Ontario Ministry of Education

Elementary Provincial Report Card

Date: June 28, 2023

Student:	Arvin Asadian			OEN: 781819420	Days Absent: 12	Total Days Absent:	32
Grade:	05	Teacher:	Laura Roberts		Times Late: 0	Total Times Late:	2

Board:	York Region DSB	School:	Clearmeadow P.S.
Address:	60 Wellington Street West Aurora, ON L4G 3H2	Address:	200 Clearmeadow Blvd. Newmarket, ON L3X 2E4
		Principal:	Michelle Eisen
		Telephone:	905-868-8081

GRADE IN SEPTEMBER ➡ 6

Learning Skills and Work Habits

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

Responsibility	N	N	**Organization**	N	N
▪ Fulfils 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.			▪ 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	N	N	**Collaboration**	N	N
▪ Independently monitors, assesses, and revises plans to complete tasks and meet goals. ▪ Uses class time appropriately to complete tasks. ▪ Follows instructions with minimal supervision.			▪ 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	N	N	**Self-Regulation**	N	N
▪ 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.			▪ 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

The grade five program has presented Arvin with many challenges. He is very willing to help his teachersl with various tasks within the classroom. Arvin remains extremely work avoidant and is inconsistent in terms of his effort in most areas. He continues to require many prompts to follow the classroom routines and school procedures. Arvin requires assistance to navigate basic problems (i.e., getting a pencil when he is unable to find one in his desk). Assessment of Arvin's abilities is made extremely difficult due his inability to focus and cooperate when given one-on-one assistance. Due to his inability to focus and the resulting work avoidance, there are many gaps in his learning. It is a challenge for Arvin to contribute relevant information to our classroom discussions due to the gaps in his learning and his inability to follow conversation attentively. He generally is unable to cooperate with his peers in partner and small group activities. A very concerning area in Arvin's school life is his inability to form appropriate, positive relationships with his peers. In order to develop a social network, he needs to learn positive social skills that will enable him to be respectful of his peers' thoughts and opinions, as well as their personal space and their bodies. Arvin is encouraged to rest over the summer and reflect on the changes he would like to make in order to be successful in grade six.

