



Manitoba Provincial Report Card Policy and Guidelines

Partners for Learning

Grades 1 to 12



MANITOBA PROVINCIAL
REPORT CARD POLICY
AND GUIDELINES

Partners for Learning

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recommending them for student use.

This document is available on the Manitoba Education website at
www.edu.gov.mb.ca/k12/assess/report_cards/index.html.

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| This document was revised in 2021 to reflect current Arts Education categories. |
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Disponible en français.

Available in alternate formats upon request.

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MANITOBA PROVINCIAL REPORT CARD POLICY AND GUIDELINES

1. Introduction

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1. INTRODUCTION

Manitoba Education has introduced a provincial report card mandated for public school division use beginning in the 2013/2014 school year.¹ It applies to students following provincial curricula, including in cases where a student's learning goals are significantly different than grade-level expectations, or when the focus of instruction is additional-language learning. The report card has been developed based on feedback from a field trial and through extensive consultations, in order to meet the goal of providing clear, consistent information for parents based on a coherent framework for assessment, grading, and reporting. The report card and the supporting framework on which it is based will help to enhance the quality of education in Manitoba and to build strong partnerships amongst students, teachers, and parents.

This document provides guidelines and policies primarily for educators, but also for others, with respect to its use. It may also be of interest to parents. Further information as well as the report card templates (not for direct use but rather to illustrate the format and content) are available at www.edu.gov.mb.ca/k12/assess/report_cards/index.html.

POLICY ►

Policy statements in this document are clearly indicated. Divisions must obtain written approval from Manitoba Education for any deviation from these policies.

School divisions are provided with a document outlining business rules for the templates in order to guide the work of configuring student information systems.

1.1 Reporting Purposes

The primary purpose of the Manitoba report card is to formally communicate to parents, at certain points in time, information on their children's growth and achievement as learners. Based on a vision of success for each child's unique academic, intellectual, social, emotional, and physical development, the report card details learning strengths and potential challenges, as well as what next steps might help improve the learning. Furthermore, students can, through the report card, gauge their accomplishments as they develop important knowledge, skills, and behaviours as lifelong learners and citizens.

Manitoba's Vision: *All students receive a high-quality education to achieve their full potential.*²

With the learner at the centre of the Manitoba's educational vision and mission, the report card highlights each student's accomplishments as a knowledgeable

1. Schools outside of public school divisions, such as Independent or First Nations Schools may use or adapt the provincial template, and may only present it as the provincial report card if all specifications, policies, and guidelines are followed.

2. Manitoba Education. www.edu.gov.mb.ca/edu/mandate.html.

and skilled academic critical thinker, active learner, socially responsible citizen, and personally responsible individual.

This document is intended to help educators connect the report card to curricula-based achievement, and to use the provincial report card to clearly communicate to parents and students regarding each student's learning. Enhanced communications and collaborative efforts will help to ensure that all students *"develop the knowledge, skills, and attributes they need to lead rewarding lives."*³

The provincial report card forms one part of an important communication system. It formally documents and communicates a student's summative achievement to parents. **No other kind of 'report card' that attempts to accomplish a similar task may be used.**

Specific details about what students are learning or how they are demonstrating the learning are best communicated using methods or tools other than the report card. These may include monthly newsletters that refer to content being addressed in class, parent-teacher interviews, parent-teacher-student conferences, portfolios, web pages, and/or parent portals to elaborate on grades and other class or school matters.

The benefits of the provincial report card include an extended ability to promote

- primarily, reporting of student achievement in a way that is clear and coherent for parents, students, and teachers
- positive school-parent relationships
- improved learning
- consistency across the province

A clear, consistent approach to reporting on student achievement will bring additional clarity and coherence to how educators and parents discuss and understand student achievement. This will be a benefit to student learning.

The report card includes 'subject categories'—knowledge and skill areas within each subject—on which teachers report academic achievement from Grades 1 to 8. These categories reflect the goals of the curricula, and are supported by curriculum-based descriptions for the main subject areas, provided in the appendix of this document. The province-wide use of these categories will further help teachers and parents to understand academic strengths and challenges, and how to respond to them to support learning.

3. Manitoba Education. www.edu.gov.mb.ca/edu/mandate.html.

Positive school-parent relationships

Clear reporting can help educators, parents, and students build and enrich positive relationships as learning partners. To that end, the provincial report card provides information that is jargon-free and enriched with personalized comments. The report card shows where a student is excelling and where extra help is needed so parents can provide appropriate support.

Improved learning

Manitoba's report card provides data that will assist educators and parents in collaboratively planning for students' improved learning. Students may participate in this process by reflecting on and setting new goals for their next steps in learning. The provincial report card provides important information to receiving schools when a student moves from one school to another. School teams could review the report card data to identify overall areas of learning strengths and areas for improvement and school goal-setting.

Consistency across the province

The provincial report card provides an opportunity to develop a common language for professional learning and grading practices. Consistencies from school to school develop as educators share "pictures of practice" such as student work samples, instructional ideas, and grading practices based on Manitoba's foundational principles for grading, as outlined below.

There are three provincial report card formats, with slight variations across the school programs: Grades 1 to 6, Grades 7 and 8, and Grades 9 to 12. There are features, described in this document, that are unique to these formats, and others that are common.

1.2 Foundational Principles for Grading

This section is based on principles for grading as outlined in the following provincial documents, available online at www.edu.gov.mb.ca/k12/assess/publications.html:

- *Provincial Assessment Policy, Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention*, 2010
- *Communicating Student Learning: Guidelines for Schools*, 2008
- *Rethinking Classroom Assessment with Purpose in Mind*, 2006

Grading is a complex process that requires a teacher's professional judgement. There is no single, prescriptive way to determine final grades. The following principles serve as a basis to determine grades that are accurate, meaningful, and consistent.

ACCURATE

POLICY ►

- Academic grades are based on what students know and can do relative to the curriculum and not in relation to the achievement of other students, and are reported separately from learning behaviours.

POLICY ►

- Non-academic factors such as attendance, punctuality, attitude, effort, and behaviour are not included in the determination of students' grades. However, it is understood that these factors affect student achievement and, therefore, could be addressed in teacher comments in the context of next steps that will enhance learning.
- Grades should reflect the most recent and consistent evidence of learning by a student with respect to content addressed from the beginning of the course. This requires the teacher's professional judgement. Greater consideration of the most recent and consistent evidence of learning shows the cumulative nature of learning and that it improves with support and effective practice.

POLICY ►

- Grades are based on individual student achievement, not group achievement.

MEANINGFUL

- Effective assessment and grading practices are based on what students know and can do relative to the curriculum.
- Evidence of achievement (performance data such as marks and observations) should be organized by subject categories (see Section 4.4) or other meaningful clusters of learning outcomes, rather than solely by assessment method and/or tasks.
- Evidence of achievement may include a collection of work that shows growth, progress and achievement relative to curricular learning goals, and may be differentiated by student so that each student can best demonstrate her or his learning. Some of these work samples could be used to help determine a grade for academic learning and some processes might provide evidence for learning behaviours. All work samples provide an opportunity for conversations about learning and instruction.

CONSISTENT

- Students' grades are based on teachers' professional judgement of gathered evidence relative to grade-level, curriculum-based learning goals (not on factors such as attendance, punctuality, attitude, effort, and behaviour).



MANITOBA PROVINCIAL REPORT CARD POLICY AND GUIDELINES

2. Preparation and Distribution

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2. PREPARATION AND DISTRIBUTION

POLICY ► 2.1 Report Card Format Requirements

Separate report card formats apply to Grades 1 to 6, 7 and 8, and 9 to 12. In multi-age classrooms (for example, Grades 6, 7, and 8) the teacher will need to use two different report card formats.

Report card templates must be used as provided by the department. Any alterations require departmental pre-approval.

POLICY ► 2.2 Delivery and Return

The methods used for the delivery and return of report cards to and from parents will be decided upon by schools or divisions.

POLICY ► 2.3 Reporting Frequency, Responsibility, and Content

There will be three reporting periods (two 'term' periods and a final report period) for Grades 1 to 8 and non-semestered high schools. There will be two reporting periods (one mid-term, one final) per term for semestered schools and other multi-term systems. As a local option for Grades 9 to 12, there may be four reporting periods for non-semestered courses in an otherwise semestered school so that the reporting periods align.

An exception, as a local option, is half-credit non-semestered high school courses where two reporting periods (one term and one final) may be used for grades and teacher comments. **These courses are to be listed in all report cards along with attendance information and a comment, as appropriate, explaining that grades and teacher comments will be provided in the next reporting period, as follows:** *Due to limited contact time with students for this half-credit course, grades will be provided at the next reporting period.*

In the high school context, the responsibility for reporting to parents on student achievement resides with the school in which the student is enrolled in the subject, regardless of course delivery method (e.g., Teacher-Mediated Option).

Different high school report card formats are available to accommodate different scheduling—all-year, semestered, and mixed schedules. More than one format may be used in a school.

For all grade levels, the term report cards will communicate a student's achievement relative to content completed up to that point in time, along with comments from teachers.

Final grades on the report card are based on curriculum learning goals or on goals specified in individual education plans, if applicable.

High school courses in which a student is enrolled, that have not yet begun, should not be included in term report cards. Courses taken in an earlier term need not be included in a subsequent term report card. The end-of-year report card must include all courses taken by the student during the school year, including courses that were not completed.

The report card may be used to report on a course that a student is auditing (not for credit). In this case, the grade cells may be left blank and a comment such as the following should appear: *"This course is being audited. No credit will be granted."*

A pupil's cumulative file "Exists for all students and will typically include: An annual summary or a summary at the end of each semester of the student's achievement or progress in the courses and programs in which the student is enrolled (i.e., report cards and transcripts)". For details, refer to the *Manitoba Pupil File Guidelines* and the *Administrative Handbook for Schools* (see Bibliography).

Local discretion applies when determining what is included in a pupil's cumulative file relative to the report card. All report cards (each term), the final report card, or a specially printed (for the cumulative file, only) final report card with all teacher comments may be placed in student files. Local decisions should address specific issues, as appropriate, relative to departmental student transfer guidelines.⁵

The principal's signature is required on each report card for all reporting periods. It may be inserted electronically or stamped. It may be provided by a principal-designate.

4. Manitoba Education and Advanced Learning. *Manitoba Pupil File Guidelines*, Revised January 2012. Page 11.

5. ———. Page 25.



MANITOBA PROVINCIAL
REPORT CARD POLICY
AND GUIDELINES

3. Separately Reporting Academic
Achievement and Learning Behaviours

3. SEPARATELY REPORTING ACADEMIC ACHIEVEMENT AND LEARNING BEHAVIOURS

POLICY ►

The Manitoba report card communicates each student's academic achievement separately from his or her learning behaviours to accurately report on their unique strengths and areas for growth.

Academic achievement of provincial curriculum expectations provides evidence of the student's level of understanding and application of concepts and skills outlined in grade-level curricular outcomes (or for some students, in individual learning goals).

Learning behaviours provide evidence of the student's social-emotional and self-management skills and growth when engaging with content and interacting with others.

POLICY ►

School divisions will base their local grading policies and practices on the principles outlined in this document and in *Provincial Assessment Policy, Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention* with the goal of providing high quality information about each student's learning to parents and the student on report cards.

The report card is a formal document that reflects a student's academic achievement which is relative to curricular learning outcomes and based on evidence of learning. As part of the student's record, the report card must be a dependable document that will not only inform parents, but also serve as a source of information for teachers and administrators when a student moves between grades and schools. As such, school principals must ensure that teachers are aware of the report card's significance when they are determining and reporting student grades.



MANITOBA PROVINCIAL REPORT CARD POLICY AND GUIDELINES

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4. REPORT CARD SECTIONS

POLICY ► 4.1 Student Name and Attendance

Use of a preferred name for students on the report card is acceptable. Provided the consent of the student has been obtained, a letter to the principal from the parent or guardian is required and is kept on file⁶. If the student is 18 years old or over, a letter from the student requesting the preferred name is required and is kept on file. The principal has discretion in the matter and may reject the request if, for example, it is deemed to be frivolous or trivial⁷.

In Grades 1 to 8, attendance is reported each term by the number of days absent from school, to the nearest half day⁸, as well as the number of times late⁹ for school, up to two per day (morning and afternoon).

