

Provincial Assessment Results 2023-24

GRADE 6 FRENCH SECOND LANGUAGE ORAL PROFICIENCY

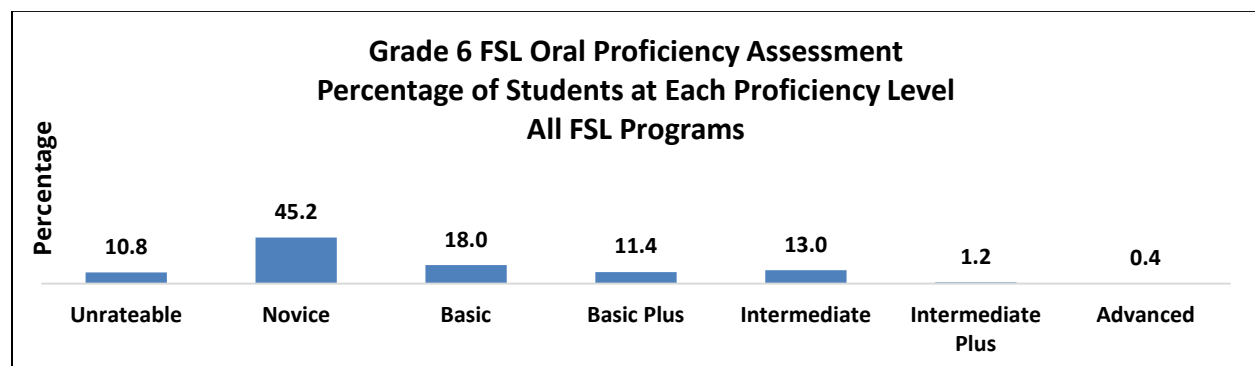
BACKGROUND

The *Provincial Grade 6 French Second Language Oral Proficiency Assessment* serves to track progress on FSL oral proficiency based on FSL language program. It is normally conducted every two years; however, in 2022-23, the assessment was conducted with Early French Immersion students outside of the normal schedule. This was for the purpose of establishing a baseline for this first cohort to have entered French Immersion in Grade 1 after the 2010-11 move to program entry in Grade 3. This assessment A minimum of ten percent of students in each French second language program (French Immersion-Grade 1 Entry, French Immersion-Grade 6 Entry, and Post-Intensive French) is selected at random to participate. Provincial and district results are generated; individual student and school level results are not available because results are based on a sample.

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). Normally evaluators move from school to school to conduct interviews.

OVERALL PROVINCIAL RESULTS BY PROFICIENCY LEVEL

A total of 1281 students were selected to participate. 173 were exempted, absent, or no longer enrolled in a New Brunswick school. 1108 students were assessed. The following graph represents the proficiency level of all 1108 students, regardless of their French second language program.



Of the students assessed, 89.2% were able to communicate at the Novice level or above, 44.0% at Basic or above, 26.0% at Basic Plus or above, 14.6% at Intermediate or above, and 1.6% at Intermediate Plus or above.

PROVINCIAL RESULTS BY FSL PROGRAM

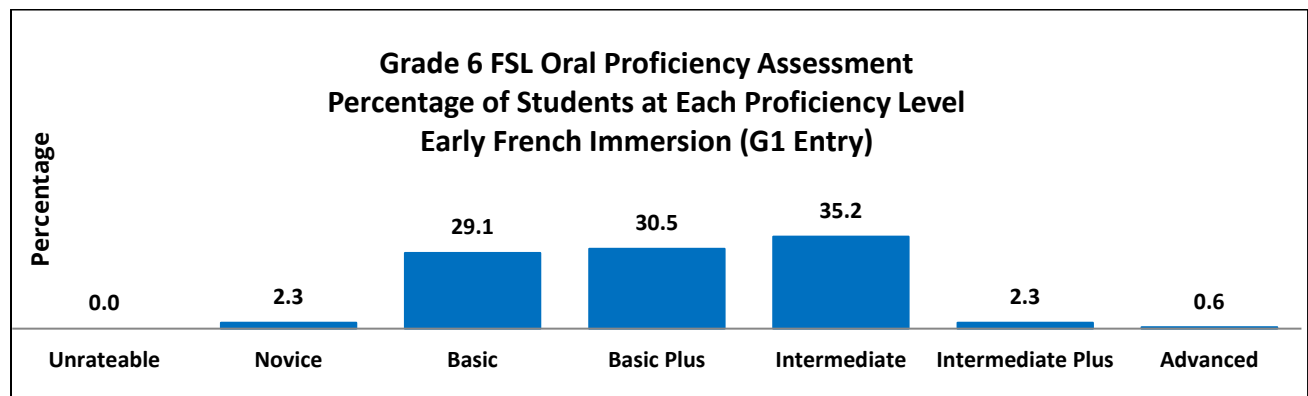
The section below provides Grade 6 oral proficiency results by French second language program. Only students meeting the program criteria were included in the analyses in order to evaluate the effectiveness of each FSL program. Standards for success are set in consideration of the number of hours of French instruction offered within each program.

