

# THE NEXT GENERATION SCHOOL, DOHA The Next Generation Primary Al Wukair KS 1

# End-of-Year Progress Report (2023-2024)

Ateracy       A*       A       B       C       D       E       U         Graded Subjects       A*       A       B       C       D       E       U         Graded Subjects       A*       A       B       C       D       E       U         Graded Subjects       A*       A       B       C       D       E       U         Graded Subjects       A*       A       B       C       D       E       U         Graded Subjects       A*       A       B       C       D       E       U         Graded Subjects       A*       A       B       C       D       E       U         Graded Subjects       A*       A       B       C       D       E       U         Graded Subjects       A*       A       B       C       D       E       U         Graded Subjects       A*       A       B       C       D       E       U         Graded Subjects       A*       A       B       C       D       E       U         Graded Subjects       A*       A       B       C       D       E       U	Student Name Mohamed Ismail Bourennane						S	tudent Qa	tari ID		3170	1200	092							
Sommative Assessment       Image: Some and the second	StudentID 4232 Class						Ŋ	Year 1 A W			DOB <b>26-Aug-2017</b>									
Sommative Assessment       Image: Some and the second	Literacy		Δ*	Δ	В	L C	D	E	U	Grade	d Subjects			Δ*	Δ	В	C	D	Е	U
Summative Assessment       Image			11			Ŭ			Ŭ		5				<u> </u>	5	Ŭ	2		0
small has exceeded expectations in writing with correct punctuation and splateletters for understanding.       Improve their understanding.         Graded Stubjects       A*       A       B       C       D       E       U         Standardoy       A*       A       B       C       D       E       U       U       U       U       U       Ingradulaters for the endoty ear of the standardoy	Summative Assessment			· ·							1		ticipate mo	re acti	velv d	lurinc	alop	al per	spec	tives
Spatial letters for commands and requests. He is encouraged to use a rately of algebraic sons.       A       B       C       D       E       U         Simular value of algebraic sons.       A*       A       B       C       D       E       U         Simular value of algebraic sons.       A*       A       B       C       D       E       U         Simular value of practice multiplication. division, and real-word money cenarios.       A*       A       B       C       D       E       U         Simular value of practice multiplication, division, and real-word money cenarios.       A*       A       B       C       D       E       U         Simular value of strive to put his ideas into writing. He is encouraged to use a strive to put his ideas into writing. He is encouraged to use a value of the put with a sessment       A       B       C       D       E       U       U       Immative Assessment       A       B       C       D       E       U       U       Ungraded       U       Ungraded       U       U       Immative Assessment       A       B       C       D       E       U       U       U       U       U       U       Immative Assessment       A       B       C       D       E       U       U       <		tations in wr	ritina	with c	orrec	t pun	ctuat	ion a	nd						- J -		, , , ,		1	
liscussions.       A*       A       B       C       D       E       Understay         Simular day       A*       A       B       C       D       E       U         Simular day       A*       A       B       C       D       E       U         Simular day       A*       A       B       C       D       E       U         Simular day       matter day       ada is at an exceeding interest in understanding concepts of Surah (uraish and establishing real-life connections. He performs exquisitely in the memorisation of supplications. He is suggested to practice multiplication, division, and real-world money charts. Seessment       Vour child's learning during the Term         Simmative Assessment       Immative Assessment </td <td>capital letters for command</td> <td>ds and reque</td> <td>ests. F</td> <td>Ie is e</td> <td>ncour</td> <td>raged</td> <td>to us</td> <td>e a</td> <td>-</td> <td>Grade</td> <td>d Subjects</td> <td></td> <td></td> <td>A*</td> <td>А</td> <td>В</td> <td>С</td> <td>D</td> <td>Е</td> <td>U</td>	capital letters for command	ds and reque	ests. F	Ie is e	ncour	raged	to us	e a	-	Grade	d Subjects			A*	А	В	С	D	Е	U
Numeracy       A*       A       B       C       D       E       U         "ormative Assessment       Image: Segment i		peak confide	ntly to	o pres	ent id	eas ir	ı acti	ve		Quraa	n				~					
