MANITOBA PROVINCIAL REPORT CARD POLICY

Partners for Learning

Grades 1 to 12

Revised 2026

Manitoba

LAND TREATY ACKNOWLEDGEMENT

We recognize that Manitoba is on Treaty 1, 2, 3, 4, 5, 6, and 10 Territories and the ancestral lands of the Anishinaabe, Anishininewuk, Dakota Oyate, Denesuline, Ininiwak, and Nehethowuk Peoples. We acknowledge Manitoba is located on the Homeland of the Red River Métis. We acknowledge northern Manitoba includes lands that were and are the ancestral lands of the Inuit.

We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, the Inuit, and the Métis in the spirit of truth, reconciliation, and collaboration.

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This resource is available on the Manitoba Education and Early Childhood Learning website at *www.edu.gov.mb.ca/k12/assess/docs/report_card/index.html*.

Websites are subject to change without notice.

Disponible en français.

Une ressource pour le programme d’immersion française et une ressource pour le programme français sont également disponibles.

Available in alternate formats upon request.

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1. INTRODUCTION

The Grades 1 to 12 Manitoba provincial report card is mandated for all public school divisions. This requirement applies to all Grades 1 to 12 students whose learning is based on the provincial curriculum, including when a student meets eligibility and suitability requirements for curriculum modification and/or when the focus of instruction is on additional language learning.

This policy outlines provincial requirements for the communication of grading, reporting, and student learning in Grades 1 to 12. Any deviation from this policy must receive written approval from the department.

1.1 Purpose

The Manitoba provincial report card is the province-wide reporting tool used to communicate student progress and achievement to parents/caregivers at set reporting periods. Using the same format across all school divisions and schools improves clarity and consistency for students and parents/caregivers. It is based on a coherent framework for assessment, grading, and reporting, and it supports a shared understanding of reporting expectations across Manitoba. The report card, and the policy on which it is based, enhances the quality of education in Manitoba, building strong partnerships among students, teachers, and parents/caregivers.

1.2 Guiding Principles for the Evaluation and Communication of Student Learning

NEW

The guiding principles described in the provincial document *Guiding Principles for the Evaluation and Communication of Student Learning* build shared understandings of what is needed to ensure equity, reliability, validity, and transparency in judgment and communication of student progress to students and parents/caregivers. Teachers apply these principles in practice to ensure that the assessment, evaluation, and communication of student learning support learner growth and well-being.

2. PREPARATION AND DISTRIBUTION

2.1 Report Card Format Requirements

Manitoba has three provincial report card formats, with slight variations based on school programs. Separate report card formats apply to Grades 1 to 6, Grades 7 and 8, and Grades 9 to 12. The templates can be found at www.edu.gov.mb.ca/k12/assess/report_cards/index.html.

Report card templates must be used as provided by the department. Any alterations require departmental pre-approval.

In Early and Middle Years multi-grade or combined classrooms, the appropriate report card format for each grade level must be used.

In Grades 9 to 12, multiple report card formats are available to accommodate different scheduling structures, including full-year, semestered, and blended models. Schools may use more than one format, depending on scheduling needs.

2.2 Delivery and Return

The methods used for the delivery and return of report cards to and from parents/caregivers is a local school/division decision.

2.3 Reporting Frequency

- **Grades 1 to 8**
  - three reporting periods: Term 1, Term 2, and a final June report
- **Grades 9 to 12**
  - semestered schools and other multi-term systems
    - two reporting periods per semester: a midterm report and a final report
  - non-semestered high school options
    - three reporting periods: Term 1, Term 2, and a final June report
    - four reporting periods: the schedule aligns with semestered reporting

2.4 Cumulative Files

A pupil's cumulative file exists for all learners and is to include an annual summary (or a summary at the end of each semester) of the student's achievement and progress in the courses or programs in which the student is enrolled (i.e., report cards and transcripts). For details, refer to the *Manitoba Pupil File Guidelines* and the *Administrative Handbook for Schools* (2016).

Local discretion applies when determining what is included in a pupil's cumulative file relative to the report card. Student files may include all report cards (each term), the final report card, or a specially printed (for the cumulative file only) final report card with all teacher comments. Local decisions should address specific issues, as appropriate, relative to departmental student transfer guidelines.

2.5 Reporting Student Progress and Achievement

The report card is a formal document that reflects a student's progress and academic achievement relative to curricular learning outcomes; it is based on evidence of learning. As a part of a student's record, the report card is a source of accurate, valid, and reliable information that not only informs parents/caregivers, but also informs teachers and administrators when a student moves between grades and schools.

Grades 1 to 12

- Final grades on the report card are based on progress related to grade-level curricular learning outcomes or, when applicable, student-specific outcomes, along with descriptive teacher comments.
- Term report cards communicate a student's achievement relative to content completed up to that point in time, along with descriptive teacher comments.
- The principal signature (or a principal-designate) is required on each report card for all reporting periods. It may be inserted electronically or stamped.
- The school where the student is enrolled for a given subject(s) is responsible for communicating progress and achievement, regardless of delivery method (e.g., InformNet, teacher-mediated option).

Grades 1 to 8

- Progress and achievement of provincial grade-level curricular learning outcomes is represented on report cards using the ordinal (Grades 1 to 8) and percentage grade scale (Grades 7 and 8 only). This also applies to modification of grade-level curricular learning outcomes documented in the curriculum modification plan (CMP).
- Progress and achievement of provincial curricular learning outcomes and English as an additional language (EAL)/language, academics, and language (LAL) learning goals and/or 'L' learning goals is represented on report cards using the ordinal (Grades 1 to 8) and percentage grade scale (Grades 7 and 8 only), along with descriptive comments.
- Achievement of student-specific outcomes is reported through the individual education plan (IEP). Ordinal and/or percentage grades are not assigned to student-specific outcomes.
- Each subject category within compulsory subjects is to be reported at each reporting period.

Grades 9 to 12

- Progress and achievement of provincial grade-level curricular learning outcomes is represented on report cards using only the percentage grade scale, and for some courses using the IN/CO/CC code(s). This also applies to modified courses documented in the CMP.
- Achievement of student-specific outcomes is reported through the IEP. Percentage grades are not assigned to student-specific outcomes.

Final reporting communicates achievement that reflects

- end-of-course curricular learning outcomes, including modified courses or student-specific outcomes documented in the IEP
- progress towards end-of-course curricular learning outcomes for EAL/LAL and/or 'L' programming (E courses)
- all courses taken by the student during the school year, including courses that were not completed and/or courses being audited (not for credit)

In the case of audited courses, grade cells remain blank and the following comment must be included:

This course is being audited. No credit will be granted.

High school courses that have not yet begun but in which a student is enrolled are not included in term report cards. Courses taken in an earlier term need not be included in a subsequent term report card.

3. STUDENT INFORMATION AND PROGRAMMING

3.1 Student Name

Use of a preferred name for students on the report card is acceptable. Provided the consent of the student has been obtained, a letter to the principal from the parent/caregiver is required and is kept in the pupil file. For students who are 18 years of age or older, the request must be submitted by the student and is kept in the pupil file. The principal retains discretion in approving such requests.

When there is existing, signed documentation on file, such as a school registration form, that provides parent/caregiver acknowledgement of a preferred name for use in regular communications from the school to parents/caregivers, an additional written request is not required.

Note: The student's legal name is required in the provincial Education Information System (EIS), as well as on school- or provincially issued transcripts of marks.

3.2 Attendance

Attendance and punctuality are reported at each reporting period.

Grades 1 to 8 schools report

- days absent (to the nearest half day)
- number of times late for school (up to two per day: morning and afternoon)

Grades 9 to 12 schools report

- attendance by course
- cumulative totals for lates and absences from the start of the course

3.3 Appropriate Educational Programming

Appropriate educational programming informs how grades are determined and reported. Prior to reporting, instructional programming and supports must be documented in a student-specific plan (SSP). Identifying a student's appropriate educational programming is critical to accurate and meaningful reporting. Unless otherwise indicated, the report card provides information about a student's progress and achievement relative to provincial grade-level curriculum.

- **Adaptations** are documented in an SSP and are not reported on the report card. Grades are based on progress and achievement relative to grade-level curricular learning outcomes.
- **Modifications** are documented in a CMP. Grades are based on progress and achievement relative to the modified grade-level curricular learning outcomes.
- **English as an additional language (EAL) programming** grades are based on student-specific EAL learning goals and on progress and achievement relative to some grade-level curricular learning outcomes.
- **Littératie (L) programming** grades are based on student-specific 'L' learning goals and on progress and achievement relative to some grade-level curricular learning outcomes.
- **Individualized programming** is documented in an IEP; student-specific outcomes are qualitatively evaluated based on evidence of learning. Progress is reported through the IEP at the end of each reporting period, communicating achievement over time

Individualized Programming (I)

Individualized programming is intended for learners whose appropriate educational programming involves highly individualized and functionally appropriate learning experiences in domains outside the provincial curriculum.

Student eligibility for individualized programming is outlined in *Supporting Inclusion: Modification and Individualized Programming in Manitoba Schools* (2023).

- Students eligible for individualized programming must have an IEP documenting student-specific outcomes.
- The **I** indicator checkbox is used when student progress and achievement is based **solely** on student-specific outcomes documented in an IEP.
- Student-specific outcomes are not assigned ordinal and/or percentage grades.

Grades 1 to 12

- The **I** indicator checkbox on the front page of the provincial report card is selected.
- The front page of the report card is completed.
- Progress and achievement are reported throughout the student-specific planning process and, when used locally, an IEP report is included at reporting periods.
- Progress is monitored based on achievement of the student-specific outcomes.

Note: Students progress at a pace that meets their learning needs; they are eligible for continued programming until June 30th in their 21st year.

Modification (M)

Student eligibility and suitability for curricular modifications is outlined in *Supporting Inclusion: Modification and Individualized Programming in Manitoba Schools* (2023).

Students who meet eligible and suitability requirements for curricular modifications

- must have a CMP that documents the changes made to the number, essence, or content of the grade-level curricular learning outcomes.
- have their progress and achievement reported with the provincial report card (Grades are based on progress and achievement on the modified grade-level curricular outcomes documented in the CMP.)
- should not receive a failing grade, as the curricular learning outcomes are intentionally modified/adjusted to align with their identified learning needs
- have their CMP revised when ongoing monitoring shows the modified curricular learning outcomes are no longer attainable

Note: The M indicator checkbox (Grades 1 to 8) may be selected for some subjects and not others, as per the CMP.

The following comment must appear when the **M** indicator checkbox is selected:

The achievement grade is based on progress toward the curricular learning outcomes identified in the curriculum modification plan.

Grades 9 to 12

M-designated courses are identified by the three-character course coding structure in the *Subject Table Handbook*.

- This designation indicates that a CMP is in place and the learner meets the established eligibility and suitability criteria for modified programming.
- Courses designated as 'M' in Grades 9 to 12 do **not** require a provincially mandated comment on the report card.

Additional Language Programming

English as an Additional Language (EAL)

Eligibility for EAL programming applies when the focus of instruction is on language learning that is documented in an EAL SSP.

Progress and achievement are reported on the provincial report card.

The **EAL** indicator checkbox is selected when

- the focus of instruction is 50 percent or more on EAL learning goals at a specific phase or stage, with some subject area curricular learning outcomes at grade level
- the student's instructional focus differs by subject (the indicator may be selected for some subjects and not others)
- the student is transitioning toward grade-level curriculum as their language proficiency improves (the indicator may be selected in an earlier reporting period and removed later)

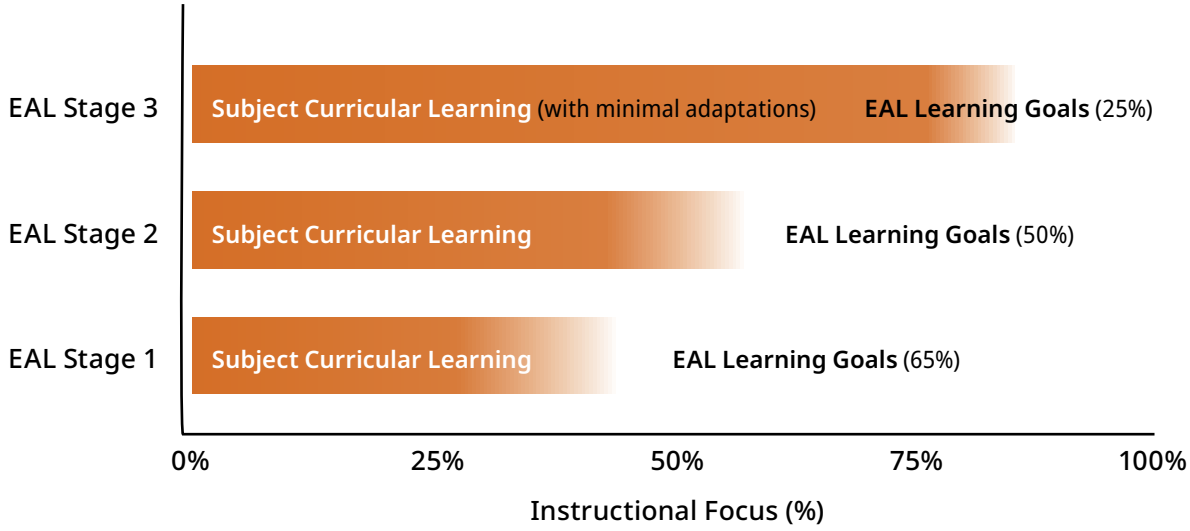
Note: Once the student is participating in grade-level curriculum with adaptations to support language learning, the adaptations must be documented in an SSP, even when the EAL indicator is no longer selected.

The following comment must appear when the **EAL** indicator checkbox is selected:

The achievement grade is based on student-specific EAL learning goals with some grade-level subject area curricular learning outcomes.

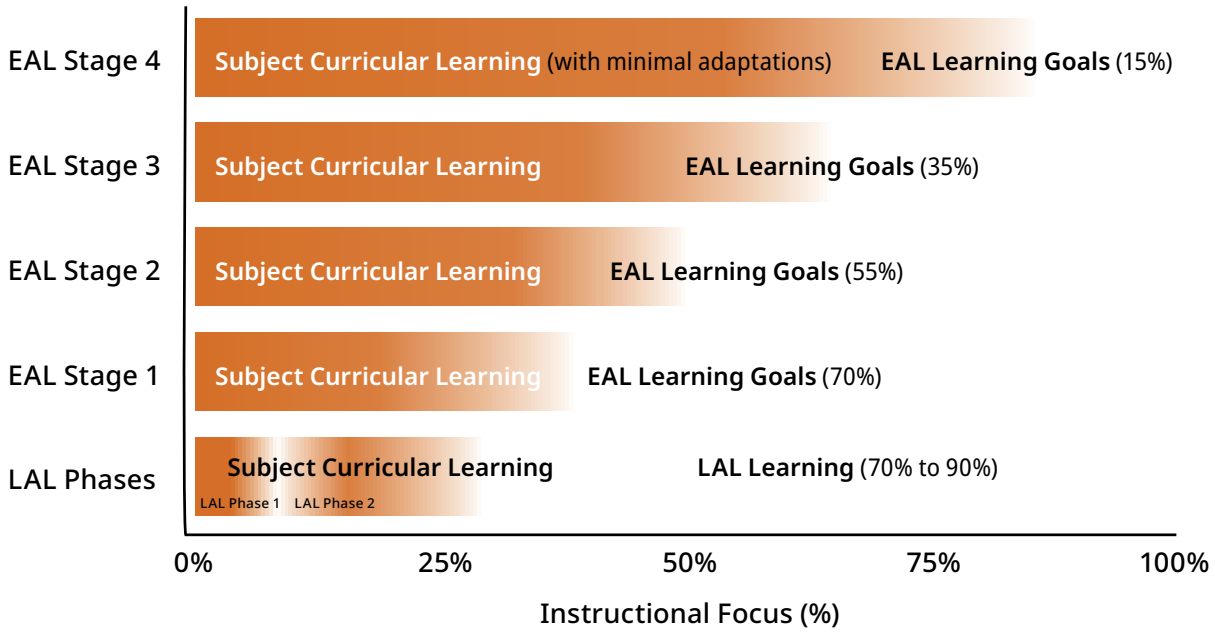
This is followed by descriptive teacher comments addressing, as appropriate, the level at which the student is working and other information pertinent to the student's progress and achievement.

Planning for Subject and EAL Learning in Early Years (Kindergarten to Grade 4)



Note: The table illustrates possible instructional balances. Teachers will need to consider learners' strengths, needs, as well as the language demands of individual subjects.

Planning for Subject and EAL Learning in Middle Years (Grade 5 to Grade 8)



Note: The table illustrates possible instructional balances. Teachers will need to consider learners' strengths, needs, and experiences, as well as the language demands of individual subjects.

Planning for EAL and Subject Learning – Grades 1 to 8

Information about the stages of EAL development and language goals may be found in the Manitoba *Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming*. It is recommended that a student who receives the EAL designation in a subject have an EAL SSP.

The following chart illustrates a possible proportion of EAL learning goals drawn from the EAL/LAL Curriculum Framework and the grade-level subject curriculum, based on a student's assessed EAL stage. The desired path is for student learning to shift increasingly towards the grade-level curriculum as language proficiency improves, so that a student who needs the EAL programming indicator in the first reporting period may be working at grade level with adaptations for language learning by the last reporting period. In that case, the EAL box is no longer selected, although any adaptations should be noted in an EAL SSP.

Planning for EAL and Subject Area Learning across the EAL Stages

Stage	Possible Instructional Balance	Programming
1	Subject Area Outcomes | EAL	EAL
2	Subject Area Outcomes | EAL	EAL
3	Subject Area Outcomes (with adaptations) | EAL	Provincial
4	Subject Area Outcomes (with adaptations) | EAL	Provincial

Grades 9 to 12

E-designated courses are identified by the three-character course coding structure in the *Subject Table Handbook*.

- This designation indicates that an EAL SSP is in place to support English language development within the course.
- Courses designated as 'E' in Grades 9 to 12 do **not** require a provincially mandated comment on the report card.

For more information, refer to *Promising Pathways: High School and Adult Programming Options for English as an Additional Language (EAL) Youth, Version 2.0)* (2019).

Littératie Programming (L)

Eligibility for Littératie (L) programming in the Français Program applies when the focus of instruction is on language learning that is documented in an SSP.

Progress and achievement are reported on the provincial report card.

