# Coffee, anyone?

## Focus is:

Assessment/lesson ideas and assessment

## What is this?

This is a simple example of an assessment. It is designed to help you see how an Australian Core Skills Framework (ACSF) assessment might look.

## ACSF skill indicator and levels

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill**  **area** | Numeracy | Level 1 | 1.09 – Locates and recognizes key mathematical information in simple activities or texts |
| 1.10 – Uses simple mathematical and personal problem solving strategies in highly familiar contexts |

## Level of support for this indicator and level

Full support can be provided. This is why the ‘**what to do’** section says *‘ask for help at any time’* (ACSF p. 128–9 see boxes on support).

## Learners who may suit this activity

* Young people in second language, or literacy and numeracy classes.
* New arrivals to Australia, still needing settlement information, perhaps new to supermarkets.
* People newly on a budget.
* Learners whom you’re trying to coax into further discussion, or more complex materials.

## What do I need to be aware of with this activity?

* We often use real supermarket dockets for these kinds of tasks. At this level, though, a facsimile, which minimises the amount of reading and distracting materials is suitable.
* Note that the ACSF includes addition and subtraction only at level 1, but in daily life, we do use division and multiplication, constantly. For example, if we’re buying coffee, we might think,’ *how long will this jar last*?’, which is a matter of dividing the amount of coffee across a number of days or weeks. Conversely, we might think, how many people are coming over to watch the footy, in which case, we’re multiplying and adding the number of cups we make: 2 cups for myself, in the morning, = 2 cups; plus 1 cup for six people on Saturday arvo = 8 cups. So, it’s hard not to stray into a higher assessment level, if we’re trying to keep the activity based in real life. It always helps to show your assessment materials to a colleague, before using them to get feedback on accuracy to the ACSF levels and getting the balance of real-life activities.
* To be able to demonstrate ‘exit’ level 1, your learners have to demonstrate ability with these skills in the 100s. So you may need to get learners to complete Question 9, although it might not seem like a natural follow-on, if you are using these materials for formal outcomes.
* Possible vocabulary pre-teaching: docket/purchase/sachet

## Other ideas

* What is ‘rounding’ down and up? Draw attention to the docket and discuss this with the class (if your class comprises older learners, you could discuss the demise of 1 and 2 cent coins. <http://en.wikipedia.org/wiki/Australian_one-cent_coin> has a good, short article on this).
* Set this as homework: look at every docket/receipt you get over the next couple of weeks. Have a class ‘graph’ going of whether more rounding up or down has happened.
* Why did Jenny take a job as a cashier? Does she like it? What questions could your class ask her about hours of work, pay, enjoyment, motivation for work, learning the requirements of the work, etc.
* Set this as homework: Go to your supermarket. Take note of how many cashiers are on the shop floor, their gender and age-group. Come back to the classroom and make a table of information using all learners’ insights
* It seems that there is always a coffee on special – and probably every other staple you might use for discussion and assessment. Set a class roster to send a learner in to find out what’s on special this week and how much, per 100g the container the special costs. Over a few weeks, you could ask them to calculate how much the costs of each jar and possible savings are, by reading the price per 100g labels on the supermarket shelves and comparing them with other costs. Over several weeks you could establish a graph which could lead to discussions on how to save on shopping and food costs.
* Could Harry be ‘sweet’ on Hazel? Ask the class for their views.

# Learner worksheets

**Your name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Today’s date**: \_\_\_/\_\_\_/\_\_\_

## What to do

|  |
| --- |
| Read the story and then write answer to the questions about coffee. Ask for help at any time. |

Harry has asked some friends over this Saturday. They are going to watch a footy match on TV. Normally, Harry doesn’t drink much coffee. He usually buys a small jar of coffee each fortnight. Today, he is buying a new jar of coffee. He knows his friend Hazel likes to drink ‘Hazelnut Latte’, so he buys a packet of that, too.

Here is his docket:

|  |  |
| --- | --- |
| **Item** | **Cost $** |
| Nescafe Blend 43 Coffee, 50g | 5.27 |
| Nescafe Café Menu Hazelnut Latte Mix  10 sachet pack   * On special this week, normally $7.25 | 5.00 |
| Total: | **10.27** |
| Rounding Down | **10.25** |
| Cash: | 15.00 |
| Change: | **$ 4.75** |
| Thanks for shopping with us.  Date of purchase: | Register *7*.  Served today by: *Jenny*  20/7/14 11.31AM |

## Questions about the shopping docket

|  |  |
| --- | --- |
| 1. How long ago was the coffee bought?   *Listen to the teacher give a direction, now.* |  |
| 1. How much was the jar of coffee? |  |
| 1. How much coffee is in the jar? |  |
| 1. How much is the box of Latte-Mix sachets? |  |
| 1. Which pack is more expensive? |  |
| 1. Is there a big difference in the price for the two types of coffee? |  |
| 1. The Latte-Mix coffee is on special this week. Look at the normal price: how much cheaper is it? |  |
| 1. How much Latte-Mix is there in each sachet? |  |
| 1. The Latte-Mix has some sugar in it and each drink you make is about 79 calories. If you drink two cups of latte-mix, have you consumed more than or less than 100 calories? |  |

# Answer grid and links to ACSF indicators 1.09, 1.10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Questions** | | **Answers / sample answer** | **1.09**  **Focus areas/ performance features** | **1.10**  **Focus areas/ performance features** | **NB** |
| 1 | How long ago was the coffee bought?  Listen to the teacher give a direction, now | Answer to the date difference will vary.  **Ask this**: Can you put a circle around the date  Circle should be around 24/7/14. | Complexity: familiar date format.  Basic and familiar **oral** direction.  Simple and familiar directions |  | This question might seem clunky: it’s there to ensure you allow the learners to ‘locate…oral materials’ |
| 2 | How much was the jar of coffee? | $5.27 | Locates explicit, everyday mathematical info | Understands place value |  |
| 3 | How much coffee is in the jar? | 50 g (‘g’ is for gram) | Basic and familiar metric quantities |  |  |
| 4 | How much is the box of latte-mix sachets? | $5.00 | Whole numbers and money |  |  |
| 5 | Which pack is more expensive? | The jar of Nescafe is more expensive than the latte sachets. | Locate and recognise simple everyday mathematical information – highly explicit | Compares information and data |  |
| 6 | Is there a big difference in the price for the two types of coffee? | No the price is almost the same, 27 cents difference |  | Roughly check the reasonableness of data |  |
| 7 | The Latte-Mix coffee is on special this week. How much cheaper is it this than the normal price? | $ 7.25  + 5.00  = $ 2.25 in savings | Whole numbers and money  Simple data in highly familiar…tables | Use one or two pieces of information in performing simple mathematical process  Use personal, informal…methods to calculate |  |
| 8 | How much latte mix is there in each sachet? | *I don’t know* … The docket doesn’t tell us. |  | Heavily relies on hands-on (concrete) and real life materials. | This question is probably slightly higher than 1.09, which states that the information needs to be **highly explicit** – you are asking them to uncover an absence. But it might be a good way to discover if your learners are able to operate at higher levels than 1, as it may lead into discussion about value for money, buying on specials, etc |
| 9 | The latte-mix has some sugar in it and each drink contains about 79 calories. If you drink two cups of latte-mix, have you consumed more than or less than 100 calories? | More than 100g.  79 + 79 = 158g | Whole money and data into 100’s | Use one or two pieces of information in performing simple mathematical process  Use personal, informal…methods to calculate | This question is added to take the assessment into the 100’s, as per p.128 of the ACSF. If you’re not formally testing, you may consider removing it, or use it as a spring-board for discussion on calories, junk/snack food and drinks. |