Assessment and Evaluation
CONTENTS OF THIS PRESENTATION

I Assessment in Finland
- How Finnish pupils and students are assessed during the school year as well as at the end of basic education and general upper secondary schooling.

II What Continuous Assessment means in practice?
- How assessment is seen as part of learning and teaching.

III Finnish evaluation system in the end of basic education is a “hybrid”

IV How educational materials can support assessment?
- What should be assessed - and by whom?

V Conclusions
Finnish particularities

- No Inspectorate at all.
- Only one national examination in the end of upper-secondary schooling, Matriculation examination (high-stake test).
- Pupils’ evaluation in Finnish educational system is an example of a hybrid: since 2004 the National Core Curricula has defined the final assessment criteria in each subject, but only for one grade (8=good).
- No criteria at all during the upper secondary education, but the final examinations (i.e. Matriculation examinations) are criteria-based.
- Data is not collected yet nationally of the quality of compulsory or general upper secondary schools
  - Schools and schooling providers collect the data mainly using self assessment.
  - The objectives and the use of the self assessment are defined by schools or the providers themselves.
The year plan for the schools are a document that particularize how the curriculum are implemented in each school during the school year.


The general guidelines for formative assessment during the learning process and for summative evaluation in the end of basic education. The local curriculum (for region or for school) are based on the NCC.

The local curriculum generates a common basis and gives a direction for daily schoolwork. It is seen as a strategical and pedagogical tool. The schooling provider (most commonly municipality) bears how the local curriculum is elaborated and developed.

The general principles of assessment and evaluation are determined in legislation:
- Basic education act (682/1998)
- Basic education decree (852/1998)
- Government decrees (422/2012) and (378/2014)
How Finnish pupils and students are assessed during the school year as well as at the end of basic education and general upper secondary schooling?
Pupils’ assessment in basic education

- Finnish pupils’ proficiency is assessed via School-Based Assessment (SBA), whereas teachers assess pupils’ progress throughout the entire learning process.
- Teachers use formative assessment (assessment for learning and assessment as learning) to adapt their teaching and teaching methods to better meet pupils’ needs.
- Formative assessment is done in various ways: written and oral feedback during classes, self-assessment, peer-assessment, group assessment, learning discussions with parents, portfolios etc...
Self-assessment
Math/Measurements

17.6.2018
Self-assessment in the end of lesson: How well I followed the instructions?
Peer-assessment or group assessment: How well we worked together?
Presentation given by _______________

Topic _______________

As you listen to the other students' presentations, grade (from 4 to 10) the following:

1. Language: easy to understand _______
2. Contents: informative and interesting _______
3. Use of English: fluency and pronunciation _______
4. Interaction with the audience: enthusiasm _______

Feedback by _______________
Pupils’ assessment in basic education

- **Summative assessment (assessment of learning)** is given during a school year but especially in the end of school year:
  - From classes 1 to 4 written (descriptive) assessment is given also in the end of school year
  - From classes 4 to 9 more often grades (scale from 4 to 10) are given.
  - In the end of basic education (depends on school subjects but more often 8th and 9th grades) pupils have to have grades.
- **Schooling providers** can decide when the written or numeric assessment is used.
- Teachers have always the possibility to use **written assessment as attached information**.
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**JOENSUU**

**Koulutuspalvelukeskus**

**LUKUVUOSITODISTUS**

2016-2017

03.06.2017

**Malli Elli**

Syntymäaika: 02.03.2000

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17.6.2018

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Upper secondary schooling

- At most general upper secondary schools in Finland, the academic year is divided into five or six terms during which students will study several course modules in certain subjects at the same time.
- One course module consists of 38 lesson hours. When choosing course modules, students must draw up their own personal timetable for each term.
- Students at general upper secondary schools generally take three to six course modules per term.
- Students must complete a minimum of 75 course modules, which will include compulsory, advanced and applied modules.
- There will be 47–52 compulsory modules, with the exact number depending on whether the student has opted for basic- or advanced-level mathematics.
- Students must take at least ten advanced modules
- Students may also choose some modules from the compulsory, advanced and applied modules on offer.
Students’ assessment in upper secondary education

The chapter of the National Core Curriculum for General Upper Secondary Schools (2015) that covers student assessment for learning focuses on some new areas:

• the nature of assessment and a new way of defining the objectives of assessment,

• **emphasising** that self-assessment and peer assessment form part of student assessment for learning,

• highlighting the close connection between objectives and assessment,

• better definition of **what is being assessed**.
Students’ assessment in upper secondary education

• The nature of assessment is defined as an interactive process between teacher and student, in which assessment discussions between teacher and student can even be used to support the awarding of a particular grade.

• During a module the formative assessment:
  - has been strongly highlighted, and can also be seen in, for example, how the role of assessment is defined.
  - promote, support, and guide a student’s learning; to help them achieve their objectives; to provide feedback and encouragement; and to help them understand assessment for learning.
Students’ assessment in upper secondary education

- Summative assessment during / at the end of a module
- Grade or endorsement (accepted or not accepted)
Matriculation examination

• Matriculation Examination is the only final exam in the Finnish general education system.
• It is used to assess students’ knowledge, skills and maturity.
• It indicates how well students in general upper secondary education have achieved the objectives of the curriculum.
• It also serves as a basis for universities and other higher-education establishments to select students.
Matriculation examination

- There are two different exams in mathematics and Finland’s official languages, five in the students’ native language (Finnish or Swedish), twelve in the humanities and sciences, and even more in foreign languages.
- In practice, the increased number of options means there are currently over 40 exams in the Matriculation Examination.
Relative grading sought to make grades comparable across different exam sittings, but this system also ensured a certain degree of comparability between exams in different subjects, as candidates had little choice in the makeup of their Matriculation Examination.
How assessment is seen as part of learning and teaching?
**THE CONNECTION BETWEEN TEACHING, LEARNING AND ASSESSING/EVALUATING**

- Assessment or evaluation is not a separate task or action.

