

Years 5–6

In Years 5 and 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 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 the objectives to be assessed in different subjects to give an idea of the scope of the curriculum.

LANGUAGES

English Language A

In Years 5-6, students are assessed according to the standards outlined in the OIS EN Curriculum 1-6.

In Years 5-6 at OIS, students study English at an advanced language and literature level compared to the A1 English taught in Finnish language schools. The framework for the English curriculum is modeled after the Finnish National Core Curriculum for A1 English. The contents and objectives are the same; however, the content and assessment criteria are modified to suit our educational context and B2.2 language goal. The content combines that of the Finnish National Core Curriculum for English and some contents from the Finnish National Core Curriculum for Finnish Language and Literature. Students in Year 5 and Year 6 autumn are assessed with the English A1 criteria but with the similar level of expectations than in the FMT curriculum. The exception to this is the end-of-year report card in Year 6. In these report cards, the grade given for English is based solely on the content and expectations of the Finnish national A1 English assessment criteria. This exception is required by Finnish national assessment standards so that students' grades compare fairly with other schools in Finland for admission to further studies.

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 following core curricular content domains.:

Communication & Interaction

- Acting in different interaction situations, expressing and justifying opinions.
- Communicating and considering others in group situations.
- Preparing and giving oral presentations using different means of expression.
- Talking about one's own strengths and areas for improvement, as well as giving and receiving feedback.

Reading & Understanding Texts

- Reading age-appropriate texts, applying reading comprehension strategies, and monitoring oneself as a reader.

- Exploring, interpreting, and describing texts.
- Telling about the plot, characters, setting, and time in fictional texts, and describing reading, listening, and viewing experiences.
- Reading agreed-upon literary and nonfiction works. Choosing age-appropriate reading and using library services.

Writing Skills

- Writing about opinions and thoughts.
- Writing and revising different types of texts based on feedback. Evaluating one's own texts.
- Writing fluently by hand and with a keyboard. Writing according to instructions, forming sentences, creating titles, and structuring texts.

Language Awareness & Analysis

- Making observations about the effects of linguistic choices in different situations. Describing texts and spoken language.
- Naming and comparing different languages and related cultural aspects. Talking about the significance of media and culture in everyday life.

Information Literacy

- Using different sources, following copyright rules, and evaluating reliability.

Year 6 end-of-year report card based on Finnish national A1 English assessment criteria:

Growth in Cultural Diversity and Language Awareness (objectives 1-4): Students understand the role of English and its variations as a global language, and make comparisons with their own language and cultural backgrounds.

Language Learning Skills (objectives 5-6): Students create goals for their English language learning and learn strategies to continue developing their skills.

The skill to act in interactive situations (objectives 7–9): Student practise strategies to interact in different situations, whilst being aware of cultural and social differences.

The skill to understand, interpret and produce text (objectives 10-11): Students use knowledge of grammar, pronunciation, comprehension strategies as well as other English skills to interpret and produce speech and writing.

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.

- Ikätasolleen 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 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:

- 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.

Optional A2 Language

Those students who have chosen an optional language in year 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 in small steps and positive experiences.

Assessment is continuous and takes place both during lesson activities as well as through written assignments. It focuses not only on student's knowledge of the language, but also on student's ability to work in lessons independently and during pair and group activities. The 10 objectives from the National Curriculum that are to be evaluated 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 and the online world. 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.

Swedish Year 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 studies and be able to assess one's own skills. 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 an inclusive learning environment.
- Learning vocabulary and structures on topics such as '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, understanding their main points.
- 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.
- **Motivating the student to value their own linguistic and cultural background, as well as the linguistic and cultural diversity of the world, and to meet people without judgmental preconceptions.**
- **Guiding the student in finding Swedish-language materials.**

The evaluation is based on the students' work during lessons, homework, tests and possibly small projects. The test dates are marked in Wilma; however, the students might also have homework quizzes which they are not notified of 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 value 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.

