The Manitoba Report Card
Implementation Training Session

Dates:
Location:
Welcome and Introductions

“Today we know more than ever before about effective grading and reporting practices.

For the sake of our students, improvements in grading practices and reporting forms are not just needed – they are imperative.”

Table Group: Record and post your group’s “top 2” questions about the Provincial Report Card.
Purpose

For school and divisional facilitators to

– become familiar with the Manitoba report card in order to support local school and divisional understanding and implementation

– use the support document and resource materials for local professional learning and implementation of the report card.
Training Days – An Overview

Voluntary implementation 2012-2013
Full implementation 2013-2014

Day 1
Purpose and Background, Report Card Template, Support Document and Personalizing the Training

Day 2
Subject Area Indicators, Pictures of Practice, and Personalizing the Training
Housekeeping

• Washrooms
• Scent-free environment
• Working Agreement – Signal
• Parking Lot Questions
• Expense claim forms
• Other
Day 1

Purpose and Background
Report Card Template
Support Document
Personalizing the Training
Manitoba Report Card
Training Session Facilitators

Diana Turner, Development Unit
Laurie Parbst, Development Unit
Linda Girling, Development Unit

Rachel Soufi, Direction du développement et de l'implantation des programmes d'études (BÉF)

Bruce Lyons, Assessment Unit
Phyllis Geddert, Assessment Unit
Subject Area Consultants

- Linda Connor, Renée Gillis (Social Studies)
- Sherry Perih, Heather Knight Wells, Nicole Allain Fox, Philippe Leclercq (Mathematics)
- Linda Girling, Gabe Kraljevic, Ian Donnelly, Daniele Dubois-Jacques (Science)
- Keith Paterson, Paul Paquin (Phys. Ed. and Health)
- Beryl Peters, Julie Mongeon-Ferre (Arts Education)
- Laurie Parbst, Shelley Warkentin, Claudette Laurie (ELA)
- Arla Strauss, Carole Bonin (French in English Program)

Gilbert Michaud, Direction du développement et de l'implantation des programmes d'études (BÉF)

Joanna Blais, Jean Hallas, Anne-Marie Lapointe-Lafond, Program and Student Services Branch

Chris Enns, Carole Bilyk, Development Unit

Ken Clark, Phyllis Geddert, Bruce Lyons, Assessment Unit

Project Leadership: Aileen Najduch (ADM), Jean-Vianney Auclair (ADM)
Getting Acquainted
Introductions and Stories
Getting Acquainted
Introductions and Stories

STORY - share your happiest childhood memory relative to report cards

CONTEXT - who was present; what was the situation?

WORD OR PHRASE - to capture your feelings, thoughts or response - then *and* now
The Manitoba Report Card

The primary **purpose** of the Manitoba report card is to formally communicate to parents, at certain points in time, their children’s growth and achievement as learners.

The provincial report card forms one part of an important communication system. It formally documents and communicates a student’s summative achievement to parents.
Background

• Premier Greg Selinger announcement (2010)
  – a parent-friendly report card
  – written in plain language, while allowing teachers to enrich the reporting with personalized information about each student.
  – parents receive the information they need to be full partners in their children's education.

• Field Testing and Consultation
  – Advisory Committee
  – Field Testing

www.edu.gov.mb.ca/k12/assess/report_card.html
Provincial Assessment Policy

Informed by:


www.edu.gov.mb.ca/k12/assess/wncp/rethinking_assess_mb.pdf

Also, report card-specific:
- Support Document (guidelines and policy)
- Business Requirements Document
- Parent Brochures (multiple languages)
Manitoba’s Vision

Manitoba’s VISION

Manitoba Report Card
Big Picture Overview

MANITOBA’S VISION

every learner will complete a high school education with a profound sense of
ACCOMPLISHMENT, HOPE AND OPTIMISM.

LEARNER

NUMERATE AND LITERATE CRITICAL THINKER AND INNOVATOR

ACTIVE LEARNER

SOCIALLY RESPONSIBLE CITIZEN

PERSONALLY RESPONSIBLE INDIVIDUAL

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.

Manitoba’s Mission

Manitoba
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.
Manitoba Report Card
Big Picture Overview

MANITOBA'S VISION

every learner will complete a high school education
with a profound sense of
ACCOMPLISHMENT, HOPE AND OPTIMISM.
Manitoba Report Card
Big Picture Overview

LEARNER

NUMERATE AND LITERATE CRITICAL THINKER AND INNOVATOR
ACTIVE LEARNER
SOCIALLY RESPONSIBLE CITIZEN
PERSONALLY RESPONSIBLE INDIVIDUAL
Manitoba Report Card
Big Picture Overview

Manitoba’s Vision

Every learner will complete a high school education with a profound sense of accomplishment, hope and optimism.

