

# Was gibt es Neues?

# GK 2 & GK 4

## Kompetenzbereiche

Hören/Verstehen

Zusammenhängend sprechen

An Gesprächen teilnehmen

Lesen/Verstehen

Schreiben

Interkulturelle, soziale &  
personenbezogene  
Kompetenzen



GRUND-  
KOMPETENZEN  
LEBENDE FREMD-  
SPRACHE 2. UND 4.  
SCHULSTUFE  
(GK2/GK4)

Orientierung geben –  
Kontinuität sichern

# What is feedback? What is assessment?

## What are we doing when we assess?



	The learner.....	Skills	Strategies and tasks	GK 4 Nr.
LISTENING COMPREHENSION	understands words, phrases and sentences	Listening 1 (L1)	understanding of isolated words, phrases and sentences; identifying, matching, sequencing, colouring, numbering, labelling	L1c
	understands instructions addressed by the teacher or by peers to him/her and follow short, simple directions	Listening 2 (L2)	understanding of contextualised words, phrases and sentences; non-verbal response, identifying, matching, sequencing, colouring, numbering, labelling	L1b
	understands simple songs, poems, rhymes, dialogues and stories	Listening 3 (L3)	understanding of specific information; non-verbal response, identifying, matching, sequencing, colouring, numbering, labelling	L2b L2c
	understands questions and statements about subject matter, especially after repetition	Listening 4 (L4)	see above (all)	L1d L2a
SPOKEN PRODUCTION & SPOKEN INTERACTION	communicates in everyday situations; asks and answers simple questions	Spoken Interaction 1 (S11)	functional discourse, informal conversation, very basic turntaking; non-verbal and verbal response supported by pictures and notes/prompts	L1e S11b S12b
	introduces himself/herself and others; tells and communicates about himself/herself and his/her surroundings in words, phrases and sentences	Spoken Production 2 (OP2)	rehearsed personal statement; supported by pictures, objects and notes/prompts	L1a S11a S12a
	describes objects, animals, people and feelings in words, phrases and sentences	Spoken Production 1 (OP1)	description; matching, labelling, describing picture cards and pictures	OP1a OP1b OP1c
READING COMPREHENSION	understands meaning of familiar words, phrases and sentences in combination with pictures and objects	Reading 1 (R1)	identifies known items in written text; matching, sequencing, labelling	R1a R1b R2a R2b
	understands meaning of known words, phrases and sentences in familiar songs, poems, rhymes, dialogues, stories and non-fictional texts	Reading 2 (R2)	understanding of very basic information; selecting, matching, sequencing, labelling	R3c R2b
	understands the gist and main idea of very short texts on familiar topics	Reading 3 (R3)	understanding of gist and main idea; selecting, matching, sequencing, labelling	R3b R3a
WRITING	labels pictures with familiar words or chunks	Writing 1 (W1)	copying, remembering-reproducing	W1a W1b
	writes simple and familiar words or chunks	Writing 2 (W2)	writing from memory or with support; paired activities (information gap)	W1c
	writes very simple and short texts with the help of key words and phrases or using models	Writing 3 (W3)	writing with support, using models	W1d W2a W2b



understands words, phrases and sentences

Liste  
(L1)

