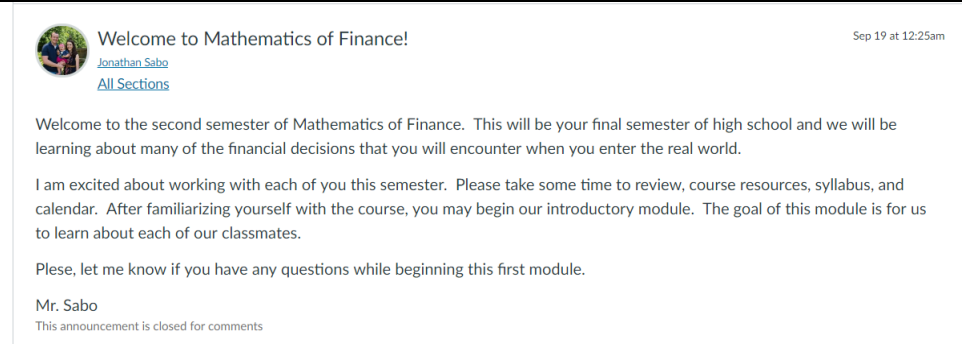


ITEC 7481: LMS Coursework Template for Meeting the Requirements of the Online Course Assessment (OCA)

NAME: Jonathan Sabo

NAME OF LMS: Canvas

Directions: Add a **Screenshot and description** as needed to document your LMS design and development work in each area.

<p>I. Online Course Development [FIELD EXPERIENCE] - Candidates will use a learning management system (LMS) to develop a high-quality K-12 online course that incorporates research and best practices in online learning for children and/or adolescents. The course will contain the following: <i>(note: Key diversity components are italicized and underlined)</i> - (TOTAL SECTIONS A-G = 300 POINTS)</p>		
Element	Screenshot	Description
<p>A. A <u>Welcome Statement</u> and <u>Site Navigation Instructions</u></p> <p><i>PSC Online Teacher Endorsement Standards: (1.i.I, 1.i.II, 1.i.III, 2.i.III)</i></p>		
<p>1. Welcome Statement</p>		<p>The welcome statement discusses important resources that need to be reviewed and what to start working on.</p>

<p>2. Site Navigation Instructions</p>	<p>Navigation:</p> <p>The first time using Canvas can be a little intimidating, but as you begin using it you will become more comfortable with it. When you log in, all of your courses will be displayed in the center of the screen. Click on the course title that you would like to view.</p> <p>All work for this course may be viewed through the module tab on the left side of the screen. Once you begin a module you will see "next" and "previous" buttons that will help you navigate through the module. The module tab will also display a green check for all requirements that have been satisfied throughout the module.</p> <p>There are additional tabs available on the left side that will provide you with more information about the course. Each tab title explains what information is available such as announcements, grades, or syllabus.</p>	<p>Students are told how to access course content. They can also find links to key information that will be needed.</p>
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B. Basic Support, Directions, and Guidance, including: (30 points)

PSC Online Teacher Endorsement Standards: (1.i.I, 1.i.II, 1.i.III, 1.i.IV, 2.i.II, 2.i.III, 2.i.X, 3.i.I, 3.i.VI, 5.i.I, 6.i.III)

<p>1. Overview of the types and specifications of the technologies (hardware, software, and peripherals) to which students must have access in order to complete the course (Note: Required technologies and specifications should be reasonably accessible to students in order to ensure equitable access to digital content employed in the course)</p>	<p>Technology Requirements</p> <p>The following technology items are needed.</p> <ol style="list-style-type: none"> 1. Computer with internet access. 2. Google Account (Provided by District) 3. Canvas Account (Provided by District) 4. Calculator (Ti-30 or above) <p>**If you do not have access to a computer at home</p> <ul style="list-style-type: none"> • You may come in before school at 7:45 and use a computer in the classroom. • Outside of school hours, you may visit the Hall County Library . There are 2 convenient branches. • All course material is also accessible from a mobile device. <p>Feel free to contact me with any technical issues or questions.</p>	<p>Necessary technology tools are mentioned. Most students have access to these items and there are opportunities to accommodate students who do not have them.</p>
<p>2. Ideas for gaining access to these technologies via public or low-cost means should a student not have home access to the necessary technologies for the course</p>	<p>Technology Requirements</p> <p>The following technology items are needed.</p> <ol style="list-style-type: none"> 1. Computer with internet access. 2. Google Account (Provided by District) 3. Canvas Account (Provided by District) 4. Calculator (Ti-30 or above) <p>**If you do not have access to a computer at home</p> <ul style="list-style-type: none"> • You may come in before school at 7:45 and use a computer in the classroom. • Outside of school hours, you may visit the Hall County Library . There are 2 convenient branches. • All course material is also accessible from a mobile device. <p>Feel free to contact me with any technical issues or questions.</p>	<p>Options for accessing necessary tools is explained. Students are encouraged to let me know if they are having trouble with access to technology</p>

3. Overview of technical skills needed to successfully complete the course

Necessary Technical Skills

- Ability to use a computer including operating a keyboard and mouse.
- Ability to organize files including saving, naming, copying, and placing in folders.

Tutorial for organizing files on Windows.



Tutorial for organizing files on Google Drive



- Ability to use Word, PowerPoint and Excel or an equivalent program.
- Ability to navigate through different pages of a website.

All Necessary skills are mentioned.

4. Links to technical documentation and online tutorials to assist students in acquiring the technical skills needed for the course

Necessary Technical Skills

- Ability to use a computer including operating a keyboard and mouse.
- Ability to organize files including saving, naming, copying, and placing in folders.

Tutorial for organizing files on Windows.



Tutorial for organizing files on Google Drive



- Ability to use Word, PowerPoint and Excel or an equivalent program.
- Ability to navigate through different pages of a website.

Video tutorials are available for helping students organize files on their desktop or google drive. This is an important skill for their future success.

<p>5. Links to technical support resources and directions to assist students in case of technical difficulties with LMS or with course content</p>	<p>Technical Support</p> <ul style="list-style-type: none"> • If you have any technical issues please visit the Canvas Student Guide [↗]. • Parent observers may find answers to technical issues in the Canvas Observer Guide [↗] • if your issue is not resolved by the resources above, please e-mail me at JonathanSabo@hallco.org 	<p>Students are encouraged to first seek help from the Canvas Guides for immediate assistance. I am available within 24 hours if their solution is not resolved.</p>
<p>6. <u><i>ADA-compliance statement by the LMS publisher</i></u></p>	<p>ADA Compliance</p> <ul style="list-style-type: none"> • Canvas ADA Compliance Statement [↗] <p>This course has been created with Universal Design principles in mind. Learning outcomes are personalized and students have the opportunity to choose their method of demonstrating mastery. Content is presented using a variety of methods. All videos are accompanied by a transcript or closed captioning.</p> <ul style="list-style-type: none"> • For more support please visit Canvas Accessibility Components [↗] • If you feel that you have an ADA disability, please see the Counseling Office for additional details. 	<p>The compliance statement for Canvas is the first link.</p>
<p>7. <u><i>Instructor statement on how universal design principles were applied in constructing the specific course within the LMS and class-specific instructions on how students with documented ADA disabilities can access the course content/receive required support services</i></u></p>	<p>ADA Compliance</p> <ul style="list-style-type: none"> • Canvas ADA Compliance Statement [↗] <p>This course has been created with Universal Design principles in mind. Learning outcomes are personalized and students have the opportunity to choose their method of demonstrating mastery. Content is presented using a variety of methods. All videos are accompanied by a transcript or closed captioning.</p> <ul style="list-style-type: none"> • For more support please visit Canvas Accessibility Components [↗] • If you feel that you have an ADA disability, please see the Counseling Office for additional details. 	<p>Students will have multiple representations of the content and have choices on how assignments are completed.</p>