Subject	Report 1	Report 2	Strengths/Next Steps for Improvement
Language ☐ NA Reading ☐ ESL/ELD ☐ IEP Writing ☐ ESL/ELD ☐ IEP Oral Communication ☐ ESL/ELD ☐ IEP Media Literacy ☐ ESL/ELD ☐ IEP	C I C+	I I B C	There is insufficient data to assess Arvin for reading and writing in term 2. Arvin rarely engages with tasks and requires much assistance to begin the planning and execution of reading and writing tasks. He expresses work avoidance when it comes to writing and has not completed the assigned tasks given to him. Over the summer, Arvin is encouraged to practice self-regulation by setting a series of smaller goals to complete tasks. (C.Leung) In Media Literacy, Arvin is beginning to demonstrate the ability to identify the purpose and audience for various forms of media. With support, Arvin can express his opinions about ideas, issues, and experiences presented in media texts and is learning to provide evidence to support his opinions, with some effectiveness. As demonstrated in his digital book trailer, Arvin is an effective oral communicator who uses various visual aids to support and enhance his presentations. He exhibits clear and coherent delivery by presenting ideas, opinions, and information in an easily understandable manner. (A.Natalini)
French ☐ NA Listening ☐ ESL/ELD ☐ IEP Speaking ☐ ESL/ELD ☐ IEP Reading ☐ ESL/ELD ☐ IEP Writing ☐ ESL/ELD ☐ IEP ☑ Core ☐ Immersion ☐ Extended	C C+ C+ C	C+ C+ C C-	In French, Arvin is learning to use a variety of listening strategies to understand spoken French in different situations. He is sometimes able to understand oral instructions and to respond to what others say when participating in brief, structured interactions. This is demonstrated in daily class routines and in group discussions. Arvin gives oral presentations sometimes using appropriate vocabulary and sentence structures. When presenting, Arvin is learning to speak with proper pronunciation and intonation. When reading, Arvin is learning to determine meaning in a variety of French texts and can sometimes answer questions with some accuracy. With support, Arvin writes simple phrases, short sentences and questions, using learned vocabulary. Over the summer, Arvin should review the numbers, vocabulary & common phrases found in his duotang to help retain what he has learned in French this year. (M.Richardson)
Native Language ☐ ESL/ELD ☐ IEP ☑ NA			Oral Communication, Reading, Writing
Mathematics ☐ ESL/ELD ☐ IEP ☐ French	C-	C	**Number,** Algebra, **Data, Spatial Sense, Financial Literacy,** and Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes In the Financial Literacy strand, Arvin demonstrates limited knowledge and skills needed to make informed financial decisions. In the Number strand, he has some understanding of division of whole numbers using the methods of long division and grouping division and he is developing his ability to represent, compare and order fractional amounts with like denominators, including mixed numbers, proper and improper fractions. In the Spatial Sense strand, Arvin has demonstrated minimal understanding of geometric concepts in identifying and constructing triangles when given its properties (ie. three angles, three sides, the interior angles add up to 180°) and he solves measurement concept problems requiring conversions of metric units, mass and capacity with some accuracy. He has some difficulty selecting and applying the appropriate formula to calculate the area and perimeter of rectangles. Over the summer, it would be very beneficial for Arvin to have regular practice of addition, subtraction, multiplication (particularly memorizing the multiplication tables) and division to help maintain Arvin's number sense skills. (C.Leung)
Science and Technology ☐ ESL/ELD ☐ IEP ☐ French	C	C-	**Life Systems,** Structures and Mechanisms, Matter and Energy, Earth and Space Systems Arvin has some understanding of the structure and function of one or two of the human body systems and how they interact with one another. Using some of the appropriate scientific vocabulary, he can identify some of the organs found within systems (e.g., digestive system, circulatory system) and their roles. He is able to list several behaviours needed to keep our systems healthy. It is important for Arvin to review the materials used this term to better develop an understanding of our basic building blocks, the muscular, skeletal, respiratory and circulatory systems. Daily review of the information and concepts we are learning in science is necessary to improve his understanding and for him to become more familiar with the scientific vocabulary behind each of the systems.

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Subject	Report 1	Report 2	Strengths/Next Steps for Improvement
Social Studies ☐ ESL/ELD ☐ IEP ☐ French	C-	B-	**Heritage and Identity,** People and Environments In social studies, Arvin is beginning to analyse how interactions between people have consequences that can be positive for some yet negative for others. He is able to describe some of the positive and negative consequences of contact between First Nations and Europeans in New France. With prompts and assistance, he was able to use graphic organizers to share some of his understanding.
Health and Physical Education Health Education: Healthy Living, SEL Skills ☐ ESL/ELD ☐ IEP ☐ French	C+	B-	In Health, Arvin identified the short and long term effects of alcohol, as well as refusal skills and social influences. In a skit with his peers, he presented different strategies of how he would deal with peer pressure. Arvin should continue to make educated decisions that keep him safe by assessing the risks beforehand. During our mental health unit, he differentiated between good versus bad stresses and how to cope with these challenges. Arvin understands that his attitude about mental health affects those around him and how it might contribute to or prevent creating stigma. (P. Lau) Arvin participates in a variety of activities in physical education. He usually demonstrates a concerted effort to develop and practice skills (i.e., badminton, track and field preparation), and when he participates in general fitness activities. Arvin is encouraged regularly to develop a sense of fair play as well as an awareness of the need for safety, not only for himself but for his classmates as well during all physical activities.
Physical Education: Active Living, Movement Competence, SEL Skills ☐ ESL/ELD ☐ IEP ☐ French	B	B	
The Arts Dance ☐ French ☐ESL/ELD ☐IEP ☐NA		C-	Arvin is somewhat effective at moving his body to follow a short choreographed dance piece he created. He moves with a variety of fast and slow movements during various dance structures. Arvin has limited understanding of the elements of dance. Drama was reported in Term 1. Arvin learned to identify notes on the staff of the treble clef. He can identify some notes according to their measure of time. Arvin engaged in various rhythm activities. He is able to identify some musical instruments from the various families of instruments while listening to pieces of music. Arvin is beginning to create two- and three-dimensional art works that express feelings and ideas inspired by his own and others' points of view. He uses some of the elements of design in art works to communicate ideas and messages.
Drama ☐ French ☐ESL/ELD ☐IEP ☐NA	C-		
Music ☐ French ☐ESL/ELD ☐IEP ☐NA	I	C	
Visual Arts ☐ French ☐ESL/ELD ☐IEP ☐NA	B-	C	
☐ ESL/ELD ☐ IEP ☐ French ☑ NA			

✂ Elementary Provincial Report Card ***(Please have your child complete the form below, and return it to your child's teacher.)*** ✂

Student:	Grade:	OEN:	Teacher:
Arvin Asadian	05	781819420	Laura Roberts

Student's Comments

- My best work is:

- My goal for improvement is:

Student's Signature X

Letter Grade	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
B- to B+	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a letter 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 for reporting period

SEL Skills – Social-Emotional Learning Skills

To Parents/Guardians and Students: 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 X

Principal's Signature X

✂ Elementary Provincial Report Card ***(Please complete, sign, and detach the form below, and return it to your child's teacher.)*** ✂

Student:	Grade:	OEN:	Teacher:
Arvin Asadian	05	781819420	Laura Roberts

Parent's/Guardian's Comments

- My child has improved most in:

- I will help my child to:

☐ I have received this report card.

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

Parent's/Guardian's name *(please print)* | Signature X | Date

Telephone (*day*): _____ Telephone (*evening*): _____

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Ontario Ministry of Education

Elementary Provincial Report Card

Date: February 22, 2023

Student:	Arvin Asadian			OEN: 781819420	Days Absent: 19.5	Total Days Absent:	20
Grade:	05	Teacher:	Laura Roberts		Times Late: 2	Total Times Late:	2

Board:	York Region DSB	School:	Clearmeadow P.S.
Address:	60 Wellington Street West Aurora, ON L4G 3H2	Address:	200 Clearmeadow Blvd. Newmarket, ON L3X 2E4
		Principal:	MICHELLE EISEN
		Telephone:	905-868-8081

GRADE IN SEPTEMBER ➡ _____

Learning Skills and Work Habits

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

Responsibility	N		**Organization**	N	
▪ Fulfils 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.			▪ 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	N		**Collaboration**	N	
▪ Independently monitors, assesses, and revises plans to complete tasks and meet goals. ▪ Uses class time appropriately to complete tasks. ▪ Follows instructions with minimal supervision.			▪ 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	N		**Self-Regulation**	N	
▪ 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.			▪ 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

Arvin is beginning to make some progress in the grade five program. He is eager to help if the teacher asks for his assistance. It is important for Arvin to arrive prepared for learning each day with homework completed. He requires frequent reminders to listen attentively and he continues to have difficulty following classroom routines although repeated prompts to do so are given daily. In all areas of the curriculum, Arvin requires one-on-one support to accomplish tasks and is generally opposed to undertaking any form of work other than some math activities. He will continue to be encouraged to work with some independence. He continues to require assistance to manage his learning materials. It is very important for Arvin to respect his classmates' personal space and belongings, and to be respectful of their opinions and ideas. Areas to focus upon in the next term include attempting to work with some independence, managing his learning materials with some effectiveness, and communicating respectfully with his peers.

