



ASSESSMENT POLICY

Adopted by the Governing Body of
Goldington Academy
on this 11th day of February 2016

Date reviewed	January 2021
Frequency	Annually
Next review date	October 2021
Reviewed by	Academic Standards, SEN and Educational Trips Committee

Signed: 
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Chair of Governors

Dated: 11.02.2021

Signed: 
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Principal

Dated: 11.02.2021

RATIONALE

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected or better than expected progress.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Goldington Academy
- provide clear guidelines on our approach to formative and summative assessment
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

LEGISLATION AND GUIDANCE

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy reflects the recommendations in the Final Report of the Commission on Assessment without Levels.

It also takes into account the statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

PURPOSE OF ASSESSMENT

For pupils assessment is used:

- to provide information and feedback on their progress
- to increase pupil awareness of their strengths and weaknesses
- to allow pupils to reflect upon and review their progress and that of other (self/peer assessment)
- to record formal and informal achievements
- to become actively involved in the learning process
- to motivate pupils to achieve their potential
- to develop self-esteem through regular recording of their achievements

For parents assessment is used:

- to provide clear, meaningful and reliable information on their child's progress
- to strengthen the partnership between home and school

For the school assessment is used:

- to help to raise standards
- to fulfil statutory requirements
- to evaluate the effectiveness of curriculum provision
- to monitor the effectiveness of teaching and learning
- to identify strengths and weaknesses in pupil performance to inform planning
- to provide a full picture of pupils' achievements
- to identify pupils that are falling behind in their learning or need additional support (e.g. Interventions such as 1-1 tuition, small group interventions, etc.), enabling them to make good progress and achieve well
- to provide accurate information to assist with target setting - individually, departmentally and at whole school level
- to evaluate pupils' work using clear criteria that is consistently applied across the curriculum
- to encourage pupils to use assessments as indications of how to make improvements in their own work
- to facilitate effective communication about pupils progress between teacher, pupil and parent
- to provide information to those agencies to whom we are accountable: governors, DfE and others with legitimate interests within the community

ASSESSMENT APPROACHES

Formative Assessment/Assessment for Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy	Purpose
<p>Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the curriculum</p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge</p>

Strategy	Purpose
<p>Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task</p>	<p>Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning</p>
<p>Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective and success criteria, reflecting on the successes and areas for development</p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.</p>
<p>Feedback: Must reflect the learning objectives to be useful and provide an ongoing record of progress made; can be oral or written</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.</p>
<p>Target setting: Targets set for individuals, over time, for ongoing skills – e.g. using capital letters for names of people.</p>	<p>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs</p>
<p>Progress questions: Questions asked of individuals to challenge or broaden their understanding</p>	<p>Encourages pupils to enter into a dialogue with their teacher; promotes deeper thinking.</p>

Summative Assessment

What is it?

This is 'snapshot' which establishes what a child CAN do at a given time.

Strategy	Purpose
These summative assessments take the form of GCSE and vocational qualifications at the end of Key Stage 4.	To provide a summative end of key stage attainment result. It is a national yardstick against which to compare a pupil's performance and the performance of the school.
Non-Statutory Tests: Externally produced tests, purchased by schools, to be voluntarily administered.	To provide an opportunity for schools to keep track of pupils' progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stages.
Baseline Assessments: Tests used to assess students starting point when they join Goldington Academy.	To establish pupils' abilities on entry to the school, so that subsequent progress can be measured.
Mid-Year Teacher Assessments: Teacher assessments are made periodically throughout the year for all pupils, in all year groups, in all subjects.	To monitor and track progress during the year
End-of-Year Teacher Assessments: Teacher assessments are made for pupils in all year groups, in all subjects.	To provide information to parents and to the next year's teaching team. To monitor and track progress.
In class tests: Created by an individual teacher (or subject area) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).	To improve pupils' skills and establish what they have remembered or learnt so far.

