French as a Second Language:

Core French, Extended French and French Immersion, Grades 9 to 12

Fall 2014/Winter 2015
Bienvenue
Learning Goal and Success Criteria

• We are learning to understand the contents, structure and organization of the revised French as a Second Language: Core French, Extended French and French Immersion curriculum so that we can plan instruction and assessment effectively for our students.

I know I have reached the learning goal if I can/am able to:

• Identify all the components of the revised curriculum and know the function of each in my instruction and assessment
• Identify the key changes in the curriculum and make potential adjustments to my instruction and assessment
• Use the revised curriculum to effectively plan for assessment and evaluation through the use of learning goals and success criteria
Agenda – Day One

• Questions for Reflection
• Curriculum Review Process
• Features of the Revised Curriculum
• Exploring the Revised Curriculum
  – Preface, Introduction, Expectations, Glossary
  – Vision, Goals and Enduring Ideas - consolidation
  – New Secondary FSL courses
  – Intercultural Understanding
  – Making Connections with Key Policies, Programs and Strategies
• Wrap Up
Questions for Reflection

1. Why is French as a Second Language an important part of the Ontario curriculum?

2. How does learning French prepare students for living in today's world?
Curriculum Review Process

1000’s of people have “touched” the draft document throughout the revision process
Components of Curriculum Review
Stages in FSL Curriculum Review

2008-2009
- Research, technical analysis, focus groups, consultation, synthesis of recommendations
- Initial revision summer writing of Core French program

Fall and Winter 2009
- Initial feedback consultation for Core French, revisions based on feedback

Spring and Summer 2010
- Synthesis of recommendations for French Immersion, initial revision summer writing of French Immersion program
- Editing of Core French document begins
Stages in FSL Curriculum Review 2

2010-2011
- Initial feedback consultation for French Immersion, grades 1 – 12 (Academic/University)
- revisions based on feedback
- editing of French Immersion

2011-2012
- synthesis of recommendations for Extended French
- initial summer writing of Extended French program
- revision of Secondary French Immersion (Applied/Open)
- revisions based on feedback

2012-2014
- editing of French Immersion and Extended French
- anticipated release of revised documents
- training for implementation
WHAT DID WE HEAR?

SHIFT FROM

- Passive acquisition
- Grammar-based
- Isolated Concepts

SHIFT TO

- Active Interaction
- Literacy-based and Language Rich
- Contextualized Learning
Features of the Revised Curriculum

- Consistent goals and vision across all grades and programs from Grades 1 to 12
- Expanded examples, teacher prompts and instructional tips
- Focus on communication (production, reception and interaction) in authentic contexts
- Inclusion of different types of interaction and talk
- Emphasis on action-oriented communicative approaches
- Emphasis on development of student metacognition skills
- Inclusion of intercultural understanding
- Inclusion of media literacy
Front Matter

• Preface and Introduction
• The Program
• Assessment and Evaluation of Student Achievement
• Some Considerations for Program Planning
Front Matter – Preface

- Schools in the 21st century
- Supporting students’ well-being and ability to learn
- The Role of Mental Health
Front Matter – Introduction

• provides an overview of the goals and key elements of the approach and pedagogy in the subject

• roles of teachers, parents, students, principals, and the community

### Vision and Goals for French as a Second Language – Core, Extended, and Immersion, Grades 1 to 12

**Vision**
Students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

**Goals**
In all French as a second language programs, students realize the vision of the FSL curriculum as they strive to:
- use French to communicate and interact effectively in a variety of social settings;
- learn about Canada, its two official languages, and other cultures;
- appreciate and acknowledge the interconnectedness and interdependence of the global community;
- be responsible for their own learning, as they work independently and in groups;
- use effective language learning strategies;
- become lifelong language learners for personal growth and for active participation as world citizens.
Alors, Quoi de Neuf?

- All three FSL Programs share the same vision and goals
- Core French, Extended French, and French Immersion are all housed in one document
Alors, Quoi de Neuf

- New courses at secondary level
- A new pathway for students in Grades 9 and 10 Core French – Open level courses
- A new Applied/Open pathway for students in French Immersion – Applied level courses in Grades 9 and 10 and Open level courses in Grades 11 and 12
Vision and Goals of the French as a Second Language Curriculum

<table>
<thead>
<tr>
<th>Vision and Goals for French as a Second Language – Core, Extended, and Immersion, Grades 1 to 12</th>
</tr>
</thead>
</table>
| **Vision**  
Students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world. |

| **Goals**  
In all French as a second language programs, students realize the vision of the FSL curriculum as they strive to: |
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• be responsible for their own learning, as they work independently and in groups;  
• use effective language learning strategies;  
• become lifelong language learners for personal growth and for active participation as world citizens. |
The Ontario Curriculum: French as a Second Language, Core French, Extended French and French Immersion

**Vision:**
Students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

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In all French as a second language programs, students realize the vision of the FSL curriculum as they strive to:
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- appreciate and acknowledge the interconnectedness and interdependence of the global community;
- be responsible for their own learning, as they work independently and in groups;
- use effective language learning strategies;
- become lifelong language learners for personal growth and for active participation as world citizens.
A Framework for French as a Second Language in Ontario Schools, K to Grade 12

Vision:
Students in English-language school boards have the confidence and ability to use French effectively in their daily lives.

Goals:
• Increase student confidence, proficiency, and achievement in FSL.
• Increase the percentage of students studying FSL until graduation.
• Increase student, educator, parent, and community engagement in FSL.
**Enduring Ideas** are fundamental concepts which focus on the development of skills that are necessary for life-long language learning.

The emphasis on the 7 Enduring Ideas encourages students to apply their knowledge of French and communicate ideas, information, and opinions for authentic purposes, to different audiences in a variety of real-life situations.
Enduring Ideas

Task: read pages 7-11 in document
Jot down some reflections on worksheet

Write an idea/learning on a post-it note for one of the 7 Enduring Ideas
Place notes on the chart paper – 1 of the 7 Enduring Ideas

Gallery walk: read all comments for your chosen Enduring Idea and bring back 1 new message for this idea for sharing at table group

Recap – sharing of key messages for each Enduring Idea
1. How are the seven enduring ideas linked to the curriculum expectations?
2. How do they support students learning of French?
3. How do the enduring ideas connect to learning across the curriculum?
New FSL secondary courses

• A new pathway for students in Grades 9 and 10 Core French – Open level courses

• A new Applied/Open pathway for students in French Immersion – Applied level courses in Grades 9 and 10 and Open level courses in Grades 11 and 12
Intercultural Understanding

• **Minds On**: What is culture? What is Intercultural Awareness?
• Definitions of culture and intercultural understanding
• Iceberg of culture
• Interactive discussion
Definitions

• “Culture is a set of distinctive spiritual, material, intellectual and emotional features of society, or a social group, and that it encompasses, in addition to arts and literature, lifestyles, ways of living together, value systems, traditions and beliefs.” (UNESCO, 2002)

• “Culture is a shared system of assumptions, values and beliefs of people which result in characteristic behaviour.” (Milton Bennett, 2001)

• “…the way we do things around here” (Milton Bennett, 2001)
Definitions Part 2

Intercultural Awareness

• “knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the ‘world of origin’ and ‘the world of the target community’ produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of the regional and social diversity of both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner’s L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers awareness of how each community appears from the perspective of the other, often in the form of national stereotypes.” (CEFR, 2001)
Definitions Part 3

Intercultural Competence

• “is the ability to interact effectively and appropriately in intercultural situations, based on specific attitudes, intercultural knowledge, skills and reflection” (UNESCO, 2013)

• “abilities to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini & Tirmizi, 2006)

• “effective and appropriate behaviour and communication in intercultural situations” (Deardorff, 2006)
Iceberg of culture

