

# Numeracy 2018 v1.1

IA1B sample assessment instrument

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, 3 are not assessed in this instrument.

<b>Subject</b>	Numeracy	<b>Instrument no.</b>	IA1B
<b>Technique</b>	Student learning journal		
<b>Topic</b>	1: Personal identity and education		

### Summative internal assessment

#### Conditions

<b>Duration</b>	For the duration of Topic 1 (in class and out-of-class time)		
<b>Mode</b>	Written/digital	<b>Length</b>	—
<b>Individual/group</b>	Individual	<b>Other</b>	The journal may use varied forms of writing such as bullet points, lists, continuous passages of text, quotations, tables, diagrams and pictures/illustrations. It may also contain annotated presentation notes, teacher observation sheets, and self or peer assessment.
<b>Resources available</b>	Open access to resources		

#### Context

The act of examining and reflecting on thoughts, ideas, feelings and your own learning develops thinking skills by helping you self-evaluate and sort what you know from what you don't know. This process is particularly helpful when you are learning new concepts or beginning to grapple with complex issues that go beyond right and wrong answers.

#### Task

In a learning journal, explore your thoughts and reflect on the learning strategies and processes you are adopting to achieve the learning outcomes encountered in this topic. Your learning journal will demonstrate your thinking and learning practices as they develop throughout the subject. You will also document the processes you undertake in preparing for the oral mathematical presentation. Your journal may be presented in written or digital form.

#### To complete this task, you must:

- on a regular basis, record your thoughts on your development as a learner, including
  - your growing awareness of yourself as a learner
  - how you are planning and managing your learning
  - how you are acquiring and applying practical strategies that facilitate learning
  - how you are developing numeracy and mathematical skills in the contexts of expressing personal identity, achieving personal goals, and understanding and interacting with the wider community
- make entries in your journal that might include
  - reflections on class studies and topic subject matter, and how this learning is and can be related to learning in other ways and other subjects
  - how you prepared for the oral mathematical presentation
  - how you access information and use ICT tools
  - how you approach barriers to learning and the strategies used to address them
  - thoughts and feelings about yourself as a learner
  - how you manage your learning and acquire practical strategies that facilitate learning
  - strategies you use to organise and make connections between information/ideas, e.g. by underlining main points or drawing a sequencing diagram
  - strategies you use to reinforce your learning, e.g. mnemonics, visualising, rehearsing, summarising or

## Summative internal assessment

explaining to someone else

- how you have met new learning challenges that have moved you outside your personal comfort zone
- how you have considered and responded to advice and feedback
- questions that arise at any time, including thoughts and ideas that are not yet fully formed.

### Stimulus

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### Checkpoints

- Record thoughts.
- Teacher checks student progress.
- Finalise the journal and submit.

### Criterion

### Result

### Learning

Assessment objectives 4, 5

### Authentication strategies

- The teacher will collect copies of the student response at key junctures.
- Students must acknowledge all sources.
- The teacher may conduct interviews or consultations with you to determine your orientation towards learning; your ability to plan, implement and adjust processes to achieve learning outcomes; and the range of strategies you draw on to assist your learning.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- The teacher may observe your progress in class to authenticate your work.

# Instrument-specific standards

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