



## Sample assessment task

Year level	2
Learning area	Mathematics
Subject	Money and Financial Mathematics
Title of task	Moneybags!

## Task details

Description of task	Students choose an item from the class shop and pay for it with the minimum amount of money possible.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to count and order money denominations.
Assessment strategy	Completion of a 'Bank Withdrawal Form'
Evidence to be collected	Completed 'Bank Withdrawal Form', observations of learning behaviours
Suggested time	1 hour

## Content description

Content from the Western Australian Curriculum	<b>Number and Algebra</b> <b>Money and Financial Mathematics</b> Count and order small collections of Australian coins and notes according to their value			
Proficiencies	Understanding	Fluency	Reasoning	Problem Solving
	✓	✓	✓	✓
Early Years Learning Framework (EYLF)	Outcome 4: Children are confident and involved learners Children transfer and adapt what they have learned from one context to another Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating Outcome 5: Children are effective communicators Children begin to understand how symbols and pattern systems work <small>[Commonwealth of Australia. (2009). <i>Belonging, being &amp; becoming - The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</small>			
National Quality Standard	<b>National Quality Standard: Quality Area 1 - Educational program and practice</b> Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development. Element 1.1.5 Every child is supported to participate in the program <small>[Based on: <i>Guide to the National Quality Standard</i> (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]</small> <b>Refer to the last page for 'Making connections across learning environments'.</b>			

## Task preparation

Prior learning	Students have prior knowledge of: <ul style="list-style-type: none"> <li>• recognising coins and notes (Australian money)</li> <li>• describing coins and notes (Australian money)</li> <li>• counting coins and notes (Australian money)</li> <li>• problem-solving in authentic situations.</li> </ul>
----------------	--

<b>Assessment differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
<b>Assessment task</b>	
<b>Assessment conditions</b>	Students work individually and complete a Bank Withdrawal Form.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Bank Withdrawal Forms</li> <li>• 'Play' money or laminated copies of representations of real money</li> <li>• Authentic items for sale</li> <li>• Sale Price tags, whiteboards, paper, pencils</li> </ul>

### Instructions for teacher

Students work individually however support can be provided with reading if a student(s) has difficulty. It is important that comprehension/interpretation of questions is completed by the students.

<b>Inspire/inform</b>	<ul style="list-style-type: none"> <li>Inform students that they are going shopping! There will be a range of objects available to 'buy' but students must use the <u>minimum number</u> of coins or notes (e.g. rather than 20c, 20c and 10c they should use a 50c coin).</li> <li>As a warm-up and review of the coins and notes, students play a game of <i>Bank Balance Bingo</i>. The teacher reviews all the coins and notes (5c, 10c, 20c, 50c, \$1 coin, \$2 coin, \$5, \$10, \$20, \$50, \$100) and writes them on the whiteboard.</li> <li>Students divide their own whiteboards or paper into six spaces (drawing one horizontal line and two vertical lines).</li> <li>Students choose six of the coin and note values and write them on their <i>Bank Balance Bingo</i> game board.</li> <li>The teacher progressively call out amounts until students cover all their coins and notes and call out <i>Moneybags!</i></li> </ul>
<b>Show</b>	<ul style="list-style-type: none"> <li>The teacher reveals all the objects for sale. These should be real objects that the students don't normally see in the class.</li> <li>Each item will have a Sale price tag.</li> </ul>
<b>Tell</b>	<ul style="list-style-type: none"> <li>Explain to the students how to do their shopping.</li> <li>They have the opportunity to choose one item, take the Sale price tag to the Bank where they will work out how they will pay for the item.</li> <li>At the Bank there is a large selection of coins and notes in all denominations.</li> <li>Students then have some time to count and order their money and ensure they are taking the minimum number of coins and notes.</li> <li>Students record the money they would like to withdraw (e.g. <math>\\$45.15 = 2 \times \\$20, 1 \times \\$5, 1 \times 10c</math> and <math>1 \times 5c</math>) and hand the Bank Withdrawal Form to the Bank Teller (teacher) and take their money.</li> <li>Students pay for their item at the shop.</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>Students go shopping!</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>Students participate in a Sharing Circle and explain to others what they bought and how they paid for their item and how they worked out their money.</li> </ul>

Bank Withdrawal Form						
Name:					Date:	
Notes	\$100	\$50	\$20	\$10	\$5	
Coins	\$2.00	\$1.00	50c	20c	10c	5c
Signature:					Total:	

## Sample marking key

Description	Check
Count and order money denominations	✓
<i>Independently</i> identifies required denominations, selects total value in the smallest denomination and counts small collections of Australian coins and notes according to their value. Uses a variety of effective strategies for problem solving.	
Required <i>some support</i> to identify required denominations, select total value in the smallest denomination and counts small collections of Australian coins and notes according to their value. Demonstrates, <i>with assistance</i> , an appropriate strategy for problem solving.	
Required <i>a lot of support</i> to identify required denominations, select total value in the smallest denomination and count and order coins and notes appropriately. Has difficulty demonstrating strategies for problem solving.	

## Making connections across learning environments

### National Quality Standard: Quality Area 1 - Educational program and practice

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element 1.1.5 Every child is supported to participate in the program

Observe individual learning behaviours whilst students are engaging in exploring provocations

	<i><b>Provocations</b></i>	<i><b>Resources</b></i>
<i><b>Inside and outside spaces/environments</b></i>	<p><b>Bank it!</b> Create a bank in your classroom and nominate a daily banker to deal with class reward money. Individuals/groups/whole class are rewarded class currency and encouraged to bank it in an individual bank book. Withdrawal opportunities can be negotiated such as; to buy 10 minutes free time = \$20, whole class can buy 20 minutes game time by withdrawing equal amounts from all the students and so on.</p>	<p>A space for a bank Pencils Bank books (individual) Class currency</p>
	<p><b>Search and find</b> Locate pre-made board games that focus on using money or create your own by researching game ideas. Brainstorm with the students for game ideas and suggestions of resources required.</p>	<p>Computers to research Pencils, paper Equipment for making games</p>
	<p><b>Dice the dollars</b> Supply a bucket of money and several dice (1-6). The students work individually or with a partner to roll the dice and collect the coins that are to the value of number. For example; 1 = 5c, 2 = 10c, 3 = 20c, 4 = 50, 5 = \$1 and 6 = any coin. At the end of one round of 6 rolls of the dice the students add up their coins to determine who has the most.</p>	<p>Bucket of coins (different denominations) Several dice (1-6 sided) Paper and pencil</p>