

NZQA Assessment Support Material

Unit standard	29308				
Title	Apply numeracy skills in a range of day to day contexts (Supported Learning)				
Level	1	Credits	5	Version	1

ASSESSOR GUIDELINES

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

1. See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>

GENERAL

1. This unit standard is intended for learners who require some form of support with their learning either through additional resources, specialised equipment, or adapted programmes. It is important to note that they are people with learning disabilities and include those with intellectual disability.
2. This unit standard contributes to the *New Zealand Certificate in Skills for Living for Supported Learners (Level 1) with an optional strand in Skills for Working* [Ref: 2853].

ASSESSMENT

3. The assessments must be at Level 1 of the NZ Qualifications Framework. For information about the Level 1 NZQA level descriptor, go to *The New Zealand Qualifications Framework- page 30*: <https://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf>
4. The assessors must be satisfied that the candidate can demonstrate competence against the unit standard, with minimal support towards increased independence. The assessor must sign an attestation in the Student Guidelines to confirm that all the work done is the candidate's own.
5. To ensure assessment conditions and assessor judgement are consistent and fair, assessors must be Supported Learning teachers who understand the assessment requirements. Learning support and/or teacher aides may be used to support a candidate with gathering and verifying of evidence.
6. This resource exemplifies assessment of learning for one unit standard. However, it is highly recommended that this standard be assessed in conjunction with other Supported Learning unit standards to allow for a thematic approach. This would make the learning more meaningful to candidates in their own social, cultural, family/whanau, community and/or work contexts.
7. This assessment resource provides examples of how assessments could be presented. These assessment tasks may need to be altered to suit the learning styles and additional needs of the learner.
8. Sample answers have been developed to guide assessors. However, it is important to note that candidate's answers will vary depending on the individual. Assessors should also be aware that sample answers are not provided for all questions, and that they may need to develop their own examples for some assessment parts.

GATHERING OF EVIDENCE

9. A variety of approaches should be considered for the gathering of evidence, which may involve the use of digital technology – internet; laptop/ tablet e.g. iPad/cell phone, and augmentative communication; and use of a reader/writer or enlarged print, where appropriate for the learner and context.
10. All evidence such as videos, audio, pictures etc. must be attached to the candidate's paper-based copy of the Student Guidelines, when moderation is required, thus verifying the candidate's own work. If the candidate is unable to record the answers on their paper-based copy, their Supported Learning Teacher or Teacher aide must do so. If the candidate is part of a group when carrying out tasks, the assessment evidence must reflect the candidate's ability to achieve each task independently.
11. Evidence collected for this assessment can be attributed to the candidate through its natural occurrence, in real life contexts and collected over an extended timeframe. A verifiers checklist is acceptable if accompanied by evidence that includes examples from the candidate's performance.

BEFORE THE ASSESSMENT

Over the weeks prior to this assessment, candidates must have had sufficient teaching and learning opportunities to be familiar with the following:

- Number skills -
 - addition, subtraction, multiplication, division
 - statistics, sequences, comparisons
- Measurement
- Time
- Contexts –
 - daily living activities (what the candidate does at home)
 - community
 - work
 - education
 - recreation

PRE-ASSESSMENT ACTIVITY

To prepare learners for the assessment, an activity immediately before the assessment task is recommended. This could be setting the scene and providing a scenario which assist learners to relate the assessment task to a meaningful, real context.

Learners may also need terminology or concepts unpacked for them so they have a better understanding of what is required. However, pre-assessment activities tasks may not lead the learner to the answers. Learners must still independently demonstrate their competency against this standard.

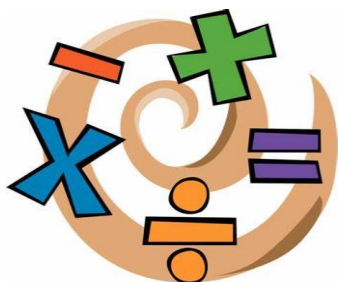
FOR THE ASSESSOR:

Evidence and Judgement Guidance

Unit standard 29308					
Title	Apply numeracy skills in a range of day to day contexts (Supported Learning)				
Level	1	Credits	5	Version	1

<p>Outcome 1</p> <p>Apply numeracy skills in a range of day to day contexts (Supported Learning).</p> <p>Range: numeracy skills must include number (addition, subtraction, multiplication, division), measurement, time; and may include but are not limited to – statistics, sequences, comparisons; contexts may include but are not limited to – daily living activities, community, work, education, recreation.</p>	
<p>1.1 Numeracy skills are applied in a range of day to day tasks.</p> <p>Range: evidence of two numeracy skills for each of four different contexts.</p>	
Evidence for Achievement	Judgements for Achievement
<p>Part 1 - 4</p> <p>Application of two different numeracy skills to carry out day-to-day tasks in four different contexts.</p> <p>See guidelines for how candidates should present evidence of application.</p>	<p>The candidate accurately applied two numeracy skills in each of four different contexts.</p> <p>The candidate applied the following numeracy skills at least once over all four contexts:</p> <ul style="list-style-type: none"> • Number skills (addition, subtraction, multiplication, division) • Measurement • Time

Apply numeracy skills in a range of day to day contexts (Supported Learning)



ASSESSMENT

Name:

Date:

CONDITIONS OF ASSESSMENT



- The assessment will be done by the candidate.
- The assessment will take place over a timeframe set by the assessor.
- Before the assessment tasks, an introduction to the assessment should be given, using the examples provided.
- Assessments must be carried out in situations that are limited in range, repetitive, and familiar and employed within closely defined contexts. They must be conducted in authentic situations that are relevant to the candidate's day-to-day living that may include but is not limited to workplace, educational setting or within the community.

