**ISA**

**INTERNATIONAL SCHOOL AUGSBURG
PRIMARY SCHOOL PROGRESS REPORT
2012/13**

**FEBRUARY 2013**

An International Baccalaureate
Primary Years Programme (PYP)
Authorised School

STUDENT:                                                                    GRADE: 1

**ATTENDANCE**

| | |
|---|---|
| Days absent | |
| Days late | |

# The Purpose of this Report

This school report is intended to communicate your child's progress in acquiring skills, knowledge and concepts during the school year. Each student has his own learning style and his learning is shaped by the particular set of experiences he brings to school. Our ISA programme aims to flexibly accommodate students' varied needs.

In this report your child is rated as accurately as possible against the grade level expectations. Teachers make their assessments based on their knowledge of each student's learning and the information they have collected about each student's progress.

The Continuum Descriptors used in this report reflect the developmental nature of each child's learning. They are in no way related to traditional letter or number grades and should not be compared to them. Please note that N/A refers to a skill that has not yet been taught.

We hope you enjoy reading this report and celebrating your child's progress.

| CONTINUUM DESCRIPTORS | |
|---|---|
| Not applicable (NA) | This is not applicable to the student, or the student has not been assessed at this time (e.g. has not yet been taught). |
| Not yet (NY) | Student has been exposed to the concept but has not yet demonstrated an understanding of it. |
| Sometimes (S) | Student demonstrates a beginning understanding of the concept and with guidance is able to apply it in some situations. |
| Often (O) | Student has an understanding of the concept and is frequently able to apply it. |
| Consistently (C) | Student applies the learned concept independently and confidently. |

**Learner Profile:**

As a PYP school, we aim to develop internationally-minded students. The IB Learner Profile describes the attributes of an internationally-minded person. These attributes are the goals of our Primary Years Programme at ISA. Therefore, aspects of the Learner Profile will form the basis of our final comments about a student's progress.

**At ISA we encourage our students to be:**

| | | | | |
|---|---|---|---|---|
| **Inquirers** | **Thinkers** | **Communicators** | **Risk-Takers** | **Well-Balanced** |
| **Knowledgeable** | **Principled** | **Open-minded** | **Reflective** | **Caring** |

TEACHER'S COMMENTS

Mid-Year Comments:

End of Year Comments:

| Unit of Inquiry | Central Idea Assessed | Comment |
|---|---|---|
| WHO WE ARE | We all have a role to play in our community.<br><br>An inquiry into:<br>- How communities work<br>- How I am connected to my community<br>- My role in the community | |
| WHERE WE ARE IN PLACE AND TIME | People have learned to communicate with each other in different ways throughout history.<br><br>An inquiry into:<br>- Ways we communicate<br>- Communication throughout history<br>- Communication when a sense is disabled.<br>- Non-verbal communication. | |
| HOW THE WORLD WORKS | Materials have many different properties which can be used to make our lives easier.<br><br>An inquiry into:<br>- Materials and their properties.<br>- How different materials can be used.<br>- How the properties of materials can be changed. | |
| HOW WE EXPRESS OURSELVES | We use patterns as a form of inspiration and expression.<br><br>An inquiry into:<br>- Different kinds of patterns<br>- How patterns are used in different cultures<br>- Patterns in the natural world. | |
| HOW WE SHARE THE PLANET | Trees and forests are resources for us and other living things.<br><br>An inquiry into:<br>- The components of a tree and a forest<br>- What trees provide for us and other living things<br>- Caring for trees | |
| HOW WE ORGANISE OURSELVES | People require organisational systems to make journeys.<br><br>An inquiry into:<br>- Means people use for travel.<br>- The different reasons for making journeys.<br>- The inter-connectedness of transit systems. | |

| TRANS-DISCIPLINARY SKILLS | MID-YEAR | | | | | | END OF YEAR | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | NA | NY | S | O | C | | NA | NY | S | O | C |
| RESEARCH SKILLS | | | | | | | | | | | |
| Formulating questions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Observing | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Collecting data | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Presenting findings | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| THINKING SKILLS | | | | | | | | | | | |
| Comprehension | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Application | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Analysis | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SOCIAL SKILLS | | | | | | | | | | | |
| Accepting responsibility | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Respecting others | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cooperating | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Resolving conflict | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SELF-MANAGEMENT SKILLS | | | | | | | | | | | |
| Fine motor skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Organisation | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Time management (e.g. homework, working independently) | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Respecting codes of behaviour | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| LANGUAGE ARTS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SPEAKING AND LISTENING | | | | | | | | | | | |
| Listens respectfully | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Speaks clearly and appropriately for the situation | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Participates in group discussions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Expresses thoughts, feelings and ideas to peers and adults | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| READING | | | | | | | | | | | |
| Shows interest in reading | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reads books independently | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Recognises high frequency words | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Decodes new words | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Displays comprehension of text | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| WRITING | | | | | | | | | | | |
| Writes confidently and independently | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Sequences ideas logically | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Spells high frequency words accurately | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses knowledge of letter sounds to write words | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses appropriate punctuation | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Forms letters conventionally and legibly | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses capital letters appropriately | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Shows an interest in learning English | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is willing to take a risk with English | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acquires new vocabulary easily | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Applies new vocabulary in a variety of situations | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is learning the grammatical structures of English | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses English to communicate needs, opinions and feelings | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| GERMAN AS A NATIVE LANGUAGE | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SPRECHEN UND GESPRÄCHE FÜHREN | | | | | | | | | | | |
| Hört aufmerksam zu | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Spricht artikuliert und ausdruckssicher | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Wendet bekannte Gesprächsregeln an | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Beteiligt sich am Unterricht | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| LESEN | | | | | | | | | | | |
| Zeigt Freude und Interesse am Lesen | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Liest bekannte Wörter und Texte fließend und fehlerfrei | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Versteht, was gelesen wird | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Beantwortet Fragen zum Inhalt richtig | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SCHREIBEN | | | | | | | | | | | |
| Ordnet den Lauten entsprechende Buchstaben zu | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Setzt Buchstaben korrekt in die Lineatur | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Schreibt eigenständig Geschichten auf | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Wendet erste Rechtschreibregeln an | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Fertigt schriftliche Arbeiten sauber und zuverlässig an | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| GERMAN AS AN ADDITIONAL LANGUAGE (GAL) | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Shows an interest in learning German | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is willing to take a risk with German | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acquires new vocabulary easily | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses multiple strategies to understand new words and ideas | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is learning the grammatical structures of German | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses German to communicate needs, opinions and feelings | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| MOTHER TONGUE (          ) | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Shows an interest in learning Mother Tongue | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is willing to take a risk with language | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is able to transfer concepts into Mother Tongue | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses Mother Tongue to discuss learning | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| MATHEMATICS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **NUMBER** | | | | | | | | | | | |
| Reads, writes and recognises whole numbers up to 100 | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Counts numbers by 2's, 5's and 10's to 100 | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Understands and uses numerical symbols (+,-,=, <,>) | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Solves addition and subtraction equations | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Understands place value to 100 | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Recognises coinage and uses to create total amounts | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Identifies odd and even numbers | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **PATTERN AND FUNCTION** | | | | | | | | | | | |
| Renames and extends patterns | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Develops own patterns | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Identifies number patterns | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **DATA HANDLING** | | | | | | | | | | | |
| Collects data and creates graphs | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Extracts information from graphs | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **SHAPE AND SPACE** | | | | | | | | | | | |
| Names shapes and their properties | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses vocabulary to describe position and location | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **MEASUREMENT** | | | | | | | | | | | |
| Knows units of time – days, weeks, months, seasons | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Understands and uses time measurements of one hour and half hour | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Measures length and height by centimetres | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Compares different weights | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| VISUAL ARTS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Demonstrates skill with various techniques | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses art as a medium of self-expression | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Displays original and inventive solutions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Demonstrates a positive attitude | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| PERFORMANCE ARTS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Participates actively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Shows appropriate behaviour as a performer and as a team member | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses drama to explore and express feelings and emotions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Demonstrates positive attitude | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| PHYSICAL EDUCATION | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Participates actively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cooperates with others | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acquires new skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Listens attentively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Demonstrates gross motor skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| MUSIC | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Participates actively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Tries his/her best at singing | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses a variety of instruments with rhythm and control | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Listens attentively to music | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

