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Pupil assessment

8. PUPIL ASSESSMENT

Pupil assessment is divided into assessment during the course of studies and final assessment. The two perform different roles.

8.1 ASSESSMENT DURING THE COURSE OF STUDIES

Task of assessment

The tasks of assessment during the course of studies are to guide and encourage studying and to depict how well the pupil has met the objectives established for growth and learning. It is the task of assessment to help the pupil form a realistic image of his or her learning and development, and thus to support the pupil's personality growth, too.

Principles of assessment

Assessment during the course of studies must be truthful and based on a diversity of evidence. The assessment is to address the pupil's learning and progress in the different areas of learning. The assessment takes into account its own role in the learning process. Pupil assessment forms a whole, in which ongoing feedback from the teacher plays an important part. With the help of assessment, the teacher guides the pupils in becoming aware of their thinking and action and helps them understand what they are learning. The pupil's progress, work skills, and behaviour are assessed in relation to the curriculum's objectives and descriptions of good performance.

The description of good performance and the final evaluation's criteria specify, on a national basis, the knowledge and skill levels that constitute the basis of pupil assessment. When numerical grading is used, the description of good performance determines the level for a grade of eight (8). In verbal assessment, the description helps the teacher assess the pupil's progress and forms the basis of assessment when describing how the pupil has met the objectives. The description has been drafted to conclude the treatment of each subject in this national core curriculum, and corresponds to a transition point in the distribution of lesson hours.

The curriculum is to define the general and subject-specific objectives of assessment. The pupil and his or her parent or other guardian are to be informed in advance about the grounds for assessment and, upon request, are to receive an explanation afterwards of how those grounds have been applied in the assessment.

Subjects, subject groups, and behaviour are evaluated numerically, by verbal summaries, or a combination of the two. The grade depicts the level of performance. With verbal assessment the teacher can also depict the pupil's progress and learning process. In assessment in core subjects, the report is to employ grades by the eighth school year at the latest. If the pupil completes all studies in some core subject before that, grades are to be used in the school year report in the school year when studies in the subject in question ended. When using verbal assessment, the school year report is to state whether the pupil has met the objectives for the school year acceptably. Decisions respecting assessment of optional subjects are taken in the curriculum.

In addition to the school year reports, the pupil and his or her parent or other guardian are to be given assessment feedback adequately and in a diverse manner. Information is to be provided about the pupil's progress and strengths, as well as those areas of learning that need improvement. Assessment feedback can be provided by intermediate reports, different types of notices, assessment discussions, or other means.

Progress in studies from grade to grade

Section 11 of the Basic Education Decree defines the principles for progress in studies, and for promotion from one grade to the next. The national core curriculum fulfils the decree. The local curriculum particularizes practices for retention in the grade.

A pupil is promoted to the next grade if he or she acceptably completes all studies in the different subjects or subject groups in the syllabus for that grade and specified in the local curriculum.

Pupils may also be promoted to the next grade level, even when they have failing grades, if they are judged to be able to cope with the next school year's studies acceptably.

A pupil may be retained in a grade if he or she has had a failing performance in one or more subjects or subject groups in the syllabus for that grade. The pupil is to be reserved an opportunity, without participating in instruction, to demonstrate that he or she has achieved an acceptable level of knowledge and skills. One or more such opportunities may be provided during the school year or when the year's schoolwork is completed, in a manner to be decided upon in the curriculum.

If the performance opportunity is provided when the schoolwork is over for the year, a conditional decision for retention may be taken. The decision mentions those areas of the syllabus for the grade, in which acceptable performance in a separate examination will constitute the prerequisite for promotion from the grade. The separate examination may contain a diversity of demonstration opportunities.

A pupil may also be retained in a grade without having had failing performances, if retention is to be considered appropriate from the standpoint of the pupil's general success in school. In this case the pupil's parent or other guardian must be reserved an opportunity to be heard before the decision is taken.

The performances of a student who is being retained are nullified.

Progress in studies according to a personal study programme

If, in accordance with Section 11, paragraph 3 of the Basic Education Decree, it has been decided in the curriculum that a pupil will progress according to a personal study programme, rather than a grade-by-grade syllabus, the curriculum is to specify the knowledge and skills that will serve as prerequisites for the commencement of study in each study module. Under the Basic Education Decree, a pupil studying according to a personal study programme is promoted to the next grade when the schoolwork is completed for the school year. The pupil may be retained in a grade only on the basis of generally poor performance in school.

A pupil is considered a ninth-grade pupil until he or she either completes the entire basic education syllabus and receives a basic education certificate, or reaches the age limit for compulsory education and resigns from school.

Subjects to be assessed

Except for the environmental-and-natural-studies subject group, all basic education subjects are assessed separately. In the first through fourth grades, environmental and natural studies is assessed as one module. In the fifth and sixth grades, biology and geography are assessed as one module, as are physics and chemistry. In the seventh through ninth grades, biology, geography, physics, chemistry, and health education are each assessed separately.

Assessment of work skills

The assessment of work skills represents part of the assessment of the pupil's learning skills. The objectives established in the different subjects constitute the basis of the work skills assessment, which is directed at the pupil's skills in planning, regulating, implementing, and assessing his or her work. The assessment also considers how responsibly the pupil works, and how he or she functions in cooperation with others. The work skills assessment forms a part of the subject assessment. Work skills may also be assessed separately.

Behavioural assessment

Behavioural assessment is directed at how the pupil takes other people and the environment into consideration and observes rules. All the teachers who have taught the pupil assess his or her behaviour. Objectives for the pupil's behaviour are to be established in the local curriculum. In setting the behavioural goals, the school's educational objectives are taken into account.

Self-assessment by the pupil

One task of basic education is to develop the pupil's capability for self-assessment. The purpose of developing self-assessment skills is to support the growth of the pupil's self-knowledge and the development of his or her study skills. The objective is to reinforce the pupil's self-esteem, favourable self-image as a learner, and sense of involvement. With the development of self-assessment skills, the pupils also learn to be aware of their own progress and learning objectives, establish objectives for their studies themselves, and regulate their learning processes.

In order to develop their self-assessment skills, the pupils are to be guided in examining their learning processes and assessing their skills in learning and working. This requires giving the pupils regular feedback about their work. They are to be guided and encouraged in assessing their learning and performance in a diverse manner.

Assessment of pupils needing special support

The learning difficulties of a pupil who has not been enrolled in or transferred into special needs education are to be taken into consideration in the pupil's assessment. In making that assessment, methods are to be used by which the pupil is capable of demonstrating his or her performance as well as possible.

The principles for assessment of a pupil who has been enrolled in or transferred into special needs education are defined in the individual educational plan (IEP).

If it has been decided in the IEP that the pupil will study according to the general basic education curriculum, the pupil's performances will be assessed in relation to the general syllabus's objectives and descriptions of good performance.

If it has been decided in the IEP that the pupil will study according to an individualized syllabus in one or more subjects, the pupil's performances will be assessed on the basis of the objectives established for him or her personally and defined in the IEP. In this case, the pupil's performance is not assessed in relation to the descriptions of good performance given in the national core curriculum. In accordance with the individualized syllabi, verbal assessment may be used for the subjects studied in all grades.

Assessment of a pupil within the sphere of extended compulsory education is based on the general curriculum for basic education, or on individualized syllabi, depending on what has been decided in the IEP.

Assessment of a pupil whose instruction has been organized by activity area is based on the individualized objectives established in the IEP. The assessment of the pupil is directed at progress by activity area. The activity areas to be assessed are motor coordination, language and communication, social skills, skills in daily functions, and cognitive skills. The assessment is to be founded on the pupil's growth and learning process, and on its starting points and objectives. In assessing learning, allowances are to be made for the learning impediments created by the pupil's disability or disorder.

Assessment of immigrant pupils

Assessment of immigrant pupils in the different subjects takes account of the pupil's background and gradually improving skill in Finnish or Swedish. The assessment of the pupil is to use diversified, flexible assessment methods that are adapted to the pupil's situation, so that he or she is able to demonstrate his or her performance regardless of possible deficiencies in Finnish- or Swedish-language skills. Assessment of immigrant pupils may be verbal throughout basic education, with the exception of the final assessment.

8.2 FINAL ASSESSMENT

Task of assessment

The task of the final assessment is to define how well, at the conclusion of his or her studies, the pupil has achieved the objectives of the basic education syllabus in the different subjects.

Principles of assessment

The final assessment must be nationally comparable and treat the pupils equally. In each core subject, the final grade is to be based on the pupil's performance in the final phase of basic education – that is, in the eighth and ninth grades. Criteria for final assessment in basic education have been prepared for all core subjects. The pupil's performance is assessed with those criteria, on the basis of diverse evidence.

If study of a core subject ends before the final phase of basic education, the pupil's performance is assessed according to the final-assessment criteria for the subject in question.

The final-assessment criteria define the level of knowledge and skill needed for a grade of eight (8). The criteria have been drafted so that the pupil receives that grade if, on average, he or she demonstrates 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.

The pupil has acquired the knowledge and skills required in basic education adequately, earning a grade of five (5), if he or she is able to demonstrate to some degree the performance level required by the criteria.

In the final assessment, the assessment of work skills is incorporated into the grade for the subject.

If it has been decided in the IEP that the pupil will study according to an individualized syllabus in one or more subjects, the pupil's performances will be assessed on the basis of the objectives established for him or her personally and defined in the IEP. In this case, the pupil's performance is not assessed in relation to the final-assessment criteria defined in the national core curriculum.

The final assessment of a pupil whose instruction has been organized by activity area is based on the objectives established in the IEP.

Subjects to be assessed

In the final phase of basic education, the core subjects to be graded numerically are mother tongue and literature, the first and second national languages, mathematics, physics, chemistry, biology, geography, health education, religion or ethics, history, social studies, music, visual arts, crafts, physical education, and home economics.

