

Calculating grades for Skills for Life: Evidence sheet instructions

About Trinity College London

Trinity College London (TCL) 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.

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Introduction

To help Trinity award Skills for Life (SfL) qualifications during the Coronavirus Pandemic, in line with Ofqual guidance, all Speakers of Other Languages (ESOL) centres are required to submit Centre Assessment Grades (CAGs) for their learners. These estimated results are based on a range of evidence held by the centre that supports the proposed grade. These instructions detail how to complete a spreadsheet showing what evidence is held for each learner and the grade that you as a centre would anticipate the learner would achieve if they were to take the exam. Please note, centres may 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. The first row on this spreadsheet has been populated with example data. The form continues to column 'AD'. Please complete as much of the information as you can for each learner, provided you can demonstrate the evidence when requested. You do not need to complete all sections, or all fields included in this spreadsheet.

Explanation of key terms

Key term	Explanation
Mock exam	Any sample of practice reading or writing paper or Speaking and Listening (S&L) task(s) taken under exam conditions (i.e. 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.
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.
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.
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.
Progress test(s)	Any type of test(s) (not mock exams, practice test, or initial assessment) used to measure learner progress over the duration of a course or term.
Assessed tasks	Any tasks taken in the classroom or completed at home which were assessed using a fixed key (i.e. reading multiple-choice test, listening multiple-choice test, objectively scored vocabulary or grammar exercises, etc.) or externally established criteria (i.e. writing descriptors and speaking descriptors).
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.
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.
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.

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.
Attendance record	An approximate indication of a learner's attendance over the duration of a course or term.

1.1 Instructions for completing the general information section

Please make sure you complete the general information section by stating the total number of candidates that were most likely to take any of the individual awards - **during 20 March to 31 July 2020 period** - (i.e. Entry 2 Reading) if the exam administration were not interrupted due to the COVID-19 pandemic and the government measures taken to combat it. Trinity acknowledges the fact that CAGs will most likely be provided for learners for whom you are confident they would be successful in the examination. However, for quality assurance purposes and in line with Ofqual guidance, Trinity would need to sense check the pass rates generated from CAGs with centre historical data. Any significant deviations between the two could trigger an external moderation process and could result in a delay in issuing results and certificates.

1.2 Instructions for completing section A

Section A: Candidate data	
First name(s)	Please enter the first name(s) of the learners as it/they appear(s) on their national ID or passport.
Last name(s)	Please enter the last name(s) of the learners as it/they appear(s) on their national ID or passport.
Order number	Please enter the Order number generated on the Trinity Portal when the candidate was enrolled for CAG submission.
Candidate number	If the learner has already registered for an SfL exam with TCL, please enter the candidate number if known. If not, please leave this field blank.
Date of birth	Please enter the learner's date of birth as it appears on their national ID or passport.
Gender	Please select from the drop-down menu your learners' gender. If any learner does not wish to specify their gender or do not identify with female or male gender, please select the " <i>prefer not to specify option</i> ".
SEND	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.

1.3 Instructions for completing section B

Section B: Centre and assessment module data	
Centre ID	Please enter the centre ID number, not the centre name.

Subject Area for Estimation	Please select from the drop-down list the component for which the learner is registering (i.e. SfL Reading (RQF)). If a learner is taking more than one module, then a separate line should be completed for the same learner, one for each module.
Level	Please select from the drop-down list the level of the component for which the learner is registering (i.e. Entry 1).

1.4 Instructions for completing section C

Section C: Evidence informing estimated scores	
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.
Formative assessment	Please select from the drop-down list the evidence from the various forms of formative assessment you will be basing your estimated score and result on. You can select more than one option from the drop-down list, i.e. initial assessment, mock exams, diagnostic tests, etc. To select more than one option, you will need to click on the drop-down list more than once. Please make sure you only select the sources of evidence you can demonstrate when requested.
Other learner performance records	Please select from the drop-down list any other sources of information that may be contributing to your estimated scores and results. You can select more than one option from the drop-down list, i.e. ILP- latest status, classroom work etc. Please make sure you only select the sources of evidence you can demonstrate when requested.
Attendance record	Please select from the drop-down menu the attendance description that most closely reflects your learner attendance.

1.5 Instructions for completing section D

If your answer to the question "Prior attainment of a different module? (Y/N)" in section C was **No**, then you do **not** need to complete section D. If your learners have taken more than one SfL awards (i.e. SfL S&L Entry 1 and Entry 2 and SfL Reading Entry 2 etc.) then please list in this section the information from the most recent exam regardless of whether this attempt was successful or not.

Section D: Most recent prior attainment evidence	
Module taken	Please select from the drop-down list the component/module the learner has taken (i.e. SfL Reading (RQF)).
Level	Please select from the drop-down list the level of the component/module the learner has taken (i.e. Entry 1).
Date taken	Please indicate the date the exam was taken.
Trinity candidate number (if applicable)	If the module/component was taken with TCL, please write the unique candidate number your learner was assigned at registration.
Score	Please select from the drop-down menu the score your learner was awarded.

Result	Please select from the drop-down menu the outcome of the exam (i.e. pass, merit, distinction, fail).
Awarding organisation	Please select from the drop-down menu the awarding organisation with which your learner took their most recent exam.

1.6 Instructions for completing section E

You do not need to complete all the fields in section E. 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 E: Actual scores from rest of evidence	
(Average) mock exam(s) score(s)	Please provide the exact score your learner was awarded when taking a mock exam. If a learner took more than one mock exam, then the average score should be recorded. The scores should reflect the acceptable range of scores for the component and level (i.e. the maximum possible score for Reading Entry 3 is 27). If the score is not available, please leave this column/field blank.
(Average) mock exam result	If the score is available, then please leave this column/field blank. If the exact score is not available or if the mock exam was marked pass/fail, then please select from the drop-down menu the category that most accurately reflects the learner's performance.
(Average) formative assessment score(s)	Please provide an average score of all the types of formative assessment selected for your learners as available evidence in 'section C: Formative Assessment'. The average score should be out of 100.
(Average) formative assessment result	If the score is available, then please leave this column/field blank. If the exact score is not available or if the mock exam was marked pass/fail, then please select from the drop-down menu the category that most accurately reflects the learner's performance.
Initial assessment score	Please indicate the exact score your learner was awarded in their <i>Initial Assessment</i> exam. The range provided is 0-100, if a different scale was used, please estimate the equivalent result out of 100.
Performance in classroom activities	Please select from the drop-down menu the category that mostly accurately describes your learners' performance in the classroom (i.e. Good, Very Good, Poor).

1.7 Instructions for completing section F

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

Section F: Estimated assessment grade	
Estimated score	Please provide in this field the score you think your learner would be most likely to be awarded had they taken the actual exam. The scores must be within the acceptable range of scores for the component and level (i.e. the

	maximum possible score for Reading Entry 3 is 27, so a score from 0-27 is required).
Estimated result	Please provide in this field the outcome your learner would most likely receive when taking the actual TCL SFL exam (i.e. pass or fail).

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