

	British Columbia	Finland
Competencies	<p>Core competencies</p> <ul style="list-style-type: none"> - Critical thinking - Creative thinking - Communication - Personal / social competency 	<p>transversal competencies</p> <ul style="list-style-type: none"> - Learning how to learn - Cultural competence - Interaction - Self-expression - Caring for your self - Managing daily life
Assessment principals	<p>Quality assessment (British Columbia Ministry of Education, 2019)</p> <ul style="list-style-type: none"> • is fair, transparent, meaningful, and responsive to all learners • focuses on all three components of the curriculum model – knowing, doing, understanding • provides ongoing descriptive feedback to students • is ongoing, timely, specific, and embedded in day-to-day instruction • provides varied and multiple opportunities for learners to demonstrate their learning • involves student in their learning • promotes development of student self-assessment and goal setting for next steps in learning • allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning • communicates clearly to the learner and parents where the student is, what they are 	<ul style="list-style-type: none"> - mainly formative - focused on helping all students to grow - teachers adapt curriculum to meet student needs - assessment is to encourage student growth - frequent supportive positive feedback - self-evaluation is encouraged

	working towards and the ways that learning can be supported	
Reporting	<ul style="list-style-type: none"> - Based on SD35 <ul style="list-style-type: none"> o three formal report cards o 1 interim o 2 parent teacher conferences <ul style="list-style-type: none"> ▪ One parent teacher ▪ One student lead o Strengths based 	<ul style="list-style-type: none"> - Written report card - Student / parent/ teacher conferences - Strengths based
Reporting frequency	<ul style="list-style-type: none"> - Three times a year 	<p>Once to twice a year May be more frequent if needed</p>
Standardized assessment	<ul style="list-style-type: none"> - Graduation literacy and numeracy assessments in grade 11 or 12 - Foundation Skills Assessments in grade 4 and 7 	<p>Graduation assessment at the end of secondary school</p>
Other notes	<ul style="list-style-type: none"> - Teachers choose classroom assessments - Formal education starts at age 5 	<ul style="list-style-type: none"> - Self and peer assessments are valued - Teachers choose how to assess - Focus on the human aspect of education - Teachers find ways to “Catch the weak ones” (Hancock, 2011) to help them - Smallest difference between weakest and strongest in the world - Focus on learning how to learn not test taking - Formal schooling starts at age 7 - All teachers have masters degrees

Bibliography

BC Ministry of Education. (2020). *Grade 4 Math Curriculum*. Retrieved from Building Student Success:
<https://curriculum.gov.bc.ca/curriculum/mathematics/4/core>

British Columbia Ministry of Education. (2002). *BC Performance Standards - Numeracy Grade 4*. Victoria: Crown Publications.

- British Columbia Ministry of Education. (2019). *Assessment and Reporting*. Retrieved from <https://curriculum.gov.bc.ca/assessment-info>
- Hancock, L. (2011, September). *Why Are Finland's Schools So Successful?* Retrieved from Smithsonian Magazine: <https://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/>
- HENDRICKSON, K. A. (2012). Assessment in Finland: A Scholarly Reflection on One Country's Use of Formative, Summative, and Evaluative Practices . *Mid-Western Educational Researcher*, 25(2), 33-43.
- Muuri, M. (2018, July 31). *6 Key Principles That Make Finnish Education a Success*. Retrieved from Ed Surge: <https://www.edsurge.com/news/2018-07-31-6-key-principles-that-make-finnish-education-a-success>