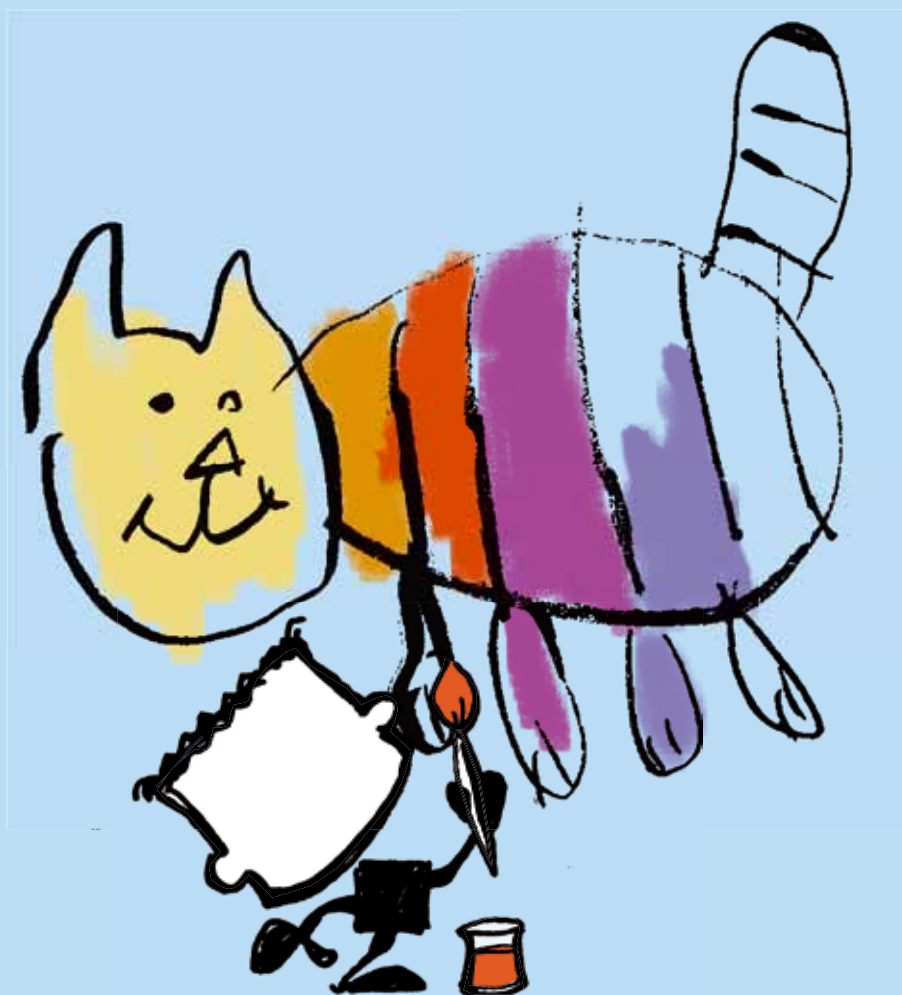


Elementary school

CYCLE I

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,

These intermediate assessment report enables you to follow and to discuss the development of your child's competencies and progress at various moments of the first learning cycle. It helps the educational team in charge of your child to prepare for the regular meetings with you.

The assessment report consists of three main parts:

Review by the educational team	This part is filled in by the educational team. It contains considerations and observations concerning your child's learning and the progress he or she makes in the various domains of development and learning. Photographs, samples of personal work, drawings and recordings are included to illustrate the development of your child's competencies during the period of a term.
Review by the parents	This part gives place to your observations and considerations: for instance whether you have noticed the learning and progress described by the educational team or whether you have noted other changes or progress at home that you would like to communicate to the educational team. This part allows you to pass on any information you consider important. Your observations and information are meant to help the members of the educational team to better understand your child and to discover aspects of his/her personality they are not aware of.
Common perspectives	Having a common perspective means focusing together in the same direction. The common goals are established by the educational team and the parents in this part of the report. These goals are planned and realized together until the next meeting so that the child can learn in an improved manner through combined efforts of the school and the parents.

The intermediate assessment report provides a written trace and documentation of the learning and development of your child's competencies as well as the decisions made in order to allow your child to progress.

Elementary school

CYCLE I

Intermediate assessment report

Development of competencies

Name of the child :

.....



