



A Profile of Student Learning and Performance in Manitoba

2006–2010



A PROFILE OF STUDENT
LEARNING AND PERFORMANCE
IN MANITOBA

2006–2010

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This resource is available on the Manitoba Education website at
<www.edu.gov.mb.ca/k12/docs/reports/profile/>.

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INTRODUCTION

Manitoba Education's official and fundamental responsibility is to provide direction and allocate resources in support of youth programming and Kindergarten to Grade 12 education in both public and funded independent schools. If this responsibility is met, all of Manitoba's children and youth will have access to an array of educational opportunities that enable every learner to experience success. They will be offered a relevant, engaging, and high-quality education that prepares them for lifelong learning and citizenship in a democratic, socially just, and sustainable society. It is Manitoba Education's vision that all learners complete a high school education with a profound sense of accomplishment, hope, and optimism.

There are checkpoints along that journey towards lifelong learning, and they are represented by assessments. Assessments provide important information about how that journey is proceeding. Assessments *for* learning help teachers plan and guide instruction by giving them insight into what students understand. They also provide students with helpful feedback. Assessments *as* learning help students develop an awareness of how they learn, and use that awareness to adjust, advance, and take increased responsibility for their learning. Assessments *of* learning inform students, teachers, and parents, as well as the broader educational community, of achievement at a certain point in time. This helps them celebrate success, plan interventions, and support continued progress.

A Profile of Student Learning and Performance in Manitoba, 2006–2010 is an examination of assessments *of* learning. It presents the results from a number of different assessments at the provincial, national, and international levels. The provincial assessment program in Manitoba supports student learning by providing feedback to students, teachers, and parents about student learning. This information can be used to inform instructional planning and help determine the need for change or student-specific interventions. It provides system-wide information that assists in identifying trends and making decisions about resources and support. It also provides the public with general information about student achievement, sustaining confidence in the education system. The national and international assessment programs provide insight into how Manitoba and Canada perform relative to other participating jurisdictions.

THE EARLY YEARS

Early Childhood Development

Manitobans understand the importance of early childhood development and its impact on children's readiness for school. A considerable amount of children's success in school from Kindergarten through Grade 12 is determined well before they begin their schooling at age 5. Children's learning readiness at school entry is a good predictor of their school performance in later years, and of high school completion rates. Establishing a strong foundation for children before they start school is important for their successful lifelong learning and health. Investing in early childhood development is the most effective (and cost-effective) way to improve the lives of Manitoba's future population, and it continues to be a top priority for Manitoba.

Provincial Measurement of School Readiness

Information on children's readiness for school is based on the Early Development Instrument (EDI). From its piloted beginnings in Manitoba in 2002–2003 to its current biennial province-wide mandate, the EDI is a standard population-level measurement (not an individualized assessment tool) that shows how ready children are to start school. In Kindergarten, teachers from all provincial school divisions complete the EDI with regard to all of their students to (a) measure, at a group level, how well families and communities have prepared children through their first nine months and five years of life for school entry, and (b) predict how children may fare in school as they continue on to later grades. The EDI measures five areas of early childhood development: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge.

The province-wide EDI collections from 2005–2006 and 2006–2007 provide important baseline data on early childhood development in Manitoba, and show the population-level effects of Manitoba's investments in early childhood development. Manitoba's newest EDI data from the 2008–2009 collection provide the third set of data necessary to establish trends over time. The EDI data table below shows that about two-thirds of Manitoba children are very ready for school in one or more areas of development, and nearly half are very ready in two or more areas. At the same time, nearly 29 percent of Manitoba Kindergarten children are vulnerable and not ready for school in one or more areas of development, and nearly 15 percent are not ready in two or more areas. EDI trend analyses for 2005–2006, 2006–2007, and 2008–2009 show no significant decrease or increase over time for both Very Ready and Not Ready results.

Table 1					
Areas of Early Development	2005–06	2006–07	2008–09	3-Year Trend	Canada Baseline
Very Ready in one or more areas (%)	62.4	64.8	63.0	stable	66.5
Very Ready in two or more areas (%)	43.3	45.5	43.3	stable	47.4
Not Ready in one or more areas (%)	28.3	27.7	28.6	stable	26.5
Not Ready in two or more areas (%)	14.6	13.9	14.7	stable	13.8

Since the first province-wide collection in 2005–2006, the EDI has grown in its capacity to influence provincial and community-level action. Aided with EDI data, the Healthy Child Committee of Cabinet and its departments, school divisions, parent-child coalitions, and the child care community have developed policies and programs that address the evidence-based needs of communities, as measured by the EDI (e.g., Healthy Child Manitoba’s Triple P – Positive Parenting Program; Manitoba Education’s Community Schools Partnership Initiative and Students At-Risk (SAR) school funding; and Manitoba Family Services and Consumer Affairs’ *Family Choices* Early Learning and Child Care Plan). Early childhood development continues to be a top provincial priority and has been highlighted in every Manitoba Throne Speech and Budget Address since April 2000.

For more information on Manitoba’s EDI, or to view provincial and community EDI data reports, please visit the Healthy Child Manitoba website at www.gov.mb.ca/healthychild/edi/index.html.

Provincial Classroom-Based Results

Grade 3 Assessment in Reading, *Lecture*, and Numeracy Grade 4 Assessment in French Immersion *Lecture*

Introduction

Early in the school year, Manitoba students in Grade 3 (all programs) and Grade 4 (French Immersion) undergo classroom-based provincial assessments in numeracy and reading competencies identified by Manitoba Education. Teachers base assessments of their students on their observations, conversations with students, and student classroom work. Evaluation criteria, including the competencies, scoring scales, and indicators of achievement, are provided by the Department and are used by teachers when reporting achievement results for these assessments to parents and to the Department.

The data collected for this assessment are reported to the Department through an online web application. This application permits the generation of student-level and

school-level results by competency, and also generates individual reports for each student. In addition, schools are able to generate a raw data file that can be utilized to further analyze data at the student level. This can allow for the examination of current processes and practices to ensure that the best strategies are being employed to foster development and growth in students.

Schools and school divisions are expected to include an analysis of their results in a report to the community. To help facilitate this, each school year the Department provides summary reports of divisional and provincial results for all competencies by school program.

Further information is available on the Department's assessment website at <www.edu.gov.mb.ca/k12/assess/gr3/index.html>. The document *Interpreting and Using Results from Provincial Tests and Assessments: A Support Document for Teachers, Administrators, and Consultants* provides further interpretive support and is available on the Department's website at <www.edu.gov.mb.ca/k12/assess/support/results/index.html>.

Grade 3/4 Assessment Results

The following tables provide provincial summary results for the Grade 3/4 Assessment for the past four years. When interpreting these data, there are a number of points to keep in mind:

- As part of curriculum revisions and the need for alignment with the newer Middle Years Assessment, revised competencies in numeracy and reading have been developed.
- The fall 2008 numeracy results exclude students in classrooms where interim and piloted competencies were used (approximately 2,650 students or just over 18 percent of the student population).
- Changes were made to the titles of the key competencies in reading in 2009, but the focus on reflection, strategies, and comprehension was unchanged.
- An “out of range – below” category was added in 2009; therefore, the data presented do not add up to 100 percent. “Out of range – below” is used to describe those students who are working well below grade-level curriculum relative to the competencies assessed due to their learning disabilities or their need for new language learning.
- Although the reading competencies are the same in English and French, each language has unique features that are not readily equivalent and curriculum, instruction, and assessment differ accordingly. This means that results are not directly comparable between languages.