For Grades 9 to 12, attendance is reported by course, and Lates (Total) and Absences (Total) are cumulative from the beginning of the course.

4.2 Student Programming

Student Programming—**Grades 1 to 8**

Identifying a student's curricular programming is critical to accurate and meaningful reporting.

POLICY ► Unless otherwise indicated, the report card provides information about a student's achievement relative to grade-level curricula.

POLICY ► If the focus of learning is different from the grade-level curricular expectations in a subject, this can be indicated on the report card by checking the 'IEP' and 'EAL' boxes in the case of English and French Immersion program students. For Français program students, the 'EAL' or 'L' and 'IEP' boxes may be checked.

6. Such a letter is not required when, for students under 18 years of age, there is signed documentation on file, such as a school registration form, that provides parental/guardian acknowledgement of a preferred name for use in regular communications from the school to parents/guardians.

7. The student's commonly used name may be used when writing comments for the report card, whether or not a preferred name has been identified through this process.

8. Reporting of attendance on the Grades 1 to 6, and Grades 7 and 8 report cards (to the nearest half day) differs from the approach used for monthly attendance reports submitted to Manitoba Education where a student who attends any part of a school day is considered present. For other related information, see www.edu.gov.mb.ca/k12/docs/reports/attendance/.

9. The definition of 'late' is left to local discretion.

Both types of boxes (IEP and EAL or L) can be checked in cases where a student has an IEP in the academic domain, and the focus of instruction is additional language learning. The following comment must appear (in place of the individual-case comments provided below) when both of the boxes are checked for a subject area:

The achievement grade is based on subject-area learning goals that are significantly different than grade-level learning expectations, along with a focus on additional language learning.

1. IEP (Individual Education Plan):

For the purposes of the provincial report card, the IEP box is selected when an IEP is in place for the academic domain. The student's learning goals are significantly different than grade-level expectations, as described in the IEP. Grades are still to be reported on the provincial report card.

Achievement is based on expectations that reflect special learning needs.

The IEP box may be selected when a plan is in place and it is not reasonable to expect the student to meet or approximate the learning expectations of the provincial curriculum for the grade in the subject. This would be due to, for example, transiency, gaps in learning, or an intellectual (i.e., cognitive) disability. The use of this box clearly signals to parents that the student achievement grades are NOT based on the same expectations as students with regular programming. An up-to-date version of the plan should, if feasible, be attached to the report card.

The IEP box may also be selected in the academic achievement section of the report card when an IEP is in place that describes learning goals well beyond grade level. This could apply when learning outcomes from a curriculum document at a grade level two or more years beyond the student's grade placement are specifically identified in the IEP as forming the basis for instruction and evaluation.

The following comment must appear when only the IEP box is checked for a subject area:

The achievement grade is based on achievement of learning goals in the student's learning plan that are significantly different than grade-level learning expectations.

This is followed by teacher comments focused, as appropriate, on aspects not addressed in the IEP such as achievement that is at grade level, comments about the level at which a student is working, or other information pertinent to the student's achievement.

If an academic IEP applies to just one aspect of a subject (for example, physical education in Physical Education and Health Education), the IEP box is checked and the mandated comment modified to indicate the aspect to which the IEP applies.

POLICY ►

POLICY ►

POLICY ►

Note: Some students have an IEP for domains not reported on in the provincial report card. Examples could include life skills, transition plans, and physical needs. Progress toward any related goals is reported separately. In these circumstances, the IEP box is NOT selected.

POLICY ►

Note: If a student's programming is individualized due to a significant intellectual (cognitive) disability (i.e., the student does not participate in the provincial curriculum), then parts of the provincial report card can be used to report on progress. The front page of the report card, completed to the extent appropriate, is accompanied by the IEP report. Certain sections of the provincial report card can also be completed or left blank, based on what is relevant to the student's individual programming.

If a student's programming is based on provincial curricula, then achievement is reported on the provincial report card, as described earlier.

Note: For purposes of the provincial report card, the IEP box on the Learning Behaviours section can be selected when there is an IEP in place for the social/emotional domain and reporting is then related to progress on IEP goals.

2. EAL (English as an Additional Language):

POLICY ►

Although the student may be addressing some subject area learning at grade level, the focus of instruction is language learning. This indicator is used when the expectation is that the student will receive grade-level academic programming once an appropriate level of language proficiency is acquired. Grades are still to be reported on the provincial report card.

Achievement is based on expectations that focus on English language learning.

POLICY ►

The following comment must appear when only the 'EAL' box is checked:

The achievement grade is based on achievement of some subject area learning goals at grade level, with a focus on language learning.

This is followed by teacher comments addressing, as appropriate, the level at which the student is working, and on other information pertinent to the student's achievement.

Note: See the appendix for additional information on EAL programming.

3. L (Littérature française):

POLICY ►

Although the student may be addressing some subject area learning at grade level, the focus of instruction is language learning. This indicator is used when the expectation is that the student will receive regular academic programming once the language level is high enough.

Applies to the Français program only—for French language learners focusing on learning French in the subject area.

POLICY ►

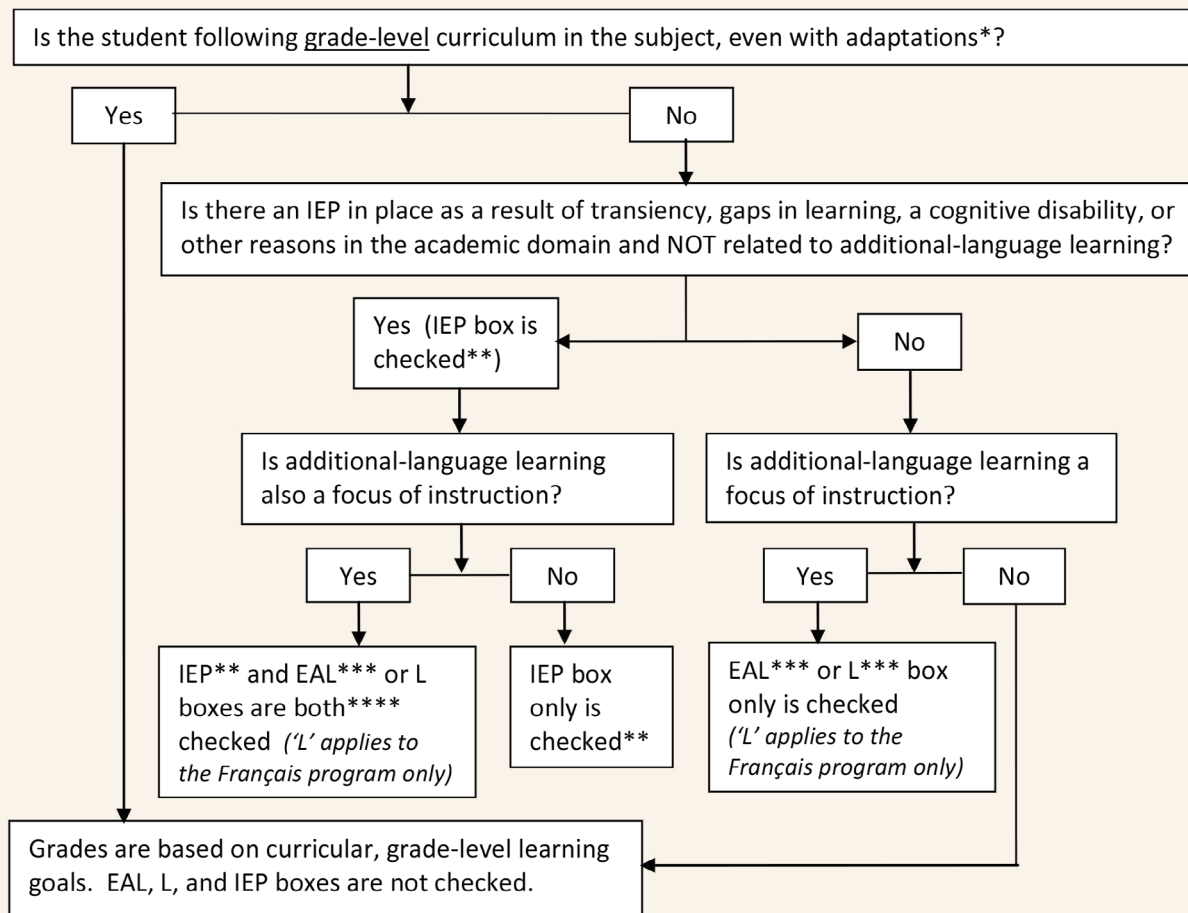
The following comment must appear when only the 'L' box is checked:

The achievement grade is based on achievement of some subject area learning goals at grade level, with a focus on language learning.

This is followed by teacher comments addressing, as appropriate, the level at which the student is working, and other information pertinent to the student's achievement.

The following decision tree is intended to help in determining which, if any, of the codes apply to a child, and the impact on academic grading.

Figure 1 **Decision-making Process for Using the EAL, L, and IEP Check Boxes**



*An adaptation is a change made to the teaching process, materials, assignments, or pupil products to help a student achieve the expected learning outcomes.

** Grades are based on subject-area learning goals that are significantly different than grade-level learning expectations, as described in the IEP.

***Grades are based on achievement of some subject area learning goals at grade level, with a focus on additional-language learning.

****When both the 'IEP', and the 'EAL' or 'L' boxes are checked, grades are based on subject-area learning goals that are significantly different than grade-level learning expectations, and there is a focus on additional-language learning.

Although information about adaptations can be documented in an IEP, 'IEP' is not indicated on the report card when a student is working at grade level with adaptations. Information about adaptations is important to document and include in a student's cumulative file.

Student Programming—Grades 9 to 12

For Grades 9 to 12, student programming is identified using 3-character course designations described in the *Subject Table Handbook*. The following information appears on the last page of the report card, as appropriate.

Student Programming

Senior Years courses have an identification system that uses 3-character course designations (e.g., 20F). One of the following codes is used if the expectations for a student are different from the grade-level curriculum in a subject.

- E (EAL—English Additional Language):** Course for students for whom English is not a first language, with learning experiences designed to assist in making the transition into regular programming. An EAL student education plan is required.
- L (French Literacy):** Course for students needing additional support to learn French in the subject area, with educational experiences designed to assist with the transition into regular programming. A student educational plan is required.
- M (Modified):** Course for students with significant intellectual (cognitive) disabilities and where the learning goals have been modified to accommodate these individual learning needs. An individual education plan (IEP) is required.

At high school, the 'E', 'L' or 'M' programming designation does not require the inclusion of a provincially mandated teacher comment.

Note that only the Français Program provincial report card makes explicit mention of the 'L' designation. For schools offering the French Immersion Program, it is possible to use this designation for new students to the program with gaps in their education. The decision to use the designation must be explained in the teacher or principal comment box.

POLICY ►

For students whose programming is Individualized (I), and not based on provincial curricula because of a significant intellectual (cognitive) disability, an alternative format for reporting on achievement should be used through the individualized educational planning process. This may accompany the provincial report card at the regular reporting times. The provincial report card may have certain sections completed or be left blank, as appropriate for the student's individualized programming.

POLICY ► 4.3 Academic Achievement

Academic Achievement Scales—Ordinal¹⁰ and Percentage

The following tables indicate the grading systems that will be applied at the different grade levels and how they interrelate. For Grades 1 to 8, grades are provided for each subject 'category' within a subject. Subject categories are described in Section 4.4 and in the appendix.

| Grades | How Learning is Reported |
|---------|---|
| 1 to 6 | A 1-4 ordinal scale is used to report on achievement in each subject category. There are no overall subject grades. |
| 7 to 8 | A 1-4 ordinal scale is used to report on achievement in each subject category. The percentage scale is used to report overall subject grades. |
| 9 to 12 | The percentage scale is used to report overall subject grades for each subject. There is no reporting of achievement for subject area categories. |

POLICY ► For Grades 1 to 8, the grades recorded in earlier terms must remain visible on each report card.

| Academic Achievement of Provincial Curriculum Expectations | | |
|--|---------------------------|---|
| Grade Scale | | Description |
| Ordinal (ND, 1 to 4) Grades 1 to 8 | Percentage Grades 7 to 12 | |
| 4 | 80% to 100% | <p>Very good to excellent understanding and application of concepts and skills</p> <ul style="list-style-type: none"> ■ thoroughly understands all or nearly all concepts and/or skills ■ routinely makes connections to similar concepts and skills ■ applies creatively to own life and to support new learning |
| 3 | 70% to 79% | <p>Good understanding and application of concepts and skills</p> <ul style="list-style-type: none"> ■ understands most concepts and skills ■ often makes connections to similar concepts and skills ■ sometimes applies to own life and to support new learning |

10. Placement on an ordinal scale reflects a certain level. The levels (ND, 1, 2, 3 and 4, in this case) do not have a numeric value and, therefore, do not represent a grade out of 4.

| Academic Achievement of Provincial Curriculum Expectations | | |
|--|---------------|---|
| 2 | 60% to 69% | Basic understanding and application of concepts and skills <ul style="list-style-type: none"> ■ understands most concepts and skills ■ occasionally makes connections to similar concepts and skills |
| 1 | 50% to 59% | Limited understanding and application of concepts and skills; see teacher comments <ul style="list-style-type: none"> ■ understands some key concepts and skills ■ rarely makes connections to similar concepts and skills |
| ND | Less than 50% | <i>Grades 1-8:</i> Does Not yet Demonstrate the required understanding and application of concepts and skills; see teacher comments <i>Grades 9-12:</i> Does Not yet Demonstrate the required understanding and application of concepts and skills; students with a final grade of less than 50% are not granted course credit; see teacher comments |

The use of the code 'ND' is limited to the ordinal 1-4 scale. 'ND' applies when the student is not demonstrating a minimally acceptable level of success to support ongoing learning. It corresponds to a failing grade, which, at Grade 7 and higher, is an overall grade of less than 50%.

The code 'ND' is used only for the subject categories (Grades 1 to 8). It is not used as a replacement for the percentage grade at Grades 7 and 8. This code never appears in a box reserved for percentage grades.

The following codes are used in Grades 1 to 6 and Grades 7 and 8:

| | |
|----|---|
| NA | Not applicable |
| IN | Incomplete; not enough evidence available to determine a grade at this time |

The following codes are used in Grades 9 to 12:

| | |
|---|----|
| Course Complete: Final passing grade for courses using CO/IN for grades; e.g., Grades 11 and 12 Physical Education/Health Education | CO |
| Course Incomplete: Final grade showing insufficient evidence of learning for courses using CO/IN for grades, e.g., Grades 11 and 12 Physical Education/Health Education. May also be used in other courses but not as a final grade. | IN |
| No exam applies | NE |
| No mark for the school-based final exam or provincial test, where applicable | NM |

Please see the Appendix for more information on the Manitoba High School Statement of Marks.

'NA' – Not Applicable, and 'IN' – Incomplete

POLICY ►

It is expected that a grade will be provided in all subjects and for all categories in the case of Grades 1 to 8, on each report card. In the rare cases when an 'IN' or 'NA' is used, such as those identified in the following section, it must be approved by the principal and a comment should explain its use.

POLICY ►

When «Anglais» (Français Program) or «English Language Arts» (French Immersion Program) is not taught in Grades 1, 2, or 3, the grade box for this subject will not appear on the student's report card. When French (English Program) is not taught, the grade box for this subject will not appear. Use of NA in these cases is not appropriate.

The code 'NA' (Not Applicable) may not be used as an overall (percentage) grade unless otherwise specified. 'NA' may be used as a subject category grade when a student is not addressing certain aspects of a subject due to the following circumstances:

- when a student's programming is coded as 'IEP', 'EAL', or 'L' (in Grades 1 to 8, 'L' applies to the Français program, only) and the student is not addressing certain content as a result of their individual programming
- when a subject is listed in a multi-subject grading box and is not taught during a particular term (see the section titled **The Multi-Subject Grading Box**). Note that this is the only scenario where NA can be entered as an overall grade. Per policy, principal approval is required and an explanation for use of the NA code must be entered into the teacher comment box.
- when a school implements a provincially approved course such as Intensive French where some subjects are not taught during the first five months of the year
- when using the subject categories Reading and Writing in the subject French, English Program, Grades 1 to 3 (because formal teaching and assessment of these categories has not yet begun)

'NA' may also be applied when a student is not enrolled in their current school for all or most of the term for which the report card is being issued, and it is not possible to determine student grades (professional discretion applies, including consideration of evidence available from the student's previous school). A teacher comment should be added to explain.

See Section 4.4 for an example of the usage of 'NA'.

POLICY ►

Professional discretion should be used to determine when it is appropriate to use the code 'IN'.

The code 'IN' may be used in the following scenarios:

- when a student's level of achievement cannot be assessed due to extended absence (professional judgement is applied when a substantial portion of subject content is missed during the term) or being new to the school with no available information from the previous school
- when the nature of the course is such that an interim grade cannot be determined (e.g., Grades 11 and 12 Health/Physical Education/Health Education, work placement)
- as an alternative to a failing grade related to missing evidence of achievement, the code 'IN' may be used when there is a plan in place to address the issue, as follows:
 - at Grades 1 to 6, in any term, including 'Final'
 - at Grades 7 and 8, in any term, including 'Final' and the 'Overall Grade'
 - at Grades 9 to 12, for any term, but not as a 'Final Grade' which is left blank until a final grade is determined, including cases where a course is extended beyond the time (according to a plan, as indicated above) when a final grade would normally have been determinedThe teacher comment should provide an explanation.
- in courses identified by the department as using CO and IN for final grades

In courses where 'CO' and 'IN' are used for final grades, 'IN' is used as the interim grade. The teacher comment section is used to explain that the course is in progress and to document any concerns.

'IN' may not be used or reported as a final grade in Grades 9 to 12, unless otherwise indicated by the department.

When reporting grades for courses such as Community Service Student-Initiated Projects and dual credit (post-secondary) courses, the codes 'Pass' and Standing ('S') apply to transcripts and are used for reporting to Student Records. However, only 'CO' or 'IN' are to be used on the provincial report card.

If a student withdraws from a course before the start of the course, it is not reported or tallied under 'Credits—Enrolled This Year' on the report card. If a student withdraws from a course after the course has started, it is only reported on the next report card issued, with the comment 'Withdrawn' (*"Abandon"* in French) appearing in the comment box, and no achievement or behavioural information is entered. In this case, the credit is tallied under 'Credits—Enrolled This Year' (e.g., 1.0, 0.5) **unless** it has been replaced with a new course. The comment 'Withdrawn' may also be used at grades before high school when, for example, a student withdraws from an additional, optional course.

If a student repeats a course, only the final grade (and related content such as attendance and comments) will apply to the student's credit standing (graduation requirements; transcript), be reported to provincial Student Records as the final grade, and appear on the report card.

POLICY ►

Provincial Tests and Other Final Exams

When a provincial test applies to a student in a subject according to *Policies and Procedures for Standards Tests*¹¹ (www.edu.gov.mb.ca/k12/assess/docs/pol_proc/index.html), an asterisk appears after the exam mark (e.g., 78%*) in the cell under 'Final Exam' and the following footnote appears at the bottom of the page:

| | |
|---------------------------------------|------------------|
| English and French Immersion Programs | Français Program |
| *Provincial Test | *Test provincial |

'NE' (No Exam) applies when there is no final exam offered.

'NM' (No Mark) applies when a student is excused or exempted from a final exam.

Assigning Grades

The process of determining a grade to reflect a student's learning involves a teacher's professional judgement, as outlined in department support documents and policy.

The "Academic Achievement of Provincial Curriculum Expectations" table links the ordinal grade scale (ND, 1 to 4) used for subject categories (Grades 1 to 8) and the percentage grade scale (Grades 7 to 12) with word descriptions for the levels of understanding and application. These word descriptions are helpful in guiding conversations about quality work and developing quality criteria.

When planning with the end-of-course in mind, teachers will consider all subject categories and curricular outcomes. Early in a subject or course, there might be some variations in category emphases while a teacher maintains the focus on all subject categories.

11. This also applies to students for whom a provincial test is optional and who register to write the test. In such cases, marks from any other final exams are part of the term mark.

Determining Category and Overall Grades—Grades 7 and 8

At Grades 7 and 8, there must be coherence between the two scales when reporting grades for the subject categories and the overall percentage grade for a subject. Teachers should

- establish methods for organizing evidence of achievement with categories in mind in the early planning stage
- consider a variety of evidence and the 'most recent and consistent' evidence as appropriate, to determine the overall percentage grade for the subject
- determine the subject category grade (1 to 4 scale) for each subject category
- check for coherence between the two grade scales

Note that it is not appropriate to convert subject category grades (using the 1-4 scale) into an overall percentage grade. This is due mainly to the fact that each level of the 1-4 scale represents a range of achievement on the percentage scale. For example, '3' cannot be treated as a number or as representing 3/4 (75%).

Rather, the evidence used to determine grades for each subject category should be pooled to determine the overall percentage grade. The simplified example below illustrates this.

| Subject Category | Scores on Summative Assessments | Subject Category Grade | Overall Percentage Grade (Pooled Evidence) |
|------------------|---------------------------------|---|--|
| X | 8/10 3/4 25/30 | $\frac{(8+3+25)}{(10+4+30)} = \frac{36}{44} = 82\%$; 4 | $\frac{(36+13+4)}{(44+18+5)}$ $= \frac{53}{67}$ $= 79\%$ |
| Y | 6/8 7/10 | $\frac{(6+7)}{(8+10)} = \frac{13}{18} = 72\%$; 3 | |
| Z | 4/5 | $\frac{4}{5} = 80\%$; 4 | |

Pooling, as illustrated, means subject category weights are not needed to determine overall grades—the relative emphases are reflected automatically. (The imbalance is extreme in the illustration for demonstration purposes only.) This method can also be adapted to the extensive or exclusive use of rubrics to evaluate student achievement. Note, however, that the report card 1-4 scale is not designed for direct application in evaluating individual assessment tasks but, rather, for summarily communicating overall student achievement to parents.

POLICY ►

Academic achievement grades are based on the most recent and consistent evidence of the student's learning with respect to learning goals addressed in class in the term or terms leading up to the current term's report card. Therefore, it is possible for a student to receive a grade of '4', for example, or a percentage grade above 80%, in the first term.

Grades that a student receives in a particular term reflect a student's achievement as demonstrated from the beginning of the course, determined according to the foundational principles for grading (see section 1.2). Greater consideration should be given to the most recent and consistent evidence of learning, as appropriate for the nature of the particular course and teaching approach. For example, if a student demonstrates improved knowledge and skills over time with respect to certain learning goals, term and final grades would reflect this and not be affected by evidence of achievement recorded earlier in the school year. At the senior years, the same principle applies for the term grades. Therefore, the Final Grade is the same as the last term grade unless there is a final exam¹².

12. A final exam may be any form of summative, comprehensive assessment at the end of a course.

4.4 Subject Grading Boxes—Grades 1 to 8

Subject Categories

The Grades 1 to 8 report card includes subject categories that provide specific information about each student’s developing knowledge and skills. These are listed in the table below.

| Subject | Categories—Grades 1 to 8 |
|---|---|
| English Language Arts | Comprehension <ul style="list-style-type: none"> ■ Reading ■ Listening and viewing Communication <ul style="list-style-type: none"> ■ Writing ■ Speaking and representing Critical thinking |
| Français (Français program and French Immersion program) | Comprehension <ul style="list-style-type: none"> ■ Reading ■ Listening and viewing Communication <ul style="list-style-type: none"> ■ Writing ■ Speaking and representing Critical thinking |
| Mathematics | Knowledge and understanding Mental math and estimation Problem solving |
| Science | Knowledge and understanding Scientific inquiry process Design process and problem solving |
| Social Studies | Knowledge and understanding Research and communication Critical thinking and citizenship |
| Physical Education/Health Education | Physical Education <ul style="list-style-type: none"> ■ Movement ■ Fitness management Health Education <ul style="list-style-type: none"> ■ Healthy lifestyles |
| Arts Education: Music, Dance, Dramatic Arts, Visual Arts | See the section Reporting on Arts Education , on the following page, for the categories. |
| French (English Program) | Oral communication Reading Writing |

The subject categories are not used for reporting at Grades 9 to 12; however, it is still expected that assessment and reporting at high school be based on curriculum learning outcomes and follow the principles of assessment outlined in this document. For high school, these categories may provide some help for planning instruction and assessment, but reference should be made to the foundations, philosophy, and learning outcomes of the grade-level curriculum.

