



FINNISH NATIONAL  
AGENCY FOR EDUCATION

# Assessment as a tool for development

Eija Kauppinen, Finnish Agency for Education  
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# Underlying educational understanding is based on equity

Everyone has the right to basic education free of charge. The public authorities shall guarantee for everyone equal opportunity to receive other educational services in accordance with their ability and special needs, as well as the opportunity to develop themselves without being prevented by economic hardship.

(Constitution of Finland)



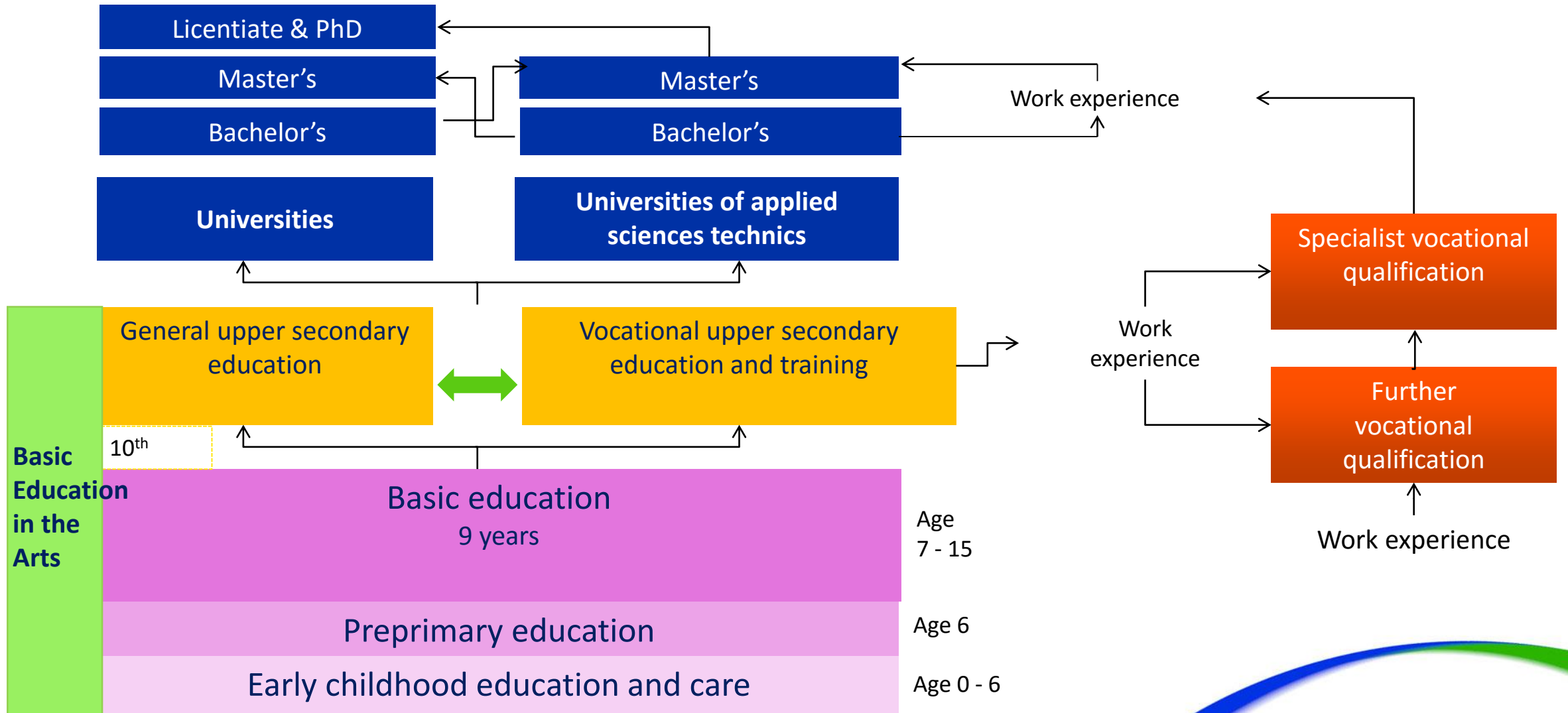
# Quality of education and quality assurance

- School inspections were abolished in the 1990's.
- The ideology is to steer through information, support and funding.
- Education providers are responsible for practical teaching arrangements as well as the effectiveness and quality of the education provided.
- The activities are guided by objectives laid down in **legislation** and the **national core curricula**.
- The system relies on **the proficiency of teachers** and other personnel.
- Education providers carry out self-evaluations and take part in external evaluations.

