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## Englisch

### Secondary school reports (Stage 3)

#### 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 students 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 subject as well as for optional subjects in the curriculum.

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

For languages, teachers appraise the following skills in the end-of-year report card: listening, reading, speaking and writing. Mathematics skills are reflected in arithmetic, algebra and geometry. In sciences and sociology, grades are provided for the following areas of study:

- Life and physical sciences (Biology, Chemistry und Physics)
- History, Social studies (with individual grades in geography and history)
- Business, workplace and home economics skills



- Religion, Cultures, Ethics

In Year 3 of secondary school, students work on a final assignment in their project lesson time for which they receive a grade.

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                                       | Partially completes more challenging   | Completes tasks with basic demands adequately   | Does not complete basic tasks adequately                       | Does not complete basic tasks                           |



|  |                       |                       |  |  |  |
|--|-----------------------|-----------------------|--|--|--|
|  | tasks with<br>success | tasks with<br>success |  |  |  |
|--|-----------------------|-----------------------|--|--|--|

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

At secondary school students are put into one of two or three attainment groups: A and B or A, B and C. The A attainment group is the most demanding. Students can be taught in a maximum of three subjects in ability groups I, II, III. Ability group I is the most demanding.

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 school.

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