Introduction to Assessment in Finland and City of Oulu

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Class teacher, 6th Grade

National Curriculum-

Teaching is based on the curriculum

Life-long learning in focus

National core curriculum contains the objectives and core contents of different subjects

-principles of pupil assessment, special needs education, pupil welfare and educational guidance

-principles of a good learning environment, working approaches as well as the concept of learning

Teachers have pedagogical autonomy (methods of teaching, textbooks, materials, projects (STEAM)).

Interdisciplinary learning modules (f.ex. STEAM)

Integrative approach:

- Skills based learning (transversal competence)

- Different learning environments

- Pupils involvement (learning to learn)

- Cross-curricular studies and modules

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Assessment of pupil's learning and skills

The learning, work and behaviour of a pupil are evaluated comprehensively both during the school year and at the end of it.

Continuos feedback is important part of assessment.

Purpose is:

Guide and support the learning stages

Strengthen the confidence in pupil' own abilities

Develop the ability to self-evaluate

Laaja-alaisen osaamisen alueet

L1 Ajattelu ja oppimaan oppiminen **Peruste**
L4 Monilukutaito **Peruste**
L5 Tieto- ja viestintäteknologinen osaaminen **Peruste**

Arvioinnin kohde

Tiedonhankintataidot ja lähdekriittisyys

Arviointikriteerit vuosiluokkakokonaisuuden päätteeksi

Osaamisen kuvaus	Arvion kuvaus
Osaamisen kuvaus arvosanalle 8	Oppilas käyttää tiedonhankinnassaan mediaa ja eri tekstiympäristöjä sekä tilanteeseen sopivia strategioita ja osaa jossain määrin arvioida tietolähteiden luotettavuutta.

Example: Criteria for one objective in Mother language in the 6th grade (good=8).

Assessment of learning is based on the objectives and descriptions of good learning achievements defined in the curriculum.

Assessment during the school year

STEAM in the viewpoint

Purpose of the assessment is to help pupils to realise how they can **influence their own learning and progress.**

We also have developmental **discussion** once or twice a year with the pupil (and his/hers guardian).

- - working and studying skills, learning in subjects, social skills and wellbeing

Many different methods are used to document what is being learned.

This makes the learning stages visible to the pupil and teacher and helps to see learning process in many different ways.

- **Diaries, videos, slide shows, posters, project sheets, mind maps, tests for example**

It's important to have **multiple ways to show learning**. Especially when pupil has special needs or needs support in certain subjects.

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ATS Steam –Ylikiimingin koulu

Ecosystem of metals, 8.th grade chemistry

Heikki vimpari

Teacher Phase (guided experiments)

1. Redox reaction of Copper and quenching and temperin steel

2. Exploring heat and electric conductivity of metals

3. **Reaction Rate and Standard reaction potentials of metals**

4. **Deposition of metals and building a rechargeable battery**

Expert phase (combined video)

- 3-4 students in a group

- Four topics:
  - Mining metals and enrich of metals (2-3
  - Use of metals
  - Electrochemistry of metals
  - Lengthen the age of metals and reuse of metals

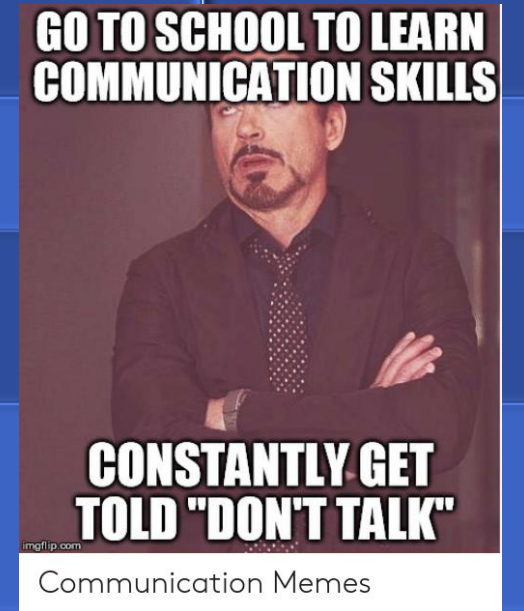- Self assessment of working skills and communication skills

Assessment of working skills

Topic	Very satisfied	satisfaid	Fine	Unsatisfied	Very unsatisfied
We focused to get the word done					
We cleaned our place					
We stayed on time					
We accomplished the things we planned to do in this period					
Ymmärsimme tehtävänannon					
Osasimme kysyä apua					
Jaoimme työn tekemisen tasaisesti ryhmäläisten kesken					

What are your Working skills?

Job Interview

Self assessment of communication skills

Lause	Very Satisfied	Satisfied	Fine	Unsatisfied	Very unsatisfied
We listened each other					
We spoke in turns					
Every group members ideas were taken into concider					
Voice level was fine					
We negotiated about the decisions					
We talked friendly to each other					

GO TO SCHOOL TO LEARN COMMUNICATION SKILLS

CONSTANTLY GET TOLD "DON'T TALK"

Communication Memes

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Evaluation and discussion

Finding

What is our research question?

What kind of information is undestandable for our age student?

How to present information in and understandable way?

Testing

How do we test our solutions? Can we call someone? Sources of information?

Evaluate

How do we evaluate our solutions?

Discussing

What is the most effective and best way to discuss for our group? How do we activate other groups

Defining the research question

Findin solutions

Testing solutions

Evaluating the solutions

Discussing about the solutions