Theme Introduction: Budgeting

Missouri Competencies:

1.3: Relate taxes, government transfer payments, and employee benefits to disposable income.

MM.1: Explain how limited personal financial resources affect the choices people make.

MM.2: Interpret the opportunity costs of financial decisions.

MM.3: Evaluate the consequences of personal financial decisions.

MM.7: Design a financial plan (budget) for earning, spending, saving, and investing.

Theme Rationale:

When people learn budgeting vocabulary and skills early, they are likely to be successful money managers. Good financial management skills require the abilities to establish a budget and understand the trade-offs required to adhere to a budget. Students must learn to apply budgeting skills as they enter the working world if we they are to be successful in managing their income.

Essential Questions:

1. How does budgeting help consumers balance income, spending and savings goals?

Instructional Objectives in This Unit:

A: Explain how scarcity affects economic decisions. (MM.1)

B: Prioritize personal and financial goals. (MM.1)

C: Construct a plan to achieve those goals. (MM.1)

D: Examine current saving and spending behaviors and patterns. (MM.2, MM.3)

E: Identify key terms such as gross pay, net pay, deductions and benefits. (I.3)

F: Explain the types of benefits provided by employers. (I.3)

G: Distinguish between required and optional deductions. (I.3)

H: Identify key terms such as disposable income, variable, fixed and period expenses.
   • Complete a W-4 form. (I.3)
   • Identify the various designations on a paycheck/stub. (I-3)
   • Analyze a W-2 statement. (I.3, MM.7)

I: Develop a budget. (MM.7)
Instructional Components

Summary:
1. Pretest and post test with record sheet.
2. CSI lesson 6: Family Budget Forensics.

Sample Pretest and Post Test:
These tests are intended only as sample questions to assess student mastery, not as end-of-unit exams, nor are the questions representative of the state’s end-of-course exam for Personal Finance. Some questions require higher order thinking skills. The accompanying record sheet is designed to help teachers compare student mastery throughout a course before and after instruction.

Forms for the test can be found at the following web sites:

Technology Integration:
Keep in mind that as you locate and use websites, updates can change links and availability of information. Check any website you plan to use BEFORE sending students to it.

- Use search words for articles and calculators: budgeting, budget calculators, net worth statement, income tax.
- Possible web sites:
  - www.money.com
  - www.usaweekend.com
  - www.irs.gov (forms and publications link)
  - www.taxfoundation.org
  - www.hrblock.com/tax-center/index.html
  - www.taxcut.com (tax tips and withholding calculator)
  - www.smartmoney.com/tax
  - www.yahoo

Note: Many search engines have links to tax tips, especially in the spring.
Reading and Writing Resources:

- Track spending, income and saving patterns by completing a tracking sheet for a month.
- Develop budgets and use decision-making skills to determine how to adapt and change budgets.
- Prepare personal income statements.
- Complete a property inventory (to use with net worth statement and later with insurance projects). Have students inventory their living spaces for current list.
- Complete employment related forms.
- Do federal and state income tax forms using given scenarios or student’s own information.

Higher Order/Critical Thinking Instructional Strategies:

CSI 6 Assignment – (planning and evaluating plan)

Key Vocabulary:

- Asset
- Balanced budget
- Budget
- Budget deficit
- Budget surplus
- Financial plan
- Fixed expense
- Liabilities
- Net worth statement
- Purchasing power
- Save
- Saving
- Savings accounts
- Scarcity
- Variable expense
Recommended Lesson Activities
Budgeting
with Instructional Objective Alignments

Instructional Objectives in This Theme:
A: Explain how scarcity affects economic decisions. (MM.1)
B: Prioritize personal and financial goals. (MM.1)
C: Construct a plan to achieve those goals. (MM.1)
D: Examine current saving and spending behaviors and patterns. (MM.2, MM.3)
E: Identify key terms such as gross pay, net pay, deductions and benefits. (I.3)
F: Explain the types of benefits provided by employers. (I.3)
G: Distinguish between required and optional deductions. (I.3)
H: Identify key terms such as disposable income, variable, fixed and period expenses.
   - Complete a W-4 form (I.3)
   - Identify the various designations on a paycheck/stub (I-3)
   - Analyze a W-2 statement (I.3, MM.7)
I: Develop a budget. (MM.7)

Using the Activities Chart:
MATCH ACTIVITIES TO THE MISSOURI PERSONAL FINANCE INSTRUCTIONAL OBJECTIVES.