*Let's colour this picture.*

*Colour the pencil case dark green.*

*Colour four cherries red.*

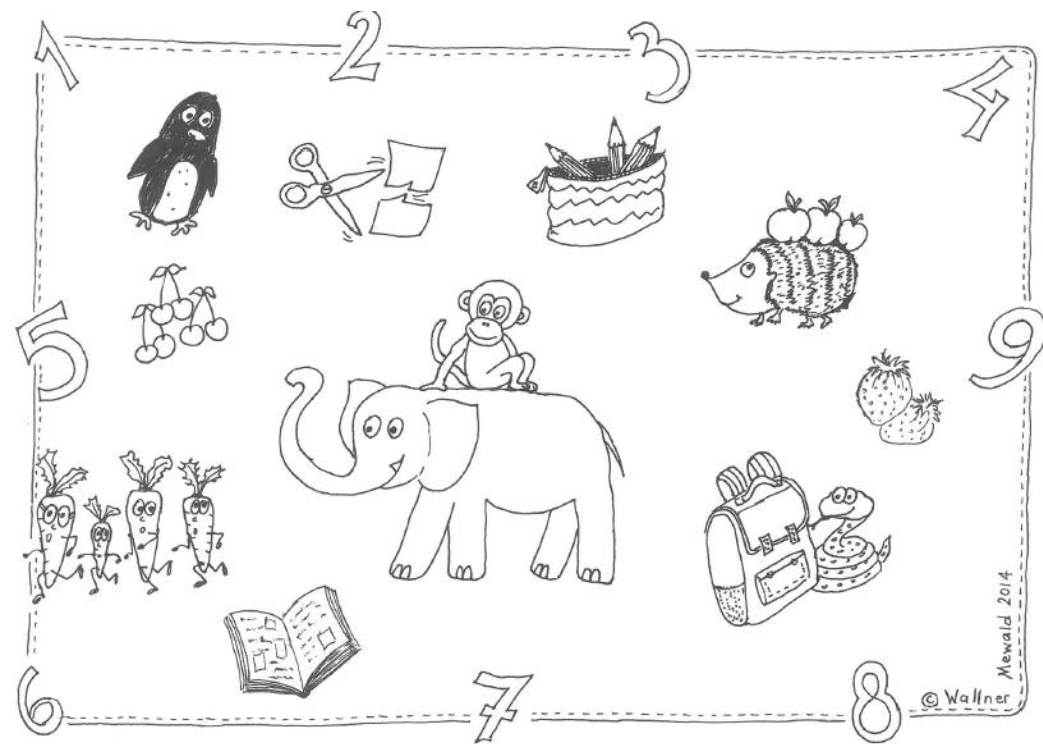
*Let's write numbers.*

*The hedgehog is number eight.*  
*The penguin is number five.*

*And now, more colours.*

*Colour three carrots yellow.*  
*The monkey has dark green eyes.*  
*The elephant has orange ears.*  
*Two apples are green and one apple is red.*

*The schoolbag is dark blue and  
the scissors are light blue.*



<p><b>understands instructions addressed by the teacher or by peers to him/her and follow short, simple directions</b></p>	<p><b>Listening 2 (L2)</b></p>	<p><b>understanding of contextualised words, phrases and sentences; non-verbal response, identifying, matching, sequencing, colouring, numbering, labelling</b></p>	<p><b>L1 b</b></p>
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understands questions and statements about subject matter, especially after repetition

Listening 4  
(L4)

see above (all)

L1d  
L2a

### Fly or spider: 2 groups playing against each other, 1 teacher

#### Materials:

Science books

2 Fly-swatters

images of flies and spiders

Blu Tack

board

The pupils are given 5 minutes to discuss the differences between flies and spiders (science books available)

Then they queue up in front of the board.

The teacher reads out hints. They hit the appropriate animal.

Points are given for correct hits.

Insects - Insecta

Insects - three pairs of legs or six legs

Insects - three main body parts

Insects - head, thorax, abdomen

Insects - use mandibles to consume food

Insects - antennae

Insects - a complex set of eyes, one pair

Most insects - fly

Insects - antennae

Spiders - Arachnida

Spiders - four pairs or eight legs

Spiders - two main body parts

Spiders - combined head and thorax (cephalothorax), abdomen

Spiders use chelicerae to consume food

Spiders – pedipalpi

Spiders - a simple set of eyes, four pairs of eyes

Spiders - webs

Spiders - cuticles

## SUMMARY:

- 1.Spiders and insects have differences in their major body parts.
- 2.Spiders and insects have a difference in their classes.
- 3.Spiders and insects have differences in their minor body parts.
- 4.Spiders and insects have a difference in their abilities.



<p><b>communicates in everyday situations; asks and answers simple questions</b></p>	<p><b>Spoken Interaction 1 (SI1)</b></p>	<p><b>functional discourse, informal conversation, very basic turntaking; non-verbal and verbal response supported by pictures and notes/prompts</b></p>	<p><b>L1e SI1b SI2b</b></p>
<p><b>introduces himself/herself and others; tells and communicates about himself/herself and his/her surroundings in words, phrases and sentences</b></p>	<p><b>Spoken Production 2 (OP2)</b></p>	<p><b>rehearsed personal statement; supported by pictures, objects and notes/prompts</b></p>	<p><b>L1a SI1a SI2a</b></p>

<https://www.palm-edu.eu/content/my-english-school/>

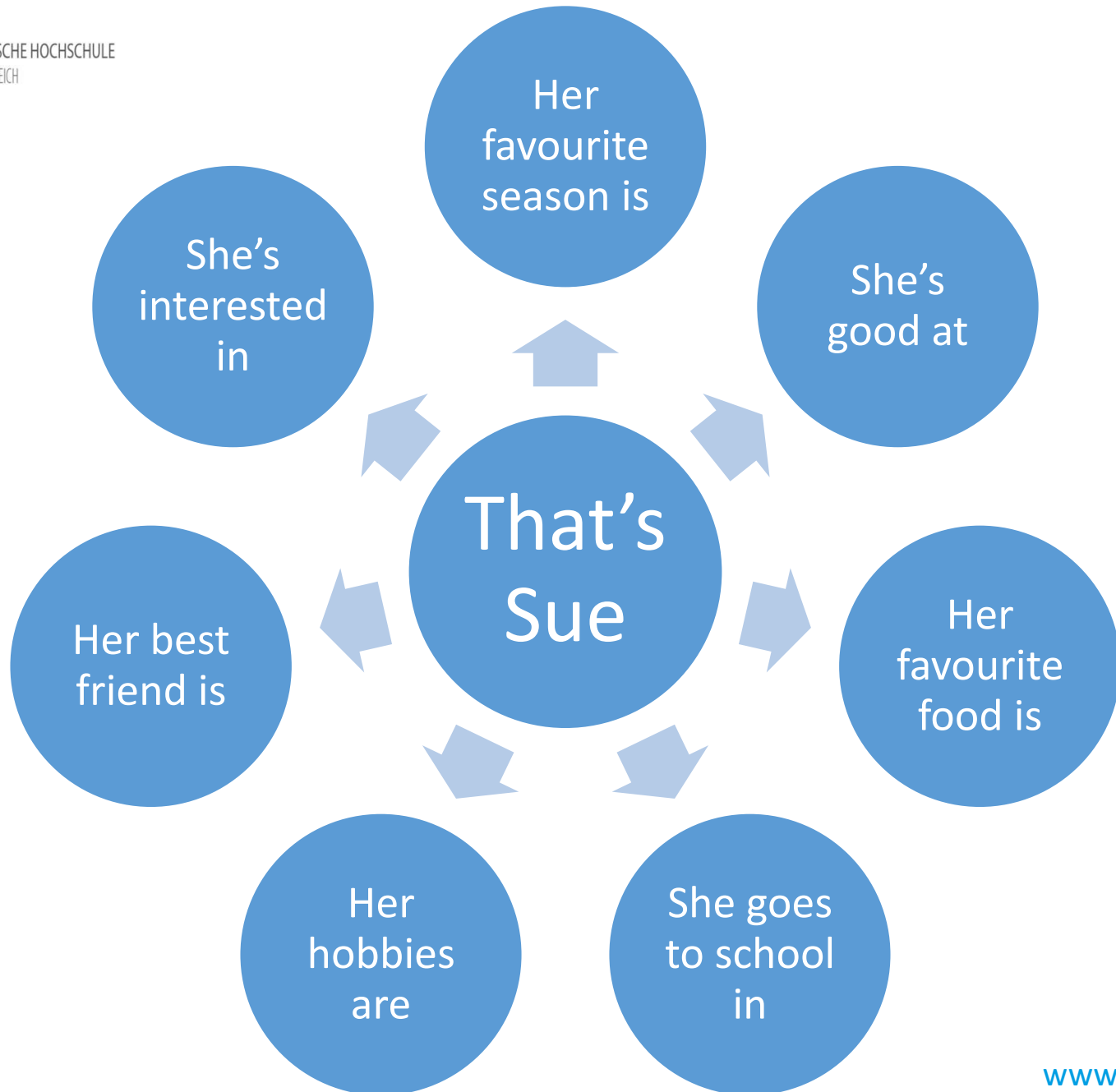
<https://www.palm-edu.eu/en/topics/health/>

<b>labels pictures with familiar words or chunks</b>	<b>Writing 1 (W1)</b>	<b>copying, remembering-reproducing</b>	<b>W1a W1b</b>
<b>writes simple and familiar words or chunks</b>	<b>Writing 2 (W2)</b>	<b>writing from memory or with support; paired activities (information gap)</b>	<b>W1c</b>
<b>writes very simple and short texts with the help of key words and phrases or using models</b>	<b>Writing 3 (W3)</b>	<b>writing with support, using models</b>	<b>W1dW2a W2b</b>

