

Elementary Progress Report Card

Date: 2020 Oct 05

Student: Adams, Megan		OEN:	Days Absent: 0	Total Days Absent: 0
Grade: 7	Teacher: Bird, L.		Times Late: 0	Total Times Late: 0
Board: High Prairie School District		School: Mesa Elementary		
Address: 2475 Kennedy Street Highland Hills, PA 15004		Address: 2 Strathgowan Crescent Bleinham ON		
Principal: Thomas, G.			Telephone:	
Learning Skills and Work Habits				
E - Excellent G - Good S - Satisfactory N - Needs Improvement				

		Strengths/Next Steps for 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. 	G	<p>Megan is a very good student. She does her homework. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque sed risus nibh. Nulla facilisi. Donec finibus sed mauris eu euismod. Suspendisse sed tempus est, ac placerat sapien. In hac habitasse platea dictumst. Mauris turpis justo, ultrices eget lorem vitae, condimentum rhoncus felis. Quisque vitae congue nisi. Morbi vulputate quam magna, in congue nisi posuere id. Interdum et malesuada fames ac ante ipsum primis in faucibus. Nulla euismod placerat eleifend. Sed est lectus, facilisis nec condimentum nec, volutpat dignissim lacus. Suspendisse malesuada lorem quis urna varius fermentum. Nunc suscipit sapien at consequat dignissim. Quisque in tortor eu nisi malesuada accumsan a et lectus. Aliquam augue risus, egestas nec pretium id, rutrum vestibulum ligula. Nulla tempus velit non libero bibendum, quis tristique enim sagittis. Cras mattis, elit egestas scelerisque malesuada, magna augue viverra metus, id accumsan elit metus ut lacus. Pellentesque sapien est, pellentesque et luctus in, venenatis sit amet metus. Sed sed nunc nec sapien scelerisque semper. Sed rutrum consequat nibh vel maximus. Phasellus aliquam nisl non dolor sollicitudin, at viverra libero finibus. Morbi velit nibh, tincidunt a ex non, hendrerit rutrum orci. Integer libero urna, dapibus sit amet quam ac, iaculis fermentum ipsum. Cras aliquet, enim ac ultricies tristique, leo libero tempus diam, id finibus mi sem non lacus. Nulla pulvinar justo non ullamcorper maximus. Nullam viverra sapien id purus laoreet, ac condimentum mi consectetur. Donec congue at leo ut suscipit. Donec congue ex et accumsan rhoncus. Suspendisse potenti. Nam varius id ipsum vitae tincidunt. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia curae; In vel pellentesque nisi.</p>
Organization <ul style="list-style-type: none"> Devises and follows a plan and a 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. 	E	
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. 	E	
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. 	E	
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. 	E	
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. 	E	

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			
Subjects	Progressing With Difficulty	Progressing Well	Progressing Very Well	Strengths/Next Steps for Improvement			
Language Reading, Writing, Oral Communication, Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input checked="" type="checkbox"/> NA				Science and Technology: Lorem ipsum dolor sit amet, consectetur cras amet. Visual Art: Art will be taught in Term 2.			
French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input checked="" type="checkbox"/> NA <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended							
Native Language <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input checked="" type="checkbox"/> NA							
Mathematics <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French							
Science and Technology <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French		✓					
History <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA							
Geography <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA							
Health and Physical Education Health Education <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French							
Physical Education <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			✓				
The Arts Dance <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA							
Drama <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA							
Music <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA							
Visual Arts <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA	N/A	N/A	N/A				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA							
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