



Haute Vallée School Assessment policy

Author - SJH

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Strategic Vision

"Assessmentis the process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their learning, where they need to go, and how best to get there."

Assessment Reform Group (University of Cambridge School of Education)

We support the concept established in the above and believe that a range of assessment strategies should be used to ensure its outcome. Particularly, we believe that strategies such as written feedback, verbal feedback and constructive marking help to raise standards. These strategies form the most useful and powerful ongoing diagnostic record of student achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual students on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. When managed effectively it is also an extremely effective medium for ensuring that the students are aware of their own progress and how they as students can improve.

Aims

Within Haute Vallée we believe an assessment policy, which is shared with parents, teachers and students will:

- Create a professional dialogue between learner and teacher/support staff, parents and / or external agencies.
- Ensure continuity for the learner as they move through the school.
- Signal areas of achievement/areas for development to teachers, parents, support staff and students to inform future planning.
- Raise the achievement and self-esteem of students.

Objectives

In order to meet the aims of this policy Haute Vallée School believes that there needs to be regular and frequent opportunities:

- To celebrate and acknowledge achievement, progress and effort.
- For prompt and regular written or spoken dialogue with all students.

- For teachers/support staff and students to be clear about the learning objectives of each task and the criteria for success and marking that is directly related to these.
- For teachers/support staff and students to provide constructive suggestions about ways in which the learner might improve his/her work.
- For teachers/support staff and students to agree the next steps.
- For discussion with parents to inform them of the next steps and their role in assisting implementation.
- For teachers and students to follow up agreed targets to see how far they have been achieved.
- In providing students with prompt, regular and diagnostic feedback about their work.
- To scrutinise students' work to ensure that the principles of this policy are followed.
- For teachers to record regularly the progress of students towards meeting their targets.
- To facilitate the requirements of the Jersey Assessment Framework and examination boards. Please see Appendix E.

Practices of Feedback and Marking

Teachers should use a range of Assessment strategies both formative and summative to ensure the greatest impact upon learning. Listed below are some strategies that can be used with students and by using variations of them will ensure that different student learning styles will be accommodated. Assessment and Marking codes can be found in Appendix C of this policy.

Student-Centred Practices

- Students are encouraged to reflect on the work themselves before handing it in or discussing it with the teachers.
- Students are given the opportunity to self-assess in pairs or in groups.
- Students are given the time to reflect and act upon / comment upon the feedback given (e.g. at the beginning of the next lesson, next task or for homework).
- Students are given the opportunity to reflect upon verbal feedback given and record the feedback in their text books / returned work.

Teacher/Support Staff Centred Practices

- Teachers/support staff will comment on positive aspects of the work and on areas for development.
- Teachers/support staff recognise effort as defined by the Haute Vallée School effort descriptors. Please see Appendix A,
- Teachers/support staff use the assessment information gained together with other information (if available), to adjust future teaching and learning strategies.
- Teachers/support staff will differentiate feedback to meet learning styles and learning needs of all students whilst ensuring that all students know how they can move forward.

- Teachers/support staff will monitor the learning needs of all students, taking note of any additional access arrangements that may be required by the

student in order to show progress – such arrangements which may be deemed essential for future examinations by the school SENCO should be raised with the Head of Department/SENCO, in order for the appropriate evidence to be gathered and any relevant testing to be administered.

The following monitoring codes should be used to indicate need as necessary, complete with teacher/support staff member's initials and date - and any further comment, if appropriate:

- Rd – If the student needed reading support to be able to access/complete the task.
- Wr – If the student needed writing support to complete in the given time and/ or regularly does not complete work because writing is too slow and/or because writing is difficult to read.
- NC – If the student does not complete work even though they have put in evident effort to do so in the given time.
- ET – If the student regularly fails to complete work in the given time BUT when given extra time, has complete work fully.
- F – If the student is very easily distracted and loses focus easily which impacts on their work output. Please pay particular attention to ADHD students who can have rest breaks at GCSE if there is evidence that they do lose focus easily and, with rest breaks they can complete the tasks.
- Pr – If the student takes a lot of time to get started on a task and/or needs tasks repeating because they have not processed the instruction the first time.

