

Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets

FORMATIVE ASSESSMENT

Unit Standard ID	116937
NQF Level	2
Credits	4
Qualification Title	National Certificate: Information Technology: End User Computing

CONTACT INFORMATION:

Name	
Contact Address	
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Cellular	

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About the Formative Assessment:

Purpose	The purpose of this Formative Assessment is to evaluate learners understanding on the outcomes and prepare the learner for the summative assessment. This will show that the learner is ready to be assessed.
Context	This assessment represents the Formative Assessment component and should be completed in the classroom/training room.
Resources	The following are resources needed for this assessment: <ol style="list-style-type: none">1. Learner Guide; and2. Assessment Preparation.
Instructions to Facilitators	Facilitators will be required to: <ul style="list-style-type: none">• Explain the completion of the Formative Assessment to each learner; and• Interview the learner on similar questions, should he/she not be able to write.
Instructions to Learners	Learners will be required to: <ul style="list-style-type: none">• Complete the Formative Assessment as per the instructions;• Ensure that all questions are completed;• Ensure that the completion of the workbook is their own work;• Ensure that all annexure are attached to the workbook and clearly referred to;
Assessment Time	Learners are required to complete this assessment within the allocated time frame/hours.

PURPOSE OF THE Unit Standard

This unit standard is intended for people who need to create and edit spreadsheets using a Graphical User Interface (GUI)-based spreadsheet application either as a user of computers or as basic knowledge for a career needing this competency, like the ICT industry.

People credited with this unit standard are able to:

Demonstrate an understanding of the principles of spreadsheets.

Create, open and save spreadsheets.

Produce a spreadsheet from a given specification.

Edit a spreadsheet.

Format a spreadsheet.

Check spelling in a spreadsheet.

Print a spreadsheet using features specific to spreadsheets.

The performance of all elements is to a standard that allows for further learning in this area.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit value of this unit standard is calculated assuming a person is competent in:

Mathematical literacy and communication skills at least at NQF Level 1.

Operate a personal computer system (ID 116932 - NQF Level 1).

Use generic functions in a Graphical User Interface (GUI)-environment (ID 117902 - NQF Level 1).

UNIT STANDARD RANGE

This standard is applicable to any spreadsheet application that runs on any Graphical User Interface(GUI) operating system.

Where spreadsheets are referenced, it refers to a whole spreadsheet, a single page of a spreadsheet, or selected text in a spreadsheet.

Where wording are not exact for the chosen operating system, the learner can choose the equivalent item or option to demonstrate competence in the specific outcome or assessment criteria.

Agreed Assessment Plan

Event	Date, time and location	Resources required	Evidence to be generated
Attend Training		Training material, Facilitator	Attendance Register
Complete formative assessment		Formative assessment workbook, Pen and Pencil, Ruler; and Exam Pad – for additional paper.	Completed portfolio of evidence
Complete summative assessment		Summative assessment workbook, Pen and Pencil, Ruler; and Exam Pad – for additional paper.	Completed portfolio of evidence
Submit Portfolio of Evidence to Training Provider			Acknowledgement of receipt from Training Provider
Assessor roles and responsibility			
Roles	Assessor Guide Feedback Agent Reviewer		
Responsibilities	Consult candidate re assessment, assessment process and plan Agree assessment process and plan with candidate Forward documentation to candidate: plan, guide and assessment instruments Assess candidate with the use of different instruments Provide feedback on assessment findings Support candidate through assessment process Source feedback from candidate on assessment process		

	<p>Review assessment process and outcome</p> <p>Use assessment process as opportunity to transform assessment activities and outcomes</p>
Candidate roles and responsibility	
Roles	<p>Candidate</p> <p>Feedback agent</p> <p>Reviewer</p>
Responsibilities	<p>Be available for assessment</p> <p>Be actively involved in the consultative process</p> <p>Learn from the assessment process</p> <p>Provide feedback to the assessor in terms of the assessment as learning activity</p> <p>Provide feedback to the assessor on the efficacy of the assessment process</p> <p>Review own role and assessor role in the assessment process</p>

Special arrangements for assessment

Place
Language
Resources
Barriers

People to be involved with assessment

Learner:	Manager:
Trainer:	Mentor / Coach:
Assessor:	Moderator:

Next steps for learning

Resources required for this assessment

Guidelines to the learner:

Learners Name: _____

Learner's signature: _____

Date: _____

Assessors Name: _____

Assessor's signature: _____

Date: _____

ASSESSMENT APPEALS PROCEDURE

1. A learner has the right to appeal under the following circumstances
 - If the laid down assessment procedures were not followed during assessments
 - If not all evidence available was taken into account during the assessment
 - The assessor was not a subject matter expert or did not have a subject matter expert during the assessment process
 - The assessor did not assess according to the performance criteria and range statement stipulated in the unit standard
 - Not all the range items were available for assessment
2. A learner bringing an appeal against a decision of the assessment will lodge such an appeal with the assessor and the internal moderator within 2 days of the assessment feedback session.
3. A learner bringing an appeal should complete the "Learner's Notice of Assessment Appeal" form before the Appeal Hearing. The form should be handed to the internal moderator or a representative.
4. Should the internal moderator re-affirm the assessor's decision, the learner may appeal to the external verifier within 2 days after the initial moderator's feedback session. The external verifier's decision will be final. Should the external verifier re-affirm the assessors' decision, the cost for re-evaluation will be upon the learner. Should the verifier's decision differ from the assessor's decision, the cost for re-evaluation will be borne by the assessor.