<p>In class assessment tasks: Created by an individual teacher or department e.g. Longer writing tasks, etc.</p>	<p>To provide information about pupils' knowledge and understanding of a topic, skill or concept to help inform teacher assessments.</p>
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COLLECTING AND USING DATA

Recording assessment

Formal assessment results, e.g. termly teacher assessments, end of year test results, etc. are recorded on SIMS marksheets in Y7/8/9 and on Go 4 Schools in Y10/11.

There are also many informal assessments which take place alongside the formal. These may be recorded in teachers' planners, Excel spreadsheets, SIMS or Go 4 Schools. They may also take the form of annotated notes or comments on pupils' work in their exercise books.

It is important that teachers' records are clear and concise. They should not be too detailed but be kept accurately for ease of monitoring pupil progress. Generally the process of recording should not be unwieldy or time-consuming. Recording procedures should be reviewed regularly in order to remain effective.

It is up to individual departments to develop a recording system that is effective and meets their individual needs.

Assessment cycle

At Goldington Academy we collect summative teacher assessment data on a termly basis in all curriculum areas. (See **Appendix 1** for summative assessment grade set and **Appendix 3** for summative assessment attainment guidelines).

In Y7/8/9 progress is measured from the end of the previous academic year to the most current data collection point. Attainment is also RAG rated to aid analysis and identification of those pupils who are falling behind so that appropriate interventions can be put into place. (See **Appendix 2** for more detailed information on measuring progress.)

In Y10/11 students progress is tracked against their end of year target which is set based on their KS4 Aspirational target. Teachers can also track student's progress against their FFT 50 and FFT 20 estimates. (See **Appendix 6** for GCSE grade/EDSM mapping for tracking of progress from the end of Key Stage 2.

Subject teachers are expected to review the data for the classes they teach at each data collection point and use the outcomes to impact future planning as part of quality first wave teaching.

Subject coordinators analyse the data for each year group, including specific pupil groups. The outcomes of this analysis are then used in departmental meetings, in professional conversations with colleagues and in organising interventions, to help raise standards. Coordinators are also required to discuss their findings following any analysis in meetings with their SLT link and keep a record of these findings in their Departmental folders.

Formal assessment is also a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Goldington Academy includes:

- Baseline assessments
- Cognitive Ability Tests
- End of year exams
- Mock exams
- GCSE examinations
- KS4 Vocational assessments and examinations
- KS4 Non-examined assessments

As assessment is integral to planning, teaching and learning day-to-day the following methods are also important:

- viewing process and end products
- pupil self-assessment
- peer assessment
- assessment against specified success criteria
- oral feedback – whole class, group or individual level
- end of unit testing

Frequency and methods used for departmental assessments are decided by individual departments.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Cognitive ability tests (CATS) will be used to identify the more able learners, those students with low cognitive abilities and identify preferred learning styles, including any spatial or verbal bias.

Target setting

At Goldington Academy all pupils are set challenging and realistic targets in all subject areas at the start of the academic year. Pupil's progress towards these targets is tracked termly in all other curriculum areas as part of our assessment cycle.

FFT data is used for target setting for the end of ~~KS2 and~~ KS4.

Reporting to parents

Detailed written reports are sent to parents of students in Y7-10 at the end of the Summer term. Parents also receive two interim reports each year, at the end of the Autumn and Spring Terms. This provides parents with basic information about their child's current attainment, behaviour and effort.

Students in Year 11 receive three interim reports each year, which are strategically placed throughout the year to provide maximum impact. The first report is sent home in November to inform parent's about the start their child has made in such a key year. Students' second interim report is published just after the completion of their mocks in late January/early February. This report also contains mock grades in addition to the normal progress, attainment, effort and behavior information. The final interim report is sent out around Easter (depending on when it falls) to give parents and students an insight into where extra focus may be required in the last few weeks before their final exams.

In addition to the written reports, further verbal reports are offered to parents during the year at Parent Consultation Evenings.

Year 11 students also receive their 'Candidate Statement of Results' for their KS4/GCSE qualifications on the results day in August.

MARKING

Marking pupils work is an important part of teacher assessment and should follow the guidelines in the whole school marking policy. It is instrumental in ensuring that a personalised learning journey for all children is realised.

