



Information for parents and legal guardians on

Assessment regulations and promotion-oriented assessment for pupils

How is assessed and
what are the cantonal
requirements?

Further information in the document:
Information for parents and legal guardians about Parent-teacher
meetings - School Reports - Measures and educational pathway

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.

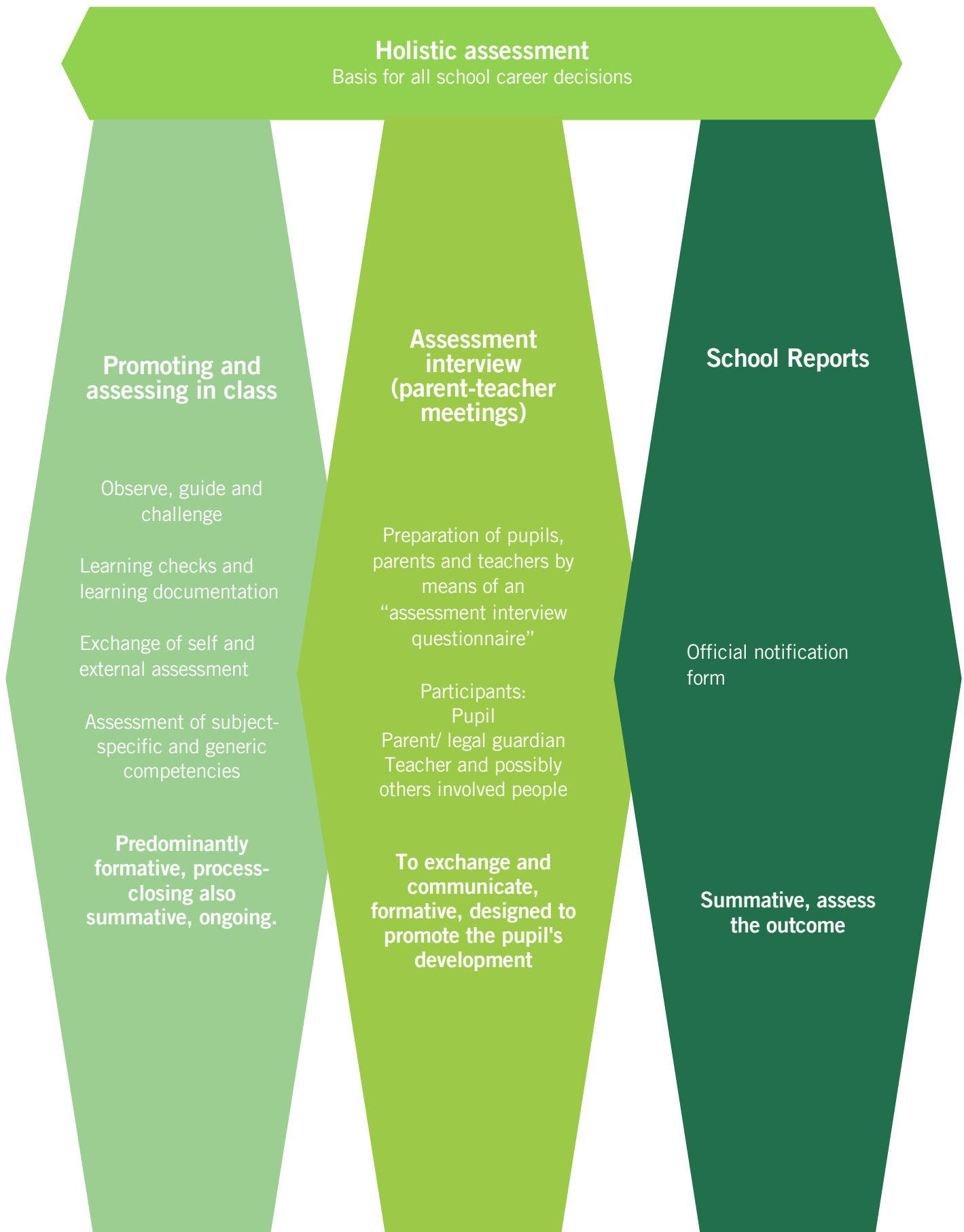
Functions of the assessment

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



Foundations of holistic assessment

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



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.
Interdisciplinary competencies	Are divided into personal, social and methodological 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 subject-specific, 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 Beurteilungsreglement* und der *Handreichung Beurteilen im kompetenzorientierten Unterricht*.

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