

ELEMENTARY SCHOOL

2<sup>ND</sup> CYCLE

# INTERMEDIATE REPORTS

*on the development of competences*



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

School

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Form teacher

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Pupil

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Dates of the handing over  
of the reports

Signature of the parents /  
of the legal guardian

Signature of the form teacher

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Dear parents,

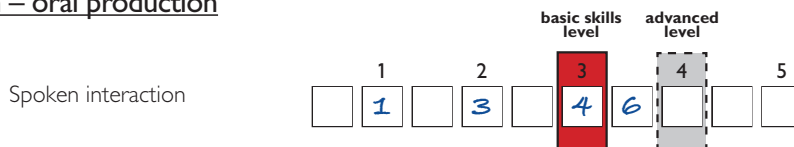
This progress report is delivered together with the booklet “The Levels of Competence”. Both documents will allow you to follow the development of your child’s skills over the whole educational cycle.

At the end of the first and of the last term of each school year of a cycle, you will be given information about the progress made by your child during an individual meeting with the class teacher. Prior to this meeting, the same issues will be examined and discussed with your child.

At the end of the second term of each school year, you will get specific information about the strengths and the weaknesses of your child, such as established during the first meeting and noted down under the corresponding heading.

Progression of learning is illustrated by scales. As regards the basic subjects (mathematics, English, French), the scales are providing information on the development of each subject-specific competence. As to subsidiary subjects, a global appraisal is provided for each subject.

Example: German – oral production



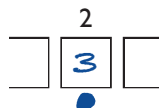
The learning progression scales will inform you about:

**- your child’s positioning with regard to the skills base**

Figures written down in the boxes are related to the different terms. At the end of each term, they show the child’s level in comparison to the targets to be met at the end of the cycle (basic skills level and, as the case may be, advanced and excellence levels). One example: the figure 3 indicates your child’s positioning at the end of the 3<sup>rd</sup> term of the respective cycle.

**- progress made in the course of the cycle**

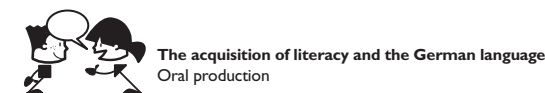
The scale is completed as the terms go along, and it will allow you to follow your child’s progress during the cycle, always in comparison to the basic skills. A mark under a box means that the child did not make any progress in comparison to the previous assessment.



**- the levels of competence**

Your child will develop competences throughout his school career. That’s why we have several levels of competences that your child will reach progressively during his basic education.

Figures on top of the boxes in the learning progression scale indicate the targeted levels of competence within the respective cycle. They are explained in the brochure “The Levels of Competence” accompanying the progress report. This document reflects your child’s knowledge at the different levels reached for each subject. It also provides an overview of the successive levels up to the end of your child’s basic education.



Competences	Level 1	Level 2	Base Cycle 2 Level 3	Level 4	Base Cycle 3 Level 5	Level 6	Level 7	Base Cycle 4 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 (choopping, 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 ...).

**The progress report also gives useful information on :**

- the attitude at work, referring to each subject, and

- the cross-curricular competences, i.e. your child's attitude and behaviour which is not linked to one specific subject, but affects any subject.

The attitude at work for each subject and the cross-curricular competences are appraised using 4 letters.

**A** = excellent ; **B** = good ; **C** = satisfactory ; **D** = to be improved

<b>Example :</b> The pupil cooperates and collaborates with his classmates	Term 1	Term 3	Term 4	Term 6
	<b>D</b>	<b>B</b>	<b>A</b>	<b>B</b>

### Cross-curricular competences

The pupil	Term 1	Term 3	Term 4	Term 6	Term 7	Term 9
co-operates and collaborates with his classmates						
acts in a civil and responsible manner						
respects the rules of community life						
works in an autonomous way						
takes the initiative						
takes actively part in lessons						
meets the deadlines						
takes care over the presentation of his works						
takes care over his writing						



## The Luxembourgish language



Attitude at work

Term 1	Term 3	Term 4	Term 6	Term 7	Term 9

## The French language



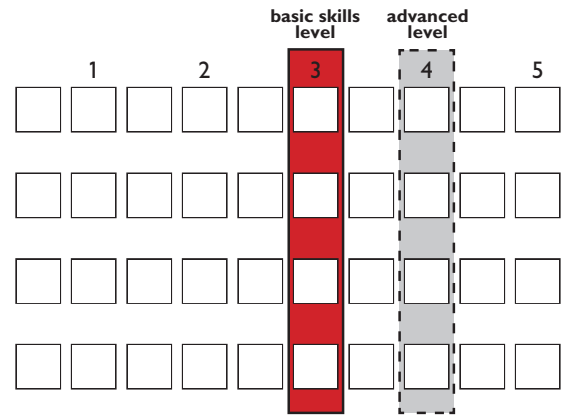
Attitude at work

Term 4	Term 6	Term 7	Term 9

# Mathematics

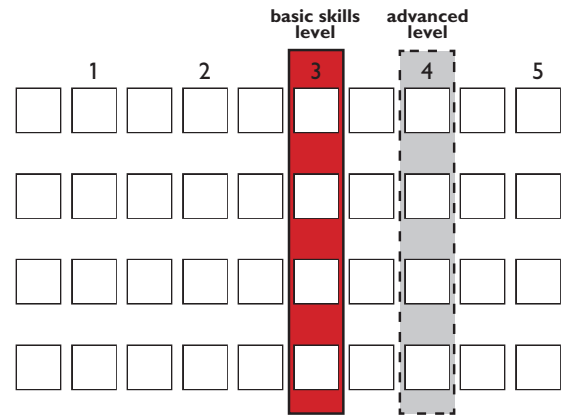
## Space and shapes

- Orientation in plane and space
- Analysis and representation of geometric shapes in plane and space
- Identification and creation of geometric patterns and structures
- Combination of geometric and arithmetic knowledge to solve math problems



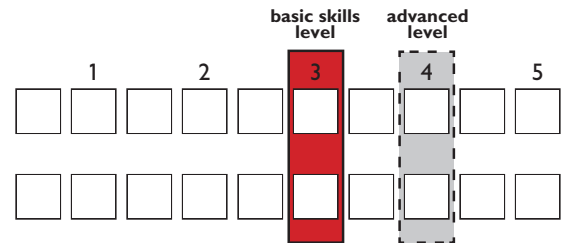
## Numbers and operations

- Orientation within the numeral system
- Knowing how to make arithmetic operations
- Identification and use of arithmetic structures and rules
- Correct presentation and communication of numbers and operations



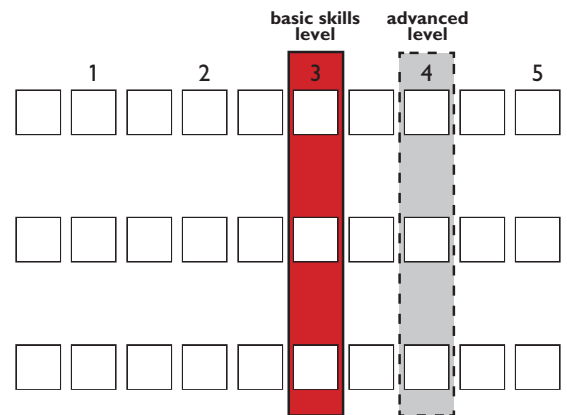
## Dimensions and measures

- Mental representation of dimensions
- Use of dimensions in situations of everyday life



## Solution of arithmetic problems

- Analysis of the wording of an arithmetic problem, and planning of the steps leading to the solution
- Solution of an arithmetic problem
- Interpretation and assessment of the results



