

## Humanities and Languages – Subject Specific Assessment Info

### Civics

Civics is studied in middle school only in grade 9 and **the final grade (4-10) for it is given based on that year's studies according to the National Curriculum's learning objectives (Ts)**. A higher level in one of the objectives can compensate for a weaker or failed level achieved in another.

The objectives are as follows:

- T3: The student learns to understand the meaning of human rights and the principals of the rule of law and how they are related to the Finnish justice system.
- T4: The student learns to understand how society works and the principles of private and public economy. They learn to critically evaluate the social role of media.
- T5: The student learns to function as an economic actor who knows working life and entrepreneurship.
- T6: The student learns to analyze society's different communities and demographic groups.
- T7: The student learns to understand the democratic procedures of social decision making and to adapt them in their surrounding community. T8: The student learns to understand and adapt the principles of a sustainable economy in the point of view of the individual and national economy.
- T8: The student learns to understand and adapt the principles of sustainable economy in the point of view of the individual and national economy.
- T9: The student learns to adopt and make use of the relevant information and skills in society.

All of the objectives (Ts) have corresponding criteria for different number grades (levels of achievement) which in turn correspond to the different IB criteria. These will always be given and explained to students before starting an assessment task so that they know what the particular task is assessing and therefore what is expected of them. The students will also be given a course plan in the beginning of the school year which lists the units that are studied during the term.

Different versatile assessment methods can include for example tests, doing media reports, following your spending habits or presentations done individually, in pairs or in groups. All assessed tasks and their results in different criteria are **marked in Wilma in levels of achievement (1-8)** and students are given feedback about them after the completion of the tasks. Test papers or other assessment tasks are not given to take home. If a guardian asks to see them, they can be taken home **with the promise of returning them to the teacher as well**.

Students can also show their skills and know-how (based on the objectives) in the lessons with active participation for example by participating in whole class discussions, in pair or group work, or doing the lesson tasks in writing. Working skills are included in the assessment and include listening and following the teacher's instructions, group and independent working skills (working responsibly, in good co-operation, and trying your best) as well as planning and self-assessment skills.

### History

History is studied in middle school in grades 7 and 8, which means that the final grade for history is given at the end of 8<sup>th</sup> grade. The learning objectives (Ts) which are the basis for studying and assessment are divided between the two grade levels as follows:

#### Gr 7

### Acquiring information about the past:

- from different sources (T2)
- understanding the ambiguous (tulkinnanvaraisuus) nature of historical information (T3)

### Understanding historical phenomena:

- understanding historical time and concepts relating to it (T4)
- understanding the factors influencing people's actions and decision making (T5)
- evaluating the reasons for and consequences of historical events and phenomena (T6)

### Using historical information

- explaining the reasons for human action (T9)

## Gr 8

### Understanding historical phenomena:

- understanding historical time and concepts relating to it (T4)
- understanding the factors influencing people's actions and decision-making (T5)

### Understanding historical phenomena:

- analyzing change and continuity (T7)

### Using historical information

- explaining the reasons for human action (T9)
- explaining historical interpretations and evaluating their reliability (T10)
- using and comparing different sources and making your own justifiable interpretation of them (T11)
- evaluating future options with the help of historical information (T12)

This division means that **7<sup>th</sup> grade history assessment will have an effect on the final grade (4-10) given to students at the end of 8<sup>th</sup> grade.** A higher level achieved in one of the objectives can compensate a weaker or failed level achieved in another. All of the objectives (Ts) have corresponding criteria for different number grades (levels of achievement) which in turn correspond to the different IB criteria. These will always be given and explained to students before starting an assessment task so that they know what the particular task is assessing and therefore what is expected of them. The students will also be given a course plan in the beginning of the school year which lists the units that are studied during the term.

