

Supporting Teacher Assessed Grades for Skills for Life: Evidence sheet instructions

About Trinity College London

Trinity College London is a leading international awarding organisation and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help learners progress. Our aim is to inspire teachers and candidates through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

Trinity College London
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Introduction

In line with Ofqual guidance Trinity will continue to offer SfL exams to all Learners who have completed their learning. To support those Learners who cannot safely access a Centre or whose Centre access has been disrupted, Trinity will certificate their individual awards using Teacher Assessed Grades (TAGs). TAGs need to be based on a range of evidence held by the centre that supports the proposed grade. Centres entering Learners for TAGs will receive a reporting spreadsheet that enables the collection of standard evidence of achievement for each Learner. These instructions detail how to complete the spreadsheet showing what evidence is held for each Learner along with their initial Teacher Assessed Grade. Please note, centres will be required to share the evidence as part of the moderation process.

General Instructions

Please make sure you enable all content/trust content for the spreadsheet by clicking on the accept and trust buttons when prompted to do so– this will allow drop-down menus to function correctly. Please fill in the required field in this spreadsheet using the **drop-down menus** when instructed to do so. This will ensure faster data processing and shorter certification periods. The first row on this spreadsheet has been populated with example data. The form continues to column 'V'. Please complete the information for each learner, provided you can demonstrate the evidence when requested.

Explanation of key terms

Key term	Explanation	Category
End of course exam	A Trinity-set past Reading or Writing paper or Speaking and Listening tasks taken under exam conditions and assessed using the Trinity criteria.	A
Mock exam	Any sample of practice Reading or Writing paper or Speaking and Listening (S&L) task(s) taken under exam conditions (ie within the time required to complete the module and without any help) in the classroom which reflects both the learning outcomes and the format of the actual TCL SfL exam.	B
Practice test	Any sample of practice Reading or Writing paper or S&L task(s) taken in the classroom which reflects the learning outcomes of the level but may or may not reflect the format of the actual TCL SfL exam.	B
Initial assessment	Any type of test(s) used to measure learner ability at the beginning of the course with a view to informing learner placement at the right level or establishing initial learning targets and outcomes.	B
Quizzes	Any quizzes taken in the classroom which assess learners' knowledge of grammar, vocabulary, reading, spelling, paragraph or essay writing etc. Quizzes do not need to reflect the format of the TCL SfL exams.	B
Progress test(s)	Any type of test(s) (not mock exams, practice tests, or initial assessment) used to measure learner progress over the duration of a course or term.	B
Assessed tasks	Any tasks taken in the classroom or completed at home which were assessed using a fixed key (ie reading multiple-choice test, listening multiple-choice test, objectively scored vocabulary or grammar exercises, etc.) or externally established criteria (ie writing descriptors and speaking descriptors).	B

Individual Learning Plans (ILP) - latest status	A tool/record to help plan, teach, monitor and evaluate a learner's progression throughout the academic year. Please use the most recent level or indication of progress detailed in the learner's Individual Learning Plan.	C
Classroom work	Any work completed in the classroom ranging from drilling exercises routinely included in coursebooks to paragraph writing and classroom discussion activities and role-plays.	C
Portfolio items	Any tasks taken in the classroom or completed at home which were assessed using an objective key or externally established criteria and that form part of a learner's Portfolio of work.	C
Homework	Any work completed at home ranging from exercises routinely included in coursebooks to paragraph, letter and essay writing activities as well as possible speaking recorded tasks.	C

Importante note: Evidence derived from Category A is mandatory as Category A evidence is part of the minimum required threshold.

1.1 Section A

Section A of the reporting spreadsheet will be pre-populated by Trinity using the data provided for each Learner during the registration process. Please note that Learners can be awarded using TAGs only if your application for TAGs has been approved or if Trinity has selected some candidates to be certificated through the TAGs process.

