

Humanities and Languages – Subject Specific Assessment Info

Civics

Civics is studied in middle school only in year 9 and **the final grade (4-10) for it is given based on that year's studies according to 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.

The objectives are as follows:

- T3: Student learns about basic rights and how the rule of law works in Finland's justice system.
- T4: Student learns how society functions, including how private businesses and the public economy operate. They also learn to think critically about the media's role in society.
- T5: Student learns about working life and entrepreneurship, helping them to become active economic participants.
- T6: Student learns to understand the different communities and groups within society.
- T7: Student learns how democratic decision-making works and how to use these methods in their own community.
- T8: Student learns about sustainable economic principles and how they apply to both personal finances and the national economy.
- T9: Student learns to find and use important information and skills needed in society.

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. The students will also be given a course plan at the beginning of the school year which lists the units that are studied during the term.

Different versatile assessment methods can include, for example, tests, media reports, following your spending habits, or 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. Test papers or other assessment tasks are not given to take home. If a guardian asks to see them, they can be taken home **with the promise of returning them to the teacher as well**.

Students can also show their skills and know-how (based on the objectives) in the lessons with active participation, for example by participating in whole class discussions, in pairs or group work, or doing the lesson tasks in writing. Working skills are included in the assessment and include listening and following the teacher's instructions, group and independent working skills (working responsibly, in good co-operation, and trying your best) as well as planning and self-assessment skills.

History

History is studied in middle school in years 7 and 8, which means that **the final grade for history is given at the end of year 8**. The learning objectives (Ts) which are the basis for learning and assessment are divided between the two year levels as follows:

Yr 7

Acquiring information about the past:

- from different sources (T2)

- understanding that historical information can sometimes be unclear or open to different interpretations (T3)

Understanding historical phenomena:

- understanding historical time and concepts relating to it (T4)
- understanding the different factors that affect how people make decisions and take actions throughout history (T5)
- assessing why historical events and phenomena happened and what effects they had (T6)
- analyzing change and continuity (T7)

Yr 8

Understanding historical phenomena:

- understanding historical time and concepts relating to it (T4)
- understanding the factors influencing people's actions and decision-making (T5)

Understanding historical phenomena:

- analyzing change and continuity (T7)

Using historical information

- explaining the reasons for human action (T9)
- explaining historical interpretations and evaluating their reliability (T10)
- using different sources, comparing them, and making your own well-justified interpretations (T11)
- using historical information to think about possible future scenarios and options (T12)

When an objective (T) is on different grade levels, it means that it can be built upon (learning is cumulative) within those year levels or studied only on one of the year levels it is assigned to. This division means that **year 7 history assessment will have an effect on the final grade (4-10) given to students at the end of year 8.** A higher level achieved in one of the objectives can compensate for a weaker or failed level achieved in another. 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. The students will also be given a course plan at the beginning of the school year which lists the units that are studied during the term.

Different versatile assessment methods can include, for example, tests, diary writing or 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. Test papers or other assessment tasks are not given to take home. If a guardian asks to see them, they can be taken home **with the promise of returning them to the teacher as well.**

Students can also show their skills and know-how (based on the objectives) in the lessons with active participation, for example by participating in whole class discussions, in pairs or group work, or doing the lesson tasks in writing. Working skills are included in the assessment and include listening and following the teacher's instructions, group and independent working skills (working responsibly, in good co-operation, and trying your best) as well as planning and self-assessment skills.

Religion

Religion is studied in middle school in years 7, 8, and 9. The learning objectives (Ts) which are the basis for learning and assessment are divided between the grade levels as follows:

Yr 7

- T1: Student learns how religion and culture interact in different ways and understands the diversity related to religion.
- T3: Student learns about world religions, irreligion, and different worldviews, and how they differ.
- T4: Student learns about the customs of different religions and worldviews.
- T10: Student practices communicating constructively with different people now and in the future (in the lessons, doesn't affect the grade).

Yr 8

- T1: The student understands the diversity related to religion.
- T2: The student deepens their knowledge of the studied religion and its effects as well as trains to find more information about them.
- T4: Student learns about the customs of different religions and worldviews. They also develop skills to recognize religious symbols and themes in media, politics, art, and popular culture.
- T5: Student understands the differences between religious and scientific language. They practice listening to others and making their own arguments.
- T10: Student practices communicating constructively with different people now and in the future (in the lessons, doesn't affect the grade).

Yr 9

- T5: Student learns to recognize and evaluate different ways of discussion. They practice listening to others and making their own arguments.
- T6: Student learns to apply basic ethical principles, know key human rights, and understand some principles of the religions and world views they are studying.
- T7: Student develops their ability to think about how religions and worldviews influence and guide people's decisions globally.
- T8: Student practices thinking independently and with others about life's big questions, current ethical issues, and how their own values relate to them.
- T9: Student reflects on their ethical choices and their impact on well-being, and they develop skills to live a sustainable lifestyle.
- T10: Student practices communicating constructively with different people now and in the future (in the lessons, doesn't affect the grade).

When an objective (T) is on different year levels, it means that it can be built upon (learning is cumulative) within those year levels or studied only on one of the year levels it is assigned to. The division of the objectives into different year levels also means that **assessment from all the year levels (7-9) will have an effect on the final grade (4-10) given to students at the end of year 9.** A higher level in one of the objectives can compensate for a weaker or failed level achieved in another. 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. The students will also be given a course plan at the beginning of the school year which lists the units that are studied during the term.

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Students can also show their skills and know-how (based on the objectives) in the lessons with active participation, for example by participating in whole class discussions, in pairs or group work, or doing the lesson tasks in writing. Working skills are included in the assessment and include listening and following the teacher's instructions, group and independent working skills (working responsibly, in good co-operation, and trying your best) as well as planning and self-assessment skills.

Ethics

Ethics is studied in middle school in years 7, 8, and 9. The different learning objectives (Ts) which are the basis for learning and assessment are connected to the different content areas S1, S2, and S3. This academic year (2025-2026) year 7 will study content area S1: *Beliefs and culture* and year 8 & 9 students will study content area S3: *Human rights and sustainable future*. The objectives are divided between the content areas as follows:

S1:

- T1: Student learns to recognize, understand, and use concepts related to beliefs.
- T2: Student gains general knowledge about different cultures and beliefs and learns about the UNESCO World Heritage Program.
- T3: Student learns about different beliefs, how they interact, and the role of information and research in evaluating them.
- T4: Student studies and thinks about basic religious ideas and criticism of religion.
- T5: Student learns about freedom of belief as a human right and becomes familiar with ways to protect this freedom nationally and internationally.

S2:

- T6: Student learns to understand different belief-based solutions and the reasons individuals and communities use to justify them.
- T7: Student learns to accept and understand the diversity of the world and the importance of treating everyone equally.
- T8: Student learns to identify ethical aspects in their lives and surroundings and develop their ethical thinking.
- T10: Student learns about the importance and basis of human dignity, human rights, and equality.

S3:

- T6: Student learns to understand different belief-based solutions and the reasons individuals and communities use to justify them.
- T7: Student learns to accept and understand the diversity of the world and the importance of treating everyone equally.

- T8: Student learns to identify ethical aspects in their lives and surroundings and develop their ethical thinking.
- T9: Student learns to think about how their choices affect a sustainable future locally and globally.
- T10: Student learns about the importance and basis of human dignity, human rights, and equality.

When an objective (T) is in two content areas, it means that it can be built upon (learning is cumulative) within those year levels or studied only on one of the grade levels it is assigned to. The division of the objectives between the different content areas also means that **assessments from all year levels (7-9) will have an effect on the final grade (4-10) given to students at the end of year 9**. A higher level achieved in one of the objectives can compensate for a weaker or failed level achieved in another. 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 particular task is assessing and therefore what is expected of them. The students will also be given a course plan at the beginning of the year which lists the units that will be studied.

Different versatile assessment methods can include, for example, tests, discussions, or 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. Test papers or other assessment tasks are not given to take home. If a guardian asks to see them, they can be taken home **with the promise of returning them to the teacher as well**.

Students can also show their skills and know-how (based on the objectives) in the lessons with active participation, for example by participating in whole class discussions, in pairs or group work, or doing the lesson tasks in writing. Working skills are included in the assessment and include listening and following the teacher's instructions, group and independent working skills (working responsibly, in good co-operation, and trying your best) as well as planning and self-assessment skills.

Health Education

The goal of teaching Health Education is to develop students' versatile health skills. The starting point is respect for life and a dignified life in accordance with human rights. Matters related to health, well-being and safety are examined in an age-appropriate way. These include health-related information, skills, self-knowledge, critical thinking, and ethical responsibility.

The teaching takes into account the physical, psychological and social factors that support and consume health, as well as the connections and cause-and-effect relationships between them. Health is examined at different stages of a person's life course, at the different life-stage of the individual, family, community, and society and, where applicable, also globally.

The subject of health education is the evaluation of different areas of health knowledge. The task of assessment and feedback is to support learning and encourage students to develop their health knowledge and apply it in everyday life.

Exams, group work, self-assessment and peer feedback are used to assess the learning.

In group work, which is viewed as learning by doing, students are given a certain topic where they have to require and put together an informative text that utilizes different working methods, dealing with everyday health phenomena and taking current events into account create a foundation for learning, application of competence and the development of critical thinking and learning skills.

When forming the final grade, all the health information goals defined in the basics of the basic education curriculum and the related final evaluation criteria are taken into account, regardless of which grade 7, 8 or 9 the individual goal is set in the local curriculum.

LANGUAGES

Language and Literature

Finnish as a mother tongue

Finnish as a mother tongue is a cumulative subject. In practice, this means that the aim is to develop and strengthen certain skills and gain knowledge about the following key content areas during the basic education:

1. Acting in interactive situations
2. Interpreting texts
3. Producing texts
4. Understanding language, literature, and culture

The assessment is based on versatile task types, e.g. as written assignments, literature analysis, oral presentations and different types of group work. In terms of the key content area *Acting in interactive situations*, in addition to the separate tasks, assessment is also based on different interactive situations during lesson time (on-going assessment).

The final gr 9 assessment starts already in the autumn of gr 7, but due to the cumulative nature of the subject, we do not calculate an average of the given grades in different grade levels. Instead, we emphasize the knowledge and skills shown at the end of basic education, as in gr 9 studies.

Please note! The number of Finnish lessons decreases from PYP to MYP. We follow the Oulu City guidelines, and therefore we have three 45 mins. mother tongue lessons a week in gr 7 and 8. In gr 9 the amount is four. When all other subjects are taught mainly in English at OIS, students and families are strongly encouraged to invest in Finnish outside the school hours to e.g., widen vocabulary. In practice this means especially reading books but also following different media and having hobbies in Finnish.

English

In years 7 – 9 at OIS, students study English at an advanced language and literature level compared to the A1 English taught in normal Finnish language schools. The content for English lessons mainly comes from the FMT curriculum because of its higher expectations, but there is also some input from the A1 English curriculum. Assessment in years 7 – 8 and year 9 autumn are assessed with the English A1 criteria but with the higher expectations of the FMT curriculum. **The exception to this is the end-of-year report card in year 9.** 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.

Year 7

Year 7 English at OIS is assessed using the objectives from the Finnish National Curriculum using the higher expectations of the FMT curriculum. The Finnish National Curriculum for English (A1 foreign language) has 10 objectives which are addressed each year in middle school. Below are examples of what the objectives include, and possible assessment tasks related to those objectives.

Growth into cultural diversity and language awareness (objectives 1 - 3) – Understanding the status of English and its variations in the global context compared to other languages. Example of assessed tasks – A fake diary which explores day to day life in an English-speaking country; reading and then responding to books from different cultures.

Language learning skills (objectives 4 – 5) – developing language learning strategies for life-long learning.

The skill to act in interactive situations (objectives 6 – 8) – includes speaking and conversational skills taking cultural norms into consideration. Example of assessed tasks – Oral biography; drama.

The skill to understand, interpret and produce text (objectives 9 – 10) – includes grammar, pronunciation, and listening/reading comprehension. Example of assessed tasks – grammar test, reading journal, oral presentations, essay.

Year 8

Year 8 English at OIS is assessed using the objectives from the Finnish National Curriculum using the higher expectations of the FMT curriculum. The Finnish National Curriculum for English (A1 foreign language) has 10 objectives which are addressed each year in middle school. Below are examples of what the objectives include, and possible assessment tasks related to those objectives.

Growth into cultural diversity and language awareness (objectives 1 - 3) – Understanding the status of English and its variations in the global context compared to other languages. Example of an assessed task – Reading and then responding to books and text from different cultures.

Language learning skills (objectives 4 – 5) – developing language learning strategies for life-long learning.

The skill to act in interactive situations (objectives 6 – 8) – includes speaking and conversational skills taking cultural norms into consideration. Example of assessed task – a videoed speech.

The skill to understand, interpret and produce text (objectives 9 – 10) – includes grammar, pronunciation, and listening/reading comprehension. Example of assessed tasks – grammar test, blog, oral presentations, essay.

Year 9

Year 9 English at OIS is assessed using the objectives from the Finnish National Curriculum using the higher expectations of the FMT curriculum in the autumn term. The final leaving report card in spring term solely uses the content and criteria of the Finnish National Curriculum for English (A1 foreign language). The curriculum has 10 objectives which are addressed each year in middle school. Below are examples of what the objectives include, and possible assessment tasks related to those objectives.

Growth into cultural diversity and language awareness (objectives 1 - 3) – Understanding the status of English and its variations in the global context compared to other languages. Example of an assessed task – Reading and then responding to books and text from different cultures, Essay on English language identity.

Language learning skills (objectives 4 – 5) – developing language learning strategies for life-long learning.

The skill to act in interactive situations (objectives 6 – 8) – includes speaking and conversational skills taking cultural norms into consideration. Example – various group discussions and presentations as formative assessment.

The skill to understand, interpret and produce text (objectives 9 – 10) – includes grammar, pronunciation, and listening/reading comprehension. Examples of assessed tasks – Poetry portfolio, comic strip, English national test.

LANGUAGE ACQUISITION

Finnish as a Second Language (FSL)

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 essential 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 have rarely participated “valmistava opetus” before applying to OIS and thus lack the expected language skills when joining the FSL lessons.

FSL assessment in years 7-9

Due to the special conditions of learning Finnish as a second language at OIS mentioned above, it is common that students do not reach the level of good knowledge and skills (number 8 or higher) at least during the first years of their studies. If a student is planning to continue their studies in Finnish speaking secondary education (toisen asteen opinnot) which requires good knowledge and skills in FSL, they must invest in developing their Finnish skills also outside school hours.

Assessment criteria for Finnish as a second language and literature year 9 (criteria for number 8 according to the Finnish National Curriculum, good knowledge and skills).

Communicative skills

- Student is able to function in communicative situations in a constructive way.
- Student understands spoken Finnish in formal situations, classroom situations and media.
- Student is able to prepare a speech performance independently, to perform and to express himself /herself in an appropriate manner.

Interpreting texts

- Student can read texts critically and identify different genres of text. Student is able to describe features of descriptive, narrative, instructional, argumentative and reflective texts and media texts using appropriate terms. Student understands that texts have different purposes and objectives.
- Student can draw conclusions and ask critical questions about texts.

Producing texts

- In producing spoken and written texts, student utilizes his/her knowledge of the textual features of descriptive, narrative, instructional, argumentative and reflective genres of text.
- Student produces comprehensible and cohesive texts, is familiar with the main rules of written Finnish and applies them in writing.

Understanding language, literature and culture

- Student can describe linguistic and textual features of prose, poetry and drama texts, reflect their meanings and is able to describe differences between different registers and styles. Student is familiar with genres of literature (fairytale, fantasy, horror etc.)
- Student is familiar with Finnish literature, is able to name its main phases and its connections with the World literature.
- Student is able to describe diversity of culture and multilingualism in the Finnish society.

Using Finnish language to support all learning

- Student identifies ways of using language in different fields of information (subjects).
- Student is able to search information in a variety of different sources. Student is able to plan, structure and assess his/her independent and group work.
- Student actively uses language learning strategies and uses their environment as a resource for language learning.

Swedish

Swedish B1 Syllabus Assessment (Grades 7–9)

Assessment is based on these learning goals (T's) from the Finnish National Curriculum:

- **T1:** Students learn about language structure and how different languages express ideas. They use this knowledge to aid their learning.
- **T2:** Students reflect on the status of the language and develop their intercultural skills.
- **T3:** Students set learning goals, use various methods to learn languages, and evaluate their progress independently and with others. They practice teamwork to effectively communicate.
- **T4:** Students use the language confidently in different situations, both inside and outside of school.
- **T5:** Students practice communicating through both speaking and writing.
- **T6:** Students are taught to use different communication strategies.
- **T7:** Students learn polite expressions for respectful interaction.
- **T8:** Students interpret age-appropriate, interesting texts in both spoken and written form.
- **T9:** Students practice speaking and writing simple Swedish, focusing on pronunciation and basic sentence structures.

Evaluation: Students are assessed based on their classwork, homework, tests, and projects. Tests are listed in Wilma, but there may also be surprise quizzes.

A2 - languages (Optional subject)

The students continue their studies in the foreign language they have chosen in primary school (grade 4 or 5). A student may also start studying a foreign language in grade 8 (B2-language) if there are enough students to form a group. 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.

The assessment covers the ten objectives that are defined in the Finnish National Curriculum. They can be divided into four main areas: **language and cultural awareness**, **study skills**, **language and communication skills** as well as the **ability to understand and produce texts** both orally and in written form. Assessment takes place both during lessons as a continuous assessment as well as through written assignments.

The student's **language and cultural awareness** include the study, research and discussion of the foreign language and culture in a global context. An assessed task may be, for instance, finding out and presenting a tradition or feature specific to the target culture.

Study skills include setting objectives, the use and application of different learning strategies, the ability to cooperate, and self-evaluation. These skills are evaluated during oral and written group and independent work, as well as through self-assessment and conversations in class.

Language and communication skills focus especially on oral skills. They include politeness and routine conversations in the target language as well as the application of learned models and different

communication strategies to new contexts. The assessment is continuous and can also include producing videos or doing oral exams in the form of a conversation with a peer.

The student's **ability to understand and produce both oral and written texts** includes knowledge on different aspects of grammar, vocabulary and pronunciation as well as the ability to interpret new texts with the help of context and generalization. These skills are evaluated, for instance, through grammar and vocabulary tests, listening and reading comprehensions, pronunciation exams as well as through continuous assessment in class.