



ABC of Assessment

City of Oulu
Assessment section
of basic education curriculum

New updated version 1.8.2020

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Foreword

The ABC of Assessment summarises the policies and guidelines of assessment drawn up in the City of Oulu curriculum. The ABC provides guidelines for formative and summative assessment during the school year for grades 1–6. Joint information is followed by report card templates for each grade with directions. Additional material for assessment practices in the appendix.



1. Purpose and Principles of Assessment

The purpose of the assessment of a pupil in basic education, according to the Basic Education Act and Decree, is twofold with one procedure supporting the other.

The aim of pupil assessment

- *is to guide and encourage learning and to develop the pupil's self-assessment skills (**formative assessment**).*
- *is to describe the attainment of goals for a given subject (**summative assessment**).*

Assessment of basic education is based on learning, competence, working and behaviour.

The purpose of **formative assessment** is to guide teaching and learning in relation to the goals set. It helps pupils to understand their learning processes, identify their strengths and develop working methods in order to achieve their goals.

The purpose of **summative assessment** is to describe the level of attainment of the goals set for subjects in the curriculum. The overall evaluation carried out in the end of a school year is summative assessment of a pupil's performance during the entire school year.

The curriculum defines learning goals for each subject. **These goals include both subject-specific competence goals and content goals.** Subject-specific competence goals are the working and transversal competence skills.

Working skills are the skills developing during basic education

- *to work independently as well as with others*
- *to plan and assess one's work*
- *to take feedback into account and act accordingly*
- *to act responsibly, trying one's best and*
- *to act constructively in interactive situations.*

Transversal competence is the skill to implement one's knowledge and competence as required under the circumstances. Transversal competence is being built in each subject and the progress is assessed as a part of the assessment of subjects. Transversal competence is divided into seven sub-sections.

Behaviour is assessed according to the City of Oulu assessment criteria (Appendix xx). The goals set for behaviour are based on the school policy and rules. Behaviour is assessed as an independent entity.

Assessment is

- ▶ fair
- ▶ interactive
- ▶ subject to transparency, cooperation and inclusion
- ▶ age-appropriate and in line with capabilities
- ▶ based on objectives and criteria
- ▶ structured and consistent
- ▶ comprehensive.



2. Annual Assessment Plan

Learning is assessed by formative and summative methods over the school year. These assessment methods provide information about progress in studies for the pupils and their parents.

This guideline contains the time-schedule for assessments outlined by the City of Oulu. Implementation and documentation is arranged individually with each school.

Parents' evening in the beginning of school year

Parents' evenings are organized at school in autumn to inform guardians about grade-specific annual assessment plans and report templates. We will also discuss goals for each grade and the various methods pupils can implement to demonstrate their learning and competence.

Development discussion

The development discussion focuses on a pupil's strengths, learning and working skills as well as relevant study and age-specific questions.

- ***The meeting takes place with the guardian and pupil or the pupil if the guardian will not attend.***
- ***The guardian's attendance is particularly important on the 1st grade, when the teacher receives new pupils and also on 5-6th grade when the development discussion is the only discussion required in the annual assessment plan.***
- *Development discussion structure is appended to this assessment guideline (Appendix X). Teachers will use the structure individually as they deem necessary.*
- *Schools organise development meetings individually, however, meetings are held outside lessons, not cutting down the amount of pupils' weekly lessons.*

The time reserved for a development discussion is about 20-30 minutes.

- ***The first grade pupils and their guardians are offered an option of having a Let's Talk about Children discussion instead. If the guardians prefer the Let's Talk about Children discussion, it will substitute the development discussion meeting.***
- *The meeting for development discussion will be held by the end of September for grades 1-4 and by the mid-term holiday for grades 5-6.*
- *For grades 5-6, the discussion focuses on the pupil's attainment in new subjects started in the respective grade and anticipation of the numerical school year report card.*
- *Pedagogical documentation and development discussion may be carried out in the same meeting.*
- *A goal defined in cooperation in the meeting will be entered in the learning plan, which is opened on Support (Tuki in Finnish) tab in Wilma, to a field reserved for assessment and development*
 - *The goal may be an activity in relation to the pupil's progress in learning, competence skills, working skills, transversal competence skills and/or behaviour that promotes learning.*
 - *The time spent for meetings is included in the participatory planning time, which shall be taken into account in the time allocation plan.*

Intermediate Report

- *Intermediate reports will be given in the end of the autumn term for grades 5 and 6.*

Assessment Discussion

No intermediate reports are handed out for grades 1-4. Intermediate assessment is substituted by an assessment meeting for these grades and will be participated by the pupil and at least one of their guardians. The discussion will be interactive with the guardian and pupil.

- *The assessment discussion structure for various grades is attached to this ABC of Assessment. (Appendix XX)*
- *The pupil's assessment of their progress in learning, goals for learning and progress in them, working skills (including transversal competence skills) and behaviour will be discussed in the meeting. Also the pupil's progress regarding the goal/goals set in the development meeting will be assessed and a goal/goals will be set for the next term.*
- *Either the self-assessment form filled out on Wilma Arviointikeskustelut (Assessment discussion) tab or some other self-assessment material produced by the pupil will be implemented for the assessment meeting.*
- *A goal defined in cooperation in the meeting will be entered into a field reserved for assessment and development discussions on the learning plan in Wilma.*

— *The goal may be something in relation to progress, working skills, transversal learning skills and/or behaviour that promotes the pupil's learning.*

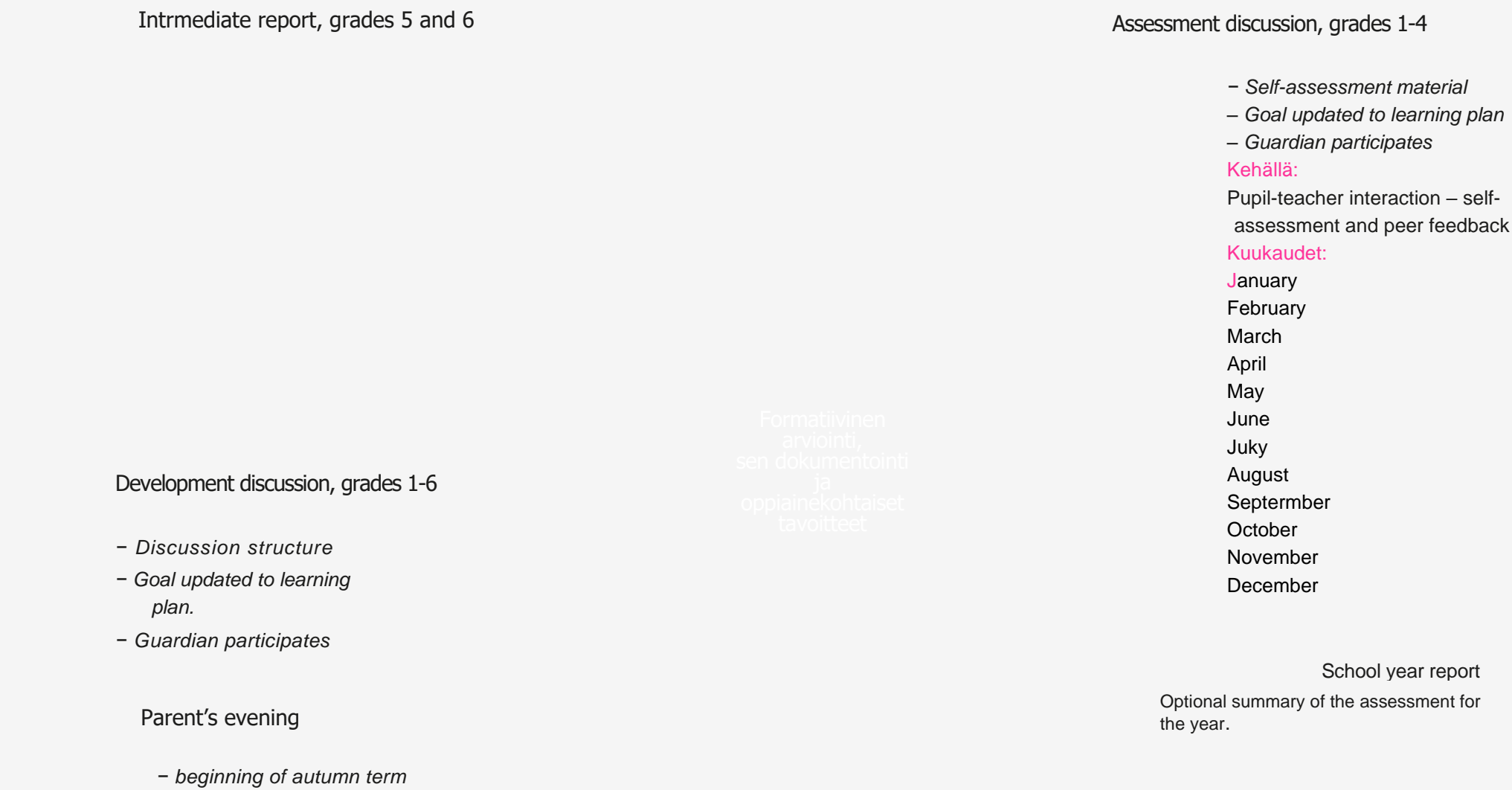
- *The pupils, who need special support, will have their assessment meeting individually arranged with their school, however, at the latest by the end of March.*
 - *The time spent for meetings is included in the participatory planning time, which shall be taken into account in the time allocation plan.*

School Year Report



The school year report assesses a pupil's achievement of the criteria defined for each subject in the curriculum. On grades 1-3 pupils get school year report cards with verbal assessment and on grades 4-6 school year report cards with numerical assessment. Moreover, on grade 4 the school year report card is complemented by an attached verbal assessment.

- *In the end of a school year pupils get their school year report cards. The school year report is a summary of all the assessments of learning implemented that year.*
- *The report assesses a pupil's level of competence in relation to the goals defined in the curriculum.*
- *The school year report includes also assessment of classroom behaviour.*
- *The school year report is also a decision on promotion or retention.*



3. Formative assessment

Formative assessment is carried out during learning and for the learning. It is feedback that supports, guides and encourages learning. The feedback is to help pupils to understand the goals of a subject, understand their progress in relation to the goals and also, how to improve their performance in view of the goals and assessment criteria. Pupils have an active role in understanding and managing their learning (self-assessment). Peer feedback helps pupils to learn to assess shared activities, work and output. A part of pupils' learning process is to produce material, which will be implemented for formative assessment. Formative assessment is also a tool based on which teachers are able to develop their teaching strategies.

- *Pupils know the goals and assessment criteria.*
- *Pupils practise self-assessment and peer feedback skills.*
- *When giving feedback, the goals set previously in cooperation and previously achieved competence will be taken into account.*
- *Pupils' performances are not to be compared.*
- *Methods of continuous assessment will be defined in accordance with school-specific assessment practices. Formative assessment is supported by e.g.*
 - notebook work, learning diary, portfolio, project walls, any other work etc.
 - pupil and teacher observations
 - electronic tools
 - discussions (also using symbols and pictures)



4. Assessment of Finnish as Second Language

Grades 1-4:

Assessment of Finnish as Second Language Syllabus:

In Wilma, choose *"hyv hyväksytty"* (passed):

For S2 Assessment, the grade is marked as *"Aloitteleva - Kehittyvä - Voimakkaasti kehittyvä - Hyvin edistynyt"* (*"Beginning - Developing – Strongly developing - Accomplished"*) for the following goals:

- Activity in interactive situations
- Understands texts
- Produces texts

You can choose a descriptor best describing a pupil's level of competence from the Descriptor Bank. You can also **modify** a descriptor or create your own phrases.

Also, tick *"Olet edistynyt työskentelyn tauoiteissa"*. (*You have made progress towards the goals*)

Grade 5:

Assessment of Finnish as Second Language Syllabus:

In Wilma, choose *"H hyväksytty"* (passed):

For S2 Assessment, the grade is marked as *"Aloitteleva - Kehittyvä - Voimakkaasti kehittyvä - Hyvin edistynyt"* (*"Beginning - Developing – Strongly developing - Accomplished"*) for the following goals:

- Activity in interactive situations
- Understands texts
- Produces texts

You can choose a descriptor best describing a pupil's level of competence from the Descriptor Bank. You can also modify a descriptor or create your own phrases. Also, tick *"Olet edistynyt työskentelyn tauoiteissa"*. (*You have made progress towards the goals*)

NB! Grade 5 pupils can be assessed only numerically in the spring term report card, if you like. However, you can complement the assessment with phrases from the Descriptor Bank, modify them if necessary, or create your own.

Grade 6:

Assessment of Finnish as Second Language Syllabus:

In Wilma, choose "H hyväksytty" (Passed)

For S2 Assessment, the grade is marked as "*Aloitteleva - Kehittyvä - Voimakkaasti kehittyvä - Hyvin edistynyt*" ("*Beginning - Developing - Strongly developing - Accomplished*") for the following goals:

- *Activity in interactive situations*
- *Understands texts*
- *Produces texts*

You can choose a descriptor best describing a pupil's level of competence from the Descriptor Bank., modify one or create your own phrases.

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NB! Grade 6 pupils can be assessed only numerically in the spring term report card, if you like. However, you can complement the assessment with phrases from the Descriptor Bank, modify them if necessary, or create your own.

A mark is given also for classroom behavior.

Appendix 1. Examples of descriptors to support verbal assesment

<i>Beginning</i>	<i>Developing</i>	<i>Strongly developing</i>	<i>Well advanced</i>
<p>You expect the plan to be given to you. (L1, L3, L6, L7)</p> <p>You still need your work clearly structured. (L1, L7)</p> <p>You turn to your teacher for guidance in decision-making. (L1, L3, L6, L7)</p> <p>You are learning interactive and team work skills. (L2, L6, L7)</p> <p>Sharing a common goal is challenging for you. (L2, L6, L7)</p> <p>When team-working, you let others make the decisions. (L2, L6, L7)</p> <p>You look at things from your perspective. (L1, L2, L3, L7)</p> <p>You are learning to assess the reliability of information. (L1, L4, LS)</p> <p>You need prompting and guidance to be able to produce relevant information. (L1, L4)</p> <p>You are learning to evaluate learning processes. (L1, L6, L7)</p> <p>You converse with others in the team, but are not yet doing actual team work. (L2, L7)</p>	<p>You can use some information and communication technology for learning. (LS)</p> <p>You manage with small and moderate challenges well. (L1, L3, L6)</p> <p>You are demonstrating persistency and determination. (L1, L3, L6, L7)</p> <p>You are taking more responsibility for your and your team's learning. (L1, L2, L6, L7)</p> <p>You can assess your progress. (L1, L3, L6)</p> <p>You demonstrate shared responsibility. (L2, L6, L7)</p> <p>You have some tools for assessing the reliability of information. (L4, LS)</p> <p>You are learning to produce relevant information. (L4, LS)</p> <p>You evaluate your learning process under direction. (L1, L6, L7)</p> <p>You use your strengths and competence for team work. (L2, L6, L7)</p> <p>You have some interactive and team work skills. (L2, LS, L6, L7)</p>	<p>You have a well-developed skill for persistency. (L1, L3, L6, L7)</p> <p>You ask for feedback and can use it for learning. (L1, L3, L6, L7)</p> <p>You see learning as an essential part of life. (L3, L6, L7)</p> <p>You take active responsibility for a shared process. (L2, L6, L7)</p> <p>You work effectively and positively in a team. (L2, L6, L7)</p> <p>You understand different perspectives. (L2, L3, L6, L7)</p> <p>You can put yourself in another person's shoes. (L2, L7)</p> <p>You clearly contribute to team work. (L2, LS, L6, L7)</p> <p>You can describe your thought process. (L1, L3)</p> <p>You have strong thinking and deduction skills. (L1, L4, LS)</p> <p>You can construct new information. (L1, L3, L4, LS)</p> <p>You can produce multidisciplinary, inter-subject information. (L1, L2, L4, LS, L6, L7)</p> <p>You can evaluate your learning process. (L1, L3, LS, L6)</p> <p>You can plan ahead with your work. (L1, L3, L4, L6)</p>	<p>You work persistently towards your goals inspite of drawbacks. (L1, L3 L6, L7)</p> <p>You shoulder responsibility for your learning. (L1, L6, L7)</p> <p>You are capable of effective decision-making. L6, L7)</p> <p>You pay attention to other persons' views regarding work methods and work results. (L2, L7)</p> <p>You work as a member of the team supporting and encouraging others. (L2, LS, L6, L7)</p> <p>You are skillful at deciding whether information is reliable. (L1, L4, LS)</p> <p>You can combine new information with older one. (L1, L4 LS)</p> <p>You have clear understanding of the importance of learning. (L1, L3, L6, L7)</p> <p>You have an ability to assess your learning process. (L1, L6, L7)</p> <p>You shoulder responsibility for your and the team's learning. (L1, L2, LS, L6, L7)</p> <p>You have good interactive and team work skills. (L2, LS, L7)</p> <p>You can plan and regulate your work. (L1, L3, L6, L7)</p>

*Beginning**Developing**Strongly developing**Accomplished*

You need support to stay focused. (L1)

You find it challenging to understand the impact of your actions and activities on the environment (L2, L3, L6, L7)

You show slight interest in your environment. (L2, L3, L7)

You are still learning to analyse and produce texts. (L4, L5)

You need support to use information and communication technology for your learning. (L5)

You are learning to value your work and its results. (L6)

You can use a couple of different approaches to planning and managing your work. (L1, L6, L7)

You are able to shoulder responsibility for some phases of the learning process. (L1, L6, L7)

You are building up your skills in planning and managing your work. (L1, L3, L6, L7)

You can work towards a common goal when under direction. (L2, L6, L7)

You need support to understand other persons' perspective. (L2, L3, L6, L7)

Under direction, you understand the impact of your actions and activities on your environment. (L2, L3, L6, L7)

Under direction, you show an interest in the well-being of your environment. (L2, L3, L6, L7)

You are taking more responsibility for your learning and as a member of a team. (L2, L6, L7)

You can act in interactive situations when supported. (L2, L5, L6, L7)

You have some tools to analyse and produce texts. (L4, L5)

You have some tools to produce relevant information. (L4, L5)

Näiden sarakkeiden tekstit ovat erikseen käännöksen liitteessä

Beginning

Developing

Strongly developing

Accomplished

Skill to work independently and as a member of a team

You need a lot of support with your working skills.	You need some support with your working skills.	You already work independently.	You work independently and take the responsibility for joint activities.
You are practising interactive and team work skills. With support, you can work in interactive situations.	You have some interactive and team work skills.	You have good interactive and team work skills. You implement your strengths and competence for team work.	You work effectively in a team and connect positively with others. You work as a member of the team supporting and encouraging others.
You need a clear structure for your work. You expect the plan to be given to you.	You can work towards the common goal under direction. You have few different tools to manage your work. You demonstrate persistency and determination in your work.	You can regulate your work and ask for guidance, if necessary. You have many tools for managing your work. You can assess your progress.	You can regulate and assess your work. You can describe your thought processes. You manage your learning very well.
You need support and guidance when working.	You need some support and guidance when you work.	You work persistently towards your goal, in spite of drawbacks.	You already have a well-developed sense of perseverance, determination and persistency. You ask for feedback and implement it for learning.
You are still practising to work for a common goal. When team-working, you allow others make the decisions.	You can work for the common goal, under direction. You are taking more responsibility for your and the team's learning.	You take the responsibility for your and the team's learning. You are capable of decision-making in a team. You work responsibly in a team.	You pay attention to everyone's views regarding work methods and work results. You take active responsibility for your and the team's learning. You understand different opinions. You are empathic.
You are still learning to responsibility for your work.	You are taking more responsibility for your learning.	You take the responsibility for your learning. You take the responsibility for your and the team's learning.	You take active responsibility for your and the team's learning.

Beginning	Developing	Strongly developing	Accomplished
<i>Skill to plan, assess and regulate your work</i>			
You expect the plan to be given to you.	You have some tools you can use for planning your work. You need a clear structure for your work.	You can manage well the challenges of planning your work.	You can plan your work in advance.
You are learning to work persistently.	You show some persistence and determination when you work.	You keep on working persistently inspite of drawbacks.	You work with persistency and determination.
You rely on your teacher for guidance in decision-making.	You are able to take some responsibility for your learning.	You take responsibility for your learning.	You ask for feedback and use it for learning. You can assess your learning processes.
You look at things from your perspective.	Under direction, you are able to see different perspectives while working.	You pay attention to everyone's views regarding work methods and work results.	You understand different perspectives. You are emphatic.
You are still practising at plannig and managing your work.	You are building up your skills for planning and managing your work.	You are already able to plan and manage your work.	You plan and manage your work actively.
You are still learning to assess your work.	You evaluate learning processes under direction.	You are already able to assess your learning process.	You are able to shoulder responsibility and assess different phases of your work process.

<i>Skill to work responsibly and try your best</i>			
You need a lot of support for taking responsibility.	You need some support for taking responsibility.	You already work independently, trying your best.	You work independently, taking responsibility for your work.
You need support to stay focused.	You demonstrate some persistency in your work.	You demonstrate persistency in your work.	You work persistently towards your goal.
You are still practicing at working towards a common goal.	You can work towards a common goal under direction.	You contribute to the attainment of a common goal.	You take active responsibility for a common goal.
You look at things from your perspective.	You still need support to understand other persons' perspectives.	You understand other persons' perspectives.	Consideration of other persons' views is evident in your work.
You show only little interest in the well-being of your environment.	Under direction, you demonstrate interest in the well-being of your environmet.	You demonstrate interest in the well-being of your environmet.	You demonstrate an active interes in the well-being of your environment.
Understanding the impact of your actions and activities on the environment is still challenging.	Under direction, you understand the impact of your actions and activities on the environment	You understand the impact of your actions and activities on the environment.	With your actions and activities you contribute to the community.

*Beginning**Developing**Strongly developing**Accomplished**Skill to work in constructive interaction*

You still need a lot of support.	You still need some support.	You already work independently.	You work independently shouldering responsibility.
You are practising your interactive and team-work skills.	With support, you can act in interactive situations.	You already have good interactive and team-work skills.	Vuorovaikutustaitosi ovat hyvin edistyneet. Edistät selkeästi tiimityötä. Olet vuorovaikutustilanteissa johdonmukainen.
Sharing a common goal is challenging for you. When team-working, you leave decision-making to others.	With support, you can take some responsibility for team work.	You take responsibility for your and the team's learning. You work responsibly in a team.	You take active responsibility for the team's learning. You work effectively as a member of a team and are considerate of others.
You look at things from your perspective.	You still need support to understand other persons' perspectives.	You understand different perspectives.	You pay attention to other persons' views regarding work methods and work results.
You are still practising your interactive skills.	You have some interactive and team-work skills.	You have good interactive and team-work skills.	You are building a positive atmosphere with your interactive skills.

Appendix 2.

Development Discussion Structure grades 1–6



Directions for guardians

You can talk in advance with the pupil about the topics you would like to discuss in the meeting. The pupil has a leading role in the meeting and steers the learning path in the direction of his or her strengths and goals.

1. The following topics, among other things, will be discussed in the meeting

- *Attendance: school day activities (lessons incl. basic requirements for effective learning, lunch, breaks), enjoying school, friends*
- *day to day routine: meals, sleep, going to school and coming home, TV, computer and games, recreation and interests, homework assignments*
- *working skills (strengths and developing skills): ability to work independently and together with others, skill to plan and assess one's work, skill to listen to feedback and act accordingly, skill to act responsibly and trying one's best, skill to work in constructive interaction*
- *progress in subjects: is a pupil progressing effortlessly, strengths in learning and skills still developing (focus on main points)*
- *classroom behaviour*
- *a new subject on grade 4, choosing optional subjects in spring, numerical grading in the school year report card and verbal assessment in the appendix (AI, MA, A1-kieli – Finnish, Math, A1 Language)*

- *grades 5-6 progress in new subjects and discussion in advance about the intermediate assessment report*

- *grade 6 transition phase issues*

2. In the meeting, a pupil sets an age-appropriate goal for him/herself. The goal will be about progress in a subject, working skills, or behaviour.

- *The goal / major goals will be entered in a pupil's learning plan in Wilma.*
- *The goal will be defined in sufficiently clear and simple terms during the meeting.*

Appendix 3.

Intermediate Assessment Discussion, Structure for Grades 1 and 2

1) *Discussion on the overall situation of studies based on e.g. the self-assessment form filled out online in Wilma or other relevant material.*

2) *Learning outcomes*

The focus of discussion will be on the primary goals regarding the pupil's learning and development.

Continuous observation and pupil's self-assessment as the tools implemented

- *progress within the set goals*
- *working skills (incl. transversal competence skills)*

Finnish and literature (Finnish and Literature or Finnish as Second Language and Literature)
Math
A1 Language
Environmental Studies
Religion/Ethics
Arts and Crafts (P.E., Music, Crafts and Visual Arts)

- *classroom behaviour*

3) *Setting a goal for next term*

The major goals agreed upon together in the meeting will be entered into a pupil's learning plan in Wilma.

Take to the meeting:

- *material produced by the pupil (observations, electronic material, work)*
- *pupil's self-assessment material*
- *feedback by the teachers teaching the pupil (the school will plan the collection of feedback)*
- *goals conforming to the curriculum (when necessary)*

Appendix 4.

Intermediate Assessment Discussion, Structure for Grades 3 and 4

1) *Discussion on the overall situation of studies based on e.g. the self-assessment form filled out online in Wilma or other relevant material.*

2) *Learning outcomes*

The focus of discussion will be on primary goals regarding the pupil's learning and development.

Continuous observation and pupil's self-assessment as the tools implemented

- *progress within set goals*
- *working skills (incl. transversal competence skills)*

Finnish and literature (Finnish and Literature or Finnish as Second Language and Literature)

Math

A1 Language

Environmental Studies

Religion/Ethics

Civics

Arts and Crafts (P.E., Music, Crafts and Visual Arts)

- *classroom behaviour*

3) *Setting a goal for next term*

The major goals agreed upon together in the meeting will be entered in a pupil's learning plan in Wilma.

