

Provincial Assessment Results 2023-24

GRADES 10 FRENCH READING

BACKGROUND

The *Grade 10 French Reading Assessments* were administered in the spring of 2024 to students from all three French second language programs (French Immersion Grade 3 Entry, French Immersion Grade 6 Entry, and Post-Intensive French). Reading comprehension was assessed based on end of year reading targets for each *French Second Language* (FSL) program.

In keeping with the Department's assessment protocols, test items were developed by groups of New Brunswick educators, including Grade 10 classroom teachers and experienced subject area experts. Assessment items were then field-tested and verified through a provincial pilot.

All Grade 10 students taking a Grade 10 FSL course were registered to write the assessment, a total of 3156 students. Only students who continued within their chosen FSL program from entry point through to Grade 10 were included in the analysis, permitting a clearer assessment of program effects. Results for all students are provided to their schools.

While the same assessment is administered to students in both French Immersion programs (Grade 3 Entry and Grade 6 Entry), the achievement expectations differ. A separate assessment is designed for the Post-Intensive French program. Standards for success are set in consideration of the number of hours of French instruction offered by each program. Results reflect the success of students in meeting expectations within their program. Given this, the success rates for each FSL program may be compared from year to year but reading proficiency of students may not be compared across programs. Since 2021-22, provincial assessments have been administered using an online platform. Students have unlimited access to an online assessment practice to familiarize themselves with the platform prior to the assessment period.

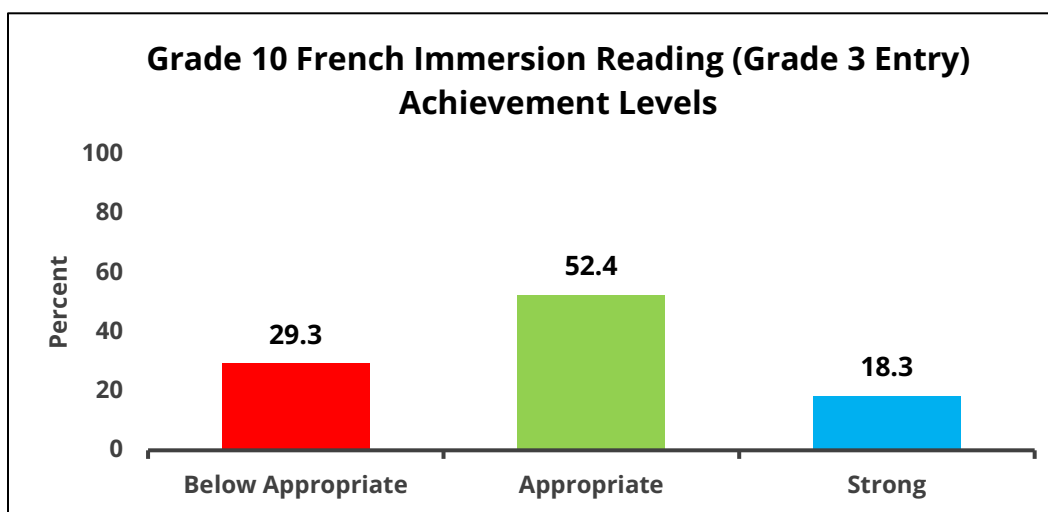
In 2021-22 a mode study was conducted to identify any impact or bias resulting from migration to the online platform. Traditional paper versions of the tests were administered to ten percent of students, while the rest completed the tests online. Results of statistical analyses indicated:

- Online versions were statistically equivalent to the paper versions.
- Test reliability was comparable to the previous year.
- Test items performed without bias for students in all programs of study and for students with accommodations.