Our aim is that written work is marked regularly, at least once every two weeks, by the teacher. Over-marking and 'bulk-marking' are to be avoided. Selection of a few points to be corrected is more likely to be effective than criticism of all errors.

Where pupils are involved in self-marking it is important that they are clear about the criteria they should apply in marking and assessing their own work.

Time needs to be built into lessons for pupils to reflect on marking and respond to it. See Marking Policy for more detailed guidance.

ROLES AND RESPONSIBILITIES

Role	Responsibilities
Governors	<ul style="list-style-type: none">• Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils• Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Principal	<ul style="list-style-type: none"> • to ensure that the school has effective procedures for assessment • to ensure that assessment procedures are being adhered to • to review the effectiveness of assessment • to ensure that statutory requirements are met • to prioritise key actions to address underachievement • to monitor the standards in core and foundation subjects • to report to governors on all the key aspects of pupil progress and attainment, including current standards and trends over time
Assessment Coordinator/ Assistant Head Teacher	<ul style="list-style-type: none"> • to ensure that assessment procedures are clear to all staff • to maintain assessment policy • to ensure that assessment requirements across subjects are coherent, manageable and effective • to analyse and use, for evaluative and planning purposes, the outcomes of statutory tests or tasks, optional tests and tasks, where used, and teacher assessment • to monitor the standards in core and foundation subjects • to report to governors on all the key aspects of pupil progress and attainment, including current standards and trends over time

Subject Coordinators	<ul style="list-style-type: none"> • to develop a scheme of work which • includes clear learning objectives to aid focused assessment • to keep under review the quality and impact of assessment • to review attainment and progress • within their subject, including specific pupil groups, e.g. Pupil Premium, SEN, Most Able, etc. • to monitor continuity and progression within their subject throughout the school • to monitor and evaluate departmental assessment policy and practice • to use the results of statutory tests and tasks, where used, and teacher assessments to inform curriculum planning and set departmental targets
Teacher	<ul style="list-style-type: none"> • to ensure that all lessons have clear • learning objectives appropriate to pupils' abilities • to use outcomes from assessments to inform planning • to focus on the attainment of • individuals, particularly those that belong to specific pupil groups, e.g. Pupil Premium, SEN, Most Able, etc. • to keep records of pupils' attainment • to follow the assessment procedures outlined in this policy.

MONITORING

A key aspect of all Curriculum Coordinators' role is to monitor, evaluate and review the effectiveness of assessment practices within their department. This is achieved in a variety of ways including, scrutinising work, lesson observations, pupil voice and analysis of data.

Assessment practices will be discussed regularly at departmental meetings to ensure they are effective and accurate.

Departmental meetings will be used to moderate judgements to ensure consistency in assessment practices across the department.

Curriculum Coordinators will analyse data at each data collection point and the outcomes will be discussed with their SLT link as part of their regular meetings.

REVIEW

This policy will be reviewed annually. At every review, the policy will be shared with all staff and the governing body.

LINKS TO OTHER POLICIES/DOCUMENTS

This policy should be read in conjunction with the:

- National Curriculum Key Stage 3 and 4
- Monitoring, Evaluation and Review Policy
- Marking and Feedback Policy
- Exams Non-examination Assessment Policy
- Exams Policy

Appendix 1 – Assessment practices at GA

Formative Assessment Grade Set

Grade (SIMS coding)	
Mastered (M+, M & M-)	Pupil is able to use and apply knowledge, skills or understanding in a range of contexts
Secure (S+, S & S-)	Pupils are secure in their knowledge, skills and understanding within the context of teaching
Developing (D+, D & D-)	Pupils knowledge, skills and understanding is increasing
Emerging (E+, E & E-)	Pupil is just starting to learn knowledge or skill
Working below (N+, N & N-)	Pupil is working below age related expectations

Summative Assessment Grade Set (Year 7, 8 & 9)

Grade (SIMS coding)	SIMS Description
9M+	Y9 Mastered+
9M	Y9 Mastered
9M-	Y9 Mastered-
9S+	Y9 Secure+
9S	Y9 Secure
9S-	Y9 Secure-
9D+	Y9 Developing+
9D	Y9 Developing
9D-	Y9 Developing-
9E+	Y9 Emerging+
9E	Y9 Emerging
9E-	Y9 Emerging-
9N+	Y9 Working below+
9N	Y9 Working below
9N-	Y9 Working below-
8M+	Y8 Mastered+
8M	Y8 Mastered
8M-	Y8 Mastered-
8S+	Y8 Secure+
8S	Y8 Secure
8S-	Y8 Secure-
8D+	Y8 Developing+
8D	Y8 Developing
8D-	Y8 Developing-
8E+	Y8 Emerging+
8E	Y8 Emerging
8E-	Y8 Emerging-
8N+	Y8 Working below+
8N	Y8 Working below
8N-	Y8 Working below-
7M+	Y7 Mastered+
7M	Y7 Mastered

7M-	Y7 Mastered-
7S+	Y7 Secure+
7S	Y7 Secure
7S-	Y7 Secure-
7D+	Y7 Developing+
7D	Y7 Developing
7D-	Y7 Developing-
7E+	Y7 Emerging+
7E	Y7 Emerging
7E-	Y7 Emerging-
7N+	Y7 Working below+
7N	Y7 Working below
7N-	Y7 Working below-

Summative Assessment Grade Set (Year 10 & 11)

Grade	Description
9+	
9	
9-	
8+	
8	
8-	
7+	
7	
7-	
6+	
6	
6-	
5+	
5	Good Pass
5-	
4+	
4	Pass
4-	
3+	
3	
3-	
2+	
2	
2-	
1+	
1	
1-	
U	

Coding	Description
"Integer"+	A student is working competently at that grade and potentially could achieve higher
"Integer"	A student is working comfortably within that grade
"Integer"-	A student is just working within that grade and potentially could achieve lower

All assessment judgements must be supported by a body of evidence (e.g. observations, records of work, testing, etc.) and be moderated by colleagues in school and by colleagues in other schools to make sure assessments are fair, reliable, robust and valid.

Appendix 2 – Measuring progress

At KS3/4 we collect Teacher Assessments on a termly basis in all curriculum areas.

In Y7, 8 & 9 progress is measured, using a point score system (see below).

9M+	41																				
9M	40																				
9M-	39																				
9S+	38	8M+	38																		
9S	37	8M	37																		
9S-	36	8M-	36																		
9D+	35	8S+	35	7M+	35																
9D	34	8S	34	7M	34																
9D-	33	8S-	33	7M-	33																
9E+	32	8D+	32	7S+	32	6M+	32														
9E	31	8D	31	7S	31	6M	31														
9E-	30	8D-	30	7S-	30	6M-	30														
9N+	29	8E+	29	7D+	29	6S+	29	5M+	29												
9N	28	8E	28	7D	28	6S	28	5M	28												
9N-	27	8E-	27	7D-	27	6S-	27	5M-	27												
		8N+	26	7E+	26	6D+	26	5S+	26	4M+	26										
		8N	25	7E	25	6D	25	5S	25	4M	25										
		8N-	24	7E-	24	6D-	24	5S-	24	4M-	24										
				7N+	23	6E+	23	5D+	23	4S+	23	3M+	23								
				7N	22	6E	22	5D	22	4S	22	3M	22								
				7N-	21	6E-	21	5D-	21	4S-	21	3M-	21								
						6N+	20	5E+	20	4D+	20	3S+	20	2M+	20						
						6N	19	5E	19	4D	19	3S	19	2M	19						
						6N-	18	5E-	18	4D-	18	3S-	18	2M-	18						
								5N+	17	4E+	17	3D+	17	2S+	17						
								5N	16	4E	16	3D	16	2S	16						
								5N-	15	4E-	15	3D-	15	2S-	15						
										4N+	14	3E+	14	2D+	14						
										4N	13	3E	13	2D	13						
										4N-	12	3E-	12	2D-	12						
												3N+	11	2E+	11						
												3N	10	2E	10						
												3N-	9	2E-	9						
														2N+	8						
														2N	7						
														2N-	6						

In Y10 teacher assessments are entered using GCSE fine grades, with each fine grade being worth 0.3333 points (e.g. a grade 5 is worth 5.3333 points). These grades are then used to measure the amount of progress a student needs to make to achieve their end of year target using the following descriptors - 'working towards', 'on track' and 'working above'.

