

# **Guide to the Provincial Report Card, Grades 1-8**

**1998**



# Contents

<b>General Information</b> .....	2
Context for Reporting .....	2
Ontario Student Record (OSR) .....	3
Report Card Versions .....	3
Separate Reporting of Subject Achievement and Learning Skills .....	3
Reporting Schedule .....	3
Implementation .....	4
Use of Electronic Format and Paper Copies of the Provincial Report Card ..	4
 <b>Section-by-Section Guide to Completing the Provincial Report Card</b> ..	5
1. Attendance and Punctuality .....	5
2. Promotion Status .....	5
3. Grade in September .....	6
4. Achievement of the Provincial Curriculum Expectations .....	6
5. Achievement of Learning Skills .....	11
6. Response Form .....	11
 <b>Appendices</b>	
Appendix A: Sample Report Cards .....	12
Appendix B: Provincial Guide for Grading .....	23
Appendix C: Sample Student Self-Assessment/Conference Form .....	24
Appendix D: Sample Learning Skills Descriptions .....	29
Appendix E: 1998 Changes and New Features .....	33

Une publication équivalente est disponible en français sous le titre suivant : *Guide d'utilisation du bulletin scolaire de l'Ontario de la 1<sup>re</sup> à la 8<sup>e</sup> année.*

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

# General Information

This guide supersedes the following documents: the *Guide to the Provincial Report Card, Grades 1-8, 1997*; the memorandum “Clarification of Reporting Achievement on the Provincial Report Card for Students with an Individual Education Plan (IEP)” (December 5, 1997); the memorandum “Clarification of Reporting Achievement on the Provincial Report Card” (January 22, 1998), and the memorandum “Clarification of Reporting Achievement on the Provincial Report Card, Grades 1–8” (May 26, 1998). This new version of the guide addresses changes made on the Provincial Report Card, Grades 1 to 8, in preparation for full implementation beginning in September 1998. These changes are summarized in Appendix E, “1998 Changes and New Features”.

*[Note: The website version of this document was updated on September 1, 2000, to incorporate a policy change pertaining to the reporting of student achievement in mathematics that was announced in a memorandum from the Deputy Minister dated September 5, 2000. See page 10 of this document.]*

The Provincial Report Card for Grades 1 to 8 ensures that all students attending publicly funded elementary schools in Ontario receive a standard report card based on the Ontario curriculum expectations. The report card provides clear, detailed, straightforward information to parents about how their child is achieving and progressing in school in relation to provincial curriculum expectations and standards. It is designed to involve students in assessing their own progress and setting goals, and to provide parents with the information they need to identify how they can support their child’s learning at home.

The present document, *Guide to the Provincial Report Card, Grades 1- 8, 1998*, provides information that will help teachers complete the report card and use it for reporting to parents. It also provides information to parents that will help them understand the reporting process.

---

## Context for Reporting

The Provincial Report Card is only one among several means used by teachers for reporting student achievement to parents and students. Communication about student achievement should be continuous throughout the year and should include, in addition to the report card, such things as parent-student-teacher conferences, portfolios of student work, interviews, phone calls, informal reports, and so on.

Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

---

**Ontario Student  
Record (OSR)**

A completed Provincial Report Card (all three pages), or an exact copy of it, shall be placed in the student's OSR folder three times a year, following each reporting period.

---

**Report Card Versions**

There are two main versions of the Provincial Report Card: one for Grades 1 to 6 and one for Grades 7 and 8. There are two key differences between these versions. First, letter grades are used to show achievement in Grades 1 to 6, while percentage marks are used in Grades 7 and 8. Second, the Grade 7 and 8 version shows the average for the grade. There is also a version for the use of Catholic schools, which includes a section called "Religious and Family Life Education". Samples of all versions are included in Appendix A, "Sample Report Cards".

All versions are designed to show a student's achievement at three points in the school year. The first report will reflect student achievement of the curriculum expectations that have been introduced during the first reporting period. The second and third reports will reflect achievement of the curriculum expectations that have been introduced or further developed during the second and third reporting periods.

On the report cards for the second and third reporting periods, the achievement recorded on the previous report or reports (for the preceding reporting period[s]) is shown to provide parents with an overview of the student's progress.

---

**Separate Reporting of  
Subject Achievement  
and Learning Skills**

The Provincial Report Card focuses on two distinct aspects of student achievement: (1) achievement of curriculum expectations, and (2) development of learning skills. Accordingly, the report card has sections for reporting on the student's achievement of the curriculum expectations in each subject in the curriculum, and a separate section for reporting on the student's development of the learning skills required for effective learning. The learning skills identified on the report card can be demonstrated by the student in all subjects and in other behaviour at school.

By separating these two aspects of achievement, the report card allows teachers to provide more specific information to parents and thus to identify clearly the student's strengths and weaknesses, and the next steps to be taken.

---

**Reporting Schedule**

Schools will use the Provincial Report Card for formal written reports to parents three times a year. The first report should be sent home during the fall.

