

Evaluation

Evaluation is the process of analyzing assessment data and making decisions about student progress and instruction based on the results. Assessment methods and their use in the classroom must be fair and equitable for all students. Evaluation provides essential information to students, teachers, parents and administrators. **All assessment and evaluation activities must reflect the specific learning outcomes of the Intermediate Core French Program.**

In the Intermediate Core French program, student evaluation respects the following principles:

Evaluation is an integral part of the teaching and learning process.

Tasks reflect the prescribed outcomes and the types of learning activities regularly used in the classroom. Evaluation is criterion-referenced; students are assessed on the achievement of the outcomes. **Sixty percent (60%) of the Intermediate Core French program is devoted to oral communication and forty percent (40%) to written communication; this same balance needs to be maintained in evaluation.**

Evaluation is both planned and ongoing.

Students know when, how, and on what criteria they are being evaluated; the evaluation plan is communicated to students and parents at the beginning of the year. It is flexible enough to account for student progress throughout the year, but structured enough to provide a clear picture of how students will be assessed. Students are provided the opportunity to demonstrate the knowledge, skills, attitudes or behaviors they have learned.

Evaluation includes both formative and summative components.

Formative Evaluation

Formative evaluation improves student performance through continuous, precise, and clear feedback directly related to the task. Formative evaluation assists the teacher and student to identify areas where additional work is required. Teachers adjust instruction to accommodate these needs. It is this assessment of learning that determines classroom practice.

Summative Evaluation

Summative evaluation involves making judgments. It is the assessment for reporting purposes at the end of a particular instructional period. Reporting may be anecdotal or by means of a letter or number grade. Schools and school districts have policies on assessment, evaluation and reporting which serve to guide the development of an evaluation plan.

Evaluation includes a variety of assessment techniques.

Assessment is the systematic process of gathering information on student learning and performance. A variety of assessment techniques ensure comprehensive and consistent indicators of student performance are used.

Assessment

Common assessment techniques of an evaluation plan are:

Questioning

Effective questioning provides opportunities to extend students' thinking through immediate feedback. Questioning has to be more than requiring an answer quickly without thought, or asking for memorized facts. Questions exploring issues critical to understanding need time for response, sufficient for students to think and to formulate appropriate responses. Students should be expected to answer and to contribute to the discussions. Therefore, all answers, right or wrong, give information useful to developing understanding.

Projects

Communicative/experiential projects may be used to assess outcomes. Students engage in a series of activities during the unit to complete a project. The project is based on selected outcomes and encourages students to link life experiences to the assigned task. For example, the production of a travel brochure to a French-speaking country, or creating a presentation about one's family might be experiential projects related to Family and Home and Holidays and Travel themes.

Observation

Observation provides information on what students do. For formal observation, the teacher establishes criteria, communicates this information to students in advance of the activity, and provides feedback to student(s) as soon as possible following the activity. For example, in observing a role play, the teacher would establish criteria, and at the end of the activity, provide feedback to students based on those criteria. The teacher may use a checklist, a rubric or a rating scale to record information.

Informal observation is also an effective way of monitoring student competency skills. It enables teachers to determine what students know and are able to do, thus guiding teaching. It is also an effective way of monitoring and recording student use of French. Being informally observed on a regular basis makes students accountable for their participation in class and for their learning.

Interviews

Interviews are essential components of regular class and assessment activities. Formal student-teacher interviews follow the recommended procedure: warm-up questions, probing questions, and cool down questions. Items related to the themes are discussed and treat known vocabulary and language. The teacher observes students as they interview each other and rubrics are used to provide feedback to students on their progress.

Oral reading may be a component of regular classroom activities and the interview process. Passages related to the themes of the Program enable teachers to verify student comprehension.

French is the language of the classroom, therefore teachers record students' efforts to speak.

Tests/Quizzes

Tests or quizzes integrate skills such as listening and reading comprehension. Items are familiar to the students, and examples are provided. Tests may include listening and reading selections, matching, selected response (multiple choice), constructed response and similar items. Selections include narrative, informational, and visual texts.

Portfolio

A portfolio is a collection of work samples: projects, writing pieces, workbook pages and audio or video recordings. Items may be kept in an exercise book, a folder or a binder. As students create their portfolios, they are encouraged to evaluate their work.

A portfolio is a source of qualitative assessment information collected over time providing students an opportunity to reflect upon their experiences and achievement, and to take more responsibility for their learning. The purpose of a portfolio determines the length of time it is kept and the type of items included. For example, it may be for a unit, the school year, or over the three years of the Intermediate program.

Portfolios allow teachers, parents and students to see, almost at a glance, the progress of the student.

