Interim One Progress Report 2025-2026

Wellspring Learning Community

2025-2026 PYP First Semester (2025 - 2026)

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Dear Parents,

We are pleased to share with you the Interim Report for Semester 1 of the Academic Year 2025–2026. The purpose of this report is to provide feedback on your child's current performance and achievement levels.

For Elementary students, the report includes feedback in English, Arabic, and Math. For Early Years students, Nursery and KG1 parents will receive updates on their children's progress in Approaches to Learning, Fine Motor Skills, and Arabic, while KG2 parents will learn about their children's development in Approaches to Learning, Synthetic Phonics, Math, and Arabic.

This information supports ongoing planning for teaching and learning, helping us identify areas where students may need additional support to enhance their academic progress. It also serves as a foundation for the Student-led Conferences, where students will reflect on and share their growth since the last Parent-Teacher Meetings.

In alignment with the IB Primary Years Programme (PYP) framework, this interim report reflects our commitment to monitoring student progress and ensuring that teaching and learning remain purposeful, balanced, and responsive to students' needs as they work toward meeting curriculum expectations.

Please do not hesitate to reach out should you have any questions or require further clarification.

Warm regards,

**Only official when the document has the original signature and stamp of Wellspring.*

Rita Zgheib, Ed.D., NPQEL
Head of School

Alain Gholam, Ed.D.
PYP Principal

Samah Abou Ghazal
Early Years Head

Suzan Jouljian
PYP Coordinator

Assessment Descriptors

Interim Rating

Abbreviation	Descriptor
Novice	Students are introduced to the skill/objective and can watch others performing it. (observation)
Developing	Students copy others who use the skill and use the skill with scaffolding and guidance. (emulation)
Practitioner	Students employ the skill confidently and effectively. (demonstration)
Expert	Students can show others how to use the skill and accurately assess how effectively the skill is used.(self-regulation)
N/A	The category does not apply to the student for this subject for the term. Details are referenced in Teacher and Principal's comments.

Summary of Achievement

Subjects

English

	Interim Rating
English	
• Written language - synthetic phonics	
• Identifies lowercase sounds	Practitioner
• Identifies uppercase sounds	Practitioner
• Forms and writes lowercase sounds	Practitioner
• Forms and writes uppercase	Practitioner
• Identifies initial sounds	Practitioner
• Blends CVC words	Practitioner

Arabic

	Interim Rating
Arabic	
• Oral language - listening and speaking اللّغة المحكيّة – إصغاء ومحادثة	
• يتّبع ما يرى أو يستمع إليه	Practitioner
• يصغي لتعليمتين ويطبّق	Practitioner
• يصغي إلى أناشيد، وأشعار، وعدّيّات، وأغانٍ قصيرة/ متوسّطة الطّول/ مرتبطة بالمحاور ويردّدها	Practitioner
• يصغي إلى قصّة	Practitioner
• يجيب شفهيًّا عن أسئلة مباشرة	Practitioner
• العنوان	Practitioner
• الغلاف	Practitioner
• الرّسومات	Practitioner
• يعيد سرد قصّة بلغته الخاصّة	Practitioner
• يحدّد شفهيًّا أسماء أيّام الأسبوع وفقًا للرّزنامة اليوميّة	Practitioner
• يحدّد شفهيًّا, بالمحاكاة الاتّجاهين (يمين / يسار)	Practitioner
• أفقيّ	Practitioner
• عموديّ	Practitioner
• مائل	Practitioner

