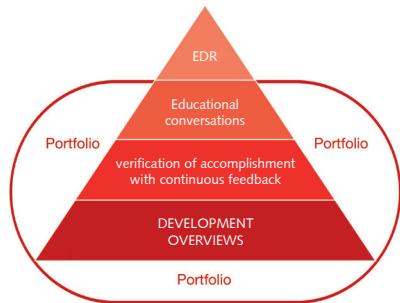


Competence-oriented performance feedback

Information for parents of primary-school children

Dear parents!

You and your children should be well informed about how your child's capabilities develop. For this reason we have redeveloped the type of performance feedback. This is composed of different blocks that build on each other:



The portfolio

The portfolio can be the foundation of the performance feedback. It is a collection of the work results of your child, for example pictures, texts, work-sheets, excerpts from "research notebooks", copies of tests or photos of models, which makes the interests, accomplishments and progress of your child clear. Your child chooses what gets selected for the portfolio together with his or her teacher.

The developmental overview

The teacher uses the developmental overview to register the state of learning. Here all the cumulative competences are listed that your child should learn by the end of primary school in the subjects of German and Math. The competences are comparable throughout all of Germany. The cumulative development of competences is represented in ten stages. The teacher will mark what your child can already do.

Educational conversation

Educational conversations take place regularly between you, the teacher and your child. You will discuss for example the results contained in the portfolio and come to agreements about how the education should proceed.

The Educational Development Report

At the end of the school year your child receives a Educational Development Report (EDR). The Educational Development Report is your child's report card. It summarizes the results of the developmental overview and the portfolio. It describes your child's work behavior and social behavior and his or her state of accomplishment in all subjects. The achievements in German and Math will be represented in a grid.

Example

Excerpt from the Educational Development Report for the subject of German in the first grade:

	Basis	1	2	3	4	5	6	7	8	9	10
kann lesen und nutzt Lesestrategien		X									
kann das Gelesene verstehen			X								
kann Lese- und Medien-erfahrungen einbringen				X							

The left column shows what your child should learn: the competence. The Xs show what stage of competence your child is at by that time. Through the course of primary school your child learns more and more, so the Xs will move to the right. You can also observe the development over the four years of primary school

The thick border around the four boxes shows the stages in which your child should learning this school-year:



The X in the first box means: "your child is still working on the goals of the previous shool-year."



The X in the second box means: "Your child is on their way to achieving the goals of the school-year."



The X in the third box means: "Your child has achieved the goals of this school-year."



The X in the fourth box means: "Your child is already working on the goals for the next school-year."

The X can also sit outside the boxes. This means a deficit or a head-start.

Example

Development overview: German

Excerpt from the area of reading and working with texts:

Reading techniques and strategies

01	<input type="checkbox"/> kann eindeutige Anlaute heraushören <input type="checkbox"/> kann den eigenen Namen erkennen
02	<input type="checkbox"/> kann den Anfangslaut eines Wortes erkennen und benennen <input type="checkbox"/> kann in Silben lesen <input type="checkbox"/> kann Wörter ganzheitlich erkennen (LOGOGRAPHISCHE STRATEGIE)
03	<input type="checkbox"/> kann lautgetreue Wörter lesen (ALPHABETISCHE STRATEGIE) <input type="checkbox"/> kann die Laute (An-, In- und Endlaute) eines Wortes erkennen und markieren (einkreisen/ankreuzen)
04	<input type="checkbox"/> kann kurze lautgetreue Sätze lesen (ENTFALTETE ALPHABETISCHE STRATEGIE) <input type="checkbox"/> kann kurze geübte Texte flüssig (vor-)lesen <input type="checkbox"/> kennt komplexe Buchstaben-Lautbeziehungen (Buchstabengruppen wie z.B. sch, ch, pf) <input type="checkbox"/> kann den Kontext zur Korrektur nutzen (LEXIKALISCHE STRATEGIE)
05	<input type="checkbox"/> kann einen Text still erlesen <input type="checkbox"/> kann einen geübten Text flüssig und betont vorlesen und dabei den Sinn verstehen <input type="checkbox"/> kann Satzzeichen beim Vortragen beachten und macht Pausen
06	<input type="checkbox"/> bemerkt Verständnisschwierigkeiten und kann sie lösen (liest längere Wörter in Silben, stellt Fragen, hinterfragt, erschließt den Kontext)
07	<input type="checkbox"/> kann fremde Texte betont (vor-)lesen <input type="checkbox"/> kann einen längeren Text in mehreren Etappen lesen (z.B. Buch) <input type="checkbox"/> kann geübte Texte mit deutlicher Betonung vorlesen (mit Mimik und Gestik) <input type="checkbox"/> kann wichtige Stellen in einem Text erkennen und markieren (z.B. Schlüsselwörter wie handelnde Personen)
08	<input type="checkbox"/> kann fremde Texte schnell lesen und verstehen <input type="checkbox"/> kann Texte u. ä. bei Lesungen und Aufführungen betont vortragen
09	<input type="checkbox"/> kann Texte, auch auswendig, vortragen und gemeinsam mit Anderen oder alleine darstellen <input type="checkbox"/> kann einige LESESTRATEGIEN (z.B. überfliegen) als Hilfe zum Textverständnis anwenden (siehe LESESTRATEGIEN des LISUM Berlin)
10	<input type="checkbox"/> kann für sich eine wirksame LESESTRATEGIE nutzen

Any questions?

Then contact us here:

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For information on the change into the secondary schools see the brochure "Change from the Primary School to Fifth Grade".