Formative Assessment       Image: Control of the practice multiplication, measure and shape, time, and tata is at an exceeding level. However, to enhance his analytical skills, he is ecouraged to practice multiplication, division, and real-world money cenarios.       Your child's learning during the Term         Selence       A*       A       B       C       D       E         Summative Assessment       A       B       C       D       E       U         Simmative Assessment       A       B       C       D       E       U         Summative Assessment       A       B       C       D       E       U         Summative Assessment       A       B       C       D       E       U<			۸*	٨	р	C	П	F	TT											f
Summative Assessment       Image: Strength and Strengthand Strength and Strength and Strength and Strength				A	Б	C	D	E	0											otico
Nummative Assessment       Vour child's learning during the Term         Vour child's learning during the Term       Image: State of the state state of													tuon of supp	mcau	ль. п	le is s	ugge	sieu i	o pra	cuce
Ida is at an exceeding level. However, to enhance his analytical skills, he is ecommended to practice multiplication, division, and real-world money controls.         Science       A*       A       B       C       D       E       U         Science       A*       A       B       C       D       E       U         Summative Assessment       Image: Control of the sessment		and subtrast	•	000011	ro ond	l char	l tir		nd				ild's learnin	a duri	na the	- Teri	m			
ecommended to practice multiplication, division, and real-world money conarios.       A       A       B       C       D       E       U       B       Capable       B       Capable       C       Managing comfortably       E       E       C       Managing comfortably       D       E       C       Managing comfortably       D       E       C       Managing comfortably       D       Experiencing some difficulty       E       Needs Attention       D       Experiencing some difficulty       D <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>-</td><td>Δ*</td><td></td><td>iiu o iouriiiii</td><td>g aan</td><td>iig tiit</td><td>5 1011</td><td></td><td></td><td></td><td></td></td<>										-	Δ*		iiu o iouriiiii	g aan	iig tiit	5 1011				
B       C apable         Server       A*       A       B       C       D       E       U         Formative Assessment       Image of the sense sense of the sense sense of the sense sense of the sense sens													ahle							
Gence       A*       A       B       C       D       E       U         Sormative Assessment       Immative Assestont       Immative Aspout Assessment	scenarios.	_											abic							
Ormative Assessment       Image: Construction of the sense the sense	Science		A*	Α	В	С	D	Е	U	Key		-	comfortably							
Building of the seesement       Image of the seesement       <	Formative Assessment			>						Key					,					
small needs to strive to put his ideas into writing. He is encouraged to use clearting vicentific vocabilary in practical discussions, investigations, and real-life         vicentific vocabilary in practical discussions, investigations, and real-life         ormative Assessment       Vicentific vocabilary in practical discussions, investigations, and results         Term-1 % Term-2 % Overall Grade Summary         Term-1 % Term-2 % Overall Grade Summary         Term-1 % Term-2 % Overall Procentage Criteria         Mage A         Class Lowest % 75       Class Average % 88         End-of-Year Overall Procentage Criteria         Advantage of Term-1 assessment result         Vicentific vocability in project in the youth Leadership Programme. Small would benefit from completing his tasks independently without needing regular reminders. Congratulations, he is promoted to Year 2!         Mathematical Summary Class Teacher's Comments         Summative Assessment       V         Vicentific vocability in project in the youth Leadership Programme. Ismail would benefit from completing his tasks independently without needing regular vice in project in the Youth Leadership Programme. Ismail would benefit from completing his tasks independently without needing regular vice in project in the Youth Leadership Programme. Ismail would benefit from completing his tasks independently without needing regular vice in project in the Youth Leaders	Summative Assessment			<ul> <li>✓</li> </ul>								1	5	licuity						