ASSESSMENT APPEAL APPLICATION FORM

LEARNER'S NOTICE OF ASSESSMENT APPEAL

TO: The Internal Moderator

A meeting with the internal moderator is hereby requested to discuss the outcome of my assessment.

Internal moderator name _____

Date of submission: _____

Name of employee assessed: _____

Name of Assessor: _____

Date of feedback session: _____

Grounds for Appeal

No	Tick the applicable ground(s) for appeal	Tick
1	The assessment did not follow the laid down procedure	
2	Not all evidence available was taken into account during the assessment	
3	The assessor was not a subject matter expert nor was a subject matter expert present during the assessment process	
4	The assessment was not according to the performance criteria and the range statement stipulated in the unit standard	
5	Not all the range items were available for the assessment	

Reasons for Appeal

No	Please give detailed reasons for the choice(s) above
1	
2	
3	
4	
5	

Learner's signature: _____

Date: _____

Employee witness: _____

Date: _____

PRE-ASSESSMENT MEETING CHECKLIST

Points Assessor must cover in the initial meeting with the learner - Please tick

Item	Points to be covered	Tick
1	Welcome the candidate and put them at ease	
2	Explain the purpose of the meeting (why you are there and how long the meeting will take)	
3	Explain the <ul style="list-style-type: none"> ▪ NQF ▪ Credits ▪ Certification process ▪ Learning pathways 	
4	Explain <ul style="list-style-type: none"> ▪ Who is involved in the assessment and their role (learners, coach, assessors, managers, moderators) ▪ Principles of assessment (fairness, confidentiality, validity, sufficiency) 	
5	Explain the assessment process? <ul style="list-style-type: none"> ▪ Check learner readiness for assessment (logbook / self assessment) ▪ Assessment contract to be completed ▪ Preparation of learner (this meeting) ▪ The assessment (observation and knowledge questionnaire) ▪ Judgement of the evidence ▪ Outcome of assessment (competent, not yet competent, need further evidence) 	
6	Give Learner copies of the following documentation and explain each document <ul style="list-style-type: none"> ▪ The Assessment Guide which includes <ul style="list-style-type: none"> ○ Assessment contract ○ Assessment plan ○ Observation checklist 	

Item	Points to be covered	Tick
	<ul style="list-style-type: none"> ○ Knowledge checklist 	
7	<p>Discuss the assessment plan (complete the assessment plan document)</p> <ul style="list-style-type: none"> ▪ Allow the learner to participate in the decisions made ▪ Agree on dates, time and venue for the assessment and feedback ▪ Agree on evidence the learner can submit ▪ Agree and explain the assessment methods ▪ Identify and discuss special assessment needs of the candidate ▪ Identify and eliminate unfair barriers (language, disability etc) ▪ Discuss and agree on witness requirements 	
8	<p>Tell the candidate his/her rights and responsibilities, the assessment procedures and policies</p> <ul style="list-style-type: none"> ▪ How many times they may be assessed ▪ Appeals process / procedure ▪ Reassessment policy 	
9	Ensure the assessment environment is appropriate or make special arrangements	
10	Discuss moderation	
11	Allow the learner opportunity to clarify any items discussed	

Learner declaration of acceptance of assessment instruments and relevant documentation: Date:	
Learners Name:	Signature
Assessors Name:	Signature:

INSTRUCTIONS:

The following sections will test your knowledge and you are required to answer all the questions.

Once you have finished you may obtain feedback from your assessor on the accuracy of your answer.

Question 2 (SO 1, AC 4)

Name 3 examples of spreadsheet programs

(3)

SELF-ASSESSMENT

The learner must make use of the following self-evaluation checklist to rate himself against the learning outcomes of this particular training module in establishing the level of mastery of the information.

1. Not able to comply
2. Reasonable compliance (Not acceptable for final evaluation)
3. Able to comply fully

OUTCOMES		1	2	3
1	•			
2	•			
3	•			
4	•			
	•			
	•			

Learner Signature

Date

Facilitators' Signature

Date

ASSESSMENT FEEDBACK REPORT

FACILITATOR FEEDBACK & REMARKS

--

ASSESSMENT JUDGEMENT

Learner's Total Mark: Requirements met Requirements
not met

Action/s required:

By when:

LEARNER FEEDBACK & COMMENTS

--

DECLARATION BY THE FACILITATOR

I (Facilitator) hereby certify that I have examined the learner workbook and I am satisfied with the evidence provided by the learner.

DECLARATION BY LEARNER

I,declare that I am satisfied that the feedback given to me by the Facilitator was relevant, sufficient and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment event.

Learner	Date	Facilitator	Date

DECLARATION BY THE ASSESSOR

I (Assessor) hereby certify that I have examined the learner workbook and I am satisfied with the Facilitator Judgment of this assessment.

Assessor	Date	Moderator	Date