Education Committee Minutes

BRANDON SCHOOL DIVISION
"Accepting the Challenge"

Monday, February 1, 2010 – 1:30 p.m.
Board Room, Administration Office

Present: R. Coey (Chairperson), P. Bartlette, B. Jolly, Dr. D. Michaels
Regrets: G. Buri (Alternate)

1. CALL TO ORDER:

Trustee Coey called the meeting to order at 1:40 p.m.

2. APPROVAL OF AGENDA

The Education Committee Agenda was approved as circulated.

3. COMMITTEE GOVERNANCE GOAL ITEMS

NIL

4. OTHER COMMITTEE GOVERNANCE MATTERS

A) Review of Committee Minutes

The Minutes of the previous meeting were accepted as circulated.

B) Student Assessment, Evaluation and Reporting of Student Learning.

This item was brought forward from the Special Education Committee meetings held December 3, 2009 and January 14, 2010. The Committee reviewed and discussed the requested changes that had been made to the proposed policy. Discussions were held about the possibility of listing all the student's assignments in a subject area. The Steering Committee had advised Senior Administration that listing of assignments would be too cumbersome to include, however, teachers would be requested to make a statement on the report card regarding what assignments were not being completed. Further discussions were held regarding a parent's right to information without needing to ask for same; whether or not the Committee was being too prescriptive in requesting this additional information; accountability on the part of both the student and the teacher; and various teacher management styles. At the request of the Committee Chair, Senior Administration suggested the inclusion of additional wording in the report card which could be included on page 6 of the procedures as follows: "Completion of student assignments and achievement results is to be included by each teacher in each subject area". Further discussions were held regarding the interpretation of this statement and whether or not the statement was in fact necessary. The Committee could not come to an agreement on this matter, thus it was agreed by the Committee to bring the proposed policy, with the additional wording highlighted in bold lettering, to the next Board meeting and to debate the policy as a full Board. (Attached as Appendix "A").

Recommendation:
That Policy and Procedures 4052 – "Assessment, Evaluation and Reporting of Student Learning and Achievement" be approved.

C) MSBA 2010 Premier Awards

The Committee reviewed a number of programs and ideas as possible nominations for the Premier Award for School Board Innovation sponsored by Xerox Canada at the upcoming Manitoba School Boards Association 2010 Annual Conference. Suggestions for nomination included the Learning Through the Arts Program at Alexander School; the proposed Environmental Studies Vocational Course to be implemented at Crocus Plains High School; Multi-aging at Betty Gibson; Assistive Technology at Valleyview; and Literacy Support which would involve a number of schools and a team approach. Discussions were held and it was agreed to recommend the Learning Through the Arts Program at Alexander School for the 2010 Premier Awards. As well it was suggested the Multi-aging at Betty Gibson be brought forth for the 2011 Education Committee to consider for next year's MSBA Conference.

Recommendation:
That the Learning Through the Arts Program at Alexander School be nominated by the Board of Trustees for the Manitoba School Boards Association 2010 Premier Awards.

D) Policy 4044 and Procedures 4044 – Appropriate Educational Programming and the On-Going Development of HALEP

Superintendent, Dr. Michaels, noted this policy was being brought forth for revision to include reference to high ability learners. She confirmed that a full report would be presented to the Committee at their next regular meeting in March, but recommended that the Committee review all of the policy to determine if any other changes were required. Dr. Michaels provided background information regarding the origin of the policy. Discussions were held regarding the need to make appropriate educational programming more inclusive for all students. It was agreed to defer discussions regarding policy and procedures 4044.1 until the next meeting.

E) Trustee Inquiry – Energy Drinks

This item had been referred to the Education Committee from the Regular Board Meeting held December 14, 2009. Trustee Snelling requested that the implementation of the Nutrition Policy be reviewed and discussions held regarding the sale and consumption of Energy Drinks within the school setting. Discussions were held regarding the possibility of reviving the Nutrition Policy Ad-Hoc Committee and preparing a questionnaire which would include the consumption of energy drinks. It was agreed the Nutrition Policy Ad-Hoc Committee be established.

Recommendation
That the Nutrition Policy Ad-Hoc Committee be established and Trustees _____, _____, and _____ be approved to serve as members of the Committee with Trustee _____ serving as an alternative.

5. BRIEFINGS ON DEVELOPMENTS IN EDUCATION

Nil

6. OPERATIONS INFORMATION

The letter from Manitoba Education, Citizenship and Youth dated December 2009 regarding Grade 5 Mathematics: Support Document for Teachers, was received as information,

7. **NEXT REGULAR MEETING: Monday, March 1, 2010, 1:30 – 3:00 p.m., Board Room.**

The meeting adjourned at 3:15 p.m.

Respectfully submitted,

R. Coey, Chair	P. Bartlette
B. Jolly	G. Buri (Alternate)

BRANDON SCHOOL DIVISION
POLICY

Appendix A

POLICY 4052

ASSESSMENT, EVALUATION AND REPORTING OF STUDENT LEARNING AND ACHIEVEMENT

Adopted: Final Draft – October 20, 2009

The Board of Trustees believes that students engaged actively in their learning is the essence of the Brandon School Division's mission of educating the whole child. It is the responsibility of professional educators to assess, evaluate, and report on each student's degree of engagement and resulting learning outcomes. Such assessment, evaluation and reporting is a continuous and fundamental part of the student's learning process.

The Board of Trustees recognizes that such assessment, evaluation and reporting of student learning and achievement must be guided by the core beliefs as expressed in the following professional practices:

- supportive of individual student growth at all times;
- fair and respectful of student dignity;
- positive, encouraging, devoid of punition;
- utilized to inform learning, guide and sensitize teaching and reporting;
- encourages authentic and active student engagement in learning; and
- based on clearly delineated and communicated curricular outcomes.

The data and knowledge rendered and involved in each of assessment, evaluation, and reporting serves to strengthen the teachers' and parents' understanding of the student as a learner with unique talents, strengths and challenges.

