

Year 9 Maths Assessment 1 - Number

This assessment requires you to present information from a provided set of data (mini class census) using your fractions, decimals, percentages, ratio and proportion skills to convert raw data into a visual infographic.

You can create your infographic using one of the following sites:

<https://piktochart.com/>

<https://www.canva.com/create/infographics/>

<https://infograph.venngage.com/templates/infographics>

You will hand in:

1. All calculations and worksteps showed on paper for how you calculated your fractions, decimals, percentages and ratios from the **data given on MHOL WK 10 - Data for assessment. Remember to**
 - Include units
 - Round decimals to one decimal place
 - All steps for your calculations on paper should be neat and tidy. This will count towards your overall grade.
2. An infographic poster (created from putting together information from your calculations of fractions decimals, percentages, ratios and proportion) that visually compares and contrasts aspects of Yr 9 class census (**Global studies connection**). Please Upload your poster onto **Yr 9 Maths Assessment 1 - Number** on MHOL WK 11 when completed.
3. You can include information like percentage of male/female students, fraction of students that can speak more than two languages, average time taken to get to school etc to create your poster. Think outside the box on how you can use your number knowledge and sense to communicate information!

Context - Kaitakitanga of Taonga in Aotearoa - Human resources are critical for an economy. Census data helps with decision making around human capital of a country. People are the most important resource of any country and need to be looked after and protected.(Kaitiakitanga)

Matauranga Maori focus - Whakatauki - He aha te mea nui o te ao

What is the most important thing in the world?

He tangata, he tangata, he tangata

It is the people, it is the people, it is the people

The importance of participating in taturanga (census)

Tatau tātou (All of us count)

Criteria	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectations	Working BEYOND curriculum expectation
Number operation in context	You have attempted to use number operations such as decimal, fractions, percentages, ratio & proportion	You have used number operations such as decimal, fractions, percentages, ratio & proportion	You have used most number operations in multiple steps such as decimal, fractions, percentages, ratio & proportion	You have used all number operations in multiple steps precisely such as decimal, fractions, percentage, ratio & proportion
Number Knowledge in context	You have attempted to explain the method using steps	You have explained the method using steps	You have explained the method using multiple steps	You have explained the method using multiple steps with justification
Time Management	You have not completed the	You have not completed the	You have completed the	You have completed the

	assessment on time	assessment on time	assessment on time	assessment on time
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Accuracy in writing	You have made errors in grammar, spelling and/or punctuation which are intrusive and affect meaning	You have made errors in grammar, spelling and/or punctuation which are intrusive at times, but the reader can infer meaning	You have made some errors, but minimal reader inference is needed as meaning is consistently clear	You have carefully edited your writing to ensure you have few (or no) intrusive errors, consequently meaning is consistently clear
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