

Grading in compulsory school

In compulsory school, grades are set from year 6. The grade should reflect the quality of the student's knowledge at the time of grading. Here you can read more about assessment and grading in compulsory school.

When you as a teacher set grades, you analyse each student's knowledge in relation to the grading criteria and set the grade that best corresponds to the student's knowledge of the subject. For the grade E, the student's knowledge must correspond to all parts of the grading criteria for the grade E.

Then grades are set

In compulsory school, grades are set from autumn in year 6 to spring in year 9. A principal can also decide that grades should be set as early as the autumn in year 4.

Semester grades are the grades that are set at the end of each term until the autumn term in year 9. Semester grades are only set in the subjects that the student has been taught during the semester.

Final grade is the grade that is set at the end of the spring term in year 9, or when a subject has been completed. It is with the final grades that the student applies to upper secondary school.

It is important that the school management does not request the grades from the teachers too early because the students have the right to their teaching time and the grades according to the Education Act must be set at the end of each term or after a subject has been completed.

[For principals and principals: Register grades from year 4](#)

[Are you a student or a parent? Read more about grades and grading criteria here](#)

The grading scale

The grading scale has six steps: A, B, C, D, E and F. Grades A–E are passing grades while F is a failing grade.

Grading criteria

As a teacher, you use the grading criteria as a tool to assess the student's knowledge when grading. The grading criteria are based on the long-term goals and the central content of the course syllabi.

The grading criteria express the characteristics of knowledge in three steps: E, C and A. Based on them, you decide which grade on the scale best corresponds to the student's knowledge – from fail (F), through acceptable (E), over good (C) to excellent (A). For the grade E, the student's knowledge must correspond to all parts of the grading criteria for the grade E.

Overall assessment

As a teacher, you set the grade that best corresponds to the student's knowledge. Even if the student's knowledge varies slightly within the range E–A, it is the overall best corresponding level that is also the grade.

In other words, you give the grade C or A when the student's knowledge best meets the grading criteria for one of these grades. You give the grade B and D respectively if the overall assessment is that the student's knowledge is between grades A and C and C and E.

Grade E

For passing grades, the student's knowledge must correspond to at least all parts of the grading criteria for the grade E.

F and dashes

If there is no basis for assessing a student's knowledge in a subject, due to the student being absent, no grade is given. This is marked with a dash (–) in the grade catalogue. If, on the other hand, you have sufficiently relevant

documentation to assess a student's knowledge in relation to one or more parts of the grading criteria, but assess that the knowledge does not correspond to a passing grade, you must assign the grade F.

Exactly where the limit is for whether the basis is sufficient to assess the student's knowledge or not can only be decided by you as a teacher. The difference between dash and F is that dash is not a grade. It is you who assesses whether you have relevant documentation about what the student knows in relation to the grading criteria or not. The documentation you have can of course mean that you know a lot about what the student knows in relation to the grading criteria, regardless of whether it is documented or undocumented, i.e. even if the student has missed a test, for example.

It is important that the pupil participates in the teaching. If absenteeism increases, the school must investigate how to promote the student's attendance. If there is a risk that the student does not get a passing grade in any subject, the student must quickly receive extra adaptations in the teaching. The school may need to investigate the student's need for special support.

[More on extra adaptations, special support and action programmes](#)

From assessment to grade

The grade should reflect the quality of the student's knowledge at the end of the term. When it is time to set grades, you analyse and evaluate different data in relation to the grading criteria in order to be able to set the grade that best corresponds to the student's knowledge.

The grade material can consist of, for example, presentations, logbooks, films, laboratory reports and classroom discussions. It can also be summaries of individual assessment documents.

As a teacher, you may need to summarize and document the knowledge that the student has demonstrated from time to time during the semester. The summaries can look different but need to be linked to the grading criteria in order to be used as a basis for grading. You can also start from notes or use other relevant information that you remember, but have not documented.

Assessments can have different purposes. One purpose is to collect information that allows the students' knowledge to be analyzed and evaluated based on the grading criteria at the time of grading.

In order for you to be able to evaluate the quality of the student's knowledge when grading with certainty, it is important that the assessment situations you design give you a sufficiently broad and varied basis. The grade basis needs to be relevant for an evaluation of the student's knowledge in relation to the grading criteria.

You may need to think about how to ensure that all students are given good opportunities to demonstrate their knowledge in different assessment situations, so that it is possible to follow the knowledge development of all students and not just those students who find it easier to demonstrate their knowledge. This also applies to less formal assessment situations in teaching.

