

**2022/2023**

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| ..................................................................................................... **: اﻷﺳﺘﺎذ** | .................................................................................................**: اﻟﻤﺆﺳﺴﺔ** |
| .......................................................................................... **: اﻟﺘﺄﺟﯿﺮ رﻗﻢ** | .................................................................................**:اﻟﻤﺪرﺳﯿﺔ اﻟﻮﺣﺪة** |

اﻧﻄﻼﻗﺎ ﻣﻦ ﻧﺘﺎﺋﺞ اﻷﺳﺪوس اﻻول و ﺧﻄﺔ اﻟﺪﻋﻢ اﻟﻤﻨﺪﻣﺞ ﻣﻦ ﺧﻼل ﻣﻠﻒ " ﻋﺘﺒﺔ اﻻﻧﺘﻘﺎل " و اﺗﻤﺎﻣﺎ ﻻ ﺟﺮأة ﻣﺸﺮوع اﻟﻤﺆﺳﺴﺔ اﻟﺮاﻣﻲ ﻟﺘﺠﻮﯾﺪ اﻟﺘﻌﻠﻤﺎت ، ﺳﯿﺘﻢ ﺑﺮﻣﺠﺔ ﺧﻄﺔ ﻣﻌﺎﻟﺠﺔ ﺗﺮﻣﻲ اﻟﻰ ﺗﺼﻔﯿﺔ اﻟﺼﻌﻮﺑﺎت و ﺗﻘﻮﯾﺔ ﻣﻜﺎﻣﻦ اﻟﻀﻌﻒ و ﻣﺤﺎوﻟﺔ اﻟﺮﻓﻊ ﻣﻦ اﻟﻤﺴﺘﻮى اﻟﺘﺤﺼﯿﻠﻲ ﻟﺪى اﻟﻤﺘﻌﻠﻤﺎت و اﻟﻤﺘﻌﻠﻤﯿﻦ ﺧﺎﺻﺔ اﻟﻤﺘﻌﺜﺮﯾﻦ ﻣﻨﮭﻢ ، ﺣﯿﺚ

