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

Course Median Responsibility Independent Work Collaboration Ferf-Regulation Sefi-Regulation	bhone:		٦
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List			<u> </u>
LEP			
C SHSM		Teacher requests an interview	
First			
EP Final SHSM		Teacher recuests an interview	1
Principal's Signature	ents/guardians and students: in the student's Ontario Stude	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 decomments visit the Ministry of Education's waketie: www.odu.ory.or.ca	1
10 Vrev 83-0469E (2010/01) © Queen's Printer for Ontario, 2010	ע א א א א א א א א א א א א א א א א א א א	iellis, visit trie ministry of concertor is website. www.eau.gov.of.ce. Page 1 of 4	

S -Ontario	Ministry of Education	Educat	tion			Ъ	10	inc	a	Rep	Provincial Report Card, Grades 9–12	s 9–12	Semester	Reporting Period	Date		
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					earnir	ng Skil	Learning Skills and Work Habits	Work	Habits							Atten	Attendance
Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Responsibility	Organization	Independent Work Collaboration	Initiative	Self-Regulation		ω	Comments Strengths/Next Steps for Improvement	ents s for Improveme	ent		Classes Missed	Times Late
Course Title: Course Code: Teacher:	First															\searrow	
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ESL/ELD IEP	Final											Teacher requests an interview	an interview			\searrow	
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Learning Skills and Work Habits	E – Excellent G – Good S – Satisfactory N – Needs Improvement
Responsibility	Organization
 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. 	 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
 Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	 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
 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 an others. 	 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.

	and detach the form below, and return			3
Student:	OEN:	Grade:	Homeroom:	
Student's Comments My best work is: 				
• My goal for improvement is:				
	Student's Signature:	x		
Parent's/Guardian's Response				
I have received this report card.	Id like to discuss this report card. Please	e contact me.		
Parent's/Guardian's Name (please print):	Signature:		Date:	
Felephone (day):	Telephone (evening):			
				11. 14. 14.11.

Student:		OEN:	Grade:	Homeroom:
Percentage Mark	Achievement of	the Provincial Curric	ulum Expecta	itions
80–100	The student has demonstrated the requi Achievement surpasses the provincial st		s with a high deg	gree of effectiveness.
70–79	The student has demonstrated the requi Achievement meets the provincial stand		s with considera	ble effectiveness.
60–69	The student has demonstrated the requi Achievement approaches the provincial		s with some effe	ctiveness.
50–59	The student has demonstrated the requi Achievement falls much below the provi		s with limited eff	ectiveness.
Below 50	The student has not demonstrated the re	equired knowledge and	skills. Extensive	remediation is required.
I	Insufficient evidence to assign a percent	age mark (for Grade 9 a	nd 10 courses o	only)
w	The student has withdrawn from the cou	rse.		
ESL/ELD – Achie language learning	vement is based on expectations modified needs.	from the curriculum exp	ectations for the	e course to support English
IEP – Individual E	ducation Plan			
FRENCH - The s	tudent receives instruction in French for the	e 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.

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

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APPENDIX 2 | provincial report card, Grades 9-12 - final report for a semestered school

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Ontario Ministry of Education

Provincial Report Card, Grades 9–12 Completion of Requirements for Graduation

Student:		OEN:		Grade		Homeroon	n:
Diploma F	Requirements		Tota Requi	17.7 L L L L L L L L L L L L L L L L L L	Earned Rep		Earned to Date
Compulsory Credits			18				
English (1 credit per grade)			4				
French as a second language			1				
Mathematics (1 credit in Grade 11 or	12)		3				
Science			2				
Canadian history			1				
Canadian geography			1				
The arts			1				
Health and physical education			1				
Civics			0.5				
Career studies			0.5				
<i>Group 1</i> English French as a second language Classical or international language Guidance and career education	Canadian and world stud Native language Social sciences and hun Cooperative education		1				
<i>Group 2</i> Health and physical education The arts French as a second language	Business studies Cooperative education		1				
<i>Group 3</i> Science (Grade 11 or 12) Technological education French as a second language	Computer studies Cooperative education		1				
Optional Credits			12				
Total Credits Required for Graduati	on		30				
Community Involvement			40 ho	urs			
Specialist High Skills Major							
Ontario Secondary School Literacy	Graduation Requirement	t			Comple	ted 🗆	
For School Use							
Principal's Signature X			1 – T				1

Student:	OEN:	Grade:	Homeroom:
Learning Skills and Work Habits	E - Excellent G - Good	S – Satisfactor	ry N – Needs Improvement
Responsibility	Organization		
 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. 	 tasks. Establishes prioritie achieve goals. 	s and manages ti evaluates, and us	ess for completing work and me to complete tasks and es information, technology,
Independent Work	Collaboration		
 Independently monitors, assesses, and revises plans to complet tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	 Responds positively to others. Builds healthy peer-to media-assisted interative works with others to achieve group goals. 	to the ideas, opini p-peer relationshi actions. resolve conflicts a esources, and ex	e share of work in a group. lons, values, and traditions of ps through personal and and build consensus to pertise, and promotes critical decisions.
Initiative	Self-Regulation		
 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 ar others. 	 them. Seeks clarification of Assesses and reflect interests. Identifies learning of personal needs and 	or assistance whe cts critically on ow pportunities, choid achieve goals.	rs progress towards achieving n needed. In strengths, needs, and ces, and strategies to meet n responding to challenges.

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.
1	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)
w	The student has withdrawn from the course.

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.

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