RESULTS: EARLY FRENCH IMMERSION (GRADE 1 ENTRY)

Of the 1108 students assessed, 341 were Early French Immersion (Grade 1 Entry). The graph below represents the percentage of these students at each proficiency level.

Instructional time in French provided to students in this program:

- Grades 1 & 2: 85%
- Grades 3 to 5: 80%
- Grades 6 to 8: 70%
- Grades 9: 50%
- Grades 10-12: 40 credit hours



Of the students assessed, 97.7% were able to communicate at the Basic oral proficiency level or above, 68.6% at Basic Plus or above, 38.1% at Intermediate or above, and 2.9% at Intermediate Plus or above.

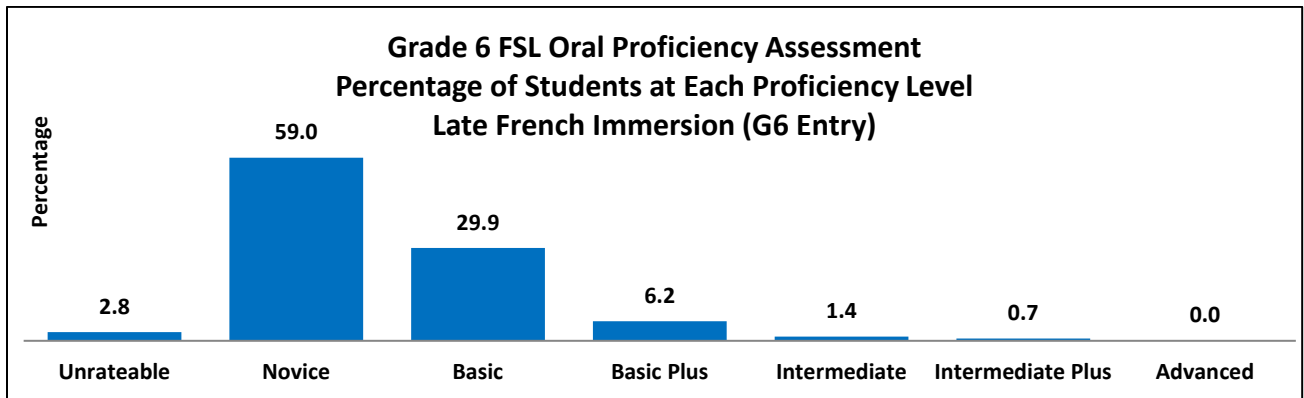
RESULTS: LATE FRENCH IMMERSION (GRADE 6 ENTRY)

Of the 1108 students assessed, 144 were Late French Immersion (Grade 6 Entry) students.

Instructional time in French provided to students in this program:

- Grades 6 to 8: 70%
- Grade 9: 50%
- Grades 10-12: 40 credit hours

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



Of the students assessed, 38.2% were able to communicate at the Basic oral proficiency level or above, and 8.3% at Basic Plus or above, 2.1% at Intermediate or above, and 0.7% at Intermediate Plus or above.

