

Guide to the Provincial Report Card, Grades 9–12

1999

Contents

General Information	2	10. Response Form	11
Implementation	2	11. Completion of Requirements for Graduation	12
Context for Reporting	3		
Ontario Student Record (OSR)	3		
Ontario Student Transcript (OST)	3		
Versions of the Report Card	3		
Reporting Schedule	4		
Separate Reporting of Achievement of Curriculum Expectations and Learning Skills ..	4		
Use of Electronic Formats and Paper Copies of the Provincial Report Card	5		
		Appendices	
		Appendix A: Report Cards	13
		Appendix B: Reporting in Schools That Offer Both Semestered and Non-semestered Courses	26
		Appendix C: Learning Skills	27
Section-by-Section Guide to Completing the Provincial Report Card	7		
1. Opening Section	7		
2. “Courses”	7		
a) “IEP”	7		
b) “ESL” or “ELD”	8		
3. “Percentage Grade”	8		
a) Determining Final Percentage Grades ..	8		
b) Percentage Grades Below 50%	9		
c) “Student’s Average”	9		
4. “Course Median”	9		
5. “Credit Earned”	9		
6. “Comments: Strengths/Areas for Improvement/Next Steps”	10		
7. “Attendance”	10		
8. “Learning Skills”	10		
9. “Principal’s Signature”	11		

Une publication équivalente est disponible en français sous le titre suivant: *Guide du bulletin scolaire de l'Ontario de la 9^e à la 12^e année.*

This publication is available on the Ministry of Education's World Wide Web site at <http://www.edu.gov.on.ca>.

General Information

The Provincial Report Card, Grades 9–12, ensures that all students attending publicly funded secondary schools in Ontario receive a standard report card based on the Ontario curriculum. The report card provides clear and detailed information to each student and his or her parents about how well the student is achieving the provincial curriculum expectations. It also provides opportunities for students to assess their progress and reflect on the goals they have set in their annual education plans. In addition, the report card provides opportunities for parents to comment on students' achievement and to identify ways in which they can support their learning at home. At the end of each semester or school year, the report card also provides a summary of credits achieved and graduation requirements completed.

This document, *Guide to the Provincial Report Card, Grades 9–12*, provides information that will help teachers complete the report card and use it for reporting to parents.

The assessment, evaluation, and reporting policy outlined in section 6.2 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* and in *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999* is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum policy documents for each discipline. Teachers will be provided with materials, including samples of student work (exemplars), that will assist them in their assessment and evaluation of student achievement according to this policy. Until these materials are provided, teachers may continue to follow their current assessment and evaluation practices. The Provincial Report Card, Grades 9–12, will be used by all teachers, regardless of the assessment approach they follow.

Implementation

Beginning with the 1999–2000 school year, the Provincial Report Card, Grades 9–12, will replace school board report cards for students in Grade 9 in publicly funded schools in Ontario. The Provincial Report Card, Grades 9–12, will be used for Grades 9 and 10 in the 2000–2001 school year; for Grades 9, 10, and 11 in the 2001–2 school year; and for Grades 9 to 12 in the 2002–3 school year.

Context for Reporting

The Provincial Report Card is only one of several means by which teachers report student achievement to parents and students. Communication about student achievement should be continual throughout the year and should include, in addition to the report card, such things as parent-teacher or parent-student-teacher conferences, interviews, phone calls, informal reports, and portfolios of student work. Teachers should provide detailed information that will encourage students to set goals for learning and help parents support learning at home. Information provided by parents and students will, in turn, help teachers plan teaching approaches.

Ontario Student Record (OSR)

A completed Provincial Report Card (all pages), or an exact copy of it, will be placed in the student's Ontario Student Record (OSR) folder following each reporting period.

The last page of the first report card in a semestered school and of the first and second report cards in a non-semestered school is a "Response Form". Parents should be encouraged to sign and return this form to the school, and the school must include it in the OSR.

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a cumulative and continuous record of (1) a student's successful completion of Grade 9 and 10 courses; (2) all attempts, successful and unsuccessful, at completing Grade 11 and 12/OAC courses; and (3) completion of other diploma requirements. Specific information about the OST can be found in section 6.2.2.2 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*. Information about the completion of the OST can be found in *Ontario Student Transcript (OST): Manual, 1999*.