You can also think about how a more formal assessment situation can provide a relevant picture of the students' knowledge, for example when you design assignments and decide on the forms for how they should be carried out.

Here you can read more about how to analyse different grading data to get the most relevant and accurate picture of the student's knowledge in relation to the grading criteria.

When was the assessment carried out?

The grade should reflect the quality of the student's knowledge at the end of the term. It is therefore important to carefully consider the weight given to the basis for assessments made early in the semester. It does not always have to be the case that later assessments provide a more relevant picture of a student's knowledge, but they can often weigh more heavily in grading

because the students' knowledge is expected to be deepened and developed through the teaching.

How significant was the assessment?

When you analyse the pupils' knowledge within some of the grading criteria, it may be that you attach greater importance to certain assessments that encompass more essential parts of the subject's purpose and/or larger parts of the central content, and are thus linked to several or larger areas of work.

How reliable was the assessment?

You can evaluate assessment opportunities differently based on their reliability. For example, there may have been special reasons why a student had difficulty demonstrating his or her knowledge in a certain assessment situation. For example, the student may have been ill or misunderstood an assignment.

You can also attach less importance to an assessment session if you conclude that it did not give students a fair chance to demonstrate all their knowledge in a field of work. This may be because the students did not have time to immerse themselves in the way you had intended in the teaching.

Determine which grade best corresponds to the student's knowledge

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When grading, the grading criteria need to be read and interpreted in relation to the subject's purpose, central content and the teaching you have conducted.

In order for you to be able to set an E, the student must have demonstrated knowledge in all parts of the grading criteria for the grade E. For grades D–A, on the other hand, you make an overall assessment.

An overall assessment is about arriving at the grade that best corresponds to the student's knowledge. The grading scale has five approved grade levels, but the student's knowledge may vary within the scale. This means that you look at how different parts of the student's subject knowledge are distributed across the grading scale and search for the grade level that is most accurate overall.

In order to get a picture of the overall level of the pupil's knowledge, the emphasis points in the subject are indicative. The curricula present emphasis through emphasis on the purpose or links to large and particularly important parts of the central content. Where these emphases are is determined when you read and interpret the syllabi based on your subject knowledge and experience.

When you decide which grade is the most accurate overall, you can compensate weaknesses in one respect against strengths in something else and, for example, land in a grade B if you assess that the student's overall knowledge is between A and C.

As a teacher, you use the grading criteria as a tool to assess the student's knowledge when grading.

Film: Grading (time 5:54 min)

In this video, you as a teacher will learn how you can evaluate your grade data, make an overall assessment and set a grade that best corresponds to the student's knowledge based on the grading criteria.

Semester grades

Semester grades are set at the end of each term from the autumn term in year 6 or from the autumn term in year 4 if the principal has decided so. Semester grades are set up for the autumn term in year 9.

Grades that you set at the end of a term where there are no grading criteria are based on an assessment of the knowledge that the student has acquired in the subject up to and including the current semester. You make the assessment based on the knowledge that the student has at the time of grading, in relation to the grading criteria in year 6 or 9. You must then take into account the grade, what knowledge the teaching has given the student the conditions to develop and which parts of the grading criteria are thus relevant. The group of students may not have been taught everything and then there may be some part of the grading criteria that you can ignore. For example, it may be about some central content that is written into the grading criteria but that has not been considered for assessment.

At the end of year 6 or 9, on the other hand, the student must have shown that they have knowledge of all parts of the grading criteria for the grade E in order for you to be able to set the grade E. You then make an overall assessment

and set the grade that best corresponds to the student's knowledge of the subject.

Film about semester grades: How do semester grades work? (Time: 5:54 min)

In the film, you will learn how to take into account grade, subject, teaching and grading criteria when setting semester grades.

More about semester grades

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All grade levels are possible all semesters

You can use all grade levels all semesters, but the semester grade must be set with regard to the grade.

This means, for example, that when you set grades at the end of the autumn term in year 8, you assess what knowledge is reasonable to request in relation to the grading criteria that apply to the end of year 9. When grading, you set slightly lower requirements for what, for example, "a simple reasoning" means or what "a complex relationship" can look like than you would have done in year 9.

Another example is if the principal has decided that grades should be set from year 4. Then you assess what knowledge is reasonable to request in relation to the grading criteria that apply to the end of year 6.

The rating is based on a comprehensive assessment

The grade should reflect the student's knowledge at the time of grading. When you assess pupils' knowledge in relation to the grading criteria, you must start from relevant grade data up to and including the term in question. The assessment thus applies to the parts of the grading criteria in a subject that have become relevant through teaching, up to and including the current semester and the grading occasion. However, the knowledge the student has demonstrated in the past term can often weigh more heavily in the grading, as the knowledge has often been deepened through teaching.