Different versatile assessment methods can include for example tests, diary writing or presentations done individually, in pairs, or in groups. **All assessed tasks and their results in different criteria are marked in Wilma in levels of achievement (1-8)** and students are given feedback about them after the completion of the tasks. Test papers or other assessment tasks are not given to take home. If a guardian asks to see them, they can be taken home **with the promise of returning them to the teacher as well.**

Students can also show their skills and know-how (based on the objectives) in the lessons with active participation for example by participating in whole class discussions, in pair or group work or doing the lesson tasks in writing. Working skills are included in the assessment and include listening and following the teacher's instructions, group and independent working skills (working responsibly, in good co-operation, and trying your best) as well as planning and self-assessment skills.

## Religion

Religion is studied in middle school in grades 7, 8, and 9. The learning objectives (Ts) which are the basis for studying and assessment are divided between the grade levels as follows:

### Gr 7

- T1: The student understands the diverse interaction of religion and culture and the diversity related to religion.
- T3: The student understands what are world religions, irreligion, and worldviews and how they differ from one another. They train to acquire additional information on them.
- T4: The student recognizes and understands the customs of different religions and worldviews.
- T10: training of skills to communicate constructively with different people now and in the future (in the lessons, doesn't affect the grade)

### Gr 8

- T1: The student understands the diverse interaction of religion and culture and the diversity related to religion.
- T2: The student deepens their knowledge of the studied religion and its effects as well as trains to find more information about them.
- T3: The student understands what is irreligion and how it differs from religion. They train to acquire additional information on irreligion.
- T4: The student recognizes and understands the customs of different religions and worldviews and develops their skills in recognizing religious symbols and themes in media, world politics, art, and popular culture.
- T5: The student learns to recognize and evaluate different ways of argumentation as well as the differences between religious and scientific language. They develop their skills to listen to other people's views and make arguments for their own.
- T10: training of skills to communicate constructively with different people now and in the future (in the lessons, doesn't affect the grade)

### Gr 9

- T5: The student learns to recognize and evaluate different ways of argumentation as well as the differences between religious and scientific language. They develop their skills to listen to other people's views and make arguments for their own.
- T6: The student learns to apply the basic principles of ethical thinking. They know the central human rights and some of the principals of the studied religion as well as other religions and worldviews.
- T7: The student develops their skills to reflect on the worldwide significance of religions and worldviews in justifying and guiding people's choices.
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- T8: The student learns to reflect independently and in cooperation on the life questions belonging to humanity, current ethical questions and the relationship of their own values with them.
- T9: The student trains to reflect on their ethical choices and their effects on wellbeing as well as develops their readiness to live a sustainable lifestyle.

- T10: training of skills to communicate constructively with different people now and in the future (in the lessons, doesn't affect the grade)

When an objective (T) is on multiple grade levels it means that it can be build upon (learning is cumulative) within those grade levels or studied only on one of the grade levels it is assigned to. The division of the objectives into different grade levels also means that **assessment from all the grade levels (7-9) will have an effect on the final grade (4-10) given to students at the end of 9<sup>th</sup> grade**. A higher level in one of the objectives can compensate a weaker or failed level achieved in another. All of the objectives (Ts) have corresponding criteria for different number grades (levels of achievement) which in turn correspond to the different IB criteria. These will always be given and explained to students before starting an assessment task so that they know what the particular task is assessing and therefore what is expected of them. The students will also be given a course plan in the beginning of the school year which lists the units that are studied during the term.

Different versatile assessment methods can include for example tests, discussions, or presentations done individually, in pairs, or in groups. **All assessed tasks and their results in different criteria are marked in Wilma in levels of achievement (1-8)** and students are given feedback about them after the completion of the tasks. Test papers or other assessment tasks are not given to take home. If a guardian asks to see them, they can be taken home **with the promise of returning them to the teacher as well**.

Students can also show their skills and know-how (based on the objectives) in the lessons with active participation for example by participating in whole class discussions, in pair or group work, or doing the lesson tasks in writing. Working skills are included in the assessment and include listening and following the teacher's instructions, group and independent working skills (working responsibly, in good co-operation, and trying your best) as well as planning and self-assessment skills.

