

Alternative Assessment Arrangements

Teacher Assessed Grades

Mathematics and English Skills 3850

(Bermuda and Cayman Islands)
Summer 2021



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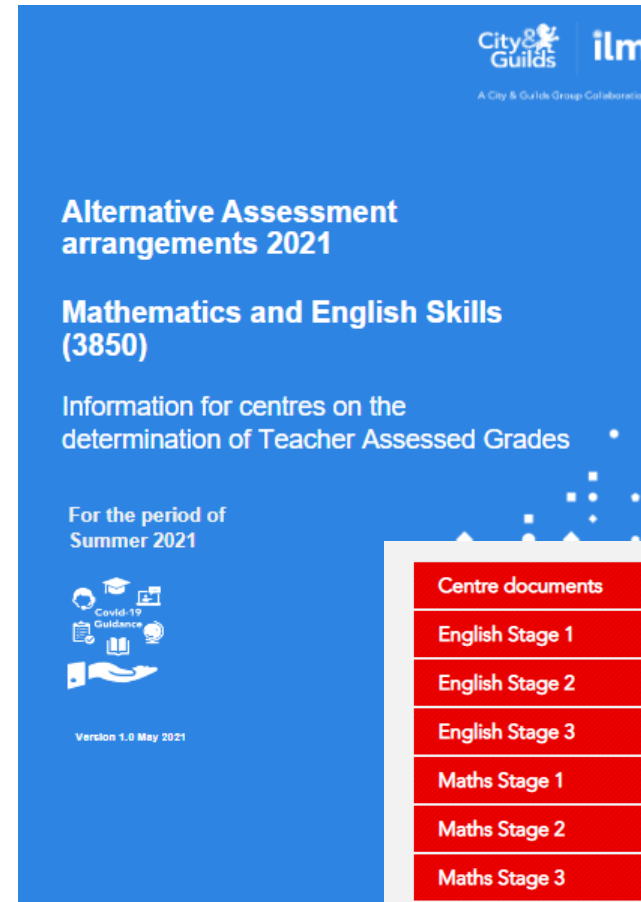




Introduction

Aims of the presentation:

- ✓ To introduce teachers, heads of centre and other staff involved in assessment of 3850 Mathematics and English skills to the alternative assessment arrangements in place for summer 2021
- ✓ To outline and explain some of the main points of the Teacher Assessed Grade (TAG) process
- ✓ To signpost you to help, key documents and support



Centre documents			
English Stage 1			
English Stage 2			
English Stage 3			
Maths Stage 1			
Maths Stage 2			
Maths Stage 3			
Teacher Assessed Grades for summer 2021			
Alternative Arrangements for 3850 via TAG Bermuda Cayman Islands ONLY V1 May 21	1008 KB	02 Jun 2021	
Alternative Arrangements for 3850 via TAG Jamaica Guidance V1 May 21	942 KB	02 Jun 2021	



Arrangements for Mathematics and English Skills 3850 examinations in summer 2021

Mathematics and English Skills 3850 arrangements are:

- Speaking and Listening assessments take place in centres between 27 May - 11 June
- Mathematics and Reading/Writing examinations are delayed until 09 August 2021

Alternative arrangements for 3850 Mathematics and English Skills qualifications are available for all candidates who were entered for the 2021 examination series.

Teacher Assessed Grades (TAGs) will be used as an alternative assessment approach where centres can demonstrate candidates are eligible for this approach.





Difference between Centre Assessed Grades (2020) and Teacher Assessed Grades (2021)

In **2020**, centres were asked to **estimate** the grade candidates would have achieved if they had taken the assessment. The estimation was supported by evidence produced up to March 2020 when schools closed.

In **2021**, teachers are asked to make judgements on the ability of candidates based upon performance at the end of the course of study - in other words, candidates who are 'assessment ready'. These judgements must be supported by evidence produced by the candidate up until the end of the academic year.





The Teacher Assessed Grades (TAG) process

How will it work?

1. Candidates enrolled for the 3850 Mathematics and English Skills qualifications will be able to access TAG as a main assessment for summer 2021
2. Centre confirms each candidate meets the **eligibility** requirements and has sufficient evidence to support a TAG.
3. If there is not sufficient evidence, centre considers whether the candidate's entry can be deferred
4. Teachers make a judgement for each assessment based upon trusted evidence
5. Centres internally quality assure (IQA) judgements
6. The centre submits TAG results and centre declaration to City & Guilds
7. City & Guilds quality assures TAGs by sampling the candidate's trusted evidence and the assessment process to ensure the guidance has been followed.
8. City & Guilds may also contact centres submitting high volumes of candidates.
9. City & Guilds issues results for each assessment and awards the qualification to successful candidates.





