A Profile of Student Learning and Performance in Manitoba

2006–2007

Manitoba

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INTRODUCTION

Manitobans expect public schools to fulfill a variety of goals. They want them to prepare students for post-secondary education and meaningful work, and to encourage students to actively participate in their communities. It is vital that students learn to read and write, apply mathematics and science to real-life situations, and appreciate art and music. Manitobans also want schools to encourage students to pursue active, healthy lifestyles.

Manitobans equally expect schools to provide students with rich social experiences that connect them to their friends, peers, and teachers. Imagination, curiosity, critical thinking skills, student engagement, self-confidence, perseverance, social responsibility, citizenship, leadership, and the ability to work with others to resolve differences are valued aspects of learning.

A Balanced Approach to Student Assessment

- **Assessment *as* Learning**
- **Assessment *for* Learning**
- **Assessment *of* Learning**

To achieve these challenging goals, Manitoba Education, Citizenship and Youth continues to work collaboratively with school communities across the province to provide a high-quality education to all students. This is a complex and challenging undertaking. It requires the development of rigorous and relevant curricula, instructional strategies designed to engage the learner, and the use of ongoing assessment processes to improve student learning. Numerous resources are required: financial, professional expertise, technical infrastructure and facilities, and community and parental support.

To date, we have evidence that Manitoba students are responding well to these challenges. One study of literacy skills based on international testing pointed out that "Provincial differences in reading achievement are relatively minor, and the differences that exist are partly the consequence of the intake characteristics of their students" (SPR Associates Inc. v). Further, the study notes that Canada ranks highly in reading, not only on the average performance on PISA assessments, but also in the relatively small gap between the highest achievers and the lowest achievers. These results suggest that education in Canada and in Manitoba is of high quality, and, further, reduces the effect that socio-economic status has on achievement.

To meet rapidly changing demands, schools are developing new ways of providing rewarding learning opportunities and social experiences, as well as new ways of assessing and reporting on the impact of these opportunities, particularly to students and parents but also to the general public.

Assessment is an integral part of the daily work of teachers in guiding successful learning for all students. Assessment provides teachers and students with opportunities to review and reflect on learning, reinforce learning, and, when necessary, make adaptations to teaching and learning. Communicating assessment information provides parents with a greater understanding of their child's successes and learning needs, and the general public with a perspective on educational issues and needs.

Student assessment serves three purposes in classrooms across the province: assessment *for* learning, assessment *as* learning, and assessment *of* learning. A balance among each of these purposes is important for ensuring successful learning and appropriate educational practices and policies.

Assessment *for* learning provides teachers with information to use to plan effective instruction, and students with information about their progress toward learning goals. Its purpose is to improve learning. Assessment *for* learning techniques (such as observation, conferencing, and descriptive feedback) help teachers use assessment to promote learning. They gain insights into whether students are learning and using what they know, which allows them to target instruction and, if necessary, access other supports to help students meet their goals.

For more information on classroom assessment, see *Rethinking Classroom Assessment with Purpose in Mind: Assessment* for *Learning*, *Assessment* as *Learning, Assessment* of *Learning.* Available online at <www.edu.gov.mb.ca/k12/assess/publications.html>.

Assessment *as* learning is an emerging emphasis in Manitoba. Its purpose is to enhance students' abilities to think about their own learning. Assessment *as* learning focuses on the students' role in making critical decisions about their own learning and coming to know themselves as learners. Students who are active, engaged, and critical assessors can discover where they are now in relation to where they want to be, set personal learning goals, and develop strategies to achieve them.

Assessment *of* learning is perhaps the most familiar purpose for student assessment. This approach focuses on measuring and monitoring learning after the fact. It involves using the assessment information to determine or confirm student achievement and, often, it involves reporting these assessments to parents, school communities, and the general public. Examples of assessment of learning practices include provincial assessments, such as the Grade 12 standards tests in language arts and mathematics, division-wide assessments, and classroom assignments and tests used for report cards. Assessments of learning can help to inform important instructional, programming, and policy-making decisions. They also help to set educational priorities, plan for educational improvement, and serve multiple levels of accountability.

A Profile of Student Learning and Performance in Manitoba, 2006–2007 is largely a provincial report on results from assessments of learning. It provides opportunities for school communities to identify specific groups of students in the province, and reflect and initiate conversations on what they are and are not achieving. It also helps to identify areas where families, school communities, educational organizations, and government can work together to provide all students with the best education possible.

This report follows the pattern of previous reports by providing an overview of provincial assessment information over the past five years, particularly in the core subject areas of language arts and mathematics. It provides a Canadian and provincial overview of the School Achievement Indicators Program (SAIP) 2004 Science III assessment results and information on high school completion in Manitoba. This report also outlines departmental initiatives aimed at enlarging understanding and professional learning on provincial results, as well as improving the use of these results and other forms of assessment information to inspire student learning.

This document presents only a portion of all the assessment of learning information generated in classrooms across the province. As such, it complements annual public reports on student success that schools and school divisions prepare for their local communities. For parents, the best source of information on individual student development and performance continues to be conversations with their children's teachers. These conversations can incorporate all three types of assessment, providing parents with a richer understanding of how well their children are learning.

Provincial Classroom-Based Results

Manitoba's Grade 3 Assessment is a classroom-based approach to assessing critical competencies of students in the province's English, French Immersion, and Français programs in reading, "lecture" (reading in French), and numeracy. Performance information is gathered from numerous sources, including students' previous teachers, routine classroom observations and assessments, and, as required, further classroom-based assessments that directly address specific critical competencies.

Grade 3 Assessment in Reading and "Lecture"

The primary purpose of the Grade 3 Assessment is to provide information to parents about their children's achievement in reading and numeracy at the beginning of Grade 3, and in "lecture" for students in the French Immersion Program at the beginning of Grade 4. It also assists teachers and parents in responding to individual student learning needs. This assessment is not a standards test or a diagnostic instrument.

Grade 3 Assessment Policy

Manitoba's Grade 3 Assessment policy and program are described in *Grade 3 Assessment in Reading, "Lecture," and Numeracy and Grade 4 Assessment in French Immersion "Lecture."* This document is available online at <www.edu.gov.mb.ca/ks4/assess/publications.html>.

It is also available at all Early Years schools.

All students in Grade 3 (English, Français, and French Immersion programs) and in Grade 4 French Immersion participate in the Grade 3 Assessment each fall. In the 2006–2007 school year, 14,421 students participated in the Grade 3 Assessment. This included 10,990 students in the Grade 3 English Program, 1,577 in the Grade 3 French Immersion Program, 415 in the Français Program, and 1,439 students in the Grade 4 French Immersion Program.

The following tables provide provincial summary information on the percentage of students who were reported as needing ongoing help to meet expectations, needing some help to meet expectations, and meeting expectations. These results provide a provincial picture of student achievement that is based on teacher's assessments of their own students' performance in selected competencies relative to evaluation criteria provided by the Department. The results are based on data provided to the Department by school divisions and independent schools.

Tables 1 and 2 provide provincial summary results for the 2002 to 2006 school years for the percentage of students who need ongoing help to meet expectations, who need some help, and who meet expectations in reading. Results are presented by the program (English, French Immersion, or Français) in which students are enrolled.

Table 1: Grade 3 Reading Competency (% of Students) – English Program – Fall 2002–2006

Area	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Reflection: Student's ability to think about own learning as a reader	2006–07	13.1	32.5	54.4
	2005–06	13.5	30.8	55.7
	2004–05	12.3	32.7	54.9
	2003–04	12.3	32.1	55.6
	2002–03	13.2	30.8	56.0
Oral Reading Skills & Strategies: Student's ability to use a variety of strategies to read	2006–07	18.0	17.5	64.5
	2005–06	16.9	18.5	64.7
	2004–05	16.5	18.3	65.2
	2003–04	16.2	18.9	64.9
	2002–03	16.0	18.9	65.1
Reading Comprehension: Student's ability to understand and draw conclusions from text	2006–07	14.0	25.1	60.9
	2005–06	13.6	25.0	61.4
	2004–05	13.0	25.6	61.4
	2003–04	13.2	25.4	61.3
	2002–03	13.1	25.6	61.2

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Table 2: Grade 3 Reading Competency (% of Students) – French Immersion Program – Fall 2002–2006

Area	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Reflection: Student's ability to think about own learning as a reader	2006–07	9.3	32.5	58.3
	2005–06	7.7	32.6	59.6
	2004–05	7.7	30.2	62.0
	2003–04	8.5	26.1	65.4
	2002–03	6.6	30.0	63.4
Oral Reading Skills & Strategies: Student's ability to use a variety of strategies to read	2006–07	10.7	14.8	74.6
	2005–06	8.8	15.4	75.7
	2004–05	10.5	14.9	74.6
	2003–04	10.3	15.7	74.0
	2002–03	8.5	18.8	72.7
Reading Comprehension: Student's ability to understand and draw conclusions from text	2006–07	7.5	21.1	71.4
	2005–06	5.9	21.8	72.3
	2004–05	9.3	17.8	72.8
	2003–04	6.7	20.3	73.0
	2002–03	7.5	20.5	72.0

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Majority of Students Meet Expectations

The 2006 results for Grade 3 reading and "lecture" indicate that the majority of Manitoba students, as assessed by their teachers, met expectations for all three competencies (reflection, oral reading, and comprehension). These results are consistent with results from previous years.

