

## **COMMITTEE OF THE WHOLE (Public) Report No. 15-142**

**8 December 2015**

### **Secondary School Review: French as a Second Language (FSL)**

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#### **PURPOSE:**

1. To present, for discussion, the results of the French as a Second Language (FSL) Working Group, including the implementation plan for the Grade 12 French Proficiency Test and proposed changes to the delivery of the FSL program.

#### **CONTEXT:**

2. The OCDSB's "Changes to Programs and Program Delivery Structures at Secondary Schools" (Policy P.105 CUR) was developed in 2002 to guide the provision of secondary school programming in the District. In 2008, the policy was updated to include the OCDSB secondary school program framework. The intent of the framework was to provide a structural model for secondary school programs in the OCDSB. The policy speaks to how changes to programs and program delivery structures at the OCDSB should be managed to meet the need of students.

Subsequent to this policy revision, the Board approved the establishment of a secondary school review process. This review was established to provide an opportunity and a structure for the District to look at decisions with respect to secondary schools as a collective, rather than as individual entities. The intent was to build a broader understanding of our secondary schools, and for the resulting decisions to be well-aligned, positioning our students for even greater success as 21<sup>st</sup> century learners. Each defined area of focus within the decision-making framework was a review unto itself, interconnected to the other areas of focus under the larger auspices of the secondary school review. While a number of guiding principles were adopted, two specific questions were used to frame the work:

- 1) *How will the OCDSB ensure equity of access to core services and programs for all secondary school students?*
- 2) *How will the OCDSB offer a full breadth of programs to all secondary school students?*

Several committees and consultative groups have been established to guide the decision-making process and have been meeting over the four-year period to provide feedback and advice on the on-going work of the working groups:

- Secondary School Ad Hoc Committee (comprised of senior staff, principals, teachers, a student, a trustee and representatives from the larger community, including post-secondary institutions and advisory committees);
- Secondary School Review Task Force (comprised of senior staff, secondary administrators and resource staff as required); and,
- Secondary School Working Groups (membership varies based on the working group, typically staff and community members).

To investigate the nature of program delivery and instruction in secondary schools, six working groups were established in the following areas of programming and services:

- International Baccalaureate Program;
- Specialist High Skills Major (SHSM);
- Digital Learning;
- French as a Second Language (Secondary);
- School Configurations; and
- Community Hubs.

In most cases, the working groups' investigations have spanned a four-year timeframe (2011-2015) and have contemplated the nature/number of programs that the District would need and will make recommendations based on their research about the 'go forward' plan. Most working groups have also developed a set of deliverables to support a District implementation strategy.

Each Secondary School Review Working Group will present a final report with related deliverables. Their work will also result in two types of recommendations. The first set of recommendations will be formal and will require Board and/or Director's Executive Council approval. The second set of recommendations will be entitled "Future Considerations for Program Improvement and Enhancement" and will be included in the final report of each working group. These additional recommendations are intended to document the thinking of each working group. They may include suggested areas for further study, ideas to consider at a later point in time, best practices, and/or suggestions for implementation. It is expected that the final reports from all working groups will be brought forward for approval during the 2015-2016 school year.

Once the formal recommendations are approved by Board, the working groups may have a role in the implementation of the approved recommendations as well as the monitoring of the implementation. Staff will provide regular reports with respect to implementation of the recommendations and on the impact of the changes in secondary schools.

While the Secondary School Review mandate identified six specific areas of investigation, the larger discussion of a comprehensive plan to address long term enrolment issues and the needs of students and the community is timely. The

findings of each working group shall form one small piece of a larger, holistic picture of how to plan secondary schools for the future.

## KEY CONSIDERATIONS:

### 3. Items to be addressed in reviewing secondary FSL programs

The French as a Second Language Working Group was tasked with:

- Developing a District-wide implementation plan for the Grade 12 French Proficiency Test (*Diplôme d'études en langue française* – DELF). The District is committed to providing students with an opportunity to acquire additional certification that reflects their proficiency in the French language across four areas of competency – listening, speaking, reading, and writing.
- Ensuring equity of access to high quality FSL programs (core, extended, immersion) across the District. Specifically, the District is committed to reducing barriers to learning by improving equity of access and opportunity to FSL programs for all students.

### 4. Grade 12 French Proficiency Test

The *Diplôme d'études en langue française* (DELF) is an internationally recognized test of French proficiency for candidates whose first language is not French. It is based on the Common European Framework of Reference (CEFR), which defines language proficiency along six global levels: A1, A2, B1, B2, C1 and C2. Four competencies are measured on all DELF levels: listening (compréhension de l'oral), speaking (production orale), reading (compréhension des écrits), and writing (production écrite). The French Ministry of National Education awards a diploma to successful candidates.

Since the spring of 2010, OCDSB students enrolled in a grade 12 FSL course have participated in DELF testing on a voluntary basis and at no cost to them. In the 2014-2015 school year, 75% of grade 12 FSL students participated; 97% of whom were successful. For the past few years, students have completed the written portion of the test at their home school (where space permitted), while the oral interviews were conducted at one of two testing sites (Albert Street and Confederation Education Centre) across a two-week administration period for each cycle. Several teachers from across the District, elementary and secondary, have been trained as assessors as part of their professional learning, and assist in the administration of the DELF in order to maintain their skills.

The current practice has been reviewed in order to ensure that a growing number of students expressing interest in participating in the DELF can be accommodated, and that the opportunity is equitable for all.

#### What would be different:

The model that has been implemented for the past few years is working well from a District perspective. To date, all eligible students who have expressed an interest in participating in the DELF have been able to be accommodated. With increasing

numbers of students participating in the DELF each year, however, it may be necessary to reconsider a school-based model for both the written and oral components of the DELF in the future. It is worth noting that this model had been explored during one of the pilot phases of the study, however, without a critical mass of students at each site seeking the opportunity, it was deemed to be less cost-effective compared to the current model. As a result, no changes to the current processes are being proposed and, therefore, public consultation is not required on this item.

5. Access to FSL Programs:

Over the course of the mandate of the FSL Working Group, the Ministry of Education reviewed and released a new FSL Curriculum policy document (Ontario Ministry of Education, 2014). Under this new Ministry policy document, three program pathways in FSL are defined at the secondary level – core, extended, and immersion (see Appendix A, page 2-3). The descriptors provided help to clarify that entry into the extended and immersion program pathways is generally determined by the number of hours of French instruction accumulated by the end of grade 8. Once enrolled in secondary school, a student who earns ten credits in French (i.e., four in FSL courses and six in other subjects in which French is the language of instruction) shall be awarded a French immersion certificate, whereas a student who earns seven credits in French (i.e., four in FSL courses and three in other subjects taught in French) shall be awarded an extended French certificate.

A review of the elementary time allocation model, including time allocated to FSL cultural activities, confirms that students enrolled in an OCDSB elementary school from junior kindergarten through grade 8 would meet or exceed the minimum requirements as set out by the Ministry in order to enroll in either core French or French immersion programs in secondary school. With the clarification provided through the revised Ministry policy document, therefore, it is unnecessary for the OCDSB to continue to code extended French language courses (FEF) as being different from French immersion courses (FIF) at the secondary level.

A review of FSL course offerings over the past three years at the 23 OCDSB secondary schools that offer regular day school programs (i.e., excludes Adult High School, Ottawa Technical Secondary School, Sir Guy Carleton Secondary School and the four alternate sites) shows that all 23 sites offer core French, but only 20 offer French immersion. Two of the three schools that do not offer French immersion credits, do offer extended French credits. There are also three secondary schools that offer all three programs; however, the number of students enrolled in each course often requires French immersion and extended French classes to be combined (i.e., delivered together by the same teacher at the same time). Evidence from the DELF testing, as well as information obtained through consultation with school staff, indicates that students in both the extended and the immersion programs demonstrate high French-language proficiency (see Appendix A, page 7).

At present, access to both extended and immersion FSL courses is not equitable, given that only five secondary schools offer the extended French option. As the only significant difference between these two programs at the secondary level is

related to the number of hours of instruction in French (and number of credits earned in French), there is a need to align the FSL course offerings at the secondary level to the criteria outlined in the FSL Curriculum policy document. Moving forward, therefore, secondary schools that offer a regular day school program will offer core and immersion FSL courses at the secondary level, thereby making all three program pathways available to students based on the number of credits in French that are attained over the course of their secondary schooling.

What would be different:

Secondary schools that offer a regular day school program would offer both core French and French immersion language courses, as well as a range of other subjects taught in French. In schools that are unable to offer a full-range of other subjects taught in French that would lead to a French immersion certificate, and where students express a desire to obtain the certificate, other program delivery options (e.g., eLearning, co-operative education) are available. Further, students who choose to attain seven credits in French, including four FSL courses, are eligible to receive an extended French certificate.

The change in course coding is required in order to align with the newly revised FSL curriculum policy document and, as a result, will not require public consultation. It is anticipated that this change will also provide clarity for parents and students with respect to the FSL programs and pathways that are available to secondary students. Elimination of the extended French language course code (FEF) may result in a need to repeal French immersion boundaries at the secondary level. A process for the repealing of French immersion boundaries will need to be developed and enrolment monitored over time in order to fully understand any impact on secondary schools.

Note: Access to Gifted French immersion programs at the secondary level will be considered as part of the review of Gifted programs currently underway through Learning Support Services.

## **RESOURCE IMPLICATIONS:**

### **6. Staffing**

Continuing to offer the DELF to OCDSB students enrolled in a grade 12 FSL course requires that a secondary instructional coach in Curriculum Services be retained to oversee the administration, act as a liaison with the Centre International d'Études Pédagogiques (CIEP) and the French embassy, and lead professional learning for teachers, as well as provide training to those who wish to be certified as Assessors. This role requires training, and recertification, at the Formateur level.

Given that the majority of secondary schools currently offer extended and/or immersion FSL courses that are non-distinguishable from one another, staffing implications are expected to be minimal. Existing mechanisms, such as the small schools allocation and enhancement sections will continue to be allocated during the annual staffing process.

7. Facilities

Space is required at Albert Street and Confederation Education Centre for a 2 to 3 week time period in the fall and spring of each year to conduct oral interviews with students participating in the DELF. No financial costs are associated with this; space availability for other activities/initiatives during these times will be limited.

8. Financial

Costs associated with the administration of the DELF are estimated at approximately \$100,000 per session. These costs include release time, private contracts, fees to the Centre International d'Études Pédagogiques (CIEP), and printing. To date, all costs associated with the DELF administration have been funded through the FSL Renewal Grant received from the Ministry of Education. In the event this funding is withdrawn, recommendations regarding the use of other funds and/or implementation of student fees will be brought forward for discussion and approval through the annual budget process, and will be contingent upon these annual budget deliberations (see Appendix A, page 6 for more details).

## **COMMUNICATION/CONSULTATION:**

9. The FSL Working Group has reviewed information presented in the Technical Reports and student performance over the past two years of DELF administration. This information has been used to develop the recommendations put forth.

A continued partnership between the OCDSB and the University of Ottawa shall remain such that OCDSB students who are successful on the B1 and B2 test levels of the DELF will be exempted from the online admissions test for French Immersion Studies.

All secondary administrators were consulted with respect to the recommendations presented in the report at a Secondary Operations meeting in the fall of 2015.

Further information will be provided to Committee of the Whole in the new year with respect to a process and timelines for the repealing of French immersion boundaries for secondary schools.

## **STRATEGIC LINKS:**

10. The District is committed to its strategic plan to reduce barriers to learning to improve equity of access and opportunity for all students, and to improve and increase access to the educational pathways for every student.

## **GUIDING QUESTIONS:**

- How would the proposed changes improve equity of access for students to FSL programs?
- How will decisions concerning FSL programs impact policy change?
- Will the continuation of the administration of DELF position our students in the best way possible for post-secondary success?

