



London Christian Elementary School

REPORT CARD (Grade 7-8)

202 Clarke Rd. London, Ontario N5W 5E4

LCES believes that effective education happens when home and school work closely together toward the common goal of creating a flourishing learning environment for children. With that goal in mind, the purpose of this report is to communicate with parents and students about the social, emotional, spiritual, physical, and academic well-being of each student. This report also gives an accounting of student's level of achievement of specific learning goals. It identifies student's levels of progress with regards to those goals, outlines areas of strength, and suggests where additional time, effort, or a revision of learning strategies may be needed.

Together we aim to accomplish the vision of our school: *To educate children, equipping them for a life of faithful, Christian discipleship.*

Name:		Grade:		Teacher:		2022-23			
OEN									
TERM	1	2	3	COMMENTS					
Art				TERM 1					
Creates art using the creative process									
Reflects on, presents, and analyzes art									
Explores different forms of art and cultural contexts									
Bible									
Understands lesson content									
Reflects, analyzes, and responds to scripture									
French									
Demonstrates oral communication skills									
Shows fluency in reading									
Demonstrates writing skills									
Geography									
Understands and analyzes geographic content and context									
Uses the geographic inquiry process									
Health & Physical Education									
Participates actively									
Demonstrates movement skills									
Understands healthy living and development concepts									
Demonstrates social emotional learning skills									
History				TERM 2					
Understands and analyzes historical content and context									
Uses the historical inquiry process									
Language: Oral Communication									
Listens in order to understand and respond									
Uses speaking skills and strategies									
Language: Reading									
Demonstrates comprehension									
Uses reading strategies effectively									
Reads with fluency and expression									
Language: Writing									
Generates, gathers, and organizes ideas									
Understands and uses grammar and mechanics of writing									
Language: Media Literacy									
Creates, reflects, responds to, and analyzes different media									
Mathematics							TERM 3		
Demonstrates problem solving, applies reasoning skills									
Reflects on problems, makes connections to daily life									
Communicates and represents learning using math terms									
Selects tools and strategies to solve math problems									
Music									
Understands theory									
Demonstrates instrumental technique									
Practices Instrument									
Science & Technology									
Analyzes & assesses impact of science and technology									
Understands terms and concepts									
Uses the scientific process to conduct investigations									

Living in Community

Christian schools exist to provide opportunities for children to grow in the Christian faith and develop skills that are essential for living in community. This section of the report card aims to communicate the student's progress in the areas of learning skills, work habits, and social skills which enable them to use their God-given gifts and talents faithfully.

LEARNING SKILLS AND WORK HABITS								
	T1	T2	T3		T1	T2	T3	
Responsibility				Organization				
Fulfills responsibilities and commitments within the learning environment.				Devises and follows a plan and process for completing work and tasks.				
Completes and submits class work, homework, and assignments according to agreed-upon timelines.				Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.				
Takes responsibility for and manages own behaviour.				Establishes priorities and manages time to complete tasks and achieve goals.				
Self-Regulation				Collaboration				
Sets own individual goals and monitors progress towards achieving them.				Accepts various roles and an equitable share of work in a group.				
Seeks clarification or assistance when needed.				Responds positively to the ideas, opinions, values, and traditions of others.				
Assesses and reflects critically on own strengths, needs, and interests.				Builds healthy peer-to-peer relationships through personal and media-assisted interactions.				
Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.				Shares information, resources, and uses critical thinking to solve problems and make decisions.				
Perseveres and makes an effort when responding to challenges				Works with others to resolve conflicts and build consensus to achieve group goals.				
Initiative				Independent Work				
Looks for and acts on new ideas and opportunities for learning.				Independently monitors, assesses, and revises plans to complete tasks and meet goals.				
Demonstrates the capacity for innovation and a willingness to take risks.				Uses class time appropriately to complete tasks.				
Demonstrates curiosity and interest in learning.				Follows instructions with minimal supervision.				
Approaches new tasks with a positive attitude.								
Recognizes and advocates appropriately for the rights of self and others.								

KEY

Achievement

90-100% Extending (Ex) - A very high to outstanding level of achievement. Achievement is above grade level.

75-89% Meeting (M) - A high level of achievement. Achievement is at grade level.

60-74% Developing (D) - A moderate level of achievement. Achievement is below, but approaching grade level.

50-59% Emerging (Em) - A low level of achievement. Achievement is below grade level.

Performance

4 – Exceeds expectations

3 – Meets expectations

2 – Steady progress towards expectations

1 – Limited progress towards expectations

Code	Explanation
IPN	Initial progress noted. The student has only been at LCES for a very short time. There is not enough evidence of learning for a full assessment.
NC	Not covered this term.
UA	Unable to assess due to barriers (eg. language, student readiness, etc.). Teacher has not been able to directly assess the student in this area.
INC	Key assignments are incomplete and accurate assessment is not possible. Future assessment may be adjusted when assignments are satisfactorily completed.
Ex M D Em	Ex, M, D, or Em has been given in lieu of a percentage achievement due to a situation where attendance at school, either as result of a school start date, illness, or other matter, has occurred.

There is an Individual Education Plan (IEP) on file.

Regular and consistent accommodations are in place for:

ELL/ELD: Achievement is based on expectations modified from grade level expectations to support English language learning needs.

ATTENDANCE

	TERM	1	2	3
Late				
Absent				

ASSIGNMENT FOR NEXT ACADEMIC YEAR

Grade:		Date:	
Teacher's Signature		Principal's Signature	

To Parents/Guardians and Students: This copy of the progress report should be retained for your reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) and will be retained for five years after the student leaves the school.