

**Performance Development Programme: performer and coach
Review and evaluation**

Level	Marks	Description
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Qualitative and quantitative data may not be used to support an evaluation as to the effectiveness of the programme in achieving its aim. Analysis and evaluation of the reasons for changes in test scores are incomplete, without links to the aims. Recommendations for future development are not based on an interpretation of the outcomes and demonstrate a basic level of understanding of the context of the student.
2	3–4	<ul style="list-style-type: none"> Some qualitative and quantitative data supports an evaluation as to the effectiveness of the programme in achieving its aim. Analysis and evaluation of the reasons for changes in test scores are unclear and inaccurate, with weak links to the aims. Recommendations for future development are based on an incorrect interpretation of the outcomes and demonstrate a limited level of understanding of the context of the student.
3	5–6	<ul style="list-style-type: none"> Qualitative and quantitative data supports a developed critical evaluation as to the effectiveness of the programme in achieving its aim. Analysis and evaluation of the reasons for changes in test scores are clear, accurate and link to the aim, but have inconsistencies. Well-chosen recommendations for future development are based on the correct interpretation of the outcomes and demonstrate a good level of understanding of the context of the student.
4	7–8	<ul style="list-style-type: none"> Appropriate qualitative and quantitative data supports a well-developed critical evaluation as to the effectiveness of the programme in achieving its aim. Accurate analysis and clear evaluation of the reasons for changes in test scores, linking to the aim. Well-chosen recommendations for future development are based on the correct interpretation of the outcomes and demonstrate a very good level of understanding of the context of the student.
5	9–10	<ul style="list-style-type: none"> Appropriate qualitative and quantitative data supports an assured, well-developed critical evaluation as to the effectiveness of the programme in achieving its aim. Accurate, highly structured analysis and clear evaluation of the reasons for changes in test scores, linking directly to the aim. Mature and perceptive recommendations for future development are based on the correct interpretation of the outcomes and demonstrate a high level of understanding of the context of the student.