| GRADE IN SEPTEMBER | ________ |

**Religious and Family Life Education**

**Learning Skills and Work Habits**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Organization</th>
</tr>
</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>

<table>
<thead>
<tr>
<th>Independent Work</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independently monitors, assesses, and revises plans to complete tasks and meet goals.</td>
<td>Accepts various roles and an equitable share of work in a group.</td>
</tr>
<tr>
<td>Uses class time appropriately to complete tasks.</td>
<td>Responds positively to the ideas, opinions, values, and traditions of others.</td>
</tr>
<tr>
<td>Follows instructions with minimal supervision.</td>
<td>Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Self-Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looks for and acts on new ideas and opportunities for learning.</td>
<td>Sets own individual goals and monitors progress towards achieving them.</td>
</tr>
<tr>
<td>Demonstrates the capacity for innovation and a willingness to take risks.</td>
<td>Seeks clarification or assistance when needed.</td>
</tr>
<tr>
<td>Demonstrates curiosity and interest in learning.</td>
<td>Assesses and reflects critically on own strengths, needs, and interests.</td>
</tr>
<tr>
<td>Approaches new tasks with a positive attitude.</td>
<td>Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</td>
</tr>
<tr>
<td>Recognizes and advocates appropriately for the rights of self and others.</td>
<td>Perseveres and makes an effort when responding to challenges.</td>
</tr>
</tbody>
</table>

**Strengths/Next Steps for Improvement**

---

E – Excellent  G – Good  S – Satisfactory  N – Needs Improvement
<table>
<thead>
<tr>
<th>Subject</th>
<th>Report</th>
<th>Strengths/Next Steps for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>IEP</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>IEP</td>
<td></td>
</tr>
<tr>
<td>Media Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>IEP</td>
<td></td>
</tr>
<tr>
<td><strong>French</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>IEP</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>IEP</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>IEP</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>IEP</td>
<td></td>
</tr>
<tr>
<td>Native Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Sense and Numeration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>IEP</td>
<td>NA</td>
</tr>
<tr>
<td>Measurement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>IEP</td>
<td>NA</td>
</tr>
<tr>
<td>Geometry and Spatial Sense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>IEP</td>
<td>NA</td>
</tr>
<tr>
<td>Patterning and Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>IEP</td>
<td>NA</td>
</tr>
<tr>
<td>Data Management and Probability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>IEP</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Science and Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Report 1</td>
<td>Report 2</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ ] ESL/ELD</td>
<td>[ ] IEP</td>
</tr>
<tr>
<td></td>
<td>[ ] ESL/ELD</td>
<td>[ ] IEP</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Education:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy Living, Living Skills</td>
<td>[ ] ESL/ELD</td>
<td>[ ] IEP</td>
</tr>
<tr>
<td>Physical Education:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Living, Movement Competence, Living Skills</td>
<td>[ ] ESL/ELD</td>
<td>[ ] IEP</td>
</tr>
<tr>
<td></td>
<td>[ ] ESL/ELD</td>
<td>[ ] IEP</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>[ ] French</td>
<td>[ ] ESL/ELD</td>
</tr>
<tr>
<td>Drama</td>
<td>[ ] French</td>
<td>[ ] ESL/ELD</td>
</tr>
<tr>
<td>Music</td>
<td>[ ] French</td>
<td>[ ] ESL/ELD</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>[ ] French</td>
<td>[ ] ESL/ELD</td>
</tr>
</tbody>
</table>

**Student’s Comments**
- My best work is:

- My goal for improvement is:

**Student’s Signature**

---

(Signature)
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Achievement of the Provincial Curriculum Expectations</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

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