decision-making in a meaningful, real-world context. This serves as a culminating assessment of the unit.

## BC Curriculum & Alignment

### Content:

- Exchange and decision-making

### Curricular Competencies:

- Apply understanding
- Communicate thinking

### Core Competencies:

- Communication
- Social Responsibility

### Connections:

- This assessment connects to financial literacy content by applying understanding of exchange and decision-making in real-life scenarios, while supporting curricular

competencies as students apply and communicate their thinking, and core competencies through communication and social responsibility.

### **Students:**

- Participate in a classroom “community market”
- Respond to real-life financial scenarios
- Choose how to demonstrate understanding:
  - Draw
  - Act
  - Tell
  - Build

### **Teacher:**

#### **What will the teacher do?**

- Facilitate market environment
- Present scenario cards
- Observe and prompt student thinking

#### **What evidence will be collected?**

- Student decisions
- Explanations
- Participation

#### **How will evidence be collected?**

- Rubric
- Observation notes

#### **How will results be used?**

- Assess overall understanding of unit
- Inform final reporting

### **Pedagogical Reflections:**

#### **How could this assessment support diverse learners?**

Students can choose how to demonstrate understanding, allowing for different strengths and communication styles. Hands-on and social elements support engagement.

#### **One strength of this assessment:**

Highly flexible and inclusive, allowing all students to show learning in meaningful ways.

**One consideration or limitation:**

Can be more challenging to assess consistently across different formats

**Student artifact:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**What Would You Do?****Pick a situation:**

- 1 • You want candy but need lunch
- 2 • Your friend has no money
- 3 • You want a toy but are saving

**Show your thinking in your own way:**

(draw, act, build, or tell)

What would you do?

---

Why?

---

(I can write, draw, or tell)

**Teacher artifact:****Community Market:**

Student Name: \_\_\_\_\_

**SCENARIO CHOSEN:**

- Candy vs lunch
- Helping a friend
- Saving for a toy

**UNDERSTANDING:**

- Emerging - limited understanding
- Developing - partial understanding
- Proficient - clear understanding

**DECISION-MAKING:**

- Choice is unclear or random
- Somewhat logical
- Thoughtful and appropriate

**EXPLANATION:**

- No explanation
- Simple explanation
- Clear and detailed reasoning

**COMMUNICATION (UDL expression):**

- Needs support
- Communicates with some clarity
- Clearly communicates using chosen method

**METHOD CHOSEN:**

- Drew
- Acted
- Told
- Built

**OBSERVATION NOTES:**

---

---

**NEXT STEPS:**

- Reinforce *needs vs wants*
- Support *explaining thinking*
- Extend with *more complex scenarios*
- Ready for *independent application*

# Assessment Entries #7: End-of-Unit Assessment

## Cumulative Portfolio

1. **Assessment Title:** Money in Our Community: Understanding Value, Choice and Exchange (Cumulative Portfolio)

2. **Assessment Type (indicate one):**

- o Diagnostic formative
- o Formative (during or end of lesson)
- o Assessment AS learning

**Triangulated:**

- o Observation
- o Conversation
- o Product
- o Summative project
- o Cumulative portfolio
- o Paper & pencil test
- o Core competency self-assessment
- o UDL “choice” assessment
- o Additional: \_\_\_\_\_

3. **Type Rationale: How is this assessment an example of its type?**

This is a cumulative portfolio assessment because it collects student work over time to show growth and understanding across the unit. It includes a variety of evidence from different lessons, allowing the teacher to see how students develop their skills and understanding of money, value, and exchange.

4. **Assessment Purpose & Rationale: What SPECIFIC learning from your mini-unit plan is being assessed? Where? Why?**

This assessment evaluates students’ understanding of the unit goals, including their ability to participate in monetary exchange, use money accurately, make choices based on needs and wants, and communicate their thinking. The portfolio includes work collected throughout the unit, such as worksheets, exit tickets, and hands-on activities, allowing the teacher to see student learning and growth over time. It also provides clear evidence that can be shared with families to show student progress and areas for support. Overall, the purpose of this assessment is to ensure that both the teacher and the student have a clear understanding of the student’s learning and are confident that the student is ready to move forward.

5. **BC Curriculum & Alignment (where applicable):**

**Content:**

**C11: Financial Literacy - values of coins, and monetary exchanges**

**C1: Number concepts to 20**

- **Curricular Competencies:**

- **CC5:** Model mathematics in contextualized experiences

- **CC10:** Communicate mathematical thinking

- **CC12:** Explain and justify mathematical ideas and decisions

- **CC13:** Represent mathematical ideas in concrete, pictorial, and symbolic forms

- **Core Competencies:**

- **Communication-** Students share and represent their understanding in different ways across the portfolio.

- **Thinking (Critical & Reflective Thinking)-** Students use reasoning to solve problems and make decisions about money and value.

- **Personal & Social:** Students demonstrate responsibility and independence as they participate in activities and complete tasks.

**6. Students: Describe what students will do in this assessment**

Students will collect their work throughout the unit in a portfolio. This may include worksheets, exit tickets, and completed tasks from hands-on activities such as sorting coins, needs vs. wants activities, and mini market simulations. Students will demonstrate their understanding by showing how they count coins, match money to prices, and make choices based on value. Students may also review their work with the teacher and reflect on their learning in simple ways, such as discussing what they found easy or challenging. Finally, students will complete a simple self-assessment using a proficiency scale to reflect on their understanding of the unit.

**7. Teacher: What will the teacher do in this assessment?**

- **What evidence will be collected (e.g., observed, heard, and/or produced)?**

Evidence will be collected through student work samples included in the portfolio, such as worksheets, exit tickets, and task-based activities. The teacher will also refer to observation checklists and anecdotal notes from hands-on activities and conversations to support assessment.

- **How will evidence be collected (e.g., checklist, rubric, answer key, etc.)?**

Evidence will be collected and organized in individual student portfolios and assessed using a proficiency scale. The teacher will review the portfolio as a whole to determine students' level of understanding.

- **How will results be used? (Who will use them?)**

The teacher will use the results to evaluate overall student learning across the unit, identify strengths and areas for growth, and guide future instruction and support. The results may also be shared with students and families to communicate progress.

- **Describe the artefact you have chosen to include:**

The artefact I have chosen to include is a proficiency scale evaluation. Students will complete a simple self-assessment using visual indicators (e.g., faces) to reflect on their understanding of key unit skills, such as using money, counting coins, and making choices. The teacher will also complete a corresponding proficiency scale to assess student learning. This artefact provides a clear and shared understanding of student progress by combining student reflection with teacher evaluation in a developmentally appropriate way.

## **8. Pedagogical reflections:**

- **How could this assessment support diverse learners?**

This assessment supports diverse learners by allowing students to demonstrate their understanding in multiple ways over time, rather than through a single task. Students can show their learning through drawing, writing, hands-on activities, and oral explanations. This flexibility makes the assessment more accessible and reduces pressure.

- **One strength of this assessment:**

One strength of this assessment is that it provides a comprehensive view of student learning over time, allowing the teacher to see growth and progress rather than relying on one moment of performance.

- **One consideration or limitation:**




One limitation of this assessment is that it requires strong organization and time to collect, review, and assess all pieces of student work, which may be challenging for the teacher to manage.

## Artefact: Student Self-Assessment and Teacher Proficiency Scale

### MY MONEY LEARNING CHECK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

How am I doing?			
I can name coins and tell their value.			
I can sort coins and notice what is the same or different.			
I can use money to buy something.			
I can count coins to match a price.			
I can tell if something costs more or less.			
I can make choices (needs vs wants)			
I understand that money can be earned and used for exchange.			