Cultural Heritage Below the Water Line 2013
Guiding questions

• What are some of the challenges for teaching culture/ intercultural understanding?
• How is it different from teaching culture (big C, little c approach)?
• How will this impact your planning, teaching and assessment?
## Intercultural Understanding Expectations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Expectations</strong></td>
<td>A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations.</td>
<td>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</td>
<td>C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations.</td>
<td>D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</td>
</tr>
</tbody>
</table>
| **Specific expectations** | A3.1 Intercultural Awareness  
A3.2 Awareness of Sociolinguistic Conventions | B3.1 Intercultural Awareness  
B3.2 Awareness of Sociolinguistic Conventions | C3.1 Intercultural Awareness  
C3.2 Awareness of Sociolinguistic Conventions | D3.1 Intercultural Awareness  
D3.2 Awareness of Sociolinguistic Conventions |
# French as a Second Language, Grades 9-12 – Intercultural Awareness focus

<table>
<thead>
<tr>
<th>Program/Grades</th>
<th>Core French</th>
<th>Extended French</th>
<th>French Immersion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>French-speaking communities in Africa and Asia</td>
<td>French-speaking communities in Europe</td>
<td>French-speaking communities in Europe</td>
</tr>
<tr>
<td>Grade 9 Open (Core French only)</td>
<td>French-speaking communities in Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 10</td>
<td>French-speaking communities worldwide</td>
<td>French-speaking communities in Africa and Asia</td>
<td>French-speaking communities in Africa and Asia</td>
</tr>
<tr>
<td>Grade 11</td>
<td>French-speaking communities worldwide</td>
<td>French-speaking communities worldwide</td>
<td>French-speaking communities worldwide</td>
</tr>
<tr>
<td>Grade 12</td>
<td>French-speaking communities worldwide</td>
<td>French-speaking communities worldwide</td>
<td>French-speaking communities worldwide</td>
</tr>
</tbody>
</table>
## French as a Second Language, Grades 1 to 8 – Intercultural Awareness focus

<table>
<thead>
<tr>
<th>Program/Grades</th>
<th>Core French</th>
<th>Extended French</th>
<th>French Immersion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td></td>
<td></td>
<td>Local French-speaking communities</td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td></td>
<td>Local French-speaking communities</td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td></td>
<td>French-speaking communities locally and across Ontario</td>
</tr>
<tr>
<td>Grade 4</td>
<td>French-speaking communities in Ontario</td>
<td>French-speaking communities in Ontario</td>
<td>French-speaking communities in Ontario</td>
</tr>
<tr>
<td>Grade 5</td>
<td>French-speaking communities in Québec</td>
<td>French-speaking communities in Québec</td>
<td>French-speaking communities in Québec</td>
</tr>
<tr>
<td>Grade 6</td>
<td>French-speaking communities in eastern, western, and northern Canada</td>
<td>French-speaking communities in eastern, western, and northern Canada</td>
<td>French-speaking communities in eastern, western, and northern Canada</td>
</tr>
<tr>
<td>Grade 7</td>
<td>French-speaking communities in the Americas outside Canada</td>
<td>French-speaking communities in the Americas outside Canada</td>
<td>French-speaking communities in the Americas outside Canada</td>
</tr>
<tr>
<td>Grade 8</td>
<td>French-speaking communities in Europe</td>
<td>French-speaking communities in France</td>
<td>French-speaking communities in France</td>
</tr>
</tbody>
</table>
Intercultural Competences

- **Savoirs** (knowledge of the culture)
- **Savoir comprendre** (skills of interpreting/relating)
- **Savoir apprendre** (skills of discovery/interaction)
- **Savoir être** (attitudes of curiosity/openness)
- **Savoir s’engager** (critical cultural awareness)

Byram 2008
Intercultural – How to Assess?

Use the document “Intercultural Awareness” from the USB key or Google Drive link to discuss the following:

• Ideas for Savoirs (knowledge)
• Ideas for savoir-faire (know how/skills)
• Ideas for savoir-être (being/attitudes)
• Indicators for each of the above
• Connecting to intercultural expectations
Concluding Comments

• “The teaching of foreign languages will be enhanced by the promotion of intercultural competences. Spoken and written word is only one of the many facets of a society and its culture. The full meaning of a language comes to life through an understanding of its speakers’ value system, beliefs, norms, practices, traditions, history as well as its non-verbal signals.