Tables 3 and 4 provide a provincial summary of "lecture" (reading in French) assessment results for the 2002 to 2006 school years for Grade 3 students in the Français Program, and Grade 4 students in the French Immersion Program.

Table 3: Grade 3 "Lecture" (% of Students) – Français Program – Fall 2002–2006

Area	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Reflection: Student's ability to think about own learning as a reader	2006–07	11.4	25.6	63.0
	2005–06	13.6	24.9	61.6
	2004–05	10.5	30.2	59.4
	2003–04	11.9	29.9	58.2
	2002–03	12.0	27.8	60.2
Oral Reading Skills & Strategies: Student's ability to use a variety of strategies to read	2006–07	21.1	22.5	56.4
	2005–06	14.6	27.4	58.0
	2004–05	17.0	24.1	58.9
	2003–04	16.8	25.7	57.5
	2002–03	18.0	24.3	57.6
Reading Comprehension: Student's ability to understand and draw conclusions from text	2006–07	12.3	24.4	63.3
	2005–06	16.8	27.6	55.2
	2004–05	15.6	28.5	56.0
	2003–04	14.7	24.5	60.7
	2002–03	13.8	29.6	56.6

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Table 4: Grade 4 "Lecture" (% of Students) – French Immersion Program – Fall 2002–2006

Area	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Reflection: Student's ability to think about own learning as a reader	2006–07	12.0	28.2	59.8
	2005–06	9.1	31.4	59.4
	2004–05	10.2	31.6	58.2
	2003–04	9.0	30.8	60.1
	2002–03	8.1	26.7	65.3
Oral Reading Skills & Strategies: Student's ability to use a variety of strategies to read	2006–07	16.6	27.0	56.4
	2005–06	14.7	29.0	56.2
	2004–05	17.9	29.3	52.8
	2003–04	15.6	28.2	56.2
	2002–03	12.7	27.0	60.4
Reading Comprehension: Student's ability to understand and draw conclusions from text	2006–07	11.9	27.6	60.5
	2005–06	9.3	29.9	60.9
	2004–05	9.2	31.7	59.0
	2003–04	8.5	30.5	61.1
	2002–03	11.2	24.2	64.5

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

The 2006 "lecture" results for the Grade 3 students in the Français Program and Grade 4 students in the French Immersion Program indicate that the majority of students met expectations for all three competencies. This is consistent with results from previous years.

Grade 3 Assessment in Numeracy

Tables 5, 6, and 7 provide provincial summary results for the 2002 to 2006 school years for the percentages of students who need ongoing help, need some help to meet expectations, and meet expectations in numeracy (*notions de calcul*, in French). Once again, results are presented according to the program in which the students were enrolled.

Table 5: Grade 3 Numeracy (% of Students) – English Program – Fall 2002–2006

Area	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Student sorts objects using one mathematical attribute; identifies attributes such as shape and size	2006–07	8.1	26.7	65.1
	2005–06	9.3	27.9	62.8
	2004–05	9.0	27.2	63.9
	2003–04	8.4	28.8	62.8
	2002–03	8.6	26.4	65.1
Student selects the appropriate standard unit; estimates and measures length	2006–07	11.1	32.1	56.8
	2005–06	10.9	31.8	57.3
	2004–05	10.2	32.4	57.4
	2003–04	10.1	32.5	57.4
	2002–03	10.0	31.4	58.6
Student recalls addition facts to 10	2006–07	17.8	27.3	54.9
	2005–06	15.9	27.6	56.6
	2004–05	16.2	28.0	55.8
	2003–04	13.2	27.5	59.3
	2002–03	13.1	29.1	57.8
Student recalls subtraction facts to 10	2006–07	29.4	31.4	39.2
	2005–06	27.6	31.9	40.5
	2004–05	27.4	33.4	39.2
	2003–04	27.6	33.9	38.5
	2002–03	26.0	37.0	37.0
Student represents and compares numbers to 100, using terms such as even, odd, more, less, and same as	2006–07	6.4	22.1	71.5
	2005–06	7.3	22.4	70.3
	2004–05	6.5	22.6	70.9
	2003–04	6.1	23.0	70.9
	2002–03	6.4	24.1	69.5

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Overall, for the 2006 school year, teachers reported their students to be strongest in representing and comparing numbers, sorting objects, and reading and interpreting graphs. As in previous years, students experienced the most difficulty recalling subtraction facts to 10.

Table 5: Grade 3 Numeracy (% of Students) – English Program – Fall 2002–2006 *(Continued)*

Area	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Student understands place value to 100	2006–07	11.4	26.9	61.8
	2005–06	11.9	27.5	60.6
	2004–05	8.8	25.5	65.7
	2003–04	10.9	28.8	60.4
	2002–03	10.3	25.8	63.9
Student identifies, extends, and describes mathematical patterns	2006–07	9.4	35.2	55.4
	2005–06	9.8	35.2	55.0
	2004–05	8.5	36.2	55.3
	2003–04	8.8	38.4	52.8
	2002–03	9.9	40.0	50.2
Student solves and creates addition and subtraction story problems	2006–07	14.7	31.9	53.4
	2005–06	15.0	31.4	53.6
	2004–05	13.9	31.1	55.0
	2003–04	13.4	32.7	53.9
	2002–03	12.5	30.2	57.3
Student reads and interprets graphs	2006–07	9.3	28.9	61.8
	2005–06	9.5	27.9	62.5
	2004–05	8.2	28.7	63.1
	2003–04	7.1	28.7	64.2
	2002–03	7.8	27.2	64.9

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Table 6: Grade 3 Notions de calcul (% of Students) – French Immersion Program – Fall 2002–2006

Area	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Student sorts objects using one mathematical attribute; identifies attributes such as shape and size	2006–07	6.2	28.4	65.5
	2005–06	5.4	24.8	69.8
	2004–05	6.4	22.5	71.1
	2003–04	5.9	23.7	70.4
	2002–03	5.0	24.1	70.9
Student selects the appropriate standard unit; estimates and measures length	2006–07	8.0	28.7	63.3
	2005–06	5.2	26.2	68.6
	2004–05	6.9	27.9	65.2
	2003–04	8.1	28.9	63.0
	2002–03	5.9	25.6	68.5
Student recalls addition facts to 10	2006–07	16.1	29.8	54.1
	2005–06	14.9	27.7	57.4
	2004–05	14.1	30.2	55.7
	2003–04	12.5	27.9	59.5
	2002–03	11.0	30.9	58.1
Student recalls subtraction facts to 10	2006–07	28.4	35.3	36.3
	2005–06	26.3	30.5	43.2
	2004–05	29.3	30.2	40.5
	2003–04	26.3	35.5	38.5
	2002–03	23.0	38.4	38.6
Student represents and compares numbers to 100, using terms such as even, odd, more, less, and same as	2006–07	3.9	21.8	74.3
	2005–06	3.5	18.2	78.3
	2004–05	4.3	22.5	73.3
	2003–04	5.1	20.3	74.6
	2002–03	5.1	19.6	75.4
Student understands place value to 100	2006–07	7.8	27.5	64.7
	2005–06	5.2	24.3	70.5
	2004–05	8.8	25.5	65.7
	2003–04	7.6	25.8	66.5
	2002–03	6.4	21.0	72.6
Student identifies, extends, and describes mathematical patterns	2006–07	5.5	32.1	62.4
	2005–06	4.0	27.0	69.0
	2004–05	4.8	31.4	63.9
	2003–04	5.7	33.1	61.2
	2002–03	4.7	34.3	61.0
Student solves and creates addition and subtraction story problems	2006–07	12.6	34.0	53.4
	2005–06	8.0	26.1	66.0
	2004–05	10.6	30.7	58.7
	2003–04	9.3	28.9	61.8
	2002–03	10.0	30.3	59.7
Student reads and interprets graphs	2006–07	7.7	34.4	57.9
	2005–06	7.3	27.4	65.4
	2004–05	6.0	28.8	65.2
	2003–04	7.9	29.9	62.2
	2002–03	7.1	27.2	65.7

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Table 7: Grade 3 Notions de calcul (% of Students) – Français Program – Fall 2002–2006

Area	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Student sorts objects using one mathematical attribute; identifies attributes such as shape and size	2006–07	3.4	17.8	78.8
	2005–06	2.2	25.4	72.4
	2004–05	3.4	18.4	78.2
	2003–04	2.5	15.1	82.4
	2002–03	3.5	27.5	69.0
Student selects the appropriate standard unit; estimates and measures length	2006–07	3.1	14.0	82.9
	2005–06	2.2	21.1	76.6
	2004–05	5.4	23.5	71.1
	2003–04	4.2	12.9	82.9
	2002–03	3.8	19.9	76.3
Student recalls addition facts to 10	2006–07	11.6	23.6	64.8
	2005–06	9.0	30.8	60.2
	2004–05	9.1	27.7	63.2
	2003–04	5.4	25.2	69.3
	2002–03	6.8	34.8	58.4
Student recalls subtraction facts to 10	2006–07	25.3	29.4	45.3
	2005–06	28.1	34.3	37.6
	2004–05	18.1	34.8	47.1
	2003–04	13.1	38.6	48.3
	2002–03	14.1	39.8	46.1
Student represents and compares numbers to 100, using terms such as even, odd, more, less, and same as	2006–07	2.7	19.8	77.6
	2005–06	3.0	19.7	74.4
	2004–05	7.1	25.2	67.6
	2003–04	5.2	17.3	77.5
	2002–03	2.8	27.2	70.0
Student understands place value to 100	2006–07	3.9	23.1	73.0
	2005–06	8.0	25.9	66.2
	2004–05	6.1	27.7	66.2
	2003–04	4.2	22.0	73.8
	2002–03	4.5	27.7	67.8
Student identifies, extends, and describes mathematical patterns	2006–07	4.6	28.7	66.7
	2005–06	4.7	27.4	67.9
	2004–05	4.4	33.1	62.5
	2003–04	3.2	31.2	65.6
	2002–03	3.5	32.0	64.5
Student solves and creates addition and subtraction story problems	2006–07	8.4	30.6	61.0
	2005–06	10.7	34.1	55.2
	2004–05	10.0	37.3	52.7
	2003–04	10.6	37.1	52.2
	2002–03	8.3	42.6	49.1
Student reads and interprets graphs	2006–07	3.1	21.9	74.9
	2005–06	4.7	26.6	68.7
	2004–05	5.1	28.7	66.2
	2003–04	4.2	24.0	71.8
	2002–03	4.8	27.5	67.8

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Assessment is intended to inform instruction and improve student learning. The interpretation and use of assessment results is therefore critical. To that end, Manitoba Education, Citizenship and Youth shares Grade 3 provincial and jurisdictional summary results with school divisions and independent schools to help promote local conversations on educational priorities and planning for educational improvement.

Professional learning opportunities were offered to support the implementation and practice of curriculum-congruent, classroom-based assessment practices and strategies for addressing student learning needs. Summer workshops also addressed the numeracy competencies relative to the new mathematics curriculum. The Grade 3 Assessment Professional Online Learning Community also provides assessment implementation support to teachers, as well as support in using the assessment information to plan appropriate instructional strategies.

Grade 12 Language Arts Standards

At Grade 12, standards tests are mandatory in English language arts, Français – langue première, and Français langue seconde – immersion. During the 2006–07 school year, Grade 12 language arts standards tests were administered in January and June. These standards tests are worth 30% of the final course mark.

Tables 8 and 9 provide provincial for the 2002–03 to 2006–07 school years by subject including pass rates and average test scores for each test sitting.

Table 8: Grade 12 Language Arts Provincial Tests Results – January 2003–2007

Test	Year	Number Writing	Number Passed	Test Pass Rate	Average
English Language Arts	2006–07	7,784	6,286	80.8%	64.0%
	2005–06	7,982	6,197	87.2%	67.3%
	2004–05	7,803	6,661	85.4%	64.9%
	2003–04	7,921	6,827	86.2%	66.7%
	2002–03	7,808	7,171	91.8%	69.8%
Français – langue Première	2006–07	133	126	94.7%	66.5%
	2005–06	138	117	84.8%	64.8%
	2004–05	112	96	85.7%	66.3%
	2003–04	182	153	84.1%	64.0%
	2002–03	148	125	84.5%	65.1%
Français langue seconde – immersion	2006–07	386	335	86.8%	66.5%
	2005–06	294	250	85.0%	65.7%
	2004–05	247	218	88.3%	66.5%
	2003–04	362	334	92.3%	67.8%
	2002–03	409	342	83.6%	64.1%

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Grade 12 languages arts tests are specifically designed to match the curricula for English, French Immersion, or Français; therefore, the assessments of each of these tests are distinct from one another.

Table 9: Grade 12 Language Arts Provincial Tests Results – June 2003–2007

Test	Year	Number Writing	Number Passed	Test Pass Rate	Average
English Language Arts	2006–07	4,741	3,956	83.4%	64.6%
	2005–06	4,606	3,828	83.1%	64.6%
	2004–05	4,489	3,728	83.0%	64.5%
	2003–04	4,930	4,092	83.0%	64.2%
	2002–03	4,746	3,970	83.6%	65.3%
Français – langue Première	2006–07	174	157	90.2%	69.0%
	2005–06	149	135	90.6%	66.6%
	2004–05	115	108	93.9%	67.3%
	2003–04	145	108	74.5%	61.1%
	2002–03	135	124	91.9%	67.3%
Français langue seconde – immersion	2006–07	367	345	94.0%	69.8%
	2005–06	452	400	88.5%	68.1%
	2004–05	485	448	92.4%	67.0%
	2003–04	359	323	90.0%	67.1%
	2002–03	325	260	80.0%	63.6%

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Grade 12 Mathematics/Mathématiques Standards

At Grade 12, standards tests are mandatory for all students in the English, Français, and French Immersion programs who are enrolled in Applied Mathematics, Pre-calculus Mathematics, and Consumer Mathematics. Tests are administered in January and June. These are worth 30% of the final course mark.

Tables 10 and 11 provide the average test scores and pass rates of each test sitting in the 2002–03 to 2006–07 school years for each Grade 12 Mathematics/Mathématiques course for all programs combined.

Table 10: Grade 12 Mathematics/Mathematiques Provincial Tests Results – January 2003–2007

Test	Year	Number Writing	Number Passed	Test Pass Rate	Average
Applied Mathematics	2006–07	1,339	1,107	82.7%	65.0%
	2005–06	1,271	790	62.2%	54.4%
	2004–05	1,254	857	68.3%	57.4%
	2003–04	1,135	752	66.3%	57.3%
	2002–03	1,232	909	73.8%	60.4%
Consumer Mathematics	2006–07	2,009	1,638	81.5%	63.4%
	2005–06	1,798	1,566	87.1%	65.5%
	2004–05	1,476	1,294	87.7%	65.9%
	2003–04	1,976	1,743	88.2%	65.6%
	2002–03	1,776	1,507	84.9%	64.9%
Pre-Calculus	2006–07	2,295	1,626	70.8%	62.7%
	2005–06	2,150	1,613	75.0%	63.4%
	2004–05	1,797	1,355	75.4%	63.3%
	2003–04	2,058	1,363	66.2%	59.1%
	2002–03	2,028	1,391	68.6%	59.9%

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Table 11: Grade 12 Results Mathematics/Mathematiques Provincial Tests Results – June 2003–2007

Test	Year	Number Writing	Number Passed	Test Pass Rate	Average
Applied Mathematics	2006–07	1,975	1,635	82.8%	64.7%
	2005–06	1,786	1,371	77.5%	62.2%
	2004–05	2,057	1,312	63.8%	55.7%
	2003–04	1,804	1,261	69.9%	57.5%
	2002–03	1,838	1,524	82.9%	64.0%
Consumer Mathematics	2006–07	2,698	2,160	80.1%	62.2%
	2005–06	2,861	2,409	84.2%	63.0%
	2004–05	2,800	2,408	86.0%	65.3%
	2003–04	2,866	2,539	88.6%	66.1%
	2002–03	2,999	2,518	84.0%	63.7%
Pre-Calculus	2006–07	2,590	2,134	82.4%	68.7%
	2005–06	2,702	2,160	79.9%	67.6%
	2004–05	2,498	2,007	80.3%	67.5%
	2003–04	2,750	1,865	67.8%	60.5%
	2002–03	2,577	1,758	68.2%	60.4%

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Manitoba Education, Citizenship and Youth returns printed summaries of standards to schools where they are used to assess instructional strategies and support school and school division planning and program evaluation. These summaries are used by teachers to identify and address knowledge and skill areas that could be improved. Provincial standards tests and related scoring guides are also used by teachers as models for designing curriculum-based classroom instruction and assessment activities.

