SECONDARY MARKING REFORM IN EUROPEAN SCHOOLS
CHALLENGES AND OPPORTUNITIES

31st of May 2018 – Luxembourg II

	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)

Reporting

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) Grades optional
Secondary Cycle: S7	Marks: 1-10	e.g. 10 9.9 9.8 9.75 (Marks with 1 and 2 decimals)

(see ***General Rules – Ref.: 2017-01-D-13-en-7***)

Timeframe for introduction

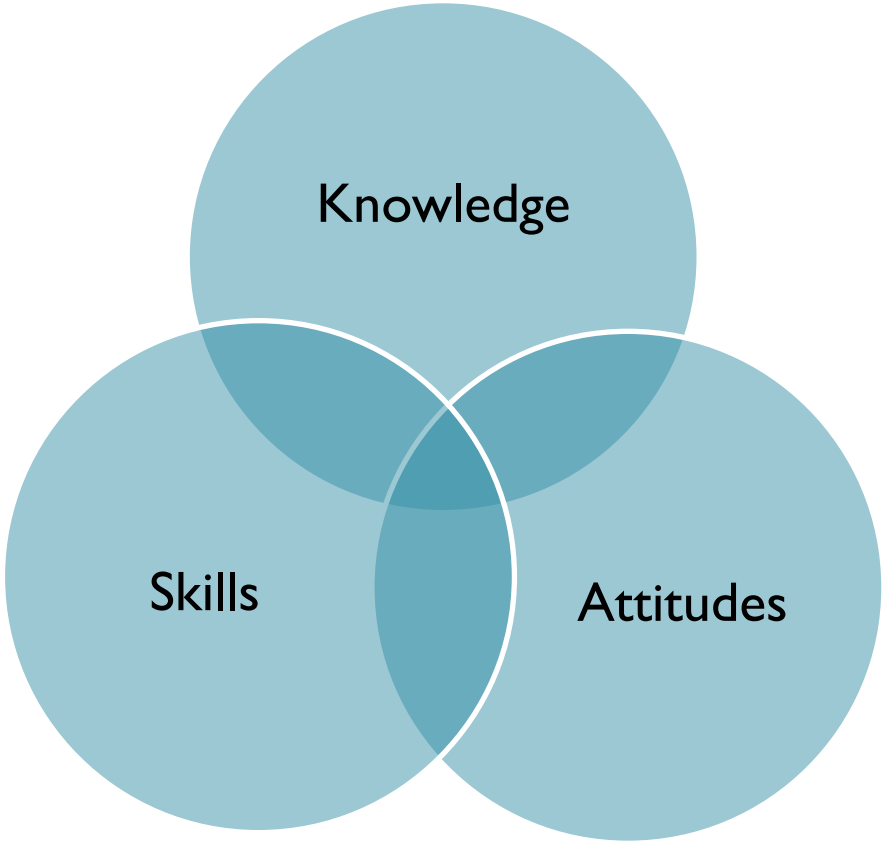
Step	School Year	Year Group
Step 1	2018-2019	S1-S5
Step 2	2019-2020	S6
Step 3	2020-2021	S7

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.

New structure for Syllabi

1. **General Objectives of the European Schools**
2. **Didactic Principles**
3. **Learning Objectives**
4. **Contents**
5. **Assessment**
   Attainment descriptors
6. **Annexes**
   Sample Baccalaureate examination paper



Mission
Locations of the European Schools
Principles and objectives
Background
Publications
Studies and Syllabuses
Organisation of studies
Language sections
Syllabuses and Attainment descriptors
Educational support
The European Baccalaureate
Enrolments in the European Schools
School year calendar
Recruitment in the European Schools

Syllabuses and Attainment descriptors

The syllabuses of all the language sections are – with the exception of mother tongue – identical and the same standards are required to be met. All the syllabuses followed in the different sections lead up to the same examination: the European Baccalaureate.

To guarantee recognition of the European Baccalaureate certificate, syllabuses have to meet at least the minimum requirements of all the member states. Since these vary from country to country, syllabuses are designed and written after negotiations between national experts – more particularly the members of the Boards of Inspectors – on the basis of detailed comparison of national curricula.

