

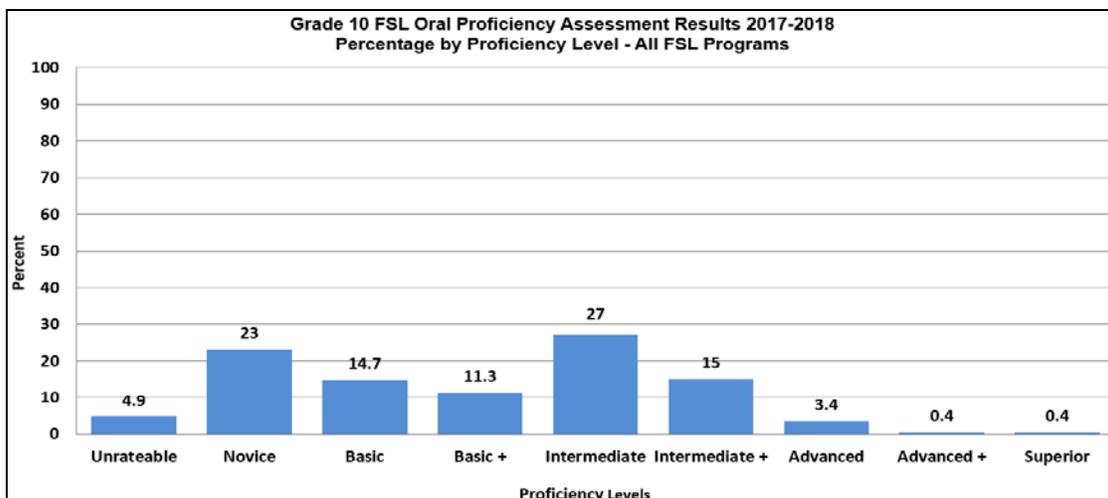
## Provincial Assessment Results 2017-2018 Grade 10 French Second Language Oral Proficiency

The Provincial Grade 10 French Second Language (FSL) Oral Proficiency Assessment is conducted every two years. A minimum of ten percent of students in each French second language program are selected at random to participate. This assessment serves to track progress on student FSL oral proficiency. Provincial and district results are generated; individual student and school level results are not available as this is a sample.

The method used to rate students' speaking proficiency is the individual oral interview. Trained evaluators visit high schools in April to conduct interviews. During each interview, the evaluator elicits a language sample that is rated using the criteria of the *New Brunswick Oral Proficiency Scale*, as represented in the appendix.

### Overall Provincial Results by Proficiency Level

A total of 566 students were assessed, including students from the Post Intensive French program, Grade 3 Entry French Immersion, and Grade 6 Entry French Immersion (Late FI). French second language program oral proficiency targets are currently under review. The graph below represents the proficiency levels of students in all three French programs combined.



Of the 566 students assessed, 95.2% were able to communicate at the Novice level or above, 72.2% at Basic or above, 57.5% at Basic Plus or above, 46.2% at Intermediate or above, 19.2% at Intermediate Plus or above, and 4.2% at Advanced or above.

## Provincial Results by FSL Program

The graphs below represent the percentage of Grade 10 students at each proficiency level by French second language program.

