Manitoba's
Provincial Report Card

Information
for
Parents

GRADES 9 TO 12

Manitoba

General

Why is there a new report card?

The Manitoba government has introduced a new provincial report card to enhance the quality of education in Manitoba and to build stronger partnerships among students, their teachers and parents.

In the past, report cards were different in each school division and, in some instances, in schools within the same division. The new provincial report card will make sure that parents get consistent, clear information about how well their children are learning, what steps will help improve learning and what they can do to help.

Will the report card be easy to understand?

The report card is written in plain language. It tells you about your child's strengths and where your child needs support. If you have questions about the report card, you can talk to your child's teacher.

Is the provincial report card the same for all grade levels?

There are three report card formats: one for Grades 1 to 6, one for Grades 7 and 8 and one for Grades 9 to 12.

Will there be teacher comments on the report card?

Yes. Teachers will write comments about your child's school work and behaviour. The comments will help you understand how your child is doing and how to support your child's learning.

How is my child assessed?

Academic achievement grades show how well students achieve curriculum learning goals. This is referred to as criterion-referenced grading. Academic achievement grades are not based on how your child performs compared to other students. Factors like attitude, effort and behaviour are reported separately from academic achievement. While it is understood that these factors affect academic achievement and therefore grades, reporting them separately provides parents with more information about their child's strengths and areas for improvement.

Teachers provide students with many ways to show their skills and understanding in a subject. Achievement grades generally reflect your child's most recent and consistent academic achievement. For example, this means that a low mark on an assignment early in a term might not be considered when determining your child's grade for the end of the term if she or he has later consistently shown better understanding or skill in that area.

How will grades be reported?

Students' grades are reported using percentages.

Can my child fail a course?

Yes. In Grades 9 to 12 (high school), credits are granted based on evidence of achievement of the learning outcomes set out in provincial curricula. A final grade of less than 50% indicates that the student did not show adequate knowledge and skills to pass the course.

When will the report card be sent home?

For semestered schools, report cards are sent home twice per semester. For non-semestered schools, they are sent home in the fall, in the spring and at the end of the school year.

Will I get information from teachers at other times?

Yes. The report card is only one way of communicating with parents. Other ways include phone calls, emails, informal progress reports, parent-teacher meetings, student-led conferences, and school newsletters.

What should I do if I am worried about my child's school performance?

Talk to your child's teacher. It will be helpful to make a list of areas where your child is having trouble. Ask the teacher how you can work together to help your child succeed.

Information
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GRADES 9 TO 12

Student programming

Your child's *programming* refers to whether she or he is following grade-level curriculum, or other programming designed specifically to better address her or his learning needs.

In Grades 9 to 12 (high school), courses use a three-character numbering system. The third character (e.g., 20F – "F", in this example) refers to the type of programming your child is following. If your child is following the grade-level curriculum in a subject, his or her report card will use one of the following letters:

F (Foundation), S (Specialized) or G (General).

If your child is *not* following the grade-level curriculum in a subject, the report card will indicate which of the following three types of programming (and related letter codes) apply.

1. M programming

"M" refers to modified programming required because of an intellectual (cognitive) disability. The grades that this student receives on the report card reflect learning goals appropriate for that individual student, and those goals are clearly outlined in an individual education plan (IEP).

2. E programming

"E" refers to English as an additional language (EAL) programming. A student in the first stages of learning English as an additional language focuses on learning English in that subject area. The grades that this student receives on the report card are based on a balance of language and subject area learning goals appropriate for that individual student's level of language development. Those goals are clearly outlined in the student's EAL education plan.

3. L programming

"L" refers to French literacy programming, and applies to the *Français* program and to the French Immersion program in Grades 9 to 12. A student who needs more support to develop the French language skills required to follow the provincial curriculum successfully may focus on learning French in the context of that subject area. The grades that this student receives on the report card are based on a balance of language and subject area learning goals appropriate for that individual student's level of language development. Those goals are clearly outlined in the student's French literacy education plan.

In the sample below, you can see where the type of programming is indicated by a red circle. In this case, the student is following modified ("M") programming for the subject of mathematics.

	Attendance and Achievement								Learning Behaviours					
	Term 1			Term 2			Final		Term 1			Term 2		
	Lates	Absences	Grade	Lates (Total)	Absences (Total)	Grade	Final exam	Final grade	Personal management skills	Active participation in learning	Social responsibility	Personal management skills	Active participation in learning	Social responsibility
Semester:	Course: **Mathematics 10 (M)**													
Teacher:			%			%	%	%						
Credit Value:	Comments:						☐ IEP (behaviours)							
Credits Earned:														

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Academic achievement of provincial expectations

A percentage grade scale is used on students' report cards to show an overall grade for each subject taken. The chart below shows how the percentage grade scale relates to academic achievement in that subject, as well as other codes used. Note that for Grades 11 and 12 Physical Education/Health Education courses, a percentage grade scale is not used. Instead, the codes **CO** and **IN**, defined below, are used on report cards.

