HOMESCHOOLING REQUIREMENTS

Support document for parent-educators

2024-2025

This document provides an overview of the homeschooling requirements established by the Direction de l'enseignement à la maison (DEM) for the elementary and secondary levels. Among other things, it is intended to support you, as parent-educators, by explaining the expectations related to the various regulatory steps involved in the homeschooling process. It includes explanations, examples and suggestions.

More specifically, you will find the following elements:

 Tips

The DEM recommends that you keep some dated traces of learning. It also invites you to record your observations and comments as you go along and to share them during the monitoring meeting. The traces of learning and annotations are also useful in writing the reports on your child's learning progress.

Please do not hesitate to contact your resource person at any time should you have any questions.

List of abbreviations used

DEM	Direction de l'enseignement à la maison
POL	Progression of Learning
QEP	Québec Education Program
Regulation	*Homeschooling Regulation*
SSC	School service centre
SB	School board

List of icons used

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Homeschooling schedule

The following table outlines the regulatory steps for homeschooling. It indicates the actions to take and the dates to respect based on when you started the homeschooling process.

Homeschooling schedule		
Regulatory steps ⬇	Your child has been home since the beginning of the school year. ⬇	Your child stopped attending school during the school year. ⬇
ANNUAL NOTICE OF INTENT[1]	Send to the SSC or the SB no later than July 1.	Send to the SSC or the SB within 10 days from the day on which the child last attended school.
LEARNING PROJECT	Submission and implementation no later than September 30	Submission and implementation within 30 days from the day on which the child last attended school
MONITORING MEETING	Participation during the year (you and your child)	
STATUS REPORT	Submission between the third and fifth month after the implementation of the learning project	Submission between the third and fifth month after the implementation of the learning project • If your child stops attending school between January 1 and March 31, you must submit the status report no later than June 15. • After March 31, the status report is optional.
MID-TERM REPORT	Submission between the third and fifth month after the implementation of the learning project	Submission between the third and fifth month after the implementation of the learning project • If your child stops attending school after December 31, the submission of the mid-term report is optional.
COMPLETION REPORT	Submission no later than June 15	
EVALUATION OF LEARNING	Submission of document(s) that attest to the evaluation of learning • If you selected the portfolio as the evaluation method, you must submit it to the DEM no later than June 15. • The other evaluation methods selected must be carried out before June 30 and the confirmation that they have been completed is sent to the DEM no more than two weeks following their completion.	

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[1]You can use the secure site for homeschool providers, available in the homeschooling section of the Ministère de l'Éducation website. You must submit this notice to the school service centre or school board that has jurisdiction.

Requirements for each regulatory step

In order for your child to be exempt from compulsory school attendance, you must follow the legal framework and ministerial requirements[2]. The following table indicates the requirements for each regulatory step.

In your child's LEARNING PROJECT, you must include:

1.1. A description of the chosen educational approach

1.2. The programs of study that will be taught (subjects and level) as well as a brief description of the activities chosen for that purpose

1.3. The other subjects or subject areas that will be taught, as well as other knowledge and competencies that will be acquired, and a brief description of the activities chosen for that purpose, if applicable

1.4. The educational resources that will be used

1.5. An approximate plan of the time allocated to the learning activities

1.6. The name and contact information of every organization that will be contributing to your child's learning and a description of the contribution

1.7. The evaluation methods that will be used to assess your child's learning

1.8. The last level of educational services your child received from a school

During the MONITORING MEETING, you must provide:

2.1. Comments on the implementation of the learning project and your child's learning progress
2.2. Traces of learning

In the STATUS REPORT on the implementation of the learning project, you must include the following:

3.1. The completed activities

3.2. The approximate time that was allocated to the learning activities

3.3. Any changes made to the learning project

In the REPORTS ON THE CHILD'S LEARNING PROGRESS (mid-term and completion reports), you must include the following:

4.1. The evaluation methods used to assess your child's learning progress

4.2. Comments on the child's learning progress

5 For the EVALUATION OF LEARNING, you must submit the following:

5.1 One or more documents attesting that your child's learning has been evaluated.

5.2 If applicable, a portfolio submitted to the Minister that includes the following:

   5.2.1 The evaluation by the parent-educators

   5.2.2 Contextualized evidence of learning

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[2] Various criteria are taken into account when determining whether a document complies with the requirements, such as the presence of relevant and sufficient information for each element required under the *Homeschooling Regulation* (CQLR, c. I-13.3, r. 6.01) and the Québec Education Program (QEP).
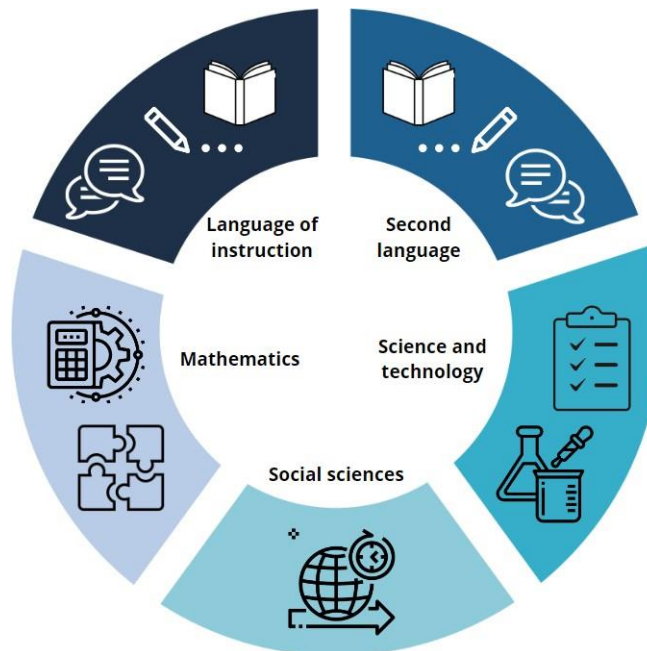
🖊 LEARNING PROJECT

The learning project represents the planning for the year, for at least all compulsory subjects. It describes the learning to be acquired and the competencies of the Québec Education Program (QEP)[3] to be developed. Templates for developing your child's learning project are available on the secure site for homeschool providers and in the homeschooling section of the Ministère de l'Éducation website.

🖊 *To avoid losing any data, it is important to download a copy of the templates and save it to your computer before modifying it.*

The learning project must provide for varied and engaging activities for every compulsory subject: the language of instruction and the second language (one in French and the other in English), mathematics, science and technology, and the subjects in social sciences. The diagram below presents all the compulsory subjects that must be included in a learning project.

The subjects in Personal Development and in Arts Education can also be included in the learning project. In Secondary Cycle Two, it is also possible to add elective subjects[4] to your planning for the year.

1.1 Description of the chosen educational approach

You must describe the educational approach(es) chosen for the learning project. These approaches demonstrate your view of teaching and learning. They can be adapted to your child's needs and interests and to your family context.

🔍 For example, you could choose a project-based approach, an interdisciplinary approach, outdoor education, self-directed learning, an approach that integrates distance courses or an approach that promotes the use of workbooks and textbooks.

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[3] In the QEP, the subject-specific competencies correspond to the educational aims specific to each subject and are organized around corresponding key features, knowledge and evaluation criteria. In addition, "progressions of learning" (POL) are available for most of the subjects. These progressions complement the QEP and provide detailed information on the knowledge, skills, notions, concepts, strategies and techniques that children must acquire. The QEP and the POL are tools to help teachers and parent-educators plan teaching and evaluation.

[4] The list of elective subjects as well as the number of credits assigned to each of these subjects can be found in Appendix I of the 2021-2022 Annual Directives From the Minister.

1.2 Brief description of the activities chosen

You must describe the activities and projects that you have chosen to carry out during the year in order to implement the targeted programs of study. The brief description of the activities chosen helps with planning the resources that you will use for the learning to be acquired and the competencies to be developed in each compulsory subject targeted in the learning project.

It is not necessary to describe all the activities and projects planned for the year. However, it is important to include enough activities and projects to provide a good overview of what you will be doing to develop the various competencies of the compulsory subjects. It is also likely that an activity or project will allow for additional learning in multiple subjects.

Here are some examples of elements that could appear in the brief description of the activities chosen for English Language Arts. Keep in mind that these activities or projects can be adapted to various needs, interests and levels of instruction.

🔍 **Examples of elements in the brief description of the activities chosen for English Language Arts**

✓ Summarizing a book aloud or in writing (e.g. picture book, novel, folktale, legend, fable, story, short story, comic book)
✓ Doing research and a presentation by referring to various texts (e.g. scientific or newspaper articles)
✓ Analyzing texts through questions and answers using the workbook [name of workbook]
✓ Participating in a reading group
✓ Listening to literary podcasts and discussing them with the family
✓ Reading aloud to work on intonation, punctuation and flow
✓ Producing various types of texts depending on the situation (e.g. story, letter, diary, blog, poem, summary, short story, book or comic strip; argumentative, descriptive, narrative, expository, theatrical or opinion text)
✓ Learning new grammar rules using the workbook [name of workbook]
✓ Using educational games like [names of educational games]
✓ Having a discussion and taking a stance after watching a film, an interview or an online video clip
✓ Giving an oral presentation on a chosen topic in front of family and friends
✓ Formulating a critique after reading a new novel or after visiting the museum or the theatre
✓ Debating on a chosen topic

✅ **Review**

Here are some questions to ask yourself after having described the activities and projects in the learning project:

✓ Have I planned several activities or projects for each subject?
✓ Are the activities and projects varied? Do they cover the subject's competencies?
✓ Have I described the activities and projects well enough?
✓ Have I adequately described what I intend to work on using a workbook, an app or a website?

