



RIS · SWISS · SECTION
DEUTSCHSPRACHIGE SCHULE BANGKOK

Explanations for the report card

Informationen for the parents

LEARNING AND ASSESSMENT BELONG TOGETHER

The pupils of the RIS Swiss Section should become self-determined, responsible people. Teachers support them in developing different competences. In the classroom, teachers set learning goals, encourage, challenge, and assess.

REGULAR LEARNING DEVELOPMENT MEETINGS

Teaching, learning, and assessment are everyday activities in the classroom. Learners receive continuous feedback on their learning. Every school year, two learning development meetings (LEG) take place between the homeroom teacher, the parents and, from grade 2 onwards, also with the child. Those involved in the discussion inform each other about the child's learning and developmental status, discuss their different points of view and reach agreements and school career decisions.

PARENTAL INVOLVEMENT

Throughout the school year, parents are involved in their child's school life and talk to their child about it. They support their child's learning and performance development and participate in learning development discussions. Parents can also arrange additional meetings with the teacher. A constructive cooperation between school and parents is important for the child's academic development.

DISCUSSIONS AND REPORTS

Pupils are regularly assessed by the teachers. From pre-school to grade 2 of primary school, the assessment is carried out according to the concept of development-oriented approaches. From grade 3 of the primary school, pupils receive a report card with grades in December and in June at the end of the school year. The assessment includes performance in the individual subjects, work and learning behaviour as well as social behaviour.

HOW WE ASSESS

The teachers define learning objectives and support the pupils in building up and consolidating their competences. They regularly check whether the required competencies and learning goals are being achieved. Means for this are, for example, observations, examinations, discussions or products, work or presentations designed by the pupils. Teachers provide feedback to students and parents on learning status and development, performance, and behaviour.

- A learning development meeting (LEG) takes place in the first semester.
- At the end of the first semester, the pupils receive an interim report (from grade 3 primary school).
- In the second semester, a learning development meeting takes place again.
- At the end of the school year, the pupils receive an annual report which provides information about the whole school year.

ASSESSMENT FROM PRE-SCHOOL TO GRADE 2 OF PRIMARY SCHOOL

From pre-school (Nursery, Kindergarten, Basis Level) to grade 2 of primary school, teachers apply the concept of "Holistic Assessment and Support": The children are supported and assessed equally in the developmental, subject-specific, and generic competences. At the end of the school year, the teachers record in an annual report which learning objectives and competences the child has achieved. The following are assessed:

- Body, health, and motor skills
- Perception
- Temporal orientation
- Spatial orientation
- Interrelationships and laws
- Imagination and creativity
- Learning and reflection
- Language and communication
- Independence and social action

The four assessment levels "very good", "good", "sufficient" and "insufficient" can be selected.

SAMPLE REPORT CARD PRESCHOOL TO 2ND GRADE PRIMARY SCHOOL

The image displays a sample report card for Kindergarten 1, titled "JAHRESZEUGNIS Kindergarten 1" for the school year "Schuljahr 2022 / 2023". The card is divided into two main sections: a left page for general information and a right page for specific assessment criteria.

Left Page (Page 10):

- Header:** RIS-SWISS-SECTION DEUTSCHSPRACHIGE SCHULE BANGKOK
- Form fields:** Name, Vorname, Geburtsdatum.
- Assessment Legend:** A scale from 1 to 5 with corresponding labels: 1 (sehr gut), 2 (gut), 3 (befriedigend), 4 (unbefriedigend).
- Assessment Criteria:** Körper, Gesundheit, Motorik; Wahrnehmung; Zeitliche Orientierung; Räumliche Orientierung; Zusammenhänge und Gesetzmäßigkeiten.
- Text:** "Textfeld für Lehrperson. Textfelder so eingrenzen, dass das Endprodukt auf 2 Seiten passt. Falls möglich die Anzahl Zeichen pro Textfeld flexibel gestalten, so dass einzelne Bereiche ausführlicher, andere dafür etwas knapper beschrieben werden können."

Right Page (Page 11):

- Header:** RIS-SWISS-SECTION DEUTSCHSPRACHIGE SCHULE BANGKOK
- Assessment Criteria:** Fantasie und Kreativität; Lernen und Reflexion; Sprache und Kommunikation; Eigenständigkeit und soziales Handeln; Absenzen in Halbtagen; Bemerkungen.
- Text:** "Textfeld für Lehrperson. Textfelder so eingrenzen, dass das Endprodukt auf 2 Seiten passt. Falls möglich die Anzahl Zeichen pro Textfeld flexibel gestalten, so dass einzelne Bereiche ausführlicher, andere dafür etwas knapper beschrieben werden können."
- Form fields:** Datum (2023/01/27), Klassenlehrperson, Abteilungsleitung, Erziehungsberechtigte.
- Signature:** A handwritten signature in blue ink.