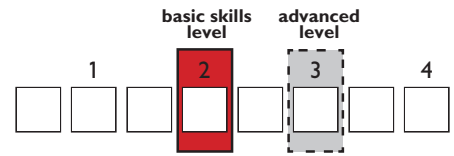
## Attitude at work

Term 1	Term 3	Term 4	Term 6	Term 7	Term 9

## Discovery of science

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Progression of learning



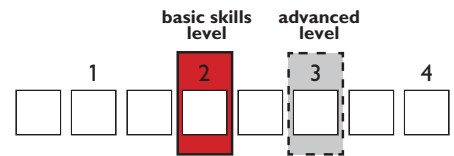
Attitude at work

Term 1	Term 3	Term 4	Term 6	Term 7	Term 9

## Body expressions, psychomotor activities, sports and health

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Progression of learning



Attitude at work

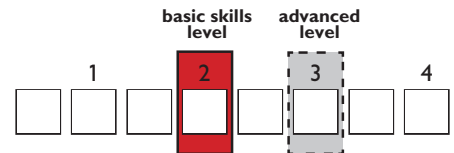
Term 1	Term 3	Term 4	Term 6	Term 7	Term 9

## Creative expression, discovery of aesthetics and culture

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Visual arts

Progression of learning

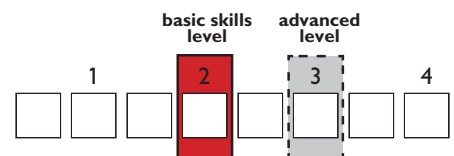


Attitude at work

Term 1	Term 3	Term 4	Term 6	Term 7	Term 9

Music

Progression of learning



Attitude at work

Term 1	Term 3	Term 4	Term 6	Term 7	Term 9

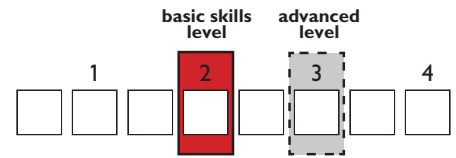


# Living together and values

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## Moral and social education

Progression of learning

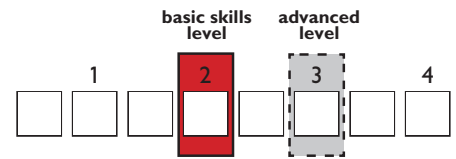


Attitude at work

Term 1	Term 3	Term 4	Term 6	Term 7	Term 9

## Moral and religious education

Progression of learning



Attitude at work

Term 1	Term 3	Term 4	Term 6	Term 7	Term 9

<b>Number of absence hours</b>				
Term 1	hours	with permission <input type="checkbox"/>	hours	without permission <input type="checkbox"/>
Term 2	hours	with permission <input type="checkbox"/>	hours	without permission <input type="checkbox"/>
Term 3	hours	with permission <input type="checkbox"/>	hours	without permission <input type="checkbox"/>
Term 4	hours	with permission <input type="checkbox"/>	hours	without permission <input type="checkbox"/>
Term 5	hours	with permission <input type="checkbox"/>	hours	without permission <input type="checkbox"/>
Term 6	hours	with permission <input type="checkbox"/>	hours	without permission <input type="checkbox"/>
Term 7	hours	with permission <input type="checkbox"/>	hours	without permission <input type="checkbox"/>
Term 8	hours	with permission <input type="checkbox"/>	hours	without permission <input type="checkbox"/>
Term 9	hours	with permission <input type="checkbox"/>	hours	without permission <input type="checkbox"/>

## 2<sup>nd</sup> handing over of the reports

Targeted competences	Themes
<b>Common perspectives</b>	

## 5<sup>th</sup> handing over of the reports

Targeted competences	Themes
<b>Common perspectives</b>	

## 8<sup>th</sup> handing over of the reports

Targeted competences	Themes
<b>Common perspectives</b>	

### Changes of School

	Name of the school/Place	Date	Name and signature of the form teacher
1. Left the school in			
Entered the school in			
2. Left the school in			
Entered the school in			
3. Left the school in			
Entered the school in			
4. Left the school in			
Entered the school in			
5. Left the school in			
Entered the school in			
6. Left the school in			
Entered the school in			

