

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix A

Available Food Supplies	
Pears	640 cans
Eggs	445 dozen eggs
Mandarin oranges	6 cases with 100 cans each
Pineapple	680 cans
Dry beans	1335 bags
Peaches	695 cans
Mixed fruit	595 cans
Rice	430 boxes
Green beans	11 cases with 50 cans each
Peas	680 cans
Cereal	1250 boxes
Lima beans	575 cans
Mixed vegetables	640 cans
Instant potatoes	310 boxes
Carrots	755 cans
Pasta	860 boxes

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B

<b>Food Price List</b>	
<b>Pears</b>	\$2.41/can
<b>Eggs</b>	\$1.68/dozen
<b>Mandarin oranges</b>	\$1.78/can
<b>Pineapple</b>	\$1.42/can
<b>Dry beans</b>	\$11.86/bag
<b>Peaches</b>	\$2.41/can
<b>Mixed fruit</b>	\$2.41/can
<b>Rice</b>	\$1.19/box
<b>Green beans</b>	\$0.85/can
<b>Peas</b>	\$0.79/can
<b>Cereal</b>	\$3.99/box
<b>Lima beans</b>	\$0.85/can
<b>Mixed vegetables</b>	\$0.85/can
<b>Instant potatoes</b>	\$2.99/box
<b>Carrots</b>	\$0.85/can
<b>Pasta</b>	\$1.33/box

# Teaching Notes: Managing a Food Bank

## Components

- *Application Question: Planning a Good Meal*
  - To develop Competency 2: Uses mathematical reasoning
  - To develop Competency 3: Communicates by using mathematical language
  - Can be used after completing *Nelson Mathematics Secondary Year One, Cycle One* Chapter 9
- *Situational Problem: Purchasing Supplies*
  - To develop Competency 1: Solves a situational problem
  - Can be used after completing *Nelson Mathematics Secondary Year One, Cycle One* Chapters 2 and 8

## Broad Area of Learning: Citizenship and Community Life; Consumer Rights and Responsibilities

### Educational Aim

- To give students the opportunity to exercise their critical judgment and develop responsible strategies for consuming and using goods and services
- To enable students, when making decisions, to use statistics to improve their understanding of a problem and to make an informed decision

### Focus of Development

- To encourage students to develop an active relationship with their environment, while maintaining a critical attitude toward consumer goods
- To enable students to develop an attitude of openness to the world and respect for diversity

## Cross-Curricular Competencies

- Uses information
- Solves problems

## Concepts

### *Arithmetic: Number Sense With Regard to Decimal and Fractional Notation and Operation Sense*

- Fractional, decimal and exponential (integral exponent) notation; percentage, square root
- Equality relation: meaning, properties and rules for transforming numerical equalities (balancing equalities)

### *Arithmetic: Understanding Proportionality*

- Ratio and rate
  - Unit Rate

### *Algebra: Understanding Algebraic Expressions*

- Algebraic expression
  - Variable

## Processes

### *Arithmetic: Operations Involving Numbers Written in Fractional Notation*

- Written computation: the four operations involving numbers that are easy to work with (including large numbers) and sequences of simple operations performed in the proper order (numbers written in decimal notation), using equivalent ways of writing numbers and the properties of operations
- Use of a calculator: operations and sequences of operations performed in the proper order

### *Arithmetic: Working With a Proportional Situation*

- Recognizing a proportional situation by referring to the context, a table of values or a graph

### *Algebra*

- Constructing an algebraic expression
- Numerical evaluation of an algebraic expression
- Solving first-degree equations with one unknown
  - Validation of the solution by substitution

## Application Question: Planning a Good Meal

<b>Preparation and Planning</b>	
Pacing	10–15 min    Introduction 30–45 min    Individual work
Materials	• a calculator
Masters	• Planning a Good Meal • Appendix A: Available Food Supplies
Can be done after completing	<i>Nelson Mathematics Secondary Year One, Cycle One</i> Chapter 9

### Introduction (Whole Class) 10–15 min

Discuss with your class the important role that food banks serve. Make certain students understand the various types of people and situations that are served by the food bank. Discuss the types of items that are available at a food bank and how there must be someone to oversee how all of these items are divided among all of the people who come for help. Discuss food groups with students to be sure that they know which foods in the criteria belong to which groups.

### Using the Application Question (Individual) 30–45 min

As a class, read the introduction and the criteria for managing a food bank. Remind students to use the Evaluation Checklist to help them complete the questions.