Academic Achievement of Provincial Expectations	Percentage Grade
Very good to excellent understanding and application of concepts and skills	**80% to 100%**
Good understanding and application of concepts and skills	**70% to 79%**
Basic understanding and application of concepts and skills	**60% to 69%**
Limited understanding and application of concepts and skills; see teacher comments	**50% to 59%**
Does not yet demonstrate the required understanding and application of concepts and skills; students with a final grade of less than 50% are not granted course credit; see teacher comments	**Less than 50%**
Additional Codes	
Course Complete: Final passing grade for courses using CO/IN for grades, e.g., Grades 11 and 12 Physical Education/Health Education.	**CO**
Course Incomplete: Final grade showing insufficient evidence of learning for courses using CO/IN for grades, e.g., Grades 11 and 12 Physical Education/Health Education. May also be used in other courses but not as a final grade.	**IN**
No exam applies	**NE**
No mark for the school-based final exam or provincial test, where applicable	**NM**

The following example shows a student taking Grade 10 Science with regular grade-level curriculum programming. It also shows the three learning behaviours, which are described in a section below. It includes a final exam worth 20% of the final grade.

| | Attendance and Achievement | | | | | | | | Learning Behaviours | | | | | |
| | Term 1 | | | Term 2 | | | Final | | Term 1 | | | Term 2 | | |
	Lates	Absences	Grade	Lates (Total)	Absences (Total)	Grade	Final exam	Final grade	Personal management skills	Active participation in learning	Social responsibility	Personal management skills	Active participation in learning	Social responsibility
Semester: 1 Teacher: Ms Osmand Credit Value: 1 Credits Earned: 1	Course: **Science 20F**													
	2	1	70%	3	1	75%	80%	76%	C	U	S	U	S	C
	Comments:							☐ IEP (behaviours)						

Graduating from high school

In Grades 9 to 12 (high school), students earn credits toward graduation for each subject they take, at each grade level, when a passing grade of 50% (or more) is achieved.

Information for parents about graduation requirements is available online at:

www.edu.gov.mb.ca/k12/policy/grad_require.html

It is important for you and your child to be sure the credits your child is earning will lead to graduation, and that they are appropriate for your child's plans after graduation. The report card has a table that shows your child's progress toward graduation. If you ever have concerns about this, contact your child's school.

Learning behaviours

In addition to reporting academic achievement, report cards show your child's effort and attitude in class, reported under "Learning Behaviours," as illustrated and described in the earlier samples and below. The IEP box in this section will be used if your child has an individual education plan with goals related to the learning behaviours.

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

Learning behaviours are not included directly in students' grades, but they can affect their academic achievement. The development of positive learning behaviours can result in future success for students as they progress through their lives both in and out of school. If students work independently, take initiative, and respect classroom values, these skills will transfer to many other parts of their lives.

For students in the French Immersion program, there is also a learning behaviour about students' engagement in using French.
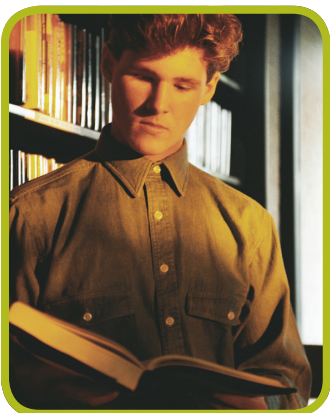
For more information

Visit the Manitoba Education website for more information about

- what your child is learning in **different subject areas:**
  www.edu.gov.mb.ca/k12/cur/parents/ (English Program)
  www.edu.gov.mb.ca/k12/cur/parents/fr_imm/ (French Immersion Program)
  www.edu.gov.mb.ca/m12/progetu/parents/ (*Français* Program)

- the policies and guidelines for **student assessment:**
  www.edu.gov.mb.ca/k12/assess/

- the **provincial report card:**
  www.edu.gov.mb.ca/k12/assess/report_cards/index.html

Your input is welcome

Whether you are a parent or guardian, an educator, a student or an interested community member, your response to the new report card is important. Overall, did you find the report card clear and informative? Are there parts of the report card that can still be improved?

If you want to provide suggestions, please either mail them to the address below or visit the website indicated and fill out and submit an online feedback form.

Mail-in Feedback	Online Feedback
Provincial Report Card Feedback Manitoba Education 1567 Dublin Avenue Winnipeg MB R3E 3J5	www.edu.gov.mb.ca/k12/assess/report_cards/feedback.html

Available in alternate formats upon request.