




Elementary and Secondary Cycle One

The  symbol indicates important information. Click on it to display the information.  
A complete list of important information is presented on [page 8](#).

Report type:  mid-term  
 completion

Information on the child

COMPULSORY SECTION




Last name:	First name:
Date of birth (year-month-day):	Permanent code (if applicable):
School service centre or school board with jurisdiction: 	
Level of instruction: <b>Elementary</b> <span style="float: right;"><b>Secondary</b></span>  <input type="checkbox"/> Cycle One, Elementary 1 <input type="checkbox"/> Cycle Two, Elementary 3 <input type="checkbox"/> Cycle Three, Elementary 5 <input type="checkbox"/> Cycle One, Secondary I <input type="checkbox"/> Cycle One, Elementary 2 <input type="checkbox"/> Cycle Two, Elementary 4 <input type="checkbox"/> Cycle Three, Elementary 6 <input type="checkbox"/> Cycle One, Secondary II	

Subjects 

Québec Education Program (QEP): <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/>

Note: In an effort to adopt gender-inclusive language in the competencies of the QEP, the singular pronouns "he" and "she" and their related forms have been replaced by the pronoun "they" and its related forms, used in the singular.

Languages (compulsory section)

Subjects	Report on the child's learning progress
<b>Elementary</b> <input type="checkbox"/> <b>English Language Arts</b> <ul style="list-style-type: none"> <li>To read and listen to literary, popular and information-based texts</li> <li>To write self-expressive, narrative and information-based texts</li> <li>To represent [their] literacy in different media</li> <li>To use language to communicate and learn</li> </ul> <b>OR</b> <input type="checkbox"/> <b>Français, langue d'enseignement</b> <ul style="list-style-type: none"> <li>Lire des textes variés</li> <li>Écrire des textes variés</li> <li>Communiquer oralement</li> <li>Apprécier des oeuvres littéraires</li> </ul> <b>Secondary Cycle One</b> <input type="checkbox"/> <b>English Language Arts</b> <ul style="list-style-type: none"> <li>Uses language/talk to communicate and to learn</li> <li>Represents [their] literacy in different media</li> <li>Reads and listens to written, spoken and media texts</li> <li>Writes a variety of genres for personal and social purposes</li> </ul> <b>OR</b> <input type="checkbox"/> <b>Français, langue d'enseignement</b> <ul style="list-style-type: none"> <li>Lire et apprécier des textes variés</li> <li>Écrire des textes variés</li> <li>Communiquer oralement selon des modalités variées</li> </ul>	<b>Level(s) of instruction:</b>  Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary Cycle One <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____
	<b>Evaluations conducted:</b> 
	<b>Comments on the child's learning progress:</b> 

<b>Subjects</b>	<b>Report on the child's learning progress</b>
<p><b>Elementary</b></p> <p><input type="checkbox"/> <b>Français, langue seconde</b></p> <ul style="list-style-type: none"> <li>• Interagir en français en se familiarisant avec le monde francophone - Communiquer</li> <li>• Interagir en français en se familiarisant avec le monde francophone - Comprendre et lire</li> <li>• Produire des textes variés</li> </ul> <p><b>OR</b></p> <p><input type="checkbox"/> <b>English as a Second Language</b></p> <p><b>Cycle One</b></p> <ul style="list-style-type: none"> <li>• To act on understanding of texts</li> <li>• To communicate orally in English</li> </ul> <p><b>Cycles Two and Three</b></p> <ul style="list-style-type: none"> <li>• To interact orally in English</li> <li>• To reinvest understanding of oral and written texts</li> <li>• To write texts</li> </ul> <p><b>Secondary Cycle One</b></p> <p><b>Français, langue seconde</b></p> <ul style="list-style-type: none"> <li>• Interagir en français</li> <li>• Lire des textes variés en français (core program)</li> <li>• Lire des textes courants et littéraires en français (enriched program)</li> <li>• Produire des textes variés en français</li> </ul> <p><input type="checkbox"/> <b>Core program</b></p> <p><input type="checkbox"/> <b>Enriched program</b></p> <p><b>OR</b></p> <p><b>English as a Second Language</b></p> <ul style="list-style-type: none"> <li>• Interacts orally in English</li> <li>• Reinvests understanding of texts</li> <li>• Writes and produces texts</li> </ul> <p><input type="checkbox"/> <b>Core program</b></p> <p><input type="checkbox"/> <b>Enriched program</b></p>	<p><b>Level(s) of instruction:</b> Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6                      Secondary Cycle One <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____</p> <p><b>Evaluations conducted:</b></p>
	<p><b>Comments on the child's learning progress:</b></p>

Subjects	Report on the child's learning progress
<p><input type="checkbox"/> <b>Mathematics</b></p> <p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>• To solve a situational problem related to mathematics</li> <li>• To reason using mathematical concepts and processes</li> <li>• To communicate by using mathematical language</li> </ul> <p><b>Secondary Cycle One</b></p> <ul style="list-style-type: none"> <li>• Solves a situational problem</li> <li>• Uses mathematical reasoning</li> <li>• Communicates by using mathematical language</li> </ul>	<p><b>Level(s) of instruction:</b> Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6                      Secondary Cycle One <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____</p> <p><b>Evaluations conducted:</b></p> <hr/> <p><b>Comments on the child's learning progress:</b></p>
Subjects	Report on the child's learning progress
<p><input type="checkbox"/> <b>Science and Technology</b></p> <p><b>Elementary Cycle One</b></p> <ul style="list-style-type: none"> <li>• To explore the world of science and technology</li> </ul> <p><b>Elementary Cycles Two and Three</b></p> <ul style="list-style-type: none"> <li>• To propose explanations for or solutions to scientific or technological problems</li> <li>• To make the most of scientific and technological tools, objects and procedures</li> <li>• To communicate in the languages used in science and technology</li> </ul> <p><b>Secondary Cycle One</b></p> <ul style="list-style-type: none"> <li>• Seeks answers or solutions to scientific or technological problems</li> <li>• Makes the most of [their] knowledge of science and technology</li> <li>• Communicates in the languages used in science and technology</li> </ul>	<p><b>Level(s) of instruction:</b> Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6                      Secondary Cycle One <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____</p> <p><b>Evaluations conducted:</b></p> <hr/> <p><b>Comments on the child's learning progress:</b></p>

## Social Sciences (compulsory section)

Subjects	Report on the child's learning progress
<p><b>Elementary</b></p> <p><input type="checkbox"/> <b>Geography, History and Citizenship Education</b></p> <p>Cycle One:</p> <ul style="list-style-type: none"> <li>To construct [their] representation of space, time and society</li> </ul> <p>Cycles Two and Three:</p> <ul style="list-style-type: none"> <li>To understand the organization of a society in its territory</li> <li>To interpret change in a society and its territory</li> <li>To be open to diversity of societies and their territories</li> </ul> <p><b>Secondary Cycle One</b></p> <p><input type="checkbox"/> <b>Geography</b></p> <ul style="list-style-type: none"> <li>Understands the organization of a territory</li> <li>Interprets a territorial issue</li> <li>Constructs [their] consciousness of global citizenship</li> </ul> <p><input type="checkbox"/> <b>History and Citizenship Education</b></p> <ul style="list-style-type: none"> <li>Examines social phenomena from a historical perspective</li> <li>Interprets social phenomena using the historical method</li> <li>Constructs [their] consciousness of citizenship through the study of history</li> </ul>	<p><b>Level(s) of instruction:</b> Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6                      Secondary Cycle One <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____</p>
	<p><b>Evaluations conducted:</b></p>
	<p><b>Comments on the child's learning progress:</b></p>