Table 2: Grade 3 Assessment—Reading in English at the start of Grade 3 English Program (percentage of students)

Reading Competency	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Thinks about own learning as a reader	Fall 2006	13.1	32.5	54.4
	Fall 2007	13.9	32.0	54.1
	Fall 2008	14.8	33.7	51.5
	Fall 2009	12.9	31.0	53.7
Uses a variety of strategies to read	Fall 2006	18.0	17.5	64.5
	Fall 2007	17.9	18.1	64.0
	Fall 2008	19.5	17.7	62.9
	Fall 2009	13.1	24.4	59.9
Understands and draws conclusions from text	Fall 2006	14.0	25.1	60.9
	Fall 2007	13.6	26.5	60.0
	Fall 2008	15.0	27.3	57.8
	Fall 2009	12.7	28.9	55.6

Table 3: Grade 3 Assessment—Reading in French at the start of Grade 3 Français Program (percentage of students)

Reading Competency	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Thinks about own learning as a reader	Fall 2006	11.4	25.6	63.0
	Fall 2007	10.3	21.9	67.7
	Fall 2008	12.4	19.7	67.9
	Fall 2009	8.6	18.5	72.0
Uses a variety of strategies to read	Fall 2006	21.1	22.5	56.4
	Fall 2007	17.0	21.2	61.8
	Fall 2008	15.8	20.0	64.2
	Fall 2009	11.0	25.7	62.1
Understands and draws conclusions from text	Fall 2006	12.3	24.4	63.3
	Fall 2007	12.1	31.3	56.7
	Fall 2008	16.1	23.7	60.3
	Fall 2009	12.1	25.7	61.0

Table 4: Grade 3 Assessment—Reading in English at the start of Grade 3 French Immersion Program (percentage of students)

Reading Competency	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Thinks about own learning as a reader	Fall 2006	9.3	32.5	58.3
	Fall 2007	8.1	28.8	63.1
	Fall 2008	7.9	28.9	63.2
	Fall 2009	4.7	26.3	68.7
Uses a variety of strategies to read	Fall 2006	10.7	14.8	74.6
	Fall 2007	9.5	13.7	76.8
	Fall 2008	11.0	13.7	75.3
	Fall 2009	7.9	18.2	73.6
Understands and draws conclusions from text	Fall 2006	7.5	21.1	71.4
	Fall 2007	5.2	23.1	71.7
	Fall 2008	6.9	21.4	71.7
	Fall 2009	6.8	20.9	71.9

Table 5: Grade 3 Assessment—Reading in French at the start of Grade 4 French Immersion Program (percentage of students)

Reading Competency	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Thinks about own learning as a reader	Fall 2006	12.0	28.2	59.8
	Fall 2007	9.4	34.4	56.3
	Fall 2008	10.9	26.4	62.8
	Fall 2009	8.7	30.0	61.0
Uses a variety of strategies to read	Fall 2006	16.6	27.0	56.4
	Fall 2007	16.7	29.8	53.5
	Fall 2008	18.7	26.4	54.8
	Fall 2009	15.0	30.5	53.7
Understands and draws conclusions from text	Fall 2006	11.9	27.6	60.5
	Fall 2007	10.1	30.6	59.3
	Fall 2008	11.9	28.0	60.0
	Fall 2009	10.5	30.4	58.4

Table 6: Grade 3 Assessment—Numeracy at the start of Grade 3 English Program (percentage of students)

Numeracy Competency	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Sorts objects by shape and size	Fall 2006	8.2	26.7	65.1
	Fall 2007	8.7	28.3	63.0
	Fall 2008	9.1	28.0	62.9
Selects appropriate unit; estimates and measures length	Fall 2006	11.1	32.1	56.8
	Fall 2007	11.3	33.9	54.9
	Fall 2008	11.6	32.7	55.7
Recalls addition facts to 10	Fall 2006	17.8	27.3	54.9
	Fall 2007	16.7	24.2	59.1
	Fall 2008	16.8	24.4	58.7
Recalls subtraction facts to 10	Fall 2006	29.4	31.4	39.2
	Fall 2007	26.1	29.9	44.0
	Fall 2008	24.4	29.5	46.2
Represents and compares numbers (even, odd, more, less, same as)	Fall 2006	6.4	22.1	71.5
	Fall 2007	6.5	21.3	72.2
	Fall 2008	7.2	20.3	72.5
Understands place value to 100	Fall 2006	11.4	26.9	61.8
	Fall 2007	12.4	26.5	61.1
	Fall 2008	13.5	26.2	60.3
Identifies, extends, and describes mathematical patterns	Fall 2006	9.4	35.2	55.4
	Fall 2007	9.3	33.9	56.8
	Fall 2008	9.7	33.2	57.1
Solves and creates addition and subtraction story problems	Fall 2006	14.7	31.9	53.4
	Fall 2007	15.2	32.8	52.0
	Fall 2008	16.3	30.9	52.8
Reads and interprets graphs	Fall 2006	9.3	28.9	61.8
	Fall 2007	9.1	31.0	59.9
	Fall 2008	10.2	31.8	58.0
Predicts an element in a repeating pattern	Fall 2009*	7.8	41.6	48.7
Understands that equal symbol represents an equality of terms on either side of the symbol	Fall 2009*	17.6	38.2	42.2
Understands that a given whole number may be represented in a variety of ways (to 100)	Fall 2009*	10.5	29.0	58.5
Uses various mental math strategies to determine answers to addition and subtraction questions to 18	Fall 2009*	15.5	36.6	45.8

**Changes to the Numeracy Competencies were made in 2009. An "out of range—below" category was also added at that time: therefore, the data presented for 2009 do not add up to 100 percent.*

Table 7: Grade 3 Assessment—Numeracy at the start of Grade 3 Français Program (percentage of students)

Numeracy Competency	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Sorts objects by shape and size	Fall 2006	3.4	17.8	78.8
	Fall 2007	4.5	28.8	66.7
	Fall 2008	3.9	17.9	78.2
Selects appropriate unit; estimates and measures length	Fall 2006	3.1	14.0	82.9
	Fall 2007	3.5	22.2	74.2
	Fall 2008	6.5	16.3	77.2
Recalls addition facts to 10	Fall 2006	11.6	23.6	64.8
	Fall 2007	7.1	29.8	63.1
	Fall 2008	7.5	23.1	69.4
Recalls subtraction facts to 10	Fall 2006	25.3	29.4	45.3
	Fall 2007	17.4	40.2	42.4
	Fall 2008	15.0	37.6	47.4
Represents and compares numbers (even, odd, more, less, same as)	Fall 2006	2.7	19.8	77.6
	Fall 2007	4.0	26.5	69.4
	Fall 2008	3.9	17.6	78.5
Understands place value to 100	Fall 2006	3.9	23.1	73.0
	Fall 2007	8.6	29.5	61.9
	Fall 2008	4.9	23.6	71.5
Identifies, extends, and describes mathematical patterns	Fall 2006	4.6	28.7	66.7
	Fall 2007	4.3	34.1	61.6
	Fall 2008	3.9	20.5	75.6
Solves and creates addition and subtraction story problems	Fall 2006	8.4	30.6	61.0
	Fall 2007	7.3	31.8	60.9
	Fall 2008	7.3	26.7	66.1
Reads and interprets graphs	Fall 2006	3.1	21.9	74.9
	Fall 2007	3.0	25.5	71.5
	Fall 2008	6.2	19.7	74.1
Predicts an element in a repeating pattern	Fall 2009*	4.2	37.6	57.5
Understands that equal symbol represents an equality of terms on either side of the symbol	Fall 2009*	11.7	32.0	55.6
Understands that a given whole number may be represented in a variety of ways (to 100)	Fall 2009*	3.3	19.4	76.6
Uses various mental math strategies to determine answers to addition and subtraction questions to 18	Fall 2009*	11.4	37.6	50.2

**Changes to the Numeracy Competencies were made in 2009. An "out of range—below" category was also added at that time: therefore, the data presented for 2009 do not add up to 100 percent.*

