**Instructions to the Assessor**

The learner must submit all assessment items to meet the evidence requirements for the unit/s of competency.

Red font indicates what should be contained, as a minimum, within each response required to be submitted.

Where students are required to develop work samples or products, examples have been provided as a guide to required expectations.

The assessor must provide an overall result of satisfactory or not yet satisfactory.

This result must be provided to the learner within ten (10) business days.

Assessment records must be retained for at least six (6) months on the company server in accordance with ASQA requirements in case of an audit.

**Marking and recording of results procedure:**

When you complete all paperwork, ensure you fill in all the fields including dates, names, signatures etc.

**Step 1.** Mark the student’s first assessment task

**Step 2.** Record the result for the first assessment task on the assessment cover sheet, ensure you provide feedback to the student for the assessment

**Step 3.** Mark the student’s second assessment task

**Step 4.** Record the result for the second assessment task on the assessment cover sheet, ensure you provide feedback to the student for the assessment

**Step 5.** Repeat step 3 and 4 for any further assessment tasks

**Step 6.** Complete the Competency completion record. Record the results of all assessments and provide holistic feedback to the student

**Assessment Plan – Delivery and Assessment Model**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | | | | **Is this unit assessed holistically with other units? If yes, please specify below** | Yes  No |
| **FSKNUM014** | **Calculate with whole numbers and familiar fractions, decimals and percentages for work** | | | |  | |
| **Assessor/s** |  | | | |
| **Assessment Methods** | | | | | | |
| Observation in the  workplace  Observation in a simulated environment  Fault finding/Problem-  Role Play/Case Study  Game | | Open Book Exam/Test  Verbal Questioning/ Interview  Formal Exam/Test  Presentation  Debate/Discussion | | Essay  Project  Documents  Products  Portfolio | Third-party report  Self-Assessment  Training Records  RPL  Other ………………… | |
| **Assessment Instruments**  **(please list)** | | | **Venue and Schedule**  **(Location, due date, time allowed)** | | **Resources and equipment required to conduct the assessment** | |
| Knowledge Test | | | BrainstormRTO classroom  Main Street, Yourtown, Qld  In class 60 minutes | | Knowledge Test  Marking Guide for Assessor  Computer/Internet  Stationery  paper-based or electronic dictionary  Own familiar support resources | |
| Project | | | BrainstormRTO classroom  Main Street, Yourtown, Qld  In class 30 minutes each Task | | Project  Exemplar for Assessor  Templates of Forms  Computer/Internet  paper-based or electronic dictionary  Own familiar support resources | |
| **Target Learner(s)**  (Describe the learner cohort generally and identify special needs) | | | The learners completing this course will reflect the diversity of the local community and labour market. Typically, the learners will be developing entry level skills as a pathway to employment or further learning. Some learners will be early school leavers and may be at risk of long-term unemployment. The cohort will also include mature aged workers, who have previously been employed in low-skill jobs; - they have been recently retrenched due to the downturn in manufacturing and unskilled jobs. Several of the learners are refugees who have recently completed an AMEP program and have gained the Certificate I in General English for Adults. Some learners require additional assistance with digital literacy, having never used a computer.  The additional support needs of individual students is documented on their Student Profile and Support Plan. | | | |
| **Assessment Conditions**  (insert from Unit of Competency) | | | Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.  Assistive technologies can be utilised to assist with oral and written communication.  Skills must be demonstrated using routine texts and tasks that reflect those typically found in a workplace.  The following resources are to be made available:   * a calculator * familiar support resources.   Assessors must:   * satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and * have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and * have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and * have completed the following or equivalent: * TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or * a higher level education qualification, such as: * TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or * Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education. | | | |
| **Applicable industry or workplace standards, and Training Package advice** | | | WHS Act 2011  Organisational Policies and Procedures  Organisational Templates | | | |
| **Stakeholders that any of the assessment arrangements need to be confirmed with** | | | Students  Trainers & Assessors  Training Manager | | | |
| **Special arrangements and allowable adjustments that may be made** | | | Extra time allowed  Assessment broken into stages  Assistive Technology | | | |
| **Recording and Reporting Procedures** | | | Mark assessments, provide feedback and determine results  Update student profile with results in LMS  Conduct compliance checklist  Issue certification within 30 days of completion of the whole qualification  Archive assessment records and evidence for 6 months  Store data of results for 30 years  Data is uploaded via reporting to USI  Data is available for AVETMISS reports | | | |

**Assessment Cover Sheet - Knowledge Questions**

|  |  |
| --- | --- |
| **Name of student** |  |
| **Name of assessor** |  |
| **Unit/s (code and name)** | **FSKNUM014 - Calculate with whole numbers and familiar fractions, decimals and percentages for work** |
| **Method of assessment** | **Written  Verbal** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Instructions** | | | | | | | |
| * This assessment consists of 8 questions * Answers must be clear, concise and in your own words * All notes and responses to be done in the spaces provided * You must answer all questions correctly to be deemed satisfactory in this assessment * Re-assessment of any incorrect responses will be undertaken verbally and noted on the assessment * Identified special needs students may be able to undertake this assessment in a slightly different way please speak with your assessor if you believe that you are eligible for a modified assessment item | | | | | | | |
| **Student Declaration**  I declare that no part of this assessment has been copied from another person’s work with the exception of where I have listed or referenced documents or work and that no part of this assessment has been written for me by another person.  Signed: Date: | | | | | | | |
| **EDUCATIONAL ADJUSTMENTS MADE** | | | | | | | |
| **Formatting** | Altered print size and layout  Audio Provided  Images to support text  Simplified language | | | | | | |
| **Time** | Extra Time  Rest Break  Administered in segments | | | | | | |
| **Assistive Technology** | Word Processor  Speech to text  Calculator | | | | | | |
| **Environmental** | Alternate location  Reduced audience  Support person present | | | | | | |
| **Other** |  | | | | | | |
| **Assessor Safety Declaration** | I confirm that I have completed a Safety Audit of the assessment environment prior to the commencement of the assessment process. | | | | | | **Yes  No** |
| **Satisfactory**  **Not Satisfactory** | | | **Due date for reassessment (if required):** | |  | | |
| **Feedback to student:** | | | | | | | |
|  | | | | | | | |
| **Assessor Signature:** | |  | | **Date:** | |  | |

The Implementation Manual of the Training Package for this unit provides additional advice to provide trainers and assessors with insight from industry practitioners, peak bodies and other RTOs that will assist with creating meaningful and effective support material for learners. You can find the link to the companion volumes on Training.gov.au.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Fractions: | | | | **Satisfactory/**  **Not Yet Satisfactory** |
| 1. ½ + ½ = | | ½ + ½ = 1 | | S  NYS |
| b) 1 – ½ = | | 1 – ½ = ½ | | S  NYS |
| 1. 1 – ¾ | | 1 – ¾ = ¼ | | S  NYS |
| 1. ¾ + ¾ = | | ¾ + ¾ = 1 ½ | | S  NYS |
| 1. A baker makes 8 cakes. Each cake is then cut into quarters. How many slices of cakes are then in total? | | 8 x 4 = 32 | | S  NYS |
| 1. Complete the missing numbers in the following table: | | | | |
| Fraction | Decimal | | Percentage |  |
| 3/4 | 0.75 | | 75% | S  NYS |
| 1/2 | 0.5 | | 50% | S  NYS |
| 1/5 | 0.20 | | 20% | S  NYS |
| ¼ | 0.25 | | 25% | S  NYS |
| 1/8 | 0.125 | | 12.5% | S  NYS |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Use a multiplication question to check the given division (the first one has been completed for you). Complete the division then show how you would check this with a multiplication. | | | | |
| Division | | Multiplication (Checking) | |  |
| 42 ÷ 3 = 14 | | 3 x 14 = 42 | | S  NYS |
| 54 ÷ 9 = 6 | | 6 x 9 = 54 | | S  NYS |
| 990 ÷ 10 = 99 | | 99 x 10 = 990 | | S  NYS |
| 60 ÷ 12 = 5 | | 5 x 12 = 60 | | S  NYS |
| 1. Place value of zero: | | | |  |
| 1. For the number 3098, what does the 0 mean?   0 hundreds  0 tens  0 units  0 thousands | | | | S  NYS |
| 1. For the number 1980, what does the 0 mean?   0 hundreds  0 tens  0 units  0 thousands | | | | S  NYS |
| 1. When completing mathematical calculations you will need to follow the correct Order of Operations e.g.: BOMDAS: Brackets, Orders (e.g.: powers, square root), Multiplication, Division, Addition and Subtraction.   For example, if you were given: 100 - (5 x 42 + 3)  Start inside the Brackets  Do Orders first: 100 – (5 x 16 + 3)  Then Multiply: 100 – (80 + 3)  Then Add: 100 – (83)  Then Subtract: 17 (final answer)   1. What is the result of the following: | | | |  |
| 1. 8 x 3 - 12 ÷ 4 + 8 | | 8 x 3 - 12 ÷ 4 + 8  = 24 – 3 + 8  = 29 | | S  NYS |
| 1. 2 x 8 – 2 x3 + 16+ 4 | | 2 x 8 – 2 x3 + 16+ 4  = 16 – 6 + 16 + 4  = 30 | | S  NYS |
| 1. 80 - (5 x 22 + 3) | | 80 - (5 x 22 + 3)  = 80 – (5 x 4 + 3)  = 80 – (20 + 3)  = 80 – 23  = 57 | | S  NYS |
| 1. (3 – ½ x 4) x 3 | | (3 – ½ x 4) x 3  = (3 – 2) x 3  = 1 x 3  = 3 | | S  NYS |
| 1. Two construction workers’ combined income is $3025. If one earns $175 more than the other, find the monthly take-home pay of each. | | | | |
| $3025 – $175 = $2850  $2850 / 2 = $1425  $1425 + $175 = $1600  Worker 1 earns $1425 and Worker 2 earns $1600 | | | | S  NYS |
| 1. You have been asked to estimate the following areas of several rectangular fields. Provide the estimate and then check your answer with a calculator | | | | |
| Field  (length x width) | Estimate | Using a Calculator | Was your result reasonable? Why/why not |  |
| 51m x 20m | 50 x 20 = 1000 metres | 1020 metres | Yes the estimate of 1000 is close to the actual answer 1020 | S  NYS |
| 690m x 100m | 700 x 100 = 70,000 m | 69,000 m | Yes the estimate of 70,000 is close to the actual answer 69,000 | S  NYS |
| 82m x 100m | 80 x 100 = 8000 m | 8200 m | Yes the estimate of 8000 is close to the actual answer 8200 | S  NYS |
| 78m x 50m | 80 x 50 = 4000 m | 3900 m | Yes the estimate of 4000 is close to the actual answer 3900 | S  NYS |
| 1. Part of the nutritional information provided on a milk drink includes information about the recommended daily allowances of minerals and vitamins.  |  |  |  | | --- | --- | --- | | Mineral and Vitamins | Per Serving | Percentage of recommended daily allowance | | Iron (mg) | 2.7 | 20% | | Calcium (mg) | 110 | 50% | | Vitamin A (µg) | 105 | 25% | | Vitamin B1 (mg) | 0.18 | 20% | | Vitamin B2 (mg) | 0.14 | 25% | | Sodium (mg) | 49 | 10% | | Potassium (mg) | 120 | 10% | | | | | |
| 1. Calculate how many of the mild drinks you need to drink to provide your recommended daily allowance of calcium. | | | | |
| Calcium is 50% of RDI so, 100 / 50 = 2 drinks | | | | S  NYS |
| 1. Calculate how many of the milk drinks you need to drink to provide your recommended daily allowance of sodium. | | | | |
| Sodium is 10% of RDI so 100 / 10 = 10 drinks | | | | ☐ S  ☐ NYS |

**Assessment Cover Sheet - Project**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of student** |  | | | | | | |
| **Name of Assessor** |  | | | | | | |
| **Unit/s (code and name)** | **FSKNUM014 - Calculate with whole numbers and familiar fractions, decimals and percentages for work** | | | | | | |
| **Method of assessment** | **Project** | | | | | | |
| **Instructions** | | | | | | | |
| * This assessment consists of 3 activities * Answers must be clear, concise and in your own words * You will require access to a computer, internet, and office software e.g., Word * You must show all your working out and answer all questions or complete the activities correctly to be deemed competent in this unit * Re-assessment of any incorrect responses will be undertaken verbally and noted on the assessment * Identified special needs students may be able to undertake this assessment in a slightly different way please speak with your assessor if you believe that you are eligible for a modified assessment item | | | | | | | |
| **Student Declaration**  I declare that no part of this assessment has been copied from another person’s work with the exception of where I have listed or referenced documents or work and that no part of this assessment has been written for me by another person.  Signed: Date: | | | | | | | |
| **EDUCATIONAL ADJUSTMENTS MADE** | | | | | | | |
| **Formatting** | Altered print size and layout  Audio Provided  Images to support text  Simplified language | | | | | | |
| **Time** | Extra Time  Rest Break  Administered in segments | | | | | | |
| **Assistive Technology** | Word Processor  Speech to text  Calculator | | | | | | |
| **Environmental** | Alternate location  Reduced audience  Support person present | | | | | | |
| **Other** |  | | | | | | | |
| **Assessor Safety Declaration** | I confirm that I have completed a Safety Audit of the assessment environment prior to the commencement of the assessment process. | | | | | | **Yes  No** | |
| **Satisfactory**  **Not Satisfactory** | | | **Due date for reassessment (if required):** | |  | | |
| **Feedback to student:** | | | | | | | |
|  | | | | | | | |
| **Assessor Signature:** | |  | | **Date:** | |  | |

**CONTEXT:**

You have been assigned to organise the next Red Food Day at school.

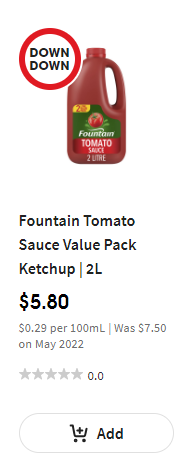
Your group is in charge of purchasing the food supplies for the sausage sizzle and drinks stand.

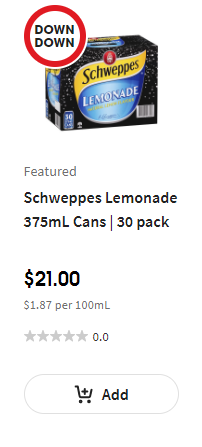
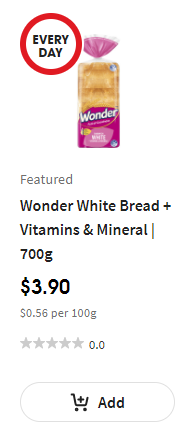
The number of students and staff attending the day is approximately 450.

Usually, only 70% of attendees purchase food on the day.

Your group has been allocated a budget of $600.

Below are the current prices from the Colesonline website. Please ensure that you show your working out with your answer.





**ACTIVITY 1**

|  |  |
| --- | --- |
| * + - 1. Decide on the food stuffs that you will need to order for the sausage sizzle and create a list. |  |
|  | S  NYS |
| * + - 1. Calculate how much of each item you will need to purchase if 75% of attendees each purchase one sausage and one soft drink.   Consider:  Sausages come in packs of 24, how many packs will you need to purchase?  Soft drink comes in cartons of 30, how many cartons will you need?  1 loaf of bread has 16 slices, how many loaves of bread will you need?  You will only need 2 bottles of tomato sauce. | S  NYS |
| Sausages  315 Sausages needed on the day  315/24 = 13.125 (so 14 packs needed on the day) | S  NYS |
| Soft drink  315 cans of soft drink needed on the day  315/30 = 10.5 (so 11 cartons needed) | S  NYS |
| Bread  315 Slices of bread needed on the day  315/16 = 19.6875 (so 20 loaves of bread needed on the day) | S  NYS |
| Sauce  2 bottles | S  NYS |

**ACTIVITY 2**

|  |  |  |
| --- | --- | --- |
| Refer to the current prices available from the scenario above and calculate how much each of these items costs to purchase in their bulk packages: | | |
| Carton of Soft drink | $21.00 | S  NYS |
| Pack of sausages | $12.00 | S  NYS |
| Loaf of bread | $3.90 | S  NYS |
| Sauce | $5.80 | S  NYS |
| Calculate the total costs of each item required on the day | | |
| Soft drink | 11 x $21.00 = $231.00 | S  NYS |
| Sausages | 14 x $12.00 = $168.00 | S  NYS |
| Bread | 20 x $3.90 = $78.00 | S  NYS |
| Sauce | 2 x $5.80 = $11.60 | S  NYS |

**ACTIVITY 3**

|  |  |
| --- | --- |
| 1. Your group has been allocated a budget of $600.00 for the day. Will there be any leftover funds? If so, how much? | |
| $600 - $488.60 = $111.40  There will be $111.40 remaining after all of the food supplies have been purchased. | S  NYS |

## Assessment Mapping Matrix

Mapping ensures the assessment instruments cover the requirements of the unit. The observation checklist should be mapped to the relevant performance criteria and all performance evidence. The knowledge questions should be mapped to relevant performance criteria and all of the knowledge evidence. Projects and other assessment tools should be mapped where appropriate.