	Interim Rating
• الأحمر	Practitioner
• من ١ إلى 10	Practitioner
• الدّائرة	Practitioner
• يميّز سمعًا ما بين بعض أصوات حروف الأبجديّة في أوّل/ وسط/ آخر الكلمات	Practitioner
• يميّيز ما بين الأصوات الطّويلة والأصوات القصيرة	Practitioner
• يسمّي كلمات تبدأ بالحرف الهدف	Practitioner
• يستعين بجمل بسيطة للتّعبير عن المواقف (صباح الخير/ أهلًا وسهلًا/ لو سمحت/ شكرًا/ إلى اللّقاء/ عبارات الاعتذار)	Practitioner
• يتحدّث بصوت واضح ولفظ سليم وفقًا لمستوى الصّفّ	Practitioner
• Visual language - viewing and presenting اللّغة المرئيّة – مشاهدة وعرض	
• يعبّر من خلال لغة الجسد بهدف التّواصل (الإشارة/ الايماء/ تعابير الوجه/ حركات اليدين/...)	Developing
• يعبّر بعبارات بسيطة عن المشاعر الخاصّة استجابة للعروض المرئيّة (كإظهار الاستمتاع/ /الفضول/ الدّهشة/ الإعجاب/ الرّفض/ الاعتراض/ القبول/ يعجبني/ لا يعجبني/ أحبّ/ لا أحبّ)	Practitioner
• يحاكي نصًّا معروضًا من خلال: تمثيل/ لعب أدوار	Practitioner
• يعبّر عن المواقف ((صباح الخير/ مرحبًا/ أهلًا وسهلًا/ تفضّل/ من فضلك/ لو سمحت/ شكرًا/ إلى اللّقاء)	Practitioner
• يبدي الرّأي بصوت واضح ولفظ سليم وفقًا لمستوى الصّفّ بجمل بسيطة (من ثلاث إلى أربع كلمات)	Practitioner
• Written language – reading اللّغة المكتوبة – قراءة	
• يميّز أصوات حروف الأبجديّة في مواقعها المختلفة في الكلمة	Practitioner
• يقرأ المفردات قراءةً بصريّةً من خلال الصّور	Practitioner
• يقرأ الحرف الهدف مع الأصوات القصيرة (فتحة/ ضمة/ كسرة)، والأصوات الطّويلة (ا- و ـ ي)	Practitioner
• أسماء بعض رفقائه/ رفيقاته/	Practitioner
• برنامج الصّفّ	Practitioner
• الرّزنامة: أيّام الأسبوع/ الشّهر/ الأعداد /	Practitioner
• يتابع قراءة المعلّمة مع مراعاة الاتجاه من اليمين إلى اليسار	Developing
• يتابع قراءة المعلّمة وينتقل بالتّوازي من صفحة إلى أخرى	Developing
• Written language – writing اللّغة المكتوبة – كتابة	
• يعبّر عن الأفكار بالرّسم باستخدام أنواع مختلفة من الأدوات (ريشة/ أقلام/ تلوين مائيّ/ رمل/ حبوب/ طبشور/)	Practitioner
• يكتب بالاتّجاه الصّحيح من اليمين إلى اليسار	Developing
• يكتب الحروف الهدف ضمن مساحة محدّدة	Practitioner
• يكتب الاسم الأوّل ضمن مساحة محدّدة	Practitioner
• يكتب الحروف مع الأصوات الطّويلة أو الأصوات القصيرة وفقًا للنّموذج النّسخيّ ضمن مساحة محدّدة	Practitioner
• من (١الى 10)	Practitioner
• يطبّق أوراق عمل مرتبطة بالمهارات المدرّسة	Practitioner

Mathematics

	Interim Rating
Mathematics	
• Data Handling	
• Identifies which attribute was used to sort objects in a group (such as by length or weight).	Practitioner
• Reads and represents information in graphs (picto/ bar graphs).	Practitioner
• Shape and Space	
• Identifies and describes 2D shapes (circle, square, rectangle, triangle, rhombus, oval, cube)	Practitioner
• Number	
• Writes numerals from 0 to 20	Expert
• Rote count in order forward from 1 to 50 forward.	Expert

Approaches to Learning

	Interim Rating
Communication skills	
• KG2	
• Exchanging information: Listening	
• practice listening to information and the perspectives of others respectfully.	Practitioner
• Exchanging information: Interpreting	
• can recognize, create and make meaning using symbols, signs and sounds.	Practitioner
• Exchanging information: Speaking	
• are able to share ideas and opinions in both small and large groups.	Practitioner
• can use video/writing/speaking to respond to other people's ideas.	Developing
• Literacy: Reading	
• read a variety of texts for entertainment and information with support.	Practitioner
• learn to ask and answer questions about what they read.	Practitioner
• Literacy: Writing	
• can write to share their thinking or express themselves.	Developing
• can tell someone which things were interesting/important in a text they read.	Practitioner