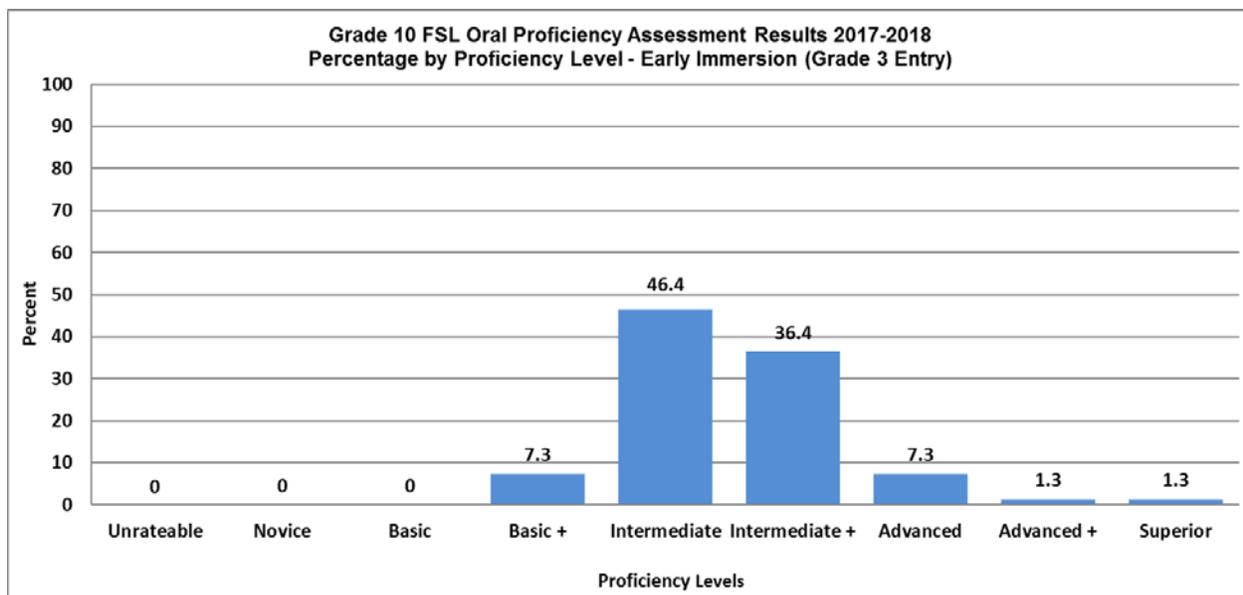
### Grade 3 Entry French Immersion Program Results

Of the 566 students assessed, 151 were Grade 3 Entry French Immersion students. This is the first cohort of students who began their French Immersion program in Grade 3 to be assessed in Grade 10. Early French Immersion students assessed prior to this year participated in the Grade 1 Entry French Immersion program.

Instructional time in French provided to students in this program:

- Grades 1 to 5: 80-90%
- Grades 6 to 8: 70%
- Grades 9 and 10: 50%

The graph below represents the percentage of students at each proficiency level.



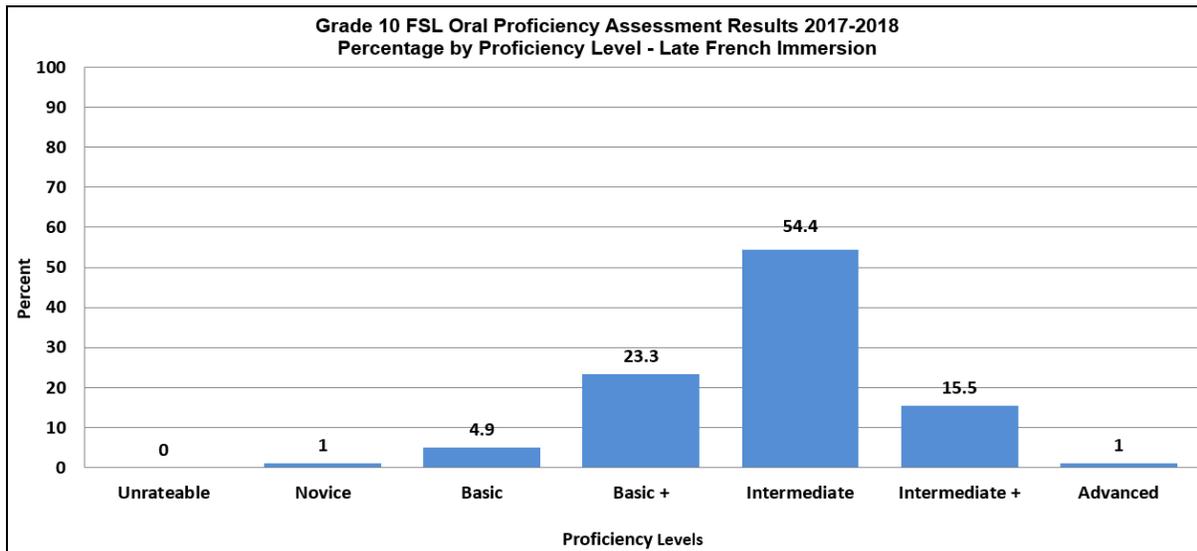
Of the 151 Grade 3 Entry French Immersion students assessed, all students were able to communicate at the Basic Plus oral proficiency level or above, 92.7% at Intermediate or above, 46.3% at Intermediate Plus or above, and 9.9% at Advanced or above.

