

Gr 3-4

Gr 3 assessment

Some objectives are assessed continuously over the course of a unit or terms. Others can be assessed summatively through for example: written tasks, oral presentations, group projects, quizzes or tests. In the report card, only English, Finnish, and Math are assessed on the 1-4 scale at the end of grade 3. Other subjects are assessed as either pass or fail.

Summative assessed tasks in grade 3 are on a scale of 1-4 or points achieved out of the maximum (e.g., math and spelling tests).

- 1 Beginning
- 2 Developing
- 3 Good
- 4 Advanced

Grade 4 assessment

Some objectives are assessed continuously over the course of a unit or terms. Others can be assessed summatively through for example: written tasks, oral presentations, group projects, quizzes or tests.

Summative assessed tasks in grade 4 are on a scale of 4-10 to match the end of term report card, or points achieved out of the maximum (e.g., math and spelling tests).

Class Participation (tuntiaktiivisuus)

In general, class participation is a part of the final report card under each subject. This assessment is based on for example: class discussions, asking and answering questions, creating positive learning atmosphere, working actively, showing interest and motivation toward the subject, and participating in pair/group activity.

Math 3-4

Throughout the academic year, the main objective of assessment is to support and enhance students' mathematical thinking and competence across all target areas. Assessment is diverse, and feedback is guiding and constructive. They bolster the development of mathematical skills, encouraging resilience for new attempts when necessary. Students are guided to evaluate their learning and recognize strengths. Feedback assists in understanding what knowledge and skills need further development and how to do so. Additionally, students are directed to reflect on their working approach and attitude towards mathematics learning.

Students are expected to articulate their mathematical thinking more through speech, tools, drawing, and written work. The assessment covers methods of work, accuracy of solutions, and the ability to apply learned concepts.

When collaborating, both individual group members' contributions and the group's collective work are evaluated. Feedback guides students to comprehend the significance of each group member's work and progress. Students are guided in evaluating their outputs and activities.

In grades 3-4 our goals include supporting the student's confidence, enhancing problem-solving abilities, and fostering a positive attitude towards math. Math assessment focuses both on working skills and on conceptual and subject specific goals:

Working skills

- **Connecting Concepts:** Students will explore how math concepts relate to each other, boosting understanding.
- **Critical Thinking:** Through questions, reasoning and making and evaluating conclusions, students develop their analytical skills.
- **Effective Communication:** Presenting solutions and conclusions using various methods, including technology.
- **Problem-Solving Mastery:** Students will learn versatile strategies to tackle challenges.

Conceptual and subject specific goals

- Understanding and using mathematical concepts
- Understanding the ten-base system
- Understanding the concept of number
- Calculation skills and utilization of different features of basic calculation
- Concepts of geometry and observation of geometric properties
- Measuring
- Description of distribution based on observations and classical probability
- Programming in a graphical programming environment

Throughout the school year, students can show their knowledge in math in various ways. For example, through manipulatives, discussions, solving problem with a group, book work and various types of tests.

English 3-4

In grades 3-4, students are assessed according to the standards outlined in phases 2-4 of the PYP language continuum. These standards are organized under three language strands:

- **Oral Language:** receiving and creating meaning through listening and speaking
- **Visual Language:** constructing and sharing knowledge through viewing and presenting
- **Written Language:** receptive and expressive skills in reading and writing

Some standards are assessed continuously over the course of a unit or term, while others are assessed summatively through written tasks, oral presentations, group projects, and quizzes or tests. These standards exceed the expectations defined in the Finnish National Curriculum for A1 English; However, we strive to cover both within the core curricular content domains:

- **Cultivating cultural diversity and language awareness (objectives 1-4):** We delve into language and cultural diversity, focusing on English's ubiquity, especially online. Reflecting on our backgrounds, we gather insights on language and culture's importance, practice respectful communication, listen to diverse languages, observe writing styles, and explore interlingual word borrowing, considering actions for limited language proficiency.
- **Language learning skills (objectives 5-6):** We develop collaborative planning skills, feedback exchange, and accountability while adopting effective language learning strategies encompassing active use of new vocabulary, memorization techniques, contextual inference for unknown words, and regular self-assessment of language proficiency
- **Developing language proficiency in interaction, text interpretation, and text production (objectives 7-11):** We acquire English language skills across diverse subjects encompassing

personal life, family, education, hobbies, and global interactions, selecting content based on daily life, current interests, and global perspectives. Learning includes varied language uses like greetings, seeking assistance, and expressing opinions, taught through diverse texts like stories, plays, interviews, and lyrics. Emphasis is on practicing challenging language contexts, sourcing English materials, and understanding English as a global language through abundant practice in pronunciation, stress, rhythm, and phonetic symbols.

The assessment is encouraging and provides students with the opportunity to become aware of their own skills, develop them, and emphasize their natural modes of expression. Diverse assessment offers possibilities to demonstrate their language competence, even for students with language-related learning difficulties or those with linguistically different backgrounds. Students show their knowledge, for example, through class participation, speech or presentation, book work, writing assignments and other summative tests.

In grades 3-4 the focus is on fostering a rich understanding of language, culture, and effective communication.

- **Embracing Diversity:** Students will explore local and global environments, appreciating their own linguistic and cultural backgrounds while valuing the diversity of the world.
- **Language Insight:** Students understand the connections and nuances between languages, enhancing their linguistic understanding.
- **Resourceful Learning:** Students will learn to select English materials appropriate for their language level, empowering their learning journey.
- **Effective and Resilient Communication:** Creating an encouraging atmosphere for language use, we'll emphasize meaningful communication and collective learning. Students are encouraged to engage and interact despite challenges, fostering adaptable communication skills.
- **Independent Learners:** Students take ownership of their language learning, confidently using various learning methods and technology.
- **Cultural Competence:** Through diverse social scenarios, students will practice culturally appropriate communication.
- **Textual Exploration:** Students will delve into texts of varying difficulty, utilizing comprehension strategies to enhance their understanding.
- **Expressive Skills:** Students create speeches and texts on various topics, while focusing on essential structures and pronunciation.

Finnish as a mother tongue (FMT) 3–4

Assessment and feedback are varied, practical, and a tool to improve students' skills. They are seamlessly integrated into the learning process. Our assessment approach is built on students' evolving language skills, text production, interpretation, and cultural knowledge. Students learn to assess their own and peers' work, fostering awareness and improvement. Through inclusive, diverse, and analytical assessment, students become conscious of their skills, knowledge, and processes, equipping them for growth.

In Finnish mother tongue and literature assessment is based on:

- **Communication skills**

- Student expresses opinions effectively in diverse settings.
- Student understands the impact of words and consider others' needs in group conversations.
- Student expresses himself/herself in various and creative ways, e. g. drama and multimedia interaction.
- **Interpreting texts**
 - Student develops his/her reading fluency and reading comprehension skills.
 - Student reads diverse texts suitable for his/her age, expanding vocabulary, thinking skills and his/her knowledge of literature. Student is also able to discuss what he/she has read.
 - Student knows how to search for information from different sources and assess the reliability of the information.
- **Producing texts**
 - Student is able to express his/her experiences, thoughts and opinions by writing.
 - Student can write narrative, descriptive, instructive and opinionated texts.
 - Student is familiar with the rules of written Finnish and applies them in writing both by hand and by typing on a computer.
- **Understanding language, literature and culture**
 - Student strengthens his/her language awareness.
 - Student uses the library actively, reads a wide range of literature and shares his/her reading experiences with others.
 - Student builds a cultural and linguistic identity, appreciating diversity and engaging with culture.

Finnish as a Second Language (FSL) 3–4

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.

