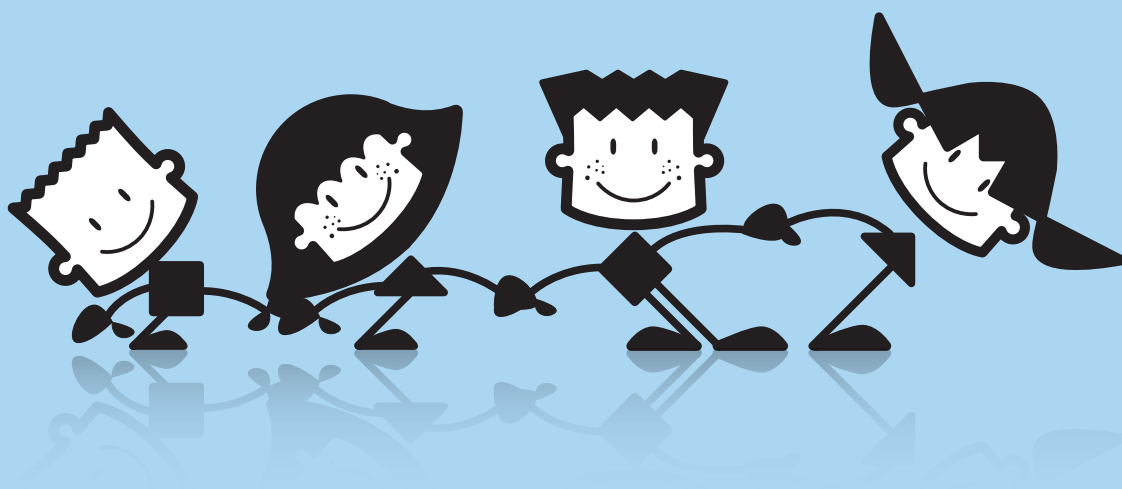


ELEMENTARY SCHOOL
CYCLES 1 - 4

THE LEVELS *of Competence*



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

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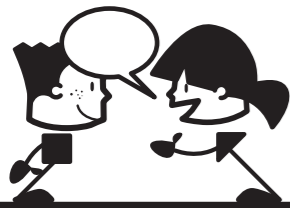
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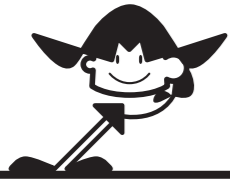
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The language, the Luxembourgish language and the initiation to languages (Cycle 1) / The Luxembourgish language (Cycles 2 - 4)
Oral production*

	Base Cycle 1		Base Cycle 2		Base Cycle 3		Base Cycle 4	
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Spoken interaction	The pupil expresses himself in a comprehensible way about familiar subjects and he uses short sentences and simple expressions to answer questions asked in class.	The pupil takes part in short and simple exchanges dealing with subjects covered in class.	The pupil takes part in short conversations about familiar topics; he keeps to the subject and makes short sentences.	The pupil gets involved in conversations dealing with subjects covered in class, on condition that his answers will not require a long speech.	The pupil takes part in conversations dealing with familiar subjects and he asks questions relating to the topic.	The pupil communicates with ease in a commonly encountered situation including a basic and direct exchange of information.	Faced to familiar situations, the pupil actively takes part in a discussion dealing with a current topic, he explains and maintains his point of view.	The pupil puts arguments forward when answering to his interlocutors, and he applies verbal strategies (e.g. comparisons, examples...).
Addressing an audience	The pupil puts in other words the main elements of a text done in class and he mentions personal experiences, using short sentences and basic expressions.	The pupil makes basic sentences to tell what he has seen or heard in the fields of school, nature, music and sports.	In the course of a short talk prepared in advance, the pupil presents in class a subject he is familiar with.	In the course of a longer talk and according to a given example, the pupil presents a subject he is interested in, even if the development remains elementary.	The pupil gives a spontaneous and fluent description of a recent event or experience (at home, at school...), his speech is well-structured.	The pupil presents a newly developed topic (if need be, he will use auxiliary means such as a memory aid) in a comprehensible way.	The pupil gives his opinion on topics related to his daily life (school, his environment, music...), some elements are set out in detail, even in a rather demanding context.	The pupil is able to give a detailed description of his own experiences and to present a topical issue from a critical perspective, using a clear and structured language.
Non-verbal communication	The pupil has recourse to physical elements to support his speech or to show his lack of understanding. Using non-verbal signs (e.g. shaking the head, approving gestures, facial expression), he shows that he also considers the statements of other pupils.				Having recourse to physical elements, the pupil emphasizes, confirms or refutes his interlocutor's speech. He resorts to examples, pictures or objects to ensure comprehension.			
Respect of the agreed rules of communication	The pupil waits for his turn at speaking; he listens to his classmates and takes their comments into account. He stands up to speak and he responds to the suggestions made by his interlocutors. He follows the basic rules of politeness (e.g. he will not interrupt the others).				The pupil waits for his turn at speaking, he listens to his classmates and takes their comments into account. He stands up to speak and he responds to the suggestions made by his interlocutors. He follows the basic rules of politeness (e.g. he will not interrupt the others).			Becoming aware of the effect of his own speech, he adapts his choice of words to the situation. He takes account of the reaction of his audience, and in case of need he will explain his ideas.
Respect of the form through the mobilization of the lexical, grammatical and phonological knowledge	Talking freely, the pupil uses a basic vocabulary including memorized words, expressions, formulations and syntactic structures.	Talking freely, the pupil uses a larger vocabulary and simple structures, even if he still makes elementary mistakes, but the audience will understand him.	Talking freely, the pupil correctly uses elementary means of verbal communication and he makes only a few mistakes, thus understanding is made easy.	The pupil makes himself understood in familiar situations and in relation to well-known topics; he properly uses a richer repertoire including common figures of speech and sentence structures.	When speaking without notes, the pupil makes a correct use of basic language tools, and he just makes a few mistakes in his oral expression.	The pupil makes himself understood in familiar situations and in relation to well-known topics; he properly uses a richer repertoire including common figures of speech and sentence structures.	The pupil uses a larger basic vocabulary and a series of general expressions; he also resorts to different syntactic structures.	The pupil has a good command of the language tools, thus he is able to communicate about specific and abstract, known and unknown subjects, and he uses a big repertoire of grammatical structures.
Staging texts	The pupil takes part in role-playing dealing with different situations (playing store, playing a story) and he uses short sentences and basic expressions.	The pupil assumes a role in class within the context of a simple role-play, and he describes spontaneously some personal experiences.	The pupil repeats aloud or plays a short story dealt with in class, even if he sometimes forgets one or another detail.	The pupil makes up and tells stories according to the given instructions (e.g. a series of pictures) and he knows how to reproduce them in a role-play.	The pupil makes use of treated or known models of narrations and plays; he tells or plays a story in a coherent way.	The pupil freely presents playlets and he shows the first signs of a personal creative input.	The pupil succinctly relates a text previously read or heard, and he recites a memorized text in an expressive way.	In a short play performed for an adult audience, the pupil acts in an autonomous and creative way when interpreting characters showing emotions.

*The notion of "text" is used in this document in the broad sense of the word: a text is any product of a verbal, oral or written interaction (remarks, oral and written messages, discussions, speeches, written narrative texts...), including paralinguistic features (gestures and facial expression, pictures...).



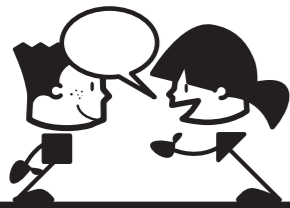
The language, the Luxembourgish language and the initiation to languages (Cycle 1) / The Luxembourgish language (Cycles 2 - 4)
Listening comprehension

	Base Cycle 1		Base Cycle 2		Base Cycle 3		Base Cycle 4	
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Comprehension of the interlocutor	The pupil understands simple orders and carries them out.	The pupil understands orders with up to two actions described in familiar terms, and he carries them out.	The pupil understands the essence of a discussion if it refers to a situation prepared in class, or if it includes well-articulated basic messages in everyday language.	The pupil understands the essence of a conversation dealing with various subjects, and he follows it closely for a longer period of time.	The pupil actively participates in conversations with several interlocutors and dealing with a topical item; he understands the explicit aims of his interlocutors.	The pupil follows the course of a conversation, he understands and compares some of the topics raised, and he remains attentive during the whole conversation.	The pupil follows the course of a conversation, he understands or compares the different contributions to the discussion and he really understands the positions of his interlocutors.	The pupil easily understands structured discussions dealing with known and unknown topics.
Comprehension of an audio-text	The pupil globally understands a short text (a story, an explanation...), and he identifies its main message. He follows the thread of a conversation dealing with familiar subjects.	The pupil follows short, simple and well-structured talks if they are illustrated with pictures and dealing with topics covered in class, but the speaker has to speak slowly and clearly.	The pupil listens to and understands easy and short texts of different kinds (factual or literary texts), provided that they are clearly articulated and that the context is clarified before any listening.	The pupil understands the topic and the main information of short audio-visual sequences, on condition that the text is spoken rather slowly and that the topic is not unknown.	The pupil understands the essence of radio or television shows dealing with topics he is interested in.	The pupil catches information in a nuanced way and he assimilates complex elements.	The pupil understands different kinds of audio-texts (interview, story, commercial...), even if they are dealing with an unknown topic.	The pupil follows a longer talk or speech (film, debate, conference...) without any problem, even if idiomatic expressions are used.
Mobilization of listening strategies and techniques	The pupil perceives the used prosodic and gestural elements (intonation, gestures, expressions, background noise) in an audio-text.	The pupil interprets background noise and illustrations to draw a conclusion on the topic of an audio-text (e.g. a tale).	The pupil considers the intonation, the rhythm, the sound level, the accent and the non-verbal language to find the meaning on his own.	When listening to a short and basic audio-text, the pupil clarifies significations with the help of the context.	The pupil chooses rather complex strategies of comprehension (use of the context, interpretation of the delivery and of the intonation...) and he adapts them to the different kinds of audio-texts.	The pupil draws the attention on main elements and he puts pointed questions.	The pupil gives a clear structure to what he was listening to and he remains attentive even during a longer conversation.	The pupil resorts in a differentiated way to various listening strategies, according to the situation and to the kind of text.
Identification and utilization of the pieces of information in a text	The pupil follows the thread of a text (the succession of events), he identifies the main characters and their acts.	The pupil finds isolated information in an easy audio-text and he renders it word for word, without any help.	The pupil pinpoints detailed information, provided he can base himself on a precise description.	The pupil precisely identifies several pieces of information appearing in an audio-text.	The pupil recognizes implicit contents (e.g. the speaker's attitude and point of view) during a conversation dealing with an everyday topic.	The pupil identifies and specifies several explicit and implicit pieces of information related to his personal experiences or to his usual knowledge, and he presents them in a structured way.	The pupil recognizes the common logical links as well as, if necessary, the change of tenses.	The pupil identifies and describes different speakers in an audio-play, he interprets their feelings and their motivations; he reconstructs the chronological order of the events, the place and the moment, the link to reality.
Analysis, comparison and appraisal of audio-texts	The pupil makes basic comments on a text.	The pupil describes the principal characters of an audio-text.	The pupil knows the difference between pieces of information and light fiction.	The pupil knows the difference between reality and fiction, and he compares different types of audio-texts (story, interview, playlet...).	The pupil gives a nuanced opinion which is adapted to the situation and he brings out the characteristics of various kinds of audio-texts (interview, story, commercial...).	The pupil recognizes and appraises implicit contents.	The pupil identifies the opinions (for, against) given by his interlocutor during a debate dealing with a familiar topic.	The pupil is able to perceive the opinions expressed by his interlocutors and to make a critical assessment of what was heard.



