

Assessment support pack

FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work

Release 1

Aspire Version 1.1



Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the questions provided by Aspire. This should be done according to the experience of students and the specific learning situation.

Learning checkpoints

Aspire learner guides include learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment.

The *Formative assessment guide* provides questions, along with solutions.

The answers provided by the student may vary due to a number of factors, including:

- the student's personal and work-related experiences
- the situations and strategies presented by the trainer
- the student's or trainer's interpretation of the activity
- the type of industry, organisation or work practices encountered by the student.

Talk with others

Discussion questions allow the student to reflect more widely on what they have learnt and their personal experiences. These allow students to share their ideas with others and apply their learning to a broader context.

Suggested responses to discussion topics are provided in the *Formative assessment guide*.

The 'Talk with others' discussion is suitable for use with students:

- in a large class group, or for smaller groups discussions
- in a workplace where co-workers can be asked what they think.

Final assessment

This final assessment is for the unit *FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work*, Release 1.

An assessor will review your work to make sure it is satisfactory.

Assessment plan

Add the due dates for each task to the table below.

Assessment task	Due date
1. Questions	
2. Project	
3. Observation	

Submitting assessments

Complete each assessment task and submit your answers to the assessor.

You must also complete a cover sheet for each assessment task.

Your assessor will provide feedback and a copy of your work.

If you believe your assessment result is not right, you should discuss this with your assessor.

Assessment task 1: Questions

You will be asked to complete questions on what you have learnt. Answer all questions in the spaces provided.

This is an open-book task. You can use a learner guide and the internet. You can also ask your assessor to assist you if required.

Evidence

Your assessor will tell you how to submit your answers. Give your answers and a completed cover sheet to the assessor. Keep a copy of your work.

When and where will this assessment take place?

Your assessor will tell you when and where to do the assessment.

There is no time limit to complete the assessment.

What if the assessment is not suitable?

If you cannot respond to the questions in writing, discuss this with your assessor. You may be asked to answer the questions another way, such as saying your answers out loud.

What if answers are not satisfactory?

If any of your answers are unsatisfactory, your assessor will give you feedback. You may need to redo some of your answers. Your assessor will explain how to do this.

If you are not happy with your assessment result, discuss this with your assessor.

Assessment task 2: Project

You will be asked to complete a project on what you have learnt. Read and respond to the project instructions.

This is an open-book task. You can use a learner guide and the internet. You can also ask your assessor to assist you if required.

Required resources

Your assessor will provide you with the following to complete the project:

- An expert or mentor to provide support to learner if requested
- A calculator or spreadsheet technology utilised in the performance evidence.

Evidence

Your assessor will tell you how to submit your answers. Give your answers and a completed cover sheet to the assessor. Keep a copy of your work.

If you do the project in a workplace, your supervisor may need to complete a third-party report. Your assessor will discuss this with you and your employer.

When and where will this assessment take place?

Your assessor will tell you when and where to do the assessment.

What if the assessment is not suitable?

If you cannot complete the project in writing, discuss this with your assessor. You may be asked to complete a different project.

What if responses are not satisfactory?

If any of your responses are unsatisfactory, your assessor will give you feedback. You may need to redo some of your responses. Your assessor will explain how to do this.

If you are not happy with your assessment result, discuss this with your assessor.

Cover sheet: Assessment task 2

Unit code	Title
FSKNUM008	Use whole numbers and simple fractions, decimals and percentages for work

Student to complete

Student name:

.....

Student ID:

.....

Submission date:

.....

Student statement

None of this assessment has been copied from another person's work, except where clearly noted on documents or work submitted.

None of this assessment has been completed for me by another person. I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.

Student signature:

.....

Date:

.....

Assessment task 3: Observation

You will be asked to demonstrate what you have learnt. Your assessor will explain what you need to do and may ask you questions about what you are doing.

You can ask your assessor to assist you if required.

