Manitoba Report Card Grade Scale—Science Achievement Profiles (Grades 1 to 8) Subject Category: Knowledge and Understanding					
Category indicator	**Extent to which the student is meeting grade-level[*] learning outcomes, across the provincial report card grading scale**				
	Not demonstrated (ND)	**Limited (1)**	**Basic (2)**	**Good (3)**	**Very good to excellent (4)**
Demonstrates an understanding of concepts.	Does not yet demonstrate the required understanding and application of concepts and skills.	Requires considerable ongoing teacher[1] support to explain concepts related to a topic of study.	Requires occasional teacher or peer support to explain concepts related to a topic of study.	Explains concepts related to a topic of study.	Explains concepts related to a topic of study accurately, clearly, and flexibly.
Makes connections between scientific skills, knowledge, and understanding, and new and/or real-world situations.		Requires considerable ongoing teacher support to ▪ apply science skills and concepts to similar situations ▪ make connections between science concepts and real-world contexts	Requires occasional teacher or peer support to ▪ apply science skills and concepts to similar situations ▪ make connections between science concepts and real-world contexts	Applies science skills and concepts appropriately to similar situations. Makes connections between science concepts and real-world applications.	Consistently applies science skills and concepts to similar and to new situations. Logically and creatively makes connections between science concepts and real-world applications.
Communicates scientific understanding ▪ verbally (oral or written statements or questions) ▪ concretely (models) ▪ mathematically (charts, graphs, or formulas) ▪ pictorially (illustrations or diagrams)		Requires considerable ongoing teacher support to ▪ express scientific thinking and reasoning ▪ represent data and ideas appropriately ▪ describe thinking and reasoning using science vocabulary	Requires occasional teacher or peer support to ▪ express scientific thinking and reasoning ▪ represent data and ideas appropriately ▪ describe thinking and reasoning using science vocabulary	Requires occasional prompting to ▪ express scientific thinking and reasoning ▪ represent data and ideas appropriately ▪ describe thinking and reasoning using science vocabulary	Explains thinking and reasoning clearly using appropriate science vocabulary. Consistently represents data and ideas accurately, appropriately, and efficiently.

[1]Teacher support may include an educational assistant, resource teacher, et cetera, as directed by the teacher.

[*]Grades are based on what is developmentally appropriate for the time of year toward attaining end-of-grade learning outcomes or learning outcomes described in an individual education plan. References in the table to "support," "prompt," et cetera, do **not** refer to adaptations defined as "a change in the teaching process, materials, assignments or pupil products to assist a pupil to achieve the expected learning outcomes" (Manitoba Education and Training, www.edu.gov.mb.ca/k12/specedu/programming/adaptation.html).