

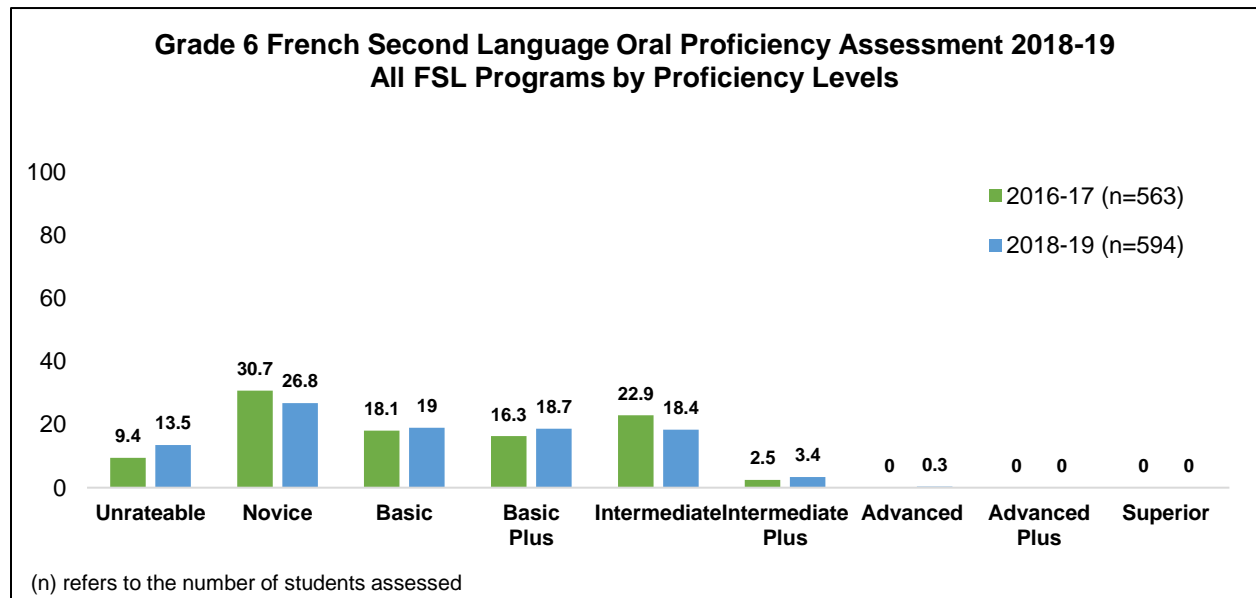
## Grade 6 Provincial Assessment Results 2018-2019 French Second Language Oral Proficiency

The Grade 6 provincial French second language (FSL) oral proficiency assessment is administered to students in all three French second language programs: Post-Intensive French, French Immersion Grade 3 Entry, and French Immersion Grade 6 Entry (Late FI). The goal of the government of New Brunswick is for 90% of students to reach an *Intermediate* French second language oral proficiency level by Grade 12. This provincial assessment was first administered in 2016-17 and is conducted every two years. A minimum of ten percent of students is randomly selected to participate from each French second language program. Provincial and district results are generated; individual student and school level results are not available as this is a sample.

Trained evaluators visit middle schools in the spring to conduct interviews with individual students. During each interview, the evaluator elicits a language sample that is rated using the *New Brunswick Oral Proficiency Scale* criteria contained in the appendix.

### Overall Results by Proficiency Level

A total of 594 students were assessed, including students from the Post-Intensive French program, French Immersion Grade 3 Entry, and French Immersion Grade 6 Entry (Late FI). The graph below indicates the proficiency levels of students from all three French programs.



Of the 594 students assessed, 86.6% were able to communicate at the *Novice* level or above, 59.8% at *Basic* or above, 40.8% at *Basic Plus* or above, 22.1% at *Intermediate* or above, 3.7% at *Intermediate Plus* or above, and 0.3% at *Advanced* or above.

## Provincial Results by FSL Program

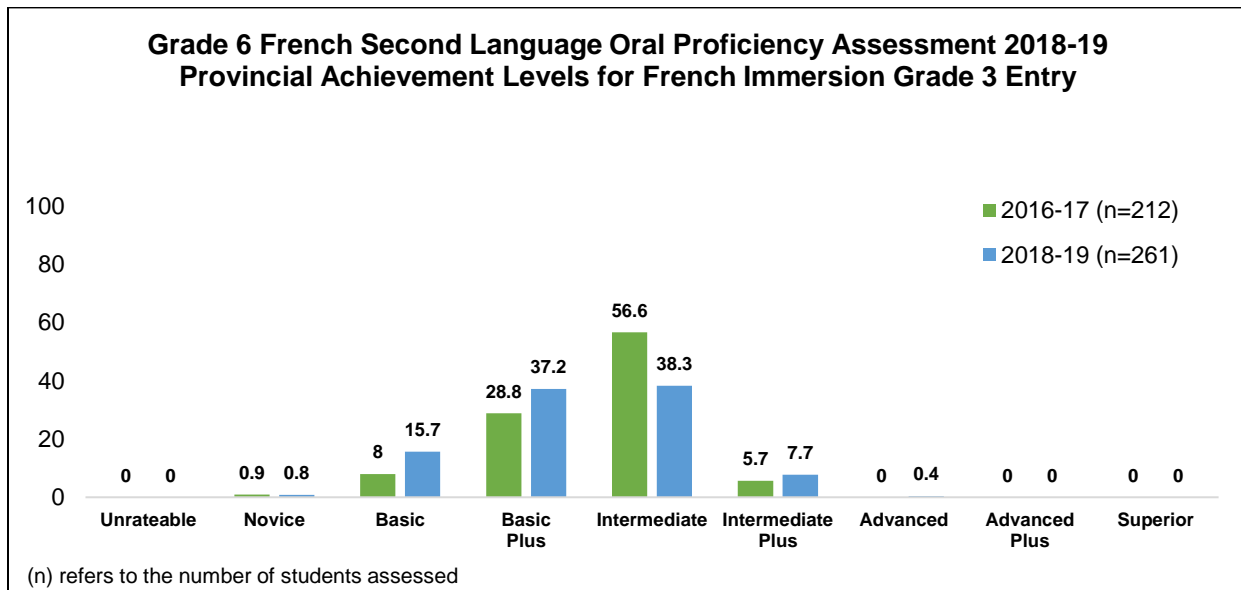
### Proficiency Levels for French Immersion Grade 3 Entry

Of the 594 students assessed, 261 were French Immersion Grade 3 Entry students.

The graph below represents the percentage of Grade 6 French Immersion Grade 3 Entry students at each proficiency level.

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%



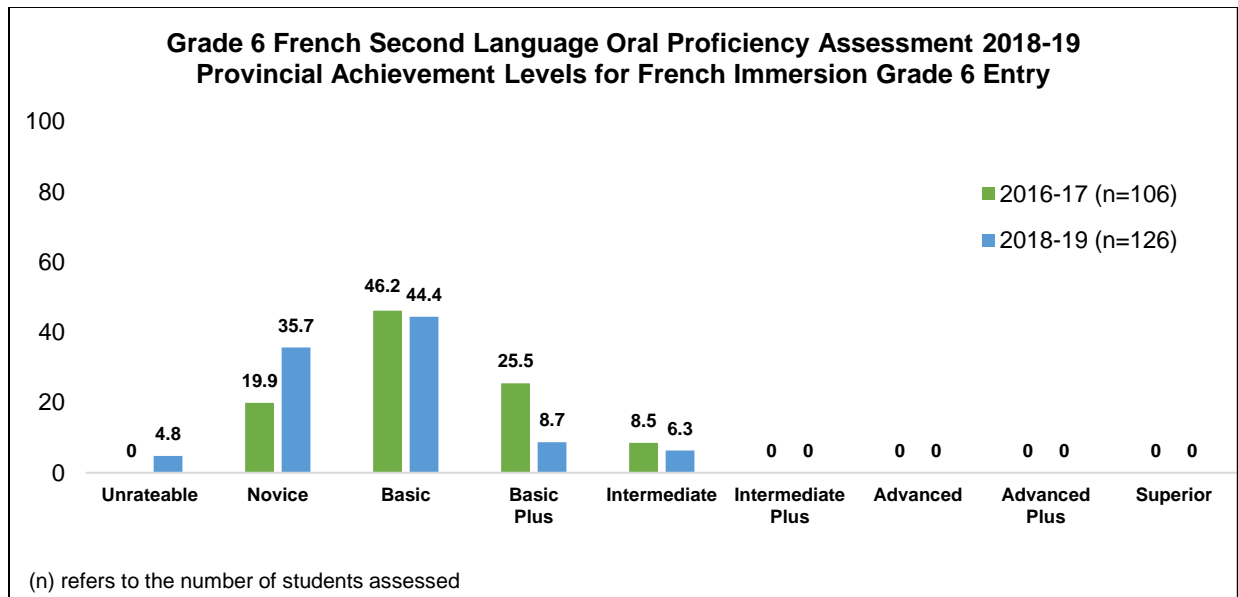
Of the 261 French Immersion Grade 3 Entry students assessed, all students were able to communicate at the *Novice* proficiency level or above, 99.3% at *Basic* or above, 83.6% *Basic Plus* or above, 46.4% at *Intermediate* or above, 8.1% at *Intermediate Plus* or above, and 0.4% at *Advanced*.

## Proficiency Levels for French Immersion Grade 6 Entry (Late FI)

Of the 594 students assessed, 126 were Grade French Immersion Grade 6 Entry (Late FI) students. The graph below represents the percentage of French Immersion Grade 6 Entry 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 126 French Immersion Grade 6 Entry students assessed, 95.1% were able to communicate at the *Novice* oral proficiency level or above, 59.4% were able to communicate at *Basic* or above, 15% at *Basic Plus* or above, and 6.3% at *Intermediate*.

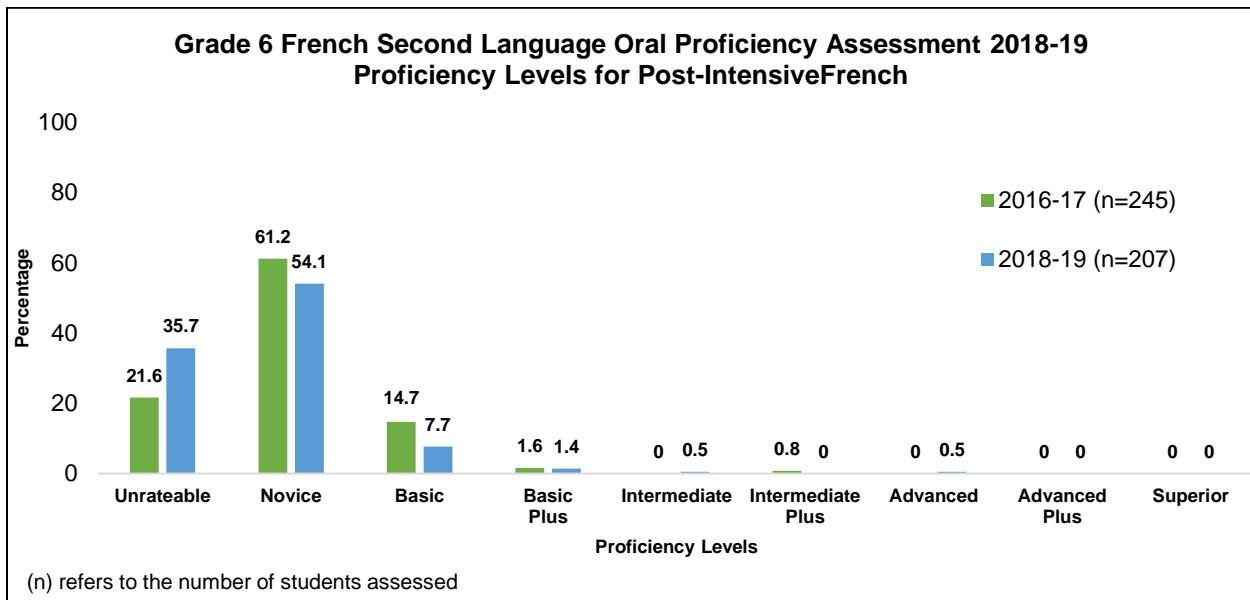
## Proficiency Levels for Post-Intensive French

Of the 594 students assessed, 207 were Post-Intensive French students.

The graph below represents the percentage of Grade 6 Post-Intensive French students at each proficiency level.

Instructional time in French provided to students in this program:

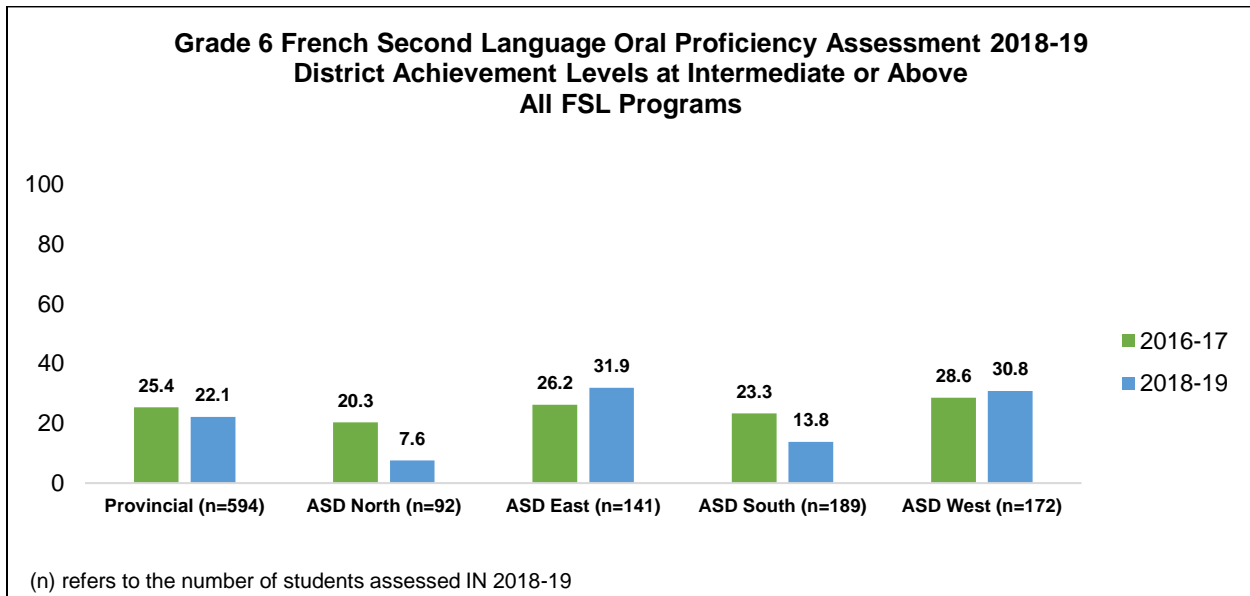
- Grade 4: 150 minutes (9%) per week
- Grade 5: 1,000 minutes per week in one semester and 150 minutes per week in the other
- Grades 6-8: 200 minutes (12%) per week
- Grade 9 and 10: one French course (10%) each year.



Of the 207 Post-Intensive French students tested, 64.2% were able to communicate at the *Novice* oral proficiency level or above, 10.1% at *Basic* or above, 2.4% at *Basic Plus* or above, 1% at *Intermediate* and above, and 0.5% at *Advanced*.

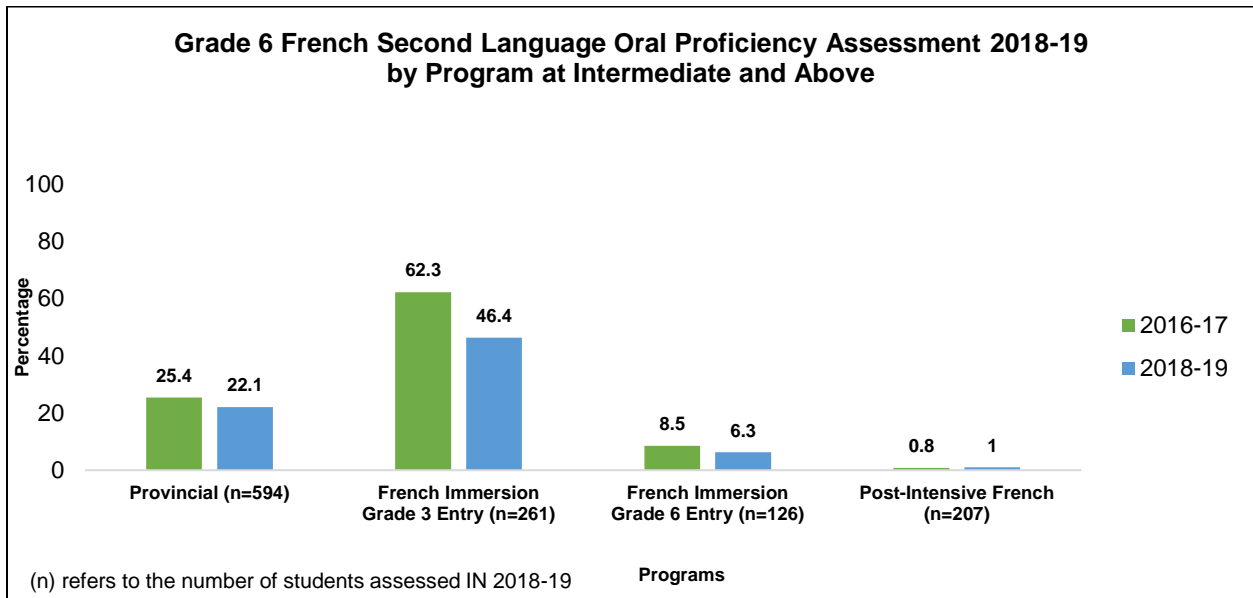
### District Achievement Levels at Intermediate or Above by Combined Programs

The graphs below represents the percentage of Grade 6 students achieving an oral proficiency level of *Intermediate* or above from all FSL combined programs by province and by school district.



## Provincial Results by FSL program at Intermediate or Above

The graph below represents the percentage of Grade 6 FSL students achieving an oral proficiency level of *Intermediate* by FSL program. The (n) value represents the sample size in 2018-19.



## 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.