Take to the meeting:

- *material produced by the pupil (observations, electronic material, work)*
- *pupil's self-assessment material*
- *feedback by the teachers teaching the pupil (the school plans the collection of feedback)*
- *goals conforming to the curriculum (when necessary)*

Appendix 5.

Behaviour assessment in Oulu

Behaviour assessment is based on the application of school practices and rules. Guidance towards good behavior and teaching pupils knowledge and skills regarding behavior is one of the school's tasks. When assessing pupils' behaviour, their age is taken into account.

The following criteria may be applied when assessing behaviour:

exemplary 10

- *is considerate of others and the learning environment and shows a positive example to peers and in the learning environment*
- *acts constructively for the best of the group and school community in different situations*
- *takes initiative in the school community*

excellent 9

- *is considerate of others and the learning environment*
- *acts responsibly in the school community according to the agreed rules and instructions*
- *is kind and helpful and strives to build a positive working atmosphere*

good 8

- *behaves appropriately according to the situation*
- *follows school rules most of the time*
- *usually demonstrates good manners*
- *is able to solve conflict situations independently*
- *is able to work in a group*

satisfactory 7

- *behaves appropriately in different situations most of the time*
- *knows and accepts the school rules*
- *is able to solve conflict situations with guidance*
- *is able to work in a group with support*

mediocre 6

- *often shows indifference towards other members of the community, to school work and the school environment*
- *breaks school rules repeatedly*
- *creates a negative atmosphere through their attitude and behaviour*
- *needs constant guidance and advice about behaviour*

poor 5

- *shows extremely indifferent behaviour towards other members of the community, to school work and the school environment*
- *requires special measures to guarantee learning*

very poor 4

- *behaviour is totally inappropriate for the normal school environment*

Kääntäjä on jättänyt tärkeät termit myös suomeksi.

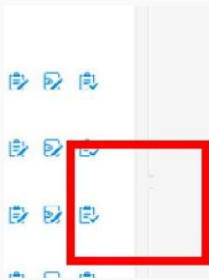
Appendix 6.

Written assessment in Wilma (updated 7.4.2018)

1. Choose the group you wish to assess on Wilma front page in "Ryhmät tässä jaksossa" (Groups this period)

Ryhmät tässä jaksossa

- ENA1 ENA16
FNA16
- Käyttäytyminen 1. lk KÄ1
KÄ1
- MA MA6
MA6



2. Check on the Arviointi (Assessment) window that all the pupils attending the course are listed as they should be. If the number of students is incorrect, please contact school secretary.

3. Click the Arv column with your mouse and choose hyv (=hyväksytty, passed) or hyl (=hylätty, failed) when grading subjects.

Please note, for behaviour assessment, choose letter L.

KUUSI. A14 ryhmäkokoo: 2

	Opiskelijan nimi	Luokka	Arv.	Käytös	Poissa	Olet edistynyt asetetuista tavoitteista
⊖	Eskari2 Eeva	iltap	hyv Hy			
⊖	Mallikas Maija	4r				
			hyl Hylätty			
			hyv Hyväksytty			

4. Grades 1-4, leave Käytös (Behaviour) column empty.

5. Poissa (Absent) column can be left empty. (The school secretary will copy non-attendance entries from Wilma before assessment, in compliance with the school practices. However, if the school has a different procedure for this, follow the school secretary's directions.)

6. The subject assessment table has a column with an icon of three dots. Click the icon to provide verbal assessment for each pupil individually.

Opiskelijan nimi	Luokka	Olet edistynyt asetetuissa tavoitteissa	Olet edistynyt työkentelyn tavoitteissa	Ov	MA6 10.8.
Mallikas Maija	4r			2	a
Testi Testattava	2r				

a. Choose subject specific verbal assessment in the Arvosana (Grade) field.

b. Leave Opettaja (Teacher) and Päivämäärä (Date) fields empty

c. Click Lisätietoja (Additional information) field. Verbal assessment is to be entered into the Lisätietoja field. Write your piece or you can use a phrase from the phrase in the Descriptor Bank, Lausepankki in Finnish. (Click Lausepankki button to access the Descriptor Bank. When you click a phrase, it will appear in the Lisätietoja field.)

d Open Lausepankki at the top.

