[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**  [• Uses language/talk to communicate and to learn]  [• Represents [their] literacy in different media ]  [• Reads and listens to written, spoken and media texts]  [• Writes a variety of genres for personal and social purposes]  **Or French**  [• Lire et apprécier des textes variés]  [• Écrire des textes variés ]  [• Communiquer oralement selon des modalités variées] | [Illustrate the child's progress since the beginning of the year; give example(s).] |
| **Second Language**  **(Core or enriched program)**  [French or English] | **French**  [• Interagir en français]  [• Lire des textes variés en français (core program)]  [• Lire des textes courants et littéraires en français (enriched program)]  [• Produire des textes variés en français]  **Or English**  [• Interacts orally in English]  [• Reinvests understanding of texts]  [• Writes and produces texts] | [Illustrate the child's progress since the beginning of the year; give example(s).] |
| **Mathematics**  **\*Secondary 4 and 5, choice between: Science Option (SN) Technical and Scientific Option (TS) or Cultural, Social and Technical Option (CST)** | [• Solves a situational problem]  [• Uses mathematical reasoning]  [• Communicates by using mathematical language] | [Illustrate the child's progress since the beginning of the year; give example(s).] |
| **Science and technology**  **\*Secondary 3 and 4, choice between: Science and Technology (ST) Applied Science and Technology (ATS)** | [• Seeks answers or solutions to scientific or technological problems]  [• Makes the most of [their] knowledge of science and technology]  [• Communicates in the languages used in science and technology] | [Illustrate the child's progress since the beginning of the year; give example(s).] |
| **Social science** | **History of Québec and Canada (sec. 3 & 4)**  [• Characterizes a period in the history of Québec and Canada]  [• Interprets a social phenomenon]  **Or Contemporary World (sec. 5)**  [• Interprets a contemporary world problem]  [• Takes a position on a contemporary world issue]  **Or Financial Education (sec. 5)**  [• Takes a position on a financial issue] | [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.