Together, the discrete processes of assessment, evaluation, and reporting provide a "picture in time" of the student's competencies in understanding and applying the curricular learning outcomes, both specific and general, as prescribed by the Province of Manitoba.

It is essential and fundamental that assessment, evaluation, and reporting be conducted by the teacher according to the best pedagogical practices of teaching and learning. For this reason the Brandon School Division Instructional Cycle serves as a required grounding for all educators in the assessment, evaluation, and reporting of student learning and achievement. The procedures accompanying this policy illustrate and expand upon the Instructional Cycle to ensure that each educator understands and practices their responsibilities when assessing, evaluating and reporting on each student's learning and achievement.

Inherent in these best pedagogical practices is the understanding and communication of the meaning of the educational concepts involved in student learning and its assessment, evaluation and reporting.

Learning is the individual and social creation of knowledge based on a priori experience and its application in daily living. Learning involves all aspects of the human dimension: cognitive (intellectual), emotional, social, physical, and spiritual. It occurs through several well-established modalities: linguistic, mathematical, spatial, kinesthetic, intra-personal relationships, interpersonal relationships, and creativity.

Assessment of learning is the gathering and analysis of information on each student's learning as they experience interaction with the prescribed curricula as implemented by the teacher. The assessment process provides key indicators of student engagement in understanding and applying ideas, concepts, content and skills to both planned and extended classroom/community experiences.

Evaluation is the process of making judgments and decisions based on the interpretation of the evidence of student learning gathered over time through assessment. Such judgments are made by educators at the end of a school term, semester, year. They represent the educators' best understandings of the degree to which each student has achieved the competencies required and expressed in the specific and general learning outcomes of each specified curricular area and/or subject discipline.

Reporting is the communication of each student's achievement to the students, parent(s)/guardian(s), and others concerned. It occurs both informally as assessment of student learning progresses and formally as evaluation is made of the degree to which such learning meets/reflects curricular requirements. Formal evaluation is provided by written documents, authorized by the Board of Trustees.

The assessment, evaluation and reporting of student learning and achievement involves students, teachers, principals, parents, superintendents and the board of trustees. The specific responsibilities of these roles are as follows:

Students

Students are responsible for:

- their own learning with the expertise, assistance and motivation of their teachers;
- engaging individually and collectively in school/community learning opportunities;
- improving their learning involvement; and
- playing an active role in assessing their own learning.

Teachers

Classroom teachers are responsible for:

- preparing yearly instructional growth plans/course outlines;
- adapting, modifying, personalizing and individualizing instruction to meet learners' needs;

- implementing student assessment, evaluation and reporting requirements in accordance with Provincial regulations and the policies and procedures of Brandon School Division;
- applying meaningful, valid and reliable assessment and evaluation practices in their classrooms; practices based on curricular outcomes;
- determining, through assessment techniques or procedures, the appropriate level of instruction and instructional strategies in respective classes and with individual students;
- maintaining records of information obtained through the assessment of student achievement; and
- reporting to the parent/guardian the progress and achievement of the individual student.

School Principals

School principals, as leaders of learning, are responsible for:

- ensuring that student assessment, evaluation and reporting procedures at the school level are in accordance with Provincial regulations and the policies and procedures of Brandon School Division;
- ensuring that continuous assessment and evaluation of students is conducted and that records of the same are maintained in the established/required manner;
- providing leadership for effective collaboration among teachers and parents/guardians in the implementation of assessment, evaluation and reporting practices;
- placement and grade promotion, and the granting of credits at Grades 9 to 12 in accordance with the Public Schools Act regulations;
- providing support for professional development opportunities designed to strengthen assessment, evaluation and reporting competencies of school staff;
- providing appropriate information to parents/guardians and other community members that will assist them in becoming full and active educational partners; and
- reviewing teachers' yearly instructional growth plans/course outlines.

Parents/Guardians

Parents/guardians are responsible for:

- providing a positive and supportive learning environment at home;
- becoming informed about what the students are expected to learn, and actively supporting student experiences;
- working collaboratively with their children, teachers, and the school in monitoring student progress; and
- providing the classroom teacher(s) with pertinent information about their child to enhance the teaching and learning process.

Superintendent of Schools/CEO
The Superintendent of Schools/CEO is responsible for:

- implementing Board policy and procedures on assessment, evaluation and reporting of student learning and achievement;
- monitoring Board policy and procedures at the local school level to ensure compliance; and
- ensuring that required changes to Board policy and procedures are brought forward to Divisional staff and the Board.

Board of Trustees
The Board of Trustees is responsible for:

- establishing Divisional policy and procedures that promote best educational practices in collecting, analyzing, interpreting, and reporting information on student learning and achievement; and
- monitoring student achievement kindergarten to grade 12 (K-12) through various reports brought forward by the Superintendent of Schools/CEO.

While the delineation of these responsibilities is provided as specific to given roles it is important that teachers, principals, parents, superintendent, board of trustees work together from a collective mission and towards a collective vision: the active, enthusiastic engagement of each student in their own learning with the broad outcomes resulting in positive, productive, contributing, well educated individuals and members of our democratic society.

