

REPORT CARD OPINIONS vs. FACTS

The following table addresses some misconceptions about departmental expectations regarding assessment and grading by referencing information from *Manitoba Provincial Report Card Policy and Guidelines*, available at <www.edu.gov.mb.ca/k12/assess/docs/report_card/index.html>.

OPINION	FACT	REFERENCE
Achievement in Term 1 is not considered when determining Term 2 and final grades.	Interim and final grades include consideration of achievement from earlier terms.	Reporting Frequency, Responsibility, and Content Assigning Grades
A grade of '4' is possible only as a final report card grade.	A grade of '4' is possible at any time of the school year.	Assigning Grades
If a student's grade changes from a '4' to a '3' later in the year, the student has regressed in knowledge and skills.	A student whose grade moves from a '4' to a '3' in a later term may still have demonstrated new learning.	Assigning Grades
Term 1 report card grades are intended to be based on learning outcomes from the previous grade.	Term 1 report card grades are based on interim learning goals related to current-year learning outcomes.	Assigning Grades
It is expected that an achievement grade of '4' will be accessible only to a small minority of students.	An achievement grade of '4' is designed to be achievable by most students.	Foundational Principles for Grading
A grade of '4' implies that a student is exceeding grade-level learning goals.	A grade of '4' reflects achievement relative to learning goals at the student's grade level.	Academic Achievement
Subject category grades should be weighted and combined to determine overall percentage grades (Grades 7 and 8).	Subject category grades expressed on the 1 to 4 scale cannot be converted to percentage grades to determine overall grades.	Assigning Grades
The final grade is determined by averaging the grades reported for Term 1, Term 2, and Term 3.	The final grade cannot be determined by averaging term grades because each term grade reflects content addressed from the beginning of the course.	Foundational Principles for Grading Assigning Grades
The report card grade scale should be applied as a scoring rubric for daily classroom use.	The report card grade scale is not suited for direct use as a rubric for scoring daily classroom assessment.	Assigning Grades
In teacher comments, factors such as attendance, attitude, and effort may not be addressed in relation to academic performance.	Teacher comments may refer to factors such as attendance, attitude, and effort in relation to academic performance.	Teacher Comments
At Grades 1 to 8, the IEP box is checked whenever an IEP is in place.	At Grades 1 to 8, the IEP box is checked only if the achievement grades reported are based on learning goals in the IEP.	IEP (Individual Education Plan)
An IEP box may be added to the high school report card to clarify the meaning of grades when an IEP is in place.	An IEP box is not applicable to the high school report card. Course designations (M, E, L) describe programming for grading purposes.	Student Programming—Grades 9 to 12