Environmental Studies

By the end of Year 6, students will be assessed on the following curriculum areas:

Meaning, values and attitudes (objectives 1-3): Students set personal learning goals, build environmental awareness and promote sustainable practices in their communities and the wider world.

Research and action skills (objectives 4-11): Students create questions and investigate surroundings, plan and conduct research, and use technology and collaboration to create and communicate. They act responsibly in different settings, and develop skills in group work, self-expression, emotional regulation and the responsible use of ICT.

Information and Understanding (objectives 12-19): Students construct knowledge of environmental and scientific phenomena such as nature, human biology, geography, geomedial, physical and chemical principles. They evaluate the reliability of information and use models to convey their understanding. Students build knowledge and habits of support health, growth and ecological thinking.

Assessment in Environmental Studies is based on the following content:

- Human Anatomy
- Safety & Wellbeing
- Health, Growth & Development
- Natural and Built Environments & their Human Interactions
- ICT

- Geography
- Physical and Chemical Phenomena
- Sustainability

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

T1 Setting subject specific personal and joint goals and working to achieve them.

T2 Working to achieve common goals, receiving and giving feedback and describing and/or applying means of expressing and regulating emotions.

T8 Explaining key safety and wellbeing factors and describing safety promoting procedures and applying them in learning situations

T4 Forming appropriate questions

T5 Planning and conducting research independently and in a group. Observing, measuring and documenting research findings and results by following the given instructions.

T6 Identifying cause and effect relationships and making and presenting conclusions.

T12 Describing the environment and human activity and related phenomena with key concepts and combining logically related concepts.

T11 Responsible and ergonomic use of ICT in learning and in interaction with others.

T17 Using and making models to explain the environment and phenomena.

T14 Searching for information and evaluating the reliability of sources.

- Justifying different views and naming the differences between them.
- Observing, describing and explaining different phenomena.
- Identifying and naming parts of a phenomenon.
- Applying concepts in everyday situations and giving examples of them.

History

In history lessons, students **work alone, in pairs, and in groups**. They read and analyze **different historical sources** that tell about events that have happened in the past and **make their own interpretations of them as well as think about their significance**.

Students use **different types of working and assessment methods**: written and verbal work (tests, projects etc.). They can also **show their knowledge and skills in the lessons** by participating in discussions, group/pair/individual work etc. Instead of memorizing content, special attention is paid to the **application of knowledge and the development of historical thinking**. The **individual working and cooperation skills** of the students are supported in the teaching. Working skills **also include the skill to plan, adjust, and assess their own work, the skill to act responsibly and to try their best as well as the skill to act in constructive interaction**

We use both Finnish and English in the lesson.

We follow the national assessment requirements based on the Finnish Core Curriculum.

- Assessment:

- takes into consideration all the different written and verbal tasks as well as other ways of showing your competence in class
 - gives particular attention to applying knowledge and to the development of thinking, instead of just remembering details
 - isn't just carried out by the teacher, self and peer assessments are also done but do not affect the grade
 - is encouraging, guiding, and positive and it helps the students to recognize their success and strengths in schoolwork and understand the goals of working
- ➔ **Students will receive an assessment rubric for every assessed assignment which indicates what they will be assessed on (criteria) as well as any instructions and important dates for the assessment.**

The report card grades given for history are based on the national learning objectives (oppimisen tavoitteet) and the competence for grades (osaamisen kuvaus arvosanoille) related to them. Students' grades in report cards are **not just a mathematical average of the different grades from assessments: teachers use a "pedagogical average" which corresponds to the descriptions in the Finnish curriculum** (given with the assessment task instructions)

Year 5

In Year 5 history lessons students practice the skills and reaching the learning objectives that are the basis of the final grades given in Year 6. Not all learning objectives are assessed in Year 5.

The Learning objectives that are assessed in Year 5:

- T2 I can recognize reliable sources of historical information.
- T3 I can separate a fact from someone's interpretation.
- T4 I can recognize the reasons why history is divided into different historical periods. I can give examples of familiar features related to different societies and eras.
- T5 I can put myself in the position of a person from the past and tell reasons for their actions.
- T6 I understand the causes and consequences behind historic events.

