

REPORTS ON THE CHILD'S LEARNING PROGRESS

Reference document for parent-educators

2020-2021

What are the reports on the child's learning progress?

The mid-term and completion reports are documents in which parents provide information on their child's learning progress and the evaluations conducted to assess it. The requirements these documents must meet are presented below.

Templates for preparing these reports are available to parent-educators on the [Ministère's website](#).

To avoid losing any data when you close the file, please download a copy of the template and save it to your computer before you complete the form.

What requirements has the Direction de l'enseignement à la maison set with regard to the mid-term and completion reports?

In accordance with the *Homeschooling Regulation* (CQLR, c. I-13.3, r. 6.01), the Direction de l'enseignement à la maison has produced a document explaining the requirements with regard to the subjects and competencies that must be taught, monitored and evaluated every year or cycle, depending on the subject or level of education. Parents will receive this document from the resource person assigned to their family.

1. Comments by the parents on their child's learning progress

The parents' comments must demonstrate the learning-related changes that have occurred since the initial implementation of the learning project or since the mid-term report, as applicable. These comments are intended to support the child's learning and may pertain to:

- Records of learning in each subject
- Observations made by parents or other educators
- Conversations with the child
- Sample activities or projects (spoken or written)
- Evaluations conducted at home

The parents' comments must provide sufficient information to allow for an adequate assessment of the child's progress or difficulties as well as the development of the competencies targeted in the learning project.

The parents may also include comments on the support measures in place or planned to support the child's learning by indicating ways to alternate the courses of action or to set new learning objectives.

A lack of significant progress may be observed at certain times. To remedy the issue, it is advisable to assess the situation and try new approaches (e.g. resources, technological tools, teaching strategies, time arrangements).

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Parent-educators monitor their child's learning progress on an ongoing basis. For this purpose, and to help assess the situation, they might consider the following questions:

- What learning was the easiest to acquire?
- What learning has been the most difficult and continues to present challenges?
- What did my child not understand or know how to do at the beginning of the learning project but understands or knows how to do now?
- What new learning was acquired during the activities and projects?
- What is the pace of learning in the targeted competencies?
- How independent is my child when carrying out certain learning activities?
- What evidence of learning has been gathered that testifies to my child's progress?

2. Evaluations conducted to assess the child's learning

The parents are responsible for monitoring their child's learning progress. The evaluations carried out allow a judgment to be rendered on the child's development of each competency targeted in the learning project with regard to the expected outcomes of the programs of study. In this context, evaluations take the form of competency recognition that, at the end of a specified period and based on predetermined criteria for success, indicates whether the child has acquired the competencies required to proceed to the next level or to obtain a Secondary School Diploma.

In the **mid-term and/or completion reports**, the parents must indicate the evaluations conducted to assess the child's learning, making sure to specify which of the evaluation methods listed in section 15 of the *Homeschooling Regulation* they chose to evaluate the competencies targeted in the child's learning project:

- **Evaluation by the school service centre or school board:** Parents may choose to have their child evaluated by the school service centre or school board with jurisdiction, in accordance with the procedures established by that school service centre or school board.
- **Evaluation by the holder of a teaching licence:**¹ This is an evaluation by a person who holds a teaching licence issued by the Minister, as set out in the *Regulation respecting teaching licences* (CQLR, c. I-13.3, r. 2.01).
- **Evaluation by a private school:** Parents may choose to have their child evaluated by a private school governed by the *Act respecting private education* (CQLR, c. E-9.1), in accordance with the procedures determined by that school.

¹ The Direction de l'enseignement à la maison has created a reference document intended for parent-educators that sets out the requirements and conditions of this evaluation method. This document is entitled *Evaluations Conducted in a Homeschooling Context by the Holder of a Teaching Licence*.

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- **Examinations set by the Minister:**

At the elementary level:

- Compulsory examinations are administered in Elementary 4 in the French sector (Français, langue d'enseignement), and in Elementary 6 in both sectors (Français, langue d'enseignement or English Language Arts; and Mathematics).

At the secondary level:

- A compulsory examination is administered in Secondary II in the French sector (Français, langue d'enseignement, écriture).
- Uniform examinations are administered in Secondary IV (Mathematics; Science and Technology or Applied Science and Technology; and History of Québec and Canada) and Secondary V (Français, langue d'enseignement [French sector only] or English Language Arts; and English as a Second Language [core or enriched program, French sector only] or French as a Second Language [core or enriched program]).

For more information, consult the following page: www.education.gouv.qc.ca/en/parents-and-guardians/exams/schedule-for-the-examination-session-and-retake-of-examinations

- **Portfolio submitted to the Minister:**² Parents who choose the portfolio as an evaluation method must ensure that the submitted document respects the requirements and conditions set out by the Direction de l'enseignement à la maison.

Please note that an evaluation may evaluate more than one competency at a time. For example, speaking, reading and writing competencies could be evaluated during the same evaluation session.

When do the parents have to submit the mid-term report?

The parents must send the Minister a mid-term report on their child's learning progress between the third and fifth month after the learning project has been implemented. For example, for a learning project with an implementation date of September 30, the mid-term report must be submitted between December 1 and February 28. The mid-term report may be submitted together with the status report.

If the child stops attending an educational institution after December 31, the submission of the mid-term report is optional.

When do the parents have to submit the completion report?

The parents must submit the completion report no later than June 15 following the start of implementation of the learning project. If the child stops attending an educational institution between January 1 and March 31, the parents may submit the completion report together with the status report.

² The Direction de l'enseignement à la maison has created a reference document intended for parent-educators that sets out the requirements and conditions of this evaluation method. This document is entitled *The Portfolio in a Homeschooling Context*.

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If the parents have chosen to submit a portfolio to the Minister, they must submit it at the same time as the completion report, since both documents are assessed at the same time.

Which other documents can or must the parents submit?

The Direction de l'enseignement à la maison encourages parents to submit documents that may be useful when assessing the reports on their child's progress.

If the parents have chosen to have their child evaluated by a school service centre or school board that has jurisdiction, a private school or the holder of a teaching licence, they must submit the findings of these evaluations to the Direction de l'enseignement à la maison.

If parents receive the evaluation results after the deadline for submission of a report on their child's progress, they must immediately upon receiving these results forward the required information to the resource person assigned to their family.

How do parents submit the reports?

The status report and a report on the child's learning progress may be sent at the same time in a single document or separately at different times, provided that the respective deadlines are met.

The mid-term and completion reports as well as any other information or document that may be useful when assessing them may be sent:

- through the secure site for homeschool providers on the Ministère's website
- by email directly to the resource person assigned to the family
- by email to dem@education.gouv.qc.ca
- by fax (514-787-3583) or mail:
Direction de l'enseignement à la maison
Ministère de l'Éducation
600, rue Fullum, 8^e étage,
Montréal (Québec) H2K 4L1

What happens after the reports have been assessed?

The Direction de l'enseignement à la maison assesses the submitted report on the child's learning progress. If the report complies with the relevant conditions and procedures, the parents will receive a message to this effect. If the report does not comply with the relevant conditions and procedures, the Direction will notify the parents in writing, giving reasons and making recommendations to correct the situation. The parents must submit a new report within 30 days of receiving such a notice. The parents may have the resource person assigned to their family assist them in preparing the new document, if they wish.

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The Direction de l'enseignement à la maison recommends that parents keep evaluation results and evidence of learning on hand (including the date, learning context and educational aim). They are also encouraged to record and comment on any observations they have made, so that this information is available if needed. These comments and observations may also be useful when preparing the reports on the child's learning progress or the portfolio, if parents have chosen this evaluation method.

The **learning context** refers to the context in which a learning activity or project is carried out (e.g. formal, informal or real-life situation, time required for the task, resources and tools used, degree of independence, interest and motivation in the task, type of support provided).

The **educational aim** refers to what a child is expected to know and be able to do when carrying out an activity or project.

Parents who require assistance in preparing the reports on their child's learning progress may contact their resource person or the [Direction de l'enseignement à la maison](#).

OVERVIEW OF THE REQUIREMENTS

1. Comments by the parents on their child's learning progress
2. Evaluations conducted to assess the child's learning