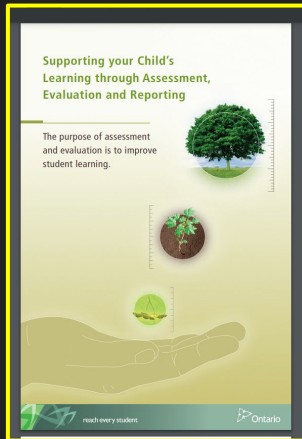


# Understanding Reporting and Assessment at EFPS




**How do I read the report card?**

## ***Progress Report*** **November**

## ***Term 1 Report*** **February**

## Term 2 Report June

<b>Ontario</b>  <b>Ministry of Education</b>		<b>Elementary Progress Report Card</b>		<i>(Board logo)</i>	
<b>Date:</b> _____					
<b>Student:</b> _____		<b>CEN:</b> _____		<b>Days Absent:</b> _____	
<b>Grade:</b> _____		<b>Teacher:</b> _____		<b>Total Days Absent:</b> _____	
<b>Board:</b> _____		<b>School:</b> _____		<b>Times Late:</b> _____	
<b>Address:</b> _____		<b>Address:</b> _____		<b>Total Times Late:</b> _____	
<b>Principal:</b> _____		<b>Telephone:</b> _____		<b>_____</b>	
<i>(Space for Board Information)</i>					

[illegible]

**Ministry of Education**

## Elementary Provincial Report Card

Student:		Date:	
Student:	ID#:	Class / Section:	Total Days Absent:
Grade:	Teacher:	Times Late:	Total Times Late:
Parent: Address:		School: Address:	
		Principal:	Telephone:

**GRADE IN SEPTEMBER**   ➡   \_\_\_\_\_

**Learning Skills and Work Habits**

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


Background		Student		Result		OEN:	Grade
<ul style="list-style-type: none"> <li>Fulfills all activities</li> <li>Complete assessment</li> <li>Takes initiative</li> </ul>							
<b>Subject</b>		<b>Strengths/Next Steps for Improvement</b>					
<b>Languages</b> <input type="checkbox"/> NA Reading <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP Writing <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP Oral Communication <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP Media Literacy <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP							
<b>Initiatives</b> <input type="checkbox"/> Looks for Learning <input type="checkbox"/> Demonstrates Learning <input type="checkbox"/> Demonstrates Understanding <input type="checkbox"/> Applies <input type="checkbox"/> Reflects and Evaluates							
<b>French</b> <input type="checkbox"/> NA							
Listening <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP Speaking <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP Reading <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP Writing <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> Class <input type="checkbox"/> Extension <input type="checkbox"/> Enriched							
<b>Native Language</b>		Oral Communication, Reading, Writing					
<input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> NA							
<b>Mathematics</b>		Number, Algebra, Data, Spatial Sense, Financial Literacy					
<input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> French							
<b>Science and Technology</b>		STEM Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems					
<input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> French							

(omit province)

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**Grades 1–6**

Page 2 of 4

 <b>Ontario</b> Ministry of Education		<h1>Elementary Provincial Report Card</h1>	
Student: _____		Date: _____	
Grade: _____	Teacher: _____	Days Absent: _____	Total Days Absent: _____
Board: _____		Times Late: _____	Total Times Late: _____
Address: _____		School: _____	
_____		Address: _____	
_____		_____	
_____		Principal: _____	Telephone: _____

**GRADE IN SEPTEMBER** ➡ \_\_\_\_\_

**Learning Skills and Work Habits**

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

Report	Student	OEN: Grade																				
<ul style="list-style-type: none"> <li>• Fullfill a given assignment</li> <li>• Complete accounts</li> <li>• Takes</li> </ul>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Report</th> <th>1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td> <b>Language</b> <input type="checkbox"/> NA             <b>Reading</b>   <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP             <b>Writing</b>   <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP             <input type="checkbox"/> Oral Communication             <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP             <b>Media Literacy</b>   <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP         </td> <td colspan="3"><b>Strengths/Next Steps for Improvement</b></td> </tr> <tr> <td> <b>French</b> <input type="checkbox"/> NA             <b>Learning</b>   <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP             <b>Speaking</b>   <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP             <b>Reading</b>   <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP             <b>Writing</b>   <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP             <input type="checkbox"/> Com. <input type="checkbox"/> Dimension             <b>Native Language</b>   <input type="checkbox"/> ESL/EFL             <input type="checkbox"/> EP             <input type="checkbox"/> NA         </td> <td colspan="3">Oral Communication, Reading, Writing</td> </tr> <tr> <td> <b>Mathematics</b>   <input type="checkbox"/> ESL/EFL             <input type="checkbox"/> EP             <input type="checkbox"/> French         </td> <td colspan="3">Number, Algebra, Data, Spatial Sense, Financial Literacy</td> </tr> <tr> <td> <b>Science and Technology</b>   <input type="checkbox"/> ESL/EFL             <input type="checkbox"/> EP             <input type="checkbox"/> French         </td> <td colspan="3">STEW Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems</td> </tr> </tbody> </table>	Subject	Report	1	2	<b>Language</b> <input type="checkbox"/> NA <b>Reading</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <b>Writing</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> Oral Communication <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <b>Media Literacy</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP	<b>Strengths/Next Steps for Improvement</b>			<b>French</b> <input type="checkbox"/> NA <b>Learning</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <b>Speaking</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <b>Reading</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <b>Writing</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> Com. <input type="checkbox"/> Dimension <b>Native Language</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> NA	Oral Communication, Reading, Writing			<b>Mathematics</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> French	Number, Algebra, Data, Spatial Sense, Financial Literacy			<b>Science and Technology</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> French	STEW Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems			
Subject	Report	1	2																			
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<b>French</b> <input type="checkbox"/> NA <b>Learning</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <b>Speaking</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <b>Reading</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <b>Writing</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> Com. <input type="checkbox"/> Dimension <b>Native Language</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> NA	Oral Communication, Reading, Writing																					
<b>Mathematics</b> <input type="checkbox"/> ESL/EFL <input type="checkbox"/> EP <input type="checkbox"/> French	Number, Algebra, Data, Spatial Sense, Financial Literacy																					
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04/16/2022

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Grades 1-6

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## ***Progress Report*** **November**

## ***Term 1 Report*** **February**

## Term 2 Report June

<b>Ontario</b>  <b>Ministry of Education</b>		<b>Elementary Progress Report Card</b>		<i>(Board logo)</i>	
<b>Date:</b> _____					
<b>Student:</b> _____		<b>CEN:</b> _____		<b>Days Absent:</b> _____	
<b>Grade:</b> _____		<b>Teacher:</b> _____		<b>Total Days Absent:</b> _____	
<b>Board:</b> _____		<b>School:</b> _____		<b>Times Late:</b> _____	
<b>Address:</b> _____		<b>Address:</b> _____		<b>Total Times Late:</b> _____	
<b>Principal:</b> _____		<b>Telephone:</b> _____		<b>_____</b>	
<i>(Space for Board Information)</i>					

Student	OEN	Grade		
<b>ESL/ELD - Achievement</b> is based on expectations modified from the curriculum expectations <b>EP</b> - Individual Education Plan <b>NA</b> - No indication for subject-specific				
Subjects	Progressing Modestly Well	Well	Very Well	Strength/Next Steps for Improvement
<b>English Language Arts</b> Reading, Writing, Oral Communication, Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> NA <b>Mathematics</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> NA <input type="checkbox"/> Core <input type="checkbox"/> Extension <input type="checkbox"/> Enriched <input type="checkbox"/> Not Eligible				
<b>Science</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> NA <b>History/Geography</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> French				
<b>Art</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> French <b>Health Education</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> French <b>Physical Education</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> French				
<b>Music</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> French <input type="checkbox"/> NA <input type="checkbox"/> NA <b>Visual Arts</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> French <input type="checkbox"/> NA <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> French <input type="checkbox"/> NA <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> French <input type="checkbox"/> NA				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> French <input type="checkbox"/> NA <b>To Parents/Guardians and Students:</b> This copy of the progress 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 <b>X</b> _____ Principal's Signature <b>X</b> _____				