One thing I am proud of:

---



---



---



---



---

One thing I am still learning:

---



---



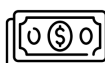
---



---



---



### Money In Our Community Unit Final Portfolio

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
<b>Uses money to buy items</b>	Needs support to complete exchange	Sometimes completes exchange with support	Independently completes exchange	Applies skills confidently in new situations
<b>Counts coins</b>	Struggles to count coins	Counts coins with support	Counts coins accurately	Uses efficient strategies to count coins
<b>Matches money to price</b>	Does not yet match correctly	Matches with support	Matches correctly and consistently	Explains and justifies matches
<b>Makes choices (needs vs. wants)</b>	Needs support to identify	Sometimes identifies correctly	Identifies and makes appropriate choices	Explains choices clearly and thoughtfully
<b>Communicates thinking</b>	Limited explanation	Explains with support	Clearly explains thinking	Provides detailed explanations using mathematical language

# Assessment Entries #8: Additional Assessments

## Formative Assessment

1. **Assessment Title:** Thumbs Check For Understanding

2. **Assessment Type (indicate one):**

o Diagnostic formative

o **Formative (during or end of lesson)**

o Assessment AS learning

**Triangulated:**

o Observation

o Conversation

o Product

o Summative project

o Cumulative portfolio

o Paper & pencil test

o Core competency self-assessment

o UDL “choice” assessment

o Additional: \_\_\_\_\_

3. **Type Rationale: How is this assessment an example of its type?**

This is a formative assessment because it takes place during and at the end of learning to provide immediate feedback on students’ understanding. It allows the teacher to quickly monitor progress and adjust instruction in real time before moving on.

4. **Assessment Purpose & Rationale: What SPECIFIC learning from your mini-unit plan is being assessed? Where? Why?**

This assessment is used during and at the end of lessons throughout the unit to check students’ understanding of key concepts, such as coin values, money use, and needs versus wants. It focuses on whether students feel confident in their understanding before moving on to the next concept. This assessment is important because it provides a quick and low-pressure way for all students to communicate their level of understanding, allowing the teacher to identify misconceptions and adjust instruction as needed.

5. **BC Curriculum & Alignment (where applicable):**

· **Content:**

**C11:** Financial Literacy - values of coins, and monetary exchanges

**C1:** Number concepts to 20

· **Curricular Competencies:**

**CC1:** Use reasoning to explore and make connections

**CC10:** Communicate mathematical thinking in many ways

- **Core Competencies:**

- **Communication-** Students communicate their understanding using non-verbal responses.

- **Thinking (Critical & Reflective Thinking)-** Students reflect on their understanding and make quick decisions about their learning.

## 6. Students: Describe what students will do in this assessment

Students will participate in a check for understanding during and at the end of lessons using a thumbs response. The teacher will ask questions such as, “Are you confident matching coins to price?”, “Do you understand how to make a fair choice?”, or “Are you ready to move on?” Students will respond by showing a thumbs up (I understand), thumbs sideways (I am unsure), or thumbs down (I need help). This allows all students to quickly communicate their level of understanding, and some students may be invited to briefly explain their thinking if needed.

## 7. Teacher: What will the teacher do in this assessment?

- **What evidence will be collected (e.g., observed, heard, and/or produced)?**

Evidence will be collected through students’ thumbs responses, indicating their level of understanding (I understand, I’m unsure, or I need help).

- **How will evidence be collected (e.g., checklist, rubric, answer key, etc.)?**

The teacher will visually scan student responses and may take quick mental or written notes to track overall class understanding.

- **How will results be used? (Who will use them?)**

The teacher will use the results to determine whether students are ready to move on or if further instruction is needed. This may include reteaching, providing additional examples, or offering small-group support.

