REALrating
Relative Education Attainment Level

Your Information:
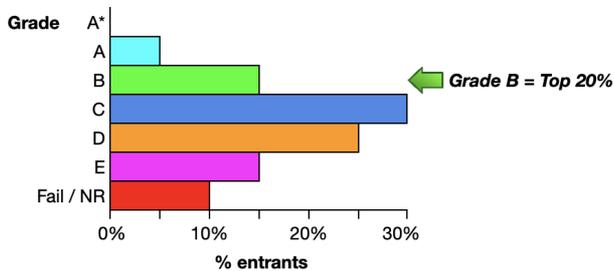
Full Name   Gavin Johnson

Email   example@abc.com

School/College   Xyz School

Home Postcode   AB12 3CD

Preferred University Sheffield

Preferred Course   Chemistry

A-Level Grades Evaluation:

Subject - Mathematics - Grade B

Grade distribution over last three years at your school/college

Grade B = Top 20%

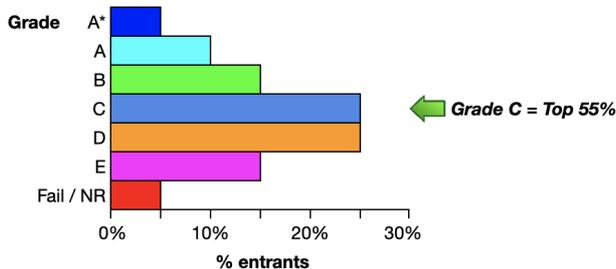| Grade	2017	2018	2019	Total	Total %
A*	0	0	0	0	0%
A	0	1	4	5	5%
B	3	5	7	15	15%
C	9	10	11	30	30%
D	11	7	7	25	25%
E	7	5	3	15	15%
Fail / NR	3	4	3	10	10%
Total	33	32	35	100	100%
Average	2.06	2.31	2.80		

In the prior 3 years, your grade would have placed you in the **top 20%** of entrants at your school/college.

By comparison, a Grade B is secured by **45%** of all entrants for this subject across all schools.

Cap	**Likelihood of Lowered Grade** **= Orange**

Under-predict	**Risk of under-predicted grade** **= Yellow**

Subject - Biology - Grade C

Grade distribution over last three years at your school/college

Grade C = Top 55%

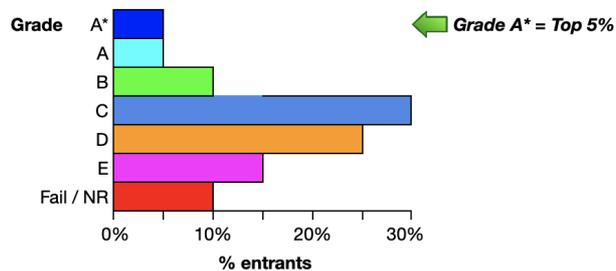| Grade	2017	2018	2019	Total	Total %
A*	2	1	2	5	5%
A	3	3	4	10	10%
B	3	5	7	15	15%
C	9	10	6	25	25%
D	11	7	7	25	25%
E	7	5	3	15	15%
Fail / NR	2	2	1	5	5%
Total	37	33	30	100	100%
Average	2.57	2.73	3.17		

In the prior 3 years, your grade would have placed you in the **top 55%** of entrants at your school/college.

By comparison, a Grade C or above is secured by **65%** of all entrants for this subject across all schools.

Cap	**Likelihood of Lowered Grade** **= Yellow**

Under-predict	**Risk of under-predicted grade** **= Yellow**

Subject - Chemistry - Grade A*

Grade distribution over last three years at your school/college

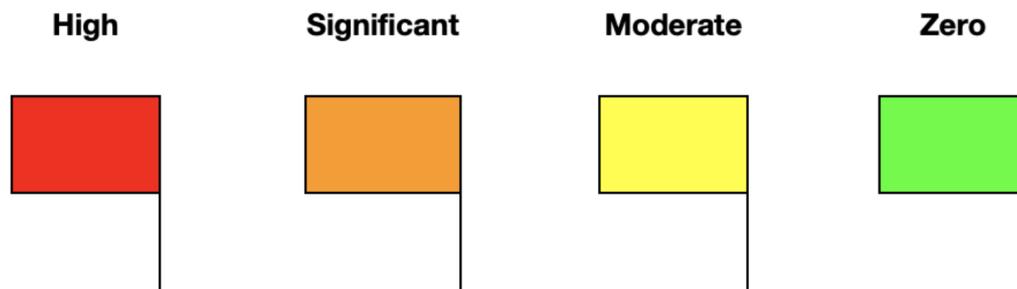| Grade	2017	2018	2019	Total	Total %
A*	1	2	2	5	5%
A	0	1	4	5	5%
B	3	3	4	10	10%
C	9	10	11	30	30%
D	11	7	7	25	25%
E	7	5	3	15	15%
Fail / NR	3	4	3	10	10%
Total	34	32	34	100	100%
Average	2.18	2.44	2.88		

In the prior 3 years, your grade would have placed you in the **top 5%** of entrants at your school/college.

By comparison, a Grade A* is secured by **8%** of all entrants for this subject across all schools.

Cap — **Likelihood of Lowered Grade = Green (zero)**

Under-predict — **Risk of under-predicted grade = Green (zero)**

Flags - Likelihood of Lowered Grade and Risk of Under-predicted grade

High	Significant	Moderate	Zero

How might students be disadvantaged by how grades are being awarded in 2020?