1. Lesson activity recommendations are listed alphabetically by source and activity name.
2. Web addresses (URLs) are provided for all activities found online.
3. Activities are aligned to the objectives at right, indicated by the letter designation.
4. Additional space is provided for teachers to add their own lesson activity ideas to the listing.

Relevant Competencies:
I.3 Relate taxes, government transfer payments, and employee benefits to disposable income.
MM.1 Explain how limited personal financial resources affect the choices people make.
MM.2 Identify the opportunity costs of financial decisions.
MM.3 Evaluate the consequences of personal financial decisions.
MM.7 Design a financial plan (budget) for earning, spending, saving, and investing.
# Recommended Lesson Activities

**Budgeting**

with Instructional Objective Alignments

<table>
<thead>
<tr>
<th>Budgeting</th>
<th>A.</th>
<th>B.</th>
<th>C.</th>
<th>D.</th>
<th>E.</th>
<th>F.</th>
<th>G.</th>
<th>H.</th>
<th>I.</th>
</tr>
</thead>
</table>
| 2. Internal Revenue Service,  
*Module 1: Payroll Taxes and Federal Income Tax Withholding*  
| 3. Internal Revenue Service,  
*Module 2: Wages and Tip Income*  
| 4. Internal Revenue Service,  
*Theme 4, Lesson 1: What is Taxed and Why?*  
| 5. NCEE, DVED Series, *Financing Your Future*,  
*Program 3, Lessons 1, 2 and 3*  
Pricing and ordering information:  
[http://store.ncee.net/](http://store.ncee.net/) |     |     |     |     |     |     |     |     |     |
| 6. NCEE, CD-ROM Curriculum, *Financial Fitness for Life, Lesson 7: Uncle Sam Takes a Bite*  
Pricing and ordering information:  
[http://store.ncee.net/finfitperfin2.html](http://store.ncee.net/finfitperfin2.html) |     | ✓   | ✓   | ✓   |     |     |     |     |     |
Pricing and ordering information:  
[http://store.ncee.net/finfitperfin2.html](http://store.ncee.net/finfitperfin2.html) |     | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
## Recommended Lesson Activities

### Budgeting

with Instructional Objective Alignments

|---|--------------------------------------------------------------------------------|----|----|----|----|----|----|----|----|----|----|

|---|--------------------------------------------------------------------------------|----|----|----|----|----|----|----|----|----|
Measuring Student Mastery

Pretest and Post Test Record Sheet - Budgeting

This chart could be used to record pretest and post test data collected from the pretest and post test included within this theme. Use one copy to record the pretest information and make another copy to record the post test data. Compare the points correct from the pretest with results from the post test to measure student mastery of the topics presented.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Vocabulary</th>
<th>Goal Attainment</th>
<th>Form Completion</th>
<th>Budgeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>QUESTIONS 1, 2, 4 &amp; 5 Points Correct (14 pts.)</td>
<td>QUESTIONS 2 &amp; 3 Points Correct (9 pts.)</td>
<td>QUESTION 5 Points Correct (10 pts.)</td>
<td>QUESTION 5 Points Correct (27 pts.)</td>
</tr>
<tr>
<td></td>
<td>Percent Correct</td>
<td>Percent Correct</td>
<td>Percent Correct</td>
<td>Percent Correct</td>
</tr>
</tbody>
</table>

QUESTIONS
1, 2, 4 & 5
Points Correct
(14 pts.)

