

**Webinar 4: 16.12.2021 at
Assessment practices in Finnish comprehensive school –
principals', teachers', pupils' and parents' skills**

**Anja Huurinainen-Kosunen
Riia Palmqvist**

● ● Assessment objects in the curriculum

1. Pupils' learning outcomes and progress.

2. Pupils' working skills.

- all the teachers who teach the individual pupil assess his working skills
- working skills are part of the subjects

3. Pupils' behaviour

- assessed by all the pupil's teachers
- assessment cannot focus on the pupil's personal characteristics

Assessment is a skill

for the principal

-> who leads assessment culture which supports learning

for the teacher

-> who knows and is able to use versatile forms of assessment

for the pupil

-> who learns to use different forms of assessment

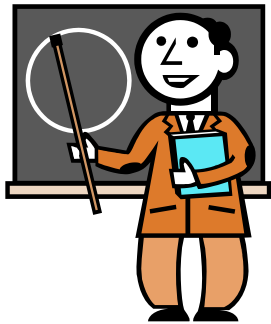
-> who feels that assessment supports and develops one's learning – it is empowering!

for parent/guardian

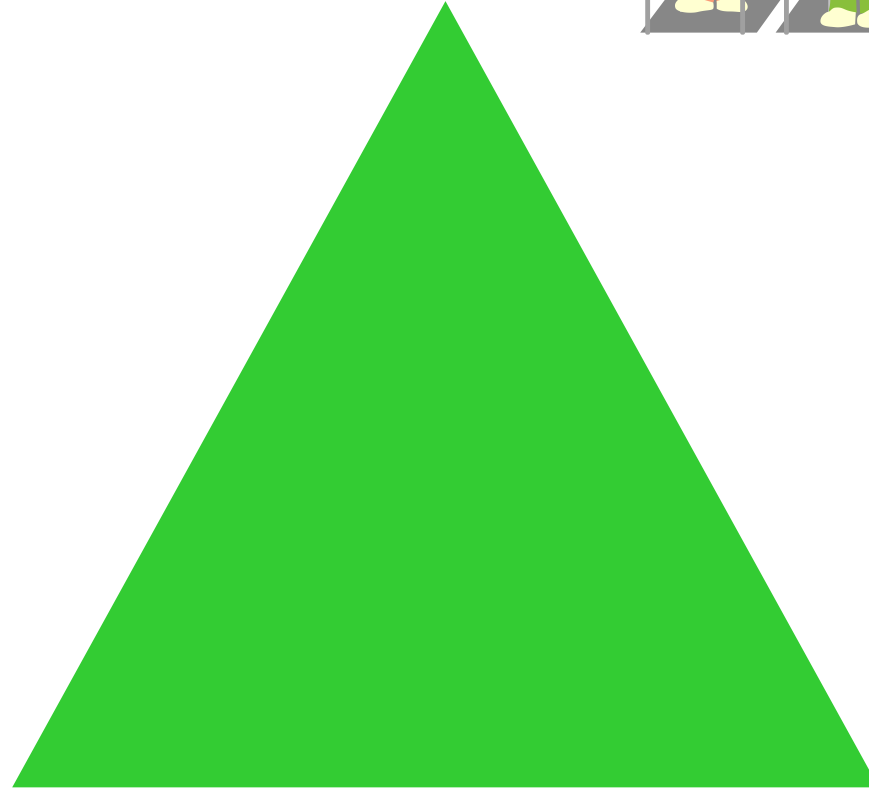
-> who knows different forms of assessment

-> who understands supportive task of assessment and understand that it gives information of one's learning

PUPIL



**PRINCIPAL/
TEACHER**



**PARENT/
guardian**

Teacher's skills and competencies in assessment

- Law
- Curriculum
- School culture of assessment – together agreed methods
- Common methods of assessment – teacher's own practices
- Co-operation with pupils and homes

Two dimensions of assessment – assessment can be

supportive or *exercise of power*

guiding or *classifying*

feedforward or *feedback* by nature

based on strengths or *problems*

empowering or *undervaluing*

encouraging diversity or *uniformity*

task- or *competition-centered*

● ● How to teach skills of assessment?

