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| PERSONAL DETAILS STUDENT |
| Family name: |  |
| Given names: |  |
| Nationality: |  |
| Gender: |  |
| Date of birth: |  |

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| SCHOOL DETAILS |
| School: |  |
| Address: |  |
| Telephone: |  |
| Email address: |  |
| Website: |  |
| Principal: |  |
| Teacher: |  |
| Group & grade: |  |

ADDITIONAL INFORMATION

In addition to this report, the teacher **does/ does not** believe further information needs to be provided in a telephone conversation, with the new school.

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| SPECIAL NEEDS | YES |  | NO |
| Additional help was givenSubject(s):Given by: | ● |  | ● |
| Participated in an enriched / expanded programSubject(s):Kind of materials: | ● |  | ● |
| IEP will be passed to parents | ● |  | ● |
| Pedagogic - didactic analysis was carried outBy: | ● |  | ● |
| A psychological analysis was carried out*Any potential findings or analysis paper may be provided by parents*Date: | ● |  | ● |

Enclosed:
Information (graphs) of our Pupils’ Progress System with an explanatory note.

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| NONE |  | SOME | PARTICULARS |
| ● |  | ● | Students school careerIf some, specifics:  |
| ● |  | ● | Medical and behaviouralDetails relating to sense of hearing, eyesight, speech, use of medication with possible side effects, motor skills.If some, specifics:  |
| ● |  | ● | Medical and behaviouralDetails relating to the relationship with the teacher, peers and behavioural disposition.If some, specifics:  |
| ● |  | ● | Medical and behaviouralDetails relating to learning problems (i.e. concentration problems, motivation, concept of duty, homework).If some, specifics:  |

This educational report is formulated on:

|  |  |  |
| --- | --- | --- |
| TEACHER | LEARNING COORDINATORS | PRINCIPAL |
|  |  |  |

Level indicator:

This report uses a five-point scale. From **left to right** the boxes indicate the following levels: the first box (left) shows a high level; the middle box an average level, and the last box a weak level. If a box has no blue dots, the category is not applicable.

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| SOCIAL AND EMOTIONAL DEVELOPMENT |
| Is open in contact with peers | ● | ● | ● | ● | ● |
| Plays well with others | ● | ● | ● | ● | ● |
| Stands by an agreement | ● | ● | ● | ● | ● |
| Is helpful | ● | ● | ● | ● | ● |
| Is assertive | ● | ● | ● | ● | ● |
| Overall impression is balanced | ● | ● | ● | ● | ● |
| Has self-confidence | ● | ● | ● | ● | ● |
| Is open in contact with the teacher | ● | ● | ● | ● | ● |
| Speaks his/her mind freely | ● | ● | ● | ● | ● |
| Accepts criticism | ● | ● | ● | ● | ● |
| Shows initiative | ● | ● | ● | ● | ● |
| Can handle conflict situations | ● | ● | ● | ● | ● |
| Has emphatic skills | ● | ● | ● | ● | ● |

REMARKS

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PEDAGOGICAL NEEDS

Pedagogical needs: describe what assistance the student requires, to feel at ease in the classroom and to be involved in the group.

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QUALITIES AND STIMULATING FACTORS

This comment highlights the strengths of the student. This information can be drawn upon, at the start of a new school situation, thus allowing the student to be strong in a new, unfamiliar environment.

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| GENERAL ATTITUDE |
| Effort | ● | ● | ● | ● | ● |
| Concentration | ● | ● | ● | ● | ● |
| Works independently | ● | ● | ● | ● | ● |
| Perseverance | ● | ● | ● | ● | ● |
| Cooperative skills | ● | ● | ● | ● | ● |
| Speed of work | ● | ● | ● | ● | ● |
| Proper working skills | ● | ● | ● | ● | ● |
| Positive task perception | ● | ● | ● | ● | ● |
| Homework | ● | ● | ● | ● | ● |

REMARKS

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DIDACTICAL NEEDS

Didactical needs: describe what assistance the student requires, to show their cognitive abilities and what they are capable of. The aim being, to achieve optimal learning.

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| ENGLISH LANGUAGE |
| Effort | ● | ● | ● | ● | ● |
| Listening comprehension | ● | ● | ● | ● | ● |
| Oral fluency | ● | ● | ● | ● | ● |
| Vocabulary | ● | ● | ● | ● | ● |
| Spelling | ● | ● | ● | ● | ● |
| Reading comprehension | ● | ● | ● | ● | ● |
| Composition | ● | ● | ● | ● | ● |
| Grammar | ● | ● | ● | ● | ● |

REMARKS

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DUTCH LANGUAGE

In order to get a complete picture of the language development, an insight of the mother tongue development is given.

