Enduring Idea #6: Goal Setting and Reflection

When students are aware of the learning goals, the success criteria, and receive timely descriptive feedback, they are better able to assess and evaluate their own use of the language and language learning strategies and can plan next steps. The integrated use of Assessment for and as learning will develop students' metacognitive skills and allow them to have multiple opportunities to use the language in a variety of contexts prior to being evaluated on their achievement in the language. Metacognition allows students to take responsibility for their learning. It can be best described as students becoming their own teachers. They are able to assess what they know and don't yet know, set new learning goals, and then seek strategies and support to meet their goals and reflect on what they've learned and how they've learned it.

When discussing assessment in the French as a Second Language classroom we would like to emphasize the importance of Assessment for and as Learning. When learning a language, students need multiple opportunities to hear, to speak, to read, to write and to use the language in a variety of contexts. Students need regular, descriptive feedback from the teacher, peers, and through self-assessment, and daily opportunities to act on the feedback Students need opportunities to reflect on their use of language and their use of language learning strategies, to set and revise personal goals, in order to monitor their progress. This will promote the development of metacognitive skills. Metacognition is a specific expectation in each of the four strands.

In order for students to become effective self-assessors, teachers need to take explicit actions to ensure students are aware of the learning goals and understand the success criteria. Further, teachers need to purposely teach and scaffold students' development of these skills.

All assessment, evaluation, and reporting of student achievement in French as a Second Language will be based on the policies and practices as outlined in Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. First Edition, Covering Grades 1 to 12. 2010 and the Achievement chart for French as a Second Language.

With an increased emphasis on Assessment for and as learning, students:

- are aware of the goals and criteria for communicating in relevant, real life situations;

- give and receive timely and descriptive feedback about their use of language and strategies;

- reflect on their thinking and learning;

- reflect on their use of French and language learning strategies;

- assess their strengths and determine what they can do; and

- reflect on next steps, and set and monitor goals for improvement

Language learning that is task-based and student-centred cannot adequately be assessed by traditional grammar quizzes or even structured interviews.

Teachers can gain an understanding of the strengths and areas of need of their students through their daily observations of students' interactions in French. This understanding will enable them to plan and develop learning experiences for their students to hone their communication skills in French.