

The White Board

MATERIALS NEEDED

- English dictionary
- Thesaurus
- Blank or lined paper
- Graph Paper
- Highlighter
- Calculator

KEY ASSIGNMENTS

- English Performance Task
- Math Performance Task.

ASSESSMENT (Place ✓ for each requirement)

All Assignments are Complete (classwork, participation, attendance etc....) _____

English Performance Task Complete _____

Math Performance Task Complete _____

Final Unit Assessment _____ (P/NP)

P=Pass

NP=No Pass

Tech in Testing
Unit 4

Name: _____

Teacher: _____

How to access the Performance Tasks:

Go to <https://practice.smarterbalanced.org/student/> and follow the directions below:

**Step 1:
(Sign In):**







**Step 2
(Select Grade):**

**Step 3
(Click "Yes"):**

**Step 4
(Select Math/English):**

Your Tests

Select the test you need to take.

 Start G11 ELA Practice Test <small>This is opportunity 1 of 3</small>	 Start G11 MATH Practice Test <small>This is opportunity 1 of 3</small>
 Start G11 ELA Performance Task <small>This is opportunity 1 of 3</small>	 Start G11 MATH Performance Task <small>This is opportunity 1 of 3</small>
 Start ELA HS Training Test <small>This is opportunity 1 of 3</small>	 Start MATH HS Training Test <small>This is opportunity 1 of 3</small>

Next Step:
If you do not see the test you need to take, notify your Test Administrator and select **Back to Login**.

**Step 5
(Click "Select"):**

Choose Settings:

Review the following test settings. You can change the options, if necessary.

G11 Math Performance Task

Presentation: English ▾

Text-to-Speech: None ▾

Strikethrough:

Mark for Review:

Highlighter:

Masking: FALSE ▾

Color Contrast: Black on White (default) ▾

American Sign Language: Off ▾

Streamline: Off ▾

Translations (Glossaries): English Glossary ▾

Expandable Passages: Expandable Passages On ▾

Permissive Mode: Permissive Mode Disabled ▾

Zoom: No default zoom applied ▾

Student Comments: Notepad ▾

Next Step:
To test with these settings, choose **Select**. To select a different test, choose **Go Back**.

Step 6
(Click "Yes"):

Is This Your Test?

Review the following test settings.

Session ID: GUEST SESSION

G11 Math Performance Task

Presentation: English

Text-to-Speech: None

Strikethrough: TRUE

Mark for Review: TRUE

Highlighter: TRUE

Masking: FALSE

Color Contrast: Black on White (default)

American Sign Language: Off

Streamline: Off

Translations (Glossaries): English Glossary

Expandable Passages: Expandable Passages On

Permissive Mode: Permissive Mode Disabled

Zoom: No default zoom applied


Student Comments: Notepad

Next Step:
If the test name and settings are correct, choose **Yes**. If not, choose **No**.

For ELA Performance Task only:
Click on sound icon, then
Click "I heard the sound"

Audio Playback Check

Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:
If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

Step 7
(Click "Begin Test Now"):

Instructions and Help


You may select the question mark button to access this Help Guide at any time during your test.

Contents

- [Overview of the Test Site](#)
- [Test Rules](#)
- [About Print-on-Demand and Text-to-Speech](#)

Overview of the Test Site

Sample Test Page



Next Step:
To begin your test, choose **Begin Test Now**. If your Test Administrator tells you to log out, choose **Return to Login**.

Unit 4:

English Performance Task

DIRECTIONS: Below are the directions for the Performance Task, followed by the Performance Task Sources. You will also be logged on to a computer in order to follow along with your teacher. Use these pages to annotate and take notes while your teacher is explaining the Performance Task.

Student Directions

Mandatory Financial Literacy Classes Argumentative Performance Task

Task:

In your economics class, you are discussing the importance of making smart financial decisions. Your teacher tells you that, in some school districts, students are required to take a financial literacy class before graduating. Your school board is hosting a meeting to decide whether to offer such a course for graduation and wants students to contribute their perspectives. As part of your initial research, you have found four sources about financial literacy classes.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research. You may click on the Global Notes button to take notes on the information you



YOUR TEACHER WILL MODEL HOW TO USE THE **HIGHLIGHTER**
TOOL.

PRACTICE USING THE TOOL ON YOUR COMPUTER NOW.

find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an argumentative essay on a topic related to the sources.

Directions for Beginning:

You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:

After examining the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your argumentative essay.

You may click on the Global Notes button or refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

NOTES:

DIRECTIONS: You will now read the 4 Sources on your computer. Practice using the Highlighter Tool as you read the sources. Then, answer the following reflection questions.