## Grade 6 Entry (Late) French Immersion Program Results

Of the 566 students assessed, 103 were Grade 6 (Late) French Immersion students. The graph below represents the percentage of Grade 10 Late French Immersion students at each proficiency level.

Instructional time in French provided to students in this program:

- Grades 6 to 8: 70%
- Grades 9 and 10: 50%



Of the 103 Late French Immersion students assessed, 99.1% were able to communicate at the Basic oral proficiency level or higher, 94.2% at Basic Plus or above, 70.9% at Intermediate or above, and 16.5% at the Intermediate Plus level or above.

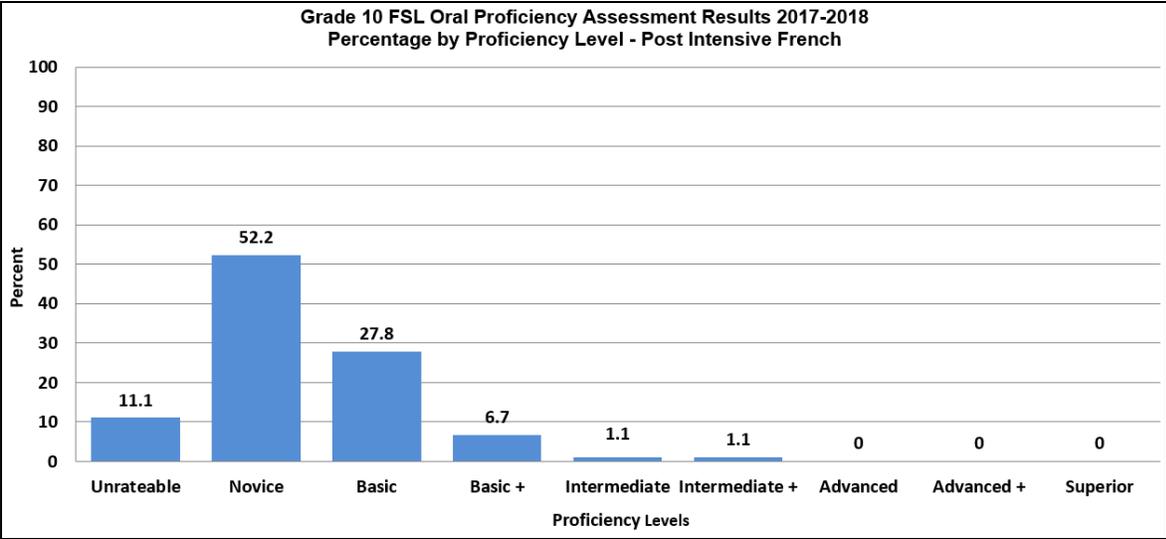
## Post Intensive French Program Results

Of the 566 students assessed, 180 were Post Intensive French students.

The graph below represents the percentage of Grade 10 Post-Intensive French students at each proficiency level.

Instructional time in French provided to students in this program:

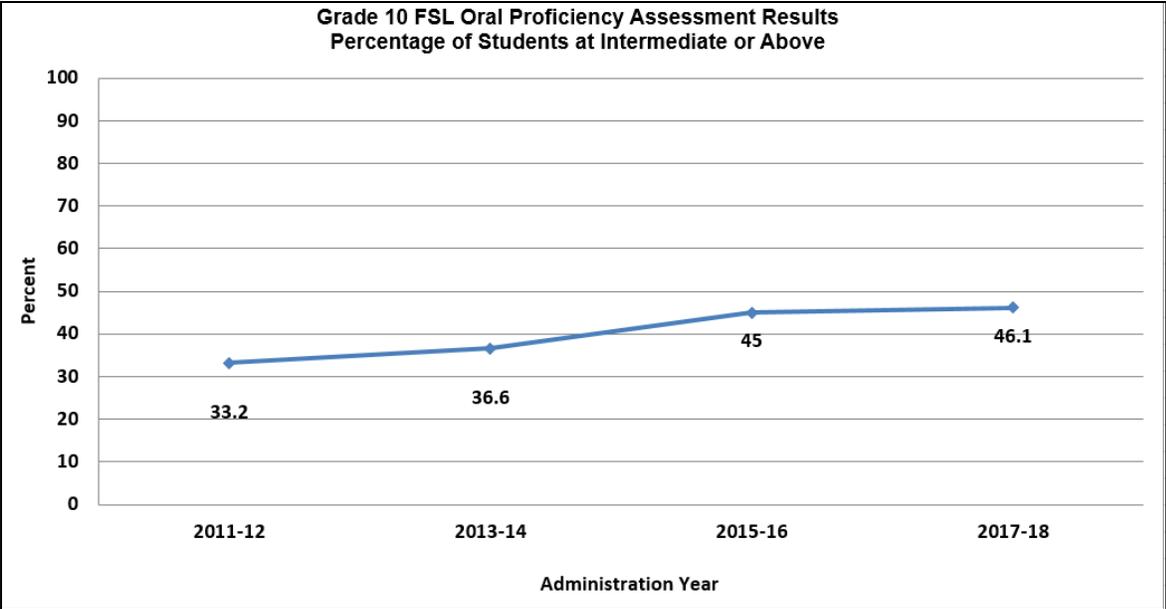
- Grade 4: 150 minutes (9%) per week
- Grade 5: 1,000 minutes per week in one semester and 150 minutes per week in the other
- Grades 6-8: 200 minutes (12%) per week
- Grades 9 and 10: one French course (10%) each year.



