



2021-2022

Grade Descriptors Manual

Dear Parents,

We are happy to announce another academic advancement in Brummana High School this year.

The school is introducing the Cambridge Grading System which comes as a natural move with the gradual implementation of the Cambridge programme

In the Primary Section. The grades will extend from A* to D.

The following manual includes the grade descriptors and the conversion scale between percentages and alphabetical grades for each subject.

Grade descriptors are supposed to inform you about the grade range of your son/daughter, and are mainly a description of what your son/daughter has acquired in terms of knowledge, skills and understandings. It advises about the actions needed to obtain a higher grade in the future. For each subject, the exhibited table contains three columns: the first displays the letter grade, the second shows the corresponding percentage grade range, and the third column describes in details the ability of your son and daughter.

The effort and conduct grades will be as follows: X for Excellent, VG for Very Good, G for Good, S for Satisfactory and I for Improvement needed.

Finally, I hope that this manual will help you better understand our new grading system.

Shatha Abou Khalil

Head of Elementary Section

English Grade Descriptors Upper and Lower Primary Sections

Grade	Percentage	Grade Descriptors
A*	90 – 100	Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little to no difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.
A	80 – 89	Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.
B	70 – 79	Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction;

		demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.
C	60 – 69	Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.
D	Below 60	Students speak hesitantly and at times unclearly; use a simple (or a limited) range of language correctly at times (or often incorrectly); handle ideas with some difficulty with fairly limited interaction; demonstrate some (or fairly limited) understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty (or easy questions) ; write texts demonstrating a basic (or fairly limited) command of vocabulary and some to little awareness of grammatical structure; produce an identifiable text type (sometimes with limited success); make some attempt at expressing their ideas and organizing their work; content is rarely convincing.

Brummana High School
Grade Descriptors
AY 2021-2022

Section: Infant/ Primary (KG3-6)

Subject: Arabic

Grade	Percentage Scale	Descriptor
A*	90-100	<ul style="list-style-type: none">المهارات المكتسبة بمستوى ممتاز .التمتع بمعرفة وفهم واسعين للمحتوى .القدرة على تطبيق المهارات المكتسبة في التحليل والمناقشة .إجادة ممتازة لخصائص اللغة والتعبير الشفهي والمكتوب .
A	80-89	<ul style="list-style-type: none">المهارات المكتسبة بمستوى جيد جداً .تمتع الطالب بمعرفة وفهم شاملين للمحتوى .القدرة على تطبيق المهارات المكتسبة في التحليل والمناقشة .إجادة جيدة جداً لخصائص اللغة ودقة في التعبير الشفهي والكتابي .

B	70-79	<ul style="list-style-type: none">• المهارات المكتسبة بمستوى جيد.• تمتع الطالب بمعرفة وفهم جيدين للمحتوى.• القدرة على تطبيق المهارات المكتسبة في التحليل والمناقشة.• إجابة جيدة لخصائص اللغة ودقة في التعبير الشفهي والكتابي.
C	60-69	<ul style="list-style-type: none">• المهارات المكتسبة بمستوى مقبول.• تمتع الطالب بمعرفة وفهم لا بأس بهما للمحتوى.• القدرة على تطبيق المهارات المكتسبة في التحليل والمناقشة.• إجابة مقبولة لخصائص اللغة والتعبير الشفهي والكتابي.
D	Below 60	<ul style="list-style-type: none">• عدم امتلاك الطالب القدرة على استخدام وتطبيق المهارات المكتسبة.• ضعف في المهارات التحليلية والتواصلية.• ضعف في استخدام خصائص اللغة وفي التعبير الشفهي والكتابي.

