FAGERHAUG

FAGERHAUG INTERNATIONAL SCHOOL

Assessment Policy

Guidelines for Members of the
Primary and Middle Years Programme

- **Policy implementation:** March 2020, PYP and MYP committee
- **To be reviewed:** June 2021

Table of Contents

1. Philosophy of Assessment

Assessment makes a major contribution to the realisation of the objectives of Fagerhaug International School as summarised in our Mission Statement:

> *Our mission at Fagerhaug International School is to strive for academic excellence with personal integrity to develop internationally minded students. We challenge ourselves, our students and our community to become caring and knowledgeable lifelong learners who inquire and take action to create a better world.*

At Fagerhaug International School we welcome students from any background with the potential to become effective, ethical leaders. Our goal is to lay a foundation of helping students to become lifelong learners who are culturally rooted and internationally-minded.

Assessment facilitates the evaluation, adjustment, direction and redirection of curriculum planning and delivery. It enables students, teachers, and parents to monitor the learning undertaken by each student in terms of allround personal development. All aspects of learning as embodied in the IB learner profile must be evaluated and monitored to provide students and teachers with information on the progress being made towards attaining the goals of the whole programme. Assessment supports setting personal learning targets and helps each student reach his/her own full potential. It should lead to a clear understanding of the progress made by the learner and facilitate the establishment of effective teaching practices based on the needs of the students. Thus assessment informs curriculum planning in a curriculum designed to deliver all aspects of the IB learner profile. Since assessment is so often associated solely with cognitive skills, it is worth saying explicitly that in a curriculum designed to realise our mission statement, assessment must be rich enough to facilitate the monitoring of attainment of all its aims including the IB learner profile attributes.

2. Principles of Assessment

Assessment must support and encourage effective teaching and learning in the classroom. It should be based on professional judgment and should reflect the intercultural dimensions of the programmes. Assessment is aimed at determining the learners' levels of understanding. Therefore, it is essential that teachers determine from the beginning what kind of assessment will allow learners to show that understanding.

A distinction can be made between:

➢ **Assessment FOR Learning** *(formative assessment)*
  - aimed at identifying the learning needs of students and forming part of the
    learning process itself, and

➢ **Assessment OF Learning** *(summative assessment)*
  - aimed at determining a student's achievement level, generally at the end of a
    course of study or unit of work.

Although these two functions are apparently quite distinct, the same assessment
instruments can often be used for either purpose, the difference lying in the way the
outcomes of the assessment are interpreted and applied (Black, 1993; Wiliam and Black,
1996). The two approaches should interact and be mutually supportive.

There are key principles of assessment that are common to both programmes.
- Assessment is integral to planning, teaching and learning.
- Assessments varied in type (formative and summative) and purpose.
- The assessment system and assessment practices are made clear to students and
  parents.
- Opportunities for peer- and self-assessment are planned for.
- Opportunities for students to reflect on their own learning are planned for.
- Students' current knowledge and experience are assessed before embarking on new
  learning *(pre-assessment)*.
- Students are provided with feedback as a basis for future learning.
- Reporting to parents is meaningful.
- Assessment data is analysed to provide information about the teaching and learning,
  and the needs of individual students.
- Assessment is used to evaluate the effectiveness of the curriculum.

The philosophy and principles of assessment apply to both programmes. There
are key differences in the assessment systems, in order to:

- meet the needs of students at particular ages and stages of development
- incorporate national requirements that schools may have to abide by

3. General Assessment Practices

While the IB programme guidelines lay down the parameters of assessment, they also ensure that each student is evaluated individually and not ranked or graded to fit into a comparative scale of performance. In the hypercompetitive context of contemporary societies, it is particularly necessary to emphasize that assessment is FOR learning, that it provides guidance for purposive directed learning, and for meeting programme standards. It is not for producing a rank ordering which compares one student's performance against another's.

- Assessments will be reported in English or Norwegian, which is currently the medium of instruction.

- Given the complex linguistic composition of the student and parent body, the multilingual nature of the Academy, and the stated goal of supporting mother tongues, assessment reports may be translated if and when necessary for the benefit of the recipient, especially a parent who is monolingual.

- A wide range of tools of assessment will be used and shared among teachers and students. A shared understanding of the purpose and accuracy of assessment tools will nurture a constructive climate for assessment and the reporting of that assessment.