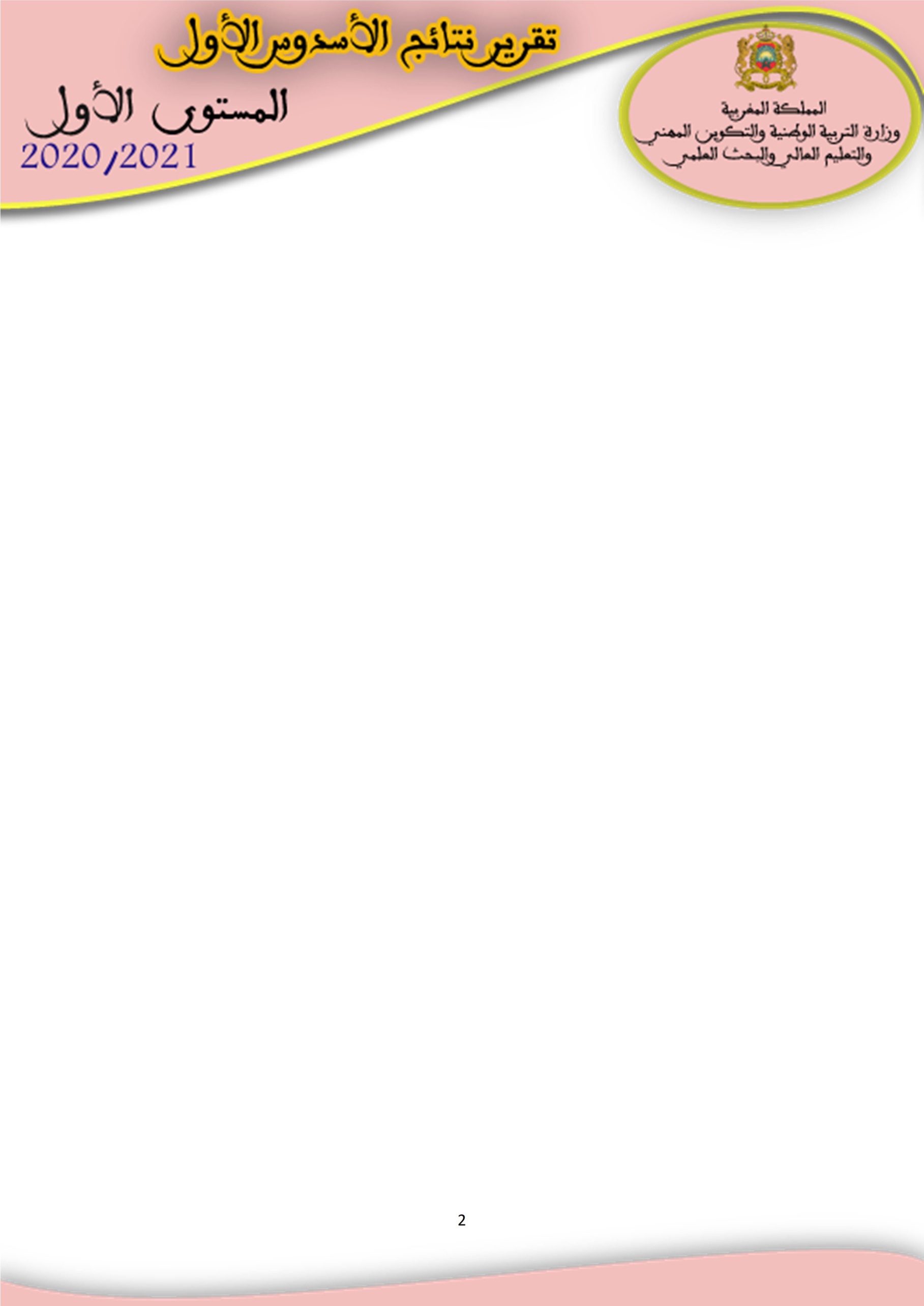
ﺳﻨﻌﻤﻞ ﻋﻠﻰ ﺗﺴﺨﯿﺮ ﺟﻤﯿﻊ اﻟﺒﯿﺪاﻏﻮﺟﯿﺎ و أﺷﻜﺎل اﻟﻌﻤﻞ اﻟﻤﻨﺎﺳﺒﺔ .

ﯾﺸﯿﺮ اﻟﺠﺪول أﺳﻔﻠﮫ ﻟﻨﺘﺎﺋﺞ اﻟﻤﺘﻌﻠﻤﯿﻦ اﻟﻤﺤﺼﻞ ﻋﻠﯿﮭﺎ ﺧﻼل اﻷﺳﺪوس اﻻول ﻣﻦ اﻟﻤﻮﺳﻢ اﻟﺪراﺳﻲ اﻟﺠﺎري .

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| **اﻟﻧﺗﺎﺋﺞ اﻟﻣﺣﺻل ﻋﻠﯾﮭﺎ ﻓﻲ اﻷﺳدوس اﻷول** | | | |
| اﻟﻣﻌدل | اﺳم اﻟﻣﺗﻌﻠم أو اﻟﻣﺗﻌﻠﻣﺔ | اﻟﻣﻌدل | اﺳم اﻟﻣﺗﻌﻠم أو اﻟﻣﺗﻌﻠﻣﺔ |
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ﯾﺸﯿﺮ اﻟﻤﺒﯿﺎن اﻟﺘﻮﺿﯿﺤﻲ أﺳﻔﻠﮫ ﺗﻔﯿﻲء اﻟﻤﺘﻌﻠﻤﺎت واﻟﻤﺘﻌﻠﻤﯿﻦ ﺑﻨﺎء ﻋﻠﻰ اﻟﻨﺘﺎﺋﺞ اﻟﻤﺤﺼﻞ ﻋﻠﯿﮭﺎ.

