



## APPENDIX B

### Special Language Credit Option Frequently Asked Questions and Answers



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# QUESTIONS ABOUT CREDENTIALS AND CREDITS

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Q1 *What is the significance of the numbers and letter used in the course designations and for reporting special language credits?*

A The course designation system used in Manitoba is explained on page 3 of the *Subject Table Handbook: English Program*, available online at [www.edu.gov.mb.ca/k12/docs/policy/sth/index.html](http://www.edu.gov.mb.ca/k12/docs/policy/sth/index.html).

The present course numbering system comprises a three-character, alpha-numeric code. The first and second characters are numerals, while the third is a letter.

## **First Character**

- 1 — for courses developed for Grade 9
- 2 — for courses developed for Grade 10
- 3 — for courses developed for Grade 11
- 4 — for courses developed for Grade 12

## **Second Character**

- 0 — courses developed by Manitoba Education and Early Childhood Learning for one (1.0) credit
- 5 — courses developed by Manitoba Education and Early Childhood Learning for a half (0.5) credit
- 1 — courses developed by schools or school divisions and registered by Manitoba Education and Early Childhood Learning (includes school-initiated courses and student-initiated projects)
- 2 — courses developed externally by an educational authority (International Baccalaureate and Advanced Placement courses) and, in the case of dual credit, the post-secondary institution (college or university)

## **Third Character**

- G — General:** general educational experiences or courses with no department-developed curricula, such as school-initiated courses (SICs), student-initiated projects (SIPs), Special Language Credit Option credits, or non-Manitoba course credits.
- S — Specialized:** educational programming in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university)—when a subject area is compulsory and there is more than one option, the designation will be S.

Therefore, special language credits awarded through **challenge for credit** that are designated 10G, 20G, 30S, and 40S indicate that the assessments were **based on department-developed curricula**.

Therefore, special language credits awarded through **challenge for credit** that are designated 11G, 21G, 31G, and 41G indicate that the assessments were developed by Manitoba schools or school divisions (via the registered examiners) and are all designated G because they are **not based on department-developed curricula**.

Therefore, special language credits awarded through the recognition of non-Manitoba credentials are designated 12G, 22G, 32G, and 42G because they are **based on non-Manitoba, externally developed curricula** and they are not for a compulsory subject area.

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Q2 *How do I accurately report credits awarded to students through the recognition of non-Manitoba language credentials for languages for which there are Manitoba curricula?*

A Students who present non-Manitoba credentials that indicate instruction or proficiency in a language other than English or French for which there exists Manitoba curricula may earn credits through the Special Language Credit Option through one of two paths.

Through the recognition of non-Manitoba credentials, students would earn credits that would be designated as externally developed Manitoba-approved course credits (12G, 22G, 32G, and 42G) and receive an "S" ("Standing") grade.

- Alternatively, the student can choose to challenge for credit and be assessed through a Special Language Credit Option examination that would be based on Manitoba's curriculum. In this case, the credits would be designated as Manitoba-developed course credits with 10G, 20G, 30S, and 40S designations, and the student would receive a percentage mark.

*Example:*

A student emigrates from Italy and has an equivalent of Grade 10 schooling in that country. The student's report card/transcript indicated that he or she successfully completed the third year of Scuola Secondaria di Secondo Grado (third year of Italy's 5-year high school program) or 10th year of education. Italian was the language of instruction.

- If the student chooses to earn credits through the recognition of non-Manitoba credentials, he or she may be granted four credits for proficiency in Italian upon registration that would be reported as **Manitoba-Approved, Externally Developed, Italian (Other International Language), Subject Code 9497, with course designations 12G, 22G, 32G, and 42G, and a mark of "S" for "Standing."**

or

- If the student chooses to earn credits by challenging for credit (i.e., by writing a Special Language Credit Option examination at the Grade 12 level) and he or she achieves a mark of 85% , he or she may be granted four credits that would be reported as a **Manitoba-Developed Language other than English or French course, Italian: 4-Year Programming: 10G, 20G, 30S, and 40S, with subject code 1007 and a mark of 85% as recommended by the examiner for Grade 12 (or highest grade challenged) and "S" or "Standing" for the other grade-level credits awarded if appropriate.**

See below for an example of a form for the awarding of credits through these two options, with Student X representing the recognition of non-Manitoba credentials path and Student Y the challenge for credit path.

Division	School No.	School Name	Recording Date		
			Day	Month	Year
Any	Any	School Example	xx	xx	xx

  

Student Information			Course Information		Credits, Course Designation, and Marks							
Manitoba Student No.	Surname, Given Name	Birth Date (d m y)	Manitoba Subject Code	Language	Grade 9		Grade 10		Grade 11		Grade 12	
					Designation	Mark	Designation	Mark	Designation	Mark	Designation	Mark
xxxx	X, Student	xx/xx/xxxx	9497	Italian	12G	5	22G	5	32G	5	42G	5
yyyy	Y, Student	xx/xx/xxxx	1007	Italian	10G	5	20G	5	30S	5	40S	85%
Principal's/Designate's Signature:												

Q3 *What is the best option for students who are eligible for special language credits for languages for which Manitoba has developed curricula: through the recognition of non-Manitoba language credentials or by challenging for credits?*

A Both paths provide students with the opportunity to have their language proficiency recognized, and the credits awarded may be used to meet Manitoba graduation requirements. In deciding which option to choose, the student should consider **the importance and utility of the language credits for post-secondary education purposes.**

Through the **recognition of non-Manitoba credentials**, students receive a **grade of “S” for “Standing”** instead of a percentage grade, which means that the credits cannot be used toward determining the student’s average grade. With the challenge for credit option, a percentage grade would be recorded and may be used toward determining the student’s average grade. Depending on the student’s marks in other courses and the grade on the exam, this could be a factor in determining admission to some post-secondary institutions or programs. For example, a student who has an average of 70% for four of their Grade 12 courses who receives an 85% on the Special Language Credit Option examination would end up with a 72% average.

If the student is not planning on attending a post-secondary education institution or grades are not a factor, then the first option may be the most appropriate and time and cost effective.

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*Q4 If a student receives a special language credit through the challenge for credit path, can a percentage mark be given and used for calculating his or her average?*

A Students will often challenge for credit by writing a Grade 12 Special Language Credit Option examination and may be awarded retroactive credits for Grades 9 to 11 as well if they are successful in completing the Grade 12 examination. The usual procedure is to provide a percentage mark for the Grade 12 credit and an “S” or “Standing” for the retroactive credits.

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*Q5 Is it permissible to award a student a blend of credits earned by the recognition of non-Manitoba credentials and others awarded through challenging for credits by successfully writing Special Language Credit Option examinations?*

A Students that have non-Manitoba credentials (report cards, transcripts, certificates of standing in national language examinations, etc.) that demonstrate that they have had prior instruction or developed proficiency in a language other than English or French, have the option of receiving credits through the recognition of credentials or by challenging for credit by writing Special Language Credit Option examinations.

However, there may be situations where a student may choose not to have all the credits that potentially may be awarded through the recognition of non-Manitoba credentials. They may choose to write a Grade 12 examination and challenge for credit so that a percentage mark be given and reflected in calculating their average mark for post-secondary/university entrance purposes.

For example, a student from Germany who has completed the equivalent of Grade 11 in Germany may wish to be awarded credits for recognition of their non-Manitoba credentials for Grades 9 to 11 with a mark of “S” or “Standing” reported for those credits and then write a Grade 12 German Special Language Credit Option examination with a percentage mark reported for the Grade 12 challenged credit.

As long as only one credit per grade is awarded, a student could be potentially awarded a blend of credits as per the scenario described earlier. However, if a student is sufficiently proficient in a language that they can successfully challenge a Grade 11 or 12 Special Language Credit Option examination, it would be more efficient to award the student credits based on the Special Language Credit Option examination as the student would be eligible to be awarded credits for the “retroactive grades” in any case.

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*Q6 An Examiner’s Report for a student who has successfully challenged for credit by writing a Grade 12 Special Language Credit Option examination has only the Grade 12 box checked, suggesting that the examiner has only recommended awarding a Grade 12 credit. May the school award retroactive credits for Grades 9 to 11 as well?*

A Students may be awarded retroactive credits for Grades 9 to 11 when they successfully challenge for credit by writing a Grade 12 (40S/41G) level examination. Students demonstrating superior language competency at the Grade 12 level should receive these credits upon recommendation of the examiner, subject to established school criteria, and with approval of the school principal.

If the examiner has not recommended the awarding of retroactive credits upon the successful challenge of a Grade 12 level examination, the school has the discretionary power to do so if

- the student has not been awarded special language credits for Grades 9 to 11 as a result of prior successful challenges or as a result of the recognition of non-Manitoba credentials
- it is the school's policy or practice to award retroactive credits

Students should receive a percentage grade for the grade level that they successfully challenged and marks stated as an "S" or "Standing" for additional retroactive credits awarded.

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*Q7 Do students challenging for credits for proficiency in First Nations or other Indigenous languages need to be able to read and write in that language?*

A All students challenging for special language credits, including credits for First Nations and other Indigenous languages, are assessed on their oral production and comprehension skills as well as reading and writing. Students may choose to be examined using syllabics or Roman orthography, and examiners are asked to allow for differences in dialects used in various First Nations communities.

Manitoba has developed a *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes* (found at [www.edu.gov.mb.ca/k12/abedu/framework/k-12\\_ab\\_lang.pdf](http://www.edu.gov.mb.ca/k12/abedu/framework/k-12_ab_lang.pdf)) to guide Indigenous language programming and curriculum development.

In addition, examiners are provided with general guidelines for assessing students in the *Special Language Credit Option Examiner's Handbook*. The guidelines that follow are from pages 9 to 11 of the Handbook.



## Proficiency Requirements for Grade 9 (11G)

Students will demonstrate ability in

### *Listening and Speaking*

- understand the language when it is spoken at normal speed on everyday topics (e.g., personal information, food, shopping, weather, and sports)
- reproduce the sound system of the language in short, meaningful sentences
- speak clearly, simply, and correctly
- understand the essential components of various types of basic text

### *Reading*

- read and demonstrate an understanding of an excerpt from a story that is familiar
- understand the essential components of various types of basic text

### *Writing*

- write simple sentences in response to questions on subjects and topics that are familiar
- express basic personal needs and compose short messages based on personal experiences and familiar topics

## Proficiency Requirements for Grade 10 (21G)

Students will be able to demonstrate a higher degree of sophistication in the language.

Students will also demonstrate ability in

### *Listening and Speaking*

- participate in a short conversation on suggested topics
- discuss topics such as animals, holidays, landscapes, and travel
- converse without hesitation, at normal speed, in sentences of increased length
- distinguish between imperfect and perfect verb forms, if applicable to the language
- use comparative forms correctly
- speak clearly and correctly

### *Reading*

- read a variety of practical resources and demonstrate comprehension (e.g., translate newspaper stories, magazine articles, or a short instruction manual)

### *Writing*

- write short items such as journal and diary entries, reports, and letters

## Proficiency Requirements for Grade 11 (31G)

Students will be able to

- demonstrate ability to communicate in both oral and written forms
- integrate more complex thoughts
- satisfy the proficiency requirements for Grades 9 and 10

Students will also demonstrate ability in

### *Listening and Speaking*

- use complex sentences correctly
- communicate on a wide range of everyday topics using complex vocabulary
- discuss current news items

### *Writing*

- write an argument in defence of a point of view on a current issue
- write a summary of a reading by giving a point of view with a supportive argument (e.g., a newspaper editorial or column)
- describe a specific scenario involving human interaction

## Proficiency Requirements for Grade 12 (41G)

Students will be able to

- demonstrate ability to communicate in both oral and written forms
- integrate complex thoughts
- satisfy the proficiency requirements for Grades 9–11

Students will also demonstrate ability in

### *Listening and Speaking*

- understand and use complex sentences correctly, incorporating more advanced vocabulary
- communicate effectively in a wide range of formal and informal settings
- discuss a variety of topics

### *Reading*

- read, summarize, and analyse in both oral and written forms a longer and more complex text dealing with familiar experiences and new topics

### *Writing*

- write letters, short stories, and brief essays

## QUESTIONS ABOUT EXAMINERS AND EXAMINATIONS

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*Q8 Whom do I contact to obtain a current list of registered examiners?*

A There is a continuous intake and review of requests for registration as a Special Language Credit Option examiner. For a current list of examiners contact

Special Language Credit Option  
Manitoba Education and Early Childhood Education  
Learning and Outcomes Branch  
[curr\\_impl@gov.mb.ca](mailto:curr_impl@gov.mb.ca)  
204-945-8463

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*Q9 How do I register as a Special Language Credit Option examiner and what are the qualifications required?*

A Manitoba Education and Early Childhood Learning is responsible for registering all Special Language Credit Option examiners. Teachers within the school system who are proficient in languages eligible for the Special Language Credit Option or other qualified persons outside the school system are invited to register. Individuals with the requisite skills and knowledge will be registered and their names will appear on the list that is made available to schools.

To become a Special Language Credit Option examiner, individuals must complete and submit the [Special Language Credit Option: Challenge for Credit Examiner's Registration Form](#) (Reporting Form 1) included in this document and available online at [www.edu.gov.mb.ca/k12/cur/languages/langcredit.html](http://www.edu.gov.mb.ca/k12/cur/languages/langcredit.html) and a resumé/curriculum vitae and/or covering letter demonstrating their proficiency in that language or languages and their teaching or related experience to Manitoba Education and Early Childhood Learning. This procedure also applies to schools that may wish to use an examiner who is not currently registered with the department.

Generally, examiners need to

- be over 18 years of age
- be a Canadian citizen, or permanent resident, or have a valid work or student permit
- have completed high school and some form of post-secondary education
- be proficient in the language or languages for which they are registered and demonstrate that the language is their first language and/or their prior language of instruction
- have prior teaching or related experience in Manitoba or in another jurisdiction
- provide references

Requests to be register as an examiner should be sent to  
Special Language Credit Option  
Manitoba Education and Early Childhood Education  
Learning and Outcomes Branch  
[curr\\_impl@gov.mb.ca](mailto:curr_impl@gov.mb.ca)  
204-945-8463

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*Q10 What do I do when I have a request for a Special Language Credit Option examination for a language for which Manitoba Education and Early Childhood Learning does not currently have a registered examiner?*

A You should call or email the Special Language Credit Option contact person in the department for an updated list and confirm whether or not an examiner for that language has been registered. If an examiner for that language has not yet been registered, the department will attempt to identify a potential candidate by contacting community and cultural groups, universities, immigrant serving agencies, and other contacts. The requesting school, student, and parents may be helpful in identifying a suitable local candidate.

However, it is not always possible to identify a suitable and willing candidate, especially for languages that are not frequently spoken in Manitoba or that are from communities new to Manitoba. The process may take several months, and in some cases a suitable candidate may not be found.

Once potential candidates have been identified, they will each be invited to complete and file a request to be registered as an examiner and submit a resumé and/or covering letter demonstrating their proficiency in that language or languages and their teaching or related experience.

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*Q11 None of the examiners currently registered live in or near our community. It would be a hardship to have the student travel to Winnipeg for such an examination and cost prohibitive to have an examiner travel to our community. What can we do to accommodate the student?*

A If a suitable examiner is not available in the local or a nearby community, in such situations the school can arrange with a registered examiner to have the examiner prepare the examination with the school supervising/proctoring the written part of the examination and for the examiner to facilitate the oral comprehension and production parts of the examination through video-conferencing options.

It is important that the school, the examiner, and the student collaborate and plan for the examination to ensure that the required materials and technology are available and that the examiner, proctor, and student are available on the dates and times scheduled for the various examination components.

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Q12 *We only have a few students who request to challenge for credits through the Special Language Credit Option. Can our students be examined by other school divisions? If so, which ones?*

A There are two school divisions that hold divisional examinations for Special Language Credit Option purposes on a biannual basis. These school divisions will accept out-of-division students to be examined if they have their own students being examined for those languages. The school divisions are

- **Winnipeg School Division:** WSD holds examinations twice per year, in the fall and spring. This division will accept students from other school divisions if there are WSD students challenging the examinations. For more information, visit <https://www.winnipegdsd.ca/page/12216/special-language-credit-exams>.
- **Louis Riel School Division:** LRSD holds examinations twice per year, in the fall and spring, at Dakota Collegiate. For more information, visit <https://www.lrsd.net/dci/page/304/special-language-credit>.