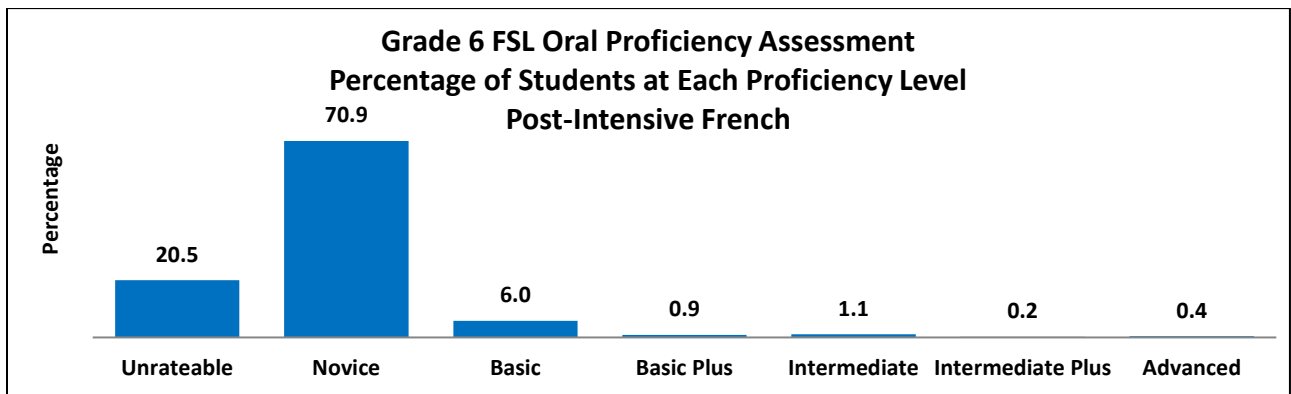
RESULTS: POST-INTENSIVE FRENCH PROGRAM

Of the 1108 students assessed, 467 were Post-Intensive French students.

Instructional time in French provided to students in this program:

- Grade 4: 150 minutes per week
- Grade 5: 300 hours in one semester and 45 hours during the other
- Grades 6-8: 120 hours per year
- Grades 9 and 10: 90 hours per year.

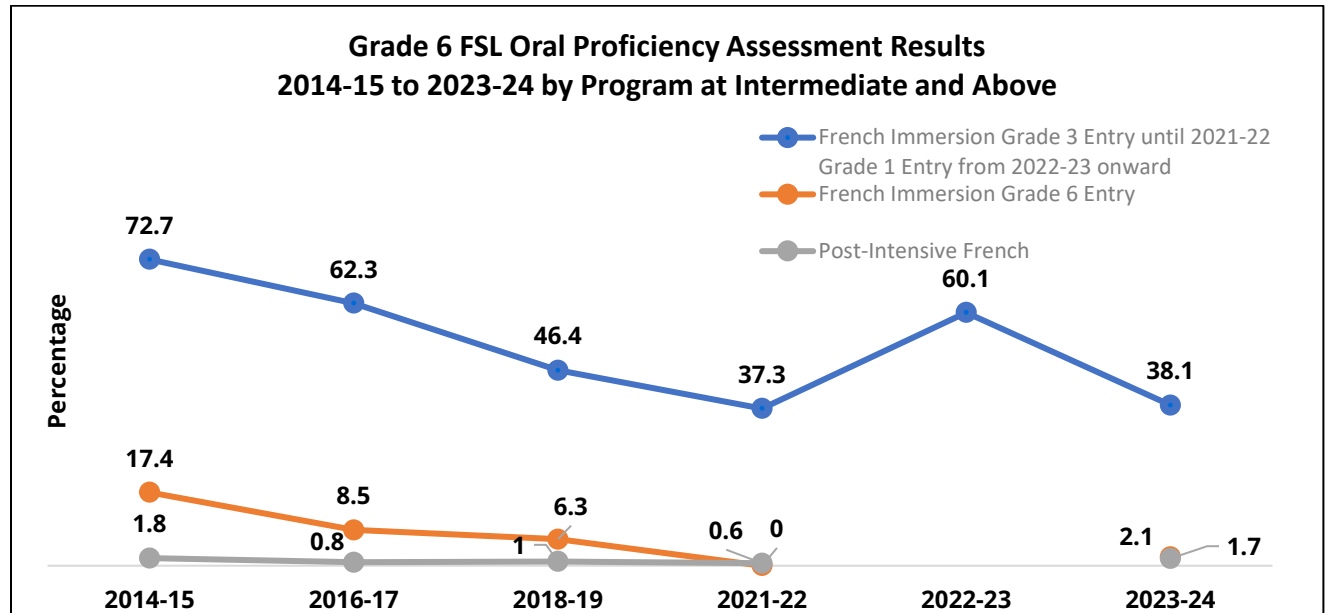
The graph below represents the percentage of these students at each proficiency level.