Grade 12 Student Course Marks

Course Descriptions

ELA Literary Focus – This course focuses on the purposes and forms of literature. Students use the six language arts (listening, speaking, reading, writing, viewing, and representing) to develop knowledge, skills, strategies, and attitudes to deepen their engagement with literary or aesthetic communication. They may view films, read novels, listen to songs, create sculptures, or write poems to bring pleasure to others or themselves, respond to experiences, or express feelings. They may also read, view, or write texts that inform, persuade, or analyze.

ELA Transactional Focus – This course focuses on the day-to-day use of language for a variety of practical purposes. Students use the six language arts (listening, speaking, reading, writing, viewing, and representing) to develop knowledge, skills, strategies, and attitudes to deepen their engagement with pragmatic communication. Students may view television and film documentaries, write proposals and reports, or listen to radio programs, speeches, and debates to gather or communicate knowledge, information, and perspectives. While the texts students read, view, and write have a practical purpose, they often use literary devices and expressive language to convey meaning.

ELA Comprehensive Focus – This course balances practical and literary purposes and uses of language, as detailed in the course descriptions for the Literary Focus and Transactional Focus. Students use the six language arts (listening, speaking, reading, writing, viewing, and representing) to develop knowledge, skills, strategies, and attitudes to deepen their engagement with pragmatic and aesthetic communication.

Tables 12, 13, 14, and 15 provide provincial summary results of student marks for selected Grade 12 Language Arts and Mathematics/Mathématiques courses. These results represent a provincial overview of teachers' assessments of their own students' levels of achievement relative to curriculum learning outcomes for the course. They are based on teacher-selected assessment strategies that reflect school, division, and provincial evaluation policies and practices.

Students in the following courses write provincial standards tests worth 30% of the final course mark.

- English Language Arts Literary Focus
- English Language Arts Transactional Focus
- English Language Arts Comprehensive Focus
- Langue et Communication (Français)
- Langue et Communication (Immersion)
- Applied Mathematics
- Consumer Mathematics
- Pre-calculus

Table 12: Distribution of Course Marks for Grade 12 English Language Arts: Comprehensive Focus, Communication, Language and Literary Forms 2004-2005 and 2005-2006

English	Year	<=49	50–59	60–69	70–79	80–89	>90
ELA: Comprehensive Focus	2005-06 N=8,207	6.5%	22.7%	24.0%	22.9%	18.2%	5.7%
	2004-05 N=8,810	6.1%	23.6%	25.2%	22.6%	17.3%	5.3%
ELA: Communication	2005-06 N=855	4.0%	16.6%	19.4%	25.7%	24.4%	9.8%
	2004-05 N=932	3.6%	14.6%	22.7%	23.5%	25.3%	10.2%
ELA: Language and Literary Forms	2005-06 N=1,658	2.6%	10.1%	16.0%	24.5%	31.7%	15.1%
	2004-05 N=1,778	2.9%	10.7%	18.7%	23.5%	30.1%	14.2%

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Table 13: Distribution of Course Marks for Grade 12 English Language Arts: Language and Transactional Forms, Literary Focus and Transactional Focus 2004-2005 and 2005-2006

English	Year	<=49	50–59	60–69	70–79	80–89	>90
ELA: Language and Transactional Forms	2005-06 N=2,262	5.2%	15.7%	21.9%	25.9%	21.9%	9.4%
	2004-05 N=2,506	3.6%	12.0%	19.9%	27.4%	27.1%	10.1%
ELA: Literary Focus	2005-06 N=3,802	2.7%	12.1%	19.0%	26.7%	27.9%	11.6%
	2004-05 N=3,815	4.3%	13.3%	18.5%	27.2%	26.6%	10.1%
ELA: Transactional Focus	2005-06 N=3,445	6.3%	20.3%	21.5%	24.9%	20.7%	6.3%
	2004-05 N=3,997	5.7%	19.1%	22.1%	25.9%	21.0%	6.3%

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

ELA Language and Literary Forms – Students use the six language arts (listening, speaking, reading, writing, viewing, and representing) to explore and produce various forms of literary or aesthetic communication.

ELA Language and Transactional Forms – Students use the six language arts (listening, speaking, reading, writing, viewing, and representing) to explore and produce various forms of practical communication.

ELA Language and Technical Communications – Students use the six language arts (listening, speaking, reading, writing, viewing, and representing) to explore and produce various forms of technical communication.

Table 14: Distribution of Course Marks for Grade 12 Mathematics / Mathematiques: Applied Mathematics, Consumer Mathematics, and Pre-Calculus 2004-2005 and 2005-2006

Mathematics	Year	<=49	50–59	60–69	70–79	80–89	>90
Applied Mathematics	2005-06 N=3,082	5.2%	24.1%	28.9%	24.3%	13.6%	3.8%
	2004-05 N=3,761	4.4%	25.6%	29.0%	23.0%	14.0%	4.1%
Consumer Mathematics	2005-06 N=5,566	7.4%	27.5%	25.7%	21.7%	13.9%	3.8%
	2004-05 N=6,732	7.2%	23.7%	24.5%	22.6%	15.9%	6.1%
Pre-Calculus Mathematics	2005-06 N=4,687	4.6%	15.1%	20.8%	22.6%	22.0%	14.9%
	2004-05 N=5,220	5.0%	13.9%	21.6%	24.4%	22.2%	12.9%

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Table 15: Distribution of Course Marks for Grade 12 Langue et communication – Français and Langue et communication – Immersion 2004-2005 and 2005-2006

Français	Year	<=49	50–59	60–69	70–79	80–89	>90
Langue et communication – Français	2005-06 N=318	0.9%	15.7%	23.3%	34.0%	20.1%	6.0%
	2004-05 N=275	0.0%	13.5%	24.0%	28.4%	27.6%	6.5%
Langue et communication – immersion	2005-06 N=780	2.9%	17.1%	25.3%	24.1%	25.3%	5.4%
	2004-05 N=805	2.4%	18.4%	23.0%	27.6%	21.7%	7.0%

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Applied Mathematics – Through classroom learning activities, students acquire technical communication skills, solve problems using technology, and develop responsibility and flexibility in their work habits. Using technology as a tool, students explore many mathematical concepts, often while working on projects. While the content of the Applied Mathematics curriculum is similar to that of the Pre-Calculus Mathematics curriculum, the emphasis on technology as a means of solving problems allows modelling of many real-world situations.

Consumer Mathematics – This course emphasizes number sense, consumer problem solving, and decision making. Students develop valuable knowledge and skills that will allow them to make informed decisions as they become independent citizens. The Consumer Mathematics curriculum addresses financial management, career exploration, home ownership and maintenance, as well as more traditional topics such as trigonometry and statistics.

Pre-Calculus Mathematics – This course is designed for students who will be continuing studies at the post-secondary level in fields related to mathematics and science. This curriculum is intended as preparation for calculus at the university level. The study of functions is the major focus of the Pre-Calculus Mathematics curriculum. Other topic areas include algebra, geometry, trigonometry, probability, and statistics.

Langue et communication–Français – By interpreting and producing a large variety of oral, written, visual, and media texts, students use French as a first language as a tool to communicate and to construct knowledge as well as a positive French identity.

Langue et communication–Immersion – Within learning situations, students interpret and produce a large variety of oral , written, visual, and media texts. By doing so, they use French as a second language as a tool to communicate, as a vehicle for learning, thinking, and growing, and as a way of appreciating francophone culture.

The School Achievement Indicators Program (SAIP) Science III (2004): Results for 13-year-old and 16-year-old Students

The School Achievement Indicators Program (SAIP) was a cyclical program of national assessments on student performance in reading, writing, mathematics, and science. It was initiated in 1989 by the Council of Ministers of Education, Canada (CMEC). In spring 2004, the SAIP Science III assessment was administered to samples of 13-year-old and 16-year-old students across Canada. It was the third in a series of science assessments and the last SAIP assessment.

The Council of Ministers of Education, Canada (CMEC) provides the ministers responsible for education in the provinces and territories with a mechanism for consultation on educational matters of mutual interest and concern. It also facilitates cooperation among the provinces and territories on a broad range of activities at the elementary, secondary, and post-secondary levels.

