



GRAND-DUCHÉ DE LUXEMBOURG

INTERMEDIATE REPORTS

on development of competences

CYCLE 3

Fundamental school

Family name:

First name:

ÉDUCATION NATIONALE



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INTERMEDIATE REPORTS

on development of competences

CYCLE 3

Fundamental school

ÉDUCATION NATIONALE

Pupil

Family name: Social security no.:

First name(s): School:

Class teacher(s)

Mr/Ms Mr/Ms Mr/Ms Mr/Ms

Other member(s) of the educational team involved

Areas of development and learning

Mr/Ms

Mr/Ms

Mr/Ms

Mr/Ms

Mr/Ms

Mr/Ms

Date of meetings

Signature(s) of parents / legal guardian

Signature(s) of class teacher(s)

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By their signature, the parents / the legal guardian certify that this document was brought to their knowledge at a meeting
as provided for in the relevant Grand-Ducal Regulation.

Extraits de la loi du 6 février 2009 relative à l'obligation scolaire

Art. 3. La formation scolaire favorise l'épanouissement de l'enfant, sa créativité et sa confiance en ses capacités. Elle lui permet d'acquérir une culture générale, le prépare à la vie professionnelle et à l'exercice de ses responsabilités de citoyen dans une société démocratique. Elle l'éduque aux valeurs éthiques fondées sur la Déclaration universelle des droits de l'homme et l'amène à respecter l'égalité entre les filles et les garçons. Elle constitue la base de l'éducation permanente.

Les familles sont associées à l'accomplissement de ces missions. Pour favoriser l'équité des chances, des dispositions appropriées rendent possible l'accès de chacun, en fonction de ses aptitudes et de ses besoins particuliers, aux différents types ou niveaux de la formation scolaire.

Extraits de la loi du 6 février 2009 portant organisation de l'enseignement fondamental

Art. 7. [...] Les deuxième, troisième et quatrième cycles de l'enseignement fondamental comprennent les domaines de développement et d'apprentissage suivants:

1. l'alphabétisation, les langues allemande, française et luxembourgeoise, ainsi que l'ouverture aux langues;
2. les mathématiques;
3. l'éveil aux sciences et les sciences humaines et Naturelles;
4. l'expression corporelle, la psychomotricité, les sports et la santé;
5. l'éveil à l'esthétique, à la création et à la culture;
6. la vie en commun et les valeurs. [...]

Art. 9. Chaque classe est dirigée par un instituteur, désigné titulaire de classe dans le cadre de l'organisation scolaire.

Le titulaire de classe a pour mission:

1. d'amener, par des mesures de différenciation pédagogique, ses élèves à atteindre les objectifs définis par le plan d'études;
2. de documenter l'organisation des activités scolaires et les parcours de formation des élèves;
3. d'évaluer régulièrement les apprentissages des élèves;
4. d'informer périodiquement les parents dès que des difficultés scolaires apparaissent;
5. d'engager un dialogue avec les parents dès que des difficultés scolaires apparaissent;
6. d'organiser régulièrement des réunions d'information et de concertation avec les parents des élèves; [...]

Art. 22. En principe, chaque élève soumis à l'obligation scolaire parcourt un cycle de l'enseignement fondamental en deux années.

Pour permettre aux élèves d'atteindre les objectifs fixés par le plan d'études dans le temps imparti, les équipes pédagogiques s'appuient sur les dispositifs et les mesures de différenciation pédagogique suivants:

1. des dispositifs de différenciation des parcours de formation à l'intérieur de la classe pour aider les élèves qui éprouvent des difficultés et pour stimuler les élèves qui manifestent des aptitudes particulières;
2. des mesures de décloisonnement consistant à permettre à des élèves de différentes classes d'être regroupés temporairement selon leurs besoins, leurs intérêts ou leur niveau de compétence;
3. la possibilité offerte à un élève de suivre des enseignements dans un autre cycle;
4. des mesures d'accompagnement décidées en fin de cycle pour être mises en oeuvre au cycle suivant selon les besoins de l'élève.

Art. 24. Les apprentissages sont régulièrement évalués par le titulaire de classe.

L'évaluation est au service des apprentissages. Elle a pour objectifs:

1. l'observation du travail de l'élève et l'adaptation de l'enseignement à ses besoins;
2. l'information régulière de l'élève, de ses parents et du personnel intervenant sur les progrès réalisés;
3. la prise de décisions motivées en relation avec la progression de l'élève au cours et à la fin du cycle.

