

Grade 6 Provincial Assessment Results 2022-23 French Second Language Oral Proficiency

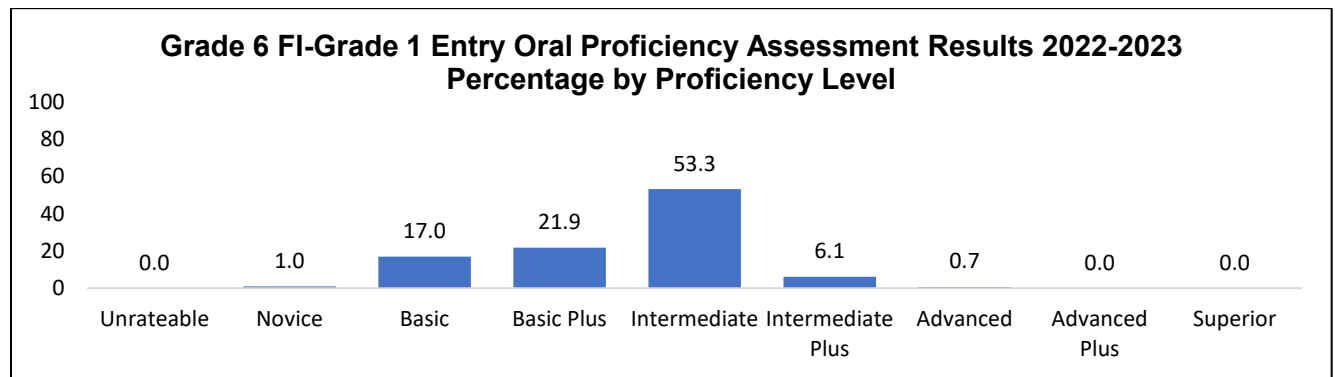
The Provincial *Grade 6 French Second Language (FSL) Oral Proficiency Assessment* is normally conducted every two years. This assessment serves to track progress on student FSL oral proficiency based on their language program. A minimum of ten percent of students in each French second language program are 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.

Though it was not a scheduled Grade 6 assessment year, a sample of Grade 6 students enrolled in the Early French Immersion program was tested. This was the first cohort to have entered French Immersion in Grade 1 after the move to Grade 3 entry in 2010-11. Results will provide a baseline for future tracking.

The method used to rate students' speaking proficiency is the individual oral interview. 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. Normally evaluators move from school to school to conduct interviews. This year, for the first time, Grade 6 interviews were conducted online or by phone, respecting the preference of each student.

Overall Provincial Results by Proficiency Level

Of the 407 students assessed, 1% were able to communicate at the Novice level or above, 17% at Basic or above, 21.9% at Basic Plus or above, 53.3% at Intermediate or above, 6.1% at Intermediate Plus or above, and 0.7% at Advanced or above.

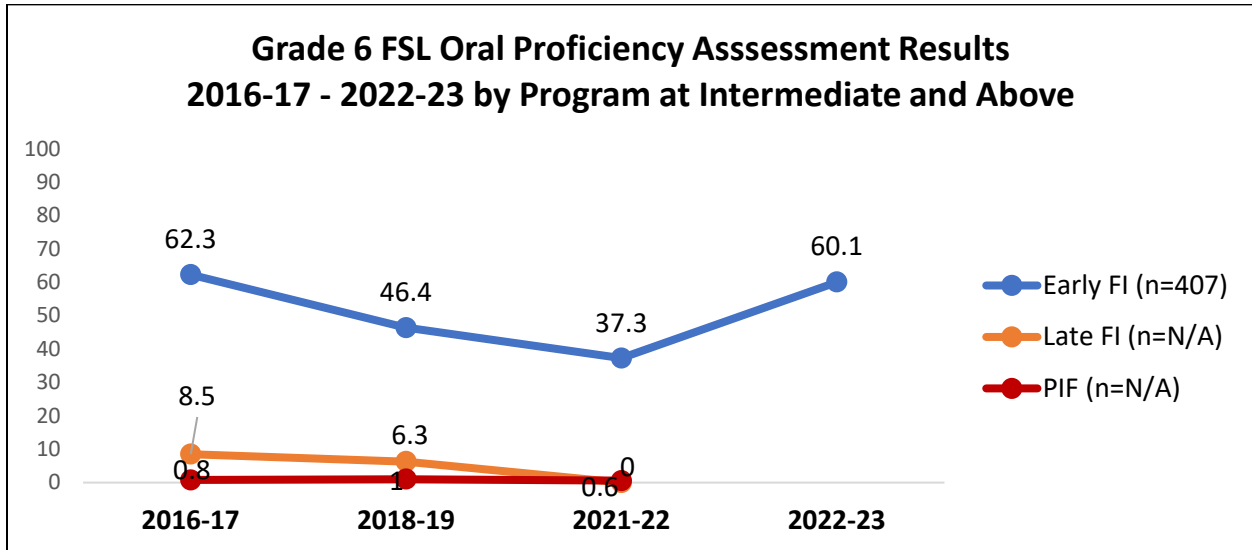


Provincial Results at Intermediate or Above

The graph below represents the percentage of Grade 6 FSL students achieving the Intermediate oral proficiency level by year. The (n) value represents the number of students assessed this year.

Instructional time in French provided to students in this program:

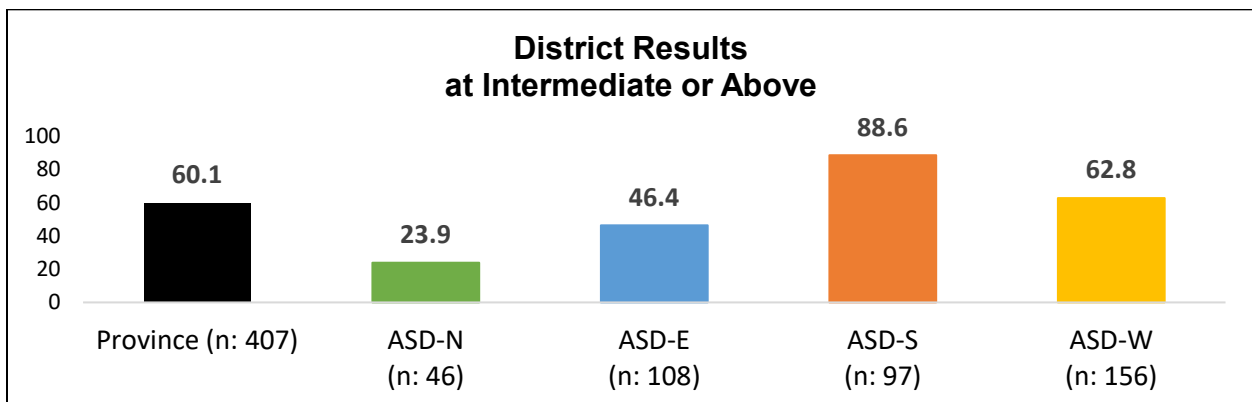
- Grades 3 to 5: 80-90%
- Grades 6 to 8: 70%
- Grades 9 and 10: 50%



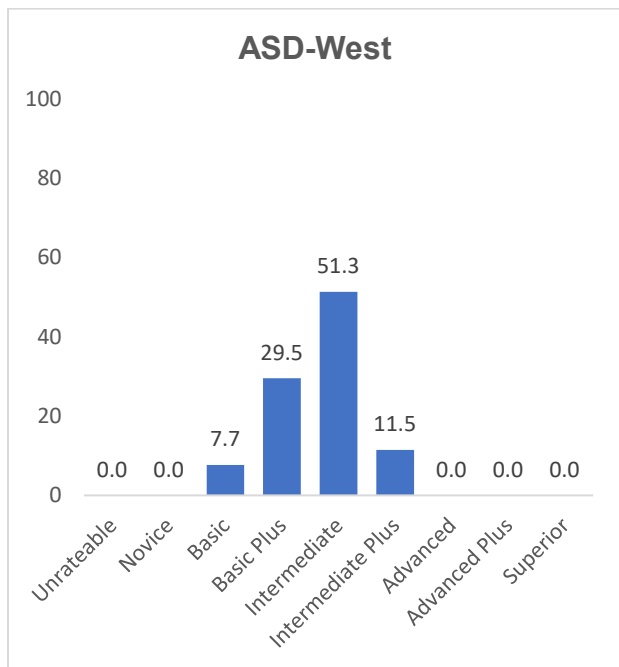
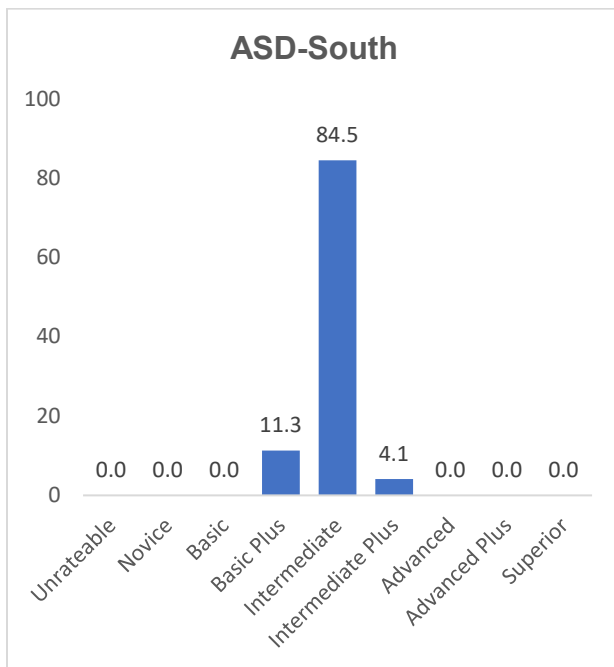
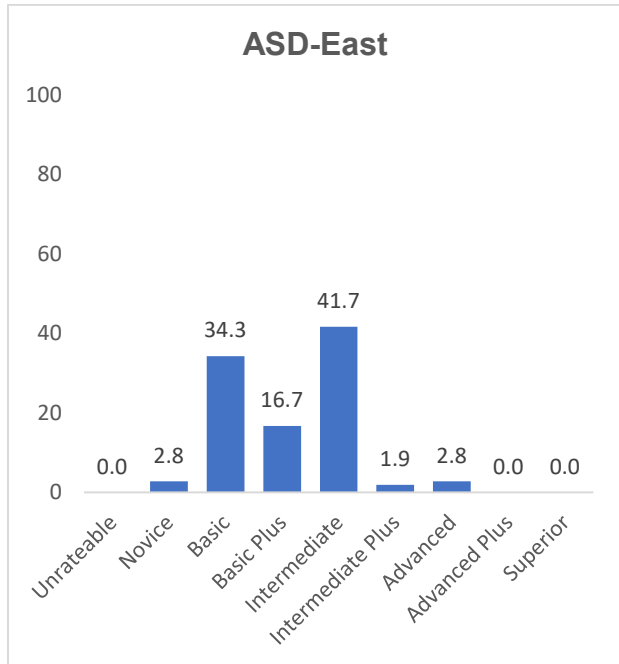
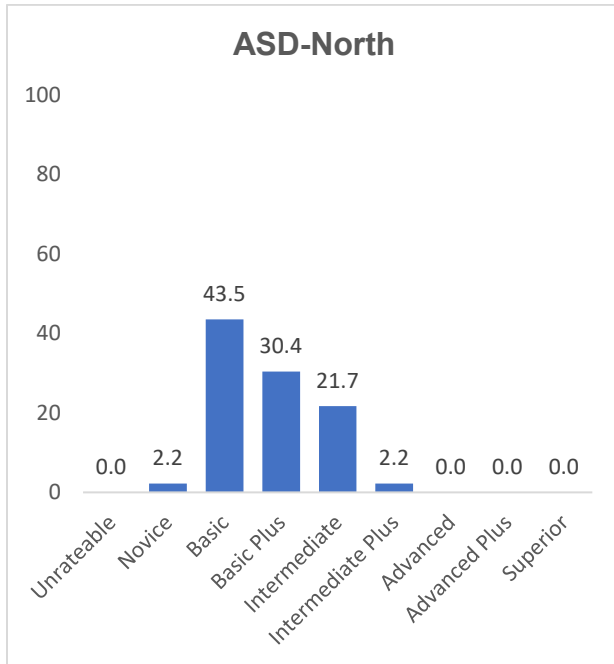
Note: *Early FI* results for school years 2013-14 and 2015-16 include students who entered FI in Grade 1; results of subsequent years to 2021-22 represent students who entered FI in Grade 3; 2022-23 results pertain to students entering FI in Grade 1.

School District Results

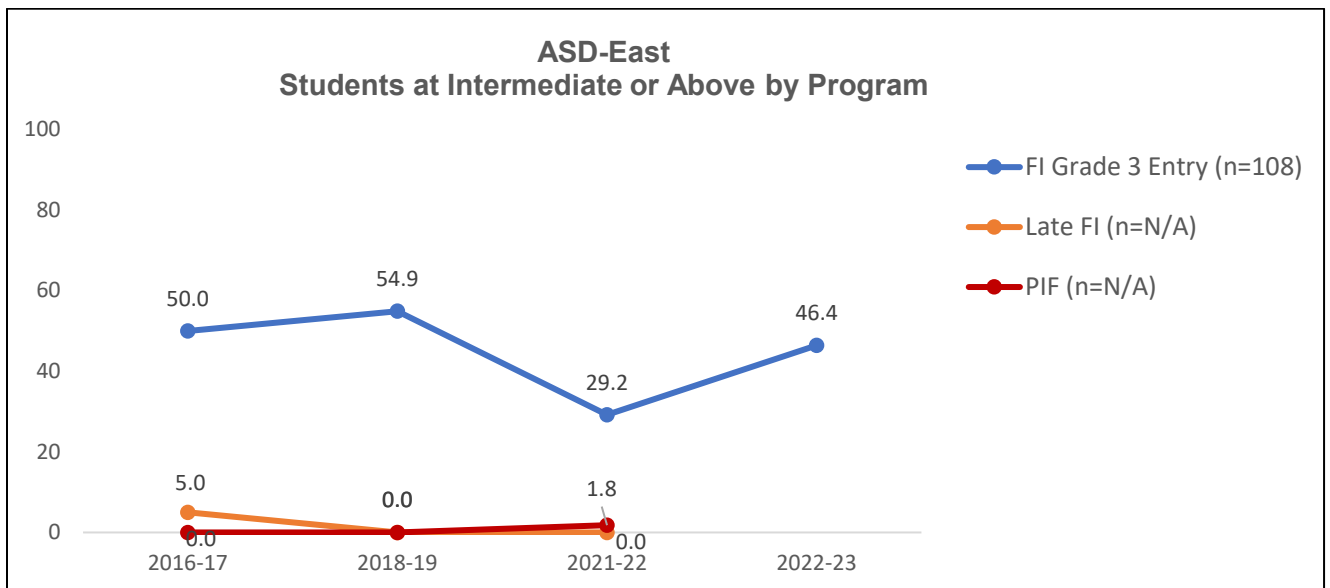
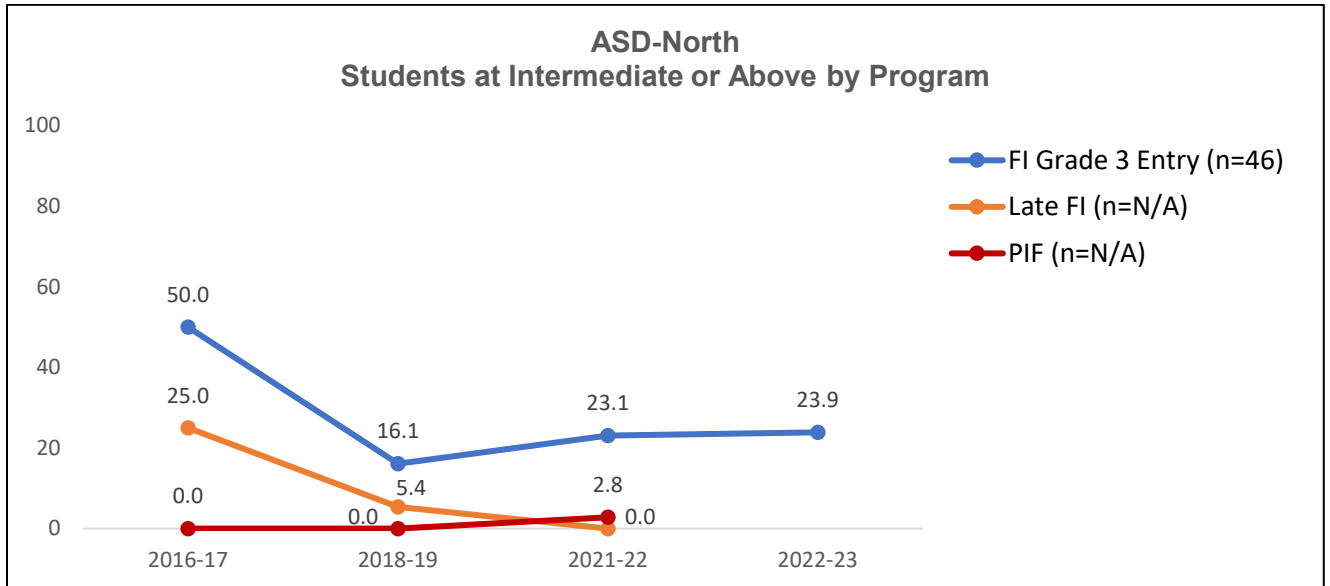
The graphs below represent proficiency levels attained and the percentage of Grade 6 students achieving an oral proficiency level of Intermediate or above in each district from 2013-14 to 2022-23. The (n) value represents the number of students assessed in this year's sample.

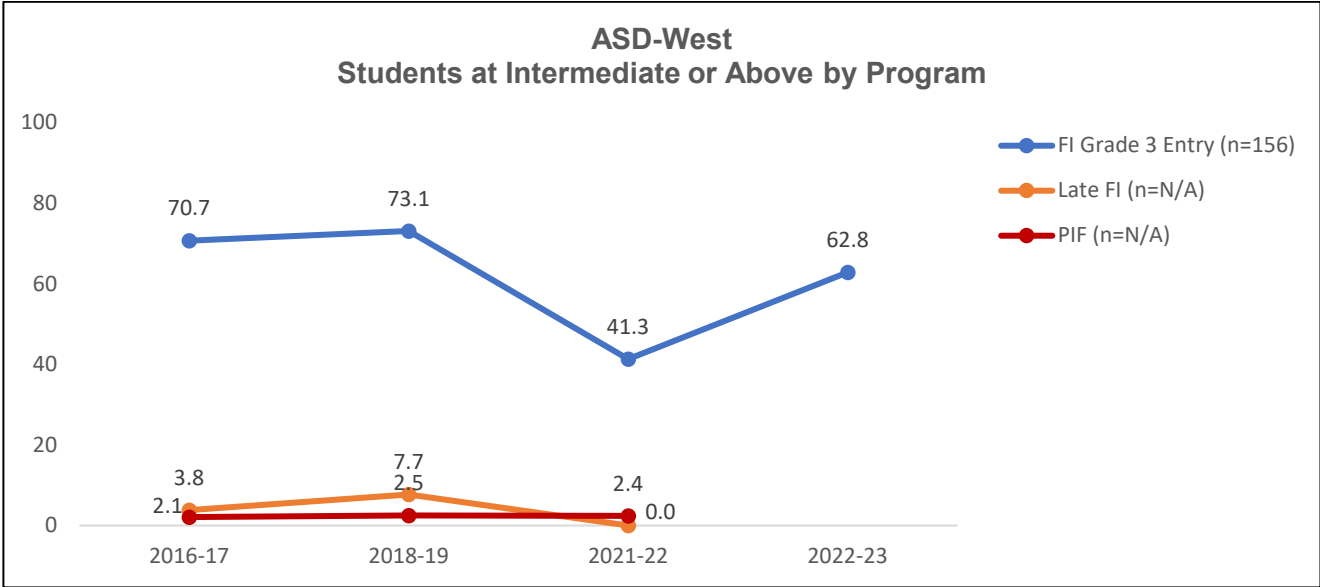
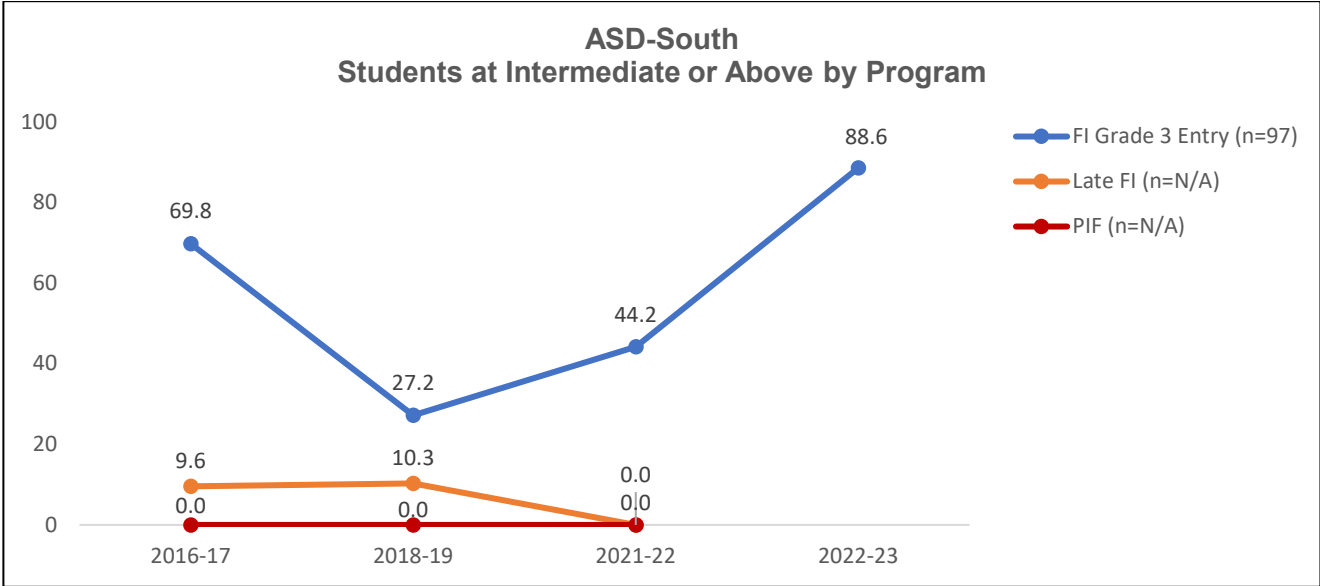


2022-23 School District Results by Proficiency Levels



2022-23 School District Results by Proficiency Levels





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.