The language, the Luxembourgish language and the initiation to languages (Cycle 1) / The Luxembourgish language (Cycles 2 - 4)
Reading comprehension

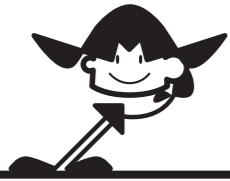
	Base Cycle 1			Base Cycle 3		Base Cycle 4	
Competences	Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
Construction and use of the written language codes	The pupil identifies rhymes and initial sounds, and he segments words. He identifies and he differentiates various written signs (letters, figures).	The development of these competences, initiated in Luxembourgish, is integrated into cycle 2 of learning German, the language used for the acquisition of literacy in basic education.					
Reading various texts	The pupil knows how to handle a book and he discovers the social use of writing in different contexts (information, story, etc.).		The pupil reads fluently and articulates simple texts quite correctly: short stories, nursery rhymes, children's songs.	The pupil reads and understands short and well-structured texts if they are written in simple terms and in everyday language, even if he needs some time to succeed.	The pupil reads and understands texts comprising several paragraphs, in particular easy literary texts such as stories, tales and fables.	The pupil reads and understands all in all texts running over several pages and dealing with a familiar topic, even if the subject was not covered in class.	The pupil reads all kinds of continuous and non-continuous texts running over several pages and dealing with familiar topics; the comprehension of texts addressing unfamiliar and unknown topics might be a problem.
Mobilization of reading techniques and strategies	The pupil discovers his first name among other names or words and he recognizes or detects the message of well-known logos or pictograms (fast reading, global reading).		The pupil reads the heading, listens to the beginning of the text, has a look at the pictures and makes predictions on the specific sort of text.	The pupil has recourse to the context to clarify incomprehensible passages.	The pupil marks important passages in the text.	The pupil summarizes orally the different paragraphs of a text.	The pupil implements reading strategies in an autonomous and differentiated way, according to the type of text.
Spotting and using the information in a text	The pupil identifies the main characters and their actions, and he follows the course of events in an easy text.		The pupil identifies essential messages of parts of the text and he renders them orally in the form of headings.	The pupil identifies the main events in a short story, the course of the events and the significant details.	The pupil finds explicitly formulated information in a text dealing with a specific, but rather unfamiliar topic.	The pupil identifies the main logical and chronological connections in a story.	The pupil finds complex and abstract information; he interprets and deals with these details.
Analysis, comparison and assessment of texts			The pupil identifies important kinds of texts, such as poems or tales.	The pupil outlines the context, e.g. he specifies and describes the setting of the story and he portrays some characters.	The pupil interprets the personality features, the intentions and the feelings of one of the main characters of the story, and he refers to detailed excerpts to justify his point of view.	The pupil gives his personal opinion on the characters, the actions or the topic of the text.	The pupil formulates judgments, he reappraises them on the basis of the text; he compares his point of view to those of other people.



The acquisition of literacy and the German language

Oral production

	Base Cycle 2				Base Cycle 3			Base Cycle 4		
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Spoken interaction	The pupil says hello in common parlance, as well as "yes", "no", "sorry!", "please", "thank you".	The pupil asks a classmate to borrow him a pencil, an eraser or other usual school supplies.	Answering questions asked in class, the pupil has recourse to short sentences and colloquial expressions.	The pupil talks with classmates about things that happened at school and he adheres to the rules as agreed upon.	The pupil takes part in short and simple exchanges prepared in class, dealing with the little things in life (shopping, making an appointment ...).	The pupil takes part in conversations dealing with topics he is interested in or related to everyday life.	The pupil takes part in a short conversation dealing with common topics; he asks and answers questions, provided that the answers do not require a long speech or a statement.	The pupil communicates with ease in a commonly encountered situation prepared in class, and including a basic and direct exchange of information.	The pupil actively takes part in a discussion dealing with a familiar situation; he explains and maintains his point of view.	The pupil puts arguments forward when answering to his interlocutors, and he applies verbal strategies (e.g. opening of the discussion, comparisons, examples...).
Addressing an audience	The pupil says whether he feels at ease or not, he provides some basic information about himself using simple words, but he might have recourse to gestures or to words from his mother tongue.	The pupil makes a very short self-presentation (e.g. he tells his name, he says where he comes from, he talks about his school) even if he needs some help from his interlocutor.	The pupil gives some basic information about himself and his family circle, if his interlocutor provides an appropriate help.	The pupil provides comprehensible information on a topic he is interested in; he expresses his personal feelings and ideas.	The pupil makes simple sentences to tell what he did see, hear or read on topics such as school, nature, music and sports; in a previously prepared short talk he speaks freely and he presents a well-known subject.	In the course of a talk and according to a given example, the pupil presents a subject he is interested in, even if the development remains elementary.	The pupil gives a brief, structured and fluent description of an event linked to his everyday life.	The pupil describes spontaneously, in some sentences and using simple means, a newly made experience (at home, at school...).	The pupil presents a newly developed topic (if need be, he will use auxiliary means such as a memory aid) in a comprehensible way.	The pupil gives his opinion on topics related to his daily life (school, his environment, music...), some elements are set out in detail, even in a rather demanding context.
Respect of the form through the mobilization of the lexical, grammatical and phonological knowledge	The pupil uses rather correctly a series of memorized expressions and formulations.	When speaking without notes, the pupil uses simple syntactic structures and grammatical forms belonging to a memorized basic repertoire, but he still makes all kinds of mistakes.	The pupil uses a basic repertoire of memorized words, expressions and formulations, but he still makes lots of elementary mistakes regarding syntax and morphology.	The pupil makes himself understood at school and in class; he properly uses a memorized basic vocabulary, even if he always makes mistakes regarding syntax and morphology.	The pupil can make himself understood and uses, when talking freely, a basic vocabulary (commonly used words) and elementary syntactic structures from a repertoire dealt with in class, but he still makes some mistakes regarding syntax and morphology.	Talking freely, the pupil uses a larger vocabulary and simple structures, even if he still makes elementary mistakes, but the audience will understand him.	Talking freely, the pupil correctly uses the known grammatical structures (e.g. temporal markers, coordinate and subordinate clauses).	Talking freely, the pupil correctly uses means of verbal communication dealt with in class, and he just makes a few elementary mistakes, thus understanding is made easy.	The pupil makes himself understood in familiar situations and in relation to well-known topics; he properly uses a richer repertoire including common figures of speech and sentence structures.	The pupil uses a larger basic vocabulary and a series of general expressions, he also resorts to different syntactic structures; grammatical mistakes are noted, but it is always possible to understand the pupil, even if the use of idiomatic expressions might still be a problem.
Staging texts	The pupil takes part in mini-dialogues (to present oneself, to greet each other, to say goodbye ...).	The pupil participates in a creative way in interactional games (playing phone playing store...).	The pupil repeats memorized short and simple sentences in the context of a role-play.	The pupil assumes a role within the context of a simple role-play in class, and he describes spontaneously some personal experiences.	The pupil repeats aloud or plays a short story dealt with in class, even if he sometimes forgets one or another detail.	The pupil makes up and tells stories according to the given instructions (e.g. a series of pictures) and he knows how to reproduce them in a role-play.	The pupil makes use of treated or known models of narrations and plays, he tells or plays a story in a coherent way.	The pupil freely presents playlets and he shows the first signs of a personal creative input.	The pupil makes up stories on his own and in a creative manner; in the course of the narration he describes and develops a personal adventure, or he performs a role in a play.	In a short play performed for an adult audience, the pupil acts in an autonomous and creative way as he interprets characters showing emotions.



The acquisition of literacy and the German language

Listening comprehension

	Base Cycle 2				Base Cycle 3			Base Cycle 4		
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Comprehension of the interlocutor	The pupil understands simple and very common tasks and orders within the context of the class, provided that pictures or gestures are used to explain him what to do.	The pupil understands short and simple messages relating to his person, to life in class ... if they are formulated within a well-known context.	The pupil understands short conversations dealing with well-known topics, provided that the interlocutor speaks slowly and clearly.	The pupil gets involved in a short conversation with several participants, dealing with a subject prepared in class.	The pupil understands the essence of a discussion, provided the situation was prepared in class, or of a basic and well-articulated message in common parlance.	The pupil understands the subject of a conversation dealing with various questions and he follows it over a longer period.	The pupil participates through some personal contributions in conversations with several interlocutors, dealing with subjects covered in class.	The pupil actively participates in conversations with several interlocutors and dealing with a topical item; he understands the explicit aims of his interlocutors.	The pupil follows the course of a conversation, he understands and compares some of the topics raised, and he remains attentive during the whole conversation.	The pupil follows the course of a conversation, he understands or compares the different contributions to the discussion and he really understands the positions of his interlocutors based upon a complex argumentation.
Comprehension of an audio-text	The pupil understands familiar words, names and figures in simple and short audio-texts, provided they are spoken slowly and clearly.	The pupil understands simple words and very short sentences relating to his family, to the school or to his person, provided they are spoken slowly and clearly.	If the topics were covered in class, the pupil understands all in all the action or the subject of an audio-text (tales, short narrative texts).	If the topics were covered in class, the pupil understands all in all the thread or the subject of a simple and short audio-text.	The pupil follows short, rather simple and well-structured talks, provided they are illustrated with pictures and dealing with topics covered in class, but the speaker has to speak slowly and clearly.	The pupil listens to easy and rather short texts of different kinds (factual or literary texts), provided that they are clearly articulated and that the context is clarified before any listening.	The pupil understands the topic and the main information of short video sequences, on condition that the text is spoken rather slowly and that the topic is not unknown.	The pupil understands the essence of numerous radio or television shows dealing with topics he is interested in.	The pupil catches information in a nuanced way and he assimilates complex elements.	The pupil identifies and compares different kinds of audio-texts (interview, story, commercial...).
Mobilization of listening strategies and techniques	The pupil expresses his incomprehension.	The pupil resorts to available non-verbal devices (gestures, mimic, illustrations...).	The pupil interprets background noise and illustrations to draw conclusions about the topic of an audio-text (e.g. a tale).	The pupil resorts to previously acquired knowledge (e.g. expressions learnt in class) and he uses it to understand the context of the audio-text.	The pupil considers the intonation, the rhythm, the sound level, the accent and the non-verbal language to find the meaning on his own.	When listening to a short and basic audio-text, the pupil clarifies significations with the help of the context.	The pupil chooses rather complex strategies of comprehension (use of the context, interpretation of the delivery and of the intonation...) and he adapts these strategies to the different kinds of audio-texts.	The pupil draws the attention on main elements and he puts pointed questions.	The pupil gives a clear structure to what he was listening to and he remains attentive even during a longer conversation.	The pupil resorts in a differentiated way to various listening strategies, according to the situation and to the kind of text.
Identification and utilization of the pieces of information in a text	The pupil understands simple pieces of information relating to an object (size, colour, whom it belongs to, where it is) even if frequent repeats, pictures, gestures as well as translations are required.	The pupil identifies the place and one or the other character in an audio-text, provided the subject was covered in class and the pupil can resort to precise indications and to repeated listening.	The pupil identifies and reproduces word by word specified pieces of information appearing in an elementary audio-text, without receiving any help.	The pupil identifies detailed pieces of information, provided he can resort to precise indications and to repeated listening.	The pupil identifies the different speakers in an audio-play and he reconstructs the course of the events.	The pupil precisely identifies several pieces of information appearing in an audio-text.	The pupil recognizes implicit contents (e.g. the speaker's attitude and point of view) during a conversation dealing with an everyday topic.	The pupil identifies, specifies and structures several explicit and implicit pieces of information related to his personal experiences or to his usual knowledge.	The pupil recognizes the most common logical links as well as, if necessary, the changes of tenses.	The pupil identifies and describes the different speakers in an audio-play, he interprets their feelings and their motivations, he reconstructs the chronological order of the events, the place and the moment, the link to
Analysis, comparison and appraisal of audio-texts	The pupil says whether he likes an audio-text or not.	The pupil reproduces the thread of a text with the help of three or four pictures.	The pupil gives an elementary personal assessment in one or two sentences.	The pupil portrays characters found in an audio-text.	The pupil knows the difference between informative texts and light fiction.	The pupil knows the difference between reality and fiction, and he compares different types of audio-texts (story, interview, playlet...).	The pupil gives a nuanced opinion which is adapted to the situation and he brings out the characteristics of different kinds of audio-texts (interview, story, advertising spot...).	The pupil brings out and appraises implicit contents.	The pupil critically puts into question the main information, even if it is expressed quite implicitly.	The pupil finds, describes and assesses the author's opinion; to justify his own views he refers to specific passages.