L'évaluation situe la performance de l'élève à la fois par rapport aux connaissances antérieures et par rapport aux apprentissages témoignant de la maîtrise des objectifs définis par le plan d'études.

Chaque élève reçoit un dossier d'évaluation dès qu'il est soumis à l'obligation scolaire. Ce dossier documente la progression des apprentissages de l'élève et certifie à la fin de chaque cycle que l'élève a développé le socle de compétences pour suivre avec fruit l'enseignement dans le cycle subséquent.

Il accompagne l'élève jusqu'à la fin de sa scolarité au sein de l'enseignement fondamental.

Le titulaire de classe est responsable de la tenue du dossier. [...]

Extraits du règlement grand-ducal modifié du 6 juillet 2009 déterminant les modalités d'évaluation des élèves ainsi que le contenu du dossier d'évaluation

Art. 2. Au cours d'un cycle d'apprentissage, l'évaluation est formative. L'évaluation formative répond aux principes suivants:

1. Elle donne à chaque élève l'occasion de montrer ce qu'il sait et ce qu'il est capable de faire.
2. Elle porte plutôt sur la mobilisation des compétences dans des situations concrètes que sur l'assimilation et la reproduction de connaissances isolées.
3. Elle tient compte des différentes manières d'apprendre des élèves et des différences qui existent entre les élèves par rapport à leur développement cognitif, langagier, moteur, affectif et social.
4. Elle permet aux élèves de se rendre compte de leur progrès: elle les encourage à se poser des questions sur leur progression, à expliquer et à documenter leur démarche d'apprentissage et leurs stratégies de réflexion.

À la fin d'un cycle, l'évaluation est certificative. L'évaluation certificative se base sur une variété de travaux pour témoigner de l'has been reached du socle de compétences du cycle ou d'un niveau de compétence inférieur ou supérieur.

Art. 3. L'évaluation formative est un facteur essentiel de motivation, de confiance en soi et de progrès des élèves. Elle informe l'élève, ses parents, le titulaire de classe et, le cas échéant, l'équipe pédagogique sur les progrès accomplis, les difficultés à surmonter et les apprentissages à réaliser afin d'atteindre le socle de compétences défini pour le cycle ou, par après, un niveau de compétence supérieur.

Elle influence les actions pédagogiques que le personnel enseignant met en oeuvre et le choix des moyens didactiques appropriés. Elle aide l'élève à prendre conscience de ses acquis et de sa façon d'apprendre et à développer de nouvelles stratégies d'apprentissage.

Art. 5. Au cours des deuxième, troisième et quatrième cycles, l'évaluation formative est utilisée couramment et de façon équilibrée. Elle examine d'une part le degré de maîtrise de connaissances et de savoir-faire spécifiques liés à une compétence et d'autre part le degré de développement des compétences à développer conformément au plan d'études. Elle se pratique à l'aide d'outils de collecte appropriés, que sont notamment les tâches orales ou écrites, les grilles d'observation, la consultation de plans de travail individuels ou collectifs, l'analyse de productions d'élèves, l'inventaire des travaux et des projets personnels ainsi que les discussions individuelles ou en petit groupe.

Les erreurs inhérentes à chaque démarche d'apprentissage ne pénalisent pas les élèves, mais constituent des indicateurs utiles à leur égard et à celui du personnel enseignant.

(Règl. g.-d. du 16 décembre 2011)

Art. 6. Au cours des deuxième, troisième et quatrième cycles, les parents participent trimestriellement à des échanges individuels organisés par le titulaire de classe sur les progrès accomplis par leur enfant dans les différents domaines de développement et d'apprentissage définis à l'article 7, alinéa 2 de la loi du 6 février 2009 portant organisation de l'enseignement fondamental. Au cours de l'année scolaire, les parents sont informés par le titulaire de classe chaque fois que des difficultés en relation avec la progression de l'élève apparaissent. [...]

Art. 6bis. Les élèves qui au cours des cycles 2, 3 ou 4 quittent l'enseignement fondamental pour un autre ordre d'enseignement au Luxembourg ou à l'étranger et qui n'ont pas has been reached le socle de compétences du cycle d'apprentissage qu'ils ont fréquenté, reçoivent un bilan des compétences établi par le titulaire de classe qui indique les niveaux de compétence has been reacheds par l'élève dans les différents domaines de développement et d'apprentissage, tels qu'ils sont définis dans l'annexe I du règlement grand-ducal du 11 août 2011 fixant le plan d'études pour les quatre cycles de l'enseignement fondamental.

