



# Grading Checklist

## Have you thought about these as you set up and work through deriving grades for your learners?

- Heads of Centre should ensure that students have the opportunity to show the full breadth of their knowledge and understanding in each subject based on what they have been taught.
- It is important that grades represent a holistic, objective judgement based on evidence of each student's performance in each subject.
- Evidence should be used consistently across the class or cohort wherever possible.
- The evidence can be of different types and can come from across the course of study.

### Step 1

- Considered the content each individual has been taught.
- Considered the content that has not been taught.
- Considered if the content has been covered deeply or superficially.
- Reasonable adjustments for disabled students and access arrangements have been in place when the evidence was generated.

### Step 2

- Considered the evidence there is of student performance, potentially collected over the course of study including:
  - materials provided by the awarding organisation
  - groups of questions
  - past papers or similar materials
  - Non-exam assessment (NEA) even if this has not been fully completed
  - student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes
  - records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE
  - records of each student's standard of work over the course of study
  - in some circumstances, an oral assessment.

### Step 3

- Consulted [Ofqual's guidance](#) on how to balance the different sources of evidence.
- Considered the following:
  - coverage of assessment objectives
  - coverage of content
  - authenticity – is the evidence the student's own work?
  - level of control – was it taken in timed conditions? Was there an opportunity for redrafting? Was it supervised?
  - marking – how much support was available when applying the mark scheme? What internal standardisation processes have been applied?

### Step 4

- Used the same range of evidence for all students in a class or cohort.
- The rationale for any exceptions must be documented by the centre.
- Students have been graded on their performance based on the subject content they have been taught.
- Students have been told what evidence is going to be used.

### Step 5

- Assigned a grade for every student.
- Considered the quality of the work in relation to:
  - grade descriptors
  - grading exemplification.
- The grade is based on evidence and students' performance and NOT potential.
- The grade represents a holistic judgement.
- The grade reflects the tier of entry, where appropriate.

### Final Sign Off

- The centre's internal quality assurance process has been followed.
- The standards and grades issued are appropriate.
- Head of Centre has signed off the results.

#### How we are supporting schools and colleges

We're committed to providing you with the best support available. Full details can be found on our [summer 2021 support page](#).

We'll also be providing support and guidance documents via the [Pearson Professional Development Academy](#) as well as running pre-recorded and live training sessions.

#### Get in touch

If you would like to speak to us directly, you can get in touch with any questions via our [Support Portal](#), or by calling the [relevant team for your role](#).