1. How do you know what to highlight in the Sources?

2. What should you do if you do not understand a word?

DIRECTIONS: You will go over the following questions with your teacher. Use the boxes below to write notes about what you learned or questions that need to be answered.

1



All of the sources provide information about financial literacy education. Which source would **most likely** be relevant to students researching new approaches to increasing people's financial literacy? Support your response with **two** details from the source. Justify your answer and support it with information from the source.

Notes or questions:



Paraphrase information from Source #1 that refutes information from Source #2 without plagiarizing.

What does the word "refute" mean?

Use the rest of the space for notes or questions:

Large empty rectangular box for notes or questions.



Click on the boxes to show the claim(s) that each source supports. Some sources will have more than one box selected.

	Source #1: Working Financial Literacy in With the Three R's	Source #2: Financial Education Leaving Americans Behind	Source #3: Financial Literacy, Beyond the Classroom	Source #4: Finance Course Prompts Debate
People should take financial literacy classes when they are young so they are prepared to make good financial decisions as young adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people support financial literacy despite evidence that it does not work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial literacy education could be effective if we rethink the way it is taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources for improving financial literacy should be spent on financial regulation instead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have reached the end of this segment:

Please review your answers before you continue testing. You will not be able to come back to these questions later.

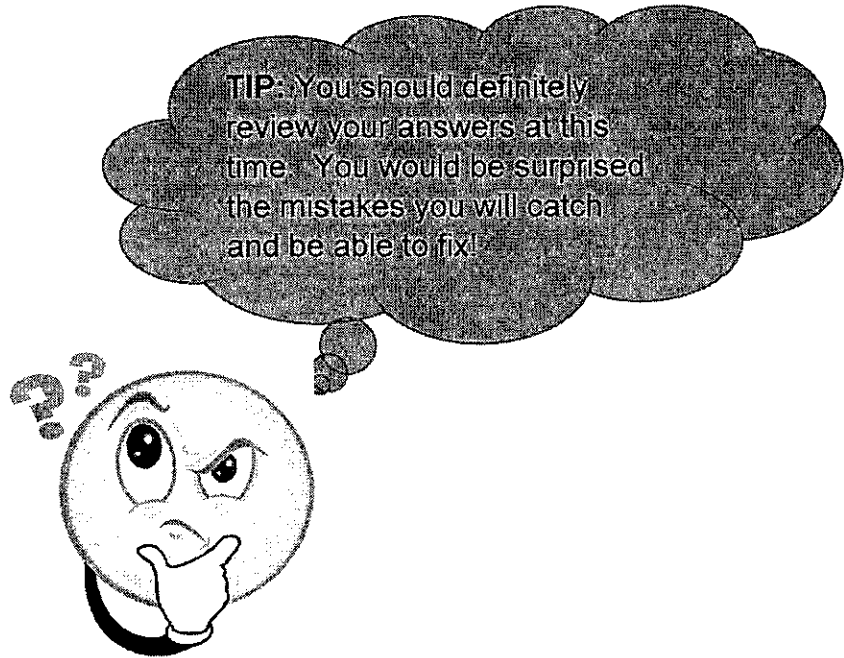
Click on a question number below to review it.








Questions:

1

2

3



REVIEW- TOOLS YOU CAN USE IN PART 1:	
• Highlighter	
• Expandable Tool	
• Notes	 Notes
• Zoom In	 Zoom In
• Zoom Out	 Zoom Out
• Tutorial	 Tutorial
• Mark for Review	

PART 2 DIRECTIONS: Below are the directions for Part 2 of the Performance Task. You will use the same readings as you did for Part 1. You will also be logged on to a computer in order to follow along with your teacher. Use these pages to annotate and take notes while your teacher is explaining the Performance Task.

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Student Directions

Mandatory Financial Literacy Classes Argumentative Performance Task

Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:

After completing your research, you share your findings with your teacher, who suggests that you write an argumentative essay about financial literacy courses for the upcoming school board meeting.

Today, in preparation for the school board meeting, you will write a multi-paragraph argumentative essay in which you take a stance on the topic of financial literacy courses. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.






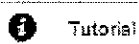


What do you need to include in your essay? Make a list.

Write the correct way to reference a source. Ask your teacher if you cannot remember.

DIRECTIONS: Your teacher will give you directions on how to plan for your essay. Use the box below to write those plans.

HOW I WILL ORGANIZE MY ESSAY:

A large empty rectangular box for writing the essay organization plan.

