Academic performance, academic self-concept, motivation, and attitudes toward learning among highability Grade 6 students in Sweden

Descriptive analyses of data from the Evaluation Through Follow-up database

von Börtzell-Szuch, D., Westling Allodi, M., & Szabo, A. (2025)

Abstract

The Evaluation Through Follow-up (UGU) is a large cohort-sequential research study which is used for evaluation and research about schools and education in Sweden (Härnqvist, 2000). The aim of this poster is to investigate academic achievement, attitudes toward school and learning among the share of students who demonstrate the highest cognitive abilities from cohort 10, one of these nationally representative cohorts. The sample of cohort 10 was divided into two subpopulations (i.e., students with high cognitive abilities, other students), where the division of the two groups was based on the 10 percent highest achieving on the aptitude test consisting of two verbal parts (i.e., synonyms, antonyms), one spatial, and one inductive part, carried out in Grade 6 for the UGU data collection. 523 of the students from cohort 10 were identified as students with high cognitive abilities. The students also participated in a student questionnaire about the perceptions of teacher practices, motivation, and attitudes toward school. The questionnaire items were answered on a 4- or 5-point Likert scale with different answer alternatives. The answers to a selection of questions were analyzed with descriptive statistics in IBM Statistical Package for the Social Sciences (SPSS) version 29 and visualized. The main results indicate that students with high cognitive ability in the current sample, demonstrate a strong academic performance, are motivated to learn, and that they have a strong belief in their own academic ability.

Keywords: high-ability students, academic performance, attitudes toward school and learning, middle school, descriptive statistics

Introduction

High-ability students in middle school represent a unique sub-population whose academic potential often surpasses standard educational expectations. However, high performance among high-ability students is not guaranteed and may be influenced by internal factors such as motivation and academic self-concept (Ramos et al., 2022; Siegle & McCoach, 2005), as well as external factors. Positive academic self-concept and intrinsic motivation are key predictors of sustained academic performance (Mammadov et al., 2018; Siegle et al., 2017). In Sweden, high-ability students have seldom been in focus in research or in educational contexts (Westling Allodi, 2014). Therefore, it is of interest to examine academic performance, motivational and learning perceptions as well as academic self-concept among high-ability middle school students in Sweden.

Aim and research questions

Among a nationally representative sample of high-ability Grade 6 students in Sweden:

RQ1 How do the students perform academically ?

RQ2 What are the students' attitudes toward learning?

RQ3 What are the students' academic self-concept?

Method

Data were collected from cohort 10 (N=9775) in the Evaluation Through Follow-up (UGU); a nationally representative cohort-sequential research study (Härnqvist, 2000), and also from Sweden Statistics. *IBM Statistical Package for the Social Sciences* (SPSS) version 29 was applied to calculate and visualize descriptive statistics.

Data collection

Data (i.e., aptitude test scores, student questionnaire items) were collected from cohort 10 (N=9775) in the UGU research study. In 2017, when the students were in Grade 6, approximately 5190 (53%) of the students in the cohort took part in the data collection. 46% were missing. School administrative data (i.e., grades) were collected by UGU from the schools the students attended. Furthermore, data concerning sex were obtained from Sweden Statistics.

Population

To identify high ability students, the population of cohort 10 was divided into two sub-populations (i.e., students with high cognitive abilities, other students). The division was based on the top 10 percent performing students on the aptitude test consisting of two verbal parts (i.e., synonyms, antonyms), one spatial, and one inductive part. The total test point score of all four tests was 145 points (i.e., Antonyms 40p, Synonyms 25p, Metal folding 40p, Number series 40p). 523 of the students (54.3% female, 45.7% male) were identified. See Table 1 for test results for males respectively females.

Sex		Antonyms, number of correct answers (40p)	Synonyms, number of correct answers (25p)	Metal folding, number of correct answers (40p)	Number series, number of correct answers (40p)	Total test point score (145p)	
Total	N	Valid	523	523	523	523	523
		Missing	0	0	0	0	0
	Mean		27.08	19.38	32.32	34.45	113.23
	Median		27	19	32	35	112
	Std. Devia	tion	3.51	2.51	3.30	3.10	5.52
Male	n	Valid	239	239	239	239	239
		Missing	0	0	0	0	0
	Mean	Mean		19.26	32.31	34.88	112.99
	Median		26.00	19.00	32.00	35.00	112
	Std. Devia	tion	3.47	2.45	3.44	2.92	5.48
	Minimum						107
	Maximum						130
Female	n	Valid	284	284	284	284	284
		Missing	0	0	0	0	0
	Mean		27.54	19.48	32.33	34.09	113.44
Median			27.00	20.00	33.00	34.00	112
	Std. Devia	tion	3.49	2.55	3.18	3.21	5.55
	Minimum						107
	Maximum						136

Table 1. Mean, median, and standard deviation for each of the aptitude tests, and total aptitude test point score.

