

SAMPLE ASSESSMENT TASKS

Certificate I in Spoken and Written English

Module M – Comprehending and performing addition and subtraction with decimal whole numbers

Accredited course module code: SWENUM113A

Learning outcome 1

Demonstrate understanding of decimal place value system

Preparation

- 1 Photocopy the place value worksheet.
- 2 Give learners access to calculators.
- 3 Obtain sets of base-ten blocks to enable students to show in concrete form their understanding of place value.

Assessment procedure

- 1 Explain to the learners that they will be completing a place value worksheet.
- 2 Give the learners the worksheet and allow time to read.
- 3 Collect all copies of the worksheet for marking.
- 4 For the last task - say four numbers that the learners must key into their calculators eg: 6 7 8 4. You will need to check they have keyed in the numbers correctly.

Assessment conditions

- The learner must answer all questions correctly.
- When marking you should adhere to the answer key. However, if you find a legitimate response that has been overlooked, you can mark it as correct.
- When assessing, adhere to the assessment criteria, conditions of assessment and methods of assessment as detailed in Section C of the course document.
- All documents related to this CSWE assessment task must be kept secure. Do not hand out the answer key or return marked worksheets to learners. Do not tell learners the correct answers.

Place value worksheet

Name: _____

- 1 Use the base-ten blocks to form these numbers for your teacher.

14 104 140

- 2 Use the base-ten blocks to form these numbers for your teacher. Then explain the difference between the two numbers.

245 542

- 3 Complete these mathematical statements.

17 = _____ hundreds _____ tens and _____ units.

40 = _____ hundreds _____ tens and _____ units.

259 = _____ hundreds _____ tens and _____ units.

942 = _____ hundreds _____ tens and _____ units.

- 4 Write these words as numbers.

four hundreds three tens and eight units = _____

six hundreds two tens and one unit = _____

zero hundreds three tens and eight units = _____

seven tens and eight units = _____

- 5 Write the value of the underlined digit in hundreds, tens or units.

96 The value of the digit = _____

106 The value of the digit = _____

81 The value of the digit = _____

66 The value of the digit = _____

66 The value of the digit = _____

109 The value of the digit = _____

73 The value of the digit = _____

124 The value of the digit = _____

6 Answer these questions.

In the number 68 which digit has the largest value? _____

In the number 120 which digit has the largest value? _____

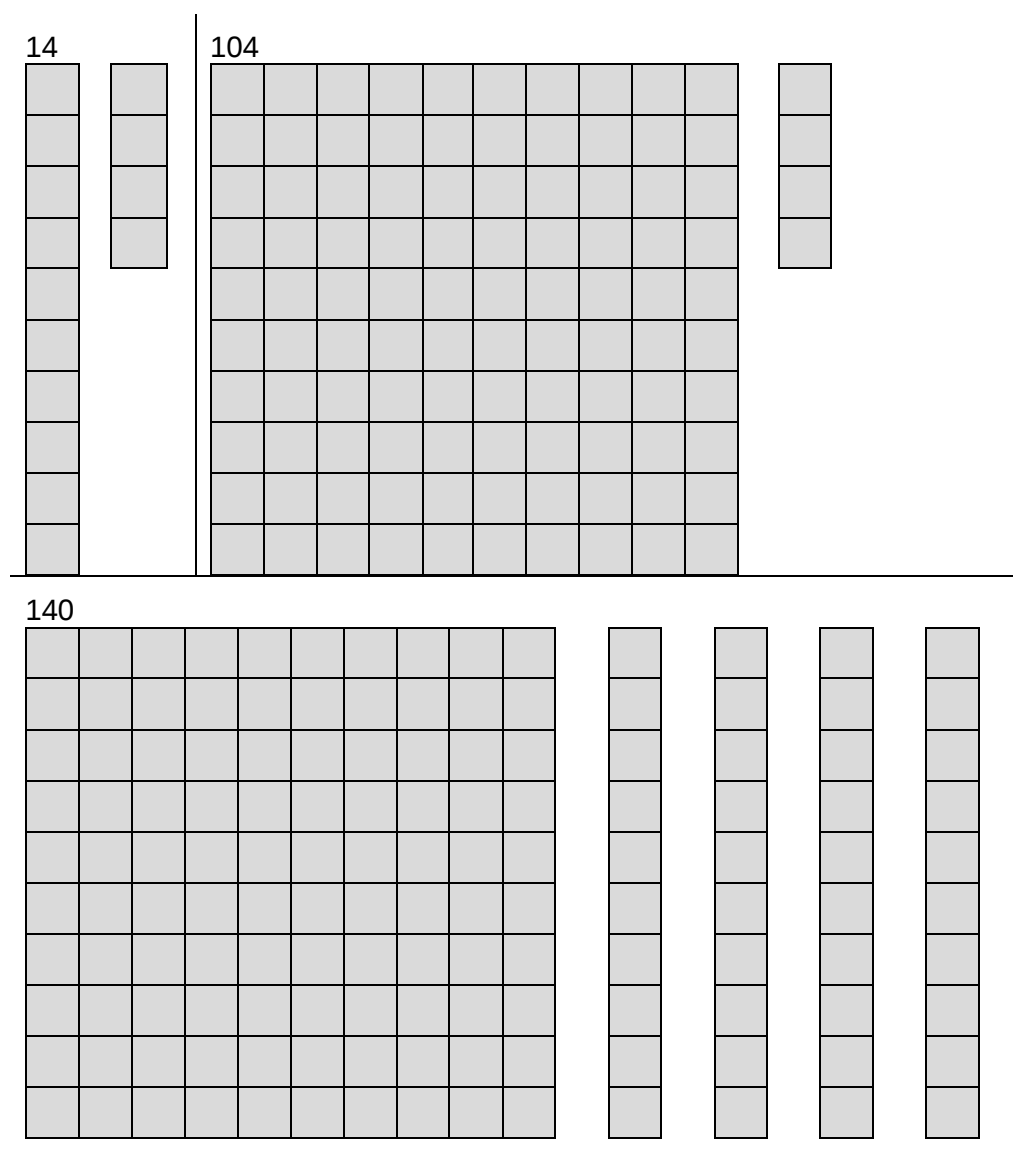
In the number 28 which digit has the largest value? _____

In the number 287 which digit has the largest value? _____

In the number 73 which digit has the largest value? _____

Answers

1



- 2 245 – students would need to lay out:
 2 x 100 unit blocks and 4 x ten unit blocks and 5 single unit blocks
- 542 – students would need to lay out:
 5 x 100 unit blocks and 4 x ten unit blocks and 2 single unit blocks
- Student would need to explain that:
- $$245 = (100 + 100) + (10 + 10 + 10 + 10) + (1 + 1 + 1 + 1 + 1)$$
- $$542 = (100 + 100 + 100 + 100 + 100) + (10 + 10 + 10 + 10) + (1 + 1)$$

- 3 17 = zero hundreds one ten and seven units.
 40 = zero hundreds four tens and zero units.
 259 = two hundreds five tens and nine units.
 942 = nine hundreds four tens and two units.
- 4 four hundreds three tens and eight units = 438
 six hundreds two tens and one unit = 621
 zero hundreds three tens and eight units = 38
 seven tens and eight units = 78
- 5 96 The value of the digit = nine tens
 106 The value of the digit = one hundred
 81 The value of the digit = one unit
 66 The value of the digit = six tens
 66 The value of the digit = six units
 109 The value of the digit = zero tens
 73 The value of the digit = three units
 124 The value of the digit = two tens
- 6 6
 1
 2
 2
 7