**اﺣﺼﺎﺋﯿﺎت**

**2022/2023**



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| اﺣﺼﺎء ﺗﻼﻣﯿﺬ اﻟﻤﺴﺘﻮى اﻷول اﺑﺘﺪاﺋﻲ | | |
| اﻹﻧﺎث | اﻟﺬﻛﻮر | ﻣﺠﻤﻮع ﻋﺪد اﻟﺘﻼﻣﯿﺬ |
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| اﻟﻤﺮاﺗﺐ اﻟﺜﻼث اﻷوﻟﻰ | | | |
| اﻟﺮﺗﺒﺔ | اﻟﻤﻌﺪل | اﻹﺳﻢ واﻟﻨﺴﺐ | 1AEP |
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ﯾﺸﯿﺮ اﻟﻤﺒﯿﺎن اﻟﺘﻮﺿﯿﺤﻲ أﺳﻔﻠﮫ ﻟﻨﺴﺒﺔ اﻟﻤﺘﻌﻠﻤﯿﻦ اﻟﺤﺎﺻﻠﯿﻦ ﻋﻠﻰ اﻟﻤﻌﺪل و ﻧﺴﺒﺔ اﻟﺘﻼﻣﯿﺬ اﻟﻤﺘﻌﺜﺮﯾﻦ ﺑﻨﺎء ﻋﻠﻰ اﻟﻨﺘﺎﺋﺞ

اﻟﻤﺤﺼﻞ ﻋﻠﯿﮭﺎ



**ﻧﺳﺑﺔ اﻟﻣﺗﻌﻠﻣﺎت واﻟﻣﺗﻌﻠﻣﯾن اﻟﺣﺎﺻﻠﯾن ﻋﻠﻰ اﻟﻣﻌدل وﻧﺳﺑﺔ اﻟﻣﺗﻌﺛرﯾن**

**ﻧﺳﺑﺔ اﻟﻣﺗﻌﺛرﯾن**

**ﻧﺳﺑﺔ اﻟﺣﺎﺻﻠﯾن ﻋﻠﻰ اﻟﻣﻌدل**



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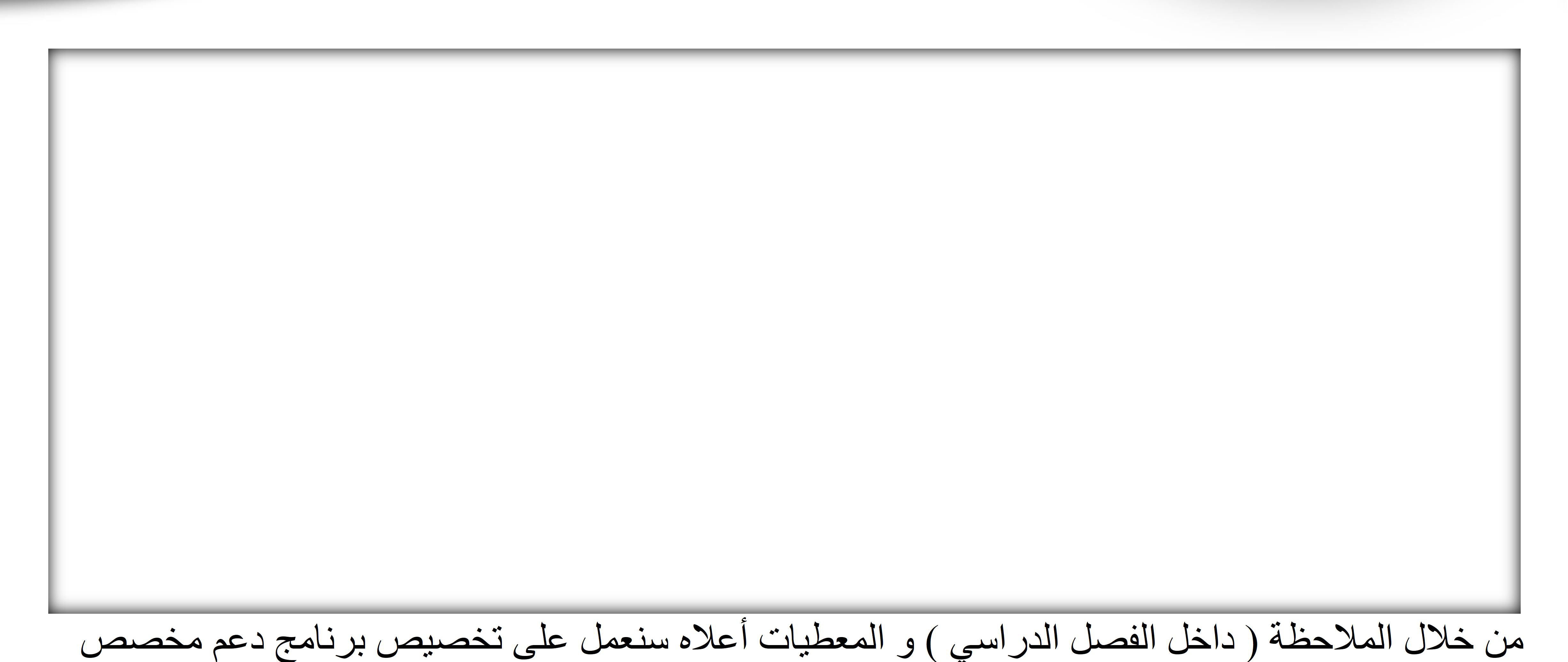
**2022/2023**

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ﻟﺘﺠﺎوز اﻟﺼﻌﻮﺑﺎت اﻟﺘﻲ ﺗﻮاﺟﮫ اﻟﻤﺘﻌﻠﻤﯿﻦ ﺑﻤﺨﺘﻠﻒ اﻟﻤﻜﻮﻧﺎت. ﻓﯿﻤﺎ ﯾﻠﻲ ﺑﺮﻣﺠﺔ ﺣﺼﺺ اﻟﺪﻋﻢ اﻟﻤﻨﺪﻣﺞ ﻓﻲ اطﺎر

ﻣﻦ ﺧﻼل اﻟﻤﻼﺣﻈﺔ ) داﺧﻞ اﻟﻔﺼﻞ اﻟﺪراﺳﻲ ( و اﻟﻤﻌﻄﯿﺎت أﻋﻼه ﺳﻨﻌﻤﻞ ﻋﻠﻰ ﺗﺨﺼﯿﺺ ﺑﺮﻧﺎﻣﺞ دﻋﻢ ﻣﺨﺼﺺ

اﻟﻐﻼف اﻟﺰﻣﻨﻲ اﻟﻤﺘﺎح.



**ﺗﻔﯾﻲء اﻟﻣﺗﻌﻠﻣﺎت واﻟﻣﺗﻌﻠﻣﯾن**

**اﻟﺣﺎﺻﻠون ﻋﻠﻰ ﻣﻌدل ﻓوق اﻟﻣﺗوﺳط**

**اﻟﺣﺎﺻﻠون ﻋﻠﻰ ﻣﻌدل ﻣﺗوﺳط**

**اﻟﻣﺗﻌﺛرون**

**اﻟﻤﺘﻌﻠﻤﺎت واﻟﻤﺘﻌﻠﻤﯿﻦ اﻟﻤﺤﺘﺎﺟﯿﻦ ﻟﻠﺪﻋﻢ**



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| ﺟﺪول اﻟﻤﺘﻌﻠﻤﺎت واﻟﻤﺘﻌﻠﻤﯿﻦ اﻟﻤﺤﺘﺎﺟﯿﻦ ﻟﻠﺪﻋﻢ | | | | | |
| اﻟﻤﺎدة | اﺳﻢ اﻟﻤﺘﻌﻠﻢ أو اﻟﻤﺘﻌﻠﻤﺎت | ر.ت | اﻟﻤﺎدة | اﺳﻢ اﻟﻤﺘﻌﻠﻢ أو اﻟﻤﺘﻌﻠﻤﺎت | ر.ت |
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اﻟﺘﻮﻗﯿﺖ