Results

In the section below, the RQs are addressed.

Academic performance

In Sweden, children start preschool class at the age of 6 and attend Grade 1-9 in compulsory school between the ages of 7-16 years old. Grade 6 is the first academic year in which the students receive grades. The grade system ranges from A (excellent) to F (fail), where A represents the numerical grade 20, E 10, and F 0, where every grade from E to A increases with a value of 2.5. In the current study, academic performance was constructed as the GPA of Swedish, English, and Mathematics. The GPA spanned from 3.33 to 20, where 20 is the highest possible GPA and 0 the lowest, see Table 2 for the complete distribution in the current sample.

Grade average point							
(i.e	(i.e., Swedish, English, and Mathematics)						
N	Valid	520					
	Missing		3				
Mean			17.82				
Median			18.33				
Std. Dev	viation		1.82				
Grade av	erage point	GPA	n	%			
(UFA)		3.33	1	0.2			
		11.67	2	0.4			
		12.50	2	0.4			
		13.33	9	1.7			
		14.17	12	2.3			
		15.00	21	4.0			
		15.83	44	8.4			
		16.67	65	12.4			
		17.50	86	16.4			
		18.33	86	16.4			
		19.17	111	21.2			
		20.00	20.00 81				
Missing			3	0.6			

Table 2. Distribution of grade average points.

In general, the students in the current sample demonstrate a strong GPA, see Table 2. The majority (69.5%), is to be found within a higher GPA span (17.50-20.00), which is equal to perform at grade level A-C. To be noticed is that the GPA range is wide (16.67). The academic performance within the current sample vary from low (3.33) to high (20.00), see Table 2 and Figure 1. In the current sample, there are high-ability students (29.8%) who achieve less well than expected (GPA <17.5) in relation to their cognitive ability.



Grade average points for Swedish, English, and Mathematics

Figure 1. Grade average points for Swedish, English, and Mathematics

Attitudes toward school and learning

In order to answer RQ2, student questionnaire items related to interest in learning, motivation to learn, and how well they perceive they learn when working individually and in groups were analysed.

Interest in learning at school

The results demonstrate that the interest in learning in theoretical school subjects is strong in English (M=4.26), Mathematics (M=4.00), Social Science (M=3.94), Science (M=3.92), Technology (M=3.90). In Swedish , the interest is somewhat lower (M=3.65), see Table 3 and Figure 2-7.

I ar	m interested Swedish English		Mathematics Social Science		cience	Science subjects		Technology					
M I	Valid	50	2	<i>E</i> ′	<u>, , , , , , , , , , , , , , , , , , , </u>	51	2	50	2	50	2		-14
IN	Valid	52	3	5.	23	51	2	52	3	52	2	3	014
	Missing	0		()	11	l	0		1			9
M	ean	3.6	5	4.	26	4.2	.0	3.9	4	3.9	2	3	.90
M	edian	4.0	0	4.	00	4.0	0	4.0	0	4.0	00	4	.00
Sto	1.	1.0	4	3.	33	.9	8	1.0	8	1.1	5	1	.09
De	eviation												
Ra	nge	4.0	0	4.	00	4.0	0	4.0	0	4.0	00	4	.00
Mi	inimum	1.0	0	1.	00	1.0	0	1.0	0	1.0	00	1	.00
Ma	aximum	5.0	0	5.	00	5.0	0	5.0	0	5.0	0	5	.00
		N	%	N	%	N	%	N	%	N	%	N	%
No	ot at all	22	4.2	6	1.1	12	2.3	20	3.8	24	4.6	19	3.6
int	erested												
No	ot	43	8.2	14	2.7	24	4.6	38	7.3	43	8.2	40	7.6
pa	rticularly												
int	erested												
Eit	ther of	149	28.5	53	10.1	59	11.3	86	16.4	93	17.8	100	19.1
Qı	iite	193	36.9	215	41.1	174	33.3	190	36.3	154	29.4	167	31.9
int	erested												
Ve	ery	116	22.2	235	44.9	243	46.5	189	36.1	208	39.8	188	35.9
int	erested												

Table 3. Interest in learning - theoretical subjects.