Instrumental tuition (Mid-Year):

Instrumental tuition (End of Year):

Class teacher: _____    Head of School: _____    Date:    08.02.2013
Valerie Foster                                                    Cathie Mullen

Name: _____          Date: February 2013                                    7

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**PRIMARY SCHOOL PROGRESS REPORT**
**2012/13**


**FEBRUARY 2013**


An International Baccalaureate
Primary Years Programme (PYP)
Authorised School


STUDENT:                                                    GRADE: 2


**ATTENDANCE**

| | |
|---|---|
| Days absent | |
| Days late | |

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|---|---|
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| Not yet (NY) | Student has been exposed to the concept but has not yet demonstrated an understanding of it. |
| Sometimes (S) | Student demonstrates a beginning understanding of the concept and with guidance is able to apply it in some situations. |
| Often (O) | Student has an understanding of the concept and is frequently able to apply it. |
| Consistently (C) | Student applies the learned concept independently and confidently. |

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| | | | | |
|---|---|---|---|---|
| **Inquirers** | **Thinkers** | **Communicators** | **Risk-Takers** | **Well-Balanced** |
| **Knowledgeable** | **Principled** | **Open-minded** | **Reflective** | **Caring** |

## TEACHER'S COMMENTS

Mid-Year Comments:

End of Year Comments:

| Unit of Inquiry | Central Idea Assessed | Comment |
|---|---|---|
| HOW WE ORGANISE OURSELVES | Listening to others and communicating our own points of view help us to work together.<br><br>An inquiry into:<br>- Understanding that others may have a different perspective than our own<br>- How we can work together to solve problems.<br>- How we can take action to ensure that our school is a place where people are listened to and respected | |
| WHO WE ARE | A balance of exercise, relaxation and nutrition contributes to our well-being.<br><br>An inquiry into:<br>- How our body works<br>- How factors such as nutrition, exercise and recreation contribute towards physical health<br>- How we can maintain our body in good working order | |
| HOW THE WORLD WORKS | Simple machines have been developed to meet the needs of people and make work easier.<br><br>An inquiry into:<br>- The six simple machines and their characteristics (lever, pulley, wheel and axle, incline planes, screw, wedge)<br>- How simple machines affect our daily lives<br>- The different types of forces and their effects on and use in machines | |
| WHERE WE ARE IN PLACE AND TIME | Cities have special features that distinguish them from one another.<br><br>An inquiry into:<br>- Natural and man-made features of a city.<br>- How natural and man-made features are connected<br>- The differences and similarities between cities. | |
| HOW WE SHARE THE PLANET | There are many interconnected ecosystems which we have the responsibility to preserve.<br><br>An inquiry into:<br>- Plants and animals that make up an ecosystem<br>- How plants and animals are interdependent<br>- The affect humans have on ecosystems. | |
| HOW WE EXPRESS OURSELVES | Fairy tales all contain messages or morals that are relevant to our lives today.<br><br>An inquiry into:<br>- The characteristics of fairy tales<br>- Similarities and differences in different versions of the same fairy tale<br>- The messages and morals in fairy tales | |

| TRANS-DISCIPLINARY SKILLS | MID-YEAR | | | | | | END OF YEAR | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | NA | NY | S | O | C | | NA | NY | S | O | C |
| RESEARCH SKILLS | | | | | | | | | | | |
| Formulating questions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Observing | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Collecting data | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Presenting findings | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| THINKING SKILLS | | | | | | | | | | | |
| Comprehension | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Application | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Analysis | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SOCIAL SKILLS | | | | | | | | | | | |
| Accepting responsibility | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Respecting others | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cooperating | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Resolving conflict | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Group decision making | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SELF-MANAGEMENT SKILLS | | | | | | | | | | | |
| Fine motor skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Organisation | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Time management (e.g. homework, working independently) | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Respecting codes of behaviour | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| LANGUAGE ARTS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SPEAKING AND LISTENING | | | | | | | | | | | |
| Listens attentively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Applies what has been learned | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Speaks clearly and confidently | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Participates in group discussions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses a range of vocabulary | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| READING | | | | | | | | | | | |
| Reads for pleasure | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reads for information | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reads aloud with fluency and expression | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reads independently | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reads with understanding | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses various resources to find information | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| WRITING | | | | | | | | | | | |
| Writes confidently | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Writes independently | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses specific vocabulary | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses details in writing | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Writes for a range of purposes | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Applies common spelling patterns and strategies to spell words | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Spells high frequency words accurately | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses appropriate grammar skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses appropriate punctuation | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses capital letters appropriately | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