	Interim Rating
• begin to plan their writing before they start by discussing my ideas. can go back and edit their writing with support.	Practitioner
• Digital Citizenship: Media Representation	
• start to use both print and digital media to find information.	Practitioner
• Digital Citizenship: Informed Choices	
• can choose between 2 different ways to communicate their ideas with some support.	Practitioner
Thinking skills	
• KG2	
• Analysis	
• can participate in discussions about ideas with peers and teacher.	Developing
• are able to look for similarities and differences between 2 ideas.	Practitioner
• Evaluation	
• can make connections between ideas and their own experiences.	Practitioner
• Forming Decisions	
• can suggest solutions to simple problems relevant to them.	Practitioner
• Generating ideas	
• begin to find ways to improve their ideas and those of others.	Developing
• Application	
• with prompting and support are beginning to use their knowledge and skills in new situations or when solving a problem.	Practitioner
• Reflection	
• can respond to reflection questions on topics and experiences they have recently engaged with.	Practitioner
• with support can identify their strengths and areas for improvement.	Practitioner
• Metacognition	
• with support think about how much they know about a topic/skill.	Practitioner
• begin to realize that people learn in different ways and that we are not all the same.	Developing
Research skills	
• KG2	

	Interim Rating
• Information Literacy: Formulating and Planning	
• can ask questions about their inquiry and make connections.	Developing
• can make a choice about what information they need to answer a question.	Practitioner
• Information Literacy: Gathering and Recording	
• can gather information to answer their question.	Practitioner
• can use all of their senses to notice details.	Practitioner
• can make pictures and labels/video to share what they have learned.	Practitioner
• Information Literacy: Synthesizing and Interpreting	
• can sort and categorize information with support.	Practitioner
• Information Literacy: Evaluating and Communicating	
• can talk about how they got their information.	Practitioner
• can share information with different audiences.	Practitioner
• Media Literacy: Consuming and Processing	
• with teacher begin to use online platforms to find information.	Practitioner
• Media Literacy: Creating	
• can share information in more than one way (e.g. use a picture or write a sentence).	Practitioner
Self-management skills	
• KG2	
• Organization: Managing Self	
• can follow a balanced schedule for themselves.	Practitioner
• can gather equipment and tools needed for their learning.	Practitioner
• Organization: Time Management	
• can take on and complete tasks in a given time frame.	Practitioner
• Organization: Goal Setting	
• can work with an adult to set goals for themselves.	Practitioner
• can use different strategies to help them make progress towards their goal.	Developing
• can reflect on their progress towards their goal with some support.	Practitioner

	Interim Rating
• States of Mind: Mindfulness	
• try their best to focus on one task at a time without getting distracted.	Developing
• States of Mind: Perserverance	
• learn to practice persistence when met with a barrier or challenge.	Practitioner
• learn strategies they can use to overcome challenges or barriers in their learning.	Practitioner
• States of Mind: Emotional Management	
• begin to take responsibility for their actions.	Practitioner
• are becoming more aware of their emotions and how they affect them. try to use words to describe how they are feeling.	Developing
• States of Mind: Self-Motivation	
• sometimes try to come up with their own ideas to solve a problem.	Developing
• respond to different types of motivation to help them succeed.	Practitioner
• States of Mind: Resilience	
• learn how to respond to setbacks.	Developing
• can talk about things that did not go well with an adult and think about what they could do differently next time.	Practitioner
Social skills	
• KG2	
• Respecting others	
• Consistently show respect by listening to others, valuing points of view and different opinions. Is beginning to state own opinions and request things considering the needs and perspectives of others.	Practitioner

Attendance

2	50	0
Absent	Face-To-Face Present	Late