

EXECUTIVE ORDER ON GRADING SCALES AND OTHER FORMS OF ASSESSMENT

Executive Order no. 513 of 22/06/1995, as amended by Executive Order no. 890 of 22/11/1995.

NOTE! The following executive order incorporates subsequent amendments. The text thus expresses the applicable rules. The original executive orders are available from [Retsinformation](#).

Pursuant to the authority in the relevant legislation on educational institutions, including the University Act section 2, subsection 1, cf. Consolidated Act no. 334 of 27 May 1993, it is hereby stipulated:

Section 1. Students, apart from students in elementary school and 10th grade, shall in tests forming part of examinations and in tests in single subjects be given individual assessment according to the following grading scale (the 13-point scale):

- 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.

Subsection 2. Grading scale requirements for individual performances shall apply correspondingly to the awarding of grades for the year's work and similar periodic proficiency assessments.

Subsection 3. In courses of higher education, the assessment "Pass/Fail" may however also be utilised in tests forming part of examinations, cf. section 11, subsection 1, and which represent up to 1/3 of the study programme. In the case of the study programme in design and the study programme for adult educators, the assessment "Pass/Fail" may be utilised throughout the entire programme.

Subsection 4. The rules for individual vocational education programmes, basic social and health care study programmes, and the chiropodist study programme, may stipulate that the assessment "Pass/Fail" or a grading scale other than the 13-point scale may be utilised. The assessment awarded cannot be converted to a grade according to the 13-point scale.

Subsection 5. The provisions of this executive order concerning the assessment "Pass/Fail" shall apply correspondingly to the assessment "Approved/Not Approved".

Subsection 6. In the translation of the grading scale to English, the designations used shall be those specified in appendix 1 of this executive order.

Section 2. The evaluation of examination performances and continuous proficiency assessments must take place on the basis of the academic requirements specified for the relevant study programme (awarding of absolute grades). Performance and proficiency shall be assessed both on the basis of the aim of the subject and the stated content of the study programme. No particular distribution of grades should be aimed for (awarding of relative grades).

Subsection 2. An assessment must be awarded once an examination has been commenced, unless the examination is interrupted due to the expulsion of the student or an illness that entitles the student to sit a make-up examination.

Section 3. In any assessment conducted according to the 13-point scale, the student's performance or proficiency shall first be located within one of the following four groups of grades:

1. Excellent, grades 13, 11 and 10.
2. Average, grades 9, 8 and 7.
3. Just acceptable, 6.
4. Uncertain, grades 5, 03 and 00.

Subsection 2. The specific grade which is to be awarded for the performance or proficiency is then determined for those assessments falling within groups 1, 2 and 4.

Subsection 3. The determination of the grade shall occur on the basis of an overall evaluation of the extent to which the performance or proficiency has fulfilled the stated requirements.

Section 4. The group of grades designated "excellent" (grades 13, 11 and 10) encompasses examination performances and proficiency in which the student:

5. demonstrates comprehensive and confident knowledge and skill in the subject,
6. distinguishes clearly between significant and insignificant aspects,
7. demonstrates highly comprehensive knowledge and skills in the subject's concepts and methods,
8. can expound and organise a subject so as to include almost all relevant factors,
9. can provide satisfactory reasons for including these factors,
10. can compare or combine concepts, methods and information in a very confident way, and use these to assess and generalise, and
11. can apply the relevant knowledge or skills to tackle known problems in a very confident manner, and possibly also to tackle unknown problems by combining the underlying principles in such a way as to be able to propose a possible solution.

Subsection 2. The grade 13 is an exceptional grade. This grade is awarded for an unusually independent and excellent performance or equivalent proficiency, requiring a highly skilled performance, and demonstrating rapid comprehension and full understanding of a problem or subject, as well as independent thinking and clarity towards many components of the material under study and their internal relationships.