- **Teacher has to understand the pedagogy of assessment**
 - > how the school culture promotes learning by assessment
 - > how assessment can motivate and engage in learning
 - > how to collaborate with pupils – to be equal
 - > how assessment can empower pupils
 - > how to collaborate with homes: parents are experts of their child's growth and development, teachers are experts of teaching and learning
- **Teacher has to know different forms of assessment which are part of learning.**

Forms of assessment

1. Diagnostic assessment

2. Formative assessment

3. Summative assessment

4. Prognostic assessment

● ● 1. Diagnostic assessment

- At the beginning of learning, the teacher determines the pupils' level of competence – completing a starting level measurement, inspection of what has been learned before.
- This measurement can be a test, interview, reading sample etc.
- **Based on the results, the teacher can plan his teaching** as he is aware of each child's level of skills and competence.

2. Formative assessment


Formative means instructive assessment that takes place during studies and promotes learning.

- Is based on set goals. Pupils can set their own goals.
- **Carries learning forward, into the future.**
- Is verbal (written or discussed).
- Takes place in all interactive situations in the school.
- Interaction between teacher-pupil, teacher-pupil-guardian (parents).
- Information about the pupil's progress and outcomes - qualitative, descriptive.
- Intermediate assessments given during the school year form part of continuous assessment.

**Assessment
during studies
= formative
assessment**

At the beginning of the school year, the pupil

- should understand the objectives and contents of the studies in each subject during the school year. This is done age-appropriately.
- knows about the commonly used working methods.
- agrees together with all pupils and the teacher about the shared instructions and rules of the class.
- = planning together



At the beginning of the school year or study module, the pupil sets goals with the teacher for his learning, working and behaviour = commitment.

- **Where am I now?**
- **Where am I going?**
- **What am I trying to achieve?**
- **How can I reach my goal?**

Assessment during studies = formative assessment

In the first parents' meeting of the school year

- each subject's objectives and contents in the school year are told to the guardian.
- the teacher (group leader, supervisor) explains school practices , working methods etc.
- the teacher tells one's own practical theory, professional identity.
- How assessment is done: explaining the forms of assessment.
- How the pupil himself participates in assessing his own learning.
- How the guardian can participate in assessing his own child's learning (discussions, wilma – on line)

● ● 2.1. Assessment discussion between pupil and teacher

- The teacher and pupil discuss together about the pupil's school work and its progress at certain intervals - > **promotes motivation and engagement in learning**
- Is based on pupil's self-assessment and other learning documents.
- These discussions focus on the pupil's progress and outputs: texts, essays, notebooks, workbooks, handicraft works, works of visual arts etc.
- The pupil himself assesses verbally and the teacher gives constructive, descriptive feedback.
- Together they can set learning goals which are then communicated to the parent.



● ● Assessment discussion between teacher and pupil is a dialog– feedforward reflection

Teacher asks questions, pupil assess her studies:

“ Tell me what do you think of your school work?”

“What are your strengths as a pupil, schoolmate, learner...?”

“Which subjects are your strengths?”

“ Is there something you should develop?”

“ In which subjects you need help and what kind of help?”

“How the teachers or parents could help you?”

● ● **Assessment discussion between teacher and pupil is a dialog– feedforward reflection**

“What are your main interests in school?”

“Is there something you don´t like?”

“Let´s look at your portfolio and different subjects and their outcomes?”

“What else you would you like to discuss?”

They think together should they put new goals for the future studies or is everything fine and she can continue same way.

The atmosphere should be friendly and positive so that pupil dare to discuss openly.

2.2. Assessment discussion between pupil, teacher and parents

- Assessment discussions are held usually 1-2 times during a school year. School and teacher can decide.
- Focuses on progress and sets goals for future school work.
- Is based on the pupil's verbal or written self-assessment and the pupil's outputs in different subjects.
- Is based on the school work assessment completed together by pupil and parent.



● ● **Assessment discussion between pupil, teacher and parents**

Round table – friendly and peaceful situation – feedforward discussion!

The pupil is subject: she tells about her school work: strengths, developing areas, challenges in learning.

Teacher's task is to lead the discussion in a friendly way where everyone respects each other. Teacher is not talking all the time... more listening...more proposals.

Teacher tells her point of view of pupil's learning.

Parents tell their point of view of pupil's learning.

Forms of assessment – assessment discussion between pupil, teacher and parent



Different kind of documents should be available in the guardian's meeting.

- Documentation is important – you may never say anything undocumented to pupil or to guardian.
- Portfolios containing tests, stories, writings, handicraft works, works of visual art and different kind of outputs showing one's progress, performances and competence in different subjects.
- Electronic outputs done by the pupil (for example electronic outputs, animations, films etc.).
- **Information from other subject teachers about pupils progress of learning, outcomes, working skills and behaviour.**

2.3. Self-assessment - during studies

The teacher develops and teaches the pupil's self assessment skills.

