## Completion of Competency Record

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| **Student Name** | Sarah Elliott | | | |
| **Unit Code and Title** | FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work | | | |
| After assessment instrument have been completed, the competency record should be completed and signed by the assessor, the workplace supervisor (if applicable) and student. If competency is not achieved at the first attempt, strategies to address gaps in performance need to be identified and times for reassessment arranged. | | | | |
| **Assessment Tasks (please list)** | | | | **Result** |
| **Project** | | | | Satisfactory  Not Satisfactory |
| **Knowledge questions** | | | | Satisfactory  Not Satisfactory |
|  | | | | Satisfactory  Not Satisfactory |
| **The evidence presented is:** |  | **Valid Sufficient Authentic Current** | | |
| **Feedback to student** |  | | | |
| **Final Result** | **Competent**  **Not Competent** | | **Date** |  |
| **Student Declaration**  I declare all assessments submitted are my own work with the exception of where I have listed or referenced documents or work. | | | **Assessor Declaration**  I declare that I have conducted valid assessments fairly, flexibly and reliably. | |
| Signature: REDACTED | | | Signature: | |

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| **Supervising Assessor Declaration (to be completed by a qualified TAE assessor)**  I observed the Assessor conduct valid assessments fairly, flexibly and reliably.  I verify that assessment outcome as determined by the assessor is verified. | |
| Signature: | Date: |
| A pair of glasses  Description automatically generated with medium confidence |  |

**Self-Reflection – TAEASS402 – Assess competence**

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| Thinking about the processes you have followed to assess competency: | Yes | No | Opportunities for improvement  (what would you change in the future) |
| **Did you prepare fully for the assessment by** | | | |
| * Understanding the assessment process |  |  |  |
| * Being aware of any legal and ethical requirements |  |  |  |
| * Being aware of the requirements of the Unit of Competency being assessed |  |  |  |
| * Having access to marking guides and checklists |  |  |  |
| * Discuss and agree on the assessment plan with the candidate |  |  |  |
| * Identify any specialist support required and organise this if necessary |  |  |  |
| **Did you gather quality evidence by** | | | |
| * Using the agreed assessments methods and tools – involving a range of activities |  |  |  |
| * Apply the principles of assessment |  |  |  |
| * Apply the rules of evidence |  |  |  |
| **Did you support the candidate by** | | | |
| * Communicating effectively – providing appropriate feedback |  |  |  |
| * Making reasonable adjustments if required |  |  |  |
| * Addressing any WHS risks to a person or equipment immediately |  |  |  |
| **Did you make assessment decisions by** | | | |
| * Collecting and evaluating the evidence |  |  |  |
| * Using judgement to determine if sufficient and valid evidence has been submitted |  |  |  |
| * Using marking guides and exemplars |  |  |  |
| * Following the assessment plan |  |  |  |
| **Did you record and report the assessment decision by** | | | |
| * Recording the outcome on the assessment coversheet, providing feedback on this activity and signing all documentation |  |  |  |
| * Completing the Completion of Competency Record, providing overall feedback and signing all documentation |  |  |  |
| **Did review the assessment process by** | | | |
| * Discussing the assessment outcome with the candidate or other stakeholders |  |  |  |
| * Completing an assessment trial and review |  |  |  |
| * Considering other changes you would make when doing this assessment in future. |  |  |  |

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| **Assessment - Project** | | | |
| Name of student | Sarah Elliott | Date |  |
| 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 | | |

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| **Instructions** | | | | |
| * This assessment consists of **3** activities * Answers must be clear, concise and in your own words * All writing, notes and responses to be done in the spaces provided, in pen * You must answer all questions 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 | | | | |
| **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 | | | |
| **Satisfactory**  **Not Satisfactory** | | | **Due date for reassessment (if required):** |  |
| **Feedback to student:** | | | | |
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| **Assessor Signature:** | |  | | |

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| **Knowledge Assessment** | | | |
| Name of student | Sarah Elliott | Date |  |
| Name of assessor |  | | |
| Unit/s (code and name) | FSKNUM14 - Calculate with whole numbers and familiar fractions, decimals and percentages for work | | |
| Method of assessment | Written (Time allowed – 1hr) Verbal | | |

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| **Instructions** | | | | |
| * This assessment consists of **8** questions * Answers must be clear, concise and in your own words * All writing, notes and responses to be done in the spaces provided, in pen * You must answer all questions 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 | | | | |
| **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 | | | |
| **Satisfactory**  **Not Satisfactory** | | | **Due date for reassessment (if required):** |  |
| **Feedback to student:** | | | | |
|  | | | | |
| **Assessor Signature:** | |  | | |

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| **Q1** Fractions:   * 1. ½ + ½ = 1   2. 1 – ½ = ½   3. 1 – ¾ = ¼   4. ¾ + ¾ = 6/8   5. 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  **Q2** Complete the missing numbers in the following table:   |  |  |  | | --- | --- | --- | | **Fraction** | **Decimal** | **Percentage** | | 3/4 | 0.75 | 75% | | 1/2 | 0.5 | 50% | | 1/5 | 0.20 | 20% | | ¼ | 0.25 | 25% | | 1/8 | 0.125 | 12.5% | | **S**  **NS**  **S**  **NS** |

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| **Q3** Use a multiplication question to check the given division (the first one has been completed for you). Complete the division then show the how you would check this with a multiplication. |  |
| |  |  | | --- | --- | | **Division** | **Multiplication (Checking)** | | 42 ÷ 3 = 14 | 3 x 14 = 42 | | 54 ÷ 9 = 6 | 6 x 9 = 54 | | 990 ÷ 10 = 99 | 99 x 10 = 990 | | 60 ÷ 12 = 5 | 5 x 12 = 60 | | **S**   **NS**  **S**   **NS**  **S**   **NS**  **S**   **NS** |

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| **Q4** Place value of zero:   * 1. For the number 3098, what does the 0 mean?      + 0 hundreds   2. For the number 1980, what does the 0 mean?      + 0 units | **S**  **NS**  **S**  **NS** |
| Q5 When completing mathematical calculations you will need to follow the correct Order of Operations eg: BOMDAS: Brackets, Orders (eg: 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. 8 x 3 - 12 ÷ 4 + 8

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= 24 – 3 + 8

= 28

1. 2 x 8 – 2 x3 + 16+ 4

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= 16 – 6 + 16 + 4

= 30

1. 80 - (5 x 22 + 3)

= 80 – (5 x 4 + 3)

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**NS**

= 80 – (20 + 3)

= 80 – 23

= 56

1. (3 – ½ x 4) x 3

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= (3 – 2) x 3

= 1 x 3

= 3

**Q6** 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

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$2850 / 2 = $1420

$1425 + $175 = $1600

Worker 1 earns $1425 and Worker 2 earns $1600

**Q7** 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** | **Marking Result** |
| 51m x 20m | 50 x 20 = 1000 metres | 1020 metres | Yes the estimate of 1000 is close to the actual answer 1020 |  |
| 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**  **NS** |
| 82m x 100m | 80 x 100 = 8000 m | 8200 m | Yes the estimate of 8000 is close to the actual answer 8200 | **S**  **NS** |
| 78m x 50m | 80 x 50 = 4000 m | 3900 m | Yes the estimate of 4000 is close to the actual answer 3900 | **S**  **NS** |

**Q8** Part of the nutritional information provided on a milk drink includes information about the recommended daily allowances of minerals and vitamins.

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| --- | --- | --- |
| Minerals 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 milk drinks do you need to drink to provide your recommended daily allowance of calcium.

Calcium is 50% of RDI so, 100 / 50 = 2 drinks   **S**

**NS**

1. Calculate how many of the milk drinks do you need to drink to provide your recommended daily allowance of sodium.

Sodium is 10% of RDI so 100 / 10 = 10 drinks

**S**

**NS**