## Personal Development (optional in a homeschooling context)

Subjects	Report on the child's learning progress
<p><input type="checkbox"/> <b>Physical Education and Health</b></p> <p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>To perform movement skills in different physical activity settings</li> <li>To interact with others in different physical activity settings</li> <li>To adopt a healthy, active lifestyle</li> </ul> <p><b>Secondary Cycle One</b></p> <ul style="list-style-type: none"> <li>Performs movement skills in different physical activity settings</li> <li>Interacts with others in different physical activity settings</li> <li>Adopts a healthy, active lifestyle</li> </ul>	<p><b>Level(s) of instruction:</b> Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6                      Secondary Cycle One <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____</p>
	<p><b>Evaluations conducted:</b></p>
	<p><b>Comments on the child's learning progress:</b></p>

## Personal Development (optional in a homeschooling context) (cont.)

Subjects	Report on the child's learning progress
<input type="checkbox"/> <b>Ethics and Religious Culture</b> <b>Elementary</b> <ul style="list-style-type: none"> <li>• Reflects on ethical questions</li> <li>• Demonstrates an understanding of the phenomenon of religion</li> <li>• Engages in dialogue</li> </ul> <b>Secondary Cycle One</b> <ul style="list-style-type: none"> <li>• Reflects on ethical questions</li> <li>• Demonstrates an understanding of the phenomenon of religion</li> <li>• Engages in dialogue</li> </ul>	<b>Level(s) of instruction:</b> Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary Cycle One <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____
	<b>Evaluations conducted:</b>
	<b>Comments on the child's learning progress:</b>

## Arts Education (optional in a homeschooling context)

Subjects	Report on the child's learning progress
<b>Elementary</b> <input type="checkbox"/> <b>Drama</b> <ul style="list-style-type: none"> <li>• To invent short scenes</li> <li>• To interpret short scenes</li> <li>• To appreciate dramatic works, personal productions and those of classmates</li> </ul> <input type="checkbox"/> <b>Visual Arts</b> <ul style="list-style-type: none"> <li>• To produce individual works in the visual arts</li> <li>• To produce media works in the visual arts</li> <li>• To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates</li> </ul> <input type="checkbox"/> <b>Dance</b> <ul style="list-style-type: none"> <li>• To invent dances</li> <li>• To interpret dances</li> <li>• To appreciate choreographic works, personal productions and those of classmates</li> </ul> <input type="checkbox"/> <b>Music</b> <ul style="list-style-type: none"> <li>• To invent vocal or instrumental pieces</li> <li>• To interpret musical pieces</li> <li>• To appreciate musical works, personal productions and those of classmates</li> </ul>	<b>Level(s) of instruction:</b> Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary Cycle One <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____
	<b>Evaluations conducted:</b>
	<b>Comments on the child's learning progress:</b>

## Arts Education (optional in a homeschooling context) (cont.)

Subjects	Report on the child's learning progress
<p><b>Secondary Cycle One</b></p> <p><input type="checkbox"/> <b>Drama</b></p> <ul style="list-style-type: none"> <li>• Creates dramatic works</li> <li>• Performs dramatic works</li> <li>• Appreciates dramatic works</li> </ul> <p><input type="checkbox"/> <b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Creates personal images</li> <li>• Creates media images</li> <li>• Appreciates works of art and cultural objects from the world's artistic heritage, personal images and media images</li> </ul> <p><input type="checkbox"/> <b>Dance</b></p> <ul style="list-style-type: none"> <li>• Creates dances</li> <li>• Performs dances</li> <li>• Appreciates dances</li> </ul> <p><input type="checkbox"/> <b>Music</b></p> <ul style="list-style-type: none"> <li>• Creates musical works</li> <li>• Performs musical works</li> <li>• Appreciates musical works</li> </ul>	<p><b>Level(s) of instruction:</b> Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6            Secondary Cycle One <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____</p> <p><b>Evaluations conducted:</b></p> <p><b>Comments on the child's learning progress:</b></p>

