

ASSESSMENT OF LEARNING AND COMPETENCE

In basic education, the target of assessment is the pupil's learning and competence. Assessment of learning is related to guidance in the learning process and receiving feedback for it. Assessment of competence, on the other hand, refers to the pupil's level of knowledge and skills. The pupil's learning process is guided, and the pupil's competence is always assessed in proportion to the objectives of the subjects as defined in the National Core Curriculum and described in more detail in the local curriculum for each grade level separately.

In assessing a pupil's competence, the assessment criteria for the objectives of each subject according to the National Core Curriculum are applied. The assessment criteria have been drafted for the completion of each grade level and for the final assessment for the completion of basic education.

The pupil's achievements in reaching the objectives of the transversal competences are not assessed separately from the assessment of subjects. When a teacher assesses a pupil according to the objectives and criteria of different subjects, the assessment will cover the objectives of the transversal competences, as well.

If a pupil in special support studies according to the general syllabus of a subject, the pupil's assessment in that subject will be according to the general objectives of the subject using the criteria defined in the National Core Curriculum.

The assessment of an individualized syllabus of a subject will be according to the individual learning objectives defined in a pupil's Individual Education Plan (IEP). In this case, the general criteria for competence, mentioned above, are not applied.

ASSESSMENT OF WORKING SKILLS

The assessment of working skills is included in the assessment of a subject. Thus, working skills are not assessed separately. The assessment of working skills is based on the objectives and criteria for working skills included in the objectives and criteria for each subject defined in the National Core Curriculum and described in more detail in the local curriculum for each grade level. When a teacher assesses a pupil according to the objectives and criteria of different subjects, the assessment will cover the objectives of working skills, as well.

Working skills refers to the pupil's developing ability to work independently and in a group, the skills to plan and assess one's own work, the skills to act responsibly, trying one's best, and the skills to act constructively in interaction with others during basic education.

A pupil's special needs regarding working skills are to be documented in the pupil's learning plan or Individual Education Plan (IEP), if needed, in order for them to be taken into consideration when assessing working skills.

ASSESSMENT OF BEHAVIOUR

A pupil's behaviour is assessed according to the objectives for behaviour defined in the local curriculum. The objectives for behaviour are based on the policies and rules of the school. Behaviour is assessed as its own entity separately from subjects and it is given its own grade on the school year report. The grade or verbal assessment of behaviour does not affect the assessment of subjects.

A pupil's special needs regarding behaviour are to be documented in the pupil's learning plan or Individual Education Plan (IEP), if needed, in order for them to be taken into consideration when assessing behaviour.