

Provincial Assessment Results 2021-22

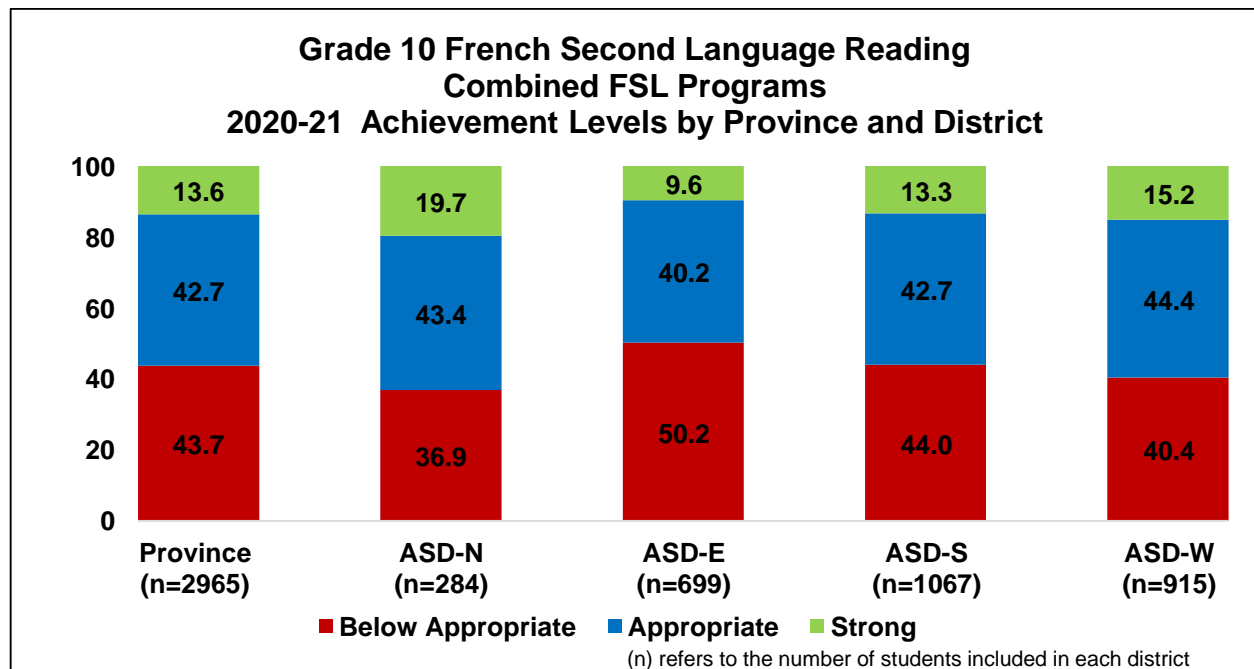
Grade 10 French Reading

Background

The *Grade 10 French Reading Assessments* were administered in the spring of 2022 to students from all three French second language programs (French Immersion Grade 3 Entry, French Immersion Grade 6 Entry, and Post-Intensive French). They assessed reading comprehension based on end of year reading targets for each FSL program.

In keeping with the Department’s assessment protocols, test items were developed by groups of New Brunswick educators, including Grade 10 classroom teachers and experienced subject area experts. Assessment items were then field-tested and verified through a provincial pilot.

All Grade 10 students taking a *Grade 10 French Second Language (FSL)* course were registered to write the assessment; only those who accurately represent their FSL program (students registered in one of the three FSL programs from the entry point to Grade 10) were included in the analysis, or a total of 2965 students. Results for all students, however, are provided to schools. The graph below represents the proficiency of the 2965 students FSL students assessed, regardless of French second language program, at each proficiency level.



While the same assessment is administered to students in both French Immersion programs (Grade 3 Entry and Grade 6 Entry), the achievement expectations are different. A separate assessment is designed for the Post-Intensive French program. Standards for success are set in consideration of the number of hours of French instruction offered by each program. Results reflect the success of students in meeting expectations within their program. Given this, the success rates for each FSL program may be compared from year to year but reading proficiency of students may not be compared across programs.

This year, there was a change in methodology from matrix sample to census administration for the scientific literacy assessments to bring them in line with the provincial reading assessments. With the new methodology, students completed the full assessment rather than only a quarter of the questions. This provides student-level data for teachers and allows for cohort tracking and longitudinal research. Combined with other data sources, it will tell a more complete story about student performance.

Due to this change in methodology, results from 2021-22 onward are not comparable to historical data, and 2021-22 will be the baseline for future comparisons.

The 2021-22 assessments were administered using an online platform for the first time. Prior to the actual administration, schools were invited to have students familiarize themselves with the platform using an assessment practice that they could access as often as they wished.

A mode study was conducted to identify any impact or bias resulting from the migration to the online platform. Traditional paper versions were administered to ten percent of students, while the rest completed their assessments online. Results of statistical analyses indicate the following:

- Online versions of the assessments are statistically equivalent to their paper versions.
- Test reliability is comparable to last year.
- Items performed without bias for students in all programs of study and for all accommodations.

