

2003 CTS AMENDMENTS to the Financial Management Guide to Standards and Implementation

Summary of Curriculum Changes

New courses:

- FIN3080: Personal Investment Planning 1
- FIN3090: Personal Investment Planning 2

Section B

- **Remove** pages B.1–B.2 (1997) and **replace** with new pages B.1–B.2 (Revised 2003).
- **Remove** pages B.5–B.6 (Revised 2000) and **replace** with new pages B.5–B.6 (Revised 2003).

Section F

- **Remove** pages F.1–F.2 (1997) and **replace** with new pages F.1–F.2 (Revised 2003).
- **Add** new pages F.21–F.36 (2003).

Section G

- **Remove** pages G.3 and G.52 (1997) and **replace** with new pages G.3 and G.52 (Revised 2003).
- **Add** new pages G.53–G.57 (2003).

FINANCIAL MANAGEMENT

B. STRAND RATIONALE AND PHILOSOPHY

In our rapidly changing, complex world, the ability to manage our financial affairs is a basic requirement. Financial management is required in all aspects of society and is an essential life skill.

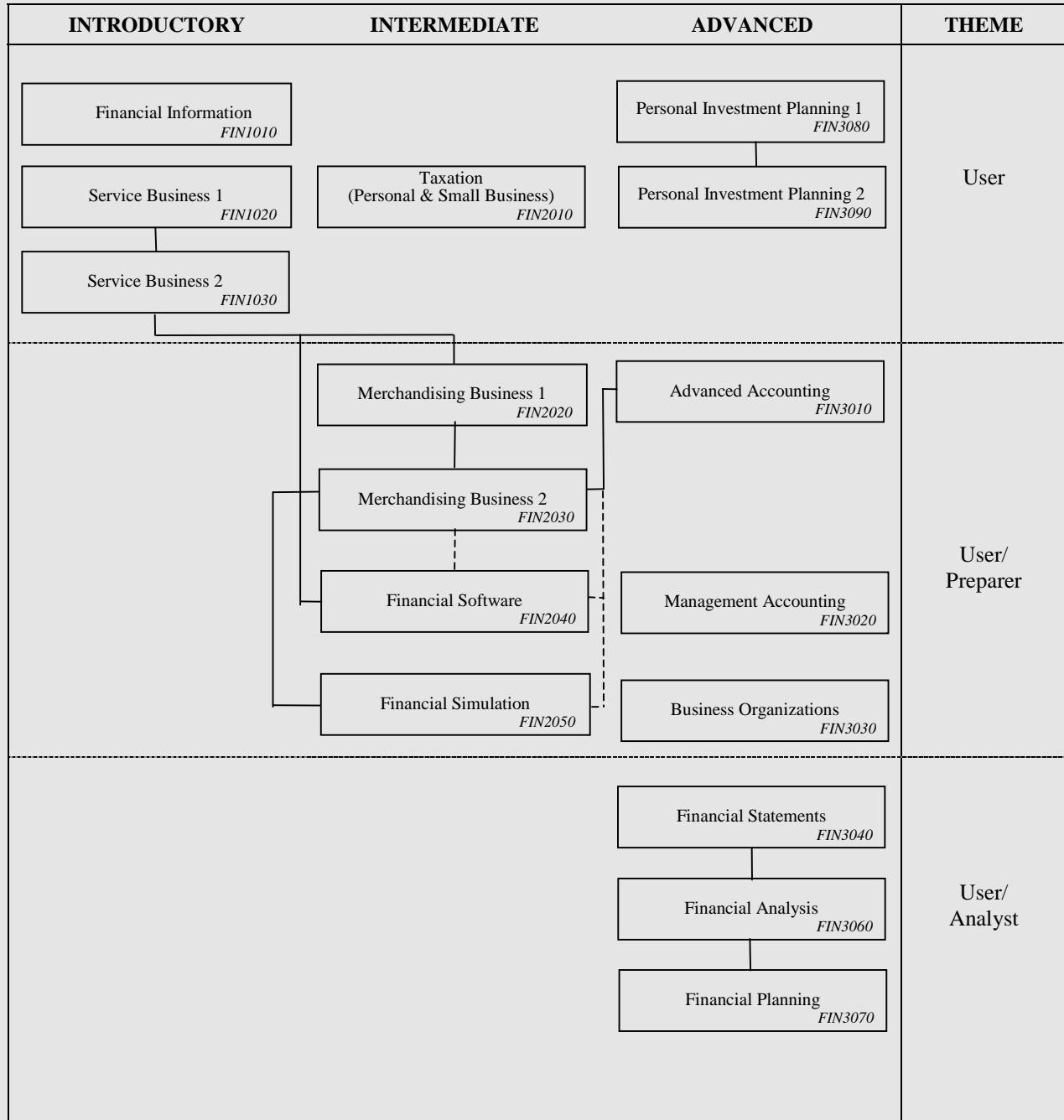
The Financial Management strand of Career and Technology Studies will provide an opportunity for students to learn about the development and use of financial information and to apply this information within the context of business and personal life. The field of financial management offers many occupational opportunities.