*(Space Designated for Board)*

**Ministry of Education**

## Elementary Provincial Report Card

Student:		Date:	
Student:	ID#:	Class/Section:	Total Days Absent:
Grade:	Teacher:	Times Late:	Total Times Late:
Parent:		Without Address:	
Address:		Principal:	
		Telephone:	


**GRADE IN SEPTEMBER**   ➡   \_\_\_\_\_

**Learning Skills and Work Habits**

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

Background		Student		Grade	
<ul style="list-style-type: none"> <li>Fulfills all assignments</li> <li>Complete accurate</li> <li>Takes initiative</li> </ul>					
	<b>Subject</b>	<b>Report</b>	<b>Strengths/Next Steps for Improvement</b>		
	<b>Language</b> <input type="checkbox"/> NA Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> Writing <input type="checkbox"/> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> Oral Communication <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/>				
<b>Initiation:</b> <ul style="list-style-type: none"> <li>Looks to know more</li> <li>Demonstrates interest</li> <li>Demonstrates understanding</li> <li>Appreciates</li> <li>Recognizes and uses</li> </ul>	<b>French</b> <input type="checkbox"/> NA Listening <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> Speaking <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> Oral Communication <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended				
	<b>Native Language:</b>	Oral Communication, Reading, Writing			
	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> EP <input type="checkbox"/> NA				
	<b>Mathematics</b>	Mentor, Algebra, Data, Spatial Sense, Financial Literacy			
	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> <input type="checkbox"/> EP <input type="checkbox"/> <input type="checkbox"/> French				
	<b>Science and Technology</b>	STEM Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems			
	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> <input type="checkbox"/> EP <input type="checkbox"/> <input type="checkbox"/> French				

DEIR (2020)

 <b>Ontario</b> Ministry of Education		<h1>Elementary Provincial Report Card</h1>	
Student: _____		Date: _____	
Grade: _____	Teacher: _____	Days Absent: _____	Total Days Absent: _____
Board: _____		Times Late: _____	Total Times Late: _____
Address: _____		School: _____	
_____		Address: _____	
_____		_____	
_____		Principal: _____	Telephone: _____