Table 8: Grade 3 Assessment—Numeracy at the start of Grade 3 French Immersion Program (percentage of students)

Numeracy Competency	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Sorts objects by shape and size	Fall 2006	6.2	28.4	65.5
	Fall 2007	5.5	25.6	68.9
	Fall 2008	5.0	27.3	67.7
Selects appropriate unit; estimates and measures length	Fall 2006	8.0	28.7	63.3
	Fall 2007	6.7	29.3	64.0
	Fall 2008	4.2	27.2	68.6
Recalls addition facts to 10	Fall 2006	16.1	29.8	54.1
	Fall 2007	13.7	25.8	60.5
	Fall 2008	12.2	22.7	65.0
Recalls subtraction facts to 10	Fall 2006	28.4	35.3	36.3
	Fall 2007	22.9	32.3	44.9
	Fall 2008	18.6	26.6	54.8
Represents and compares numbers (even, odd, more, less, same as)	Fall 2006	3.9	21.8	74.3
	Fall 2007	4.0	20.7	75.4
	Fall 2008	5.5	18.7	75.8
Understands place value to 100	Fall 2006	7.8	27.5	64.7
	Fall 2007	8.1	23.3	68.6
	Fall 2008	7.6	24.1	68.2
Identifies, extends, and describes mathematical patterns	Fall 2006	5.5	32.1	62.4
	Fall 2007	5.0	31.5	63.4
	Fall 2008	5.9	28.8	65.3
Solves and creates addition and subtraction story problems	Fall 2006	12.6	34.0	53.4
	Fall 2007	10.6	27.5	61.9
	Fall 2008	11.7	31.0	57.3
Reads and interprets graphs	Fall 2006	7.7	34.4	57.9
	Fall 2007	4.5	31.6	63.9
	Fall 2008	8.1	33.2	58.7
Predicts an element in a repeating pattern	Fall 2009*	4.9	40.2	54.7
Understands that equal symbol represents an equality of terms on either side of the symbol	Fall 2009*	11.3	36.6	51.8
Understands that a given whole number may be represented in a variety of ways (to 100)	Fall 2009*	6.2	30.1	63.5
Uses various mental math strategies to determine answers to addition and subtraction questions to 18	Fall 2009*	10.8	38.2	50.6

**Changes to the Numeracy Competencies were made in 2009. An "out of range—below " category was also added at that time; therefore, the data presented for 2009 do not add up to 100 percent.*

THE MIDDLE YEARS

The Middle Years Assessment

Introduction

Manitoba students in Grades 7 and 8 undergo classroom-based provincial assessments in competencies in numeracy, engagement with school, reading, and writing. Teachers base assessments of their students on their observations, conversations with students, and their evaluations of students' classroom-based work, and they report on student performance levels as of the last two weeks of January. Evaluation criteria, including the competencies, scoring scales, and indicators of achievement, are provided by the Department and are used by teachers when reporting achievement results for these assessments to parents and to the Department.

The data collected for this assessment are reported to the Department through an online web application. This application permits the generation of student-level and school-level results by competency, and also generates individual reports for each student. In addition, schools are able to generate a raw data file that can be utilized to further analyze data at the student level. This can allow for the examination of current processes and practices to ensure that the best strategies are being employed to foster development and growth in students.

Schools and school divisions are expected to include an analysis of their results in a report to the community. To help facilitate this, each school year the Department provides summary reports of divisional and provincial results for all competencies by school program.

The Middle Years Assessment was implemented fully for the first time in the 2007–2008 school year. Further information is available on the Department's website at www.edu.gov.mb.ca/k12/assess/myreporting.html.

The document *Interpreting and Using Results from Provincial Tests and Assessments* provides further interpretive support, and is available on the Department's website at www.edu.gov.mb.ca/k12/assess/support/results/index.html.

Middle Years Assessment Results

The tables below provide provincial summary results for the Middle Years Assessment. Note that 2007–2008 was the first year of complete implementation of the policy. When interpreting Middle Years Assessment data, there are a number of points to keep in mind:

- Students represented in the “out of range – below” column are those working well below grade-level curriculum relative to the competencies assessed due to their learning disabilities or their need for new language learning.
- Although the reading and writing competencies are the same in English and French, differences in language teaching and assessment mean that results are not directly comparable across languages.

Table 9: Middle Years Assessment—Number Sense and Number Skills, mid-Grade 7: English Program (percentage of students)

Number Sense Competency	Year	Out of range –below	Not yet meeting mid-grade performance	Approaching mid-grade performance	Meeting mid-grade performance
Orders fractions	January 2008	4.0	11.8	29.6	54.7
	January 2009	2.8	11.7	29.1	56.4
	January 2010	3.2	12.0	29.0	55.8
Orders decimal numbers	January 2008	3.9	9.3	23.3	63.5
	January 2009	2.7	9.0	23.3	64.9
	January 2010	2.9	8.6	22.5	66.0
Represents numbers in different ways (e.g., decimal, fraction)	January 2008	3.9	11.6	25.1	59.5
	January 2009	2.6	10.8	24.7	61.9
	January 2010	2.9	9.7	25.1	62.3
Uses number patterns to solve problems	January 2008	4.0	18.2	37.7	40.1
	January 2009	3.2	15.4	37.8	43.6
	January 2010	3.3	18.0	36.0	42.7
Uses various strategies to calculate and explain mental math problems	January 2008	4.0	17.5	35.7	42.8
	January 2009	2.8	16.8	34.6	45.8
	January 2010	3.3	14.9	34.5	47.3

**Table 10: Middle Years Assessment—Number Sense and Number Skills,
mid-Grade 7: Français Program (percentage of students)**

Number Sense Competency	Year	Out of range —below	Not yet meeting mid-grade performance	Approaching mid-grade performance	Meeting mid-grade performance
Orders fractions	January 2008	0.8	7.7	31.9	59.6
	January 2009	1.1	7.7	29.2	62.1
	January 2010	3.4	7.9	25.8	62.9
Orders decimal numbers	January 2008	0.8	7.4	18.6	73.1
	January 2009	1.1	7.7	15.6	75.6
	January 2010	3.4	9.5	15.8	71.3
Represents numbers in different ways (e.g., decimal, fraction)	January 2008	0.8	10.1	29.3	59.8
	January 2009	1.1	9.0	21.2	68.7
	January 2010	3.4	8.2	21.3	67.1
Uses number patterns to solve problems	January 2008	0.8	20.5	38.6	40.2
	January 2009	1.3	14.6	36.1	48.0
	January 2010	3.7	11.6	41.1	43.7
Uses various strategies to calculate and explain mental math problems	January 2008	0.8	23.1	44.4	31.6
	January 2009	1.1	15.4	27.3	56.2
	January 2010	5.3	14.5	32.6	47.6

Table 11: Middle Years Assessment—Number Sense and Number Skills, mid-Grade 7: French Immersion Program (percentage of students)

Number Sense Competency	Year	Out of range —below	Not yet meeting mid-grade performance	Approaching mid-grade performance	Meeting mid-grade performance
Orders fractions	January 2008	0.1	4.4	29.3	66.2
	January 2009	0.5	5.5	25.7	68.3
	January 2010	0.1	4.6	23.3	72.0
Orders decimal numbers	January 2008	0.1	2.6	17.3	80.0
	January 2009	0.3	5.1	19.1	75.5
	January 2010	0.4	5.9	18.9	74.8
Represents numbers in different ways (e.g., decimal, fraction)	January 2008	0.1	4.0	20.9	75.0
	January 2009	0.5	6.2	21.2	72.1
	January 2010	0.2	4.4	16.9	78.5
Uses number patterns to solve problems	January 2008	0.1	8.7	39.7	51.6
	January 2009	0.4	8.1	30.1	61.4
	January 2010	0.2	8.3	34.9	56.6
Uses various strategies to calculate and explain mental math problems	January 2008	0.1	10.7	35.1	54.1
	January 2009	0.7	9.9	35.1	54.3
	January 2010	0.3	10.0	29.4	60.3

The following is a summary of Grade 7 students' engagement with their learning. Four criteria were used by teachers to assess students on each of the report's subcompetencies: emerging (the student only occasionally demonstrates the described behaviour), developing (the student frequently demonstrates the described behaviour), established (the student nearly always demonstrates the described behaviour), and inconsistent (the student demonstrates the behaviour in some settings but not all). The rows do not add up to 100 percent, as a very small proportion of students were not assessed in the engagement competency because it was out of scope due to a profound condition or concern related to mental health or a cognitive disability.