The acquisition of literacy and the German language

Written production

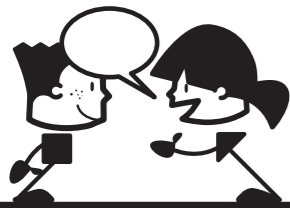
	Base Cycle 2				Base Cycle 3			Base Cycle 4		
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Construction and use of the handwriting technique and of the instruments of written communication	The pupil uses the most significant links between letter and sound, and he respects the sounds while writing.	The pupil divides words into letters or groups of letters and he reconstructs them.	The pupil draws the most frequently used capital and small letters of the alphabet in block letters.	The pupil uses graphemes composed of several letters (e.g. ch, sch, chs, nk, ng...) quite correctly.						
Writing different types of texts	The pupil writes some very common words correctly, for instance to designate people, animals or objects on pictures or diagrams.	The pupil freely writes words and some basic sentences belonging to a studied and memorized repertoire, although he still makes many mistakes.	The pupil writes basic messages (postcard, personal specifications...) legibly and fluently.	The pupil copies without any mistakes short and simple texts whose vocabulary was studied in class, he describes adventures and writes down short stories related to pictures, provided that he gets instructions and help.	Watching a series of pictures, the pupil makes up and writes elementary short stories dealing with a well-known subject; he writes down personal experiences within a known context (or a context previously worked out in class).	The pupil uses simple sentences and expressions when writing about people and the little things in life (school, family, hobbies...); the subject is dealt with in a satisfying manner, even if there is no further development.	The pupil provides autonomously a detailed description of objects (e.g. a bike), of events from the present or the past, or of well-known places; his sentences are short and simple.	Using basic narrative forms, the pupil describes a personal experience from the present or the past; he also writes short messages to answer questions as well as short biographies on some people.	The pupil writes in a comprehensible way about real or fictional subjects, he adds his own ideas and thoughts and gives some rather detailed descriptions.	The pupil writes well-structured and coherent texts (articles for the school magazine, analysis of a book read in class...); he takes different points of view, according to the kind of text.
Mobilization of writing strategies and techniques	The pupil differentiates between the notions: "letter", "word" and "sentence".	The pupil structures series of sentences in a basic way (spaces between the words, full stop at the end of a sentence).	Reading over his text, the pupil finds and corrects some mistakes that might hinder comprehension.	The pupil makes a revision with regard to formal criteria (punctuation marks, spelling).	The pupil resorts to elementary planning strategies (e.g. to gather ideas on a subject) and he reworks his text with the aid of a correction sheet or of an electronic spell checker.	The pupil looks autonomously after the correct spelling of the words and expressions learnt in class, he resorts to appropriate auxiliary means (dictionary...).	The pupil optimizes the conception of his text as for the content and the language (detailed descriptions, gripping style of expression...).	The pupil uses writing strategies in a specific and appropriate way, according to the given exercise (e.g. resorting to models, looking for expressions in a dictionary...).	The pupil plans, writes and revises texts according to the respective instructions.	The pupil plans, writes and revises texts autonomously.
Respect of the form through the mobilization of the lexical, grammatical and phonological knowledge	The pupil uses one or the other spelling strategy (e.g. extension: Kind - Kinder).	The pupil writes proper nouns and the beginning of a sentence in capital letters, he structures words and he thinks about their structure, but sometimes he chooses the wrong strategy.	The pupil uses a limited vocabulary consisting of words frequently used in class, he expresses himself continuously in some basic sentences, but he makes lots of mistakes in free writing, in particular because of the use of non-studied words or expressions, even if the text is always understood.	The pupil uses a basic vocabulary and elementary grammatical structures (e.g. affirmative positive and negative sentences, interrogative sentences); systematic elementary grammar (prepositions-declensions) and spelling mistakes are tolerated in free writing.	In his free productions, the pupil uses a basic vocabulary dealing with his daily concrete needs and elementary grammatical structures (simple tenses, coordinate sentences with the most usual conjunctions) and he still makes elementary mistakes (conjugation, declension, syntax) – but the general meaning remains clear.	The pupil uses simple and frequent connectives and elementary grammatical structures quite correctly, although he still makes mistakes when using less familiar structures and forms; he has to read several times over his text to correct mistakes hindering comprehension.	In his free productions, the pupil uses an adequate lexicon to describe everyday situations dealing with well-known subjects and he has recourse to elementary grammatical structures, even if he still makes some big mistakes (prepositions, syntax) and if there are clumsy expressions.	The pupil expresses himself properly, he varies the sentence structure as well as the word order and he uses connectives (such as: und, aber, wenn, weil...), there are still some mistakes as regards morphology, syntax and spelling, but understanding is always possible.	The pupil makes a pretty good use of the basic vocabulary and of the elementary morphological and syntactic structures required to write texts dealing with well-known contexts, but there are still interference-related mistakes and the use of circumlocutions is required.	The pupil expresses himself properly, he varies the studied structures according to the aims of the message and to the type of text, but he doesn't yet master the linguistic subtleties, he rarely makes mistakes as regards morphology, syntax and spelling.



The acquisition of literacy and the German language

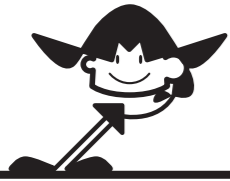
Reading comprehension

	Base Cycle 2				Base Cycle 3			Base Cycle 4		
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Construction and use of the written language codes	The pupil identifies the most relevant links between letters and sounds.	The pupil makes the phonological recoding, which means that he also reads unknown words.	The pupil knows all letters from the alphabet.	The pupil reads all graphemes, he differentiates between consonants and vowels.						
Reading various texts	The pupil reads and understands very short and easy passages of a text, but he has difficulties in reading unknown words or expressions.	The pupil gets an idea of the content of a very short (4-5 sentences) and rather easy text, especially if there are pictures to make understanding easier.	The pupil reads aloud and understands very short messages with a familiar content dealing with subjects of everyday life.	The pupil reads fluently and articulates easy texts quite correctly: simple stories, recipes, blurbs, postcards, tinkering tips.	The pupil reads and understands short and well-structured texts, if they are written in very simple terms and in everyday language, even if he needs some time to succeed.	The pupil reads and understands texts comprising several paragraphs, e.g. functional texts such as definitions in the dictionary, ads and comments or easy literary texts (stories, tales and fables).	The pupil reads and understands texts of greater linguistic, thematic and structural complexity, dealing with subjects related to everyday life (information brochures, magazines...) and he imagines the features of the different characters mentioned in a story.	The pupil reads and understands all in all texts running over several pages and dealing with a familiar topic, even if the subject was not covered in class; to that purpose, he uses reference books.	The pupil doesn't need any further explanation to read and to understand the essence of a text running over several pages and dealing with a subject he is interested in, but details or idiomatic expressions might be a problem.	The pupil reads all kinds of continuous and non-continuous texts running over several pages and dealing with familiar topics; the comprehension of texts addressing unfamiliar and unknown topics might be a problem.
Mobilization of reading techniques and strategies	The pupil reads simple words; he breaks them down and reconstructs them.	The pupil has recourse to previously acquired knowledge on the subject the text is dealing with.	The pupil reads the heading, listens to the beginning of the text, has a look at the pictures and makes a prediction on the specific sort of text.	The pupil places the paragraphs of a short and simple text in correct order.	The pupil refers to lists or to dictionaries to find the required information.	The pupil has recourse to the context to clarify incomprehensible passages.	The pupil marks important passages in the text and he writes the key words down.	The pupil skims through a text to reconstruct the central message.	The pupil summarizes the different paragraphs of a text.	The pupil implements reading strategies in an autonomous and differentiated way, according to the type of text.
Spotting and using the information in a text	The pupil finds specific words in a sentence or in a very short text, allowing him to answer very easy questions.	In easy contexts, the pupil finds and renders some specific information explicitly mentioned in the text.	The pupil is able to find and to determine the main information, what the text is about (e.g. the designation of the main characters).	The pupil identifies essential messages of parts of the text and he renders them in the form of headings.	After a previous preparation, the pupil identifies the main events in a short story, the course of the events and the significant details.	The pupil identifies in an autonomous way the main idea of a text dealing with everyday life, the general facts (author, place, time, characters, organization of the text) as well as explicitly formulated information.	The pupil finds explicitly formulated information in a text dealing with a specific but rather unfamiliar topic.	The pupil identifies relevant details which are not easily found in the text.	The pupil identifies the main logical and chronological connections in a story.	The pupil finds complex and abstract information; he interprets and deals with these details.
Analysis, comparison and appraisal of texts	The pupil restores simple and short sentences with the help of word cards.	The pupil combines passages of a text with pictures.	The pupil draws simple conclusions based upon specific information found in the text or on relating pictures.	The pupil identifies important types of texts, such as poems or tales.	The pupil outlines the context, e.g. he specifies and describes the setting of the story and he portrays some characters.	The pupil recognizes divergent points of view or the motives of the characters and he describes them.	The pupil interprets the personality features, the intentions and the feelings of one of the main characters of the story, and he refers to detailed excerpts to justify his point of view.	The pupil gives his personal opinion on the characters, the actions or the topic of the text.	The pupil formulates judgments, he reappraises them on the basis of the text; he compares his point of view to those of other people.	The pupil adopts differing points of view (change of perspective) and he understands allusions.