LE GOUVERNEMENT
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Domains of development and learning

Living in community and values



World discovery with all the senses



Language, Luxembourgish and language awareness



Psychomotor skills, self-expression through movement and health



Logical reasoning and mathematics



Creative expression, introduction to aesthetics and culture



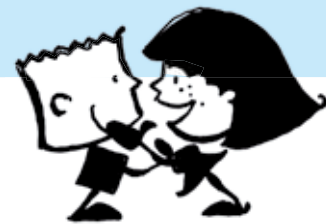
Vade-mecum (Éducation précoce)

	1st meeting	2nd meeting	3rd meeting
Main subjects (priorities):			
Resources and documentation:			
Review by the educational team: Current situation; Development and learning process in the various domains: progression, changes, etc.; Important information (e.g. friendships, interests).			
Review by the parents: Current situation; Development and learning process in the various domains: progress, changes, etc.; Important information (e.g. friendships, interests).			
Future foci : Planning: <ul style="list-style-type: none"> • Targets; • Next steps; • Proceedings to be taken. 			

Basic Levels of competence

Some levels of competence described in the learning and development domains are marked by an asterisk (*). They are taken into account in order to determine whether the pupil has developed the competencies enabling him/her to pursue his/her learning in the second cycle.

Living in community and values



The pupil is able to:

- express his/her feelings, needs, dreams, preferences and intentions in different ways (using gesture, facial expression, pictures, spoken language)
- recognise and respect the feelings, needs, preferences and intentions of others
- respect some rules and values of school community such as making contact, listening and helping each other
- be aware of the consequences of his/her actions
- act according to situations
- use problem solving strategies to manage conflicts



Language, Luxembourgish and language awareness

Listening *

The pupil is able to:

- listen to others
- understand and follow two consecutive instructions
- globally understand clearly structured, coherent texts (actions by characters, succession of events) relating to familiar topics, presented in a clearly articulated and peaceful way
- recognise the main characters in a text
- identify the key message of a text
- follow the thread of a conversation

Speaking *

The pupil is able to:

- express him-/herself intelligibly in a conversation on a familiar topic
- express his/her opinion
- recount personal experiences
- reformulate in his/her own words the essential ideas of a text previously studied in class
- answer questions based on the content of a text
- recall aloud narrative events in chronological order (narrative thread of a story, sequences of an activity, sequence of images in a story)
- respect agreed rules of conversation (waiting his/her turn to speak, listening to others, reacting to the incitements of the other speakers, keeping in line with the subject)

There are no levels of competence defined for the following subdomains: first steps towards writing and first steps towards reading. Instead, learning situations are created that wake the interest of the pupils for reading an writing and allow them to:

- discover the functions of reading and writing
- know how to use a book
- discover the communicative function of written language
- identify and distinguish various graphic symbols
- discover the relationship between spoken and written language
- develop phonological awareness
- discover the function of letters: write his/ her first name, respect the left-to-right direction, write simple familiar and phonetically transparent words, copy short words
- discover and develop his/ her dominant writing hand

Logical reasoning and mathematics



Space and shapes *

The pupil is able to:

- find his/her bearings both inside and outside school: school buildings, school surroundings, local neighbourhood, familiar pathways
- situate him-/herself in space and describe his/her position in space
- locate objects in space in relation to him-/herself
- distinguish objects according to their shapes: recognise, compare and classify square, triangular and round shapes and name them
- reproduce and continue simple logical series

Numbers and operations *

The pupil is able to:

- compare groups with various elements and presenting various configurations: more than, less than, as much as
- count groups consisting of up to 10 elements
- associate numbers from 0 to 9 to their symbols, and vice versa
- order numbers from 0 to 9
- globally recognise structured quantities of up to 5 elements
- solve addition calculations in meaningful situations between 1 and 5
- solve subtraction calculations in meaningful situations between 1 and 5

Size and measurement *

The pupil is able to:

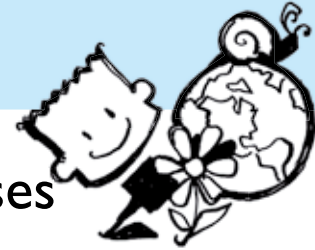
- use natural units of measurement in meaningful situations (length of a foot, bottle, etc.)
- compare objects of same length, weight, capacity and use the corresponding notions: more /less /same
- classify objects of the same size: small/ large, light/ heavy, long/ short
- order objects according to length: from smallest to largest and vice versa
- estimate the duration of events that have taken place
- distinguish morning, afternoon and evening
- situate experiences in relation to each other (different phases of an activity, the sequence of school activities)

Problem-solving*

The pupil is able to:

- formulate a mathematical question in his/her own words
- solve a single-stage problem in an active way
- apply knowledge and known procedures in order to solve a problem
- describe his/her problem solving strategy in his/her own words during the activity

World discovery with all the senses



The pupil is able to:

- identify elementary body functions (the five senses, movement) and perceive physical changes
- identify some animals and their living spaces (pets, farm animals, forest animals)
- identify some common plants (flowers, trees)
- identify signs of living nature (growth, seasonal changes)
- apply technical procedures (planning, setting up, constructing and reinventing, assembling and taking down)
- identify and distinguish traditions and customs related to different cultures
- situate him-/herself in time (present, past) and in space both inside and outside school
- know about the structure and use of spaces in his/her environment

