

## Grade 5–6

In grades 5 to 6 emphasis is placed on assessing students based on the criteria provided at both national and local level. Students are assessed with a range of assessment tasks e.g., learning diaries, projects, essays as well as with participation in class through, for example, discussion and written tasks. A range of assessment tools are used such as rubrics, tests, continuums, and observations. An example of good assessment practice in our grades is sharing and explaining the criteria for rubrics ahead of the assessment task as well as involving students in the writing of assessment criteria. Assessment tasks are usually completed during lessons. To help with workload for students and to build links between subjects and phenomena, some assessment tasks provide evidence of learning in more than one subject such as History and English.

The following is a summary of some of the objectives to be assessed in different subjects to give an idea of the scope of the curriculum.

## LANGUAGES

### English Language A

In grades 5-6, students are assessed according to the standards outlined in phases 3-5 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 1-4):** 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 exception to this is the end-of-year report card in grade 6.** In these reports, the final grade given is based on the assessment criteria from the Finnish National Curriculum for A1 English. This exception is required by Finnish national assessment standards for seamless transition to places of further study. Students who continue onto MYP should not necessarily expect this grade in the future, as they will revert to being assessed according to IB standards (until grade 9).

## Suomen kieli ja kirjallisuus (FMT)

Arviointi suomen kieli ja kirjallisuus aineessa kohdistuu seuraaviin osaamisen alueisiin:

- Toimiminen erilaisissa vuorovaikutustilanteissa, mielipiteiden ilmaisu ja perusteleminen.
- Viestiminen ja toisten huomioiminen ryhmätilanteissa.
- Puhe-esitysten valmistelu ja pitäminen eri ilmaisun keinoin
- Omista vahvuuksista ja kehittämiskohteista kertominen sekä palautteen antaminen ja vastaanottaminen
- Ikätasolle sopivien tekstien lukeminen ja tekstin ymmärtämisen strategioiden soveltaminen, sekä itsensä tarkkaileminen lukijana.
- Tekstien tutkiminen, tulkitseminen ja kuvaileminen.
- Erilaisten lähteiden käyttäminen, tekijänoikeuksien noudattaminen, ja luotettavuuden arvioiminen.
- Kuvitteellisen tekstin juonesta, henkilöistä ja tapahtumanpaikasta ja -ajasta kertominen, ja luku-, kuuntelu-, ja katselukokemusten kuvaileminen.
- Mielipiteistä ja ajatuksista kirjoittaminen.
- Erilaisten tekstien kirjoittaminen ja muokkaaminen palautteen perusteella. Omien tekstien arvioiminen.
- Käsini- ja näppäimistöllä kirjoittaminen sujuvasti. Ohjeen mukaan kirjoittaminen, virkkeiden muotoilu, otsikointi ja tekstien jaksottaminen.
- Havaintojen tekeminen kielellisten valintojen vaikutuksista eri tilanteissa. Tekstien ja puhutun kielen kuvaileminen.
- Sovittujen kaunokirjallisten ja tietoteosten lukeminen. Ikäkaudelle sopivan luettavan valitseminen ja kirjastopalvelujen käyttäminen.
- Eri kielten ja niihin liittyvien kulttuuristen asioiden nimeäminen ja vertailu. Median ja kulttuurin merkityksestä arjessa kertominen.

## Finnish as a Second Language (FSL) 5–6

### 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 schools 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:

- Communicative skills
  - Student is able to function in communicative 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 (Optional)

Those students who have chosen an optional language in grade 4 continue their studies in this subject. 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.

Assessment is continuous and takes place both during lesson activities as well as through written assignments. Apart from participation in class, possible ways to be evaluated may include group presentations, pronunciation tests, listening comprehensions, vocabulary exams and grammar tests. The skills assessed as per the Finnish National Curriculum include:

- Language learning skills
  - Setting goals
  - Working in a group
  - Taking responsibility for one's studies
- Language and cultural awareness
  - Verbal reasoning
  - Communication skills
  - Understanding cultural and linguistic variety
- Linguistic skills
  - Understanding oral and written texts
  - Using linguistic strategies to understand oral and written texts
  - Producing oral and written texts
  - Pronunciation

## Swedish Gr 6

Assessment in Swedish is based on the following skills:

- Learning about Nordic languages and their relation to each other, and how to see differences and similarities between Swedish and other languages.
- Learning how Swedish has influenced Finnish and that Swedish is an official language in Finland. Knowing that Swedish children's culture has affected most children living in Finland since childhood. Learning how Swedish has influenced Oulu dialect.
- Learning how to take responsibility for one's own studying and evaluating their know-how. Doing homework and taking part in studying as a group in a positive way.
- Learning how Swedish is part of lifelong learning and encouraging to find different language environments for learning Swedish and to use Swedish outside the classroom.
- Learning how to communicate in Swedish in a permissive environment.
- Learning vocabulary and structures within themes like 'I, my family, hobbies and free time'.
- Studying the phonetic signs that differ from Finnish and English ones and how they are pronounced.
- Practicing Swedish in different kinds of oral and written interaction. Using polite phrases, to greet and thank.
- Learning to find out about simple written and spoken texts and distinguish some facts.
- Swedish is also practiced using games, songs, rhymes and easy dialogue.
- Learning to understand the importance of word stress and speech rhythm in understanding the language.

- Learning that the Swedish spoken by Finnish-Swedish people is different than Swedish spoken in Sweden as comes to intonation and to some extent even vocabulary.

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.

## **Math**

Assessment in Math is based on the following skills:

- Explaining the connections between the things learned.
- Asking questions related to the topic and presenting justified conclusions.
- Explaining reasoning and presenting solutions by different means of expression.
- Selecting and using suitable solutions to solve a problem.
- Examining the solution and the meaningfulness of the result critically.
- Using mathematical concepts and correct notations.
- Using the ten-base system/decimal system as a place system in calculations.
- Using positive rational numbers and negative integers in calculations.
- Calculating calculations containing several calculation expressions and knowing how to break down the numbers into a form is easier for the calculation.
- Observing and describing the characteristics of 2D and 3D shapes. Drawing symmetrical shapes using the coordinate system to help. Knowing how to use a given scale.
- Estimating the size of the measurement object and choosing suitable instrument for the measurement. Mastering unit conversions and considering the reasonableness of the measurement result.
- Interpreting and using tables and diagrams, as well as mode and average, and defining probability.
- Different areas of programming

## **Science and Social Studies (I.e., Environmental Studies)**

Assessment in Science and Social Studies is based on the following skills:

- Setting subject specific personal and joint goals and working to achieve them.
- Explaining factors supporting and threatening a sustainable future.
- Describing the means of nurturing and developing the environment and community and participating in joint influence.
- Forming appropriate questions
- Planning and conducting research independently and in a group. Observing, measuring and documenting research findings and results by following the given instructions.
- Identifying cause and effect relationships and making and presenting conclusions.
- Describing technological applications and their operating principles and meaning, exploring and innovating with others.
- Explaining key safety and wellbeing factors and describing safety promoting procedures and applying them in learning situations.

- Making observations, exploring and researching nature and built environments.
- Working to achieve common goals, receiving and giving feedback and describing and/or applying means of expressing and regulating emotions.
- Responsible and ergonomic use of ICT in learning and in interaction with others.
- Describing the environment and human activity and related phenomena with key concepts and combining logically related concepts.
- Using and making models to explain the environment and phenomena.
- Searching for information and evaluating the reliability of sources.
- Justifying different views and naming the differences between them.
- Naming organisms and habitats and giving examples of the interaction between living and non-living nature.
- Naming human body parts and describing the connections between them and vital functions.
- Naming continents, countries, cities and natural geographical objects and giving examples of these from the map.
- Describing areas, their location and features and using maps and other geomeia sources.
- Observing and explaining simple physical phenomena with physics concepts,
- Using energy, motion, and force concepts in everyday situations and giving examples of the principles of energy conservation.
- Observing, researching and describing the states of familiar substances using chemistry concepts.
- Explaining what happens in chemical reactions.
- Explaining the principle of conservation of matter in, for example, water circulation and recycling.
- Describing the different aspects of health and lifestyle choices promoting health.
- Explaining the characteristics of growth and development in childhood and adolescence and their individual variation.

## History

Assessment in History is based on the following skills:

- Giving examples of primary and secondary sources and identifying different interpretations of events.
- Describing and structuring the characteristics of different historical eras.
- Putting oneself in the position of a person of the past and examining their motives.
- Identifying the causes and consequences of past events.
- Giving examples from the perspective of different groups of people and identifying the meaning of change.
- A description of the reasons that led to the change and explaining how different sources affect the interpretation of the event or phenomenon.
- Considering the interpretations made of the same historical event from the perspective of different information sources.
- Describing and analyzing an event or phenomenon from the point of view of an individual actor, taking into account the influence of social status on human activity.

## Civics

## Gr 5

In Civics the students will familiarize themselves with the surrounding society as well as civics as a subject of study. The students are supported to develop their ethical reasoning in questions concerning humanity, the economy and society.