As opposed to specific topics or units addressed only at certain times during a course, subject categories are intended to be general and help clarify the 'what' of student learning inherent in Manitoba Education curriculum documents.

The categories use language that may differ from what appears in curriculum documents. The indicators, or specific criteria, provided in the Appendix, support teachers in developing common understandings and approaches in assessment and reporting.

POLICY ►

In the French immersion report card, the following principles apply to how subject names are presented. The subject name *Français* is presented only in French. For all other subjects taught in French, subject names will use the format illustrated by the following example: Sciences humaines (Social Studies). When a subject is taught in English, the subject name will appear in English only.

NEW ►

Reporting on Arts Education

As described in each of the Arts education framework documents, various approaches to implementation are possible for Arts education. The documents also state that "Each arts framework is considered fully implemented only if **all four essential learning areas for any one arts discipline** are explored in comprehensive, substantial, and interconnected ways."¹³ Therefore,

POLICY ►

- For the Grades 1–6 and Grades 7–8 report cards, at least one Arts Education subject is to be reported in a single-subject grading box, with the subject categories. This subject meets the Arts Education requirement.

The following options are available for reporting on additional Arts subjects:

1. If it is fully implemented, it may be reported separately in a single-subject grading box with the subject categories. In this case, no further Arts Education subjects are reported on the report card.
2. They may be reported in a multi-subject grading box.¹⁴ This includes cases where students are exposed to certain elements of the discipline, as opposed to full curricular implementation.¹⁵

13. For example, page 3 of www.edu.gov.mb.ca/k12/cur/arts/docs/dance_k8_2nd.pdf.

14. An example of such a multi-subject grading box as it may appear in the Grade 7 and 8 report card is provided in the *Multi-Subject Grading Box* section.

15. In cases where outcomes from an Arts discipline are used to support learning in another subject (e.g., outcomes from Dramatic Arts used in English Language Arts), student achievement in those Arts outcomes may or may not be assessed and reported separately (e.g., as 'Drama'), at local discretion. If not reported separately, information about student achievement with respect to those outcomes may be communicated in the teacher comment box of the other subject (English Language Arts, in the current example).

POLICY ►

- Arts Education subjects may appear in two subject grading boxes at most. This may be two single-subject grading boxes, or one single-subject grading box and one multi-subject grading box (where more than one Arts subject may appear).

POLICY ►

Below are the subject categories to use for an Arts Education subject reported in a single-subject grading box on the report card.

Arts Education Subject Categories

| Visual Arts | Dance | Dramatic Arts | Music |
|--|--|--|--|
| <p>MAKING</p> <p>The learner develops language and practices for making visual art.</p> | <p>MAKING</p> <p>The learner develops language and practices for making dance.</p> | <p>MAKING</p> <p>The learner develops language and practices for making drama/theatre.</p> | <p>MAKING</p> <p>The learner develops language and practices for making music.</p> |
| <p>CREATING</p> <p>The learner generates, develops, and communicates ideas for creating visual art.</p> | <p>CREATING</p> <p>The learner generates, develops, and communicates ideas for creating dance.</p> | <p>CREATING</p> <p>The learner generates, develops, and communicates ideas for creating drama/theatre.</p> | <p>CREATING</p> <p>The learner generates, develops, and communicates ideas for creating music.</p> |
| <p>CONNECTING</p> <p>The learner develops understandings about the significance of the visual arts by making connections to various contexts of times, places, social groups, and cultures.</p> | <p>CONNECTING</p> <p>The learner develops understandings about the significance of dance by making connections to various contexts of times, places, social groups, and cultures.</p> | <p>CONNECTING</p> <p>The learner develops understandings about the significance of the dramatic arts by making connections to various contexts of times, places, social groups, and cultures.</p> | <p>CONNECTING</p> <p>The learner develops understandings about the significance of music by making connections to various contexts of times, places, social groups, and cultures.</p> |
| <p>RESPONDING</p> <p>The learner uses critical reflection to inform visual arts learning and to develop agency and identity.</p> | <p>RESPONDING</p> <p>The learner uses critical reflection to inform dance learning and to develop agency and identity.</p> | <p>RESPONDING</p> <p>The learner uses critical reflection to inform dramatic arts learning and to develop agency and identity.</p> | <p>RESPONDING</p> <p>The learner uses critical reflection to inform music learning and to develop agency and identity.</p> |

Optional Subjects

Many students participate in timetabled optional subjects drawn from department-developed courses (e.g., American Sign Language Arts, code 1011).

POLICY ►

- Student achievement should be reported on the report card using either the single-subject grading box (with three to five locally developed subject categories), or the multi-subject grading box (see the following section). The approach to use is a local choice.
- When reporting on an optional subject for which the province has developed subject categories, such as French in the English program, these subject categories must be used.

School-Based Learning Experiences

Many students participate in learning experiences that are significant in nature, for which schools have developed learning outcomes and assessment strategies, and for which students receive report card grades (e.g., Outdoor Education, Aboriginal Studies).

POLICY ►

- Student achievement in such experiences may be reported on the report card using a single-subject grading box (with from 3 to 5 locally developed subject categories), or the multi-subject grading box (see the following section).
- The course code to apply is provided in the *Subject Table Handbook* and indicates a school-based learning experience. The title to use for the experience is locally determined.
- A student's report card may reflect more than one school-based learning experience.

There are learning activities in which students participate that are not necessarily graded and reported, to which teacher instructional time is assigned (e.g., Library, Resource, Reading Recovery).

Multi-Subject Grading Box

The multi-subject grading box has a number of applications described in this document; namely, reporting on a student’s achievement in the following:

- school-based learning experiences (see above)
- optional subjects, including Arts Education subjects taught in addition to the one meeting the Arts Education requirement
- optional subjects addressed only at certain times in the school year, in rotation, as sometimes occurs (e.g., in Technology Education/Industrial Arts).

Following is an example of a multi-subject grading box applied to Arts Education subjects for the Grade 7–8 report card, in which Visual Arts and Dramatic Arts are taught in rotation. (Note that, as indicated earlier, neither of these Arts Education subjects would be programmed to meet the Arts Education requirement which would be another subject reported in a single-subject grading box.)

Figure 2

Multi-Subject Grading Box – Example 1

| ARTS EDUCATION | | | | Teacher: | | | |
|---|--------|--------|-------|----------------------------------|--------|--------|--------|
| <input type="checkbox"/> EAL <input type="checkbox"/> IEP | | | | <input type="checkbox"/> IEP | | | |
| Academic Achievement | Term 1 | Term 2 | Final | Learning Behaviours | Term 1 | Term 2 | Term 3 |
| Visual Arts | 84% | NA | 84% | Personal management skills | C | U | U |
| Dramatic Arts | NA | 81% | 81% | Active participation in learning | S | C | S |
| | | | | Social responsibility | C | C | U |
| Comments: | | | | | | | |

Following is an example of the use of the multi-subject grading box for Choir and for the school-based learning experiences—Aboriginal Studies and Outdoor Education. Outdoor Education is taught during Term 1 only, Aboriginal Studies is taught all year, and Choir is taught during the third term only.¹⁶

16. Achievement related to the learning experience ‘Choir’ may be incorporated into the subject Music rather than reported separately, if Music is reported separately.

Figure 3

Multi-Subject Grading Box – Example 2

| OTHER LEARNING ACTIVITIES | | | | | Teacher: See below | | | |
|-------------------------------------|-----------|-------------------------------------|---------------|--------------|-------------------------------------|---------------|---------------|---------------|
| <input type="checkbox"/> EAL | | <input type="checkbox"/> IEP | | | <input type="checkbox"/> IEP | | | |
| Academic Achievement | | Term 1 | Term 2 | Final | Learning Behaviours | Term 1 | Term 2 | Term 3 |
| Outdoor Education | M. Green | 74% | NA | 84% | Personal management skills | C | U | U |
| Aboriginal Studies | C. Gagnon | 84% | 89% | 93% | Active participation in learning | S | C | S |
| Choir | P. Curry | NA | NA | 92% | Social responsibility | C | C | U |
| Comments: | | | | | | | | |

The directions for using the multi-subject grading box are as follows:

- From one to six different subjects or learning experiences may appear in the box, with only those appearing that are applicable to the student.
- When the EAL, L, or IEP indicator box is checked, it must be applicable to all subjects and learning experiences listed in the box. If needed, use more than one box. (Recall that Arts Education subjects may appear in two grading boxes at most.)
- Though subject categories are not included, it is expected that they remain in focus for instruction and assessment when reporting on an optional subject from the *Subject Table Handbook* based on its fully implemented curriculum.
- The teachers' names may appear with each subject or learning experience name when different teachers are involved.
- At Grades 1 to 6, the grades appearing for each subject and learning experience (in each term) are presented using the 1 to 4 scale.
- At Grades 7 and 8, the overall grades for each subject and learning experience (in each term) are presented using the percentage scale.
- The learning behaviour ratings reflect all subjects and learning experiences taught in the term and reported in the multi-subject grading box. Therefore, if more than one teacher is involved, they will need to discuss and agree upon overall ratings.
- The teacher comments take into account all of the subjects and learning experiences for which grades are provided in the term. The comments could be limited to one area in a particular term, which would be identified within the comment for clarity.

- More than one multi-subject grading box may appear on a report card, to suit programming in the school.
- A multi-subject grading box may contain just one subject or learning experience.
- The heading used for the multi-subject grading box is selected locally to suit how the box is being used. For example, 'Arts Education', 'Technology/Industrial Arts', 'Optional Subjects'.
- The final grade always appears under 'Final', including in cases where the subject or learning experience is not taught in the third term.

4.5 Learning Behaviours

The learning behaviours included in the provincial report card help communicate each student's development in personal management skills, active participation in learning, and social responsibility. These learning behaviours reflect developing values, dispositions, and attitudes that can positively influence and inspire lifelong learning and positive contribution to local and global communities. Learning behaviours are not considered in the determination of achievement grades, though it is understood that they have an effect on student achievement.

Behavioural Scale and Categories

Figure 4

Learning Behaviours

| Learning Behaviours | |
|---|--|
| Scale | C: Consistently – almost all or all of the time S: Sometimes – less than half of the time U: Usually – more than half of the time R: Rarely – almost never or never |
| Personal management skills | Uses class time effectively; works independently; completes homework and assignments on time |
| Active participation in learning | Participates in class activities; self assesses; sets learning goals |
| Social responsibility | Works well with others; resolves conflicts appropriately; respects self, others and the environment; contributes in a positive way to communities |

POLICY ►

French Immersion Schools are required to have an additional learning behaviour that addresses the use of French in the classroom and at school.

| | |
|-----------------------------------|---|
| Engagement in using French | Speaks French with the teacher and classmates in a variety of situations; contributes to the French ambiance by taking initiative in speaking French. |
|-----------------------------------|---|

POLICY ► This takes effect beginning with the first reporting period in the 2013/14 school year. Two additional local option learning behaviours remain available.

POLICY ► At Grades 1 to 6, learning behaviours are reported once on the report card, along with a teacher comment. At Grades 7 to 12, the learning behaviours are reported for each subject. The reporting of learning behaviours appearing on a report card apply to the current reporting term only.

POLICY ► The 'IEP' (Individual Education Plan) box, illustrated below, is indicated for Learning Behaviours if the student has an IEP with learning behaviour goals in it that affect how behaviour is reported on the report card. In this case, ratings are referenced to the goals described in the IEP, details about the student's progress on these goals are communicated through the IEP process, and the ratings on the report card that are not applicable to the student are left blank, with an appropriate comment to explain. If a particular learning behaviour is not applicable, as described in the IEP, the rating on the report card is left blank, with an appropriate comment to explain.

Figure 5

Individual Education Plan – Learning Behaviours

| | | | |
|--|---------------|---------------|---------------|
| Teacher: | | | |
| <input checked="" type="checkbox"/> IEP | | | |
| Learning Behaviours | Term 1 | Term 2 | Term 3 |
| Personal management skills | C | U | U |
| Active participation in learning | U | S | S |
| Social responsibility | | | |

POLICY ► When using a multi-subject grading box (such as the examples provided in the section Multi-Subject Grading Box), the learning behaviours reflect observations relative to each of the subjects taught during the term. In such a case, teachers might collaborate to reflect comments related to all courses offered in the term.