Versions of the Report Card

There are four versions of the Provincial Report Card, Grades 9–12. These are:

- the first report for a semester in a semestered school
- the final report for a semester in a semestered school
- the report for the first and second terms in a non-semestered school
- the final report for the year in a non-semestered school

The first report in a semestered school will contain the "Response Form" as the final page, whereas the final report for the semester will contain the "Completion of Requirements for Graduation" page as the final page. The principal's signature will appear only on the first page of the first report and only on the last page of the final report.

The reports for the first and second terms in a non-semestered school will contain the “Response Form” as the final page, whereas the final report for the year will contain the “Completion of Requirements for Graduation” page as the final page. The principal’s signature will appear only on the first page of the first and second reports and only on the last page of the final report.

All versions of the Provincial Report Card show a student’s achievement at specific points in the school year or semester. The first report in either a semestered or a non-semestered school reflects student achievement of curriculum expectations during the first reporting period. When the second report is issued in a non-semestered school, it will reflect achievement of curriculum expectations up to that point in the year. The final report in either a semestered or a non-semestered school reflects achievement of the overall curriculum expectations for the course. On the report cards for the second and/or final reporting periods, the achievement recorded on the previous report(s) is shown in order to provide parents with an indication of the student’s progress.

A sample of each of the four versions of the Provincial Report Card, Grades 9–12, is included in Appendix A, “ Report Cards”.

Reporting Schedule

Semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents two times a semester. The first report of the first semester should be issued during the fall.

Non-semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents three times a year. The first report should be issued during the fall.

Schools that offer a combination of semestered and non-semestered courses will use the report card for non-semestered schools for their formal written reports on student achievement in all courses. Schools should develop a combined reporting schedule that provides for two written reports for semestered courses and for three written reports for non-semestered courses. A sample reporting schedule for schools offering both semestered and non-semestered courses is provided in Appendix B.

Schools that have more reporting periods than are accommodated in the Provincial Report Card may use a different form, such as a board-developed conference report form or interim report form, for the additional reports.

Separate Reporting of Achievement of Curriculum Expectations and Learning Skills

The Provincial Report Card focuses on two distinct, but related, aspects of student achievement: (1) the achievement of curriculum expectations, and (2) the development of learning skills. Accordingly, the report card has separate sections for reporting on the student’s achievement of the curriculum expectations and for reporting on the student’s demonstration of skills required for effective learning. By separating these two aspects of achievement, the report card allows teachers to provide more specific information to parents and students and to identify more clearly the student’s strengths and areas in which improvement is needed.

Percentage grades and comments are used to report on the student's achievement of curriculum expectations in each course. The percentage grades reflect the level of achievement of the curriculum expectations, and the comments focus on progress by describing strengths, areas for improvement, and next steps.

The student's demonstrated learning skills in each course are evaluated using a four-point scale (E – excellent, G – Good, S – Satisfactory, N – Needs Improvement). Teachers may also include comments on the student's learning skills (see Appendix C) when those skills have a particularly significant impact – positive or negative – on achievement.

Evaluation of learning skills must not be included in the determination of percentage grades, which reflect only the student's achievement of the curriculum expectations.

Use of Electronic Formats and Paper Copies of the Provincial Report Card

Boards may elect to use either an electronic format or paper copies of the Provincial Report Card, Grades 9–12.

The report card will be available in electronic format through a number of vendors. Vendors were involved during the development of the report card and will ensure that the Provincial Report Card is produced as required in an efficient and appropriate manner. Boards may purchase from a vendor the product that best meets their needs, or they may develop their own electronic format. In either case, no changes of any kind may be made to the three pages of the Provincial Report Card.

Teachers who complete the report cards by hand should obtain paper copies from their school. (It should be noted that the ministry will not be distributing copies of the Provincial Report Card to schools.) The ministry is providing boards and teachers with copies of this guide, which contains a sample of each of the four versions of the report card (see Appendix A). Boards should ensure that all secondary school teachers who are completing the Provincial Report Card receive a copy of this guide.