## Ethics

Ethics is studied in middle school in grades 7, 8, and 9. The different learning objectives (Ts) which are the basis for studying and assessment are connected to the different content areas S1, S2, S3. Each year a different content area is studied in all grade levels. This academic year 2024-2025 it will be S2: The basics of ethics (Etiikan perusteet). The objectives are divided between the content areas as follows:

### S1:

- T1: The student learns to recognize to understand and use concepts related to beliefs.
- T2: Student builds general knowledge on different cultures and beliefs; and the UNESCO World Heritage Program.
- T3: The student learns to know different beliefs, their interaction and the role of information and research in evaluating beliefs.
- T4: The student learns to study and think about the basics of religious thinking and criticism of religion.
- T5: The student learns to understand freedom of belief as a human right as well as become familiar with national and international means of safeguarding the freedom of belief.

### S2:

- T6: The student learns to perceive different solutions based on beliefs and the prevailing individual and communal justifications related to them.

- T7: The student learns to accept and understand world diversity and equal treatment of all.
- T8: The student learns to identify ethical dimensions in their lives and their environment and to develop their ethical thinking.
- T10: The student learns to know the meaning and basis of human dignity, human rights, and equality.

### S3:

- T5: The student learns to understand freedom of belief as a human right as well as become familiar with national and international means of safeguarding the freedom of belief.
- T6: The student learns to perceive different solutions based on beliefs and the prevailing individual and communal justifications related to them.
- T7: The student learns to accept and understand world diversity and equal treatment of all.
- T9: The student learns to reflect and understand the impact of their own choices to the sustainable future locally and globally.
- T10: The student learns to know the meaning and basis of human dignity, human rights, and equality.

When an objective (T) is in two content areas it means that it can be build upon (learning is cumulative) within those grade levels or studied only on one of the grade levels it is assigned to. The division of the objectives between the different content areas also means that **assessments from all grade levels (7-9) will have an effect on the final grade (4-10) given to students at the end of 9<sup>th</sup> grade.** A higher achieved level in one of the objectives can compensate a weaker or failed level achieved in another. All of the objectives (Ts) have corresponding criteria for different number grades (levels of achievement) which in turn correspond to the different IB criteria. These will always be given and explained to students before starting an assessment task so that they know what the particular task is assessing and therefore what is expected of them. The students will also be given a course plan at the beginning of the year which lists the units that will be studied.

Different versatile assessment methods can include for example tests, discussions, or presentations done individually, in pairs, or in groups. **All assessed tasks and their results in different criteria are marked in Wilma in levels of achievement (1-8)** and students are given feedback about them after the completion of the tasks. Test papers or other assessment tasks are not given to take home. If a guardian asks to see them, they can be taken home **with the promise of returning them to the teacher as well.**

Students can also show their skills and know-how (based on the objectives) in the lessons with active participation for example by participating in whole class discussions, in pair or group work or doing the lesson tasks in writing. Working skills are included in the assessment and include listening and following the teacher's instructions, group and independent working skills (working responsibly, in good co-operation, and trying your best) as well as planning and self-assessment skills.

## Health Education

The goal of teaching Health Education is to develop students' versatile health skills. The starting point is respect for life and a dignified life in accordance with human rights. Matters related to health, well-being and safety are examined in an age-appropriate way. These include health-related information, skills, self-knowledge, critical thinking, and ethical responsibility.

The teaching takes into account the physical, psychological and social factors that support and consume health, as well as the connections and cause-and-effect relationships between them. Health is examined at different stages of a person's life course, at the different life-stage of the individual, family, community, and society and, where applicable, also globally.

The subject of health education is the evaluation of different areas of health knowledge. The task of assessment and feedback is to support learning and encourage students to develop their health knowledge and apply it in everyday life.

Exams, group work, self-assessment and peer feedback are used to assess the learning.

In group work, which is viewed as learning by doing, students are given a certain topic where they have to require and put together an informative text that utilizes different working methods, dealing with everyday health phenomena and taking current events into account create a foundation for learning, application of competence and the development of critical thinking and learning skills.