QUESTIONS
2 & 3
Points Correct
(9 pts.)

QUESTION 5
Points Correct
(10 pts.)

QUESTION 5
Points Correct
(27 pts.)

Percent Correct
Personal Finance Pretest
Budgeting

Name: _________________________  Date: _______
Class Period: ____________________  Grade: _____

Objectives:

A: Explain how scarcity affects economic decisions. (MM.1)
B: Prioritize personal and financial goals. (MM.1)
C: Construct a plan to achieve those goals. (MM.1)
D: Examine current saving and spending behaviors and patterns. (MM.2, MM.3)
E: Identify key terms such as gross pay, net pay, deductions and benefits. (I.3)
F: Explain the types of benefits provided by employers. (I.3)
G: Distinguish between required and optional deductions. (I.3)
H: Identify key terms such as disposable income, variable, fixed and period expenses.
   • Complete a W-4 form (I.3)
   • Identify the various designations on a paycheck/stub (I-3)
   • Analyze a W-2 statement (I.3, MM.7)
I: Develop a budget. (MM.7)

1. Define scarcity and explain its effects on economy.

2. Define “goal” and list 2 short-term and 2 long-term personal goals. List 2 short-term and 2 long-term financial goals.
3. Create a plan to achieve one of the goals listed in your answer to the previous question.

4. Define the following terms:

   Gross Pay –
   Net Pay –
   Deductions –
   Benefits –
   Disposable Income –
   Variable Expenses –
   Fixed Expenses –
   Period Expenses –
5. Read the following scenario and answer the questions that relate to John’s experiences.

John Rice is at a call-back interview for an up-and-coming business in his town. He has an opportunity to ask the boss of the company questions about salary and benefits. He would like to know more about the benefits that he may be eligible for. What are 3 questions John could ask to tactfully and effectively give him some answers about benefits?

John was hired by the company with which he was interviewing. Now, he must fill out a W-4 form. Use the attached form and fill it in using John’s name and ID # 123-45-6789, fill out the rest of the form using your personal information (address, phone, etc.).
Form W-4 (2006)

Purpose: To provide your employer with information about your withholding tax preferences.

Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

Date: October 2006

Type or print your first name and middle initial. Leave last name blank unless you are married.

1. Your social security number

2. Your checking or savings account number

3. City, town, state, and ZIP code

4. Your bank, including branch number

5. Total number of allowances you are claiming (from line A below or from the applicable worksheet on page 2)

6. Additional amount, if any, you want withheld from each paycheck

7. I claim exemption from withholding for 2006, and I certify that I meet both of the following conditions for exemption.

   a. Last year I had a total income of $5,000 or less.

   b. This year I expect a total income of $5,000

   If you meet both conditions, write "Exempt" here.

8. Employer's name and address (Employee, complete lines 6 and 10 only if sending to the IRS)

9. Office code (optional)

10. Employer identification number (EIN)

For Privacy Act and Paperwork Reduction Act Notice, see page 2.

Date: October 2006

Signature of taxpayer

For more information, see Form 941, Employer's Quarterly Federal Tax Return.

Exemption Limitations: You can claim a total of $2,000 ($1,000 for single filers) as an itemized deduction.

For additional information, see IRS publication 15-A, Tax Withholding and Estimated Tax.

Personal Allowances Worksheet

A. Enter "1" for yourself if no one else can claim you as a dependent.

B. Enter "1" if:
   - You are single and have only one job;
   - You are married, have only one job, and your spouse does not work;
   - You receive income from a second job or your spouse's wages (or the total of both) are $1,000 or less.

C. Enter "1" for your spouse. But, you may choose to enter "0" if you are married and have either a second job or more than one job. (Enter "0" if your spouse has less than $10,000 in income from jobs other than the one covered by this worksheet.)

D. Enter "1" if you file as head of household on your tax return (see conditions under 'Head of Household above')

E. Enter "1" if you have at least $1,500 of child or dependent care expenses for which you plan to claim a credit (see instructions for details.