Boards are encouraged to support teachers in using an electronic format for completing their students' report cards. Using an electronic format has definite advantages, as this format can make the completion of report cards more efficient. An electronic format may be able to:

- calculate percentage grades;
- calculate course medians;
- calculate averages;
- input percentage grades and other data automatically from previous reporting periods.

It may have additional features that enable teachers to:

- transfer basic data from other databases;
- view the curriculum expectations by course;
- view the achievement charts by discipline;
- view detailed descriptions of the learning skills.

Once the report card has been completed, copies should be printed out on 8½" x 11" paper. It should be noted that the paper used to produce the report cards must be suitable for long-term storage (see *Ontario Student Record (OSR): Guideline, 1999*). Comments about student achievement should be printed in 9-point type, for legibility.

Section-by-Section Guide to Completing the Provincial Report Card

Only the sections or headings of the report card that require explanation are included in the following list. Sections or headings that are self-explanatory are not discussed.

1. Opening Section

Under the heading “Student”, record the student’s full name and, if desired, any student identification number used by the school for purposes of data management.

Enter the student’s address only if there is no court order indicating that a non-custodial parent has access to his or her child’s report cards, but is not to know where the child lives.

The opening section contains a space for the name of the school council chair. This name is provided for parents’ information only; the school council chair does not receive copies of students’ report cards or answer parents’ questions regarding report cards.

2. “Courses”

For each course, record the title of the course, the course code, and the teacher’s name.

a) “IEP”

In accordance with a regulation made under the Education Act, an Individual Education Plan (IEP) is developed for every student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC). Students who have not been formally identified as exceptional but who have special needs and are receiving special education services may also have an IEP. The student’s learning expectations are described in the plan.

If the student has an IEP, check the IEP box for every course to which the plan applies.

If some of the student’s learning expectations for a course are modified from the curriculum expectations, but the student is working towards a credit for the course, it is sufficient simply to check the IEP box. If, however, the student’s learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course (see section 7.12 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*) or if the expectations are alternatives to the curriculum expectations, the following statement must be included in the “Comments” section (along with

comments about the student's achievement): **"This percentage grade is based on achievement of the expectations specified in the IEP, which differ significantly from the curriculum expectations for the course."**

If the student is not working towards a credit in the course, enter a zero (0) in the "Credit Earned" column.

In the very few instances where none of the student's learning expectations are derived from the curriculum expectations, an alternative format may be used to record achievement (e.g., the evaluation section of the IEP). When using such a format, indicate the student's achievement relative to the expectations set out in the IEP, and comment on strengths, areas for improvement, and next steps.

Where possible, students should be encouraged to complete the Response Form.

Parents of students who have an IEP should have a clear understanding of the learning expectations that make up the student's program. Although parents must receive a copy of the IEP when it is first developed, boards may also choose to attach a copy to the student's report card.

b) "ESL" or "ELD"

Students in the early stages of English as a second language (ESL) or English literacy development (ELD) programs may need program adaptations in some of their subject courses in order to be successful.

If a student is enrolled in an ESL or ELD program, check the appropriate box for every course that is affected by the program.

3. "Percentage Grade"

Student achievement of the curriculum expectations is reported on the Provincial Report Card, Grades 9–12, using percentage grades. A single percentage grade for each course in each reporting period is the only information that should be placed in the "Percentage Grade" column.

If the report card is being completed by hand, the percentage grades from the previous reporting period(s) should be copied into the appropriate spaces. In the electronic format, this information will be entered automatically.

a) Determining Final Percentage Grades

Students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, which will be reflected in their final percentage grades.

The final percentage grade for Grade 9 and 10 courses will be derived as follows:

- 70% of the grade will be based on evaluations undertaken throughout the course. This portion of the grade should represent the student’s most consistent level of achievement, with special consideration given to the more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation in the form of one or a combination of the following: an examination, a performance, an essay, or another method of evaluation suitable to the course content and expectations. The final evaluation should be administered at or towards the end of the course. There will be no exemptions from the final evaluation.