<p>8. <u>Instructions how students who believe they may have an ADA disability can receive testing and diagnostic services</u></p>	<p>ADA Compliance</p> <ul style="list-style-type: none"> • Canvas ADA Compliance Statement ↗ <p>This course has been created with Universal Design principles in mind. Learning outcomes are personalized and students have the opportunity to choose their method of demonstrating mastery. Content is presented using a variety of methods. All videos are accompanied by a transcript or closed captioning.</p> <ul style="list-style-type: none"> • For more support please visit Canvas Accessibility Components ↗ • If you feel that you have an ADA disability, please see the Counseling Office for additional details. 	<p>Students need to contact the counseling office if they believe they qualify.</p>
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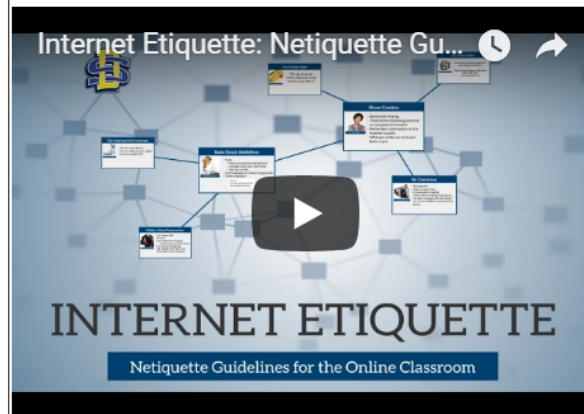
9. Definitions of Netiquette and expectations for teacher and student behavior in online discussions, email, synchronous meetings, and other forms of communication to be used in the course

Netiquette

Netiquette is a term that refers to our manners online. Below are some guidelines for how to interact with others in our online learning environment.

- Keep all discussion posts on topic. Try not to post information that is not related to the original assignment.
- Avoid typing in ALL CAPS. Typing in all caps gives the impression that you are screaming.
- Your tone is not communicated online. Avoid posting angry or sarcastic comments.
- Always say please and thank you when receiving help from classmates.
- Respect the opinions of your classmates.
- Treat everyone else the way you would like to be treated.

Please watch this video for additional advice on Netiquette












Expectations are laid out and a video summarizing good Netiquette is included.

C. **Community Building Activities**, including:

(15 points)

PSC Online Teacher Endorsement Standards: (1.i.I, 1.i.III, 2.i.VIII, 2.i.IX)

<p>1. Instructor introductions</p>	 <p>NAME Jonathan Sabo</p> <p>EMAIL jonathan.sabo@hallco.org</p> <p>SCHOOL(S) NHHS</p> <p>POSITION Teacher</p> <p>DEPARTMENT(S) Math</p> <p>GRADE(S) 9th Grade, 10th Grade, 11th Grade, 12th Grade</p> <p>This is my 9th year teaching Math. I am currently teaching Analytic Geometry, Advanced Algebra, and Mathematics of Finance. Information about each of those courses can be found on this page. Please e-mail me if you have any other questions.</p>	<p>Information about courses I teach and how to contact me is included.</p>
<p>2. <u>Methods for students to introduce themselves to one another and to set foundations for an accepting learning community, that values diversity among members</u></p>	<p>This is a graded discussion: 10 points possible due -</p> <p>Introductions</p> <p>Please post a brief introduction about yourself. Include an interesting fact about yourself, your favorite memory from the first three years of high school, and some goals for after graduation.</p> <p>Search entries or author Unread    <input type="button" value="Subscribe"/></p> <p> Reply</p>	<p>Students will share information about themselves and comment on the posts of their peers.</p>
<p>3. <u>Methods for students to provide instructor and peers with information about their current knowledge on the content to be covered, their personal/professional experiences, and their learning styles/preferences</u></p>	<p>This is a graded discussion: 10 points possible due -</p> <p>What do you know?</p> <p>Please write a 1-2 paragraph post about the Mathematics of Finance. What do you know about the mathematics involved in personal finance? Do you have any experience with finance? What topics from the syllabus are you the most interested in? Describe your favorite math class that you have taken. Why was that class your favorite?</p> <p>Search entries or author Unread    <input type="button" value="Subscribe"/></p> <p> Reply</p>	<p>Students are able to share anything they already know and talk about what they are interested in learning.</p>
<p>D. <u>Course Syllabus and Orientation to Course Syllabus</u>, including: (45 points)</p> <p><i>PSC Online Teacher Endorsement Standards: (2.i.I, 2.i.II, 2.i.X, 3.i.IV, 5.i.I, 5.i.III)</i></p>		

<p>1. Terms of class interaction for both teachers and students, including attendance policy for synchronous activities</p>	<p>Expectations of Student Participation:</p> <ol style="list-style-type: none"> 1. Participate in all in class and online activities. 2. Log in to Canvas daily. 3. Complete all online and paper assignments that are posted on Canvas. 4. Write one discussion post as a reflection for each week. 5. Respond to at least one classmate's reflection. <p>Communication Expectations:</p> <ul style="list-style-type: none"> • All communication should be positive and respectful. • All writing should have correct grammar. • Proofread all work before submitting. 	<p>The expectations for how students participate are provided.</p>
<p>2. Teacher contact information and guidance</p>	<p>This course does not have a textbook. All resources will be found on Canvas throughout the course. I will be available for tutoring every morning between 7:45 and 8:25.</p> <p>Contact Information:</p> <ul style="list-style-type: none"> • E-mail: Sabo@hallco.org • School Phone: (770)983-7331 • You may send me a message through Canvas. <p>*I will return all messages within 24 hours.</p>	<p>Contact information is at the top of the syllabus.</p>
<p>3. Information on teacher response time to questions and assignments</p>	<p>This course does not have a textbook. All resources will be found on Canvas throughout the course. I will be available for tutoring every morning between 7:45 and 8:25.</p> <p>Contact Information:</p> <ul style="list-style-type: none"> • E-mail: Sabo@hallco.org • School Phone: (770)983-7331 • You may send me a message through Canvas. <p>*I will return all messages within 24 hours.</p>	<p>I will respond within 24 hours.</p>

<p>4. Information on how to receive instructional support from teacher and other support services, as appropriate</p>	<p>This course does not have a textbook. All resources will be found on Canvas throughout the course. I will be available for tutoring every morning between 7:45 and 8:25.</p> <hr/> <p>Contact Information:</p> <ul style="list-style-type: none"> • E-mail: Sabo@hallco.org • School Phone: (770)983-7331 • You may send me a message through Canvas. <p>*I will return all messages within 24 hours.</p>	<p>Tutoring opportunities are provided.</p>
<p>5. Grading criteria</p>	<p>Grading Policy:</p> <p>Your Final Average will be calculated based on the following:</p> <p>Yearly Average 80%</p> <ul style="list-style-type: none"> • 40% Formative Assessment (Homework, Classwork, Discussions, Quizzes, Progress Checks, etc.) • 60% Summative Assessment (Topic Assessments and Real World Solution Projects) <p>Final Exam 20%</p> <ul style="list-style-type: none"> • Cumulative Portfolio over material covered throughout the year. <p>Grading Scale for Hall County Schools:</p> <p>A: 90% - 100%</p> <p>B: 80% - 89%</p> <p>C: 70% - 79%</p> <p>F: Below 70%</p>	<p>Grading scale is provided.</p>
<p>6. Policy for submitting and grading late assignments</p>	<p>Late Work Policy:</p> <p>Please contact me if you will be late completing an assignment.</p> <ul style="list-style-type: none"> • First late assignment will receive a warning for the first day and a 10% penalty for each additional day the assignment is late. • All other late assignments will receive a 10% penalty for each day the assignment is late. 	<p>Late work policy from syllabus.</p>