In mother tongue and literature, the syllabi mentioned in section 7.2 are assessed. The pupil studies one or two of these syllabi. If the pupil has changed syllabi for mother tongue and literature, the second national language, or foreign languages, the final assessment is directed at the syllabus that he or she has last studied. The same procedure is followed if the pupil has switched from religion to ethics, or vice versa.

Those optional subjects that form an integrated syllabus of at least two weekly lessons per year are graded.

Optional subjects involving fewer than two weekly lessons per year, or modules consisting of such syllabi, are assessed verbally. If an optional subject assessed verbally is viewed as specialization studies in a core subject, performance in that optional subject may raise the grade for the core subject in question.

8.3 CERTIFICATES AND REPORTS

Pupil certificates and reports are public documents. If they contain information relevant to verbal assessment of the pupil's personal attributes, however, they are to be kept confidential to that extent, and can be given only to the pupil and his or her parent or other guardian.

Certificates and reports used in the course of basic education

The certificates and reports used during basic education are as follows:

- school year reports
- intermediate reports
- certificates of resignation.

The pupil is to be given a school year report at the end of the school year. During the school year, the school may also issue intermediate reports. When unit instruction is being employed, a unit report, issued at the end of the unit, may function as an intermediate report. The unit reports given in the course of a school year can together form the school year report.

A certificate of resignation is issued to a pupil who resigns from a school or transfers to another school, or who has not completed compulsory education in the allotted time. The lesson-hour distribution observed by the school, and an explanation of the possible emphases of instruction, are to be appended to the certificate. No assessment of behaviour is noted in the resignation certificate. A separate resignation certificate need not be issued if the pupil is transferring to another school maintained by the same education provider.

The names of the education provider, school, and pupil are included in the report or certificate, as are the type of certificate or report, the pupil's personal identification number, the date of the document's issuance, the principal's signature, the assessment of the pupil's behaviour, the pupil's study programme, and the assessment of how the pupil has met the objectives. If work skills are being assessed separately, that assessment is noted, too. In school year reports, information regarding promotion or possible retention is also noted. When grading is used, the certificate or report makes note of the grading scale conforming to Section 10 of the Basic Education Decree. The document must include a notation that it conforms to the national core curriculum approved by the Finnish National Board of Education on 16 January 2004. The education provider decides on the outward appearance of certificates and reports.

If the pupil receives instruction in his or her own religion, and that instruction has been given by a provider of basic education, the assessment he or she has received is noted in the report or certificate. Any grade that may have been received in respect of instruction given by a religious congregation is not noted.

If in the course of a school year at least half of the pupil's lessons have been taught in a language other than the school's language of instruction, the certificate or report must mention that other language, and the subjects taught in it.

If it has been decided in an IEP that the pupil will study according to individualized syllabi, both the grades and verbal assessments are to be marked with an asterisk. The certificate or report's "Further information" section is to include mention of the fact that the pupil has studied the subjects so marked in accordance with individualized syllabi specified in an IEP.

Basic education certificate

A basic education certificate is issued at the end of basic education to a pupil whose performance in all graded subjects has been at least adequate.

The information noted on the basic education certificate is the same as that noted on certificates and reports used in the course of basic education, with the following exceptions. The pupil's full name and personal identification number, the principal's signature, and the grades (5-10) and corresponding verbal explanations (adequate-excellent) in core subjects and graded optional subjects. In the case of subjects in which there are multiple syllabi (mother tongue and literature, second national language, foreign languages, and religion), the syllabus completed is noted. With respect to visual arts, crafts, and physical education, the extent of the subjects studied by the pupil is indicated on the certificate in terms of weekly lessons per year. The extent of studies in visual arts, crafts and physical education is noted beginning in the fifth grade. The basic education certificate must mention that the pupil's study programme has included guidance and counselling activities and the introduction to working life. No assessment of the pupil's work skills and behaviour is noted on the basic education certificate.

All optional subjects connected to core subjects are noted in the basic education certificate immediately below the core subject in question. For graded optional subjects, the subject's name, the number of weekly lessons per year, and the grade given are noted. The notation "optional studies" is to be entered next to the name of an optional subject receiving verbal assessment, and is to be followed by the total number of weekly lessons per year for all subjects that are receiving verbal assessment and are connected to the core subject in question, and then by the notation "pass".

Those foreign languages studied as optional subjects, and other optional subjects that have no connection to any core subject, are noted in the basic education certificate under the heading "Other optional subjects". The subject's name, number of weekly lessons per year, possible syllabus, and assessment, whether by grade or the notation "pass", are given.

If the pupil transfers from one optional subject to another, the names of the subjects, and the number of weekly lessons per year taken in each, are noted on the basic education certificate. Under the optional subject left uncompleted, the notation "attended" is to be entered. With respect to the new optional subject, either the grade or the notation "pass" is to be entered, depending on the number of weekly lessons per year.

If the pupil's parent or other guardian requests in writing that a grade not be entered in the basic education certificate in the case of a language to be studied as an optional subject, the grade is omitted and the notation "pass" is entered. The second national language is taught as a core subject, however, and is subject to a grade.

The basic education certificate may include attachments, such as an assessment of the pupil's behaviour and work skills, or a verbal assessment respecting optional subjects involving fewer than two weekly lessons per year. Every attachment is to include the pupil's identification information. Attachments to the basic education certificate are not to be mentioned in the basic education certificate itself.

If the pupil receives instruction in his or her own religion, and that instruction has been given by a provider of basic education, the assessment he or she has received is noted in the basic education certificate. Any grade that may have been received in respect of instruction given by a religious congregation is not noted.

The basic education certificate is to make note of a subject's language of instruction if at least half of the lessons in the subject have been taught, in the final phase of basic education, in a language other than the school's language of instruction.

If the pupil is studying according to individualized syllabi, the final assessment may be verbal, too. In the subjects in question, grading can however also be used in the basic education certificate. Both the grade and the verbal assessment are marked with an asterisk. The certificate's "Further information" section is to include mention of the fact that the pupil has studied the subjects so marked in accordance with individualized syllabi specified in an IEP. Final assessment of a pupil whose instruction has been organized by activity area is verbal.

When needed in applying for further studies, a ninth-grade pupil is to be issued an intermediate report in which his or her performance is assessed on the same basis as in the basic education certificate.

Other certificates

The other certificates used in basic education are as follows:

- the certificate for completion of a basic education subject syllabus
- the certificate for partial completion of the basic education syllabus
- the certificate for completion of the basic education syllabus

If the pupil has completed the syllabus for a basic education subject by means of a special examination, he or she is given a certificate for completion of a basic education subject syllabus. The certificate is to state the completed subject and syllabus. Performances in more than one subject may be noted on the same certificate. If the pupil has completed a portion of the basic education syllabus, such as a grade's syllabus, he or she receives a certificate for partial completion of the basic education syllabus. If the entire basic education syllabus has been completed in a special examination, a certificate for completion of the basic education syllabus is issued.

The general information noted on these certificates is the same as that on the basic education certificate. The subject's name and possible syllabus, as well as the grade for the subject, are noted for each subject completed. The extent of core subjects' instruction in weekly lessons per year is not noted. A pupil subject to compulsory education must complete all core subjects acceptably in order to receive a certificate for completion of the basic education syllabus.

9. Instruction in accordance with a special educational task or special pedagogical system or principle

9.1. INSTRUCTION IN A FOREIGN LANGUAGE AND LANGUAGE-IMMERSION INSTRUCTION IN THE NATIONAL LANGUAGES

In instruction in the different subjects, it is also possible to use a language other than the school's language of instruction, in which case the language is also an instrument for learning the contents of the different subjects, as opposed to being simply the object of the instruction and learning. In this case, one generally speaks of instruction in a foreign language or language-immersion instruction. The education provider decides on the designation. The central objective is that the pupils be able to acquire a firmer language proficiency than in lessons reserved for the language in normal instruction. In mother-tongue-and-literature instruction, the school's language of instruction is used.

Instruction given in the school's language of instruction, and instruction given in a foreign language or the language-immersion language form an integrated whole. The objectives and contents of the different subjects are the same as in instruction in Finnish or Swedish. Regardless of how extensive the instruction in a foreign language or language immersion is, the pupil is to achieve such a language proficiency in the school's language of instruction and in the foreign or language-immersion language that the objectives of the different subjects can be attained. The curriculum is to specify what subjects, and how much of their instruction, are to be taught in the foreign language or the language-immersion language. Curricula for mother tongue and literature and for the foreign or language-immersion language are drafted in cooperation with the teachers, so that all the contents of mother tongue and literature are covered and the objectives are attainable.

GRADES 1–9

OBJECTIVES

Foreign language or language-immersion language

Objectives in the foreign language or the language-immersion language are adapted to the extent of the foreign language instruction or the language immersion. As a minimum, the objectives specify what sort of level is sought, in the course of basic education, in listening-and-reading-comprehension skills, speaking, writing, and cultural skills. If some pupils speak the foreign or language-immersion language in question as their native language, more demanding objectives are specified for them than for pupils who speak the school's language of instruction as their mother tongue.

Mother tongue and literature (Finnish or Swedish language)

Regardless of whether the number of lessons in mother tongue and literature is reduced, within the limits allowed by Government Decree 1435/2001 (Section 8, paragraph 1), the same objectives are to be met in mother-tongue-and-literature instruction throughout the period of basic education as in those schools in which all the instruction is provided in the school's language of instruction.

CORE CONTENTS

Foreign language or language-immersion language

The education provider specifies the contents so as to correspond to the objectives, and decides in which language pupils will first be taught to read and write. The curriculum specifies what subject areas that support the study of the different subjects will be taught in the foreign-language or language-immersion language.