Name:                          Date: February 2013

| ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Shows an interest in learning English | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is willing to take a risk with English | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acquires new vocabulary easily | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Applies new vocabulary in a variety of situations | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is learning the grammatical structures of English | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses English to communicate needs, opinions and feelings | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| GERMAN AS A NATIVE LANGUAGE | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SPRECHEN UND ZUHÖREN | | | | | | | | | | | |
| Erzählt zuhörerbezogen | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Spricht artikuliert und ausdruckssicher | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Beteiligt sich am Unterricht | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| LESEN | | | | | | | | | | | |
| Zeigt Interesse an altersgemäßer Literatur | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Liest flüssig und betont | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Kann Texten Informationen entnehmen | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SCHREIBEN | | | | | | | | | | | |
| Baut Geschichten logisch auf | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Setzt gestalterische Mittel ein | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Fertigt schriftliche Arbeiten ordentlich an | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Wendet Rechtschreibstrategien an | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SPRACHE UNTERSUCHEN | | | | | | | | | | | |
| Verwendet sprachliche Fachbegriffe | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Kann bekannte grammatische Strukturen bestimmen | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| GERMAN AS AN ADDITIONAL LANGUAGE (GAL) | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Shows an interest in learning German | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is willing to take a risk with German | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acquires new vocabulary easily | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses multiple strategies to understand new words and ideas | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is learning the grammatical structures of German | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses German to communicate needs, opinions and feelings | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Spells high frequency words accurately | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reads aloud with fluency | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| MOTHER TONGUE () | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Shows an interest in learning Mother Tongue | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is willing to take a risk with language | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is able to transfer concepts into Mother Tongue | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses Mother Tongue to discuss learning | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| MATHEMATICS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **NUMBER** | | | | | | | | | | | |
| Reads, writes and orders whole numbers up to 100 | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Understands place value in terms of units, tens and hundreds | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can add two digit numbers | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can subtract two digit numbers | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Recalls addition facts to 20, quickly and accurately | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses mental addition skills, particularly with multiples of 5 or 10 | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses mental subtraction skills, particularly with multiples of 5 or 10 | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **PATTERN AND FUNCTION** | | | | | | | | | | | |
| Identifies and continues number patterns | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Identifies the relationships between number operations | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses patterns to solve problems | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **DATA HANDLING** | | | | | | | | | | | |
| Collects, organises and records data in a variety of ways | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Generates questions and answers when looking at a display of data | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Records information in a block and bar graph | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Spaces and labels graphs accordingly | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **SHAPE AND SPACE** | | | | | | | | | | | |
| Identifies and sorts shapes based on their properties | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Makes and uses simple maps to describe position | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Recognises and sketches the lines of symmetry in shapes | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **MEASUREMENT** | | | | | | | | | | | |
| Estimate length and distance in standard units | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Measure using standard units | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Tells time using analogue and digital clocks | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Choose the unit of measurement appropriate to the context | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Tells time to the quarter hour | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Recognises coins and can count with money | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| VISUAL ARTS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Demonstrates skill with various techniques and media | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses Art as a medium of self-expression | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Displays original and inventive solutions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Demonstrates a positive attitude | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| PERFORMANCE ARTS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Participates actively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cooperates with others | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses Drama as a medium of self-expression | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Demonstrates positive attitude | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| PHYSICAL EDUCATION | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Participates actively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cooperates with others | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acquires new skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Listens attentively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Demonstrates gross motor skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| MUSIC | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Participates constructively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Helps create a positive group dynamic | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Listens attentively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses classroom instruments with care and control | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Shows an appreciation and enjoyment of music | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

Instrumental tuition (Mid-Year):




Instrumental tuition (End of Year):




Class teacher: _____    Head of School: _____    Date:    08.02.2013

Cathie Mullen

Name:                               Date: February 2013                                        7

**INTERNATIONAL SCHOOL AUGSBURG**
**PRIMARY SCHOOL PROGRESS REPORT**
**2012/13**

**FEBRUARY 2013**

An International Baccalaureate
Primary Years Programme (PYP)
Authorised School

STUDENT:                                                    GRADE: 3

**ATTENDANCE**

| Days absent | |
|---|---|
| Days late | |

# The Purpose of this Report

This school report is intended to communicate your child's progress in acquiring skills, knowledge and concepts during the school year. Each student has his own learning style and his learning is shaped by the particular set of experiences he brings to school. Our ISA programme aims to flexibly accommodate students' varied needs.

In this report your child is rated as accurately as possible against the grade level expectations. Teachers make their assessments based on their knowledge of each student's learning and the information they have collected about each student's progress.

The Continuum Descriptors used in this report reflect the developmental nature of each child's learning. They are in no way related to traditional letter or number grades and should not be compared to them. Please note that N/A refers to a skill that has not yet been taught.

We hope you enjoy reading this report and celebrating your child's progress.

| CONTINUUM DESCRIPTORS | |
|---|---|
| Not applicable (NA) | This is not applicable to the student, or the student has not been assessed at this time (e.g. has not yet been taught). |
| Not yet (NY) | Student has been exposed to the concept but has not yet demonstrated an understanding of it. |
| Sometimes (S) | Student demonstrates a beginning understanding of the concept and with guidance is able to apply it in some situations. |
| Often (O) | Student has an understanding of the concept and is frequently able to apply it. |
| Consistently (C) | Student applies the learned concept independently and confidently. |

**Learner Profile:**

As a PYP school, we aim to develop internationally-minded students. The IB Learner Profile describes the attributes of an internationally-minded person. These attributes are the goals of our Primary Years Programme at ISA. Therefore, aspects of the Learner Profile will form the basis of our final comments about a student's progress.