School Centred Practices

- Departmental practice must be consistent and in line with the overall policy on Assessment throughout the school.
- The Assessment Policy is linked with the Teaching and Learning Policy.
 - KS3 Homework - KS3 students should receive at least 30 minutes of literacy and numeracy homework per night – homework for other subjects is set at the discretion of the subject teacher.
 - KS4 Homework - KS4 students should receive at least 45 mins per subject per week, set in line with the Homework Policy.
- All work returned to students must be marked or given verbal feedback.
- Feedback and marked work should be quickly returned to the student, who must record in writing any verbal feedback given. Students will be given an opportunity to record their comments during directed improvement reflection time (DIRT). Students will be required to undertake their reflection comments on a "purple slip" which will be glued in their workbooks below the teacher feedback comments.
- Feedback and marking must be manageable. It is recommended that students receive teacher marked work and feedback in their class books / written work on average **at least once per fortnight**.

It is realised that at KS3, because of timetabling constraints and rotation that this is not manageable at all times. In such cases, the Head of Department / Teacher in

Charge will agree how a student will receive and record written feedback within the fortnight. For example, students could be set a peer assessed piece of work where they record peer feedback, areas of strength and areas of development in each other's workbooks that is monitored and signed off by the class teacher. In these cases, e.g. when students in KS3 are only taught one lesson per week, teacher feedback will be required as a **minimum once per four lessons**.

Teachers and HoDs will consider this when planning the assessment cycle using varied assessment strategies in order to best support the progress of learners.

In instances where a teacher believes that marked work and feedback is not deemed possible, a discussion with the respective HoD / TiC must be sought to seek a solution. The focus will remain that students regularly receive feedback on a section of work in order to make most impact upon progress.

General Marking Codes

In order to remain consistent when issuing feedback on common areas, the following marking codes should be used:

Sp = Spelling

C = Capital letter

// = Start a new paragraph

P = Presentation

H = Handwriting

G = Grammar

FS = Full sentence

WWWT = What's wrong with this?

RTQ = Read the question

Feedback

It has been demonstrated by many studies that the greatest impact of students making academic progress is through quality feedback either verbal or written. The format in which students receive feedback must be varied including 1-2-1 meetings between teachers and students, peer work, feedback to whole classes, etc.

Feedback and 1-2-1 conversations with students should also continue to focus on metacognitive / self-regulation strategies. e.g. checking own work, checking own progress, knowing how to plan and revise, prioritising and dealing with anxieties. This is critical in order to ensure that all students become 'successful' students.

Spelling, punctuation and grammar (SPaG) will be separately assessed in externally assessed GCSE (and equivalent) examinations. All teachers have a responsibility for developing student SPaG and as such, feedback to students must also identify corrections and areas of further development in Spelling and Grammar.

All feedback must:

- Be an integral, planned and significant part of classroom practice as reflected in the Scheme of Learning.
- Be clear and understandable to students and parents.
- Focus on learning objectives/success criteria.
- Focus on improving SPaG at every opportunity.
- Confirm that the student is on the right track, suggest areas for improvement and could be supported by appropriate "scaffolding".
- Ensure that students understand their achievements and what they need to do to improve.
- Adjusted to provide students with alternative solutions if they continue to fail in a task.
- Ultimately encourage a student to improve and not to act as a negative experience and create a barrier to their success.

Procedures for Reporting

Haute Vallée School is committed to engaging with students and parents in producing accurate and consistent summative assessment and reports which fulfil the aims and objectives of this policy.

Reporting student progress in a formal and transparent manner ensures that we work closely with parents in the education of their children, keeping them fully informed of achievements, progress and attitude.