Student: Arvin Asadian OEN: 781819420 Grade: 05

Subject	Report 1	Report 2	Strengths/Next Steps for Improvement
Language ☐ NA Reading ☐ ESL/ELD ☐ IEP Writing ☐ ESL/ELD ☐ IEP Oral Communication ☐ ESL/ELD ☐ IEP Media Literacy ☐ ESL/ELD ☐ IEP	C I C+ I		Arvin demonstrates some understanding of texts by summarizing important ideas and is able to cite supporting details with prompts. He is beginning to read texts with some expression and fluency. It is important for him to call upon strategies such as visualizing and predicting to aid in comprehension of texts. Arvin was not present for our connections unit. In writing, Arvin is extremely resistant to engage in any task that requires a written response. There is insufficient work to allow for an assessment of his writing ability. He will continue to be encouraged to write simple, coherent sentences to express his thoughts and opinions.(L. Roberts) Arvin sometimes demonstrated effective listening and speaking skills in class by asking clarifying questions and using different tones when speaking. Arvin must continue to practice applying simple and respectful listening strategies to improve his understanding so he can experience greater success. Due to a prolonged absence, there is insufficient evidence to provide Arvin with a grade for Media Literacy.(M.Conti)
French ☐ NA Listening ☐ ESL/ELD ☐ IEP Speaking ☐ ESL/ELD ☐ IEP Reading ☐ ESL/ELD ☐ IEP Writing ☐ ESL/ELD ☐ IEP ☑ Core ☐ Immersion ☐ Extended	C C+ C+ C		In French, Arvin is learning to use a variety of listening comprehension strategies to understand spoken French. He is sometimes able to follow instructions and is learning the unit vocabulary. Arvin demonstrates some understanding of appropriate speaking behaviour in a variety of situations. Occasionally, he is able to communicate brief messages in French, with peers and the teacher, using familiar words and expressions as demonstrated in our daily routine. Arvin can sometimes understand French texts containing visuals, as well as familiar words and expressions. He is learning to use reading strategies (ie. dictionaries, posters, word banks & word structures) to confirm the meaning of new or unfamiliar words. He is beginning to write short answers and simple sentences using vocabulary lists, familiar words & by following models shared in class. Next steps are to participate more in our Prof du Jour activity to help improve his pronunciation and fluency. (M. Richardson)
Native Language ☐ ESL/ELD ☐ IEP ☑ NA			Oral Communication, Reading, Writing
Mathematics ☐ ESL/ELD ☐ IEP ☐ French	C-		**Number,** Algebra, Data, Spatial Sense, Financial Literacy, and Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes Arvin's mathematics grade is based solely on his work in the Number strand as he was absent for a prolonged period during the first term. He is improving in his ability to read and represent whole and decimal numbers up to 100 000 and can describe some ways numbers are used in everyday life. Arvin's ability to effectively and accurately use the standard algorithm and open array methods to solve multi-digit multiplication problems is developing. Further practice is necessary to understand how to correctly subtract multi-digit whole numbers and decimals. It is important for Arvin to take the time to work through all the steps of a math problem without rushing and to read all instructions carefully. Arvin is encouraged to carefully review all of his answers before handing in the math work and tests. Continued practice of math facts is recommended.
Science and Technology ☐ ESL/ELD ☐ IEP ☐ French	C		Life Systems, Structures and Mechanisms, **Matter and Energy, Earth and Space Systems** Arvin demonstrates some understanding of the various forms and sources of energy. Given examples, he can identify some of the ways in which energy can be transformed and conserved. He has some understanding that our reliance upon non-renewable energy sources is problematic. Due to prolonged absence, Arvin was not present for most of our matter unit. Arvin is encouraged to re-read texts used in class for the science units. Additional research at home using Youtube videos may help him reinforce the concepts being taught in class.

