

Marking System European Schools

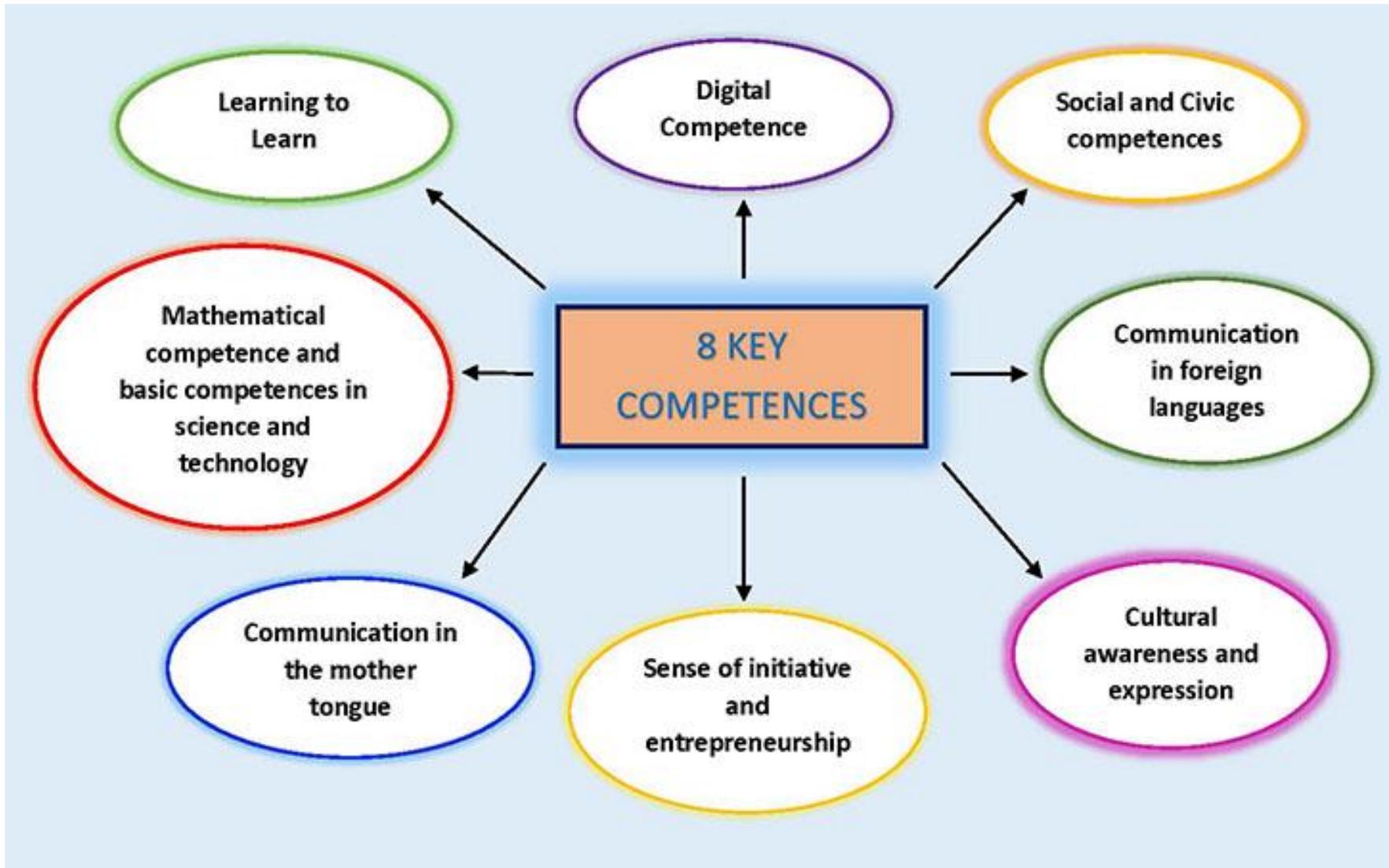
Agenda



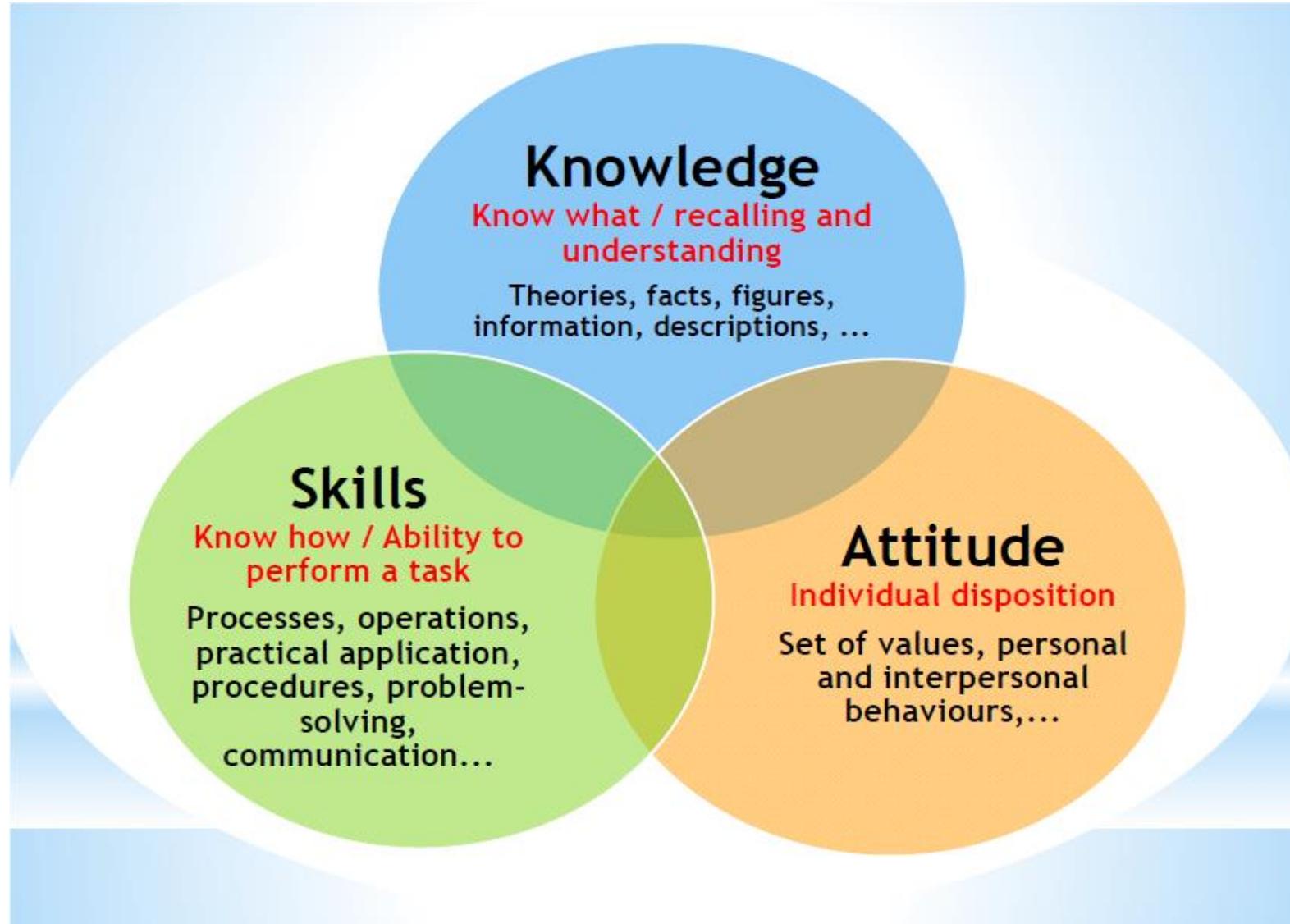
- **Introduction**
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- **Planning**
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Introduction

Key competences



Competence



Marking System

What is new?

- **Seven levels of performance characterised by a performance descriptor and with subject-specific attainment descriptors.**
- **Pass rate is set to mark of 5 (Sufficient – Grade E).**

Assessment

- **S1-S3 = Alphabetical grades**
reflect all the observations and results available to the teacher of the subject concerned
- **S4-S6 = Numerical (half) marks**
A mark = reflection of all the observations and the overall performance both written and oral
B mark = marks obtained in examinations or through other forms of assessment
- **S7 = Decimal numerical marks**
Follow the specific rules established in the Arrangements for Implementing the Regulations of the European Baccalaureate

Timeline

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

Reports

Cycle	Continuum	Reporting
Primary Cycle	Grades: 4	++++ +++ ++ +
Secondary Cycle: S1-S2-S3	Grades: 7	A B C D E F Fx
Secondary Cycle: S4-S5-S6	Marks: 1-10	10 9.5 9 8.5 8 7.5 7 etc. (whole and half marks)
Secondary Cycle: S7	Marks: 1-10	e.g. 10 9.9 9.8 9.75 (Marks with 1 and 2 decimals)

Students receive four reports/ school year.

Marking Scale



	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)

Planning Implementation

Teaching, Learning and Assessment



Attainment descriptors

- A set of generic statements which **describe levels of attainment** in respect of a given set of competences or learning objectives.
- Are related to the marking scale.
- Are used for the **planning of teaching, learning and assessment**.
- Can provide a **basis for marking** with the addition of some quality indicators.

