

Special Language Credit Option

A Policy and Administrative
Handbook for Grades 9 to 12

with Responses to Frequently
Asked Questions



SPECIAL LANGUAGE
CREDIT OPTION

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Handbook for Grades 9 to 12

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This resource is also available on the Manitoba Education and Early Childhood
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Disponible en français.

Available in alternate formats upon request.

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PURPOSE OF DOCUMENT

Special Language Credit Option: A Policy and Administrative Handbook for Grades 9 to 12, with Responses to Frequently Asked Questions is designed to help schools administer the Special Language Credit Option. It describes the basic procedures and requirements established by Manitoba Education and Early Childhood Learning. The document outlines the Special Language Credit Option policy and administrative information. This revised document reflects changes in policy that allow for the awarding of special language credits through two paths:

- as of September 2013, by students **presenting recognized non-Manitoba credentials (e.g., transcripts, reports, certificates of standing)** that demonstrate prior instruction or proficiency in languages other than English or French
- by students challenging for credit by **successfully completing special language examinations**

SPECIAL LANGUAGE CREDIT OPTION POLICY AND OVERVIEW

The Special Language Credit Option, introduced in 1974, provides for the recognition of Manitoba's linguistic diversity. Senior Years students proficient in languages other than English or French were able to challenge for credit by successfully completing special language examinations. The policy was revised in September 2013 to facilitate and streamline the process by which such students may earn Senior Years language credits through the Special Language Credit Option by allowing principals to award special language credits for proficiency in languages other than English or French to students who are able to provide recognized non-Manitoba credentials (e.g., transcripts, reports, certificates of standing) that demonstrate prior instruction or proficiency in languages other than English or French.

This includes students who

- have recently arrived in Manitoba and whose prior instruction was in a language other than English or French
- present credentials from internationally recognized language assessment organizations
- have maintained proficiency in a first or a heritage language
- have developed proficiency in a first or additional language outside of a school setting

Manitoba Senior Years students who demonstrate competency or provide credentials of proficiency in a language other than English or French may claim credits in accordance with the following:

- Only one special language credit may be earned at each of the Senior Years (Grades 9 to 12).
- Within the 30 credits required for graduation, a maximum of four (one at each of the grade levels) may be special language credits. A student may earn additional credits beyond the 30 required for graduation.
- **Special language credits are recognized as department-approved credits** (they are not school-initiated courses [SICs]). Special language credits may be used to meet optional credit requirements.
- Students enrolled in Senior Years programming are eligible for special language credits. This includes students enrolled in adult learning centres.

Languages eligible for special credit are classified by

- languages for which department-developed or -approved curricula **are** available
- languages for which department-developed or -approved curricula **are not** available

Subject codes for reporting Special Language Credit Option credits are listed in the department's annual *Subject Table Handbook: English Program*, available online at www.edu.gov.mb.ca/k12/docs/policy/sth/index.html.

ADMINISTRATIVE REQUIREMENTS FOR AWARDING OF CREDITS THROUGH THE RECOGNITION OF NON-MANITOBA CREDENTIALS

This applies to all Senior Years students attending schools in Manitoba or affiliated overseas schools.

Special language credits in languages other than English or French may be awarded for students presenting non-Manitoba credentials in the following ways:

- Students present recognized non-Manitoba credentials (e.g., transcripts, reports, certificates of standing) that demonstrate prior instruction or proficiency.

or

- Students successfully complete language examinations and assessments administered by external organizations recognized by an out-of-province authority (e.g., other countries' or provinces' ministries of education). Below are examples of reputable language assessments:
 - Deutsche Sprachdiplom
 - Diplomas de Español como Lengua Extranjera (DELE)
 - Japanese Language Proficiency Test (JLPT)
 - Hanyu Shuiping Kaoshi (HSK)

Students wishing to be awarded special language credits through the non-Manitoba credentials path will complete the [Special Language Credit Option: Recognition of Non-Manitoba Credentials—Request Form](#) (School Template 1 in Appendix A).

For information and guidelines on awarding credits for subjects other than second or additional languages, see *Evaluating Non-Manitoba Course Completions for Senior Years Credits: A Guide for School Administrators*, available at www.edu.gov.mb.ca/k12/docs/policy/op_credits/index.html.

Granting of Special Language Credits for the Recognition of Non-Manitoba Credentials

Recognition of non-Manitoba language credentials is one way to award Special Language Credit Option credits.

- Non-Manitoba special language credits may be granted in Grades 9, 10, 11, and 12.
- Non-Manitoba special language credits are full (1.0) credits.

- Within the 30 credits required for graduation, a maximum of four (one at each of the grade levels) may be non-Manitoba language credits or credits earned by completing Special Language Credit Option examinations. A student may earn additional credits beyond the 30 required for graduation.
- Students who have earned an approved credential prior to entering Grade 9 may be awarded credit for that credential any time after they enter Grade 9.
- Students will not receive a mark for credits awarded through the recognition of out-of-province language credentials. Students will receive an “S” or “Standing” for such credits.

Designation of Credits

The credits to be awarded will be designated as *Non-Manitoba Developed, Department-Approved Language Credits*. The second character of the course designation will be “2” to signify that the program of studies or credential was externally developed by an out-of-province or out-of-country educational authority. For example, a Grade 12 credit awarded for out-of-province language credential in Russian would be designated as Russian (*Non-Manitoba*) 42G. The course codes for reporting these special language credits may be found in the *Subject Table Handbook* (www.edu.gov.mb.ca/k12/docs/policy/sth/index.html).

See page 10 for course designations for credits awarded through the challenge for credit process.

Criteria for Awarding Non-Manitoba Special Language Credits

Formal School Credentials

Language proficiency accreditation from other provinces or countries for student attendance and participation in a formal school program will be recognized for non-Manitoba language credit as follows:

- If a student completed up to seven years of Early to Middle Years education in their first language or in a language of instruction other than English or French, the student will qualify for a Grade 9 non-Manitoba language credit.
- If a student completed eight years of Early to Middle Years education in their first language or in a language of instruction other than English or French, the student will qualify for Grades 9 and 10 non-Manitoba language credits.
- If a student completed nine years of early to secondary education in their first language or in a language of instruction other than English or French, the student will qualify for Grades 9, 10, and 11 non-Manitoba language credits.
- If a student completed ten or more years of early to secondary education in their first language or in a language of instruction other than English or French, the student will qualify for Grades 9, 10, 11, and 12 non-Manitoba language credits.

The above applies to instruction in a formal school program in languages other than English or French and includes

- Indigenous language instruction in immersion or bilingual programs outside of Manitoba
- bilingual international language programming in Canadian jurisdictions or bilingual school programs in other countries
- single language instruction in languages other than English or French

Credentials from Internationally Recognized Language Assessment Organizations

Language proficiency accreditation from an internationally recognized language assessment organization will be recognized for credit as follows:

- With accreditation of language proficiency equivalent to a basic level of language proficiency in languages other than English or French, the student will qualify for a Grade 9 credit.
- With accreditation of language proficiency equivalent to low-intermediate level of language in languages other than English or French, the student will qualify for Grades 9 and 10 credits.
- With accreditation of language proficiency equivalent to a high-intermediate level in languages other than English or French, the student will qualify for Grades 9, 10, and 11 credits.
- With accreditation of language proficiency equivalent to an advanced/ university entrance requirement, in languages other than English or French, the student will qualify for Grades 9, 10, 11, and 12 credits.

The chart below provides some examples:

Credits Awarded	Chinese	German	Japanese	Spanish
	Hanyu Shuiping Kaoshi (HSK)	Deutsches Sprachdiplom	Japanese Language Proficiency Test (JLPT)	Diplomas de Español como Lengua Extranjera (DELE)
Grade 9	Level 1	A1	Level 1	A1
Grades 9 and 10	Level 2	A2	Level 2	A2
Grades 9, 10, and 11	Level 3	B1	Level 3	B1
Grades 9, 10, 11, and 12	Level 4 or higher	B2 or Higher	Level 4	B2 or Higher

For students who are currently in an English Program school but did part of their schooling in Français or French Immersion, schools are encouraged to contact Bureau de l'éducation française before issuing Basic French credits.

Bureau de l'éducation française

bef.admin@gov.mb.ca

204-945-6916

ADMINISTRATIVE REQUIREMENTS FOR AWARDING OF SPECIAL LANGUAGE CREDITS THROUGH CHALLENGE FOR CREDIT

Schools/divisions should ensure that the educational partners who share responsibility for administering the Special Language Credit Option have access to this information. Students should also be made aware of the Special Language Credit Option and the process to be followed.

