

Memo



TO: EDUCATION ASSISTANTS
FROM: Vanessa A. Lysne, Human Resources Officer
DATE: October 25, 2018
RE: Functional French Qualification and Assessment

With regard to our current fluent French qualification, the district has added a Functional French qualification which is a lower level than fluent. This new qualification can be determined in one of two ways: either in-house with either of our two French Immersion principals at no cost or through TFI in Victoria at your own cost of \$107. If an independent assessment is preferred, here is the link: <https://continuingstudies.uvic.ca/products/psc-tfi-assessment/register-for-test>

For in-house assessments, a specific criteria has been developed as well as a result form for each assessment. These have been included as attachments to this memo.

If you believe you qualify for either level of french, please call either principal to set up an assessment time as soon as possible.

Lisa Leclerc, Ecole Cobble Hill (250-733-2307)
Ian Zibin, Ecole Mt Prevost (250-746-7187)

If you would like to be assessed, please do not delay in getting your assessment done.

Vanessa A. Lysne
Human Resources Officer

SD79 French Evaluation

Education Assistants in French Immersion Schools

The following assessment is a modified version of the assessment that Government of Canada employees must undertake to determine their level of French proficiency when applying for federal government jobs (see <https://onsitelanguages.com/french-lessons-toronto-french-evaluation-for-government/>).

There are two parts to the SD79 assessment of French language proficiency:

Part 1: Questions and answers about work or other familiar activities

The candidate will answer some brief questions about their work or other familiar activities (e.g., studies or volunteer activities, if you they not currently employed) for which short, factual answers will be expected.

Assessment of Oral Proficiency:

The Government of Canada has three tiers to its assessment structure. Levels A, B and C. We require that a 'Qualified as Fluently Bilingual' EA achieve Level B and that a 'Qualified as Functionally Bilingual' achieve a Level A in oral communication as described below.

Level B

Can understand the main points of clear standard speech that deals with concrete, work-related topics and is delivered at normal speed. Can give a simple description of a concrete topic, can explain main points comprehensibly and can compare and discuss alternatives when complications arise. Can speak with some spontaneity, although pauses for grammatical and lexical planning and repair are evident in longer stretches. Has sufficient vocabulary and a variety of simple structures to handle concrete, non-routine situations and topics and can link a series of simple elements into a connected sequence when giving a factual description. There may be miscommunication in some areas, but most stretches are clear. Pronunciation is generally clear enough to be understood, despite an evident accent from another language. Listeners will, at times, need to ask for repetition or clarification.

Level A

Can understand most speech that deals with concrete and routine topics and is delivered slowly and clearly in standard speech. Can make self understood in short contributions, even though pauses and false starts are very evident. Can talk about everyday aspects of routine activities and can handle a simple question-and-answer exchange. Has sufficient basic vocabulary and grammatical structures to conduct routine transactions involving familiar situations and topics. Structures and vocabulary borrowed from another language can interfere with the clarity of the

message. Pronunciation requires close attention from the listener, but there are no long stretches that are unclear.

Part 2: One-paragraph essay (min. 100 words) on what the applicant's favorite hobby or sport is.

This will enable us to see if the applicant is capable of writing in the present tense using proper grammar, sentence structures and conjugating familiar verb tenses in such as *aimer, avoir and être*, in addition to using simple vocabulary about feelings and nouns related to something that they enjoy)

Assessment of Written Proficiency:

SD79 uses the BC Performance standards for Writing for French Immersion as a basis for assessing French written proficiency.

We require that a 'Qualified as Fluently Bilingual' EA achieve Fully Meeting Expectations using the Grade 5 French Immersion Performance Standards for Writing Conventions (see Quick Scale https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/performance-standards/f_cinquieme.pdf).

We require that a 'Qualified as Functionally Bilingual' achieve Minimally Meeting Expectations using the Grade 3 French Immersion Performance Standards for Writing Conventions (see Quick Scale https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/performance-standards/f_troisieme.pdf).

Tips and Helpful Hints:

1. Try to communicate in your second official language as much as possible before taking the test. You can listen to the radio, watch television or speak in your second official language with your colleagues and friends.
2. Arrive on time and start speaking your second official language as soon as you meet the assessor. This will help you adjust more quickly to the testing session.
3. **Do not be overly worried about making mistakes.** If you cannot think of a certain word, use a simple substitute to explain the meaning. If you are aware that you are making mistakes and would feel better if you corrected them, go ahead and do so. However, remember that frequent corrections may disrupt the flow of the communication.

SD79 French Evaluation for EAs Results Form

Name of Applicant: _____

Date of Assessment: _____

Assessor Name: _____

Location of Assessment: _____

Part 1: Questions and answers about work or other familiar activities

The candidate will answer some brief questions about their work or other familiar activities (e.g., studies or volunteer activities, if you they not currently employed) for which short, factual answers will be expected.

Assessment of Oral Proficiency:

Assessor will check boxes in both Level A and Level B tables as the applicant is speaking. A determination of the level achieved will be noted at the bottom of this document.

