Assessed Work cover sheet
Standard 26623: Use number to solve problems   Level 1, Credits 4, Version 5

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. Identify: • **the activity from which the evidence was generated, and** • **the problem being solved**	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	
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:	✓/✗ or Yes/No
Guidance Information (GI) 2	evidence was naturally occurring – it was generated from activities that had a purpose other than the assessment of this standard	
GI 2, 4 and 7	real world problems have been solved, where the pathway to each solution has not been given	
GI 7 and Performance criteria (PC) 1.1	the learner has **selected** and **used effective strategies** to solve the problems, resulting in reasonable solutions for each, in reasonable time-frames	
GI 5 and 7 and PC 1.2	the learner has ascertained that the solution reached for each problem is **reasonable** in relation to the problem	
GI 5	any technology used has not prevented the learner from meeting the title, purpose, outcome, and requirements of the standard	
PC 1.1 range	evidence has been generated from at least **three** separate activities	
	in the context of solving problems, evidence of at least: • **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: • **integers** • **percentages** • **decimals** • **fractions** (of no greater complexity required than halves, thirds, quarters, fifths, tenths)	
GI 4	the learner's portfolio as a whole reflects (or exceeds) the demands of **step/koru 5** of the *Make sense of number to solve problems* strand of the Learning Progressions for Adult Numeracy	
Title and GI 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**.	