

Homeschool Completion Report 2021-2022 School Year

Student name: XXXXXXXXX

Date of birth: XXXXXXX

School board with jurisdiction: XXXXXXX

Level of instruction: Cycle 2, Year 2 (Elementary 4)

Permanent code: XXXXXXXXX

Evaluation done by a holder of a teacher license

Subjects and progression of learning

NOTE:

- XXXXXXXXy has dyslexia, dysorthographia, dyspraxia, anxiety and ADHD which affect his progress in all subjects, most notably English, French and math. Accommodations used include Google Read & Write, a c-pen, reading to him, scribing, word banks, letting him to respond to questions orally, drawing pictures with labels instead of writing longer texts, sub-dividing tasks into smaller parts, and encouragement and breaks as he needs them.
- 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.

English language arts (Language of instruction)	Comments on student's learning progress
To read and listen to literary, popular and information-based texts	Before mid-year, XXXXXX was becoming more open to reading. He was reading small parts of books. Since mid-year, he has progressed further. He has worked hard and by May he was able to read 3 rd grade level texts. He demonstrated autonomy in using his c-pen. In June, he started reading 4 th grade level texts with his speech language pathologist. As sessions with this specialist will continue over the summer break, this skill will continue to progress. Over the year, XXXXXX listened to and discussed a range of books, from abridged Shakespeare and Dickens books to fiction and historical fiction novels, to a fairy tale, and information-based texts such science experiments, recipes, and a large book about Turtle Island. Per the evaluation by a teacher, we will evaluate in August-September if he should remain at cycle 2, year 2 in 2022-23 or if he is ready for cycle 3.
To write self-expressive, narrative and information-based texts	Before mid-year, XXXXXX learned to use Google Read & Write and his c-pen and started becoming more open to writing. Since mid-year, he has done more writing (with encouragement and support), including a story about Pokémon. He learned about mind maps to help organize his thoughts and spark ideas. Continued practice and skill development needed in Google Read & Write and to deal with frustration at the extra time it takes. He also did some exercises to learn the correct format of a letter, and to write a clear and detailed information-based text (how to make a sandwich) which were scribed for him.
To represent [their] literacy in different media	Before mid-year, XXXXXX had many discussions about books, such as making predictions about stories, and comparing two books by the same author. Since mid-year, XXXXXX has become more sophisticated in this area, and came to understand how conventions such as character development, setting, plot and foreshadowing are also used in movies. He created a book report poster.
To use language to communicate and learn	XXXXXX remains quiet in new situations but is becoming increasingly confident and able to self-advocate with friends and trusted adults. Before mid-year XXXXXX started gaining an interest in creating videos. Since mid-year, he took a class about YouTube channels and created more videos. He also planned and put on a puppet show.

French as a second language	Comments on student's learning progress
Interagir en français en se familiarisant avec le monde francophone	Before mid-year, XXXXXX watched a movie in French, attended a local Remembrance ceremony in French, and listened to & discussed a story in French. While French remains his most difficult subject and is strongly affected by his anxiety, since mid-year, he has demonstrated more interest. He interacted to a limited extent in French at a homeschool group and most significantly he went on a family vacation to Quebec City for a week where he was immersed in French culture and language. He spoke in French occasionally such as when ordering at a restaurant and when buying a souvenir.
Produire des textes variés	Before mid-year, XXXXXX had not yet produced any texts in French. Since mid-year he produced texts to a limited extent, such as a scrapbook in French about his trip to Quebec City and a fill in the blank exercise, both using a bank of provided words.

