

Gathering and using evidence to set predicted grades for the June 2020 exam series

Following the decision not to go ahead with the Cambridge International June 2020 exam series, we are asking schools to **collaborate with us** as we make **evidence-based decisions** about grades for each student in each subject. This applies to Cambridge IGCSE™, O Level, International AS & A Level and Pre-U. This guide aims to answer some questions you may have about gathering and using evidence in setting predicted grades for your students.



What kinds of evidence can schools use?



Overcoming challenges in gathering evidence



Using mock exams



How we use schools' evidence



After submission

What kinds of evidence can schools use?

As a subject teacher, you should **use all the evidence available to you** to determine candidates' predicted grades. This will make sure your judgement is as **objective and accurate as possible**. We trust that you will use your professional judgement to use the evidence in an appropriate way.

We understand that different schools may gather different combinations and amounts of evidence. You should make an **overall judgement** based on the evidence you have of your candidates' performance. This may mean combining different pieces of evidence in a holistic way.

What is appropriate evidence?

Here are some examples of suitable evidence:

- You may have **classwork** evidence. This could be from candidates' workbooks, marks from assessed activities during the course, or performance feedback that you have given to candidates or their families.
- If the syllabus has a **coursework** component, you could use any evidence you have of the candidate's level of performance in this work. Look at the marks and any feedback you have given. Feedback could be the general

feedback you have given to the candidate in their production of the coursework, and any evidence you have from the final draft of their work. This is particularly useful if it is a moderated component where you would have provided us with marks and a final annotated draft. If we would have moderated the coursework, use the published marking criteria for the piece to make an assessment of the mark you think the candidate would have received. You can find marking criteria for each syllabus on the **School Support Hub**.

- You can look at **assignments or projects** the candidate has completed that are relevant to the syllabus content. These may not have formed part of an assessed coursework component, but may have been used as a teaching and learning tool to allow candidates to practise a skill or develop their understanding of a concept.
- **Mock exam results** can be useful, especially if they are based on past papers and marked using the mark scheme for the paper, and the test was taken under exam conditions. Be aware that candidates can perform in different ways in mock exams. You should consider when candidates took the exam, and under what conditions, when you evaluate how useful this evidence is for predicting later performance.



- You can also use work the **candidate has produced remotely** since your school has been closed. However, you should be confident that it is the candidate's own work. Also review whether it is in line with evidence you have of their previous performance.
- You can use information you have already gathered from **baseline tests** (such as CEM's Yellis and Alis tests) or other external tests.
- A candidate may have taken the syllabus in a previous series and have planned to resit it in the June 2020 series. Or they may have taken a Cambridge International AS Level and have planned to carry their mark forward as part of a Cambridge International A Level in the June 2020 series. Their **performance in a previous series** will give you a strong indication of how they would have performed if the June 2020 exams had taken place.

Is there any evidence schools should not use?

Remember that you must be able to authenticate any evidence you use. If you are reviewing candidates' work remotely, you can authenticate it by:

- regularly discussing your candidates' progress with them
- asking candidates to submit their draft work electronically for you to review, where appropriate
- supervising your candidates' work using online systems with video capability, as long as you have the relevant permission to do this.

If the candidate has produced work independently and you cannot authenticate it, you should not use it to form your judgement. Parents / families or private tutors who you do not know cannot authenticate the work.

If a candidate has produced work since your school has been closed that is significantly worse or significantly better than their usual performance, do not use it as evidence.

If a school has a range of evidence, how do they decide which pieces to use?

As mentioned above, you must be able to authenticate any evidence you use, and you should consider multiple sources of evidence if you have them. You may have different pieces of evidence relating to different syllabus components. The syllabus document will indicate what weighting is attached to each component, so consider this in your overall judgement.

If different pieces of evidence demonstrate different levels of performance in the same area of the syllabus, decide which level of performance represents the candidate's usual level.

What are the best methods of gathering evidence?