Information about determining final percentage grades for Grade 11 and 12 courses will be made available before the new Ontario curriculum is implemented in the senior grades.

b) Percentage Grades Below 50%

Percentage grades below 50% indicate insufficient achievement of curriculum expectations and signal that additional learning is required before the student can achieve the expectations to a passing level. (The actual percentage grade assigned should be determined in accordance with school and school board policy.) At the end of a course, a student who receives a grade below 50% will not receive credit for the course. (Procedures for students in this position are outlined in section 6.5 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*.)

c) “Student’s Average”

Record as a percentage the average of the student’s grades in all courses taken in the reporting period.

4. “Course Median”

Report the course median for each course.

The course median is defined as the middle percentage grade in the course, after the grades of all students taking the course in the current reporting period have been ranked. The median is the percentage grade at which fifty per cent of the students in the course have a higher grade, and fifty per cent of the students have a lower grade.

If the report card is being completed by hand, the median for each previous reporting period should be copied into the appropriate column. In electronic formats, this information will be entered automatically.

5. “Credit Earned”

Record the number of credits earned (normally “1” or “0.5”, for full and half-credit courses, respectively) for each course that the student has completed successfully. If a credit has not been earned, enter a zero (0) in the “Credit Earned” column. (A complete summary of credits earned during the semester or the school year will appear on the last page – “Completion of Requirements for Graduation” – of the final report card.)

Withdrawals: If a student withdraws from a course, enter a “W” in the “Credit Earned” column of the report card(s) issued subsequent to the withdrawal. If a student withdraws from a Grade 11 or 12 course more than five instructional days after the first report card is issued, also enter the student’s percentage grade at the time of withdrawal in the “Percentage Grade” column.

6. “Comments: Strengths/Areas for Improvement/Next Steps”

For each course, record comments about the student’s achievement of the curriculum expectations and about the learning skills that he or she has demonstrated during the reporting period. Describe as specifically as possible significant strengths and areas for improvement and identify the steps that should be taken to improve the student’s learning.

7. “Attendance”

In the first reporting period, fill in the number of classes the student has missed, as well as the total number of classes held, for each course. Record also the number of times the student has been late for class. On the second and final report cards, record the cumulative totals for each item.

8. “Learning Skills”

For each course, in each reporting period, report on the quality of the learning skills demonstrated by the student in each of the categories identified on the report card (Works Independently, Teamwork, Organization, Work Habits/Homework, Initiative), using the following letter symbols:

E–Excellent

G–Good

S–Satisfactory

N–Needs Improvement

Lists of sample student behaviours related to each of the learning skills categories are provided in Appendix C.

The assessment and evaluation of learning skills is distinct from and should not influence the determination of percentage grades. Teachers are encouraged, however, to include comments about the student’s learning skills in the “Comments” section of the report card.

If the report card is being completed by hand, the record of the student’s achievement of learning skills for the previous reporting period(s) should be copied in the appropriate spaces. In electronic formats, this information will be entered automatically.

9. "Principal's Signature"

A space for the principal's signature appears at the bottom of the first page of the first report card in semestered and non-semestered schools, as well as of the second report card in non-semestered schools. On the final report card in both types of schools, the principal's signature appears only on the last page, "Completion of Requirements for Graduation".

Reports must be signed by the principal or his or her representative (usually a vice-principal). A rubber stamp or facsimile of the signature must not be used.

10. Response Form

The Response Form is the last page of the first report card in semestered schools, and of the first and second report cards in non-semestered schools. It is not included in the final report card. The completed Response Form must be returned to the school and filed in the OSR with the other pages of the report card.

The Response Form is related to the student's annual education plan. It allows students to comment on their achievement of the curriculum expectations, to assess their achievement relative to the learning goals they set at the start of the school year, and to comment on their action plan for the next reporting period. It also allows them to record the number of hours they have completed towards fulfilling their community involvement requirement, and to comment on their activities, especially as they relate to their goals for academic achievement, career and education exploration, and extracurricular activities. Students are to complete the "Student's Comments" section with the help of a teacher, sign it, and obtain the teacher's signature before taking the report card home to their parents or guardians.

The Response Form also provides an opportunity for parents to comment on the student's achievement, goals, and plans. Parents who do not wish to record their comments are still expected to sign and return the Response Form to confirm that they have seen the report card.

Parents are encouraged to keep the first two pages of the report card for their records. A copy of the completed Response Form should also be returned to parents by the school.

