

## **RECOMMENDING PERSONAL FINANCE BOOKS**

(Optional – This assessment may be combined with 4B.I)

### **Performance Standard 1C.I**

Future Business Leaders of America (FBLA) members will be asked to review their favorite books about financial planning to create a list of the best books to recommend to young adults for personal reading. Each student will select a book and develop an explanation of the book's features that qualify it for inclusion on the list accordingly:

#### **ADOPTION FORM - PART ONE**

- *Including reasons:* include specific reasons for recommending the book.
- *Supporting content review:* support review with references from the text; report accurately.

#### **ADOPTION FORM – PART TWO**

- *Defining audience:* define clearly.
- *Linking text to audience:* define links clearly.

### **Procedures**

1. ***In order to comprehend a broad range of reading materials (1C)***, students should experience sufficient learning opportunities to develop the following:
  - Ask questions before, during and after reading which demonstrate that understanding of the reading has progressed.
  - Use topic, theme, organizational patterns, context and point of view to guide interpretation.
  - Interpret concepts or make connections through analysis, evaluation, inference and/or comparisons.
  - Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).
  - Identify and use criteria for evaluating the accuracy of text information.
  - Summarize and make generalizations from content and relate them to the purpose of the material.
  - Explain and justify an interpretation of the text using relevant, accurate references.
  - Challenge ideas presented in a text through questions about specific parts of the text.

Business employees often review books and other reading materials to determine applicability for inclusion in a resource library or to recommend to other employees for their review. It is also essential for them to be able to comprehend a wide variety of reading materials to be successful on the job. This assessment aligns with the Illinois Workplace Skills H4 (Solving Problems and Critical Thinking/Employ reasoning skills) and H5 (Solving Problems and Critical Thinking/Evaluate options).
2. FBLA members will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with literary analysis techniques, book reviews and the purposes for developing a personal finance reading list.
4. Students will have discussed the criteria for the selection of books for their FBLA Chapter's recommended reading list.
5. Each FBLA member will select a book related to personal finance from either personal reading or a class assignment and review the book's content, making notes on the purpose for writing, intended audience, etc.
6. Each FBLA member will write a review of his/her book to explain why that book should be included on the chapter's list of recommended readings. (Submit to the teacher notes and finished review.)
7. (OPTIONAL, may assess this part with Goal 4B – Stage I, Speaking) Each student may present his/her analysis to the class to argue for adding the book to the chapter's list. (At the teacher's discretion, this presentation may be made in small group discussion format if several students want to recommend the same book.)
8. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

**Examples of Student Work**

- [Meets](#)
- [Exceeds](#)

**Time Requirements**

- One class period

**Resources**

- Personal finance related books selected from class or personal reading
- Writing materials, including available technology
- Recommending Personal Finance Books Reading List Adoption Form
- Recommending Personal Finance Books Rubric

**RECOMMENDING PERSONAL FINANCE BOOKS**  
**Reading List Adoption Form**

Book Title:

Author:

Publisher and Date:

Reason(s) for inclusion on the Recommended Personal Finance Reading List of The \_\_\_\_\_  
FBLA Chapter:

**PART ONE:** Please describe your reasons for recommending this personal finance book. Include all relevant information about the author's purpose for writing, content, intended audience and any other points you think should be considered when the FBLA Chapter votes on this book. You may use another sheet of paper to complete your recommendation.

**PART TWO:** Please identify any special group or individuals who might find this book particularly interesting or helpful (for example, students with jobs, students who are required to save a portion of their allowance, students interested in studying financial planning). Explain what the book says to those individuals and why it is a good source of information for them to read (links between text and audience). You may use another sheet of paper to complete your recommendation.

**RECOMMENDING PERSONAL FINANCE BOOKS**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 15 – 16 total points)
- Meets standard (must receive 11 – 14 total points)
- Approaches standard (must receive 7 –10 total points)
- Begins standard (must receive 4 – 6 total points)

	ADOPTION FORM - PART ONE		ADOPTION FORM – PART TWO	
	Reasons	Content Review	Audience	Links to Audience
<b>4</b>	<ul style="list-style-type: none"> <li>• The review includes four or more specific reasons for recommending the book.</li> </ul>	<ul style="list-style-type: none"> <li>• The review is consistently supported with references from the text.</li> <li>• All references are reported accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups clearly defined.</li> </ul>	<ul style="list-style-type: none"> <li>• Links between text and audience are clearly described.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The review includes three specific reasons for recommending the book.</li> </ul>	<ul style="list-style-type: none"> <li>• The review is usually supported with references from the text.</li> <li>• Most references are reported accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups clearly defined.</li> </ul>	<ul style="list-style-type: none"> <li>• At least one link between text and audience is clearly described.</li> <li>• One or more links may be vaguely described.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The review includes two specific reasons for recommending the book.</li> </ul>	<ul style="list-style-type: none"> <li>• The review is occasionally supported with references from the text.</li> <li>• Some references are reported accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups generally defined.</li> </ul>	<ul style="list-style-type: none"> <li>• Links between text and audience attempted but not clear.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The review includes no or one specific reason for recommending the book.</li> </ul>	<ul style="list-style-type: none"> <li>• The review is rarely supported with references from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups not defined.</li> </ul>	<ul style="list-style-type: none"> <li>• Links between text and audience not clear.</li> <li align="center">OR</li> <li>• Links missing.</li> </ul>
<b>Score</b>				