Mother tongue and literature (Finnish or Swedish language)

There may be a transfer of learning between instruction in mother tongue and literature, on the one hand, and instruction in the foreign or language-immersion language on the other – especially when a great number of lessons are taught in the foreign or language-immersion language, and the instruction starts early. The degree of transfer of learning varies from one content area to another. A list follows of the areas in which transfer of learning is slight and special care must be taken so that the pupils receive adequate instruction in the school's language of instruction.

Interaction skills

- narrating and explaining, presenting and defending one's opinion, doing business, formulating questions, taking a turn in a conversation, practising courtesy and listening
- timing and dimensioning one's turn to speak, choosing the form of language, procedure in conflict situations and benefiting from differing opinions, giving and receiving feedback
- processing what one has heard, seen, experienced, and read, with the aid of improvisation, narration, play, and drama

Reading and writing

- correspondence between letter and sound; breaking down speech into words, syllables, and sounds; writing words properly in terms of sound-letter correspondence
- spelling at the word and sentence level
- proper and common nouns, capital and lower-case initial letters
- compound words and use of the hyphen
- use and notation of numerals
- use of punctuation, combining clauses
- introduction to written and standard spoken language
- production of texts based on one's own day-to-day experiences, observations, opinions, and imagination

Text comprehension

- focused, literal, inferential, and evaluative listening; listening for comprehension
- distinguishing important matters from details; note-taking, drawing conclusions; evaluating what one has read
- viewpoints, values, and attitudes concealed in speech, writing, and illustrations

- summarizing text content; recognizing and analysing opinion material and a writer's objectives and techniques, and evaluating these elements from the standpoint of reliability; comparison of texts from different perspectives
- genres of text
- interpretation and study of literary texts

Knowledge of language, literature, and other culture

- diversified introduction to literature and ample reading of various texts
- main stylistic breakdown of texts
- analysis of fictional structures
- literary discussion, in conjunction with which concepts of principal character, setting, and plot; connecting what one has read with one's own life, and with what one has already heard and seen
- reading, listening to, and treating the class' core complete works and shorter texts, as well as optional books
- main concepts of literature and their application
- creating a foundation for a general literary education: main works and their authors, Kalevala, the folk tradition, and the main historical periods of Finnish literature
- basic knowledge of the Finnish and global language situation; conception of linguistic democracy and the importance of one's native language
- situational, social, and geographic variation in the Finnish language; examination of one's own ways of expression
- history of the Finnish language

Information acquisition skills

- analysing non-fictional texts
- using a library and retrieving information from data networks; obtaining information from different types of sources
- learning how to take notes and make simple source notations; selecting and grouping materials, and developing them into a presentation

Preparing compositions and oral presentations

- explaining and depicting a familiar thing; narration with plot, assembly of information acquired; expressing and justifying an opinion
- defining the objectives of one's work and texts; regularizing one's text-creation process
- systematic enrichment of vocabulary; diversification of techniques of expression
- practising typical methods of analysis; strengthening skills with sequencing, beginning, and ending
- directing texts at different target groups and writing for a variety of communication media, by hand and utilizing information technology
- production of fiction that creates new worlds and depicts one's own experiences and viewpoints

- standard spoken language and a courteous manner of expression and communication that takes the listener into consideration
- regularization of spelling and development of a sense of clause and sentence in written language
- writing various genres of text

Tasks and structure of language

- conceptual and grammatical classification of words; weighing the form and meaning of words
- parts of speech and word inflection; grouping of prototypical words into main classes
- semantic task of cases and verb tenses
- sentence analysis
- structural, stylistic, and vocabulary features of texts
- basic concepts of the structure of Finnish

ASSESSMENT

Assessment must give the teacher, pupil, and parents or guardians adequate information about the pupil's language proficiency in relation to the given objectives. Growth in comprehension of a foreign or immersion language is to be monitored, especially when instruction in the foreign language or immersion language begins in other subjects.

The development of skills in mother tongue and literature requires close monitoring throughout the course of basic education. Assessment in mother tongue and literature must make allowance for the fact that attainment of the objectives may at first be delayed if the pupil learns to read in the foreign or immersion language first. The descriptions of good performance drafted for the end of the second and fifth grades in mother tongue and literature do not need to be used as a basis of assessment, but the final assessment must be based on the criteria for a grade of eight.

Assessment in the other subjects adheres to the general grounds for assessment in basic education regardless of what language those subjects have been taught in.

9.2 INTERNATIONAL LANGUAGE SCHOOLS

The national core curriculum for international language skills will be decided upon separately, in conjunction with the amendment of licences to provide education.

9.3 STEINER-PEDAGOGICAL INSTRUCTION

In Steiner-pedagogical instruction, this national core curriculum for basic education is adhered to with the following exceptions.

In the curriculum, the objectives and contents of subjects may be distributed across different grades in such a way as to diverge from the segments, defined in the national core curriculum, that fall between transition points in the distribution of lesson hours.

Pupil assessment in the course of studies does not need to adhere to the descriptions of good performance specified for the subjects' transition points in the national core curriculum. Apart from this, the stipulations of the core curriculum are observed both in pupil assessment in the course of studies, and in the pupil's final assessment. In the final assessment, grades are to be based on the subject-by-subject criteria for final assessment that are specified in the core curriculum.

The education provider is to explain to the pupil and his or her parent or other guardian the philosophical and pedagogical principles of Steiner pedagogy.

Appendix

APPENDIX 1

Letter models, numbers, and punctuation marks

Letter models by Toivo Heiskanen and Liisa Uusitalo

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss

Tt Uu Vv Ww Xx Yy

Zz Åå Ää Öö

1 2 3 4 5 6 7 8 9 0

. , ; : ! ? () €

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz Åå

Ää Öö

1 2 3 4 5 6 7 8 9 0

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APPENDIX 2

The Language Proficiency Scale

The Language Proficiency Scale is a Finnish application of the scales included in the Council of Europe's Common European Framework of Reference for language learning, teaching and assessment.

Proficiency level A1 Limited communication in the most familiar situations		
	Listening comprehension	Speaking
A1.1	<p>First stage of elementary proficiency</p> <ul style="list-style-type: none"> • Can understand a very limited number of the most common words and phrases (greetings, names, numbers, requests) in everyday contexts. • Can only understand the most elementary language material despite efforts. • Requires very significant help: repetition, pointing, translation. 	<ul style="list-style-type: none"> • Can answer simple questions about personal details in short sentences. Interaction relies on the conversational partner and the speaker may need to resort to his/her mother tongue or gestures. • Speech may contain frequent long pauses, repetitions and breakdowns. • Pronunciation may cause major problems of understanding. • Can use a very limited basic vocabulary and some standard memorised phrases. • Cannot express him/herself freely, but the few formulaic utterances that he/she can manage may be relatively free of mistakes.
A1.2	<p>Developing elementary proficiency</p> <ul style="list-style-type: none"> • Can understand a limited number of words, short sentences, questions and requests of a personal or immediate nature. • Struggles to understand even simple utterances without explicit contextual cues. • Requires significant help: slower speech, repetition, pointing and translation. 	<ul style="list-style-type: none"> • Can communicate some immediate needs in a limited manner and ask and answer in dialogues about basic personal details. Requires frequent help from the conversational partner. • Speech contains pauses and other breaks. • Pronunciation may often cause misunderstandings. • Can use a very limited basic vocabulary, some contextual expressions and some elements of basic grammar. • A very wide variety of errors occur even in elementary free speech.

Reading comprehension

- Is familiar with the alphabet, but understands little of the text.
- Recognises a small number of familiar words and short phrases and can tie these in with pictures.
- Has a very limited ability to understand an unfamiliar word even in very predictable contexts.

Writing

- Can communicate immediate needs using very brief expressions.
- Can write the language's alphabets and numbers in letters, write down his/her basic personal details and write some familiar words and phrases.
- Can use a number of isolated words and phrases.
- Cannot express him/herself freely, but can write a few words and expressions accurately.

- Can understand names, signs and other very short and simple texts related to immediate needs.
- Can identify specific information in simple text, provided he/she can reread it as required.
- Has a limited ability to understand an unfamiliar word even in very predictable contexts.

- Can communicate immediate needs in brief sentences.
- Can write a few sentences and phrases about him/herself and his/her immediate circle (such as answers to questions or notes).
- Can use some basic words and phrases and write very simple main clauses.
 - Memorized phrases may be written accurately, but prone to a very wide variety of errors even in the most elementary free writing.

Proficiency level A1 Limited communication in the most familiar situations

	Listening comprehension	Speaking
A1.3	<p>Functional elementary proficiency</p> <ul style="list-style-type: none"> • Can understand simple utterances (personal questions and everyday instructions, requests and warnings) in routine discussions with support from context. • Can follow simple discussions related to concrete situations or personal experiences. • Can only understand even simple messages if delivered in standard dialect, at a slower than normal rate and addressed to him/her personally. 	<ul style="list-style-type: none"> • Can briefly describe him/herself and his/her immediate circle. Can manage in the most straightforward dialogues and service situations. Sometimes requires help from the conversational partner. • Can express him/herself fluently in the most familiar sequences, but pauses and breaks are very evident in other sections of speech. • Pronunciation may sometimes cause misunderstandings. • Can use a limited number of short memorised expressions, the most essential vocabulary and basic sentence structures. • Plenty of basic grammatical errors occur frequently even in elementary speech.

Reading comprehension

- Can read familiar and some unfamiliar words. Can understand very short messages dealing with everyday life and routine events or giving simple instructions.
- Can locate specific information required in a short text (postcards, weather forecasts).
- Reading and understanding of even brief passages of text is very slow.

Writing

- Can manage to write in the most familiar, easily predictable situations related to everyday needs and experiences.
- Can write simple messages (simple postcards, personal details, simple dictation).
- Can use the most common words and expressions related to personal life or concrete needs. Can write a few sentences consisting of single clauses.
- Prone to a variety of errors even in elementary free writing.