If students are having difficulty . . .	What you can do to help
Students may have difficulty deciding on a fair method for dividing the food.	<ul style="list-style-type: none"> <li>• Suggest a method for making this decision, such as breaking the people being served by the food bank into children and adults or by household. Then, you must determine what portion of the people being served would fit into each category. Look at what is available at the bank and decide how this could then be divided among the families and individuals most fairly.</li> </ul>

### Sample Solution (Thorough)

- A. For example, Each adult gets 4 cans of fruit and 4 cans of vegetables. Each child gets 3 cans of fruit and 3 cans of vegetables. This makes each child getting  $\frac{3}{4}$  the amount of fruits and vegetables as each adult. Adults get 1 box of cereal each, while each child gets 2 boxes. This gives adults  $\frac{1}{2}$  as much cereal as children. Every household gets 1 box of instant potatoes, evenly dividing them among households. Each person gets  $1\frac{1}{2}$  bags of dry beans and  $\frac{1}{2}$  dozen eggs, dividing them equally among individuals. Households with kids will get 2 boxes of rice and 4 boxes of pasta, while households without children will get 1 box of rice and 2 boxes of pasta. This makes households with children compared to households without children, receiving these boxed goods at a ratio of  $\frac{2}{1}$ . I used all food types, but not all of the available food. There were 10 cans of fruit left after I divided the food according to the criteria.

**B.** For example, The nutrition criteria were met with my division of food, because everyone will receive food from each of the three areas named: fruits and vegetables, grains, and proteins. Pears, mandarin oranges, pineapple, peaches, mixed fruit, green beans, peas, carrots, lima beans, mixed vegetables, and potatoes are all fruits and vegetables. Rice, pasta, and cereal are grains. The proteins in this list include beans and eggs. Each household received all of these items.

The food was divided fairly according to the given criteria. Each item of the criteria was considered and then the food was split up in a way that matched the criteria stated. Every household received items from the various nutritional categories, while households with more people received a larger portion of the available food.

**Assessment of Learning: Planning a Good Meal**

Level	Competency	Overall judgment at end of cycle
5	Advanced	The student's competency <b>exceeds</b> the requirements.
4	Thorough	The student's competency <b>clearly meets</b> the requirements.
3	Acceptable	The student's competency <b>barely meets</b> the requirements.
2	Partial	The student's competency <b>fails to meet</b> the requirements.
1	Minimal	The student's competency <b>clearly fails to meet</b> the requirements.

<b>Competency 2: Uses mathematical reasoning</b>	
<b>Evaluation criteria for the competency: Uses mathematical reasoning</b>	<b>Observable elements The student . . .</b>
CR 3- Proper application of mathematical reasoning suited to the situation	<ul style="list-style-type: none"> <li>determines relevant information that was not directly stated in the criteria</li> <li>provides justification for their choices/statements in food distribution</li> </ul>
CR 2- Correct use of concepts and processes appropriate to the situation	<ul style="list-style-type: none"> <li>correctly uses fractions, decimals, percents, and/or ratios to determine how to distribute food</li> </ul>
CR 4- Proper organization of the steps in an appropriate procedure shows his/her work in a clear and organized manner	<ul style="list-style-type: none"> <li>correctly explains how the food is to be divided</li> <li>shows his/her work in a clear and organized manner</li> </ul>
CR 5- Correct justification of the steps in an appropriate procedure	<ul style="list-style-type: none"> <li>makes statements that justify his/her distribution of the food</li> <li>uses solid mathematical arguments in his/her explanation as to how the food was appropriately divided</li> </ul>
CR 1- Formulation of a conjecture	<ul style="list-style-type: none"> <li>produces a valid plan for how to distribute the food</li> <li>makes statements that justify his/her distribution of the food</li> </ul>

<b>Competency 2: Uses mathematical reasoning</b>					
<b>Evaluation Criteria</b>	<b>Advanced</b>	<b>Thorough</b>	<b>Acceptable</b>	<b>Partial</b>	<b>Minimal</b>
<b>Formulation of a conjecture appropriate to the situation</b>					
<b>Correct use of the concepts (i.e. fractions, percents, ratios, equal shares) and processes appropriate to the situation</b>	<ul style="list-style-type: none"> <li>applied the chosen mathematical concepts appropriately to determine how to divide the food</li> </ul>	<ul style="list-style-type: none"> <li>applied the chosen mathematical concepts for dividing the food, but makes minor errors</li> </ul>	<ul style="list-style-type: none"> <li>applied the chosen mathematical concepts for dividing the food, but makes some conceptual errors</li> </ul>	<ul style="list-style-type: none"> <li>applied the chosen mathematical concepts for dividing the food, but makes several conceptual errors</li> </ul>	<ul style="list-style-type: none"> <li>applied mathematical concepts for dividing the food inappropriately, making many conceptual errors</li> </ul>
<b>Proper application of mathematical reasoning suited to the situation</b>	<ul style="list-style-type: none"> <li>took every aspect of the appropriate division of food into account</li> </ul>	<ul style="list-style-type: none"> <li>took the main aspects of the appropriate division of food into account</li> </ul>	<ul style="list-style-type: none"> <li>took some aspects of the appropriate division of food into account</li> </ul>	<ul style="list-style-type: none"> <li>took few aspects of the appropriate division of food into account</li> </ul>	<ul style="list-style-type: none"> <li>took no aspect of the appropriate division of food into account</li> </ul>
<b>Proper organization of the steps in an appropriate procedure</b>	<ul style="list-style-type: none"> <li>presented a complete and organized procedure that clearly outlines how the food was appropriately divided</li> </ul>	<ul style="list-style-type: none"> <li>presented a complete and organized procedure that clearly outlines what was done to divide the food appropriately even though some steps are not explained</li> </ul>	<ul style="list-style-type: none"> <li>presented a procedure that is not clear about what was done or how it was done</li> </ul>	<ul style="list-style-type: none"> <li>presented a procedure of isolated elements only, showing little or now work that clearly outlines what was done to ensure the food was divided appropriately</li> </ul>	<ul style="list-style-type: none"> <li>did not show any procedure for the appropriate division of food</li> </ul>
<b>Correct justification of the steps in an appropriate procedure</b>	<ul style="list-style-type: none"> <li>used solid mathematical reasoning and calculations in his/her explanation as to how the food was appropriately divided</li> </ul>	<ul style="list-style-type: none"> <li>used appropriate mathematical reasoning and calculations in his/her explanation as to how the food was appropriately divided</li> </ul>	<ul style="list-style-type: none"> <li>used some appropriate mathematical reasoning and calculations in his/her explanation as to how the food was appropriately divided</li> </ul>	<ul style="list-style-type: none"> <li>used only slightly appropriate mathematical reasoning and calculations in his/her explanation as to how the food was appropriately divided</li> </ul>	<ul style="list-style-type: none"> <li>used erroneous or inappropriate mathematical reasoning and calculations in his/her explanation as to how the food was appropriately divided</li> </ul>

<b>Competency 3: Communicates using mathematical language</b>	
<b>Evaluation criteria for the competency: Communicates by using mathematical language</b>	<b>Observable elements The student . . .</b>
CR 1- Correct interpretation of a message involving at least one type of mathematical representation suited to the situation	<ul style="list-style-type: none"> <li>• recognizes the purpose of the message</li> <li>• understands and uses all given criteria in answering the question</li> </ul>
CR 2- Production of a message suited to the context, using appropriate mathematical terminology and following mathematical rules and conventions	<ul style="list-style-type: none"> <li>• accurately describes how to distribute food to satisfy given criteria</li> </ul>

<b>Competency 3: Communicates by using mathematical language</b>					
<b>Evaluation Criteria</b>	<b>Advanced</b>	<b>Thorough</b>	<b>Acceptable</b>	<b>Partial</b>	<b>Minimal</b>
<b>Correct interpretation of a message involving at least one type of mathematical representation suited to the situation</b>	<ul style="list-style-type: none"> <li>• used the elements of mathematical language and of everyday language in an efficient explanation of how the food was divided</li> </ul>	<ul style="list-style-type: none"> <li>• used the elements of mathematical language and of everyday language in an appropriate explanation of how the food was divided</li> </ul>	<ul style="list-style-type: none"> <li>• used some elements of mathematical language and of everyday language in the explanation of how the food was divided</li> </ul>	<ul style="list-style-type: none"> <li>• used a few appropriate elements of mathematical language and of everyday language in the explanation of how the food was divided</li> </ul>	<ul style="list-style-type: none"> <li>• used inappropriate elements of mathematical language and of everyday language in the explanation of how the food was divided</li> </ul>
<b>Production of a message suited to the context, using appropriate mathematical terminology and following mathematical rules and conventions</b>	<ul style="list-style-type: none"> <li>• produced an articulate, coherent explanation of how the food was divided that includes all relevant information</li> </ul>	<ul style="list-style-type: none"> <li>• produced a clear, well-organized explanation of how the food was divided that includes the relevant information</li> </ul>	<ul style="list-style-type: none"> <li>• produced an explanation of how the food was divided that includes elementary, ambiguous, or repetitive information</li> </ul>	<ul style="list-style-type: none"> <li>• produced an explanation of how the food was divided that includes confusing and unconnected information</li> </ul>	<ul style="list-style-type: none"> <li>• produced an explanation of how the food was divided that includes erroneous or unrelated information</li> </ul>

## Situational Problem: Purchasing Supplies

<b>Preparation and Planning</b>	
Pacing	15–20 min    Introduction 45–60 min    Individual work
Materials	<ul style="list-style-type: none"> <li>• a calculator</li> <li>• Internet (optional)</li> </ul>
Masters	<ul style="list-style-type: none"> <li>• Purchasing Supplies</li> <li>• Appendix B: Food Price List (optional)</li> </ul>
Can be done after completing	<i>Nelson Mathematics Secondary Year One, Cycle One</i> Chapters 2 and 8

### Introduction (Whole Class) 15–20 min

Discuss with your class the way an organization such as a food bank is funded. Include in your discussion money donated and money raised by fundraisers. Ask students what they think it would cost to help feed the amount of people that would come to a food bank. Discuss how this money should be allotted and who might decide how it does get divided. Discuss what types of food would constitute a nutritious meal and what types of food could be given a month at a time. If not done as part of the application question, discuss food groups with students to be sure that they know which foods in the criteria belong to which groups.

### Using the Situational Problem (Individual) 45–60 min

Together, read the introduction and the criteria for *Purchasing Supplies*. Remind students to use the Evaluation Criteria Checklist to help them complete the activity. If resources are available for researching food prices on the Internet, it is suggested that students research prices for this problem. You may choose to provide the price list in Appendix B or a price list of your own creation.

If students are having difficulty . . .	What you can do to help
Students may have difficulty determining an equation to be used in determining the amount that can be spent per month on each person being serviced by the food bank.	<ul style="list-style-type: none"> <li>• Review with students the form that an equation may take and the parts that comprise an equation. Prompt them to tell you what information they have regarding this problem and what it is they hope to discover. Ask them to consider how these pieces of information relate to each other and what operation symbols might be used.</li> </ul>

### Sample Solution (Thorough)

- A. For example, I will determine the amount of money I can spend each month on each person by writing an equation to represent these quantities and then solving that equation. Once I know how much money can be spent on each person every month, I will begin to make a list of foods that fit into one of the categories (fruits and vegetables, grains, and proteins). After I have a list of foods, I will determine the cost of each item. Using the amount determined by my equation, I will begin to determine how many of each food item I can purchase with the money that I have. This will help me to see how much food I will be able to purchase each month. If I multiply the totals by twelve, I will find out what I will need to purchase annually.
- B. For example, The equation that I could use to represent this situation is  $890x = \frac{150\,000}{12}$ , where 890 is the number of people that will be serviced by the food bank,  $x$  represents the amount spent on each person per month, 150 000 is the value of the budget and it is divided by 12 to account for 12 months in one year (to determine the funds available monthly, rather than annually). I solved the equation and found that the amount available monthly for each person being served by the food bank is \$14.04.

I decided that every person in each household should get 2 cans of fruit, 2 cans of vegetables, 1 box of cereal,  $\frac{1}{4}$  dozen eggs,  $\frac{3}{4}$  bags of beans, and 1 box of rice. Each household will also receive 1 box of instant potatoes, and households with kids will get 2 boxes of pasta, while households without kids will get 1. This gives everyone a nutritional variety and stays within the budget.

### Québec Food Bank Monthly Order Form

Item	Price	Quantity	Subtotal
<b>Canned fruits:</b>			
Pears	\$2.41	320	\$771.20
Mandarin oranges	\$1.78	380	\$676.40
Pineapple	\$1.42	440	\$624.80
Peaches	\$2.41	347	\$836.27
Mixed Fruit	\$2.41	293	\$706.13
<b>Canned vegetables:</b>			
Green beans	\$0.85	276	\$234.60
Peas	\$0.79	520	\$410.80
Carrots	\$0.85	377	\$320.45
Lima beans	\$0.85	287	\$243.95
Mixed vegetables	\$0.85	320	\$272.00
<b>Dry goods:</b>			
Instant potatoes	\$2.99	310	\$926.90
Rice	\$1.19	310	\$368.90
Pasta	\$1.33	430	\$571.90
Cereal	\$3.99	715	\$2852.85
Dry beans	\$11.86	134	\$1589.24
<b>Other items:</b>			
Eggs	\$1.68	222	\$372.96
		<b>Total:</b>	\$11 779.35

\$11 779.35 is less than the amount of money available each month, so I can buy everything on the list.

- C. For example, I followed the steps that I had outlined previously in Step A, but I had to lower the amount of food that I had originally hoped to purchase because it would not have fit into my budget. I tried then to buy as much as I was able with the money available.
- D. For example, I can be certain that everyone is receiving nutritious food, because everything that I ordered fit into one of the selected categories: fruits and vegetables, grains, and proteins. I followed the nutrition guidelines stated in the criteria to determine which foods I would purchase. I am certain that I stayed within the budget, because I was able to spend as much as \$14.04 on each person per month, and I made certain when determining my purchases that I stayed under this amount.

## Assessment of Learning: Purchasing Supplies

<b>Competency 1: Solves a situational problem</b>					
<b>Evaluation Criteria</b>	<b>Advanced</b>	<b>Thorough</b>	<b>Acceptable</b>	<b>Partial</b>	<b>Minimal</b>
<b>Oral or written explanation showing that the student understands the situational problem</b>	<ul style="list-style-type: none"> <li>identified all of the relevant information and determined all the steps involved</li> </ul>	<ul style="list-style-type: none"> <li>identified most of the relevant information and determined the main steps involved</li> </ul>	<ul style="list-style-type: none"> <li>identified the clearly stated information as well as some information that was not clearly stated and determined some of the steps involved</li> </ul>	<ul style="list-style-type: none"> <li>identified some of the clearly stated information, but was unable to use it</li> </ul>	<ul style="list-style-type: none"> <li>identified some of the important criteria, but was unable to distinguish between the relevant and irrelevant</li> </ul>
<b>Mobilization of mathematical knowledge appropriate to the situational problem</b>	<ul style="list-style-type: none"> <li>presented a correct solution to the appropriate allocation of the budget</li> </ul>	<ul style="list-style-type: none"> <li>presented a solution with few errors related to the appropriate allocation of the budget</li> </ul>	<ul style="list-style-type: none"> <li>presented a solution with errors related to the appropriate allocation of the budget</li> </ul>	<ul style="list-style-type: none"> <li>presented a partial solution of the easiest steps with several errors related to the appropriate allocation of the budget</li> </ul>	<ul style="list-style-type: none"> <li>presented a partial solution with several major errors related to the appropriate allocation of the budget</li> </ul>
<b>Development of a solution (i.e. a procedure and a final answer) appropriate to the situational problem</b>	<ul style="list-style-type: none"> <li>checked his/her solution and corrected it, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>checked the main steps in his/her solution and corrected them, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>checked some of the steps in his/her solution</li> </ul>	<ul style="list-style-type: none"> <li>made little attempt to question his/her solution</li> </ul>	<ul style="list-style-type: none"> <li>did not question his/her solution</li> </ul>

<b>Cross-Curricular Competencies</b>					
<b>Evaluation Criteria</b>	<b>Advanced</b>	<b>Thorough</b>	<b>Acceptable</b>	<b>Partial</b>	<b>Minimal</b>
<b>Competency 1: Uses information</b>					
<b>Consultation of various sources (if research is used)</b>	<ul style="list-style-type: none"> <li>showed clear evidence that other sources were consulted in determining the supplies to purchase</li> </ul>	<ul style="list-style-type: none"> <li>showed evidence that other sources were consulted in determining the supplies to purchase</li> </ul>	<ul style="list-style-type: none"> <li>showed some evidence that other sources were consulted in determining the supplies to purchase</li> </ul>	<ul style="list-style-type: none"> <li>showed little evidence that other sources were consulted in determining the supplies to purchase</li> </ul>	<ul style="list-style-type: none"> <li>showed no evidence that other sources were consulted in determining the supplies to purchase</li> </ul>
<b>Effective research strategies (if research is used)</b>	<ul style="list-style-type: none"> <li>showed clear evidence of the use of research strategies in determining the supplies to purchase</li> </ul>	<ul style="list-style-type: none"> <li>showed evidence of the use of research strategies in determining the supplies to purchase</li> </ul>	<ul style="list-style-type: none"> <li>showed some evidence of the use of research strategies in determining the supplies to purchase</li> </ul>	<ul style="list-style-type: none"> <li>showed little evidence of the use of research strategies in determining the supplies to purchase</li> </ul>	<ul style="list-style-type: none"> <li>showed no evidence of the use of research strategies in determining the supplies to purchase</li> </ul>
<b>Critical analysis of information</b>	<ul style="list-style-type: none"> <li>a clear explanation was provided as to how the budget was allocated or supplies were selected</li> </ul>	<ul style="list-style-type: none"> <li>an explanation was provided as to how the budget was allocated or supplies were selected</li> </ul>	<ul style="list-style-type: none"> <li>some explanation was provided as to how the budget was allocated or supplies were selected</li> </ul>	<ul style="list-style-type: none"> <li>little explanation was provided as to how the budget was allocated or supplies were selected</li> </ul>	<ul style="list-style-type: none"> <li>no explanation was provided as to how the budget was allocated or supplies were selected</li> </ul>
<b>Logical organization of information</b>	<ul style="list-style-type: none"> <li>explanations were clearly structured, and well organized</li> </ul>	<ul style="list-style-type: none"> <li>explanations were structured and organized</li> </ul>	<ul style="list-style-type: none"> <li>explanations were clear and organized but some errors were made</li> </ul>	<ul style="list-style-type: none"> <li>explanations were somewhat clear and organized</li> </ul>	<ul style="list-style-type: none"> <li>explanations were not clearly organized and were difficult to understand</li> </ul>

<b>Evaluation Criteria</b>	<b>Advanced</b>	<b>Thorough</b>	<b>Acceptable</b>	<b>Partial</b>	<b>Minimal</b>
<b>Competency 2: Solves problems</b>					
<b>Accurate definition of the problem</b>	<ul style="list-style-type: none"> <li>• student showed a clear understanding of the problem presented and clearly demonstrates this in the explanation</li> </ul>	<ul style="list-style-type: none"> <li>• student showed a clear understanding of the problem presented</li> </ul>	<ul style="list-style-type: none"> <li>• student showed a somewhat clear understanding of the problem presented</li> </ul>	<ul style="list-style-type: none"> <li>• student showed a lack of complete understanding of the problem presented</li> </ul>	<ul style="list-style-type: none"> <li>• student did not show any understanding of the problem presented</li> </ul>
<b>Evaluation of possible strategies</b>	<ul style="list-style-type: none"> <li>• an accurate evaluation of the plan was provided and alternative strategies and steps were discussed</li> </ul>	<ul style="list-style-type: none"> <li>• an accurate evaluation of the plan was provided</li> </ul>	<ul style="list-style-type: none"> <li>• an evaluation of the plan was provided but it lacked several details</li> </ul>	<ul style="list-style-type: none"> <li>• an unclear evaluation of a plan was provided</li> </ul>	<ul style="list-style-type: none"> <li>• no evaluation of a plan was provided</li> </ul>
<b>Scope of the analysis</b>	<ul style="list-style-type: none"> <li>• an accurate analysis of the plan was performed and the explanation details specific uses of this information</li> </ul>	<ul style="list-style-type: none"> <li>• an accurate analysis of the plan was performed</li> </ul>	<ul style="list-style-type: none"> <li>• an analysis of the plan was performed but contained some errors</li> </ul>	<ul style="list-style-type: none"> <li>• an inaccurate analysis of the plan was performed</li> </ul>	<ul style="list-style-type: none"> <li>• no analysis of the plan was performed</li> </ul>
<b>Application of strategies developed in other situations</b>	<ul style="list-style-type: none"> <li>• there was clear evidence of the use of strategies developed previously with a detailed explanation of their possible use</li> </ul>	<ul style="list-style-type: none"> <li>• there was clear evidence of the use of strategies developed previously</li> </ul>	<ul style="list-style-type: none"> <li>• there was evidence of the use of strategies developed previously</li> </ul>	<ul style="list-style-type: none"> <li>• there was a some evidence of the use of strategies developed previously, but without explanation</li> </ul>	<ul style="list-style-type: none"> <li>• there was no evidence of the use of strategies developed previously</li> </ul>