The syllabuses are then approved by the Joint Teaching Committee of the European Schools, which is the pedagogical supervisory authority.
In general, syllabuses are reviewed and revised every ten years. Minor changes may, however, be made at any time.

The **syllabuses** are available in the list below. Use several filters (left column) to narrow your search. Then click on the program reference number (in blue in the right column) to open the syllabus in PDF format.

The **attainment descriptors** are available by selecting 'Attainment Descriptors' under 'Subject-Details' in the left column, then by selecting at least a cycle, a subject and, if applicable, a language course. Please note that some Attainment Descriptors are published as a chapter of the syllabus itself. If you do not find an Attainment Descriptor here, look for further information on the cover of the syllabus.

Filter by:

Cycle

Nursery (44)

Primary (125)

Secondary (372)

2012-08-D-13-en-2
Primary: Languages
L2 Languages : Language 2
P1;P2;P3;P4;P5
en

2013-01-D-17-sk-2

Fächer	A2	B2	Jahres-note	Anmerkungen
Kunsterziehung *CORNELISSEN, Petra*	*10,00*	*10,00*	*9,00*	*Exzellente Ergebnisse*
Biologie (Deutsch) *SCHMIDT, Thomas*	*8,00*	*7,00*	*7,50*	*Denise hat insgesamt gut gearbeitet. Im schriftlichen Bereich sind die Leistungen etwas schwächer.*
Chemie (Deutsch) *BOCHE, Heike*	*8,50*	*8,00*	*8,50*	*Denise zeigte konstant gute Leistungen. Sie arbeitete interessiert und motiviert mit. Weiter so!*
Leibeserziehung *BUCHWALD, Jürgen*	*9,00*	*9,50*	*9,00*	*Du hast dich im zweiten Semester deutlich gesteigert. Sehr gute Leistungen.*
Erdkunde (Französisch) *COTÉ, Stéphane*	*10,00*	*9,50*	*9,50*	*Très bons résultats. Continue. Elève sérieuse.*
Geschichte (Französisch) *COTÉ, Stéphane*	*10,00*	*9,50*	*10,00*	*Excellent année. Travail très sérieux. Bonne participation. Continue.*
Sprache 1 (Deutsch) *LE GOALLER, Kerstin*	*8,00*	*8,00*	*8,00*	*Gute mündliche und schriftliche Leistungen. Du hast dich immer sehr bemüht und nur dein Bestes gegeben. Bravo!*
Sprache 2 (Französisch) *RIBA, Victoria*	*9,50*	*8,50*	*9,00*	*Très bien! Travail sérieux tout au long de l'année.*
Sprache 3 (Englisch) *PEKIC, Nina*	*8,50*	*8,00*	*8,50*	*You have made some good progress in the second semester, well done. Keep up the good work next year.*
Latein (Deutsch) *JOACHIM, Britta*	*9,00*	*8,00*	*8,50*	*aufmerksame und selbständige Mitarbeit, stärkeres erstes Semester*
Mathematik 6 Stunden (Deutsch) *BARZ, Friedrich*	*9,00*	*8,50*	*9,00*	*Sehr gute Leistungen*
Physik (Deutsch) *BARZ, Friedrich*	*8,50*	*8,50*	*8,50*	*Gute bis sehr gute Leistungen*
Katholische Religion (Französisch) *ZIADE BARBARA, Myriam*	*10,00*	*10,00*	*10,00*	*Un travail sérieux, une belle motivation. Bravo Denise pour cette année réussie.*