The French language
Oral production

	Base Cycle 2		Base Cycle 3			Base Cycle 4		
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Spoken interaction	The pupil says hello in common parlance, as well as "yes", "no", "sorry!", "please", "thank you".	The pupil formulates a simple question to get something (for instance: please give me a pencil).	Answering questions asked in the context of the class or dealing with topics covered in class, the pupil has recourse to short sentences and to colloquial expressions.	The pupil talks with classmates about things that happened at school, adhering to the rules as agreed upon.	The pupil takes part in short and simple exchanges prepared in class, dealing with the little things in life (shopping, making an appointment ...).	The pupil makes simple and short sentences to ask for information, to answer questions and to give information on well-known topics; sometimes he has recourse to single words or to series of sentences, but usually he will use standard turns of phrases.	The pupil asks for information, answers questions, gives information and expresses his opinion in different situations, provided they are dealing with topics of the programme.	The pupil communicates within the context of a commonly encountered situation that was prepared in class, including a basic and direct exchange of information on well-known activities or topics.
Addressing an audience	The pupil says whether he feels at ease or not, he provides some basic information about himself using simple words, but he might have recourse to gestures or to words from his mother tongue.	The pupil makes a very short self-presentation (e.g. he tells his name, he says where he comes from, he talks about his school) even if he needs some help from his interlocutor. .	The pupil gives some basic information about himself and his family circle, if his interlocutor provides an appropriate help.	The pupil provides comprehensible information on a topic he is interested in, he expresses his personal feelings and ideas.	The pupil makes simple sentences to tell what he did see, hear or read on topics he is interested in.	In the course of a previously prepared talk, the pupil presents a topic he is interested in, but he is not supposed to read out the whole text.	The pupil gives a brief, well-structured and fluent description of an event linked to his everyday life.	The pupil describes in some sentences and with more elaborate linguistic means a newly made experience (at home, at school...).
Respect of the form through the mobilization of the lexical, grammatical and phonological knowledge	When speaking without notes, the pupil uses rather correctly a series of memorized expressions and formulations.	When speaking without notes, the pupil uses simple syntactic structures and grammatical forms belonging to a memorized basic repertoire, but he still makes all kinds of mistakes.	When speaking without notes, the pupil uses a basic repertoire of memorized words, expressions and formulations, but he still makes lots of elementary mistakes regarding syntax and morphology.	The pupil makes himself understood at school and in class; he properly uses a memorized basic vocabulary, even if he still makes mistakes regarding syntax and morphology.	The pupil can make himself understood and uses, when talking freely, a basic vocabulary and elementary syntactic structures from a repertoire dealt with in class, even if he still makes some mistakes regarding syntax and morphology.	Talking freely on topics dealing with everyday life, the pupil uses a basic vocabulary and simple structures, even if he still makes some elementary mistakes, but the audience will understand him.	Talking freely, the pupil correctly uses a basic vocabulary and he is able to address various topics, he also uses the known grammatical structures (e.g. temporal markers, coordinate and subordinate clauses), although he makes still some elementary mistakes as regards morphology (verbs' conjugation etc.). .	Talking freely, the pupil correctly uses means of verbal communication dealt with in class, and he just makes a few elementary mistakes, thus understanding is made easy.
Staging texts	The pupil takes part in mini-dialogues (to present oneself, to greet each other, to say good-bye ...).	The pupil participates in a creative way in interactional games (playing phone playing store...).	The pupil repeats memorized short and simple sentences in the context of a role-play.	The pupil assumes a role within the context of a simple role-play in class, and he describes spontaneously some personal experiences.	The pupil repeats aloud or plays a short story dealt with in class, even if he sometimes forgets one or another detail.	The pupil makes up and tells stories according to the given instructions (e.g. a series of pictures) and he knows how to reproduce them in a role-play.	The pupil makes use of treated or known models of narrations and plays, he tells or plays a story in a coherent way.	The pupil freely recites and presents playlets, and he shows the first signs of a personal creative input .



The French language

Listening comprehension

	Base Cycle 2		Base Cycle 3			Base Cycle 4		
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Comprehension of the interlocutor	The pupil understands simple and very common tasks and orders within the context of the class, provided that pictures or gestures are used to explain him what to do.	The pupil understands short conversations dealing with well-known topics, provided that the interlocutor speaks slowly and clearly in a very simple language.	The pupil understands short messages relating to his person, to life in class ... (e.g. the given orders...), if they are formulated within a context that was prepared in class.	The pupil understands the essence of a dialogue, provided that the messages are simple, well-articulated and in common parlance, even if one or the other information has to be put in other words or repeated.	The pupil follows a conversation between several participants, dealing with a topic he is interested in.	The pupil understands the subject of a conversation dealing with a well-known subject he is interested in, and he follows it over a longer period, provided the delivery is slow and the language is clearly articulated.	The pupil participates with some personal contributions in conversations with several interlocutors, dealing with subjects covered in class or with well-known topics.	The pupil actively participates in conversations with several interlocutors and dealing with a topical item; he understands the explicit aims of his interlocutors.
Comprehension of an audio-text	The pupil understands familiar words, names and figures in simple and short audio-texts, provided they are spoken slowly and clearly.	The pupil understands simple words and very short sentences within a context covered in class, provided they are spoken slowly and clearly.	The pupil understands all in all the action or the subject of an audio-text (tale, short narrative text), if the topic was covered in class and if it is illustrated with pictures.	If the topic is well-known, the pupil understands all in all the thread or the subject of a simple and short audio-text.	The pupil follows short, rather simple and well-structured talks, but the speaker has to speak slowly and clearly.	The pupil listens to simple and rather short texts of different kinds (factual or literary texts), provided that they are clearly articulated and that the context is clarified before any listening.	The pupil understands the main information of short video sequences (e.g. weather forecast, advertising spot, movie trailer, news/information for young people...) on condition that the text is spoken rather slowly and that the topic is not unknown.	The pupil understands the essence of numerous radio or television shows dealing with topics he is interested in.
Mobilization of listening strategies and techniques	The pupil expresses his incomprehension.	The pupil resorts to simple strategies which are exclusively based upon available non-verbal devices.	The pupil interprets background noise and illustrations to draw conclusions about the topic of an audio-text (e.g. a tale).	The pupil resorts to previously acquired knowledge (e.g. expressions learnt in class) and he uses it to describe the context of the audio-text.	The pupil considers the intonation, the rhythm, the sound level, the accent and the non-verbal language to find the meaning on his own.	When listening to a short and simple audio-text, the pupil clarifies significations with the help of the context.	The pupil draws the attention on the main elements and he puts pointed questions.	The pupil uses rather complex strategies of comprehension (use of the context, identification of the logical links, interpretation of the delivery and of the intonation...) and he adapts them to the different kinds of audio-texts.
Identification and utilization of the pieces of information in a text	The pupil understands simple pieces of information relating to an object (size, colour, whom it belongs to, where it is) even if frequent repeats, pictures, gestures as well as translations are required.	The pupil identifies the place and one or the other character in an audio-text, provided the subject was covered in class and the pupil can resort to precise indications and to repeated listening.	The pupil identifies and reproduces word by word specified pieces of information appearing in an elementary audio-text, without receiving any help.	The pupil identifies detailed pieces of information, provided he can resort to precise indications and to repeated listening.	The pupil brings out detailed and explicitly formulated information, the whole in a well-targeted way.	The pupil precisely identifies several pieces of information appearing in an audio-text.	The pupil recognizes implicit contents (e.g. the speaker's attitude and point of view) if the audio-text is dealing with a well-known topic.	The pupil identifies, specifies and structures several explicit and implicit pieces of information related to his personal experiences or to his usual knowledge.
Analysis, comparison and appraisal of audio-texts	The pupil indicates whether he likes an audio-text or not.	The pupil reproduces the thread of a text with the help of three or four pictures.	The pupil gives a simple personal assessment.	The pupil portrays characters found in an audio-text.	The pupil knows the difference between informative texts and light fiction.	The pupil knows the difference between reality and fiction, and he compares different types of audio-texts (story, interview, playlet...).	The pupil brings out the characteristics of different kinds of audio-texts (interview, story, advertising spot...).	The pupil understands and appraises implicit contents.



The French language
Written production

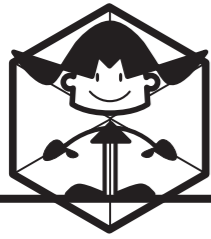
	Base Cycle 3			Base Cycle 4				
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Writing different kinds of texts	The pupil copies some very common words correctly, for instance to designate people, animals or objects on pictures or diagrams.	The pupil freely writes words and some basic expressions belonging to a studied and memorized repertoire, although he still makes many mistakes.	The pupil writes basic messages (postcard, personal specifications...) legibly and fluently; within the context of closed exercises he copies accurately frequently used words and questions.	The pupil copies without any mistakes short and simple texts whose vocabulary was studied in class, he describes adventures and writes down short stories related to pictures, provided that he gets instructions and help (e.g. key words, illustrative sentences...).	Watching a series of pictures, the pupil makes up and writes down simple short stories dealing with a well-known subject; he writes some simple sentences about personal experiences (e.g. a recipe), but the development of the topic remains quite basic.	The pupil uses simple sentences and expressions to write small texts about people and the little things in life (school, family, hobbies...); the subject is dealt with in a satisfying manner, even if the development remains rather simple.	The pupil provides autonomously a detailed description of objects (e.g. a bike), of events from the present or the past or of well-known places; his sentences are short and simple.	Using basic narrative forms, the pupil describes a personal experience from the present or the past; he also writes short messages to answer questions as well as short biographies on some people.
Mobilization of writing strategies and techniques	The pupil checks whether his freely written words and short sentences are comprehensible.	The pupil structures series of sentences in a basic way (spaces between the words, full stop at the end of a sentence) and he reads them out to get suggestions for improvement.	Reading over his text, the pupil finds and corrects some mistakes that might hinder comprehension.	The pupil makes a revision with regard to formal criteria (punctuation marks, usual spelling).	The pupil resorts to elementary planning strategies (e.g. to gather ideas on a subject) and he reworks his text with the aid of a correction sheet.	The pupil looks autonomously after the correct spelling of the words and expressions learnt in class, he resorts to appropriate auxiliary means (e.g. a dictionary...).	The pupil optimizes the conception of his text as for the content and the language (detailed descriptions, gripping style of expression...).	The pupil uses writing strategies in a specific and appropriate way, according to the given exercise (e.g. resorting to models, looking for expressions in a dictionary...).
Respect of the form through the mobilization of the lexical, grammatical and phonological knowledge	The pupil knows how to use the most common graphemes (un, u, ou, oi, oin, on, ais, en, an, eu...).	Dealing with closed exercises, the pupil reuses words and expressions studied in class, but he still makes mistakes that do not hinder comprehension.	In his free productions the pupil uses a limited vocabulary consisting of words frequently used in class, he expresses himself continuously in some basic sentences, but he makes lots of mistakes, in particular because of the use of non-studied words or expressions, even if the text is always understood.	To express himself and to make himself understood, the pupil uses a basic vocabulary and elementary grammatical structures (present tense, present perfect, affirmative, negative and simple interrogative sentences with "est-ce que") learnt in class, But he still makes a lot of systematic elementary grammar (syntax, conjugation) and spelling mistakes.	In his free productions, the pupil uses a basic vocabulary dealing with his daily concrete needs and elementary grammatical structures (simple tenses, sentences with an adverbial clause including "when" and "because"...), he still makes elementary mistakes as he uses words not dealt with in class (conjugation, plural and feminine markers), but the general meaning remains obvious.	The pupil expresses himself properly, he varies the sentence structure as well as the word order and he uses connectives (coordinate sentences with the most frequent conjunctions : et, mais, ensuite ...), there are still some mistakes as regards morphology, syntax and spelling, but understanding is always possible.	In his free productions, the pupil uses an adequate lexicon to describe everyday situations dealing with well-known subjects and he has recourse to the studied grammatical structures (e.g. pronominal substitution, interrogative sentences with inversion, with relative clause...), even if he still makes some big mistakes (usual spelling and grammar) and if there are clumsy expressions.	The pupil uses the known grammatical structures quite correctly (e.g. elementary rules on the agreement of past participle, present subjunctive, sentences with conditional subordinate clauses ...), but he still makes mistakes when using less familiar structures and forms, and he has to read several times over his text to correct mistakes hindering comprehension.
Putting forward one's opinion					The pupil expresses a simple appraisal dealing with a topic linked to his everyday life.	The pupil expresses an appraisal dealing with a topic linked to his everyday life.	The pupil expresses a complex appraisal dealing with a topic linked to his everyday life.	The pupil expresses a simple appraisal dealing with various topics.



