

**Year 11 – 2024**  
**NUMERACY**  
**M EAGLES**



**Task Number: 3**  
**Weight: 40%**

**Notification Date: 17/6/24**  
**Due Date: Friday 6<sup>th</sup> September 2024**  
**To be handed as a hard copy to Ms Eagles by 3.20pm**

**OUTCOMES ASSESSED**

- N6-1.1:** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2:** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3:** determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1:** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2:** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3:** chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-3.1:** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

**TASK DESCRIPTION**

In this task you will produce a learning portfolio and two reflections on your learning.

**TASK INSTRUCTION**

- Produce a learning portfolio that demonstrates your progress towards learning new numeracy skills.
- Collect at least five samples of your work.
- Your portfolio needs to include:
- Assessment Task 1, showing at least two ways you have improved your original response.
  - At least one Excel example showing how you have entered formulas and created a chart.
  - At least two responses to class tasks or activities
- Label each sample and include the question or problem to which you are responding.
- Your learning portfolio must be your original work and be a record of your individual responses.
- From your samples, select TWO that shows something new that you have learnt.  
 Use this sample to complete the Reflection questions (after the instructions) and include it in your learning portfolio.

**Submission is due at 3.20pm on Friday 6<sup>th</sup> September 2024.**

All submissions must be handed in as a hardcopy and the Excel example must also emailed to melissa.eagles@det.nsw.edu.au.

### **What is a learning portfolio?**

A learning portfolio is a collection of pieces of your work that showcase what you have been learning in the course.

There is no set way of presenting a learning portfolio. It could be a digital portfolio, a verbal, pictorial or visual response, or a folder with hard copies of your work.

### **Why create a learning portfolio?**

Creating a learning portfolio helps you monitor how your learning is developing. Reflecting on what you have learnt and how you have learnt it can help you become aware of things you do not yet understand. Recording the areas that you found challenging will help you set the direction for your future learning.

### **How should I begin a learning portfolio?**

Use your notes or workbook to find samples of your work.

Describe an activity that you enjoyed doing.

Make notes about something new that you did last week.

Describe the way that you worked together or had a discussion with someone else to improve a numeracy skill – this could be a classmate or your teacher.

List the things that you already knew and things that were new to you.

Use the activities or exercises you have done in class or at home.

### **What is 'reflection' in Numeracy?**

In the Numeracy Stage 6 CEC, reflection is thinking about the new concepts you are learning and linking them to things that you have learnt in the past, either in previous Numeracy lessons or in other subject areas. Reflection includes thinking about how you solved a problem or how you can use the new learning you have acquired.

Teacher's signature: \_\_\_\_\_

Head Teacher's signature \_\_\_\_\_

DP's signature \_\_\_\_\_

## Reflection questions

What is the title of the sample of your work that you have chosen?

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Why did you choose this sample?

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How does this sample show what you knew before and what you have learnt?

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How might you use what you have learnt in the future?

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## Reflection questions

What is the title of the sample of your work that you have chosen?

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Why did you choose this sample?

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How might you use what you have learnt in the future?

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**MARKING GUIDELINES**

	<b>4-5 marks</b>	<b>2-3 marks</b>	<b>1 mark</b>	<b>0 mark</b>
<b>Work Sample – improved Assessment Task 1</b>	There is evidence that the student has made two improvements to their infographic. The improvements address two areas that were not covered or areas that did not achieve full marks in the original submission.	There is evidence that the student has attempted to make two improvements to their infographic.	There is evidence that the student has attempted to make one improvement to their infographic.	Not submitted or aspect not covered
<b>Work Sample – Excel with chart</b>	The student has provided an Excel example that shows that they have correctly entered formula and created a chart.	The student has provided an Excel example that shows that they have correctly entered formula and attempted to create a chart.	The student has provided an Excel example where it shows they have attempted to use formula AND/OR create a chart.	Not submitted or aspect not covered
<b>Work Samples</b>	The student has provided at least 3 work samples that demonstrate thorough knowledge of content and understanding of course concepts. There is evidence that they have developed a high level of competence to apply skills and processes, and use technology in a variety of contexts.	The student has provided 2-3 work samples that demonstrate sound knowledge of content and understanding of course concepts. There is some evidence that they have developed adequate skills, processes and use technology in different contexts.	The student has provided some work samples. These demonstrate elementary knowledge of content and understanding of course concepts. There is some evidence that they have developed elementary skills and processes in some familiar contexts.	Not submitted or aspect not covered
<b>Reflection 1</b>	The student has reflected on their learning using the 'Reflection questions', explaining how they have overcome a misconception or corrected an error.	The student has reflected on their learning using the 'Reflection questions', describing how they have corrected an error	The student has attempted to use the 'Reflection questions' to recount a solution to a problem.	Not submitted or aspect not covered
<b>Reflection 2</b>	The student has reflected on their learning using the 'Reflection questions', explaining how they have overcome a misconception or corrected an error.	The student has reflected on their learning using the 'Reflection questions', describing how they have corrected an error	The student has attempted to use the 'Reflection questions' to recount a solution to a problem.	Not submitted or aspect not covered

Teacher Feedback

Teacher signature

Date

Task Mark	Task Rank	Cumulative Rank