- Learning, teaching, assessing and evaluating are tightly connected to each other.

Guiding the learning process and developing the teaching is made by using assessment and evaluation.
Diagnostic assessment = assessing the starting level

Formative assessment = Continuous feedback = assessing the learning process

Summative assessment = assessing for instance the learning outcomes or performance

Qualitative

Qualitative

Quantitative, selective
III Finnish evaluation system is a “hybrid”
Outcomes

Learning

Objectives

Progress

Behaviour

Working skills

Competences

Attitudes
## The Objectives for teaching

### Contents

- C1–C6 Mediaval times in Finland
- Using different sources of historical information
- Interpretation of historical sources

### The focus of assessment

- Pupil knows how to use different historical sources.
- Pupils knows the difference between first hand and second hand sources.
- Pupils knows that all the sources are not reliable and the sources differes from each others.

### Description/ criteria for grade 8 (good) (= pupils achievements and performance)

- Are not take into accout while assessing.
THE TASK OF PUPILS’ AND STUDENTS’ GRADING AND FINAL ASSESSMENT IS:

• to confirm that the pupil or student has achieved the objectives of the National Core Curriculum (NCC 2004; 2014) in different subjects.

• to indicate to the pupils or students themselves, to parents and other persons how the pupil has succeeded (Calfee & Masuda 1997; Loyd & Loyd 1997).

• to confirm that the pupils and students are ready to move to the next grade or next level of schooling (Broadfoot 1996; Klapp Lekholm 2008).
THE CRITERIA FOR EVALUATION IN THE END OF COMPULSORY SCHOOLING

• The final assessment criteria in each subject define the level of knowledge and skills supposed to be achieved in the end of basic education.

• The criteria define the level “good” (grade 8). Pupil receives the grade, on average, when demonstrating the performance level required by the criteria for the subject. Failing to meet some criteria can be compensated for by surpassing the standard of other criteria. (NCC 2004; 2014)

• The pupil has acquired the knowledge and skills required in basic education adequately (grade 5) when being able to demonstrate to some degree the performance level required by the criteria (NCC 2004; 2014).
The research results by Ouakrim-Soivio (2013; 2016)

- The results support earlier findings regarding differences between pupils’ teacher-given grades and the competences they show in national assessments, reflecting teachers’ adjusting of grades according to pupils’ competence level.

- The results also show considerable in-between-subject differences in grading both at the basic and the upper general school level.
THE CHALLENGES IN PRACTICE

• The final assessment must be nationally comparable and treat the pupils / students equally (NCC 2004; 2014). The selection and/or the entry of pupils to secondary education are mainly based on the grades at the end of the basic education.

• The work for defining the criteria will start in the autumn 2019 and it will be finished spring 2020.
THE CRITERIA-BASED EVALUATION IN FINLAND IS A HYBRID!

NCC (2004, 2014)
- CRITERIA ONLY FOR ONE GRADE
- NO INSTRUCTIONS HOW TO TAKE INTO THE CONSIDERATION PUPILS’ WORKING

GRADING IN SCHOOLS
- THE CRITERIA DON’T WORK
- THE TRADITION OF NORM-BASED EVALUATION
- THE PRICIPLE OF EQUITY IN GRADING

NCC (2003, 2015)
- CRITERIA IS NOT EVEN MENTIONED

MATRICULATION EXAMINATION
- SINCE 2012 MORE AND MORE CRITERIA-BASED
- THE DEFINITIONS/DESCRIPTIONS FOR “GOOD ANSWERS”
What should be assessed - and by whom?

IV How educational materials can support assessment?
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OBJECTIVES DESCRIBE THE INTENDED OUTCOME(S)

Knowledge
- **Factual knowledge**: Facts like years, person’s name, major natural sources
- **Conceptual knowledge**: Forms of business ownership, Pythagorean theorem

Skills & Competences
- **Procedural knowledge**: Whole-number division algorithm, Newton’s second law, historical empathy
- **Metacognitive knowledge**: Self knowledge/ Awareness and knowledge of one’s own cognition

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TO WHAT EXTENT ARE THE OBJECTIVES MASTERCED?

REMEMBER
- Recognizing, recalling

UNDERSTAND
- Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining

APPLY
- Executing, implementing

ANALYZE
- Differentiating, organizing, attributing

EVALUATE
- Checking, critiquing

CREATE
- Generating (hypothesizing), planning (designing), producing

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Assessment culture
- Normes and regulations
- Shared (=common) understanding about assessment practices

Assessment literacy
- What, Why, When, How…?

Assessment for learning & Assessment of learning
- How the different feedback is understood and used?
FEEDBACK – WHAT DOES IT MEAN?

- Developing actions are based on feedback
- How student was performing? Why he/she succeeded? What and/or how to improve?
  -> Mistakes give a great possibility to learn!
- Feedback must be univocal, clear and it must be given as quickly as possible
  -> Personal feedback always better than general/publicly given.
- Feedback includes a dialog! Student might have also a proposition how to improve/correct the performance.
- Feedback is based on facts and there is description, no opinions.
  -> Reasons for encouraging feedback as well.

Based on blog of Marja Olsonsen: (http://blogit.jamk.fi/kajaani/tag/arviointi/)
IV Conclusions
To Conclude

- Learning materials that recognize different objectives and the structure that the NCC (2014; 2015) have
- Materials that help teachers to use different and appropriate tools for formative assessment
- Materials that recognize different levels of knowledge, skills and competences.
- Materials that help pupils and students understand better the feedback and how to use it for learning.
Thank you!

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