The French language

Reading comprehension

			Base Cycle 3			Base Cycle 4		
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Reading various types of texts	The pupil reads and understands very short and easy sentences, but he has difficulties in reading unknown words or expressions.	The pupil gets an idea of the content of a very short (4-5 sentences) and rather easy text, especially if there are pictures to make understanding easier.	The pupil reads aloud and he understands very short messages dealing with subjects of everyday life, provided their content was prepared in class.	The pupil reads and understands short and well-structured texts, if they are written in very simple terms and in everyday language, even if he needs some time to succeed.	The pupil reads fluently and articulates easy texts quite correctly: easy stories, recipes, blurbs, postcards, tinkering tips, easy-to-read books.	The pupil reads and understands easy texts comprising several paragraphs, e.g. functional texts such as definitions in the dictionary, ads and comments or easy literary texts (stories, tales and fables).	The pupil reads and understands texts of greater linguistic, thematic and structural complexity, dealing with subjects related to everyday life (easy-to-read books, magazines...) and he imagines the features of the different characters mentioned in a story.	The pupil reads and understands all in all texts running over several pages and dealing with a familiar topic, even if the subject was not covered in class; to that purpose, he uses reference books (e.g. books with a basic and age-appropriate vocabulary).
Mobilization of reading techniques and strategies	Watching the pictures, the pupil understands the meaning.	The pupil has recourse to previously acquired knowledge on the subject (known or studied in class) the text is dealing with.	The pupil reads the heading, listens to the beginning of the text, has a look at the pictures and makes a prediction on the specific sort of text.	The pupil underlines and asks questions about passages he doesn't understand.	The pupil refers to lists or to dictionaries to find the required information.	The pupil has recourse to the context to clarify incomprehensible passages – he tries to find precise information when reading the text.	The pupil marks important passages in the text and he writes the key words down – he skims through the text to get its essence, he finds significant key words.	The pupil skims through a text to reconstruct its central message.
Spotting and using the information in a text	The pupil finds specific words in a sentence or in a very short text, allowing him to answer very easy questions.	In easy contexts, the pupil finds and renders some specific information explicitly mentioned in the text.	The pupil is able to find and to determine the main information, what the text is about (e.g. the designation of the main characters).	The pupil identifies essential messages of parts of the text and he renders them in the form of headings.	After a previous preparation, the pupil identifies the main events in a short story, the course of the events and the significant details.	The pupil identifies the main idea of a text dealing with everyday life, the general facts (author, place, time, characters, organization of the text) as well as explicitly formulated information.	The pupil understands the message of a text dealing with everyday life; he understands the main information and finds explicitly formulated information in a text with a concrete but rather uncommon topic.	The pupil identifies relevant details which are not easily found in the text.
Analysis, comparison and appraisal of texts	The pupil restores easy and short sentences with the help of word cards.	The pupil combines passages of a text with pictures.	The pupil draws simple conclusions based upon specific information found in the text or on relating pictures.	The pupil identifies important types of texts, such as poems or tales.	The pupil outlines the context, e.g. he specifies and describes the setting of the story and he portrays some characters.	The pupil recognizes divergent points of view or the motives of the characters and he describes them.	The pupil gives his personal opinion on the characters, the actions or the topic of the text.	The pupil interprets the character traits, the intentions and the feelings of a main figure of the story; he justifies his point of view quoting detailed examples from the text.



The logical and mathematical reasoning, the mathematics
Space and shapes

	Base Cycle 1		Base Cycle 2		Base Cycle 3			Base Cycle 4		
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Orientation in plane and space	The pupil explains where he is (school and out-of-school environment) and he situates objects in relation to himself.	The pupil identifies and uses notions of space (over/under, outside/ inside) and he describes the place where people or objects are found.	The pupil situates objects in relation to himself and to other objects (to the left/ to the right, at the top/at the bottom, before/ behind, inside/outside).	The pupil describes orally a route in his familiar space (point of departure, directions to follow, important landmarks).	The pupil reads and draws autonomously simple plans showing the place of location of some objects, and he names and locates the four cardinal points (east, west, north, south).	The pupil reads itineraries on a road map, he determines and compares distances between two points.	The pupil uses the given coordinates to find his way on a grid.	The pupil draws autonomously simple plans and he indicates the place of location of some objects.	The pupil considers the scale when drawing a plan, even if this plan is a rather complex one.	The pupil determines his position on a map and he passes it on using a system of coordinates.
Analysis and representation of geometric shapes in plane and space	The pupil identifies, compares and groups together quadrangular, triangular and round shapes as well as basic solids (cube, parallelepiped, pyramid, sphere...) without using the respective geometric term.	The pupil differentiates between square, rectangle, triangle and circle, he names one of their properties and he sorts shapes according to specific criteria.	The pupil uses the appropriate terms to name the flat shapes (square, rectangle, triangle) and the basic solids (cube, parallelepiped), and he describes and compares their properties (sides, apex, faces).	The pupil constructs rectangles and squares on squared paper and according to the indicated dimensions.	The pupil draws simple shapes on graph paper (square, rectangle, parallelogram, triangle) and he examines their properties (verticality, horizontality, parallelism, length of the sides).	The pupil draws geometric shapes based upon the geometric properties of straight lines and line segments (horizontal, vertical, parallel, perpendicular).	The pupil builds and analyses models of solids and he depicts three-dimensional models on a two-dimensional plane.	The pupil describes the isosceles and the right triangle, the square, the rectangle according to the number of sides, the number of right angles, the sides showing the same length, the parallelism of the sides and the internal symmetries.	The pupil identifies and draws right, acute and obtuse angles.	The pupil interprets the perspective view of a solid or of an assembling of solids (e.g. the number of visible or invisible faces).
Identification and creation of geometric patterns and structures	The pupil reproduces and continues basic geometric patterns and structures.	The pupil sorts geometric shapes according to two different criteria (e.g. shape and colour...).	The pupil completes basic geometric shapes having recourse to axial symmetry.	The pupil continues complex geometric patterns and he creates his own patterns.	The pupil reconstructs a simple geometric shape using the rotational symmetry and a double mirror.	The pupil identifies and describes the regularities of a series of geometric shapes.	The pupil determines all axes of symmetry in regular shapes and he creates symmetric models on his own.	The pupil identifies and describes the laws and the relations (axial symmetry, translation) existing in geometric patterns and structures.	Using a set square and/or a compass, the pupil transforms geometric patterns and structures systematically and according to given rules.	The pupil assesses the consequences of changes made to patterns and structures (shape, size, arrangement of the elements), according to the given orders he adapts or optimizes them.
Combination of geometric and arithmetic knowledge to solve math problems	Starting from simple shapes, the pupil creates different figures with the same area.	The pupil groups together different very simple shapes represented on squared paper and with the same area.	In the context of pure and simple counting, the pupil distinguishes between area and perimeter.	The pupil resorts to counting to establish the area and the perimeter of basic surface areas (square, rectangle) depicted on squared paper.	The pupil measures the perimeter of a square and of a rectangle; to determine the respective surface area he fills it with uniform areas.	The pupil compares or determines the area of any right-angled shape via a breaking up into uniform areas.	The pupil creates shapes with a given surface area or perimeter.	The pupil calculates the perimeter and the surface area of a square and a rectangle, provided that the lengths are expressed in centimetres and in natural numbers.	The pupil calculates the surface area of a triangle and of a parallelogram, as well as the volume and the surface area of a cube and of a parallelepiped.	The pupil breaks up the shape to calculate complex areas as well as the surface area and the volume of complex solids.