The 'L' indicator checkbox is selected when

- the focus of instruction is 50 percent or more on language acquisition or literacy learning goals, with some subject area curricular learning outcomes at grade level
- the student's instructional focus differs by subject **(the indicator may be selected for some subjects and not others)**
- the student is transitioning toward grade-level curriculum as their language or literacy proficiency improves **(the indicator may be selected in an earlier reporting period and removed later)**

The following comment must appear when only the 'L' indicator checkbox is selected:

> *La note est basée sur les buts d'apprentissage de la matière qui sont considérablement différents des attentes d'apprentissage du niveau scolaire, avec un accent particulier sur l'apprentissage de la langue française ou la littératie.*

This is followed by descriptive teacher comments addressing, as appropriate, the level at which the student is working and other information pertinent to the student's progress and achievement.

Grades 9 to 12: L-designated courses are identified by the three-character course coding structure in the *Subject Table Handbook*.

This designation indicates that an 'L' SSP is in place to support French language and literacy development within the course.

Courses designated as 'L' in Grades 9 to 12 do **not** require a provincially mandated comment on the report card.

Note: Once the student is participating in grade-level curriculum with adaptations to support language learning or literacy learning, the adaptations must be documented in an SSP, even when the 'L' indicator is no longer selected.

The chart below illustrates a possible proportion of student-specific learning goals drawn from Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming (2021) and the grade-level subject curriculum.

Planning for Littératie française and Subject Area Learning across the Littératie française Stages

Stage	Instructional Balance – *Littératie française* and Subject Area Content	Programming
1	Subject Area Outcomes | *Littératie française*	*Littératie française*
2	Subject Area Outcomes | *Littératie française*	*Littératie française*
3	Subject Area Outcomes (with adaptations) | *Littératie française*	Provincial
4	Subject Area Outcomes (with adaptations) | *Littératie française*	Provincial

Note: Both indicators ('M' and 'EAL'/ 'L') are checked in cases where a student is receiving modified programming in the academic domain and the focus of instruction is additional language learning.

The following comment must appear when both programming indicators are checked for a subject area:

English and French Immersion Program

> *The achievement grade is based on modified grade-level curricular learning outcomes along with a focus on additional language learning.*

Français Program

> *La note est basée sur la modification des apprentissages dans le programme d'études provincial du niveau scolaire de l'élève, avec un accent particulier sur l'apprentissage de la langue.*

4. ACADEMIC ACHIEVEMENT SCALES – ORDINAL AND PERCENTAGE

The following tables indicate the interrelated grading systems applied at the different grade levels. For Grades 1 to 8, achievement grades are provided for each subject category within a subject. Subject categories are described in Section 4.6 and in Appendix A.

Grades	How Learning is Reported
1 to 6	A 1-4 **ordinal scale** is used to report on achievement in each subject category. There are no overall subject grades.
7 to 8	A 1-4 **ordinal scale** is used to report on achievement in each subject category. The **percentage scale** is used to report overall subject grades.
9 to 12	The **percentage scale** is used to report overall subject grades for each subject. There is no reporting of achievement for subject area categories.

Academic Achievement of Provincial Curriculum Expectations		
Grade Scale		Description
Ordinal (ND, 1 to 4) Grades 1 to 8	Percentage Grades 7 to 12	
4	80% to 100%	**Very good to excellent understanding and application of concepts and skills** • thoroughly understands all or nearly all concepts and/or skills • routinely makes connections to similar concepts and skills • applies creatively to own life and to support new learning
3	70% to 79%	**Good understanding and application of concepts and skills** • understands most concepts and skills • often makes connections to similar concepts and skills • sometimes applies to own life and to support new learning
2	60% to 69%	**Basic understanding and application of concepts and skills** • understands most concepts and skills • occasionally makes connections to similar concepts and skills
1	50% to 59%	**Limited understanding and application of concepts and skills; see teacher comments** • understands some key concepts and skills • rarely makes connections to similar concepts and skills
ND	Less than 50%	*Grades 1-8:* Does **N**ot yet **D**emonstrate the required understanding and application of concepts and skills; see teacher comments *Grades 9-12:* Does **N**ot yet **D**emonstrate 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

Note: The levels (ND, 1, 2, 3, and 4, in this case) do not have a numeric value and, therefore, do not represent a grade out of 4.

4.1 Grades 1 to 6

- Progress and achievement in each subject category are reported using the ordinal grade scale.
- No overall percentage grades are assigned for subjects.
- Progress and achievement are reported in all subject categories for all subjects on each report card.
- "Not Yet Demonstrated" (NYD) may be used in rare cases when the student has not yet demonstrated the required understanding or application of concepts and skills and is performing below Level 1.

NEW

Early reading screening results are reported twice a year on Term 1 and Term 2 report cards for three consecutive school years.

The 'Yes' indicator is selected when early reading screening is conducted.

The 'No' indicator is selected when early reading screening is not conducted due to the student-specific learning profile, in consultation with parents/caregivers and the in-school support team.

The 'N/A' indicator is selected when early reading screening is not conducted for the grade level within the school/division, as per local policy.

Results are reported as the benchmark being 'Met' and 'Not Yet Met,' based on the analysis and interpretation of results of the early reading screening tool, as per the established administration, scoring, and interpretation protocols of the selected screening tool.

Reporting must align with the screening tool benchmarks and expectations within the designated screening window for each grade, and consistency of the interpretation and reporting of screening results is mandatory within and across divisions/schools.

Note: Information collected from the early reading screening is one source of information teachers may use to understand and report on reading progress and achievement in language arts.

4.2 Grades 7 and 8

- Progress and achievement in each subject category are reported using the ordinal grade scale.
- The overall grade is reported using the percentage scale.
- Ordinal grade scale levels describe a profile of student learning and should meaningfully align with the overall percentage grade in the subject.
- Achievement recorded in earlier terms must remain visible on each report card.
- Grades are reported in all subject categories for all subjects on each report card.
- 'NYD' is used only for subject categories (Grades 1 to 8).
- 'NYD' may be used in rare cases when the student has not yet demonstrated the required understanding or application of concepts and skills and is performing below Level 1 (corresponding to below 50 percent) in Term 1 and Term 2.
- 'NYD' is **not** used as a replacement for the percentage grade in Grades 7 and 8 and cannot appear in a box reserved for percentage grades.
- If a student receives 'NYD' on an earlier term report card, an overall final grade must be reported as a percentage in June.

4.3 Grades 9 to 12

- Progress and achievement are reported using the percentage grade scale.
- Grades are assigned by curricular subjects in each term.
- Achievement recorded in earlier terms remains visible on each report card.
- Students with a final grade of less than 50 percent are not granted course credit.

Note: In Grade 12 EAL for Academic Success, learners' (5301) final grades are reported as percentages. For all other EAL and LAL numeracy and literacy courses, final grades are reported as Complete/Incomplete (CO/IN).

4.4 Reporting Codes (NA), (IN), (IN/CO), and (CC)

Grades are required in all subjects and for all categories in Grades 1 to 8 on each report card. In rare cases when an 'IN' or 'NA' is used, it must be approved by the principal and a comment must explain its use.

Use of NA (Not Applicable)

The code 'NA' **may not** be used as an overall (percentage) grade.

The code 'NA' **may be** used as a subject category designation when a student is not addressing certain aspects of a subject due to the following circumstances:

- when a student's programming is coded as 'EAL' or 'L' and the student is not addressing certain content because of their SSP
- when a student's programming is coded as 'M' and the student is not addressing certain content because of their CMP
- when using the subject categories Reading and Writing in the subject Early Start French, English Program (K to 3) because formal teaching and evaluation of these categories has not yet begun

A comment such as the following could be communicated:

The emphasis in Early Start French is oral communication. Students are formally assessed on speaking and listening only.

- when a school offers a provincially approved entry point such as middle or late immersion, where some subjects are not taught during the initial period of intensive language acquisition
- when a student is not enrolled in their current school for all or most of the term for which the report card is being issued, and it is not possible to determine student grades

Note: In instances where a student transitions mid-year/term/semester, consideration of evidence available from the student's previous school and evidence of learning that has been collected over the time that the student has been enrolled in the current school may be considered in reporting progress and achievement.

Use of IN (Incomplete) – Insufficient Evidence of Learning

In rare instances, the code 'IN' is used when a student has not yet provided enough evidence to determine levels of achievement. Its use is **temporary** and is replaced with an appropriate ordinal grade within the same school year once sufficient evidence is available. At the end of the course/subject, an 'IN' must be converted to an ordinal grade, including a non-passing grade, as supported by the evidence of learning.

The code 'IN' may be used in the following scenarios:

- when a student's level of achievement cannot be assessed due to extended absence (professional judgment is applied when a substantial portion of the subject content is missed during the term) or when the student is new to the school with no available information from the previous school
- as an alternative to a failing grade when missing evidence is the primary concern and a plan is in place to support the student in demonstrating achievement
  - at Grades 1 to 6, in any term, including 'Final'
  - at Grades 7 and 8, in any term, including 'Final' and the 'Overall Grade'

Use of IN/CO (Incomplete/Complete) in Grades 9 to 12

The code 'IN' **may not** be used or reported as a final grade in Grades 9 to 12, unless otherwise indicated by the department.

The codes 'CO' and 'IN' are used in the following grading scenarios:

- in courses identified by the department as using 'CO' or 'IN' for final grades
  - In courses where 'CO' and 'IN' are used for final grades, 'IN' is used as the interim grade. The teacher comment section is used to explain that the course is in progress and to document any concerns.
- when reporting grades for courses such as community service student-initiated projects and dual credit (post-secondary) courses, the codes 'Pass' and 'Standing' apply to transcripts and are used for reporting to

Student Records (Only ‘CO’ and ‘IN’ are to be used on the provincial report card.)

