

PISA 2022 - SCHOOL REPORT – Part II Creative Thinking and Financial Literacy

| 9102 Canadian International School

TABLE OF CONTENTS

INTRODUCTION	03
Your School Profile	04
SECTION 1: CREATIVE THINKING	05
1.1 The PISA Assessment Framework for Creative Thinking	05
1.2 Result Reporting and Mean Scores	06
1.3 Proficiency Levels	07
1.4 Your School Results	08
1.5 School and Curricula Means	09
1.6 Student Mean Scores by Gender	10
1.7 UAE National and Expatriate Mean Scores	11
1.8 Questionnaire Findings	12
SECTION 2: FINANCIAL LITERACY	24
2.1 PISA Assessment Framework for Financial Literacy	24
2.2 Result Reporting and Mean Scores	25
2.3 Proficiency Levels	25
2.4 Your School Results	26
2.5 School and Curricula Means	27
2.6 Student Mean Scores by Gender	28
2.7 UAE National and Expatriate Mean Scores	29
2.8 Questionnaire Findings	30
APPENDICES	26
Appendix A: How is creative thinking proficiency reported in PISA?	41
Appendix B: How is financial literacy proficiency reported in PISA?	44

INTRODUCTION

Dear School Leaders,

Last year, you received your school's results from the 2022 cycle of the Programme for International Student Assessment (PISA), which focused on mathematics, science, and reading – core subjects that form the foundation of a student's future learning. In addition to these domains, PISA 2022 also assessed two critical 21st-century skills: **creative thinking** and **financial literacy**. This report shares your school's results in both areas.

Creative thinking enables students to approach problems with originality, flexibility, and innovation – skills essential for success in today's complex, fast-changing world. Financial literacy empowers students with the knowledge and confidence to make informed financial decisions in their personal and professional lives. These capabilities are increasingly viewed as essential complements to academic achievement and are gaining global attention in education policy and practice.

PISA has progressively expanded its assessment of such competencies over the past decade, examining problem-solving in 2012, collaborative problem-solving in 2015, and global competence in 2018. In 2022:

- The **fourth assessment of financial literacy** was conducted in 20 countries and economies.
- **Creative thinking** was assessed for the first time, involving 64 participating countries and economies, offering a unique global perspective on how education systems are cultivating this emerging skill.

This report presents:

- Your students' performance levels in both creative thinking and financial literacy;
- Comparative data to benchmark your school's results against national averages;
- Insights from student questionnaire responses, reflecting their attitudes, experiences, and confidence in both areas.

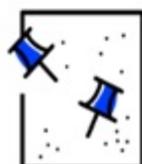
We encourage you to use this report to celebrate your school's strengths, identify areas for growth, and refine your strategies to further enhance student outcomes in these important domains.

ADEK
International Assessments Team

Your School Profile



School eSIS ID: **9102**
School Name: **Canadian International School**



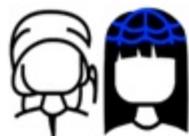
Region: **Abu Dhabi**



Curriculum: **Private Canadian**



of Participating Students in
- Creative Thinking Test: **40**
- Financial Literacy Test: **25**



of Emarati Students in
- Creative Thinking Test: **4**
- Financial Literacy Test: **3**



SECTION 1: CREATIVE THINKING

1.1 The PISA Assessment Framework for Creative Thinking

PISA defines creative thinking as:

The competence to engage productively in the generation, evaluation, and improvement of ideas that can result in original and effective solutions, advances in knowledge, and impactful expressions of imagination. (OECD, 2022)

The creative thinking construct has been broken down into three distinct facets for measurement purposes in the PISA 2022 test:

- 1) Generating diverse ideas
- 2) Generating creative ideas
- 3) Evaluating and improving ideas

The 2022 creative thinking assessment consisted of a one-hour, computer-based assessment. The test included tasks within four distinct domain contexts:

- 1) Written expression
- 2) Visual expression
- 3) Social problem-solving
- 4) Scientific problem-solving

The written and visual expression domains involve communicating one's imagination to others, and creative work in these domains tends to be characterized by originality, aesthetics, imagination, and affective intent and impact. In contrast, social and scientific problem-solving involves investigating and solving open problems.

The PISA 2022 assessment included new, interactive item types based on a visual design tool. Every task in the PISA 2022 creative thinking test was open-ended, meaning there were infinite ways to demonstrate creative thinking. Therefore, scoring for this assessment relied on human judgment following detailed scoring rubrics and well-defined coding procedures. Scoring varied between no credit, partial credit, and full credit.

The distribution of items in the test across the four domains was as follows:

- 12 items in written expression
- 4 items in visual expression
- 10 items in social problem-solving
- 6 items in scientific problem solving

Table 1: PISA 2022 Creative Thinking - Distribution of Test Items

Ideation Process	Domain Context				Total
	Written Expression	Visual Expression	Social Problem Solving	Scientific Problem Solving	
Generate Diverse Ideas	4	1	4	3	12
Generate Creative Ideas	6	1	3	1	11
Evaluate and Improve Ideas	2	2	3	2	9
Total	12	4	10	6	32

1.2 Result Reporting and Mean Scores

Reporting PISA Results

To report results meaningfully, PISA first defines a clear framework for each assessed domain. This framework outlines what students should know and be able to do, and guides the design of test items that measure these skills.

In the case of creative thinking, results are presented on a scale from 0 to 60. This corresponds to the total number of points available across the 32 tasks included in the creative thinking assessment.

Mean Scores

Like other international studies, PISA results are reported as mean (average) scores, which summarize student performance and allow comparisons of the relative standing between countries and subgroups. The UAE average is the mean of the data values across all UAE schools, and the Abu Dhabi private schools' average is the mean score across all Abu Dhabi Private schools. These averages can be used to compare your school on a given indicator with these larger groups.

1.3 Proficiency Levels

In PISA 2022, creative thinking performance is categorized into **six proficiency levels**, from Level 1 (lowest) to Level 6 (highest), based on how difficult the tasks are. Students who score within a certain range are expected to successfully complete tasks at that level, but not necessarily at higher ones.

Each level corresponds to a specific **score range** on the 0–60 scale (see Table 2). For example, students scoring between 32 and 40.9 are considered to be at **Proficiency Level 4**.

More detailed descriptions of what students can typically do at each level are available in **Appendix A**.

Table 2: PISA 2022 Creative Thinking - Proficiency Levels and Thresholds

Proficiency Level	Score Range
6	48 and Above
5	Between 41 and 47.9
4	Between 32 and 40.9
3	Between 23 and 31.9
2	Between 15 and 22.9
1	Between 6 and 14.9

Further information about PISA, including publications related to the assessment frameworks and technical documentation, are available from the OECD website at: <https://www.oecd.org/pisa/>

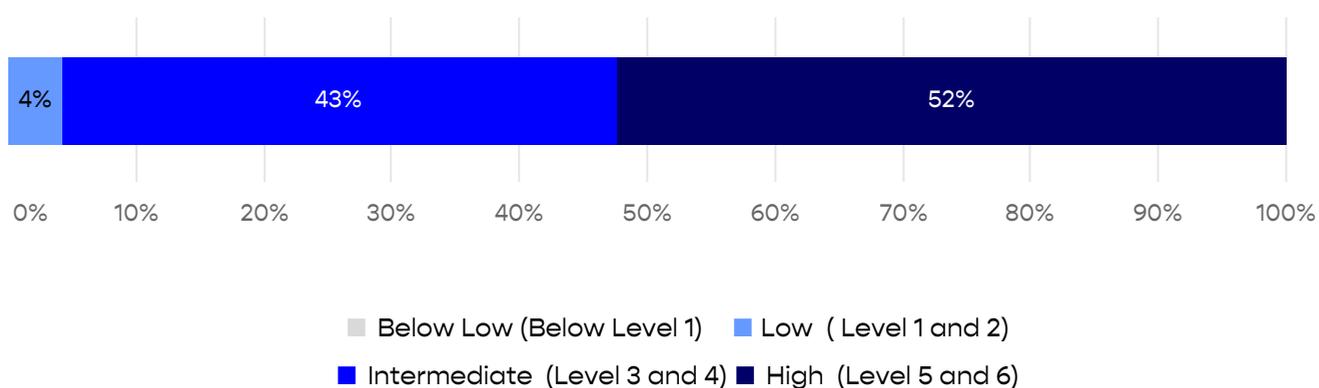
As PISA is a recurring assessment, most test items remain **secure (unreleased)** to ensure valid comparisons over time. A selection of publicly released items is available through the OECD website: www.oecd.org/pisa/test/

1.4 Your School Results

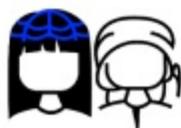
Table 3: PISA 2022 Creative Thinking - Mean Scores

	Score	Benchmark
Your School	40.4	Level 4
Abu Dhabi Private Schools	31.9	Level 3
All UAE Schools	28.0	Level 3

Fig. 1: PISA 2022 Creative Thinking – Student Percentage at Each Proficiency Level



1.5 School and Curricula Means

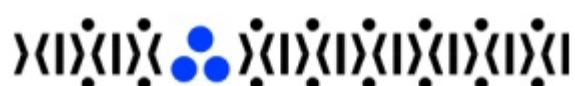


How well has your school performed compared to students in the same and different curricula across Abu Dhabi?

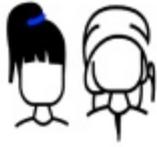
Students from a variety of curricula participated in PISA 2022. The average scores for the main curricula offered in Abu Dhabi private schools are presented below. Some curricula are not shown due to the limited number of schools sampled, which does not allow for reliable reporting.

Table 4: PISA 2022 Creative Thinking – Mean Scores by Curriculum

Curriculum	Score
Your School	40.4
International Baccalaureate	38.5
Private American	29.4
Private Bangladesh	30.6
Private British	37.4
Private Canadian	39.1
Private Indian	35.7
Private MoE	27.8
Private Pakistan	20.5
Private Philippine	40.1
Private SABIS	36.5



1.6 Student Mean Scores by Gender



How does student performance at your school vary by gender?



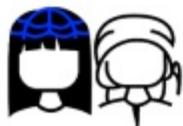
No. of girls : **18**
Mean Score : **41.1**
Proficiency Level : **5**



No. of boys : **22**
Mean Score : **39.8**
Proficiency Level : **4**



1.7 UAE National and Expatriate Mean Score



How well have your UAE national students performed compared to your expatriate students?

The table below presents the average scores for UAE national and expatriate students in your school, as well as for UAE national students across all Abu Dhabi private schools. Data for either group in your school is not shown if the number of students sampled was too small to report reliably.

Table 5: PISA 2022 Creative Thinking – Mean Scores & Proficiency Level by Nationality

Cohort	Score	Proficiency Level
UAE nationals in your school	41.2	Level 5
Expatriates in your school	40.3	Level 4
UAE nationals in All Abu Dhabi Private schools	26.4	Level 3



1.8 Questionnaire Findings

Students who participated in the PISA 2022 creative thinking assessment also completed a background questionnaire. Their responses provide valuable insights into students' beliefs, attitudes, motivations, emotional experiences, and behaviors related to creativity. These findings can help you better understand the factors that may support (or hinder) the development of creative thinking in your school.

We encourage you to review these results carefully and, where appropriate, consider targeted interventions to further strengthen students' creative capabilities.

The charts in this section represent the responses of students from your school who completed the questionnaire. Note: percentages may not total 100% due to rounding.

Fig. 2: Beliefs About the Nature of Creativity

To what extent do you agree or disagree with the following statements?

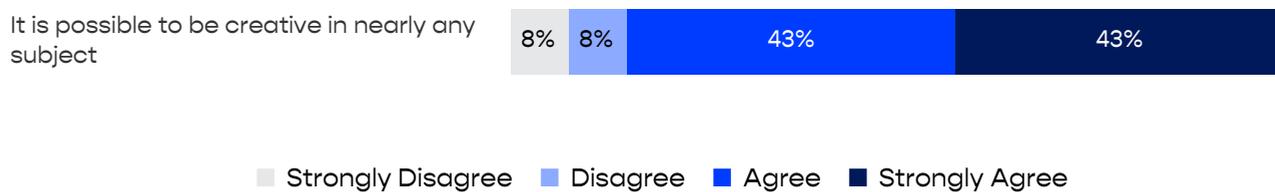


Fig. 3. Growth Mindset on Creativity and Intelligence

To what extent do you agree or disagree with the following statements?

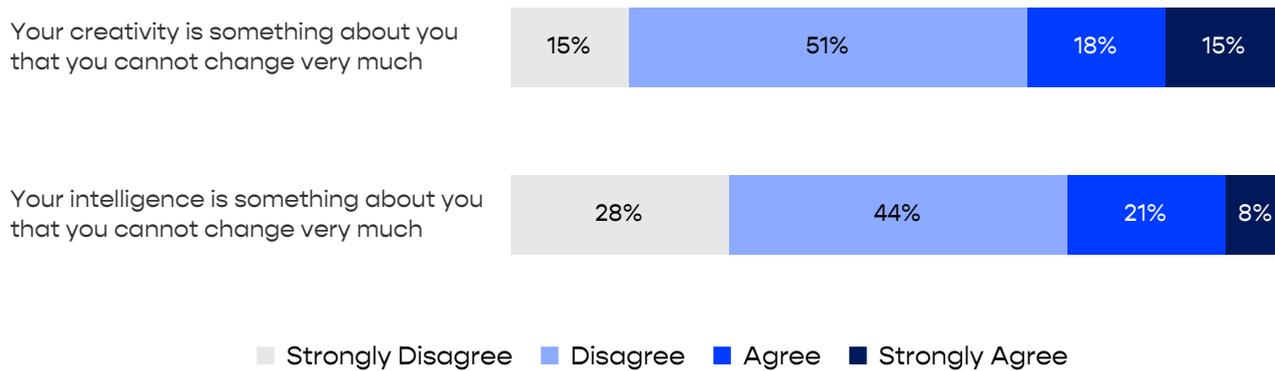
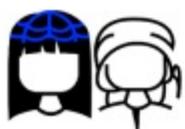
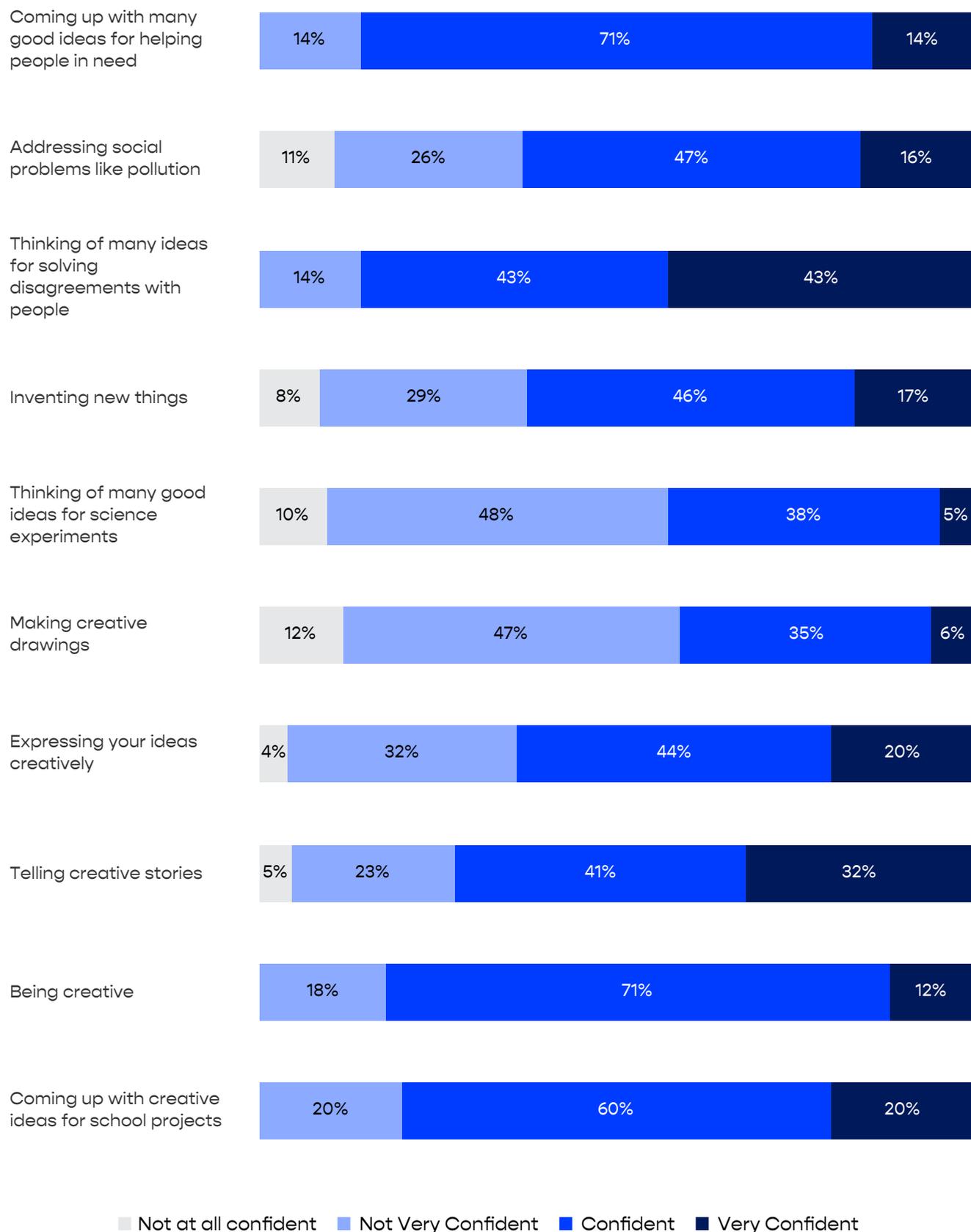