Self- and peer assessment

Self- and peer assessment are important components of formative evaluation. Self-assessment is essential to learning since students only achieve a learning goal if they understand the goal and can

assess what needs to be done in order to achieve it. Peer assessment helps students accept constructive criticism from one another. Peer assessment gives learners a variety of responses to their work and, like self-assessment, provides the teacher with information on how to improve activities. (*Elementary Core French Curriculum Guide*, Prince Edward Island, 2000.)

Self-assessment encourages students to:

- reflect;
- identify their progress;
- focus on areas needing improvement;
- plan and organize to accomplish a task.

For self- and peer assessment, students need the skills required for self- and peer assessment and models of the responses expected of them. For example, the teacher needs to review the statements on a rating scale or a checklist, before starting a task.

Using Rubrics

<http://rubistar.4teachers.org>

Rubrics

Rubrics are performance criteria used to score or rate student work. Rubrics benefit teachers, students and parents. For teachers, rubrics increase consistency and accuracy in assessment. For students, rubrics help to understand the stated expectations and receive specific feedback on each of the criteria for the task. For parents, rubrics enable them to closely monitor student progress.

Rubrics range from simple to complex in design. For example, checklists, rating scales, and scoring grids can be used as rubrics. Rubrics are often used in conjunction with other assessment techniques.

Please see the enclosed rubrics. They can also be seen at:
www.gov.nl.ca/edu/pub/crt/corefrench_inter.htm

Evaluation Resources

The Assessment Toolkit: Formative Assessment Instruments for FSL. (Beginner, Intermediate, Advanced Level). The assessment activities contained in this kit are thematically organized, are based on the experiential/communicative approach, and respond to the learning outcomes identified in Core French programs across the country.

The bibliography section of this guide contains additional references on student evaluation.

Oral Production/Comprehension Rubric

Performance Level	Pronunciation	Phrasing	Fluency	Expression	Comprehension
	The precision with which words are enunciated.	The grouping of words in meaningful phrases.	The flow and rhythm of the oral production demonstrated by the ease and speed with which the speaker or reader delivers the message.	The use of tone, inflection, intonation, and volume in oral production.	The level of understanding demonstrated by responses to questions and/or tasks dealing with texts read, heard, or viewed. Where appropriate, responses may include support from the text or extend beyond it.
5 - Outstanding	Almost all words are pronounced correctly. Few miscues (additions, omissions, substitutions, etc.).	Demonstrates an outstanding ability to group words appropriately in meaningful phrases (e.g., liaisons and elisions are almost always used).	Flow and rhythm are consistently maintained. Consistently uses appropriate speed.	Outstanding ability to speak or read in an expressive, engaging voice. Consistently brings the text to life with appropriate tone, inflection, intonation, and volume.	Response is precise and detailed and reflects a thorough understanding of text. Elaboration, where appropriate, consistently enhances response.
4 - Strong	Most words are pronounced correctly. Miscues do not affect meaning. Self-monitoring skills (re-reading, sounding out, substitutions, etc.) are used thoughtfully and purposely for accuracy and appropriateness.	Demonstrates a strong ability to group words in meaningful phrases (e.g., liaisons and elisions are usually evident).	Flow and rhythm are generally maintained. Generally uses appropriate speed.	Strong ability to speak or read in an expressive, engaging voice. Often brings the text to life. Generally uses appropriate tone, inflection, intonation, and volume.	Response is accurate and reasonable and reflects a strong understanding of text. Elaboration, where appropriate, usually enhances response.
3 - Adequate	Most words are pronounced correctly. Miscues occasionally affect meaning. Some self-monitoring skills are used.	Demonstrates the ability to connect words occasionally in meaningful phrases (e.g., sporadic use of liaisons and elisions).	Sometimes maintains flow and rhythm. Sometimes uses appropriate speed.	Speaks or reads, but voice is not always expressive or engaging. Occasionally brings the text to life. Use of tone, inflection, intonation, and volume is sometimes appropriate.	Response is plausible and reflects a literal understanding of text. Elaboration, where appropriate, sometimes enhances response.
2 - Limited	Most words are pronounced incorrectly. Miscues frequently affect meaning. Few self-monitoring skills are used.	Demonstrates limited ability to connect words in meaningful phrases (e.g., rarely uses liaisons and elisions).	Flow and rhythm are seldom maintained. Rarely uses appropriate speed.	Limited ability to speak or read in an expressive, engaging voice. Rarely brings the subject to life. Rarely uses appropriate tone, inflection, intonation, and volume.	Response reflects a limited understanding of text. Elaboration may exist, but is rarely appropriate.
1 - Very Limited	Almost all words are pronounced incorrectly. Miscues significantly affect meaning. Self-monitoring does not occur.	Very limited ability to connect words in meaningful phrases (e.g., use of liaisons and elisions is not evident).	Flow is never maintained. Never uses appropriate speed.	Very limited ability to speak or read in an expressive, engaging voice. Rarely brings the text to life. Tone, inflection, intonation, and volume is inappropriate.	Response is incomplete, incoherent, or off topic. Elaboration may exist, but is not appropriate.

