





























GRADE 9 MyEd Reporting Instructions for Teachers

The data entry (report card) window can be accessed from TWO locations in MyEd BC.

Teacher Class Widget

This is located on the landing page when first logging into MyEd BC. Click on the **Grades** icon  for the subject you are entering proficiency scales for. This is found under Teacher Classes just to the *right* of the course itself.

NOTE: The courses will be marked with green check mark if you have already posted a learning update this year.

Classes Meeting	Attendance	Posted	Grades	Posted	Email
8:45 AM A - MDMD-12-01 - DIGITAL... 	 	<input type="checkbox"/>		<input type="checkbox"/>	
8:45 AM A - MDCOM11-01 - DIGITAL... 	 	<input type="checkbox"/>		<input type="checkbox"/>	
8:45 AM A - MMUCP11-01 - MUSIC C...	 	<input type="checkbox"/>		<input type="checkbox"/>	
8:45 AM A - MMEDD10-01 - DIGITAL... 	 	<input type="checkbox"/>		<input type="checkbox"/>	
8:45 AM A - MADMA09-01 - DIGITAL... 	 	<input type="checkbox"/>	 	<input type="checkbox"/>	

Gradebook Top-Tab > Scores Side-Tab

The screenshot shows the MyEd BC navigation menu with the following tabs: Pages, My Info, Student, Attendance, Gradebook, Planner, and Assessment. A red arrow points to the Gradebook tab. Below the tabs, the class list is displayed as "Class List :: 2024-2025 - MADMA09-01 - DIGITAL MEDIA 09". A sidebar menu on the left contains options: Details, Roster, Seating Chart, Groups, Curricular Competencies, Categories, Assignments, Scores, and Assignment. The "Scores" option is circled in red. At the top of the main content area, there are buttons for "Options", "Reports", and "Help", along with a search bar labeled "Search on Name" and filter icons.



Entering Proficiencies

1. Using the drop-down menus, select the following:
 - a. Grade columns = Post columns - Term
 - b. Term = **Choose the appropriate Quarter (1, 2, 3 or 4)**
 - c. Display = GRADE


Grade Columns	Term	Display
Post Columns - Term ▾	Q1 ▾	Grade ▾

2. [K-9](#)- Enter a three-letter *proficiency scale* code (EMG, DEV, PRF, EXT) under the **Term # Mark Column**. Use arrow keys or the Enter key to move to the next student.


Refer to the four levels of the BC Performance Standards at the end of this document for guidance.

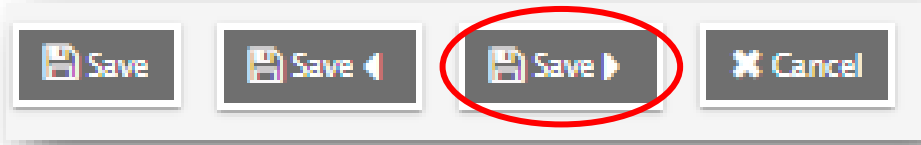
Name	YOG	Term 2 Mark	Term 2 Com
	2028	DEV	

COURSE COMMENTS

1. Click on the Comment Icon  under the “Term # Com” section to open the comment box for a student.
 - It is recommended to write your comments in **Notepad** and save them as a **.txt file**. This ensures you have a backup in case MyEdBC experiences connection errors and helps preserve formatting.
 - Typing and copying comments in Word may cause formatting issues (especially when using bullet points).



2. Use the following methods to copy and paste comments as **plain text**:
 - **Keyboard:** CTRL + C (copy) > CTRL + V (paste)
 - **Mouse:** Right-click > Copy, then right-click > Paste (choose "Paste as Plain Text" if available).
3. Use the "spell check function"  (if desired) to check spelling before exiting the window.
4. To navigate to the next student from this screen, click on the "Save>" icon.



Learning Updates

*Learning Updates replace the traditional "midterm" reports. For each Learning Update, fill in the **Term Mark** and **Term Comment** columns for every student. Once these columns are complete, proceed to **Posting Grades**.*

Summary of Learning

*The Summary of Learning is the final report for a course. Enter feedback in the **Term Mark** and **Comment** columns as usual. In addition, copy the proficiencies from the **Term** column to the **Final** column, ensuring they match exactly.*

Students		Grade Columns		Term	Status
All		Post Columns - Term		Q2	<input checked="" type="radio"/> Enrolled <input type="radio"/>
Name	YOG	Q2 Grade	Q2 Com	Final	
[Redacted]	2026	DEV	[Redacted]	DEV	
[Redacted]	2026	PRF	[Redacted]	PRF	
[Redacted]	2026	EXT	[Redacted]	EXT	

MyEd will act strangely if Term Mark or Final columns are left blank, please make sure to add your proficiency scales to both.