ASSESSMENT FROM THE 3RD TO THE 6TH PRIMARY CLASS

At primary level, both subject and generic competences are assessed.

- *Subject competences:* The performance shown in the mathematical, linguistic, scientific, artistic, and creative subject areas as well as sports is assessed by means of grades. These grades range from 6 (highest grade) to 1 (weakest grade). They express the extent to which the student has achieved the intended learning objectives in a subject.
- *Generic competences:* To classify the generic competences (personal, social, and methodological competences) the working and learning behaviour as well as the social behaviour are assessed.

Pupils receive a report at the end of each semester, an interim report in December and an annual report in June.

SAMPLE REPORT CARD 3RD TO 6TH GRADE PRIMARY SCHOOL

 RIS - SWISS - SECTION
DEUTSCHSPRACHIGE SCHULE BANGKOK

Name _____
Vorname _____
Geburtsdatum _____

	erweitert	grundlegend	notausreichend
Mathematik			
Deutsch	●	●	●
Englisch	●	●	●
Fransösisch	●	●	●
Thailändisch	●	●	●
Natur, Mensch, Gesellschaft			
Biologie			
Geschichte			
Geografie			
Bildnerisches Gestalten			
Technisches Gestalten			
Theatrisches Gestalten			
Musik			
Bewegung und Sport			
Medien und Informatik			
Ethik und Religionen			
Thailändische Kultur			

Bemerkungen

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ZWISCHENZEUGNIS
Primarschule

6. Klasse
1. Semester
Schuljahr 2022/2023

 RIS - SWISS - SECTION
DEUTSCHSPRACHIGE SCHULE BANGKOK

Name _____
Vorname _____
Geburtsdatum _____

	sehr gut	gut	genügend	ungenügend
Arbeits- und Lernverhalten				
Selbstständig und selbstorganisiert arbeiten	●	●	●	●
Konzentriert und ausdauernd arbeiten	●	●	●	●
Sich aktiv am Unterricht beteiligen	●	●	●	●
Eigene Fähigkeiten einschätzen	●	●	●	●
Sorgfältig arbeiten und mit Material umgehen	●	●	●	●
Sozialverhalten				
Mit anderen zusammenarbeiten	●	●	●	●
Konstruktiv mit Kritik umgehen	●	●	●	●
Respektvoll mit anderen umgehen	●	●	●	●
Regeln des schulischen Zusammenlebens einhalten	●	●	●	●
Hilfsbereitschaft zeigen	●	●	●	●
Absenzen in Tagen				

Datum _____				
Unterschrift _____				
Klassenlehrperson _____				
Unterschrift _____				
Abteilungskellner _____				
Unterschrift _____				
Erziehungsbeauftragter _____				

Datum _____

Unterschrift _____

Klassenlehrperson _____

Unterschrift _____

Abteilungskellner _____

Unterschrift _____

Erziehungsbeauftragter _____

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Das obere Bildspeicher ist ausschließlich für den Schulbesuch und zum Führen von Aufzeichnungen über die Teilnahme der Schüler/innen an schulischen Veranstaltungen vorgesehen.

Legende:
 ● = sehr gut (5-1)
 ● = gut (4-2)
 ● = genügend (3-3)
 ● = ungenügend (2-2)
 ● = sehr ungenügend (1-1)

ASSESSMENT AT THE SECONDARY LEVEL

Pupils from grade 7 onwards receive an interim report in December and an annual report in June, each of which is based on the type of school attended: Gymnasium, Sekundarschule (in the German system Realschule) and Realschule (in the German system Hauptschule). The subject-related competences are assessed in the individual subject areas with a grade from 6 to 1.

Attached to the report is a learning development form, which provides information on working and social behaviour. In addition, at the end of the school year, students receive certificates of achievement in the elective subject and in other areas (student council, first aid, etc.) in which they have volunteered.