Candidate eligibility for deferral

Where candidates are unable to utilise TAG due to a lack of sufficient evidence to support a TAG, their entry for the 2021 examination series can be deferred to the 2022 examination series free of charge.

To be eligible candidates must:

- be registered on the 3850 Mathematics/English Skills qualification
- be entered for the 2021 examination series for the relevant assessment
- (Please note, to submit a TAG for Speaking and Listening, the candidate must have been entered for the 2021 Reading/Writing examination)
- have insufficient evidence to support a TAG judgement.

Centres will need to keep evidence to demonstrate a candidate's eligibility for either TAG or a deferral. City & Guilds may request to see this evidence for audit purposes.



Evidence - sources

- Centres must collect evidence of candidate performance to support the determination of TAGs
- Centres should take into consideration the various types of evidence
- City & Guilds has released two sample papers for both mathematics and reading/writing for each Stage this year.
- Please contact our City & Guilds Jamaica office (contact details at the end of this presentation) for access to these papers if not already received.

We strongly recommend that centres use these sample papers as their primary source of evidence to support TAG judgements.

The evidence below has been ordered to provide a guide to its strength/validity

Completed sample papers

any formative or practice exam/assessment results

Coursework/homework

Relevant evidence used towards other qualifications

Any other record of candidate performance over the course of study





Evidence – additional information

For any evidence used to support a TAG, teachers must be satisfied that the work is:

- authentic to the candidate and is consistent with the level of work they have produced throughout the course of study
- current and reflects the standard the candidate was the time that the TAG is determined, therefore it is recommended that evidence has been gathered from when they began their course of study.

Centres must ensure that all evidence is clearly referenced and that the following details are clear:

- which candidate it is for
- the date the work was completed
- any marks and/or assessor judgements
- what the evidence demonstrates.





Evidence – additional information

- Teachers can use evidence of a candidate's performance from any point in the course of study, provided they are confident that it reflects the candidate's own work.
- Ideally the evidence used will be consistent across the cohort, however in some cases that might not be possible where candidates have missed some teaching or assessments. In these instances, centres must be able to clearly identify the alternative evidence used for these candidates and justify how it meets the specification of the missing assessment.
- Centres should make sure that candidates are aware of the evidence that will form the basis of their final grade. It may be appropriate to provide feedback on evidence to candidates, however **proposed final grades must not be discussed with candidates.**





Assigning TAGs – using grade descriptors

- Grade descriptors are a description of the minimum expectations for each grade (pass, merit and distinction). There are descriptors for each assessment at each stage. They provide guidance to support centres understanding how to grade a candidate. They should be used by centres alongside other documentation, such as the qualification handbook and the assessment criteria for each stage, to ensure that candidates are assigned the grade that reflects their performance.
- Grade descriptors should be used by teachers as a guide to understand the skills a pass, merit or distinction candidate may present and the level they may be expected to achieve in those skills.
- The grade descriptors are not a list of assessment criteria and they are not to be used prescriptively, or as a check list to award a pass, merit or distinction. The descriptors give the characteristics of a pass, merit or distinction candidate and should be used as a reference point to guide and fine tune the teacher assessed grade (TAG).



Submitting TAG results

Submitting TAG results



Once centres have completed their TAG judgements and all IQA has been completed, they will need to submit a result against each candidate to City & Guilds.

Further guidance relating to the submission processes and systems will be issued in due course on our 3850 qualification page.



Once City & Guilds has received results, they will request sample evidence for a selection of candidates.

A member of centre staff must be available to supply City & Guilds with this evidence.





Centre declaration

A centre declaration is required to confirm the centre has followed the guidance/requirements within the TAG guidance document. Centres must agree to this declaration **when** they submit a TAG result to City & Guilds.

This declaration will confirm that:

- all grades are accurate and represent the professional judgements made by centre staff
- all grades have been checked for accuracy and reviewed by a second member of staff
- a centre has met the requirements set out by City & Guilds for internal quality assurance
- each grade is based on sufficient, appropriate evidence and is the candidate's own work
- access arrangements were provided with appropriate input from specialist teachers (and where not, that has been taken into account)
- judgements have not been influenced by pressure from candidates, parents or carers
- all relevant evidence and records are available for inspection, as necessary, and will be retained for 12 months following submission.

Centres will also need to provide **a summary of the approaches** they took in relation to:

- what evidence was used to support the TAG judgments
- how the centre internal quality assured the TAGs





Internal Quality Assurance (IQA)

Centres must ensure that TAGs are subject to internal quality assurance and that all staff involved have a common understanding of the TAG process, qualification subject content and the standard set out in the grade descriptors.

