

## **Template of the Ministry of Education and Cultural Affairs on administrative regulation**

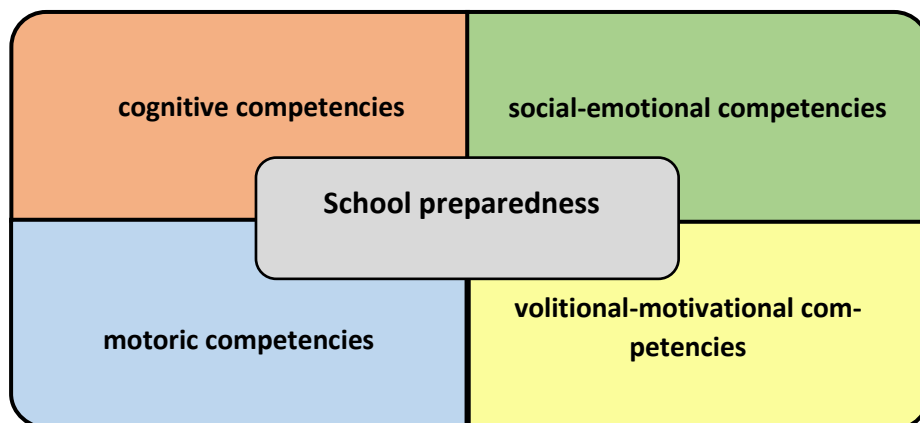
### **Cooperation nursery - primary school as of 1.8.2019**

### **Reflection sheet for cooperation teachers to estimate the level of development in relation to school preparedness**

The reflection sheet presented below complements the development documentation used by the pedagogic specialist, the assessments of the parents and the observations made by the cooperation teachers in cooperation with the nursery and the respective primary school. Therein, the point of view of the cooperation teacher on the abilities, skills, as well as the strengths and weaknesses of a child with regard to the individual aspects of school preparedness should be documented. Thereby they consider the development areas that are regarded as particularly important for a successful start and learning at school.

In the handout "Additional support of children with development risks. A handout for pedagogic specialists on the transition from elementary to the primary area" Wagner and colleagues (2013), the concept of school preparedness is described as follows:

The focus will be on the following (basic) competencies:



These (basic) competencies are described in more detail below:

### **1. Social-emotional competencies,**

that are evident in everyday life, indicating a healthy self-confidence, a sufficient level of independence and the child's confidence regarding its transition to school. The prognosis on the extent to which the ending of existing relationships can be coped with, and the establishment of new relations with teachers and peers will be managed plays an important role.

### **2. Volitional-motivational competencies,**

reflected in the willingness to learn, the joy about the transition to school and in the optimistic attitude about being a pupil. The child must increasingly cope with failure and frustration, so that they do not have a negative effect on their self-image. It is important to be able to deal with one's own impulses and control one's own behaviour by doing so. If a child is able to wait in certain situations in the classroom, learning in a group will be easier.

### **3. Motoric competencies**

general gross motor skills, and a certain physical stability, but also dexterity and hand-eye coordination are important prerequisites for school learning. The latter skills form a basis for learning how to write. In the assessment of the (fine-) motor skills, the handedness of the child should also be taken into account. With regard to the motor development, preschool-age children still show great fluctuations. Therefore, the development should be assessed once again at the end if, for example, anomalies are evident at the beginning of the cooperation period.

### **4. Early cognitive skills as central areas of school preparedness**

#### **4.1. Language:**

An important basis for communication and knowledge acquisition in school are competencies in German language - regardless of whether these were acquired as a first or second language. The language acquisition level also supplies important clues on general development (Ehm, Lonnemann and Hasselhorn, 2017). Therefore the child's understanding and production of language should be considered. Language is a complex phenomenon. Hence the assessment of a child's language level requires a sophisticated evaluation that includes competencies in the areas of literacy (participation in the narrative, book and writing culture, but also text comprehension, linguistic abstraction ability, dealing with written language or literary language). For the evaluation of (German-) language competencies of a child who grew up speaking more than one language, the period of contact with the German language is to be taken into account.

The purpose of the examples in this sheet is to reflect the linguistic abilities of a child. They do not replace a standardised diagnostic language test. The basis for the reflection are information about the language(s) the child has acquired and, if applicable, at what point the systematic contact with the German language started. In the case of a child who grew up speaking more than one language, the way of dealing with their languages additionally allows for drawing conclusions on further potentials, which may be applied at school.

#### **4.2. Thinking**

Children describe, explain and discover their world and its interrelationships. In some areas, in which their interaction influences the ability to think, there are differences in performance between children. The ability to apply educative reasoning is of particular importance. Appropriate skills enable the child to quickly identify correlations and regularities, to grasp principles and hierarchies, to discover similarities and differences, as well as to recognise relations between things or persons.

