

# Secondary Report Cards

A Guide for Secondary Students and their Parents/Guardians



## Reporting Policies for Ontario

As of September 2010, all assessment, evaluation and reporting in Ontario schools is based on the policies and practices described in *Growing Success: Assessment, Evaluation, and Reporting In Ontario Schools*, First Edition, Covering Grades 1 to 12. This policy document introduced new report cards for both elementary and secondary students.

Reporting requirements for secondary students are outlined in this Ministry of Education document. Semestered schools complete formal written reports two times a semester and non-semestered schools complete formal written reports three times a school year. Through the report cards, teachers share students' information regarding the learning and achievement of their learning skills and work habits and the Ontario curriculum expectations.

Secondary schools in the YRDSB also issue an interim report following the first six weeks of instruction.

## Reporting Timelines

The table below summarizes the timelines for each reporting period in semestered and non-semestered secondary schools.

Timelines	Semestered Schools	Non-semestered Schools
October/November	First	First
January/February	Final	(none)
March/April	First	Second
June	Final	Final



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## Learning Skills & Work Habits

The development of learning skills and work habits needed to succeed in school and in life begins early in a child's schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.

In many subjects and disciplines in Grades 1 to 12, the development of the learning skills and work habits is further strengthened through the achievement of the curriculum expectations.

Teachers will work with students and their parents /guardians to help them develop the following six learning skills and work habits:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Each learning skill and work habit is evaluated on the report card using the following scale:

- E = Excellent
- G = Good
- S = Satisfactory
- N= Needs Improvement

Please refer to our [Learning Skills & Work Habits brochure](#) for more information.

## Attendance

Success at school is a shared responsibility among teachers, students and parents/guardians. To support learning and achievement, it is required and expected that students attend all classes each and every day. When students are frequently absent or late, they often have difficulty achieving the learning expectations for each course.

When absences or lateness interferes with a student's learning, a school may ask an attendance counsellor to become involved with the family.

Attendance data is tracked and will be reported on all secondary provincial report cards.

## Reporting on Student Academic Achievement

The secondary provincial report card outlines student achievement based on the Ontario Curriculum documents. It provides information to parents and guardians about their child's academic achievement for each subject or course. This information is shared as a percentage mark which aligns with the achievement chart within the Ontario Curriculum documents.

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## Academic Achievement

The chart below summarizes percentage mark ranges and the corresponding relationship to the student's achievement of the provincial curriculum expectations for the course.

Percentage Mark	Achievement of 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)
Below 50%	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark. (Gr. 9 & 10 only)
W	The student has withdrawn from the course.

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

IEP- Individual Education Plan

French- The student receives instruction in French for the course.

SHSM-Specialist High Skills Major (Gr. 11 & 12 only)

Course Median - The median is the percentage mark at which 50% of the students in the course have a higher mark and 50% of the students have a lower mark.

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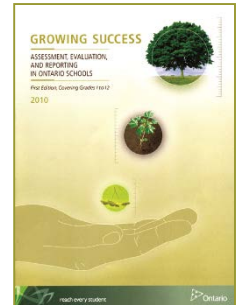
## Ongoing Communication

Although there are formal report periods, communication with parents/guardians and students about student achievement is a continuous process throughout the semester and/or year. This may include, but is not limited to: curriculum nights, parent-teacher interviews, student-led conferences, telephone conversations, written communication, online communication, course outlines, school websites, checklists, and informal reports.

## For Further Information

All [Ontario curriculum documents](#) for each subject are available at the Ontario Ministry of Education website.

[\*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools \(Grades 1-12\)\*](#) is available from [The Ontario Ministry of Education's website](#).



**For more information, please contact your son or daughter's school.**