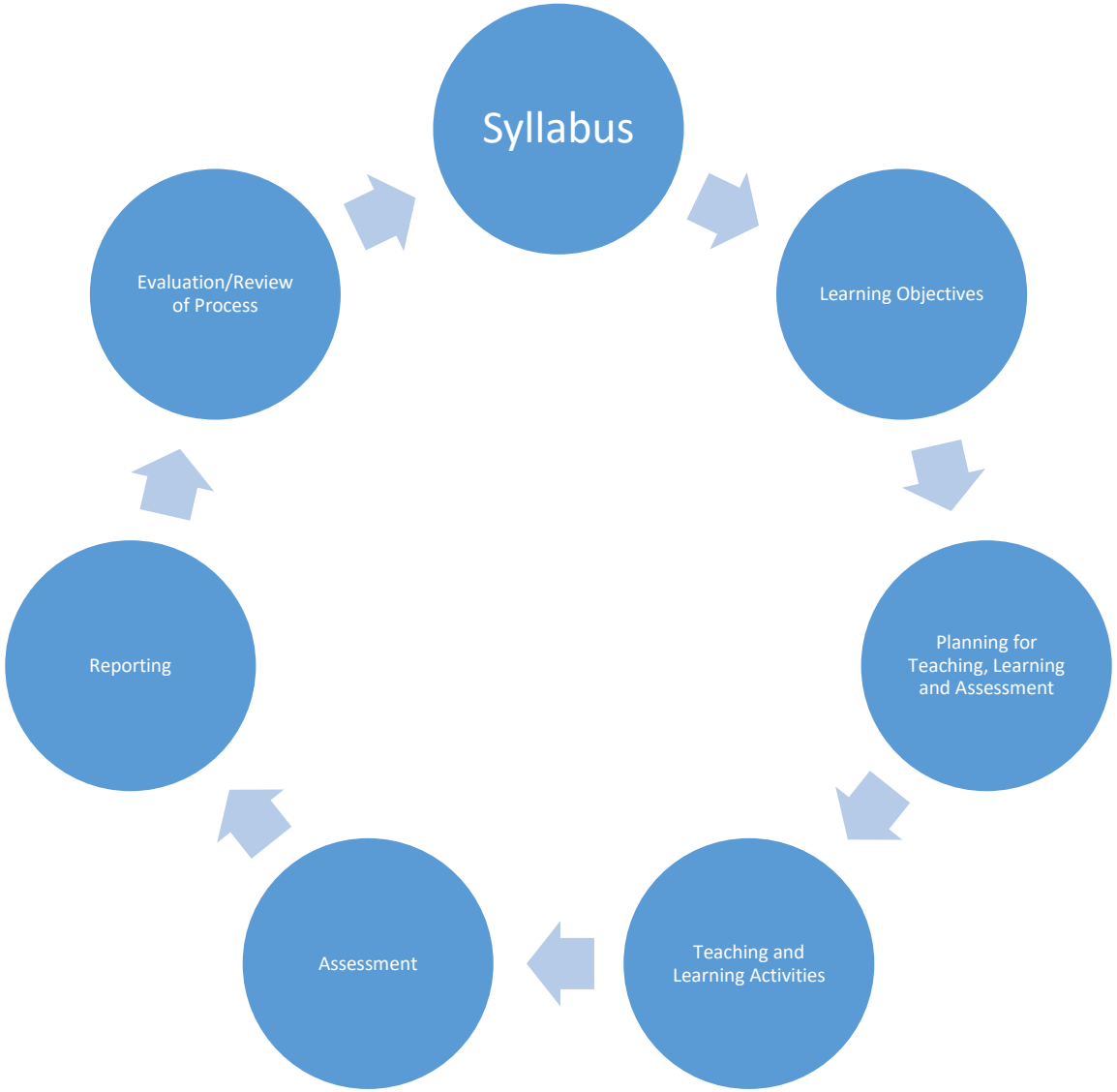
Attainment descriptors – Biology – Chemistry – Physics – S4-S5

	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)
Experimental work	Formulates hypotheses, plans and carries out investigations using a wide range of techniques while being aware of ethical issues.	Plans and carries out experiments using appropriate techniques, being aware of safety issues.	Follows a written procedure safely and makes and records observations, presenting them using different techniques.	Follows a written procedure safely and records observations.	Follows a written procedure safely and makes basic observations	Has difficulty following instructions without supervision.	Is not able to safely follow a written procedure.
Communication (oral and written)	Communicates logically and concisely using scientific vocabulary correctly. Demonstrates excellent presentation skills.	Communicates clearly using scientific vocabulary correctly. Demonstrates very good presentation skills.	Communicates clearly most of the time using scientific vocabulary correctly. Demonstrates good presentation skills.	Uses basic scientific vocabulary, and descriptions show some structure. Demonstrates satisfactory presentation skills.	Uses basic scientific vocabulary, but descriptions may lack structure or clarity. Demonstrates satisfactory presentation skills	Generally produces descriptions that are insufficient or incomplete with a poor use of scientific vocabulary. Lacks acceptable presentation skills.	Has very poor communication and presentation skills.
Teamwork	Shows initiative – a team leader.	Works constructively in a team.	Works well in a team.	Works satisfactorily in a team.	and participates in team work.	Needs assistance when working in a team.	Does not work in a team.

