

Short Answer Question

Ji-hoon has a credit card with a \$500 limit. He wants to buy a fitness tracker. The total will come to \$475.



Should he charge the fitness tracker to this credit card?

Yes No

Why or why not? Type your answer in the box below.

/2

Reading Passage

Main Sources of Credit

Credit Cards	Loans
<ul style="list-style-type: none"> • Credit limit: an amount you can spend up to each month. • To buy everyday items and expensive things. • Billed each month. • Interest added to amount not paid each month. • Minimum payment required each month. • Can get from banks or stores. 	<ul style="list-style-type: none"> • Money given all at once. • To buy cars, houses, school fees. • Set amount to pay each month. • Interest built in. • Can get from banks.

Comprehension Questions

Ignacio is applying for a credit card. He goes to the bank. Below is a credit card application he is given. He needs to fill it out. Label the different things needed in order to get a credit card.

Use the words from the list. Drag and drop the words into the diagram.

- contact info
- co-applicant info
- employment
- income
- credit score

CREDIT APPLICATION

APPLICANT INFORMATION

NAME: _____

ADDRESS: _____

PHONE: _____

DATE OF BIRTH: _____

EMPLOYER: _____

INCOME: _____

CREDIT SCORE: _____

CO-APPLICANT INFORMATION

NAME: _____

ADDRESS: _____

DATE OF BIRTH: _____

PHONE: _____

Signature: _____

a) _____

b) _____

c) _____

d) _____

e) _____

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Marking Rubric

Name: _____

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /31