

Numeracy 2018 v1.1

IA1B mid-level annotated sample response

October 2018

Student learning journal

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific standards.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

4. plan, implement and adjust processes to achieve learning outcomes in personal, social and learning situations
5. apply learning strategies in personal, social and learning situations.

Note: Objectives 1, 2 and 3 are not assessed in this instrument.

Instrument-specific standards

Learning	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> • effective planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations • purposeful application of learning strategies in personal, social and learning situations. 	A
<ul style="list-style-type: none"> • logical planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations • consistent application of learning strategies in personal, social and learning situations. 	B
<ul style="list-style-type: none"> • <u>planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations</u> • <u>application of learning strategies in personal, social and learning situations.</u> 	C
<ul style="list-style-type: none"> • occasional planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and/or learning situations • some application of learning strategies in personal, social and/or learning situations with variable success. 	D
<ul style="list-style-type: none"> • infrequent planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and/or learning situations • isolated application of learning strategies in personal, social and/or learning situations with minimal success. 	E

Task

See the sample assessment instrument for IA1B: Student learning journal (available on the QCAA Portal).

Sample response

Criterion	Result
Learning Assessment objectives 1, 2 and 3	C

The annotations show the match to the instrument-specific standards characteristics.

Brainstorming — everyday uses of Mathematics

What happened today?

• Today we went through examples of when we will use math's in everyday life, such as units of measurement for example how far the ladder is away from the house.

• We were also given examples of everyday life and what method of maths we need to use.

We were also asked to brainstorm ideas of different ways of doing math and what things in life we need it for.

• We also revised some work from last year to help us remember it for the coming term.

What did I learn?

• I realised you need to know a bit of math in everyday life and I don't really like that idea, but I guess we have to do it.

• I also learnt that for the courses I want to do in the future I'll need to know the math.

• Started to remember the maths we did last year.

Learning

apply learning strategies in personal, social and learning situations

Learning

plan, implement and adjust processes to achieve learning outcomes in personal, social and learning situations

Learning

plan, implement and adjust processes to achieve learning outcomes in personal, social and learning situations

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Learning

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Learning

apply learning strategies in personal, social and learning situations

Financial literacy — creating a personal budget

What happened today?

• Today my teacher took the class through a lesson on how to make our own personal budget.

• We also were taught what a personal budget is and how we can use it

• We watched a video on personal budgets

What did I learn?

• How to save money and to cover expenses and pay bills

• I learnt that I'm going to need a lot of money to pay for everything that I want.

• I learnt how to use my budget and how to make one.

Preparation for oral mathematical presentation – vodcast about a 'Schoolies' trip

What happened today?

• Today we prepared our oral presentations

• Our teacher let us do free work, so there was no set plan. Just assignment work.

• I designed my maps and plans for a property, as well as making a direct route from the property to school.

What did I learn?

• I did my assignment so not a lot except the questions that were provided

• As I made the route I was able to use conversion from Km to M to make the route as short as possible.