A Profile of Student Learning and Performance in Manitoba

2006–2010

Manitoba

Table 6: Grade 3 Assessment—Numeracy at the start of Grade 3 English Program (percentage of students)

Numeracy Competency	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Sorts objects by shape and size	Fall 2006	8.2	26.7	65.1
	Fall 2007	8.7	28.3	63.0
	Fall 2008	9.1	28.0	62.9
Selects appropriate unit; estimates and measures length	Fall 2006	11.1	32.1	56.8
	Fall 2007	11.3	33.9	54.9
	Fall 2008	11.6	32.7	55.7
Recalls addition facts to 10	Fall 2006	17.8	27.3	54.9
	Fall 2007	16.7	24.2	59.1
	Fall 2008	16.8	24.4	58.7
Recalls subtraction facts to 10	Fall 2006	29.4	31.4	39.2
	Fall 2007	26.1	29.9	44.0
	Fall 2008	24.4	29.5	46.2
Represents and compares numbers (even, odd, more, less, same as)	Fall 2006	6.4	22.1	71.5
	Fall 2007	6.5	21.3	72.2
	Fall 2008	7.2	20.3	72.5
Understands place value to 100	Fall 2006	11.4	26.9	61.8
	Fall 2007	12.4	26.5	61.1
	Fall 2008	13.5	26.2	60.3
Identifies, extends, and describes mathematical patterns	Fall 2006	9.4	35.2	55.4
	Fall 2007	9.3	33.9	56.8
	Fall 2008	9.7	33.2	57.1
Solves and creates addition and subtraction story problems	Fall 2006	14.7	31.9	53.4
	Fall 2007	15.2	32.8	52.0
	Fall 2008	16.3	30.9	52.8
Reads and interprets graphs	Fall 2006	9.3	28.9	61.8
	Fall 2007	9.1	31.0	59.9
	Fall 2008	10.2	31.8	58.0
Predicts an element in a repeating pattern	Fall 2009*	7.8	41.6	48.7
Understands that equal symbol represents an equality of terms on either side of the symbol	Fall 2009*	17.6	38.2	42.2
Understands that a given whole number may be represented in a variety of ways (to 100)	Fall 2009*	10.5	29.0	58.5
Uses various mental math strategies to determine answers to addition and subtraction questions to 18	Fall 2009*	15.5	36.6	45.8

Changes to the Numeracy Competencies were made in 2009. An "out of range—below" category was also added at that time: therefore, the data presented for 2009 do not add up to 100 percent.

Table 7: Grade 3 Assessment—Numeracy at the start of Grade 3 Français Program (percentage of students)

Numeracy Competency	Year	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Sorts objects by shape and size	Fall 2006	3.4	17.8	78.8
	Fall 2007	4.5	28.8	66.7
	Fall 2008	3.9	17.9	78.2
Selects appropriate unit; estimates and measures length	Fall 2006	3.1	14.0	82.9
	Fall 2007	3.5	22.2	74.2
	Fall 2008	6.5	16.3	77.2
Recalls addition facts to 10	Fall 2006	11.6	23.6	64.8
	Fall 2007	7.1	29.8	63.1
	Fall 2008	7.5	23.1	69.4
Recalls subtraction facts to 10	Fall 2006	25.3	29.4	45.3
	Fall 2007	17.4	40.2	42.4
	Fall 2008	15.0	37.6	47.4
Represents and compares numbers (even, odd, more, less, same as)	Fall 2006	2.7	19.8	77.6
	Fall 2007	4.0	26.5	69.4
	Fall 2008	3.9	17.6	78.5
Understands place value to 100	Fall 2006	3.9	23.1	73.0
	Fall 2007	8.6	29.5	61.9
	Fall 2008	4.9	23.6	71.5
Identifies, extends, and describes mathematical patterns	Fall 2006	4.6	28.7	66.7
	Fall 2007	4.3	34.1	61.6
	Fall 2008	3.9	20.5	75.6
Solves and creates addition and subtraction story problems	Fall 2006	8.4	30.6	61.0
	Fall 2007	7.3	31.8	60.9
	Fall 2008	7.3	26.7	66.1
Reads and interprets graphs	Fall 2006	3.1	21.9	74.9
	Fall 2007	3.0	25.5	71.5
	Fall 2008	6.2	19.7	74.1
Predicts an element in a repeating pattern	Fall 2009*	4.2	37.6	57.5
Understands that equal symbol represents an equality of terms on either side of the symbol	Fall 2009*	11.7	32.0	55.6
Understands that a given whole number may be represented in a variety of ways (to 100)	Fall 2009*	3.3	19.4	76.6
Uses various mental math strategies to determine answers to addition and subtraction questions to 18	Fall 2009*	11.4	37.6	50.2

Changes to the Numeracy Competencies were made in 2009. An "out of range—below" category was also added at that time: therefore, the data presented for 2009 do not add up to 100 percent.