In Y11 teacher assessments are entered using GCSE whole grades. These grades are then used to measure the amount of progress a student needs to make to achieve their end of year target using the following descriptors - 'working towards', 'on track' and 'working above'.

Appendix 3 – Attainment

Using our internal grading system pupils will be expected to make 3 points progress per year.

Staff should use the following guidance to help determine if a pupil is emerging, developing, secure or mastered in relation to their age related expectations when making summative assessments.

Working below (N+, N, N-)	Working below age related expectations (e.g. Y6 pupil working at Y5 objectives)
Emerging (E+, E, E-)	Evidence of a few aspects of the criteria – up to about 25% (may be occasional but not yet frequent)
Developing (D+, D, D-)	Secure in many aspects of the criteria – up to about 60%
Secure (S+, S, S-)	Secure in most of the criteria – more than 60% and up to about 80%
Mastered (M+, M, M-)	Secure in all, or almost all , of the criteria (and most likely showing 'glimmers' of the next year's criteria) and able to use them in a range of contexts

Within each subject area there will be further and more detailed subject specific guidance on how to assess students against the criteria.

Appendix 4 – Sharing assessment data with pupils

When pupils have completed a test or lengthy task they may be given a summative grade, just as they would have previously been awarded a National Curriculum level. However, it is important that teachers explain to pupils that this does not necessarily mean that they are working at this grade overall in the subject. The grade just reflects their understanding of the aspect or few aspects from within the National Curriculum Programme of Study that is being assessed.

In Y7, 8 & 9, pupil's end of year targets will be set using the new grading system. The majority of pupils will be set a grade of 'Secure (S+, S, S-)' or 'Mastered (M+, M, M-)'. This will ensure that targets are realistic but challenging and help the school to achieve the demanding targets it sets in all subjects each academic year. A small minority of pupils, generally those with specific learning difficulties, will have a target of 'Developing'. No pupil will have a target below 'Developing'.

In Y10 & 11 pupil's end of year targets are set using the GCSE grading system of 9-1. All targets are set using FFT estimates and students past performance data.

Targets, alongside teacher assessments (summative data) will be shared with pupils regularly and recorded on an assessment ladder. The assessment ladders will be on stickers that can be stuck into the front of pupils exercise books. (See below)

Target
Summer TA
Spring TA
Autumn TA

Appendix 5 – Sharing assessment data with parents

Each December, when the Year 7 students receive their first interim report a document is sent to parents to explain the grading system. All parents will be sent a letter if any changes are made to the assessment system.

When students enter Y10 parents receive a booklet with the first interim report explaining the new GCSE grading system. Parents at Key Stage 4 are also sent additional information alongside exam results to put them in context.

Summative assessment data is formally shared with parents at the end of each term as part of the interim/full report.

Parents will also receive information about their child's attainment during Parent Consultation evenings that are held regularly throughout the year. This may include the outcomes of in class tests, results from formal departmental assessments or the strengths and areas for development identified through day-to-day formative assessment.

