

# French–Language Proficiency Assessment for French as a Second Language Teaching

A Toolkit and Resource Guide



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ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

Leading Education's Advocates

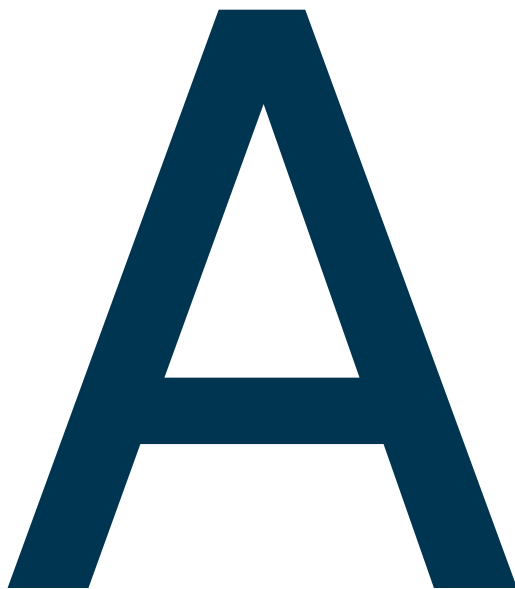


Ontario Catholic School  
Trustees' Association

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# Introduction



## Purpose of the Toolkit

This Toolkit was developed to share effective practices in assessing the French language proficiency of French as a Second Language (FSL) teachers preparing to enter the job market.

It is important to note here that the Toolkit offers no recommendations about acceptable threshold levels of proficiency required in FSL teacher education programs or when hiring FSL teachers. Those contexts are different and will inform the various decisions tied to proficiency assessment outcomes. For example, hiring decisions are based upon multiple factors, so the results of an applicant's proficiency assessment will be only one element informing the hiring decision. Similarly, decisions about teacher candidates' FSL practicum readiness may consider factors other than language proficiency. Instead, this Toolkit offers tools and protocols to support defensible decision-making when FSL teachers' proficiency in French is a key consideration.

## Intended Audience

With approximately 90% of school districts and all faculties of education across Canada engaging in some form of French proficiency assessment along the FSL teacher education and employment pathway, the Toolkit will be of interest to human resources officials, teacher professional support personnel, school district<sup>2</sup> policy leaders, those directly involved in French proficiency assessment and/or hiring of FSL teachers, FSL teacher educators and policymakers in faculties of education, and other key agents in French proficiency assessment in FSL teacher contexts.

## Background

This Toolkit is the product of a 3-year project led by the Ontario Public School Boards' Association (OPSBA). In 2020–2021, research was conducted across Canada to examine the prevalence and nature of French proficiency assessment during FSL teacher education and during the recruitment and hiring of FSL teachers. The research also explored the assessment protocols and tools used by faculties of education and school districts, as well as factors influencing current practice, and informs much of the content of this Toolkit. Details of this research can be found in the 2021 report, [Developing a French–Language Proficiency Toolkit and Resource Guide: A survey of the assessment practices of faculties of education and school districts when preparing and hiring FSL teachers](#). Additionally, a short YouTube [video](#) summarizes the key elements of this report and includes commentary from pilot project participants.

One of the research findings pointed to the incidence of French proficiency assessment practices that are inconsistent with contemporary understandings of language proficiency and fair assessment practice. Consequently, eleven faculties of education and school districts across Canada responded to an invitation to engage in a 2-year pilot–project to systematically review their current French proficiency assessment processes. Their work focused on the assessment tools and protocols used, and the use of assessment results to support French language development with current FSL teachers and teacher candidates. The contributions from these faculties and school districts have greatly informed the contents of this Toolkit and reflect in–depth discussions about the nature of language proficiency in FSL teaching, the fundamental principles of fair assessment, and improvements to former practice.

- 1 An applicant refers to an individual applying to an FSL teacher education program or a teacher entering the job market; a teacher candidate refers to students studying in teacher education programs and preparing to seek employment as an FSL teacher.
- 2 School districts refer to local school jurisdictions; in Canada, these are also referred to as school boards, school divisions, or school authorities.

The research also inspired the Toolkit project team to embark on the development of a new French proficiency assessment specific to FSL teaching. The result of this work, including the process of development and field-testing, is included in the Toolkit alongside sample assessments from some of the pilot project sites.

## How to use this Toolkit

The Toolkit is designed to inform and guide. As such, it is recommended that users first peruse the various sections of the Toolkit to preview the types of information provided. For example, Section C describes the development process of effective language assessment, the types commonly used in Canadian school districts and faculties of education, and the strengths and drawbacks of each type. For those school districts or faculties of education wishing to review current practice, the information in Section B may illustrate considerations towards stronger, more informative alternatives.

The Toolkit also provides questions to initiate guided reflection. Section B guides users through the importance of determining a conceptual framework for French proficiency assessment in different contexts. For example, admission into a teacher education program is a different context than interviewing for a teaching position; different assessment situations would have different assessment purposes and expected outcomes. It would be reasonable to expect applicants to FSL teacher education programs to possess good general language proficiency but not reasonable to expect teacher-specific vocabulary, or other language skills expected in the FSL teacher role.

## Toolkit Organization and Content

The Toolkit is organized into Sections and contains information about tools and protocols for assessing language proficiency (Sections B – F); annotated sample assessments (speaking and writing) from pilot project contributors (Sections G – I), the OPSBA assessment and user guide developed over the course of this project (Section J), and Appendices, including blank versions of sample assessments.

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# The Importance of a Conceptual Framework for French Proficiency Assessment in FSL Teaching

# B

For an assessment to be useful and meaningful, all stakeholders must agree on what is being assessed. It is problematic to say one is assessing language proficiency without a shared understanding of what language proficiency is.

Coming up with a shared, specific understanding of language proficiency is an undertaking that will spark thought-provoking debate. Language use is complex and context-dependent, meaning that it is used for different purposes that demand different skills and levels of proficiency. In FSL teaching, proficiency in French relates to teachers' knowledge of (and ability to communicate) the rules of the language, their use of metalinguistic vocabulary, and ability to identify (and decide how to address) errors made by students as they learn the language.

Language education researchers have identified many different language skills that language teachers need to be effective in their role. Such skills include, but are not limited to:

- modelling correct language usage;
- reading curriculum documents and learning resources;
- paraphrasing and adjusting language use in response to student learning;
- identifying errors made by students; and
- providing appropriate corrective feedback to students<sup>3</sup>.

Figures A and B outline the conceptual framework used to initially develop the speaking and writing assessments described in the [OPPSBA Assessment, Section J](#). This conceptual framework was developed after extensive

research into the literature on language teaching and learning. This literature helped clarify what linguistic skills are key for effective language teaching. All assessments are a balance between economy of resources and completeness. Thus, it is possible that not all aspects of a conceptual framework will be included in the assessment implementation.

Other language proficiency frameworks exist. The Common European Framework of Reference (CEFR) is perhaps the most influential one in Canadian language education. The well-known DELF and DALF tests are based on this framework. To a certain extent, it does not matter exactly what framework an organization uses when designing a language proficiency assessment, but it matters a great deal that a thoughtful, appropriate framework is used.

### **Why is this?**

Language assessments developed with a shared framework offer the following benefits. They:

- provide the necessary match between the language skills needed for the job and those assessed;
- reduce potential for bias based on accent, physical appearance, or other factors unrelated to language proficiency that emerge when evaluations are based on individual views or impressions;
- improve validity and reliability because there is a clear picture of what is being evaluated;
- provide opportunities to communicate clear expectations to candidates/applicants in advance of the assessment; and
- make it easier to provide specific, actionable feedback to successful or unsuccessful candidates/applicants.

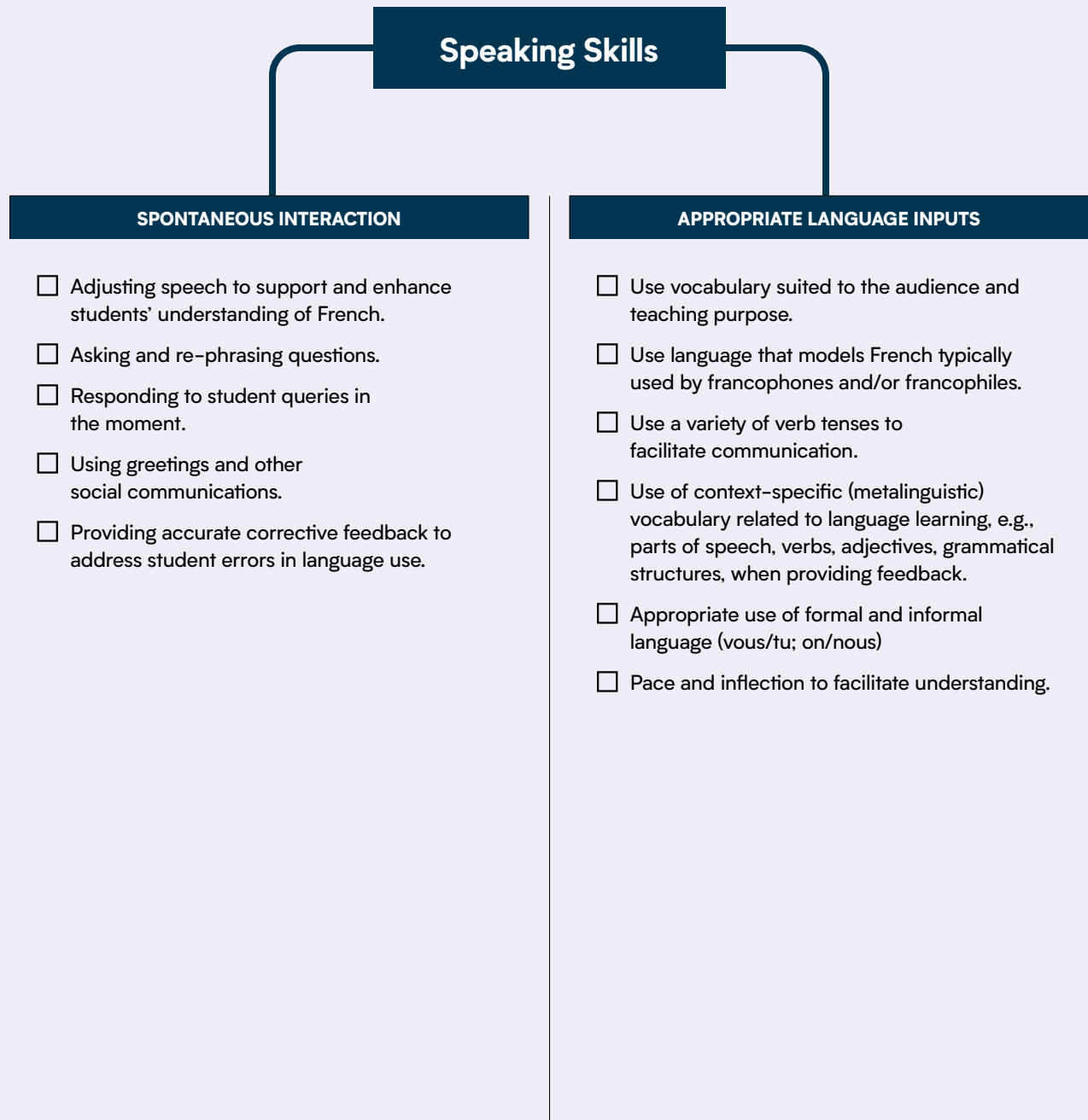
<sup>3</sup> A list of language skills needed for teaching can be found in [Developing a French-Language Proficiency Assessment Toolkit and Resource Guide](#) (pp. 15–23).

The framework described in Figures A and B gives a concise description of the language skills an FSL teacher needs to support effective FSL teaching and learning. Using this framework to develop a French-language proficiency assessment for prospective FSL teachers means the assessment is going to focus on language skills that are relevant to the job. Making this framework available to candidates allows applicants (or prospective applicants) to FSL teaching positions to understand what skills are likely to be assessed as part of the assessment processes used by the faculty of education and/or school district. Using a framework also enhances the organization's ability to give formative feedback to candidates following their language proficiency assessment.

## Speaking Skills

Figure A divides speaking skills into two broad categories—Spontaneous Interaction and Appropriate Language Inputs. Within each broad category are examples of specific language skills that may be useful in FSL teaching. Organizations would make decisions about which of these skills would be included within their assessment(s).

**Figure A**

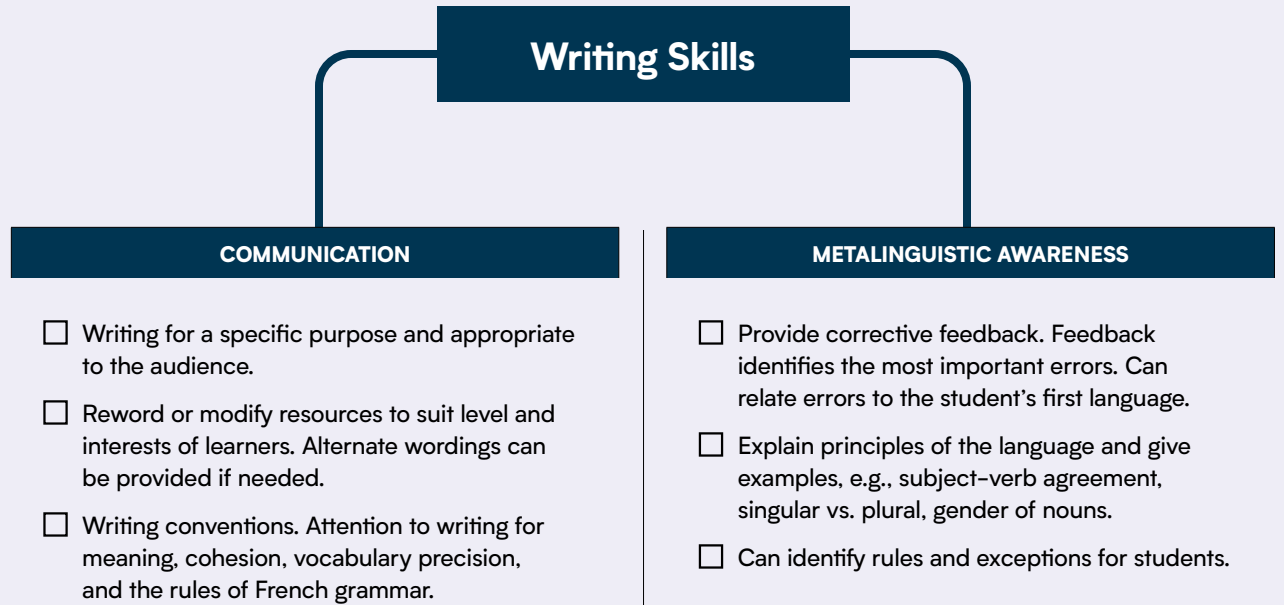


## Writing Skills

Figure B divides writing skills into two broad categories—Communication and Metalinguistic Awareness. Within each broad category are examples of specific language skills that are useful in FSL teaching. Organizations would make decisions about which of these skills would be included within their assessment(s).

The process of developing a conceptual framework leads directly into the content of the assessment tools and protocols to be used when evaluating applicants' French language proficiency.

Figure B



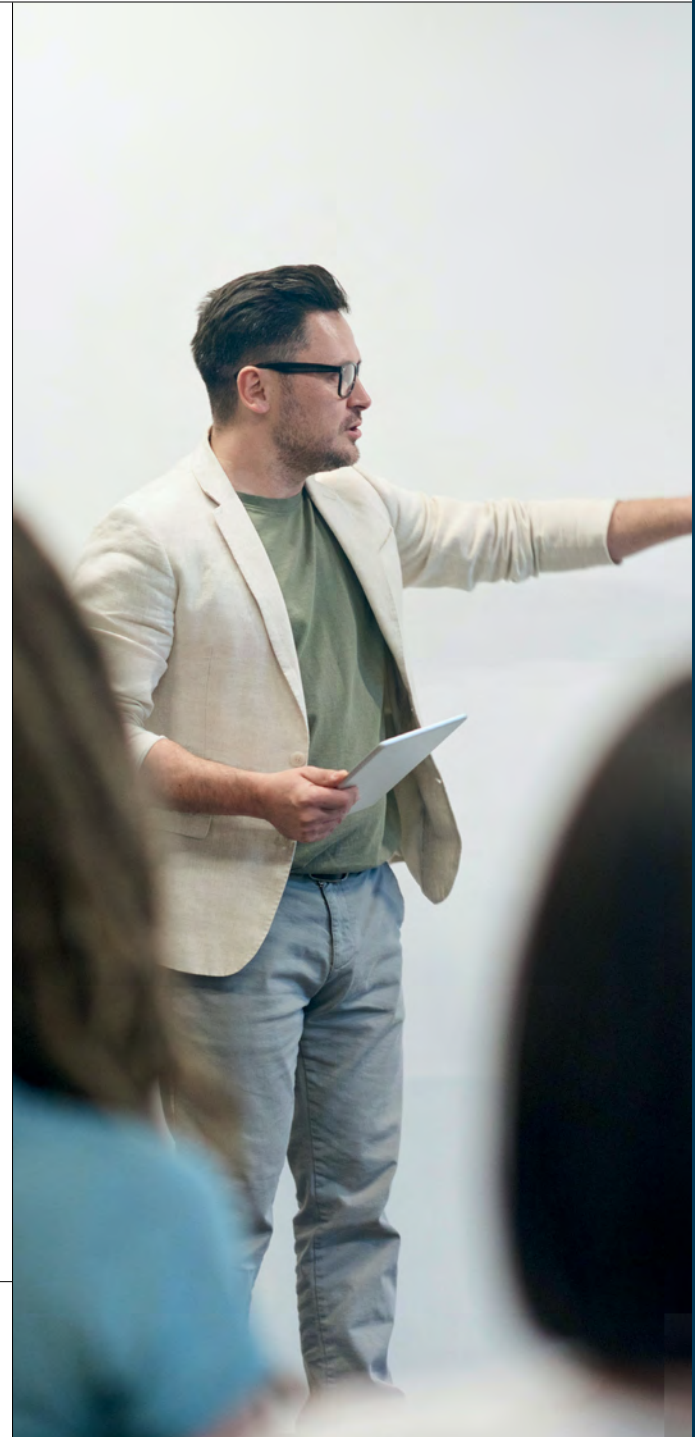


# Developing Language Proficiency Assessments<sup>4</sup>

# C

The process to develop a valid, reliable, and usable language assessment in any context requires input from those with expertise in assessment and language proficiency, those responsible for conducting the assessment, and those making decisions based on assessment outcomes. The development process is important because the results of these assessments are routinely used to inform high-stakes decisions about the readiness of FSL teacher candidates or applicants to assume FSL teaching positions. Nonetheless, every assessment is a trade-off between reliability and economy. Assessments can be made more reliable by using more items and more scorers, but this comes at a cost. Additional funds, time, and personnel are needed when assessments become longer and use more scorers.

<sup>4</sup> Earlier research indicates that school districts and faculties of education are most concerned with proficiency assessment of speaking and writing. Throughout this Toolkit, attention is given exclusively to the assessment of these two modalities.



Each of the sample assessments included in this Toolkit has undergone a thoughtful development or revision process guided by the steps and guiding questions described in Figure C:

### Figure C

<b>Conceptual Framework</b>	<ul style="list-style-type: none"> <li>• Does the assessment reflect a conceptual framework that clearly links the purpose of assessment with its key components (e.g., criteria listed in the rubric, prompts, performance levels and scoring guidelines)?</li> <li>• Is the assessment informed by research related to language use of second language teachers and effective practices in language assessment (e.g., are the prompts topical for second language teaching)?</li> </ul>
<b>Rubric</b>	<ul style="list-style-type: none"> <li>• Does the assessment reflect research related to language use of second language teachers and effective practices in language assessment?</li> <li>• Does the assessment include a rubric to support consistent interpretations by different assessors (e.g., are the criteria and performance descriptors clear; do the descriptors sufficiently discriminate between levels of performance; are examples given to add clarity; will the rubric be useful in sharing feedback after the assessment)?</li> </ul>
<b>Prompts</b>	<ul style="list-style-type: none"> <li>• Is there a bank of assessment prompts that covers a wide range of topics germane to FSL teaching?</li> <li>• Are the prompts open-ended in order to invite authentic communication?</li> <li>• Are applicants given choice in which prompts they can respond to?</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• What feedback about the assessment will be gathered (and from whom) in order to make periodic revisions?</li> <li>• How can results from the assessment be used to support language development opportunities for FSL teachers once hired?</li> </ul>

School districts and faculties of education across Canada use a range of tools when assessing oral French proficiency with FSL teacher applicants and candidates. Table 1 lists the most common types of assessments used in these contexts, summarizes their relative strengths and drawbacks, and offers considerations that may increase the effectiveness of each type.

**Table 1.** Common Types of Tools for Assessing Language Proficiency — Speaking and Writing

TOOL DESCRIPTION	STRENGTHS	DRAWBACKS	CONSIDER...
<b>Internally developed to assess proficiency in speaking</b>	<ul style="list-style-type: none"> <li>Rubric reflects the desired skills and expected levels of proficiency.</li> <li>If based on accepted proficiency framework, results are reliable and valid.</li> <li>Results may be used for summative and formative purposes.</li> <li>Can be customized to complement desired assessment protocol.</li> </ul>	<ul style="list-style-type: none"> <li>Without rubric, or if rubric is not based on shared proficiency framework, validity and reliability are compromised.</li> <li>Weak validity and reliability make assessment outcomes less defensible.</li> <li>May create significant variations in expected levels of proficiency between school districts and faculties of education.</li> </ul>	<ul style="list-style-type: none"> <li>Developing or adapting existing instruments to increase reliability and validity.</li> <li>Adopting assessment instruments from other school districts/faculties of education that show stronger validity and reliability.</li> <li>Collaborating with other school districts/faculties of education to align proficiency assessment instruments.</li> <li>Communicating performance expectations as part of the FSL teacher recruitment process.</li> </ul>
<b>Internally developed to assess proficiency in writing</b>	<ul style="list-style-type: none"> <li>Rubric reflects the desired skills and expected levels of proficiency.</li> <li>If based on accepted proficiency framework, results are reliable and valid.</li> <li>Results can be used for summative and formative purposes.</li> <li>Can be customized to complement desired assessment protocol.</li> </ul>	<ul style="list-style-type: none"> <li>Without rubric, or if rubric is not based on accepted proficiency framework, validity and reliability are compromised.</li> <li>Weak validity and reliability make assessment outcomes less defensible.</li> <li>May create significant variations in expected levels of proficiency between school districts and faculties of education.</li> </ul>	<ul style="list-style-type: none"> <li>Developing/adapting existing instruments to increase reliability and validity.</li> <li>Adopting assessment instruments from other school districts/faculties of education that show stronger validity and reliability.</li> <li>Collaborating with other school districts/faculties of education to align proficiency assessment instruments.</li> <li>Communicating performance expectations as part of the FSL teacher recruitment process.</li> </ul>
<b>Externally developed to assess speaking or writing proficiency</b>	<ul style="list-style-type: none"> <li>Are based on accepted proficiency framework.</li> <li>Have undergone tests for validity and reliability.</li> </ul>	<ul style="list-style-type: none"> <li>Are usually developed for multiple audiences so may not accurately reflect desired skillset for FSL teaching</li> </ul>	<ul style="list-style-type: none"> <li>If using internally developed instruments, consider comparing to external instruments to determine comparable thresholds. This may allow applicants who have achieved acceptable thresholds to be exempt from further assessment.</li> </ul>
<b>Online assessment tools</b>	<ul style="list-style-type: none"> <li>Tools such as Ev@lang (<a href="http://demo.evalang.fr">demo.evalang.fr</a>) are based on accepted proficiency framework.</li> <li>Expands accessibility.</li> <li>May have undergone tests for validity and reliability.</li> <li>Ease of recording responses allows multiple assessors to access to the same language sample.</li> </ul>	<ul style="list-style-type: none"> <li>Developed for multiple audiences and purposes; may not reflect desired skillset for FSL teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Verifying content of online assessments and compare with accepted conceptual framework.</li> </ul>



“Creating a collaborative relationship between the Faculty of Education French cohort leader and the Board(s) of Education who will hire graduates is a mutually beneficial endeavour, especially where the hiring board will be engaging the majority of the cohort. In the interests of ensuring the high quality of job candidates, the two bodies can coordinate to follow the development of students’ linguistic proficiency throughout their B.Ed. program and into the job interview process.”

University of Calgary pilot





“We would recommend to any other universities undertaking a similar project that they work first on developing partnerships and lines of communication with school districts (locally or nationally) to ensure that the program reflect their needs.”

McGill University pilot

School districts and faculties of education are invited to use the sample assessments from this Toolkit as they are, or to use them as a starting point for reviewing and/or revising their current assessment practices. School districts and/or faculties of education wishing to develop or revise their current assessment tools and protocols are offered these guidelines drawn from first-hand experience developing this Toolkit:

### Re: Language skills to assess

- Determine which language modalities (speaking, listening comprehension, writing, reading) are most important in your context, and include only those in your assessment. Most school districts and faculties of education rank speaking as the most important modality in teaching, followed by writing. Very few assess reading or listening comprehension.
- Determine which specific language skills you wish to assess. Language proficiency is a broad set of constructs — some skills are more crucial to effective teaching than others.
- Use language prompts that require the applicant to use the skills identified. If teachers need to use a range of verb tenses when teaching French, then use prompts that will elicit responses in various verb tenses, e.g., the conditional, the future, the past.

### Re: Rubrics

- Developing a rubric is critical. When well developed, the rubric will guide assessors to:
  - » Interpret applicants' language performances in similar ways.
  - » Distinguish between performance levels of applicants, especially applicants whose proficiency is neither very weak nor very strong.
  - » Document examples of performance for decision-making and future feedback to applicants.
  - » Reach consensus if language performances are initially judged differently.

- Speaking is assessed in the moment whereas writing assessments usually include time to edit and revise. The development and application of rubrics needs to be tailored to the language modality. Errors when speaking may be evaluated differently than the same errors in a writing sample.

### Re: Prompts

#### Speaking

- It is difficult to avoid asking about pedagogical matters when hiring teachers but concentrating questions on pedagogy requires narrow, sophisticated language abilities that may underestimate applicants' genuine language proficiency. If inquiring about pedagogy, focus on applicants' FSL pedagogy. Ideally, use prompts that tap a range of possible, reasonable responses such as opinions, experiences, or hypothetical scenarios.
- Three or four well-constructed, open-ended prompts will generate a language sample of approximately 10–12 minutes. This is usually sufficient to arrive at a reasonable estimate of the applicant's oral language proficiency.

#### Writing

- There are many different forms of writing; it is important to pre-determine which forms of writing can be reasonably expected given the assessment context. If only 30 minutes are provided, then some writing forms and topics are more suitable than others.
- One or two, open-ended prompts that require an explanation, description, or opinion may provide a reasonable estimate of the applicant's written language proficiency.

# The Importance of Assessment Protocols



Section C described how useful language proficiency assessment tools are designed to generate reliable, valid assessment results. Equally important are the protocols when using these tools. These protocols play an important role in further increasing (or decreasing) assessment reliability. Effective protocols create fair assessment conditions where the outcomes of the assessment can be attributed mainly to the performance of the person being assessed, and not to factors unrelated to language proficiency. Suggestions to create desirable assessment conditions are listed here:

## Before the assessment:

- Communicate the protocol with applicants/ candidates, e.g., that an assessment will take place, what will be included, what supportive technology is permitted (if any), how many assessors will participate, how many questions or prompts can be expected, and how the assessment results contribute to final decision-making.
- Provide learning opportunities for the raters to become familiar with the assessment tool(s), develop a shared understanding of the rubric descriptors, and discuss differences in understanding.

## During the assessment:

- Use a well-designed rubric based on a shared conceptual framework of French proficiency.
- Use more than one rater to judge the applicant's performance (oral language, written language, or other as per the conceptual framework).
- Consider recording the assessment. It allows additional raters to participate if unavailable during the assessment, and opportunities to review the performance to verify initial ratings.

## After the assessment:

- Provide opportunities for raters to review initial assessment results and discuss any differences in ratings. Sufficiently detailed rubric descriptors help minimize differences in assessment results; any notable differences should be discussed before determining a final rating.
- Provide a feedback summary of the assessment outcomes to the applicant.
- Identify relative strengths and areas for further language development.



from School District Pilots

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“Knowledge transfer and training are important so when assessors or HR staff leave the organization the documented process and training for those who do the assessing is still in place.”

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“Ensure the assessment questions don’t breach any of the prohibited grounds under employment standards legislation.”

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“Collaborate with other school districts when revising assessment protocols.”

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“Create a list of potential assessors and provide regular training sessions to encourage consistency (selecting concrete examples and moderating responses to ensure consistent assessment standards across assessors).”

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“Develop a system to ensure that results and feedback are communicated to candidates in a timely manner.”

Table 2 below summarizes the relative strengths and drawbacks of the commonly used assessment protocols in school districts and faculties of education across Canada, as well as considerations that may increase the reliability of each protocol.

**Table 2.** Common Protocols when Assessing Language Proficiency — Speaking and Writing

TOOL DESCRIPTION	STRENGTHS	DRAWBACKS	CONSIDER...
<p><b>Assessment is within intake interview</b> e.g., during the intake interview, a small number of questions are asked in French; the applicant responds in French and is evaluated accordingly.</p>	<ul style="list-style-type: none"> <li>Allows all components of the interview to take place at the same time and place.</li> </ul>	<ul style="list-style-type: none"> <li>Small number of interview questions in French provides a limited language sample.</li> <li>Tendency for French questions to relate to important pedagogical knowledge which may further limit language sample.</li> <li>To keep interview teams small, team may include only 1 French language assessor.</li> <li>Unless the interview is recorded, language assessors must rely on notes and/or memory to make final decision.</li> </ul>	<ul style="list-style-type: none"> <li>Conducting the language assessment separately from the intake interview.</li> <li>Recording the interview (or French assessment portion thereof) so assessors may review language sample before making final decision.</li> </ul>
<p><b>Assessment is separate from intake interview</b> e.g., a language proficiency assessment is conducted in French before or after an interview</p>	<ul style="list-style-type: none"> <li>Allows assessors and applicants to focus on language.</li> <li>Allows broader language sample.</li> <li>If conducted prior to interview, can serve as screening mechanism.</li> </ul>	<ul style="list-style-type: none"> <li>Unless the interview is recorded, language assessors must rely on notes and/or memory to make final decision.</li> </ul>	<ul style="list-style-type: none"> <li>Recording the interview (or French assessment portion thereof) so assessors may review language sample before making final decision.</li> </ul>
<p><b>Use of results from external assessment</b> e.g., DELF</p>	<ul style="list-style-type: none"> <li>Based on recognized proficiency framework.</li> <li>High reliability and validity for French used in various contexts.</li> <li>Allows for specific feedback for applicants.</li> <li>Easy to communicate expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Not designed to assess FSL teaching specifically.</li> <li>Cost of assessment.</li> <li>In-person assessment at authorized assessment centres only.</li> </ul>	<ul style="list-style-type: none"> <li>Reimbursing applicants for (partial) assessment costs as appropriate.</li> </ul>
<p><b>Multiple individuals serve as language proficiency assessors</b></p>	<ul style="list-style-type: none"> <li>Sufficient training and discussion of assessment instruments can increase inter-rater reliability of assessment outcomes.</li> <li>Allows multiple hiring teams to include French proficiency assessors.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient training, including anti-bias training, and discussion of assessment instruments can compromise inter-rater reliability of assessment outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Engaging retired French-speaking educators to participate in training to become French proficiency assessors.</li> <li>Providing ongoing training for assessors to reduce bias and increase inter-rater reliability.</li> </ul>



TOOL DESCRIPTION	STRENGTHS	DRAWBACKS	CONSIDER...
<b>Single individual (or limited number) serves as language proficiency assessor</b>	<ul style="list-style-type: none"> <li>Allows for consistent assessment and ranking of performance.</li> <li>Assessor becomes expert in use of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Requires plan for redundancy.</li> <li>Requires anti-bias assessment training.</li> <li>Limited opportunities for professional consultation if required.</li> </ul>	<ul style="list-style-type: none"> <li>Providing assessor training to other potential assessors.</li> <li>Recording interviews to allow for assessment review as needed.</li> </ul>
<b>Use of assessment proxies</b> e.g., course counts, recognized qualifications/certifications	<ul style="list-style-type: none"> <li>Direct assessment of applicant not required.</li> </ul>	<ul style="list-style-type: none"> <li>Validity and reliability of proxy assessment may be unknown.</li> <li>Some proxy assessments, especially course counts, may measure different components of language proficiency than those typically needed in FSL teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Verifying validity and reliability of proxy assessments.</li> <li>If unable to determine validity and/or reliability, implement a protocol with stronger validity and reliability, e.g., use of valid and reliable external assessment.</li> </ul>
<b>Use results from online assessment tools</b>	<ul style="list-style-type: none"> <li>Results from tools such as Ev@lang (<a href="http://demo.evalang.fr">demo.evalang.fr</a>) can be used as a screening assessment apart from the interview process.</li> <li>May provide users with profile of results.</li> </ul>	<ul style="list-style-type: none"> <li>Cost per use.</li> <li>Developed for multiple audiences; may not reflect desired skillset for FSL teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Using online tools on a trial basis to compare outcomes with those generated via current protocol.</li> <li>Offer reimbursements to applicants to ensure external online assessment costs do not create an application barrier.</li> </ul>

# Communicating Assessment Processes and Performance Expectations



## Why is it important to communicate assessment processes and performance expectations?

In any assessment process, it is considered fair, ethical practice to communicate the purpose, format, and performance expectations of the assessment to candidates before the assessment. This is especially important in assessments that lead to high-stakes decisions such as whether to hire someone or admit them to a teacher education program.

Clear communication of the assessment process, tools, and performance expectations yields several benefits to candidates and to the organization conducting the assessment (i.e., school districts or faculties of education).

### BENEFITS

For the Applicant	<ul style="list-style-type: none"> <li>• Knowing about the assessment allows the applicant to prepare and perform at their best.</li> <li>• Reduces stress.</li> <li>• Can self-assess their readiness.</li> </ul>
For the Organization	<ul style="list-style-type: none"> <li>• Better prepared applicants.</li> <li>• Applicants have already self-identified as having the expected language proficiency.</li> <li>• Enhances validity of the assessment.</li> <li>• Enhances defensibility of the evaluation decisions.</li> </ul>

Finally, clear communication ensures that candidates and the organization share a common understanding of what is being assessed, how it is being assessed, and what is needed to be successful.

## How to communicate assessment protocols and tools

Gathering information to make decisions about the readiness for individuals to enter FSL teacher education programs or work as FSL teachers are multi-faceted processes that offer many opportunities to communicate with potential applicants. The suggestions below offer some concrete ideas about how to communicate with candidates so they understand that a French language proficiency assessment will take place, what the assessment entails, and what the performance criteria and expectations are.

### Before the assessment takes place:

- Use your website to describe the assessment. Websites are the most important source of information for potential candidates and so this is a great place to inform people:
  - » that an assessment of French language proficiency will take place,
  - » what that assessment will entail, e.g., what language skills are assessed, how long the assessment will take, how it is scored,
  - » and the desired performance expectations.
- If using a self-assessment for screening purposes, post the self-assessment and ask applicants to submit.

**During the assessment:**

- Reiterate the assessment existence, structure, and expectations directly to the candidate.
- Allow the candidate to ask questions and seek clarification about the assessment if needed.

**After the assessment has ended:**

- Communicate the results of the assessment and offer feedback to the candidate. Not only is this good assessment practice, but it is evidence of the professionalism and caring of the organization.

It is good practice to inform applicants that a French language proficiency assessment is part of the evaluation process. Providing details about that the assessment allows applicants to self-identify their readiness and prepare for the assessment, enhancing the quality of the applicants and the likelihood of success. Giving feedback after the assessment gives unsuccessful applicants guidance on how to improve their French language skills for future applications.

**One school district's assessment communication process**

A school district in western Canada visits the two faculties of education that supply most of their new teacher hires several times. The first visit is a general visit for all teacher candidates in which the district explains their hiring process. The second visit targets French curriculum courses and is used to re-explain the general hiring process and give detail about the French language proficiency assessment used by the district. A third visit is to the job fairs hosted by the faculties of education where the hiring and assessment process are explained to individuals interested in applying to FSL teaching positions.

A further avenue of communication is that a member of the French language proficiency assessment team visits all FSL teacher candidates while on practicum to explain the hiring and assessment process and answer questions the candidates may have. These visits serve a dual function of communication the assessment process and of encouraging candidates to apply to FSL teaching positions.

Finally, clear written communications are given to all applications to FSL teaching positions about the assessment, what skills are assessed, how performances are evaluated, and what the proficiency expectations are.

# Summative vs. Formative Assessment



Traditionally, school districts and faculties of education have used French language proficiency assessments to determine whether someone should be hired into a FSL teaching position or accepted into a teacher education program. These are summative uses of the assessments because the results are used to inform yes/no decisions. However, school districts and faculties of education are beginning to use French–language proficiency assessments for formative purposes. That is, they use assessment information to help people create French language development plans.



“In focus groups with FI teachers from around the country, Ballinger et al. (in press) found many anecdotes of teachers who had successfully improved their French proficiency through PD after being hired.”

McGill University pilot

## What’s important in summative assessment for decision-making?

The purpose of a summative assessment is to determine whether a candidate’s language proficiency is above or below a threshold determined by the district or faculty of education. This decision is guided by the rubric and discussions about where the threshold will lie. It is important to have numerous items<sup>5</sup> with a level of difficulty near that threshold. Items that are exceptionally easy, or exceptionally difficult, provide little information about whether a candidate is above or below the threshold. Almost all candidates will do well on the easy items and poorly on the difficult items, making it difficult for the assessment to distinguish between candidates who are just above or just below the threshold. Open-ended items with multiple possible responses allow applicants with a range of proficiency levels to respond authentically.

## What’s important in formative assessments for decision-making?

The job of a formative assessment is to help people further develop their language proficiency. As such, it needs to include a range of item types and item difficulties so that assessors can get a large, diverse sample of the candidate’s language use. It is this sample that allows the assessors to make decisions about where a candidate’s language proficiency is strong and where it needs improvement. Because quality feedback must be specific, the assessment tool needs to identify individual skills (e.g., correct use of verb tenses, vocabulary, knowledge of gendered nouns) and prompt assessors to give actionable feedback to candidates. One way of accomplishing this is by using a detailed rubric. The rubric breaks down the complexity of language proficiency into manageable chunks such as correct preposition use, or accurate verb conjugations. The rubric also describes what separates different levels of performance, giving assessors guidance on what

feedback to provide, and candidates information on how to focus their language improvement efforts. While no rubric can encompass all the different facets and complexities of language proficiency, using a selection of carefully selected language skills can provide a good picture of a candidate's overall proficiency.

### Can one assessment serve both purposes?

Ideally, assessments are constructed for a single purpose, but limits on financial and human resources mean that assessments are often used for multiple purposes. As an example, a faculty of education may use a French-language proficiency assessment to determine if an applicant to an FSL teaching program meets their minimum standard of language proficiency for entry into the program. They may use the same assessment to inform the feedback they give to the applicant about areas of their French language proficiency that need improvement and then plan what French courses the candidate should take as part of their teacher education. If only a single assessment can be used, it is important to design the assessment with both summative and formative purposes in mind. This can be accomplished by ensuring the rubric contains clear assessment criteria, a broad range of open-ended items, and distinctions in performance levels that are easily understood by assessment users.

## Possible Contexts for Using Assessment Results

	SUMMATIVE	FORMATIVE
<b>Employment in School Districts</b>	Most school districts use French-language assessments to determine whether an applicant has a sufficient level of French proficiency to be effective in the position they have applied for. These decisions are high stakes and thus the assessment needs to provide high quality information that leads to defensible decision-making.	School districts support teacher development in many ways, including French language development for FSL teachers. <sup>6</sup> The rubric and self-assessment tool provide school districts with language proficiency profiles that pinpoint applicants' strengths and areas for improvement. This gives an evidence-informed foundation to support teachers' future language development.
<b>Developing French Proficiency during FSL Teacher Education Programs</b>	Faculties of education use assessments to make two types of summative decisions. The first is whether to admit an applicant into the teacher education program, and the second is whether a teacher candidate has sufficient language proficiency to be placed in an FSL classroom for their practicum.	The assessment provides evidence to teacher candidates about the French language skills needed for FSL teaching and may complement FSL pedagogy being learned. Both teacher candidates and their instructors could use the assessment results to inform language development within their teacher education program.

<sup>5</sup> The term "item" refers to prompts, questions, or tasks that applicants respond to during their language proficiency assessment.

<sup>6</sup> See Ballinger, S., Learning, A., Genesee, F., Erdos, C., & Langevin, A. (In Press). Teacher content-language awareness and the professional development needs of Canadian French immersion teachers. In S. Ballinger, R. Fielding, and D. Tedick (Eds.), *Teacher Development for Content-based Language Education: International Perspectives*. Multilingual Matters.

# Assessing Speaking



Each of the sample tools shown below represents the work of four school districts involving a comprehensive review of their previous speaking proficiency assessment<sup>7</sup>. The [video](#) identified in Section A describes the collaboration during the revision process, the importance of pre-determining skills to be assessed, selecting meaningful prompts, and the need for ongoing feedback from applicants and assessors to make further revisions. While the samples reflect different assessment priorities for the districts, each sample assessment was developed and used under the following parameters to improve defensible decision-making. In most cases:

1. The speaking proficiency assessment was conducted separately from other elements of the recruitment and hiring process.
2. Assessment prompts were developed to invite spontaneous oral language production where the content of the response was not a key consideration.
3. The descriptors in the rubric were more detailed close to the desired performance threshold than at upper or lower ends of the assessment scale.
4. Evidence was noted.
5. Assessments were conducted by 2 assessors per applicant. Sometimes this occurred with both assessors in the moment; at other times, the conversation was recorded so the 2nd assessor could provide their ratings off-site.
6. Both assessors debriefed the applicant's performance to arrive at a decision and compile feedback for the applicant.

The samples below are annotated to illustrate various elements of speaking assessment highlighted in the Toolkit. With permission of the participating districts, these samples serve as starting points for revisions to existing assessments or can be adopted for use in other districts. Unmarked copies of these samples are available in the Appendices.

<sup>7</sup> Most faculties of education in Canada offering FSL teacher education use "course counting" as their key proficiency assessment strategy. Those faculties using assessments developed in-house raised concerns with test security and, therefore, did not participate in the assessment revision pilot projects.

## Sample 1. Speaking Assessment — Courtesy of the Upper Canada District School Board

### Expression Orale

Candidate Name: \_\_\_\_\_

Date of Assessment (DD/MM/YYYY): \_\_\_\_\_

Assessor(s) Name(s): \_\_\_\_\_

	LEVEL 1: UNACCEPTABLE	LEVEL 2: APPROACHING	LEVEL 3: ACCEPTABLE	LEVEL 4: EXCEEDS EXPECTATIONS
<b>Communication of Information and Ideas</b>	Communicates ideas with limited clarity.	Communicates ideas with some degree of clarity.	Communicates ideas with considerable clarity.	Communicates ideas with a high degree of clarity.



Notes supporting level

Space to record evidence.

<b>Quality of Language</b>	<ul style="list-style-type: none"> <li>• Uses vocabulary with a limited degree of accuracy.</li> <li>• Uses verb tense, and gender agreements with a limited degree of accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary with some degree of accuracy.</li> <li>• Uses verb tense, and gender agreements with some degree of accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary with a considerable degree of accuracy.</li> <li>• Uses verb tense, and gender agreement with considerable degree of accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary with a high degree of accuracy.</li> <li>• Uses verb tense, and gender agreement with a high degree of accuracy.</li> </ul>
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Notes supporting level

Separation of various elements of Quality of Language.

<b>Elocution</b>	Skill of clear and expressive speech is limited.	Skill of clear and expressive speech is used with some degree of accuracy.	Skill of clear and expressive speech is used with considerable accuracy.	Skill of clear and expressive speech is used with a high degree of accuracy.
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Notes supporting level

	LEVEL 1: UNACCEPTABLE	LEVEL 2: APPROACHING	LEVEL 3: ACCEPTABLE	LEVEL 4: EXCEEDS EXPECTATIONS
<b>Ease of Expression / Pace</b>	Lack of fluency is making it difficult to assess the candidate.	Converses with many hesitations.	Converses fluently with some hesitations.	Converses fluently with no hesitations.
 Notes supporting level	Some descriptors orient more towards the listener than the speaker.			

**Summary:****Overall Oral Level:**

How to arrive at the overall level is part of the assessor training.



## Sample 2. Speaking Assessment — Courtesy of the Hamilton–Wentworth District School Board

### French Oral/Written Language Proficiency

Candidate Name: \_\_\_\_\_

Date of \_\_\_\_\_

Performance expectations linked to program type.

Performance is linked to grade level/division type.

	LEVEL 1: INADEQUATE	LEVEL 2: APPROACHING	LEVEL 3: CORE (J I S)	LEVEL 4: IMMERSION (P J I S)
<b>Pronunciation (oral only)</b>	<ul style="list-style-type: none"> <li>Makes many errors in pronunciation (e.g., r sound, u/ou, en/on...)</li> </ul>	<ul style="list-style-type: none"> <li>Makes some errors in pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Makes occasional errors in pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Makes few or no errors in pronunciation</li> </ul>
<b>Fluency &amp; intonation (oral only)</b>	<ul style="list-style-type: none"> <li>Often hesitant, uses fragmented speech, frequently pausing to search for words</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes hesitant, pauses, rephrases, searches for words</li> </ul>	<ul style="list-style-type: none"> <li>Rarely hesitant, speech disrupted at times in searching for correct word</li> </ul>	<ul style="list-style-type: none"> <li>Speaks with ease, spontaneously</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Uses limited vocabulary and may use English words</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple familiar vocabulary; may use English words; may misuse words</li> </ul>	<ul style="list-style-type: none"> <li>Uses a sufficient range of varied vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of appropriate and advanced vocabulary</li> </ul>
<b>Grammar</b>	<p>Combined rubric: some criteria relate to speaking; grammar with others to writing.</p>	<ul style="list-style-type: none"> <li>Fair use of grammar, frequent errors</li> </ul>	<ul style="list-style-type: none"> <li>Good use of grammar, few errors</li> </ul>	<ul style="list-style-type: none"> <li>Excellent use of grammar, hardly any errors</li> </ul>
<b>Sentence structure</b>	<ul style="list-style-type: none"> <li>Communicates using few/simple /short sentences</li> <li>Uses limited French sentence structure (copying English or other language structure)</li> </ul>	<ul style="list-style-type: none"> <li>Communicates using some simple sentences/ searching for words (oral)</li> <li>Uses some French sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>Communicates using simple sentences, with relative ease (oral)</li> <li>Uses mainly French sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>Communicates using a range of simple and complex sentences</li> <li>Uses French sentence structure</li> </ul>

### Sample 3. Speaking Assessment — Courtesy of Durham District School Board

#### Production Orale — 30 points

Relative weighting of speaking assessment in overall proficiency rating.

5-point scale for greater precision.

	1 ÉMERGENT	2 EN DÉVELOPPEMENT	3 (LE STANDARD) SUFFISANT	4 PRÉCIS	5 DÉTAILLÉ
<p><b>Capacité à présenter des faits</b> Peut se présenter en donnant plusieurs informations variées liées à l'enseignement avec des explications précises.</p>	<ul style="list-style-type: none"> <li>Se présente avec de <b>très simples</b> détails</li> </ul>	<ul style="list-style-type: none"> <li>Se présente avec de <b>brèves</b> explications sur son parcours</li> </ul>	<ul style="list-style-type: none"> <li>Se présente avec un montant <b>suffisant</b> d'exemples décrivant son parcours</li> </ul>	<ul style="list-style-type: none"> <li>Se présente avec plusieurs exemples qui décrivent son parcours avec <b>clarté</b> et <b>précision</b></li> </ul>	<ul style="list-style-type: none"> <li>Se présente avec une <b>variété</b> d'exemples <b>détaillés</b> pour offrir une description <b>approfondie</b> de son parcours</li> </ul>
<p><b>Capacité à exprimer sa pensée</b> Peut présenter et expliquer avec précision les points principaux d'une réflexion personnelle sur sa pratique pédagogique.  Peut présenter un point de vue et l'appuyer avec des exemples pertinents.  Exemples:  <ul style="list-style-type: none"> <li>Interaction orale entre élèves</li> <li>Conversations spontanées</li> </ul> </p>	<ul style="list-style-type: none"> <li>Partage de façon <b>très simple</b> des idées peu liées à sa pratique pédagogique</li> <li>Exprime de façon <b>très simple</b> son point de vue</li> </ul>	<ul style="list-style-type: none"> <li>Partage des idées <b>brèves</b> avec un lien <b>limité</b> à sa pratique pédagogique</li> <li>Exprime <b>brièvement</b> son point de vue avec un appui <b>limité</b></li> </ul>	<ul style="list-style-type: none"> <li>Explique un montant <b>suffisant</b> d'idées pour créer un lien avec sa pratique pédagogique</li> <li>Exprime et justifie <b>suffisamment</b> son point de vue avec de l'appui</li> </ul>	<ul style="list-style-type: none"> <li>Explique plusieurs idées <b>précises</b> pour créer un lien avec sa pratique pédagogique</li> <li>Exprime et justifie son point de vue avec <b>clarté</b> et <b>précision</b></li> </ul>	<ul style="list-style-type: none"> <li>Explique des idées et des descriptions <b>élaborées</b> d'expériences <b>variées</b> de sa pratique pédagogique</li> <li>Exprime et justifie de manière <b>approfondie</b> son point de vue avec des appuis <b>détaillés</b></li> </ul>
<p><b>Pour l'ensemble des 3 parties de l'épreuve:</b></p>	<p>Key elements in bold font.</p>				
<p><b>Étendue et maîtrise du vocabulaire</b> Montre une bonne maîtrise du vocabulaire nécessaire pour exprimer une pensée plus complexe.</p>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>très simple</b> qui nuit à la compréhension du message</li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>limité et répétitif</b> pour exprimer ses pensées</li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>suffisant</b> pour s'exprimer en évitant des répétitions</li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>précis</b> et varié pour s'exprimer avec <b>clarté</b></li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire riche et <b>élaboré</b> pour exprimer des idées complexes</li> </ul>

	1 ÉMERGENT	2 EN DÉVELOPPEMENT	3 (LE STANDARD) SUFFISANT	4 PRÉCIS	5 DÉTAILLÉ
<b>Morphosyntaxe</b> <ul style="list-style-type: none"> <li>Démontre un bon contrôle grammatical</li> <li>Accord en genre</li> <li>Choix des prépositions, pronoms</li> </ul>	<ul style="list-style-type: none"> <li>Démontre rarement un contrôle grammatical pour des structures <b>très simples</b> (ex. choix de verbes/ prépositions/ genre)</li> </ul>	<ul style="list-style-type: none"> <li>Démontre parfois un contrôle grammatical <b>limité</b> pour transmettre son message</li> </ul>	<ul style="list-style-type: none"> <li>Démontre un contrôle grammatical <b>suffisant</b> pour transmettre son message (ex. la plupart des accords en genre, le choix des prépositions et de pronoms sont corrects)</li> </ul>	<ul style="list-style-type: none"> <li>Démontre <b>fréquemment</b> un bon contrôle grammatical pour transmettre son message</li> </ul>	<ul style="list-style-type: none"> <li>Démontre une <b>maîtrise</b> grammaticale pour transmettre son message</li> </ul>
<b>Choix des formes, conjugaison</b> Fait preuve d'un bon contrôle et se sert du temps de verbe demandé selon le context.	<ul style="list-style-type: none"> <li>Utilise et conjugue <b>incorrectement</b> même des temps de verbes <b>très simples</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue les verbes associés au message de façon <b>limitée</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue correctement une variété <b>suffisante</b> de verbes pour transmettre son message</li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue <b>fréquemment</b> et avec peu d'erreurs une variété de verbes afin de transmettre un message <b>clair</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue <b>toujours</b> sans faire aucune erreur une variété de verbes afin de transmettre un message <b>détaillé</b></li> </ul>
<b>Prononciation et fluidité</b> <ul style="list-style-type: none"> <li>La prononciation est claire et intelligible.</li> <li>Peut s'exprimer avec fluidité.</li> </ul>	<ul style="list-style-type: none"> <li>Démontre souvent une prononciation <b>incorrecte</b> qui nuit à la compréhension du message</li> <li>Peut s'exprimer <b>simplement</b> et avec difficulté</li> </ul>	<ul style="list-style-type: none"> <li>Démontre de façon <b>limitée</b> une prononciation correcte qui affecte parfois la compréhension du message</li> <li>Peut s'exprimer avec une aisance <b>limitée</b> malgré quelques problèmes de formulation</li> </ul>	<ul style="list-style-type: none"> <li>Démontre une prononciation <b>suffisamment</b> correcte pour ne pas affecter la compréhension du message</li> <li>Peut s'exprimer avec un degré <b>suffisant</b> d'aisance</li> </ul>	<ul style="list-style-type: none"> <li>Démontre une prononciation <b>précise</b> qui n'affecte pas la compréhension du message</li> <li>Peut <b>fréquemment</b> s'exprimer dans un discours fluide</li> </ul>	<ul style="list-style-type: none"> <li>Démontre une prononciation et intonation <b>toujours</b> naturelles</li> <li>Peut <b>toujours</b> s'exprimer avec aisance dans un discours fluide</li> </ul>

Le candidat DÉPASSE les exigences des compétences linguistiques : Oui \_\_\_\_\_

NOTE SUR \_\_\_\_\_ TOTAL : \_\_\_\_\_

## Sample 4. Speaking Assessment — Courtesy of Peel District School Board

### Revised French Oral Language Proficiency Descriptors

Candidate Name: \_\_\_\_\_

Interview Team: \_\_\_\_\_

Date of Assessment (DD/MM/YYYY): \_\_\_\_\_

	LEVEL 1: NOT RECOMMENDED	LEVEL 2: CORE FRENCH	LEVEL 3: FRENCH IMMERSION
<p><b>COMPREHENSION</b> Rated on degree of understanding of the questions being asked.</p>	<ul style="list-style-type: none"> <li>• Peut comprendre des noms familiers, des mots et des phrases très simples.</li> <li>• Peut répondre aux questions posées avec un degré de compréhension très moyen.</li> </ul> <p><i>(Understands familiar words and simple sentences and responds with limited comprehension)</i></p>	<ul style="list-style-type: none"> <li>• Peut comprendre des questions orales et intégrer des informations particulières dans des réponses.</li> <li>• Peut répondre à la majorité des questions posées en se basant sur les sujets.</li> </ul> <p><i>(Understands oral questions and includes relevant information in the responses for the majority of questions)</i></p>	<ul style="list-style-type: none"> <li>• Peut comprendre des questions orales rédigées essentiellement dans une langue courante ou relative à son travail.</li> <li>• Peut répondre aux questions posées avec suffisamment de clarté et de précision, à l'aide des détails et des exemples pertinents.</li> </ul> <p><i>(Understands questions and responds with sufficient clarity, including details and description)</i></p>
<p><b>COMMUNICATION</b> Rated on degree of clarity and efficacy of communication.</p> <p>Additional details to clarify performance descriptions.</p>	<ul style="list-style-type: none"> <li>• Peut utiliser des expressions et des phrases simples pour parler essentiellement de sujets familiers.</li> <li>• Peut communiquer de façon simple mais peu claire, en situation d'interaction directe ou enregistrée.</li> </ul> <p><i>(Uses simple expressions and sentences to respond to questions. Communication is simple but not clear)</i></p>	<ul style="list-style-type: none"> <li>• Peut utiliser une série de phrases ou d'expressions pour parler en termes simples de soi-même et d'autres gens, sa formation et son activité professionnelle actuelle ou récente.</li> <li>• Peut communiquer avec un niveau satisfaisant de clarté et d'efficacité, en utilisant les usages de base ou les formes quotidiennes de politesse et de courtoisie.</li> </ul> <p><i>(Uses expressions and phrases to talk about themselves and their experiences with a degree of clarity, using appropriate social language conventions)</i></p>	<ul style="list-style-type: none"> <li>• Peut s'exprimer de manière simple afin de raconter des expériences et des événements, ses habiletés, ses rêves, ses espoirs ou ses buts.</li> <li>• Peut brièvement donner les raisons et explications de ses opinions ou projets, de façon assez claire et efficace et en utilisant les conventions sociolinguistiques appropriées.</li> </ul> <p><i>(Communicates fluently about personal experiences, events, skills, dreams and hopes. Provides reasoning and proof to support opinions using appropriate language conventions)</i></p>

	LEVEL 1: NOT RECOMMENDED	LEVEL 2: CORE FRENCH	LEVEL 3: FRENCH IMMERSION
<p><b>FLUENCY AND SPONTANEITY</b> Rated on degree of clarity, expressiveness and speaker hesitation.</p>	<ul style="list-style-type: none"> <li>• Peut interagir de façon simple, mais la communication est ponctuée de nombreuses hésitations et dépend totalement de la répétition avec un débit lent, de la reformulation et des corrections.</li> </ul> <p><i>(Speaks with frequent hesitation and errors)</i></p>	<ul style="list-style-type: none"> <li>• Peut interagir avec une aisance et une spontanéité raisonnable dans des situations bien structurées et avec quelques hésitations et des pauses plus ou moins fréquentes.</li> </ul> <p><i>(Speaks with some hesitation that does not interfere with communication of ideas and thoughts)</i></p>	<ul style="list-style-type: none"> <li>• Peut fournir/ élaborer sans préparation une réponse sur un sujet familier, exprimer des opinions et expériences personnelles/ professionnelles, et partager de l'information avec un bon degré de souplesse et de spontanéité.</li> </ul> <p><i>(Speaks fluently and spontaneously, providing detailed responses about personal and professional experiences)</i></p>
<p><b>VOCABULARY</b> Rated on range and accuracy of vocabulary used in context.</p>	<ul style="list-style-type: none"> <li>• Possède un répertoire élémentaire de mots isolés et d'expressions relatifs à des situations concrètes particulières.</li> </ul> <p><i>(Uses limited vocabulary and expressions)</i></p>	<ul style="list-style-type: none"> <li>• Possède un vocabulaire suffisant pour s'exprimer dans des situations et sur des sujets familiers.</li> </ul> <p><i>(Uses vocabulary that is sufficient to express ideas and thoughts in familiar situations and on familiar subjects)</i></p>	<ul style="list-style-type: none"> <li>• Possède un large répertoire de mots et d'expressions pour s'exprimer, y compris à l'aide de périphrases, sur la plupart des sujets relatifs au travail et à l'actualité.</li> <li>• Montre une bonne maîtrise du vocabulaire et utilise une gamme étendue et variée de mots de façon appropriée dans la plupart des contextes.</li> </ul> <p><i>(Uses a broad range of vocabulary and expressions to share ideas and thoughts on a variety of topics)</i></p>
		<p>Greater detail between threshold performance expectations.</p>	
<p><b>GRAMMAR AND SYNTAX</b> Rated on degree of range of sentence structures, verb tenses and grammatical conventions.</p>	<ul style="list-style-type: none"> <li>• Démontre un contrôle limité de structures syntaxiques et de formes grammaticales simples appartenant à un répertoire mémorisé.</li> </ul> <p><i>(Demonstrates limited skill in the appropriate use of grammatical structures, tenses and language structures)</i></p>	<ul style="list-style-type: none"> <li>• Peut utiliser des structures simples correctement, mais commet encore systématiquement des erreurs élémentaires (confusion des temps, des genres et des pronoms, oubli de l'accord). Le sens général reste cependant clair.</li> </ul> <p><i>(Demonstrates skill in the appropriate use of grammatical structures, simple tenses and language structures)</i></p>	<ul style="list-style-type: none"> <li>• Communique avec une correction suffisante dans des contextes familiers.</li> <li>• Démontre, en règle générale, un bon contrôle grammatical malgré de nettes influences de la langue maternelle.</li> </ul> <p><i>(Demonstrates skill in the appropriate use of complex grammatical structures, tenses and language structures. Self-corrects if they realize an error has been made)</i></p>
<p><b>Overall Rating &amp; Summary Comments</b></p>			

# Assessing Writing



Similar to the samples of speaking assessments shown above, each of the sample tools shown below represents the work of three school districts<sup>8</sup> involving a comprehensive review of their previous writing proficiency assessment. While the samples reflect different assessment priorities for the districts, each sample assessment was developed and used under the following parameters to improve defensible decision-making. In most cases:

1. The writing proficiency assessment was conducted separately from other elements of the recruitment and hiring process.
2. Assessment prompts were developed to invite thoughtful written language production with time provided for editing but without access to editing tools such as dictionaries, or online supports.
3. Applicants were allowed to choose a prompt from a small number of topics.
4. The descriptors in the rubric were more detailed close to the desired performance threshold than at upper or lower ends of the assessment scale.
5. Evidence was noted.
6. Responses were rated by 1 or 2 assessors.
7. Both assessors debriefed the applicant's performance to arrive at a decision and compile feedback for the applicant.




The samples below are annotated in order to illustrate various elements of writing assessment highlighted in the Toolkit. With permission of the participating districts, these samples serve as starting points for revisions to existing assessments or can be adopted for use in other districts. Unmarked copies of these samples are available in the Appendices B and C.

8 Most faculties of education in Canada offering FSL teacher education use "course counting" as their key proficiency assessment strategy. Those faculties using assessments developed in-house raised concerns with test security and, therefore, did not participate in the assessment revision pilot projects.

## Sample 1. Writing Assessment – Courtesy of the Upper Canada District School Board

### La Rétroaction

Candidate Name: \_\_\_\_\_ Date of Assessment (DD/MM/YYYY): \_\_\_\_\_ Assessor(s) Name(s): \_\_\_\_\_

	LEVEL 1: UNACCEPTABLE	LEVEL 2: APPROACHING	LEVEL 3: ACCEPTABLE	LEVEL 4: EXCEEDS EXPECTATIONS
<b>Clarity and Precision</b>  Notes supporting level	Strays from the topic and provides few examples.	Stays on topic but provides few examples.	Stays on topic and provides examples.	Stays on topic and provides many examples.
<b>Vocabulary</b>  Notes supporting level	Used basic vocabulary.	Uses some vocabulary that is precise and varied.	Uses vocabulary that is precise and varied.	Uses vocabulary that is precise and varied with a high degree of effectiveness.
<b>Grammatical Accuracy</b> (verb and adjective agreements, prepositions, gender, spelling) <div style="border: 1px solid #00aaff; border-radius: 15px; padding: 5px; display: inline-block; margin-left: 10px;">             Additional details to clarify key criteria.           </div>  Notes supporting level	Applies limited grammatical accuracy, making multiple errors in writing that hinder understanding.	Applies some grammatical accuracy, making frequent errors in writing that hinder some understanding.	Applies considerable grammatical accuracy, making occasional errors in writing.	Applies a high degree of grammatical accuracy, making few errors in writing.

	LEVEL 1: UNACCEPTABLE	LEVEL 2: APPROACHING	LEVEL 3: ACCEPTABLE	LEVEL 4: EXCEEDS EXPECTATIONS
<b>Sentence Structure &amp; Syntax</b>	Writes basic sentences with few descriptors.	Writes basic sentences with some descriptors.	Writes a variety of sentences.	Writes complex sentences.



Notes supporting level

<b>Organization of Ideas</b> (logical sequence, evidence of beginning, middle, conclusion)	Organizes ideas with a limited degree of effectiveness.	Organizes ideas with some degree of effectiveness.	Organizes ideas considerable effectiveness.	Organizes ideas with a high degree of effectiveness.
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Notes supporting level

**Summary:**

Space for recording evidence per criterion, as well as summary evidence.

**Overall Written Level:**



## Sample 2. Writing Assessment — Courtesy of Durham District School Board

### Production Écrite — 35 points

NOTE: A Training Plan for Evaluators is included in Appendix I

	1 ÉMERGENT	2 EN DÉVELOPPEMENT	3 (LE STANDARD) SUFFISANT	4 PRÉCIS	5 DÉTAILLÉ
<b>Capacité à présenter des faits</b> Peut décrire des faits (ou des événements ou des expériences).	<ul style="list-style-type: none"> <li>Offre de <b>très simples</b> exemples</li> </ul>	<ul style="list-style-type: none"> <li>Offre des exemples <b>brefs</b></li> </ul>	<ul style="list-style-type: none"> <li>Offre un montant <b>suffisant</b> d'exemples (d'éléments, de stratégies, etc.) afin d'appuyer les idées présentées.</li> </ul>	<ul style="list-style-type: none"> <li>Offre plusieurs exemples avec <b>clarté</b> et <b>précision</b></li> </ul>	<ul style="list-style-type: none"> <li>Offre une <b>variété</b> d'exemples <b>détaillés</b></li> </ul>
<b>Capacité à exprimer sa pensée</b> Peut présenter ses idées, ses sentiments, ses réactions et donner son opinion.	<ul style="list-style-type: none"> <li>Partage de façon <b>très simple</b> des idées peu liées à son expérience vécue</li> <li>Exprime de façon <b>très simple</b> son opinion</li> </ul>	<ul style="list-style-type: none"> <li>Partage des idées <b>brèves</b> avec un lien <b>limité</b> à son expérience vécue</li> <li>Exprime <b>brèvement</b> son opinion</li> </ul>	<ul style="list-style-type: none"> <li>Explique un montant <b>suffisant</b> d'idées pour créer un lien avec son expérience vécue</li> <li>Exprime et justifie son opinion avec <b>suffisamment</b> d'appui</li> </ul>	<ul style="list-style-type: none"> <li>Explique plusieurs idées <b>précises</b> pour créer un lien avec son expérience vécue</li> <li>Exprime et justifie son opinion avec <b>clarté</b> et <b>précision</b></li> </ul>	<ul style="list-style-type: none"> <li>Explique des idées et des descriptions <b>élaborées</b>, d'événements et d'expériences <b>variées</b></li> <li>Exprime et justifie son opinion avec des appuis <b>approfondis</b></li> </ul>
<b>Capacité à argumenter une prise de position</b> Peut justifier l'importance avec appui.	<ul style="list-style-type: none"> <li>Présente de façon <b>très simple</b> sa position</li> <li>Montre <b>aucune</b> réflexion personnelle <b>très simple</b></li> </ul>	<ul style="list-style-type: none"> <li>Présente leur position avec une justification <b>brève</b> en faisant des liens <b>limités</b> à sa pratique</li> <li>Montre une réflexion personnelle <b>limitée</b></li> </ul>	<ul style="list-style-type: none"> <li>Présente leur position en faisant des liens <b>suffisants</b> entre sa propre pratique et la vie quotidienne</li> <li>Montre une réflexion personnelle <b>suffisamment</b> appuyée</li> </ul>	<ul style="list-style-type: none"> <li>Présente une argumentation <b>claire</b> et <b>précise</b></li> <li>Montre une réflexion personnelle <b>précise</b> bien liée à l'argument</li> </ul>	<ul style="list-style-type: none"> <li>Présente une argumentation <b>approfondie</b> et méthodique</li> <li>Montre une réflexion personnelle <b>détaillée</b> et pertinente</li> </ul>
<b>COMPÉTENCE LEXICALE / ORTHOGRAPHE LEXICALE:</b>					
<b>Étendue et maîtrise du vocabulaire</b> Montre une bonne maîtrise du vocabulaire nécessaire pour exprimer une pensée plus complexe.	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>très simple</b> qui nuit à la compréhension du message</li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>limité et répétitif</b> pour exprimer ses pensées</li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>suffisant</b> pour s'exprimer en évitant des répétitions</li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>précis</b> et varié pour s'exprimer avec <b>clarté</b></li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire riche et <b>élaboré</b> pour exprimer des idées complexes</li> </ul>

Descriptors similar to Speaking rubric for consistency.

	1 ÉMERGENT	2 EN DÉVELOPPEMENT	3 (LE STANDARD) SUFFISANT	4 PRÉCIS	5 DÉTAILLÉ
<b>COMPÉTENCE GRAMMATICALE/ORTHOGRAPHE GRAMMATICALE:</b>					
<b>Degré d'élaboration des phrases</b> Maîtrise bien la structure de la phrase simple et les phrases complexes les plus courantes.	<ul style="list-style-type: none"> <li>Offre seulement des phrases <b>très simples</b> et répétitives</li> </ul>	<ul style="list-style-type: none"> <li>Offre un choix <b>limité</b> de structures de phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Offre une variété <b>suffisante</b> de choix de structures de phrases, peut se servir correctement de phrases plus complexes</li> </ul>	<ul style="list-style-type: none"> <li>Offre une variété de structures de phrases simples et complexes pour s'exprimer avec <b>clarté</b></li> </ul>	<ul style="list-style-type: none"> <li>Offre une <b>maîtrise</b> de l'utilisation de phrases complexes et <b>variées</b></li> </ul>
<b>Choix des formes, conjugaison</b> Fait preuve d'un bon contrôle et se sert du temps de verbe demandé selon le contexte.	<ul style="list-style-type: none"> <li>Utilise et conjugue <b>incorrectement</b> même des temps de verbes <b>très simples</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue les verbes associés au message de façon <b>limitée</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue correctement une variété <b>suffisante</b> de verbes pour transmettre son message</li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue <b>fréquemment</b> et avec peu d'erreurs une variété de verbes afin de transmettre un message <b>clair</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue <b>toujours</b> sans faire aucune erreur une variété de verbes afin de transmettre un message <b>détaillé</b></li> </ul>
<b>Morphosyntaxe — orthographe</b> Démontre un contrôle grammatical et une exactitude orthographique.	<ul style="list-style-type: none"> <li>Démontre rarement un contrôle grammatical pour des structures <b>très simples</b></li> <li>Écrit rarement avec une exactitude orthographique même pour des mots de vocabulaire <b>très simples</b> ou familiers</li> </ul>	<ul style="list-style-type: none"> <li>Démontre parfois un contrôle grammatical <b>limité</b> pour transmettre son message</li> <li>Écrit parfois avec une exactitude orthographique <b>limitée</b></li> </ul>	<ul style="list-style-type: none"> <li>Démontre un contrôle grammatical <b>suffisant</b> pour transmettre son message</li> <li>Écrit souvent avec une exactitude orthographique <b>suffisante</b></li> </ul>	<ul style="list-style-type: none"> <li>Démontre <b>fréquemment</b> un bon contrôle grammatical pour transmettre son message</li> <li>Écrit <b>fréquemment</b> avec une exactitude orthographique qui transmet <b>clairement</b> son message</li> </ul>	<ul style="list-style-type: none"> <li>Démontre une <b>maîtrise</b> grammaticale pour transmettre son message</li> <li>Écrit <b>toujours avec</b> une exactitude orthographique qui transmet son message <b>détaillé</b></li> </ul>

Le candidat DÉPASSE les exigences des compétences linguistiques : Oui \_\_\_\_\_

NOTE SUR \_\_\_\_\_ TOTAL : \_\_\_\_\_

## Sample 3. Writing Assessment — Courtesy of Peel District School Board

### Revised French Written Language Proficiency Descriptors

Candidate Name: \_\_\_\_\_

Interview Team: \_\_\_\_\_

Date of Assessment (DD/MM/YYYY): \_\_\_\_\_

	LEVEL 1: NOT RECOMMENDED	LEVEL 2: CORE FRENCH	LEVEL 3: FRENCH IMMERSION
<p><b>COMMUNICATION</b> Rated on degree of clarity, coherence and efficacy of written communication.</p>	<ul style="list-style-type: none"> <li>Peut communiquer ses idées d'une manière simple et peu claire en utilisant des expressions et des phrases simples liées à des sujets familiers.</li> </ul> <p><i>(Uses simple expressions and sentences to express ideas in writing to questions. Communication is not clear)</i></p>	<ul style="list-style-type: none"> <li>Peut utiliser une série de phrases ou d'expressions pour communiquer à l'écrit en termes simples de son activité professionnelle actuelle ou récente.</li> <li>Peut communiquer avec un niveau satisfaisant de clarté et d'efficacité.</li> </ul> <p><i>(Uses expressions and phrases to write about their skills, knowledge and experiences with a degree of clarity)</i></p>	<ul style="list-style-type: none"> <li>Peut s'exprimer de manière simple afin de raconter des expériences et des événements, ses habiletés, ses rêves, ses espoirs ou ses buts.</li> <li>Peut brièvement donner les raisons et explications de ses opinions ou projets, de façon assez claire et efficace</li> </ul> <p><i>(Understands questions and responds with sufficient clarity, including details and description)</i></p>
<p><b>VOCABULARY</b> Rated on range and accuracy of vocabulary, spelling and expressions used in context.</p>	<ul style="list-style-type: none"> <li>Possède un répertoire élémentaire de mots isolés et d'expressions relatifs à des situations concrètes particulières.</li> </ul> <p><i>(Uses limited vocabulary and expressions, spelling errors present)</i></p>	<ul style="list-style-type: none"> <li>Possède un vocabulaire/ une orthographe suffisants pour s'exprimer dans des situations et sur des sujets familiers.</li> </ul> <p><i>(Uses vocabulary, expressions and spelling that is sufficient to express ideas and thoughts in familiar situations and on familiar subjects)</i></p>	<ul style="list-style-type: none"> <li>Maîtrise du vocabulaire et de l'orthographe et utilise une gamme étendue et variée de mots de façon appropriée dans la plupart des contextes.</li> </ul> <p><i>(Uses a broad range of vocabulary, expressions and accurate spelling to share ideas and thoughts on writing prompts)</i></p>
<p><b>GRAMMAR AND SYNTAX</b> Rated on degree of range of sentence structures, verb tenses and grammatical conventions.</p>	<ul style="list-style-type: none"> <li>Démontre un contrôle limité de structures syntaxiques et de formes grammaticales simples appartenant à un répertoire mémorisé.</li> </ul> <p><i>(Demonstrates limited skill in the appropriate use of grammatical structures, tenses and language structures)</i></p>	<ul style="list-style-type: none"> <li>Peut utiliser des structures simples correctement, mais commet encore systématiquement des erreurs élémentaires (confusion des temps, des genres et des pronoms, oubli de l'accord). Le sens général reste cependant clair.</li> </ul> <p><i>(Demonstrates skill in the appropriate use of grammatical structures, simple tenses and language structures)</i></p>	<ul style="list-style-type: none"> <li>Communique avec une correction suffisante dans des contextes familiers.</li> <li>Démontre, en règle générale, un bon contrôle grammatical malgré de nettes influences de la langue maternelle.</li> </ul> <p><i>(Demonstrates skill in the appropriate use of complex grammatical structures, tenses and language structures)</i></p>
<p><b>Overall Rating &amp; Summary Comments</b></p>			

Descriptors similar to Speaking rubric for consistency.



# Self-Assessment

Most FSL teachers in Canada learned French as a second language,<sup>9</sup> meaning they have invested considerable time and effort to develop proficiency in French to levels strong enough to consider FSL teaching as a career. As such, their personal perspective on their abilities in using the French language can complement assessment ratings conducted by others.

A self-assessment tool serves several purposes and can complement the proficiency evaluation conducted using a rubric. For example, self-assessment:

- compels applicants to think about the different French language skills needed for teaching and to reflect on their level of proficiency in those skills.
- provides an important perspective on the applicant's evaluation of their own proficiency and confidence as French speakers.
- serves as a prompt for discussion during an interview or during the development of language development plans after hiring.
- can provide a comparison between the expected language skills needed for a job as communicated on the district website, and an applicant's confidence in pursuing an application.
- results, when aggregated results from several applicants, can inform professional learning opportunities designed to support French-language development.

## Using a Self-Assessment

The self-assessment in this Toolkit is based on the work of Faez and Karas (2021)<sup>10</sup>. Applicants' self-assessment results of their language proficiency offer important assessment information and offers several potential benefits:

- Results of self-assessment can improve credibility of decision-making when coupled with language assessment results obtained during an interview or elsewhere;
- Conversely, discrepancies between results on self-assessments and other proficiency assessments, (e.g., external assessments or those conducted during an interview), can prompt evaluators to (re)consider the relative weighting of both assessment types in meeting their assessment goals; and,
- Self-assessment results can be used along with other assessment results to inform language development plans.

9 Bayliss, D. & Vignola, M.-J. (2007). Training Non-native Second Language Teachers: The Case of Anglophone FSL Teacher Candidates. *The Canadian Modern Language Review*, 63(3), 371-398.

10 For details, see Karas, M., & Faez, F. (2021). Self-efficacy of English language teachers in Ontario: The impact of language proficiency, teaching qualifications, linguistic identity, and teaching experience. *The Canadian Modern Language Review*, 77(2), 110-128.

## Teachers' Self-Rating of Oral Language Skills needed in FSL classrooms

LANGUAGE SKILL FOR TEACHING FSL	LEVEL 1 WITH LITTLE CONFIDENCE	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 WITH MUCH CONFIDENCE
I can use French as the medium of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use French for a wide range of classroom functions (e.g., giving instructions, motivating students, resolving conflicts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use French to provide spoken feedback in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use French to provide written feedback to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can model French typically used by francophones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to re-explain ideas using simpler/different vocabulary based on students' understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can choose written or oral learning materials that my students will understand independently or with appropriate support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use/appreciate students' knowledge of other languages to help them understand French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know enough about French-Canadian culture to integrate this knowledge into curriculum (e.g., Franco-ontarian, Acadian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use French to communicate with French-speaking colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Auto-évaluation des compétences linguistiques orales nécessaires pour les enseignants de classes FLS

COMPÉTENCES LINGUISTIQUES POUR L'ENSEIGNEMENT DU FLS	NIVEAU 1 PEU DE CONFIANCE	NIVEAU 2	NIVEAU 3	NIVEAU 4	NIVEAU 5 BEAUCOUP DE CONFIANCE
Je peux utiliser le français comme langue d'enseignement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux utiliser le français pour toutes les fonctions d'une salle de classe (p.ex. : donner des instructions, résolution de conflits, motiver les élèves).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux utiliser le français pour donner de la rétroaction à l'oral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux utiliser le français pour donner de la rétroaction à l'écrit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux modéliser le français typiquement utilisé par les francophones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je sais comment reformuler des idées et/ou des propos avec un vocabulaire plus simple accessible au niveau des élèves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux choisir des ressources pédagogiques (écrites ou orales) que mes élèves comprendront de manière autonome ou avec un soutien approprié.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux apprécier/utiliser les connaissances linguistiques de mes élèves afin de les aider à comprendre le français.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je connais suffisamment la culture franco-canadienne locale (p.ex. : Franco-Ontarienne, Fransaskoise, etc.) pour intégrer ces connaissances dans le programme d'études.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux utiliser le français pour communiquer avec mes collègues qui parlent français.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# The OPSBA Assessment



## User Guide

### Purpose

This assessment is intended to help evaluate the French language proficiency of individuals applying to, or preparing to apply to, FSL teaching positions. It synthesizes findings from research, input from language proficiency assessment expertise in school districts and faculties of education, and results of reliability and validity analyses conducted during its development.

### Assessment Development

The language skills targeted by this assessment have been identified in OPSBA's [research](#) as those most needed by FSL teachers. This assessment was developed over 18 months by language assessment experts. All items and the rubric of the speaking assessment underwent extensive field-testing<sup>11</sup>, reliability analysis, and external validation review. Field-testing results of the OPSBA speaking assessment, including detailed development process and psychometric analyses, can be found [here](#).

Figure D outlines the process followed in developing the OPSBA speaking assessment. The writing assessment prompts and rubric were modeled on the speaking assessment but did not undergo field-testing.

<sup>11</sup> Field-testing an assessment before implementation is considered good practice and is especially important when high stakes decisions are going to be made based upon the results of that assessment.

Figure D





## Structure

The assessment development process yielded three tools:

1. **A self-assessment** that focuses on speaker confidence; results can be used to complement results obtained from the rubric. See Section I for details on content and potential uses.
2. **A Speaking Assessment** consisting of:
  - » A set of prompts (in French and English) designed to encourage candidates to use a range of vocabulary, verb tenses, and sentence structures in order to provide assessors with a broad, robust sample of oral language skills germane to FSL teaching. In addition to questions that can be used in an interview setting, a few prompts refer to a pre-recorded sample of a student speaking in French, and visual images to invite discussion — these are available [here](#).
  - » A rubric (in French and English) that includes a range of criteria that guide assessors in evaluating candidates' oral language proficiency.
3. **A Writing Assessment** consisting of:
  - » A set of prompts (in French and English) designed to reflect various forms of writing FSL teachers would use in their work and/or are commonplace in writing curricula in Canada.
  - » A rubric that includes a range of criteria that guides assessors in evaluating written language proficiency.
  - » A Cloze text with information and guidance about its use in assessing writing.

## Reliability

Given the high-stakes nature of language proficiency assessment in teaching, it is important that both the assessors and applicants have confidence in the reliability of the assessment. Not all organizations will have the time and resources to conduct a thorough field-test of their assessment to calibrate reliability. However, several steps can be taken that are neither time-consuming nor expensive. Consider the following:

### About the Assessment Protocol

- Include more than 1 assessor during the assessment. Different assessors will make different observations of the applicant's language. This provides a more comprehensive assessment platform for discussion leading to a final decision.
- Have assessment users (e.g., the evaluators) review the items/prompts and rubric before implementation. Ultimately, these are the people who will be using the assessment and so it is critical they are comfortable with the items/prompts and the rubric.
- Record the interview. This allows assessors to interact comfortably with the applicant during the interview. It also allows assessors to revisit the applicant's responses (more than once if necessary) in order to fine-tune their final evaluation of the applicant's proficiency.
- Organize training opportunities for assessors in using the assessment. Decisions based on the assessment, and feedback to applicants, should be based on high degrees of assessor agreement, which stem from collective use and understanding of the criteria and rating scale.

### About the Assessment Tool

- Plan a revision process. It is very likely that after completing a small number of assessments some potential improvements will be identified. These may be addressed quickly to fix obvious issues with the assessment. A longer-term plan should be in place to periodically review the assessment to maximize its quality, defensibility, and utility.
- Collect data on the assessment during implementation. After a certain number of assessments (e.g., 10) these data can be analyzed to see which items/prompts are easiest or most difficult, to determine if there is good consistency among different evaluators, to improve clarity of the rubric descriptors, and to determine if some items are problematic.

## Using the Speaking Prompts

Because language proficiency (especially in the context of teaching second languages) is complex, no single question or prompt will be sufficient to elicit responses that allow candidates to demonstrate the full range of their speaking proficiency. Therefore, it is recommended to:

- start with a warm-up prompt to help applicants engage more comfortably in conversation. One example suitable in all contexts could be “Tell us about how you became a French speaker?”  
*Pouvez-vous nous décrire comment vous avez appris la langue française?*
- select three or four prompts and possibly more, depending on the quality and length of the response(s). Too few prompts could lead to an unrepresentative language sample, resulting in less-informed decision-making.
- select prompts that require applicants to vary their oral language use. This may include speaking on different topics (highlighting their breadth of vocabulary), discussing past, present, or future events (allowing them to demonstrate their facility with verb tenses), and discussion of metalinguistic concepts needed when teaching French as a second language. All prompts are designed to provoke applicants to share their perspectives on various elements of language teaching thereby providing an authentic language sample in French.

**NOTE: Perspectives communicated orally by the applicant that differ from those of the assessors should not disadvantage the applicant.**

## Using the Writing Prompts

Often, assessments of writing allow for time to edit so fewer prompts may be needed for candidates to demonstrate their writing proficiency. Therefore, it is recommended to:

- determine how large a writing sample is desired (e.g., # words or pages). Pre-select a small number of prompts from which the applicant can choose to respond.
- pre-determine if any assistive tools are permitted (e.g., dictionaries), and the maximum time allowed to complete the writing task(s).

**NOTE: Perspectives communicated in writing by the applicant that differ from those of the assessors should not disadvantage the applicant.**

## Using the Rubrics

This tool is a language assessment and not intended to assess pedagogical knowledge. Separating language proficiency and pedagogical knowledge can be difficult, but applicant responses should be evaluated based on the language proficiency demonstrated. For example, imagine an applicant responds to a question about two students having a conflict in class. Their response in French is well articulated but demonstrates a poor understanding of classroom management techniques. Their poor understanding should not affect the rating of their language proficiency. What is being rated during language proficiency assessments is the applicant’s ability to express themselves in French, not their understanding of unrelated pedagogical knowledge.

The OPSBA assessment offers no recommendations about when an applicant’s level of French proficiency is sufficient or not. Hiring decisions are complex and based upon multiple factors, and so the results of this assessment will be but one element informing the hiring decision. Similarly, decisions about practicum readiness or program admission may include factors other than language proficiency. However, the assessment offers evidence to support defensible decision-making when proficiency in French is a key consideration.

### The Scale

The applicant’s performance is evaluated on a 4-point scale. Each criterion is a “listen for” or “look for”, meaning that evaluators should directly observe that language skill rather than make inferences about the applicant’s language abilities.

### The Evidence

This portion of the rubrics allows evaluators to record examples from the response that serve as evidence to support the ratings given. To safeguard against assessor bias, the rubrics do not contain elements related to accent (for speaking assessment) or the content of the applicant’s answer because these are not related to language proficiency.

### Evaluating criteria independently

When using the rubrics, each criterion must be evaluated independently of the others. This will allow for a detailed understanding of the applicant’s strengths and weaknesses related to French language proficiency and this understanding will be valuable in providing feedback and potentially developing language development plans for the applicant. Careful selection of the prompts used will enhance the likelihood that applicant responses reflect a wide range of criteria within the rubric.

**Interpreting results**

Because no single prompt will elicit all criteria within the rubric, the rubrics should not be used as a count of tick boxes, but rather as a guide to what separates different proficiency levels of French language used in the context of teaching. It is likely that different portions of each response will fall into different proficiency levels. For example, a respondent's verb conjugation may be excellent when talking about their future plans, but problematic when talking about the past or when making conditional statements.

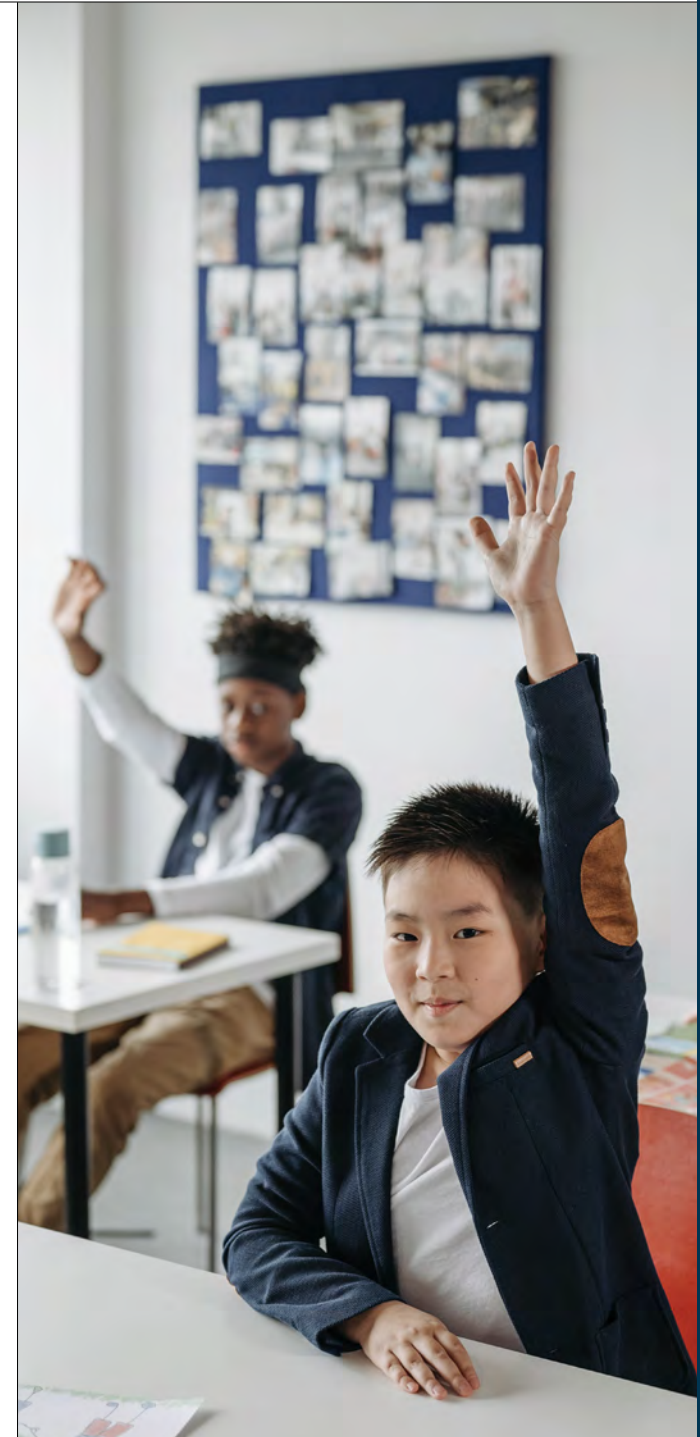
**Supporting French language development**

Aggregated results from multiple assessments (speaking and/or writing) can inform professional learning opportunities designed to support French language development.

**Key Takeaways from Analysis of the OPSBA Assessment**

No assessment is perfect, but our field testing process and [results](#) provide support for the following claims about the OPSBA Speaking Assessment.

1. It is at an appropriate level of difficulty.
2. It is a one-dimensional test, and that dimension is related to speaking skills needed for FSL teaching.
3. Consistency among scorers is sufficient to make reliable, defensible decisions. This is especially true when the scorers familiarize themselves with the assessment before implementation and come to a consensus about how to interpret the scoring rules.
4. Using all five scoring criteria and at least two scorers enhance the reliability of the assessment and therefore the defensibility of decisions arising from the assessment results.
5. Recording the conversation allows scorers to complete their work independently and with a greater degree of confidence.



## OPSBA Speaking Assessment Rubric

Speaking language skill(s) specifically important in FSL teaching

*Note: in all cases, the sample of oral language is what's being assessed, not the content of the applicant's answer.*

WHILE THE APPLICANT IS SPEAKING, LISTEN FOR THE FOLLOWING CRITERIA:	LEVEL 1 THE LANGUAGE SAMPLE SHOWS:	LEVEL 2 THE LANGUAGE SAMPLE SHOWS:	LEVEL 3 THE LANGUAGE SAMPLE SHOWS:	LEVEL 4 THE LANGUAGE SAMPLE SHOWS:
<b>Use of a range of verb tenses to facilitate communication</b>	<ul style="list-style-type: none"> <li>Narrow range of verb tenses, usually present tense only.</li> </ul>	<ul style="list-style-type: none"> <li>Range of verb tenses, usually present, <i>passé composé</i>, future simple.</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of verb tenses appropriate for the context.</li> <li>Includes verb tenses beyond Level 2 (e.g., <i>le conditionnel</i>, <i>l'imparfait</i>) to demonstrate language nuance.</li> </ul>	<ul style="list-style-type: none"> <li>Verb tenses are grammatically accurate, context-appropriate (e.g., use of <i>subjonctif</i>, <i>le plus-que-parfait</i>).</li> <li>Consistently reflect language nuance needed for effective communication.</li> </ul>



Evidence

<b>Knowledge and use of gendered nouns in French, and related agreements</b> (e.g., noun — adjective; noun — article; pronouns)	<ul style="list-style-type: none"> <li>Noun gender and agreement errors consistently distract the listener.</li> <li>Inconsistent use of accurate agreements, including obvious errors (e.g., <i>mon soeur</i>).</li> <li>Little evidence of understanding rules of agreement.</li> </ul>	<ul style="list-style-type: none"> <li>Noun gender and agreement errors occasionally distract the listener.</li> <li>Errors are noticeable and include common and less commonly used nouns (e.g., <i>une exemple</i>).</li> <li>Some evidence of noun gender patterns and application of related rules.</li> </ul>	<ul style="list-style-type: none"> <li>Noun gender and agreement errors cause little distraction to the listener.</li> <li>Errors occur with less commonly used nouns (e.g., <i>un stratégie</i>) and related adjectives/pronouns.</li> <li>Consistent evidence of noun gender patterns and application of related rules.</li> </ul>	<ul style="list-style-type: none"> <li>If noun gender and agreement errors occur, they have little impact on the listener.</li> <li>Correct use of noun gender patterns and related rules appears to be automatic.</li> </ul>
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Evidence

WHILE THE APPLICANT IS SPEAKING, LISTEN FOR THE FOLLOWING CRITERIA:	LEVEL 1 THE LANGUAGE SAMPLE SHOWS:	LEVEL 2 THE LANGUAGE SAMPLE SHOWS:	LEVEL 3 THE LANGUAGE SAMPLE SHOWS:	LEVEL 4 THE LANGUAGE SAMPLE SHOWS:
<b>Vocabulary is accurate, demonstrates breadth, and facilitates communication.</b>	<ul style="list-style-type: none"> <li>Vocabulary range is limited and/or inaccurate and affects overall message.</li> <li>Reliance on over-simplified substitutions, e.g., “un livre vs. un cahier” and/or <i>anglicismes</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Range of vocabulary is sufficient for the speaker to communicate an overall message, but some inaccuracies are noticed.</li> <li>There is periodic use of, but not reliance on, over-simplified substitutions and/or <i>anglicismes</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Range of vocabulary allows the speaker to readily communicate a detailed message with few noticeable inaccuracies.</li> <li>There is minimal use of over-simplified substitutions and/or <i>anglicismes</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of vocabulary allows the speaker to communicate a nuanced message.</li> </ul>



Evidence

<b>Knowledge and use of French syntax</b>	<ul style="list-style-type: none"> <li>Reliance on syntax from other/ first language, e.g., J'habite dans Canada; le bleu livre.</li> <li>Minimal evidence of rules of French syntax.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses conventional French language structures, e.g., adjective placement (le garçon aux cheveux noirs); pronoun placement (j'ai dit à eux que. . .); correct use of avoir/être (J'ai soif).</li> <li>Evidence of syntax used reflects a literal translation from other/first language.</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses conventional French language structures, e.g., la pomme rouge (adjective placement); ils leur ont dit que. . . (pronoun placement); Je suis resté (correct use of avoir/être as an auxiliary verb).</li> <li>Errors occur but with more complex syntactical structures, e.g., je la leur ai donnée.</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of syntax patterns and related rules appears to be automatic.</li> </ul>
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Evidence

WHILE THE APPLICANT IS SPEAKING, LISTEN FOR THE FOLLOWING CRITERIA:	LEVEL 1 THE LANGUAGE SAMPLE SHOWS:	LEVEL 2 THE LANGUAGE SAMPLE SHOWS:	LEVEL 3 THE LANGUAGE SAMPLE SHOWS:	LEVEL 4 THE LANGUAGE SAMPLE SHOWS:
<b>Use of pace and inflection to facilitate understanding</b>	<ul style="list-style-type: none"> <li>Variations in pace appear to reflect lack of vocabulary and/or syntax knowledge.</li> <li>Inflection patterns do not enhance the speaker's message, and at times, detract from it.</li> </ul>	<ul style="list-style-type: none"> <li>Variations in pace are sometimes deliberate to enhance communication, but at other times reflect lack of vocabulary and/or syntax knowledge.</li> <li>Inflection patterns are occasionally used to enhance the speaker's message.</li> </ul>	<ul style="list-style-type: none"> <li>Variations in pace and inflection patterns are mostly deliberate and usually enhance the speaker's message.</li> </ul>	<ul style="list-style-type: none"> <li>Variations in pace and inflection patterns are deliberate and enhance communication and listener engagement.</li> </ul>



Evidence

## OPSBA Speaking Assessment Rubric

### Habitudes langagières utiles pour l'enseignement FLS

À noter: Dans chaque cas, la qualité du français oral est sujet à l'évaluation et non le contenu pédagogique de la réponse.

PENDANT QUE LE CANDIDAT RÉPOND, ÉCOUTEZ SA RÉPONSE AVEC EN TÊTE LES CRITÈRES SUIVANTS :	NIVEAU 1 L'ÉCHANTILLON DE LANGAGE DÉMONTRE :	NIVEAU 2 L'ÉCHANTILLON DE LANGAGE DÉMONTRE :	NIVEAU 3 L'ÉCHANTILLON DE LANGAGE DÉMONTRE :	NIVEAU 4 L'ÉCHANTILLON DE LANGAGE DÉMONTRE :
<b>Emploi d'une variété de temps de verbes pour faciliter la communication</b>	<ul style="list-style-type: none"> <li>Peu de variété dans les temps de verbes utilisés, utilise généralement le présent.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise une variété de temps de verbes, généralement le présent, le passé composé et le future simple.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise une grande variété de temps de verbes appropriés au contexte.</li> <li>Utilise des temps de verbes passé le Niveau 2 (p.ex. : le conditionnel, l'imparfait) pour démontrer la nuance du contenu.</li> </ul>	<ul style="list-style-type: none"> <li>Choisis des temps de verbes appropriés au contexte avec précision (p.ex. : le subjonctif, le plus-que-parfait).</li> <li>Démontre de manière constante les habiletés langagières nécessaire pour une communication efficace.</li> </ul>



Preuves

<b>Connaissances et emploi des genres de noms communs en français et les accords connexes</b> (p.ex. : nom-adjectif; nom-déterminant; pronoms)	<ul style="list-style-type: none"> <li>Les erreurs de genre et d'accord nuisent à la compréhension de manière constante.</li> <li>Emploi les accords de façon incohérente, même lors de cas évidents (p.ex. : <i>mon sœur</i>).</li> <li>Manque évident de compréhension des règles d'accords.</li> </ul>	<ul style="list-style-type: none"> <li>Les erreurs de genre et d'accords nuisent parfois à la compréhension.</li> <li>Les erreurs sont évidentes et comptent des noms communs utilisés fréquemment et moins couramment (p.ex. : <i>une exemple</i>).</li> <li>Traces de compréhension de règles d'accords de genre.</li> </ul>	<ul style="list-style-type: none"> <li>Les erreurs de genre et d'accords nuisent peu à la compréhension.</li> <li>Les erreurs se produisent avec des noms communs peu utilisés (p.ex. : <i>un stratégie</i>) et les adjectifs/pronoms connexes.</li> <li>Compréhension évidente des règles de genres et d'accords.</li> </ul>	<ul style="list-style-type: none"> <li>Les erreurs de genre et d'accords qui se produisent ont peu d'impact sur la compréhension.</li> <li>L'emploi approprié des noms et des accords semble être automatique.</li> </ul>
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Preuves

PENDANT QUE LE CANDIDAT RÉPOND, ÉCOUTEZ SA RÉPONSE AVEC EN TÊTE LES CRITÈRES SUIVANTS :	NIVEAU 1 L'ÉCHANTILLON DE LANGAGE DÉMONTRE :	NIVEAU 2 L'ÉCHANTILLON DE LANGAGE DÉMONTRE :	NIVEAU 3 L'ÉCHANTILLON DE LANGAGE DÉMONTRE :	NIVEAU 4 L'ÉCHANTILLON DE LANGAGE DÉMONTRE :
<b>Le vocabulaire est riche, précis et facilite la communication</b>	<ul style="list-style-type: none"> <li>• L'étendue du vocabulaire est limitée et/ou imprécis et nuit au message transmis.</li> <li>• Recours à des sursimplifications ou des substitutions (p.ex. : un livre v. un cahier; et/ou des anglicismes).</li> </ul>	<ul style="list-style-type: none"> <li>• L'étendue du vocabulaire est suffisante pour communiquer un message, mais quelques erreurs peuvent être remarquées.</li> <li>• Fait parfois recours à des sursimplifications et/ou des anglicismes.</li> </ul>	<ul style="list-style-type: none"> <li>• L'étendue du vocabulaire permet au candidat de communiquer un message détaillé avec peu d'erreurs ou d'inexactitudes.</li> <li>• Fait rarement recours à des sursimplifications et/ou des anglicismes.</li> </ul>	<ul style="list-style-type: none"> <li>• L'étendue du vocabulaire permet au candidat de communiquer un message nuancé.</li> </ul>



Preuves

<b>Connaissances et emploi de règles syntaxiques</b>	<ul style="list-style-type: none"> <li>• Dépendance sur une syntaxe provenant d'une autre langue/ la langue première du candidat, p.ex. : J'habite dans Canada; le bleu livre.</li> <li>• Preuves minimales d'une maîtrise des règles de la syntaxe française.</li> </ul>	<ul style="list-style-type: none"> <li>• Emploi des conventions linguistiques de manière irrégulière, p.ex. : placement de l'adjectif (le garçon aux cheveux noirs); placement du pronom (j'ai dit à eux que...); emploi des verbes avoir/être avec précision (J'ai dit).</li> <li>• L'emploi de la syntaxe reflète une traduction directe d'une autre langue/la langue première du candidat.</li> </ul>	<ul style="list-style-type: none"> <li>• Emploi régulièrement les conventions linguistiques du français oral, p.ex. : placement de l'adjectif (la pomme rouge); placement du pronom (ils leur ont dit que); emploi de l'auxiliaire être/avoir (je suis resté).</li> <li>• Les erreurs produites surviennent lors de structures grammaticales plus complexes, p.ex. : je leur ai donnée.</li> </ul>	<ul style="list-style-type: none"> <li>• Emploi avec justesse les conventions linguistiques du français à l'oral.</li> </ul>
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Preuves



PENDANT QUE LE CANDIDAT RÉPOND, ÉCOUTEZ SA RÉPONSE AVEC EN TÊTE LES CRITÈRES SUIVANTS :	NIVEAU 1 L'ÉCHANTILLON DE LANGAGE DÉMONTRE :	NIVEAU 2 L'ÉCHANTILLON DE LANGAGE DÉMONTRE :	NIVEAU 3 L'ÉCHANTILLON DE LANGAGE DÉMONTRE :	NIVEAU 4 L'ÉCHANTILLON DE LANGAGE DÉMONTRE :
<b>Emploi de l'inflexion et du débit pour faciliter la compréhension</b>	<ul style="list-style-type: none"> <li>• Les fluctuations dans le débit semblent refléter un manque de vocabulaire et/ou de connaissances syntaxiques.</li> <li>• L'intonation du candidat ne réhausse pas le message et rend, parfois, la compréhension difficile.</li> </ul>	<ul style="list-style-type: none"> <li>• Les fluctuations dans le débit sont parfois utilisées pour réhausser le message du candidat, mais reflète parfois un manque de vocabulaire et/ou de connaissances syntaxiques.</li> <li>• L'intonation du candidat réhausse parfois le message.</li> </ul>	<ul style="list-style-type: none"> <li>• Les fluctuations dans le débit sont souvent intentionnelles et réhausse souvent le message du candidat.</li> </ul>	<ul style="list-style-type: none"> <li>• Les fluctuations du débit et l'intonation sont utilisés comme outils pour réhausser le message du candidat et contribue à la compréhension.</li> </ul>



Evidence

## OPSBA Speaking Assessment Prompts

SPEAKING PROMPTS	INVITES VERBALES
<p><b>Prompt 1:</b> When trying to re-engage students who are off-task, would you use French or English? What factors would influence that decision?</p>	<p><i>Utiliserez-vous l'anglais ou le français en tant que langue de résolution de problème dans la classe? Quels facteurs considérez-vous lorsque vous choisissez la langue à utiliser ?</i></p>
<p><b>Prompt 2:</b> Tell me about a time in the past when a student asked you a question you did not know the answer to. How did you respond?</p>	<p><i>Décrivez une situation où un ou une élève vous a posé une question dont vous ne connaissiez pas la réponse. Comment avez-vous répondu?</i></p>
<p><b>Prompt 3:</b> Provide examples of how you would motivate/encourage students to use French as much as possible.</p>	<p><i>Donnez quelques exemples de stratégies que vous mettriez en place pour motiver et encourager vos élèves à utiliser le français autant que possible.</i></p>
<p><b>Prompt 4:</b> Audio sample — listen to a short clip (20–30 seconds) of a Grade 5 French immersion student speaking. Say: “What do you notice about this student’s French language proficiency, and what feedback might you provide in the moment, if any?”</p>	<p><i>Piste audio — Écoutez cette courte piste audio (20 à 30 secondes) d'un.e élève de 5<sup>e</sup> année en immersion. Dites : «Que remarquez-vous sur la maîtrise de la langue de cet élève et quel rétroaction pourriez-vous fournir sur le moment, le cas échéant ?»</i></p>
<p><b>Prompt 5:</b> Describe a strategy designed to expand students’ vocabulary and comment on its effectiveness.</p>	<p><i>Décrivez une stratégie utilisée pour enrichir le vocabulaire de vos élèves. Que pensez-vous de l'utilité de cette stratégie?</i></p>
<p><b>Prompt 6:</b> A student is consistently disengaged in French, and questions why they need to learn French at all. What would you say to this student?</p>	<p><i>Un élève est fréquemment désengagé pendant le cours de français et remet en question l'utilité d'apprendre la langue. Que diriez-vous à l'élève?</i></p>
<p><b>Prompt 7:</b> Select one of the images provided. Using this image, tell us how you might start a conversation with students about Canada’s culture and history?</p>	<p><i>Choisissez l'une des images données. À l'aide de l'image, comment commenceriez-vous une conversation avec vos élèves au sujet de la culture et de l'histoire canadienne?</i></p>
<p><b>Prompt 8:</b> What is a common error in oral language you hear from students and how have you helped them correct it?</p>	<p><i>Pouvez-vous nommer une erreur orale fréquemment faite par les élèves? Comment aidez-vous vos élèves à corriger ce type d'erreur?</i></p>

SPEAKING PROMPTS	INVITES VERBALES
<p><b>Prompt 9:</b> Of the errors in oral language made by students, which ones have you addressed and why?</p>	<p><i>Des erreurs faites à l'orale par vos élèves, lesquelles abordez-vous et pourquoi?</i></p>
<p><b>Prompt 10:</b> Tell us how you, your practicum teachers/supervisors, or other colleagues have modified language use so that students understand what is being said.</p>	<p><i>Pouvez-vous expliquer comment vous, vos enseignants associés* ou vos collègues ont modifié l'emploi de la langue française afin que vos élèves comprennent ce qui est dit?</i></p> <p><i>* Maître de stages, enseignant coopérateur, mentor</i></p>
<p><b>Prompt 11:</b> How important is it that students learn and use the correct gender for nouns in French? Why?</p>	<p><i>A quel point est-il important que les élèves apprennent et utilisent le genre approprié des noms communs en français ? Pourquoi?</i></p>
<p><b>Prompt 12:</b> To what extent is it important that teachers model correct language use in their classroom?</p>	<p><i>Dans quelle mesure est-il important que les enseignants modélisent l'utilisation appropriée de la langue française dans leur classe?</i></p>
<p><b>Prompt 13:</b> Under what circumstances, if any, is it better for teachers to not correct student errors?</p>	<p><i>Dans quelles circonstances, le cas échéant, vaut-il mieux que les enseignants ne corrigent pas les erreurs des élèves ?</i></p>
<p><b>Prompt 14:</b> What does the concept “proper French” mean to you? Where did you get these impressions while learning/using French?</p>	<p><i>À votre avis, qu'est-ce qu'est un &lt; bon français &gt; ? D'où sont venues vos impressions d'un &lt; bon français &gt; lors de votre propre apprentissage de la langue?</i></p>

## OPSBA Writing Assessment Rubric

Written Language skills specifically important in FSL teaching

*Note: in all cases, the sample of written language is what's being assessed, not the content of the applicant's answer.*

EVALUATION CRITERIA	LEVEL 1 THE WRITING SAMPLE SHOWS:	LEVEL 2 THE WRITING SAMPLE SHOWS:	LEVEL 3 THE WRITING SAMPLE SHOWS:	LEVEL 4 THE WRITING SAMPLE SHOWS:
<b>Writing for Meaning</b> <ul style="list-style-type: none"> <li>• structure</li> <li>• cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• The central idea is difficult to identify.</li> <li>• Relevant supporting ideas/examples are minimal.</li> <li>• Transition word are minimal or simplistic, (e.g., et, or parce que), lack of cohesion; ideas poorly connected.</li> <li>• Sentences are not organized to lead to a logical/meaningful conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• The central idea is evident.</li> <li>• Supporting ideas/examples are sometimes included but may not be obviously relevant to the central idea.</li> <li>• Greater range of transition words that connect sentences logically (e.g., donc, cependant).</li> <li>• Sentences are usually organized such that meaning is constructed step by step leading to a reasonable conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• The central idea is stated clearly, including the writer's position.</li> <li>• Supporting ideas are arranged logically, examples are used strategically to further clarify the ideas presented.</li> <li>• Transitions create flow by allowing the reader to reasonably anticipate what is written next.</li> <li>• Sentences are organized such that meaning is constructed step by step and intentionally leads to a logical conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoughtful attention to the clarity of the writer's central idea/position, sufficient supporting details, and logical conclusion.</li> <li>• The reader is readily able to understand the writer's explicit and implicit meaning(s).</li> </ul>



Evidence

EVALUATION CRITERIA	LEVEL 1 THE WRITING SAMPLE SHOWS:	LEVEL 2 THE WRITING SAMPLE SHOWS:	LEVEL 3 THE WRITING SAMPLE SHOWS:	LEVEL 4 THE WRITING SAMPLE SHOWS:
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>accuracy</li> <li>breadth</li> <li>facilitates communication</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary range is limited and/or inaccurate and affects overall message.</li> <li>Reliance on over-simplified substitutions (e.g., “un livre vs. un cahier” and/or <i>anglicismes</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Range of vocabulary is sufficient for the writer to communicate an overall message, but some inefficiencies are noticed (e.g., “la personne qui nettoie l'école” instead of “la concierge”).</li> <li>There is periodic use of, but not reliance on, over-simplified substitutions and/or <i>anglicismes</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Range of vocabulary allows the writer to concisely communicate a detailed message with few noticeable inaccuracies.</li> <li>There is minimal use of over-simplified substitutions and/or <i>anglicismes</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of vocabulary allows the writer to communicate a nuanced message with consistent use of “le mot juste”.</li> </ul>
<div data-bbox="107 894 155 938" data-label="Image"></div> <p data-bbox="107 964 210 990">Evidence</p>				

EVALUATION CRITERIA	LEVEL 1 THE WRITING SAMPLE SHOWS:	LEVEL 2 THE WRITING SAMPLE SHOWS:	LEVEL 3 THE WRITING SAMPLE SHOWS:	LEVEL 4 THE WRITING SAMPLE SHOWS:
<p><b>Knowledge and use of French written grammar</b></p> <ul style="list-style-type: none"> <li>• verb conjugation</li> <li>• gender agreements</li> <li>• prepositions</li> <li>• pronoun use</li> </ul>	<ul style="list-style-type: none"> <li>• The number and range of inaccuracies distracts and/or confuses the reader.</li> <li>• Errors in verb conjugation occur in commonly used verb tenses (e.g., present, passe compose) and indicate the writer does not have a strong grasp of verb conjugation rules (e.g., tu va à l'école or je suis fini mon travail).</li> <li>• Obvious errors with correct use of prepositions forms (e.g., au vs. aux) and appropriate pronouns (mon soeur, je le parle).</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent application of written grammar rules related to verb conjugation, gender agreements (e.g., subject –verb; noun–adjective), accurate use of prepositions (à vs. dans; pour vs. pendant), pronoun placement (je lui ai dit).</li> <li>• Grammar often reflects inaccuracies due to literal translation from English, (e.g., je suis faim; j'ai donné mon crayon à toi).</li> <li>• Shows the writer's grammatical knowledge is secure in some contexts (e.g., verb conjugation with present tense, passe compose, future simple), but not all (noun–adjective agreements).</li> <li>• Simple grammar structures (e.g., subject–verb–object, lack of dependent clauses) usually used. Errors sometimes cause misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent application of most written grammar rules related to verb conjugation, gender agreements (e.g., subject –verb; noun–adjective), accurate use of prepositions, pronoun placement. Some inaccuracies may still exist with gendered nouns–adjectives (l'eau est chaud).</li> <li>• Minimal evidence of errors due to literal translation from English.</li> <li>• Shows the writer's grammatical knowledge is secure in most contexts (e.g., verb conjugation with le conditionnel, le subjonctif).</li> <li>• Shows a range of grammatical structures (e.g., use of dependent clauses, prepositional phrases, compound sentences, inverted question forms). Shows a wide range of verb tenses appropriate to specific contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Very few grammatical inaccuracies; shows the writer's grammatical knowledge is strong.</li> <li>• The grammatical choices the writer makes show attention to nuance that enhances meaning.</li> </ul>



Evidence

Adapted from *Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) A Manual*. (2009) Language Policy Division, Strasbourg. Available at [www.coe.int/lang](http://www.coe.int/lang)

## OPSBA Writing Assessment Rubric

Habiletés d'écriture important en enseignement du français langue seconde

À noter: Dans chaque cas, la qualité du français écrit est sujette à l'évaluation et non le contenu pédagogique de la réponse.

CRITÈRE D'ÉVALUATION	NIVEAU 1 L'ÉCHANTILLON DE TEXTE DÉMONTRE :	NIVEAU 2 L'ÉCHANTILLON DE TEXTE DÉMONTRE :	NIVEAU 3 L'ÉCHANTILLON DE TEXTE DÉMONTRE :	NIVEAU 4 L'ÉCHANTILLON DE TEXTE DÉMONTRE :
<b>Le sens du texte</b> <ul style="list-style-type: none"> <li>• structure</li> <li>• cohésion</li> </ul>	<ul style="list-style-type: none"> <li>• Une idée centrale difficile à identifier.</li> <li>• Peu d'exemples ou de preuves à l'appui sont fournis.</li> <li>• Les mots de transitions sont simples (p. ex. : et, ou parce que), manque de cohésion, les idées ne sont pas bien liés.</li> <li>• Les phrases ne sont pas organisées de manière logique et ne permettent pas une compréhension judicieuse du texte.</li> </ul>	<ul style="list-style-type: none"> <li>• Une idée centrale évidente.</li> <li>• Quelques exemples et preuves à l'appui sont fournis, mais ne sont pas toujours en lien avec l'idée centrale.</li> <li>• Plusieurs mots de transitions assurent la cohésion du texte (p. ex. : donc, cependant).</li> <li>• Les phrases sont organisées de manière logique, permettant une compréhension judicieuse du texte.</li> </ul>	<ul style="list-style-type: none"> <li>• Une idée centrale clairement formulée y inclut la position de l'auteur.</li> <li>• Des idées et preuves à l'appui sont fournies et insérées dans le texte de manière logique, permettant une compréhension facile du texte.</li> <li>• Les mots de transitions choisis permettent au lecteur d'anticiper ce qui suit dans le texte.</li> <li>• Les phrases sont organisées de manière logique, permettant une compréhension judicieuse du texte.</li> </ul>	<ul style="list-style-type: none"> <li>• Une idée centrale est formulée soigneusement et la position de l'auteur est claire. Il y a amplement de détails à l'appui et les arguments suivent un ordre logique.</li> <li>• Le lecteur peut facilement comprendre les messages explicites et implicites que partage l'auteur.</li> </ul>



Preuves

CRITÈRE D'ÉVALUATION	NIVEAU 1 L'ÉCHANTILLON DE TEXTE DÉMONTRE :	NIVEAU 2 L'ÉCHANTILLON DE TEXTE DÉMONTRE :	NIVEAU 3 L'ÉCHANTILLON DE TEXTE DÉMONTRE :	NIVEAU 4 L'ÉCHANTILLON DE TEXTE DÉMONTRE :
<p><b>Vocabulaire</b></p> <ul style="list-style-type: none"> <li>• cohérence</li> <li>• étendue</li> <li>• facilite la communication</li> </ul>	<ul style="list-style-type: none"> <li>• L'étendue du vocabulaire est limitée et/ou manque de précision; influe sur la compréhension du message de l'auteur.</li> <li>• Le vocabulaire est trop simple et manque de cohérence (p. ex. : un livre v. un cahier et/ou contient plusieurs <i>anglicismes</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• L'étendue du vocabulaire permet à l'auteur de communiquer un message général, mais quelques inefficacités sont présentes (p. ex. : &lt; la personne qui nettoie l'école &gt; au lieu de &lt; la concierge &gt;)</li> <li>• Le vocabulaire contient quelques exemples de formules simples et/ou d'anglicismes, mais ceci ne nuit pas à la compréhension du lecteur.</li> </ul>	<ul style="list-style-type: none"> <li>• L'étendue du vocabulaire permet à l'auteur de communiquer un message précis et détaillé avec peu d'inexactitudes.</li> <li>• Le vocabulaire contient très peu de formules simples et/ou d'anglicismes.</li> </ul>	<ul style="list-style-type: none"> <li>• L'étendue du vocabulaire permet à l'auteur de communiquer un message précis en faisant l'emploi du <i>mot juste</i> de façon cohérente.</li> </ul>
<div data-bbox="107 769 155 813" data-label="Image"></div> <p data-bbox="107 837 197 862">Preuves</p>				



CRITÈRE D'ÉVALUATION	NIVEAU 1 L'ÉCHANTILLON DE TEXTE DÉMONTRE :	NIVEAU 2 L'ÉCHANTILLON DE TEXTE DÉMONTRE :	NIVEAU 3 L'ÉCHANTILLON DE TEXTE DÉMONTRE :	NIVEAU 4 L'ÉCHANTILLON DE TEXTE DÉMONTRE :
<p><b>Connaissances et emploi des notions grammaticales</b></p> <ul style="list-style-type: none"> <li>• conjugaisons</li> <li>• accord du genre et du nombre</li> <li>• prépositions</li> <li>• pronoms</li> </ul>	<ul style="list-style-type: none"> <li>• La quantité et la sévérité des erreurs et/ou inexactitudes nuisent à la compréhension du lecteur.</li> <li>• Les erreurs de conjugaison surviennent dans les temps de base (p. ex. : le présent, le passé composé) et indique un manque de connaissances chez l'auteur (p. ex. : tu va à l'école ou je suis fini mon travail).</li> <li>• Les erreurs de prépositions sont évidentes (p. ex. : au vs à le) ainsi que les erreurs de pronoms (p. ex. : mon sœur, je le parle).</li> </ul>	<ul style="list-style-type: none"> <li>• Manque de cohérence dans la mise en pratique des règles de conjugaison, d'accord du genre et du nombre (p. ex. : concordance sujet- verbe; nom- adjectif), des prépositions (à v. dans; pour v. pendant) et de l'emploi du pronom (p. ex. : je lui parle).</li> <li>• Les erreurs de grammaire surviennent en raison de traduction directe de l'anglais (p. ex. : je suis faim; j'ai donné mon crayon à toi).</li> <li>• Les erreurs démontrent que l'auteur maîtrise quelques notions grammaticales (p. ex. : conjugaison au présent, passé composé, etc.), mais éprouve encore des difficultés avec certaines notions (p. ex. : l'accord du genre/nombre).</li> <li>• La structure grammaticale (p. ex. : sujet- verbe- objet, peu de compléments directs/indirects) est simple. Les erreurs causent parfois un manque de compréhension.</li> </ul>	<ul style="list-style-type: none"> <li>• Les règles grammaticales liées à la conjugaison, l'accord du genre et du nombre, la position du pronom et l'emploi de la préposition sont bien compris. Quelques erreurs surviennent encore, mais surtout lors de l'accord de noms communs (p. ex. : l'eau est chaud).</li> <li>• Peu d'erreurs en lien avec la traduction directe de l'anglais.</li> <li>• Le texte démontre que l'auteur maîtrise plusieurs notions grammaticales (p. ex. : le subjonctif, les accords au conditionnel, etc.).</li> <li>• L'auteur fait appel à plusieurs structures grammaticales (p. ex. : l'emploi du complément direct, phrases prépositionnelles, phrases composées). Le texte contient une variété de temps de verbes appropriés au contexte.</li> </ul>	<ul style="list-style-type: none"> <li>• Le texte contient peu très peu d'erreurs et démontre une maîtrise des notions grammaticales.</li> <li>• Les choix grammaticaux permettent de transmettre un message clair et précis.</li> </ul>



Preuves

## OPSBA Writing Assessment Prompts

### WRITING PROMPTS

#### Prompt 1 – Describing

- Describe a teacher you've had in the past who influenced your decision to pursue teaching. How would you want your future students to describe you?
- Describe a situation in your previous teaching that turned out differently than you'd expected. What did you learn from this?

#### Prompt 2 – Comparing and Contrasting

- Compare and contrast your experiences with online learning vs. your experiences with in-person learning.
- Compare and contrast understanding French on the radio with understanding a French-speaker in person.

#### Prompt 3 – Explaining

- Does collaboration between students help them learn French? Explain why or why not.
- How would you explain to students the value of learning French?

#### Prompt 4 – Summarizing

- How would you summarize the goals/expectations of the FSL program you're most familiar with (e.g., Core, Immersion) to a parent?
- How would you summarize the behaviour expectations of students in your classroom?

#### Prompt 5 – Persuading

- Imagine you have a friend who is undecided about whether to become a teacher. What might you say to persuade them to do it?
- How would you persuade students to continue studying French at school?

### INVITES À L'ÉCRIT

#### Invite 1 – Décrire

- *Décrivez un enseignant que vous avez eu dans le passé qui a influencé votre décision de devenir enseignant. Comment aimeriez-vous que vos futurs élèves vous décrivent?*
- *Décrivez une situation qui s'est déroulée différemment que prévue lors de vos expériences antérieures en enseignement. Qu'avez-vous appris de ceci?*

#### Invite 2 – La comparaison et le contraste

- *Faites une comparaison de vos expériences en enseignement virtuel et en présentiel. Quelles sont les similarités et les différences?*
- *D'après vous, que sont les similarités et les différences entre comprendre le français à la radio et comprendre le français lors d'une conversation?*

#### Invite 3 – Expliquer

- *Est-ce que la collaboration permet aux élèves de mieux apprendre le français? Expliquer votre réponse.*
- *Comment expliqueriez-vous à vos élèves la valeur d'apprendre le français?*

#### Invite 4 – Résumer

- *Comment résumeriez-vous les buts/attentes du programme de français langue seconde avec lequel vous êtes le plus à l'aise (p. ex. : français-cadre, immersion) à un parent?*
- *Comment résumeriez-vous les attentes comportementales attendues des élèves dans votre salle de classe?*

#### Invite 5 – Convaincre

- *Imaginez que vous avez un ami qui n'est pas certain de vouloir devenir enseignant. Que lui diriez-vous pour le convaincre?*
- *Comment allez-vous convaincre vos élèves de continuer leurs apprentissages de la langue française à l'école?*

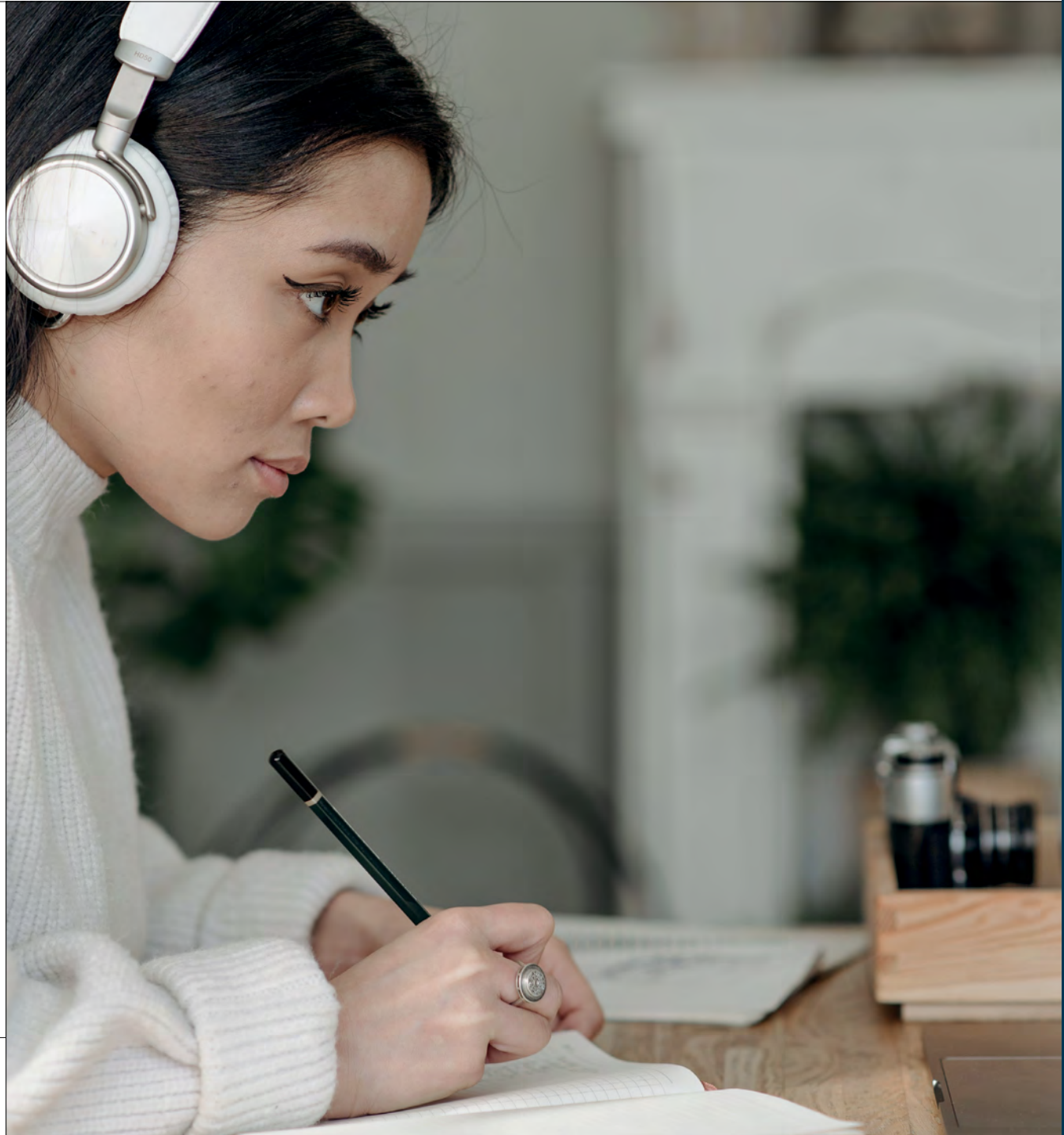
See also :

Figueras, N., North, B., Takala, S., Verhelst, N., & Van Avermaet, P. (2005). Relating examinations to the Common European Framework: a manual. *Language Testing*, 22(3), 261–279. <https://doi.org/10.1191/O265532205lt3O8oa>

Modern Languages Council/Conseil des langues modernes (2014). [http://omlta.org/wp-content/uploads/MLC/Instructional\\_Strategies\\_FINAL.pdf](http://omlta.org/wp-content/uploads/MLC/Instructional_Strategies_FINAL.pdf)

### Cloze Tests as Assessments of Writing

Cloze tests have long been associated with written language proficiency and shown to correlate significantly with standardized measures of writing.<sup>12</sup> Cloze exercises are created when certain words, word parts, or phrases are removed from a text, and the test-taker required to re-insert the missing parts. Cloze tests can be used to assess overall writing proficiency by requiring test-takers to replace elements previously removed from the text (e.g., word endings to show agreement; articles to show knowledge of gendered nouns; verbs to show vocabulary accuracy), or to show specific writing skills (e.g., removing all nouns to indicate vocabulary knowledge). Depending on the purpose of the assessment, Cloze exercises can be constructed to require specific replacement words/phrases, can provide test-takers with word replacement options (multiple choice), or can be open-ended where the test-taker is required to insert acceptable words/phrases that may differ from the original text but maintain its relative meaning. Moreover, the same Cloze text can be used multiple times by identifying different deletions for different purposes, and can be easily adapted for online use.



12 Chung, E. S., & Ahn, S. (2019). *Examining Cloze Tests as a Measure of Linguistic Complexity in L2 Writing*. Language Education Institute, Seoul National University. <https://doi.org/10.30961/lr.2019.55.3.627>

Based on the original research for this Toolkit, Cloze tests were not identified in Table 1 as a common assessment tool. However, their capacity to assess second language writing proficiency has prompted their inclusion here. Below are some guidelines when using Cloze exercises to assess writing.

1. Determine the range of writing skills you want to assess, e.g., vocabulary knowledge, grammatical accuracy, transition words, etc.
2. Select a text that is a reasonable reading level — texts that are either too easy or too difficult will not yield a meaningful measure of writing proficiency when test-takers re-insert words/phrases. Texts about current affairs are more accessible to a broader range of applicants than technical or literary texts.
3. Once words/phrases are removed to match the skills to be assessed, determine the response format: is the test-taker expected to replace the missing word with the original word from the text? Are reasonable substitutions allowed? Is the format multiple-choice using pre-determined replacement options; if yes, which options are being provided?

Below is a sample Cloze text with potential deletions (underlined) to assess vocabulary and grammatical knowledge.

**Instructions:** In the blank spaces, insert a word or words appropriate to the context.

### Quels principes généraux a-t-on besoin de connaître?<sup>13</sup>

Par Nadine de Moras

*Un des principes de l'immersion est que les enfants apprennent la langue en l'utilisant (Bajard & Frosst, 2004). Netten (2007, p. 31) souligne les avantages de l'immersion précoce pour la prononciation. Toutefois, la prononciation des apprenants peut être améliorée. Contrairement à l'acquisition d'une langue en milieu naturel, l'acquisition de la prononciation en classe d'immersion permet rarement d'obtenir un niveau natif (Harada, 2006), car l'input et la pratique de la langue ne sont pas aussi intensifs qu'en L1 (langue maternelle). En outre, Lightbown et Spada (2006, p. 193) mentionnent que les élèves d'immersion ne font pas toujours des progrès dans les domaines qui n'entravent pas la compréhension et la communication. De plus, l'anglais a un impact négligeable sur la prononciation du français.*

*En L2 (langue seconde), une prononciation fautive peut entraver la compréhension, surtout s'il y a plusieurs erreurs dans une même phrase. Un accent marqué donne l'impression que les apprenants maîtrisent mal la langue et réduit leur confiance en eux. Enfin, une prononciation erronée entrave la compréhension orale. Les apprenants ne comprennent pas toujours les mots prononcés (comme les natifs) différemment de leur prononciation (non native), notamment quand les consonnes finales sont enchainées ou les e caducs non prononcés, et ce, même avec des mots familiers (Stridfeldt, 2005). Même si la prononciation joue un rôle majeur dans l'apprentissage d'une langue, et que les cours de prononciation aident les apprenants à s'améliorer (Thomson & Derwing, 2015), ceux-ci ont rarement la place qu'ils méritent.*

<sup>13</sup> Published in 2022, *Journal de l'immersion*, Association Canadienne des professionnels de l'immersion. Available to members at <https://membre.acpi.ca/article/2022-lenseignement-de-la-prononciation-du-francais-en-immersion/>



## Summary

### French–Language Proficiency Assessment for French as a Second Language Teaching — A Toolkit and Resource Guide

Determining the level of proficiency needed for effective second language teaching is not straightforward<sup>14</sup>, yet the importance of oral language proficiency in FSL teaching seems self-evident. As Sullivan<sup>15</sup> contends, “all can agree that the French teacher who cannot speak French will not be a successful teacher of French” (p. 241). These claims have contributed to the prevalence of French proficiency assessment of potential FSL teachers by faculties of education and school districts across Canada.

A body of research also points to French proficiency as a factor in FSL teacher retention<sup>16</sup>. More specifically, FSL teachers whose French proficiency compromises their ability to teach FSL effectively may be inclined to seek teaching opportunities outside FSL, inadvertently contributing to the FSL teacher shortage issue.

This Toolkit has been developed with two key factors in mind: that proficiency assessments must be reliable and valid in order to support defensible decision-making; and that high-quality assessments can provide faculties of education and school districts with strategic starting points for supporting language development opportunities for teacher candidates and newly hired teachers.

14 Faez, F., Karas, M., & Uchihara, T. (2019). Connecting language proficiency to teaching ability: A meta-analysis. *Language Teaching Research*. September 2019. doi:10.1177/1362168819868667

15 Sullivan, J. H. (2011). Taking charge: Teacher candidates' preparation for the oral proficiency interview. *Foreign Language Annals*, 44, 241–257.

16 Chambless, K. (2012). Teachers' Oral Proficiency in the Target Language: Research on Its Role in Language Teaching and Learning. *Foreign Language Annals*, 45(1), 141–162.

# Appendix I: Training Plan for Evaluators — Courtesy of Durham District School Board



## Entraînement des évaluateurs et évaluatrices linguistiques / Training of Language Assessors

Plateforme utilisée: RIVs (Online interview platform [interviewstream.com](https://interviewstream.com))

### TRAINING PLAN FOR EVALUATORS

<b>Ressources</b>	<ul style="list-style-type: none"> <li>• Rubrique pour évaluer la production orale</li> <li>• Rubrique pour évaluer la production écrite</li> <li>• Tableau Excel pour entrer les données</li> <li>• Liste des questions posées aux candidat-es via la plateforme numérique RIVs (enregistrement, vidéo paragraphes)</li> <li>• Accès à la plateforme RIVs</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric to assess oral production</li> <li>• Rubric to assess written production</li> <li>• Excel spreadsheet to enter data</li> <li>• List of questions asked to candidates via the digital platform RIVs (video recording, paragraphs)</li> <li>• Access to the RIVs platform</li> </ul>
<b>Resources</b>		

### INTRODUCTION

<b>Préparation à la session d'entraînement</b>	<ul style="list-style-type: none"> <li>• Envoyez aux évaluateurs/évaluatrices linguistiques la liste de ressources quelques jours la rencontre.</li> <li>• Choisissez au moins trois tests de compétences linguistiques qui ont déjà été évalués et qui seront utilisés lors de l'entraînement (démontrant différents niveaux de rendement).</li> <li>• Déterminez le type de rencontres pour l'entraînement (en présentiel ou virtuel).</li> </ul>	<ul style="list-style-type: none"> <li>• Send the language assessors the list of resources a few days prior to the meeting.</li> <li>• Choose at least three language proficiency tests that have already been assessed and that can be used for the training (different levels of achievement).</li> <li>• Determine the type of meetings for training (face-to-face or virtual).</li> </ul>
<b>Preparing for the training session</b>		

### ENTRAÎNEMENT/TRAINING

<b>Découvrir le test</b>	<ul style="list-style-type: none"> <li>• Assurez-vous que les évaluateurs/évaluatrices linguistiques ont bien en main toutes les ressources nécessaires pour participer dans la session.</li> <li>• Expliquez comment les évaluateurs/évaluatrices linguistiques seront informées de la réception d'un test à évaluer (ex. <i>Courriel contenant un hyperlien</i>). Montrez-leur un exemple.</li> <li>• Utilisez un exemple d'un test complété pour offrir un aperçu général de ce qui est offert sur la plateforme (<i>productions orale et écrite du test, notes générales, section commentaire, soumission du test complété, etc.</i>).</li> <li>• Soulignez comment chaque section du test est évaluée (ex. <i>Une note générale 1-5 est donnée par section</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure language assessors have all the necessary resources to participate in the session.</li> <li>• Explain how the language assessors will be notified when they receive a test to assess (e.g., <i>email containing a hyperlink</i>). Show an example.</li> <li>• Use an example of a completed test to provide a general overview of the content on the platform (<i>oral and written productions of the test, general notes, comment section, submission of the completed test, etc.</i>).</li> <li>• Highlight how each section of the test is rated (e.g., <i>an overall 1-5 mark is given per section</i>).</li> </ul>
<b>Exploring the test</b>		
<b>Examiner les ressources</b>	<ul style="list-style-type: none"> <li>• En utilisant les questions du test comme référence, examinez tous les critères des deux rubriques (<i>ressortir l'importance des mots-clés comme guide</i>).</li> <li>• Examinez le Tableau Excel et expliquez comment entrer les données.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the test questions as a reference, examine the criteria of the two rubrics (<i>emphasize the importance of the keywords as a guide</i>).</li> <li>• Review the Excel Table and explain how to enter the data.</li> </ul>
<b>Reviewing the use of resources</b>		

## ENTRAÎNEMENT/TRAINING

### Pratiquer à évaluer les tests

### Practicing assessing the tests

Exemple d'un test à évaluer :

**Production écrite** (2 sections) et **Production orale** (3 sections) :

- Lisez ensemble le premier paragraphe/Écoutez la première vidéo du test et en utilisant les critères de la rubrique, déterminez le niveau de rendement de chacun.
- Entrez les données dans le Tableau *Excel*.
- Déterminez la note 'générale' pour la section et entrez celle-ci (1-5) à l'intérieur du test dans la section appropriée.
- Répétez les mêmes étapes pour évaluer les autres sections de la production orale et écrite.
- Répétez à nouveau les étapes en utilisant deux autres tests linguistiques.

Example of a test to be evaluated:

**Written production** (2 sections) and **Oral production** (3 sections):

- Read together the first paragraph/Listen to the first video of the test and using the criteria of the rubric, determine the level of performance of each.
- Enter the data in the *Excel* Table.
- Determine the 'overall' mark for the section and enter this (1-5) inside the test in the appropriate section.
- Repeat the same steps to assess the other sections of oral and written production.
- Repeat the steps again using two more language tests.

### Compléter les sections 'commentaires' et 'notes générales'

### Completing the 'comments' and 'general notes' sections

**La section 'commentaires' :**

- Dans la boîte, indiquez les forces et, au besoin, les faiblesses de la/du candidat-e en utilisant les critères comme guide.
- Faites une recommandation au sujet du programme de FLS qui serait mieux adapté aux compétences linguistiques de l'enseignante.
  - » Une note de 60% permet à un-e candidate d'enseigner dans le programme de base.
  - » Une note de 70% et plus permet à un-e candidate d'enseigner dans le programme d'immersion.
- Si la/le candidat-e échoue le test, insérez aussi de la rétroaction qui pourrait être partagée avec la/le candidat-e par la suite (voir la section 'Rétroaction à offrir aux candidates').

**La section 'Aperçu général du test' :**

- Cette section contient quatre catégories : *compréhension, organisation, vocabulaire et fluidité*.
- En considérant la vue d'ensemble du test, choisissez le niveau (1-5) qui représente le mieux le niveau de rendement de la/du candidate pour chaque critère.
- Lorsqu'il existe un grand écart de rendement entre la section orale et la section écrite du test, utilisez la section orale pour déterminer le niveau de rendement des quatre catégories de cette section.

**The 'comments' section:**

- In the box, indicate the strengths and, if necessary, the weaknesses of the candidate using the criteria as a guide.
- Make a recommendation about the FSL program that would best suit the language skills of the teacher.
  - » A mark of 60% allows a candidate to teach in the Core French program.
  - » A mark of 70% or more allows a candidate to teach in the immersion program.
- If the candidate fails the test, also insert feedback that could be shared with the candidate later (see section 'Feedback to offer candidates').



**The section 'Overview of the Test' :**

- This section contains four categories: *comprehension, organization, vocabulary and fluency*.
- Considering the overview of the test, choose the level (1-5) that best represents the candidate's level of performance for each criteria.
- When there is a large performance gap between the oral section and the written section of the test, use the oral section to determine the level of performance in the four categories of that section.

### Soumettre le test



### Submitting test

- Indiquez si la/le candidat-e a passé ou échoué le test de compétences linguistiques en sélectionnant l'emoji approprié :

**Pouce levé**  ou **Pouce baissé** 

- Pour soumettre le test, pressez sur le bouton 'submit'.

- Indicate whether the candidate passed or failed the language proficiency test by selecting the appropriate emoji:

**Thumbs up**  or **Thumbs down** 

- Click on the button 'submit' as the last step.



**INFORMATIONS SUPPLÉMENTAIRES/ADDITIONAL INFORMATION**

\* Notez bien que la/le candidate a quelques jours pour compléter le test

\* Please note that the candidate has a few days to complete the test

**Sur la rétroaction à offrir aux candidates**
**On the feedback to offer candidates**

- Insérez dans la boîte '*commentaires*' votre *rétroaction* aux candidates qui ont échoué le test.
- En utilisant les critères des rubriques de la production orale et écrite, indiquez les compétences linguistiques qui ont été bien démontrées par la/le candidate et surlignez les compétences qui devraient être approfondies.
- Suggérez des stratégies, des ressources ou des conseils pour y arriver.

- Insert in the '*comments*' box your feedback to candidates who were unsuccessful.
- Using the criteria from the oral and written production rubrics, indicate the language skills that have been well demonstrated by the candidate and highlight the skills that should be further developed.
- Suggest strategies, resources, or tips to the candidates.

**Sur les notes et le poids entre les sections**
**On the marks and the weight between the sections**

- La note la plus fréquente par rubrique détermine la note finale pour la section *vidéo ou paragraphe*.
  - La production orale a plus de poids sur la note finale (doit avoir un minimum d'un niveau 3 pour passer le test).
- \* Si une section du test n'a pas été complétée et que l'évaluateur/évaluatrice possède assez d'information pour déterminer le niveau de rendement de la/du candidate, une recommandation peut être donnée en indiquant cependant qu'une section du test était absente.

- The most frequent rating per rubric determines the overall rating for the section (*video or paragraph*).
  - Oral production has more weight on the final mark (must have a minimum of a level 3 to pass the test).
- \* If a section of the test has not been completed and the evaluator has enough information to determine the level of performance of the candidate, a recommendation may be given indicating however that a section of the test was missing.

**Sur l'utilisation d'une application de traduction**
**On using a translation application**

- L'utilisation d'une application de traduction est inacceptable (*indiquez son utilisation dans la section des commentaires qui seront partagés avec le département et l'administration*).

- The use of a translation application is unacceptable (*indicate its use in the comments section which will be shared with the department and the administration*).

**Sur la possibilité de reprendre le test de compétences linguistiques**
**On the possibility of retaking the language proficiency test**

- Les candidates ayant reçu une note pour enseigner dans le programme de base et qui désirent reprendre le test afin d'enseigner dans le programme d'immersion devront en faire la demande à la personne-contact du département.
- Les candidates ayant échoué le test vont recevoir un courriel résumant quelques défis langagiers qui ont été relevés à l'intérieur du test ainsi que certaines recommandations afin de les aider à développer et à approfondir leur maîtrise de la langue française rétroaction tirée de la section '*commentaires*').

- Candidates who have received a mark to teach in the Core French program and who wish to take the test again in order to teach in the immersion program must submit a request to the department contact person.
- Unsuccessful candidates will receive an email summarizing some of the language challenges that were taken up within the test as well as recommendations to help them develop and deepen their mastery of the French language (feedback from the '*comment*' section).

# Appendix II: Samples of Speaking Assessments






## Sample 1. Speaking Assessment — Courtesy of the Upper Canada District School Board


### Expression Orale

Candidate Name: \_\_\_\_\_

Date of Assessment (DD/MM/YYYY): \_\_\_\_\_

Assessor(s) Name(s): \_\_\_\_\_

	LEVEL 1: UNACCEPTABLE	LEVEL 2: APPROACHING	LEVEL 3: ACCEPTABLE	LEVEL 4: EXCEEDS EXPECTATIONS
<b>Communication of Information and Ideas</b>	Communicates ideas with limited clarity.	Communicates ideas with some degree of clarity.	Communicates ideas with considerable clarity.	Communicates ideas with a high degree of clarity.
 Notes supporting level				
<b>Quality of Language</b>	<ul style="list-style-type: none"> <li>• Uses vocabulary with a limited degree of accuracy.</li> <li>• Uses verb tense, and gender agreements with a limited degree of accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary with some degree of accuracy.</li> <li>• Uses verb tense, and gender agreements with some degree of accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary with a considerable degree of accuracy.</li> <li>• Uses verb tense, and gender agreement with considerable degree of accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary with a high degree of accuracy.</li> <li>• Uses verb tense, and gender agreement with a high degree of accuracy.</li> </ul>
 Notes supporting level				
<b>Elocution</b>	Skill of clear and expressive speech is limited.	Skill of clear and expressive speech is used with some degree of accuracy.	Skill of clear and expressive speech is used with considerable accuracy.	Skill of clear and expressive speech is used with a high degree of accuracy.
 Notes supporting level				

	LEVEL 1: UNACCEPTABLE	LEVEL 2: APPROACHING	LEVEL 3: ACCEPTABLE	LEVEL 4: EXCEEDS EXPECTATIONS
<b>Ease of Expression / Pace</b>	Lack of fluency is making it difficult to assess the candidate.	Converses with many hesitations.	Converses fluently with some hesitations.	Converses fluently with no hesitations.
 <p>Notes supporting level</p>				

**Summary:**

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**Overall Oral Level:**

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## Sample 2. Speaking Assessment — Courtesy of the Hamilton–Wentworth District School Board

### French Oral/Written Language Proficiency

Candidate Name: \_\_\_\_\_

Date of Assessment (DD/MM/YYYY): \_\_\_\_\_

	LEVEL 1: INADEQUATE	LEVEL 2: APPROACHING	LEVEL 3: CORE (J I S)	LEVEL 4: IMMERSION (P J I S)
<b>Pronunciation (oral only)</b>	<ul style="list-style-type: none"> <li>Makes many errors in pronunciation (e.g., r sound, u/ou, en/on...)</li> </ul>	<ul style="list-style-type: none"> <li>Makes some errors in pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Makes occasional errors in pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Makes few or no errors in pronunciation</li> </ul>
<b>Fluency &amp; intonation (oral only)</b>	<ul style="list-style-type: none"> <li>Often hesitant, uses fragmented speech, frequently pausing to search for words</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes hesitant, pauses, rephrases, searches for words</li> </ul>	<ul style="list-style-type: none"> <li>Rarely hesitant, speech disrupted at times in searching for correct word</li> </ul>	<ul style="list-style-type: none"> <li>Speaks with ease, spontaneously</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Uses limited vocabulary and may use English words</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple familiar vocabulary; may use English words; may misuse words</li> </ul>	<ul style="list-style-type: none"> <li>Uses a sufficient range of varied vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of appropriate and advanced vocabulary</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Poor use of grammar with many errors</li> </ul>	<ul style="list-style-type: none"> <li>Fair use of grammar, frequent errors</li> </ul>	<ul style="list-style-type: none"> <li>Good use of grammar, few errors</li> </ul>	<ul style="list-style-type: none"> <li>Excellent use of grammar, hardly any errors</li> </ul>
<b>Sentence structure</b>	<ul style="list-style-type: none"> <li>Communicates using few/simple /short sentences</li> <li>Uses limited French sentence structure (copying English or other language structure)</li> </ul>	<ul style="list-style-type: none"> <li>Communicates using some simple sentences/ searching for words (oral)</li> <li>Uses some French sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>Communicates using simple sentences, with relative ease (oral)</li> <li>Uses mainly French sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>Communicates using a range of simple and complex sentences</li> <li>Uses French sentence structure</li> </ul>

## Sample 3. Speaking Assessment — Courtesy of Durham District School Board

### Production Orale — 30 points

	1 ÉMERGENT	2 EN DÉVELOPPEMENT	3 (LE STANDARD) SUFFISANT	4 PRÉCIS	5 DÉTAILLÉ
<p><b>Capacité à présenter des faits</b> Peut se présenter en donnant plusieurs informations variées liées à l'enseignement avec des explications précises.</p>	<ul style="list-style-type: none"> <li>Se présente avec de <b>très simples</b> détails</li> </ul>	<ul style="list-style-type: none"> <li>Se présente avec de <b>brèves</b> explications sur son parcours</li> </ul>	<ul style="list-style-type: none"> <li>Se présente avec un montant <b>suffisant</b> d'exemples décrivant son parcours</li> </ul>	<ul style="list-style-type: none"> <li>Se présente avec plusieurs exemples qui décrivent son parcours avec <b>clarté</b> et <b>précision</b></li> </ul>	<ul style="list-style-type: none"> <li>Se présente avec une <b>variété</b> d'exemples <b>détaillés</b> pour offrir une description <b>approfondie</b> de son parcours</li> </ul>
<p><b>Capacité à exprimer sa pensée</b> Peut présenter et expliquer avec précision les points principaux d'une réflexion personnelle sur sa pratique pédagogique.  Peut présenter un point de vue et l'appuyer avec des exemples pertinents.  Exemples:  <ul style="list-style-type: none"> <li>Interaction orale entre élèves</li> <li>Conversations spontanées</li> </ul> </p>	<ul style="list-style-type: none"> <li>Partage de façon <b>très simple</b> des idées peu liées à sa pratique pédagogique</li> <li>Exprime de façon <b>très simple</b> son point de vue</li> </ul>	<ul style="list-style-type: none"> <li>Partage des idées <b>brèves</b> avec un lien <b>limité</b> à sa pratique pédagogique</li> <li>Exprime <b>brèvement</b> son point de vue avec un appui <b>limité</b></li> </ul>	<ul style="list-style-type: none"> <li>Explique un montant <b>suffisant</b> d'idées pour créer un lien avec sa pratique pédagogique</li> <li>Exprime et justifie <b>suffisamment</b> son point de vue avec de l'appui</li> </ul>	<ul style="list-style-type: none"> <li>Explique plusieurs idées <b>précises</b> pour créer un lien avec sa pratique pédagogique</li> <li>Exprime et justifie son point de vue avec <b>clarté</b> et <b>précision</b></li> </ul>	<ul style="list-style-type: none"> <li>Explique des idées et des descriptions <b>élaborées</b> d'expériences <b>variées</b> de sa pratique pédagogique</li> <li>Exprime et justifie de manière <b>approfondie</b> son point de vue avec des appuis <b>détaillés</b></li> </ul>
<p><b>Pour l'ensemble des 3 parties de l'épreuve:</b></p>					
<p><b>Étendue et maîtrise du vocabulaire</b> Montre une bonne maîtrise du vocabulaire nécessaire pour exprimer une pensée plus complexe.</p>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>très simple</b> qui nuit à la compréhension du message</li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>limité et répétitif</b> pour exprimer ses pensées</li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>suffisant</b> pour s'exprimer en évitant des répétitions</li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>précis</b> et varié pour s'exprimer avec <b>clarté</b></li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire riche et <b>élaboré</b> pour exprimer des idées complexes</li> </ul>

	1 ÉMERGENT	2 EN DÉVELOPPEMENT	3 (LE STANDARD) SUFFISANT	4 PRÉCIS	5 DÉTAILLÉ
<b>Morphosyntaxe</b> <ul style="list-style-type: none"> <li>Démontre un bon contrôle grammatical</li> <li>Accord en genre</li> <li>Choix des prépositions, pronoms</li> </ul>	<ul style="list-style-type: none"> <li>Démontre rarement un contrôle grammatical pour des structures <b>très simples</b> (ex. choix de verbes/ prépositions/ genre)</li> </ul>	<ul style="list-style-type: none"> <li>Démontre parfois un contrôle grammatical <b>limité</b> pour transmettre son message</li> </ul>	<ul style="list-style-type: none"> <li>Démontre un contrôle grammatical <b>suffisant</b> pour transmettre son message (ex. la plupart des accords en genre, le choix des prépositions et de pronoms sont corrects)</li> </ul>	<ul style="list-style-type: none"> <li>Démontre <b>fréquemment</b> un bon contrôle grammatical pour transmettre son message</li> </ul>	<ul style="list-style-type: none"> <li>Démontre une <b>maîtrise</b> grammaticale pour transmettre son message</li> </ul>
<b>Choix des formes, conjugaison</b> Fait preuve d'un bon contrôle et se sert du temps de verbe demandé selon le context.	<ul style="list-style-type: none"> <li>Utilise et conjugue <b>incorrectement</b> même des temps de verbes <b>très simples</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue les verbes associés au message de façon <b>limitée</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue correctement une variété <b>suffisante</b> de verbes pour transmettre son message</li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue <b>fréquemment</b> et avec peu d'erreurs une variété de verbes afin de transmettre un message <b>clair</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue <b>toujours</b> sans faire aucune erreur une variété de verbes afin de transmettre un message <b>détaillé</b></li> </ul>
<b>Prononciation et fluidité</b> <ul style="list-style-type: none"> <li>La prononciation est claire et intelligible.</li> <li>Peut s'exprimer avec fluidité.</li> </ul>	<ul style="list-style-type: none"> <li>Démontre souvent une prononciation <b>incorrecte</b> qui nuit à la compréhension du message</li> <li>Peut s'exprimer <b>simplement</b> et avec difficulté</li> </ul>	<ul style="list-style-type: none"> <li>Démontre de façon <b>limitée</b> une prononciation correcte qui affecte parfois la compréhension du message</li> <li>Peut s'exprimer avec une aisance <b>limitée</b> malgré quelques problèmes de formulation</li> </ul>	<ul style="list-style-type: none"> <li>Démontre une prononciation <b>suffisamment</b> correcte pour ne pas affecter la compréhension du message</li> <li>Peut s'exprimer avec un degré <b>suffisant</b> d'aisance</li> </ul>	<ul style="list-style-type: none"> <li>Démontre une prononciation <b>précise</b> qui n'affecte pas la compréhension du message</li> <li>Peut <b>fréquemment</b> s'exprimer dans un discours fluide</li> </ul>	<ul style="list-style-type: none"> <li>Démontre une prononciation et intonation <b>toujours</b> naturelles</li> <li>Peut <b>toujours</b> s'exprimer avec aisance dans un discours fluide</li> </ul>

Le candidat DÉPASSE les exigences des compétences linguistiques : Oui \_\_\_\_\_

NOTE SUR \_\_\_\_\_ TOTAL : \_\_\_\_\_

## Sample 4. Speaking Assessment — Courtesy of Peel District School Board

### Revised French Oral Language Proficiency Descriptors

Candidate Name: \_\_\_\_\_

Interview Team: \_\_\_\_\_

Date of Assessment (DD/MM/YYYY): \_\_\_\_\_

	LEVEL 1: NOT RECOMMENDED	LEVEL 2: CORE FRENCH	LEVEL 3: FRENCH IMMERSION
<p><b>COMPREHENSION</b> Rated on degree of understanding of the questions being asked</p>	<ul style="list-style-type: none"> <li>• Peut comprendre des noms familiers, des mots et des phrases très simples.</li> <li>• Peut répondre aux questions posées avec un degré de compréhension très moyen.</li> </ul> <p><i>(Understands familiar words and simple sentences and responds with limited comprehension)</i></p>	<ul style="list-style-type: none"> <li>• Peut comprendre des questions orales et intégrer des informations particulières dans des réponses.</li> <li>• Peut répondre à la majorité des questions posées en se basant sur les sujets.</li> </ul> <p><i>(Understands oral questions and includes relevant information in the responses for the majority of questions)</i></p>	<ul style="list-style-type: none"> <li>• Peut comprendre des questions orales rédigées essentiellement dans une langue courante ou relative à son travail.</li> <li>• Peut répondre aux questions posées avec suffisamment de clarté et de précision, à l'aide des détails et des exemples pertinents.</li> </ul> <p><i>(Understands questions and responds with sufficient clarity, including details and description)</i></p>
<p><b>COMMUNICATION</b> Rated on degree of clarity and efficacy of communication.</p>	<ul style="list-style-type: none"> <li>• Peut utiliser des expressions et des phrases simples pour parler essentiellement de sujets familiers.</li> <li>• Peut communiquer de façon simple mais peu claire, en situation d'interaction directe ou enregistrée.</li> </ul> <p><i>(Uses simple expressions and sentences to respond to questions. Communication is simple but not clear)</i></p>	<ul style="list-style-type: none"> <li>• Peut utiliser une série de phrases ou d'expressions pour parler en termes simples de soi-même et d'autres gens, sa formation et son activité professionnelle actuelle ou récente.</li> <li>• Peut communiquer avec un niveau satisfaisant de clarté et d'efficacité, en utilisant les usages de base ou les formes quotidiennes de politesse et de courtoisie.</li> </ul> <p><i>(Uses expressions and phrases to talk about themselves and their experiences with a degree of clarity, using appropriate social language conventions)</i></p>	<ul style="list-style-type: none"> <li>• Peut s'exprimer de manière simple afin de raconter des expériences et des événements, ses habiletés, ses rêves, ses espoirs ou ses buts.</li> <li>• Peut brièvement donner les raisons et explications de ses opinions ou projets, de façon assez claire et efficace et en utilisant les conventions sociolinguistiques appropriées.</li> </ul> <p><i>(Communicates fluently about personal experiences, events, skills, dreams and hopes. Provides reasoning and proof to support opinions using appropriate language conventions)</i></p>



	LEVEL 1: NOT RECOMMENDED	LEVEL 2: CORE FRENCH	LEVEL 3: FRENCH IMMERSION
<p><b>FLUENCY AND SPONTANEITY</b> Rated on degree of clarity, expressiveness and speaker hesitation.</p>	<ul style="list-style-type: none"> <li>Peut interagir de façon simple, mais la communication est ponctuée de nombreuses hésitations et dépend totalement de la répétition avec un débit lent, de la reformulation et des corrections.</li> </ul> <p><i>(Speaks with frequent hesitation and errors)</i></p>	<ul style="list-style-type: none"> <li>Peut interagir avec une aisance et une spontanéité raisonnable dans des situations bien structurées et avec quelques hésitations et des pauses plus ou moins fréquentes.</li> </ul> <p><i>(Speaks with some hesitation that does not interfere with communication of ideas and thoughts)</i></p>	<ul style="list-style-type: none"> <li>Peut fournir/ élaborer sans préparation une réponse sur un sujet familier, exprimer des opinions et expériences personnelles/ professionnelles, et partager de l'information avec un bon degré de souplesse et de spontanéité.</li> </ul> <p><i>(Speaks fluently and spontaneously, providing detailed responses about personal and professional experiences)</i></p>
<p><b>VOCABULARY</b> Rated on range and accuracy of vocabulary used in context.</p>	<ul style="list-style-type: none"> <li>Possède un répertoire élémentaire de mots isolés et d'expressions relatifs à des situations concrètes particulières.</li> </ul> <p><i>(Uses limited vocabulary and expressions)</i></p>	<ul style="list-style-type: none"> <li>Possède un vocabulaire suffisant pour s'exprimer dans des situations et sur des sujets familiers.</li> </ul> <p><i>(Uses vocabulary that is sufficient to express ideas and thoughts in familiar situations and on familiar subjects)</i></p>	<ul style="list-style-type: none"> <li>Possède un large répertoire de mots et d'expressions pour s'exprimer, y compris à l'aide de périphrases, sur la plupart des sujets relatifs au travail et à l'actualité.</li> <li>Montre une bonne maîtrise du vocabulaire et utilise une gamme étendue et variée de mots de façon appropriée dans la plupart des contextes.</li> </ul> <p><i>(Uses a broad range of vocabulary and expressions to share ideas and thoughts on a variety of topics)</i></p>
<p><b>GRAMMAR AND SYNTAX</b> Rated on degree of range of sentence structures, verb tenses and grammatical conventions.</p>	<ul style="list-style-type: none"> <li>Démontre un contrôle limité de structures syntaxiques et de formes grammaticales simples appartenant à un répertoire mémorisé.</li> </ul> <p><i>(Demonstrates limited skill in the appropriate use of grammatical structures, tenses and language structures)</i></p>	<ul style="list-style-type: none"> <li>Peut utiliser des structures simples correctement, mais commet encore systématiquement des erreurs élémentaires (confusion des temps, des genres et des pronoms, oubli de l'accord). Le sens général reste cependant clair.</li> </ul> <p><i>(Demonstrates skill in the appropriate use of grammatical structures, simple tenses and language structures)</i></p>	<ul style="list-style-type: none"> <li>Communique avec une correction suffisante dans des contextes familiers.</li> <li>Démontre, en règle générale, un bon contrôle grammatical malgré de nettes influences de la langue maternelle.</li> </ul> <p><i>(Demonstrates skill in the appropriate use of complex grammatical structures, tenses and language structures. Self-corrects if they realize an error has been made)</i></p>
<p><b>Overall Rating &amp; Summary Comments</b></p>			




# Appendix III: Samples of Writing Assessments





## Sample 1. Writing Assessment – Courtesy of the Upper Canada District School Board

### La Rétroaction

Candidate Name: \_\_\_\_\_ Date of Assessment (DD/MM/YYYY): \_\_\_\_\_ Assessor(s) Name(s): \_\_\_\_\_

	LEVEL 1: UNACCEPTABLE	LEVEL 2: APPROACHING	LEVEL 3: ACCEPTABLE	LEVEL 4: EXCEEDS EXPECTATIONS
<b>Clarity and Precision</b>  Notes supporting level	Strays from the topic and provides few examples.	Stays on topic but provides few examples.	Stays on topic and provides examples.	Stays on topic and provides many examples.
<b>Vocabulary</b>  Notes supporting level	Used basic vocabulary.	Uses some vocabulary that is precise and varied.	Uses vocabulary that is precise and varied.	Uses vocabulary that is precise and varied with a high degree of effectiveness.
<b>Grammatical Accuracy</b> (verb and adjective agreements, prepositions, gender, spelling)  Notes supporting level	Applies limited grammatical accuracy, making multiple errors in writing that hinder understanding.	Applies some grammatical accuracy, making frequent errors in writing that hinder some understanding.	Applies considerable grammatical accuracy, making occasional errors in writing.	Applies a high degree of grammatical accuracy, making few errors in writing.

	LEVEL 1: UNACCEPTABLE	LEVEL 2: APPROACHING	LEVEL 3: ACCEPTABLE	LEVEL 4: EXCEEDS EXPECTATIONS
<b>Sentence Structure &amp; Syntax</b>	Writes basic sentences with few descriptors.	Writes basic sentences with some descriptors.	Writes a variety of sentences.	Writes complex sentences.
 Notes supporting level				
<b>Organization of Ideas</b> (logical sequence, evidence of beginning, middle, conclusion)	Organizes ideas with a limited degree of effectiveness.	Organizes ideas with some degree of effectiveness.	Organizes ideas considerable effectiveness.	Organizes ideas with a high degree of effectiveness.
 Notes supporting level				
<b>Summary:</b>				
<b>Overall Written Level:</b>				

## Sample 2. Writing Assessment — Courtesy of Durham District School Board

### Production Écrite — 35 points

NOTE: A Training Plan for Evaluators is included in Appendix I

	1 ÉMERGENT	2 EN DÉVELOPPEMENT	3 (LE STANDARD) SUFFISANT	4 PRÉCIS	5 DÉTAILLÉ
<p><b>Capacité à présenter des faits</b> Peut décrire des faits (ou des événements ou des expériences).</p>	<ul style="list-style-type: none"> <li>Offre de <b>très simples</b> exemples</li> </ul>	<ul style="list-style-type: none"> <li>Offre des exemples <b>brefs</b></li> </ul>	<ul style="list-style-type: none"> <li>Offre un montant <b>suffisant</b> d'exemples (d'éléments, de stratégies, etc.) afin d'appuyer les idées présentées.</li> </ul>	<ul style="list-style-type: none"> <li>Offre plusieurs exemples avec <b>clarté</b> et <b>précision</b></li> </ul>	<ul style="list-style-type: none"> <li>Offre une <b>variété</b> d'exemples <b>détaillés</b></li> </ul>
<p><b>Capacité à exprimer sa pensée</b> Peut présenter ses idées, ses sentiments, ses réactions et donner son opinion.</p>	<ul style="list-style-type: none"> <li>Partage de façon <b>très simple</b> des idées peu liées à son expérience vécue</li> <li>Exprime de façon <b>très simple</b> son opinion</li> </ul>	<ul style="list-style-type: none"> <li>Partage des idées <b>brèves</b> avec un lien <b>limité</b> à son expérience vécue</li> <li>Exprime <b>brèvement</b> son opinion</li> </ul>	<ul style="list-style-type: none"> <li>Explique un montant <b>suffisant</b> d'idées pour créer un lien avec son expérience vécue</li> <li>Exprime et justifie son opinion avec <b>suffisamment</b> d'appui</li> </ul>	<ul style="list-style-type: none"> <li>Explique plusieurs idées <b>précises</b> pour créer un lien avec son expérience vécue</li> <li>Exprime et justifie son opinion avec <b>clarté</b> et <b>précision</b></li> </ul>	<ul style="list-style-type: none"> <li>Explique des idées et des descriptions <b>élaborées</b>, d'événements et d'expériences <b>variées</b></li> <li>Exprime et justifie son opinion avec des appuis <b>approfondis</b></li> </ul>
<p><b>Capacité à argumenter une prise de position</b> Peut justifier l'importance avec appui.</p>	<ul style="list-style-type: none"> <li>Présente de façon <b>très simple</b> sa position</li> <li>Montre <b>aucune</b> réflexion personnelle <b>très simple</b></li> </ul>	<ul style="list-style-type: none"> <li>Présente leur position avec une justification <b>brève</b> en faisant des liens <b>limités</b> à sa pratique</li> <li>Montre une réflexion personnelle <b>limitée</b></li> </ul>	<ul style="list-style-type: none"> <li>Présente leur position en faisant des liens <b>suffisants</b> entre sa propre pratique et la vie quotidienne</li> <li>Montre une réflexion personnelle <b>suffisamment</b> appuyée</li> </ul>	<ul style="list-style-type: none"> <li>Présente une argumentation <b>claire</b> et <b>précise</b></li> <li>Montre une réflexion personnelle <b>précise</b> bien liée à l'argument</li> </ul>	<ul style="list-style-type: none"> <li>Présente une argumentation <b>approfondie</b> et méthodique</li> <li>Montre une réflexion personnelle <b>détaillée</b> et pertinente</li> </ul>

	1 ÉMERGENT	2 EN DÉVELOPPEMENT	3 (LE STANDARD) SUFFISANT	4 PRÉCIS	5 DÉTAILLÉ
<b>COMPÉTENCE LEXICALE /ORTHOGRAPHE LEXICALE:</b>					
<p><b>Étendue et maîtrise du vocabulaire</b> Montre une bonne maîtrise du vocabulaire nécessaire pour exprimer une pensée plus complexe.</p>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>très simple</b> qui nuit à la compréhension du message</li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>limité et répétitif</b> pour exprimer ses pensées</li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>suffisant</b> pour s'exprimer en évitant des répétitions</li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire <b>précis</b> et varié pour s'exprimer avec <b>clarté</b></li> </ul>	<ul style="list-style-type: none"> <li>Possède un vocabulaire riche et <b>élaboré</b> pour exprimer des idées complexes</li> </ul>
<b>COMPÉTENCE GRAMMATICALE/ORTHOGRAPHE GRAMMATICALE:</b>					
<p><b>Degré d'élaboration des phrases</b> Maîtrise bien la structure de la phrase simple et les phrases complexes les plus courantes.</p>	<ul style="list-style-type: none"> <li>Offre seulement des phrases <b>très simples</b> et répétitives</li> </ul>	<ul style="list-style-type: none"> <li>Offre un choix <b>limité</b> de structures de phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Offre une variété <b>suffisante</b> de choix de structures de phrases, peut se servir correctement de phrases plus complexes</li> </ul>	<ul style="list-style-type: none"> <li>Offre une variété de structures de phrases simples et complexes pour s'exprimer avec <b>clarté</b></li> </ul>	<ul style="list-style-type: none"> <li>Offre une <b>maîtrise</b> de l'utilisation de phrases complexes et <b>variées</b></li> </ul>
<p><b>Choix des formes, conjugaison</b> Fait preuve d'un bon contrôle et se sert du temps de verbe demandé selon le contexte.</p>	<ul style="list-style-type: none"> <li>Utilise et conjugue <b>incorrectement</b> même des temps de verbes très <b>simples</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue les verbes associés au message de façon <b>limitée</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue correctement une variété <b>suffisante</b> de verbes pour transmettre son message</li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue <b>fréquemment</b> et avec peu d'erreurs une variété de verbes afin de transmettre un message <b>clair</b></li> </ul>	<ul style="list-style-type: none"> <li>Utilise et conjugue <b>toujours</b> sans faire aucune erreur une variété de verbes afin de transmettre un message <b>détaillé</b></li> </ul>

	1 ÉMERGENT	2 EN DÉVELOPPEMENT	3 (LE STANDARD) SUFFISANT	4 PRÉCIS	5 DÉTAILLÉ
<p><b>Morphosyntaxe — orthographe</b> Démontre un contrôle grammatical et une exactitude orthographique.</p>	<ul style="list-style-type: none"> <li>Démontre rarement un contrôle grammatical pour des structures <b>très simples</b></li> <li>Écrit rarement avec une exactitude orthographique même pour des mots de vocabulaire <b>très simples</b> ou familiers</li> </ul>	<ul style="list-style-type: none"> <li>Démontre parfois un contrôle grammatical <b>limité</b> pour transmettre son message</li> <li>Écrit parfois avec une exactitude orthographique <b>limitée</b></li> </ul>	<ul style="list-style-type: none"> <li>Démontre un contrôle grammatical <b>suffisant</b> pour transmettre son message</li> <li>Écrit souvent avec une exactitude orthographique <b>suffisante</b></li> </ul>	<ul style="list-style-type: none"> <li>Démontre <b>fréquemment</b> un bon contrôle grammatical pour transmettre son message</li> <li>Écrit <b>fréquemment</b> avec une exactitude orthographique qui transmet <b>clairement</b> son message</li> </ul>	<ul style="list-style-type: none"> <li>Démontre une <b>maîtrise</b> grammaticale pour transmettre son message</li> <li>Écrit <b>toujours avec</b> une exactitude orthographique qui transmet son message <b>détaillé</b></li> </ul>

Le candidat DÉPASSE les exigences des compétences linguistiques : Oui \_\_\_\_\_

NOTE SUR \_\_\_\_\_ TOTAL : \_\_\_\_\_

## Sample 3. Writing Assessment — Courtesy of Peel District School Board

### Revised French Written Language Proficiency Descriptors

Candidate Name: \_\_\_\_\_

Interview Team: \_\_\_\_\_

Date of Assessment (DD/MM/YYYY): \_\_\_\_\_

	LEVEL 1: NOT RECOMMENDED	LEVEL 2: CORE FRENCH	LEVEL 3: FRENCH IMMERSION
<p><b>COMMUNICATION</b> Rated on degree of clarity, coherence and efficacy of written communication.</p>	<ul style="list-style-type: none"> <li>Peut communiquer ses idées d'une manière simple et peu claire en utilisant des expressions et des phrases simples liées à des sujets familiers.</li> </ul> <p><i>(Uses simple expressions and sentences to express ideas in writing to questions. Communication is not clear)</i></p>	<ul style="list-style-type: none"> <li>Peut utiliser une série de phrases ou d'expressions pour communiquer à l'écrit en termes simples de son activité professionnelle actuelle ou récente.</li> <li>Peut communiquer avec un niveau satisfaisant de clarté et d'efficacité.</li> </ul> <p><i>(Uses expressions and phrases to write about their skills, knowledge and experiences with a degree of clarity)</i></p>	<ul style="list-style-type: none"> <li>Peut s'exprimer de manière simple afin de raconter des expériences et des événements, ses habiletés, ses rêves, ses espoirs ou ses buts.</li> <li>Peut brièvement donner les raisons et explications de ses opinions ou projets, de façon assez claire et efficace</li> </ul> <p><i>(Understands questions and responds with sufficient clarity, including details and description)</i></p>
<p><b>VOCABULARY</b> Rated on range and accuracy of vocabulary, spelling and expressions used in context.*</p>	<ul style="list-style-type: none"> <li>Possède un répertoire élémentaire de mots isolés et d'expressions relatifs à des situations concrètes particulières.</li> </ul> <p><i>(Uses limited vocabulary and expressions, spelling errors present)</i></p>	<ul style="list-style-type: none"> <li>Possède un vocabulaire/ une orthographe suffisants pour s'exprimer dans des situations et sur des sujets familiers.</li> </ul> <p><i>(Uses vocabulary, expressions and spelling that is sufficient to express ideas and thoughts in familiar situations and on familiar subjects)</i></p>	<ul style="list-style-type: none"> <li>Maîtrise du vocabulaire et de l'orthographe et utilise une gamme étendue et variée de mots de façon appropriée dans la plupart des contextes.</li> </ul> <p><i>(Uses a broad range of vocabulary, expressions and accurate spelling to share ideas and thoughts on writing prompts)</i></p>



	LEVEL 1: NOT RECOMMENDED	LEVEL 2: CORE FRENCH	LEVEL 3: FRENCH IMMERSION
<p><b>GRAMMAR AND SYNTAX</b> Rated on degree of range of sentence structures, verb tenses and grammatical conventions.</p>	<ul style="list-style-type: none"> <li>Démontre un contrôle limité de structures syntaxiques et de formes grammaticales simples appartenant à un répertoire mémorisé.</li> </ul> <p><i>(Demonstrates limited skill in the appropriate use of grammatical structures, tenses and language structures)</i></p>	<ul style="list-style-type: none"> <li>Peut utiliser des structures simples correctement, mais commet encore systématiquement des erreurs élémentaires (confusion des temps, des genres et des pronoms, oubli de l'accord). Le sens général reste cependant clair.</li> </ul> <p><i>(Demonstrates skill in the appropriate use of grammatical structures, simple tenses and language structures)</i></p>	<ul style="list-style-type: none"> <li>Communique avec une correction suffisante dans des contextes familiers.</li> <li>Démontre, en règle générale, un bon contrôle grammatical malgré de nettes influences de la langue maternelle.</li> </ul> <p><i>(Demonstrates skill in the appropriate use of complex grammatical structures, tenses and language structures)</i></p>

**Overall Rating & Summary Comments**





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