<p>7. Academic honesty and copyright/privacy policies</p>	<p>Academic Honesty:</p> <p>Students must complete their own assignments. Students will be notified when they are allowed to collaborate on assignments. Academic dishonesty is defined as turning in any work that is not your own. All written assignments will be submitted to Turn it in.</p> <p>The North Hall High School code of conduct states that cheating on school assignments is subject to a zero grade for the assignment, substitute assignment, detention, parent conference, and/or in-school suspension.</p> <p>The instructor reserves the right to select the appropriate punishment for each instance of academic dishonesty.</p> <p>Acceptable Use Policy:</p> <p>The Hall County Schools Acceptable Use Agreement can be found here https://www.hallco.org/web/acceptable-user-agreement/#toggle-id-1. This agreement should be read thoroughly but the key points are:</p> <ul style="list-style-type: none"> • Technology should be used for educational purposes only, and not personal use. • All activity on the Hall County Schools network is recorded and can be monitored. • Student is responsible for keeping login information secure. You should never login to someone else's account. • Students should not install or upload material to a Hall County Computer without permission. • Parents are responsible for personal devices that are brought to school. • Technology use is a privilege and inappropriate use is subject to disciplinary action. <p>Student Right to Privacy:</p> <p>The Family Education Rights and Privacy Act (FERPA) gives parents and students rights with student education records. These rights are:</p> <ol style="list-style-type: none"> 1. Parents have the right to review education records within 45 days of requesting access. 2. Parents have the right to request an amendment of any records that are inaccurate or misleading. 3. Personal information is protected and parents must provide written consent for it to be released unless authorized by FERPA. 4. Directory information such as name, address, phone number, birth date, e-mail address, participation in school activities, weight, and height of athletes, dates of attendance, honors, photographs, and grade level may be released unless requested otherwise. <p>More information can be found here https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html. Feel free to contact me with any additional questions.</p>	<p>Academic Honesty from Syllabus</p>
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	<p>Copyright Statement:</p> <p>Most content in this course is owned by Hall County School District and should only be copied for educational purposes. Please contact me with any copyright-related questions.</p>	
<p>8. Appropriate behavior expectations</p>	<p>Communication Expectations:</p> <ul style="list-style-type: none"> • All communication should be positive and respectful. • All writing should have correct grammar. • Proofread all work before submitting. 	<p>behavior expectations are included.</p>
<p>9. Consequences for violating academic honesty, copyright/privacy policies, and behavior expectations</p>	<p>Academic Honesty:</p> <p>Students must complete their own assignments. Students will be notified when they are allowed to collaborate on assignments. Academic dishonesty is defined as turning in any work that is not your own. All written assignments will be submitted to Turn it in.</p> <p>The North Hall High School code of conduct states that cheating on school assignments is subject to a zero grade for the assignment, substitute assignment, detention, parent conference, and/or in-school suspension.</p> <p>The instructor reserves the right to select the appropriate punishment for each instance of academic dishonesty.</p>	<p>Academic Honesty from syllabus</p>

<p>10. Clear, measurable course goals and learning modules objectives</p>	<p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to use fractions, percents, and ratios with 80% accuracy as they solve problems related to stocks, banking, taxes, rent, mortgages, and retirement planning. 2. Students will be able to use functions with 80% accuracy as they solve problems related to stocks, banking, taxes, rent, mortgages, and retirement planning. 3. Students will be able to analyze the characteristics of functions that apply to financial situations with 80% accuracy. 4. Students will be able to use formulas to interpret investments with 80% accuracy. 5. Students will use matrices to solve financial problems with 80% accuracy. 6. Students will be able to use area, volume, scale factor, and scale drawings for housing with 80% accuracy. 7. Students will be able to analyze data that can be found in the stock market, retirement planning, transportation, budgeting, and home rental or ownership. 8. Students will be able to display data using bar graphs, line graphs, stock bar charts, candlestick charts, box and whisker plots, stem and leaf plots, stem and leaf plots, circle graphs, and scatterplots to display financial data. 	<p>Learning outcomes from syllabus</p>																																				
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<p>13. Procedures for submitting assignments</p>	<p>Assignment Submissions:</p> <p>All assignments will be submitted to the appropriate assignment folder or discussion post. You can either find each assignment from the assignment tab on the left side of any page or from a direct link within the appropriate module. All grades will be returned within one week.</p>	<p>steps for submitting assignments explained.</p>																																				

<p>14. Alignment grid showing how assignments, assessments, and standards-based learning goals are related to one another</p>	<p>Module 1 Alignment Grid</p> <table border="1"> <thead> <tr> <th data-bbox="758 215 1058 253">Standards/ Objectives</th> <th data-bbox="1058 215 1358 253">Assignments</th> <th data-bbox="1358 215 1656 253">Assessments</th> </tr> </thead> <tbody> <tr> <td data-bbox="758 253 1058 367">Understand the structure of the cost of a new car</td> <td data-bbox="1058 253 1358 367">Student choice of method of mastery demonstration</td> <td data-bbox="1358 253 1656 367">Rubric to assess the learners content in the discussion post.</td> </tr> <tr> <td data-bbox="758 367 1058 480">Understand other costs associated with owning a car</td> <td data-bbox="1058 367 1358 480">Discussion</td> <td data-bbox="1358 367 1656 480">Rubric to assess the learners content in the discussion post.</td> </tr> <tr> <td data-bbox="758 480 1058 594">Understand the differences between owning and leasing.</td> <td data-bbox="1058 480 1358 594">Discussion</td> <td data-bbox="1358 480 1656 594">Rubric to assess the learners content in the discussion post.</td> </tr> <tr> <td data-bbox="758 594 1058 667">Understand all factors of Auto Ownership</td> <td data-bbox="1058 594 1358 667">Quiz</td> <td data-bbox="1358 594 1656 667">Mastery measured by performance on Quiz.</td> </tr> <tr> <td data-bbox="758 667 1058 773">Understand all components of a mortgage</td> <td data-bbox="1058 667 1358 773">Student choice of method of mastery demonstration</td> <td data-bbox="1358 667 1656 773">Rubric to assess the learners content in the discussion post.</td> </tr> </tbody> </table>	Standards/ Objectives	Assignments	Assessments	Understand the structure of the cost of a new car	Student choice of method of mastery demonstration	Rubric to assess the learners content in the discussion post.	Understand other costs associated with owning a car	Discussion	Rubric to assess the learners content in the discussion post.	Understand the differences between owning and leasing.	Discussion	Rubric to assess the learners content in the discussion post.	Understand all factors of Auto Ownership	Quiz	Mastery measured by performance on Quiz.	Understand all components of a mortgage	Student choice of method of mastery demonstration	Rubric to assess the learners content in the discussion post.	<p>Grid shows alignment of learning outcomes.</p>
Standards/ Objectives	Assignments	Assessments																		
Understand the structure of the cost of a new car	Student choice of method of mastery demonstration	Rubric to assess the learners content in the discussion post.																		
Understand other costs associated with owning a car	Discussion	Rubric to assess the learners content in the discussion post.																		
Understand the differences between owning and leasing.	Discussion	Rubric to assess the learners content in the discussion post.																		
Understand all factors of Auto Ownership	Quiz	Mastery measured by performance on Quiz.																		
Understand all components of a mortgage	Student choice of method of mastery demonstration	Rubric to assess the learners content in the discussion post.																		