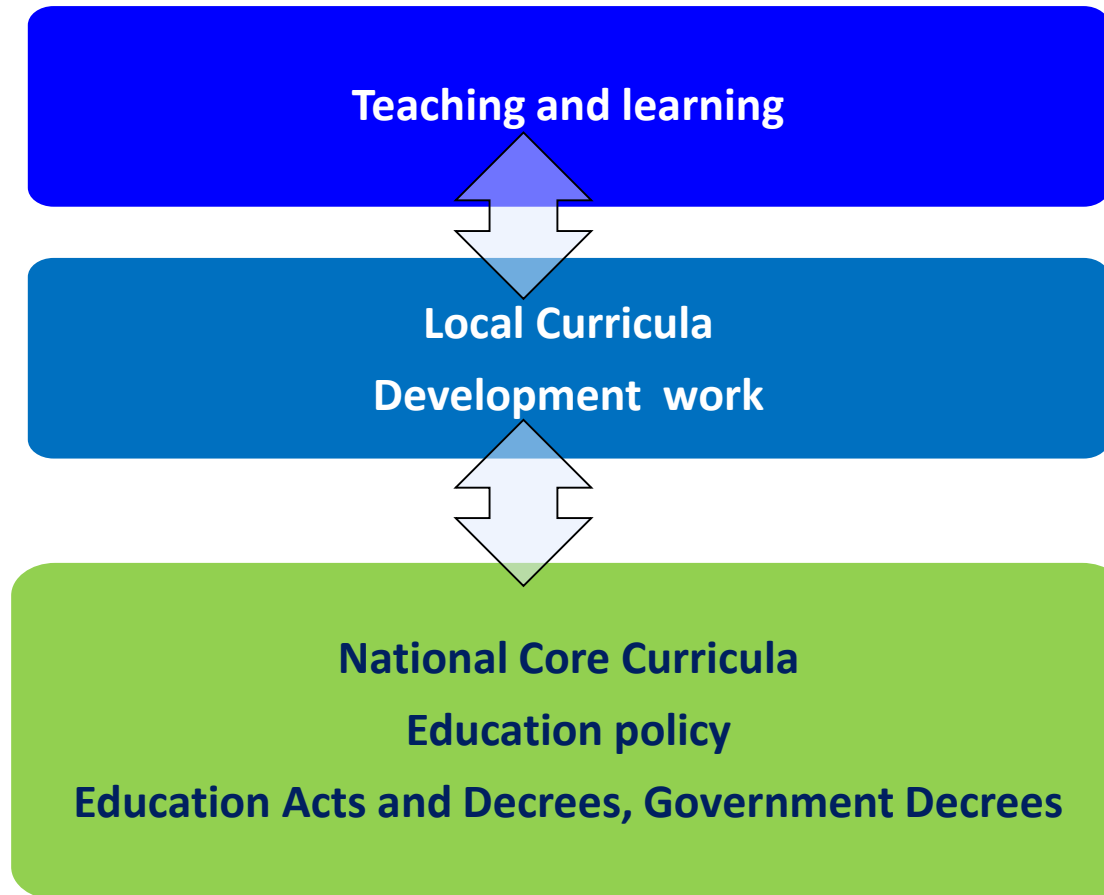
# Education system



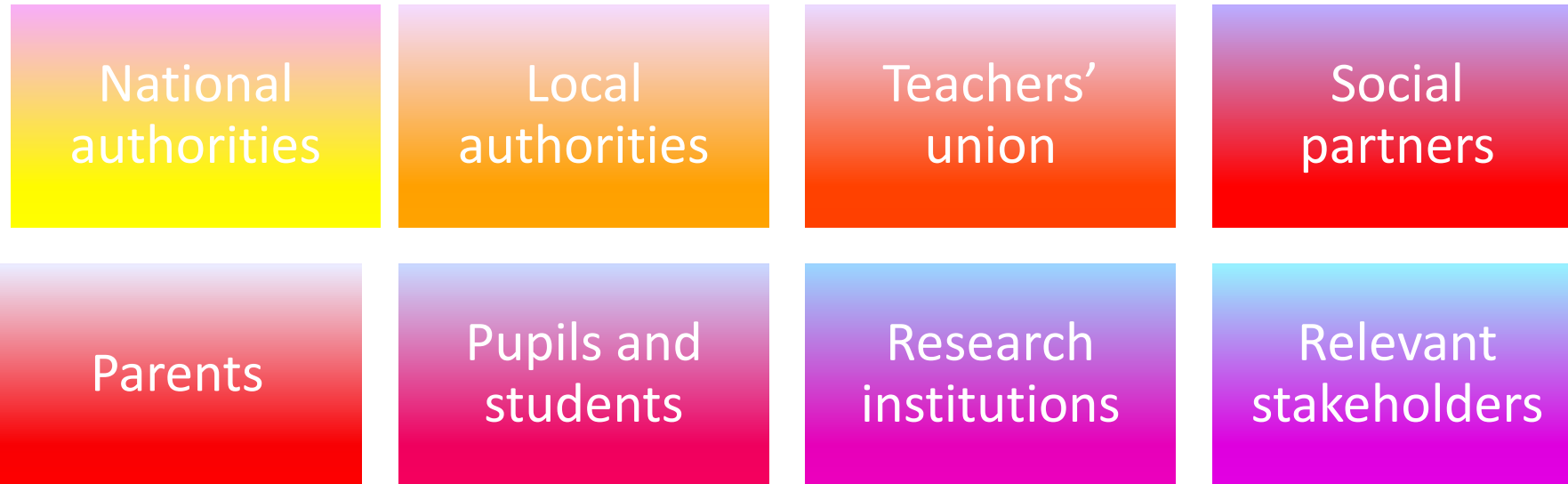
# No dead-ends in the