Manitoba Provincial Report Card Policy and Guidelines

Partners for Learning

Grades 1 to 12

Manitoba

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Any websites referenced in this document are subject to change.

This resource is also available on the Manitoba Education website at <www.edu.gov.mb.ca/k12/assess/report_cards/index.html>.

Disponible en français.

Available in alternate formats upon request.

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1. Introduction

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1. Introduction

Manitoba Education has introduced a provincial report card mandated for public school division use beginning in the 2013/2014 school year.[1] The report card has been developed based on feedback from a field trial and through extensive consultations, in order to meet the goal of providing clear, consistent information for parents based on a coherent framework for assessment, grading, and reporting. The report card and the supporting framework on which it is based will help to enhance the quality of education in Manitoba and to build strong partnerships amongst students, teachers, and parents.

This document provides guidelines and policies primarily for educators, but also for others, with respect to its use. It may also be of interest to parents. Further information as well as the report card templates (not for direct use but rather to illustrate the format and content) are available at <www.edu.gov.mb.ca/k12/assess/report_cards/index.html>.

POLICY ▶ Policy statements in this document are clearly indicated. Divisions must obtain written approval from Manitoba Education for any deviation from these policies.

School divisions and student information system (SIS) vendors have been provided with a document outlining business rules for the templates in order to guide the work of configuring SISs.

1.1 Reporting Purposes

The primary purpose of the Manitoba report card is to formally communicate to parents, at certain points in time, information on their children's growth and achievement as learners. Based on a vision of success for each child's unique academic, intellectual, social, emotional, and physical development, the report card details learning strengths and potential challenges, as well as what next steps might help improve the learning. Furthermore, students can, through the report card, gauge their accomplishments as they develop important knowledge, skills, and behaviours as lifelong learners and citizens.

Manitoba's Vision: *that every learner will complete a high school education with a profound sense of accomplishment, hope, and optimism.*[2]

With the learner at the centre of the Manitoba's educational vision and mission, the report card highlights each student's accomplishments as a knowledgeable and skilled academic critical thinker, active learner, socially responsible citizen, and personally responsible individual.

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1. Schools outside of public school divisions, such as Independent or First Nations Schools may use or adapt the provincial template, and may only present it as the provincial report card if all specifications, policies, and guidelines are followed.

2. Manitoba Education. <www.edu.gov.mb.ca/edu/mandate.html>.

This document is intended to help educators connect the report card to curricula-based achievement, and to use the provincial report card to clearly communicate to parents and students regarding each student's learning. Enhanced communications and collaborative efforts will help to *"ensure that all Manitoba's children and youth have access to an array of educational opportunities such that every learner experiences success through relevant, engaging, and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just, and sustainable society."*[3]

POLICY►

The provincial report card forms one part of an important communication system. It formally documents and communicates a student's summative achievement to parents. No other kind of 'report card' that attempts to accomplish a similar task may be used.

Specific details about what students are learning or how they are demonstrating the learning are best communicated using methods or tools other than the report card. These may include monthly newsletters that refer to content being addressed in class, parent-teacher interviews, parent-teacher-student conferences, portfolios, web pages, and/or parent portals to elaborate on grades and other class or school matters.

The benefits of the provincial report card include an extended ability to promote

- primarily, reporting of student achievement in a way that is clear and coherent for parents, students and teachers
- positive school-parent relationships
- improved learning
- consistency across the province

A clear, consistent approach to reporting on student achievement will bring additional clarity and coherence to how educators and parents discuss and understand student achievement. This will be a benefit to student learning.

The report card includes 'subject categories'—knowledge and skill areas within each subject—on which teachers report academic achievement from Grades 1 to 8. These categories reflect the goals of the curricula, and are supported by curriculum-based descriptors for the main subject areas, provided in the appendix of this document. The province-wide use of these categories will further help teachers and parents to understand academic strengths and challenges, and how to respond to them to support learning.

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3. Manitoba Education. <www.edu.gov.mb.ca/edu/mandate.html>.

Positive school-parent relationships

Clear reporting can help educators, parents, and students build and enrich positive relationships as learning partners. To that end, the provincial report card provides information that is jargon-free and enriched with personalized comments. The report card shows where a student is excelling and where extra help is needed so parents can provide appropriate support.

Improved learning

Manitoba's report card provides data that will assist educators and parents in collaboratively planning for students' improved learning. Students may participate in this process by reflecting on and setting new goals for their next steps in learning. The provincial report card provides important information to receiving schools when a student moves from one school to another. School teams could review the report card data to identify overall areas of learning strengths and areas for improvement and school goal-setting.

Consistency across the province

The provincial report card provides an opportunity to develop a common language for professional learning and grading practices. Consistencies from school to school develop as educators share "pictures of practice" such as student work samples, instructional ideas, and grading practices based on Manitoba's foundational principles for grading, as outlined below.

There are three provincial report card formats, with slight variations across the school programs: Grades 1 to 6, Grades 7 and 8, and Grades 9 to 12. There are features, described in this document, that are unique to these formats, and others that are common.

1.2 Foundational Principles for Grading

This section is based on principles for grading as outlined in the following provincial documents, available online at <www.edu.gov.mb.ca/k12/assess/publications.html>:

- *Provincial Assessment Policy, Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention*, 2010
- *Communicating Student Learning: Guidelines for Schools*, 2008
- *Rethinking Classroom Assessment with Purpose in Mind*, 2006

Grading is a complex process that requires a teacher's professional judgement. There is no single, prescriptive way to determine final grades. The following principles serve as a basis to determine grades that are accurate, meaningful, and consistent.

ACCURATE

POLICY▶
- Academic grades are based on curricular learning outcomes (i.e., they are criterion-referenced, not norm-referenced), and reported separately from learning behaviours.

POLICY▶
- Non-academic factors such as attitude, effort, and behaviour are not included in the determination of students' grades. However, it is understood that these factors affect student achievement and, therefore, grades.
- Grades should reflect a student's most recent and consistent learning. This requires the teacher's professional judgement. Greater consideration of evidence collected in the final term shows the cumulative nature of learning and that it improves with support and effective practice. While variations in courses or teaching approaches exist, the most recent and consistent learning is an important factor in accurately reporting a student's learning in each course. It is important that teachers develop a clear, curriculum-based assessment plan and share this plan with parents and students, as appropriate for the grade, at the start of the course.

POLICY▶
- Grades are based on individual student achievement, not group achievement.

MEANINGFUL

- Effective assessment and grading practices are based on curricular outcomes.
- The gradebook or documentation system used by the teacher summarizes evidence of academic learning relative to provincial curricular outcomes rather than solely by assessment methods and/or tasks.
- Evidence of achievement may include a collection of work that shows growth, progress and achievement relative to curricular expectations, and may be differentiated by student so that each student can best demonstrate her or his learning. Some of these work samples could be used to help determine a grade for academic learning and some processes might provide evidence for learning behaviours. All work samples provide an opportunity for conversations about learning and instruction.

CONSISTENT

- The determination of a final grade is based on curricular outcomes and involves a teacher's professional judgement and consideration of all the gathered evidence.

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2. Preparation and Distribution

POLICY► 2.1 Report Card Format Requirements

Separate report card formats apply to Grades 1 to 6, 7 and 8, and 9 to 12. In multi-age classrooms (for example, Grades 6, 7, and 8) the teacher will need to use two different report card formats.

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

POLICY► 2.2 Delivery and Return

The methods used for the delivery and return of report cards to and from parents will be decided upon by schools or divisions.

POLICY► 2.3 Reporting Frequency, Responsibility, and Content

There will be three reporting periods (two 'term' periods and a final report period) for Grades 1 to 8 and non-semestered high schools. There will be two reporting periods (one mid-term, one final) per term for semestered schools and other multi-term systems. As a local option for Grades 9 to 12, there may be four reporting periods for non-semestered courses in an otherwise semestered school so that the reporting periods align.

In the high school context, the responsibility for reporting to parents on student achievement resides with the school in which the student is enrolled in the subject, regardless of course delivery method (e.g., Teacher-Mediated Option).

Different high school report card formats are available to accommodate different scheduling—all-year, semestered, and mixed schedules. More than one format may be used in a school.

The term report cards will communicate a student's achievement relative to content completed to that point in time, along with comments from teachers.