Challenge for Credit Process

For students without recognized non-Manitoba credentials, but with proficiency in a language other than English or French, to earn special language credits, the following four-part process needs to be followed:

Step 1: The student will

- request to participate in the Special Language Credit Option examination
- complete the [Special Language Credit Option: Challenge for Credit—Request Form](#) (School Template 2 in Appendix A) identifying the language to be examined and submit it to the school principal

Step 2: The school principal will

- review and approve the student's request, to ensure eligibility
- identify a qualified examiner
- make the necessary arrangements for the examination

Step 3: The examiner will

- prepare an appropriate language assessment process and instrument in keeping with Manitoba Education and Early Childhood Learning guidelines
- administer the special language examination
- provide the school principal with a report of the examination results using the [Special Language Credit Option: Challenge for Credit—Examiner's Report Form](#) (Reporting Form 2 in Appendix A)

Step 4: The school principal will

- review the examiner's report and decide whether the awarding of special language credits is warranted
- approve the special language credit or credits to be awarded
- report special language credits granted to the Professional Certification and Student Records Unit of Manitoba Education and Early Childhood Learning, and to the superintendent of the school division

Step 5: The superintendent, principal of an independent school, or a designee will report to Manitoba Education and Early Childhood Learning using [School Division or School Summary Reporting Form](#) (Reporting Form 3 is now an online Smartsheet). To enhance efficiency, Reporting Form 3 was updated in Spring 2024 to move to divisional summaries. Principals of independent schools will provide school summaries using the Smartsheet.

Responsibilities

In administering the Special Language Credit Option, responsibility is shared by schools, examiners, and Manitoba Education and Early Childhood Learning.

School principals or their designates are responsible for supervising, coordinating, and administering Special Language Credit Option examinations. This includes

- establishing the administrative fee to be paid for special language credit examinations to cover all relevant expenses in the school division
- identifying a qualified examiner and making the necessary arrangements (e.g., setting the examiner’s fee, date, and site for the examination)
- requesting approval to use an examiner not listed by Manitoba Education and Early Childhood Learning by submitting a [Special Language Credit Option: Challenge for Credit—Examiner’s Registration Form](#) (Reporting Form 1 in Appendix A)
- supervising the examiner and approving the examination process and instrument
- reviewing the examiner’s report and awarding the appropriate credit using either the course designations and subject codes in the department’s *Subject Table Handbook* (available online at www.edu.gov.mb.ca/k12/docs/policy/sth/index.html) or contacting
Special Language Credit Option
Manitoba Education and Early Childhood Learning
Learning and Outcomes Branch
curr_impl@gov.mb.ca
204-945-8463
- reporting the special language credits to Manitoba Education and Early Childhood Learning using the [Special Language Credit Option: Recognition of Non-Manitoba Credentials and Challenge for Credit—School Summary Report Form](#) (Reporting Form 3 in Appendix A)
- reporting the special language credits as part of the school’s regular report to the Professional Certification and Student Records Unit

The examiner's responsibilities include

- negotiating remuneration and other arrangements with the school principal
- developing and administering the assessment/examination to meet the school's requirements
- preparing and submitting the examiner's report form to the school principal

Manitoba Education and Early Childhood Learning's responsibilities include

- providing general guidelines for administering special language examinations
- approving examiners and maintaining an updated list of qualified examiners
- providing the necessary Challenge for Credit forms to schools ([Request Form](#), [Examiner's Report Form](#), [Examiner's Registration Form](#), and [School Division or School Summary Report Form](#)) (see Appendix A)
- verifying the reporting of special language credits

Special Language Credit Option Examiners

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 in the list that is made available to schools. **Please note that it may not always be possible to provide qualified examiners for all languages.**

To become a Special Language Credit Option examiner, individuals must complete and submit the [Examiner's Registration Form](#) (Reporting Form 1) and resumé/curriculum vitae 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 Manitoba Education and Early Childhood Learning.

Special Language Credit Option Examinations

Examinations for special language credits are developed and prepared by qualified examiners. An *Examiner's Handbook* is available on request from Manitoba Education and Early Childhood Learning.

While examinations are developed and prepared by the Special Language Credit Option examiners, the examinations should be reviewed and approved by the school principal. Examinations are designed to evaluate students on all elements of language proficiency (speaking, writing, listening, and reading) within a specific heritage or international language.

Awarding and Designating Special Language Credits

Examinations in languages that have department-developed or -approved curricula must reflect the goals and objectives or learning outcomes specified in departmental documents. For languages that **do not have** department-developed or -approved curricula, examinations will be based on the requirements of locally developed curricula and the *Examiner's Handbook*.

In terms of awarding and designating special language credits, students will

- be awarded credit for language proficiency by the school, subject to the established criteria
- be awarded credit on the basis of successful completion of a Special Language Credit Option examination
- be awarded retroactive credits for superior language competency, upon recommendation of the examiner, subject to established school criteria, and with approval of the school principal
- receive marks stated as a percent score or "S" or "Standing" for retroactive credits
- receive credit for language competency on the basis of the level examined (further credit should only be granted after actual demonstration that increased proficiency has occurred)
- have transcripts recorded with the appropriate course designations (i.e., languages for which department-developed or -approved curricula **are** available—10G, 20G, 30S, 40S; languages for which department-developed or -approved curricula **are not** available—11G, 21G, 31G, 41G).

