



# Essential Skills

## Numeracy Task



# PARTY

## N001

### Assessment Scheme (Entry 1–3)

Student's Name: .....

Tutor's Name: .....

Centre Name: .....

Date/s when task was taken: .....

- Please complete one assessment scheme per student.
- You will need this booklet to record marks for each task activity.

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## Notes

### 1. The Aim of Assessment

The aim of using the *Assessment Scheme* is to confirm a student's levels of achievement across the skills of:

- Number;
- Measures, Shape and Space; and
- Handling Data;

at Entry 1/Entry 2/Entry 3, as set out in the Adult Numeracy Core Curriculum.

### 2. Method of Assessment

This confirmation of the tutor's judgement is achieved by administering an Essential Skills Assessment Task consisting of a number of different activities, as appropriate.

### 3. Using the Assessment Scheme

Steps:

- Work through the tasks as set out in the "*Tutor Guide and Tutor Script*" materials.
- Use this booklet to record the outcomes of each activity.
- Transfer the totals the student has achieved for each activity to the "*Overall Outcomes Sheet*" on page 14.

The completed *Assessment Scheme* will provide an "overall level" for the student based on the minimum level achieved from all three skill areas.



# ENTRY 1: Assessment Recording Form

## Activity 1A – Interview

### Number

**Step 1:** For each correct response, place one tick (✓) in the appropriate skills box entitled “Number”. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “Overall Outcomes Sheet” (page 14).

Q	Student's Response	Number	National Standard	Curriculum Reference
1A1	9		Count reliably up to 10 items	N1. E1.1
1A2	Is able to write down 0182 542 673 correctly		Read, write, order and compare numbers up to 10, including zero	N1/E1.2
1A3	sausages on sticks		Read, write, order and compare numbers up to 10, including zero	N1/E1.3
1A4	6		Add single digit numbers with totals up to 10, and subtract single digit numbers from numbers up to 10	N1/E1.4
1A5	2		Add single digit numbers with totals up to 10, and subtract single digit numbers from numbers up to 10	N1/E1.5
1A6	Is able to use calculator to work out answer: 18		Use a calculator to check calculations using whole numbers.  Interpret +, – and = in practical situations for solving problems	N1/E1.7  N1/E1.6

Total No. of Ticks (✓) Achieved by Student		
Maximum No. of Ticks (✓) Possible	6 Number	



## ENTRY 2: Assessment Recording Form

### Activity 2A – Interview

### Number

**Step 1:** For each correct response, place one tick (✓) in the appropriate skills box entitled “Number”. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “Overall Outcomes Sheet” (page 14).

Q	Student's Response	Number	National Standard	Curriculum Reference
2A1	16		Count reliably up to 20 items	N1/E2.1
2A2	Identifies correct code: 014 656 888		Read, write, order and compare numbers up to 100	N1/E2.2
2A3	97p		Add and subtract two-digit whole numbers	N1/E2.3
2A4	13p		Add and subtract two-digit whole numbers	N1/E2.3
2A5	£6.00		Multiply using single digit whole numbers	N1/E2.5
2A6	90p		Approximate by rounding to the nearest 10	N1/E2.6
2A7	Identifies “=” and “x” symbols		Use and interpret +, −, x and = in practical situations for solving problems	N1/E2.7
2A8	£10.56/1056p		Use a calculator to check calculations using whole numbers	N1/E2.8
2A9	£7		Find halves and quarters of small numbers of items or shapes	N2/E2.2
2A10	(a) $\frac{1}{4}$		Find halves and quarters of small numbers of items or shapes	N2/E2.2

Total No. of Ticks (✓) Achieved by Student		
Maximum No. of Ticks (✓) Possible	10 Number	



## ENTRY 3: Assessment Recording Form

### Activity 3A – Interview Number

**Step 1:** For each correct response, place one tick (✓) in the appropriate skills box entitled “Number”. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “Overall Outcomes Sheet” (page 14).