1.3 Other subjects or subject areas that will be taught, and other knowledge and competencies

If applicable, indicate any targeted learning beyond that which is compulsory.

For example, this could include activities or projects for developing digital skills[5]; babysitting courses; lifeguarding courses; piano or dance lessons; courses in orienteering, mechanics, or martial arts; cooking workshops or lessons in a new language.

1.4 Educational resources

You must specify the nature of the educational resources that you will use for each subject.

For example, these could include material resources (e.g. workbooks, textbooks, other types of books, anthologies, educational games, magazines), digital resources (e.g. websites, applications), human resources (e.g. tutors, specialists), or cultural and scientific resources (e.g. museums, libraries, theatres, workshops).

1.5 Approximate plan of the time allocated to the learning activities

You must provide an approximate plan of the time allocated to learning activities. The plan can be set out in terms of weeks or days. Although the schedule might vary in a homeschooling context, it is meant to provide an overview of the planning and the routine.

In addition to the number of hours allocated to the learning activities per month, per week, or per day, the plan can include, for example, a typical day or other regular activities (e.g. online courses or tutoring twice a week). Some parents also include a calendar.

1.6 Name and contact information of every organization that will be contributing to your child's learning and description of the contribution

The name and contact information of every organization that will be contributing to your child's learning must be indicated, if applicable. The role of this organization must also be briefly described. You must indicate if no organization will be contributing to your child's learning.

For example, the organization could be a tutoring centre, an organization that offers online courses, or a remedial education association or service.

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[5]For more information on this topic, you can refer to the Digital Competency Framework. Several tools are available, including a pedagogical guide, a template for planning pedagogical activities that integrate digital competency and a digital competency development continuum.

1.7 Evaluation methods

You must indicate the evaluation method(s) that you have chosen from among those set out in the *Homeschooling Regulation,* to evaluate your child's learning in every compulsory subject[6].

Depending on the evaluation method(s) you have chosen, you must take different actions. The diagram below describes the actions to take throughout the implementation of the learning project based on the evaluation method(s) chosen.

Evaluation method	Actions to be taken
By the SSC or SB	Contact the SSC or SB to learn about the applicable terms and conditions.
By a private educational institution	Contact the private educational institution governed by the *Act respecting private education* (CQLR, c. E-9.1) to discuss the possibilities and learn about the terms and conditions.
By the holder of a teaching licence	• Use the services of a person holding a valid Québec teaching licence or diploma. • Send the first and last name and date of birth of this person to the DEM using the form provided to you for this purpose by your resource person.
By a portfolio[7] submitted to the Minister	If you wish, you may ask your resource person for a template to help you develop the portfolio.
By an examination set by the Minister:[8]	If your child is required to take one or more ministerial examinations, contact the SSC or SB as soon as the implementation of the learning project has begun in order to: • inform them of the examination(s) your child is required to take • ask for a permanent code, if it is not known • ask for your child to be able to consult previous examinations available for this purpose, if needed • ask for your child to participate in any preparatory activities, if needed • submit a request for adapting the conditions for administering a ministerial examination, if needed You may ask your resource person, SSC, or SB for the available template for this request.

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[6] In accordance with the programs of study established by the Minister and the Framework for the Evaluation of Learning, no evaluation is required in Elementary Cycle One Geography, History and Citizenship or Science and Technology. A comment on the child's progress in these two subjects will nevertheless be required in the mid-term and completion reports.

[7] It should be noted that the portfolio submitted to the Minister cannot be used to obtain credits towards a Secondary School Diploma. However, the school service centres, school boards and private education institutions may agree, in their terms and conditions, to the use of the portfolio to evaluate the child's learning.

[8] The school service centres and school boards have the responsibility to allow the homeschooled child to be registered for any ministerial examination. Parent-educators can also rely on private educational institutions. It is important to contact the private educational institution in question to learn about their terms and conditions.

Examinations set by the Minister: Additional information

Guides for parents and information documents (in French only) provide complete information on the examinations.

The following table lists all the examinations set by the Minister. It sets out the examination(s) a child is required to take according to the language of instruction and level of instruction for each subject.