Manitoba’s Mission

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.
What are some of the benefits of implementing the Manitoba report card?

**BENEFITS**

- **Positive School-Parent Relationships**
- **Improved Learning**
- **Consistency Across the Province**

The consistency provided by a provincial report card has afforded a common context for discussions about curricula, teaching, assessment, grading, and programming.
Report Card Template and Support Document

Manitoba Report Card Support Document
Partners for Learning
Grades 1 to 12
The "Iceberg" Principle

Curriculum and Assessment Framework

**Reporting:**
- report cards,
- conferences,
- portfolios, . . .

**Grading**
- Classroom-based assessment
- Effective instructional practices
- Curriculum expectations

The report card is a visible record of assessment.
Report Card Formats

*Turn and Talk:*
In what ways are the formats unique or similar?

<table>
<thead>
<tr>
<th>Format</th>
<th>Unique</th>
<th>Similar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 7-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 9-12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Report Card Template

First Page (Grades 1-6, 7-8)

- Division/School logo
- School Name
- Attendance

<table>
<thead>
<tr>
<th>Grade X Report Card</th>
<th>Student:</th>
<th>Provincial Student #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom Teacher:</td>
<td></td>
<td>Date Issued:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days Absent:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Times Late:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Achievement of Provincial Curriculum Expectations

**Academic Achievement**: evidence of the child’s level of understanding and applications of concepts and skills outlined in grade-level curricular outcomes (or for some students, in individual learning goals).
Reporting Learning Behaviours

**Learning Behaviours**: evidence of the child’s social-emotional and self-management skills and growth when engaging with content and interacting with others.

**Reporting Scale**

<table>
<thead>
<tr>
<th>C</th>
<th>Consistently – almost all or all of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>Usually – more than half of the time</td>
</tr>
<tr>
<td>S</td>
<td>Sometimes – less than half of the time</td>
</tr>
<tr>
<td>R</td>
<td>Rarely – almost never or never</td>
</tr>
</tbody>
</table>
Student Achievement of Provincial Curriculum Expectations

<table>
<thead>
<tr>
<th>Grades</th>
<th>How Academic Learning is Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 6</td>
<td>A 1-4 numerical scale is used to report on achievement in each subject category. There are no overall subject grades.</td>
</tr>
<tr>
<td>7 to 8</td>
<td>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.</td>
</tr>
<tr>
<td>9 to 12</td>
<td>The percentage scale is used to report overall subject grades for each subject. There is no reporting of achievement for subject area categories.</td>
</tr>
</tbody>
</table>
# Reporting Achievement of Provincial Curriculum Expectations

<table>
<thead>
<tr>
<th>Academic Grade Scale</th>
<th>Description</th>
<th>Numerical (Gr. 1-6, 7-8)</th>
<th>Percentage (Gr. 7-8, 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Thorough understanding and in-depth application of concepts and skills</td>
<td>80% to 100%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Very good understanding and application of concepts and skills</td>
<td>70% to 79%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Basic understanding and some application of concepts and skills</td>
<td>60% to 69%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Limited understanding and minimal application of concepts and skills; see teacher comments</td>
<td>50% to 59%</td>
<td></td>
</tr>
<tr>
<td>ND</td>
<td>Grades 1-8: Does Not yet Demonstrate the required understanding and application of concepts and skills; see teacher comments</td>
<td>Less than 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades 9-12: Does Not yet Demonstrate 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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*ND* indicates grades 9-12.
Additional Grade Codes
(1-6, 7 and 8)

**NA: Not Applicable**
- A programming choice related to, for example, an individual learning plan (rare; administrator approval)

**IN: Incomplete**
- Not enough evidence available to determine a grade at this time e.g., student new to school, extended absence
Use of NA
(Support Document, page 22)

It is expected that a grade will be provided in all subjects and for all categories in Grades 1 to 8, for each reporting period.

In the rare cases when an IN or NA is used, it must be approved by the principal and a comment should explain its use.
The code ‘NA’ (Not Applicable) **may be used** when a student is not addressing certain subject content due to the following circumstances:
Use of NA
(Support Document, page 22)

When a student’s programming is coded as ‘EAL’, ‘IEP’, or ‘L’ (‘L’ applies to the Français program, only) and the student is not addressing certain content as a result of their individual programming.
Use of NA
(Support Document, page 22)

When a subject is listed together with others in a single grading box, and is not taught during a particular term.

