

Unit Award Scheme Secondary evidence: Teacher Completed Checklists and Written Records



This leaflet covers:

- how to specify secondary evidence when writing units
- what is expected in both assessment and the recording of assessment.

The word 'teacher' refers to any professional responsible for making and recording assessment including tutors, youth workers, trainers etc.

► The importance of secondary evidence

Secondary evidence is used in the Unit Award Scheme (UAS) when an outcome is assessed by:

- observation of a student performing an outcome
- discussion/communication with a student to gauge knowledge/ understanding.

Its use is an essential feature of the Scheme as it captures achievement which might go unrecognised and caters for students who may have difficulties conveying knowledge/understanding through conventional methods eg written work.

However, secondary evidence is only of value if unit writers take care in specifying it and those delivering units follow rigorous assessment and recording procedures.

► Checklists and records

The Unit Award Scheme uses two main forms of secondary evidence:

1. Teacher completed checklist

A **teacher completed checklist** is a grid with student details on one axis and the outcomes on the other. The teacher records each outcome by date as it is achieved on the checklist (*see example A*) In most cases one checklist is produced for a group following a unit. Some teachers, however, produce one checklist per student.

Some checklists have to be **itemised** for certain outcomes. On itemised checklists, the teacher must check off the parts of the outcome(s) *as each is achieved* (*see examples B, C and D*).

2. Teacher written record

A **teacher written record** is a statement of how each student demonstrated his/her achievement of the outcome(s). Written records may be brief *but are specific to each student* and provide more information on what a student has done or communicated than a checklist eg:

demonstrated the ability to
3 contribute at least one idea to the planning
of the fête;

8009 MANSIE KAUR
Manjit suggested that tea should be available as
well as cold drinks

A Smith (Unit Teacher)
29/4/08

► AQA summary sheet

Assessments of all outcomes are recorded on an **AQA summary sheet**. (*See the Procedures section of the sample unit*). Although not classified as evidence, a summary sheet may incorporate a checklist so as to avoid having two pieces of paper (*See examples on back page*).

► Specifying secondary evidence when writing a unit

In the simplest cases, secondary evidence is specified as follows where the numbers in brackets refer to the outcomes covered:

Teacher completed checklist (2-5) or

Teacher written record (2-3, 6)

Itemised checklists are required for:

- a generalised outcome achieved through a series of steps not specified in the outcome itself, eg *'conduct an experiment to show that green plants store food as starch in leaves'* (Example B).
- an outcome which contains two or more specified elements which may not be achieved on the same occasion, eg *'shown knowledge of... at least two causes of debt'* (Example C) or when it would be difficult for the teacher to remember whether each student had done all that was required eg *'execute three kinds of pass, eg bounce pass, chest pass, overhead pass;'* (Example D).
- an outcome which requires an ability to be demonstrated on more than one occasion.

It is vital to clarify which outcomes require itemisation, for example:

Teacher completed itemised checklist (1-5) means each of outcomes 1-5 is to be itemised

Teacher completed checklist (1-5), itemised (2, 5) means that only outcomes 2 and 5 are to be itemised

Any new or amended unit submitted for validation must now include details of the intended itemisation for each outcome.

The teacher must clearly indicate, in the evidence section, the nature of the itemisation to be employed. This will usually involve specifying the number of parts into which the checklist will be itemised for each outcome, as well as the basis of itemisation. The sample unit provides an example of this.

► Making and recording assessments

- Assessments should normally be made and recorded at the time the student is demonstrating the achievement required.
- Where assessment is by observation, assessments must be made by observing each individual student. Similarly, assessment by discussion/communication requires a one-to-one discussion with each individual student.

- When completing a checklist, dates rather than ticks must be used to record each assessment. Dates must also be incorporated into written records used as teacher evidence. Using dates helps to authenticate assessments and provides evidence to OFSTED etc of progression in learning.
- Completed checklists, written records and Summary Sheets must be signed by the teacher responsible.
- All Summary Sheets must also be signed by the centre Co-ordinator to confirm that he/she has internally verified the assessments made.
- As additional students complete a unit, it may be necessary to resubmit a checklist or Summary Sheet. In such cases, those already credited with the unit should be crossed off the checklist/Summary Sheet before the forms are resubmitted.

► Itemised checklists - interpretation problems

By including information on the nature of the itemisation on every new unit, teachers using that unit should be clear about requirements.

Problems of interpretation with existing units may occur when:

* A centre wants to use a unit which specifies an itemised checklist but staff can't see how itemisation would be possible.

* A UAS Assessor expects an itemised checklist as evidence for a unit but receives only a simple checklist and cannot see how this could be itemised.

In both situations, the Centre Co-ordinator/UAS Assessor should contact AQA for advice. If it is decided that no itemisation is possible or sensible, AQA will:

- amend the unit to remove the requirement for itemisation
- notify the centre and, if appropriate, the Assessor that a simple checklist is acceptable.
- inform the originator of the unit, if still in the Scheme, about the change
- inform other centres which have listed the unit on their unit choices.

