STATUS 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]

**Status Report**

\* 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** |
| **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] |
| **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 ] | [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] |
| **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] |
| **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] | [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] |
| **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] | [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] |

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.