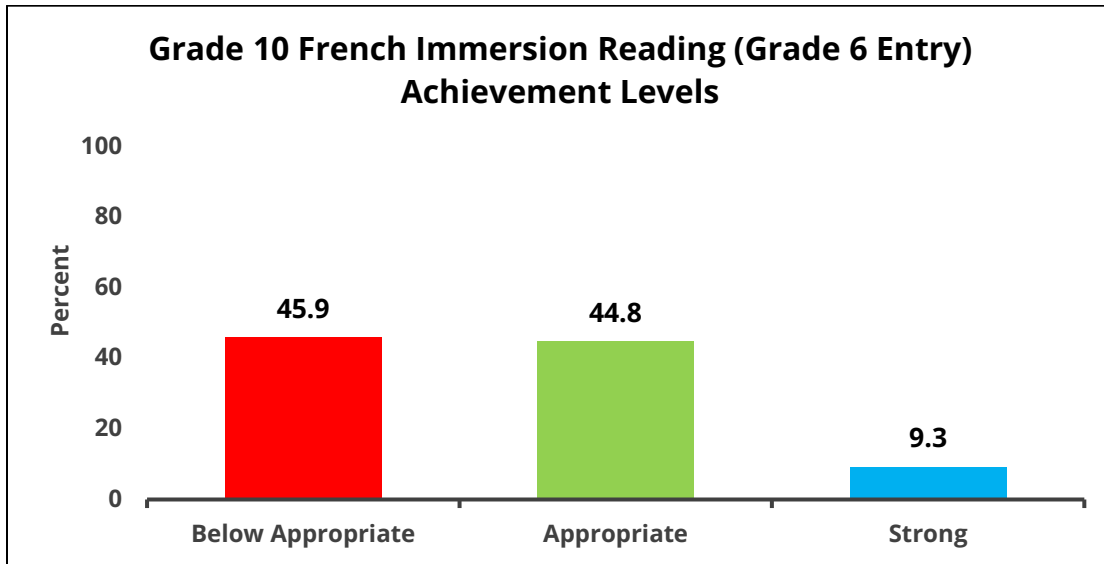
Warranted accommodations are provided to include as many students as possible in the provincial assessment program. Universal accommodations included coloured background and text magnification. In certain circumstances, it is necessary and fitting for students to be exempted from participation. This is the case when the testing format is not suitable for a student to demonstrate their learning, even with accommodations. For further information, please consult the [Provincial Assessment Program: Protocols for Accommodations and Exemptions](#).

ACHIEVEMENT RESULTS

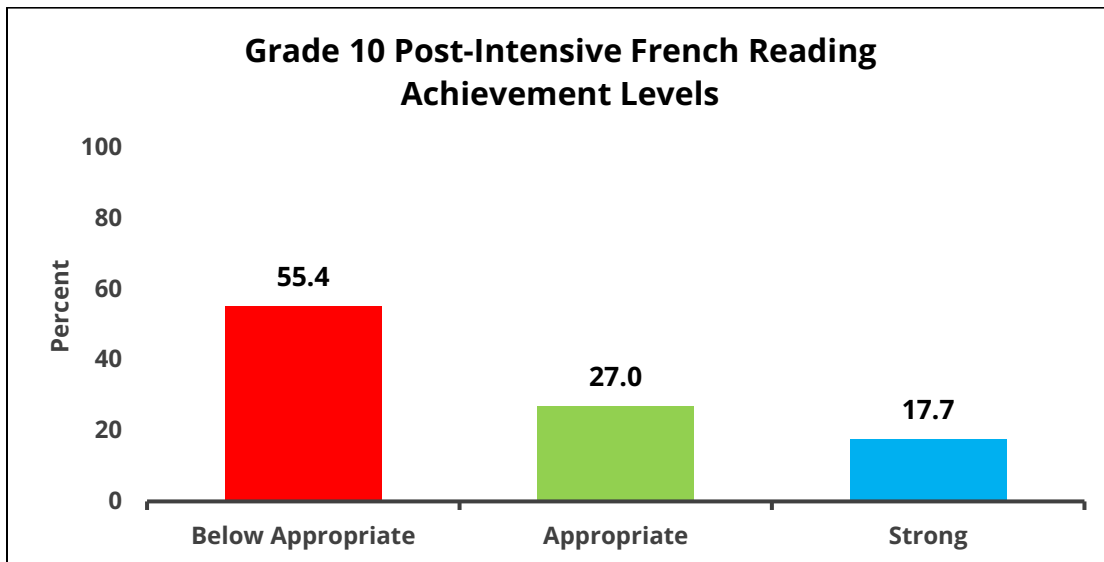
Grade 10 French Immersion (Grade 3 Entry): Of the 1490 students enrolled, 70.7% were successful (18.3% attained *Strong Achievement* and 52.4% attained *Appropriate Achievement*). The 29.3% of students in the *Below Appropriate Achievement* group includes exempted students (0.1%) but excludes students who are absent during the assessment administration period (93).



Grade 10 French Immersion (Grade 6 Entry): Of the 344 students enrolled, 54.1% were successful (9.3% attained *Strong Achievement* and 44.8% attained *Appropriate Achievement*). The 45.9% of students in the *Below Appropriate Achievement* group includes exempted students (0.6%) but excludes students who are absent during the assessment administration period (20).