Section A: Candidate data	
First name(s)	To be completed by Trinity
Last name(s)	To be completed by Trinity
Candidate number	To be completed by Trinity
Date of birth	To be completed by Trinity if the date of birth is provided during the registration process.
Gender	To be completed by Trinity with the Gender information provided during the registration process

Note: If there are spelling mistakes or if any other of the data fields in this section need updating, please contact UKEsol@trinitycollege.co.uk. Do not make any changes on the spreadsheet as it will delay the processing of results.

Instructions for completing section B

Section B: Centre and assessment module data	
Centre ID	To be completed by Trinity
Subject Area for Estimation	To be completed by Trinity
Level	To be completed by Trinity

1.2 Instructions for completing section C

Section C: Evidence of prior attainment	
Prior attainment of a different module? (Y/N)	Please indicate by selecting the appropriate response from the drop-down list (Yes, No) whether the Learner has completed another Skills for Life exam during the 2017- 2020 period .
Awarding organisation	For Learners who have completed another SfL award, please select from the drop-down menu the awarding organisation with which your learner took their most recent exam.
Outcome	For Learners who have completed another SfL award, please select from the drop-down menu the outcome of their most recent exam.

1.3 Instructions for completing section D

Please complete section D carefully. *All* Learners must have evidence from Category A and at least one piece of evidence from one more Category (either B or C). Please provide information only about the evidence you can demonstrate when required to do so. To complete this section accurately you will need to refer to the **information provided in Table 1**.

Section D: Scores from different evidence Categories	
Category A evidence (end of course exam)	Please provide the exact score your Learner was awarded when taking the end of course exam. Please ensure the scores reflect the acceptable range of scores for the component and level (ie the maximum possible score for Reading Entry 3 is 27, see Table 1).
(Average) score on Category B evidence	Please provide the average score of the different formative and summative assessments each Learner completed during the course of their study. The various evidence falling under Category B are listed in the General Instructions sections of this document. Please ensure the scores reflect the acceptable range of scores for the component and level (ie the maximum possible score for Reading Entry 3 is 27, see Table 1).
(Average) score on Category C evidence.	Please provide a holistic score out of 100 for the different types of Category C evidence you hold for each Learner.

Is the Learner performing at the targeted level?	By answering this question for each Learner, you are confirming the Learners' readiness to take the exam. Please use the drop-down menu to answer this question.
Has the learning been completed?	By answering this question for each Learner, you are confirming that the Learners' learning was not interrupted by the disruption the pandemic caused. Please use the drop-down menu to answer this question.
SEND	To be completed by the Centre . If you are providing evidence and estimating scores and results for learners with special educational needs and disability (SEND), please select from the drop-down menu the option "yes". Otherwise, leave this field blank.

1.4 Instructions for completing section E

Please make sure you complete this section accurately after considering all the evidence provided in this spreadsheet carefully. To complete this section accurately you will also need to refer to the **information provided** in Table 1.

Section E: Estimated Teacher Assessed Grade	
Teacher Estimated score	Please provide in this field the score that best reflects your Learners knowledge, skills, and abilities (KSAs). The scores must be within the acceptable range of scores for the component and level (ie the maximum possible score for Reading Entry 3 is 27, so a score from 0-27 is required).
Teacher Estimated result	Please provide in this field the outcome that best reflects your Learners knowledge, skills, and abilities (KSAs) in terms of pass or fail. Please make sure the score provided in column T accurately reflects the outcome.

Annex

Table 1 presents the acceptable score ranges for the TCL SfL module awards.

Table 1: Summary of acceptable score range for TCL SfL exams.

Module	Level	Acceptable score range
Reading	Entry 1	0-24
	Entry 2	0-24
	Entry 3	0-27
	Level 1	0-30
	Level 2	0-30
Writing	Entry 1	0-36
	Entry 2	0-52
	Entry 3	0-56
	Level 1	0-80
	Level 2	0-84
Speaking & Listening	Entry 1	0-36
	Entry 2	0-44
	Entry 3	0-44
	Level 1	0-52
	Level 2	0-56