

AS and A LEVEL

Assessment Grid

PHYSICAL EDUCATION

H155/H555
For first teaching in 2016

**Evaluation and Analysis of Performance for
Improvement (EAPI)**

Version 1



OCR AS and GCE Evaluation and Analysis of Performance for Improvement (EAPI) assessment grid

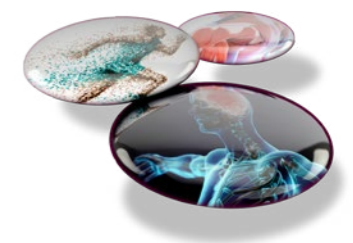
Candidates should be marked on their overall performance using a best fit approach. Each bullet point should be considered and the candidate awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

For example, where a candidate shows:

- Prompting - No additional prompts required = potentially could be levels 4, 5 or 6 at this point.
- Strengths and weaknesses - many are showed and are accurately described = middle of level 4
- Justification of selection - some is given = middle of level 4
- Action/development plan – a good plan is produced and some justification given along with a good range of ideas. = top end of level 4
- Justification of evaluation – fully justifies their comments = Lower end of level 5
- So going back to the prompting column, we can see that as the rest of the statements the candidate is meeting are mainly in level 4, with one at the bottom of level 5 so we award top of level 4.
- Best fit = on average Level 4

Centres may like to use a form of tick sheet based on the LOR like the one below to tick where in each level a learner is positioned. For example, ticks on the left indicate high in the band, ticks in the middle for middle of the level marks and ticks to the right indicate low marks in the band:

	Prompting	Strengths	Justification	Action/ development plan	Justification of evaluation	Best fit
Level 6	✓					
Level 5	✓				✓	
Level 4	✓	✓	✓	✓		✓
Level 3						
Level 2						
Level 1						
Level 0						



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Level	Prompting	Strengths	Justification	Action/development plan	Justification of evaluation	Level
6 (26–30 marks)	<ul style="list-style-type: none"> requires no additional prompting in their response 	<ul style="list-style-type: none"> accurately describes all the major Strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> fully justifies their selection of an appropriate area of performance for improvement fully justifies why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces an excellent action plan to improve the identified weakness, including: <ul style="list-style-type: none"> full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) appropriate timescales (GCE) appropriate frequency, duration and focus (GCE) of sessions an excellent range of progressive practices an excellent range of detailed coaching points <ul style="list-style-type: none"> including adaptations depending on progress (GCE) excellent conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> fully justifies their evaluative comments and their action plan with appropriate application of a wide range of relevant theoretical knowledge and concepts 	6 (26–30 marks)
5 (20–25 marks)	<ul style="list-style-type: none"> requires no additional prompting in their response 	<ul style="list-style-type: none"> accurately describes most of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> fully justifies their selection of an appropriate area of performance for improvement. fully justifies why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces a very good action plan to improve the identified weakness, including: <ul style="list-style-type: none"> full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) appropriate timescales (GCE) appropriate frequency, duration and focus (GCE) of sessions a very good range of progressive practices a very good range of detailed coaching points <ul style="list-style-type: none"> including adaptations depending on progress (GCE) very good conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> fully justifies their evaluative comments and their action plan with appropriate application of a range of relevant theoretical knowledge and concepts 	5 (20–25 marks)
4 (16–20 marks)	<ul style="list-style-type: none"> requires no additional prompting in their response 	<ul style="list-style-type: none"> accurately describes many of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives some justification for their selection of an appropriate area of performance for improvement gives some justification why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces a good action plan to improve the identified weakness, including: <ul style="list-style-type: none"> some justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) appropriate timescales (GCE) appropriate frequency, duration and focus (GCE) of sessions a good range of progressive practices a good range of detailed coaching points <ul style="list-style-type: none"> including adaptations depending on progress (GCE) good conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> justifies their evaluative comments and their action plan with appropriate application of a range of relevant theoretical knowledge and concepts 	4 (16–20 marks)
3 (11–15 marks)	<ul style="list-style-type: none"> requires an additional prompt in their response 	<ul style="list-style-type: none"> with some accuracy, describes some of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives some justification for their selection of an appropriate area of performance for improvement gives some justification why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces an adequate action plan to improve the identified weakness, including: <ul style="list-style-type: none"> some justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) appropriate timescales (GCE) appropriate frequency, duration and focus (GCE) of sessions an adequate range of progressive practices an adequate range of coaching points <ul style="list-style-type: none"> including adaptations depending on progress (GCE) adequate conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> justifies their evaluative comments and their action plan with appropriate application of a limited range of relevant theoretical knowledge and concepts 	3 (11–15 marks)
2 (6–10 marks)	<ul style="list-style-type: none"> requires occasional additional prompting in their response 	<ul style="list-style-type: none"> with limited accuracy, describes strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives limited justification for their selection of an area of performance for improvement gives limited justification why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces a limited, action plan to improve the identified weakness, including: <ul style="list-style-type: none"> limited justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) timescales may be appropriate (GCE) frequency, duration and focus (GCE) of sessions may be appropriate a limited range of progressive practices a limited range of coaching points <ul style="list-style-type: none"> including adaptations depending on progress (GCE) limited conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> justifies their evaluative comments and their action plan with application of some relevant theoretical knowledge and concepts 	2 (6–10 marks)
1 (1–5 marks)	<ul style="list-style-type: none"> requires regular additional prompting in their response 	<ul style="list-style-type: none"> with little accuracy, describes strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives little or no justification for their selection of an area of performance for improvement gives little or no justification why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces a very limited action plan to improve the identified weakness, and may include: <ul style="list-style-type: none"> limited justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) frequency, duration and focus (GCE) of sessions may be appropriate a very limited range of practices a very limited range of coaching points <ul style="list-style-type: none"> including adaptations depending on progress (GCE) very limited conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> attempts to justify their evaluative comments and their action plan with application of limited relevant theoretical knowledge and concepts 	1 (1–5 marks)
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit		0