The details for the mapping matrix need to be inserted from training.gov.au for the unit you have selected.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Code** | FSKNUM014 | **Unit Title** | Calculate with whole numbers and familiar fractions, decimals and percentages for work | | |
| **Element** | **Performance Criteria** | | | **Assessment Tool** | |
|  | | | **Project** | **Knowledge Questions** |
| 1. Select and interpret routine mathematical information | 1.1 Identify whole numbers and routine fractions, decimals, percentages and common rates embedded in workplace tasks and texts | | | T1, T2 | 6, 7, 8 |
| 1.2 Interpret whole numbers and routine fractions, decimals, percentages and common rates embedded in workplace tasks and texts | | | T1, T2 | 6, 7, 8 |
| 2. Perform mathematical calculations to complete workplace task | 2.1 Select arithmetical problem solving process for completing the workplace task | | | T1, T2 | 1, 2, 3, 4 |
| 2.2 Estimate outcome of calculations with the four arithmetical operations related to whole numbers, routine fractions, decimals and percentages | | | T1, T2 | 1, 2, 3, 4  7 |
| 2.3 Calculate outcome of calculations with the four arithmetical operations related to whole numbers, routine fractions, decimals and percentages | | | T1, T2 | 1, 2, 3, 4 |
| 2.4 Check and reflect on mathematical problem solving processes and outcomes in relation to initial estimates and the workplace context | | | T1, T2, T3 | 7 |
| 3. Communicate workplace mathematical information | 3.1 Use informal and formal written mathematical representation to document and report on workplace calculation processes and results | | | T3 | 6, 7 |
| 3.2 Use informal and formal mathematical language to present and discuss workplace problem solving process and results | | | T3 | 6, 7 |
| **Performance Evidence** | The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to: | | |  |  |
| * select and interpret one of each of the following embedded in routine workplace tasks and texts: | | |  |  |
| * whole numbers | | | T1, T2, T3 |  |
| * routine common fractions | | | T1, T2, T3 |  |
| * routine decimals | | | T1, T2, T3 |  |
| * routine common percentages | | | T1, T2, T3 |  |
| * common rates | | | T1, T2, T3 |  |
| * perform routine mathematical problem solving processes to complete a workplace task, including: | | | 1 |  |
| * using and applying the order of arithmetical operations to solve multi-step calculations with whole numbers | | | T1, T2, T3 |  |
| * performing calculations with common fractions, decimals and percentages | | | T1, T2, T3 |  |
| * using and applying rates in familiar or routine situations | | | T1, T2, T3 |  |
| * making initial estimations and checking reasonableness of process and results. | | | T1 |  |
| In the course of the above the candidate must demonstrate use of relevant technology, such as calculators or spreadsheets. | | |  |  |
| **Knowledge Evidence** | The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of: | | |  |  |
| * purpose of workplace calculations relevant to completing workplace task | | |  | 1, 3, 8 |
| * place value and use of zero | | |  | 4 |
| * relationship and equivalence between familiar and routine fractions, decimals and percentages | | |  | 2 |
| * relationship between the four operations (addition, subtraction, multiplication and division) and the use and application of the order of operations | | |  | 5 |
| * the meaning and purpose of familiar rates such as km/hr, $/kg and $/m | | |  | 7 |
| * purpose and use of relevant technology such as calculators, spreadsheets or other relevant software | | |  | 7 |
| * methods for using estimation and assessment skills to check and reflect on an outcome and its appropriateness to the workplace task | | |  | 7 |
| * informal and formal mathematical written and oral language and symbolism of numbers and calculations. | | |  | 6 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Foundation Skills -** *This section describes those language, literacy, numeracy, and employment skills that are essential to performance but not explicit in the performance criteria.*  Foundation skills are an integral part of a unit of competency and must be assessed. A unit’s performance criteria can explicitly include foundation skills essential for performance. Alternatively, if foundation skills are not explicit in the performance criteria they must be described in the ‘foundation skills’ field of the unit of competency. (ASQA VAC 7.4)  Note: - You are required to complete the table below adding all information from the Foundation Skills mapping table for the unit of competency. **Some units do not list the foundation skills**, as they are embedded in the unit e.g., CHC and FSK units – in this case the table will be blank. | | | | |
|  | | **Assessment Tool** | | |
| **Observation Checklist** | | **Project/**  **Other Assessment** |
|  | Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. | |  |  |

|  |  |  |
| --- | --- | --- |
| **Does the Assessment for this unit of competency comply with the Assessment Conditions** | **YES** | **NO** |
| * Where the assessment takes place is appropriate to the assessment conditions | Yes |  |
| * Equipment and resource requirements are appropriate to the assessment conditions | Yes |  |