## SUBMITTED FOR DISCUSSION

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Jennifer Adams  
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Secretary of the Board

**STUDENT LEARNING-  
ACCOMMODATION PLANNING**

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**SECONDARY SCHOOL REVIEW:  
FRENCH AS A SECOND LANGUAGE**

**FINAL REPORT**

**November 2015**



## STUDENT LEARNING – ACCOMMODATION PLANNING

### SECONDARY SCHOOL REVIEW:

#### French as a Second Language (FSL): Final Report

#### **SECTION 1 - Background**

The mandate of the French as a Second Language (FSL) Working Group as delineated in the Secondary School Review (June, 2011) was to develop a plan for the system-wide implementation of the Grade 12 French Proficiency Test (*Diplôme d'études en langue française*), and, ensure equity of access to FSL programs offered across the District. The mandate is in alignment with key elements of the District's ten-year action plan for FSL, as outlined in *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12* (Ministry of Education Ontario, 2013), with the explicit goals of: increasing student confidence, proficiency, and achievement in FSL; increasing the percentage of students studying FSL until graduation; and, increasing student, educator, parent, and community engagement in FSL. Potential topics identified in the mandate for discussion included but were not limited to: the number and location of secondary French Immersion and/or Extended programs in the District.

This section has been sub-divided into two parts – the first focusing on the status of the Grade 12 French Proficiency Test in OCDSB secondary schools, and the second focusing on the status of secondary FSL program pathways for students.

#### **A. Grade 12 French Proficiency Test**

The *Diplôme d'études en langue française* (DELFF) is an internationally recognized test of French proficiency for candidates whose first language is not French. It is based on the Common European Framework of Reference (CEFR), which defines language proficiency along six global levels: A1, A2, B1, B2, C1 and C2. Four competencies are measured on all DELFF levels: listening (compréhension de l'oral), speaking (production orale), reading (compréhension des écrits), and writing (production écrite). The French Ministry of National Education awards a diploma to successful candidates.

In the spring of 2010, the OCDSB began to pilot the use of the DELFF with grade 12 students enrolled in a French as a Second Language course. Results from this initial pilot indicated that the students who participated were successful on this international assessment; however, further piloting was deemed necessary in order to determine if the results could be more broadly generalized to the OCDSB FSL student population. Further piloting of the DELFF was conducted

in the fall and spring of 2010-2011, 2011-2012, and in 2012-2013, with changes being introduced during each cycle, as follows (refer to Appendix A1 for additional details):

- (i) *Student choice of test level.* In the spring 2010 pilot phase, the test level to be written was predetermined based on student program. Subsequent pilot phases have permitted students to choose the test level they wish to write.
- (ii) *Sampling.* In the spring 2010 pilot phase, a convenience sample was used. In 2010-2011, students who met inclusion criteria were randomly selected to receive an invitation. In 2011-2012 and 2012-2013, all students enrolled in a grade 12 FSL language course received an invitation to participate.
- (iii) *Logistics.* In the spring 2010 and 2010-2011 pilot phases, a single-site testing model was used (i.e., written and oral exams at one location). In 2011-2012, a multi-site testing model was introduced (i.e., written and oral exams at students' home school where possible). In 2012-2013 a modified multi-site testing model was implemented (i.e., written exam at students' home school and oral exam at one of three testing sites).
- (iv) *Questionnaire data.* Across each of the four DELF pilot phases, students have been surveyed in order to capture feedback regarding their experiences and impressions of the DELF and French language in general. Both the method of surveying and the questions asked, however, have varied across each testing phase. Other key stakeholders have also been surveyed over the course of the pilot phases, including site coordinators, principals, and assessors.

A technical report was prepared for each pilot phase. The most recent report (October 2013) includes a brief comparison of the findings to previous administrations, and is available electronically upon request.

Since September 2013, the DELF has been made available to all students enrolled in a grade 12 French language course.

## **B. French as a Second Language Programs**

The Ministry of Education defines three program pathways in FSL at the secondary level (*The Ontario Curriculum: French as a Second Language, Grades 9 to 12*, 2014, pp.15-16) that are designed to provide students with different levels of intensity in the development of their French-language knowledge and skills, as follows:

- *Core French.* Students are taught French as a subject. This program is mandatory from grades 4 through 8, at which time students must have accumulated a minimum of 600 hours of French instruction. At the secondary level, academic, applied, and open courses are offered in Core French in grades 9 and 10; university preparation and open courses are offered in grades 11 and 12.

- *Extended French.* French must be the language of instruction for a minimum of 25% of the total instructional time at every grade level of the program in elementary school, and a minimum of 1260 hours of French instruction must have been provided to students by the end of grade 8.

At the secondary level, students are taught French as a subject, and French serves as the language of instruction in at least one other subject. There are academic courses in Extended French in grades 9 and 10, and university preparation courses in grades 11 and 12. By the end of grade 12, students in the Extended French program must have accumulated seven credits in French: four are for FSL courses; three are for other subjects in which French is the language of instruction. Schools may grant a certificate in Extended French if the student fulfils the requirements.

- *French Immersion.* French must be the language of instruction for a minimum of 50% of the total instructional time at every grade level of the program in elementary school, and a minimum of 3800 hours of instruction in French must have been provided by the end of grade 8.

At the secondary level, students are taught French as a subject, and French serves as the language of instruction in two or more other subjects. At the secondary level, there are academic and applied courses in French Immersion in grades 9 and 10, and university preparation and open courses in grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction. Schools may grant a certificate in French Immersion if the student fulfils the requirements.

Further, as noted in *Including Students with Special Needs in French as a Second Language Programs, A Guide for Ontario Schools* (2015):

“A Framework for FSL also outlines guiding principles, strategic focus areas, and a range of actions that can be applied to strengthen FSL programs and attain these goals. One of these guiding principles is that FSL programs are for all students. This principle advances a common understanding of the importance and benefits of FSL education. It is realized when FSL classrooms from kindergarten to grade 12 reflect the diversity of the student population, including English language learners and students with special education needs.” (p. 5).

### **Delivery Model and FSL Course Offerings in the OCDSB**

The Elementary Time Allocation Model provides direction to elementary schools regarding the language of instruction and the number of minutes of instruction for each subject area by grade and by program. OCDSB students in junior kindergarten through grade 8 in each of the three program pathways – core French, early French immersion, middle French immersion – meet or exceed the Ministry of Education’s minimum requirements for French instruction through a combination of regular classroom instruction and participation in FSL cultural activities.

A review of course offerings and enrolments in all secondary FSL programs across the District (Core/Extended/ Immersion) over the past three years (2012-2013 through 2014-2015) has shown that:

- of the 23 secondary schools offering regular day school programs (i.e., excludes Adult High School, Ottawa Technical Secondary School, Sir Guy Carleton Secondary School and the four alternate sites – Elizabeth Wyn Wood, Frederick Banting, Norman Johnston, Richard Pfaff), all offer Core French and 20 offer French Immersion;
- two of the three schools that do not offer French Immersion credits, do offer Extended French credits (Canterbury and Lisgar);
- there are three schools (A.Y. Jackson, Glebe, and Sir Robert Borden) that offer all three programs, however, the number of students enrolled in each course often requires French Immersion and Extended French classes to be combined (i.e., delivered together by the same teacher at the same time).

Table 1 (below) provides an overview of French language course offerings across the 23 secondary schools offering regular day school programs for the past three years (see Appendices A2, A3, and A4 for more detailed information). Enrolment trends continue to demonstrate the highest rates of retention (i.e., number of students enrolled in a program in a given grade divided by the number of students enrolled in the same program in the preceding grade in the previous year) in French Immersion followed by Extended French, and the lowest retention rates in Core French. Nevertheless, retention rates have increased across all three programs since the time of the secondary phase of the FSL review.

In addition to French language courses, most schools are also able to offer a sufficient range of other subjects taught in French that would allow students to accumulate enough credits to earn an Extended French certificate (7 credits) or a French Immersion certificate (10 credits), as per the guidelines of the Ministry of Education (2014). That being said, the sites that do not offer the French Immersion language course tend to offer fewer subject-specific courses in French. In these sites, students will continue to have access to the Extended certificate (7 credits) and will have access to a French Immersion certificate (10 credits) through alternate means (e.g., eLearning, co-operative education).

Table 1: Summary of Secondary French Language Course Offerings

Course	Grade	2012-2013		2013-2014		2014-2015	
		Sections	Students	Sections	Students	Sections	Students
Core French (FSF)	9	144	2,833	137	2,635	136	2,586
	10	61	1,197	56	1,074	52	1,006
	11	38	627	37	562	38	542
	12	27	299	27	379	32	328
Extended (FEF)	9	15	336	15	313	14	327
	10	13	259	11	243	11	263
	11	12	193	11	199	11	188
	12	9	140	9	140	8	151
Immersion (FIF)	9	64	1,481	69	1,539	66	1,587
	10	60	1,308	62	1,395	64	1,417
	11	56	1,181	54	1,159	65	1,262
	12	50	988	56	1,050	60	1,087

Since the FSL reviews (elementary and secondary), the District has also noticed and encouraged a shift in mindset to support FSL programs for all learners.

## **SECTION 2 –Findings**

### **A. Grade 12 French Proficiency Test**

In the two years since completion of the pilot phases of the DELF testing, monitoring of student participation and performance has continued, feedback from site coordinators and assessors has been used to refine logistical elements associated with the administration of the assessment, and OCDSB teachers are continuing to be certified as DELF assessors as part of

their professional learning. The following is a summary of these observations that were shared and discussed by members of the FSL Working Group:

**a) Student Participation and Performance.** Across each administration of the Grade 12 French Proficiency Test (DELFF), both DELF awareness and student participation has steadily increased. In 2014-2015, 75% of the eligible student population (i.e., students enrolled in a grade 12 FSL course during the semester in which the DELF is taking place) participated in testing, up from 58% in 2013-2014 (see Appendix A5 for more details).

Despite the growing number of students opting to write the DELF, student performance has remained consistent across both the grade 12 program (i.e., FSF, FEF, and FIF) and DELF test level (i.e., A2, B1, and B2). There remains considerable variability in scores within each group, but overall test scores and pass rates continue to be stable. The overall success rate on the DELF (97.3% in 2014-2015) speaks to students' ability to assess their skill level (with help from their parents and teachers) and subsequently select the appropriate test level to ensure their success (for more details, refer to Appendices A6 and A7).

**b) Logistics.** Continued use of a modified multi-testing site model in which students complete the written exam at their home school (where space permits) and complete the oral exam at one of two testing sites is desirable. This design allows for all testing to be completed over a ten-day period and also permits student choice in the day, time, and location for completion of the oral exam.

Furthermore, a move to online registration for participation in the DELF, as well as selection of oral exam times, has decreased the complexities associated with scheduling and affords students the option to modify their oral exam times as needed. Use of online tools for the scheduling and registration of assessors across oral examination days has also been implemented in response to requests for greater flexibility in choosing the dates and location that best meet the needs of individual teachers involved.

**c) Building Capacity: Assessor Training.** To meet the needs of growing student participation, and to support professional learning for teachers, the OCDSB has continued training teachers from both the elementary (primary/junior/intermediate) and secondary panels to be DELF assessors. Initial certification requires completion of a four-day training program and is now recognized for five years; while re-certification requires completion of a 1.5 day program.

Currently within the OCDSB, there are 259 trained assessors who are contacted to assist with each administration of the DELF (i.e., in November and again in April). Based on current student demand, in order to complete DELF testing (including student oral interviews and grading of exams) within a 10-day period, it is necessary to have a minimum of 20 assessors and 4 organizers per day at each testing location. As a result, assessors are asked to provide at least three full-days of assistance per testing administration (i.e., November and April).

**d) Costs Associated with the DELF Testing.** Costs associated with the November 2014 administration of the DELF included the following:

- Release time amounting to \$74,772.34. This included the time required to administer the DELF, grading exams, and recertification costs.
- Private contracts issued to retired OCDSB employees for the full testing period of the DELF administration (i.e., between 10-12 days) to act as lead organizers at the testing sites. These individuals were also trained DELF Assessors who could assist with student testing (total \$14,000).
- Fee payment made to the Centre International d'Études Pédagogiques (CIEP) for students to write the DELF. The cost per student for the A2 test level is \$12, and \$18 for both the B1 and B2 test levels (total \$11,430).
- Administrative costs (e.g., printing of test materials) at approximately \$1,400.

Overall, with continued growth in student participation, it is reasonable to expect a single administration (i.e., November or April) of the DELF to cost approximately \$100,000.