E. Learning Modules (Information may come from several modules in your LMS) that: (105 points)

PSC Online Teacher Endorsement Standards: (1.i.I, 1.i.II, 1.i.III, 2.i.IV, 2.i.V, 2.i.VI, 2.i.IX, 2.i.X, 3.i.III, 3.i.IV, 5.i.I, 5.i.II, 5.i.III, 6.i.I, 6.i.II, 6.i.III, 6.i.IV, 6.i.V)

<p>1. Clearly outline required learning activities that will help students achieve learning standards associated with the module</p>	<p>Overview of Tasks:</p> <ol style="list-style-type: none"> 1. Define key terms related to auto ownership. 2. Read about the information provided on the sticker on the window of a new car. 3. Understand how the dealer's cost is different than the sticker price. 4. Learn about the value of a used car. 5. Complete a Mastery Demonstration for calculating sticker price, dealer cost, and value of used cars. 6. Learn about types of Auto Insurance. 7. Discussion about the costs of operating and maintaining a car. 8. Learn about the costs associated with leasing a car. 9. Learn about loan payments for a new car. 10. Discussion: Purchase or Lease dream car 11. Module Quiz 	<p>The overview of tasks is included for all three modules.</p>
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	<p>Overview of Tasks:</p>	<ol style="list-style-type: none"> 1. Define key terms related to home ownership. 2. Read an introduction about mortgage loans. 3. Understand how to calculate monthly payments and total interest. 4. Understand other costs associated with mortgages such as closing costs. 5. Complete a Mastery Demonstration for calculating mortgage payments 6. Read about Real Estate Taxes and learn how to calculate them. 7. Read about Insurance Premiums and learn how to calculate them 8. Learn about other costs associated with owning a home. 9. Update Mastery Demonstration by providing a complete view of the costs associated with owning a home. 10. Discussion: Home Purchases 11. Module Quiz 	
<p>2. Provide authentic, relevant, and real-world learning experiences for students to engage with content</p>	<p>Overview of Tasks:</p>	<ol style="list-style-type: none"> 1. Define key terms related to budgeting. 2. Read an introduction about the importance of budgeting. 3. Discussion: Write an original post about how budgeting will benefit you in the future. 4. Create sample budgets with given parameters. 5. Mastery Demonstration: Based on the job that you would like to pursue, will your budget be able to include the car and home that you chose in previous modules. 6. Discussion: What I learned about Budgeting 7. Module Quiz 	<p>Students will be finding a car that they would like to have and understanding the costs of acquiring it.</p>
		<p>This is a graded discussion: 100 points possible</p> <p> Dream Car Purchase or Lease Jonathan Sabo</p> <p style="text-align: center;">Dream Car Purchase or Lease</p> <p>For this assignment, you will be creating a presentation about either purchasing or leasing a car. You may use PowerPoint, Sway, eMaze, Prezi, Google Slides, or any other tool that you are comfortable with for creating the presentation. Your presentation needs to include the following:</p> <ul style="list-style-type: none"> • A description of your dream car and why you would like to have it. • Calculation of costs of ownership • Calculation of costs of leasing • Comparison of the costs • Based on your preferences, describe if you would prefer to purchase or lease the car. <p>Share your presentation to this discussion forum and respond to the presentation of at least 2 classmates.</p>	

3. Provide opportunities for meaningful instructor-student and peer-peer interaction to support learning

This is a graded discussion: 10 points possible



Operation and Maintenance Costs

[Jonathan Sabo](#)

Operation and Maintenance Costs

Discuss at least 2 operation and maintenance costs that you have experienced with car ownership or know about.

Examples of operation and maintenance costs can be found [here](#) .

Respond to the posts of at least 2 classmates.

This is a graded discussion: 100 points possible



Dream Car Purchase or Lease

[Jonathan Sabo](#)

Dream Car Purchase or Lease

For this assignment, you will be creating a presentation about either purchasing or leasing a car. You may use PowerPoint, Sway, eMaze, Prezi, Google Slides, or any other tool that you are comfortable with for creating the presentation. Your presentation needs to include the following:

- A description of your dream car and why you would like to have it.
- Calculation of costs of ownership
- Calculation of costs of leasing
- Comparison of the costs
- Based on your preferences, describe if you would prefer to purchase or lease the car.

Share your presentation to this discussion forum and respond to the presentation of at least 2 classmates.

Students will participate in discussion posts.

<p>4. Appropriately use both synchronous and asynchronous learning opportunities to support learning</p>	<table border="1"> <tr> <td data-bbox="741 164 1665 201" style="text-align: center;"> Mastery Demonstration for calculating sticker price and used car value. </td> </tr> <tr> <td data-bbox="741 201 1665 302"> <p>You are responsible for choosing their method of demonstrating mastery. examples include creating a short video, writing a paper, having a verbal discussion with the teacher, etc. The method of demonstrating mastery should be approved before work begins.</p> </td> </tr> </table> <table border="1"> <tr> <td data-bbox="741 367 1665 406" style="text-align: center;"> Synchronous Learning Opportunity </td> </tr> <tr> <td data-bbox="741 406 1665 607"> <p>One week before the deadline for this assignment, there will be a synchronous learning opportunity. You will have the opportunity to ask questions about the content and brainstorm methods of demonstrating mastery.</p> <ul style="list-style-type: none"> • The Synchronous session will be accessed from the "Conference Tab" on the left side of the page. </td> </tr> </table>	Mastery Demonstration for calculating sticker price and used car value.	<p>You are responsible for choosing their method of demonstrating mastery. examples include creating a short video, writing a paper, having a verbal discussion with the teacher, etc. The method of demonstrating mastery should be approved before work begins.</p>	Synchronous Learning Opportunity	<p>One week before the deadline for this assignment, there will be a synchronous learning opportunity. You will have the opportunity to ask questions about the content and brainstorm methods of demonstrating mastery.</p> <ul style="list-style-type: none"> • The Synchronous session will be accessed from the "Conference Tab" on the left side of the page. 	<p>Students will be able to work through the content at their own pace. There will also be some synchronous meetings that allow for group discussions</p>
Mastery Demonstration for calculating sticker price and used car value.						
<p>You are responsible for choosing their method of demonstrating mastery. examples include creating a short video, writing a paper, having a verbal discussion with the teacher, etc. The method of demonstrating mastery should be approved before work begins.</p>						
Synchronous Learning Opportunity						
<p>One week before the deadline for this assignment, there will be a synchronous learning opportunity. You will have the opportunity to ask questions about the content and brainstorm methods of demonstrating mastery.</p> <ul style="list-style-type: none"> • The Synchronous session will be accessed from the "Conference Tab" on the left side of the page. 						

i. Incorporate visual resources into online modules

Sticker Price Tutorial

Law requires that automobile manufacturers put a sticker on the window of each car to show all charges for the car. The following charges are usually included:

- **Base price:** price for standard equipment such as engine and chassis.
- **Options:** extras that you may purchase based on your preferences.
- **Destination Charge:** cost to ship the car from the factory to the dealer.

The **Sticker price** is the sum of the base price, cost of options, and destination charge.

Formula for calculating sticker price:

Sticker Price = Base Price + Options + Destination Charge

Other Explanations:

- For a more in-depth definition of sticker price read the following article - [What is sticker price?](#)
- The following video provides additional explanation on sticker price.



Videos are often incorporated when possible in order to provide a different representation.

5. Effectively use and incorporate subject specific developmentally appropriate software in an online learning module

Home Ownership Practice Assignment:

On this assignment you will practice calculating Down Payment, Mortgage loan amount, Monthly Payment, Total Amount Paid, and Interest Paid.

- Each blue cell needs to be filled in with a calculation.
- Each cell will turn Green if your answer is correct.
- Excel will Automatically save each time you click on a new cell.
- When you have completed the assignment click submit in the top right corner.

Sabo, Jonathan

Excel Online

Sabo, Jonathan ▶ MathFinance Home Ownership Assignment Part 1-a83043 Edit Workbook Print Share Data

#	Buyer	Selling Price	Percent Down Payment	Down Payment	Mortgage Loan Amount
1	Anita House	\$89,000.00	10%	\$8,900.00	
2	Billy Thornton	\$159,000.00	20%		
3	Clarence Mathers	\$139,000.00	25%		
4	Harry Norman	\$219,000.00	15%		

#	1	2			
Mortgage	\$89,000.00	\$115,000.00	\$167,890.00	\$226,000.00	\$315,000.00

Project Planner

Canvas has a LTI feature where microsoft files can be embedded into an assignment. When students open this assignment, a copy of this spreadsheet is added to their microsoft 365 account. They are able to work through the assignment and type their answers in. Each cell of the spreadsheet is formatted to turn green if their answer is correct.