- Assessment criteria will be explained to and understood by students prior to learning. This will enable learners to reflect upon and assess themselves based upon agreed criteria, and thus empower them as learners. It will also enable learners to communicate with teachers and peers, to reflect on their own learning, from achievements to analysis of strengths and weaknesses, and to understand and evaluate trajectories for learning.

- A comprehensive set of records of assessment for each student will be maintained for the benefit of all stakeholders, students, teachers, parents, career counsellors, and the Academy.

- Assessments will also be used for review of learned knowledge and skills before advancing to the next unit of inquiry, or level of learning.

- Fagerhaug International School will ensure assessment for learning is taking place and not the other way round. While both formative and summative assessments guide learning, the former is used in daily practice to shape next steps. Summative assessment comes at the end of a unit of learning. In other words, the former is development oriented and the latter measures mastery of knowledge and skills.

4. Assessment in the PYP *(Primary Years Programme)*

The primary aim of assessment in the PYP is to support and promote lifelong learning that encourages all students and teachers to be active, reflective thinkers who demonstrate the IB Learner Profile attributes. We believe that assessment is an integral part of our growth, and a rigorous and ongoing process which acts as a mechanism of feedback to inform instruction and enhance learning.

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: *the acquisition of **knowledge**, the understanding of **concepts**, the mastering of **skills**, the development of **attitudes*** and *the decision to take **action***.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas - *Assessing, Recording and Reporting.*

ASSESSING - how we discover what the students know and have learned.

Effective Assessments

We support and use the following criteria for effective assessments as cited by the IBO:

Effective assessments allow students to:
- demonstrate the range of knowledge, conceptual understanding and skills.
  - know and understand in advance the criteria for producing a quality product/performance.
  - participate in reflection, self and peer assessment.
  - base their learning on real-life experiences that can lead to further inquiries.

Effective assessments allow teachers to:
  - inform every stage of the teaching and learning process.
  - gather evidence that can be effectively reported and understood by the whole school community.
  - take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts.

Effective assessments allow parents to:
  - see evidence of student learning and development.
  - develop an understanding of the student's progress.
  - provide opportunities to support and celebrate learning.

Types of Assessment

Assessment for Learning (Formative Assessment)
- Most of the ongoing assessment in the PYP is formative in nature, meant to inform planning and instruction. Formative assessment is assessment for learning and plays an integral part in the teaching and learning cycle.

* Peer- and Self-assessment – Students in the PYP are given regular opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. When appropriate, students may also be actively involved in setting the criteria for work to be assessed.

Assessment of Learning (Summative Assessment)
Summative assessment tasks are designed to give information on what students can do, know and understand at the end of a unit of work. Each unit of inquiry or stand-alone unit of work in any subject has a summative assessment task(s) at the end of the unit.

*Standardized Achievement Tests

Mandatory National Tests

- The goal of the Norwegian national tests is to evaluate and develop the key competencies in reading, numeracy skills, and English. The results can be used as a basis to improve the development of students and the school.
- The national tests are given in the fall of the 5th grade year.
- The national tests are meant to provide information about students at all levels. Therefore, the tests are compiled of both simple and challenging tasks.
- The results of the national tests will give a limited picture of the skills and competencies that each student has. The results must, therefore, be seen in conjunction with other relevant information about the school, the community, and the student.

National Mapping of Skills

- **Reading Test (1ˢᵗ, 2ⁿᵈ, 3ʳᵈ grade mandatory)**

  The Norwegian reading assessments are meant to measure skills that create a foundation for good reading development. The assessments show progression in the development of reading skills and is a paper test lasting 60 minutes.

- **Numeracy Skills (2ⁿᵈ grade mandatory, 1ˢᵗ and 3ʳᵈ grade optional)**

  The Numeracy Skills are assessed to measure the students understanding of math terms and numeracy skills based upon the expectations within the Norwegian national curriculum. The assessment addresses the following for areas: number sequences and number lines, math operations, counting skills, and number sense. The test is given in a paper format for a period of 60 minutes.

- **English (3ʳᵈ grade, optional)**

  The English assessment is computer-based. It mainly assesses the students' skills in recognizing words that are common or found within daily life both orally and in written form. The test contains two sections – a listening portion and a reading portion.