Assessment in Civics is based on the following skills:

- Explaining the need and meaning for shared rules in practice.
- Justifying the importance of human rights and justice systems and giving examples of these.
- Describing the meaning of media in their lives and the use of media as means of influencing.
- Describing the importance of employment and entrepreneurship as sources of livelihood.
- Giving examples of the perspectives and purposes of information produced by different actors.
- Applying the principles and skills of functioning in a democratic society in the immediate community.
- Evaluation of different ways of using money and consumption solutions and describing the effects of one's own consumption decisions on people and the environment.
- Consideration on safe use of media.
- Using media for societal thinking and action.

## Religion

Assessment in Religion is based on the following skills:

- Narrating from the Bible and describing the meanings of the stories and ways to interpret them.
- Telling about the central rituals and customs of the Evangelical Lutheran religion and describing the holy places or buildings of the religion.
- Giving examples of the language of Christianity and its symbolism.
- Searching for information about Christianity from different sources.
- Identifying the effects of religions and world views in culture and societies in Finland and Europe.
- Comparing of the main features of Judaism, Christianity and Islam.
- Understanding the concept of holiness, naming examples of things and cultural habits held sacred.
- Describing the core ethical teachings of Christianity, telling about the ethical principle that unites religions and their application to everyday life.
- Telling about the effects of children's rights and other human rights on one's own life.
- Telling about the common ethical principles of Christianity and religions and giving examples of their applications. Giving everyday examples of a sustainable future.
- Considering others in the discussion and justifying one's own views.

## Ethics

Assessment in Ethics is based on the following skills:

- Understanding key concepts and principles in ethics.
- Description and justification of ethical principles and ethical choices in daily life.

- Identifying key claims and their justifications from the text and reflecting on the relevance of the justifications.
- Observing the relationships between things and identifying faulty reasoning.
- Describing the ways of taking responsibility for oneself, others, and nature, and what it means in one's own life.
- Ability to name and explain culture-related features of Finnish, European and world cultural heritage, and give examples cultural diversity in a community or in a society.
- Naming a world view or culture and talking about it using ethical concepts.
- Setting personal goals related to learning ethics, acting according to them, and evaluating them.
- Expressing opinions and views constructively and interacting appropriately with others.
- Understanding the concept of human rights, the existence of human and children's rights, and the ability to describe some of them.
- Knowing about the goals of sustainable development and describing how to act in a responsible way.

### **PE (Physical Education)**

Assessment in PE is based on the following skills:

- Acting by experiencing.
- Making appropriate decisions.
- Using and applying versatile skills in different learning environments.
- Assessment, practice, and development of physical characteristics.
- Swimming skills.
- Working safely and promoting safety.
- Promoting group activity and learning.
- Taking responsibility.

### **Art**

Assessment in Art is based on the following skills:

- Making observations with different senses and using different visual tools.
- Expressing one's own observations and thoughts through conversation and visual expression.
- Justifying one's own views and using other ways of producing information in addition to visual expression.
- Using different materials, techniques and means of expression in one's own visual expression and developing these skills.
- Setting goals and developing visual expression skills accordingly.
- Using the means of influence when expressing one's views in pictures.
- Examining the effects of content, form, and context on the interpretation of different images and talking about the relationship between fiction and reality in different images.
- Using different methods of image interpretation, talking about images from different perspectives and discussing these.
- The application of different cultural ways of visual expression.
- Discussion and presenting views related to values.

- Consideration of cultural diversity or sustainable development in expression and methods of operation.

## **Music**

Assessment in Music is based on the following skills:

- participation and consideration shown others,
- practicing,
- movement along the music,
- listening, recognizing, and discussing on different observations of music,
- recognizing and applying features and elements of music,
- presentation of views and participation in shared discussions,
- following the given instructions when making music,
- safe use of instruments,
- ability to set goals and work according to them, and to assess one's own work.

## **Craft**

Assessment of pupils' learning and competence in crafts is based on:

- the planning,
- manufacture,
- evaluation (self-assessment/peer evaluation) of one's own work and
- the documentation of the entire handicraft process is assessed.

In crafts,

- the manufacture of the product,
- the selection of materials and safe manufacturing methods used in handicrafts,
- their combination and machining are also evaluated.

Working skills,

- the use of ICT in one's own work, as well as
- the examination of one's own work, goals, and handicraft process,
- working in a responsible manner with persistence,
- giving peer feedback and
- reflecting on consumption and production methods are matters to be assessed.