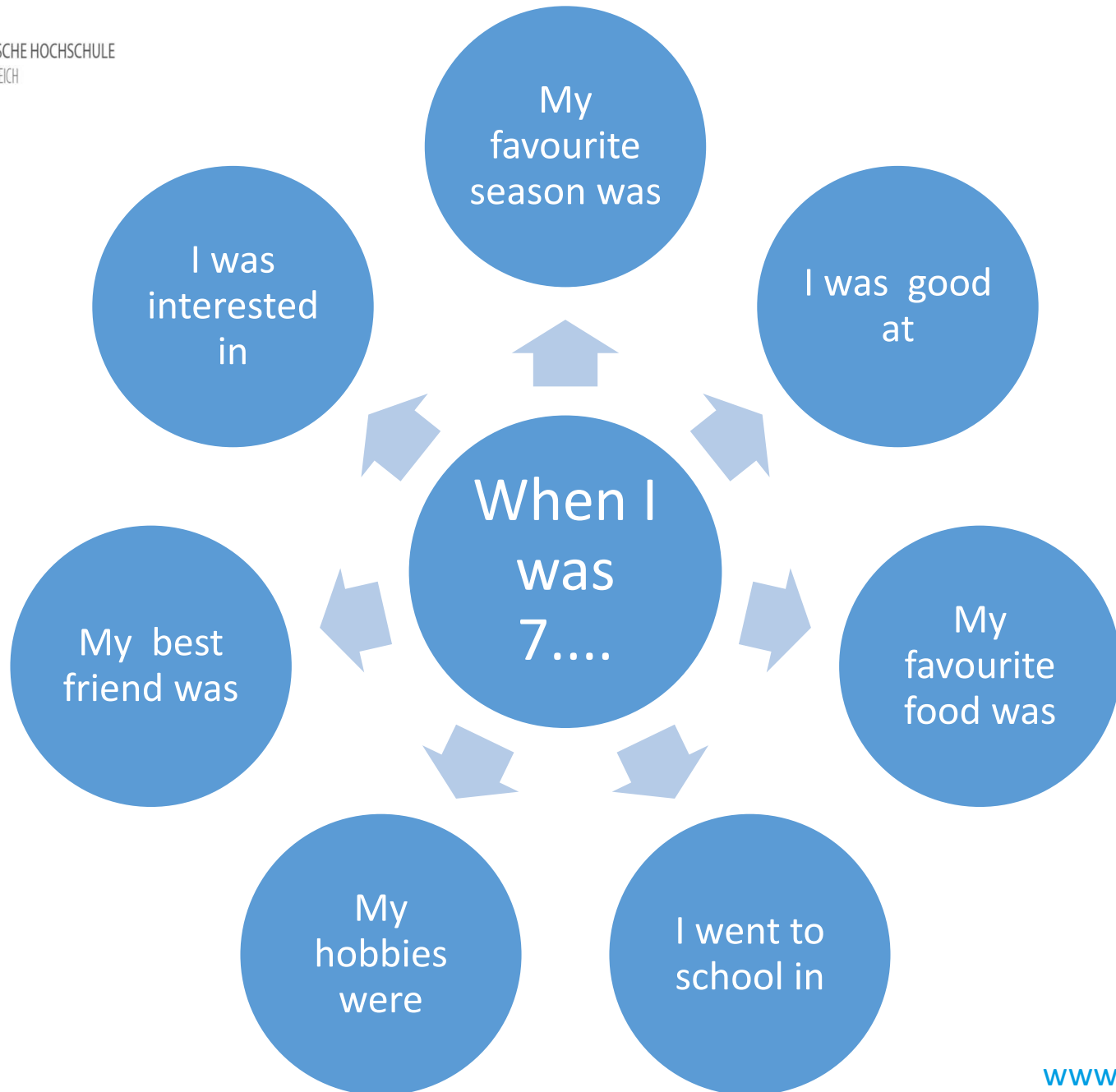


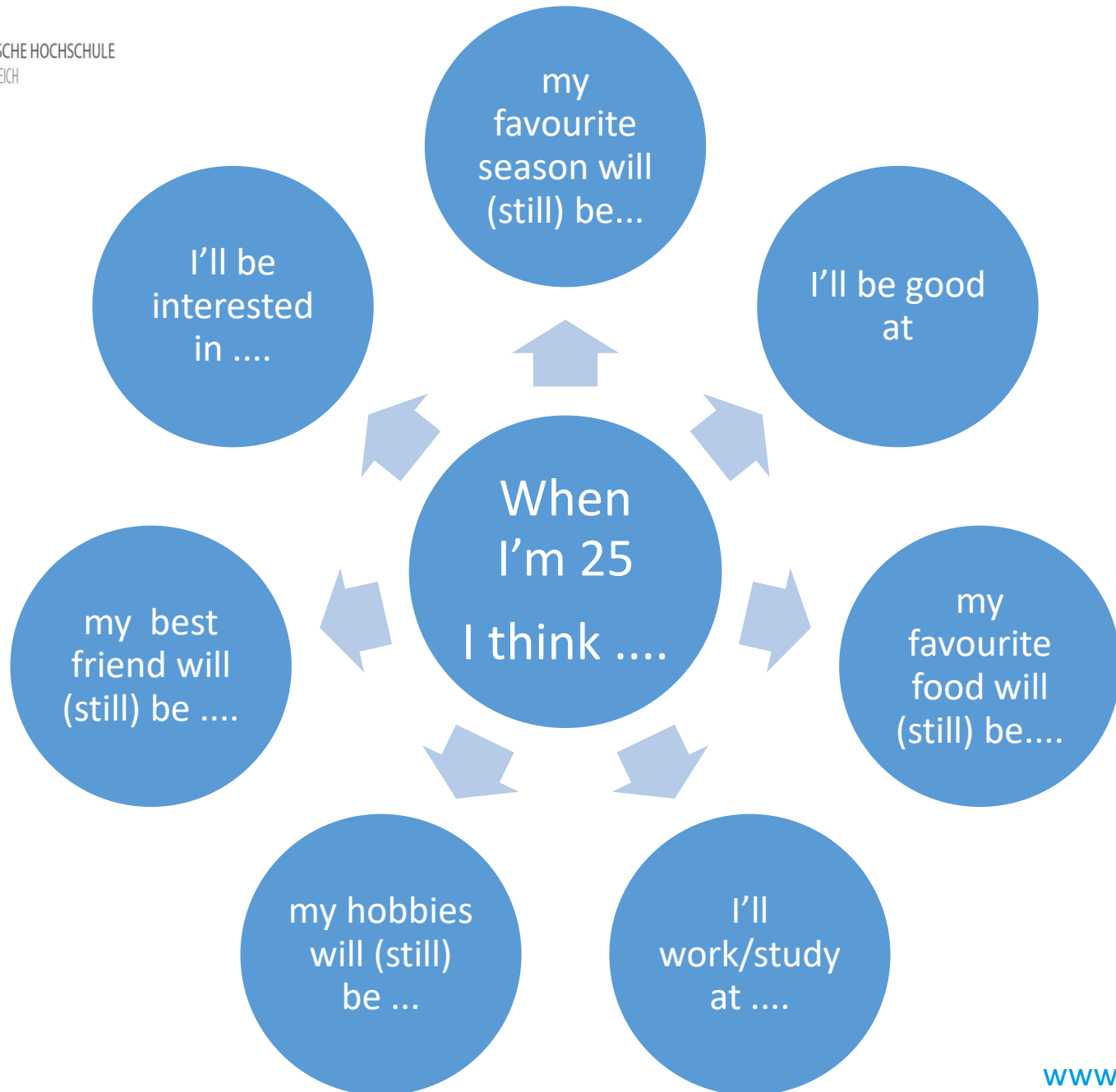




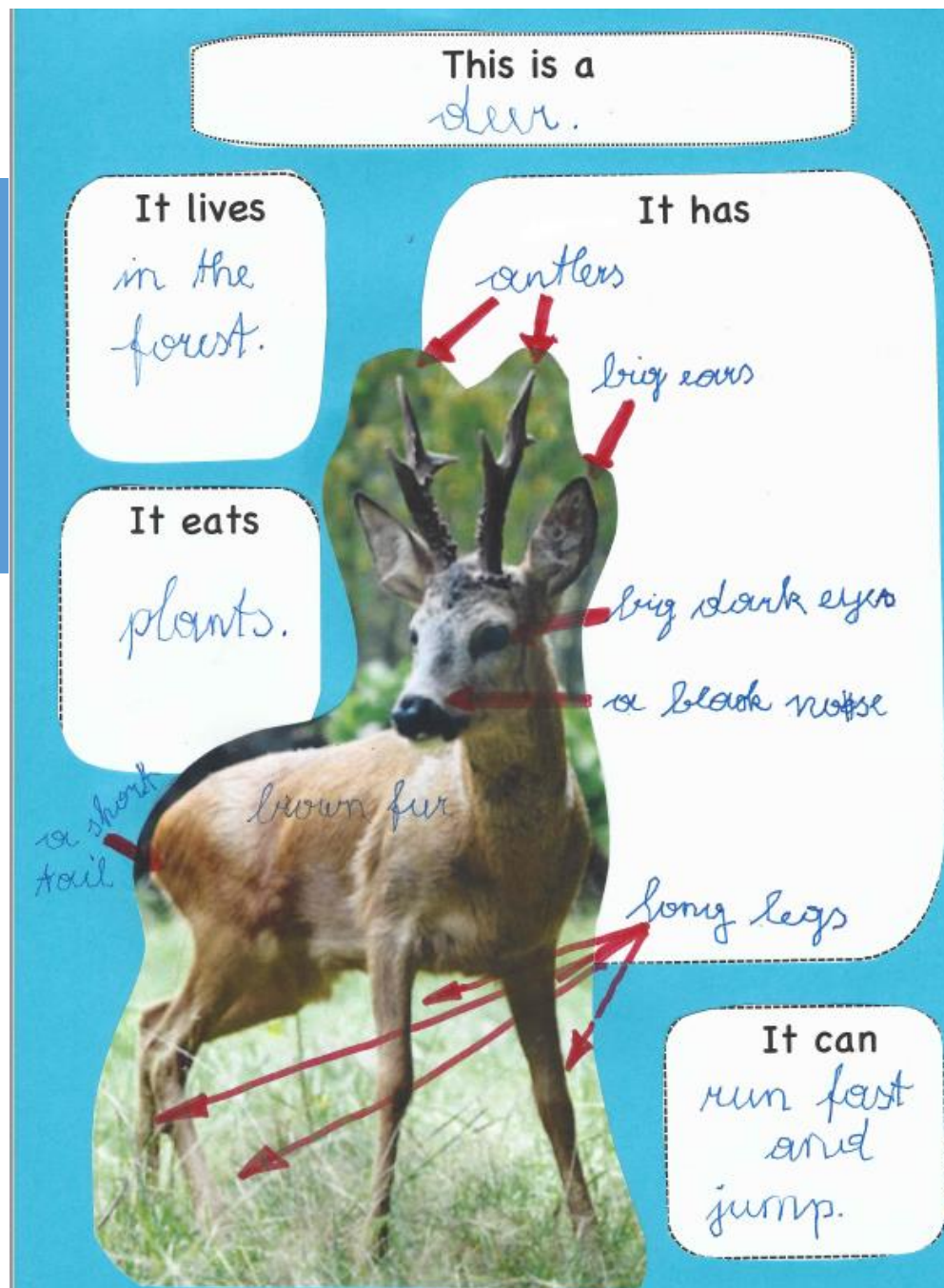








describes objects, animals, people and feelings in words, phrases and sentences



This is a  
**SLOTH**

It has

Long arms and legs

a friendly face

long claws


2 or 3 toes



Look!  
My fur is  
a bit green.