- **Digital Literacy Skills (4ᵗʰ grade, optional)**

  The digital literacy assessment is meant to focus on the following areas: to retrieve and handle information, produce and work with information, and communicate and display digital judgement abilities.

RECORDING - how we choose to collect and analyse data.

o The school provides evidence of student learning over time across the curriculum.
o The school uses a range of strategies and tools to assess student learning.
o The school has systems of reporting student progress aligned with the assessment philosophy of the PYP.

Methods and Strategies

Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non- participant (observing from without) to participant (observing from within).
Rubrics	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate

	that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
Anecdotal Records	These are brief written notes based on observations of students."Learning stories" are focused, extended observations that can be analysed later. These records need to be systematically compiled and organized.
Checklists	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
Continuums	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.
Portfolios	These are collections of student work specifically selected to tell a story about the learning journey of the student. They document student growth in all curriculum areas and make student learning visible to the students, teachers, parents and other stakeholders. ***Student Profile (running, twice a year, 3x on-demand writing, math..) (Goal Setting and Reflections - introduced in first grade, in conjunction with the conferences twice a year)

REPORTING - how we choose to communicate information.

The school has systems of reporting student progress aligned with the assessment philosophy of the PYP.

Effective reporting should:
- involve parents, students and teachers as partners.
- reflect what the school community values.
- be comprehensive, honest, fair and credible.
- be clear and understandable to all parties.
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practices.

Forms of Reporting

Parent-Teacher Conference	Teachers and parents meet to discuss the student's progress, review needs and establish goals.
Student-Led Conference	Students lead a discussion based on the work in their portfolios and the classroom and teachers discuss the student's progress. The students, parents and teachers together review the progress made towards the goals set in the first semester and plan areas for development for the remainder of the year.

Progress Report	Outcomes based, written report for each subject. The report contains a general comment from teachers and reflection on individual progress towards achieving the criteria outlined in the PYP.
Learner Profile Lookout	The Learner Profile Lookout showcases students authentically exhibiting the learner profile traits.
Assembly	There are six assemblies each year. One assembly at the end of each unit of inquiry. The assembly allows the students to authentically have an audience for their speaking skills. It is an important piece to showcase the summative assessments.
Exhibition	The exhibition is the final assessment in the PYP at the end of the sixth grade. The students showcase their learning from their time in the PYP. The purpose of the PYP exhibition is to provide a forum for student-driven reporting. Other key purposes include the following: ● For students to engage and report on an in-depth, collaborative inquiry ● To provide students with an opportunity to demonstrate independence in, and responsibility for, their own learning ● To provide students with an opportunity to experience research into a particular topic over an extended period of time as a precursor to more advanced research later ● To provide students with an opportunity to explore multiple perspectives ● For students to synthesize and apply their learning from previous years, and to reflect on their journey through the PYP ● To provide an authentic process of assessing student understanding ● To demonstrate how students can take action as a result of their learning ● To unite students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP ● To celebrate the transition of learners from primary to middle/secondary education.

5. Assessment in the MYP *(Middle Years Programme)*

The primary aim of assessment in the MYP is to support and promote lifelong learning that encourages all students and teachers to be active, reflective thinkers who demonstrate the IB Learner Profile attributes. We believe that assessment is an integral part of our growth, and a rigorous and ongoing process which acts as a mechanism of feedback to inform instruction and enhance learning.

In the MYP, assessment is:

- developed and conceived as an integral part of unit planning

- designed to incorporate a variety of methods and to be relevant and motivating to students, taking account of their different learning styles
- for assessing students across a broad range of concepts, attitudes, knowledge and skills appropriate to their age and year level
- criterion-related using the age-appropriate assessment criteria published in the MYP guides; these must be made clear to students at the beginning of any new unit
- for supporting and encouraging student learning
- for providing timely and constructive feedback to students
- designed to allow graduated differentiation

Assessment is integral to all teaching and learning. It is central to the MYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: *the acquisition of **knowledge**, the understanding of **concepts**, the mastering of **skills**, the development of **attitudes** and the decision to take **action**.*

The assessment component in the school's curriculum can itself be subdivided into three closely related areas - *Assessing, Recording and Reporting.*

ASSESSING - how we discover what the students know and have learned.