Assessment Task

This assessment task has four parts. You will be asked to apply **two** numeracy skills in each of the following **four** contexts:

1 Use two different numeracy skills to carry out tasks in your **daily life**.

2 Use two different numeracy skills to carry out tasks in the **community**.

3 Use two different numeracy skills to carry out tasks at work or your **place of study**.

4 Use two different numeracy skills to carry out tasks during your **free time**.

Throughout the assessment, you must use the following numeracy skills at least once:

1. Number skills (including addition, subtraction, multiplication, and division)
2. Measurement
3. Time

You can also use the following numeracy skills:

1. Statistics
2. Sequences
3. Comparisons
4. Any other valid numeracy skill

Candidates should ask their teacher to show them examples on how to apply these skills and how to show what they have done.

**The assessor will use the following table to make sure that the candidate has completed all required elements of this assessment task.*

	Numeracy Skills	Measurement	Time	Other
Daily life				
Community				
Work or education				
Recreation				
Other				




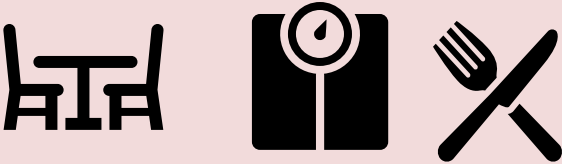
Note to assessors: It is important that candidates use calculations in their evidence, and do not just state facts. The following table provides examples of candidates should approach calculations.

Type of calculation	Not a calculation x	A calculation ✓
Numeracy skills:	Saying a fact Example: I bought two oranges for \$3.	Doing difficult calculations Example: I bought two oranges for \$1.50 each. These cost \$3.00 altogether.
Measurement:	Saying how long or heavy something is Example: I am 1.58 cm tall.	Measuring the length or weight of something Example: I measured my friend's height with a tape measure. She is 1.63 cm tall.
Time:	Saying how long it took you to do something Example: The cake took 45 minutes to bake.	Calculating how long something took Example: I started baking a cake at 9:30 and finished at 10:46. It took me 1 hour and 16 minutes to bake the cake.

Part 1 Assessment

Use **two** different numeracy skills to carry out tasks in your **daily life**.

Examples of tasks where you could use numeracy skills in your daily life include:

 Cooking food	 In the garden
 Using cleaning products	 Sorting out household items

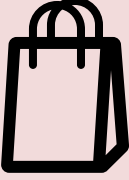



The candidate will use the following table to show the skills that they used, and the evidence they provided.

Explain the day-to-day task.	Explain the numeracy skill used. You must use the following skills at least once: <ul style="list-style-type: none"> ▪ A number skill ▪ Measurement ▪ Time 	Explain how you provided evidence of using this skill
Task 1:		
Task 2:		

Part 2 Assessment

Use **two** different numeracy skills to carry out tasks in the **community**.

Examples of tasks where you could use numeracy skills in the community include:

 Shopping	 Attending a community event, like a parade
 Using transportation, like a bus	 Going to restaurants or cafes.

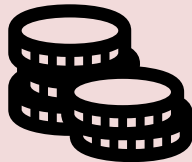

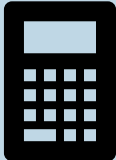

The candidate will use the following table to show the skills that they used, and the evidence they provided.

Explain the day-to-day task.	Explain the numeracy skill used. You must use the following skills at least once: <ul style="list-style-type: none"> ▪ A number skill ▪ Measurement ▪ Time 	Explain how you provided evidence of using this skill
Task 1:		
Task 2:		

Part 3 Assessment

Use **two** different numeracy skills to carry out tasks at work or your **place of study**.

Examples of tasks where you could use numeracy skills at work, or your place of study include:

 Calculating the cost of something	 Counting stock
 Calculating how long something will take	 Measuring liquids or other items





The candidate will use the following table to show the skills that they used, and the evidence they provided.

Explain the day-to-day task.	Explain the numeracy skill used. You must use the following skills at least once: <ul style="list-style-type: none"> ▪ A number skill ▪ Measurement ▪ Time 	Explain how you provided evidence of using this skill
Task 1:		
Task 2:		

Part 4 Assessment

Use **two** different numeracy skills to carry out tasks during your **free time**.

Examples of tasks where you could use numeracy skills during your free time include:

 At sports events	 At community or religious groups you belong to
 While doing a hobby that you have	 While you are with your friends

The candidate will use the following table to show the skills that they used, and the evidence they provided.

Explain the day-to-day task.	Explain the numeracy skill used. You must use the following skills at least once: <ul style="list-style-type: none"> ▪ A number skill ▪ Measurement ▪ Time 	Explain how you provided evidence of using this skill
Task 1:		
Task 2:		

To be completed by assessor:

Overall Performance Outcome: Achieved <input checked="" type="checkbox"/> Not Achieved <input type="checkbox"/>			
Assessor's Attestation: I confirm the following: <ul style="list-style-type: none">• the learner has adequacy of knowledge and performance• the assessment complied with relevant health and safety, and legislative requirements• the learner's likely repeatable competence in the future.			
Overall comments			
Name:		Signature:	
Date:		Position Held:	