
































GRADE 10-12 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 grades 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... 					
8:45 AM A - MDCOM11-01 - DIGITAL... 					
8:45 AM A - MMUCP11-01 - MUSIC C... 					
8:45 AM A - MMEDD10-01 - DIGITAL... 					
8:45 AM A - MADMA09-01 - DIGITAL... 					

Gradebook Top-Tab > Scores Side-Tab



Entering Percentages

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. Enter a percentage rounded to the nearest percent under the **Q# Grade Column**. Use arrow keys or the Enter key to move to the next student


Students Grade Columns Term St

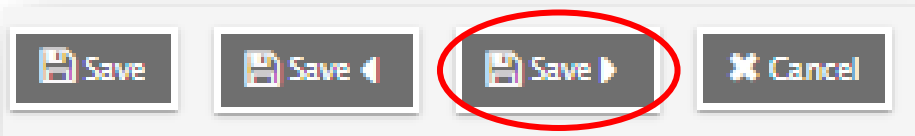
All Post Columns - Term ... Q2

Name	YOG	Q2 Grade	Q2 Com
[Redacted]	2026	95	[Icon]
[Redacted]	2026	68	[Icon]
[Redacted]	2026	82	[Icon]
[Redacted]	2026	77	[Icon]

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 comments from Word may cause formatting issues when copying into MyEd (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).

- Use the "spell check function"  (if desired) to check spelling before exiting the window.
- To navigate to the next student from this screen, click on the "Save>" icon.



Black pushpins with no shape beside them appear in the column headers prior to the dates defined for mark entry and appear in the Grade Post Controls.

Green pushpins with a triangle beside them appear *during* the dates defined for mark entry. This lets the teacher know that the grade post window is open and they can enter marks and post them.

Red pushpins with a red square beside them appear when the Post button has been pushed. Please note that the red pushpin can be overridden for reposting of grades depending on school settings.

Learning Updates

*Learning Updates replace the traditional "midterm" reports and will occur partway through a course during Q1 and Q3. For each Learning Update, fill in the **Term Mark** and **Term Comment** columns for every student. Once these columns are complete, proceed to **Posting Gradebook**.*

Summary of Learning

*The Summary of Learning is the final report for a course and is reported during Q2 and Q4. Enter feedback in the **Q# Grade** and **Q# Comment** columns as usual. In addition, copy the percentages from the **Grade** 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	
	2026	94		94	
	2026	82		82	
	2026	60		60	

MyEd will act strangely if Grade or Final columns are left blank, please make sure to fill both.

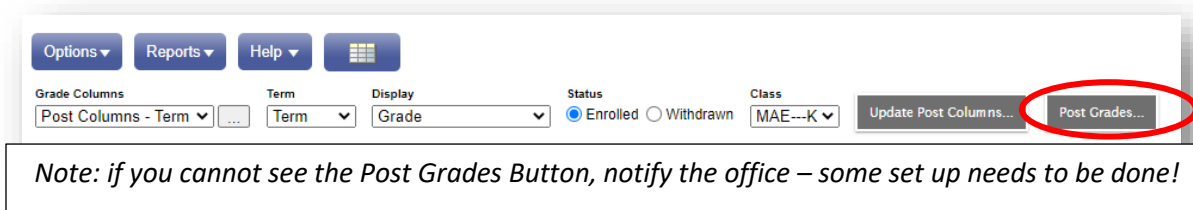
Reporting for Semester Classes

Semester	Quarter	Report Type
Semester 1	Q1	Learning Update
	Q2	Summary of Learning
Semester 2	Q3	Learning Update
	Q4	Summary of Learning

Posting Gradebook

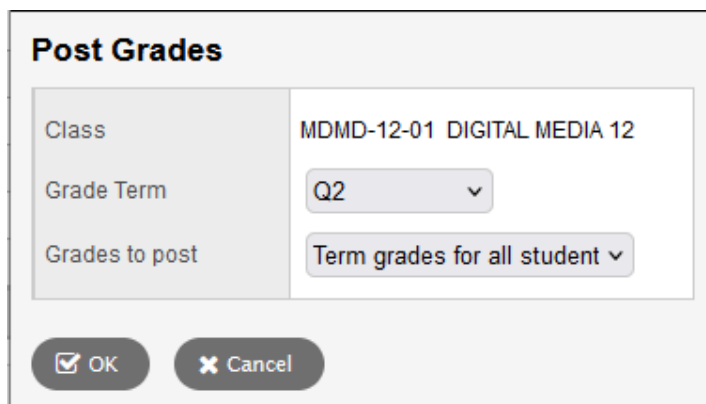
Once all proficiencies and comments are entered, you're ready to **Post Grades** by clicking the button in the top right. This action transfers the data from the gradebook to the student's transcript and report card. **If any changes are needed, make them before posting again.** After posting, contact your admin to inform them that your learning updates or summary of learning is ready for review.