High school courses in which a student is enrolled, that have not yet begun, should not be included in term report cards. Courses taken in an earlier term need not be included in a subsequent term report card. The end-of-year report card must include all courses taken by the student during the school year, including courses that were not completed.

A pupil's cumulative file "Exists for all students and will typically include: An annual summary or a summary at the end of each semester of the student's achievement or progress in the courses and programs in which the student is enrolled i.e. report cards and transcripts[4]". For details, refer to the *Manitoba Pupil File Guidelines* and the *Administrative Handbook for Schools* (see Bibliography).

Local discretion applies when determining what is included in a pupil's cumulative file relative to the report card. All report cards (each term), just the final report card, or a specially printed (for the cumulative file, only) final report card with all teacher comments may be placed in student files. Local decisions should address specific issues, as appropriate, relative to Departmental student transfer guidelines.[5]

The principal's signature is required on each report card. It may be inserted electronically or stamped. It may be provided by a principal-designate.

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4. Manitoba Education. *Manitoba Pupil File Guidelines*, Revised January 2012. Page 11.

5. ———. Page 25.

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3. Separately Reporting Academic Achievement and Learning Behaviours

3. Separately Reporting Academic Achievement and Learning Behaviours

POLICY► The Manitoba report card communicates each student's academic achievement separately from his or her learning behaviours to accurately report on their unique strengths and areas for growth.

Academic achievement of provincial curriculum expectations provides evidence of the student's level of understanding and application of concepts and skills outlined in grade-level curricular outcomes (or for some students, in individual learning goals).

Learning behaviours provide evidence of the student's social-emotional and self-management skills and growth when engaging with content and interacting with others.

POLICY► School divisions will base their local grading policies and practices on the principles outlined in this document and in *Provincial Assessment Policy, Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention* with the goal of providing high quality information about each student's learning to parents and the student on report cards.

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4. Report Card Sections

POLICY► 4.1 Attendance

In Grades 1 to 8, attendance is reported each term by the number of days absent from school, to the nearest half day[6], as well as the number of times late[7] for school, up to two per day (morning and afternoon).

For Grades 9 to 12, attendance is reported by course, and Lates (Total) and Absences (Total) are cumulative from the beginning of the course.

4.2 Student Programming

Student Programming—**Grades 1 to 8**

Identifying a student's curricular programming is critical to accurate and meaningful reporting.

POLICY► Unless otherwise indicated, the report card provides information about a student's achievement relative to grade-level curricula.

If the focus of learning is different from the grade-level curricular expectations in a subject, either 'IEP' or 'EAL', not both, is indicated in the case of English and French Immersion program students, as described below. For Français program students, either 'EAL' or 'L' (as described below) or 'IEP' may be indicated. If 'IEP' is selected, then neither 'EAL' nor 'L' is indicated.

1. IEP (Individual Education Plan):

Achievement is based on expectations that reflect special learning needs.

POLICY► For the purposes of the provincial report card, the IEP box is selected when an IEP is in place for the academic/cognitive domain. The student may be working either below or beyond grade level.

The IEP box may be selected when a plan is in place and it is not reasonable to expect the student to meet or approximate the learning expectations of the provincial curriculum for the grade in the subject. This would be due to, for example, transiency, gaps in learning, or an intellectual (i.e., cognitive) disability. The use of this box clearly signals to parents that the student achievement grades are NOT based on the same expectations as students with regular programming. An up-to-date version of the plan should, if feasible, be attached to the report card.

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6. Reporting of attendance on the Grades 1 to 6, and Grades 7 and 8 report cards (to the nearest half day) differs from the approach used for monthly attendance reports submitted to Manitoba Education where a student who attends any part of a school day is considered present. For other related information, see the Attendance Report Framework for Action available at <www.edu.gov.mb.ca/k12/docs/reports/attendance/>.

7. The definition of 'late' is left to local discretion.

The IEP box may also be selected in the academic achievement section of the report card when an IEP is in place that describes learning goals well beyond grade level. This could apply when learning outcomes from a curriculum document at a grade level two or more years beyond the student's grade placement are specifically identified in the IEP as forming the basis for instruction and evaluation.

POLICY▶ The following comment must appear when 'IEP' is indicated for a subject area:

> *The grade is based on achievement of learning goals in the student's learning plan that are significantly different than grade-level learning expectations.*

This is followed by teacher comments focused, as appropriate, on aspects not addressed in the IEP such as achievement that is at grade level, comments about the level at which a student is working, or other information pertinent to the student's achievement.

Note: Some students have an IEP for domains not reported on in the provincial report card. Examples could include life skills, transition plans, and physical needs. Progress toward any related goals is reported separately. In these circumstances, the IEP box is NOT selected.

POLICY▶ **Note: If a student's programming is individualized due to a significant intellectual (cognitive) disability (i.e., the student does not participate in the provincial curriculum), then the full provincial report card is not used to report on progress. The front page of the report card, completed to the extent appropriate, is accompanied by the IEP report.**

Note: For purposes of the provincial report card, the IEP box on the Learning Behaviours section can be selected when there is an IEP in place for the social/emotional domain and reporting is then related to progress on IEP goals.

2. EAL (English as an Additional Language):

Achievement is based on expectations that focus on English language learning.

POLICY▶ Although the student may be addressing some subject area learning at grade level, the focus of instruction is language learning. This indicator is used when the expectation is that the student will receive grade-level academic programming once an appropriate level of language proficiency is acquired.

POLICY▶ The following comment must appear when 'EAL' is indicated:

> *The grade is based on achievement of some subject area learning goals at grade level, with a focus on language learning.*

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

Note: See the appendix for additional information on EAL programming.

3. L (Littératie française):

Applies to the Français program only–for French language learners focusing on learning French in the subject area.

POLICY▶ Although the student may be addressing some subject area learning at grade level, the focus of instruction is language learning. This indicator is used when the expectation is that the student will receive regular academic programming once the language level is high enough.

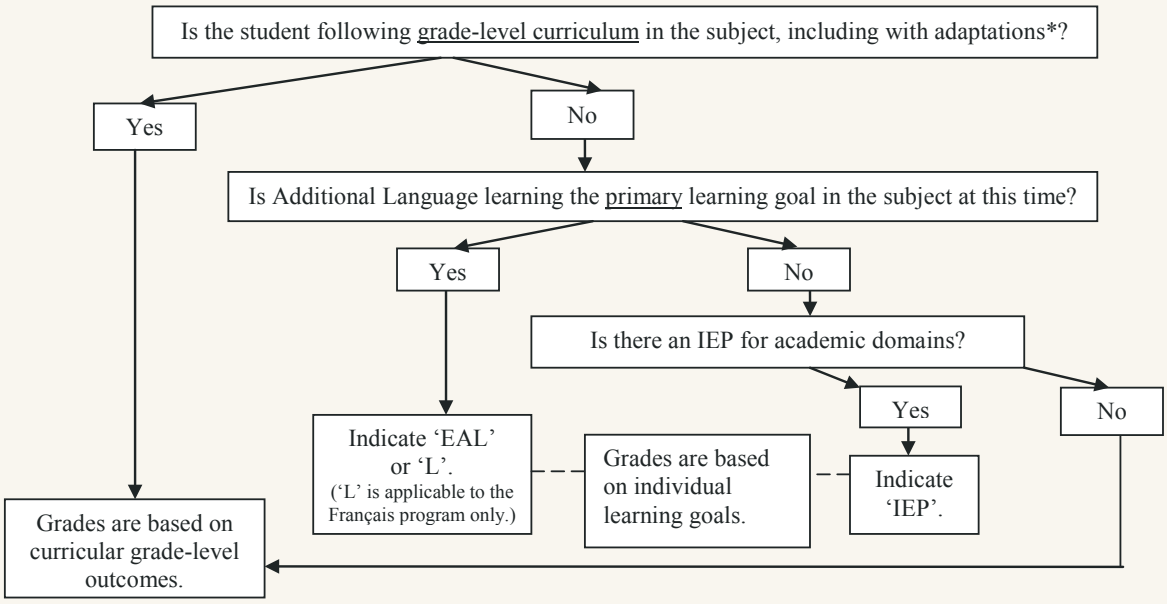
POLICY▶ The following comment must appear when 'L' is indicated:

> *The grade is based on achievement of some subject area learning goals at grade level, with a focus on language learning.*

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

The following decision tree is intended to help in determining which, if any, of the codes apply to a child, and the impact on academic grading.