<p>6. Engage students in active roles in their learning process and opportunities to construct meaning</p>	<p>This is a graded discussion: 100 points possible</p> <div data-bbox="766 212 827 277"></div> <p data-bbox="835 219 1129 240">Dream Car Purchase or Lease</p> <p data-bbox="835 250 919 266">Jonathan Sabo</p> <hr/> <p data-bbox="1062 289 1314 310">Dream Car Purchase or Lease</p> <p data-bbox="772 337 1591 418">For this assignment, you will be creating a presentation about either purchasing or leasing a car. You may use PowerPoint, Sway, eMaze, Prezi, Google Slides, or any other tool that you are comfortable with for creating the presentation. Your presentation needs to include the following:</p> <ul data-bbox="783 440 1514 574" style="list-style-type: none"> • A description of your dream car and why you would like to have it. • Calculation of costs of ownership • Calculation of costs of leasing • Comparison of the costs • Based on your preferences, describe if you would prefer to purchase or lease the car. <p data-bbox="772 597 1560 646">Share your presentation to this discussion forum and respond to the presentation of at least 2 classmates.</p>
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8. Assist students to consider meaning, reflect on new knowledge, and assimilate/apply information

This is a graded discussion: 100 points possible



Budgeting
[Jonathan Sabo](#)

Budgeting Presentation

You will be creating a presentation in order to demonstrate mastery of budgeting. (Any tool may be used for creating the presentation such as PowerPoint, Sway, Google Slides, Prezi, or a Video. Please contact me if you would like to know if your plan satisfies the requirements.)

All presentations should include:

- A description of your future career and projected monthly salary.
- A description of your dream car from previous modules. Must include monthly payment.
- A description of your dream home from previous modules. Must include the monthly mortgage payment.
- Details about your budget including salary, car payment, mortgage payment, and other living expenses.
- Detailed explanation about whether your car and home fit into your budget.

Post a link or attach a file for your presentation. Respond to the presentations of at least 2 classmates.

Students will understand the idea of budgeting. They will create a report on determining if their career will be able to support their dream car and home.

9. Apply technology to engage students in higher-order thinking skills and creativity

This is a graded discussion: 100 points possible



Budgeting
[Jonathan Sabo](#)

Budgeting Presentation

You will be creating a presentation in order to demonstrate mastery of budgeting. (Any tool may be used for creating the presentation such as PowerPoint, Sway, Google Slides, Prezi, or a Video. Please contact me if you would like to know if your plan satisfies the requirements.)

All presentations should include:

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- A description of your dream home from previous modules. Must include the monthly mortgage payment.
- Details about your budget including salary, car payment, mortgage payment, and other living expenses.
- Detailed explanation about whether your car and home fit into your budget.

Post a link or attach a file for your presentation. Respond to the presentations of at least 2 classmates.

Students will use technology to demonstrate how they take their knowledge of budgeting to the next level.

10. Differentiate instruction based on students' diverse talents and learning needs

This is a graded discussion: 100 points possible



Budgeting
[Jonathan Sabo](#)

Budgeting Presentation

You will be creating a presentation in order to demonstrate mastery of budgeting. (Any tool may be used for creating the presentation such as PowerPoint, Sway, Google Slides, Prezi, or a Video. Please contact me if you would like to know if your plan satisfies the requirements.)

All presentations should include:

- A description of your future career and projected monthly salary.
- A description of your dream car from previous modules. Must include monthly payment.
- A description of your dream home from previous modules. Must include the monthly mortgage payment.
- Details about your budget including salary, car payment, mortgage payment, and other living expenses.
- Detailed explanation about whether your car and home fit into your budget.

Post a link or attach a file for your presentation. Respond to the presentations of at least 2 classmates.

Students are able to choose how they will demonstrate mastery.

11. Differentiate instruction based on students' special education modifications, age, cultural and linguistic background, academic achievement, cultural background, and experiences

This is a graded discussion: 100 points possible



Budgeting
Jonathan Sabo

Budgeting Presentation

You will be creating a presentation in order to demonstrate mastery of budgeting. (Any tool may be used for creating the presentation such as PowerPoint, Sway, Google Slides, Prezi, or a Video. Please contact me if you would like to know if your plan satisfies the requirements.)

All presentations should include:

- A description of your future career and projected monthly salary.
- A description of your dream car from previous modules. Must include monthly payment.
- A description of your dream home from previous modules. Must include the monthly mortgage payment.
- Details about your budget including salary, car payment, mortgage payment, and other living expenses.
- Detailed explanation about whether your car and home fit into your budget.

Post a link or attach a file for your presentation. Respond to the presentations of at least 2 classmates.

Students are able to choose how they demonstrate mastery. This assignment has also been chunked. Part of it will be completed in each of the previous modules. Students will be given additional time as needed.

12. Address multiple intelligences, including the needs of visual, auditory, and tactile learner

Sticker Price Tutorial

Law requires that automobile manufacturers put a sticker on the window of each car to show all charges for the car. The following charges are usually included:

- **Base price:** price for standard equipment such as engine and chassis.
- **Options:** extras that you may purchase based on your preferences.
- **Destination Charge:** cost to ship the car from the factory to the dealer.

The **Sticker price** is the sum of the base price, cost of options, and destination charge.

Formula for calculating sticker price:

Sticker Price = Base Price + Options + Destination Charge

Other Explanations:

- For a more in-depth definition of sticker price read the following article - [What is sticker price?](#)
- The following video provides additional explanation on sticker price.



Students are given several options of receiving the content. There are teacher notes, an article to read or a video to watch.

13. Include appropriate citations and ethical/legal use of copyrighted material

Terms of Use: The notes above are adapted from work that is licensed under a [Creative Commons Attribution Noncommercial ShareAlike 3.0 Unported \(CC BY-NC-SA 3.0\) License](#). It is attributed to Georgia Virtual School, and the original version can be found [here](#).

This is a reference to creative commons

resources that were used.

F. Assessments of Student Learning that:

(60 points)

PSC Online Teacher Endorsement Standards: (1.i.I, 1.i.II, 1.i.III, 2.i.II, 2.i.IV, 2.i.V, 2.i.VI, 2.i.IX, 3.i.II, 3.i.III, 3.i.IV, 3.i.VII, 3.i.VIII, 4.i.I, 4.i.III, 5.i.II, 6.i.I, 6.i.II, 6.i.III, 6.i.IV, 6.i.V)

1. Make evaluation criteria CLEAR to students through well-constructed, rubrics, checklists, grading forms, etc.

Some Rubric						
Criteria	Ratings					Pts
Presentation	50 pts Exceptional All requirements are satisfied	30 pts Proficient one component of the presentation is missing.	20 pts Developing Between 2-3 components of the presentation are missing.	10 pts Needs Improvement More than 3 components of the presentation are missing.	0 pts No Marks	50 pts
Design	20 pts Exceptional Presentation is well designed, easy to navigate and information is clearly communicated.	12 pts Proficient Presentation is easy to navigate and information is clearly communicated, but design of the presentation could be improved.	8 pts Developing Information is clearly communicated, but presentation is not easy to navigate or access material.	4 pts Needs Improvement Information is not clearly communicated and is difficult to access.	0 pts No Marks	20 pts
Writing	10 pts Exceptional No Writing errors are present.	6 pts Proficient 1-3 Writing errors are present.	4 pts Proficient 4-6 Writing errors are present.	2 pts Needs Improvement More than 6 Writing errors are present.	0 pts No Marks	10 pts
Peer Response	20 pts Exceptional Responses to atleast 2 classmates demonstrate a clear understanding of the presentations of classmates. Either clarifying questions are asked or suggestions are provided.	12 pts Proficient Responses to atleast 2 classmates demonstrate a clear understanding of the presentations of classmates. No clarifying questions are asked or suggestions are provided.	8 pts Developing At least one response is provided with a clear understanding of the presentation.	4 pts Needs Improvement Responses are provided, but demonstrate very little understanding of the presentation. No clarifying questions are asked. Suggestions are not provided.	0 pts No Marks	20 pts
Total Points: 100						

This discussion rubric will be used to grade student participation.