Example Attainment Descriptors

Example L1

Mark	Grade	Performance Indicator	Competence	End of Cycle 1	End of Cycle 2	End of Cycle 3
9-10	A	Excellent	Reading (comprehension)	The student shows excellent – though not flawless – understanding of literary/non-literary text(s) at the S3 level ; (s)he is capable, under the teacher’s guidance , of recognising and using relevant information, including important details, excellently .	The student shows excellent – though not flawless – understanding of literary/non-literary text(s) at the S5 level ; (s)he is capable, with instructions , of recognising, using and analysing relevant information, including important details, excellently .	The student shows excellent – though not flawless – understanding of literary/non-literary text(s) at the S7 level ; (s)he is capable, without further instructions , of recognising, using and analysing relevant information, including important details, excellently .
8-8.9	B	Very Good	Reading (comprehension)	The student shows very good understanding of literary/non-literary text(s) at the S3 level ; he/she is capable, under the teacher's guidance , of recognising and using relevant information, including important details, very well .	The student shows very good understanding of literary/non-literary text(s) at the S5 level ; he/she is capable, with instructions , of recognising, using and analysing relevant information, including important details, very well .	The student shows very good understanding of literary/non-literary text(s) at the S7 level ; he/she is capable, without further instructions , of recognising, using and analysing relevant information, including important details, very well .

Example Attainment Descriptors

Example Science

	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	Displays a very broad knowledge of facts	Displays a broad knowledge of facts	Displays a reasonable knowledge of	Recalls main names, facts and definitions	Displays little recall of factual information	Displays very little recall of factual information

Grade C (7.0-7.9 – Good)

Displays a broad knowledge of facts and good understanding of main concepts and principles in science. Is capable of using knowledge in an unfamiliar situation. Produces good analysis and explanations of simple data. Follows a written procedure safely and makes and records observations, presenting them using different techniques. Communicates clearly most of the time using scientific vocabulary correctly. Demonstrates good presentation skills. Works well in a team.

Analysis	Is capable of detailed and critical analysis and explanations of complex data.	Analyses and explains complex data well.	Produces good analysis and explanations of simple data.	Produces basic analysis and explanations of simple data.	Given a structure can analyze and explain simple data.	Can use data only with significant guidance.	Fails to use data adequately.
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European Bacculaureate

- **The European Bacculaureate is a widely accepted diploma which is recognised by all the Member States of the European Union.**
- **With the introduction of a modern assessment culture, the value of our diploma will maintain its reputation or will become even more prestigious.**
- **The Office of the Secretary-General has devised a plan how to support communication with the Member States in order to ensure that all stakeholders have all the necessary information concerning the marking system.**
- **Information is communicated through national authorities (such as ministries) and universities themselves, so that bodies responsible for admission into higher education understand the new system, and make the required legislative actions if necessary.**
- **The universities/ Member States covert the European Bacculaureate marks according to their criteria.**

Update on the introduction of the marking system

- Two communications were sent in March and October 2019 from the Deputy Secretary-General of the European Schools to the Member States concerning the necessary steps that need to be undertaken in order to ensure fair treatment to the holders of the European Baccalaureate diploma.
- As a result of the changed marking system and marking scale, the admission criteria in all Member States needed to be adopted. The entry requirements to higher education institutions for the holders of the European Baccalaureate diploma are presented in document 2014-03-D-25 “Equivalences between the European Baccalaureate and the upper secondary leaving certificate of national schools and admission of European Baccalaureate-holders to Universities in member countries”.

Frequently asked questions

What is new in the marking system?

This 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.

Why is a conversion table needed?

The BAC notes must be converted to the marks in the national universities in the Member States.

Frequently asked questions

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.

How do the Member States get information about the marking system of ES?

The Office of Secretary General has informed the Member States to take the necessary steps to be undertaken in order to ensure fair treatment to the holders of European Baccalaureate diploma.

Will the criteria for the promotion change?

No, the number of subjects to be passed will not change (see General rules of the ES).

Can the school issue a language certificate?

No, the school does not issue language certificates.

Frequently asked questions

Will the marking system have implications for equivalences of University entrance?

All delegations have to communicate the marking system to the relevant national institutions. The table of equivalences will have to be updated accordingly. Each Member State decides on the equivalences between European Baccalaureate and the upper secondary leaving certificate of national schools.

How is the assessment harmonised?

Teachers have been instructed to harmonise their assessment. Teachers work in co-operation with their colleagues in the subject groups to harmonise teaching and assessment. Teachers are professionals and they make the decisions based on the assessment on the attainment descriptors.

Will it be possible for a student to get a 10?

Yes - 10 means an excellent but not a flawless performance.

Related documents

- [***Guidelines for use of the new marking system***](#)
(2017-05-D-29-en/fr/de-5)
- [**Assessment Policy of the European Schools**](#)
(2011-01-D-61)
- [**General Rules**](#)
(2014-03-D-14-en-9.pdf)