You can consider evidence you have from saved work a candidate has produced. You may have copies of work they have produced electronically. Or you may be able to access

hard-copy work they have completed during the course.

Evidence from your mark books and from interim reports shared with families during the course may also be useful.

Overcoming challenges in gathering evidence

What should schools do about candidates who would have had access arrangements and/or modified papers in the exams?

You should determine the candidate's predicted grades and rank order position assuming that the barriers to their engaging with learning and assessments would have been successfully dealt with through the support they've had throughout the course. This means that the evidence that you base your judgements on can be treated in the same as any other candidate.

What should schools do if they cannot access evidence due to lockdown?

We recognise that schools may have incomplete evidence, and that the range and amount of evidence will vary between different subjects. Subject teachers should make their judgements based on the evidence that is available to them. If you do not have access to particular evidence and do not have a record of this, you may not be able to use it. We hope that you will be able to find other appropriate evidence to determine candidates' predicted grades.

Using mock exam results

Is one set of mock results or a single piece of evidence sufficient to predict a grade?

When reviewing the evidence available, the subject teacher should judge whether they can make a prediction of the likely performance of the candidate in the whole *syllabus*. A mock exam is more likely to meet this requirement as mock exams cover the components and assessment objectives. A single piece classwork, on the other hand, is unlikely to provide enough information to judge a candidate's likely performance across the whole syllabus. A wider range of evidence makes teachers' judgements as fair to the candidate as possible, as it considers their performance in a range of contexts.

Performance in mock exams is useful evidence, but it can be affected by the circumstances the candidate produced the response in. Also, mocks may not fully reflect candidates' ability in all aspects of the syllabus.

If a subject teacher feels that a candidate's mock exam result does not reflect their usual performance, they may decide to base their judgement on other suitable evidence instead. If mock exam performance is the only evidence available, the teacher should use this result to predict a grade.

If a school does not have physical mock scripts, but does have a record of the marks or grades they awarded, will this be acceptable to predict a grade?

Marks awarded to candidates can be suitable evidence. However, the subject teacher should decide whether these marks represent the most likely grade the candidate would have received if the June 2020 exams had taken place. Ideally they should review these marks alongside other evidence. If we ask you to send us the evidence, it would be helpful to include a copy of the paper, as well as the marks, if this is available.

Can schools conduct extra mocks, tests or assignments remotely to gather new evidence?

As mentioned above, you must be able to authenticate any evidence you use. It may be difficult to authenticate work produced remotely since your school has been closed. We are not asking candidates to complete extra work for the predicted grade to be determined. However, there may be good educational reasons for keeping candidates engaged in academic work.

How we will use schools' evidence

When schools submit their predicted grades, will they also have to submit the evidence for those grades?

In some cases, we may ask you to send us the evidence you have considered in making your judgements. If we ask for

evidence, it will usually be for a sample of candidates. We will tell you which candidates we would like to see evidence for, and in what format. For the time being, please gather evidence and make your judgements, keeping this evidence.

Do schools need to annotate work that will be used for evidence?

Annotations and notes to justify decisions may help subject teachers to determine predicted grades. If we ask you to send us this evidence, you should also send any annotations you have made. However, we are not asking you to produce any annotations that you would not otherwise have produced.

After schools have submitted grades and rank orders

How long should schools keep evidence for?

You need to keep the evidence you use to make your predicted grades and rank orders until candidates receive their certificates.

Do schools need to store the evidence securely?

Wherever possible, store your evidence securely. However, we recognise that you may not have access to standard storage facilities if you are working remotely. You should keep all evidence and make sure you can send it to us if we ask to see it.

Staying in touch

Thank you for your patience as we have developed and communicated our steps in setting predicted grades for students. For more information about our response to Covid-19 please visit www.cambridgeinternational.org/covid

If you have any questions please visit www.cambridgeinternational.org/help or contact your local Cambridge Associate.