

Assessment support pack

FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work

Release 1

Aspire Version 1.1



Final assessment overview

Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised to meet various vocational contexts. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Any reasonable adjustments made to assessment must be recorded. The *Aspire Student assessment* document provides a space to record this in the cover sheet for each assessment task.

Formative assessment guide

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

Aspire provides questions in its learner guides. Questions are divided into practice tasks, which appear throughout the learning content, and learning checkpoints, which appear at the end of each topic.

This *Formative assessment guide* replicates these questions, and provides solutions and suggested responses.

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.

Final assessment marking guide

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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 *FSKNUM014 Calculate with whole numbers and familiar 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:

- A calculator
- Familiar support resources

Supporting documents

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

- Third-party report

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*

- ☐ Third-party report (if applicable)

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

Assessment task 3: Observation

By correctly completing the observation, the student will demonstrate that they have the required skills and knowledge to calculate with whole numbers and familiar fractions, decimals and percentages for work.

If any part of the assessment will be conducted in the student's workplace, you must first discuss this with the student's employer.

Students need access to the *Student assessment* or learning management system to complete the observation as well as a learner guide, the internet and/or other resources.

Students must satisfactorily respond to each section of the observation, including all parts within each section.

Supporting documents

Aspire has provided the following supporting documents that students can refer to and/or use as evidence:

- Observation checklist
- Third-party report

Evidence

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

Required evidence*

- ☐ Completed observation checklist
- ☐ Third-party report (if applicable)

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

Students need to submit their evidence by handing in physical copies or by sending in electronic copies via email or online submission. Advise students on how they are to submit their responses, and to keep a copy of their submitted work.

If components of this assessment are undertaken in a workplace, a third-party report may need to be completed by a supervisor. You may need to provide them with a copy of the observation marking guide. Discuss this with the student's employer, if relevant.

Video or photo evidence may be suitable for some parts of the assessment task. You will need to discuss the appropriate method for collecting and submitting this evidence, if relevant.

Third-party report

This third-party report is for the unit *FSKNUM014 Calculate with whole numbers and familiar 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.