In Finnish as a second language and literature student is assessed based on:

- Communication skills
 - Student is able to function in communication situations in Finnish.
 - Student understands spoken Finnish in classroom situations and everyday life situations.
 - Student expands his/her Finnish vocabulary.
- Interpreting texts
 - Student reads Finnish texts suitable for his/her age (fiction, non-fiction and media texts).
 - Student is able to discuss what he/she has read.
- Producing texts
 - Student is able to plan and produce written texts in Finnish suitable for his/her age both by hand and by typing on a computer.
 - Student produces comprehensible texts, is familiar with the main rules of written Finnish and applies them in writing.
- Understanding language, literature and culture
 - Student reads Finnish children's literature and familiarizes himself/herself with Finnish culture.

Most objectives are assessed continuously over the year in lessons. Activeness in lessons can be shown by working according to the instructions, focusing on teaching and participating in interaction by speaking, preferably in Finnish. Possible assessed tasks are for example exams, spelling tests, reading fluency tasks, reading and listening comprehension, written tasks, oral presentations, group works, plays and oral exams.

A2 language, grade 4

The students may choose to study an additional foreign language from grade 4 onwards. Some of the key areas assessed in this subject are

- verbal reasoning and cultural awareness
- communication skills in the foreign language
- student’s ability to set goals, work in a group and take responsibility for one’s studies
- ability to understand and produce texts both orally and in written form and
- strategies used to accomplish the above.

Science and Social Studies 3-4 (I.e., Environmental Studies)

Within Science and Social Studies tasks are divided into themed units with specific goals and assessment criteria. This ensures thorough evaluation. Different skills and areas of the curriculum are assessed in each unit. Students learn to recognize their strengths and prior knowledge. Feedback and practical suggestions guide the progress throughout the units.

Positive feedback enhances research skills and motivation. Diverse opportunities let students showcase their learning. Assessment is based on, for example, various projects, observations, and discussions. This includes understanding the key concepts, research skills, and clear communication skills.

At the end of the units, we assess students' learning against the set goals. Students practice recognizing their strengths, areas for growth, and supporting each other's learning. The assessment focuses on academic aspects, not personal traits like values, attitudes, or health behavior.

In grades 3-4 the focus in science and social studies is cultivating a keen interest in meaningful learning experiences. Throughout the year the following categories are addressed: knowledge, researching, technology and safety, and working skills.

Knowledge goals

- **Sustainable Awareness:** Encouraging environmental understanding, involvement, and sustainable practices.
- **Conceptual Growth:** Progressing from preconceptions to accurate environmental understanding.
- **Interpretive Models:** Using, interpreting, and constructing models to explain human, environmental, and related phenomena.
- **Ecological Exploration:** Discovering nature, organisms, habitats, human structure, functions, and development.
- **Geographical Insight:** Building geographical thinking skills, using maps, and perceiving the world's diverse environments.
- **Physical Phenomena:** Exploring, describing, and explaining daily life, nature, and technology's physical aspects.
- **Conservation Understanding:** Grasping energy and mass conservation principles.
- **Health and Growth:** Understanding health, daily practices, decisions, and individual growth.

Researching

- **Inquisitive Minds:** Fostering a culture of questioning, researching, and learning.
- **Hands-On Research:** Engaging in small research projects, observation, and measurement using varied methods.
- **Critical Thinkers:** Developing causal relationship recognition, drawing conclusions, and diverse presentation skills.
- **Critical Analysis:** Developing the ability to find reliable information, express views, and critically evaluate diverse sources.

Technology and Safety

- **Technological Insight:** Understanding and experimenting with technology's role in daily life, inspiring creativity.
- **Safety and Well-being:** Enhancing personal safety, responsibility, and well-being in different environments.
- **Digital Literacy:** Employing technology responsibly for research, data handling, interaction, and presentation.