[More about how different data can be evaluated](#)

Grades in the subjects the student has been taught in during the term

Semester grades are only given in the subjects that the student has been taught in during the current semester, and teaching does not have to be given in every subject during each semester. The student does not receive a new grade if the student has a grade from a previous semester but has not received instruction in the subject during the current semester. But the most recent grade is included in the semester grade.

For example, if a student has received a grade based on teaching during the spring term in year 7 but then does not receive any teaching until the spring term in year 9, you enter the last grade in the semester grades in between. How you should write is stated in our regulations. There are also templates for the semester grades.

Grades at the end of year 6 and final grades

When the grade is set at the end of the spring term in year 6, the grade is set based on the grading criteria for year 6. When the final grade is set at the end of the spring term in year 9 or when a subject has been completed, the grade is set based on the grading criteria for year 9. Then you assess the student's knowledge against all parts of the grading criteria.

Communicate grades with students

The pupils must be given information about the basics that are applied in grading. This means that the principal, together with the teachers, needs to ensure that the students receive well-balanced and uniform information about grades and grading. It also means that the pupils must receive appropriate information about what is essential knowledge in the subject, about grades and grading and about the grading criteria.

Inform about the grading scale

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It is important that pupils receive well-balanced and uniform information about the grading scale, at what time the grades are set and what the grades in the school form or grade are to be used for. This may mean, for example, that the pupils are informed that the final grade in year 9 is used to apply for upper secondary school or that the grade on a national test does not automatically become a student's grade. Information about grades and grading can be advantageously coordinated at the school to avoid students being met with different messages.

The information may also need to be adapted to the current form of school and the age of the pupils in order to, for example, minimise negative consequences such as stress. For the students' motivation, it may be important that they understand that assessments are used to support their knowledge development and that the grade should reflect the level of their knowledge at the time of grading, and that early assessments are therefore often less important when the grade is set.

Inform about grading

Dölj

Since grades are put in relation to the grading criteria, you need to give students appropriate information about them. How and when you give this information to students may need to be adapted to the type of school in question, the age of the students, or whether the grade can have a greater impact on the student.

You can provide general information about what is essential knowledge in the subject or summarize what is described in the grading criteria. It can be difficult for students to absorb such information at the beginning of a work area and without a content context in the teaching. Therefore, it may be preferable to provide such information later in the semester.

Students do not need to be given specific information about what is assessed in all individual assessment situations. It is you who decides what information may be appropriate to give the students in connection with an assessment situation.

Film: How do teachers grade? (Time 5:39)

In this video, which is aimed at students, we provide information about how teachers set grades. You can use the film when you inform your students about grades and grading.

Film: How grading works — a film for guardians (time 7:30 min)

This film is aimed at guardians who want to know more about how teachers set grades. You can use the film when you inform guardians about grades and grading at, for example, a parent-teacher meeting.

The derogation

If there are special reasons, you can disregard individual parts of the grading criteria when you give a grade. This part of the Education Act is called the exemption provision.

The exception provision can only be applied to grading. The purpose of the provision is to create equal conditions for students with disabilities who otherwise would not have had any opportunity to achieve a certain grade. It is not the intention that a student with inadequate knowledge should generally be able to get a passing grade. The exemption provision only applies if the pupil's difficulties cannot be remedied with special support.

[More about the exemption provision](#) 

Cheating and unauthorized aids

That a student uses unauthorized aids or in any other way tries to mislead the teacher is serious. All schools must have rules of conduct and there the school can clarify routines for what happens when a student cheats.

The grades must always be based on the student's knowledge of the subject. Through unauthorized aids, plagiarism and cheating, a student can try to mislead the teacher. Then the task no longer tests the knowledge that should have been tested. The less reliable a rating basis is, the less weight it carries in the grading.

To prevent cheating, teachers need to have control over the assessment situation. Tasks that the student completes outside of school mean poorer control. Controlled forms of assessment do not mean that only tests can provide valid grades, the forms of assessment can vary depending on the subject.

AI technology like Chat GPT makes cheating harder to detect

Now it is possible to use AI technology to help with text processing in various ways and to produce high-quality texts. This makes it more difficult for teachers to detect whether the student has used, for example, Chat GPT or another chatbot to produce a text or an answer.