Psychomotor skills, self-expression through movement and health



The pupil is able to:

- perform the basic forms of movement, adapting them to the space available (running, climbing, sliding, jumping, turning)
- coordinate his/her movements (pulling, pushing, throwing)
- assume a role in movement games
- keep to agreed rules
- use various sports equipment (balls, hoops, ropes, sticks)
- move to the rhythm of music
- respect the limits of his/her opponent in combative games
- maintain self-control during physical contact
- move freely through water up to chest level
- identify some elementary hygiene practices and safety rules

Creative expression, introduction to aesthetics and culture



The pupil is able to:

- describe his/her paintings and handicraft work
- describe a work of art in his/her own words
- represent objects of his/ her environment (animals, people, objects)
- use at least three different techniques to realize paintings and handicraft productions (cutting, modelling, colouring, drawing and painting using various tools, etc.)
- design two- and three-dimensional items
- move to the rhythm of music
- analyse sounds and link them to their sources
- recognise attributes such as loud/soft and fast/slow, and express them using his/her body
- sing children's songs
- create rhythms by using simple percussion instruments and sound objects
- say whether he/she likes a piece of music

Vade mecum (1st learning cycle, 1st year)

	1st meeting	2nd meeting	3rd meeting
Main subjects (priorities):			
Resources and documentation:			
Review by the educational team: Current situation; Development and learning process in the various domains: progression, changes, etc.; Important information (e.g. friendships, interests).			
Review by the parents: Current situation; Development and learning process in the various domains: progress, changes, etc.; Important information (e.g. friendships, interests).			
Future foci: Planning: <ul style="list-style-type: none"> • Targets; • Next steps; • Proceedings to be taken. 			

Vade mecum (1st learning cycle, 2nd year)

4th meeting			
Main subjects (priorities): Resources and documentation:			
Development and learning process in the following domains:	<p>Review by the educational team: Current situation; Development and learning process in the various domains: progression, changes, etc.; Important information (e.g. friendships, interests).</p>	<p>Review by the parents: Current situation; Development and learning process in the various domains: progression, changes, etc.; Important information (e.g. friendships, interests).</p>	<p>Future foci: Planning: • Targets; • Next steps; • Proceedings to be taken.</p>
Living in community and values			
Language, Luxembourgish and language awareness - Listening - Speaking			
Logical reasoning and mathematics - Space and shapes - Numbers and operations - Size and measurement - Situations, problems			
World discovery with all the senses			
Psychomotor skills, self-expression through movement and health			
Creative expression, introduction to aesthetics and culture			

Vade mecum (1st learning cycle, 2nd year)

<p>Main subjects (priorities):</p> <p>Resources and documentation:</p>							
<p>5th meeting</p>	<p>Development and learning process in the following domains:</p>	<p>Living in community and values</p>	<p>Language, Luxembourgish and language awareness</p> <ul style="list-style-type: none"> - Listening - Speaking 	<p>Logical reasoning and mathematics</p> <ul style="list-style-type: none"> - Space and shapes - Numbers and operations - Size and measurement - Situations, problems 	<p>World discovery with all the senses</p>	<p>Psychomotor skills, self-expression through movement and health</p>	<p>Creative expression, introduction to aesthetics and culture</p>
<p>Review by the educational team:</p> <p>Current situation; Development and learning process in the various domains: progression, changes, etc.; Important information (e.g. friendships, interests).</p>	<p>Review by the parents:</p> <p>Current situation; Development and learning process in the various domains: progression, changes, etc.; Important information (e.g. friendships, interests).</p>	<p>Future foci:</p> <p>Planning:</p> <ul style="list-style-type: none"> • Targets; • Next steps; • Proceedings to be taken 					

Vade-mecum (1st learning cycle, 2nd year)

		Main subjects (priorities):	
		Resources and documentation:	
		Review by the educational team:	Review by the parents:
		Future foci:	
6th meeting			
Development and learning process in the following domains:	<p>Current situation;</p> <p>Development and learning process in the various domains: progression, changes, etc.;</p> <p>Important information (e.g. friendships, interests).</p>	<p>Current situation;</p> <p>Development and learning process in the various domains: progression, changes, etc.;</p> <p>Important information (e.g. friendships, interests).</p>	<p>Planning:</p> <ul style="list-style-type: none"> • Targets; • Next steps; • Proceedings to be taken.
Living in community and values			
Language, Luxembourgish and language awareness	<ul style="list-style-type: none"> - Listening - Speaking 		
Logical reasoning and mathematics	<ul style="list-style-type: none"> - Space and shapes - Numbers and operations - Size and measurement - Situations, problems 		
World discovery with all the senses			
Psychomotor skills, self-expression through movement and health			
Creative expression, introduction to aesthetics and culture			

