

Student: Karlee Chase (707727)		OEN: 706-436-904	Days Absent: 6.5	Total Days Absent: 7.0
Grade: 07	Teacher: Porter, Doug (HF1: 6-7)		Times Late: 2.0	Total Times Late: 4.0
Board: Peel District School Board		School: Green Glade Sr. Public School		
Address: 5650 Hurontario Street Mississauga, ON L5R 1C6		Address: 1550 Green Glade Mississauga L5J1B5		
Principal: Dewees, Sarah			Telephone: 905-822-8386	

Learning Skills and Work Habits

E - Excellent G - Good S - Satisfactory N - Needs Improvement

Responsibility G <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. 		Organization G <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 G <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. 		Collaboration E <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 G <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 the rights of self and others. 		Self-Regulation G <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. 	

Strengths/Next Steps for Improvement

Karlee works independently during class time in both centres and independent work. She generally remains on-task and needs few reminders to stay focused, completing an appropriate amount of work in the given time. Karlee works well with others, avoiding conflicts and uses resolution strategies with success to solve problems when necessary. She tries to find solutions that are positive for everyone involved. During collaborative activities, Karlee is willing to listen to others and respects their opinions. She participates in class discussions and activities appropriately, working towards successful completion of the task. Karlee is encouraged to review concepts on a nightly basis, particularly in math to solidify her understanding of the material. She participated in wreath making for the Remembrance Day Assembly and is working towards becoming a student ambassador in grade 8.

Subject	Report 1		Report 2		Strengths/Next Steps for Improvement
	%Mark	Median	%Mark	Median	
Language	<input type="checkbox"/> NA Manente, Susan 71 78				Karlee usually identified some distinguishing characteristics between fiction and non-fiction materials. She demonstrated a few comprehension and critical thinking skills when responding to a variety of source materials such as narratives, articles, and documentaries. During our Survival Unit, Karlee responded to a variety tasks centered around her independent novel "Adrift" to show connections and an understanding of the text. Writing workshops focused on personal narratives and non-fiction forms of writing. She gathered and organized information to recount the true life survival story of Tami Oldham. In an oral presentation, Karlee provided evidence of character traits and actions that contributed to Tami's survival and successfully drew parallels from this story to her own life. Karlee created several effective media texts for specific purposes using a variety of techniques.
Reading	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP				
Writing	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP 68 84				
Oral Communication	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP 68 78				
Media Literacy	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP 71 84				
French	<input type="checkbox"/> NA Romulus Appleton, Kelly 75 84				Karlee was able to demonstrate an understanding of the purpose and meaning of oral French about everyday matters. She used familiar words and expressions to produce a very her "Les Expressions" skit. Karlee used some of reading comprehension strategies during our Code.org activities. She is often able to use and regular ER, IR and RE verbs with . Next steps, Karlee is encouraged to increase her participation in spoken interactions in French during class time and when talking with classmates.
Listening	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP 75 84				
Speaking	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP 78 78				
Reading	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP 75 84				
Writing	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP 75 78				
<input checked="" type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended					
Native Language	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input checked="" type="checkbox"/> NA				Oral Communication, Reading, Writing
Mathematics	French Porter, Doug 61 84				Karlee can usually perform mathematical operations involving the addition, subtraction, multiplication and division of integers. Karlee usually uses the proper order of operations to solve multi-step question. In Geometry, she correctly represented reflections, translations, rotations using the Cartesian coordinate grid system. Karlee also solved problems incorporating a table of values. She was able to identify and extend some patterns. She also solved limited problems incorporating a table of values. Our Data Management involved collecting and organizing primary and secondary data. Karlee selected an appropriate graph to represent her data findings. Karlee needs to seek assistance and clarification when required. Measurement was not evaluated this term.
Number Sense and Numeration	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA 61 84				
Measurement	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input checked="" type="checkbox"/> NA				
Geometry and Spatial Sense	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA 71 84				
Patterning and Algebra	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA 61 84				
Data Management and Probability	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA 65 75				
Science and Technology	Porter, Doug 71 78				Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems Karlee was able to describe the impacts vehicles have on the ecosystem She identified biotic and abiotic elements in an ecosystem, and described the interactions between them. Karlee investigated and presented her findings on an invasive species and explained how this impacted the environment. Karlee created a diorama and a presentation that analyzed a specific ecosystem. Karlee should continue to investigate and make scientific connections in her everyday life.
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French					

