

# I'm In College: Summative Assessment Presentation (C5)

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**Course/Grade(s)**

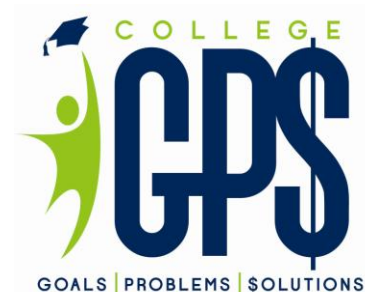
Personal Finance/9-12

**Module C:**

I'm In College!

**Lesson Title**

My College Financial Life Presentation Project



**Duration:**

5 - 45 minute class sessions

**Materials/Resources/Technology:**

Presentation Guidelines

Presentation Rubric

Student Activity Sheet C1-A

Student Activity Sheet C1-B

Student Activity Sheet C2-A

Student Activity Sheet C2-B

Student Activity Sheet C3-A

Student Activity Sheet C3-B

Student Activity Sheet C4

Paper

Microsoft PowerPoint® or Prezi®

**Overview:**

The recommended summative project includes an opportunity for students to develop a PowerPoint or Prezi presentation demonstrating their understanding of the various elements that should be in place for a secure financial college life. Students should work in pairs for this project.

Project guidelines and an assessment rubric have been provided.

Have students complete the presentation during three class sessions. The remaining two class sessions will be used for students to make their presentations.

**Standards:**

This summative assessment reinforces all standards covered in the I'm In College learning module.

## College GP\$: Goals, Problems, and Solutions

### Day 1

#### Learning Targets/Objectives:

Students will create an outline for their overall presentation.

Students will develop the budgeting section of their presentation.

#### Activating Strategy:

Remind students about the budget projects they have been completing since the beginning of the I'm In College learning module. Refer to the expense tracker log and ask several students to share expenses that surprised them when they started recording their monetary transactions each day (e.g. five gourmet coffees = \$28.00, movie tickets = \$60.00, etc.).

#### Instruction:

Tell students that this project will be the culminating activity for the I'm In College module. Discuss with students the overall presentation and review all content expectations outlined on the presentation guidelines and rubric. Announce the pairs that will work together for the summative project. Pairing students of different ability levels is recommended.

Show students the timeline to create the project. Emphasize what they should accomplish each day to remain on schedule. Discuss the project rubric with student to ensure they understand all the elements required in the presentation. Ask students questions to ensure that they understand the entire project and deadlines.

Students will prepare the outline for their overall presentation and then begin developing the budgeting section of their presentation.

#### Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information for the presentations. Advanced students may be assigned additional details to incorporate into their presentation. Instructor will determine additional modifications/grouping required for each class.

#### Assessment/Evaluation/Closure:

Ask students to reflect on whether they have completed the presentation outline and budget sections thoroughly and to note any information they are missing and should add the next day. Remind students that they need to complete the banking and identity theft sections of the presentation by the end of the next class.

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

## College GP\$: Goals, Problems, and Solutions

### Day 2

#### Learning Targets/Objectives:

Students will develop the banking and identity theft sections of their presentation.

#### Activating Strategy:

Have students complete a one-minute write explaining the most surprising expense from their partner's budget project that was discussed the previous class session. Determine if all students are finished with the presentation outline by a show of hands. Does anyone have questions about the outline? Was everyone able to complete the budget section of the presentation during the last class meeting? Does anyone need help finishing this portion of their project?

#### Instruction:

Students need to complete their presentation outline and budget section prior to moving forward. Instruct students to develop the banking and identity theft sections of their presentation. Teacher should move from group to group, reviewing project work throughout the class period and assisting where necessary. Monitor to ensure that students are staying on task.

#### Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information for the presentations. Advanced students may be assigned additional details to incorporate into their presentation. Instructor will determine additional modifications/grouping required for each class.

#### Assessment/Evaluation/Closure:

Survey the students to determine their progress on their presentations. Do you have the outline, budget, and identify theft sections complete? Have they experienced any problems? If so, resolve the issues. Tell students that during the next class meeting they will develop the final sections of their presentations – insurance and interesting opening/conclusion. Have the students complete an exit ticket identifying two things they have discovered from the project thus far.

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

### Day 3

#### Learning Targets/Objectives:

Students will prepare the insurance section of their presentation.

Students will create an interesting opening and conclusion for their presentation.

#### Activating Strategy:

Ask students to critically evaluate the identity theft section of their presentation to see if there is any missing information. The teacher should provide prompts for information to be included in this section

## College GP\$: Goals, Problems, and Solutions

### **Instruction:**

Once the outline, budget, banking, and identity theft sections are completed, instruct students to develop the insurance section of their presentation as well as an interesting opening and conclusion for the presentation. Remind students that presentations will begin during the next class meeting.

### **Modifications/Grouping:**

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information for the presentations. Advanced students may be assigned to work with any students that need assistance editing their presentations. Instructor will determine additional modifications/grouping required for each class.

### **Assessment/Evaluation/Closure:**

Survey the students to determine their progress on their presentations. All presentations should be ready for the next class meeting. Instruct the students that they need to finish all parts of their presentation today and edit it carefully. By the end of class, all presentation should be submitted to the instructor. A student volunteer could assist with organizing the presentations for efficient delivery. Students should be reminded to listen attentively to the presentations that begin during the next class. They should take notes, especially about any new information.

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

## **Day 4**

### **Learning Targets/Objectives:**

Students will listen attentively to student presentations and make notes about new information.

### **Activating Strategy:**

Work with your partner to make sure everything is prepared for your presentation and have a quick rehearsal. Announce that presentations will begin in about ten minutes.

### **Instruction:**

Students should listen respectfully to all presentations, making notes of interesting information presented that they did not know.

### **Modifications/Grouping:**

Students with learning disabilities or cultural differences may need assistance their presentations.

### **Assessment/Evaluation/Closure:**

Have students name one new or interesting fact that they learned from the presentations delivered during this class. Students should be reminded to listen attentively to the presentations that begin during the next class. They should take notes, especially about any new information.

## College GP\$: Goals, Problems, and Solutions

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

### Day 5

#### **Learning Targets/Objectives:**

Students will listen attentively to student presentations and make notes about new information.

#### **Activating Strategy:**

Review the previous day's presentations in your mind, what presentation skills did you find the most effective? Why? Discuss as a class. Have a student volunteer list the characteristics of presentations that were deemed to be most effective.

#### **Instruction:**

Students should listen respectfully to all presentations, making notes of interesting information presented that they did not know.

#### **Modifications/Grouping:**

Students with learning disabilities or cultural differences may need assistance their presentations.

#### **Assessment/Evaluation/Closure:**

Ask students to reflect on their own presentation. What did they learn throughout the entire process related to all aspects of the I'm In College learning module. What went well in this project? What should be improved?

Preview the next learning module, All Grown Up—No More Spring Breaks! In this module students will learn about the importance of establishing and maintaining a good credit history, credit report, and credit score and how these issues can impact their financial future. Students will also learn how to make wise purchasing decisions through the use of an automobile purchasing scenario. The learning module includes some lessons on wise investing options to build a secure financial future. Students will reflect on how they thought about managing their personal finances before taking this course and examine how prepared they feel now to manage their finances before, during, and after their post-secondary educational experience. Finally, students will create a music video to represent all that they have learned throughout the All Grown Up—No More Spring Breaks learning module as the summative assessment project.

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?



## I'M IN COLLEGE!

### Presentation Guidelines

#### Situation

Now is your time to show what you know about budgets, banking, identity theft and prevention, and insurance. You and your partner will develop a three to five minute presentation demonstrating knowledge about all of the content areas in the I'm In College learning module.

#### Project

Keep in mind that a presentation slide should have no more than four lines per slide and no more than four words per line (16 words per slide). Working collaboratively, develop a three to five minute presentation explaining the value of proper budgeting (examples), choosing an appropriate banking facility (explanation), how identity theft occurs and can be avoided, and the role insurance plays in a college student's budget. The overall concept of this presentation is *A College Financial Guide*. Use a central theme throughout (e.g. *A Hitchhiker's Guide to College Financial Survival*) to unify your presentation and provide interest.

#### Details

Each project should begin with a brainstorming session that will help the team prepare an overall theme for their presentation. The basic presentation format should begin with general budgeting information (including what not to do) and continue with banking, identity theft, and insurance.

**Be creative, informative, and interesting because you will also be listening to your classmates' presentations for two days!**

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The work reported herein was supported under the Financial Education for College Access and Success Programs (V215W100015) as administered by the Office of Career, Technical, and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Career, Technical, and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

I'm In College: Summative Assessment – Presentation Rubric

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

**BUDGET CONTENT SECTION**

CATEGORY	50	45	40	25 OR LESS	Score
Budget Content	Well thought out budget that clearly prepares for unexpected roadblocks - a college financial superstar!	Comprehensive budget presented but lacks some of the details for superstar status.	Good effort is presented in the budget but minimal thought has been given for handling roadblocks.	Minimal effort is presented in both the budget and how to handle roadblocks.	
Banking Content	Banking choices are clearly explained with solid reasoning presented to class for choice.			Banking choices are barely explained with little reasoning presented to class for choice.	
Identity Theft Content	Safe practices are presented for protecting identity and why this is important.	Some safe practices are presented for protecting identity, but little explanation is given regarding their importance.	Many safe practices are explained, but some major precautions are missing.	Little notice is given to the possibility of identity theft.	
Insurance Content	All risks are considered. You are safe!	Most risks are considered.	Some risks are considered.	Insurance? What's insurance?	

**PRESENTATION SECTION**

CATEGORY	10	9	8	5	Score
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.	
Attire	Business attire, very professional look.	Casual business attire.	Casual business attire, but wore sneakers or seemed somewhat wrinkled.	General attire not appropriate for audience (jeans, t-shirt, shorts).	
Time-Limit	Presentation is 3-4 minutes long.	Presentation is 3 minutes long.	Presentation is 2 minutes long.	Presentation is less than 2 minutes or more than 4 minutes.	

I'm In College: Summative Assessment Presentation (C5)

## College GP\$: Goals, Problems, and \$olutions

CATEGORY	10	9	8	5	Score
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.	
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.	

**TOTAL SCORE**  
**(MAXIMUM 260)** \_\_\_\_\_

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