**GRADE IN SEPTEMBER** ➡ \_\_\_\_\_

**Learning Skills and Work Habits**

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

Response	Student	SEN:	Grade:																																																						
<ul style="list-style-type: none"> <li>• Fulfills all research components</li> <li>• Takes 5</li> </ul>	<table border="1"> <thead> <tr> <th>Subject</th> <th>1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td> <b>Language</b> <div> <input type="checkbox"/> NA </div> </td> <td colspan="2"> <b>Strengths/Next Steps for Improvement</b> </td> </tr> <tr> <td> <b>Reading</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div> </td> <td colspan="2"></td> </tr> <tr> <td> <b>Writing</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div> </td> <td colspan="2"></td> </tr> <tr> <td> <b>Oral Communication</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div> </td> <td colspan="2"></td> </tr> <tr> <td> <b>Media Literacy</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div> </td> <td colspan="2"></td> </tr> <tr> <td> <b>French</b> <div> <input type="checkbox"/> NA </div> </td> <td colspan="2"></td> </tr> <tr> <td> <b>Listening</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div> </td> <td colspan="2"></td> </tr> <tr> <td> <b>Speaking</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div> </td> <td colspan="2"></td> </tr> <tr> <td> <b>Reading</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div> </td> <td colspan="2"></td> </tr> <tr> <td> <b>Writing</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div> </td> <td colspan="2"></td> </tr> <tr> <td> <b>Oral Communication</b> <div> <input type="checkbox"/> IEP </div> </td> <td colspan="2"></td> </tr> <tr> <td> <b>Native Language</b> <div> <input type="checkbox"/> Extended </div> </td> <td colspan="2"></td> </tr> <tr> <td> <div> <input type="checkbox"/> ESL/ELD </div> <div> <input type="checkbox"/> IEP </div> <div> <input type="checkbox"/> NA </div> </td> <td colspan="2"></td> </tr> <tr> <td> <b>Mathematics</b> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </td> <td colspan="2">           Number, Algebra, Data, Spatial Sense, Financial Literacy         </td> </tr> <tr> <td> <div> <input type="checkbox"/> ESL/ELD </div> <div> <input type="checkbox"/> IEP </div> <div> <input type="checkbox"/> French </div> </td> <td colspan="2"></td> </tr> <tr> <td> <b>Science and Technology</b> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </td> <td colspan="2">           STEM Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems         </td> </tr> <tr> <td> <div> <input type="checkbox"/> ESL/ELD </div> <div> <input type="checkbox"/> IEP </div> <div> <input type="checkbox"/> French </div> </td> <td colspan="2"></td> </tr> </tbody> </table>	Subject	1	2	<b>Language</b> <div> <input type="checkbox"/> NA </div>	<b>Strengths/Next Steps for Improvement</b>		<b>Reading</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div>			<b>Writing</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div>			<b>Oral Communication</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div>			<b>Media Literacy</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div>			<b>French</b> <div> <input type="checkbox"/> NA </div>			<b>Listening</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div>			<b>Speaking</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div>			<b>Reading</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div>			<b>Writing</b> <div> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP </div>			<b>Oral Communication</b> <div> <input type="checkbox"/> IEP </div>			<b>Native Language</b> <div> <input type="checkbox"/> Extended </div>			<div> <input type="checkbox"/> ESL/ELD </div> <div> <input type="checkbox"/> IEP </div> <div> <input type="checkbox"/> NA </div>			<b>Mathematics</b> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div>	Number, Algebra, Data, Spatial Sense, Financial Literacy		<div> <input type="checkbox"/> ESL/ELD </div> <div> <input type="checkbox"/> IEP </div> <div> <input type="checkbox"/> French </div>			<b>Science and Technology</b> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div>	STEM Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems		<div> <input type="checkbox"/> ESL/ELD </div> <div> <input type="checkbox"/> IEP </div> <div> <input type="checkbox"/> French </div>				
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DATE: 1/23/2024

# Elementary Provincial Report Card

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

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

## Strengths/Next Steps for Improvement

Student:	OEN:	Grade:
<b>Subject</b>	<b>Report</b> 1 2	<b>Strengths/Next Steps for Improvement</b>
<b>Language</b>	<input type="checkbox"/> NA	
Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
Oral Communication <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
<b>French</b>	<input type="checkbox"/> NA	
Listening <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
Speaking <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
<input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended		
<b>Native Language</b>	<input type="checkbox"/>	Oral Communication, Reading, Writing
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA		
<b>Mathematics</b>	<input type="checkbox"/>	Number, Algebra, Data, Spatial Sense, Financial Literacy
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French		
<b>Science and Technology</b>	<input type="checkbox"/>	STEM Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French		

# Elementary Provincial Report Card

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

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

## Strengths/Next Steps for Improvement

Student:	OEN:	Grade:
Subject	Report 1 2	Strengths/Next Steps for Improvement
Language	<input type="checkbox"/> NA	
Reading	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
Writing	<input type="checkbox"/>	

Basic information about school, principal, teacher, and student

<input type="checkbox"/> IEP Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended	Oral Communication, Reading, Writing
<b>Native Language</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
<b>Mathematics</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French	Number, Algebra, Data, Spatial Sense, Financial Literacy
<b>Science and Technology</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French	STEM Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems

# Elementary Provincial Report Card

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

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

## Strengths/Next Steps for Improvement

Student:	OEN:	Grade:	
Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Language	<input type="checkbox"/> NA <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		
Reading			
Writing			
Oral Communication			

## Learning Skills:

HOW a student is behaving in various learning situations. This is a great way to see what skills need to be worked on for greater success in the next report card. Success criteria is clear, and actionable.