**At ISA we encourage our students to be:**

| **Inquirers** | **Thinkers** | **Communicators** | **Risk-Takers** | **Well-Balanced** |
|---|---|---|---|---|
| **Knowledgeable** | **Principled** | **Open-minded** | **Reflective** | **Caring** |

TEACHER'S COMMENTS

Mid-Year Comments:

End of Year Comments:

| Unit of Inquiry | Central Idea Assessed | Comment |
|---|---|---|
| HOW WE ORGANISE OURSELVES | We must organise ourselves to prepare and respond to disasters.<br><br>An inquiry into:<br>- The preparation for and response to disasters<br>- The types of disasters<br>- The consequences of changes in natural systems | |
| SHARING THE PLANET | As consumers we can take action against the impact of rubbish on our lives<br><br>An inquiry into:<br>- The use of packaging in our society<br>- How waste materials can be changed into something useful<br>- The steps we can take to reduce our waste in school and at home | |
| HOW THE WORLD WORKS | Electricity is a source of energy that can make things happen.<br><br>An inquiry into:<br>- Sources and generation of electricity<br>- Constructing and using circuits<br>- Safety with electricity | |
| HOW WE EXPRESS OURSELVES | People communicate their feelings and ideas through Art.<br><br>An inquiry into:<br>- How we can express ourselves using different artistic techniques.<br>- How artists have expressed themselves through time<br>- How different cultures use art to express their ideas and beliefs. | |
| WHO WE ARE | What we believe is part of who we are.<br><br>An inquiry into:<br>- What we believe<br>- How beliefs influence the way we behave<br>- The impact of spiritual traditions on society | |
| WHERE WE ARE IN PLACE AND TIME | Family histories provide an insight into cultural and personal identity.<br><br>An inquiry into:<br>- Family ancestry<br>- Artefacts, heirlooms or rituals that have meaning in the family<br>- Similarities and differences between generations in a family | |

| TRANS-DISCIPLINARY SKILLS | MID-YEAR | | | | | | END OF YEAR | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | NA | NY | S | O | C | | NA | NY | S | O | C |
| RESEARCH SKILLS | | | | | | | | | | | |
| Formulating questions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Observing | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Planning | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Collecting data | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Organising data | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Presenting findings | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| THINKING SKILLS | | | | | | | | | | | |
| Comprehension | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Application | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Analysis | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SOCIAL SKILLS | | | | | | | | | | | |
| Accepting responsibility | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Respecting others | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cooperating | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Resolving conflict | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Group decision making | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Adopting a variety of roles in a group | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SELF-MANAGEMENT SKILLS | | | | | | | | | | | |
| Fine motor skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Organisation | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Time management (e.g. homework, working independently) | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Respecting codes of behaviour | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| LANGUAGE ARTS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SPEAKING AND LISTENING | | | | | | | | | | | |
| Listens attentively and applies what they have learned | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Speaks confidently in different contexts | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Contributes relevant comments and questions during discussion | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Organises ideas, thoughts and feelings before speaking | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| READING | | | | | | | | | | | |
| Uses a variety of strategies in reading unfamiliar words and establishing meaning | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Understands, interprets and responds to text | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reads aloud with expression | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reads independently with understanding | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| WRITING | | | | | | | | | | | |
| Applies punctuation effectively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Expresses ideas clearly | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Chooses interesting and varied vocabulary to enrich writing | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Proofreads and edits work | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses a range of strategies to spell words of increasing complexity | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Writes in a legible cursive style | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Shows an interest in learning English | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is willing to take a risk with English | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acquires new vocabulary easily | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Applies new vocabulary in a variety of situations | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is learning the grammatical structures of English | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses English to communicate needs, opinions and feelings | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| GERMAN AS A NATIVE LANGUAGE | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SPRECHEN UND ZUHÖREN | | | | | | | | | | | |
| Hört aufmerksam zu | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Spricht artikuliert und zusammenhängend | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Kann zu einem Thema Informationen sammeln und präsentieren | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Beteiligt sich am Unterricht | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| LESEN | | | | | | | | | | | |
| Zeigt Interesse an altersgemäßer Literatur | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Liest flüssig und betont | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Versteht den Inhalt des Gelesenen | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SCHREIBEN | | | | | | | | | | | |
| Fertigt schriftliche Arbeiten sauber und ansprechend an | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Formuliert Gedankengänge klar | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Setzt bekannte gestalterische Mittel ein | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Kann Texte überarbeiten | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Setzt erlernte Rechtschreibstrategien um | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SPRACHE UNTERSUCHEN | | | | | | | | | | | |
| Verwendet sprachliche Fachbegriffe | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Kann bekannte grammatische Strukturen bestimmen | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| GERMAN AS AN ADDITIONAL LANGUAGE (GAL) | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Shows an interest in learning German | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is willing to take a risk with German | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acquires new vocabulary easily | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses multiple strategies to understand new words and ideas | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is learning the grammatical structures of German | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses German to communicate needs, opinions and feelings | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Spells high frequency words accurately | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reads aloud with fluency | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| MOTHER TONGUE () | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Shows an interest in learning Mother Tongue | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is willing to take a risk with language | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is able to transfer concepts into Mother Tongue | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses Mother Tongue to discuss learning | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| MATHEMATICS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **NUMBER** | | | | | | | | | | | |
| Reads, writes and orders whole numbers | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Develops and refines written methods for column addition and subtraction | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses and explains a variety of strategies for solving number operations | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Estimates by rounding to the nearest whole number (10 or 100) | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Relates fractions to division and finds simple fractions of numbers of quantities | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **PATTERN AND FUNCTION** | | | | | | | | | | | |
| Recognises and explains patters and relationships | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Identifies patterns and rules for multiplication and division | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **DATA HANDLING** | | | | | | | | | | | |
| Collects, organises and records data in various ways | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Interprets data to answer questions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses the scale on the vertical axis to represent large quantities | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **SHAPE AND SPACE** | | | | | | | | | | | |
| Understands an angle as a measure of rotation | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Identifies 2D shapes and describes their properties | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **MEASUREMENT** | | | | | | | | | | | |
| Uses the appropriate units of length, mass and capacity | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Measures and calculates the perimeter and area of simple shapes | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Tells time using analogue and digital clocks | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| VISUAL ARTS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Demonstrates skill with various techniques and media | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses Art as a medium of self-expression | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Displays original and inventive solutions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Demonstrates a positive attitude | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| PERFORMANCE ARTS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Participates actively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cooperates with others | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses Drama as a medium of self-expression | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Demonstrates positive attitude | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| PHYSICAL EDUCATION | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Participates actively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cooperates with others | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acquires new skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Listens attentively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Demonstrates gross motor skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| MUSIC | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Participates constructively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Helps create a positive group dynamic | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Listens attentively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses classroom instruments with care and control | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Shows an appreciation and enjoyment of music | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

Instrumental tuition (Mid-Year):

Instrumental tuition (End of Year):

Class teacher: _____    Head of School: _____    Date:    08.02.2013
Cathie Mullen

**INTERNATIONAL SCHOOL AUGSBURG
PRIMARY SCHOOL PROGRESS REPORT
2012/2013**

**FEBRUARY 2013**

An International Baccalaureate
Primary Years Programme (PYP)
Authorised School

STUDENT:                                                          GRADE: 4

**ATTENDANCE**

| Days absent | |
| --- | --- |
| Days late | |

# The Purpose of this Report

This school report is intended to communicate your child's progress in acquiring skills, knowledge and concepts during the school year. Each student has his own learning style and his learning is shaped by the particular set of experiences he brings to school. Our ISA programme aims to flexibly accommodate students' varied needs.

