

Assessment and grading: application of criteria

Policy on assessment and grading: application of criteria

Of interest to:

- Curriculum managers
- Exam officers
- Heads of departments
- Learners
- Programme leaders
- Teaching staff
- Training providers

A learner's evidence submitted for summative assessment must be assessed using only the assessment and grading criteria in each unit in the specification. Assessment is carried out in order to make judgements about the learner's performance in relation to national standards.

Qualifications:

- BTEC Customised Framework qualifications
- BTEC First Certificate and Diplomas Diploma
- BTEC Higher National Certificate and Diploma
- BTEC Introductory Certificate and Diploma
- BTEC National Award, Certificate and Diploma
- BTEC Short Courses

Introduction

The national standards in BTEC Higher Nationals, Nationals, First Diploma, Introductory and Short Course qualifications are established through each unit's learning outcomes. The learning outcomes are measured using assessment and grading criteria. The latter are criterion-referenced to allow the learner and assessor to understand the nature of the evidence that must be produced to achieve the unit. For BTEC qualifications, the assessment and grading criteria is found in the grading grid of each unit.

The assessment and grading of a learner's work must be based upon evidence that shows the achievement of the assessment and grading criteria of each unit. The assessment and grading criteria of a unit must not be modified or added to by the assessor. For example assessment and grading decisions must not be influenced by the late submission of work, unless timelines or planning is part of the unit assessment and grading criteria.

This policy replaces the previous policy on *Assessment and grading: application of criteria (AGAC03-05)*

Terminology

Summative assessment is carried out in order to make final judgements about the learner's performance in relation to the assessment and grading criteria of a unit or part thereof. It is the definitive assessment and recording of the learner's achievement and must be conducted to national standards.

Formative assessment involves both the assessor and the learner in a process of continual review about progress and takes place prior to summative assessment. Learners are provided with formative feedback on their draft evidence and are empowered to act to improve their performance.

Guidance on assessment and grading: application of criteria

Policy review:

Review date 2009

Useful contacts:

For more information on Edexcel qualifications please contact Edexcel Customer Service

Tel: 0870 240 9800

You can also visit the Edexcel website: www.edexcel.org.uk

The assessment and grading criteria of a unit are the only standards by which a learner's work can be judged. Centres are **not** permitted to modify or create additional assessment and grading criteria; a learner's work must be judged against the criteria in the unit. To enable learners to achieve the assessment requirements, centre-devised assessment instruments must be relevant to the assessment criteria. Centres are encouraged to produce clear assessments that: provide a relevant scenario, use a variety of assessment methods (eg work-based projects, case studies, performance observation, etc), utilise practical skills and link to the assessment requirements of the unit.

Centres must **not** be influenced by the late submission of work, unless the assessment and grading criteria require evidence of:

- meeting agreed timelines
- the ability to plan/organise time effectively
- the ability to work to industrial/commercial practices that include implicit timelines.

Centres may provide learners with interim formative assessment stages and feedback from the assessor should allow the learners the opportunity to improve their performance. At a stated time, the summative assessment of the learner's work needs to take place and this is when formative assessment stops. A centre must make clear to the learners the different stages of assessment and the date(s) for the completion and submission of work for summative assessment. Centres can use the student handbook/centre-student contract to communicate to learners the consequence of not meeting deadlines for summative assessment.

Centres can devise deterrents to encourage learners to submit work in on time but this must not include downgrading late work. Edexcel does not support one deterrent over another; centres know their learners and which tactic to adopt with the occasional late submission of work and the repeated offence of missed submission dates. It is important that centres must communicate effectively and clearly achievable deadlines to their learners and any repercussions if work is submitted in late. The following deterrents are examples and are used at the discretion of the centre:

- feedback from the assessor to the learner on the learner's late work is delayed
- the late work for the unit is not marked.

The consequence of not marking late work will depend on the BTEC qualification and if compensation is part of the calculation of the overall qualification grade. See the individual BTEC specifications for further detail.

Assessors in centres must not be influenced by the learner's use of electronic media to produce an impressive portfolio, unless the use of IT, digital images, etc is a mandatory requirement of the unit. The quality of the learner's work must be measured against the assessment and grading criteria in the unit. A learner's use of IT may be used towards evidence required by the Information Technology key skills unit.

Likewise assessors must not be influenced by the quantity of work produced by the learner. Only work relevant to the requirements of the unit must be considered for assessment and grading.

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Prepared by Samina Khan
Authorised by Steve Besley

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