<input type="checkbox"/> IEP <input type="checkbox"/> NA	
<b>Mathematics</b> <ul style="list-style-type: none"> <li>ESL/ELD</li> <li>IEP</li> <li>French</li> </ul>	Number, Algebra, Data, Spatial Sense, Financial Literacy
<b>Science and Technology</b> <ul style="list-style-type: none"> <li>ESL/ELD</li> <li>IEP</li> <li>French</li> </ul>	STEM Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems



# Elementary Provincial Report Card

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

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

## Strengths/Next Steps for Improvement

Student:	OEN:	Grade:
Subject	Report 1 2	Strengths/Next Steps for Improvement
<b>Language</b> <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		
<b>French</b> <input type="checkbox"/> NA Listening <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Speaking <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		

**Teacher's comments:**  
A summary of the teacher's observations of how a student is working in the classroom using the **Learning Skills** as a guide.

Look to see what your child is doing well, and what **next steps** are needed for your child to improve.

<b>Science and Technology</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French	STEM Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems
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**Which Learning Skills are important?**

**Learning Skills and Work Habits**

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

**Responsibility**

- 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.

**Organization**

- 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**

- Independently monitors, assesses, and revises plans to complete tasks and meet goals.
- Uses class time appropriately to complete tasks.
- Follows instructions with minimal supervision.

**Collaboration**

- 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**

- 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.

**Self-Regulation**

- 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**

责任	<p>学生：</p> <ul style="list-style-type: none"> <li>• 在学习环境中履行职责和承诺；</li> <li>• 根据约定的时间表完成并提交课堂作业，家庭作业和作业；</li> <li>• 负责和管理自己的行为。</li> </ul>
组织	<p>学生：</p> <ul style="list-style-type: none"> <li>• 制定一个计划并遵循它来完成工作和达成任务；</li> <li>• 确定优先事项并管理完成任务和实现目标的时间；</li> <li>• 识别，收集，评估和使用信息，技术和资源来完成任务。</li> </ul>
独立工作	<p>学生：</p> <ul style="list-style-type: none"> <li>• 独立监测，评估和修订计划以完成任务和实现目标；</li> <li>• 适当地使用上课时间来完成任务</li> <li>• 在最小的督导下遵循指示</li> </ul>
合作	<p>学生：</p> <ul style="list-style-type: none"> <li>• 接受工作小组中的各种角色和平均的工作份额；</li> <li>• 积极回应他人的想法，意见，价值观和传统；</li> <li>• 通过个人和媒体协助的互动建立该共识的同行关系；</li> <li>• 与他人合作解决冲突并达成共识，实现小组目标；</li> <li>• 分享信息，资源和专业知识，促进批判性思维解决问题和做出决策。</li> </ul>
主动性	<p>学生：</p> <ul style="list-style-type: none"> <li>• 寻找并采取新的思想和学习机会；</li> <li>• 展示创新能力和承担风险的意愿；</li> <li>• 展示学习的好奇心和兴趣；</li> <li>• 以积极的态度迎接新任务；</li> <li>• 确认并适当地倡导自我和他人的权利。</li> </ul>
自我调整	<p>学生：</p> <ul style="list-style-type: none"> <li>• 制定自己的个人目标，并监测实现目标的进展；</li> <li>• 在需要时寻求澄清或提供帮助；</li> <li>• 对自己的优势，需求和兴趣作出评估和批判性反思；</li> <li>• 确定学习机会，选择和策略，以满足个人需求和实现目标；</li> <li>• 坚持并努力应对挑战。</li> </ul>