For courses delivered via the Teacher-Mediated Option (TMO), schools may leave learning behaviour ratings blank, but must include the following comment: *Learning behaviours are not reported due to limited teacher contact during Teacher-Mediated Option course delivery.* However, persistent learning behaviour-related issues that interfere with learning must, in addition to being addressed immediately, be documented on the report card.

The following table provides, for each behaviour category, a list of possible success indicators. The indicators that apply to the learning behaviours will vary by grade level, as determined by teacher discretion.

| Behaviour | Sample Indicators |
|--|--|
| <p>PERSONAL MANAGEMENT SKILLS</p> <p>The student self-monitors own behaviours and personal growth, organizes for learning, contributes positively to the learning process, and takes responsibility for work completion.</p> | <ul style="list-style-type: none"> ■ organizes materials (e.g., study notes) ■ uses class time productively ■ works independently ■ completes homework and assignments on time ■ persists when faced with challenges ■ seeks help when needed ■ demonstrates a strong work ethic ■ shows patience ■ makes a consistent effort ■ demonstrates on-task behaviours ■ sets personal management goals and monitors growth |
| <p>ACTIVE PARTICIPATION IN LEARNING</p> <p>The student participates actively in learning, is curious, sets learning goals, self-assesses, provides feedback, and uses feedback for improvement.</p> | <ul style="list-style-type: none"> ■ shows interest; asks questions ■ takes initiative ■ is curious—investigates questions, hypothesizes, estimates, analyzes ■ self-assesses work quality based on quality criteria ■ uses descriptive feedback to improve learning ■ uses criteria to provide descriptive feedback ■ explores themes and enriches topics through interest-based learning ■ uses a variety of media for communications |
| <p>SOCIAL RESPONSIBILITY</p> <p>The student demonstrates citizenship and social skills that contribute to making the classroom, school, and larger community a positive, safe and, caring environment.</p> | <ul style="list-style-type: none"> ■ works and interacts well with others ■ is welcoming and positive ■ shares resources, materials, and equipment with others ■ respects classroom and school values and routines ■ responds positively to the values and traditions of others ■ respects self, others, and the environment ■ shows empathy and compassion ■ contributes to making the community a better place ■ takes initiative and leadership in community service ■ works for a sustainable planet ■ takes an equitable share of work in a group ■ is courteous ■ respects the need for safety for self and others—physical and emotional |
| <p>ENGAGEMENT IN USING FRENCH (applies to French Immersion Program only)</p> <p>The student speaks French with the teacher and classmates in a variety of situations; contributes to the French ambiance by taking initiative in speaking French.</p> | <ul style="list-style-type: none"> ■ uses French to communicate ideas and needs with teachers and peers ■ shares personal successes, challenges and goals in French ■ uses French as a tool for personal and social growth ■ initiates conversations in French ■ participates in out-of-classroom activities that promote the use of French ■ brings into the classroom outside experiences with the French language ■ shares the pleasure he/she gets from reading or viewing French language documents ■ practises new French structures and vocabulary ■ uses vocabulary pertinent to the subject matter |
| <p>LOCAL OPTION</p> | <p><i>Note:</i> A division may add up to 2 local behaviour categories for local reporting (for example, strategic priorities such as social justice, appreciation of culture, etc.). A local option may apply to one or more subjects.</p> |

4.6 Teacher Comments

POLICY ►

Report card comments allow teachers to communicate to parents about significant aspects of their children's academic achievement and learning behaviours. Comments can provide opportunities to celebrate achievements and inspire more learning. Meaningful comments identify student strengths, pinpoint areas needing improvement, and provide suggestions as to how the student can improve (*Communicating Student Learning, 2008*). For this reason, teacher comments at all grade levels and levels of achievement (low to high) should address 'strengths', 'challenges', and 'next steps' (practical, doable, timely), as appropriate. Comments do not need to reflect all three aspects of this framework for each comment written—teacher professional judgement applies. Final term comments will be more global in nature, indicating overall strengths and an overall goal for the next year, as applicable.

All teachers are encouraged to personalize¹⁷ the comments for each student so that they are specific to the student's levels of academic achievement and learning behaviour ratings. In Grades 1 to 6 the homeroom teacher, for example, would provide such comments for most subject areas.

Teacher comments not only provide valuable information to each parent about their child's progress, but are also used to support student learning. It is, therefore, generally expected that comments will be written for each subject and each report card issued.

POLICY ►

However, in some exceptional circumstances it may be impractical to provide comments for all students in a particular subject for each term. This may be the case, for example, on the first report card for a subject specialist who teaches a very large number of students. In such cases, students are to receive a teacher comment in each subject at least once during the course or school year.

POLICY ►

If a child receives a grade of less than 60% (in Grades 9-12), or a grade of 1 or ND in any subject category (in Grades 1-8), comments are required. Comments will be displayed on a report card that apply to the current term only.

Other considerations for comments include

- Language
 - jargon-free
 - respectful and constructive
 - brief and concise
 - free of superlatives and absolutes such as 'best', 'always', 'never', or vague words such as 'appears to', 'but', 'however'
 - is congruent with the grading scale

Grade 10 Essential Mathematics:

Jeff uses a variety of techniques to determine how to solve math problems involving rates. Creating a weekly math journal describing various applications will help him make strong connections to the use of rates in real contexts.

17. The student's commonly used name may be used when writing comments for the report card.

- Strengths and learning goals
 - unique to the learner
 - specific to the level of achievement relative to the report card and categories
 - evidence-based, using evidence from a wide variety of assessment sources

POLICY ►

Comments are not to include summaries of material taught during the term. Such information can be communicated in other ways. Since there is limited space in a report card, more elaborate commentaries are provided in other communications such as parent/community events, class or school monthly newsletters or website, conferences, and so forth.

POLICY ►

Scores or results from other kinds of measures, such as non-provincial standardized assessments, are not reported on the report card but may, if curriculum-congruent, be taken into consideration when determining a student's grade.

Information about comments relative to student programming is provided in Section 4.2, Student Programming—Grades 1 to 8.

4.7 Next School Year—Grades 1 to 8

POLICY ►

The final report card will clearly indicate the grade the student will enter the following year. The grade level stated refers to that of the classroom the student will enter, and not necessarily the grade level at which the student will be working if, for example, the student has an academic IEP. In such cases, information must be provided in the principal comment box.

POLICY ►

The 'Next School Year' statement should only appear on the final report card for the school year.

Promotion decisions rest with the principal, who consults with teachers, parents, and other specialists as appropriate. The decision is based on what would support and extend the student's learning. Having a student retained in a grade to repeat all the work done the previous year will not necessarily address the student's learning needs and result in success. In a similar manner, simply promoting a struggling student, without adequate supports, will not lead to success.

The document *Provincial Assessment Policy, Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention* provides clarity regarding student promotion and retention.

4.8 Graduation Chart—Grades 9 to 12

POLICY ►

The school in which the student is currently enrolled is responsible for tracking each student's progress towards graduation and communicating with students and parents. In cases where students are seeking credits from more than one school, a local decision must be made as to which school will track and report progress towards graduation.

POLICY ►

The Graduation Chart reflects the graduation requirements specific to the school program in which the student is enrolled. The chart helps parents and students track a student's course credits as they plan for graduation. This chart must be completed for each report card issued.¹⁸

The report card templates have charts for the English, Français, and French Immersion programs. Charts for the respective Technology Education programs are available online and in the business rules document (see Section 1).

Credits awarded to the student, including those from, for example, out-of-province or another school, as well as dual credits (post-secondary) and credits for which 'S' (Standing) is achieved based on an activity in which the student participated outside of the school system (e.g., Community Service Student-Initiated Projects [CSSIPs]), must be tallied on the graduation chart so that it is an accurate reflection of the student's standing with respect to graduation. In cases where credits are granted that do not otherwise appear on the student's report cards from the school, an explanation should be provided in the principal comment box.

If a credit is reported in a grading box based on learning outside of the school (e.g., challenge for credit) along with other subjects taken at school, the following comment, adapted as appropriate, may be used to explain the lack of information, such as attendance and learning behaviours:

This grade and credit have been awarded through the challenge-for-credit option. Attendance and learning behaviours do not apply.

POLICY ►

If a credit required for graduation has been substituted (in accordance with provincial policy), it must be indicated in the principal's comment box and include the courses and grade levels involved.

¹⁸. This requirement came into effect in January 2014.



MANITOBA PROVINCIAL REPORT CARD POLICY AND GUIDELINES

5. Local Options for Reporting

5. LOCAL OPTIONS FOR REPORTING

The following options may be implemented when reporting to parents using the provincial report card.

Within the report card, the following options are available:

- school or division logo
- teacher signature, if used, must appear above the principal's signature. The teacher signature may be added electronically or with a stamp
- up to two additional Learning Behaviours; divisions will determine whether this option will be exercised at the teacher, school, or division level
- principal's comment box: This box appears at the end of each report card. The principal has discretion as to whether to include a comment. It is intended to be student-specific, and may address items such as honour roll, exemplary community service, and matters to highlight related to grade placement (including classroom designation or next year's teacher's name) or graduation. The box may also be used for commenting about a student's specific achievement relative to school- and division-based initiatives and priorities such as language development or cultural experiences. It may be removed if not used. At Grades 1 to 8, a comment is required at the end of the year if the student is not progressing to the next grade

POLICY ►

The following may be sent home with the report card:

- student reflections and goals: includes student self-assessment, personalized goals for next steps in learning, learning preferences, and so on
- parent comments—completed and signed by the parent, and returned to the school
- IEP and EAL learning plan updates, including adaptations
- information related to any local, additional graduation requirements for a school division diploma

Parent reports for the provincial Grade 3 and 4 Assessment and the Middle Years Assessment may be sent home with report cards. Distribution and return procedures for report cards are also locally determined.



MANITOBA PROVINCIAL REPORT CARD POLICY AND GUIDELINES

Appendix

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APPENDIX

Frequently Asked Questions

1. Who will ultimately be responsible for the Grades 1 to 6 Learning Behaviours section?

Typically, this is the responsibility of the homeroom teacher, with input from other subject area teachers, as appropriate. The sections should reflect a summary of the student's level of engagement in all of their subject areas. Grade-level teachers might meet to discuss cases in which a student demonstrates inconsistent behaviours.

2. What sources of achievement evidence best inform my reporting on student performance?

A variety of sources can be used. These may include conversations, interviews, observation notes, interactions, processes, projects, concert performances, etc.

3. What is the best way to organize for comment writing?

Clustering your comments around the subject area categories can help profile each student's varying levels of understanding and skill. This offers an efficient view of the strengths and needs in the class so you can develop descriptive comments.

4. Are there any formatting considerations I should be aware of when writing comments?

Comments appearing on report cards are intended to be brief and concise, using the guidelines in this document.

5. Can the comment box be removed if the teacher does not provide a comment?

If there is no comment provided, the comment box should remain visible, but empty. As a local option, you could write something such as 'No comment at this time' in the box.

6. How many reporting periods are there for semestered high schools?

There will be 2 report cards per semester—a mid-term and a final—so 4 report cards per year. In mixed-system schools with both semestered and non-semestered courses, the non-semestered courses can also have 4 report cards per year, rather than 3, so that the reporting periods are aligned.

7. Can a student 'fail'; in other words, can a student repeat a grade?

Yes. The decision to retain or to promote a student is based on a careful assessment of various factors, including, but not limited to, evidence of the student's progress and growth, and is done in the best interests of the student. As indicated in the Education Administration Act (Consolidated Regulation 468/88 R, Section 12), promotion decisions rest with the principal, who consults with teachers, parents, and other specialists as appropriate.

8. Can 'IN' be used as a Final Grade on the report card?

Yes, in one circumstance: Where the department has indicated that it may be used and reported to the department as a final grade.

- To indicate that a course is continuing in the next semester, 'IN' is indicated as the 'Grade' for the final term and a final grade is not given ('Final Grade' is left blank). The circumstances would be explained in the comment box. The final grade is reported to the department for the semester or school year in which the student receives the credit.

