

STUDENT: 783987 Grewal Mehar	OEN: 880-211-651	Grade: 10	Homeroom: Principal: Boutros, Engy
Address: 4 Freesia Rd, Brampton, ON L7A 0L6		School Council Chair:	

SCHOOL: 2432 North Park Secondary School	Telephone: (905)456-1906	BOARD: Peel District School Board	Email/Website: www.peelschools.org
Address: 10 North Park Drive, Brampton, ON , L6S 3M1		Address: 5650 Hurontario Street, Mississauga, ON, L5R 1C6	

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance	
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Total Classes Missed	Times Late
Course Title: English Course Code: ENG2DR Teacher: Prashad, B <input type="checkbox"/> ESL/ ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	92	85	0	E	E	E	E	E	E	So far this semester, students have completed units in grammar, persuasive writing (through rant/rave presentations), and short stories. Through various tasks and assignments, Mehar has demonstrated a good understanding of the material taught in class. You wrote a compelling short story, incorporating strong descriptive elements and demonstrating thoughtful revisions to enhance the overall narrative. To aid in your continued success, you are encouraged to share thoughts and ideas during class discussions.	4 48	0
	Final										Teacher requests an interview <input type="checkbox"/>		
Course Title: Core French Course Code: FSF2DR Teacher: Piekos, J <input type="checkbox"/> ESL/ ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	88	80	0	E	E	E	E	E	E	Mehar has demonstrated a good understanding of reading, writing, listening and metacognition strategies. Mehar was able to use strategies of listing words he already knew to understand and communicate main and specific details of videos about the significance of Indigenous cuisine. Mehar has used reference notes to observe patterns for various verb tense during our Introduction Unit. Next steps include continuing to use reference notes and resources to review new grammar concepts of the past participle as an adjective and descriptive forms.	4 48	0
	Final										Teacher requests an interview <input type="checkbox"/>		
Course Title: Principles Of Mathemat Course Code: MPM2DR Teacher: Vander Eyken, C <input type="checkbox"/> ESL/ ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	96	81	0	E	E	E	E	G	E	Mehar has acquired a solid foundation of knowledge and skills necessary to graph linear and quadratic relations, solve linear systems and problems involving similar triangles. He has demonstrated these abilities during in-class practice activities and on some formal assessments. He is encouraged to develop a stronger understanding of quadratic equations for upcoming units by completing assigned questions and reviewing his notes.	2 48	0
	Final										Teacher requests an interview <input type="checkbox"/>		
Course Title: Science Course Code: SNC2DR Teacher: Dunkley, R <input type="checkbox"/> ESL/ ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	95	86	0	E	E	E	E	G	G	Mehar is able to explain how cells divide and go through the phases of the cell cycle. When completing assignments, he carefully reads the instructions and asks questions to get clarification. By going over his notes every day and finishing all of the practice exercises, Mehar can enhance his comprehension and memory of scientific ideas.	4 48	0
	Final										Teacher requests an interview <input type="checkbox"/>		

Principal's Signature -> Boutros, Engy

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.

Learning Skills and Work Habits				E - Excellent G - Good S - Satisfactory N - Needs Improvement	
Responsibility				Organization	
<ul style="list-style-type: none">• Fulfills 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.		<ul style="list-style-type: none">• 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				Collaboration	
<ul style="list-style-type: none">• Independently monitors, assesses, and revises plans to complete tasks and meet goals.• Uses class time appropriately to complete tasks.• Follows instructions with minimal supervision.		<ul style="list-style-type: none">• 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				Self-Regulation	
<ul style="list-style-type: none">• 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 rights of self and others.		<ul style="list-style-type: none">• 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.			
<div><div></div><div>(Please complete, sign and detach the form below, and return it to your child's teacher.)</div><div></div></div>					
Student: Grewal, Mehar		OEN: 783987	OEN: 880-211-651	Grade: 10	Homeroom:
Student's Comments					
<ul style="list-style-type: none">• My best work is:					
<ul style="list-style-type: none">• My goal for improvement is:					
Parent's/Guardian Response					
<input type="checkbox"/> I have received this report card.		<input checked="" type="checkbox"/> I would like to discuss this report card. Please contact me.			
Parent's /Guardian's Name(please print):		Signature:		Date:	
			X		
Telephone (day):		Telephone (evening):			

Student: Grewal, Mehar	783987	OEN: 880-211-651	Grade: 10	Homeroom:
------------------------	--------	------------------	-----------	-----------

Percentage Mark

Achievement of the Provincial Curriculum Expectations

80-100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70-79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincials standard. (Level 3)
60-69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincials standard. (Level 2)
50-59	The student has demonstrated the required knowledge and skills with limited effectiveness. 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.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)
W	The student has withdrawn from the course.
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 percent of the students in the course have a higher percentage mark and 50 percent of the students have a lower percentage.	
N/A - Not applicable	