

Provincial Assessment Results 2023-24

GRADE 12 FRENCH SECOND LANGUAGE ORAL PROFICIENCY

BACKGROUND

The *Provincial Grade 12 French Second Language Oral Proficiency Assessment* is administered each year to provide students with their proficiency level and to track system progress. Students are assessed at the end of the first semester or in the spring of their Grade 12 year. This assessment is mandatory for students who have met French second language program requirements, i.e., were enrolled in the same French second language program from the program entry point to Grade 12 and have a minimum of 5 or more FSL courses in Grades 11 and 12 for Immersion students, and a minimum of 1 FSL course in Grades 11 or 12 for Post Intensive French students. Students who have not met minimum French second language program requirements may still be interviewed to receive a French second language oral proficiency certificate.

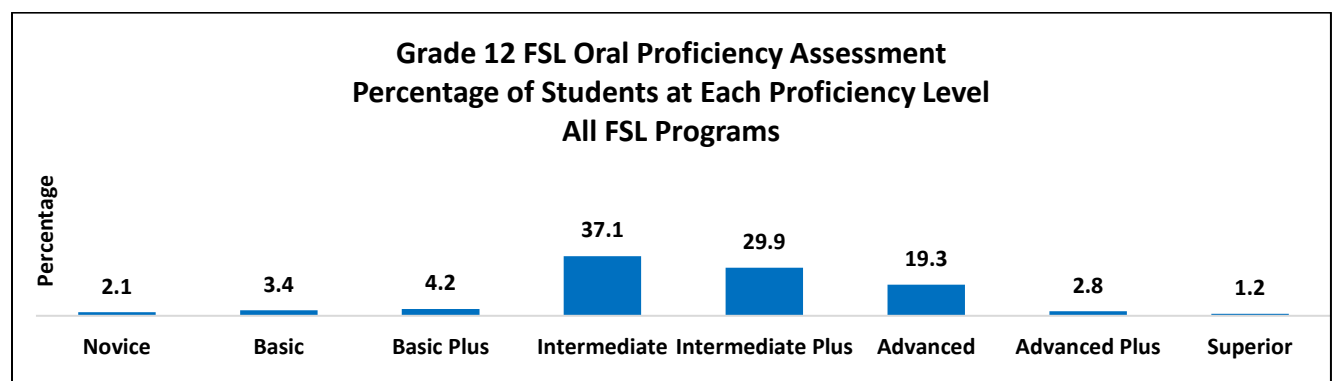
Speaking proficiency is assessed using individual oral proficiency interviews (OPI). During the interview, the evaluator elicits a language sample that is rated using the criteria of the *New Brunswick Oral Proficiency Scale* (see appendix).

PROFICIENCY TARGETS

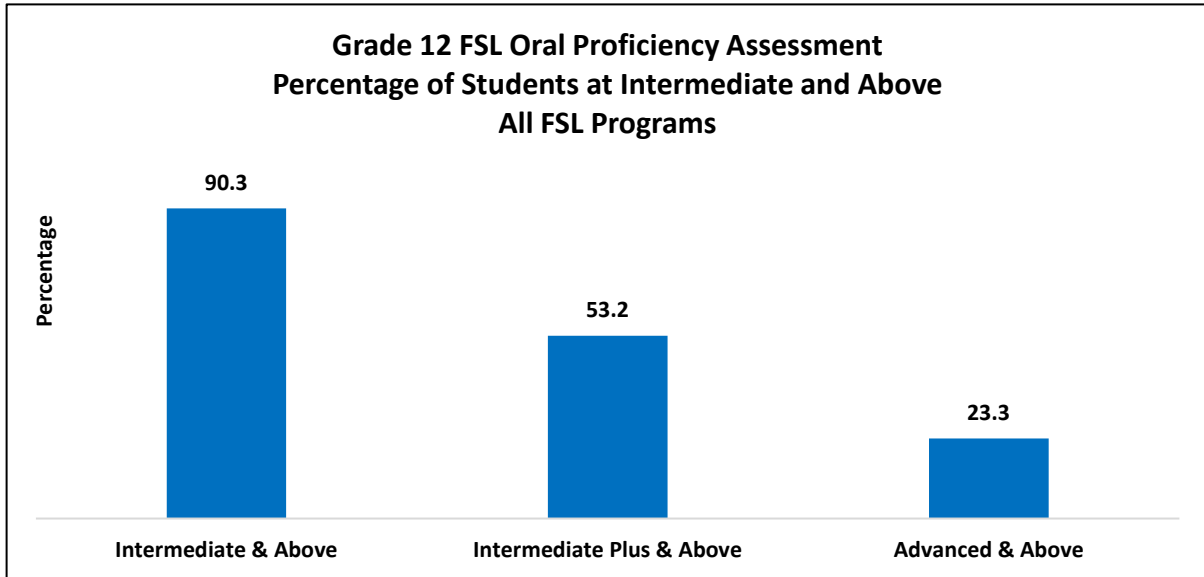
The minimum French second language (FSL) oral proficiency target is the Intermediate level of the *New Brunswick Oral Proficiency Scale*, or B1.1 of the *Common European Framework of Reference Scale*.