Proficiency level A2 Basic needs for immediate social interaction and brief narration

	Listening comprehension	Speaking
A2.1	<p>First stage of basic proficiency</p> <ul style="list-style-type: none"> • Can understand simple speech or follow discussions about topics of immediate personal relevance. • Can understand the main content of brief and simple discussions and messages of personal interest (instructions, announcements) and follow changes of topic on the TV news. • Can only understand even simple messages if delivered at normal speed in clear standard dialect, and may often have to ask for repetition. 	<ul style="list-style-type: none"> • Can describe his/her immediate circle in a few short sentences. Can handle simple social exchanges and the most common service situations. Can initiate and close brief dialogues, but can rarely maintain a longer conversation. • Can produce some familiar sequences fluently, but pauses and false starts are frequent and very evident. • Pronunciation is understandable, although a foreign accent is very evident and mispronunciations may cause occasional misunderstandings. • Commands easily predictable vocabulary and many of the most essential structures (such as past tenses and connectors). • Masters the most basic grammar in elementary free speech, but still makes many errors even in basic structures.

Reading comprehension

- Can understand simple texts containing the most common vocabulary (personal letters, brief news items, everyday user instructions).
- Can understand the main points and some details of a few paragraphs of text. Can locate and compare specific information and can draw very simple inferences based on context.
- Reading and understanding of even brief passages of text is slow.

Writing

- Can manage in the most routine everyday situations in writing.
- Can write brief, simple messages (personal letters, notes), which are related to everyday needs, and simple, enumerated descriptions of very familiar topics (real or imaginary people, events, personal or family plans).
- Can use concrete vocabulary related to basic needs, basic tenses and co-ordinate sentences joined by simple connectors (and, but).
- Can write the most simple words and structures with reasonable accuracy, but makes frequent basic errors (tenses, inflection) and uses many awkward expressions in free writing.

Proficiency level A2 Basic needs for immediate social interaction and brief narration

	Listening comprehension	Speaking
A2.2	<p>Developing basic proficiency</p> <ul style="list-style-type: none"> • Can understand enough to be able to meet the needs of a concrete type. Can form a very rough idea of the main points of clear factual speech. • Can generally recognise the topic of discussion around him/her. Can understand everyday vocabulary and a very limited number of idioms in contextual speech dealing with familiar or general topics. • Can only understand even a simple message if delivered in clear and slow standard dialect. May have to ask for repetition quite often. 	<ul style="list-style-type: none"> • Can give a small, enumerated description of his/her immediate circle and its everyday aspects. Can take part in routine discussions about personal details or interests. May need help in conversation and may avoid certain themes. • Speech is sometimes fluent, but different types of breaks are very evident. • Pronunciation is intelligible, even if a foreign accent is evident and mispronunciations occur. • Has a fairly good command of high-frequency everyday vocabulary and some idiomatic expressions. Can use several simple and also a few more demanding structures. • More extended free speech contains plenty of basic mistakes (such as verb tenses), which may sometimes impair understanding.

Reading comprehension

- Can understand the main points and some details of messages consisting of a few paragraphs in fairly demanding everyday contexts (advertisements, letters, menus, timetables) and factual texts (user instructions, brief news items).
- Can acquire easily predictable new information about familiar topics from a few paragraphs of clearly structured text. Can infer meanings of unfamiliar words based on their form and context.
- Will often need rereading and reference material to understand a text passage.

Writing

- Can manage in routine everyday situations in writing.
- Can write a very short, simple description of events, past actions and personal experiences or everyday things in his/her living environment (brief letters, notes, applications, telephone messages).
- Commands basic everyday vocabulary, structures and the most common cohesive devices.
- Can write simple words and structures accurately, but makes mistakes in less common structures and forms and uses awkward expressions.

		Listening comprehension	Speaking
B1.1	Functional basic proficiency	<ul style="list-style-type: none"> • Can understand the main points and key details of speech dealing with themes regularly encountered in school, work or leisure, including brief narration. Can catch the main points of the radio news, in films, on TV programmes and on clear telephone messages. • Can follow speech based on shared experience or general knowledge. Can understand high-frequency vocabulary and a limited number of idioms. • Can only understand longer messages if delivered in standard dialect, which is slower and clearer than normal. May have to ask for repetition from time to time. 	<ul style="list-style-type: none"> • Can describe familiar things in some detail. Can handle the most common everyday situations and informal exchanges in the language area. Can communicate topics of personal relevance even in slightly more demanding situations. Sustained presentations or abstract topics cause obvious difficulties. • Can keep up intelligible speech, even if pauses and hesitation occur in longer sequences. • Pronunciation is clearly intelligible, even if a foreign accent is sometimes evident and mispronunciations occur to some extent. • Can use relatively extensive everyday vocabulary and some high-frequency phrases and idioms. Can use a variety of different structures. • Grammatical errors are common in longer sequences of free speech (such as missing articles and suffixes), but they rarely impair understanding.

Reading comprehension

- Can read a few pages of a wide variety of texts about familiar topics (tables, calendars, course programmes, cookery books), following the main points, key words and important details even without preparation.
- Can follow the main points, key words and important details of a few pages of text dealing with a familiar topic.
- Understanding of text details and topics not dealing with everyday experience may be lacking.

Writing

- Can write an intelligible text about familiar, factual or imaginary topics of personal interest, also conveying some detailed everyday information.
- Can write a clearly formulated cohesive text by connecting isolated phrases to create longer sequences (letters, descriptions, stories, telephone messages). Can effectively communicate familiar information in the most common forms of written communication.
- Has sufficient command of vocabulary and structures to formulate most texts used in familiar situations, even if interference and evident circumlocutions occur.
- Routine language material and basic structures are by now relatively accurate, but some more demanding structures and phrases still cause problems.

	Listening comprehension	Speaking
B1.2	<p>Fluent basic proficiency</p> <ul style="list-style-type: none"> • Can understand clear factual information related to familiar and fairly general topics in fairly demanding contexts (indirect enquiries, job-related discussions, predictable telephone messages). • Can understand the main points and the most important details of more extended formal and informal discussions conducted around him/her. • Understanding requires standard language or a relatively familiar accent and occasional repetition and reformulation. Fast discussions between native speakers and unfamiliar details in unknown topics cause problems. 	<ul style="list-style-type: none"> • Can speak about common concrete topics, using descriptions, specifications and comparisons, and can also explain other topics, such as films, books or music. Can communicate with confidence in the majority of common situations. Linguistic expression may not always be very accurate. • Can express him/herself with relative ease. Even if pauses and breaks occur, speech continues and the message is conveyed. • Pronunciation is very intelligible, even if stress and intonation do not quite match the target language. • Can use a relatively broad vocabulary and common idioms. Can also use various structures and even complex sentences. • Grammatical errors occur to some extent, but they rarely impair even more extended communication.

Reading comprehension

- Can read a few paragraphs of text about many different topics (newspaper articles, brochures, user instructions, simple literature) and can also handle texts requiring some inference in practical situations of personal relevance.
- Can locate and combine information from several texts consisting of a few pages in order to complete a specific task.
- Some details and nuances may remain unclear in longer texts.

Writing

- Can write personal and even more public messages, describing news and expressing his/her thoughts about familiar abstract and cultural topics, such as music or films.
- Can write a few paragraphs of structured text (lecture notes, brief summaries and accounts based on a clear discussion or presentation). Can provide some supporting detail to the main ideas and keep the reader in mind.
- Commands vocabulary and structures required for a relatively wide range of writing. Can express co-ordination and subordination.
- Can write intelligible and relatively accurate language, even if errors occur in demanding situations, text organisation and style and even if the influence of the mother tongue or another language is noticeable.

Proficiency level B2 Managing regular interaction with native speakers

	Listening comprehension	Speaking
B2.1	<p>First stage of independent proficiency</p> <ul style="list-style-type: none"> • Can understand the main ideas of propositionally and linguistically complex speech dealing with concrete or abstract topics. Can follow detailed narration of general interest (news, interviews, films, lectures). • Can understand the main points of an input, the speaker's intention, attitudes, level of formality and style. Can follow extended speech and complex lines of argument provided that the direction of the speaking is indicated by explicit markers (connectors, rhythm). Can summarise or express key points and important details of what he/she has heard. • Can catch much of what is said around him/her, but may find it difficult to follow discussions between several native speakers if they do not make any allowances. 	<ul style="list-style-type: none"> • Can give clear, accurate descriptions of a variety of topics within his/her sphere of experience, talk about impressions and highlight the personal significance of events and experiences. Can play an active role in the majority of practical and social situations and in fairly formal discussions. Can interact regularly with native speakers without unintentionally amusing or irritating them. Linguistic expression is not always completely elegant. • Can produce stretches of speech with a fairly even tempo and few longer pauses. • Pronunciation and intonation are clear and natural. • Can diversely use language structures and relatively broad vocabulary, including idiomatic and abstract repertoire. Shows an increasing ability to react appropriately to the formal requirements of the situation. • Grammatical control is fairly good and occasional errors do not usually impair understanding.

Reading comprehension

- Can read a few pages of text independently (newspaper articles, short stories, popular fiction and non-fiction, reports and detailed instructions) about his/her own field or general topics. Texts may deal with abstract, conceptual or vocational subjects and contain facts, attitudes and opinions.
- Can identify the meaning of a text and its writer and locate several different details in a long text. Can quickly identify the content of text and the relevance of new information to decide whether closer study is worthwhile.
- Difficulties only occur with idioms and cultural allusions in longer texts.

Writing

- Can write clear and detailed texts about a variety of areas of personal interest and about familiar abstract topics, and routine factual messages and more formal social messages (reviews, business letters, instructions, applications, summaries).
- Can express information and views effectively in writing and comment on those of others. Can combine or summarise information from different sources in his/her own texts.
- Can use broad vocabulary and demanding sentence structures together with linguistic means to produce a clear, cohesive text. Flexibility of nuance and style is limited and there may be some jumps from one idea to another in a long contribution.
- Has a fairly good command of orthography, grammar and punctuation and errors do not lead to misunderstandings. Contributions may reveal mother tongue influences. Demanding structures and flexibility of expression and style cause problems.

	Listening comprehension	Speaking
B2.2	<p>Functional independent proficiency</p> <ul style="list-style-type: none"> • Can understand live or recorded, clearly structured standard dialect in all situations in social, academic and vocational life (including formal discussions and animated conversations between native speakers). • Can combine complex and detailed information from extended discussions or presentations in order to complete demanding tasks. Can infer implicit attitudes and sociocultural implications and critically assess what he/she has heard. • Can understand unfamiliar speakers and language forms. Considerable background noise, linguistic humour and low-frequency idioms and cultural allusions may still cause difficulties. 	<ul style="list-style-type: none"> • Can give a prepared presentation on quite a variety of general topics. Can sustain effective social interaction with native speakers. Can discuss and negotiate on a variety of topics, present and comment on demanding lines of thought, relating his/her contribution to those of other speakers. Can express him/herself confidently, clearly and politely as required by the situation. Delivery may be formulaic and the speaker sometimes resorts to circumlocutions. • Can communicate spontaneously, often showing quite remarkable fluency and ease irrespective of occasional hesitation. • Pronunciation and intonation are very clear and natural. • Can use a wide variety of linguistic means to express concrete and abstract, familiar and unfamiliar topics clearly, confidently and with a level of formality appropriate to the situation. Linguistic reasons rarely limit expression. • Grammatical control is good. Can often correct his/her own mistakes and does not make errors leading to misunderstanding.

Reading comprehension

- Can read independently several pages of complex text written for a variety of purposes (daily newspapers, short stories, novels). Some of these may be unfamiliar or only partially familiar, but deal with areas of personal relevance.
- Can identify the writer's attitudes and the function of the text. Can locate and combine several abstract details in complex texts. Can understand enough to summarise or paraphrase the main points.
- Difficulties only occur with low-frequency idioms and cultural allusions in longer texts.

Writing

- Can write clear, detailed, formal and informal texts about complex real or imaginary events and experiences, mostly for familiar and sometimes unfamiliar readers. Can write an essay, a formal or informal report, take notes for future reference and produce summaries.
- Can write a clear and well-structured text, express his/her point of view, develop arguments systematically, analyse, reflect on and summarize information and thoughts.
- The linguistic range of expression does not noticeably restrict writing.
- Has a good command of grammar, vocabulary and text organisation. May make mistakes in low-frequency structures and idiomatic expressions and style.

	Listening comprehension	Speaking
C1.1	<p>First stage of fluent proficiency</p> <ul style="list-style-type: none"> • Can understand with relative ease even longer stretches of speech or presentations dealing with a variety of familiar and general topics (films, lectures, discussions, debates), even when speech is not clearly structured and when it involves idiomatic expressions and register shifts. • Can understand a very wide variety of recordings in detail, recognising intentions of and relationships between speakers. • Unfamiliar accents or very non-standard dialects cause difficulties. 	<ul style="list-style-type: none"> • Can hold a relatively long, prepared and even formal presentation. Can play an active role in complex situations involving abstract and detailed topics and lead routine meetings and small groups. Can use language for a wide range of social interaction. Variations between different registers and language forms cause difficulties. • Can communicate fluently, spontaneously and almost effortlessly. • Can vary intonation and place sentence stress correctly in order to express even the most subtle shades of meaning. • Has a very wide vocabulary and language structures, which very rarely restrict expression. Can express him/herself confidently, clearly and politely as required by the situation. • Grammatical control is good. Occasional mistakes do not impair understanding and the speaker can correct these him/herself.

Reading comprehension

- Can understand lengthy and complex texts from a variety of fields in detail.
- Can adapt his/her style of reading as appropriate. Can read critically, assessing stylistic nuances, and identify the writer's attitudes and implicit meanings in the text. Can locate and combine several abstract details in complex texts, summarise these and draw demanding conclusions from these.
- The most demanding details and idiomatic passages may require rereading or use of reference material.

Writing

- Can write clear, well-structured texts about complex subjects and express him/herself precisely, taking the recipient into account. Can write about factual and fictional subjects in an assured, personal style, using language flexibly and diversely. Can write clear and extensive reports even on demanding topics.
- Shows command of a wide range of organisational means and cohesive devices.
- Has a very wide linguistic range. Has a good command of idiomatic expressions and common colloquialisms.
- Has an extremely good command of grammar, vocabulary and text organisation. May make occasional mistakes in idiomatic expressions and stylistic aspects.

APPENDIX 3

Government Decree on the General National Objectives and Distribution of lesson hours in Basic Education Referred to in the Basic Education Act

N:o 1435

Government Decree

on the General National Objectives and Distribution of lesson hours in Basic Education Referred to in the Basic Education Act

Given on the 20th of November 2001

By decision of the Government, made on the submission of the Ministry of Education, the following is decreed by virtue of section 14(1) of the Basic Education Act (628/1998), adopted on 21 August 1998:

Chapter 1

General Provisions

Section 1

Scope

(1) This Decree provides for general national objectives to be set for pre-primary education, basic education, voluntary additional basic education and preparatory education for immigrants and for the allocation of time in basic education to the teaching of different subjects and subject groups and to guidance and counselling (distribution of lesson hours) referred to in the Basic Education Act (628/1998).

Chapter 2

National educational objectives

Section 2

Growth as a human being and a member of society

(1) The objective of teaching and education is to support the growth of pupils into balanced individuals with healthy self-esteem and into members of society who appraise their environment critically. The basis is respect for

life, nature and human rights and appreciation of one's own learning and work and the learning and work of others. The objective is to foster physical, psychological and social health and well-being and to educate the pupils in good manners.

(2) The pupils shall be educated to be responsible and cooperative persons who by their action strive to promote tolerance and trust among human groups, peoples and cultures. The instruction shall also support pupils' growth into active members of society and furnish them with knowledge and skills for functioning in a democratic, egalitarian society and promoting sustainable development.

Section 3

Necessary knowledge and skills

(1) The instruction must give the pupils a grounding for a broad general education and ingredients and stimuli for broadening and deepening their world-views. This requires knowledge of human feelings and needs, religions and different views of life, history, culture and literature, nature and health, and economics and technology. The instruction must offer aesthetic experiences in different aspects of culture and opportunities to develop manual skills, creativity and sport skills.

(2) The instruction shall support the development of the pupils' cognitive and communication skills. The aim is a versatile command of the mother tongue and an ability to interact in the second national language and other languages. The aim is that the pupils learn the fundamentals of mathematical thinking and the application of mathematics, and have a command of information and communications technology.

(3) In addition, instruction to be given by the medium of a language other than the mother tongue shall give the pupils special knowledge, skills and capabilities relating to the language of instruction and relevant culture. Instruction based on a special pedagogical or philosophical system determined in the authorization to provide education shall also provide the pupils with knowledge, skills and capabilities based on the special world-view or pedagogical system underpinning the instruction.

Section 4

Lifelong learning and promotion of educational equality

(1) Instruction and education must be provided in cooperation with homes and parents and guardians, so that each pupil receives instruction, guidance and support according to his or her own needs and developmental level. The instruction shall give special consideration to the different needs of boys and girls and to differences in growth and development. Pupil welfare services must promote the pupil's health and social well-being and thereby ensure prerequisites for good growth and learning.

(2) The learning environment must give the pupil opportunities for growth and learning as an individual and as a group member. Special attention must be devoted to the early identification and overcoming of learning difficulties, to the prevention of social exclusion and to the learning of social skills.

(3) The pupils shall be guided and encouraged in independent, critical acquisition of knowledge and in diverse cooperation skills. The development of learning skills shall aim at providing capabilities and engendering desire for further studies and for learning throughout life. The aim is that the pupil develops a positive self-image. The pupils shall be assisted in analysing and utilizing what they learn.

Section 5

Special objectives for instruction provided to pupils other than in compulsory school age

(1) The special objective of pre-primary education is to promote the child's developmental and learning prerequisites in cooperation with homes and parents and guardians and to reinforce the child's social skills and healthy sense of self-esteem through play and positive learning experiences.

(2) The special objective of voluntary additional basic education is to develop the young person's prerequisites for a career choice and for further studies and to promote life management skills.

(3) The special objective of adult basic education is to offer, with due consideration to the student's life experience, conditions and age, an opportunity to attain knowledge and skills included in the basic education curriculum and to gain qualifications for further studies.

(4) The objective of instruction provided to immigrants preparatory to basic education is to give the pupil necessary proficiency in Finnish or Swedish and other necessary knowledge and skills for transferring to pre-primary or basic education and to promote the pupils' balanced development and integration into Finnish society. Another aim of the instruction is to support and promote the pupils' command of their own respective native languages and knowledge of their own cultures.

Chapter 3
Distribution of lesson hours in basic education

Section 6

Distribution of lesson hours in basic education provided to pupils in compulsory school age

(1) The time to be devoted to basic education shall be divided into instruction in different subjects and subject groups formed thereof, and educational and vocational guidance, as follows:

Subject group, subject	Minimum weekly lessons per year ¹⁾ from the date of commencement of instruction or the preceding point of lesson-hour determination									Minimum total weekly lessons per year:
	Grades									
	1	2	3	4	5	6	7	8	9	
Mother tongue and literature		14			14				14	42
Language starting during grades 1-6 (A-language)	-	-				8			8	16
Language starting during grades 7-9 (B-language)	-	-	-	-	-	-			6	6
Mathematics		6			12				14	32
Environmental and natural studies				9						31
Environmental studies										
Biology and geography						3			7	
Physics and chemistry						2			7	
Health education ²⁾									3	
Religion or ethics					6				5	11
History and social studies	-	-	-	-		3			7	10
Arts, crafts, and physical education				26					30	56
Music				4					3	
Visual arts				4					4	
Crafts				4					7	
Physical education				8					10	
Home economics	-	-	-	-	-	-			3	3
Educational and vocational guidance	-	-	-	-	-	-			2	2
Optional subjects										13
Voluntary A-language	-	-				6			6 ³⁾	12

1) One weekly lesson per year = 38 lessons

2) Health education is taught in integrated fashion in grades 1-6 and in three weekly lessons per year in grades 7-9.

