

Provincial Assessment Results 2017-2018 Grade 12 French Second Language Oral Proficiency

Background

The Provincial Grade 12 French Second Language Oral Proficiency Assessment is administered each year. Students participate at the end of the first or second semester. This assessment tracks progress on French second language oral proficiency and students receive a French second language oral proficiency certificate indicating their proficiency level.

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.

Who participates?

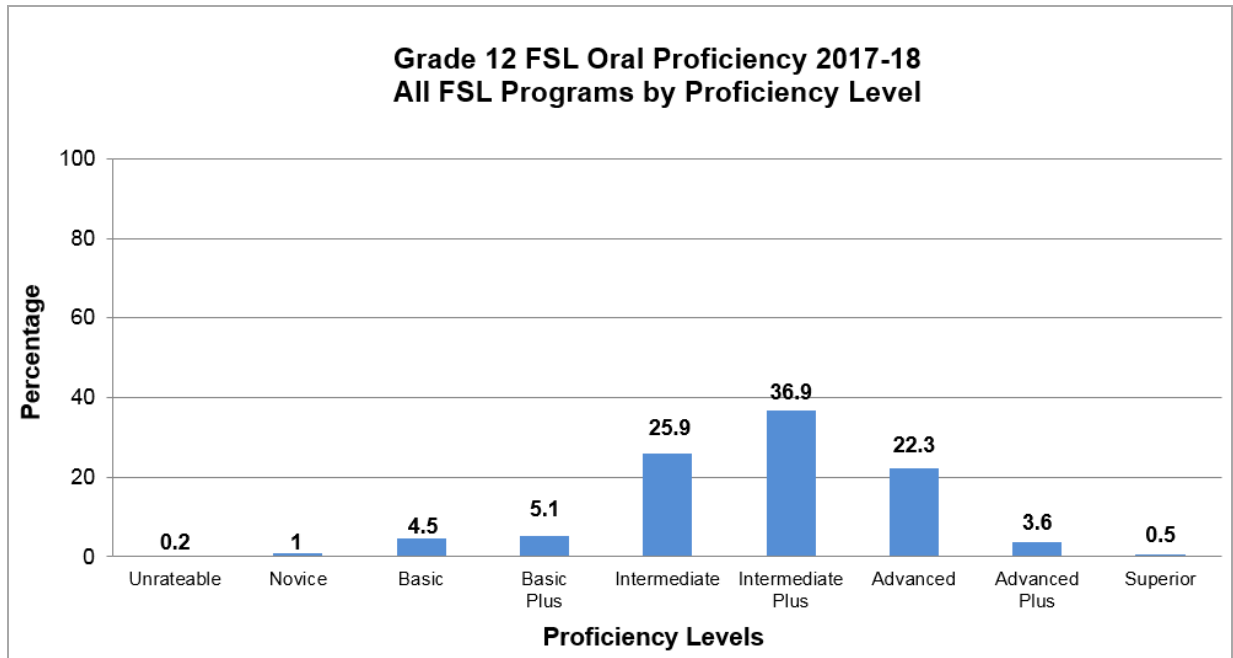
Students in:

- | | |
|---|------------------------------------|
| ▪ <i>Early French Immersion</i> taking at least 25% of courses in French while in Grades 11 and 12 | must participate
(452 students) |
| ▪ <i>Late French Immersion</i> taking at least 25% of courses in French while in Grades 11 and 12 | must participate
(212 students) |
| ▪ <i>Post Intensive French</i> taking at least one French second language course in Grade 12 | must participate
(180 students) |
| ▪ <i>Any program</i> taking at least one French second language course in Grade 12 (e.g., students transferring from one program to another; FI students taking less than 25% French courses, etc.) | optional
(699 students) |