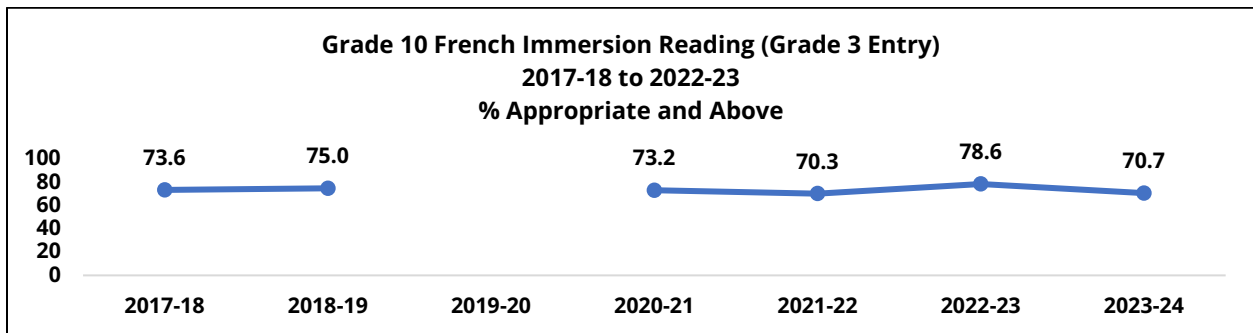
Grade 10 Post-Intensive French: Of the 1635 students enrolled, 44.6% were successful (17.7% attained *Strong Achievement* and 27.0% attained *Appropriate Achievement*). The 55.4% of students in the *Below Appropriate Achievement* group includes exempted students (6.9%) but excludes students who are absent during the assessment administration period (312).



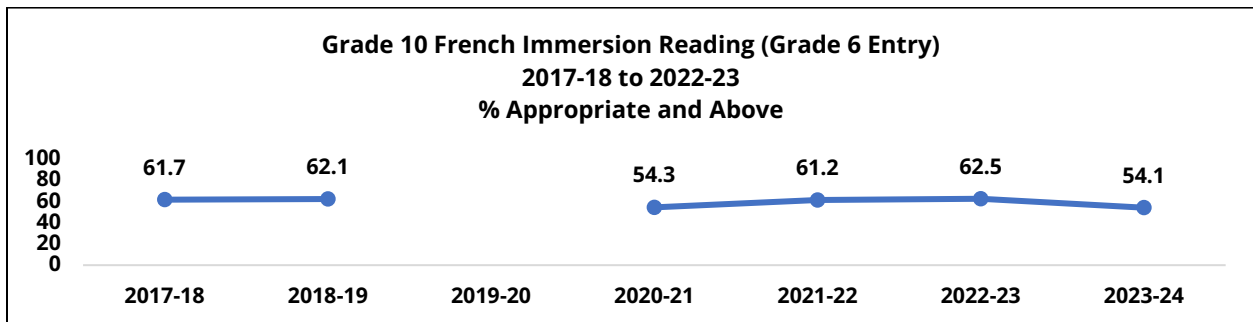
TREND DATA

The following graphs include the percentage of successful students in 2023-24 (achieving appropriate or strong), and the baseline established in 2020-21 when transitioning from matrix sample to census assessment. These assessments were not administered in 2019-20 due to COVID-19.

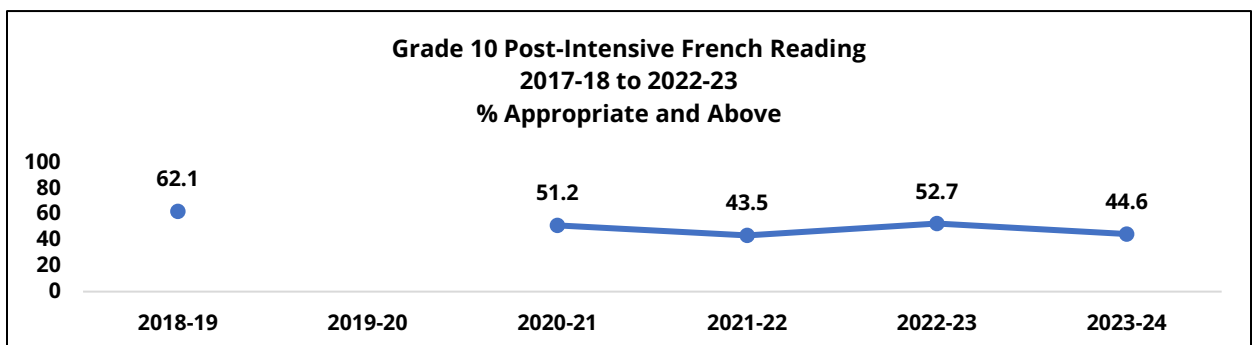
In Grade 10 *FI-Grade 3 Entry*, the provincial success rate decreased by 7.9 percentage points since 2022-23. This difference was statistically significant.



In Grade 10 *FI-Grade 6 Entry*, the provincial success rate decreased by 8.4 percentage points since 2022-23. This difference was statistically significant.