Figure 2. Interest in learning Swedish.



Figure 3. Interest in learning English.



Figure 4. Interest in learning Mathematics.



I am interested in learning Social Science subjects

Figure 5. Interest in Social Science.



Figure 6. Interest in Science.



Figure 7. Interest in learning Technology.

Among applied subjects (i.e., Physical education and health, Music, Art, Craft), the results demonstrate a higher interest to learn in Physical education and health, compared to the other applied subjects, see Table 4. However, across the different applied subjects, interest to learn appears to be relatively similar, see Figure 8-12.

I am interested in learning		Physical education and health		Art		Music		Crafts	
N	Valid	52	22	5	20	5	18	520	
	Missing		1		3	5		3	
Me	an	4.	03	3.	.74	3.76		3.71	
Me	edian	4.	00	4.	.00	4.	00	4.	00
Std	l. Deviation	1.	11	1.	25	1.24		1.22	
Ra	nge	4.	00	4.00		4.00		4.00	
Mi	nimum	1.	00	1.00		1.00		1.00	
Ma	ximum	5.	00	5.00		5.00		5.00	
		N	%	N	%	N	%	N	%
No	t at all interested	23	4.4	46	8.8	35	6.7	35	6.7
No	t particularly	29	5.5	45	8.6	57	10.9	59	11.3
inte	erested								
Eit	her of	88	16.8	80	15.3	91	17.4	99	18.9
Qu	ite interested	153	29.3	175	33.5	149	28.5	156	29.8
Ve	ry interested	229	43.8	174	33.3	186	35.6	171	32.7
Mi	ssing	1	0.2	3	0.6	5	1.0	3	0.6

Table 4. Interest in learning - applied subjects.

Although, Physical education and health shows a slightly different pattern in interest than the other applied subjects do, with fewer students who express that they are not at all or not particularly interested, see Table 3-4 and Figure 3-12.



Figure 8. Interest in learning Physical education and health.



Figure 9. Interest in learning Art.



Figure 10. Interest in learning Music.



Figure 11. Interest in learning Crafts.

In sum, high-ability Grade 6 students in the current sample show an overall high interest to learn in school and also a similar interest to learn across the different subjects, where the greatest interest is expressed for English and Mathematics. Among the applied subjects, there are more negative answers

(i.e., *Not at all interested*), compared to what there are among the theoretical subjects, see Table 3-4 and Figure 2-11. However, this may be caused by the identification criteria of the current sample which was based on the aptitude test score and not on, for example, performance within these fields.

Swedish, demonstrates slightly different results compared to the other theoretical subjects: a lower interest (i.e., fewer students who are very interested) and a larger share who express that they are either interested or not interested, see Table 3, which may indicate that the instruction do not to the same extent as in the other subjects meet the educational needs of high-ability students. However, the discrepancy between the different subjects is small, why conclusions should be drawn cautiously.

The results demonstrate that there is an overall positive attitude toward learning in theoretical subjects in school, where only a small number of students express that they are either *Not at all interested* or *Not particularly interested*, ranging from 3.8% (English) to 12.8% (Science), see Table 3. The corresponding results for interest in learning in applied subjects, see Table 4, range from 9.9% (Physical education and health) to 18% (Crafts). In other words, the results indicate that interest in learning at school is higher in theoretical subjects than applied subjects among the students in the current sample.

Motivation to learn at school

A majority of the students express that they are motivated to learn at school (i.e., *Always*, *Almost always*), ranging from 82 to 90.3 percent, indicating that as a group, highly able students are motivated to learn, see Table 7. Even so, the results also demonstrate that there are a small proportion of highly able students who are not motivated (i.e., *Never*, *Almost never*), ranging from 2.1 to 3.5 percent, see Table 7 and Figure 14-17, indicating that instruction at school may not meet all highly able students' educational needs.