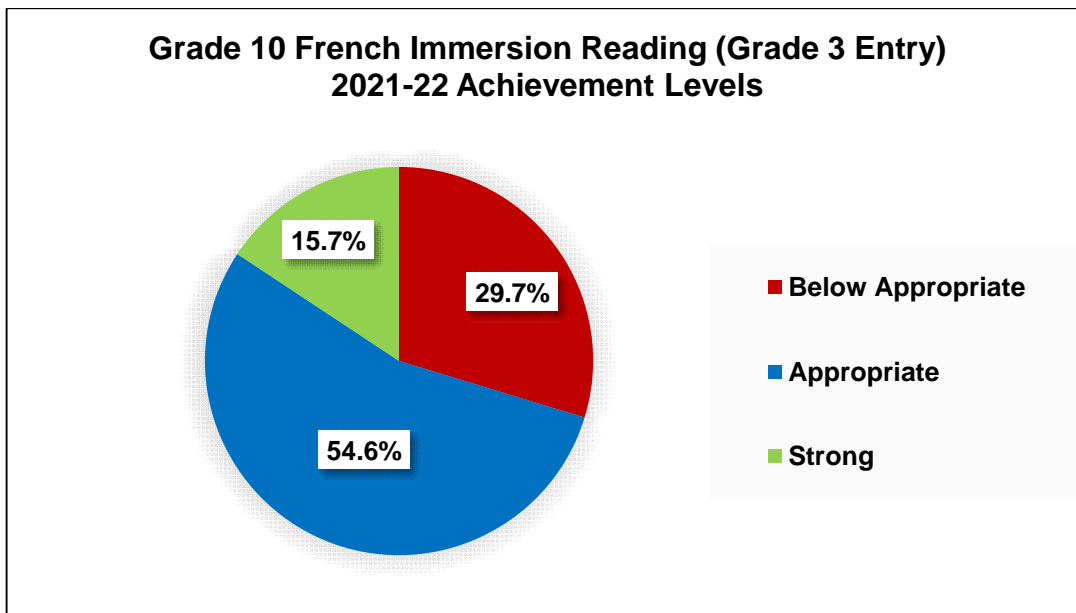
Warranted accommodations are provided to include as many students as possible in the provincial assessment program. In certain circumstances, it is necessary and fitting for students to be exempted from participation. This is the case when the testing format is not suitable for a student to demonstrate their learning, even with accommodations. For further information, please consult the [Provincial Assessment Program: Protocols for Accommodations and Exemptions](#).

When calculating the results, the percentage of students with exemptions is counted in the *Below Appropriate Achievement* category. The calculation excludes students who are absent during the assessment administration period.

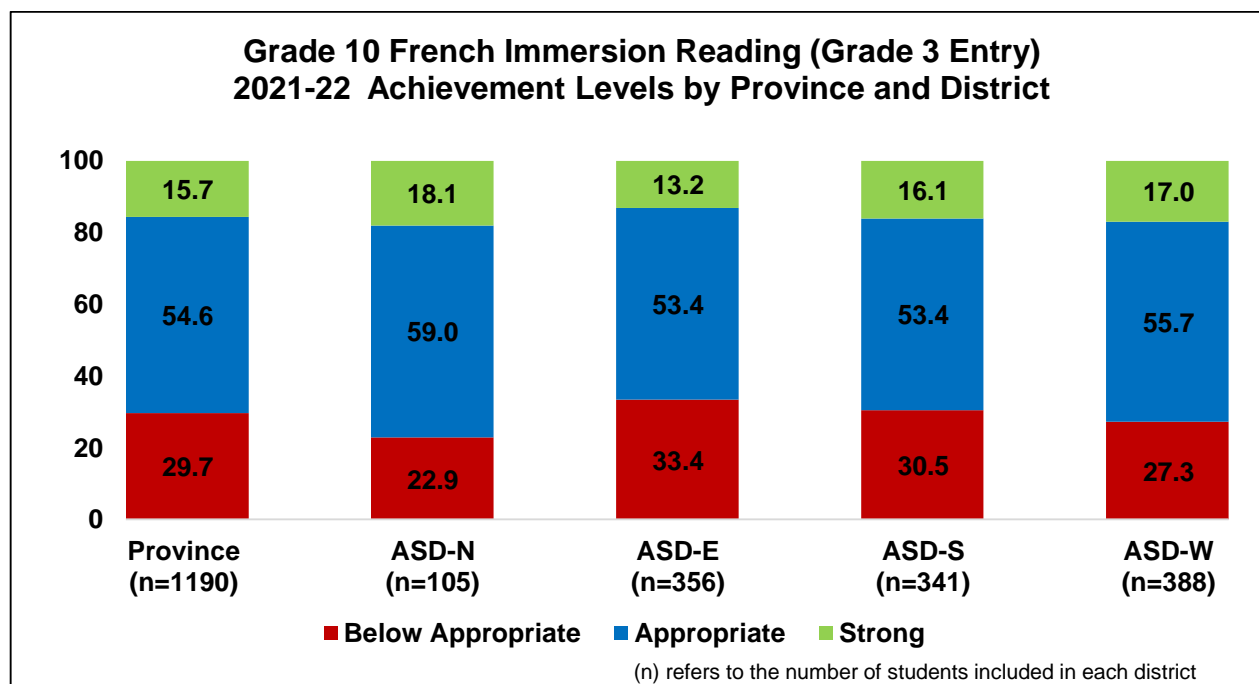
Achievement Results

French Immersion: Grade 3 Entry

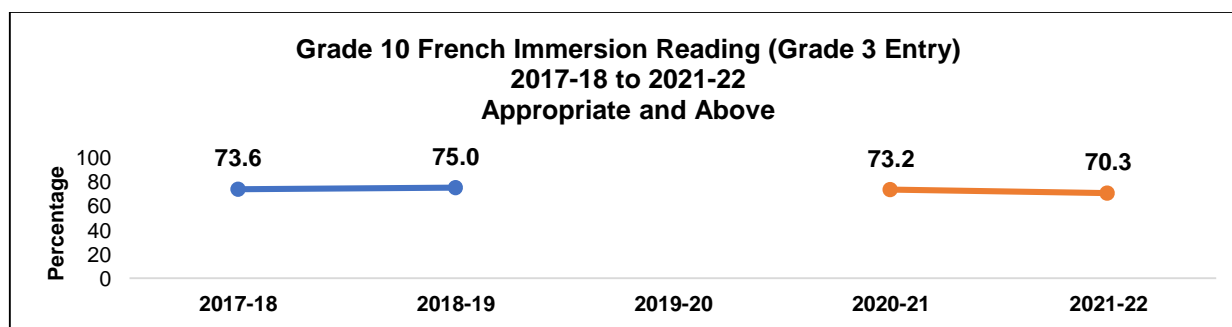
Of the 1190 participating French Immersion Grade 3 Entry students, 70.3% were successful. Of these students, 15.7% attained *Strong Achievement*, 54.6% attained *Appropriate Achievement*, and 29.7% were *Below Appropriate*. The *Below Appropriate Achievement* calculation includes exempted students (0.1%) but excludes students who are absent during the assessment administration period (9.0%). The success rate calculated excluding exemptions is 70.4%.