Schools belonging to boards that have more than three reporting periods may use another form, such as a board-developed conference form or the ministry's Student Self-Assessment/Conference Form, for the extra reporting period(s). See Appendix C, "Sample Student Self-Assessment/Conference Form".

---

## Implementation

Beginning in the 1998-99 school year, the Provincial Report Card will replace board report cards for all students in Grades 1 to 8 in publicly funded schools in Ontario. Apart from the provision for Catholic District School Boards as stated in this guide, there should be no changes of any kind made to the three pages of the Provincial Report Card.

---

## Use of Electronic Format and Paper Copies of the Provincial Report Card

The ministry is making all versions of the Provincial Report Card available to school boards in electronic format. It is also providing boards with copies of this guide, which includes samples of all versions of the report card. All elementary teachers who are completing the Provincial Report Card should receive a copy of the guide. *It should be noted that the ministry is not producing copies of the Provincial Report Card in bulk.*

Teachers who have access to a computer at their school may wish to use the electronic format to prepare their students' report cards. Using the electronic format for completing the report cards has definite advantages, as this format has the following features:

- It computes grade averages for Grades 7 and 8.
- It inputs achievement from previous reporting periods automatically.
- It includes a "curriculum browser" to allow viewing of the curriculum expectations by subject, strand, and grade. It also contains the achievement level descriptors for all of the subjects.
- It allows viewing of detailed descriptions of the learning skills to assist teachers in identifying characteristics of the individual student's performance.

The electronic format is available for Macintosh or Windows in English- and French-language versions.

Once the report card has been completed, copies should be printed out on 8½-by-11-inch paper for the student and parents, as well as for the teacher's reference and for other educational purposes.

Teachers who wish to use paper copies and complete the report cards by hand should obtain paper copies from their school.

It should be noted that the paper used to produce the report cards must be in accordance with the requirements set out in section 3.2.3 of the *Ontario Student Record (OSR) Guideline, 1989*.

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

Only sections/headings of the report card that require explanation are included in the following list. Sections that are self-explanatory – for example, the section with spaces for the board name and address, school name and address, principal’s name, and school telephone number – are not discussed here.

1. Attendance and Punctuality	<p><b>“Days Absent/Times Late”</b></p> <p>Fill in the student’s attendance and punctuality record only for the term being reported on.</p> <p><b>“Total Days Absent/Total Times Late”</b></p> <p>For the second and third reporting periods, fill in the student’s cumulative attendance and punctuality record for the year to date, if completing the report card by hand. The electronic version of the report card will automatically calculate absences and times late for the current reporting period.</p>
2. Promotion Status	<p>The purpose of this section is to flag early concerns about student promotion, in order to involve parents immediately in efforts to ensure successful achievement.</p> <p><b>“Progressing Well Towards Promotion”</b></p> <p>For use in the first and second reporting periods only. Check this box if the student’s overall achievement is such that there is no doubt that he or she will be promoted to the next grade at the end of the year.</p> <p><b>“Progressing With Some Difficulty Towards Promotion”</b></p> <p>For use in the first and second reporting periods only. Check this box if the student’s overall achievement is such that there is some doubt that he or she will be promoted to the next grade at the end of the year. With such a student, you should involve the parents in identifying and assisting with effective intervention measures.</p> <p><b>“Promotion at Risk”</b></p> <p>For use in the first and second reporting periods only. Check this box if the student’s overall achievement appears to be insufficient to ensure promotion at the end of the year. With such a student, you should contact the parents as soon as the risk of non-promotion is apparent and well before reporting time, in order to involve the parents in identifying and assisting with effective intervention measures.</p>

**3. Grade in September** For use in the third reporting period only. Write in the grade in which the student will be registered the following year. If the student is to be retained, the grade will be the same as the student's present grade. If retention is being considered, the school should involve the parents in extensive consultation before any final decisions about placement are made.

**4. Achievement of the Provincial Curriculum Expectations**

**a) Policy Documents**

Reporting to parents on student achievement will be based on the expectations set out in *The Ontario Curriculum, Grades 1-8*.

**b) Letter Grades/Percentage Marks and Levels of Achievement**

Achievement is reported on the Provincial Report Card using letter grades and percentage marks. For all students in Grades 1 to 6, student achievement should be reported as a letter grade (A, B, C, etc.) with a plus or minus sign as required. For all students in Grades 7 and 8, student achievement should be reported as a percentage mark (85, 72, etc.).

The chart under "Achievement of the Provincial Curriculum Expectations" explains the meaning of the letter grades and percentage marks. The chart shows how the four levels of achievement used for assessment in the new ministry curriculum documents correspond to the letter grades/percentage marks used for reporting. Each range of letter grades/percentage marks matches one of the four levels of achievement. For example, A- to A+ or 80 per cent to 100 per cent matches level 4. The Provincial Guide for Grading is intended to help teachers in assigning letter grades and percentage marks and to ensure consistency in this regard across the province. See Appendix B, "Provincial Guide for Grading".

Teachers will use the general descriptors in the four achievement levels as the basis for assessing student work. These descriptors encourage teachers and students to focus on what the student has learned and provide specific information to students about what they can do to improve. There is no expectation that a certain number of students must be allocated to any one level of achievement.

Rather than repeating the general descriptors that are used to assess student achievement, the achievement scale on the report card uses a general statement and words such as "most" and "some" to communicate the extent of the student's achievement of the knowledge and skills at each level.

Teachers will use a variety of methods to assess what students know and are able to do during each reporting period and identify the most consistent level of achievement for reporting purposes. These judgements will be based on student achievement of the curriculum expectations that are introduced or further developed during each reporting period.



**c) The Provincial Standard**

Level 3 (which corresponds to B– to B+ or 70 per cent to 79 per cent) is the provincial standard. Level 3 is a high level of achievement of the provincial curriculum expectations. Parents of students achieving at level 3 in a particular grade can be confident that their child will be prepared for the next grade.

**d) The Meaning of “A”**

The report card indicates that grades of A– to A+ or 80 per cent to 100 per cent correspond to level 4 of the provincial curriculum expectations and states: “The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard.” Achievement at level 4 does not mean the child is working beyond the expectations for the grade. It does, however, indicate a grasp of the knowledge and skills specified for the grade that is significantly above average. *A grade of A– to A+ or 80 per cent to 100 per cent indicates the highest level of achievement of the curriculum expectations at the grade.*

**e) The Meaning of “R”/“Below 50”**

“R”/“Below 50” does not correspond to one of the four achievement levels. “R”/“Below 50” is used for reporting purposes to flag the need for remediation and parent involvement. “R” signals that additional learning is required before the student will begin to achieve success with this grade’s expectations. “R” indicates the need for the development of a plan to address the student’s specific learning needs and to ensure success for learning. It should not be used repeatedly on the report card. A student with an Individual Education Plan (IEP) would rarely receive an “R”.

**f) “Report 1, Report 2, Report 3”**

The Provincial Report Card is to be used to report to parents at three points in the school year. Use the “Report 1” column for the first reporting period, the “Report 2” column for the second reporting period, and the “Report 3” column for the third reporting period.

**g) “IEP” (Individual Education Plan)**

Individual Education Plans (IEPs) will be used for students who have been formally identified as exceptional by an Identification, Placement, and Review Committee, as well as for students with special needs who are receiving special education programs and services but who have not been formally identified. Boards may choose to attach the IEP to the report card.

In all cases where a student has an IEP, the parents should have a clear understanding of the expectations that make up the student’s program.

If the student has an Individual Education Plan that applies to a particular strand/subject, check the IEP box for that subject. If the expectations in the IEP are based on *The Ontario Curriculum, Grades 1–8* but vary from the expectations of the regular program for the grade, the following statement must appear in the “Strengths/Weaknesses/Next Steps” section: **“The (grade/mark) for (strand/subject) is based on achievement of the expectations in the IEP, which vary from the Grade \_\_ expectations.”**

In very few instances, where none of the expectations in *The Ontario Curriculum, Grades 1–8* form the basis of the student’s program, an alternative format may be used to record achievement (e.g., the evaluation section of the IEP). Indicate the student’s achievement relative to the expectations identified in the IEP, and comment on strengths, weaknesses, and next steps. The use of page 3 of the report card is recommended for student use wherever possible.

**h) “ESL”**

Check this box if the student is enrolled in an English as a second language (ESL) program.

If the expectations in the ESL program vary from the expectations of the regular grade program, the following statement must appear in the “Strengths/Weaknesses/Next Steps” section: **“The (grade/mark) for (strand/subject) is based on achievement of the expectations in the ESL program, which vary from the Grade \_\_ expectations.”**

**i) “ESD”**

Check this box if the student is enrolled in an English skills development (ESD) program.

If the expectations in the ESD program vary from the expectations of the regular grade program, the following statement must appear in the “Strengths/Weaknesses/Next Steps” section: **“The (grade/mark) for (strand/subject) is based on the achievement of the expectations in the ESD program, which vary from the Grade \_\_ expectations.”**

**j) “French”**

Check this box if the student is enrolled in an immersion or extended French program and receives instruction in French for this subject.

**k) Filling in Letter Grades/Percentage Marks**

For subjects for which strands are indicated, fill in the student’s letter grade or percentage mark for each strand, for the appropriate reporting period. No composite grade for the subject as a whole is required. For all other subjects, fill in the student’s letter grade or percentage mark for the subject.

A single letter grade or percentage mark is the only information that should be placed in each grade column. Columns should not be subdivided by a slash to indicate two grades in any subject area (e.g., science and technology should have a single grade).

If you are completing the report card by hand, copy the letter grades or percentage marks for each previous reporting period into the appropriate columns. This information will be entered automatically in the electronic format.

#### **l) “Grade Average”**

For Grades 7 and 8, report the grade average. This should be the average of the marks of all students in the school in this grade for the subject/strand. All percentage marks entered in the grade/mark column will be included in the grade average.

