



Elementary Provincial Report Card

Date:

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

GRADE IN SEPTEMBER ➡ _____

Learning Skills and Work Habits

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

Responsibility			Organization		
<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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			Collaboration		
<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 			<ul style="list-style-type: none"> 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			Self-Regulation		
<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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

Sample Learning Skills Comments Ontario Report Card

Mark Steyvers



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Early Childhood Education Petr G. Grotewell, Yanus R. Burton, 2008 This book focuses on early childhood education which spans the human life from birth to age 8 Infants and toddlers experience life more holistically than any other age group Social emotional cognitive language and physical lessons are not learned separately by very young children Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience not just that part of the experience to which the adult gives attention Although early childhood education does not have to occur in the absence of the parent or primary caregiver this term is sometimes used to denote education by someone other than these the parent or primary caregiver Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent Other terms that is often used interchangeably with early childhood education are early childhood learning early care and early education Much of the first two years of life are spent in the creation of a child s first sense of self or the building of a first identity Because this is a crucial part of children s makeup how they first see themselves how they think they should function how they expect others to function in relation to them early care must ensure that in addition to carefully selected and trained caregivers links with family home culture and home language are a central part of program policy If care becomes a substitute for rather than a support of family children may develop a less than positive sense of who they are and where they come from because of their child care experience **The**

Fearon-Pitman Curriculum Development Library Index ,1978 *Curriculum Development Library* ,1980 *Resources in Education* ,1999 **Research in Education** ,1974 **Cumulated Index Medicus** ,2000 Education Manitoba ,1989

Linguistics and Language Behavior Abstracts ,2004 **Access** ,1999 **Resources in Education** ,1992 **PC Mag** ,1984-04-17 PCMag com is a leading authority on technology delivering Labs based independent reviews of the latest products and services Our expert industry analysis and practical solutions help you make better buying decisions and get more from technology *ONTERIS Abstracts* Ontario. Ministry of Education, Barbara Beardsley, Greg Cable, Ilze

Cockburn, 1978 *Current Index to Journals in Education* ,1991 **The ... Mental Measurements Yearbook** Oscar Krisen Buros, 1985 *The ADHD Report* ,1993 Encyclopedia of Mathematics Education Louise Grinstein, Sally I.

Lipsey, 2001-03-15 This single volume reference is designed for readers and researchers investigating national and international aspects of mathematics education at the elementary secondary and post secondary levels It contains more than 400 entries arranged alphabetically by headings of greatest pertinence to mathematics education The scope is comprehensive encompassing all major areas of mathematics education including assessment content and instructional procedures curriculum enrichment international comparisons and psychology of learning and instruction Early Childhood Education ERIC Clearinghouse on Early Childhood Education, 1973 **2003 Children's Book Market** Sue Bradford

Edwards,Patricia Curtis Pfitsch,2003
Abstracts ,1997

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