Un bilan des compétences est également établi pour les élèves qui quittent l'enseignement fondamental avant la fin d'un cycle d'apprentissage afin de poursuivre leurs études dans un autre pays.

Art. 10. Le plan d'études définit pour chaque cycle d'apprentissage le socle de compétences à atteindre par un élève pour suivre avec fruit l'enseignement dans le cycle subséquent. Sont uniquement pris en compte pour la décision de promotion les socles de compétences définis pour les branches des domaines de développement et d'apprentissage mentionnés à l'article 7 de la loi du 6 février 2009 portant organisation de l'enseignement fondamental à l'alinéa 1, points 1 et 2 et à l'alinéa 2, points 1 et 2, à l'exception de la langue française au deuxième cycle d'apprentissage et de la langue luxembourgeoise aux deuxième, troisième et quatrième cycles.

Art. 11. Sur décision de l'équipe pédagogique, consignée sur le bilan de fin de cycle, un élève qui, après une année d'enseignement, a has been reached le socle de compétences défini pour le cycle, peut être admis au cycle suivant. En cas de désaccord avec la décision de l'équipe pédagogique, les parents peuvent introduire dans le délai de 15 jours un recours auprès de l'inspecteur d'arrondissement qui statue endéans un mois.

Art. 12. Sur décision de l'équipe pédagogique, un élève peut bénéficier d'une année supplémentaire pour atteindre le socle de compétences du cycle. Avant la prise de décision et dès que des difficultés d'apprentissage apparaissent, les élèves concernés bénéficient des mesures de différenciation pédagogique prévues à l'article 22 de la loi du 6 février 2009 portant organisation de l'enseignement fondamental. Les parents sont régulièrement informés des progrès de leur enfant.

La décision de recourir à une année supplémentaire ne peut être prise ni avant le premier Term de la deuxième année que passe l'élève au cycle d'apprentissage, ni après le 15 juin de cette année. Si l'élève a fréquenté une classe d'éducation précoce au premier cycle, la décision de recourir à une année supplémentaire ne peut être prise ni avant le premier Term de la troisième année que passe l'élève au cycle d'apprentissage, ni après le 15 juin de cette année.

Après concertation avec les parents, l'équipe pédagogique leur communique la décision de recourir à une année supplémentaire avant le 15 juin de l'année scolaire en cours.

En cas de désaccord avec la décision de l'équipe pédagogique, les parents peuvent introduire dans le délai de 15 jours un recours auprès de l'inspecteur d'arrondissement qui statue endéans un mois.

GLOSSARY

Competence

The ability to carry out a task using a set of acquired knowledge, skills and attitudes.

Competences are assessed formatively at the end of the term, with reference to the desired outcomes at the end of the cycle.

Priority skills

For the areas of development and learning (languages, mathematics and sciences), skills with priority in the study plan are listed on an introductory page; the basic and advanced levels are differentiated.

Basic level (niveau socle)

A reference framework listing the skills expected at the end of each cycle.

Advanced level (niveau avancé)

A reference framework listing skills exceeding those expected at the end of each cycle.

Space and shapes

Term		1	2	3	4	5	6	7	8	9
The advanced level	has been reached									
	is in the process of being acquired									
The basic level	has been reached									
	is in the process of being acquired									

Alternative basic level

For pupils benefiting from teaching adapted to their needs in certain areas, the teacher or the educational team propose differentiated activities in order to assess the pupil, if appropriate, in relation to a higher or lower level of competence.

Alternative basic level: C2 C3

Performances

Performance is the action the pupil takes in order to complete a contextualised task. Performance is ad hoc mobilisation of resources (knowledge, skills, strategies and techniques) in order to develop and achieve competences in one or more areas of learning.

Performance is assessed using appropriate tools, including oral and written tasks, observation charts, consultation of individual or group work plans, analysis of pupils' production, inventory of work carried out and of personal projects, and discussions either individually or in a small group.

Performance assessment is carried out at one or more specific points in time, referring to the subjects covered during the term and on the basis of the study plan.

A+ or A = very good

B+ or B = good

C+ or C = satisfactory

D+ or D = insufficient

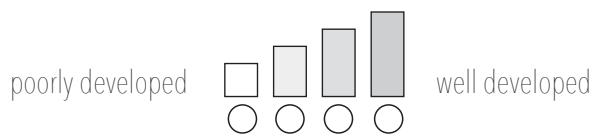
Pupil's performance

Transversal skills

Skills aimed at achieving the desired general outcomes of fundamental school education, incorporated in every area of development and learning.

