



Kanton Zürich
Bildungsdirektion
Volksschulamt
Pädagogisches, Lehrplan 21

Kontakt: Projekt Lehrplan 21, Projektleitung, Walchestrasse 21, 8090 Zürich
Telefon 043 259 22 99, lehrplan21@vsa.zh.ch

Englisch

School reports for Years 3 to 6 of primary school (Stage 2)

Information for parents and carers

Teach, learn and assess

Teaching, learning and assessment are all closely interlinked in successful lessons. For students, assessments are a means of supporting their learning and development. Lessons are based on the curriculum and teaching materials. These help teachers set learning goals for lessons. Teachers encourage and set expectations of students as they build up their skills. As students advance along their learning pathway, teachers provide feedback on their development, performance and behaviour. This helps students understand how they are performing and what the next steps for learning are. From time to time teachers assess if children are attaining the relevant skills and required learning goals.

What to expect from school reports

Teachers share school reports twice a year: at the end of January and the end of the school year. These are based on regular assessments of day-to-day learning. Grades are awarded for each area of study in the curriculum. (The exception is the report card for Year 3 of primary school, which only includes grades for German and mathematics).

For languages, appraisals of the following skills are included in the end-of-year report card: listening, reading, speaking and writing. In Year 3 of primary school students are just assessed on their listening and speaking skills.

In special circumstances, it is possible not to include grades in a child's report card. No grades are given for performance in optional classes, eg sport classes organised by the school.

Grades 6 to 1 are used to judge overall achievement in areas of study. Grades reflect how far the child has met the learning goals in the first and also in the second half of the school year. Grades are based on the teacher's professional appraisal. They are not, for example, based on an average across written test results. Teachers base their appraisals on a wide portfolio of information, for example, oral and written tests, schoolwork, presentations, observations as well as insights from discussions around learning and other discussions.

Report card grades are defined as follows:

Grade	6	5	4	3	2 [and] 1
Criteria	Very good	Good	Satisfactory	Unsatisfactory	(very) weak
	[The student ...]				
Meeting learning goals	Successfully meets challenging learning goals in the majority of skills areas	Meets learning goals in all skills areas and in part also for more challenging goals	Meets basic learning goals in most skills areas	Does not yet meet basic learning goals in several skills areas	Does not meet basic learning goals in most skills areas
Completing tasks	Consistently completes more challenging tasks with success	Partially completes more challenging tasks with success	Completes tasks with basic demands adequately	Does not complete basic tasks adequately	Does not complete basic tasks



Grades do not take into account certain aspects, for example outstanding or lack of effort, active engagement or disinterest in lessons, careful or careless work, reliability or unreliability. Performance related to effort are recorded on the second page of the school report under learning and work behaviour, and social behaviour.

There are four descriptors across the performance spectrum for learning and work behaviour, and social behaviour. Ratings in the second column from the left (good) reflect the norm.

School report cards

Individual report cards are filed in a special document holder which the class teacher keeps. The report file is given to students if, for example, the child transfers to another school or at the end of primary school.

You can find further information on assessments, report cards and decisions related to the education pathway here: www.volksschulamt.zh.ch > Schulbetrieb & Unterricht > Zeugnisse & Absenzen