

Assessed Work cover sheet
Standard 26623: Use number to solve problems Level 1, Credits 4, Version 4

This cover sheet **must** accompany each learner's evidence submitted for national external moderation.

Learner: _____ Education organisation: _____



Outcome 1: Use number to solve problems.

Clearly label the specific pieces of learner evidence that support the assessment decision.	Date(s) evidence was generated	Label at least three pieces of evidence of each*:				Label at least one piece of evidence of each*:				For each problem, the solution was reasonable.
		Addition	Subtraction	Multiplication	Division	Integers	Percentages	Decimals	Fractions	
Identify: <ul style="list-style-type: none"> the activity from which the evidence was generated, and the problem being solved 										
1										
2										
3										
4										
5										

Notes: *The required range items for Evidence Requirement 1.1 can be met **across** the activities – e.g. **they do not all need to be demonstrated in each activity**. Insert extra rows if needed. Refer to page 2 of this cover sheet for **judgement statements** for standard 26623.

Attestation: I attest that: the information given in this cover sheet is accurate; the learner produced the evidence him/herself, without undue assistance; the evidence was not generated from one-off assessment events designed for the purpose of assessing this standard; for each problem, the learner selected and used their own strategy, and judged the solution they reached to be reasonable.

Overall result: (tick one)

Achieved - I am satisfied that the learner has demonstrated an ongoing transferable competency **against the standard as a whole** as per unit standard requirements.

Not achieved - The learner has not yet demonstrated an ongoing transferable competency against the standard as a whole as per unit standard requirements.

Assessor: Name: _____ Signature: _____ Date: _____

Judgement statements / Checklist for portfolio evidence collection

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Standard requirements	Check that:	✓/x or Yes/No
Explanatory Note (EN) 2 and 3	evidence was naturally occurring – it was generated from activities that had a purpose other than the assessment of this standard	
ENs 3 and 5	real world problems have been solved, where the pathway to each solution has not been given	
EN 5 and Evidence Requirement (ER) 1.1	the learner has selected and used effective strategies to solve the problems, resulting in reasonable solutions for each, in reasonable time-frames	
ENs 2 and 7 and ER 1.2	the learner has ascertained that the solution reached for each problem is reasonable in relation to the problem	
EN 2	any technology used has not prevented the learner from meeting the title, purpose, outcome, and requirements of the standard	
ER 1.1 range	evidence has been generated from at least three separate activities	
	in the context of solving problems, evidence of at least: <ul style="list-style-type: none"> • three instances of addition (in total) is presented • three instances of subtraction (in total) is presented • three instances of multiplication (in total) is presented • three instances of division (in total) is presented 	
	in the context of solving a problem, at least one piece of evidence is presented of the learner using: <ul style="list-style-type: none"> • integers • percentages • decimals • fractions (of no greater complexity required than halves, thirds, quarters, fifths, tenths) 	
EN 3	the learner's portfolio as a whole reflects (or exceeds) the demands of step/koru 5 of the <i>Make sense of number to solve problems</i> strand of the Learning Progressions for Adult Numeracy	
Title and EN 3	the learner has demonstrated an ongoing transferable competency against the unit standard as a whole – using number to solve problems – over a period of at least one month	
Moderation submission requirements	the specific evidence in the portfolio that support the assessment decision is clearly labelled .	