- when reporting on LAL courses

NEW

Use of CC (Continuing Credit/Course) – Grades 9 to 12

The continuing credit (CC) code is used when a course extends beyond the time when a final grade would typically be assigned. Descriptive comment(s) must explain why the course carries over and describe the plan to complete the course. Its use is temporary and is replaced with an appropriate grade once the requirements of the course have been completed.

The code ‘CC’ may be used at the end of a semester or school year under the following conditions:

- extension of learning beyond the standard reporting timeline when a final grade would normally be assigned
- presence of a documented plan outlining expectations and a pathway to course completion
- clear descriptive teacher comments explaining the rationale for the use of ‘CC’ and the next steps for learning
- ongoing monitoring of progress, with a final grade assigned once sufficient evidence of learning has been gathered

Appropriate Contexts

- in programming or instructional contexts where additional time supports student success, such as credit recovery
- in EAL or LAL programming
- in Grade 9 Mathematics, when a student requires extended time to complete Grade 9 Mathematics course I (10F/E/M) within or while registered in Grade 9 Mathematics course II (10F/E/M)
- in other situations where extended time is necessary to support equitable access to learning and accurate reporting

4.5 Course Withdrawals and Repeats – Grades 9 to 12

If a student withdraws from a course **before** it begins, it is not reported or tallied under 'Credits—Enrolled This Year' on the report card.

If a student withdraws from a course **after** it has started, it is only reported on the next report card issued, with the comment '*Withdrawn*' ("*Abandon*" in French) appearing in the comment box, and no achievement or behavioural information is entered. In this case, the credit is tallied under 'Credits—Enrolled This Year' (e.g., 1.0, 0.5) unless it has been replaced with a new course.

The comment '*Withdrawn*' may also be used at grades before high school when, for example, a student withdraws from an additional, optional course.

If a student repeats a course, only the final grade (and related content such as attendance and comments) will apply to the student's credit standing (graduation requirements, transcript), be reported to provincial Student Records as the final grade, and appear on the report card.

4.6 Subject Categories – Grades 1 to 8

- Subject categories organize evidence of learning into subcomponents aligned with subject area curriculum.
- Subject categories
  - highlight key areas of learning within each subject
  - support consistent reporting across school divisions/districts
  - provide a clearer picture of progress in a subject

Subject	Subject Categories			
English Language Arts	Comprehension • Reading • Listening • Viewing	Communication • Writing • Speaking • Representing	Critical Thinking	
Français (Français Program and French Immersion Program)	Comprehension • Reading • Listening • Viewing	Communication • Writing • Speaking • Representing	Critical Thinking	
Mathematics	Knowledge and Understanding	Mental Math and Estimation	Problem Solving	
Science	Knowledge and Understanding	Scientific Inquiry Processes	Scientific Applications and Implications	
Social Studies	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship	
Physical Education / Health Education	Movement	Fitness Management	Health Education Healthy Lifestyles	
Arts Education	Making	Creating	Connecting	Responding
French (English Program)	Oral Communication	Reading	Writing	

Appendix A provides detailed descriptors and a list of possible success criteria for each compulsory subject grading category.

4.7 Reporting on Arts Education

For the Grades 1 to 6 and Grades 7 and 8 report cards, at least one arts education subject is to be reported in a single-subject grading box using the appropriate subject categories (see Appendix A). This subject meets the arts education requirement.

Arts education subjects may appear in **up two grading boxes at most**:

- two single-subject grading boxes, or
- one single-subject grading box and one multi-subject grading box, where multiple arts subjects may be grouped together (see section 4.11 on multi-subject grading boxes)

4.8 Optional Subjects – Grades 1 to 8

Many students participate in timetabled optional subjects drawn from department-developed courses (e.g., Applied Technology – Woodwork).

- Student achievement is reported using either the single-subject grading box—with three to five locally developed subject categories—or the multi-subject grading box. The approach to use is a local choice.
- When reporting on an optional subject for which the province has developed subject categories, such as French in the English Program, these subject categories must be used.

4.9 School-Based Learning Experiences

Many students participate in learning experiences that are significant in nature, for which schools have developed curricular learning outcomes and assessment strategies, and for which students receive report card grades.

- Student achievement in such experiences may be reported on the report card using a single-subject grading box (with from three to five locally developed subject categories), or the multi-subject grading box (see the following section).
- The course code to apply is provided in the *Subject Table Handbook* and indicates a school-based learning experience. The title to use for the experience is locally determined.
- A student's report card may reflect more than one school-based learning experience.

- Non-graded activities: Some learning experiences (e.g., library, resource) involve instructional time and are not graded or reported on the report card.

4.10 Locally Developed Curricula – Grades 9 to 12

NEW

In Senior Years, schools may offer a range of specialized learning experiences, each with distinct reporting requirements based on their structure and purpose.

- Achievement grades for school-initiated courses (SICs) are reported as **percentage grades**. SICs are locally developed courses by school staff to meet specific needs. They must follow department guidelines and cannot replace department-approved curricula.
- Achievement grades for student-initiated projects (SIPs) are reported as **percentage grades**. SIPs are projects initiated by students, with school staff guidance, in areas not provided in the Senior Years. Student progress is evaluated and credit is awarded based on demonstrated learning or growth.
- Achievement grades for community service student-initiated projects (CSSIPs) and cultural exploration student-initiated projects (CESIPs) are reported as **CO (Complete)** or **IN (Incomplete)**. Through participation in these projects, high school and mature students may earn one credit each over the course of the entire Senior Years program, contributing toward their high school diploma.

4.11 Multi-Subject Grading Box in Grades 1 to 8

Multi-Subject Grading Box Requirements

- Each multi-subject grading box may include one to six optional subjects, depending on what is applicable to the student.
- More than one multi-subject grading box may appear on a report card to reflect the school's programming structure.
- The heading for each multi-subject grading box is selected locally to reflect its content (e.g., Arts Education, Applied Technology, Optional Subjects).
- When a subject listed is not taught during a reporting term, 'NA' may be entered in the box. This is the only permitted use of 'NA', and principal approval is required.
- The final grade always appears under 'Final,' including in cases where the subject or learning experience is not taught in the third term.
- Teacher names may appear alongside each course/subject when different teachers are responsible for different areas.

Reporting on Optional Subjects

The multi-subject grading box is used to report student achievement in optional subjects in the following scenarios:

- school-based learning experiences (see section 4.9)
- optional subjects, including arts subjects taught in **addition** to the one required arts education course/subject

Multi-Subject Grading Box – Example 1

ARTS EDUCATION				Teacher:			
☐ EAL ☐ IEP				☐ IEP			
Academic Achievement	Term 1	Term 2	Final	Learning Behaviours	Term 1	Term 2	Term 3
Visual Arts	84%	NA	84%	Personal management skills	C	U	U
Dramatic Arts	NA	81%	81%	Active participation in learning	S	C	S
				Social responsibility	C	C	U
Comments:							

- optional subjects that are delivered in rotation or at specific times in the school year (e.g., applied technology).

Multi-Subject Grading Box – Example 2

OTHER LEARNING ACTIVITIES					Teacher: **See below**			
☐ EAL ☐ IEP					☐ IEP			
Academic Achievement		Term 1	Term 2	Final	Learning Behaviours	Term 1	Term 2	Term 3
Outdoor Education	M. Green	74%	NA	84%	Personal management skills	C	U	U
Aboriginal Studies	C. Gagnon	84%	89%	93%	Active participation in learning	S	C	S
Choir	P. Curry	NA	NA	92%	Social responsibility	C	C	U
Comments:								

Use of Grading Scales – Multi-Subject

- Grades 1 to 6: progress and achievement for each course/subject in the multi-subject grading box is reported using the **ordinal grade scale**.
- Grades 7 and 8: progress and achievement for each course/subject in the multi-subject grading box is reported using only the **percentage grade scale**.

Use of EAL, L, and M Indicator Checkboxes – Multi-Subject

- When the **EAL** or **L** indicator checkbox is selected, it applies to all subjects listed within that multi-subject grading box.
- Selecting the **M** indicator checkbox indicates the provincial grade-level curricular outcomes have been modified as outlined in the CMP.
- When the **M** indicator checkbox is selected, it applies to all subjects listed within that multi-subject grading box.
- Multiple indicator boxes may be used, as appropriate.

Comments within the Multi-Subject Grading Box

The Learning Skills reflect observations relative to each of the subjects taught during the term. When more than one teacher is involved, they might collaborate to determine comments related to all subjects offered in the term.

5. REPORTING ON LEARNING SKILLS

The Learning Skills included in the provincial report card support communication about each student's development and progress in personal management, active participation in learning, and social responsibility. These skills reflect developing values, dispositions, and attitudes that can positively influence and inspire lifelong learning and positive contributions to local and global communities.

Note: Learning Skills are reported separately from academic achievement and are not considered in the determination and reporting of academic achievement, including non-academic factors such as attendance, behaviour, or effort. Learning Skills ratings apply to the current reporting term only.

5.1 Learning Scale and Categories

Learning Skills

Learning Skills		
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	

French Immersion Program: a fourth Learning Skills is required:

- Engagement in Using and Learning French

Français Program: two additional Learning Skills are required:

- Construction langagière
- Construction identitaire et culturelle

Note: Learning Skills criteria and descriptors are outlined in Appendix B.