OVERALL RESULTS BY PROFICIENCY LEVEL

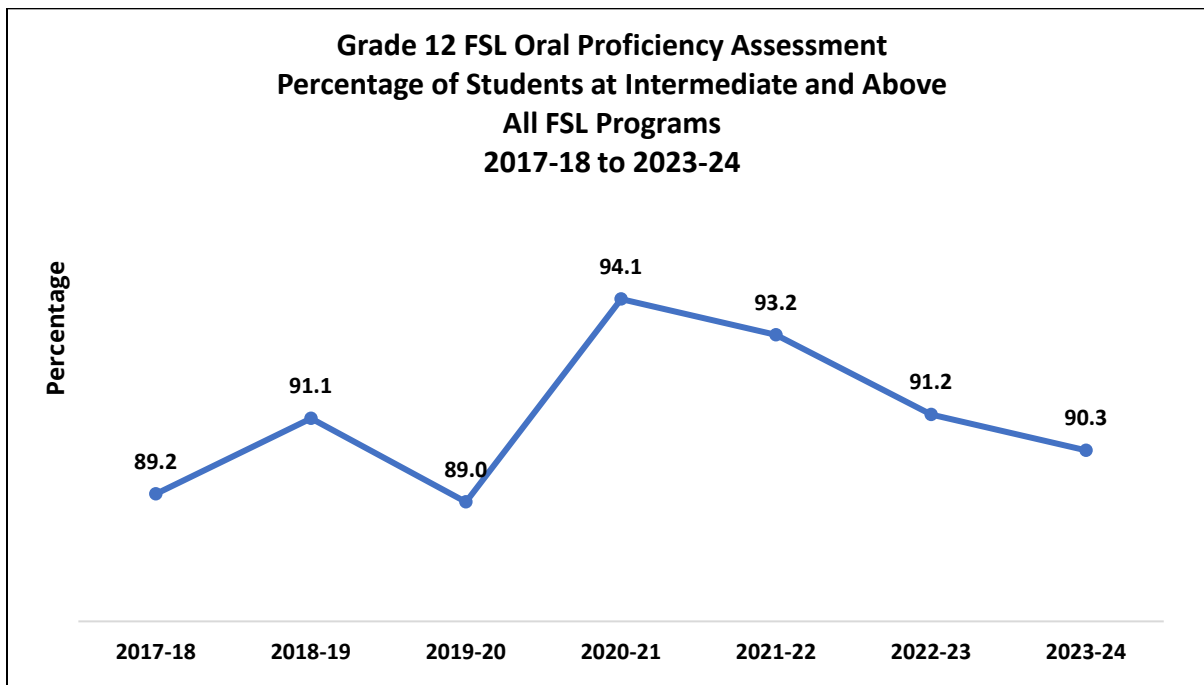
The graph below indicates the proficiency levels of all 1469 students assessed, regardless of their French second language program.