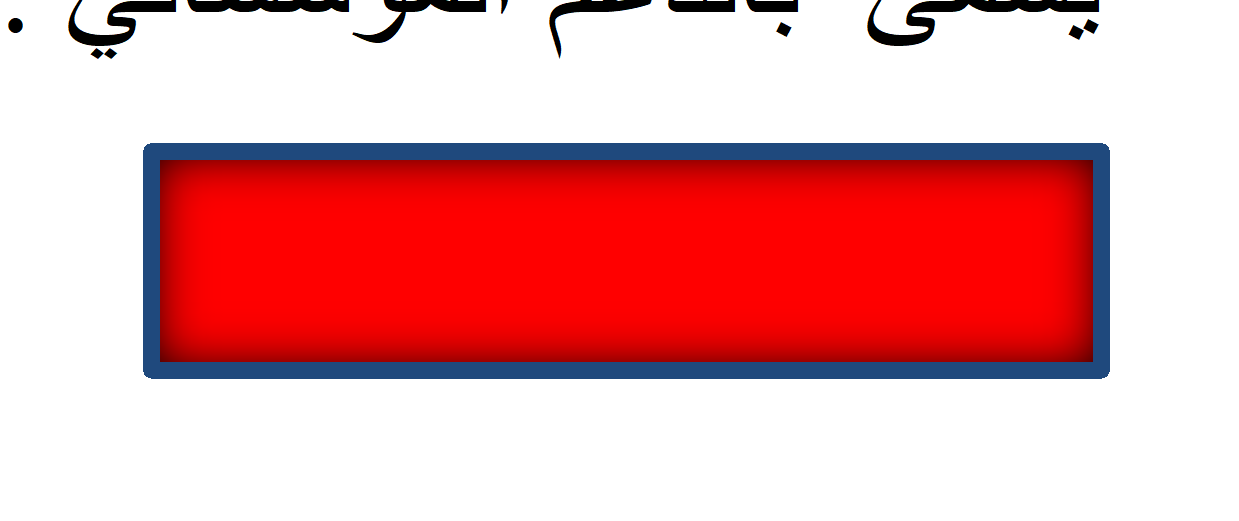


ع ) اﻟﯿﻮم اﻟﺨﺎﻣﺲ و اﻟﯿﻮم اﻟﺴﺎدس ( أو ﺗﻌﻮﯾﺾ ﻟﺒﻌﺾ ﺣﺼﺺ اﻻﻣﺎزﯾﻐﯿﺔ و

ﺣﺼﺺ دﻋﻢ دروس اﻻﺳﺒﻮ

ﺑﺤﺼﺺ اﻟﺪﻋﻢ اﻟﻌﺎم و اﻟﺨﺎص و اﺿﺎﻓﺔ ﺣﺼﺺ ﻓﻲ ﻓﺘﺮات ﻣﺴﺎﺋﯿﺔ ﺧﺎرج اطﺎر اﻟﻐﻼف اﻟﺰﻣﻨﻲ ﻓﻲ اطﺎر ﻣﺎ

ﯾﺴﻤﻰ ﺑﺎﻟﺪﻋﻢ اﻟﻤﺆﺳﺴﺎﺗﻲ .



طﺮﯾﻘﺔ اﻟﻌﻤﻞ

(1 اﻟﺘﺸﺨﯿﺺ : ﺑﻨﺎء ﻋﻠﻰ اﻟﻤﻼﺣﻈﺔ و اﻟﻨﺘﺎﺋﺞ أﻋﻼه (2 ﺗﺤﺪﯾﺪ اﻟﺼﻌﻮﺑﺎت ) ﻓﺮز اﻟﺼﻌﻮﺑﺎت اﻟﻤﻄﻠﻮب ﺗﺬﻟﯿﻠﮭﺎ ( (3 اﻋﺘﻤﺎد طﺮاﺋﻖ ﺗﺮﺑﻮﯾﺔ ﺑﺪﯾﻠﺔ ﻗﺼﺪ اﻟﻤﻌﺎﻟﺠﺔ و ارﺳﺎء اﻟﻤﻮارد

(4 اﺧﺘﯿﺎر اﻟﻌﻼج اﻟﻔﺮدي أو اﻟﺠﻤﺎﻋﻲ ) ﺣﺴﺐ اﻟﻤﺎدة( ﯾﺮاﻋﻲ اﻟﻔﺮوق اﻟﻔﺮدﯾﺔ ) اﻟﺒﯿﺪاﻏﻮﺟﯿﺔ اﻟﻔﺎرﻗﯿﺔ (

ﻣﻊ اﻟﺘﺮﻛﯿﺰ ﻋﻠﻰ اﻟﺘﻌﻠﻢ ﺑﺎﻟﻘﺮﯾﻦ .