CMEC has implemented a new Pan-Canadian Assessment Program (PCAP). The first pan-Canadian administration took place in the spring of 2007 with reading as a major assessment domain and mathematics and science as minor domains. Test results became available during the 2007–08 school year.

Also, in 2006 CMEC announced the Aboriginal Education Action Plan to improve learning outcomes for Aboriginal students. Manitoba leads the implementation of one of the plan's key objectives: to strengthen the capacity for evidence-based decision making.

This includes:

- establishing an approach to encourage Aboriginal students to self-identify on provincial data records
- coordinating common data and indicator definitions
- initiating parallel data collection procedures

SAIP assessments measure student achievement and the context in which learning takes place at the provincial/territorial and pan-Canadian levels. Assessment results assist governments and policy makers in setting educational priorities and planning program improvements. SAIP assessments are not designed to measure achievement at the school or individual student levels, but are designed to assess program delivery across Canada and within individual jurisdictions.

This section looks at the performance levels of Manitoba students in relation to other provinces and territories. This summary is drawn from the national report referenced at the end of this section.

A total of 25,700 students—13,900 thirteen-year-old students, and 11,800 sixteen-year-old students—participated in the SAIP III assessment of science knowledge and skills. The assessment was based on the SAIP Science Assessment Framework and Criteria, which is intended to be representative of the commonly accepted knowledge and skills that students should acquire during their elementary and secondary education. It was developed and administered in both official languages.

Table 16 presents the number of Manitoba students who participated in the English and French versions of the SAIP assessment. Students in both the Français and French Immersion school programs participated in the French form of the assessment. Consequently, results for both Français and French Immersion students are combined in Manitoba-French results.

Table 16: Number of Manitoba Students Writing the SAIP Science III Assessment, Spring 2004

Age Group	English Assessment	French Assessment
13-year-olds	976	740
16-year-olds	873	323
Totals	1,849	1,063

As shown in Tables 17 and 18, 67.6% of Manitoba 13-year-olds who participated in the English assessment reached or exceeded the expected level of performance (level 2), as did 59.3% of 16-year-olds (level 3). This was equivalent to the national performance for 13-year-olds and slightly below the national performance for 16-year-olds. (Each horizontal bar represents the percentage of students who met or exceeded the indicated level.)

Confidence Intervals

SAIP results are often used to compare different groups, such as Manitoba with Canada. In the following bar graphs, you will see a horizontal line at the end of each bar. The length of this line indicates a range called a 'confidence interval'. When comparing groups, it is only when these confidence intervals do not overlap that there is most likely a true difference between the groups. Confidence intervals are necessary because samples of students from each group were used, not all students in the group, meaning that the results are not perfectly precise.

Table 17: SAIP Science 2004
Manitoba (E) – % of 13-year-olds by performance level

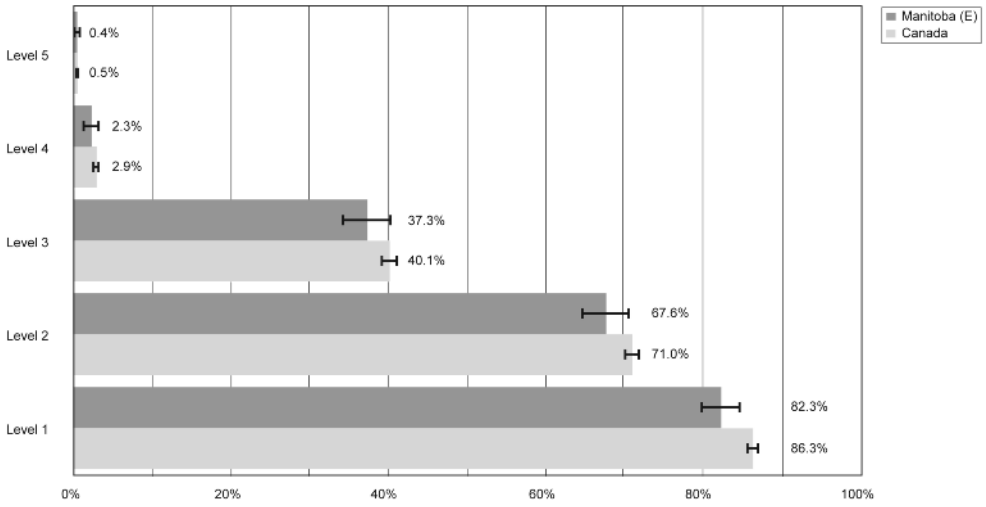
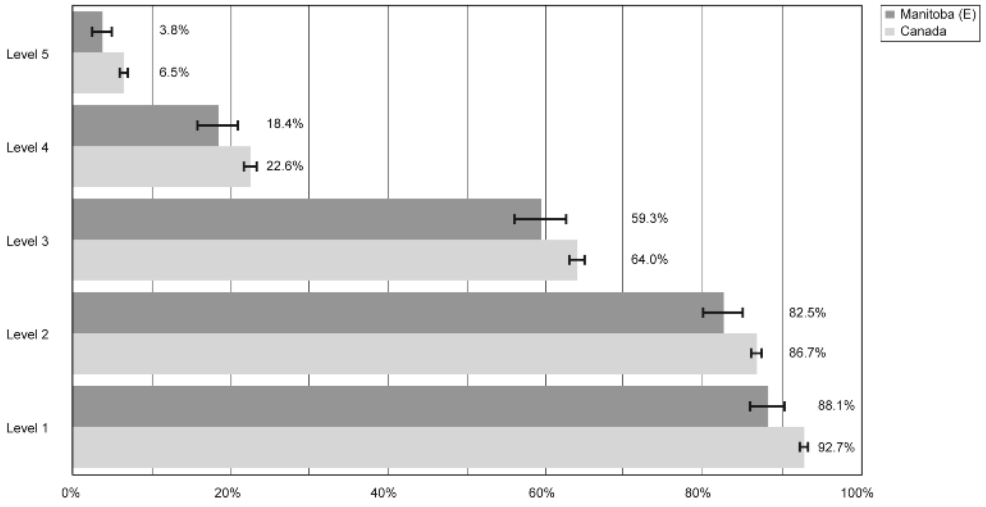


Table 18: SAIP Science 2004
Manitoba (E) – % of 16-year-olds by performance level



SAIP Achievement Criteria

Achievement criteria for SAIP assessments are described on a five-level scale, representing a continuum of knowledge and skills acquired by students over the span of their elementary and secondary education experience. Assessments are designed such that most 13-year-olds are expected to perform at level 2 and most 16-year-olds at level 3.

As shown in Tables 19 and 20, 58.4% of 13-year-old Manitoba students participating in the French assessment reached or exceeded the expected level of performance (level 2), while 58.2% of Manitoba 16-year-olds reached or exceeded level 3, the expected level of performance. This is below national performance levels at both age groups, but only slightly so for 16-year-olds.

Table 19: SAIP Science 2004
Manitoba (F) – % of 13-year-olds by performance level