• To complement this learning by an ability to deal with these features affectively and behaviourally leads to successful language learning.”

• (Languages and Cultures in Europe (LACE), 2006)
Making Connections with Key Policies, Programs and Strategies
Policies, Strategies, Frameworks, Resources
Making Connections with Key Policies, Programs and Strategies 2

In your board teams, divide the Curriculum Connections document

**Action**

- Examine the sample curriculum expectations with links to:
  - Equity and Inclusive Education
  - Environmental Education
  - First Nations, Métis and Inuit Framework
  - Financial Literacy
  - 21st Century Learning

- Consider connections to relevant policies, programs, strategies and resources.

- Make connections to relevant sections in the front matter of a recently revised curriculum document.
WRAP UP

3-2-1

• 3 things from the work of our session so far that you are excited about
• 2 things that you want to explore further (e.g., with someone in the room, with someone in your board – today, tomorrow, next week)
• 1 thing that you are wondering about
Part Two

• Improving Student Learning through Assessment
  • Using curriculum expectations to develop learning goals and success criteria
  • Connecting success criteria to the achievement chart to develop rubrics
• Considerations for Program Planning in FSL, Grades 9 to 12
• Resources to support FSL
• Board Planning and Consolidation
Improving Student Learning Through Assessment

Fall 2014/Winter 2015
ASSESSMENT and EVALUATION FOR IMPROVED STUDENT LEARNING:

Integrating Assessment and Instruction

French as a Second Language Gr. 9 - 12, 2014-15
Overall Learning Goal: *What are we learning?*

We are learning to **plan and implement** effective **assessment and evaluation** practices for teaching and learning French as a Second Language so that students are more successful and engaged learners.
Overall Learning Goal

We are learning to plan and implement effective assessment and evaluation practices for teaching and learning French as a Second Language so that students are more successful and engaged learners.

What aspects of a and e do you find most challenging?

At your table:
1. Brainstorm a list of challenges.
2. Rank them in order of most to least challenging.
3. Write your group’s #1 a and e related challenge on the paper provided in the form of a question.
Using the Resources in the Room
Success Criteria:

*How will we know we’ve learned it?*

If we can

– describe the unique features of assessment *for, as and of* learning.

– use curriculum to design learning goals and success criteria

– use these learning goals and success criteria to design learning tasks
What do you hope to learn?

What else about assessment and evaluation do you hope to learn today?

➤ Write your questions down and place them on the parking lot. We will try to ensure that they are addressed by the end of today’s session.
Specific Learning Goal #1

We are learning to describe the unique features of assessment for, as and of learning.
Minds-On:

A teacher decides to give her students a quiz.

How can a quiz be designed and used for:

a) assessment *for* learning?

b) assessment *as* learning?

c) assessment *of* learning?
**Assessment Criteria**

<table>
<thead>
<tr>
<th>For Learning</th>
<th>As Learning</th>
<th>Of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment information used by teachers to determine what to do next instructionally (strategies, differentiation)</td>
<td>• Assessment information used by student to determine what to do next in my learning (strategy, focus)</td>
<td>• Assessment information is used by teacher to determine student’s level of achievement of overall expectations at a given point in time</td>
</tr>
<tr>
<td>• Feedback to students on what they are doing well, what needs improvement and how to improve</td>
<td>• Feedback to peers and self (peer and self assessment)</td>
<td>• Feedback that summarizes the learning at a particular point in time</td>
</tr>
<tr>
<td>• Goal is to guide instruction</td>
<td>• Goal is to become reflective, self-monitoring learner</td>
<td>• Goal is to communicate information to students and parents</td>
</tr>
<tr>
<td>• Multiple sources, multiple opportunities</td>
<td>• Multiple sources, multiple opportunities</td>
<td>• Multiple sources, multiple opportunities</td>
</tr>
</tbody>
</table>
Assessment for and as learning

PLAN

Learning Goals

Success Criteria
Assessment for and as learning

IMPLEMENT

Learning Goals and Success Criteria

Feedback

Self  Peer  Teacher

**Teacher** uses feedback to determine instructional goals and provide multiple opportunities

**Students** use feedback to set personal learning goals
What does the research say?

“When implemented well, formative assessment can effectively double the speed of learning.”

