VCAL provider name: **Nelson Park**

VCAL unit name: **Numeracy Skills**

VCAL unit: **Foundation**

Overview of the assessment task and the project/theme it is linked to:

Each student will meet the requirements of Numeracy Skills Foundation by participating in a range of work activities based around the organisation of the VCAL Open Day. The Open Day will showcase the positive aspects of the VCAL Campus and allow family and community partners the opportunity to experience aspects of the VCAL Campus. Associated work activities will develop basic numeracy skills and provide students with an improved understanding of Numeracy for living and other common purposes. The Open Day will provide students with the opportunity to utilise their numeracy skills through planning and development whilst providing positive and satisfying result from their learning.

Student roles and responsibilities in relation to the task:

Students participate in required research activities, class discussions, worksheets and assessment tasks. Each student will work effectively both individually and in team situations as part of the Unit. Attendance and commitment will be imperative to successful completion this unit.

Level of teacher support:

The teacher will facilitate and develop class discussions and work activities. Each student will be made aware that they need to take responsibility for their own learning and contribute to the organisation and successful facilitation of the VCAL Open Day. The teacher will clearly outline the expectations of the unit and ensure students remain focused on all learning activities.

Please indicate the Learning Outcome/s to be demonstrated by this evidence

Student Evidence	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**LO6**
Identify shapes from the plan of the current VCAL Campus	x	x				
Design set up for Open Day	x					
Preparation for catering for the open day- expenses and budget Catering on the day		x				x
Planning for the day using calendar and timeline of the day Identifying expenses and budget.			x			
Directions and map for parents to get to the VCAL Campus				x		
Survey relating to VCAL Program- Student initiated topic					x	
Balance sheet for cost expenses for Open Day						x

Is the activity included in this template part of an integrated program?	**Yes**	**No**
		x

Teacher name: Greg Giblin **Date:** **21 April**

Assessment Template: Numeracy Skills Foundation

Learning Outcome 1

Numeracy for practical purposes – design

Can use everyday informal language of shape, size, colour and commonly used attributes to identify and recognise shapes in the context of their common usage and application

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Discuss comparisons and what it means to compare something. Discuss concept of looking for differences and similarities. Identify common terms used to compare objects such as thicker, longer, shorter, deeper, various shapes (square, circular, etc). Make comparisons of common objects around the VCAL campus. Complete worksheet that requires students to make comparisons of size and shape. Students will compare a range of objects presented to them and provide appropriate terminology to distinguish differences of size and shape.
- Students are presented with a range of common objects and are asked to classify, utilising touch (smoother-rougher, hotter-colder) and sight (bigger-smaller, longer-shorter).
- Present and discuss classifications to group.
- As a group discuss terminology used to describe common objects. Discuss terms used to describe objects and develop a list of terms used such as bigger, smaller, the same as, thicker, stronger, hotter, thinner, etc. Using the developed list as a guide, complete work sheet that requires students to choose correct terminology to describe differences between common objects. Share findings.
- Present a number of statements to students that make comparisons or describe particular objects. Students need to decide if each statement is true or false. Students are then to change the statements that were deemed false and to make them true statements. Conclude by sharing and discussing different ways in which we made comparisons and various differences/similarities we identified.

Assessment Task

- Discuss that as part of the Open Day we will need to plan for the physical layout of the campus. Using a basic plan of the campus block, discuss the various shapes that are prominent in the VCAL campus. In pairs, students are to identify the various shapes that would be visible if they were flying overhead and are to group these shapes appropriately. (e.g. squares, circles, rectangles, triangles, etc).
- Students are to fill in their campus plan with the appropriate shapes, forming a more detailed plan of the campus

Assessment Criteria

The assessment criteria are demonstrated when the student can:

Mathematical knowledge and techniques

1.1 Use concepts of shape and size to describe and compare shapes.

1.2 Use touch and sight of objects to classify and compare.

Language
1.3 Use appropriately informal language of comparisons such as bigger, smaller, the same as, thicker, darker, hotter, longer, and shorter.
1.4 Use appropriate informal language of shape such as straight, curved, square and circle.
Interpretation
1.5 Decide, with teacher prompting, whether descriptions are correct using personal experience, context and prior knowledge.