How often do you try to do the following		Learn to be smarter		Learn new things		Learn facts			
N	Valid	5	520	519		521		520	
	Missing		3	4		2		3	
Mean	4 26		4.43		4.44		4.20		
Medi	an	4	.00	5.00		5.00		4.00	
Std. I	Deviation		84	.82		.74		.83	
		N	%	N	%	N	%	N	%
Neve	er	7	1.3	6	1.1	2	0.4	3	0.6
Alm	ost never	10	1.9	6	1.1	9	1.7	15	2.9
Sometimes		60	11.5	56	10.7	38	7.3	73	14.0
Alm	ost always	208	39.8	141	27.0	183	35.0	213	40.7
Alwa	iys	235	44.9	310	59.3	289	55.3	216	41.3
Miss	ing	3	0.6	4	0.8	2	0.4	3	0.6

Table 7. Motivation to learn.



Figure 14. Motivation to learn to understand better.



Figure 15. Motivation to learn new things.



Figure 16. Motivation to learn new things at school.



Figure 17. Motivation to learn facts at school.

Perceptions of learning

The results indicate that the participants consider they learn better when working individually (M=4.46), than when working in groups (M=3.88). A vast majority of the students, 92.4%, report that they learn quite well or very well when working individually, compared to 72.4% when working in groups, see Table 6, Figure 12 and 13.

				1		
		How do	you learn	How do you learn things		
		things in s	chool when	in school when you work		
		you work	in groups?	individually?		
Ν	Valid	5	22	52	2	
	Missing		1	1		
Mea	an	3.	88	4.46		
Median		4.	00	5.00		
Std. Deviation			91	.67		
Mir	nimum		1	2		
Ma	ximum		5	5		
		N	%	N	%	
1 \	ery poor	10	1.9	0	0	
2 0	Quite poor	35	6.7	7	1.3	
3 Either well or poor		89	17.0	32	6.1	
4 Q	Quite well	264	50.5	195	37.3	
5 ۱	very well	124	23.7	288	55.1	

Table 6. Attitudes toward learning in groups and individually

A number of students express that they learn very poor, quiet poor or either well or poor when working in groups (25.6%) compared to when working individually (7.4%), see Table 6, which indicate that working in groups may negatively impact learning among high-ability students. Even so, a number of students (7.4%) express they learn less well when they work individually, see Table 6.



Figure 12. Perceptions of learning when working individually.



Figure 13. Perceptions of learning when working in groups.

Attitude to learn at school

The majority of the students demonstrate a positive (i.e., *Always*, *Almost always*) attitude to learn concerning the aspects to as an adult being able to look after oneself, get a well-paid job, and to have an opportunity to engage in work that aligns with one's interests and preferences, see Table 7 and Figure 18-20. However, a smaller number of students express that they never or almost never learn to accomplish above stated goals, which may be due to other learning goals and interest in life or a due to their age (12-13 years old) at the time they participate in the study.

	I learn so I can get a well- paid job		I learn so I o myself a	can look after is an adult	I learn so I can get a job that I like			
Ν	Valid	52	20	5	518		18	
	Missing	3	3		5	5		
Mean		4.3	30	4	4.43		.45	
Median		5.0	00	5	5.00		5.00	
Std. Deviation	Std. Deviation		1.02		.88		.93	
Minimum		1.00		1.00		1.00		
Maximum		5.00		5	.00	5.	.00	
		Ν	%	N	%	N	%	
Never		11	2.1	4	0.8	10	1.9	
Almost never	Almost never		5.5	23	4.4	15	2.9	
Sometimes		64	12.2	42	8.0	52	9.9	
Almost always		107	20.5	125	23.9	94	18.0	
Always		309	59.1	324	62.0	347	66.3	

Table 7. Attitude to learn.



Figure 18. Attitude to learn – I learn so I can get a well-paid job.



Figure 19. Attitude to learn – I learn so I can look after myself as an adult..



Figure 20. Attitude to learn – I learn so I can get a job that I like..

Academic self-concept

To answer RQ3, items concerning academic self-concept of reading, writing, and oral (i.e., to tell a story) abilities were analyzed.

Academic self-concept

The of the majority of the students express a strong (i.e., *Quite well*, *Very well*) academic self-concept (i.e., reading and writing ability, ability to tell a story), see Table 5. In the areas of writing ability and ability to tell a story, the academic self-concept is lower than of reading ability.

