

Physics Department Assessed Grades

The difficulty in this task was combining the individual stories for each student with the hard data from assessment. So we have arrived at a method that achieves a final ranking and grading of our students based on a blending of teacher judgement and data from past assessments, coupled with optimistic but realistic grade boundaries:

1. Teacher Judgement

We started by ranking students on an individual basis, within classes, based on our knowledge of that student's attitude to learning, effort, trajectory, performance in exams or tests and circumstances, both recent and past. Each student was given an aspirational grade A* - U and then a further subgrade 1 to 3, high to low respectively, representing the grade achievable under the best possible circumstances.

Classes were then merged onto a spreadsheet in this rank order from 1 to 115.

2. Data

A points score was calculated for each student based on a mean of the markbook percentage for this year and the best result from either the 2019 UCAS prediction exam or the 2020 January mock. These results were standardised using a 'Z score' (number of standard deviations from the mean), so that no individual percentage carried disproportionate weight. Students were then ranked accordingly from 1 to 115 by the data and this ranking was entered onto the spreadsheet.

3. Grade boundaries

The number of students achieving particular grades was then decided based on a balance of prior years' attainment and whether that matched our expectations of these students within and around the boundaries of each grade.

4. Blending

The difference in rank order between teacher judgement and the data was then calculated and used to inform and adjust the ranking, aiming to reduce the difference to 10 places or less thereby achieving a balance between teacher judgement and the data. These adjustments were required for about 15 pupils (/115) and were overwhelmingly minor moves of a single subgrade in either direction.