Learning Outcome 2
Numeracy for practical purposes – measuring.
Can use familiar simple measurements of length, mass, capacity and temperature to compare or measure materials or objects in personal situations.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Discuss terms used to describe length, mass, capacity and temperature. Develop a list of terms and their abbreviations for student reference. Provide a range of measuring instruments and discuss correct use of these. Students identify instruments used for particular measurements.
- Complete worksheet that requires students to explore a number of measurements of length, mass, capacity and temperature.
- Students use whole number to provide equivalent measures (eg. 1000g =1 kg, 1000m = 1km).
- Students provide correct units of measurement and their abbreviation whilst comparing and measuring a range of materials or objects.
- Discuss and complete worksheet of required measurements.
- Present measurements to group and discuss results.

Assessment Task

- Students will demonstrate their understanding of this outcome through activities related to catering for the open day. This outcome will be in conjunction with VCE Food & Tech and will require students to plan for, prepare and serve food at the VCAL Open Day. Students will need to make correct decisions in relation to measurement tools and amounts of food and ingredients required.
- Students will also determine the measurements of the shapes identified as part of their campus plan. In pairs, students will determine the correct measuring tool and find accurate measurements of these features.

Assessment Criteria
The assessment criteria are demonstrated when the student can:
Mathematical knowledge and techniques
2.1 Choose appropriate measuring instruments from a given range of available instruments.
2.2 Use measuring instruments correctly, for example begins from zero.
2.3 Use whole number appropriately.
2.4 Use the common units of measurement and their abbreviations such as centimetres, metres, kilogram, litres, degrees Celsius etc. to compare and measure materials or objects.
Language
2.5 Use orally and in writing common units and their abbreviations.
Interpretation
2.6 Decide, with teacher prompting, whether measurements are within a reasonable range using personal experience, context and prior knowledge.

Learning Outcome 3

Numeracy for personal organisation- money and time

Can identify and use familiar everyday numbers, and units of money and time to make decisions about money and time in personal situations.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Discuss where we would see numbers related to money. Present students with a number of documents related to money such as shopping receipts, personal budget, catalogues, bank statements, etc. Look at the features of each of these documents and discuss our understanding of each of them. Students will need to find particular information from each.
- Brainstorm the relevance of time in society. Identify specific ways in which we use time and discuss different ways in which we can tell the time. Present students with a number of documents related to time such as TV guide, timetables, school, etc. Discuss which of these we have used or may use and respond by developing a time line of a typical school day. Students need to identify specific times they catch the bus, arrive at school, have lunch, arrive home, watch TV, have tea, etc. Students will fill in their timeline by providing detail of a typical school day.
- As a group perform some one-step calculations with money highlighting the correct procedure for writing amounts such as decimal points, dollar signs, cents, etc. Complete a number of money related worksheets, requiring students to perform one-step calculations with money based on particular scenarios. Share findings as a group and discuss processes used to make calculations.
- Discuss the concept of fractions and discuss current understandings using physical examples. Students to complete a worksheet that requires interpreting information to find fractions of concepts of time and money.
- Discuss the importance of clocks, watches and calendars in society and discuss language used to describe time, developing a list of these terms. Students to complete a worksheet that requires the interpretation of information presented in clock, watch and calendar form.
- Students select a meal from a provided menu and work out the cost which should be within a set budget.
- Students relate personal experience of keeping within a budget (shopping or purchasing a meal).

Assessment Task.

- Students will use a calendar to plan for the VCAL Open Day citing important dates, deadlines and other relevant tasks.
- Identify relevant aspects of our budget such as food expenses, display expenses, giveaways and signing. List these expenses and discuss strategies to identify actual figures. In teams, students will set about finding actual amounts and figures of these expenses.
- Students need to compare their findings with budget allocated.

Assessment criteria

The assessment criteria are demonstrated when the students can:

Mathematical Knowledge and techniques

3.1 Read, write, interpret and compare numbers related to money on relevant documents or in familiar situations.
3.2 Read, write, interpret and compare numbers related to time on relevant documents or in familiar situations.
3.3 Perform simple one-step calculations with money.
3.4 Interpret the language of simple fractions such as ½, ¼ as applied to time and money.
Language
3.5 Read and use time measuring devices such as clocks, watches, calendars.
3.6 Use orally the language of time such as hours, minutes, days, weeks, months, before/after, longer/shorter.
3.7 Use and interpret money notation and symbols, and associated language such as more/less, cheaper/more, expensive/dearer, double/halve, total.
Interpretation
3.8 Relate results to personal experience with teacher prompting.