If you are completing the report card by hand, copy the average for each previous reporting period into the appropriate column. This information will be entered automatically in the electronic format.

#### **m) “Strengths/Weaknesses/Next Steps”**

The space under this heading is provided for anecdotal comments about the student’s achievement of the curriculum expectations and learning skills in each subject. A separate section, “Learning Skills”, has been provided to allow a comprehensive view of the student’s development of learning skills. In most cases, the homeroom teacher will complete the “Learning Skills” section on the report card. Subject teachers who wish to provide information about how students demonstrate the learning skills in particular subjects should include such information, where significant, with their comments on strengths, weaknesses, and next steps. Appendix D, “Sample Learning Skills Descriptions”, lists some behaviours that show development of each of nine learning skills, and may assist teachers to identify strengths, weaknesses, and next steps.

In writing your anecdotal comments, focus on what the student has learned during each reporting period. Describe significant strengths and weaknesses, identify next steps for learning, and provide suggestions for how parents can support those next steps at home.

For students whose achievement is recorded as “R”/“Below 50”, describe specific remedial measures that are planned and the parental support that will be required. With such a student, you should contact the parents as soon as possible in order to involve them in identifying and assisting with effective intervention.

**n) “English”**

**“Not applicable”**

Check this box if the student is enrolled in an immersion French program and is not receiving any language instruction in English.

**Strands in English**

Fill in the letter grade/percentage mark for each strand.

**o) “Second Language”**

**“Not applicable”**

Check this box if the student does not yet receive any instruction in French or Native as a second language.

**Students Taking Both French and Native As a Second Language**

Check the box beside “French” or “Native” to indicate the program for this section. Use the space(s) provided for optional subjects to report on the other second language.

**Strands in Second Language**

Fill in the letter grade/percentage mark for each strand that is part of the student’s instructional program. If a particular strand is not part of the student’s program during that reporting period, indicate this in the comments and leave the grade/mark column blank.

**p) “Mathematics”**

*[The policy stated in this section amends the requirements outlined in the 1998 print edition of the document, and is effective September 1, 2000.]*

**Strands in Mathematics**

*First, Second, and Third Reporting Periods.* Fill in the student’s letter grade/percentage mark for each strand that is part of the student’s instructional program. If a particular strand is not part of the student’s program during a reporting period, indicate this in the comments and leave the grade/mark column blank.

A grade/mark must be filled in for each strand for at least two reporting periods, and each reporting period must show a grade/mark for at least two strands.

**q) “Science and Technology”**

Fill in the student’s letter grade/percentage mark for the subject. In the space for anecdotal comments, indicate which strands were taught for the appropriate reporting period.

**r) “The Arts”**

**Strands in the Arts**

Fill in the letter grade/percentage mark for each strand that is part of the student’s instructional program. If a particular strand is not part of the student’s program during that reporting period, indicate this in the comments and leave the grade/mark column blank.

### **s) Unlabelled Spaces for Optional Subjects**

Two unlabelled spaces have been provided on the report card for optional subjects chosen by schools and boards.

For Grades 1 to 6, record student achievement as for other subjects, showing the letter grades for each reporting period on successive reports if the optional subject is taught over several reporting periods.

For Grades 7 and 8, a grade average is not required for optional subjects, as these optional subjects may not be part of the instructional program for all students in any specific grade during the same reporting period.

---

## **5. Achievement of Learning Skills**

The Provincial Report Card for Grades 1 to 8 has a separate section for reporting on the student's overall demonstration of learning skills. The learning skills can be demonstrated by the student across all subjects and in other behaviour at school. Appendix D, "Sample Learning Skills Descriptions", outlines some behaviours that show development of each of the skills named in this section. These lists are not exhaustive. They are designed to assist teachers but certainly not to limit or confine their observations.

In most cases, the homeroom teacher will complete the "Learning Skills" section of the report card. Use the appropriate letter symbol ("E" for "Excellent"; "G" for "Good"; "S" for "Satisfactory"; or "N" for "Needs Improvement") to reflect the student's demonstration of each of these skills for the reporting period. Elaborate on the student's demonstration of the skills within each subject in the space provided for anecdotal comments. Other teachers wishing to highlight some aspect of a student's learning skills development may comment in this space, as well.

If you are completing the report card by hand, show the student's achievement for the learning skills in the columns for the previous reporting period(s). The appropriate letters will be entered automatically in the electronic format.

---

## **6. Response Form**

Page 3 of the report card provides parents/guardians and the student with an opportunity to comment on student achievement, goals, and home support and/or to request a meeting to discuss the report card. The response form links formal reporting to the process of assessment (including student self-assessment), reporting, and communication about the student's learning that continues throughout the year.

Appendix C, "Sample Student Self-Assessment / Conference Form", provides a checklist that may be helpful to students and parents in completing page 3.

Even if parents and students do not wish to comment on or discuss the report card, they must sign and return the page 3 response form to indicate that they have seen the report card. Parents should keep pages 1 and 2 for their own records. If parents wish to have a copy of their comments on page 3, they should ask the school to provide them with a copy.