All costs associated with the DELF administration have been funded through the FSL Renewal Grant received from the Ministry of Education. In the event this funding is withdrawn, recommendations regarding the use of other funds and/or implementation of student fees will be brought forward for discussion and approval through the annual budget process, and, will be contingent upon these annual budget deliberations. Information gathered from students at the time of the final year of piloting of the DELF suggested that a cost recovery fee of up to \$50 per student might be reasonable (October 2013).

## **B. French as a Second Language Programs**

After reviewing the enrolment patterns in FSL course offerings, members of the working group met with the five schools that offer Extended French to discuss the program pathways for FSL in their schools in order to have a better understanding of their context. Two schools that do not currently offer French immersion (Canterbury and Lisgar) both shared that they would be able to transition to the immersion codes. These schools commented that the Extended French program has been offered historically, although no longer the case, to students in the Late French Immersion (LFI) program, which has been phased out as part of the recommendations of the FSL Review in 2007-2008.

Further, although the Ministry of Education's definitions delineate differences in Extended French and French Immersion programs based upon hours of instruction in the French language, teachers and administrators at the secondary level across the District have noted that students in both programs demonstrate high levels of French-language proficiency. This observation is supported by evidence from the DELF testing, as well. Specifically, analyses of scores on the B2 level of the DELF has yielded no statistically significant differences between students enrolled in: (i) EFI versus MFI programs in grade 8; or (ii) extended versus immersion French language courses in grade 12 (October 2013). Approximately 80% of students who were

enrolled in a grade 12 Extended French course (FEF), and who challenged the highest level of proficiency offered to OCDSB students (B2), were successful. These rates are equally as high as students enrolled in a grade 12 French immersion course (FIF) challenging the same DELF level.

### **SECTION 3 – Deliverables**

- 1) With the leadership and support from Curriculum Services and Quality Assurance, the OCDSB has been able to coordinate the logistics and oversee the administration of the Grade 12 French Proficiency Test for an increasing number of participating students. The implementation plan for the Grade 12 French Proficiency Test (DELF) that is being brought forward through the FSL Working Group has taken into account the results from the four pilot phases of research, and feedback from the system over the past two years of monitoring and implementation.
- 2) With the support of Business and Learning Technologies department, the Quality Assurance division and the Planning department, the French as a Second Language (FSL) Working Group reviewed enrolment patterns in secondary FSL programs over the past three years, and have gathered input from school principals as a follow-up, in order to develop a pathways plan that will help promote equity of access to FSL programs for students across the District.

### **SECTION 4 – Future Directions**

#### **Formal Recommendations:**

#### **A. Grade 12 French Proficiency Test**

1. There should be no cost to grade 12 FSL students who wish to participate in the DELF testing, in order to ensure that students have equitable access to this opportunity. In order to offset the costs associated with each administration of the DELF testing (approximately \$100,000), the FSL Renewal Grant that the Board receives from the Ministry of Education should continue to be used for this purpose. In the event this funding is withdrawn, recommendations regarding the use of other funds and/or implementation of student fees will be brought forward for discussion and approval through the annual budget process, and will be contingent upon these annual budget deliberations.

#### **B. French as a Second Language Programs**

2. In order to ensure equity of access to secondary FSL program pathways, secondary schools offering regular day school programs in the OCDSB will be expected to offer core French and French immersion, with the understanding that students may be granted an extended French certificate if they have completed the ministry's requirements.



## **Future Directions for Program Improvement and Enhancement:**

### **A. Grade 12 French Proficiency Test**

- (i) teachers from both the elementary and secondary panels continue to be trained as DELF assessors and consideration for the training of occasional teachers also be considered in order to meet the needs of growing student participation;
- (ii) student participation in DELF testing remain voluntary and at no cost to the student;
- (iii) strict eligibility criteria continue to be used (i.e., enrolment in a Grade 12 FSL course at the time of the DELF administration);
- (iv) a modified multi-testing site model continue to be used, in which students complete the written exam at their home school (where space permits) and complete the oral exam at one of two testing sites;
- (v) DELF testing continue to be administered over a period of no more than 10 days; and,
- (vi) online registration and scheduling options for both students and assessors continue to be utilized.

### **B. French as a Second Language Programs**

- (i) All secondary schools continue to explore eLearning and co-operative education opportunities if/as appropriate in order for students to be able to complete ministry requirements for French immersion and/or extended French certification.

## **SECTION 6 – Summary**

The District's commitment to offering equity of access to high quality programs is reflected in the work of the FSL Working Group and the recommendations being put forward. Specifically, continuing to offer the DELF to students enrolled in a grade 12 FSL course at no cost to the student ensures that economic barriers to participation are eliminated. Further, the move to offer only core French and immersion FSL courses in secondary schools throughout the district will reduce the need for cross-boundary transfers for students to access a course package (i.e., extended French) that is no different from the immersion courses offered in other schools, and students would continue to be eligible to receive either an extended French certification or a French immersion certificate from any OCDSB secondary school offering regular day school programs, based on the number of credits earned in French. It is believed that this change will also contribute to greater clarity for students and parents regarding the program pathways available to students as they navigate their way towards a range of post-secondary pursuits.

**References**

Ottawa-Carleton District School Board. (October 2013). *Technical Report: Grade 12 French Proficiency Test: Results from the 2012-2013 Administration*. Nepean, ON: Author.

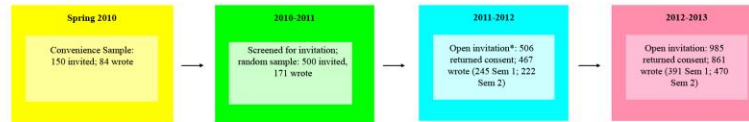
Ontario Ministry of Education. (2015). *Including Students with Special Needs in French as a Second Language Programs, A Guide for Ontario Schools*. Toronto, ON: Queen's Printer.

Ontario Ministry of Education. (2014). *The Ontario Curriculum: French as a Second Language, Grades 9 to 12*. Toronto, ON: Queen's Printer.

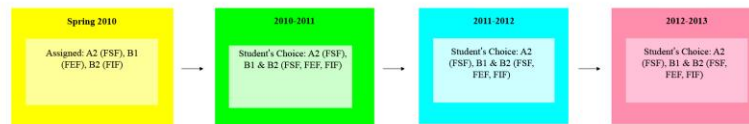
## Appendix A1: Grade 12 French Proficiency Test (DELF) Changes in Implementation over Time

### DELF Pilot Testing Phases: Spring 2010, 2010-2011, 2011-2012, 2012-2013

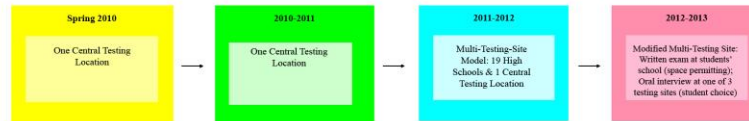
#### 1. Sampling & Recruiting



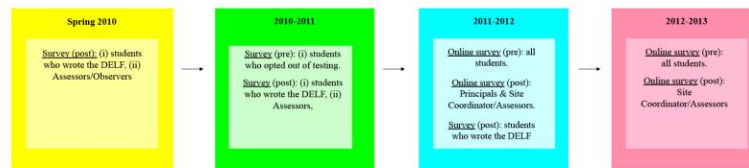
#### 2. Test Level Choice



#### 3. Testing Location

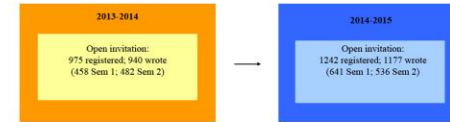


#### 4. Data Collection

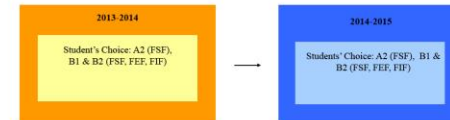


### Grade 12 French Proficiency Testing (DELF): 2013-14, 2014-15

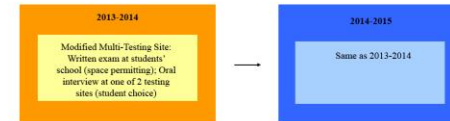
#### 1. Sampling & Recruiting



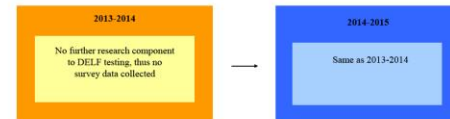
#### 2. Test Level Choice



#### 3. Testing Location



#### 4. Data Collection



**OTTAWA-CARLETON**  
DISTRICT SCHOOL BOARD

\*Open Invitation: All students enrolled in a Grade 12 FSL course; \*\*Introduction of information brochure with online registration instructions (Google registration & Pick a Time scheduling software)



## Appendix A2: 2013-2014 Courses Offered in French, Including Number of Sections and Enrolment

[illegible]

# Appendix A2: 2012-2013 Courses Offered in French, Including Number of Sections and Enrolment (continued)

Course	A.Y. Jackson - sections		A.Y. Jackson - students		Bell - section		Bell - students		Brookfield - sections		Brookfield - students		Cairne Wilson - sections		Cairne Wilson - students		Canterburyb- sections		Canterbury - students		Colonel By - sections		Colonel By - students		Earl of March - sections		Earl of March - students		Glebe -sections		Glebe - students		Gloucester - sections		Gloucester - students		Hillcrest - sections		Hillcrest - students		John McCrae - sections		John McCrae - students		Lisgar - sections		Lisgar - students		Longfields-Davidson Hts - sections		Longfields-Davidson Hts - students		Merivale - sections		Merivale - students		Nepean - sections		Nepean - students		Osgoode - sections		Osgoode - students		Rideau - sections		Rideau - students		Ridgemont - sections		Ridgemont - students		Sir Robert Borden - sections		Sir Robert Borden - students		Sir Wilfrid Laurier - sections		Sir Wilfrid Laurier - students		South Carleton - sections		South Carleton - students		West Carleton - sections		West Carleton - students		Woodroffe - sections		Woodroffe - students		Total - sections		Total - Students																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
FIF3U.	2	30	2	50	1	26	2	55			2	56	2	39	3	86	2	50	2	41	3	66			2	57	2	39	4	88	2	40					1	14	2	54	2	52	3	69	3	66																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												</

**Appendix A2: 2012-2013 Courses Offered in French, Including Number of Sections and Enrolment (continued)**

[illegible]

**Notes:**

1) Source is Trillium database.

2) Includes 31 October and 31 March enrolments.

3) 31 March enrolments are preliminary.

Appendix A3: 2013-2014 Courses Offered in French, Including Number of Sections and Enrolment

Course	A.Y. Jackson - sections	A.Y. Jackson - students	Bell - section	Bell - students	Brookfield - sections	Brookfield - students	Cairine Wilson - sections	Cairine Wilson - students	Canterburyb- sections	Canterbury - students	Colonel By - sections	Colonel By - students	Earl of March - sections	Earl of March - students	Glebe -sections	Glebe - students	Gloucester - sections	Gloucester - students	Hillcrest - sections	Hillcrest - students	John McCrae - sections	John McCrae - students	Lisgar - sections	Lisgar - students	Longfields-Davidson Hts - sections	Longfields-Davidson Hts - students	Merivale - sections	Merivale - students	Nepean - sections	Nepean - students	Osgoode - sections	Osgoode - students	Rideau - sections	Rideau - students	Ridgemont - sections	Ridgemont - students	Sir Robert Borden - sections	Sir Robert Borden - students	Sir Wilfrid Laurier - sections	Sir Wilfrid Laurier - students	South Carleton - sections	South Carleton - students	West Carleton - sections	West Carleton - students	Woodroffe - sections	Woodroffe - students	Total - sections	Total - Students					
ADA1OF																																															0	0					
AMI1OF					1	12																																										1	12				
AMU1OF																																															0	0					
AVI1OF																																															4	74					
AVI2OF																																															1	20					
BTT1OF													2	52	2	52						1	13									2	43														13	297					
CGC1DF	2	49	3	30	2	39	3	82	6	148	2	36	4	104	6	155	2	37	2	35	3	76	4	94	4	81	2	50	5	122	3	71			1	23	3	82	4	88	4	87	3	71	2	49	70	1609					
CGC1DI			3	28											1	20												2	4																			6	52				
CGC1DJ											3	78																																		3	78						
CHC2DF	2	34	3	21	2	34	3	71	6	137	2	48	3	83	4	102	3	42	2	35	3	54	3	84	3	62	2	48	3	77	2	49			1	16	3	77	3	84	3	63	4	97	2	54	62	1372					
CHC2DI			3	41											1	24																																	4	65			
CHC2DJ											4	98																																				4	98				
CHV2OF	2	26	3	52	2	36	2	41					3	66	3	76	2	35	2	35			3	49	2	41			3	65	2	48			1	17	2	44	3	59	2	43	2	47	2	50	41	830					
CHW3MF							2	40							1	21			1	28									1	14																			6	119			
CHW3MI													1	20	1	6																																		2	26		
CHY4UF															1	22																																			1	22	
FEF1D	3	10							6	157			1	15	1	27							4	104																											15	313	
FEF2D	1	4							5	135					1	11							4	93																									11	243			
FEF3U	1	3							4	102					1	9							2	48																											9	178	
FEF3UD																							1	1																											1	1	
FEF3UH																							1	20																											1	20	
FEF3UO																																																				0	0
FEF4U	1	4							3	71					1	9							3	55																											8	139	
FEF4UD																							1	1																											1	1	
FIF1D	3	48	3	64	2	39	4	83			4	112	4	105	5	132	2	37	3	38	4	84			4	94	2	55	5	121	3	75			1	23	4	91	4	96	4	91	3	77	2	48	66	1513					
FIF1DB																					2	2																													2	2	
FIF1DG															1	24																																			1	24	
FIF1DI																																																				0	0
FIF2D	2	31	3	71	2	36	3	73			5	134	4	103	4	110	2	42	2	35	3	69			3	78	2	53	3	82	2	50			1	16	3	84	3	84	3	65	4	101	2	55	56	1372					
FIF2DA	1	1																																																		1	1
FIF2DB																					1	1						1	1																					2	2		
FIF2DD																		2	3																																2	3	
FIF2DG															1	17																																			1	17	
FIF2DI																																																				0	0

