

# Finding Information on the Report Card

## Percentage Mark

In most cases you will find a number listed as a percentage mark. This mark indicates the level of achievement that the student has most consistently achieved in the course. Special consideration may have been given to more recent work on skills developed over time.

If your son or daughter is on track to receive a credit in a course, a percentage mark of 50 or above will appear. These marks correspond to levels of achievement: **Level 4** (80% - 100%), **Level 3** (70% - 79%) (Teachers and parents can be confident that students who are achieving at Level 3 are well prepared for work in the next grade or the next course.), **Level 2** (60% - 69%), and **Level 1** (50% - 59%). A description of the levels of achievement is provided on the last page of the report card.

A percentage mark of less than 50% indicates insufficient achievement. A percentage mark of 40% is used as a code to signify that assessment tasks demonstrate achievement most consistently below Level 1. A percentage mark of 30% is used as a code to signify that insufficient evidence of achievement has been submitted to the teacher. Credit for the course will not be granted if the percentage mark on the final report card is below 50%.

In some cases for students in grades 9 and 10, an **I** may appear in place of a percentage mark. An **I** indicates that the teacher does not have enough information to assign a percentage mark. This may happen if your son or daughter has recently changed schools or has had an extended illness.

## Course Median

The course median is the middle percentage grade in the course; the grade at which half of all the students currently in the course have a higher grade, and half of the students have a lower grade.

## Comments

The teacher's comments provides some specific information on your son or daughter's progress and achievement. The comments may indicate particular strengths in the program and next steps for improvement.

## Interview Request

If this box is checked, the teacher requests an interview with you to discuss your son or daughter's progress and next steps for success. The interview is often a way to discuss more detail. If the box is not checked, you are still welcome to attend a scheduled parent-teacher interview or communicate with teachers by telephone.

Ontario Ministry of Education **Provincial Report Card, Grades 9-12**

Semester: \_\_\_\_\_ Reporting Period: \_\_\_\_\_ Date: \_\_\_\_\_

STUDENT: \_\_\_\_\_ OEN: \_\_\_\_\_ Grade: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Principal: \_\_\_\_\_

Address: \_\_\_\_\_ School Council Chair: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ Telephone: \_\_\_\_\_ BOARD: \_\_\_\_\_ Email/Website: \_\_\_\_\_

Address: \_\_\_\_\_ Fax: \_\_\_\_\_ Address: \_\_\_\_\_

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance	
					Responsibility	Organization	Independence	Collaboration	Initiative	Self-Regulation		Classes Missed Total Classes	Times Late
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First Final	40%	50%								Teacher requests an interview <input checked="" type="checkbox"/>		
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First Final										Teacher requests an interview <input type="checkbox"/>		
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Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First Final										Teacher requests an interview <input type="checkbox"/>		

Principal's Signature: \_\_\_\_\_

To parents/guardians and students: This copy of the report should be kept 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 (5) years after the student leaves school. To view provincial curriculum documents, visit the Ministry of Education's website: [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

83-0469E (2/10/01) © Queen's Printer for Ontario, 2010 Page 1 of 4

## Learning Skills & Work Habits

The development of learning skills and work habits is an important part of your son or daughter's learning. There are six learning skills and work habits: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-regulation. These skills are developed over time, and are critical for success at school as well as in the workplace and in life.

Learning skills and work habits are reported separately from the student's academic achievement (the percentage mark) in a course. Achievement in the learning skills and work habits is indicated by E (Excellent), G (Good), S (Satisfactory), and N (Needs Improvement).

The fact that these skills are reported separately in this way does not diminish their importance. Skills such as consistent completion of work assigned, contribution to class or group discussions, and other valued outcomes of schooling are identified and reported specifically instead of being combined as part of the student's percentage mark.

You will find a description of each of these skills on the final page of your son or daughter's report card.

## Course Information

This section provides information about your son or daughter's course, including the course title and code, and the name of the teacher. It also indicates program options which may apply. If you find the ESL/ELD (English as a Second Language/English Literacy Development), IEP (Individual Education Plan), French or SHSM (Specialist High Skills Major for Grade 11 or 12) boxes checked, and you need more information regarding this program option, please contact your son or daughter's school.

## Attendance

Attendance is an important piece of information to consider alongside your son or daughter's achievement. A student's commitment to regular attendance is usually associated with higher levels of achievement. This section indicates the number of classes missed and the number of times late.

## Understanding the Provincial Report Card

The Ontario Provincial Report Card is one of the ways schools communicate with you about your son or daughter's progress. The report card has been recently changed to provide clearer information.

Two reports are sent home each semester; one at midterm and a final report at the end of the semester. The report card is one part of the on-going communication between you and your son or daughter's school. If you have questions about your child's progress, please contact the school to get in touch with school staff.

**You are encouraged to arrive at an overall impression of your son or daughter's success in school by considering all the information reported together.**

## Discussing the Report Card with your Son or Daughter

After reading the report card, choose an appropriate time when you can talk about it with your son or daughter. Ask them to tell you what they are proud of and what his or her concerns are. Take care not to compare his or her report with any other student's report. Focus on developing a common understanding of what the report card information means, and setting goals for the coming term or semester.

## Responding to the Report Card

On the midterm report card, your son or daughter can take some time to comment on their progress by identifying best work and goals for improvement.

A screenshot of a report card form. It features a section titled "We want to hear from you" with a large text area for "Student's Comments". Below this, there are checkboxes for "Parent/Teacher's Response" and "Parent/Teacher's Comments".

Taking the opportunity to reflect on learning encourages students to have their input and to put their accomplishments into perspective. You are encouraged to review your son or daughter's comments and support them as they continue in their learning.

There is also a place for you to acknowledge that you have received the report card, and to indicate if you would like to discuss the report card with staff at the school.

## Reviewing Graduation Requirements

In the final report card, you will find a summary of your son or daughter's completion of graduation requirements to date.

A screenshot of the "Provincial Report Card, Grades 9-12" form. It includes a table for "Graduation Requirements" with columns for "Requirement", "Total Credits", "Credits Earned", and "Credits Remaining". The table lists various requirements such as "Ontario Secondary School Diploma", "Ontario Secondary School Literacy Test", and "Ontario Secondary School Graduation Requirements".

This form lists the graduation requirements, including compulsory credits, total number of credits required for graduation, and community involvement hours. For each final report, this summary will be updated. Take an opportunity to discuss this information with your son or daughter, and help support their plans to meet these requirements.



## Understanding the Report Card

### A Guide for Parents

A large image of the "Provincial Report Card, Grades 9-12" form. It shows the student's name, address, and school information. Below this is a table for "Courses" with columns for "Course Title", "Course Code", "Teacher", "Reporting Period", "Percentage Mark", "Course Median", "Credits Earned", "Responsibility", "Organization", "Interpersonal Skills", "Collaboration", "Initiative", and "Self-Regulation". The table is partially filled with data for several courses.

*Informed by the Gospel message, our assessment and evaluation practices seek to recognize each student as an individual who possesses uniqueness of character, gifts and experiences. In respecting this uniqueness, we seek to maintain the student's self-worth and dignity, give hope and, when needed, offer redemption.*

Simcoe Muskoka Catholic District School Board