In order to achieve this, teachers organise their learning activities in a structured fashion using – as far as possible – diversified, cross-disciplinary situations that promote the pupils' autonomy.

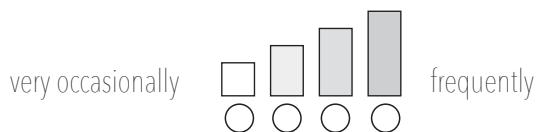
Transversal skills are assessed using a scale:



The pupil's learning process / The pupil in his/her class

Assessment of the pupil's involvement and behaviour in the various learning situations.

This is assessed using a scale:



Remarks and outlook

If appropriate, the class teacher may describe the pupil's progress and difficulties in relation to the levels of competences defined in the study plan. The comments noted in this section allow to give a more finely-tuned interpretation of the appraisal of the competences and performances expressed in the assessment tables and scales.

Transversal skills

Mental processes	Learning methods
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- | | |
|---|--|
| <ul style="list-style-type: none"> • Capture information • Process information • Memorise information • Use information • Produce new information • Communicate information | <ul style="list-style-type: none"> • Learn to learn • Learn in an aware, autonomous fashion • Manage own learning • Combine learning and wellbeing |
|---|--|

Use of media

- Select and use media available judiciously
- Devise and circulate own media
- Understand and assess media design
- Recognise and consider media influence

Term	1	2	3	4	5	6	7	8	9
Mental processes	□○□○○	□○□○○	□○□○○	□○○○○	□○○○○	□○○○○	□○○○○	□○○○○	□○○○○
Learning methods	□○□○○	□○○○○	□○○○○	□○○○○	□○○○○	□○○○○	□○○○○	□○○○○	□○○○○
Use of media	□○□○○	□○○○○	□○○○○	□○○○○	□○○○○	□○○○○	□○○○○	□○○○○	□○○○○

Date	Remarks and outlook

THE PUPIL'S LEARNING PROCESS

Term	1	2	3	4	5	6	7	8	9
works autonomously									
takes initiative									
keeps to deadlines									
takes care over presentation of work									
takes care over handwriting									

THE PUPIL IN HIS/HER CLASS

Term	1	2	3	4	5	6	7	8	9
cooperates and collaborates with classmates									
respects others and the rules for community life									

MATHEMATICS

Priority skills in Cycle 3

Basic level (niveau socle)

Space and shapes	Numbers and operations
<ul style="list-style-type: none">Find one's bearings using a map or description of a routeRecognise, describe, name and classify surfaces and solids according to their number of sides, apexes, faces or edgesIdentify and describe the regularities of a frieze or paving and continue its constructionDetermine the area of a surface by covering it with unit areasReconstruct a simple geometric figure using rotational symmetry and a double mirrorRecognise all the axes of symmetry in regular figures, and produce symmetrical models	<ul style="list-style-type: none">Represent, read and write Natural numbers between 0 and 1 000 000Extract the number of tens, hundreds, thousands, etc. from a numberMemorise multiplication tables from 0×0 to 9×9Apply the written process for addition, subtraction and multiplication operations using numbers between 0 and 100 000Identify and compare algorithms studied in class for carrying out calculations efficiently
Sizes and measures	Solving arithmetic word problems
<ul style="list-style-type: none">Understand that size is expressed by both a number and a unit of measurementKnow and understand how to use typical conventional units of length, money, time, volume and massCarry out standard conversions using a numbers table (m-cm, €-cent, kg-g)Expand and deepen mental representations in connection with units of time (year, month, week, day, hour, minute, second)	<ul style="list-style-type: none">Sort and organise information essential to solving the problemUse own knowledge and known strategies to solve the problemSolve problems comprising at least three numerical data and two arithmetic operations in mathematical language, using the mathematical tools learned

