

# How to predict grades using 9-1

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# Don't

- Feel vulnerable. Everyone is in the same situation. Make up grade boundaries from thin air. Better not to give grades in the first place.
- Use other subjects' grade boundary percentages to work out your own. Grade boundaries have NEVER been comparable between subjects.
- Use old question papers with your current students as a means of working out the new 9-1 predictions without comparing the paper with the new exam specimens. If they are different, then you cannot expect the old information to reliably equate to the new requirements.

# Use what you know

- You are in the same boat as the rest of the country
- You know the new specification
- You know the assessment criteria (marking tables)
- You know what the new tests will look like (specimen papers)
- You know that an old C is a new 4, so says OfQual. That means that your old A\*-C pass rate will be very similar to your new 9-4 pass rate, assuming your teaching is still as good as it was.
- You know that an old A is a new 7, so says OfQual. That means your old A-A\* pass rate will be very similar to your new 9-7 pass rate.

# Method

- How many people got an A or A\* last year?
- Mark your new 9-1 test. Put all the results in order, best to worst.
- Award the same number of pupils a 7-9. As a rule of thumb, the lower 6/10ths of them should get a 7. 3/10ths of the rest should get an 8, 1/10th should get a 9.

- How many pupils got a B or a C on your last paper?
- Look at your ordered results to your test. Award the same number of people a grade 4,5 or 6.
- Divide them into eight equal groupings, the bottom 2 groupings get a 4, the next three groupings get a grade 5, the next three groupings get a 6.

- How many people got a D or below on your old GCSE results?
- Award the same number of pupils a grade 3 or below.
- Divide them into ten equal groups. Give the best 6 groups a grade 3. Give the next best three groups a 2. The lowest 10th gets a grade 1.
- The grade U is a pure judgement call. How many pupils typically get a U at your school? Look at your pupils as people, then look at their work. If they are failing, and the exam is bottom end, then it's a U.

# Calibrate the outcome

- The method described will give you a reliable starting point, but you retain the right to use your judgement to move the boundaries a little, if you feel you have an unusual cohort, your test was easier/harder than the specimen,
- To gain reliability in the method, join forces with another school and set the same exam. The more pupils in the range of results, the more reliable the grades.
- If you can't do the same exam, at least swap papers with another school and agree what a typical C grade pupil would score on it, and adjust your boundaries up or down if necessary.

**Do your best for the pupils  
you teach, and the results  
will look after themselves.**