Q	Student's Response	Number	National Standard	Curriculum Reference
3A1	<b>018-564-433</b>		Count, read, write, order and compare numbers up to 1000	N1/E3.1
3A2	<b>£282</b>		Add and subtract using three-digit whole numbers	N1/E3.2
3A3	<b>£18</b>		Recall addition and subtraction facts to 20	N1/E3.3
3A4	<b>£36</b>		Multiply two-digit whole nos. by single-digit whole nos.	N1/E3.4
3A5	<b>18 glasses</b>		Recall multiplication facts (eg multiples of 2, 3, 4, 5, 10)	N1/E3.5
3A6	<b>12 tables</b>		Recall multiplication facts (eg multiples of 2, 3, 4, 5, 10) Divide 2-digit whole numbers by single digit whole numbers and interpret remainders	N1/E3.5 N1/E3.6
3A7	<b>£367.18</b>		Use a calculator to calculate using whole numbers and decimals to solve problems in context	N2/E3.4
3A8	<b>£80</b>		Approximate by rounding nos. less than 1000 to nearest 10 or 100	N1/E3.7
3A9	<b>£100</b>		Approximate by rounding nos. less than 1000 to nearest 10 or 100	N1/E3.7
3A10	<b>Estimates between £500 and £600</b>		Estimate answers to calculations	N1/E3.8
3A11	<b>£18</b>		Read, write and understand common fractions (eg $\frac{3}{4}$ , $\frac{2}{3}$ , $\frac{1}{10}$ )	N2/E3.1
3A12	<b>A <math>3\frac{1}{2}</math> litres</b>		Recognise and use equivalent forms	N2/E3.2
3A13	<b>£3</b>		Read/write/understand decimals up to two decimal places in practical contexts	N2/E3.3
3A14	<b>49p</b>		Read/write/understand decimals up to two decimal places in practical contexts	N2/E3.3
3A15	<b>£0.75</b>		Read/write/understand decimals up to two decimal places in practical contexts	N2/E3.3
Total No. of Ticks (✓) Achieved by Student				
Maximum No. of Ticks (✓) Possible		<b>15</b> Number		



## ENTRY 1: Assessment Recording Form

### Activity 1Bi – Student Answer Booklet Part i

### Measures, Shape and Space

**Step 1:** For each correct response, place one tick (✓) in the appropriate skills box entitled “Measures, Shape and Space”. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “Overall Outcomes Sheet” (page 14).

Q	Student's Response	Measures, Shape and Space	National Standard	Curriculum Reference
1B1	<b>Circle</b>		Recognise and name common 2-D and 3-D shapes	MSS2/E1.1
1B2	<b>Square</b>		Recognise and name common 2-D and 3-D shapes	MSS2/E1.1
1B3	<b>Rectangle</b>		Recognise and name common 2-D and 3-D shapes	MSS2/E1.1
1B4	<b>Triangle</b>		Recognise and name common 2-D and 3-D shapes	MSS2/E1.1
1B5	<b>Reception</b>		Understand everyday positional vocabulary	MSS2/E1.2
1B6	<b>Bar</b>		Understand everyday positional vocabulary	MSS2/E1.2
1B7	<b>Hall</b>		Describe size and use direct comparisons for the size of at least two items	MSS1/E1.3
1B8	<b>More</b>		Describe length, width, height, and use direct comparisons for the length, width and height of items	MSS1/E1.4
1B9	<b>3 days</b>		Relate familiar events to: times of the day; days of the week; seasons of year.	MSS1/E1.2
1B10	<b>Correctly identifies 50p coin</b>		Recognise and select coins and notes	MSS1/E1.1
1B11	<b>Crisps</b>		Describe weight and use direct comparisons for weight of items	MSS1/E1.5
1B12	<b>Red wine</b>		Describe capacity and use direct comparisons for the capacity of items	MSS1/E1.6

Total No. of Ticks (✓) Achieved by Student		
Maximum No. of Ticks (✓) Possible	<b>12</b> Measures, Shape and Space	



# **ENTRY 1: Assessment Recording Form** **Activity 1Bii – Student Answer Booklet Part ii** **Handling Data**

**Step 1:** For each correct response, place one tick (✓) in the appropriate skills box entitled “*Handling Data*”. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “*Overall Outcomes Sheet*” (page 14).

