



ASSESSMENT & EVALUATION VIEWER'S GUIDE

MODULE 3

THIS MODULE WILL FOCUS ON THE COLLECTION OF USEFUL AND RELEVANT DATA WITH APPROPRIATE TOOLS, ASSESSMENT FOR, AS AND OF LEARNING WITHIN THE FSL CONTEXT, ACCOMMODATIONS AND MODIFICATIONS AND THE COMMUNICATION OF STUDENT LEARNING.

INTRODUCTION

Welcome to **Module 3**. This module will focus on the collection of useful and relevant data with appropriate tools, Assessment FOR, AS and OF Learning within the FSL context, Accommodations and Modifications and the communication of student learning.

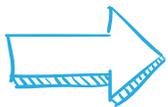
For a more comprehensive explanation of these suggested strategies and activities, refer to the **Glossary of Terms** document.



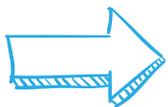
MODULE GOALS

THERE ARE MAIN GOALS FOR THIS MODULE:

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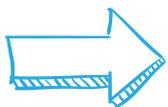
We are defining useful and relevant data, so that we can capture an accurate picture of student proficiency and competency in French.



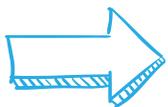
We are creating curriculum-based learning goals and success criteria, so that we can set students up for success with an understanding of their goals and the means to achieve them.



We are discussing descriptive feedback so that we can engage students and educators in assessment FOR and AS learning while increasing student confidence in French.



We are exploring accommodations and modifications so that we can meet the needs of ALL students in the FSL classroom.



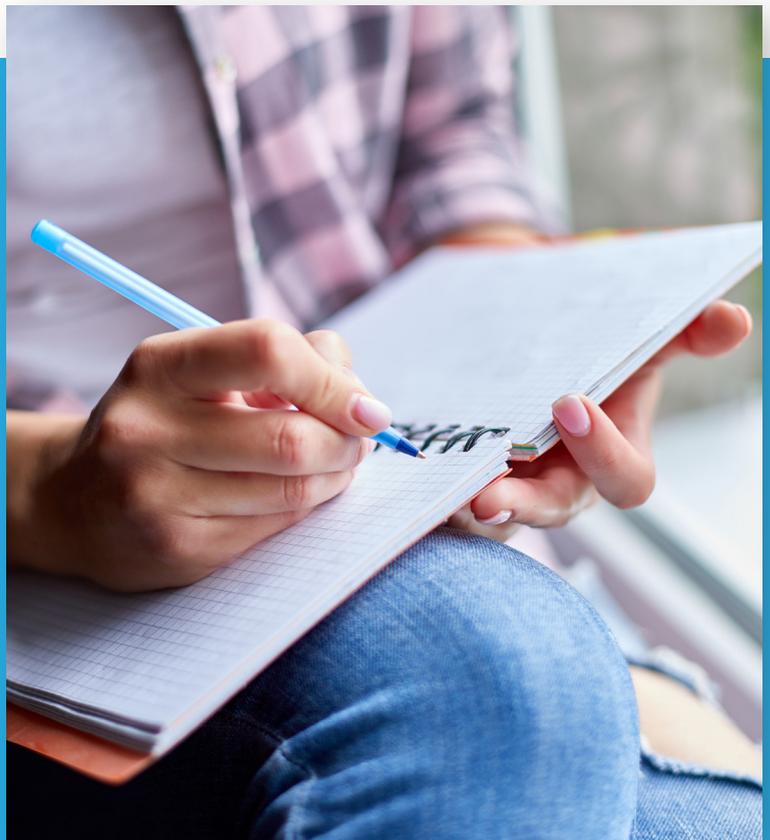
We are investigating assessment OF learning so that we can communicate the evaluation of student proficiency, competency and achievement in FSL.

USEFUL AND RELEVANT DATA

It is important to gather data that shows evidence of student learning across the four strands of Listening, Speaking, Reading and Writing. In a program that places emphasis on oral communication, educators must collect a variety of useful and relevant data. With the emphasis placed heavily on oral communication, particularly at the early stages of learning, FSL educators cannot rely on traditional methods of data collection such as tests and worksheets. Therefore, they must find the means to collect useful and relevant data from authentic learning tasks in innovative ways.