Student: Arvin Asadian OEN: 781819420 Grade: 05

Subject	Report 1	Report 2	Strengths/Next Steps for Improvement
Social Studies ☐ ESL/ELD ☐ IEP ☐ French	C-		Heritage and Identity, **People and Environments** During our Role of Government and Responsible Citizenship unit, Arvin demonstrated some understanding of the processes involved in electing governments in Canada. He can identify some services provided by the three levels of government and is aware of some of the requirements to become a Canadian citizen. Arvin cast a ballot in the CIVIX Student Vote 2022 municipal election after researching his local candidates in order to make an informed decision. He understands some parts of the process of voting and is aware of the responsibility that comes with the right to vote. Regular review of the concepts using his duotang and our Google Classroom is recommended. It is important for Arvin to participate during class discussions, and to seek assistance when he does not understand information.
Health and Physical Education Health Education: Healthy Living, SEL Skills ☐ ESL/ELD ☐ IEP ☐ French Physical Education: Active Living, Movement Competence, SEL Skills ☐ ESL/ELD ☐ IEP ☐ French	C+ B		Through group work and independent tasks, Arvin showed some understanding of how to use food labels and analyze food advertising to make informed decisions about healthier eating choices with teacher support. He will continue to practise thinking critically and creatively about how his emotions, thoughts and external factors influence healthy development, decision making and personal choices. (P. Lau) Arvin actively participates in a wide variety of physical activities in the gym. He usually demonstrates a good effort when he practices skills at school (i.e., soccer and basketball skills), and when he participates in general fitness activities. He will continue to be encouraged to engage in fair play and to be more aware of the need for safety for himself and his classmates during physical activities.
The Arts Dance ☐ French ☐ESL/ELD ☐IEP ☑NA Drama ☐ French ☐ESL/ELD ☐IEP ☐NA Music ☐ French ☐ESL/ELD ☐IEP ☐NA Visual Arts ☐ French ☐ESL/ELD ☐IEP ☐NA	 C- I B-		Dance will be reported Term 2. While working on his monologue,and drama games and warm-ups, Arvin demonstrated some understanding of the element of role (e.g., time and place, relationship) to build belief in his role and establish a dramatic context. He is encouraged to cooperate with his classmates during drama activities to help shape the activities. There insufficient work to assign a grade in Music due to an extended absence. Areas studied in visual arts include the use of lines to create texture, complimentary colours, and composition in portraits. Arvin effectively demonstrates his ability in most of these areas. Having carried out research on Picasso and his cubist style, he created a cubist-style portrait. Arvin will be encouraged to identify the feelings and themes that are conveyed in art pieces.
☐ ESL/ELD ☐ IEP ☐ French ☑ NA			

✂ Elementary Provincial Report Card ***(Please have your child complete the form below, and return it to your child's teacher.)*** ✂

Student:	Grade:	OEN:	Teacher:
Arvin Asadian	05	781819420	Laura Roberts

Student's Comments

- My best work is:

- My goal for improvement is:

Student's Signature X

Letter Grade	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
B- to B+	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a letter 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 for reporting period

SEL Skills – Social-Emotional Learning Skills

To Parents/Guardians and Students: 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 X

Principal's Signature X

✂ Elementary Provincial Report Card ***(Please complete, sign, and detach the form below, and return it to your child's teacher.)*** ✂

Student:	Grade:	OEN:	Teacher:
Arvin Asadian	05	781819420	Laura Roberts

Parent's/Guardian's Comments

- My child has improved most in:

- I will help my child to:

☐ I have received this report card.

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

Parent's/Guardian's name *(please print)* | Signature X | Date

Telephone (*day*): _____ Telephone (*evening*): _____

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Ontario Ministry of Education

Elementary Progress Report Card

York Region District School Board

Date: November 15, 2022

Student:	Arvin Asadian	OEN: 781819420	Days Absent: 0.5	Total Days Absent: 0.5	
Grade:	05	Teacher: LAURA ROBERTS	Times Late: 0	Total Times Late: 0	

Board:	York Region DSB	School:	Clearmeadow P.S.
Address:	60 Wellington Street West Aurora, ON L4G 3H2	Address:	200 Clearmeadow Blvd. Newmarket, ON L3X 2E4
		Principal:	MICHELLE EISEN
		Telephone:	905-868-8081

