



Schola Europaea

Office of the Secretary-General

Pedagogical Development Unit

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Orig.: FR

Attainment descriptors - Mathematics S1 – S3

**APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 13
AND 14 OCTOBER 2016 IN BRUSSELS**

Entry into force on 1 September 2018

Attainment descriptors - Mathematics – S1 - S3

Grade A (9.0 - 10 – Excellent)

Demonstrates a comprehensive knowledge of the syllabus; shows thorough understanding of mathematical terms, symbols and processes in all areas of the programme; translates challenging problems into mathematical symbols and reasons to a correct result; draws full and relevant conclusions from information, evaluates reasonableness of results and recognises own errors; consistently presents reasoning and results in a clear and concise manner; uses mathematical terminology and notation correctly; applies concepts to unfamiliar situations.

Grade B (8.0 - 8.9 – Very good)

Demonstrates a broad knowledge of the syllabus; shows broad understanding of mathematical terms, symbols and processes in all areas of the programme; translates some non-routine problems into mathematical symbols and reasons to a correct result; draws relevant conclusions from information, evaluates reasonableness of results and recognises own errors; presents reasoning and results in a clear and effective manner; uses mathematical terminology and notation correctly; applies frequently concepts to unfamiliar situations.

Grade C (7.0 - 7.9 – Good)

Demonstrates a good knowledge of the syllabus; shows satisfactory understanding of mathematical terms, symbols and processes in all areas of the programme; translates routine problems into mathematical symbols and reasons to a correct result; draws relevant conclusions from information and attempts to evaluate reasonableness of results; generally presents reasoning and results in a clear and effective manner; uses mathematical terminology and notation correctly; attempts to apply concepts to unfamiliar situations.

Grade D (6.0 - 6.9 – Satisfactory)

Demonstrates satisfactory knowledge of the syllabus; shows satisfactory understanding of mathematical terms, symbols and processes in most areas of the programme; translates routine problems into mathematical symbols and reasons to a result; attempts to draw conclusions from information given; shows some understanding of the reasonableness of results; generally presents reasoning and results effectively; uses mathematical terminology and notation correctly; applies concepts in familiar situations.

Grade E (5.0 - 5.9 – Sufficient)

Demonstrates satisfactory knowledge of most areas of the syllabus; understands the meaning of straightforward mathematical terms, symbols and processes, but misses the deeper concepts; translates routine problems into mathematical symbols and attempts to reason to a result; attempts to draw conclusions from information and shows limited understanding of the reasonableness of results; generally presents reasoning and results adequately using some mathematical terminology and notation; applies basic concepts in familiar situations.

Grade F (3.0 - 4.9 – Failed/Weak)

Demonstrates only partial knowledge of the syllabus; shows limited understanding of mathematical terms, symbols and processes; makes little attempt to interpret information; attempts to present reasoning and results using mathematical terms but makes frequent errors.

Grade FX (0 - 2.9 – Failed/Very weak)

Demonstrates very little knowledge of the syllabus; shows very little understanding of mathematical terms, symbols and processes; displays insufficient reasoning and use of mathematical terms.

Annex – Attainment descriptors – Mathematics – S1 - S3

| | A | B | C | D | E | F | FX |
|------------------------|---|--|---|--|---|--|--|
| | (9.0 - 10 Excellent) | (8.0 - 8.9 Very good) | (7.0 - 7.9 Good) | (6.0 - 6.9 Satisfactory) | (5.0 - 5.9 Sufficient) | (3.0 - 4.9 Failed/Weak) | (0 - 2.9 Failed/Very weak) |
| Knowledge | Demonstrates a comprehensive knowledge of the syllabus | Demonstrates a broad knowledge of the syllabus | Demonstrates good knowledge of the syllabus | Demonstrates satisfactory knowledge of the syllabus | Demonstrates satisfactory knowledge of most areas of the syllabus | Demonstrates only partial knowledge of the syllabus | Demonstrates very little knowledge of the syllabus |
| Comprehension | Shows thorough understanding of mathematical terms, symbols and processes in all areas of the programme | Shows broad understanding of mathematical terms, symbols and processes in all areas of the programme | Shows satisfactory understanding of mathematical terms, symbols and processes in all areas of the programme | Shows satisfactory understanding of mathematical terms, symbols and processes in most areas of the programme | Understands the meaning of straightforward mathematical terms, symbols and processes but misses the deeper concepts | Shows limited understanding of mathematical terms, symbols and processes | Shows very little understanding of mathematical terms, symbols and processes |
| Problem solving | Translates challenging problems into mathematical symbols and reasons to a correct result | Translates some non-routine problems into mathematical symbols and reasons to a correct result | Translates routine problems into mathematical symbols and reasons to a correct result | Translates routine problems into mathematical symbols and reasons to a result | Translates routine problems into mathematical symbols and attempts to reason to a result | / | / |

| | | | | | | | |
|-----------------------|--|--|--|--|--|--|---|
| Interpretation | Draws full and relevant conclusions from information; evaluates reasonableness of results and recognises own errors | Draws relevant conclusions from information, evaluates reasonableness of results and recognises own errors | Draws relevant conclusions from information and attempts to evaluate reasonableness of results | Attempts to draw conclusions from information given, shows some understanding of the reasonableness of results | Attempts to draw conclusions from information and shows limited understanding of the reasonableness of results | Makes little attempt to interpret information | / |
| Communication | Consistently presents reasoning and results in a clear, effective and concise manner; uses mathematical terminology and notation correctly | Presents reasoning and results in a clear and effective manner; uses mathematical terminology and notation correctly | Generally presents reasoning and results in a clear and effective manner; uses mathematical terminology and notation correctly | Generally presents reasoning and results effectively; uses mathematical terminology and notation correctly | Generally presents reasoning and results adequately; using some mathematical terminology and notation | Attempts to present reasoning and results using mathematical terms but makes frequent errors | Displays insufficient reasoning and use of mathematical terms |
| Linking | Applies concepts to unfamiliar situations | Applies frequently concepts to unfamiliar situations | Attempts to apply concepts to unfamiliar situations | Applies concepts in familiar situations | Applies basic concepts in familiar situations | / | / |