



A Profile of Student Learning and Performance in Manitoba

2010–2014



A PROFILE OF STUDENT
LEARNING AND PERFORMANCE
IN MANITOBA

2010–2014

Manitoba Education and Advanced Learning Cataloguing in Publication Data

A profile of student learning and performance in Manitoba,
2010–2014 [electronic resource]

Includes bibliographical references.

ISBN: 978-0-7711-5384-6

1. Academic achievement—Manitoba.
 2. Educational tests and measurements—Manitoba.
 3. Students—Manitoba.
 4. Education—Manitoba.
- I. Manitoba. Manitoba Education and Advanced Learning.
370.97127

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Manitoba Education and Advanced Learning
School Programs Division
Winnipeg, Manitoba, Canada

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Learning website at <www.edu.gov.mb.ca/k12/docs/reports/profile/>.

Disponible en français.

Available in alternate formats upon request.

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INTRODUCTION

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

The results of Manitoba's students' performance on recent pan-Canadian and international assessments have brought to the forefront the importance of ensuring that Manitoba Education and Advanced Learning, together with parents, teachers and education leaders, maintain a strong focus on improving student achievement. "*A Profile of Student Learning and Performance in Manitoba 2010-2014*" represents the last in a series of compilations of provincial, national and international assessments. This document provides important baseline data as we move forward with implementing *Closing the Achievement Gap: Success for Every Student*, an action plan focussed on improving academic achievement for all Manitoba students.

This action plan will reflect a new approach to working with school divisions around their use and analysis of data for the purpose of ensuring there is continual progress to achieve academic excellence for all students, particularly in the areas of numeracy and literacy. In addition, there will be increased transparency in the sharing of data with the broader public, with the specifics still to be determined.

Early Childhood Development

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

Provincial Measurement of School Readiness

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

Very Ready and Not Ready Results Across Multiple Domains (%)	2005/06	2006/07	2008/09	2010/11	2012/13	Manitoba’s 5 Year Trend	Canada Baseline
Very Ready in 1 or more domains	62.4%	64.8%	62.9%	65.0%	64.5%	▲	66.5
Very Ready in 2 or more domains	43.3%	45.6%	43.3%	45.0%	45.6%	▲	47.4
Not ready in 1 or more domains	28.5%	27.9%	28.7%	27.8%	28.4%	stable	26.5
Not Ready in 2 or more domains	14.3%	13.7%	14.7%	14.6%	15.0%	stable	13.8
The more children who are ‘Very Ready’ across more of the domains, the better. The more children who are ‘Not Ready’ across more of the domains, the more concern							

▲ Manitoba’s 5 year trend is increasing.

* Since 2006/2007, the EDI is administered in school divisions every two years.

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

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

Provincial Classroom-Based Results

Grade 3 Assessment in Reading, *Lecture*, and Numeracy

Grade 4 Assessment in French Immersion *Lecture*

Introduction

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

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

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

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

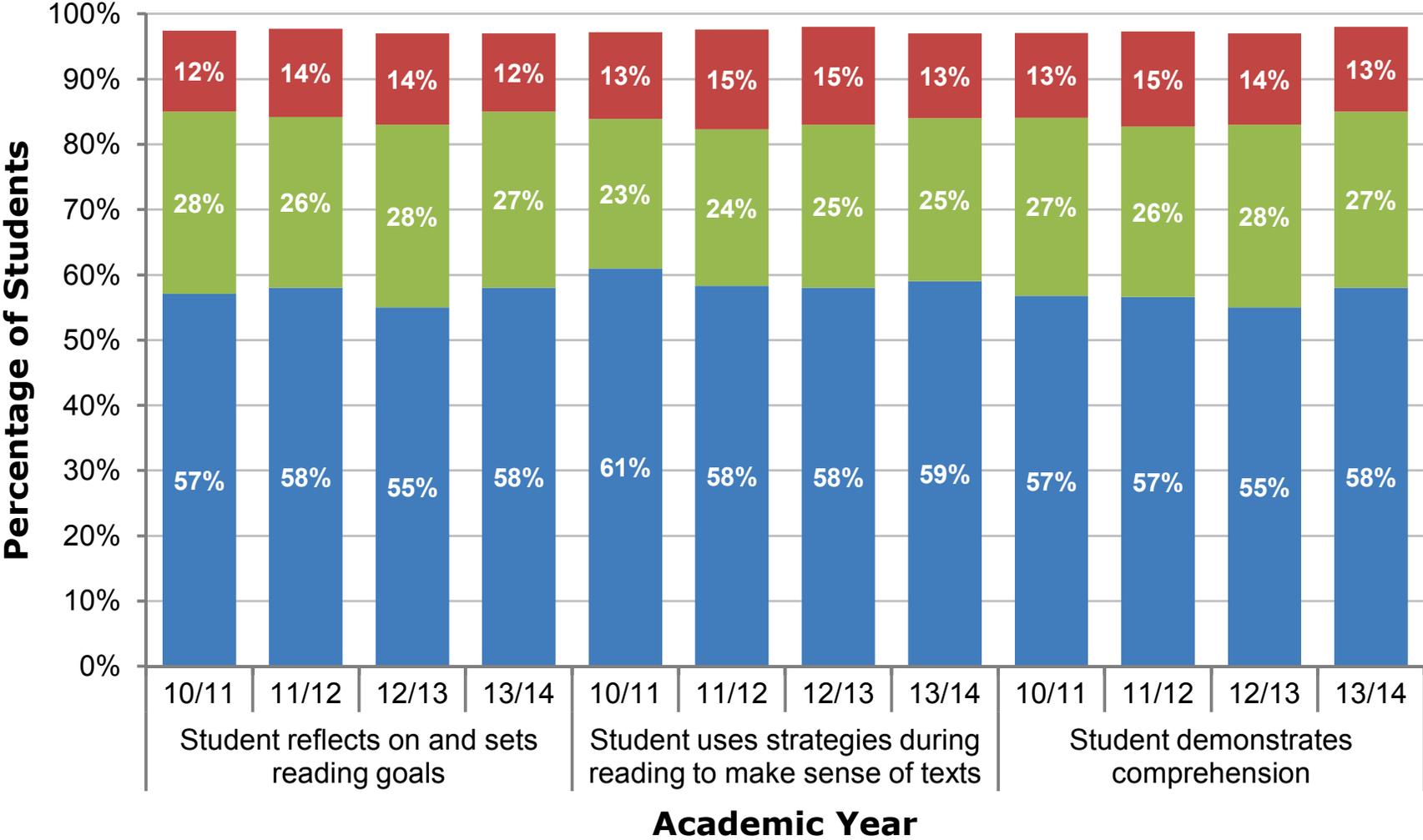
Grade 3/4 Assessment Results

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

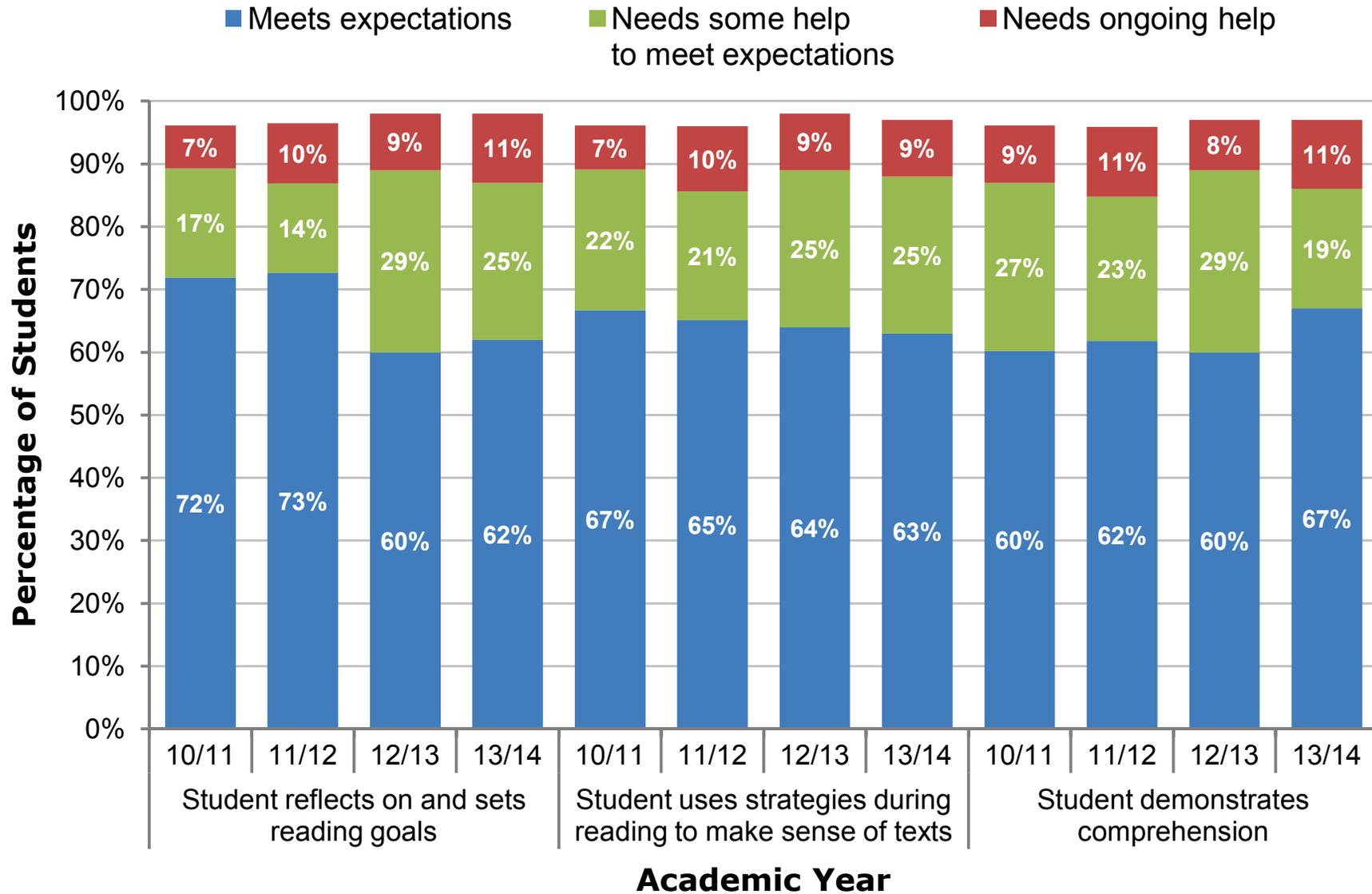
- An “out of range—below” category was added in 2009; therefore, the data presented do not add up to 100 percent. “Out of range—below” is used to describe those students who are working well below grade-level curriculum relative to the competencies assessed due to their learning disabilities or their need for new language learning.
- Although the reading competencies are the same in English and French, each language has unique features that are not readily equivalent and curriculum, instruction, and assessment differ accordingly. This means that results are not directly comparable between languages.

Reading in English—Grade 3 Entry English Program

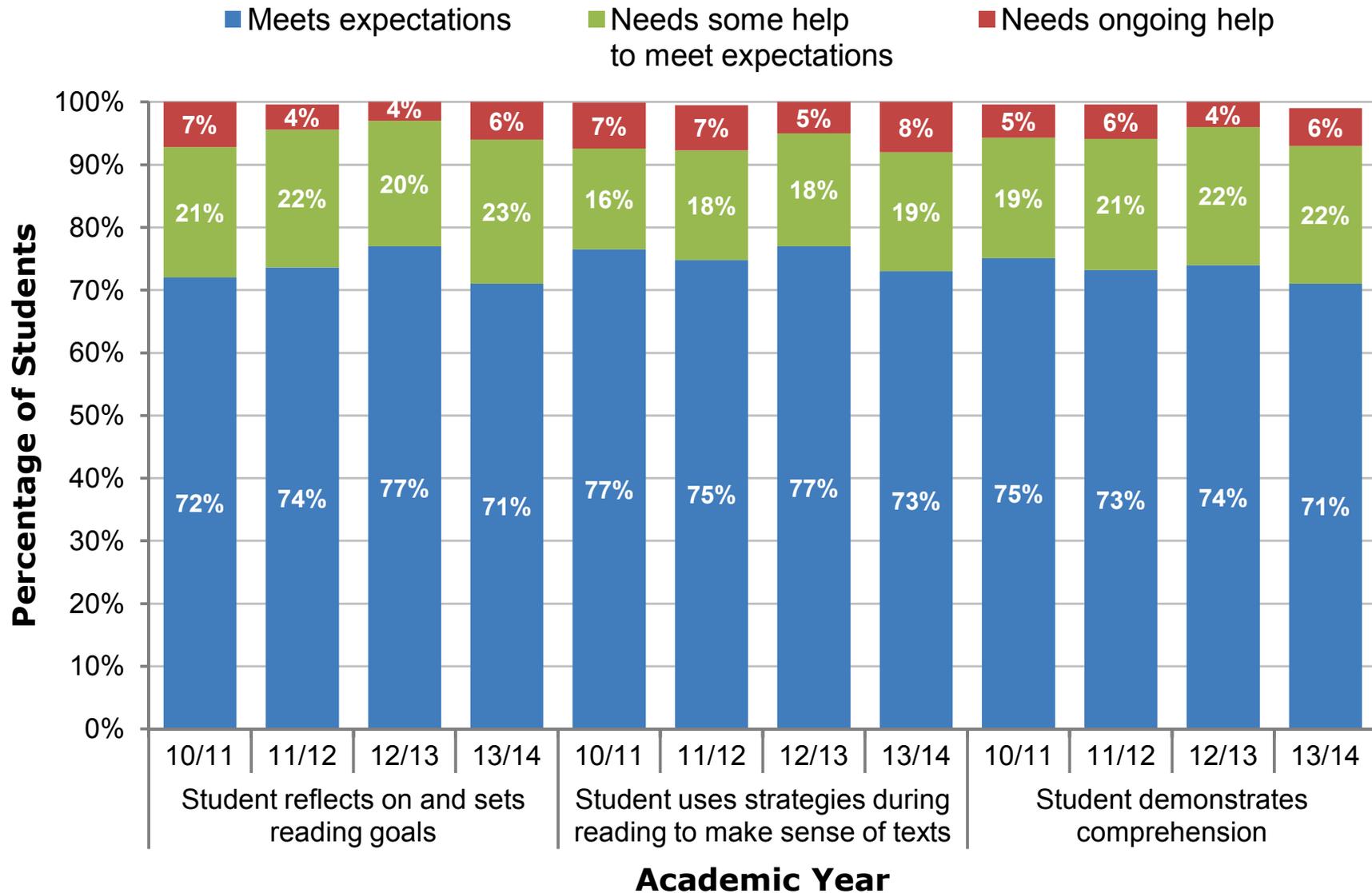
■ Meets expectations
 ■ Needs some help to meet expectations
 ■ Needs ongoing help



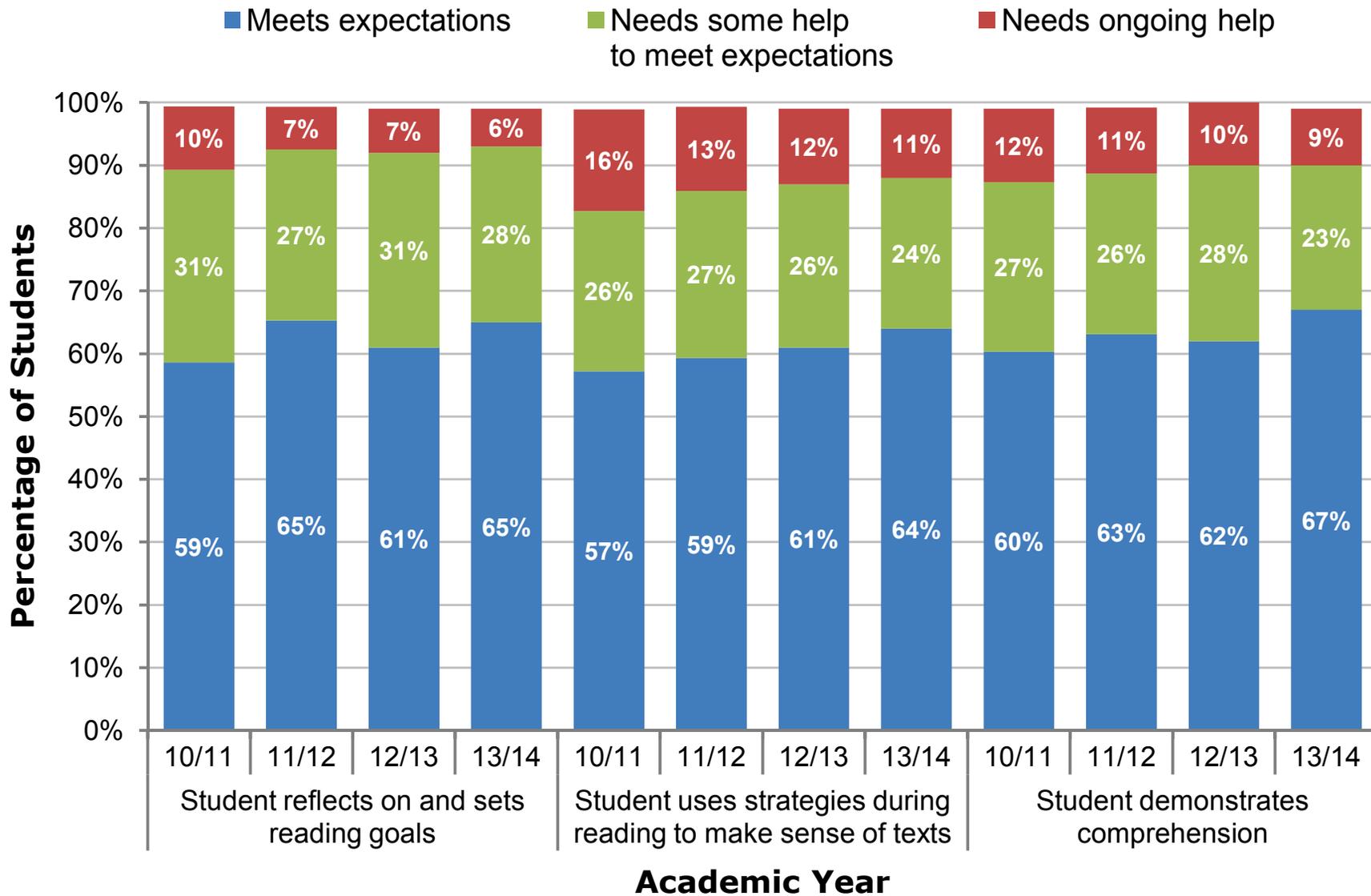
Reading in French—Grade 3 Entry Français Program



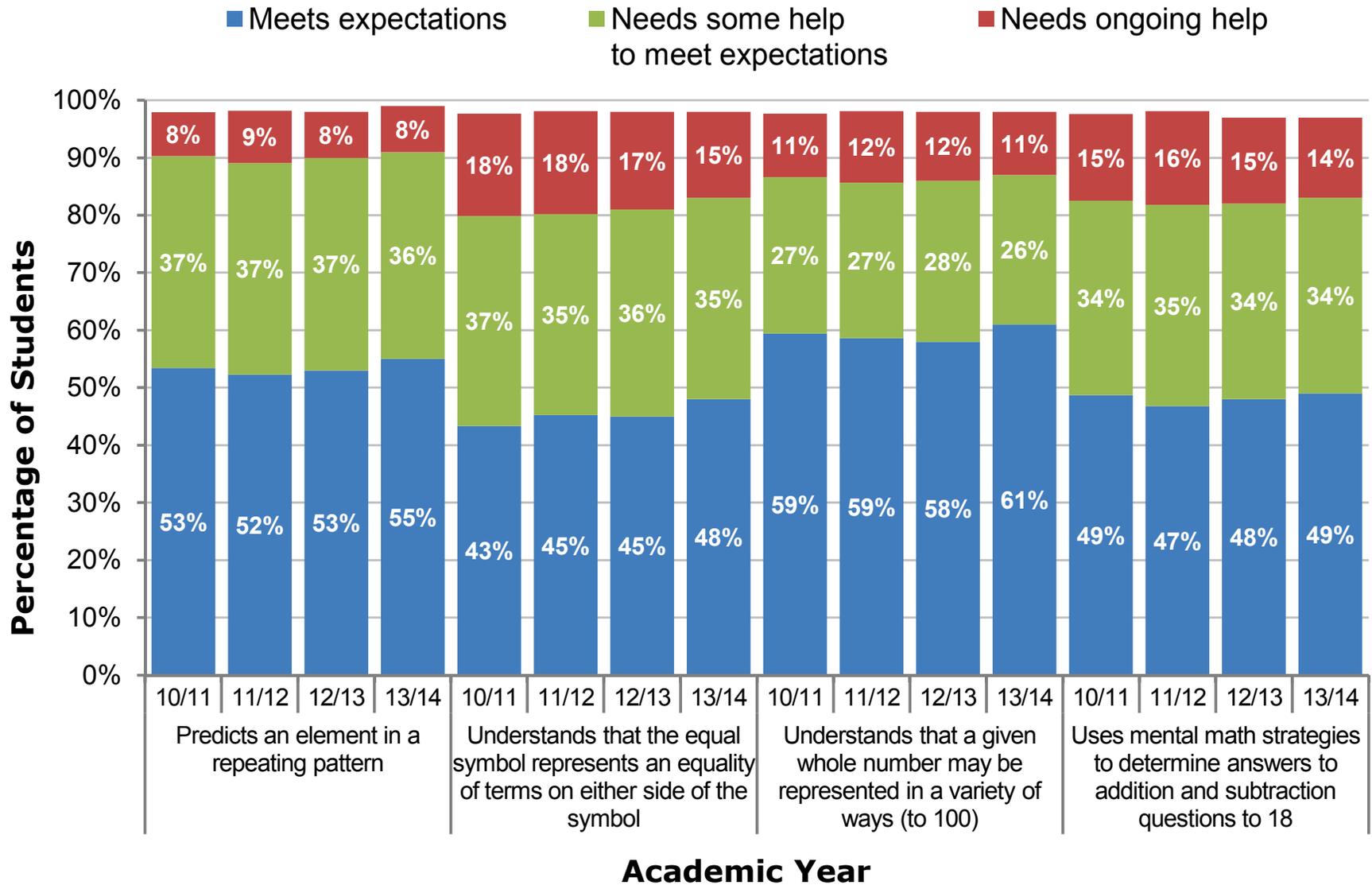
Reading in English—Grade 3 Entry French Immersion Program



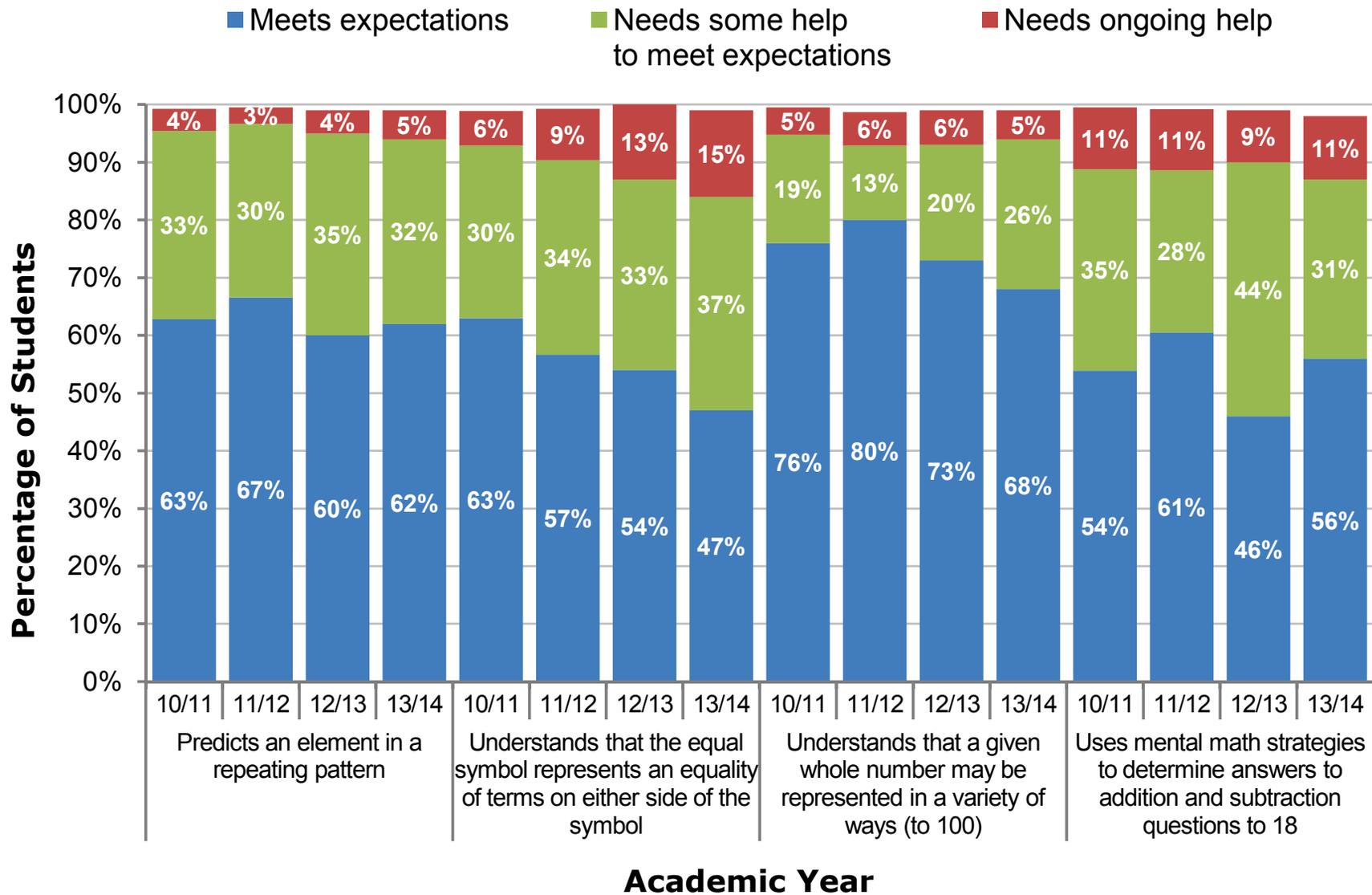
Reading in French—Grade 4 Entry French Immersion Program