Q	Student's Response	Handling Data	National Standard	Curriculum Reference
1B13	<b>850569</b>		Extract simple information from lists	HD1/E1.1
1B14	<b>Soft Drinks R Us</b>		Extract simple information from lists	HD1/E1.1
1B15	<b>9 bottles</b>		Sort and classify objects using a single criterion	HD1/E1.2
1B16	<b>Fewer than</b>		Sort and classify objects using a single criterion	HD1/E1.2
1B17	<b>Copies list correctly</b>		Construct simple representations or diagrams using knowledge of numbers, measures or shape and space	HD1/E1.3
Total No. of Ticks (✓) Achieved by Student				
Maximum No. of Ticks (✓) Possible		<b>5</b> Handling Data		





**ENTRY 2: Assessment Recording Form**  
**Activity 2Bi – Student Answer Booklet Part i**  
**Measures, Shape and Space**

**Step 1:** For each correct response, place one tick (✓) in the appropriate skills box entitled “Measures, Shape and Space”. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “Overall Outcomes Sheet” (page 14).

Q	Student's Response	Measures, Shape and Space	National Standard	Curriculum Reference
2B1	<b>Correctly identifies 3 coins: 50p + 10p + 5p</b>		Make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins.	MSS1/E2.1
2B2	<b>Correctly identifies 20p coin</b>		Calculate cost in pence of more than one item and the change from a transaction	MSS1/E2.2
2B3	<b>Cylinder</b>		Recognise and name 2-D and 3-D shapes	MSS2/E2.1
2B4	<b>Cuboid</b>		Recognise and name 2-D and 3-D shapes	MSS2/E2.1
2B5	<b>3</b>		Describe the properties of common 2-D and 3-D shapes	MSS2/E2.2
2B6	<b>6</b>		Describe the properties of common 2-D and 3-D shapes	MSS2/E2.2
2B7	<b>(b) 07.30</b>		Read and record time in common date formats and understand time displayed on analogue and digital clocks in hours, half hours and quarter hours	MSS1/E2.4
2B8	<b>4 bottles</b>		Estimate, measure and compare capacity using common standard and non-standard units	MSS1/E2.7
<b>Total No. of Ticks (✓) Achieved by Student</b>				
<b>Maximum No. of Ticks (✓) Possible</b>		<b>8</b> Measures, Shape and Space		



## ENTRY 2: Assessment Recording Form

### Activity 2Bii – Student Answer Booklet Part ii

### Handling Data

**Step 1:** For each correct response, place one tick (✓) in the appropriate skills box entitled “*Handling Data*”. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “*Overall Outcomes Sheet*” (page 14).

Q	Student's Response	Handling Data	National Standard	Curriculum Reference
2B9	<b>£4.80</b>		Sort and classify objects using two criteria	HD1/E2.3
2B10	<b>£3.10</b>		Sort and classify objects using two criteria	HD1/E2.3
2B11	<b>£5.60</b>		Sort and classify objects using two criteria	HD1/E2.3
2B12	<b>75 cl Italian Sweet White Wine</b>		Sort and classify objects using two criteria	HD1/E2.3
2B13	<b>French Sparkling Wine</b>		Extract information from lists, tables, simple diagrams and block graphs	HD1/E2.1
2B14	<b>75 cl Italian</b>		Extract information from lists, tables, simple diagrams and block graphs	HD1/E2.1
2B15	<b>Kebabs</b>		Make numerical comparisons from block graphs	HD1/E2.2
2B16	<b>100 people</b>		Make numerical comparisons from block graphs	HD1/E2.2
2B17	<b>Sausage rolls</b>		Make numerical comparisons from block graphs	HD1/E2.2
2B18	<b>150 people</b>		Make numerical comparisons from block graphs	HD1/E2.2
<b>Total No. of Ticks (✓) Achieved by Student</b>				
<b>Maximum No. of Ticks (✓) Possible</b>		<b>10</b> Handling Data		



### ENTRY 3: Assessment Recording Form

#### Activity 3Bi – Student Answer Booklet Part i

#### Measures, Shape and Space

**Step 1:** For each correct response, place one tick (✓) in the appropriate skills box entitled “Measures, Shape and Space”. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “Overall Outcomes Sheet” (page 14).

