# Grading System at ISIB

| Early Years Level Descriptors<br>**All areas of Early Years** | |
|---|---|
| Working Towards the Expected level | Learners have not yet reached the expected level of work for their year group and need some assistance with tasks. |
| Working at the Expected Level | Learners are working at the expected level of work for their year group regularly and mostly independently. |
| Working Above the Expected level | Learners have met the expected level consistently and independently, and are able to delve into tasks in more detail. |

| Cambridge International Level Descriptors<br>**Year 1 to 9 subjects and non-exam subjects** | |
|---|---|
| **Unclassified** | Learners have demonstrated a very low level of understanding, lower than a 'Basic' understanding. They are working significantly below the expected level for their age. |
| **Basic** | Learners have generally shown a basic level of achievement. Whilst demonstrating a limited level of understanding, knowledge and skills of the curriculum content, they would benefit from a focus on all areas of the curriculum they found challenging. They are working below the expected level for their age. |
| **Aspiring** | Learners may show aspects of 'Basic' performance and 'Good' performance. They are working towards the expected level for their age. |
| **Good** | Learners have generally shown a good level of achievement. They have demonstrated a secure level of understanding, knowledge and skills of most of the curriculum content but would benefit from a focus on the specific areas of the curriculum identified. They are working at the age expected level. |
| **High** | Learners may show aspects of 'Good' performance and 'Outstanding' performance. They are working slightly above the expected level for their age. |
| **Outstanding** | Learners have generally shown an outstanding level of achievement. They have demonstrated a comprehensive level of understanding, knowledge, and skills of the curriculum content and should be very well prepared for the next stage of learning. They are working significantly above the expected level for their age. |

# Grading System at ISIB

| Grading System<br>**Year 10 and 11 IGCSEs, Year 9 Creativity and Year 9 and 10 Danish Language and Literature** | |
|---|---|
| IGCSE | Danish System |
| A* | 12 |
| A | |
| B | 10 |
| C | 7 |
| D | 4 |
| E | 02 |
| F | |
| G | 00 |
| U | -3 |

| Secondary Second Language Scale<br>Common European Framework of Reference for Languages (CEFR)<br>**Year 9 and 10 Danish as an Additional Language** | |
|---|---|
| C2 | **Proficient User** |
| C1 | |
| B2 | **Independent User** |
| B1 | |
| A2 | **Basic User** |
| A1 | |
| Pre-A1 | |

## Grading System at ISIB

We have added the **"**Most Demonstrated School Value**"** section to our reports this year to provide a broader picture of each child beyond academic achievement. It recognises and celebrates the personal qualities that support learning through our school values. This shared focus helps parents and teachers better understand how students engage with school life and contribute to the classroom community. It also reinforces the importance of positive behaviours for long-term success in and beyond school. The descriptors below offer guidance on why a value has been awarded, though it is not an exhaustive list.

| ISIB Value Most Demonstrated Descriptors | |
|---|---|
| **Respect** | The student listens carefully to others and values different opinions. They follow classroom expectations and school rules consistently. They treat people, resources, and the learning environment with care and consideration. |
| **Responsibility** | The student comes prepared for learning and completes tasks on time. They take ownership of their actions and learning choices. They use time and resources effectively and can work independently when required. |
| **Resilience** | The student perseveres when learning becomes challenging. They respond positively to setbacks and use feedback to improve. They maintain a determined attitude and keep trying even when work is difficult. |
| **Kindness** | The student treats others with care, empathy, and respect. They use positive language and support their peers when needed. They show patience and consideration in their interactions with others. |
| **Community** | The student contributes positively to the class and wider school community. They work well with others and support group learning. They help create an inclusive and positive classroom environment. |
| **Growth** | The student shows curiosity and a willingness to learn new things. They reflect on their learning and look for ways to improve. They are developing increasing independence and confidence in their work. |