



# Numeracy 2025 v1.2

## IA option C: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

<b>Student name</b>	sample only
<b>Student number</b>	sample only
<b>Teacher</b>	sample only
<b>Issued</b>	sample only
<b>Due date</b>	sample only

## Marking summary

Criterion

Overall grade

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# Conditions

<b>Technique</b>	Extended response — project
<b>Topic/s</b>	Topic 2: Workplace and employment
<b>Duration</b>	10–15 hours of class time Students can develop their responses in class time and their own time
<b>Mode / length</b>	Multimodal (at least two modes delivered at the same time): <ul style="list-style-type: none"><li>• up to 5 minutes</li><li>• up to 6 A4 pages, or equivalent digital media</li></ul>
<b>Individual / group</b>	Individual
<b>Resources</b>	Access to shopping catalogues and the internet

## Context

The office where you work is getting new carpet. Your manager has asked you to help figure out how much carpet is needed and how much this will cost.

## Task

You are to provide a multimodal presentation to the office manager that shows the total floor space and the total cost.

## Stimulus

You will be provided with a floor plan to use.

Your teacher will provide you with a unique scale for your floor plan.

Your teacher will provide you with a unique price for the purchase and installation of carpet per m<sup>2</sup>.

Your teacher will provide you with a unique percentage to account for carpet wastage.

## Checkpoints

- Check point 1: Teacher progress check
- Check point 2: Teacher progress check
- Check point 3: Student will submit draft to the teacher for feedback
- Check point 4: Student will submit response to the teacher

## Authentication strategies

- The teacher will monitor student response at key junctures.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- The teacher will conduct interviews after submission to clarify or explore aspects of the response.
- The teacher will compare the responses of students who have worked together in groups.

## Scaffolding

Your multimodal presentation will need to include the following information:

- A summary of the procedure that will be used to determine the total office floorspace.
- Evidence of how you
  - converted scale measurement into real-life measurement
  - calculated the total area of the office floor
  - calculated the total cost to purchase and install the carpet for the entire office using your unique cost per m<sup>2</sup> including your unique carpet waste percentage.

## Instrument-specific standards

Numeracy	Grade
<ul style="list-style-type: none"> <li>• Identification and interpretation of comprehensive mathematical information</li> <li>• Use and application of comprehensive mathematical knowledge</li> <li>• Communication and representation of comprehensive mathematical knowledge</li> </ul>	A
<ul style="list-style-type: none"> <li>• Identification and interpretation of thorough mathematical information</li> <li>• Appropriate use and application of thorough mathematical knowledge</li> <li>• Appropriate communication and representation of thorough mathematical knowledge</li> </ul>	B
<ul style="list-style-type: none"> <li>• Identification and interpretation of mathematical information</li> <li>• Use and application of mathematical knowledge</li> <li>• Communication and representation of mathematical knowledge</li> </ul>	C
<ul style="list-style-type: none"> <li>• Identification and interpretation of partial mathematical information</li> <li>• Use and application of partial mathematical knowledge</li> <li>• Communication and representation of partial mathematical knowledge</li> </ul>	D
The student response does not match any of the descriptors above.	E

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