

PERFORMANCE CALCULATOR	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			
A LEVEL PRACTICAL – SEPT 2016	LIMITED ABILITY			BASIC ABILITY			EMERGING COMPETENT ABILITY			COMPETENT AND CONSISTENT ABILITY			CONFIDENT AND ASSURED ABILITY			EXCEPTIONAL ABILITY			
Taxonomy	partial, inconsistent, literal, elementary, minimal, rushed, sporadic, naïve, little creative intent, disjointed, pedestrian, credible, lacks control over the formal elements, vague aims			straightforward, deliberate, just adequate, methodical, superficial, unrefined, crude visual language, simplistic reflection, plays safe, unresolved, contextual references explored but lack relevance, defines aims with some understanding, developing control over the formal elements			predictable, broadening, makes progress, relevant, description not explanation, demonstrates intentions, appropriate, sufficient control, emerging individuality, thorough, adequate control over the formal elements, contextual references inform journey, pursues aims with understanding			diverse, effective, purposeful, consistent, skillful, coherent, imaginative, informed, some perception, satisfies creative intent, engaged, consistent control over the formal elements, contextual references inspire creativity, realises some aims,			independent, realised, sensitive, creative, sustained, highly inventive, critical, perceptive, comprehensive, in-depth, insightful, original, genuine creative journey, refined, in-depth reflection, exciting, comprehensive control over the formal elements, contextual references shows some personal insight, fully realises all aims and objectives			inspired, surprising, unique, authoritative, genuine discovery, adventurous, accepting of the unexpected, challenging, fully informed, questioning, dexterous, erudite, highly intuitive, daring, insightful and comprehensive exploration of contextual references, ideas synthesised into highly sophisticated realisations, goes beyond aims to produce surprising realisations, control over the formal elements demonstrate fluent sensitivity and understanding			
AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO1 total:
	LIMITED			BASIC			EMERGING COMPETENT			COMPETENT AND CONSISTENT			CONFIDENT AND ASSURED			EXCEPTIONAL			
AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO2 total:
	LIMITED			BASIC			EMERGING COMPETENT			COMPETENT AND CONSISTENT			CONFIDENT AND ASSURED			EXCEPTIONAL			
AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO3 total:
	LIMITED			BASIC			EMERGING COMPETENT			COMPETENT AND CONSISTENT			CONFIDENT AND ASSURED			EXCEPTIONAL			
AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO4 total:
	LIMITED			BASIC			EMERGING COMPETENT			COMPETENT AND CONSISTENT			CONFIDENT AND ASSURED			EXCEPTIONAL			
Total mark:																			

Using the performance calculators

All A level student work should be marked using the assessment grid in the accredited specification.

The performance calculators are a support tool to help you make accurate judgements about student work. There are two performance calculators:

- One for assessing A level practical work and written annotation
- One for assessing A level personal study

Step by step instructions

1. Choose the relevant performance calculator.
2. Take each Assessment Objective (AO) in turn.
3. Follow the AO across the chart (from left to right) until the work exhibits characteristics reflected in the taxonomies in the levels from 1 to 6.
4. Choose those taxonomy words that apply to the work (not all of them will) and write them in the appropriate box(es) on the performance calculator.
5. Writing the taxonomy words in the relevant boxes will give you a clear visual picture (like a graph) of the student’s performance for each AO (see the worked example below).
6. At any time, look at real student work that has been marked by our senior examiners. You can access real student work on our [website](#).
7. Circle the mark awarded or write the mark awarded in the far right-hand column.

A worked example

In AO1, an A level student may show **superficial** development and their analysis of other artists' work may be **unrefined**. They may show a **lack of understanding**, with **simplistic reflection** and **unresolved** connections to their resources. This would place this student firmly in the middle of Level 2 BASIC ABILITY. The student is solidly in this level, and would receive 5 marks for AO1.

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Taxonomy	partial, inconsistent, literal, elementary, minimal, rushed, sporadic, naive, lacks skills, little creative intent Link to visual exemplars	straightforward, deliberate, just adequate, methodical, superficial , unrefined , lacks understanding and focus, crude visual language, simplistic reflection , unresolved connections, plays safe, unresolved Link to visual exemplars	predictable, broadening, makes progress, relevant, description not explanation, demonstrates intentions, appropriate, sufficient, control, emerging individuality, thorough, developing skills, adequate, lacks perception, signs of understanding Link to visual exemplars	diverse, effective, purposeful, consistent, skilful, coherent, imaginative, informed, some perception, satisfies creative intent, engaged Link to visual exemplars	independent, realised, sensitive, creative, sustained, highly inventive, critical, perceptive, comprehensive, in-depth, insightful, original, genuine creative journey, refined, highly skilled, in-depth reflection, pertinent connections, exciting Link to visual exemplars	inspired, surprising, unique, authoritative, genuine discovery, adventurous, accepting of the unexpected, challenging, synthesis of ideas, fully informed, questioning, sophisticated, dexterous, fluent skills, erudite Link to visual exemplars	
AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding (embraces analysis and articulation)	123	456	789	101112	131415	161718	AO1 total: 5
	LIMITED	BASIC	EMERGING COMPETENT	COMPETENT AND CONSISTENT	CONFIDENT AND ASSURED	EXCEPTIONAL	
		<i>superficial development unrefined analysis lack of understanding simplistic reflection unresolved connections</i>					
AO2 Explore and select appropriate resources, media.	123	456	789	101112	131415	161718	AO2 total:
	LIMITED	BASIC	EMERGING COMPETENT	COMPETENT AND CONSISTENT	CONFIDENT AND ASSURED	EXCEPTIONAL	

This same student might be showing **broadening** understanding of some of their contextual references. ‘Broadening’ is in the taxonomy of Level 3 EMERGING COMPETENT ABILITY. The fact that ‘broadening’ applies to the work pushes the student towards the next level. This would place the student at the top of Level 2 BASIC ABILITY so the student would receive 6 marks for AO1.

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AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding (embraces analysis and articulation)	123	456	789	101112	131415	161718	AO1 total: 6
	LIMITED	BASIC	EMERGING COMPETENT	COMPETENT AND CONSISTENT	CONFIDENT AND ASSURED	EXCEPTIONAL	
		<i>superficial development unrefined analysis simplistic reflection unresolved connections</i>	<i>broadening understanding</i>				
AO2 Explore and select appropriate resources, media.	123	456	789	101112	131415	161718	AO2 total:
	LIMITED	BASIC	EMERGING COMPETENT	COMPETENT AND CONSISTENT	CONFIDENT AND ASSURED	EXCEPTIONAL	

If the student achieves even more words in the higher level, they may need to cross the boundary into Level 3 EMERGING COMPETENT ABILITY, and receive 7 marks for AO1.