


PROVINCIAL REPORT CARD, GRADES 9-12 – FIRST REPORT FOR A SEMESTERED SCHOOL



Ontario
Ministry of Education

Provincial Report Card, Grades 9-12

Semester: _____ Reporting Period: _____ Date: _____

STUDENT: _____ OEN: _____ Grade: _____ Homeroom: _____ Principal: _____

Address: _____ School Council Chair: _____

SCHOOL: _____ Telephone: _____ Email/Website: _____

Address: _____ Fax: _____

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments/Next Steps for Improvement	Attendance		
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Classes Missed	Times Late	
Course Title: _____ Course Code: _____ Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First													
	Final													
Course Title: _____ Course Code: _____ Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First													
	Final													
Course Title: _____ Course Code: _____ Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First													
	Final													
Course Title: _____ Course Code: _____ Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First													
	Final													

Teacher requests an interview

Teacher requests an interview


Teacher requests an interview

Teacher requests an interview

Principal's Signature: _____

To parents/guardians and students: This copy of the report should be kept 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 (5) years after the student leaves school. To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca.

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Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
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Student:

OEN:

Grade:

Homeroom:

Courses	Reporting Period		Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance	
	First	Final				Self-Regulation	Initiative	Collaboration	Independent Work	Organization	Responsibility		Classes Missed	Times Late
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	Final										Teacher requests an interview <input type="checkbox"/>		
	Final													
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	Final										Teacher requests an interview <input type="checkbox"/>		
	Final													
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	Final										Teacher requests an interview <input type="checkbox"/>		
	Final													
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	Final										Teacher requests an interview <input type="checkbox"/>		
	Final													


Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement	
Responsibility <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. 	Organization <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 <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. 	Collaboration <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 <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. 	Self-Regulation <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. 		

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

Student:	OEN:	Grade:	Homeroom:
Student's Comments <ul style="list-style-type: none"> My best work is: My goal for improvement is: 			
		Student's Signature: _____	
Parent's/Guardian's Response <input type="checkbox"/> I have received this report card. <input type="checkbox"/> I would like to discuss this report card. Please contact me.			
Parent's/Guardian's Name (please print): _____		Signature: _____	Date: _____
Telephone (day): _____		Telephone (evening): _____	

Student:	OEN:	Grade:	Homeroom:
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)		
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.		
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)		
W	The student has withdrawn from the course.		
ESL/ELD – Achievement is based on 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 (for Grade 11 and 12 courses only)			
Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.			

PROVINCIAL REPORT CARD, GRADES 9–12 – FINAL REPORT FOR A SEMESTERED SCHOOL



Ontario
Ministry of Education

Provincial Report Card, Grades 9–12

Semester: _____ Reporting Period: _____ Date: _____

STUDENT:
Address: _____

OEN: _____ Grade: _____ Homeroom: _____ Principal: _____

SCHOOL:
Address: _____ Telephone: _____

School Council Chair: _____


SCHOOL:
Address: _____ Telephone: _____

BOARD:
Address: _____ Email/Website: _____

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Attendance		
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Classes Missed	Times Late	
Course Title: _____ Course Code: _____ Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First												
	Final												
Course Title: _____ Course Code: _____ Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First												
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	Final												
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	Final												

Comments
Strengths/Next Steps for Improvement

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Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
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Student:

OEN:

Grade:

Homeroom:

Courses	Reporting Period		Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments	Attendance			
	First	Final				Self-Regulation	Initiative	Collaboration	Independent Work	Organization	Responsibility		Total Classes	Times Late		
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First	Final														
	First	Final														
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First	Final														
	First	Final														
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First	Final														
	First	Final														
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Student:	OEN:	Grade:	Homeroom:
Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement	
Responsibility	Organization		
<ul style="list-style-type: none"> • Fulfils 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. 		

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