### Provincial Report Card, Grades 9–12

#### Learning Skills and Work Habits

<table>
<thead>
<tr>
<th></th>
<th>Responsibility</th>
<th>Organization</th>
<th>Initiative</th>
<th>Self-Regulation</th>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Comments

**Strengths/Next Steps for Improvement**

To parents/guardians and students: This copy of the report should be kept 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 (5) years after the student leaves school.

To view provincial curriculum documents, visit the Ministry of Education’s website: www.edu.gov.on.ca.
<table>
<thead>
<tr>
<th>Courses</th>
<th>Reporting Period</th>
<th>Percentage Mark</th>
<th>Credit Earned</th>
<th>Responsibility</th>
<th>Organization</th>
<th>Independent Work</th>
<th>Collaboration</th>
<th>Initiative</th>
<th>Self-Regulation</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Course Title:  
Course Code:  
Teacher:  
ESL/ELD  
French  
IEP  
SHSM  
Final  
First | | | | | | | | | | |
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Course Code:  
Teacher:  
ESL/ELD  
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Teacher:  
ESL/ELD  
French  
IEP  
SHSM  
Final  
First | | | | | | | | | | |
## Diploma Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Required</th>
<th>Earned This Report</th>
<th>Earned to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (1 credit per grade)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French as a second language</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (1 credit in Grade 11 or 12)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canadian history</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canadian geography</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The arts</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and physical education</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career studies</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group 1**

- English
- French as a second language
- Classical or international language
- Guidance and career education
- Canadian and world studies
- Native language
- Social sciences and humanities
- Cooperative education

**Group 2**

- Health and physical education
- The arts
- French as a second language
- Business studies
- Cooperative education

**Group 3**

- Science (Grade 11 or 12)
- Technological education
- French as a second language
- Computer studies
- Cooperative education

**Optional Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credits Required for Graduation**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

**Community Involvement**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
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</tbody>
</table>

**Ontario Secondary School Literacy Graduation Requirement**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**For School Use**

**Principal's Signature**

[X]
### Learning Skills and Work Habits

#### Responsibility
- Fulfils responsibilities and commitments within the learning environment.
- Completes and submits class work, homework, and assignments according to agreed-upon timelines.
- Takes responsibility for and manages own behaviour.

#### Organization
- Devises and follows a plan and process for completing work and tasks.
- Establishes priorities and manages time to complete tasks and achieve goals.
- Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.

#### 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.

### Achievement of the Provincial Curriculum Expectations

<table>
<thead>
<tr>
<th>Percentage Mark</th>
<th>Achievement of the Provincial Curriculum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>80–100</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>70–79</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>60–69</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>50–59</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>Below 50</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 percentage mark (for Grade 9 and 10 courses only)</td>
</tr>
<tr>
<td>W</td>
<td>The student has withdrawn from the course.</td>
</tr>
</tbody>
</table>

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.

IEP – Individual Education Plan

FRENCH – The student receives instruction in French for the course.

SHSM – Specialist High Skills Major (for Grade 11 and 12 courses only)

Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.