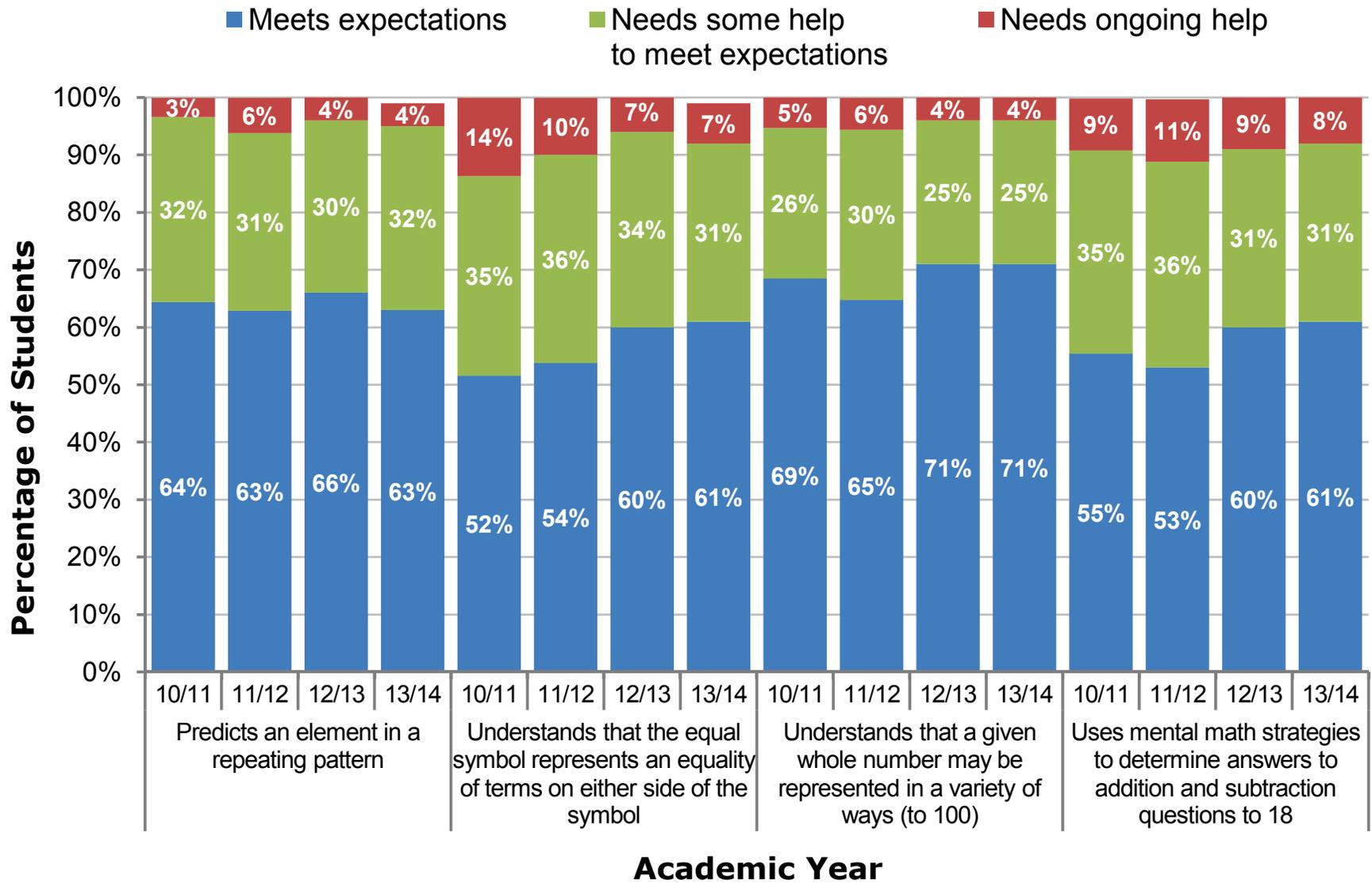
Numeracy—Grade 3 Entry English Program



Numeracy—Grade 3 Entry Français Program



Numeracy—Grade 3 Entry French Immersion Program



The Middle Years Assessment

Introduction

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

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

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

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

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

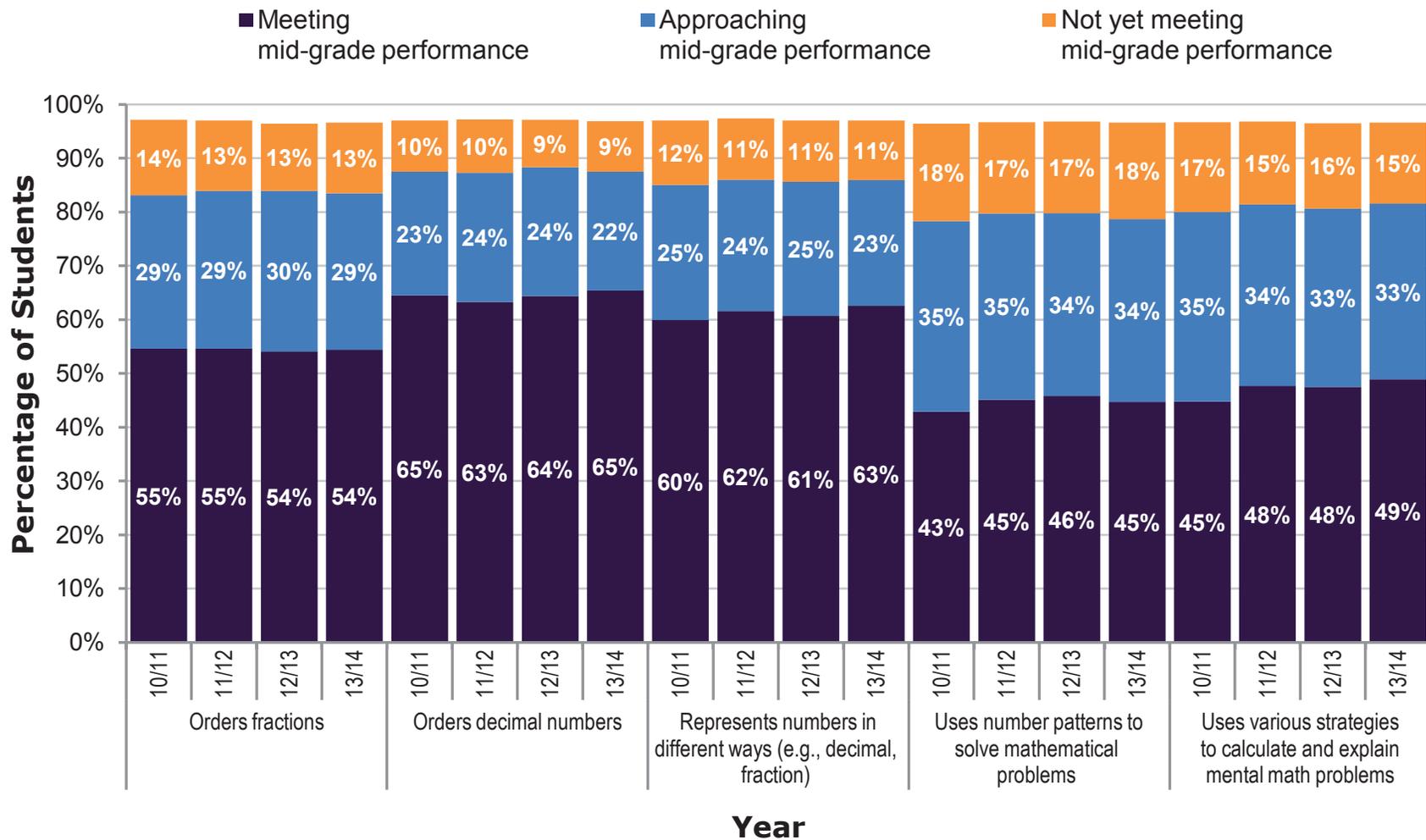
Middle Years Assessment Results

The following tables provide provincial summary results for the Middle Years Assessment. When interpreting Middle Years Assessment data, there are a number of points to keep in mind:

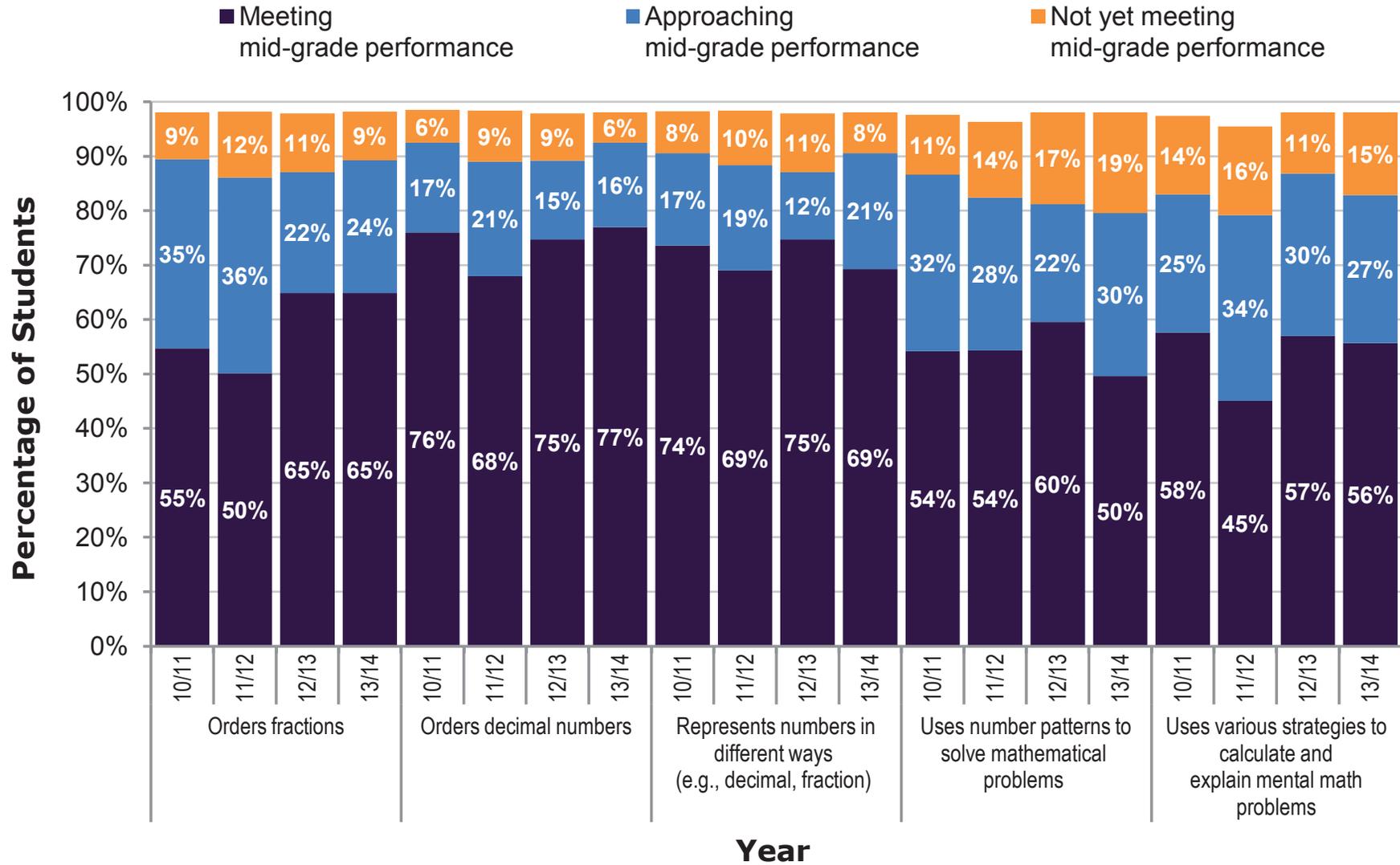
- A performance level called "out of range—below" is excluded from the following tables; therefore, the data presented do not add up to 100%.