Brummana High School
Grade Descriptors
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Section: Infant/ Primary (KG3-6)

Subject: French

Grade	Percentage Scale	Descriptor
A*	90-100	L' élève parle avec aisance et clareté; utilise avec précision une gamme richement variée et idiomatique de la langue;gère les idées de manière efficace et habile avec des interactions complexes; démontre une compréhension approfondie du sens des textes écrits ;a peu ou pas de difficultés avec les questions les plus difficiles; reconnaît presque toutes les subtilités de l'usage d'une langue spécifique;écrit des textes détaillés et expressifs, démontrant une excellente maîtrise du vocabulaire et des stuctures complexes avec un niveau grammatical constamment élevé;fait preuve de clareté de la pensée dans l'organisation de son travail et a une capacité à engager , à convaincre et à influencer le public.
A	80-89	L'élève parle clairement , couramment et naturellement; utilise avec précision une gamme variée et idiomatique de la langue; gère efficacement les idées avec une interaction active et complète; démontre une très bonne compréhension du sens et du but des textes écrits; a peu de difficultés avec des questions plus difficiles ; reconnaît la plupart des subtilités de l'usage d'une langue spécifique; écrit des textes détaillés , démontrant une très bonne maîtrise du vocabulaire et des structures complexes ; adapte son écriture de manière appropriée en fonction du public visé; écrit ses idées et organise son travail de manière cohérente et convaincante.

B	70-79	L'élève s'exprime généralement clairement et couramment ; utilise la plupart du temps ,avec précision,une gamme variée de la langue; gère efficacement les idées avec une interaction généralement complète; démontre une bonne compréhension du sens et du but des textes écrits; a des difficultés avec les questions les plus complexes ;reconnait quelques subtilités de l'usage spécifique de la langue; rédige des textes assez détaillés démontrant une bonne maîtrise du vocabulaire et un bon niveau grammatical; montre une capacité raisonnable d'adapter leur écriture au public visé; exprime leurs idées et organise leur travail de manière cohérente.
C	60-69	L'élève parle généralement d'une façon claire; utilise correctement une gamme de base de la langue; manipule des idées adaptées à une interaction complète; démontre une bonne compréhension du sens et du but des textes écrits ; a une certaine difficulté avec presque toutes les questions difficiles et certaines questions moyennes; reconnait quelques subtilités de l'usage spécifique d'une langue;écrit des textes démontrant une maîtrise du vocabulaire et un niveau grammatical adéquat et précis;exprime ses idées et organise son travail de manière appropriée.
D	Below 60	L'élève parle avec hésitation et parfois de manière peu claire; utilise correctement (ou souvent incorrectement) une gamme simple (ou limitée)de langage; gère les idées avec une certaine difficulté et une interaction assez limitée ; démontre une compréhension limitée du sens des textes écrits;a des difficultés à comprendre les questions(parfois faciles);écrit des textes démontrant une maîtrise basique (ou limitée)du vocabulaire et de la structure grammaticale;produit un type de texte identifiable (parfois avec un succès limité);essaie d'exprimer ses idées et organise son travail ; toutefois le contenu est rarement convaincant.

Grade Descriptors

Maths

Primary Section

Grade	%Scale	Description
A*	90 – 100	Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course.
A	80 – 89	Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course.
B	70 – 79	Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course.
C	60 – 69	Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations;

		successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology.
D	Below 60	Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology.

Grade Descriptors
Science
From KG3 to grade 6

Grade	% scale	Description
A*	90 - 100	Fully understand the processes of scientific inquiry to investigate questions, conduct experiments, use simple equipment, analyze data to draw conclusions and solve daily life problems. Demonstrate a full understanding of the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.
A	80 – 89	Almost fully understand the processes of scientific inquiry to investigate questions, conduct experiments, use simple equipment, analyze data to draw conclusions and solve daily life problems. Demonstrates almost a full understanding of the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.
B	70 – 79	Mostly understand the processes of scientific inquiry to investigate questions, conduct experiments, use simple equipment, analyze data to draw conclusions and solve daily life problems. Demonstrate mostly an understanding of the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.
C	60 – 69	Partially understand the processes of scientific inquiry to investigate questions, conduct experiments, use simple equipment, analyze data to draw conclusions and solve daily life problems. Demonstrate a partially limited understanding of the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.
D	Below 60	Narrowly understand the processes of scientific inquiry to investigate questions, conduct experiments, use simple equipment, analyze data to draw conclusions and solve daily life problems. Demonstrate limited understanding of the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.