Year 6

The final grade for history is given at the end of Year 6.

The learning objectives that are assessed in Year 6:

- T2 I can search for historical information from different sources.
- T3 I can separate a fact from someone's interpretation.
- T4 I can recognize the reasons why history is divided into different historical periods. I can give examples of familiar features related to different eras, eg. the Middle Ages.
- T5 I can put myself in the position of a person from the past and tell reasons for their actions.
- T6 I understand the causes and consequences behind historic events.
- T7 I can use examples to describe what change has meant from the perspective of different people and groups.
- T8 I know why some phenomena continue in later eras.
- T9 I can describe the causality of the phenomena of history: what happened, why it happened ja what were its consequences.

- **T10** I can explain with examples why explanations of history can change if new sources and information is found.
- **T11** I can explain people's actions and give a description about a historical event or phenomena from the point of view of different people.

Civics

Year 5

In civics lessons students **work alone, in pairs and in groups**. Aim is to guide and encourage students to act actively and constructively in their own local community and to apply the knowledge and skills they have learned from society in practice. Attention is paid to the mastery of social knowledge and skills. Students use **different types of working and assessment methods**: written and verbal work (tests, projects etc.). Students can also **show their knowledge and skills in the lessons** by participating in discussions, group/pair/individual work etc. Instead of memorizing content, special attention is paid to the **application of knowledge**. It is essential that students understand the operations of the surrounding society and see themselves as part of the civil society, being aware of their own opportunities to influence and their responsibilities.

- The individual working and cooperation skills of the students are supported in the teaching
- Working skills also include the skill to plan, adjust and evaluate your own work, the skill to act responsibly, cooperate, listen to others, express your opinion and to try your best

Both Finnish and English are used in the lessons.

OIS follows the national assessment requirements based on the Finnish Core Curriculum. The grade for the report card is based on the national curriculum's learning objectives (oppimisen tavoitteet) and the competence for grades (osaamisen kuvaus arvosanoille) related to them.

- **Assessment:**
 - takes into consideration all the different written and verbal tasks as well as other ways of showing your competence in class
 - gives particular attention to applying knowledge and to the development of thinking, instead of just remembering details
 - isn't just carried out by the teacher, self and peer evaluations are also done
 - is encouraging, guiding and positive and it helps the students to recognize their success and strengths in schoolwork and understand the targets of working
- ➔ Students' grades in report cards are **not based on a mathematical average of the different grades from assessments: teachers use a "pedagogical average" which corresponds to the descriptions in the Finnish curriculum** (given with the assessment task instructions)

Students **will receive an assessment rubric for every assessed assignment, test etc. which indicates they will be assessed on as well as any instructions and important dates for the assessment**

The final grade for civics is given at the end of Year 5 and is based on the following learning objectives:

- T3: I understand that I am part of different groups, and I know why human rights and fairness are important.
- T4: I can explain how media (like news, social media, TV) affects my life and the world around me.
- T5: I understand why jobs and businesses are important in my local area.
- T6: I know that people can have different opinions and reasons when they share information.
- T7: I can take part in making decisions and talk respectfully with people who think differently.
- T8: I know how to use money wisely and make smart choices when I buy things.
- T9: I take part in group activities and use media in a safe and smart way.

Religion

Assessment in Evangelic Lutheran 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)

The assessment of physical education in Years 5 and 6 focuses on the following areas:

Learning: Observation-motor skills, making appropriate decisions in physical activity situations, balance and movement skills, swimming skills, equipment handling skills, and their development.

Working: Physical activity during lessons, trying out different types of physical activities, practicing with effort, safe and appropriate behavior during lessons, using equipment properly, and cooperating with others.

The assessment takes into account the individual strengths and development needs of the student, as well as health conditions and special needs. The level of physical fitness is not used as a basis for assessment.