Within the philosophy of Career and Technology Studies, *students* in Financial Management *will*:

- develop an appreciation for ethics in personal and business financial management and investment
 - develop an awareness of the impact of the economy on self, society and the workplace
 - develop basic knowledge, skills and attitudes that have specific applications to financial management and broad career applications to the world of work
 - develop an awareness of realistic career choices related to personal interests, abilities and aptitudes; and recognize the need for lifelong learning
- develop decision-making, problem-solving and communicative skills that demonstrate initiative, creativity and flexibility within a rapidly changing financial environment
 - use information and technology effectively and efficiently
 - link the knowledge, skills and attitudes developed in Financial Management to other curricular areas
 - demonstrate the ability to work cooperatively with others
 - use community and business partnerships to relate and apply theory to realistic situations
 - demonstrate mastery of basic competencies.

SCOPE AND SEQUENCE

FINANCIAL MANAGEMENT



—— Prerequisite

----- Recommended sequence

COURSE DESCRIPTIONS

Course FIN1010: Financial Information

Students explore such concepts as ethics, the economic environment, acquiring and using financial resources, and the effects of government legislation on the finances of an individual and a small business.

Course FIN1020: Service Business 1

Students are introduced to the accounting cycle. They establish a set of books and record business transactions. Students are also introduced to terminology unique to financial accounting.

Course FIN1030: Service Business 2

Students complete the accounting cycle begun in FIN1020 Service Business 1, and prepare financial statements and a budget. Students also develop an awareness of the many career challenges and opportunities to be found in the financial management field.

Course FIN2010: Taxation (Personal & Small Business)

Students examine the Canadian income tax system through the preparation of a variety of personal and small business income tax returns.

Course FIN2020: Merchandising Business 1

Students apply specialized financial accounting procedures associated with the buying and selling of goods in a retail system.

Course FIN2030: Merchandising Business 2

Students complete the accounting cycle established in FIN2020 Merchandising Business 1, prepare financial statements, and establish and operate a payroll system.

Course FIN2040: Financial Software

Students learn how to use an accounting software package that is used in business.

Course FIN2050: Financial Simulation

Students apply accounting principles to realistic business situations, using manual and/or computer simulations based on the records of a proprietorship and/or a partnership.

Course FIN3010: Advanced Accounting

Students apply advanced accounting procedures—including capital assets and uncollectible accounts—used by a variety of businesses. Students also prepare adjustments, using the accrual method of accounting, and examine manufacturing or departmental accounting.

Course FIN3020: Management Accounting

Students explain management accounting, which involves optimizing capital assets for maximum return on investments. Students also examine various internal systems used to safeguard business assets.

Course FIN3030: Business Organizations

Students examine the accounting procedures related to proprietorships, partnerships, corporations and other entities. Students determine the effect the different forms of business ownership have on the equity section of the balance sheet.

Course FIN3040: Financial Statements

Students examine the content and structure of financial statements, and prepare customized financial statements for a variety of businesses.

Course FIN3060: Financial Analysis

Students use formulas and ratios to evaluate the financial status of business organizations, interpret data, report results and recommend change based on the analysis.

Course FIN3070: Financial Planning

Students explain the value of financial planning for a business. They explore the impact of economic trends, changing world markets and tax implications, all of which must be considered when preparing financial forecasts. The concept of market research is also discussed.

Course FIN3080: Personal Investment Planning 1

Students are introduced to the capital market and the available securities to choose from when building a personal investment portfolio. Students research and analyze a variety of securities, including equities, fixed income and mutual funds.