► Availability of forms

Electronic versions of the checklist and summary sheet are available from AQA. Alternatively, centres may devise their own forms if these follow a similar format and include all the required information.

Example A

demonstrated the ability to

1. select a 20p coin from a choice of two coins consisting of a 20p coin and a 10p coin;
2. select a 20p coin from a choice of two coins consisting of a 20p coin and a 50p coin;
3. select a 20p coin from a handful of loose change consisting of at least five different coins;

| Student Details | | Outcomes | | | | |
|-----------------|------------|----------|------|------|--|--|
| | | 1 | 2 | 3 | | |
| No | Name | | | | | |
| 1038 | BEECH: W A | 20/9 | 20/9 | 27/9 | | |
| 1042 | ARANI: W | 20/9 | 20/9 | 28/9 | | |

Example B

demonstrated the ability to

3. conduct an experiment to show that green plants store food as starch in leaves;

| Student Details | | Outcomes | | | | |
|-----------------|------------------|--------------------------------|-------------|------------------------------|---------------------------------|---------------------------|
| | | 3 | 3 | 3 | 3 | 3 |
| No | Name | Pot green leaf in boiling tube | Add ethanol | Place tube in hot water bath | Stir until green colour removed | Test with iodine solution |
| 3008 | HUSSEIN: TASNEEM | 15/10 | 15/10 | 15/10 | 15/10 | 15/10 |
| 3010 | FERGUSON: JAMES | 22/10 | 22/10 | 22/10 | 22/10 | 22/10 |

Example C

shown knowledge of

1. at least two types of debt;
2. at least two reasons why personal budgeting is important;
3. at least two sources of financial help for debtors;
4. at least two consequences of non-payment of a debt;

| Student Details | | Outcomes | | | | | | | |
|-----------------|-----------------|----------|--------|----------|----------|----------|----------|---------------|---------------|
| | | Type 1 | Type 2 | Reason 1 | Reason 2 | Source 1 | Source 2 | Consequence 1 | Consequence 2 |
| No | Name | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 |
| 8002 | BLACK: MATTEW | 15/3 | 15/3 | 15/3 | 22/3 | 22/3 | 22/3 | 22/3 | 22/3 |
| 8003 | CARTER: JOANNEE | 15/3 | 15/3 | 22/3 | 22/3 | 29/3 | | 29/3 | 29/3 |
| 8017 | BROWN: JAMES | 15/3 | 15/3 | 15/3 | 22/3 | 29/3 | 29/3 | 29/3 | 29/3 |

Example D

demonstrated the ability to

3. execute three types of pass, e.g. bounce pass, chest pass, overhead pass;
4. dribble the ball with both left and right hands, keeping the ball under control;

| Student Details | | Outcomes | | | | | |
|-----------------|-------------------|----------|-------|----------|-------|-----------|-----------|
| | | bounce | chest | overhead | other | dribble L | dribble R |
| No | Name | 3 | 3 | 3 | 3 | 4 | 4 |
| 1009 | CAMPBELL: WINSTON | 18/7 | 18/7 | / | 18/7 | 24/7 | 24/7 |
| 1017 | YORK: DWAYNE | 18/7 | 18/7 | 18/7 | / | 31/7 | 31/7 |

AQA UNIT AWARD SCHEME

CODE NO: 30303

CENTRE NAME: THE PROGRESSIVE CENTRE

CENTRE NO: 99999

UNIT TITLE: INTRODUCTION TO RECYCLING

CURRICULUM AREA(S): CITIZENSHIP/ENVIRONMENTAL STUDIES

DATE OF VALIDATION: 27 MAR 2008

UNIT DESCRIPTION: In this unit the student will learn about the reasons for recycling and the use of local recycling facilities. The student will also design a leaflet to promote recycling in the local area. The student will learn through discussion, teacher guidance, personal investigation and practical activity.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by the teacher by observation (1,4), discussion (2) and inspection (3,5-8). All assessments recorded on an AQA Summary Sheet.

LEVEL: ENTRY NOTIONAL LEARNING TIME: 10 HOURS

OUTCOMES TO BE ACCREDITED

In successfully completing this unit the student will have

experienced

1. taking part in a discussion about the reasons for recycling;

demonstrated the ability to

2. identify at least two recycling facilities made available by the local authority;

3. list the categories of material that can be saved for recycling using these facilities;

4. sort household 'waste' into each of these categories and 'other';

5. design a leaflet to promote local recycling;

6. suggest at least one way in which local recycling arrangements could be improved;

shown knowledge of

7. at least two reasons for recycling;

8. at least one way in which each of two categories of material, e.g. glass and plastic, can be recycled.

EVIDENCE TO BE OFFERED

Teacher completed checklist (1,2,4), itemised (2)

For outcome 2 checklist to be itemised into 2 parts to show that two facilities have been identified

Student produced list (3)

Student designed leaflet (5)

Student completed worksheet(s) or written work (6-8)