The graph below indicates the percentage of the 1469 students interviewed who attained Intermediate or above, Intermediate Plus or above, and Advanced or above.



The graph below indicates the percentage of students in all FSL programs attaining Intermediate or above by year.



RESULTS BY FSL PROGRAM

The section below provides Grade 12 oral proficiency results by French second language program. Only students meeting the program criteria were included in the analyses in order to evaluate the effectiveness of each FSL program. Standards for success are set in consideration of the number of hours of French instruction offered within each program.

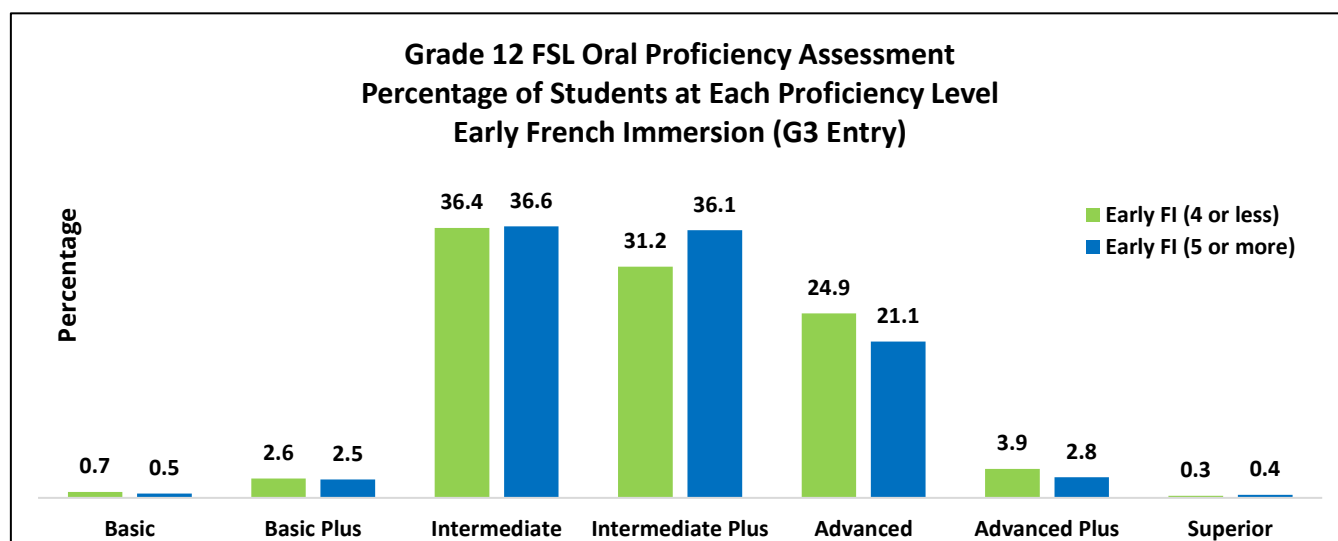
FRENCH IMMERSION: GRADE 3 ENTRY

Of the 1469 students who participated in this assessment, 912 were Grade 3 Entry French Immersion students. Of these students, 527 were registered in at least five French second language courses while in grades 11 and/or 12, and 385 were registered in four FSL courses or less. All students began French Immersion in Grade 3.

Instructional time in French provided to students in this program:

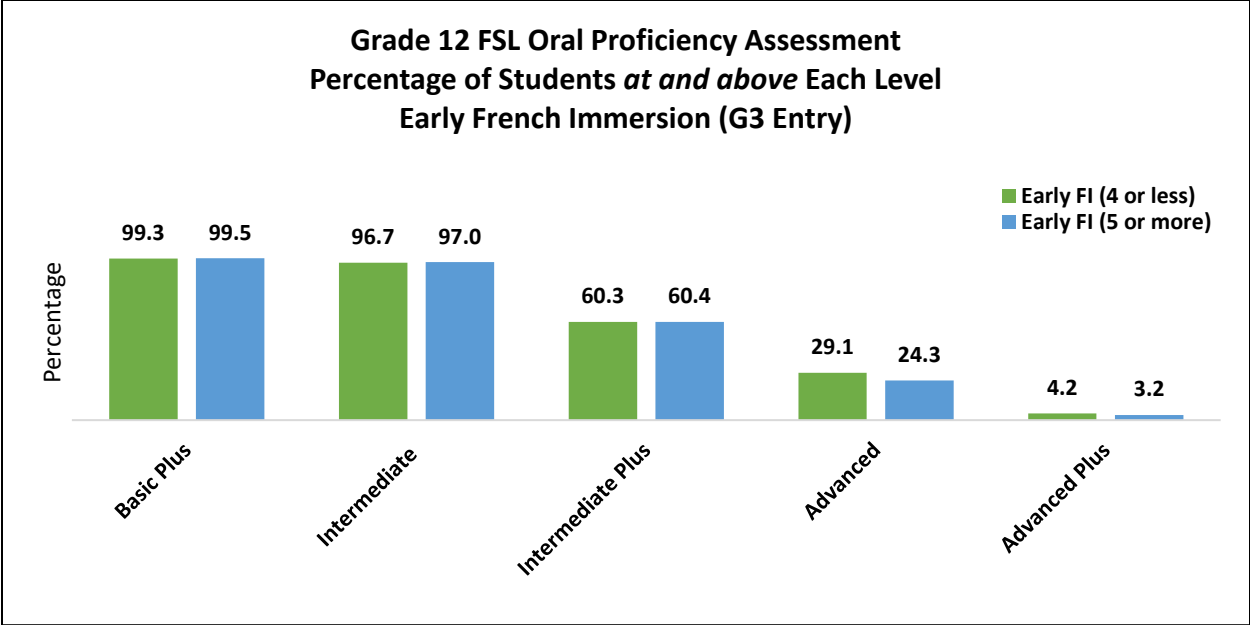
- Grades 3 to 5: 80%
- Grades 6 to 8: 70%
- Grades 9 and 10: 50%
- Grades 11 and 12: 25%

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



Of the students with five or more FSL courses, 97.0% attained Intermediate or above, 60.4% attained Intermediate Plus or above, and 24.3% attained Advanced or above. Of the students with four or less FSL courses, 96.7% attained Intermediate or above, 60.3% attained Intermediate Plus or above, and 29.1% attained Advanced or above.

The graph below represents the performance of Grade 3 Entry French Immersion students at and above each level, comparing those with 5 or more FSL courses while in grades 11 and/or 12, and those with 4 or less.