D. Wiliam, 2007
Check - In

Success criteria:
If we can
describe the unique features of assessment *for, as and of* learning.

Have we achieved this criterion?
Specific Learning Goal #2

We are learning to use *curriculum* to design learning goals and success criteria.
What are Learning Goals?

Learning Goals are brief, concise statements, in student-friendly language, that describe what students are to know or be able to do at the end of a period of instruction.
Designing Learning Goals

Let’s create a learning goal together!

Curriculum Expectation (from FSF 1O, Strand D: Writing):

D2.4 Metacognition:

(a) describe strategies they found helpful before, during, and after writing;

(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills
A Process for Writing Learning Goals

1. Identify what students must **KNOW** (nouns) and **BE ABLE TO DO** (verbs) to achieve this expectation.

2. Organize these ideas into lists of **KNOWLEDGE** and **SKILLS**.

3. Write a learning goal (or goals) based on this expectation. Use the phrase “**We are learning ... so that ...**”
D2.4 **Metacognition:**
(a) describe strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Item</td>
</tr>
</tbody>
</table>
Learning Goals

Examples:

• We are learning to identify, use and reflect on strategies that contribute to effective writing so that we can improve our writing in French.

• We are learning to identify writing strategies and use them so that we can be strong writers.
Analyzing Our Learning Goal

Question:
What makes these Learning Goals useful to the learner?
Student Perspective

EduGAINS videos

• **Giving and Receiving Feedback Helps Me Learn:**

  http://www.edugains.ca/resourcesAER/VideoLibrary/StudentVoice/mp4/GivingandReceivingFeedbackHelpsMeLearn.mp4

• **Using Feedback to Help Me Reach My Learning Goals:**

  http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/mp4/PAMod8-StudentsAsPartnersInLearning-Sept14_2011.mp4
Your turn:

Read the curriculum expectation that has been assigned to you from the new FSL curriculum.

Overall Expectation (from FSF 1O, Strand A: Listening):

A1. **Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;

In your board team, follow the process we have modelled to write your learning goal.
Peer assessment is uniquely valuable because

• students may accept criticisms of their work from one another that they would not take seriously if the remarks were offered by a teacher

• the interchange will be in language that students themselves naturally use and

• because students learn by taking the roles of teachers and examiners of others.

Black et al 2004
Use the criteria we have developed for writing effective learning goals to assess the group’s learning goal.

Let’s provide this group with descriptive feedback based on the criteria.

Think about your own learning goal. Revise your goal if necessary based on the feedback we have modelled.
What are Success Criteria?

Success criteria describe what successful achievement of a learning goal "looks like" in language that students understand.
Designing Success Criteria

Returning to our learning goal:

We are learning to identify, use and reflect on strategies that contribute to effective writing so that we can improve our writing in French.

What would it look like if our students achieved this goal?
A Process for Designing Success Criteria

1. Break down the Learning Goal into its components

2. Ask questions about each aspect of the LG:
   What does it mean to…?
   What does it look like to…?

2. Write success criteria to address these questions. We suggest using:
   “I can …”
Success Criteria

Examples:
I can...

• Describe the strategies I use to organize ideas before writing; to combine these into a coherent written piece; and to revise my writing

• Analyze which strategies I find helpful and those that do not benefit my writing process

• Choose new strategies or changes to work on that will make my writing better
For the learning goal that you have created, brainstorm a list of ideas of what successful learning would look like.