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

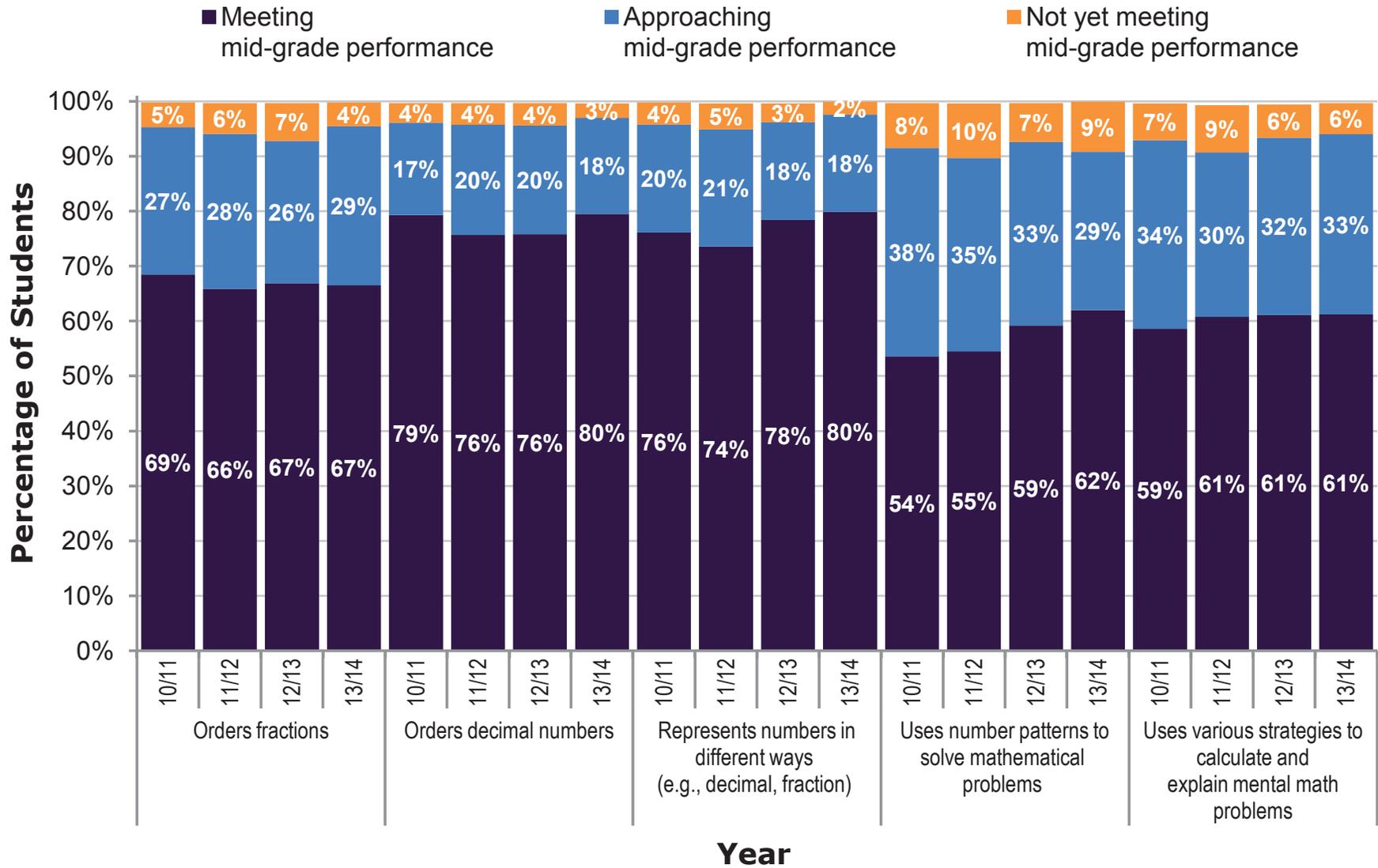
Number Sense and Number Skills, Grade 7 English Program



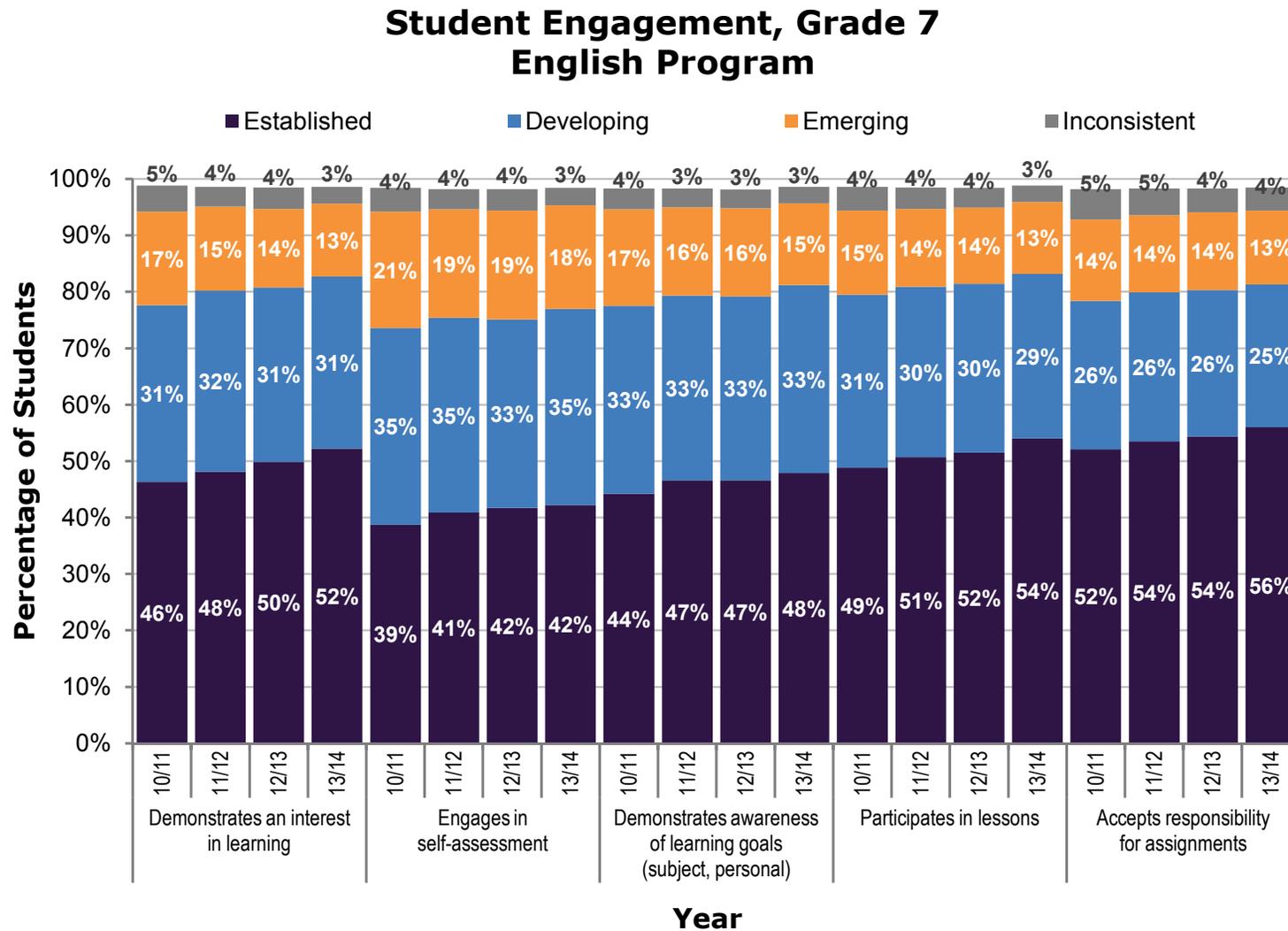
Number Sense and Number Skills, Grade 7 Français Program



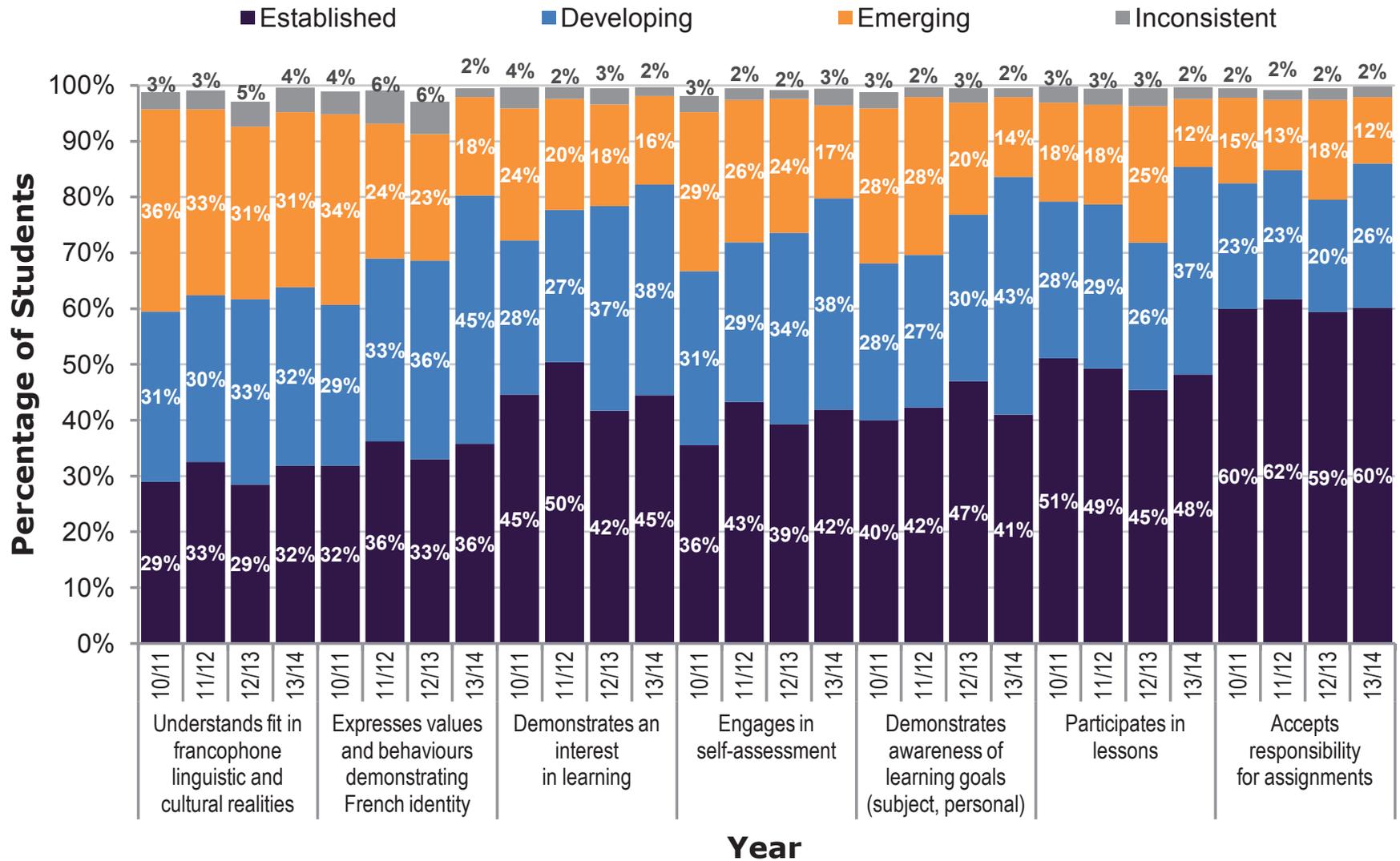
Number Sense and Number Skills, Grade 7 French Immersion Program



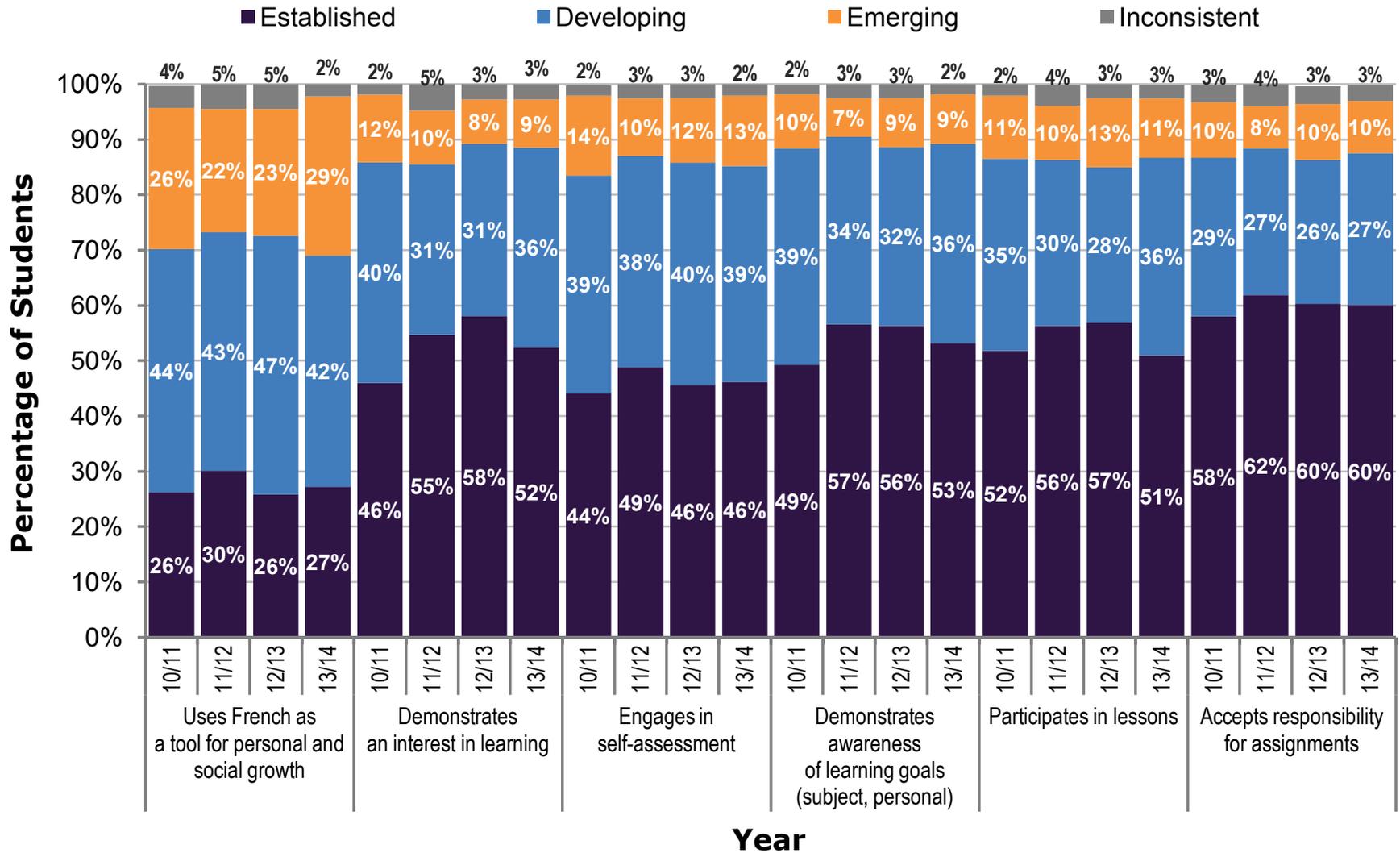
The following is a summary of Grade 7 students' engagement with their learning. Four criteria were used by teachers to assess students on each of the report's subcompetencies: established (the student nearly always demonstrates the described behaviour), developing (the student frequently demonstrates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



Student Engagement, Grade 7 Français Program

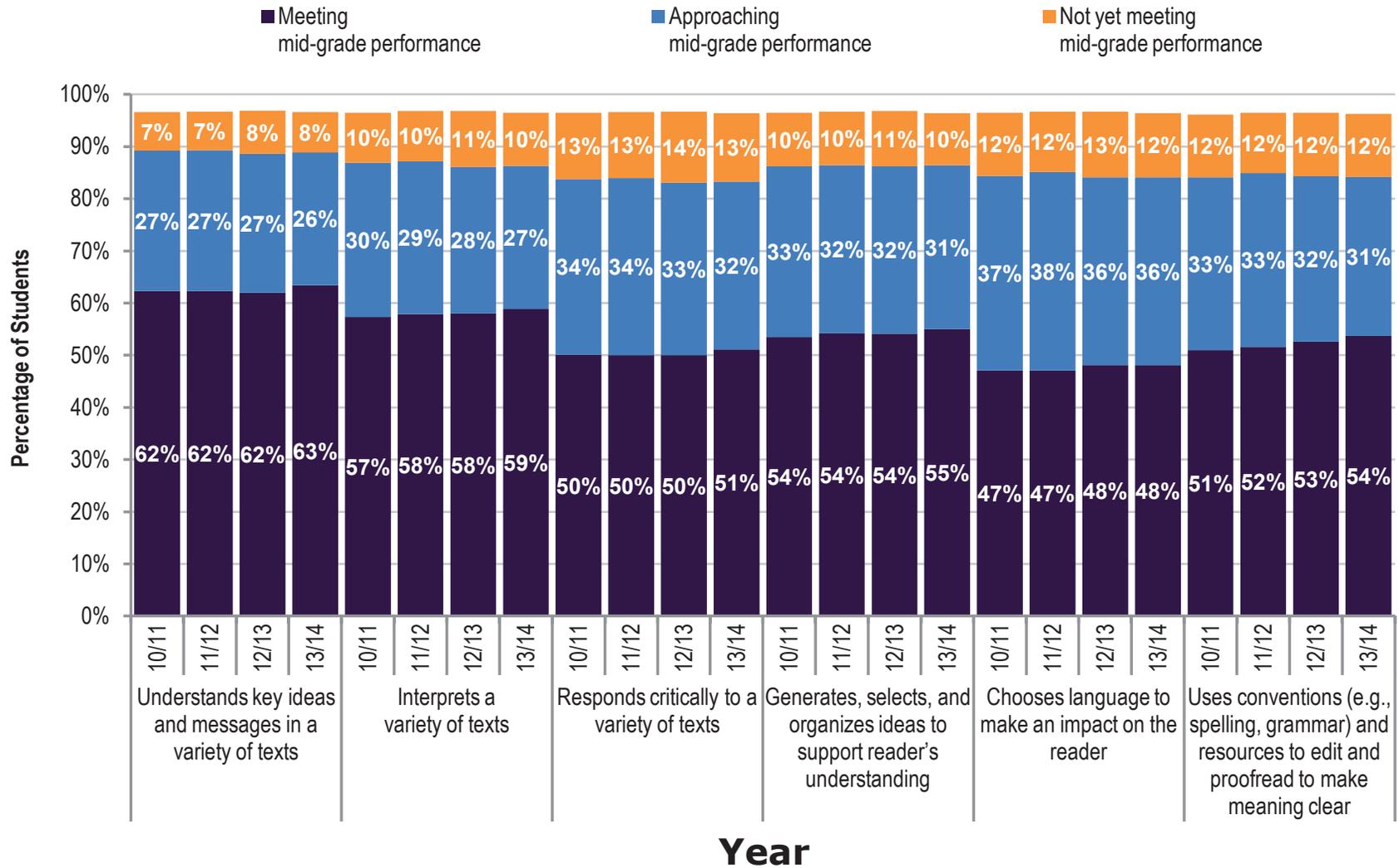


Student Engagement, Grade 7 French Immersion Program

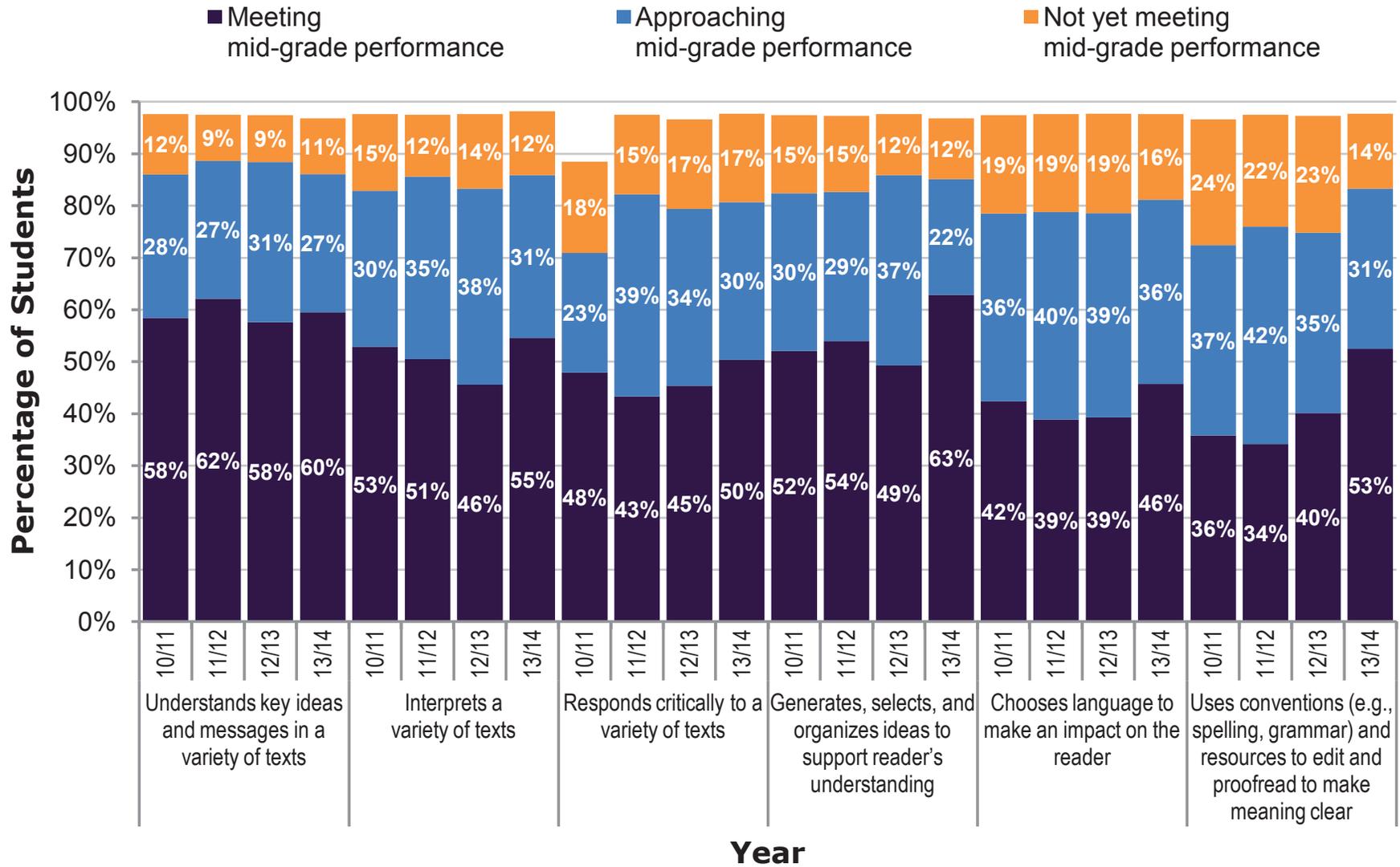


The following summarizes Grade 8 students' mid-year performance in the identified competencies in reading and writing. Students represented in the column "Out of range—below" are those working well below grade-level curriculum due to their learning disabilities or their need for new language learning.

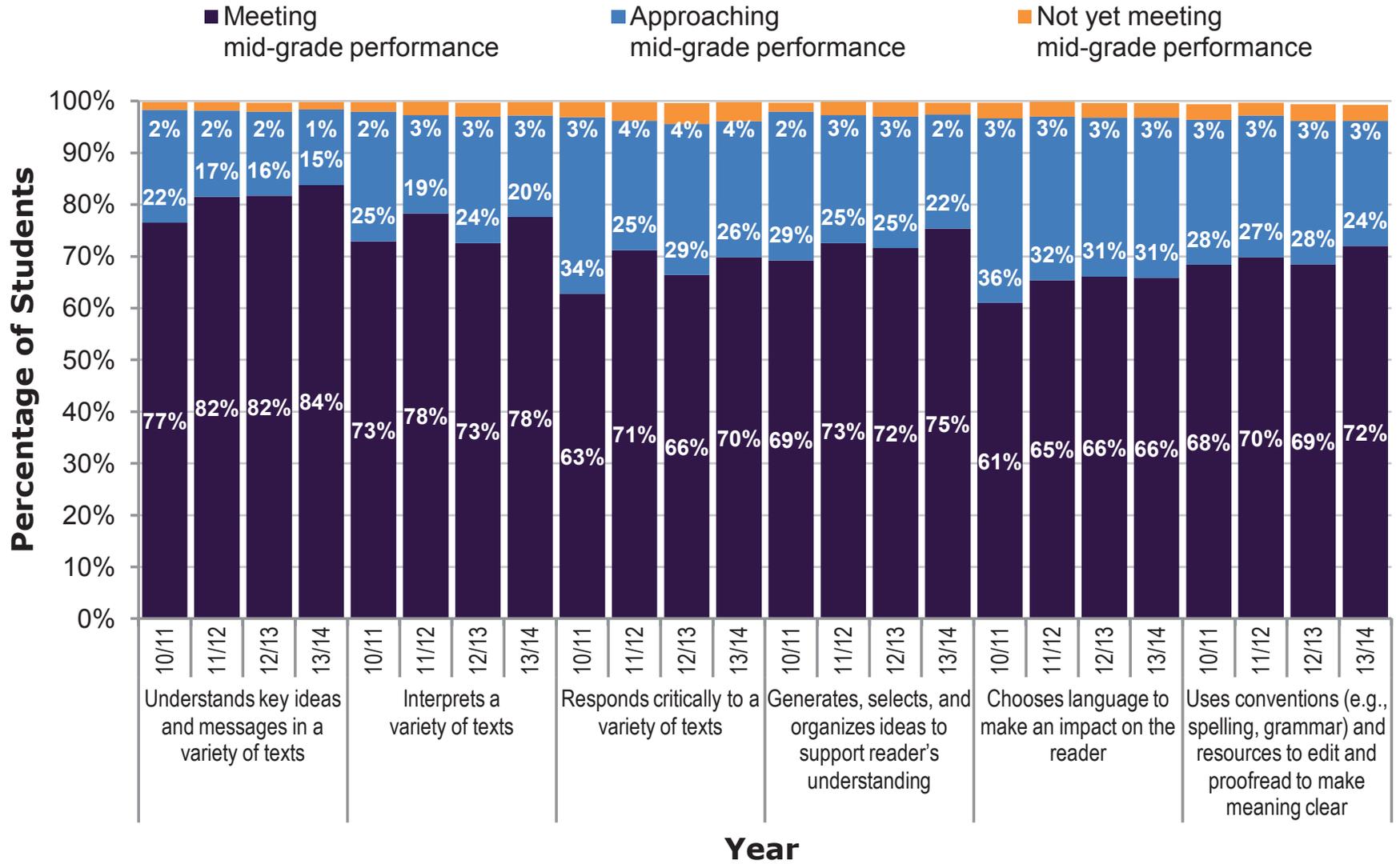
Reading and Writing, Grade 8 English Program