Section 5. The group of grades designated "average" (grades 9, 8 and 7) encompasses examination performances and proficiency, in which the student:

1. demonstrates broad and reasonably confident knowledge of or skill in the subject,
2. can present the subject in such a way as to highlight its important aspects,
3. demonstrates comprehensive knowledge of or skill in the subject's concepts and methods,
4. can present these in such a manner as to include many relevant factors,
5. can provide a reasonable justification for emphasising these factors,
6. can compare or combine concepts, methods and information in a reasonably confident manner, and can use these to assess and generalise, and
7. can apply this knowledge or skill to tackle known problems in a reasonably confident way.

Section 6. The grade 6 is the pass grade, which must be achieved in order to pass the examination. This grade thus corresponds to a level of performance or proficiency at which the student demonstrates the minimal acceptable understanding and skill necessary to pass the examination. The positive and negative demonstrations of understanding and skill revealed by the student's performance or proficiency may be more or less equal, although the positive contributions shall outweigh the negative ones. In the case of written and verbal performances in which it is possible to measure with a reasonable degree of accuracy how large a fraction of the task the student has been able to cope with, this fraction shall be greater than one-half.

Section 7. The group of grades designated "uncertain" (grades 5, 03 and 00) encompasses examination performances and proficiency in which the student:

1. demonstrates limited and insecure knowledge of or skill in the subject,
2. has difficulty distinguishing between aspects that are significant and insignificant,
3. demonstrates inadequate knowledge of or skill in the relevant concepts and methods,
4. presents these in such a manner as to include only a few relevant aspects,
5. cannot provide a suitable justification for emphasising these aspects,
6. compares or combines concepts, methods and information in a way that is insecure, and uses these to assess and generalise in a similarly insecure manner, and
7. applies knowledge and skills to tackle known problems in an uncertain manner.

Subsection 2. The grade 00 is an unusual grade. This grade shall be awarded for a level of performance or proficiency in which the student has demonstrated a complete lack of understanding within the area of the relevant study programme. The grade 00 shall also be awarded if no academic performance has taken place.

Section 8. The grade shall be determined by the external or internal examiner. Where both an internal and external examiner take part in the assessment, the grade to be awarded shall be agreed upon between them.

Subsection 2. If the internal and external examiner are in disagreement about the grade to be awarded, each shall award a separate grade. The grade awarded for the examination shall then comprise the average of these grades, rounded off to the nearest grade on the grading scale. If the average lies half-way between two grades on the grading scale, the final grade chosen shall be the nearest higher grade if the external examiner has awarded the higher grade, or otherwise the nearest lower grade. In case of disagreement as to whether the assessment awarded shall be "Pass" or "Fail", the judgement of the external examiner shall be decisive.

Subsection 3. If several external examiners or several internal examiners take part in the assessment, their combined assessment authority shall be as determined by subsection 1. In the event of any disagreement concerning the assessment, the assessment shall within each group of internal and external examiners comprise the average of the individual assessments, rounded off to the nearest grade on the grading scale. If the average lies half-way between two grades, the grade shall be rounded upwards.

Subsection 4. Irrespective of the rules in subsections 2 and 3, the grades 13 and 00 cannot be awarded by way of rounding up or down.

Subsection 5. Subsections 1-3 shall apply correspondingly in cases where assessment is not undertaken on the basis of the 13-point scale, cf. section 1, subsections 2 and 3.

Subsection 6. Subsections 2 and 3 shall not apply in the case of decisions taken by the Ministry of Education, an arbitrator, or the like, pursuant to the rules laid down for the individual study programmes.

Section 9. Where a combined grade is to be awarded which is composed of several partial grades for various performances or proficiencies, the grade shall comprise the average of the partial grades, rounded off to the nearest grade on the grading scale. If the average lies half-way between two grades, the grade shall be rounded upwards. The rules for the individual study programmes may stipulate that the partial grades shall possess different weights when the combined grade is to be calculated.

Subsection 2. Irrespective of the rule in subsection 1, the grades 13 and 00 cannot be awarded by way of rounding up or down. The rule in subsection 1 shall apply correspondingly in cases where assessment is not undertaken on the basis of the 13-point scale, cf. section 1, subsections 3 and 3.