Table 12: Middle Years Assessment—Student Engagement, mid-Grade 7; English Program (percentage of students)

Competency	Year	Emerging	Developing	Established	Inconsistent
Demonstrates an interest in learning	January 2008	22.2	33.2	37.7	7.0
	January 2009	17.8	32.4	42.8	5.5
	January 2010	17.0	31.6	45.0	4.8
Engages in self-assessment	January 2008	26.7	34.1	32.5	6.7
	January 2009	23.1	34.4	35.5	5.2
	January 2010	21.4	33.7	38.7	4.2
Demonstrates awareness of learning goals (subject, personal)	January 2008	23.0	34.5	36.1	6.4
	January 2009	19.0	34.2	40.3	4.8
	January 2010	17.7	33.1	43.4	3.9
Participates in lessons	January 2008	18.2	32.6	42.6	6.6
	January 2009	16.2	31.8	45.1	5.4
	January 2010	15.8	30.1	47.7	4.9
Accepts responsibility for assignments	January 2008	18.2	27.0	46.3	8.4
	January 2009	15.7	27.1	49.3	6.0
	January 2010	14.9	25.9	51.7	5.5

Table 13: Middle Years Assessment—Student Engagement, mid-Grade 7; Français Program (percentage of students)

Competency	Year	Emerging	Developing	Established	Inconsistent
Understands francophone linguistic and cultural realities	January 2008	41.0	30.3	19.7	9.0
	January 2009	22.0	23.1	40.3	13.5
	January 2010	33.7	32.6	31.6	2.1
Expresses values and behaviours demonstrating French identity	January 2008	37.5	37.8	15.7	9.0
	January 2009	19.1	28.4	39.0	12.7
	January 2010	36.6	30.3	29.2	3.9
Demonstrates an interest in learning	January 2008	22.3	41.2	30.1	6.4
	January 2009	15.9	24.7	52.0	7.2
	January 2010	23.2	33.2	39.2	3.9
Engages in self-assessment	January 2008	29.0	40.4	25.3	5.3
	January 2009	19.6	28.6	42.2	8.8
	January 2010	27.1	36.1	33.2	3.2
Demonstrates awareness of learning goals (subject, personal)	January 2008	23.1	42.8	27.9	6.1
	January 2009	17.0	25.7	50.9	5.6
	January 2010	18.4	45.3	32.9	2.6
Participates in lessons	January 2008	18.9	41.5	33.5	6.1
	January 2009	14.3	28.1	48.3	8.8
	January 2010	23.7	32.4	38.9	5.0
Accepts responsibility for assignments	January 2008	12.2	26.6	55.3	5.9
	January 2009	12.7	21.2	59.2	6.1
	January 2010	16.8	24.2	55.3	3.2

Table 14: Middle Years Assessment—Student Engagement, mid-Grade 7; French Immersion Program (percentage of students)

Competency	Year	Emerging	Developing	Established	Inconsistent
Uses French as a tool for growth	January 2008	39.9	42.9	14.0	3.2
	January 2009	36.0	37.1	19.9	6.5
	January 2010	32.7	37.9	24.6	4.5
Demonstrates an interest in learning	January 2008	21.2	40.6	35.5	2.6
	January 2009	17.0	38.1	42.0	2.7
	January 2010	12.0	38.1	46.6	3.1
Engages in self-assessment	January 2008	22.0	42.7	33.3	2.0
	January 2009	20.8	39.9	36.5	2.6
	January 2010	16.5	42.6	38.5	2.2
Demonstrates awareness of learning goals (subject, personal)	January 2008	17.1	43.6	36.9	2.4
	January 2009	17.1	40.5	40.2	1.9
	January 2010	13.1	38.0	46.5	2.1
Participates in lessons	January 2008	13.3	40.1	43.3	3.3
	January 2009	17.3	35.4	44.0	3.2
	January 2010	15.6	31.8	50.2	2.2
Accepts responsibility for assignments	January 2008	14.6	30.3	51.1	4.1
	January 2009	15.3	27.2	53.4	3.9
	January 2010	10.7	28.0	57.6	3.5

The following summarizes Grade 8 students' mid-year performance in the identified competencies in reading and writing. Students represented in the column "Out of range – below" are those working well below grade-level curriculum due to their learning disabilities or their need for new language learning.

Table 15: Middle Years Assessment—Reading and Writing, mid-Grade 8; English Program (percentage of students)

Competency	Year	Out of range –below	Not yet meeting mid-grade performance	Approaching mid-grade performance	Meeting mid-grade performance
Understands key ideas in a variety of texts	January 2008	3.4	8.7	28.4	59.5
	January 2009	3.2	8.1	29.0	59.7
	January 2010	3.6	7.3	27.5	61.6
Interprets a variety of texts	January 2008	3.5	11.1	30.7	54.7
	January 2009	3.2	11.0	31.1	54.7
	January 2010	3.6	9.4	29.9	57.1
Responds critically to a variety of texts	January 2008	3.6	13.5	35.3	47.6
	January 2009	3.3	13.7	34.9	48.1
	January 2010	3.7	11.4	34.8	50.1
Generates, selects, and organizes ideas to support reader's understanding	January 2008	3.5	11.0	33.8	51.7
	January 2009	3.3	10.9	34.3	51.5
	January 2010	3.7	9.6	33.8	52.9
Chooses language to make an impact on the reader	January 2008	3.5	13.0	38.6	44.9
	January 2009	3.3	12.7	39.4	44.5
	January 2010	3.7	11.0	38.6	46.8
Uses conventions (e.g., spelling, grammar) and resources to edit and proofread to make meaning clear	January 2008	3.8	12.9	31.5	51.9
	January 2009	3.4	12.9	33.0	50.8
	January 2010	4.0	10.8	34.3	50.9

Table 16: Middle Years Assessment—Reading and Writing in French, mid-Grade 8; Français Program (percentage of students)

Competency	Year	Out of range –below	Not yet meeting mid-grade performance	Approaching mid-grade performance	Meeting mid-grade performance
Understands key ideas in a variety of texts	January 2008	1.9	10.4	30.1	57.7
	January 2009	1.3	10.8	28.6	59.3
	January 2010	0.5	9.8	31.8	57.8
Interprets a variety of texts	January 2008	1.6	13.4	31.4	53.6
	January 2009	1.3	13.2	33.6	51.9
	January 2010	0.8	13.5	35.5	50.1
Responds critically to a variety of texts	January 2008	1.9	17.2	35.8	45.1
	January 2009	1.3	13.2	39.7	45.8
	January 2010	1.1	13.0	39.0	46.9
Generates, selects, and organizes ideas to support reader’s understanding	January 2008	2.5	11.2	27.6	58.7
	January 2009	1.6	11.6	39.4	47.4
	January 2010	1.1	7.4	35.3	56.2
Chooses language to make an impact on the reader	January 2008	2.5	13.7	36.1	47.8
	January 2009	1.6	14.8	32.3	51.3
	January 2010	1.1	13.8	38.7	46.4
Uses conventions (e.g., spelling, grammar) and resources to edit and proofread to make meaning clear	January 2008	2.7	20.5	35.5	41.3
	January 2009	1.6	17.7	36.5	44.2
	January 2010	1.6	18.6	38.2	41.6