# Appendix A: Sample Report Cards

## **Important Note**

This appendix contains samples of all possible versions of the Provincial Report Card:

- Grades 1 to 6, public schools
- Grades 1 to 6, Roman Catholic schools
- Grades 7 and 8, public schools
- Grades 7 and 8, Roman Catholic schools

All versions of the report card consist of three pages. Since the third page is the same for both the public and Roman Catholic schools for Grades 1 to 6 and Grades 7 and 8, it is given only once for Grades 1 to 6 and for Grades 7 and 8.

These samples may be photocopied for the use of teachers. Please also see the section “Use of Electronic Format and Paper Copies of the Provincial Report Card” on page 4.

All Catholic District School Boards may organize the contents of the section provided for Religious and Family Life Education to include a letter grade or percentage mark. However, the size and placement of this section may not be changed in any way. With this one exception, *there should be no changes of any kind made to the three pages of the Provincial Report Card.*

Student:		Days Absent:	Total Days Absent:
Grade:	Teacher:	Times Late:	Total Times Late:
Board:  Address:		School: Address:  Principal: _____ Telephone: _____	

<b>Promotion Status:</b> <input type="radio"/> Progressing well towards promotion <input type="radio"/> Progressing with some difficulty towards promotion <input type="radio"/> Promotion at risk	<b>Grade in September:</b>
---	----------------------------

Letter Grades	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard. (Level 4)
B- to B+	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.

IEP - Individual Education Plan that addresses special learning needs    ESL - English as a Second Language    ESD - English Skills Development

Subjects	Report 1	Report 2	Report 3	Strengths/Weaknesses/Next Steps
<b>English</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> Not applicable <input type="checkbox"/> IEP				
Reading				
Writing				
Oral and Visual Communication				
<b>Second Language</b> <input type="checkbox"/> French <input type="checkbox"/> Native <input type="checkbox"/> Not Applicable <input type="checkbox"/> Core <input type="checkbox"/> Extended <input type="checkbox"/> Immersion <input type="checkbox"/> IEP				
Oral Communication				
Reading				
Writing				
<b>Mathematics</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP				
Number Sense and Numeration				
Measurement				
Geometry and Spatial Sense				
Patterning and Algebra				
Data Management and Probability				

Student:

Grade:

Subjects	Report 1	Report 2	Report 3	Strengths/Weaknesses/Next Steps							
<b>Science and Technology</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP				Life Systems, Matter / Materials, Energy / Control, Structures / Mechanisms, Earth / Space Systems							
<b>Social Studies</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP											
<b>Health and Physical Education</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP											
<b>The Arts      Music</b> <input type="checkbox"/> ESL <input type="checkbox"/> IEP <input type="checkbox"/> ESD <input type="checkbox"/> French											
<b>Visual Arts</b> <input type="checkbox"/> IEP											
<b>Drama and Dance</b> <input type="checkbox"/> IEP											
<input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> IEP											
<input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> IEP											
<b>Learning Skills</b> E - Excellent      G - Good      S- Satisfactory      N - Needs Improvement											
Independent work				Use of information				Class participation			
Initiative				Cooperation with others				Problem solving			
Homework completion				Conflict resolution				Goal setting to improve work			
Strengths/Weaknesses/Next Steps											
<b>To Parents or Guardians and Students:</b> 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 _____						Principal's Signature _____					



**PROVINCIAL REPORT CARD**  
**Response Form (to be completed, signed and returned)**

Student:

Grade:

Date:

School:

Homeroom Teacher:

Parent's/Guardian's and student's comments on student achievement, goals, and home support:

☐ I have received the report card.☐ I would like to discuss this report card.  
Please contact me.

---

Parent's/Guardian's Signature

---

Parent's/Guardian's Name (please print)

---

Student's Signature

---

Telephone (day)

---

Telephone (evening)

Student:		Days Absent:		Total Days Absent:	
Grade:		Teacher:		Times Late:	
Total Times Late:					
Board:			School:		
Address:			Address:		
			Principal:		
			Telephone:		
<b>Promotion Status:</b> <input type="radio"/> Progressing well towards promotion <input type="radio"/> Progressing with some difficulty towards promotion <input type="radio"/> Promotion at risk				<b>Grade in September:</b>	

Letter Grades	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard. (Level 4)
B- to B+	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.