Of the 180 Post Intensive French students tested, 88.9% were able to communicate at the Novice oral proficiency level or higher, 36.7% at Basic or above, and 8.9% at Basic Plus or above.

**Overall Provincial Results at Intermediate or above**

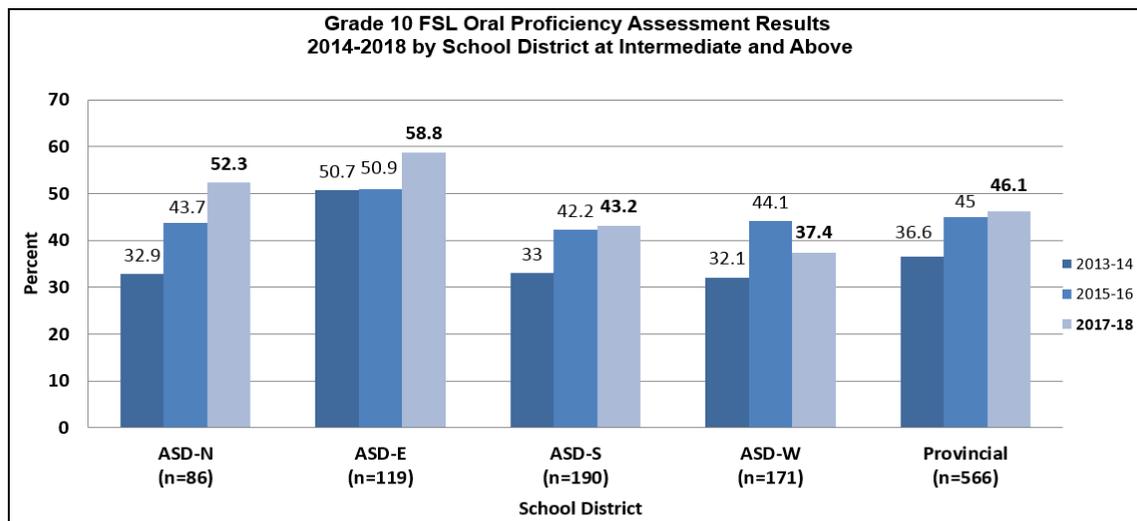
The graph below represents the average percentage of assessed students achieving the Intermediate level or above. Data indicate a gradual increase in oral language proficiency over the final six years of assessment of the Grade 1 Entry program and slightly higher results for the initial Grade 3 Entry cohort.



