

Order on the Marking Scale and Other Forms of Assessment

Ministry of Education Order No 513 of 22 June 1995

[...]

1. (1) Apart from pupils attending the basic school and the 10th form, all students shall be assessed individually according to the following marking scale (the 13-point marking scale) in tests forming part of examinations and in examinations in single subjects:

- 13: Is given for the exceptionally independent and excellent performance.
- 11: Is given for the independent and excellent performance.
- 10: Is given for the excellent but not particularly independent performance.
- 9: Is given for the good performance a little above average.
- 8: Is given for the average performance.
- 7: Is given for the mediocre performance, slightly below average.
- 6: Is given for the just acceptable performance.
- 5: Is given for the hesitant and not satisfactory performance.
- 03: Is given for the very hesitant, very insufficient and unsatisfactory performance.
- 00: Is given for the completely unacceptable performance.

(2) The requirements of the marking scale with regard to the individual performance shall apply by analogy to the award of marks for the year's work and similar general proficiency assessments.

(3) In higher education, it shall however also be possible to use the assessment of "Pass/Fail" in tests forming part of the final examination, cf. s. 11 (1), and which cover up to 1/3 of the study programme. In the design study programme and the study programme for adult education teachers, the assessment of "Pass/Fail" may be used in all tests.

(4) In the provisions pertaining to the individual vocational education and training programmes and the basic social and health education programmes as well as the programme for chiropodists, it may be laid down that the assessment of "Pass/Fail" or another marking scale than the 13-point marking scale shall be used. The assessment given cannot be converted into a mark on the 13-point scale.

(5) The provisions of this order regarding the assessment of "Pass/Fail" shall apply by analogy to the assessment of "Approved/Not approved".

(6) When translating the marking scale into English, the designations appearing from (1) above shall apply.

2. (1) The assessment of performances and general proficiency shall be made on the basis of the requirements laid down for the individual subjects in the study programme in question (absolute marking). The performance or general proficiency shall be assessed on the basis of both the aims of the given subject and the described content of the programme. It should not be endeavoured to make a definite distribution of the marks (relative marking).

(2) When an examination has commenced, an assessment must be made, unless the examination is interrupted due to expulsion or illness justifying the holding of a make-up examination.

3. (1) For each assessment according to the 13-point marking scale, the performance or general proficiency shall first be placed within the following four groups of marks:

- 1) Excellent, the marks of 13, 11 and 10.

2) Average, the marks of 9, 8 and 7.

3) The just acceptable, the mark of 6.

4) Hesitant, the marks of 5, 03 and 00.

(2) After placing it in the right category, it shall be decided - in the case of the groups of marks of 1, 2 and 4 - which mark in the category concerned shall be awarded in the assessment of the performance or general proficiency.

(3) The fixing of the mark shall be made on the basis of a total assessment of the extent to which the performance or general proficiency meet the described requirements.

4. (1) Under the group of marks described as "excellent" (the marks of 13, 11 and 10) belong performances and proficiencies, where the student

1) demonstrates substantial and confident knowledge and substantial and confident proficiency in the subject,

2) distinguishes clearly between essential and unessential aspects,

3) demonstrates a very substantial knowledge of concepts and methods and substantial proficiency in concepts and methods, respectively.

4) gives an account of these and organises a topic in such a way that almost all relevant aspects are dealt with,

5) gives an adequate motivation for focusing on these aspects,

6) compares or combines concepts, methods and information confidently and correspondingly assesses and makes general conclusions from this, and

7) uses his or her knowledge and proficiency, respectively in a very confident way when confronted with known issues and if possible also when confronted with unknown problems by combining existing principles in such a way that ways of solving these are expounded.

(2) The mark of 13 shall only be awarded in exceptional cases. The mark shall be used for an exceptionally independent and excellent performance or a corresponding general proficiency, the prerequisite of which is an exceptional performance which demonstrates quick perception and full understanding of a problem or topic and which also demonstrates an independent attitude and overall view of major parts of the subject-matter and their correlation.

5. (1) Under the group of marks described as "average" (the marks of 9, 8 and 7) belong performances and proficiencies, where the student

1) demonstrates a rather broad and somewhat confident knowledge and a rather broad and somewhat confident proficiency in the subject,

2) gives an account of the presented topic in such a way that essential aspects are expounded, demonstrates a substantial knowledge of concepts and methods and a substantial proficiency in concepts and methods, respectively.

3) demonstrates a substantial knowledge of concepts and methods and a substantial proficiency in concepts and methods, respectively.

4) gives an account of these and organises a topic in such a way that many relevant aspects are being dealt with,

5) gives a more or less adequate motivation for focusing on these aspects,

6) compares or combines concepts, methods and information in a rather confident way and correspondingly assesses and makes general conclusions from this, and

7) uses his or her knowledge and proficiency, respectively in a rather confident way when confronted with known issues.

6. (1) The mark of 6 shall be the minimum pass mark, where there is a requirement of passing. The mark thus corresponds to a performance or general proficiency, where the student demonstrates the minimum of understanding, knowledge and proficiency which can be accepted in order to be considered to have passed the examination. As far as the demonstrated understanding and the demonstrated knowledge and proficiency are concerned, the positive and negative aspects of the performance or general proficiency must be largely equal, but the positive aspects must however predominate. In written and oral performances, where it is possible to establish with reasonable accuracy how great a fraction of the examination question or of the presented topic the student has been able to answer, this fraction shall be more than half.

7. (1) Under the group of marks described as "hesitant" (the marks of 5, 03 and 00) belong performances and proficiencies, where the student

- 1) demonstrates limited and hesitant knowledge and limited and hesitant proficiency in the subject,
- 2) has difficulties when it comes to distinguishing between essential and unessential aspects,
- 3) demonstrates an insufficient knowledge of concepts and methods and insufficient proficiency in concepts and methods,
- 4) gives an account of these in such a way that only few relevant aspects are expounded,
- 5) gives an inadequate motivation for focusing on these aspects,
- 6) compares or combines concepts, methods and information in a hesitant way and correspondingly assesses and makes general conclusions on the basis of this, and
- 7) uses his or her knowledge and proficiency, respectively in a hesitant way when confronted with known issues.

(2) The mark of 00 shall only be awarded in exceptional cases. The mark shall be used for a performance or general proficiency where the student demonstrates a complete lack of understanding within the syllabus of the subject in the study programme in question. The mark of 00 shall also be awarded, where there has been no performance in the subject.

8. (1) The mark shall be fixed by the external/internal¹ examiner or by the teacher-examiner. Where an external/internal examiner and a teacher-examiner take part in the assessment, the mark shall be fixed upon a discussion between the two of them.

(2) If the external/internal examiner and the teacher-examiner are unable to come to an agreement on a joint assessment, they shall each award a mark. The mark for the examination will be the average of these marks rounded off to the closest mark on the marking scale. If the average lies between two marks, the final mark shall be the closest higher mark, if the external/internal examiner has awarded the highest mark, and otherwise the closest lower mark. In case of disagreement as to whether the general proficiency or performance should be assessed at "Pass" or "Fail", the assessment of the external/internal examiner shall be decisive.

(3) If several external/internal examiners or several teacher-examiners take part in the assessment, they shall collectively have the external/internal examiner competence and the teacher-examiner competence, respectively according to subsection (1). Within each group, i.e. the external/internal examiner group and the teacher-examiner group, respectively, the assessment shall in case of disagreement be fixed as the average of the individual assessments rounded off to the closest mark in the marking scale. It shall be rounded up, if the average lies between two marks.

¹ External examiners are examiners who are appointed by the Ministry of Education and who are not members of the teaching or research staff of the educational institution concerned.

Internal examiners are examiners appointed by the institution from among its own teaching or research staff.

(4) Irrespective of the provisions laid down in subsections (2) and (3), the marks of 13 and 00 cannot be awarded through rounding off.

(5) Subsections (1)-(3) shall apply by analogy, if the assessment is not based on the 13-point marking scale, cf. s. 1 (2) and (3).

(6) Subsections (2) and (3) shall not apply, where the decision is taken by the Ministry of Education, an arbitrator or the like according to provisions laid down by the individual study programmes.

9. (1) In those cases where a compound mark is to be fixed from several partial marks for different performances or proficiencies, the mark shall be the average of the partial marks rounded off to the closest mark in the marking scale. The mark shall be rounded up, if the average lies between two marks. It may be determined in the provisions pertaining to the individual programme that the partial marks shall count with different weight, when the compound mark is to be fixed.

(2) Irrespective of the provision laid down in (1) above, the marks of 13 and 00 cannot be awarded through rounding off. The provision in (1) shall apply by analogy in those cases, where the assessment is not made on the basis of the 13-point marking scale, cf. section 1 (2) and (3).

10. (1) If there are requirements of a pass in an examination, test or a general proficiency assessment, the requirement shall be considered met, if the student acquires at least the mark of 6 or the assessment of "Pass".

(2) In case of the award of several marks, the requirement in (1) shall be met, if the average is at least 6.0. The requirement of an average of at least 6.0 cannot be met through rounding off. The mark of "Pass" must be obtained at all examinations etc., at which the assessment of "Pass/Fail" is used. The regulations laid down for the individual programmes may furthermore include requirements as to whether a certain minimum mark on the scale must be obtained at one or several examinations etc. which form part of the average.

11. (1) The diploma must contain information as to which tests have formed part of the examination and which assessments have been obtained. The total examination result may be expressed by an average mark, cf. section 12. When calculating the average mark, one decimal shall be used. In the regulations pertaining to the individual programme, it may be laid down that the average mark shall be computed from the average marks for certain groups of marks. In that case, the requirement for passing according to section 12 (2) must be met for each of the groups. The calculation of the average mark does not include subjects in which the assessment of "Pass"/"Fail" is used.

(2) It shall follow from the regulations pertaining to the individual programme which marks form part of the total examination result.

(3) It may be laid down in the regulations pertaining to the individual programme that the individual marks which form part of the total examination result shall count with different weight in the calculation of the average mark.

12. (1) When fixing a compound mark according to section 9, at assessments according to section 10 (2) of a pass requirement at an examination, test or a general proficiency assessment and when calculating an average mark according to section 11, the marks may be included with different weight, as laid down in the provisions pertaining to the individual programmes.

(2) The weighted average shall be understood as the sum of the individual marks, each multiplied by the weight of the mark and divided by the sum of the weights.

13. (1) The order shall come into force as from 1 December 1995, and it shall apply to the marking and assessment taking place after this date.

[...]

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