

Centre Assessment Grades – Guidance for Teachers

Version 3.0

8 June 2020

Note: As the situation develops, we may need to update this document. Please always access this document directly from the OCR website rather than saved digital or printed copies.

OCR Reformed and Legacy Functional Skills Qualifications

Centre assessment grades – Guidance for Teachers

Submission timelines

15 June – 6 July	Centre assessment grades produced and submitted by centres
July – early August	Processing, resolution of issues, results calculation
20 August	Results release

Level 1 and Level 2 – Examined

Centre staff need to form a judgement about whether the candidate would have been most likely to **pass** or **fail** the component if teaching and learning had continued during the Covid-19 period and the candidate was intending to take the assessment.

Entry Level 1 – 3 and SLC components – Moderated

Centre staff need to form a judgement about whether the candidate would have achieved a **pass** in the components if teaching and learning had continued during the Covid-19 period and the candidate was intending to take the assessment

Your centre assessment grades submissions must consider your historic achievement rates and past centre performance (for example, comparing what you are submitting with the number of candidates you entered and how they performed in March – July 2019). If there are any significant variations in what you are proposing now in terms of the number and/or proportion of candidates being submitted with Pass grades you should include the reasons for this in your supporting documentation.

Do not share your centre assessment grades with candidates, parents, carers, or anyone outside the centre.

Centre staff judging the grades must be familiar with the Level 1 and Level 2 Pass Descriptors (<https://www.ocr.org.uk/Images/584217-pass-descriptors.pdf>) and Subject Content (<https://www.ocr.org.uk/qualifications/functional-skills/>) within each qualification's Specification. Further detail is provided in the [Guidance for Centres](#) document.

INDIVIDUAL CANDIDATE GRADES

What result is the candidate on track to achieve? Does this result realistically reflect what the candidate would have most likely achieved had assessments gone ahead? Are you confident about the candidate's ability to perform at or close to the level indicated by the awarding of a Pass grade? Will they be able to demonstrate this in an educational or employment setting which they progress into?

YES Performance throughout the course supports this grade.	NOT SURE Take a closer look at the evidence available for this candidate.
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Justifying the proposed grade – can be taken from any type of evidence	Possible sources of evidence – can be taken from any source of evidence
<ul style="list-style-type: none"> • Previous attempts at the live assessment for the Legacy suite can be used to support judgements for all learners. Attempts at another Awarding Organisation’s assessments can also be used to reach a judgement. For Legacy, the ranges of the pass marks are: <ul style="list-style-type: none"> ○ Maths (Level 1 and Level 2) is 32 - 37 marks ○ English: <ul style="list-style-type: none"> Reading Level 1 is 14 – 16 marks Writing Level 1 is 21 – 23 marks Reading Level 2 is 13 – 15 marks Writing Level 2 is 21 – 23 marks ○ ICT Level 1 – 40 – 42 marks ICT Level 2 – 46 – 49 marks. • Previous centre-marked attempts at Practice tests or SAMs. For the Reformed qualifications the notional pass mark is 60% for all examined and moderated components. • If the candidate completed the sample assessment material, in your narrative please tell us how you have taken into account the fact that candidates are able to access the mark scheme publicly if they wish to. • For SLC, for both Reformed and Legacy suite, the pass criteria are defined in the Specification. SLC exemplars are available on the OCR website. These will help you form judgements on your candidates’ ability, • Does the candidate’s rate of progression support the proposed judgement? • For the Reformed qualifications additional support materials, such as exemplar work (SLC) and candidate style answers, are available for some components on the OCR website. These will help you form a judgement on your candidates’ likely achievement. 	<p>In addition to considering previous attempts at live assessment and centre-marked attempts at Practice tests or SAMs, consider:</p> <ul style="list-style-type: none"> • Do the formative assessments completed lead you to believe a pass would be achieved in the final assessment? • Has the candidate independently produced work, ideally in the classroom under supervised conditions, but potentially at home, towards the qualification, that provides evidence to support a judgement? • Was the candidate working towards any other qualifications in which they produced independent work, ideally in class under supervised conditions that could be used to consider their likely result in Functional Skills components? • Do you have the results of initial and diagnostic assessment? These can only be used as supporting evidence to benchmark progress made towards the component requirement and/ or where it provides evidence that the candidate had already met one of the component’s assessment requirements at the point of taking the assessment. • If the candidate was re-sitting, does the work described above indicate that they would have achieved a different outcome on this attempt?
<p>For examined components, decide whether the candidate would have passed or failed. For internally assessed components, decide whether the candidate would have passed. Judgements should be fair and based on the evidence available and be accompanied by a document supporting your judgement.</p> <p>Your submission form will detail the candidates and the type(s) of evidence you had available for each of them. The supporting information document should include a description of how you used different types of evidence to reach your judgement and how this supports your proposed grades. This does not need to be for each candidate, it may be per component or for the entire submission as appropriate.</p>	

Note that you will need to indicate the type of evidence you used to make your judgement. Depending on the type of evidence used, you may need to identify more than one source to support your judgement. You must retain this evidence. You will need to provide supporting information about the evidence you have used to make your judgement.

Evidence requirements

At least one valid source of evidence is required for a candidate in order to propose a centre assessment grade for them.

In the majority of cases, evidence types A, B and C will generally be stronger and more reliable indicators than evidence types D, E and F.

Types A, B or C	Type A- Previous attempt(s) at the live assessment. Type B – Previous centre-marked attempts at Functional Skills practice tests or SAMs. Please note, where mark schemes are available on the OCR website you need to provide a narrative to tell us how you consider this to be a suitable type of evidence given candidates are able to access the mark scheme. Type C – Formative assessment results
Types D, E and/ or F	Type D – Any other learner work towards the qualification. Type E – Learner work demonstrating the skills assessed by Functional Skills qualifications that has been completed in support of another qualification learning aim. Type F – Results of initial and diagnostic assessment.

Useful resources

- Pass Descriptors <https://www.ocr.org.uk/Images/584217-pass-descriptors.pdf>
- Sample Assessment material is available on the Qualification pages of the OCR website
- Exemplars and Candidate style answers available on the Qualification pages of the OCR website, for some subjects and Levels.
- Candidate style answers for Reformed:
 - Entry Level 1 – 3 English Writing and SLC
<https://www.ocr.org.uk/qualifications/functional-skills/english/assessment/>
 - Entry Level 1 – 3 Mathematics –
<https://www.ocr.org.uk/qualifications/functional-skills/mathematics/assessment/>
- Subject Content <https://www.ocr.org.uk/qualifications/functional-skills/>
- [Guidance for Centres](#) document
- FSQ Centre Grade Submission Form
- FSQ Supporting Information Form