Schola Europaea
Office of the Secretary-General
Pedagogical Development Unit

Ref.: 2016-09-D-81-en-3
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

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>FX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>(9.0 - 10 Excellent)</td>
<td>(8.0 - 8.9 Very good)</td>
<td>(7.0 - 7.9 Good)</td>
<td>(6.0 - 6.9 Satisfactory)</td>
<td>(5.0 - 5.9 Sufficient)</td>
<td>(3.0 - 4.9 Failed/Weak)</td>
<td>(0 - 2.9 Failed/Very weak)</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Demonstrates a comprehensive knowledge of the syllabus</td>
<td>Demonstrates a broad knowledge of the syllabus</td>
<td>Demonstrates good knowledge of the syllabus</td>
<td>Demonstrates satisfactory knowledge of the syllabus</td>
<td>Demonstrates satisfactory knowledge of most areas of the syllabus</td>
<td>Demonstrates only partial knowledge of the syllabus</td>
<td>Demonstrates very little knowledge of the syllabus</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Shows thorough understanding of mathematical terms, symbols and processes in all areas of the programme</td>
<td>Shows broad understanding of mathematical terms, symbols and processes in all areas of the programme</td>
<td>Shows satisfactory understanding of mathematical terms, symbols and processes in all areas of the programme</td>
<td>Shows satisfactory understanding of mathematical terms, symbols and processes in most areas of the programme</td>
<td>Understands the meaning of straightforward mathematical terms, symbols and processes but misses the deeper concepts</td>
<td>Shows limited understanding of mathematical terms, symbols and processes</td>
<td>Shows very little understanding of mathematical terms, symbols and processes</td>
</tr>
<tr>
<td><strong>Problem solving</strong></td>
<td>Translates challenging problems into mathematical symbols and reasons to a correct result</td>
<td>Translates some non-routine problems into mathematical symbols and reasons to a correct result</td>
<td>Translates routine problems into mathematical symbols and reasons to a correct result</td>
<td>Translates routine problems into mathematical symbols and reasons to a correct result</td>
<td>Translates routine problems into mathematical symbols and attempts to reason to a result</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td>Draws full and relevant conclusions from information; evaluates reasonableness of results and recognises own errors</td>
<td>Draws relevant conclusions from information, evaluates reasonableness of results and recognises own errors</td>
<td>Draws relevant conclusions from information and attempts to evaluate reasonableness of results</td>
<td>Attempts to draw conclusions from information given, shows some understanding of the reasonableness of results</td>
<td>Attempts to draw conclusions from information and shows limited understanding of the reasonableness of results</td>
<td>Makes little attempt to interpret information</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Consistently presents reasoning and results in a clear, effective and concise manner; uses mathematical terminology and notation correctly</td>
<td>Presents reasoning and results in a clear and effective manner; uses mathematical terminology and notation correctly</td>
<td>Generally presents reasoning and results in a clear and effective manner; uses mathematical terminology and notation correctly</td>
<td>Generally presents reasoning and results effectively; uses mathematical terminology and notation correctly</td>
<td>Generally presents reasoning and results adequately; using some mathematical terminology and notation</td>
<td>Attempts to present reasoning and results using mathematical terms but makes frequent errors</td>
<td></td>
</tr>
<tr>
<td><strong>Linking</strong></td>
<td>Applies concepts to unfamiliar situations</td>
<td>Applies frequently concepts to unfamiliar situations</td>
<td>Attempts to apply concepts to unfamiliar situations</td>
<td>Applies concepts in familiar situations</td>
<td>Applies basic concepts in familiar situations</td>
<td>Displays insufficient reasoning and use of mathematical terms</td>
<td></td>
</tr>
</tbody>
</table>