BRANDON SCHOOL DIVISION
POLICY

"Accepting the Challenge"

Final Draft

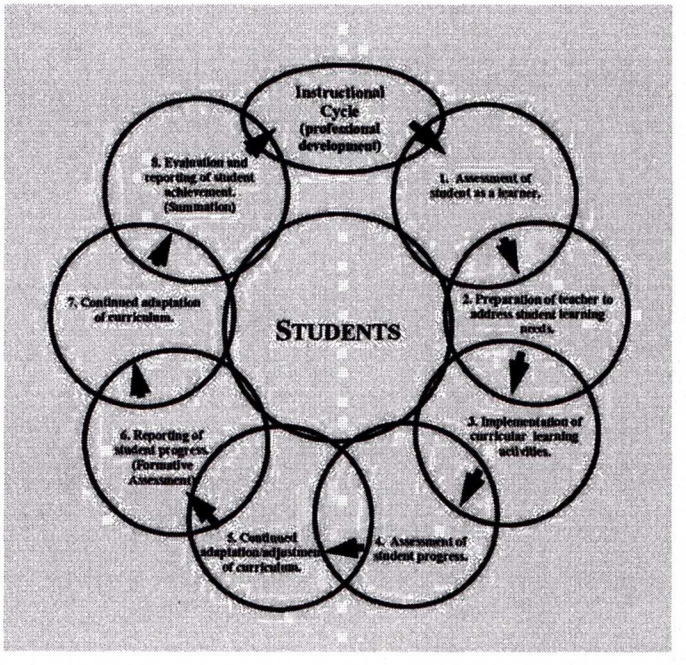
PROCEDURES 4052

ASSESSMENT, EVALUATION AND REPORTING OF STUDENT LEARNING AND ACHIEVEMENT

Adopted: Final Draft – October 20, 2009

The procedures outline the best practices required for and associated with the implementation of Policy 4052: *Assessment, Evaluation and Reporting of Student Learning and Achievement*. They are organized into four sections: background, assessment, evaluation, reporting.

I. Background – Relationship of Assessment, Evaluation, Reporting to Instructional Cycle



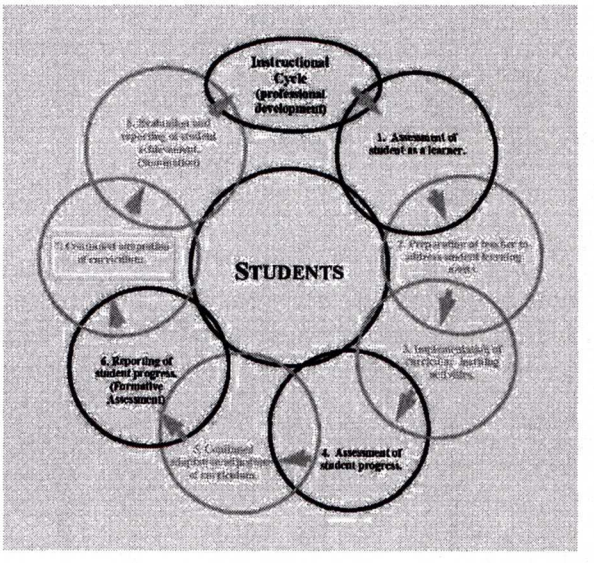
As noted in the Policy statement "the Brandon School Division Instructional Cycle serves as a required grounding for all educators in the assessment, evaluation and reporting of student learning and achievement", the Instructional Cycle illustrates the relationship amongst the interdependent components of the pedagogical process in the classroom. The cycle ensures that the assessment of each student's readiness to learn specific knowledge, skills and attitudes becomes integral to the teacher's decisions about rate,

pace, strategies, and curriculum focus and content. The teacher's decisions on instruction will be continuously informed by formative summative assessments and evaluation. The Instructional cycle focuses on fostering genuine developmental change in our students' learning. Effective pedagogical practice must include all parts of the process.

The major components of the Instructional Cycle are:

1. Initial assessment of learner needs.
2. Implementation of curriculum to meet learner needs.
3. Formative assessment for continual adaptation of instruction.
4. Evaluation of student achievement vis-à-vis curricular standards.

II. Assessment Components of Instructional Cycle Circles 1, 4, 6: Formative Assessment (FOR and OF LEARNING)



Formative assessment is the gathering and analysis of information about students – their preparedness, readiness, and progress in the learning process. Inherent in the process is communication with the student and parent/guardian about the student's progress as a learner.

This process helps to develop a picture of the student's progress and informs teacher decisions about the next steps to take in the teaching of the students.

Formative assessment utilizes a variety of formats and tools, such as feedback comments on daily classroom work, observations, unit tests, quizzes and student self-assessment.

Formative assessment can perform a diagnostic function. **Diagnostic assessment** explores skill and ability levels to probe the underlying factors that affect learning. The results are used to plan further learning activities designed to meet the needs of students. Diagnostic assessments probe the underlying causes of student learning difficulties. This information is important to developing and implementing individual education plans in collaboration with other teachers and parents to guide and improve student learning.

A. Circle 1: All effective teaching to foster and facilitate productive student engagement in learning requires planning based on a comprehensive assessment of the students' initial learning conditions and degree of readiness to undertake the required curricular studies. At the beginning of the school year, term or unit, teachers are required to utilize various formative assessment tools to determine the student's readiness to learn in a given area.

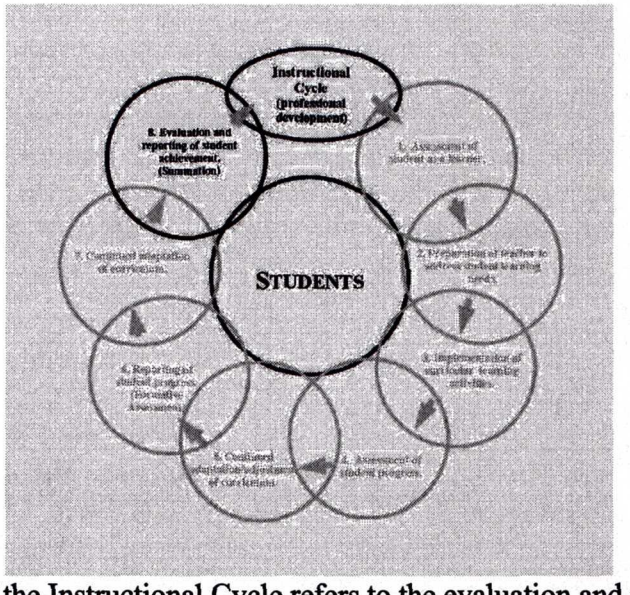
At the beginning of the school year (September) Division-wide summative assessments are administered to all students entering grades 5, 7, 9 in the areas of English Language Arts and Mathematics. The purpose of these assessment are to ascertain the students' readiness for curricular study at the grades 5, 7, 9 level.