Level B

For a candidate to achieve Level B, the assessor must check 'YES' in ALL of the following categories:

Assessment Criteria	YES	NO
<ul style="list-style-type: none"> • Can understand the main points of clear standard speech that deals with concrete, work-related topics and is delivered at normal speed. 		
<ul style="list-style-type: none"> • Can give a simple description of a concrete topic, can explain main points comprehensibly and can compare and discuss alternatives when complications arise. 		
<ul style="list-style-type: none"> • Can speak with some spontaneity, although pauses for grammatical and lexical planning and repair are evident in longer stretches. 		
<ul style="list-style-type: none"> • Has sufficient vocabulary and a variety of simple structures to handle concrete, non-routine situations and topics and can link a series of simple elements into a connected sequence when giving a factual description. 		
<ul style="list-style-type: none"> • There may be miscommunication in some areas, but most stretches are clear. 		
<ul style="list-style-type: none"> • Pronunciation is generally clear enough to be understood, despite an evident accent from another language. Listeners will, at times, need to ask for repetition or clarification. 		

Assessment of Written Proficiency:

A 'Qualified as Fluently Bilingual' EA must achieve Fully Meeting Expectations using the Grade 5 French Immersion Performance Standards for Writing Conventions.

<p>CONVENTIONS</p> <ul style="list-style-type: none"> • orthographe • grammaire • ponctuation • syntaxe • anglicismes 	<ul style="list-style-type: none"> • beaucoup de fautes de syntaxe, de ponctuation, de grammaire, d'orthographe et de temps de verbes gênent la compréhension du texte • plusieurs anglicismes 	<ul style="list-style-type: none"> • plusieurs fautes de grammaire, de spelling, de ponctuation, d'orthographe et de temps de verbes qui ne changent pas le sens du texte, mais qui le rendent difficile à comprendre par endroits • quelques anglicismes 	<ul style="list-style-type: none"> • quelques fautes de grammaire, de syntaxe, de ponctuation, d'orthographe et de temps de verbes, les erreurs ne gênent pas la compréhension du texte • peu d'anglicismes 	<ul style="list-style-type: none"> • peu de fautes de grammaire, de syntaxe, de ponctuation, d'orthographe et de temps de verbes • les quelques erreurs ne changent en rien l'efficacité du texte • peu ou pas d'anglicismes
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<p>CONVENTIONS</p> <ul style="list-style-type: none"> • complete sentences • spelling • punctuation • grammar (e.g., use of pronouns; agreement; verb tense) 	<ul style="list-style-type: none"> • repeated errors in basic sentence structure, spelling, punctuation, or grammar often make the writing hard to understand 	<ul style="list-style-type: none"> • some errors in sentence structure, spelling, punctuation, or grammar; errors may make parts hard to follow 	<ul style="list-style-type: none"> • few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning 	<ul style="list-style-type: none"> • correct basic sentence structure, grammar, spelling and punctuation; may include some errors in complex structures
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Note: The above is an approximate translation of the French BC Performance Standards.

A 'Qualified as Functionally Bilingual' EA must achieve Minimally Meeting Expectations using the Grade 3 French Immersion Performance Standards for Writing Conventions.

<p>CONVENTIONS</p> <ul style="list-style-type: none"> • orthographe • grammaire • ponctuation • majuscules • syntaxe 	<ul style="list-style-type: none"> • les erreurs fréquentes et répétées de grammaire, d'orthographe, de ponctuation et de structure de phrases nuisent souvent à la compréhension du texte • utilisation incorrecte des majuscules • utilisation excessive d'anglicismes 	<ul style="list-style-type: none"> • orthographe et ponctuation de base correctes, erreurs ne nuisent pas au sens, bien que certaines parties soient difficiles à déchiffrer 	<ul style="list-style-type: none"> • parfois des erreurs qui ne nuisent pas au sens • la majorité des phrases sont complètes • le plupart des mots familiers sont bien orthographiés • ponctuation de base correcte 	<ul style="list-style-type: none"> • peu d'erreurs, elles ne nuisent pas au sens et sont dues à une prise de risque : langage complexe ou nouvellement acquis
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<p>CONVENTIONS</p> <ul style="list-style-type: none"> • complete sentences • spelling • capitals • end of sentence punctuation • correct pronouns 	<ul style="list-style-type: none"> • frequent, repeated errors in grammar, spelling, punctuation, and sentence structure often make the writing hard to understand • capitals often omitted or misused 	<ul style="list-style-type: none"> • basic spelling and sentence punctuation is correct; errors do not interfere with meaning, although some parts may be hard to read • may include run-on or incomplete sentences; may overuse pronouns 	<ul style="list-style-type: none"> • basic grammar, spelling, punctuation, and sentence structure are generally correct; minor errors do not interfere with meaning • may include errors with commas, quotation marks, or agreement 	<ul style="list-style-type: none"> • few errors; these are usually caused by taking risks with newly acquired or complex language • may overuse some punctuation marks or make occasional errors in agreement
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Note: The above is an approximate translation of the French BC Performance Standards.