When forming the final grade, all the health information goals defined in the basics of the basic education curriculum and the related final evaluation criteria are taken into account, regardless of which grade 7, 8 or 9 the individual goal is set in the local curriculum.

## LANGUAGES

### Language and Literature

#### Finnish as a mother tongue

Finnish as a mother tongue is a cumulative subject. In practice, this means that the aim is to develop and strengthen certain skills and gain knowledge about the following key content areas during the basic education:

1. Acting in interactive situations
2. Interpreting texts
3. Producing texts
4. Understanding language, literature, and culture

The assessment is based on versatile task types, e.g. as written assignments, literature analysis, oral presentations and different types of group work. In terms of the key content area *Acting in interactive situations*, in addition to the separate tasks, assessment is also based on different interactive situations during lesson time (on-going assessment).

Alongside with the Finnish subject specific objectives, we use IB MYP A: language objectives. We have four criteria in use: A: Analysing; B: Organization; C: Producing text and D: Using language. The scale in the assessment points given in IB scale for each criterion is 0–8.

The final gr 9 assessment starts already in the autumn of gr 7, but due to the cumulative nature of the subject, we do not calculate an average of the given grades in different grade levels. Instead, we emphasize the knowledge and skills shown at the end of basic education, as in gr 9 studies.

Please note! The number of Finnish lessons decrease from PYP to MYP. We follow the Oulu City guidelines, and therefore we have three 45 mins. mother tongue lessons a week in gr 7 and 8. In gr 9 the amount is four. When all other subjects are taught mainly in English at OIS, students and families are strongly encouraged to invest in Finnish also outside the school hours to e.g., widen vocabulary. In

practice this means especially reading books but also following different media and having hobbies in Finnish.

## English

In grades 7 - 9, students receive their grades for English Language and Literature according to the MYP framework for each task as well as for their report cards. **The exception to this is the end-of-year report card in grade 9.** In these report cards, the grade given for English is based on the Finnish national A1 English assessment criteria. This exception is required by Finnish national assessment standards.

### Gr 7

Grade 7 English at OIS is assessed through the MYP criterion for each task but using the objectives from the Finnish National Curriculum. The Finnish National Curriculum for English (A1 foreign language) has 10 objectives which are addressed each year in middle school. Below are examples of what the objectives include, and possible assessment tasks related to those objectives.

**Growth into cultural diversity and language awareness** (objectives 1 - 3) – Understanding the status of English and its variations in the global context compared to other languages. Example of assessed tasks – A fake diary which explores day to day life in an English-speaking country; reading and then responding to books from different cultures.

**Language learning skills** (objectives 4 – 5) – developing language learning strategies for life-long learning. All tasks incorporate the different MYP Approaches to Learning skills in them such as thinking skills, self-management skills, social skills and research skills.

**The skill to act in interactive situations** (objectives 6 – 8) – includes speaking and conversational skills taking cultural norms into consideration. Example of assessed tasks – Oral biography; drama

**The skill to understand, interpret and produce text** (objectives 9 – 10) – includes grammar, pronunciation, and listening/reading comprehension. Example of assessed tasks – grammar test, reading journal, oral presentations, essay

### Gr 8

Grade 8 English at OIS is assessed through the MYP criterion for each task but using the objectives from the Finnish National Curriculum. The Finnish National Curriculum for English (A1 foreign language) has 10 objectives which are addressed each year in middle school. Below are examples of what the objectives include, and possible assessment tasks related to those objectives.

**Growth into cultural diversity and language awareness** (objectives 1 - 3) – Understanding the status of English and its variations in the global context compared to other languages. Example of an assessed task – Reading and then responding to books and text from different cultures.

**Language learning skills** (objectives 4 – 5) – developing language learning strategies for life-long learning. All tasks incorporate the different MYP Approaches to Learning skills in them such as thinking skills, self-management skills, social skills and research skills.

**The skill to act in interactive situations** (objectives 6 – 8) – includes speaking and conversational skills taking cultural norms into consideration. Example of assessed task – a videoed speech.