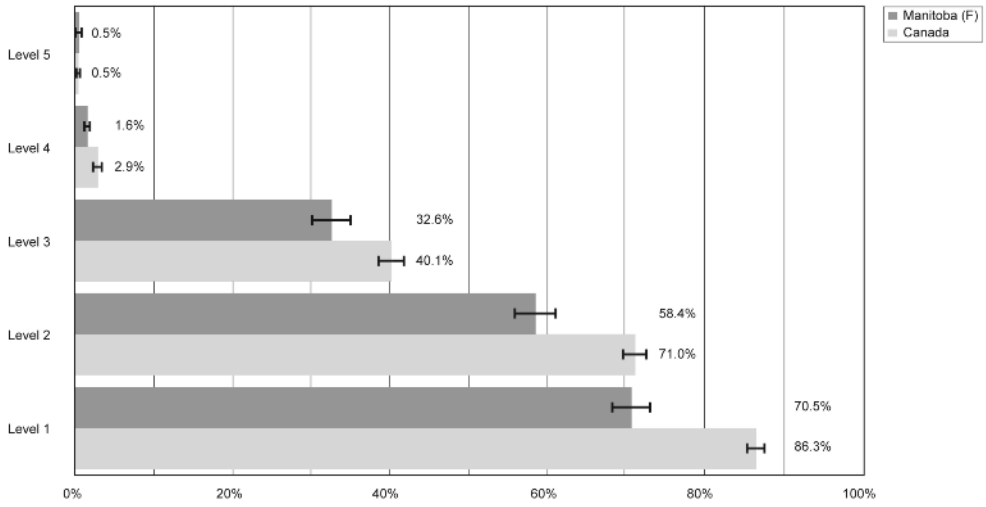
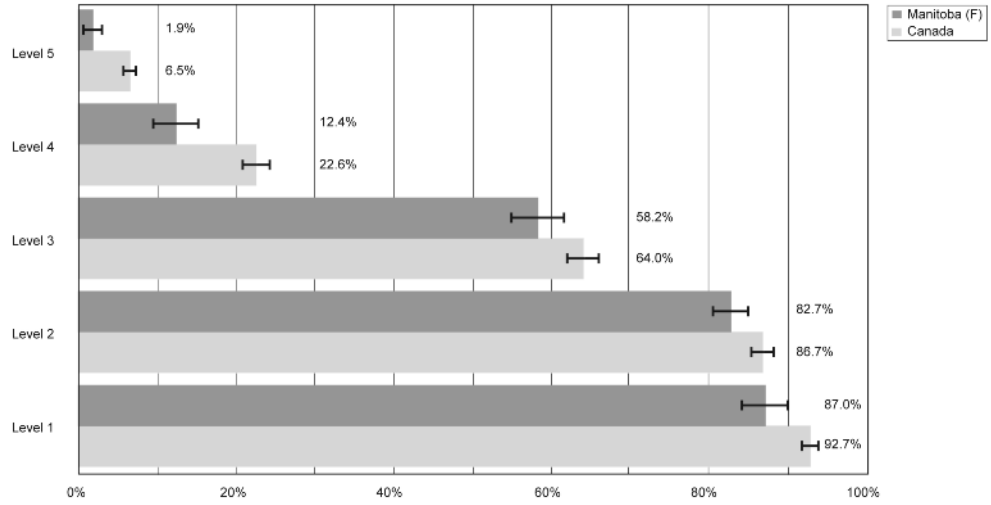


Table 20: SAIP Science 2004
Manitoba (F) – % of 16-year-olds by performance level



Students from both age groups and in almost all jurisdictions who reported that they were not interested in science, as well as those who found science one of the most difficult subjects, did not perform well on the SAIP science assessment.

Overall, results from the 2004 SAIP science assessment suggest that the relative proportions of students attaining each level were relatively consistent with results from the 1996 and the 1999 SAIP assessments. Fewer 16-year-old students, however, achieved level 2 or above in 2004 compared to 1996 and 1999. More detailed information on the SAIP science assessment is available from SAIP Science III Assessment (2004), by Council of Ministers of Education, Canada. This publication is available online at <www.cmec.ca/pcap/science3/indexe.stm>.

Toward A Pedagogy Designed for the Minority Setting

Analysis of the SAIP assessment results of francophone students in a minority-language setting clearly indicates the need to do more than implement conventional pedagogical planning strategies. Planning needs to be integrated into an overall pedagogical approach tailored to the minority community.

Such an approach involves responding to the twofold educational mission of French-language schools: fully realizing the learners' potential, and helping to maintain and develop the francophone community. To do this, schools should not only promote academic learning but encourage students to work toward greater social awareness and a higher degree of self-determination of language behaviour and affirmation of identity. The curriculum should extend beyond the traditional academic requirements and take into account the special needs of students in minority settings.

For the Pan-Canadian results of francophone students in minority-language settings, see *The School Achievement Indicators Program (SAIP) Analytical Report*. Council of Ministers of Education, Canada, p. 33.

Over the past decade, Manitoba's K–12 science curriculum has undergone renewal based on the *Common Framework of Science Learning Outcomes K to 12* (Council of Ministers of Education, Canada, 1997). Release of the new curricula began with the Early Years, followed by the Middle Years, and Grades 11 and 12 are currently being implemented. This Framework was initiated under the Pan-Canadian Protocol for Collaboration on School Curriculum and was developed by educators from Manitoba, Saskatchewan, Alberta, British Columbia, the Northwest Territories (now Nunavut and the Northwest Territories), the Yukon Territory, Ontario, and the Atlantic Provinces.

The Framework is guided by the vision that all Canadian students, regardless of gender or cultural background, will have an opportunity to develop scientific literacy. Scientific literacy is an evolving combination of science-related attitudes, skills, and knowledge students need to develop in order to become lifelong learners and to maintain a sense of wonder about the world around them.

This new curricula places an increased emphasis on the active engagement of students in real-life scientific and technological learning opportunities. In support of curriculum implementation, Manitoba Education, Citizenship and Youth has provided a range of professional learning opportunities for teachers and initiated new supports intended to help students to connect to the world outside of the classroom. This includes grants such as "Scientists in the Classroom," "Experiential Learning," and "Sustainable Development." For more information on Manitoba grant programs, see <www.edu.gov.mb.ca/grants.html>.

Successful Learning and Performance for All Students

Ensuring successful learning and performance for all students is a major goal for Manitoba Education, Citizenship and Youth. Over the years, a number of international student performance assessment studies have examined the performance of students based on characteristics such as gender and socio-economic status.

Gender differences in student development, performance, and achievement have generated a significant amount of concern and have led to considerable research. A recent Statistics Canada study, *Readiness to Learn at School among Five-Year-Old Children in Canada*, found that girls and boys differed in important ways in their readiness to learn as they entered school at age five.

Readiness to learn refers to the knowledge, skills, and behaviours that children bring to school. It helps contribute to a child's early learning and is a powerful predictor of future well-being. The study, based on data from the *National Longitudinal Survey of Children and Youth*, reported that girls outperformed boys in several areas.

Readiness to Learn at School

The Statistics Canada study broadly defined readiness to learn to include receptive (or understood) vocabulary, communication ability, number knowledge, copying and using symbols, self-control of behaviour, attention, work effort, curiosity, cooperative play, independence in dressing, and independence in cleanliness. Vocabulary, number knowledge, and copying and symbol use were assessed using direct measures. The other variables were measured by parental responses to specific questions.

Girls scored higher than boys in communication skill, attention, and self-control of behaviour, and were rated higher in independence in dressing. Boys were rated higher in only one area—curiosity. The study found equivalent abilities in work effort, cooperative play, independence in cleanliness, and receptive vocabulary (i.e., the words they understand when listening to someone speak).

Readiness to learn, however, also varied by the level of income of the child's family and his or her home environment. The study found that lower income was related to lower scores on measures of receptive vocabulary, communication skill, knowledge of numbers, copying and using symbols, attention, and cooperative play. The study found no differences related to household income in the child's work effort, level of curiosity, self-control of behaviour, or independence in dressing or cleanliness.

The performance of female students in science courses and their participation rates both in post-secondary science courses and science-related careers have generated considerable attention and initiatives. The SAIP Science III Assessment results, as shown below in Tables 21 and 22, indicate there is no significant difference in achievement between males and females at most levels.

The general message from this assessment is that efforts to make science education more inclusive and more relevant to young women continue to positively influence science achievement. The same trend is reported on an international level in the Programme for International Student Assessment (PISA) 2003 report, which is available online at <www.cmec.ca/pisa/2003/indexe.stm>.

Table 21: SAIP Science 2004 – Percentage of 13-year-olds by performance level and gender

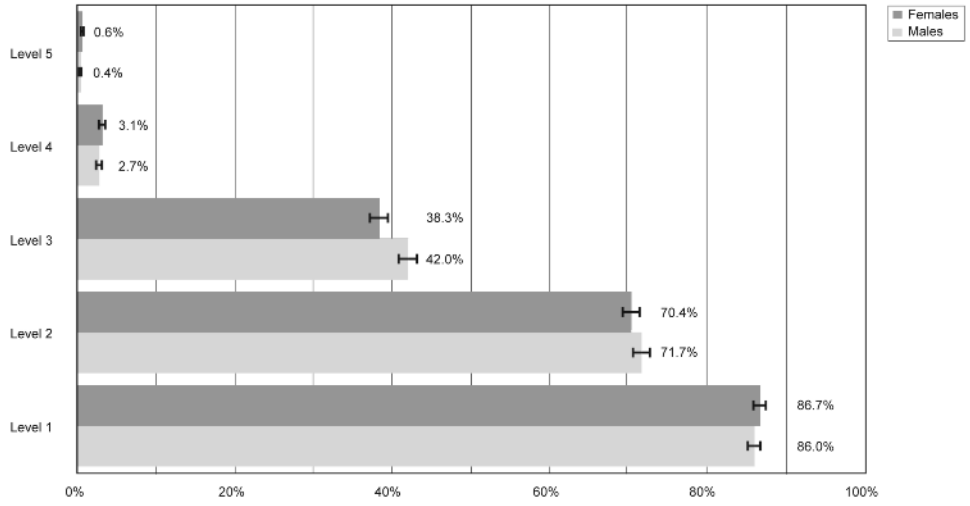
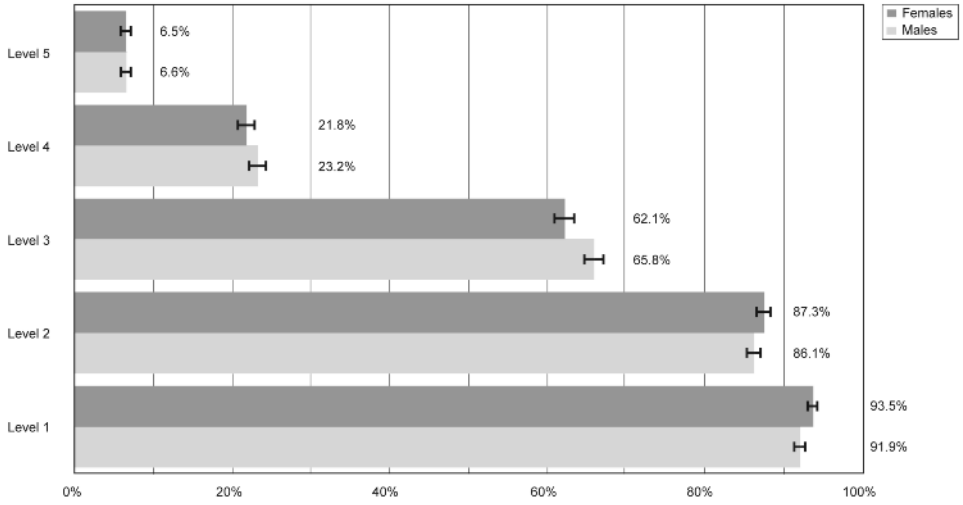


Table 22: SAIP Science 2004 – Percentage of 16-year-olds by performance level and gender



Tables 23 and 24 show the pass rates and average test scores for male and female students for both sittings of Manitoba's Grade 12 language arts tests in January and June from 2004–2007. The test scores continue to support the gender pattern found in national and international language arts assessments where girls outperform boys.

Table 23: Provincial Tests Results – Grade 12 Language Arts by Gender and Test – January 2004–2007

Test	Year	Gender	Number Writing	Number Passed	Test Pass Rate	Average
English Language Arts	2006–07	M	3,700	2,771	74.9	60.9
		F	4,071	3,507	86.1	66.8
	2005–06	M	3,869	3,237	83.7	64.6
		F	4,056	3,679	90.7	69.9
	2004–05	M	3,735	2,985	79.9	61.8
		F	4,061	3,670	90.4	67.8
	2003–04	M	3,810	3,116	81.8	63.4
		F	4,089	3,694	90.3	69.9
Français – langue première	2006–07	M	64	59	92.2	64.2
		F	69	67	97.1	68.6
	2005–06	M	74	58	78.4	61.0
		F	64	59	92.2	69.2
	2004–05	M	44	35	79.5	59.5
		F	68	61	89.7	70.7
	2003–04	M	98	73	74.5	59.4
		F	84	80	95.2	69.5
Français – langue seconde – immersion	2006–07	M	170	140	82.4	62.9
		F	216	195	90.3	69.3
	2005–06	M	105	78	74.3	60.0
		F	189	172	91.0	68.9
	2004–05	M	100	79	79.0	61.7
		F	147	139	94.6	69.8
	2003–04	M	152	136	89.5	65.9
		F	210	198	94.3	69.1

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Table 24: Provincial Tests Results – Grade 12 Language Arts by Gender and Test – June 2004–2007

Test	Year	Gender	Number Writing	Number Passed	Test Pass Rate	Average
English Language Arts	2006–07	M	2,293	1,814	79.1	61.3
		F	2,412	2,118	87.8	67.8
	2005–06	M	2,171	1,686	77.7	61.5
		F	2,408	2,121	88.1	67.5
	2004–05	M	2,192	1,733	79.1	61.8
		F	2,277	1,979	86.9	67.2
	2003–04	M	2,405	1,893	78.7	61.5
		F	2,462	2,154	87.5	66.9
Français – langue première	2006–07	M	82	71	86.6	65.3
		F	92	86	93.5	72.3
	2005–06	M	67	59	88.1	63.2
		F	82	76	92.7	69.3
	2004–05	M	57	53	93.0	64.5
		F	58	55	94.8	70.0
	2003–04	M	70	51	72.9	58.4
		F	75	57	76.0	63.7
Français – langue seconde – immersion	2006–07	M	144	128	88.9	65.0
		F	223	217	97.3	72.9
	2005–06	M	159	132	83.0	63.9
		F	293	268	91.5	70.4
	2004–05	M	197	171	86.8	63.5
		F	288	277	96.2	69.4
	2003–04	M	134	117	87.3	65.9
		F	225	206	91.6	67.8

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Tables 25 and 26 show the pass rates and average test scores for male and female students in the three Grade 12 mathematics/mathematiques courses for both the January and June sittings of the provincial standards tests from 2004–2007. There is no consistent gender pattern where one group outperformed the other.

Table 25: Provincial Tests Results – Grade 12 Mathematics/Mathématiques by Gender – January 2004–2007

Test	Year	Gender	Number Writing	Number Passed	Test Pass Rate	Average
Applied	2006–07	M	636	542	85.2	65.9
		F	700	562	80.3	64.1
	2005–06	M	615	393	63.9	54.9
		F	656	397	60.5	53.9
	2004–05	M	619	431	69.6	57.5
		F	589	395	67.1	57.2
	2003–04	M	610	424	69.5	58.2
		F	525	328	62.5	56.3
Consumer	2006–07	M	1,026	818	79.7	61.8
		F	979	816	83.4	64.9
	2005–06	M	911	773	84.9	63.4
		F	879	785	89.3	67.5
	2004–05	M	683	572	83.7	63.1
		F	782	711	90.9	68.2
	2003–04	M	990	834	84.2	62.6
		F	986	909	92.2	68.6
Pre-Calculus	2006–07	M	1,084	742	68.5	61.2
		F	1,210	883	73.0	64.0
	2005–06	M	991	725	73.2	62.1
		F	1,159	888	76.6	64.4
	2004–05	M	839	625	74.5	63.2
		F	958	730	76.2	63.4
	2003–04	M	1,006	644	64.0	58.2
		F	1,051	719	68.4	60.0

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Table 26: Provincial Tests Results – Grade 12 Mathematics/Mathématiques by Gender – June 2004–2007

Test	Year	Gender	Number Writing	Number Passed	Test Pass Rate	Average
Applied	2006–07	M	1,032	870	84.3	65.3
		F	940	762	81.1	64.0
	2005–06	M	925	737	79.7	63.2
		F	842	633	75.2	61.0
	2004–05	M	1,045	698	66.8	56.1
		F	1,008	612	60.7	55.2
	2003–04	M	938	678	72.3	58.2
		F	866	583	67.3	56.8
Consumer	2006–07	M	1,281	968	75.6	60.0
		F	1,413	1,181	84.1	64.3
	2005–06	M	1,364	1,098	80.5	60.9
		F	1,493	1,307	87.5	64.8
	2004–05	M	1,355	1,116	82.4	62.5
		F	1,420	1,268	89.3	67.6
	2003–04	M	1,342	1,147	85.5	63.3
		F	1,524	1,392	91.3	68.5
Pre-Calculus	2006–07	M	1,251	1,026	82.0	68.1
		F	1,335	1,106	82.8	69.3
	2005–06	M	1,303	1,041	79.9	68.1
		F	1,395	1,116	80.0	67.2
	2004–05	M	1,198	960	80.1	67.2
		F	1,297	1,044	80.5	67.9
	2003–04	M	1,335	862	64.6	59.4
		F	1,413	1,003	71.0	61.5

Source: Instruction, Curriculum and Assessment Branch – Manitoba Education, Citizenship and Youth

Student Performance and Socio-Economic Status

International, national, and local research studies continue to indicate that student performance is strongly related to socio-economic status. Students living in families or areas of higher levels of education, employment, and income (the major components of socio-economic status) generally do better in school than children in families or areas with lower levels. Living in lower socio-economic circumstances, for example, can impede school readiness and place students at higher risk of leaving school early.

Minimizing the effects of socio-economic disparities in student learning and performance is a challenging task. The Government of Manitoba has taken up this challenge with a range of strategies for improving achievement where students live in poverty. The Educational Action Plan for Low Income Communities addresses a range of literacy, numeracy, and school engagement goals in communities of highest need. While socio-economic status has a clear impact on learning, some evidence suggests that Canadian schools have more equity than other places in the world. One report concluded that "…Canada's school system may be relatively effective in helping students at all levels of performance while at the same time minimizing inequalities in reading achievement" (SPR Associates Inc. 2).

