

# **Grade 4 Report Card Guidelines & Rubrics**

## **Introduction:**

The following definitions are from various documents published by *Manitoba Education, Citizenship and Youth (MECY)*. The documents can be obtained through the MECY or can be found on the MECY website. These definitions are the ones that apply especially when determining if a student is to be on an adapted, modified, or individualized program.

## **Definitions:**

“**Assessment** is defined as the systematic process of gathering information about what a student knows, is able to do, and is learning to do.”

**Evaluation** is the process of interpreting assessment information, determining to what extent students have obtained the prescribed outcomes and standards, and identifying what knowledge and skills still need to be learned. The quality and merit of a student response, product, or performance is judged using predetermined criteria. Evaluations should be based on many kinds of assessment information.

**Reporting** is the process of summarizing and clearly communicating the information collected through assessment and evaluation to students, parents, and administrators. Reporting may take various forms and may be conducted formally or informally. Through the process of reporting, teachers, parents, students, and administrators are encouraged to discuss a student’s performance and identify strategies for future progress and achievement.” (p. 5, *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents*. Manitoba Education and Training, 1997.)

“Reports on student progress and achievement should contain at least two separate components:

- Information that indicates academic progress and achievement for each course or subject area (separate from and not reflective of punctuality, attitude, behaviour, effort, attendance, and work habits); this information may include marks
- Anecdotal comments or checklists that describe aspects such as attitude, behaviour, punctuality, attendance, and work habits written in an objective, accurate way; this information should not be reported as marks” (p. 13, *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents*. Manitoba Education and Training, 1997.)

“Separate information on student achievement from information on aptitude, effort, and attitude when recording and reporting student performance. Achievement should be assessed by aligning curricular outcomes with sound assessment tools, evaluation strategies, and recording methods. Measuring aptitude, effort and attitude separate from achievement provides a clearer profile of student learning.” (p. 14, *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents*. Manitoba Education and Training, 1997.)

## *Summary of Programming Options*

**Note:** the following definitions are quoted and adapted from:  
Manitoba Education, Citizenship and Youth. *Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder*, 2005. (Chapter 3, p.4)

### **Provincial Curricula:**

Provincial curricula are provided to educators by Manitoba Education, Citizenship and Youth.

Reference: Provincial Curriculum Documents – A copy of these documents may be obtained from the Manitoba text Book Bureau (1-866-771-6822) or [www.mtbb.mb.ca](http://www.mtbb.mb.ca).

### **Differentiated Instruction:**

Instruction that responds to the diverse learning needs of all students is called differentiated instruction. It includes a wide range of instructional strategies a teacher may use to support students in groups or as individuals. A teacher will often use differentiated instruction when planning lessons, teaching, and assessing and evaluating progress.

*Differentiated instruction is appropriate for all students. Its flexibility offers opportunities to engage students by using instructional strategies, materials, and assessment processes that complement their particular interests and strengths.*

**(Reference: Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction*, 1996.)**

### **Adaptations:**

Adaptation is the act of making changes in the teaching process, assessment process, instructional materials, or student products. These include changes to:

- physical environment
- tests and assessments
- organizational supports
- social environment
- assignments and projects
- time required to achieve provincial outcomes
- presentations

*Adaptations are used when students are able to meet the same learning outcomes as their peers but need one or more of the adaptations listed above. Adaptations offer the flexibility to adjust learning and assessment processes to the student's individual interests, limitations, and strengths. **Adaptations are specific to individual students and should be documented.***

**(Reference: Manitoba Education, Training and Youth. *Supporting Inclusive Schools: A Handbook for Student Services*, 2001.)**

## **Curricular Modification:**

Modification means that the number, essence, or content of provincial learning outcomes are changed or simplified to fit the student's current level of cognitive/adaptive development. (The guideline is that more than 50% of the provincial outcomes are changed.)

*Curricular modification is used with students who may benefit from participation in the provincial curricula. While the process for Senior Years students is outlined in the document referenced below, modification may be used with younger students with significant cognitive/adaptive disabilities. An assessment by the school psychologist is required to help make the determination of significant cognitive/adaptive disabilities.*

***The school support team (classroom teacher, resource teacher, guidance counselor, school psychologist, administration, etc.) in consultation with the parents makes the decision as to whether or not the student will be on a modified program.***

Modifications may be made on a course by course basis and the student is required to have an IEP for each modified subject/course.

***(Reference: Manitoba Education and Training. Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4, 1995.)***

A final note on adaptation and modification: While these terms are often used interchangeably, they represent very different practices and policies in Manitoba. Adaptations are changes made to the process of instruction or the product of learning (i.e. how the student demonstrates skill or knowledge); modifications are changes made to what the student is taught.

## **Individualized Programming:**

Individualized programming consists of educational experiences that are functionally appropriate and highly individualized to take into account the unique learning requirements of the student. Individualized goals may focus on life skills, behavioral skills, and/or very basic academic goals. The Individual Education Plan (IEP)/Individual Transition Plan (ITP) serves as the basis for an individual curriculum for the student. An individualized program is for the entire school day/year.

*Individualized programming is provided for students with severe cognitive and adaptive disabilities that do not allow them to benefit from provincial curricula. While the process for Senior Years students is outlined in the document referenced below, individualized programming may be used with younger students with severe cognitive/adaptive disabilities.*

***Reference: Manitoba Education and Training. Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years, 1995.***

The following are brief descriptors for the Work/Social Skills listed on the report card.

### **Work Skills:**

**Uses time effectively:** Student begins to work immediately after task has been assigned, and continues to work to completion. If student requires assistance, the student will be self-motivated to seek help instead of sitting doing nothing.

**Works independently:** Students can work on their own with supports provided if needed. Supports do not include working with others, but working with things such as manipulatives, word wall, number line (etc).

**Organized and prepared to work:** Has his/her school supplies ready for the task at hand. Keeps work space clean and organized.

**Completes assignments and/or homework:** Consistently completes and hands in assignments and homework.

**Works to the best of his/her ability:** Regardless of ability or disability and accuracy/success in completing assignments/tasks, the student tries his/her best to complete assignments accurately.

**Stays focused on task:** Perseveres on task until completion.

### **Social Skills:**

**Respects school and class rules:** Understands and applies school rules.

**Shows respect to peers:** Shares, uses appropriate language, shows compassion to others, cooperates, plays fair, inside and outside of the classroom.

**Shows respect to adults:** Uses appropriate language, manners, and responds appropriately to requests made by school personnel.

**Works cooperatively:** Student is able to work cooperatively within a group, individually, as well as with the teacher or designated support staff.

**Displays a positive attitude to learning:** Student consistently comes to school prepared to learn.

**Accepts responsibility for own behaviour:** Student accepts compliments and correction for behaviour in a positive manner.