Implementation of Assessment

The assessment is carried out by observing the student's activities and work during lessons. In addition to the teacher's observations, students are guided to self-assess. Feedback and assessment consider the individual strengths and development needs of the students and support them.

Physical, social, and psychological functional goals form the basis of the assessment. The assessment areas include learning (goals T2–T6) and working (goals T1 and T7–T10).

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

The focus in music studies is on different ways to develop one's musical skills and widen one's perspective globally. Students learn to reflect meanings in music and how one can use music as a tool in handling their emotions and experiences. Students will develop their creativity individually and in groups. Students also widen their understanding by studying music history and forming connections to the present. The main focus is in finding a role in making and consuming music.

Assessment in Music is based on the following skills:

- participation and consideration shown to others
- practicing singing and playing
- 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
- creating and experimenting with music through improvisation and small compositions, using voice, instruments, movement, or digital tools
- reflecting on personal musical experiences and exploring music's cultural, aesthetic, and historical variety

In Year 5 music lessons students practice the skills and reaching the learning objectives that are the basis of the final grades given in Year 6. Not all learning objectives are assessed in Year 5.

The grade (4-10) is given based on the National Curriculum's learning objectives (oppimisen tavoitteet). A higher level in one of the objectives can compensate for a weaker or failed level achieved in another. Students' grades in report cards are **not just a mathematical average of the different grades from assessments: teachers use a "pedagogical average" which corresponds to the descriptions in the Finnish curriculum** (given with the assessment task instructions)

When giving a verbal assessment or a grade for a subject, the teacher evaluates the pupils' learning and competence in relation to the subject-specific learning objectives set for Years 3–6 in the local curriculum. The pupil's end-of-year assessment in Year 6 is based on the subject-specific objectives defined in the local curriculum for that particular year level.

The objectives are as follows:

T1 – Participation and Community

- Participates actively in group music-making and supports a positive atmosphere by showing consideration for others.

T2 – Singing and Instrument Skills

- Uses the voice and instruments naturally and safely, follows instructions, and develops technical skills as part of an ensemble.

T3 – Bodily Expression of Music

- Expresses music, stories, and emotions through movement in a natural and creative way.

T4 – Listening and Observing Music

- Listens attentively, recognizes musical features, and shares observations and views in discussions.

T5 – Improvisation and Creative Work

- Experiments with improvisation and creates small-scale compositions or artistic projects, also with digital tools.

T6 – Cultural and Aesthetic Understanding

- Reflects on personal musical experiences and explores the cultural, aesthetic, and historical diversity of music.

T7 – Musical Concepts and Structures

- Recognizes and applies basic musical concepts and notation in music-making.

T8 – Wellbeing and Safety in Music

- Understands the effects of music on wellbeing and ensures a safe and healthy music-making environment.

T9 – Goal-Setting and Self-Assessment

- Sets goals, practices purposefully, and evaluates progress in relation to those goals.

All of the objectives (Ts) have corresponding criteria for different number grades. These will always be given and explained to students before starting an assessment task so that they know what the task is assessing and therefore what is expected of them. Different versatile assessment methods can include, for example, written and listening tests, playing/practical tests, creating/composing music, group-/pair work, writing tasks such as reflection and an analysis, presentations done individually, in pairs or in groups.

All assessed tasks and their results in different criteria are **marked in Wilma with grades 4-10**, and students are given feedback about the tasks. Students can also show their skills and know-how (based on the objectives) in the lessons with active participation, for example by singing, playing instruments, participating in whole class discussions, in pairs or group work etc.

Craft

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

- the planning process
- manufacture of the product
- evaluation (self-assessment/peer evaluation) of one's own work

- documentation of the entire handicraft process
- the selection of materials and safe manufacturing methods used in handicrafts
- their knowledge of the equipment and technical terms used in crafts.

In addition, their working skills are also evaluated, such as:

- the use of ICT in one's own work
- the evaluation of one's own work, goals, and handicraft process,
- working in a responsible manner with persistence
- giving peer feedback
- reflecting on consumption and production methods.