A Provincial assessment of all students entering grade 3 is administered in October for a formative assessment purpose.

B. Circles 4 and 6: The assessment practices represented in circles 4 and 6 are those associated with each student's progress in the learning process. As the student experiences learning situations and opportunities teachers are required to assess his/her progress and to incorporate the formative results into the teacher process. It is essential for teachers to guide students to work towards the mastery of competencies in the areas of skills and concepts.

Circle 6 of this Instructional Cycle references "reporting of student progress – formative assessment". Such reporting is to occur through regular communication with students and parents during the course of the instructional process and at established mid-term reporting periods. Such are set in the annual school calendar for both elementary and senior high schools.

III. Evaluation Component of Instructional Cycle: Summative Assessment (OF LEARNING)



A. Circle 8 of the Instructional Cycle refers to the evaluation and reporting of student achievement. Evaluation requires teachers to make judgments and decisions

regarding student learning based on the interpretation of formative assessment evidence gathered throughout the defined curricular period. Each students' performance is compared to the intended results.

B. In grades K-12 evaluation is based on the degree to which the student has mastered the required curricular learning outcomes, general and specific. Such mastery is demonstrated through acquired knowledge, skills and attitudes and assessed over a given period of time. Student mastery is measured against the criteria of each curricular area.

   Formative assessment culminate in a summative assessment or evaluation.

C. In grade K-8 the student's learning and achievement is evaluated according to the required curricular learning outcomes and expressed in descriptors on the report cards (see Part IV: Reporting).

D. In grades 9-12 the student's learning and achievement is evaluated according to required curricular outcomes. In addition to the culmination of the formative assessments and year end/term end projects and assessments, students write school-based examinations and Grade 12 Provincial Standards Tests in English Language Arts, Mathematics. Both Standards Tests are written in the English and French Languages according to the student's program of studies. In grade 12 the results of the Provincial Standards Tests constitute 30% of the student's final mark.

E. In grades 9-11 students write school-based examinations which constitute a portion of the final mark assigned in the areas of English, Mathematics, Sciences.

F. In grades 9-12 the evaluation is expressed as a percentage mark out of a possible 100%. Punctuality, attendance, attitude, behaviour, and effort are not calculated into the mark. They are commented upon separately.

   Participation may be incorporated into marks only when it is a curricular outcome authorized by Manitoba Education. Within each senior high school and across the three high schools comparable assessment measures are to be used in the same grade and course.

G. **Guidelines for Exemptions from Kindergarten to Grade 12 School-based, Divisional, Provincial and National/International Standards Tests**

   The following students may be exempted from standards tests:
   1. Those requiring significant modifications to grade level materials due to learning difficulties and having an Individual Education Plan (IEP). This includes K-8 Learning Assistance Classes (LAC) and Grades 9-12 Modified ("M" designated) courses.
   2. Those who are three or more years delayed in meeting the curricular outcomes for their age appropriate grade level. The students must have documented assessment data and an IEP to address the learning needs.

3. Those whose emotional or psychological state would likely be detrimentally affected by writing a formal test. Such cases should be supported by medical and/or clinical evidence and should be determined on an individual student basis and on a test-by-test basis as a collaborative decision involving the teacher, principal, student and parent(s)/guardian(s).
4. Those EAL students who do not have sufficient language skills to achieve 50% or more of the curricular outcomes at the level being tested.

IV. Reporting

A. Reporting on each student's progress and achievement as a learner is integral to the assessment and evaluation process. While being a separate activity it provides essential communication to the student, parent and teacher. Two key guiding principles of reporting are to be noted and implemented:
   1. Academic progress and achievement in accordance with curricular learning outcomes in each subject area or course.
   2. Attitude towards learning, behaviour, punctuality, attendance, work habits, social responsibilities are to be commented upon in an accurate, objective manner.

   Both formative and summative assessment, i.e. evaluation, have reporting protocols. The nature of the protocol depends on the purpose of the reporting. Formative assessment is generally communicated through a variety of methods including parent/teacher discussions (with students, as determined), written reports, school-based meetings.

B. Reporting Procedures

   1. Senior high schools (9-12): mid-term reports are standard issue format with teachers providing additional information/comments as necessary. At semester end the same standard format is issued. It provides a summative percentage per subject as Manitoba Education requires such for student records. Comments are given to accompany the marks.

   2. Elementary schools (K-8): there are three formal Divisional reporting periods (November, March, June). A written report is issued by the classroom teacher and signed by the school principal. The report is a Division-wide format. Please see Appendix A.

      On this Divisional format <u>performance indicators</u> are used to report on the learning and achievement of each student. The indicators communicate the degree to which the student is meeting grade-level learning outcomes/ expectations.

      - M – meeting grade-level expectations
        "Student consistently demonstrates required learning."

      - A – approaching grade-level expectations
        "Student is progressing towards consistent demonstration of required learning."

- N – not meeting grade-level expectations
  "Student does not demonstrate required learning."

- E – exceeding grade-level expectations
  "Student consistently demonstrates learning that is beyond what is required. This indicator is not applicable in all areas."

- ☐ - not yet covered

- **Completion of student assignments and achievement results is to be included by each teacher in each subject area.**

References:

- *Communicating and Reporting on Student Achievement*, MECY, 2007
- *Rethinking Classroom Assessment with Purpose in Mind*, MECY, 2006
- *Reporting on Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement with School in the Middle Years*, MECY, 2005

School logo

SCHOOL NAME
School Address
Community, Manitoba R?X ?X?
204.???.????

