

## Grade 1-2

Summative assessment tasks in grade 1-2 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   |

At the end of grade 1-2, only English, Finnish, and Math are assessed with on the 1-4 scale on the report card. Other subjects are assessed as either pass (hyväksytty) or fail (hylätty).

### Class Participation (tuntiaktiivisuus)

In general, class participation is a part of the final report card within 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 activities.

## English

In grades 1-2, students are assessed according to the standards outlined in phases 1-3 of the PYP language continuum. These standards are organized into 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 1-2):** We explore languages spoken in school, local surroundings, and Finland, examining associated cultures, discussing language differences, and reflecting on the importance of linguistic and cultural diversity across communities.
- **Language learning skills (objectives 3-5):** Students engage in collaborative group work, observe spoken language, deduce word meanings from context or existing knowledge, reflect on language learning methods, study languages using diverse approaches, and assess language skills through self and peer evaluations
- **Developing language proficiency in interaction, text interpretation, and text production (objectives 6-10) :** Students explore language and culture aligned with their interests, practicing polite communication through activities such as songs, games, and drama, learning to overcome communication hurdles, deduce meanings, and adjust expressions for effective interaction across different contexts, focusing on oral comprehension, pronunciation, rhythm, intonation, and progressively integrating written language while familiarizing with everyday spoken and visual language

## Suomen kieli ja kirjallisuus (äidinkieli)

Suomen kielessä ja kirjallisuudessa keskeisiä arvioinnin ja palautteen antamisia kohteita ovat:

1. edistyminen itsensä ilmaisemisessa ja vuorovaikutustaidoissa, sana- ja käsitevarannon karttuminen
2. edistyminen lukutaidossa sekä tekstien ymmärtämisessä ja lukemisen harrastamisessa
3. edistyminen tekstin tuottamisessa, erityisesti käsin kirjoittamisen ja näppäintaitojen kehittyminen
4. edistyminen kielen ja kulttuurin ymmärtämisessä, erityisesti havaintojen tekeminen sanojen merkityksestä ja arjen kielenkäyttötilanteista.

Arviointia toteutetaan jatkuvasti koko lukuvuoden ajan esimerkiksi sanallisen ja kirjallisen palautteen kautta, erityisesti lukuvuoden puolivälissä tapahtuvassa arviointikeskustelussa tuodaan esiin oppilaan oppimista ja vahvuuksia näillä osa-alueilla. Lisäksi oppilaan itsearviointi ja vertaisarviointi tukee arviointia. Opettajan tekemä havainnointi oppilaan toiminnasta tunneilla on suuressa osassa arviointia. Arvioinnin keinoja ovat myös esimerkiksi erilaiset kokeet, testit, kirjoitustehtävät, suulliset esitelmät sekä ryhmä- ja parityöt.

## Finnish as a Second Language (FSL) 1–2

### 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 in “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.
  - Student can tell about themselves and can communicate in everyday life situations.
- Interpreting texts
  - Student develops his/her reading skills, can read short texts. Reading fluency is good.
  - 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.
  - Student can write Finnish words and short sentences.
  - Student understands the basics of forming syllables and the lengths of letter sounds.
- 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.

## Math

In grade 1-2 Math, the key targets of assessment are:

1. Understanding the concept of numbers and number sequencing skills
2. Understanding the decimal system
3. Fluent calculation skills (addition, subtraction, multiplication, and division)

4. Classifying 3D objects and 2D shapes
5. Problem-solving skills

Objectives are assessed through spoken, written, use of tools, drawings, and through ICT. These are assessed continuously over the course of a unit or term through observations and discussions. They can also be assessed summatively through for example written/oral/drawing/math tool tests, and group tasks.

## Environmental Studies

In grade 1-2 English, the key targets of assessment are:

1. Exploring surroundings
2. Observation skills
3. Learning how to act safely
4. Learning to work in pairs and groups
5. As an IB school, we also emphasize developing research skills. Other IB related skills include self-management, communication and thinking skills.

These are assessed continuously over the course of a unit or term through observations and discussions. Summative tasks can be done individually, in pairs, or in groups through for example: quizzes/tests, written tasks or projects, videos, PowerPoints, drawings, and oral presentations.

## Religions/Ethics

In grade 1-2 Religion and Ethics, the key targets of assessment are:

1. The ability to discuss to worldview-related ideas
2. Learning to work in pairs and groups
3. Expressing own thoughts and listening to others'

These are assessed continuously over the course of a unit or term through observations, discussions, and portfolio samples.

## Music

In grade 1-2 music, the key areas of assessment are

1. Co-operation skills and acting as a member of a music-making group
2. Understanding the basic concept and components of music while making music (for example through movement and listening to music)

Some objectives are assessed continuously over the course of a unit or term. Verbal and written feedback are provided continuously, in particular at the yearly assessment discussions. Teacher's

observations about student's activity during lessons are a key part of assessment. In addition, different types of tests can also be used. Self and peer assessments support the overall assessment.

## Art

In grade 1-2 art, the key areas of assessment are

1. Setting goals for one's actions
2. Trying out different materials and practicing different visual art techniques
3. Expressing observations and thoughts through different visual art forms
4. Discussing observations and thoughts in their own and others' work.

Some objectives are assessed continuously over the course of a unit or terms. Verbal and written feedback are provided continuously, in particular at the assessment discussion. Teacher's observations about student's activity during lessons are a key part of assessment. Portfolio of art works is collected and maintained to support the assessment. Self and peer assessments support the overall assessment.

## Crafts

In grade 1-2 crafts, the key areas of assessment are

1. Familiarity with variety of materials and the ways of working safely
2. Planning, producing, documenting and assessing one's own products
3. Goal-oriented process
4. Producing innovative solutions

Some objectives are assessed continuously over the course of a unit or terms. Verbal and written feedback are provided continuously, in particular at the assessment discussion. Teacher's observations about student's activity during lessons are a key part of assessment. Portfolio of craft works is collected and maintained to support the assessment. Self and peer assessments support the overall assessment.

## PE (Physical Education)

In grade 1-2 PE, the key areas of assessment are

1. Finding suitable solutions to a variety of different physical situations
2. Developing basic motor skills and practicing them
3. Safe and appropriate conduct at physical education lessons
4. Working together and regulating one's own actions

Some objectives are assessed continuously over the course of a unit or term. Verbal and written feedback are provided continuously, in particular at the assessment discussion. Teacher's observations about student's activity during lessons are a key part of assessment. Self-assessment supports overall assessment.