Mathematics	Comments on student's learning progress
To solve a situational problem related to mathematics	XXXXXX's dyslexia and dysorthographia impact him in situational questions since they involve reading and writing. This can trigger is anxiety. Having situational problems and instructions read to him help, as do support to help him focus on one step at a time when he becomes overwhelmed and using drawings instead of words. Before mid-year, XXXXXX did one large situational problem (floor plan and re-design of furniture layout in playroom, with a budget). He was also given a handful of assorted coins and went to the store (with an adult), counted his money, chose an affordable treat and paid for it on his own, knowing how much change to expect. Since mid-year, he did another large situational problem (one provided by the school board) and talked through several other situational problems in the form of a discussion. Despite the continued impact of his learning disabilities and anxiety, from just the math standpoint, he was easily able to work through it and commented "that was easy." Next year we will continue to work toward showing his work more thoroughly, and to maximize his accommodations in this area so he can work more independently.
To reason using mathematical concepts and processes	At mid-year, XXXXXX was still having difficulty with subtraction involving carrying. Since mid-year he has come to understand this and can solve such math problems. He has continued to work through the ERPI Mathematics: Numbers, Elementary Grade 4, Workbooks A & B. XXXXXX loves baking and often uses mathematical reasoning and concepts in this hobby, particularly fractions and measurements.
To communicate by using mathematical language	At mid-year, XXXXXX was already showing a strong ability to communicate using mathematical language, often using words such as: Plus, minus, times, divide, half, third, quarter, percent, more than, less than, equal to, cube, pyramid, graph. Since mid-year his vocabulary has increased. Baking, playing games such as Minecraft, Battleship, Qwixx and Canada-opoly, exploring weights and distances, and exploring geometry through his geometry set and making origami have aided in this area.

Science and Technology	Comments on student's learning progress
To propose explanations for or solutions to scientific or technological problems	Science is XXXXXX's favourite subject. Before mid-year, XXXXXX explored several scientific and technological problems, i.e., adaptation, how the human body works vs an axolotl, geology, etc. Since mid-year, XXXXXX completed an exploration of a "big question": Why does a wine glass "sing" when you rub your finger along the rim. This comprised numerous experiments of his choosing, to compare the effects of putting different types of liquids and solids in the wine glass and charting the results. He proposed that it had to do with friction and ended up learning about sound waves as part of energy unit. He has already started asking more scientific questions, to work toward proposing explanations. XXXXXX still needs to support to document his findings, so he can find alternatives to writing words. By drawing pictures and using numbers or star-rating systems he can focus on the science instead of being distracted by his challenges with reading and writing. He gravitates toward videos to learn more about science and ideas for experiments.
To make the most of scientific and technological tools, objects and procedures	XXXXXX has always loved experimenting with tools and mechanisms. Before mid-year, he used tools to create an elaborate Halloween costume, used his microscope along with related items (test tubes, etc.), geology tools, and took apart a broken vacuum cleaner and tried to put it back together. Since mid-year, he has begun building a go-cart, used his new telescope, and taken a class on the scientific method and process. Numerous experiments helped him further understand scientific procedures i.e., experiment about convection energy, soil, etc.
To communicate in the languages used in science and technology	XXXXXX often refers to constellations, particular minerals and gems, and animal adaptations. He recently acquired a game that his leading him to talk about cells and microbes.

Social Studies: Geography, History and Citizenship Education	Comments on student's learning progress
To understand the organization of a society in its territory	XXXXXX learned a lot this year and commented that "it is actually quite interesting." Before mid-year, XXXXXX learned about the federal election and met a candidate. He also began listening to his mother read, and deeply discussed Turtle Island: The Story of North America's First People (by Eldon Yellowhorn & Kathy Lowinger) and Esther (by Sharon E. McKay) which is about the girl's experience in France and travelling to and arriving in New France. Since mid-year both books were finished. A book about the interactions between the Iroquois, Huron, and French in Quebec was finished and we are currently reading a diary of a fille du roi. He knows of some of the people involved such as Samuel de Champlain, Jean Talon and Gilles Hocquart.
To interpret change in a society and its territory	The books mentioned above, by explaining the movement and ways of life of Indigenous, Algonquin, Inca and French society over time, taught change in a society and territory. XXXXXX understands how life changed when agriculture became a way of life, and when the Europeans arrived; also, when the filles du roi arrived in New France. A trip to Quebec led him to see how the city was arranged, the importance of the river, and how the city today still has signs of the past.

To be open to diversity of societies and their territories	XXXXXX now knows that Indigenous people are not just historical but rather still an important part of our society today. He attended the first Truth and Reconciliation event.
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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.

This report was completed by: XXXXXXX (XXXXXX's mother)

Date: June 15, 2022

Documents included with this report: Yes – teacher evaluation