

Years 3-4

General Assessment

Some skills are checked regularly during lesson times. Others are assessed at the end of a unit through activities like written tasks, presentations, projects, quizzes, or tests.

All students receive a **report card at the end of each term**.

Year 3 Assessments

Tasks are scored **1–4 or by points** (e.g., math and spelling tests).

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

Year 3 students get a report card at the end of each term. In the report card they are assessed on the 1-4 scale, as well.

Year 4 Assessments

In Year 4 students get two report cards: one for mid-term and another one for end-of-term. All subjects are assessed numerically. Teacher may also include written assessment to further explain the grade.

Tasks are scored **4–10** to match the report card, or by points.

- 4 = Fail
- 5 = Poor
- 6 = Mediocre
- 7 = Satisfactory
- 8 = Good
- 9 = Great
- 10 = Excellent

Working Skills

Working skills are included in the final report card for each subject. It is based on things like taking part in class discussions, asking and answering questions, helping create a positive learning environment, working actively, showing interest and motivation, and joining pair or group activities.

Math 3-4

The main goal of assessment in math is to support and strengthen students' mathematical thinking and skills. Assessments are varied, and feedback is constructive to help students understand what they've

learned, what needs improvement, and how to keep progressing. Students are also encouraged to reflect on their approach to learning and their attitude toward math.

Students show their mathematical thinking in different ways—through speaking, using tools, drawing, and writing. Assessments look at how they work, how accurate their solutions are, and how well they apply what they've learned.

When students work in groups, both individual effort and the group's overall work are assessed. Feedback helps students see why everyone's contribution matters.

In Years 3–4, we focus on building confidence, improving problem-solving, and creating a positive attitude toward math. Assessments focus on two main areas:

- **Working skills:** making connections between topics, asking questions and reasoning, presenting solutions, solving problems, and checking their answers.
- **Math concepts:** thinking skills, numbers and calculations, algebra, geometry and measurement, and data handling (computing, statistics, and probability).

Students have many ways to show what they know—using hands-on tools, taking part in discussions, solving problems with others, completing book work, and doing different kinds of tests.

English 3-4

In Years 3–4, students are assessed using the standards from the OIS EN Curriculum 1–6. The focus is on building strong language skills, understanding culture, and communicating effectively.

Some skills are assessed continuously during the term, while others are checked through written tasks, presentations, group projects, quizzes, or tests. These standards go beyond the Finnish National Curriculum for A1 English, but we also cover its goals within these main areas:

- Cultural diversity and language awareness
- Language learning skills
- Communication in interaction
- Understanding texts
- Producing texts

Assessment is positive and supportive. It helps students understand their strengths, improve their skills, and express themselves in their own way. We use different types of assessments, so every student has a chance to succeed, including those with different language backgrounds or learning needs. Students can show what they know through participation, speaking or presenting, book work, writing tasks, and tests.

Finnish as a mother tongue (FMT) 3–4

Assessment and feedback are practical and varied, and they are part of everyday learning. Their purpose is to help students improve their skills. Our approach focuses on developing language skills, text production and interpretation, and cultural understanding. Students also learn to assess their own

work and give feedback to peers, which helps them become more aware of their strengths and areas for growth.

In Finnish mother tongue and literature, assessment looks at four main areas:

- Communication skills
- Understanding and interpreting texts
- Producing texts
- Understanding language, literature, and culture

Finnish as a Second Language (FSL) 3–4

A student can study Finnish as a second language if their mother tongue is not Finnish or if they need support with basic language skills due to a multilingual background.

FSL students may learn in separate FSL groups or join Finnish mother tongue (FMT) groups. Parents decide whether the child is considered an FSL or FMT student, and teachers decide which group the student will join.

As long as a student's status is FSL, they are assessed using FSL criteria, even if they study in an FMT group. These criteria are different from those for FMT students.

Important to know:

- National FSL assessment criteria do not consider how long a student has studied Finnish. A student with one year of study is assessed the same way as one with eight years.
- In other Finnish schools, students learn Finnish all day in every subject, but at OIS most subjects are taught in English, so students have less Finnish exposure.
- In most schools, FSL students start with a year of “preparatory teaching” (valmistava opetus) to learn basic Finnish before joining regular classes. At OIS, this is rare, so students often start with less Finnish knowledge than expected.

What is assessed in FSL

- **Communication skills:** understanding spoken Finnish, using Finnish in everyday and classroom situations, and expanding vocabulary.
- **Interpreting texts:** reading age-appropriate Finnish texts (fiction, non-fiction, media) and discussing them.
- **Producing texts:** planning and writing texts by hand or on a computer, producing understandable texts, and applying basic grammar rules.
- **Understanding language, literature, and culture:** reading Finnish children's literature and learning about Finnish culture.

Most objectives are assessed throughout the year during lessons. Active participation is important—following instructions, staying focused, and speaking Finnish when possible. Other assessed tasks may include exams, spelling tests, reading fluency checks, listening and reading comprehension, writing tasks, oral presentations, group work, plays, and oral exams.