2. Address ALL learning standards associated with the course/learning modules



Auto Ownership

This module is for a 12th grade Math of Finance Course

Objectives:	<ul style="list-style-type: none"> • Students will understand the types of loans available for cars and how interest rates affect the loan. • Students will be able to identify key factors that affect purchasing a car. • Students will be able to compare the costs of owning or leasing a car.
Standards:	<ul style="list-style-type: none"> • MMFN1. Students will use fractions, percents, and ratios to solve problems related to stock transactions, credit cards, taxes, budgets, automobile purchases, fuel economy, Social Security, Medicare, retirement planning, checking and savings accounts and other related finance applications. <ol style="list-style-type: none"> a. Apply percent increase and decrease. b. Apply ratios and proportions. • MMFA1. Students will use basic functions to solve and model problems related to stock transactions, banking, and credit, employment and taxes, rent and mortgages, retirement planning, and other related finance applications. <ol style="list-style-type: none"> a. Apply linear, quadratic, and cubic functions. b. Apply rational and square root functions. c. Apply greatest integer and piecewise functions. d. Apply exponential and logarithmic functions.
Overview of Tasks:	<ol style="list-style-type: none"> 1. Define key terms related to auto ownership. 2. Read about the information provided on the sticker on the window of a new car. 3. Understand how the dealer's cost is different than the sticker price. 4. Learn about the value of a used car. 5. Complete a Mastery Demonstration for calculating sticker price, dealer cost, and value of used cars. 6. Learn about types of Auto Insurance. 7. Discussion about the costs of operating and maintaining a car. 8. Learn about the costs associated with leasing a car. 9. Learn about loan payments for a new car. 10. Discussion: Purchase or Lease dream car 11. Module Quiz

These are the landing pages for each module. These pages include objectives, standards and tasks that will be completed.



Home Ownership





Objectives:	<ul style="list-style-type: none"> • Students will be able to describe housing options that are available. • Students will be able to compare the differences between ownership and renting a home. • Students will understand the types of loans that they can use for home ownership. • Students will be able to explain the costs that come from living in a home.
Standards:	<ul style="list-style-type: none"> • MMFN1. Students will use fractions, percents, and ratios to solve problems related to stock transactions, credit cards, taxes, budgets, automobile purchases, fuel economy, Social Security, Medicare, retirement planning, checking and savings accounts and other related finance applications. <ol style="list-style-type: none"> a. Apply percent increase and decrease. b. Apply ratios and proportions. • MMFA1. Students will use basic functions to solve and model problems related to stock transactions, banking, and credit, employment and taxes, rent and mortgages, retirement planning, and other related finance applications. <ol style="list-style-type: none"> a. Apply linear, quadratic, and cubic functions. b. Apply rational and square root functions. c. Apply greatest integer and piecewise functions. d. Apply exponential and logarithmic functions.
Overview of Tasks:	<ol style="list-style-type: none"> 1. Define key terms related to home ownership. 2. Read an introduction about mortgage loans. 3. Understand how to calculate monthly payments and total interest. 4. Understand other costs associated with mortgages such as closing costs. 5. Complete a Mastery Demonstration for calculating mortgage payments 6. Read about Real Estate Taxes and learn how to calculate them. 7. Read about Insurance Premiums and learn how to calculate them 8. Learn about other costs associated with owning a home. 9. Update Mastery Demonstration by providing a complete view of the costs associated with owning a home. 10. Discussion: Home Purchases 11. Module Quiz



Budgeting

Objectives:	<ul style="list-style-type: none"> • Students will demonstrate understanding of the financial factors that affect auto and home ownership. • Students will be able to describe how the purchase of a car and home will affect their budget someday.
Standards:	<ul style="list-style-type: none"> • MMFN1. Students will use fractions, percents, and ratios to solve problems related to stock transactions, credit cards, taxes, budgets, automobile purchases, fuel economy, Social Security, Medicare, retirement planning, checking and savings accounts and other related finance applications. <ol style="list-style-type: none"> a. Apply percent increase and decrease. b. Apply ratios and proportions. • MMFA1. Students will use basic functions to solve and model problems related to stock transactions, banking, and credit, employment and taxes, rent and mortgages, retirement planning, and other related finance applications. <ol style="list-style-type: none"> a. Apply linear, quadratic, and cubic functions. b. Apply rational and square root functions. c. Apply greatest integer and piecewise functions. d. Apply exponential and logarithmic functions.
Overview of Tasks:	<ol style="list-style-type: none"> 1. Define key terms related to budgeting. 2. Read an introduction about the importance of budgeting. 3. Discussion: Write an original post about how budgeting will benefit you in the future. 4. Create sample budgets with given parameters. 5. Mastery Demonstration: Based on the job that you would like to pursue, will your budget be able to include the car and home that you chose in previous modules. 6. Discussion: What I learned about Budgeting 7. Module Quiz

<p>3. <u>Address multiple intelligences, including visual, auditory, and tactile learning styles</u></p>	<p>[</p> <p style="text-align: center;">Budgeting Presentation</p> <p>You will be creating a presentation in order to demonstrate mastery of budgeting. (Any tool may be used for creating the presentation such as PowerPoint, Sway, Google Slides, Prezi, or a Video. Please contact me if you would like to know if your plan satisfies the requirements.)</p> <p>All presentations should include:</p> <ul style="list-style-type: none"> • A description of your future career and projected monthly salary. • A description of your dream car from previous modules. Must include monthly payment. • A description of your dream home from previous modules. Must include the monthly mortgage payment. • Details about your budget including salary, car payment, mortgage payment, and other living expenses. • Detailed explanation about whether your car and home fit into your budget. <p>Post a link or attach a file for your presentation. Respond to the presentations of at least 2 classmates.</p>	<p>Students are given the freedom to choose their method for demonstrating mastery. They are not limited to the options listed. With teacher approval they may choose a method more suitable for their learning style.</p>
<p>4. Use authentic assessment strategies to determine student acquisition of knowledge and skills</p>	<p style="text-align: center;">Budgeting Presentation</p> <p>You will be creating a presentation in order to demonstrate mastery of budgeting. (Any tool may be used for creating the presentation such as PowerPoint, Sway, Google Slides, Prezi, or a Video. Please contact me if you would like to know if your plan satisfies the requirements.)</p> <p>All presentations should include:</p> <ul style="list-style-type: none"> • A description of your future career and projected monthly salary. • A description of your dream car from previous modules. Must include monthly payment. • A description of your dream home from previous modules. Must include the monthly mortgage payment. • Details about your budget including salary, car payment, mortgage payment, and other living expenses. • Detailed explanation about whether your car and home fit into your budget. <p>Post a link or attach a file for your presentation. Respond to the presentations of at least 2 classmates.</p>	<p>Students are applying their knowledge to a real world situation.</p>

<p>5. Include pre- and post- testing to show student growth in content knowledge</p>	<p>▼ Assignment Quizzes</p> <hr/> <p> <u>Auto Quiz</u> 100 pts 5 Questions</p> <hr/> <p> <u>Budgeting Post Assessment</u> 100 pts 10 Questions</p> <hr/> <p> <u>Home Quiz</u> 100 pts 5 Questions</p> <hr/> <p>▼ Practice Quizzes</p> <hr/> <p> <u>Budgeting Pre-Assessment</u> 100 pts 10 Questions</p> <hr/>	<p>Students will take a pre assessment to measure their initial understanding. The post assessment will show the amount of growth that has taken place.</p>
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6. Are reasonable expectations given the learning activities included in the course

Dream Car Purchase or Lease

For this assignment, you will be creating a presentation about either purchasing or leasing a car. You may use PowerPoint, Sway, eMaze, Prezi, Google Slides, or any other tool that you are comfortable with for creating the presentation. Your presentation needs to include the following:

- A description of your dream car and why you would like to have it.
- Calculation of costs of ownership
- Calculation of costs of leasing
- Comparison of the costs
- Based on your preferences, describe if you would prefer to purchase or lease the car.