Unless otherwise permitted by the department (e.g., Grade 11 and 12 Physical Education/Health/Education), 'IN' is not reported to the department as a final grade. Further information about the use of 'IN' can be found in Provincial Assessment Policy, Kindergarten to Grade 12, Academic Responsibility, Honesty, and Promotion/Retention.¹⁹

9. Are all high school courses expected to have final exams?

No. Final exams required in some courses are described in provincial policy (see Policy and Procedures for Provincial Tests).

10. The non-semestered high school report card template has two places for 'Exam' marks—why?

This is to accommodate the possibility of a mid-term exam. 'NE' is entered if there is no exam.

11. How are the various student programming options indicated on the provincial report card?

Student programming options are indicated as follows:

Student Programming Options

| Student programming | Grades 1 to 8 | Grades 9 to 12 |
|---------------------|---|--|
| IEP academic | Indicator box plus mandatory comment | Course code 'M' |
| IEP behaviour | Indicator box | Indicator box |
| EAL | Indicator box plus mandatory comment | Course code 'E' |
| L (French Literacy) | Indicator box plus mandatory comment (applies only to Français program) | Course code 'L' (applies to Français Program and French Immersion Program) |

See the Section 4.2, Student Programming, for information regarding students whose programming is individualized.

19. Provincial Assessment Policy, Kindergarten to Grade 12, Academic Responsibility, Honesty, and Promotion/Retention. www.edu.gov.mb.ca/k12/assess/docs/policy_k12/.

12. What are the mandatory comments? When are they used?

Mandatory comments are used only in Grades 1 to 8.

Mandatory Comments

| Student programming (Grades 1 to 8 only) | Mandatory comment |
|--|--|
| IEP academic | <i>The grade is based on achievement of learning goals in the student's learning plan that are significantly different than grade-level learning expectations.</i> |
| IEP behaviour | No mandatory comment applies. |
| EAL or L | <i>The grade is based on achievement of some subject area learning goals at grade level, with a focus on language learning.</i> |

13. What grade codes are allowed and at what grade level?

The following codes are allowed at the following grade levels:

Grade Codes

| Code | Grades 1 to 8 | Grades 9 to 12 |
|--------------------------------|---------------|----------------|
| NA | ✓ | – |
| CO | – | ✓ |
| IN | ✓ | ✓ |
| NE (applies to exams, only) | – | ✓ |
| NM (applies to exams, only) | – | ✓ |

All of these codes are explained in section 4.3.

14. I work in a multilevel classroom where I integrate content from curricula across two or more grade levels during classroom instruction. This means that some students in the classroom will, at times, be having instruction based on themes that are not from the curriculum designated for their grade. How can I reflect this on the Manitoba provincial report card?

The province recognizes that there are various models for program delivery in Manitoba classrooms, including the flexible planning model applied in multilevel classrooms. A resource addressing this model is Independent Together, Supporting the Multilevel Learning Community available at www.edu.gov.mb.ca/k12/docs/support/multilevel/.

The primary purpose of the Manitoba provincial report card is to formally communicate to parents, at certain points in time, information on their child's growth and achievement as learners, but it is not the only method of communication.

When parents receive a child's provincial report card, it should be viewed as the documentation of information that is already known, at least in broad terms. This purpose applies equally to the curricular integration approach in a multilevel classroom context—parents should be aware of this before receiving a report card.

In the context of integrating curricular content from across grade levels, Independent Together proposes (Section 5.3):

Use interdisciplinary themes to provide structure and a base for common discourse. Learning is differentiated when students embark on different application and extension tasks, based on their learning needs and interests.

and

For summative assessment and evaluation, teachers target the specific learning outcomes, addressing the same [general] outcomes (knowledge, skills and strategies, and attitudes) across all grades, with gradually increasing expectations for each grade.

Therefore, in a multilevel learning context, students are being assessed relative to learning goals appropriate for their grade, even when drawing from curricular content from an earlier or later grade level.

Since certain themes for instruction may not coincide with grade-level curricula for a student in this context, the comment box may be used to remind parents that their child's achievement is being assessed relative to expectations appropriate for the grade. For example:

“In this multilevel classroom setting, themes for classroom instruction are based on curricula from different grade levels. Nevertheless, your child is being assessed based on learning goals appropriate for his or her grade.”

Planning for Reporting

| SOME IDEAS FOR PREPARING TO REPORT | |
|---|---|
| ORGANIZE | <ul style="list-style-type: none"> ■ develop year and term plans to ensure all subject area categories are assessed and reported on in each term ■ develop a plan to document or summarize each student’s learning by the subject area categories so evidence of learning is readily available to help you respond to learning needs (e.g., provide descriptive feedback, adjust instruction) ■ document student progress related to curriculum categories |
| ALIGN | <ul style="list-style-type: none"> ■ select and use instruction and assessment processes, experiences, or methods that align with the subject area categories, learner interests, and prior knowledge ■ match subject area categories, learning, and assessment experiences with divisional strategic priorities to create relevant, authentic, and innovative 21st century learning that contributes to community ■ involve students in developing criteria so they know what quality looks like; discuss work samples that align with the criteria ■ make the criteria visible ■ use the criteria to provide descriptive and specific feedback ■ involve students in reflecting on/celebrating their learning growth and creating new goals ■ involve students in communicating about their learning development and accomplishments—relative to curricular expectations and personal learning goals—with parents and others |
| USE RECENT AND CONSISTENT EVIDENCE | <ul style="list-style-type: none"> ■ consider the most recent and consistent evidence ■ consider each term in the final grade if a category includes significantly different concepts between terms (e.g., knowledge and understanding in science, mathematics, or social studies) |
| COLLABORATE | <ul style="list-style-type: none"> ■ using the categories and indicators, work with colleagues in the school, division, or across divisions to share samples of student work and learning ■ create comments with colleagues, edit collaboratively ■ use evidence of learning or data to collaboratively respond to learner needs ■ conduct collaborative action research to analyze what works for Manitoba youth ■ present, celebrate, and share the professional learning |

Planning for EAL and Subject Learning—Grades 1 to 8

Information about the Stages of EAL development and language goals may be found in the *Manitoba K-Grade 12 EAL/LAL Curriculum Framework* at www.edu.gov.mb.ca/k12/cur/eal/framework/index.html. It is recommended that a student who receives the 'EAL' designation in a subject have an EAL education plan.

The following chart illustrates a possible proportion of EAL learning goals drawn from the *Manitoba K-Grade 12 EAL/LAL Curriculum Framework* at www.edu.gov.mb.ca/k12/cur/eal/framework/index.html and the grade-level subject curriculum, based on a student's assessed EAL Stage. The desired path is for student learning to shift increasingly towards the grade-level curriculum as language proficiency improves, so that a student who needs the EAL programming indicator in the first reporting period may be working at grade-level with adaptations for language learning by the last reporting period. In that case, the EAL box is no longer selected, although any adaptations should be noted in an EAL education plan.

Planning for EAL and subject-area learning across the EAL Stages

| Stage | Possible Instructional Balance | Programming |
|-------|--|-------------|
| 1 | Subject Area Outcomes EAL | EAL |
| 2 | Subject Area Outcomes EAL | EAL |
| 3 | Subject Area Outcomes (with adaptations) EAL | Provincial |
| 4 | Subject Area Outcomes (with adaptations) EAL | Provincial |

Planning for *Littérature française* (L) and Subject Learning—Grades 9 to 12

The following information is derived from the document *Lignes directrices concernant l'adaptation de cours aux besoins des apprenants nouveaux arrivants sous-scolarisés—Document à l'intention des écoles secondaires offrant de la programmation en langue française* at www.edu.gov.mb.ca/m12/progetu/ana/index.html.

Courses tailored to meet the needs of newcomers with gaps in their education are acknowledged on the report card, along with other courses. The designation "L" may be used on the report card when a course developed by the department is tailored to meet the needs of newcomer learners, and the percentage grade indicates the learner's achievement relative to the learning

goals set out in the student's *Plan éducatif de littératie française (PELF)*. The teacher will also provide comments, as with any other course.

It should be noted that only the *Français* Program report card template explicitly mentions the code 'L'. Schools offering the French Immersion Program may also use the designation 'L' for newcomer learners. The choice to use this designation must be explained in the teacher or principal comment box.

As courses designated 'L' incorporate both literacy learning and subject area content, the assessment of students' learning should focus on both of these aspects. In the first stage of French language learning, emphasis should be placed on the general development of literacy and vocabulary specific to the subject area. As learners develop their literacy skills and approach the stage appropriate for their age and grade level, the focus shifts to subject area content.

The table below suggests weightings between language instruction and subject area instruction for each stage. The emphasis on subject area content is based on the degree to which learning goals are tailored to meet the student's needs, the course content focus, and the pedagogical approach.

Planning for Littératie française and subject-area learning across the Littératie française Stages

| Stage | Instructional Balance – <i>Littératie française</i> and Subject Area Content | | Programming |
|-------|---|-----------------------------|-----------------------------|
| 1 | Subject Area Outcomes | <i>Littératie française</i> | <i>Littératie française</i> |
| 2 | Subject Area Outcomes | <i>Littératie française</i> | <i>Littératie française</i> |
| 3 | Subject Area Outcomes (with adaptations) | <i>Littératie française</i> | Provincial |
| 4 | Subject Area Outcomes (with adaptations) | <i>Littératie française</i> | Provincial |

Manitoba High School Statement of Marks

The following chart for converting from percentage grades to letter grades is included with the Manitoba High School Statement of Marks provided by the department to students. The following is provided as information only and has no impact on the provincial report card itself.

| | | | | |
|----|---|------------|--------------------|------------------|
| A+ | = | 90 to 100% | P = Pass | CO = Complete |
| A | = | 80 to 89% | <i>Réussite</i> | <i>Complet</i> |
| B | = | 70 to 79% | S = Standing | IN = Incomplete |
| C | = | 60 to 69% | <i>Équivalence</i> | <i>Incomplet</i> |
| D | = | 50 to 59% | | |
| F | = | 0 to 49% | | |

Subject Categories and Descriptions–Grades 1 to 8

ENGLISH LANGUAGE ARTS

| CATEGORY | DESCRIPTIONS–GRADES 1 to 8 |
|---|--|
| <p>COMPREHENSION</p> <ul style="list-style-type: none"> ■ Reading ■ Listening and viewing <p>The student makes meaning before, during, and after reading, listening, and viewing a variety of oral, literary, and media texts.</p> | <p>The student</p> <ul style="list-style-type: none"> ■ sets purposes for reading, listening, and viewing ■ reflects on own strengths and needs to set attainable goals for improving comprehension ■ uses strategies and cues before, during, and after reading, listening, and viewing to make meaning ■ responds, discusses, shares, and extends understandings |
| <p>COMMUNICATION</p> <ul style="list-style-type: none"> ■ Writing ■ Speaking and representing <p>The student communicates his/her own understanding through writing, speaking, and representing to learn and to communicate with others.</p> | <ul style="list-style-type: none"> ■ sets purposes for writing, speaking, and representing ■ reflects on own strengths and needs to set attainable goals for improving communication ■ uses strategies and cues to generate, organize, and communicate thinking, ideas, and information for different audiences and purposes. ■ discusses and shares criteria and works to obtain or provide feedback ■ enhances, improves, and edits works to enhance clarity and artistry |
| <p>CRITICAL THINKING</p> <p>The student applies thinking skills to interpret and evaluate ideas and information; explores and researches big ideas and questions about self, others, and the world.</p> | <ul style="list-style-type: none"> ■ poses and generates questions and problems ■ engages in dialogue and debate ■ expresses and substantiates personal positions using evidence and reasoned judgment ■ evaluates information and ideas from a variety of sources ■ uses diverse approaches to test discoveries, solve problems, make decisions, and resolve conflicts |

FRANÇAIS
Français Program

| CATEGORY | DESCRIPTIONS—GRADES 1 to 8 |
|---|---|
| <p>COMPREHENSION</p> <ul style="list-style-type: none"> ■ Reading ■ Listening and viewing <p>The student understands oral, written and visual messages in a dynamic process of constructing or of collaborating on constructing meaning.</p> | <p>The student</p> <ul style="list-style-type: none"> ■ draws on prior knowledge and personal and cultural experiences to base predictions and to make meaning from oral, written and visual messages presented in a variety of contexts. ■ uses strategies to plan reading and listening, alone or with others, according to a specific intention or needs in a variety of contexts ■ uses strategies to validate and adjust comprehension of message, alone or with others ■ uses visual and audio elements to support comprehension of message ■ uses graphophonic, textual, syntactic, and semantic cues to draw meaning from messages ■ responds to messages based on personal and cultural experiences and established criteria |
| <p>COMMUNICATION</p> <ul style="list-style-type: none"> ■ Writing ■ Speaking and visual representation <p>The student communicates his/her understanding of the world through writing, speaking and representing in a process of constructing or of collaborating on constructing knowledge.</p> | <ul style="list-style-type: none"> ■ generates oral, written, and visual messages in a variety of contexts by drawing on prior knowledge and personal and cultural experiences ■ uses strategies to plan communication, alone or with others, according to a specific intention and in a variety of contexts ■ uses strategies to validate and adjust clarity and relevance of message, alone or with others ■ uses visual and audio elements to clarify or enhance message ■ uses graphophonic, lexical, syntactic, semantic, grammatical and textual knowledge, as well as spelling to generate messages ■ communicates thinking, ideas and information for personal, intellectual or social purposes |
| <p>CRITICAL THINKING</p> <p>The student redefines his/her vision of the world by questioning, interpreting and evaluating ideas, information, and visual elements from varied sources.</p> | <ul style="list-style-type: none"> ■ connects prior knowledge, experiences and newly acquired knowledge with the surrounding world (Grades 1 to 8) ■ responds to information, ideas and visual elements and explains his/her reasoning (Grades 1 to 8) ■ evaluates content of oral, written and visual messages based on personal predictions, inferences and expectations (Grades 1 to 8) ■ confronts and re-evaluates personal views or opinions with those of peers or experts (Grades 3 to 8) ■ is aware that socio-emotional well-being influences one's opinions at a logical, ethical or aesthetical level (Grades 4 to 8) |

FRANÇAIS

French Immersion Program

| CATEGORY | DESCRIPTIONS– GRADE 1 | DESCRIPTIONS– GRADES 2 to 8 |
|---|---|---|
| <p>COMPREHENSION</p> <ul style="list-style-type: none"> ■ Reading ■ Listening and viewing <p>The student understands oral, written and visual messages in a dynamic process of constructing or of collaborating on constructing meaning.</p> | <p>The student</p> <ul style="list-style-type: none"> ■ extracts the overall meaning of messages, seen, heard or read aloud or in a shared reading situation using: <ul style="list-style-type: none"> ■ visual cues (illustrations, cover page, gestures, non-verbal behaviour, visual supports) ■ familiar words (sight words, vocabulary developed in class, word walls and ■ prior knowledge and personal experience ■ draws on prior knowledge and personal experience to base predictions and to make meaning from oral, written and visual messages read aloud or in a shared reading situation in a variety of contexts ■ validates and adjusts predictions and comprehension of message, alone or with the teacher ■ uses visual and audio elements to support comprehension of message ■ reacts to messages based on personal experience and criteria established by teacher | <p>The student</p> <ul style="list-style-type: none"> ■ draws on prior knowledge and personal experiences to base predictions and to make meaning from oral, written and visual messages presented in a variety of contexts ■ uses strategies to plan reading and listening, alone or with others, according to a specific intention or needs, in a variety of contexts ■ uses strategies to validate and adjust comprehension of message, alone or with others ■ uses visual and audio elements to support comprehension of message ■ uses graphophonic, textual, syntactic, and semantic cues to draw meaning from messages ■ responds to messages based on personal experiences and established criteria |
| <p>COMMUNICATION</p> <ul style="list-style-type: none"> ■ Writing ■ Speaking and visual representation <p>The student communicates his/her understanding of the world through writing, speaking and representing in a process of constructing or of collaborating on constructing knowledge.</p> | <ul style="list-style-type: none"> ■ generates, organizes or constructs oral, written or visual messages in a variety of contexts: <ul style="list-style-type: none"> ■ using models and words provided, ■ using vocabulary provided in class and ■ based on prior knowledge and personal experience ■ validates and adjusts clarity and relevance of message (meaning, known vocabulary and sentence structures, word order, space between letters, spelling of sight words, use of visual supports) alone, with peers or with teacher ■ uses visual and audio elements to clarify or enhance message ■ uses graphophonic, lexical, syntactic and semantic knowledge, as well as spelling to generate messages ■ communicates thinking, ideas and information for personal, intellectual or social purposes | <ul style="list-style-type: none"> ■ generates oral, written, and visual messages in a variety of contexts by drawing on prior knowledge and personal experiences ■ uses strategies to plan communication, alone or with others, according to a specific intention and in a variety of contexts ■ uses strategies to validate and adjust clarity and relevance of message, alone or with others ■ uses visual and audio elements to clarify or enhance message ■ uses graphophonic, lexical, syntactic, semantic, grammatical and textual knowledge, as well as spelling to generate messages ■ communicates thinking, ideas and information for personal, intellectual or social purposes |
| <p>CRITICAL THINKING</p> <p>The student redefines his/her vision of the world by questioning, interpreting and evaluating ideas, information, and visual elements from varied sources.</p> | <ul style="list-style-type: none"> ■ connects prior knowledge, experiences and newly acquired knowledge with the surrounding world (Grades 1 to 8) ■ responds to information, ideas and visual elements and explains his/her reasoning (Grades 1 to 8) | <ul style="list-style-type: none"> ■ connects prior knowledge, experiences and newly acquired knowledge with the surrounding world (Grades 1 to 8) ■ responds to information, ideas and visual elements and explains his/her reasoning (Grades 1 to 8) ■ evaluates content of oral, written and visual messages based on personal predictions, inferences and expectations (Grades 2 to 8) ■ confronts and re-evaluates personal views or opinions with those of peers or experts (Grades 3 to 8) ■ is aware that socio-emotional well-being influences one's opinions at a logical, ethical or aesthetical level (Grades 4 to 8) |

MATHEMATICS

| CATEGORY | DESCRIPTIONS— GRADES 1 to 4 | DESCRIPTIONS— GRADES 5 to 8 |
|--|---|--|
| <p>KNOWLEDGE AND UNDERSTANDING OF MATHEMATICAL CONCEPTS</p> <p>The student demonstrates knowledge and understanding of grade-specific mathematical concepts and skills in each strand (number, patterns and relations, shape and space, statistics and probability) within each reporting period.</p> | <p>The student</p> <ul style="list-style-type: none"> ■ demonstrates knowledge and understanding of <ul style="list-style-type: none"> ■ numbers ■ patterns and relations ■ shape and space ■ statistics | <p>The student</p> <ul style="list-style-type: none"> ■ demonstrates knowledge and understanding of <ul style="list-style-type: none"> ■ numbers ■ patterns and relations ■ shape and space ■ statistics and probability |
| <p>MENTAL MATH AND ESTIMATION</p> <p>The student uses math knowledge and number facts to calculate mentally or estimate.</p> | <ul style="list-style-type: none"> ■ determines an answer using multiple mental math strategies ■ applies mental math strategies that are efficient, accurate, and flexible ■ makes a reasonable estimate of value or quantity using benchmarks and referents ■ uses estimation to make mathematical judgements in daily life | |
| <p>PROBLEM SOLVING</p> <p>The student applies knowledge, skill, or understanding to solve problems.</p> | <ul style="list-style-type: none"> ■ applies various strategies to model solutions to problems ■ applies mathematical knowledge to solve problems ■ uses prior knowledge efficiently and accurately to analyze and solve problems ■ uses prior knowledge to connect math ideas to other concepts ■ uses appropriate technology to solve problems ■ uses visualization or models to demonstrate understanding ■ communicates problem-solving solutions mathematically ■ reasons and justifies thinking to make sense of mathematics ■ makes generalizations from patterns | |

SCIENCE

| CATEGORY | DESCRIPTIONS– GRADES 1 to 4 | DESCRIPTIONS– GRADES 5 to 8 |
|---|--|---|
| <p>KNOWLEDGE AND UNDERSTANDING OF SCIENCE CONCEPTS</p> <p>The student demonstrates understanding of grade-specific science concepts and skills.</p> | <p>The student</p> <ul style="list-style-type: none"> ■ demonstrates knowledge of life science, physical science, earth or space science | <p>The student</p> <ul style="list-style-type: none"> ■ demonstrates knowledge of life science, physical science, earth or space science |
| <p>SCIENTIFIC INQUIRY PROCESS</p> <p>The student asks questions, generates possible explanations, collects and analyzes evidence, and reaches conclusions based on evidence.</p> | <ul style="list-style-type: none"> ■ demonstrates curiosity by asking questions ■ makes predictions ■ creates a plan to answer questions ■ manipulates instruments appropriately and in a safe manner ■ observes, predicts, collects data and information, measures, classifies ■ compares and discusses data, and generates possible explanations and new questions | <ul style="list-style-type: none"> ■ formulates questions that lead to investigations ■ makes predictions/hypotheses ■ designs a fair test or a plan to answer questions ■ manipulates instruments appropriately and in a safe manner ■ makes relevant observations, collects data and information, measures, classifies ■ analyzes and interprets data to draw conclusions that explain data ■ identifies possible sources of error as well as strengths and weaknesses of the experimental protocol |
| <p>DESIGN PROCESS AND PROBLEM SOLVING</p> <p>The student applies science knowledge to seek solutions to practical problems.</p> | <ul style="list-style-type: none"> ■ identifies practical problems to solve ■ seeks solutions to problems and creates a written plan which includes criteria, steps to follow, and a labeled diagram ■ constructs and tests an object using pre-determined criteria ■ identifies and makes improvements to an object and explains the changes | <ul style="list-style-type: none"> ■ identifies practical problems to solve ■ seeks solutions to problems and selects and justifies a method to be used to find a solution ■ creates a written plan which includes materials, steps to follow, safety considerations, and detailed diagrams ■ develops criteria to evaluate a prototype or consumer product ■ constructs and tests a prototype or consumer product using pre-determined criteria ■ identifies and makes improvements to a prototype and justifies the changes ■ evaluates a consumer product based on predetermined criteria |

SOCIAL STUDIES

| CATEGORY | DESCRIPTIONS—GRADES 1 to 8 |
|---|---|
| <p>KNOWLEDGE AND UNDERSTANDING</p> <p>The student acquires information about human interaction in societies past and present, near and far.</p> <p>The student understands and applies key social studies concepts.</p> | <p>Through a study of grade level topics and themes, the student</p> <ul style="list-style-type: none"> ■ acquires knowledge about life past and present in the local, regional, national and global communities ■ understands and applies concepts related to : <ul style="list-style-type: none"> ■ citizenship ■ history ■ geography ■ identity, culture, and community ■ global interdependence ■ power and authority ■ economics and resources ■ uses appropriate social studies vocabulary |
| <p>RESEARCH AND COMMUNICATION</p> <p>The student gathers, manages and shares information and ideas on social studies topics and themes.</p> | <p>In social studies research and communication, the student:</p> <ul style="list-style-type: none"> ■ poses questions about grade-level social studies topics and themes ■ collects and interprets information from diverse sources and perspectives ■ compares and evaluates the reliability of information sources ■ records and organizes information and ideas ■ expresses and shares information and ideas using a variety of media |
| <p>CRITICAL THINKING AND CITIZENSHIP</p> <p>The student thinks critically and creatively about social studies topics and themes.</p> <p>The student connects learning to the responsibilities and rights of citizenship.</p> | <p>Through critical reflection and the application of social studies learning to citizenship, the student:</p> <ul style="list-style-type: none"> ■ assesses the impact of individual and collective actions on the larger community ■ proposes alternative approaches to social issues ■ takes an informed and ethically defensible stand on social issues ■ supports democratic values, fairness and human rights in daily life ■ accepts diversity and recognizes human commonalities in a changing and complex world |

PHYSICAL EDUCATION and HEALTH EDUCATION

| CATEGORY | DESCRIPTIONS—GRADES 1 to 8 |
|--|---|
| <p>MOVEMENT</p> <p>The student acquires movement concepts and skills for safe and functional use in a variety of physical activities and environments.</p> | <p>The student</p> <ul style="list-style-type: none"> ■ shows an understanding of the concepts related to basic movement, movement development, activity-specific movement, physical activity risk management, teamwork, and fair play ■ demonstrates safe and functional use of selected movement skills in sports and games, alternative pursuits, and rhythmic/gymnastic activities |
| <p>FITNESS MANAGEMENT</p> <p>The student acquires fitness concepts and skills that contribute to personal fitness development through a variety of physical activities and fitness development experiences.</p> | <ul style="list-style-type: none"> ■ shows an understanding of the concepts related to fitness components, fitness benefits, fitness development ■ actively and safely participates in activities that enhance general fitness and aerobic capacity ■ understands and demonstrates fitness management skills and strategies for the development of physical activity habits and personal fitness |
| <p>HEALTHY LIFESTYLES</p> <p>The student acquires concepts and applicable personal and interpersonal skills in developing well-being, healthy lifestyle practices, and healthy relationships.</p> | <ul style="list-style-type: none"> ■ shows an understanding of curriculum-related concepts, practices, responsibilities associated with major health issues ■ shows an understanding of personal and social management concepts and skills that promote well-being, healthy choices, cooperation with others and healthy relationships |

| CATEGORY | DESCRIPTIONS—GRADES 1 to 8 |
|--|---|
| <p>MAKING</p> <p>The learner develops language and practices for making music.</p> | <p>The student</p> <ul style="list-style-type: none"> ■ develops skills for singing, playing, improvising, and moving ■ develops skills for making music through aural, written, and visual music systems ■ develops competencies for using elements of music in a variety of contexts ■ develops listening competencies for making music |
| <p>CREATING</p> <p>The learner generates, develops, and communicates ideas for creating music.</p> | <ul style="list-style-type: none"> ■ generates ideas for creating music using a variety of sources ■ experiments with, develops, and uses ideas for creating music ■ revises, refines, and shares music ideas and creative work |
| <p>CONNECTING</p> <p>The learner develops understandings about the significance of music by making connections to various contexts of times, places, social groups, and cultures.</p> | <ul style="list-style-type: none"> ■ experiences and develops an awareness of people and practices from various times, places, social groups, and cultures ■ experiences and develops an awareness of a variety of music genres, styles, and traditions ■ demonstrates an understanding of the roles, purposes, and meanings of music in the lives of individuals and in communities |
| <p>RESPONDING</p> <p>The learner uses critical reflection to inform music learning and to develop agency and identity.</p> | <ul style="list-style-type: none"> ■ generates initial reactions to music experiences ■ listens to, observes, and describes music experiences ■ analyzes and interprets music experiences ■ constructs meaning and applies new understandings from music experiences |

| CATEGORY | DESCRIPTIONS—GRADES 1 to 8 |
|--|---|
| <p>MAKING</p> <p>The learner develops language and practices for making dance.</p> | <p>The student</p> <ul style="list-style-type: none"> ■ demonstrates an understanding of and a facility with the elements of dance in a variety of contexts ■ develops a facility with dance techniques ■ demonstrates musicality through dance |
| <p>CREATING</p> <p>The learner generates, develops, and communicates ideas for creating dance.</p> | <ul style="list-style-type: none"> ■ generates ideas for creating dance using a variety of sources ■ experiments with, develops, and uses ideas for creating dance ■ revises, refines, and shares dance ideas and creative work |
| <p>CONNECTING</p> <p>The learner develops understandings about the significance of dance by making connections to various contexts of times, places, social groups, and cultures.</p> | <ul style="list-style-type: none"> ■ experiences and develops an awareness of people and practices from various times, places, social groups, and cultures ■ experiences and develops an awareness of a variety of dance genres, styles, and traditions ■ demonstrates an understanding of the roles, purposes, and meanings of dance in the lives of individuals and in communities |
| <p>RESPONDING</p> <p>The learner uses critical reflection to inform dance learning and to develop agency and identity.</p> | <ul style="list-style-type: none"> ■ generates initial reactions to dance experiences ■ observes and describes dance experiences ■ analyzes and interprets dance experiences ■ constructs meaning and applies new understandings from dance experiences |

| CATEGORY | DESCRIPTIONS—GRADES 1 to 8 |
|--|---|
| <p>MAKING</p> <p>The learner develops language and practices for making drama/theatre.</p> | <p>The student</p> <ul style="list-style-type: none"> ■ demonstrates an understanding of and a facility with a variety of dramatic forms ■ develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts ■ demonstrates an understanding of and a facility with theatrical elements that contribute to the dramatic arts |
| <p>CREATING</p> <p>The learner generates, develops, and communicates ideas for creating drama/theatre.</p> | <ul style="list-style-type: none"> ■ generates ideas for creating drama/theatre using a variety of sources ■ experiments with, develops, and uses ideas for creating drama/theatre ■ revises, refines, and shares drama/theatre ideas and creative work |
| <p>CONNECTING</p> <p>The learner develops understandings about the significance of the dramatic arts by making connections to various contexts of times, places, social groups, and cultures.</p> | <ul style="list-style-type: none"> ■ experiences and develops an awareness of people and practices from various times, places, social groups, and cultures ■ experiences and develops an awareness of a variety of dramatic forms, styles, and traditions ■ demonstrates an understanding of the roles, purposes, and meanings of dramatic arts in the lives of individuals and in communities |
| <p>RESPONDING</p> <p>The learner uses critical reflection to inform dramatic arts learning and to develop agency and identity.</p> | <ul style="list-style-type: none"> ■ generates initial reactions to dramatic arts experiences ■ observes and describes dramatic arts experiences ■ analyzes and interprets dramatic arts experiences ■ constructs meaning and applies new understandings from dramatic arts experiences |

| CATEGORY | DESCRIPTIONS—GRADES 1 to 8 |
|--|--|
| <p>MAKING</p> <p>The learner develops language and practices for making visual art.</p> | <p>The student</p> <ul style="list-style-type: none"> ■ demonstrates understanding of the elements and principles of artistic design in a variety of contexts ■ demonstrates understanding of and facility with visual arts media, tools, and processes ■ develops skills in observation and depiction |
| <p>CREATING</p> <p>The learner generates, develops, and communicates ideas for creating visual art.</p> | <ul style="list-style-type: none"> ■ generates ideas for creating art using a variety of sources ■ develops original artworks, integrating ideas and art elements, principles, and media ■ revises, refines, and shares ideas and original artworks |
| <p>CONNECTING</p> <p>The learner develops understandings about the significance of the visual arts by making connections to various contexts of times, places, social groups, and cultures.</p> | <ul style="list-style-type: none"> ■ experiences and develops an awareness of artists and artworks from various times, places, social groups, and cultures ■ experiences and develops an awareness of a variety of art forms, styles, and traditions ■ demonstrates an understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities |
| <p>RESPONDING</p> <p>The learner uses critical reflection to inform visual arts learning and to develop agency and identity.</p> | <ul style="list-style-type: none"> ■ generates initial reactions to visual art experiences ■ observes and describes art experiences ■ analyzes and interprets art experiences ■ constructs meaning and applies new understandings from art experiences |

FRENCH
English Program

| CATEGORY | DESCRIPTIONS—GRADES 1 to 3 |
|--|--|
| <p>ORAL COMMUNICATION</p> <p>The student listens with the support of visuals and demonstrates understanding of simple spoken French modeled by the teacher.</p> | <p>The student</p> <ul style="list-style-type: none"> ■ listens for specific information related to a theme or learning experiences, and demonstrates understanding ■ responds when he hears familiar sounds, key words, and phrases by <ul style="list-style-type: none"> ■ raising a hand ■ standing up ■ pointing ■ listens and follows simple commands <ul style="list-style-type: none"> ■ Lève-toi./Levez-vous. ■ Lève la main./Levez la main. ■ Mets ton manteau./Mettez votre manteau. ■ listens and responds to familiar, modeled questions by nodding yes or no or with a visual of a happy/sad face <ul style="list-style-type: none"> ■ Ça va? ■ J’aime le soccer et toi? ■ communicates a simple message correctly (pronunciation and intonation as modeled by the teacher) ■ communicates basic needs as modeled by the teacher <ul style="list-style-type: none"> ■ e.g., asks for clarification using gestures and single words <ul style="list-style-type: none"> – Excusez-moi. – Pardon. ■ uses and reuses familiar expressions and thematic vocabulary as modeled by the teacher <ul style="list-style-type: none"> ■ uses greetings/expressions <ul style="list-style-type: none"> – Bonjour, Madame. – Au revoir, Monsieur. – Je m’appelle Nate. ■ answers simple questions on familiar topics using words and phrases as modeled by the teacher <ul style="list-style-type: none"> – Qu’est-ce que c’est? C’est un crayon. – J’aime le soccer et toi? Oui, j’aime le soccer. |
| READING | N/A not formally assessed—Students are exposed to pre-reading activities. |
| WRITING | N/A not formally assessed—Students are exposed to pre-writing activities. |

FRENCH
English Program (continued)

| CATEGORY | DESCRIPTIONS— GRADE 4 | DESCRIPTIONS— GRADES 5 to 8 |
|--|--|--|
| <p>ORAL COMMUNICATION</p> <p>The student listens and speaks to communicate ideas and to interact with others.</p> | <p>The student</p> <ul style="list-style-type: none"> ■ demonstrates listening comprehension with oral or written responses (illustrations, numbers, alphabetical letters, words, phrases and, complete sentences) ■ demonstrates listening comprehension by responding to classroom instructions (e.g., <i>Viens t'asseoir.</i>) ■ demonstrates oral competence by speaking with others and by presenting information: <ul style="list-style-type: none"> ■ talks about himself e.g., <i>Je m'appelle John. J'ai un chien brun. J'ai deux frères et une sœur.</i> ■ asks and answers questions e.g., <i>Quel âge as-tu?</i> <i>J'ai 6 ans.</i> ■ communicates needs and preferences e.g., <i>Est-ce que je peux aller boire de l'eau?</i> e.g., <i>Est-ce que tu aimes les pommes? Oui, j'aime les pommes. Non, je n'aime pas les pommes.</i> ■ communicates ideas coherently as modeled by the teacher ■ uses appropriate vocabulary and expressions to communicate as modeled by the teacher ■ respects simple sentence structure ■ respects pronunciation of the French language as modeled by the teacher (intonation, pace, rhythm) | <p>The student</p> <ul style="list-style-type: none"> ■ demonstrates listening comprehension with oral or written responses (in complete sentences) ■ demonstrates listening comprehension by responding to classroom instructions (e.g., <i>Sortez vos stylos.</i>) ■ demonstrates oral competence by speaking with others and by presenting information as modeled by the teacher and according to grade level: <ul style="list-style-type: none"> ■ communicates ideas coherently ■ uses appropriate vocabulary and expressions to communicate information ■ respects sentence structure ■ respects pronunciation of the French language (intonation, pace, rhythm) ■ uses grammatical forms accurately to communicate the message |
| <p>READING</p> <p>The student reads for meaning and responds to written text.</p> | <ul style="list-style-type: none"> ■ demonstrates an understanding of short, familiar, illustrated texts characterized by simple repetitive sentences. ■ responds to text with oral or written responses, modeled by the teacher ■ identifies the main idea of a short illustrated text ■ responds to written texts by giving an opinion (e.g.,: <i>J'aime ... / Je n'aime pas ...</i>) ■ reads aloud with fluency and accuracy a short, simple illustrated text that has been explored as a class | <ul style="list-style-type: none"> ■ demonstrates an understanding of a variety of familiar texts with oral or written responses as modeled by the teacher: <ul style="list-style-type: none"> ■ identifies the main idea and supporting details of a variety of texts ■ responds to written texts by giving an opinion ■ reads aloud with fluency and accuracy (text appropriate for the grade level) |
| <p>WRITING</p> <p>The student writes to communicate ideas and information.</p> | <ul style="list-style-type: none"> ■ writes a simple French sentence from a model e.g., <i>Je m'appelle Susan.</i> ■ uses appropriate vocabulary, expressions, grammatical forms, spelling, capitalization, and punctuation | <ul style="list-style-type: none"> ■ writes various types of short texts on familiar topics following a model, with increasing independence ■ writes the main idea with supporting details ■ uses appropriate vocabulary, expressions, grammatical forms, spelling, capitalization and punctuation accurately ■ revises and refines written texts |



MANITOBA PROVINCIAL
REPORT CARD POLICY
AND GUIDELINES

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