Optional A2 Language, Year 4

A student can choose to study an additional foreign language from grade 4 onwards. The so-called A2-language studies expose the student to the cultural and linguistic variety of the target language. Students are 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. It covers the 10 objectives from the National Curriculum that are to be evaluated. The objectives can be divided into three categories: **language learning skills, language and cultural awareness and linguistic skills.**

Language learning skills cover the ability to set goals for oneself; to work in a group or independently as well as the ability to take responsibility for one's studies. The students are encouraged to take advantage of different ways of learning the language, including ICT skills. Language learning skills are assessed continuously during group and independent work, through self-assessments and conversations in class.

Language and cultural awareness include the understanding of the cultural and linguistic varieties of the target language and the language's position in the world as well as verbal reasoning skills. An assessed task may be, for instance, finding out and presenting a tradition or feature related to the target culture.

Linguistic skills encompass the understanding and the ability to produce both oral and written texts. Communication skills are also an important part of the assessed objectives. Possible ways to carry out evaluation include reading tests, producing short videos, conversations with a peer, listening comprehensions, vocabulary tests and grammar tests, accompanied by continuous assessment in class.

Environmental Studies 3-4

In Environmental Studies, learning is organized into themed units with specific goals and assessment criteria. This helps ensure a thorough and fair evaluation. Each unit focuses on different skills and areas of the curriculum, while feedback and practical suggestions guide students' progress. Students learn to recognize their strengths and prior knowledge, and positive feedback helps build research skills and motivation.

Assessment is varied and may include projects, observations, and discussions. We look at students' understanding of key concepts, their research skills, and their ability to communicate clearly. At the end of each unit, students are assessed against the set goals and encouraged to reflect on their strengths and areas for growth. The assessment focuses on academic skills, not personal traits like values, attitudes, or health behavior.

In Years 3–4, Environmental Studies aims to develop curiosity and engagement through meaningful learning experiences. Throughout the year, the following areas are addressed:

- **Knowledge:** understanding sustainability, nature, human development, geography, physical phenomena, conservation, and health.
- **Research skills:** asking questions, doing small research projects, making observations, analyzing data, and presenting findings.
- **Technology and safety:** learning about technology's role, using it responsibly, staying safe, and applying digital skills.

- **Working skills:** setting goals, working in groups, showing empathy, and taking responsibility.

Civics, Year 4

In Civics, assessment and feedback help students learn how to participate actively and positively in their communities by applying what they know about society. Students are assessed in different ways based on their activities and the work they produce. The main focus is on their understanding of civic knowledge and skills.

Assessment looks at:

- How well students learn and understand the knowledge and skills needed in society
- How they use and apply this knowledge in practice

Music 3-4

In Music, feedback is used to guide and encourage students, especially as they practice working together and developing musical skills. It helps them understand musical concepts and learn how to contribute to a group in creating music.

In Years 3–4, assessment focuses on:

- Participation
- Musical knowledge, skills, and creative work
- Cultural understanding and multiliteracy
- Well-being and safety in music
- Learning how to learn in music

In Years 3-4 music lessons we practice the skills and reaching the learning objectives that are the basis of the final grades given in Year 6 (based on the National Curriculum's learning objectives; oppimisen tavoitteet). Not all learning objectives are assessed in Years 3-4.

Ethics 3-4

In Ethics, assessment focuses on students' ability to express their ideas, reason thoughtfully, think ethically and critically, respect diversity, and take responsibility in personal, local, and global contexts. Students can show their learning through class participation, homework, and group work.

Assessment looks at:

- **Ethical and critical thinking:** applying these skills in everyday life
- **Responsibility:** being caring and responsible toward themselves, others, and the environment
- **Cultural diversity:** respecting and appreciating their own and others' cultures
- **Learning assessment:** reflecting on their own learning
- **Listening and expression:** sharing opinions respectfully
- **Human rights:** learning about the UN Declaration of Human Rights

Religion 3-4

In Religious Education, students are assessed on their ability to express ideas and demonstrate understanding in different ways, including speaking, writing, and applying knowledge during lessons.

Assessment focuses on:

- **Engaging with sacred texts:** understanding key beliefs from holy texts and stories
- **Rituals and traditions:** exploring practices, sacred places, and buildings
- **Language and symbolism:** recognizing special religious language and symbols
- **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 moral teachings and practicing respectful discussions
- **Reflecting on choices:** evaluating decisions and values from ethical and sustainable perspectives
- **Cultivating positive views:** building self-esteem, trust, and a positive outlook

Physical Education 3-4

In Physical Education (PE), students are assessed through observation, fitness tests, and self-assessments. The main areas of assessment are:

- **physical functional capacity** strength, coordination, and fitness
- **social functioning** teamwork and cooperation
- **mental functioning** focus, motivation, and self-discipline.