Advanced level

Space and shapes	Numbers and operations
<ul style="list-style-type: none">Recognise, describe and use spatial markers (plans, maps, etc.)Recognise and construct parallel and perpendicular straight linesCompare the areas of flat surfaces by breaking them down into elementary areas	<ul style="list-style-type: none">Know how to use a numbers table (millions, hundreds of thousands, tens of thousands, thousands, hundreds, tens, units)Know how to carry out the four arithmetic operations using personal methods and in writing involving numbers between 0 and 10 000 000Flank and intercalate Natural numbers between 0 and 1 000 000
Sizes and measures	Solving arithmetic word problems
<ul style="list-style-type: none">Select appropriate units and instruments of measurement for measuring length, volume, mass and time	<ul style="list-style-type: none">Develop and select individual strategiesExplore other methods for solving the problem, compare them with one's own method, and consider in a group which is the best methodVerify problem-solving methods comprising several stages and explain the results

Space and shapesAlternative basic level: C3 C4

Term		1	2	3	4	5	6	7	8	9
The advanced level	has been reached									
	is in the process of being acquired									
The basic level	has been reached									
	is in the process of being acquired									

Pupil's performance

**Numbers and operations**Alternative basic level: C3 C4

Term		1	2	3	4	5	6	7	8	9
The advanced level	has been reached									
	is in the process of being acquired									
The basic level	has been reached									
	is in the process of being acquired									

Pupil's performance

**Sizes and measures**Alternative basic level: C3 C4

Term		1	2	3	4	5	6	7	8	9
The advanced level	has been reached									
	is in the process of being acquired									
The basic level	has been reached									
	is in the process of being acquired									

Pupil's performance

**Solving arithmetic word problems**Alternative basic level: C3 C4

Term		1	2	3	4	5	6	7	8	9
The advanced level	has been reached									
	is in the process of being acquired									
The basic level	has been reached									
	is in the process of being acquired									

Pupil's performance



Pupil's commitment to his/her learning:

Term	1	2	3	4	5	6	7	8	9
Application									

Date	Remarks and outlook

GERMAN

Priority skills in Cycle 3

Basic level (niveau socle)

Oral production	Oral comprehension
<ul style="list-style-type: none">• Present a simple, familiar subject (pet, favourite games or sports, etc.)• Make oneself understood and express oneself freely using a basic vocabulary (very frequently used words) and elementary syntax structures from a list worked on in class, while still making some mistakes in syntax and morphology• Reproduce a short story• Assert oneself, express a personal point of view and support it with reasons• Respect the rules of politeness (not interrupting other people, listening)	<ul style="list-style-type: none">• Identify the salient points of an interlocutor on familiar, ordinary subjects• Identify and reproduce the salient points in a listening document (speaker, target audience, context, intention)• Identify and describe the information (characters, time, place, actions, intentions) given in the text• Identify and compare different listening documents (story, interview, commercial, etc.) and identify the characteristic features
Written production	Reading comprehension
<ul style="list-style-type: none">• Write short messages in response to questions• Write short stories on the basis of a series of images• Write different types of functional texts• Use spelling strategies (articulation, thought and memorisation)• Check spelling, use spelling and grammatical knowledge and strategies studied during the cycle• Spell correctly a basic vocabulary of very frequently used words in connection with topics worked on in class• Use the syntax structures studied in class correctly	<ul style="list-style-type: none">• Read silently at an appropriate speed and understand a text of several paragraphs using standard, familiar vocabulary, and give evidence of overall comprehension by reformulating the salient points• Read aloud easily and expressively, after preparation• Formulate hypotheses and verify them based on the context or illustration• Use and interpret the clues accompanying the text (title, format, illustrations, etc.)• Answer "who?", "where?" and "what?" etc. questions• Distinguish between reality and fiction• Distinguish between different text types

Advanced level

Oral production	Oral comprehension
<ul style="list-style-type: none">• Speak clearly and smoothly in a structured fashion• Express oneself freely, using known grammatical structures correctly (e.g. temporal markers, coordinate and subordinate phrases)• Ask for additional information if in doubt• Use prosodic elements, facial expressions and body language• Adapt to listeners' reactions	<ul style="list-style-type: none">• Direct attention to the salient points• Spot some implicitly formulated items of information• Express one's opinion subtly and in a manner suited to the situation, and identify the characteristic elements of different genres of listening text (interview, narrative, etc.)
Written production	Reading comprehension
<ul style="list-style-type: none">• Organise one's ideas by using appropriate techniques (list, semantic map, cluster, etc.)• Take inspiration from the model texts analysed during reading activities• Respect the layout of a text (margin, title, space between words, etc.)• Respect the principal rules of punctuation (full stop, exclamation and question marks, comma, colon, quotation marks)• Ensure autonomously that words and expressions learned in class are spelled correctly, using appropriate aids (monolingual dictionary, etc.)	<ul style="list-style-type: none">• Identify and compare different text types, recognise the respective functions of different text types• Identify and describe characters, places, the unfolding of the plot; differentiate attitudes, feelings, possible conflicts• Describe and interpret the characters' personality traits• Defend one's opinion, with reference to specific passages• Formulate a personal appreciation• Answer "why?" questions

Oral production

Alternative basic level: C3 C4

Pupil's performance

A horizontal row of nine empty rectangular boxes, each with a thin black border, intended for children to draw or write in.