IEP - Individual Education Plan that addresses special learning needs    ESL- English as a Second Language    ESD - English Skills Development

### Religious and Family Life Education

Subjects	Report 1	Report 2	Report 3	Strengths/Weaknesses/Next Steps
<b>English</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> Not applicable <input type="checkbox"/> IEP				
Reading				
Writing				
Oral and Visual Communication				
<b>Second Language</b> <input type="checkbox"/> French <input type="checkbox"/> Native <input type="checkbox"/> Not Applicable <input type="checkbox"/> Core <input type="checkbox"/> Extended <input type="checkbox"/> Immersion <input type="checkbox"/> IEP				
Oral Communication				
Reading				
Writing				
<b>Mathematics</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP				
Number Sense and Numeration				
Measurement				
Geometry and Spatial Sense				
Patterning and Algebra				
Data Management and Probability				

Student:

Grade:

Subjects	Report 1	Report 2	Report 3	Strengths/Weaknesses/Next Steps							
<b>Science and Technology</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP				Life Systems, Matter / Materials, Energy / Control, Structures / Mechanisms, Earth / Space Systems							
<b>Social Studies</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP											
<b>Health and Physical Education</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP											
<b>The Arts      Music</b> <input type="checkbox"/> ESL <input type="checkbox"/> IEP <input type="checkbox"/> ESD <input type="checkbox"/> French											
<b>Visual Arts</b> <input type="checkbox"/> IEP											
<b>Drama and Dance</b> <input type="checkbox"/> IEP											
<input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> IEP											
<input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> IEP											
<b>Learning Skills</b> E - Excellent      G - Good      S- Satisfactory      N - Needs Improvement											
Independent work				Use of information				Class participation			
Initiative				Cooperation with others				Problem solving			
Homework completion				Conflict resolution				Goal setting to improve work			
Strengths/Weaknesses/Next Steps											
<b>To Parents or Guardians and Students:</b> 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 _____						Principal's Signature _____					

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

<b>Promotion Status:</b> <input type="radio"/> Progressing well towards promotion <input type="radio"/> Progressing with some difficulty towards promotion <input type="radio"/> Promotion at risk	<b>Grade in September:</b> _____
---	----------------------------------

% Marks	Achievement of the Provincial Curriculum Expectations
80 - 100	The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard. (Level 4)
70 - 79	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard. (Level 3)
60 - 69	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard. (Level 2)
50 - 59	The student has demonstrated some of the required knowledge and skills in limited ways. 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.

IEP - Individual Education Plan that addresses special learning needs    ESL- English as a Second Language    ESD - English Skills Development

Subjects	Report 1 Mark    Grade Average	Report 2 Mark    Grade Average	Report 3 Mark    Grade Average	Strengths/Weaknesses/Next Steps
<b>English</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> Not Applicable <input type="checkbox"/> IEP				
Reading				
Writing				
Oral and Visual Communication				
<b>Second Language</b> <input type="checkbox"/> French <input type="checkbox"/> Native <input type="checkbox"/> IEP				
<input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended <input type="checkbox"/> Not Applicable				
Oral Communication				
Reading				
Writing				
<b>Mathematics</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP				
Number Sense and Numeration				
Measurement				
Geometry and Spatial Sense				
Patterning and Algebra				
Data Management and Probability				

Grade:

Page 2 of 3

**PROVINCIAL REPORT CARD**  
**Response Form (to be completed, signed and returned)**

Student:

Grade:

Date:

School:

Homeroom Teacher:

Parent's/Guardian's and student's comments for student achievement, goals, and home support:

I have received the report card.

☐ I would like to discuss this report card.  
Please contact me.

\_\_\_\_\_  
Parent's/Guardian's Signature

\_\_\_\_\_  
Parent's/Guardian's Name (please print)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Telephone (day)

\_\_\_\_\_  
Telephone (evening)

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

<b>Promotion Status:</b> <input type="radio"/> Progressing well towards promotion <input type="radio"/> Progressing with some difficulty towards promotion <input type="radio"/> Promotion at risk	<b>Grade in September:</b> _____
--	----------------------------------

% Marks	<b>Achievement of the Provincial Curriculum Expectations</b>
80 - 100	The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard. (Level 4)
70 - 79	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard. (Level 3)
60 - 69	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard. (Level 2)
50 - 59	The student has demonstrated some of the required knowledge and skills in limited ways. 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.

IEP - Individual Education Plan that addresses special learning needs    ESL - English as a Second Language    ESD - English Skills Development

### Religious and Family Life Education

Subjects	Report 1 <small>Mark    Grade Average</small>	Report 2 <small>Mark    Grade Average</small>	Report 3 <small>Mark    Grade Average</small>	Strengths/Weaknesses/Next Steps
<b>English</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> Not Applicable <input type="checkbox"/> IEP				
Reading				
Writing				
Oral and Visual Communication				
<b>Second Language</b> <input type="checkbox"/> French <input type="checkbox"/> Native <input type="checkbox"/> IEP <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended <input type="checkbox"/> Not Applicable				
Oral Communication				
Reading				
Writing				
<b>Mathematics</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP				
Number Sense and Numeration				
Measurement				
Geometry and Spatial Sense				
Patterning and Algebra				
Data Management and Probability				

Student:

Grade:

Subjects	Report 1		Report 2		Report 3		Strengths/Weaknesses/Next Steps
	Mark	Grade Average	Mark	Grade Average	Mark	Grade Average	
<b>Science and Technology</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP							Life Systems, Matter/Materials, Energy/Control, Structures/Mechanisms, Earth/Space Systems
<b>History</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP							
<b>Geography</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP							
<b>Health and Physical Education</b> <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP							
<b>The Arts</b> <b>Music</b> <input type="checkbox"/> ESL <input type="checkbox"/> IEP <input type="checkbox"/> ESD <input type="checkbox"/> French <b>Visual Arts</b> <input type="checkbox"/> IEP  <b>Drama and Dance</b> <input type="checkbox"/> IEP							
<input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> IEP	Mark		Mark		Mark		
<input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> IEP	Mark		Mark		Mark		
<b>Learning Skills</b>	E - Excellent		G - Good		S - Satisfactory		N - Needs Improvement
Independent work					Use of information		
Initiative					Cooperation with others		
Homework completion					Conflict resolution		
Strengths/Weaknesses/Next Steps							
<b>To Parents or Guardians and Students:</b> 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.							
<b>Teacher's Signature</b> _____ <b>Principal's Signature</b> _____							



# Appendix B: Provincial Guide for Grading

Level	Definition	Letter Grade (Grades 1 to 6)	Percentage Mark (Grades 7 and 8)
Level 4	The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard.	A+	90–100
		A	85–89
		A–	80–84
Level 3	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard.	B+	77–79
		B	73–76
		B–	70–72
Level 2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.	C+	67–69
		C	63–66
		C–	60–62
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.	D+	57–59
		D	53–56
		D–	50–52
R or Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.	R	Below 50

# Appendix C: Sample Student Self-Assessment / Conference Form

On pages 25 to 28, a sample Self-Assessment / Conference Form is provided in three layouts.

# Student Self-Assessment/Conference Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Student	Teacher/Parent
What I do well	Teacher: What you do well
	Parent: What you do well
What I want to learn more about	Teacher: How I can help you
	Parent: How I can help you
What I need to improve	Teacher: Steps I will take to help you improve
	Parent: Steps I will take to help you improve
Steps I will take to improve	Teacher: Steps I will take to help you improve
	Parent: Steps I will take to help you improve

\_\_\_\_\_  
 Student's signature                      Teacher's signature                      Parent's signature

Student Self-Assessment / Conference Form

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Student	Teacher	Parent
What I do well	What you do well	What you do well
What I want to learn more about	How I can help you	How I can help you
What I need to improve	Steps I will take to help you improve	Steps I will take to help you improve
Steps I will take to improve	Steps I will take to help you improve	Steps I will take to help you improve

Student's signature \_\_\_\_\_

Teacher's signature \_\_\_\_\_

Parent's signature \_\_\_\_\_

# Student Self-Assessment /Conference Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Student: What I do well	Teacher: What you do well
	Parent: What you do well
Student: What I want to learn more about	Teacher: How I can help you
	Parent: How I can help you

<b>Student:</b> What I need to improve	<b>Teacher:</b> Steps I will take to help you improve
	<b>Parent:</b> Steps I will take to help you improve
<b>Student:</b> Steps I will take to improve	<b>Teacher:</b> Steps I will take to help you improve
	<b>Parent:</b> Steps I will take to help you improve

\_\_\_\_\_

Student's signature

\_\_\_\_\_

Teacher's signature

\_\_\_\_\_

Parent's signature

# Appendix D: Sample Learning Skills Descriptions

The following nine learning skills appear on the Provincial Report Card for Grades 1 to 6 and Grades 7 and 8. Under each learning skill are listed some examples of behaviour that would constitute evidence of this skill. These lists are not exhaustive. They are designed to assist teachers but certainly not to limit or confine their observations. Teachers need not use the lists if they have other relevant observations to report.

## **Independent work**

- attends regularly and is punctual
- works well without supervision
- completes tasks and assignments on time and with care
- accepts responsibility for own behaviour
- follows routines and instructions without supervision
- identifies and pursues learning goals and tasks independently
- responds and participates in a variety of learning activities
- selects learning materials, resources, and activities independently
- persists with tasks
- follows schedules and uses planners to organize time effectively
- adheres to established time lines
- explores, selects, and uses a variety of learning strategies

## **Initiative**

- welcomes new tasks and seeks new opportunities for learning
- responds to challenges
- seeks challenges and takes risks
- is interested in and curious about objects and events
- observes, questions, and explores
- seeks additional and new information from library books, CD-ROMs, and other resources
- identifies problems to solve and conducts experiments
- approaches new learning situations with confidence
- demonstrates a positive attitude towards learning
- generates questions for further inquiry
- investigates and obtains information independently
- develops original ideas and innovative procedures
- attempts a variety of learning activities

- seeks assistance when necessary
- participates in co-curricular activities

### **Homework completion (work habits)**

- follows directions and completes homework on time and with care
- puts forth a consistent effort
- shows attention to detail
- demonstrates interest in and enthusiasm for homework assignments
- organizes materials and equipment for effective use
- begins work promptly
- follows directions and completes tasks
- chooses and uses materials and equipment correctly, safely, and creatively
- uses time efficiently
- perseveres with complex projects that require sustained effort
- attends to the task at hand
- demonstrates flexibility and adaptability

