**Supported Learning Assessment Support Material**

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| **Unit standard** | 29306 | | | | |
| **Title** | Apply problem solving strategies to resolve day-to-day issues | | | | |
| **Level** | 1 | **Credits** | 5 | **Version** | 3 |



# Assessor Guidelines

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| The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.   1. See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/> |

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| GENERAL   1. This unit standard is intended for ākonga/learners with learning disabilities, including those with intellectual disability. They are people who require support with their learning either through additional resources, specialised equipment or adapted teaching programmes. 2. This unit standard contributes to the *New Zealand Certificate in Skills for Living for Supported Learners (Level 1)* [Ref: 2853].   ASSESSMENT   1. The assessments must be at Level 1 of the New Zealand Qualifications and Credentials Framework (NZQCF). For information go to The Level descriptors for the NZQCF - <https://www2.nzqa.govt.nz/qualifications-and-standards/about-new-zealand-qualifications-credentials-framework/level-descriptors-nzqcf/> 2. The assessors must be satisfied that the ākonga/learner can demonstrate competence against the unit standard, with minimal support towards increased independence. The assessor must sign an attestation in the Ākonga/learner Guidelines to confirm that all the work done is the ākonga/learner ’s own. 3. To ensure assessment conditions and assessor judgement are consistent and fair, assessors must be Supported Learning teachers who understand the assessment requirements. Learning support and/or teacher aides may be used to support an ākonga/learner with gathering and verifying of evidence. 4. This resource exemplifies assessment of learning for one unit standard. However, it is highly recommended that this standard be assessed in conjunction with other Supported Learning unit standards to allow for a thematic approach. This would make the learning more meaningful to ākonga/learners in their own social, cultural, family/whanau, community and/or work contexts. 5. This assessment resource provides examples of how assessments could be presented. These assessment tasks may need to be altered to suit the learning styles and additional needs of the ākonga/learner. 6. Sample answers have been developed to guide assessors. However, it is important to note that ākonga/learners’ answers will vary depending on the individual. Assessors should also be aware that sample answers are not provided for all questions, and that they may need to develop their own examples for some assessment parts.   GATHERING OF EVIDENCE   1. A variety of approaches should be considered for the gathering of evidence, which may involve the use of digital technology – internet; laptop/ tablet e.g. iPad/cell phone, and augmentative communication; and use of a reader/writer or enlarged print, where appropriate for the learner and context. 2. All evidence such as videos, audio, pictures etc. must be attached to the ākonga/learner ’s paper-based copy of the Ākonga/learner Guidelines, when moderation is required, thus verifying the ākonga/learner’s own work. If the ākonga/learner is unable to record the answers on their paper-based copy, their Supported Learning Teacher or Teacher aide must do so. If the ākonga/learner is part of a group when carrying out tasks, the assessment evidence must reflect the ākonga/learner’s ability to achieve each task independently. 3. Evidence collected for this assessment can be attributed to the ākonga/learner through its natural occurrence, in real life contexts and collected over an extended timeframe. A verifiers checklist is acceptable if accompanied by evidence that includes examples from the ākonga/learner’s performance. |

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| BEFORE THE ASSESSMENT  Over the weeks prior to this assessment, ākonga/learners must have had sufficient teaching and learning opportunities to be familiar with the following:   * Strategy – a plan to achieve something * Situation – circumstance you find yourself in * Context – the setting * Personal problems – relating to own thoughts, body, the way they do things * Social problems – relating to relationships, groups, social media * Work problems – relating to issues the ākonga/learner may have at their work or place of study |
| PRE-ASSESSMENT ACTIVITY  To prepare ākonga/learners for the assessment, an activity immediately before the assessment task is recommended. This could be setting the scene and providing a scenario which assist ākonga/learners to relate the assessment task to a meaningful, real context.  Ākonga/learners may also need terminology or concepts unpacked for them, so they have a better understanding of what is required. However, pre-assessment activities tasks must not lead the learner to the answers. Learners must still independently demonstrate their competency against this standard. |

# Evidence and Judgement Guidance

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| **Unit standard** | 29306 | | | | |
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| Outcome 1Apply problem solving strategies to resolve day-to-day issues | |
| 1.1 Situations that could trigger issues are identified in terms of effect on self.  Range: contexts for situations may include, but are not limited to – personal, social, work; evidence of one issue for each of two different situations. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 1**  Identification of **two** situations that could trigger issues in **two** different contexts.  See sample answers for one situation | Ākonga/learner clearly identified **two** situations that could trigger issues from **two** different contexts. |
| 1.2 Strategies to solve issues are identified in terms of suitability for each situation.  Range: evidence of two strategies for each of two situations. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 1**  Identification of **two** suitable strategies to solve identified issues for each of **two** situations.  See sample answers for two strategies for one situation. | Ākonga/learner identified **two** suitable strategies for each of the **two** identified issues in 1.1. |
| 1.3 Selected strategies are applied in a manner appropriate to the identified issue.  Range: evidence of one strategy for each of two issues. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 2**  Application of **one** selected strategy to solve identified issues for each of **two** situations.  See sample answers for application of one strategy. | For each of the **two** identified issues, the ākonga/learner applied **one** suitable strategy in a way that was appropriate to the issue. |

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| 1.4 Selected strategies are evaluated in terms of the outcome achieved. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 2**  Evaluation of selected strategies to solve identified issues for each of **two** situations.  See sample answers for evaluation of one strategy. | For each of **two** identified issues, the ākonga/learner clearly and accurately evaluated the strategy applied to solve the issues in terms of the outcome achieved. |