Figure 1 **Decision-Making Process for using EAL, L, and IEP**



* An adaptation is a change made in the teaching process, materials, assignments, or pupil products to help a student achieve the expected learning outcomes.

Although information about adaptations can be documented in an IEP, 'IEP' is not indicated on the report card when a student is working at grade level with adaptations. Information about adaptations is important to document and include in a student's cumulative file.

Student Programming—**Grades 9 to 12**

For Grades 9 to 12, student programming is identified using 3-character course designations described in the *Subject Table Handbook*. The following information appears on the last page of the report card, as appropriate.

Student Programming

Senior Years courses have an identification system that uses 3-character course designations (e.g., 20F). One of the following codes is used if the expectations for a student are different from the grade-level curriculum in a subject.

E (EAL–English Additional Language): Course for students for whom English is not a first language, with learning experiences designed to assist in making the transition into regular programming. An EAL student education plan is required.

L (French Literacy): Course for students needing additional support to learn French in the subject area, with educational experiences designed to assist with the transition into regular programming. A student educational plan is required.

M (Modified): Course for students with significant intellectual (cognitive) disabilities and where the learning goals have been modified to accommodate these individual learning needs. An individual education plan (IEP) is required.

At high school, the 'E', 'L' or 'M' programming designation does not require the inclusion of a provincially mandated teacher comment.

Note that only the Français Program provincial report card makes explicit mention of the 'L' designation. For schools offering the French Immersion Program, it is possible to use this designation for new students to the program with gaps in their education. The decision to use the designation must be explained in the teacher or principal comment box.

POLICY▶

For students whose programming is Individualized (I), and not based on provincial curricula because of a significant intellectual (cognitive) disability, an alternative format for reporting on achievement should be used through the individualized educational planning process. This may accompany the provincial report card at the regular reporting times. The provincial report card may have certain sections completed or be left blank, as appropriate for the student's individualized programming. In rare cases, only the first page of the report card will be used and it will preface the current IEP.

POLICY► 4.3 Academic Achievement

Academic Achievement Scales–Numerical and Percentage

The following tables indicate the grading systems that will be applied at the different grade levels and how they interrelate. For Grades 1 to 8, grades are provided for each subject 'category' within a subject. Subject categories are described in Section 4.4 and in the appendix.

Grades	How Learning is Reported
1 to 6	A 1-4 **numerical scale** is used to report on achievement in each subject category. There are no overall subject grades.
7 to 8	A 1-4 **numerical 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.

POLICY► For Grades 1 to 8, the grades recorded in earlier terms must remain visible on each report card.

Academic Achievement of Provincial Curriculum Expectations		
Grade Scale		Description
Numerical (Gr. 1-6, 7-8)	Percentage (Gr. 7-8, 9-12)	
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

'ND' applies when the student is not demonstrating a minimally acceptable level of success to support ongoing learning. It corresponds to a failing grade, which, at Grade 7 and higher, is an overall grade of less than 50%.

The following codes are used in Grades 1 to 6 and Grades 7 and 8:

NA	Not applicable
IN	Incomplete; not enough evidence available to determine a grade at this time

The following codes are used in Grades 9 to 12:

Course Complete: Final passing grade for courses using CO/IN for grades; e.g., Grades 11 and 12 Physical Education/Health Education	CO
Course Incomplete: Final grade showing insufficient evidence of learning for courses using CO/IN for grades, e.g., Grades 11 and 12 Physical Education/Health Education. May also be used in other courses but not as a final grade.	IN
No exam applies	NE
No mark for the school-based final exam or provincial test, where applicable	NM

For information about the Manitoba High School Statement of Marks (provincial transcript) as it relates to the report card grading scale, see the Appendix.

'NA' – Not Applicable, and 'IN' – Incomplete

POLICY► It is expected that a grade will be provided in all subjects and for all categories in the case of Grades 1 to 8, on each report card. In the rare cases when an 'IN' or 'NA' is used, such as those identified in the following section, it must be approved by the principal and a comment should explain its use.

POLICY► When «Anglais» (Français Program) or «English Language Arts» (French Immersion Program) is not taught in Grades 1, 2 or 3, the grade box for this subject will not appear on the student's report card. When French (English Program) is not taught, the grade box for this subject will not appear. Use of NA in these cases is not appropriate.

The code 'NA' (Not Applicable) may be used when a student is not addressing certain aspects of a subject due to the following circumstances:

- when a student's programming is coded as 'IEP', 'EAL', or 'L' (in Grades 1 to 8, 'L' applies to the Français program, only) and the student is not addressing certain content as a result of their individual programming
- when a subject is listed together with others in a single grading box and is not taught during a particular term (see the section titled **The Multi-Subject Grading Box**)
- when a school implements a provincially approved course such as Intensive French where some subjects are not taught during the first five months of the year
- for the subject categories Reading and Writing in the subject French, English Program, Grades 1 to 3 (because formal teaching and assessment of these categories has not yet begun)

See Section 4.4 for an example of the usage of 'NA'.

POLICY►

Professional discretion should be used to determine when it is appropriate to use the code 'IN'.

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

- when a student's level of achievement cannot be assessed due to extended absence or being new to the school with no available information from the previous school
- as an alternative to a failing grade related to missing evidence of achievement, the code 'IN' may be used when there is a plan in place to address the issue, as follows:
  - at Grades 1 to 6, in any term, including 'Final'
  - at Grades 7 and 8, in any term, including 'Final' and the 'Overall Grade'
  - at Grades 9 to 12, for any term, but not as a 'Final Grade' which is left blank in such a case

  The teacher comment should provide an explanation.

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.

'IN' may not be used or reported as a final grade in Grades 9 to 12, unless otherwise indicated by the Department of Education.

No 'Pass'/'Fail' grades will be reported; instead, CO or IN are to be used for courses identified by the province as using this system. In cases where students receive Standing (S) (e.g., Community Service Student-Initiated Projects), 'CO', rather than 'S', is used on the report card.

If a student withdraws from a course, the course continues to appear on the report card with the comment 'Withdrawn' (*Abandon* in French) appearing in the comment box, with no further achievement or behavioural information entered.

POLICY►

Provincial Tests and Other Final Exams

When a provincial test applies to a student in a subject according to *Policies and Procedures for Standards Tests* <www.edu.gov.mb.ca/k12/assess/docs/pol_proc/index.html>, an asterisk appears after the exam 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	Français Program
*Provincial Test	*Test provincial

'NE' (No Exam) applies when there is no final exam offered.

'NM' (No Mark) applies when a student is excused or exempted from a final exam.

Assigning Grades

The process of determining a grade to reflect a student's learning involves a teacher's professional judgement, as outlined in Department support documents and policy.

The "Academic Achievement of Provincial Curriculum Expectations", table links the numerical subject category 1-to-4 scale (Grades 1 to 8) and the percentage grade scale (Grades 7 to 12) with word descriptions for the levels of understanding and application. These word descriptions are helpful in guiding conversations about quality work and developing quality criteria.

Grades 7 and 8

At Grades 7 and 8, there must be coherence between the two scales when reporting grades for the subject categories and the overall percentage grade for a subject. Teachers would

- establish gradebooks with categories in mind in the early planning stage
- consider a variety of evidence and the 'most recent and consistent' evidence as appropriate, to determine the overall percentage grade for the subject
- determine the subject category grade (1 to 4 scale) for each subject category
- check for coherence between the two grade scales

There are no predetermined or required weightings for subject categories when determining overall subject grades.

When planning with the end-of-course in mind, teachers will consider all subject categories and curricular outcomes. Early in a subject or course, there might be some variations in category emphases while a teacher maintains the focus on all subject categories.

POLICY▶

Academic achievement grades are based on the student's achievement with respect to learning goals the teacher has set for that point in time. Therefore, it is possible for a student to receive a grade of '4', for example, or a percentage grade above 80%, in the first term.

Term grades reflect a student's achievement as demonstrated from the beginning of the course, determined according to the foundational principles for grading (see section 1.2). Greater consideration should be given to learning demonstrated later in the course, as appropriate for the nature of the particular course and teaching approach. At the senior years, the same principle applies for the term grades. Therefore, the Final Grade is the same as the last term grade unless there is a final exam[8].