education system



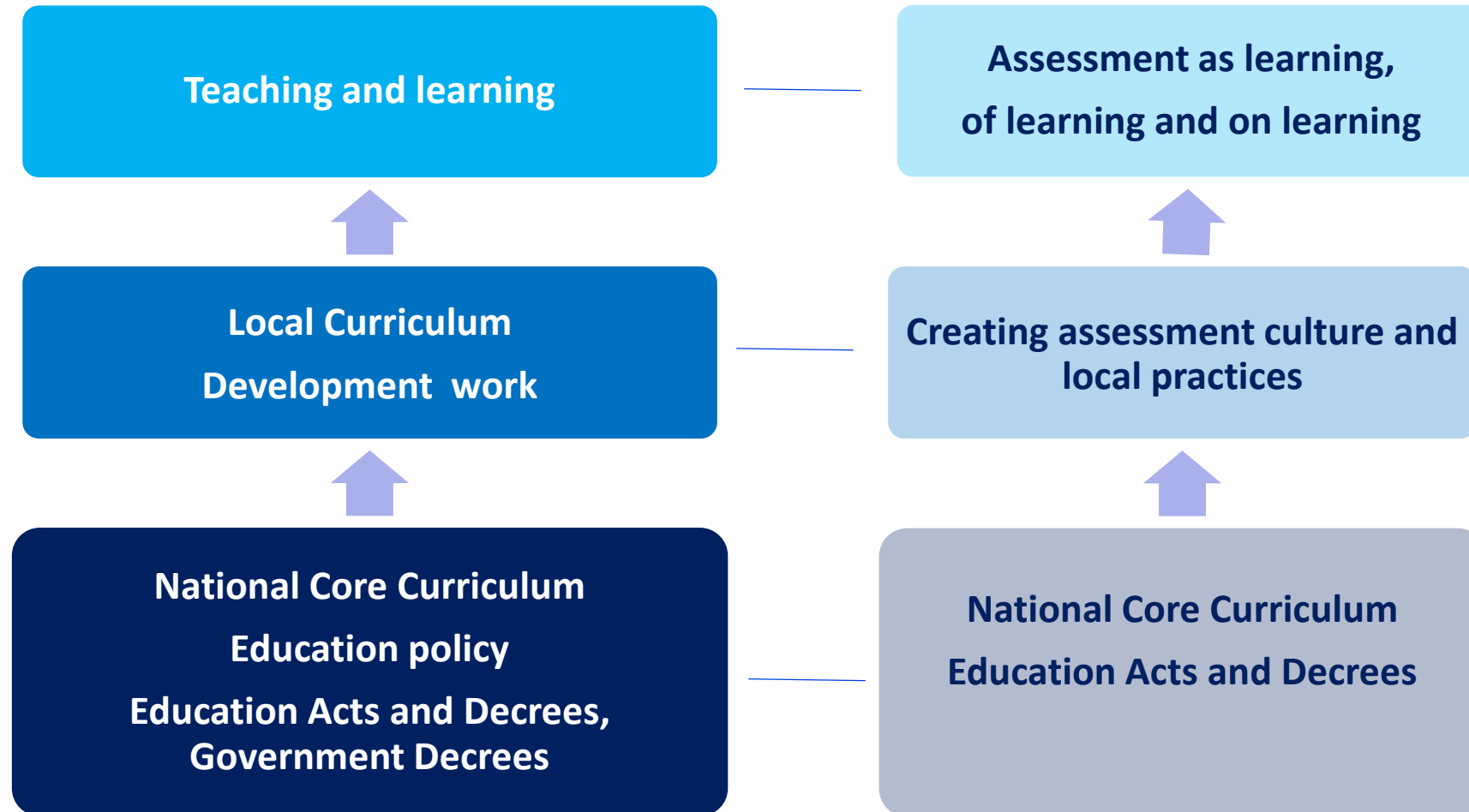
# Three levels of the Finnish curriculum system (General Education)