Course FIN3090: Personal Investment Planning 2

Students expand their knowledge of investing by analyzing the financial statements of a variety of companies, interviewing and critiquing an investment advisor, and creating investment portfolios using the steps of intelligent investing for short-term and long-term goals.

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Financial Management.

Advanced level courses demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Course FIN3010:	Advanced Accounting	F.3
Course FIN3020:	Management Accounting	F.7
Course FIN3030:	Business Organizations	F.9
Course FIN3040:	Financial Statements	F.13
Course FIN3060:	Financial Analysis	F.17
Course FIN3070:	Financial Planning	F.19
Course FIN3080:	Personal Investment Planning 1	F.21
Course FIN3090:	Personal Investment Planning 2	F.29

COURSE FIN3080: PERSONAL INVESTMENT PLANNING 1**Level:** Advanced**Theme:** User**Prerequisite:** None**Description:** Students are introduced to the capital market and the available securities to choose from when building a personal investment portfolio. Students research and analyze a variety of securities, including equities, fixed income and mutual funds.**Parameters:** Access to computers and the Internet.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate knowledge of investment terminology and concepts assess and compare three corporations competing within the same sector 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test(s) including: <ul style="list-style-type: none"> the capital market equities fixed income mutual funds. <p><i>Assessment Tool</i> <i>Refer to Investing in Your Future Teacher's Resource, Chapters 1–6, for sample concepts tests</i></p> <p><i>Standard</i> <i>50% or higher</i></p>	20
	<ul style="list-style-type: none"> research report – assess and compare the overall positions of three companies competing in the same sector: <ul style="list-style-type: none"> identify the style of the stock identify the sector identify the type of products and/or services sold find and compare the P/E ratios find and compare the dividend yields identify risk and return of each stock using the rule of 72, calculate how many years it will take for the stock to double explain which you would invest in. <p><i>Assessment Tool</i> <i>Assessment Task: Research Report, FIN3080–1</i></p> <p><i>Standard</i> <i>All components of assessment tool completed</i></p>	30

COURSE FIN3080: PERSONAL INVESTMENT PLANNING 1 (continued)

Concept	Specific Outcomes	Notes
<p>Personal Investment Planning in a Capital Market</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare realistic mock personal balance sheets; determine assets, liabilities and personal equity (personal net worth) • discuss strategies to improve/increase personal net worth <ul style="list-style-type: none"> – work for others (paycheque) – self-employment – owning your own business (profit/loss) – decrease debt (liabilities) – save more and/or spend less – invest your savings • identify and discuss the three elements of an investment goal: <ul style="list-style-type: none"> – objective (safety of principal, earn income, achieve growth) – time limit (short- medium- or long-term) – strategy (selecting the right investment) • brainstorm and list the different investments a person can choose from: <ul style="list-style-type: none"> – short-term savings, such as savings account, term deposits, T-bills – stocks – bonds – mutual funds – precious metals; e.g., gold – art – jewellery/precious stones; e.g., diamonds – real estate (land/buildings) – mortgages • describe how compound interest works to increase your investments over time • explore the concept of paying yourself first and how the rule of 72 can help determine investment objectives • explain what is meant by “developing a personal investment portfolio” 	<p>Reviews $A = L + C$ at a personal level.</p> <p><www.osc.gov.on.ca/en/HeyKids/hk_videocorner.html> has some short introductory videos on investing.</p> <p>For additional sites, go to <www.investorlearning.ca> and select resources, or <www.albertasecurities.com> for brochures.</p> <p>Investors Learning Centre, call 403-269-9923.</p> <p><u>Formula</u> $72 / \text{Annual interest rate of investment} = \text{no. of years for investment to double.}$</p>

COURSE FIN3080: PERSONAL INVESTMENT PLANNING 1 (continued)