Education level	Compulsory examinations set by the Minister
Elementary 4	*(when French is the language of instruction)* • Français, langue d'enseignement, lecture et écriture
Elementary 6	*(when French is the language of instruction)* • Français, langue d'enseignement, lecture et écriture • Mathématique *OR (when English is the language of instruction)* • English Language Arts, reading and writing • Mathematics
Secondary II	*(when French is the language of instruction)* • Français, langue d'enseignement, écriture
Education level	**Uniform examinations set by the Minister**
Secondary IV	*(when French is the language of instruction)* • Mathématique (SN, TS or CST) • Science (ST or AST) • Histoire du Québec et du Canada *OR (when English is the language of instruction)* • Mathematics (SN, TS or CST) • Science (ST or ATS) • History of Québec and Canada
Secondary V	*(when French is the language of instruction)* • Français, langue d'enseignement, écriture • English as a Second Language (core or enriched) *OR (when English is the language of instruction)* • English Language Arts, reading and writing • Français, langue seconde (programme de base ou enrichi)

⚠️ Graduating and earning credits

In order to obtain a Secondary School Diploma, homeschooled children are subject to the same certification regulations as students who attend school. They must obtain 54 credits in Secondary IV and V, at least 20 of which are earned in Secondary V. It is important to contact the SSC, the SB, or a private educational institution to discuss possibilities and to learn about the applicable terms and conditions for the evaluation leading to the earning of credits.

To evaluate all the subjects targeted in the learning project, it is possible, and sometimes even compulsory, to combine more than one evaluation method. For example, here is what a plan of the evaluation methods for an Elementary 6 child would look like:

- ✓ a compulsory ministerial examination in English Language Arts
- ✓ a compulsory ministerial examination in mathematics
- ✓ an evaluation or a report by the holder of a teaching licence for Français, langue seconde
- ✓ a portfolio submitted to the Minister for Science and Technology and for Geography, History and Citizenship Education

1.8 Last level of educational services

If your child has previously attended school, you must indicate the grade level of your child's last year of formal schooling. You must also indicate the date on which your child stopped attending school.

For example, a child who is completing their second year of elementary school at home might have attended school in their first year of elementary school. This would make Elementary 1 the last level of educational services received.

Review

Here are some questions to consider before submitting your child's learning project:

- ✓ Does my planning for the year include a variety of activities and resources that cover the competencies for each compulsory subject?
- ✓ Does my planning for the year indicate the educational approach chosen, the approximate plan of the time allocated to learning activities and the evaluation method(s) to be used for each compulsory subject?
- ✓ Does my planning for the year indicate the name of and contact information for the organizations that will be contributing to my child's learning, the last level of educational services my child received and any other relevant information?
- ✓ Lastly, does the learning project provide a good overview of what will be implemented this year to allow my child to acquire knowledge and to develop the various competencies of the compulsory subjects?

Important reminder about the learning project

As parent-educators, you are responsible for developing and implementing the learning project. This means, among other things, that you must be able to comment on your child's learning plan and progress.

During the implementation of the learning project, you can make changes to your plan. However, these changes must be communicated to your resource person.

Your resource person can help you to develop the learning project and answer your questions. Do not hesitate to contact them.

2.1 Comments on the implementation of the learning project and your child's learning progress

At the monitoring meeting, you must be able to report on your child's learning project and learning progress in each compulsory subject. If an organization will be contributing to your child's learning, the DEM recommends that you collect all relevant information in order to be able to discuss your child's learning progress with your resource person during the monitoring meeting.

> For example, it may be helpful to record your activities on a regular basis and to record your comments in a notebook.

If needed, another meeting could be held if you encounter some difficulties in the implementation of the learning project or weaknesses in your child's learning progress. Specific expectations will be given to you by your resource person depending on the situation.

2.2 Traces of learning

Traces of learning must be presented for the different competencies of compulsory subjects. These traces of learning demonstrate the rich nature of the educational experience seen at home and support the discussion of your child's learning project and learning progress. This discussion can also, if necessary, lead to sharing teaching and learning strategies, use of resources, evaluation methods, etc.

Your child may be involved when selecting and presenting the traces of learning. By asking them to participate in the preparation of traces of learning, no matter their age, you are allowing them to better understand their own learning, for example by identifying their strengths and areas that can be improved. This could also bring them to think about the new challenges to come.

Here are some examples of traces of learning that may be presented during a monitoring meeting:

- ✓ A list of books that were read
- ✓ Writing activities and exercises
- ✓ A reading or writing journal
- ✓ A lapbook (thematic album)
- ✓ Math problems
- ✓ Research
- ✓ A notebook with scientific observations
- ✓ A timeline
- ✓ Artistic works
- ✓ Activities or exercises from a workbook or another source
- ✓ Photos of activities, projects or experiences

Tips

If your monitoring meeting is to take place by videoconference, the DEM recommends that you scan or take photos of any written traces of learning so that they will be easier to see. You can upload them on your secure site or you can email them to your resource person, ideally in a single attachment, before the meeting.