## Overall School District Results at Intermediate or Above

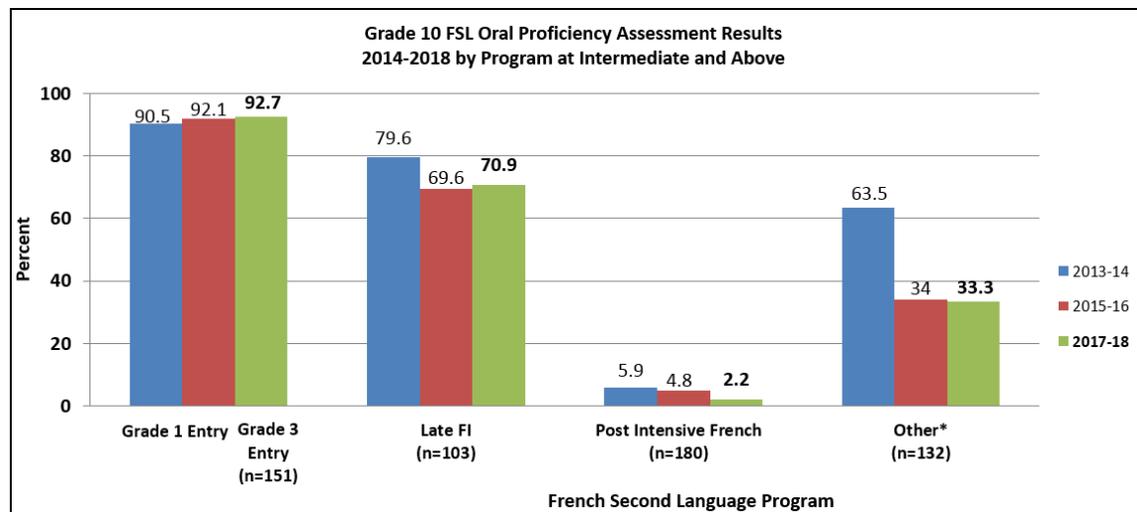
The graph below represents the percentage of Grade 10 students achieving an oral proficiency level of Intermediate or above in all FSL programs combined, from 2013-14 to 2017-18 (three biennial results). The (n) value represents the number of students assessed in this year's sample.

Note: Results for school years 2013-14 and 2015-16 reflect proficiency levels attained in the Grade 1 Entry program; 2017-18 results reflect the Grade 3 Entry program.



## Provincial Results by program at Intermediate or above

The graph below represents the percentage of Grade 10 FSL students achieving an oral proficiency level of Intermediate. The (n) value represents the sample size in 2017-18.



**\*Other:** Of the students sampled, 132 were not representative of any of the three FSL programs; they transferred from one program to another, transferred from one language sector to another, from another province, were international students, etc.

## APPENDIX

## New Brunswick Second Language Oral Proficiency Scale Performance Descriptions

<b>UNRATEABLE</b>	No functional ability in the language.
<b>NOVICE</b> ≈ A1.1	Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy but only with memorized phrases. Vocabulary is very limited.
<b>BASIC</b> ≈ A1/A2.1	Able to create with the language by combining and recombining learned elements. Can satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers accustomed to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
<b>BASIC PLUS</b> ≈ A2	Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows some spontaneity in language production, but fluency is very uneven. There is emerging evidence of connected discourse, particularly for simple narration and/or description, but range and control of language structures are limited.
<b>INTERMEDIATE</b> ≈ B1.1	Able to satisfy routine social demands and limited requirements in school/work settings. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in school and community; able to provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to converse simply, with some paraphrasing. Accent, though often quite faulty, is intelligible. Uses high frequency language structures accurately, but does not have a thorough or confident control of grammar. In certain situations, diction would probably distract a native speaker.
<b>INTERMEDIATE PLUS</b> ≈ B1.2	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to special fields of competence as well as subjects of current public interest. Normally does not have to grope for words. Often shows a significant degree of fluency and ease in speaking, yet, under pressure, may experience language breakdown. May exhibit good control of language structures, but be limited in overall language production; or, conversely, may demonstrate ample speech production, but have uneven control of structures. Some misunderstandings will still occur.
<b>ADVANCED</b> ≈ B2.1	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations, on practical, social, and academic or work-related topics. Can describe in detail and narrate accurately. Can discuss abstract topics and ideas as well as events; can support opinions and hypothesize. Accent may be obvious but never interferes with understanding. Control of grammar is good and speech is fluent. Sporadic errors still occur, but they would not distract a native speaker or interfere with communication.
<b>ADVANCED PLUS</b> ≈ B2.2/C1	Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent may be noticeable and the speaker occasionally exhibits hesitancy, which indicates some uncertainty in vocabulary or structure.
<b>SUPERIOR</b> ≈ C1	Able to use the language fluently and accurately on all levels normally pertinent to personal situation (academic, social, work-related). Can understand and participate in any conversation within the range of personal experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would not necessarily be taken for a native speaker.