Oral comprehension

Alternative basic level: C3 C4

Pupil's performance

□ □ □ □ □ □ □ □ □

Written production

Alternative basic level: C3 C4

Pupil's performance

□ □ □ □ □ □ □ □ □

Reading comprehension

Alternative basic level: C3 C4

Pupil's performance

□ □ □ □ □ □ □ □ □

Pupil's commitment to his/her learning:

Term	1	2	3	4	5	6	7	8	9
Application									

Date	Remarks and outlook

FRENCH

Priority skills in Cycle 3

Basic level (niveau socle)

Oral production	Oral comprehension
<ul style="list-style-type: none">Answer questions asked in a classroom context with short sentences and simple expressionsSupply simple information about oneself and one's environmentUse a vocabulary comprising very frequently-used words and expressions studied in classUse simple grammatical structures that are part of a memorised listRead aloud to another person, articulating correctly and respecting the punctuationParticipate in role plays organised in class	<ul style="list-style-type: none">Understand simple messages concerning oneself, one's environment, etc.Listen to and understand the general meaning of simple texts spoken slowly and clearly, with pausesUse clues accompanying the text (title, illustrations, background noise, etc.)Identify the subject and principal idea of the textAnswer "who?" "where?" and "what?" etc. questionsFormulate a personal appreciation, say whether one likes it or not
Written production	Reading comprehension
<ul style="list-style-type: none">Copy out a text worked on in class without making any mistakesRevise a text using formal criteria (punctuation marks, standard spelling)Draft short stories or tales relating to illustrations using a limited vocabulary including only those words most frequently used in class, producing continuous expression using a few simple sentencesTake inspiration from the model texts analysed during reading activities in order to incorporate them into written productions	<ul style="list-style-type: none">Read silently a short, well-structured text for a pre-determined length of time and give evidence of overall comprehension by answering questionsRead using the global and selective methods, look for explicit detailsUse and interpret the clues accompanying the text (title, format, illustrations, etc.)Answer "who?" "where?" and "what?" etc. questionsDistinguish between reality and fictionDraw simple conclusions

Advanced level

Oral production	Oral comprehension
<ul style="list-style-type: none">Relate a personal experienceSupply information about a subject one is interested inPlay a minor role in a playExpress oneself comprehensibly using short, simple sentences	<ul style="list-style-type: none">Follow simple conversations on a familiar subjectIdentify and reproduce the essential components specific to the genre of the text (place, characters, chronology of actions)Set listening aims before listening and re-listening
Written production	Reading comprehension
<ul style="list-style-type: none">Write down some personal experiences in a few simple sentencesUse a basic vocabulary list and elementary grammatical structures studied in class when writing freelyCheck spelling, use spelling and grammatical knowledge and strategies studied during the cycle (memo, themed word list)	<ul style="list-style-type: none">Identify and process different types of functional text, at times illustrated texts, presented on different supports, including non-linear texts (tables, diagrams, etc.)Adopt an attitude appropriate to the text typesFollow the development of text, its structure; identify stages, important passages in a textDefend one's opinion, with reference to specific passages

Oral production

Alternative basic level: C3 C4

Pupil's performance

A horizontal row of nine empty rectangular boxes, each with a thin black border, intended for children to draw or write in.

Oral comprehension

Alternative basic level: C3 C4

Pupil's performance

□ □ □ □ □ □ □ □ □

Written production

Alternative basic level: C3 C4

Pupil's performance

□ □ □ □ □ □ □ □ □

Reading comprehension

Alternative basic level: C3 C4

Pupil's performance

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Pupil's commitment to his/her learning:

Term	1	2	3	4	5	6	7	8	9
Application									

Date	Remarks and outlook

LUXEMBOURGISH

Priority skills in Cycle 3

Basic level (niveau socle)

Oral production	Oral comprehension
<ul style="list-style-type: none">React by expressing a reasoned point of viewPresent a subject dealt with in classListen and take into account what has been saidSpeak spontaneously in a fluid, structured fashionStage and interpret characters, expressing emotions, personal experiences, everyday situations, etc.Use complex phrases: coordinated clauses ('an', 'mee'), causal and temporal subordinate clauses	<ul style="list-style-type: none">Identify the subject and main idea of what the speaker is sayingIdentify and reproduce the salient information of the listening text (originator, target audience, context, intention)Express one's opinion subtly and in a manner suited to the situation, and identify the characteristic elements of different genres of listening text (interview, narrative, commercial, etc.)Answer "who?", "where?" and "what?" questions
Reading comprehension	
<ul style="list-style-type: none">Answer "who?", "where?" and "what?" etc. questionsRead silently at an appropriate speed a text containing ordinary, familiar vocabulary, and give evidence of overall comprehension by answering questionsUse and interpret the clues accompanying the text (title, formating, illustrations, etc.)Identify salient information and main theme, and reproduce them orally	

Advanced level

Oral production	Oral comprehension
<ul style="list-style-type: none">Assert oneself, express a personal point of view and support it with reasonsDiscuss and settle conflicts with othersRelate a personal experience in front of others, taking into account the chronology of the events, the places, moments, characters and actions describedTry to clarify one's thinkingUse a precise, varied and appropriate vocabulary	<ul style="list-style-type: none">Determine the organisation of the oral text (chronology, stages, narrative outline, etc.)Deduce the meaning of new words on the basis of contextIdentify and describe the information (characters, period in time, place, actions, intentions) given in the textDirect attention to the salient pointsFormulate a personal appreciation
Reading comprehension	
<ul style="list-style-type: none">Read extracts from children's literature in Luxembourgish smoothly, articulating correctlyFormulate hypotheses and verify them according to the context or illustrationSpot key wordsFormulate a personal appreciationDetermine the unfolding of the plot, identify attitudes, feelings, possible conflictsIdentify and compare different text types, recognise their respective functionsFollow the development of text, its structure; identify stages, important passages in a text	

Oral production

Alternative basic level: C3 C4

Pupil's performance

A horizontal row of nine empty square boxes, each with a thin black border, intended for children to draw or write in.

Oral comprehension

Alternative basic level: C3 C4

Pupil's performance

□ □ □ □ □ □ □ □ □

Reading comprehension

Alternative basic level: C3 C4

Pupil's performance

□ □ □ □ □ □ □ □ □

Pupil's commitment to his/her learning:

Term	1	2	3	4	5	6	7	8	9
Application									

Date	Remarks and outlook

INTRODUCTION TO SCIENCE

Priority skills in Cycle 3

Basic level (niveau socle)

Humans	Nature
<ul style="list-style-type: none">• Perceive the vital functions of the body• Examine and document one's own eating habits	<ul style="list-style-type: none">• List the fundamental characteristics of plants and animals• Chart the stages in the evolution of an animal or plant using a standard example (e.g. frog, cherry blossom)• Perceive and explain how animals adapt (to their habitat, to the seasons, to food, etc.)• Explain the many possibilities for using plants as food for humans, using concrete examples (fruits and vegetables)• Keep a diary of the evolution of animals or plants over a period of time
Technology	Space and time
<ul style="list-style-type: none">• Use simple tools and recognise their specific technical characteristics (e.g. writing instruments, hammers)• Formulate questions as part of the exploration (freely or under guidance) of phenomena, express hypotheses in respect of the phenomena observed• Collect and compare data• Represent and describe the route taken by a product from raw material to finished product, e.g. milk, bread• Recognise and describe simple technical production processes and consider their usefulness and their purpose	<ul style="list-style-type: none">• Explore one's neighbourhood/village/municipality in situ, and identify its specificities• Realise the structure and use made of spaces, represent them, and find one's way around them• Compare and assess the places and their equipment• Realise the basic existential functions (housing, work, food, relaxation, travel, etc.) in a municipality• Learn to know the municipality as an institution in the service of its inhabitants• Carry out a long-term observation (changes in the weather in the passing seasons)• Formulate questions and hypotheses, using eye-witness accounts of the past (e.g. family members, people in the neighbourhood/village), about the living conditions of earlier generations• Draw up a list of common points and differences in the living conditions of earlier generations (parents, grandparents, great-grandparents)