The status report is a document that describes the implementation of the learning project. Templates for developing the status report, as well as combined templates for developing the status report and the report on the child's learning progress are available to help you on the secure site for homeschool providers and the Ministère's website.

3.1 Information on the completed activities

The activities or projects that were completed for each subject must be indicated whether or not they were initially planned in the learning project.

For example, you could indicate the books read, chapters from a workbook, written work or experiments completed, field trips taken, and activities and projects carried out at the time the document is submitted.

3.2 Approximate time

You must indicate the approximate time allocated to carry out the learning activities for each subject.

The approximate time may, for example, be indicated as the number of hours per subject. You may also specify the duration and frequency of an activity, as well as the distribution of activities over time (e.g. total amount during a day, week or month).

3.3 Any changes made to the learning project

You must indicate the changes that have been made to the learning project, if applicable. If the learning project is proceeding as planned, indicate that no changes have been made.

Two types of changes can be made to a learning project. You can contact your resource person if you have any doubt about the nature of a change or the actions to be taken as a result of a change.

| Type of change	Details	Actions to be taken
A change that does not affect the planned learning	This may include, for example: ✓ a change in the choice of a resource or evaluation method used for a subject ✓ adding tutoring services	Indicate changes made in the status report. If the status report has already been submitted, inform your resource person of the changes made to the learning project.
A change that affects the planned learning	A substantial change is any major change made to the planned learning, regardless of how the learning is acquired. This may include, for example: ✓ a change in the level(s) of instruction ✓ partially or completely dropping the planned activities for one or more subjects	You must submit to your resource person a written notice of any substantial change within 15 days.

4.1 Evaluation methods used

Indicate the evaluation method(s), from among the five set out in the *Homeschooling Regulation,* that you have used to evaluate your child's learning. If no evaluation was conducted by the time the mid-term report is written, you can simply mention that evaluations will be conducted by the end of the year and indicated in the completion report.

4.2 Comments on the child's learning progress
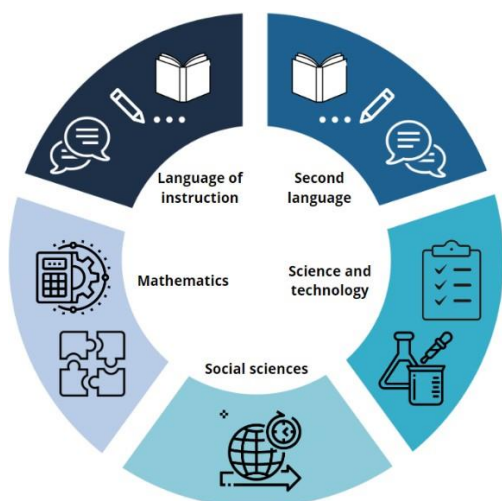
You are responsible for following and commenting on your child's learning progress for the different competencies[9] of the compulsory subjects.

In other words, your comments must demonstrate the learning-related changes that have occurred. These comments must be personalized and sufficiently developed to show the progress your child has made, the difficulties they encountered or the significant lack of progress your child has made.

The child may participate in this exercise by reflecting on their own learning. Being involved would give them, among other things, the opportunity to become aware of their progress and set goals for themselves.

📝 **Tips**

Here are some helpful suggestions for preparing the report on your child's learning progress. You can:

- observe traces of learning taken from various works or activities and compare them with others from different times of the year
- ask your child open questions on their learning or question them after they have completed an activity or project
- summarize your observations to compare them with those from different times of the year
- review subject-specific competencies from the programs of study targeted in the learning project
- review completed evaluations, if applicable

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[9] Subject-specific competencies (key features, evaluation criteria and end-of-cycle outcomes) outline the educational aims. These references may be helpful when preparing the report on your child's learning progress.

Tips

Here are a few ideas to help you word your comments on your child's learning progress:

Since the implementation of the learning project, my child:

- ✓ *finds it increasingly easy to ....*
- ✓ *finds it less difficult to ....*
- ✓ *is more independent in ....*
- ✓ *needs to work on ....*
- ✓ *is now doing ....*

- ✓ *is increasingly using ....*
- ✓ *is capable of ....*
- ✓ *is now able to ....*
- ✓ *stands out by ...*
- ✓ *continues to ....*

You may also include comments on how you plan to support your child's learning progress. If your child has some difficulties progressing in one or more subjects, it may be helpful to identify priority needs and set new personalized learning goals. New intervention strategies could therefore be tested. This may include, for example:

- ✓ changing teaching strategies or time management
- ✓ trying new resources or technological tools
- ✓ requesting remedial education or speech therapy services with the SSC or SB

Review

Here are some questions to consider before submitting your child's learning project:

- ✓ Did I indicate the evaluation method(s) that were used for each of the compulsory subjects, if applicable?
- ✓ Did I write comments for the different competencies of the compulsory subjects?
- ✓ Do my comments demonstrate the learning-related changes that have occurred (progress made or challenges to overcome) since the implementation of the learning project or since preparing the mid-term report, if applicable?