Effective Assessments

Effective assessments allow students to:
- demonstrate the range of knowledge, conceptual understanding and skills.
- know and understand in advance the criteria for producing a quality product/performance
- participate in reflection, self and peer assessment.
- base their learning on real-life experiences that can lead to further inquiries.
    - help students to know whether they really understand what they think they understand and so encourages reflective, critical learning
    - promote positive attitudes to learning and build confidence
    - encourage the development of higher-order cognitive skills
    - help teachers and students to build a clear picture of each student's learner profile
    - monitor the progress of an individual student's learning and achievement
    - give students and teachers feedback on what each student can do and reveals areas for improvement in the learning process in the future
    - help teachers and students evaluate the effectiveness of the learning environment
    - help students to build an understanding of what they need to improve
    - help students to develop self-assessment skills
    - indicate ways in which students can be supported

Effective assessments allow teachers to:
- inform every stage of the teaching and learning process.
- gather evidence that can be effectively reported and understood by the whole school community.
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts.
- help teachers and students to build a clear picture of each student's learner profile
- monitor the progress of an individual student's learning and achievement
- give students and teachers feedback on what each student can do and reveal areas for improvement in the learning process in the future
- help teachers and students evaluate the effectiveness of the learning environment

Effective assessments allow parents to:
- see evidence of student learning and development.
- develop an understanding of the student's progress.
- provide opportunities to support and celebrate learning.

Types of Assessment

Assessment for Learning (Formative) - Most of the ongoing assessment in the MYP is formative in nature, meant to inform planning and instruction. Formative assessment is assessment for learning and plays an integral part in the teaching and learning cycle.

Peer- and Self-assessment – Students in the MYP are given regular opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. When appropriate, students may also be actively involved in setting the task specific criteria for work to be assessed.

Assessment of Learning (Summative) – Summative assessment tasks are designed to give information on what students can do, know and understand at the end of a unit of work. Each unit of inquiry in any subject has a summative assessment task(s)

Mandatory National Tests
- The goal of the Norwegian national tests is to evaluate and develop the key competencies in reading, numeracy skills, and English. The results can be used as a basis to improve the development of students and the school.

- The national tests are given in the fall of the eight and ninth grade year. Eighth grade is given a Norwegian reading test, a math computation test, and an English test. Ninth grade students take the Norwegian reading test and the math computation test. The results in ninth grade can be compared with the eigth grade results because the test is the same.

- The national tests are meant to provide information about students at all levels. Therefore, the tests are compiled of both simple and challenging tasks. The scores are reported from a level of 1 to 5.

- The results of the national tests will give a limited picture of the skills and competencies that each student has. The results must, therefore, be seen in conjunction with other relevant information about the school, the community, and the student.

RECORDING - how we choose to collect and analyse data.

In accordance with IB guidelines, all MYP summative assessments are assessed with a criterion-related process and are based upon predetermined task-specific clarifications that are shared with students in advance. All assessment should *inform* curriculum planning.

o The school provides evidence of student learning over time across the curriculum.
o The school uses a range of strategies and tools to assess student learning.
o The school has systems of reporting student progress aligned with the assessment philosophy of the MYP.

Assessment for Learning

Assessment for learning should be an integral part of every lesson. These could be in the form of observations, open and/or closed questioning, "thumbs up, thumbs down", "think, pair, share", "traffic lights", peer and self-assessments etc.

Teachers of all subjects are responsible for supporting literacy and will address spelling, punctuation and grammatical issues in an appropriate manner.

Marked work will be returned to students as soon as possible with appropriate oral and/or written feedback. Comments will be positive and aimed at helping students to improve.

Methods of Assessment

Methods of assessment used in the MYP will be varied in design and cover a broad range of learning and communication styles. Formal assessments allow for graduated differentiation.

Methods of assessment include (but are not limited to):
• observation (of expressions, behaviour, attitudes etc.)
• dynamic interaction
• questioning
• exercises, essays and compositions
• mind maps
• projects

- presentations
- debates
- quizzes
- investigations
- experiments
- physical skills
- role plays
- performances
- tests

REPORTING - how we choose to communicate information.

The school has systems of reporting student progress aligned with the assessment philosophy of the MYP.

Effective reporting should:
- involve parents, students and teachers as partners.
- reflect what the school community values.
- be comprehensive, honest, fair and credible.
- be clear and understandable to all parties.
- allow teachers to incorporate what they learn during the reporting
  process into their future teaching and assessment practices.

Each student's success will be measured in terms of 'levels of achievement' across the different subject groups. The level of achievement attained on each criterion will be decided by the subject teacher according to a 'best fit' in the appropriate assessment criterion level descriptor.

Forms of Reporting

Parent-Teacher -Student Conferences	Teachers, parents, and students meet to discuss the student's progress, review needs and establish goals.
Student-Led Conference	Each student leads a discussion based on the work in school and the classroom and teachers discuss the student's progress. The students, parents and teachers together review the progress made towards the goals set in the first semester and plan areas for development for the remainder of the year.
Progress Report	Each student receives a progress report twice a year. Each student is given feedback on the achievement levels for the four criteria in all subjects. Each subject teacher comments on individual progress in regards to approaches to learning skills, traits of the learner profile or more specific information in regards to the criterion.

Assembly	There are assemblies throughout the year for different subjects where students share their learning outcome with parents for the unit of inquiry within the subject presented.
The Personal Project for students in MYP 5	The personal project is a self-directed inquiry which is an expression or an outcome of the students' constructivist and holistic learning. It is produced over an extended period, completed during Year 5 (10th grade) of the MYP. It holds an important place in the MYP as the students explore the extent to which they have developed the IB Learner Profile attributes and those of the lifelong learners as mentioned in the IB mission statement. The inquiry draws upon their disciplinary knowledge, skills acquired through approaches to learning (ATL) and the awareness of the real world context of learning through the global contexts. • The process of internal standardization will take place within the team of supervisors and the personal project coordinator to ensure that similar standards have been applied to all students. • Supervisors will then determine a profile of achievement for each student by determining the appropriate level for each criterion. The levels for each criterion must then be added together to give a criterion levels total for the personal project for each student. IB grade boundaries will then be applied to the criterion levels totals to decide the grade for each student.

Standardization of Assessment

- Teachers at FINT share their expectations and understanding of common criteria and standards with each other in order to improve the consistency of their decisions about student learning.
- Standardization helps teachers to increase the reliability and consistency of the assessment information that they gather so that it can be used to guide and improve teaching practices and enhance student learning.
- Standardization serves to ensure that teachers are accountable for accurate and consistent assessment of student work.

- Assessment criteria are task specific.
- Students are assessed in four areas, A, B, C and D for each subject where 8 is the highest achievement level.
- Students demonstrate their understanding at increasing levels of sophistication:
    - Level 1 is used for MYP 7
    - Level 3 is used MYP 8
    - Level 5 is used for MYP 9 and 10.
- Each criteria, A, B, C and D have three to five strands. A strand is an aspect or indicator of the learning expectation.
- Each criterion strand must be assessed a minimum of twice a year in each year of MYP.
- Every semester teachers will collaborate and share unit planners, assignments and rubrics to assess student learning internally.

MYP assessment criteria across subject groups can be summarized as follows:

	A	B	C	D
Language and Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Comprehend spoken and visual text	Comprehend written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Personal Project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Determining final levels of achievement

- Students will be awarded a Final Grade in each subject from 1 to 7, with 7 representing the highest grade.
- This Final Grade will be based on all of the students' work and grades accumulated throughout their MYP 10 year.
- A best fit approach is used to determine the final grade per subject.
- The teachers develop a range of assessment tasks which give adequate opportunity to the students to achieve objectives of each subject group.
- The assessments of a teacher are quality assured by another colleague(s) internally.
- Internal standardization occurs before formally reporting the grades.

- January reporting cycle – Reporting the final level of achievement for the criteria for every subject group.

- June reporting cycle – Reporting the final level of achievement for the criteria for every subject group and the awarding of the final MYP grades.

In the MYP, assessment is closely aligned with the written and taught curriculum. Each strand has a corresponding strand in the assessment criteria for this subject group.

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Grade:	1	2	3	4	5	6	7
Boundaries	0-5	6-9	10-14	15-18	19-23	24-27	28-32

The table below provides a means of converting the criterion levels total into a grade based on a scale of 1–7. These are the IB final grades:

Grade:	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

	6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
	7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

The table below is the IB/Norwegian Grade Conversion and MYP grade descriptors:

IB Grade	Norwegian Equivalent	MYP Grade Descriptors
7	6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	5.5	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	4.5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	1	Minimal achievement in terms of the objectives.
0	0	Not yet assessed.