

# Numeracy 2018 v1.1

IA2B 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 workplace and employment contexts
5. apply learning strategies in workplace and employment contexts.

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

<b>Subject</b>	Numeracy	<b>Instrument no.</b>	IA2B
<b>Technique</b>	Student learning journal		
<b>Topic</b>	2: The work environment		

### Summative internal assessment

#### Conditions

<b>Duration</b>	For the duration of Topic 2 (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.
<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. 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 workplace and employment contexts
- make entries in your journal that might include
  - reflections on class studies and topic subject matter; how this learning is and can be related to other learning and other subjects
  - reflections on how you prepared for the examination
  - 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 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.

## Summative internal assessment

### Stimulus

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### Checkpoints

- Record thoughts.
- Teacher provides feedback through questioning.
- Finalise the journal and submit.

### Criterion

### Result

### Learning

Assessment objectives 4 and 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 workplace and employment contexts</li> <li>• purposeful application of learning strategies in workplace and employment contexts.</li> </ul>	<b>A</b>
<ul style="list-style-type: none"> <li>• logical planning, implementation and adjustment of processes to achieve learning outcomes in workplace and employment contexts</li> <li>• consistent application of learning strategies in workplace and employment contexts.</li> </ul>	<b>B</b>
<ul style="list-style-type: none"> <li>• planning, implementation and adjustment of processes to achieve learning outcomes in workplace and employment contexts</li> <li>• application of learning strategies in workplace and employment contexts.</li> </ul>	<b>C</b>
<ul style="list-style-type: none"> <li>• occasional planning, implementation and adjustment of processes to achieve learning outcomes in workplace and employment contexts</li> <li>• some application of learning strategies with variable success in workplace and employment contexts.</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>• infrequent planning, implementation and adjustment of processes to achieve learning outcomes in workplace and employment contexts</li> <li>• isolated application of learning strategies in workplace and employment contexts.</li> </ul>	<b>E</b>