## Other subjects, knowledge or competencies (optional section)



Other subjects, knowledge or competencies	Comments on the child's learning progress
<p><input type="checkbox"/> None <input type="checkbox"/> Yes, specify:</p>	

# Sexuality Education and Academic and Career Guidance

(optional in a homeschooling context)

Content	Level(s) of instruction	Learning content covered	Comments on the child's learning progress
<input type="checkbox"/> <b>Sexuality Education</b>	Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Secondary <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____		
<input type="checkbox"/> <b>Academic and Career Guidance</b>	Elementary <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____		

## Additional notes (optional section)

## Documents included with the report on the child's learning progress



COMPULSORY SECTION

None     Yes, please specify:

## Report on the child's learning progress

COMPULSORY SECTION

Prepared by:

Date (year-month-day):

## Important information – Mid-term and completion report on the child’s learning progress

(Elementary and Secondary Cycle One)

### Mid-term report

The parents must send the Minister a mid-term report on the child’s learning progress between the third and fifth month after the beginning of implementation of the learning project.

When a child stops attending an educational institution after December 31, the submission of the mid-term report is optional.

The parents may send the mid-term report and the status report at the same time in a single document or separately at different times, provided that they meet the respective deadlines.

### Completion report

The parents must send the completion report no later than June 15 after the beginning of implementation of the learning project.

When a child stops attending an educational institution between January 1 and March 31, the status report must also be submitted no later than June 15 following the beginning of implementation of the learning project. Parents may send the status report and the completion report at the same time in a single document or separately at different times, provided that they meet the respective deadlines.

Parents who require assistance in preparing the report on their child’s learning progress may contact the Direction de l’enseignement à la maison.

In accordance with the *Homeschooling Regulation* (CQLR, c. I-13.3, r. 6.01), the Direction de l’enseignement à la maison has produced a document explaining the requirements with regard to the subjects and competencies that must be taught, monitored and evaluated every year or cycle, depending on the subject or level of education. Parents will receive this document from the resource person assigned to their family.

**1. Report on the child’s learning progress:** The mid-term and completion reports are documents in which parents provide information on their child’s learning progress and the evaluations conducted to assess it.

**2. School service centre or school board with jurisdiction:** According to the *Education Act* (CQLR, c. I-13.3), this is the school service centre or school board that has jurisdiction over the territory in which the child resides. The child must be declared eligible for instruction in English before they can be assigned an English school board.

**3. Level of instruction:** The level of instruction corresponds to the school year in the cycle of education in which the child would be enrolled if they were attending a school.

**4. Subjects:** The Québec Education Program establishes the compulsory and optional programs of study for all children and students in Québec.

The official programs of study in each subject must be taught to allow progress in learning equivalent to the progress expected in each cycle at school. The learning project must target the development of competencies in English (language of instruction, if the learning project incorporates English Language Arts), French (language of instruction and second language) and Mathematics each year. For the subjects in Science and Social Sciences, parents have a certain degree of flexibility as to when prescribed content is taught within a cycle, except in Secondary Cycle Two, where these subjects must be taught each year.

If parents believe that their child should be exempt from one or more subjects due to a disability, social maladjustment or learning difficulty, they may submit a request to their resource person. In the case of a child with a moderate to severe or a profound intellectual disability, parents may develop a learning plan based on the appropriate educational program ([CASP-I](#), [Challenges](#) or [EPPII](#)). No exemption may be granted in language of instruction, second language or mathematics.

**5. Level(s) of instruction:** Parents must indicate the level or levels of instruction for each subject targeted in the learning project. It is possible that the level or levels targeted by different subjects are not the same, that the child acquires learning usually covered during an entire cycle within a single year, or that content from a previous or subsequent year in the same cycle will be targeted.