F. Enter "1" if all your 1040, Estimated Tax for Individuals, otherwise, you owe additional tax.

Form W-4 (2006) is one of several forms used by the Internal Revenue Service to collect and distribute taxes. It is used by employers to determine how much to withhold from employees' paychecks. The form is used to confirm the number of allowances claimed by an employee, which helps determine the amount of tax withheld. It is important for employees to accurately complete their W-4 forms to ensure proper tax withholding.
Also attached is a copy of John’s first pay check. Explain each item in the following list. If an item is a deduction, list how much was deducted.

Gross Pay –
Net Pay –
Health Net Charter HMO –
Fed Withholding –
Fed OASDI/EE –

John’s check is in the amount of $1,436.75. He will receive 2 checks each month for this amount. Construct a typical budget for John using his salary information, the chart and standard budgeting categories. You may use a calculator.

<table>
<thead>
<tr>
<th>Budget Category:</th>
<th>Percent of Salary:</th>
<th>Amount John Can Spend:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Personal Finance Post Test
Budgeting

Name: _________________________  Date: __________
Class Period: ____________________  Grade: ______/66

Objectives:
A: Explain how scarcity affects economic decisions.  (MM.1)
B: Prioritize personal and financial goals.  (MM.1)
C: Construct a plan to achieve those goals.  (MM.1)
D: Examine current saving and spending behaviors and patterns.  (MM.2, MM.3)
E: Identify key terms such as gross pay, net pay, deductions and benefits.  (I.3)
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H: Identify key terms such as disposable income, variable, fixed and period expenses.
   • Complete a W-4 form  (I.3)
   • Identify the various designations on a paycheck/stub (I-3)
   • Analyze a W-2 statement  (I.3, MM.7)
I: Develop a budget.  (MM.7)

(1 pt for definition, 2 pts for explanation. Total 3 pts.)
1. Define scarcity and explain its effects on economy.

(1 pt for definition, 1 pt for each goal. Total 5 pts.)
2. Define “goal” and list 2 short-term and 2 long-term personal goals.  List 2 short-term and 2 long-term financial goals.
(1 pt for each step in planning process. Total 5 pts.)

3. Create a plan to achieve one of the goals listed in your answer to the previous question.

(1 pt. for each term. Total 8 pts.)

4. Define the following terms:

   Gross Pay –
   Net Pay –
   Deductions –
   Benefits –
   Disposable Income –
   Variable Expenses –
   Fixed Expenses –
   Period Expenses –
5. Read the following scenario and answer the questions that relate to John’s experiences.

(1 pt for each question. Total 3 pts.)
John Rice is at a call-back interview for an up-and-coming business in his town. He has an opportunity to ask the boss of the company questions about salary and benefits. He would like to know more about the benefits that he may be eligible for. What are 3 questions John could ask to tactfully and effectively give him some answers about benefits?

(1 pt for each section. Total 10 pts.)
John was hired by the company with which he was interviewing. Now, he must fill out a W-4 form. Use the attached form and fill it in using John’s name and ID # 123-45-6789, fill out the rest of the form using your personal information (address, phone, etc.).
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<th>Budget Category:</th>
<th>Percent of Salary:</th>
<th>Amount John Can Spend:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Family Budget Forensics

The Set Up:

The Pence family currently does not have a budget for family expenses. They are a young couple who would like to starting saving for a house. Their monthly disposable income totals $2,500.00, and their monthly expenditures are shown in the table on the left. They currently have $500 in a savings account.