Useful and relevant data is collected in a variety of situations, over time, with the focus being on the most consistent and most recent. The use of triangulation ensures that educators are collecting from multiple sources, and, when possible, from authentic, real-world and connected experiences. In planning, learning goals are aligned with success criteria and curriculum expectations. Goals are written in student-friendly French, that is, using **word cognates /**

les mots-amis and familiar words, to create conditions for the provision of successful evidence. Students work through educator feedback as well as peer- and self-assessment to improve upon their learning. Educators then set goals for next steps and incrementally challenge students to aid them in the accomplishment of their learning goals and to inform their teaching.



FSL specific examples of useful and relevant data come from tasks that are meaningful for students, and through which they can demonstrate their abilities in French. In module 2, we learned that **action-oriented tasks** provide for meaningful and spontaneous opportunities for students. They are open-ended and involve the construction of a response. A checklist highlighting specific look-fors can be used to assess oral proficiency during conversations and dialogues, both rehearsed and spontaneous, with educators and amongst peers. The educator can also observe active listening activities and games and assign purposeful performance tasks. They can look at samples of written work and journal entries, observe reading behaviours and explore the results of surveys and exit cards.

Data that is not useful and relevant comes from assessment methods where students can perform effectively in communication situations without being required to apply their French language skills. Some non-examples include the use of traditional dictées to assess writing or the reading of fill-in-the-blanks to assess oral communication. The assessment goal must be reflected in the results, for example, if the goal of a listening comprehension activity is to write words heard, spelling should not be assessed.



COLLECTING DATA – THE TOOLS

The collection of data can be challenging in the FSL context as educators are often working with several classes and attempting to collect evidence of communicative proficiency. Student portfolios become particularly important in gathering evidence of learning across all four competencies. Portfolios show authentic evidence of learning and allow students to choose the work they want to showcase.

Some of the means of data collection include rubrics, success criteria checklists, anecdotal notes in the form of post-its or charts and exit cards. These can be kept in folders or binders as student portfolios to show a representation of the learning that students have accomplished over time. Another option is to take photographs of these items and keep them in a digital collection. The range of assessment data that can be collected grows with a digital collection as educators can include video and audio submissions, blogs and vlogs and evidence of interactive communication through platforms such as flip-grid and google classroom.

HOW CAN DATA BE COLLECTED TO CAPTURE A MORE ACCURATE PICTURE OF LEARNING ACROSS ALL FOUR COMPETENCIES?

Considerations:

Choice of tool to reflect assessment goal, variety of authentic tasks to demonstrate proficiency, strategic integration of technology, organization of data, student voice in presentation of their learning, use of student portfolios



ASSESSMENT FOR LEARNING

WHY ARE LEARNING GOALS & SUCCESS CRITERIA IMPORTANT?

Assessment FOR Learning is the process of seeking and interpreting evidence that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. When reflecting on the information collected, both students and educators decide where students are in their learning, where they need to go and how best to get there. ([Guide to Reflective Practice A&E p. 5](#))

To ensure that assessment is valid and reliable, and leads to the improvement of learning for all students in FSL, educators use practices that are fair, transparent and equitable. An essential step is the sharing of learning goals and success criteria. ([The Seven Fundamental Principles](#), Growing Success, p. 6)

Research shows that setting clear learning goals for students has a high probability of increasing student learning by as much as 15%. (Marzano, Pickering & Pollock, [Classroom Instruction that Works](#), 2001, p.93).

The Learning Goal clarifies the purpose and content of the learning. It describes the essential knowledge and skills that are aligned with curriculum expectations. The learning goal is always written in French, in student-friendly language, and may include pictures to support meaning. When first introduced, deconstructing the learning goal through questioning is an instructional strategy that encourages students to participate in the assessment process.

The educator then introduces the success criteria describing to the students what successful learning looks like to achieve the learning goal. Also written in French, they identify what students are expected to be able to know and be able to do, based on curriculum expectations.

Educators create Success Criteria intentionally balancing the achievement chart categories of: Knowledge & Understanding, Thinking, Communication, & Application. Educators can either decide to develop the success criteria on their own and then communicate them to students; or they can co-construct the success criteria with students using different instructional strategies. (The work of [Anne Davies](#) describes a number of instructional strategies to co-construct success criteria with students).

The success criteria are modelled, used and referred to over time during explicit teaching. Students may be invited to edit the success criteria as they apply them to their learning. Engaging students with learning goals and success criteria, pulls them into the assessment process and empowers them to own their learning.