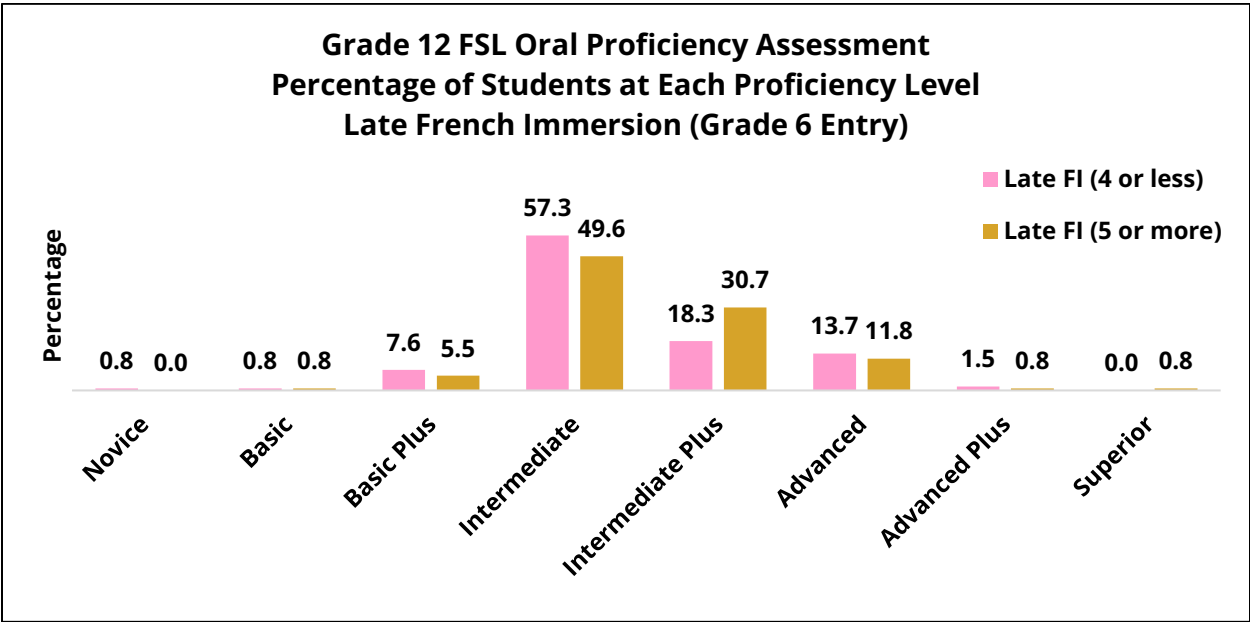


LATE FRENCH IMMERSION: GRADE 6 ENTRY

Of the 1469 students who participated in this assessment, 258 were Grade 6 Entry French Immersion students. Of these students, 127 were registered in at least five French second language courses while in Grade 11 and/or 12, and 131 were registered in four FSL courses or less. The graphs below represent the percentage of these students at each proficiency level.

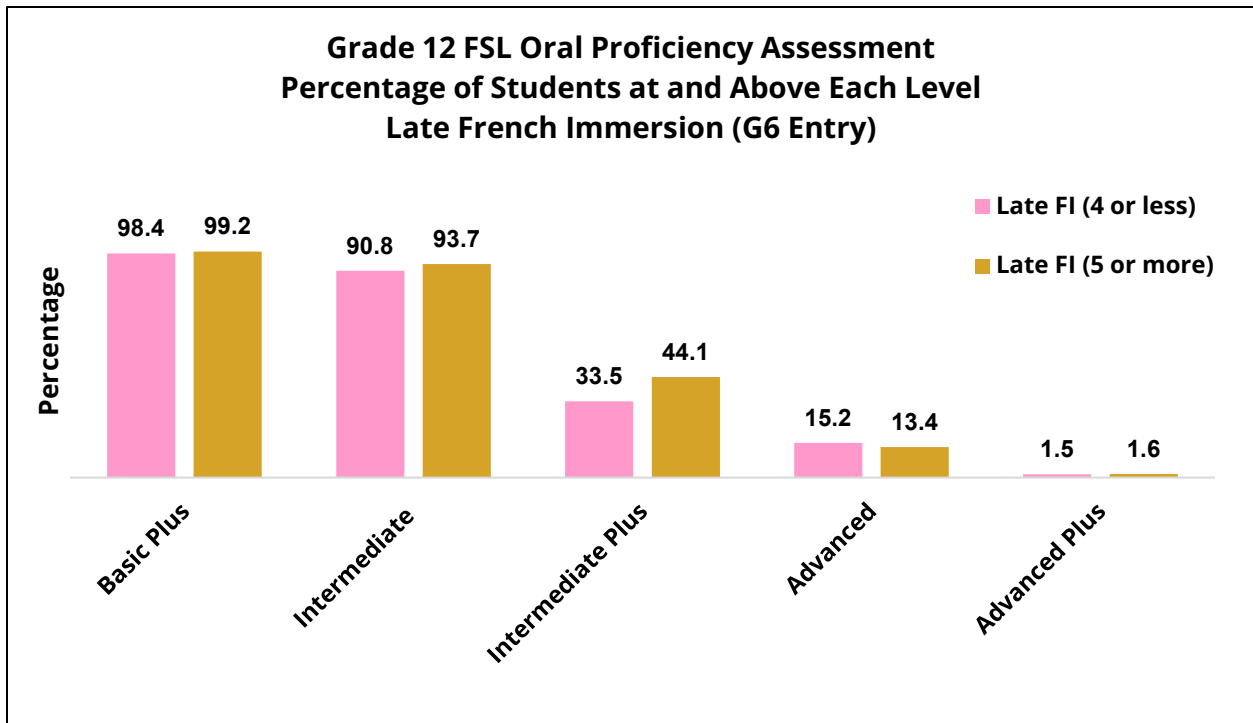
Instructional time in French provided to students in this program:

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



Of the students with five or more FSL courses, 93.7% attained Intermediate or above, 44.1% attained Intermediate Plus or above, and 13.4% attained Advanced or above. Of the students with four or less FSL courses, 90.8% attained Intermediate or above, 33.5% attained Intermediate Plus or above, and 15.2% attained Advanced or above.

The graph below represents Grade 6 Entry French Immersion students at Intermediate or above taking five or more courses in grades 11 or 12 and four or less courses.

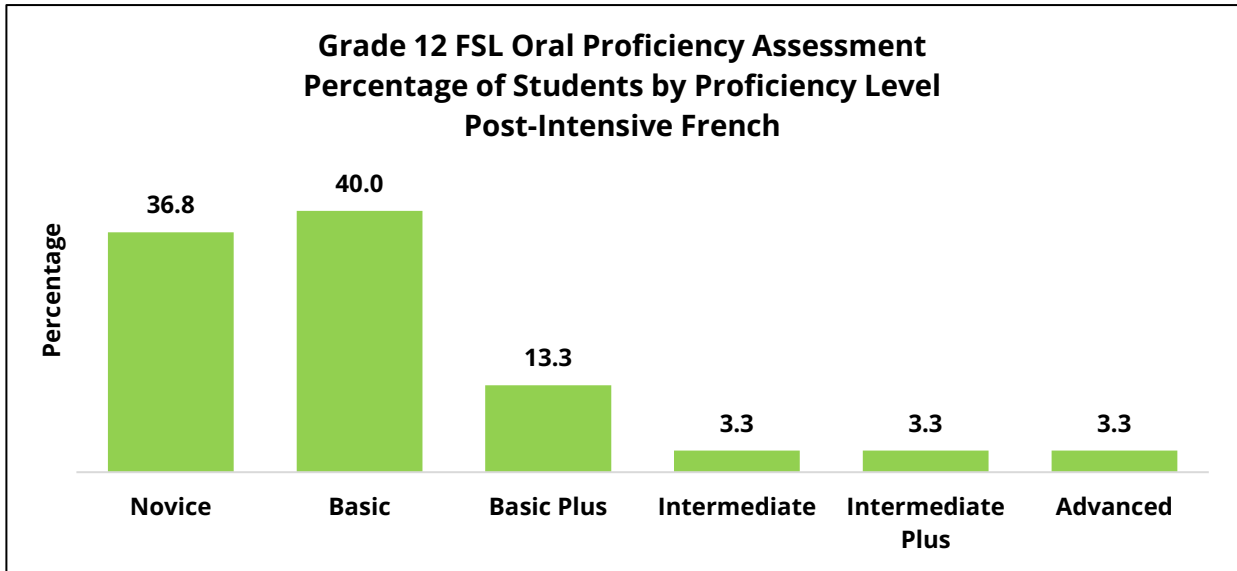


POST-INTENSIVE FRENCH