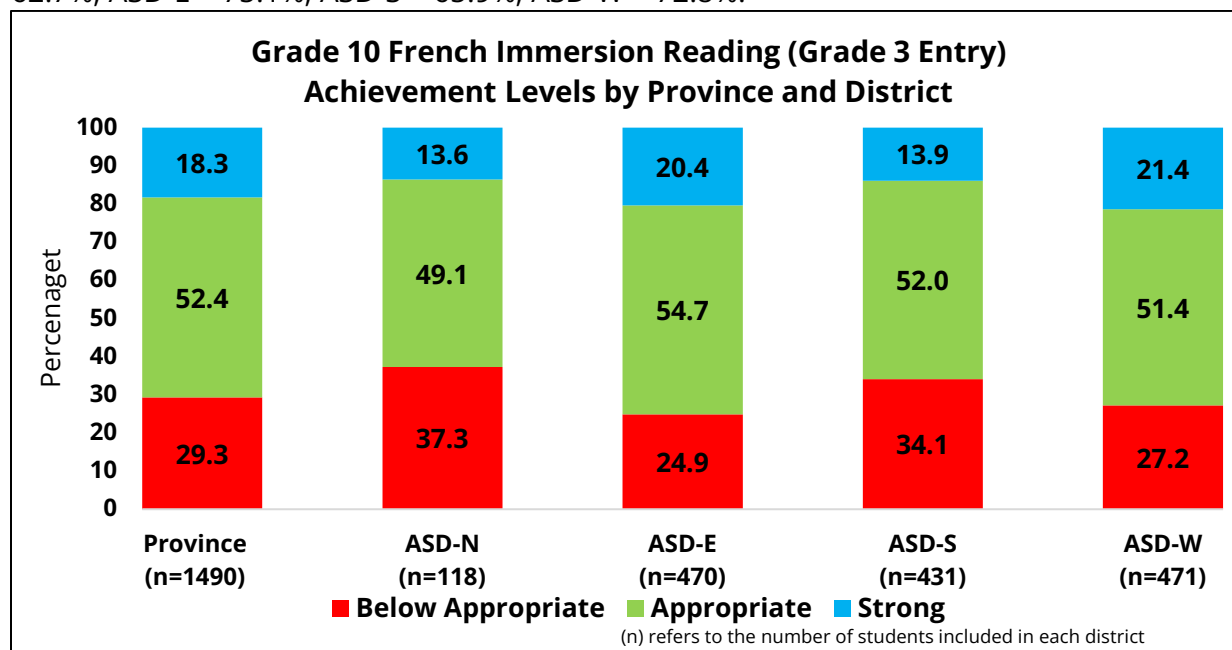
In Grade 10 *Post-Intensive French*, the provincial success rate decreased by 8.1 percentage points since 2022-23. This difference was statistically significant.