Analytic Writing Rubric

Performance Level	Content	Organization	Sentence Fluency	Word Choice	Conventions
5 - Outstanding	The content category describes how effectively the student establishes a purpose, selects and integrates ideas (i.e., information, events, emotions, opinions, and includes details such as examples, descriptions, and characteristics) to support, develop and/or illustrate ideas.	The organization category describes how effectively the student creates an opening and a conclusion; establishes and maintains a focus; orders and arranges events, ideas and/or details within the paragraph; relates ideas/details within the paragraph.	The sentence fluency category describes how effectively the student constructs sentences. It includes the ability to control syntax (i.e., the arrangement of words to form a sentence, the arrangement of sentences within a paragraph) and to create variety in sentence type and length (i.e., fragments, simple, compound, complex; statements, questions, exclamations).	The word choice category describes how effectively the student chooses words and expressions for appropriateness, precision, and variety. Word choice includes a variety of nouns, verbs, adjectives and adverbs.	The conventions category describes how effectively the student controls grammar, punctuation, capitalization, spelling including accents, paraphrasing, and presentation. Conventions affect readability.
4 - Strong	The writing demonstrates: <ul style="list-style-type: none"> a clear, strong focus an outstanding knowledge of the subject matter ideas which are very often creative, always purposeful, and support and enhance the central theme extremely well-developed content an outstanding ability to shape and connect ideas 	The writing demonstrates: <ul style="list-style-type: none"> a compelling opening smooth organization: focussed and coherent a purposeful, effective arrangement of events, ideas, and/or details effective transitions which are smooth and cohesive very effective closure which reinforces unity and provides an outstanding sense of resolution 	The writing demonstrates: <ul style="list-style-type: none"> an easy flow and rhythm sentences that vary in structure, and length creating an extremely effective text sentences which are logical and clear so that the relationship among ideas are firmly and smoothly established fragments which, if present, are deliberate and effective use of dialogue, if present, ++ always sounds natural 	The writing has: <ul style="list-style-type: none"> choice of words which is varied, extensive and relevant to the theme outstanding use of French expressions no use of English 	The writing demonstrates: <ul style="list-style-type: none"> an outstanding use of standard writing conventions, errors occur infrequently facility with spelling, grammar, punctuation, capitalization which are almost always correct a presentation which is neat meaning that is enhanced by conventions
4 - Strong	The writing demonstrates: <ul style="list-style-type: none"> a clear, strong focus a strong knowledge of the subject matter ideas which are usually creative, always purposeful, and support the central theme strongly developed content a strong ability to shape and connect ideas 	The writing demonstrates: <ul style="list-style-type: none"> a strong, direct opening focus and coherence that are rarely interrupted a clear, effective arrangement of events, ideas, and/or details frequent and appropriate use of transitions closure which reinforces unity and provides a clear sense of resolution 	The writing demonstrates: <ul style="list-style-type: none"> flow and rhythm sentences which vary in structure and length creating an effective text sentences which are often logical and clear so that relationships among ideas are established fragments which, if present, are often effective dialogue, if present, sounds natural 	The writing has: <ul style="list-style-type: none"> choice of words which is often varied and relevant to the theme strong use of French expressions no use of English 	The writing demonstrates: <ul style="list-style-type: none"> a strong use of standard writing conventions, writing has only a few errors facility with spelling, grammar, punctuation, capitalization which are often correct a presentation which is neat meaning that is enhanced by conventions

Analytic Writing Rubric (*continued*)