8. A final exam may be any form of summative, comprehensive assessment at the end of a course.

4.4 Subject Grading Boxes—Grades 1 to 8

Subject Categories

The Grades 1 to 8 report card includes subject categories that provide specific information about each student's developing knowledge and skills. These are listed in the table below.

Subject	Categories–Grades 1 to 8
English Language Arts	Comprehension ■ Reading ■ Listening and viewing Communication ■ Writing ■ Speaking and representing Critical thinking
Français (Français program and French Immersion program)	Comprehension ■ Reading ■ Listening and viewing Communication ■ Writing ■ Speaking and representing Critical thinking
Mathematics	Knowledge and understanding Mental math and estimation Problem solving
Science	Knowledge and understanding Scientific inquiry process Design process and problem solving
Social Studies	Knowledge and understanding Research and communication Critical thinking and citizenship
Physical Education/Health Education	Physical Education ■ Movement ■ Fitness management Health Education ■ Healthy lifestyles
Arts Education: Music, Dance, Drama, Visual Arts	See the section **Reporting on Arts Education**, on the following page, for the categories.
French (English Program)	Oral communication Reading Writing

The subject categories are not used for reporting at Grades 9 to 12; however, it is still expected that assessment and reporting at high school be outcomes-based and follow the principles of assessment outlined in this document.

As opposed to specific topics or units addressed only at certain times during a course, subject categories are intended to be general and help clarify the 'what' of student learning inherent in Manitoba Education curriculum documents.

The categories use language that may differ from what appears in curriculum documents. The indicators, or specific criteria, provided in the Appendix, support teachers in developing common understandings and approaches in assessment and reporting.

POLICY►

In the French immersion report card, the following principles apply to how subject names are presented. The subject name *Français* is presented only in French. For all other subjects taught in French, subject names will use the format illustrated by the following example: Sciences humaines (Social Studies). When a subject is taught in English, the subject name will appear in English only.

Reporting on Arts Education

As described in each of the Arts education framework documents, various approaches to implementation are possible for Arts education. The documents also state that "Each arts framework is considered fully implemented only if **all four essential learning areas for any one arts discipline** are explored in comprehensive, substantial, and interconnected ways.[9]" Therefore:

POLICY►

- For the Grades 1–6 and Grades 7–8 report cards, at least one Arts Education subject is to be reported in a single-subject grading box, with the subject categories. This subject meets the Arts Education requirement.

The following options are available for reporting on additional Arts subjects:

1. If it is fully implemented, it may be reported separately in a single-subject grading box with the subject categories. In this case, no further Arts Education subjects are reported on the report card.
2. They may be reported in a multi-subject grading box[10]. This includes cases where students are exposed to certain elements of the discipline, as opposed to full curricular implementation.[11]

_____

9. For example, page 3 of <www.edu.gov.mb.ca/k12/cur/arts/docs/dance_k8.pdf>.

10. An example of such a multi-subject grading box as it may appear in the Grade 7 and 8 report card is provided in the *Multi-Subject Grading Box* section.

11. In cases where outcomes from an Arts discipline are used to support learning in another subject (e.g., outcomes from Drama used in English Language Arts), student achievement in those Arts outcomes may or may not be assessed and reported separately (e.g., as 'Drama'), at local discretion. If not reported separately, information about student achievement with respect to those outcomes may be communicated in the teacher comment box of the other subject (English Language Arts, in the current example).

POLICY▶

- Arts Education subjects may appear in two subject grading boxes at most. This may be two single-subject grading boxes, or one single-subject grading box and one multi-subject grading box (where more than one Arts subject may appear).

POLICY▶ Below are the subject categories to use for an Arts Education subject reported in a single-subject grading box on the report card.

Arts Education Subject Categories

Visual Arts	Dance	Drama	Music
Language and tools Creative expression Knowledge and understanding of Visual Arts in culture and society Analysis and communication	Language and performance skills Creative expression Knowledge and understanding of Dance in culture and society Analysis and communication	Language and performance skills Creative expression Knowledge and understanding of Drama in culture and society Analysis and communication	Language and performance skills Creative expression Knowledge and understanding of Music in culture and society Analysis and communication

Optional Subjects

Many students participate in timetabled optional subjects drawn from department-developed courses (e.g., American Sign Language Arts, code 1011).

- Student achievement should be reported on the report card using either the single-subject grading box (with three to five locally developed subject categories), or the multi-subject grading box (see the following section). The approach to use is a local choice.

POLICY▶

- 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.

School-Based Learning Experiences

Many students participate in learning experiences that are significant in nature, for which schools have developed learning outcomes and assessment strategies, and for which students receive report card grades (e.g., Outdoor Education, Aboriginal Studies).

- Student achievement in such experiences may be reported on the report card using a single-subject grading box (with from 3 to 5 locally developed subject categories), or the multi-subject grading box (see the following section).

POLICY ▶

- 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.

There are learning activities in which students participate that are not necessarily graded and reported, to which teacher instructional time is assigned (e.g., Library, Resource, Reading Recovery).

Multi-Subject Grading Box

The multi-subject grading box has a number of applications described in this document; namely, reporting on a student's achievement in the following:

- school-based learning experiences (see above)
- optional subjects, including Arts Education subjects taught in addition to the one meeting the Arts Education requirement
- optional subjects addressed only at certain times in the school year, in rotation, as sometimes occurs (e.g., in Technology Education/Industrial Arts).

Following is an example of a multi-subject grading box applied to Arts Education subjects for the Grade 7–8 report card, in which Visual Arts and Drama are taught in rotation. (Note that, as indicated earlier, neither of these Arts Education subjects would be programmed to meet the Arts Education requirement which would be another subject reported in a single-subject grading box.)

Figure 2 **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
Drama	NA	81%	81%	Active participation in learning	S	C	S
				Social responsibility	C	C	U
Comments:							

Following is an example of the use of the multi-subject grading box for Choir and for the school-based learning experiences—Aboriginal Studies and Outdoor Education. Outdoor Education is taught during Term 1 only, Aboriginal Studies is taught all year, and Choir is taught during the third term only.[12]

Figure 3 **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:								

The directions for using the multi-subject grading box are as follows:

- From one to six different subjects or learning experiences may appear in the box, with only those appearing that are applicable to the student.
- When the EAL, L, or IEP indicator box is checked, it must be applicable to all subjects and learning experiences listed in the box. If needed, use more than one box. (Recall that Arts Education subjects may appear in two grading boxes at most.)
- Though subject categories are not included, it is expected that they remain in focus for instruction and assessment when reporting on an optional subject from the *Subject Table Handbook* based on its fully implemented curriculum.
- The teachers' names may appear with each subject or learning experience name when different teachers are involved.
- At Grades 1 to 6, the grades appearing for each subject and learning experience (in each term) are presented using the 1 to 4 scale.
- At Grades 7 and 8, the overall grades for each subject and learning experience (in each term) are presented using the percentage scale.

12. Achievement related to the learning experience 'Choir' may be incorporated into the subject Music rather than reported separately, if Music is reported separately.

- The learning behaviour ratings reflect all subjects and learning experiences taught in the term and reported in the multi-subject grading box. Therefore, if more than one teacher is involved, they will need to discuss and agree upon overall ratings.
- The teacher comments take into account all of the subjects and learning experiences for which grades are provided in the term. The comments could be limited to one area in a particular term, which would be identified within the comment for clarity.
- More than one multi-subject grading box may appear on a report card, to suit programming in the school.
- A multi-subject grading box may contain just one subject or learning experience.
- The heading used for the multi-subject grading box is selected locally to suit how the box is being used. For example, 'Arts Education', 'Technology/ Industrial Arts', 'Optional Subjects'.
- The final grade always appears under 'Final', including in cases where the subject or learning experience is not taught in the third term.

4.5 Learning Behaviours

The learning behaviours included in the provincial report card help communicate each student's development in personal management skills, active participation in learning, and social responsibility. These learning behaviours reflect developing values, dispositions, and attitudes that can positively influence and inspire lifelong learning and positive contribution to local and global communities.

Behavioural Scale and Categories

Figure 4 ***Learning Behaviours***

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

POLICY▶ French Immersion Schools are required to have an additional learning behaviour that addresses the use of French in the classroom and at school.

Engagement in using French	Speaks French with the teacher and classmates in a variety of situations; contributes to the French ambiance by taking initiative in speaking French.

