

Manitoba's
Provincial Report Card

Information
for
Parents

GRADES 1 TO 8



Manitoba Education has introduced a provincial report card compulsory for all school divisions to begin using in the 2013/2014 school year.

General

Why is there a new report card?

The Manitoba government has introduced a new provincial report card to enhance the quality of education in Manitoba and to build stronger partnerships among students, their teachers and parents.

In the past, report cards were different in each school division and, in some instances, in schools within the same division. The new provincial report card will make sure that parents get consistent, clear information about how well their children are learning, what steps will help improve learning and what they can do to help.

Will the report card be easy to understand?

The report card is written in plain language. It tells you about your child's strengths and where your child needs support. If you have questions about the report card, you can talk to your child's teacher.

Is the provincial report card the same for all grade levels?

There are three report card formats: one for Grades 1 to 6, one for Grades 7 and 8 and one for Grades 9 to 12.

Will there be teacher comments on the report card?

Yes. Teachers will write comments about your child's school work and behaviour. The comments will help you understand how your child is doing and how to support your child's learning.

How is my child assessed?

Academic achievement grades show how well students achieve curriculum learning goals. This is referred to as criterion-referenced grading. Academic achievement grades are not based on how your child performs compared to other students. Factors like attitude, effort and behaviour are reported separately from academic achievement. While it is understood that these factors affect academic achievement and therefore grades, reporting them separately provides parents with more information about their child's strengths and areas for improvement.

Teachers provide students with many ways to show their skills and understanding in a subject. Achievement grades generally reflect your child's most recent and consistent academic achievement. For example, this means that a low mark on an assignment early in a term might not be considered when determining your child's grade for the end of the term if she or he has later consistently shown better understanding or skill in that area.

Can my child "fail" (repeat) a grade?

Yes. The decision to retain or to promote a student is based on a careful assessment of various factors, including, among other things, evidence of the student's progress and growth. Promotion decisions are made by the school principal, who consults with teachers, parents and other specialists as appropriate. Decisions to retain or promote a student are always made in the best interests of the student.

When will the report card be sent home?

Report cards are sent home in the fall, in the spring and at the end of the school year.

Will I get information from teachers at other times?

Yes. The report card is only one way of communicating with parents. Other ways include phone calls, emails, informal progress reports, parent-teacher meetings, student-led conferences and school newsletters.

What should I do if I am worried about my child's school performance?

Talk to your child's teacher. It will be helpful to make a list of areas where your child is having trouble. Ask the teacher how you can work together to help your child succeed.



In this document, the term parents refers to parents or guardians.

Student programming

Your child's *programming* refers to whether she or he is following grade-level curriculum, or other programming designed specifically to better address her or his learning needs.

If your child is not following grade-level curriculum in a subject, the report card will indicate which of the following three types of programming apply.

1. IEP programming

"IEP" refers to an individual education plan. A student who is not expected to meet grade-level learning goals in a subject will have an individual education plan that describes her or his individual learning goals. The grades that this student receives on the report card reflect learning goals appropriate for that individual student, and those goals are clearly outlined in the student's plan.

The "IEP" indicator may also be used when a student is working significantly beyond grade level in a subject area, and an IEP is in place for this. As above, the grades the student receives on the report card reflect the student's learning goals as outlined in the plan.

2. EAL programming

"EAL" refers to English as an additional language programming. A student in the first stages of learning English as an additional language focuses on learning English in that subject area. The grades that this student receives on the report card are based on a balance of language and subject area learning goals appropriate for that individual student's level of language development.

3. L programming

"L" refers to French literacy programming, and applies to the *Français* program only. A student who needs more support to develop the French language skills required to follow the provincial curriculum successfully may focus on learning French in the context of that subject area. The grades that this student receives on the report card are based on a balance of language and subject area learning goals appropriate for that individual student's level of language development.

In the sample from the Grades 1 to 6 report card below, you can see where the type of programming is indicated by an "x." If nothing is indicated, then your child is following grade-level curriculum learning goals. This includes cases where your child has adaptations.

| Mathematics | | Teacher: | | |
|--|--|----------|--------|-------|
| <input type="checkbox"/> EAL <input checked="" type="checkbox"/> IEP | | Term 1 | Term 2 | Final |
| Knowledge and understanding | | | | |
| Mental math and estimation | | | | |
| Problem solving | | | | |
| Comments: | | | | |
| <div style="border: 1px solid black; background-color: yellow; padding: 5px; display: inline-block;"> Programming is shown here </div> | | | | |



The term adaptation refers to a change made in the teaching process, materials, assignments or student products to help a student achieve the expected learning outcomes.