(see the sections Reporting on the Arts and Optional Courses)
Use of NA
(Support Document, page 22)

When a school implements a provincially approved alternative to the teaching of a subject, such as Intensive French.
Use of NA
(Support Document, page 22)

In Grades 1 – 8 when certain aspects of a subject have not yet been addressed.
### Additional Codes (9-12)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td><strong>Course Complete:</strong> Final grade showing sufficient evidence of learning for Grade 11 and 12 Physical Education/Health Education, only</td>
</tr>
<tr>
<td>IN</td>
<td><strong>Course Incomplete:</strong> Final grade showing insufficient evidence of learning for Grade 11 and 12 Physical Education/Health Education. May also be used in other courses but not as a final grade.</td>
</tr>
<tr>
<td>NE</td>
<td>No exam applies</td>
</tr>
<tr>
<td>NM</td>
<td>No mark for the school-based final exam or provincial test, where applicable</td>
</tr>
</tbody>
</table>

i.e., not reported to Department
Questions
Programming Codes

IEP

EAL
Individual education plan (IEP) is a global term that includes a wide variety of planning documents that address students’ unique learning needs. (Student-Specific Planning Document, 2010)

**On the report card,** the IEP box is ticked when a student has an IEP in place for the academic/cognitive domain, and it is not reasonable to expect the student to meet or approximate the learning expectations of the grade level curriculum for the subject.
Student Programming 1-6, 7 and 8

One of the following codes is used if the expectations for a student are different from the grade-level curriculum in a subject.

- **IEP** (Individual Education Plan)
  Achievement is based on expectations that reflect special learning needs.

- **EAL** (English as an Additional Language)
  Achievement is based on expectations that focus on English language learning.
Student Programming Grades 9-12

• E (EAL-English Additional Language): Course for students learning EAL in the subject area, designed to assist making the transition into regular programming.

• L (French Literacy): Course for students learning French in the subject area, designed to assist with the transition into regular programming.

• M (Modified): Course for students with intellectual (cognitive) disabilities and where the learning goals have been modified to accommodate these individual needs.
NO SURPRISES!

Make sure IEP and EAL codes reflect planning and programming that has begun EARLY in the reporting period.

Engage parents and students, as appropriate, in the planning process.
Is the student following grade level curriculum in the subject, including with adaptations?

Yes

No

Is Additional Language learning the primary learning goal in the subject at this time?

Yes

Indicate ‘EAL’ or ‘L’ (‘L’ is applicable to the Français program only).

No

Is there an IEP for academic domains?

Yes

Indicate ‘IEP’

No

Grades are based on curricular grade-level outcomes.

Grades are based on individual learning goals.
Is the student following grade level curriculum in the subject, including with adaptations?

- Yes
- No

Is Additional Language learning the **primary** learning goal in the subject at this time?

- Yes
- No

Indicate ‘EAL’ or ‘L’ (‘L’ is applicable to the Français program only).

- Grades are based on curricular grade-level outcomes.

Is there an IEP for academic domains?

- Yes
  - Indicate ‘IEP’

- No
  - Grades are based on individual learning goals.
IEP code comments:

• **Grade is based on achievement of learning goals in the student’s learning plan that are significantly different than grade level expectations**

Followed by:

• teacher comments that reflect the achievement that is at grade level, comments about the level at which the student is working or on other information pertinent to the student’s achievement.
Learning Behaviours

- If there is an IEP for behaviour this will be indicated in the Learning Behaviour portion of the report card.
**IEP (Individual Education Plan):** This code is used if behavior ratings are based on expectations that reflect special learning needs.

<table>
<thead>
<tr>
<th>Learning Behaviour</th>
<th>IEP</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal management skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses class time effectively; works independently; completes homework and assignments on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Active participation in learning</strong></td>
<td></td>
<td></td>
<td></td>
<td>Grades 1 to 8</td>
</tr>
<tr>
<td>Participates in class activities; self-assesses; sets learning goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social responsibility</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works well with others; resolves conflicts appropriately; respects self, others and the environment; contributes in a positive way to communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Local Option</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Is the student following grade level curriculum in the subject, including with adaptations?

Yes

Is Additional Language learning the primary learning goal in the subject at this time?

Yes

Grades are based on curricular grade-level outcomes.

Indicate ‘EAL’ or ‘L’ (‘L’ is applicable to the Français program only).

No

No

Is there an IEP for academic domains?

Yes

Grades are based on individual learning goals.

Indicate ‘IEP’

No
Grade 9-12

• IEP code: There is no IEP code for academic learning. (There is an IEP code for Learning Behaviours.)

• A student specific education plan is required when the last character of the 3 character course designation is “M” e.g. (30M).

• Modified (M): A course for students with significant cognitive disabilities and where learning goals have been modified to accommodate these individual learning needs.
If a student’s programming is individualized due to a profound intellectual (cognitive) disability (i.e., the student does not participate in the provincial curriculum), then the 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.
One of the following codes is used if the expectations for a student are different from the grade-level curriculum in a subject.