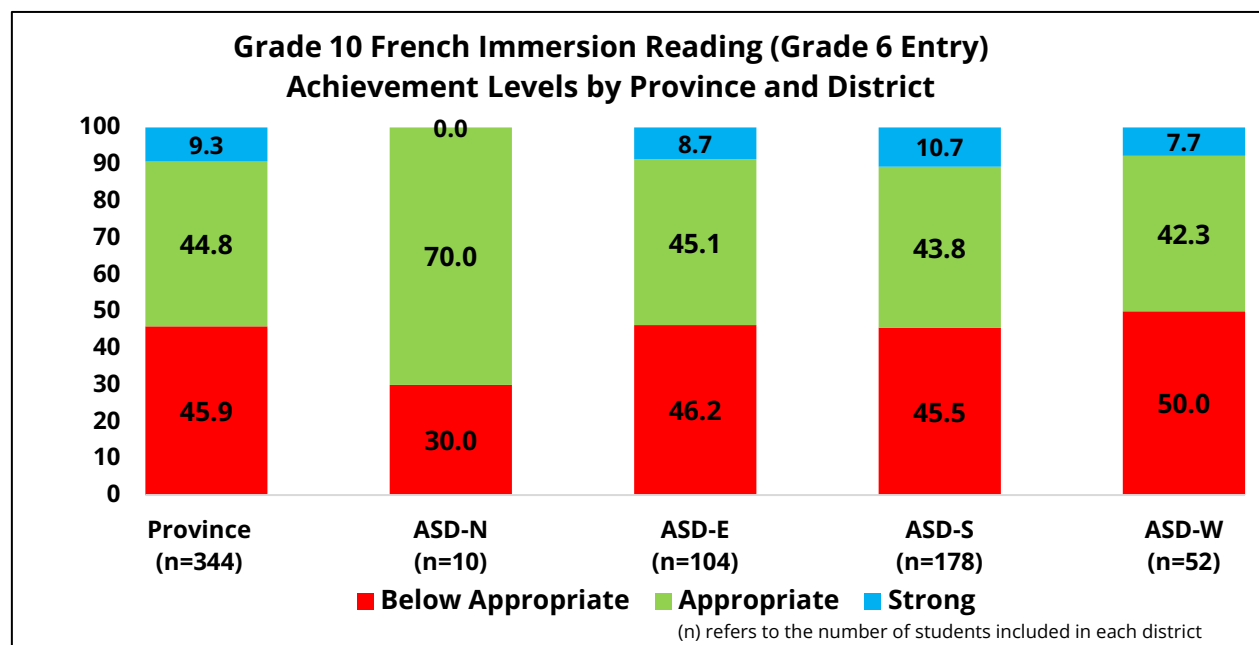
DISTRICTS RESULTS

The following graphs indicate the percentage of students at the *Strong*, *Appropriate*, and *Below Appropriate Achievement* levels for each district.

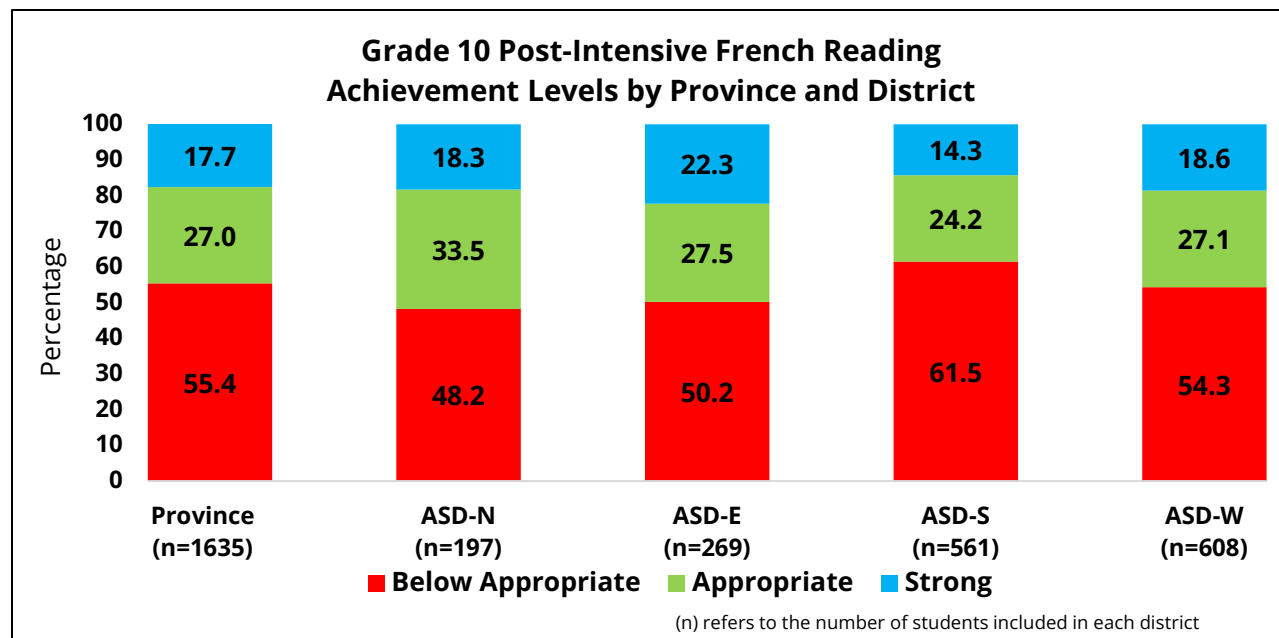
Grade 10 French Immersion (Grade 3 Entry): District success rates are as follows: ASD-N = 62.7%; ASD-E = 75.1%; ASD-S = 65.9%; ASD-W = 72.8%.



Grade 10 French Immersion (Grade 6 Entry): District success rates are as follows: ASD-N = 70.0%; ASD-E = 53.8%; ASD-S = 54.5%; ASD-W = 50.0%.



Post-Intensive French: District success rates are as follows: ASD-N = 51.8%; ASD-E = 49.8%; ASD-S = 38.5%; ASD-W = 45.7%.



EXEMPTION RATES

The tables below display the provincial and district exemption rates.

Grade 10 French Immersion (Grade 3 Entry): The provincial exemption rate remained the same as last year at 0.1%.

District	Number of Grade 10 FI (G3 Entry) Students	Number of Students Exempt	Percent Exempt	Success Rate Excluding Exemptions
Province	1490	2	0.1	70.8
ASD-North	118	0	0.0	62.7
ASD-East	470	1	0.2	75.3
ASD-South	431	0	0.0	65.9
ASD West	471	1	0.2	73.0

Grade 10 French Immersion (Grade 6 Entry): The provincial exemption rate increased from 0% last year to 0.6% this year.

