

**Portfolio Assessment - Numeracy**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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:\_\_\_\_\_\_\_\_\_**