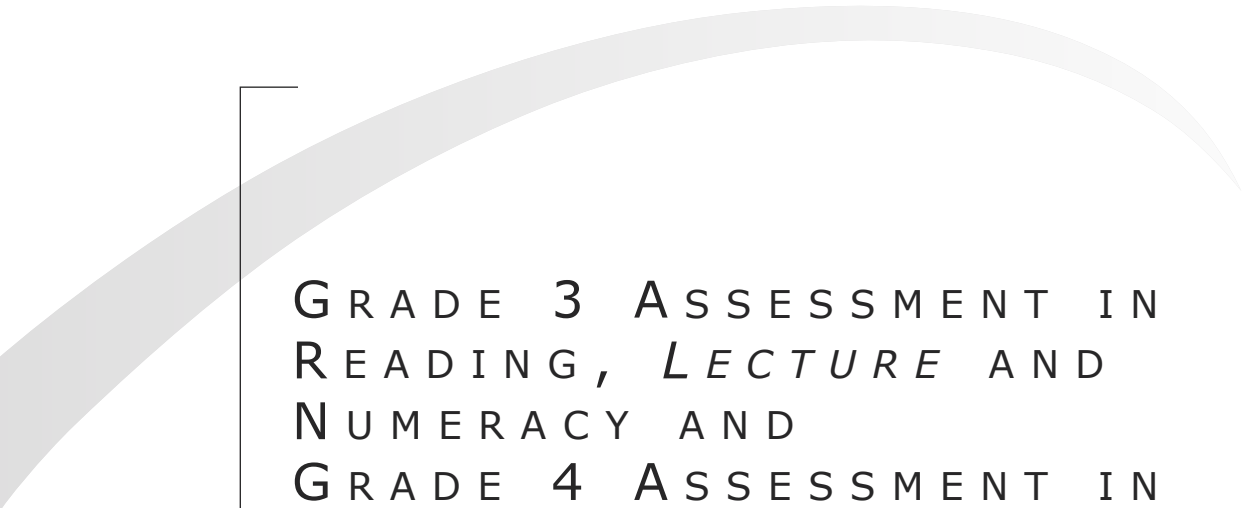# Grade 3 Assessment in Reading, *Lecture* and Numeracy and
Grade 4 Assessment in French Immersion *Lecture*

Manitoba 🦬

GRADE 3 ASSESSMENT IN READING, *LECTURE* AND NUMERACY AND GRADE 4 ASSESSMENT IN FRENCH IMMERSION *LECTURE*

Schools are encouraged to share this document with parents, guardians, and communities, as appropriate.

Print copies of this document can be purchased from the Manitoba Text Book Bureau (stock number 80655). Order online at <www.mtbb.mb.ca>.

This document is available on the Manitoba Education and Advanced Learning website at <www.edu.gov.mb.ca/k12/assess/gr3/index.html>.

Websites are subject to change without notice.

This document is an update of the 2009 edition.

Disponible en français au :
<www.edu.gov.mb.ca/m12/eval/eva_oblig_3-4_lec.html>.

Available in alternate formats upon request.

C ONTENTS

R A T I O N A L E

Assessment of student performance is vital to guide the teaching-learning process. Research shows that both the quality and level of academic achievement and student engagement can be increased through formative assessment—assessment *for* and *as* learning (Manitoba Education, Citizenship and Youth).

In classrooms where formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately, the gains in student achievement are quite considerable (Organization for Economic Co-operation and Development [OECD]; Black and Wiliam; Allal and Lopez; Wiggins).

This assessment *for* learning done by the teacher fosters an internal assessment *as* learning on the part of the student. To become independent learners, students need to participate in the assessment process. From the start, students need to construct for themselves an idea of what is to be learned. The teacher needs to explain the learning outcomes in terms that students understand, and to have them participate in

- setting criteria that define success
- giving and obtaining feedback
- planning the next steps to reach the learning outcomes

Depending on student needs, the teacher shows students how to carefully review and refine their work. Gradually, students learn to assess themselves and their peers fairly and realistically, being neither too harsh, nor too lax about the quality of the work.

Going beyond self-assessment, students must make the necessary adjustments to their work, and use the feedback gained from self-assessment, and from their peers and teacher. Students must be actively engaged in the teaching-learning process.

There is also a need to summarize information on the achievement of students— summative assessment or assessment *of* learning—at certain points in time, to inform students, teachers, parents, and the broader educational community. This type of information can be used to adjust the teaching-learning process and to support the ongoing dialogue with parents.

An OECD study reports that parents who were given the opportunity to become familiar with alternate forms of reporting of their children's progress, such as through more extensive use of narratives and rubrics, found this helpful and informative, and gave them more guidance in how they might help their children with school work.

Summative information also provides feedback to the school or system so that appropriate supports for further learning are provided and serves to communicate achievement to stakeholders.

PURPOSE

The primary purpose of this policy is to improve student learning by identifying, early in the school year, students' strengths and needs in key competencies in numeracy and reading and using this information to guide instructional planning. This application of the policy is consistent with assessment *for* learning as described in the Manitoba support document *Rethinking Classroom Assessment with Purpose in Mind*. By collecting the information early in the school year, it can be used to plan the next steps in the student's learning and, through individual student reports sent to parents, to support an ongoing dialogue with parents to ensure that students have the foundational knowledge and skills needed to support learning across the curricula.