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Q13 *Where can students get information about curriculum or other resources to help them prepare to write a Grade 12 Special Language Credit Option examination?*

A Assessment of students for languages for which Manitoba curricula exists are based on the available Manitoba curricula. Information on department-developed Indigenous, American Sign Language (ASL), and international languages curricula may be found at the following websites (respectively):

- [www.edu.gov.mb.ca/k12/abedu/index.html](http://www.edu.gov.mb.ca/k12/abedu/index.html) (Indigenous languages)
- [www.edu.gov.mb.ca/k12/cur/languages/asl/index.html](http://www.edu.gov.mb.ca/k12/cur/languages/asl/index.html) (ASL)
- [www.edu.gov.mb.ca/k12/cur/languages/index.html](http://www.edu.gov.mb.ca/k12/cur/languages/index.html) (international languages)

For languages where department-developed curriculum does not exist, the department has provided examiners with a guide to general proficiency requirements in the *Special Language Credit Option Examiner's Handbook*. The guidelines that follow are from pages 12 to 14 of the *Handbook*.

## Proficiency Requirements for Grade 9 (11G)

Students will demonstrate ability to

### *Listening and Speaking*

- understand the target language, when spoken at normal speed, on everyday topics
- respond in an appropriate manner (reproducing the sound system of the language correctly, showing agreement of subject and predicate, nouns, pronouns, and adjectives or other grammatical items as appropriate)

### *Reading and Writing*

- read and answer questions, in written or oral form, based on short articles, instructions, labels, and advertisements, including following a simple recipe in a cookbook or other similar directions
- requesting information, assistance, and services
- writing an invitation or accepting a request to come to a party and/or show

## Proficiency Requirements for Grade 10 (21G)

To demonstrate competency that is appropriate to Grade 10 (21G), students will show a higher degree of skill in the target language. Students will also demonstrate ability to

### *Listening and Speaking*

- converse, at normal speed, clearly and without hesitation on various topics (e.g., TV programs, sports, celebrations, vacations, and school plans)
- distinguish and use correctly various verb forms (e.g., present, past, future, perfect, and imperfect) as applicable to the language
- use comparative forms correctly (e.g., greater than, less than, equal to, more or less) participate in simple discussions on topics of interest to them (e.g., Should students work after school? Why not leave school at age 16?)

### *Reading and Writing*

- read and answer questions, either in oral or in written form, from a manual or text that deals with a subject familiar to them, including reading and completing with ease an application form for employment, membership form, and chart
- reading, with understanding, approximately 15 lines of simple instructions
- explaining, in written form, how to do something, (e.g., replace a light bulb, call the doctor because of a cold)
- write a story describing a series of events

## Proficiency Requirements for Grade 11 (31G)

Students will demonstrate the ability to communicate complex, integrated thoughts, both in oral and in written forms. The level of language must be substantially more sophisticated than the previous two levels of proficiency. Students will also demonstrate ability to

### *Listening and Speaking*

- use complex sentences correctly
- use the subjunctive and conditional forms correctly
- communicate using a highly active vocabulary dealing with a wide range of everyday topics or items of interest

### *Reading and Writing*

- read, summarize, and discuss, in either oral or written form, an excerpt from a novel, short story or a poem, relevant to the student's cultural background
- communicate using a language relatively free from errors in spelling, punctuation, morphology, and syntax

## Proficiency Requirements for Grade 12 (41G)

To demonstrate competency that is appropriate for Grade 12 (41G), students will show an advanced level of proficiency in the target language. Students will also demonstrate ability to

### *Listening and Speaking*

- engage in discussion on a wide range of topics (including those less familiar to them)
- comprehend a wide range of media intended for native speakers
- engage in extended conversation in a variety of settings and dealing with fairly complex topics
- express themselves with ease in complex sentences

### *Reading and Writing*

- read with comprehension a variety of fairly complex texts (e.g., familiar and unfamiliar topics)
- write longer and more complex pieces (e.g., short stories and short essays)
- use varied vocabulary and grammatical structures appropriately