Grade 10 French Immersion Reading (G6 Entry) Assessment Exemption Rates				
District	Number of Grade 10 FI (G6 Entry) Students	Number of Students Exempt	Percent Exempt	Success Rate Excluding Exemptions
Province	344	2	0.6	54.4
ASD-North	10	0	0.0	70.0
ASD-East	104	0	0.0	53.8
ASD-South	178	2	1.1	55.1
ASD West	52	0	0.0	50.0

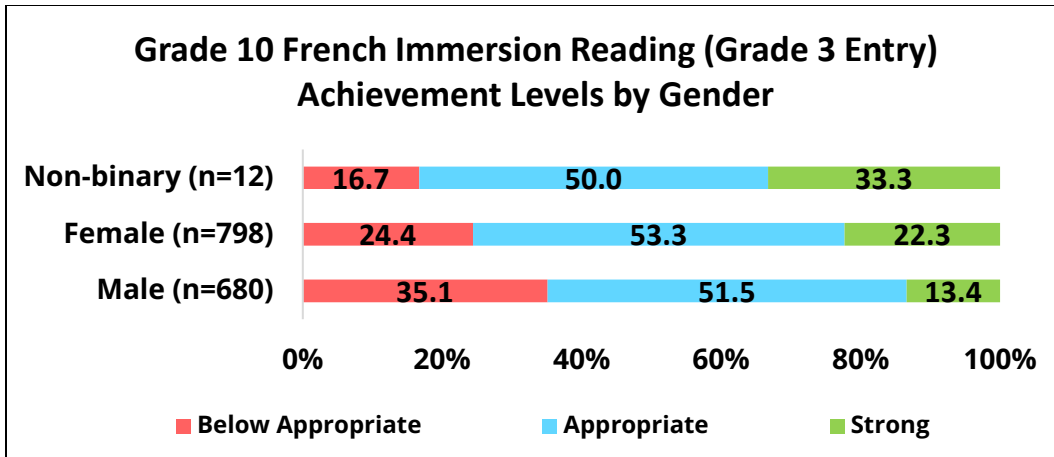
Grade 10 Post-Intensive French: The provincial exemption rate increased from 4.9% last year to 6.9% this year.

Grade 10 Post-Intensive Reading Assessment Exemption Rates				
District	Number of Grade 10 FI (G3 Entry) Students	Number of Students Exempt	Percent Exempt	Success Rate Excluding Exemptions
Province	1635	113	6.9	48.0
ASD-North	197	5	2.5	53.1
ASD-East	269	20	7.4	53.8
ASD-South	561	43	7.7	41.7
ASD West	608	45	7.4	49.4

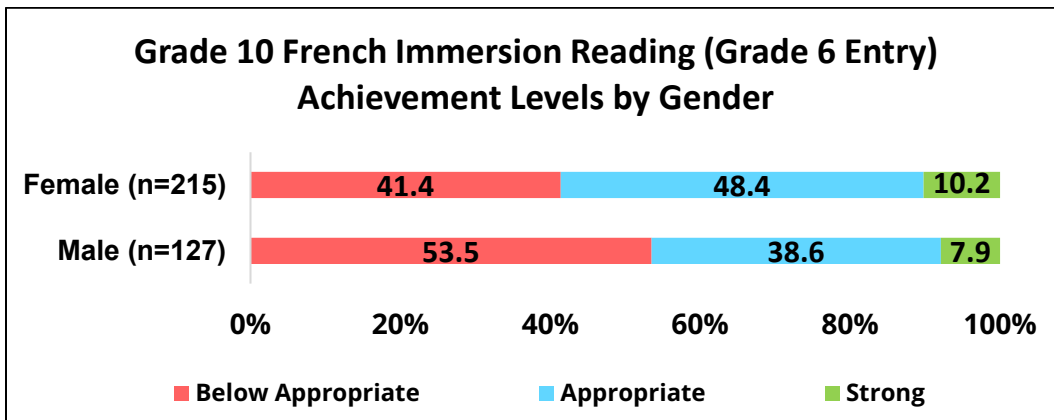
ACHIEVEMENT LEVELS BY GENDER

The following graphs illustrate achievement levels by gender. Gender designations for this analysis were retrieved from administrative data contained in the provincial Student Information System.