fur

It lives  
in South America  
in the rainforest  
in trees

It eats  
Leaves   
and fruit

It can  
hang from trees  
swim  
climb trees  
blend\* into trees

It is special because

- it is so slow ~~and~~
- green algae\* grow on its fur.

\*say:  
al datschi

\*in den Bäumen verschwinden

<b>Posters</b>	😊😊😊😊	😊😊😊	😊😊	😊
Colours, Patterns, Text size, Pictures				
Drawings, pictures				
Text				



<b>Posters</b>	<b>4.0</b>	<b>3.0</b>	<b>2.0</b>	<b>1.0</b>
<b>Text, Colours, Patterns, Text size</b>	Always clear, colour, patterns, text size and pictures work together well	Almost always clear, colour, patterns, text size and pictures OK	Mostly clear, some colour and/or some patterns, text size or picture(s) mostly OK	Some parts clear, few patterns, pictures
<b>Drawings</b>	Most drawings show a lot of creativity	One or two drawings show creativity	Drawings copied or adapted	No drawings
<b>Titles &amp; Subtitles</b>	All titles and subtitles clear and effective	All titles and subtitles OK	Most titles and subtitles OK	Few or no titles/ subtitles
<b>Writing</b>	Texts very well written and organized; Poster easy to follow	Texts OK and organized; Poster reasonably easy to follow	Mostly written correctly and organized	Poorly written and organized; unclear, Poster hard to follow
<b>Accuracy</b>	More than .... accurate facts on the poster	At least .... accurate facts on the poster	.... accurate facts on the poster	Less than ... accurate facts on the poster
<b>Grammar &amp; Spelling</b>	No grammar or spelling errors	One grammar or spelling error	Two grammar or spelling errors	More than two grammar or spelling errors



<b>Posters</b>	<b>4.0</b>	<b>3.0</b>	<b>2.0</b>	<b>1.0</b>
Text, Colours, Patterns, Text size	I can read everything clearly. Colour, patterns, text size or pictures work together well.	I can read everything. Colour, some patterns and text size are OK. There are nice pictures.	I can read most things on the poster. There are some colour and/or some patterns. The text size is OK; picture(s) OK.	I can see some text that is clear.
Drawings	Most drawings show a lot of creativity.	One or two drawings show creativity.	Drawings copied or adapted.	No drawings.
Titles & Subtitles	All titles and subtitles are clear and effective.	All titles and subtitles are OK.	Most titles and subtitles are OK.	Few or no titles/subtitles
Writing	Texts are very well written and organized; Poster is clear and easy to follow	Texts are OK and organized; clear, Poster is reasonably easy to follow	Mostly written correctly and organized	Poorly written and organized; unclear, Poster is hard to follow
Accuracy	More than .... accurate facts on the poster	At least .... accurate facts on the poster	.... accurate facts on the poster	Less than ... accurate facts on the poster
Grammar & Spelling	No grammar or spelling errors	One grammar or spelling error	Two grammar or spelling errors	More than two grammar or spelling errors

# Designs of Meaning 1

Available Designs

Resources for Meaning: Available  
Designs of Meaning (Models)

Designing

The work performed on or with  
Available Designs in the semiotic  
process (Modelling)

The Redesigned

The resources that are produced  
and transformed through Designing  
(Creative Production)

Adapted from Cope & Kalantzis, 2000:23

# Designs of Meaning 2

- ⇒ learners are given good examples that exemplify what it is they are being asked to do
- ⇒ understand what they need to do in order to meet the assessment criteria
- ⇒ learners assess exemplar work using the assessment criteria/rating scale
- ⇒ learners model what is being asked for and how it relates to the process of assessment
- ⇒ learners create new designs



This is a



It has

It lives

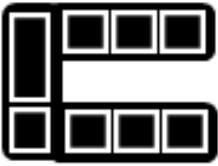

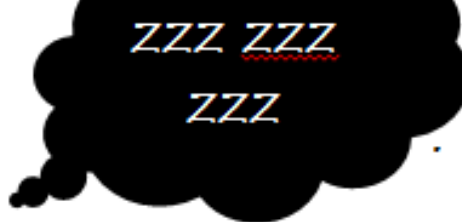
It eats




It can







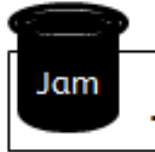
It is special because



Once upon a  there was a  called Meg.


