

Date:

| | | | | |
|----------|----------|------------|--------------|--------------------|
| Student: | | OEN: | Days Absent: | Total Days Absent: |
| Grade: | Teacher: | | Times Late: | Total Times Late: |
| Board: | | School: | | |
| Address: | | Address: | | |
| | | Principal: | Telephone: | |

[Space for Board Information]

Learning Skills and Work Habits

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

Responsibility

- 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

- 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.

Strengths/Next Steps for Improvement

Student:

OEN:

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

| Subjects | Progressing With Difficulty | Progressing Well | Progressing Very Well | Strengths/Next Steps for Improvement |
|---|-----------------------------|------------------|-----------------------|--------------------------------------|
| Language | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA | | | | |
| French | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA | | | | |
| <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended | | | | |
| Native Language | | | | |
| <input type="text"/> | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA | | | | |
| Mathematics | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French | | | | |
| Science and Technology | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French | | | | |
| Social Studies | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French | | | | |
| Health and Physical Education | | | | |
| Health Education | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French | | | | |
| Physical Education | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French | | | | |
| The Arts | | | | |
| Dance | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA | | | | |
| Drama | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA | | | | |
| Music | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA | | | | |
| Visual Arts | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA | | | | |
| <input type="text"/> | | | | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA | | | | |

To Parents/Guardians and Students: This copy of the progress 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

[Space Designated for Board]