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.



The screenshot shows a software interface with a top navigation bar containing 'Options', 'Reports', and 'Help' buttons. Below this is a section for 'Grade Columns' with a dropdown menu set to 'Post Columns - Term'. To the right, there are fields for 'Term' (set to 'Term') and 'Display' (set to 'Grade'). Further right, there are 'Status' radio buttons for 'Enrolled' (selected) and 'Withdrawn', and a 'Class' dropdown set to 'MAE---K'. On the far right, there are two buttons: 'Update Post Columns...' and 'Post Grades...'. The 'Post Grades...' button is circled in red. Below the interface, a note reads: '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**.



The screenshot shows a 'Post Grades' pop-up box. It has a title bar 'Post Grades'. Inside, there are three fields: 'Class' with the value 'MDMD-12-01 DIGITAL MEDIA 12', 'Grade Term' with a dropdown menu set to 'Q2', and 'Grades to post' with a dropdown menu set to 'Term grades for all student'. At the bottom, there are two buttons: 'OK' (with a checkmark icon) and 'Cancel' (with an 'X' icon).

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 grades in the final column.)



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

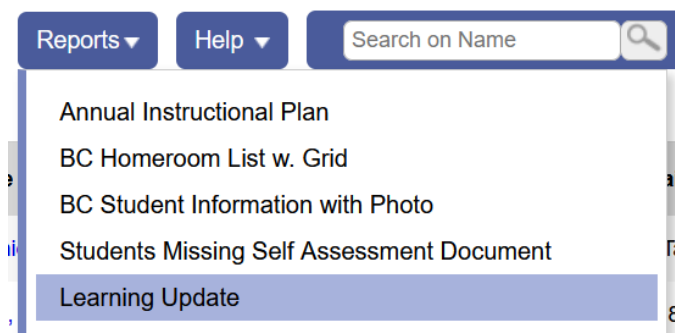
Printing Verification Sheets

Once you have completed entering in all your grades 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.](#)

Grades and Comments Broken Down PER STUDENT.

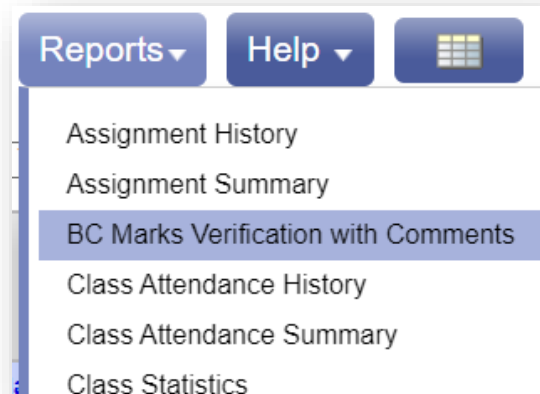
Student Top-Tab > Reports > Learning Update > Run



[Reporting Verification with Comments](#)

Grades and comments broken down PER COURSE for each student.

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

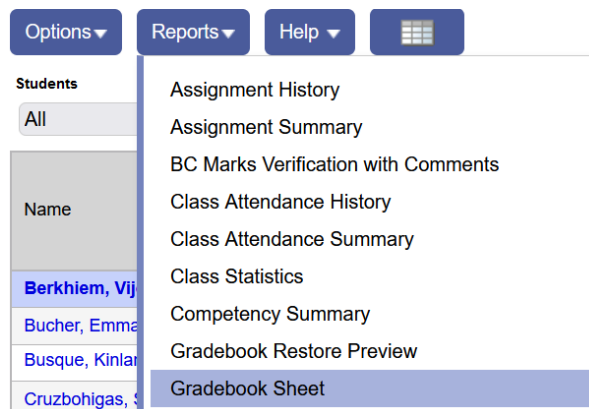


This will print off ALL your classes (subjects) with the term or final grades, and comments for each student.

[Gradebook Sheet](#)

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

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



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, [Click Here for SD72 Sharepoint](#) -> knowledgeCenter -> Instruction -> Reporting Framework & Supporting Documents