St John of God Community Services

Assessment Manual

Quantity and Number

M1N05

Award Type: Minor

Award Level:1

Version: 1.0

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1. Assessment Overview

Quantity and Number M1NO5 is a QQI Level 1 minor award. At QQI Level 1, a student is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.
Referred means that the portfolio of assessment needs further work by the student before they can demonstrate the standard and achieve certification from QQI. When a student has not achieved the minimum standards for an award the grade is recorded as referred.

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.
All learning outcomes must be achieved to get a Successful grade. Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

1.1 Assessment Criteria for Tutors

Tutor best practice is to ensure that all learners have the opportunity to demonstrate their learning, carry out each assessment and present it to the best of their ability.
Each module/course will have an assessment framework and a range of assessments and tasks for learners to complete.
The assessment brief clearly communicates to learners all assessments and learning tasks that need to be successfully completed to obtain the respective QQI qualification.
The assessment brief is structured to support learners to engage with and complete all module/course learning outcomes.

1.2 Assessment Brief

The assessment brief must be clearly laid out for the learner.
The assessment brief and agreed deadline must be communicated to the learner by the course tutor.
Learning outcomes must be mapped in the assessment.
The marking allocation for assessment must be clearly stated on the assessment brief.

1.3 Learner Declaration

Learners must ensure that all work presented is learner's own work. The learner will sign the learner declaration section. Signing this section

means that learners confirm the coursework and assessment submitted is their own.
When all assessment work has been submitted the course tutor must ensure each learner signs the learner declaration section in the course assessment brief.

1.4 Assessment Overview

The assessment overview section in the assessment brief must be signed by **both the course tutor and the learner.**
The date the assessment brief was given to learners must be recorded.
The date all assessments were returned to the course tutor must be recorded.
This recording process ensures that the assessment brief has been distributed to the learner by the tutor and all assessment task elements have been submitted by the learner.

1.5 Tutor Marking Review

Some courses may have a course assessor who is not the course tutor. The course assessor must be clearly identified in the assessment grading and recording process.
In the tutor marking review section of the assessment brief tutors/assessors must confirm that they have graded all assessment task elements and course assessments.
Tutors/assessors must clearly document if the learner has or has not completed all assessment tasks successfully.

2. Grading and Feedback

2.1 Grading

Assessors must complete all elements of the course marking sheet to award the learner their course grade.
Assessors will grade using the specified grading bands and outline the following:
The Assessment Criteria – Outline the learning outcome(s) the assessment is being graded against.
Allocation of Marks – Assessors will tick if the learning outcome has been achieved through successful completion of the relative assessment.
Evidence of Assessment – This must include the Assessment Title and Number. If there is an affiliated worksheet or handout allocated to the assessment the worksheet number must also be clearly outlined.
Grade Awarded – Assessors must specify the graded awarded and sign to validate the grade given to the learner. Date of grade issue records the date the grade was awarded by the course tutor.

2.2 Learner Feedback

Assessors must record the mode of feedback and date of feedback issue to the learner.
Overall course feedback to learners should contain the grade awarded to the learner as well as specific assessment related portfolio of work /skills demonstration feedback.

Feedback should be communicated in line with the learner's own preferred communication method and in line with SJOGCS13 Policy on using a Total Communication Approach.

3. Internal and External Verification

The course assessor must follow the process of preparing for internal and external verification.

All learner portfolios and assessment must be presented by the course assessor for internal/external verification.

The assessor is required to complete the course assessor section of the Lifelong Learning Internal Verification Submission Checklist. (See Appendix 1).

The assessor must present each learner portfolio as follows:

Portfolios

1. a) Module Name
   b) Module Code
   c) Learner Name

2. Completed assessment brief signed by the learner and tutor/assessor.

3. Completed marking sheet to include grading and feedback signed by module(s)/course assessor.

4. Evidence of learner assessment work – Clearly signposted and audio-visual work stored in the appropriate online location.