பொறுப்பு	<p>மாணவர்களுக்கானது:</p> <ul style="list-style-type: none"> <li>• கற்றல் தழுவல் பொறுப்புக்கள்,கடமைகள் நிறைவேற்றாதல்.</li> <li>• வகுப்பு வேலை, வீட்டுவேலை என்பவற்றை முடித்துக் கொடுத்தல் அத்துடன் ஒப்புக்கொண்ட காலத்திற்குள் முடித்துக்கொடுத்தல்.</li> <li>• பொறுப்புக்களை ஏற்றுக்கொள்வும்.</li> </ul>
ஒழுங்கமைப்பு	<p>மாணவர்களுக்கானது:</p> <ul style="list-style-type: none"> <li>• ஒரு திட்டத்தை வகுத்து வேலைகளை மற்றும் பணிகளை எவ்வாறு முடிப்பது என்று செயல்படுத்தவும்.</li> <li>• கண்டறிவது சேகரிப்பது, மதிப்பிடுவது, பணிகளை முடிப்பது, தகவல்கள் பெறுவது, தொழில்நுட்பம் மற்றும் வளங்களை பயன்படுத்துவது.</li> </ul>
சுதந்திரமாக வேலை செய்தல்	<p>மாணவர்களுக்கானது:</p> <ul style="list-style-type: none"> <li>• சுதந்திரமாக கண்காணித்து பணிகளை முடிக்க மற்றும் இலக்குகளை அடைய, திட்டங்களை அமைத்தல்.</li> <li>• பணிகளை முடிப்பதற்கு வகுப்பு நேரத்தை சரியாக பயன்படுத்தவும்.</li> <li>• குறைந்த மேற்பார்வையில் வழிமுறைகளை வகுக்கவும்.</li> </ul>
உதவி	<p>மாணவர்களுக்கானது:</p> <ul style="list-style-type: none"> <li>• ஒரு குழுவாக வேலை செய்யும் போது சமமாக பங்கெடுத்து பல் வேறு பாத்நீரங்களில் வேலை செய்ய வேண்டும்.</li> <li>• சாதகமான கருத்துக்கள், மதிக்கதக்க பதில்கள் அத்துடன் மற்றவர்களின் பாரம்பரியம்.</li> <li>• தனிப்பட்ட மற்றும் ஊடக உதவியுடனான பரஸ்பர ஆரோக்கிய உறவுகளை உருவாக்கல்.</li> <li>• முரண்பாடுகளைத் தீர்த்தல், ஏனைய குழுக்களுடன் சேர்ந்து வேலை செய்தல், கருத்துக்களை பரிமாறுதல்.</li> <li>• தகவல், வளங்கள், நிபுணத்துவம் பகிர்ந்தல் மற்றும் பிரச்சனைகளைத் தீர்க்க முடிவுகளை எடுப்பதற்கு ஊக்குவித்தல்.</li> </ul>
முயற்சி	<p>மாணவர்களுக்கானது</p> <ul style="list-style-type: none"> <li>• கற்றலுக்கான புதிய வாய்ப்புக்கள் மற்றும் கருத்துக்களை செயல்படுத்தல்.</li> <li>• கண்டுபிடிப்பு மற்றும் அவர் அவர் விருப்பத்தை நிரூபித்தல்.</li> <li>• கற்றலின் ஆர்வத்தை நிரூபித்தல்.</li> <li>• ஒர் நேர் மறையான அணுகுமுறை கொண்ட புதிய பணிகளை அடைதல்.</li> <li>• மற்றவர்களின் உரிமையை சரியெனஅங்கீகரித்து வாதாடுத்தல்.</li> </ul>
சுய கட்டுப்பாடு	<p>மாணவர்களுக்கானது</p> <ul style="list-style-type: none"> <li>• தேவைப்படும் போது உதவி அல்லது விளக்கம் கொடுத்தல்.</li> <li>• தரங்களது பலம், விருப்பம் மற்றும் தேவை என்பவற்றை மதிப்பிடுதல்.</li> <li>• கற்றல் வாய்ப்புக்கள், தேர்வுகள் மற்றும் தனிப்பட்ட இலக்குகளை அடையும் உத்திகளை புர்த்தி செய்தல்.</li> <li>• விடா முயற்சியுடனும், சவால்களை எதிர் நோக்க முயற்சித்தல்.</li> </ul>

# Elementary Provincial Report Card

Date:

Student:	OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:	Times Late:	Total Times Late:

Board:

Address:

## GRADE IN SEPTEMBER

### Learning Skills and Work Habits

#### Responsibility

- Fulfills responsibilities and completes tasks in a timely manner.
- Completes and submits classwork and homework according to agreed-upon time.
- Takes responsibility for and completes tasks.