Required resources

Your assessor will provide you with the following to complete the project:

- An expert or mentor to provide support to learner if requested
- A calculator or spreadsheet technology utilised in the performance evidence

Evidence

Give a completed cover sheet to the assessor.

If you do this task in a workplace, your supervisor may need to complete a third-party report. Your assessor will discuss this with you and your employer.

When and where will this assessment take place?

Your assessor will tell you when and where to do the assessment.

What if the assessment is not suitable?

If you cannot complete the assessment task, discuss this with your assessor. You may be asked to complete a different task.

What if the observation is not satisfactory?

If any of the skills you demonstrate are unsatisfactory, your assessor will give you feedback. You may need to redo them. Your assessor will explain how to do this.

If you are not happy with your assessment result, discuss this with your assessor.

Final assessment marking guide

FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work

Release 1

This resource is for assessors. It complements the corresponding *Aspire Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested responses.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

Assessment task 2: Project

By correctly completing the project the student will demonstrate that they have the required skills and knowledge to *FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work*.

Students need access to the *Student assessment* or learning management system to complete this task. As this is an open-book task, students may also access a learner guide, the internet and/or other resources.

Ensure that the topic chosen by the student is suitable to address the project requirements. If you are using a simulated work environment with case studies, make sure the case studies are realistic and reflect workplace practice. Role-plays and an observation checklist may need to be developed. The students being assessed and any other participants will need to be briefed beforehand. This will ensure reliability and validity of the assessment.

Students must satisfactorily respond to each section of the project, including all parts within each section. Evidence for completing all project requirements must be submitted. You may ask students to explain their responses if you need clarification.

Required resources

Assessment must provide students access to:

- An expert or mentor to provide support to learner if requested
- A calculator or spreadsheet technology utilised in the performance evidence.

Supporting documents

Aspire has provided the following supporting documents that students can use to complete the assessment task:

- Order form template
- Scenario

You may wish to supply your own or customise these documents to suit your needs.

Evidence

Students need to submit a completed assessment task cover sheet as well as the following items.

Required evidence*

- ☐ Report
- ☐ Third-party report (if applicable)

*You may need to add or remove items as necessary.

Third-party report

This third-party report is for the unit *FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work*, Release 1

For the assessor

When to use another party to collect assessment evidence

A third-party report can be provided to workplace supervisors whose responsibility it is to monitor the student while they are in the workplace. The supervisors are usually the people observing and supervising the student when you are not present. They will monitor the consistency of the student's performance during work placement.

The report has a list of tasks the student is expected to complete in the workplace. The third-party will provide observations and feedback of the student's performance in various work tasks required for assessment of the unit.

By providing information and signing the document, the third-party is verifying that the student has demonstrated they have the required skills and knowledge to meet industry and workplace standards.

The third-party will not decide if the student is competent. It is your responsibility as the assessor to make that decision. The feedback provided by the third-party can be used as evidence you will be gathering to determine the student's final result.

To ensure consistency between what you and the third-party are expecting to observe in the student's performance, the third-party can be provided with a copy of a marking guide.

Third party to complete**Third-party checklist**

During the period of observation, I observed the student consistently and repeatedly demonstrating these skills to the required work standard.	Observation date/s:	
	O	N
<ul style="list-style-type: none"> Discuss the process they used in their mathematical calculations. In their discussion, they must use informal language (such as 'lots of') and formal language (such as 'difference'). <p>Outline of the task:</p> <ul style="list-style-type: none"> Use formal maths language to describe a process such as plus, difference, multiply, divide. Use informal maths language to where appropriate to describe a process such as total, from, lots of, into, etc. Interpret maths terminology, such as fractions, decimals, whole numbers and percentages. Explain whole numbers, fractions, decimals and percentages. Use the correct terms for numbers, fractions, decimals and percentages. Explain the operations that were used, such as adding, subtracting, multiplying and dividing Describe the outcome of the task. Explain why estimating the amounts is useful such as checking against the calculated amounts. Other (please describe): <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback/overall comment:		

O = Observed N = Not observed