<table>
<thead>
<tr>
<th>Current Expenditures</th>
<th>Dollar Amount</th>
<th>Recommended Expenditures</th>
<th>Percent of Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term Saving</td>
<td>0</td>
<td>Short-term Saving</td>
<td>3%</td>
</tr>
<tr>
<td>Long-term Saving</td>
<td>0</td>
<td>Long-term Saving</td>
<td>7%</td>
</tr>
<tr>
<td>Housing/Insurance</td>
<td>$700</td>
<td>Housing/Insurance</td>
<td>31%</td>
</tr>
<tr>
<td>Food</td>
<td>$400</td>
<td>Food</td>
<td>15%</td>
</tr>
<tr>
<td>Car payment</td>
<td>$350</td>
<td>Car payment</td>
<td>12%</td>
</tr>
<tr>
<td>Car Expenses/Gasoline</td>
<td>$100</td>
<td>Car Expenses/Gasoline</td>
<td>4%</td>
</tr>
<tr>
<td>Utilities</td>
<td>$150</td>
<td>Utilities</td>
<td>8%</td>
</tr>
<tr>
<td>TV/Cable/Dish</td>
<td>$100</td>
<td>TV/Cable/Dish</td>
<td>2%</td>
</tr>
<tr>
<td>Phones (2 cells)</td>
<td>$100</td>
<td>Phones (2 cells)</td>
<td>2%</td>
</tr>
<tr>
<td>Clothing</td>
<td>$175</td>
<td>Clothing</td>
<td>4%</td>
</tr>
<tr>
<td>Entertainment/Recreation/Eating Out</td>
<td>$250</td>
<td>Entertainment/Recreation/Eating Out</td>
<td>4%</td>
</tr>
<tr>
<td>Credit Card ($1200 balance)</td>
<td>$50</td>
<td>Credit Card ($1200 balance)</td>
<td>5%</td>
</tr>
<tr>
<td>Miscellaneous Expenses</td>
<td>$100</td>
<td>Miscellaneous Expenses</td>
<td>3%</td>
</tr>
</tbody>
</table>

The Investigation:

Unfortunately, the Pence family is not saving for any future wants. Based on the recommended expenditures in the table above right, evaluate the current expenditures of the Pence family.

Based on the recommendations, determine in which categories the family is overspending.
How could this family adjust current expenditures so that they can have money to put into both the short- and long-term saving categories?

Use the following table to solve their saving problem.

<table>
<thead>
<tr>
<th>Adjusted Expenditures for the Pence Family</th>
<th>Dollar Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term Saving</td>
<td></td>
</tr>
<tr>
<td>Long-term Saving</td>
<td></td>
</tr>
<tr>
<td>Housing/Insurance</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Car payment</td>
<td></td>
</tr>
<tr>
<td>Car Expenses/Gasoline</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
</tr>
<tr>
<td>TV/Cable/Dish</td>
<td></td>
</tr>
<tr>
<td>Phones (2 cells)</td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Entertainment/Recreation/Eating Out</td>
<td></td>
</tr>
<tr>
<td>Credit Card ($1200 balance)</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous Expenses</td>
<td></td>
</tr>
</tbody>
</table>

Write an explanation for each of your changes.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
1. Given the information about the Pence family in the above table, the category in which spending is equal to the recommended amount is:
   A. clothing.
   B. housing.
   C. utilities.car expenses/gasoline.
   D. car expenses/gasoline.utilities.

2. According to their current expenditures, the Pence family is overspending by the greatest dollar amount on:
   A. food.
   B. clothing.
   C. car payment.
   D. entertainment.

3. Two of the categories that the Pence family are currently under spending on include:
   A. housing and utilities.
   B. credit card payment and clothing
   C. utilities and food.
   D. phone and housing.
Think About It:

Now set up a budget for yourself. Start by creating a spending diary. Record all of your income and purchases for the next two weeks and use this information as the basis for creating a monthly budget for you to follow. (Be aware that it might take a month or two to refine your budget.)
Consumer Scene Investigation Grade Sheet
CSI 6 - Family Budget Forensics

Competencies:
MM.1: Explain how limited personal financial decisions affect the choices that people make.
MM.3: Evaluate the consequences of personal financial decisions.
MM.7: Design a financial plan (budget) for earning, spending, saving and investing.

