

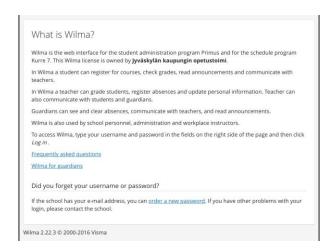
The assessment system of basic education in Finland

Tests in Finland

- There are no compulsory national tests for pupils in basic education in Finland.
- There are some national tests available in mathematics, English and Swedish, but those are voluntary and teachers can choose if they want to use those or not.
- Teachers decide and create what kind of tests they use.
- First national examination is at the end of upper secondary school (students are 18-19 years old).

Main types of assessment are:

- The continuous assessment during the course. The most important tool for teacher of continuous assessment is <u>Wilma</u>.
- Final assessment in the end of every course. (grades 4-10)



1 - What is Wilma?

Assesment is guided by curriculum

- Teachers are responsible for the assessment on the basis of the objectives written in the Curriculum.
- The grades are given end of every course. Each student receives a printed report once every school year.
- Grades in the final basic education certificate are given by the teachers (students are 16 years old).
- To support teachers in the assessment, the curriculum provides the criteria for *good* performance at the end of grade six and grade nine.

Objectives of the assesment

- One task of basic education is to develop the pupils' capabilities for self-assessment it should be asked after each course.
- The purpose is to support the growth of self-knowledge and study skills and to help the pupils to learn to be aware of their progress and their learning process.
- The teachers provide opportunities for the pupils to develop their skills for self-assessment and peer assessment so that they can both give and receive constructive feedback.
- Assessment supports the pupils as life-long learners.

The new curriculum

- Reformation of the assesment is in progress.
- In first school assessment charts for class 3-6 in Jyväskylä.
 - 1 = remember
 - 2 = undestand

- 3 = apply
- 4 = analyze
- 5 = evaluate
- 6 = create
- In Tikkakoski's Comprehensive school assessment for classes 1-6 is in January and in May. In January there is a meeting where are student, teacher and parents. Student fills beforehand a self-assessment about their learning abilities and they have a short assessment meeting together.



2 - new assesment chart in math

Evaluated goals of environ- mental studies through the grades from 3rd to 6 th	1 Remember	2 Understand	3 Apply	4 Analyze	5 Evaluate	6 Create
The importance of environmental studies. Goal no. 2 (G 3)	I classify things and effects into different areas of information while supervised.		I can give examples of situations where I've used skills based on areas of information of environmental studies.	I give examples of importance of areas of environmental studies.		I can criticize the importance of the different areas of environmental studies.
The ability to set objectives G-2	I can think of goals for my work while supervised.	I can set some objectives for my work while supervised.		I set my own goals for a small entireties and work to reach common goals.	I evaluate the effort of my own goals according to my skills and knowledge.	
The skills and knowledge of sustainable development G 3	I can name things related to sustainable development.			I describe with examples which factors support and which factors threaten the sustainable future. I work in a milieus affection project while supervised.	i evaluate the effort of my own action and choices to environment.	I can create an own project and execute it with others.
The ability to make questions G 4	I can form questions related to effects of environmental studies while supervise.	I can form a question that I based on a subject which is given to be the foundation for a certain research while supervised.	I operate and observe compliantly, I document while supervised.	I form and develop questions related to a given topic for a foundation of the research.	I choose an interesting topic alone or with others an form a question for a foundation of the research.	I can for a question that will help a certain research project further.
Researching skills G 5,6 and 9	I operate, observe and measure in terrain while supervised.	I attend to a research compliantly as a member of a group.		I act acknowledge and measure the results as advised. I prepare small researches on my own or whit others. I act and move around as advised		I can plan and execute small research project alone or with other students about an ow topic.
utilization of technology in a safe and responsibly way 5.11	I use informational and communication technology while supervised.	I can use informational and communication technology in some point of a research process.	I practice informational and communication technology as a tool of interaction while supervised.	I use information and communication technology in different phases of my research, also as a tool of cooperation and I describe the use of it as a safe, responsible and ergonomic tool.	I can fluently use different programs and applications.	subject.
luta searching and criticality 14	I search information from different sources while supervised.	I can search information from given sources.	I practice identifying different perspectives while supervised.	I find information from different types of sources and choose the most reliable ones. gractice explaining different points of view.		I can criticise the reliability of the sou of information