# PERFORMANCE TASK: Check This

*Adapted from New York City Schools Tasks*

## STANDARDS FOR MATHEMATICAL CONTENT

**MCC5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.**

## STANDARDS FOR MATHEMATICAL PRACTICE

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

## BACKGROUND KNOWLEDGE

Students should have had many opportunities to identify, read, and illustrate decimal numbers. They should also have had opportunities to add and subtract amounts of money. Students' work will require accuracy in computation as well as reasoning to determine amounts to be added or subtracted. Teachers should model using a checkbook register before introducing the task.

## ESSENTIAL QUESTIONS

- How can I use decimals to make sense of money?
- How can I decide when to add and when to subtract?
- Why would it make sense to organize transactions by date?
- Why is accuracy important?
- How do you subtract decimals?

## MATERIALS

- Blank checkbook registers
- Task page
- Hints page

## GROUPING

Individual/Partner Task

## TASK DESCRIPTION, DEVELOPMENT, AND DISCUSSION

This summative task represents the level of depth, rigor, and complexity expected of all fifth grade students to demonstrate evidence of learning. The purpose of the task is to introduce real life problem solving and banking skills, while reinforcing the concepts of decimals taught throughout the unit.

### Comments

Students should be given opportunities to revise their work based on teacher feedback, peer feedback, and metacognition which includes self-assessment and reflection.

### Suggestions for Classroom Use

While this task may serve as a summative assessment, it also may be used for assessment and/or as a project. It is important that all elements of the task be addressed throughout the learning process so that students understand what is expected of them.

### Task Directions

This task may be introduced by showing the model of a checkbook register and demonstrating its use. Students should also be familiar with the connections between adding and subtracting with models, and with the standard algorithm. Prior to implementing the task, students should review the process of adding and subtracting money (decimals). Students should be consistently using straight columns for addition and subtraction. Use the directions from the task: "You are responsible for managing your family's money for one month. During this time period you will make deposits, make withdrawals from the ATM and write checks in order to pay various bills." The checkbook page needs to be introduced with some "Helpful Hints" for completing it.

## FORMATIVE ASSESSMENT QUESTIONS

- When is it better to write a check than to withdraw cash?
- What operation would you choose when you are making a deposit?
- Can you use the same operation for both checks and withdrawals?
- How will you know if you have enough money to buy the X Box?

## DIFFERENTIATION

### Extension

- Which expenses could your family do without, in order to buy games to go with the X Box?

**Intervention**

- Some students may need to be given paper models to manipulate, cut, and paste instead of writing in the checkbook register.
- Some students may need to write all of the computations on scratch paper before entering them in the checkbook register.
- Some students may benefit from working with a partner, or support from the teacher to help organize their information.

Name _____ Date _____

# PERFORMANCE TASK: CHECK THIS

**You are responsible for managing your family's checkbook for one month. During this time period you will make deposits, make withdrawals, and write checks in order to pay various bills.**
**You will begin with a balance of $1,000.00.**

1. **Record the transactions in order in your checkbook register.**
2. **Choose the necessary operation for each transaction.**
3. **Solve correctly to have the accurate balance at the end of the month.**

**Deposits:**

- **7/14 You are mowing lawns in your neighborhood to earn money to buy an X Box. The rate for mowing lawns is $10.00. You mowed 3 lawns, your sister mowed 2 lawns, and your brother mowed one lawn. You all deposited your money into the account toward the purchase of an X Box.**
- **7/15 You had a $20.00 bill, but you kept $4.00 for ice cream. You deposited the rest.**
- **7/20 Aunt Emily sent an early birthday present in the amount of $75.00. You deposit it toward the purchase of an X Box.**
- **7/27 You spend the afternoon babysitting for your little cousin at the rate of $4.50 per hour. You worked from 2 PM until 5 PM. You deposit it all into the account.**
- **8/1 You count up all the change in your piggy bank. You had $76.41 which you deposit into the account.**

**Withdrawals:**

- **7/17 Your dad had a flat tire. He took out $95.00 for a new tire.**
- **7/19 Baseball tickets cost $11.00 each. You took out money to purchase one for you and your friend.**

**Checks Written:**

- **7/16 Check #100 to Pet Palace: Your new dog Bongo cost $99.00 and his accessories cost $18.96.**
- **7/17 Check #101 in the amount of $237.62 to Toys R Us for birthday gifts.**
- **7/18 check # 102 to County Animal Hospital for $185.00 for Bongo's shots.**
- **7/22 Check #103 in the amount of $158.36 to pay the electric bill.**

- **7/23 Check #104 in the amount of $45.00 for movie tickets for your family.**
- **7/25 Check # 105 in the amount of $8.13 to Pet Palace to replace Bongo's broken leash.**
- **8/2 Check # 106 in the amount of $162.50 to Electronic Shop to buy the X Box..FINALLY!!**

**Helpful Hints to Complete the Checkbook Register Successfully**

- **Solve the problems that require you to use your mathematical skills.**
- **On a separate piece of paper, order all of the transactions by date.**
- **Enter each transaction in the checkbook register.**
- **Under the NUMBER column, enter either the check number, DEP (for deposit) or ATM (if it is an ATM withdrawal).**
- **Under the DATE column enter the date of each transaction. Remember, these must be in chronological order.**
- **Under the DESCRIPTION OF TRANSACTION column use both lines. If you are recording a check, the first line should state whom the check was written to. The second line should state what the check was for. Record the information the same way for deposits and ATM withdrawals. (See example)**
- **Tally your results. Be sure you are using the correct operation in your checkbook register.**
- **Check your work. Remember, you must come out with the correct balance at the end of your register.**
- **NOTE: It is not necessary to fill anything in the T column or in the FEE column.**

Sample Check Register:

| RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| NUMBER | DATE | DESCRIPTION OF TRANSACTION | PAYMENT/DEBIT (-) | | T | FEE (IF ANY) (-) | DEPOSIT/CREDIT (+) | | BALANCE | |
| | | | | | | | | | $100 | 00 |
| 001 | 7/1 | Walmart<br>School Supplies | $ 65 | 00 | | $ | $ | | $35 | 00 |

## PERFORMANCE TASK

| RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| NUMBER | DATE | DESCRIPTION OF TRANSACTION | PAYMENT/DEBIT (-) | | T | FEE (IF ANY) (-) | DEPOSIT/CREDIT (+) | | BALANCE | |
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