In this report your child is rated as accurately as possible against the grade level expectations. Teachers make their assessments based on their knowledge of each student's learning and the information they have collected about each student's progress.

The Continuum Descriptors used in this report reflect the developmental nature of each child's learning. They are in no way related to traditional letter or number grades and should not be compared to them. Please note that N/A refers to a skill that has not yet been taught.

We hope you enjoy reading this report and celebrating your child's progress.

| CONTINUUM DESCRIPTORS | |
|---|---|
| Not applicable (NA) | This is not applicable to the student, or the student has not been assessed at this time (e.g. has not yet been taught). |
| Not yet (NY) | Student has been exposed to the concept but has not yet demonstrated an understanding of it. |
| Sometimes (S) | Student demonstrates a beginning understanding of the concept and with guidance is able to apply it in some situations. |
| Often (O) | Student has an understanding of the concept and is frequently able to apply it. |
| Consistently (C) | Student applies the learned concept independently and confidently. |

**Learner Profile:**

As a PYP school, we aim to develop internationally-minded students. The IB Learner Profile describes the attributes of an internationally-minded person. These attributes are the goals of our Primary Years Programme at ISA. Therefore, aspects of the Learner Profile will form the basis of our final comments about a student's progress.

**At ISA we encourage our students to be:**

| | | | | |
|---|---|---|---|---|
| **Inquirers** | **Thinkers** | **Communicators** | **Risk-Takers** | **Well-Balanced** |
| **Knowledgeable** | **Principled** | **Open-minded** | **Reflective** | **Caring** |

TEACHER'S COMMENTS

Mid-Year Comments:

End of Year Comments:

| Unit of Inquiry | Central Idea Assessed | Comment |
|---|---|---|
| **WHERE WE ARE IN PLACE AND TIME** | Examining and exploring evidence of ancient civilisations helps us gain a better understanding of their life and culture.<br><br>An inquiry into:<br>- Ancient civilisations from around the world<br>- How a civilization develops<br>- How historians collect information from the past | |
| **WHO WE ARE** | We can express our ideas, hopes and values through our choice of heroes.<br><br>An inquiry into:<br>- The characteristics of a hero<br>- How cultures express their beliefs and values through their choice of hero.<br>- How heroes are depicted in literature | |
| **HOW WE EXPRESS OURSELVES** | Our personal experiences and emotions affect our appreciation, interpretation and expression of poetry.<br><br>An inquiry into:<br>- The ways in which poets express big ideas through their poetry<br>- Different forms of poetry<br>- Interpretations of poetry<br>- The performance of poetry | |
| **HOW THE WORLD WORKS** | Forces in the natural world impact design technology.<br><br>An inquiry into:<br>- Different types of forces<br>- How forces influence design<br>- The process of design | |
| **HOW WE ORGANISE OURSELVES** | Ethical global trade depends on the fair exchange of ideas, goods and services.<br><br>An inquiry into:<br>- How trade works<br>- How global movement affects trade<br>- The ethical responsibility or producers and consumers. | |
| **HOW WE SHARE HE PLANET** | Clean water is an unevenly distributed resource that needs to be used responsibly.<br><br>An inquiry into:<br>- Sources and distribution of usable water<br>- Factors that affect the availability of water<br>- Responsibilities regarding water | |