Working skills

- **Goal Setters:** Nurturing goal-setting skills and consistent effort to achieve them.
- **Group Dynamics:** Practicing group roles, interactive skills, emotional expression, and empathy.

Civics Grade 4

In Civics, assessment and feedback guide and encourage students to actively and constructively engage in their local communities, applying the knowledge and skills they've learned about society. Evaluation considers a variety of ways students engage in activities and produce outcomes. Emphasis is placed on their grasp of civic knowledge and skills.

In civics, the student is assessed through the following:

- Stimulating interest in society and civics.
- Enhancing ethical assessment skills for various issues.
- Fostering self-awareness as individuals and community members.
- Understanding human rights, equality, and legal principles.
- Recognizing media's role and significance.
- Appreciating work and entrepreneurship locally.
- Grasping diverse values in societal information.
- Practicing democratic skills and constructive discussions.
- Mastering personal finance and consumption choices.
- Encouraging community involvement and responsible media use.

Music 3-4

Guiding and encouraging feedback are used in Music, especially when practicing collaboration and musical skills. Feedback guides each student in understanding music and musical concepts, as well as refining their role as a part of a group within the context of creating harmonious musical experiences.

In Music grades 3-4 the assessment is based on the following:

- **Musical Unity:** Fostering teamwork through group music-playing experiences, cultivating togetherness.
- **Expressive Voice:** Guiding the use of natural voice, singing, body percussion, rhythm, melody, and chord instruments in a collaborative musical environment.
- **Movement and Expression:** Encouraging music expression through whole-body movement, connecting emotions, images, and stories.
- **Acoustic Awareness:** Experiencing sound environments and music through active listening, followed by analyzing and describing auditory experiences.

- **Creative Exploration:** Enabling pupils to improvise, plan small musical projects, and learn through multidisciplinary art projects using various tools and technology.
- **Cultural Diversity:** Exploring musical experiences and the rich aesthetic, cultural, and historical backgrounds of music.
- **Musical Concepts:** Introducing pupils to musical concepts and notation principles while engaging in music creation.
- **Well-being through Music:** Understanding the impact of music on well-being, ensuring safe music-making environments.
- **Skill Development:** Guiding pupils to enhance musical skills through practice, goal-setting, and self-assessment.

Ethics 3-4

Assessment in Ethics considers diverse methods emphasizing on student's expression and reasoning abilities, ethical and critical thinking, open-mindedness towards diversity and their responsibility in various topics globally, locally and personally. They can be showcased through class participation, homework and group work, for example.

- **Ethical and critical thinking:** students are guided to practice applying ethical and critical thinking skills in everyday life.
- **Responsibility:** students are guided to be responsible and caring for themselves, others, and the environment in local and global contexts.
- **Cultural diversity:** students respect and appreciate their own and other diverse cultures.
- **Learning assessment:** We direct them in self-assessment of learning.
- **Listening and expression:** Students are encouraged to express their opinions respectfully.
- **Human rights:** students familiarize themselves with UN Declaration of Human Rights.

Religion 3-4

Students' skills of expressing themselves and their thoughts demonstrated through diverse methods will be assessed. These methods can be in written and verbal expression methods, as well as their application of learned knowledge and skills displayed through other activities during the lessons.

- **Engaging Sacred Texts:** Delving into holy texts and stories and understanding key beliefs.
- **Rituals and Traditions:** Exploring rituals, practices, sacred places, and buildings.
- **Language and Symbolism:** Recognizing special language and symbolism used in religion.
- **Sourcing Knowledge:** Finding and using reliable information about religion.
- **Exploring Major Faiths:** Learning about Judaism, Christianity, and Islam in European history.
- **Ethical Insights and discussions:** Understanding ethical teachings and shared principles across religions. Practicing constructive discussions about moral questions.
- **Reflecting on Choices:** Evaluating decisions and values from ethical and sustainable perspectives.
- **Cultivating Positive Views:** Building self-esteem, trust, and a positive outlook.