3) Depending on the language, the pupil may study the optional A-language in grades 7-9 as either an optional subject or a core subject being taught in place of the ??

- The subject is not taught in the year-class in question unless otherwise specified in the local curriculum.

2) Specialization or applied syllabi in the subjects referred to in subsection 1, modules composed of multiple subjects, foreign languages and subjects related to

information technology may be taught as optional subjects. The names of the optional subjects are specified in the local curriculum.

Section 7

Distribution of lesson hours for basic education provided to students other than those in compulsory school age

(1) The time to be devoted for basic education shall be divided into instruction in different subjects and subject groups formed thereof, as follows:

Subject group, Subject	Minimum compulsory courses	Minimum number of courses offered as optional
Mother tongue and literature	4	1
Languages	14	6
Second national language and foreign languages		
Mathematics	8	1
Religion or ethics	1	2
Social and natural- science subjects		12
History and social studies		
Physics		
Chemistry		
Biology		
Geography		
Other subject areas or subjects adaptable to basic education		
Minimum total		44

(2) The student must choose at least four of the subjects belonging to the group of social and natural science subjects prescribed in subsection 1.

(3) The student must study at least one language in accordance with the A-language syllabus and at least one language in accordance with the B-language syllabus. The student must have the possibility to study one or more foreign languages as an optional subject.

(4) Instruction provided in a prison may diverge from subsection 1 as specified in the local curriculum.

Section 8

Special provisions in respect of language instruction

(1) If the instruction is given entirely or in part by the medium of a language other than the school's language of instruction, the number of lessons devoted to the A-language and to mother tongue and literature may, notwithstanding

Section 6 or 7, be divided between the mother tongue and literature determined by the school's language of instruction and the language used in instruction at the discretion of the education provider. The lessons must be quantified so as to enable the teaching of the mother tongue and literature determined by the school's language of instruction to achieve the objectives set for mother tongue and literature during basic education. However, in the course of basic education, the number of lessons in the mother tongue and literature determined by the school's language of instruction must amount to at least half of the number of lesson hours and courses specified for mother tongue and literature and the A-language in Section 6 or 7.

(2) Instead of the mother tongue and literature determined by the school's language of instruction, immigrants may be taught Finnish or Swedish, either in full or in part, according to a special syllabus geared to immigrants.

(3) If a pupil whose native language is Sámi, Romany or a foreign-language is taught his or her own native language as the mother tongue in accordance with Section 12 of the Basic Education Act, the number of lessons devoted to the pupil's mother tongue and literature and other languages may be allocated, notwithstanding Section 6 or 7, to languages instruction at the discretion of the education provider. A pupil referred to in this subsection shall be taught Finnish or Swedish in accordance with a special syllabus instead of the second national language syllabus.

(4) A school which has pupils living in the Sámi home area shall offer Sámi as an optional subject. In a school where Sámi- or Romany-speaking pupils or pupils speaking a foreign language are taught their own native language as mother tongue, Swedish or Finnish shall be an optional subject.

(5) Instruction in Finnish sign language shall be provided in lessons reserved for the mother tongue and literature and for other languages.

Section 9

Special provisions concerning special needs education

(1) Notwithstanding Section 6 or 7 above, the instruction of a pupil admitted and transferred to special needs education under Section 17(2) of the Basic Education Act may be provided, under Section 18 of the Basic Education Act, in accordance with the individual educational plan prepared for the pupil, if justified in terms of their learning abilities.

(2) The instruction of pupils within prolonged compulsory education referred to in Section 25(2) of the Basic Education Act may, if needed, be arranged so that neither the second national language nor a foreign language is taught as a core subject. In the instruction of pupils within prolonged compulsory education, subjects may be combined into study modules and divided into smaller entities as specified in the local curriculum.

(3) The instruction of pupils with the most severe developmental disabilities may be provided as activity areas, instead of a division into subjects, as specified in the local curriculum.

Section 10

Special provisions concerning an education provider that has been assigned a special educational mission

(1) Instruction given by an education provider that has been assigned a special educational mission under Section 7(3) of the Basic Education Act may deviate from Section 6 or 7 above, as specified in the authorization to provide education.

Section 11

Miscellaneous provisions

(1) The national core curriculum shall specify the knowledge and skills which the pupil must attain in order to accomplish the basic education syllabus.

Chapter 4

Transitional provisions and entry into force

Section 12

Entry into force

(1) This Decree shall enter into force on 1 August 2002.

(2) This Decree shall repeal the Government resolution of 23 September 1993 (834/1993) concerning the distribution of lesson hours in comprehensive school, and Section 1 and Section 3(4) of the Ministry of Education Resolution 26 September 1994 (873/1994) concerning the distribution of lesson hours in general upper secondary schools for adults, the former with its subsequent amendments and Section 3(4) of the latter as it stands in Resolution 1203/1998.

(3) Measures required for the implementation of this Decree may be taken prior to its entry into force.

Section 13

Transitional provisions

(1) A local curriculum prepared according to the Resolutions referred to in Section 12(2) above may be applied until the

Finnish National Board of Education issues the national core curriculum conforming to this Decree and decides on the adoption of local curricula prepared in accordance with that core curriculum. The Finnish National Board of Education must issue the national core curriculum so as to enable local curricula conforming to this Decree to be adopted no later than 1 August 2006 in the last year-classes.

Helsinki, the 20th of December 2001

Minister of Education and Science *Maija Rask*

Government Counsellor *Kirsi Lindroos*

APPENDIX 4 new distribution of lesson hours in basic education

The instruction of subjects in basic education is grouped into sections as indicated by the vertical lines. In each section the minimum amount of instruction is marked numerically in terms of weekly lessons per year (a weekly lesson per year indicates 38 lessons).

Subject	1	2	3	4	5	6	7	8	9	Total	
Mother tongue and literature	14		14			14				42	
A-language	----- 8					8				16	
B-language	-----								6	6	
Mathematics	6	12			14					32	
Environmental studies	Environmental and natural studies										
Biology and geography	9				3	7				31	
Physics and chemistry					2	7					
Health education					3						
Religion or ethics	6					5				11	
History and social studies	-----					3	7			10	
Music	Arts, crafts, and physical		4-				3-			56	
Visual arts	education		26	4-	30		4-				
Crafts				4-	7-						
Physical education				8-	10-						
Home economics	-----								3	3	
Educational and vocational guidance	-----								2	2	
Optional subjects									(13)	13	
The pupil's minimum amount of lessons	19	19	23	23	24	24	30	30	30	222	
Voluntary A-language	-----					(6)		(6)		(12)	
-- = The subject is not taught at this grade unless the curriculum states otherwise () = Is taught as an optional object											

APPENDIX 5

Recommendation of the Finnish National Board of Education for the Core Curriculum for instruction in the native languages of immigrant pupils

GRADES 1–9

Instruction in the native languages of immigrants supplements basic education. It is not instruction in accordance with Section 12 of the Basic Education Act; it is instead provided with the aid of a separate government subsidy. The native-language instruction supports the development of the pupils' thinking and language usage skills, self-expression and communication, the formation of their social relationships and conception of the world, and their integrated personality growth. Together with instruction in Finnish or Swedish as a second language, instruction in the pupil's own language strengthens his or her identity and creates a foundation for multiculturalism and functional bilingualism.

The task of the native-language instruction is to get the pupils to take an interest in their own languages; to use and develop their skills in their respective languages after basic education, too; and to appreciate their own backgrounds and culture. The instruction advances the pupil's opportunities for studying all of the basic education subjects fully.

The starting points for preparing plans for instruction in the different mother tongues are the distinctive quality of the language concerned, its structure, the state of development of its written form, and the cultural setting as a whole. In native-language lessons, the pupil is to have an opportunity to become acquainted with different areas of culture, according to the characteristic features of each cultural and language group. In establishing objectives, consideration is given to the pupil's age, prior instruction, and study habits, as well as the support offered by the home and the rest of the environment to the pupil's language development. The instruction proceeds from the pupil's linguistic capabilities and cultural experiences. The instruction utilizes the peer group, and the pupil is offered as many opportunities as possible to listen to and speak his or her native language at school. Cooperation between home and school supports purposeful native-language instruction.

In the core contents of the native-language instruction, contents corresponding to the syllabus for Finnish as the mother tongue are utilized as possibilities allow. In addition, the instruction reinforces the learning of the vocabularies and concepts of other subjects. Content areas are emphasized so as to correspond to the number of lesson hours available and the size of the instruction group, and the pupils' linguistic capabilities and age distribution.

The breadth of the instruction is decided upon in the instructional plan. The objectives are to be in proportion with the breadth of the instruction. The following core curriculum has been drafted for two weekly lessons per year of native-language instruction.

OBJECTIVES

In the course of basic education The pupils will

- learn to use communication skills characteristic of their own respective languages and cultures, and the key social rules of those languages
- learn to use their own respective languages boldly and naturally in various language-usage situations at school and elsewhere
- command a basic reading skill and deepen that skill so as to read with comprehension
- learn to evaluate and process what they see, hear, experience, and read
- get to know their respective languages' writing direction; they will strengthen their grasp of letter forms, spelling rules, and written language structures
- expand and diversify their vocabularies
- develop their linguistic awareness
- come to understand the importance of bilingualism to their development as individuals
- get to know their cultures and develop their abilities in comparing analogous phenomena in different cultures with one another.

CORE CONTENTS

Interaction skills

- practising everyday spoken language; phrases; asking for and giving directions in various interactive and business-transaction situations at school and elsewhere
- guided discussions in different types of groups: relating one's experiences, thoughts and feelings; posing questions; taking turns to speak; justifying one's opinions; listening to others
- planning and practising small-scale presentations
- planning messages for various recipients

Reading and writing

The contents of the syllabus for Finnish as the mother tongue are adapted to the core contents so that the special features of the language and culture in question are taken into consideration. When the primary emphasis of literature in the pupil's language is on the oral storytelling tradition, the pupils become accustomed to expressing the thoughts and feelings that the story they have heard brings up, and to evaluating its meaning for themselves.

Language, literature, and other culture

The contents of the syllabus for Finnish as the mother tongue are adapted to the core contents so that the special features of the cultural and language group in question are taken into consideration. The pupils become acquainted with texts typical of their respective cultural and language groups, and as the studies progress they use those texts as a basis for their own presentations and written or spoken output.

PUPIL ASSESSMENT

Assessment must guide and encourage the pupil and improve his or her self-assessment. The instructional plan determines whether grading or a verbal method is used in the assessment.

Certificates

At the end of the school year, the pupil is given a separate certificate for participation in native-language instruction for immigrants. The language taught, the breadth of the instruction, and the verbal assessment or grade are entered on the certificate in a manner determined by the education provider. Otherwise, the stipulations of Section 8.3 of this national core curriculum are to be observed in respect of the information to be entered on the certificate. A separate certificate regarding final assessment is also issued. Final assessment is based on the description of good performance.

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF BASIC EDUCATION

In using the description of good performance, allowance must be made for the fact that the pupils' skills in their respective native languages vary greatly according to how much time they have spent in the native-language environment, and how much instruction they have received in that language. In addition, attention is to be given to the fact that different languages have many special features with various influences, of varying extent, on skills development. These features include, for example, the writing system, learning which may take several years with some languages; differences between spoken and literary language; the literary language's situation generally; and the language's variants.

This description of good performance has been drafted as a common foundation for the instructional plans prepared for the different languages by the schools and local authorities. In those plans, the attributes of each language are to be taken into account.

Speaking and listening

The pupils will

- be able to express themselves fluently and comprehensibly in everyday communication situations
- know how to relate, for example, stories they have heard, progressing logically and using their own words
- be able to follow a conversation and know how to listen to others and take part in a conversation
- know the main social rules of speech in their respective languages - such as conventions of conversation between young people and adults, and techniques of linguistic courtesy.

Reading and literature

The pupils will

- have achieved a basic reading proficiency that is fluent given the attributes of their own respective languages

- know how to make observations about a narrative's plot, characters, description of setting, language, and main ideas
- read and understand different types of factual texts, such as textbook and newspaper texts, and know how to summarize the main elements of the content
- take an interest in reading; they will also read outside of lessons, if literature is available
- know how to obtain and use information sources in their own respective languages – books (dictionaries) and data networks, for example.

Writing

The pupils will

- master the basic rules of spelling adequately, given the attributes of their own respective languages
- write comprehensibly about familiar subjects
- demonstrate, in their compositions, that they have mastered the structures of the written language
- know how to prepare various texts, such as letters, opinion texts, and narratives, observing the communication traditions of their respective cultures.

Knowledge of language

The pupils will

- know the main structures and attributes of their respective native languages
- be able to compare the features of their own languages to those of Finnish or Swedish
- know how to distinguish literary and spoken language from each other
- know their languages' histories and relationships to other languages
- take an interest in their respective native languages and linguistic backgrounds and strive to improve their proficiency in those languages.

Cultural knowledge and language identity

The pupils will

- know the ways and traditions of their own cultural communities and be able to compare them to the ways of other cultures
- know the basic things about their respective peoples' histories and areas of habitation
- know, as possibilities allow, their respective cultural communities' literary and other artistic works, main writers, and spoken traditions of stories and knowledge
- understand the importance of one's native language in the development of identity and appreciate their native languages and cultures, and other languages and cultures.



FINNISH NATIONAL
BOARD OF EDUCATION

UNOFFICIAL TRANSLATION
Regulation valid only in Finnish and Swedish

REGISTER NUMBER	2/011/2004
REGULATION	To be observed as binding
DATE	16 January 2004
Period of validity	From 16 January 2004 until further notice
Provisions on which authority for issuance of regulation is based	Section 14, Basic Education Act

To education providers:

2004 NATIONAL CORE CURRICULUM FOR INSTRUCTION PREPARATORY TO BASIC EDUCATION

The Managing Board of the Finnish National Board of Education has approved the 2004 National Core Curriculum for Instruction Preparatory to Basic Education. The core curriculum is to be observed from 16 January 2004 until further notice, and has been prepared in accordance with Section 14 of the Basic Education Act.

The provider of instruction preparatory to basic education is to draft and approve a local curriculum that adheres to the stipulations of this core curriculum. A local curriculum conforming to this core curriculum may be introduced on 1 August 2004, and must be introduced no later than 1 August 2006.

Director General Kirsi Lindroos

Director of the
General Education Division Aslak Lindström

COPIES

Ministry of Education
National Research and Development Centre for Welfare and Health
State Provincial Offices

NATIONAL CORE CURRICULUM FOR INSTRUCTION PREPARATORY TO BASIC EDUCATION

1. Starting points for, and scope of, instruction preparatory to basic education

Instruction preparatory to basic education may be provided for immigrants in conjunction with basic education. Instruction preparatory to basic education is intended for every pupil with an immigrant background who still lacks Finnish- or Swedish-language skills sufficient for studying in a basic education group. At least 450 hours of such instruction are given to children aged 6 to 10, and at least 500 hours to children older than 10. The education provider decides about the formation of groups for instruction preparatory to basic education. No distribution of lesson hours or national syllabus has been specified for the instruction.

2. Objectives and core contents of instruction preparatory to basic education

2.1 General objectives

The objective of the preparatory instruction is to promote the balanced development and integration into Finnish society of the pupil taking part in the instruction, and to foster the abilities necessary for transferring into basic education. Together with instruction in Finnish or Swedish as a second language, instruction in the pupil's native language strengthens his or her multicultural identity and creates a foundation for functional bilingualism.

In the preparatory instruction, the pupil receives instruction in basic education subjects in a manner specified more precisely in his or her study programme. As applicable, instruction in the subjects adheres to the national core curriculum for basic education.

The instruction must make allowances for the fact that the learners differ in terms of age, readiness for studies, and learning background. The teacher is to differentiate the instruction in accordance with the pupils' age and stage of development. Instruction provided in the pupil's own mother tongue furthers the assimilation of subject contents.

In the course of the preparatory instruction, the pupil is integrated into basic education groups – primarily into Finnish- or Swedish-language studies corresponding to the pupil's age level – and in accordance with his or her study programme. The educational integration promotes social integration, the development of social language skills, and the assimilation of subject content.

2.2 Illiterate immigrant young people

Objectives for the education of immigrant young people who have had little or no schooling are to be established so that the pupil receives instruction that proceeds from his or her level. The instruction emphasizes learning to read and write, and basic matters that aid in coping

with day-to-day situations, social integration, and development of identity as a pupil.

Sufficient time must be reserved for assimilation and strengthening of reading and writing skills before the young person commences actual studies in the different subjects fully.

As the pupil's study skills and motivation grow, the level of standards is raised accordingly.

2.3 Objectives and core contents of language instruction

FINNISH OR SWEDISH AS A SECOND LANGUAGE

The objective of Finnish or Swedish as a second language is to give the pupils the abilities they need in Finnish or Swedish, in order to be able to transfer into basic education. As applicable, instruction adheres to the core curriculum for Finnish or Swedish in basic education. With all pupils, the preparatory instruction emphasizes the study of Finnish or Swedish as a second language. The instruction takes account of the contents of other subjects.

PUPIL'S NATIVE LANGUAGE

The objective of instruction in the pupil's native language is to support and foster a command of that language, a knowledge of his or her cultural background, and the development of a cultural identity. As applicable, the instruction adheres to the Finnish National Board of Education's recommendation for the core curriculum for instruction in the native languages of immigrant pupils (Appendix 4). Instruction in the pupil's own native language is provided as possibilities allow.

OTHER LANGUAGES

Whether the pupil's study programme may include the study of foreign languages during the preparatory instruction depends on his or her linguistic capabilities and the progress of his or her studies in Finnish or Swedish as a second language.

2.4 Objectives and core contents of instruction in other subjects

As applicable, instruction in other subjects adheres to the national core curriculum for basic education.

The starting points for the instruction are the pupil and his or her previous studies and cultural background. The instruction utilizes the pupils' knowledge of nature, ways of life, history, society, languages, and cultures of their own cultural and language regions.

In planning contents, attention is to be given to each subject's key concepts, working approaches and tools. In the preparatory instruction, various study methods are practised.

3. Curriculum for instruction preparatory to basic education

The education provider is responsible for drafting the local curriculum for instruction preparatory to basic education. The national core curriculum for basic education, the general national objectives defined in Government Decree 1435/2001, and the objectives defined in the same decree regarding instruction preparatory to basic education, in addition to the national core curriculum for instruction preparatory to basic education, form the starting point for drafting the local curriculum.

Based on the curriculum for basic education, the local curriculum for instruction preparatory to basic education is to elucidate -

- the objectives of and arrangements for instruction
- cooperation with homes
- cooperation with other parties
- pupil welfare and organization of related cooperation, particularly in support of social integration
- guidance and counselling activity as an aid to study
- instruction of pupils needing special support
- pupil assessment, certificates, and reports.

4. Drafting the pupil's study programme

No national syllabus exists for instruction preparatory to basic education; instead, a personal study programme is prepared for each pupil. The programme specifies -

- the pupil's starting level
 - the pupil's personal learning objectives, which are reviewed at regular intervals
 - the subjects to be studied, their numbers of lesson hours, and the content of instruction
 - the pupil's studies in his or her own group, and integration into basic education groups
 - provision of personal guidance and counselling and other possibly needed support measures.
- The study programme may be drafted as part of the pupil's social integration plan.