See page 4 for course designations for credits awarded for recognition of non-Manitoba credentials.

Reporting Procedure

Schools must

- review the examiner's report and award the appropriate special language credit
- report special language credits granted to the Professional Certification and Student Records Unit of Manitoba Education and Early Childhood Learning
- report to the school division about special language credit examinations. Superintendents or a designee will submit a fall and spring divisional summary of the examinations to Manitoba Education and Early Childhood Learning using the new Smartsheet of Reporting Form 3. Principals of independent schools will use the same form to submit a school summary.

CONTACTS AND RESOURCE INFORMATION

For further information on the Special Language Credit Option and contacts, visit the department's website at www.edu.gov.mb.ca/k12/cur/languages/langcredit.html.

For further information on *Evaluating Non-Manitoba Course Completions for Senior Years Credits: A Guide for School Administrators*, see www.edu.gov.mb.ca/k12/docs/policy/op_credits/index.html.

For further information on Graduation Requirements, visit the department's website at www.edu.gov.mb.ca/k12/policy/grad_require.html.



APPENDIX A

Special Language Credit Option Reporting and School Forms and Templates

Special Language Credit Option:
Recognition of Non-Manitoba Credentials

Request Form

Students wishing to be awarded special language credits using **non-Manitoba credentials** must complete this form and forward it for approval to the school principal.

Student Information

Name of Applicant

(Surname)

(Given Name)

Credentials Presented

- Credits awarded on the basis of prior language instruction as documented by non-Manitoba school transcripts, certificates, or diplomas awarded
- Credits awarded on the basis of prior language proficiency as documented by credentials or accreditation from an internationally recognized language assessment organization

Credits Awarded

Language: _____ Subject Code: _____

Grade and Course Designation (Check all that apply):

12G 22G 32G 42G

Principal or Designate Approval

Date: _____ Name: _____

Signature of Principal or Designate: _____

Position: _____ Name of School: _____

Acceptance

I agree with the evaluation of my credentials and the credits awarded.

Date

Applicant's Signature

Date

Parent/Guardian Signature (if under age 18)

Special Language Credit Option:
Challenge for Credit

Request Form

Students wishing to **challenge** for special language credits must complete this form and forward it for approval to the school principal.

Part 1: Completed by the student

Name of Applicant _____

(Surname)

(Given Name)

Language _____

Grade level to be tested/challenged (check):

Languages for which department-developed or -approved curricula are available

10G 20G 30S 40S

Languages for which department-developed or -approved curricula **are not** available

11G 21G 31G 41G

Additional comments/information: _____

(Date)

(Applicant's Signature)

(Date)

(Parent/Guardian Signature [if applicant under age 18])

Part 2: Completed by the school

Name of Applicant _____

Names of examiner(s) competent to judge fluency in this language

(Name)

(Address)

(Postal Code)

(Phone)

If you wish to use an examiner not listed by Manitoba Education and Early Childhood Learning, please complete the Examiner's Registration Form.

Approved _____
(Date)

(Principal's/Designates's Signature)

Manitoba Education and Early Childhood Learning
Special Language Credit Option:
Challenge for Credit

Examiner's Registration Form

Individuals wanting to obtain approval to act as an examiner for Special Language Credit Option purposes must complete this form and forward it with a resumé/curriculum vitae to

Special Language Credit Option
Manitoba Education and Childhood Learning
Learning and Outcomes Branch
curr_impl@gov.mb.ca
204-945-8463

Name of Applicant _____
(Surname) (Given Name)

Address _____

(Postal Code)

Business Telephone _____ Home Telephone _____

Fax _____ Email _____

Language(s) you are proficient in and qualified to examine

1. _____
2. _____
3. _____

Please process my request to be registered as a Special Language Credit Option examiner for the language(s) listed above. **I hereby authorize Manitoba Education and Early Childhood Learning to publish my personal contact information in the department's list of Special Language Credit Option Examiners (check the appropriate box)**

in both **print and electronic** format via the Internet

in **print** form only

Date _____ Applicant's Signature _____

Date _____ Principal's Signature _____

Manitoba Education and Early Childhood Learning
Special Language Credit Option:
Challenge for Credit

Examiner's Report Form

Name of Student _____

Name of School _____

Date of Examination _____

Language Examined _____

Grade Level Tested/Challenged Grade 9 Grade 10 Grade 11 Grade 12

Student Marks—please complete.

