



Report Card Codes

The following MECY definitions (adapted from *Appropriate Educational Programming in Manitoba: Standards for Student Services 2006* pages 25, 26) guide divisional practice in interpreting and applying the R, RA, and IEP codes on the student progress reports.

Differentiated instruction: a method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests and strengths of pupils.

Adaptation: a change made in the teaching process, materials, assignments or pupil products to help a pupil achieve the expected learning outcomes.

Individual Education Plan: refers to written documentation of a specific plan to support a student's exceptional learning needs; the written IEP may range in length from one page documenting student-specific adaptations developed by a student's teacher(s) in consultation with the parent(s), to a lengthier documentation of a student's programming outlining student-specific outcomes developed by a larger team that may include resource, clinical and other student service supports; the term IEP is inclusive of other acronyms such as adapted education plan (AEP), behaviour education plan (BIP), assisted learning plan (ALP) ...

Accommodations consist of adjustments to physical skill-based specific student outcomes or substitution of other student learning outcomes in order to make them achievable by students with identified physical limitation, including sensory impairments.

Understanding and Applying R, RA, IEP, and EAL Codes

Teachers and school teams should consider the information outlined below as they work to implement the new student progress reports.

Regular Code (R)

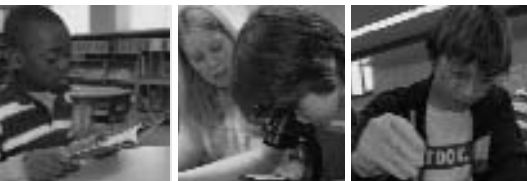
The vast majority of our students in Louis Riel School Division fall into the "regular" category as differentiated instruction strategies provide the necessary support most students need.

Differentiated instruction strategies can be viewed as being slight to moderate adjustments in instruction, assessment, assignments, or the classroom environment to meet the needs of students. It is important that teachers continue to familiarize themselves with appropriate strategies and that they implement the strategies when needed to support student learning. Essentially, differentiated instruction supports the learning of all students and is simply good educational practice. It occurs on a regular basis in classrooms throughout the Division.

It is normal to see a range of student achievement in every classroom for a wide variety of reasons. When it is clear that a student is not progressing as well as expected, even with differentiated instruction strategies, teachers should consult with student services personnel to review the student's progress and determine what additional strategies may be utilized. If difficulties persist, parents should be clearly informed of the concerns and possible next steps including the use of adaptations to support learning of the curricular outcomes.

Notes

SECTION 4.a



Strong effort, active participation, and positive attitude are highly valued attributes, but they are reporting variables, not grading variables.

O'Connor, K., *How to Grade for Learning: Linking Grades to Standards*, page 100

Regular Adapted (RA)

Adaptations occur when the school team and parents feel it is appropriate to provide increased support to the student so he/she can achieve curricular outcomes.

Adaptations are an indication that, in the opinion of the school team, the student needs supports that are significant and quite different from other supports provided in the class through differentiated instruction. The teacher, student, parents, and student services teachers should be involved in identifying learning goals (based on curriculum) for the student and in developing adaptations. These may only be necessary in some subjects or activities. The plan may take the form of a checklist with brief comments or may be in point form that summarizes the goals and the adaptation(s). An administrator needs to approve all adaptation plans.

A copy should be given to parents and a second kept on file. It is important to review the plan and update it periodically. Ideally the student will progress to the point where the adaptation is no longer required.

Individual Education Plan (IEP)

Individual Education Plans provide intense support to students who require more assistance than that offered through adaptations.

The Individual Education Plan process supports students who continue to struggle with exceptional learning or behavioural issues even though adaptations have been implemented. This process is intended to increase the intensity of support provided to students and often involves clinicians or medical doctors as well as the school support team and an administrator. Students on IEPs may still be working towards curricular outcomes in some areas. The IEP process involves a more in depth plan than that required for adaptations and the documentation will reflect this. Teachers and student services professionals work together as a team to program for the students and communicate with parents. Reporting student progress on IEP and curricular goals should occur at each reporting period. While the progress report may be appropriate for some students, others will best be served through an alternate progress report. Student services coordinators must be involved in any decision to use the alternative report.

