

## Assessment and promotion in grades 1 – 9

Regulation governing elementary school assessment and promotion  
of 7 December 2011  
(Assessment regulation, Beurteilungsreglement, RB 10.1135)

### Key provisions for parents

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# 1. How is our child assessed?

Learning and assessment go hand-in-hand. Assessment promotes learning, personality development and career decisions. It takes into consideration academic, personal and social skills.<sup>1</sup>

*Principle  
(Article 3)*

Your child is assessed holistically. This holistic approach consists of various forms of assessment:

*Assessment forms  
(Articles 3 and 4)*

- in-class assessments (feedback from teachers on learning processes and learning success; exams);
- the annual parent interview;
- the school report;
- the “Stellwerk” skill assessment test in grade 8 and 9<sup>2</sup>.

The class teacher conducts a progress interview with the parents and child every year from grade 1 to 9. He/she uses the prescribed assessment form for this purpose.

*Parent's interview  
(Articles 5 and 6)*

The progress interview provides parents and child with information on the latter's learning status and progress in academic, personal and social skills. It is aimed at encouraging the child and involving parents in the learning process. It promotes cooperation between the parties and is a tool in planning the pupil's future academic career.

The class teacher issues a report for the child at the end of each term. The report provides information on the child's school performance with regard to academic, personal and social skills and the child's school career. It is the basis for confirming promotion to the next grade.

*School report  
(Articles 7 and 8)*

The assessments in academic skills in reports for grades 1 and 2 are entered as “learning target achieved” or “learning target not achieved”<sup>3</sup>. Marks are entered from grades 3 to 9.

*Assessment of  
academic skills  
(articles 9 to 12)*

The following scale of marks applies: 6 = very good, 5 = good, 4 = satisfactory. Marks less than 4 denote unsatisfactory achievement. Whole and half marks (5.5, 4.5 etc.) are entered in the school report.

Personal and social skills are assessed according to three criteria.

*Assessment of personal  
and social skills  
(Articles 13 and 14)*

Personal skills

- taking an active part in classroom work
- working carefully
- working independently

Social skills

- working with others
- observing rules
- treating others with respect

Assessment is in words, as follows

- Targets exceeded
- Targets satisfied
- Targets partially satisfied
- Targets not satisfied

“Targets satisfied“ is the expected norm. If it transpires that one or several criteria must be assessed as “not satisfied”, the teacher will contact you two months before the end of term.

## 2. Can our child advance to the next grade?

At primary level and in the separated and cooperative secondary level (including secondary schools and 'Realschule' [schools preparing students for apprenticeships/vocational qualifications] or core classes A and B) promotion to the next grade must be confirmed. Definitive in this case is the school report at the end of the academic year.

*Promotion  
(Article 25)*

At integrated lower secondary level, promotion need not be confirmed; all pupils move up to the next grade.

Promotion subjects are:

- at primary level: German, Maths, English and Humankind & Environment;
- at secondary level: German, Mathematics, English, French, Geography, History/Politics and Nature Studies

*Promotion subjects  
(Articles 26 and 30)*

*Promotion at primary level and separated secondary level*

Satisfactory assessments must be achieved in at least two of three promotion subjects. A satisfactory assessment is: "Learning target achieved" (in grades 1 and 2) and at least a mark of 4 (in grades 3 to 9).

*Promotion achieved  
(Articles 27, 31 and 32)*

- in German and in English or French;
- in Mathematics;
- in Humankind & Environment or Nature Studies or in Geography/History/Politics.

*Promotion at cooperative secondary level (core class A)*

The two following conditions must be satisfied:

- the average marks in German, Nature Studies and Geography/History/Politics in the school report must be at least 4.0;
- in at least two streamed subjects, assignment to stream A (Mathematics, English, French).

If a child's advancement to the next grade seems to be borderline, the parents will be notified of such in writing by the beginning of the second term at the latest.

If promotion is not achieved

- either the learning target must be individually adjusted, or the grade repeated (primary level)
- either the pupil moves from the secondary school or core class A to the *Realschule* or core class B, or the class is repeated (secondary level).

*Promotion not achieved  
(Articles 28, 31 and 32)*

Parents must discuss both solutions with the class teacher and then opt for one of them.

During compulsory education pupils may repeat a maximum of two times, of which the same class only once.

*Repeating a class  
(Article 39)*

In the case of adjusted learning targets and at integrated secondary level, pupils do not generally repeat classes. Exceptions are possible.

<sup>1</sup> *Academic skills* consists of the ability to apply the required knowledge and skills to successfully perform specific assignments. *Personal skills* is the aptitude to solve problems and assignments independently, in a purposeful and correct manner. *Social skills* is the aptitude to interact with others, and to support and actively shape the community on a small and wider scale.

<sup>2</sup> In the 2nd term of the grade 8, and at the end of grade 9, all pupils take part in the "Stellwerk" test system. In grade 8 the test is the basis for determining proficiency levels; in grade 9 it establishes the pupil's learning status at the end of compulsory education.

<sup>3</sup> The same applies to children who have adjusted personal learning targets in one or several subjects. In these cases, too, the relevant subjects are assessed on the basis of "learning target achieved" or "learning target not achieved".

### 3. What are our rights and obligations regarding assessment?

You have a *right*

- to be informed about the learning status and progress of your child,
- to view the assessed work of your child,
- to have personal discussions with the teacher.

*Cooperation with the school*

You are under *obligation*

- to cooperate with the school and school services,
- to read and sign your child's school reports,
- to take up the teacher's invitation to assessment interviews.

(Articles 30 and 31 of the School Regulation of 22 April 1998, RB 10.1115)

By signing the school report, you confirm that you have read it but not that you necessarily agree with the assessment. Should you have questions or not agree with the assessment, please contact your child's class teacher.

*Viewing of school report*

Any problems and complaints in the schools should primarily be discussed and resolved in an open discussion.

*Solving problems in interviews*

Parents are entitled to be heard by the school board and/or head teacher if they feel that have been disadvantaged, or their rights infringed by the school's actions or omissions. The school board or head teacher can advise you of the legal procedure.

*Right to be heard*

(Articles 68 and 69 of the School Regulation of 2 March 1997, RB 10.1111)

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