**6. Evaluations conducted:** Parents must indicate the method(s) that were used to evaluate the child’s learning. Parents are responsible for taking the necessary steps involved in conducting such evaluations.



## Important information – Mid-term and completion report on the child’s learning progress

(Elementary and Secondary Cycle One) (cont.)

The following evaluation methods are available to parents:

- **Evaluation by the school service centre or school board:** Parents may choose to have their child evaluated by the school service centre or school board with jurisdiction, in accordance with the procedures established by that school service centre or school board.
- **Evaluation by the holder of a teaching licence:**<sup>1</sup> This is an evaluation by a person who holds a teaching licence issued by the Minister, as set out in the *Regulation respecting teaching licences* (CQLR, c. I-13.3, r. 2.01).
- **Evaluation by a private school:** Parents may choose to have their child evaluated by a private school governed by the *Act respecting private education* (CQLR, c. E-9.1), in accordance with the procedures determined by that school.
- **Examinations set by the Minister:**
  - Compulsory examinations are administered in Elementary 4 in the French sector (Français, langue d’enseignement), and in Elementary 6 in both sectors (Français, langue d’enseignement or English Language Arts; and Mathematics).
  - A compulsory examination is administered in Secondary II in the French sector (Français, langue d’enseignement, écriture).
- For more information, consult the following page: <http://www.education.gouv.qc.ca/en/parents-and-guardians/exams/schedule-for-the-examination-session-and-retake-of-examinations>
- **Portfolio submitted to the Minister:**<sup>2</sup> Parents who choose the portfolio as an evaluation method must ensure that the submitted document respects the requirements and conditions set out by the Direction de l’enseignement à la maison.

**7. Comments on the child’s learning progress:** In these sections, parents must provide comments on their child’s learning progress for each competency targeted in the learning project. The comments must demonstrate the learning-related changes that have occurred since the initial implementation of the learning project or since the mid-term report, as applicable. The comments may pertain to the child’s progress, difficulties or a lack of significant progress.

**8. Other subjects, knowledge or competencies:** Some elements of learning complete and enrich a child’s existing knowledge. Activities that foster such learning may include computer courses, lifeguard or babysitter training, learning a sign language or another language, wilderness orientation, crafts, horticulture, mechanics, farming or martial arts.

**9. Documents included with the report on the child’s learning progress:** The Direction de l’enseignement à la maison encourages parents to submit documents that may be useful when assessing the reports on their child’s progress.

If the parents have chosen to have their child evaluated by a school service centre or school board that has jurisdiction, a private school or the holder of a teaching licence, they must submit the findings of these evaluations to the Direction de l’enseignement à la maison.

If parents receive the evaluation results after the deadline for submission of a report on their child’s progress, they must immediately upon receiving these results forward the required information to the resource person assigned to their family.

If the parents have chosen to submit a portfolio to the Minister, they must submit it at the same time as the completion report.

The Direction de l’enseignement à la maison recommends that parents keep evidence of learning on hand (including the date, learning context and educational aim). They are also encouraged to record and comment on any observations they have made, so that this information is available if needed. These comments and observations may also be useful when preparing the reports on the child’s learning progress or the portfolio, if parents have chosen this evaluation method.

The **learning context** refers to the context in which a learning activity or project is carried out (e.g. formal, informal or real-life situation, time required for the task, resources and tools used, degree of independence, interest and motivation in the task, type of support provided).

The **educational aim** refers to what a child is expected to know and be able to do when carrying out an activity or project.

1 The Direction de l’enseignement à la maison has created a reference document intended for parent-educators that sets out the requirements and conditions of this evaluation method. This document is entitled *Evaluations Conducted in a Homeschooling Context by the Holder of a Teaching Licence*.

2 The Direction de l’enseignement à la maison has created a reference document intended for parent-educators that sets out the requirements and conditions of this evaluation method. This document is entitled *The Portfolio in a Homeschooling Context*.