The report card should not represent the only opportunity for communication among parents, teachers, and the student about the student's progress in school. Use the box at the bottom of the Response Form to describe other opportunities, including planned parent-teacher or parent-student-teacher conferences, and to provide relevant scheduling information.

11. Completion of Requirements for Graduation

The "Completion of Requirements for Graduation" page is included only with the final report, replacing the Response Form as the last page of the report card.

In the "Earned This Report" column, record the number of compulsory credits the student has earned in this reporting period, by subject, as listed in the left-hand column, as well as the number of optional credits and the total number of credits earned. Add these figures to the cumulative totals given in the "Earned to Date" column of last year's or last semester's final report card, and record the results in the "Earned to Date" column. In addition, record the number of hours of community involvement activities completed by the student in this reporting period and to date, and check the appropriate box regarding completion of the secondary school literacy test.

The section headed "For School Use" may be used to record local requirements, specialized programs completed, or certificates earned by the student.

Appendix A: Report Cards

This appendix contains the four versions of the Provincial Report Card, Grades 9–12, as follows:

- the first report for a semester in a semestered school
- the final report for a semester in a semestered school
- the report for the first and second terms in a non-semestered school
- the final report for the year in a non-semestered school.

These report cards may be photocopied for the use of teachers. Please refer also to the section “Use of Electronic Formats and Paper Copies of the Provincial Report Card”, on page 5 of this guide.

Semester	Report Period	Date
----------	---------------	------

Student	Grade	Principal
Address		School Council Chair
School	Telephone	Board
Address	Fax	Address

Courses IEP = Individual Education Plan ESL = English As a Second Language ELD = English Literacy Development These boxes appear for each course where appropriate	Report Period	Percentage Grade	Course Median	Credit Earned	Comments Strengths/Areas for Improvement/Next Steps	Attendance		Learning Skills E = Excellent, G = Good S = Satisfactory N = Needs Improvement					
						Total Classes	Times Late	Works Independently	Teamwork	Organization	Work Habits/Homework	Initiative	
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							

Principal's Signature _____	Student's Average
-----------------------------	-------------------

To parents or 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.

Semester	Report Period	Date
----------	---------------	------

Student _____

Courses IEP = Individual Education Plan ESL = English As a Second Language ELD = English Literacy Development These boxes appear for each course where appropriate	Report Period	Percentage Grade	Course Median	Credit Earned	Comments Strengths/Areas for Improvement/Next Steps	Attendance		Learning Skills E = Excellent, G = Good S = Satisfactory N = Needs Improvement					
						Total Classes	Classes Missed	Times Late	Works Independently	Teamwork	Organization	Work Habits/Homework	Initiative
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							
	Student's Average												

To parents or 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.

Semester	Report Period	Date
----------	---------------	------

Student	Grade	Principal
Address		School Council Chair
School	Telephone	Board
Address	Fax	Address

Courses IEP = Individual Education Plan ESL = English As a Second Language ELD = English Literacy Development These boxes appear for each course where appropriate	Report Period	Percentage Grade	Course Median	Credit Earned	Comments Strengths/Areas for Improvement/Next Steps	Attendance		Learning Skills E = Excellent, G = Good S = Satisfactory N = Needs Improvement					
						Total Classes	Times Late	Works Independently	Teamwork	Organization	Work Habits/Homework	Initiative	
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Final					/							

Student's Average	
-------------------	--

To parents or 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.

Semester	Report Period	Date
----------	---------------	------

Student _____

Courses IEP = Individual Education Plan ESL = English As a Second Language ELD = English Literacy Development These boxes appear for each course where appropriate	Report Period	Percentage Grade	Course Median	Credit Earned	Comments Strengths/Areas for Improvement/Next Steps	Attendance		Learning Skills E = Excellent, G = Good S = Satisfactory N = Needs Improvement						
						Total Classes	Classes Missed	Times Late	Works Independently	Teamwork	Organization	Work Habits/Homework	Initiative	
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First													
Final														
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First													
Final														
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First													
Final														
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First													
Final														
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First													
Final														
Student's Average														

To parents or 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.