#### **4.3. Attention directing and self-regulation**

The focused maintenance of attention and the ability to focus on one task over a longer period of time, as well as to complete it, are further prerequisites for school learning. It is difficult to assess by pure observation the extent to which this is a question of attention performance or self-regulation and self-discipline. The circumstances that accompany a certain behaviour are to be observed in exactly the same way as the frequency and intensity with which the extraordinary behaviour is exhibited in these areas.

#### **4.4. Area-specific cognitive competencies**

- 4.4.1. Basic mathematical skills, such as quantities and number-related knowledge
- 4.4.2. Phonological information processing as a basic competence for the acquisition of written language. This includes the phonological awareness, the phonetic working memory and the speed of access to the mental lexicon.

#### **4.5. Other cognitive skills**

In addition to the already mentioned competencies, competencies and cognitive functions such as the ability to switch flexibly between tasks or requests, as well as the ability to retain learning content over a shorter or longer period are also essential.

The extent to which children in these areas possess the appropriate skills required for school entrance, can often only be observed in the framework of the nursery - primary school cooperation, when occasions are created whereby tasks are collectively worked on in a group. Of course, the observations and assessments of the cooperation teachers will be reconciled with those of the pedagogic specialist in the nursery and ultimately with those of the parents. The latter two groups of persons have known the children for many years.

The Ministry of Education and Cultural Affairs therefore recommends that additional information from pedagogic specialists and parents are taken into account during the assessment of school preparedness. Within the framework of school enrolment testing, the observation sheet, filled in by the pedagogic specialist, can be used for this purpose. Within the framework of the orientation plan, the development documentation of the nursery also provides insights on the development, as well as on the strengths and weaknesses, of a child related to its school preparedness.

As a result, the reflection sheet for the cooperation teachers can be subject to a cooperation or consultation meeting with the pedagogic specialist or with the parents. If other persons, such as doctors or therapists are involved in the development acquisition process, or where results from the school enrolment test are available, in addition to the consent of the legal guardian, such finding should also be consulted. While conducting their own observation within the framework of the cooperation, the cooperation teacher should pay special attention to the areas for which no evaluations are available yet. By doing so, we achieve an overall picture of the abilities of the individual child to profit from its learning at school from the very beginning.

In principle, for the purpose of evaluation of school preparedness within the framework of the cooperation between nursery and primary school, observations and screenings are considered. The use of standardised test procedures however is reserved for occupational groups who have received specialised training in this area. These include for example counselling teachers, school psychologists, special education teachers. An overview of current test procedures, is provided, for example, by Schneider and Hasselhorn 2018.

The presented reflection sheet shall be an overview of different perspectives with regard to the aspects of child's school preparedness. Persons who carry out observations and assessments should always be aware of the fact that these are error-prone

and influenced by the subjectivity of their own perception. It is therefore essential to exchange their own views and to reflect these with others who have also been around the child and who know the child.

### **Used literature:**

Becker-Mrotzek, M., Ehlich, K., Füssenich, I., Günther, H., Hasselhorn, M., Hopf, M. & Jeuk, S. et al. (2013). Quality characteristics of language status procedures at elementary level. An evaluation framework for sound language diagnostics at nursery (pub.: Mercator-Institute).

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Hartmann, U.; Hasselhorn, M. & Gold, A. (pub.) (2017). Understanding development progress - support children with educational risks. Kohlhammer.

Schneider, W. & Hasselhorn, M. (pub.) (2018). School enrolment diagnostics. Hogrefe.

Wagner, H.; Ehm, J.-H.; Schöler, H.; Schneider, W. & Hasselhorn, M. (2013). Additional support of children with development risks. A handout for pedagogic specialists on the transition from elementary to the primary area. Hogrefe.

**Reflexion sheet for cooperation teachers:  
Observations and documentation of competencies**

<b>Social-emotional competencies<sup>1</sup></b>
Examples: The child
... shows an age-appropriate self-sufficiency in everyday life (e.g., dressing and undressing, self-reliance at mealtimes).
... can fall back on stable social and emotional relationships in the transition period. (e.g. safety through parents, strong family relations).
... has confidence in oneself and in one's own abilities.
... is open to new situations, people and challenges.
... can quickly build relationships with adults and children.
... sees him/herself as a prospective pupil.
... faces his/her schooling with confidence.
... can deal with frustration in an age appropriate manner (e.g. if a toy is taken away).
... can take the perspective of others (e.g. can assess how others feel).
... can grasp rules and their meanings and abide by socially significant rules.
... is able to behave in an appropriate manner in a group (for example, alternate, take turns while playing games, allow others to finish speaking, listen).
... is able to participate in group communication in an appropriate manner.
<b>Volitional-motivational competencies</b>
Examples: The child...
... can cope with failure.
... is able to take on tasks that are not self-chosen.
... shows willingness to make an effort.
... meets new requests with confidence.
... can find new tasks by him/herself.
... is able to begin new tasks independently.
... is able to separate from the task, if the time has expired or if it appears that the task cannot be solved without external help.
<b>Motoric competencies</b>
<b>Gross motor skills</b>
Examples: The child...
... is able to walk forwards/backwards, jump, climb stairs, catch/throw a ball.
... shows an age-appropriate physical resilience (e.g. endures a short hiking tour).
<b>Fine motor skills</b>
Examples: The child...
... shows an age-appropriate finger and hand dexterity (e.g. when painting, cutting, threading beads).
... has an appropriate hand-eye coordination (e.g. draw on the line, pour water into a glass).
<b>Body pattern</b>
Examples: The child...
... has a fair idea of his/her body and its position in space.
... can estimate the expansion of his/her body in a space (e.g. estimate the size of his/her head).
<b>Early (cognitive) skills as central areas of school preparedness</b>

<sup>1</sup> In this area comparison with the estimates of parents and pedagogic specialists is of particular importance

<b>Language</b>
The following are examples of relevant basic competences in the field of language. First of all, please make a note about which languages the child has acquired, and if applicable, when systematic contact with the German language started.
<b>Competencies in German language</b>
Examples: The child...
... can speak clearly.
... has command over a German vocabulary that is appropriate for his/her age or the contact time with the German language.
... can point at body parts (e.g., thumbs, elbows, eyelashes) upon request.
... understands simple or more complex instructions.
... uses main and subordinate clauses.
... can modify words (e.g. plural formation, verb inflection).
<b>Literacy</b>
Examples: The child...
... is able to listen attentively to a short story.
... can talk about his/her own experiences at nursery.
... pretends to read a book (out loud) (as-if-reading).
... asks about written words ("what is written there?").
... tries to write single letters or words.
... tries to read single letters or words.
Examples for children who grew up speaking more than one language: The child...
... is able to communicate with other children/parents of the same language family in this language.
... is able to alternate between the languages as needed.
... uses both languages within one expression during contact with multilingual/monolingual persons.
<b>Thinking</b>
Examples: The child...
... is able to recognise regularities, principles, hierarchies and apply these, e.g. when sorting.
... is able to recognise similarities and differences and apply categories (e.g. when sorting).
... is able to recognise and name relationships between objects and persons.
<b>Attention directing and self-regulation</b>
Examples: The child...
... is able to develop their own ways to solve tasks in an age-appropriate manner.
... is able to recognise and name the consequences of his/her actions and resist distractions.
<b>Area-specific cognitive competencies: Phonological information processing</b>
Note: Please make sure that the child is familiar with all words of the relevant task.
<b>Phonological awareness:</b>
Examples: The child...
... is able to pronounce words in syllables and clap to it.
... is able to differentiate between similarly sounding words (e.g. hand-sand, house-mouse, side-ride).
... can find the one out of three words that does not rhyme with the other two by using picture cards.
... is able to show objects/images that start with a given initial sound.

<b>Phonetic working memory:</b> Examples: The child...
... is able to memorise and repeat multiple spoken words (e.g. car - mouse - black-board - traffic light).
... is able to repeat single spoken mono- or polysyllabic invented words (e.g. darr, loemer, retschen, damsterheit).
<b>Speed of accessing the mental lexicon:</b> Examples: The child...
... can quickly name objects on picture cards.
... can quickly name colours.
<b>Area-specific cognitive competencies: Mathematical basic competencies</b>
<b>Numerals and counting</b> Examples: The child...
... can recite numerals (e.g. is able to count to at least 20).
... is able to continue counting from a given number.
... is able to count backwards.
... has the knowledge that a number can stand for a number of objects (number concept).
<b>Number acquisition and number images</b> Examples: The child...
... is able to count (e.g. how many apples are there?).
... is able to count out (e.g. hand me five forks from the drawer).
... is able to register up to four objects at a glance (simultaneous registration).
... is able to recognise more than four objects at a glance (quasi-simultaneous recording of quantity).
... can, if necessary, explain how it has quasi- simultaneously detected a number (e.g., I have seen these 2 small plates and these 3. Therefore they are a total of 5).
... is able to recognise dice images (number images) at a glance.
... has understood that all numbers starting with the number 2 can be broken down to several numbers.
<b>Patterns and structures</b> Examples: The child...
... is able to recognise, create, continue and describe patterns.
... is familiar with the structure of a day and can describe the daily schedule accordingly.
<b>Other cognitive functions</b>
Examples: The child...
... is able to switch flexibly between tasks or requirements.
... is able to retain learning content over a shorter or longer period.