Reporting procedures must:

- Keep parents as fully informed as possible about their child's educational achievements, progress, attitude, attendance and punctuality.
- Support a positive working relationship between parents and school by encouraging involvement through a clear understanding of current progress measured against known potential.
- Encourage students by recognising achievement.
- Offer constructive guidance to students to help them make progress.
- Involve students in setting future learning targets.
- Pass information about a student's work and progress to subsequent teachers.
- Keep a central record of a student's progress which can also be used when students transfer to post 16 education providers.

Therefore:

- Each year group receives 3 assessments a year which include one with a full written report. These assessment windows or "data drops" will take place throughout the academic year at times most prevalent to the particular year group. For instance, Year 9 reports will coincide with CATs results and Year 11 results will coincide with mock examination results. Details of when

assessments, written reports and associated Parents Evenings will take place can be found in Appendix D – Assessment Calendar.

- A week before each data entry point, teachers must take time to explain to students how the current grades are produced and must discuss individual performance with each student.
- Student’s assessments will be reviewed by form tutors who will hold at least one 1-2-1 meeting with each of their mentees per term to discuss areas of success and areas where improvement needs to occur. These discussions will be recorded in the student planner.
- Each year group has at least one teacher/parent meeting a year, where a student’s performance can be discussed with the student and their parents/guardians,
- All summative assessments and written reports are recorded in the school assessment system (SIMS). Appendix B provides more details about how this should be done.

Report Criteria

KS 3 Learning Traits / Attributes

After consultation with teachers, Haute Vallée School assesses Year 7 and Year 8 students’ progress and performance using five key learning traits or learning attributes. These represent the skills needed in order for our students to develop the learning dispositions required to become life-long and independent learners. Learning traits are measured against four criteria.

Understanding	Evaluate information critically, develop knowledge.
Retention/Recall	Retain and recall prior learning and knowledge in order to progress further.
Communication	fluent and able to communicate at a high level.
Independence	Curiosity and able to work without close supervision, taking responsibility for and being able to manage one’s own learning.
Resilience	Resilient in the face of difficulty and able to investigate problems and find solutions through being creative, inventive and enterprising.

Assessment Criteria

Emerging	Student is beginning to demonstrate expectations.
Developing	Student is demonstrating some expectations
Secure	Student is meeting expectations
Secure+ (Outstanding)	Student is excelling and exceeding the expectations

KS4 Minimum Expected Grade (MEG) and associated reporting criteria.

Minimum Expected Grade (MEG)

During Year 9, all Jersey Students take the Granada Learning Cognitive Ability Tests (CATS) which provides estimates of the grades they are expected to achieve at the end of year 11 for each subject. These are the End of Key Stage 4 Minimum Expected Grades and are not in any way inflated. They are minimum expected grades that a student would be expected to achieve nationally (UK) having considered prior performance and experience.

Current Attainment

This is the grade that the student is currently working at. It is a fine grade which suggests how secure the attainment is within the grade boundaries. For example: a student working at 4+ has demonstrated a deeper learning and understanding than a student at 4. See below.

4+ Student has a comprehensive understanding of the concepts and skills in this band and can apply them effortlessly to new and unfamiliar contexts.
4 Student has a secure understanding of the main concepts and skills in this band and can apply them to familiar contexts.
4- Student has grasped some of the concepts and skills in this band but requires further opportunities for application and development.

Progress Indicator

Student progress is assessed against the set minimum expected grades in each subject each year. It is designed to gauge whether a student's performance is likely to enable them to achieve the minimum expected grade at the end of the current academic year.