Listening _____ percent

Speaking _____ percent

Reading _____ percent

Writing _____ percent Overall mark _____ percent

Examiner's recommendation: I recommend the student be awarded the following credits based on the student's performance. (N.B. Check all boxes that are appropriate including retroactive credits to be awarded.)

Languages for which department-developed or -approved curricula are available

10G 20G 30S 40S

Languages for which department-developed or -approved curricula **are not** available

11G 21G 31G 41G

Name of Examiner _____

Address _____

Phone _____

(Home)

(Business)

Fax _____

(Home)

(Business)


Examiner's Signature _____

Date Signed _____

Special Language Credit Form for Divisional and School Summaries

The following form can be found at

<https://app.smartsheet.com/b/form/1abd7273e0174285b7925b3016faec96>.

Manitoba 

Special Language Credit Form for Divisional and School Summaries

*Formulaire de crédits spéciaux de
langue pour les sommaires de division
scolaire et d'école*

Summary Information / Renseignements sommaires

Type of Summary / Type de sommaire *

Divisional Summary / Sommaire de division scolaire

School Summary / Sommaire d'école

Examination Session / Séance d'examen *

Fall / Automne

Spring / Printemps

Other / Autre

Contact Details / Coordonnées

School Division or Independent School Name / Nom de la division scolaire ou de l'école indépendante *

Contact Name / Nom de la personne-ressource *
Superintendent, Independent School Principal, or Designate / Directeur général, directeur d'école indépendante ou représentant

Contact Email / Courriel de la personne-ressource *

Special Language Credit Option / Option Cours de crédits spéciaux de langue

Challenging for credit by successfully completing examinations. / Reconnaissance des acquis en terminant avec succès les examens.

For the examination session, how many students successfully completed Special Language Credit Option examinations? / Pour la séance d'examen, combien d'élèves ont terminé avec succès les examens d'Option Cours de crédits spéciaux de langue? *

Please note: If a student completed a Grade 12 Special Language Credit Option exam and received retroactive credits for Grades 9 to 11, this would count as one examination. / Veuillez noter : Si un élève termine un examen d'Option Cours de crédits spéciaux de langue de 12^e année et obtient des crédits rétroactifs de cours de 9^e à la 11^e année, il compte comme un examen.

Indigenous Languages / Langues autochtones

How many of these Special Language Credit Option examinations were in an Indigenous language? / Combien d'examens d'Option Cours de crédits spéciaux de langue étaient dans une langue autochtone?

Indicate the number of exams successfully administered and completed for the following Indigenous language(s). / Indiquez le nombre d'examens qui ont eu lieu et qui ont été terminés avec succès dans les langues autochtones suivantes :

International Languages / Langues étrangères

How many of these Special Language Credit Option examinations were in an international language? / Combien d'examens d'Option cours de crédits spéciaux de langue étaient dans une langue étrangère?

Indicate the number of exams successfully administered and completed for the following international language(s). / Indiquez le nombre d'examens qui ont eu lieu et qui ont été terminés avec succès dans les langues étrangères suivantes :

Other international language / Autre langue étrangère

Please specify. / Veuillez préciser :

Number of exams for other international language / Nombre d'examens dans l'autre langue étrangère

Special Language Credit Option (recognized non-Manitoba credentials)

Transcripts, report cards, certificates of standing, and so on, that demonstrate prior instruction or proficiency in languages other than English or French.

Option Cours de crédits spéciaux de langue (titres de compétences reconnus obtenus à l'ext. du MB)

Relevés de notes, bulletin de notes, attestations de compétences, etc., qui démontrent un enseignement préalable ou une maîtrise d'une langue autre que l'anglais ou le français.

How many students earned special language credits through non-Manitoba credentials since your last exam sessions? / Combien d'élèves ont obtenu des crédits spéciaux de langue dans le cadre de titres de compétences obtenus à l'extérieur du Manitoba depuis les dernières séances d'examens?

What languages were demonstrated using non-Manitoba credentials? / Quelles langues ont été reconnues en utilisant les titres de compétences obtenus à l'extérieur du Manitoba?

List one or more languages. / Énumérez une ou plusieurs langues.

Send me a copy of my responses

Submit



APPENDIX B

Special Language Credit Option Frequently Asked Questions and Answers

LIST OF QUESTIONS

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QUESTIONS ABOUT CREDENTIALS AND CREDITS

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.

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.

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.

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.

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.

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.

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) 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

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
204-945-8463

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 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
204-945-8463

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.

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.

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>.

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 (Indigenous languages)
- www.edu.gov.mb.ca/k12/cur/languages/asl/index.html (ASL)
- 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



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