

|          |              |                               |
|----------|--------------|-------------------------------|
| Student: | Days Absent: | Total Days Absent:            |
| Grade:   | Teacher:     | Times Late: Total Times Late: |
| Board:   | School:      |                               |
| Address: | Address:     |                               |
|          | Principal:   | Telephone:                    |

|   |                            |
|---|----------------------------|
| <b>Promotion Status:</b><br><input type="radio"/> Progressing well towards promotion<br><input type="radio"/> Progressing with some difficulty towards promotion<br><input type="radio"/> Promotion at risk | <b>Grade in September:</b> |
|---|----------------------------|

| Letter Grades | Achievement of the Provincial Curriculum Expectations   |
|---------------|---|
| A- to A+      | The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard. (Level 4)                                  |
| B- to B+      | The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard. (Level 3)                            |
| C- to C+      | The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard. (Level 2)                       |
| D- to D+      | The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard. (Level 1) |
| R             | The student has not demonstrated the required knowledge and skills. Extensive remediation is required.  |

IEP - Individual Education Plan that addresses special learning needs    ESL - English as a Second Language    ESD - English Skills Development

| Subjects   | Report 1 | Report 2 | Report 3 | Strengths/Weaknesses/Next Steps |
|--|----------|----------|----------|---------------------------------|
| <b>English</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> Not applicable <input type="checkbox"/> IEP  |          |          |          |                                 |
| Reading  |          |          |          |                                 |
| Writing  |          |          |          |                                 |
| Oral and Visual Communication  |          |          |          |                                 |
| <b>Second Language</b> <input type="checkbox"/> French <input type="checkbox"/> Native<br><input type="checkbox"/> Not Applicable<br><input type="checkbox"/> Core <input type="checkbox"/> Extended <input type="checkbox"/> Immersion <input type="checkbox"/> IEP |          |          |          |                                 |
| Oral Communication   |          |          |          |                                 |
| Reading  |          |          |          |                                 |
| Writing  |          |          |          |                                 |
| <b>Mathematics</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP  |          |          |          |                                 |
| Number Sense and Numeration  |          |          |          |                                 |
| Measurement  |          |          |          |                                 |
| Geometry and Spatial Sense   |          |          |          |                                 |
| Patterning and Algebra   |          |          |          |                                 |
| Data Management and Probability  |          |          |          |                                 |

Student:

Grade:

| Subjects  | Report 1 | Report 2 | Report 3 | Strengths/Weaknesses/Next Steps  |
|---|----------|----------|----------|--|
| <b>Science and Technology</b><br><input type="checkbox"/> ESL <input type="checkbox"/> ESD<br><input type="checkbox"/> French <input type="checkbox"/> IEP        |          |          |          | Life Systems, Matter / Materials, Energy / Control, Structures / Mechanisms, Earth / Space Systems |
| <b>Social Studies</b><br><input type="checkbox"/> ESL <input type="checkbox"/> ESD<br><input type="checkbox"/> French <input type="checkbox"/> IEP                |          |          |          |  |
| <b>Health and Physical Education</b><br><input type="checkbox"/> ESL <input type="checkbox"/> ESD<br><input type="checkbox"/> French <input type="checkbox"/> IEP |          |          |          |  |
| <b>The Arts Music</b><br><input type="checkbox"/> ESL <input type="checkbox"/> IEP<br><input type="checkbox"/> ESD<br><input type="checkbox"/> French             |          |          |          |  |
| <b>Visual Arts</b><br><input type="checkbox"/> IEP  |          |          |          |  |
| <b>Drama and Dance</b><br><input type="checkbox"/> IEP  |          |          |          |  |
| <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> IEP  |          |          |          |  |
| <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> IEP  |          |          |          |  |

| <b>Learning Skills</b> | E - Excellent |  |  | G - Good |  |  | S- Satisfactory |  |  | N - Needs Improvement |  |  |
|------------------------|---------------|--|--|----------|--|--|-----------------|--|--|-----------------------|--|--|
| Independent work       |               |  |  |          |  |  |                 |  |  |                       |  |  |
| Initiative             |               |  |  |          |  |  |                 |  |  |                       |  |  |
| Homework completion    |               |  |  |          |  |  |                 |  |  |                       |  |  |

Strengths/Weaknesses/Next Steps

**To Parents or 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 \_\_\_\_\_

**PROVINCIAL REPORT CARD**  
**Response Form (to be completed, signed and returned)**

Student:

Grade:

Date:

School:

Homeroom Teacher:

Parent's/Guardian's and student's comments on student achievement, goals, and home support:

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

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Parent's/Guardian's Signature

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Parent's/Guardian's Name (please print)

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Student's Signature

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Telephone (day)

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Telephone (evening)