(5 اﻋﺘﻤﺎد وﺿﻌﯿﺎت ﻹﻋﺎدة اﻟﺘﻌﻠﻢ ﺑﻨﺴﻖ ﺟﺪﯾﺪ .

(6 اﻟﻤﺘﺎﺑﻌﺔ و ﺗﻘﯿﯿﻢ اﻟﻨﺘﺎﺋﺞ ) ﺷﺒﻜﺔ اﻟﺘﻤﻜﻦ ( .

ﻓﻲ اﻟﺠﺪول اﻟﺘﺎﻟﻲ ﺳﻨﺤﺎول ﺗﻔﺼﯿﻞ اﻟﺼﻌﻮﺑﺎت اﻟﺘﻲ ﺗﻮاﺟﮫ اﻟﺘﻼﻣﯿﺬ اﻟﻤﺘﻌﺜﺮﯾﻦ ، و ﺗﺼﻔﯿﺘﮭﺎ و أﺟﺮأة ﻣﻌﺎﻟﺠﺘﮭﺎ :



**اﻟﺼﻌﻮﺑﺎت اﻟﻤﻼﺣﻈﺔ واﻟﻤﻌﺎﻟﺤﺔ**

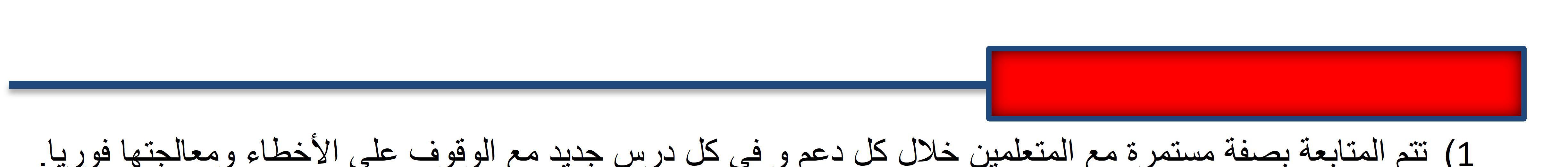
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| **اﻟوﺳﺎﺋل** | **ﺧطط اﻟﻣﻌﺎﻟﺟﺔ** | **اﻟﺻﻌوﺑﺎت** | **اﻟﻣﺎدة / اﻟﻣﻛون** |
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ﺗﻘوﯾﻣﯾﺔ وداﻋﻣﺔ ﺗﺿم اﻟﺻﻌوﺑﺎت ﻗﯾد اﻟﻣﻌﺎﻟﺟﺔ ﺧﻼل اﻟﯾوم اﻷﺧﯾر ﻣن ﻛل