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.

Teaching, Learning and Assessment



Implementation plan

Guidelines 2018-2019 (www.eursc.eu)

1. Guidelines**, including **Generic examples ✓ — **October 2017**

↓

2. Subject specific examples on 2 levels:

a) School based for Cycle 1 (S1-S3; 1st Training Day) ✓

b) Inspectors led for S5 harmonized exam ✓

↓

3. Centralised training of teacher trainers ✓

↓

4. School-based training

(Separate meetings within schools; 2nd Training Day) ✓

School year 2017-2018
Cycle 1
Cycle 2

School year 2018-2019
Cycle 3

Content table - Guidelines

1. Introduction
2. Marking System
3. Terminology
4.Planning for teaching, learning and assessment
    4.1. Syllabuses
    4.2 Planning
5. Assessment Tools and Assessment Tasks
    5.1 Preparation process
    5.2 Attainment Descriptors
    5.3 Construction of assessment tools
    5.4 Translation of test points into grades and/or marks
    5.5 Final grades/marks at the end of the school year
6. School reports
7. Baccalaureate
8. Frequently asked questions

Annexes: Generic examples + Subject specific examples

Key Questions - Assessment

- **What do I want to assess (and for what reason)?**
- **How will I assess?**
- **What will my test look like?**
- **How will I evaluate the student's performance?**
- **How will I report on performance/ overall performance?**

Test design or test matrix

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

Marking schemes

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.

Translation of test points into grades and/or marks

Points	Grades
145 - 151	A (Excellent)
138 - 144	B (Very Good)
125 - 137	C (Good)
112 - 124	D (Satisfactory)
98 - 111	E (Sufficient)
48 - 97	F (Failed (Weak))
0 - 47	Fx (Failed (Very Weak))

Attainment descriptors are the basis for determining the pass – fail threshold!

Final grades/marks – Assessment plan

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=					B1=				A2= /10				B2= /10				
	A1=					B1=				A2=				B2=				

Feedback

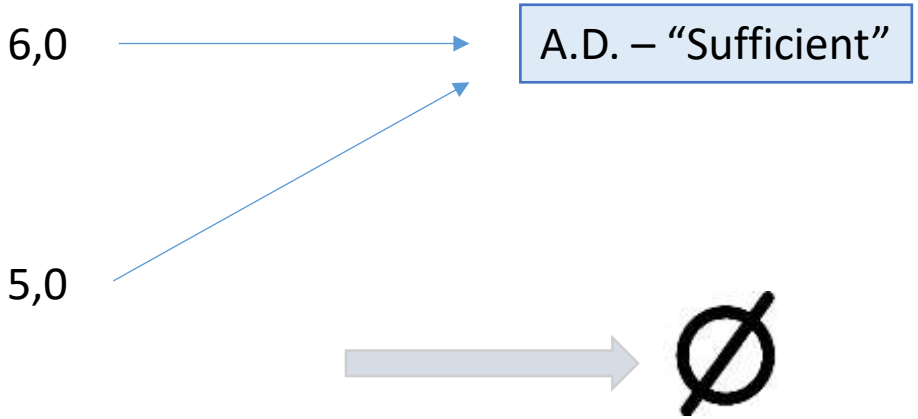
+	-
Provided Power Point	Matrix
Guidelines very useful (Generic examples; holistic/analytcial approach; summative/formative assessment; Key questions assessment, FAQ)	Timeframe

