



3.9 IEPs Reporting on Students with Disabilities and Diverse Abilities

EVALUATION OF STUDENT LEARNING

Wherever possible, students will be evaluated using standards established for other students and on all components of their program, including those that have been modified and those that have not. It is important that evaluation and reporting procedures accommodate the range of adaptations and modifications, so as to recognize that students with disabilities and diverse abilities may:

- take part in the regular program with some adaptations (i.e., the student is following the same curriculum, but aspects of the program require adaptation).
- take part in the regular program but have some modified components (i.e., in some areas, the expected learning outcomes are substantially different from the regular curriculum; for example, math may be totally individualized, with a life-skills orientation).
- participate in a program that is completely modified (i.e., a student with profound intellectual disabilities whose program may focus on independence and self-care skills).

There are many students whose learning outcomes are identical to those of their classmates, but for whom teachers use adapted evaluation procedures (i.e., an oral exam rather than a written one). Use of adapted evaluation procedures should be noted in the student's IEP. For these students, evaluation is based on whether the learning outcomes for the course/program have been met. The methods of evaluation and reporting progress must be consistent with ministry grading and reporting policies for the K - 12 programs.

Some students may require extensive modifications to their program; some or all of their learning outcomes will be substantially different from the regular curriculum. Evaluation will be based on the degree to which such outcomes are achieved. In this case, evaluation must be referenced to individually established standards. Parents can assist the school in achieving and evaluating progress toward learning outcomes, particularly with respect to achievement of social goals, acquisition of life skills, and career exploration and development.



REPORTING STUDENT PROGRESS

Student progress reports for students with disabilities and diverse abilities should be provided on the same schedule as used for all students in the school. When necessary, additional informal reporting may include other procedures such as daily logs. Where a student with disabilities and diverse abilities is expected to surpass or achieve the expected learning outcomes set out in the provincial curriculum, regular letter-grading practices and reporting procedures will be followed; however, instructional and assessment methods may be adapted, and this will be reflected in their Inclusive Education Plan (IEP).

Where a professional person other than the classroom teacher is responsible for providing some portion of the student's educational program (e.g., speech pathologist, orientation and mobility instructors), those persons should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

Grades on reports to parents/guardians should identify whether courses have been modified, although adaptations (e.g., oral exam) need not be identified. With written consent, such information should be communicated to post-secondary institutions or community agencies providing adult services in a manner consistent with legislation affecting the Freedom of Information and Protection of Privacy Act (FIPPA).

REFERENCE: [K-12 Student Reporting Policy](#)

For students with disabilities and diverse abilities in elementary schools, who are not capable of achieving the learning outcomes set out in a provincial curriculum and for whom substantial course or program modification is required because of exceptional needs, structured written comments with effort grades and not letter grades shall be used to report student progress. Specific individual goals and objectives shall be established for the student in an IEP. Structured written comments shall be used to report the level of the student's success in achieving the modified goals and objectives set out in the IEP for each subject area.

In secondary schools, it is possible to report grades for students with disabilities and diverse abilities who are working toward their School Completion Certificate, who are on an IEP and/or are enrolled in non-credit locally developed and/or board authorized and approved courses. For these students, evaluation should be in relation to the learning outcomes for the course or their IEP goals based on the degree to which the outcomes are achieved.

INFORMATION TAKEN FROM THE B.C. MINISTRY OF EDUCATION,
[SPECIAL EDUCATION SERVICES: A Manual of Policies, Procedures, and Guidelines](#)