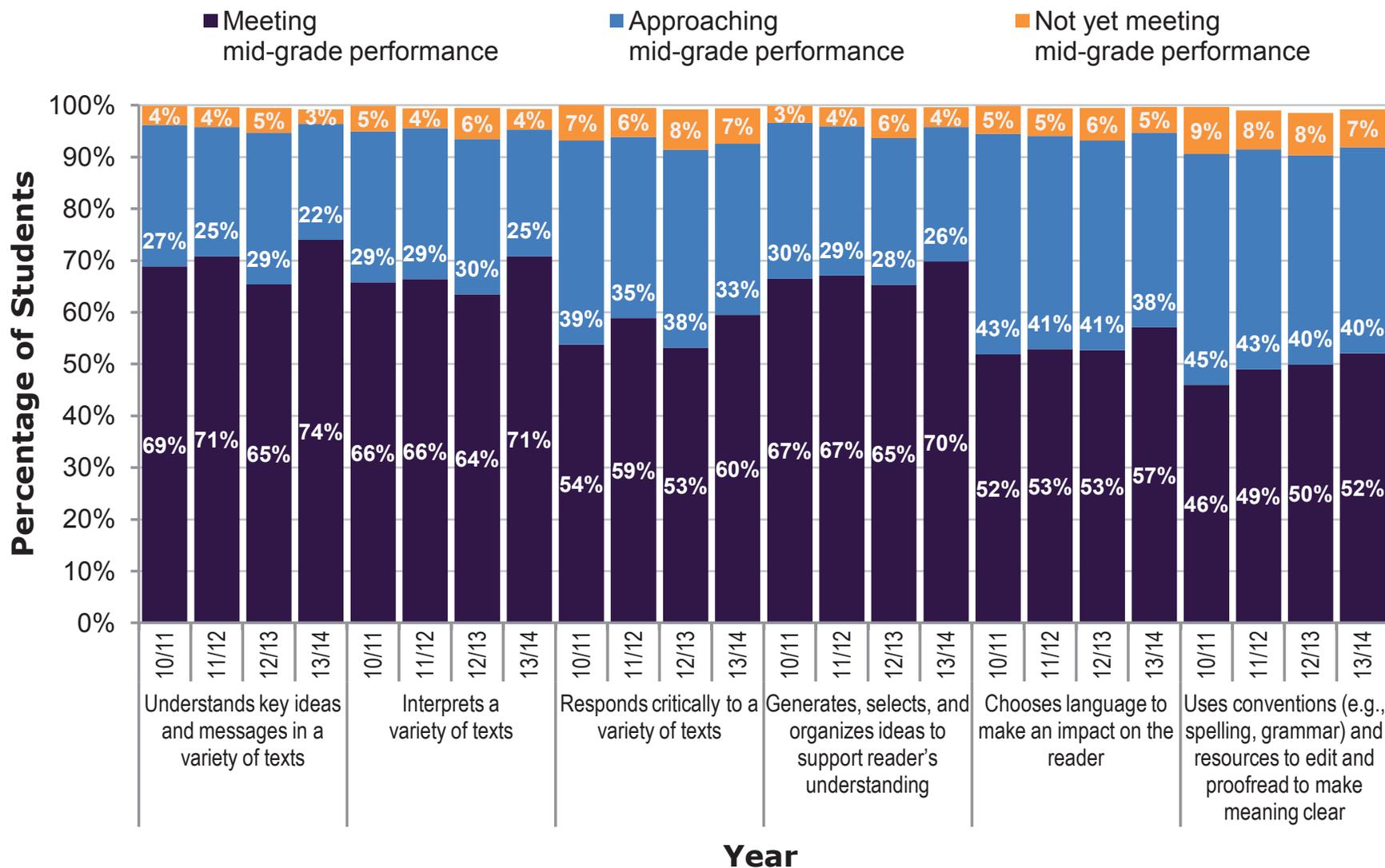
Reading and Writing in French, Grade 8 Français Program



Reading and Writing in English, Grade 8 French Immersion Program



Reading and Writing in French, Grade 8 French Immersion Program



Grade 12 Provincial Tests

Introduction

Provincial tests are assessments in ‘S’ level (specialized) language arts and mathematics courses that students in the English Program, French Immersion Program, and Français Program are required to write. Students seeking to graduate from the Technology Education Program are not required to take these ‘S’ level courses, but they may opt to do so, in which case they would also be required to write the tests. These tests are administered at the end of each semester, and count for 30 percent of students’ final course grades (20 percent for Essential Mathematics). The tests also provide curriculum-referenced measures of student knowledge and skill in these courses that are useful for evaluating instructional programming. The tests are developed by teachers who serve on provincial committees under the leadership of Manitoba Education and Advanced Learning. The tests are marked by teachers in their schools or divisions using marking guides provided by the department, which also provides marking training.

Summary statistics are provided to schools and school divisions to assist them in using the data when evaluating their instructional programming. Feedback is also provided about the consistency of marking based on samples of test booklets that are re-marked at the department.

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

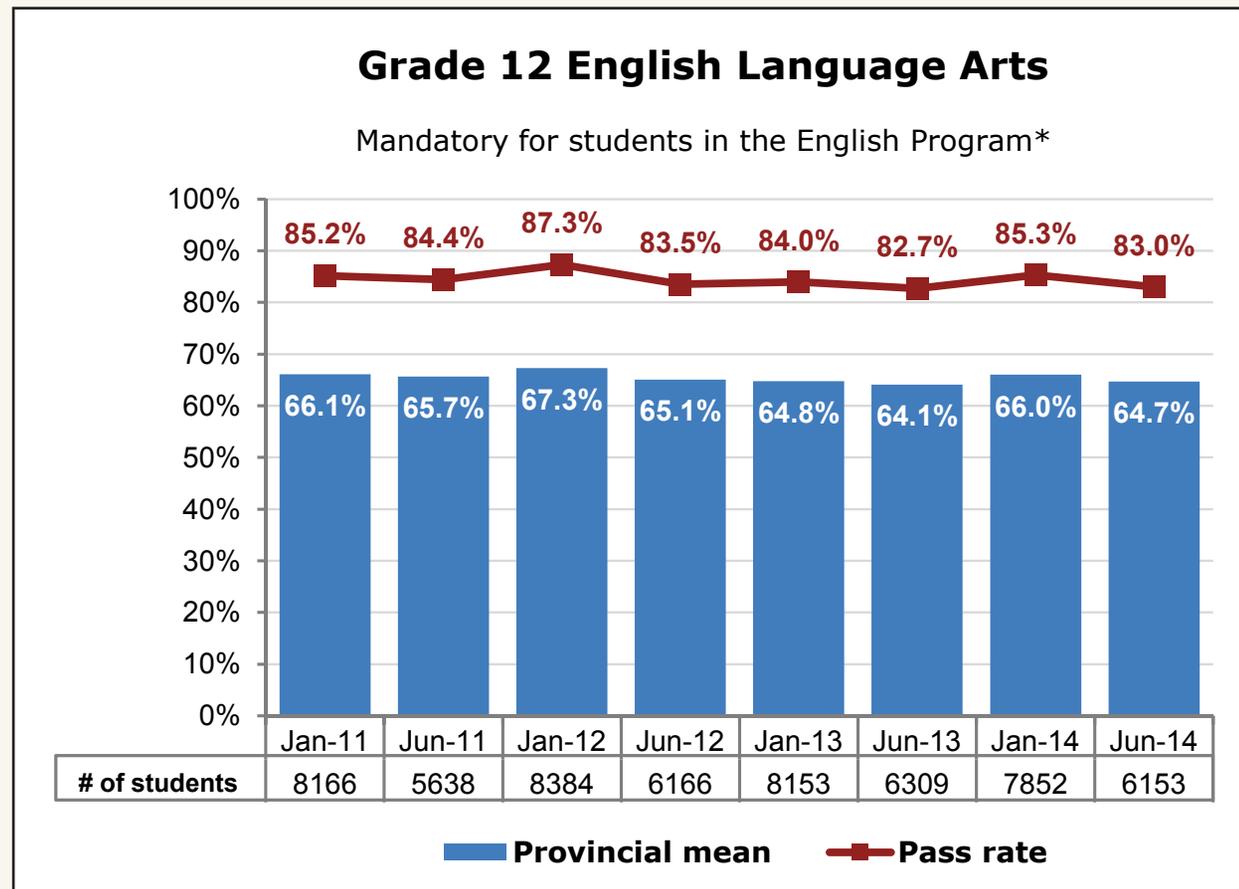
When interpreting Grade 12 provincial test data, there are a number of points to keep in mind:

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

- The tests in language arts (English for the English Program, French for the French Immersion Program and for the Français Program) are based on their respective curricula, which are distinct. Therefore, these tests and the results are not comparable to each other.
- The Grade 12 Consumer Mathematics provincial test, administered up until 2011/2012, consisted of three components: project, portfolio, and written test. The Grade 12 Essential Mathematics provincial test consists of a written test only.

Provincial Test Results

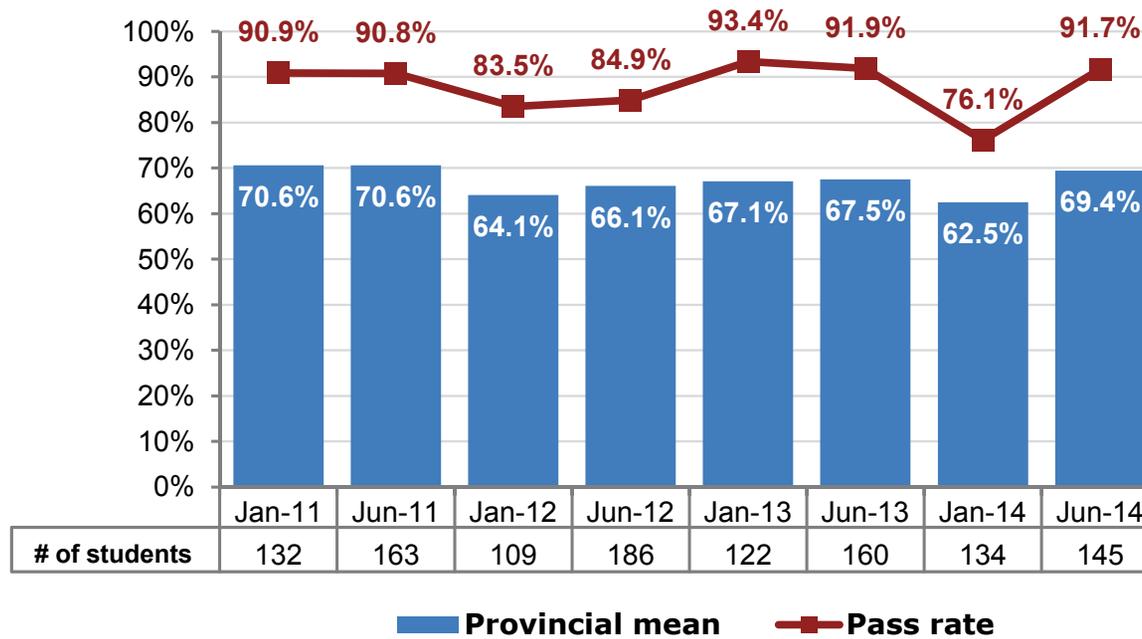
The charts below provide summaries of results on these tests for the past four years.



* The data in this table includes students in the French Immersion Program and in the Français Program who participated in the test.

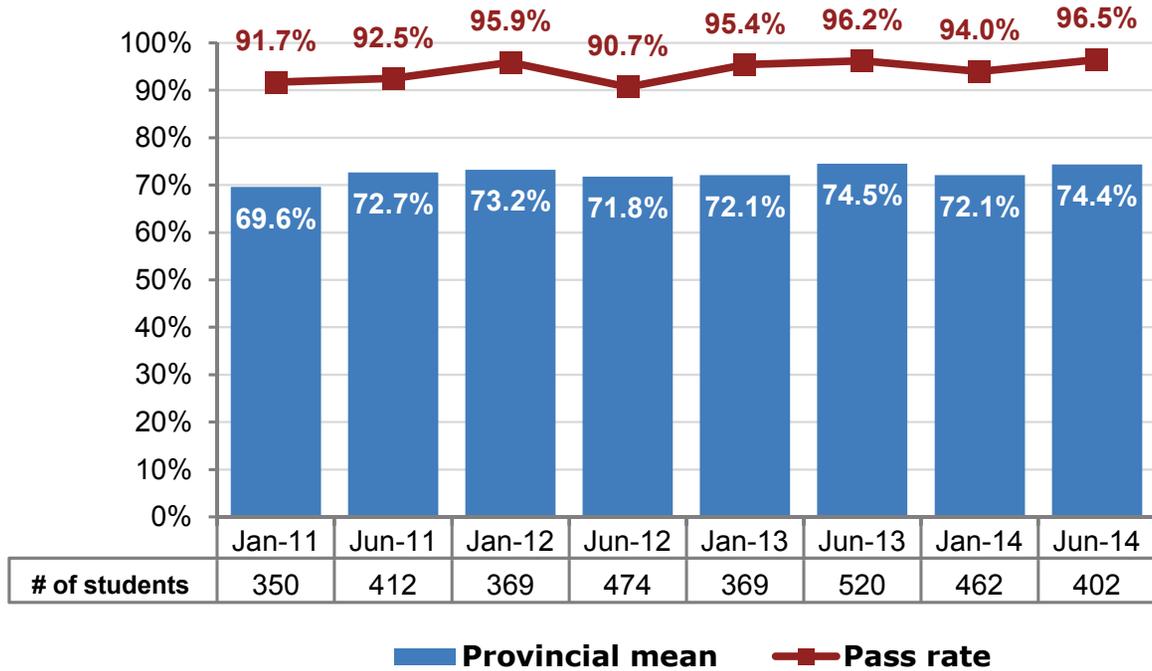
Grade 12 Français Language Arts Français Program

