

### HWDSB Understanding the Provincial Report Card Grades 1 - 12

You will receive a report card three times a year in Gr 1 - 8 and 2 times for each semester in Gr 9-12. The Provincial Report Card is based on the Ontario Curriculum and tells how well your child is learning and what is expected in each subject. The letter grade or percentage mark tells you:

- To what level your child has learned the required skills and knowledge for their grade
- If your child's work in that subject exceeds, meets, approaches or falls much below the provincial standard

Level	Description	Provincial Standards	Letter Grade Gr 1- 6	Percentage % Gr 7 - 12
Level 4	The student has demonstrated the required knowledge and skills with a high degree of effectiveness	Achievement exceeds the Provincial standard. Credit given in Secondary.	A + A A -	95-100 87-94 80-86
Level 3	The student has demonstrated most of the required knowledge and skills. Parents of students achieving at this level can be confident that their children will be prepared for work in subsequent grades/courses	Achievement meets the Provincial standard. Credit given in Secondary.	B + B B -	77-79 73-76 70-72
Level 2	The student has demonstrated some of the required knowledge and skills. Students performing at this level need to work on identified learning gaps to ensure future success.	Achievement approaches the Provincial standard. Credit given in Secondary.	C+ C C -	67-69 63-66 60-62
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways. Students must work at significantly improving learning in the specific areas needed, if they are to be successful in the next grade.	Achievement falls below the Provincial standard. Credit given in Secondary.	D+ D D-	57-59 53-56 50-52
R	The student has not demonstrated the required knowledge and skills	Extensive extra support is needed. No credit given in Secondary.	R	Below 50%

#### How marks are determined:

Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their background, history, ethnicity, gender, residence, learning style, and/or need for special services. (Ontario Ministry of Education (2010) Growing Success: AER in Ontario Schools, p. 8.

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

The teacher will refer to what the government expects in each subject and choose the achievement level that best describes your children's achievement of schoolwork. They will then assign what they consider to be the appropriate letter grade or percentage mark. Teachers will be evaluating different types of work done by students, including tests, tasks, homework, presentations, projects, and assignments. They also base their evaluations on their observations of and interactions with your children.

Subject	Report 1		Report 2	
	% Mark	Median	% Mark	Median
History <input type="checkbox"/> NA				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP				
<input type="checkbox"/> French				
Geography <input type="checkbox"/> NA				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP				
<input type="checkbox"/> French				

### ESL/ELD Box:

Checking the ESL or ELD box indicates that modifications of curriculum expectations are in place for that student. This means that the teacher has changed what the student is expected to learn to suit the student's English language skills, and the mark received by the student on the report card is based on how well the student learned the changed work. In this way, ESL or ELD students are given time to develop their skills in English before their achievement is assessed by the criteria used for other students.

Learning Skills and Work Habits		E – Excellent	G – Good	S – Satisfactory	N – Needs Improvement
<b>Responsibility</b> <ul style="list-style-type: none"> <li>Fulfills responsibilities and commitments within the learning environment.</li> <li>Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>Takes responsibility for and manages own behaviour.</li> </ul>					
<b>Independent Work</b> <ul style="list-style-type: none"> <li>Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>Uses class time appropriately to complete tasks.</li> <li>Follows instructions with minimal supervision.</li> </ul>					
<b>Initiative</b> <ul style="list-style-type: none"> <li>Looks for and acts on new ideas and opportunities for learning.</li> <li>Demonstrates the capacity for innovation and a willingness to take risks.</li> <li>Demonstrates curiosity and interest in learning.</li> <li>Approaches new tasks with a positive attitude.</li> <li>Recognizes and advocates appropriately for the rights of self and others.</li> </ul>					
<b>Organization</b> <ul style="list-style-type: none"> <li>Devises and follows a plan and process for completing work and tasks.</li> <li>Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>					
<b>Collaboration</b> <ul style="list-style-type: none"> <li>Accepts various roles and an equitable share of work in a group.</li> <li>Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>					
<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Sets own individual goals and monitors progress towards achieving them.</li> <li>Seeks clarification or assistance when needed.</li> <li>Assesses and reflects critically on own strengths, needs, and interests.</li> <li>Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>Persists and makes an effort when responding to challenges.</li> </ul>					

### Learning Skills:

In the report card, there is also a section describing your child's learning skills and work habits. This section gives you information in six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation.

These learning skills may be described by the teacher as "Excellent - **E**," "Good - **G**," "Satisfactory - **S**," or "Needs Improvement - **N**."

### Learning Skills in Student-Friendly Language:

<b>Responsibility:</b> <ul style="list-style-type: none"> <li>I take care of my things</li> <li>I listen carefully and raise my hand to speak</li> <li>I follow the rules</li> </ul>	<b>Organization:</b> <ul style="list-style-type: none"> <li>I do my neatest work</li> <li>I put classroom materials back</li> <li>I keep my desk, locker and notebooks neat</li> </ul>
<b>Independent Work:</b> <ul style="list-style-type: none"> <li>I follow instructions</li> <li>I try to solve problems on my own</li> <li>I work quietly</li> </ul>	<b>Collaboration:</b> <ul style="list-style-type: none"> <li>I listen to others and share my ideas</li> <li>I work with others to solve problems and achieve group goals</li> </ul>
<b>Initiative:</b> <ul style="list-style-type: none"> <li>I ask questions to help me learn</li> <li>I try new things</li> <li>I try my best when something is new</li> </ul>	<b>Self-Regulation:</b> <ul style="list-style-type: none"> <li>I check my work before handing it in</li> <li>I listen to my teacher to make my work better</li> <li>I use class resources to help with my work</li> </ul>

### Parent Response Form:

As parents, you have an important role to play in supporting your children's learning and your involvement is valued by the school. Attached to the report card is the response form. Parents are asked to sign the report card and return it to the school with your children or bring it to the Parent-Teacher Interview.

Text Adapted from: <https://settlement.org/>