Amt für Volksschulen und Sport

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Information for parents and legal guardians on

Assessment regulations and promotion-oriented assessment for pupils

How is assessed and what are the cantonal

Principles of assessment

- The Schwyz Curriculum 21 formulates the educational goals for primary school in the form of competencies.
- With the assessment regulations, the Education Council has created the basis for a holistic assessment culture. The primary goal is the promotion of the pupils. This includes subject-specific and generic (personal, social and methodological) competencies.
- Supporting the pupils in the development of these competencies is the task of the primary school. This includes a culture of assessment and feedback that focuses on the achievement of subject-specific and generic competencies.

Why assess?

In regular and diverse assessment and evaluation events, the teachers and the pupils find out how well the learning objectives have been achieved. Learning objectives and criteria are presented to the students at the beginning of a learning sequence in an age-appropriate manner. Self-assessment and external assessment are used to promote and support learning and performance equally.

During the school year or the respective semester, a variety of proofs of competencies are created.

Teachers use these to support during the school year and to grade at the end of the school year or respective semester.

Functions of the assessment

The holistic assessment fulfills three functions. One formative, one summative and one prognostic. Furthermore, the joy of learning should be maintained through appreciative feedback.

How does my child learn?

Which way is my child going?

The prognostic assessment

is important for career decisions (qualification, occupation choice and school). It questions whether the prerequisites for successful participation in the next stage of the educational career are met. It is based on the results of the summative assessment and, in the sense of an overall assessment, includes elements of the formative assessment, generic competencies and other personality dimensions.

What does my child achieve?

The **formative assessment**

is the basis for support-oriented feedback and it supports learning. It takes place alongside the process and is linked to feedback in verbal and descriptive form (feedbacks, support discussions, coaching, etc.).

Functions of the assessment

The **summative assessment**

is the basis for evaluative feedback and review learning. As a rule, summative assessment takes place at the end of the process and in the form of an outcome assessment. It is linked to feedback in evaluative form (grade, score, predicates, ticks, etc.). Final assessments include both product and process performance.

Foundations of holistic assessment

The holistic assessment of the pupils is based on three pillars.

Holistic assessment

Basis for all school career decisions

Promoting and assessing in class

Observe, guide and challenge

Learning checks and learning documentation

Exchange of self and external assessment

Assessment of subjectspecific and generic competencies

Predominantly formative, process-closing also summative, ongoing.

Assessment interview (parent-teacher meetings)

Preparation of pupils, parents and teachers by means of an "assessment interview questionnaire"

Participants:
Pupil
Parent/ legal guardian
Teacher and possibly
others involved people

To exchange and communicate, formative, designed to promote the pupil's development

School Reports

Official notification form

Summative, assess the outcome

Important terms - briefly explained:

Education Council It supervises the elementary school system. In the canton of

Schwyz, it is elected by the cantonal council and consists of seven to nine members nominated by the political parties.

Assessment All assessments and evaluations that are triggered in the

engagement with teaching and learning. Used here as a professional assessment of a performance, a competence or a

level of achievement.

Competencies Skills and abilities in general. The combination of knowledge and

abilities dealing with the action requirements.

Subject-specific competencies Are the outcome of achievements and are recorded from the

second cycle onwards with the numerical notes 1-6 and the

intermediate values 5.5, 4.5, etc.

competencies. They are the prerequisite for mastering different

challenges and for successful learning in the long term.

Support-oriented Focused on the development. Pupils are specifically accompanied

and supported in the development and expansion of subjectspecific, personal, methodological and social competencies.

School career decision Assessment of the most suitable individual form of secondary

school.

Parent-teacher meeting Official discussion between teacher(s), pupil(s) and parents or

guardians.

School report An official document that shows the student's learning and

performance level and the generic competencies and confirms

attendance at school.

Formative Supporting learning, accompanying the process

Summative Verifying learning, assess the outcome

Prognostic Predictive

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 Beurteilungsreglemen*t und der *Handreichung Beurteilen im kompetenzorientierten Unterricht*.

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