5. General support for studies

Cooperation between school and home

In the cooperation between school and home, attention is given to the family's cultural background and experiences with the school system in the country of departure. The parents or guardians are introduced to the process of education and growing up in Finnish society, the Finnish school system, the curriculum, pupil assessment, teaching methods, and the pupil's study programme. The education provider is to create the prerequisites for home-school cooperation, the basis for which must be the different parties' mutual respect and equality.

Pupil welfare

Pupil welfare embraces care for the child or young person's basic learning prerequisites and physical, psychological, and social well-being. Particular attention is to be devoted to the early identification of pupils who need special support or pupil welfare, and support measures are to be initiated in a timely, efficient fashion. The parents or guardians are given sufficient information about the availability, methods, and practices of the support functions provided by the Finnish health-care, social welfare, and school systems. In planning the support, cooperation takes place with those drafting the social integration plan that may have to be formulated for the pupil or his or her family.

Educational and vocational guidance

The curriculum is to specify how guidance and counselling will be implemented. In the preparatory instruction, guidance and counselling must give special attention to ensuring that the pupil has a realistic notion of both his or her chances of access to further studies, and the demands of working life. The counselling is implemented so as to correspond to the objectives set for counselling functions in the national core curriculum for basic education.

In planning the transferring into basic education, attention must also be paid to transferring information on pupil's prerequisites and progress to the next school. The pupil and his or her parents or guardians are to be given an opportunity to familiarize themselves in time with the new school and its areas of emphasis.

6. Pupil assessment

Assessment must guide and encourage the pupil and improve his or her self-assessment. In instruction preparatory to basic education, grading is not used.

All the teachers instructing the pupil carry out the assessment cooperatively. The curriculum includes specifications regarding assessment of pupils receiving the preparatory instruction, and the certificates or reports to be given them.

7. Certificates

At the conclusion of instruction preparatory to basic education, the pupil is given a certificate of attendance. The subjects studied, their breadth, and the content of instruction are to be marked on the certificate, which may be supplemented by a description of the pupil's progress in basic education subjects studied in the course of the preparatory instruction.

NATIONAL CORE CURRICULUM FOR VOLUNTARY ADDITIONAL BASIC EDUCATION

1. Starting points for provision of voluntary additional basic education; scope of instruction

In accordance with the Basic Education Act, young people who have completed the basic education syllabus may be provided voluntary additional basic education lasting one school year. A young person who has received a basic education certificate in the same or preceding year may be accepted for voluntary additional basic education.

In voluntary additional basic education, the student receives at least 1100 hours of instruction and guidance and counselling. No national syllabus or distribution of lesson hours has been specified for voluntary additional basic education. The curriculum may include core subjects belonging to the basic education syllabus, optional basic education subjects, other subjects and subject modules conforming to the task of basic education, vocational training studies, and an introduction to working life. The student is to have an opportunity to improve grades in core subjects of the basic education syllabus – and, as the instruction offered by the school allows, grades in optional subjects, too.

Voluntary additional basic education may also be provided by activity area in accordance with Section 9 of Government Decree 1435/2001.

Voluntary additional basic education may be provided in connection with other basic education, in a separate group, in other educational institutions, and as guided study taking place in organizations, communities, and working situations. The pupils may complete studies in places other than their own educational institutions, as the education provider decides. The student must have the opportunity to get an introduction to different vocations and working life generally. The education provider and representatives of the labour market agree on the objectives and contents of on-the-job learning, and on the division of labour between the school and the labour market.

Voluntary additional basic education is provided so that it offers the student positive learning experiences in various learning environments. The instruction is to employ a diversity of methods and working approaches, so as to stimulate and maintain motivation for studying.

The academic progress of a student receiving voluntary additional basic education is to be monitored regularly. Each student must have a chance to receive personal guidance and advice in the planning and completion of his or her studies, the choice of further studies, and career and life planning. The student must also be furnished with the other necessary student welfare and support services.

2. Objectives of voluntary additional basic education

The objectives of voluntary additional basic education are to support the student's growth and development and prevent social exclusion, thus continuing the task of basic education.

It is the objective that the pupils

- learn independence and responsibility and develop their self-knowledge
- learn skills in cooperation and interaction
- improve their study skills
- develop the ability to make decisions and plan their further studies, careers, and futures
- learn to evaluate their own actions and to implement their plans under changing circumstances
- improve both their prerequisites for admission for further studies, and the foundation of knowledge and skills that is needed in studying
- learn to obtain the information needed in one's studies, in society, and the rest of life, also making good use of information and communication technology
- learn to develop their skills for coping with different types of life situations.

The objective is that each student have both a plan for further studies and the capability to begin them after completing voluntary additional basic education.

3. Curriculum

The education provider is responsible for drafting the local curriculum for voluntary additional basic education. The national core curriculum for basic education and the general national objectives defined in Government Decree 1435/2001, along with the national core curriculum for voluntary additional basic education, form the starting point for drafting the local curriculum for voluntary additional basic education.

Founded on the curriculum for basic education, the curriculum for voluntary additional basic education must state the following:

- the objectives and instructional arrangements
- the grounds for admitting pupils
- possibilities for study in the student's own school
- possibilities for study in other educational institutions, in working life, and elsewhere outside the student's own school
- arrangements for guidance and counselling as a support for studies
- provision of student welfare services
- cooperation between home and school
- cooperation with other educational institutions, various administrative sectors, and representatives of the labour market
- instruction and support services for pupils needing special support
- student assessment; certificates and reports
- ongoing development and evaluation of voluntary additional basic education.

4. The student's studies

Because no national syllabus exists for voluntary additional basic education, the education provider and the student, along with his or her parent or other guardian as needed, plan and agree upon the following for each student:

- the studies to be included in the student's study programme in his or her own school, at other educational institutions, in a working situation, and elsewhere
- the number of lesson hours in academic subjects and other studies
- the student's personal learning objectives
- the provision of guidance and counselling and other support functions that may be necessary.

A learning plan may be drawn up for the student in which this information is assembled and particularized.

If an individual educational plan was prepared for the student during his or her basic education, that plan is to be taken into account in planning the studies.

5. Student assessment

By its nature, assessment is to guide and encourage pupils and develop their capacities for self-assessment.

In core subjects belonging to the basic education syllabus, assessment is to be based on the final-assessment criteria defined by the Finnish National Board of Education for basic education, and on the guidelines for their application. The assessment is to employ a grading scale conforming to Section 10, paragraph 3 of the Basic Education Decree. In accordance with Section 17, paragraph 2 of the Basic Education Act, assessment of a student studying core basic education subjects according to an individualized syllabus is based on the objectives established in the student's study programme, and may include verbal assessments.

Assessment of optional basic education subjects adheres to what has been decided in the national core curriculum for basic education regarding final assessment in those subjects.

In other studies that form part of the student's study programme, assessment is based on the objectives established in that programme. Either grading or verbal assessment may be used.

The pupils' readiness to establish personal objectives, examine and direct their own work, attend to everyday situations, recognize their progress, and plan for the future will in particular constitute objects of their self-assessment.

6. Certificates and reports

The certificates and reports used in voluntary additional basic education are as follows:

- intermediate and unit reports, whose issuance is decided upon in the curriculum
- the certificate for completion of the additional syllabus
- the certificate for completion of studies forming part of the additional syllabus.

The name of the certificate or report, the student's name and personal identification number, the name of the school and education provider, the school year, the date of the certificate or report's issuance, and a statement that the document is a certificate (or report) conforming to the national core curriculum approved by the Finnish National Board of Education on 16 January 2004 are to be noted in all reports and certificates.

If the student has studied core basic education subjects in accordance with an individualized syllabus, the verbal assessment or grade received by the student is to be marked with an asterisk. Under the certificate or report's "Additional information" heading, it is to be noted that the student has studied in accordance with an individualized syllabus.

No assessment of the student's behaviour is to be noted in a report or certificate.

If some of the studies have taken place in another educational institution, at a workplace, or at another location comparable to a workplace, a note to that effect is to be made in the report or certificate.

As needed, the student is to be given an intermediate report for the purpose of applying for further studies.

6.1 Certificate for completion of the additional syllabus

If the student completes all the studies in his or her study programme acceptably, he or she receives a certificate for completion of the additional syllabus.

Under the certificate's "Studies completed during voluntary additional basic education" heading, the student's study programme and the assessment of all the studies completed during voluntary additional basic education, by subject or subject group, are noted. The core or optional basic education subjects that the student has completed acceptably in the course of voluntary additional basic education, but in which the student has not improved the grade received in his or her basic education certificate, are noted in the same place.

When needed, a section headed "Improvement of final basic education grades" is included in the certificate. If the new grade received by the student in voluntary additional basic education in a core or optional basic education subject is higher than the grade on the basic education certificate, the new grade is entered under this heading.

6.2. Certificate for completion of studies forming part of the additional syllabus

A student who either completes only part of the studies in his or her study programme acceptably, or abandons his or her studies, receives a certificate for completion of studies forming part of the additional syllabus.

The studies acceptably completed by the student are noted in the certificate under the heading “Studies completed during voluntary additional basic education”. The core and optional basic education subjects that the student has thus completed successfully, without however improving on the grades received in his or her basic education certificate, are noted in the same place.

If the student has improved a grade in some core or optional basic education subject, that is noted in the certificate under the heading “Improvement of final basic education grades”.

6.3 Attachments to certificates or reports

On request, the student receives an attachment to the certificate in which his or her behaviour and work skills in voluntary additional basic education are assessed.

The following may also be attached to a certificate or report:

- key information on the student’s study programme and educational success
- an explanation regarding studies completed at other educational institutions
- an assessment of learning that has occurred at workplaces and a description of the student’s work tasks
- an explanation regarding the student’s pastimes.