- **IEP** (Individual Education Plan)
  Achievement is based on expectations that reflect special learning needs.

- **EAL** (English as an Additional Language)
  Achievement is based on expectations that focus on English language learning.
Student Programming: Decision Tree
(Grades 1-6, 7 and 8)
When to use the IEP or EAL box

Is the student following grade level curriculum in the subject, including with adaptations?

- Yes
  - Is Additional Language learning the primary learning goal in the subject at this time?
    - Yes
      - Grades are based on curricular grade-level outcomes.
    - No
      - Is there an IEP for academic domains?
        - Yes
          - Indicate ‘EAL’ or ‘L’ (‘L’ is applicable to the Français program only).
        - No
          - Grades are based on individual learning goals.

- No
  - Indicate ‘IEP’
EAL Programming Code

EAL (English as an Additional Language)
Achievement is based on expectations that focus on English language learning.

• This student may be addressing some subject area learning at grade level, but the focus of instruction is language learning.
• The expectation is that, once the language level is high enough, the student will receive grade-level academic programming.
• Comments will explain.
EAL Programming Code

Required comment: The grade is based on achievement of some subject area learning goals at grade level, with a focus on language learning.
Add other teacher comments addressing, as appropriate, the level at which the student is working, and on other information pertinent to the student’s achievement.

EAL (English as an Additional Language)
Achievement is based on expectations that focus on English language learning.

• This student may be addressing some subject area learning at grade level, but the focus of instruction is language learning.
• The expectation is that, once the language level is high enough, the student will receive grade-level academic programming.
• Comments will explain.
## Planning for language and subject-area learning across the EAL Stages (possible balance)

<table>
<thead>
<tr>
<th>Stage</th>
<th>EAL goals Approximate Focus %</th>
<th>Subject-area outcomes Approximate Focus %</th>
<th>Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>30</td>
<td>EAL</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>40</td>
<td>EAL</td>
</tr>
<tr>
<td>3</td>
<td>40 (with adaptations)</td>
<td>60 (with adaptations)</td>
<td>Provincial</td>
</tr>
<tr>
<td>4</td>
<td>20 (with adaptations)</td>
<td>80 (with adaptations)</td>
<td>Provincial</td>
</tr>
</tbody>
</table>
### Planning for language and subject-area learning across the EAL Stages (possible balance)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Programming</th>
<th>Subject-area outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EAL</td>
<td>70% 30%</td>
</tr>
<tr>
<td>2</td>
<td>EAL</td>
<td>60% 40%</td>
</tr>
<tr>
<td>3</td>
<td>EAL (with adaptations)</td>
<td>40% 60%</td>
</tr>
<tr>
<td>4</td>
<td>Provincial (with adaptations)</td>
<td>80% 20%</td>
</tr>
<tr>
<td></td>
<td>Provincial</td>
<td></td>
</tr>
</tbody>
</table>

“EAL” indicates that the student has been provided with learning experiences focused on developing their EAL proficiency.

“EAL” should not be used when students are meeting grade-level subject area outcomes with adaptations for language (or other areas).
EAL cont’d

Plan in advance to use the “EAL” programming designation:

<table>
<thead>
<tr>
<th>Consider:</th>
<th>Student’s EAL Stage and the Subject-Area Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EAL Stage Learning Goals:</strong></td>
<td><strong>Subject-area outcomes:</strong></td>
</tr>
<tr>
<td><strong>What EAL goals will the student need to focus on at this time in this subject-area?</strong></td>
<td><strong>What grade-level outcomes will the student work on at this time?</strong></td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
</tr>
<tr>
<td>• Interpersonal language</td>
<td></td>
</tr>
<tr>
<td>• General classroom language</td>
<td></td>
</tr>
<tr>
<td>• Specific language of the subject area</td>
<td></td>
</tr>
<tr>
<td>• Culture</td>
<td></td>
</tr>
<tr>
<td>• Strategies</td>
<td></td>
</tr>
</tbody>
</table>
EAL cont’d

Plan in advance to provide a balanced EAL learning plan: Consider:

Student’s EAL Stage and Subject Area Outcomes

What EAL goals will the student need to focus on at this time in the subject area?

Examples:

- Interpersonal language
- General classroom language
- Specific language of the subject area
- Culture
- Strategies

EAL Stage Learning Goals:

Know the student’s stage of EAL proficiency and the approximate balance of language and subject-area learning goals needed.

- Will differ from subject to subject and student to student
- Should change as the student progresses.