Dear Parents and Guardians,

Welcome to the Elementary Progress Report Card for your child. The purpose of this report card is to communicate the progress your child has been making since the beginning of the school year. The progress report also indicates how well your child is demonstrating the various learning skills and work habits and identifies areas where you may be able to support your child in achieving success this year. This report is not an evaluation or a record of achievement levels. It reflects preliminary observations of your child's learning to date. It is our hope that this report will serve as a central part of rich discussions between home and school.

This report card informs you of the progress your child is making in each subject. Progress is described as follows:

- Progressing with **Difficulty**: The student is currently demonstrating **some learning** in relation to the curriculum expectations and **may not achieve** the learning goals of the term. The student is being supported in achieving the learning goals.
- Progressing **Well**: The student is currently demonstrating **sufficient learning** in relation to the curriculum expectations and **is likely to achieve** the learning goals of the term.
- Progressing **Very Well**: The student is currently demonstrating **significant learning** in relation to the curriculum expectations and **is expected to achieve** the learning goals of the term.

Learning Skills and Work Habits

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

Responsibility	N
■ Fulfils 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	N
■ 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	N
■ 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	N
■ 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 in person and 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	N
■ 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	N
■ 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

Arvin is gradually adjusting to Grade 5. His focus has improved somewhat since the beginning of the school year, and he is now generally able to remain seated during lesson time. Arvin positively participates in class discussions when called on but continues to require multiple reminders to listen attentively during lessons. With assigned tasks, his teachers need to repeat the instructions to him one-on-one and do multiple check-ins to prompt him to stay on task. Arvin is learning to use various strategies to solve social conflicts such as taking turns talking (being an active listener without interrupting), walking away and seeking assistance from the teacher. We will continue to develop more effective strategies with him to help him build healthy and positive peer relationships at school.

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Student: Arvin Asadian OEN: 781819420 Grade: 05

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 Reading, Writing, Oral Communication, Media Literacy ☐ ESL/ELD ☐ IEP ☐ NA		✓		Dance will be reported at the end of Term 2.
French ☐ ESL/ELD ☐ IEP ☐ NA ☑ Core ☐ Immersion ☐ Extended		✓		
Native Language ☐ ESL/ELD ☐ IEP ☑ NA				
Mathematics ☐ ESL/ELD ☐ IEP ☐ French		✓		
Science and Technology ☐ ESL/ELD ☐ IEP ☐ French		✓		
Social Studies ☐ ESL/ELD ☐ IEP ☐ French		✓		
Health and Physical Education — **Health Education** ☐ ESL/ELD ☐ IEP ☐ French		✓		
Health and Physical Education — **Physical Education** ☐ ESL/ELD ☐ IEP ☐ French		✓		
The Arts — **Dance** ☐ ESL/ELD ☐ IEP ☐ French ☑ NA				
The Arts — **Drama** ☐ ESL/ELD ☐ IEP ☐ French ☐ NA		✓		
The Arts — **Music** ☐ ESL/ELD ☐ IEP ☐ French ☐ NA		✓		
The Arts — **Visual Arts** ☐ ESL/ELD ☐ IEP ☐ French ☐ NA		✓		
☐ ESL/ELD ☐ IEP ☐ French ☑ 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

Subject	Teacher
Language	Ms. LAU
French	Ms. RICHARDSON
Mathematics	Ms. LAU
Science and Technology	Ms. ROBERTS
Social Studies	Ms. ROBERTS
Health Education	Ms. CAMPBELL
Physical Education	Ms. ROBERTS
Dance	Ms. ROBERTS
Drama	Ms. ROBERTS
Music	Ms. ROBERTS
Visual Arts	Ms. ROBERTS

Parent's/Guardian's and student's comments on progress, goals, and home support. (May be completed at the conference.)

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