
French 2200 - 3200
Evaluation



Evaluation

Evaluation is a critical component of the learning process. Evaluation should be continuous and systematic and should provide feedback on both effectiveness of instruction and student progress. It should proceed in accordance with a definite but flexible plan. Evaluation should reflect curriculum outcomes, content and teaching strategies. Students should know at all times what criteria are to be applied to judge the degree of appropriateness of their language use. Factors such as level of difficulty, student preparation, performance time and the context should be borne in mind.

A comprehensive evaluation plan includes both formative and summative evaluation. Formative evaluation is an integral part of teaching. It is a continuous process used to inform both teachers and students to what degree their efforts are successful. This type of evaluation allows teachers and students to make observations about what has been done, learn from this and make necessary adjustments. Formative evaluation may also heighten motivation, therefore enhancing achievement. Summative evaluation occurs at the end of a task, activity, term or year to determine a student's achievement, usually in terms of a mark or grade, for reporting purposes. Whatever the reason for evaluation, the activities asked of students should be in accordance with the curriculum outcomes and seen as meaningful and worthwhile.

There are many means of evaluation including observation, presentations, interviews, self-evaluation, peer evaluation, rating-scales, role playing, compositions, work samples, and tests. Because students may be more successful in some types of evaluation than others, it is recommended that a variety of techniques be used.

Students' progress in curriculum outcomes is evaluated by measuring their ability to understand and to produce oral and written messages. An evaluation plan in Senior High Core French should reflect equal emphasis on oral and written comprehension and production. The Table of Specifications which follows provides a framework for teachers to develop a comprehensive evaluation plan including a formal, final examination.

Table of Specifications

Audio component

The audio component includes activities which involve a combination of listening and reading and/or writing requiring responses ranging

from simple recall to interpreting information. Some examples would include visual association, passages, dictations. Every effort should be made to vary the types of activities and to use authentic language models and real-life situations.

Oral component - Speaking/listening

This oral component is a very important part of the Core French Program. Throughout the year students' oral communicative skills are evaluated as they participate in routine classroom activities, give presentations, work in groups and interact with each other and the teacher. At the end of the year a formal interview should be completed with each student. Guidelines for this interview are given in the publication *French 3200 Oral Testing: A Manual for Interviewers (1990)*.

Written comprehension and production component

Reading / writing

Activities within this component include word study, crosswords, cloze tests, authentic reading passages, poetry, creative and spontaneous writing, portfolios, and research projects. Opportunity is given for a range of responses from factual recall to interpretive explanations, points of view and supporting opinions. The students' work should be evaluated on organization, ideas, vocabulary and clarity. Just as linguistic elements are presented in the context of their communicative needs, so too should evaluation of the linguistic elements take place in context. Priority is given to the message rather than the form. This does not mean, however, that linguistic correctness is not important; communicative ability is measured by both message production and accuracy of expression.

A school's evaluation policy may dictate the percentages allotted to each term and the final mark. Within French 2200 and French 3200 fair representation should be given to unit tests, projects, quizzes, compositions, journal writing, interviews, homework and the formal term and final examinations. Most activities and learning outcomes require integration of the language skills.

It is recommended that the following Table of Specifications be used by teachers to develop their comprehensive evaluation for French 2200 and 3200. It is further recommended that this evaluation plan be shared and discussed with students.

| TABLE OF SPECIFICATIONS | | | | | | |
|---|------------------------|--------------------------------------|------------------|-------------------------------|-------------------------|---------|
| Evaluation Exercise | | | Cognitive Levels | | | Total % |
| | | | Knowledge | Understanding and Application | Higher Mental Processes | |
| C O M M U N I C A T I O N | Audio Component | Listening Comprehension | 25 | | | 25 |
| | | Listening and Writing | | | | |
| | | Listening, Reading and Writing | | | | |
| | Speaking (Listening) | | 25 | | | 25 |
| Reading and Writing | | 50 | | | 50 | |

Cognitive Levels (Adapted from Province of British Columbia. Ministry of Education. *French 12 1990 - 91 Examination Specifications*, 1990, p.6.)

Knowledge refers to recognition and recall and includes terminology and specific facts. Reading for literal meaning is considered as knowledge.

Understanding includes inferencing, summarizing and predicting. *Application* involves use of a principle or idea in a novel situation.

Higher Mental Processes includes analysis, synthesis, and evaluation.

The development of any formal examination should be guided by principles from the current literature on second language programs:

- items place the student in naturalistic contexts,
- items are based on simulated authentic discourse, where appropriate,
- items are presented in situational formats,
- items focus on the assessment of overall language proficiency,
- items reflect a blend of open-ended and close-ended formats,
- items reflect the themes of the course, as emphasized in the instructional process,
- items reflect an equal weighting among the language skills,
- items are based on pieces of writing chosen to reflect a variety of different styles.

Teachers should refer to the following publications of the Department of Education for further information and guidance:

The Evaluation of Students in the Classroom: A Handbook and Policy Guide (1990)

High School Certification Handbook (published annually)

French 3200 Oral Testing: A Manual for Interviewers (revised edition, July 1990)

Authorized Learning Resources

French 2200

Altitude (D.C. Heath Canada)

- student text
- workbook
- teacher manual
- audio cassettes

OR

Destinations 4 (Addison-Wesley)

- student text
- workbook
- teacher resource binder
- audio cassettes

OR

En Direct 1 (Prentice-Hall Canada)

- student text
- workbook
- teacher resource book
- audio cassettes

French 3200

En plein vol (D.C. Heath Canada)

- student text
- workbook
- teacher manual
- audio cassettes

OR

Destinations 5 (Addison-Wesley)

- student text
- workbook
- teacher resource binder
- audio cassettes

OR

En Direct 2 (Prentice-Hall Canada)

- student text
- workbook
- teacher resource book
- audio cassettes