The Swedish National Agency for Education's recommendation is that we advise against using assignments as a basis for grading if you as a teacher assess that you cannot ensure the reliability of the content. Assignments can be used as an exercise, but since grading is an exercise of public authority, it must be reliable and legally secure. It is based on the fact that the grade basis can be trusted and that it expresses the student's knowledge of the subject.

It may also be important to point out to the students that AI technology does not guarantee the objectivity or quality of the content, and that it is the students themselves who are responsible for this.

**More about cheating and plagiarism
with the help of AI technology** Dölj

In some subjects and situations, it is more difficult to carry out all assessments in a controlled manner during class time. For example, it can be about elements where the student has to work with observations, interviews and other fieldwork. In this case, the teacher needs to pay special attention to signs that a student has plagiarized, used AI technology or let someone else complete the task.

Depending on the task, there may be several opportunities to find signs that the student has used unauthorized aids. This may concern the pupil's planning, implementation and evaluation of a work or how the pupil presents, discusses and responds to feedback related to a work. As a teacher, you can do oral follow-ups and ask control questions to detect signs of cheating. In subjects and school forms where appropriate, requirements for sources can also increase transparency.

[From assessment to grade](#)

[See answers to frequently asked questions about grades](#)

When a grade has gone wrong

Grading is an exercise of public authority and a grade cannot be appealed. However, the principal can correct a grade that contains an obvious error, for example that the wrong grade was entered in the grade catalogue by mistake. The school can also change the grade when there is an obvious error due to new circumstances, for example that an assessment basis has not been taken into account in the grading. The grade can then be changed, but may not be lowered. The change must be able to take place quickly and easily, which means that there is normally no obligation to change if further investigation is required in a case. It is the person or people who originally set the rating that changes it. In some cases, the principal may need to make the decision, for example if the person who has set the grade has left.

Block grades in NO and SO up to and including grade 6

Schools that offer interdisciplinary teaching in the natural sciences (NO) and social studies (SO) can choose to set a summary block grade up to and including year 6.

More about block grades up to and including grade 6

Dölj

The grade is set based on the grading criteria for all subjects

If the school sets block grades, this must be done according to the same rules that exist for grading in general. This means, for example, that the student must have knowledge of all parts of the grading criteria for the grade E in all three subjects included in NO (biology, physics and chemistry) in order for the student to receive the grade E in the summary grade.

The principal decides on block grades

It is the principal who decides whether to set block grades. If the principal has made such a decision in the Social Sciences or in the Social Sciences Department, it shall apply to the entire teaching group and for the entire academic year.

The principal can make different decisions for different teaching groups, as the decision to set block grades or not is linked to the extent to which the teachers teach across subjects. This means that the principal can also decide that summary grades should be set in a teaching group in NO, but not in SO and vice versa.

The significance of the national test for the grade

When you set grades, the results of the national test must be taken into account in particular. The test result is thus of particular importance in grading and of greater importance than other individual documents. But the result of a national test should not completely control the grade and cannot be your only basis for grading.

You also need to be observant of deviations between test grades and grades, especially systematic deviations at group level. Such systematic deviations may be a sign that you have not paid special attention to the results of the national tests or that your requirements for different grades are higher or lower than those of the national tests. Therefore, it is good that you and your teaching colleagues at the school meet before grading to be able to calibrate your grade requirements based on the test grades.

National tests are well-designed, carefully tested and have been developed precisely to support grading. You may only disregard the result if there are special reasons for it.

Film: How the national tests work (time: 7:43 minutes)

This film is aimed at teachers of subjects where national tests are given. The film provides a detailed picture of how the national tests are produced and scored, as well as how you as a teacher can think when using the test results.

Teacher license – a requirement for grading

A teacher who does not have a teaching licence may not set grades independently, but must do so together with a licensed teacher. Both teachers must then sign in the grade catalogue. If the two teachers who are to set grades together cannot agree on the grade, the licensed teacher has precedence and sets grades, provided that the licensed teacher is authorized to teach the subject in question. If the licensed teacher does not have subject qualifications, the principal sets grades.

[More about teacher certification and grading](#)

Grading from grade 4

If grades are set from year 4, it is important that the students understand the role of the grades and that the school clearly communicates to students and guardians how the grading works.

[Setting grades from year 4](#)

Experimentation: cutting-edge education

Since the autumn term of 2012, an experiment has been underway with nationally recruiting top-level education in grades 7–9. It must be clear from the pupil's final grade from compulsory school that the pupil has participated in a cutting-edge education. It must also be clear which subject(s) the cutting-edge education has focused on. The trial has been ongoing since 2012 and will end in 2027 with the last intake to grade seven in the autumn of 2023.

[More about cutting-edge education in comprehensive school](#)