

COMMENTS:

TERM 2

TERM 3

ATTENDANCE				
	TERM	1	2	3
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

2021-2022	Name:		Teacher:		Year 1	<input type="checkbox"/>
	OEN #		RECE:		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 of the school year 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.

	TERM	2	3
Frame One: <i>Belonging & Contributing in Christian Community</i>			
	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		
Frame Two: <i>Problem Solving & Innovation</i>			
	Communicates thoughts, feelings, and ideas through respectful play		
	Uses inquiry to question, plan, predict, observe, 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
Frame Three: <i>Self-Regulation & Well Being</i>			
	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		
Frame Four: <i>Literacy and Math Behaviours</i>			
	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 and 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.