Concept	Specific Outcomes	Notes
	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explore what is meant by the term “asset allocation” and describe each component—cash/cash equivalent, equities, fixed income • analyze the direct relationship between expected returns and risk in terms of: <ul style="list-style-type: none"> – time limit or horizon—amount of time – cash requirement—amount of money – liquidity—how fast the asset can be turned back into cash – emotional factors; e.g., will you loose sleep over an investment • evaluate and identify “personal tolerance” for risk • explore the financial pages of a newspaper or the Internet and describe the information given • refer to other sources of investment advice: <ul style="list-style-type: none"> – investment newsletters and publications – courses and seminars – books – magazines – television and radio • describe the business cycle in terms of an expanding market versus a recession—bull market versus bear market. 	
Equities	<ul style="list-style-type: none"> • define equity securities in terms of being an owner • define and use basic terminology related to equities securities • explain the term “stock exchange” and list the stock exchanges in Canada, the U.S. and other markets around the world • visit and explore Web sites of major stock exchanges around the world • interpret stock quotes from the newspaper or the Internet 	<p>Video: Demystifying the Stock Market (26 min.) available from 100% Educational Videos 1-800-483-3383; refer to chapter 3 of Investing in Your Future for list of terms.</p> <p><www.cdnx.com> <www.tse.com> <www.nyse.com> <www.nasdaq.com> (this site will connect you to other global Web sites).</p>

COURSE FIN3080: PERSONAL INVESTMENT PLANNING 1 (continued)

Concept	Specific Outcomes	Notes
	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe equities in terms of: <ul style="list-style-type: none"> – size; e.g., small cap or large cap – style; e.g., growth, value, income, high quality – geographic location; e.g., Canadian, U.S., Asian, European • describe equities in terms of the sector they are in: <ul style="list-style-type: none"> – interest sensitive; e.g., banks, insurance, utilities, real estate, pipelines – consumer; e.g., merchandise, communication and media – industrial; e.g., technology, transportation, conglomerates – resources; e.g., oil and gas, metals, minerals, paper and forestry, gold and other precious metals • describe what a diversified equities portfolio would look like; e.g., varies in style, size, geographic location and sector • create a diversified equities portfolio to track over a specific period of time • analyze the diversified portfolio on a daily, weekly or monthly basis, buying and selling as necessary to meet a specific goal or objective. 	<p><www.globeinvestor.com> gives sector information.</p> <p>Use a free Internet site, such as <www.globeinvestor.com> or <www.tse.com> to create and maintain a personal portfolio of stock picks.</p>
Fixed Income	<ul style="list-style-type: none"> • define debt securities in terms of being a lender • list and describe the different debt securities available on the market: <ul style="list-style-type: none"> – corporate bonds – provincial bonds – Canada Savings Bonds – debentures – treasury bills (T-Bills) – guaranteed investment certificates (GICs) • describe fixed-income securities in terms of risk and return; e.g., safety, income, return of principal 	

COURSE FIN3080: PERSONAL INVESTMENT PLANNING 1 (continued)

Concept	Specific Outcomes	Notes
	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the components of a bond: <ul style="list-style-type: none"> – maturity date – principal or face value – interest rate (coupon) • describe and compare bond yields for a variety of bonds • evaluate bonds in terms of when to buy and when to sell: <ul style="list-style-type: none"> – interest rates – a company’s financial outlook – bond yield • interpret bond quotes from the newspaper or the Internet • define and describe the cash/cash equivalent portion of an investment portfolio • identify cash equivalents: <ul style="list-style-type: none"> – savings accounts – term deposits – money markets • explain why an investor might allocate a portion of his/her portfolio to cash or cash equivalents • research and select fixed-income securities that meet particular goals and objectives. 	
Mutual Funds	<ul style="list-style-type: none"> • distinguish the basic differences between stocks, bonds and mutual funds • describe common types of mutual funds such as: <ul style="list-style-type: none"> – money market funds – fixed income funds – growth or equity funds – balanced funds – ethical funds – global or foreign funds – index funds – specialty funds 	

COURSE FIN3080: PERSONAL INVESTMENT PLANNING 1 (continued)

Concept	Specific Outcomes	Notes
	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare different mutual funds and describe their makeup or contents in terms of asset allocation • list the advantages of investing in mutual funds: <ul style="list-style-type: none"> – affordable – diversification – liquidity – professional management – flexible amounts – record keeping • list the disadvantages of investing in mutual funds: <ul style="list-style-type: none"> – management fees and expenses – loss of control over investment decisions – managers’ mistakes – tax efficiency • describe the fees associated with mutual funds: <ul style="list-style-type: none"> – management expense ratio (MER) – sales commissions—front end versus back end versus no load • analyze investment styles of mutual fund managers such as: <ul style="list-style-type: none"> – growth managers—focus on stocks with high earning potential – value managers—bottom-up strategy, focus on undervalued companies – GARP (Growth at a Reasonable Price)—combination of value and growth – core—combination of both growth and value. 	<p><www.globefund.com>—fund filter allows students to research mutual funds using a variety of filters. Under Resources click on Glossary to review definitions.</p>