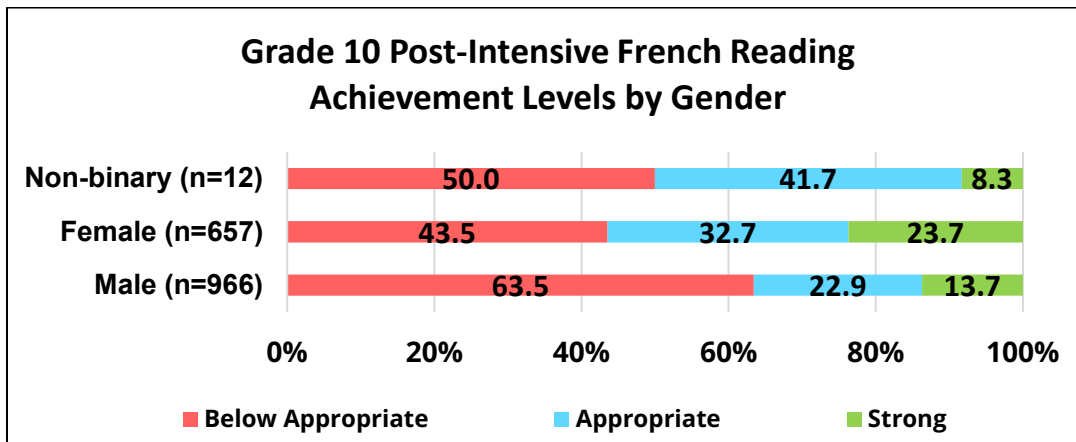
Grade 10 French Immersion (Grade 3 Entry): Combining *Appropriate* and *Strong* achievement levels, the success rate for these students was 75.6% for female students, 64.9% for male, and 83.3% for non-binary students. Although there are few students in the latter group (12), results are included to provide a complete provincial picture and a baseline for anticipated increases in the number of students in this group over time.



Grade 10 French Immersion (Grade 6 Entry): Combining *Appropriate* and *Strong* achievement levels, the success rate for these students was 58.6% for female students, 46.5% for males. The number of students identifying as non-binary was too small for reporting.

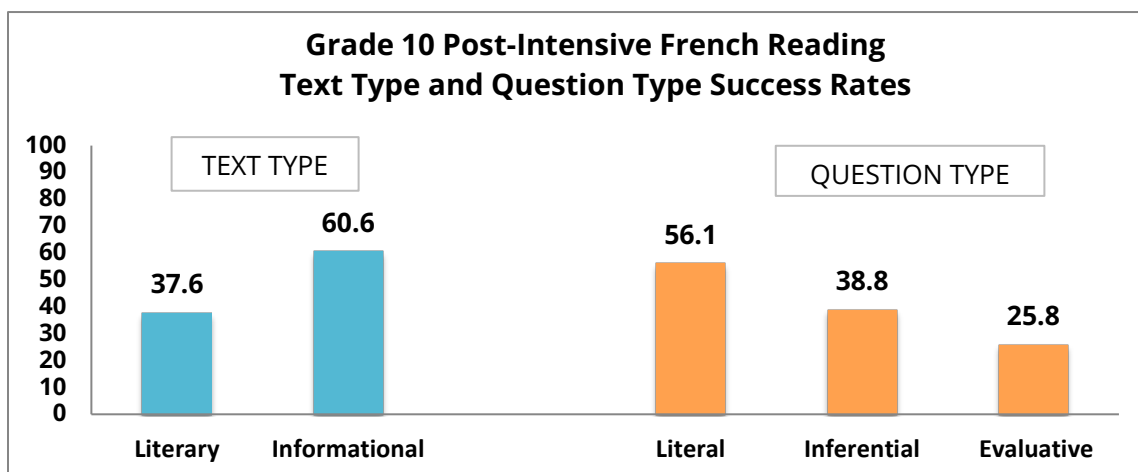
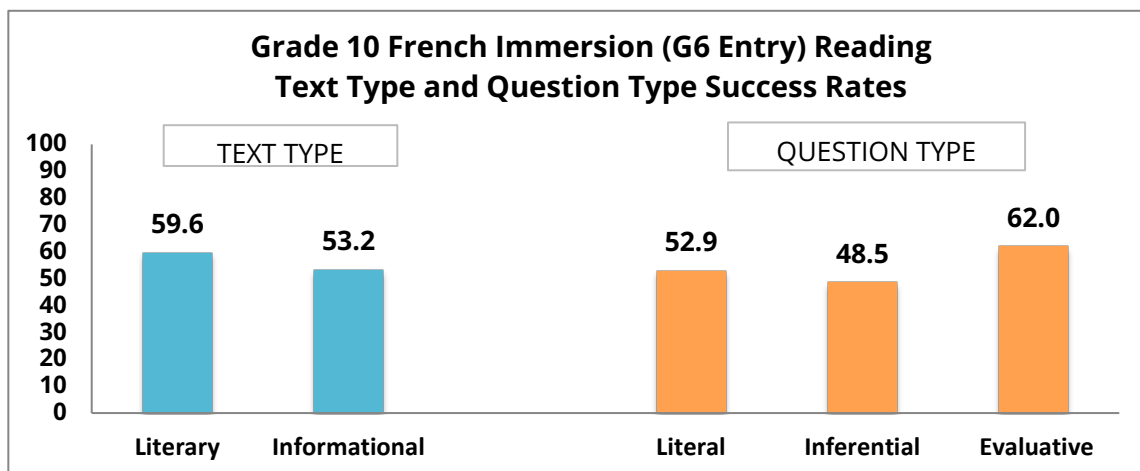
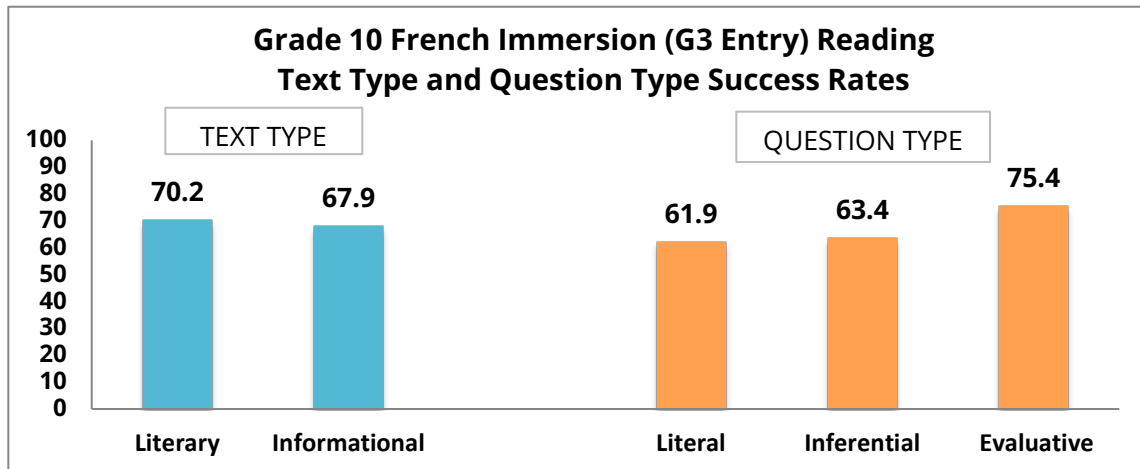