**Appendix A3: 2013-2014 Courses Offered in French, Including Number of Sections and Enrolment (continued)**

Course	A. Y. Jackson - sections		A. Y. Jackson - students		Bell - section		Bell - students		Brookfield - sections		Brookfield - students		Cairine Wilson - sections		Cairine Wilson - students		Canterburyb- sections		Canterbury - students		Colonel By - sections		Colonel By - students		Earl of March - sections		Earl of March - students		Glebe -sections		Glebe - students		Gloucester - sections		Gloucester - students		Hillcrest - sections		Hillcrest - students		John McCrae - sections		John McCrae - students		Lisgar - sections		Lisgar - students		Longfields-Davidson Hts - sections		Longfields-Davidson Hts - students		Merivale - sections		Merivale - students		Nepean - sections		Nepean - students		Osgoode - sections		Osgoode - students		Rideau - sections		Rideau - students		Ridgemont - sections		Ridgemont - students		Sir Robert Borden - sections		Sir Robert Borden - students		Sir Wilfrid Laurier - sections		Sir Wilfrid Laurier - students		South Carleton - sections		South Carleton - students		West Carleton - sections		West Carleton - students		Woodroffe - sections		Woodroffe - students		Total - sections		Total - Students																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
FIF3U	2	27	2	55	2	32	2	54			2	35	2	47	3	75	2	54	3	58	2	45			3	66	2	47	3	73	3	64			1	22	2	55	3	66	2	53	3	58	2	41	46	1027																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
FIF3UA																									1	1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											</



**Appendix A3: 2013-2014 Courses Offered in French, Including Number of Sections and Enrolment (continued)**

Course	2023-2024																												Total																																																																						
	A.Y. Jackson - sections				A.Y. Jackson - students				Bell - section		Bell - students		Brookfield - sections		Brookfield - students		Cairine Wilson - sections		Cairine Wilson - students		Canterbury/b- sections		Canterbury - students		Colonel By - sections		Colonel By - students		Earl of March - sections		Earl of March - students		Glebe -sections		Glebe - students		Gloucester - sections		Gloucester - students		Hillcrest - sections		Hillcrest - students		John McCrae - sections		John McCrae - students		Lisgar - sections		Lisgar - students		Longfields-Davidson Hts - sections		Longfields-Davidson Hts - students		Merivale - sections		Merivale - students		Nepean - sections		Nepean - students		Osgoode - sections		Osgoode - students		Rideau - sections		Rideau - students		Ridgemont - sections		Ridgemont - students		Sir Robert Borden - sections		Sir Robert Borden - students		Sir Wilfrid Laurier - sections		Sir Wilfrid Laurier - students		South Carleton - sections		South Carleton - students		West Carleton - sections		West Carleton - students		Woodroffe - sections		Woodroffe - students		Total - sections		Total - Students
FSF3O																													4	33																																																																					
FSF3U	1	18	1	23	1	20	1	11	2	39	1	23	1	7	2	38	1	2	2	16	1	29	2	31	1	26	1	22	1	22	1	11			1	12	1	8	2	27	1	17	2	43	1	14	28	451																																																			
FSF3UA																													1	1																																																																					
FSF3UC																													0	0																																																																					
FSF3UD																													1	1																																																																					
FSF3UE																													3	76																																																																					
FSF4O																													3	76																																																																					
FSF4U	1	6	1	16	1	17	1	14	1	24	1	19			1	15	1	5	1	10	1	24	1	16	1	12	1	8	1	14	1	4			1	2	1	25	1	13	1	22	1	10	20	289																																																					
FSF4U7																													0	0																																																																					
FSF4UD																													0	0																																																																					
FSF4UE																													3	64																																																																					
FSF4UR																													1	1																																																																					
FSF4UT																													1	14																																																																					
GLC2OB																													0	0																																																																					
GLC2OF																													13	276																																																																					
GPP3OF	1	6	1	4	2	6											1	1				2	45	1	26	1	9	2	47						1	24			1	20	2	44			14	50																																																					
HFA4UF																													2	30																																																																					
HFN2OF																													1	15																																																																					
HSP3MF	1	22	1	15					4	99				1	20	2	53	2	50								2	44	2	56	1	17			1	19			1	22			1	30	19	447																																																					
HSP3UF																													3	71																																																																					
HZT4UF																													1	13																																																																					
PAD3OF																													4	64																																																																					
PAF3OF																													2	30																																																																					
PAF4OF																													2	4																																																																					
PP3OF																													3	53																																																																					
SBI3UF																													3	68																																																																					
SCH3UF																													2	39																																																																					
SNC1DF	2	48	3	27	2	36	2	55			2	36	3	72	5	127	2	37	2	33	3	67			3	70	2	41	5	122	3	64			1	23			3	84	4	88	2	53	2	48	51	1131																																																			
SNC1DH																													0	0																																																																					
SNC1DI																													6	47																																																																					
SNC1DJ																													3	78																																																																					

### Appendix A3: 2013-2014 Courses Offered in French, Including Number of Sections and Enrolment (continued)

Course	Course																										Total - sections	Total - Students																						
	A.Y. Jackson - sections	A.Y. Jackson - students	Bell - section	Bell - students	Brookfield - sections	Brookfield - students	Cairine Wilson - sections	Cairine Wilson - students	Canterburyb- sections	Canterbury - students	Colonel By - sections	Colonel By - students	Earl of March - sections	Earl of March - students	Glebe -sections	Glebe - students	Gloucester - sections	Gloucester - students	Hillcrest - sections	Hillcrest - students	John McCrae - sections	John McCrae - students	Lisgar - sections	Lisgar - students	Longfields-Davidson Hts - sections	Longfields-Davidson Hts - students			Merivale - sections	Merivale - students	Nepean - sections	Nepean - students	Osgoode - sections	Osgoode - students	Rideau - sections	Rideau - students	Ridgemont - sections	Ridgemont - students	Sir Robert Borden - sections	Sir Robert Borden - students	Sir Wilfrid Laurier - sections	Sir Wilfrid Laurier - students	South Carleton - sections	South Carleton - students	West Carleton - sections	West Carleton - students	Woodroffe - sections	Woodroffe - students		
SNC2DF	2	29	3	20	2	30	2	38			2	47	3	72	4	97	4	43	2	32	2	35			3	58	2	37	3	67	2	38				1	17			3	69	3	64	4	84	2	53	49	930	
SNC2DH																																															0	0		
SNC2DI			3	38											1	13																															4	51		
SNC2DJ											4	96																																				4	96	
TDJ2OF																					1	10																										1	10	
TDJ3MF																																																	0	0
TIJ1OF																					3	57																										3	57	
Totals	36	523	49	746	28	458	37	751	48	1157	60	1397	44	1042	71	1611	34	526	33	532	44	848	46	878	50	1072	37	638	52	1187	41	693	8	61	23	367	33	672	51	1017	46	995	50	1102	31	649	952	18922		
Notes:																																																		
1) Source is Trillium database.																																																		
2) Includes 31 October and 31 March enrolments.																																																		

Appendix A4: 2014-2015 Courses Offered in French, Including Number of Sections and Enrolment

Course	A.Y. Jackson - sections	A.Y. Jackson - students	Bell - section	Bell - students	Brookfield - sections	Brookfield - students	Cairine Wilson - sections	Cairine Wilson - students	Canterburyb- sections	Canterbury - students	Colonel By - sections	Colonel By - students	Earl of March - sections	Earl of March - students	Glebe -sections	Glebe - students	Gloucester - sections	Gloucester - students	Hillcrest - sections	Hillcrest - students	John McCrae - sections	John McCrae - students	Lisgar - sections	Lisgar - students	Longfields-Davidson Hts - sections	Longfields-Davidson Hts - students	Merivale - sections	Merivale - students	Nepean - sections	Nepean - students	Osgoode - sections	Osgoode - students	Rideau - sections	Rideau - students	Ridgemont - sections	Ridgemont - students	Sir Robert Borden - sections	Sir Robert Borden - students	Sir Wilfrid Laurier - sections	Sir Wilfrid Laurier - students	South Carleton - sections	South Carleton - students	West Carleton - sections	West Carleton - students	Woodroffe - sections	Woodroffe - students	Total - sections	Total - Students					
ADA1OF															1	26																								1	24							2	50				
AMI1OF																																															0	0					
AMU1OF					1	13																																										1	13				
AVI1OF																																																	5	81			
AVI2OF																																																	2	19			
BTT1OF													2	51	2	52						1	18									2	39																12	264			
CGC1DF	2	53	3	38	1	26	3	78	7	165	2	54	4	110	4	110	3	49	2	32	3	66	4	96	4	91	2	51	4	93	3	61			1	19	3	84	3	73	4	98	4	99	2	48	68	1594					
CGC1DI			3	39											1	18												2	2																				6	59			
CGC1DJ											3	83																																				3	83				
CHC2DF	2	45	2	24	2	39	3	76	5	135	2	26	4	94	5	126	2	34	2	32	3	66	4	89	3	70	2	49	4	99	3	64			1	21	3	78	3	73	3	83	3	66	2	48	63	1437					
CHC2DI			2	24											1	23												1	4																				4	51			
CHC2DJ											3	82																																				3	82				
CHV2OF			1	26	2	37	2	45					1	26	3	67	1	25	2	35	2	31	3	53	3	53	2	44	3	61	2	47																	35	727			
CHW3MF							2	58	4	93					1	27	1	18										1	24	1	25					1	15												12	285			
CHW3MI															1	21																																	1	21			
CHY4UF															1	20			1	12																														2	32		
FEF1D	1	13							7	173					1	21							4	105																									14	327			
FEF2D	1	5							5	133					1	28							4	97																									11	263			
FEF3U	1	3							4	99					1	7							2	50																										8	159		
FEF3UD									1	2																																									1	2	
FEF3UH																							1	26																										1	26		
FEF3UO																							1	1																											1	1	
FEF4U	1	1							4	94					1	3							2	53																										8	151		
FIF1D	2	43	3	82	2	28	3	82			5	136	5	137	4	106	2	47	2	31	3	76			5	123	3	57	4	96	3	68			1	20	4	90	4	87	4	104	4	104	2	52	65	1569					
FIF1DB																																																				0	0
FIF1DG																																																				0	0
FIF1DI															1	18																																			1	18	
FIF2D	2	46	2	52	2	40	3	80			4	108	4	103	4	111	2	35	2	34	3	75			3	83	2	54	4	105	3	66			1	21	3	80	4	84	4	86	3	69	2	50	57	1382					
FIF2DA																																																				1	1
FIF2DB																			1	2	1	1																												4	5		
FIF2DD																		1	1																																1	1	
FIF2DG																																																				0	0
FIF2DI															1	28																																			1	28	

Appendix A4: 2014-2015 Courses Offered in French, Including Number of Sections and Enrolment (continued)

Course	A.Y. Jackson - sections																												A.Y. Jackson - students																												Bell - section		Bell - students		Brookfield - sections		Brookfield - students		Cairne Wilson - sections		Cairne Wilson - students		Canterbury/b- sections		Canterbury - students		Colonel By - sections		Colonel By - students		Earl of March - sections		Earl of March - students		Glebe -sections		Glebe - students		Gloucester - sections		Gloucester - students		Hillcrest - sections		Hillcrest - students		John McCrae - sections		John McCrae - students		Lisgar - sections		Lisgar - students		Longfields-Davidson Hts - sections		Longfields-Davidson Hts - students		Merivale - sections		Merivale - students		Nepean - sections		Nepean - students		Osgoode - sections		Osgoode - students		Rideau - sections		Rideau - students		Ridgemont - sections		Ridgemont - students		Sir Robert Borden - sections		Sir Robert Borden - students		Sir Wilfrid Laurier - sections		Sir Wilfrid Laurier - students		South Carleton - sections		South Carleton - students		West Carleton - sections		West Carleton - students		Woodroffe - sections		Woodroffe - students		Total - sections		Total - Students	
	1	24	3	64	2	37	3	67			2	49	2	24	4	95	2	37	2	31	2	58			3	65	2	48	3	64	2	48			1	16	3	73	3	80	3	61	4	103	2	54	49	1098																																																																																																				
FIF3U	1	1																							1	1																				2	2																																																																																																					
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FIF3UB																																																	1	1																																																																																																		
FIF3UC																																																	2	2																																																																																																		
FIF3UD																																																	3	75																																																																																																		
FIF3UE																																																	0	0																																																																																																		
FIF3UG																																																	3	62																																																																																																		
FIF3UH																																																	1	17																																																																																																		
FIF3UI																																																	1	1																																																																																																		
FIF3UO																																																																																																																																																				
FIF4U	1	25	2	52	2	35	2	40			2	39	3	64	3	70	2	45	2	42	2	39			3	60	2	45	3	70	3	49			1	21	3	65	3	61	2	34	2	58	2	40	45	954																																																																																																				
FIF4UB																																																	0	0																																																																																																		
FIF4UD			1	1																																														1	1																																																																																																	
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FIF4UH																																																	2	10																																																																																																		
FIF4UI																																																	1	25																																																																																																		
FIF4UR							1	4									1	1										1	1			3	11									2	13					8	30																																																																																																			
FSF1D	3	78	4	86	2	42	2	52	5	114	2	44	4	102	4	93	2	35	2	49	4	94	4	98	5	127	2	48	5	107	2	35	2	33	3	51	3	62	4	91	4	81	5	123	2	45	75	1690																																																																																																				
FSF1DD																																																	0	0																																																																																																		
FSF1DO																								2	2																							2	2																																																																																																			
FSF1DE											3	75																																				4	94																																																																																																			
FSF1O																																																	2	17																																																																																																		
FSF1P	2	18	2	34	1	15	2	31	2	47	1	20	1	24	2	35	2	39	2	27	1	17	1	20	4	74	2	34	2	42	2	23	1	11	2	28	1	21	3	57	3	64	3	61	2	34	44	776																																																																																																				
FSF1PO																																																																																																																																																				
FSF1PS																																																	0	0																																																																																																		
FSF2D	1	24	2	38			1	23	3	69	2	33	2	34	2	42	1	7	1	21	2	50	3	54	4	92	2	33	2	46	1	15	1	12	2	43	1	24	2	38	2	43	2	51	1	24	40	816																																																																																																				
FSF2DE											3	77																																							4	94																																																																																																
FSF2DO																																																	1	1																																																																																																		
FSF2P																																																																																																																																																				
FSF3O																																																																																																																																																				
FSF3U	1	21	1	9	1	11	1	15	2	29	1	15	1	16	1	26	1	14	1	10	1	16	2	35	3	58	1	10	2	36	1	3	1	4	1	19			1	21	2	26	3	16	1	4	30	414																																																																																																				
FSF3UC																																																																																																																																																				
FSF3UE																																																																																																																																																				

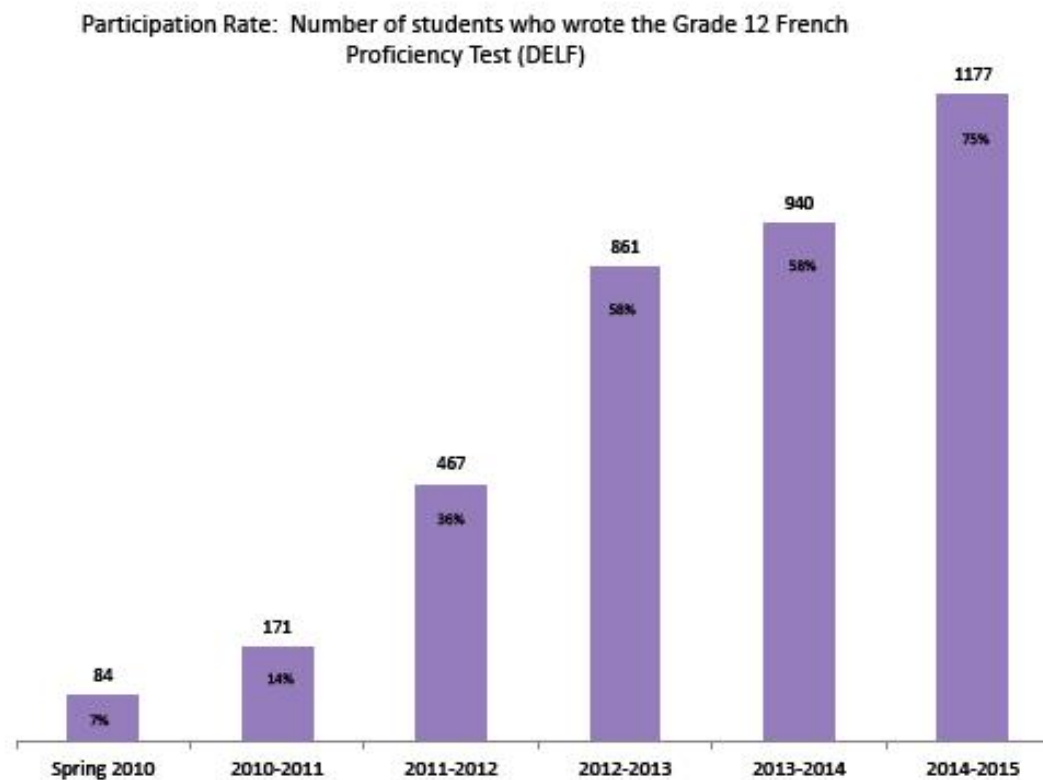
## Appendix A4: 2014-2015 Courses Offered in French, Including Number of Sections and Enrolment (continued)

[illegible]

**Appendix A4: 2014-2015 Courses Offered in French, Including Number of Sections and Enrolment (continued)**

Course		A.Y. Jackson - sections	A.Y. Jackson - students	Bell - section	Bell - students	Brookfield - sections	Brookfield - students	Cairine Wilson - sections	Cairine Wilson - students	Canterburyb- sections	Canterbury - students	Colonel By - sections	Colonel By - students	Earl of March - sections	Earl of March - students	Glebe -sections	Glebe - students	Gloucester - sections	Gloucester - students	Hillcrest - sections	Hillcrest - students	John McCrae - sections	John McCrae - students	Lisgar - sections	Lisgar - students	Longfields-Davidson Hts - sections	Longfields-Davidson Hts - students	Merivale - sections	Merivale - students	Nepean - sections	Nepean - students	Osgoode - sections	Osgoode - students	Rideau - sections	Rideau - students	Ridgemont - sections	Ridgemont - students	Sir Robert Borden - sections	Sir Robert Borden - students	Sir Wilfrid Laurier - sections	Sir Wilfrid Laurier - students	South Carleton - sections	South Carleton - students	West Carleton - sections	West Carleton - students	Woodroffe - sections	Woodroffe - students	Total - sections	Total - Students
TDJ2OF																						1	18																									1	18
TDJ3MF																						2	39																									0	0
TLJ1OF																							2	39																								2	39
Totals		30	564	45	745	25	420	36	806	52	1189	59	1391	46	1046	69	1609	34	500	29	456	39	803	39	805	52	1117	39	619	54	1179	41	700	6	63	21	343	37	712	53	1045	48	995	55	1130	33	626	942	18863
Notes:																																																	
1) Source is Trillium database.																																																	
2) Includes 31 October and 31 March enrolments.																																																	

## Appendix A5: Participation Rate and Number of Students Writing the Grade 12 French Proficiency Test (DELF) over Time



*Note: (%) represents the percentage of students enrolled in a Grade 12 FSL course who wrote the DELF*



## Appendix A6: Student Participation and Performance by Level and Over Time

<i>Administration</i>	<i>Number of students who wrote the DELF</i>	<i>Test Level Selection (N)</i>	<i>Success Rate (N)</i>	<i>% Participation based on enrolment (enrolment)</i>
Pilot Phase: Spring 2010	<i>N</i> = 84	A2: (17) 20% B1: (22) 26% B2: (45) 54%*	(84) 100%	(1234) 7%
Pilot Phase: 2010-2011	<i>N</i> = 171	A2: (11) 6% B1: (33) 19% B2: (127) 74%**	(166) 97%	(1229) 14%
Pilot Phase: 2011-2012	<i>N</i> = 467	A2: (18) 4% B1: (131) 28% B2: (318) 68%	(447) 96%	(1297) 36%
Pilot Phase: 2012-2013	<i>N</i> = 861	A2: (29) 3% B1: (262) 30% B2: (570) 66%**	(848) 99%	(1498) 58%
Testing: 2013-2014	<i>N</i> = 940	A2: (35) 4% B1: (297) 32% B2: (608) 65%**	(906) 96%	(1614) 58%
Testing: 2014-2015	<i>N</i> = 1177	A2: (22) 2% B1: (418) 36% B2: (737) 63%**	(1145) 97%	(1569) 75%

\*Students were assigned a test level; \*\*percentages do not add to 100 due to rounding



## **Appendix A7: Grade 12 French Proficiency Test (DELFL) Results 2013-2014 & 2014-2015 (continued)**

The following information provides details of student results on the Grade 12 French Proficiency Test (DELFL) for the 2013-2014 and 2014-2015 academic years. The information presented follows a similar format to the information contained in the Technical Reports that were produced during the piloting of the DELFL from the spring of 2010 through the 2012-2013 school year.

### **Recruitment and Response Rate**

In the OCDSB, the Grade 12 French Proficiency Test (DELFL) is administered biannually (Fall and Spring). For each testing session, all students who are enrolled in a Grade 12 French as a Second Language (FSL) course in an OCDSB secondary school are eligible to write the DELFL. Pamphlets detailing the registration process are distributed to classroom teachers for circulation to all of their Grade 12 FSL students prior to each testing session.

In 2013-2014, there were 1,614 students eligible to write the DELFL across 22 secondary schools. Of these students, 975 registered and 940 (58.2%) completed DELFL testing. School participation rates ranged from 12% to 92%. Conversely in 2014-2015, fewer students were eligible to write the DELFL ( $N = 1,569$ ) due to lowered enrolment. However, there was a significant increase in the number of students who registered ( $N = 1,242$ ) and completed ( $N = 1,177$ ; 75.0%) DELFL testing. Moreover, school participation rates increased across 23 secondary schools, ranging from 30-90%.

Recruitment details, response rate, and achievement are discussed below according to Grade 12 FSL program (also refer to Appendices A7a and A7b for additional details).

**Core French (FSF).** A total of 383 and 345 FSF students were eligible to participate in 2013-2014 and 2014-2015, respectively. From this, 205 and 213 students registered to participate and chose from the three test levels with similar consistency: B1 was the test level most frequently chosen by FSF students ( $N = 161$  and 131), followed by A2 ( $N = 30$  and 41), and finally B2 ( $N = 22$  and 32). Ultimately, 189 and 194 students wrote the DELFL with 176 and 174 being successful in both 2013-2014 and 2014-2015, respectively.

**Extended French (FEF).** A total of 146 and 161 FEF students were eligible to participate in 2013-2014 and 2014-2015, respectively. From this, 122 and 146 students registered to participate and chose from the three test levels with similar consistency: B2 was the test level most frequently chosen by FEF students ( $N = 99$  and 114), followed by B1 ( $N = 23$  and 31), and no selections were made for test level A2. Ultimately, 121 and 142 students wrote the DELFL with 120 and 140 being successful in 2013-2014 and 2014-2015, respectively.

**French Immersion (FIF).** A total of 1,084 and 1,127 FIF students were eligible to participate in 2013-2014 and 2014-2015, respectively. From this, 647 and 883 students registered to participate and chose from the three test levels with similar consistency: B2 was the test level most frequently chosen by FIF students ( $N = 490$  and 632),

## **Appendix A7: Grade 12 French Proficiency Test (DELFL) Results 2013-2014 & 2014-2015 (continued)**

followed by B1 ( $N = 155$  and  $251$ ), and no selections were made for test level A2. Ultimately, 629 and 841 students wrote the DELF with 609 and 818 being successful in 2013-2014 and 2014-2015, respectively.

### **Characteristics of Participants**

The following sections provide an overview of the characteristics of each group of students involved in the 2013-2014 and 2014-2015 administration of the DELF including, but not limited to, information about: gender, Grade 8 FSL program, special education and English language learner status, and language spoken at home (See Appendix A7b for student characteristics over four testing sessions).

**Core French (FSF) Student Participants.** The 189 and 194 participants who wrote the DELF were enrolled in Grade 12 Core French (FSF4O; FSF4U; FSF4UE; FSF4UR) across 18 and 20 OCDSB secondary schools during the 2013-2014 and 2014-2015 school year respectively.

A gender gap was evident for both testing years with approximately 70% females and 30% males participating each year. Most FSF students were born in Canada (2013-2014: 135 or 71.4%; and 2014-2015: 137 or 70.6%).

Information pertaining to Grade 8 program enrolment was available for 141 (72.7%) and 149 (78.8%) of the FSF students in 2013-2014 and 2014-2015 respectively. In both years the majority (approximately 58%) of students were enrolled in a Regular English program, followed by an EFI program (17% and 8%) and specialized special education program (9% and 14%). Fewer students were enrolled in a LFI program (9% and 12%), MFI program (4% and 6%), and an elementary Alternative Program (3% and 2%).

In 2014-2015 there were slightly more students (43 or 22.2%) who were formally identified (IPRC) and/or had an IEP who wrote the DELF compared to 2013-2014 (30 or 15.9%). Of these students, a similar proportion of students were in either a gifted specialized program (approximately 30%) or a regular class (approximately 70%). Exceptionalities also remained consistent across the two testing years with the majority of students identified as gifted (between 53% and 60%), and those with a learning disability (between 16% and 20%). Students with an IEP only comprised 21% and 27% of participating students in 2013-2014 and 2014-2015, respectively.

Information regarding first language from the Trillium Student Information System was available for 170 (89.9%) and 163 (84.0%) FSF students in 2013-2014 and 2014-2015, respectively. Across both testing years, the majority of FSF students who wrote the DELF reported English as being their first language (between 55% and 60%) as well as the language most frequently spoken at home (between 53% and 62%). Students identified as English language learners varied across the two testing years with fewer being identified in 2013-2014 than in 2014-2015 (11 compared to 24).

## **Appendix A7: Grade 12 French Proficiency Test (DELF) Results 2013-2014 & 2014-2015 (continued)**

**Extended French (FEF) Student Participants.** The 121 and 142 participants who wrote the DELF were enrolled in Grade 12 Extended French (FEF4U) across four OCDSB secondary schools during the 2013-2014 and 2014-2015 school year, respectively.

A gender gap was evident for both testing years with slightly more than 70% females and less than 30% males participating each year. Moreover, most FEF students were born in Canada (2013-2014: 98 or 81.0%; and 2014-2015: 121 or 85.2%).

Information pertaining to Grade 8 program enrolment was available for 96 (79.3%) and 95 (66.9%) of the FEF students in 2013-2014 and 2014-2015 respectively. In both years the greatest percentage of students (between 48% and 57%) were enrolled in a Grade 8 EFI program, followed by a specialized special education program (17% and 21%), a LFI program (19% and 16%) and a MFI program (15% and 5%). Only two students in 2013-2014 were enrolled in a Grade 8 Regular English Program and only one student in 2014-2015 was in a Grade 8 elementary Alternative Program.

Across both testing years a similar number of students were formally identified (IPRC) and/or had an IEP who wrote the DELF (between 32% and 36%). Of these students, a greater proportion of students were in a gifted specialized program (between 51% and 66%) compared to a regular class (between 34% and 47%). Exceptionalities remained consistent across the two testing years with the majority of students identified as gifted (between 84% and 73%), followed by those with a learning disability (between 11% and 13%). Those with an IEP only comprised between 5% and 11% of the participating FEF students in 2013-2014 and 2014-2015, respectively.

Information regarding first language from the Trillium Student Information System was available for 116 (95.9%) and 125 (88.0%) FEF students in 2013-2014 and 2014-2015, respectively. Across both testing years, the majority of FEF students who wrote the DELF reported English as being their first language (between 71% and 79%) as well as the language most frequently spoken at home (between 68% and 74%). Students identified as English language learners varied across the two testing years with fewer being identified in 2013-2014 than in 2014-2015 (one compared to six).

**French Immersion (FIF) Student Participants.** The 629 and 841 participants who wrote the DELF were enrolled in Grade 12 French Immersion (FIF4U, FIF4UE, FIF4UG, FIF4UH, FIF4UI, FIF4UR) across 20 OCDSB secondary schools during the 2013-2014 and 2014-2015 school year, respectively.

A gender gap favouring females continued to be evident for both testing years, but less so than for FSF or FEF student groups. Specifically, there were between 64-66% females and 34-36% males for 2013-2014 and 2014-2015, respectively. Moreover, as with FSF and FEF student groups, most FIF students were born in Canada (532 or 84.6% and 742 or 88.2%).

## **Appendix A7: Grade 12 French Proficiency Test (DELf) Results 2013-2014 & 2014-2015 (continued)**

Information pertaining to Grade 8 program enrolment was available for 559 (88.9%) and 692 (82.3%) of the FIF students in 2013-2014 and 2014-2015, respectively. In both years the majority of students (between 73% and 75%) were enrolled in a Grade 8 EFI program, followed by a MFI program (12% and 14%), followed by a LFI program (8% and 10%), and a specialized special education program (3% and 4%). Only two students in 2013-2014 were enrolled in a Grade 8 Regular English Program.

Across both testing years a similar number of students were formally identified (IPRC) and/or had an IEP who wrote the DELF (between 15% and 20%). In contrast to FSF and FEF student groups, a greater proportion of FIF students were in a regular class (between 58% and 64%) compared to a gifted specialized program (between 34% and 43%). Exceptionalities remained consistent across the two testing years with the majority of students identified as gifted (between 61% and 76%), and those with a learning disability (between 5% and 9%). Students with an IEP only comprised between 16% and 24% of participating students in 2013-2014 and 2014-2015, respectively. Although numbers are too small to report out, students with the following exceptionalities also participated in the DELF: Autism, behavioural issues, language impairment, physical disability, and/or blind/low vision.

Information regarding first language from the Trillium Student Information System was available for 581 (92.4%) and 748 (88.9%) FIF students in 2013-2014 and 2014-2015, respectively. Across both testing years, the majority of FIF students who wrote the DELF reported English as being their first language (between 74% and 77%) as well as the language most frequently spoken at home (between 72% and 74%). Students identified as English language learners varied across the two testing years with fewer being identified in 2013-2014 than in 2014-2015 (11 compared to 25).

***Non-respondents (i.e., students who did not register to write the DELF).*** A total of 639 and 391 eligible students did not register to take the DELF in 2013-2014 and 2014-2015 respectively. Configuration across Grade 12 program was consistent with most students being in French Immersion (between 62% and 68%), followed by Core French (between 28% and 34%), and finally Extended French (4%).

Of the total number of non-registrants over both years, ( $N = 1,030$ ), 577 (56.0%) were female and 453 (44.0%) were male. Of students with available information, the majority were born in Canada (85.5%).

Information pertaining to Grade 8 program enrolment was available for 539 (84.4%) and 308 (78.8%) of the non-respondent students in 2013-2014 and 2014-2015 respectively. In both years the majority of students (between 58% and 62%) were enrolled in a Grade 8 EFI program, followed by a Regular English Program (between 14% and 16%), a MFI program (9% and 10%), a LFI program (8% and 10%), a specialized special education program (5%), and an elementary Alternative Program (between 0.4% and 2%).

Of these non-registering students, about the same percentage (17.4% and 15.6%) were formally identified (IPRC) and/or had an IEP in 2013-2014 and 2014-2015 respectively.

## **Appendix A7: Grade 12 French Proficiency Test (DELF) Results 2013-2014 & 2014-2015 (continued)**

A significant proportion of students were in a regular class (95% across both years) with the remaining students enrolled in a gifted specialized program. Exceptionalities remained consistent across the two testing years with the majority of students identified as gifted (between 44% and 52%) and those with a learning disability (between 8% and 23%). Students with an IEP only comprised between 32% and 38% of non-registering students. Two additional students were identified with Autism.

Information regarding first language from the Trillium Student Information System was available for 607 (95.0%) and 356 (91.0%) non-registering students in 2013-2014 and 2014-2015 respectively. Across both testing years, the majority of these students reported English as being their first language (between 74% and 77%) as well as the language most frequently spoken at home (between 72% and 77%). Students identified as English language learners varied across the two testing years with more being identified in 2013-2014 than in 2014-2015 (20 compared to 14).

***Students who Opted-Out of Testing.*** A total of 35 (2013-2014) and 65 (2014-2015) students registered to write the DELF, but ultimately declined participation prior to the testing date. Of the total number of students, most were enrolled in Grade 12 French Immersion ( $N = 60$ ), followed by Core French ( $N = 35$ ), and Extended French ( $N = 5$ ).

Of these students, 56 (56.0%) were female and 44 (44.0%) were male. Of students with available information, the majority were born in Canada (81.0%).

Information pertaining to Grade 8 program enrolment was available for 30 (85.7%) and 51 (78.5%) of the students who opted out of testing in 2013-2014 and 2014-2015 respectively. In both years the majority of students (53%) were enrolled in a Grade 8 EFI program, followed by a Regular English Program (between 24% and 27%), a LFI program (7% and 10%), a MFI program (3% and 8%), and a specialized special education program (6% and 10%).

Of these students who opted out of testing, the same percentage (23%) were formally identified (IPRC) and/or had an IEP. A significant proportion of students were enrolled in a regular class (82.6%). Exceptionalities remained consistent across the two testing years with the majority of students identified as gifted (48%), with a learning disability (13%), or with an IEP only (39%).

Based on available information from the Trillium Student Information System, the majority of students who opted-out of testing, identified English as being their first language (69% and 67% in 2013-2014 and 2014-2015, respectively) and identified English as being the language most frequently spoken at home (66% and 69%). Of the students who opted out of testing, four were identified as English Language Learners.