Semester	Report Period
	Date

 Student

Diploma Requirements	Total Required	Earned This Report	Earned to Date
Compulsory Credits	18		
English	4		
French as a second language	1		
Mathematics	3		
Science	2		
Canadian history	1		
Canadian geography	1		
The arts	1		
Health and physical education	1		
Civics	0.5		
Career studies	0.5		
<i>Choose 1 of the following</i> English Third language Social sciences and the humanities Canadian and world studies	1		
<i>Choose 1 of the following</i> Health and physical education The arts Business studies	1		
<i>Choose 1 of the following</i> Science (Grade 11 or 12) Technological education	1		
Optional Credits	12		
Total Credits Required for Graduation	30		
Community Involvement (40 hours)	(40 hours)		
Ontario Secondary School Literacy Test	Completed <input type="checkbox"/> Yes <input type="checkbox"/> No		
For school use			

_____ Principal's Signature	_____ Date
---------------------------------------	----------------------

Report Period	Date
---------------	------

Student	Grade	Principal
Address		School Council Chair
School	Telephone	Board
Address	Fax	Address

Courses IEP = Individual Education Plan ESL = English As a Second Language ELD = English Literacy Development These boxes appear for each course where appropriate	Report Period	Percentage Grade	Course Median	Credit Earned	Comments Strengths/Areas for Improvement/Next Steps	Attendance		Learning Skills E = Excellent, G = Good S = Satisfactory N = Needs Improvement				
						Total Classes Missed	Times Late	Works Independently	Teamwork	Organization	Work Habits/Homework	Initiative
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/						
	Second											
	Final											
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/						
	Second											
	Final											
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/						
	Second											
	Final											
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/						
	Second											
	Final											

Principal's Signature	Student's Average
-----------------------	-------------------

To parents or 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.

Report Period	Date
---------------	------

Student _____

Courses IEP = Individual Education Plan ESL = English As a Second Language ELD = English Literacy Development These boxes appear for each course where appropriate	Report Period	Percentage Grade	Course Median	Credit Earned	Comments Strengths/Areas for Improvement/Next Steps	Attendance		Learning Skills E = Excellent, G = Good S = Satisfactory N = Needs Improvement					
						Total Classes	Times Late	Works Independently	Teamwork	Organization	Work Habits/Homework	Initiative	
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
	Student's Average												

To parents or 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.

Report Period	Date
---------------	------

Student	Grade	Principal
Address		School Council Chair
School	Telephone	Board
Address	Fax	Address

Courses IEP = Individual Education Plan ESL = English As a Second Language ELD = English Literacy Development These boxes appear for each course where appropriate	Report Period	Percentage Grade	Course Median	Credit Earned	Comments Strengths/Areas for Improvement/Next Steps	Attendance		Learning Skills					
						Total Classes	Times Late	Works Independently	Teamwork	Organization	Work Habits/Homework	Initiative	
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							

Student's Average	
-------------------	--

To parents or 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.

Report Period	Date
---------------	------

Student _____

Courses IEP = Individual Education Plan ESL = English As a Second Language ELD = English Literacy Development These boxes appear for each course where appropriate	Report Period	Percentage Grade	Course Median	Credit Earned	Comments Strengths/Areas for Improvement/Next Steps	Attendance		Learning Skills					
						Total Classes	Times Late	Works Independently	Teamwork	Organization	Work Habits/Homework	Initiative	
													Classes Missed
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> IEP <input type="checkbox"/> ESL <input type="checkbox"/> ELD	First					/							
	Second					/							
	Final					/							
Student's Average													

To parents or 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.

Report Period	Date
---------------	------

***Completion of Requirements
for Graduation***

Student

Diploma Requirements	Total Required	Earned This Report	Earned to Date
Compulsory Credits	18		
English	4		
French as a second language	1		
Mathematics	3		
Science	2		
Canadian history	1		
Canadian geography	1		
The arts	1		
Health and physical education	1		
Civics	0.5		
Career studies	0.5		
<i>Choose 1 of the following</i> English Third language Social sciences and the humanities Canadian and world studies	1		
<i>Choose 1 of the following</i> Health and physical education The arts Business studies	1		
<i>Choose 1 of the following</i> Science (Grade 11 or 12) Technological education	1		
Optional Credits	12		
Total Credits Required for Graduation	30		
Community Involvement (40 hours)	(40 hours)		
Ontario Secondary School Literacy Test	Completed <input type="checkbox"/> Yes <input type="checkbox"/> No		
For school use			

_____ Principal's Signature	_____ Date
---------------------------------------	----------------------

Appendix B: Reporting in Schools That Offer Both Semestered and Non-semestered Courses

Schools offering both semestered and non-semestered courses will use the report card designed for non-semestered schools to report on student achievement in both types of courses. The report card will be issued according to a schedule that allows for two formal written reports for the semestered courses and three for the non-semestered courses. A sample combined reporting schedule is provided below.

Sample Combined Semestered/Non-semestered Reporting Schedule

Report Card Issued in:	Reporting Period		Report Card Pages
	Semestered Courses	Non-semestered Courses	
November/December	1st	1st	1 and 2, Response Form
January/February	final	—	1 and 2, Completion of Requirements for Graduation
March/April	1st	2nd	1 and 2, Response Form
June	final	final	1 and 2, Completion of Requirements for Graduation

Note: Percentage grades for individual courses should be entered in the space for the appropriate reporting period (1st, 2nd, or final) on the report card. The report card issued in January or February will give final marks for semestered courses, but no new marks for non-semestered courses. The report card issued in March or April will give marks for semestered courses in the space for the first reporting period, and for non-semestered courses in the space for the second reporting period.

Appendix C: Learning Skills

Learning skills are grouped under the following five headings on the Provincial Report Card, Grades 9–12: Works Independently, Teamwork, Organization, Work Habits/Homework, and Initiative. For each of these five categories of learning skills, a checklist of sample behaviours is provided. The checklists are designed to assist, but not to limit or confine, teachers in their observations.

Learning Skill Categories and Checklists of Sample Behaviours

Works Independently

The student:

- accomplishes tasks independently
- accepts responsibility for completing tasks
- follows instructions
- regularly completes assignments on time and with care
- demonstrates self-direction in learning
- independently selects, evaluates, and uses appropriate learning materials, resources, and activities
- demonstrates persistence in bringing tasks to completion
- uses time effectively
- uses prior knowledge and experience to solve problems and make decisions
- reflects on learning experiences

Teamwork

The student:

- works willingly and cooperatively with others
- shares resources, materials, and equipment with others
- responds and is sensitive to the needs and welfare of others
- solves problems collaboratively
- accepts various roles, including leadership roles
- takes responsibility for his or her own share of the work to be done
- works to help achieve the goals of the group or the class
- helps to motivate others, encouraging them to participate
- contributes information and ideas to solve problems and make decisions
- questions the ideas of the group to seek clarification, test thinking, or reach agreement

- shows respect for the ideas and opinions of others in the group or class
- listens attentively, without interrupting
- in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding
- recognizes the contribution of group members by means of encouragement, support, or praise
- seeks consensus and negotiates agreement before making decisions

Organization

The student:

- organizes work when faced with a number of tasks
- devises and follows a coherent plan to complete a task
- follows specific steps to reach goals or to make improvements
- revises steps and strategies when necessary to achieve a goal
- manages and uses time effectively and creatively
- demonstrates ability to organize and manage information
- follows an effective process for inquiry and research
- uses appropriate information technologies to organize information and tasks

Work Habits/Homework

The student:

- completes homework on time and with care
- puts forth consistent effort
- follows directions
- shows attention to detail
- uses materials and equipment effectively
- begins work promptly and uses time effectively
- perseveres with complex projects that require sustained effort
- applies effective study practices

Initiative

The student:

- seeks out new opportunities for learning
- responds to challenges and takes risks
- demonstrates interest and curiosity about concepts, objects, events, and resources
- seeks necessary and additional information in print, electronic, and media resources
- identifies problems to solve, conducts investigations, and generates questions for further inquiry

- requires little prompting to complete a task, displaying self-motivation and self-direction
- approaches new learning situations with confidence and a positive attitude
- develops original ideas and devises innovative procedures
- attempts a variety of learning activities
- seeks assistance when needed
- uses information technologies in creative ways to improve learning for self or others



Printed on recycled paper

ISBN 0-7778-8917-X

99-051

© Queen's Printer for Ontario, 1999