Lisätietoja: (konkretia, piirtäminen, suullinen, kirjallinen ja TVT)

e Select a phrase you wish to use by clicking it. You can select more than just one phrase.

f. To close the Lausepankki, click the arrow on the top.

Opiskelijan nimi	Luokka	Olet edistynyt asetetuissa tavoitteissa	Olet edistynyt työkentelyn tavoitteissa	Ov	MA6 10.8.
Mallikas Maija	4r			2	a
Testi Testattava	2r				

7. When the assessment is completed, click Sulje (Close) button (N.B. clicking Sulje button does not save the assessment).

8. By clicking Arviointi (Assessment), you can see the assessment.

The screenshot shows the 'Arviointi' (Assessment) view for course MA6. It features a table with columns for student name, grade, and assessment status. A sidebar on the right provides details about the assessment, including the subject (MA6) and the assessment type (Arviointi).

Opetilijan nimi	Luokka	Arv.	Käyttö	Päivä	Olet. arviointi	Olet. arviointi	Ov.	MA6	Pvm.	Lisätietoja
Matti Mäki	4r	Hyv	Hy		3 viikossa	3 viikossa	2			
Testi Testattava	2r									

This screenshot shows the 'Arviointi' (Assessment) view for course MA6. It features a table with columns for student name, grade, and assessment status. A sidebar on the right provides details about the assessment, including the subject (MA6) and the assessment type (Arviointi).

Opetilijan nimi	Luokka	Arv.	Käyttö	Päivä	Olet. arviointi	Olet. arviointi	Ov.	MA6	Pvm.	Lisätietoja
Matti Mäki	4r	Hyv	Hy		3 viikossa	3 viikossa	2			
Testi Testattava	2r									

10. Please note, the following information is visible in the report card template: the Literature Diploma, if a pupil has completed one, any entries for pupils with an individualised syllabus ("star" and verbal assessment into the Lisätietoja-field clarifying that the pupil studied the subject marked with a star as individualised syllabus).

9. Finally, Tallenna muutokset – Save the changes. Please note, the assessment will not be saved until you click the Tallenna muutokset – Save the changes button.

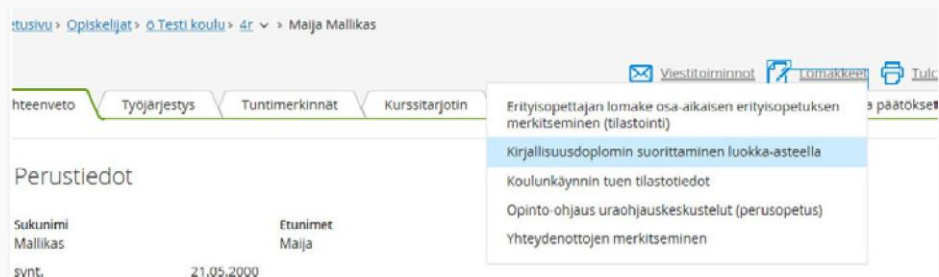
Kääntäjä on jättänyt tärkeät termit myös suomeksi.

Appendix 7.

How to enter completed Literature Diploma into Wilma

When completed, a grade-specific **Literature Diploma** will be entered in **Wilma** for grades 1-9. This is what the teacher will do, when the pupil completes the Literature Diploma:

1. Log in Wilma
2. Choose your homeroom/tutor group
3. Choose Oppilaan nimi (Student's name) → Perustiedot (Basic information) webpage → Choose Lomakkeet (Forms)



4. Choose "Kirjallisuudiplomin suorittaminen luokka-asteella" (grade-specific Literature Diploma) → in field Kirjallisuudiplomin lukuvuosi (Literature Diploma school year) enter the school year in numbers 2017-2018 → in field Kirjallisuudiplomin luokka-aste (Literature Diploma grade) enter grade, e.g. grade 3. You get more fields by clicking green + symbol. Enter previous attainments in chronological order in their respective fields, if it has not been done previously.

Tallenna tiedot Peruuta

5. Save data.
Phrase "Olet suorittanut kirjallisuudiplomin." (you completed the literature Diploma) will be then automatically saved in the Lisätietoja (Additional information) field of the pupil's school year report. (With the exception of grade 9 basic education certificate, because you cannot enter such additional information to the certificate.)
The teacher can hand out printed diplomas to pupils who have completed their Literature Diplomas. The diplomas can be given at the same time with school report cards and certificates. For more information about diplomas and diploma templates, online on Kirjastoreitti website:
<https://www.ouka.fi/oulu/kirjastoreitti/kirjallisuudiplomi>