5.1 Document(s) certifying that your child's learning has been evaluated

The document(s) that confirm that your child's learning has been evaluated for each compulsory subject using one or more evaluation method must be submitted to the DEM. The evaluation results may also be shared with your resource person.

The following table lists what you need to submit based on the evaluation methods selected.

Evaluation method	Documents to submit
By the SSC or SB By a private educational institution	Submit the documents that certify that the evaluation was conducted or the evaluation results as soon as they are available. Your resource person will upload them to your child's file.
By the holder[10] of a teaching licence	Submit the evaluation results or the report by the holder of a teaching licence as soon as they are available. Your resource person will upload them to your child's file. These results must, at a minimum: 1) confirm that the evaluation was indeed conducted (specifying the child's name and the date of the evaluation) 2) situate your child's learning in relation to the expected outcomes of the programs of study for each compulsory subject
By an examination set by the Minister:	For compulsory examinations (see table on page 9), submit the official communication (email, letter or PDF) received from the SSC, the SB or the private educational institution after taking the examination. For uniform examinations (Secondary IV and V), submit the achievement record received from the Ministère.
By a portfolio submitted to the Minister	Submit the portfolio no later than June 15. *A template that combines the portfolio with the completion report is available from your resource person.*

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[10] Note that the evaluation of learning conducted by a holder of a teaching licence is based on their professional judgment. They have the necessary skills to determine the appropriate evaluation practices and procedures for the situation. A reference document is available for this evaluation method from your resource person.

5.2   PORTFOLIO SUBMITTED TO THE MINISTER

5.2.1 Evaluation by the parent-educators

If the portfolio submitted to the Minister is chosen as the evaluation method, it must include the parent-educators' evaluation of their child's learning. In short, you must indicate where your child's learning stands with the expected outcomes of the programs of study for each compulsory subject planned in the learning project. This evaluation can be combined with comments.

Here are different ways you can write your evaluation:

- ✓ *has achieved or is about to achieve the expected outcomes, partially meets or is about to meet the expected outcomes, does not meet the expected outcomes*
- ✓ *exceeds expected outcomes, clearly meets expected outcomes, barely meets expected outcomes, falls short of expected outcomes*
- ✓ *advanced, proficient, acceptable, partial, minimal competency development*[11]

Portfolio combined with a completion report

You can submit the portfolio and the completion report at the same time within the same document. Your comments for each compulsory subject can therefore describe the degree to which your child has achieved the expected outcomes of the programs of study and their learning progress. A template that combines the portfolio with the completion report is available from your resource person.

Here is an example of the evaluation of learning in mathematics. The child's progress in this subject is also indicated.

Example of an evaluation in Elementary Cycle Three Mathematics (Elementary 6)

Evaluation: *Our child meets the expected outcomes in mathematics.*

Comments: When doing math exercises, our child usually does well with what is asked. Once he gets to word problems, he can sometimes still have a bit of trouble understanding which concepts to use and how to apply them the right way. Manipulatives help him a lot, especially for fractions. It's not always easy for him to associate a fraction with a percentage or a decimal, but with a model or when he follows the steps given to him, he succeeds. Activities related to geometry or measurement are still going well and he has learned how to use a protractor. However, the problems that involve converting hours into minutes, for example, are still difficult.

When he is solving more complex situational problems, our child can repeat what he understood of the problem and explain what he intends to do. He asks us less and less to help him understand by reading the problems and he is able to concentrate better on his mathematical reasoning by himself. We notice that he has less and less difficulty completing a problem that has many steps. With some help, he is able to recognize which concepts to use with more ease. His work still lacks clarity or organization, sometimes because he wants to go too quickly. Our child has finally learned his multiplication and division tables! He is comfortable with a calculator and uses it well when checking his calculations.

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[11] Even though the use of the scales of competency levels at the elementary and secondary school levels is no longer prescribed by the *Basic school regulation*, it can help support the judgment of teachers and parent-educators. By way of example, level 3 of each of these scales corresponds to the acceptable level of development for each competency.

5.2.2 Contextualized evidence of learning

To support your evaluation of your child's learning, you must present at least three pieces of evidence of learning per compulsory subject.

Evidence of learning is a record of learning that you have chosen from those you have saved because it is representative of your child's learning in a given subject. It demonstrates where your child stands in relation to the expected outcomes of the programs of study.