COURSE FIN3090: PERSONAL INVESTMENT PLANNING 2**Level:** Advanced**Theme:** User**Prerequisite:** Personal Investment Planning 1**Description:** Students expand their knowledge of investing by analyzing the financial statements of a variety of companies, interviewing and critiquing an investment advisor, and creating investment portfolios using the steps of intelligent investing for short-term and long-term goals.**Parameters:** Access to computers and the Internet.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • calculate ratios and evaluate and compare the financial statements of two companies 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • financial statement project—calculate ratios; evaluate and compare the financial position of two companies in terms of: <ul style="list-style-type: none"> – working capital – debt/equity ratio – earnings/share – P/E ratio – dividend yield. <p><i>Assessment Tool</i> <i>Refer to Investing in Your Future, Teacher’s Resource, pages 35–37 and 40–41, Essay Assignment and Ratio Analysis Organizer</i></p> <p><i>Standard</i> <i>Ratio Analysis Organizer and Comparison Essay completed</i></p>	<p>30</p>

COURSE FIN3090: PERSONAL INVESTMENT PLANNING 2 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • research and build an investment portfolio for a short-term goal using the steps of intelligent investing and taking into consideration: <ul style="list-style-type: none"> – age and lifestyle of investor – specific goals and financial objectives of investor – risk tolerance of investor • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • Investment Planning Project 2 – Using the Internet and the steps for intelligent investing, create a mock investment portfolio for a short-term goal: <ul style="list-style-type: none"> – identify the age, lifestyle and risk tolerance of investor – identify amount to invest – identify specific goals; e.g., I want a car three years from now – identify objectives and make a plan to reach your goal – select a variety of investments for the portfolio, use asset allocation and diversify equities – justify the selection of investments based on goals and financial objectives suited to the age and lifestyle of investor – track and monitor the portfolio over a period of time. <p><i>Assessment Tool</i> <i>Refer to Taking Stock in Your Future, page 129, Culminating Activity, Investment Portfolio Report Rubric</i></p> <p><i>Standard</i> <i>Rating of 3 or higher on each component of Investment Portfolio Report Rubric.</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>25</p>

COURSE FIN3090: PERSONAL INVESTMENT PLANNING 2 (continued)

Concept	Specific Outcomes	Notes
Financial Statements	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • evaluate a variety of companies through their financial statements • calculate a company’s financial positions through their: <ul style="list-style-type: none"> – balance sheet <ul style="list-style-type: none"> • assets, liabilities, capital • working capital ratio (current assets/ current liabilities) • debt/equity ratio (total debt/shareholders’ equity) – income statement <ul style="list-style-type: none"> • calculate earnings per share (company’s net earnings/number of common shares) • price per earnings ratio (P/E ratio = market price of stock/earnings per share) • dividend yield. 	<p>Find current annual reports on the Internet.</p> <p><i>Investing in Your Future, Chapter 3 and Appendix C.</i></p>
Selecting an Investment Advisor	<ul style="list-style-type: none"> • describe the different types of financial service companies: <ul style="list-style-type: none"> – banks – trust companies – insurance companies – mutual fund dealers – full-service brokers – discount brokers • discuss the <i>Financial Consumers Act</i> in terms of: <ul style="list-style-type: none"> – how the act protects investors – what financial products and services are covered – what rights and responsibilities investors have when buying financial products and services – what the act says about disputes, financial planners and plain language • describe how an investor is protected under the Canadian Investors Protection Fund (CIPF) • identify the different designations of professionals in the field of investment and financial planning: <ul style="list-style-type: none"> – CFP—Certified Financial Planner – FCSI—Fellow of Canadian Securities Institute – CIM—Canadian Investment Manager – CFA—Chartered Financial Analyst – FMA—Financial Management Advisor 	<p>Alberta Consumer and Corporate Affairs— Bulletin “<i>The Financial Consumers Act: What It Means to You.</i>”</p>