| TRANS-DISCIPLINARY SKILLS | MID-YEAR | | | | | | END OF YEAR | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | NA | NY | S | O | C | | NA | NY | S | O | C |
| RESEARCH SKILLS | | | | | | | | | | | |
| Formulating questions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Observing | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Planning | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Collecting data | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Organising data | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Presenting findings | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| THINKING SKILLS | | | | | | | | | | | |
| Comprehension | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Application | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Analysis | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SOCIAL SKILLS | | | | | | | | | | | |
| Accepting responsibility | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Respecting others | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cooperating | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Resolving conflict | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Group decision making | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Adopting a variety of roles in a group | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SELF-MANAGEMENT SKILLS | | | | | | | | | | | |
| Fine motor skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Organisation | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Time management (e.g. homework, working independently) | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Respecting codes of behaviour | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| LANGUAGE ARTS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SPEAKING AND LISTENING | | | | | | | | | | | |
| Listens attentively and speak appropriately in a group | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Picks out main events and relevant points in oral texts | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Understands and uses specific vocabulary to suit different purposes | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Verbalizes thinking and explains reasoning | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| READING | | | | | | | | | | | |
| Reads a variety of texts and genres at the appropriate reading level with comprehension | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Independently uses reference sources to find information | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Appreciates authors' use of language and style to achieve particular effects | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reads aloud with clarity, expression and fluency | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| WRITING | | | | | | | | | | | |
| Uses a writing process to formulate, develop and complete a piece of writing | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Writes about a range of topics for a variety of purposes | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses accurate spelling, grammar and punctuation | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Writes confidently and is developing own voice and style | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Shows an interest in learning English | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is willing to take a risk with English | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acquires new vocabulary easily | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Applies new vocabulary in a variety of situations | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is learning the grammatical structures of English | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses English to communicate needs, opinions and feelings | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| GERMAN AS A NATIVE LANGUAGE | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SPRECHEN UND ZUHÖREN | | | | | | | | | | | |
| Hört aufmerksam zu | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Spricht artikuliert und zusammenhängend | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Kann sich informieren und Informationen weitergeben | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Beteiligt sich am Unterricht | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| LESEN | | | | | | | | | | | |
| Zeigt Interesse an Literatur | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Liest altersangemessene Texte fließend und betont | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Versteht den Inhalt des Gelesenen | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SCHREIBEN | | | | | | | | | | | |
| Fertigt schriftliche Arbeiten sauber und zuverlässig an | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Schreibt Texte klar und ausdruckssicher | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Wendet gelernte Rechtschreibstrategien an | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| SPRACHE UNTERSUCHEN | | | | | | | | | | | |
| Kann bekannte grammatische Strukturen bestimmen | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Verwendet sprachliche Fachbegriffe | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| GERMAN AS AN ADDITIONAL LANGUAGE (GAL) | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Shows an interest in learning German | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is willing to take a risk with German | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acquires new vocabulary easily | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses multiple strategies to understand new words and ideas | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is learning the grammatical structures of German | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses German to communicate needs, opinions and feelings | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Spells high frequency words accurately | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reads aloud with fluency | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| MOTHER TONGUE () | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Shows an interest in learning Mother Tongue | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is willing to take a risk with language | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is able to transfer concepts into Mother Tongue | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses Mother Tongue to discuss learning | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| MATHEMATICS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **NUMBER** | | | | | | | | | | | |
| Reads, writes, orders and compares whole numbers and decimals | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Adds and subtracts 4-digit numbers with up to two decimal places | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Multiplies 2-digits by 2-digits with accuracy | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Divides whole numbers by a 1-digit divisor with a remainder | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Models fractions, mixed numbers and improper fractions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **PATTERN AND FUNCTION** | | | | | | | | | | | |
| Recognises and extends number sequences, extending below zero when counting back | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses appropriate number operations to solve a problem | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **DATA HANDLING** | | | | | | | | | | | |
| Collects data and constructs an appropriate data representation | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Interprets data on charts, tables and graphs | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Solves problems involving probability of simple events | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **MEASUREMENT** | | | | | | | | | | | |
| Estimates and converts units of measure for length, area and weight using the metric system | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Makes accurate measurements in problems involving length, weight, capacity, volume and temperature | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **SHAPE AND SPACE** | | | | | | | | | | | |
| Finds the perimeter and area of rectangles and other simple figures | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Identifies types of triangles (right, scalene, isosceles and equilateral) and angles (acute, obtuse, right and straight). | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Classifies and constructs two and three-dimensional figures | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Determines congruence using geometric transformations | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| VISUAL ARTS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Demonstrates skill with various techniques and media | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses Art as a medium of self-expression and reflection | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Developing a personal style | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Demonstrates an appreciation of visual art | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| PERFORMANCE ARTS | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Speaks clearly with expression | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Shows appropriate behaviour as a performer and as a team member | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses drama to explore and express feelings and emotions | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Creates a successful performance piece for a specific purpose | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| PHYSICAL EDUCATION | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Participates actively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cooperates with others | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acquires new skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Listens attentively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Demonstrates gross motor skills | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

| MUSIC | NA | NY | S | O | C | | NA | NY | S | O | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Participates constructively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Helps create a positive group dynamic | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Listens attentively | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses classroom instruments with care and control | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |
| Shows an appreciation and enjoyment of music | ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | ☐ | ☐ | ☐ | ☐ |

Instrumental tuition (Mid-Year):

Instrumental tuition (End of Year):

Class teacher: _____  Head of School: _____  Date:    08.02.2013

Cathie Mullen

Name:                    Date: February 2013                                        7