Five stacked blue rounded rectangular boxes for writing.

In the  lies her big  Mog. He is .

She  on Mog's  .

She takes out of her , , , ,  a  and .

She puts it all  and  it up.

There's plenty of  for everyone.



This is my story about ..... called .....

At ..... the ..... times and wakes her/him up.

She/He ..... to .....

She/He puts on her/his ....., her/his ....., her/his ....., and her/his .....

She/He ..... to cook .....

In the ..... lies her/his ..... She/He .....

She/he .....

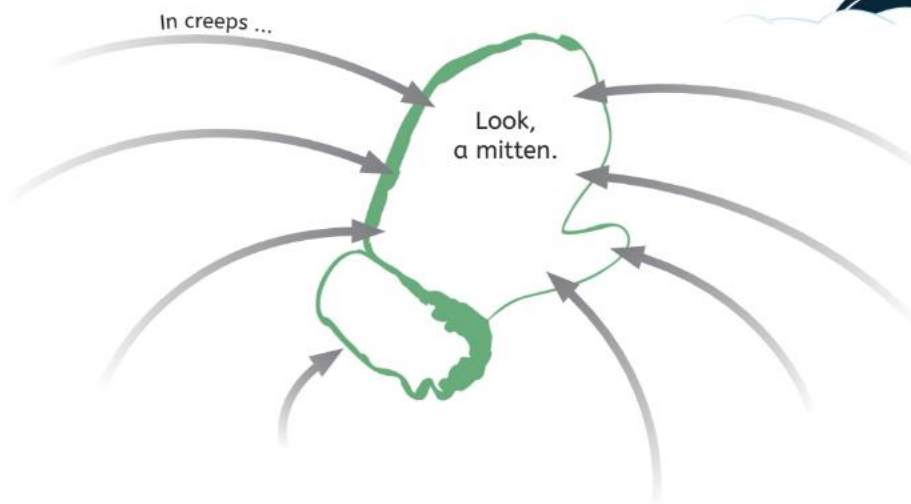
She/he takes out of her cupboard ....., ....., ....., a ..... and .....

She/he puts it all in her/his ..... and .....

There's plenty of ..... for everyone.



# It's cold in the wood!



FUCHS  
FOX  
ЛИСА

HASE  
RABBIT  
ЗАЯЦ

BÄR  
BEAR  
МЕДВЕДЬ

EULE  
OWL  
СОВА

FROSCH  
FROG  
ЛЯГУШКА

WOLF  
WOLF  
ВОЛК

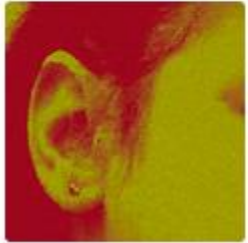
MAUS  
MOUSE  
МЫШЬ

IGEL  
HEDGEHOG  
ЕЖ





# EUROPEAN LANGUAGE PORTFOLIO



The European Language Portfolio (ELP) was developed by the Language Policy Division of the Council of Europe

- ⇒ to support the development of learner autonomy, plurilingualism and intercultural awareness and competence;
- ⇒ to allow users to record their language learning achievements and their experience of learning and using languages.

<http://www.coe.int/t/dg4/education/elp/>



List Tools

Items

List

Search



# European Language Portfolio / Portfolio européen des langues

European Language Portfolio / Portfolio européen des langues

## Lists

Registered ELP models /  
Modèles de PEL  
enregistrés

All Site Content

Registered ELP models / Modèles de PEL enregistrés ▸ All Items ▾

<input type="checkbox"/>	Registration no / No d'enregistrement	Title of model / Titre du modèle	Applying authority / Nom de l'autorité	Contact(s)
<input type="checkbox"/>	2011.R002	Mein erstes Europäisches Sprachenportfolio. Ein Europäisches Sprachenportfolio für Kinder von 3 bis 7 Jahren / My First European Language Portfolio. A European Language Portfolio for children aged 3 to 7	Institut für Interkulturelle Pädagogik im Elementarbereich (IPE) e.V.	Available at <a href="http://www.an.de/rub2">http://www.an.de/rub2</a> searchTerm
<input type="checkbox"/>	2012.R004	BEDAF ELP MODEL FOR TEENAGERS AND YOUNG ADULTS	BRITISH EDUCATIONAL AFFAIRS-BEDAF	ISMAIL HAI
<input type="checkbox"/>	2012.R007	BEDAF ELP MODEL FOR YOUNG LEARNERS	BRITISH EDUCATIONAL AFFAIRS-BEDAF	ISMAIL HAI
<input type="checkbox"/>	2012.R006	American Culture Language Schools ELP Model for Adults	American Culture Language Schools	ISMAIL HAI
<input type="checkbox"/>	2012.R005	Mon premier portfolio européen des langues, pour les enfants de 6 à 12 ans	Integratiecentrum Foyer	Patrizia cO
	2012.R003 (10.2001 - J)	European Language Portfolio (Japanese Version)	The Japanese Teachers of Ireland	Chie Oda