The EAL learning goals may be drawn from the four domains of the EAL *Curriculum Framework*<http://www.edu.gov.mb.ca/k12/cur/eal/index.html>
Example: A student working on Stage 2 EAL goals in the context of Grade 5 Science

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific inquiry process</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design process and problem solving</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EAL: ✔
IEP: ☐
Example: A student working on Stage 2 EAL goals in the context of Grade 5 Science

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>3</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>Scientific inquiry process</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Design process and problem solving</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

EAL 1.1.2 Know and use English lexicon
Developing vocabulary on healthy body and nutrition; can describe the main steps of a process using a graphic organizer.

May be able to apply inquiry skills, but has not developed enough English yet to give evidence. Next step: EAL 2.2.2 Use English to impart and receive information.

EAL 2.1.3 Use English to solve problems.
Observes classmates carefully and demonstrates through discussions in first language with classmates, followed by drawing and actions, that he can apply the design process and problem solving skills to a given situation.
Example: A student working on Stage 2 EAL goals in the context of Grade 5 Science

Lee is working on approximately 60% Stage 2 EAL learning goals and 40% grade-level Science curriculum. Lee is developing his science vocabulary in oral and written forms. He can orally describe the main steps of several processes by using a graphic organizer, with a partner. He can report simple problems and participate in problem-solving situations. He is not able to demonstrate the scientific inquiry process yet due to his level of English. Next step: Lee will be supported in seeking and recording information on science topics in English as he focuses increasingly on the Science curriculum.

Comments: The grade is based on achievement of some subject area learning goals at grade level, with a focus on language learning. (Required)
Grades 1-8
Subject Area Categories

• Knowledge and Understanding
• Critical Thinking
  – Design Process
  – Scientific Inquiry
  – Mental Math and Estimation
  – Problem solving
  – Research and Communication
  – Citizenship
  – Creative Expression
# Reporting Grades (Gr. 1-6)

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Academic Achievement of Provincial Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Thorough understanding and in-depth application of concepts and skills</td>
</tr>
<tr>
<td>3</td>
<td>Very good understanding and application of concepts and skills</td>
</tr>
<tr>
<td>2</td>
<td>Basic understanding and some application of concepts and skills</td>
</tr>
<tr>
<td>1</td>
<td>Limited understanding and minimal application of concepts and skills; see teacher comments</td>
</tr>
<tr>
<td>ND</td>
<td>Does Not yet Demonstrate the required understanding and application of concepts and skills; see teacher comments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Codes</th>
<th>Academic Achievement of Provincial Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete: not enough evidence available to determine a grade at this time</td>
</tr>
</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th>EAL</th>
<th>IEP</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scientific inquiry process</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design process and problem solving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

[Blank space for comments]
## Science

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific inquiry process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design process and problem solving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Grade</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Achievement of Provincial Expectations**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Thorough understanding and in-depth application of concepts and skills</td>
</tr>
<tr>
<td>3</td>
<td>Very good understanding and application of concepts and skills</td>
</tr>
<tr>
<td>2</td>
<td>Basic understanding and some application of concepts and skills</td>
</tr>
<tr>
<td>1</td>
<td>Limited understanding and minimal application of concepts and skills; See teacher comments</td>
</tr>
<tr>
<td>ND</td>
<td>Does Not yet Demonstrate the required understanding and application of concepts and skills; See teacher comments</td>
</tr>
</tbody>
</table>

**Additional Codes**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete; not enough evidence available to determine a grade at this time</td>
</tr>
</tbody>
</table>
### Multi-subject Grade box
(Grades 1-6, 7 and 8)

<table>
<thead>
<tr>
<th>SUBJECT: ARTS</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>EAL</td>
</tr>
<tr>
<td>Band</td>
<td>□</td>
</tr>
<tr>
<td>Term 1</td>
<td>74%</td>
</tr>
<tr>
<td>Term 2</td>
<td>79%</td>
</tr>
<tr>
<td>Final</td>
<td>76%</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>□</td>
</tr>
<tr>
<td>Term 1</td>
<td>84%</td>
</tr>
<tr>
<td>Term 2</td>
<td>88%</td>
</tr>
<tr>
<td>Final</td>
<td>93%</td>
</tr>
<tr>
<td>Drama</td>
<td>□</td>
</tr>
<tr>
<td>Term 1</td>
<td>77%</td>
</tr>
<tr>
<td>Term 2</td>
<td>81%</td>
</tr>
<tr>
<td>Final</td>
<td>80%</td>
</tr>
</tbody>
</table>

#### Learning Behaviours
- Personal management skills (Band)
- Active participation in learning (Visual Arts)
- Social responsibility (Drama)

<table>
<thead>
<tr>
<th>Band</th>
<th>Learning Behaviours</th>
<th>Visual Arts</th>
<th>Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>76%</td>
<td>93%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Comments:**

A maximum of two grading boxes may be used on the report card for reporting on the Arts.
# Reporting Grades (Gr. 9-12)

