



ALLISTON COMMUNITY CHRISTIAN SCHOOL

Providing a Christ-Centred Education that Challenges Culture, Accessible to Christian Families

Kindergarten Communication of Learning

Student: _____
 Teacher: _____
 Principal: _____

Grade: _____
 School Year: _____
 Term: _____



Attendance	T1	T2
Days Absent:		
Times Late:		

There is an **Individual Education Plan (IEP)** on file outlining program modifications and/or accommodations.

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

Grade in September →

In Kindergarten, the learning expectations are connected with five "frames": Discipleship Habits and Attitudes, Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating. Children's learning in these five areas is evaluated and described in this report.

Discipleship Habits and Attitudes		Excellent ▾
<ul style="list-style-type: none"> Learning to live and love like Jesus. Participates in classroom devotions, prayer, worship and service to others. Developing understanding of the Holy Bible through various methods of communication. 		
		<input type="checkbox"/> IEP <input type="checkbox"/> ESL / ELD
Term 1 Observations:	Term 2 Observations:	

Belonging and Contributing		Good ▾
Focuses on children's: <ul style="list-style-type: none"> Sense of connectedness to others; Ability to form relationships and make contributions as part of a group, a community, and the natural world. Developing understanding of how people relate to one another and to the world around them. What children learn in connection with this frame provides them with a sense of being personally connected to various groups and communities, and lays the foundation for developing the traits and attitudes required for responsible citizenship. Our Christ-centred emphasis places children within the community and context of God's kingdom.		
		<input type="checkbox"/> IEP <input type="checkbox"/> ESL / ELD
Term 1 Observations:	Term 2 Observations:	

Student: _____

Grade: _____

Self-Regulation and Well-Being		Satisfactory ▾
<p>Focuses on children's:</p> <ul style="list-style-type: none"> Ability to understand their own thoughts and feelings, to see that others may have different thoughts and feelings, and to respect those differences; Ability to understand and manage their emotions and impulses, find ways to deal with distractions, and be aware that their actions have consequences; Awareness of their physical and mental health and wellness. <p>What children learn in connection with this frame allows them to focus, to learn, to respect themselves and others, and to promote well-being in themselves and others.</p>		
		<input type="checkbox"/> IEP <input type="checkbox"/> ESL / ELD
Term 1 Observations:	Term 2 Observations:	

Demonstrating Literacy and Mathematics Behaviours		Needs Improve... ▾
<p>Focuses on children's:</p> <ul style="list-style-type: none"> Ability to communicate their thoughts and feelings in various ways, using their bodies, words, symbols, images, constructions, and/or other forms of expression. "Literacy behaviours" - the various ways in which children use language, images, and materials to express ideas and emotions as they respond to words and stories, begin to think critically, and begin to read and write; "Mathematics behaviours" - the various ways in which children use concepts of number and pattern during play and inquiry; process various kinds of information; and begin to grasp mathematical relationships, concepts, skills, and processes; Curiosity about literacy and mathematics and love of learning in general, as they develop the habit of learning for life. <p>What children learn in connection with this frame develops their capacity to think critically, to understand and respect many different perspectives, and to process various kinds of information.</p>		
		<input type="checkbox"/> IEP <input type="checkbox"/> ESL / ELD
Term 1 Observations:	Term 2 Observations:	

Problem Solving and Innovating		Not Assessed ▾
<p>Focuses on children's:</p> <ul style="list-style-type: none"> Desire to explore the world out of natural curiosity, which develops their minds, their senses, and their bodies; Desire to make meaning of their world by asking questions, testing theories, solving problems, and using creative and analytical thinking; Confidence to explore the innovative thoughts and activities that naturally arise with an active curiosity, and to apply those ideas as they interact with others and with the world. <p>What children learn in connection with this frame will help them develop the habit of applying creative, analytical, and critical-thinking skills in all aspects of their lives.</p>		
		<input type="checkbox"/> IEP <input type="checkbox"/> ESL / ELD
Term 1 Observations:	Term 2 Observations:	

What children learn in connection with all five frames lays the foundation for developing traits and attitudes they will need to become active, contributing, responsible citizens and healthy, engaged individuals who take responsibility for their own and others' well-being.

Early Reading Screening (ERS) for Senior Kindergarten (Year 2) Only:		
ERS Completed:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Date: YYYY / MM / DD
Benchmark met:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<div style="display: flex; justify-content: space-around; font-size: small;"> Year Month Day </div>

IEP	There is an Individual Education Plan (IEP) on file outlining program modifications.
ESL/ELD	Achievement is based on expectations modified from grade level expectations to support English language learning needs.

To Parents/Guardians and Students: This copy of the Initial Observations Report should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.	
Teacher's Signature: _____	Principal's Signature: _____