Q	Student's Response	Measures, Shape and Space		National Standard	Curriculum Reference
3B1	<b>Correctly inserts £28.48 as the total</b>			Estimate, calculate and compare money by adding and subtracting sums using decimal notation; rounding sums to nearest £1/10p; making approximate calculations	MSS1/E3.1
3B2	<b>£2.00</b>			Estimate, calculate and compare money by adding and subtracting sums using decimal notation; rounding sums to nearest £1/10p; making approximate calculations	MSS1/E3.2
3B3	<b>August</b>			Read, measure and record time, using am and pm and common date formats; digital clocks and analogue clocks to the nearest 5 minute intervals	MSS1/E3.3
3B4	<b>morning</b>			Read, measure and record time, using am and pm and common date formats; digital clocks and analogue clocks to the nearest 5 minute intervals	MSS1/E3.3
3B5	<b>4 right angles</b>			Sort 2-D and 3-D shapes to solve practical problems (side length, angles etc)	MSS2/E3.1
3B6	<b>2 correct lines of symmetry (1 tick for each)</b>			Sort 2-D and 3-D shapes to solve practical problems (side length, angles etc)	MSS2/E3.1
3B7	<b>B – Measuring Tape</b>			Choose and use appropriate units and measuring instruments	MSS1/E3.8
<b>Total No. of Ticks (✓) Achieved by Student</b>					
<b>Maximum No. of Ticks (✓) Possible</b>		<b>8</b>	<b>Measures, Shape and Space</b>		



### ENTRY 3: Assessment Recording Form

#### Activity 3Bii – Student Answer Booklet Part ii

#### Handling Data

**Step 1:** For each correct response, place one tick (✓) in the appropriate skills box entitled “*Handling Data*”. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “*Overall Outcomes Sheet*” (page 14).

Q	Student's Response	Handling Data	National Standard	Curriculum Reference
3B8	<b>Square E4 or 4E</b>		Extract numerical information from lists, tables, diagrams and simple charts	HD1/E3.1
3B9	<b>M3</b>		Extract numerical information from lists, tables, diagrams and simple charts	HD1/E3.1
3B10	<b>£400</b>		Extract numerical information from lists, tables, diagrams and simple charts	HD1/E3.1
3B11	<b>£200</b>		Make numerical comparisons from bar charts and pictograms	HD1/E3.2
3B12	<b>Correct Tally 6;4;16;10;4</b>		Organise and represent information in different ways	HD1/E3.3 HD1/E3.4
3B13	<b>Correct bar chart from student's tally chart</b>		Organise and represent information in different ways	HD1/E3.4
3B14	<b>Birthday or correct answer from student's bar chart</b>		Make numerical comparisons from bar charts and pictograms	HD1/E3.2
3B15	<b>6 or correct answer from student's bar chart</b>		Make numerical comparisons from bar charts and pictograms	HD1/E3.2
<b>Total No. of Ticks (✓) Achieved by Student</b>				
<b>Maximum No. of Ticks (✓) Possible</b>		<b>8 Handling Data</b>		



## Completing the Overall Outcomes Sheet

This information should be used when completing the "Overall Outcomes Sheet" (page 14).

### Part A: Completing the outcomes for each skill area.

1. Transfer all the totals achieved for each activity and skill area into the appropriate boxes on the Student's "Overall Outcomes Sheet" (page 14).

#### Example 1:

This student has 7 ticks from the Number skill area in the Interview:

Activity	Ticks
1A: Interview	
<b>Student Total</b>	<b>7</b>
<b>Threshold</b>	<b>6</b>

2. Check the threshold for each skill area against the number of ticks achieved by the student.

**To achieve the threshold for each level, the student is required to obtain 80% or above in each skill area**

#### Example 2:

Student A has got **2** ticks for this skill area and the threshold requires **7**, therefore, she/he **has not yet achieved** the level.

Activity	Ticks
2A: Interview	
<b>Student Total</b>	<b>2</b>
<b>Threshold</b>	<b>7</b>

#### Example 3:

Student B has got **10** ticks for this skill area and the threshold requires **10**, therefore she/he **has achieved** the level.

Activity	Ticks
3A: Interview	
<b>Student Total</b>	<b>10</b>
<b>Threshold</b>	<b>10</b>

3. If the threshold has been achieved, mark a large **X** in the appropriate box as shown below:

<b>12 ticks and above, place an X in this box</b>



## Part B: Awarding an Overall Level

**Step 1:** When you have calculated the outcomes for each of the three skill areas use the table below to find the overall level to be awarded. Each skill area carries equal weighting therefore the levels shown below are interchangeable.