Grade 10 Post-Intensive French: Combining *Appropriate* and *Strong* achievement levels, the success rate for these students was 56.5% for female students, 36.5% for male, and 50.0% for non-binary students.



TEXT TYPES AND QUESTIONS

The assessments include two text types, literary and informational, and three question types: literal, inferential, and evaluative. The following graphs demonstrate the overall student success for each Grade 10 FSL programs:



DESCRIPTION OF THE *APPROPRIATE ACHIEVEMENT* FOR THE *READING ACHIEVEMENT STANDARDS* AT THE END OF GRADE 10 FRENCH IMMERSION

Text Type

Text Complexity: Level B1.2 for G6 Entry Point and B2.2 for G3 Entry Point

Literary Texts

- Continuous Prose: short stories, autobiographies, personal narratives, etc.

Information Texts

- Continuous Information Text: articles, descriptive reports, short biographies, etc.
- Non-continuous Information Text: charts, graphs, maps, recipes, schedules, advertisements, graphic hybrid texts, etc.

Question Type

Literal Response: Reading “the lines”

- Respond accurately to most literal questions; skim large amount of text in search of information, locate literal information from a variety of texts
- Identify key story elements (setting, characters, events, problem/resolution, theme/lesson) of a narrative text; explain how events are related to the theme
- Distinguish between main ideas and supporting details; concisely summarize key information

Inferential Response: Reading “between the lines”

- Make logical inferences about multiple complex characters (motivations, traits, feelings, or personality), and story events; describe relationships among characters and effect on the plot or overall theme
- Interpret relationships among ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons
- Use context clues and prior knowledge to explain the meaning of new vocabulary/technical terms; interpret subtle shades of meaning, and figurative and descriptive language; interpret symbols (objects, events, motifs) used by the author to convey meaning
- Interpret/use text features to understand the text (headings and subheadings, cutaways, legends, diagrams, maps, graphs, glossaries, captions, charts, feature boxes, sidebars); make general inferences using this information

Personal/Critical/Evaluative Response: Reading “beyond the lines”

- Make personal connections: compare/contrast with relevant prior knowledge and make logical text-to-text, text-to-world comparisons; connect characters within and across texts/genres by circumstances, traits, or actions
- Explain how the different elements of an author’s style/techniques (e.g., dialect, descriptions, figurative language, flashbacks, foreshadowing, symbolism) create meaning and reaction
- Respond critically to texts: recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping and bias
- Evaluate purpose, structure, and characteristics of a variety of text forms (e.g., narrative, report, instructions, explanation, autobiography)