

# Elementary Provincial Report Card

Date: 2019 Feb 13

Student: Avalos, Ben		OEN:	Days Absent: 0	Total Days Absent: 0
Grade: 7	Teacher: Sutton, P.		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:	

GRADE IN SEPTEMBER → \_\_\_\_\_

## Learning Skills and Work Habits

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

<b>Responsibility</b>	E	<b>Organization</b>	G
<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 a 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>	E	<b>Collaboration</b>	S
<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>	E	<b>Self-Regulation</b>	E
<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

A pleasure to have in class!

Subject	Report 1		Report 2		Strengths/Next Steps for Improvement
	% Mark	Median	% Mark	Median	
<b>Language</b> <input checked="" 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 checked="" 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"/> ESL/ELD <input type="checkbox"/> IEP <input checked="" type="checkbox"/> NA					Oral Communication, Reading, Writing
<b>Mathematics</b> <input type="checkbox"/> French Number Sense and Numeration <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA 95 Measurement <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA 65 Geometry and Spatial Sense <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA 95 Patterning and Algebra <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA 85 Data Management and Probability <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA 65					Ben is a good student. He does his homework. Ben is a good student. He does his homework.
<b>Science and Technology</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French					Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems



Percentage Mark	Achievement of the Provincial Curriculum Expectations
<b>80-100</b>	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
<b>70-79</b>	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
<b>60-69</b>	The student has demonstrated the required knowledge and skills with a some effectiveness. Achievement approaches the provincial standard. (Level 2)
<b>50-59</b>	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
<b>R</b>	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
<b>I</b>	Insufficient evidence to assign a percentage mark

**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 for reporting period

**Median** - The percentage mark at which 50 per cent of the students in the grade have a higher percentage mark for the subject/strand and 50 per cent of the students have a lower percentage mark

**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  \_\_\_\_\_

Principal's Signature  \_\_\_\_\_

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

Student: Avalos, Ben	Grade: 7	OEN:	Teacher: Sutton, P.
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**Parent's/Guardian's Comments**

- My child has improved the most in:
  
- I will help my child to:

I have received this report card.

I would like to discuss this report card. Please contact me.

Parent's/Guardian's name *(please print)* \_\_\_\_\_

Signature  \_\_\_\_\_

Date \_\_\_\_\_

Telephone *(day)*: \_\_\_\_\_ Telephone *(evening)*: \_\_\_\_\_