Table 17: Middle Years Assessment—Reading and Writing in English, mid-Grade 8; French Immersion Program (percentage of students)

Competency	Year	Out of range –below	Not yet meeting mid-grade performance	Approaching mid-grade performance	Meeting mid-grade performance
Understands key ideas in a variety of texts	January 2008	0.2	1.8	21.7	76.3
	January 2009	0.3	1.4	18.8	79.5
	January 2010	0.3	1.6	19.8	78.2
Interprets a variety of texts	January 2008	0.2	3.2	27.3	69.4
	January 2009	0.4	2.8	25.6	71.2
	January 2010	0.3	2.8	25.3	71.6
Responds critically to a variety of texts	January 2008	0.2	4.3	30.5	65.0
	January 2009	0.4	4.0	34.1	61.5
	January 2010	0.3	3.8	31.1	64.7
Generates, selects, and organizes ideas to support reader's understanding	January 2008	0.2	2.5	29.8	67.5
	January 2009	0.4	4.0	34.6	61.0
	January 2010	0.3	3.1	31.5	65.0
Chooses language to make an impact on the reader	January 2008	0.3	4.6	36.5	58.6
	January 2009	0.4	4.3	37.7	57.6
	January 2010	0.3	3.3	35.6	60.8
Uses conventions (e.g., spelling, grammar) and resources to edit and proofread to make meaning clear	January 2008	0.3	4.1	31.1	64.4
	January 2009	0.6	4.4	29.6	65.5
	January 2010	0.4	3.5	30.6	65.5

Table 18: Middle Years Assessment—Reading and Writing in French, mid-Grade 8; French Immersion Program (percentage of students)

Competency	Year	Out of range –below	Not yet meeting mid-grade performance	Approaching mid-grade performance	Meeting mid-grade performance
Understands key ideas in a variety of texts	January 2008	0.6	3.7	27.8	67.9
	January 2009	0.5	4.6	30.0	65.0
	January 2010	0.6	3.6	28.9	67.0
Interprets a variety of texts	January 2008	0.6	6.4	30.3	62.7
	January 2009	0.3	9.7	35.6	54.4
	January 2010	0.6	5.8	33.5	60.2
Responds critically to a variety of texts	January 2008	0.6	9.3	39.0	51.1
	January 2009	0.3	11.5	41.0	47.2
	January 2010	0.6	8.5	35.8	55.0
Generates, selects, and organizes ideas to support reader’s understanding	January 2008	0.6	5.4	32.5	61.5
	January 2009	0.3	6.2	36.4	57.1
	January 2010	0.6	4.8	30.6	64.1
Chooses language to make an impact on the reader	January 2008	0.6	8.5	40.9	50.0
	January 2009	0.3	9.7	45.2	44.8
	January 2010	0.6	8.6	39.3	51.5
Uses conventions (e.g., spelling, grammar) and resources to edit and proofread to make meaning clear	January 2008	0.6	12.2	36.3	51.0
	January 2009	0.5	13.6	42.5	43.5
	January 2010	0.7	12.3	44.0	43.0

THE SENIOR YEARS

Grade 12 Provincial Standards Tests

Introduction

Standards tests are provincial tests in 'S' level (specialized) language arts and mathematics courses that students in the English Program, French Immersion Program, and Français Program are required to write. Students seeking to graduate from the Technology Education Program are not required to take these 'S' level courses, but they may opt to do so, in which case they would also be required to write the tests. These tests are administered at the end of each semester¹, and count for 30 percent of students' final course grades. The tests also provide curriculum-referenced measures of student knowledge and skill in these courses that are useful for evaluating instructional programming. The tests are developed by teachers who serve on provincial committees under the leadership of Manitoba Education. The tests are marked by teachers in their schools or divisions using marking guides provided by the Department, which also provides marking training.

Summary statistics are provided to schools and school divisions to assist them in using the data when evaluating their instructional programming. Feedback is also provided about the consistency of marking based on samples of test booklets that are re-marked at the Department (except Consumer Mathematics, which is excluded because the test has multiple parts administered over time, including a portfolio component).

Further information about these tests, including policies regarding exemptions, adaptations, eligibility, and requirement to participate, is available on the Department's assessment website at <www.edu.gov.mb.ca/k12/assess/s_tests/index.html>. Guidelines for interpreting these results are found in *Interpreting and Using Results from Provincial Tests and Assessments*, available on the Department's website at <www.edu.gov.mb.ca/k12/assess/support/results/index.html>.

When interpreting Grade 12 standards test data, there are a number of points to keep in mind:

- Even though each test is designed according to strict test specifications and piloted prior to provincial administration, they are not exactly identical over time in terms of content coverage and difficulty. Therefore, small differences in provincial means and pass rates over time should be interpreted with caution.
- Students choose from among the three math courses, according to personal interests and needs. The math courses are distinct in providing for these needs. Therefore, the different mathematics tests and the results are not comparable to each other.
- The tests in language arts (English, French for the French Immersion program and for the Français program) are based on their respective curricula, which are distinct. Therefore, these tests and the results are not comparable to each other.

¹ The Consumer Mathematics standards test is administered in three components: a portfolio extending over the entire semester; a three-day, theme-based project administered at about the midpoint of the semester; and a written test administered at the end of the semester.

Standards Test Results

The charts below provide summaries of results on these tests for the past five years.

Table 19: Grade 12 English Language Arts

Student population	Date	Number of students	Pass rate	Provincial mean
Mandatory for students in the English Program	January 2006	8065	86.4	66.9
	June 2006	4773	81.9	63.9
	January 2007	7924	80.1	63.7
	June 2007	4892	82.6	64.2
	January 2008	8263	81.6	63.9
	June 2008	4936	83.8	65.8
	January 2009	8170	84.7	65.9
	June 2009	5464	78.9	63.6
	January 2010	7869	85.0	66.3
	June 2010	5967	80.3	63.9

Table 20: Grade 12 French, Français Program

Student population	Date	Number of students	Pass rate	Provincial mean
Mandatory for students in the Français Program	January 2006	138	84.8	64.8
	June 2006	149	90.6	66.6
	January 2007	133	94.7	66.5
	June 2007	174	90.2	69.0
	January 2008	162	92.0	68.7
	June 2008	145	87.6	66.3
	January 2009	53	100.0	75.3
	June 2009	205	95.6	72.9
	January 2010	104	97.1	72.0
	June 2010	165	87.3	71.0

Table 21: Grade 12 French, French Immersion Program

Student population	Date	Number of students	Pass rate	Provincial mean
Mandatory for students in the French Immersion Program	January 2006	294	85.0	65.7
	June 2006	452	88.5	68.1
	January 2007	386	86.8	66.5
	June 2007	367	94.0	69.8
	January 2008	317	89.3	67.2
	June 2008	402	88.1	67.7
	January 2009	377	93.9	69.4
	June 2009	391	89.3	69.3
	January 2010	369	95.1	71.7
	June 2010	461	90.5	69.3

Table 22: Grade 12 Applied Mathematics

Student population	Date	Number of students	Pass rate	Provincial mean
Mandatory for students seeking credit in the course; administered in the language of instruction	January 2006	1274	62.0	54.3
	June 2006	1796	76.5	61.7
	January 2007	1345	82.3	64.8
	June 2007	2008	81.8	64.2
	January 2008	1320	79.5	63.6
	June 2008	1925	79.4	63.0
	January 2009	1474	75.2	61.0
	June 2009	1932	71.3	59.1
	January 2010	1551	70.4	58.5
	June 2010	1895	69.0	57.8