Overall Grade Summary         Overall Grade Summary         Term-1 % Term-2 % Overall % Overall Grade         Summative Assessment       Overall Grade Summary         Term-1 % Term-2 % Overall % Overall Grade         Summative Assessment       Overall Grade Summary         Term-1 % Term-2 % Overall % Overall Grade         Summative Assessment       A         Class Lowest % 75       Class Average % 88         Biddes % 95       Class Average % 88         Class Highest % 95       Class Highest % 20         Class Highest % 95																				
stanic Studies Native       A*       A       B       C       D       E       U         Formative Assessment       Image: Construction of the system of t									fe		0	-	)ll ()l	- 0						
Sormative Assessment       Image: Construct of the system o	-	r understand	0		1	1	-				1.0/				imary		0	11.0	1	
Summative Assessment       Image: Class Highest %       95       Class Lowest %       75       Class Average %       88         Summative Assessment       Image: Class Lowest %       75       Class Average %       88         Class Highest %       95       Class Lowest %       75       Class Average %       88         Image: Class Lowest %       75       Class Average %       88         Image: Class Lowest %       75       Class Average %       88         Image: Class Lowest %       75       Class Average %       88         Image: Class Lowest %       75       Class Average %       88         Image: Class Lowest %       75       Class Average %       88         Image: Class Lowest %       75       Class Average %       88         Image: Class Lowest %       75       Class Average %       88         Image: Class Lowest %       75       Class Average %       88         Image: Class Lowest %       75       Class Average %       88         Image: Class Lowest %       75       Class Average %       88         Image: Class Lowest %       75       Class Average %       88         Image: Class Lowest %       75       Class Lowest %       75       Class Lowest %				A	В	С	D	E	U	10							Ove		rade	
Ind-of-Year Overall Percentage Criteria         Ind-of-Year Overall Percentage Criteria         Analytic Bitter in the second structure of the second			~							01		-		-					0/	
40% weightage of Term-1 assessment result         40% weightage of Term-1 assessment result         60% weightage of Term-2 assessment result         60% weightage of Term-1 assessment result         60% weightage of Term-2 assessment result         60% weightage of Term-1 assessment result         60% weightage of Term-1 assessment result         60% weightage of Term-1 assessment result         60% weightage of Term-2 assessment result         60% weightage of Term-1 assessment         60% weightage of Term-1 assessment         60% weightage of Term-1 assessment         60% resuppontent         60% resu				~						Class	Highest %							verag	re %	88
Arabic Native       A*       A       B       C       D       E       U         Formative Assessment       ✓	غبة الشديدة لتعلم واستخدام التادية الاخاد بالإحادية كالترا	تتواجد عنده الر. السينة	تاحة فا ني	لرق الم كتابة	ارد والم بتات	ع الموا كيت	د جمیہ	م محم ۱۱ د د	یستخد ۱۰ ته	1000					ntage	Crite	ria			
Nabic Native       A*       A       B       C       D       E       U         Formative Assessment       ✓	التلاوة والمقاهيم الإسلامية كامله	روس الحديث و	وفهم د	وحتابه							5 5									
Tormative Assessment       Image: Class Teacher's Comments         Summative Assessment       Image: Class Teacher's Comments         Summative Assessment       Image: Class Teacher's Comments         Image: Class Teacher's Comments         Summative Assessment       Image: Class Teacher's Comments         Qatar History Native       A*       A       B       C       D       E       U         Formative Assessment       Image: Class Teacher's Comments       Image: Class Teacher's Comments         Quart History Native       A*       A       B       C       D       E       U         Formative Assessment       Image: Class Teacher's Comments       Image: Class Teacher's Comments         Summative Assessment       Image: Class Teacher's Comments       Image: Class Teacher's Comments         Summative Assessment       Image: Class Teacher's Comments       Image: Class Teacher's Comments         Summative Assessment       Image: Class Teacher's Comments       Image: Class Teacher's Comments         Summative Assessment       Image: Class Teacher's Comments       Image: Class Teacher's Comments         Summative Assessment       Image: Class Teacher's Comments       Image: Class Teacher's Comments         Summative Assessment       Image: Class Teacher's Comments <thimage: class="" class<="" teacher's="" th=""></thimage:>	Arabic Native		Δ*	А	-		-			60% w	eightage o									
Summative Assessment       Image: Control of the second sec					-	-	-		-											