The logical and mathematical reasoning, the mathematics
Numbers and operations

	Base Cycle 1		Base Cycle 2		Base Cycle 3			Base Cycle 4		
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Orientation within the numeral system	In the whole, the pupil recognizes structured quantities with up to 5 elements and he counts and compares series of objects with up to 10 elements.	The pupil combines numbers from 0 to 20 with their respective symbols and inversely, and he arranges them in order.	The pupil reads and writes the numbers from 0 to 100, he compares and sorts them.	The pupil reads and writes natural numbers from 0 to 1.000, he compares and sorts these numbers, he recognizes and uses structures and patterns (e.g. $100=4*25$; $1.000=4*250\dots$).	The pupil reads and writes the natural numbers from 0 to 1.000.000, he compares and sorts these numbers, he presents them correctly in a table.	The pupil finds the adjoining numbers and inserts natural numbers from 0 to 1.000.000; he extracts the number of units, of tens, of hundreds ... from a given number.	The pupil identifies, sorts and compares natural numbers higher than 1.000.000 as well as simple decimal numbers.	The pupil reads and writes basic fractions and decimal numbers with a maximum of 2 decimals.	The pupil recognizes a number under different writings, he draws up some equalities (e.g. $1/2 = 0,5 = 5/10\dots$) and he converts common fractions to decimal numbers and inversely.	The pupil compares, sorts, finds the adjoining numbers and inserts fractions and decimal numbers; he extracts the number of tens, of hundreds, of thousands from a decimal number.
Knowing how to make arithmetic operations	The pupil adds and subtracts within the range of 1 to 5.	The pupil calculates in his head all additions and subtractions within the range of 0 to 20, and he calculates the double of the numbers from 0 to 10 and half of the even numbers from 0 to 20.	The pupil calculates in his head all additions and subtractions within the range of 0 to 100, with up to 3 significant digits (e.g. $57+6$), and he expresses simple multiplications through an addition in contextualized situations.	The pupil does additions and subtractions with up to 4 significant digits within the range of 0 to 1.000 (e.g. $240+580$; $387-9\dots$) either in writing, or he puts down the intermediate results.	The pupil applies correctly the written process of addition, subtraction and multiplication within the range of 0 to 100.000 and he calculates in his head the basic multiplications from 0×0 to 9×9 .	The pupil does multiplications and divisions with up to 5 significant digits in writing, but he also may put down the intermediate results (e.g. $456:12$; $12300*34\dots$).	The pupil does additions, subtractions, multiplications and divisions with up to 8 significant digits; having regard to the situation, he calculates in his head, he makes the calculation in writing or he puts down the intermediate results.	The pupil makes and explains orally arithmetic operations with decimal numbers with up to 2 decimals and 8 significant digits.	The pupil reduces fractions and he reduces fractions to the same denominator, in order to make additions and subtractions.	The pupil solves equations comprising one unknown number, up to 6 significant digits and one operation.
Identification and use of arithmetic structures and rules	The pupil makes groups and exchanges of sets.	The pupil differentiates between even and odd numbers.	The pupil uses the reciprocity relations between addition and subtraction.	The pupil implicitly uses the properties of the addition (commutativity, associative property) to calculate efficiently.	The pupil differentiates and compares some algorithms studied in class that allow him to calculate more efficiently, and he discusses the question with his classmates.	The pupil uses the properties of multiplication (commutativity, associative property) as well as the reciprocity between multiplication and division to calculate efficiently.	Having regard to the situation, the pupil uses the properties of multiplication and division to calculate efficiently.	The pupil makes basic research exercises (prime numbers, number of divisors of a given number) without requiring any help, and he uses the numbering system.	The pupil knows the basic arithmetic laws (associative property, commutativity, distributivity) and he uses them in an appropriate way to calculate efficiently.	The pupil uses the reciprocal operations of the four basic arithmetical operations to solve equations and to continue sequences of complex numbers.
Correct presentation and communication of numbers and operations	The pupil recognizes the numbers in different contexts: hour, calendar, house...	The pupil uses concrete material to represent numbers.	The pupil uses structured material to represent numbers and arithmetic operations.	The pupil illustrates through a diagram and communicates the steps of a simple arithmetic operation having led to a solution.	The pupil reads simple tables and bar charts.	The pupil presents data in a well-ordered way in a table; he draws the obvious conclusions and explains them to his classmates.	The pupil creates autonomously pie and bar charts from a given series of data, and he explains them to his classmates.	The pupil collects a series of numeric data and he calculates their arithmetic mean.	Dealing with an everyday situation, the pupil collects, sorts and organizes numeric data, he represents the data in tables and charts and talks about them.	The pupil reads and interprets data represented by fraction numbers (per cent, decimals, basic fractions).



The logical and mathematical reasoning, the mathematics

Dimensions and measures

	Base Cycle 1		Base Cycle 2		Base Cycle 3			Base Cycle 4		
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Mental representation of dimensions	The pupil describes the qualities of objects (long, big, heavy...) and he tries to place himself in relation to the near future (personal concept of time).	The pupil estimates dimensions and he expresses them in natural measures: finger, thumb, forearm, foot.	The pupil differentiates between the number and the measuring unit and he clearly identifies amounts, lengths, durations and weights.	The pupil indicates the measuring units to be used in a given context (amount of money, length, duration) and he makes a correct use of prefixes such as centi-, milli- and kilo-.	The pupil imagines and compares amounts of money, lengths, durations and weights (e.g. it is as long as, as heavy as...).	In everyday life, the pupil uses the common simple decimals to deal with measuring units (10 € and 50 cent; 2,5 l ; 1 hour and a half...).	The pupil makes conversions of known standard measuring units (e.g. m into cm, ml into l) and he compares amounts of money, lengths, durations and weights.	The pupil associates objects with the corresponding measuring units (e.g. floor area of the classroom – square metre).	The pupil reads and interprets decimal size units; he uses the measuring units m^2 , cm^2 as well as m^3 , dm^3 et cm^3 and he associates them with specific pictures (e.g. 0,25 $dm^3 \rightarrow$ the content of a water glass).	The pupil compares decimal sizes of the same kind, but expressed in different measuring units (e.g. 8,25 dm^3 and 8500 cm^3).
Use of dimensions in situations of everyday life	The pupil compares and sorts objects showing the same size (length, weight, capacity) and he places events in relation to each other (the different steps linked to an activity, the activities in the course of a given day...).	To make a simple measurement, the pupil uses an unconventional measuring instrument (e.g. his foot, a bottle...).	The pupil quantifies amounts of money (€), he measures lengths (m, cm), he determines durations (h) and he describes the course of the year (seasons, months, weeks).	The pupil compares and sorts amounts of money expressed in simple decimals, he measures and compares lengths (mm, cm, m, km) within their context, he tells the time (h, intervals of 15 minutes) and he writes dates.	The pupil sorts and compares conventional units of length (mm, cm, m, km), of money, of time (h, min, s), of capacity (ml, cl, l) and of weight (g, kg) and he makes usual conversions with the help of a table (m-cm, euro-cent, kg-g).	The pupil chooses the appropriate measuring units and instruments to measure lengths, the capacities, the weights and time.	The pupil sorts and compares, also in everyday life, less common measuring units (e.g. hectometre, hectolitre, pound, quintal) within a same kind of size, even in rather complex situations.	The pupil makes any common calculations and conversions, including the conversion of square measures and cubic measures.	The pupil uses the conventional units proper to lengths, amounts of money, time and capacities within the context of fractionated measures	The pupil establishes and describes the correspondences between measures of different types.



The logical and mathematical reasoning, the mathematics

Solution of arithmetic problems

				Base Cycle 2		Base Cycle 3			Base Cycle 4								
Competences		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10						
<p>Analysis of the wording of an arithmetic problem, and planning of the steps leading to the solution</p> <p>There isn't any clearly defined skills base applying to the end of cycle 1. The actual aim is the creation of learning situations that lay the foundations of subsequent learning, in particular the solving of arithmetic problems. The competences aimed at will be constructed with the help of geometric, numerical and measure problems. The competences to be developed as well as examples related to the achievement level are found in appendix 2.</p>	<p>Solution of an arithmetic problem</p> <p>Starting from a specific situation with a simple addition problem, the pupil finds the correct result thanks to basic strategies (e.g. counting, global recognition...).</p>	<p>In a specific situation, the pupil formulates a simple addition problem, if need be even without having recourse to mathematical terms.</p>	<p>Starting from a picture, the pupil puts the situation as well as the question in other words.</p>	<p>The pupil identifies the relevant information in the wording of a very simple arithmetic problem, but a rephrasing might be necessary.</p>	<p>The pupil recognizes relations or similarities between the solving steps of problems dealt with in class.</p>	<p>The pupil identifies and writes down information that seems relevant to solve a simple arithmetic problem, and he rejects the irrelevant details.</p>	<p>The pupil writes down the object of the operation and he outlines the chosen way to solve a simple arithmetic problem, thereto he has recourse to methods dealt with in class.</p>	<p>The pupil establishes a plan with the different steps in view of an individual solving of more complex arithmetic problems with at least 3 numerical data.</p>	<p>In the wording of an arithmetic problem dealing with known strategies the pupil identifies relevant information and the steps to make, and he presents them in an appropriate way either in a diagram, a table, a semantic map or an arrow diagram.</p>	<p>The pupil plans, explains and communicates the steps to solve an arithmetic problem comprising several unknown details with the help of an equation.</p>	<p>The pupil analyses autonomously unknown situations, he gets himself information required to solve the problem and he suggests an approach allowing an appropriate solution.</p>						
				<p>The pupil uses strategies dealt with in class to solve simple addition and subtraction problems with one operation (e.g. status \rightarrow transformation \rightarrow status), and he communicates the result orally, in writing or with the help of a picture.</p>	<p>The pupil solves more complex addition and subtraction problems with one operation (e.g. starting from the initial or from the final status, he finds the transformation) and he communicates the result and the steps orally and in writing.</p>							<p>The pupil solves in writing a simple arithmetic problem with up to 3 numerical data, if need be even with the teacher's help; he uses known strategies, he chooses and applies appropriate arithmetic operations (addition, subtraction, multiplication).</p>	<p>Using the strategies dealt with in class, the pupil solves autonomously simple arithmetic problems with at least 3 numerical data and 2 arithmetic operations (+, -, \cdot, :), he communicates the solution and the steps to solve the problem both orally and in writing, with the help of mathematical language.</p>	<p>To solve more complex arithmetic problems not previously dealt with in class and comprising at least 3 numerical data, the pupil chooses and develops his approach and individual strategies.</p>	<p>Resorting to known strategies dealt with in class, the pupil solves autonomously and in writing a problem with up to 2 quantities and 4 numerical data.</p>	<p>The pupil solves in writing a problem with up to 2 quantities and at least 4 numerical data, he makes the required conversions and resorts to individual or well-known strategies.</p>	<p>The pupil suggests and justifies in writing solutions for open problems, he resorts to a series of data and if necessary, he notes the proportional relations between data.</p>
				<p>The pupil checks the result of a simple addition problem by counting.</p>	<p>The pupil explains the result in his own words, and if necessary he draws a picture to illustrate the solution.</p>												



Discovery of the world with all senses, discovery of science, natural and human sciences

