[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]

**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.]

**Progression of Learnings**

\* 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.] | **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] | [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 interact orally in English ]  [• To reinvest understanding of oral and written texts]  [• To write texts ] | [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] | [Illustrate the child's progress since the beginning of the year; give example(s).] |
| **Science and technology** | [• To propose explanations for or solutions to scientific or technological problems]  [• To make the most of scientific and technological tools, objects and procedures]  [• To communicate in the languages used in science and technology] | [Illustrate the child's progress since the beginning of the year; give example(s).] |
| **Social science** | [• To understand the organization of a society in its territory]  [• To interpret change in a society and its territory]  [• To be open to diversity of societies and their territories] | [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.