

| TERM | | 1 | 2 | 3 |
|--------------------------------------------|-----------------------------------------------------------------------------|---|---|---|
| Growth in Relationship to God | | | | |
| | Listens attentively to Bible stories | | | |
| | Remembers details of Bible stories | | | |
| | Participates in Bible activities | | | |
| | Recites memory verses | | | |
| | Participates in devotions with singing and prayer | | | |
| Growth in Relation to Others | | | | |
| | Plays, interacts, and is comfortable with peers | | | |
| | Listens when others speak, raises hand | | | |
| | Cooperates, shares and waits turns | | | |
| | Participates in group activities | | | |
| | Demonstrates respect for adults and other children | | | |
| | Assists responsibly in tidying up after centres time | | | |
| Growth in Relation to Self | | | | |
| | Shows independence in arrival and departure activities | | | |
| | Follows routines | | | |
| | Follows instructions | | | |
| | Completes activities and tasks independently | | | |
| | Demonstrates self-control | | | |
| | Attempts new activities willingly | | | |
| | Uses appropriate words/actions to resolve conflicts | | | |
| | Is responsible with belongings and classroom materials | | | |
| Growth in Relation to Theme Studies | | | | |
| | Participates in a variety of "learn-through-play" centres | | | |
| | Demonstrates a willingness to explore God's world | | | |
| Growth in Music and Art | | | | |
| | Participates in activities (singing, rhyme, fingerplays) | | | |
| | Is developing a sense of rhythm | | | |
| | Participates in art activities | | | |
| | Drawings are recognizable and show detail and colour | | | |
| | Demonstrates fine motor coordination (cutting, pasting, colouring, drawing) | | | |

| TERM | | 1 | 2 | 3 |
|---------------------------------------------------------|--------------------------------------------------------------------------------|---|---|---|
| Growth in Physical Development and Health Habits | | | | |
| | Participates in physical activities | | | |
| | Demonstrates understanding of safety rules | | | |
| | Follows directions in gym class | | | |
| | Demonstrates large muscle coordination (running, jumping, climbing, balancing) | | | |
| Growth in Language Development | | | | |
| <i>Oral</i> | Speaks clearly | | | |
| | Shows understanding responding to questions | | | |
| | Communicates needs and ideas effectively | | | |
| <i>Reading</i> | Participates in group discussions | | | |
| | Shows an interest in books | | | |
| | Listens to stories and poems | | | |
| <i>Phonemic Awareness</i> | Shows evidence of comprehension | | | |
| | Participates in rhyming activities | | | |
| | Matches letters and their sounds (Term 1: some, Term 2: half, Term 3: all) | | | |
| <i>Writing</i> | Identifies the first sounds in words (Term 3) | | | |
| | Recognizes print orientation (left-right, up-down, Term 3 only) | | | |
| | Prints name independently (Term 2 & 3 only) | | | |
| | Uses proper pencil grip | | | |
| Growth in Mathematics Readiness | | | | |
| | Counts orally to: Term 1: 5 Term 2: 10 Term 3: 15 | | | |
| | Reproduces a pattern | | | |
| | Extends a pattern | | | |
| | Demonstrates counting with 1 to 1 correspondence | | | |
| | Sorts, classifies, and compares objects | | | |
| | Identifies 2-D shapes | | | |
| | Recognize numbers up to: Term 1: 3 Term 2: 6 Term 3: 10 | | | |

| KEY | |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Achievement | |
| M | The student is meeting expectations; at or above grade level; masters concepts taught; understands and applies concepts taught. |
| P | The student is progressing towards expectations; approaching grade level; additional time and practice is needed. |
| <input type="checkbox"/> | There is an Individual Education Plan (IEP) on file outlining modifications. |
| <input type="checkbox"/> | ESL/ELD: Achievement is based on expectations modified from grade level expectations to support English language learning needs. |



| COMMENTS | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------|--|
| 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. | | | |

| TERM 2 |
|--------|
| |
| TERM 3 |
| |

| ATTENDANCE | | | | |
|------------|------|---|---|---|
| | TERM | 1 | 2 | 3 |
| Late | | | | |
| Absent | | | | |

London Christian Elementary School
JUNIOR KINDERGARTEN REPORT CARD
 202 Clarke Rd. London, Ontario N5W 5E4
“Walk In the Way of Love”



Name:

Teacher:

2014-15

LCES believes that effective education happens when home and school work closely together towards the common goal of creating the best learning environment possible for children. Christian schools exist to provide opportunities for children to grow in the Christian faith and develop skills essential for living in community.

Recognizing that goal, 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 school: "To educate children, equipping them for a life of faithful, Christian discipleship."