Fig. 4: Index of Creative Self-Efficacy

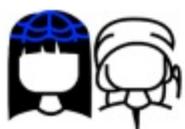
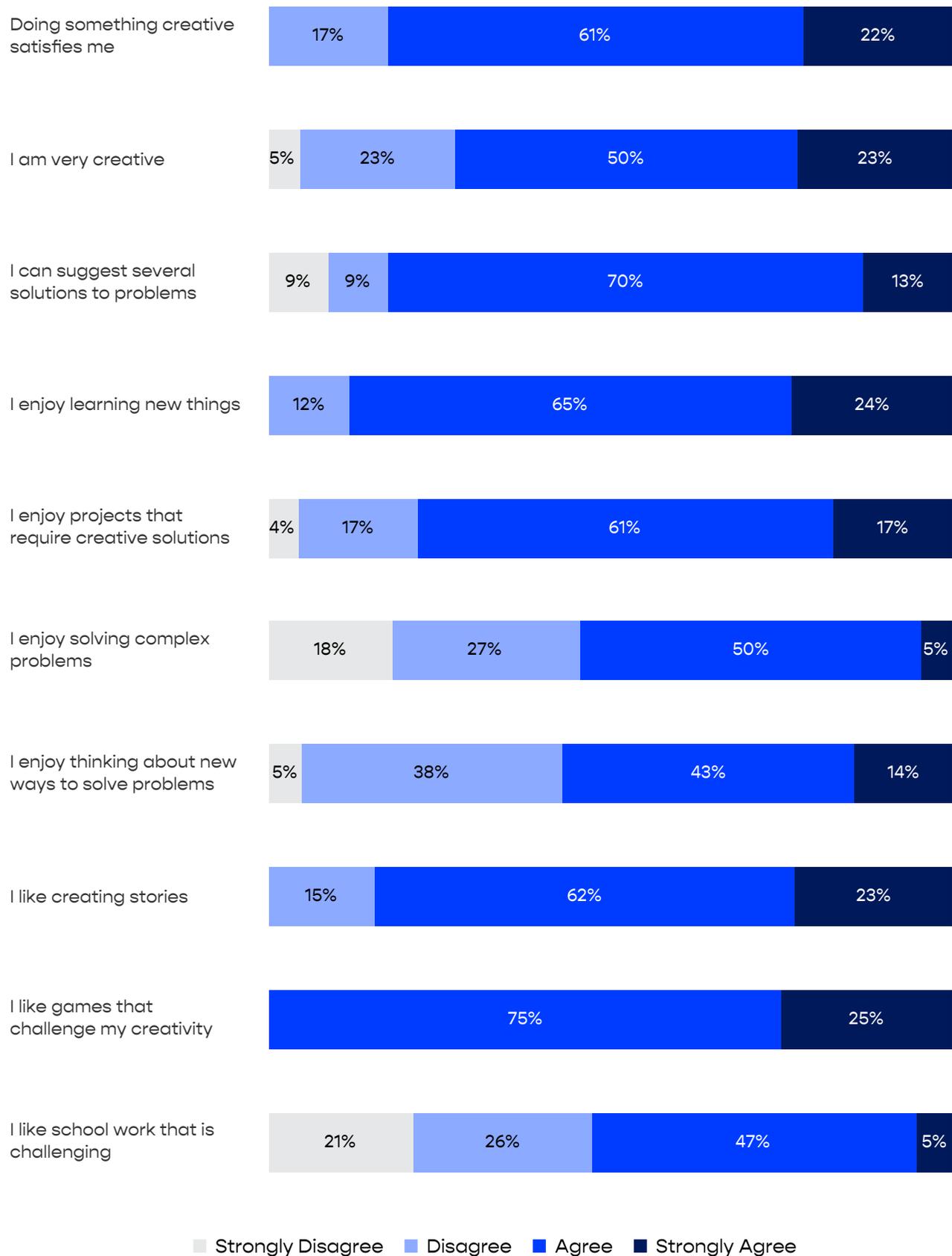
How confident you feel about having to do the following things?



80% of students at your school and 69% of Abu Dhabi students said they are confident of coming up with creative ideas for school projects.

Fig. 5. Index of Openness to Intellect

To what extent do you agree or disagree with the following statements?



83% of students at your school and 81% of Abu Dhabi students said doing something creative satisfies them.

Fig. 6. Index of Openness to Art and Experience

To what extent do you agree or disagree with the following statements?

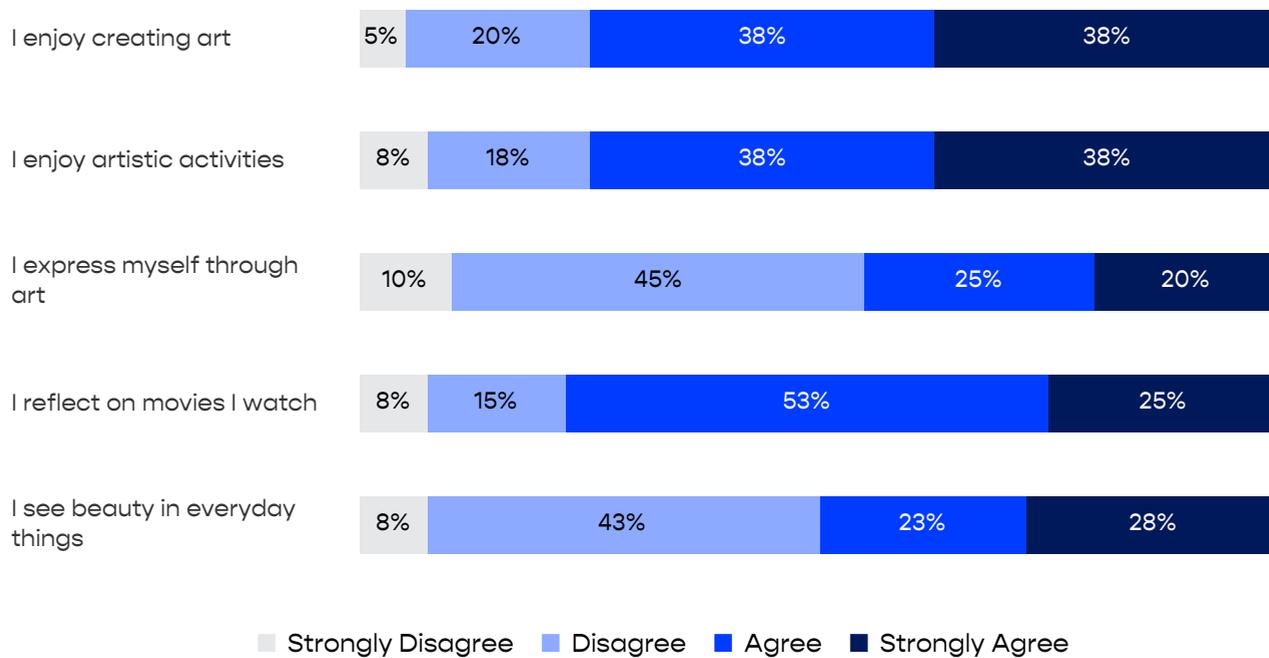


Fig. 7. Index of Imagination and Adventurousness

To what extent do you agree or disagree with the following statements?

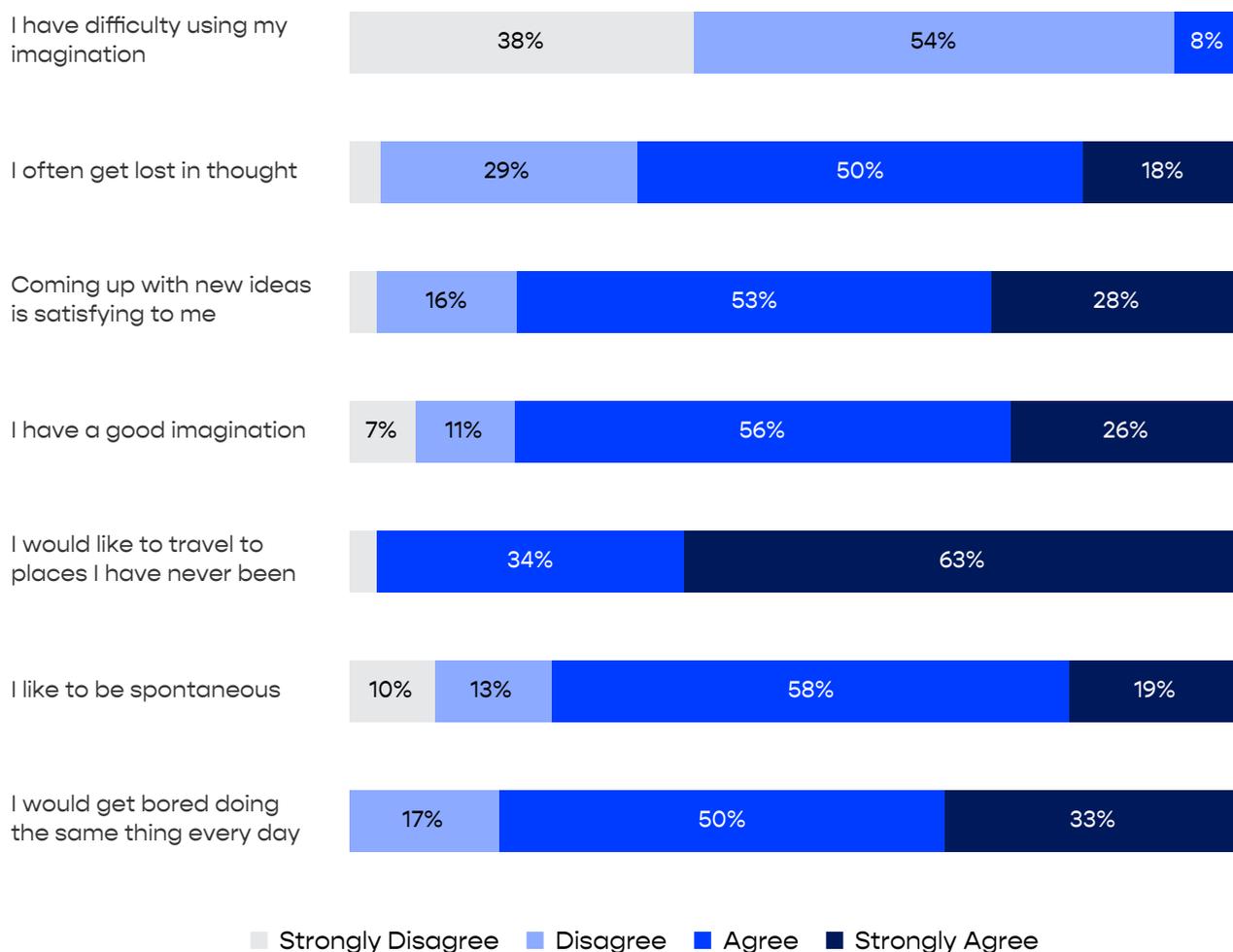
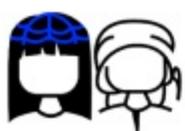
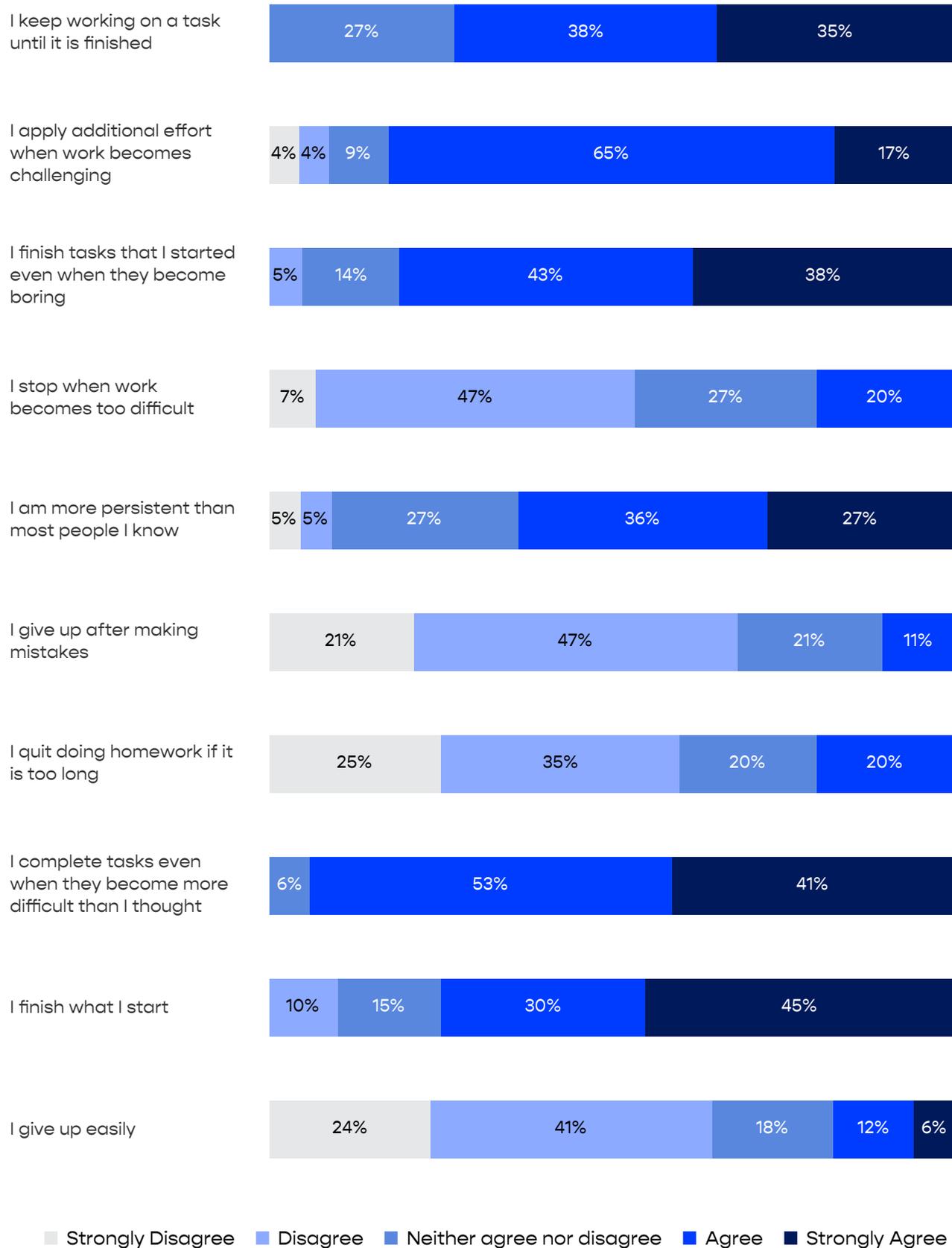