The following graph indicates the percentage of students at the *Strong*, *Appropriate*, and *Below Appropriate Achievement* levels for each district. The success rates for 2021-22 are as follows: ASD-North (77.1%, and no students exempted), ASD-East (66.6%, and 66.8% excluding exemptions), ASD-South (69.5%, and no students exempted), and ASD-West (72.7%, and no students exempted).



The graph below indicates the results over time with the transition from matrix sample to census assessment. This assessment was not administered in 2019-20 due to COVID-19.



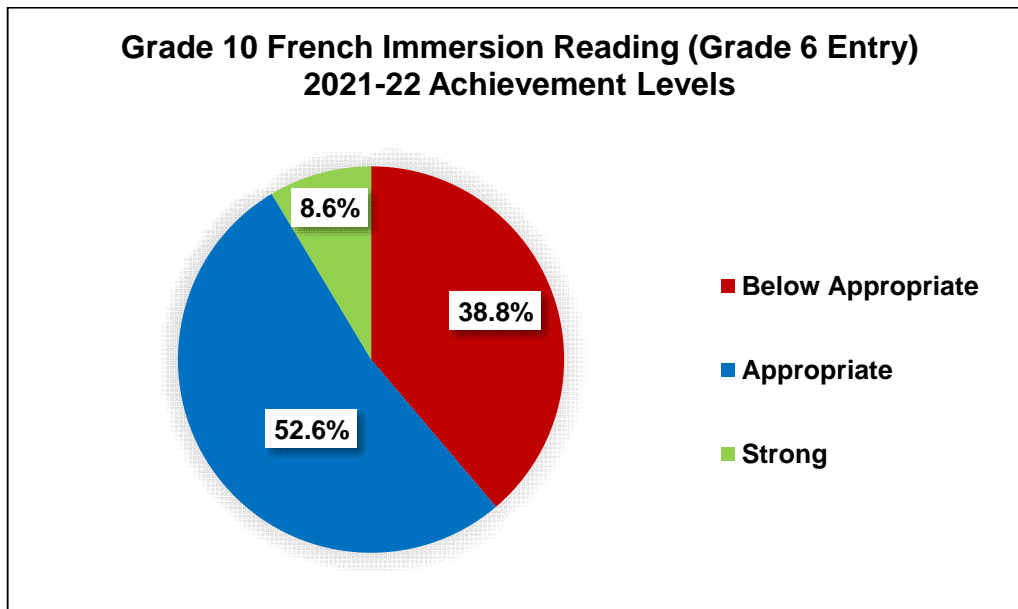
Exemption rates for the *Grade 10 French Immersion Reading (Grade 3 Entry) Assessment* are displayed in the table below.

Grade 10 French Immersion Reading Assessment Exemption Rates			
District	Number of Grade 10 FI (G3 Entry) Students	Number of Students Exempt	Percent Exempt
Province	1190	1	0.1
ASD-North	105	0	0
ASD-East	356	1	0.3
ASD-South	341	0	0
ASD West	388	0	0