The second purpose of this policy is to gather and communicate aggregate, summative information about student achievement in the key competencies. This Grades 3 and 4 Assessment complements the Middle Years assessment and the Grade 12 provincial tests in providing a provincial picture of student achievement.

Applied as an assessment *of* learning, there are three types of audience for the achievement information. The first is parents through vehicles such as school or division reports to the community. The second is the school-based learning team consisting of teachers and administrators as well as divisional leaders and trustees. The third is the larger educational and stakeholder communities including the department, the public, and researchers. These groups use the information at aggregate levels to examine trends, to support research, and to make decisions about the provision of resources to support student learning.

I MPLEMENTATION

The Grades 3 and 4 Assessment is implemented early in the school year and applies to all students enrolled in Grade 3 and in Grade 4 French Immersion in provincially funded schools. Non-funded and First Nations schools are invited to participate.

The assessment addresses competencies in numeracy and reading as summarized below by grade and program.

Competency	Grade 3			Grade 4
	English Program	Français Program	French Immersion Program	French Immersion Program
Reading	✓		✓	
Lecture		✓		✓
Numeracy	✓			
Notions de calcul		✓	✓	

School divisions and schools implement this assessment policy. Teachers gather assessment information on their students using teacher-selected strategies to assess critical competencies according to criteria (competencies, indicators, performance levels, exemplars) provided by the department in a separate support document available at <www.edu.gov.mb.ca/k12/assess/gr3/index.html>.

A SSESSING S TUDENTS

The assessment is not a test but is based on the teacher's observations and conversations with students during daily instruction and on evidence from work that is collected. This assessment is based on the most recent, stable evidence of student achievement gathered as part of the normal teaching-learning process, and is made relative to early-year criteria provided by the department which are based on curricular, grade-level learning outcomes.

The assessment is conducted early in the school year to enable the information to be used in a formative way to support student learning.

In rare instances it will not be possible to assess a student and report results to parents or to the department as required by this policy due to exceptional circumstances. For example, the student might have arrived in the province in late October with no performance information available. Such a student may be exempted from the reporting process provided the parents are informed, they give consent, and the school makes a request that includes the details of the circumstances to the department no later than the end of October. The formal request letter must include

- the school name
- the student name and MET number
- a description of the exceptional circumstances
- a statement that the parent approves of the exemption
- a school contact person name with title, telephone number, and signature

The request may be mailed or sent by fax to

English Program:
    Coordinator, Assessment Unit
    Instruction, Curriculum and Assessment Branch
    1567 Dublin Avenue
    Winnipeg MB R3E 3J5
    Fax: 204-948-2442

Français Program and French Immersion Program:
    Directeur, Direction des services de soutien en éducation
    Bureau de l'éducation française Division
    309–1181 Portage Avenue
    Winnipeg MB R3G 0T3
    Fax: 204-948-3234

Once the exemption from reporting is granted by the department, no reporting to the parents is required. For reporting to the department, no further action is required. The exemption is indicated in the data and no performance levels for any of the competencies are reported.

For students who are not performing at any of the three levels presented in the reporting forms, please see the section entitled Reporting Results (on the following page) for further information.

REPORTING RESULTS

Schools report each student's performance to parents, in a timely manner, and to the department, no later than the end of November. The reporting of student achievement is to reflect student performance as of the last week of October.

Schools and school divisions are to include an analysis of their results in a report to the community, along with appropriate contextual background information. To facilitate data reporting, the department will provide summary reports of divisional and provincial results for all competencies, by school program, to school divisions. School-level data summaries are available from the web application used by schools to report to the department.

Student performance reflects cumulative growth and achievement as a result of instruction over previous years. Therefore, it is appropriate to share the information with the teacher team in a school to foster collaborative efforts to improve student learning.

Schools use the reporting forms provided by the department to communicate results to parents. These reports are to be signed by principals and copies are to be kept in students' cumulative files. Performance levels are determined with the aid of examples in the parent reports and samples of student work provided in support documents available at <www.edu.gov.mb.ca/k12/assess/gr3/index.html>.

If a student's performance level is below the lowest level described in the reporting form for all competencies, this is normally because the student is not working towards grade-level curricular outcomes as described in an individual education plan (IEP). In this case it is not necessary to send a report home to parents providing that appropriate communication between home and school is ongoing. Where this applies for only some competencies, a report is sent home and no performance levels are indicated for those competencies. The comment section is used to explain the circumstances.

For reporting data to the department via the Web, an option will be provided for each competency to indicate if the student is performing below the lowest performance level described on the parent report for the competency.

Schools will report individual student results to the department no later than the end of November. Information about this reporting process will be sent to all schools near the beginning of each school year.

Schools or school divisions wishing to incorporate reporting to parents for this policy into other reporting procedures rather than using the provincial reporting templates must first obtain authorization from the department.

The department will use results data for publicly reporting at the provincial and program levels as well as addressing specific areas of interest and research. No departmental public reporting will permit the identification of a student, class, school, or school division.

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