Table 23: Grade 12 Consumer Mathematics

Student population	Date	Number of students	Pass rate	Provincial mean
Mandatory for students seeking credit in the course; administered in the language of instruction	January 2006	1849	85.9	65.0
	June 2006	2952	83.8	62.9
	January 2007	2047	80.7	63.0
	June 2007	2732	79.6	62.1
	January 2008	2168	85.4	64.4
	June 2008	2887	85.7	64.8
	January 2009	2056	79.3	62.4
	June 2009	3228	83.0	63.5
	January 2010	2344	81.7	62.3
	June 2010	3153	83.2	63.7

Table 24: Grade 12 Pre-Calculus Mathematics

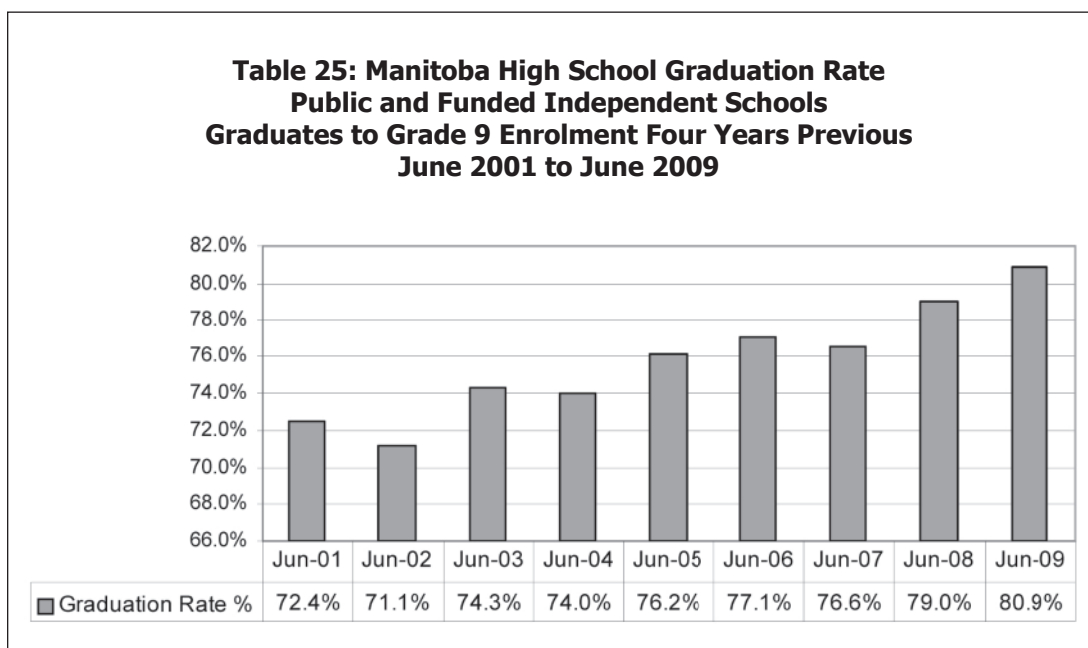
Student population	Date	Number of students	Pass rate	Provincial mean
Mandatory for students seeking credit in the course; administered in the language of instruction	January 2006	2160	74.7	63.2
	June 2006	2719	79.4	67.3
	January 2007	2309	70.4	62.3
	June 2007	2625	81.3	67.9
	January 2008	2149	82.3	68.7
	June 2008	2736	76.1	65.1
	January 2009	2393	77.2	66.2
	June 2009	2647	79.8	66.6
	January 2010	2259	74.0	62.7
	June 2010	2539	81.2	68.5

High School Completion

Every year, Manitoba Education conducts a survey to determine the number of students graduating from Manitoba high schools. To gain an understanding of how many students complete high school sequentially from Grade 9 to Grade 12 graduation, the total number of public and funded independent high school graduates each year is divided by the total Grade 9 enrolment four years previous. This is commonly referred to as the graduation rate and yields the percentage of students who sequentially complete high school in four years.

It should be noted that individual students are not tracked. The high school graduation calculation is derived from a proxy method of measuring sequential graduation. The difference between the annual rate and 100 percent should not necessarily be considered a “school leaver” rate. Students may be continuing in high school, attending First Nations schools, or continuing school outside the province, among other possibilities.

The provincial high school graduation rate for June 2009 is 80.9 percent. The rate has increased 1.9 percentage points from June 2008. In general, the graduation rate for Manitoba has been trending upward in recent years. The following table outlines the provincial high school graduation rate for public and funded independent schools from June 2001 to June 2009.



Source: Manitoba Education. *Manitoba's High School Graduation Rate: June 2001 to June 2009*. Winnipeg, MB: Manitoba Education, 2010. Available online at <www.edu.gov.mb.ca/k12/docs/reports/grad_rate/grad_rate.pdf>.

NATIONAL AND INTERNATIONAL ASSESSMENT

Manitoba participates in two large-scale assessment programs that provide insight into the performance of Manitoba students and into the context in which education takes place. They are the Pan-Canadian Assessment (PCAP) and the Programme for International Student Assessment (PISA). Each is described below and selected results are provided that have been extracted from public reports, to which links can be found on the CMEC website at <www.cmec.ca/Programs/assessment/Pages/default.aspx>.

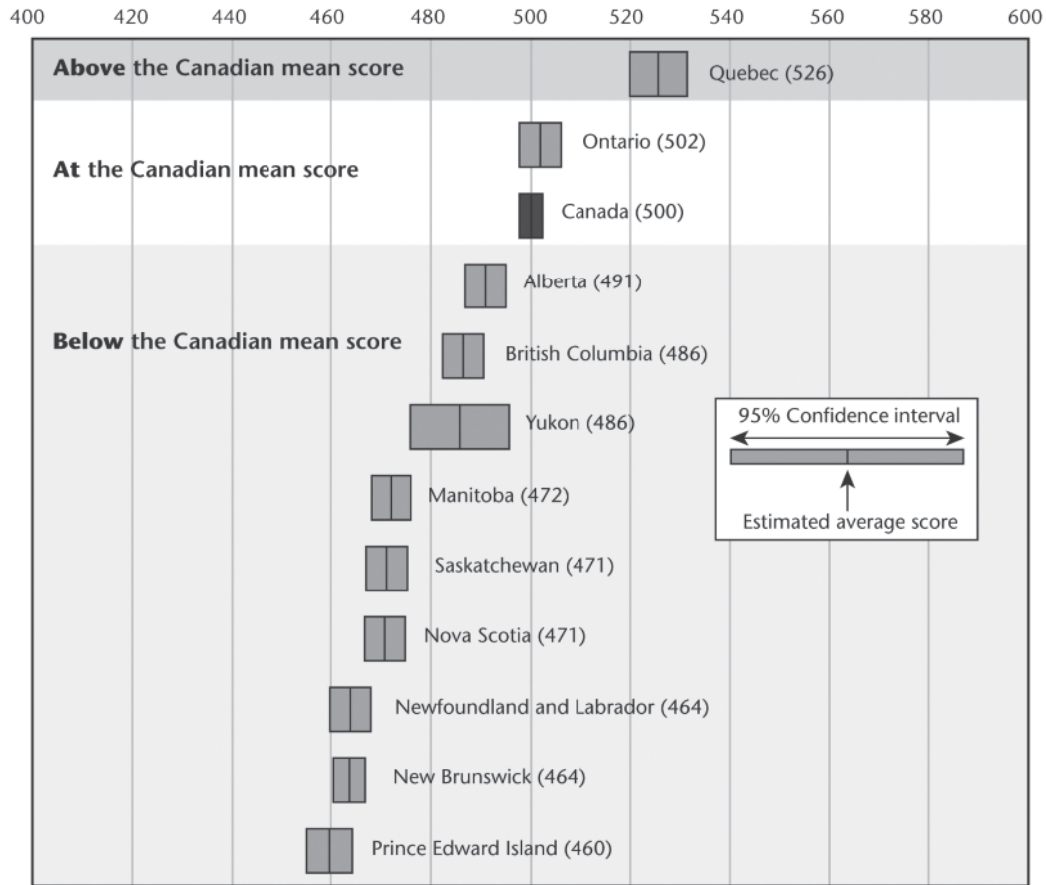
The Pan-Canadian Assessment Program

At the national level, the Pan-Canadian Assessment Program (PCAP), developed by the CMEC and administered in collaboration with provincial and territorial ministries of education and schools, focuses on achievement in reading, mathematics, and science of students who are 13 years old at the start of the school year (mostly Grade 8). It was first administered in the spring of 2007 and is scheduled to be administered once every three years. At each administration, one of the domains is the "major" domain (meaning it is more thoroughly assessed with a larger sample of students), while the other two are present as minor domains (meaning there is less coverage of the domain, fewer students are sampled, and there is less analysis).