Of the Post-Intensive French students assessed, 8.6% were able to communicate at the Basic oral proficiency level or above, and 2.6% at Basic Plus or above, 1.7% at Intermediate or above, and 0.6% at Intermediate Plus or above.

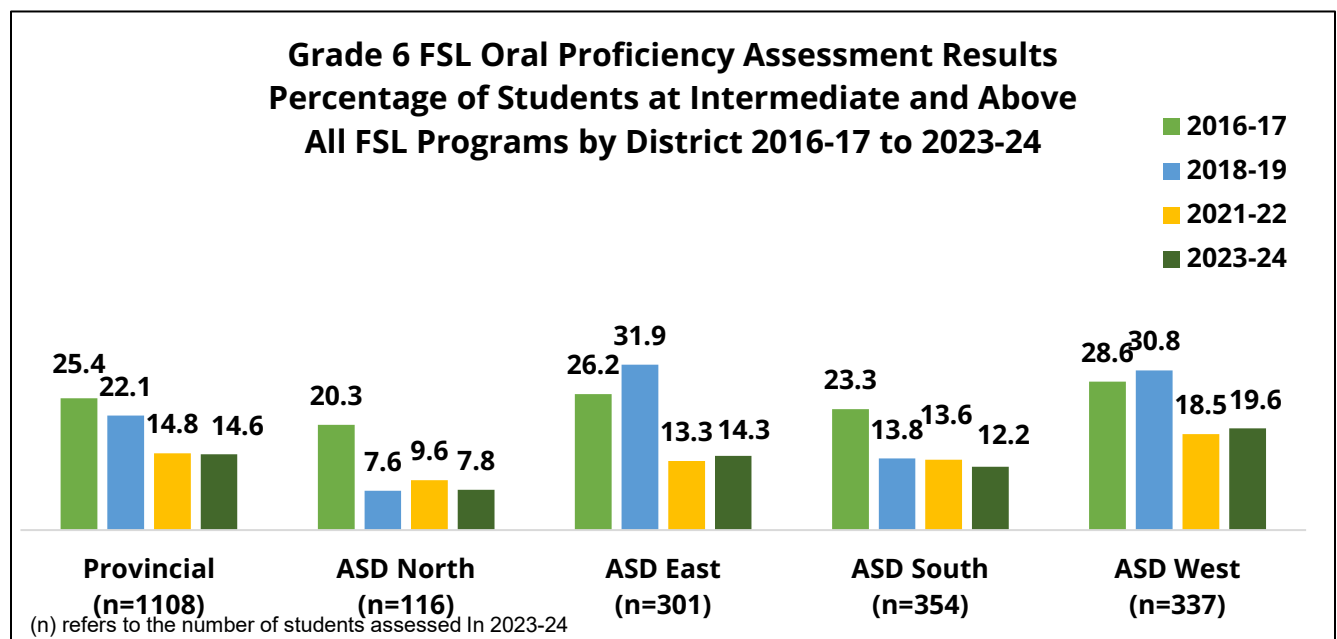
PROVINCIAL RESULTS BY PROGRAM AT INTERMEDIATE AND ABOVE

The graph below represents the percentage of Grade 6 FSL students by program achieving the Intermediate oral proficiency level and above by year.



DISTRICT RESULTS BY PROGRAM AT INTERMEDIATE AND ABOVE

The graph below represents the percentage of Grade 6 students achieving an oral proficiency level of Intermediate and above in each district from 2016-17 to 2023-24. The (n) value represents the number of students assessed in this year's sample.



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.