GRADE 5

2009-2010

Student: _____

MET #: _____

Teacher: _____

Principal: _____

Program	
	Regular
	Accommodations and Adaptations
	Other (e.g., IEP)

ATTENDANCE

	Days School Open	Days Absent	Lates
Term 1			
Term 2			
Term 3			

Student achievement is reported in relation to curricular outcomes.	
M	**Meeting grade-level expectations** **student consistently demonstrates required learning*
A	**Approaching grade-level expectations** **student is progressing towards consistent demonstration of required learning*
N	**Not meeting grade-level expectations** **student does not demonstrate required learning*
E	**Exceeding grade-level expectations** **student consistently demonstrates learning that is beyond what is required* **this indicator is not applicable in all areas*
-	**Not evaluated at this time**

RESPONSIBILITY FOR LEARNING	***Term 1***	***Term 2***	***Term 3***
Makes productive use of class time			
Seeks assistance when appropriate/necessary			
Completes quality work according to set criteria			
Shows accountability through completion of assigned tasks			
SOCIAL RESPONSIBILITY			
Displays the personal attributes of honesty, respect, fairness, and compassion			
Displays the personal skills of patience and the ability to problem solve in a positive manner			
Displays the cooperation skills of democratic participation and responsibility			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ENGLISH LANGUAGE ARTS	***Term 1***	***Term 2***	***Term 3***
Writing			
- generates and selects appropriate ideas for the writing task			
- organizes ideas to support reader understanding			
- uses a variety of words accurately to enhance meaning			
- conveys strong voice that is suitable to the writing task			
- composes fluent sentences (through variety, length, transitions)			
- uses appropriate conventions (spelling, grammar, punctuation, and capitalization) to make meaning clear			
Reading			
- comprehends a variety of texts			
- responds personally and critically to a variety of texts			
- reads with fluency and expression			
Speaking			
- clearly communicates thoughts and ideas			
Representing			
- conveys ideas in a variety of visual ways			
Listening			
- listens for meaning			
Viewing			
- understands a variety of visual information			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SOCIAL STUDIES	***Term 1***	***Term 2***	***Term 3***
Demonstrates an understanding of unit concepts			
Uses the research process to analyze, interpret, and evaluate information and ideas			
Communicates information in a variety of ways (e.g., presentations, projects, reports)			
Demonstrates an awareness of the concept of democratic citizenship			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

MATHEMATICS	***Term 1***	***Term 2***	***Term 3***
Represents and demonstrates understanding of place value.			
Demonstrates an understanding of fraction.			
Applies the four operations and estimations skills to whole numbers and decimals (+, -, x,÷)			
Solves equations using symbols or letters.			
Describes, predicts, and extends patterns to solve problems.			
Understands and represents appropriate units of measurement to solve problems (length, volume, perimeter, area).			
Uses geometric terms to describe objects and shapes.			
Constructs, labels, and interprets graphs.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SCIENCE	***Term 1***	***Term 2***	***Term 3***
Understands concepts, facts, and vocabulary			
Follows scientific inquiry process (e.g., labs, experiments)			
Follows research/design process (e.g., construction projects)			
Understands and practices safety (e.g., symbols and procedures)			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

BASIC FRENCH	***Term 1***	***Term 2***	***Term 3***
Demonstrates an understanding of oral and written French			
Participates in French interactive activities			
Identifies elements of Francophone culture			
Applies language learning strategies			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ART	***Term 1***	***Term 2***	***Term 3***
Outcome			
Outcome			
Outcome			
Outcome			
Outcome			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

MUSIC	***Term 1***	***Term 2***	***Term 3***
Performance Skills			
instruments (proper playing technique, beat, rhythm, ensemble playing)			
recorder (fingering, articulation, rhythm, tone)			
movement (beat, sequencing skills, vocabulary)			
Musical Literacy			
rhythmic			
melodic			
Creative Expression			
interprets, performs, and shares own and others' music, develops ideas into music			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

PHYSICAL/HEALTH EDUCATION	***Term 1***	***Term 2***	***Term 3***
Movement • demonstrates competency in selected movement skills • demonstrates knowledge of movement activities • demonstrates the ability to adapt different learning experiences to different environments and cultures			
Fitness Management • demonstrates the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being			
Safety • demonstrates safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living			
Personal and Social Management • progresses in understanding decision making skills in personal health • demonstrates the ability to work cooperatively and fairly with others • attempts to build positive relationships with others			
Healthy Lifestyle Practices • demonstrates the ability to make informed decisions for healthy living relating to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

Term 1		
Teacher	Parent	Principal
Term 2		
Teacher	Parent	Principal
Term 3		
Teacher	Parent	Principal

This is to certify that _____ has _____ the course of studies for Grade 5, and has been _____ Grade 6.

_____ _____

Homeroom Teacher ***Principal***

School logo

SCHOOL NAME
School Address
Community, Manitoba R?X ?X?
204.???.????

GRADE 6

2007-2008

Student: _____

MET #: _____

Teacher: _____

Principal: _____

	Program
	Regular
	Accommodations and Adaptations
	Other (e.g., IEP)

ATTENDANCE

	Days School Open	Days Absent	Lates
Term 1			
Term 2			
Term 3			

Student achievement is reported in relation to curricular outcomes.	
M	**Meeting grade-level expectations** **student consistently demonstrates required learning*
A	**Approaching grade-level expectations** **student is progressing towards consistent demonstration of required learning*
N	**Not meeting grade-level expectations** **student does not demonstrate required learning*
E	**Exceeding grade-level expectations** **student consistently demonstrates learning that is beyond what is required* **this indicator is not applicable in all areas*
-	**Not evaluated at this time**