PCAP 2007 was administered in the spring of 2007 to approximately 3,000 students in 220 schools in Manitoba and to 30,000 students across Canada. Manitoba students in the Français and French Immersion programs participated in French. Results for Manitoba are reported both for all students combined, as well as separately by language. This was also done for six other provinces, namely Quebec, New Brunswick, Nova Scotia, Ontario, Alberta, and British Columbia. Only in Manitoba does the Francophone group include French Immersion students.

Average scores in the main domain of reading are provided in the chart below. The Canadian mean is 500 with standard deviation of 100 (meaning two-thirds of students scored in the range of 400 to 600). For each jurisdiction, the chart presents a mean score in terms of an interval represented by the width of the rectangle. Called "confidence intervals," they indicate the degree of imprecision of the score due to the fact that samples of students were used in the study rather than all students. When comparing jurisdictions, the less overlap there is between these ranges, the more likely it is that the ranking is an accurate reflection of all students in the jurisdictions being compared, not just the samples. A final interpretive point to note is that, even though one jurisdiction ranks below another, the amount of difference may be small and not significant in a practical sense. For example, a difference of 25 points on the PCAP scale is similar to a difference in average classroom test scores of about three to four percentage points.

Table 26: PCAP 2007 Mean Scores and Confidence Intervals for Canadian Jurisdictions in Reading



Source: Council of Ministers of Education, Canada (CMEC). *PCAP 2007: Report on the Assessment of 13-Year-Olds in Reading, Mathematics, and Science*. Pan-Canadian Assessment Program. Toronto, ON: CMEC, 2008. 19. Reproduced with permission.

The chart illustrates that Manitoba (472 points) ranked sixth among Canadian jurisdictions and performed, on average, slightly below the Canadian mean (500 points, for a difference of 28 points, which is small in practical terms).

PCAP results are also expressed in terms of the proportion of students performing at different levels, of which three are identified for PCAP. Level 2 is described as "expected" for the age group. Eighty-four percent of Manitoba students reached at least Level 2 in reading, compared to 88.0 percent for Canada.

Analysis by gender showed there to be a gender performance difference favouring girls in Manitoba and Canada. The gender difference in Manitoba was among the smallest in the country. This is analogous with other findings of a gender performance gap between girls and boys in reading, and remains an area of attention.

Among the francophone school systems, results were provided for seven provinces. Manitoba ranked seventh. As indicated earlier, Manitoba's results include French Immersion students. It is important to recognize that these students are still learning French as an additional language and have significantly less exposure to the language than francophone students in both majority and minority settings. Nevertheless, most (69 percent) of this Manitoba group (francophone and French Immersion combined) performed at or above the expected level, compared to 76 percent to 86 percent for the other franco-minority groups. Under the circumstances, this result is not a surprise, and in fact portrays a positive message about our French Immersion students' language skills. Nevertheless, Manitoba is faced with the challenge to further develop these students' abilities and confidence to respond to, make connections among, and draw conclusions from what they read in French, and to use written French to communicate their ideas.

Context-gathering questionnaires were administered as part of PCAP, but no results were published in the 2007–2008 school year. These findings will be addressed in a later publication in this series.

The Programme for International Student Assessment

The Programme for International Student Assessment (PISA) is an initiative of the 30-country Organization for Economic Cooperation and Development (OECD), of which Canada is a member. PISA is managed collaboratively at the national level by the CMEC, Statistics Canada, and Human Resources and Development Canada. It follows the same administration cycle and focuses on the same domains as PCAP (see above), but assesses students who are 15 years old on December 31 of the school year (largely Grade 9 and Grade 10). PISA has been administered in 2000, 2003, 2006, and 2009.

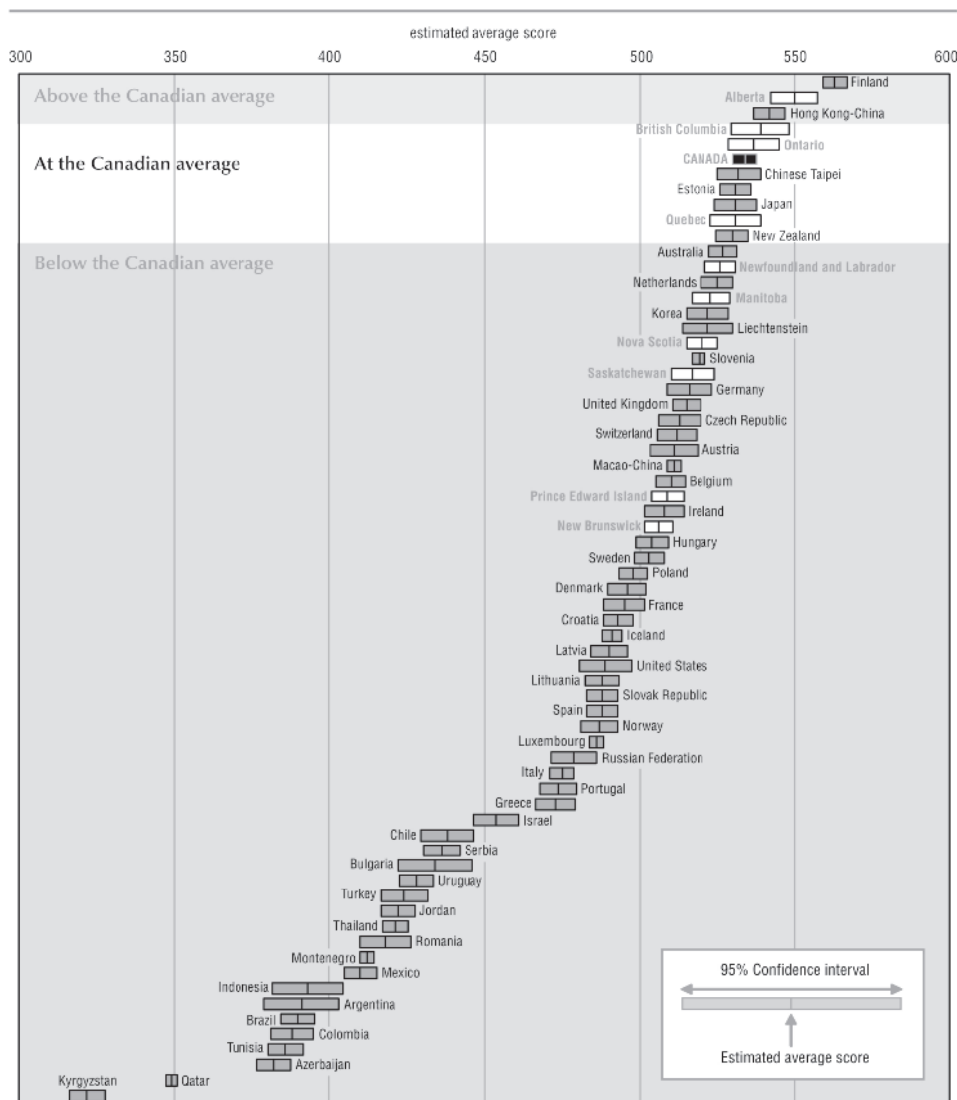
PISA Results

In the spring of 2006, PISA was administered to approximately 2,000 15-year-old students in 84 schools in Manitoba, and to over 22,000 students across Canada. Fifty-seven countries participated, including many outside of the OECD. Results for Manitoba are reported both for all students combined, as well as separately by language. This was also done for four other provinces, namely Quebec, New Brunswick, Nova Scotia, and Ontario, permitting comparisons to be made among students in the respective francophone education systems.