4. Learning Outcomes Mapping

Award Title:	Quantity and Number
Award Type:	Minor
Framework Level:	1
Award Code:	M1N05
Credit Value:	10
Assessment Technique:	Portfolio of Work

Please note below all learning outcomes that must be achieved and evidenced for a learner to achieve a successful grade.

Module Learning Outcome	Assessment Technique(s) / Tasks
LO 1 Name one- and two-digit whole numbers from 0-10	Assessment 1
LO2 Recognise the relationship between numerical value and groups of objects, up to and including 10.	Assessment 2
LO3 Record one- and two-digit numbers.	Assessment 3
LO4 Recognise the language of mathematics in everyday situations using elementary language, e.g. greater than, less than, bigger than, farther than	Assessment 4
LO5 Apply number bonding between 0 and 10.	Assessment 5

5. Staff Supporting Assessment Agreement

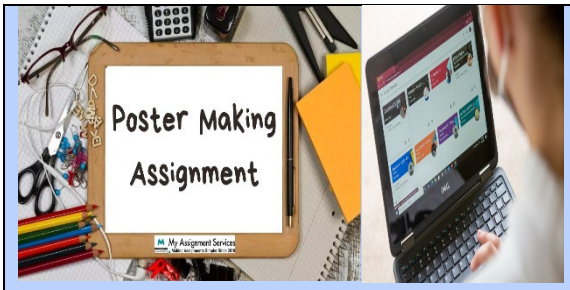
(Only to be completed by staff who are supporting learners availing of learning support to complete assessment)

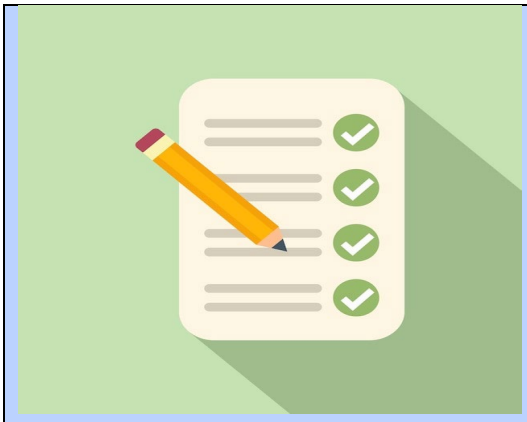
Supporting Staff Agreement **I will:**	**Initial**
Agree a time with the learner to provide learning support in order to assist the learner's independent completion of course and assessment related work. To add this learning support time to our weekly timetable.	
Support the learner to ensure they have signed and dated their assessment brief	
Support the learner to record their assessment submission date, deadline and encourage contact with tutor if required	
Encourage the learner to keep work safe and secure at all times	
Support the learner to complete student feedback and course evaluation	
Facilitate independent learning activities	
Encourage learning opportunities and skills use from course where appropriate	

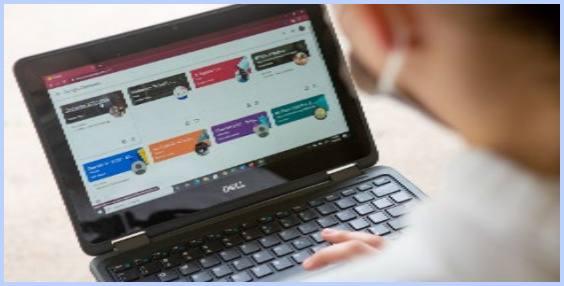
5.1 Assessment Brief – Quantity and Number

Learner Name:	
Module:	Quantity and Number
Module Code:	M1N05
Level:	1
Technique:	Portfolio of Work
Grading:	S = All assessments are completed satisfactorily R = Assessment incomplete or not completed satisfactorily
Assessment Start Date:	
Assessment Submission Deadline:	

Programme Module Title:	Community Education
Component Title and Code:	Quantity and Number M1N05
Level	1
Assessment Technique	Portfolio of Work
Weighting	100%
Agreed Deadline	

 	You can present your work in the way that works best for you. ***Making a Poster*** ***Making a Video*** ***Using Worksheets***
	You must complete all the 5 ***assessments***
	Guidelines: Within this module you will become familiar with recognising numbers from 0-10. You will recognise the relationship between the numerical value and groups of objects. You will also apply number bonding.
	<u>Criteria:</u> QNI – Name one and two digit whole numbers from 0-10. QN2 – Recognise the relationship between numerical

	value and groups of objects, up to and including 10. QN3 – Record one and two digit whole numbers. QN4 - Recognise the language of mathematics in everyday situations. QN5- Apply number bonding between 0-10
 	***Title Assessment 1 – QN1: Guidelines*** You will need to name one and two digit whole numbers from 0-10. **<u>How Will You Do This:</u>** **Activity One:** • You will take part in a discussion about the numbers from 0-10. • You can either write out the numbers or point to the numbers on a number chart. • You will then need to make a poster incorporating the numbers from 0-10. **Activity Two:** • You will need to identify numbers that are used in everyday life and make a poster of same. *Name one and two digit whole numbers from 0-10.* ***<u>How They Did This:</u>*** **Activity One:**



- You will need to complete a worksheet on matching numbers.
- You will need to write/trace the numbers out in order from 0-10.

Activity Two:

- You will need to write out your phone number, age and address.
- You will need to match a number sequence with numbers 0-10.

Activity Three:

- You will draw and cut numbers 0-10 to make a poster.

Learning Outcome:

Recognise one- and two-digit whole numbers from 0-10.

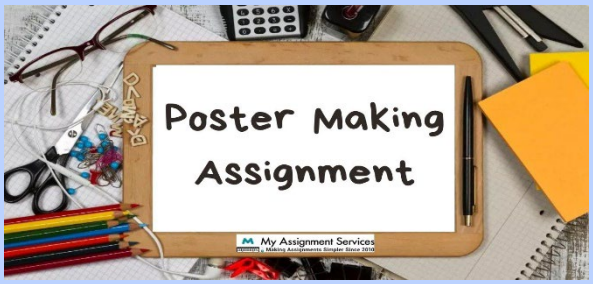
Title Assessment 2 – QN2: Guidelines:

Recognise the relationship between numerical value and groups of objects, up to and including 10.

How You Will Do This:

Activity One:

- You will complete a range of worksheets with visuals representing each number and write the value under each image.



Activity Two:

- You will make a poster representing the visuals you worked on in activity one.

<u>How You Will Do This:</u>

Activity One:

- After a group discussion you will write the numbers up to 10.

- Make your own individual poster exploring the numbers from 0-10.
- You will cut out the numbers from 0-10 and make a group poster.

Activity Two:

- You will make your own video counting from 0-10.

<u>Learning Outcome:</u>

Recognise the relationship between numerical value and groups of objects, up to and including 10.

Title Assessment 3 – QN3:

Guidelines:

You will record one- and two-digit whole numbers.

<u>How You Will Do This:</u>

Activity One:

- You will take part in a discussion about the numbers you have learned to date.

- You will recognise numbers from a paragraph printed on a worksheet.
- You will count a group of objects that are in the classroom and make note of the number.
- You will participate in a group quiz identifying number on the flash cards.

Learning Outcome:

Record one- and two-digit whole number.

Title Assessment 4 – QN4:
Guidelines:
Recognise the language of mathematics in everyday situations.

How You Will Do This:
Activity One:

- You will take a photo of a bus timetable.
- You will discuss this bus timetable as part of a group.
- You will become familiar with the language of mathematics in this timetable.

Activity two:

- You will gather photos of the bus timetable exercise and make a group poster.

Title Assessment 5 – QN5: Guidelines:

You will apply number bonding between 0 and 10.

Activity one:

- You will recap the numbers you have learned in this module from 0-10
- You will engage in a group discussion about number bonding between 0 and 10.
- You will complete worksheet exploring the addition and subtraction of numbers.