([An Assessment Framework](#), *Growing Success*, p. 32)



ESTABLISHING A LEARNING GOAL

Learning Goals are aligned with the FSL Ontario Curriculum which outlines the concepts and competencies and/or skills that are required to be taught, assessed and evaluated by educators.

The example presented here is from the FSL Curriculum - Grade 8 Extended French, Overall Writing Expectation D1. In the language of the curriculum, the disciplinary concepts are identified by NOUNS highlighted in green; whereas the competencies and skills, what students will do to show their understanding, are identified by VERBS, highlighted in blue.

There are several ways to write a learning goal. It is important to be consistent with one's choice of words so that students eventually recognize the statements and are able to use them when speaking French. This example starts with "We are learning to..." ("On apprend à...").

Both the concept and competency and/or skill are included in the learning goal in student friendly language. It is stated as a learning experience in which students will engage. Here, they will communicate in writing for a specific reason and to a particular audience. In order to achieve this goal, students are given a choice of both subject matter and ways to communicate their learning based on their interests, background knowledge and educational needs.



During planning sessions, educators will determine what explicit teaching, supports and strategies are needed for groups of students to understand and achieve the learning goal.

Throughout the learning experience, the learning goal is provided for student reference. Reconnecting with the learning goal often will support students to reflect on their progress, next steps and strategies. There are many practical routines educators can use to re-engage students in the conversation either as a whole group, in pairs or one-on-one. (A suggested resource [Making Thinking Visible](#) describes many practical routines that invite student participation).

CONCEPTS & COMPETENCIES/SKILLS

Grade 8 Extended French - Overall Writing Expectation

D1. **Purpose, Audience, and Form:** Write in French in a **variety of forms** and for a variety of **purposes** and **audiences**, using knowledge of **vocabulary, language conventions**, and **stylistic elements** to **communicate** clearly and effectively.

LEARNING GOAL

Do

Know

Know

We are learning to **communicate** clearly for a specific **reason** and to a particular **audience**.

L'OBJECTIF D'APPRENTISSAGE

savoir-faire

savoir

savoir

On apprend à **communiquer** clairement avec **une raison** spécifique et à **une audience** particulière.

HOW CAN WE EMBED AN EQUITY STANCE IN OUR ASSESSMENT PRACTICES?

Considerations:

Sharing of the Learning Goal with students and parents, learning experiences that embody the LG while taking into account students' learning preferences, interests and backgrounds

- *(e.g., Culturally Responsive Pedagogy), checking for students' understanding of the LG through an inquiry lens, modelling what good work looks like using the **Gradual Release of Responsibility**, supporting all students learning French as new language learners, including those with special education needs and those who are First Nation, Métis, or Inuit through differentiated instruction (Reference: [The Seven Principles in Growing Success](#) p. 6)*



ESTABLISHING SUCCESS CRITERIA

Educators choose no more than 2 or 3 specific expectations from the FSL curriculum to identify the criteria aligned with the learning goal.

In our Grade 8 Extended French example, the two specific expectations can lead to a number of select prioritized success criteria which educators can use to assess student learning.

When developing success criteria, educators may refer to the **CEFR**, the **Common European Framework of Reference for Languages**. The **CEFR** is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. The philosophy of the A1-B2 levels are embedded within the FSL Curriculum.



The competencies of Listening, Speaking, Reading, and Writing are weighted differently throughout all grades. In the early years of language learning, Listening and Speaking are the focus for language acquisition. This is because oral skills are the foundation for the development of reading and writing. It is not until senior secondary when they are weighted equally. Students are therefore given many opportunities to develop French oral language skills before writing is assessed.

Similar to learning goals, success criteria are written in French in student-friendly language and usually begin with “I can” (“Je peux”) statements taking the student’s perspective into account.

The first criteria is taken from the [FSL curriculum](#) emphasizing that students can receive support from the teacher to determine their purpose for writing and the audience for French texts they plan to create.

The second criteria comes directly from the **CEFR** ([CEFR](#) English version, p. 76 - [CECR](#) French version, p. 79). They provide examples of what types of creative writing students are able to produce at the A2 level such as imaginary biographies and short & simple poems about people. Some explicit teaching in context to students' writing would be included to build on their skills. For example, students might begin by writing their own diary entries related to their everyday life before moving on to imaginary biographies.



