

Standards for adult numeracy

Understanding and using mathematical information

At this level, adults can:

read and understand

information given by numbers and symbols in simple graphical, numerical and written material

specify and describe

a practical problem or task using numbers and measures

An adult will be expected to:

- use whole numbers to measure and make observations
- use space and shape to help understanding
- use information from lists and simple diagrams to help understanding
- copy a given process or routine to increase understanding

Calculating and manipulating mathematical information

At this level, adults can:

generate results

which make sense and use given methods and given checking procedures appropriate to the specified purpose

An adult will be expected to:

use whole numbers

- to count reliably up to 10 items
- to read, write, order and compare numbers up to 10 including zero
- to add single-digit numbers with totals to 10, and subtract single-digit numbers from numbers up to 10
- to interpret +, – and = in practical situations for solving problems

use common measures

- to recognise and select coins and notes
- to relate familiar events to:
 - times of day (using o'clock times or parts of the day such as midday)
 - days of the week
 - seasons of the year
- to describe size, *eg large/small*, and use direct comparisons for the size of at least two items, *eg larger/smaller*
- to describe length, width, height, *eg long, short, wide, narrow, tall*, and use direct comparisons for length, width, height of items, *eg longer, too long, longest*
- to describe weight, *eg heavy/light*, and use direct comparisons for weight of items, *eg heavier/lighter*
- to describe capacity, *eg full/empty*, and use direct comparisons for capacity of items, *eg holds more than, holds less than*

use shape and space

- to recognise and name common 2-D and 3-D shapes, *eg a rectangle, square, circle, cube*
- to understand everyday positional vocabulary, *eg between, inside or near to*

use data

- extract simple information from lists
- to sort and classify objects using a single criterion
- to construct simple representations or diagrams using knowledge of numbers, measures or space and shape

use a calculator

- to check calculations using whole numbers

Interpreting results and communicating mathematical information

At this level, adults can:

present and explain results

that show an understanding of the intended purpose using appropriate numbers, measures, objects or pictures

An adult will be expected to:

- use whole numbers to present results
- use appropriate vocabulary for common measures to describe quantities
- use objects or simple images to present results
- reach a suitable outcome

Guidance and examples

Numeracy entry level, entry 1

Numeracy plays a fundamental part in adult life. Numeracy is the ability to represent ideas, problems or situations using numerical or mathematical information, work with this information and then present results as solutions or conclusions. Effective numeracy skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Examples

Citizen and community

- selecting the correct numbered floor button in a lift
- recognising the shape of traffic signs and understanding that the shape has a meaning
- sorting bottles by colour for disposal at a bottle bank

Economic activity, including paid and unpaid work

- selecting number of copies and selecting paper of the required size on a photocopier
- counting the correct number of drinks for visitors or colleagues
- buying sufficient number of items for a purpose, eg *batteries or stamps*
- asking for items by comparative size, eg *larger/smaller, heavier/lighter*

Domestic and everyday life

- choosing the correct coins to use in a public telephone
- arranging day and time of day, eg *morning, afternoon*, for service visits, repairs, deliveries
- using judgement of size when packing or storing things
- playing games, eg *board games, dominoes*

Leisure

- arranging to visit friends stating day and approximate time of day, eg *morning, afternoon, evening*
- ordering a round of drinks in a bar, café or pub
- checking a child's height against the minimum measure for a fairground ride

Education and training

- using a calculator to check simple addition and subtraction
- understanding day, time and place of training sessions
- understanding term times, eg *spring term, summer term*

Using ICT in social roles

- selecting numbered options from a simple on-screen menu
- inputting digits using a numeric keypad, eg *telephone, fax machine, remote control device*

At this level adults can apply their numeracy skills effectively using a limited range of strategies in contexts and situations that are familiar to them.

Access statement

Adults with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.