Schola Europaea

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Pedagogical Development Unit

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Marking system of the European schools: Guidelines for use

Approved by the Joint Teaching Committee on 8 and 9 February 2018 – in Brussels

Contents

1. Introduction

In April 2015, the Board of Governors (BoG) approved the introduction of a New Marking Scale for use at secondary in the European Schools (ES)[1].

The Marking System comes into force in three steps as follows:

Step	School Year	Year Group
Step 1	2018-2019	S1-S5
Step 2	2019-2020	S6
Step 3	2020 -2021	S7

The introduction of the marking system, together with attainment descriptors derived from the various syllabuses, represents a significant development for ES. The use of the system will have implications for teaching, learning and assessment in our schools.

Introductory training was provided to all schools in the spring of 2017.

These guidelines have been developed to offer additional support to schools and teachers in the implementation of the marking system in practice. The guidelines will assist schools and teachers to engage with the system in an informed way.

The guidelines include an overview of the marking system itself; a glossary of terminology and sections on planning for teaching, learning, assessment and assessment tools and tasks; an explanation of the use of the marking system in school reports; the European Baccalaureate (EB) and frequently asked questions. Annexes to the document include illustrative generic examples for S1-S3 and S4-S5 and a timeline for implementation with the related framework for support.

This document is a dynamic document, which will be completed, amended, revised and further developed over time. The chapter on the use of the new marking system in the European Baccalaureate will be added during the school year 2018-2019.

Much of the information in these guidelines may be evident to teachers; however, it is provided to ensure a common understanding and a common approach among teachers and across language sections in order to support the effective implementation of the new marking system.

[1] 2015-01-D-23-en-4

2. Marking system

	Grade (S1-S3)	Numerical Mark (S4-S6)	Numerical mark 1 decimal S7 preliminary mark	Numerical mark 2 decimals S7 final mark	Performance Indicator
Excellent though not flawless performance entirely corresponding to the competences required by the subject	**A**	**10 9.0-9.5**	**9.0-10**	**9.00-10**	**Excellent**
Very good performance almost entirely corresponding to the competences required by the subject	**B**	**8.0-8.5**	**8.0-8.9**	**8.00-8.99**	**Very good**
Good performance corresponding overall to the competences required by the subject	**C**	**7.0-7.5**	**7.0-7.9**	**7.00-7.99**	**Good**
Satisfactory performance corresponding to the competences required by the subject	**D**	**6.0-6.5**	**6.0-6.9**	**6.00-6.99**	**Satisfactory**
Performance corresponding to the minimum of the competences required by the subject	**E**	**5.0-5.5**	**5.0-5.9**	**5.00-5.99**	**Sufficient**
Weak performance almost entirely failing to meet the competences required by the subject	**F**	**3.0-4.5**	**3.0-4.9**	**3.00-4.99**	**Failed (Weak)**
Very weak performance entirely failing to meet the competences required by the subject	**FX**	**0-2.5**	**0-2.9**	**0.00-2.99**	**Failed (Very weak)**

This new marking system contains 7 rather than 10 levels. Each level is characterized by a performance descriptor, a grade and a definition of general attainment. All ES Syllabuses now contain subject-specific attainment descriptors. It is important that these attainment descriptors be used in planning for teaching, learning, assessment and reporting.
A student is deemed to pass at 5 (Sufficient – Grade E). A 5 can only be awarded where the requirements of the relevant attainment descriptor have been achieved.

The new marking system for the secondary cycle of the European Schools, decided by the BoG at its meeting in Prague 2015, contains numerical marks and alphabetical grades, therefore both are used for assessment:

In order to continue with the more holistic approach to assessment used in the primary cycle, in S1-S3 only grades (letters) are used, in single assessment tasks as well as in any kind of report.
In order to support progression towards the Baccalaureate, whole and half-numerical marks are used from S4 onwards.
In S7 decimal numerical marks will be used. The overall average preliminary mark in year 7 will be expressed with whole numbers and one decimal and the overall final mark in year 7 will be expressed with whole numbers and two decimals.

3. Terminology

Analytical assessment:
In analytical assessment, each criterion is evaluated specifically and separately.

Assessment criteria:
A set of quality indicators designed to facilitate the making of judgements in relation to a specific assessment task.

Attainment descriptors:
A set of generic statements, which describe levels of attainment in respect of a given set of competences or learning objectives. Attainment descriptors relate to the marking scale used in the European schools. Attainment descriptors are used for the planning of teaching, learning and assessment.

Assessment tasks/Activities:
A stimulus presented to a student that enables him to demonstrate learning outcomes. Tasks can be designed at various levels of difficulty and complexity (e.g. reproduction, application, transfer …)

Competence:
The capability to apply or use a set of related knowledge, skills and attitudes.

Criteria referenced:
Criteria referenced assessment measures pupils' attainment in relation to the level at which the learning objectives defined in a given syllabus have been achieved.

Curriculum:
An overall programme for a cycle of studies.

Eight Key competences:
The Recommendation 2006/962/EC of the European Parliament and the Council of 18 December 2006 sets out eight key competences[2]:
Communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression.

Formative assessment:
Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and are used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning.

Grade:
Is in the marking scale of the European schools a letter, which refers to a band descriptor and a band of marks.

Holistic assessment:
In holistic assessment, all criteria are evaluated globally and simultaneously.

[2] These key competencies are currently under revision.

Learning objectives:
Are statements in syllabus/curriculum specifications which describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

Mark:
Is in the marking scale of the European schools a number that refers to a specific point on the scale.

Marking Scale:
A graduated ranking of marks, which operate between a base and an optimal number.

Marking Scheme:
A set of instructions (e.g. rubrics, possible answers, etc.) for how to evaluate or correct performances in response to the stimuli in a test.

Moderation:
A collaborative process that enables teachers to reach consistency in their judgements of student work. In an analytic approach, judgements are made based on the use of assessment criteria; in a more holistic approach, judgements are made using the relevant attainment descriptors. The moderation process involves teachers discussing the qualities demonstrated in examples of student work to reach agreement about the standard of that work.

Norm referenced:
Norm referenced assessment compares and ranks pupils in relation to one another.

Production:
A task which requires the student to create a response by, for example, interpreting or analysing material/data or by transferring or applying knowledge.

Reporting:
The communication of information on the results of assessment of student achievement.

Reproduction:
A task which requires the student to simply give a response recalling/reproducing specific knowledge already learned.

Rubric:
A rubric defines (academic) expectations for students on a specific task and helps to ensure consistency in the evaluation (academic) of work from student to student, assignment to assignment and course to course.)

SMART:
An acronym which means specific, measurable, attainable, realistic and time-bound.

Summative assessment:
Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether, and to what degree, the students have demonstrated understanding of that learning.

Syllabus:
Defines the didactic principles, the learning objectives, the content and assessment of a given subject.

Test matrix:
A framework, which defines how a test will be developed.

4. Planning for teaching, learning and assessment

4.1 Syllabuses

The most important tool for the planning of teaching, learning and assessment in the Secondary Cycle of the ES is the subject syllabus. Each subject syllabus describes:

- General objectives;
- Didactic principles;
- Learning Objectives;
- Content;
- Assessment.

(Ref: 2011-09-D-47 *Structure for all syllabuses*)

General Objectives of the European Schools

The European Schools:

provide formal education, which involves the acquisition of competences (knowledge, skills and attitudes) across a range of domains;(See Figure 1. Page 9)

encourage pupils' personal development in a wider social and cultural context, which involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

Our pupils are future citizens of Europe and the world. In 2006, the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. The ES incorporate these competences in their curriculum:

Communication in the mother tongue
Communication in foreign languages
Mathematical competence and basic competences in science and technology
Digital competence
Learning to learn
Social and civic competences
Sense of initiative and entrepreneurship
Cultural awareness and expression

Didactic Principles

The learning and teaching of the subjects is based on the following didactic principles:

Integrated teaching and learning: Links and correlations between the different areas of the European School curriculum make learning a more comprehensive and meaningful experience.

Active learning: Pupils gradually become responsible for their own learning process.

These principles are applied through a variety of teaching and learning approaches and strategies, the use of differentiated teaching methods, and the use of a wide range of learning resources including digital tools and resources.

Learning Objectives

In each subject syllabus for the secondary cycle, the main learning objectives and expected outcomes are set for S3 (cycle 1), S5 (cycle 2) and S7 (cycle 3). Learning objectives describe in a SMART way what pupils are supposed to know and be able to do; the pupils can reproduce …, produce …, apply …, demonstrate …, etcetera. Progression is outlined from one level to the next.

Content

The relevant content in each subject necessary to meet the learning objectives is outlined and sequenced per year/cycle.

Assessment
The bases for assessment are the learning objectives for each subject/competence per year/cycle. For each cycle, a syllabus contains *attainment descriptors*: a set of generic statements, which describe levels of attainment in respect of a given set of competences or learning objectives. Attainment descriptors relate to the marking scale used in the ES.

4.2 Planning

A syllabus offers the necessary basis for teaching and learning and assessment. However, careful planning and preparation are required for successful implementation; teachers need to
Forward plan
Select materials/ resources and methods/approaches
Prepare and execute lessons
Prepare and execute assessment including marking

Forward planning
A forward plan helps a teacher to guarantee not only that all necessary objectives and content/competences will be covered in a certain year/cycle, but also that a logical order will be followed. Planning should also include planning for assessment. **If the plan is shared with the pupils, they know what they can expect and when**.

Materials and resources
To cover all necessary competences and content, teachers have to select suitable materials/resources.

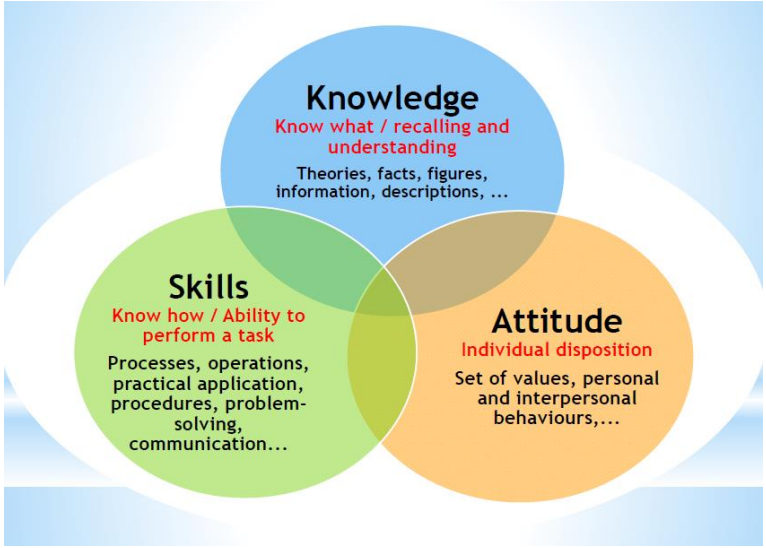
Preparation and delivery of lessons
Teachers have to decide on the best approaches to transfer knowledge, to develop certain skills or to support and develop certain attitudes. Didactic principles such as cooperative and individual learning and differentiation have to be taken into account.

Assessment and grading/marking
Teachers have to decide what, when and how to assess learning, taking into account the Assessment Policy of the European Schools (Ref: 2011-01-D-61-en-4) and the agreements at school level. They have to select and construct assessments instruments.

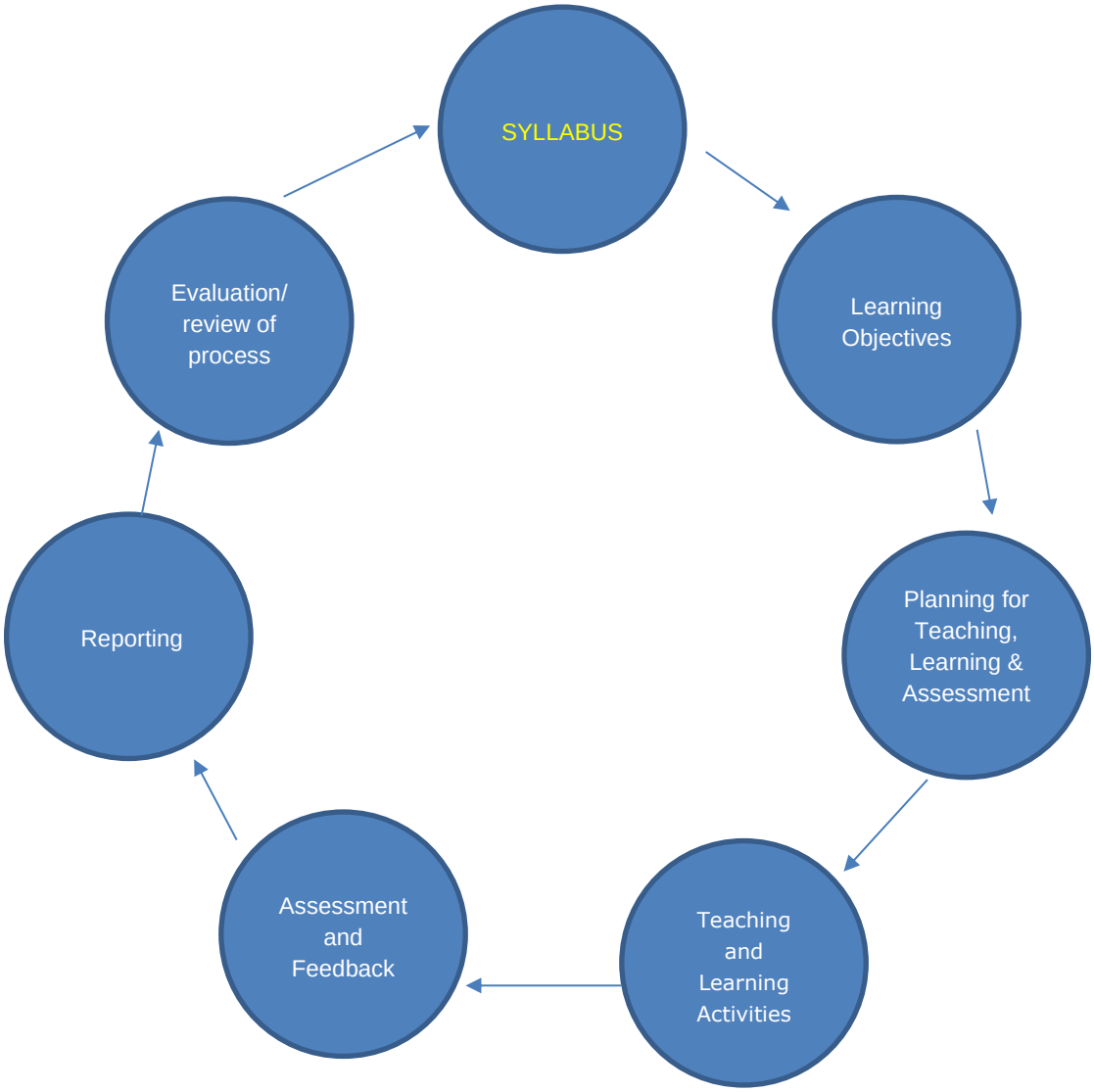
To check whether objectives have been reached, a variety of *Instruments* (observations, tests, exams, presentations, papers, self-evaluations, peer-reviews etcetera) can be used. An instrument should include *Assessment Criteria;* a set of quality indicators to facilitate the making of judgements in relation to the assessment task. Assessment instruments and criteria must meet the principles of validity, reliability and transparency.

Final grades and/or marks must relate to the *Marking Scale* of the European Schools and the *Attainment Descriptors* in each syllabus. The grade/mark must describe the level of attainment in respect of a given set of competences or learning objectives.
In chapter 5 the preparation and undertaking of assessment and marking are elaborated.

Definition of a competence
Figure1



Teaching, learning and assessment cycle (a teacher's perspective)
Figure 2



5. Assessment tools and assessment tasks

5.1 Preparation process

Assessment is an integral part of the teaching and learning process. In planning a programme for a particular year group, assessment must therefore be taken into account.

In order to guarantee coherence and progression from year S1 to year S7, it is important that teachers within a subject department and across language sections cooperate and agree upon a coherent assessment practice for their subject.

When devising a specific assessment task or test, key questions need to be asked (Assessment specific terminology used in key questions, as illustrated in this chapter, is defined in Chapter 3 and will be illustrated in this chapter from 5.2 onwards).

Key questions:

What do I want to assess?
Competences (i.e. interpretation, analysis, reading etc.) Learning Objective(s) (Syllabus) Content (Syllabus) Level of attainment in focus (i.e. target year group)
How will I assess?
(a) Mode of assessment
Summative/ Formative (A/B marks; final C mark) Holistic/analytical Teacher-assessment/Self-assessment/Peer-assessment
(b) Type of task
Oral; Written; Practical Observations; Presentations; Class tests Assignments; Homework assignments; Questions Projects
What will my test look like? Do I have a task/test design?
Assessment tools (i.e. test matrix) Weighting
How will I evaluate the student's performance?
Assessment criteria Marking schemes/Rubrics Definition of what constitutes the "pass/fail" threshold in this test* Attainment descriptors
How will I report on performance(s)/overall performance?
Grades/Marks (Attainment descriptors) Remarks/Comments School report

*** This threshold is not arbitrary but can vary from assessment to assessment depending on the degree of difficulty/expectation/nature etc. of assessment.**

5.2 Attainment descriptors

Attainment Descriptors have been developed for every subject[3]. They consist of a set of generic statements, which describe levels of attainment in respect of a given set of competences or learning objectives. Attainment descriptors relate to the marking scale used in the European schools.

Attainment descriptors should be used for the planning of teaching, learning and assessment and for the interpretation of final marks/results. It should be noted that as they can provide a basis, when being used for marking, it might be necessary to expand/add some more specific quality indicators to the attainment descriptors in question in order to facilitate accurate marking.

Results of assessment must be related to the marking scale and to the attainment descriptors. Paragraph 5.3 focuses on the construction of assessment tools. Some of the examples will illustrate the link between results of assessment and attainment descriptors.

5.3 Construction of assessment tools

A lot of solid, up-to-date, theoretical and practical literature is available on assessment and the construction of assessment tools. Some concepts that are important in the context of the ES-marking-system will be addressed in this section. However, we would encourage teachers to broaden their knowledge in this area beyond this document.

5.3.1 Mode of assessment

When we speak of assessment, we can distinguish between formative and summative assessments. Formative assessment plays a key part in supporting student progression during the teaching and learning process. In formative assessment, the emphasis is on assessment for learning. However, feedback plays an important role in all forms of assessment. Terminal examinations such as the EB are summative in their nature.

Another important distinction concerns the approach to assessment; either analytical or holistic.

Both distinctions will be explained in this paragraph and will be linked to each other in the overview at the end.

Formative or Summative?
Assessment is formative when either formal or informal procedures are used to gather evidence of learning *during the learning process*, and when the findings are used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Examples of formative assessment in the European schools are teacher tests during a semester, presentations, teacher observations, peer- and self-assessment.

Assessment is summative when it is used to evaluate student learning *at the end of the instructional process or of a period of learning*. The purpose is to summarise the students' achievements and to determine whether, and to what degree, the students have demonstrated

[3] The attainment descriptors have been designed as annexes to the actual Syllabi. A compilation documents containing the attainment descriptors for all Syllabuses will be prepared by the pedagogical unit.

understanding of that learning. Examples of summative assessment in the European schools are the harmonised exams at the end of S5 or the BAC-exams, and end of semester examinations are usually summative.

It should be noted that the distinction between summative and formative does not always apply rigidly; thus when one speaks about the *purpose* of a test it can be the case that a summative assessment can also have a formative purpose. The results of a summative assessment can inform further learning. The use of attainment descriptors supports this purpose.

In the case of summative assessment related to high-stake decisions, such as the passing or failing of final BAC-exam, test-requirements and standards for reliability and validity must be very high. A careful process for construction and correction is needed. In case of formative assessment, the demands can be less stringent.

Analytic or Holistic?

In education, the distinction between 'holistic' and 'analytic' helps to understand different approaches in assessment, both in relation to assessment tasks and in relation to evaluation and the making of judgements. For example, if you want to assess writing competence, you can offer a series of tasks to judge e.g. spelling and aspects of grammar separately. You can also judge writing competence by giving students a more global task, for example by asking them to write a letter to complain about the quality of a certain product they have bought. The first series of task(s) can be classified as analytical, the second one as holistic. And even though the second task is of a holistic nature, it can be judged in either an analytical or holistic way. You can judge aspects such as spelling, grammar, structure, content, register separately or only come to a - more or less specified – global judgment (i.e. the letter is excellent, sufficient, weak).

The following overview[4] outlines some characteristics, advantages and disadvantages of an analytic or holistic approach to assessment, more specifically in relation to evaluation and the making of judgements. It also shows the relationship between analytic/holistic approaches and formative/summative assessment and feedback.

Holistic or analytic: one or several judgments?			
	Definition	**Advantages**	**Disadvantages**
Analytic	Each criterion (dimension, trait) is evaluated separately.	Gives diagnostic information to teacher. **Gives formative feedback** to students. Easier to link to instruction than holistic marking schemes (rubrics). **Good for formative assessment**; adaptable for summative assessment; if you need an overall score for grading, you can combine the scores.	Takes more time to score than holistic rubrics/marking schemes.

[4] Based on a table from the following source: *Assessment and Grading in Classrooms* (p. 201), by Susan M. Brookhart and Anthony J. Nitko, 2008, Upper Saddle River, NJ: Pearson Education. Copyright 2008 by Pearson Education.

Holistic or analytic: one or several judgments?			
	Definition	**Advantages**	**Disadvantages**
Holistic	All criteria (dimensions, traits) are evaluated simultaneously.	Scoring is faster than with analytic rubrics. **Good for summative assessment**. **T**he use of attainment descriptors can also support feedback/assessment for learning.	Single overall score may not communicate as much detailed information about what to do to improve.

5.3.2 Skills to be assessed/used and type of tasks

Depending on what competence or objective(s) you want to assess and the kind performance you expect or want to elicit, the type of tasks (the 'stimuli'), or the task formats (format of the stimuli), can vary tremendously. In constructing a tool for assessment, you have to ask yourself questions like: what do I expect a pupil/candidate to do, what kind of outcome/product do I expect or do I want to see, with what kind of task (stimulus) can this be accomplished?

	Type of Performance	**Examples of tasks**
Processes	Reading	Text/test with multiple choice questions
	Writing	Assignment : essay
	Oral communication	Making a speech to the class
		Interview in a foreign language
	Information gathering	Research, laboratory experiment…
	Analysis of data	Making a plan/planning; Research report
Products	Written essays/ reports/papers	Term paper on theatrical conventions in Shakespeare's day; Written analysis of the effects of the Marshall Plan
		Answers test questions about the Second World War
	Answers to questions	
		Model or diagram of a structure (atom, flower, planetary system)
	Constructed objects	Laboratory report on chemical connections
	Tables and charts	

5.3.3 Test matrix

A test matrix serves as the design for or the plan of a test/exam, comparable to the building plan of a house. It is a useful tool to guarantee that the test/exam to be constructed, really evaluates what is intended. A test matrix shows in an abstract way how the test/exam will look; it offers the technical specification. In one overview, it demonstrates what aspects of the curriculum are covered and which competences will be tested in the test/examination.

A test matrix specifies:
The learning objective(s) that will be assessed;
The competences and subject specific facts and/or topics or areas of knowledge that will be covered in a test/exam;
The kind of knowledge and/or skills that have to be demonstrated;
The number of questions or tasks that have to be answered/completed;
The weight that will be awarded to certain questions/tasks.

The learning objectives and competences are defined in the syllabus. Depending on your forward plan, you will select certain objectives for a certain test at a certain moment during the school year (Key question 1: What am I going to assess?).

The kind of knowledge and/or skills refer to what pupils must be able to do with what they have learned. Do they simply have to reproduce certain knowledge? Do they have to apply certain knowledge in a known context? Or do they have to be able to apply what they have learned in a new/unknown situation, in other words, transfer it to other areas/contexts etcetera?

The number of questions or tasks in a test can depend on a number of factors: the time available; the complexity and kind of questions/tasks. In previous paragraphs, we already illustrated *kind of* questions/tasks.

In the design of a test/exam, it is important to consider the importance you attribute to certain kinds of knowledge and/or skills. At some stage in the teaching and learning process, you might find it more important that pupils can simply reproduce what they have learned, whereas at another you might find application more important. At some stage of for example language learning, you may find the linguistic competence more important than the critical thinking competence. In your design, you describe to what extent a result must be dependent on the use of certain competences or skills. To realise this, you can give a certain weight to questions/tasks. For example, question A may be awarded only 1 point, whereas a good performance on question B may add 3 points to the result.

Once you have completed your design, your ‘test matrix’, you can really start to develop the questions/tasks, according to the plan.
On the next page, you will find an illustration of a test matrix.
Whilst a teacher will not construct such a matrix for every test designed, construction of at least one such matrix for your subject does support syllabus-reflection and effective assessment practice. Sharing such a matrix with students would also enhance their understanding of the assessment process.

Example of a Test Matrix: Language 1, reading, written test, S2

Task	Competence(s)	Objectives	Questions (Q)		Weight in %	Weight in points
Reading	**Read and understand an informative text (non-fiction)**	**The pupil is able to…**	**Repro-duction**	**Pro-duction**		
Text with a variety of (semi-) closed and open questions	Reading	…demonstrate understanding of conjunctions in the text	Q1		5%	1
			Q2		5%	1
				Q3	10%	2
		…demonstrate understanding of relationships (e.g. reference words) between sentences in the text	Q4		5%	1
			Q5		5%	1
				Q6	10%	2
					40%	8
	Interpretation	…grasp and/or explain the source text's main intention	Q7		20%	4
		…grasp and/or summarise the intention of different paragraphs in the text (in own words)	Q8		10%	2
				Q9	10%	2
					40%	8
	Subject competence	…identify the type of text, understanding and/or using appropriate terminology	Q10		20%	4
					20%	4
					100%	20

The designer of this Test Matrix wants to focus on 'Reproduction' in this S2-test, on recognizing certain features in or intentions of the text. Even though only 3 questions are devoted to the 'Interpretation competence' versus 6 to the 'Reading competence', both competences are equally weighted in the test. Only one question is devoted to the 'Subject competence', but its weight is substantial. Mastering certain objectives at this stage is valued higher than others. If a pupil is capable of grasping the main intention of the text, 4 points are awarded, whereas understanding the relationship between two sentences is considered as something that pupils should by now be familiar with and therefore awarded only 1 point each.

Points	Grades
19-20	A Excellent
17-18	B Very good
15-16	C Good
13-14	D Satisfactory
11-12	E Sufficient
8-10	F Failed (Weak)
1-7	Fx Failed (Very weak)

5.3.4 Marking schemes

In assessment, it is extremely important that student work/tests/assessment products be corrected or judged in a similar way. Corrections and judgements must be fair, reliable and as objective as possible. Irrespective of the pupil concerned and irrespective of the corrector involved, similar products must lead to similar grades or marks. A marking scheme helps to achieve this.

A marking scheme offers instructions for how to judge or correct performances in response to the stimuli in a test. This can simply be an overview of the correct answers, e.g. in case of yes/no questions or multiple-choice questions. In case of (semi-) open questions, a marking scheme offers possible answers or elements that have to be found in the answers.

Especially in cases of more holistic assessment tasks, it is not always possible to develop a simple marking scheme. For example, if pupils are supposed to write an essay (on a certain topic, for a certain audience), you cannot define beforehand one set of unambiguous instructions for judging the product. Nevertheless, you can describe in a more general way what you expect regarding e.g. content, structure, grammar etcetera. For the evaluation and judgement of such products, ‘rubrics’ can be of great help. A rubric defines (academic) expectations for pupils on a specific task and helps to ensure consistency in the evaluation from pupil to pupil, assignment to assignment and course to course. At the end of this paragraph, some examples of rubrics are included. A rubric does net

Example 1: Semi-Analytic rubric - Physics. Task: testing a given physical hypothesis
(for example: Aim: to test the relationship between force and acceleration; hypothesis: the more force applied the faster a cart will accelerate)

Aspects for judgement	5 points	4 points	3 points	2 points	1 point
Plan for Investigation	The plan is thorough.	The plan is lacking a few details.	The plan is just acceptable.	The plan is missing major details.	The plan is incomplete and limited.
Use of Materials	Manages all materials responsibly.	Uses the materials responsibly most of the time.	Use of the materials is just acceptable.	Mishandles some of the materials.	Does not use materials properly.
Collection of Data	Thorough collection, according to standards for research	Most of the data are available and collected according to standards for research.	Some of the data are available; research standards are not fully met.	Major portions of the data are missing; research standards are only partially met.	The data collection consists of a few points; research standards are not met.
Analysis of Data	Excellent analysis; standards of subject and of statistics are met in a professional way	Good analysis; standards of subject and statistics are mainly met.	Satisfactory analysis; standards of subject and statistics are met, but can be improved.	Sufficient analysis, but significant parts are missing; standards of subject and statistics are sufficiently met but deserve improvement	Poor analysis, standards of subject and statistics are hardly met and need improvement.
Reporting of Results	Communicates highly logically and concisely about hypotheses, investigation and results. Demonstrates excellent presentation skills.	Communicates clearly using scientific vocabulary correctly. Demonstrates good presentation skills.	Uses basic scientific vocabulary. Descriptions show satisfactory structure and clarity, but this can be improved. Demonstrates satisfactory presentation skills.	Uses basic scientific vocabulary. Descriptions lack structure and/or clarity; this deserves improvement. Demonstrates sufficient presentation skills, but skills deserve improvement.	Poor communication. Presentation skills need improvement.

In order to translate points to grades, a basic decision must be taken i.e. how many points are necessary to reach sufficient? A teacher, a subject department or an exam committee has to determine the pass-fail level.
Once this decision is made, you distribute the other points on the scale.
In this example, 12.5 is actually 50% of 25. However, the number of points for sufficient will not always be 50% (see generic examples in the annexes in the guidelines).

Points	Grades
22.5 – 25	A (Excellent)
20 < 22.5	B (Very Good)
17.5 < 20	C (Good)
15 < 17.5	D (Satisfactory)
12.5 < 15.00	E (Sufficient)
7.5 < 12.5	F (Failed (Weak))
0 < 7.5	Fx (Failed (Very Weak))

Example 2, holistic rubric Physics. Task: writing report on investigation

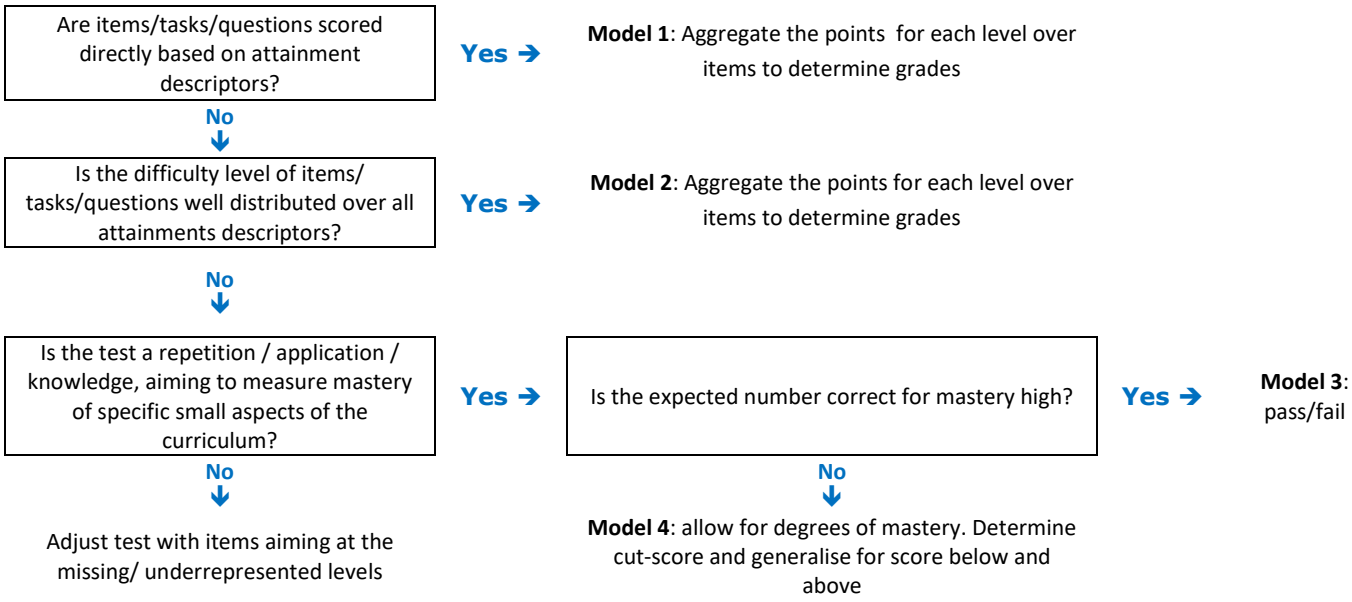
Holistic Rubric for Essay Questions		
Response	**Criteria**	**Grade**
Excellent	Clarity of thought. Complete. Shows understanding of all processes. Reasonable hypothesis or thoughtful questions. Conclusions supportable by data. Shows creativity. Some graphic representation of data or concepts.	A
Very good	Clarity of thought. Shows understanding of major processes. Includes good hypothesis or questions. Draws acceptable inferences and conclusions. May have graphic representations.	B
Good	Completes the assignment, but explanations may be slightly ambiguous or unclear. May contain some incompleteness, inappropriateness, or unclearness in representation, hypothesis, understanding of processes, or conclusions.	C
Satisfactory	Begins successfully, but omits parts or fails to complete. May misuse scientific terms. Representations may be incorrect or omitted. Incorrect or incomplete in analysis, inferences and conclusions.	D
Sufficient	Begins but does not complete. Omits significant parts. Misuses scientific terms. Representations may be incorrect or omitted. Incorrect and incomplete in analysis, inferences and conclusions.	E
Weak	Assignment and explanation is unclear. Major flaws in concept mastery. Incorrect use of scientific terms. Inappropriate or omitted hypothesis.	F
Very weak	Product does not reflect the assignment. Does not distinguish what information is needed. Restates the question without making an attempt at a solution.	Fx

5.4 Translation of test points into grades and/or marks

To support the interpretation of test points in a transparent way, they have to be translated into grades and/or marks on a common scale. Translation of test points depends on the aim you have with a test and the expectations you have regarding (level of) achievement. For example:

- Aim: check if something that should be known by now, really is known.
  For example an analytic test about certain Grammar Rules.
  In this case, a high level of performance from all students is expected, e.g. at least 70% or 80% of the questions/items should be answered correctly to conclude that the rules are mastered.
- Aim: check what level of understanding (weak, sufficient, good etcetera) there is on a fairly large and complex topic in a subject.
  For example a holistic or analytic test about ‘Evolution’ (Biology).
  Certain questions/tasks/items are at an easy level (low demand on knowledge and skills); a higher level of performance is expected, whereas others are on a more complex level (high demand on knowledge and skills); a varied level of performance is expected.

A teacher, a subject department or an exam committee has to determine on the pass-fail level. The decision tree below, can be of help in this process.



5.5 Final grades/marks at the end of a school year

In the previous paragraphs, assessment on the basis of one single test/task was discussed. Weighting of questions/tasks within one test was demonstrated. In this paragraph, weighting between tests and the development of annual assessment plans is discussed.

During a school year a teacher offers several tests and tasks to monitor development and to check if a certain part of the syllabus has been acquired and to what extent. At the end of the school year, a teacher has to decide on a final grade. According to the current rules, such a final grade has to fall between the lowest and the highest grade a pupil has been awarded during the school year.

The range between the lowest and highest grade can be considerable. To make decisions on final grades transparent, it is recommended that teachers make a clear assessment plan. Such a plan shows, for a certain subject and a certain school year, what assessments will be taken, when, the focus of such assessments, and what weight a particular assessment will carry in the final grade. An analytic test on a smaller topic (for example simple equations in mathematics), just after a limited series of lessons on this topic, may make up only 10% of a final grade. A more holistic test that, after several months of education, requires application of knowledge on different topics may make up 30% of a final grade. If a teacher considers this important, also evaluation of working habits can be included in such a plan. The assessment plan can be integrated in the regular forward planning of the teacher and shared with the pupils.

Example of an assessment plan:

An assessment plan can be made by an individual teacher. It can also be made by a team of teachers, responsible for a certain subject in a certain year. A joint plan would support the harmonisation of teaching and learning amongst language sections in a school. Such a harmonised approach could even reduce individual workload in certain subjects as the construction of tests could be divided amongst teachers. It might be very useful to share the assessment plan with students.

BIOLOGY – Year 5	1st semester									2nd semester								
Assessment criteria	**A1**								**B1**	**A2**								**B2**
Types of examinations and tests: - Semester examinations (December and June) - Long tests - Short tests - Homework, Presentations - Experiment reports	Short test 1	HW No 1	HW No 2	Short test 2	LONG TEST 1	HW No 3	Lab report DNA	Extra work		HW No 4	Short test 3	HW No 5	(LONG TEST 2)	HW No 6	HW No 7	LONG TEST 3	…	
1. Acquisition of knowledge									SEMESTER EXAMINATION - DECEMBER 2017									SEMESTER EXAMINATION - June 2018 Harmonised for all
A. Reproduce one's knowledge																		
B. Choose and order one's knowledge																		
2. Scientific approach																		
A. Capture data and link them with the problem posed																		
B. Process data to formulate a hypothesis, a problem																		
C. Design an experimental protocol to test one or more hypotheses																		
D. Adopt an explanatory approach																		
E. Exploit a model, a theory																		
F. Produce a synthesis																		
3. Mastery of techniques																		
A. Choose the appropriate tools																		
B. Technically conduct an experiment																		
C. Use IT tools																		
4. Scientific communication																		
A. Use appropriate scientific vocabulary																		
B. Use presentation modes																		
C. Present one's work carefully																		
Total of the mark achieved																		
Coefficient of the mark	2	1	1	2	3	1	1	(1)		1	2	1	(3)	1	1	3		
Averages: **- Pupil** **- Class**	A1= A1=					B1= B1=				A2= /10 A2=				B2= /10 B2=				

6. School reports

(From 2017-01-13-en-7: Revision of Articles 59 to 61 of the General Rules of the European Schools)

Article 60

1. School reports

1.1. **Years 1-6**

a) The schools shall issue school reports based on a two-semester calendar, except in years 1-3 where they can opt for a three-term calendar.

b) In a two-semester calendar, the schools must issue 2 mid-semester reports (November and March/April) and 2 semester reports (January and July).

- **November: The mid-semester report** contains comments and **grades (in years 1-3) whole and half numerical marks (years 4-6)** for every subject. It **may** also contain an overall comment by the class teacher.

- **January:** First semester report. It contains **grades (years 1-3) or numerical marks (years 4-6)** and comments on every subject. **It can also contain an overall comment by the Class Council or the Class teacher. This report may be accompanied of a warning letter indicating the possible risk of failing the year.**

- **March/April: The mid-semester** report contains comments **and grades (years 1-3) or numerical marks (years 4-6)** for every subject. This report may be accompanied of a warning letter indicating the possible risk of failing the year.

  The fact that a warning letter is not received is not in itself a guarantee of promotion to the year above, nor a procedural irregularity within the framework of the deliberations concerning promotion to a higher class.

  When the pupils' legal representatives receive a warning letter about the risk of failing, they are required to provide spontaneously any information in their possession liable to have an influence on the forthcoming Class Council's deliberations.

- **July:** End-of-year report. **It contains the grades (years 1-3) or the numerical marks (years 4-6) of the second semester and the final mark accompanied of a comment for every subject. It also contains the** Class Council's decision on promotion.

c) The schools which have opted for a three-term calendar for years 1-3 must use the following information system:

- **December**: **first term** report with the Class Council's opinion, where appropriate. This report contains comments and grades for every subject. It may also contain an overall comment by the Class teacher.

- **March**: **second term** report with the Class Council's opinion, where appropriate. **This report can also contain an overall comment by the Class Council or Class teacher This report may be accompanied of a warning letter indicating the possible risk of failing the year.**

The fact that **a warning letter** is not received is not in itself a guarantee of promotion to the year above, nor a procedural irregularity within the framework of the deliberations concerning promotion to a higher class.

When pupils' legal representatives receive a warning letter about the risk of failing, they are required to provide spontaneously any information in their possession liable to have an influence on the forthcoming Class Council's deliberations.

- **July**: end-of-year report, with the Class Council's decision on promotion**. It contains the grades (years 1-3) of the second term and the final mark accompanied of a comment for every subject. It also contains the Class Council's decision on promotion.**

1.2.- Year 7

Without prejudice to the Arrangements for implementing the Regulations for the European Baccalaureate, the reports will be:

- **End of February**: **first semester report. It contains numerical marks with precision to one decimal place. It can also contain an overall comment by the class council or the class teacher.**

- **Before the start of the European Baccalaureate written examinations**: **A report with the communication of the overall preliminary mark (numerical, whole numbers and one decimal).**

2. Detailed arrangements

a) For years 1-3

the report (referred to in Article 60) shall deal separately with each subject in the curriculum. The teacher responsible for teaching each subject shall give a **grade** (see Article 59). These **grades** shall be supplemented by teachers' written comments and, if necessary, by a general assessment of all the results, made by the Class Council.

b) For years 4-6

i. The November and March/April reports **(referred to under Article 60)** shall deal separately with each subject in the curriculum. The teacher responsible for teaching each subject shall give an evaluation in the form of a comment and a numerical assessment, if considered appropriate**.**

ii. The semester reports shall include for each subject an A mark and a B mark (see Article 59). These marks shall be supplemented by teachers' written assessments and, if necessary, by a general assessment of the results (for the whole semester or year), made by the Class Council.

For year 7, the February report shall indicate the A and B marks achieved in the first semester, supplemented by comments, if considered appropriate.

Baccalaureate

This chapter will be added in 2018-2019. Specific examples will be provided.

7. Frequently asked questions

Will the new marking System apply across the Secondary System?
Yes, but it will be introduced on a phased basis. S1- to S5 September 2018; S6 in September 2019; S7: September 2020

Will the NMS be used for all assessments?
Yes, the NMS will apply to assessments of all types and it will be used in all reporting.

What is new in this marking system?
This new marking System contains 7 rather than 10 levels. Each level is characterized by a performance descriptor, a grade and a definition of general attainment.
All ES Syllabuses now contain subject-specific attainment descriptors. It is important that these attainment descriptors be used in planning for teaching, learning, assessment and reporting.
A student is deemed to pass at 5 (Sufficient – Grade E).

Where can the subject-specific attainment descriptors be found?
Attainment descriptors will be included in syllabuses being revised. Attainment descriptors for existing syllabuses can be found on the website of the ES.

Could we simply use a conversion table and continue with existing practice?
No, such a direct conversion would/might lead to a drop in standards. The way in which the new marking system is used must ensure that such a drop is avoided. Whilst 5 will now be considered to be sufficient, the standard acceptable for the awarding of sufficient must not change from that in the previous system.