REVIEW- TOOLS YOU CAN USE IN PART 1:	
• Highlighter	
• Expandable Tool	
• Notes	
• Zoom In	
• Zoom Out	
• Tutorial	
• Mark for Review	
• Dictionary	

TOOLS FOR TYPING YOUR ESSAY:



YOU WILL WRITE YOUR ESSAY OUTSIDE OF CLASS.
ASK YOUR TEACHER HOW YOU WILL TURN IT IN.

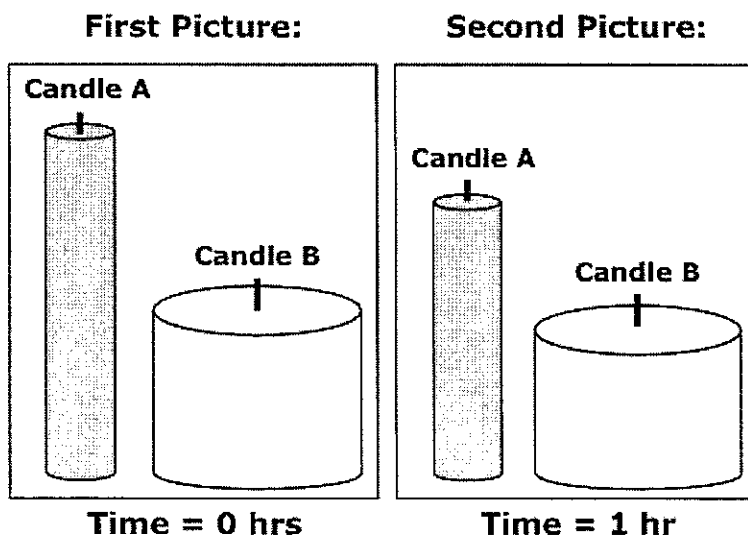
Math Performance Task

DIRECTIONS: You will be logged on to a computer in order to follow along with your teacher. Use these pages to annotate and take notes while your teacher is explaining the Performance Task.

LIGHTS, CANDLES, ACTION!

Your friend Abbie is making a movie. She is filming a fancy dinner scene and she has two types of candles on the table. She wants to determine how long the candles will last.

She takes a picture, lights the candles, and then lets them burn for 1 hour. She then takes a second picture. You can assume that each candle burns at its own constant rate.



Candle Type A initial height = 20 cm

Candle Type B initial height = 10 cm

Candle Type A height after burning for 1 hour = 16 cm

Candle Type B height after burning for 1 hour = 9 cm

You will use this information to help Abbie think about the candles she might use for her film.



Candles A and B are lit at the same time. What will be the height, in cm, of each candle after 3 hours of burning?

Candle Type A:

Candle Type B:



1	2	3
4	5	6
7	8	9
0	.	-



Candles of each type were lit at the same time. Abbie thinks that since Candle Type A burns more quickly than Candle Type B, that it will burn out (have a height of 0 cm) first.

Julie thinks that since Candle Type B starts out much shorter than Candle Type A, it will be the candle to burn out first.

Which candle will burn out first? Give a mathematical explanation to convince Abbie and Julie of your solution. Clearly identify the quantities involved.



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Abbie has 3 hours left to film. She lights a **new** Candle Type A and Candle Type B and then starts filming.

In the 3 hours she has left, will Abbie capture the moment when the candles are exactly the same height?

Explain to Abbie how you can determine the answer.



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You have decided to use functions to help Abbie think about the candles.

You show her how to represent the height of a candle, h , as a function of time, t , using this equation:

$$h = k + nt$$

First, explain to Abbie what k and n represent in order to model the different candles. Be specific in your explanation.



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Now, choose either Candle A or Candle B to create an equation that will tell Abbie the height of the candle at t hours after it is lit.

Determine what the numerical values for k and n should be for the candle you chose.

Using these k and n values, write an equation that tells Abbie the height h of the candle, in cm, at t hours after it is lit.

←	→	↶	↷	✖							
1	2	3	h	t							
4	5	6	+	-	*	÷					
7	8	9	<	≤	=	≥	>				
0	.	-	$\frac{\square}{\square}$	\square^\square	\square_\square	()		$\sqrt{\square}$	$\sqrt[\square]{\square}$	π	i
			sin	cos	tan	arcsin	arccos	arctan			

6



For her next film, Abbie wants candles that will burn for exactly 8 hours. You want to give her a choice by designing two different candles (Type C and Type D).

Using the equation $h = k + nt$, determine two different pairs of values for k and n that will meet the requirement to burn down to a height of 0 cm in exactly 8 hours.

Complete the table to show two possible sets of values for k and n for your new candle designs.

	k	n
Candle Type C	<input type="text"/>	<input type="text"/>
Candle Type D	<input type="text"/>	<input type="text"/>

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