## Academic Achievement of Provincial Expectations

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough understanding and in-depth application of concepts and skills</td>
<td>80% to 100%</td>
</tr>
<tr>
<td>Very good understanding and application of concepts and skills</td>
<td>70% to 79%</td>
</tr>
<tr>
<td>Basic understanding and some application of concepts and skills</td>
<td>60% to 69%</td>
</tr>
<tr>
<td>Limited understanding and minimal application of concepts and skills; see teacher comments</td>
<td>50% to 59%</td>
</tr>
<tr>
<td>Does not yet demonstrate 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</td>
<td>Less than 50%</td>
</tr>
</tbody>
</table>

## Attendance and Achievement

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lates</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Absences</td>
<td>4</td>
<td>3</td>
<td>81%</td>
</tr>
<tr>
<td>Grade</td>
<td>77%</td>
<td>81%</td>
<td>NE</td>
</tr>
<tr>
<td>Lates (Total)</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Absences (Total)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Learning Behaviours

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Management Skills</td>
<td>C</td>
<td>U</td>
</tr>
<tr>
<td>Active participation in Learning</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

## Course: VISUAL ARTS 10G

<table>
<thead>
<tr>
<th>Semester: 1</th>
<th>Teacher: Mr. Sketch</th>
<th>Credit Value: 1</th>
<th>Credits Earned: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>VISUAL ARTS 10G</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C</td>
<td>U</td>
<td>C</td>
</tr>
</tbody>
</table>

## Comments:

...
Graduation Credits Requirements Chart (Gr. 9-12)

<table>
<thead>
<tr>
<th>Diploma Requirements</th>
<th>Credits required for graduation</th>
<th>Enrolled this year</th>
<th>Earned this report</th>
<th>Total earned to date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Credits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts (1 credit per grade)</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (1 credit per grade)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education/Health Education (1 credit per grade)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies (1 credit in each of Grades 9, 10 and 11)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science (1 credit in each of Grades 9 and 10)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Optional Credits</strong> (minimum 1 at Grade 11 and 2 at Grade 12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>
Local Options

• Logo (school or division)
• Teacher Signature
• Up to two Learning Behaviours
• Principal’s comment box
• Attachments
  - Student reflections and goals
  - Parent comments
  - IEP and EAL goal updates, including adaptations
Planning for Reporting

LEARNER
- Active Learner
- Socially Responsible Citizen
- Personally Responsible Individual
- Numerate and Literate
- Critical Thinker and Innovator

MANITOBA’S VISION
Every learner will complete a high school education with a profound sense of accomplishment, hope and optimism.

MANITOBA’S MISSION
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.

GATHERED EVIDENCE
Learning Experiences and Quality Criteria (involving students and teaching teams)
Using the evidence to support and improve learning

Teaching, Learning and Using the Evidence
Lunch
“Inaccurate grades play havoc with students’ lives and our professional integrity.”

- O’Connor & Wormelli (2011)
Clarity in Grading Practices

Our grading practices can provide a comprehensive picture of a student’s academic learning when we identify his or her areas of strength, as well as areas where additional work may be needed and how to “get there”. This clarity facilitates collaboration between parents and educators in their efforts to help students improve their performance.

Academic Grading

PRINCIPLES FOR GRADING

Accurate
Meaningful
Consistent
Using the grading principles: Considerations for team reflection

Accurate

– separately report academic learning and learning behaviours
– use varied evidence
– give greater consideration to recent learning
– individual student achievement

Meaningful

– plan for assessment and grading based on curricular learning expectations (e.g., categories and indicators, Grades 1-8)
– gather and document evidence based on curricular learning expectations
– use collections of evidence to identify best learning and for conversations about learning and instruction

Consistent

– base final grades on common understandings of the curricular expectations, using the indicators as guides
## Grading Principles – Team Reflection

<table>
<thead>
<tr>
<th>Do we...?</th>
<th>What is our level of practice (high, medium, low) and what might be some strategies for support?</th>
</tr>
</thead>
</table>
| **Accurate** | - separately report academic learning and learning behaviours  
- use varied evidence  
- give greater consideration to recent learning  
- base a grade on individual student achievement |
| **Meaningful** | - plan for assessment and grading based on curricular learning expectations (e.g., categories and indicators, Grades 1-8)  
- gather and document evidence based on curricular learning expectations  
- use collections of evidence to identify the child’s best learning and to support conversations about learning and instruction |
| **Consistent** | - base final grades on common understandings of the curricular expectations, using the indicators as guides e.g., levels of performance, shared samples |

*What are our strengths and possible priority area/s? How will we provide opportunities for shared learning e.g., grade level meetings, cross-grade conversations, divisional sharing, co-teaching, mentoring, etc.*
# Academic Grading Grade 7

## Science

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific inquiry process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design process and problem solving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Grade</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>
Academic Grading