Reporting for Linear and Semester Classes

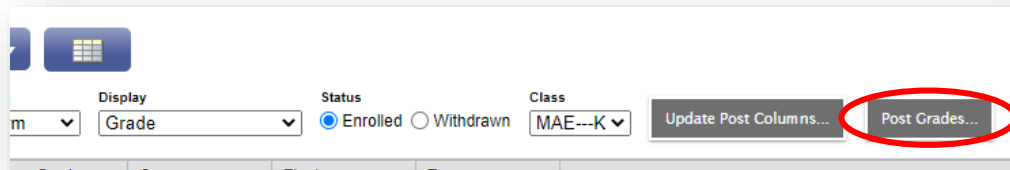
Below is the typical schedule for Learning Updates and Summaries of Learning based on the quarter and the type of class schedule.

Class type	Quarter	Report Type
Linear (Year-Long)	Q1-Q3	Learning Update
	Q4	Summary of Learning
Semester 1	Q1	Learning Update
	Q2	Summary of Learning
Semester 2	Q3	Learning Update
	Q4	Summary of Learning

Posting Gradebook

Once all proficiencies and comments are entered, you're ready to **Post Grades** by clicking the button in the top right. This transfers data from the gradebook to the student's transcript and report card. If changes are needed, make them before posting again.

Note: Before posting, check that all students listed should receive marks. Posting for unenrolled students or those not receiving grades creates orphan transcript records, requiring manual cleanup.



Note: if you cannot see the Post Grades Button, notify the office – some set up needs to be done!

- In this pop-up box, **Grades Term** = *Correct Q #* and **Grades to Post** = *Term grades for all students*. Click **OK**.

Post Grades

Class	MADMA09-01 DIGITAL MEDIA 09
Grade Term	Q1 ▼
Grades to post	Term grades for all student ▼

OK
Cancel



Navigate to your next class by:

A. Clicking on the **Class** drop down box and selecting your next class.

OR

B. Using the navigation arrows located on the top right of screen. (This would be a quick method to verify whether you have updated the proficiency in the final column.)



THIS PROCESS MUST BE REPEATED FOR EACH CLASS UNTIL THEY ARE ALL UPDATED.

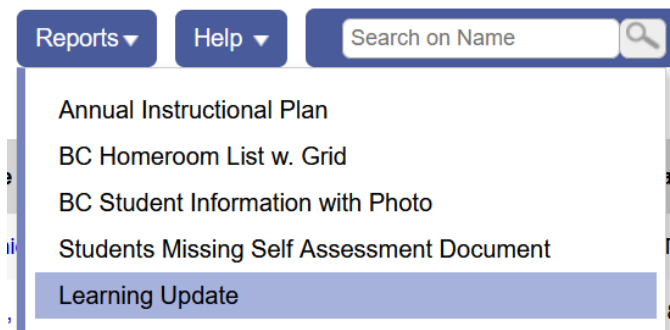
Printing Verification Sheets

Once you have completed entering in all your proficiency scales and comments, you may want to print off a hard copy of your draft learning updates.

[Learning Update View – this is what the parents see when the report card is printed.](#)

Proficiency scale and Comments Broken Down PER STUDENT.

Student Top-Tab > Reports > Learning Update > Run

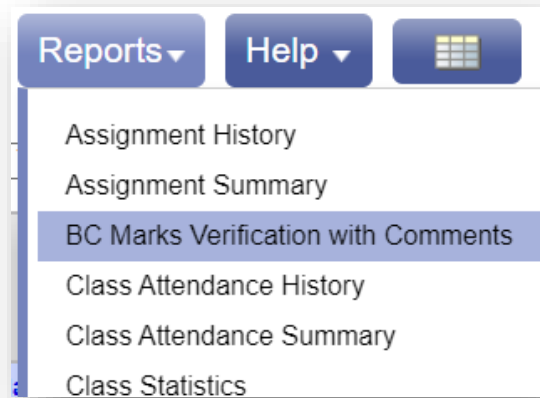




[Reporting Verification with Comments](#)

Proficiencies and comments broken down PER COURSE for each student.

Gradebook Top-Tab > Scores Side-Tab > Reports > BC Marks with Verification Comments.