APPENDIX 6 – GCSE Grade/EDSM Mapping/Flight Path

Scaled Scores	KS2	Y7 Autumn	Y7 Spring	Y7 Summer	Y8 Autumn	Y8 Spring	Y8 Summer	Y9 Autumn	Y9 Spring	Y9 Summer	Y10 Autumn	Y10 Spring	Y10 Summer	Y11 Autumn	Y11 Spring	Y11 Summer
120	6a	7M-	7M	7M+	8M-	8M	8M+	9M-	9M	9M+	6+	7-	7	7+	8-	8
		3+	4-	4	4+	5-	5	5+	6-	6						
118	6b	7M-	7M	7M+	8M-	8M	8M+	9M-	9M-	9M+	6	6+	7-	7	7+	8
		3	3+	4-	4	4+	5-	5	5+	6-						
116	6c	7S+	7M-	7M	8S+	8M-	8M	9S+	9M-	9M	6-	6	6+	7-	7	7
		3-	3	3+	4-	4	4+	5-	5	5+						
114	5a	7S+	7M-	7M	8S+	8M-	8M	9S+	9M-	9M	5+	6-	6	6+	7-	7
		2+	3-	3	3+	4-	4	4+	5-	5						
112	5a	7S	7S+	7M-	8S	8S+	8M-	9S	9S+	9M-	5	5+	6-	6	6+	7
		2	2+	3-	3	3+	4-	4	4+	5-						
110	5b	7S	7S+	7M-	8S	8S+	8M-	9S	9S+	9M-	5-	5	5+	6-	6	6
		2-	2	2+	3-	3	3+	4-	4	4+						
108	5b	7S-	7S	7S+	8S-	8S	8S+	9S-	9S	9S+	4+	5-	5	5+	6-	6
		1+	2-	2	2+	3-	3	3+	4-	4						
106	5c	7S-	7S	7S+	8S-	8S	8S+	9S-	9S	9S+	4	4+	5-	5	5+	6
		1	1+	2-	2	2+	3-	3	3+	4-						
104	5c	7D+	7S-	7S	8D+	8S-	8S	9D+	9S-	9S	4-	4	4+	5-	5	5
		1	1	1+	2-	2	2+	3-	3	3+						
102	4a	7D+	7S-	7S	8D+	8S-	8S	9D+	9S-	9S	3+	4-	4	4+	5-	5
		1-	1	1	1+	2-	2	2+	3-	3						
100	4b	7D	7D+	7S-	8D	8D+	8S-	9D	9D+	9S-	3	3+	4-	4	4+	4
		1-	1-	1	1	1+	2-	2	2+	3-						
98	4b	7D	7D+	7S-	8D	8D+	8S-	9D	9D+	9S-	3-	3	3+	4-	4	4
		U	1-	1-	1	1	1+	2-	2	2+						
96	4c	7D-	7D	7D+	8D-	8D	8D+	9D-	9D	9D+	2+	3-	3	3+	4-	4
		U	U	1-	1-	1	1	1+	2-	2						
94	3a	7D-	7D	7D+	8D-	8D	8D+	9D-	9D	9D+	2	2+	3-	3	3+	3
		U	U	U	1-	1-	1	1	1+	2-						
92	3b	7E+	7D-	7D	8E+	8D-	8D	9E+	9D-	9D	2-	2	2+	3-	3	3
		U	U	U	U	1-	1-	1-	1	1+						
90	3b	7E+	7D-	7D	8E+	8D-	8D	9E+	9D-	9D	1+	2-	2	2+	3-	3
		U	U	U	U	U	U	1-	1	1						
88	3c	7E	7E+	7D-	8E	8E+	8D-	9E	9E+	9D-	1	1+	2-	2	2+	2
		U	U	U	U	U	U	1-	1-	1						
86	2a	7E	7E+	7D-	8E	8E+	8D-	9E	9E+	9D-	1	1	1+	2-	2	2
		U	U	U	U	U	U	U	1-	1-						
84	2a	7E-	7E	7E+	8E-	8E	8E+	9E-	9E	9E+	1-	1	1	1+	2-	2
		U	U	U	U	U	U	U	U	U						
82	2b	7E-	7E	7E+	8E-	8E	8E+	9E-	9E-	9E+	1-	1-	1	1	1+	1
		U	U	U	U	U	U	U	U	U						

80	2c	7N+	7E-	7E	8N+	8E-	8E	9N+	9E-	9E	U	U	1-	1-	1	1
		U	U	U	U	U	U	U	U	U						
<80	<2	7N+	7E-	7E	8N+	8E-	8E	9N+	9E-	9E	U	U	1-	1-	1	1
		U	U	U	U	U	U	U	U	U						

"Integer"+ --> a student is working competently at that grade and potentially could achieve higher
 "Integer" --> a student is working comfortably within that grade
 "Integer"- --> a student is just working within that grade and potentially could achieve a lower grade