Academic achievement of provincial expectations

Grades 1 to 6

In Grades 1 to 6, the following *grade scale from 1 to 4* is used on report cards to show your child’s academic achievement for each subject category (explained below) within each subject.

| Grade Scale | Academic Achievement of Provincial Expectations | |
|------------------|--|---|
| 4 | Very good to excellent understanding and application of concepts and skills | |
| 3 | Good understanding and application of concepts and skills | |
| 2 | Basic understanding and application of concepts and skills | |
| 1 | Limited understanding and application of concepts and skills; see teacher comments | |
| ND | Does Not yet Demonstrate the required understanding and application of concepts and skills; see teacher comments | |
| Additional Codes | NA | Not Applicable |
| | IN | Incomplete: not enough evidence available to determine a grade at this time |

| One of the following codes is used if the expectations for a student are different from the grade-level curriculum in a subject. | |
|--|---|
| EAL (English as an Additional Language) | Achievement is based on expectations that focus on English language learning. |
| IEP (Individual Education Plan) | Achievement is based on expectations that reflect special learning needs. |

Below is an example from the Grades 1 to 6 report card of this grade scale for a student taking mathematics with EAL programming in Term 2. Note that each individual subject category receives its own grade from the scale.

| Mathematics | | Teacher: | | |
|--|-----------------------------|---|--------|---|
| <input checked="" type="checkbox"/> EAL <input type="checkbox"/> IEP | | Term 1 | Term 2 | Final |
| | Knowledge and understanding | 3 | 2 | |
| | Mental math and estimation | 2 | 3 | |
| | Problem solving | 3 | 3 | |
| Comments: | | | | |
| <div style="border: 1px solid black; background-color: yellow; padding: 5px; display: inline-block;">Programming</div> | | <div style="border: 1px solid black; background-color: yellow; padding: 5px; display: inline-block;">Subject Category</div> | | <div style="border: 1px solid black; background-color: yellow; padding: 5px; display: inline-block;">Current Term</div> |

Subject categories

Subject categories are areas of knowledge and skill in each subject your child takes at school. They give you a better understanding of your child’s learning. The subject categories help to clarify for parents the “what” of student learning. They are designed to be a part of teaching, learning and assessment in all areas of the subject, not just when certain topics are being taught.



Academic achievement of provincial expectations

Grades 7 and 8

In Grades 7 and 8, in addition to the *grade scale from 1 to 4*, a percentage scale is used for providing an overall subject grade. This is intended to help with the transition to high school report cards where overall subject grades are given for each subject, using a percentage scale, to summarize student achievement as students earn credits toward graduation. The following table shows how the two grade scales relate to each other.

| Academic Achievement of Provincial Expectations | |
|---|--|
| Grade Scale | Descriptor |
| 4 80% to 100% | Very good to excellent understanding and application of concepts and skills |
| 3 70% to 79% | Good understanding and application of concepts and skills |
| 2 60% to 69% | Basic understanding and application of concepts and skills |
| 1 50% to 59% | Limited understanding and application of concepts and skills; see teacher comments |
| ND Less than 50% | Does Not yet Demonstrate the required understanding and application of concepts and skills; see teacher comments |



The following example from the Grades 7 and 8 report card shows a student taking science with regular grade-level curriculum programming in Term 2, and the three subject categories within that subject. It also shows the three learning behaviours, which are described in more detail below.

| Science | | | | Teacher: | | | |
|------------------------------------|--------|------------------------------|-------|----------------------------------|--------|--------|--------|
| <input type="checkbox"/> EAL | | <input type="checkbox"/> IEP | | <input type="checkbox"/> IEP | | | |
| Academic Achievement | Term 1 | Term 2 | Final | Learning Behaviours | Term 1 | Term 2 | Term 3 |
| Knowledge and understanding | 3 | 2 | | Personal management skills | U | U | |
| Scientific inquiry process | 3 | 3 | | Active participation in learning | C | U | |
| Design process and problem solving | 4 | 4 | | Social responsibility | S | C | |
| Overall grade | 78% | 70% | % | | | | |
| Comments: | | | | | | | |

These are the *subject categories*

These are the *learning behaviours*

Learning behaviours

In addition to reporting academic achievement, report cards show your child's effort and attitude in class, reported under "Learning Behaviours," as illustrated and described in the samples on the previous page and below.

In Grades 1 to 6, learning behaviours are reported once on your child's report card (for all subjects). In Grades 7 and 8, they are reported for each subject your child takes. IEP will be indicated if your child has an individual education plan with goals related to the learning behaviours.

| Learning Behaviours | |
|---|---|
| Scale | |
| C: Consistently – almost all or all of the time | |
| U: Usually – more than half of the time | |
| S: Sometimes – less 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 |

For students in the French Immersion program, there is also a learning behaviour about students' engagement in using French.

Learning behaviours are not included directly in students' grades, but they can affect their academic achievement. The development of positive learning behaviours can result in future success for students as they progress through their lives both in and out of school. If students work independently, take initiative and respect classroom values, these skills will transfer to many other parts of their lives.

For more information

Visit the Manitoba Education website for more information about

- what your child is learning in **different subject areas:**
www.edu.gov.mb.ca/k12/cur/parents/ (English Program)
www.edu.gov.mb.ca/k12/cur/parents/fr_imm/ (French Immersion Program)
www.edu.gov.mb.ca/m12/progetu/parents/ (Français Program)
- the policies and guidelines for **student assessment:**
www.edu.gov.mb.ca/k12/assess/
- the **provincial report card:**
www.edu.gov.mb.ca/k12/assess/report_cards/index.html

Your input is welcome

Whether you are a parent or guardian, an educator, a student or an interested community member, your response to the new report card is important. Overall, did you find the report card clear and informative? Are there parts of the report card that can still be improved?

If you want to provide suggestions, please either mail them to the address below or visit the website indicated and fill out and submit an online feedback form.

| Mail-in Feedback | Online Feedback |
|---|--|
| <i>Provincial Report Card Feedback</i> Manitoba Education 1567 Dublin Avenue Winnipeg MB R3E 3J5 | www.edu.gov.mb.ca/k12/assess/report_cards/feedback.html |