The selected pieces of evidence of learning are:

- compiled in a single document
- dated and recent
- diversified, to cover the different competencies and knowledge acquired in each subject
- relevant, to demonstrate your evaluation of your child's learning in each subject

> **Evidence of learning**
>
> Evidence of learning shows what the child knows or what they can do, or say at a given time.

The evidence of learning must be contextualized in order to be relevant. You must therefore provide a summary of the educational aim and learning context with each piece of evidence of learning.

Tips

Here are a few questions and examples that may help you contextualized the chosen pieces of evidence of learning:

Educational aim

✓ What did you want your child to develop?
✓ What were the learning objectives of the project or activity?

🔍 For example, you could indicate that the educational aim was for your child to be able to recognize the operations in a math problem and to carry them out.

Learning context

✓ How did this activity unfold?
✓ In what conditions or what environment is the teaching or learning taking place?

🔍 For example, for a writing exercise, you could say that your child has organized their ideas in writing, then typed and revised their text on the computer without your help, but using reference tools available to them since the beginning of the year.

Here are a few examples of evidence of learning that could be included in a portfolio:

- ✓ A learning and evaluation situation
- ✓ Math problems
- ✓ Writing activities and exercises
- ✓ A reading or writing journal
- ✓ A notebook with scientific observations
- ✓ Records of an activity or project
- ✓ Examples of activities or exercises from a workbook or another source
- ✓ Records of conversations between your and your child
- ✓ An observation checklist, an evaluation rubric or an assessment form
- ✓ Evaluations conducted by tutors
- ✓ Evaluations conducted by professionals (e.g. remedial education, speech therapy)
- ✓ Audio and video recordings

Self-assessments by the child

In addition to the evidence of learning, you may include your child's self-assessment of their learning progress. This may consist of an overall assessment, or one organized by subject(s). This self-assessment process allows the child to reflect on what they have learned or the way they have learned. They can become aware of their strengths and play an active role in identifying the next challenges. The self-assessment may take the form of a text written by the child or an audio/video recording, or a text transcribed by the parents.

Here are different possible topics for self-assessment:

- ✓ identifying the learning they are especially proud of having acquired
- ✓ reflecting on the strategies or tools they used that were helpful in their learning process
- ✓ reflecting on the challenges that made certain learning particularly difficult to acquire
- ✓ reflecting on the learning that an activity has allowed them to develop
- ✓ identifying one or more learning goals
- ✓ identifying some of their accomplishments this year
- ✓ presenting an activity or project that they especially enjoyed
- ✓ identifying elements that they want to improve next year
- ✓ explaining the reasons why they chose certain pieces of evidence of learning

Review

Here are some questions to consider before submitting your child's portfolio:

For each compulsory subject:

- ✓ Did I indicate where my child's learning stands in relation to the expected outcomes of the programs of study?

- ✓ Does the piece of evidence selected prove what my child knows, can do and can express at this point? Is the piece of evidence sufficiently representative?

Some useful links

Secure site for homeschool providers https://enseignementmaison.education.gouv.qc.ca/em/app/esem:accueil-utilisateurs/en/a/login/? The DEM recommends that parent-educators use the secure site for homeschool providers to upload the different documents to be submitted throughout the year and to communicate with their resource person (internal messaging). This secure platform also offers you easy access to the various information documents, templates and forms. Should you have any technical problems, do not hesitate to contact your resource person or the DEM at the following address: DEM-espacesecurise@education.gouv.qc.ca.
Website of the Ministère de l'Éducation: Homeschooling http://www.education.gouv.qc.ca/en/school-boards/support-and-assistance/homeschooling This site provides information on homeschooling in Québec and on its legal framework. It also leads to the secure site for homeschool providers, as well as to various documents, including the different templates related to the regulatory steps. You can also find Frequently Asked Questions.
Homeschooling Regulation https://www.legisquebec.gouv.qc.ca/en/document/cr/I-13.3,%20r.%206.01 The *Homeschooling Regulation* sets out certain conditions and procedures that must be respected for a child to be exempted from compulsory school attendance in order to receive homeschooling. It also stipulates how the Minister is to monitor homeschooling and how the SSC or SB with jurisdiction is to support children.
Québec Education Program http://www.education.gouv.qc.ca/en/teachers/quebec-education-program The Québec Education Program (QEP) and the progressions of learning are indispensable references with regard to the instruction to be provided and the evaluation to be carried out for all students and children subject to the QEP. Implementation of the QEP is based on competency development, i.e. on students' acquisition and use of resources, including a range of accepted and shared knowledge.
General Education in the Youth Sector: Preschool, Elementary School and Secondary School – 2021-2022 Annual Directives From the Minister http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/Instruction-annuelle_2021-2022-AN.pdf The purpose of the directives is, essentially, to inform the SSC, SB and private educational institutions of the decisions made by the Minister of Education. The list of elective subjects as well as the number of credits assigned to each of these subjects can be found in Appendix I.
Digital Competency Framework. http://www.education.gouv.qc.ca/en/references/tx-solrtyperecherchepublicationtx-solrpublicationnouveaute/results/detail/article/digital-competency-framework/?a=a&cHash=e0fc0d079bf8522871c66b1ecde9ccac This framework allows for the development of digital competency for all learners and for carrying out pedagogical activities adapted to today's digital reality. Several tools are available, including a pedagogical guide, a template for planning pedagogical activties that integrate digital competency and a digital competency development continuum.
Ministerial examinations: Guides for parents http://www.education.gouv.qc.ca/en/contenus-communs/parents-and-guardians/evaluation-of-learning-and-ministerial-examinations/guides-parents/ The guides for parents provide information on the examinations set by the Minister. They present the structure of the exams and the administration procedures, as well as excerpts from past exams.
Information documents on the examinations (in French only) http://www.education.gouv.qc.ca/contenus-communs/parents-et-tuteurs/evaluation-apprentissages-epreuves-ministerielles/documents-dinformation-sur-les-epreuves/ These information documents are related to the different ministerial examinations for elementary and secondary education.