RESPONSIBILITY FOR LEARNING	***Term 1***	***Term 2***	***Term 3***
Makes productive use of class time			
Seeks assistance when appropriate/necessary			
Completes quality work according to set criteria			
Shows accountability through completion of assigned tasks			
SOCIAL RESPONSIBILITY			
Displays the personal attributes of honesty, respect, fairness, and compassion			
Displays the personal skills of patience and the ability to problem solve in a positive manner			
Displays the cooperation skills of democratic participation and responsibility			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ENGLISH LANGUAGE ARTS	***Term 1***	***Term 2***	***Term 3***
Writing			
- generates and selects appropriate ideas for the writing task			
- organizes ideas to support reader understanding			
- uses a variety of words accurately to enhance meaning			
- conveys strong voice that is suitable to the writing task			
- composes fluent sentences (through variety, length, transitions)			
- uses appropriate conventions (spelling, grammar, punctuation, and capitalization) to make meaning clear			
Reading			
- comprehends a variety of texts			
- responds personally and critically to a variety of texts			
- reads with fluency and expression			
Speaking			
- clearly communicates thoughts and ideas			
Representing			
- conveys ideas in a variety of visual ways			
Listening			
- listens for meaning			
Viewing			
- understands a variety of visual information			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SOCIAL STUDIES	***Term 1***	***Term 2***	***Term 3***
Demonstrates an understanding of unit concepts			
Uses the research process to analyze, interpret, and evaluate information and ideas			
Communicates information in a variety of ways (e.g., presentations, projects, reports)			
Demonstrates an awareness of the concept of democratic citizenship			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

MATHEMATICS	***Term 1***	***Term 2***	***Term 3***
Reads and represents numbers from thousandths to billions.			
Applies the four operations and estimation skills to whole numbers and decimals.			
Compares fractions, decimals, percents, and ratios.			
Demonstrates accurate recall of the basic facts.			
Describes, predicts, and extends patterns to solve problems (finds a rule for a given pattern).			
Demonstrates that an equation is balanced.			
Estimates, classifies, and measures angles.			
Constructs and compares various triangles.			
Uses a formula to find perimeter, area, and volume.			
Constructs, labels, and interprets line graphs.			
Predicts the possible outcomes of a probability experiment and explain the results.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SCIENCE	***Term 1***	***Term 2***	***Term 3***
Understands concepts, facts, and vocabulary			
Follows scientific inquiry process (e.g., labs, experiments)			
Follows research/design process (e.g., construction projects)			
Understands and practices safety (e.g., symbols and procedures)			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

BASIC FRENCH	***Term 1***	***Term 2***	***Term 3***
Demonstrates an understanding of oral and written French			
Participates in French interactive activities			
Identifies elements of Francophone culture			
Applies language learning strategies			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ART	***Term 1***	***Term 2***	***Term 3***
Outcome			
Outcome			
Outcome			
Outcome			
Outcome			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

MUSIC	***Term 1***	***Term 2***	***Term 3***
Performance Skills			
instruments (proper playing technique, beat, rhythm, ensemble playing)			
recorder (fingering, articulation, rhythm, tone)			
movement (beat, sequencing skills, vocabulary)			
Musical Literacy			
rhythmic			
melodic			
Creative Expression			
interprets, performs, and shares own and others' music, develops ideas into music			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

PHYSICAL/HEALTH EDUCATION	***Term 1***	***Term 2***	***Term 3***
Movement • demonstrates competency in selected movement skills • demonstrates knowledge of movement activities • demonstrates the ability to adapt different learning experiences to different environments and cultures			
Fitness Management • demonstrates the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being			
Safety • demonstrates safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living			
Personal and Social Management • progresses in understanding decision making skills in personal health • demonstrates the ability to work cooperatively and fairly with others • attempts to build positive relationships with others			
Healthy Lifestyle Practices • demonstrates the ability to make informed decisions for healthy living relating to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

Term 1		
Teacher	Parent	Principal
Term 2		
Teacher	Parent	Principal
Term 3		
Teacher	Parent	Principal

This is to certify that _____ has _____ the course of studies for Grade 6, and has been _____ Grade 7.

_____ _____

Homeroom Teacher ***Principal***

School logo

SCHOOL NAME
School Address
Community, Manitoba R?X ?X?
204.???.????

GRADE 7

2007-2008

Student: _____

MET #: _____

Teacher: _____

Principal: _____

Program	
	Regular
	Accommodations and Adaptations
	Other (e.g., IEP)

ATTENDANCE

	Days School Open	Days Absent	Lates
Term 1			
Term 2			
Term 3			

Student achievement is reported in relation to curricular outcomes.	
M	**Meeting grade-level expectations** **student consistently demonstrates required learning*
A	**Approaching grade-level expectations** **student is progressing towards consistent demonstration of required learning*
N	**Not meeting grade-level expectations** **student does not demonstrate required learning*
E	**Exceeding grade-level expectations** **student consistently demonstrates learning that is beyond what is required* **this indicator is not applicable in all areas*
-	**Not evaluated at this time**

RESPONSIBILITY FOR LEARNING	***Term 1***	***Term 2***	***Term 3***
Makes productive use of class time			
Seeks assistance when appropriate/necessary			
Completes quality work according to set criteria			
Shows accountability through completion of assigned tasks			
SOCIAL RESPONSIBILITY			
Displays the personal attributes of honesty, respect, fairness, and compassion			
Displays the personal skills of patience and the ability to problem solve in a positive manner			
Displays the cooperation skills of democratic participation and responsibility			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ENGLISH LANGUAGE ARTS	***Term 1***	***Term 2***	***Term 3***
Writing			
- generates and selects appropriate ideas for the writing task			
- organizes ideas to support reader understanding			
- uses a variety of words accurately to enhance meaning			
- conveys strong voice that is suitable to the writing task			
- composes fluent sentences (through variety, length, transitions)			
- uses appropriate conventions (spelling, grammar, punctuation, and capitalization) to make meaning clear			
Reading			
- comprehends a variety of texts			
- responds personally and critically to a variety of texts			
- reads with fluency and expression			
Speaking			
- clearly communicates thoughts and ideas			
Representing			
- conveys ideas in a variety of visual ways			
Listening			
- listens for meaning			
Viewing			
- understands a variety of visual information			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SOCIAL STUDIES	***Term 1***	***Term 2***	***Term 3***
Demonstrates an understanding of unit concepts			
Uses the research process to analyze, interpret, and evaluate information and ideas			
Communicates information in a variety of ways (e.g., presentations, projects, reports)			
Demonstrates an awareness of the concept of democratic citizenship			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