1) Under-predictions - Teachers under-estimate how well a student would have done in exams, relative to other students. This impacts students who make faster progress towards the end of the course, which cannot be statistically modelled. Academic research also suggests that higher attaining students from disadvantaged backgrounds are most likely to have their grades "under-predicted."

2) High achievers at low performing schools - As few students have secured high grades before, they are at high risk of being lowered by Ofqual's standardisation process.

3) Strong cohort - If a student is in a stronger cohort than that school has had in that subject in recent years, they are at greater risk of having their grades lowered by Ofqual's standardisation process.

4) Improving schools - Ofqual's algorithm takes an equal-weighted average of the last three years, that doesn't take into account how a school might have improved between 2017 and 2019.

The two flags, for Likelihood of Lowered Grade and Risk of Under-predicted grade, show the relative risks of each, taking into account the information provided on school, subjects and entrants, and on socio-economic background. A red flag indicates a higher risk, orange is a significant risk, and yellow a moderate risk, with green showing no risk at all. For example, those students from less-advantaged backgrounds with higher grades are more likely than others to have their grades under-predicted by their teachers. While students at schools where few people get top grades in their subjects are at higher risk of having their grades lowered (a "Cap").

Important Information:

In 2020, A-Level grades have been awarded using a standardisation process determined by Ofqual, who released details of their methodology on 13th August 2020.

The historical performance of students in the last three years in each subject at each school/college (known as a "Centre") as well as teacher ("Centre") rankings have been key factors used in setting grades. by Ofqual.

Further details of the standardisation process can be found online by accessing *https://www.gov. uk/government/organisations/ofqual*

Other factors, including the prior GCSE attainment of the cohort, and the grade suggested by your teacher, may also affect the grade awarded. Ignoring the effect of these other factors, and assuming that there were sufficient entrants for your subject, would imply that your ranking is roughly in line with that shown above (e.g. "Top 20% of entrants").

If you have any questions, please email team@realrating.co.uk and we will endeavour to respond as soon as possible, but due to the volume of emails and limited resources, a response cannot be guaranteed. The information provided in this document is indicative only, and no reliance should be placed by you on it. No responsibility or liability is assumed by upReach for any errors or omissions in the document. As this platform has been created rapidly in response to the current situation, we strongly recommend you check the source of the information with your school, Ofqual and on the relevant government website and do not place any reliance on historical grade data or other information in this document.
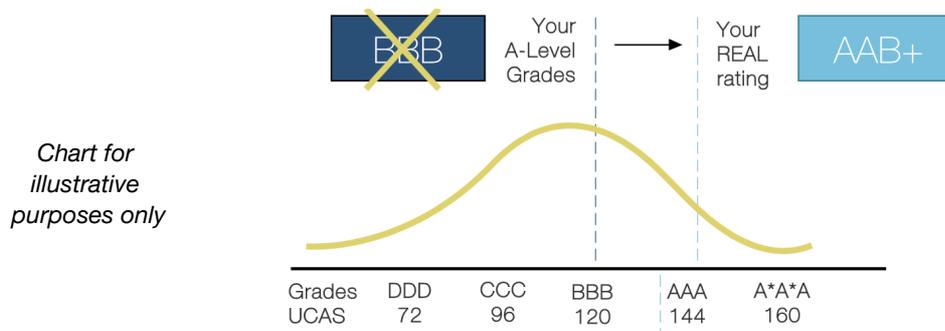
Contextualised Adjustment Information:

Your Contextualisation Adjustment score = 1.5 A-Level grades (12 UCAS points)

Many universities acknowledge that A-Level grades are a function of both academic potential, and a student's opportunity to fulfil their potential. They recognise that some people from disadvantaged backgrounds do not have the same opportunities to fulfil their potential at school, and that their A-Level grades may not fully recognise their potential.

Research also shows that various socio-economic factors impact the likelihood of students with the same A-Level grades getting a good degree. For example, on average, those from state schools are more likely to get a 2.1 or first class degree than those from private schools with the same grades.

As a result, some universities reduce their standard offer, for example, from AAA to AAB or ABB, for students that meet certain criteria.

Since 2017, upReach have calculated a "Contextualisation Adjustment" score based on 14 different indicators of socio-economic disadvantage, that indicates the extent to which a student from their background may be unable to realise their academic potential, for example, due to attending a very low performing school. upReach's contextualisation platform, REALrating, has used this to generate contextualised A-Level grades since being built in 2017, and is used by employers to identify hidden academic potential. Most students have a score of zero, but for others this gives a boost of up to 3 A-Level grades.

Chart for illustrative purposes only

Your A-Level grades of **A*BC** are equivalent to **128 UCAS points**. **Your REALrating is 140 UCAS points (A*BB)**, which includes your Contextualised Adjustment.

If you have a Contextualisation Adjustment score above zero, it is worth talking to your preferred university to see if they can take into account your socio-economic background to make you an offer with lower grades than they might otherwise be able to. It might also be worth considering to more selective "higher-tariff" universities, even if you don't meet their published grade requirements, because they may still make you an offer!

Is your REALrating higher than your A-Levels?
This indicates you have the same potential to get a good degree as some others on your course with those higher grades.

It doesn't mean you won't have to work hard to do so, but you should be confident that you can succeed.

If there is a big difference, it could be because the exam results of the school you went to were relatively poor, or due to a combination of other factors related to your background or where you live.

Is your REALrating roughly the same as your A-Levels?
You might be wondering why! For most students, their REALrating is the same as their A-Levels. Usually it is because you either went to a private school or a state school with good exam results, or there were other factors such as growing up in a more affluent area, or one where more people have typically studied at a higher level.