Instanting apply with the fiels to effect up than the instruction, easily and the trick of the instruction of the instru																				
matrix assessment       messenting his project in the Youth Leadership Programme. Ismail would benefit from completing his tasks independently without needing regular reminders. Congratulations, he is promoted to Year 2!         Attendance         Total Days in Term - 2       Present       91       Absent         Ormative Assessment       •••••••••••••••••••••••••••••••••••		، استنعاب الدر ه	الفم	لتعبب ہ	ة على ا	به قدر	ذک لا	طالب	محمد											
Qatar History NativeA*ABCDEUFormative Assessment✓✓✓✓Summative Assessment✓✓✓✓Summative Assessment✓✓✓Junget ScienceA*ABCDEUFormative Assessment✓✓✓✓✓Summative Assessment✓✓✓✓✓Summative Assessment✓✓✓✓✓Summative Assessment✓✓✓✓Summative Assessment✓✓✓✓Summative Assessment✓✓✓Summative Assessment✓✓✓Summative Assessment✓✓✓Summative Assessment✓✓✓Summative Assessment✓✓✓Summative Assessment✓✓✓Summative Assessment✓✓✓Summative Assessment✓✓✓Summative Assessment✓✓✓Summative Assessment✓✓Summative Assessment✓✓Summative Assessment✓✓Summative Assessment✓✓Summative Assessment✓✓Summative Assessment✓✓Summative Assessment✓✓Summative Assessment✓✓Summative Assessment✓Sumative Assessment✓Su	ولى ولاي من ذلك من ذلك	و ليقدم أفضل	، تشجی	مرار في	ية الاست نا الاست	بير ب علي	يدي _ لذا يج	جيد ،	.بشكل											d
Attendance         Summative Assessment       ✓       Image: Construction of the system of the	Qatar History Native		A*	Α	В	С	D	Е	U								t nee	ding 1	regula	ar
Total Days in Term - 2       102       Present       91       Absent       11         Image: Set of the se	Formative Assessment		~							remin	ders. Cong	ratulations			to Yea	r 2!				
Image: Second Constraints and Second Consecond Consecond Consecond Constraints and Second Consecond Constr	Summative Assessment		~																	
Computer Science       A*       A       B       C       D       E       U         Formative Assessment       Image: Computer Science       Image: Compute	لقة بمواده الأكاديمية فتجده ملتزم	لمعلومات المتعا	شاف اا	الی اکت	) يقوده	ل الذي	الفضو	حمد ب	يتميز ہ	Total I	Days in Te	rm - 2 102			-	A	bsen	t	11	
Formative Assessment       Image: Constraints of the session of the ses	ويدرك جيدا واجباته ومسؤولياته	اركة في الدرس	بالمشا	ويتمتع	الحديث	روسه ا	حفظ د	لاوة و	فيمن ت	Class '	Teacher:				med					
Summative Assessment  Summative Assessment Summativ	Computer Science		A*	Α	В	С	D	Е	U	Date:			27-Jun-2	2024						
smail demonstrates an enhancing understanding of Scratch Jr programming, effectively creating programs and utilizing blocks. To further poost his programming skills, he is encouraged to explore additional eatures within Scratch Jr programming.	Formative Assessment				<ul> <li>✓</li> </ul>															
programming, effectively creating programs and utilizing blocks. To further poost his programming skills, he is encouraged to explore additional eatures within Scratch Jr programming.	Summative Assessment				<ul> <li>Image: A start of the start of</li></ul>															
poost his programming skills, he is encouraged to explore additional eatures within Scratch Jr programming.																				
eatures within Scratch Jr programming.									rther											
				jed to	explo	re ad	ditior	al												
مدرسة الجيل القادم		programmin	y.																	
																القاد	بةالحيا	مدرية		
																J				
						N			Ø								-			
	II.a. dmiatua a. Cianatuna					<i>ין</i>		N,								(4				
	Headmistress Signature:					2	18	JN.	77	$\sim$							م بن من المراجع المراجعة	) • (		
ן אין אין אין אין אין אין אין אין אין אי						1	1/ 1	74	1							2	~	-		
						Ľ	1	( )									-			
The Next Generation School									1						Т	he Next G	eneration	n School		

Student Name	Mohamed Ismail Bouren	nane	Student Qatari ID	31701200092		
StudentID	4232	Class	Year 1 A W	DOB	26-Aug-2017	

## Awards and Appreciations

Appreciation Type	Awarding Date	Justification
Star of the Week	04-10-2023	For your active participation and engagement in 'Teachers' Day' celebration.
Certificate of Participation	20-02-2024	For securing 1st position for House Barzan in the sprint race for Annual Sports Day 2024.
Certificate of Appreciation		For outstanding Class Participation, consistently Engaging with enthusiasm and contributing valuable insights during the A.S 2023-24.
Certificate of YLP Participation		For your remarkable ability to convey information visually through a well-crafted and impactful poster during 'Youth Leadership Programme 2023-24'.

### **Event Roles and Awards**

#### Leadership Roles

Headmistress Signature:



