

# Provincial Assessment Results 2023-24

## GRADE 7 FRENCH READING PROFICIENCY

### BACKGROUND

The *Grade 7 French Reading Assessments* were administered in the spring of 2024 to students from all three French second language programs (French Immersion Grade 1 Entry, French Immersion Grade 6 Entry, and Post-Intensive French). They assessed reading comprehension based on end of year reading targets for each FSL program.

In keeping with the Department's assessment protocols, test items were developed by groups of New Brunswick educators, including Grade 7 classroom teachers and experienced subject area experts. Assessment items were then field-tested and verified through a provincial pilot.

While the same assessment is administered to students in both French Immersion programs (Grade 1 Entry and Grade 6 Entry), the achievement expectations are different. 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:

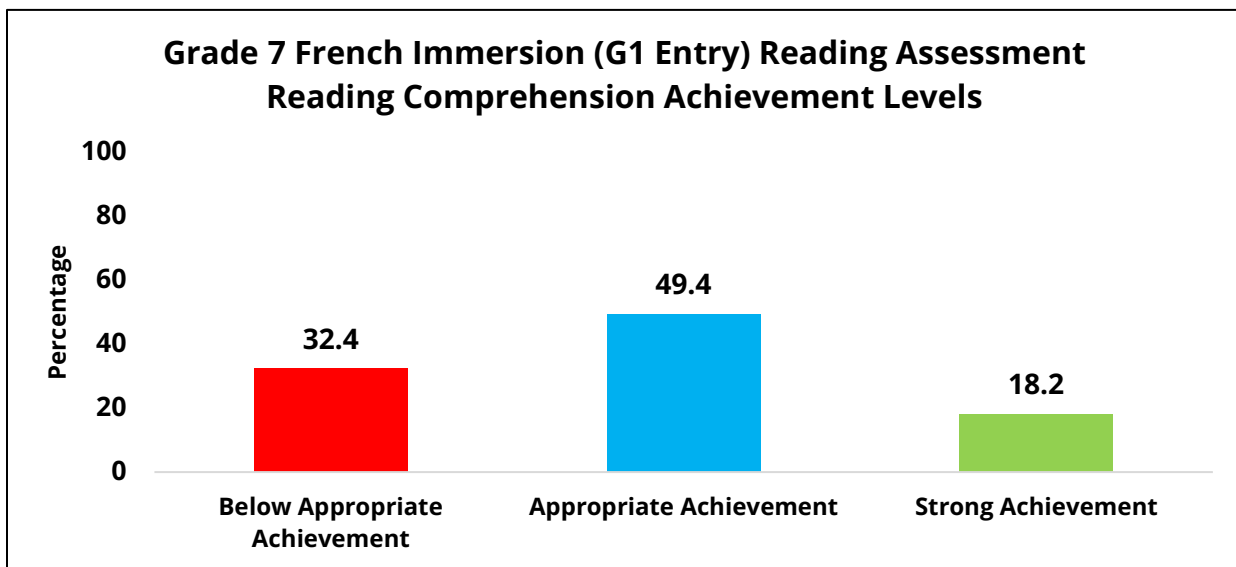
- Online versions were statistically equivalent to the paper versions.
- Test reliability was comparable to the previous year.
- Test items performed without bias for students in all programs of study and for students with accommodations.

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

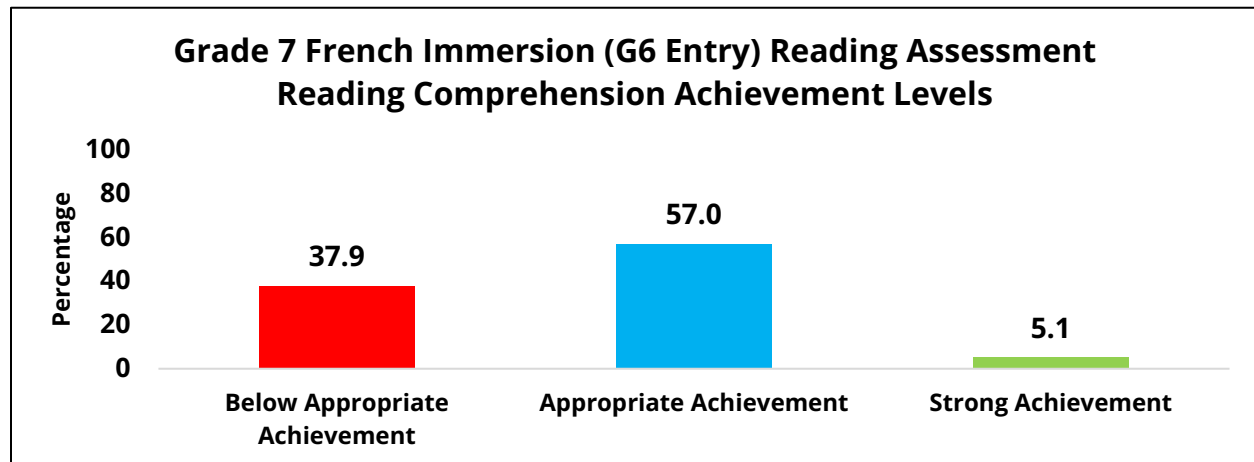
Of 1554 **Grade 7 French Immersion (Grade 1 Entry)** students, 67.6% were successful (18.2% attained *Strong Achievement* and 49.4% attained *Appropriate Achievement*). The 32.4% of students in the *Below Appropriate Achievement* group includes exempted students (0.3%) but excludes students who are absent during the assessment administration period (24).

The provincial success rate increased by 0.7 percentage points since 2022-23. This difference was not statistically significant.



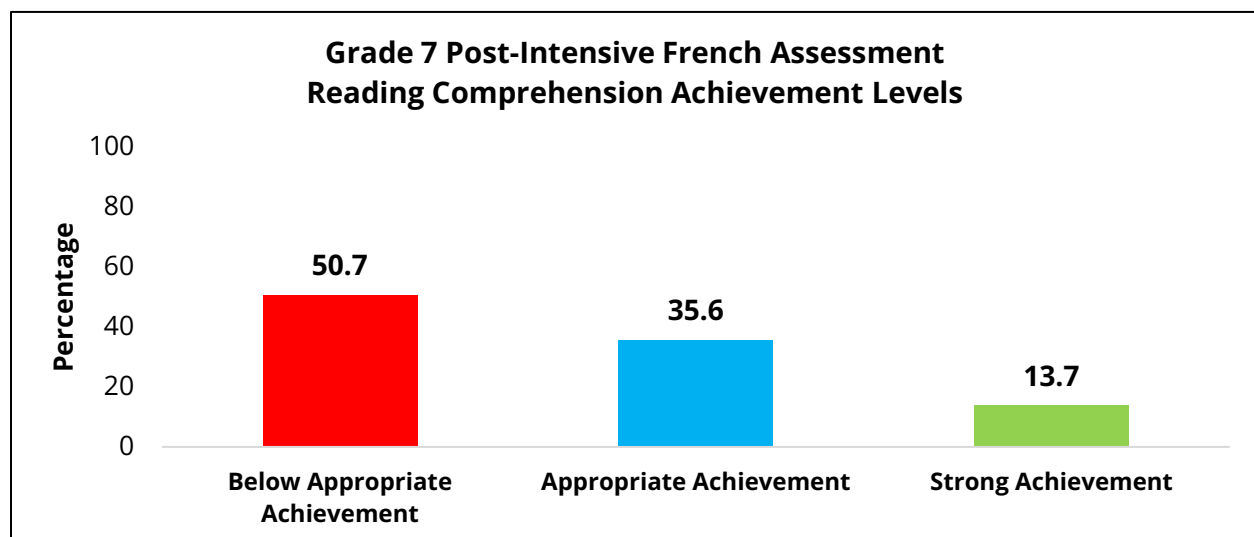
Of 585 **Grade 7 French Immersion (Grade 6 Entry)** students, 62.1% were successful (5.1% attained *Strong Achievement* and 57.0% attained *Appropriate Achievement*). The 37.9% of students in the *Below Appropriate Achievement* group includes exempted students (0.2%) but excludes students who are absent during the assessment administration period (19).

The provincial success rate increased by 4.2 percentage points since 2022-23. This difference was not statistically significant.



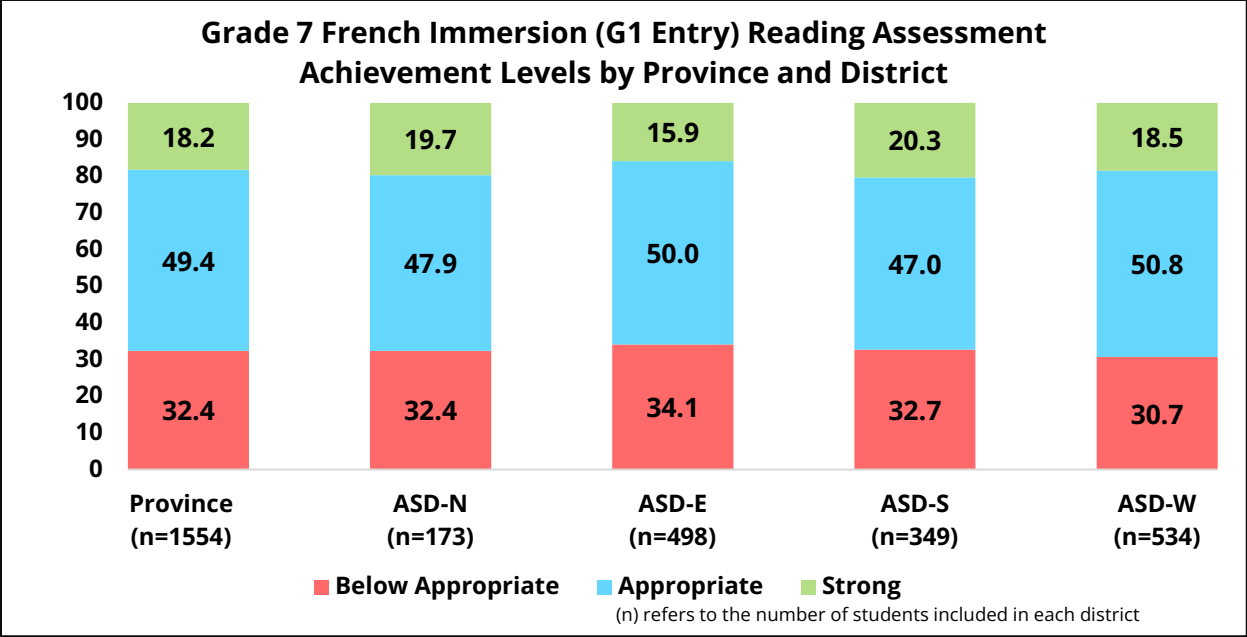
Of 3559 **Grade 7 Post-Intensive French** students, 49.3% were successful (13.7% attained *Strong Achievement* and 35.6% attained *Appropriate Achievement*). The 50.7% of students in the *Below Appropriate Achievement* group includes exempted students (6.2%) but excludes students who are absent during the assessment administration period (223).

The provincial success rate increased by 22.4 percentage points since 2022-23. This difference was statistically significant.

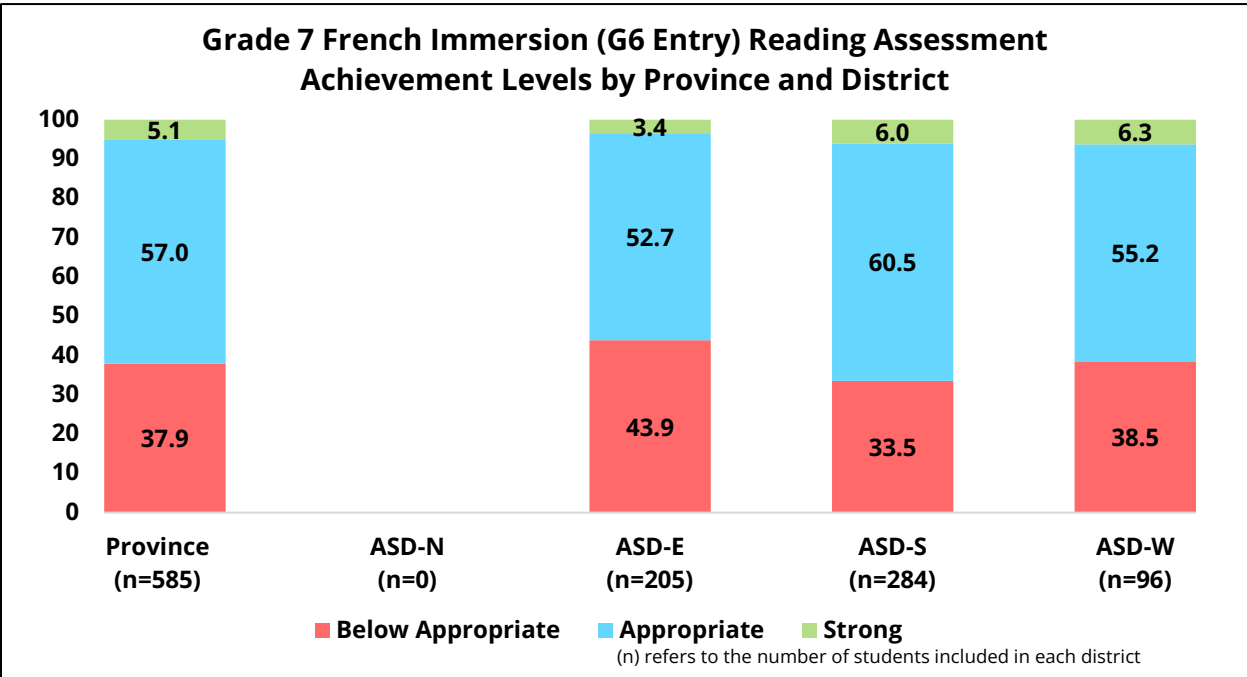


# DISTRICTS RESULTS

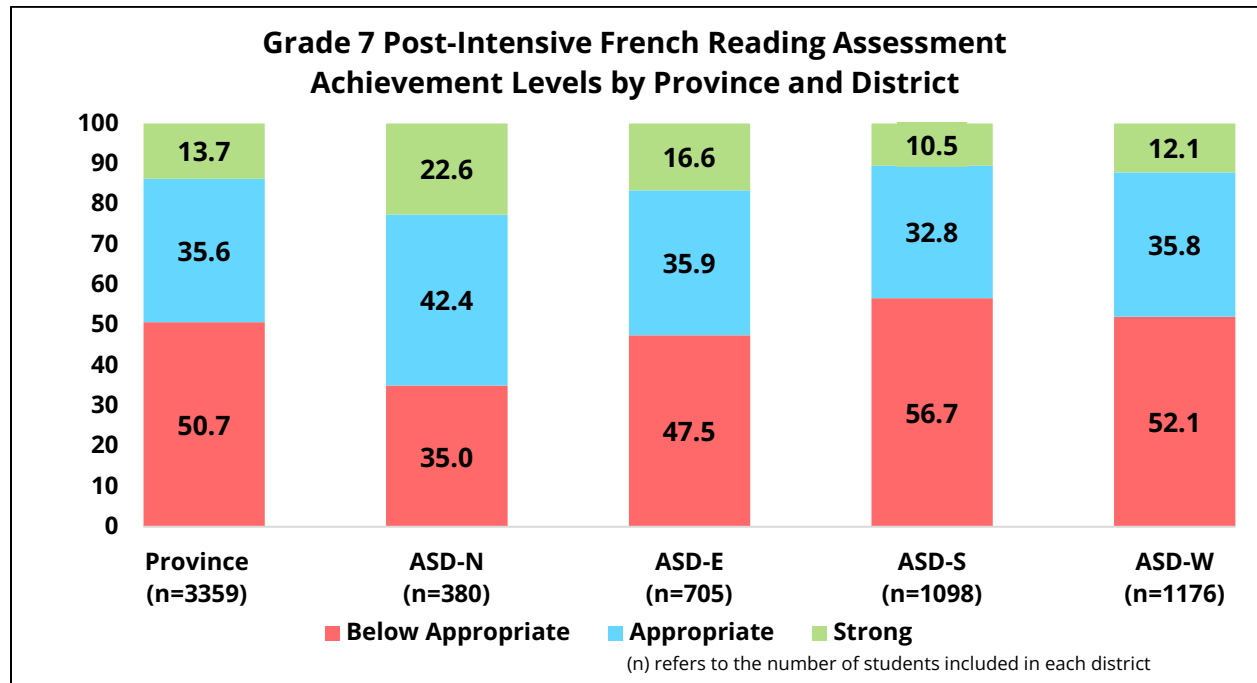
The graphs below indicate the success rates for the province and for each school district. *Grade 7 French Immersion (Grade 1 Entry)*: District success rates are as follows: ASD-N = 67.6%; ASD-E = 65.9%; ASD-S = 67.3%; ASD-W = 69.3%.



*Grade 7 French Immersion (Grade 6 Entry)*: District success rates are as follows: ASD-N = no eligible students; ASD-E = 56.1%; ASD-S = 66.5%; ASD-W = 61.5%.



Grade 7 Post-Intensive French: District success rates are as follows: ASD-N = 65.0%; ASD-E = 52.5%; ASD-S = 43.3%; ASD-W = 47.9%.



## EXEMPTION RATES

The tables below display the provincial and district exemption rates.

Grade 7 French Immersion (Grade 3 Entry): The provincial exemption rate is 0.3% this year.

Grade 7 French Immersion Reading Assessment Exemption Rates				
District	Number of Grade 7 FI (G1 Entry) Students	Number of Students Exempt	Percent Exempt	Success Rate Excluding Exemptions
Province	1554	4	0.3	67.7
ASD-North	173	1	0.6	68.0
ASD-East	498	1	0.2	66.0
ASD-South	349	1	0.3	67.5
ASD West	534	1	0.2	69.4

*Grade 7 French Immersion (Grade 6 Entry):* The provincial exemption is 0.2% this year.

<b>Grade 7 French Immersion Reading Assessment Exemption Rates</b>				
<b>District</b>	<b>Number of Grade 7 FI (G6 Entry) Students</b>	<b>Number of Students Exempt</b>	<b>Percent Exempt</b>	<b>Success Rate Excluding Exemptions</b>
<b>Province</b>	585	<b>1</b>	<b>0.2</b>	<b>62.2</b>
<b>ASD-North</b>	0	n/a	n/a	n/a
<b>ASD-East</b>	205	1	0.5	56.4
<b>ASD-South</b>	284	0	0.0	66.5
<b>ASD West</b>	96	0	0.0	61.5

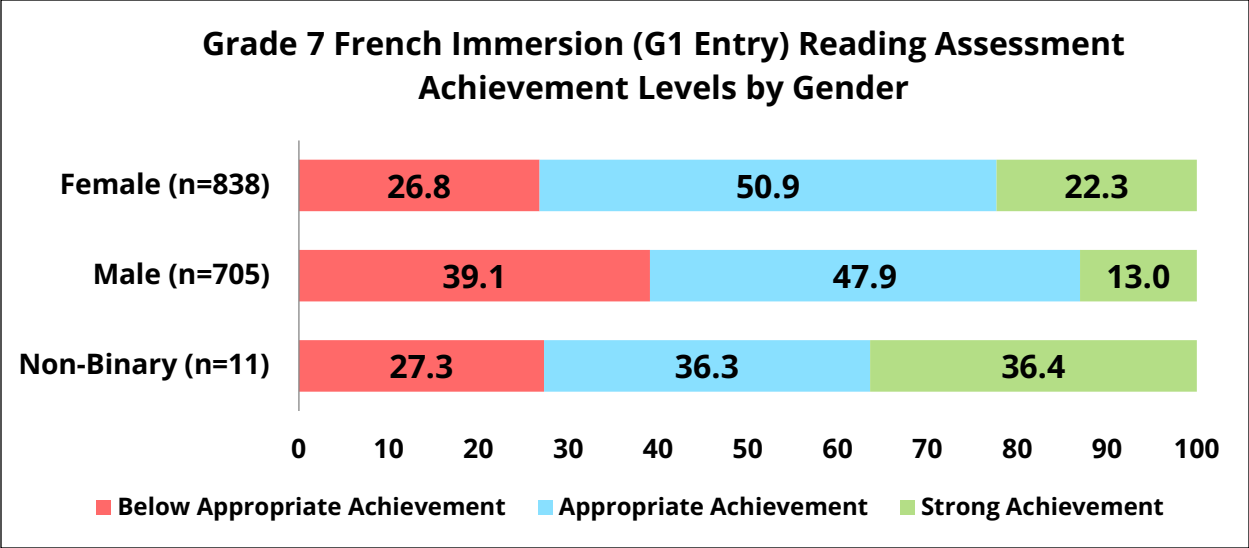
*Grade 7 Post-Intensive French:* The provincial exemption rate is 6.2% this year.

<b>Grade 7 Post-Intensive Reading Assessment Exemption Rates</b>				
<b>District</b>	<b>Number of Grade 7 PIF Students</b>	<b>Number of Students Exempt</b>	<b>Percent Exempt</b>	<b>Success Rate Excluding Exemptions</b>
<b>Province</b>	3359	209	6.2	52.5
<b>ASD-North</b>	380	11	2.9	66.9
<b>ASD-East</b>	705	54	7.7	56.8
<b>ASD-South</b>	1098	68	6.2	46.1
<b>ASD West</b>	1176	76	6.5	51.2

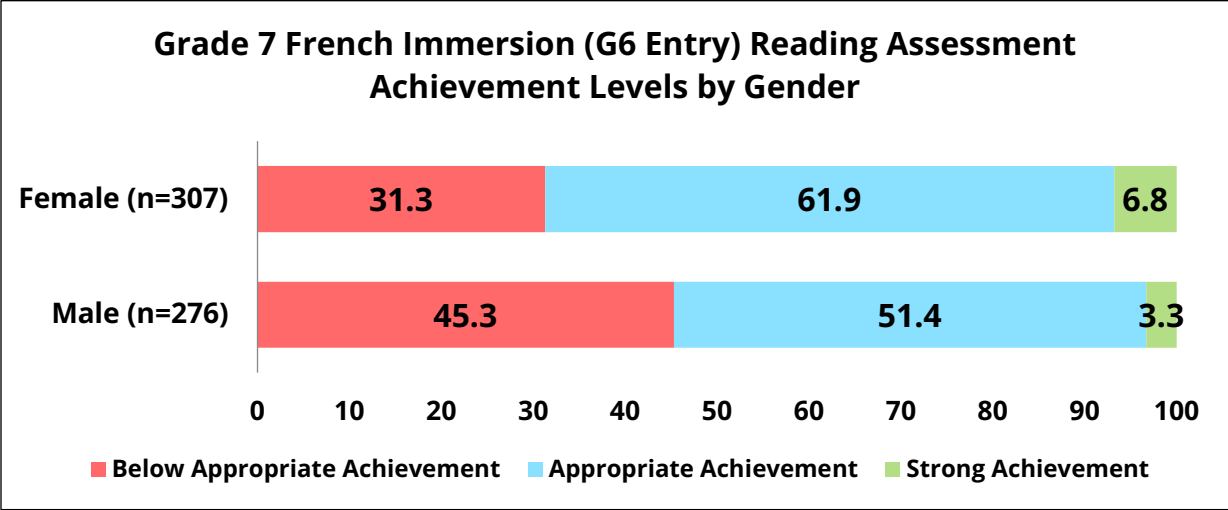
## **ACHIEVEMENT LEVELS BY GENDER**

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.

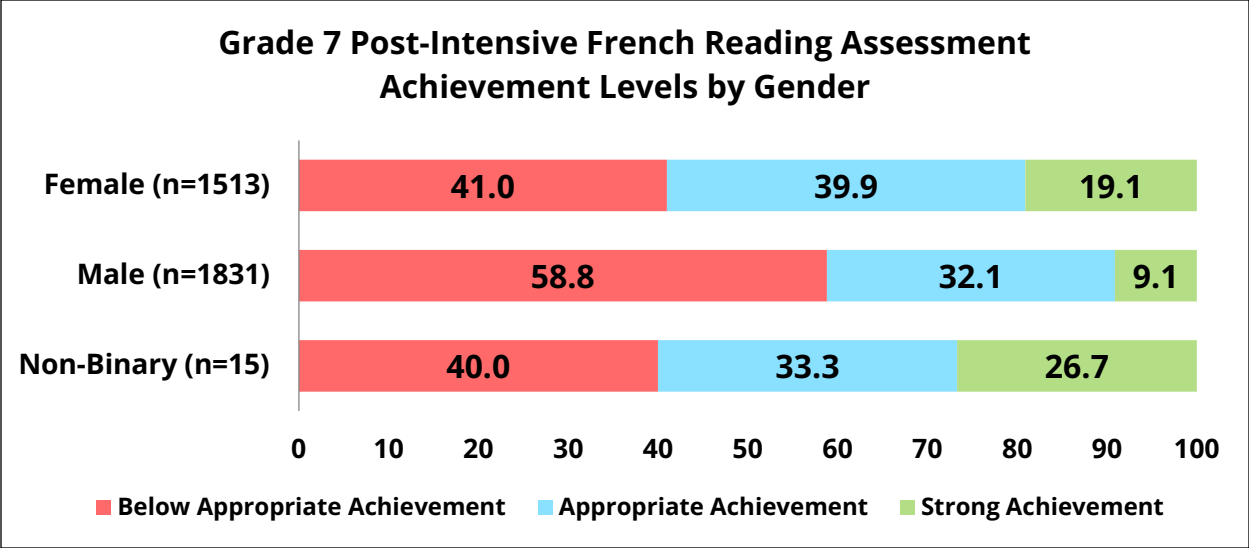
*Grade 7 French Immersion (Grade 1 Entry):* Combining *Appropriate* and *Strong* achievement levels, the success rate for these students was 73.2% for female students, 60.9% for male, and 72.7% for non-binary students. Although there are few students in the latter group (11), results are included to provide a complete provincial picture and a baseline for anticipated increases in the number of students in this group over time.



*Grade 7 French Immersion (Grade 6 Entry):* Combining *Appropriate* and *Strong* achievement levels, the success rate for these students was 68.7% for female students, 54.7% for male. Results for the non-binary student group are not reportable due to the small number of students in that group this year.

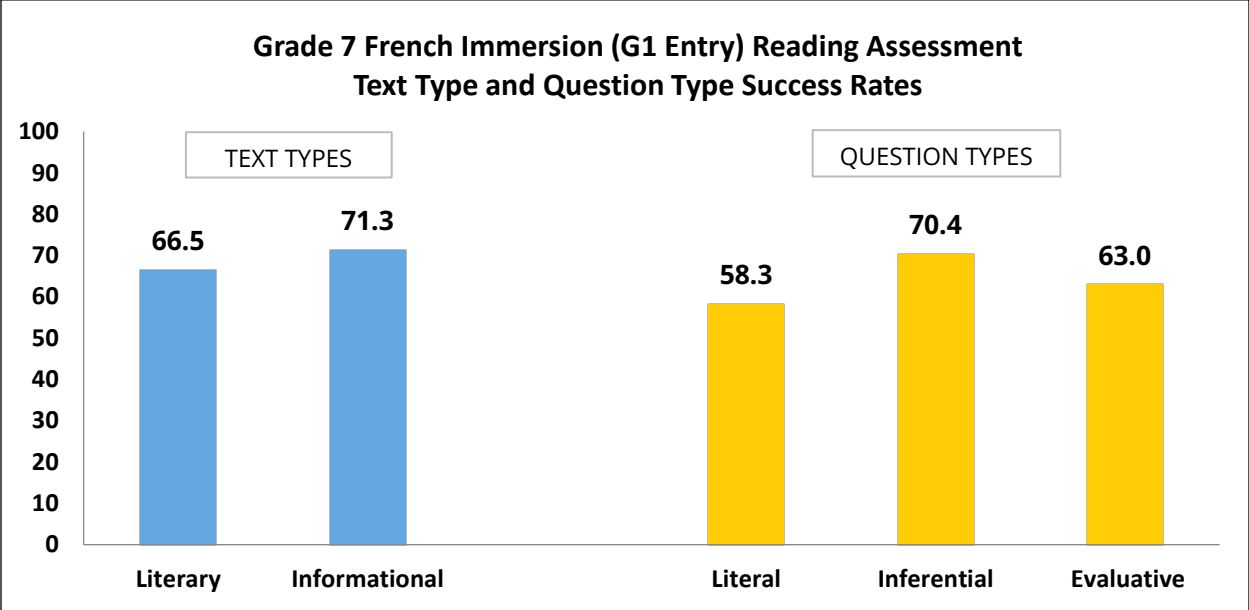


*Grade 7 Post-Intensive French:* Combining *Appropriate* and *Strong* achievement levels, the success rate for these students was 59.0% for female students, 41.2% for male, and 60.0% for non-binary students. Although there are few students in the latter group (15), results are included to provide a complete provincial picture and a baseline for anticipated increases in the number of students in this group over time.



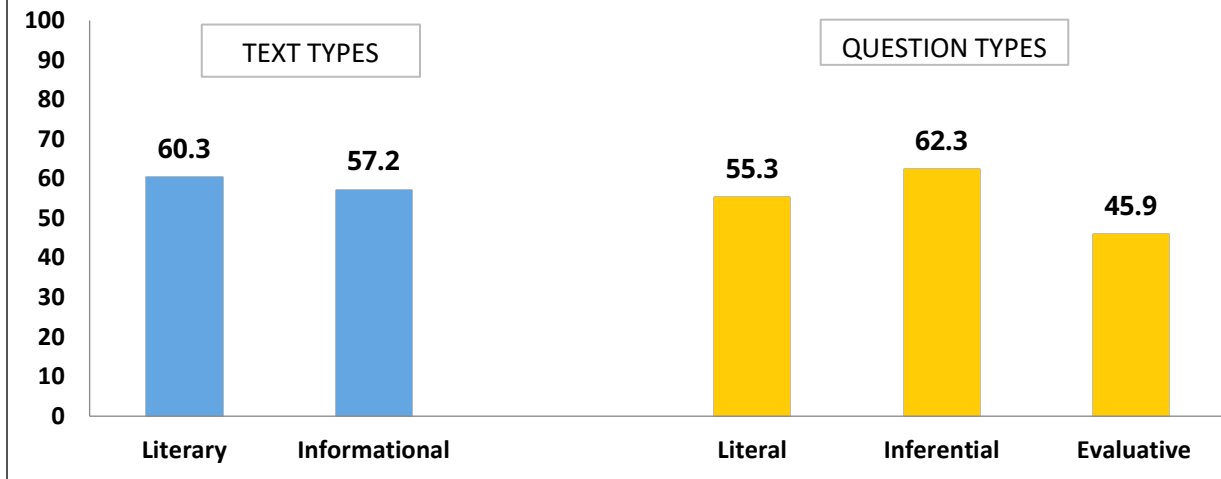
## TEXT TYPES AND QUESTIONS

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 7 FSL programs.

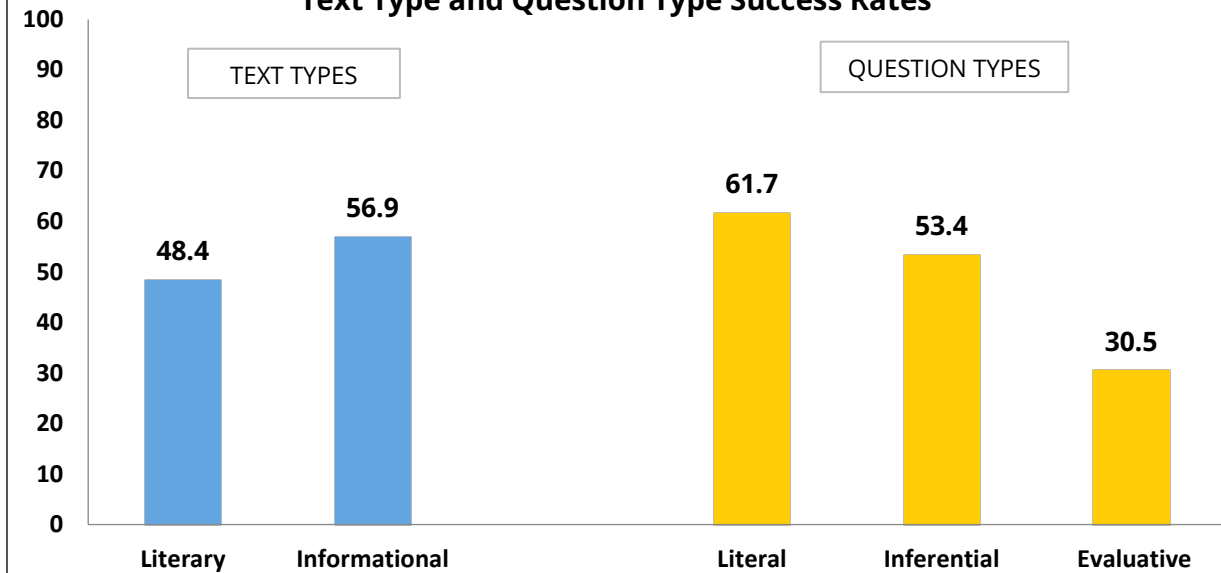




### Grade 7 French Immersion (G6 Entry) Reading Assessment Text Type and Question Type Success Rates



### Grade 7 Post-Intensive French Reading Assessment Text Type and Question Type Success Rates



## DESCRIPTION OF THE *APPROPRIATE ACHIEVEMENT LEVEL* FOR THE *READING ACHIEVEMENT STANDARDS*, AT THE END OF GRADE 7 FRENCH IMMERSION (G3 & G6 ENTRY POINT)

### Text Type

**Text Complexity:** Level A2.2 for G6 Entry Point and B1.1 for G3 Entry Point

#### Literary Texts

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

#### Information Texts

- Continuous Information Text: articles, 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).

## DESCRIPTION OF ANTICIPATED EXPECTATIONS FOR THE END OF GRADE 7 POST-INTENSIVE FRENCH

### Text Type

**Text complexity:** Level A2.1

Simple, short text, familiar topics, with familiar vocabulary and simple sentence structures

#### Literary Texts

- Continuous Prose: emails/blogs, short autobiographies, personal narratives, etc.

#### Information Texts

- Continuous Information Text: articles, descriptive text, short biographies, etc.
- Non-continuous Information Text: charts, graphs, maps, recipes, schedules, etc.

### Question Type

#### Literal Response

- Respond accurately to most literal questions by selecting and locating relevant details; may omit some key information when skimming a large amount of text.
- Identify most key story elements (e.g., setting, characters, story events, problem/ resolution, theme/lesson) of a narrative text and provide some relevant details; may include some unnecessary information; graphic organizers may be used.
- Distinguish between main idea and supporting details; may use graphic organizers to categorize ideas and make limited “jot” notes.

#### Inferential/Interpretive Response

- Make logical inferences about a character (his/her actions, feelings, or personality), and story events with some supporting textual details.
- Interpret clear relationships among several ideas to draw conclusions (e.g., cause/ effect, problem/solution), or make comparisons; support responses with some textual details.
- Use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary; provide a reasonable interpretation of words/ sentences used in figurative and descriptive ways.
- Interpret text features (e.g., captions, font, diagrams, maps) and demonstrate an overall understanding of their purpose; may require prompts when graphics are not explained in text.

#### Personal/Critical/Evaluative Response

- Make some personal connections, relate relevant prior knowledge, and make logical text-to-text comparisons; some connections go beyond the obvious and may be supported with a general explanation.
- Explain and support preferences for, and opinions about, texts, authors, and illustrators, providing some specific details or examples; may include some general or unrelated reasons.
- Recognize some elements of author’s style/technique (e.g., figurative language, descriptions); explain how they help the reader; support explanations with personal examples or preference.
- Distinguish between fact and opinion, and identify an author’s point of view, using details from the text.
- Identify a variety of text forms (e.g., narrative, report, instructions, explanation, autobiography), including key characteristics (e.g., grouping of ideas) and a form’s general purpose.