POLICY▶ This takes effect beginning with the first reporting period in the 2013/14 school year. Two additional local option learning behaviours remain available.

POLICY▶ At Grades 1 to 6, learning behaviours are reported once on the report card, along with a teacher comment. At Grades 7 to 12, the learning behaviours are reported for each subject. The reporting of learning behaviours appearing on a report card apply to the current reporting term only.

POLICY▶ The 'IEP' (Individual Education Plan) box, illustrated below, is indicated for Learning Behaviours if the student has an IEP with learning behaviour goals in it that affect how behaviour is reported on the report card. In this case details about the student's progress on these goals are communicated through the IEP process, and the ratings on the report card that are not applicable to the student are left blank, with an appropriate comment to explain.

Figure 5 ***Individual Education Plan – Learning Behaviours***

Teacher:			
☒ **IEP**			
Learning Behaviours	**Term 1**	**Term 2**	**Term 3**
Personal management skills	C	U	U
Active participation in learning	U	S	S
Social responsibility			

POLICY▶ When using a multi-subject grading box (such as the examples provided in the section Multi-Subject Grading Box), the learning behaviours reflect observations relative to each of the subjects taught during the term. In such a case, teachers might collaborate to reflect comments related to all courses offered in the term.

For alternate course delivery models, such as teacher-mediated options and the independent study options, no learning behaviours need to be reported. Teacher comments could address these areas, as appropriate, with a common statement: *Learning behaviours are not reported since an alternative delivery method was used for this course (for example, distance education).*

The following table provides, for each behaviour category, a list of possible success indicators. The indicators that apply to the learning behaviours will vary by grade level, as determined by teacher discretion.

Behaviour	Sample Indicators
PERSONAL MANAGEMENT SKILLS The student self-monitors own behaviours and personal growth, organizes for learning, contributes positively to the learning process, and takes responsibility for work completion.	■ organizes materials (e.g., study notes) ■ 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 behaviours ■ sets personal management goals and monitors growth
ACTIVE PARTICIPATION IN LEARNING The student participates actively in learning, is curious, sets learning goals, self-assesses, provides feedback, and uses feedback for improvement.	■ shows interest; asks questions ■ takes initiative ■ is curious—investigates questions, hypothesizes, estimates, analyzes ■ self-assesses work quality based on quality criteria ■ 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 student 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 ■ contributes to making the community a better place ■ takes initiative and leadership in community service ■ works for a sustainable planet ■ takes an equitable share of work in a group ■ is courteous ■ respects the need for safety for self and others–physical and emotional
ENGAGEMENT IN USING FRENCH (applies to French Immersion Program only) The student speaks French with the teacher and classmates in a variety of situations; contributes to the French ambiance by taking initiative in speaking French.	■ uses French to communicate ideas and needs with teachers and peers ■ shares personal successes, challenges and goals in French ■ uses French as a tool for personal and social growth ■ initiates conversations in French ■ participates in out-of-classroom activities that promote the use of French ■ brings into the classroom outside experiences with the French language ■ shares the pleasure he/she gets from reading or viewing French language documents ■ practises new French structures and vocabulary ■ uses vocabulary pertinent to the subject matter
LOCAL OPTION	*Note:* A division may add up to 2 local behaviour categories for local reporting (for example, strategic priorities such as social justice, appreciation of culture, etc.). A local option may apply to one or more subjects.

4.6 Teacher Comments

Report card comments allow teachers to communicate to parents about significant aspects of their children's academic achievement and learning behaviours. Comments can provide opportunities to celebrate achievements and inspire more learning. Meaningful comments identify student strengths, pinpoint areas needing improvement, and provide suggestions as to how the student can improve (*Communicating Student Learning, 2008*). For this reason, teacher comments at all grade levels, should address 'strengths', 'challenges', and 'next steps' (practical, doable, timely), as appropriate. Comments do not need to reflect all three aspects of this framework for each comment written—teacher discretion may be applied. Final term comments will be more global in nature, indicating overall strengths and an overall goal for the next year, as applicable.

All teachers are encouraged to personalize the comments for each student so that they are specific to the student's levels of academic achievement and learning behaviour ratings. In Grades 1 to 6 the homeroom teacher, for example, would provide such comments for most subject areas.

However, in some exceptional circumstances it may be impractical to provide comments for all students in a particular subject for each term. This may be the case, for example, on the first report card for a subject specialist who teaches a very large number of students. All students are to receive a teacher comment in each subject at at least one point during the course or school year.

POLICY▶

Comments for high achievers should follow the 'strengths, challenges, and next steps' framework, as appropriate. If a child receives a grade of 1 or ND in any subject category, comments are required. Comments will be displayed on a report card that apply to the current term only.

POLICY▶

Other considerations for comments include

- Language
  - jargon-free
  - respectful and constructive
  - brief and concise
  - free of superlatives and absolutes such as 'best', 'always', 'never', or vague words such as 'appears to', 'but', 'however'
  - is congruent with the grading scale

Grade 10 Essential Mathematics: Jeff uses a variety of techniques to determine how to solve math problems involving rates. Creating a weekly math journal describing various applications will help him make strong connections to the use of rates in real contexts.

- Strengths and learning goals
  - unique to the learner
  - specific to the level of achievement relative to the report card and categories
  - evidence-based, using evidence from a wide variety of assessment sources

POLICY► Comments are not to include summaries of material taught during the term. Such information can be communicated in other ways. Since there is limited space in a report card, more elaborate commentaries are provided in other communications such as parent/community events, class or school monthly newsletters or website, conferences, and so forth.

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

Information about comments relative to student programming is provided in Section 4.2, Student Programming—Grades 1 to 8.

4.7 Next School Year—Grades 1 to 8

POLICY► The final report card will clearly indicate the grade the student will enter the following year. The grade level stated refers to the classroom the student will enter, and not necessarily the grade level at which the student will be working if, for example, the student has an academic IEP. In such cases, information must be provided in the principal comment box.

POLICY► The 'Next School Year' statement should only appear on the final report card for the school year.

Promotion decisions rest with the principal, who consults with teachers, parents, and other specialists as appropriate. The decision is based on what would support and extend the student's learning. Having a student retained in a grade to repeat all the work done the previous year will not necessarily address the student's learning needs and result in success. In a similar manner, simply promoting a struggling student, without adequate supports, will not lead to success.

The document *Provincial Assessment Policy, Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention* provides clarity regarding student promotion and retention.

4.8 Graduation Chart—Grades 9 to 12

POLICY▶

The school in which the student is currently enrolled is responsible for tracking each student's progress towards graduation and communicating to students and to parents. 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 towards graduation.

The Graduation Chart reflects the graduation requirements specific to the school program in which the student is enrolled. The chart helps parents and students track a student's course credits as they plan for graduation. This chart must be completed for each report card issued[13].

POLICY▶

The report card templates have charts for the English, Français, and French Immersion programs. Charts for the respective Technology Education programs are available online and in the business rules document (see Section 1).

Credits awarded to the student, including those granted from, for example, out-of-province or from another school, and credits for which 'S' (Standing) is achieved based on an activity in which the student participated outside of the school system (e.g., Community Service Student-Initiated Projects [CSSIPs]), must be tallied on the graduation chart so that it is an accurate reflection of the student's standing with respect to graduation. In cases where credits are granted that do not otherwise appear on the student's report cards from the school, an explanation should be provided in the principal comment box.

13. This requirement takes effect as of January 2014.

Manitoba Provincial Report Card Policy and Guidelines

5. Local Options for Reporting

5. Local Options for Reporting

The following options may be implemented when reporting to parents using the provincial report card.

Within the report card, the following options are available:

- school or division logo
- teacher signature, if used, must appear above the principal's signature. The teacher signature may be added electronically or with a stamp
- up to two additional Learning Behaviours; divisions will determine whether this option will be exercised at the teacher, school, or division level
- principal's comment box: This box appears at the end of each report card. The principal has discretion as to whether to include a comment. It is intended to be student-specific, and may address items such as honour roll, exemplary community service, and matters to highlight related to grade placement (including classroom designation or next year's teacher's name) or graduation. The box may also be used for commenting about a student's specific achievement relative to school- and division-based initiatives and priorities such as language development or cultural experiences. It may be removed if not used. At Grades 1 to 8, a comment is required at the end of the year if the student is not progressing to the next grade

The following may be sent home with the report card:

- student reflections and goals: includes student self-assessment, personalized goals for next steps in learning, learning preferences, and so on
- parent comments–completed and signed by the parent, and returned to the school
- IEP and EAL learning plan updates, including adaptations
- information related to any local, additional graduation requirements for a school division diploma

Parent reports for the provincial Grade 3 and 4 Assessment and the Middle Years Assessment may be sent home with report cards. Distribution and return procedures for report cards are also locally determined.