## Language Passport

⇒ an overview of the individual's proficiency in different languages at a given point in time

## Language Biography

⇒ facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress

## Dossier

⇒ opportunity to select materials to document and illustrate achievements or experiences

# Biography



My name is:

Lukas

I live at:

Vienna

My birthday is:

May

My school is:

in

My hair is:



brown


My eyes are:


blue

**WHERE I use and learn languages**

When I get up in the morning I speak \_\_\_\_\_

On my way to school I hear \_\_\_\_\_  German  German

With my friends I speak \_\_\_\_\_  German or English  German


In my class I hear \_\_\_\_\_  English, German and Spanish  German

At home I see  these things written:  
books, newspapers, magazines,  
computer

\_\_\_\_\_ in these languages:  
German, English and  
Danish

\_\_\_\_\_

\_\_\_\_\_

On the street I see  these things written:  
Signs, ads

\_\_\_\_\_ in these languages:  
German

Source: [http://www.ncca.ie/uploadedfiles/Curriculum/inclusion/primary\\_elp.pdf](http://www.ncca.ie/uploadedfiles/Curriculum/inclusion/primary_elp.pdf)



# Animals and plants



## A1

I can understand the names of some animals and plants

I can use pictures and posters to understand words about animals and plants

I can answer questions about keeping a pet

I can tell the names of all the animals I know

I can copy words to label pictures of animals



## A2

I can understand when the teacher is talking about animals or plants in the class

I can read about animals when there are pictures to help me

I can answer questions about animals and talk about the ones I like and don't like



# Passport

Stufe: A1  
Sprache: Deutsch

**Ich, meine Familie, meine Freunde**

Fertigkeiten		Ich kann...	z.B.	ein bisschen	gut	Daran möchte ich noch arbeiten:
Verstehen	Hören	verstehen, wenn mich jemand begrüßt oder sich verabschiedet.	Guten Morgen, Kinder!			
	Lesen	verstehen, wenn mir jemand seine Familie oder seine Freunde vorstellt. einen einfachen, kurzen Text auf einer Postkarte oder auf einer Einladung lesen und verstehen.	Das ist meine Mutter. Glückwünsche zum Geburtstag		✓	
Sprechen	An Gesprächen teilnehmen	eine einfache, kurze Personenbeschreibung lesen und verstehen. jemanden in einfachen, kurzen Sätzen begrüßen und mich verabschieden. ein einfaches, kurzes Telefongespräch führen.	Ich heiße Lisa. Ich bin 9 Jahre alt. Auf Wiedersehen, Herr Miller!		✓	
	Zusammenhängend sprechen	mich und andere in einfachen, kurzen Sätzen vorstellen. mich und andere in einfachen, kurzen Sätzen beschreiben.	Hier spricht Thomas. Kannst du zu meiner Faschingsparty kommen? Ich heiße Peter. Ich wohne in ...	✓		
	Schreiben	Schreiben	einen einfachen, kurzen Text auf einer Postkarte oder einer Einladung schreiben. eine Einladung zu einer Party mit Hilfe vorgegebener Bilder und Wörter in einfachen, kurzen Sätzen über eine Person schreiben.	Meine Freundin Maria ist 10 Jahre alt. Sie hat braune Haare. Ich heiße Thomas. Ich habe blaue Augen.	✓	✓

Ausgefüllt am: 14.03.16

Source: [http://www.ncca.ie/uploadedfiles/Curriculum/inclusion/primary\\_elp.pdf](http://www.ncca.ie/uploadedfiles/Curriculum/inclusion/primary_elp.pdf)

## Write about your hobby

My hobby is Minecraft. I place and destroy blocks to make awesome buildings. That makes me happy.

I also like to play Formula One 2012.

My other hobby <sup>is</sup> my pets. I have got dogs, cats, fish and turtles.

Source: [http://www.ncca.ie/uploadedfiles/Curriculum/inclusion/primary\\_elp.pdf](http://www.ncca.ie/uploadedfiles/Curriculum/inclusion/primary_elp.pdf)



NAME	Hören/ Verstehen		Zusammenhängend sprechen		An Gesprächen teilnehmen		Lesen/ Verstehen		Schreiben		Interkulturell & Personenbezogen	
	Äußerungen erfassen	Hörtexte	Information	Teile	Kontakt	Interaktion mit Hilfe	Wörter	Sätze	Wörter	Wortgruppen	Unterschiede erkennen	Sprach- Lern- Prozesse gestalten

# Europäisches Sprachenportfolio

## für die mitteleuropäische Region



	The learner.....	Skills	Strategies and tasks	GK 4 Nr.
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	writes very simple and short texts with the help of key words and phrases or using models	Writing 3 (W3)	writing with support, using models	W1d W2a W2b

Danke für Ihre Aufmerksamkeit!  
Thanks for listening!

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