	Base Cycle 1	Base Cycle 2		Base Cycle 3		Base Cycle 4	
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Exploring phenomena	The pupil uses all his senses to explore the surrounding world: he perceives the signs of a living nature (growth, seasonal variations) as well as the elementary physical phenomena (magnetism, floating objects).	The pupil observes a living being, a plant or an object and he describes its main features.	The pupil asks at least one question about an issue (e.g. his body, the birth of a child...).	The pupil formulates at least one hypothesis relating to a specific problem (e.g. within the scope of the observation of changes in the weather).	The pupil makes an observation over a longer period of time (e.g. to follow the development of a plant) and he draws at least one conclusion from his survey.	The pupil asks questions and expresses his views about his own physical development (puberty, sexuality), he looks over the available documents and chooses those required to summarize the major points.	The pupil imagines an exploration device allowing him to deal with a specific problem (e.g. a questionnaire) and he compares his interpretation with those of his classmates.
Gathering and use of specific information	The pupil knows some indigenous plants (flowers and trees) as well as some animals and their natural environment (pets, farm animals, animals living in the woods).	The pupil shows and designates the main parts of his body and his face. He compares two plants or animals according to given criteria. He makes a chronological classification of some personal experiences and he describes his domicile.	The pupil gathers information on the main functions of his body. He draws a genealogical tree of his own family. He compares the features of different common tools.	The pupil gives a concrete description of the evolution of an animal (e.g. of a frog) or of a plant, and of the development of a product, from the raw material to the final product (e.g. bread).	The pupil knows how to use a simple identification key and he looks for information about the services of a public institution (e.g. his municipal administration). He identifies those pieces of evidence in his environment that allow him to recreate past ways of life.	The pupil gathers information about elementary facts of essential bodily functions and about puberty. He uses an atlas or digital mapping to locate local geographic characteristics. He classifies important historical evolutions on a time axis and he knows the important historical periods (pre-history, antiquity, Middle Ages ...).	The pupil enumerates some fundamental characteristics of elements (water, air) and he analyses living beings according to their distinguishing features. He checks pictures, graphs, tables or texts with regard to a specific problem (e.g. industrialisation in Luxembourg) and he compares the ways of life throughout the ages.
Rendering critical judgment	He starts to get his bearings in time (present, past, future) as well as in his close environment.	The pupil mentions one or two criteria of a responsible behaviour towards himself, with regard to the others and to his close environment, and he discusses the issue with his classmates (e.g. personal hygiene).	The pupil thinks about the behaviour of men with regard to nature and environment.	He makes a simple research on the ways of life of the preceding generation.	The pupil discusses the consequences of human action, referring to a precise example from his region.	The pupil addresses the problem of peer pressure that might exist around him (e.g. in terms of addiction to alcohol or tobacco) and he thinks about a sustainable use of natural resources at an individual level.	The pupil assesses the influence of man as to the development of natural spaces, and he gives an example to explain that the present results from previous developments.
Establishing interrelations	The pupil adopts a responsible behaviour towards himself, with regard to the others and to his close environment.	The pupil establishes the interrelation between the features of different plants or animals and their natural environment or their way of life.	The pupil classifies animal and plant species as well as well-known technical devices, and he determines their common characteristics.	The pupil describes some mechanisms of today's media and he thinks about the importance of technical devices in our daily life.	The pupil describes the interactions between living beings in a specific natural space (e.g. the food chain).	The pupil describes elements species have in common and he gives a first overview of the animal kingdom and its subdivision. He describes the structural changes in some regions and he establishes simple causal relationships between historical facts.	The pupil presents the links existing in nature (e.g. the hydrologic cycle) and he describes the impact of natural phenomena on the topographical structure and characteristics of a region (e.g. the erosion). He explores the long-term effects of a historical process on the present.
Drawing up, development and implementation of a project	The pupil associates animals with their habitats and he classifies different beings, plants or objects according to a given criterion (e.g. animals-habitat/tools-function).	The pupil creates a basic structure (e.g. a car model) and he uses everyday materials for that purpose.	The pupil makes a poster or a scale model dealing with a specific theme (e.g. dishes or children's games from different cultures).	The pupil explains the adaptation of a living being (e.g. the hedgehog) to its living space.	The pupil reproduces a technical construction.	The pupil is actively involved in the planning and the implementation of an exhibition or a website dedicated to a living space or a historical fact.	The pupil plans and carries out an action to raise awareness about a topic dealing with physical or moral health.
Interaction through the use of different means of communication	The pupil makes different steps (he experiments, plans, sets up, builds and reinvents, assembles and disassembles) to carry out common or individual plans in different fields of experience.	In collaboration with his classmates, the pupil relates what happened during one given day for instance, and he illustrates the story with drawings, photos and short texts.	The pupil participates in group work and he contributes to the creation of a series of drawings or photos including short explanatory texts dealing with a specific subject.	The pupil knows how to present in a simple way an element of his own environment and its specificities (e.g. in the context of the elaboration of an elementary tourist guide).	The pupil is involved in the making of an exhibition (e.g. on the development of his residential area in the course of time).	In the context of the presentation of a specific topic, the pupil uses the most common technical and scientific terms in his oral and written expression.	The pupil uses a semantic map (mind map) to present the results of his work dealing with a specific subject.



Body expressions, psychomotor activities, sports and health

	Base Cycle 1	Base Cycle 2		Base Cycle 3		Base Cycle 4	
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Improvement of the fine motor skills	The pupil discovers his dominant hand. He succeeds in controlling his gestures during activities requiring fine motor skills (he cuts out, colours, draws, sticks, folds, tears up, models, threads) and he uses the tools appropriately and precisely (e.g. handling of scissors and of coloured pencils).	The pupil shows good eye-hand coordination. He handles the different writing tools in a controlled manner using his dominant hand and the support is taken into account as well.					
Mobilization of the basic motor skills	The pupil masters the main movement patterns and he knows how to adapt them to space (he runs, climbs, slides, jumps, turns around, swings) and he coordinates his movements (he pulls, pushes, throws). He succeeds in dealing with the changes in muscle tone (tension, relaxation).	The pupil throws different objects as far as possible, up in the air, on and in the centre of targets and he keeps his balance on different supports.	The pupil makes forward and backward rotations on different devices and on the ground.	The pupil makes a series of movements requiring at least three coordination skills.	The pupil combines different movements on the ground and he uses gym equipment (parallel bars, wall bars, beams).	The pupil moves (he climbs, rushes forward, hangs on...) and he keeps his balance on different supports and gym devices.	The pupil makes basic movements of running, jumping and throwing; he employs them easily and autonomously in different situations.
Mobilization of the basic psychomotor skills	The pupil specifies his body image through different situations (mimed stories, role plays, active games...).	The pupil shows that he controls his body image; he coordinates flowing movements in a situation linked to everyday life.	The pupil coordinates a series of flowing movements in an unforeseen situation.				
Participation in team sports	The pupil participates actively in team sports: he cooperates with his partners, he begins to stand to the agreed rules and he respects the limits of his opponents.	The pupil cooperates with his team-mates and he understands that keeping to the rules is essential in view of a shared success.	The pupil plays with one or several partners, according to the rules and being aware of his feelings in case of win or defeat.	The pupil gets his bearings and he moves in a controlled manner on the playing field, he uses the equipment appropriately and he shows consideration for his team-mates.	The pupil understands the teacher's explanations regarding an easy game; he is able to communicate these explanations to his class-mates.	The pupil identifies uncomplicated situations in team sports, he acts in an appropriate way and assumes different roles (attacker, defender).	The pupil organises uncomplicated games with and without referee, he invents games and adapts them to his own abilities and needs.
Awareness of mental and physical well-being	The pupil experiences his physical abilities as well as his body's reactions to movements (tiredness, well-being...). He knows some elementary safety rules as well as basic rules of personal hygiene.			The pupil makes warm-up exercises and he is aware of the fact that his body is changing and developing. He knows his strengths and accepts his weaknesses. He observes basic rules of personal hygiene (clothes, shower...).		The pupil makes specific warm-up exercises. He makes endurance runs at his own pace over an age-appropriate space of time. When doing sports, he bears his strengths and his weaknesses in mind. He identifies safety hazards and acts with discernment.	
Practice of complex flowing movements in the water	The pupil moves freely and self-confidently in chest-high water.	The pupil moves in water (depth of the water slightly below the height of the child) using auxiliary devices (floaties etc.).	The pupil jumps into the water from the edge of the deep pool and he accepts a short immersion into the water.	The pupil swims safely in one swimming style over a short distance (25 m).	The pupil dives from the edge of the deep pool, he goes to the bottom to look for an object and he takes it back up to the surface.	The pupil swims non-stop in one swimming style over a distance of 100 m.	The pupil swims easily at least 100 m in breast or butterfly strokes.



Creative expression, discovery of aesthetics and culture in the field of visual arts

	Base Cycle 1	Base Cycle 2		Base Cycle 3		Base Cycle 4	
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Imagination and creation of two- and three-dimensional works	The pupil freely portrays elements from his environment (animals, people, objects) in a drawing or a handiwork.	The pupil represents in detail elements from his environment and his work reflects his own intentions.	The pupil represents elements from his environment with some typical characteristics (e.g. foreground, background...).	To realize a personal idea the pupil resorts to a free and individual approach and to ways of doing learnt in class.	The pupil understands that he can express ideas and emotions through a drawing or a work of art.	The pupil makes personal choices as for form and content when depicting a given subject: he wants to make a drawing or a work of art he really likes.	The pupil produces works of art reflecting his own thinking.
Use of basic techniques	The pupil uses different techniques (printing, cutting-out, modelling), various materials and tools to make drawings, collages and simple constructions.	The pupil resorts to the most frequently used tools and techniques, according to the given instructions.	The pupil identifies some tools and materials used to produce a work of art.	Considering the techniques, materials and tools dealt with in class, the pupil chooses the most suitable ones for a given task.	The pupil describes possible effects of different materials, techniques and tools.	The pupil knows, mixes and applies primary and secondary colours, and he uses more complex technologies in his creations.	The pupil plans the different steps of a personal project in an autonomous way.
Perception of art in everyday life	The pupil compares pictorial representations with reality and he tests out different forms of artistic expression.	Comparing different works of art, the pupil discovers similarities and differences.	The pupil associates an adjective or an emotion with a structure (forms and colour scheme) or a material.	The pupil associates works of art to different forms of artistic expression (painting, sculpture, photography).	The pupil classifies works of art according to a given criterion (e.g. abstract-figurative).	The pupil sees works of art as a means of expression allowing the artist to communicate his ideas.	The pupil understands that art evolved in the course of time, together with technological and social changes.
Interpretation and appreciation of works of art and of one's own works	The pupil describes works of art and his own works in different ways (through drawings, words, gestures...).	The pupil describes in his own words a work of art and his own works.	The pupil explains his own approach (gestures, tools, materials, colours); to this end, he begins to use a more specific vocabulary.	The pupil understands essential key-words (e.g. background, foreground, collage...) and he uses an appropriate vocabulary taught in class to describe works of art.	The pupil identifies typical structures and forms of the works discussed in class and he uses the appropriate vocabulary.	The pupil gives a personal judgment on a work of art, using an appropriate technical vocabulary.	The pupil discovers that there can be different interpretations of works of art, depending on the way they are used.

