



## Consistency in quantitative terms تفسير المصطلحات الكمية

Almost All	Greater than 90%	الجميع تقريباً
Most	75% - 90%	معظم
Large majority	61% - 74%	غالبية كبيرة
Majority	50% - 60%	غالبية
Large minority	31% - 49%	أقلية ملحوظة
Minority	16% - 30%	أقلية
Few	Up to 15%	عدد قليل



# 1. Students' achievement

## 1.1 Attainment

### Elements

1.1.1 Attainment as measured against authorised and licensed curriculum standards

1.1.2 Attainment as measured against national and appropriate international standards

1.1.3 Knowledge, skills and understanding, especially in the key subjects

1.1.4 Trends in attainment over time

### Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
<b>1.1.1 Attainment as measured against authorised and licensed curriculum standards</b>					
Most students attain levels that are above curriculum standards.	The large majority of students attain levels that are above curriculum standards.	The majority of students attain levels that are above curriculum standards.	Most students attain levels that are in line with curriculum standards and a few are above.	Less than three-quarters of students attain levels that are at least in line with curriculum standards.	Few students attain levels that are in line with curriculum standards.
<b>1.1.2 Attainment as measured against national and appropriate international standards</b>					
In external examinations, most students attain levels that are above national and international standards.	In external examinations, a large majority of students attain levels that are above national and international standards.	In external examinations, the majority of students attain levels that are above national and international standards.	In external examinations, most students attain levels that are in line with national and international standards.	In external examinations less than three-quarters of students attain levels that are at least in line with national and international standards.	In external examinations, only a few students attain levels that are in line with national and international standards.



**1.1.3 Knowledge, skills and understanding, especially in the key subjects**

In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are above curriculum standards.	In lessons and in their recent work, a large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards.	In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards.	In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards.	In lessons and in their recent work, less than three-quarters of students demonstrate levels of knowledge, skills and understanding that are at least in line with curriculum standards.	In lessons and in their recent work, only a few students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. There are significant gaps in students' knowledge and weaknesses in their skills and understanding.
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**1.1.4 Trends in attainment over time**

Over the past three years, the attainment of most students has been consistently above national and international standards.	Over the past three years, the attainment of a large majority of students has been consistently above national and international standards.	Over the past three years, the attainment of a majority of students has been above national and international standards, or has improved significantly.	Over the past three years, the attainment of most students has been broadly in line with national and international standards.	Over the past three years, the attainment of most students has been consistently below international standards or has varied considerably.	Over the past three years, only a few students have attained levels that are in line with national and international standards.
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## 1.2 Progress

### Elements

1.2.1 Progress of students, including those with special educational needs, against their starting points and over time

1.2.2 Progress in lessons

1.2.3 Progress of different groups of students

### Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
<b>1.2.1 Progress of students, including those with special educational needs, against their starting points and over time</b>					
Internal and external assessment information indicates that most students make better than expected progress in relation to their individual starting points and the curriculum standards.	Internal and external assessment information indicates that a large majority of students make better than expected progress in relation to individual starting points and the curriculum standards.	Internal and external assessment information indicates that the majority of students make better than expected progress in relation to their individual starting points and the curriculum standards.	Internal and external assessment information indicates that most students make the expected progress in relation to individual starting points and the curriculum standards.	Assessment information indicates that less than three-quarters of the students make the expected progress in relation to individual starting points and the curriculum standards.	Assessment information indicates that only a few students make the expected progress in relation to individual starting points and the curriculum standards.
<b>1.2.2 Progress in lessons</b>					
In lessons, most students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, a large majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, most students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards and a few make better progress.	In lessons, only a majority of students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, only a few students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.



**1.2.3 Progress of different groups of students**

All groups* of students make better than expected progress.	Most groups* of students make better than expected progress.	The majority of groups* of students make better than expected progress.	All groups* make at least expected progress, although there may be some unevenness in progress between groups*.	At least one significant group* of students does not make the expected progress.	There is significant disparity in progress rates between the different groups* of students.
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\* "groups" refers to those identified under the section "Judging students' attainment, progress and learning skills"



### **The quality of progress illustrated below would be evaluated as outstanding.**

- Internal and external assessment information shows that, in relation to their assessed starting points, most students reach higher levels of attainment than predicted.
- Most students make significant gains in their knowledge, skills and understanding, as measured against the learning objectives in lessons. They make links between subject areas demonstrating high levels of competence and applying their skills successfully in everyday and unfamiliar contexts.
- All groups of students, including those with special educational needs and low attainers, make similarly strong progress.

### **The quality of progress illustrated below would be evaluated as good.**

- Internal and external assessment information indicates that, in relation to their starting points, the majority of students reach higher levels of attainment than predicted.
- The majority of students make notable gains in knowledge, skills and understanding, as measured against the learning objectives in lessons. They make links to prior knowledge and are confident in applying their skills in everyday contexts.
- The majority of groups of students, including those with special educational needs and low attainers, make similarly strong progress.

### **The quality of progress illustrated below would be evaluated as acceptable.**

- Internal and external assessment information indicates that, in relation to their starting points, most students reach the predicted levels of attainment.
- Most students make gains in knowledge, skills and understanding, as measured against the learning objectives in lessons. A few students make links to prior knowledge but a majority may lack confidence in applying their skills in everyday contexts.
- Most groups of students, including those with special educational needs and low attainers, make expected progress.

### **The quality of attainment and progress illustrated below is unlikely to be acceptable.**

- Students are working at a level below what is expected for their ages.
- Students' key skills in literacy, numeracy and technology are so limited that they find it difficult to work co-operatively or independently.
- The rate of students' progress is too slow and a significant minority of students do not make the progress of which they are capable. Few students are able to apply their skills and knowledge in everyday contexts.
- Not all groups of students, including those with special educational needs and low attainers, make sufficient progress.