P+ Student is progressing at a level which is likely to lead to achievement above the MEG.
P Student is progressing at a level which is likely to lead to achievement equal to the MEG
P- Student is not yet progressing at a rate that will lead to achievement equal to the MEG

Responsibility and evaluation

In order to implement this policy,

Teachers will:

- Use information from transition at each key stage to plan to meet students' needs as they enter a new key stage.
- Plan a range of different summative and formative assessments (both internal and external) for each course to meet the learning needs of all students including SEN, JP, G&T, gender and other defined groups.
- Be aware of the assessment and reporting cycle and record the assessments required for each student as part of the planned schemes of work.
- Ensure that assessments are set at an appropriate level that allows students to demonstrate their learning, progress and to experience success.
- Regularly and often mark students' work (at least once per fortnight per student).

- Ensure students regularly take the time to reflect upon feedback and produce written comments to respond to feedback and to consider future actions that will sustain progress.
- Record all summative marks in Teacher Mark books and SIMS immediately after marking is completed.
- Use a range of different types of feedback, including formative assessment and 1-2-1 in order to support and enhance student learning.
- Complete formal assessments and written reports for every student that they teach, according to the school's expectations and timetable.
- Ensure written feedback and report comments are constructive and clearly identify student strengths and future areas for development.
- Meet the deadlines for completion of formal assessments/reports in SIMS.
- Provide pertinent advice at Parents meetings to support students' learning.

Heads of Department (HoD)/ Teachers in Charge (TiC) / Heads of Year will:

- Discuss the Assessment Policy with all new members of staff during Induction to ensure that their practice will reflect this policy.
- Ensure that all schemes of learning include when assessments are to be completed and their nature in order to inform the assessment and reporting cycle.
- Discuss and agree the content of and maintenance of the Departmental mark books in SIMS. This should be planned and created before the start of the academic year and reflect the planning detailed in the schemes of learning.
- Plan for and ensure the regular maintenance of Departmental mark books in order that parents are able to access the pre-defined assessment data for their son / daughter.
- Monitor and encourage staff in their assessment practices and ensure that a range of different summative and formative assessments for each course are used to meet the learning needs of students.
- Regularly monitor the extent and quality of student work completed across their department.
- Regularly check Departmental mark books across the department and ensure that they are consistent with school policy and regularly updated by all relevant teachers.
- Regularly check that mark books across the department accurately reflect student progress and attainment, in line with taught programmes of study.
- Formally quality assure the marking and feedback by teachers across the department at least once per term; prior to the published "data drops". This will require a process of moderation that reflects accurately the subject assessment.
- Monitor that staff are consistent in using the subject assessment objectives and ensure consistency across the department.
- Provide examples of good quality reports and ensure that the comments provided in written reports language used is NOT loaded with complex subject terminology.
- Monitor the quality of written reports, ensuring that comments clearly identify strengths and areas of development for students and advise staff of any necessary changes or improvements.
- Ensure that teachers in the department meet deadlines with all assessments/reporting deadlines.

- Monitor the quality of feedback through observation, student work, student reflection “purple forms” and the student voice.
- Ensure that they hold regular progress reviews and continue close dialogue with subject teachers, students and parents to discuss and support any student who isn’t making minimum expected progress.
- Ensure that the termly review of current performance and subsequent action points are summarised and represented in the school IMPACT days.
- Ensure that agreed actions following school IMPACT days are effectively implemented within their department.
- Complete a summative analysis of progress following the publication of Progress/GCSE Grades in Interim and Full Reports.

Assistant Head Teacher (Assessment) will:

- Produce a school assessment and reporting cycle in conjunction with HoD / TiC.
- Produce assessment flightpaths and Minimum Expected Grades (MEG) for all students using prior attainment in conjunction with the Education Department INSIGHT (Statistical) Team.
- Ensure that Assessment and Recording templates in SIMS are created in time for Departmental use and are fit for purpose.
- Review at least once a term with each individual Head of Department / Teacher in Charge that the necessary assessment practices are taking place in each department and ensure department effectiveness.
- Support and advise staff accordingly to develop and improve their assessment practice.
- Sample individual teacher assessments and written reports to monitor consistency and quality across the Department / Subject Area.
- Review in consultation with the staff the Assessment Policy every year.
- Monitor the implementation of the policy across the school.
- Liaise with HoD and TiC to ensure that the Assessment Policy is being implemented appropriately against the Haute Vallée School Assessment policy and the Jersey Assessment Framework.
- Lead and manage training for staff on Assessment.
- Report to SLG issues pertaining to assessment and student/school performance.
- Contribute to school’s self-evaluation processes on the effectiveness of assessment in the areas being evaluated.