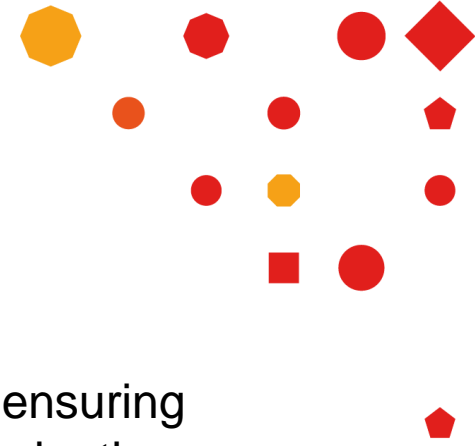
This is to support the centre's teaching staff in making consistent and valid assessment decisions.

This will involve effective standardisation activities throughout the process (e.g. at the point of evidence collection, when reviewing evidence and making assessments of evidence).

The TAG must be reviewed by both:

1. subject teachers, and
2. head of department or head of centre.





Internal Quality Assurance (IQA)

- These activities could include agreeing on the quality of evidence for an assessment, ensuring a common understanding of grade descriptors and collectively working through the evaluation of evidence and the assessment of evidence process.
- This may also involve looking at comparative centre data for assessments from previous years (where applicable) to sense check performance levels.
- Centres should be confident that work produced is the candidate's own and that the candidate has not been given inappropriate levels of support to complete it, either in the centre or at home.
- Each TAG must therefore be signed off by the Head of Centre, or a nominated representative, as part of the submission process.
- The IQA processes and records will be reviewed as part of our external quality assurance monitoring.





External Quality Assurance (EQA)

City & Guilds will undertake monitoring and sampling of TAGs as part of our external quality assurance activities to confirm the validity and reliability of results.

This will involve looking at:

- eligibility of candidates
- samples of evidence used to support TAGs
- the centre's approach and processes including internal quality assurance.

Our EQA process is outlined below.

1. Once we have received TAG results, we will select a sample of centres and candidates. We will select the sample using a risk-based sampling strategy.
2. We will sample and notify centres how to submit the evidence to us.
3. The sample of candidates will cover the range of assessments (i.e. speaking & listening, reading/writing and mathematics), grades (i.e. pass, merit and distinction) and stages (i.e. 1, 2 and 3).





External Quality Assurance (EQA)

If we identify concerns during the EQA stage, we will contact centres and potentially ask for any of the following:

1. clarification on the evidence submitted
2. additional evidence for the sampled candidates with a supporting rationale for the grade submitted
3. for centres to review if these concerns apply to other candidates
4. evidence for additional candidates.

We will hold results for all candidates submitted during that submission window until concerns are satisfactorily addressed.

If a centre is sampled, all EQA activity must be completed before results can be released.

If there are outstanding EQA actions, at the results deadline date, results will not be issued until all actions are addressed.



Access arrangements and reasonable adjustments

- For any candidates where access arrangements have been agreed or where candidates are eligible for access arrangements for assessments (for example a reader or extra time), centres must ensure that these are in place for any alternative arrangements.
- Any judgements should take account of likely achievement with the access arrangement in place, with input from specialist teachers, where appropriate. If access arrangements were not in place, for example where work is completed remotely, centres should take this into account when determining the TAG.
- Centres must consider where illness or other personal circumstances might have affected the candidate's performance in formative assessments that have already been undertaken.



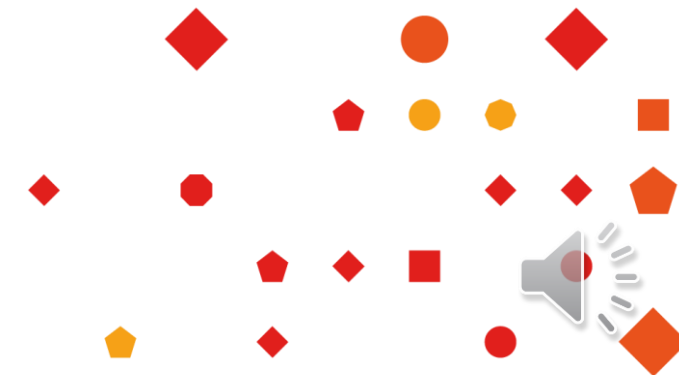
Supporting you

Regional office contacts:

✉ jamaica@cityandguilds.com

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You can find our guidance documents in our **3850 Mathematics and English Skills qualifications [HERE](#)**.



Thank
you

