# Notice of Assessment Task
## Year 8 *Mathematics*
### *Class Test, 2025*

| Date of Initial Notification:<br>Wednesday Period 1 – 5 March 2025<br>Week 6, Term 1 | Date of Submission of Task:<br>Wednesday Period 1 – 19 March 2025<br>Week 8, Term 1 |
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| Teacher: Mr. Ellis, Mrs. Gaday, Mr. Gray,<br>Ms. Gregory, Mrs. Habashi, Ms Wai | Task Number: 1 |
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Time Allowed: 50 Minutes

Course Component/Focus Area/Topic/Module:
- Investigating Data

Task Description: Class Test

Students will complete an in-class Test which will assess their ability to:
- Operate with integers, fractions and decimals
- Classifies and displays data using a variety of graphical representations
- Analyses simple datasets using measures of centre, range and shape of the data

The task will consist of **multiple choice** and **short answer questions**.
Students can use the following during the completion of the task:
- Pen (black), ruler, NESA approved calculator

Outcomes/Competencies to be assessed in this task:
**MAO-WM-01** develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing, and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.
**MA4-DAT-C-01** classifies and displays data using a variety of graphical representations
**MA4-DAT-C-02** analyses simple datasets using measures of centre, range and shape of the data.

Feedback: How will I receive feedback on this task?

☐ Written

☐ Verbal

☐ Whole class

Marking Criteria
Each question will be allocated a mark, and marks will be given based on the working out and solutions given by the student.

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| **Grade A** | A student performing at this grade typically:<br>• demonstrates extensive understanding of the relationships between mathematical concepts<br>• uses, creates and interchangeably moves between a variety of abstract and concrete representations in familiar and unfamiliar situations<br>• solves routine problems involving multiple steps consistently in familiar and unfamiliar situations<br>• uses multiple connections between concepts to solve non-routine problems<br>• applies deductive reasoning and concise, formal mathematical arguments to prove and justify results in a variety of forms<br>• uses precise mathematical language consistently and effectively to communicate reasoning, explain solutions and justify results |
| **Grade B** | A student performing at this grade typically:<br>• demonstrates thorough understanding of the relationships between mathematical concepts<br>• uses, creates and moves between abstract and concrete representations in familiar and unfamiliar situations<br>• solves routine problems of up to 3 steps in familiar and unfamiliar situations and attempts routine problems of more than 3 steps with some success<br>• uses some connections between concepts to attempt non-routine problems<br>• applies formal and informal mathematical reasoning to prove and justify results<br>• uses appropriate mathematical language effectively to communicate reasoning, explain solutions and justify results |
| **Grade C** | A student performing at this grade typically:<br>• demonstrates sound understanding of the relationships between mathematical concepts<br>• uses and creates abstract or concrete representations in familiar situations<br>• solves routine problems of up to 3 steps in familiar situations and attempts routine problems of more than 3 steps<br>• identifies some connections between concepts when attempting non-routine problems<br>• uses informal mathematical reasoning to prove or justify results<br>• uses mathematical language to communicate reasoning and explain solutions |
| **Grade D** | A student performing at this grade typically:<br>• identifies some relationships between mathematical concepts<br>• uses concrete representations in *some familiar* situations<br>• attempts routine problems of up to 3 steps with some success<br>• uses informal mathematical reasoning<br>• uses limited mathematical language |
| **Grade E** | A student performing at this grade typically:<br>• recognises some mathematical concepts<br>• attempts some routine problems with very limited success<br>• attempts to use informal mathematical reasoning<br>• uses very limited mathematical language |

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