COURSE FIN3090: PERSONAL INVESTMENT PLANNING 2 (continued)

Concept	Specific Outcomes	Notes
<p>Selecting an Investment Advisor (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research and determine the criteria for selecting an investment advisor • construct a set of questions to ask an investment advisor • evaluate an investment advisor. 	
<p>Strategies for Creating Investment Portfolios</p>	<ul style="list-style-type: none"> • examine the history of the stock market over the past 50 years to: <ul style="list-style-type: none"> identify bull and bear markets find patterns between risk versus returns • discuss the role inflation plays in determining actual or real return on investments • compare the risks and returns between a variety of stocks, bonds and mutual funds • calculate actual returns on a variety of investments • analyze asset allocation in relationship to the life stage of an investor • reevaluate your tolerance for risk • discuss the social and ethical implications of purchasing stock in certain companies; e.g., Ethical investing—environmental, social view points • develop a personal investment strategy for short-term and long-term plans • describe the steps of intelligent investing to build an investment portfolio: <ul style="list-style-type: none"> – set specific goals and financial objectives – match investment objectives to asset classes – analyze and select investments within the different asset classes in terms of risk, return, liquidity and time – spread out risk; diversify your portfolio through size, style, sector and geography 	<p>% of return on investment minus % of inflation = real return on investment before taxes.</p>

COURSE FIN3090: PERSONAL INVESTMENT PLANNING 2 (continued)

Concept	Specific Outcomes	Notes
<p>Strategies for Creating Investment Portfolios (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • investigate other strategies for reducing risk; e.g., dollar cost averaging • describe the characteristics of a Registered Retirement Savings Plan (RRSP): <ul style="list-style-type: none"> – investment portfolio created over a lifetime – asset allocation—components could include cash/cash equivalent, fixed income, diversified equities or mutual funds – maximum tax deductible contribution per year is 18% of previous year’s earnings – long-term – 70% Canadian content – 30% foreign content – reduces taxes on current income – investment grows tax free until withdrawn • examine the advantages and disadvantages of investing in an RRSP in Canada • describe the characteristics of a Registered Education Savings Plan (RESP): <ul style="list-style-type: none"> – tax-deferred investment plan normally set up by parents for their children’s post-secondary education – money is taxed when student withdraws it – plan must be set up before age 16 to make contributions – government will contribute 20% of RESP up to a maximum of \$2000 through the Canadian Education Savings Grant • use the steps of intelligent investing to develop an investment plan for a short-term goal (under five years; e.g., a vacation, a car) • use the steps of intelligent investing to develop an investment plan for a long-term goal (20 years or more; e.g., retirement) • describe the tax implications of investing: <ul style="list-style-type: none"> – tax on interest – tax on dividends – tax on capital gains – tax sheltered until stock is sold – RRSP 	

COURSE FIN3090: PERSONAL INVESTMENT PLANNING 2 (continued)

Concept	Specific Outcomes	Notes
Strategies for Creating Investment Portfolios (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • discuss the concept and value of being part of an investment club. 	<p>Refer to page 165 of <i>Investing in Your Future, Teacher's Resource</i> for setting up an investment club in your school.</p>
Investing and the Internet	<ul style="list-style-type: none"> • make use of the Internet as an investment tool to: <ul style="list-style-type: none"> – learn investment concepts and strategies – research companies – get stock and bond quotes – investigate mutual funds – create mock portfolios – take concept tests • distinguish the difference between fact and fiction when using the Internet for investing • realize the pitfalls of the Internet as an investment tool; remember the basic concept, "If it seems too good to be true, it usually is." • make use of news groups as a form of sharing; do not make decisions on potentially unreliable sources. 	<p>See <www.albertasecurities.com> for a brochure on investing and the Internet.</p> <p>See <i>Teacher's Resource, Investing in Your Future</i>, Appendix C, pp. 173–177, for full list of potential Web sites.</p>

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student *do*?
 - **make** a product (e.g., wood bowl, report, garment)
 - **demonstrate** a process
 - strand-related competencies; e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
 - basic competencies; e.g., resource use, safety procedures, teamwork.
- What does a student *know*?
 - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS courses, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Learning.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the course (course learner expectations), the teacher will designate the course as “successfully completed.” The teacher will then use accepted grading practices to determine the percentage grade to be given for the course—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other courses.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to “Directions for Reporting Student Achievement in CTS” for information on how to use the CTS course codes to report the credits that students have earned to Alberta Learning. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each course:

- **general outcomes** (in the shaded left column of the course) define the exit-level competencies students are expected to achieve to complete a course. Each general outcome defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** general outcomes within a course to be successful.
- **suggested emphasis** (in the right column of the course) provides a guideline for the relative significance of each general outcome and can be used to organize for instruction.