This policy has been constructed in conjunction with the following policies/documents:

- CPD Policy
- Examinations Policy
- Gifted & Talented Policy
- Lesson Observation Policy
- Teaching for Learning Policy
- Staff Induction Policy
- Special Education Needs Policy
- Jersey Assessment Framework

Appendix A – Demonstrating Effort at Haute Vallée

Student “effort” plays an essential part in ensuring that our students make at least expected progress. To enable students, parents and teachers to have a consistent understanding of what effort means, along with the behaviours associated with effort we have defined below a series of effort descriptors.

It is hoped that by using these effort descriptors, students can identify specific behaviours that they can change to increase effort and engagement in their learning and, as a result, make expected progress. The Haute Vallée School Effort Descriptors are:

- **Outstanding Effort:** Haute Vallée School students will demonstrate the behaviours below frequently and *consistently*.
- **Good Effort:** Haute Vallée students will demonstrate these behaviours *often*.
- **Effort Requires Improvement:** Students in their efforts will *sometimes* demonstrate these behaviours.
- **Effort Requires Significant Improvement:** Students in their efforts will *rarely* demonstrate the behaviours.

Effort behaviours: In class a student will:

- Actively participate and engage fully in learning, following all instructions.
- Reflect upon and seek feedback to improve the quality of their work and make every effort to improve.
- Persevere with all challenges, even when they are difficult.
- Manage their time, work efficiently and be highly self-disciplined.
- Use their initiative in a range of situations and not have to be told what to do.
- Attend all lessons, be on time to these lessons and be fully prepared for lessons.

Effort behaviours: Out of class a student will:

- Act upon feedback to improve the quality of tasks completed.
- Persevere with all challenges, even when they are difficult.
- Manage their time, work efficiently and be highly self-disciplined.
- Use their initiative to complete work set and will not have to be told what to do.
- Work above and beyond the expectations of learning opportunities by accessing support and revision sessions to maximise progress.
- Use time outside of school to make progress.

Appendix B – Assessment Criteria Explained

This procedural document is to assist teachers in entering assessment data into SIMS in order to meet the terms of the Assessment policy. This will:

- Make teacher assessment more transparent to parents and students.
- Improve the accuracy and consistency of assessments across the school.
- Encourage greater professional dialogue over the nature and effectiveness of assessments.
- Centralise all school assessments so that student performance can more easily be monitored.
- Assist in closer monitoring of school performance as well as particular groups in the school such as SEN, G&T, gender, Jersey Premium and other defined groups.

This should provide students with greater understanding of what they need to do in order to improve their performance and thereby increase their academic confidence and success.

In order to improve consistency, there needs to be clarity in understanding the terms used in SIMS.

Definitions

Minimum Expected Grade (MEG) – This is determined by the Assistant Head - Assessment. It is constructed from the End of KS2 performance at Primary School for KS3 and CATS scores using a prediction package from Granada Learning at KS4.

At the end of KS2, Year 6 Pupils will undertake SAT Tests in English and Mathematics, Granada Learning CAT Assessments and Teachers will assess pupils against age related curriculum. The SAT, CAT and Teacher Assessment scores are then triangulated by the Education Department INSIGHT (Statistical) Team to produce an End of Key Stage 2 score for every pupil (80 - 120). This score is used to plot a minimum expected flightpath for all students from Year 7 onwards. The KS2 flightpath document can be seen in Appendix E.