How do we avoid a drop in standards?
The assessment criteria for passing have to be applied correctly and, where necessary, the degree of difficulty of the test items has to be adapted and carefully aligned with the attainment descriptors.

Will there be changes in the Baccalaureate?
Examinations and marking schemes have to be adapted.
It is possible that over time the structure of a Baccalaureate examination may change in order to more fully assess all of the relevant competences.

Is the NMS a norm-referenced System as in the ECTS?
No, the NMS was inspired by the ECTS but is criterion rather than norm-referenced.

Will the criteria for the promotion change?
No, the number of subjects to be passed will not change (see General rules of the ES).

Why does the NMS have 7 levels and a 10 point scale?
To address the varying needs of students at different points of their learning.

Will the NMS have implications for equivalences of University entrance?
Yes; All delegations have to communicate the NMS to the relevant national institutions in a timely fashion. The table of equivalences will have to be updated accordingly.

Will it be possible for a student to get a 10?
Yes; 10 means an excellent but not a flawless performance.

Annexes

I Generic examples

Draft Generic Example for S5 - Language

1 What do I want to assess?

- Competences
  - Reading
  - Interpretation
  - Subject competence
  - Writing
  - Arguing
- Objectives
  - The student shows understanding of the content and characters of a written text from a fictional source (not dealt with in class);
    The student is able to analyse and interpret the content and (technical) features of a text;
    The student is able to use and apply subject specific concepts and terminology.
  - The student is able to write a coherent and structured text;
    The student is able to produce a text that is a proper response to the assignment;
    The students presents reasons and/or explanations for opinions and ideas;
    The student applies grammatical rules and spelling conventions;
    The student uses appropriate and varied vocabulary.
- Content
  Literary and non-literary texts/assignments are at the level of S5. Language conventions, subject specific concepts and terminology etcetera reflect what has been studied in class.

2 How will I assess?

- Summative test → end S5
- Holistic test (open questions/tasks)
- Teacher-assessment
- Written examination
- Long test

3 What will my test look like?

Example of a Test Matrix: Language 1, reading, written test, S5

Task	Competence(s)	Objectives	Questions (Q)		Weight in %	Weight in points
		The student is able to…	**Repro-duction**	**Pro-duction**		
Literary text/extract, not dealt with in class, with a limited number of open questions	Reading	… show understanding of the content and characters of a literary text		Q1		15
	Interpretation	… analyse and interpret the content of a text		Q2		18
	Subject competence	…use and apply relevant concepts and terminology		Q3		15
					50%	48
Non-literary stimulus with a writing task.	Writing	… write a coherent and structured text	12	Q4		48
		… produce a text that is a proper response to the assignment	12			
		…apply grammatical rules and spelling conventions	6			
		…use appropriate and varied vocabulary	6			
	Arguing/ Reasoning	… present reasons and/or explanations for opinions and ideas	12			
					50%	48
					100%	96

Sample questions for this test:
Q1 Summarize the content of the extract.
Q2 Characterize the persons in the extract in detail.
Q3 Analyse the language in the extract. Use relevant concepts and terminology.
Q2/Q3 Characterize the persons in the extract and demonstrate how this is reflected in the language.
Q4 Stimulus: Notification from the management of the school, stating that from next school year onwards, each student receives a school agenda, the use of which is mandatory.
Task: On behalf of your class, you write a formal letter to your deputy-director, explaining why you agree or disagree with this new rule.

4 How will I evaluate the student's performance?

Example of a rubric to evaluate the reading task

Aspects for judgement	15 p	12 p	9 p	6 p	3 p	1 p	0 p
Reading: Summary	Excellent Content and structure of the summary fully meet whatever might be expected!	Very good Content and structure of the summary are very good!	Good Content and structure of the summary are good.	Satisfactory Content and structure of the summary meet the demands, but leave room for improvement.	Sufficient Content and structure of the summary meet very basic demands, but leave quite some room for improvement.	Weak Content and structure of the summary do not meet very basic demands and need to be improved.	Very weak Content and structure are very weak!
Subject Comp.: Analysis of Language	Excellent Excellent and full analysis. Professional use of concepts and terminology.	Very good Very good and broad analysis. Very good use of concepts and terminology.	Good Good analysis and good use of concepts and terminology.	Satisfactory Satisfactory analysis and use of concepts and terminology, but there is room for improvement.	Sufficient The analysis and use of concepts and terminology meet very basic demands, but leave quite some room for improvement.	Weak The analysis and use of concepts and terminology do not meet very basic demands and need to be improved.	Very weak The analysis and use of concepts and terminology are very weak!
Aspects for judgement	**18 p**	**15 p**	**12 p**	**9 p**	**6 p**	**3 p**	**0 p**
Interpre-tation: Analysis and interpretation of persons	Excellent Excellent and professional analysis and interpretation.	Very good Very good and broad analysis and interpretation.	Good Good analysis and interpretation.	Satisfactory Satisfactory analysis and interpretation, but there is room for improvement.	Sufficient The analysis and interpretation meet very basic demands, but leave quite some room for improvement.	Weak The analysis and interpretation do not meet very basic demands, and need to be improved.	Very weak The analysis and interpretation are very weak!

Example of a rubric to evaluate the writing task

Aspects for judgement	12 p	10 p	8 p	6 p	4 p	2 p	0 p
Structure	Excellent Conventions of a formal letter are applied and the structure of the text fully meets the standards! Paragraphs are distinguished and presented in an excellent way.	Very good Conventions of a formal letter are applied and the structure of the text is very good. Paragraphs are distinguished and presented in a very good way.	Good Conventions of a formal letter are generally respected. The structure of the text is good. Paragraphs are distinguished and presented in a very good way.	Satisfactory Letter conventions and text structure meet the demands, but leave room for improvement.	Sufficient Letter conventions and text structure meet very basic demands, but leave quite some room for improvement.	Weak Letter conventions and text structure do not meet very basic demands and need to be improved.	Very weak Letter conventions and text structure are very weak!
Link with assign-ment	Requirements of the stimulus are met in an excellent way.	Requirements of the stimulus are met in a very good way.	Requirements of the stimulus are met in a good way.	Requirements of the stimulus are met in a satisfactory way.	Requirements of the stimulus are met in a sufficient way.	Requirements of the stimulus are not met in a sufficient way.	Requirements of the stimulus are not met. The link with the stimulus is incorrect.
Arguing	Excellent reasoning. Very strong and varied arguments. Presented in an excellent way.	Very good reasoning. Strong and varied arguments. Presented in a very good way.	Good reasoning. Good arguments. Presented in a good way.	Satisfactory reasoning, but room for improvement in variation and/or presentation.	Reasoning meets very basic demands, but leaves quite some room for improvement.	Reasoning does not meet very basic demands and needs to be improved.	Reasoning is very weak.

Aspects for judgement	6 points	5 points	4 points	3 points	2 p	1 p	0 p
Correct use of language	Excellent use of language. Very well-formulated sentences, excellent and correct use of grammar and spelling.	Very good use of language. Well-formulated sentences, very good use of grammar and spelling.	Good use of language. Good sentences, good use of grammar and spelling, only minor mistakes.	Satisfactory use of language. Sentences, grammar and spelling generally meet common standards; some, though few, obvious mistakes. There is room for improvement.	Sufficient use of language. Sentences, grammar and spelling only just meet common standards; the text contains obvious mistakes. Language skills need to be improved.	Language use is insufficient and mistakes in grammar and spelling undermine the message.	Language use is very weak and mistakes in grammar and spelling seriously undermine the message.
Style, register	Very well-chosen, professional style for a formal letter and excellent choice of vocabulary.	Well-chosen style for a formal letter and very good choice of vocabulary.	Suitable style for a formal letter and good choice of vocabulary.	Style and choice of vocabulary are satisfactory, but leave room for improvement.	Style and choice of vocabulary meet very basic demands, but leave quite some room for improvement.	Unsuitable style for a formal letter. Limited and sometimes incorrect use of vocabulary.	Inappropriate style and incorrect use of vocabulary.

