

Student Name	Aisha Khan		Student Qatari ID	31258600187		
StudentID	3282	Class	Year 7 A	DOB	12-Feb-2012	

English	Marks %	Grades
Formative Assessment	74.4	B
Summative Assessment	67.5	C
Total Percentage	70	B

Aisha is progressing in literacy, she needs to push for stronger writing skills, concentrating on improving her grammar and syntax to enhance the clarity and coherence of her writing.

Mathematics	Marks %	Grades
Formative Assessment	55.83	D
Summative Assessment	41.67	U
Total Percentage	47	E

Aisha needs to thoroughly revise the concepts and work hard on how to apply relevant concept to answer the question. This can be achieved by regular practice of coursebook and workbook exercises.

Science	Marks %	Grades
Formative Assessment	88	A
Summative Assessment	81.67	A
Total Percentage	84	A

Aisha displays a strong grasp of basic scientific principles, applying knowledge to practical scenarios effectively; however, exploring more intricate applications will contribute to further excellence.

Islamic Studies Non Native	Marks %	Grades
Formative Assessment	61.17	C
Summative Assessment	55.56	D
Total Percentage	58	D

Aisha has commendable critical thinking skills. She is good at verbal responses. However, she needs to focus on adding maximum factual information in her answers to secure better grades.

Arabic Non Native	Marks %	Grades
Formative Assessment	80.29	A
Summative Assessment	85.14	A
Total Percentage	83	A

Aisha is a well-behaved, focused, cheerful, and active student in class, who can also grow and polish her skills.

Global Perspective	Marks %	Grades
Formative Assessment	91.88	A*
Summative Assessment	75.11	B
Total Percentage	82	A

Aisha exhibits strong research and collaboration capabilities, enhancing her learning experience. Her evaluations in global perspectives are thoughtful. However, greater depth and analysis will refine her work and overall performance.

Computer Science	Marks %	Grades
Formative Assessment	76.26	B
Summative Assessment	17.49	U
Total Percentage	41	U

Aisha is a good student. However, she needs to improve in theory and programming concepts by reviewing the materials and sources provided.

Qatar History English	Marks %	Grades
Formative Assessment	98.61	A*
Summative Assessment	83.33	A
Total Percentage	89	A

Aisha displays a developing understanding of Qatar history lesson. She actively participates in discussions, encouraging further engagement will enhance her overall understanding.

Graded Subjects	A*	A	B	C	D	E	U
Quraan		✓					

Aisha shows keen interest in learning more about the lessons taught in the Holy Quran and often participates during the class discussions.

Your child's learning during the Term		
Key	A*	Strong
	A	Highly capable
	B	Capable
	C	Managing comfortably
	D	Experiencing some difficulty
	E	Needs attention
U	Ungraded	

Overall Grade Summary			
Term-1 %	Term-2 %	Overall %	Overall Grade
74	71	72	B
Class Highest %	96	Class Lowest %	59
		Class Average %	80

End-of-Year Overall Percentage Criteria
40% weightage of Term-1 assessment result
60% weightage of Term-2 assessment result

Class Teacher's Comments
Aisha is a well-mannered student who works hard and is involved in class activities. However, she needs to utilize her potential to its utmost and work hard on her assessments to secure better grades in Mathematics, Islamic Studies, and Computer Science. She is an active member of Journalism and Book Club and participated in school activities such as QND celebration, Sports Day, Eid Mela, and Earth Day. Furthermore, she takes an active role in the Youth Leadership Programme where the class created a cybersecurity handbook. Congratulations! Promoted to Year 8.

Attendance			
Total Days in Term - 2	102	Present	103
		Absent	-1
Class Teacher:	Sarah Joy Samillano Tomias		
Date:	27-Jun-2024		

Headmistress Signature:




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Awards and Appreciations

Appreciation Type	Awarding Date	Justification
Certificate of YLP Participation	25-06-2024	For active participation in the Youth Leadership Programme during the Academic Session 2023 - 24.

Event Roles and Awards

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Leadership Roles

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Headmistress Signature:		
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