

Making a Level Judgement in Reading

Step 1: Making assessment focus judgements

For each AF, starting with AF1 for levels 1, 2 and 3 and AF2 for all other levels:

- look at the evidence in relation to all the criteria for both the higher and lower levels at this borderline and highlight those that have been met
- make a best-fit judgement on whether the higher or the lower level has been achieved and tick the appropriate level-related box
- if there is some evidence for an AF but not enough to make a judgement at the lower level, tick the BL (Below Level) box
- if there is no evidence for a particular AF, tick the IE (Insufficient Evidence) box.

If you have ticked BL for more than one AF, check whether you should be using the assessment guidelines for the next lowest level borderline.

If you have ticked all, or almost all, the criteria for the higher level, check whether you should be using the assessment guidelines for the next highest level borderline.



Step 2: Making an overall level judgement

Check your AF judgements against the requirements for each level.

For **level 1**: ticks at level 1 for AF1 and AF2 and some highlighting at level 1 for AF3.

For **level 2**: ticks at level 2 for AF1 and AF2 and some highlighting at level 2 for AF3.

For **level 3**: ticks at level 3 for AF2, AF3 and one other AF out of AFs 1, 4, 5, 6, and 7.

AF1 is not assessed separately beyond level 3.

For **level 4**: ticks at level 4 for AF2 and AF3 and at least one other AF.

For **level 5**: ticks at level 5 for any four AFs provided there is level 4 for AF3.

For **all other levels**: ticks for any four AFs at the target level.

If you have ticked IE for more than two AFs, there may be insufficient evidence to make an overall level judgement, in which case IE should be awarded.

Now finalise the overall level judgement by deciding whether the level is **low, secure or high**.

Low – meets the minimum requirements for the level.

Secure – meets the minimum requirements for the level with some additional highlighting of criteria at the level in most other AFs.

High – the criteria for the level are highlighted across all, or almost all, the AFs, with some criteria in the level above likely to be highlighted as well.

Your decision should take account of how fully and consistently the criteria have been met and how far the pupil demonstrates independence and choice across a range of evidence.



Step 3: Checking the overall level judgement

Finally, check the overall judgement by comparing the evidence with the relevant standards files.

