

AO1-AO4 EVIDENCE TRACKER

Individual and whole-class monitoring sheets for locating evidence and planning action

RESOURCE	10 - Assessment evidence and progress monitoring
SUBJECTS	Fine Art, Photography and Graphic Communication
LEVELS	Suitable for GCSE and A Level
INCLUDES	Individual trackers, whole-class overviews, AO1-AO4 columns, status indicators, evidence locations and next-action records
VERSIONS	Colour forms and printer-friendly greyscale forms
FORMATS	Editable Microsoft Word and print-ready A4 PDF

Purpose

Use these trackers to make assessment evidence easy to locate. A status judgement should always point to a sketchbook page, digital slide, contact sheet, file, folder, study, design proof or outcome - and lead to a manageable next action.

KEY PRINCIPLE Track the evidence, not the impression. If evidence cannot be located, it cannot yet support a secure judgement.

Independent teacher resource. It is not produced or endorsed by an examination board. Use it alongside the current specification, assessment grid and standardisation procedures followed by your own school or college.

TEACHER RESOURCE 10 / TEACHER AND STUDENT GUIDANCE

How to use the AO1-AO4 evidence tracker

Locate, judge, act and review

The tracker is designed for short evidence-led reviews. It can be completed by the student, teacher or both together. Do not use the status indicators as estimated grades.

SECURE Evidence is clear and sustained DEVELOPING Evidence is partial or inconsistent MISSING Evidence is not yet visible	
1 LOCATE	Identify the exact sketchbook page, slide, contact sheet, filename, folder, design proof, study or outcome.
2 JUDGE	Choose Secure, Developing or Missing according to what is visibly present at this review point.
3 EXPLAIN	Name the evidence briefly. Avoid vague comments such as "more AO2 needed" without identifying the gap.
4 ACT	Record one practical, visual or contextual action that will create or strengthen the required evidence.
5 REVIEW	Return to the recorded location at an agreed point and update only when the new evidence is visible.

LOCATION EXAMPLES Sketchbook p.14 | Contact sheet 03 | Slides 8-10 | Folder: Shoot_04_Selects | File: poster_v6.pdf | Ceramic test tile 2 | Final sequence wall plan

Use with professional judgement

Assessment objectives overlap in real projects. One strong page, shoot, experiment or outcome may contribute evidence to more than one AO. Record the location wherever it is genuinely relevant, but do not assume that repeating the same location automatically makes every objective secure.

TEACHER RESOURCE 10 / COLOUR INDIVIDUAL TRACKER

Fine Art - individual AO1-AO4 evidence tracker

Locate the evidence, judge its current security and record one useful next action

Use this sheet with GCSE or A Level students. Status is a prompt for evidence-led discussion, not a substitute for the current assessment grid or professional standardisation.

STUDENT	COURSE / LEVEL	PROJECT	REVIEW DATE
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SECURE Evidence is clear and sustained	DEVELOPING Evidence is partial or inconsistent	MISSING Evidence is not yet visible
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CHECK / RECORD	AO1	AO2	AO3	AO4
EVIDENCE FOCUS	Relevant artists, contexts and first-hand sources visibly shape developing ideas.	Materials, techniques, compositions and processes are tested, compared and refined.	Observational recording, photographs, studies and reflection reveal useful insight.	A personal response connects intentions, research, experimentation and presentation.
STATUS	S / D / M	S / D / M	S / D / M	S / D / M
PAGE / FILE LOCATION	<i>Sketchbook page, slide, folder, filename or link</i>	<i>Sketchbook page, slide, folder, filename or link</i>	<i>Sketchbook page, slide, folder, filename or link</i>	<i>Sketchbook page, slide, folder, filename or link</i>
EVIDENCE PRESENT	<i>Briefly identify what can actually be seen</i>	<i>Briefly identify what can actually be seen</i>	<i>Briefly identify what can actually be seen</i>	<i>Briefly identify what can actually be seen</i>
NEXT ACTION	<i>State the practical, visual or contextual action required</i>	<i>State the practical, visual or contextual action required</i>	<i>State the practical, visual or contextual action required</i>	<i>State the practical, visual or contextual action required</i>

REVIEW DECISION Choose one next action with a clear location or expected piece of evidence, then set a realistic review point.

TEACHER RESOURCE 10 / COLOUR INDIVIDUAL TRACKER

Photography - individual AO1-AO4 evidence tracker

Locate the evidence, judge its current security and record one useful next action

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REVIEW DECISION Choose one next action with a clear location or expected piece of evidence, then set a realistic review point.

TEACHER RESOURCE 10 / COLOUR INDIVIDUAL TRACKER

Graphic Communication - individual AO1-AO4 evidence tracker

Locate the evidence, judge its current security and record one useful next action

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EVIDENCE FOCUS	Designers, audiences, messages and contexts visibly inform developing communication ideas.	Thumbnails, type, layout, colour, imagery, prototypes and processes are tested and refined.	Original imagery, visual recording, design proofs and annotation reveal useful decisions.	A coherent personal design response realises intentions for its audience and purpose.
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TEACHER RESOURCE 10 / COLOUR WHOLE-CLASS OVERVIEW

Fine Art - whole-class AO1-AO4 evidence overview

Scan the group, locate gaps and prioritise the next teaching or student action

Enter S, D or M for each assessment objective, then record the most useful page or file location and the next action. Update only when new evidence is available.

