**Information Regarding Student Reporting in MyEdBC for Students with Diverse Abilities, English Language Learners, and French Language Learners**

The following information adds clarity on reporting for students with an IEP, ELL students and French language learners in MyEdBC.

**General Reporting Statement from Inclusion BC**

Students with adaptations or supplemental goals are evaluated in the same way as their typical peers. Students with modified programs or replacement goals are evaluated on their progress, and **reporting should note the degree to which they’ve achieved the goals of their IEP**.  Regardless of whether a student has an adapted or modified program, reporting must reflect the student’s progress in developing their individual potential.

**From Ministry K-12 Student Reporting Policy**

**Policy statement**

**Inclusive Education**

This Policy applies to all students, including Students with Disabilities and Diverse Abilities, English Language Learners, and French Language Learners. All students, including those who may also have individual learning goals identified in a document such as an Individual Education Plan (IEP) or an Annual Instruction Plan (AIP), will receive communications of their learning in the same format, and on the same schedule as their peers.

Where a student with a disability or diverse ability is following the Learning Standards the provincial curriculum or a local program, regular reporting procedures are used to communicate student learning. There will be rare occasions where students with significant cognitive disabilities and diverse abilities are assessed and evaluated only on individualized learning goals as outlined in their Individual Education Plan (IEP), and not the Learning Standards of the curriculum for the course or grade they are enrolled. In these instances, written Learning Updates and the Summary of Learning do not need to include a scale indicator or letter grade and percentage. Written feedback is required that clearly explains the student’s progress made towards their individualized learning goals and areas for further growth. If a scale indicator or a letter grade and percentage are used on Written Learning Updates and the Summary of Learning, it must be noted that the student is being evaluated in relation to their individualized learning goals as outlined in their IEP and not the Learning Standards of the curriculum for the course or grade for which they are enrolled.

Where an English language learner, or a French language learner in a Francophone program, is following the Learning Standards of the provincial curriculum or a local program, regular reporting procedures are used to communicate student learning. Where the student’s language proficiency is impeding a student from demonstrating their learning in relation to the Learning Standards of the curriculum, the written Learning Update and Summary of Learning must contain descriptive feedback describing what the student can do, areas for further growth, and ways of supporting their learning. A scale indicator or letter grade and percentage are not required until such a time as the student’s language abilities allow them to demonstrate their learning in relation to the Learning Standards of the curriculum. If a scale indicator or a letter grade and percentage are used on Written Learning Updates and the Summary of Learning, it must be noted that the student is being assessed in relation to the student’s goals for language proficiency, and not the Learning Standards of the curriculum.