Average scores in the main domain of science are provided in the following chart (Table 27). The OECD mean score is 500 with standard deviation of 100 (meaning two-thirds of students scored between 400 and 600). For each jurisdiction, Table 27 presents a mean score in terms of an interval represented by the width of the rectangle. These "confidence intervals" indicate the degree of imprecision of the scores due to the fact that samples of students were used in the study rather than all students. When comparing jurisdictions, the less overlap there is between these intervals, the more likely

the ranking is an accurate reflection of all students in the jurisdictions being compared, not just the sample. Finally, although one jurisdiction ranks below another, the amount of the difference may be small and not significant in a practical sense. For example, a difference of 25 points on the PISA scale is similar to a difference in average classroom test scores of about three or four percentage points.

Table 27: Average Scores and Confidence Intervals for Provinces and Countries: Combined Science



Source: Bussière, Patrick, Tamara Knighton, and Dianne Penneck. *Measuring Up: Canadian Results of the OECD PISA Study: The Performance of Canada's Youth in Science, Reading and Mathematics: 2006 First Results for Canadians Aged 15*. Ottawa, ON: Human Resources and Social Development Canada, Council of Ministers of Education, Canada, and Statistics Canada, 2007. 16. *Statistics Canada information is used with the permission of Statistics Canada. Users are forbidden to copy the data and disseminate them, in an original or modified form, for commercial purposes, without permission from Statistics Canada. Information on the availability of the wide range of data from Statistics Canada can be obtained from Statistics Canada's Regional Offices, its World Wide Web site at <www.statcan.gc.ca>, and its toll-free access number 1-800-263-1136.*

The chart illustrates that Canada (534 points) performed strongly relative to the participating countries. Manitoba (523 points) ranked sixth among the Canadian provinces (territories did not participate), slightly below the Canadian mean (by 9 points, which is very small in practical terms) and above the OECD mean of 500.

PISA results are also expressed in terms of the proportion of students performing at different levels, of which six are identified for PISA. Level 2 is described as the minimum level for functional literacy in the domain, and 87.5 percent of Manitoba students reached at least Level 2, compared to 89.9 percent for Canada.

Analysis by gender showed no gender performance difference for Manitoba nor for Canada overall. In the science subdomains, some small differences were detected – girls, on average, outperformed boys in “identifying scientific issues,” and boys similarly outperformed girls on “explaining phenomena scientifically.”

Looking at the francophone school systems for the five provinces for which data were provided, Manitoba ranked third behind Quebec and Ontario. It is typically observed that students in minority francophone settings perform at a lower level than those in the majority language setting in Quebec.

Some interesting indicators of the degree of equality of science literacy across levels of socio-economic status were provided in the PISA report. Comparing students whose parents have a post-secondary education with those whose parents do not, the average score difference in Manitoba was tied with British Columbia as the lowest in the country. With respect to socio-economic status (SES), Manitoban (and Canadian) students at the lower end of the SES scale outperformed, on average, students of similarly low SES across the OECD. This difference diminishes at higher levels of SES. These results indicate that educational systems in Manitoba and Canada are relatively effective at providing opportunities for learning to students at lower SES levels.

Students self-identified in the questionnaire as to their immigration status (first or second generation), and the results were used to determine the degree of difference between these two groups and non-immigrants (i.e., not first- or second-generation immigrants). Compared to Manitoban non-immigrants, Manitoba first- and second-generation immigrants performed lower. However, both Manitoba and Canada performed well in this regard relative to the OECD.

Further analyses are available in the Canadian report, which can be downloaded for free from the CMEC website at www.cmec.ca.

MOVING FORWARD

An examination of the data presented in this report indicates that most Manitoba students are performing well based on information from provincial as well as national and international assessments. There are, however, challenges. Manitoba Education's involvement in these assessments helps the Department identify these challenges so it can work collaboratively to enhance teaching and support student learning. Three examples of recent initiatives are highlighted below.

Grade 3 Assessment Student Data

In the 2009–2010 school year, several changes were made to the Grade 3/4 Assessment: a sharper focus on key numeracy competencies, new implementation support documents for teachers, and the collection of individual student data via the introduction of a web-based data collection and reporting system. Each of these changes were brought about to improve the assessment in terms of how teachers and schools could use the data to support learning. The web application permits schools to generate school-level results profiles, which facilitate analysis and interpretation of the assessment results. Access to this kind of information at the school and division level allows educational leaders to get a better sense of student performance, and provides an opportunity to examine current processes and practices to ensure the best strategies are utilized to foster student learning.

This change will also enable longitudinal tracking of student performance from Grade 3, through the Grades 7/8 Assessment, and culminating in Grade 12 Standards Tests on both a local and provincial level.

Aboriginal Identity Declaration

Manitoba Education has identified Aboriginal education as one of its priority action areas and has committed to continue working towards improving education for Aboriginal students. To this end, the collection of Aboriginal Identity Declaration (AID) information has been identified as a priority. The declaration of this information is voluntary, is recorded at the school level, and is then provided to Manitoba Education on an annual basis.

AID is one component of a commitment to work towards increased high school graduation rates of Aboriginal students and to close the educational achievement gap between Aboriginal and non-Aboriginal students.

Divisional Visits

In 2007, the Assistant Deputy Ministers of Education began a cycle of meetings with superintendents in each Manitoba school division to initiate a dialogue about the use of provincial assessment data to improve learning. The use of divisional assessment data and the impact of divisional assessment initiatives were also part of the discussion. These meetings have helped to develop mutual and shared expectations associated with using assessment data to monitor and improve student achievement, and helped determine what changes are necessary to make the data more user-friendly. Some of these changes have been made or are in the process of being implemented for next year.

These visits also reinforced for divisions and for the Department the important work taking place across the province in the area of student assessment practices with a focus on those that most directly support student learning. Both the Department and divisions are learning from this initiative, as described in the provincial support documents *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning* and *Communicating Student Learning: Guidelines for Schools*. Divisions have commented that they value these documents and the direction they set, and it is evident that their recommendations are being adopted. At the same time, divisions have noted struggles in the initiation and implementation of change, and the Department has responded to requests for support. In many cases, an ongoing consulting relationship has been established. The Assessment Initiative consultants continue to work with many divisions in the province on a variety of assessment initiatives.

SUMMARY

As indicated previously, Manitoba Education is committed to assessments *of learning*. These assessments provide valuable information for students, teachers, and parents, as well as for the broader educational community, of achievement at a certain point in time. This type of information helps to celebrate success, plan interventions, and support continued progress. As such, the Department continues to examine ways to provide more information about student achievement in Manitoba. The move towards online reporting systems in Grade 3 and Middle Years represents only the first step in making data more accessible.

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Feedback Form



We Would Like to Hear from You

Manitoba Education welcomes your response to *A Profile of Student Learning and Performance in Manitoba, 2006–2010* 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 Online Posting

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 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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