



## Information for parents and legal guardians on

- Parent-teacher meetings
- School Reports
- Measures and educational pathways decisions

How will I be informed about my child ?

Further information in the document :  
Information for parents and legal guardians on the assessment regulations and the promotion-oriented assessment of the pupils.

## Elements of holistic assessment

Pupils are assessed holistically. The holistic assessment includes generic (personal, methodological and social) as well as subject-related competencies. In the kindergarten, the development-oriented approaches can also be included.

The generic competencies are the prerequisites for mastering different challenges and for successful learning in the long term; also for personal development.

- As a parent or legal guardian, you and your child will be invited to an assessment meeting once per school year (“the parent-teacher meeting”). The discussion focuses on the personal development of your child.
- The “School Report” provides you with an overview of your child’s current level of competence.
- Measures and child's educational pathway decisions are made on the basis of an holistic assessment.

The professional discretionary decision takes into account the marks from the achievement tests and exams as well as the teacher's observations and experiences regarding the learning process.




### Parent-teacher meeting

The assessment interview is an important element of the promotion-oriented assessment and takes place between October and March. It is an exchange between the teacher, the pupil and the parents.

Using an appraisal form, the generic competences and the development in the subject areas are discussed. We look back and formulate goals for the next assessment period. During the interview, a recommendation is made for the pupil's further educational pathway.

## Measures and educational pathway decisions

Measures and school career decisions are made by the teacher on the basis of an overall assessment and the teacher's professional discretionary decision. These are decisions about support and special educational measures, as well as the change of grade, school level, classes and profiles. Decisions on school career are based on cognitive abilities, product and process-related performance, interdisciplinary competences and individual development.




Measures and  
educational  
pathway  
decisions

Possible school career decisions are:

- The transition from nursery school to primary school
- The transition at the end of grade 6
- Repeat or skip
- DaZ (German as a second language) or IF (integrative support)
- Assignment to an introductory class, small class or special school

## School Reports



At the end of the school year, pupils and their parents receive a report on the level of learning achieved during a certain assessment period. The primary school report as an official form of communication provides information about the school career on the one hand and describes on the other hand by means of predicates (generic competences) and grades (subject-specific competences) how well the respective learning objectives and competences were achieved in the past school year or semester. The school report also provides information on excused and unexcused absences and additional achievements.

These individual additional achievements can be, among others, attendance of HSK (Home Language and Culture), project and final work, language diplomas, IT certificates. In kindergarten, attendance is confirmed on the school report. From Grade 1 onwards, the level of generic competences is shown in the report with predicates. The level of subject-specific competences is shown in an annual-report in the second cycle and in a semester-report in the third cycle. A grade scale of 1 to 6 and the intermediate values 5.5, 4.5, etc. are used for this purpose.

All information related to the assessment is available on the cantonal website:



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#### Grundlage

Der vorliegende Leitfaden basiert auf dem *Beurteilungsreglement (SRSZ 613.211)*, den *Vollzugsvorschriften zum Beurteilungsreglement* und der *Handreichung Beurteilen im kompetenzorientierten Unterricht*.

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