STATUS AND [MID-TERM OR COMPLETION] REPORT

20[XX]-20[XX] School Year

**Child identification**

Child’s name: [Child's name]

Date of birth: [Date of birth]

**Report on the learning project’s implementation**

[State briefly how the learning project is going so far.]

**Changes to the learning project**

[Indiquer les changements, s’il y en a eu]

**Evaluation method**

[For example: The assessment of progress for this report is based on the parents' daily monitoring/observations/discussions/etc. If for the completion report, name the annual evaluation method chosen.]

\* AQED maintains that the Education Act requires appropriate, not equivalent, education, so parents can choose the QEP competencies (listed in grey below) and the competencies they deem appropriate for their child's learning plan. Other competencies may be targeted

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| --- | --- | --- | --- |
| **Learning Areas**  [Where there is more than one option, remove from the template the subjects that aren't relevant to your child.] | **Skills and competencies**  [Where there is more than one option, remove from the template the subjects that aren't relevant to your child.] | **Completed activities and resources / approximate time allocated to each subjects / changes** | **Progression** |
| **Language of Instruction**  [English, language arts or French] | **English, Language Arts**  [• To read and listen to literary, popular and information-based texts]  [• To write self-expressive, narrative and information-based texts]  [• To represent her/his literacy in different media]  [• To use language to communicate and learn]  **Or French**  [• Lire des textes variés]  [• Écrire des textes variés ]  [• Communiquer oralement ]  [• Apprécier des oeuvres littéraires] | [Briefly outline the activities carried out, the resources used, and the approximate time spent on them]  [Mention whether the plan was followed as expected or what changed along the way] | [Illustrate the child's progress since the beginning of the year; give example(s).] |
| **Second Language**  [French or English] | **French**  [• Interagir en français en se familiarisant avec le monde francophone]  [• Produire des textes variés]  **Or English**  [• To act on understanding of texts]  [• To communicate orally in English ] | [Briefly outline the activities carried out, the resources used, and the approximate time spent on them]  [Mention whether the plan was followed as expected or what changed along the way] | [Illustrate the child's progress since the beginning of the year; give example(s).] |
| **Mathematics** | [• To solve a situational problem related to mathematics]  [• To reason using mathematical concepts and processes]  [• To communicate by using mathematical language] | [Briefly outline the activities carried out, the resources used, and the approximate time spent on them]  [Mention whether the plan was followed as expected or what changed along the way] | [Illustrate the child's progress since the beginning of the year; give example(s).] |
| **Science and technology** | [• To explore the world of science and technology ] | [Briefly outline the activities carried out, the resources used, and the approximate time spent on them]  [Mention whether the plan was followed as expected or what changed along the way] | [Illustrate the child's progress since the beginning of the year; give example(s).] |
| **Social science** | [• To construct [their] representation of space, time and society] | [Briefly outline the activities carried out, the resources used, and the approximate time spent on them]  [Mention whether the plan was followed as expected or what changed along the way] | [Illustrate the child's progress since the beginning of the year; give example(s).] |

N.B. Our child’s educational experience is much richer than what is described in this document. The foregoing indicates only the minimum information required by law, to allow us to focus our time and energies on our child.