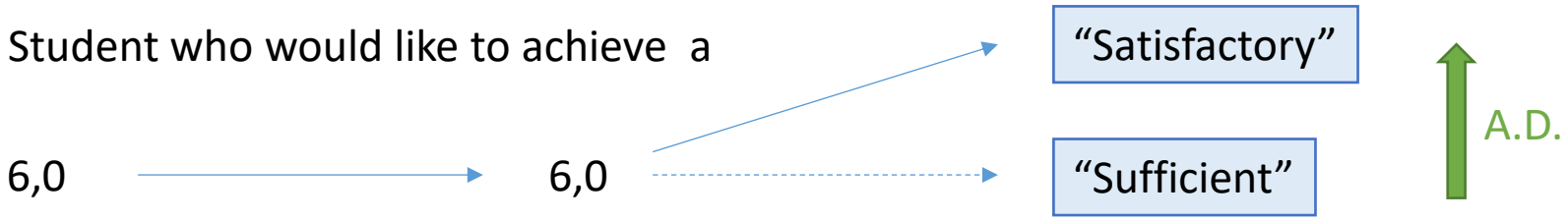
- Consultation/Cooperation/Cross-section meetings

- **Assessment Policy – ES**

  (A mark, B mark, Final mark – Number and type of assessment – Competence-based reporting – Self-assessment – Assessment plans)

Drop in standards?





BAC

Schola europaea

Bureau du Secrétaire général

Unité Baccalauréat européen

2014-03-D-25-fr-5

Orig.: FR

EQUIVALENCES ENTRE LE BACCALAUREAT EUROPEEN ET LE DIPLOME DE FIN D'ETUDES DU CYCLE SECONDAIRE DES ECOLES NATIONALES ET ADMISSION DES TITULAIRES DU BACCALAUREAT EUROPEEN AUX UNIVERSITES DES PAYS-MEMBRES

Baccalauréat européen (échelle sur 10 points)	**Système chypriote** (échelle sur 20 points)
9-10	18,5-20
8-8,99	15,5-18,49
7-7,99	12,5-15,49
6-6,99	09,5-12,49
0-5,99	1-9,49

Clé de conversion

(Note des Ecoles européennes = Note allemande)

9.0	=	1.0	7.4	=	2.6	5.9	=	4.1
8.9	=	1.1	7.3	=	2.7	5.8	=	4.2
8.8	=	1.2	7.2	=	2.8	5.7	=	4.3
8.7	=	1.3	7.1	=	2.9	5.6	=	4.4
8.6	=	1.4	7.0	=	3.0	5.5	=	4.5
8.5	=	1.5	6.9	=	3.1	5.4	=	4.6
8.4	=	1.6	6.8	=	3.2	5.3	=	4.7
8.3	=	1.7	6.7	=	3.3	5.2	=	4.8
8.2	=	1.8	6.6	=	3.4	5.1	=	4.9
8.1	=	1.9	6.5	=	3.5	5.0	=	5.0
8.0	=	2.0	6.4	=	3.6	4.9	=	5.1
7.9	=	2.1	6.3	=	3.7	4.8	=	5.2
7.8	=	2.2	6.2	=	3.8	4.7	=	5.3
7.7	=	2.3	6.1	=	3.9	4.6	=	5.4
7.6	=	2.4	6.0	=	4.0	4.5	=	5.5
7.5	=	2.5				etc.		

Notes du système des Ecoles européennes	**Notes du système bulgare**
8.4 – 10	Excellent – 5.50 – 6.00
7.0 – 8.3	Très bien – 4.50 – 5.49
5.7 – 6.9	Bien – 3.50 – 4.49
5.0 – 5.6	Passable
0 – 4.9	Faible

Mission
Locations of the European Schools
Principles and objectives
Background
Publications
Studies and Syllabuses
Organisation of studies
Language sections
Syllabuses and Attainment descriptors
New marking scale
Educational support
The European Baccalaureate
Enrolments in the European Schools
School year calendar
Recruitment in the European Schools

New marking scale in the Secondary cycle

A new marking system

An enhanced and standardised assessment for more successful learners

In short
Introduction - WHY?
The new marking system – WHAT?
Planning – HOW?
Frequently asked questions

In short

WHY? We needed a new marking scale…

- which is transparent and harmonised
- whose main focus is on pupil's positive performance and attainment,
- which is easy to interpret, especially for higher institutions of education,
- which is aligned with European policies,
- which retains the current system's strengths.

Ultimately, we need to be able to describe more precisely what pupils know/can do rather than what they do not know/cannot do.