How well do you think you are able to accomplish the following in Swedish?		Read under te	l and stand a ext	Write	a story	Tell a story for your teacher and your classmates	
Ν	Valid	5	23	52	523		23
	Missing		0))
Mear	1	4.	57	4.12		3.95	
Medi	an	5.	00	4.	00	4.00	
Std. Deviation		.63		.90		.97	
Range		4.00		4.00		4.00	
Mini	mum	1.00		1.00		1.00	
Maxi	mum	5.00		5.00		5.00	
		N	%	N	%	N	%
Very	y poor	1	0.2	8	1.5	11	2.1
Quit	e poor	3	0.6	24	4.6	37	7.1
Eith	er well or poor	24	4.6	63	12.0	91	17.4
Quite well		165	31.5	232	44.4	213	40.7
Very	y well	330	63.1	196	37.5	171	32.7

Table 5. Academic self-perception

However, in all three areas there are also students who express lower academic self-concept (i.e., *Very poor*, *Quite poor*), see Table 5, signalling that also among high ability students there are students with low academic self-concept and/or struggling students, in need of various type of support.

Discussion

A great majority of the students demonstrate a positive attitude toward school and learning, have a strong academic self-concept, demonstrate motivation to learn at school, and achieve high grades. Moreover, the results show that there are high-ability students at risk, who are less motivated, have lower academic self-concept, and perform below their cognitive ability. Previous research on characteristics of lower academic performance among high-ability students report, for example, low academic self-concept (Dings & Spinath, 2021), selective achievement (Siegle & McCoach, 2018), or negative attitude toward school (Siegle & McCoach, 2018). In addition to internal factors such as motivation and self-regulation, also external influences, for example, environmental perceptions (e.g., boredom, curriculum mismatched to student's needs), family factors (e.g., lack of parental support, low emphasis on education), teacher attitudes, and peer interactions (e.g., hide the ability in order to avoid pressure), play a critical role in underachievement among high-ability students (Raoof et al., 2024). In order to understand the circumstances that co-occur with academic performance, motivation and attitude toward school and learning, it is of interest to investigate further with a person-oriented methodological approach (latent profile analysis) characteristics of subgroups of students with high academic aptitude. What are the differences between high-achievers and under-achievers? Which variables in their socio-cultural background and context may predict to which subgroup the students will belong?

Strengths and Limitations

The current study is partly based on students' self-assessment (e.g., reading and writing ability, frequencies of different teaching practices). On the one hand, these are not confirmed by, for example, observations or screening tests, why the results should be seen as tentative. On the other hand, by applying student self-assessment, it enabled to examine how high-ability students' attitude to and experience of education in the Swedish compulsory school from a student perspective.

The sample is nationally representative, why these results can be generalised to this group of students who were in grade 6 in 2017, which can be considered as a strength. A limitation is that this is a first exploratory and purely descriptive analysis, and further analysis is needed to further investigate the relationship between cognitive ability and academic performance. The data collected by UGU provide good opportunities to examine these relationships both cross-sectionally and over time, as the same group is followed up in Grade 9, at the end of secondary school, and in early adulthood.

Ethical approval

The present doctoral research project was approved by the Swedish Ethics Review Authority (file no. 2023-02914-01) and follows the ethical guidelines given by the Swedish Research Council (2017), the European Code of Conduct for Research Integrity (All European Academies, 2023), and the General Data Protection Regulation law (<u>https://gdpr.eu/</u>).

References

All European Academies. (2023). *The European Code of Conduct for Research Integrity*. ALLEA - All European Academies. https://doi.org/10.26356/ECoC

Dings, A., & Spinath, F. M. (2021). Motivational and personality variables distinguish academic underachievers from high achievers, low achievers, and overachievers. *Social Psychology of Education*, 24(6), 1461–1485. https://doi.org/10.1007/s11218-021-09659-2

Härnqvist, K. (2000). Evaluation through follow-up. A longitudinal program for studying education and career development. In C.-G. Janson (Ed.), *Seven Swedish longitudinal studies in behavioral science* (pp. 76–114). Forskningsrådsnämnden. https://gupea.ub.gu.se/handle/2077/26970

Mammadov, S., Cross ,Tracy L., & and Ward, T. J. (2018). The Big Five personality predictors of academic achievement in gifted students: Mediation by self-regulatory efficacy and academic motivation. *High Ability Studies*, *29*(2), 111–133. https://doi.org/10.1080/13598139.2018.1489222