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MATHEMATICS

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| UNDERSTANDING NUMBERS |
| Understanding of number position, structure | ● | ● | ● | ● | ● |
| Understanding of decimal position, structure | ● | ● | ● | ● | ● |

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| BASIC SKILLS |
| Adding and subtraction | ● | ● | ● | ● | ● |
| Multiplication and division | ● | ● | ● | ● | ● |
| Ratios | ● | ● | ● | ● | ● |
| Fractions | ● | ● | ● | ● | ● |
| Percentages | ● | ● | ● | ● | ● |
| Automation | ● | ● | ● | ● | ● |
| Mathematical strategies | ● | ● | ● | ● | ● |
| Estimations | ● | ● | ● | ● | ● |
| Word problems | ● | ● | ● | ● | ● |

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| GEOMETRY |
| Measurements, perimeter, area, volume  | ● | ● | ● | ● | ● |
| Time | ● | ● | ● | ● | ● |
| Monetary calculations  | ● | ● | ● | ● | ● |
| Graphs and diagrams | ● | ● | ● | ● | ● |

REMARKS

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| HANDWRITING |
| Effort | ● | ● | ● | ● | ● |
| Fine motor skills | ● | ● | ● | ● | ● |

REMARKS

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| EXPRESSION |
| Interest | ● | ● | ● | ● | ● |
| Drama | ● | ● | ● | ● | ● |
| Drawing and sketching | ● | ● | ● | ● | ● |
| Visual art | ● | ● | ● | ● | ● |

REMARKS

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| PRESENTATIONS / INFORMATION |
| Newsflash / book review | ● | ● | ● | ● | ● |
| Project | ● | ● | ● | ● | ● |
| Presentation | ● | ● | ● | ● | ● |
| Processing information |  |  |  |  |  |

REMARKS

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| TOPOGRAPHY |
| World (North America, South America, Africa & Oceania) | ● | ● | ● | ● | ● |

INTERNATIONAL PRIMARY CURRICULUM

SKILLS: M = Mastering, D = Developing, B = Beginning

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| --- |
| ART |
|  |  | **M** | **D** | **B** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Technique & material |  | ● | ● | ● |
| This child is able to use a wide variety of materials, forms and techniques to express their emotions and experiences. |  |  |
| Idea & Message |  | ● | ● | ● |
| This child is able to communicate through visual and tactile forms. |  |  |
| Opinion |  | ● | ● | ● |
| This child is able to make judgments about works of art, showing understanding, appreciation, respect and enjoyment. |  |  |

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| GEOGRAPHY |
|  |  | **M** | **D** | **B** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spatial understanding |  | ● | ● | ● |
| This child is able to use appropriate geographical vocabulary to describe and interpret their surroundings. |  |  |
| Cartography |  | ● | ● | ● |
| This child is able to make plans and maps in a variety of scales using symbols and keys. |  |  |
| Orientation |  | ● | ● | ● |
| This child is able to use and interpret globes and maps in a variety of scales. |  |  |

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| --- |
| HISTORY |
|  |  | **M** | **D** | **B** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reliable sources |  | ● | ● | ● |
| This child is able to find out about aspects of the past from a range of sources. |  |  |
| Cause & effect |  | ● | ● | ● |
| This child is able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied. |  |  |
| Chronology |  | ● | ● | ● |
| This child is able to place the events, people and changes in the periods they have studied into a chronological framework. |  |  |

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| --- |
| ICT |
|  |  | **M** | **D** | **B** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Content creation |  | ● | ● | ● |
| This child is able to use ICT to present information in a variety of forms. |  |  |
| Concepts and computational thinking |  | ● | ● | ● |
| This child is able to use devices, software and ICT techniques. |  |  |
| Research & information fluency |  | ● | ● | ● |
| This child is able to use a variety of digital resources to locate credible information and properly cite sources. |  |  |

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| INTERNATIONAL |
|  |  | **M** | **D** | **B** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| International Mindedness |  | ● | ● | ● |
| This child is able to explain how the lives of people in one country or group are affected by the activities of other countries or groups. |  |  |

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| --- |
| SCIENCE - FAIR TESTING |
|  |  | **M** | **D** | **B** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| This child is able to conduct scientific investigations posing scientific questions. |  | ● | ● | ● |
| This child is able to conduct scientific investigations choosing an appropriate way to investigate a scientific issue. |  | ● | ● | ● |
| This child is able to conduct scientific investigations relating the outcome to their original prediction (hypothesis). |  | ● | ● | ● |
| This child is able to conduct scientific investigations explaining and justifying their predictions, investigations, findings and conclusions. |  | ● | ● | ● |

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| --- |
| TECHNOLOGY |
|  |  | **M** | **D** | **B** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Design |  | ● | ● | ● |
| This child is able to respond to identified needs, wants and opportunities with informed designs and products. |  |  |
| Plan |  | ● | ● | ● |
| This child is able to devise and use step-by-step plans. |  |  |
| Create |  | ● | ● | ● |
| This child is able to work with a variety of tools and materials with some accuracy. |  |  |
| Evaluate |  | ● | ● | ● |
| This child is able to test and evaluate their own work and improve on it. |  |  |