Grade 7 Science

Student__________________ Date_____________

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Knowledge &amp; Und</th>
<th>Scientific Inquiry</th>
<th>Design Process &amp; PS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Points</td>
<td>Score</td>
<td>Points</td>
</tr>
<tr>
<td>a. (5)</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>b. (50)</td>
<td>28</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>c. (10)</td>
<td>10</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>d. (110)</td>
<td>60</td>
<td>48</td>
<td>30</td>
</tr>
<tr>
<td>e. (100)</td>
<td>50</td>
<td>43</td>
<td>30</td>
</tr>
<tr>
<td>f. (4-1 rubric)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>g. (4-1 rubric)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total - points</td>
<td>123</td>
<td>102: 83%</td>
<td>72</td>
</tr>
<tr>
<td>Numerical score (4-1)</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Overall % score</td>
<td></td>
<td>200/245 = 82%</td>
<td></td>
</tr>
</tbody>
</table>
1. **Select** a subject area

2. **Develop a gradebook scenario:** Using the categories and indicators (see Tab 5 Support Document, Appendix beginning on page 41), develop a “gradebook” or documentation scenario for 2-3 students. Use report card codes and scales (numeric or percentages or both), as appropriate. How would you determine a report card grade for each student?

3. **Reflect:** How does documenting the learning in this way differ from more traditional documentation by “homework, quizzes, assignments”? What are some benefits in using this format?
Pilot Team Insights

• Documenting academic learning by subject area categories is paramount for accuracy and readiness for reporting.

• Ensure a good “fit” between categories, indicators and assessment methods. 

Consider: What assessment processes would best fit this category? (more on Day 2)
Reflecting on Grading

What processes might enhance our understanding and application of the grading principles?

- Accurate
- Meaningful
- Consistent

Personalizing the Training
Framework for comment writing:

» Strengths
» Challenges
» Next Steps to improve the learning
Quality criteria for comment writing

**LANGUAGE**

- jargon-free
- respectful and constructive
- brief and concise
- congruent
Quality criteria for comment writing

**STRENGTHS AND LEARNING GOALS**

- unique to the learner
- specific to the level of achievement and categories
- evidence-based
ACTIVITY

In table teams, analyze the sample grades and comments.

Part One...do the report card comments fit the quality criteria?

Part Two...how could the comments be amended to better fit the criteria?

*see Subject Area Indicators in Report Card Support Document

Reflect: What did we learn?
Support Document

Quality Criteria for Comment Writing:
Section 4.6, p. 30

Subject Indicators:
Appendix p. 41
Support Document

• Teacher Comments p. 30
• Preparation and Distribution p. 9
• Reporting Frequency p. 9
• Learning Behaviours p. 13
• Next School Year: Grades 1-8 p. 32
• Appendix
  – Frequently Asked Questions p. 39
  – Planning for Reporting p. 40
  – Category Indicators p. 41
“As a communication tool, the report card should always serve to enhance teaching and learning.”

Personalizing the Training

Reflecting on our Implementation of the Provincial Report Card

What growth or progress are we seeing or have we seen?

What are our strengths? What are our next steps?
Questions

What questions remain?
(Parking lot and generated questions)

Next Steps: Maple and Blog (URL)
“Encouraging Words for the Journey”

from the Pilot Team

**Caring Parents**
The parents care about how their child behaves and how they succeed.

**Communication**
Keep lines of communication open.
Report cards will lead to open dialogue amongst teaching staff.
Report cards promote great conversations with staff.

**Process**
It is okay to learn more about this report card in stages. Prioritize an aspect of the reporting process to focus on...such as writing effective comments, discussing subject categories with a colleague or improving the gradebook.

**Thinking**
We are a product of our thoughts. “Think positive.”
Keep an open mind.
“Encouraging Words for the Journey”

from the Pilot Team

The report cards are not daunting. Sound assessment practices assure us that they are meaningful.

Teacher professional judgement comes from collaborating and discussing student work related to these categories. Collaborate, collaborate, collaborate.

Teamwork makes this process engaging.

Talk to and collaborate with your colleagues.

Seize the opportunity to have deep discussions about learning and teaching practices.

The new report cards provide a wonderful springboard to discuss assessment.

Collaboration is a key component of this process.
“Encouraging Words for the Journey”
from the Pilot Team

**REFLECT**
Implementing the report card is a good opportunity to revisit, renew, re-examine teaching, learning, and assessment practices.