- **Describe the artefact you have chosen to include:**

The artefact I have chosen to include is a poster that will be displayed in the classroom year-round. The poster explains what thumbs up, thumbs sideways, and thumbs down represent during check-ins for understanding. At the beginning of the year, the teacher will lead a class discussion to ensure students understand how to use this strategy to communicate their level of understanding. This routine will be used regularly throughout the year so that students become familiar and confident with using it.

## 8. Pedagogical reflections:

- **How could this assessment support diverse learners?**

This assessment supports diverse learners by allowing students to demonstrate understanding without relying on writing or speaking. It provides a low-pressure way for all students to participate and is accessible for a wide range of abilities.

- **One strength of this assessment:**

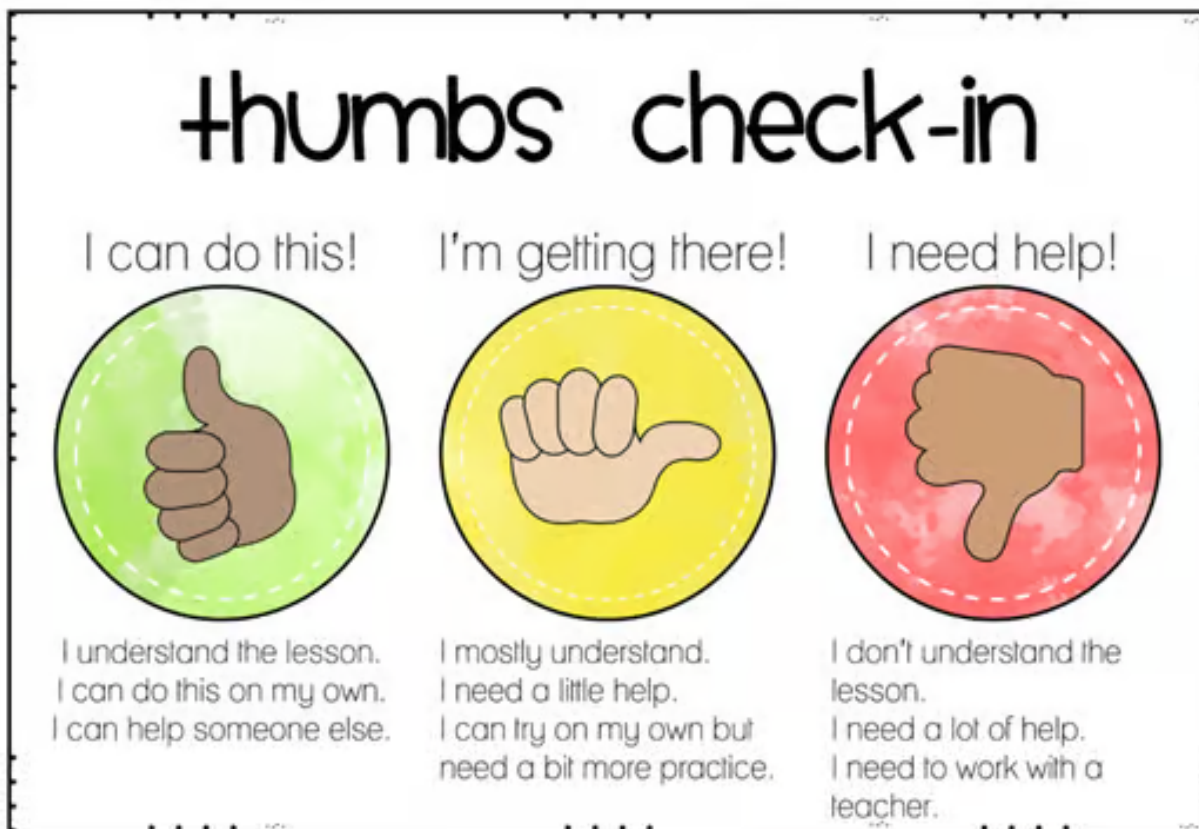
One strength of this assessment is that it provides immediate feedback, allowing the teacher to quickly adjust instruction.