During Year 9, all Jersey Students will undertake Progress in English (PiE) and Progress in Mathematics (PiM) Assessments and Granada Learning CAT Assessments. The Education Department also require teachers to provide an accurate Working at Grade for end of KS3 / Year 9. The Progress Tests, CAT and Teacher Assessment scores are then triangulated by the Education Department INSIGHT (Statistical) Team to produce an End of Key Stage 4 Minimum Expected Grade for all students in all subjects.

These grades are not in any way inflated. These are minimum expected grades that a student would be expected to achieve nationally (UK) having considered prior performance and experience. This grade will be used at KS4 to measure the success of students, teachers and Academic Departments at the end of Year 11.

Aspirational Grade – This is the grade that the students could achieve at the end of the course if they regularly work to their full potential. All students are encouraged to be aspirational and the student agreed aspirational grade may be changed to provide a further challenge for students if appropriate.

Current / Working at Grade (WAG)

For parents and students to feel that the current grade reflects properly their performance since the beginning of the course, it cannot therefore be based on one assessment, test or one written assessment. Therefore, teachers must plan their assessments around the assessment calendar to ensure that the current grade when made available to students and parents, reflects a number of assessments and is also a true reflection of their current performance since the beginning of the course. This is particularly important at the beginning of Year 7 and GCSE courses in Year 10, when parents will want to see an early assessment to see if their son/daughter has settled well into the course.

Current Grade (Working at Grade – WAG) – This is generated from SIMS mark books and is the professional opinion and reflection of the **performance of a student from the beginning of the course.**

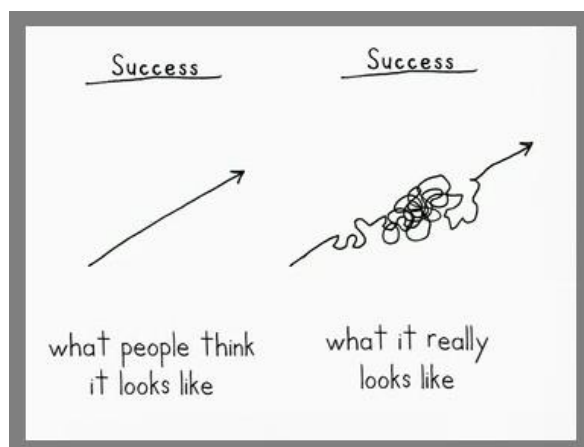
Subject leaders should ensure that assessment structures are in place to make accurate assessments of student attainment as a “Working at Grade” (WAG). The reformed GCSE grade 9 to 1 Assessment frameworks (covering all year groups) must be used to guide the assessment of attainment of students in each subject area.

It is envisaged that with planned assessment and moderation / work sampling activities, that WAG data will become more and more accurate over time.

A subgrade to reflect performance within the WAG will give teacher further opportunity to reflect upon and refine the accuracy of the assessment and reporting of their students. Please see example below.

4+	Student has a comprehensive understanding of most of the concepts and skills in this band and can apply them effortlessly to new and unfamiliar contexts.
4	Student has a secure understanding of the main concepts and skills in this band and can apply them to familiar concepts.
4-	Student has grasped some of the concepts and skills in this band but requires further opportunity for application and development.

It is understood that progress should be steady and secure over time. Students can remain on the same grade for a time whilst skills are mastered before moving on.



Progress Indicator - Student progress will be assessed against the set minimum expected grades (per academic year) in each subject. This indicator will be used to gauge whether a student's performance is likely to enable them to achieve the minimum expected grade at the end of the current academic year. The Working at Grade will support this judgement.

P+	Student is progressing at a level which is likely to lead to achievement above the minimum expected grade.
P	Student is progressing at a level which is likely to lead to achievement equal to the minimum expected grade.
P-	Student is not yet progressing at a rate that will lead to achievement equal to the minimum expected grade.

Predicted Grade – This is a professional judgement of a teacher based on class and exam performances of how a student will perform at the end of the course. As more assessment information is gathered during the course, this grade can change and therefore must be regularly reviewed.

Actual Grade – This is the grade that is obtained at the end of the examined course.

Effort Descriptors – As defined in Appendix A. It should be difficult for a student to obtain "outstanding" and should only be given to students who show no flaws in their effort, both in and outside class.

The use of the mark book - The mark book in SIMS is a transparent document which can be seen at any time by parents, students and school management and therefore needs to be accurate, up-to-date and consistent.

Appendix C – Assessment / Marking Codes.

C	= You need to use a capital letter here.
CX	= You should not have used a capital letter here.
//	= You should have started a new paragraph here.
P	= You should have used punctuation here.
PX	= You have incorrectly used punctuation here.
RTQ	= You have not read and understood the question correctly.
H	= Please consider your handwriting. It is difficult to read.
PRES	= Please consider your presentation. Your work should be clearly and neatly presented at all times.
Sp	= You have made a spelling error. Please find the correct spelling and write the correct word out five times.
FS	= Please write in full sentences. Please remember to use connecting words in your writing.
G	= Please consider your grammar here. Please re-write this sentence during your directed improvement reflection time (DIRT). Please consider some of the items below.
EXP	= Please consider how you have expressed yourself in this writing. This might mean you have written awkwardly, so that others will find it difficult to understand. It could also mean you have put the wrong words together. For example: 'we was' instead of 'we were'.
SLA	= You have used slang in your writing. These are words which are not acceptable in a formal piece of writing. You need to use more formal vocabulary.
T	= You have used the wrong tense in your writing. For example, you may have written in the past tense (we went) instead of the present tense (we go).

Appendix E – Jersey Student Pathways / Flightpath – 2017 Onwards

EQUIV NC	KS AVE ENG/MA	KS2 SCORE	YEAR 7			YEAR 8			YEAR 9			YEAR 10			YEAR 11			GCSE GRADE	LEGACY GSCE	BTEC GRADE
			Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum			
			9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+		A**	
			9	9	9	9	9	9	9	9	9	9	9	9	9	9	9		A**	
			9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-		A**	
			8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+		A*	
			8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	A*	
			8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8	A*	D2*
			7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7	A	
			7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	A	
			7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7	A	D2
			6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6	B	
			6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	B	
			6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6	B	
			5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5	B	M2
			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	B/C	
			5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5	C	
			4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4	C	
			4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	C	P2
			4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4	C	
6a	41		3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3	D		
6b	39	120	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	D		
6c	37	116-119	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3	D		
5a	35	113-115	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2	E	P1	
5b	33	110-112	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	E		
5c	31	106-109	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2	E/F		
4a	29	103-105	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1	F		
4b	27	100-102	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	G		
4c	25	96-99	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1	G		
3a	23	93-95	BT+	BT+	BT+	BT+	BT+	BT+	BT+	BT+	BT+	BT+	BT+	BT+	BT+	BT+	BT+	U		
3b/c	21	86-92	BT	BT	BT	BT	BT	BT	BT	BT	BT	BT	BT	BT	BT	BT	BT	U		
2a	17	83-85	BT-	BT-	BT-	BT-	BT-	BT-	BT-	BT-	BT-	BT-	BT-	BT-	BT-	BT-	BT-	U		
2b	15	80-82	BT1+	BT1+	BT1+	BT1+	BT1+	BT1+	BT1+	BT1+	BT1+	BT1+	BT1+	BT1+	BT1+	BT1+	BT1+	U		
1a			BT1	BT1	BT1	BT1	BT1	BT1	BT1	BT1	BT1	BT1	BT1	BT1	BT1	BT1	BT1	U		
1b/c			BT1-	BT1-	BT1-	BT1-	BT1-	BT1-	BT1-	BT1-	BT1-	BT1-	BT1-	BT1-	BT1-	BT1-	BT1-	U		