MATHEMATICS	***Term 1***	***Term 2***	***Term 3***
Understands and uses divisibility rules.			
Adds and subtracts fractions.			
Adds and subtracts integers.			
Compares and orders decimals and fractions.			
Analyzes, creates, and explains patterns using tables and graphs.			
Understands and solves linear equations (e.g., 2n+1=3)			
Uses appropriate formulas to solve problems for circles, triangles, and parallelograms.			
Identifies and plots points in all four quadrants of a graph.			
Finds mean, median, mode, and range.			
Uses estimation and a variety of strategies to solve mental math and problem solving.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SCIENCE	***Term 1***	***Term 2***	***Term 3***
Understands concepts, facts, and vocabulary			
Follows scientific inquiry process (e.g., labs, experiments)			
Follows research/design process (e.g., construction projects)			
Understands and practices safety (e.g., symbols and procedures)			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

BASIC FRENCH	***Term 1***	***Term 2***	***Term 3***
Demonstrates an understanding of oral French			
Uses oral language effectively			
Comprehends a variety of texts			
Uses appropriate vocabulary and grammar in written work			
Identifies elements of Francophone culture			
Applies language learning strategies			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SCHOOL BASED PROGRAM (E.g. Language Arts Enrichment)	***Term 1***	***Term 2***	***Term 3***
Outcome			
Outcome			
Outcome			
Outcome			
Outcome			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ART	***Term 1***	***Term 2***	***Term 3***
Outcome			
Outcome			
Outcome			
Outcome			
Outcome			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

PHYSICAL/HEALTH EDUCATION	***Term 1***	***Term 2***	***Term 3***
Movement • demonstrates competency in selected movement skills • demonstrates knowledge of movement activities • demonstrates the ability to adapt different learning experiences to different environments and cultures			
Fitness Management • demonstrates the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being			
Safety • demonstrates safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living			
Personal and Social Management • progresses in understanding decision making skills in personal health • demonstrates the ability to work cooperatively and fairly with others • attempts to build positive relationships with others			
Healthy Lifestyle Practices • demonstrates the ability to make informed decisions for healthy living relating to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

HOME ECONOMICS	***Term 1***	***Term 2***	***Term 3***
Selects appropriate equipment for lab work			
Demonstrates proper use of equipment			
Uses class time effectively			
Follows project plans independently			
Completes required projects successfully			
Clothing and Textiles			
Foods and Nutrition			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

BAND	***Term 1***	***Term 2***	***Term 3***
Literacy - Student has the ability to read and write basic music notation and has an understanding of historical events affecting and affected by music.			
Fundamentals - Student demonstrates physical skills on the instrument (i.e. tone, articulation, holding position, etc) appropriate to grade level.			
Applied - Student is able to apply music reading skills and physical playing skills successfully in the performance of music studied in class.			
Affective Skills – Student demonstrates a commitment to musical growth characterized by regular participation in class, efficient practice habits and adherence to rehearsal practices.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

Term 1		
Teacher	Parent	Principal
Term 2		
Teacher	Parent	Principal
Term 3		
Teacher	Parent	Principal

This is to certify that _____ has _____ the course of studies for Grade 7, and has been _____ Grade 8.

Homeroom Teacher	***Principal***

School logo

SCHOOL NAME

School Address
Community, Manitoba R?X ?X?
204.???.????

GRADE 8

2007-2008

Student: _____

MET #: _____

Teacher: _____

Principal: _____

Program	
	Regular
	Accommodations and Adaptations
	Other (e.g., IEP)

ATTENDANCE

	Days School Open	Days Absent	Lates
Term 1			
Term 2			
Term 3			

Student achievement is reported in relation to curricular outcomes.	
M	**Meeting grade-level expectations** **student consistently demonstrates required learning*
A	**Approaching grade-level expectations** **student is progressing towards consistent demonstration of required learning*
N	**Not meeting grade-level expectations** **student does not demonstrate required learning*
E	**Exceeding grade-level expectations** **student consistently demonstrates learning that is beyond what is required* **this indicator is not applicable in all areas*
-	**Not evaluated at this time**

RESPONSIBILITY FOR LEARNING	***Term 1***	***Term 2***	***Term 3***
Makes productive use of class time			
Seeks assistance when appropriate/necessary			
Completes quality work according to set criteria			
Shows accountability through completion of assigned tasks			
SOCIAL RESPONSIBILITY			
Displays the personal attributes of honesty, respect, fairness, and compassion			
Displays the personal skills of patience and the ability to problem solve in a positive manner			
Displays the cooperation skills of democratic participation and responsibility			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ENGLISH LANGUAGE ARTS	***Term 1***	***Term 2***	***Term 3***
Writing			
- generates and selects appropriate ideas for the writing task			
- organizes ideas to support reader understanding			
- uses a variety of words accurately to enhance meaning			
- conveys strong voice that is suitable to the writing task			
- composes fluent sentences (through variety, length, transitions)			
- uses appropriate conventions (spelling, grammar, punctuation, and capitalization) to make meaning clear			
Reading			
- comprehends a variety of texts			
- responds personally and critically to a variety of texts			
- reads with fluency and expression			
Speaking			
- clearly communicates thoughts and ideas			
Representing			
- conveys ideas in a variety of visual ways			
Listening			
- listens for meaning			
Viewing			
- understands a variety of visual information			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SOCIAL STUDIES	***Term 1***	***Term 2***	***Term 3***
Demonstrates an understanding of unit concepts			
Uses the research process to analyze, interpret, and evaluate information and ideas			
Communicates information in a variety of ways (e.g., presentations, projects, reports)			
Demonstrates an awareness of the concept of democratic citizenship			

Term 1 Comments

Term 2 Comments

Term 3 Comments

MATHEMATICS	***Term 1***	***Term 2***	***Term 3***
Calculates percent.			
Multiplies and divides fractions.			
Multiplies and divides integers.			
Understands ratio and rates.			
Solves for unknown variables (using two or more steps).			
Generates and plots relations.			
Uses math formulas to solve shape problems.			
Identifies features of 2D and 3D shapes.			
Constructs graphs and charts.			
Interprets graphs and charts.			
Solves probability problems.			

Term 1 Comments

Term 2 Comments

Term 3 Comments

SCIENCE	***Term 1***	***Term 2***	***Term 3***
Understands concepts, facts, and vocabulary			
Follows scientific inquiry process (e.g., labs, experiments)			
Follows research/design process (e.g., construction projects)			
Understands and practices safety (e.g., symbols and procedures)			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

BASIC FRENCH	***Term 1***	***Term 2***	***Term 3***
Demonstrates an understanding of oral French			
Uses oral language effectively			
Comprehends a variety of texts			
Uses appropriate vocabulary and grammar in written work			
Identifies elements of Francophone culture			
Applies language learning strategies			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SCHOOL BASED PROGRAM (E.g. Language Arts Enrichment)	***Term 1***	***Term 2***	***Term 3***
Outcome			
Outcome			
Outcome			
Outcome			
Outcome			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ART	***Term 1***	***Term 2***	***Term 3***
Outcome			
Outcome			
Outcome			
Outcome			
Outcome			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

PHYSICAL/HEALTH EDUCATION	***Term 1***	***Term 2***	***Term 3***
Movement • demonstrates competency in selected movement skills • demonstrates knowledge of movement activities • demonstrates the ability to adapt different learning experiences to different environments and cultures			
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Safety • demonstrates safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living			
Personal and Social Management • progresses in understanding decision making skills in personal health • demonstrates the ability to work cooperatively and fairly with others • attempts to build positive relationships with others			
Healthy Lifestyle Practices • demonstrates the ability to make informed decisions for healthy living relating to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

INDUSTRIAL ARTS	***Term 1***	***Term 2***	***Term 3***
Demonstrates the appropriate use of safety equipment and procedures.			
Demonstrates the proper use of hand and power tools.			
Demonstrates ability to measure accurately and use appropriate layout skills.			
Interprets and follows project plans of procedure accurately.			
Accurately completes the required assignments and projects.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

BAND	***Term 1***	***Term 2***	***Term 3***
Literacy - Student has the ability to read and write basic music notation and has an understanding of historical events affecting and affected by music.			
Fundamentals - Student demonstrates physical skills on the instrument (i.e. tone, articulation, holding position, etc) appropriate to grade level.			
Applied - Student is able to apply music reading skills and physical playing skills successfully in the performance of music studied in class.			
Affective Skills – Student demonstrates a commitment to musical growth characterized by regular participation in class, efficient practice habits and adherence to rehearsal practices.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

Term 1		
Teacher	Parent	Principal
Term 2		
Teacher	Parent	Principal
Term 3		
Teacher	Parent	Principal

This is to certify that _____ has _____ the course of studies for Grade 8, and has been _____ Senior 1.

_____ _____

Homeroom Teacher ***Principal***

Definition of Terms

Adapted programming: Intended for those students whose learning needs warrant changes to the teaching process, materials and/or student product to help them achieve the expected learning outcomes of the curricula.

Assessment: The gathering and analysis of information about students to make informed educational decisions.

Authentic assessment: Assessment involves tasks that are worthwhile, significant, meaningful, and which are as close as possible to real-life settings or context.

Benchmark: Clear description of a specific level of performance expected of a student at a particular age, grade, or developmental level.

Criterion: The standard against which performance is measured.

Criterion-referenced: Judgment of performance against a previously agreed upon standard.

Diagnostic assessment: Explores skills and ability levels to probe the underlying factors that affect learning.

Evaluation: The process of making judgments and decisions based on the interpretation of evidence of student learning gathered through assessment.

Final grade: The standing a student receives in a subject or course at the end of the semester or school year.

Formative assessment: The gathering of information on student learning throughout the instructional cycle to improve teaching and learning.

Grading: A descriptor comparing student performance to expected learning outcomes.

Individualized programming: Intended for students whose cognitive challenges require significant changes to programming such that they are not evaluated by the standards of the regular curricula.

Learning outcome: A general statement which describes an observable, expected results by which a student demonstrates knowledge, skills, or attitude.

Learner profile: A cumulative record of student achievement represented by a range of interpreted information, such as reading, writing, and mathematics assessment and/or continua.

Appendix B

Modified programming: Intended for those students with special needs whose cognitive challenges require modifications in curriculum goals, objectives, or outcomes of 50 per cent or more to accommodate their special learning requirements.

Norm-referenced: Student performance as compared to the norm.

Norm: The average level of performance of a group.

Objective: A specific statement of intent.

Peer assessment: A reflective practice in which students make observations about the performance of their peers based on a set of criteria.

Performance assessment: The assessment of how well a student performs a practice behaviour.

Portfolio: A purposeful collection of student work that shows the student's efforts, progress or achievement over time.

Provincial Standard: Description of the expected level of student performance mandated by Manitoba Education in relation to grade and subject specific outcomes.

Provincial Standards Testing: An assessment that compares individual student performance in relation to expected curricular outcomes.

Regular programming: Intended for all students other than those whose programs are adapted, modified or individualized.

Reliability: The degree to which assessment results are stable over time and consistent between raters.

Reporting: Communicating progress or achievement to the student, parent(s)/guardian(s), and others.

Rubric: A scale of descriptors used to evaluate student work.

Self assessment: A student reflects on personal performance relative to a set criterion.

Summative assessment: The gathering of information on student learning at the end of the instructional cycle designed to measure student achievement based on curricular outcomes and to improve teaching and learning.

Support services: Services provided to the classroom through school-based, Divisional, and community-based resources.

Validity: The degree to which an assessment tool measures what it is intended to measure.