

|              |                              |       |                   |                    |                    |
|--------------|------------------------------|-------|-------------------|--------------------|--------------------|
| Student Name | <b>Mohamed Yehia Hussein</b> |       | Student Qatari ID | <b>31481802921</b> |                    |
| StudentID    | <b>3852</b>                  | Class | <b>Year 4 A W</b> | DOB                | <b>29-Oct-2014</b> |

|                      |    |   |   |   |   |   |   |
|----------------------|----|---|---|---|---|---|---|
| <b>Literacy</b>      | A* | A | B | C | D | E | U |
| Formative Assessment |    |   |   |   | ✓ |   |   |
| Summative Assessment |    | ✓ |   |   |   |   |   |

Yehia demonstrates developing storytelling skills, using setting, dialogue, and characterisation. He is progressing in adapting structures for genres and beginning to use paragraphs for notable events.

|                      |    |   |   |   |   |   |   |
|----------------------|----|---|---|---|---|---|---|
| <b>Numeracy</b>      | A* | A | B | C | D | E | U |
| Formative Assessment |    |   | ✓ |   |   |   |   |
| Summative Assessment |    |   | ✓ |   |   |   |   |

Yehia can consistently analyse and solve problems in numeracy involving the standard application of concepts. He requires more practice with worded and multi-step questions that require the application of higher-level critical thinking.

|                      |    |   |   |   |   |   |   |
|----------------------|----|---|---|---|---|---|---|
| <b>Science</b>       | A* | A | B | C | D | E | U |
| Formative Assessment |    |   | ✓ |   |   |   |   |
| Summative Assessment |    |   |   | ✓ |   |   |   |

Yehia has shown evident progress in understanding the concepts of shadow length, movement of the Earth, and electricity. However, he is encouraged to revisit all taught concepts regularly to improve his performance.

|                               |    |   |   |   |   |   |   |
|-------------------------------|----|---|---|---|---|---|---|
| <b>Islamic Studies Native</b> | A* | A | B | C | D | E | U |
| Formative Assessment          |    | ✓ |   |   |   |   |   |
| Summative Assessment          |    |   | ✓ |   |   |   |   |

محمد طالب جيد يتمتع بالهدوء والالتزام بالقوانين الصفية ، يشارك ويتفاعل بشكل مناسب ، أدعوه إلى التدرب على التلاوة المجودة ، ويبدل مجهود أكثر من ذلك في مذاكرة ما عليه من دروس . ليكون في مستوى أفضل

|                      |    |   |   |   |   |   |   |
|----------------------|----|---|---|---|---|---|---|
| <b>Arabic Native</b> | A* | A | B | C | D | E | U |
| Formative Assessment | ✓  |   |   |   |   |   |   |
| Summative Assessment |    |   | ✓ |   |   |   |   |

محمد يحبى يمتلك قدرة في فهم واستيعاب المطلوب و قدرة أيضا على الاستماع بنجز واجباته الصفية و المنزلية بانتظام و اهتمام لكن يواجه صعوبة في القراءة و التحدث و الكتابة أنصح بمزيد التدرب على قراءة النصوص و المطالعة لتحسين مهاراته

|                         |    |   |   |   |   |   |   |
|-------------------------|----|---|---|---|---|---|---|
| <b>Computer Science</b> | A* | A | B | C | D | E | U |
| Formative Assessment    |    |   |   |   |   |   | ✓ |
| Summative Assessment    |    |   |   | ✓ |   |   |   |

Yehia is at emerging level in using Scratch 3 programming. He employs a range of coding techniques but is encouraged to develop logical thinking and troubleshooting skills to address challenges encountered.

|                             |    |   |   |   |   |   |   |
|-----------------------------|----|---|---|---|---|---|---|
| <b>Qatar History Native</b> | A* | A | B | C | D | E | U |
| Formative Assessment        |    | ✓ |   |   |   |   |   |
| Summative Assessment        |    |   |   |   | ✓ |   |   |

محمد طالب خلوق مستواه جيد تحسن مستواه عن بداية العام الدراسي يحتاج الى جهد ودعم لتحسين مستواه في مجالات التربية الإسلامية حتى يتقدم ويتطور

|                        |    |   |   |   |   |   |   |
|------------------------|----|---|---|---|---|---|---|
| <b>Graded Subjects</b> | A* | A | B | C | D | E | U |
| Global Perspective     |    |   | ✓ |   |   |   |   |

Yehia displays an acceptable level of interest in exploring diverse cultures and global challenges.

|                        |    |   |   |   |   |   |   |
|------------------------|----|---|---|---|---|---|---|
| <b>Graded Subjects</b> | A* | A | B | C | D | E | U |
| Quraan                 |    |   | ✓ |   |   |   |   |

Yehia is able to recite Surah Qadr with improved pronunciation and can identify and apply concepts of Tajweed. To excel further, it is encouraged that he frequently revises the concepts of Tajweed.

| Your child's learning during the Term |                              |
|---------------------------------------|------------------------------|
| 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                       |
| 78                    | 72        | 74             | B                                   |
| Class Highest %       | <b>94</b> | Class Lowest % | <b>63</b> Class Average % <b>81</b> |

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

**Class Teacher's Comments**

Yehia is an intelligent and enthusiastic learner, who loves to collaborate with his friends in discussing the given topic. He submitted his assignments with great effort before the due date. He enthusiastically took part in class activities and showed confidence in expressing ideas with his classmates. Although he has a lot of potential, during Youth Leadership Programme presentations, he exhibited a lack of focus. He is advised to pay further attention to the activity at hand. Congratulations! You are promoted to Year 5.

| Attendance             |             |         |    |        |    |
|------------------------|-------------|---------|----|--------|----|
| Total Days in Term - 2 | 102         | Present | 56 | Absent | 46 |
| Class Teacher:         | Hina Usama  |         |    |        |    |
| Date:                  | 27-Jun-2024 |         |    |        |    |

|                         |   |  |
|-------------------------|---|--|
| Headmistress Signature: |  |  <p>مدرسة الجيل القادم<br/>The Next Generation School</p> |
|-------------------------|---|--|

|              |                       |       |                   |             |             |
|--------------|-----------------------|-------|-------------------|-------------|-------------|
| Student Name | Mohamed Yehia Hussein |       | Student Qatari ID | 31481802921 |             |
| StudentID    | 3852                  | Class | Year 4 A W        | DOB         | 29-Oct-2014 |

### Awards and Appreciations

| Appreciation Type           | Awarding Date | Justification   |
|-----------------------------|---------------|---|
| Certificate of Excellence   | 18-02-2024    | For securing 1st position for House Zubara in the sack race for Annual Sports Day 2024.   |
| Star of the Week            | 19-02-2024    | For your outstanding performance and enthusiastic participation in 'sack race' during our exhilarating 'Sports Day 2024'.   |
| Certificate of Appreciation | 13-06-2024    | For your exceptional collaboration and teamwork, exchanging ideas, respecting differences and supporting teammates to excel in assigned tasks during the A.S 2023-24. |

### Event Roles and Awards

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### Leadership Roles

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|                         |   |   |
|-------------------------|---|---|
| Headmistress Signature: |  |  |
|-------------------------|---|---|