

How to assess Financial Identity in Social sciences

Formative assessment is an ongoing process throughout teaching and learning. The assessment rubric can be downloaded, and learning outcomes highlighted and/or hyperlinked to evidence.

Level 4

Formative Assessment: Financial capability learning progressions

Assess: Where am I? What am I doing? What do I do next?

Refer to the [assessment guide](#) to see the types of learning outcomes that can be gathered as evidence of learning.

Assessments

Where am I? What am I doing? What do I do next?	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
			Need it/Know it	Think it/Link it	Extend it /Defend it
Manage money and income: Money	With support I can list different ways of paying and receiving payments for goods.	I can list one relevant way of paying and receiving payment for goods.	I can list several relevant ways of paying and receiving payment for goods.	I can compare different ways of paying and receiving payment for goods e.g., debit cards and credit cards.	I can compare different ways of paying and receiving payment for goods e.g., debit cards and credit cards. I can make judgments about what is the best option for me.
Manage money and income: Spending	With support I can describe different ways to get value for money when spending.	I can list one way to get value for money when spending.	I can describe several relevant ways to get value for money when spending.	I can describe several relevant ways to get value for money when spending and I apply this to my choices around spending.	I can make a generalisation about a range of ways to get value for money when spending.
	With support I can discuss external factors	I can discuss one relevant external factor that can	I can discuss several relevant external factors	I can discuss several relevant external factors that can	I can evaluate external factors that affect people's financial

Where am I? What am I doing?	Prestructural that can affect people's financial choices.	Unistructural affect people's financial choices.	Multistructural that can affect people's financial choices	Relational affect people's financial choices and I can explain what influences my choices.	Extended Abstract choices, prioritise their impact, and justify my explanations.
What do I do next? Manage money and income:	I need support to understand debt.	I can list one relevant idea about debt.	I can list several relevant ideas about debt.	I can discuss differences between "good" and "bad" debt and can explain to another person what the difference is.	I can discuss differences between "good" and "bad" debt and I can evaluate the potential impacts of both types of debt.t
Credit and debt					
Manage money and income: Saving and investing	I can list relevant ideas about saving choices for individuals, whānau, or other groups, with support.	I can list one relevant idea about saving choices for individuals, whānau or other groups.	I can list several relevant ideas about saving choices for individuals, whānau or other groups.	I can compare differences and similarities in saving choices and outcomes for individuals, whānau or other groups.	I can compare differences and similarities in saving choices and outcomes for individuals, whānau or other groups. I can make generalisations about the impact of these choices, providing evidence that supports my ideas.
Financial Management Budgeting as a financial tool	I can identify a financial commitment with support.	I can identify one regular financial commitment individuals, whānau or other groups make.	I can identify several regular financial commitments individuals, whānau or other groups make.	I can identify regular financial commitments individuals, whānau or other groups make and I can explain the positive and negative impacts of these.	I can identify regular financial commitments individuals, whānau or other groups make and can evaluate the positive and negative impacts of these. I can make a generalisation about the impact these commitments have on my own ability to save.
	I can read a simple bank statement with support.	I can use one piece of information in a bank statement to update a budget.	I can use several pieces of information in a bank statement to update a budget.	I can use money management tools, including bank statements, to monitor a given budget and I can apply changes to a given budget.	I can use money management tools, including bank statements, to monitor a given budget and I can apply changes to a given budget. I regularly check my financial status and can make adjustments when I need to.
	With support, I can start a budget.	I can identify one element of a budget.	I can identify several relevant elements of a budget.	I can plan relevant short term, medium term and long-term aspects within a financial plan and can explain why these are relevant.	I can plan relevant short term, medium term and long-term aspects within a financial plan and can explain why these are relevant. I can create a budget

Where am I? What am I doing?	Prestructural	Unistructural	Multistructural Need it/Know it	Relational Think it/Link it	Extended Abstract Extend it /Defend it <small>for a specific activity and time frame that is relevant to me</small>
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Objectives

Students will gain knowledge, skills, and experience to understand how formal and informal groups make decisions that impact on communities.

Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
I need support to understand how formal and informal groups make financial decisions that impact on communities.	I can state one relevant idea about how formal and informal groups make financial decisions that impact on communities.	I can state several relevant ideas about how formal and informal groups make financial decisions that impact on communities.	I can state several relevant ideas about how formal and informal groups make financial decisions that impact on communities, and explain these impacts.	I can state several relevant ideas about how formal and informal groups make financial decisions that impact on communities and I can explain these impacts. I can evaluate one of those decisions and I can support with evidence.

Level 5

Formative Assessment: Financial capability learning progressions

Assess: Where am I? What am I doing? What do I do next?

Refer to the [assessment guide](#) to see the types of learning outcomes that can be gathered as evidence of learning.

Assessments

Where am I? What am I doing? What do I do next?	Prestructural	Unistructural	Multistructural Need it/Know it	Relational Think it/Link it	Extended Abstract Extend it /Defend it
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Manage money and income: Money	I need support to list different ways of paying and receiving payments for goods and services.	I can list one relevant way of paying and receiving payment for goods and services.	I can list several relevant ways of paying and receiving payment for goods and services.	I can compare different ways of paying and receiving payment for goods and services e.g., debit cards and direct debits.	I can compare different ways of paying and receiving payment for goods and services e.g. debit cards and direct debits. I can decide which payment methods are the best option for me.
Manage money and income: Spending	I need support to describe different ways to get value for money when spending.	I can list one way to get value for money when spending.	I can describe several relevant ways to get value for money when spending.	I can compare several different ways to get value for money when spending and can apply these to my own spending choices.	I can describe several relevant ways to get value for money when spending and can apply these choices to my own spending. I can reflect on my spending and demonstrate a change in behaviour.
	I need support to understand what an external factor is.	I can discuss one relevant external factor that can affect people's financial choices.	I can discuss several relevant external factors that can affect people's financial choices.	I can discuss several relevant external factors that can affect people's financial choices and I can explain what influences my own choices.	I can discuss several relevant external factors that can affect people's financial choices, explain what influences my own choices, and respond to external factors as they occur.
Manage money and income: Credit and debt	I need support to understand interest.	I can state one relevant idea about interest	I can state several relevant ideas about interest and I can identify how simple interest works.	I can compare banks and other financial institutions based on the interest rates they offer..	I can compare banks and other financial institutions according to interest rates they offer and I can make a judgment call on the best rates at a given time.
Manage money and income: Saving and Investing	I need support to calculate simple interest.	I can work out the cost of simple interest over a given time.	I can work out the cost of simple interest over a 12 month period.	I can explain and calculate the cost of compound interest.	I can explain and calculate compound interest related to spending on an everyday item.
Budgeting and financial management: Budgeting as a financial tool	I need support to identify needs and wants.	I can identify one need or want within a budget.	I can identify several needs and wants of individuals, whānau, or other groups that should be included in a budget.	I can analyse what elements are required in a budget. I can plan the outcome and apply the wants and needs to the budget framework.	I can create a budget for an individual, whānau or other group budget which prioritises needs and wants and I can support others in budgeting and making financial plans.
	I cannot identify a financial	I can identify a financial	I can use budget templates to help	I can use online management tools	I can adjust my budget in response to

	management tool without support.	management tool.	monitor budgets.	and I can explain the importance of using them to monitor and track the progress of the budget.	changed circumstances using online financial management tools.
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Objectives

Where am I? What am I doing? What do I do next?	Pre-structural	Unistructural	Multistructural Need it/Know it	Relational Think it/Link it	Extended Abstract Extend it /Defend it
Students will gain knowledge, skills, and experience to understand how economic decisions impact on people, communities, and nations.	I am unable to understand how economic decisions impact on people, communities, and nations.	I can state one relevant idea about how economic decisions impact on people, communities, and nations.	I can state several relevant ideas about how economic decisions impact on people, communities, and nations.	I can state several relevant ideas about how economic decisions impact on people, communities, and nations. I can explain the impact of these decisions and ways that people and communities respond to them.	I can state several relevant ideas about how economic decisions impact on people, communities, and nations. I can explain the impact of these decisions and ways that people and communities respond to them. I can evaluate the outcomes of these decisions and can find evidence to validate and justify these outcomes.