General Outcome: The student will interpret data that has been obtained, in order to recommend action.
Criteria and Conditions: Assessment of student achievement should be based on preparing a report/presentation on what data are required for reporting and decision-making purposes.

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

RATING: (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

COMMENTS

TASK CHECKLIST

The student is able to:

Preparation and Planning

- set goals and describe steps to achieve them
- use personal initiative to formulate questions and find answers
- access a range of relevant information sources and recognize when additional information is required
- interpret, organize and combine information in creative and thoughtful ways
- record information accurately using appropriate technical terms and supporting detail
- plan and use time effectively, prioritizing tasks on a consistent basis
- assess and refine approach to task and project status based on feedback and reflection

Content

- describe at least two types of users of financial information; e.g., insiders, outsiders, middle managers, executive, shareholders/owners
- provide examples of real businesses/people for the types of users discussed in the report
- compare the reasons why financial data is needed/used by these users
- discuss specific decisions that the users will be able to make based on the financial reports
- provide at least two reasons why financial reports may differ depending upon the user
- list several examples of what type of information the business should include in the reports for the users discussed in the financial reports
- exhibit awareness and understanding of the issues and present the student's personal point of view
- include bar graphs and charts

Presenting/Reporting

- demonstrate effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
- maintain acceptable grammatical and technical standards through proofreading and editing
- provide an introduction that describes the purpose and scope of the project
- communicate thoughts/feelings/ideas clearly to justify or challenge a position
- state a conclusion by analyzing and synthesizing the information gathered
- give evidence of adequate research through a reference list including relevant information sources

Standard: All components of this worksheet completed.

1. Identify the sector you will be researching. _____

2. Research and comment on the current outlook of this sector given our current economic situation.

3. Identify the three companies you will assess and compare along with their Web sites. Search the Internet or obtain a print copy of the annual report for each company.

- a. _____
- b. _____
- c. _____

4. Identify the type of products and/or services sold.

- a. _____
- b. _____
- c. _____

5. Find and compare the P/E ratios for each company.

- a. _____
- b. _____
- c. _____

What conclusions can you make after comparing the P/E ratios?

6. Find and compare the dividend yields for each company.

- a. _____
- b. _____
- c. _____

What conclusions can you make after comparing the dividend yields?

1. Select an Internet financial database and create an investment portfolio based on your “Summary of Stocks and/or Bonds Purchased over a Period of Time” (see Assessment Task: FIN3080-2).
2. Prepare and print a portfolio report with daily/weekly progress over a period of time (according to teacher’s direction), including recent news (within the last 24 hours).
3. Prepare a number of charts to display a variety of graphs (minimum four) from total portfolio to specific investments.
4. Analyze graphs of your stock picks.

ASSESSMENT TASK: RESEARCH AND COMPARE MUTUAL FUNDS**FIN3080-4**

Standard: All components of worksheet complete. Report well written, information summarized with recommendations and conclusions made regarding the mutual fund selected.

Describe a specific investment objective:

Part 1: Using an Internet site, such as www.globeinvestor.com, and the chart below, research and compare three mutual funds that meet the requirements of the above investment objective.

Criteria	Mutual Fund #1	Mutual Fund #2	Mutual Fund #3
Name of fund			
Type of fund			
Current price/unit			
Performance			
over 1 year			
over 3 years			
over 5 years			
over 10 years			
Name of fund manager			
Management style			
Objective of fund			

Portfolio Composition

Asset allocation			
Top 5 holdings of each fund	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Top 3 sectors	1. 2. 3.		
Total assets in fund			
Management expense ratio (MER)			
Minimum investment required			
RRSP eligibility			

Part 2: Write a report comparing the three mutual funds against the investment objective identified. Report on which mutual fund you would pick to achieve the investment objective and why. Attach report to this worksheet before submitting.