## GRADE IN SEPTEMBER

### Learning Skills and Work Habits

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Organization</th>
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</thead>
<tbody>
<tr>
<td>Fulfils responsibilities and commitments within the learning environment.</td>
<td>Devises and follows a plan and process for completing work and tasks.</td>
</tr>
<tr>
<td>Completes and submits class work, homework, and assignments according to agreed-upon timelines.</td>
<td>Establishes priorities and manages time to complete tasks and achieve goals.</td>
</tr>
<tr>
<td>Takes responsibility for and manages own behaviour.</td>
<td>Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</td>
</tr>
</tbody>
</table>

#### Independent Work

- Independently monitors, assesses, and revises plans to complete tasks and meet goals.
- Uses class time appropriately to complete tasks.
- Follows instructions with minimal supervision.

#### Collaboration

- 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

- 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.

#### Self-Regulation

- 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.

### Strengths/Next Steps for Improvement

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### Strengths/Next Steps for Improvement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Report 1</th>
<th>Report 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
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<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Oral Communication</td>
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<tr>
<td>Media Literacy</td>
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<tr>
<td><strong>French</strong></td>
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<tr>
<td>Listening</td>
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<tr>
<td>Speaking</td>
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</tr>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td><strong>Native Language</strong></td>
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<tr>
<td><strong>Mathematics</strong></td>
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<tr>
<td>Number Sense and Numeration</td>
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<tr>
<td>Measurement</td>
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<tr>
<td>Geometry and Spatial Sense</td>
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<tr>
<td>Patterning and Algebra</td>
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<tr>
<td>Data Management and Probability</td>
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<tr>
<td><strong>Science and Technology</strong></td>
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</tbody>
</table>

- **Subjects**: Language, French, Native Language, Mathematics, Science and Technology
- **Report Columns**: 1, 2
- **Additional Notes**: ESL/ELD, IEP

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Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems

Oral Communication, Reading, Writing
### Social Studies

<table>
<thead>
<tr>
<th></th>
<th>Report 1</th>
<th>Report 2</th>
</tr>
</thead>
</table>

- [ ] ESL/ELD
- [ ] IEP
- [ ] French

### Health and Physical Education

#### Health Education:
Healthy Living, SEL Skills

<table>
<thead>
<tr>
<th></th>
<th>Report 1</th>
<th>Report 2</th>
</tr>
</thead>
</table>

- [ ] ESL/ELD
- [ ] IEP
- [ ] French

#### Physical Education:
Active Living, Movement Competence, SEL Skills

<table>
<thead>
<tr>
<th></th>
<th>Report 1</th>
<th>Report 2</th>
</tr>
</thead>
</table>

- [ ] ESL/ELD
- [ ] IEP
- [ ] French

### The Arts

- **Dance**
  - [ ] ESL/ELD
  - [ ] IEP
  - [ ] NA

- **Drama**
  - [ ] ESL/ELD
  - [ ] IEP
  - [ ] NA

- **Music**
  - [ ] ESL/ELD
  - [ ] IEP
  - [ ] NA

- **Visual Arts**
  - [ ] ESL/ELD
  - [ ] IEP
  - [ ] NA

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**Student's Comments**

- My best work is:

- My goal for improvement is:

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**Student's Signature**

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**Elementary Provincial Report Card** *(Please have your child complete the form below, and return it to your child's teacher.)*
### Achievement of the Provincial Curriculum Expectations

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A– to A+</td>
<td>The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)</td>
</tr>
<tr>
<td>B– to B+</td>
<td>The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)</td>
</tr>
<tr>
<td>C– to C+</td>
<td>The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)</td>
</tr>
<tr>
<td>D– to D+</td>
<td>The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)</td>
</tr>
<tr>
<td>R</td>
<td>The student has not demonstrated the required knowledge and skills. Extensive remediation is required.</td>
</tr>
<tr>
<td>I</td>
<td>Insufficient evidence to assign a letter grade</td>
</tr>
</tbody>
</table>

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

SEL Skills – Social-Emotional Learning Skills

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**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: ☑  

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**Parent’s/Guardian’s Comments**

- My child has improved 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):  

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Grades 1–6  
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