**Appendix A7: Grade 12 French Proficiency Test (DELFF) Results  
2013-2014 & 2014-2015 (continued)**

**Student Characteristics – Summary across all Testing Phases**

**(1) Spring 2010:**

- all participants ranged from 16 to 18 years; majority were female
- 5-12% in each group (i.e., FSF, FEF, FIF) were identified with an exceptionality; majority were gifted learners
- 5-29% in each group were identified as an ELL and almost half indicated speaking a language other than, or in addition to, English at home
- sizeable proportion of students were in EFI in the OCDSB in Grade 8
- student academic achievement (i.e., report card information) was not examined
- no information was available for students who did not take part in testing

**(2) 2010-2011:**

- all participants ranged from 16 to 19 years; majority were female
- 13-38% in each group (i.e., FSF, FEF, FIF) were identified with an exceptionality; majority were gifted learners
- 25-38% in each group identified first language as something other than English; 12-33% indicated speaking a language other than English at home
- sizeable proportion of students were in EFI in the OCDSB in Grade 8
- student academic achievement (i.e., report card information) in French, English, and Math was examined; students who did not take part in testing exhibited lower academic performance than those who wrote the DELF

**(3) 2011-2012:**

- all participants ranged from 15 to 19 years; majority were female
- 14-36% in each group (i.e., FSF, FEF, FIF) were identified with an exceptionality; majority were gifted learners
- 22-42% in each group identified first language as something other than English; 30-40% indicated speaking a language other than English at home
- sizeable proportion of students were in EFI in the OCDSB in Grade 8
- student academic achievement (i.e., report card information) in French, English, and Math was examined; students who did not take part in testing exhibited lower academic performance than those who wrote the DELF

**(4) 2012-2013:**

- all participants ranged from 15 to 19 years; majority were female
- 15-33% in each group (i.e., FSF, FEF, FIF) were identified with an exceptionality; majority were gifted learners
- 20-44% in each group identified first language as something other than English; 21-39% indicated speaking a language other than English at home
- sizeable proportion of students were in EFI in the OCDSB in Grade 8
- student academic achievement (i.e., report card information) in French, English, and Math was examined; students who did not take part in testing exhibited lower academic performance than those who wrote the DELF

**Appendix A7: Grade 12 French Proficiency Test (DELF) Results  
2013-2014 & 2014-2015 (continued)**

**(5) 2013-2014:**

- all participants ranged from 15 to 19 years; majority were female
- 16-36% in each group (i.e., FSF, FEF, FIF) were identified with an exceptionality; majority were gifted learners
- 26-40% in each group identified first language as something other than English; 28-38% indicated speaking a language other than English at home
- sizeable proportion of students were in EFI in the OCDSB in Grade 8
- no student academic achievement data was examined

**(6) 2014-2015:**

- Majority of participants were female
- 15-32% in each group (i.e., FSF, FEF, FIF) were identified with an exceptionality; majority were gifted learners
- 21-45% in each group identified first language as something other than English; 26-47% indicated speaking a language other than English at home
- sizeable proportion of students were in EFI in the OCDSB in Grade 8
- no student academic achievement data was examined

## Appendix A7: Grade 12 French Proficiency Test (DELF) Results 2013-2014 & 2014-2015 (continued)

### **Composite Test Results**

**Test Level A2.** Across both testing years only FSF students (35 in 2013-2014 and 22 in 2014-2015) chose to challenge this test level and most were successful (one student was unsuccessful with a mean composite score of 38.00). The mean composite scores for successful students were consistent across both years (78.85,  $sd = 10.27$  and 81.41,  $sd = 8.37$ ) (see Table 1).

**Table 1. Student Composite Test Results for Test Level A2**

		Core (FSF)
	<i>Number of Students</i>	<i>M (SD)</i>
2013-2014	35	78.85 (10.27)
2014-2015	22	81.41 (8.37)

**Test Level B1.** A greater number of students wrote this test level in 2014-2015 than in 2013-2014 (418 compared to 297). Across both years a similar number of students (10 and 15) were unsuccessful and all were FSF students. Overall, successful students had a mean composite score of 74.31 ( $sd = 10.54$ ) in 2013-2014 and 74.73 ( $sd = 9.09$ ) in 2014-2015. Students writing this test level were enrolled in all three secondary FSL programs. Across all three programs, success on the B1 level of the DELF varied considerably as evidenced by the wide range of composite test scores (see Table 2 for scores according to Grade 12 program).

**Table 2. Student Composite Test Results for Test Level B1**

		Core (FSF)	Extended (FEF)	Immersion (FIF)	Overall
	<i>Number of Students</i>	<i>M (SD)</i> <i>Range of scores</i>	<i>M (SD)</i> <i>Range of scores</i>	<i>M (SD)</i> <i>Range of scores</i>	<i>M (SD)</i>
2013-2014	297	68.39 (10.27) 50.0 – 91.5	75.91 (9.12) 57.0 – 93.5	78.71 (8.57) 55.0 – 96.0	74.31 (10.54)
2014-2015	418	70.49 (10.27) 50.0 – 92.0	77.98 (7.40) 63.5 – 90.5	76.75 (7.62) 56.5 – 96.5	74.73 (9.09)

**Test Level B2.** Similar to the B1 test level, a greater number of students wrote this test level in 2014-2015 than in 2013-2014 (737 compared to 608). Across both years 23 (2013-2014) and 30 (2014-2015) were unsuccessful and were comprised of FSF ( $N = 7$  or 13%), FEF ( $N = 3$  or 6%), and FIF ( $N = 43$  or 81%) students. Overall, successful students had a mean composite score of 69.98 ( $sd = 9.74$ ) in 2013-2014 and 69.24 ( $sd = 9.62$ ) in 2014-2015. Students writing this test level were enrolled in all three secondary FSL programs. Across all three programs, success on the B2 level of the DELF varied considerably as evidenced by the wide range of composite test scores (see Table 3 for scores according to Grade 12 program).



**Appendix A7: Grade 12 French Proficiency Test (DELF) Results  
2013-2014 & 2014-2015 (continued)**

**Table 3. Student Composite Test Results for Test Level B2**

		<b>Core (FSF)</b>	<b>Extended (FEF)</b>	<b>Immersion (FIF)</b>	<b>Overall</b>
	<i>Number of Students</i>	<i>M (SD) Range of scores</i>	<i>M (SD) Range of scores</i>	<i>M (SD) Range of scores</i>	<i>M (SD)</i>
2013-2014	608	65.92 (9.81) 50.0 – 83.0	70.62 (10.58) 50.0 – 92.5	70.07 (9.52) 50.0 – 94.0	69.98 (9.74)
2014-2015	737	72.19 (9.02) 50.0 – 92.0	70.76 (9.19) 63.5 – 90.5	68.88 (9.69) 56.5 – 96.5	69.24 (9.62)

**Appendix A7: Grade 12 French Proficiency Test (DELF) Results  
2013-2014 & 2014-2015 (continued)**

**Overall Test Results – Summary across Testing Phases**

(1) Spring 2010:

- All 84 students were successful on the test level assigned (i.e., FSF wrote A2, FEF wrote B1, and FIF wrote B2)
- FSF students had the highest average score (91.06,  $sd = 5.93$ ) while FIF students had the lowest (69.96,  $sd = 8.08$ )

(2) 2010-2011:

- 166 of 171 students were successful on the test level of their choice (i.e., only FSF students wrote A2, while B1 and B2 test levels were comprised of students from each of the FSL programs); performance varied widely across the three test levels

(3) 2011-2012:

- 447 of 467 students were successful on the test level of their choice (i.e., only FSF students wrote A2, while B1 and B2 test levels were comprised of students from each of the FSL programs); performance varied widely across the three test levels

(4) 2012-2013:

- 848 of 861 students were successful on the test level of their choice (i.e., A2 test level was predominantly written by FSF students, while B1 and B2 test levels were comprised of students from each of the FSL programs); performance varied widely across the three test levels

(5) 2013-2014:

- 906 of 940 students were successful on the test level of their choice (i.e., A2 test level was predominantly written by FSF students, while B1 and B2 test levels were comprised of students from each of the FSL programs); performance varied widely across the three test levels

(6) 2014-2015:

- 1132 of 1177 students were successful on the test level of their choice (i.e., A2 test level was only written by FSF students, while B1 and B2 test levels were comprised of students from each of the FSL programs); performance varied widely across the three test levels

## Appendix A7: Grade 12 French Proficiency Test (DELF) Results 2013-2014 & 2014-2015 (continued)

### Individual Component Test Results

The minimum score required to pass each component (i.e., *reading*, *writing*, *listening*, and *speaking* skills) is 5 of 25 possible points; however, review and special consideration at an individual student level may be made for scores falling below these requirements.

**Test Level A2.** In 2013-2014 and 2014-2015 all students who wrote this test level ( $N = 56$ ) were enrolled in Core French (FSF). Across both years, performance on the four components (*reading*, *writing*, *listening*, and *speaking*) varied considerably. Specifically, in 2014-2015 students were most successful on the *reading* component and least successful on the *listening* component. In contrast, in 2013-2014 students were most successful on the *speaking* component and least successful on the *writing* component (see Table 4).

*Reading.* Overall performance on this component was stronger in 2014-2015 with a mean score of 21.36 ( $sd = 3.59$ ) compared to 19.87 ( $sd = 3.38$ ) in 2013-2014. In fact, this was the strongest component for students in 2014-2015. Variability in performance is evident across both testing years with scores ranging from 9.0 to 24.0 (2013-2014) and 12.5 to 25.0 (2014-2015).

*Writing.* Similar to the *reading* component, overall performance on this component was stronger in 2014-2015 with a mean score of 20.91 ( $sd = 2.42$ ) compared to 19.31 ( $sd = 4.23$ ) in 2013-2014. Students in 2013-2014 struggled the most with this component. Variability in performance is evident across both testing years with scores ranging from 6.5 to 24.5 (2013-2014) and 15.0 to 25.0 (2014-2015).

*Listening.* In contrast to the *reading* and *writing* components, overall performance on this component was stronger in 2013-2014 with a mean score of 19.79 ( $sd = 3.43$ ) compared to 19.61 ( $sd = 2.87$ ) in 2014-2015. Students in 2014-2015 struggled the most with this component. Variability was still prevalent as shown in the range of scores from 9.0 to 25.0 (2013-2014) and 12.5 to 24.0 (2014-2015).

*Speaking.* Similar to the *reading* and *writing* components, overall performance on this component was stronger in 2014-2015 with a mean score of 20.41 ( $sd = 2.84$ ) compared to 19.88 ( $sd = 3.04$ ) in 2013-2014. This was the strongest component for students in 2013-2014. Variability in performance is evident across both testing years with scores ranging from 13.5 to 24.5 (2013-2014) and 15.0 to 24.0 (2014-2015).

**Appendix A7: Grade 12 French Proficiency Test (DELF) Results  
2013-2014 & 2014-2015 (continued)**

**Table 4: Overall Component Test Scores (A2) According to Grade 12 FSL Program and Test Level (Successful Students)**

		Core (FSF)	Extended (FEF)	Immersion (FIF)	Overall
	<i>Test Level</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
<b>2013-2014</b>	<b>A2</b>	<b>78.85 (10.27)</b>	*	*	<b>78.85 (10.27)</b>
	Reading	19.87 (3.38)	*	*	19.87 (3.38)
	Writing	19.31 (4.23)	*	*	19.31 (4.23)
	Listening	19.79 (3.43)	*	*	19.79 (3.43)
	Speaking	19.88 (3.04)	*	*	19.88 (3.04)
<b>2014-2015</b>	<b>A2</b>	<b>81.41 (8.37)</b>	*	*	<b>81.41 (8.37)</b>
	Reading	21.36 (3.59)	*	*	21.36 (3.59)
	Writing	20.91 (2.42)	*	*	20.91 (2.42)
	Listening	19.61 (2.87)	*	*	19.61 (2.87)
	Speaking	20.41 (2.84)	*	*	20.41 (2.84)

**Test Level B1.** In 2013-2014 and 2014-2015, students who wrote this test level were enrolled in each of the three secondary French programs. Across both years, performance on the four components (*reading*, *writing*, *listening*, and *speaking*) varied considerably; however, students generally performed better in 2014-2015. Specifically, in 2014-2015 students were most successful on the *reading* component and least successful on the *writing* component. In contrast, in 2013-2014 students were most successful on the *listening* component and least successful on the *speaking* component (see Table 5).

*Reading.* Overall, student performance varied according to FSL program such that FEF students were most successful on the *reading* component in 2014-2015 (mean score = 21.15; *sd* = 2.29; ranging from 15.0 to 25.0) and FIF students were most successful in 2013-2014 (mean score = 19.89; *sd* = 2.92; ranging from 10.5 to 24.5). This component was where FEF and FSF students performed best in 2014-2015; FSF students in 2013-2014 also performed best on this component.

*Writing.* Similar to the *reading* component, FEF students were most successful on the *writing* component in 2014-2015 with a mean score of 17.52 (*sd* = 2.95; ranging from 12.0 to 22.5) and FIF students were most successful in 2013-2014 with a mean score of 19.25 (*sd* = 3.13; ranging from 11.0 to a perfect score of 25.0). This component was where FEF students struggled the most in 2013-2014 and where all groups of students struggled in 2014-2015.