#### Independent Work

- Independently monitors, assesses, and completes tasks and meets goals.
- Uses class time appropriately.
- Follows instructions with minimal supervision.

#### Initiative

- Looks for and acts on new learning opportunities.
- Demonstrates the capacity 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.

- 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

**Student achievement:**  
Based on the Ontario curriculum expectations. Marks indicate whether a student is below, above, or at **standard** based on teacher evaluation.

Look to see how well your child has shown their learning, and what **next steps** they need to take in order to improve.

Student: OEN: Grade:

Subject	1	2	Strengths/Next Steps for Improvement
<b>Language</b> <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			
<b>French</b> <input type="checkbox"/> NA Listening <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Speaking <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended			
<b>Native Language</b> <input type="checkbox"/> NA <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA			Oral Communication, Reading, Writing
<b>Mathematics</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			Number, Algebra, Data, Spatial Sense, Financial Literacy
<b>Science and Technology</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			STEM Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems



[Link to Ontario Curriculum](#)

# Overall Expectations

By the end of Grade 4, students will:

## B1. Number Sense

demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life

1 ■ —  
2 ■ —  
3 ■ —

Specific Expectations

## Whole Numbers

**B1.1** read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life

Teacher supports ▼

**B1.2** compare and order whole numbers up to and including 10 000, in various contexts

Teacher supports ▼

**B1.3** round whole numbers to the nearest ten, hundred, or thousand, in various contexts



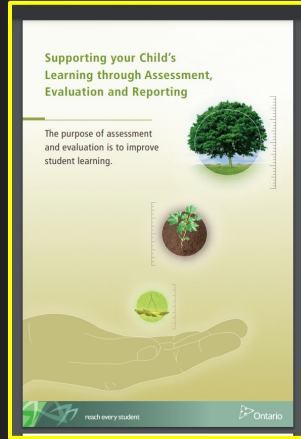
**How does the Grading System work?**

Level	Letter	Percent
4	A+	95 - 100%
	A	87 - 94%
	A -	80-86%
3	B +	77 - 79%
	B	73 - 76%
	B -	70 - 72%
2	C +	67 - 69%
	C	63- 66%
	C -	60 - 62%
1	D +	57- 59%
	D	53 - 56%
	D -	50- 52%
R	?	
I		

R

An “R” means extensive remediation is needed since the required **skills and knowledge of the subject have not been met.**

It is important to work with your child’s teacher to develop strategies to support your child in gaining the required knowledge and skills.



I

An “I” means the **teacher did not have enough information to assign a grade or mark.** This may happen, for example, if your child **recently moved schools or has had an extended illness or absence.**

**What does 'Standard' mean?**

Level	Letter	Percent
<b>4 - Exceeding</b>	<b>A+</b>	<b>95 - 100%</b>
	<b>A</b>	<b>87 - 94%</b>
	<b>A -</b>	<b>80-86%</b>
<b>3 - At Standard</b>	<b>B +</b>	<b>77 - 79%</b>
	<b>B</b>	<b>73 - 76%</b>
	<b>B -</b>	<b>70 - 72%</b>
<b>2 - Approaching</b>	<b>C +</b>	<b>67 - 69%</b>
	<b>C</b>	<b>63- 66%</b>
	<b>C -</b>	<b>60 - 62%</b>
<b>1 - Below</b>	<b>D +</b>	<b>57- 59%</b>
	<b>D</b>	<b>53 - 56%</b>
	<b>D -</b>	<b>50- 52%</b>
<b>R</b>	<b>?</b>	
<b>I</b>		