Fig. 8. Index of Persistence

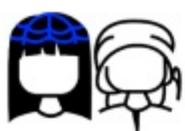
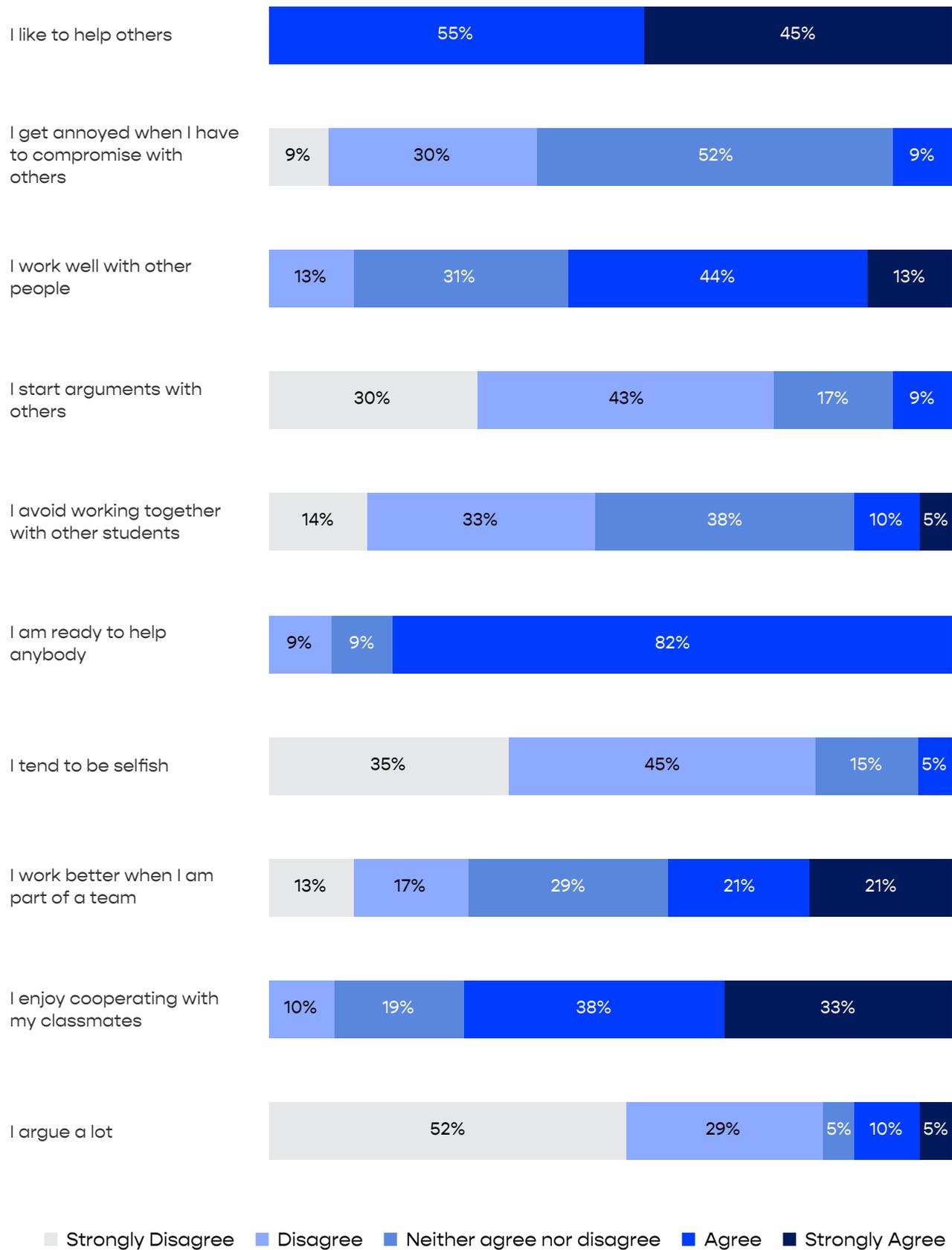
To what extent do you agree or disagree with the following statements?



68% of students at your school and 57% of Abu Dhabi students said they don't give up after making mistakes.

Fig. 9. Index of Cooperation

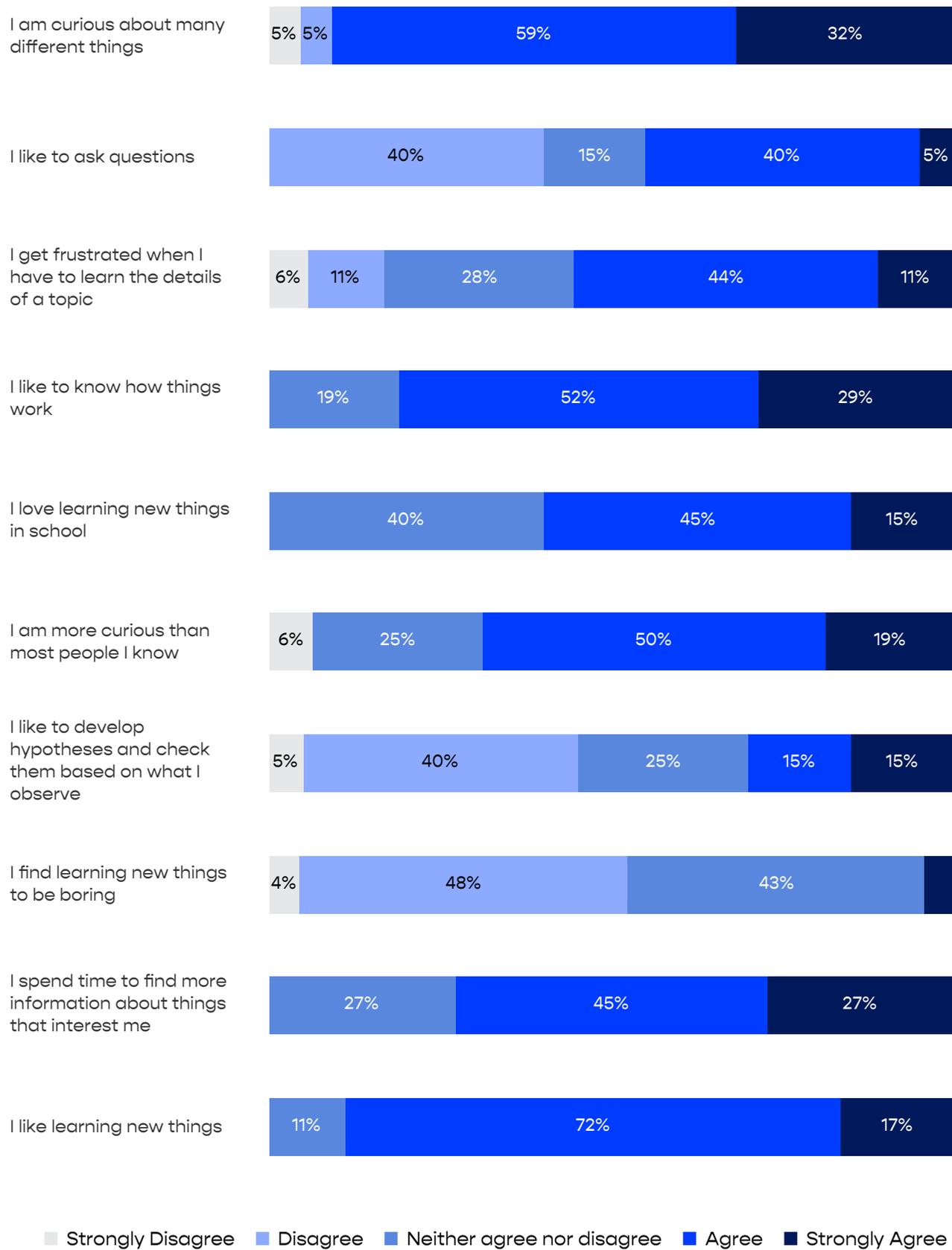
To what extent do you agree or disagree with the following statements?



42% of students at your school and 54% of Abu Dhabi students said they work better when they are part of a team.

Fig. 10. Index of Curiosity

To what extent do you agree or disagree with the following statements?



81% of students at your school and 70% of Abu Dhabi students said they like to know how things work.

Fig. 11. Attitudes Towards Others and Perspective-Taking

To what extent do you agree or disagree with the following statements?

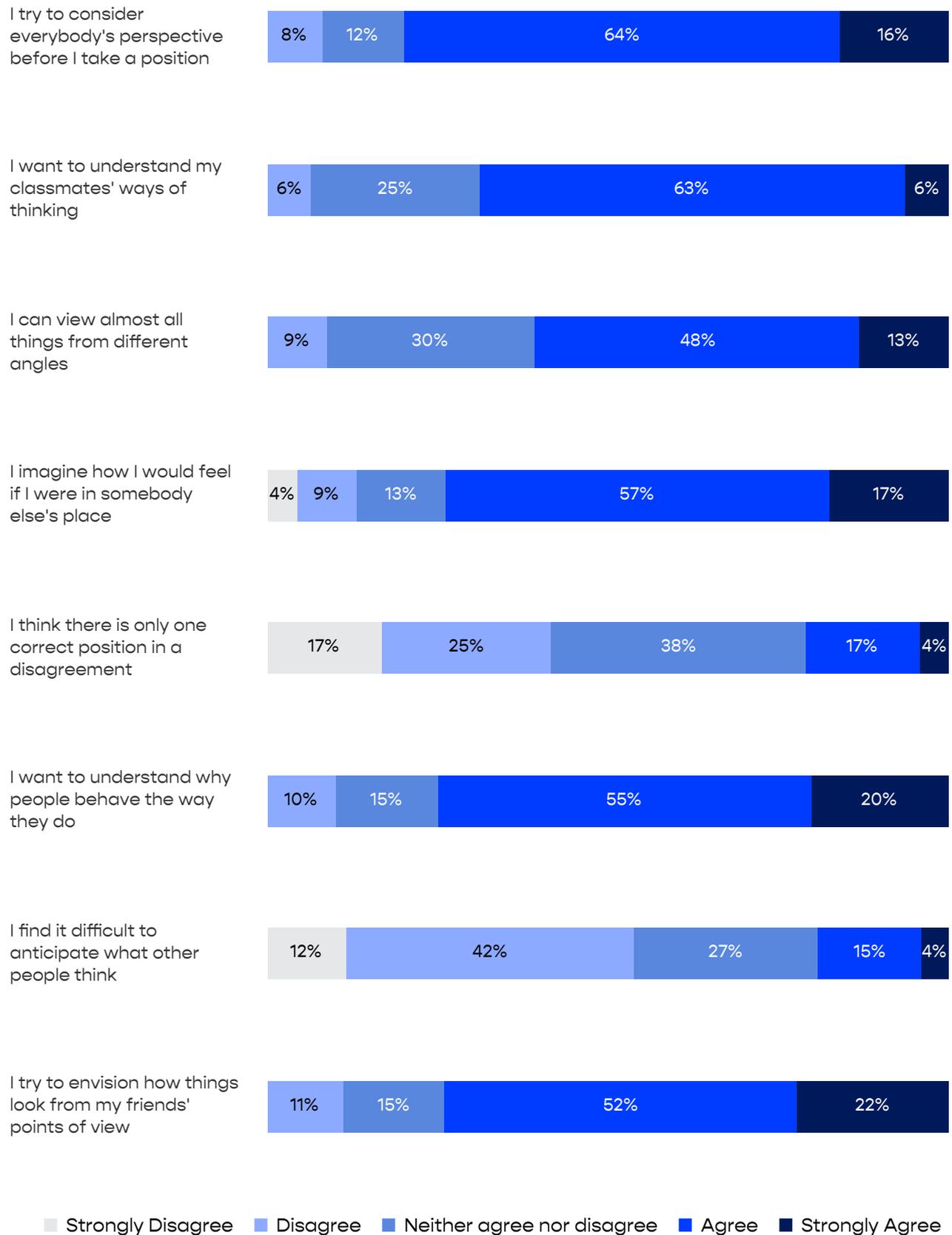


Fig. 12. Index of Assertiveness

To what extent do you agree or disagree with the following statements?

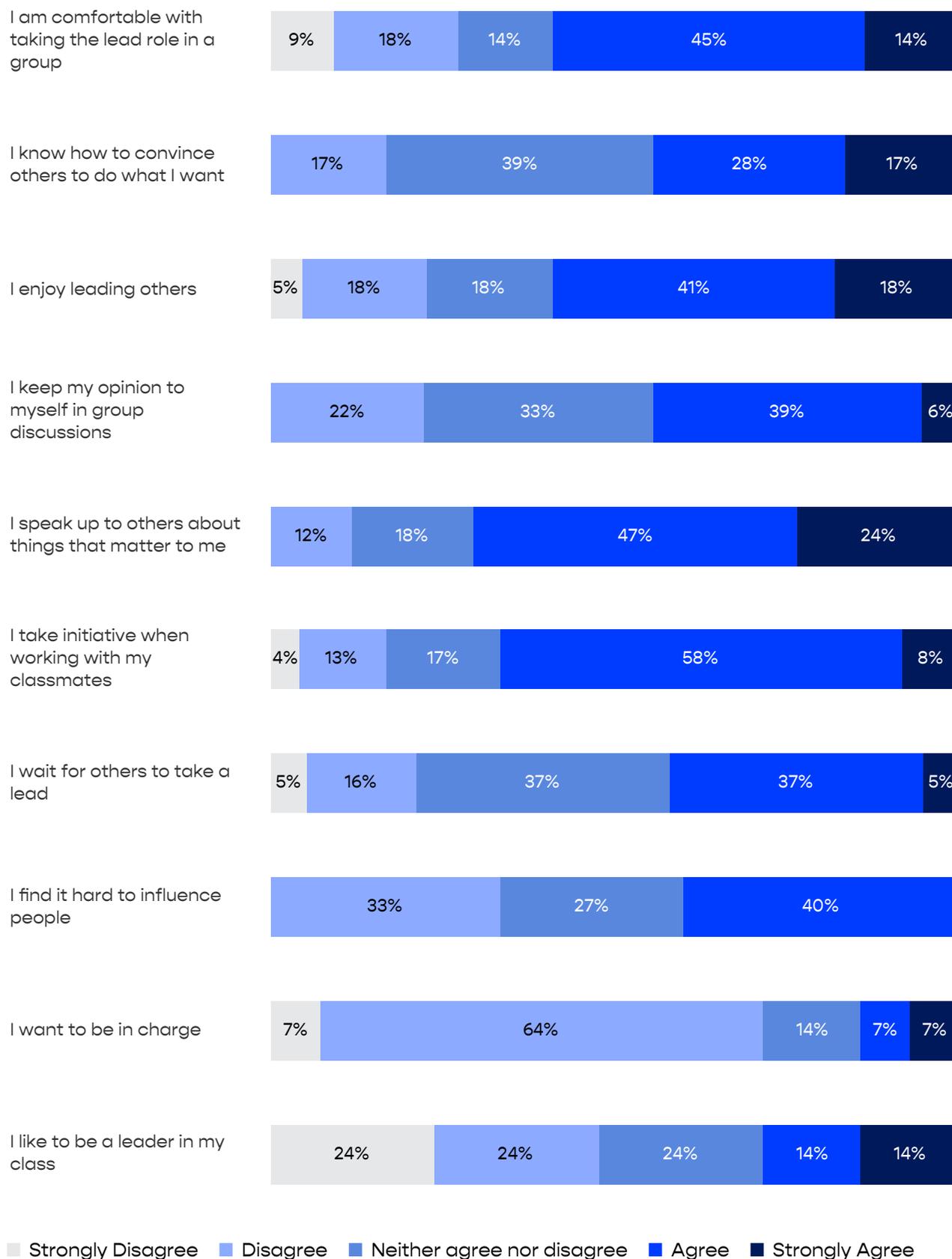


Fig. 13. Index of Stress Resistance

To what extent do you agree or disagree with the following statements?

