

End-point assessment grading descriptor verbs

This guide is to support the writing or reviewing of grading descriptors in end-point assessment plans and should be used in conjunction with guidance on the website.

Verbs selected should be suitable to the assessment method and the occupation.

Short concise sentences help to maximise the readability of grading descriptors.

	Category	Question based	Observation based - all levels
L2	Remember/ Understand	Describes Explains Lists Names Recalls States	<p>Skills Applies Assembles Calculates Collects Chooses Conducts Co-ordinates Creates Demonstrates Gathers Indicates Installs Locates Makes Manufactures Models Operates Performs Plans Prepares Produces Records Researches Reviews Selects Shows Uses</p> <p>Behaviours Acts Acts independently Adheres Assumes responsibility Collaborates Communicates Establishes Instructs Interacts Leads Mentors Monitors Promotes Responds to Supports</p> <p>Skills and behaviours should be observed during an observation-based assessment wherever possible or assessed with the production of a physical artefact if this is in line with the assessment requirements.</p> <p>Knowledge can be inferred if relevant to a skill which is observed. Therefore, you should avoid having a knowledge only grading criterion statement for a pass grade if possible.</p> <p>Assessments that are holistic tend to provide better evidence of competency.</p>
L3	Remember/ Understand	Defines Describes Explains Identifies Outlines Summarises	
L4	Apply	Determines Explains Interprets	
L5	Analyse	Analyses Appraises Compares Contrasts Correlates Distinguishes Justifies	
L6	Evaluate	Appraises Articulates Critiques Evaluates Justifies	
L7	Critically evaluate and analyse	Analyses Appraises Critically evaluates Critiques Evaluates Hypothesises Synthesises Theorises	

Please note that the list above is not definitive and the verbs from preceding levels can be used as apprentices should have these skills or knowledge too. When writing distinction grading descriptors, verbs from higher levels could be considered. Key points to note when using these verbs, are the context in which they are being used (see examples below) and the suitability of the verbs to the assessment method (see headings in the table above). The context is important as it helps to pitch the grading criteria at the appropriate level.

A list of suitable verbs that could be used in the grading descriptors to assess knowledge, skills and behaviours are shown in the table below. These are not split by level and summarise those verbs that are most suitable and are most used. The lists below are not exhaustive but an initial guide.

	Knowledge	Skills	Behaviours
	Analyses Appraises Articulates Compares Contrasts Correlates Critically compares Critically evaluates Critiques Defines Describes Determines Differentiates Distinguishes Evaluates Explains Hypothesises Identifies Interprets Justifies Lists Names Outlines Recalls Reports States Suggests Summarises Systematically interrogates Theorises Writes	Applies Assembles Calculates Collects Chooses Conducts Co-ordinates Creates Demonstrates Gathers Indicates Installs Locates Makes Manufactures Models Operates Performs Plans Prepares Produces Records Researches Reviews Selects Shows Synthesises Uses	Acts Acts independently Adheres Assumes responsibility Collaborates Communicates Establishes Instructs Interacts Leads Mentors Monitors Promotes Responds to Supports
	These verbs enable the apprentice to show understanding .	These verbs represent physical action for when the skill must be seen .	

When writing a grading descriptor, consider the assessment method and whether the apprentice should **show** the skill or describe how they use the skill and apply the knowledge.

Example 1:

Skill – Measure air temperature.

Knowledge – Types of thermometers and how to read them.

- Observation – Select appropriate equipment and measures the air temperature accurately.
- Discussion – Describes how they select the most appropriate equipment and how they use it to measure the air temperature accurately.
- Distinction – Justifies their choice of equipment over other available equipment, outlining the impact on the reliability of results and the accuracy of any conclusions.

(To ask the apprentice to justify their choice of equipment means they recognise that alternative measuring instruments are available which encourages the apprentice to formulate a verbal argument to explain their preferred choice based on the limitations of other equipment.)

Example 2:

Skill – Undertake first line operational maintenance of assets.

Knowledge – First line operational maintenance: different types - cleaning, greasing, and washing, removing debris and clearing blockages.

- Observation – **Completes** required first line operational maintenance of assets in line with company instructions
- Discussion – Describes **how they complete** first line operational maintenance of assets in line with company instructions.
- Distinction – Explains the need to undertake operational maintenance that follows company policies/procedures.

Example 3:

Skill – Provide clinical dental care as outlined in a treatment plan or prescription and plan the to meet the requirements in the treatment plan/prescription.

Knowledge – Identify appropriate dental devices based on own diagnoses and/or dentist input, while recognising oral limitations and their effect on devices.

- Observation – **Identifies** dental devices and evaluates their limitations and uses them as part of a treatment plan.
- Discussion – Describes **how they identify** dental devices and evaluate their limitations and uses them as part of a treatment plan.

Example 4:

Skill – Prioritise within the context of a project.

Behaviour – Use own initiative.

- Observation – **Prioritises** multiple data sets within the given task using own initiative.
- Discussion – Describes **how they prioritise** multiple data sets within the given task using own initiative.
- Distinction – Evaluates the prioritisation of tasks within a project.

Example 5:

Skill – Test cameras, accessories, lenses and other peripherals to ensure they work in the configuration specified and for which they are intended to work.

Knowledge – The importance of camera and lens testing, why and when they should be carried out, the facilities and conditions required, appropriate methods of testing different types and configurations of equipment and the remit and boundaries of own role in supporting camera crew with camera tests.

- Observation – **Tests** equipment to ensure it works in the configuration specified: at an appropriate time; in appropriate facilities and conditions; and using testing methods that are appropriate for the type and configuration of equipment; in line with the remit and boundaries of own role in supporting camera crew with camera tests
- Discussion – Describes **how they test** equipment to ensure it works in the configuration specified: at an appropriate time; in appropriate facilities and conditions; and using testing methods that are appropriate for the type and configuration of equipment; in line with the remit and boundaries of own role in supporting camera crew with camera tests