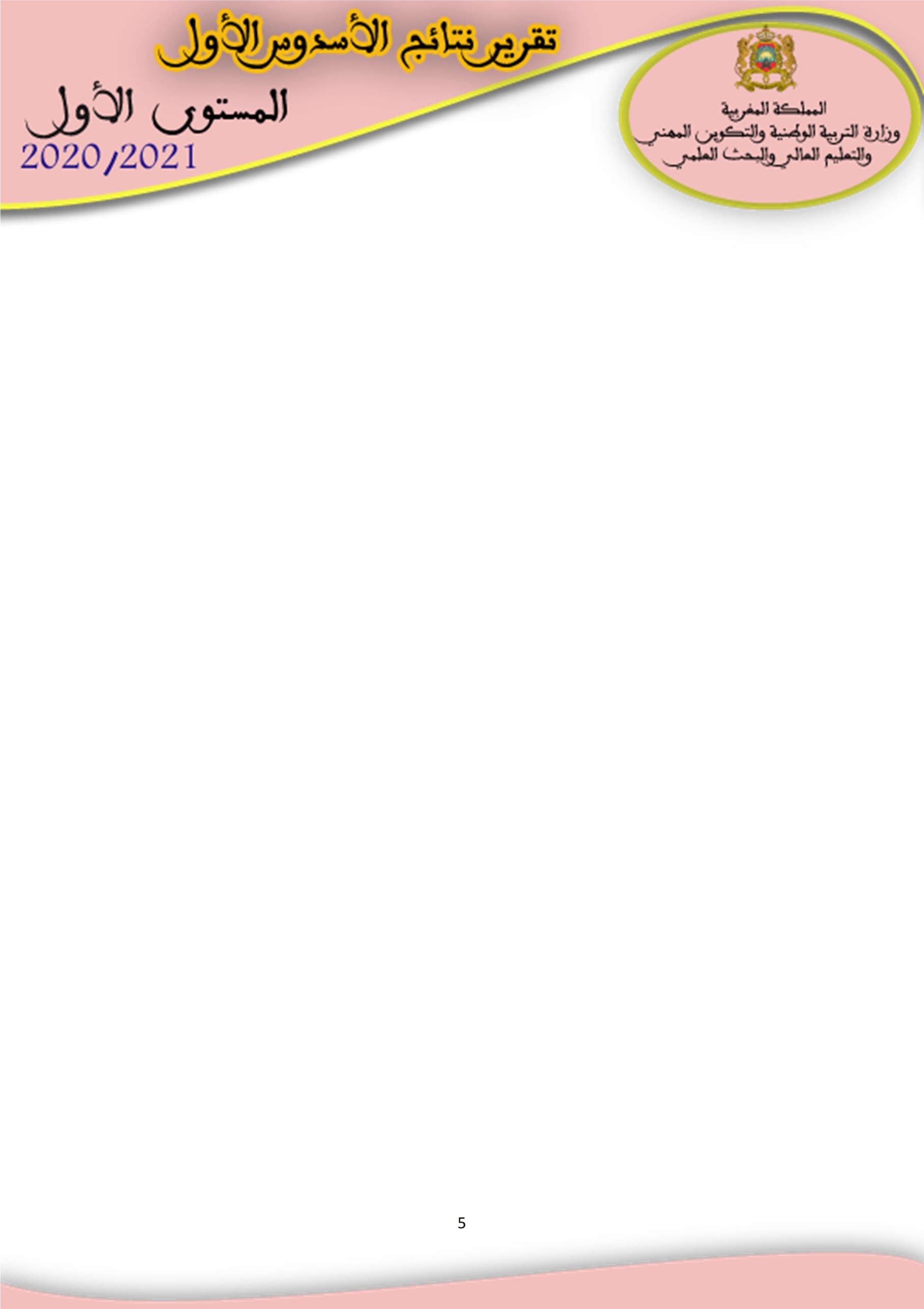
(1 ﺗﺗم اﻟﻣﺗﺎﺑﻌﺔ ﺑﺻﻔﺔ ﻣﺳﺗﻣرة ﻣﻊ اﻟﻣﺗﻌﻠﻣﯾن ﺧﻼل ﻛل دﻋم و ﻓﻲ ﻛل درس ﺟدﯾد ﻣﻊ اﻟوﻗوف ﻋﻠﻰ اﻷﺧطﺎء وﻣﻌﺎﻟﺟﺗﮭﺎ ﻓورﯾﺎ.



**اﻟﻤﺘﺎﺑﻌﺔ وﺗﻘﯿﯿﻢ اﻟﻤﻌﺎﻟﺠﺔ**

(2 ﯾﺣدد ﻣدى ﺗﻣﻛن اﻟﻣﺗﻌﻠم ﻣن ﺧﻼل أﻧﺷطﺔ

أﺳﺑوع.

وداﻋﻣﺔ أو رواﺋز ﻗﺑل اﻧﺟﺎز

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ﺗﻘوﯾﻣﯾﺔ

(3 ﯾﺣدد ﻣدى ﺗﻣﻛن اﻟﻣﺗﻌﻠم ﻣﺟﻣﻼ ﻧﮭﺎﯾﺔ اﻟﻣرﺣﻠﺔ اﻟﺛﺎﻟﺛﺔ ﻣن اﻷﺳدوس اﻟﺛﺎﻧﻲ ﻓﻲ أﻧﺷطﺔ

اﻟﻔرض اﻟﺛﺎﻟث.