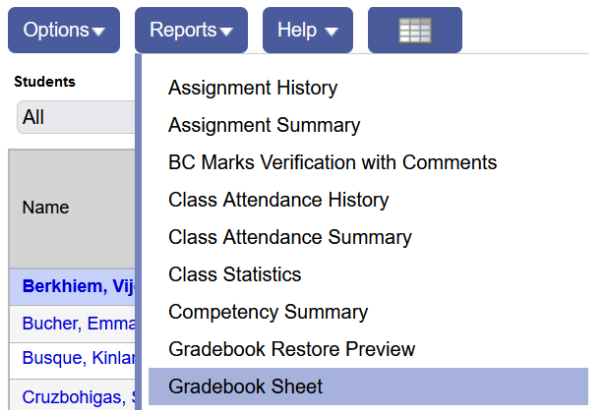


This will print off ALL your classes (subjects) with the term or final proficiency scale, and comments for each student.

[Gradebook Sheet](#)

This will create a spreadsheet of proficiencies ONLY PER COURSE for each student.

Gradebook Top-Tab > Scores Side-Tab > Reports > Gradebook Sheet





BC Performance Standards

Proficiency Scale

All K-9 courses are graded using Performance Standards as follows:

EMERGING (EMG): An initial understanding of the concepts and competencies relevant to the expected learning.

DEVELOPING (DEV): A partial understanding of the concepts and competencies relevant to the expected learning.

PROFICIENT (PRF): A complete understanding of the concepts and competencies relevant to the expected learning.

EXTENDING (EXT): A sophisticated understanding of the concepts and competencies relevant to the expected learning.

Helpful Sentence Starters

Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none"> • shows some understanding of... • is beginning to... • at times is able to... • starting to... • requires support to... • with assistance... • has difficulty with... • struggles to... • has a limited understanding of... 	<ul style="list-style-type: none"> • is able to...at a basic level/in familiar situations • with support, show an understanding of... • is working on... • with reminders, can ... • at times... • with support... • with prompting... • beginning to... • is developing... • is aware of... but is not yet applying independently • is approaching... • strives to... • has a basic... 	<ul style="list-style-type: none"> • is able to show... • engages in... • chooses appropriate texts... • consistently demonstrates the ability to... • self-corrects by... • identifies strategies when... • most of the time... • is able to... • for the most part... • often can... • usually demonstrates... • demonstrates some understanding of... • understands most of... • competent with... • capable of... • generally understands... • commonly understands... 	<ul style="list-style-type: none"> • creatively/insightfully • is innovative when... • shows in depth understanding of... • can independently...in complex situations • is strategic... • can describe...with detail/accuracy/confidence • extends learning... • consistently • to a high degree • without prompting • is skilled at • has fully demonstrated • clear(ly) • confident(ly)



Tips for Comment Writing:

Descriptive feedback includes concise, strengths-based, written comments or documented conversations that are aligned with the learning standards and describe student learning, as well as identifying specific areas for future growth. A strengths-based approach recognizes that student learning is dynamic and holistic, and that students demonstrate their learning in diverse ways and at different rates. Feedback is focused on what the student can do and what they are working toward.

Parents' and caregivers' perceptions of the validity of student reporting are often related to the quality of the descriptive feedback. Teachers may use the following guidelines for the creation of comprehensive descriptive feedback:

- Write meaningful feedback that refers specifically to the student's strengths and areas for future growth.
- Include information on goals a student can work toward, both at school and at home.
- When commenting on areas for future growth, focus on what the student can do at that point in time (e.g., "Frances has a good grasp of sentence structure but continues to work on using punctuation correctly").
- Provide information on specific supports a student is receiving or could receive to move them forward in their learning.
- Describe ways in which the student's learning will be further supported by the teacher, and how parents and caregivers might help.
- Provide evidence by connecting feedback with examples from the classroom.
- Explain how the student approaches the learning process.
- Anticipate questions parents and caregivers may ask about their child's growth and learning.
- Use plain language, since parents and caregivers may vary widely in their educational experiences, familiarity with educational terms, and levels of English language proficiency.
- Avoid unfamiliar expressions, and if a word may be unfamiliar to parents and caregivers, provide an explanation in parentheses (e.g., instead of "...able to decode words and use context clues," say

For more guidelines and examples of report comment writing, visit the [SD72 Sharepoint](#) -> [knowledgeCenter](#) -> [Instruction](#) -> [Reporting Framework & Supporting Documents](#)