**The skill to understand, interpret and produce text** (objectives 9 – 10) – includes grammar, pronunciation, and listening/reading comprehension. Example of assessed tasks – grammar test, blog, oral presentations, essay.

## Gr 9

Grade 9 English at OIS is assessed through the MYP criterion for each task but using the objectives from the Finnish National Curriculum. The Finnish National Curriculum for English (A1 foreign language) has 10 objectives which are addressed each year in middle school. Below are examples of what the objectives include, and possible assessment tasks related to those objectives.

**Growth into cultural diversity and language awareness** (objectives 1 - 3) – Understanding the status of English and its variations in the global context compared to other languages. Example of an assessed task – Reading and then responding to books and text from different cultures, English national test.

**Language learning skills** (objectives 4 – 5) – developing language learning strategies for life-long learning. All tasks incorporate the different MYP Approaches to Learning skills in them such as thinking skills, self-management skills, social skills and research skills.

**The skill to act in interactive situations** (objectives 6 – 8) – includes speaking and conversational skills taking cultural norms into consideration. Example of assessed task – oral group presentation.

**The skill to understand, interpret and produce text** (objectives 9 – 10) – includes grammar, pronunciation, and listening/reading comprehension. Examples of assessed tasks – Poetry portfolio, comic strip, English national test.

## LANGUAGE ACQUISITION

### Finnish as a Second Language (FSL)

#### Learning objectives and assessment in Finnish as a second language

A student can study Finnish as a second language if their mother tongue is not Finnish or if, due to their multilingual background, they are lacking basic skills in any language skill area.

Finnish as a second language students can study either in separate Finnish as a second language groups or as integrated students in Finnish mother tongue groups.

Parents make the decision about the student's status as a student of Finnish language (second language or mother tongue). FSL and FMT teachers make the decisions about whether the FSL student studies in an FSL or FMT group.

As long as the student's status is FSL (regardless of the study group), they are assessed according to the FSL assessment criteria. These criteria differ from the criteria of FMT.

## OIS FSL ASSESSMENT

At OIS, we follow the FSL assessment criteria in the national curriculum. This causes difficulties that students and guardians should be aware of:



1. The assessment system does not take into consideration how long a student has studied Finnish. A student who has studied one year is assessed according to the same criteria as a student who has studied 8 years.
2. The assessment system is the same as in other Finnish schools where all subjects are taught in Finnish and students thus learn Finnish in every lesson – unlike at OIS where all other subjects are taught in English and students get very little input in Finnish during the school days.
3. The learning path of FSL students in other school starts with “valmistava opetus” (preparatory class) – at least a year of intensified studies of the basic Finnish skills before moving on to studying other subjects in Finnish. FSL students in our school rarely participate “valmistava opetus” and thus lack the expected basic language skills when they join the FSL lessons.

### **FSL assessment in gr 7-9**

In the MYP, FSL belongs to the subject group of language acquisition. Assessment in language acquisition is based on four criteria: A listening, B reading, C speaking and D writing (assessment 1-8). MYP criteria are used in assessment tasks.

The report card number (4-10) is based on the assessment tasks and the students’ overall achievement level as compared against the assessment criteria of the national FSL curriculum.

FSL is a cumulative subject which means that similar topics are studied and assessed during grades 7-9.

**Assessment criteria for Finnish as a second language and literature year 9** (criteria for number 8 according to the Finnish National Curriculum, good knowledge and skills)

#### **Communicative skills**

- Student is able to function in communicative situations in a constructive way.
- Student understands spoken Finnish in formal situations, classroom situations and media.
- Student is able to prepare a speech performance independently, to perform and to express himself /herself in an appropriate manner.

#### **Interpreting texts**

- Student can read texts critically and identify different genres of text. Student is able to describe features of descriptive, narrative, instructional, argumentative and reflective texts and media texts using appropriate terms. Student understands that texts have different purposes and objectives.
- Student can draw conclusions and ask critical questions about texts.