Objectives:
A: Explain how scarcity affects economic decisions. (MM.1)
B: Prioritize personal and financial goals. (MM.1)
C: Construct a plan to achieve those goals. (MM.1)
D: Examine current saving and spending behaviors and patterns. (MM.2, MM.3)
I: Develop a budget. (MM.7)

Answers:
1. D
2. D
3. A

<table>
<thead>
<tr>
<th>Adjusted Expenditures for the Pence Family</th>
<th>Dollar Amount</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term Saving</td>
<td></td>
<td>$75</td>
</tr>
<tr>
<td>Long-term Saving</td>
<td></td>
<td>$175</td>
</tr>
<tr>
<td>Housing/Insurance</td>
<td></td>
<td>$775</td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td>$375</td>
</tr>
<tr>
<td>Car payment</td>
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<td>$300</td>
</tr>
<tr>
<td>Car Expenses/Gasoline</td>
<td></td>
<td>$100</td>
</tr>
<tr>
<td>Utilities</td>
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<td>$200</td>
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<tr>
<td>TV/Cable/Dish</td>
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<td>$50</td>
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<tr>
<td>Phones (2 cells)</td>
<td></td>
<td>$50</td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
<td>$100</td>
</tr>
<tr>
<td>Entertainment/Recreation/Eating Out</td>
<td></td>
<td>$100</td>
</tr>
<tr>
<td>Credit Card ($1200 balance)</td>
<td></td>
<td>$125</td>
</tr>
<tr>
<td>Miscellaneous Expenses</td>
<td></td>
<td>$75</td>
</tr>
</tbody>
</table>
## Family Budget Forensics

Name: __________________________    Date: __________

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Figures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenditure adjustments were correct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There was 1 mistake in the calculations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There were 2 mistakes in the calculations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There were 3 or more mistakes in the calculations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overspending Determinants</strong></td>
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<tr>
<td>Student looked at overspending and proposed changes that were effective and realistic.</td>
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<tr>
<td>Student looked at spending and proposed changes that could be effective.</td>
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<tr>
<td>Changes proposed were not effective or realistic.</td>
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<td>Changes were attempted.</td>
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<tr>
<td><strong>Budget Problem Solving</strong></td>
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<tr>
<td>The budget problem was solved and figures are correct, effective and realistic.</td>
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<tr>
<td>The budget was solved with 1 incorrect figure; realistic but not completely effective.</td>
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<tr>
<td>The budget was solved with 2 incorrect figures; not truly effective or realistic.</td>
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<td>The budget was attempted but had 3 or more incorrect figures causing it to be ineffective.</td>
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<td><strong>Reflection of Budget Changes</strong></td>
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<tr>
<td>Student reflected on the situation and used knowledge of goal setting and budgeting in writing the rationale.</td>
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<tr>
<td>Student reflected on the situation but didn’t cover knowledge of both goal setting and budgeting.</td>
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<tr>
<td>Student reflected but the reader is unclear as to what the student knows about goal setting and budgeting.</td>
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<td>Student made an attempt but has not learned the concepts.</td>
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<td><strong>Personal Budget Effectiveness</strong></td>
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<tr>
<td>Personal budget is effective and realistic.</td>
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<td>Personal budget has a minor flaw but could still be effective.</td>
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<tr>
<td>Personal budget is missing a major point and would not be effective.</td>
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<td>Personal budget was attempted but could not be used.</td>
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<td><strong>Spending Diary</strong></td>
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<td>Spending diary was complete and effective for budget making.</td>
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<tr>
<td>Spending diary was missing minor pieces that would cause the budget to need editing.</td>
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<td>Spending diary didn’t account for all of the spending. It was ineffective.</td>
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<td>Spending diary was attempted.</td>
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<td><strong>Personal Budget</strong></td>
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<td>Calculations were correct.</td>
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<td>One calculation was incorrect.</td>
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<td>Two calculations were incorrect.</td>
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<tr>
<td>Three calculations were incorrect.</td>
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**Total:**