5 How will I report on performance(s)/overall performance

Example of translation of Test Points into Grades and Marks

Points	Grades	Points	Marks
94-96	A Excellent	94-96	10
91-93		91-93	9.5
88-90		88-90	9.0
84-87	B Very good	84-87	8.5
79-83		79-83	8.0
71-78	C Good	71-78	7.5
62-70		62-70	7.0
54-61	D Satisfactory	54-61	6.5
45-53		45-53	6.0
37-44	E Sufficient	37-44	5.5
28-36		28-36	5.0
13-27	F Weak	13-27	3.0-4.5
0-12	Fx Very weak	0-12	0.0-2.5

Draft Generic Example for S3 – Integrated Sciences

Remark: As there is no suitable Science syllabus currently, this is an invented example.

1 What do I want to assess?

Competences
Knowledge
Comprehension
Application
Analysis
Written communication
(Competences as mentioned in the AD for ICS)

Learning objectives
Students will be able to understand, explain and investigate the structures of animal and plant cells and relate them to their function. Emphasis here on understand and explain.

Content
Structure of the cell
Cellular function
Microscopy
Calculation on magnification

2 How will I assess?

Summative test
Analytic test
Teacher-assessment
Written questions – Long test

3 What will my test look like?

Example of a Test Matrix: ICS, written test, S3

Task	Competences	Objectives	Questions		Weight (%)	Weight (points)
		The student…	Reproduction	Production		
Written Series of questions	Knowledge (30%)	…is able to define a cell	Q1		2%	1
		…is able to give the size of a human/plant cell	Q3a)	Q3b)	2% + 4%	1 + 2
		…is able to name the different parts of a cell	Q4a)		8%	4
		… is able to name and give the functions of the different parts of an microscope	Q2a) Q2b)		2% 12%	1 6

	Comprehension (10%)	...demonstrate the relationships between the construction of the cell and it's function	Q4b)		10%	5
	Application (20%)	...recognize, name and draw the constituents parts of an unseen cell ... calculate the real size of a given cell using a given scale		Q5a) + Q5b) Q3c) + Q5c)	6% + 6% 6% + 2%	3 + 3 3 + 1
	Analysis (20%)	...explain the reaction which occurs in a cell based on data supplied		Q6a) Q6b) Q6c)	12% 4% 4%	6 2 2
	Written Communication (20%)	...use required scientific vocabulary ...writes logically and clearly ...draws and labels correctly	Marked to be attributed globally.	Marked to be attributed globally. Q5a) + Q6a)	10% 4% + 6%	5 2+3
					100%	50

Sample questions for this test:

1. Define a cell. (1)
2. a) Which apparatus do you use to observe cells? (1)
   b) Name the functions of the different parts of this apparatus as shown. (6)
3. a) Give the size of a human cell. (1)
   b) Compare the size of a human cell to that of the plant cell in the image supplied. (2)
   c) At which magnification was the image of the plant cell captured? (3)
4. a) Correctly label the diagram of the cell. (4)
   b) Give the function of three of the named parts and explain how in each case the structure of the named part enables it's functioning. (5)
5. a) Using the photo provided, sketch the plant call. (3)
   b) Name the constituents parts of this cell using your knowledge of the human cell. (3)
   c) Calculate the real size of this cell using the given scale. (1)
6. a) Draw a graphical representation of the data provided. (6)
   b) Describe the evolution in the Level of [CO2]. (2)
   c) Why does the concentration rise? (2)

4 How will I evaluate the student's performance?

Marking scheme – Rubrics

5 How will I report on performance(s)/overall performance?

	A (9.0-10 – Excellent)	**B** (8.0-8.9 – Very good)	**C** (7.0-7.9 – Good)	**D** (6.0-6.9 – Satisfactory)	**E** (5.0-5.9 – Sufficient)	**F** (3.0-4.9 – Failed/Weak)	**FX** (0-2.9 – Failed/Very weak)
Knowledge	Displays comprehensive knowledge of facts 15	Displays a very broad knowledge of facts 14	Displays a broad knowledge of facts 13	Displays a reasonable knowledge of facts and definitions 12	Recalls main names, facts and definitions. 11	Displays little recall of factual information 10	Displays very little recall of factual information. 5
Comprehension	and a thorough command and use of concepts and principles in science. 5	and a good command and use of concepts and principles in science. 4.5	and good understanding of main concepts and principles in science. 4	and understanding of basic concepts and principles in science. 3.5	Understands only basic concepts and principles in science. 3	and a limited understanding of concepts and principles in science. 2	Shows very little understanding of scientific principles and concepts. 1
Application	Makes connections between different parts of the syllabus and applies concepts to a wide variety of unfamiliar situations and makes appropriate predictions. 10	Makes some connections between different parts of the syllabus and applies concepts and principles to unfamiliar situations. 9	Is capable of using knowledge in an unfamiliar situation. 8	Is capable of using 4 in a familiar situation. 7	and can use basic knowledge in a familiar situation. 6	/ 5	/ 2
Analysis	Is capable of detailed and critical analysis and explanations of complex data. 10	Analyses and explains complex data well. 9	Produces good analysis and explanations of simple data. 8	Produces basic analysis and explanations of simple data. 7	Given a structure can analyze and explain simple data. 6	Can use data only with significant guidance. 5	Fails to use data adequately. 2

Communication (oral and written)	Communicates logically and concisely using scientific vocabulary correctly. Demonstrates excellent presentation skills. 10	Communicates clearly using scientific vocabulary correctly. Demonstrates very good presentation skills. 9	Communicates clearly most of the time using scientific vocabulary correctly. Demonstrates good presentation skills. 8	Uses basic scientific vocabulary, and descriptions show some structure. Demonstrates satisfactory presentation skills. 7	Uses basic scientific vocabulary, but descriptions may lack structure or clarity. Demonstrates satisfactory presentation skills. 6	Generally produces descriptions that are insufficient or incomplete with a poor use of scientific vocabulary. Lacks acceptable presentation skills. 5	Has very poor communication and presentation skills. 2

In this example, we have a distribution of score points over different competences/domains (knowledge, comprehension, application, analysis, and communication). The level of difficulty of the questions is distributed over all the attainment descriptors (see model 2). We have to aggregate the points for each level over items to determine the grade.
The linking of score points to attainment descriptors can in practice not be carried out as an exact procedure, but some justification has to be provided of how score points relate to the different levels. If each score point is labelled as a performance on a grade level, we get a distribution of points and grade levels.

Example of translation of Test Points into Grades

Points	Grades
46 – 50	A (Excellent)
42 – 45.5	B (Very Good)
37 - 41	C (Good)
33 – 36.5	D (Satisfactory)
28 - 32	E (Sufficient)
13 - 27	F (Failed (Weak))
0 - 12	Fx (Failed (Very Weak))