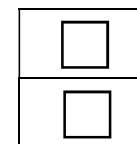


|  | TERM   | 2 | 3 |
|--|--|---|---|
| <b>Frame One: <i>Belonging &amp; Contributing in Christian Community</i></b> |  |   |   |
|  | Demonstrates care for and respect of God's world and our school                        |   |   |
|  | Shows a growing knowledge of scripture through memory verse                            |   |   |
|  | Shows a growing respectful communication in play                                       |   |   |
|  | Contributes to group discussions about the Bible                                       |   |   |
|  | Extends Bible knowledge through devotions, singing, and prayer                         |   |   |
|  | Understands diversity within school, churches, and communities                         |   |   |
|  | Shows understanding and respect of multiple perspectives in play                       |   |   |
| <b>Frame Two: <i>Problem Solving &amp; Innovation</i></b>                    |  |   |   |
|  | Communicates thoughts, feelings, and ideas through respectful play                     |   |   |
|  | Uses inquiry to observe, question, and communicate                                     |   |   |
|  | Explains thinking through play-based learning  |   |   |
|  | Demonstrates use of problem-solving skills, including social situations                |   |   |
|  | Uses hands-on investigations to develop an awareness of natural and built environments |   |   |

| KEY   |  |   |   |
|---|--|---|---|
| Assessment  |  |   |   |
| Emerging (Em)   | Developing (D)   | Meeting (M)   | Extending (Ex)  |
| The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates an exemplary understanding of the concepts and competencies relevant to the expected learning. |
| <i>"I don't get it yet, but I am trying."</i>   | <i>"I'm starting to get it."</i>   | <i>"I understand it."</i>   | <i>"I really understand it and can teach others how to do it."</i>  |
| <i>"I am just getting started and learn best with help."</i>  | <i>"I get some of it, and I am beginning to do more and more on my own."</i>   | <i>"I can do it on my own."</i>   | <i>"I go beyond what is expected of me."</i>  |

| 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, attendance, student readiness, etc.). Teacher has not been able to directly assess the student in this area. |

|   | TERM   | 2 | 3 |
|---|--|---|---|
| <b>Frame Three: <i>Self-Regulation &amp; Well Being</i></b> |  |   |   |
|   | Identifies emotions and self-regulation strategies for well-being                          |   |   |
|   | Demonstrates independence and a sense of responsibility                                    |   |   |
|   | Participates in activities that require gross motor skills                                 |   |   |
|   | Develops spatial awareness and safety in physical movement                                 |   |   |
|   | Participates in singing and creative movement  |   |   |
|   | Expresses a response to music and movement   |   |   |
|   | Communicates thoughts, feelings, and ideas through visual arts                             |   |   |
| <b>Frame Four: <i>Literacy and Math Behaviours</i></b>      |  |   |   |
|   | Orally communicates ideas effectively and clearly  |   |   |
|   | Understands and responds to written texts read by and with educators                       |   |   |
|   | Uses reading strategies for comprehension (using pictures, sight words, and letter sounds) |   |   |
|   | Demonstrates an interest in writing to communicate with others                             |   |   |
|   | Writes simple sentences using a combination of phonics and familiar words                  |   |   |
|   | Makes use of one-to-one correspondence in counting objects with concrete materials         |   |   |
|   | Shows an understanding of numbers, quantity, and number relationships                      |   |   |
|   | Describes and compares 2D shapes and 3D figures  |   |   |
|   | Measures and compares objects through play   |   |   |
|   | Explores and describes patterns  |   |   |
|   | Collects, organizes, and displays data to explore probability                              |   |   |



There is an Individual Education Plan (IEP)  
 The IEP program outlines modifications made to the student's learning.  
 ESL/ELD: Achievement is based on expectations modified from grade level expectations to support English language learning needs.



**COMMENTS:**

**TERM 2**

**TERM 3**

**ATTENDANCE**

|        | <b>TERM</b> | <b>1</b> | <b>2</b> | <b>3</b> |
|--------|-------------|----------|----------|----------|
| Absent |             |          |          |          |
| Late   |             |          |          |          |

**ASSIGNMENT FOR NEXT ACADEMIC YEAR**

|                     |  |                       |  |
|---------------------|--|-----------------------|--|
| Date:               |  | Grade Assigned:       |  |
| 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.



**London Christian Elementary School**  
**KINDERGARTEN REPORT CARD**  
 202 Clarke Rd. London, Ontario N5W 5E4

|  |              |  |                 |  |        |                          |
|--|--------------|--|-----------------|--|--------|--------------------------|
|  | <b>Name:</b> |  | <b>Teacher:</b> |  | Year 1 | <input type="checkbox"/> |
|  | <b>OEN</b>   |  | <b>RECE:</b>    |  | Year 2 | <input type="checkbox"/> |

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 the 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.*

**TERM 1: Initial Observations**

*This initial observation encourages early and ongoing communication between the home and the educators about the start to kindergarten learning. It is designed to identify and describe the child's learning during the first term and to provide parents with clear, detailed, and straightforward information about their child's learning, growth in learning, and next steps in learning. Both the teacher and the RECE have collaborated in observing and assessing the development of your child.*