Note: Local Option: two additional Learning Skills remain available.

Grades 1 to 6: Learning Skills are reported once on the report card, along with a teacher comment at each term reporting. Teachers summarize Learning Skills across subject areas at the end of each term and collaborate with specialist educators and school support team members (e.g., physical education, music, learning support teachers, etc.).

Grades 7 to 12: Learning Skills are reported for each course subject at each term/semester reporting period.

5.2 Reporting Learning Skills and Student-Specific Outcomes

NEW

Reporting on student Learning Skills development and progress is completed to the greatest extent possible for all students, regardless of programming designations.

- If a student rarely demonstrates a Learning Skills, an 'R' (Rarely) is assigned rather than leaving the cell blank. Descriptive teacher comments provide an accurate explanation.
- A Learning Skills may be left blank only when it does not apply to the student based on the student profile. Descriptive teacher comments provide an accurate explanation.
- In limited circumstances, the in-school support team, in collaboration with parents/caregivers, may determine the frequency scale is not appropriate and student-specific outcomes may be created. Progress and achievement on student -specific outcomes is reported through an SSP and the related cells are left blank. Descriptive teacher comments provide an accurate explanation.

5.3 Reporting Learning Skills in the Teacher-Mediated Option and InformNet (or Other Delivery Models with Limited Teacher Contact)

For the teacher-mediated option (TMO), schools may leave Learning Skills blank and must include the following comment:

> *Learning Skills are not reported due to limited teacher contact during TMO course delivery.*

When ongoing concerns interfere with learning as related to Learning Skills, concerns must be addressed promptly and are to be documented on the report card.

6. TEACHER COMMENTS

Report card comments allow teachers to communicate clearly with parents/caregivers and students about progress and achievement, and about Learning Skills, through clear, respectful, and inclusive language. Descriptive comments must align with curriculum and reflect evidence from the current reporting term. This approach supports accurate, equitable reporting and helps each student continue to learn and grow.

6.1 Requirements

- Comments are personalized for each student so that they are specific to the student's progress and achievement and Learning Skill ratings.
- At all grade levels and achievement levels, comments describe student strengths, key challenges, and practical, doable, and timely next steps.
- Comments are required when a student receives a grade of 'level 1' or 'ND' in Grades 1 to 8.
- Comments are required when a student receives less than 60 percent in Grades 9 to 12.
- Comments reflect student progress and achievement in the current reporting term only.
- Comments are required for each subject, in each reporting period.
  - In certain cases (e.g., subject specialists that teach a very large number of students), comments are to be provided at least once during the course or school year.
- Comments do not include summaries of content covered in a given reporting period.
- Final term comments are more global in nature, indicating overall strengths and overall goal(s) for the next year, as applicable
- In Grades 1 to 8, a principal comment is required at the end of the year if the student is not progressing to the next grade.

Note: Scores or results from other kinds of measures, such as non-provincial standardized assessments, are not reported on the report card and may, if curriculum-congruent, be taken into consideration when determining a student's grade(s).

NEW

Meaningful Comment Writing Practices

The following practices support meaningful comment writing and the communication of student learning:

- Describe student progress and achievement in relation to curricular learning outcomes.
- Use language that aligns with the descriptors of the *Academic Achievement of Curriculum Expectations* grade scales.
- Ensure alignment between comment language and reported achievement.
- Use parent-/caregiver-friendly and *culturally responsive language.
- Communicate in ways that respect student dignity and well-being.
- Write comments that are concise, descriptive, and specific.
- Avoid absolute statements to maintain accuracy and promote a growth mindset.
- Apply evidence-informed professional judgment to determine which aspects of progress to highlight.
- Reflect the uniqueness of each student's academic and learning profile.
- Reinforce ongoing learning and support for continued student progress.

NEW

Appendix C includes suggested words and phrases to support clear, effective, and meaningful comment writing.

*Culturally responsive language is strength-focused, growth-oriented, inclusive, and bias-free. It affirms identity, uses accessible wording, and connects feedback to curricular learning outcomes and/or student-specific outcomes.

7. NEXT SCHOOL YEAR – GRADES 1 TO 8

Promotion and Retention

The final report card will clearly indicate the grade the student will enter the following year. This reflects classroom placement and not necessarily the grade level at which the student will be working if, for example, the student has an academic SSP. In such cases, additional information and clarification are provided in the principal's comment box.

Promotion decisions rest with the principal, in consultation with teachers, parents/caregivers, and other specialists, based on what will best support and extend the student's learning.

The 'Next School Year' statement only appears on the final report card for the school year.

8. PROVINCIAL ASSESSMENT PROGRAM AND OTHER FINAL ASSESSMENTS

NEW

8.1 Provincial Assessment – Grades 3 and 4

Grade 3 Assessment in Reading, Lecture, and Numeracy and Grade 4 Assessment in French Immersion Lecture supports instructional planning by identifying students' strengths and needs in numeracy and reading early in the school year. The assessment data is used to guide teaching and inform next steps for learning.

This information is not reported on the report card; results are shared with parents/caregivers through individual student reports to support home/school communication.

8.2 Provincial Assessment – Grades 7 and 8

Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, and Expository Writing supports student learning and engagement through classroom-based formative assessment practices that help students set goals, understand success criteria, and reflect on their progress.

This information is not reported on the report card; results are shared with parents/caregivers through individual student reports to support home/school communication.

8.3 Provincial Assessments and Other Final Summative Assessments

When a provincial test applies to a student in a subject according to *Grade 12 Provincial Tests: Policies and Procedures* (2025), an asterisk appears after the test mark (e.g., 78%*) in the cell under 'Final Exam' and the following footnote appears at the bottom of the page:

> ***English and French Immersion Programs: *Provincial Test***
>
> ***Français Programs: *Test provincial***

Note:

- **Students who meet eligibility and suitability criteria for M-designated language arts and/or mathematics courses do not participate in Grade 12 provincial tests.**
- **Students receiving individualized (I) programming do not participate in Grade 12 provincial tests.**

(See *Supporting Inclusion: Modification and Individualized Programming in Manitoba Schools*.)

Grades 9 to 12: specific codes are used when final summative assessments are not conducted or when students are absent/excused from participation:

- **NE (No Exam):** no final school-based summative assessment in the course.
- **NM (No Mark):** student is excused or exempted from a school-based final summative assessment.

Note: Exemptions are determined individually and separately for each Grade 12 provincial test. For more guidance related to exemption criteria and processes, please refer to *Grade 12 Provincial Tests: Policies and Procedures.*

- When 'NE' or 'NM' is used, the final grade equals the Term 2 or Term 4 grade, as no additional summative assessment is added.

9. GRADUATION CHART – GRADES 9 TO 12

The school in which the student is currently enrolled is responsible for tracking each student's progress toward graduation and communicating with students and parents/caregivers.

In cases where students are seeking credits from more than one school, a local decision must be made as to which school will track and report progress toward graduation.

The graduation chart in the report card

- reflects the requirements specific to the school program in which the student is enrolled
- helps students and parents/caregivers track completion of course credits

The graduation chart must be completed for each report card issued, and awarded credits are tallied, including

- out-of-province or other-school credits
- dual credits (post-secondary)
- credits for which standing 'S' is achieved from an activity in which the student participated outside of school (e.g., community service projects)
  - If credits are granted that do not appear elsewhere on the report card from the school, an explanation should be provided in the principal comment box.
- If a required credit is substituted under provincial policy, the principal notes the substitution and the related courses/grade levels in the principal comment box.
- If a credit is reported based on learning outside of the school (e.g., challenge for credit) along with other subjects taken at school, the following comment, adapted as appropriate, may be used to explain that attendance and Learning Skills do not apply:

This grade and credit have been awarded through the challenge-for-credit option. Attendance and Learning Skills do not apply.

10. LOCAL OPTIONS FOR REPORTING

The following may be included with the report card:

- SSPs reporting current progress and achievement
- student reflections and goals, student self-assessment, personalized goals for next steps in learning, learning preferences, etc.
- parent/caregiver comments completed and signed by the parent/caregiver and returned to the school
- information related to any local, additional graduation requirements for a school/division diploma
- parent/caregiver reports for the provincial Grades 3 and 4 assessment and the Middle Years assessment(s)

APPENDIX A

Subject Categories and Descriptions – Grades 1 to 8

ENGLISH LANGUAGE ARTS

CATEGORY	DESCRIPTIONS – GRADES 1 to 8
COMPREHENSION • **Reading** • **Listening and viewing** The learner makes meaning before, during, and after reading, listening, and viewing a variety of oral, literary, and media texts.	The learner • sets purposes for reading, listening, and viewing • reflects on own strengths and needs to set attainable goals for improving comprehension • uses strategies and cues before, during, and after reading, listening, and viewing to make meaning • responds, discusses, shares, and extends understandings
COMMUNICATION • **Writing** • **Speaking and representing** The learner communicates their own understanding through writing, speaking, and representing to learn and to communicate with others.	The learner • sets purposes for writing, speaking, and representing • reflects on own strengths and needs to set attainable goals for improving communication • uses strategies and cues to generate, organize, and communicate thinking, ideas, and information for different audiences and purposes. • discusses and shares criteria, and works to obtain or provide feedback • enhances, improves, and edits works to enhance clarity and artistry
CRITICAL THINKING The learner applies thinking skills to interpret and evaluate ideas and information, and to explore and research big ideas and questions about self, others, and the world.	The learner • poses and generates questions and problems • engages in dialogue and debate • expresses and substantiates personal positions using evidence and reasoned judgment • evaluates information and ideas from a variety of sources • uses diverse approaches to test discoveries, solve problems, make decisions, and resolve conflicts