**Step 2:** Transfer the *Overall Level of Achievement* to the top right hand corner of the "Overall Outcomes Sheet".

Outcomes of the skill areas			The Overall Level of Achievement
1	1	1	1
1	1	2	1
1	1	3	1
1	2	2	1
1	2	3	1
2	2	2	2
2	2	3	2
3	3	1	1
3	3	2	2
3	3	3	3



### Marking Criteria

In order to achieve an **overall level** in Numeracy the student must achieve that level in **all** of the **skill areas**.

Where a student achieves a range of levels in a task then the overall level is based on the **lowest** level achieved **from all three skill** areas.

#### Examples:

Student A has achieved the following levels in an assessment task:  
(*Number E2, Measures, Shapes and Space E1 and Handling Data E1*).  
**The overall level of achievement is: Entry 1.**

Student B has achieved the following levels in an assessment task:  
(*Number E2, Measures, Shapes and Space E2 and Handling Data E2*).  
**The overall level of achievement is: Entry 2.**

Student C has achieved the following levels in an assessment task:  
(*Number E3, Measures, Shapes and Space 3 and Handling Data 3*).  
**The overall level of achievement is: Entry3.**



# Overall Outcomes Sheet

<b>Task Title:</b>	<b>PARTY</b>			<b>Overall Level Achieved</b>	
<b>Centre:</b>		<b>Student:</b>			
<b>Tutor:</b>		<b>Date:</b>			

	Number	Measures, Shape and Space	Handling Data																								
<b>Entry 1</b>	<table border="1"> <tr> <th>Activity</th> <th>Ticks</th> </tr> <tr> <td><i>1A: Interview</i></td> <td></td> </tr> <tr> <td><b>Student Total</b></td> <td></td> </tr> <tr> <td><b>Threshold</b></td> <td><b>5</b></td> </tr> </table>	Activity	Ticks	<i>1A: Interview</i>		<b>Student Total</b>		<b>Threshold</b>	<b>5</b>	<table border="1"> <tr> <th>Activity</th> <th>Ticks</th> </tr> <tr> <td><i>1Bi: Booklet</i></td> <td></td> </tr> <tr> <td><b>Student Total</b></td> <td></td> </tr> <tr> <td><b>Threshold</b></td> <td><b>10</b></td> </tr> </table>	Activity	Ticks	<i>1Bi: Booklet</i>		<b>Student Total</b>		<b>Threshold</b>	<b>10</b>	<table border="1"> <tr> <th>Activity</th> <th>Ticks</th> </tr> <tr> <td><i>1Bii: Booklet</i></td> <td></td> </tr> <tr> <td><b>Student Total</b></td> <td></td> </tr> <tr> <td><b>Threshold</b></td> <td><b>4</b></td> </tr> </table>	Activity	Ticks	<i>1Bii: Booklet</i>		<b>Student Total</b>		<b>Threshold</b>	<b>4</b>
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<b>Entry 2</b>	<table border="1"> <tr> <th>Activity</th> <th>Ticks</th> </tr> <tr> <td><i>2A: Interview</i></td> <td></td> </tr> <tr> <td><b>Student Total</b></td> <td></td> </tr> <tr> <td><b>Threshold</b></td> <td><b>8</b></td> </tr> </table>	Activity	Ticks	<i>2A: Interview</i>		<b>Student Total</b>		<b>Threshold</b>	<b>8</b>	<table border="1"> <tr> <th>Activity</th> <th>Ticks</th> </tr> <tr> <td><i>2Bi: Booklet</i></td> <td></td> </tr> <tr> <td><b>Student Total</b></td> <td></td> </tr> <tr> <td><b>Threshold</b></td> <td><b>6</b></td> </tr> </table>	Activity	Ticks	<i>2Bi: Booklet</i>		<b>Student Total</b>		<b>Threshold</b>	<b>6</b>	<table border="1"> <tr> <th>Activity</th> <th>Ticks</th> </tr> <tr> <td><i>2Bii: Booklet</i></td> <td></td> </tr> <tr> <td><b>Student Total</b></td> <td></td> </tr> <tr> <td><b>Threshold</b></td> <td><b>8</b></td> </tr> </table>	Activity	Ticks	<i>2Bii: Booklet</i>		<b>Student Total</b>		<b>Threshold</b>	<b>8</b>
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