- Step by step – first orally, then written forms.
- First together , then individually.
- Every pupil thinks his own strengths, competencies and areas of development.
- The goal is that pupil'll get good self-confidence who is aware of his strengths and development areas.



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● ● Self-assessment forms – based on set goals!

For example:

- Takes place during or after the school day.
- A week's observation.
- Self-assessment of working and behaviour.
- Self-assessment after the learning module.
- Self-assessment of learning progress in different subjects.
- Use positive and constructive concepts, no negative comments or criticism!

2.4. Peer assessment - during studies

- The pupils are taught to give pair-to-pair peer feedback.
- The pupils are taught to give pupil-to-pupil peer feedback.
- The pupils practise giving positive/constructive feedback on set goals.

All kinds of pair work:

- maths problem solving, math stories
- pupils read texts together in pairs and give each other positive and constructive feedback on fluency and acting
- pupils read their written works with a partner (essays, presentations, stories etc.) and give feedback on them
- in visual art: pupils discuss and give guided feedback on each other's works



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2.5. Group assessment

- The pupils are taught to give group-to-group peer feedback.
- The pupils are taught to reflect their groupwork as a group and individually.
- Use positive and constructive concepts, no negative comments or criticism!

For example:

After completing a project or group work, the group assesses its work:

- What did we learn? How did the group work together?
- What was my role in the group?
- Was the division of work successful?
- What didn't work in the group? Why?
- What can we improve next time?



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● ● How to teach self and peer assessment?

Teaching of self- and peer assessment skills can begin by doing group assessment.

- It is safe and fair.
- Pupil learn to give feedback in a an appropriate way – constructive way!

2.6. Intermediate assessments

- The school/municipality can decide on intermediate assessments: when, how, and how many times are they completed during the school year.
- Intermediate assessment is part of formative assessment during a year.
- Can be an intermediate report, certificate.
- Can be an assessment discussion between pupil, guardian, and teacher.
- Can be based on the pupil's self-assessment, the teacher's assessment, and the guardian's assessment.
- Keeping records: portfolio, tests, exams, artworks, handicraft works, projects, essays etc.

● ● Intermediate assessments during the school year - a part of formative assessment

In Viikki Teacher Training School, intermediate assessment takes place in January

Intermediate assessment is part of formative assessment

- The intermediate assessment contains an assessment discussion between guardian, pupil, and teacher (about 30 min/family)
- The pupil has completed a self-assessment during assessment
- The pupil's outcomes and progress are assessed
- The pupil's working in different subjects is assessed
- Assessment of behaviour
- Goals are set for future learning

● ● 3. Summative assessment

Summative assessment is the level of competence – pupils' achievements.

- Takes place after the study module, at the end of it – how the goals are achieved – information to teacher, pupil, parent of one's outcomes, performances.

and

- School year report at the end of the year.
- **Looks back** – what the pupil has learned, performances of the subject.
- Final assessment at the end of the comprehensive school (9.th grade).

● ● 4. Prognostic assessment

is an anticipatory assessment.

- New goals for future learning are set.
- Thinking together about what and how to study and learn in the future.
- The pupil thinks together with the teacher about what kind of help the pupil possibly needs.

Reports

School year reports are given at the end of each school year, week 22.

Subjects, subject groups, and behaviour is assessed verbally (written), numerically, or through a combination of these.

The school year report can be verbal (written) until the end of grade 4. After that it is numerical from 4 (fail) – 10 (excellent).

The school can decide the form of the verbal (written) school year report.

Numerical (4-10) assessment can be complemented verbally. Assessment of working skills forms part of subject assessment.

At the end of grade 9, the pupils receive a basic education certificate which is used to apply for further studies.

● ● Verbal and numerical report (certificate)

- The school year report can't be a surprise for the pupil and parents.
- **Verbal (written) report (1.-3. grades)**
 - The municipality/school can decide the form.
- **Numerical report (4.-9. grades)** - can be complemented verbally

10= excellent

9= very good

8= good

7= satisfactory

6= sufficient

5= pass

4= fail

Reports

Assessment of special needs pupils

- If the pupil has an individual study plan (intensified or special support), assessment is implemented according to the plan.
- The school's special education teacher takes part in the pupil's assessment.

Immigrant-background pupils

- The assessment of an immigrant-background pupil can be verbal (written) except for final assessment on the 9th grade.

Children don't come to school assessment skills in their pocket!!

Encourage, support, develop, motivate, empower, engage,
guide, teach, strength the self-confidence, strength the tolerance
for failure –
everyone is good at something!

● ● Sight to positive future
with good self-confidence!