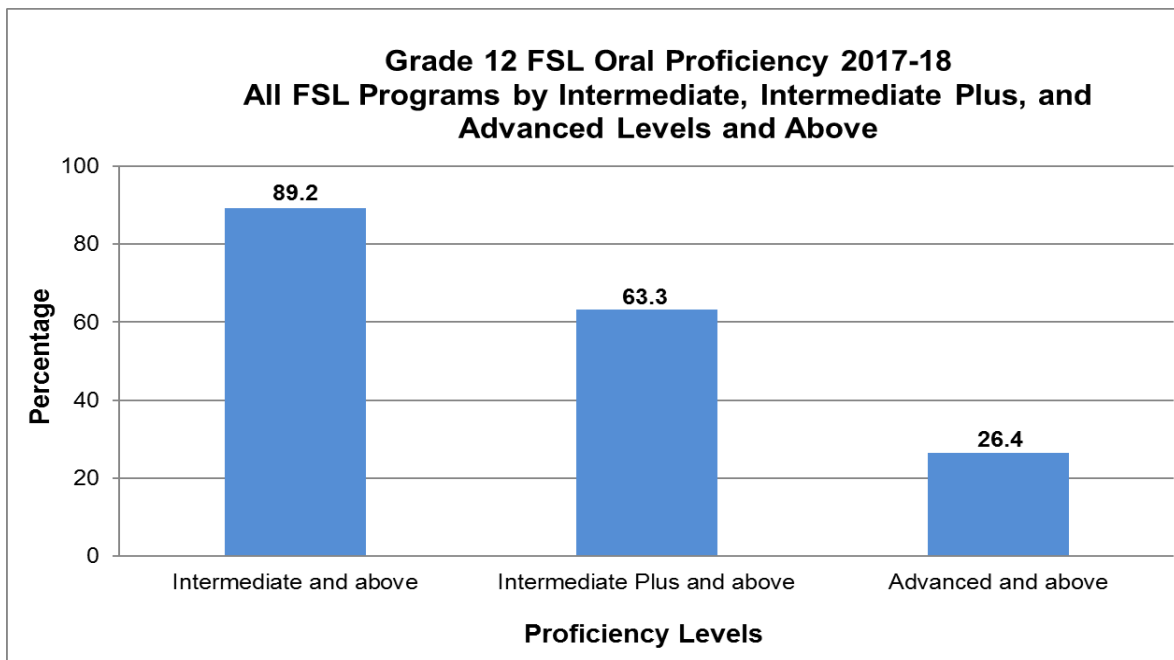
A total of 1,543 students were assessed in the 2017-18 school year.

Overall Results by Proficiency level

The graph below represents the proficiency levels of all 1,543 students assessed.



Of the 1,543 students assessed, 89.2% were at an Intermediate proficiency level or higher, 63.3% were at Intermediate Plus or higher, and 26.4% were at Advanced or higher.



Results by program

French second language oral proficiency targets for the French second language programs are currently under review.

