

### Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
1	Q1-FIN	2020 NOV 27

**STUDENT:** Mackintosh-Ribreau, Chloe J      OEN: 257-835-678      Grade: 09      Homeroom: ZLEC      Principal: Kaskens, S.

Address: 18 Claremore Ave, Scarborough, ON Canada M1N 3R8      School Council Chair: Beaune, L.

**SCHOOL:** Malvern Collegiate Institute      Telephone: (416) 393-1480  
 Address: 55 Malvern Ave, Toronto, ON Canada M4E 3E4      Fax:  
**BOARD:** Toronto District School Board      Email/Website: tdsb.on.ca  
 Address: 5050 Yonge St, Toronto, ON Canada M2N 5N8

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance	
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Classes Missed	Times Late
Course Title: Instrumental Music-Band Course Code: AMI1O1 - 01 Teacher: Falla, M. <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	67	84							Chloe has the potential to become a good tenor saxophonist. She has had trouble throughout the course with the music theory components and would benefit from working on understanding that better. Chloe has strong communication skills and she is welcome to continue her music journey by taking grad 10 band next year.	1	0	
	Final	67	82	1.00	E	G	G	G	G		E	3	0
Course Title: Healthy Active Living Education Course Code: PPL1OF - 02 Teacher: Tsukada, A. <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	81	85							Chloe often actively participated during activity classes. She demonstrated adequate knowledge of facts and understanding of health concepts. Chloe adequately achieved the expectations of the course. Good luck in quadmester 2!	2	0	
	Final	78	85	1.00	G	G	G	G	S		S	2	0
Course Title: Course Code: XXXXXXXXX Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First									*****Last Official Entry*****			
	Final												
Course Title: Course Code: XXXXXXXXX Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First												
	Final												

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).

Student: Mackintosh-Ribreau, Chloe J	OEN: 257-835-678	Grade: 09	Homeroom: ZLEC
--------------------------------------	------------------	-----------	----------------

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

# Provincial Report Card, Grades 9–12 Completion of Requirements for Graduation

Semester	Reporting Period	Date
1	Q1-FIN	2020 NOV 27

Student: Mackintosh-Ribreau, Chloe J	OEN: 257-835-678	Grade: 09	Homeroom: ZLEC
--------------------------------------	------------------	-----------	----------------

Diploma Requirements	Total Required	Earned This Report	Earned to Date
<b>Compulsory Credits</b>	<b>18</b>	2.00	2.00
English (1 credit per grade)	4	0	0
French as a second language	1	0	0
Mathematics (1 credit in Grade 11 or 12)	3	0	0
Science	2	0	0
Canadian history	1	0	0
Canadian geography	1	0	0
The arts	1	1.00	1.00
Health and physical education	1	1.00	1.00
Civics	0.5	0	0
Career studies	0.5	0	0
<b>Group 1</b> English French as a second language Classical or international language Guidance and career education	Canadian and world studies Native language Social sciences and humanities Cooperative education	1	0
<b>Group 2</b> Health and physical education The arts French as a second language	Business studies Cooperative education	1	0
<b>Group 3</b> Science (Grade 11 or 12) Technological education French as a second language	Computer studies Cooperative education	1	0
<b>Optional Credits</b>	<b>12</b>	0.00	0
<b>Total Credits Required for Graduation</b>	<b>30</b>	2.00	2.00
<b>Community Involvement</b>	<b>40 hours</b>		0
<b>Specialist High Skills Major</b>			

Ontario Secondary School Literacy Graduation Requirement Completed

For School Use

Principal's Signature

Date 2020 NOV 27

Student: Mackintosh-Ribreau, Chloe J	OEN: 257-835-678	Grade: 09	Homeroom: ZLEC
--------------------------------------	------------------	-----------	----------------

## Learning Skills and Work Habits

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

Responsibility	Organization
<ul style="list-style-type: none"> <li>• Fulfils 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>	<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>
Independent Work	Collaboration
<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>	<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>
Initiative	Self-Regulation
<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>	<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>• Perseveres and makes an effort when responding to challenges.</li> </ul>

Percentage Mark	Achievement of the Provincial Curriculum Expectations
<b>80–100</b>	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
<b>70–79</b>	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
<b>60–69</b>	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
<b>50–59</b>	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
<b>Below 50</b>	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
<b>I</b>	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)
<b>W</b>	The student has withdrawn from the course.

**ESL/ELD** – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.

**IEP** – Individual Education Plan

**FRENCH** – The student receives instruction in French for the course.

**SHSM** – Specialist High Skills Major (for Grade 11 and 12 courses only)

**Course Median** – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.