*Montessori-Schule Starnberg*

# INFORMATIONEN
# ZUM ENTWICKLUNGS- UND
# LERNPROZESS

## Grundschule

Maria Musterfrau

<div style="text-align:center">Name</div>

13.02.2006

<div style="text-align:center">Geburtsdatum</div>

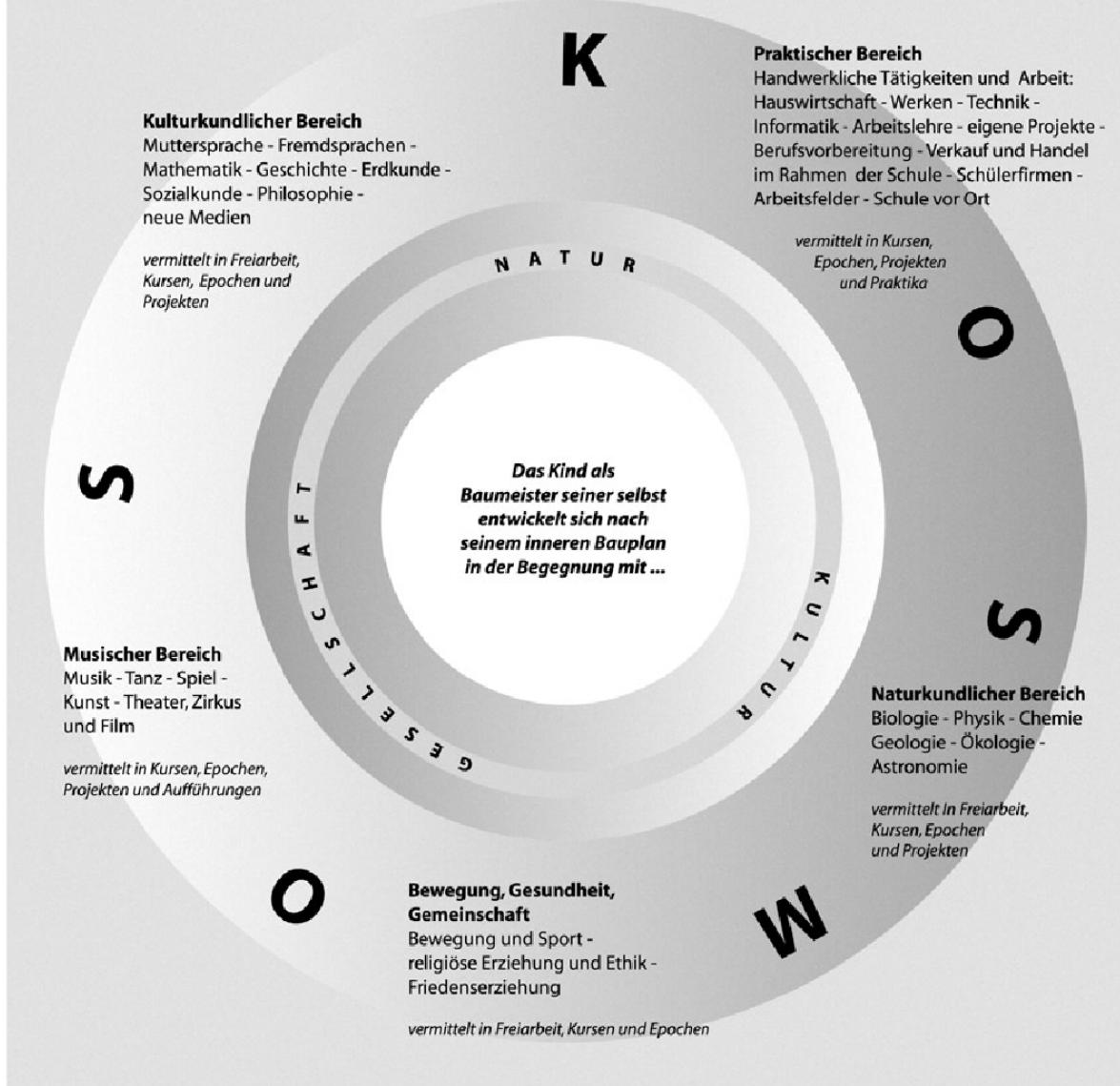Lehrerin X und Lehrer Y

<div style="text-align:center">KlassenlehrerIn</div>

## Leistungsdokumentation

## Im Mittelpunkt der Mensch

(aus: „Grundlagen der Schulen im Montessori – Landesverband Bayern")

**Kulturkundlicher Bereich**
Muttersprache - Fremdsprachen -
Mathematik - Geschichte - Erdkunde -
Sozialkunde - Philosophie -
neue Medien

*vermittelt in Freiarbeit,
Kursen, Epochen und
Projekten*

**Praktischer Bereich**
Handwerkliche Tätigkeiten und Arbeit:
Hauswirtschaft - Werken - Technik -
Informatik - Arbeitslehre - eigene Projekte -
Berufsvorbereitung - Verkauf und Handel
im Rahmen der Schule - Schülerfirmen -
Arbeitsfelder - Schule vor Ort

*vermittelt in Kursen,
Epochen, Projekten
und Praktika*

NATUR

*Das Kind als
Baumeister seiner selbst
entwickelt sich nach
seinem inneren Bauplan
in der Begegnung mit ...*

**Musischer Bereich**
Musik - Tanz - Spiel -
Kunst - Theater, Zirkus
und Film

*vermittelt in Kursen, Epochen,
Projekten und Aufführungen*

**Naturkundlicher Bereich**
Biologie - Physik - Chemie
Geologie - Ökologie -
Astronomie

*vermittelt in Freiarbeit,
Kursen, Epochen
und Projekten*

**Bewegung, Gesundheit,
Gemeinschaft**
Bewegung und Sport -
religiöse Erziehung und Ethik -
Friedenserziehung

*vermittelt in Freiarbeit, Kursen und Epochen*

Montessori-Schulen sehen ihre Aufgabe darin, Kindern und Jugendlichen eine ganzheitliche Bildung zu ermöglichen. Bildung wird als ein prozesshaftes Geschehen gesehen, eingebunden in Selbsterfahrung und Kommunikation, Begegnung und Dialog. Die Schule gestaltet sich darauf aufbauend als Ort lebendiger, gemeinschaftlicher und individueller Bildung. Maria Montessori nannte sie eine „Stätte der Offenbarung der Talente"; das Kind darin ist „Baumeister seiner selbst". *Die Entwicklung von Selbständigkeit und eigenverantwortlichem Lernen steht dabei im Vordergrund.*

Montessori-Schulen erstellen entsprechend ihrer pädagogischen Grundkonzeption, die exemplarisch im gemeinsamen Schulkonzept des Montessori-Landesverbandes Bayern niedergelegt ist, statt Notenzeugnissen differenzierte Informationen zum Entwicklungs- und Lernprozess. Diese mit den IzELs vorliegende Dokumentation ist deshalb vom Inhaltlichen her immer im Zusammenhang mit den pädagogischen Grundaussagen des Montessori-Schulkonzeptes zu sehen.

Die Einstufungen in den IzELs werden immer auf der Grundlage der Selbsteinschätzung der SchülerInnen zusammen mit der Einschätzung durch die LehrerInnen vorgenommen.

Maria Musterfrau

Bewertung

In dieser Leistungsdokumentation werden Leistungen nach den Inhalten des Stoffverteilungsplanes der Schulen im Montessori-Landesverband Bayern beschrieben und bewertet. Die wesentlichen Lehr- und Lernziele des staatlichen Lehrplans für die bayerischen Volksschulen sind darin eingearbeitet. Wie intensiv im Laufe der individuellen Entwicklung die Lerninhalte erarbeitet und Lernziele erfüllt werden, geben differenzierte Anforderungsstufen an.

Diese sind wie folgt definiert:

| | |
|---|---|
| Anfänge | Wurde in das Thema eingeführt, bzw. hat unter Anleitung mit vorbereitetem Material gearbeitet, sich erste Einblicke verschafft. |
| Basiskenntnisse | Hat sich die Grundlagen erarbeitet, kann in kleinen Schritten selbstständig mit vorbereitetem Material arbeiten, wechselnde Ergebnisse. |
| Gesicherte Kenntnisse | Kann sachgerecht mitarbeiten, bzw. vorwiegend selbstständig arbeiten, häufig zufriedenstellende Ergebnisse |
| Vertiefte Kenntnisse | Arbeitet vorwiegend in Eigeninitiative, beherrscht Gelerntes, kann es auf neue Problemstellungen anwenden und übertragen; in der Regel gute bis sehr gute Ergebnisse. |

Die SchülerInnen entscheiden sich im Rahmen der Freiarbeit und von Angeboten für bestimmte Themen. Diese erarbeiten sie auf den individuell möglichen Stufen. Inhalte und erreichte Stufen werden von SchülerInnen und LehrerInnen in einem gemeinsamen Prozess dokumentiert.

Symbolerklärung

ist das Feld leer, wurde der Stoff bisher nicht angeboten bzw. in der Freiarbeit noch nicht bearbeitet.

X  bestätigt die erworbenen Kenntnisse gemäß oben stehender Erklärung.