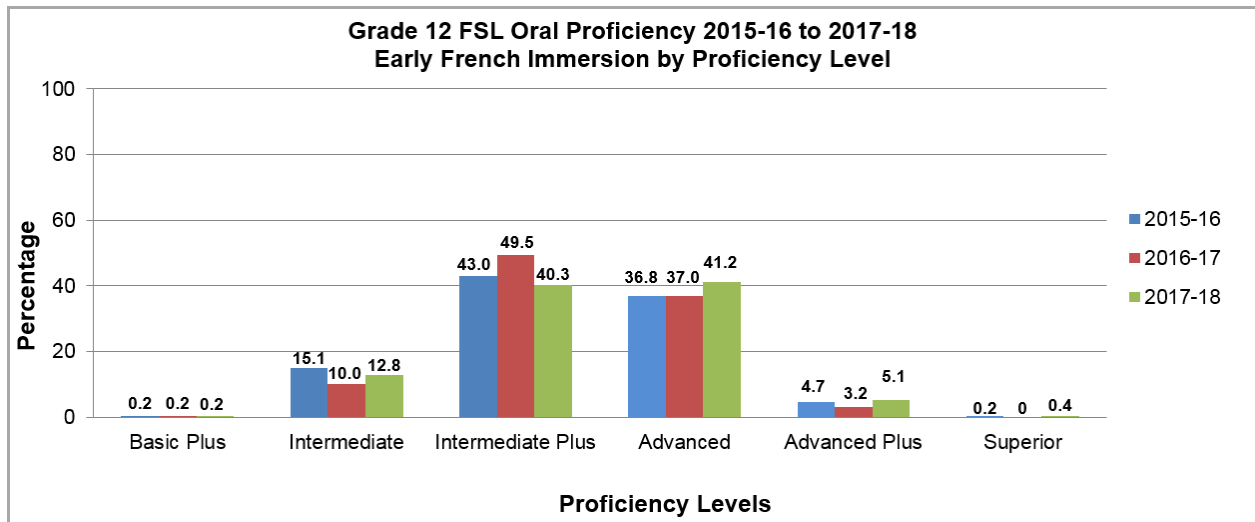
Early French Immersion Results

Of the 452 students required to participate in the assessment in 2017-18, 99.8% were at the Intermediate level or above, 87% were at Intermediate Plus or above, and 46.7% were at Advanced or above.

Instructional time in French provided to students in this program:

- Grades 3 to 5: 80%
- Grades 6 to 8: 70%
- Grades 9 and 10: 50%
- Grades 11 and 12: 25%

The graph below represents the percentage of Grade 12 Early French Immersion students (Grade 1 Entry), at each proficiency level, from 2015-16 to 2017-18.



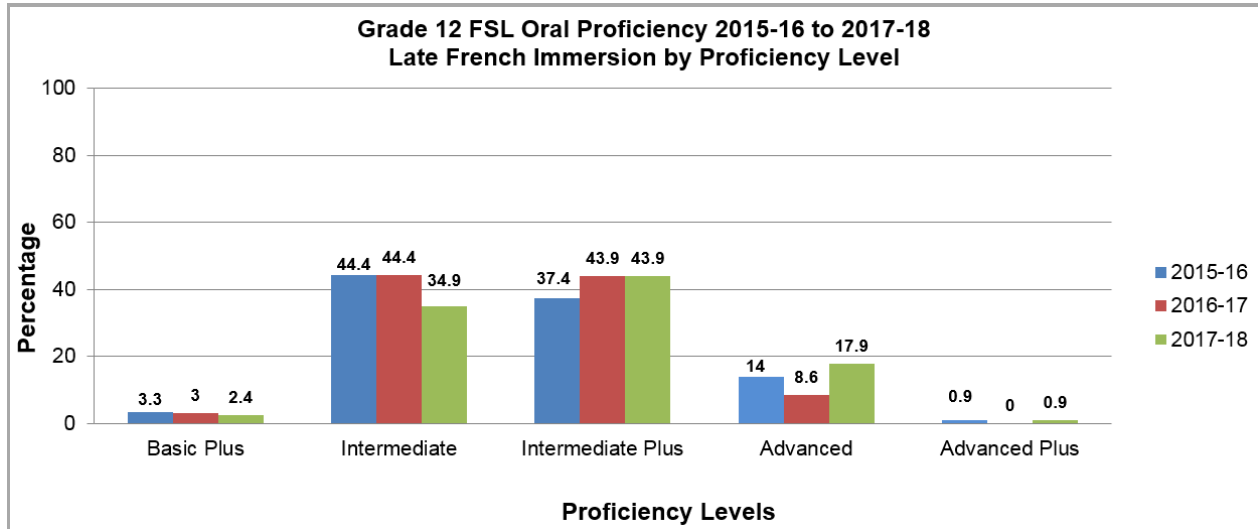
Late French Immersion Results

Of the 212 students required to participate in the assessment in 2017-18, 97.6% were at the Intermediate level or above, 62.7% were at Intermediate Plus or above, and 18.8% were at Advanced or above.

Instructional time in French provided to students in this program:

- Grades 6 to 8: 70%
- Grades 9 and 10: 50%
- Grades 11 and 12: 25%

The graph below represents the percentage of Grade 12 Late French Immersion students, at each proficiency level, from 2015-16 to 2017-18.



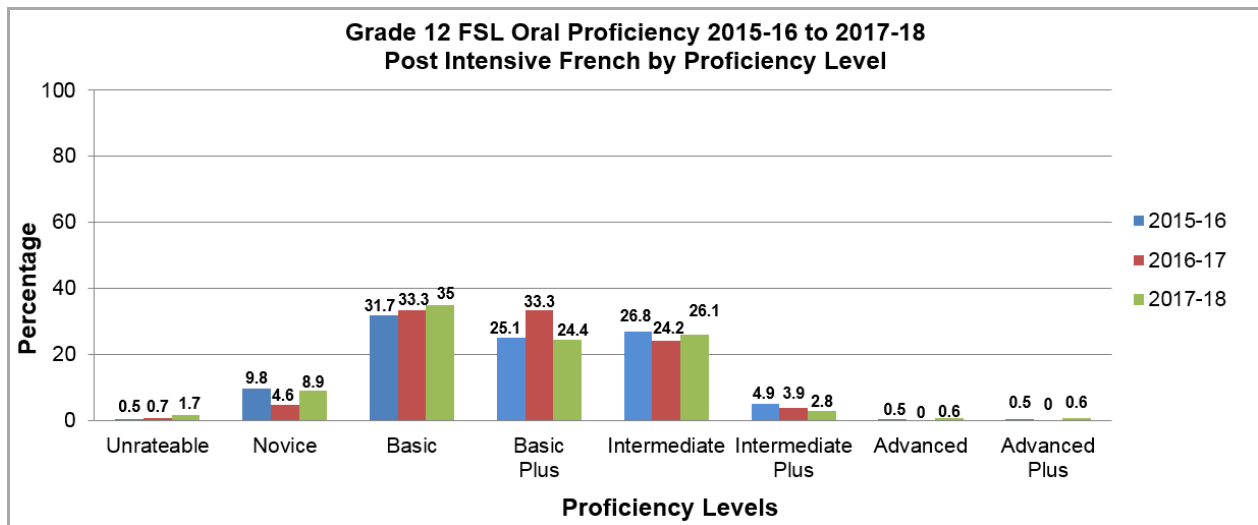
Post Intensive French Results

Of the 180 Post Intensive French students assessed in 2017-18, 54.5% were at the Basic Plus level or above, and 30.1% were at Intermediate or above.

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%)
- Grades 11 and 12: optional

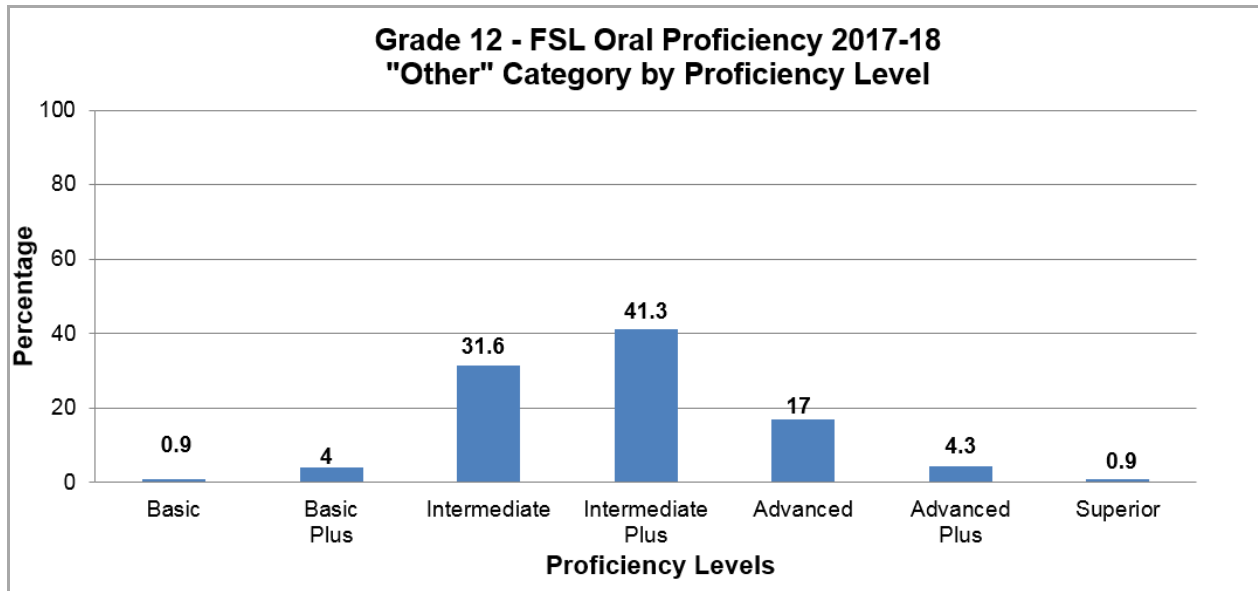
The graph below represents the percentage of Grade 12 Post Intensive French students, at each proficiency level, from 2015-16 to 2017-18.



Results for students participating voluntarily

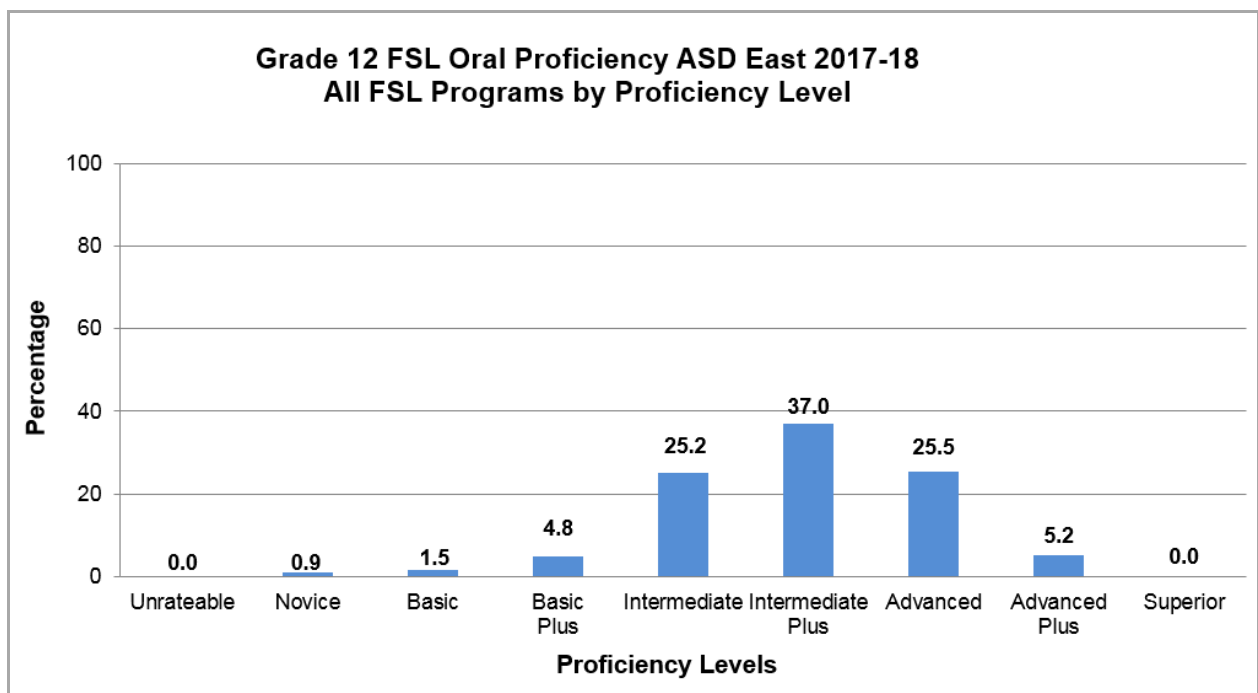
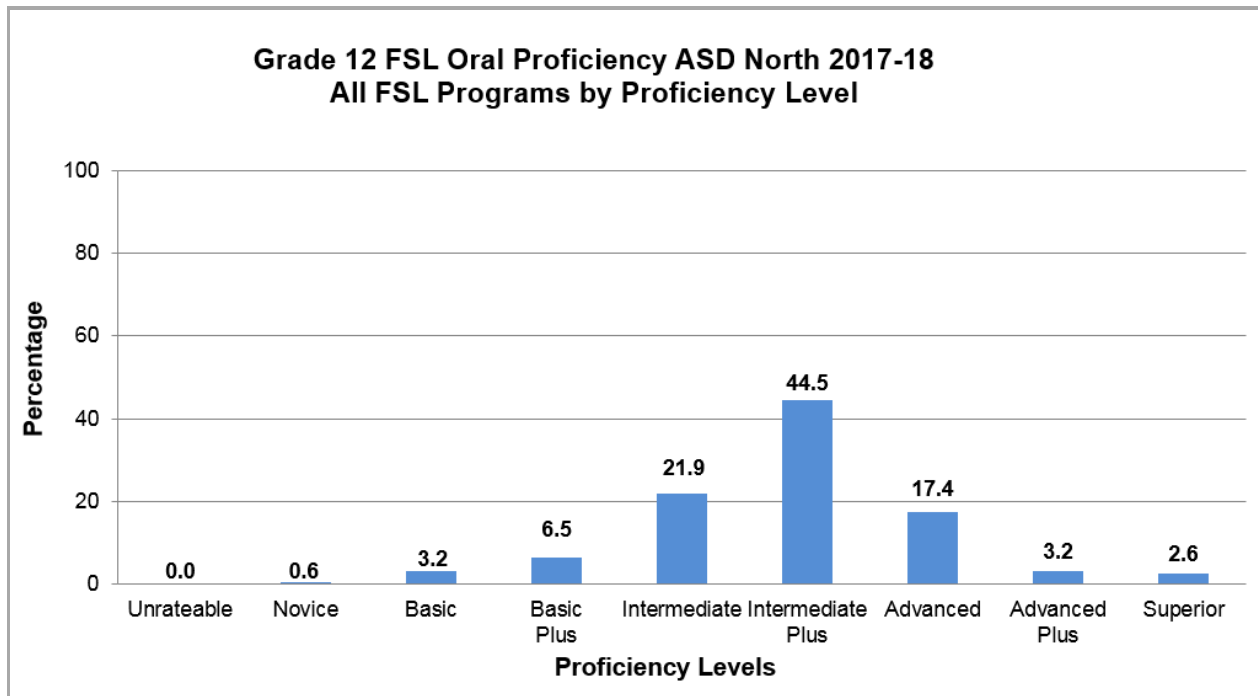
Of the 1,543 students assessed in 2017-18, 699 participated voluntarily. These students came from a variety of French learning situations. Some transferred from another jurisdiction, some from one language sector to the other, and 570 were French Immersion students taking less than 25% of their Grade 11 and 12 studies in French.