Share your presentation to this discussion forum and respond to the presentation of at least 2 classmates.

Some Rubric   

Criteria	Ratings					Pts
50 pts Exceptional All requirements are satisfied	30 pts Proficient one component of the presentation is missing.	20 pts Developing Between 2-3 components of the presentation are missing.	10 pts Needs Improvement More than 3 components of the presentation are missing.	0 pts No Marks	50 pts	
20 pts Exceptional Presentation is well designed, easy to navigate and information is clearly communicated.	12 pts Proficient Presentation is easy to navigate and information is clearly communicated, but design of the presentation could be improved.	8 pts Developing Information is clearly communicated, but presentation is not easy to navigate or access material.	4 pts Needs Improvement Information is not clearly communicated and is difficult to access.	0 pts No Marks	20 pts	
10 pts Exceptional No Writing errors are present.	6 pts Proficient 1-3 Writing errors are present.	4 pts Proficient 4-6 Writing errors are present.	2 pts Needs Improvement More than 6 Writing errors are present.	0 pts No Marks	10 pts	
20 pts Exceptional Responses to atleast 2 classmates demonstrate a clear understanding of the presentations of classmates. Either clarifying questions are asked or suggestions are provided.	12 pts Proficient Responses to atleast 2 classmates demonstrate a clear understanding of the presentations of classmates. No clarifying questions are asked or suggestions are provided.	8 pts Developing At least one response is provided with a clear understanding of the presentation.	4 pts Needs Improvement Responses are provided, but demonstrate very little understanding of the presentation. No clarifying questions are asked. Suggestions are not provided.	0 pts No Marks	20 pts	
Total Points: 100						





the assignment description describes what needs to be included in the assignment. The rubric describes how the assignment will be graded.





<p>7. Require students to engage in authentic performances to show mastery of content</p>	<p style="text-align: center;">Budgeting Presentation</p> <p>You will be creating a presentation in order to demonstrate mastery of budgeting. (Any tool may be used for creating the presentation such as PowerPoint, Sway, Google Slides, Prezi, or a Video. Please contact me if you would like to know if your plan satisfies the requirements.)</p> <p>All presentations should include:</p> <ul style="list-style-type: none"> • A description of your future career and projected monthly salary. • A description of your dream car from previous modules. Must include monthly payment. • A description of your dream home from previous modules. Must include the monthly mortgage payment. • Details about your budget including salary, car payment, mortgage payment, and other living expenses. • Detailed explanation about whether your car and home fit into your budget. <p>Post a link or attach a file for your presentation. Respond to the presentations of at least 2 classmates.</p>	<p>This assignment is authentic because students are working with topics that they are interested in.</p>
<p>8. <u>Are modified to accommodate special education needs, student age, cultural background and experiences</u></p>	<p>ADA Compliance</p> <ul style="list-style-type: none"> • Canvas ADA Compliance Statement [Ⓔ] <p>This course has been created with Universal Design principles in mind. Learning outcomes are personalized and students have the opportunity to choose their method of demonstrating mastery. Content is presented using a variety of methods. All videos are accompanied by a transcript or closed captioning.</p> <ul style="list-style-type: none"> • For more support please visit Canvas Accessibility Components [Ⓔ] • If you feel that you have an ADA disability, please see the Counseling Office for additional details. 	<p>Students with special needs will be given opportunities for extended time to complete all assessments. Many assignments provide opportunities for students to decide how they will demonstrate mastery.</p>

9. Are valid (i.e., adequately sample the content that they are designed to measure) and reliable (i.e., produce consistent results from administration to administration)





Some Rubric						
Criteria	Ratings					Pts
Presentation	50 pts Exceptional All requirements are satisfied	30 pts Proficient one component of the presentation is missing.	20 pts Developing Between 2-3 components of the presentation are missing.	10 pts Needs Improvement More than 3 components of the presentation are missing.	0 pts No Marks	50 pts
Design	20 pts Exceptional Presentation is well designed, easy to navigate and information is clearly communicated.	12 pts Proficient Presentation is easy to navigate and information is clearly communicated, but design of the presentation could be improved.	8 pts Developing Information is clearly communicated, but presentation is not easy to navigate or access material.	4 pts Needs Improvement Information is not clearly communicated and is difficult to access.	0 pts No Marks	20 pts
Writing	10 pts Exceptional No Writing errors are present.	6 pts Proficient 1-3 Writing errors are present.	4 pts Proficient 4-6 Writing errors are present.	2 pts Needs Improvement More than 6 Writing errors are present.	0 pts No Marks	10 pts
Peer Response	20 pts Exceptional Responses to atleast 2 classmates demonstrate a clear understanding of the presentations of classmates. Either clarifying questions are asked or suggestions are provided.	12 pts Proficient Responses to atleast 2 classmates demonstrate a clear understanding of the presentations of classmates. No clarifying questions are asked or suggestions are provided.	8 pts Developing At least one response is provided with a clear understanding of the presentation.	4 pts Needs Improvement Responses are provided, but demonstrate very little understanding of the presentation. No clarifying questions are asked. Suggestions are not provided.	0 pts No Marks	20 pts
Total Points: 100						

The criteria in the rubric allow for consistent results.

<p>10. Are implemented in ways that insure instrument validity and reliability</p>	<p>▼ Assignment Quizzes</p> <hr/> <p> <u>Auto Quiz</u> 100 pts 5 Questions</p> <hr/> <p> <u>Budgeting Post Assessment</u> 100 pts 10 Questions</p> <hr/> <p> <u>Home Quiz</u> 100 pts 5 Questions</p> <hr/> <p>▼ Practice Quizzes</p> <hr/> <p> <u>Budgeting Pre-Assessment</u> 100 pts 10 Questions</p> <hr/>	<p>Students are required to login to the LMS in order to complete quizzes. Formula questions are utilized to provide students with randomized numbers. Each assessment has a time limit between 30 - 60 minutes. Time is adjusted for any student with a need for accommodations that is documented.</p>
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<p>11. Include varied and multiple ways to assess each learning standard</p>	<p>▼ Assignment Quizzes</p> <hr/> <p> <u>Auto Quiz</u> 100 pts 5 Questions</p> <hr/> <p> <u>Budgeting Post Assessment</u> 100 pts 10 Questions</p> <hr/> <p> <u>Home Quiz</u> 100 pts 5 Questions</p> <hr/> <p>▼ Practice Quizzes</p> <hr/> <p> <u>Budgeting Pre-Assessment</u> 100 pts 10 Questions</p> <hr/>	<p>Students will be assessed through quizzes, where they have to demonstrate mastery of the execution of a skill. They will also be assessed on their understanding of a topic or skill through discussions and presentations.</p>
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	<p style="text-align: center;">Budgeting Presentation</p> <p>You will be creating a presentation in order to demonstrate mastery of budgeting. (Any tool may be used for creating the presentation such as PowerPoint, Sway, Google Slides, Prezi, or a Video. Please contact me if you would like to know if your plan satisfies the requirements.)</p> <p>All presentations should include:</p> <ul style="list-style-type: none"> • A description of your future career and projected monthly salary. • A description of your dream car from previous modules. Must include monthly payment. • A description of your dream home from previous modules. Must include the monthly mortgage payment. • Details about your budget including salary, car payment, mortgage payment, and other living expenses. • Detailed explanation about whether your car and home fit into your budget. <p>Post a link or attach a file for your presentation. Respond to the presentations of at least 2 classmates.</p>																	
<p>12. Gather appropriate background and content knowledge assessment data throughout the course for each student, so that instruction can be customized to students' group and individual learning needs throughout the course.</p>	<p>Grades Learning Mastery</p> <p>All Grading Periods Filter by student name or secondary ID</p> <table border="1"> <thead> <tr> <th>Student Name</th> <th>Secondary ID</th> <th>Mastery Demonstration 1 Out of 100</th> <th>Auto Quiz Out of 100</th> <th>Dream Car Purchase or Lease Out of 100</th> <th>Introductions Out of 10</th> <th>Operation and Maintenance Costs Out of 10</th> <th>Ho</th> </tr> </thead> <tbody> <tr> <td>Test Student</td> <td>96a627c1af887a8</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p>Quiz Summary</p> <p> <input type="radio"/> Average Score 76% <input type="radio"/> High Score 100% <input type="radio"/> Low Score 53% <input type="radio"/> Standard Deviation 13.32 <input type="radio"/> Average Time 25:24 </p>	Student Name	Secondary ID	Mastery Demonstration 1 Out of 100	Auto Quiz Out of 100	Dream Car Purchase or Lease Out of 100	Introductions Out of 10	Operation and Maintenance Costs Out of 10	Ho	Test Student	96a627c1af887a8	-	-	-	-	-	-	<p>Individual assignments can be easily monitored through the gradebook, which can be seen in the first screenshot. Performance on assessments can be monitored through the quiz summary. This provides data on class performance on each question, average score, average time to complete the quiz,</p>
Student Name	Secondary ID	Mastery Demonstration 1 Out of 100	Auto Quiz Out of 100	Dream Car Purchase or Lease Out of 100	Introductions Out of 10	Operation and Maintenance Costs Out of 10	Ho											
Test Student	96a627c1af887a8	-	-	-	-	-	-											