Mandatory for students in the Français Program



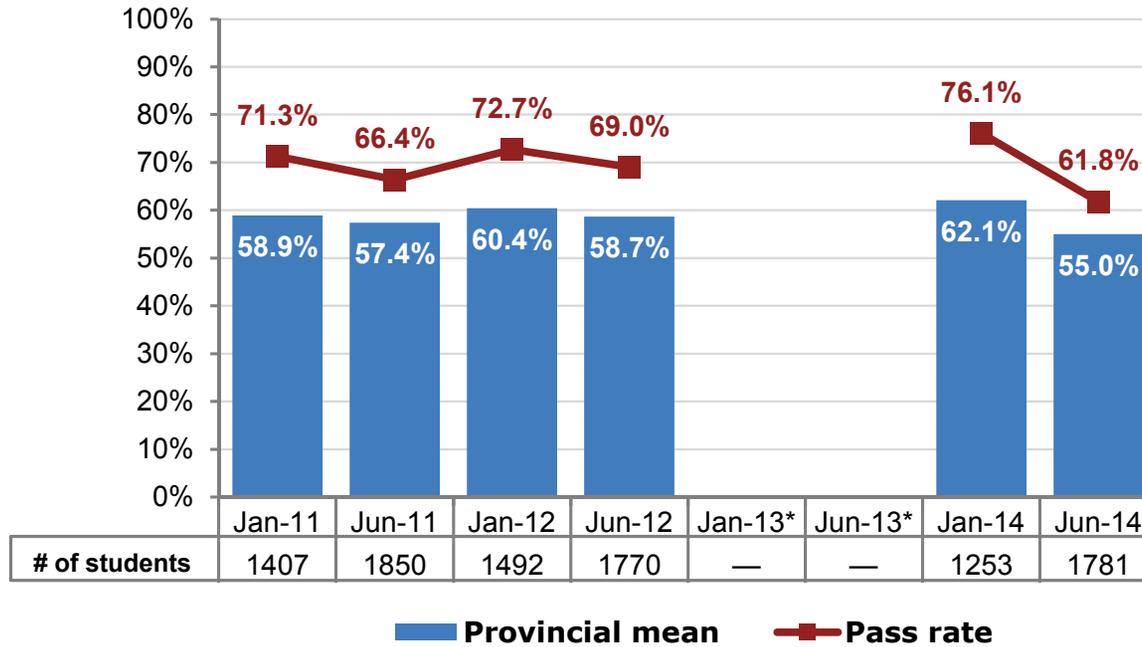
Grade 12 Français Language Arts French Immersion Program

Mandatory for students in the French Immersion Program



Grade 12 Applied Mathematics

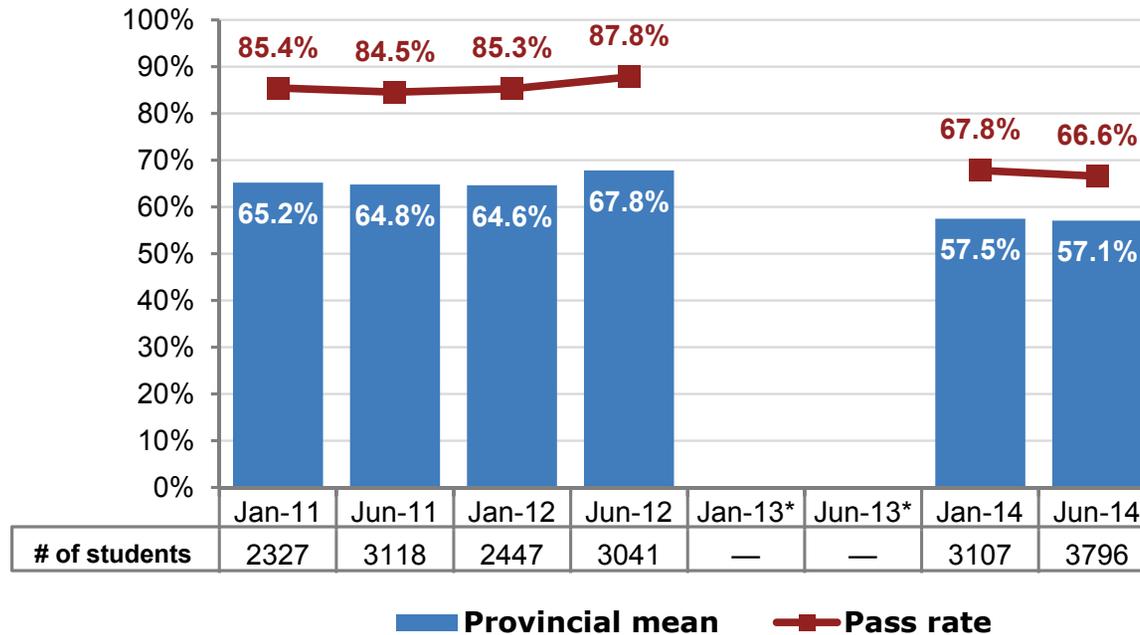
Mandatory for students in all school programs seeking credit in the course; administered in the language of instruction



* No provincial results are available. New mathematics tests based on new curricula were administered in the context of a provincial pilot process.

Grade 12 Consumer Mathematics** and Essential Mathematics***

Mandatory for students in all school programs seeking credit in the course; administered in the language of instruction



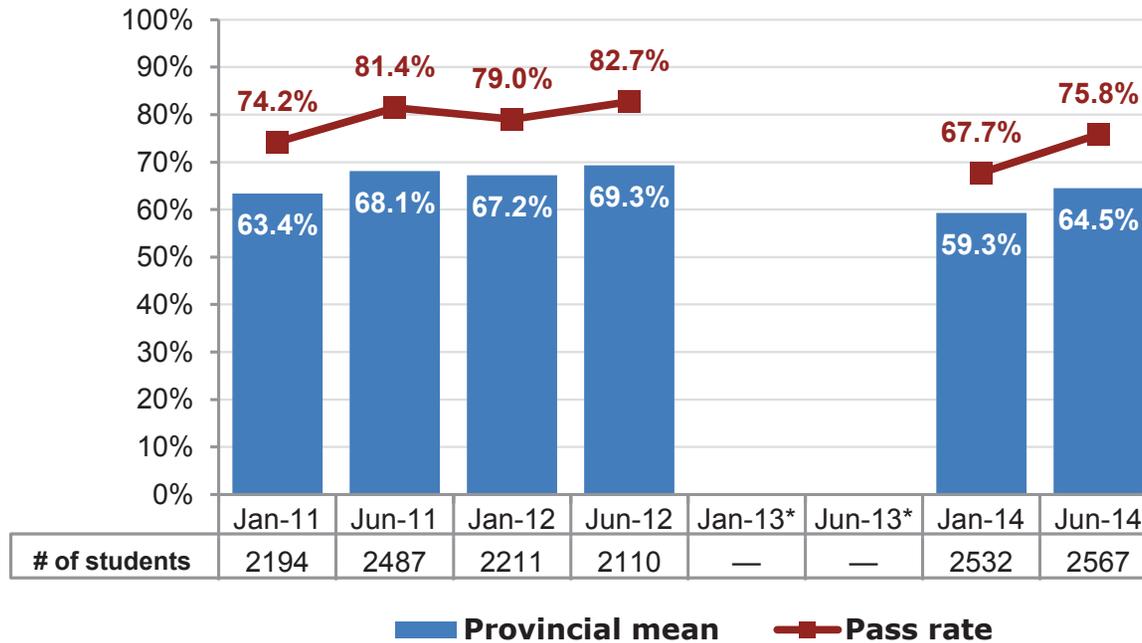
* No provincial results are available. New mathematics tests based on new curricula were administered in the context of a provincial pilot process.

** until 2011–2012

*** 2012–2013 onward

Grade 12 Pre-Calculus Mathematics

Mandatory for students in all school programs seeking credit in the course; administered in the language of instruction



When using provincial test results to study achievement patterns over time, it is important to recognize a number of extenuating factors that can affect the mean performance of a class, school, or division. These include the following:

- *Any variation in local student exemption policies and the rate of student absence from the test:* While policies and procedures for exemptions are set at the provincial level, implementation is handled at the school level. The intention of the exemption policy is to excuse those students from participation in a provincial test who have special needs for which there is no adaptation available that would make the test fair. Student absences from a test compromise interpretability of aggregate results, especially if the absences are likely to be test-avoidance strategies.

* No provincial results are available. New mathematics tests based on new curricula were administered in the context of a provincial pilot process.

- *Slight variability in test content and difficulty from one test to another:* A change in a group average of up to about five percentage points should not be viewed as significant, as the various tests are not precisely equivalent in terms of content and difficulty. However, should a consistent increase (or decrease) over test administrations be noted (such as three increases in a row of 3% to 5%), or if a local change (e.g., school) in performance goes counter to larger trends (e.g., provincial), then this likely represents a meaningful change in group performance.
- *Natural variability among groups of students taking the test at a particular time:* Random, uncontrollable, “natural” variability in group performance should be considered when aggregating and interpreting results for groups of about 30 students or smaller. For example, the presence of even one student with an unusually high or low mark can significantly affect a small-group mean score in a way unrelated to changes (over time) or differences (between groups) in factors that might affect group performance.
- *Systemic variability in groups of students taking the test at a particular time:* Changes in course offerings or policies and practice regarding student enrolment in courses and programs can have a significant effect on test results. For example, if a particular mathematics course is offered in a school one year and not the next, then this would affect enrolment patterns and the types of interpretations that can be made when making year-to-year performance comparisons for mathematics. There are specialized statistical procedures to use when comparing mean scores for smaller groups, such as classrooms of students. For studies of this nature, the help of a statistical consultant should be sought if the expertise is not available in your organization.

Manitoba’s High School Graduation Rate

For the purposes of calculating Manitoba’s high school graduation rate, Manitoba Education and Advanced Learning uses a proxy measure that is comprised of the ratio of the total number of graduates reported by public and funded independent high schools at the end of every academic year to the total Grade 9 enrolment in these schools four years prior to the year of graduation. The graduates in a given year do not all necessarily come from the same Grade 9 cohort. It is important to note that this is not a calculation of a four-year sequential graduation rate, nor an individual student-tracked rate that follows students as they move from Grade 9 to graduation.

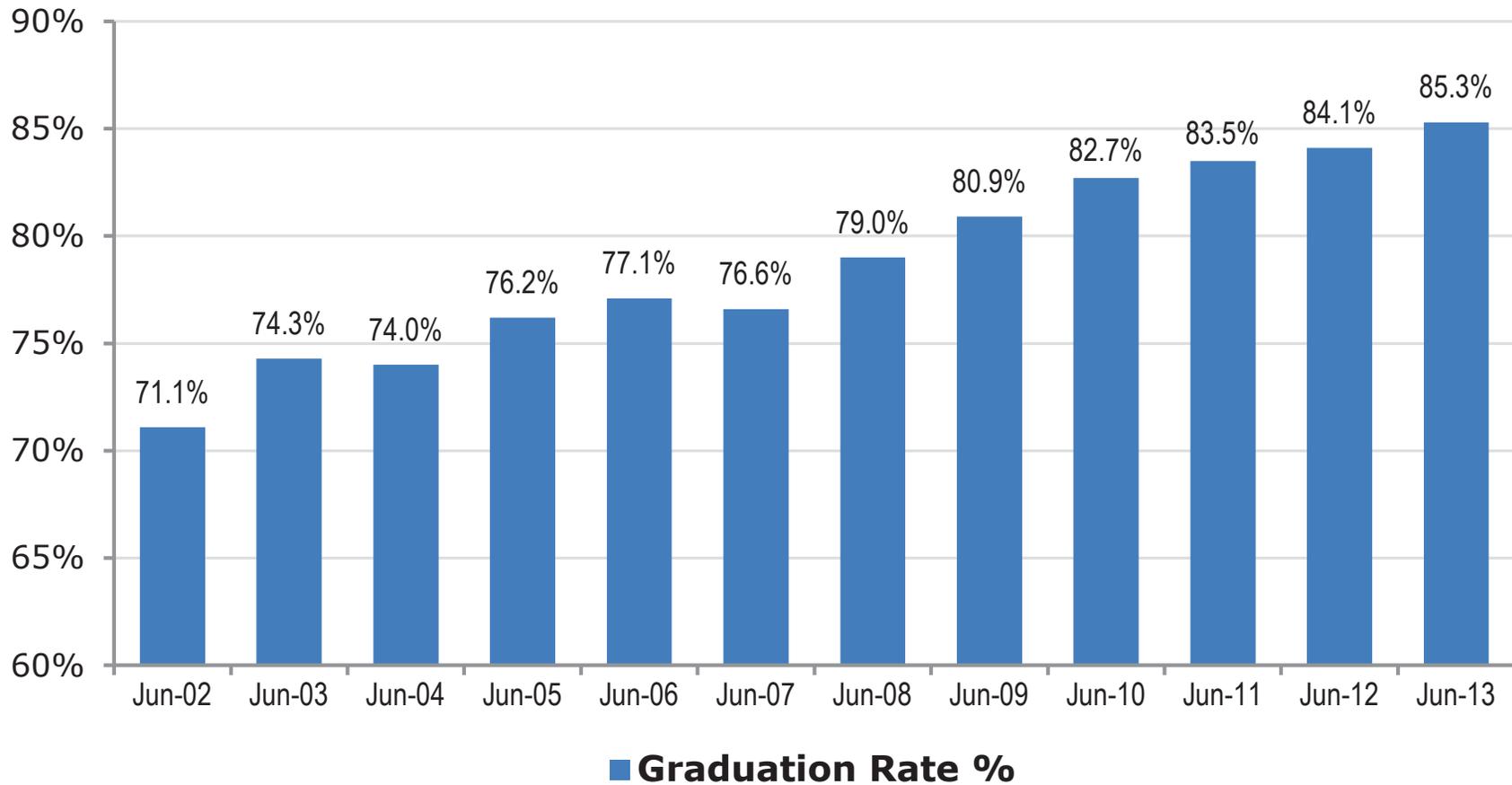
The difference between the annual graduation rate and 100% is not a measure of the drop-out rate in Manitoba. The difference includes students who are continuing in public and funded independent schools and require more than four years to gain the credits needed to graduate, students who have transferred out of public and funded independent schools to enroll in First Nations schools, non-funded independent schools and Adult Learning Centres, students who have left the province, and students who have withdrawn from school.