FRANÇAIS PROGRAM

CATEGORY	DESCRIPTIONS – GRADES 1 to 8
COMPREHENSION • **Reading** • **Listening and viewing** The learner understands oral, written, and visual messages in a dynamic process of constructing or of collaborating on constructing meaning.	The learner • draws on prior knowledge and personal and cultural experiences to base predictions and to make meaning from oral, written, and visual messages presented in a variety of contexts • uses strategies to plan reading and listening, alone or with others, according to a specific intention or needs in a variety of contexts • uses strategies to validate and adjust comprehension of message, alone or with others • uses visual and audio elements to support comprehension of message • uses graphophonic, textual, syntactic, and semantic cues to draw meaning from messages • responds to messages based on personal and cultural experiences and established criteria
COMMUNICATION • **Writing** • **Speaking and visual representation** The learner communicates their understanding of the world through writing, speaking, and representing in a process of constructing or of collaborating on constructing knowledge.	The learner • generates oral, written, and visual messages in a variety of contexts by drawing on prior knowledge and personal and cultural experiences • uses strategies to plan communication, alone or with others, according to a specific intention and in a variety of contexts • uses strategies to validate and adjust clarity and relevance of message, alone or with others • uses visual and audio elements to clarify or enhance message • uses graphophonic, lexical, syntactic, semantic, grammatical, and textual knowledge, as well as spelling, to generate messages • communicates thinking, ideas, and information for personal, intellectual, or social purposes
CRITICAL THINKING The learner redefines their vision of the world by questioning, interpreting, and evaluating ideas, information, and visual elements from varied sources.	The learner • connects prior knowledge, experiences, and newly acquired knowledge with the surrounding world (Grades 1 to 8) • responds to information, ideas, and visual elements and explains their reasoning (Grades 1 to 8) • evaluates content of oral, written, and visual messages based on personal predictions, inferences, and expectations (Grades 1 to 8) • confronts and re-evaluates personal views or opinions with those of peers or experts (Grades 3 to 8) • is aware that socio-emotional well-being influences one's opinions at a logical, ethical, or aesthetical level (Grades 4 to 8)

FRENCH IMMERSION PROGRAM

CATEGORY	DESCRIPTIONS – GRADE 1	DESCRIPTIONS – GRADES 2 to 8
COMPREHENSION • **Reading** • **Listening and viewing** The learner understands oral, written, and visual messages in a dynamic process of constructing or of collaborating on constructing meaning.	The learner • extracts the overall meaning of messages, seen, heard, or read aloud, or in a shared reading situation, using ▪ visual cues (illustrations, cover page, gestures, non-verbal behaviour, visual supports) ▪ familiar words (sight words, vocabulary developed in class, word walls) ▪ prior knowledge and personal experience • draws on prior knowledge and personal experience to base predictions and to make meaning from oral, written, and visual messages read aloud or in a shared reading situation in a variety of contexts • validates and adjusts predictions and comprehension of message, alone or with the teacher • uses visual and audio elements to support comprehension of message • reacts to messages based on personal experience and criteria established by teacher	The learner • draws on prior knowledge and personal experiences to base predictions and to make meaning from oral, written, and visual messages presented in a variety of contexts • uses strategies to plan reading and listening, alone or with others, according to a specific intention or needs, in a variety of contexts • uses strategies to validate and adjust comprehension of message, alone or with others • uses visual and audio elements to support comprehension of message • uses graphophonic, textual, syntactic, and semantic cues to draw meaning from messages • responds to messages based on personal experiences and established criteria

CATEGORY	DESCRIPTIONS – GRADE 1	DESCRIPTIONS – GRADES 2 to 8
COMMUNICATION • **Writing** • **Speaking and visual representation** The learner communicates their understanding of the world through writing, speaking, and representing in a process of constructing or of collaborating on constructing knowledge.	The learner • generates, organizes, or constructs oral, written, or visual messages in a variety of contexts: ▪ using models and words provided ▪ using vocabulary provided in class ▪ based on prior knowledge and personal experience • validates and adjusts clarity and relevance of message (meaning, known vocabulary, and sentence structures, word order, space between letters, spelling of sight words, use of visual supports) alone, with peers, or with teacher • uses visual and audio elements to clarify or enhance message • uses graphophonic, lexical, syntactic, and semantic knowledge, as well as spelling, to generate messages • communicates thinking, ideas, and information for personal, intellectual, or social purposes	The learner • generates oral, written, and visual messages in a variety of contexts by drawing on prior knowledge and personal experiences • uses strategies to plan communication, alone or with others, according to a specific intention and in a variety of contexts • uses strategies to validate and adjust clarity and relevance of message, alone or with others • uses visual and audio elements to clarify or enhance message • uses graphophonic, lexical, syntactic, semantic, grammatical, and textual knowledge, as well as spelling, to generate messages • communicates thinking, ideas, and information for personal, intellectual, or social purposes
CRITICAL THINKING The learner redefines their vision of the world by questioning, interpreting, and evaluating ideas, information, and visual elements from varied sources.	The learner • connects prior knowledge, experiences, and newly acquired knowledge with the surrounding world (Grades 1 to 8) • responds to information, ideas, and visual elements and explains their reasoning (Grades 1 to 8)	The learner • connects prior knowledge, experiences, and newly acquired knowledge with the surrounding world (Grades 1 to 8) • responds to information, ideas, and visual elements, and explains their reasoning (Grades 1 to 8) • evaluates content of oral, written, and visual messages based on personal predictions, inferences, and expectations (Grades 2 to 8) • confronts and re-evaluates personal views or opinions with those of peers or experts (Grades 3 to 8) • is aware that socio-emotional well-being influences one's opinions at a logical, ethical, or aesthetical level (Grades 4 to 8)

MATHEMATICS

CATEGORY	DESCRIPTIONS – GRADES 1 to 4	DESCRIPTIONS – GRADES 5 to 8
KNOWLEDGE AND UNDERSTANDING OF MATHEMATICAL CONCEPTS The learner demonstrates knowledge and understanding of grade-specific mathematical concepts and skills in each strand (number, patterns and relations, shape and space, statistics and probability) within each reporting period.	The learner • demonstrates knowledge and understanding of ▪ numbers ▪ patterns and relations ▪ shape and space ▪ statistics	The learner • demonstrates knowledge and understanding of ▪ numbers ▪ patterns and relations ▪ shape and space ▪ statistics and probability
MENTAL MATH AND ESTIMATION The learner uses math knowledge and number facts to calculate mentally or estimate.	The learner • determines an answer using multiple mental math strategies • applies mental math strategies that are efficient, accurate, and flexible • makes a reasonable estimate of value or quantity using benchmarks and referents • uses estimation to make mathematical judgments in daily life	
PROBLEM SOLVING The learner applies knowledge, skill, or understanding to solve problems.	The learner • applies various strategies to model solutions to problems • applies mathematical knowledge to solve problems • uses prior knowledge efficiently and accurately to analyze and solve problems • uses prior knowledge to connect math ideas to other concepts • uses appropriate technology to solve problems • uses visualization or models to demonstrate understanding • communicates problem-solving solutions mathematically • reasons and justifies thinking to make sense of mathematics • makes generalizations from patterns	

SCIENCE

CATEGORY	DESCRIPTION	OUTCOMES ASSESSED
KNOWLEDGE AND UNDERSTANDING This category assesses what students know and understand of science, including both western scientific concepts and Indigenous knowledge systems.	The learner • understands core scientific concepts and principles • understands the Indigenous knowledge explored in class or shared by Elders and other knowledge holders	• Strand E: Scientific Knowledge • From Strand A: Indigenous Knowledge
SCIENTIFIC INQUIRY PROCESSES This category assesses how students do science, how they see themselves in science, and how they learn through action and interaction with the natural world.	The learner • engages in the processes and practices of science, such as observing, questioning, measuring, classifying, predicting, investigating, debating, and communicating • develops their scientific identity by showing curiosity about the natural world and confidence in their ability to engage in science • uses tools and instruments safely and appropriately • analyzes and interprets data to identify patterns, draw conclusions, or explain ideas • develops connection to the land by exploring how Indigenous communities care for and learn from the natural world • engages in observation, land-based practices, and learning through experience to explore Indigenous ways of interpreting the world, understanding local environments, and creating technologies	• Strand C: Scientific Measurement, Action and Practice, Scientific Instruments • Strand B: Science Identity • Strand A: Indigenous ways of doing science
SCIENTIFIC APPLICATIONS AND IMPLICATIONS This category assesses how students use science in context, how they understand its broader purpose and impact, and how they make informed, responsible decisions grounded in multiple ways of knowing.	The learner • makes connections between science and the world around them • understands the nature and purpose of science, including how science helps us explore questions, solve problems, and understand the natural world • recognizes how scientific knowledge is developed, including making predictions and developing explanations, theories, and models • considers how science and technology affect people, communities, and the environment, and describes positive and negative impacts in age-appropriate ways • applies scientific ideas to real-world contexts • explores science-related interests, careers, and activities • reflects on ethical, environmental, social, economic, and political implications when thinking about scientific issues or decisions • demonstrates knowledge of Indigenous ways of knowing and being, including holistic, place-based perspectives that emphasize relationships, interconnectedness, reciprocity, and responsibility	• Strand D: Nature of Science (Purpose, Method, Applications, and Implications) • From Strand C: Practical Science (STSE Contexts; Careers, Hobbies, and Activities) • From Strand A: Indigenous ways of knowing science and ways of being with the natural world