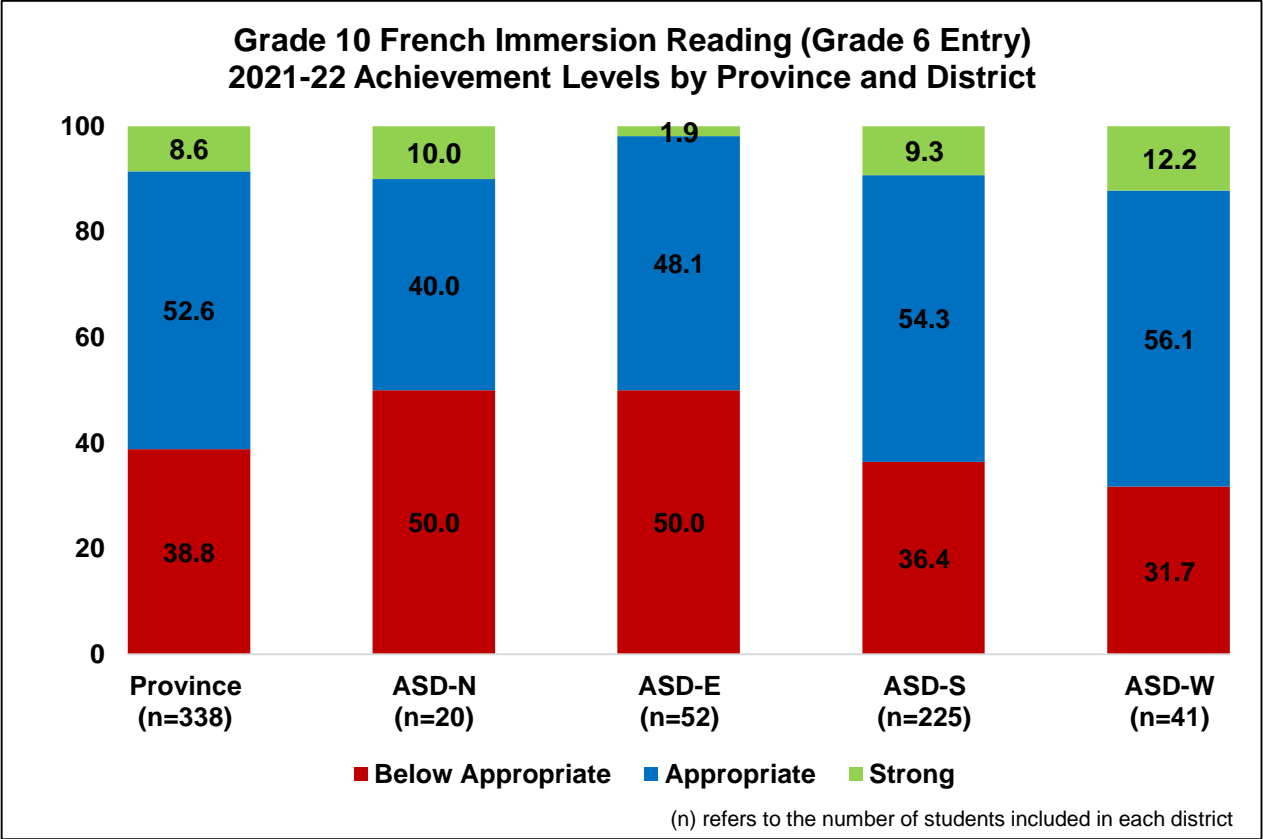
Achievement Results

French Immersion: Grade 6 Entry

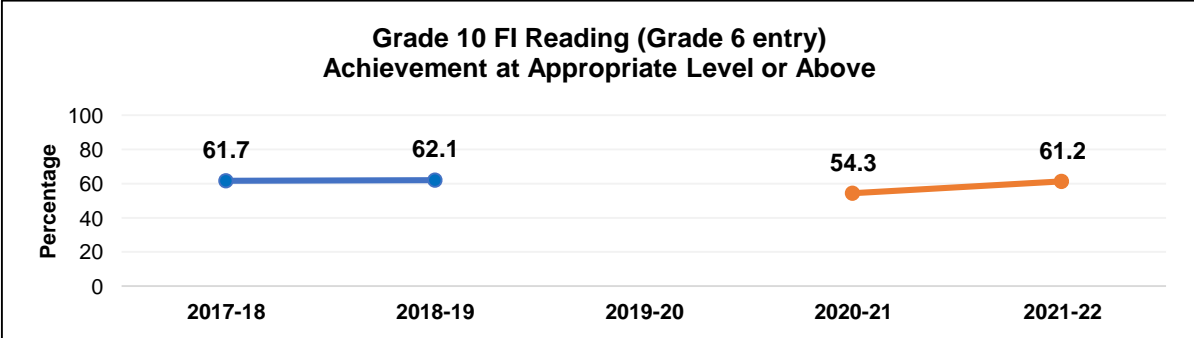
Of the 338 participating French Immersion Grade 6 Entry students, 61.2% were successful. Of these students, 8.6% attained *Strong Achievement*, 52.6% attained *Appropriate Achievement*, and 38.8% were *Below Appropriate*. The *Below Appropriate Achievement* calculation includes exempted students (0%) but excludes students who are absent during the assessment administration period (10.8%). No exemptions were requested this year.



The following graph indicates the percentage of students at the *Strong*, *Appropriate*, and *Below Appropriate Achievement* levels for each district. The success rates for 2021-22 are as follows: ASD-North (50.0%, no students were exempted), ASD-East (50.0%, no students were exempted), ASD-South (63.6%, no students were exempted), and ASD-West (68.3%, no students were exempted).

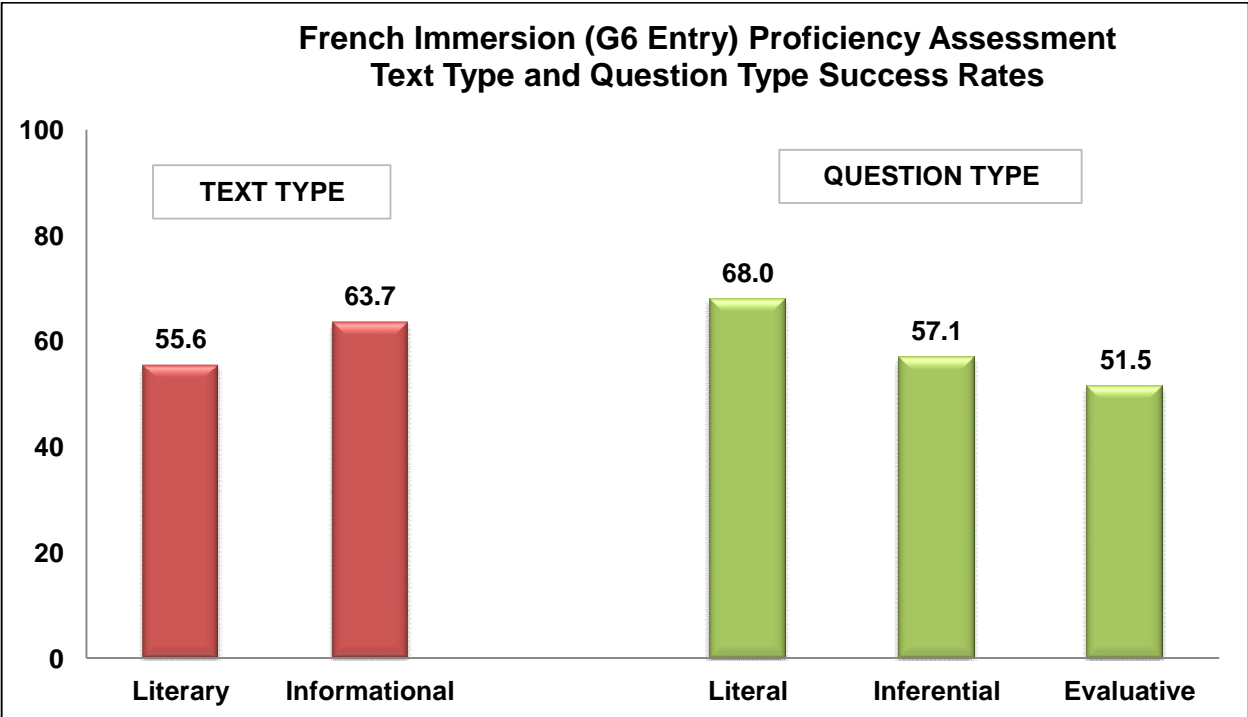
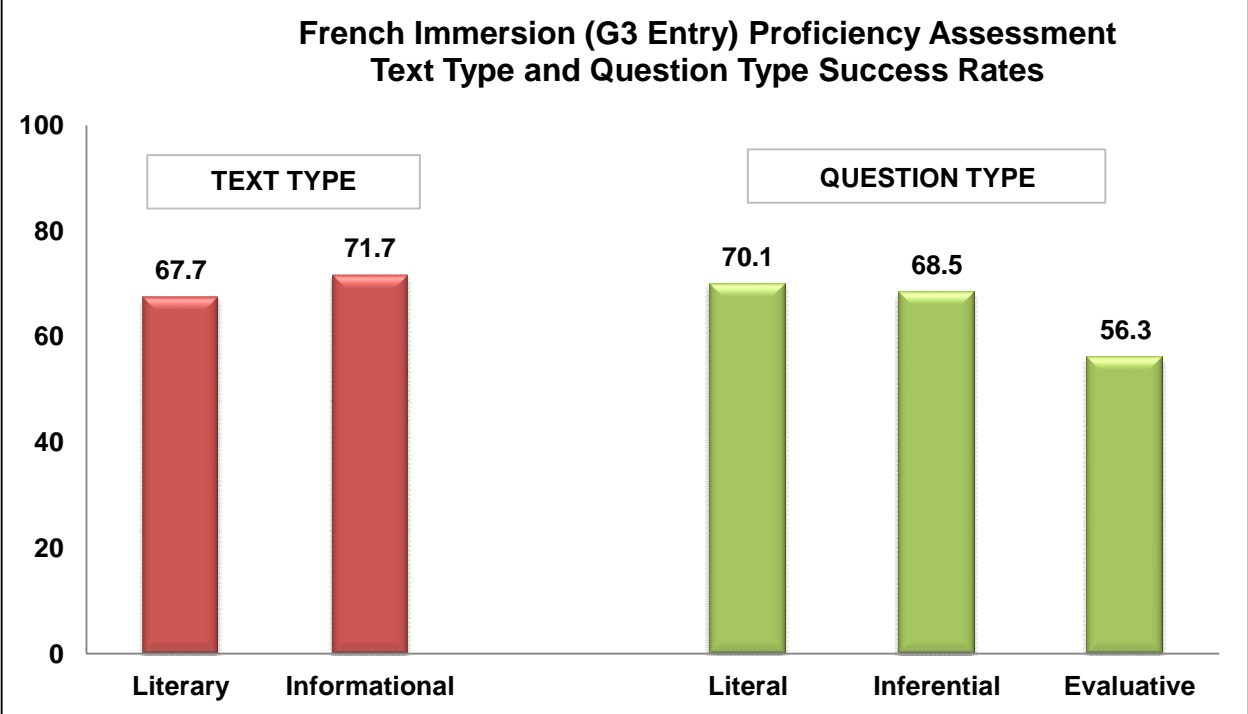


The graph below indicates the results over time with the transition from matrix sample to census assessment. This assessment was not administered in 2019-20 due to COVID-19.



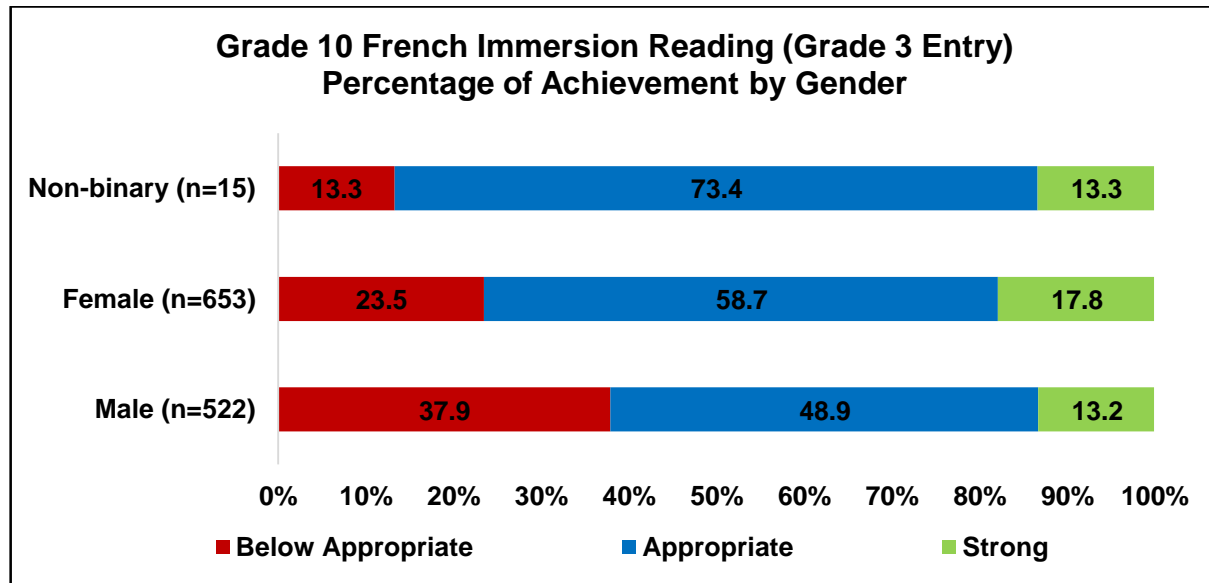
There were no exemptions for the *Grade 10 French Immersion Reading (Grade 6 Entry) Assessment*.

The *Grade 10 French Immersion Reading Assessment* includes two text types, literary and informational, and three question types, literal, inferential, and evaluative. The graphs below demonstrate that overall, student success for both French Immersion programs was higher for informational texts, and they performed best when responding to literal questioning.

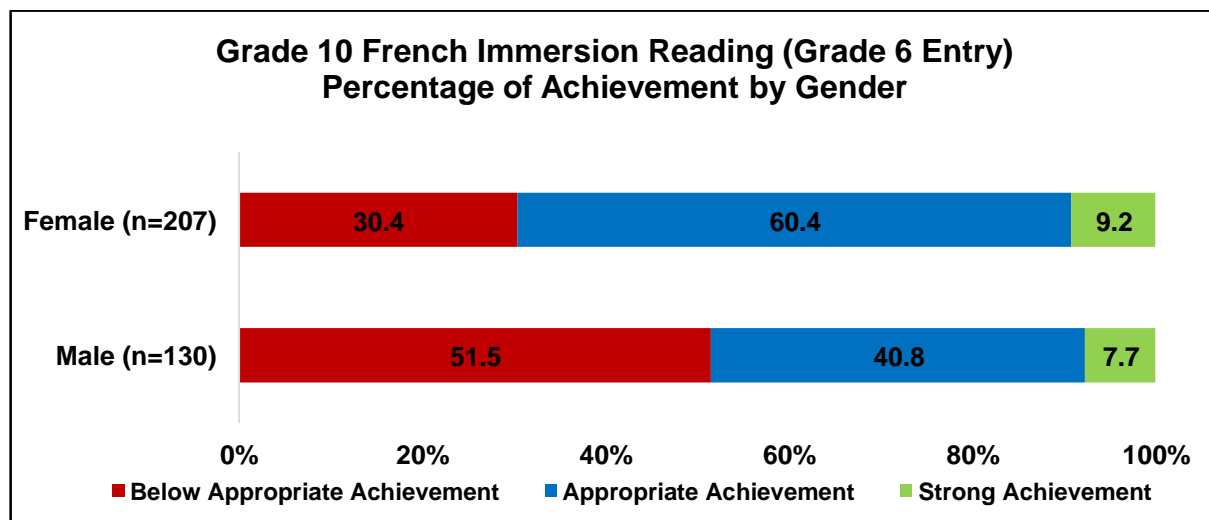


The following graphs illustrate achievement levels by gender for G3 Entry and G6 Entry French Immersion programs. Gender designations for this analysis were retrieved from administrative data contained in the provincial Student Information System.

French Immersion (G3 Entry): Combining *Appropriate* and *Strong* achievement levels, the success rate was 76.5% for female students, 61.7% for male, and 86.7% for non-binary students. Although there are few students in the latter group (15), results are included to provide a complete provincial picture and a baseline for anticipated increases in the number of students in this group over time.



French Immersion (G6 Entry): Combining *Appropriate* and *Strong* achievement levels, the success rate was 69.6% for female students and 48.5% for male. The success rate for non-binary students could not be reported due to the small number of students represented.



**Description of *Appropriate Achievement*
for the *Reading Achievement Standards* at the End of Grade 10 French Immersion**

Text Type

Literary Texts

- Continuous Prose: short stories, autobiographies, personal narratives, etc.

Information Texts

- Continuous Information Text: articles, descriptive reports, short biographies, etc.
- Non-continuous Information Text: charts, graphs, maps, recipes, schedules, advertisements, graphic hybrid texts, etc.

Question Type

Literal Response: Reading “the lines”

- Respond accurately to most literal questions; skim large amount of text in search of information, locate literal information from a variety of texts
- Identify key story elements (setting, characters, events, problem/resolution, theme/lesson) of a narrative text; explain how events are related to the theme
- Distinguish between main ideas and supporting details; concisely summarize key information

Inferential Response: Reading “between the lines”

- Make logical inferences about multiple complex characters (motivations, traits, feelings, or personality), and story events; describe relationships among characters and effect on the plot or overall theme
- Interpret relationships among ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons
- Use context clues and prior knowledge to explain the meaning of new vocabulary/technical terms; interpret subtle shades of meaning, and figurative and descriptive language; interpret symbols (objects, events, motifs) used by the author to convey meaning
- Interpret/use text features to understand the text (headings and subheadings, cutaways, legends, diagrams, maps, graphs, glossaries, captions, charts, feature boxes, sidebars); make general inferences using this information

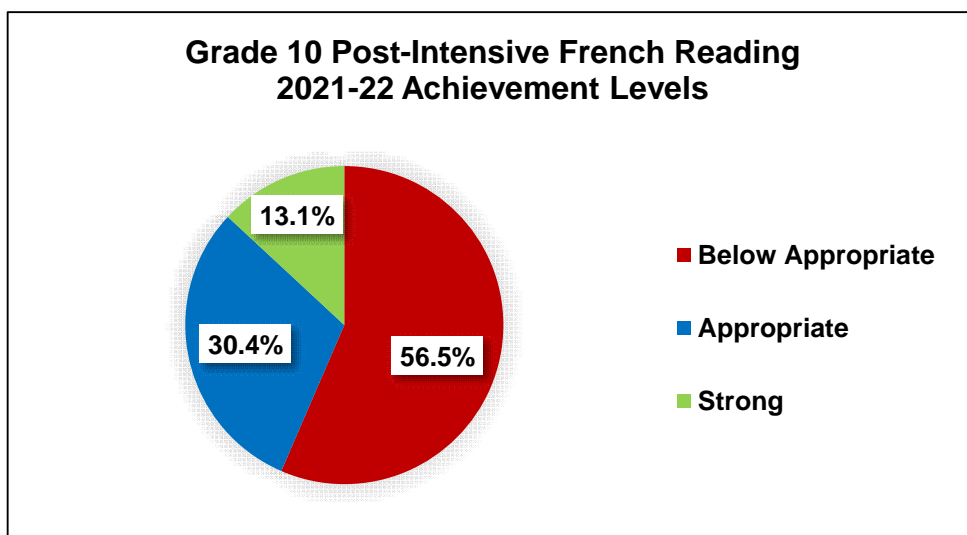
Personal/Critical/Evaluative Response: Reading “beyond the lines”

- Make personal connections: compare/contrast with relevant prior knowledge and make logical text-to-text, text-to-world comparisons; connect characters within and across texts/genres by circumstances, traits, or actions
- Explain how the different elements of an author’s style/techniques (e.g., dialect, descriptions, figurative language, flashbacks, foreshadowing, symbolism) create meaning and reaction
- Respond critically to texts: recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping and bias
- Evaluate purpose, structure, and characteristics of a variety of text forms (e.g., narrative, report, instructions, explanation, autobiography)