Farbzuordnung zu Schuljahr

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |

Maria Musterfrau

## Sozialverhalten

| Sozialverhalten | | selten | wechselnd | häufig | fast immer |
|---|---|---|---|---|---|
| Du hast guten Kontakt zu anderen Kindern | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du gehst mit anderen Kindern rücksichtsvoll um | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du verhältst dich gegenüber Erwachsenen respektvoll | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du hilfst anderen | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du nimmst Kritik als Hilfe an | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du hältst dich an vereinbarte Regeln | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du äußerst deine Meinung und Wünsche auf angemessene Art | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du trägst dazu bei, Konflikte friedlich zu lösen | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du übernimmst Aufgaben für die Gemeinschaft | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du gehst achtsam mit den Dingen in deiner Umgebung um | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |

Maria Musterfrau

## Arbeitsverhalten

| | | selten | wechselnd | häufig | fast immer |
|---|---|---|---|---|---|
| Du hast Freude am Lernen | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du entscheidest dich selbst für eine Arbeit | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du vertiefst dich in eine Arbeit | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du organisierst deine Arbeit selbständig | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du führst Arbeiten zu Ende | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du legst Wert auf gute Ergebnisse | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du legst Wert auf eine ansprechende Gestaltung deiner Arbeiten | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du gehst achtsam mit Arbeitsmaterialien um | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du arbeitest gut mit anderen Kindern zusammen | 1.Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du räumst deinen Arbeitsplatz selbständig auf | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |
| Du erledigst deine Dienste zuverlässig | 1. Kl | | | | |
| | 2. Kl | | | | |
| | 3. Kl | | | | |
| | 4. Kl | | | | |

Maria Musterfrau

# Mathematik

| Zahlenraum von 0 bis 10 | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Zählen und vergleichen | | | | |
| Zahlen zerlegen | | | | |
| Zahlen lesen und schreiben | | | | |

| Zahlenraum bis 10.000 | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Zählen und vergleichen | | | | |
| Zahlenbildung | | | | |
| Zahlen lesen und schreiben | | | | |
| Übergänge und tauschen | | | | |

| Zahlenraum bis 1.000.000 | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Zahlen lesen und schreiben | | | | |

| Größen und Sachrechnen | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Rechnen mit Längen | | | | |
| Rechnen mit Gewichten | | | | |
| Rechnen mit Hohlmaßen | | | | |
| Rechnen mit Geld | | | | |
| Rechnen mit Zeit | | | | |
| Sachaufgaben mit einer Operation | | | | |
| Sachaufgaben mit mehreren Operationen | | | | |

| Geometrie | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Raumerfassung und Raumvorstellung | | | | |
| Kennen lernen und benennen von Flächen | | | | |
| Geometrische Figuren zeichnen | | | | |
| Kennen lernen und benennen von Körpern | | | | |
| Erfahrungen zur Symmetrie | | | | |

| Grundrechenarten | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Addieren im Zahlenraum bis 20 | | | | |
| Addieren im Zahlenraum bis 100 | | | | |
| Addieren im Zahlenraum bis 10.000 | | | | |
| Addieren im Zahlenraum bis 1.000.000 | | | | |
| Schriftlich addieren | | | | |
| Subtrahieren im Zahlenraum bis 20 | | | | |
| Subtrahieren im Zahlenraum bis 100 | | | | |
| Subtrahieren im Zahlenraum bis 10.000 | | | | |
| Subtrahieren im Zahlenraum bis 1.000.000 | | | | |
| Schriftlich subtrahieren | | | | |
| Multiplizieren im Zahlenraum bis 100 | | | | |
| Multiplizieren im Zahlenraum bis 10.000 | | | | |
| Multiplizieren im Zahlenraum bis 1.000.000 | | | | |
| Schriftlich multiplizieren | | | | |
| Dividieren im Zahlenraum bis 100 | | | | |
| Dividieren im Zahlenraum bis 10.000 | | | | |
| Dividieren im Zahlenraum bis 1.000.000 | | | | |
| Schriftlich dividieren | | | | |
| Einmaleinsreihen 2, 4, 6, 8, 10 | | | | |
| Einmaleinsreihen 3, 5, 7, 9 | | | | |
| Beherrschen des Einmaleins | | | | |

| | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Erfahrungen mit Brüchen | | | | |
| Erfahrungen mit Gleichungen | | | | |
| Erfahrungen mit Potenzieren | | | | |
| Erfahrungen mit Wurzelziehen | | | | |

Maria Musterfrau

| Sprechen und Gespräche führen | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Sich an Gesprächen beteiligen | | | | |
| Eigene Meinung und Kritik äußern | | | | |
| Wünsche, Vorschläge, Anliegen formulieren | | | | |
| Alltagssituationen sprachlich bewältigen | | | | |
| Kleine Vorträge halten | | | | |
| Reflexion der eigenen Arbeit | | | | |

| Richtig schreiben | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Geläufige Wörter richtig schreiben | | | | |
| Regeln der Rechtschreibung kennen | | | | |
| Regeln der Zeichensetzung kennen | | | | |
| Fehler erkennen und verbessern | | | | |
| Rechtschreibbesonderheiten kennen | | | | |
| Mit dem Wörterbuch arbeiten | | | | |

## Schreiben und Lesen lernen

| | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Laute und Buchstaben kennen | | | | |
| Lautgetreue Wörter lesen | | | | |
| Lautgetreue Wörter schreiben | | | | |
| Einfache Sätze und kurze Texte lesen und verstehen | | | | |
| Flüssiges und sinnerfassendes Lesen | | | | |
| In Druckschrift schreiben | | | | |
| In Schreibschrift schreiben | | | | |

## Sprache untersuchen

| | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Kennen der Wortarten | | | | |
| Kennen der Wortarten-Symbole | | | | |
| Kennen von Möglichkeiten der Wortbildung | | | | |
| Aus Satzgliedern Sätze bilden | | | | |
| Satzglieder bestimmen | | | | |
| Zeitstufen kennen | | | | |
| Satzarten kennen | | | | |
| Redensarten und Sprichwörter kennen | | | | |

## Für sich und andere schreiben

| | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Persönliche Mitteilungen schreiben | | | | |
| Freie Texte schreiben | | | | |
| Texte nach Vorgaben schreiben | | | | |
| Schriftliche Arbeiten ausgestalten | | | | |
| Kleine Vorträge erarbeiten | | | | |
| Kreativ mit Sprache umgehen | | | | |

## Lesen und mit Literatur umgehen

| | Anfänge | Basiskenntnisse | Gesicherte Kenntnisse | Vertiefte Kenntnisse |
|---|---|---|---|---|
| Texte flüssig und klanggestaltend vorlesen | | | | |
| Informationen aus Texten entnehmen | | | | |
| Kinder- und Jugendbücher lesen | | | | |
| Literarische Texte kennen lernen | | | | |