SAMPLE REPORT CARD SECONDARY SCHOOL

RIS · SWISS · SECTION DEUTSCHSPRACHIGE SCHULE BANGKOK		ZWISCHENZEUGNIS Realschule	
Name _____		10. Klasse	
Vorname _____		1. Semester	
Geburtsdatum _____		Schuljahr 2022/2023	
Mathematik	_____		
Deutsch	_____		
Englisch erweiteres Niveau	_____		
Französisch	_____		
Thailändisch	_____		
Biologie	_____		
Chemie	_____		
Physik	_____		
Geschichte	_____		
Geografie	_____		
Informatik	_____		
Bildnerisches Gestalten	_____		
Musik	_____		
Thai Sprache und Kultur	_____		
Ethik	_____		
Jugend debattiert	_____		
Wahlpflichtkurs Werken / Textiles Gestalten u.a.	_____		
Absenzen in Tagen	_____		
Bemerkungen	_____ _____ _____ _____		
Datum	_____		
Klassenlehrperson	_____		
Abteilungsleitung	_____		
Erziehungsberechtigte/r	_____		

Die deutsche Entsprechung in ausserkantonen.
Hilfenotebuch berechnen nach 2006.
Bauform über die Festlegung
der Gesamtnote bei ausserkantonen
Hochschulübergangsbegriffen vom
15.03.1990 i.d.F. vom 18.11.2004.

Noten:
6 = sehr gut (in D = 1)
5 = gut (in D = 2-3)
4 = genügend (in D = 4)
3 = ungenügend (in D = 5)
2 = schwach (in D = 5-6)
1 = sehr schwach (in D = 6)

Schülerkürzel:
Gymnasium CH = Gymnasium D
Sekundarschule CH = Realschule D
Realschule CH = Hauptschule D

ASSESSMENT OF SUBJECT PERFORMANCE

Learning goal-oriented criteria are used for the assessment and evaluation of subjects with grades. Performance is assessed with whole and intermediate half marks:

Grade	Predicate	Significance about learning objectives
6	very good	The set objectives are exceeded (excellent performance, also extended requirements achieved).
5	good	The set objectives are achieved (good performance, minimum requirements exceeded).
4	sufficient	The set objectives are partially achieved (sufficient performance, minimum requirements achieved).
3, 2, 1	insufficient	The set objectives are not achieved (insufficient performance, minimum requirements not met).

The report marks are not simply an average of the marks achieved in examinations/class work. They are the result of an overall assessment which also considers the teacher's observations of individual learning performance, learning processes and learning progress.

It is possible that a pupil does not achieve the set goals over a longer period, even with appropriate support (grade "unsatisfactory"). In this case, it is possible to dispense with grades and to work with individual learning goals. This is noted in the report.

ASSESSMENT OF LEARNING AND WORKING BEHAVIOUR AND SOCIAL BEHAVIOUR

Of the generic competences, learning objectives for "working and learning behaviour" and "social behaviour" are assessed in the report from grade 3 to grade 6 of primary school.

Working and learning behaviour	Social behaviour
Work independently and in a self-organised way	Cooperate with others
Work with concentration and perseverance	Deal constructively with criticism
Participate actively in class	Treat others with respect
Assessing one's own abilities	Abiding by the rules of school life
Work carefully and handle materials	Show helpfulness

The achievement of these learning objectives is assessed in the certificate with the following predicates:

Predicate	Significance about the learning objectives
very good	The set objectives are exceeded.
good*	The set objectives are achieved.
sufficient	The set objectives are partially achieved.
insufficient	The set objectives are not achieved.

* Good" means that the behaviour basically corresponds to the set goal. The quality level "very good" is awarded for outstanding performance.

In grades 7-12, notes on work and social behaviour are given in a supplementary sheet in addition to the grades. These are recorded and compiled by the respective coach, who accompanies the child's learning development, after consultation with all teachers.

DECISIONS ABOUT THE SCHOOL CAREER

In the pre-school, children generally move to the 1st class of the primary level after the basic level. Pupils in the primary level generally attend the next higher class after the end of a school year. In exceptional cases, a grade may be repeated or skipped if it is beneficial for the child's development. The basis for the decision is

- the level of learning or the achievement of the learning objectives of the class
- the developmental potential of the students
- a discussion between the class teacher, the parents, and the head of department.

These rules also apply to the secondary school. The head of the class will provide information on separate rules for promotion and a change of school type (upgrading or downgrading of the different types of secondary school).

RESPONSIBILITY

In the Pre-School, the class teacher and the parent or guardian, with the child's involvement, decide whether the child will attend the class for a longer period or again.

From Primary 1 to Primary 6, the Head of Department, in consultation with the Head of School, decides on a longer or repeated visit to the class at the request of the parent or guardian.

In secondary school, the class conference decides on the change of school type based on the grades and performance achieved and recommends this to the parents.



RIS · SWISS · SECTION DEUTSCHSPRACHIGE SCHULE BANGKOK

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