

Introductory interview process for four and a half year olds in accordance with section
42 clause 1 of the Hamburg Schools Law

Assessment of the capabilities of the child (sheet A or extracts from sheet C)

Name of the day nursery _____

Name of the list-keeping school intended for the interview _____

Code for the child _____

Sex male female

On a scale of one to five, mark with a cross to what degree the child has command of the named capabilities, as measured against the normal demands made on that age group:

very low / very little: Hardly applies at all, as he/she only has this to a very limited degree, or not at all effectively

low / little: Only applies a bit, he/she sometimes has this a little, partially or not always with confidence

average / normal: Normally applies to him/her, he/she generally has this ability

good / assured: Applies well to him/her, he/she has this with confidence

very good / very assured: Applies very well to him/her, he/she is particularly good or able in this respect

1 Personal capabilities (self image, motivation and emotions)	
Self-confidence	The child trusts his/her own abilities and has self-confidence. He/She appears to be self-assured.
Independence	The child can get involved with tasks and make independent decisions.
Curiosity	The child shows curiosity and interest in things and his/her environment.
Initiative *	The child shows initiative and commitment and acts on his/her own volition.
Persistence *	The child is persistent and persevering, he/she carries on with his/her work – even if there are interruptions.
Determination *	The child is motivated to achieve things, he/she wants to show what he/she can do.
2 Social skills	
Making contact	The child makes contact with other children.
Communication	The child can express his/her wishes and interests appropriately.
Ability to cooperate	The child can cooperate/play with other children.
Dealing with rules *	The child keeps to any social rules and game rules as well as any agreements.
Responsibility*	The child takes on responsibility for him/herself and others.
Toleration of ambiguity *	The child can handle differentness and contradictions.
3 Learning skills and cognitive development	
Concentration	The child shows concentration in his/her activities. He/She can focus on a particular thing for some time.
Retentiveness	The child can remember objects and can convey what he/she has learnt.
Deductive reasoning	The child can understand and make connections as well as recognising differences.
Working independently	The child already processes small tasks independently. He/She can occupy him/herself alone.
Creativity *	The child shows creativity and finds his/her own solutions.
Learning behaviour *	The child applies learning strategies in that he/she repeats things for example, asks specific questions or plans the next steps to take.

4 General ability: body and movement

Coordination	The child has the ability to coordinate (in terms of keeping his/her balance, standing/hopping on one leg, "jumping jack jumps" or avoiding obstacles).
Gross motor skills	The child masters elementary motion sequences (going up or down stairs, climbing, catching or throwing).
Fine motor skills	The child has good fine motor skills (opening screw jars, unwrapping sweets, holding a pencil in a relaxed manner when drawing).
Physical sensations	The child has a sense for his/her own body and takes care of his/her own bodily needs (in terms of drinking, heat or rest).
Bodily awareness *	The child has a good basic understanding of his/her bodily functions (breathing, digestion etc.) as well as dealing with pain and illness.

5 General ability in the areas of art and design, mathematical and scientific knowledge and skills

Music	The child has musical abilities (clapping along to rhythms or singing along to a song).
Art	The child has abilities in art and design (drawing, shaping and in roleplays).
Mathematics	The child is able to make mathematical connections (in terms of measuring, comparing, ordering, sorting and assigning quantities).
Sciences	The child has scientific/technical abilities (in terms of observing nature, animals, technology, the environment etc. and expressing his/her observations).

6 Language skills in the German language

Listening comprehension	The child can understand spoken utterances so that he/she is able to deal with day-to-day events at the day nursery.
Vocabulary	The child has the basic vocabulary at his/her command to get actively involved in day-to-day situations.
Grammar	The child uses verb forms that match the subject and can vary the sequence of elements in a sentence.
Articulation	The child speaks intelligibly, clearly and fluently.
Writing acquisition	The child has some initial ideas about the function of writing and is aware of sounds and letters. (this concerns all the languages that the child uses).

7 Skills in another language (which one?: _____) (if this can be assessed)

Listening comprehension *	The child can understand utterances in that language (such as simple instructions).
Vocabulary *	The child has the basic vocabulary at his/her command to get actively involved in day-to-day situations.
Grammar *	The child uses suitable word forms and sentence structures.
Articulation *	The child speaks intelligibly.

On concluding each area, the following question is asked: Does the child have any special issues here (strengths, interests etc.) that you would like to mention in this context?

Note: Those skills marked with an asterisk (*) are only asked about in sheet A, not in sheet C, as this only covers a summary of the items in sheet A.