Performance Level	Content	Organization	Sentence Fluency	Word Choice	Conventions
3 - Adequate	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> a fairly clear focus a good knowledge of the subject matter ideas which are basic, routine or predictable adequately developed content with details limited in scope or unrelated to the theme an ability to shape and connect ideas 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> a generally clear, direct opening focus and coherence which are sometimes interrupted arrangement of events, ideas, and/or details which are predictable and sometimes inappropriate connections between ideas which are sometimes inappropriate or predictable closure which contributes to unity, but the resolution tends to be predictable 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> an easy flow and rhythm sentences that vary in structure, and length creating an extremely effective text sentences which are logical and clear so that the relationship among ideas are firmly and smoothly established fragments which, if present, are deliberate and effective use of dialogue, if present, ++ always sounds natural 	<p>The writing has:</p> <ul style="list-style-type: none"> choice of words which is varied, extensive and relevant to the theme outstanding use of French expressions no use of English 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> an outstanding use of standard writing conventions, errors occur infrequently facility with spelling, grammar, punctuation, capitalization which are almost always correct a presentation which is neat meaning that is enhanced by conventions
2 - Limited	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> a limited content which lacks clarity, but has a discernable focus a limited knowledge of the subject matter ideas and details which are often unclear a limited ability to shape and connect ideas 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> an opening which is unclear or has little direction focus and coherence that falter frequently discernible, but weak and inconsistent arrangement of events, ideas, and/or details rare use of transitions, few connections among ideas closure, if present, that is either too weak to tie the piece together or only vaguely related to the opening 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> little flow and rhythm limited variation in sentence structure and length sentences are often illogical or unclear. relationships among ideas are only occasionally established fragments, if present, are ineffective use of dialogue, if present, rarely sounds natural 	<p>The writing has:</p> <ul style="list-style-type: none"> choice of words which is not varied, or is inappropriate no use of French expressions frequent use of English 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> a limited use of standard writing conventions, errors are frequent spelling, grammar, punctuation, capitalization which are sometimes correct a presentation which may not be neat meaning that is beginning to be affected by the misuse or lack of use of conventions
1 - Very Limited	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> a lack of clarity and focus an unclear knowledge of the subject matter ideas and details which are always unclear a very limited ability to shape and connect ideas 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> an opening, if present, which is unclear and lacks direction a lack of focus and coherence an unclear or haphazard arrangement of events, ideas, and/or details no use of transitions or connections among ideas closure that is either inappropriate, unconnected, or missing 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> no flow and rhythm sentences that are choppy, incomplete, rambling, and awkward little or no attention to sentence patterns fragments, if present, obscure meaning dialogue, if present, is monotonous, unnatural 	<p>The writing has:</p> <ul style="list-style-type: none"> choice of words which is inappropriate, word use detracts from meaning of French expressions extensive use of English 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> a very limited use of standard writing conventions, errors are frequent a presentation that is not neat an absence of conventions which seriously affects meaning

Holistic Writing Rubric

Performance Level	Criteria
5 - Outstanding	<ul style="list-style-type: none"> • outstanding content which is clear and strongly focussed • outstanding organization (a clear beginning, a middle and an end) • easy flow and rhythm, varied sentences • minimal or no use of English, outstanding use of French expressions, and words which are consistently powerful, vivid, and precise • outstanding use of standard writing conventions, meaning significantly enhanced
4 - Strong	<ul style="list-style-type: none"> • strong content which is clear and focussed • clear, purposeful organization • flow and rhythm, varied sentences • limited use of English, strong use of French expressions, and words which are often vivid and precise • strong use of standard writing conventions, meaning enhanced
3 - Adequate	<ul style="list-style-type: none"> • content which is limited, lacks clarity, but has a discernible focus • predictable organization which is somewhat clear and purposeful • some flow and rhythm, sentences tends to be mechanical • some use of English, some evidence of the use of French expressions, and words which are predominantly general and functional • adequate grasp of standard writing conventions, meaning unaffected by errors
2 - Limited	<ul style="list-style-type: none"> • content which is limited, lacks clarity, but has a discernible focus • weak and inconsistent organization • little flow, rhythm, and limited variation in sentences • frequent use of English, no or inappropriate use of French expressions, use of words that are rarely clear and precise • frequent errors in standard writing conventions, meaning is beginning to be affected by the misuse or lack of use of conventions
1 - Very Limited	<ul style="list-style-type: none"> • content lacks clarity and focus • unclear, haphazard organization • lacks flow and rhythm, no variation in sentence construction • extensive use of English, no use of French expressions, words used detract from meaning • meaning is seriously affected by the absence of conventions

Dictée Rubric (80 words unseen passage)

Performance Level	Criteria
5 - Outstanding	75% of words correct
4 - Strong	60% - 74% of words correct
3 - Adequate	45% - 59% of words correct
2 - Limited	30% - 44% of words correct
1 - Very Limited	Less than 30% of words correct

- * Errors include: incorrect use of accents, capitalization, punctuation, and spelling. A repeated error counts as one mistake.

Comprehension Rubric

Level of understanding demonstrated with responses to questions and/or tasks dealing with texts read, heard, or viewed. Where appropriate, responses include support from the text or may extend beyond it.

Performance Level	Criteria
5 - Outstanding	Precise and detailed reflecting a thorough understanding of the text. Elaboration consistently enhances response.
4 - Strong	Accurate and reasonable reflecting a strong understanding of the text. Elaboration sometimes enhances response.
3 - Adequate	Plausible reflecting a literal understanding of the text. Elaboration sometimes enhances response.
2 - Limited	Reflects a limited understanding of text. Elaboration may exist, but is rarely appropriate.
1 - Very Limited	Incomplete, incoherent, or off topic. Elaboration may exist, but is not appropriate.