

Assessment and Evaluation in the FSL Classroom



The Ontario Curriculum, French as a Second Language, Grades 9 to 12, Core French, Extended French and French Immersion (revised), 2014

Grade 9 to 12: Core French, Extended French and French Immersion

The primary purpose of assessment and evaluation is to “improve student learning”.

METACOGNITION:

What? Metacognition helps students reflect on the ways that they learn and these reflections help students set goals and see the “next steps” in their language learning development.

Why? Students gain a better understanding of how they learn in addition to what they learn.

How? Metacognitive strategies involve setting goals, evaluating one’s own strengths and areas for improvement and then using that information to plan for future learning.

Program Considerations for English Language Learners

The key is to have students ask the following questions about their learning and their use of strategies:

- Did I select and apply the best strategy for the situation? How do I know?
- How did the strategy I used help me understand the text or the interaction?
- What will I do differently the next time I use this strategy?
- How can I use my reflections to plan for how I might use the other strategies next time?

FSL students draw on a range of **metacognitive strategies** developed in FSL and across disciplines and refined through use (e.g. analysing strengths and weaknesses/areas for improvement/needs through surveys; recording errors in a journal in order to improve grammar/spelling; keeping a list of targeted vocabulary; brainstorming ways to improve listening comprehension; reviewing debate strategies to strengthen arguments)

THE SEVEN FUNDAMENTAL PRINCIPLES

To ensure that assessment, evaluation and reporting are valid and reliable and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are **fair, transparent** and **equitable** for all students
- **support all students**, including those with special education needs, those who are learning the language of instructions (English or French) and those who are First Nation, Métis or Inuit
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, relate to the interests, learning styles and preferences, needs and experiences of all students
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course
- are **ongoing, varied** in nature and administered over a period of time to provide **multiple opportunities** for students to demonstrate the full range of their learning
- provide ongoing **descriptive feedback** that is clear, specific, meaningful and timely to support improved learning and achievement
- develop students’ **self-assessment skills** to enable them to assess their own learning, set specific goals and plan next steps for their learning (source this...Growing Success, p.6 or FSL curriculum p. 26-27)

ASSESSMENT FOR LEARNING

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how to best get there.” (Assessment Reform Group, 2002, p.2)

Assessment as learning

“Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p.42)

Assessment of learning

“Assessment of learning is the assessment that becomes public and results in statements or symbols of how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” (Western and Northern Canadian Protocol, p.55)

Triangulation of data

When evaluating student achievement, teachers should, in combination with their professional judgement, consider and value the data collected through **conversations, observations and products**. Using a combination of these three distinct methods to evaluate student learning of the overall curriculum expectations increases the accuracy and effectiveness of that evaluation. Formal and informal conferencing, check-ins, interviews, peer/group-conferencing observations, writing process check-ins and editing, process/stage surveys and exit cards are examples of conversations and observation formats. It is important to effectively track all conversations and observations. Teachers may choose to do this using checklists, anecdotal notes or forms

Assessment Tools

Checklists and anecdotal forms and comments can be helpful in tracking and assessing student achievement. When using these methods, be sure to: record the date and specific criteria observed, choose a consistent method for tracking the quality of interactions and track errors made by a group of students so that you can use this data to inform your next steps for teaching and learning.

Success criteria

The **co-construction** of success criteria based on **learning goals** for **action-oriented tasks** is critical to student success. Co-constructing success criteria allows for student involvement in the learning, deepens student understanding of the expectations and allows students to work towards individual goals using the co-created success criteria.

ACHIEVEMENT CHART

Teachers use the achievement chart to level oral language, reading and writing throughout the process of learning, to act as a framework within which to assess and evaluate student achievement of the expectations. The achievement chart provides a foundation for developing **clear and specific criteria** to give students feedback.

The achievement chart in the curriculum provides “criteria” and “descriptors” for each of the four categories.

Knowledge and Understanding:

- knowledge of content and the understanding of its meaning and significance

Thinking:

- use of planning skills, use of processing skills and use of critical and creative thinking skills and/or processes

Communication:

- expression and organisation of ideas, and information in oral, visual and written forms, conveying of meaning and expression through various forms including communication for different audiences, use of conventions, vocabulary and terminology in oral, visual and written forms

Application:

- application of knowledge and skills in familiar contexts, transfer of knowledge and skills to new contexts and the use of knowledge and skills to make connections within and between various contexts

The four categories should be considered as **interconnected**, reflecting the **wholeness** and interconnectedness of language learning.

Application and Consolidation of Language

Teachers should **model** and support **assessment for and as learning** to help students become effective self-assessors and goal-setters within the context of their learning.