Section 10. If an examination, test or periodic assessment is required to be passed, this requirement shall be satisfied if the student achieves a grade of at least 6 or the assessment "Pass".

Subsection 2. If several partial grades are awarded, the requirement stated in subsection 1 shall be satisfied if the grade average is at least 6.0. The requirement that the grade average shall be at least 6.0 cannot be satisfied by rounding-up. The assessment "Pass" shall be achieved in all examinations, etc., in which the assessment "Pass/fail" is utilised. The rules for the individual study programmes may moreover stipulate that at least one specific grade shall be achieved in one or more of the examinations, etc., that are included in the grade average.

Section 11. The examination certificate shall specify which tests have been included in an examination, and the grades achieved in these. The overall examination result may be expressed as a grade point average, cf. section 12. Decimals shall be included in the calculation of the grade point average. The rules for the individual study programmes may specify that the grade point average shall be calculated on the basis of the GPA obtained in particular groups of grades. In this case, the pass requirement as specified in section 12, subsection 2, shall be satisfied for each of these groups. Subjects that utilise the assessment "Pass/Fail" shall not be included in the calculation of the grade point average.

Subsection 2. The grades to be included in the combined average for the examination shall be determined by the rules for the individual study programme.

Subsection 3. The rules for the individual study programme may stipulate that the individual grades included in the combined examination result shall possess different weights in the calculation of the grade point average .

Section 12. Grades may be included with different weights, as specified in the rules for the individual study programmes, in the determination of a combined grade pursuant to section 9, or in the evaluation of whether the pass requirement for an examination, a test or a periodic proficiency assessment pursuant to section 10, subsection 2 has been satisfied, or in the calculation of a grade point average pursuant to section 11.

Subsection 2. The weighted average refers to the sum of the individual grades, each multiplied by the weight for that grade, divided by the sum of the weights.

Section 13. This executive order shall enter into force on 1 December 1995, and shall apply to grades and assessments awarded subsequent to this date.

Subsection 2. The following executive orders, etc., are hereby repealed:

1. Regulation set no. 126 of 30 March 1971 on the awarding of grades in business school examinations.
2. Executive Order no. 148 of 5 April 1971 on the awarding of grades at institutions of higher education.
3. Executive order no. 203 of 10 April 1987 on the awarding of grades in business colleges.
4. Executive Order no. 67 of 23 January 1989 on the grading scale for use in upper secondary schools and higher preparatory examinations.
5. Sections 17 and 18 of Executive Order no. 754 of 12 November 1990 on the examination regulations for vocational education studies.

6. Sections 22 and 23 of Executive Order no. 799 of 21 November 1990 on the basic social and health care study programmes in the area of social work and care, etc.
7. Section 25, section 26, subsections 1 and 3, section 27, section 28, section 29, subsection 1, 2nd, 3rd and 4th clause, and subsection 2, and section 30, subsection 3, of Executive Order no. 805 of 22 November 1990 on examination regulations and examination and course certificates for study programmes in technical training, etc.
8. Section 22 of Executive Order no. 469 of 31 May 1994 on study programmes for trained farmers.
9. Section 23, subsections 2 and 3, of Executive Order no. 60 of 24 January 1995 on vocationally-oriented upper secondary education.
10. Circular of 28 April 1989 on the utilisation of the grading scale, etc.

Subsection 3. Grades awarded according to the 13-point scale prior to the entry into force of this executive order shall be included in subsequent examination results, etc., on a par with equivalent grades awarded pursuant to this executive order.

Subsection 4. Examinations or tests passed before the introduction of the 13-point scale in the relevant study programme may still be converted to the 13-point scale in accordance with earlier rules.

Subsection 5. In the case of grades and other assessments awarded after the entry into force of this executive order, but forming part of an examination commenced before the entry into force of this executive order, the formerly applicable rules shall continue to apply.

Subsection 6. The provisions formerly applicable to the awarding of grades and assessments shall continue to apply in connection with complaints regarding rulings made pursuant to the repealed executive orders.

Ministry of Education, 22 June 1995

OLE VIG JENSEN

/ Karin Vraa