

Student Assessment

Sources: [National Core Curriculum for Primary and Lower Secondary Education](#) and the [Local Curriculum for Primary and Lower Secondary Education in Tampere](#)

1. Purpose of Student Assessment

According to the Basic Education Act and Decree, student assessment in primary and lower secondary education has two complementary purposes. Student assessment aims to:

1. Guide and encourage learning and develop students' self-assessment skills (formative assessment).
2. Determine the extent to which a student has achieved the objectives set for each subject (summative assessment).

In primary and lower secondary education, student assessment focuses on:

- Learning
- Competence
- Study skills
- Behaviour

Learning, competence, and study skills are assessed by school subject. Subject assessment also includes the evaluation of transversal competencies and multidisciplinary learning modules. Behaviour is assessed separately.

2. Principles of Student Assessment

Student assessment follows the principles outlined in the national core curriculum:

- Student assessment is equitable
- Assessment requires transparency and cooperation
- According to the Basic Education Decree, students and guardians must receive sufficient information about the student's learning, competence, study skills, and behaviour. Students and guardians have the right to know about the objectives for assessment and how these have been applied in their case.
- Assessment is systematic and consistent.
- Assessment is versatile and varied.
- Assessment is based on curriculum objectives and criteria.
- Assessment takes students' age and capabilities into account.

You can read more about the principles of student assessment in [Chapter 6.2 of the Local Curriculum for Primary and Lower Secondary Education in Tampere](#).

3. Assessment of Behaviour

Assessment of Student Behaviour in the Local Curriculum for Primary and Lower Secondary Education in Tampere

Teaching behaviour-related knowledge and skills is part of the school's educational mission and takes place throughout the school day. Students are guided to consider other people and the environment and to follow rules and routines. Students are taught appropriate, situation-aware behaviour and good manners in various interactions at school.

Based on the national curriculum, the following behavioural objectives and assessment criteria have been established in the Local Curriculum for Primary and Lower Secondary Education in Tampere.

Consideration for Other People

- T1 The student prevents harassment, discrimination, and bullying through their own actions.
- T2 The student helps maintain a peaceful working environment.
- T3 The student helps maintain an encouraging, respectful, and positive atmosphere.
- T4 The student follows good manners.

Consideration for the Environment

- T5 The student takes care of the environment and maintains general cleanliness.
- T6 The student takes care of shared property.

Appreciation of Work

- T7 The student values and respects their own work and working process.
- T8 The student acknowledges and appreciates the work, efforts, and achievements of others.

Following Rules

- T9 The student follows given rules and instructions.

Behaviour Numerical Grade Criteria

Grade 10: Excellent Behaviour

- The student promotes positive and friendly interaction among people through their actions. (T1, T3)
- The student supports a positive learning atmosphere and respect for others through personal example, thereby contributing to classroom order. (T2, T3)
- The student consistently demonstrates excellent manners in all situations at school and serves as a role model for others. (T4)
- The student actively contributes to the comfort, cleanliness, and development of the school community. (T5, T6)
- The student values and respects both their own work and the work of others, and actively helps others without being prompted. (T7, T8)

- The student independently and actively follows rules and instructions in all situations at school and with their behaviour encourages other students to do the same. (T9)

Grade 9: Very Good Behaviour

- The student treats others positively and kindly. (T1, T3)
- The student contributes to a peaceful working environment through personal example. (T2)
- The student adapts their behaviour appropriately to different situations and demonstrates good manners. (T4)
- The student independently participates in maintaining cleanliness, caring for the environment, and looking after shared property. (T5, T6)
- The student values and respects their own work and the work of others and can provide positive feedback. (T7, T8)
- The student follows given rules and instructions. (T9)

Grade 8: Good Behaviour

- The student generally treats others positively and kindly. (T1, T3)
- The student has a positive attitude toward studying and usually allows others to work without disturbance during lessons. (T2)
- The student follows good manners and adjusts their behaviour when guided to do so. (T4)
- The student helps maintain cleanliness and takes good care of personal and shared property. (T5, T6)
- The student respects and values their own work and the work of others. (T7, T8)
- The student follows given rules and instructions. (T9)

Grade 7: Satisfactory Behaviour

- The student shows varying consideration for others and may sometimes treat people unkindly. (T1, T3)
- The student occasionally disturbs lessons and other students' work. (T2)
- The student follows good manners inconsistently and requires guidance. (T4)
- The student maintains cleanliness inconsistently and only sometimes takes care of personal and shared property. (T5, T6)
- The student occasionally values and respects their own work and the work of others. (T7, T8)
- The student follows rules and instructions inconsistently. (T9)

Grade 6: Fair Behaviour

- The student questions the importance of good manners and is indifferent toward others. (T1, T3)
- The student frequently disturbs lessons and the work of other students. (T2)

- The student does not follow good manners despite guidance. (T4)
- The student shows indifference toward personal and shared property and neglects responsibility for shared property. (T5, T6)
- The student does not respect their own work or the work of others. (T7, T8)
- The student repeatedly breaks rules and instructions. (T9)

Grade 5: Poor Behaviour

- The student deliberately behaves in undesirable ways and speaks disrespectfully to others. (T1, T3, T4)
- The student continually disrupts lessons and the work of others. (T2)
- The student shows contempt for personal and shared property and intentionally damages property. (T5, T6)
- The student belittles their own work and the work of others. (T7, T8)
- The student continuously breaks shared rules and resists following them. (T9)

Grade 4: Fail

The student does not achieve any of the objectives set for behaviour at school. The student shows clear indifference toward school attendance, the school community, and its members. The student continuously and knowingly breaks the school rules. Despite behavioural support measures and cooperation with guardians, the school's educational and disciplinary measures have not been sufficient.

4. Assessment of Learning and Competence

A student's learning is always guided by and competence assessed in relation to the objectives for each school subject as defined in the National Core Curriculum and specified by grade level in the local curriculum.

Each school subject has its own assessment criteria, which you can read about in the [Local Curriculum for Primary and Lower Secondary Education in Tampere](#)

- You can find the content objectives and assessment criteria for each subject in the left hand side menu, divided into grade levels 1-2, 3-6, and 7-9.
- The tables with a blue background contain the local curriculum competence descriptions for numerical grades 6 and 8 for each year level.
- In the end-of-year assessment at the end of grade level 6 and in the final assessment at the end of grade level 9, assessment is based on the national assessment criteria as defined in the National Core Curriculum.
- Each subject has several assessment criteria, all of which contribute equally to the overall assessment and grading.

The assessment of study skills is a part of the assessment for each school subject. Hence study skills are not assessed separately from the school subjects.