

The Objectives and Numerical Assessment of Behaviour

The objectives of behaviour in Norssi and TIS:

The objectives defined for pupils' behaviour include the following principles which have been commonly agreed on:

1. I treat others as I wish to be treated.
2. I appreciate my own and other's work.
3. I take care of our common environment.

The assessment of behaviour in Norssi and TIS:

In grades 1 and 2 behaviour is assessed verbally twice in a school year. The assessment is given in connection with the assessment discussion and the school year report. In 3rd-6th grades behaviour is assessed twice in a school year in connection with the assessment discussion and the school year report based on cooperation between teachers. Starting from the 4th grade the assessment is numerical. In grades 7-9, behaviour is numerically assessed once in a school year as the result of the cooperation between teachers.

The numerical assessment of behaviour is based on the following criteria:

10 The pupil has achieved the objectives of behaviour in an excellent manner.

The pupil actively promotes the caring learning environment of the school community through the pupil's own activity. The pupil follows the school rules and helps others spontaneously. In a group, the pupil clearly promotes social well-being and reaching the goals. The pupil has an appreciating attitude towards the other members of the community and the environment.

9 The pupil has achieved the objectives of behaviour very well.

The pupil's behaviour nearly always achieves the objectives of behaviour and the pupil follows the school rules. The pupil helps others spontaneously, promotes social well-being and reaching the goals. The pupil has an appreciating attitude towards the other members of the community and the environment.

8 The pupil has achieved the objectives of behaviour well.

The pupil most often acts according to the school rules and corrects unaccepted behaviour immediately when it is pointed out. The pupil works in a group towards the objectives of behaviour, and takes other pupils into account. The pupil has an appreciating attitude towards the other members of the community and, in most cases, takes care of the environment. The pupil breaks the rules only occasionally.

7 The pupil has achieved the objectives of behaviour in a satisfactory manner.

Every now and then, the pupil's actions are against the school rules or the objectives of the group, and the pupil's behaviour and language have had to be intervened in several times by discussion and/or using some other disciplinary measures.

6 The pupil has achieved the objectives of behaviour in a moderate manner.

The pupil struggles to act according to the school rules and regulations on how to behave. The pupil has an indifferent attitude towards school attendance and the school community. The pupil's behaviour has often been intervened in by using disciplinary measures.

5 The pupil has achieved the objectives of behaviour adequately. The pupil breaks the school rules and regulations on behaviour continuously and consciously.

The pupil does not follow the school rules and shows indifference towards the other members of the community and the environment. The pupil's actions can also hurt other members of the community or the environment. The pupil's actions have been intervened in by disciplinary measures very often, and the pupil needs supervision in order to cope with school work.

4 The pupil has not achieved the objectives of behaviour acceptably.

According to the school's assessment, the pupil is dangerous to the school community.