

For GCSEs, AS and A Levels, EPQ and Advanced Extension Award in maths. Submission: 1–12 June 2020

Subject teachers need to assign individual grades to students and prepare a rank order with no ties. We will use these to determine the final grades, taking into account student ability and centre performance history.

**Do not share centre assessment grades or rank orders with students, parents, carers, or anyone outside the centre.**

### 1 INDIVIDUAL STUDENT GRADES

What grade is the student on track to achieve? Does this grade realistically reflect what the student would have most likely achieved had exams gone ahead and they had completed any non-exam assessment?

**YES**

Performance throughout the course supports this grade

#### JUSTIFYING THE PROPOSED GRADE



Does the student's rate of progression support the proposed grade?



Do grades achieved in mocks, alternative assessments and NEA support the proposed grade?



Look at your previous accuracy in target grades to help improve what you are required to do this year.



You can use Active Results to view the previous examination performance of individual students and cohorts. [Click here to visit Active Results.](#)

**NOT SURE**

Take a closer look at the evidence available for this student

#### POSSIBLE SOURCES OF EVIDENCE



**Classwork/workbooks**  
Most recent tracking grade? Rate of progression? Student's trend over time?



**Mock and alternative assessments**  
How secure was the student's grade? In previous years, what was the final grade for students with this mock grade?



**Non-exam assessment**  
What grade was obtained in NEA (complete or incomplete)? In previous years, what was the final grade for students with this grade?



**Previous grades**  
If the student is resitting the qualification, what was their previous grade?



**AS results**  
What grade was obtained at AS Level? In previous years, what was the final grade for students with this grade?

#### OTHER THINGS TO CONSIDER



For tiered subjects, does the proposed grade reflect the tier of entry for that student?



Does the proposed grade reflect likely achievement with any agreed access arrangements in place?

Decide grade. Judgements should be fair and based on the evidence available. For further guidance on how to provide fair and objective grades, take a look at our [FAQ](#).

## 2 RANK STUDENTS BY GRADE

Group students by centre assessment grade.



Rank students in each grade. Start at 1, where 1 is the most secure/highest-attaining student in the grade.



You may have a lot of ties in your first rank orders. You will need to submit a rank order with no ties. Follow the steps under 'general principles of ranking'.



Where there is more than one subject teacher, you need to agree one rank order across all students in each grade for that subject.



**Rank order of students complete**



Your judgements need to be fair and based on evidence. You'll need to consider different types of evidence to reach a judgement for each student.

You may find it helpful to assign a mark to each student to support the ranking and give you a sense of the distribution. However, please be aware that we will only require you to submit centre assessment grades and rank order.

## GENERAL PRINCIPLES OF RANKING

1

Decide how secure within the grade each student is. An example categorisation you could use to do this is shown below; you may find it helpful to assign a number to each student.

1

Very secure

2

Secure

3

Comfortable

4

Insecure

5

Very insecure

## How do I decide how secure a student is?



Which student has the highest marks?



Which student has most consistently performed at this grade?



How accurate is the marking?  
How reliable is the data?

2

Put students into rank order for each grade based on their security within that grade.

3

Where 'ties' exist, use professional judgement and available data to decide on rank order.