



3.11 Reporting for Designated Students

The reporting requirements for all students, **including students with disabilities or diverse abilities (with or without an IEP)**:

- *2 informal Learning Updates may be provided in a variety of formats, including conferences, in-person or virtual discussions, telephone calls, emails, portfolio entries, and written summaries*
- *2 written Learning Updates in a printed or digital format*
- *1 written Summary of Learning at the end of the school year or semester, in either a printed or digital format*
- *Written learning updates should focus on*
 - *student strengths and areas for further growth*
 - *should be concise (bullets are okay) and in parent/caregiver-friendly language*
 - *should not summarize lesson plans or the Learning Standards of the curriculum*

In addition, the follow applies all students, **including students with disabilities or diverse abilities (with or without an IEP)**:

- *Student behaviour and attendance are separate from reporting a student's growth in relation to the Learning Standards of the provincial curriculum.*
- *Student behaviour or attendance should not directly contribute to a student's overall mark in each learning area (e.g., 10% of the grade for attendance, 5% of the grade for participation).*

If the student receives additional support services, the teachers providing those services may wish to send information about the student's growth and needs at the same time as the Learning Updates. However, this is not a formal reporting.

There is no requirement to report separately on IEP goals **for students who are being assessed in relation to the Learning Standards of the curriculum**, but any student with curricular goals should have their learning and support reflected in their learning updated.



For students with significant cognitive disabilities and diverse abilities who are being assessed and evaluated **only** on individualized learning goals as outlined in their Individual Education Plan (IEP), and not the Learning Standards of the curriculum are provided learning updates:

- written communications do not need to include a scale indicator or letter grade and percentage unless it is decided otherwise
- descriptive feedback on their strengths and areas of growth is required
- if a scale indicator or letter grade is used, the report must state that marks are in relation to the individualized goals in the student's IEP

For more information, please see the Ministry of Education and Child Care policy document: [K-12 Student Reporting Policy for Inclusive Education](#)