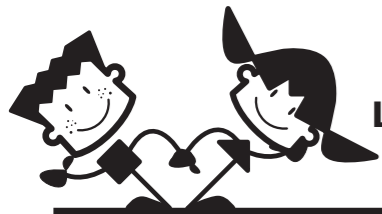


Creative expression, discovery of aesthetics and culture in the field of music

	Base Cycle 1	Base Cycle 2		Base Cycle 3		Base Cycle 4	
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Expression through music	The pupil plays with his voice and explores its possibilities: he sings children's songs, he reproduces and creates sounds.	The pupil makes use of his amplified vocal abilities. He sings and accompanies simple songs with body expressions and on instruments.	The pupil sings children's songs learnt in class, he interprets them by heart and in an expressive manner.	The pupil sings in tune if the song belongs to the repertoire of his class, he controls his intonation with the ear and he is able to improvise on Orff instruments.	The pupil accompanies songs with body expressions and on various instruments.	Controlling his voice, the pupil sings different kinds of songs in different languages, and he provides rhythmic and/or melodic accompaniment.	The pupil makes settings reflecting the emotions conveyed by a text or a scenario.
Perception of music	The pupil perceives and differentiates familiar sounds and he associates them with their respective sources. He differentiates between talking and singing.	The pupil recognizes simple instruments and he distinguishes between noise and sound.	The pupil recognizes simple musical instruments if he sees or hears them.	The pupil identifies characteristics (loud-soft, high-low, fast-slow) and he combines music with emotions.	The pupil differentiates between sounds (identical, non-identical).	Provided there was an appropriate preparation, the pupil understands simple musical structures or forms and he identifies some musical parameters. He distinguishes between wind, string, percussion and keyboard instruments.	The pupil's sense of hearing allows him to understand autonomously simple musical sequences, structures or forms.
Moving to the music	The pupil moves to the music, either individually or as a member of a group, and he follows a simple given rhythm (e.g. slowly – quickly).	The pupil perceives different rhythms, speeds and dynamics, and he puts them into movements.	The pupil makes simple movements and dancing steps.	The pupil improvises to transpose music into movement.	The pupil perceives the atmosphere of a piece of music; he communicates this atmosphere through his body language.	Together with his classmates the pupil invents, repeats and presents a series of movements adapted to a piece of music.	The pupil's gestures or movements express rhythmic structures of increasing complexity.
Talking about music	Listening to sound productions, the pupil begins to communicate his impressions (through words, drawings, gestures, facial expression).	The pupil uses simple words to express what he feels when he listens to a given sound production.	The pupil uses his own words to explain his musical taste.	Using an age-appropriate language, the pupil talks about his impressions, his emotions and his liking with reference to a piece of music.	The pupil speaks about musical instruments and their timbre, and he uses basic technical terms.	The pupil uses the appropriate technical terms to give his personal opinion about a piece of music.	The pupil is sure of himself when using technical terms dealing with dynamics, tempo and form.



	Base Cycle 1	Base Cycle 2		Base Cycle 3		Base Cycle 4	
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Perception of the world	The pupil becomes aware of his emotions, his needs, his dreams, his likings, but also of his strengths and limits.	The pupil describes various behaviours and he speaks about the feelings they generate.	The pupil makes a differentiated description of his strengths and weaknesses, and he understands that they will probably change.	The pupil identifies several forms of conflicts at school and at home and he gets involved in the search for solutions.	Having considered some examples, the pupil finds out that the rules of a community are subject to changes in the course of time, he uses some means to deal with conflicts.	The pupil uses a basic vocabulary to describe some cultural and religious communities established in Luxembourg, their traditions, customs and beliefs.	The pupil has a sound knowledge of the different cultural and religious communities established in Luxembourg.
Understanding the world	The pupil understands and stands to the agreed rules of life in class.	The pupil identifies symbols and he knows that they can bear witness to different traditions, heritages and ways of being.	The pupil uses a larger repertoire of symbols to communicate and to articulate wishes and needs.	The pupil gives his opinion and justifies it with a minimum of two arguments.	The pupil respects the views of other people in his own opinion-forming process.	The pupil gives his opinion on the role, the impact and the risks of the media in everyday life; referring to his own experience he shows that life in a community is governed by norms and rules.	The pupil has several points of view dealing with the relationship between man and nature, he is able to differentiate these views with the help of examples.
Acting in this world	The pupil gets involved in group life, his actions are in accordance with the situation and he stands to the agreed rules of life.	The pupil gives his opinion on important official holidays, referring to his own experience.	The pupil associates different holidays in the course of the year with different groups, and he specifies the main characteristics of the festivities.	The pupil invokes examples to show that life in a community is governed by norms and rules.	The pupil uses his own words to explain the terms of "value", "norm" and "right", and he knows the basic rights of the child.	The pupil thinks about the differences between "belief" and "knowledge", "religion" and "science", "faith" and "religious denomination".	The pupil describes different characteristics of the main religions and communities.
Thoughts in this world	The pupil identifies and accepts differences and similarities between his person and others. Bit by bit he becomes aware of his actions.	The pupil puts himself in the place of others and he accepts diverging points of view.	The pupil takes up the ideas of other children when he expresses his own thoughts about his identity or his ethical behaviour.	The pupil puts himself in the place of others (role plays, e.g. someone with specific needs, an old person, an immigrant, a person of the opposite sex...).	The pupil shows the main qualities and characteristics of other people or other beings, e.g. in role plays.	The pupil expresses his own wishes and dreams regarding the future.	The pupil presents convincing arguments in favour of those values he considers essential in life.



		Base Cycle 2		Base Cycle 3		Base Cycle 4	
Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
<p>Development of the religious literacy</p> <p>The pupil is able</p> <ul style="list-style-type: none"> - to understand and to use the symbolic language of biblical writings and of tales (Cycle 2) - to show and/or to compare (with the help of examples) how men celebrate their faith and express their relationship with God in different religions (Cycle 3) - to understand and to interpret symbols, legends, sacraments and religious terms, to analyse and to establish a relationship between the biblical writings and the Creation myths and scientific knowledge (Cycle 4) 		<p>The pupil realizes that pictures and stories make the invisible "visible".</p> <p>The pupil understands the importance of "seeing, listening and acting with one's heart".</p>	<p>The pupil recognizes that the stories and the pictures are expressed in a "colourful" language.</p> <p>The pupil uses this "colourful" language.</p>	<p>The pupil recognizes the signification of a symbol and he uses the symbol language in words and pictures.</p> <p>The pupil applies the characteristics of symbols to Christ and to religious "pictures", he interprets and recognizes them.</p> <p>The pupil interprets symbols and pictures of God in stories, names of God and works of art.</p> <p>The pupil interprets and uses the characteristics and the pictures of a parable.</p> <p>The pupil interprets and applies the colourful expressions of the Judeo-Christian tradition.</p> <p>The pupil understands specific terms and he uses them within a corresponding context.</p>	<p>The pupil interprets symbols and pictures of God in stories, names of God and works of art, and he associates them with his own ideas on God.</p>	<p>The pupil recognizes truths expressed through metaphors and symbols (profession of faith) in religious legends, he understands and differentiates them from the corresponding historical truth.</p> <p>The pupil knows and interprets the seven sacraments.</p> <p>The pupil interprets the stories dealing with the Creation as professions of faith, and he views them in relation to scientific syntheses on the origins of the world.</p> <p>The pupil understands specific religious terms and he uses them within a corresponding context.</p>	<p>The pupil identifies, differentiates and compares symbols and sacraments and their pictures expressed in a colourful language.</p> <p>The pupil interprets stories on the origins of the world and of man stemming from different cultures, and he views them in relation to the respective ideas and opinions as to God, the world and man.</p>
<p>Creating a connection between religion and personal life</p> <p>The pupil is able</p> <ul style="list-style-type: none"> -to make a link between situations of (his personal) life and the biblical writings, and to express it through words, through his body language or in a creative manner (Cycle2) -to identify the double commandment of love as a cornerstone of Christian life and to establish a link with situations of everyday life (Cycle 3) -to understand the beliefs, the reasoning and the ways of acting in the different religions and cultures, to make a comparison with the positions inspired by Christianity and to establish a link with (personal) situations of everyday life (Cycle 4) 	<p>The pupil becomes aware of his emotions, his needs, his dreams, his tastes, but also of his strengths and limits.</p> <p>The pupil understands and stands to the agreed rules of life in class.</p> <p>The pupil gets involved in group life, his actions are in accordance with the situation and he stands to the agreed rules of life.</p> <p>The pupil identifies and accepts differences and similarities between his person and others. Bit by bit he becomes aware of his actions.</p>	<p>The pupil thinks about / considers human attitudes and behaviour.</p> <p>Dealing with different situations in life the pupil recognizes how we can see, listen and act "with our heart".</p> <p>The pupil combines the Golden Rule with different situations in life.</p> <p>The pupil associates the different sentences of the Lord's Prayer with situations in life.</p> <p>The pupil shows the link between individual behaviours/ attitudes and the biblical writings.</p>	<p>The pupil applies the ambiguity of the language (in words and pictures) of stories related to healings and encounters to his own experiences and attitudes.</p>	<p>The pupil rests upon the story of the good Samaritan when considering the double commandment of love in its three dimensions (God, my neighbour, myself) as an invitation Jesus addressed to his contemporaries, and he establishes a relationship with the people mentioned in the story.</p> <p>The pupil rests upon human behaviour in the story of the good Samaritan when analysing his own experiences and behaviours in the light of the double commandment of love.</p> <p>The pupil applies the double commandment of love to nature and makes the connection with his own actions and with different situations in life.</p>	<p>The pupil checks biblical stories and texts to find out if and to what extent the double commandment of love was realized.</p> <p>The pupil considers the double commandment of love as the way to the kingdom of God.</p>	<p>The pupil notices in situations of everyday life how Christian faith inspires the way to see, to listen and to act.</p> <p>The pupil is aware of the beliefs, reasoning and ways of acting in different religions/cultures, and he resorts to examples to show the repercussions of these convictions on the way of life of man.</p>	<p>The pupil refers to religious texts to analyse the beliefs and the actions of a character.</p>
<p>Familiarization with the ritual</p> <p>The pupil is able</p> <ul style="list-style-type: none"> - to establish a link between feasts with their symbols and traditions on the one hand and their genesis on the other, and to express it (Cycle 2) - to show and/or to compare (with the help of examples) how men celebrate their faith and express their relationship with God in different religions (Cycle 3) -to recognize, to compare and to interpret the texts, symbols, art, rituals, feasts and sacred places of the main religions, Judaism, Christianity and Islam (Cycle 4) 		<p>The pupil describes and recognizes the features of a feast.</p> <p>The pupils plan, prepare and celebrate all together a feast with its characteristics.</p> <p>The pupil associates religious holidays with the biblical story of their genesis, their symbols, pictures, songs and dances.</p>	<p>The pupil associates religious holidays with the biblical story of their genesis and their traditions.</p>	<p>The pupil knows and compares main elements of Christian and Jewish faith; he ascribes them to the specific religion and interprets them as the expression of a relationship with God.</p> <p>The pupil establishes a link between selected Christian sacraments – within the context of their ritual celebrations – and their specific biblical symbols and texts, and a corresponding relationship with God.</p> <p>The pupil associates Christian holidays with the biblical story of their genesis, their symbols, pictures, songs and dances.</p> <p>The pupil knows the names given to God in monotheistic religions; he analyses and interprets these names in the light of the respective points of view.</p>	<p>The pupil interprets the architectonic and artistic modes of expression of the three monotheistic religions in their places of worship as an expression of the respective comprehensions of faith.</p>	<p>The pupil analyses and compares the similarities and the differences between Christianity, Judaism and Islam.</p> <p>The pupil recognizes Jewish roots in Christianity.</p>	<p>The pupil associates religious holidays with the biblical story of their genesis and their traditions.</p> <p>Watching works of art, the pupil identifies stories and symbols of the major monotheistic religions.</p>