#### **Producing texts**

- In producing spoken and written texts, student utilizes his/her knowledge of the textual features of descriptive, narrative, instructional, argumentative and reflective genres of text.
- Student produces comprehensible and cohesive texts, is familiar with the main rules of written Finnish and applies them in writing.

#### **Understanding language, literature and culture**

- Student can describe linguistic and textual features of prose, poetry and drama texts, reflect their meanings and is able to describe differences between different registers and styles. Student is familiar with genres of literature (fairytale, fantasy, horror etc.)
- Student is familiar with Finnish literature, is able to name its main phases and its connections with the World literature.
- Student is able to describe diversity of culture and multilingualism in the Finnish society.

### **Using Finnish language to support all learning**

- Student identifies ways of using language in different fields of information (subjects).
- Student is able to search information in a variety of different sources. Student is able to plan, structure and assess his/her independent and group work.
- Student actively uses language learning strategies and uses their environment as a resource for language learning.

### **Swedish**

Assessment of pupils' learning and competence in the Swedish B1 syllabus in grades 7–9 is based on the following learning goals (T's) defined in the Finnish National Curriculum.

T1: The students are guided to use the concepts of knowledge about language and make conclusions about how different things are expressed in different languages. The student is guided to become aware of what kind of structural order there is in the target language and how to use knowledge about the language to help them in their learning process.

T2: The students advance their skills to reflect the values and phenomena connected with the status of the language and make it possible for the students to develop their intercultural performance.

T3: The students are encouraged to set goals, use multiple ways to learn languages and evaluate their learning independently and in co-operation. The students are guided to have positive co-operation in which the most important thing is to get the message across.

T4: The students are encouraged and guided to notice possibilities to use the target language in their own lives and to use the language bravely in different situations in and out of school.

T5: The students are given opportunities to practice different information channels using oral and written communication.

T6: The students are supported to use different communication strategies.

T7: The students are assisted in expanding their knowledge of expressions used in polite interaction.

T8: The students are encouraged to interpret written and spoken texts that are appropriate for their age level and that they find interesting.

T9: The students are offered opportunities to practice talking and writing in simple Swedish about different subjects also paying attention to pronunciation and the most essential structures of the text.

The evaluation is based on the students' work during lessons, homework, tests and possibly small projects. The tests can be found in Wilma, however, the students might also have a homework quiz without the teacher notifying about it in advance.

## **A2 - languages** (Optional subject)

The students continue their studies in the foreign language they have chosen in primary school (grade 4 or 5). A student may also start studying a foreign language in grade 8 (B2-language) if there are enough students to form a group. A2 language studies expose the student to the cultural and linguistic variety of the target language. The student is encouraged to use their developing language skills from the beginning and stress is put on small steps and positive experiences.

The assessment covers the ten objectives that are defined in the Finnish National Curriculum. They can be divided into four main areas: **language and cultural awareness**, **study skills**, **language and communication skills** as well as the **ability to understand and produce texts** both orally and in written form. Assessment takes place both during lessons as a continuous assessment as well as through written assignments.

The student's language and cultural awareness includes the study, research and discussion of the foreign language in a global context. An assessed task may be, for instance, finding out and presenting a tradition or feature specific to the target culture.

Study skills include setting objectives, the use and application of different learning strategies, the ability to cooperate, and self-evaluation. These skills are evaluated during oral and written group and independent work, as well as through self-assessment and conversations in class.

Language and communication skills focus especially on oral skills. They include politeness and routine conversations in the target language as well as the application of learned models and different communication strategies to new contexts. The assessment is continuous and can also include pronunciation tests, producing videos, or oral exams in the form of a conversation with a peer.

The student's ability to understand and produce both oral and written texts include knowledge on different aspects of grammar, vocabulary and pronunciation as well as the ability to interpret new texts with the help of context and generalization. These skills are evaluated, for instance, through grammar and vocabulary tests, listening and reading comprehensions as well as through continuous assessment in class.