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Appendix

Frequently Asked Questions

1. Who will ultimately be responsible for the Grades 1 to 6 Learning Behaviours section?

   Typically, this is the responsibility *of the homeroom teacher, with input from other subject area teachers, as appropriate. The sections should reflect a summary of the student's level of engagement in all of their subject areas. Grade-level teachers might meet to discuss cases in which a student demonstrates inconsistent behaviours.*

2. What sources of achievement evidence best inform my reporting on student performance?

   A variety of sources can be used. These may include conversations, interviews, observation notes, interactions, processes, projects, concert performances, etc.

3. What is the best way to organize for comment writing?

   Clustering your comments around the subject area categories can help profile each student's varying levels of understanding and skill. This offers an efficient view of the strengths and needs in the class so you can develop descriptive comments.

4. Are there any formatting considerations I should be aware of when writing comments?

   Comments appearing on report cards are intended to be brief and concise, using the guidelines in this document.

5. Can the comment box be removed if the teacher does not provide a comment?

   If there is no comment provided, the comment box should remain visible, but empty. As a local option, you could write something such as 'No comment at this time' in the box.

6. How many reporting periods are there for semestered high schools?

   There will be 2 report cards per semester—a mid-term and a final—so 4 report cards per year. In mixed-system schools with both semestered and non-semestered courses, the non-semestered courses can also have 4 report cards per year, rather than 3, so that the reporting periods are aligned.

7. Can a student 'fail'; in other words, can a student repeat a grade?

   Yes. The decision to retain or to promote a student is based on a careful assessment of various factors, including, but not limited to, evidence of the student's progress and growth, and is done in the best interests of the student. As indicated in the Education Administration Act (Consolidated Regulation 468/88 R, Section 12), promotion decisions rest with the principal, who consults with teachers, parents, and other specialists as appropriate.

8. Can 'IN' be used as a Final Grade on the report card?

   Yes, in one circumstance: Where the Department has indicated that it may be used and reported to the Department as a final grade.

   - *To indicate that a course is continuing in the next semester, 'IN' is indicated as the 'Grade' for the final term and a final grade is not given ('Final Grade' is left blank). The circumstances would be explained in the comment box. The final grade is reported to the Department for the semester or school year in which the student receives the credit.*

   Unless otherwise permitted by the Department (e.g., Grade 11 and 12 Physical Education/Health/Education), 'IN' is not reported to the Department as a final grade. Further information about the use of 'IN' can be found in Provincial Assessment Policy, Kindergarten to Grade 12, Academic Responsibility, Honesty, and Promotion/Retention[14]

9. Are all high school courses expected to have final exams?
   No. Final exams required in some courses are described in provincial policy (see Policy and Procedures for Provincial Tests*).*

10. The non-semestered high school report card template has two places for 'Exam' marks – why?
    This is to accommodate the possibility of a mid-term exam. 'NE' is entered if there is no exam.

11. How are the various student programming options indicated on the provincial report card?

    Student programming options are indicated as follows:

Student Programming Options

Student programming	Grades 1 to 8	Grades 9 to 12
IEP academic/cognitive	Indicator box plus mandatory comment	Course code 'M'
IEP behaviour	Indicator box	Indicator box
EAL	Indicator box plus mandatory comment	Course code 'E'
L (French Literacy)	Indicator box plus mandatory comment (applies only to Français program)	Course code 'L' (applies to Français Program and French Immersion Program)

See the Section 4.2, Student Programming, for information regarding students whose programming is individualized.

14. *Provincial Assessment Policy, Kindergarten to Grade 12, Academic Responsibility, Honesty, and Promotion/Retention.* <http://www.edu.gov.mb.ca/k12/assess/docs/policy_k12/>.

12. What are the mandatory comments? When are they used?

Mandatory comments are used only in Grades 1 to 8.

Mandatory Comments

Student programming (Grade 1 to 8 only)	Mandatory comment
IEP academic/cognitive	*The grade is based on achievement of learning goals in the student's learning plan that are significantly different than grade-level learning expectations.*
IEP behaviour	No mandatory comment applies.
EAL or L	*The grade is based on achievement of some subject area learning goals at grade level, with a focus on language learning.*

13. What grade codes are allowed and at what grade level?

The following codes are allowed at the following grade levels:

Grade Codes

Code	Grades 1 to 8	Grades 9 to 12
NA	✓	–
CO	–	✓
IN	✓	✓
NE (applies to exams, only)	–	✓
NM (applies to exams, only)	–	✓

All of these codes are explained in section 4.3.

Planning for Reporting

SOME IDEAS FOR PREPARING TO REPORT	
ORGANIZE	■ develop year and term plans to ensure all subject area categories are assessed and reported on in each term ■ develop a plan to document or summarize each student's learning by the subject area categories so evidence of learning is readily available to help you respond to learning needs (e.g., provide descriptive feedback, adjust instruction) ■ document student progress related to curriculum categories
ALIGN	■ select and use instruction and assessment processes, experiences, or methods that align with the subject area categories, learner interests, and prior knowledge ■ match subject area categories, learning, and assessment experiences with divisional strategic priorities to create relevant, authentic, and innovative 21st century learning that contributes to community ■ involve students in developing criteria so they know what quality looks like; discuss work samples that align with the criteria ■ make the criteria visible ■ use the criteria to provide descriptive and specific feedback ■ involve students in reflecting on/celebrating their learning growth and creating new goals ■ involve students in communicating about their learning development and accomplishments—relative to curricular expectations and personal learning goals—with parents and others
USE RECENT AND CONSISTENT EVIDENCE	■ consider the most recent and consistent evidence ■ consider each term in the final grade if a category includes significantly different concepts between terms (e.g., knowledge and understanding in science, mathematics, or social studies)
COLLABORATE	■ using the categories and indicators, work with colleagues in the school, division, or across divisions to share samples of student work and learning ■ create comments with colleagues, edit collaboratively ■ use evidence of learning or data to collaboratively respond to learner needs ■ conduct collaborative action research to analyze what works for Manitoba youth ■ present, celebrate, and share the professional learning

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 K-Grade 12 EAL/LAL Curriculum Framework* at <www.edu.gov.mb.ca/k12/cur/eal/framework/index.html>. It is recommended that a student who receives the 'EAL' designation in a subject have an EAL education plan.

The following chart illustrates a possible proportion of EAL learning goals drawn from the *Manitoba K-Grade 12 EAL/LAL Curriculum Framework* at <www.edu.gov.mb.ca/k12/cur/eal/framework/index.html> 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 education plan.

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

Planning for *Littératie française* (L) and Subject Learning—Grades 9 to 12

The following information is derived from the document *Lignes directrices concernant l'adaptation de cours aux besoins des apprenants nouveaux arrivants sous-scolarisés—Document à l'intention des écoles secondaires offrant de la programmation en langue française* at <www.edu.gov.mb.ca/m12/progetu/ana/index.html>.

Courses tailored to meet the needs of newcomers with gaps in their education are acknowledged on the report card, along with other courses. The designation "L" may be used on the report card when a course developed by the Department is tailored to the meet the needs of newcomer learners, and the percentage grade indicates the learner's achievement relative to the learning goals set out in the student's *Plan éducatif de littératie française* (*PELF*). The teacher will also provide comments, as with any other course.

It should be noted that only the *Français* Program report card template explicitly mentions the code 'L'. Schools offering the French Immersion Program may also use the designation 'L' for newcomer learners. The choice to use this designation must be explained in the teacher or principal comment box.

As courses designated 'L' incorporate both literacy learning and subject area content, the assessment of students' learning should focus on both of these aspects. In the first stage of French language learning, emphasis should be placed on the general development of literacy and vocabulary specific to the subject area. As learners develop their literacy skills and approach the stage appropriate for their age and grade level, the focus shifts to subject area content.

The table below suggests weightings between language instruction and subject area instruction for each stage. The emphasis on subject area content is based on the degree to which learning goals are tailored to meet the student's needs, the course content focus and pedagogical approach.