Scales of Competency Levels
The scales of competency levels, although no longer prescribed by the *Basic School Regulation*, are intended to support teachers in the application of the Québec Education Program. They describe student progress and therefore make it possible to situate the overall level of competency development so that it is possible to direct student learning or to assess it.

Elementary: http://www.education.gouv.qc.ca/en/references/tx-solrtyperecherchepublicationtx-solrpublicationnouveaute/results/detail/article/scales-of-competency-levels-elementary-school/
Secondary Cycle One: http://www.education.gouv.qc.ca/en/references/tx-solrtyperecherchepublicationtx-solrpublicationnouveaute/results/detail/article/scales-of-competency-levels-secondary-school-education-cycle-one/
Secondary Cycle Two: http://www.education.gouv.qc.ca/en/references/tx-solrtyperecherchepublicationtx-solrpublicationnouveaute/results/detail/article/scales-of-competency-levels-secondary-school-education-cycle-two-1/

Some useful resources

Alloprof
https://www.alloprof.qc.ca/en/students
Alloprof helps students, parents and teachers by offering free professional and engaging services as well as various digital tools and resources. The *Guide des ressources clés d'Alloprof en contexte d'enseignement à la maison* (in French only) is available on the secure site for homeschool providers or from your resource person.

Constellations
https://constellations.education.gouv.qc.ca/#
The *Constellations* pedagogical development platform is designed and produced by the Direction de la formation générale des jeunes (DFGJ) of the Ministère de l'Éducation. It is intended to foster lifelong reading habits in young people. *Constellations* offers a wide and regularly updated selection of books for preschool, elementary school and secondary school students.

Open School
https://ecoleouverte.ca/accueil
The Open School platform offers the public a range of fun resources that allow parents and children to choose various activities in different subjects and at all grade levels. These activities, whether academic, social or physical, contribute to the development of students' knowledge and skills in many areas.

RÉCIT (in French only)
https://recit.qc.ca/
RÉCIT is a network focused on student competency development through the integration of technologies. Below is a selection of provincial services offered by RÉCIT, offered in French only. Each one offers a wide variety of resources, including, for example, activities, projects, webinars, training sessions, self-directed training, pedagogical tools and rubrics.

RÉCIT for Languages
https://www.domainelangues.qc.ca/fr/
https://www.domainelangues.qc.ca/en/

RÉCIT for Mathematics, Science and Technology
https://recitmst.qc.ca/

RÉCIT for the Social Sciences
https://www.recitus.qc.ca/

RÉCIT for Inclusion and Special Education
https://recitas.ca/

RÉCIT for Arts Education
https://recitarts.ca/

RÉCIT for Personal Development
https://recitdp.qc.ca/

RÉCIT for citizenship in the digital age https://www.citnum.ca/
RÉCIT Campus https://campus.recit.qc.ca/ Initially intended for teachers, education consultants and administrators, the RÉCIT Campus platform offers training on various subjects related to the Québec Education Program (QEP) and digital technology. The training is available to everyone.
LEARN: services for the English-speaking community https://learnquebec.ca/home LEARN is a non-profit educational organization that offers a wide range of information and resources to the English-speaking community in Québec
Literacy Today https://www.literacytoday.ca/ Literacy Today offers a variety of resources and teaching practices for the reading, writing and speaking competencies targeted in the *English Language Arts* curriculum.