### **Use of information**

- effectively interprets and synthesizes information
- integrates learning from various subjects/areas of learning
- gathers information effectively, using a variety of techniques and sources
- shows regard for accuracy in analysing and evaluating information
- recognizes when assignments and projects would benefit from additional information and identifies the type of information needed
- identifies and uses a variety of facilities, equipment, supplies, evidence, research, expert opinions, and discussion to gather information and solve problems
- considers all information and alternatives before reaching a conclusion
- demonstrates creativity in assessing information and ideas and draws relevant conclusions
- organizes information logically and creatively and manages it effectively
- selects appropriate research procedures and uses them effectively
- asks questions to clarify meaning and ensure understanding
- uses information-retrieval technology effectively

### **Cooperation with others**

- takes turns
- listens to, acknowledges, and considers differing opinions
- willingly works with others
- follows classroom and school procedures
- assumes responsibilities in groups, the classroom, and the school



- helps others
- volunteers
- considers both the immediate and long-term effects of his or her actions on others
- respects the rights, property, and opinions of others
- shares resources, materials, and equipment with others
- shares in cleaning duties after an activity
- works and plays cooperatively with others
- establishes positive relationships with peers and adults
- responds and is sensitive to the needs and welfare of others

### **Conflict resolution**

- resolves conflicts when they occur
- resolves conflicts independently
- resolves conflicts in socially acceptable ways
- negotiates to solve problems and resolve conflicts
- mediates differences of opinion
- listens to understand conflicts before acting or offering a resolution
- assists others to resolve conflicts appropriately
- seeks positive solutions to conflicts
- uses a variety of strategies to resolve conflicts appropriately
- helps the group to identify and use strategies for conflict resolution

### **Class participation**

- participates in class and group activities
- willingly works with new groups
- accepts various roles within the class and group, including leadership roles
- accepts a share of the work to be done
- contributes to cooperative problem solving
- helps to complete class and group activities or projects
- works towards the goals of the class and group
- helps to motivate others and encourages others to participate
- communicates well with class and group members
- helps the class and group to work together
- contributes information and ideas to the class and group
- questions the ideas of the group to seek clarification or agreement
- shows respect for the ideas of others in the class and group
- supports ideas and observations of the group with facts and details
- listens to others without interrupting

- paraphrases points of view to help understanding
- recognizes contributions of group members through encouragement, support, or praise
- seeks consensus before making decisions
- shares responsibility for carrying out decisions
- shares responsibility for difficulties encountered during an activity

### **Problem solving**

- solves problems independently
- uses analysis to clarify problems
- devises a plan to solve the problem
- carries out the plan
- records the process and the results
- checks the solutions/results
- evaluates the plan, solution, or result
- devises alternative solutions or ways of solving a problem
- makes connections between different problems and solutions
- applies successful strategies to new problems
- chooses appropriate materials and equipment to solve problems
- develops original ideas and creative approaches to solve problems
- applies logic in solving problems

### **Goal setting to improve work (with assistance, with peers, independently)**

- identifies appropriate criteria for assessing work
- uses identified criteria to assess work
- assesses own work
- identifies goals
- identifies specific steps or actions needed to reach goals or to improve
- evaluates own success in reaching goals
- identifies strengths and areas for improvement in own work
- perseveres to achieve goals
- revises goals or steps and strategies when necessary
- identifies and pursues goals independently
- accepts comments on performance from others
- uses others' comments to improve work and monitor learning

# Appendix E: 1998 Changes and New Features

The following is a brief description of the changes and additions to the 1998 Provincial Report Card, Grades 1 to 8.

1. “Total Days Absent/Times Late”

The Provincial Report Card provides space at the top of page one to indicate the cumulative days absent and times late for the second and third reporting periods. The electronic version will complete the cumulative record automatically.

2. Promotion Status

The Provincial Report Card includes three options for completion:

- “Progressing well towards promotion”
- “Progressing with some difficulty towards promotion” (new addition)
- “Promotion at risk”

3. “Placement in September” is changed to “Grade in September”.

4. “IEP”, “ESL”, “ESD”, and “French” check boxes

These check boxes appear for every subject area. “French” indicates that the subject is taught in the French language. “IEP”, “ESL”, and “ESD” do not appear in the grades list. *Letter grades or percentage marks are the only acceptable grade entries.*

5. “French As a Second Language” is changed to “Second Language”, with the choice of “French” or “Native”.

6. “Science and Technology” lists the strands in a small font above the “Strengths/Weaknesses/Next Steps” box.

7. “Physical and Health Education” is changed to “Health and Physical Education”.

8. “The Arts” has separate reporting areas for “Music”, “Visual Arts”, and “Drama and Dance”.

9. “Learning Skills” has a four-level scale:

“E” – “Excellent” (new addition)

“G” – “Good”

“S” – “Satisfactory”

“N” – “Needs improvement”



Printed on recycled paper

98-168

© Queen's Printer for Ontario, 1998