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

Manitoba High School Statement of Marks

The following chart for converting from percentage grades to letter grades is included with the Manitoba High School Statement of Marks (provincial transcript) provided by the Department to students. The following is provided as information only and has no impact on the provincial report card itself.

A+	=	90 to 100%	P	=	Pass *Réussite*	CO	=	Complete *Complet*
A	=	80 to 89%	S	=	Standing *Équivalence*	IN	=	Incomplete *Incomplet*
B	=	70 to 79%						
C	=	60 to 69%						
D	=	50 to 59%						
F	=	0 to 49%						

Subject Categories and Descriptors–Grades 1 to 8

ENGLISH LANGUAGE ARTS

CATEGORY	DESCRIPTORS–GRADES 1 to 8
COMPREHENSION ■ **Reading** ■ **Listening and viewing** The student makes meaning before, during, and after reading, listening, and viewing a variety of oral, literary, and media texts.	The student ■ 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 student communicates his/her own understanding through writing, speaking, and representing to learn and to communicate with others.	■ 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 student applies thinking skills to interpret and evaluate ideas and information; explores and researches big ideas and questions about self, others, and the world.	■ 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

Français Program

CATEGORY	DESCRIPTORS–GRADES 1 to 8
COMPREHENSION ■ **Reading** ■ **Listening and viewing** The student understands oral, written and visual messages in a dynamic process of constructing or of collaborating on constructing meaning.	The student ■ 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 student communicates his/her understanding of the world through writing, speaking and representing in a process of constructing or of collaborating on constructing knowledge.	■ 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 student redefines his/her vision of the world by questioning, interpreting and evaluating ideas, information, and visual elements from varied sources.	■ 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 his/her 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)

FRANÇAIS

French Immersion Program

CATEGORY	DESCRIPTORS– GRADE 1	DESCRIPTORS– GRADES 2 to 8
COMPREHENSION ■ **Reading** ■ **Listening and viewing** The student understands oral, written and visual messages in a dynamic process of constructing or of collaborating on constructing meaning.	The student ■ 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 and ▪ 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 student ■ 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
COMMUNICATION ■ **Writing** ■ **Speaking and visual representation** The student communicates his/her understanding of the world through writing, speaking and representing in a process of constructing or of collaborating on constructing knowledge.	■ generates, organizes or constructs oral, written or visual messages in a variety of contexts: ▪ using models and words provided, ▪ using vocabulary provided in class and ▪ 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	■ 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 student redefines his/her vision of the world by questioning, interpreting and evaluating ideas, information, and visual elements from varied sources.	■ 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 his/her reasoning (Grades 1 to 8)	■ 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 his/her 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	DESCRIPTORS– GRADES 1 to 4	DESCRIPTORS– GRADES 5 to 8

KNOWLEDGE AND UNDERSTANDING OF MATHEMATICAL CONCEPTS
The student 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 student
	■ demonstrates knowledge and understanding of
	  ■ numbers
	  ■ patterns and relations
	  ■ shape and space
	  ■ statistics
		The student
		■ demonstrates knowledge and understanding of
		  ■ numbers
		  ■ patterns and relations
		  ■ shape and space
		  ■ statistics and probability

MENTAL MATH AND ESTIMATION The student uses math knowledge and number facts to calculate mentally or estimate.	■ 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 judgements in daily life	■ 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 judgements in daily life
PROBLEM SOLVING The student applies knowledge, skill, or understanding to solve problems.	■ applies various strategies to model solutions to problems ■ applies mathematical knowledge to 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 by explaining his/her thinking ■ makes generalizations from patterns	■ applies various strategies to model solutions to problems ■ applies mathematical knowledge to 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 ■ justifies mathematical thinking ■ thinks logically to make sense of mathematics (reasoning) ■ uses logic and divergent thinking to present mathematical arguments ■ applies algebraic reasoning when solving problems

SCIENCE

CATEGORY	DESCRIPTORS– GRADES 1 to 4	DESCRIPTORS– GRADES 5 to 8
KNOWLEDGE AND UNDERSTANDING OF SCIENCE CONCEPTS The student demonstrates understanding of grade-specific science concepts and skills.	The student ■ demonstrates knowledge of life science, physical science, earth or space science	The student ■ demonstrates knowledge of life science, physical science, earth or space science
SCIENTIFIC INQUIRY PROCESS The student asks questions, generates possible explanations, collects and analyzes evidence, and reaches conclusions based on evidence.	■ demonstrates curiosity by asking questions ■ makes predictions ■ creates a plan to answer questions ■ manipulates instruments appropriately and in a safe manner ■ observes, predicts, collects data and information, measures, classifies ■ compares and discusses data, and generates possible explanations and new questions	■ formulates questions that lead to investigations ■ makes predictions/hypotheses ■ designs a fair test or a plan to answer questions ■ manipulates instruments appropriately and in a safe manner ■ makes relevant observations, collects data and information, measures, classifies ■ analyzes and interprets data to draw conclusions that explain data ■ identifies possible sources of error as well as strengths and weaknesses of the experimental protocol
DESIGN PROCESS AND PROBLEM SOLVING The student applies science knowledge to seek solutions to practical problems.	■ identifies practical problems to solve ■ seeks solutions to problems and creates a written plan which includes criteria, steps to follow, and a labeled diagram ■ constructs and tests an object using pre-determined criteria ■ identifies and makes improvements to an object and explains the changes	■ identifies practical problems to solve ■ seeks solutions to problems and selects and justifies a method to be used to find a solution ■ creates a written plan which includes materials, steps to follow, safety considerations, and detailed diagrams ■ develops criteria to evaluate a prototype or consumer product ■ constructs and tests a prototype or consumer product using pre-determined criteria ■ identifies and makes improvements to a prototype and justifies the changes ■ evaluates a consumer product based on predetermined criteria

SOCIAL STUDIES

CATEGORY	DESCRIPTORS–GRADES 1 to 8

KNOWLEDGE AND UNDERSTANDING
The student acquires information about human interaction in societies past and present, near and far.
The student understands and applies key social studies concepts.
	Through a study of grade level topics and themes, the student
	■ 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 student gathers, manages and shares information and ideas on social studies topics and themes.	In social studies research and communication, the student: ■ 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 student thinks critically and creatively about social studies topics and themes. The student connects learning to the responsibilities and rights of citizenship.	Through critical reflection and the application of social studies learning to citizenship, the student: ■ 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	DESCRIPTORS–GRADES 1 to 8
MOVEMENT The student acquires movement concepts and skills for safe and functional use in a variety of physical activities and environments.	The student ■ 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 student acquires fitness concepts and skills that contribute to personal fitness development through a variety of physical activities and fitness development experiences.	■ shows an understanding of the concepts related to fitness components, fitness benefits, 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 student acquires concepts and applicable personal and interpersonal skills in developing well-being, healthy lifestyle practices, and healthy relationships.	■ shows an understanding of curriculum-related concepts, practices, responsibilities associated with major health issues ■ shows an understanding of personal and social management concepts and skills that promote well-being, healthy choices, cooperation with others and healthy relationships

MUSIC

CATEGORY	DESCRIPTORS–GRADES 1 to 8
LANGUAGE AND PERFORMANCE SKILLS The student develops understanding of and facility with elements, concepts, and techniques for making music.	The student ■ develops skills for making music individually and as part of an ensemble ■ develops skills for making music through aural, written, and visual music systems ■ demonstrates understanding of and facility with rhythm, melody, texture, and harmony in a variety of musical contexts ■ demonstrates understanding of expression, timbre, and form in a variety of musical contexts
CREATIVE EXPRESSION The student collaboratively and individually generates, develops, and communicates ideas in creating original and interpretive music for a variety of purposes and audiences.	■ generates and uses ideas from a variety of sources for creating music ■ develops ideas in music, creatively integrating music elements, techniques, and compositional tools ■ interprets, performs and shares own and others' music
KNOWLEDGE AND UNDERSTANDING OF MUSIC IN CULTURE AND SOCIETY The student connects music to contexts of time, place and community, and develops understanding of how music reflects and influences culture and identity.	■ experiences and develops awareness of music from various times, places, social groups, and cultures ■ experiences and develops awareness of a variety of music genres, styles, and traditions ■ demonstrates understanding of the roles, purposes, and meanings of music in the lives of individuals and in communities
ANALYSIS AND COMMUNICATION The student analyzes, reflects on, and constructs meaning in response to own and others' music.	■ analyzes own and others' music excerpts, works, and performances ■ forms personal responses to and constructs meaning from own and others' music Note: Only two of the four general learning outcomes in the "Valuing" wing are used as indicators for reporting academic achievement in this essential learning area. The other two general learning outcomes, while "important factors that contribute to a student's success," are assessed and reported in the provincial report card under learning behaviours and "not used in determining grades."