Learning Outcome:

Recognise the language of mathematics in everyday situations.

Learner Declaration (Learner to complete this section)	
I confirm that all work in my portfolio has been completed by me.	Learner Signature: _____ Date: _____
Assessment Overview (Both learner and course tutor complete this section)	
Date the assessment brief was given (insert date below) _____ Date the assessment was submitted by learner (insert date below) _____	Learner Signature: _____ Date / / Course Tutor Signature: _____ Date / /
Tutor Marking Review (Course tutor to complete this section)	
The tutor will deem the work successful when all assessments have been completed correctly and independently.	I can certify that < Insert Learner's Name> has / has not completed ALL elements of the assessment tasks correctly and independently. Course Tutor Signature: < Insert Tutor Signature> Date / /

6. Marking Sheet

Learner Name:		**Date:**		**Course Code:**	M1N05
Course Name:	Quantity and Number		**Level:**	QQI Level 1	

Portfolio /Collection of Work – 100%
Grading Bands

Successful	**Referred**
Successful means that the learner has: Reached the required standard as outlined by the assessment criteria in the component specification. Provided sufficient evidence which has relevance and clarity.	**Referred** means that the learner has: Not achieved the minimum standards required as outlined by the assessment criteria in the component specification. Portfolio/Collection of work requires further work by the learner before they can demonstrate the required standard outlined in the assessment criteria in the component specification.

Assessment Criteria	Allocation of Marks	Evidence of Assessment
Learning Outcomes Demonstration	**Tick if achieved**	**Assessment Workbook Title and Number**
LO 1 Name one- and two-digit whole numbers from 0-10		Assessment 1
LO2 Recognise the relationship between numerical value and groups of objects, up to and including 10.		Assessment 2
LO3 Record one- and two-digit numbers.		Assessment 3
LO4 Recognise the language of mathematics in everyday situations using elementary language, e.g. greater than, less than, bigger than, farther than		Assessment 4
LO5 Apply number bonding between 0 and 10.		Assessment 5
Grade Awarded	**Tick as appropriate**	**Successful** ☐ **Referred** ☐
Grade provided by (Tutor/Assessor Signature) ……		Date of grade issue: / /
Learner Feedback		
Mode of feedback provided to learner:	Tick as appropriate Video ☐ Text ☐ LEAP ☐ Audio ☐ Visual ☐	
Learner Feedback provided by (Tutor/Assessor Signature) ……..	Date of feedback issue: / /	

Appendix 1: Submission Checklist for Course Assessor and Internal Verifier

Information Needed	Details	Assessor check	Internal Verifier check
Assessor Responsibility			
Name of component(s) and component codes being assessed.			
Learner Name			
Date of Assessment			
Is the portfolio corrected?			
Is DOB and PPS sent to QQI coordinator/included if first time being assessed?			
Is there evidence of all LOs included and are they clearly marked?			
Is audio visual evidence stored in the appropriate online location?			
Are all elements of the marking sheet completed i.e. all LOs ticked and proper code included?			
Has Learner and Accessor signed all relevant sections the assessment brief?			
Is assessor feedback included in portfolio?			

Internal Verification Responsibility			
Is portfolio clearly labelled and in the appropriate folder?			
Has label been printed and attached with Learner Name, Title of Component and code on Label?			
Are audio visual elements of portfolio stored in the appropriate online location?			
Has the tutor given the I.V. the correct Assessment Brief and Marking Sheet?			
Is the record of Award and component in the results pack?			
Is the I.V. report completed and included in the results pack?			
Is the Assessment Brief and Marking sheet for each component in the results pack?			

Review Record

Date Portfolios were handed to I.V: Date / /

By Assessor (Name): <Insert IV Assessor's Name Here>

Date Portfolio handed in for EA submission: Date / /

By I.V. (Name): <Insert IV Assessor's Name Here>