Reporting Period	**Interim** *Learning Update*	**Mid-Semester | Term** *Learning Update (Formal)*			**End-Semester | Term** *Summary of Learning*		

Teacher Considerations

Interim — Learning Update:
1. What evidence is being considered?
2. What opportunities have students had to demonstrate their understanding?
3. Has evidence of learning been **triangulated** through **observations, conversations and products?**

Mid-Semester | Term: Considering the most recent **triangulation of evidence (observations, conversations and products)** is the student demonstrating understanding in relation to the expected learning outcomes for the course?
→ **NO** / **YES**

End-Semester | Term: Considering the most recent **triangulation of evidence (observations, conversations and products)** is the student demonstrating understanding in relation to the expected learning outcomes for the course?
• Selecting 'Yes' indicates the student could be successful if promoted to the next grade-level course.
→ **NO** / **YES**

Process

Interim — Learning Update:
- Teacher provides feedback to ensure student is aware of what opportunities have been made available to demonstrate their learning.
- Teacher and/or student self-assessment of evidence of learning to date.
- Student is aware of next steps.

Mid-Semester | Term — NO:

Insufficient Evidence	**Emerging Below Grade Level**
Student has not demonstrated evidence of learning. Consult **Secondary CSL Guide** for required comments associated with Insufficient Evidence.	Student is beginning to demonstrate some understanding but there is uncertainty as to whether student will be successful in the next grade-level course.

Communicate an Action Plan to *students, family or support network and school based supports.*

NOTE: For students in Grades 10 - 12 an IE and Action Plan **MUST** be communicated before a 'F' can appear on a Formal Learning Update.

Consult Secondary CSL Guide for specific criteria

Mid-Semester | Term — YES:

Emerging, Developing, Proficient, Extending	
Grade 8 - 9	*Grade 10 - 12*
Proficiency Scale	**Bin-it & Convert-it**

End-Semester | Term — NO:

Insufficient Evidence	**Emerging Below Grade Level**
Grade 8 - 9 Student is referred to School Administration for final assessment **(Refer to School Process)**	*Grade 8 - 9* Student is referred to a Transition Meeting **(Refer to Transition Meeting Process for next steps)**
Grade 10 - 12 Student is assigned a 'F'	*Grade 10 - 12* Student is assigned a 'F'

End-Semester | Term — YES:

Emerging, Developing, Proficient, Extending	
Grade 8 - 9	*Grade 10-12*
Proficiency Scale	**Bin-it & Convert-it**

Reporting Requirements

Interim — Learning Update:
Dependent on school community.

Mid-Semester | Term:
1. **Assessment of Understanding**
   - Grade 8 and 9 - Proficiency Levels
   - Grade 10 and 11 - Letter Grade *(percentage optional)*
   - Grade 12 - Letter Grade + Percentage *(required)*
2. **Descriptive written comment** that communicates areas of strength and future growth with strategies to support that growth. A comment on student learning habits (work habits) and engagement needs to be included. (*refer to Secondary CSL Guide for assistance*)

End-Semester | Term:
1. **Assessment of Understanding**
   - Grade 8 and 9 - Proficiency Levels
   - Grade 10 and 11 - Letter Grade *(percentage optional)*
   - Grade 12 - Letter Grade + Percentage *(required)*
2. **Descriptive written comment** that communicates areas of strength and future growth with strategies to support that growth. A comment on student learning habits (work habits) and engagement needs to be included. (*refer to Secondary CSL Guide for assistance*)