It is important to keep in mind that socio-economic status does not determine or predict an individual's performance and achievement. Students from lower socio-economic groups often achieve at high levels. There are also many school-related initiatives that can reduce the socio-economic effect on learning. Manitoba Education, Citizenship and Youth continues to work with school communities in need to create learning environments in which all students can succeed. An example of such a province-wide strategy is the Community Schools Initiative.

Manitoba Education, Citizenship and Youth also works collaboratively with other government departments and community agencies in areas such as health and justice to address those factors that create and sustain risk of poor educational performance and achievement.

HIGH SCHOOL COMPLETION

High school completion has a significant impact on labour market participation and the pursuit of post-secondary education and training. In 2004, for example, the unemployment rate among people aged 25 to 44 who did not have a high school diploma was 12.2%, while the rate for those who completed high school was much lower at 6.8% (Labour Force Survey, Statistics Canada).

Manitoba Graduates by Age for 2005–2006

Age	2005-06 Grads	% Distribution	% Cumulative
<=17 years	4,180	33.7%	33.7%
18	5,716	46.0%	79.7%
19	884	7.1%	86.8%
20	349	2.8%	89.6%
21	185	1.5%	91.1%
>=22 years	1,107	8.9%	100.0%
Total	**12,421**	**100.0%**	

Source: Research and Planning Branch – Manitoba Education, Citizenship and Youth

A common method for estimating high school completion within Manitoba's public school system is to examine the number of students completing Grade 12 as a percentage of Grade 9 enrolment four years earlier. As Table 27 indicates, over the last five years the four-year completion percentage has been slightly above 70%.

Table 27: Manitoba High School Graduates (no Adult Learning Centre Graduates) to Grade 9 Enrolments Four Years Previous

Graduation Year	Total Graduates	Grade 9 Enrolment Four Years Previous	Percentage Graduates to Grade 9 Enrolments
June 2002	11,527	16,201	71.1%
June 2003	12,057	16,231	74.3%
June 2004	12,369	16,726	74.0%
June 2005	12,196	16,013	76.2%
June 2006	12,153	15,766	77.1%

Source: Education Administration Services – Manitoba Education, Citizenship and Youth

Adult Learning Centres (ALCs) across the province continue to address the educational needs of adults. During the 2005–06 school year, 43 ALCs, operating 83 sites, were registered to assist adult learners to complete their high school diploma, upgrade their skills, or earn credits needed to access educational or employment opportunities.

In 2005–06, 8,446 learners attended ALCs, completing over 12,000 courses for credit. In addition, 1,238 ALC learners earned their high school diploma.

ALCs' continued involvement in educational initiatives such as Prior Learning Assessment and Recognition (PLAR) and the Dual Credit Option enables high school students and ALC learners to achieve their educational and employment goals more quickly. In 2005–06, 760 full and partial credits were awarded through PLAR, and 998 dual credits were earned by adult learners.

Dual Credit Courses

The Dual Credit Initiative policy is available online at <www.edu.gov.mb.ca/aet/all/publications.html>.

Table 28 provides a three-year summary of ALC graduates

Table 28: Adult Learning Centre Graduates

Adult Learning Centre Graduates	June 2004	June 2005	June 2006
Regular Diploma Graduates	121	109	106
Mature Diploma Graduates	1,133	1,120	1,132
Total ALC Grads	**1,254**	**1,229**	**1,238**

Over the last five years, high school completion rates in Manitoba have increased and, overall, continue to improve.

MOVING FORWARD

As in previous years, the majority of Manitoba students continue to learn and perform well on a variety of classroom-based, provincial, and national assessments. Nevertheless, students continue to require stimulating and challenging learning opportunities and less-successful learners will require ongoing support.

Provincial data gathered through the Grade 3 Assessment and Grade 12 Standards Tests provide direction to instructional and programming efforts aimed at increasing student achievement. Soon, province-wide information about student learning at the Middle Years will be available. Schools in Manitoba are currently implementing a new provincial assessment in the Middle Years. This assessment focuses on certain key competencies in mathematics and student engagement with school at Grade 7, and in reading and writing at Grade 8. Implementation was phased in over two years and has been completed in the 2007–2008 school year. Like the Grade 3 Assessment, the Middle Years assessment is classroom-based. It provides a framework for evaluating and reporting on achievement that is based on teacher observations, teacher-student conversations, and student classroom work in ways that involve students in the process while providing information for teachers, students, and parents that supports instructional decision making. Information related to the Middle Years Assessment can be found at <www.edu.gov.mb.ca/k12/assess/myreporting.html>. Educational leaders can identify patterns and trends in the data and respond through targeted professional development, funding, and resources.

Middle Years Assessment

Information related to the Middle Years Assessment can be found at <www.edu.gov.mb.ca/k12/assess/myreporting.html>.

Beginning in 2007, Manitoba Education, Citizenship and Youth initiated structured conversations with school divisions. These conversations were aimed at improving professional learning and enlarging the mutual understanding of provincial assessment results, and at establishing a common interpretation and use of these results to improve student learning. In the first phase of this initiative, senior staff from the Department met with superintendents in each school division to discuss how student assessment results are used, and to gather preliminary information on their plans to address achievement gaps that are revealed through analysis of provincial and/or divisional data. Divisions reported that they are using Grade 3 data to plan professional development and give direction to projects funded by literacy and numeracy grants. Many schools are using Grade 3 provincial assessment data to inform planning for professional development of teachers.

Schools use Grade 12 standards test data in a variety of ways to improve instruction. Several school divisions report that they use the Grade 12 provincial standards test data to make action plans and steer professional development. Some divisions are involving teachers directly in analyzing assessment results so that they have the greatest effect on the classroom.

In order to continue these conversations, departmental consultants will facilitate a second visit to all school divisions on a rotational basis, with one-third of the school divisions being visited in each of the next three years. This rotation will ensure regular opportunities for in-depth discussions on a range of topics, with a focus on the priorities identified by each division in the initial visit. In these meetings, consultants with assessment and curriculum expertise will work with school division staff in many areas, including the following: using trends in provincial standards test results to revise instructional plans for subsequent semesters; using a variety of sources of data to uncover learning gaps and track progress of sub-groups of students within the division; and enhancing instructional and assessment strategies to improve students' competency in Early Years numeracy concepts. In addition, staff will visit ten school divisions per year to explore the possibilities of working together to improve student performance that is below the provincial average.

This initiative will provide valuable information on current success and emerging challenges across the Early, Middle, and Senior Years, as well as priorities that have been established for action. It will also help to create a forum for exchange that nurtures collaboration and inspires professional and student learning.

All students deserve stimulating and challenging learning opportunities and rewarding social experiences that will help them achieve their goals, continue to learn, and participate in their communities. Information presented in this report can help to stimulate and support discussions, particularly in school and divisional planning, and develop activities that create learning opportunities.

Considering the information and issues presented in this document, how would you respond to the following questions?

- What educational issues do you think deserve further attention?
- What types of policies and professional learning activities could improve learning opportunities and results for students?
- What types of information on student learning and performance should Manitoba Education, Citizenship and Youth measure and report in future years?

Please let us know what you think by completing the enclosed feedback form.

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Feedback Form

Manitoba

We Would Like to Hear from You

Manitoba Education, Citizenship and Youth welcomes your response to *A Profile of Student Learning and Performance in Manitoba, 2006–2007* and invites you to complete and return this form.

1. Please indicate your role in the learning community.

   ❑ Parent ❑ Teacher ❑ Resource Teacher ❑ School Administrator ❑ Counsellor
   ❑ School Trustee ❑ Division / District / Education Authority Administrator
   ❑ Other: _____

2. Please indicate which format(s) of the document you used.

   ❑ English Copy ❑ French Copy
   ❑ Print Copy ❑ Online Posting ❑ Both Formats

3. What educational issues do you think deserve further attention?

   _____
   _____
   _____
   _____

4. What types of policies and professional development activities could improve learning opportunities and results for students?

   _____
   _____
   _____
   _____

5. What types of information on student learning and performance should Manitoba Education, Citizenship and Youth measure and report on in future years?

   _____
   _____
   _____
   _____

6. May we contact you for further information? ❑ Yes ❑ No

   If yes, please provide the following:

   Name: _____ School: _____

   Phone: _____ Fax: _____

Thank you for taking the time to provide valuable feedback.

Please return to:

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