**Apply problem solving strategies to resolve day-to-day issues**

**Instructions for the ākonga/learner**

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| 1. **Do ALL parts of this assessment.** 2. **Ask your assessor if you need help to understand something better.** 3. **Answer in a way that is easiest for you (e.g. drawing, recording voice memos, speaking to your helper, taking photos).** |

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| Conditions of Assessment | |
|  | * A person with his hands on his head    Description automatically generated with medium confidencePart One of the assessment will be done in conjunction with the assessor. * Part Two of the assessment will be carried out by the ākonga/learner. * The assessment will take place over a timeframe set by the assessor. * Before the assessment tasks, an introduction to the assessment should be given, based on prior learning. * The assessment must be carried out in situations that are limited in range, repetitive, and familiar and employed within closely defined contexts. They must be conducted in authentic situations that are relevant to the ākonga/learner ’s day-to-day living that may include but is not limited to workplace, educational setting or within the community. |

**Apply problem solving strategies to resolve day-to-day issues**

A close-up of people writing on a whiteboard

Description automatically generated

Assessment Task

This assessment has **two** tasks. Each task has two parts. For each task, you will be asked to:

Assessment Task

Choose **two** situations that could trigger issues from **two** different contexts.

*\*Where necessary, the assessor may assist the ākonga/learner to ensure the situations they have selected are appropriate and relevant to them.*

**A picture containing person, person

Description automatically generated

A picture containing person

Description automatically generated

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*A group of people cooking in a kitchen

Description automatically generated with low confidence*

Which contexts will you choose – one like one of these, or a different one?

Record your ideas here:

Assessment – Part 1

Answer the following questions about each of your situations:

*\*For the assessor, an example is provided in red.*

**Situation 1**

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| Context: Personal Life |
| a. What is a situation that causes (or could cause) problems for you?  I can’t sleep at night. I usually don’t fall asleep until 3 or 4 in the morning. |
| b. How does (or could) this situation affect your life?  I feel tired all of the time and can’t seem to stay awake when I at school and work. |

**Situation 2**

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| Context: |
| a. What is a situation that causes (or could cause) problems for you? |
| b. How does (or could) this situation affect your life? |

Choose **one** of the situations that you have described above, and think of **two** strategies to solve the problem with this situation.

*\*For the assessor, an example is provided in red.*

**Situation:** I can’t sleep at night. I usually don’t fall asleep until 3 or 4 in the morning.

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|  | Strategy to help solve the problem | Why is this strategy suitable? |
| **1.** | Limit screen time and not play online games too late. | Staying up to play online games at night keeps me awake and makes it harder to fall asleep. |
| **2.** | Do some exercise every day. | Exercise makes my body tired, so I will sleep better. |

Assessment – Part 2

1. For this part of the assessment, you need to:
2. Choose **one** strategy from the table above.
3. Use this strategy to help solve the problem with your situation.
4. Explain how you used the strategy in the space below.

\*For the assessor, an example is provided in red.

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| **Strategy:** I decided not to play online games later than 9pm. Limiting my screen |
| time and not playing all night has helped me to not be so tired during the day. |
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1. Think about the strategy that you used.

\*For the assessor, an example is provided in red.

1. Did your strategy solve the problem with thissituation?

Why? / Why not?

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| Yes, it did. The first night, I didn’t fall asleep until 3am, but on the second night I was in bed and asleep by 10pm! I have been asleep by 10pm every night for two weeks now, so I definitely think this strategy worked. |

1. How could you change your strategy to make it better? Explain.

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| I think I could only stay up to play online games when it isn’t a school night. If I have rules for when I can use devices, I will have a healthy routine and sleep better. |

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| **OUTCOMES AND PERFORMANCE CRITERIA**  **Outcome 1: Act in accordance with the basic rights and responsibilities needed for work**  **Performance criteria:**  **1.1 -** Basic employee rights are identified in accordance with the Employment Relations Act 2000 and employment agreement.  **Range:** May include but are not limited to – provision of a safe working environment, induction and support, fair treatment of employees; **evidence of four rights is identified**.  **1.2** - Work responsibilities demonstrated are relevant to the specific workplace and in accordance with the basic rights of an employee.  **Range:** Responsibilities may include but are not limited to – being punctual, explaining absences, following workplace protocol; **evidence of four responsibilities is demonstrated.**  **ĀKONGA /LEARNER EVIDENCE -** Name**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  |  | | --- | --- | --- | --- | | **Situation 1 -**  *Evidence of:*  *-one issue;*  *-two strategies identified to address issue;*  *-one strategy applied to address issue;*  *-strategies evaluated in terms of outcome.* | | **Situation 2 -**  *Evidence of:*  *-one issue;*  *-two strategies identified to address issue;*  *-one strategy applied to address issue;*  *-strategies evaluated in terms of outcome..* | Assessor Grade | |  |  |  |  | | | | |
| **Overall Performance Outcome: Achieved  Not Achieved** | | | |
| Assessor Attestation:  I confirm the following:   * the ākonga/learner has adequacy of knowledge and performance * the assessment complied with relevant health and safety, and legislative requirements * the ākonga/learner’s likely repeatable competence in the future. | | | |
| **Assessor Name:** |  | **Assessor Signature:** |  |
| **Date:** |  | **Position Held:** |  |