SOCIAL STUDIES

CATEGORY	DESCRIPTIONS – GRADES 1 to 8

KNOWLEDGE AND UNDERSTANDING
The learner acquires information about human interaction in societies past and present, near and far.
The learner understands and applies key social studies concepts.
	Through a study of grade-level topics and themes, the learner
	• acquires knowledge about life, past and present, in the local, regional, national, and global communities
	• understands and applies concepts related to
	  ▪ citizenship
	  ▪ history
	  ▪ geography
	  ▪ identity, culture, and community
	  ▪ global interdependence
	  ▪ power and authority
	  ▪ economics and resources
	• uses appropriate social studies vocabulary

RESEARCH AND COMMUNICATION The learner gathers, manages, and shares information and ideas on social studies topics and themes.	In social studies research and communication, the learner • poses questions about grade-level social studies topics and themes • collects and interprets information from diverse sources and perspectives • compares and evaluates the reliability of information sources • records and organizes information and ideas • expresses and shares information and ideas using a variety of media
CRITICAL THINKING AND CITIZENSHIP The learner thinks critically and creatively about social studies topics and themes. The learner connects learning to the responsibilities and rights of citizenship.	Through critical reflection and the application of social studies learning to citizenship, the learner • assesses the impact of individual and collective actions on the larger community • proposes alternative approaches to social issues • takes an informed and ethically defensible stand on social issues • supports democratic values, fairness, and human rights in daily life • accepts diversity and recognizes human commonalities in a changing and complex world

PHYSICAL EDUCATION and HEALTH EDUCATION

CATEGORY	DESCRIPTIONS – GRADES 1 to 8
MOVEMENT The learner acquires movement concepts and skills for safe and functional use in a variety of physical activities and environments.	The learner • shows an understanding of the concepts related to basic movement, movement development, activity-specific movement, physical activity risk management, teamwork, and fair play • demonstrates safe and functional use of selected movement skills in sports and games, alternative pursuits, and rhythmic/gymnastic activities
FITNESS MANAGEMENT The learner acquires fitness concepts and skills that contribute to personal fitness development through a variety of physical activities and fitness development experiences.	The learner • shows an understanding of the concepts related to fitness components, fitness benefits, and fitness development • actively and safely participates in activities that enhance general fitness and aerobic capacity • understands and demonstrates fitness management skills and strategies for the development of physical activity habits and personal fitness
HEALTHY LIFESTYLES The learner acquires concepts and applicable personal and interpersonal skills in developing personal well-being, healthy lifestyle practices, and healthy relationships.	The learner • shows an understanding of curriculum-related concepts, practices, and responsibilities associated with major health issues • shows an understanding of personal and social management concepts and skills that promote personal well-being, healthy choices, cooperation with others, and healthy relationships

MUSIC

CATEGORY	DESCRIPTIONS – GRADES 1 to 8
MAKING The learner develops language and practices for making music.	The learner • develops skills for singing, playing, improvising, and moving • develops skills for making music through aural, written, and visual music systems • develops competencies for using elements of music in a variety of contexts • develops listening competencies for making music
CREATING The learner generates, develops, and communicates ideas for creating music.	The learner • generates ideas for creating music using a variety of sources • experiments with, develops, and uses ideas for creating music • revises, refines, and shares music ideas and creative work
CONNECTING The learner develops understandings about the significance of music by making connections to various contexts of times, places, social groups, and cultures.	The learner • experiences and develops an awareness of people and practices from various times, places, social groups, and cultures • experiences and develops an awareness of a variety of music genres, styles, and traditions • demonstrates an understanding of the roles, purposes, and meanings of music in the lives of individuals and in communities
RESPONDING The learner uses critical reflection to inform music learning and to develop agency and identity.	The learner • generates initial reactions to music experiences • listens to, observes, and describes music experiences • analyzes and interprets music experiences • constructs meaning and applies new understandings from music experiences

DANCE

CATEGORY	DESCRIPTIONS – GRADES 1 to 8
MAKING The learner develops language and practices for making dance.	The learner • demonstrates an understanding of and a facility with the elements of dance in a variety of contexts • develops a facility with dance techniques • demonstrates musicality through dance
CREATING The learner generates, develops, and communicates ideas for creating dance.	The learner • generates ideas for creating dance using a variety of sources • experiments with, develops, and uses ideas for creating dance • revises, refines, and shares dance ideas and creative work
CONNECTING The learner develops understandings about the significance of dance by making connections to various contexts of times, places, social groups, and cultures.	The learner • experiences and develops an awareness of people and practices from various times, places, social groups, and cultures • experiences and develops an awareness of a variety of dance genres, styles, and traditions • demonstrates an understanding of the roles, purposes, and meanings of dance in the lives of individuals and in communities
RESPONDING The learner uses critical reflection to inform dance learning and to develop agency and identity.	The learner • generates initial reactions to dance experiences • observes and describes dance experiences • analyzes and interprets dance experiences • constructs meaning and applies new understandings from dance experiences

DRAMATIC ARTS

CATEGORY	DESCRIPTIONS – GRADES 1 to 8
MAKING The learner develops language and practices for making drama/theatre.	The learner • demonstrates an understanding of and a facility with a variety of dramatic forms • develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts • demonstrates an understanding of and a facility with theatrical elements that contribute to the dramatic arts
CREATING The learner generates, develops, and communicates ideas for creating drama/theatre.	The learner • generates ideas for creating drama/theatre using a variety of sources • experiments with, develops, and uses ideas for creating drama/theatre • revises, refines, and shares drama/theatre ideas and creative work
CONNECTING The learner develops understandings about the significance of the dramatic arts by making connections to various contexts of times, places, social groups, and cultures.	The learner • experiences and develops an awareness of people and practices from various times, places, social groups, and cultures • experiences and develops an awareness of a variety of dramatic forms, styles, and traditions • demonstrates an understanding of the roles, purposes, and meanings of dramatic arts in the lives of individuals and in communities
RESPONDING The learner uses critical reflection to inform dramatic arts learning and to develop agency and identity.	The learner • generates initial reactions to dramatic arts experiences • observes and describes dramatic arts experiences • analyzes and interprets dramatic arts experiences • constructs meaning and applies new understandings from dramatic arts experiences

VISUAL ARTS

CATEGORY	DESCRIPTIONS – GRADES 1 to 8
MAKING The learner develops language and practices for making visual art.	The learner • demonstrates an understanding of the elements and principles of artistic design in a variety of contexts • demonstrates an understanding of and facility with visual arts media, tools, and processes • develops skills in observation and depiction
CREATING The learner generates, develops, and communicates ideas for creating visual art.	The learner • generates ideas for creating art using a variety of sources • develops original artworks, integrating ideas and art elements, principles, and media • revises, refines, and shares ideas and original artworks
CONNECTING The learner develops understandings about the significance of the visual arts by making connections to various contexts of times, places, social groups, and cultures.	The learner • experiences and develops an awareness of artists and artworks from various times, places, social groups, and cultures • experiences and develops an awareness of a variety of art forms, styles, and traditions • demonstrates an understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities
RESPONDING The learner uses critical reflection to inform visual arts learning and to develop agency and identity.	The learner • generates initial reactions to visual art experiences • observes and describes art experiences • analyzes and interprets art experiences • constructs meaning and applies new understandings from art experiences

FRENCH
English Program

CATEGORY	DESCRIPTIONS – GRADES 1 to 3
ORAL COMMUNICATION The learner listens with the support of visuals and demonstrates an understanding of simple spoken French modelled by the teacher.	The learner • listens for specific information related to a theme or learning experience, and demonstrates understanding • responds when they hear familiar sounds, key words, and phrases by ▪ raising a hand ▪ standing up ▪ pointing • listens and follows simple commands like ▪ Lève-toi./Levez-vous. ▪ Lève la main./Levez la main. ▪ Mets ton manteau./Mettez votre manteau. • listens and responds by nodding yes or no or with a visual of a happy/sad face to familiar, modelled questions like ▪ Ça va? ▪ J'aime le soccer et toi? • communicates a simple message correctly (pronunciation and intonation, as modelled by the teacher) • communicates basic needs, as modelled by the teacher, such as by ▪ asking for clarification using gestures and single words like — Excusez-moi. — Pardon. • uses and reuses familiar expressions and thematic vocabulary, as modelled by the teacher • uses greetings/expressions like ▪ Bonjour, Madame. ▪ Au revoir, Monsieur. ▪ Je m'appelle Nate. • answers simple questions on familiar topics using words and phrases, as modelled by the teacher, like ▪ Qu'est-ce que c'est? C'est un crayon. ▪ J'aime le soccer et toi? Oui, j'aime le soccer.
READING	N/A not formally assessed—Students are exposed to pre-reading activities.
WRITING	N/A not formally assessed—Students are exposed to pre-writing activities.

