



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 the student's level of achievement of specific learning goals. It identifies the 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:	
OEN #					
TERM	1	2	3	COMMENTS	
Art				TERM 1	
Uses skills and techniques to create, reflect, and analyze art					
Demonstrates creativity					
Bible					
Understands lesson content					
Reflects, analyzes, and responds to scripture					
French					
Demonstrates oral communication skills					
Show fluency in reading					
Demonstrates writing skills					
Geography					
Understands geographic content and context					
Applies inquiry and project skills					
Health & Physical Education					
Participates actively					
Demonstrates movement skills					
Understands healthy living and development concepts					
Demonstrates social emotional learning skills					
History					
Understands historical content and context					
Applies inquiry and project skills					
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					
Understands concepts					
Uses problem-solving strategies					
Calculates accurately					
Music					
Understands theory					
Demonstrates instrumental technique					
Practices Instrument					
Science & Technology					
Understands terms and concepts					
Applies inquiry and project skills					
				TERM 2	
				TERM 3	



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					
		TERM	1	2	3
Responsibility	Behaviour				
	Assigned work				
	Prepared for class				
Independent Work	Follows instructions				
	Focused and on task				
	Penmanship and neatness				
Initiative	Positively approaches new tasks				
	Willing to take risks when learning				
	Demonstrates pride in their work				
Organization	Organizes notes and materials				
	Manages time well				
	Uses technology to complete assignments				
Collaboration	Respects and cooperates with others				
	Completes a fair share of work in a group				
	Responds positively to ideas of others				
Self-Regulation	Seeks clarification when needed				
	Respects property of self and others				
	Perseveres when confronted with challenges				

ATTENDANCE					
		TERM	1	2	3
Absent					
Late					

KEY													
<p>Achievement 90-100% Advanced (Ad) - A very high to outstanding level of achievement. Achievement is above grade level. 75-89% Proficient (Pr) - A high level of achievement. Achievement is at grade level. 60-74% Partial (Pa) - A moderate level of achievement. Achievement is below, but approaching grade level. 50-59% Minimal (Mi) - A low level of achievement. Achievement is below grade level.</p>													
<p>Performance</p> <p>4 – Exceeds expectations 3 – Meets expectations 2 – Steady progress towards expectations 1 – Limited progress towards expectations</p>	<table border="1"> <thead> <tr> <th>Code</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>IPN</td> <td>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.</td> </tr> <tr> <td>NC</td> <td>Not covered this term.</td> </tr> <tr> <td>UA</td> <td>Unable to assess due to barriers (eg. language, student readiness, etc.). Teacher has not been able to directly assess the student in this area.</td> </tr> <tr> <td>INC</td> <td>Key assignments are incomplete and accurate assessment is not possible. Future assessment may be adjusted when assignments are satisfactorily completed.</td> </tr> <tr> <td>AD PR PA MI</td> <td>AD, PR, PA, or MI 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.</td> </tr> </tbody> </table>	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.	AD PR PA MI	AD, PR, PA, or MI 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.
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<input type="checkbox"/>	There is an Individual Education Plan (IEP) on file.												
<input type="checkbox"/>	Regular and consistent accommodations are in place for:												
<input type="checkbox"/>	ESL/ELD: Achievement is based on expectations modified from grade level expectations to support English language learning needs.												

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.