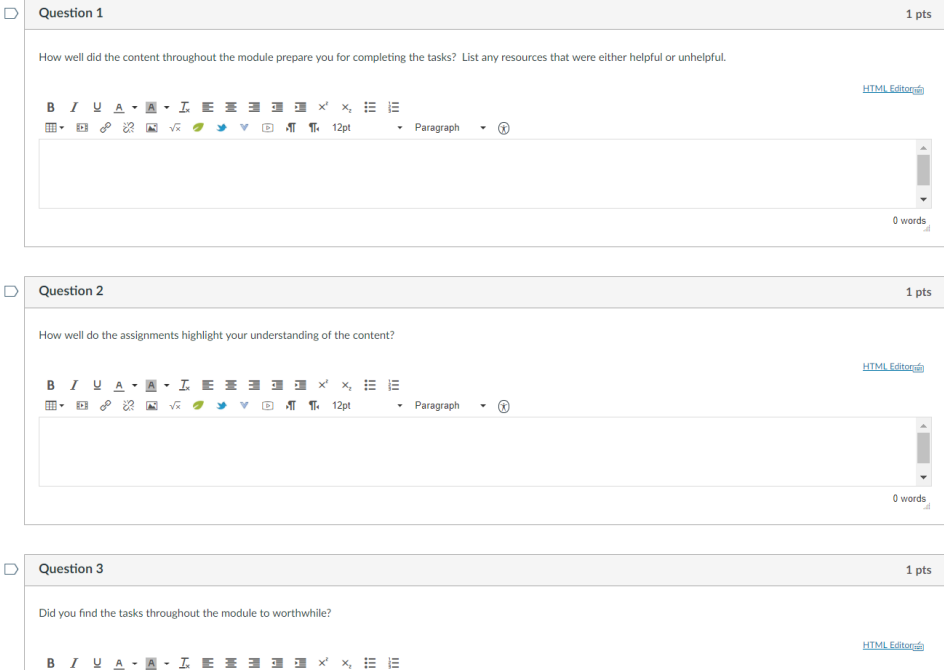
		and a item analysis for each student.
<p>13. Provide both formative and summative assessment practices, including opportunities for students to set short and long-term goals, self-assess, receive peer feedback, receive ongoing response on performance from the instructor, and monitor their own learning.</p>	<p>▼ Assignment Quizzes</p> <hr/> <p> <u>Auto Quiz</u> 100 pts 5 Questions</p> <hr/> <p> <u>Budgeting Post Assessment</u> 100 pts 10 Questions</p> <hr/> <p> <u>Home Quiz</u> 100 pts 5 Questions</p> <hr/> <p>▼ Practice Quizzes</p> <hr/> <p> <u>Budgeting Pre-Assessment</u> 100 pts 10 Questions</p> <hr/>	<p>The pre assessment provides students with opportunities to reflect on previous knowledge and create goals. Additional quizzes show students how well they are doing as they work toward the goals. Students also participate in discussions where they receive peer feedback and provide feedback to others.</p>

	<p style="text-align: center;">Budgeting Presentation</p> <p>You will be creating a presentation in order to demonstrate mastery of budgeting. (Any tool may be used for creating the presentation such as PowerPoint, Sway, Google Slides, Prezi, or a Video. Please contact me if you would like to know if your plan satisfies the requirements.)</p> <p>All presentations should include:</p> <ul style="list-style-type: none"> • A description of your future career and projected monthly salary. • A description of your dream car from previous modules. Must include monthly payment. • A description of your dream home from previous modules. Must include the monthly mortgage payment. • Details about your budget including salary, car payment, mortgage payment, and other living expenses. • Detailed explanation about whether your car and home fit into your budget. <p>Post a link or attach a file for your presentation. Respond to the presentations of at least 2 classmates.</p>	
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G. Evaluation of Course Materials and Instructional Practices including:

(30 points)


PSC Online Teacher Endorsement Standards: (1.i.III, 2.i.VII, 3.i.VII, 4.i.I, 4.i.IV, 4.i.VI)

<p>1. An evaluation of student readiness to engage in online learning, in general, and the specific modes of delivery used in the course</p>	<p>Modes of Learning</p> <ul style="list-style-type: none"> • Many Assignments are self paced and require learners to show initiative to meet deadlines. • Presentations will be used for students to demonstrate their knowledge on a topic. Learners will have options of how they will create presentations. • Discussions will also be used for students to articulate their learning. • Quizzes will be used to demonstrate their understanding of the content. 	<p>Student learning paths are explained.</p>
<p>2. <u>Student input on course materials so that ongoing improvements to course content and delivery can be made for ALL learners</u></p>		<p>Students have the option to provide feedback at the end of each module.</p>

3. Opportunities for evaluating teaching effectiveness within the online environment (i.e., classroom assessment techniques, teacher evaluations, teacher peer reviews) so that ongoing improvements can be made for ALL learners

▼ Assignment Quizzes

 **Auto Quiz**
100 pts | 5 Questions

 **Budgeting Post Assessment**
100 pts | 10 Questions

 **Home Quiz**
100 pts | 5 Questions

▼ Practice Quizzes

 **Budgeting Pre-Assessment**
100 pts | 10 Questions

Quizzes are used to monitor student progress.

The Online Course Assessment (OCA) is completed in ITEC 7481 *Designing and Developing Online Learning*. It assesses the candidate’s ability to develop a syllabus for an online course in education. It assesses PSC standards: (1.i.I, 1.i.II, 1.i.III, 1.i.IV, 2.i.I, 2.i.II, 2.i.III, 2.i.IV, 2.i.V, 2.i.VI, 2.i.VII, 2.i.VIII, 2.i.IX, 2.i.X, 3.i.I, 3.i.II, 3.i.III, 3.i.IV, 3.i.VI, 3.i.VII, 3.i.VIII, 4.i.I, 4.i.III, 4.i.IV, 4.i.VI, 5.i.I, 5.i.II, 5.i.III, 6.i.I, 6.i.II, 6.i.III, 6.i.IV, 6.i.V)