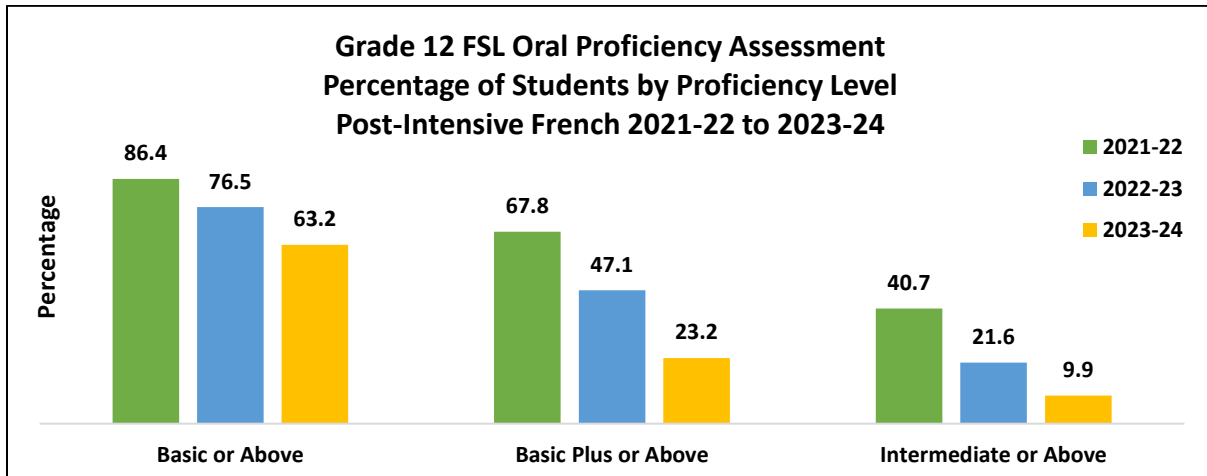
Of the 1469 students who participated in this assessment, 30 were Post-Intensive French students participating in at least one FSL course in grades 11 or 12. The graph below indicates the percentage of these students at each proficiency level.

Instructional time in French provided to students in this program:

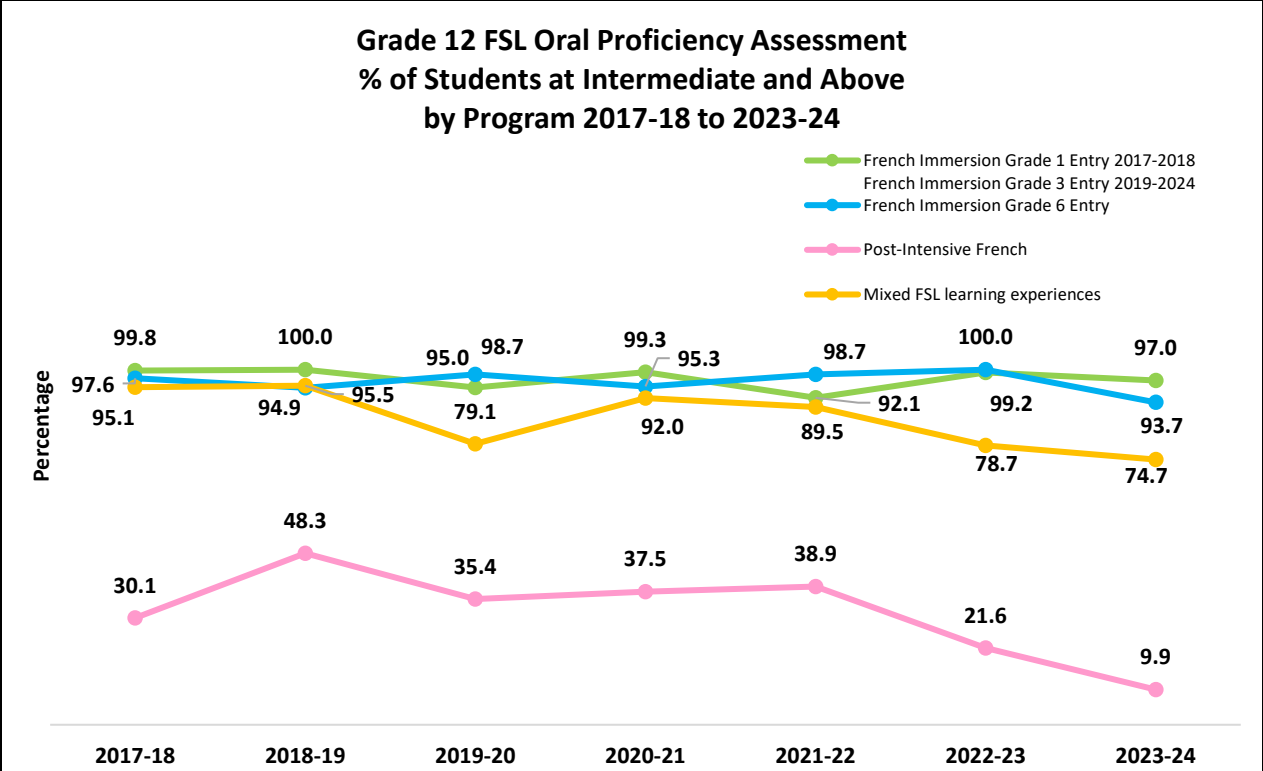
- Grade 4: 150 minutes (9%) per week
- Grade 5: 1,000 minutes per week in one semester; 150 minutes per week in the other
- Grades 6-8: 200 minutes (12%) per week
- Grades 9 and 10: one French course (10%)
- Grades 11 and 12: optional