The third criteria also comes from the **CEFR** ([CEFR](#) English version, p. 75 - [CECR](#) French version, p. 78) and states that the student can write a series of simple phrases and sentences linked with simple connectors at the A2 level. The CEFR focuses on the students' ability to convey a message as a whole.

Since the CEFR is a language continuum, educators can differentiate by choosing success criteria from any of the four language levels thereby meeting students' **zone of proximal development** and language learning.

ASSESSMENT FOR & AS LEARNING

As part of assessment for learning, educators provide students with descriptive feedback and coaching for improvement. ([Growing Success](#), p.34)

[Research](#) has indicated that a climate of trust where students feel that they can make mistakes without being judged and evaluated is the basis for students applying any feedback to their learning.

Therefore marks are NOT given to students at this time.

Instead, educators provide students with feedback detailing how they are progressing towards the established learning goal. Descriptive feedback should be accessible and framed in the French language that students can understand and find meaningful in their work. It must be clear and specific, focused on a few important points related to the learning goal.

Afterwards, students need ample time to apply any specific feedback before evaluation takes place.

Collaborative assessment also involves students giving one another feedback in French. Assessment as Learning is when students reflect on each other's learning styles and then reconnect back to their own. It is through self-reflection that students develop an awareness of the language strategies that work best for them. The development of meta-cognitive skills is pivotal in students becoming more skilled at adjusting the quality of their work while increasing the awareness of their language abilities.



When an educator gives descriptive feedback to a student, specific steps are generally followed. First, the educator begins by highlighting the student's strengths. In this case, the educator shares the student's ability to include an introduction to a friend's birthday card; and also shares how he was able to explain why he likes his friend.

Then, the educator focuses on an area of improvement. He asks him to clarify one of his thoughts related to why his friend is important to him. It is through this conversation with the educator that the student is given the opportunity to develop his thoughts. The educator uses this "teachable moment" to give the student the vocabulary needed to express his thinking in French. The student would then include his newly developed thoughts in writing.

Finally, the educator focuses on the student's next steps. As the student did not complete one of the success criteria, the educator invites the student to reread the instructions to see what is missing in his message. The educator would give him time to figure this out for himself before prompting him with a direct question. By giving the student descriptive feedback, the educator not only supports the student in developing his thoughts in writing, but also in meeting the required number of words in his writing response.

Tâche 1

Un ami francophone t'invite à sa fête d'anniversaire. Tu lui offres une carte de souhaits. Tu écris des souhaits d'anniversaire. Tu lui dis qu'il est un bon ami et qu'il est important pour toi. Tu le remercies de son invitation à cette fête (de 40 à 50 mots - durée : 20 minutes).

*Cher ami je t'ame presque tu i
tra jaté, et bnfête tu es un bon ami
presque que ja besa dade.*

On va relire les instructions ensemble.
— "Est-ce qu'il manque quelque chose dans ton message? ... Est-ce que tu as remercié ton ami?"

Introduction «Cher ami»
Explains why he/she likes the friend "presque tu i tra jate/parce que tu es très gentil".

Attempts to explain why his friend is important to him. A conversation with the educator is needed to clarify his thoughts, "presque que ja besa dade/parce que quand j'ai besoin d'aide." "Peux-tu m'expliquer ceci?"

ASSESSMENT STRATEGIES

There are a number of strategies for providing feedback to students. It can be oral feedback given in French through conversations or it can be given in writing. This latter approach allows educators time to reflect on student work and focus on their next steps.

There are many assessment strategies that can be used such as:



[The Met/Not Yet Met/I Noticed](#) (Acquis/Pas encore acquis/ J'ai remarqué) strategy which is a checklist with a space for comments.

[Two Stars and a Wish](#) (adapted from Davies, 2011) (Deux étoiles et un souhait) highlights two successes and one next step for individuals or groups of students.

The [Single Point Rubric](#) gives students written feedback and next steps related to each success criteria.

[EduGains](#) provides models of descriptive feedback that educators can access online.

HOW DO STUDENTS' RESPONSES INFORM OUR PRACTICE?

Considerations:

The educator reflects on students' strengths & needs; adjusts instruction for individuals, small groups and/or whole class through differentiated instruction; and sets new goals accordingly

Criteria (Les critères)	Met (Acquis)	Not Yet Met (Pas encore acquis)	I noticed (J'ai remarqué)
Criteria #1 (Critère #1)			
Criteria #2 (Critère #2)			

(Adapted from Cameron, Davies & Gregory, 1997)

Feedback to Improve (La rétroactive pour aider l'élève à réussir)	Success Criteria Meeting Expectations (Les critères d'évaluation L'élève satisfait les attentes)	Feedback to Excel (La rétroaction pour assurer d'autres succès)
	Criteria #1 (Critère #1)	
	Criteria #2 (Critère #2)	

(Single Point Rubric adapted from Gonzalez, 2016)

Two Stars & a Wish
Deux étoiles et us souhait

★

★

★

(Adapted from Davies, 2011)

ACCOMMODATIONS AND MODIFICATIONS

One of the guiding principles of FSL programs is that they are for ALL students. “Participation in FSL programs should reflect the diversity of the student population, including students with special education needs and students who are English language learners.” ([Welcoming English Language Learners into French as a Second Language Programs](#), 2016, p.6).

Educators, administrators, parents and even students themselves, should be involved in the process of creating a successful learning environment for every student. Information and ideas specific to the FSL program can be found in the Ministry of Education document [Including Students with Special Education Needs in French as a Second Language Programs](#).

As with every subject taught, educators must determine where their students are in their learning journey, their next steps, and goals so that they can



experience success. Starting with the principles of **Universal Design** ([FSL Curriculum](#), p. 35), educators can ensure that their classrooms are accessible for all learners and that they have an understanding that all of their students can be successful. Differentiated Instruction ([FSL Curriculum](#), p. 31) ensures that educators are meeting students at their level and encourages progression. In cases where a student requires more specific support in learning, an accommodated IEP can be implemented, and is preferable to modification when appropriate to meet student needs.

“In FSL, modified expectations for most students with special education needs will be based on regular grade-level curriculum, with an increase or decrease in the number and/or complexity of expectations” ([FSL Curriculum](#), p. 37). For example, we could take expectation C1.2 Reading for Meaning from the Grade 7 French Immersion Curriculum. One way that this expectation can be modified is by changing the complexity of the expectation, therefore removing qualifiers such as intent, variety and academic, and ensuring that the student always has access to support. In keeping with the goals of the FSL Curriculum and the CEFR, the qualifiers that the text is familiar and personally relevant are kept.

**“EVERY STUDENT
AHS THE RIGHT TO
ACCESS SECOND
LANGUAGE
LEARNING...”**

In cases where an Individual Education Plan (IEP) is required, FSL educators must be involved in the process in order to accommodate, or modify, for the students they are teaching. Accommodations and modifications must be considered throughout the planning and teaching process, including in the cycle of feedback and goal setting.

The inclusion of all students in FSL applies also to English language learners. Research has shown that “English language learners do as well, or outperform, English-speaking students in FSL.” ([Welcoming English Language Learners into French as a Second Language Programs](#), 2016, p.8)

Every student has the right to access second language learning, and with intentional support, all students can be successful in FSL.



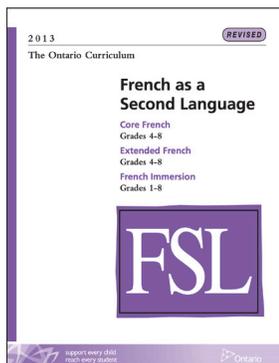
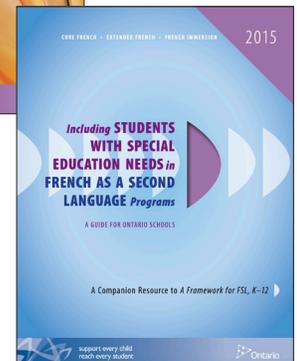
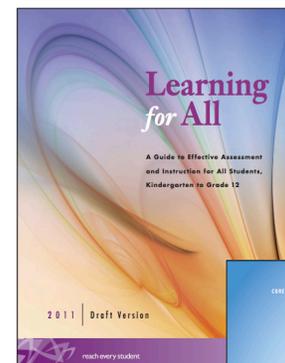
Modified Expectation

Demonstrate an understanding of the meaning in French texts about familiar and personally relevant topics with support.

C1.2 Reading for Meaning:

Demonstrate an understanding of the **intent** and meaning of a **variety** of French texts about familiar, **academic**, and **personally relevant** topics, with support **as appropriate**.

