

SD72 Oral Competencies for French Language Learners

A team of SD72 French Immersion teachers from all grade levels collaborated to create a convenient tool for assessment and goal setting for French Oral language. This reference will guide us towards a more unified and aligned program with clear objectives identified.

ACPI's "Le référentiel de compétences orales pour les élèves apprenant le français", "Le cadre Européen commun de référence pour les langues (CERL) and the text, Access for Success are lead references of this document. Our intention was to use these scientific documents and create an efficient tool that results in aligned goal setting and assessment communicated in a more teacher, parent, and student friendly way so that all stakeholders in the French Immersion community becomes more unified and aligned.

This document contains the following:

- A continuum of French oral language that focuses on 5 levels of communication in 5 areas: Ability to communicate, vocabulary, grammar/syntax, use of English, Fluency/Pronunciation.
- One Point Rubric (grade 1-3)
- An intermediate Rubric
- A Secondary Rubric

Disclaimer:

Keep in mind that learning a second language is a unique experience and that it is difficult to establish norms. We must acknowledge that every language learner is unique and learns at their own pace (Arnett & Bourgoin, 29). It is also important to note that learners do not progress linearly from one stage to the next, that it is possible to move back and forth between phases. Learning a second language is a cognitively taxing process that takes patience and time. It is important to get to know our students as individual language learners, where their strengths are, and which supports and pedagogical approaches might suit their needs.

French Oral Language Continuum (K-12)

	Pre-production	Beginner	Basic	Intermediate	Advanced
Ability to Communicate in French	<ul style="list-style-type: none"> Absorbs the language and starts to understand. In the Silent Period- Not yet able to express themselves in French. Repeats what is being said. 	<ul style="list-style-type: none"> Uses memorized sentences. Asks simple questions. Answers simple questions with support. 	<ul style="list-style-type: none"> Creates simple sentences constructed of learned expressions and some word combinations. Participates in simple conversations, may need teacher prompting. 	<ul style="list-style-type: none"> Uses complete and increasingly complex sentences. Participates in conversations about a variety of topics and/or situations. Asks for help when searching for a word. 	<ul style="list-style-type: none"> Continues to use complex sentences to express original thought, express an opinion, and develop an argument. Spontaneously participates and initiates in-depth conversations. Is easily understood in a variety of contexts and communicates fluently.
Vocabulary	<ul style="list-style-type: none"> Knows only a few simple words (oui, non, bonjour). 	<ul style="list-style-type: none"> Knows simple words based on classroom context and themes. Uses some memorized fixed expressions. 	<ul style="list-style-type: none"> Uses an increasing number of simple words based on themes and day to day situations. Applies learned expressions. 	<ul style="list-style-type: none"> Uses a varied but sometimes imprecise vocabulary. Paraphrases with support. 	<ul style="list-style-type: none"> Uses a varied and accurate vocabulary. Effectively paraphrases. Uses descriptive language.
Grammar and Syntax	<ul style="list-style-type: none"> No grammatical structure. 	<ul style="list-style-type: none"> Grammatical structure is limited. 	<ul style="list-style-type: none"> Uses some connectors (et, mais, parce que). Makes errors of translation Often applies English rules to French. 	<ul style="list-style-type: none"> Connects a series of ideas to develop a cohesive thought. Few grammatical errors. Applies grammatical rules such as plural, gender, and verb tense with support. 	<ul style="list-style-type: none"> Independently applies grammatical rules. Makes few mistakes and can self-correct easily.
Presence of English	<ul style="list-style-type: none"> Communicates mostly in English. 	<ul style="list-style-type: none"> Communicates often in English with adults. Only communicates in English with peers. 	<ul style="list-style-type: none"> Switches between English and French often with adults. Sometimes communicates in French with peers. Attempts to communicate in French but reverts to English quickly. 	<ul style="list-style-type: none"> Mostly communicates in French with adults. Mostly communicates in French with peers. Occasionally reverts to English with more challenging topics. 	<ul style="list-style-type: none"> Always communicates in French with adults. Always communicates in French with peers. Only uses a few English words in more difficult situations.
Fluency and Pronunciation	N/A	<ul style="list-style-type: none"> Pauses frequently. Errors in pronunciation affect comprehension. 	<ul style="list-style-type: none"> Pauses sometimes. Starts to use intonation in expression. Sometimes errors in pronunciation affect comprehension. 	<ul style="list-style-type: none"> Pauses sometimes during in-depth conversations. Often uses intonation in expression. Errors made in pronunciation do not affect comprehension. 	<ul style="list-style-type: none"> Speaks with fluency. Always uses intonation in expression. Rarely makes pronunciation errors.