Of these students, 63.2% attained Basic or above, 23.2% attained Basic Plus or above, and 9.9% attained Intermediate or above.

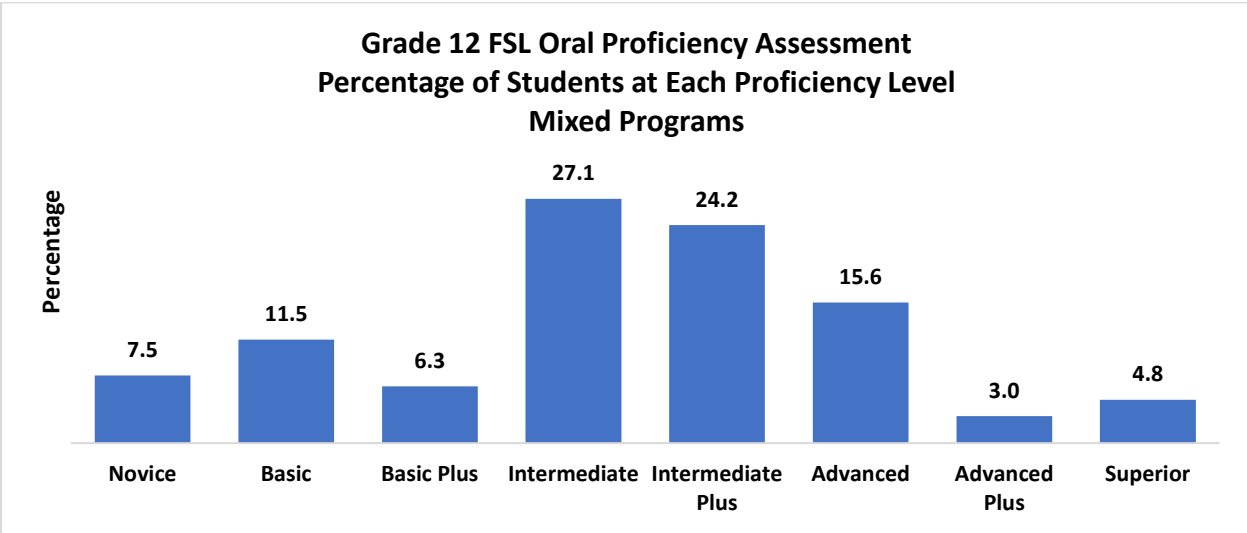


The graph below indicates the percentage of students at Intermediate or above by FSL program. This includes only students who met all program requirements through to Grade 12 (i.e., five or more courses for French Immersion or at least one course for Post-Intensive French).



RESULTS FOR STUDENTS FROM MIXED FSL LEARNING EXPERIENCES

Of the 1469 students assessed in 2023-24, 269 were students from other French learning situations (e.g., students who transferred from another jurisdiction, from another program, from one language sector to the other).



Of these students, 74.7% attained Intermediate or above, 47.6% attained Intermediate Plus or above, and 23.4% attained Advanced or above.

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.