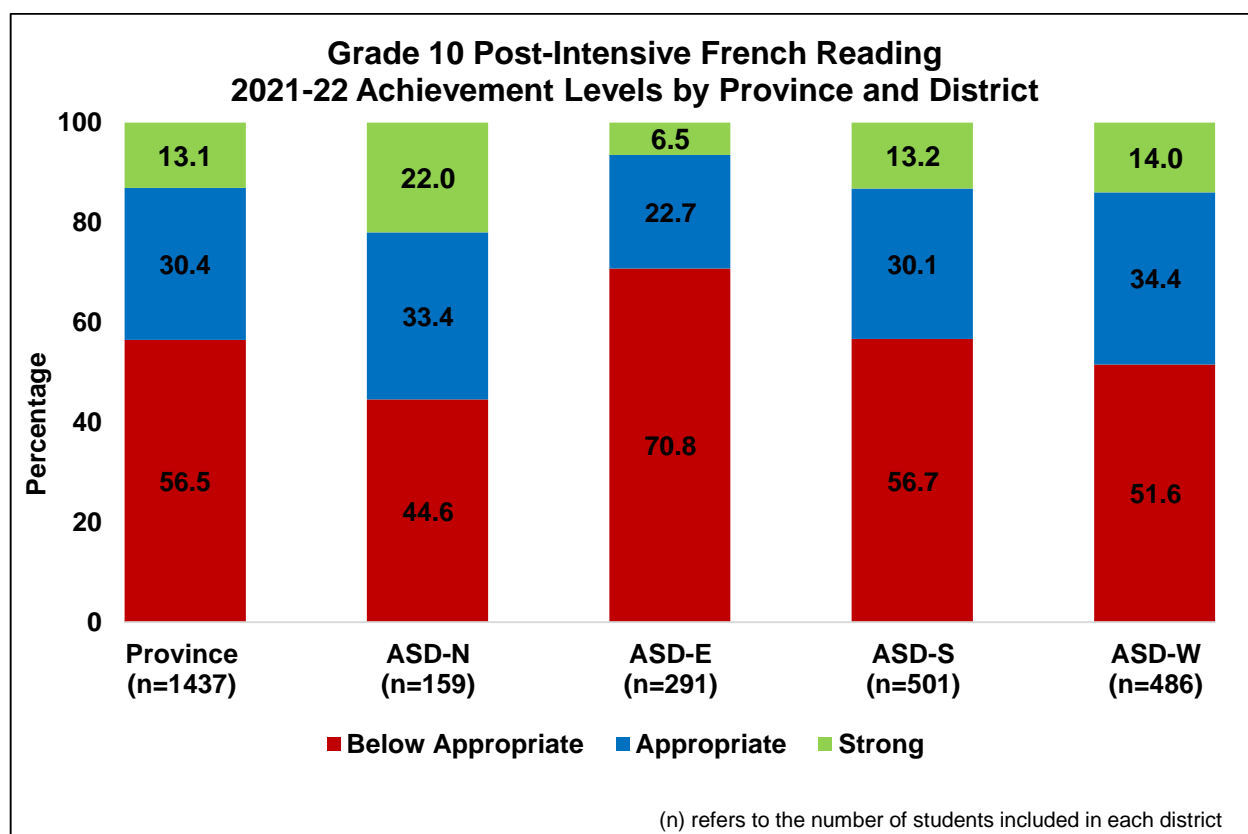
Achievement Results

Post-Intensive French

Of the 1437 participating Post-Intensive French students, 43.5% were successful on the French reading assessment. Of these students, 13.1% attained *Strong Achievement*, 30.4% attained *Appropriate Achievement*, and 56.5% were *Below Appropriate*. The *Below Appropriate Achievement* calculation includes exempted students (13.6%) but excludes students who are absent during the assessment administration period (18.4%). The success rate calculated excluding exemptions is 50.4%.



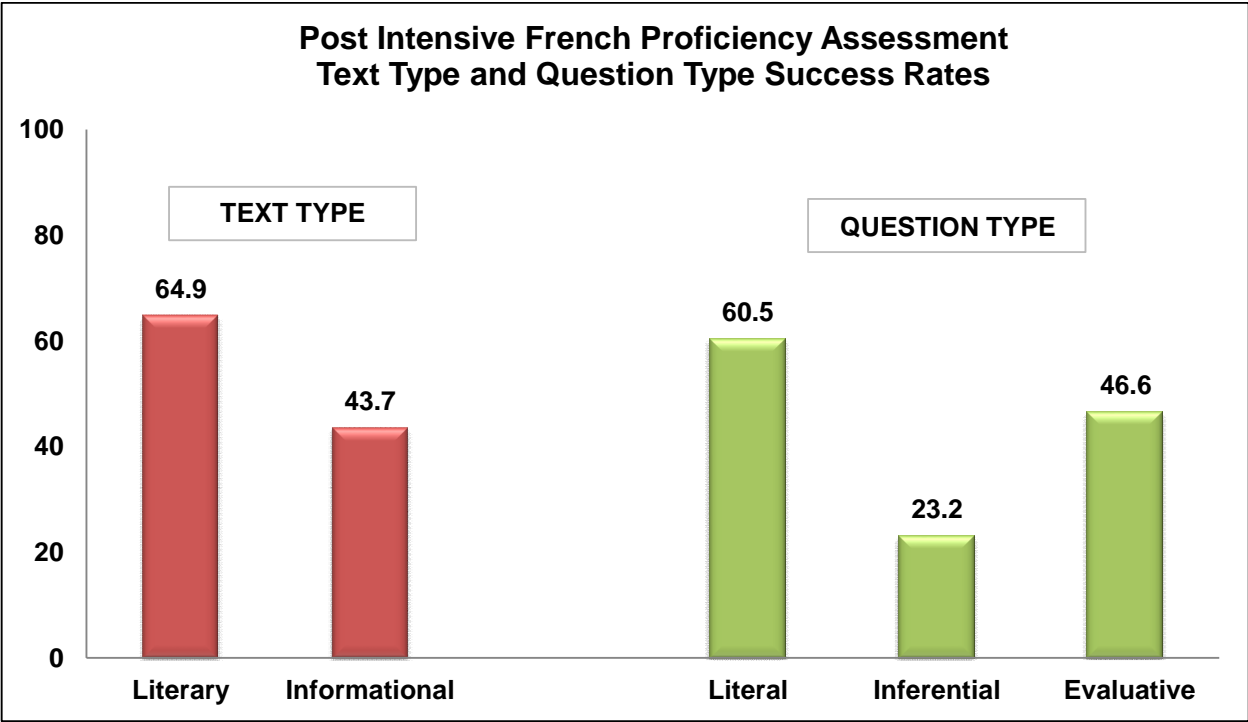
The following graph indicates the percentage of students at the *Strong*, *Appropriate*, and *Below Appropriate Achievement* levels for each district. The success rates for 2020-21 are as follows: ASD-North (55.4%, and 60.7% excluding exemptions), ASD-East (29.2%, and 44.3% excluding exemptions), ASD-South (43.3%, and 47.1% excluding exemptions), and ASD-West (48.4%, and 53.0% excluding exemptions).