*Listening.* Similar to the *reading* and *writing* components, FEF students were most successful on the *listening* component in 2014-2015 with a mean score of 20.19 (*sd* =

## Appendix A7: Grade 12 French Proficiency Test (DELFI) Results 2013-2014 & 2014-2015 (continued)

2.86; ranging from 10.5 to 24.5) and FIF students were most successful in 2013-2014 with a mean score of 20.54 ( $sd = 3.12$ ; ranging from 11.5 to a perfect score of 25.0). This component was where FIF students performed best in 2014-2015; FIF and FEF students in 2013-2014 also performed best on this component.

*Speaking.* Contrary to the *reading*, *writing*, and *listening* components, the FIF students were most successful on the *speaking* component (rather than FEF students) in 2014-2015 with a mean score of 19.52 ( $sd = 3.00$ ; ranging from 9.5 to a perfect score of 25.0). In 2013-2014, FIF students continued to be most successful on this final component with a mean score of 19.02 ( $sd = 3.23$ ; ranging from 8.5 to a perfect score of 25.0); although it was their lowest scoring component overall.

**Table 5: Overall Component Test Scores (B1) According to Grade 12 FSL Program and Test Level (Successful Students)**

		Core (FSF)	Extended (FEF)	Immersion (FIF)	Overall
	<i>Test Level</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
<b>2013-2014</b>	<b>B1</b>	<b>68.39 (10.27)</b>	<b>75.91 (9.12)</b>	<b>78.71 (8.57)</b>	<b>74.31 (10.54)</b>
	Reading	17.49 (3.21)	19.61 (2.74)	19.89 (2.92)	18.90 (3.24)
	Writing	17.33 (3.50)	17.89 (4.18)	19.25 (3.13)	18.37 (3.49)
	Listening	16.66 (4.01)	19.98 (3.61)	20.54 (3.12)	18.93 (4.00)
	Speaking	16.91 (3.69)	18.44 (2.40)	19.02 (3.23)	18.12 (3.51)
<b>2014-2015</b>	<b>B1</b>	<b>70.49 (10.27)</b>	<b>77.98 (7.40)</b>	<b>76.75 (7.62)</b>	<b>74.66 (9.13)</b>
	Reading	19.29 (3.03)	21.15 (2.29)	19.96 (2.83)	19.82 (2.89)
	Writing	15.58 (3.89)	17.52 (2.95)	17.30 (3.01)	16.67 (3.54)
	Listening	17.53 (3.57)	20.19 (2.86)	19.97 (2.72)	19.16 (3.25)
	Speaking	18.09 (3.77)	19.13 (3.41)	19.52 (3.00)	19.01 (3.37)

**Test Level B2.** Similar to the B1 test level, students who wrote the B2 were enrolled across each of the three secondary French programs in 2013-2014 and 2014-2015. Across both years, performance on the four components (*reading*, *writing*, *listening*, and *speaking*) varied considerably; however, students generally performed better in 2014-2015. Specifically, in 2014-2015 students were most successful on the *reading* component and least successful on the *writing* component. In contrast, in 2013-2014 students were most successful on the *listening* component and again, least successful on the *writing* component (see Table 6).

*Reading.* Overall, student performance varied according to FSL program. Unexpectedly, FSF students were most successful on the *reading* component in both 2013-2014 and 2014-2015 with a mean score of 18.71 ( $sd = 3.00$ ; ranging from 13.5 to 23.5) and 20.59 ( $sd = 1.74$ ; ranging from 15.5 to 23.0) in 2013-2014 and 2014-2015

## Appendix A7: Grade 12 French Proficiency Test (DELF) Results 2013-2014 & 2014-2015 (continued)

respectively. This component was where all groups of students performed best in 2014-2015; FSF students in 2013-2014 also performed best on this component.

*Writing.* Overall, students across all three groups struggled on this component skill. Unexpectedly, FSF students in 2014-2015 performed the best with a mean score of 16.63 ( $sd = 3.69$ ; ranging from 8.5 to 22.0) while FIF students performed the best in 2013-2014 with a mean score of 16.48 ( $sd = 3.89$ ; ranging from 5.0 to 25.0). It is important to note, however, that within group variability is quite high, with some students performing exceptionally well and others just barely meeting the requirements to pass this component skill.

*Listening.* Overall, students across all three groups performed relatively well on this component skill. In both testing years, FEF students performed the best with a mean score of 19.09 ( $sd = 3.80$ ; ranging from 7.0 to 25.0) and 18.22 ( $sd = 3.68$ ; ranging from 7.0 to 25.0) in 2013-2014 and 2014-2015 respectively. In 2013-2014, this component was the highest score for both FEF and FIF students, but there remains considerable variability in listening skills within each of the three groups.

*Speaking.* Similar to the *writing* component, students across all three groups in both 2013-2014 and 2014-2015 struggled with this component skill. In fact, this component was the second lowest score for all groups. Unexpectedly, FSF students in 2014-2015 performed the best with a mean score of 17.31 ( $sd = 4.66$ ; ranging from 10.5 to 25.0), while FEF students performed the best in 2013-2014 with a mean score of 16.90 ( $sd = 3.58$ ; ranging from 8.5 to 24.5).

**Table 6: Overall Component Test Scores (B2) According to Grade 12 FSL Program and Test Level (Successful Students)**

		Core (FSF)	Extended (FEF)	Immersion (FIF)	Overall
	<i>Test Level</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
<b>2013-2014</b>	<b>B2</b>	<b>65.92 (9.81)</b>	<b>70.62 (10.58)</b>	<b>70.07 (9.52)</b>	<b>69.98 (9.74)</b>
	Reading	18.71 (3.00)	18.37 (3.74)	18.47 (3.37)	18.47 (3.41)
	Writing	14.71 (4.51)	16.26 (3.79)	16.48 (3.89)	16.37 (3.92)
	Listening	17.06 (4.23)	19.09 (3.80)	18.52 (3.50)	18.55 (3.60)
	Speaking	15.44 (3.64)	16.90 (3.58)	16.60 (3.53)	16.60 (3.55)
<b>2014-2015</b>	<b>B2</b>	<b>72.19 (9.02)</b>	<b>70.76 (9.19)</b>	<b>68.88 (9.69)</b>	<b>69.24 (9.62)</b>
	Reading	20.59 (1.74)	18.94 (3.29)	18.53 (3.89)	18.64 (3.78)
	Writing	16.63 (3.69)	16.30 (3.32)	15.79 (3.49)	15.89 (3.47)
	Listening	17.66 (4.33)	18.22 (3.68)	17.44 (3.51)	17.57 (3.56)
	Speaking	17.31 (4.66)	17.30 (3.25)	17.11 (3.58)	17.15 (3.55)

**Appendix A7: Grade 12 French Proficiency Test (DELF) Results  
2013-2014 & 2014-2015 (continued)**

**Component Test Results – Summary across Testing Phases**

(1) Spring 2010:

- *speaking* consistently received the lowest scores across all three groups of students
- FSF (A2) & FEF (B1) received highest scores on the *listening* component; FIF (B2) students performed better on the *reading* component

(2) 2010-2011:

- A2: students had highest score for *reading*, lowest for *speaking*
- B1: students had highest score for *speaking*, lowest for *writing*
- B2: students had highest score for *speaking*, lowest for *listening*

(3) 2011-2012:

- A2: students had highest score for *reading*, lowest for *speaking*
- B1: students had highest score for *speaking*, lowest for *writing*
- B2: students had highest score for *speaking*, lowest for *writing*
- results corroborated 2010-2011 pilot phase with one exception at B2 (i.e., lowest scores in *writing*)

(4) 2012-2013:

- A2: students had highest score for *reading*, lowest for *listening*
- B1: students had highest score for *reading*, lowest for *speaking*
- B2: students had highest score for *reading*, lowest for *listening*
- Overall, results were considerably different from 2011-2012 with one exception at A2 (i.e., highest scores remained in *reading*)

(5) 2013-2014:

- A2: students had highest score for *speaking*, lowest for *writing*
- B1: students had highest score for *listening*, lowest for *speaking*
- B2: students had highest score for *listening*, lowest for *writing*
- Overall, results were considerably different from 2012-2013 with one exception at B1 (i.e., lowest scores remained in *speaking*)

(6) 2014-2015:

- A2: students had highest score for *reading*, lowest for *listening*
- B1: students had highest score for *reading*, lowest for *writing*
- B2: students had highest score for *reading*, lowest for *writing*
- Overall, results were considerably different from 2013-2014 with one exception at B2 (i.e., lowest scores remained in *writing*)

## Appendix A7a: Student Test Level Choice by Program (2013-2014 & 2014-2015)

	A2		B1		B2		# of students who wrote the test	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
<b>Core (FSF)</b>	<b>41</b>	<b>22</b>	<b>132</b>	<b>151</b>	<b>32</b>	<b>21</b>	<b>189</b>	<b>194</b>
Gr.8 Program	2 EFI 1 MFI 36 Core 1 ALT 1 Unknown	2 LFI 19 Core 1 Unknown	17 EFI 5 MFI 11 LFI 56 Core 10 Special 4 ALT 29 Unknown	9 EFI 9 MFI 11 LFI 62 Core 16 Special 2 ALT 42 Unknown	7 EFI 4 LFI 3 Core 5 Special 13 Unknown	2 EFI 4 LFI 4 Special 1 ALT 10 Unknown		
<b>Extended (FEF)</b>	<b>--</b>	<b>--</b>	<b>23</b>	<b>31</b>	<b>99</b>	<b>111</b>	<b>121</b>	<b>142</b>
Gr.8 Program			7 EFI 4 MFI 7 LFI 5 Unknown	9 EFI 3 MFI 6 LFI 4 Special 1 ALT 8 Unknown	39 EFI 11 MFI 11 LFI 2 Core 16 Special 20 Unknown	45 EFI 2 MFI 9 LFI 16 Special 39 Unknown		
<b>Immersion (FIF)</b>	<b>--</b>	<b>--</b>	<b>155</b>	<b>236</b>	<b>492</b>	<b>605</b>	<b>630</b>	<b>841</b>
Gr.8 Program			94 EFI 17 MFI 15 LFI 12 Special 18 Unknown	165 EFI 15 MFI 20 LFI 1 Special 35 Unknown	327 EFI 62 MFI 39 LFI 2 Core 7 Special 55 Unknown	356 EFI 71 MFI 38 LFI 26 Special 114 Unknown		



## Appendix A7b: Characteristics of Participating Students (2013-2014 & 2014-2015)

	Testing 2013-2014			Testing 2014-2015		
	Core (FSF)	Extended (FEF)	Immersion (FIF)	Core (FSF)	Extended (FEF)	Immersion (FIF)
Gender						
<i>Female</i>	134	93	401	131	100	556
<i>Male</i>	55	28	229	63	42	285
Grade 8 Program	25 EFI 6 MFI 13 LFI 87 Core 13 Special 5 ALT 40 Unknown	46 EFI 14 MFI 18 LFI 2 Core 16 Special 25 Unknown	406 EFI 79 MFI 54 LFI 2 Core 18 Special 71 Unknown	11 EFI 9 MFI 17 LFI 81 Core 20 Special 3 ALT 53 Unknown	54 EFI 5 MFI 15 LFI 20 Special 1 ALT 47 Unknown	521 EFI 86 MFI 58 LFI 27 Special 149 Unknown
Grade 12 Program	189	121	630	194	142	841
IEP/IPRC	30	44	127	43	45	127
Language- Spoken						
<i>English</i>	102 (60.0%)	82 (70.7%)	431 (74.2%)	90 (55.2%)	99 (79.2%)	578 (77.3%)
<i>Other</i>	68 (40.0%)	34 (29.3%)	150 (25.8%)	42 (25.8%)	26 (20.8%)	170 (22.7%)
Language- Home						
<i>English</i>	105 (61.8%)	80 (68.4%)	417 (71.8%)	87 (53.4%)	92 (74.2%)	555 (74.7%)
<i>Other</i>	65 (38.2%)	37 (31.6%)	164 (28.2%)	45 (27.6%)	32 (25.8%)	188 (25.3%)