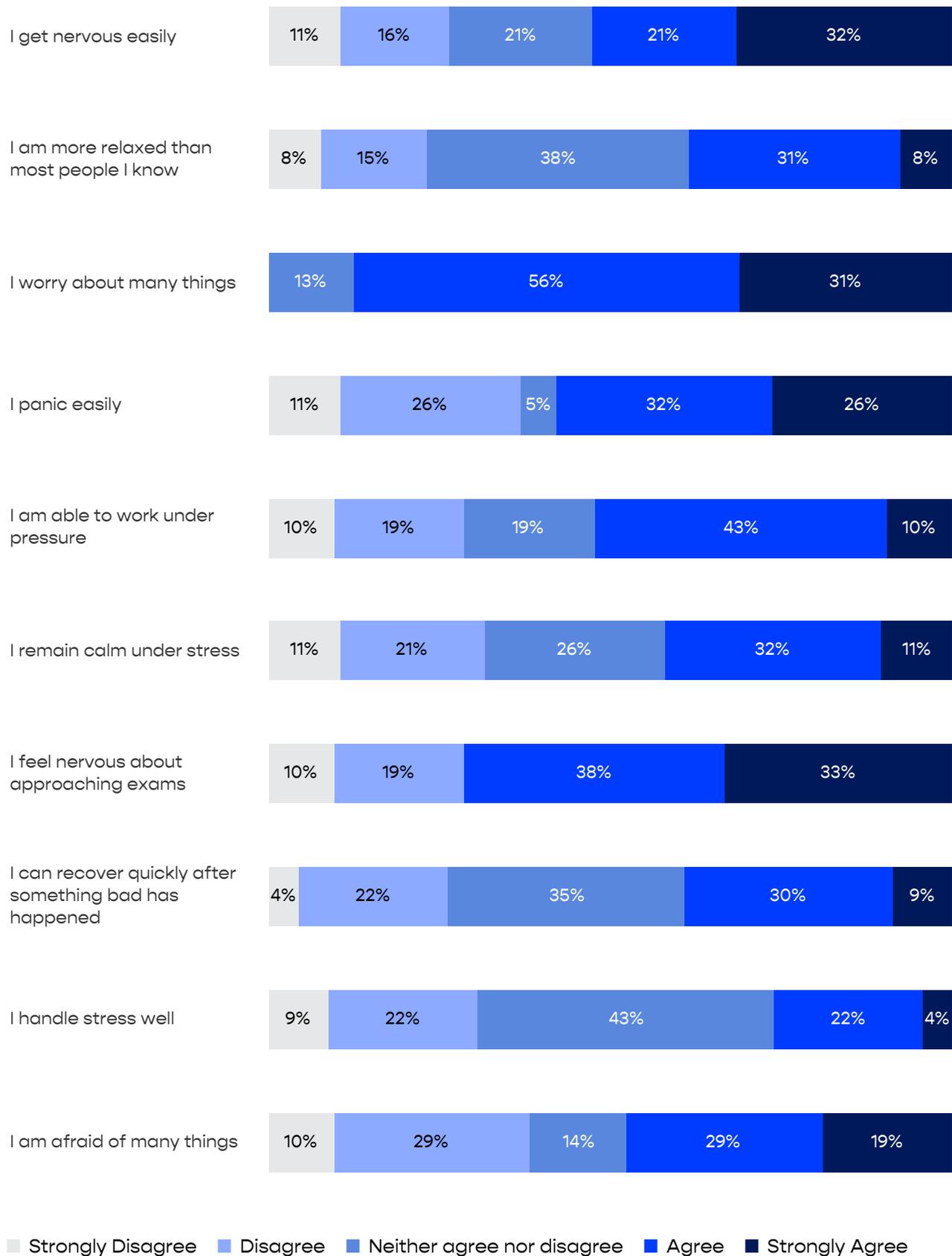


Fig. 14. Index of Emotional Control

To what extent do you agree or disagree with the following statements?

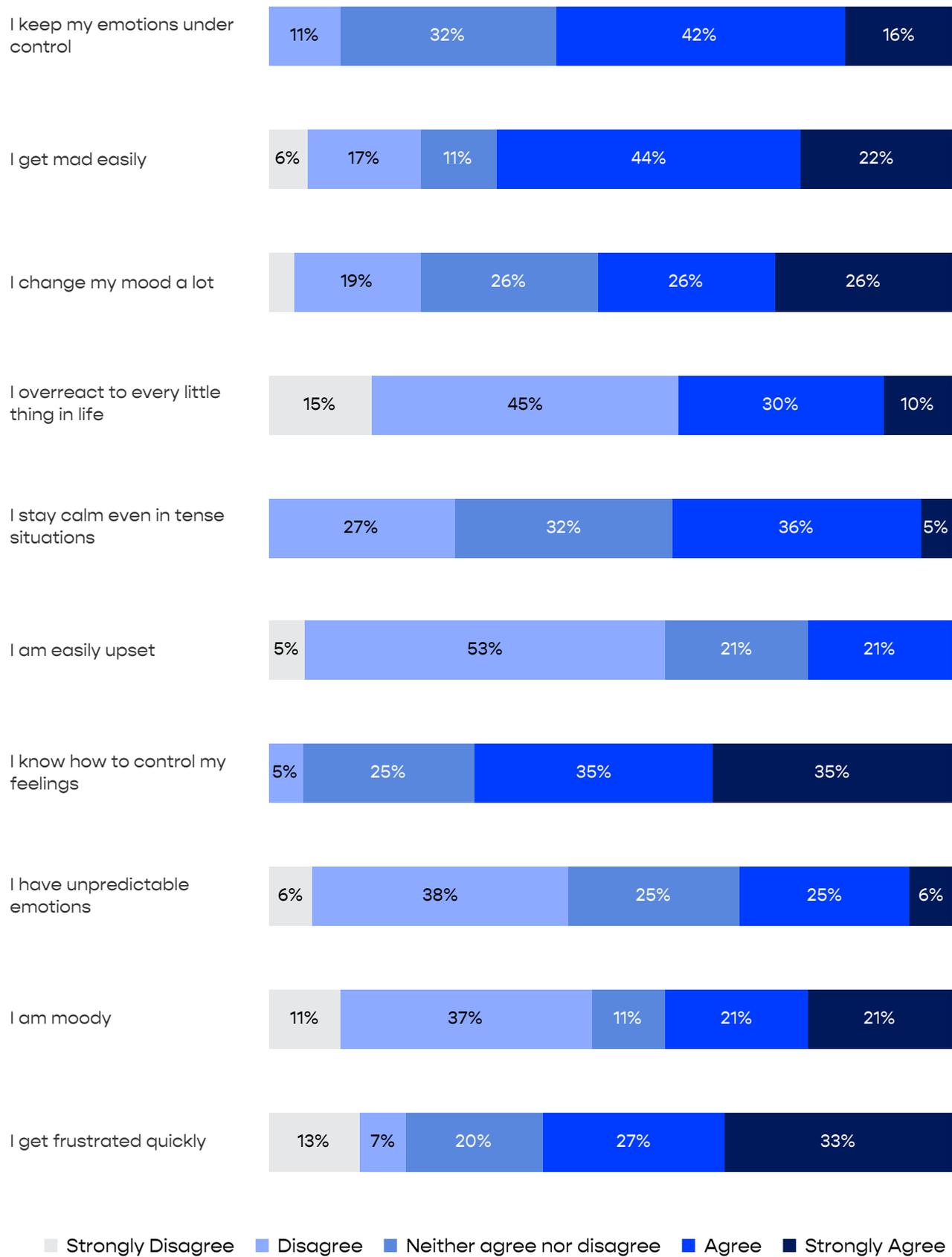


Fig. 15. Friends and Family Environment

To what extent do you agree or disagree with the following statements?

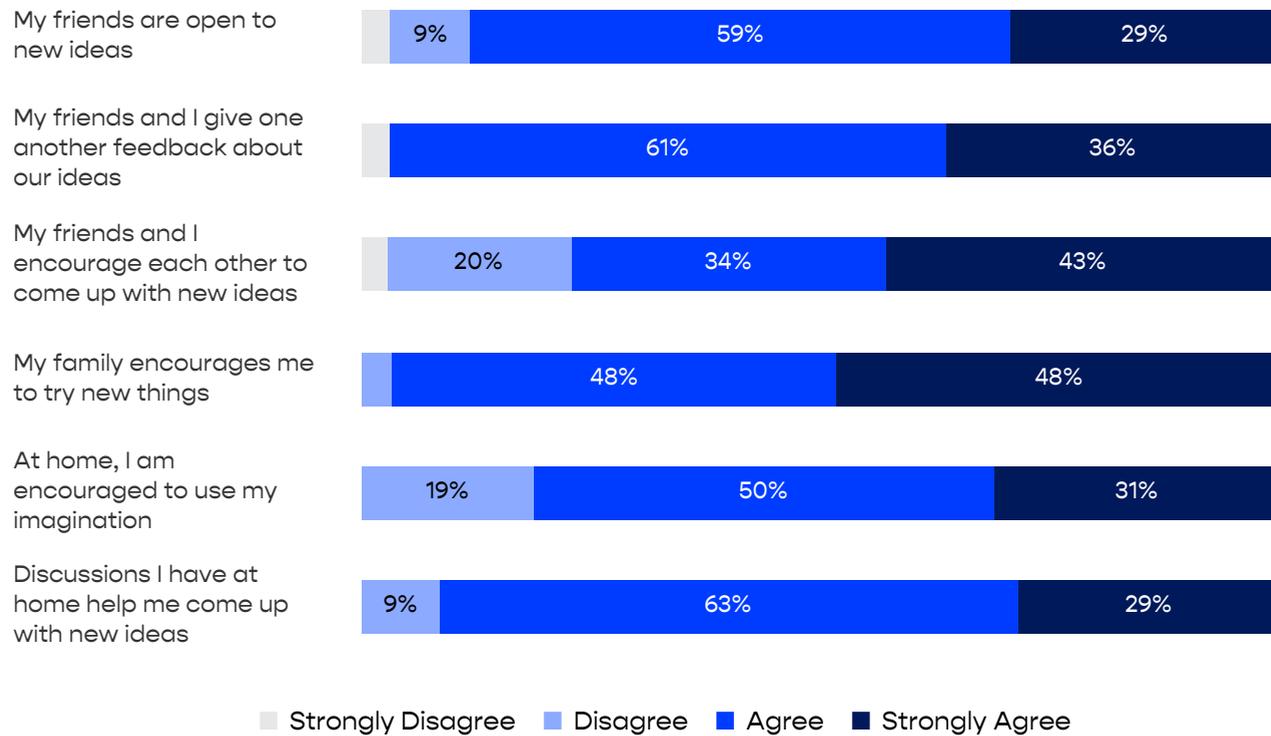
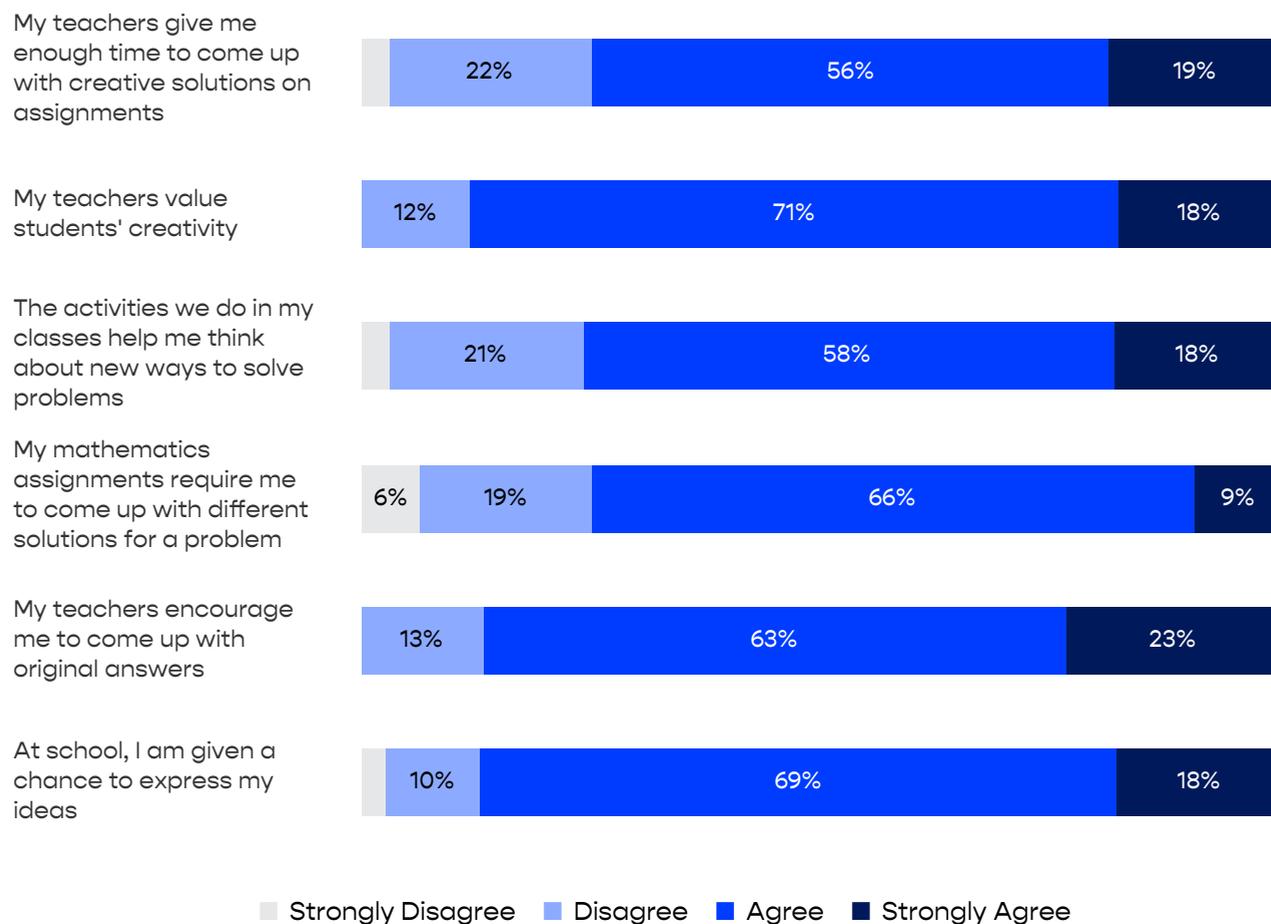


Fig. 16. Pedagogies Conducive to Creative Thinking

To what extent do you agree or disagree with the following statements?



SECTION 2: FINANCIAL LITERACY

2.1 The PISA Assessment Framework for Financial Literacy

The financial literacy assessment focuses primarily on measuring the proficiency of 15-year-old students in applying the financial knowledge and skills they have learned in and outside of school. PISA defines Financial Literacy as:

The knowledge and understanding of financial concepts and risks, as well as the skills and attitudes to apply such knowledge and understanding in order to make effective decisions across a range of financial contexts, to improve the financial well-being of individuals and society, and to enable participation in economic life. (OECD, 2023)

The PISA 2022 financial literacy assessment framework consists of four **content categories**, four **processes**, and four **contexts** (Table 6). The assessment consisted of a one-hour, computer-based test using items drawn from 46 question items for each. As in other domains, financial literacy items were grouped in units, where one or more items share a common stimulus. The selection included financially focused stimulus material in diverse formats, including prose, diagrams, tables, charts, and illustrations.

