

ELEMENTARY SCHOOL

CYCLE 2

Intermediate assessment report

development of competencies



LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Éducation nationale
et de la Formation professionnelle

Dear parents,

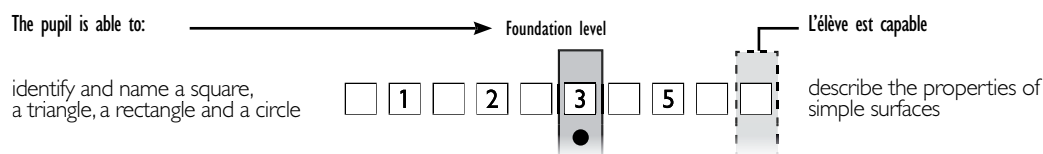
This intermediate assessment report allows you to follow the development of your child's competencies throughout the 6 terms of one learning cycle.

At the end of each term, you are invited to attend an individual meeting with your child's teacher. For each subject, the teacher will give you feed-back on how your child's performance rates are, in relation to the standards that have to be reached by the end of the learning cycle, and with regard to the expectations in an advanced level of German language and mathematics. Beforehand, the report will have been examined and discussed with your child.

The numbers shown in the grid correspond to the different school terms. For example, number 2 indicates where your child's performance lies at the end of the second term of the cycle. The grid is gradually completed at the end of each term, thus enabling you to follow your child's progress over time, always in relation to the standards defined for the end of the cycle.

A circle below a box means that your child has not progressed since the previous term.

Example: The grid shown below could correspond to following statements:



At the end of the first term, the pupil is able to identify and name the circle and the triangle, but often confuses square and rectangle.

At the end of the second term, the pupil is able to identify simple surfaces correctly, but only in situations previously practiced.

At the end of the third term, the pupil demonstrates that he/she meets the defined expectations of the end of the learning cycle, i.e. is able to identify and name simple surfaces regularly without help in situations that are familiar but have not been practised.

During the fourth term, the pupil has not progressed in this competency.

At the end of the fifth term, the pupil is able to distinguish a square from a rectangle in most exercises, by correctly describing the properties of the respective figures.

The assessment report also provides information about your child's attitudes and behaviour, not in relation to a specific subject, but concerning personal developments throughout his/her schooling. These are cross-disciplinary competencies. They are assessed by the use of the letters A, B, C and D.

A = in need of improvement B = satisfactory C = good D = excellent

Example:

The pupil:
cooperates and collaborates with other pupils

Term.1	Term. 2	Term. 3	Term. 4	Term. 5	Term. 6
A	B	C	C	D	C

German language

Basic Standard

Target standard

	The pupil can		The pupil can
Speaking	express him-/herself using words and basic phrases	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	express him-/herself fluently
	provide simple information about him-/herself and his/her family and a circle of friends	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	provide information on a subject of interest to him/her; express feelings and personal ideas
	interact in a simple way on familiar topics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	interact in a conversation in a flowing and diverse manner:
	express him-/herself in simple and short sentences in front of other people, using sentences previously studied in class	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	present a story, an experience or a role in an original and creative way in front of an audience
Listening	understand and subsequently follow simple instructions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	understand information and apply it in an autonomous way
	identify the essential ideas of a message	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	understand implicit messages, and assess and appreciate them
	bring out and reconstruct isolated items of information from a simple listening document	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	understand the overall content of a listening document
	follow the thread of a conversation in which he/she is involved	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	follow and participate in a conversation involving several people
Writing	write clear short texts by himself	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	write short stories by himself
	use vocabulary learned in class in his/her work	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	use varied vocabulary to enrich his/her work
	spell the most frequently used words correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	work on a text using reference tools
	comply with elementary rules of syntax	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	comply with the rules of syntax and use connectors
Reading	read a text aloud	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	read aloud clearly in an expressive way
	understand a text by identifying the principal elements	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	understand and examine the content and meaning of a text
	formulate hypotheses from reading the title or looking at the illustrations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	check various hypotheses by using the text
	read a book written in simple language and containing images illustrating the text	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	read a book

Mathematics

Standard level

Target standard

Space and shapes	<p>The pupil can:</p> <ul style="list-style-type: none"> identify and name a square, a triangle, a rectangle and a circle represent surfaces on squared paper recognise and continue repeating patterns in mosaics and geometric motifs 		<p>The pupil can:</p> <ul style="list-style-type: none"> describe the properties of simple surfaces construct combined surfaces continue complex geometric motifs and create his/her own motifs 		
	Numbers and operations		<p>The pupil can :</p> <ul style="list-style-type: none"> Associate numbers and representations of numbers between 0 and 100 Solve simple additions and subtractions bridging 10 understand the connection between addition and subtraction 		<p>The pupil can</p> <ul style="list-style-type: none"> compare and allocate numbers between 0 and 100 and estimate quantities mentally carry out operations of addition and subtraction between 0 and 100 use the properties of addition and subtraction in order to calculate effectively
			Sizes and measurement		<p>The pupil can:</p> <ul style="list-style-type: none"> identify and name units of measurement in everyday situations (litre, kilo, hectare, metre, euro) measure using the standard units of measurement
Problem-solving		<p>The pupil can:</p> <ul style="list-style-type: none"> identify the relevant information in the wording of a problem anticipate results solve single-stage problems formulate problems on the basis of arithmetical operations and illustrations communicate the result verbally, in writing or by means of an illustration 			

Introduction to the sciences

Basic standard

The pupil can:

formulate a simple research question in relation to the studied subject

carry out simple observations systematically

analyse and comment on observations

present the consequences of his/her experiment in the form of drawings, tables or simple sentences

Self-expression through movement, psycho-motor development, sport and health

Basic standard

The pupil can:

use his/her coordination abilities and skills: spatial orientation, balance, response time, rhythm, kinaesthetic differentiation

Produce a sustained effort

Actively participate in a game, complying with the rules and applying appropriate strategies

Use fair-play, whilst taking into consideration him-/herself and other participants

Introduction to aesthetics, creation and culture

Basic standard

The pupil can:

properly use artistic techniques developed in class

express him-/herself by means of personal artistic creations

analyse and comment on his/her own artistic productions and those of others

The pupil can:

sing a number of songs belonging to the class's repertoire

reproduce and produce simple rhythms

use simple formulations to express his/her impressions upon hearing sound extracts

Arts

Music

Date	Observations by the teacher: