

Date:

Student:		OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:		Times Late:	Total Times Late:
Board:		School:		
Address:		Address:		
Principal:			Telephone:	

GRADE IN SEPTEMBER ➔ _____

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility	Organization
<ul style="list-style-type: none"> ▪ Fulfills responsibilities and commitments within the learning environment. ▪ Completes and submits class work, homework, and assignments according to agreed-upon timelines. ▪ Takes responsibility for and manages own behaviour. 	<ul style="list-style-type: none"> ▪ Devises and follows a plan and process for completing work and tasks. ▪ Establishes priorities and manages time to complete tasks and achieve goals. ▪ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	Collaboration
<ul style="list-style-type: none"> ▪ Independently monitors, assesses, and revises plans to complete tasks and meet goals. ▪ Uses class time appropriately to complete tasks. ▪ Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> ▪ Accepts various roles and an equitable share of work in a group. ▪ Responds positively to the ideas, opinions, values, and traditions of others. ▪ Builds healthy peer-to-peer relationships through personal and media-assisted interactions. ▪ Works with others to resolve conflicts and build consensus to achieve group goals. ▪ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative	Self-Regulation
<ul style="list-style-type: none"> ▪ Looks for and acts on new ideas and opportunities for learning. ▪ Demonstrates the capacity for innovation and a willingness to take risks. ▪ Demonstrates curiosity and interest in learning. ▪ Approaches new tasks with a positive attitude. ▪ Recognizes and advocates appropriately for the rights of self and others. 	<ul style="list-style-type: none"> ▪ Sets own individual goals and monitors progress towards achieving them. ▪ Seeks clarification or assistance when needed. ▪ Assesses and reflects critically on own strengths, needs, and interests. ▪ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. ▪ Perseveres and makes an effort when responding to challenges.

Strengths/Next Steps for Improvement

Subject	Report 1		Report 2		Strengths/Next Steps for Improvement
	% Mark	Median	% Mark	Median	
Language	<input type="checkbox"/> NA				
Reading					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Writing					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Oral Communication					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Media Literacy					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
French					Oral Communication, Reading, Writing
<input type="checkbox"/> Core					
<input type="checkbox"/> Immersion					
<input type="checkbox"/> Extended					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
<input type="checkbox"/> NA					
Native Language					Oral Communication, Reading, Writing
<input type="checkbox"/> ESL/ELD					
<input type="checkbox"/> IEP					
<input type="checkbox"/> NA					
Mathematics	<input type="checkbox"/> French				Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems
Number Sense and Numeration					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Measurement					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Geometry and Spatial Sense					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Patterning and Algebra					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Data Management and Probability					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Science and Technology					Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems
<input type="checkbox"/> ESL/ELD					
<input type="checkbox"/> IEP					
<input type="checkbox"/> French					

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70–79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan

NA – No instruction for subject/strand for reporting period

Median – The percentage mark at which 50 per cent of the students in the grade have a higher percentage mark for the subject/strand and 50 per cent of the students have a lower percentage mark

To Parents/Guardians and Students: This copy of the report card 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

X

Principal's
Signature

X

✂ Elementary Provincial Report Card *(Please complete, sign, and detach the form below, and return it to your child's teacher.)* ✂

Student:	Grade:	OEN:	Teacher:
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Parent's/Guardian's Comments

- My child has improved most in:

- I will help my child to:

<input type="checkbox"/> I have received this report card.	Parent's/Guardian's name <i>(please print)</i>	Signature	Date
<input type="checkbox"/> I would like to discuss this report card. Please contact me.	Telephone (<i>day</i>): _____ Telephone (<i>evening</i>): _____		