## Reading the Report Card: **Describing Student Achievement**

Level 1	Level 2	Level 3	Level 4
<p>With <b>Limited</b> Effectiveness</p> <p><b>Limited</b> Knowledge</p> <p><b>Limited</b> Understanding</p>	<p>With <b>Some</b> Effectiveness</p> <p><b>Some</b> Knowledge</p> <p><b>Some</b> Understanding</p>	<p>With <b>Considerable</b> Effectiveness</p> <p><b>Considerable</b> Knowledge</p> <p><b>Considerable</b> Understanding</p>	<p>With a <b>High Degree</b> of Effectiveness</p> <p><b>Thorough</b> Knowledge</p> <p><b>Thorough</b> Understanding</p>

**Why are there no end of term exams?**



**Good assessment is  
ongoing.**

**Students share their  
learning in many  
different ways.**



**Conversations**

*What did the teacher hear?*

**Observations**

*What did the teacher see?*



**Tests  
Projects  
Slideshows  
Journals  
Podcasts  
Movies**

**Products**

*What did the students create?*

A screenshot of the Ontario Elementary Provincial Report Card form. The form is titled "Ontario Elementary Provincial Report Card" and includes sections for "Student Information", "Teacher Information", "Parent Information", "Comments", and "Assessment Results". The form is filled out with handwritten information, including student names, dates, and assessment results. The form is a standard report card used in Ontario schools.

**How do the report cards affect  
university or college acceptance?**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------	-----------	-----------

K	1	2	3	4	5	6	7	8	9	10	11	12
Primary				Junior			Intermediate		Secondary			

Elementary School								High School				
K	1	2	3	4	5	6	7	8	9	10	11	12
Primary			Junior			Intermediate		Secon		dary		

Elementary School									High School			
K	1	2	3	4	5	6	7	8	9	10	11	12
Primary				Junior			Intermediate		Secon		dary	
<div>How to be a student. <i>Learning Skills!</i></div>									<div>Practice on how to become an independent student</div>		<div>These marks count towards college and university!</div>	

**What **skills** and **work habits** should I  
be encouraging?**



## 21st-Century Skills

### Foundational Literacies

How students apply core skills to everyday tasks



1. Literacy



2. Numeracy



3. Scientific literacy



4. ICT literacy



5. Financial literacy



6. Cultural and civic literacy

### Competencies

How students approach complex challenges



7. Critical thinking/  
problem-solving



8. Creativity



9. Communication



10. Collaboration

### Character Qualities

How students approach their changing environment



11. Curiosity



12. Initiative



13. Persistence/  
grit



14. Adaptability



15. Leadership



16. Social and cultural awareness

Lifelong Learning

**What about Digital Literacy?**



Adapted from Jisc Digital Capacity Framework (2015) Jisc/Helen Beetham

**What questions do you have?**



**Thank-you** for joining us!



# Elementary Provincial Report Card

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

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

## Strengths/Next Steps for Improvement

Student:	OEN:	Grade:
<b>Subject</b>	<b>Report</b> 1 2	<b>Strengths/Next Steps for Improvement</b>
<b>Language</b>	<input type="checkbox"/> NA	
Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
Oral Communication <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
<b>French</b>	<input type="checkbox"/> NA	
Listening <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
Speaking <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>	
<input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended		
<b>Native Language</b>	<input type="checkbox"/>	Oral Communication, Reading, Writing
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA		
<b>Mathematics</b>	<input type="checkbox"/>	Number, Algebra, Data, Spatial Sense, Financial Literacy
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French		
<b>Science and Technology</b>	<input type="checkbox"/>	STEM Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French		

We are looking forward to our Report Card Information Session on **Wednesday, June 7th** in the gym from **6:00 - 7:00 pm**. The goal of this session is to share key information about the Assessment and Reporting process, and to provide answers to parent questions about the final report card. We will go through a report card together, explain how the grading system works, and look at how Learning Skills impact achievement, amongst other topics. Child care will be available in the library for children aged 4 and up. Registration is still open, and you are welcome to join us by following this link:

[Ellen Fairclough P.S. Report Card Information Session](#)

We look forward to seeing you there!