- **One consideration or limitation:**

One limitation of this assessment is that it may not provide deep insight into student thinking unless

followed up with questions or discussion.

**Artefact: Poster**



<https://www.teacherspayteachers.com/Product/Thumbs-Check-in-8990384>

## Formative Assessment

1. **Assessment Title:** Needs and Wants Choice Worksheet

2. **Assessment Type (indicate one):**

- o Diagnostic formative
- o **Formative (during or end of lesson)**
- o Assessment AS learning

**Triangulated:**

- o Observation
- o Conversation
- o Product
- o Summative project
- o Cumulative portfolio
- o Paper & pencil test
- o Core competency self-assessment
- o UDL “choice” assessment
- o Additional: \_\_\_\_\_

3. **Type Rationale: How is this assessment an example of its type?**

This is a formative assessment because it takes place at the end of Lesson 7 and allows the teacher to evaluate students’ understanding after learning. It focuses on a product, as students complete a worksheet to demonstrate their understanding.

4. **Assessment Purpose & Rationale: What SPECIFIC learning from your mini-unit plan is being assessed? Where? Why?**

This assessment takes place at the end of Lesson 7 and focuses on students’ ability to identify needs and wants, make a choice, and explain their reasoning. Students will demonstrate their understanding by completing a worksheet where they draw or select a need and a want and indicate their choice.

This assessment is important because it allows the teacher to see whether students can apply their understanding independently. It also provides clear evidence of students’ ability to make decisions based on value and need, which is a key goal of the unit.

5. **BC Curriculum & Alignment (where applicable):**

- **Content:**
  - CC11: Financial Literacy - values of coins, and monetary exchanges
- **Curricular Competencies:**
  - CC5: Model mathematics in contextualized experiences
  - CC10: Communicate mathematical thinking in many ways
  - CC12: Explain and justify mathematical ideas and decisions
- **Core Competencies:**

**Communication-** Students show and explain their thinking through drawing or writing.

**Thinking (Critical & Reflective Thinking)-** Students make decisions and reflect on their choices.

**Personal and Social:** Students consider choices that support themselves and others.

#### **6. Students: Describe what students will do in this assessment**

Students will complete a worksheet where they identify one need and one want by drawing or selecting from pictures. They will then choose which item they would buy and indicate their choice by circling or marking it. Students may also explain their thinking orally or through simple writing if appropriate.

#### **7. Teacher: What will the teacher do in this assessment?**

- **What evidence will be collected (e.g., observed, heard, and/or produced)?**

Evidence will be collected through students' completed worksheets, including their ability to correctly identify needs and wants and make an appropriate choice.

- **How will evidence be collected (e.g., checklist, rubric, answer key, etc.)?**

The teacher will use a checklist or simple rubric to assess student responses based on accuracy and understanding.

- **How will results be used? (Who will use them?)**

The teacher will use the results to determine whether students understand the difference between needs and wants and can apply this understanding when making choices. This will guide future instruction and support.

- **Describe the artefact you have chosen to include:**

The artefact is a student worksheet that shows a need, a want, and the student's selected choice.

#### **8. Pedagogical reflections:**

- **How could this assessment support diverse learners?**

This assessment supports diverse learners by allowing students to demonstrate understanding through drawing, circling, or selecting images rather than relying only on writing.

- **One strength of this assessment:**

One strength of this assessment is that it provides a clear and simple way for students to demonstrate their understanding independently.

- **One consideration or limitation:**

One limitation of this assessment is that it may not fully capture students' reasoning unless the teacher follows up with conversation or observation.

## Artefact: Student Worksheet

**NEEDS, WANTS, & MAKING CHOICES**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**DRAW A NEED:**

A need is something we must have to stay healthy or safe.

**DRAW A WANT:**

A want is something we want to have, but we do not need it.

**CHOOSE ONE (CIRCLE):**

You want candy, but your family needs milk. Which one would you choose?