CLASS / GROUP	COURSE / LEVEL	PROJECT	REVIEW DATE
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	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		

FINE ART SCAN AO1: ideas and contexts | AO2: testing and refinement | AO3: recording and insight | AO4: personal response and presentation

TEACHER RESOURCE 10 / COLOUR WHOLE-CLASS OVERVIEW

Photography - whole-class AO1-AO4 evidence overview

Scan the group, locate gaps and prioritise the next teaching or student action

Enter S, D or M for each assessment objective, then record the most useful page or file location and the next action. Update only when new evidence is available.

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	S / D / M	S / D / M	S / D / M	S / D / M		
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PHOTOGRAPHY SCAN AO1: ideas and contexts | AO2: testing and refinement | AO3: recording and insight | AO4: personal response and presentation

TEACHER RESOURCE 10 / COLOUR WHOLE-CLASS OVERVIEW

Graphic Communication - whole-class AO1-AO4 evidence overview

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GRAPHIC COMMUNICATION SCAN AO1: ideas and contexts | AO2: testing and refinement | AO3: recording and insight | AO4: personal response and presentation

TEACHER RESOURCE 10 / GREYSCALE INDIVIDUAL TRACKER

Fine Art - individual AO1-AO4 evidence tracker

Locate the evidence, judge its current security and record one useful next action

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REVIEW DECISION Choose one next action with a clear location or expected piece of evidence, then set a realistic review point.

TEACHER RESOURCE 10 / GREYSCALE WHOLE-CLASS OVERVIEW

Fine Art - whole-class AO1-AO4 evidence overview

Scan the group, locate gaps and prioritise the next teaching or student action

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	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
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FINE ART SCAN AO1: ideas and contexts | AO2: testing and refinement | AO3: recording and insight | AO4: personal response and presentation

TEACHER RESOURCE 10 / GREYSCALE WHOLE-CLASS OVERVIEW

Photography - whole-class AO1-AO4 evidence overview

Scan the group, locate gaps and prioritise the next teaching or student action

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	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		
	S / D / M	S / D / M	S / D / M	S / D / M		

PHOTOGRAPHY SCAN AO1: ideas and contexts | AO2: testing and refinement | AO3: recording and insight | AO4: personal response and presentation

TEACHER RESOURCE 10 / GREYSCALE WHOLE-CLASS OVERVIEW

Graphic Communication - whole-class AO1-AO4 evidence overview

Scan the group, locate gaps and prioritise the next teaching or student action

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GRAPHIC COMMUNICATION SCAN AO1: ideas and contexts | AO2: testing and refinement | AO3: recording and insight | AO4: personal response and presentation

TEACHER RESOURCE 10 / ONGOING REVIEW RECORD

AO1-AO4 evidence and next-action log

Keep important decisions visible across a project or term

Use after an individual or whole-class review. Record only the priority evidence location, the action agreed and what became visible at the next review.

STUDENT / GROUP	SUBJECT	PROJECT	TEACHER
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DATE	AO	PAGE / FILE LOCATION	STATUS	NEXT ACTION	OUTCOME AT REVIEW
			S / D / M		
			S / D / M		
			S / D / M		
			S / D / M		
			S / D / M		
			S / D / M		
			S / D / M		
			S / D / M		
			S / D / M		
			S / D / M		

REVIEW HABIT Keep the location precise enough for another teacher, moderator or the student to find the evidence without explanation.

TEACHER RESOURCE 10 / FURTHER GUIDANCE

Adaptation, evidence and professional judgement

Keep the tracker practical, inclusive and connected to current requirements

The editable forms are starting points. Duplicate pages, change row counts and adapt recording methods to suit the learner, project and your centre.

USE SELECTIVELY	Track evidence at meaningful review points. Constantly updating every cell can become paperwork rather than support learning.
ACCEPT VARIED LOCATIONS	Evidence may sit in a sketchbook, digital portfolio, shared drive, contact sheet, design file, physical study, model, print, moving image or installed outcome.
AVOID FALSE PRECISION	Secure, Developing and Missing are working indicators, not grades, marks or replacements for the assessment criteria.
PROTECT INDEPENDENCE	A next action should clarify the evidence gap without designing the student's response for them.
REVIEW ACCESS	Adapt how a student identifies or records evidence when literacy, language, disability, attendance or working-memory needs affect completion.
CHECK CURRENT RULES	Apply the current specification, authentication requirements, assessment arrangements and standardisation procedures used by your centre.
STORE RESPONSIBLY	Whole-class sheets and named student trackers should be stored and shared according to school or college data-protection and safeguarding policies.

WEBSITE Find further free GCSE and A Level Art & Design teacher resources at portfoliotoastar.co.uk.

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