Middle Years Assessment Results

The tables below provide provincial summary results for the Middle Years Assessment. Note that 2007–2008 was the first year of complete implementation of the policy. When interpreting Middle Years Assessment data, there are a number of points to keep in mind:

- Students represented in the "out of range—below" column are those working well below grade-level curriculum relative to the competencies assessed due to their learning disabilities or their need for new language learning.

- Although the reading and writing competencies are the same in English and French, differences in language teaching and assessment mean that results are not directly comparable across languages.

Table 9: Middle Years Assessment—Number Sense and Number Skills, mid-Grade 7: English Program (percentage of students)					
Number Sense Competency	Year	Out of range —below	Not yet meeting mid-grade performance	Approaching mid-grade performance	Meeting mid-grade performance
Orders fractions	January 2008	4.0	11.8	29.6	54.7
	January 2009	2.8	11.7	29.1	56.4
	January 2010	3.2	12.0	29.0	55.8
Orders decimal numbers	January 2008	3.9	9.3	23.3	63.5
	January 2009	2.7	9.0	23.3	64.9
	January 2010	2.9	8.6	22.5	66.0
Represents numbers in different ways (e.g., decimal, fraction)	January 2008	3.9	11.6	25.1	59.5
	January 2009	2.6	10.8	24.7	61.9
	January 2010	2.9	9.7	25.1	62.3
Uses number patterns to solve problems	January 2008	4.0	18.2	37.7	40.1
	January 2009	3.2	15.4	37.8	43.6
	January 2010	3.3	18.0	36.0	42.7
Uses various strategies to calculate and explain mental math problems	January 2008	4.0	17.5	35.7	42.8
	January 2009	2.8	16.8	34.6	45.8
	January 2010	3.3	14.9	34.5	47.3

			Table 10: Middle Years Assessment—Number Sense and Number Skills, mid-Grade 7: Français Program (percentage of students)		

Number Sense Competency	Year	Out of range —below	Not yet meeting mid-grade performance	Approaching mid-grade performance	Meeting mid-grade performance
Orders fractions	January 2008	0.8	7.7	31.9	59.6
	January 2009	1.1	7.7	29.2	62.1
	January 2010	3.4	7.9	25.8	62.9
Orders decimal numbers	January 2008	0.8	7.4	18.6	73.1
	January 2009	1.1	7.7	15.6	75.6
	January 2010	3.4	9.5	15.8	71.3
Represents numbers in different ways (e.g., decimal, fraction)	January 2008	0.8	10.1	29.3	59.8
	January 2009	1.1	9.0	21.2	68.7
	January 2010	3.4	8.2	21.3	67.1
Uses number patterns to solve problems	January 2008	0.8	20.5	38.6	40.2
	January 2009	1.3	14.6	36.1	48.0
	January 2010	3.7	11.6	41.1	43.7
Uses various strategies to calculate and explain mental math problems	January 2008	0.8	23.1	44.4	31.6
	January 2009	1.1	15.4	27.3	56.2
	January 2010	5.3	14.5	32.6	47.6

Table 22: Grade 12 Applied Mathematics

Student population	Date	Number of students	Pass rate	Provincial mean
Mandatory for students seeking credit in the course; administered in the language of instruction	January 2006	1274	62.0	54.3
	June 2006	1796	76.5	61.7
	January 2007	1345	82.3	64.8
	June 2007	2008	81.8	64.2
	January 2008	1320	79.5	63.6
	June 2008	1925	79.4	63.0
	January 2009	1474	75.2	61.0
	June 2009	1932	71.3	59.1
	January 2010	1551	70.4	58.5
	June 2010	1895	69.0	57.8

Table 23: Grade 12 Consumer Mathematics

Student population	Date	Number of students	Pass rate	Provincial mean
Mandatory for students seeking credit in the course; administered in the language of instruction	January 2006	1849	85.9	65.0
	June 2006	2952	83.8	62.9
	January 2007	2047	80.7	63.0
	June 2007	2732	79.6	62.1
	January 2008	2168	85.4	64.4
	June 2008	2887	85.7	64.8
	January 2009	2056	79.3	62.4
	June 2009	3228	83.0	63.5
	January 2010	2344	81.7	62.3
	June 2010	3153	83.2	63.7

Table 24: Grade 12 Pre-Calculus Mathematics

Student population	Date	Number of students	Pass rate	Provincial mean
Mandatory for students seeking credit in the course; administered in the language of instruction	January 2006	2160	74.7	63.2
	June 2006	2719	79.4	67.3
	January 2007	2309	70.4	62.3
	June 2007	2625	81.3	67.9
	January 2008	2149	82.3	68.7
	June 2008	2736	76.1	65.1
	January 2009	2393	77.2	66.2
	June 2009	2647	79.8	66.6
	January 2010	2259	74.0	62.7
	June 2010	2539	81.2	68.5