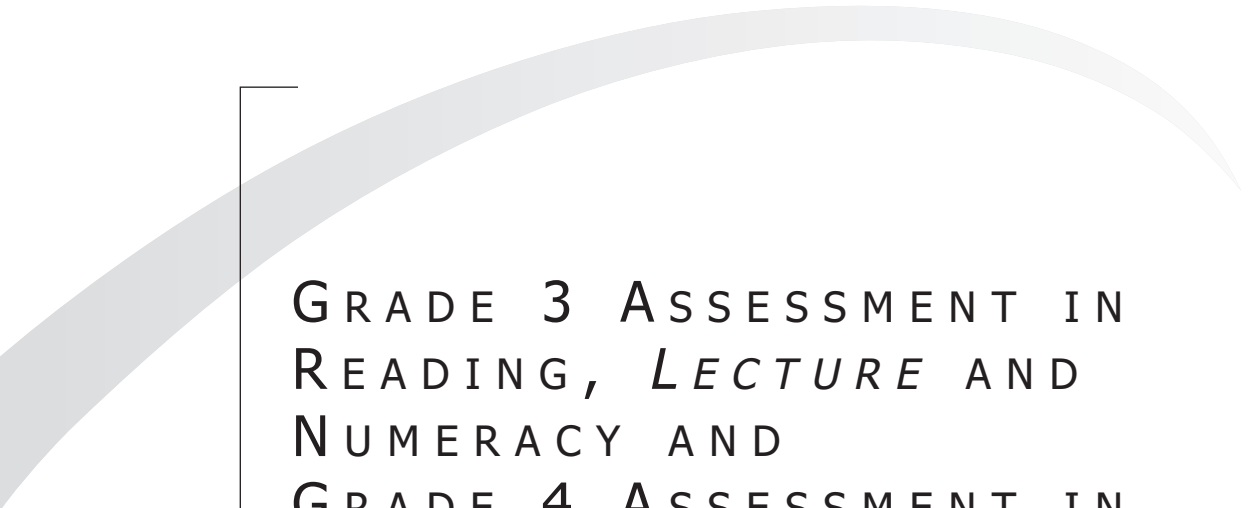


**Grade 3 Assessment in
Reading, *Lecture* and
Numeracy and
Grade 4 Assessment in
French Immersion
*Lecture***



GRADE 3 ASSESSMENT IN
READING, *LECTURE* AND
NUMERACY AND
GRADE 4 ASSESSMENT IN
FRENCH IMMERSION
LECTURE

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Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education, Citizenship and Youth. Errors or omissions will be corrected in a future edition. Sincere thanks to the authors and publishers who allowed their original material to be used.

Schools are encouraged to share this document with parents, guardians and communities, as appropriate.

Print copies of this resource can be purchased from the Manitoba Text Book Bureau (stock number 80655). Order online at <www.mtbb.mb.ca>.

This resource is also available on the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/k12/assess/gr3/index.html>.

Websites are subject to change without notice.

Ce document est disponible en français.

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PURPOSE

The primary purpose of this policy is to improve student learning by identifying, early in the school year, students' strengths and needs in key competencies in numeracy and reading and using this information to guide instructional planning. This application of the policy is consistent with assessment *for* learning as described in the Manitoba support document *Rethinking Classroom Assessment with Purpose in Mind*. By collecting the information early in the school year, it can be used to plan next steps in the student's learning and, through individual student reports sent to parents, to support an ongoing dialogue with parents to ensure that students have the foundational knowledge and skills needed to support learning across the curricula.

The second purpose of this policy is to gather and communicate aggregate summative information about student achievement in the key competencies. Applied as an assessment *of* learning, there are three types of audience for the achievement information.

The first is parents through vehicles such as school or division reports to the community. The second is the school-based learning team consisting of teachers and administrators as well as divisional leaders and trustees. The third is the larger educational and stakeholder communities including the Department, the public and researchers. These groups use the information at aggregate levels to examine trends, to support research, and to make decisions about the provision of resources to support student learning.

The Grades 3 and 4 Assessment is part of a provincial assessment program that includes the Middle Years Assessment which focuses on key competencies in numeracy, engagement with school and reading and writing, summative tests at Grade 12 in language arts and mathematics, and national and international assessments. Together these assessments provide a provincial picture of student achievement at key stages in education.

IMPLEMENTATION

The Grade 3 Assessment is implemented early in the school year and applies to all students enrolled in Grade 3 and in Grade 4 French Immersion in provincially funded schools. Non-funded and First Nations schools are invited to participate and will have access to materials for this purpose.

The assessment addresses competencies in numeracy and reading that are critical to success in Grade 3. The chart below summarizes the competencies assessed by school program.

Competency	Grade 3			Grade 4
	English Program	Français Program	French Immersion Program	French Immersion Program
Reading	✓		✓	
<i>Lecture</i>		✓		✓
Numeracy	✓			
<i>Notions de calcul</i>		✓	✓	

School divisions and schools implement the Grade 3 Assessment policy. Teachers gather assessment information on their students using teacher-selected strategies to assess critical competencies according to criteria (competencies, indicators, performance levels, exemplars) provided by the Department in a separate support document.

ASSESSING STUDENTS

The assessment is not a test but is based on the teacher's observations and conversations with students during daily instruction and on evidence from work that is collected. Teachers use criteria provided by the Department to make a judgment about which of the following three levels of achievement apply to each student as of the last week of October:

- Needs ongoing help
- Approaching expectations
- Meeting expectations

The assessment is conducted early in the school year to enable the information to be used in a formative way to support student learning.

In rare instances it will not be possible to assess a student and report results to parents or to the Department as required by this policy due to exceptional circumstances. For example, the student might have arrived in the province in late October with no performance information available. Such a student may be exempted from the reporting process provided the parents are informed, they give consent, and the school makes a request that includes the details of the circumstances to the Department no later than the end of October. The formal request letter must include

- school name
- student name and MET number
- description of the exceptional circumstances
- statement that the parent approves of the exemption
- school contact person with title, telephone number, and signature

The request may be mailed or sent by fax to

English Program:

Coordinator, Assessment Unit
Instruction, Curriculum and Assessment Branch
1567 Dublin Avenue
Winnipeg MB R3E 3J5
Fax: 204-948-2442

Français or French Immersion Program:

Directrice, Direction des services de soutien en éducation (Section évaluation)
Bureau de l'éducation française
309-1181 Portage Avenue
Winnipeg MB R3G 0T3
Fax: 204-948-3234

Once the exemption from reporting is granted by the Department, no reporting to the parents is required. For reporting to the Department, no further action is required. The exemption is indicated in the data and no performance levels for any of the competencies are reported.

For students who are not performing at any of the three levels presented in the reporting forms, please see the fourth paragraph under the section entitled Reporting Results (on the following page) for further information.

REPORTING RESULTS

Schools report each student's performance in two ways – to parents, distributed in a timely manner, and to the Department no later than the end of November. The reporting of student achievement is to reflect student performance as of the last week of October.

Student performance reflects cumulative growth and achievement as a result of instruction over previous years. Therefore, it is appropriate to share the information with the teacher team in a school to foster collaborative efforts to improve student learning.

Schools use the reporting forms provided by the Department to communicate results to parents. These reports are to be signed by principals and copies are to be kept in students' cumulative files.

If a student's performance level is below the lowest level described in the reporting form, this is normally because the student is not working towards grade-level curricular outcomes related to a given competency and has an individualized educational plan. In this case it is not necessary to send a report home to parents providing that appropriate communication between home and school is ongoing. A copy of the completed report must be kept in the student's cumulative file. No performance levels will be indicated for the competencies in which the student's performance is below the lowest level described in the report and the comment section should be used to explain the circumstances.

For reporting data to the Department via the Web, an option will be provided for each competency to indicate that the student is performing below the lowest performance level described on the reporting form for the competency.

Schools or school divisions wishing to incorporate reporting for this policy into other reporting procedures rather than using the provincial reporting templates, must first obtain authorization from Manitoba Education, Citizenship and Youth.

Schools will report individual student results to the Department no later than the end of November. Information about this reporting process will be sent to all schools near the beginning of each school year.

The Department will publicly report results at the provincial and program levels by June of the school year, as well as address specific areas of interest and research. No departmental public reporting will permit the identification of a student, class, school, or school division.

The Department will provide summary reports of divisional and provincial results for all competencies, by school program, to school divisions each spring. The Department will make the data available to external research groups for educational research purposes, as appropriate.

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