Table 6. Financial Literacy Assessment Framework Elements

	Elements	Number of Items	Percentage
Content	Money and transaction	11	24%
	Planning and managing finances	16	35%
	Risk and reward	12	26%
	Financial landscape	7	15%
	Total	46	100%
Processes	Identify financial information	7	15%
	Analyse financial information and situations	14	30%
	Evaluate financial issues	15	33%
	Apply financial knowledge and understanding	10	22%
	Total	46	100%
Context	Education and work	4	9%
	Home and family	13	28%
	Individual	26	57%
	Societal	3	7%
	Total	46	100%

2.2 Result Reporting and Mean Scores

Reporting PISA Results

PISA begins by developing a framework for each domain it assesses. This framework defines the key skills and knowledge students should demonstrate, organizes these into measurable areas, and guides the design of test questions that reflect real-world tasks.

The results of the 2022 financial literacy assessment are reported on a numerical scale, similar to the reporting used in PISA for mathematics, reading, and science. Please refer to OECD website for more information: www.oecd.org/pisa/

Mean Scores

Similar to other international studies, PISA results are reported as mean (average) scores, which summarize student performance and allow for comparisons of the relative standing between countries and subgroups. The UAE average is the mean of the data values across all UAE schools, and the Abu Dhabi Private Schools average is the mean score across all Abu Dhabi Private schools. Both averages can be used to compare your school on a given indicator with these larger groups.

2.3 Proficiency levels

While average scores are useful for comparing overall student performance across schools or regions, they do not show what students can actually do with their financial knowledge. To provide more actionable insight, PISA organizes results into five proficiency levels (Levels 1 to 5), with Level 5 representing the highest level of financial literacy (see Table 7).

Each level reflects a range of task difficulty and student ability. The descriptions of what students can typically do at each level (Appendix B) are based on an analysis of assessment items. It's important to note that some overlap exists between levels, and certain tasks may share features with those in neighboring levels.

Table 7: PISA 2022 Financial Literacy – Proficiency Levels and Thresholds

Proficiency Level	Score Range
5	625 and Above
4	Between 550 and 624.9
3	Between 475 and 549.9
2	Between 400 and 474.9
1	Between 326 and 399.9

Further information about PISA, including publications related to the assessment frameworks and technical documentation, is available from the OECD website at: www.oecd.org/pisa/

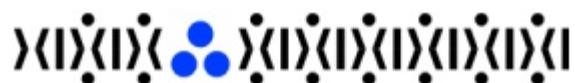
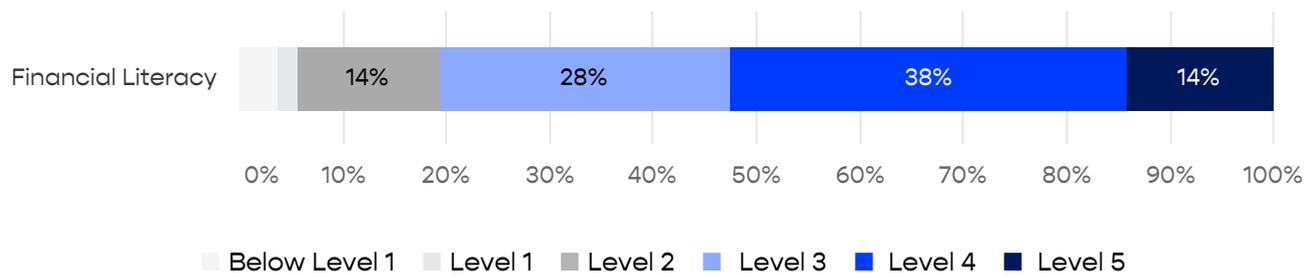
As PISA is a recurring assessment, most test items remain **secure (unreleased)** to ensure valid comparisons over time. A selection of publicly released items is available through the OECD website: www.oecd.org/pisa/test/

2.4 Your School Results

Table 8: PISA 2022 Financial Literacy – Mean Scores

	Score	Benchmark
Your School	539.9	Level 3
Abu Dhabi Private Schools	474.4	Level 2
All UAE Schools	441.0	Level 2

Fig. 17: PISA 2022 Financial Literacy – Student Percentage at Each Proficiency Level



2.5 School and Curricula Means



How well has your school performed compared to students in the same and different curricula across Abu Dhabi?

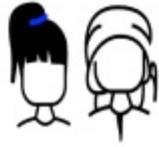
Students from a variety of curricula participated in PISA 2022. The average scores for the main curricula offered in Abu Dhabi private schools are presented below. Some curricula are not shown due to the limited number of schools sampled, which does not allow for reliable reporting.

Table 9: PISA 2022 Financial Literacy – Mean Scores by Curriculum

Curriculum	Score
Your School	539.9
International Baccalaureate	506.2
Private American	450.9
Private Bangladesh	418.5
Private British	537.5
Private Canadian	522.3
Private Indian	509.6
Private MoE	424.5
Private Pakistan	394.0
Private Philippine	509.8
Private SABIS	540.5



2.6 Student Mean Scores by Gender



How does student performance at your school vary by gender?



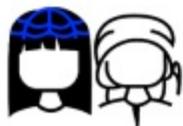
No. of girls : **10**
Mean Score : **508.3**
Proficiency Level : **3**



No. of boys : **15**
Mean Score : **560.0**
Proficiency Level : **4**



2.7 UAE National and Expatriate Mean Score



How well have your UAE national students performed compared to your expatriate students?

The table below presents the average scores for UAE national and expatriate students in your school, as well as for UAE national students across all Abu Dhabi private schools. Data for either group in your school is not shown if the number of students sampled was too small to report reliably.

Table 10: PISA 2022 Financial Literacy – Mean Scores & Proficiency Levels by Nationality

Cohort	Score	Proficiency Level
UAE nationals in your school	432.7	Level 2
Expatriates in your school	554.0	Level 4
UAE nationals in All Abu Dhabi Private schools	427.5	Level 2



2.8 Questionnaire Findings

Students who participated in the PISA 2022 financial literacy assessment also completed a background questionnaire. Their responses provide valuable insights into their experiences with money matters in and outside school. These findings can help you better understand the factors that may support (or hinder) the development of financial literacy in your school.

We encourage you to review these results carefully and, where appropriate, consider targeted interventions to further strengthen students' financial literacy.

The charts in this section represent the responses of students from your school who completed the questionnaire. Note: percentages may not total 100% due to rounding.

Fig. 18: Learning How to Manage Money

Have you ever learned how to manage your money in a course?

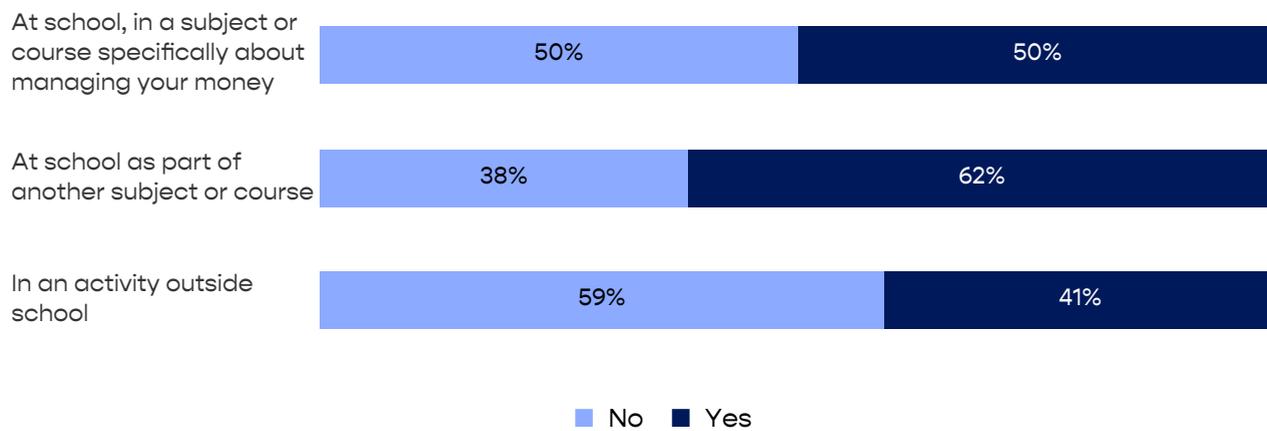


Fig. 19: Learning Financial Terms at School

Thinking about school lessons in the last 12 months, have you heard of, or learnt, about the following terms?

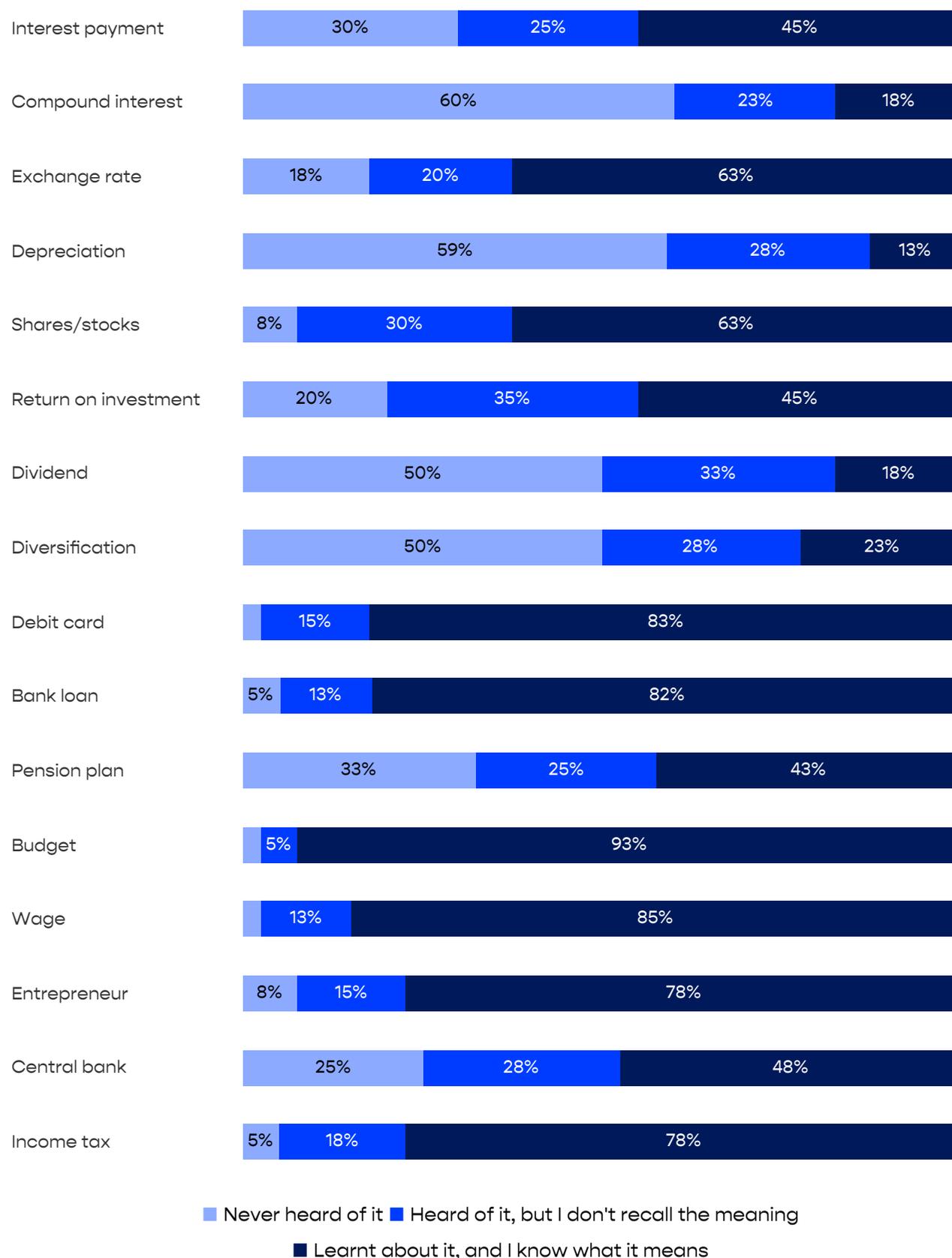
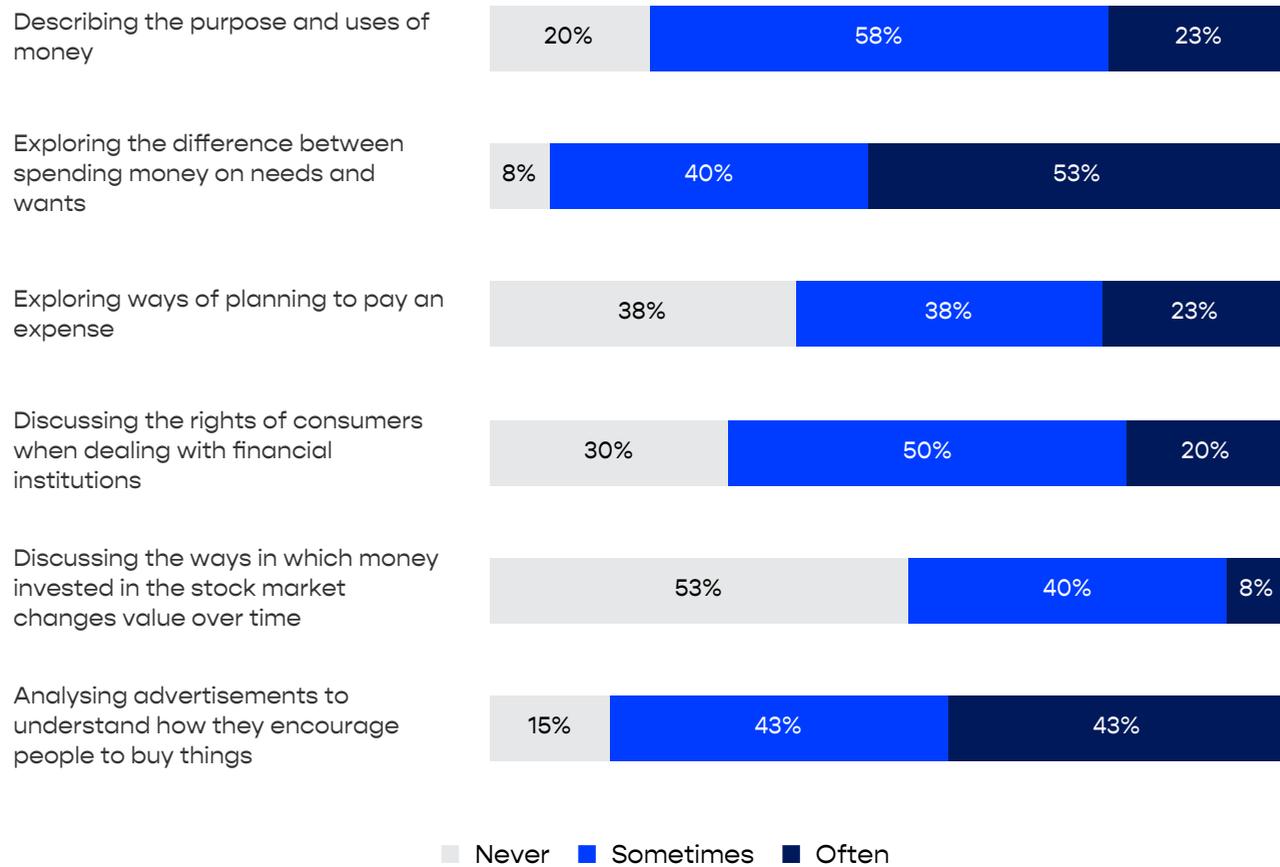


Fig. 20: Encountering Financial Tasks or Activities in School

Thinking about school lessons in the last 12 months, have you heard of, or learnt, about the following terms?



Have you encountered these tasks during the following classes or activities?

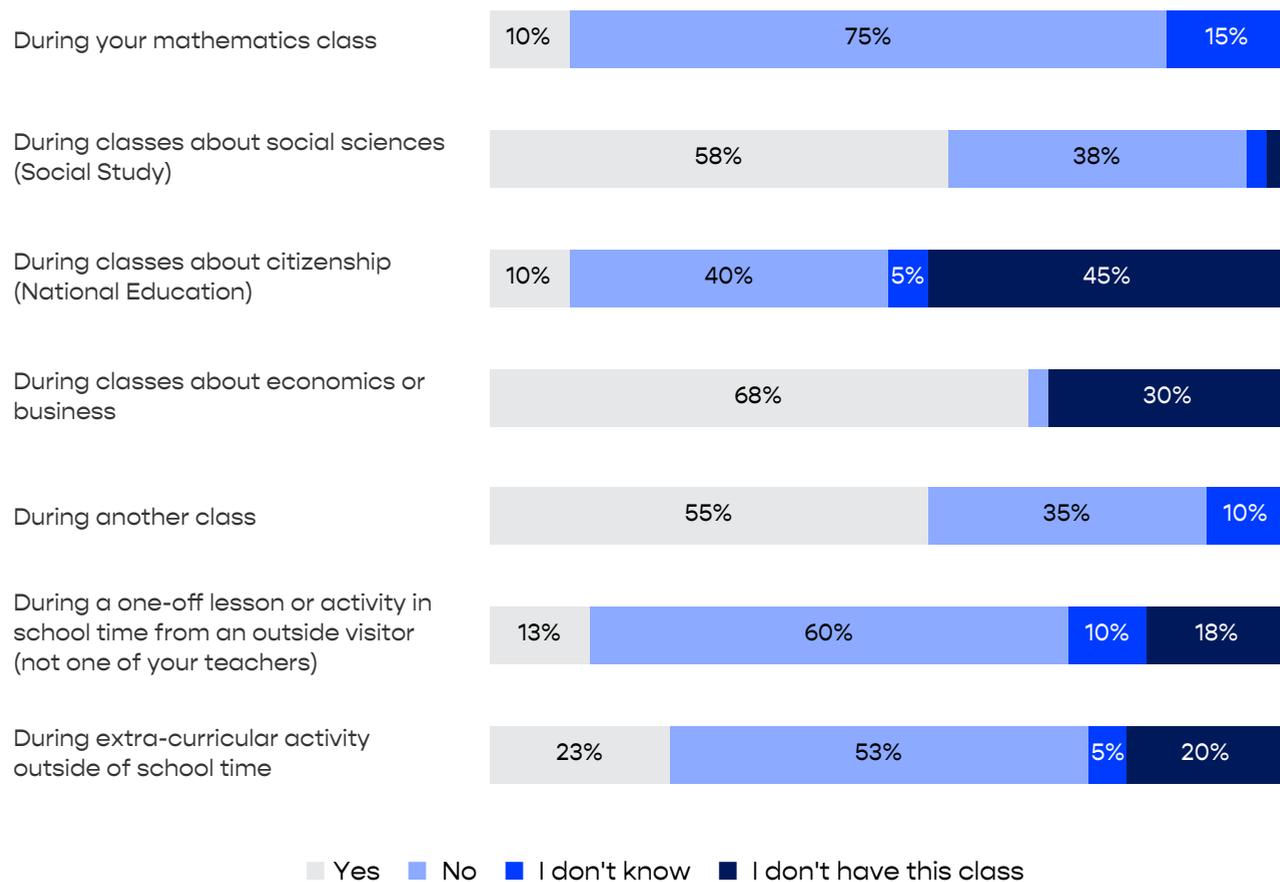
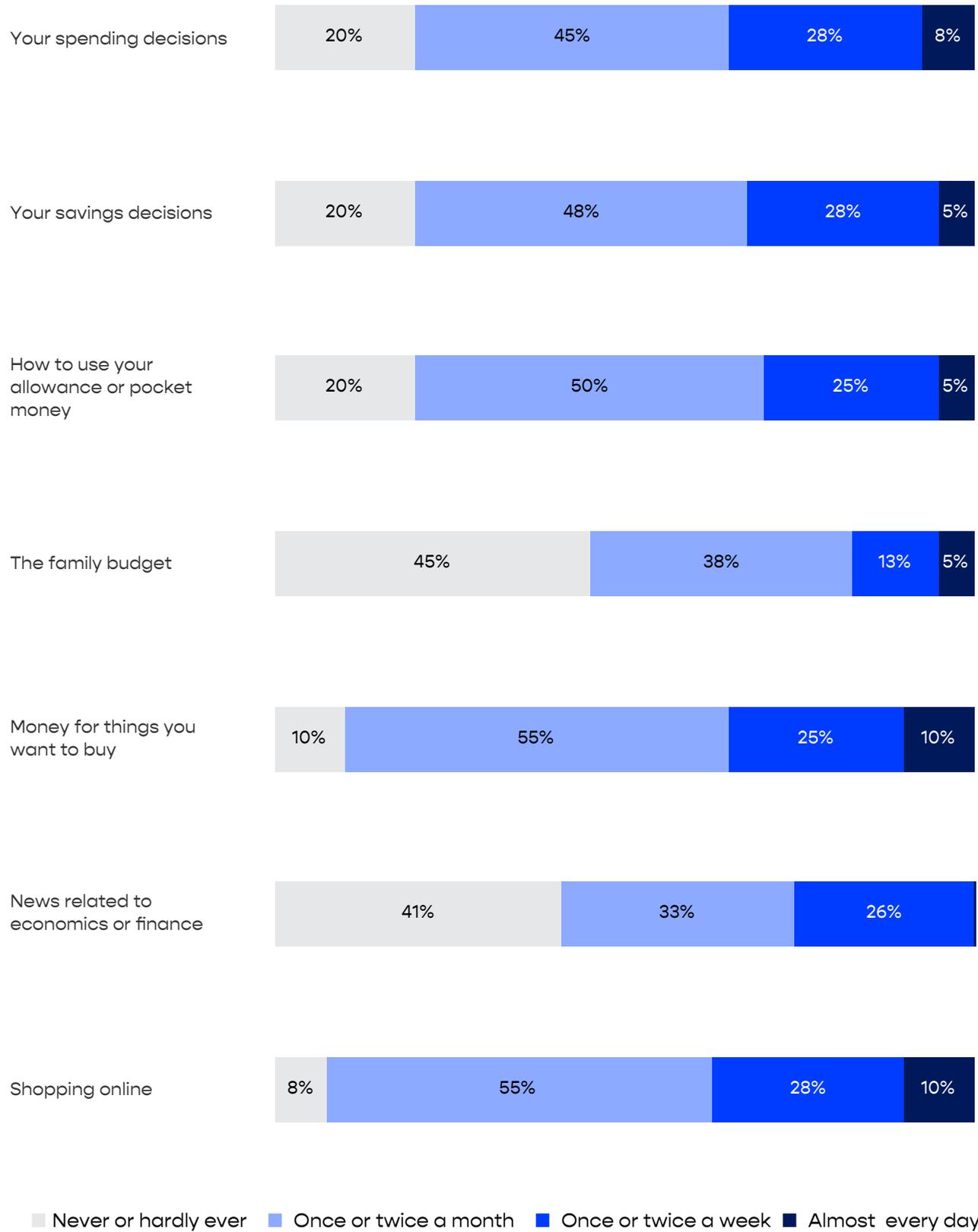


Fig. 21: Discussing Financial Matters with Parents (or Guardians/Relatives)

Have often do you discuss the following matters with your parents (or guardians or relatives)



80% of students at your school and 75% of Abu Dhabi students said they discuss their spending decisions with their parents (guardians).

Fig. 22: Student Sources of Money

Thinking of the last 12 months, how often did you get money from any of these sources?

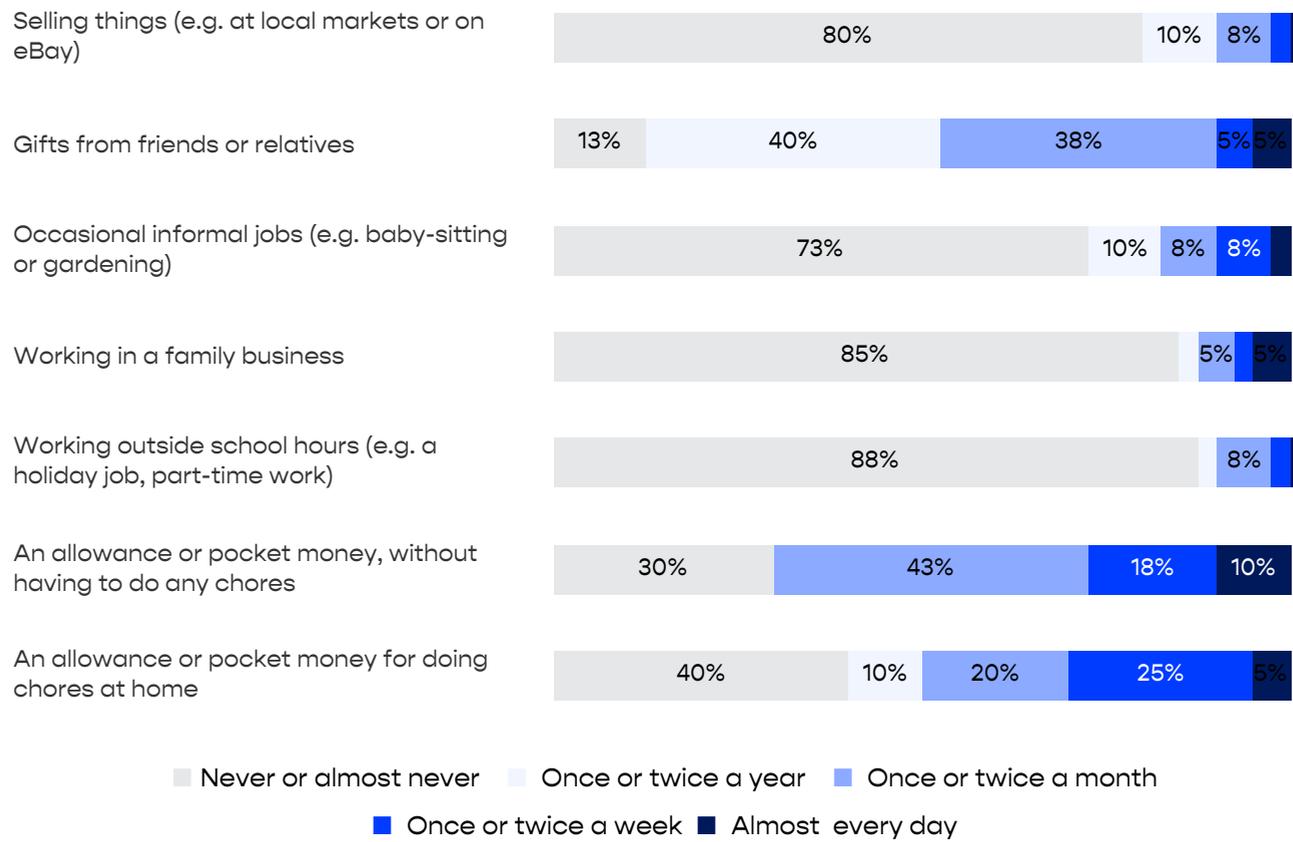
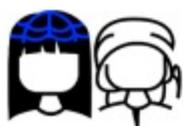
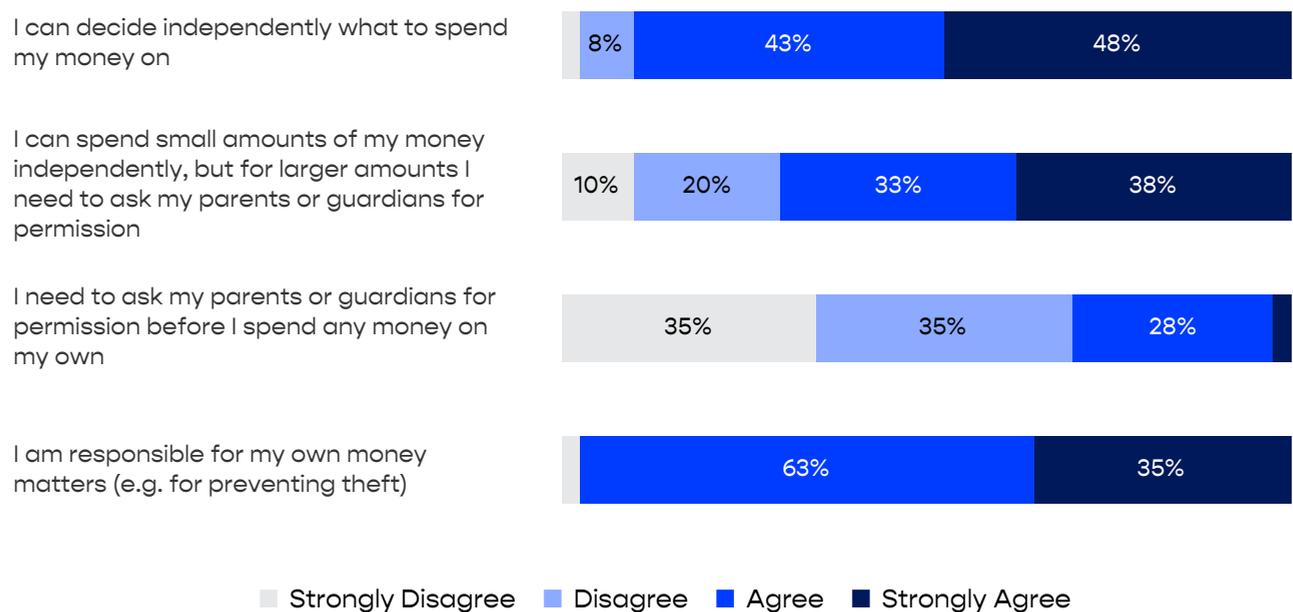


Fig. 23: Financial Independence

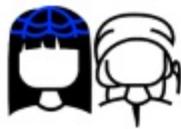
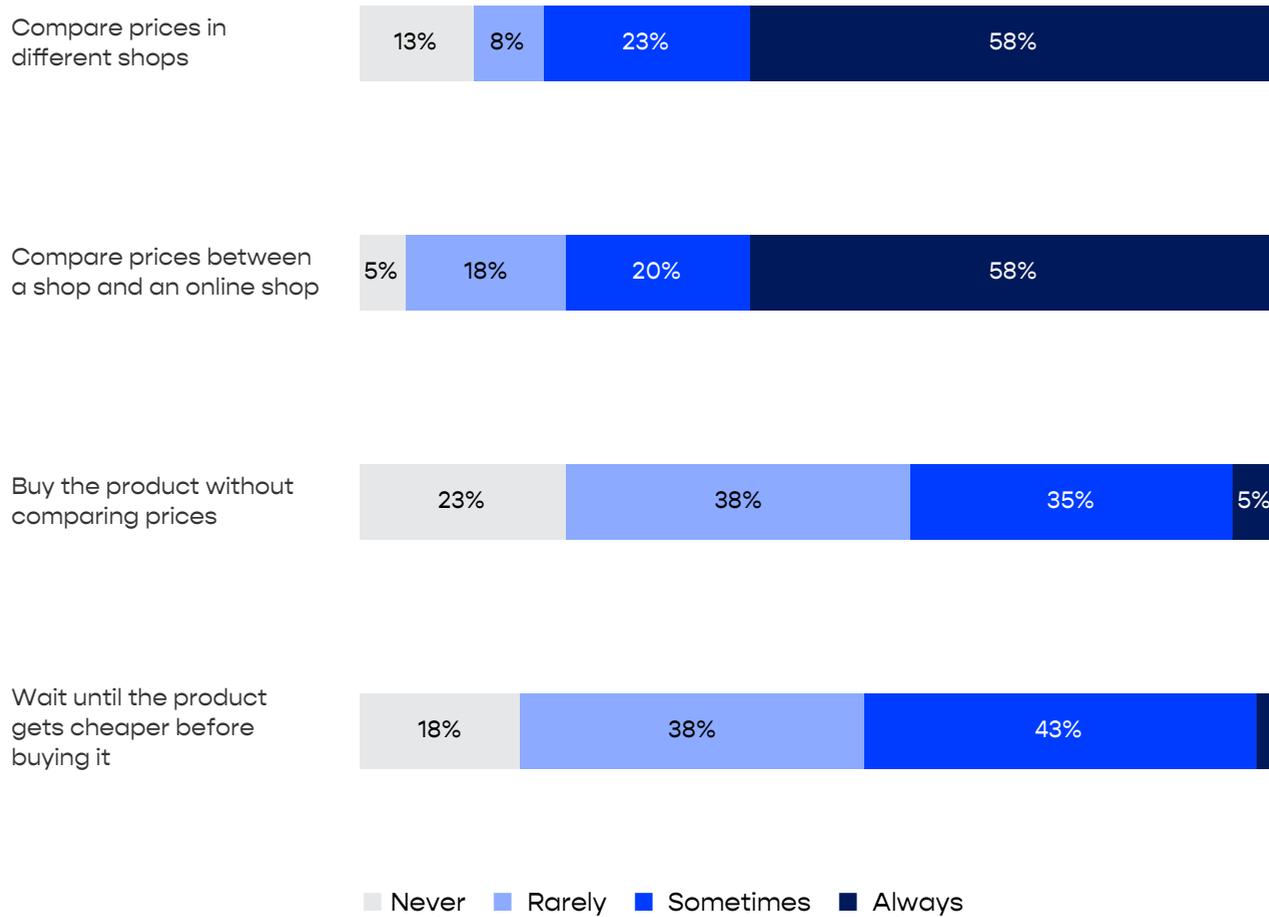
How much do you agree with the following statements about the way you handle your money?



90% of students at your school and 73% of Abu Dhabi students said they can decide independently what to spend their money on.

Fig. 24: Comparing Prices

When you think about buying a new product from your allowance, how often you do the following?



80% of students at your school and 71% of Abu Dhabi students said they always compare prices in different shops before buying a new product.

Fig. 25: Bank Account, Cards, and Mobile Banking Apps

Do you have any of the following things?

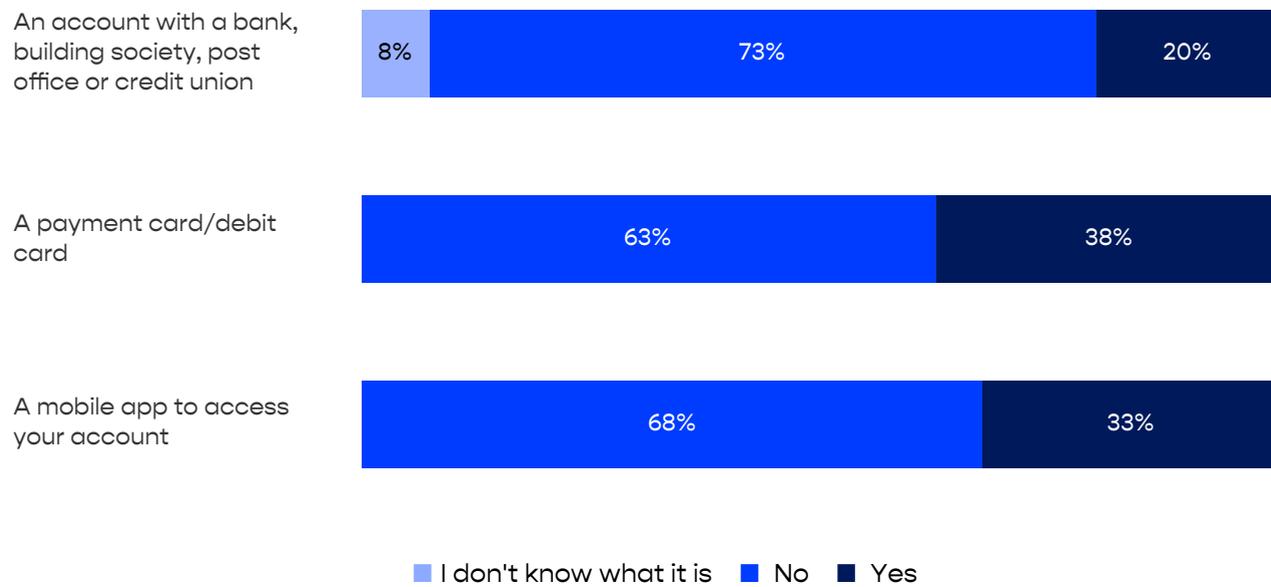


Fig. 26: Confidence in Financial Matters and Transactions

How confident do you feel about doing the following things?

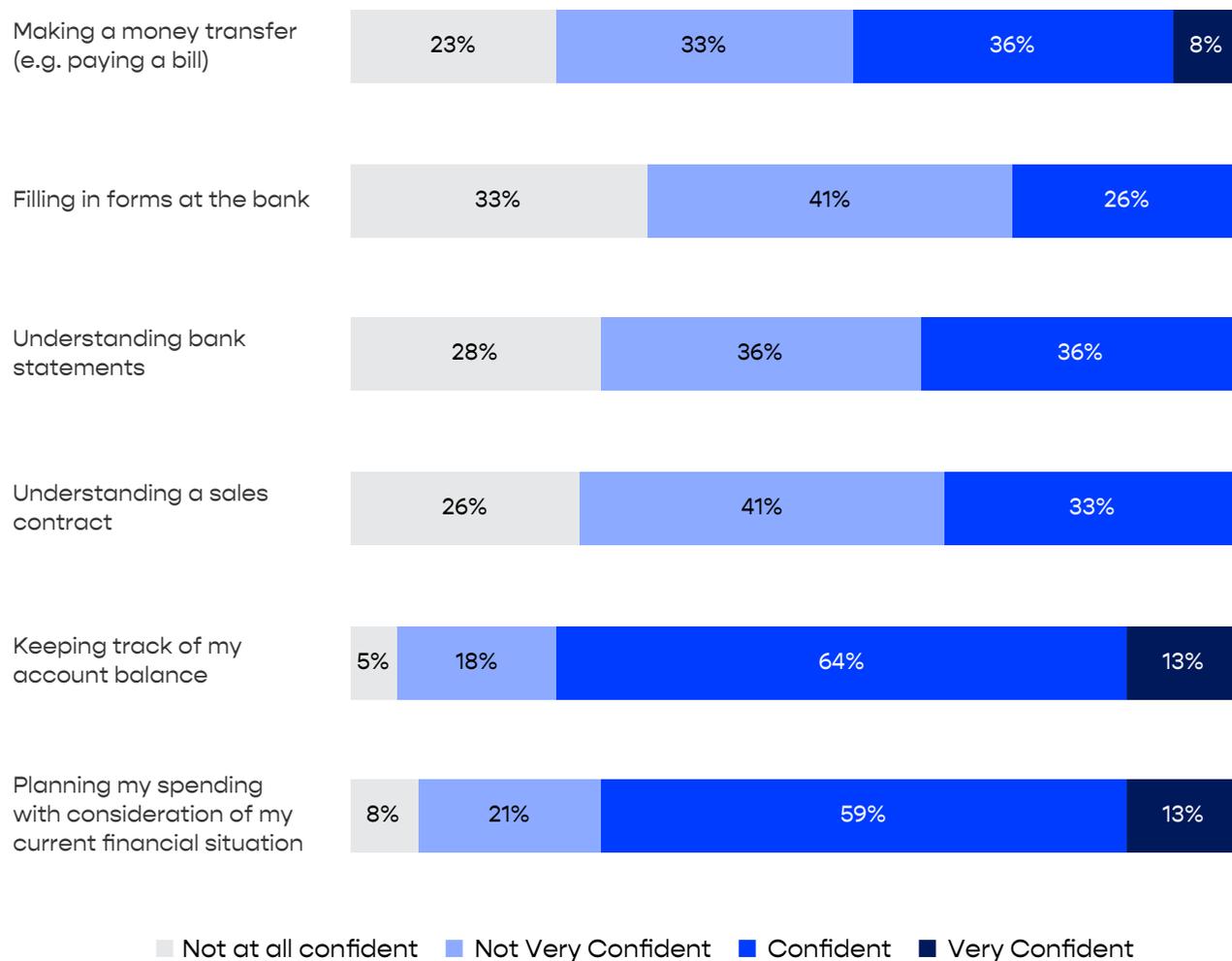


Fig. 27: Confidence in Using Digital or Electronic Devices for Financial Matters

When using digital or electronic devices outside of the bank (e.g. at home or in shops), how confident would you feel about doing the following things?

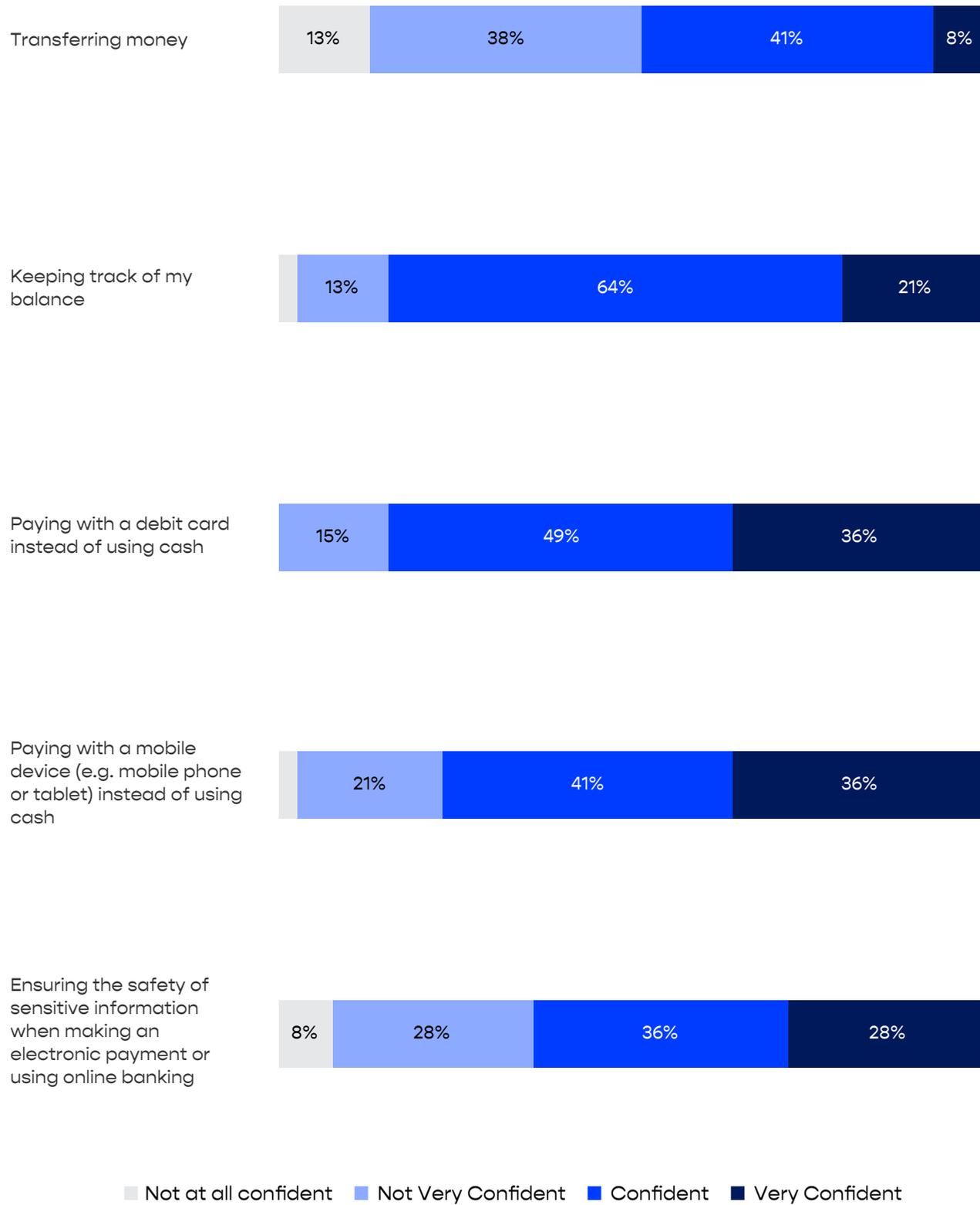
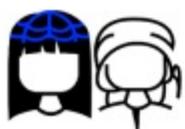
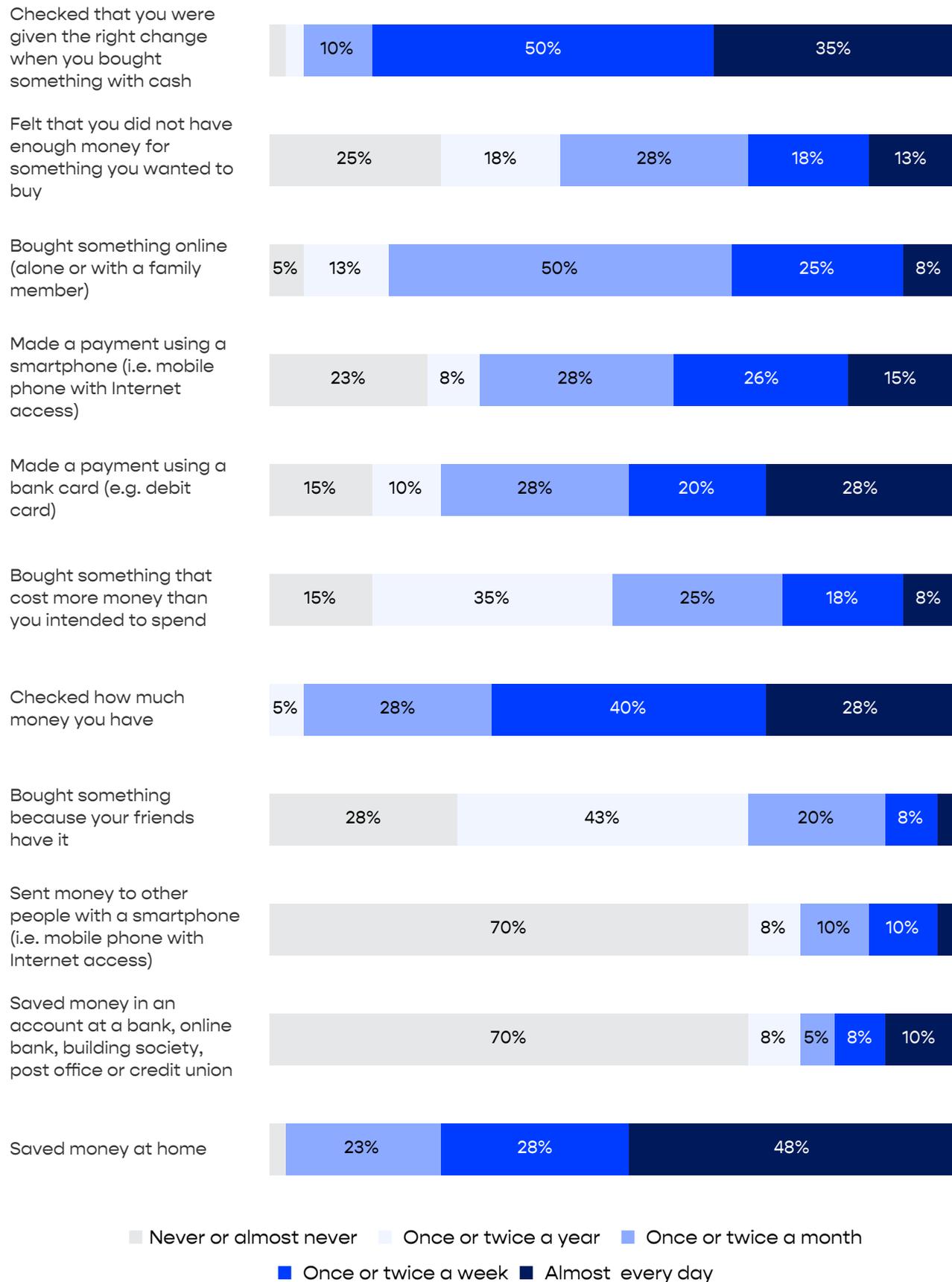


Fig. 28: Frequency of Dealing with Financial Matters and Transactions

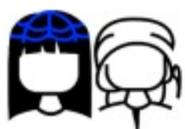
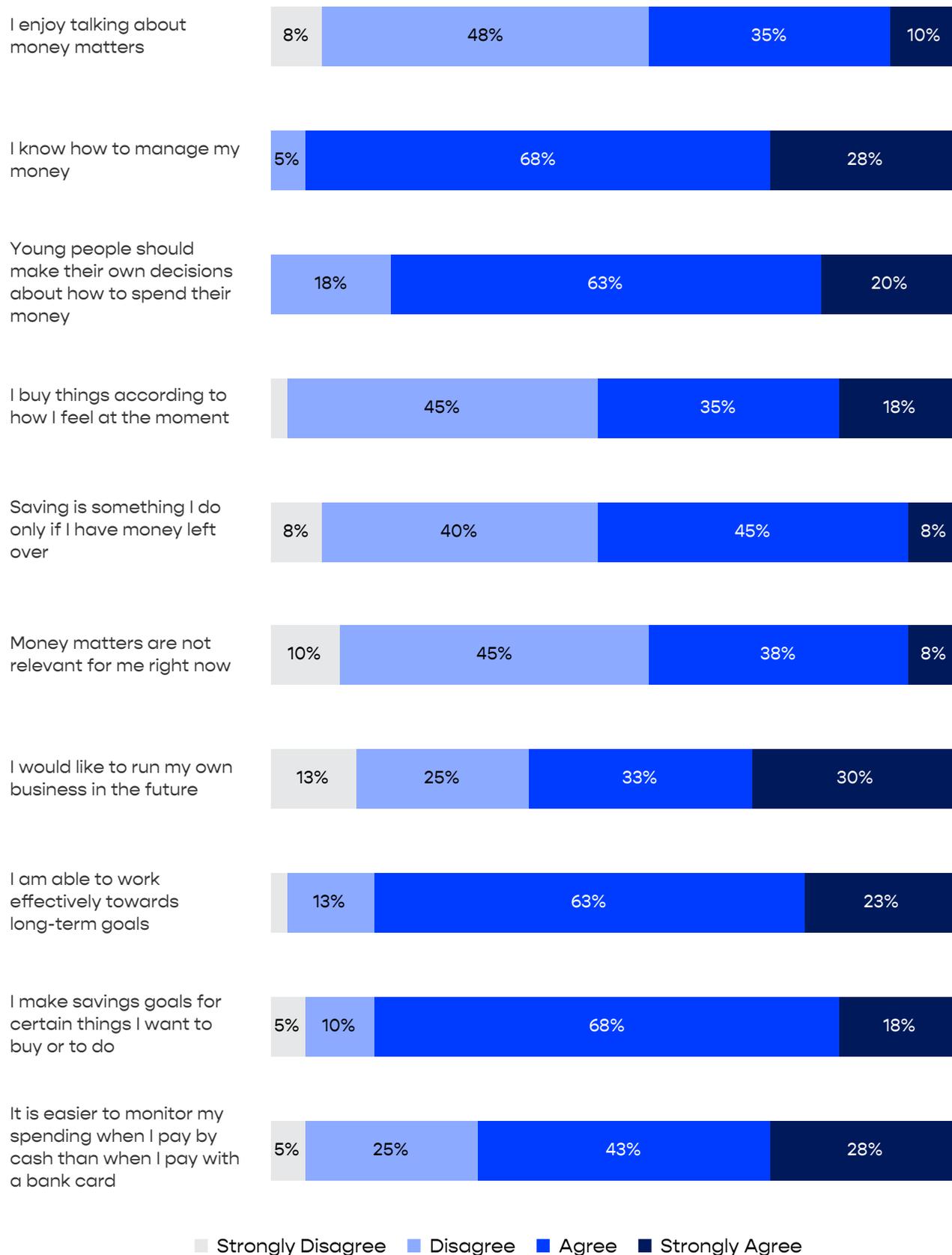
In last 12 months, how often have you done the following things?



25% of students at your school and 20% of Abu Dhabi students said they buy something online about once or twice a week.

Fig. 29: Attitudes and Beliefs Related to Financial Matters and Transactions

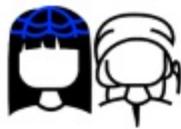
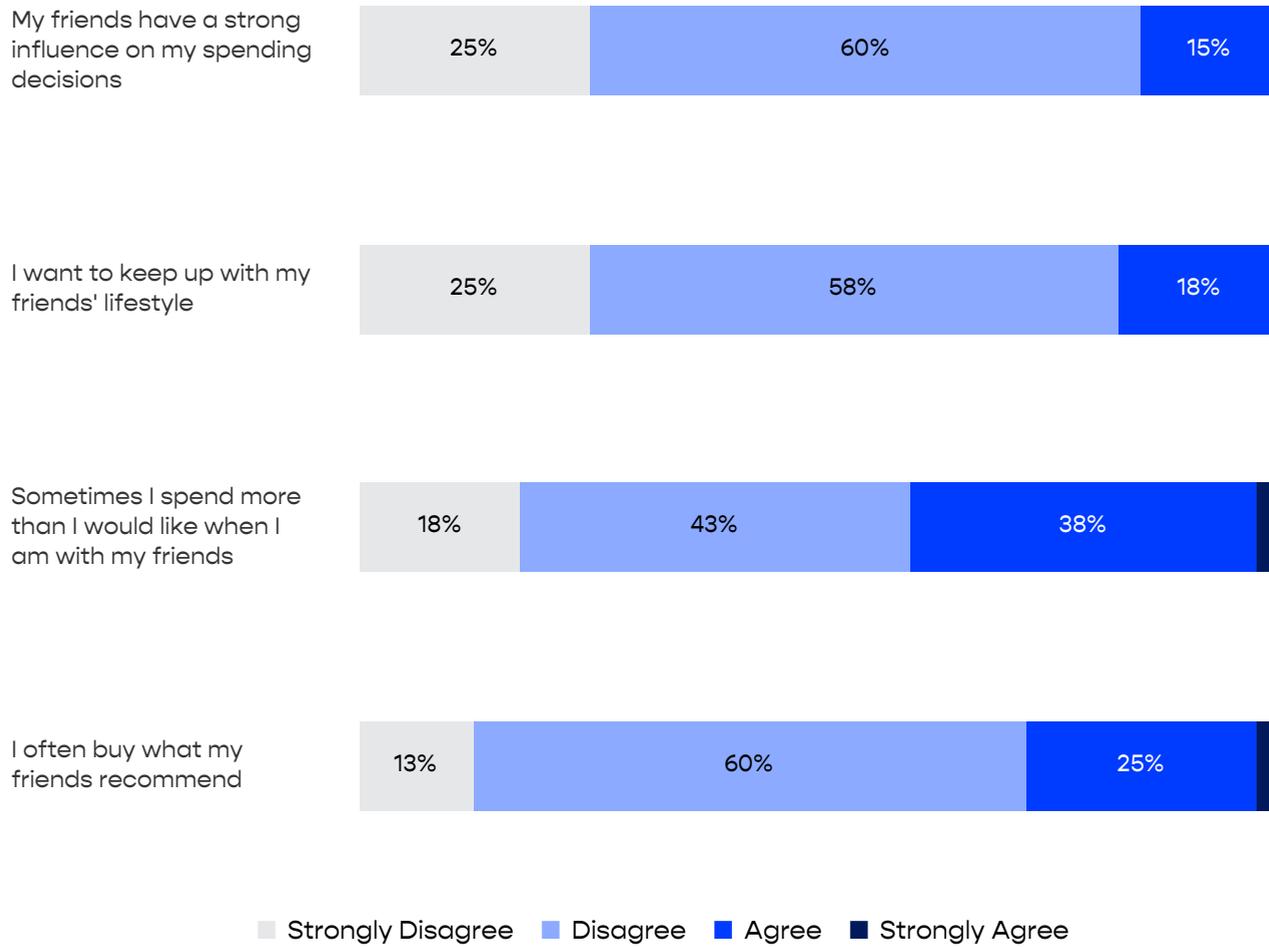
To what extent do you agree with the following statements?



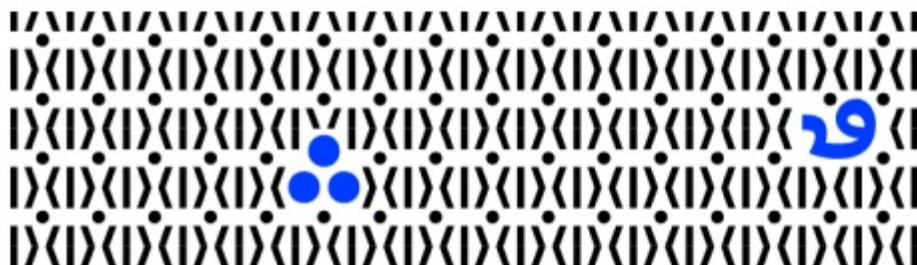
95% of students at your school and 72% of Abu Dhabi students said they know how to manage their money.

Fig. 30: How Friends Influence Financial Decisions

To what extent do you agree with the following statements?



15% of students at your school and 38% of Abu Dhabi students said their friends have influence on their spending decisions.



APPENDICES

Appendix A: How is creative thinking proficiency reported in PISA?

The PISA creative thinking scale is divided into **seven levels**. Levels 1 to 6 describe increasing levels of creative thinking skills, with **Level 1 (lowest)** and **Level 6 (highest)**. Students who score **below Level 1** are placed in an additional category, indicating minimal demonstrated proficiency.

Each level covers a specific range of scores (typically 7 to 9 points). These scores reflect students' estimated performance based on their partial and full responses to the tasks. The table below outlines the typical skills and knowledge demonstrated at each level.

Level	Lower Score Limit	Task Characteristics
6	48	Students can productively engage in creative idea generation, generating both original and diverse ideas for a wide range of expressive and problem-solving tasks, including those in more complex, abstract, and unfamiliar contexts. With respect to students at Level 5, students at this level can identify weaknesses in existing solutions to social or scientific problems, including those that are in less familiar contexts, and build on this understanding to suggest original and innovative ways to improve solutions. They can also generate several appropriate solution ideas for complex social and scientific problems that require more specific knowledge of the domain context and that have a more restricted range of solutions. For expressive tasks, students at Level 6 can create and improve more abstract visual designs, combining visual elements and representations in unexpected ways and conveying an original interpretation or iteration of an existing representation.
5	41	Students can productively engage in creative idea generation, generating both original and diverse ideas for a range of expressive and problem-solving tasks. Students at this level can think of several qualitatively different ways to express their imagination and to address familiar social and scientific problems. They can make several different idea associations, considering different interpretations and perspectives on the same issue or stimulus. For both simple and more abstract written expression tasks, they can use their imagination to create original written outputs that make unconventional associations between ideas or that add atypical details to elaborate creatively on common themes. With respect to students at Level 4, students can create original visual outputs that combine elements in an unusual or unexpected way for open visual design tasks. Students at this level can also generate unconventional solution ideas that integrate innovative approaches in familiar social, and sometimes scientific, problem contexts. This includes when tasked to iterate on and improve an existing solution idea in more open, familiar problem contexts.

Level	Lower Score Limit	Task Characteristics
4	32	<p>Students can productively engage in idea generation across a range of expressive and problem-solving tasks. Students at Level 4 can also generate original and diverse ideas for simple tasks in more familiar domain contexts. With respect to students at this level, students at this level can generate an appropriate idea for most types of idea-generation tasks, including more complex or unfamiliar problem-solving tasks and tasks in a scientific context. They can also build on others' ideas for solutions in social and scientific contexts, although they tend to provide an obvious or common iteration with respect to their peers. Students at Level 4 can generate their own original ideas in written expression tasks and sometimes when iterating on others' ideas. They can express their imagination in unexpected ways, making unconventional idea associations between elements of the stimulus and their written output, or they can add atypical details to elaborate creatively on more common ideas. Students at this level can often suggest two or three qualitatively different ideas in open written expression and social problem contexts but are less successful in more complex or constrained social and scientific problem contexts.</p>
3	23	<p>Students can generate one or several appropriate ideas for simple to moderately complex expressive and problem-solving tasks, including extended written ideas that require them to engage and express their imagination and coherently build upon others' ideas. Students at this level thus show a greater level of engagement with creative tasks than students at Level 1 or Level 2. Students at Level 3 still typically suggest ideas that rely on obvious idea associations or common themes with respect to their peers, but they begin to demonstrate the ability to generate original solutions for familiar, everyday problems with a social focus. They may suggest solution ideas that not many other students think of or add an innovative or different twist to more conventional solution ideas.</p>

Level	Lower Score Limit	Task Characteristics
2	15	<p>Students can generate appropriate ideas for simple visual and written expression tasks as well as those that focus on solving familiar, everyday social problems. With respect to students at Level 1, students in Level 2 can develop simple written ideas in the form of longer captions or short dialogues. Students at Level 2 typically suggest ideas that rely on obvious idea associations for expressive tasks or that refer to existing solutions for problems in social problem-solving tasks. Students can generate more than one appropriate idea for some written expression and social problem-solving tasks, but these ideas are not qualitatively different to one another.</p>
1	6	<p>Students can generate very simple visual designs using isolated shapes or existing visual elements, and in some cases very short written outputs (e.g. a few words), that require them to engage their imagination. In general, students at this level rely on obvious themes or idea associations as the basis for their response and struggle to generate more than one appropriate idea even for very open and simple imagination tasks. These students typically generate simple visual or written outputs with few details that reflect only a minimal level of engagement with the task.</p>

Appendix B: How is financial literacy proficiency reported in PISA?

The PISA financial literacy scale has **five proficiency levels**, ranging from **Level 1 (lowest)** to **Level 5 (highest)**. Students scoring **625 or above** are considered **high performers**, while those scoring between **326 and 399** fall into **Level 1**, indicating **lower financial literacy skills**. The table summarizes the skills and knowledge typically demonstrated at each level:

Level	Lower Score Limit	Task Characteristics
5	625	Students can apply their understanding of a wide range of financial terms and concepts to contexts that may only become relevant to their lives in the long term. They can analyze complex financial products and can take into account features of financial documents that are significant but unstated or not immediately evident, such as transaction costs. They can work with a high level of accuracy and solve non-routine financial problems, and they can describe the potential outcomes of financial decisions, showing an understanding of the wider financial landscape, such as income tax.
4	550	Students can apply their understanding of less common financial concepts and items to contexts that will be relevant to them as they move towards adulthood, such as bank account management and compound interest in savings products. They can interpret and evaluate a range of detailed financial documents, such as bank statements, and explain the functions of less commonly used financial products. They can make financial decisions taking into account longer-term consequences, such as understanding the overall cost implication of paying back a loan over a longer period, and they can solve routine problems in less common financial contexts.
3	475	Students can apply their understanding of commonly used financial concepts, terms and products to situations that are relevant to them. They begin to consider the consequences of financial decisions, and they can make simple financial plans in familiar contexts. They can make straightforward interpretations of a range of financial documents and can apply a range of basic numerical operations, including calculating percentages. They can choose the numerical operations needed to solve routine problems in relatively common financial literacy contexts, such as budget calculations.

Level	Lower Score Limit	Task Characteristics
2	400	Students begin to apply their knowledge of common financial products and commonly used financial terms and concepts. They can use given information to make financial decisions in contexts that are immediately relevant to them. They can recognize the value of a simple budget and can interpret prominent features of everyday financial documents. They can apply single basic numerical operations, including division, to answer financial questions. They show an understanding of the relationships between different financial elements, such as the amount of use and the costs incurred.
1	236	Students can identify common financial products and terms and interpret information relating to basic financial concepts. They can recognize the difference between needs and wants and can make simple decisions on everyday spending. They can recognize the purpose of everyday financial documents, such as an invoice, and apply single and basic numerical operations (addition, subtraction or multiplication) in financial contexts that they are likely to have experienced personally.