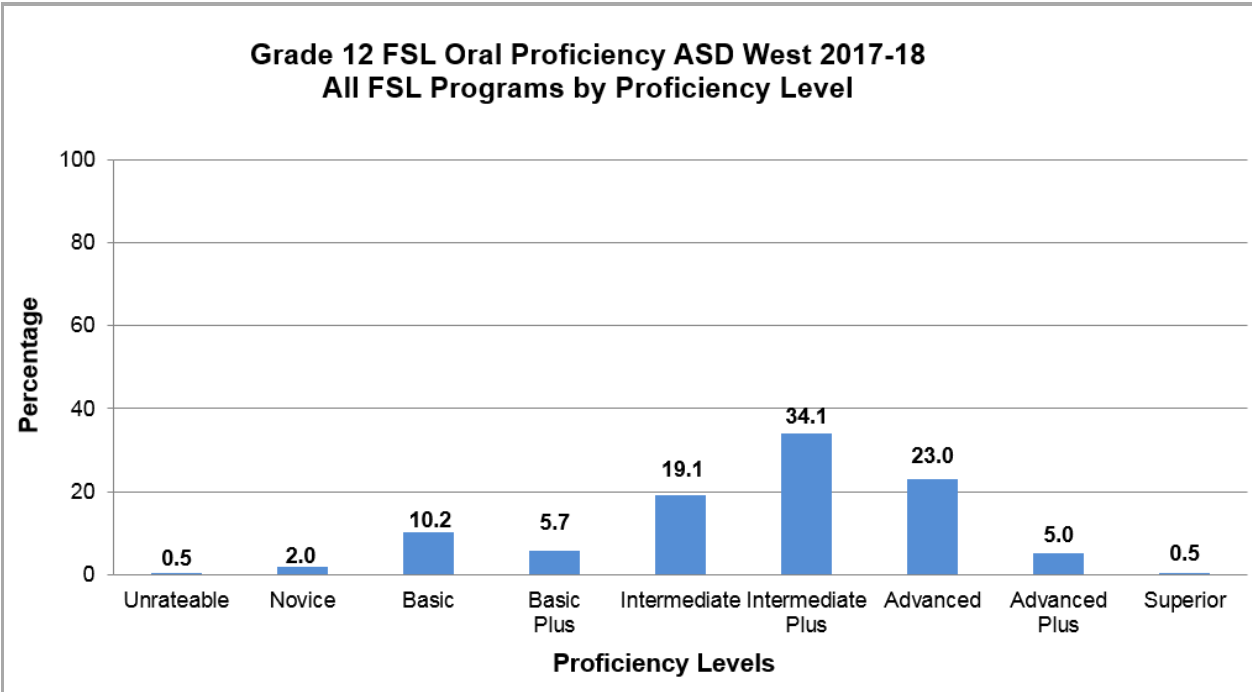
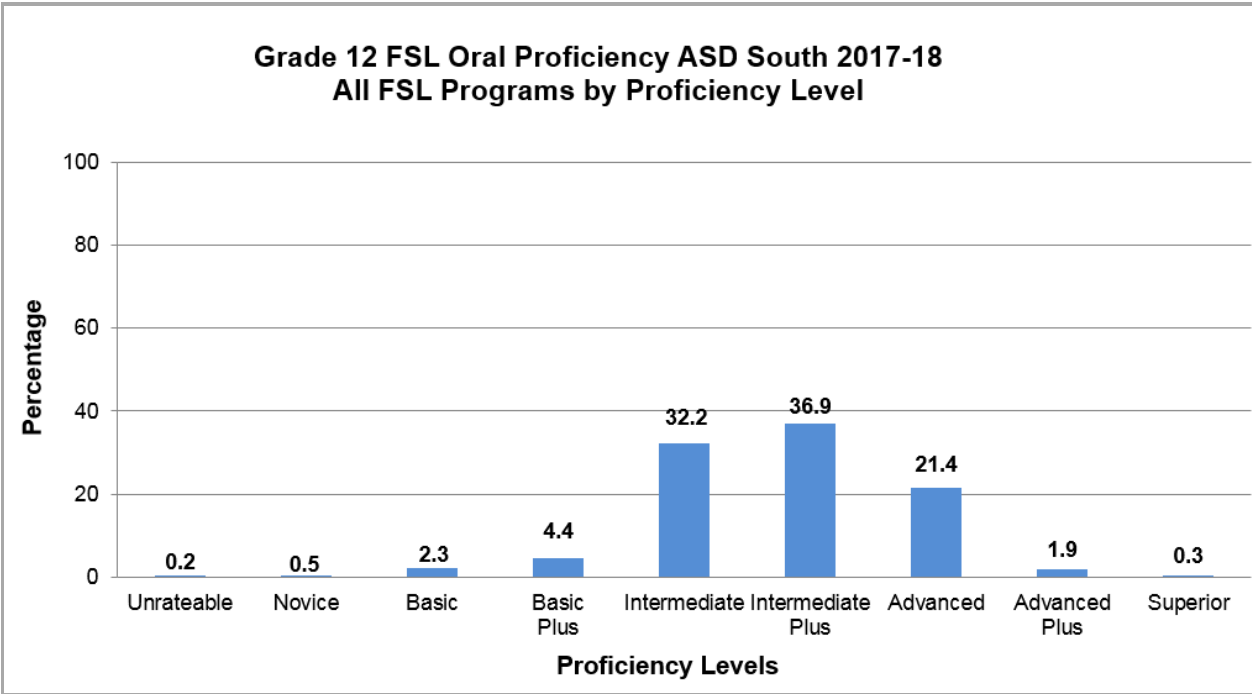
The graph below represents the percentage of Grade 12 students in this *Other* category at each proficiency level in 2017-18.



Results by School District

The graphs below represents the proficiency levels of all 1543 students assessed by School District.





APPENDIX

New Brunswick Second Language Oral Proficiency Scale Performance Descriptions

UNRATEABLE	No functional ability in the language.
NOVICE ≈ 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.
BASIC ≈ 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.
BASIC PLUS ≈ 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.
INTERMEDIATE ≈ 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.
INTERMEDIATE PLUS ≈ 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.
ADVANCED ≈ 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.
ADVANCED PLUS ≈ 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.
SUPERIOR ≈ 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.