DANCE

CATEGORY	DESCRIPTORS–GRADES 1 to 8
LANGUAGE AND PERFORMANCE SKILLS The student develops understanding of and facility with dance elements, concepts, and techniques.	The student ■ demonstrates understanding of and facility with the elements of dance in a variety of contexts ■ develops facility with dance techniques ■ demonstrates musicality through dance
CREATIVE EXPRESSION The student collaboratively and individually generates, develops, and communicates ideas in creating and performing dance for a variety of purposes and audiences.	■ generates and uses ideas from a variety of sources for creating and performing dance ■ develops ideas in dance, creatively integrating dance elements, techniques, and other choreographic considerations ■ performs and shares own and others' dance
KNOWLEDGE AND UNDERSTANDING OF DANCE IN CULTURE AND SOCIETY The student connects dance to contexts of time, place and community, and develops understanding of how dance reflects and influences culture and identity.	■ experiences and develops awareness of dance from various times, places, social groups, and cultures ■ experiences and develops awareness of a variety of dance genres, styles, and traditions ■ demonstrates understanding of the roles, purposes, and meanings of dance in the lives of individuals and in communities
ANALYSIS AND COMMUNICATION The student analyzes, reflects on, and constructs meaning in response to own and others' dance.	■ analyzes own and others' dance excerpts, works, and performances ■ constructs personal interpretations of their own and others' dance Note: Only two of the four general learning outcomes in the "Valuing" wing are used as indicators for reporting academic achievement in this essential learning area. The other two general learning outcomes, while "important factors that contribute to a student's success," are assessed and reported in the provincial report card under learning behaviours and "not used in determining grades."

DRAMA

CATEGORY	DESCRIPTORS–GRADES 1 to 8
LANGUAGE AND PERFORMANCE SKILLS The student develops understanding of and facility with dramatic forms and elements.	The student ■ demonstrates understanding of and facility with a variety of dramatic forms ■ demonstrates understanding of and facility with character and role in drama ■ demonstrates understanding of and facility with theatrical elements that contribute to drama
CREATIVE EXPRESSION The student collaboratively and individually generates, develops, and communicates ideas in creating and performing drama for a variety of purposes and audiences.	■ generates and uses ideas from a variety of sources for creating drama ■ creatively integrates ideas, elements, and forms in developing drama ■ performs and shares own and others' drama
KNOWLEDGE AND UNDERSTANDING OF DRAMA IN CULTURE AND SOCIETY The student connects drama to contexts of time, place, and community, and develops understanding of how drama reflects and influences culture and identity.	■ experiences and develops awareness of drama from various times, places, social groups, and cultures ■ experiences and develops awareness of a variety of dramatic forms, styles, and traditions ■ demonstrates understanding of the roles, purposes, and meanings of drama in the lives of individuals and in communities
ANALYSIS AND COMMUNICATION The student analyzes, reflects on, and constructs meaning in response to own and others' dramatic work.	■ analyzes own and others' drama ■ constructs personal interpretations of their own and others' drama Note: Only two of the four general learning outcomes in the "Valuing" wing are used as indicators for reporting academic achievement in this essential learning area. The other two general learning outcomes, while "important factors that contribute to a student's success," are assessed and reported in the provincial report card under learning behaviours and "not used in determining grades."

VISUAL ARTS

CATEGORY	DESCRIPTORS–GRADES 1 to 8
LANGUAGE AND TOOLS The student develops understanding of and facility with visual art elements, principles, and media.	The student ■ demonstrates understanding of the elements and principles of artistic design in a variety of contexts ■ demonstrates understanding of and facility with visual art media, tools, and processes ■ develops skills in observation and depiction
CREATIVE EXPRESSION The student individually and collaboratively generates, develops, and communicates ideas in creating original visual art for a variety of purposes and audiences.	■ generates and uses ideas from a variety of sources for creating art ■ develops original artworks, creatively integrating ideas and art elements, principles, and media ■ finalizes and shares own original artworks
KNOWLEDGE AND UNDERSTANDING OF VISUAL ARTS IN CULTURE AND SOCIETY The student connects the visual arts to contexts of time, place and community, and develops understanding of how art reflects and influences culture and identity.	■ experiences and develops awareness of artworks from various times, places, social groups, and cultures ■ experiences and develops awareness of a variety of art forms, styles, and traditions ■ demonstrates understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities
ANALYSIS AND COMMUNICATION The student analyzes, reflects on, and constructs meaning in response to art created by self and others.	■ analyzes own and others' artistic compositions ■ constructs personal interpretations of their own and others' art works Note: Only two of the four general learning outcomes in the "Valuing" wing are used as indicators for reporting academic achievement in this essential learning area. The other two general learning outcomes, while "important factors that contribute to a student's success," are assessed and reported in the provincial report card under learning behaviours and "not used in determining grades."

FRENCH

English Program

CATEGORY	DESCRIPTORS–GRADES 1 to 3
ORAL COMMUNICATION The student listens and speaks to communicate ideas and to interact with others.	The student ■ demonstrates listening comprehension of a limited number of key words, basic simple structures and simple questions often accompanied by a visual ■ demonstrates listening comprehension by nodding, using gestures, illustrations, by following directions or by responding orally with words or simple sentences ■ produces/communicates a short and simple message as modeled by the teacher: ▪ talks about himself e.g., *Je m'appelle John. J'ai un chien.* ▪ asks and answers basic questions e.g., *Qu'est-ce que c'est?* *C'est un crayon.* ▪ communicates needs and preferences e.g., *Est-ce que je peux aller aux toilettes?* e.g., *Qui aime le rouge? J'aime le rouge.* ▪ expresses his feelings e.g., *Ça va? Ça va mal.* ■ uses appropriate vocabulary and common expressions to communicate as modeled by the teacher ■ respects simple sentence structure ■ respects pronunciation of the French language as modeled by the teacher (intonation, pace, and rhythm)
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	DESCRIPTORS– GRADE 4	DESCRIPTORS– GRADES 5 to 8
ORAL COMMUNICATION The student listens and speaks to communicate ideas and to interact with others.	The student ■ demonstrates listening comprehension with oral or written responses (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: ▪ talks about himself e.g., *Je m'appelle John. J'ai un chien brun. J'ai deux frères et une sœur.* ▪ asks and answers questions e.g., *Quel âge as-tu?* *J'ai 6 ans.* ▪ communicates needs and preferences e.g., *Est-ce que je peux aller boire de l'eau?* e.g., *Est-ce que tu aimes les pommes? Oui, j'aime les pommes. Non, je n'aime pas les pommes.* ■ communicates ideas coherently as modeled by the teacher ■ uses appropriate vocabulary and expressions to communicate as modeled by the teacher ■ respects simple sentence structure ■ respects pronunciation of the French language as modeled by the teacher (intonation, pace, rhythm)	The student ■ 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 modeled by the teacher and according to grade level: ▪ communicates ideas coherently ▪ uses appropriate vocabulary and expressions to communicate information ▪ respects sentence structure ▪ respects pronunciation of the French language (intonation, pace, rhythm) ▪ uses grammatical forms accurately to communicate the message
READING The student reads for meaning and responds to written text.	■ demonstrates an understanding of short, familiar, illustrated texts characterized by simple repetitive sentences. ■ responds to text with oral or written responses, modeled 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	■ demonstrates an understanding of a variety of familiar texts with oral or written responses as modeled by the teacher: ▪ identifies the main idea and supporting details of a variety of texts ▪ responds to written texts by giving an opinion ■ reads aloud with fluency and accuracy (text appropriate for the grade level)
WRITING The student writes to communicate ideas and information.	■ writes a simple French sentence from a model e.g., *Je m'appelle Susan.* ■ uses appropriate vocabulary, expressions, grammatical forms, spelling, capitalization, and punctuation	■ 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

Manitoba Provincial Report Card Policy and Guidelines

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