Ramos, A., Lavrijsen, J., Linnenbrink-Garcia, L., Soenens, B., Vansteenkiste, M., Sypré, S., Boncquet, & Verschueren, K. (2022). *Motivational Pathways Underlying Gifted Underachievement: Trajectory Classes, Longitudinal Outcomes, and Predicting Factors. *Gifted Child Quarterly*, 67(3), 179–197. https://doi.org/10.1177/00169862221132279

Raoof, K., Shokri, O., Fathabadi, J., & Panaghi, L. (2024). Unpacking the underachievement of gifted students: A systematic review of internal and external factors. *Heliyon*, *10*(17), e36908. https://doi.org/10.1016/j.heliyon.2024.e36908

Siegle, D., & McCoach, D. B. (2005). Making a Difference: Motivating Gifted Students who are not Achieving. *TEACHING Exceptional Children*, *38*(1), 22–27. https://doi.org/10.1177/004005990503800104

Siegle, D., & McCoach, D. B. (2018). Underachievement and the gifted child. In *APA handbook of giftedness and talent* (pp. 559–573). American Psychological Association. https://doi.org/10.1037/0000038-036

Siegle, D., McCoach ,D. Betsy, & and Roberts, A. (2017). Why I believe I achieve determines whether I achieve. *High Ability Studies*, 28(1), 59–72. https://doi.org/10.1080/13598139.2017.1302873

Swedish Research Council. (2017). *Good Research Practice—Swedish Research Council*. https://www.vr.se/english/analysis/reports/our-reports/2017-08-31-good-research-practice.html

Westling Allodi, M. (2014). Förbjudet område? Utbildning och kompetensutveckling om högbegåvade barns behov i förskola och skola [Forbidden area? Education and professional development on the needs of highly gifted children in early childhood education and education]. *Socialmedicinsk Tidskrift*, 2, 139–151.

Contact

Diana von Börtzell-Szuch: diana.von-bortzell-szuch@su.se

www.su-se/english/profiles/022diaale-1.190493

Appendix – List of variables

Table A. List of variables

Cohort 10							
Variable	Туре	Description					
School performance							
Grades							
RS6NGEN	String	English grade in school year 6, 2015-2017					
RS6NGMA	String	Mathematic grade in school year 6, 2015-2017					
RS6NGSW	String	Swedish grade in school year 6, 2015-2017					
RS6NGSW2	String	Swedish as second language grade in school year 6, 2015-2017					
		GPA (Swedish, English, and Mathematics)					
		Aptitude test					
TS6IVOTP	Numeric	Antonyms, number of correct answers					
TS6ISTP	Numeric	Metal folding, number of correct answers					
TS6IITP	Numeric	Number series, number of correct answers					
TS6ISYTP	Numeric	Synonyms, number of correct answers					
		Attitudes toward school					
		Motivation					
SQ69A	Numeric	Learn to understand better					
SQ69D	Numeric	Learn to be smarter					
SQ69G	Numeric	Learn facts					
SQ69E	Numeric	Learn new things					
		Attitudes toward learning					
SQ69F	Numeric	Learn so that I can get a well-paid job					
SQ69J	Numeric	Learn so as to be able to look after myself as an adult					
SQ690	Numeric	Learn so that I can get a job that I like					
		Perceptions of learning					
QS66AR	Numeric	How do you learn things in school when you working in groups?					
QS66BR	Numeric	How do you learn things in school when you working individually?					
Interested	d in learning (How	v interested are you in learning more about the following subject?)					
QS62AR	Numeric	Swedish					
QS62BR	Numeric	English					
QS62CR	Numeric	Mathematics					
QS62DR	Numeric	Social Science					
QS62ER	Numeric	Science					
QS62FR	Numeric	Technology					
QS62GR	Numeric	Sport and physical education					
QS62HR	Numeric	Art					
QS62IR	Numeric	Music					
QS62JR	Numeric	Craft					
		Academic self-perception					
	How well do you th	hink you are able to accomplish the following in Swedish?					
QS63A	Numeric	Read and understand a text					
QS63B	Numeric	Write a story					
QS63C	Numeric	Tell a story for your teacher and your classmates					

R=Reversed