Learning Outcome 4
Numeracy for Personal Organisation- Location
Can use everyday language of location to give and follow informal oral directions.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Discuss how we describe position and location and develop a list of appropriate terms. Complete worksheet related to position/location.
- Discuss giving and following simple directions for moving between two locations, and the importance of providing clear, sequential directions.
- The instructor will hide a number of chocolate bars around the VCAL campus. From their seating positions near the interactive whiteboard, students will be given directions to follow to find the 'hidden treasure.' In pairs, students will then hide something within the room and provide oral directions to their partner to find the object.
- Working in pairs, students select an object within the campus and describe the location. Partner to guess what the object is.
- Present to the group and discuss appropriateness of directions.

Assessment Task

- Students will be given the task of writing instructions for their parents to get to the VCAL open day.
- Students may use Google Maps, Melways and other appropriate resources to develop these instructions.
- The instructions will be presented on a 'How to get there!' sheet that will go home to parents along with other information about the day.

Assessment criteria
The assessment criteria are demonstrated when the student can:
Mathematical knowledge and techniques
4.1 Interpret and use simple concepts of position and location.
4.2 Give and follow simple oral directions for moving between locations.
4.3 Describe orally the relative location of two or more objects.
Language
4.4 Use orally the informal language of position such as over/under, in front/behind, left/right, up/down, through, opposite, on the corner, next to.

Interpretation
4.5 Check, with teacher prompting, to see if directions followed or given, match intentions.

Learning Outcome 5
Numeracy for interpreting society – data
Can use simple everyday tables and graphs to interpret public information which is of personal relevance or interest.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Present students with a number of simple pie, bar or line graphs and tables selected from a number of sources, and discuss and identify information presented and the manner in which it is presented.
- Complete worksheets relating to reading and interpreting information presented in tables and graphs.
- Students report to the group on information presented in a range of relevant graphs and tables (eg weather report, rainfall chart, snow report) incorporated in text.
- Complete a class survey on a familiar subject and document results in a table. Use these results to develop a number of graphs on the board. Complete worksheet related to interpreting graphs. Each worksheet will contain some simple information in bar graph, line graph and pie graph form. Students will be required to identify information that is available from each of the graphs. As a group share our findings and discuss what was easy/challenging about interpreting graphs. Clarify any misconceptions that students may have.
- Students will be presented with a range of graphs. Students are to identify what the graph actually shows and explain their findings.
- As a group share our findings and discuss what was easy/challenging about interpreting graphs. Clarify any misconceptions that students may have.

Assessment Task

- As part of the display for the Open Day, discuss the relevance of using graphs to represent particular information. Could be subject information, work experience or specific subject information.
- Discuss features of a graph that will need to be considered such as colour, size, headings, etc.

Assessment criteria
The assessment criteria are demonstrated when the student can:
Mathematical knowledge and techniques
5.1 Identify the key features, conventions and symbols of simple everyday graphs and tables.
5.2 Read and interpret whole numbers used in relevant tables and graphs
5.3 Interpret text that incorporates tables and graphs by locating and reporting orally on specific information.
Language
5.4 Use orally the language of tables and graphs such as table, graph, highest, lowest, most, least.
Interpretation
5.5 Relate with teacher prompting, the meaning/information of table or graph to personal beliefs, opinions and expectations.

Learning Outcome 6

Numeracy for interpreting society- numerical information.

Can use simple everyday numbers and figures to interpret information which is in texts of personal relevance or interest.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Present students with whole numbers and simple fractions that require them to recognise amounts of common items.
- Discuss situations where we utilise numbers in text, such as ordering a meal, budgeting (income and expenses), telling the time and purchasing items. Students complete shopping docket worksheet and "paying the bills" worksheet.
- Fill in the gap worksheet utilising numbers and simple fractions in numeral and word form. Share with the group.
- Present worksheet that requires students to order whole numbers and some familiar, simple fractions. May include smallest to largest, first, second, between, etc.
- Discuss personal experiences of budgeting and bill paying.

Assessment Task

Students estimate cost of VCAL Open Day, considering necessary expenses.
Maintain record of costs and complete balance sheet.
Compare and discuss estimates and actual costs.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Mathematical knowledge and techniques

6.1 Recognise whole numbers and simple, familiar fractions in numeral and word form.

6.2 Order, use and interpret whole numbers and familiar, simple fractions in everyday texts or simple tables.

Language

6.3 Say or write numbers and simple, familiar fractions in numeral and word form.

6.4 Use common words for ordering and comparing numbers and simple, familiar fractions such as smaller, bigger, larger, first, second, between.

Interpretation

6.5 Relate meaning of the numbers in the text to personal experience, beliefs, opinions or expectations in response to specific questioning from the teacher