

Student: _____	Days Absent: _____ Total Days Absent: _____
Grade: _____ Teacher: _____	Times Late: _____ Total Times Late: _____
Board: _____	School: _____
Address: _____	Address: _____
	Principal: _____ Telephone : _____
Promotion Status: <ul style="list-style-type: none"> <input type="radio"/> Progressing well towards promotion <input type="radio"/> Progressing with some difficulty towards promotion <input type="radio"/> Promotion at risk 	Grade in September: _____

% Marks	Achievement of the Provincial Curriculum Expectations
80 - 100	The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard. (Level 4)
70 - 79	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard. (Level 3)
60 - 69	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard. (Level 2)
50 - 59	The student has demonstrated some of the required knowledge and skills in limited ways. 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.

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			
	Mark	Grade Average	Mark	Grade Average	Mark	Grade Average	
English <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> Not Applicable <input type="checkbox"/> IEP							
Reading							
Writing							
Oral and Visual Communication							
Second Language <input type="checkbox"/> French <input type="checkbox"/> Native <input type="checkbox"/> IEP <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended <input type="checkbox"/> Not Applicable							
Oral Communication							
Reading							
Writing							
Mathematics <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
	Mark	Grade Average	Mark	Grade Average	Mark	Grade Average	
Science and Technology <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP							Life Systems, Matter/Materials, Energy/Control, Structures/Mechanisms, Earth/Space Systems
History <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP							
Geography <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP							
Health and Physical Education <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP							
The Arts Music <input type="checkbox"/> ESL <input type="checkbox"/> IEP <input type="checkbox"/> ESD <input type="checkbox"/> French Visual Arts <input type="checkbox"/> IEP							
Drama and Dance <input type="checkbox"/> IEP							
<input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> IEP	Mark		Mark		Mark		
<input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> IEP	Mark		Mark		Mark		

Learning Skills	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 _____

