

HOW TO READ YOUR CHILD'S REPORT CARD

As educators, we recognize the importance of your role, as parent/ guardian, as a partner in your child's education. Studies have found the greater the support that families provide for their children's learning and progress, the greater the likelihood that their children will succeed at school. With this in mind, teachers work diligently to provide report cards that will communicate clear, meaningful information about:

- what your child is learning,
- how well your child is learning
- what strengths your child is showing
- what next steps are needed for your child's continued success
- how you might help your child at home

The report card, sent home on February 9, is the first of two Report Cards on which teachers will provide feedback about the achievement of your child. The second will be sent at the end of June. As with the Progress Report sent home in the fall, your child's development of learning skills and work habits are emphasized on the first page. These skills are integral to the success of students throughout their school career and long after they leave our care. Teachers assign a letter symbol to indicate the current level of achievement in each of six categories. The comment box provides space for teachers to reflect on areas of strength and plans for next steps to ensure your child's continued success. Teachers may indicate ideas to support your child in developing these skills at home.

Ontario Ministry of Education Elementary Provincial Report Card

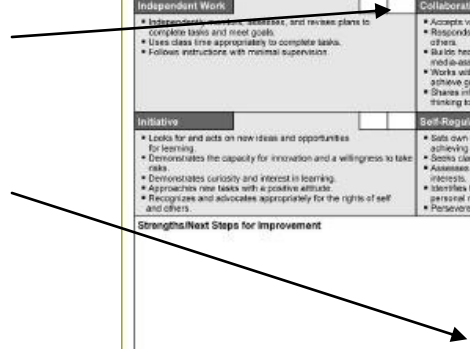
Date: _____

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

GRADE IN SEPTEMBER: _____

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 • Develops 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 completes tasks, 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



Pages two and three of the report card provide feedback about specific subjects. Letter grades are used for grades 1-6, and percentage marks in grades 7 and 8. The marks provided reflect the work your child has done since September, 2011. Teachers have used their professional judgement in selecting a variety of opportunities for their students to best demonstrate their achievement. In the comment boxes, teachers strive to write, in language that is clear, about what your child knows and can do. They use this space to communicate your child's strengths regarding the learning goals of the term, as well as to identify next steps that your child will be able to act on. Look for ideas for how you might support your child at home.

The bottom of pages three and four of the report card provide a detachable form on which you and your child can reflect on accomplishments and set some goals for the upcoming term. It is important to return this slip to your child's school. The thoughts you share can provide a starting point for discussions in a parent teacher conference. Remember, the purpose of all evaluation and reporting is to improve student learning. Your child's success, now and in the future is our main priority. We appreciate your continued partnership in this vital job!

Subject	Report	OEN	Grade
Strengths/Next Steps for Improvement:			
Language Reading <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> EP <input type="checkbox"/> EP			
Writing <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> EP <input type="checkbox"/> EP			
Oral Communication <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> EP <input type="checkbox"/> EP			
Media Literacy <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> EP <input type="checkbox"/> EP			
French <input type="checkbox"/> NA			
Oral Communication <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> EP <input type="checkbox"/> EP			
Reading <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> EP <input type="checkbox"/> EP			
Writing <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> EP <input type="checkbox"/> EP			
<input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Combined			
Native Language <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> NA			
Oral Communication, Reading, Writing			
Mathematics <input type="checkbox"/> French			
Number Sense and Numeration <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> NA <input type="checkbox"/> NA			
Measurement <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> NA <input type="checkbox"/> NA			
Geometry and Spatial Sense <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> NA <input type="checkbox"/> NA			
Patterning and Algebra <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> NA <input type="checkbox"/> NA			
Data Management and Probability <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> NA <input type="checkbox"/> NA			
Science and Technology <input type="checkbox"/> NS <input type="checkbox"/> EP <input type="checkbox"/> NA			
Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems			