The guide describes and presents the placement instruments used in seven Alberta (Canada) high school French second language (FSL) courses at the beginning, intermediate, and advanced levels. An introductory section explains the structure and use of the instruments and makes general recommendations for administering them. Subsequent sections contain the tests used for student self-assessment, assessment of oral production (including performance objectives, controlled oral interview, and picture description test), and assessment of written production (including performance objectives and a writing task). Within each of these sections, the testing protocol is explained and the instrument(s) presented. For assessment of oral and written production, specific performance objectives are provided for each course and rating suggestions are offered. An assessment results reporting sheet is included. Appended materials include pictures used in assessment of oral production, reading passages for assessment of written production, and an outline of the FSL program of studies. (MSE)
Placement Instruments

for

Senior High School Courses
Placement Instruments for
Senior High School Courses
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What is the purpose of the placement instruments

The purpose of these French as a Second Language (FSL) placement instruments is to enable teachers to assess student language proficiency for placement decisions. In placing students, schools should also take into account their success in previous French courses as well as samples of their work.

At the senior high school level in Alberta, students may be placed in the following courses in FSL:

French 13 – Beginning French 1/2
French 10 – Beginning French 2/3
French 20 – Intermediate French 4/5
French 30 – Intermediate French 5/6
French 31a – Advanced French 7
French 31b – Advanced French 8
French 31c – Advanced French 9

To whom may the placement instruments be administered

Schools may administer the placement instruments to students interested in registering in senior high FSL courses. The instruments are best administered on a one-on-one basis.

When is it best to administer the placement instruments

It is best to administer the placement instruments in the spring prior to senior high school entrance for students within a school district, and at the beginning of a course or academic year for students coming in from other school boards.

Who can administer the placement instruments

The FSL teachers can administer and score the placement instruments.

How much time is needed to complete the placement instruments

Students can complete all placement instruments in approximately sixty to ninety minutes. Teachers, however, can terminate the process whenever they feel enough information has been gathered to make a fair placement.

What will be assessed

Student proficiency in oral and written production skills will be assessed based on learning expectations of the Alberta Education programs of studies for French as a second language, ECS to Grade 12. Oral comprehension will be indirectly assessed within the oral production task. Reading comprehension will be indirectly assessed within the written production task.
How are the placement instruments structured

The placement instruments begin with the administration of a self-assessment questionnaire. It is designed to elicit the student's perception of her or his French language proficiency. The information can be used as a basis for a discussion of assessment results.

To assess a student's proficiency in French, the teacher needs to elicit extended oral and written samples that can be rated on a broad range of message characteristics. Three distinct tasks are used to accomplish this:

a) a controlled oral interview in which the teacher engages in language use with the student

b) a three-part picture description in which each part presented to the student is determined by her or his responses to the previous one

c) a two-part written task in which the student first responds to a reading passage and then edits her or his text using available grammar books and dictionaries.

What is the sequence of tasks

The teachers are advised to follow the sequence outlined in this document. While one student is engaged in the written task, the teacher can start the oral production tasks with another student.

In what language are the instructions given

Instructions are usually given in English as student proficiency in French may range from a Beginning to an Advanced level. All questions about the instructions or procedures should also be answered in English.

General considerations

1. Relate the placement instruments to the language teaching in your school.

   In the controlled oral interview, for example, use fields of experience that are considered important in the French courses in your school.

2. Use the placement instruments to encourage and enable students to perform at their highest level.

   Explain the characteristics of the responses you are attempting to elicit. Encourage students to perform at their best. Allow enough time to permit them to complete the tasks successfully.
3. Facilitate the placement instrument process for students.

   Put students at ease. Provide them with complete information about the procedures. Give them rich feedback about their performance.

4. Recognize that placement decisions should not be based on the placement instrument scores alone.

   Use other relevant information, such as samples of student work. Tell students how scores from the placement instruments will be combined with other information in placing them in an appropriate course.
Student Self-Assessment

Purpose and Procedure

Self-assessment is a particularly valuable procedure to use at the beginning of the French language proficiency assessment. It gives students an opportunity to examine objectively their ability to communicate and to assess their language knowledge, and to compare their perception with the results obtained from the placement instruments. It can also lead to a stronger involvement in the placement instrument tasks. Lastly, the procedure can quickly give the teacher a general idea of the student's level of French language proficiency.

The questionnaire uses the positive “Can you...?” format. Questions are specific and framed in terms relevant to student experiences with French language use in the classroom. They are organized by order of difficulty.

Time Allotment

The procedure takes approximately 5 minutes.

Performance Rated

Students assess their ability to:

- share simple information (Beginning)
- describe in a simple fashion (Beginning)
- make simple comparisons (Intermediate)
- describe actions (Intermediate)
- express opinions on simple matters (Intermediate)
- express preference on simple matters (Intermediate)
- make simple hypotheses (Intermediate)
- express opinions on more complex matters (Advanced)
- explain (Advanced)
- hypothesize (Advanced).

Levels of Performance

To determine the student’s perceived level of French language proficiency, the teacher looks at how many times she or he has written “3” on the questionnaire form.

<table>
<thead>
<tr>
<th>No. of 3s</th>
<th>The student is most likely still at this course level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 times</td>
<td>French 13 or French 10</td>
</tr>
<tr>
<td>5 or 6 times</td>
<td>French 20</td>
</tr>
<tr>
<td>7 to 10 times</td>
<td>French 30</td>
</tr>
<tr>
<td>11 to 15 times</td>
<td>French 31a</td>
</tr>
<tr>
<td>More than 16 times</td>
<td>French 31b</td>
</tr>
</tbody>
</table>

The teacher can also consider the following:

Questions 1 to 8 relate to communicative intents and language at a **Beginning** level.

Questions 9 to 16 relate to communicative intents and language at an **Intermediate** level.
Questions 17 to 20 relate to communicative intents and language at an Advanced level.

You will be asking the student to assess what she or he can actually do in French.

Take some time before administering the questionnaire to explain to the student:

- the purpose of the procedure
- the evaluation instrument you will be using (the self-assessment questionnaire).

Students who have had little experience with regular and systematic self-assessment activities may find it difficult to examine their performance objectively. The results may prove less reliable in this case.
STUDENT SELF-ASSESSMENT
QUESTIONNAIRE

Instructions for the Student
You will be asked to assess what you can actually do in French with the help of this questionnaire. Your answers to the questions will help you and your teacher determine your level of French language proficiency.

Answer all questions as objectively as you can. Trying to perform each task in French in your head first will help you decide if you can actually do what is asked.

Name: ___________________________ Date: ___________________________
Grade: ___________________________ School: ___________________________

WHAT CAN YOU DO IN FRENCH?
Write: 1 (No, I can't) 2 (A little) 3 (Yes, I can)

Can you:

1) name 10 things in the classroom?
2) ask what something is called?
3) order food in a restaurant?
4) give directions to your home?
5) ask directions to a friend’s house?
6) talk about your hobbies and interests?
7) ask a friend about her or his hobbies?
8) describe your family, naming the different members and giving a few characteristics for each of them?
9) describe your daily activities?
10) express your preference for certain types of clothes?
11) ask a friend about her or his preference for a TV show?
12) talk about an incident that happened to you, using the past tense?
13) give instructions on how to do something, for example, preparing a dish or playing a game, using the imperative?
14) compare two objects you like?
15) talk about your plans for next weekend, using the immediate future tense?
16) tell a friend what you think you might be doing in the year 2010, using a future tense?
17) give advice to a friend on how to look for a part-time job?
18) persuade a friend to come with you to a local sports or cultural event?
19) express your opinion on a school issue?
20) tell a friend where you would like to go if you could travel to any part of the world, using the conditional?

Total no. of 3s __________ Total no. of 2s __________ Total no. of 1s __________
Assessment of Oral Production

PERFORMANCE OBJECTIVES

At the end of each level, the student will be able to:

<table>
<thead>
<tr>
<th>BEGINNING LEVEL</th>
<th>INTERMEDIATE LEVEL</th>
<th>ADVANCED LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATIVE INTENT</strong></td>
<td><strong>FORM OF MESSAGES</strong></td>
<td><strong>LINGUISTIC ELEMENTS</strong></td>
</tr>
<tr>
<td>• share simple information</td>
<td>• express simple message containing 1, 2 or 3 statements</td>
<td>• gender</td>
</tr>
<tr>
<td>• describe concrete objects and people in a simple fashion</td>
<td></td>
<td>• plural of nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• imperatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• verbs: vouloir, devoir, pouvoir, -IR, -RE in present tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• possessive adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• immediate future tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• pronominal form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• comparative and superlative adverbs and adverbial expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• expressions with faire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• emphatic pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• direct and indirect object pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• cohesive elements at the sentence level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• imperative tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• simple future tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• pronouns y and en</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• interrogative pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• present conditional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• lequel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• past conditional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• present subjunctive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• relative pronouns: ce qui, ce que</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• cohesive elements at the discourse level</td>
</tr>
</tbody>
</table>

FRENCH 13
Beginning French 1/2
- gender
- plural of nouns
- articles
- verbs: avoir, être, faire, aller, -ER in present tense
- negative affirmative
- expressions with avoir and faire
- prepositions of place
- some cohesive elements at word level
- commonly used sentences

FRENCH 10
Beginning French 2/3
- imperative
- verbs: vouloir, devoir, pouvoir, -IR, -RE in present tense
- possessive adjectives
- immediate future tense
- pronominal form

FRENCH 20
Intermediate French 4/5
- comparative and superlative adverbs and adverbial expressions
- expressions with faire
- emphatic pronouns
- direct and indirect object pronouns
- past tense
- cohesive elements at the sentence level

FRENCH 30
Intermediate French 5/6
- imperfect tense
- simple future tense
- pronouns y and en
- interrogative pronouns
- present conditional

FRENCH 31a
Advanced French 7
- lequel
- past conditional
- present subjunctive
- relative pronouns: ce qui, ce que
- cohesive elements at the discourse level
CONTROLLED ORAL INTERVIEW

Purpose and Procedure
The oral interview remains one of the most commonly used and best known procedures for testing oral production (Shohamy, 1985). It is designed to guide the teacher into a dialogue with the student. It must be done in a face-to-face situation and not as a language laboratory activity.

The teacher asks the student a series of questions on familiar topics. Questions are listed in order of increasing difficulty, starting with several short simple questions, such as “Comment t’appelles-tu?” and “Quel jour de la semaine est-ce?”, and working up to long and complex sentences, such as “Si tu pouvais partir en voyage n’importe où au monde, où irais-tu et pourquoi?” This order allows teachers to cut off the task once the questions have clearly become too difficult.

Time Allotment
The oral interview can be administered in approximately 20 minutes. It comprises three essential phases which are presented below.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up Phase (1-2 min)</td>
<td>The student is introduced to the placement instrument procedure and is put at ease.</td>
</tr>
<tr>
<td>Level Check Phase (approx. 15 min)</td>
<td>The student is led to perform at her or his level and beyond.</td>
</tr>
<tr>
<td>Wind-down Phase (1-2 min)</td>
<td>The student is asked new questions which she or he can answer with confidence. The student is left with a feeling of accomplishment.</td>
</tr>
</tbody>
</table>

Rating Method
The evaluation of the oral interview is done with the help of a holistic rating scale. A holistic rating scale is an efficient method of obtaining a global view of proficiency. It is also fast and, usually, simple to use if little time is available for scoring. Analytical dimensions that are particularly strong or weak in a student’s performance can be mentioned in the “comments” section of the rating scale.

The instrument focuses on the learning outcomes of two components of the multidimensional curriculum: communication and language. These two components uncover observable features of performance which will allow teachers to judge whether the student’s oral performance qualifies her or him to enter a Beginning, an Intermediate or an Advanced level course. For the two components, scoring criteria are specified. The criteria reflect the expectations for student performance outlined in the Alberta Education programs of studies.

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Assessment of Oral Production
14 FSL: Placement Instruments for Senior High School Courses
Alberta Education, Alberta, Canada
Assessment Criteria

The following criteria may be used to assess student performance:

- clarity of message (To what extent have the communicative intents been achieved?)
- complexity of message (How complex are the messages the student attempts to convey?)
- length of utterance (How long are the utterances the student produces?)
- adequacy of vocabulary (Does the student have the necessary vocabulary?)
- linguistic complexity (How much does the student attempt to use complex language?)

Performance Rated

Students can demonstrate their ability to:

- share simple information (Beginning)
- describe in a simple fashion (Beginning)
- make simple comparisons (Intermediate)
- describe actions (Intermediate)
- express opinions on simple matters (Intermediate)
- express preference on simple matters (Intermediate)
- make simple hypotheses (Intermediate)
- express opinions on more complex matters (Advanced)
- explain (Advanced)
- hypothesize (Advanced).

Levels of Performance

Levels of performance are differentiated by a rating scale. Six scales are used for rating student oral performance. Scale values are both descriptive and numerical. They describe particular combinations of communicative features and language knowledge. Each level describes the features of performance of students who could be placed in a specific course.

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>French 13 (Beginning French 1/2)</td>
</tr>
<tr>
<td>2</td>
<td>French 10 (Beginning French 2/3)</td>
</tr>
<tr>
<td>3</td>
<td>French 20 (Intermediate French 4/5)</td>
</tr>
<tr>
<td>4</td>
<td>French 30 (Intermediate French 5/6)</td>
</tr>
<tr>
<td>5</td>
<td>French 31a (Advanced French 7)</td>
</tr>
<tr>
<td>6</td>
<td>French 31b (Advanced French 8)</td>
</tr>
</tbody>
</table>

An evaluation checklist is provided on pages 11-12 to assist teachers in the assessment process. Appropriately answered questions can be checked off during the interview. The performance is subsequently marked using the holistic rating scale by comparing the student's performance against the degree of skill described at each level.

Instructions for the Teacher

In this task, you will be asking the student a series of questions in a face-to-face conversational situation. Refer to pages 9-10 for acceptable answers to the interview questions.
Take some time before administering the interview to explain to the student:

- the purpose of the task
- the procedure you will be following
- the evaluation instruments you will be using (the checklist and holistic rating scale).

Begin the oral interview by reading “Instructions for the Student” provided below, aloud to the student. Make sure she or he understands them. Then proceed with the interview questions.

Every question has a number of possible answers. Check (✓) each question you deem appropriately answered as you proceed through the interview with the student. Make comments on the student’s responses when necessary.

Feel free to respond to what the student says in such a way as to encourage further interaction or to probe further with additional questions if you require more information to rate the student’s proficiency.

Find the highest level at which the student can sustain her or his performance more or less consistently.

Wrap up the interview when conversation is no longer possible or when you feel you have sufficient information on the student’s performance level. You will probably not find it necessary to ask every question on the list.

Then, using the information collected with the evaluation checklist, assign a level to the student’s performance on the holistic rating scale provided on page 13. Start by comparing her or his performance with the Scale 1 and proceed upward.

Try to create a comfortable situation to reduce the student’s anxiety.

### Instructions for the Student

In this task, you will be asked a series of questions in a face-to-face conversational situation with your teacher. The interview will last 10 to 15 minutes.

You will be asked to talk about yourself, your family, your activities, your school, your plans and so on. You will find some questions to be easier, and others more difficult.

Make sure your message is clear. Use as complete and grammatically well-formed utterances as possible in your responses. Your sample of speech will be scored on the clarity of your message, its length and complexity, your control of grammar and your knowledge of vocabulary.

Try to answer all questions in a natural way and speak as much as you can. Your teacher needs as large a sample of your language as possible to assign a valid rating.
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>COMMUNICATIVE INTENT</th>
<th>POSSIBLE LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comment t'appelles-tu?</td>
<td>Sharing simple information</td>
<td>Sheila. / Je m'appelle Sheila.</td>
</tr>
<tr>
<td>2. Comment ça va aujourd'hui?</td>
<td>Sharing simple information</td>
<td>Bien. / Ça va bien. / Pas trop mal.</td>
</tr>
<tr>
<td>5. Quelle heure est-il?</td>
<td>Sharing simple information</td>
<td>Onze heures. / Il est onze heures.</td>
</tr>
<tr>
<td>6. Quel jour de la semaine est-ce?</td>
<td>Sharing simple information</td>
<td>C'est mardi. / Mardi.</td>
</tr>
<tr>
<td>7. Quelle est la date aujourd'hui?</td>
<td>Sharing simple information</td>
<td>C'est le 12 septembre. / Le 12 septembre.</td>
</tr>
<tr>
<td>8. Quelle est ton adresse?</td>
<td>Sharing simple information</td>
<td>515, 110e Avenue. (Check student's address on form.)</td>
</tr>
<tr>
<td>11. Donne-moi une description de l'extérieur de ta maison. Donne au moins trois caractéristiques.</td>
<td>Describing in a simple fashion</td>
<td>Answers will vary. (Adjectives must be used.)</td>
</tr>
<tr>
<td>12. Donne-moi une description d'un ami ou d'une amie. Donne au moins trois caractéristiques.</td>
<td>Describing in a simple fashion</td>
<td>Answers will vary. (Adjectives must be used.)</td>
</tr>
<tr>
<td>13. Qui est le plus grand - ton ami(e) ou toi?</td>
<td>Making simple comparisons</td>
<td>Je suis la plus grande. / Mon ami est plus grand que moi. (The superlative or the comparative must be used.)</td>
</tr>
<tr>
<td>14. Qu'as-tu fait hier après l'école? Dis-moi trois choses.</td>
<td>Sharing information/Describing actions</td>
<td>J'ai _____. J'ai _____ et j'ai ______. (The past tense is required.)</td>
</tr>
<tr>
<td>15. Que vas-tu faire en fin de semaine? Dis-moi trois choses.</td>
<td>Sharing information/Describing actions</td>
<td>Je vais _____. Je vais _______ et je vais _________. (The immediate future is required.)</td>
</tr>
<tr>
<td>16. Quelle est ta nourriture préférée et pourquoi?</td>
<td>Expressing preference on simple matters</td>
<td>Ma nourriture préférée est ________ parce que ________.</td>
</tr>
<tr>
<td>QUESTIONS</td>
<td>COMMUNICATIVE INTENT</td>
<td>POSSIBLE LANGUAGE</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>17. Explique comment on fait quelque chose : un repas, un jeu, une activité en arts, etc.</td>
<td>Describing a sequence of actions</td>
<td>The student describes the steps to make it.</td>
</tr>
<tr>
<td>18. Quelle est ton émission de télévision préférée et pourquoi?</td>
<td>Expressing preference on simple matters</td>
<td>Mon émission préférée est _______ parce que _______.</td>
</tr>
<tr>
<td>19. Que penses-tu de ton école et pourquoi?</td>
<td>Expressing opinion on simple matters</td>
<td>Je pense que _______ parce que _______.</td>
</tr>
<tr>
<td>20. Si tu pouvais partir en voyage n’importe où au monde, où irais-tu et pourquoi?</td>
<td>Making simple hypotheses</td>
<td>J’aimerais aller _______ parce que ____________. (The conditional is required.)</td>
</tr>
<tr>
<td>21. Que feras-tu pendant tes vacances d’été?</td>
<td>Describing actions</td>
<td>Je _____________ et je ___________. (The future is required.)</td>
</tr>
<tr>
<td>22. Pourquoi prends-tu un cours de français? Donne-moi deux raisons.</td>
<td>Explaining</td>
<td>J’apprends le français parce que _______.</td>
</tr>
<tr>
<td>24. Qu’est-ce qui fait un bon professeur?</td>
<td>Expressing opinion on more complex matters</td>
<td>Answers will vary.</td>
</tr>
<tr>
<td>25. Si tu pouvais transformer ton école, quels changements lui apporterais-tu?</td>
<td>Explaining</td>
<td>Answers will vary. (The conditional is required.)</td>
</tr>
</tbody>
</table>
ORAL INTERVIEW
QUESTIONNAIRE

Evaluation Checklist

Name: ___________________________ Date: ___________________________
Grade: ___________________________ School: ___________________________

1. Comment t'appelles-tu?

2. Comment ça va aujourd'hui?

3. Quel âge as-tu?

4. Comment arrives-tu à l'école - en auto, en autobus ou à pied?

5. Quelle heure est-il?

6. Quel jour de la semaine est-ce?

7. Quelle est la date aujourd'hui?

8. Quelle est ton adresse?

9. As-tu des frères et sœurs? Combien de frères et de sœurs as-tu?

10. Quelle est ton activité préférée après l'école?

À présent, dites aux élèves : À partir de maintenant, répondez autant que possible en phrases complètes.


13. Qui est le plus grand - ton ami(e) ou toi?


15. Que vas-tu faire en fin de semaine? Dis-moi trois choses.

16. Quelle est ta nourriture préférée et pourquoi?
17. Explique comment on fait quelque chose
   (un repas, un jeu, une activité en arts, etc.)

18. Quelle est ton émission de télévision préférée
   et pourquoi?

19. Que penses-tu de ton école et pourquoi?

20. Si tu pouvais partir en voyage n'importe où
    au monde, où irais-tu et pourquoi?

21. Que feras-tu pendant tes vacances d'été?

22. Pourquoi prends-tu un cours de français?
    Donne-moi deux raisons.


24. Qu'est-ce qui fait un bon professeur?

25. Si tu pouvais transformer ton école, quels
    changements lui apporterais-tu?

Additional comments:
Holistic Rating Scale

Name: ___________________________ Date: ___________________________
Grade: ___________________________ School: ___________________________

**SCALE**

1. Can share simple information and describe in a simple fashion.
   - Can make simple hypothesis, and express opinions, feelings and preferences on simple matters.
   - Can produce a series of connecting ideas.
   - Uses vocabulary appropriate to simple message.
   - Uses mostly basic sentence structures. Starting to produce complex sentences, but with some grammatical inaccuracies.
   - Communicates mostly in the present tense. Also uses the immediate future and past tenses.

2. Can share basic information.
   - Uses phrases and simple sentences.
   - Statements can be hesitant and sometimes incomplete.

3. Can express opinion on complex matters, explain and hypothesize.
   - Can develop ideas coherently on all familiar and common topics.
   - Has a fully active vocabulary.
   - Produces simple and complex sentences. Occasional imperfect control of complex sentences.
   - Communicates in the present, the future, the conditional and the past tenses with occasional imperfect control.

4. Can link two or three simple sentences.
   - Familiar with common concrete vocabulary. Still searches for words.
   - Familiar with basic sentence structures. Occasionally omits placing verbs in a sentence ("Ses yeux bleus."). Verbs are still occasionally used in the infinitive form ("La fille marcher.").
   - Has basic command of the present tense. May attempt to use the immediate future and past tenses.

5. Can link a series of simple sentences.
   - Familiar with common concrete vocabulary. Still searches for words.
   - Familiar with basic sentence structures. Still uses mostly basic sentence structures. Starting to produce complex sentences, but with some grammatical inaccuracies.
   - Communicates mostly in the present, the future, the conditional and the past tenses with occasional imperfect control.

6. Can share simple information, and describe people, objects and actions.
   - Can make simple hypothesis, and express opinions, feelings and preferences on simple matters.
   - Can produce a series of connecting ideas.
   - Uses vocabulary appropriate to message.
   - Produces mostly correct simple sentences. Produces complex sentences, but with some grammatical inaccuracies.
   - Communicates mostly in the present, but also in the simple future, the past and the present conditional tenses with sporadic errors.

Comments relative to particular strengths or weaknesses:

__________________________________________

__________________________________________

__________________________________________

__________________________________________

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FSL: Placement Instruments for Senior High School Courses
Alberta Education, Alberta, Canada

Assessment of Oral Production / 13 (1998)

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PICTURE DESCRIPTION

Purpose and Procedure

The second placement instrument procedure makes use of a picture as visual input.

Eliciting oral production from a picture is a straightforward technique and has proven to be one of the most effective formats for obtaining an extended sample of connected speech and particular grammatical forms (Weir, 1993).

Students are presented with six pictures (see Appendix A) and are asked to choose one. Students can be asked to perform as many as three tasks using the same picture. Pictures may be coloured and laminated.

Time Allotment

Time required to administer this part of the placement instrument is approximately 10 minutes. The three essential phases are as follows.

<table>
<thead>
<tr>
<th>Warm-up Phase (1-2 minutes)</th>
<th>Level Check Phase (10-15 minutes)</th>
<th>Wind-Down Phase (1-2 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student is introduced to the placement instrument procedure and is put at ease.</td>
<td>The language proficiency level check is done in three parts, each representing a different language level. The student is asked to perform at her or his level and beyond.</td>
<td>At the end of each part, the student is asked a few questions that she or he can easily answer. The student is left with a feeling of accomplishment.</td>
</tr>
<tr>
<td>The teacher explains the procedure and makes the student feel comfortable.</td>
<td>The teacher finds the highest level at which the student can function with sufficient fluency and accuracy to make comprehension possible.</td>
<td>The teacher helps the student end each part feeling satisfied with her or his performance.</td>
</tr>
</tbody>
</table>

Rating Method

The evaluation of the picture description is done with the help of a holistic rating scale. A holistic rating scale is an efficient method of obtaining a global view of proficiency. It is also fast and, usually, simple to use if little time is available for scoring. Analytical dimensions that are particularly strong or weak in the student’s performance can be mentioned in the “comments” section of the rating scale.

The instrument focuses on the learning outcomes of two components of the multidimensional curriculum: communication and language. These two components uncover observable features of performance which will allow teachers to judge whether the student’s oral performance qualifies her or him to enter a Beginning, an Intermediate or an Advanced level course. For the two components, scoring criteria are specified. The criteria reflect the expectations for student performance outlined in the Alberta Education programs of studies.
Assessment Criteria

The following criteria may be used to assess student performance:

- clarity of message (To what extent have the communicative intents been achieved?)
- complexity of message (How complex are the messages the student attempts to convey?)
- length of utterance (How long are the utterances the student produces?)
- adequacy of vocabulary (Does the student have the necessary vocabulary?)
- linguistic complexity (How much does the student attempt to use complex language?)

Performance Rated

Students can demonstrate their ability to:

- share simple information (Beginning)
- describe in a simple fashion (Beginning)
- describe actions (Intermediate)
- narrate simple events (Intermediate)
- make simple hypotheses (Intermediate)
- narrate in more detail (Advanced)
- hypothesize (Advanced).

Levels of Performance

Levels of performance are differentiated by a rating scale. Six scales are used for rating student oral performance. Scale values are both descriptive and numerical. They describe particular combinations of communicative features and language knowledge. Each level describes the features of performance of students who could be placed in a specific course.

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>French 13 (Beginning French 1/2)</td>
</tr>
<tr>
<td>2</td>
<td>French 10 (Beginning French 2/3)</td>
</tr>
<tr>
<td>3</td>
<td>French 20 (Intermediate French 4/5)</td>
</tr>
<tr>
<td>4</td>
<td>French 30 (Intermediate French 5/6)</td>
</tr>
<tr>
<td>5</td>
<td>French 31a (Advanced French 7)</td>
</tr>
<tr>
<td>6</td>
<td>French 31b (Advanced French 8)</td>
</tr>
</tbody>
</table>

Instructions for the Teacher

You will be asking the student to perform, face-to-face, one, two or three parts of a picture description task. The three parts of the task are provided on pages 17–19. They relate to the content of a picture. If you already know from the results of the first procedure that the student is working beyond a Beginning level, start at Part 2 of the task and continue on to Part 3.

Begin the task by reading the “Instructions for the Student” provided on page 16, aloud to the student. Make sure she or he understands them before proceeding.

Show the six pictures to the student and instruct her or him to choose one. Explain to the student that she or he will have to talk about this picture. Consequently, the student should select a picture about which she or he feels most comfortable talking.
Instructions for the Student

Start the task once the picture is selected. Allow the student a few minutes preparation time. No notes are to be made, however.

This task may have more than one part. The task relates to a picture you will have chosen. Choose a picture for which you feel you have sufficient ideas and vocabulary to express yourself with ease.

Make sure your message is clear. Use as complete and grammatically well-formed utterances as possible in your responses. Your sample of speech will be scored on the clarity of your message, its length and complexity, your control of grammar and your knowledge of vocabulary.

Try to talk as much as you can. Your teacher needs to know just how well you can express yourself in French.
### PART 1: NAMING AND DESCRIBING OBJECTS AND PEOPLE (5 MINUTES)

<table>
<thead>
<tr>
<th>POSSIBLE QUESTIONS TO ASK</th>
<th>COMMUNICATIVE INTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nomme des objets que tu vois dans l'image.</td>
<td>Naming items</td>
</tr>
<tr>
<td>2. Où est ____________? (name of item)</td>
<td>Identifying location</td>
</tr>
<tr>
<td>3. Où est ____________? (name of item)</td>
<td>Identifying location</td>
</tr>
<tr>
<td>4. Où est ____________? (name of item)</td>
<td>Identifying location</td>
</tr>
<tr>
<td>5. Où est ____________? (name of item)</td>
<td>Identifying location</td>
</tr>
<tr>
<td>6. Choisis un objet. Décris l'objet. (minimum de 3 caractéristiques)</td>
<td>Describing concrete objects</td>
</tr>
<tr>
<td>7. Choisis un autre objet. Décris l'objet. (minimum de 3 caractéristiques)</td>
<td>Describing concrete objects</td>
</tr>
<tr>
<td>8. Identifie des personnes que tu vois. Identifie 2 personnes.</td>
<td>Identifying people</td>
</tr>
<tr>
<td>9. Décris une de ces personnes. (minimum de 3 caractéristiques)</td>
<td>Describing people in a simple fashion</td>
</tr>
</tbody>
</table>

Ask the student to look at the picture and name a certain number of objects seen in it (“Nomme 7 objets que tu vois.”), to describe two of these objects by giving three characteristics for each of them (“Décris 2 objets. Pour chacun, donne au moins 3 caractéristiques.”) and to give the location of three objects (“Où est le livre?”). Ask the student to identify the people (“Identifie 2 personnes que tu vois.”) and to give three characteristics for one of them.

If the student performs with sufficient ease on this part of the task, you may try Part 2. Otherwise, wrap-up the task with a few simple questions.
PART 2: DESCRIBING ACTIONS (5 MINUTES)

1. Look at the picture.

2. Describe what is happening.
   Take a few minutes to decide what you want to say.

   - Describing actions
   - Narrating a simple event

Ask the student to look at the same picture as in Part 1 and describe what is happening ("Raconte ce qui se passe dans l'image."). Questions can be asked to ensure the student communicates as much as possible ("Que fait le garçon?").

If the student performs with sufficient ease on this part of the task, you may try Part 3. Otherwise, wrap-up the task with a few simple questions.
PART 3: NARRATING EVENTS AND MAKING SIMPLE HYPOTHESES (5 MINUTES)

1. Look at the picture.

2. Tell a three-part story.
   Tell what you think might have happened before the event in the picture, what is presently happening in the picture and what you think might happen after. Use the past, the present and the immediate future tenses. Take a few minutes to plan what you want to say.

Again, ask the student to look at the same picture as in Part 1 and Part 2. Ask her or him to tell a three-part story using the past tense, the present tense and the immediate future tense. The student is to tell what she or he thinks happened before the event in the picture ("Qu’est-ce qui est arrivé avant?") , what is presently happening in the picture ("Qu’est-ce qui se passe maintenant?") and what she or he imagines might happen after ("Qu’est-ce qui va se passer après?").
**Holistic Rating Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SCALE**

- Can narrate and hypothesize in detail.
- Can develop ideas coherently.
- Has a fully active vocabulary.
- Produces simple and complex sentences. Occasional imperfect control of complex sentences.
- Communicates in the present, the future and the past tenses with only occasional imperfect control.

6

- Can narrate events.
- Produces a series of connecting ideas.
- Generally uses vocabulary appropriate to message. Still asks for words ("Comment dit-on...?").
- Produces mostly correct simple sentences. Can produce complex sentences, but with some grammatical inaccuracies.
- Communicates in the present, the immediate future and the past tenses.

5

- Can describe people, objects and actions in a simple fashion.
- Can link a series of simple sentences.
- Familiar with common vocabulary. Still searches for words.
- Uses mostly basic sentence structures. Starting to produce complex sentences, but with some grammatical inaccuracies.
- Communicates mostly in the present tense. Also uses the immediate future and past tenses.

4

- Can name objects and people and describe them in a simple fashion.
- Can give location of objects and people.
- Can link two or three simple sentences.
- Familiar with common concrete vocabulary. Still searches for words.
- Familiar with basic sentence structures. Occasionally omits placing verbs in a sentence ("L'affiche sur le mur.").
- Has basic command of the present tense. May attempt to use the immediate future and past tenses. Occasionally verbs are still in the infinitive form ("La fille marcher.").

3

- Can name objects and identify people.
- Uses phrases and, occasionally, simple sentences often beginning with "C'est".
- Verbs are most often in the infinitive form ("Une fille sauter"). Statements can be hesitant and sometimes incomplete.

2

- Engages in the speaking task, but in a very limited capacity.
- Produces little language. Uses isolated words rather than phrases or sentences to express message.
- Only simplest, fragmentary interaction possible.

1

**Comments relative to particular strengths or weaknesses:**

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[Alberta Education, Alberta, Canada]
### Assessment of Written Production

**PERFORMANCE OBJECTIVES**

At the end of each level, the student will be able to:

<table>
<thead>
<tr>
<th>BEGINNING LEVEL</th>
<th>INTERMEDIATE LEVEL</th>
<th>ADVANCED LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>- list</td>
<td>- give information/directions/advice</td>
<td>- extend best wishes/gratitude/sympathy</td>
</tr>
<tr>
<td>- label</td>
<td>- express needs/feelings/preferences</td>
<td>- express an opinion/idea(s)</td>
</tr>
<tr>
<td>- ask and answer simple questions</td>
<td>- describe actions/simple topics</td>
<td>- persuade someone to do something</td>
</tr>
<tr>
<td>- give simple information/directions/advice</td>
<td>- make simple hypotheses</td>
<td>- explain/define</td>
</tr>
<tr>
<td>- describe simple concepts</td>
<td>- ask for advice/information</td>
<td>- tell a story/narrate in detail</td>
</tr>
<tr>
<td>- simple words, phrases or sentences</td>
<td>- extend best wishes/gratitude/sympathy</td>
<td>- hypothesize</td>
</tr>
<tr>
<td>- series of simple and/or complex sentences</td>
<td>- series of linked sentences</td>
<td></td>
</tr>
<tr>
<td>- common words (approximately 20) for each field of experience at the Beginning level</td>
<td>- common words (approximately 20) for each field of experience at both the Beginning and Intermediate levels</td>
<td></td>
</tr>
<tr>
<td>- common vocabulary such as: avoir, être, faire, aller, un, une, le, la, les</td>
<td>- correct word order</td>
<td>- common words for each field of experience at all levels</td>
</tr>
<tr>
<td>- correct word order of simple sentences</td>
<td>- correct spelling of common words</td>
<td>- correct spelling of common words</td>
</tr>
<tr>
<td>- correct spelling of common words</td>
<td>- agreement of</td>
<td>- agreement of</td>
</tr>
<tr>
<td>- agreement of</td>
<td>- determiner/noun</td>
<td>- determiner/noun/adjetive</td>
</tr>
<tr>
<td>- adjective/noun</td>
<td></td>
<td>- subject/verb (tenses: present, past, future, conditional)</td>
</tr>
<tr>
<td>- subject/verb (present and immediate future tenses and imperative)</td>
<td></td>
<td>- use of pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- use of adverbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- use of connecting words</td>
</tr>
</tbody>
</table>

**BEST COPY AVAILABLE**
WRITING TASK

Purpose and Procedure
The writing task is intended to test the student’s ability to write in French. Reading is also indirectly assessed.

The teacher presents the student with four reading passages (see Appendix B). The passages are at different reading levels. The student is asked to identify the passage that best reflects her or his reading level, and to complete the related writing task.

Time Allotment
The task can be administered in approximately 40 minutes.

<table>
<thead>
<tr>
<th>MESSAGE READ</th>
<th>WRITING TASK</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitation card</td>
<td>Write a message to a friend giving her/him basic information about a party.</td>
<td>Beginning</td>
</tr>
<tr>
<td>An ad/poster</td>
<td>Write a message to a friend asking her/him to come with you to an event.</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Two CD covers</td>
<td>Write a message to a relative giving her/him information on the CD you would prefer receiving.</td>
<td>Intermediate +</td>
</tr>
<tr>
<td>Two book covers</td>
<td>Write a comparison of the two books, recommending one of them to a friend.</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

Rating Method
The evaluation of written production is done with the help of an analytical rating scale. This scale has been adapted from Heaton’s analytical method of marking compositions (Heaton, 1990).

The instrument focuses on the learning outcomes of two components of the multidimensional curriculum: communication and language. These two components uncover observable features of performance which will allow teachers to judge whether the student’s written performance qualifies her or him to enter a Beginning, an Intermediate or an Advanced level course. For the two components, scoring criteria are specified. The criteria reflect the expectations for student performance outlined in the Alberta Education programs of studies.

Assessment Criteria
The following criteria may be used to assess student performance:

- fluency of communication (To what extent does the message flow easily?)
- content of communication (How complete is the message?)
- mastery of grammar
- vocabulary knowledge
- spelling

Performance Rated
Students can demonstrate their ability to:

- give simple information (Beginning)
- give more detailed information (Intermediate)
- express need (Intermediate)
- compare information (Intermediate)
- persuade someone to do something (Advanced).

Levels of Performance

Marks are totalled. The following table identifies the range of marks and corresponding course placements:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 25</td>
<td>French 31a (Advanced French 7 or higher)</td>
</tr>
<tr>
<td>15 – 19</td>
<td>French 30 (Intermediate French 5/6)</td>
</tr>
<tr>
<td>10 – 14</td>
<td>French 20 (Intermediate French 4/5)</td>
</tr>
<tr>
<td>6 – 9</td>
<td>French 10 (Beginning French 2/3)</td>
</tr>
<tr>
<td>5</td>
<td>French 13 (Beginning French 1/2)</td>
</tr>
</tbody>
</table>

Instructions for the Teacher

In this task, you will be asking the student to read four reading passages.

Begin the task by reading the “Instructions for the Student” provided below, aloud to the student. Make sure she or he understands them.

Show the four passages to the student and have her or him assess which one best reflects her or his level of reading comprehension.

Explain to the student that she or he must now complete a writing task to test her or his ability to write in French about what she or he has read. Consequently, it is important for the student to understand more than the key words in the passage.

Instructions for the Student

In this task, your ability to write in French about what you have read will be assessed.

Read the four reading passages. After reading them, identify the passage that is at your level of comprehension – not too easy, not too hard. Make sure you understand the important information.

Then, complete the writing task that relates to it. Ask your teacher any questions you have about the situation and the instructions.

Your writing sample will be scored on the clarity of the message, its content, length and complexity, your control of grammar, your knowledge of vocabulary and your spelling.

Try to write as much as you can. Your teacher needs to know how well you can express yourself in French.
A party is planned for Lucie Choyée. You have received an invitation and would like your friend to go with you. You decide to send her or him a message by e-mail.

Instructions

On the next page, write a message making sure you transmit the important information to your friend. The following 5 elements are required:

➤ who the party is for (1)
➤ why there is a party (1)
➤ when the party will take place (1)
➤ where the party will take place (1)
➤ another piece of information not directly copied from the card (1).

Please write on every other line. Minimum 50 words.

Part 2

Instructions

Edit your message, correcting any mistakes in grammar and spelling with the help of dictionaries and grammar books. Circle mistakes and write in the corrections on the line directly above each mistake.

If you believe a word might be misspelled but you could not find the correct spelling in the dictionary, circle it twice.

Look at the editing checklist to make sure you have corrected all possible mistakes. Check off items in “Yes” boxes as you go along. Check off in “Not Applicable” boxes when you have not used the specified form.
Situation
Tu t'intéresses aux loups (wolves). Tu as reçu cette annonce chez toi et tu voudrais que ton amie/ami vienne au parc avec toi. Tu décides de lui envoyer un message.

Consignes
Écris à ton amie/ami un message. Cinq éléments sont requis.

Tu vas lui dire :

> quelle activité t'intéresse (1)
> combien va coûter l'activité et ce que le coût comprend (1)
> ce qu'il faut apporter pour l'activité (1)
> pourquoi tu veux qu'il/elle vienne avec toi (1)
> une autre information de ton choix – do not copy it directly from the ad (1).

Please write on every other line. Minimum 75 words.

Part 2

Instructions
Edit your message, correcting any mistakes in grammar and spelling with the help of dictionaries and grammar books. Circle mistakes and write in the corrections on the line directly above each mistake.

If you believe a word might be misspelled but you could not find the correct spelling in the dictionary, circle it twice.

Look at the editing checklist to make sure you have corrected all possible mistakes. Check off items in “Yes” boxes as you go along. Check off in “Not Applicable” boxes when you have not used the specified form.
Part 1

Situation
Une personne de ta parenté aimerait te donner un cédérom pour ton anniversaire. Lis les deux descriptions de cédéroms pour faire ton choix.

Consignes
Écris un message à cette personne. Cinq éléments sont requis.

Tu vas :

➤ lui dire quel cédérom est ton préféré (1)

➤ pourquoi c'est ton préféré (1)

➤ lui donner au moins 3 informations pertinentes sur ce cédérom pour lui montrer en quoi il est spécial (3).

Please write on every other line. Minimum 100 words.

Part 2

Instructions
Edit your message, correcting any mistakes in grammar and spelling with the help of dictionaries and grammar books. Circle mistakes and write in the corrections on the line directly above each mistake.

If you believe a word might be misspelled but you could not find the correct spelling in the dictionary, circle it twice.

Look at the editing checklist to make sure you have corrected all possible mistakes. Check off items in “Yes” boxes as you go along. Check off in “Not Applicable” boxes when you have not used the specified form.
Part 1

Situation
Tu viens de lire ces deux descriptions de livres. Tu dois recommander un de ces livres à un ami ou une amie. Tu décides de lui envoyer un message électronique.

Consignes
Écris à ton amie ou ami un message. Cinq éléments sont requis.

Tu vas :

➢ comparer brièvement les deux livres (2)
➢ exprimer ta préférence : le titre du livre que tu lui suggères de lire (1)
➢ expliquer pourquoi tu recommandes ce livre plutôt que l'autre (1)
➢ persuader ton amie ou ami de le lire (1).

Please write on every other line. Minimum (150 words).

Part 2

Instructions
Edit your message, correcting any mistakes in grammar and spelling with the help of dictionaries and grammar books. Circle mistakes and write in the corrections on the line directly above each mistake.

If you believe a word might be misspelled but you could not find the correct spelling in the dictionary, circle it twice.

Look at the editing checklist to make sure you have corrected all possible mistakes. Check off items in “Yes” boxes as you go along. Check off in “Not Applicable” boxes when you have not used the specified form.
Your Message for Reading Passage 4

À : __________________________   Date: __________________________

De: __________________________   Au sujet de: __________________________
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
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</tbody>
</table>
Analytical Rating Scale

Name: ___________________________ Date: ___________________________

Grade: ___________________________ School: ___________________________

FLOWING

5 Flowing style – very easy to understand message – several linked sentences, both complex and simple
4 Quite flowing style – easy to understand message – series of simple sentences and some complex sentences
3 Reasonably smooth style – message fairly easy to understand – mostly simple sentences and a few attempts to produce complex sentences
2 Jerky style – effort needed to understand the message – simple sentences and phrases
1 Message hard to understand – words rather than phrases or sentences

Mark = ______

CONTENT

5 All five elements required in the writing task are present
4 Four of the required elements are present
3 Three of the required elements are present
2 Two of the required elements are present
1 One of the required elements is present

Mark = ______

GRAMMATICAL KNOWLEDGE

5 Control of present, past and future tenses; attempts at using the subjunctive and the conditional; use of discourse elements
4 Use of the present, the past and the future tenses; some use of discourse elements
3 Use of the present and the future tenses; occasional use of the past tenses
2 Occasional use of the present tense; verbs are still often in the infinitive form
1 Little grammatical knowledge

Mark = ______

VOCABULARY

5 Use of a wide range of vocabulary, including pronouns, adverbs and connecting words
4 Good use of acquired vocabulary
3 Fairly appropriate vocabulary on the whole
2 Basic though restricted vocabulary
1 Very restricted vocabulary – hinders communication

Mark = ______

SPELLING

5 No errors in grammar usage and in spelling of common words
4 A small number of errors in grammar usage and in spelling of common words
3 Some errors in grammar usage and in spelling of common words
2 A fair number of errors in grammar usage and in spelling of common words
1 A high number of errors in grammar usage and in spelling of common words

Mark = ______

TOTAL = ______
Assessment Results Sheet

Name: ___________________________ Date: ___________________________
Grade: ___________________________ School: ___________________________

Student Self-Assessment

Student Self-Assessment Questionnaire French ______

Assessment of Oral Production

Controlled Oral Interview French ______
Picture Description French ______

Assessment of Written Production

Writing Task French ______

TEACHER’S PLACEMENT RECOMMENDATION

I, ___________________________ recommend that ___________________________
(Teacher’s name) (Student’s name)
be placed in French ______ because ________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher’s Signature: ___________________________
APPENDIX A: PICTURES FOR ASSESSMENT OF ORAL PRODUCTION

Picture 1
Picture 2
Picture 3
Reading Passage 1

C'est l'anniversaire de Lucie Choyée!