(e.g., identify and discuss story elements in a literature circle; infer the intended audience for and implicit messages in a selection of posters or write short book reports for example.)



ARE ALL STUDENTS WELCOMED AND RESPECTED IN OUR FSL PROGRAMS?

Considerations:

Belief that every student is capable of success in second language learning, involvement of FSL educators in creation of individual education goals (eg. accommodations and modifications), Universal Design for Learning - what is good for one is good for all.

When determining a student's evaluation, educators must use professional judgement in considering how students best demonstrate their learning. They must take into account a variety of means of evaluation, provide multiple opportunities for the demonstration of learning and ensure that they are evaluating all four competencies. The triangulation model has educators consider student products, but also includes observations and conversations.



Observations can be formal and informal, and could include taking risks, listening attentively to directions, using new vocabulary, use of French in pairs and small group activities, and more. They can be recorded as a developmental continua, documentation, rubrics, anecdotal notes, checklists, running records, lists (for example books read), notes from literacy circles, and so much more!

Conversation is vital to assessment in the second language classroom as students speak, listen and interact, but can also provide information to inform the assessment of written interaction. Some examples of conversation include conferences, notes, journals, blogs, moderated online forums, focussed conversations, peer- and self-assessment, self-reflections and educator feedback.



Gathering of observational and conversational data must be organized in order to ensure that all students are assessed over time. An educator may choose to target a few students each day in order to capture evidence. With students working in small groups, an educator may choose to focus on one student in each group. The use of technology affords the FSL educator time to review observations and conversations, however, should be used strategically so that it does not become burdensome.



Student products often seem like the most straightforward means of assessment, however, can be challenging in the FSL classroom with its focus on oral communication, authentic learning situations and meaningful tasks through which students can demonstrate their proficiency in their second language. Some examples are demonstrations, projects, portfolios, performances, essays, response journals, graphic organizers, interviews, short and impromptu speeches, videos, and tests.

Grade, program and proficiency, as well as differentiation, will result in emphasis being placed in different areas of the triangle - it may not be equilateral. In the earliest years of second language learning, students will be focussed primarily on oral communication, therefore it makes sense to gather assessment data from observation and conversation. Moving into higher grades, there is a transition to balance between the four competencies, and therefore more value may be placed on student products.

ASSESSMENT OF LEARNING



Throughout the assessment process, feedback and communication with both students and their families are vital to success. Communication “should be designed to provide detailed information that will encourage students to set goals for learning, help educators to establish plans for teaching, and assist parents in supporting learning at home.” (FSL Curriculum, p.25)

Communication must go beyond formal reporting periods and parent-educator interviews and could include ideas such as sharing of portfolios, student-led conferences, phone calls or informal reports.

With the understanding of learning goals and success criteria, the collection of a range of data over time and the establishment of a cycle of feedback, the FSL educator can accurately determine the learning that a student has accomplished. That evidence then results in a statement or symbol about how students are learning, that is, the assessment, or evaluation, OF their learning.

“Determining a report card grade involves the interpretation of evidence collected through observations and student products (assignments for evaluation, culminating activities, test), combined with the teacher’s professional judgment and consideration of factors such as the number of test/examinations or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence.”
(FSL Curriculum, p.25)

HOW CAN ASSESSMENT AND COMMUNICATION BE LEVERAGED TO INCREASE STUDENT SUCCESS IN FSL?

Considerations:

Clear communication of growth in learning to inform suggested next steps, assessment data to inform potential concerns, all parties working toward student success

FEEDBACK

Your voice and feedback support the development of future professional learning series. Please take a moment to complete the following survey with your team. <https://bit.ly/FSLRR20>

Should you have any questions about this module, please send an email to omlta@omlta.org.



ACKNOWLEDGEMENT

These modules have been created under the leadership of the **Ontario Modern Languages Teachers' Association (OMLTA)**. The OMLTA is a non-profit, professional association that has been supporting French as a Second Language and International Languages educators of all programs and grade-levels since 1886. Today it continues to be the leader in professional learning and advocacy, inspiring and connecting Ontario's French and International Languages educators.

These modules were designed to support FSL Teacher Retention and Recruitment by deepening the understanding of the directions, principles and content of the Ontario Curriculum policy documents for all three of the province's FSL programs: Core French, Extended French and French Immersion.

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