Manitoba's high school graduation rate for June 2013 is 85.3%. This rate represents an increase of 1.2 percentage points from 84.1% in June 2012 and continues the upward trend over the past decade. Between June 2002 and June 2013, Manitoba's high school graduation rate has increased 14.2 percentage points. This is equivalent to 2,131 more students graduating from Manitoba's public and funded independent high schools in 2013 than in 2002.

**Manitoba High School Graduation Rate
Public and Funded Independent Schools
Graduates to Grade 9 Enrolment Four Years Previous
June 2002 to June 2013**

Graduation Year	Public and Funded Independent High School Graduates	Year of Grade 9 Enrolment Four Years Previous	Grade 9 Enrolment Four Years Previous	Percentage of Graduates to Grade 9 Enrolments
Jun-02	11,527	Sept 1998	16,201	71.1%
Jun-03	12,057	Sept 1999	16,231	74.3%
Jun-04	12,369	Sept 2000	16,709	74.0%
Jun-05	12,196	Sept 2001	16,013	76.2%
Jun-06	12,153	Sept 2002	15,766	77.1%
Jun-07	12,506	Sept 2003	16,337	76.6%
Jun-08	12,901	Sept 2004	16,332	79.0%
Jun-09	13,053	Sept 2005	16,141	80.9%
Jun-10	12,922	Sept 2006	15,625	82.7%
Jun-11	13,296	Sept 2007	15,926	83.5%
Jun-12	13,690	Sept 2008	16,284	84.1%
Jun-13	13,658	Sept 2009	16,016	85.3%

Manitoba High School Graduation Rate Public and Funded Independent Schools Graduates to Grade 9 Enrolment Four Years Previous June 2002 to June 2013



Source: Manitoba Education and Advanced Learning. *Manitoba's High School Graduation Rate: June 2002 to June 2013*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2013. Available online at <www.edu.gov.mb.ca/k12/docs/reports/grad_rate/index.html>.

Manitoba participates in two large-scale assessment programs that provide insight into the performance of Manitoba students and into the context in which education takes place. They are the Pan-Canadian Assessment (PCAP) and the Programme for International Student Assessment (PISA). Each is described below and selected results are provided that have been extracted from public reports, to which links can be found on the Council of Ministers of Education, Canada (CMEC) website at <<http://cmec.ca/131/Programs-and-Initiatives/Assessment/Overview/index.html>>.

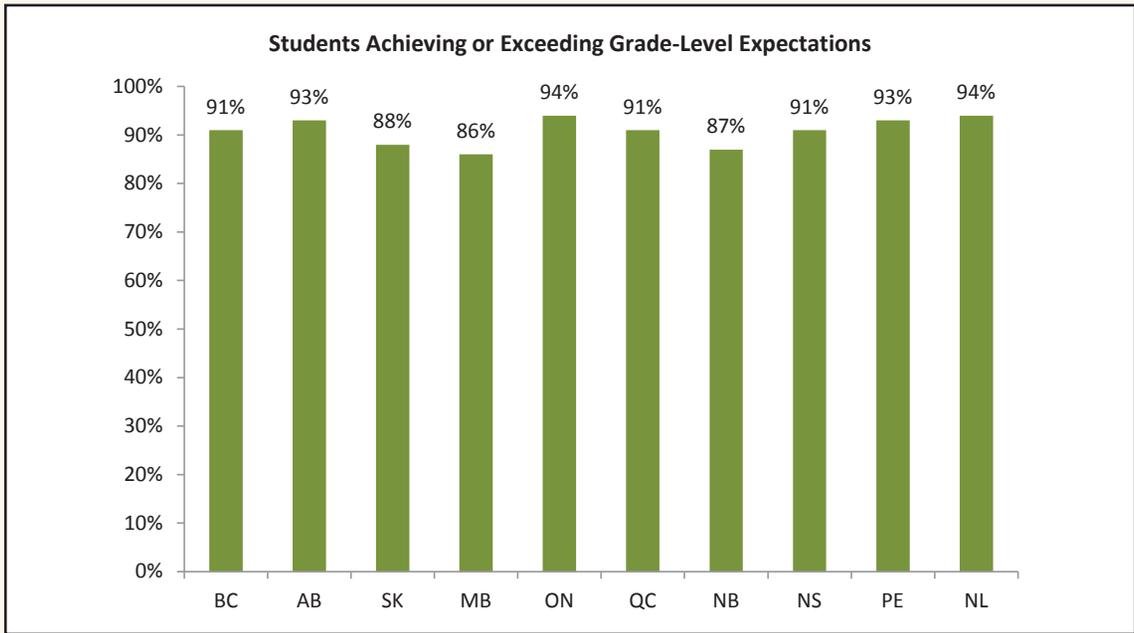
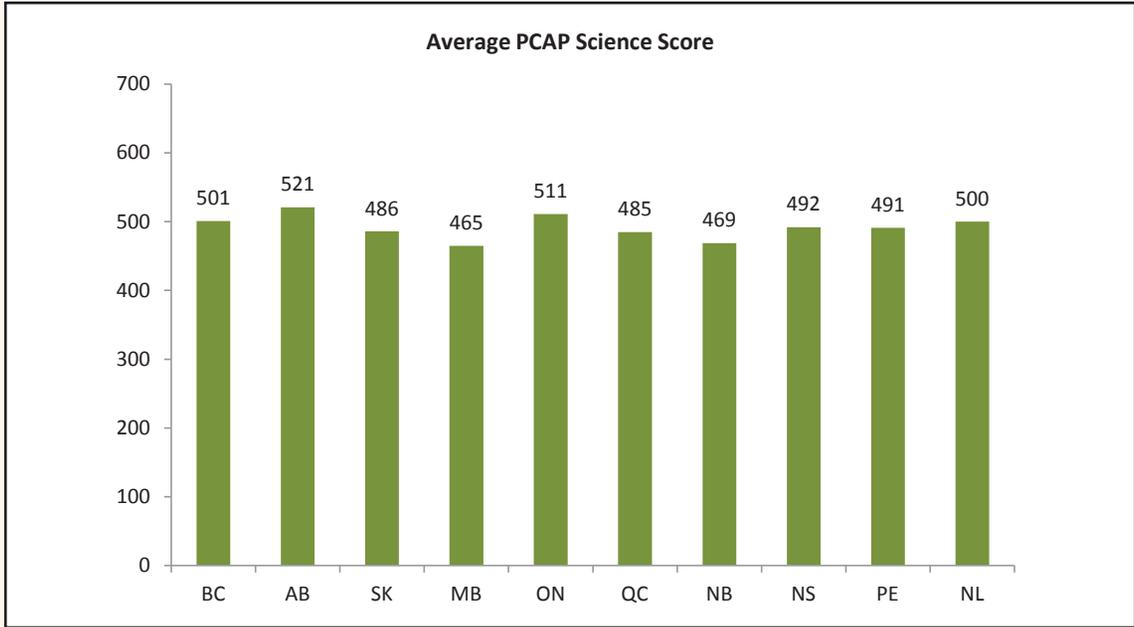
The Pan-Canadian Assessment Program

At the national level, the Pan-Canadian Assessment Program (PCAP), developed by the CMEC and administered in collaboration with provincial and territorial ministries of education and schools, focuses on achievement in reading, mathematics, and science. It was first administered in the spring of 2007 to samples of students who were 13 years old at the start of the school year (mostly Grade 8). It was most recently administered in the spring of 2013, with a target group of Grade 8 students. It is scheduled to be administered once every three years. At each administration, one of the domains is the "major" domain (meaning it is more thoroughly assessed with a larger sample of students), while the other two are present as minor domains (meaning there is less coverage of the domain, fewer students are sampled, and there is less analysis).

PCAP 2013* was administered to approximately 3,500 students in 168 schools in Manitoba and to 32,000 students across Canada. The main domain was Science. Manitoba students in the Français Program participated in French. Results for Manitoba are reported both for all students combined, as well as separately by language. This was also done for seven other provinces, namely Quebec, New Brunswick, Nova Scotia, Ontario, Alberta, Saskatchewan, and British Columbia.

Average scores and the percentage of students achieving or exceeding grade-level expectations in the main domain of Science are provided on the following page.

* The public report is available at <<http://cmec.ca/Publications/Lists/Publications/Attachments/337/PCAP-2013-Public-Report-EN.pdf>>.



The Programme for International Student Assessment

The Programme for International Student Assessment (PISA) is an initiative of the Organization for Economic Cooperation and Development (OECD)*, of which Canada is a member. PISA is managed collaboratively at the national level by the CMEC, Statistics Canada, and Employment and Social Development Canada. It follows the same administration cycle and focuses on the same domains as PCAP (see page 33), but assesses students who are 15 years old on December 31 of the school year (largely Grade 9 and Grade 10). PISA has been administered in 2000, 2003, 2006, 2009, and 2012.

PISA Results

In the spring of 2012, PISA was administered to approximately 2100 15-year-old students in 86 schools in Manitoba. Sixty-five countries/economies participated, including many outside of the OECD. The main domain was Mathematics. Results for Manitoba are reported both for all students combined, as well as separately by language. This was also done for six other provinces, namely Quebec, New Brunswick, Nova Scotia, Alberta, British Columbia, and Ontario, permitting comparisons to be made among students in the respective francophone education systems.

Average scores in the main domain of Mathematics are provided in the following table.

* Summaries of OECD results may be found at: <www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>
<www.oecd.org/pisa/keyfindings/pisa-2012-results.htm>

**Average Scores and Confidence Intervals for
Provinces, Countries, and Economies: Paper-Based Mathematics**

Jurisdiction	Estimated Average Score	Confidence Interval	
		95% lower limit	95% upper limit
Shanghai-China	613	606	619
Singapore	573	571	576
Hong Kong-China	561	555	568
Chinese Taipei	560	553	566
Korea	554	545	563
Macao-China	538	536	540
Japan	536	529	543
Quebec	536	529	542
Liechtenstein	535	527	543
Switzerland	531	525	537
The Netherlands	523	516	530
British Columbia	522	514	531
Estonia	521	517	525
Finland	519	515	523
Canada	518	514	522
Poland	518	510	525
Alberta	517	508	526
Belgium	515	511	519
Ontario	514	506	522
Germany	514	508	519
Vietnam	511	502	521
Saskatchewan	506	500	512
Austria	506	500	511
Australia	504	501	507
New Brunswick	502	497	507
Ireland	501	497	506
Slovenia	501	499	504
Denmark	500	496	505
New Zealand	500	495	504
Czech Republic	499	493	505

Jurisdiction	Estimated Average Score	Confidence Interval	
		95% lower limit	95% upper limit
Nova Scotia	497	489	505
France	495	490	500
United Kingdom	494	487	500
Iceland	493	489	496
Manitoba	492	487	498
Latvia	491	485	496
Newfoundland and Labrador	490	483	498
Luxembourg	490	488	492
Norway	489	484	495
Portugal	487	480	495
Italy	485	481	489
Spain	484	481	488
Russian Federation	482	476	488
Slovak Republic	482	475	488
United States	481	474	488
Prince Edward Island	479	475	484
Lithuania	479	474	484
Sweden	478	474	483
Hungary	477	471	483
Croatia	471	464	478
Israel	466	457	476
Greece	453	448	458
Serbia	449	442	456
Turkey	448	439	457
Romania	445	437	452
Cyprus	440	438	442
Bulgaria	439	431	447
United Arab Emirates	434	429	439
Kazakhstan	432	426	438
Thailand	427	420	433
Chile	423	417	429

Jurisdiction	Estimated Average Score	Confidence Interval	
		95% lower limit	95% upper limit
Malaysia	421	414	427
Mexico	413	411	416
Montenegro	410	408	412
Uruguay	409	404	415
Costa Rica	407	401	413
Albania	394	390	398
Brazil	391	387	395
Argentina	388	382	395
Tunisia	388	380	395
Jordan	386	379	392
Columbia	376	371	382
Qatar	376	375	378
Indonesia	375	367	383
Peru	368	361	375

Further details about and publications related to these assessments are available from the CMEC website at <www.cmec.ca>.

Source: Council of Ministers of Education, Canada (CMEC). *Measuring up: Canadian Results of the OECD PISA Study*. Available online at <http://cmec.ca/Publications/Lists/Publications/Attachments/318/PISA2012_CanadianReport_EN_Web.pdf> Page 53.

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Feedback Form



We Would Like to Hear from You

Manitoba Education and Advanced Learning welcomes your response to *A Profile of Student Learning and Performance in Manitoba, 2010–2014* and invites you to complete and return this form.

1. Please indicate your role in the learning community.

- Parent Teacher Resource Teacher School Administrator Counsellor
 School Trustee Division / District / Education Authority Administrator
 Other: _____

2. Please indicate which format(s) of the document you used.

- English Copy French Copy Online Posting

3. What educational issues do you think deserve further attention?

4. What types of policies and professional development activities could improve learning opportunities and results for students?

5. What types of information on student learning and performance should Manitoba Education and Advanced Learning measure and report on in future years?

6. May we contact you for further information? Yes No

If yes, please provide the following:

Name: _____ School: _____

Phone: _____ Fax: _____

Thank you for taking the time to provide valuable feedback.

Please return to:

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Printed in Canada
Imprimé au Canada