Viens fêter ses quinze ans avec elle!

30, des Foulons
Québec
à 15 h 00
le 31 juillet

Pizza et gâteau seront servis

Apporte ton maillot de bain, car nous allons nager dans la piscine.
L'appel nocturne des loups

PARC LOUPIOTE

Tous les samedis,
à compter du 30 juin au 30 septembre

Vivez une nuit d'enchante ment.

Vous êtes invités à découvrir la présence des loups à l'état sauvage dans le Parc Loupiote. Avec l'aide d'une guide naturaliste expérimentée, participez à l'appel nocturne des loups en plein cœur de leur habitat. Découvrez leurs modes de communication, leur vie sociale et leurs méthodes de chasse.

Programme suggéré :

18 h 30 Inscription au Centre d'accueil du Parc Loupiote
19 h 00 Accueil et présentation d'un diaporama (45 minutes) sur les loups

Départ vers les plateaux du Parc Loupiote
23 h 30 Retour au centre d'accueil du parc.

Le coût est de 25 $ par personne incluant le transport en autobus et l'excursion.

L'activité aura lieu beau temps mauvais temps. Les loups sont toujours au rendez-vous!

Habillez-vous chaudement et apportez votre lotion contre les moustiques!

Source : Comité Activités culturelles et sociales et le comité jeunes Amis de la nature.

Pour réservation : Centre d'accueil du Parc Loupiote : 623-LOUP.
CRÉEZ VOTRE PROPRE BANDE DESSINÉE
Devenez un véritable créateur de BD grâce à ce logiciel.

- Sélectionnez un décor parmi 100 scènes originales, de la jungle profonde à l'espace sidéral ou à la ville mythique.
- Choisissez votre personnage, puis sa pose et animatez-le!
- Utilisez les accessoires pour ajouter du réalisme à la scène.
- Utilisez les diverses bulles, écrivez vos propres dialogues. Les onomatopées donneront à votre personnage toute sa puissance d'expression.
- 25 pages pour exprimer votre génie créatif!

UNE ÉNIGME POLICIÈRE À ÉLUCIDER
Qui a tué Pam Taylor? Qui a pu vouloir sa mort?
Devenez détective et menez l'enquête à l'aide de votre assistante Lucie.

Interrogez des témoins, des suspects :
- Vérifiez leurs alibis.
- Demandez le rapport de l'autopsie et donnez une conférence de presse sur la progression de votre enquête.
- Mais attention, le temps est compté! Vous n'avez que 6 heures.
- Trois énigmes vous permettent de mener trois enquêtes différentes.
Enlevés et séquestrés par un directeur d'école secondaire aux images d'horreurs, égarés dans une forêt noire et touffue, pourchassés par des chiens terribles, Noémie et Colin doivent utiliser toutes les ressources de leur imagination pour affronter courageusement leur destin sans perdre la boussole! Parviendront-ils à déjouer les plans de ce tueur dangereux?

Les jumeaux géniaux n'ont pas froid aux yeux! En deux temps trois mouvements et plusieurs éclats de rire, Noémie et Colin se barrant corps et âme dans toutes sortes d'aventures. Les problèmes n'ont qu'à bien se tenir. Les jumeaux n'en font qu'une bouchée. Du suspense, de l'action et de l'humour en stéréol.

Vrai: Dans les crocs du tyran, une aventure des jumeaux géniaux.

APPENDIX C: FRENCH AS A SECOND LANGUAGE PROGRAM OF STUDIES

Senior High School Courses

COMPONENTS

FRENCH 13 (Beginning French 1/2)

Based on their life experiences, learners will be able to, depending on the field of experience:

Experience/

engage in various language experiences in the following fields:
- school
- people around us
- weather
- holidays and celebrations
- food
- clothing
and other fields that relate to their needs and interests;

Communication

understand the meaning of a series of simple oral or written statements using basic vocabulary and commonly used sentences;

express their communicative intent by producing, orally or in writing, simple and/or commonly used messages containing one or two statements in a structured context, based on the communicative task;

Culture

identify concrete facts that reveal the presence of francophone individuals and groups at the local and provincial/regional levels;

Language

understand the sound-symbol system, vocabulary and word order appropriate to simple oral or written messages in the present tense;

use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience while respecting word order in the present tense and using the following linguistic elements:
- gender
- the plural of nouns
- definite and indefinite articles
- verbs such as avoir, être, faire and aller in the present tense, using the appropriate personal pronoun
- negative and affirmative sentences
- expressions with avoir and faire (J'ai dix ans. Il fait froid.)
- prepositions of place
- commonly used sentences
- cohesive elements at the word level (word connectors such as: et, parce que...)
- commonly asked questions
- qualifying adjectives
Based on their life experiences, learners will be able to, depending on the field of experience:

**Language**

(continued)

use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience while respecting word order in the present tense and using the following linguistic elements:
- the imperative form (singular)
- possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses)
- -ER verbs in the present tense, using the appropriate person
- the questions: qu'est-ce que...?, qui...?, quand est-ce que...?, où est-ce que...?, quel...?
- the partitive;

**General Language Education**

identify known words, cognates, or the meaning of words by their roots in oral and written communications (cognitive);

associate, orally and in writing, words or expressions to gestures or illustrations (cognitive);

articulate and respond voluntarily to a statement or to aspects of verbal or non-verbal communication (socio-affective);

identify, orally and in writing, with the teacher's assistance, key words needed to follow directions concerning a task (metacognitive).
Senior High School Courses

COMPONENTS

FRENCH 10 (Beginning French 2/3)

Based on their life experiences, learners will be able to, depending on the field of experience:

Experience/

engage in various language experiences in the following fields:
- community
- exercise
- housing
- activities
- vacations
- fine arts
- trades and professions
- hygiene and safety
and other fields that relate to their needs and interests;

Communication

understand, orally or in writing, the meaning of variations of simple oral or written statements and commonly used sentences;

express their communicative intent by producing, orally or in writing, simple messages by recombining two or three statements in a structured context, based on the communicative task;

Culture

identify concrete facts that reveal the presence of francophone individuals and groups at the provincial/regional and national levels;

Language

understand the sound-symbol system, vocabulary and variations in word order appropriate to simple oral or written messages in the present tense;

use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience while respecting word order in the present tense and using the following linguistic elements:
- the imperative
- vouloir, pouvoir and devoir in the present tense, using the appropriate personal pronoun
- the questions: comment est-ce que...?, combien est-ce que...? and pourquoi est-ce que...?
- -IR and -RE verbs in the present tense, using the appropriate personal pronoun
- possessive adjectives (notre, nos, votre, vos, leur, leurs)
- the immediate future, using the appropriate personal pronoun
- the pronominal form in the present tense (e.g., Je me lève.);
Based on their life experiences, learners will be able to, depending on the field of experience:

**General Language Education**

- identify the meaning of phrases using the context (cognitive);
- identify word families, orally and in writing (cognitive);
- create, voluntarily, statements using words and commonly used sentences (socio-affective);
- identify, orally and in writing, without teacher assistance, key words needed to follow directions concerning a task (metacognitive).
Senior High School Courses

**COMPONENTS**

**French 20 (Intermediate French 4/5)**

Based on their life experiences, learners will be able to, depending on the field of experience:

**Experience**

engage in various language experiences in the following fields:
- close friends
- fashion
- social life
- outdoor activities
- clubs and associations
- shopping
- senses and feelings
and other fields that relate to their needs and interests;

**Communication**

understand the meaning of a series of interrelated ideas in oral or written texts dealing with a familiar topic primarily in structured situations and to some extent in unstructured situations;

express their communicative intent by producing, orally or in writing, a series of interrelated ideas, mostly prepared in advance but sometimes spontaneously, based on the communicative task;

**Culture**

research and identify the similarities and differences between their own culture and francophone cultures at the provincial/regional, national and to some extent international levels;

**Language**

understand the sound-symbol system, vocabulary as well as word and sentence order appropriate to simple oral or written texts in the present, future and past tenses;

use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences, especially in the present and the future tenses, occasionally in the past tense, and the following linguistic elements:
- the comparative and superlative
- adverbs and adverbial expressions
- expressions with the verb faire
- questions using inversion
- emphatic pronouns
- cohesive elements (word connectors) at the sentence level
- direct object pronoun (with present tense verbs)
- indirect object pronoun (with present tense verbs)
- the passé composé and the imparfait (without necessarily discriminating between passé composé and imparfait usages);
Based on their life experiences, learners will be able to, depending on the field of experience:

**General Language Education**

- formulate hypotheses about key points (cognitive);
- use illustrations, non-verbal cues or a dictionary to facilitate their comprehension and use of words (cognitive);
- accept that errors are a normal part of learning and correct them willingly when they are pointed out by someone else (socio-affective);
- identify individual needs by defining the problem and selecting strategies, among various choices appropriate to the task at hand, as a means of organizing learning (metacognitive).
### COMPONENTS

**FRENCH 30 (Intermediate French 5/6)**

Based on their life experiences, learners will be able to, depending on the field of experience:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Commence</th>
<th>Culture</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>engage in various language experiences in the following fields:</td>
<td>understand the meaning of a text containing simple and complex oral or written ideas dealing with a variety of familiar topics in both structured and unstructured situations;</td>
<td>research and identify similarities and differences between their own culture and international francophone cultures;</td>
<td>understand the sound-symbol system, vocabulary as well as word and sentence order appropriate to simple and complex oral or written texts in the present, future and past tenses;</td>
</tr>
<tr>
<td>- world of work</td>
<td>express their communicative intent by producing, orally or in writing, a prepared, or occasionally spontaneous, series of interrelated ideas, based on the communicative task;</td>
<td></td>
<td>use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences, especially in the present and the future tenses, occasionally in the past tense, and the following linguistic elements:</td>
</tr>
<tr>
<td>- trips, excursions or student exchanges</td>
<td></td>
<td></td>
<td>- the simple future</td>
</tr>
<tr>
<td>- money</td>
<td></td>
<td></td>
<td>- use of the passé composé and imparfait</td>
</tr>
<tr>
<td>- role of the media</td>
<td></td>
<td></td>
<td>- the pronouns y and en and the direct and indirect object pronouns as used in authentic discourse</td>
</tr>
<tr>
<td>- conservation and the environment</td>
<td></td>
<td></td>
<td>- the direct object (in the tense used)</td>
</tr>
<tr>
<td>and other fields that relate to their needs and interests;</td>
<td></td>
<td></td>
<td>- the indirect object (in the tense used)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- all interrogative pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- the present conditional;</td>
</tr>
</tbody>
</table>
Based on their life experiences, learners will be able to, depending on the field of experience:

**General Language Education**

- formulate hypotheses about communicative intents (cognitive);
- develop and use their own reference materials (cognitive);
- correct their own errors when they are aware of them (socio-affective);
- evaluate the execution of the learning plan (metacognitive).
Senior High School Courses

COMPONENTS

FRENCH 31a (Advanced French 7)

Based on their life experiences, learners will be able to, depending on the field of experience:

Experience/

engage in various language experiences in the following fields:

- challenges for my future
- health and leisure activities
- the francophone world
- legends and myths
- the sciences - technology
and other fields that relate to their needs and interests;

Communication

understand and interpret the meaning of the main points and a few supporting details in familiar and unfamiliar oral or written communications;

express their communicative intent, orally and in writing, by developing their ideas coherently, with advance preparation, based on the communicative task;

Culture

examine and analyze, with the teacher's assistance, the contribution of francophone cultures to our society by studying the basic facts that make it possible to understand information, events or contemporary behaviour;

Language

understand the sound-symbol system and vocabulary appropriate to the field of experience, and determine the coherence appropriate to oral or written texts of varying length and complexity;

use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences in the appropriate tenses with the following cohesion markers and linguistic elements:

- the past conditional
- differentiation between usage of the imparfait and the passé composé in prepared speech
- lequel (all forms)
- cohesive elements at the discourse level
- relative pronouns: ce qui, ce que, ce dont
- the present subjunctive
- the passé simple (for recognition only);
Based on their life experiences, learners will be able to, depending on the field of experience:

**General Language Education**

- use the knowledge of text structure to facilitate understanding of an unfamiliar text (cognitive);
- distinguish between relevant and irrelevant information to understand a communication (cognitive);
- take the initiative to begin/conclude a communication in French (socio-affective);
- select and use rules of grammar to improve their communication (metacognitive).
Senior High School Courses

**COMPONENTS**

**FRENCH 31b (Advanced French 8)**

Based on their life experiences, learners will be able to, depending on the field of experience:

**Experience/**

engage in various language experiences in the following fields:
- communications
- the future of the world
- the arts/plays
- adolescents and the law
- characters and personalities
and other fields that relate to their needs and interests;

**Communication**

understand and interpret the meaning of the main points and some supporting details in familiar and unfamiliar oral or written communications;

express their communicative intent, orally and in writing, by developing their ideas coherently, mainly after preparation but on occasion spontaneously, based on the communicative task;

**Culture**

examine independently and, with the teacher's assistance, analyze the contribution of francophone cultures to our society by studying basic facts to understand information, events or contemporary behaviour;

**Language**

understand the sound-symbol system and vocabulary appropriate to the field of experience, and determine the coherence appropriate to oral or written texts of varying length and complexity;

use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences in the appropriate tenses with the following cohesion markers and linguistic elements:
- the **pluperfect** tense (without necessarily discriminating between its usage and other tense usages)
- the present participle
- possessive pronouns
- demonstrative pronouns
- discourse elements for conversations and formal speech
- the passive voice
- future perfect;
Based on their life experiences, learners will be able to, depending on the field of experience:

**General Language Education**

- use authentic documents independently to understand and interpret information better (cognitive);
- distinguish between facts and opinions/emotions in a communication (cognitive);
- use circumlocution to overcome a lack of vocabulary and sustain a communication (socio-affective);
- select and use cohesion markers (word connectors) to make a more cohesive discourse (metacognitive).
Senior High School Courses

**COMPONENTS**

**FRENCH 31c (Advanced French 9)**

Based on their life experiences, learners will be able to, depending on the field of experience:

**Experience**

engage in various language experiences in the following fields:
- dealing with government
- humour
- becoming independent
- novels
- social trends and issues

and other fields that relate to their needs and interests;

**Communication**

understand and interpret the meaning of the main points and most supporting details in familiar and unfamiliar oral or written communications;

express their communicative intent, orally and in writing, by developing their ideas coherently, mainly spontaneously, based on the communicative task;

**Culture**

examine and analyze, independently, the contribution of francophone cultures to our society by interpreting information, events or behaviour in contemporary francophone cultures;

**Language**

understand the sound-symbol system and vocabulary appropriate to the field of experience, and determine the coherence appropriate to oral or written texts of varying length and complexity;

use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences in the appropriate tenses with appropriate cohesion markers and linguistic elements;
- refine all elements of all preceding sublevels;

**General Language Education**

formulate hypotheses and verify their accuracy by reading a text or by asking questions for clarification (cognitive);

establish pro and con arguments to assess the validity of a communication (cognitive);

seek opportunities to use French spontaneously in a variety of contexts (socio-affective);

select the best linguistic form to express their communicative intent in a specific context or situation (metacognitive).
Bibliography


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