**Assessment Table of Specifications - (Analyzed by Standard)**

Using the **Table of Specifications** to build an assessment is the second step of the assessment development process. The purpose of this table is to detail the content, level of cognitive demand, amount, type, and answer or point value of the measure items/or tasks. Typically, this is used while also building your assessment. The post-administration analysis should be revisited after completion of the assessment to review and reflect on the results.

**Please Note**: There are two (2) versions of the ToS available for use: One is organized sequentially by item, and one holistically by standard. Districts should choose the option that best fit their needs.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject:** | Financial Literacy | **Course Number:** | 07.42600 | **Grade:** | High School | **Total Items/Tasks:** | 25 | |
| **Assessment Title:** | Financial Literacy SLO Assessment | **TOS Date:** | July 10, 2014 | **District:** | Cobb County School District | *Please check one or both below.* | | |
| **Pre** | | **Post** |
| x | | x |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | |  | [**Post Administration Analysis**](#Post_Administration_Analysis) | | |
|  | | |
| **[Domain or Strand](#Domain_or_Strand" \o "Enter the content (standard or key concept) and a short description of the content (e.g., Reading Literary, ELACC3RL3 Describes characters).)**  **[Standard/Element](#Domain_or_Strand" \o "Enter the content (standard or key concept) and a short description of the content (e.g., Reading Literary, ELACC3RL3 Describes characters).)** | [**Standard Analysis – Content**](#Standard_Analysis__Content) | [**Standard Analysis - Behaviors**](#Standard_Analysis__Content) | [**Content Emphasis Course/Test**](#Content_Emphasis_Course_Test) | | [**Correlating Items or Tasks**](#Correlating_Items_or_Tasks) | **[Standard:](#Standard_Cognitive_Demand" \o "Determine the level of cognitive demand required of the student to perform the skill or demonstrate the knowledge described by the standard (e.g. DOK – Level 2).)**  **[Cognitive Demand](#Standard_Cognitive_Demand" \o "Determine the level of cognitive demand required of the student to perform the skill or demonstrate the knowledge described by the standard (e.g. DOK – Level 2).)** | **[Item:](#Item_Cognitive_Demand" \o "Determine the level of cognitive demand required of the student to complete item and ensure the item is at or above the cognitive level of the standard.)**  **[Cognitive Demand](#Item_Cognitive_Demand" \o "Determine the level of cognitive demand required of the student to complete item and ensure the item is at or above the cognitive level of the standard.)** | [**Balanced?**](#Balanced) |  | **[# or %](#Post_Administration_Analysis" \o "After test administration, use performance results to conduct an item analysis and determine next steps)**  **[Incorrect](#Post_Administration_Analysis" \o "After test administration, use performance results to conduct an item analysis and determine next steps)** | **[# or %](#Post_Administration_Analysis" \o "After test administration, use performance results to conduct an item analysis and determine next steps)**  **[correct](#Post_Administration_Analysis" \o "After test administration, use performance results to conduct an item analysis and determine next steps)** | [**Analysis/Next Steps**](#Post_Administration_Analysis) |
| **FIN-FL-1**  **Demonstrate employability skills required by business and industry** | Employability skills business industry | Demonstrate | 5% | MC | | DOK 1 | DOK Level 1  1,2,3,4 | YES |  |  |  |
| **FIN-FL-2**  **Identify various forms of income, and analyze and evaluate factors that affect income as a part of the career decision-making process.** | Forms of income,  factors, income, career decision-making process | Identify  analyze,  evaluate | 10% | MC | | DOK 2 | DOK Level 2  5,6  DOK Level 3  7 | YES |  |  |  |
| **FIN-FL-3**  **Analyze taxes in the United States and evaluate the effect on personal income.** | Taxes  Personal Income | Analyze  Evaluate | 10% | MC | | DOK 2 | DOK Level 1  DOK Level 2  8, 9, 10, 11,  3 | YES |  |  |  |
| **FIN-FL-4**  **Develop and evaluate a spending and savings plan while applying rational decision making to personal spending and saving choices.** | Spending and Savings plan  Rational decision making to personal spending and saving choices | Develop and evaluate  Apply | 5% | MC | | DOK 2 | DOK Level 1  12  DOK Level 2  13, 14 | YES |  |  |  |
| **FIN-FL-5**  **Analyze checking accounts and other banking services and explain how financial institutions channel funds from savers to investors.** | Checking accounts and banking services  How financial institutions channel funds from savers to investors. | Analyze  Explain | 10% | MC | | DOK 2 | DOK Level 1  15  DOK Level 3  16 | YES |  |  |  |
| **FIN-FL-6**  **Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.** | **factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.** | Analyze | 5% | MC | | DOK 2 | DOK Level 1  DOK Level 2  17, 18 | YES |  |  |  |
| **FIN-FL-7**  **Evaluate savings and investment options to meet short- and long-term goals.** | **savings and investment options to meet short- and long-term goals** | Evaluate | 10% | MC | | DOK 2 | DOK Level 1  18, 21  DOK Level 2  20  DOK Level 3  22 | YES |  |  |  |
| **FIN-FL-8**  **Analyze laws and options available to consumers for protection from deceptive or unfair business practices.** | **laws and options available to consumers for protection from deceptive or unfair business practices** | Analyze | 5% | MC | | DOK 2 | DOK Level 2  23, 24, 25 | YES |  |  |  |  |