Advanced level

Humans	Nature
<ul style="list-style-type: none">• Consider the rights and obligations of children in respect of responsible behaviour with regard to one's own health and wellbeing	<ul style="list-style-type: none">• Use a simple identification key• Find information in specific information books and on the Internet• Devise and apply one's own key for identifying plants (e.g. types of trees, useful plants)• Formulate hypotheses in respect of natural phenomena• Assess the influence humans have on how natural spaces are organised
Technology	Space and time
<ul style="list-style-type: none">• Verify a hypothesis by means of tests, testing proposed solutions• Realise the significance of important technical inventions for mankind• Explain (subsequent) development, change and the consequences of technical inventions over time• Represent a number of production processes• Document one's observation or examination of an object, appliance, device or test, e.g. as an annotated graph, sketch or drawing, as a 'description sheet', and explain it verbally	<ul style="list-style-type: none">• Apply different methods for acquiring information and gathering data, e.g. aerial photograph/map of town or neighbourhood, reading and using cartographic material of the local area• Use a compass for orientation• Draw up a simple statistic and comment on it (e.g. evolution of the population over a period of time)• Identify the evolution of a neighbourhood, village or municipality over time; try to understand the underlying reasons• Examine one's environment, attempting to discover historical eye-witness evidence• Compare ways of life in the past and present

Humans

Term	1	2	3	4	5	6	7	8	9
Pupil's performance	<input type="checkbox"/>								

Nature

Term	1	2	3	4	5	6	7	8	9
Pupil's performance	<input type="checkbox"/>								

Technology

Term	1	2	3	4	5	6	7	8	9
Pupil's performance	<input type="checkbox"/>								

Space and time

Term	1	2	3	4	5	6	7	8	9
Pupil's performance	<input type="checkbox"/>								

Pupil's commitment to his/her learning:

Term	1	2	3	4	5	6	7	8	9
Application									

Date	Remarks and outlook

BODY EXPRESSION, PSYCHOMOTORICITY, SPORTS AND HEALTH

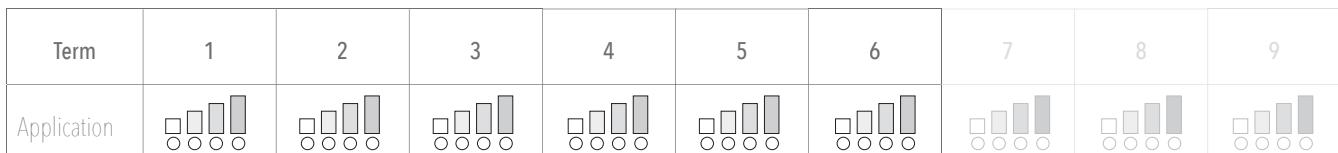
Physical education and sports

Term	1	2	3	4	5	6	7	8	9
Pupil's performance	<input type="checkbox"/>								

Swimming

Term	1	2	3	4	5	6	7	8	9
Pupil's performance	<input type="checkbox"/>								

Pupil's commitment to his/her learning:



Date	Remarks and outlook

INTRODUCTION TO ART, CREATION AND CULTURE

Plastic arts

Term	1	2	3	4	5	6	7	8	9
Pupil's performance	<input type="checkbox"/>								

Music

Term	1	2	3	4	5	6	7	8	9
Pupil's performance	<input type="checkbox"/>								

Pupil's commitment to his/her learning:

Term	1	2	3	4	5	6	7	8	9
Application									

Date	Remarks and outlook

LIVING TOGETHER AND VALUES

Life and society

Term	1	2	3	4	5	6	7	8	9
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Pupil's performance

<input type="checkbox"/>									
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Pupil's commitment to his/her learning:

Term	1	2	3	4	5	6	7	8	9
Application									

Date	Remarks and outlook

NUMBER OF ABSENCES

Term	Excused absences	Unexcused absences
1	..... hours	..... hours
2	..... hours	..... hours
3	..... hours	..... hours
4	..... hours	..... hours
5	..... hours	..... hours
6	..... hours	..... hours
7	..... hours	..... hours
8	..... hours	..... hours
9	..... hours	..... hours

CHANGES OF SCHOOL

		Name of school / place	Date	Name and signature of class teacher
1	Departure			
	Arrival			
2	Departure			
	Arrival			
3	Departure			
	Arrival			
4	Departure			
	Arrival			
5	Departure			
	Arrival			
6	Departure			
	Arrival			
7	Departure			
	Arrival			
8	Departure			
	Arrival			



GRAND-DUCHÉ DE LUXEMBOURG

<http://bilans.men.lu>