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.

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**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.