

**Portfolio Assessment - Numeracy**

**Tutor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course Level:\_\_\_\_**

**Learner:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I A Numeracy Level:\_\_\_\_\_\_\_\_\_\_\_Add. Information:\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- |
| Please tick √ | **N/A** | **Excellent** | **Good** | **Adequate** | **Un - satisfactory** |
| **Number** |  |  |  |  |  |
| Is there evidence that learners can: |  |  |  |  |  |
| At Entry 3 and all higher levels: |  |  |  |  |  |
| * Count, read, write, order and compare numbers up to 1000 |  |  |  |  |  |
| * Add and subtract using 3 digit numbers |  |  |  |  |  |
| * Multiply and divide 2 digit numbers |  |  |  |  |  |
| * Estimate answers in calculations |  |  |  |  |  |
| * Use a calculator to check calculations |  |  |  |  |  |
| At Level 1 and all higher levels: |  |  |  |  |  |
| * Recognise negative numbers |  |  |  |  |  |
| * Recognise numerical relationships (multiples, squares etc) |  |  |  |  |  |
| * Calculate simple ratio |  |  |  |  |  |
| At Level 2 and higher: |  |  |  |  |  |
| * Read, write, order and compare positive and negative numbers in a range of practical contexts. |  |  |  |  |  |
| * Calculate ration and direct proportion |  |  |  |  |  |
| **Fractions, decimals and percentages** |  |  |  |  |  |
| Is there evidence that learners can: |  |  |  |  |  |
| At Entry 3 and all higher levels: |  |  |  |  |  |
| * Read, write and use simple fractions |  |  |  |  |  |
| * Read, write and use decimals to 2 places in a range of contexts |  |  |  |  |  |
| * Use a calculator to solve problems and check calculations |  |  |  |  |  |
| At Level 1 and all higher levels: |  |  |  |  |  |
| * Read, write and use decimals to 3 places in a range of contexts |  |  |  |  |  |
| * Round decimals to whole numbers or 2 places |  |  |  |  |  |
| * Read, write, order and use simple percentages |  |  |  |  |  |
| At Level 2 and higher |  |  |  |  |  |
| * Understand and calculate equivalents between fractions, decimals and percentages |  |  |  |  |  |
| * Understand percentage increases and decreases |  |  |  |  |  |
| * Calculate the percentage part of quantities and measurements in a range of practical tasks |  |  |  |  |  |
| **Measure Shape and Space** |  |  |  |  |  |
| **Common Measures** |  |  |  |  |  |
| Is there evidence that learners can: |  |  |  |  |  |
| At Entry 3 and all higher levels: |  |  |  |  |  |
| * Use decimal calculations with money |  |  |  |  |  |
| * Choose and use appropriate measuring tools |  |  |  |  |  |
| * Read and interpret measures of distance, length, temperature and weight using non-standard and standard units |  |  |  |  |  |
| At Level 1 and all higher levels: |  |  |  |  |  |
| * Perform calculations with time in both 12 hour and 24 hour clock |  |  |  |  |  |
| * Estimate and compare measures of length, weight, capacity, temperature and distance |  |  |  |  |  |
| Please tick √ | **N/A** | **Excellent** | **Good** | **Adequate** | **Un - satisfactory** |
| * Convert units of measurement |  |  |  |  |  |
| * Calculate perimeter of simple shapes, area of rectangles and volume of simple cuboids |  |  |  |  |  |
| At Level 2 and higher: |  |  |  |  |  |
| * Convert between currencies |  |  |  |  |  |
| * Calculate with units of measurement between systems |  |  |  |  |  |
| * Understand and use formulae for perimeter, area and volume |  |  |  |  |  |
| * Calculate dimensions from scale drawing |  |  |  |  |  |
| **Shape and Space** |  |  |  |  |  |
| Is there evidence that learners can: |  |  |  |  |  |
| At Entry 3 and all higher levels |  |  |  |  |  |
| * Solve practical problems using the properties of 2-D and 3-D shapes |  |  |  |  |  |
| At Level 1 and all higher levels: |  |  |  |  |  |
| * Solve problems using tessellation and symmetry |  |  |  |  |  |
| * Draw 2-D shapes using grids |  |  |  |  |  |
| At Level 2 and higher: |  |  |  |  |  |
| * Recognise and use maps and plans |  |  |  |  |  |
| * Solve problems using 2-D shapes and 3-D shapes |  |  |  |  |  |
| **Handling Data** |  |  |  |  |  |
| Is there evidence that learners can: |  |  |  |  |  |
| At Entry 3 and all higher levels: |  |  |  |  |  |
| * Extract information from tables, lists, diagrams and simple charts |  |  |  |  |  |
| * Construct and compare information from bar charts and pictograms |  |  |  |  |  |
| * Represent data in a range of ways and in practical contexts |  |  |  |  |  |
| At Level 1 and all higher levels: |  |  |  |  |  |
| * Interpret information from a range of sources |  |  |  |  |  |
| * Collect and represent discrete data |  |  |  |  |  |
| * Find the mean and range for sets of data |  |  |  |  |  |
| At Level 2 and all higher levels: |  |  |  |  |  |
| * Collect, organise and represent continuous data from a range of sources |  |  |  |  |  |
| * Complete calculations for mean, median and mode |  |  |  |  |  |
| * Find the range and describe the spread in data sets |  |  |  |  |  |
| **Marking and assessment** |  |  |  |  |  |
| Evidence of: |  |  |  |  |  |
| * All work marked and up to date |  |  |  |  |  |
| * A common marking policy being used that identifies and corrects any specific errors within numeracy calculations. |  |  |  |  |  |
| * Missing work being identified by the lecturer |  |  |  |  |  |
| * Diagnostic comments on the learners’ work |  |  |  |  |  |
| * Good examples within work being highlighted |  |  |  |  |  |
| * Learners responding to comments |  |  |  |  |  |
| **Additional Comments** | | | | | |

**Assessor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Assessor’signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_**