FRENCH
English Program (continued)

CATEGORY	DESCRIPTIONS – GRADE 4	DESCRIPTIONS – GRADES 5 to 8
ORAL COMMUNICATION The learner listens and speaks to communicate ideas and to interact with others.	The learner • demonstrates listening comprehension with oral or written responses (e.g., illustrations, numbers, alphabetical letters, words, phrases, and complete sentences) • demonstrates listening comprehension by responding to classroom instructions (e.g., *Viens t'asseoir.*) • demonstrates oral competence by speaking with others and by presenting information, such as by ▪ talking about themself (e.g., *Je m'appelle John. J'ai un chien brun. J'ai deux frères et une sœur.)* ▪ asking and answering questions (e.g., *Quel âge as-tu? J'ai 6 ans.)* ▪ communicating needs and preferences (e.g., *Est-ce que je peux aller boire de l'eau? Est-ce que tu aimes les pommes? Oui, j'aime les pommes. Non, je n'aime pas les pommes.)* • communicating ideas coherently, as modelled by the teacher • using appropriate vocabulary and expressions to communicate, as modelled by the teacher • respecting simple sentence structure • respecting pronunciation of the French language, as modelled by the teacher (e.g., intonation, pace, rhythm)	The learner • demonstrates listening comprehension with oral or written responses (in complete sentences) • demonstrates listening comprehension by responding to classroom instructions (e.g., *Sortez vos stylos.*) • demonstrates oral competence by speaking with others and by presenting information, as modelled by the teacher and according to grade level, such as by ▪ communicating ideas coherently ▪ using appropriate vocabulary and expressions to communicate information ▪ respecting sentence structure ▪ respecting pronunciation of the French language (e.g., intonation, pace, rhythm) ▪ using grammatical forms accurately to communicate the message
READING The learner reads for meaning and responds to written text.	The learner • demonstrates an understanding of short, familiar, illustrated texts characterized by simple repetitive sentences. • responds to text with oral or written responses, as modelled by the teacher • identifies the main idea of a short illustrated text • responds to written texts by giving an opinion (e.g.,: *J'aime ... / Je n'aime pas ...*) • reads aloud with fluency and accuracy a short, simple illustrated text that has been explored as a class	The learner • demonstrates an understanding of a variety of familiar texts with oral or written responses, as modelled by the teacher, such as by ▪ identifying the main idea and supporting details of a variety of texts ▪ responding to written texts by giving an opinion • reads aloud with fluency and accuracy (text appropriate for the grade level)

CATEGORY	DESCRIPTIONS – GRADE 4	DESCRIPTIONS – GRADES 5 to 8
WRITING The learner writes to communicate ideas and information.	The learner • writes a simple French sentence from a model (e.g., *Je m'appelle Susan*.) • uses appropriate vocabulary, expressions, grammatical forms, spelling, capitalization, and punctuation	The learner • writes various types of short texts on familiar topics following a model, with increasing independence • writes the main idea with supporting details • uses appropriate vocabulary, expressions, grammatical forms, spelling, capitalization, and punctuation accurately • revises and refines written texts

APPENDIX B

Learning Skills Criteria

PERSONAL MANAGEMENT SKILLS

The learner

- self-monitors their behaviour and personal growth, contributes positively to learning, and takes responsibility for completing work
- organizes materials
- uses class time productively
- works independently
- completes homework and assignments on time
- persists when faced with challenges
- seeks help when needed
- demonstrates a strong work ethic
- shows patience
- makes a consistent effort
- demonstrates on-task behaviour
- sets personal management goals and monitors progress

ACTIVE PARTICIPATION IN LEARNING

The learner

- participates actively in learning and embraces their role in lifelong learning and well-being
- demonstrates interest and asks questions
- takes initiative
- is curious (e.g., investigates questions, hypothesizes, estimates, analyzes)
- self-assesses work quality based on quality criteria
- sets goals to strengthen their learning and well-being
- uses descriptive feedback to improve learning
- uses criteria to provide descriptive feedback
- explores themes and enriches topics through interest-based learning
- uses a variety of media for communications

SOCIAL RESPONSIBILITY

The learner

- demonstrates citizenship and social skills that contribute to making the classroom, school, and larger community a positive, safe, and caring environment
- works and interacts well with others
- is welcoming and positive
- shares resources, materials, and equipment with others
- respects classroom and school values and routines
- responds positively to the values and traditions of others
- respects self, others, and the environment
- shows empathy and compassion by
  - contributing to making the community a better place
  - taking initiative and leadership in community service
  - working for a sustainable planet
  - taking an equitable share of work in a group
  - being courteous
  - respecting the need for safety (e.g., physical and emotional) for self and others

ENGAGEMENT IN USING AND LEARNING FRENCH (applies to French Immersion Program only)

The learner demonstrates a commitment to use the French language and takes responsibility for their language learning by communicating in French, reflecting on their language learning, taking risks, and not giving up, in order to improve their French, build confidence, and develop their plurilingual identity.

Communicates in French

The learner

- initiates communication in French with peers, teachers, and others throughout the day
- chooses to communicate in French in various academic, social, and cultural contexts

Reflects on themselves as a language learner

The learner

- demonstrates an understanding that language learning is an ongoing process
- self-reflects by identifying their strengths and challenges in French, and setting goals to improve their language proficiency

Takes risks as a language learner

The learner

- takes risks when using the French language within the classroom and various school contexts to improve language proficiency
- chooses to participate actively in various school activities or situations that take place in French to build confidence and develop their identity as a plurilingual learner

Perseveres in language learning

The learner

- demonstrates a positive attitude toward using and learning French, knowing that language proficiency is constantly evolving and contributes to the development of their plurilingual identity
- persists in improving language proficiency when encountering challenges, discouragement, or insecurities in French language learning
- uses strategies to minimize the use of English and other languages when communicating in French to interact spontaneously, autonomously, and confidently
- self-corrects or offers corrective feedback to peers

LOCAL OPTION

A school/division may add up to two local Learning Skill categories for local reporting (e.g., strategic priorities such as social justice, appreciation of culture, etc.). A local option may apply to one or more subjects.

APPENDIX C

Suggested Words and Phrases for Comment Writing

Strengths

These sentence starters and words can be used to describe a student's learning strengths in relation to reporting on student achievement and progress towards curricular learning outcomes and success criteria.

Strength-based sentence starters

- Demonstrates confidence when....
- Shows persistence in....
- Engages actively in....
- Applies strategies effectively to....
- Works well independently and collaboratively....
- Communicates ideas clearly and thoughtfully....
- Takes initiative in learning....
- Shows curiosity and a willingness to explore new concepts....
- Demonstrates responsibility and ownership of learning....
- Reflects thoughtfully on progress and achievements....
- Recognizes that....
- Successfully interprets....
- Displays a strong....
- Improved tremendously....
- Is consistently able to....

Descriptive words for learning strengths

Accurately

Acquires

Applies

Can

Capable

Clearly

Competently

Completely

Consistently

Confidently

Continues to

Contributes Correctly

Demonstrates Effectively

Efficiently

Exemplary

Excels

Experiments

Extensive

Frequently

Fulfills

Has shown growth in

Identifies

Independently

Is increasingly

Is motivated to

Is practising

Often

Precisely

Proficiently

Routinely

Shows

Successfully

Thoroughly

Understands

Uniquely

Areas for Growth

These words and phrases help describe a student's current learning focus and areas for development.

Growth-focused sentence starters

- Continuing to develop consistency in applying strategies....
- Working toward greater independence in completing tasks....
- Building stamina and focus during extended learning activities....
- Developing confidence when faced with unfamiliar tasks....
- Strengthening understanding of key concepts through practice....
- Enhancing organization and time management skills....
- Continuing to build vocabulary to support comprehension....
- Working on applying feedback to improve work....
- Developing clarity in written communication....
- Building fluency and accuracy in foundational skills....

Descriptive words/phrases for areas of growth

Becoming more confident

Beginning to

Building

Continuing to develop

Emerging

Improving

Is beginning to demonstrate

Is beginning to use

Is becoming

Is clearly committed to

Is developing consistency

Is developing the ability to

Is experimenting with

Is gaining confidence in

Is learning how to

Is learning to

Is moving towards

Is starting to

Is trying to

Is working on applying

Is working towards

Learning to apply

Moderately

Needs encouragement to

Needs support with

Practising

Progressing

Reinforcing

Strengthening

Will continue to develop

Will be reminded to

With support, can

Working on

Working toward independence

Next Steps

These words and phrases help frame next steps in a supportive and encouraging way. They are meant to inspire student learning, growth, and progress.

- Continue practising strategies to deepen understanding.
- Set personal goals to guide learning and monitor progress.
- Engage in regular self-reflection to identify growth areas.
- Explore different approaches to....
- Participate in small group activities to build collaboration skills.
- Apply learned strategies across subjects.
- Focus on building vocabulary through reading and discussion.
- Practise organizing ideas before writing.
- Take on leadership roles to build confidence and initiative.

Descriptive words for next steps

A goal for

Adjust strategies

Apply

Build

Collaborate

Contribute

Continue to

Deepen

Develop

Engage actively

Explore

Identify areas for growth

Is encouraged to

Is recommended to

Lead

Monitor progress

Participate

Practice

Refine

Reflect on

Reinforce

Self-assess

Set goals

Share ideas

Strengthen

Support peers

Take on roles

Take ownership of

The next steps for

To foster

To further

To reinforce

To strengthen

To support

Will be supported to

Will benefit from

Would be strengthened by

Working on

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