English as an Additional Language (EAL)

English as an Additional Language students come from diverse backgrounds and educational experiences. They have particular needs and learning challenges and reporting their progress needs to reflect this reality.

English as an Additional Language student progress should be reported using the divisional progress report as a basic framework. However, it is anticipated that the progress of many students will be reported through the use of a supplementary EAL report. Schools should visit the following MECY website for current information about EAL standards: www.edu.gov.mb.ca/k12/cur/diversity/eal/framework/index.html



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SECTION 4.a



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English as an Additional Language Supplementary Report

Student Name: _____ School Name: _____

Grade: _____ Teacher: _____

Date: _____ Report Number: _____

READING

What the student can do now:

What the student is working on now:

WRITING

What the student can do now:

What the student is working on now:

SPEAKING

What the student can do now:

What the student is working on now:

LISTENING

What the student can do now:

What the student is working on now:



Notes

SECTION 4.b



Any student who hits the goal should get the highest possible mark.

(O'Connor, K., *How to Grade for Learning: Linking Grades to Standards*, page 96)

High School Specific Codes

The following designations apply only to high school settings.

“E” (English as an Additional Language) Course Designation:

Senior Years students benefit from curricula developed or approved by Manitoba Education, Citizenship and Youth that have been adapted to assist their acquisition of English and their transition to regular Senior Years programming. The programming team determines eligibility for this designation.

An IEP must be implemented for Senior Years students receiving an “E” course designation (on an individual course basis).

Modified “M” Course Designation Grades 9-12

The “M” course designation identifies any MECY developed or approved curriculum that has been modified at the school level for students with significant cognitive disabilities. “Curriculum” refers to the general and specific goals and objectives or outcomes of a particular subject area/course. These are outlined in the curriculum document(s) or curriculum framework(s) for a specific subject and grade. When these goals and objectives or outcomes are modified significantly to accommodate the special learning requirements of individual students with significant cognitive disabilities, the “M” course designation must be used. This designation is a programming team decision and must follow guidelines set out by MECY.

Individualized Programming “I” Designation

Individualized programming is intended for students whose cognitive disabilities are so significant that they do not benefit from participating in curricula developed or approved by Manitoba Education, Citizenship and Youth. The “I” Designation identifies highly individualized learning experiences that are functionally appropriate. These should be outlined in a student’s Individual Education Plan (IEP) or Individual Transition Plan (ITP). When a student’s goals and objectives or outcomes are individualized to accommodate their special or unique learning requirements, the Individualized “I” programming designation must be used. This designation is a programming team decision and must follow guidelines set out by MECY.



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Personal and Social Development Indicators K-12

Personal and Social Development Indicators all imply a teacher's evaluation and reporting of a student's overall personal and social development "at a particular point in time".

M(E) – Meeting Expectations

The student meets the expectation most of the time

- The student meets the Personal and Social Development criteria, identified on the student progress report.
- The student demonstrates personal social and growth independently.
- The student demonstrates personal social and growth in group activities.

D – Developing to Meet Expectations

The student meets the expectation some of the time.

- The student does not meet Personal and Social Development criteria identified on the student progress report in a variety of situations.
- At times, the student requires support from the teacher.
- Support may occur in many different forms.

Notes

Learning Achievement Indicators K-8

Achievement Indicators all indicate a teacher's evaluation and reporting of a student's learning achievement at the time the reports were prepared.

ME

Achievement meets grade-level expectations.

The student demonstrates achievement independently.

- The student consistently meets grade-level expectations as dictated in Provincial curriculum documents.
- The student can work independently most of the time to demonstrate achievement.
- If the student exceeds grade-level expectations, in that the achievement exceeds expectation and demonstrates in-depth understanding of learning outcomes, teachers will reflect this achievement in anecdotal comments.

DE

Achievement inconsistently meets grade-level expectations.

The student requires support in some areas.

- The student does not meet expectations consistently.
- The student often requires support from the teacher.

BE

Achievement does not yet meet grade-level expectations.

The student requires ongoing support.

- The student is unable to meet curriculum outcomes independently.
- The student requires one-to-one support frequently.

SECTION 4.c



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