**PATIENCE**
Practice patience.
Image Credits

Cyril Parent, Desktop Publisher, Manitoba Education
Purpose of Today

• To support the implementation of report cards by connecting the categories and indicators to curriculum
• To support school divisions with approaches for implementation
Agenda

• Welcome and Introductions
• Question Activity
• Visible Evidence
• Categories and Indicators
• Subject Area Carousel
• EY MY SY discussions
• Lunch
• Maple
• Personalizing the Planning
Think About

“In many cases of strategizing and planning, we often seek the right answers, but in effect, are we asking the right questions.” R. Canuel
What are some of the crossroads you are facing with this implementation?

In your current role, please generate 3 questions that will encourage reflection about student learning and best practice?

Record your questions on chart paper and post in room.
Visible Evidence

Reporting:
report cards,
conferences,
portfolios, . . .

Grading

Classroom-based assessment

Effective instructional practices

Curriculum expectations

The report card is a visible record of assessment.
Growing in Learning

Communicating about Learning

The report card describes the harvest at one point in time

Grading, Classroom-based assessment, Curriculum expectations, Effective instructional practices

Learner
Introduction to Categories and Indicators

- Each person in the group chooses to read a different subject.
- When finished, provide a brief oral summary to others. Include a key point, interesting idea, new connections, or questions. High School teachers – how are categories organized and why were they chosen? Can this guide high school discussions?
- Share with table
- Each table will share one idea in the large group.
Carousel

✓ Visit all seven centres
✓ View the pictures of practice
✓ Use the guiding questions to focus your observations.

Gallery Walk
Guiding Questions

• What have you observed?
• Based on your observations, what specific evidence could be a powerful tool for teachers?
• How does this connect to what the teachers in your division are already doing?
• What additional tools, resources, and evidence can your teachers contribute to these pictures of practice?
• How will this information help guide conversations for your staff and schools? Next Steps?
Grades 9 - 12

Using the grades 1 - 8 categories and indicators

Where do you find these in the grades 9 – 12 curricula?
How do they apply to grades 9 -12?
How do we lead our high school teachers in a discussion about what students need to:
• Do? Know? Understand?
• What criteria are we using to determine student achievement?
• How can the criteria help us with comment writing?
Lunch
Maple

Manitoba Professional Learning Environment

- View your library: Open your library to review your resources.
- Add a new resource: Find or upload a new resource.
- Create a new Collection: Start adding resources to a new collection.
- View your events: See a list of events you’re attending.

WELCOME TO MAPLE

MAPLE is an online educational community sponsored by Manitoba Education to provide access to resources, professional learning services and opportunities for collaboration and interaction. Membership is only offered to Manitoba educators.
Divisional Planning

• Consider planning options for your school or division (See template, Tab 8 Green Sheet. This is aligned with the Support Document)

• Take the time to go through the report card Support Document and discuss/plan for your local support options

• Consider items from both days

• How might you begin to move forward with Report cards in your division?
Break – 15 Minutes
Planning for Reporting

CATEGORIES

INDICATORS

GATHERED EVIDENCE

GATHERED EVIDENCE

Learning Experiences and Quality Criteria (involving students and teaching teams)

Using the evidence to support and improve learning

Teaching, Learning and Using the Evidence
Closure

- Questions?
- Feedback Sheet at back of binder
- Expense Claim forms
History

• Answering The Challenge
• Early 90’s New Directions
• WNCP (ELA, Math, Social Studies)
• Pan-Canadian (Science)
• Curriculum Frameworks
• Foundation for Implementation
• Standards Tests, EY and MY Assessment
Break – 15 Minutes

Gallery Walk Questions
Question

How will you know when you have successfully implemented the report card?

What will it look like? Sound like? Feel like?
“Encouraging Words for the Journey”
from the Pilot Team

**Caring Parents**
The parents care about how their child behaves and how they succeed.

**Communication**
Keep lines of communication open.
Report cards will lead to open dialogue amongst teaching staff.
Report cards promote great conversations with staff.

**Process**
It is okay to learn more about this report card in stages. Prioritize an aspect of the reporting process to focus on ...such as writing effective comments, discussing subject categories with a colleague or improving the gradebook.

**Thinking**
We are a product of our thoughts. “Think positive.” Keep an open mind.
“Encouraging Words for the Journey”

from the Pilot Team

**COLLABORATION AND CONVERSATION**

The report cards are not daunting. Sound assessment practices assure us that they are meaningful.

Teacher professional judgement comes from collaborating and discussing student work related to these categories. Collaborate, collaborate, collaborate.

Teamwork makes this process engaging.

Talk to and collaborate with your colleagues.

Seize the opportunity to have deep discussions about learning and teaching practices.

The new report cards provide a wonderful springboard to discuss assessment.

Collaboration is a key component of this process.
“Encouraging Words for the Journey”
from the Pilot Team

**REFLECT**
Implementing the report card is a good opportunity to revisit, renew, re-examine teaching, learning, and assessment practices.

**PATIENCE**
Practice patience.