# Education developed in partnership



# Curriculum system and assessment





# Assessment



**The focus in education is on learning rather than testing.**

**There are no national tests for pupils in basic education.**

**Teachers are responsible for assessment on the basis of the objectives included in the curriculum.**

**The aim of pupil assessment is to guide and encourage learning and to develop the pupil's capability for self-assessment.**

# Aim of pupil assessment in basic education

## *Basic Education Act 628/1998*

- The aim of pupil assessment is to guide and encourage learning and to develop the pupil's capability for self-assessment.
- The pupil's learning, work and behaviour shall be variously assessed.
- The assessment of learning attainment and progress in studies shall be governed by the provisions enacted by decree and regulations issued by the National Board of Education. The information to be recorded in report cards shall be determined by the National Board.

# The assessment of knowledge and skills 1

MAIN TASKS OF PUPILS ASSESSMENT		
1970	1985	1994
Demonstrate <b>the student's progress</b>	Give students <b>feedback on their achievement</b> , encourage them to study and develop themselves further	Promote a formation of realistic awareness of knowledge and skills  Encourage the student to set his <b>own aims</b> , plan his work and to make independent choices
<b>Classify students</b> for further studies	Give students <b>realistic information</b> regarding their opportunities for further studies	"The assessment information serves an important purpose outside the school."
IN RELATION TO		
other students on the basis of objectives	national and local objectives	the aims of the curriculum

# The assessment of knowledge and skills 2

MAIN TASKS OF PUPILS ASSESSMENT		
1999	2004	2014
<p><b>Guide and encourage students</b> in their studies and promote their skills in self-assessment</p> <p>Give information on <b>how the student have achieved the objectives</b> of different subjects .</p>	<p><b>Guide and encourage studying</b> and depict how well the pupil has met the objectives establish for growth and learning.</p> <p>Help student <b>to form a realistic image of his or her learning and development</b>, and thus support the pupil's personality growth</p>	<p><b>Guide and encourage learning</b> and to develop <b>the pupil's capability for self-assessment</b> . The pupil's learning, work and behavior shall be variously assessed.</p> <p>The emphasis is on assessment that promotes learning.</p>
<p><b>Give a versatile and reliable picture</b> of the student's knowledge and skills and treat students justly.</p>	<p>Define <b>how well the pupil has achieved the objectives</b> of the basic education syllabus in the different subjects.</p>	<p>Define <b>how well the pupil has achieved the objectives</b> of the syllabi in different subjects at the conclusion of his or her studies.</p>
IN RELATIONS TO		
<p><b>The objectives of education and criteria !!!</b></p>	<p>The objectives and descriptions for good performance or criteria for final assessment in the national curriculum.</p>	<p>The objectives of each subject and the final assessment criteria in the national curriculum.</p>

# The assessment of knowledge and skills in music 1

MAIN TASKS OF PUPILS ASSESSMENT in MUSIC		
1970	1985	1994
Demonstrate the student's progress	Give students feedback on their achievement, encourage them to study and develop themselves further	Promote a formation of realistic awareness of knowledge and skills  Encourage the student to set his own aims, plan his work and to make independent choices
Assessment of learning outcomes in musical knowledge, singing and possibly in playing an instrument.  Emphasis on product  "Weaker singing skills can be compensated by musical knowledge or instrumental skills."	"The starting point for assessment is the whole area of music teaching, both knowledge and skills and the objectives in creativity and attitudes."  Taking into account students' personal strengths in music	<b>No assessment regulations for individual subjects</b>
Classify students for further studies	Give students realistic information regarding their opportunities for further studies	"The assessment information serves an important purpose outside the school."
IN RELATION TO		
other students on the basis of objectives	national and local objectives	the aims of the curriculum