Subject	Report 1		Report 2		Strengths/Next Steps for Improvement
	% Mark	Median % Mark	Median	Median	
History <input checked="" type="checkbox"/> NA Manente, Susan <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French					History was not evaluated this term.
Geography <input type="checkbox"/> NA Manente, Susan <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French	65	78			Learning focused on the unique geographic thinking concepts of interrelationships, spatial significance, geographic perspectives and patterns and trends. Karlee participated well in individual and group tasks by using a variety of research tools and graphic organizers to gather and communicate information. She investigated the natural event of wild fires and presented some of their environmental, human, economic, and political impacts.
Health and Physical Education Health Education: Adamson, Roy Healthy Living, Living Skills <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French	78	84			Karlee successfully demonstrated an understanding of personal and external influences that affect people's food choices and eating routines (e.g., cost, type of food available at home, at school, or in the community), and identified factors that impact healthy body weight (e.g. peers). She identified information about the role that different foods play in a variety of health disorders (e.g., diabetes, obesity, etc.)
Physical Education: Adamson, Roy Active Living, Movement Competence, Living Skills <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French	71	78			Karlee participated in a wide variety of program activities (e.g., football, volleyball) and applied behaviours that enhanced her readiness and ability to take part by trying hard and displaying sportsmanship in all aspects of the program. She demonstrated an understanding of the phases of movement (i.e., preparation, execution, follow-through), and applied this understanding to improving movement in a variety of activities.
The Arts Dance <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input checked="" type="checkbox"/> NA <input type="checkbox"/> French Adamson, Roy Drama <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> French Brockie, Ruth Music <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> French Roberts, Jamie Visual Arts <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> French Jopling, Joanne	78	78	71	78	Dance was not evaluated this term. Karlee demonstrated considerable understanding of various elements (e.g. role/character) and conventions (e.g. skits) of drama to effectively communicate feelings and ideas in activities. Using proper playing technique, Karlee can play the first seven notes of the B flat concert scale and then apply that to a duet performance (Lightly row, Warmup) with accurate rhythms and correct pitches. Karlee successfully experimented with many drawing methods to produce a variety of creative effects with line, pattern and value. She showed a great understanding of the imagery and symbols used in the "Ojibway" style of art.
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA					

✂ Elementary Provincial Report Card (Please have your child complete the form below, and return it to your child's teacher.) ✂

Student: Karlee Chase (707727)	Grade: 07	OEN: 706-436-904	Teacher: Porter, Doug (HF1: 6-7)
Student's Comments <ul style="list-style-type: none"> My best work is: My goal for improvement is: 			
Student's Signature			X

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 provincial standard. (Level 3)
60-69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial 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)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a letter grade.

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

Median - The percentage mark at which 50 per cent of the students in the grade have a higher percentage mark for the subject/strand and 50 per cent of the students have a lower percentage mark

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 

✂ Elementary Provincial Report Card (Please complete, sign, and detach the form below, and return it to your child's teacher.) ✂

Student: Karlee Chase (707727)	Grade: 07	OEN: 706-436-904	Teacher: Porter, Doug (HF1: 6-7)
Parent's/Guardian's Comments <ul style="list-style-type: none"> • My child has improved most in: • I will help my child to: 			
<input type="checkbox"/> I have received this report card. <input type="checkbox"/> I would like to discuss this report card. Please contact me.	Parent's/Guardian's name (please print) Telephone (day):	Signature X	Date
		Telephone (evening):	