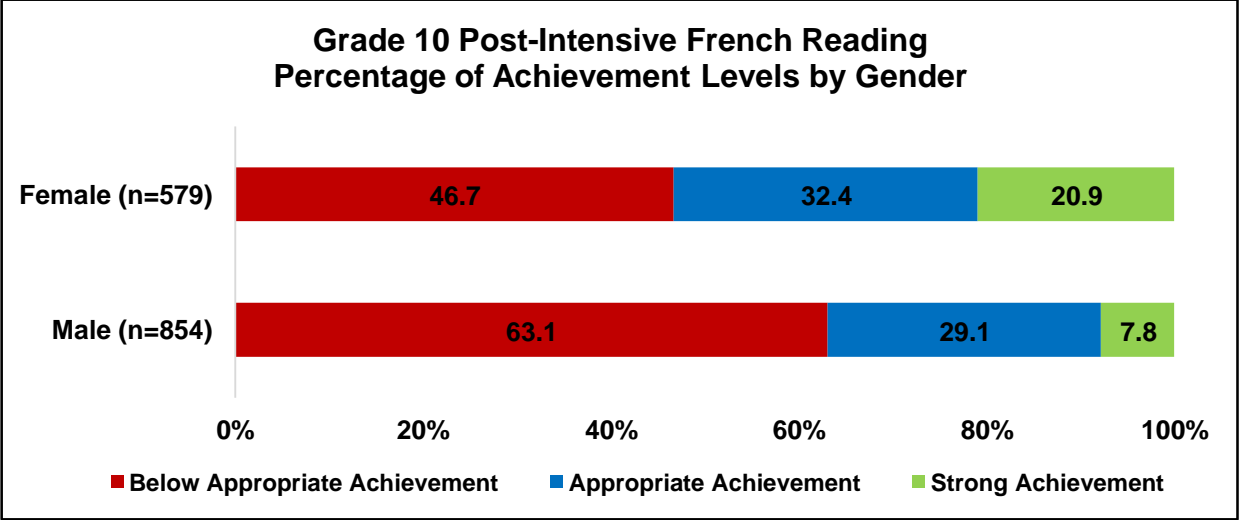
Exemption rates for the *Grade 10 Post-Intensive French Reading Assessment* are displayed in the table below.

Grade 10 Post-Intensive French Reading Assessment Exemption Rates			
District	Number of Grade 10 PIF Students	Number of Students Exempt	Percent Exempt
Province	1437	196	13.6
ASD-North	159	14	8.8
ASD-East	291	99	34.0
ASD-South	501	40	8.0
ASD West	486	43	8.8

The G10 Post Intensive French Reading assessment includes two text types, literary and informational, and three question types, literal, inferential, and evaluative. Overall, student success was higher for literacy texts, and they performed best when responding to literal questioning.



The following graph illustrates achievement levels by gender. Gender designations for this analysis were retrieved from administrative data contained in the provincial Student Information System. Combining *Appropriate* and *Strong* achievement levels, the success rate was 53.3% for female students and 36.9% for male. The success rate for non-binary students could not be reported due to the small number of students represented.



Description of Anticipated Expectations for the End of Grade 10 Post-Intensive French

Text Type

Text complexity

Simple, short text, familiar topics, with familiar vocabulary and simple sentence structures

Literary Texts

- Continuous Prose: emails/blogs, short autobiographies, personal narratives, etc.

Information Texts

- Continuous Information Text: articles, descriptive text, short biographies, etc.
- Non-continuous Information Text: charts, graphs, maps, recipes, schedules, advertisements, etc.

Question Type

Literal Response: Reading “the lines”

- Respond accurately to literal questions by selecting and locating relevant details
- Identify key story elements of a narrative text; explain how events are related to the theme
- Distinguish between main ideas and supporting details

Inferential Response: Reading “between the lines”

- Make logical inferences about multiple complex characters (their actions, feelings, or personality), and story events
- Interpret relationships among ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons
- Use context clues and prior knowledge to explain the meaning of new vocabulary
- Interpret/use text features to understand the text (e.g., captions, font, diagram, maps); make general inferences using this information

Personal/Critical/Evaluative Response: Reading “beyond the lines”

- Make personal connections: compare/contrast with relevant prior knowledge and make logical text-to-text comparisons
- Explain how the different elements of an author’s style/techniques (e.g., descriptions, figurative language) create meaning and reaction
- Distinguish between fact and opinion, and identify an author’s point of view; using details from the text
- Identify a variety of text forms (e.g., narrative, instructions, explanation, autobiography)