# The assessment of knowledge and skills in music 2

MAIN TASKS OF PUPILS ASSESSMENT in MUSIC		
1999	2004	2014
<p>Guide and encourage students in their studies and promote their skills in self-assessment</p> <p>Give information on how the student have achieved the objectives of different subjects .</p>	<p>Guide and encourage studying and depict how well the pupil has met the objectives establish for growth and learning.</p> <p>Help student to form a realistic image of his or her learning and development, and thus support the pupil's personality growth, too.</p>	<p>Guide and encourage learning and to develop the pupil's capability for self-assessment . The pupil's learning, work and behavior shall be variously assessed.</p> <p>The emphasis is on assessment that promotes learning.</p>
<p>The assessment falls upon the entire area of music teaching, where <b>process and product</b> are inseparable.</p> <p>When grading, the students best area in music can be emphasized.</p>	<p>Final assessment criteria for good performance, eg <b>know-how in making music; recognizing and distinguishing between different genres in music</b></p>	<p>Goals and assessment criteria closely intertwined.</p> <p><b>12 different criteria</b> New ones: moving to music; music technology; safety and well-being in music; learning-to-learn skills</p>
<p>Give a versatile and reliable picture of the student's knowledge and skills and treat students justly.</p>	<p>Define how well the pupil has achieved the objectives of the basic education syllabus in the different subjects.</p>	<p>Define how well the pupil has achieved the objectives of the syllabi in different subjects at the conclusion of his or her studies.</p>
IN RELATIONS TO		
<p>The objectives of education and criteria</p>	<p>The curriculum's objectives and descriptions for good performance or criteria for final assessment</p>	<p>The objectives of each subject and the final assessment criteria.</p>

# Shifts in assessment in music education

- comparing to others → self-assessment
- general objectives → personalized objectives → student's own objectives for musical learning
- product → process
- knowledge in music → know how in music



# Assessment Culture

## National Core Curriculum for Basic Education 2014



The school plays a crucial role for the self-concept the pupils form themselves as learners and persons

Versatile assessment and instructive feedback are key pedagogical means for teachers to support the pupils' learning

For most part, assessment is an interaction between the teacher and pupils

Cooperation between home and school is part of a good assessment culture

Assessment is also an instrument of self-reflection for teachers

# Aim of pupil assessment in the basic education in the arts

*Act on Basic Education in the Arts 633/1998*

- The aim of pupil assessment is **to guide and encourage learning** and **develop the pupil's capacity for self-assessment**. The pupil's work shall be assessed by various means.
- Pupil assessment and the information recorded in the report shall be decided by the National Board of Education.

# New General Assessment Guidelines for the Basic Education in the Arts

*(Draft of the National Core Curricula for the Basic Education in the Arts 2017)*

- The aim of pupil assessment is to guide and encourage learning and develop the pupil's capacity for self-assessment.
- Education provider defines all learning modules and assessment targets in the local curriculum.
- Education provider define the assessment targets and criteria for the entire advanced syllabus.
- The student receives both a verbal evaluation and a grade (numerical 1-5), but she/he decides whether the grade will be indicated in the report.

# Ethics in assessment

## Assessment done by the teacher

- In which ways does the teacher observe and collect the data, how does he/she document his/her findings?
- What kind of things does the teacher pay attention to, what kind of proof is the assessment based on?
- To what kind of things, and in which ways, does the teacher compare the pupil's progress and proficiency?
- To what extent does the teacher know and keep in mind, the objectives of teaching, and the principles and alignments of pupil assessment?
- To what extent does the teacher discuss the assessment and the pupil's situation with other teachers of the same pupil?
- In which ways does the teacher modify his/her information on the assessment to a feedback given to the pupil and to the parents or guardians?

# Educational evaluation in basic education

## *Basic Education Act 628/1998*

- The purpose of the evaluation of education is to assure that the purpose of this Act is carried out, to support educational development and to improve conditions for learning.
- An education provider shall evaluate the education it provides and its impact and take part in external evaluations of its operations.
- The salient findings of evaluations shall be published.

# Education providers have main responsibility for quality

## Self-evaluation

Skills demonstrations  
Competence-based  
qualifications

System & thematic  
evaluations

National evaluations of  
learning outcomes

International  
assessments



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# Thank you!

[eija.kauppinen@oph.fi](mailto:eija.kauppinen@oph.fi)