Use the phrase:

“\( I \) can ...”
Connecting Success Criteria to the Achievement Chart

Now, sort the success criteria according to the achievement chart. How do they link to the categories?

- Knowledge/Understanding?
- Thinking?
- Communication?
- Application/Making Connections?
# The New FSL Achievement Chart

<table>
<thead>
<tr>
<th>Categories</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</td>
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</tr>
<tr>
<td>The student:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of content (e.g., vocabulary and expressions, concepts, opinions, ideas, facts, language conventions, aspects of culture)</td>
<td>demonstrates limited knowledge of content</td>
<td>demonstrates some knowledge of content</td>
<td>demonstrates considerable knowledge of content</td>
<td>demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td>Understanding of content (e.g., concepts, ideas, opinions, facts and their relationships to forms of language structures and strategies; forms and characteristics of texts)</td>
<td>demonstrates limited understanding of content</td>
<td>demonstrates some understanding of content</td>
<td>demonstrates considerable understanding of content</td>
<td>demonstrates thorough understanding of content</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>The use of critical and creative thinking skills and/or processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of planning skills (e.g., problem-solving; asserting goals; generating ideas; formulating questions; researching and organizing information; contextualizing and elaborating on ideas; selecting and using strategies; reviewing, revising, and evaluating)</td>
<td>uses planning skills with limited effectiveness</td>
<td>uses planning skills with some effectiveness</td>
<td>uses planning skills with considerable effectiveness</td>
<td>uses planning skills with a high degree of effectiveness</td>
</tr>
<tr>
<td>Use of processing skills (e.g., interpreting; summarizing; analyzing; evaluating; comparing and contrasting; forming and justifying conclusions)</td>
<td>uses processing skills with limited effectiveness</td>
<td>uses processing skills with some effectiveness</td>
<td>uses processing skills with considerable effectiveness</td>
<td>uses processing skills with a high degree of effectiveness</td>
</tr>
<tr>
<td>Use of critical/creative thinking processes, skills, and strategies (e.g., using language-learning, inquiry, and problem-solving strategies; prioritizing, collapsing, synthesizing, forming, and justifying conclusions)</td>
<td>uses critical/creative thinking processes with limited effectiveness</td>
<td>uses critical/creative thinking processes with some effectiveness</td>
<td>uses critical/creative thinking processes with considerable effectiveness</td>
<td>uses critical/creative thinking processes with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>The use of knowledge and skills to make connections within and between various contexts</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Communication - The conveying of meaning through various forms</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expression and organization of ideas and information (e.g., clear expression, logical organization, in oral, written, and/or written forms)</td>
<td>expresses and organizes ideas and information with limited effectiveness</td>
<td>expresses and organizes ideas and information with some effectiveness</td>
<td>expresses and organizes ideas and information with considerable effectiveness</td>
<td>expresses and organizes ideas and information with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
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</tr>
<tr>
<td>Communication for different audiences and purposes (e.g., oral, written, and/or visual)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication for different audiences and purposes with some effectiveness</td>
<td>uses conventions, vocabulary, and terminology of the discipline with some effectiveness</td>
<td>uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness</td>
<td>uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</td>
<td>uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</td>
</tr>
</tbody>
</table>

- Inquiry removed from title
- Changes to Thinking skills
- More detailed examples
From Criteria to Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Understanding</td>
<td></td>
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<td></td>
<td>•</td>
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</tr>
<tr>
<td>Thinking/Inquiry</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Application</td>
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</tbody>
</table>

Success Criteria

Descriptors
From Criteria to Rubric 2

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking</td>
<td>Limited</td>
<td>Some</td>
<td>Considerable</td>
<td>Thorough</td>
</tr>
<tr>
<td></td>
<td>Analyze which strategies I find helpful and those that do not benefit my writing process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Check In

If we can
Use curriculum to design learning goals and success criteria.

Have we achieved this criterion?
Specific Learning Goal #3

We are learning to use the learning goals and success criteria to design learning tasks.
Designing Tasks

What **task** could the students perform to demonstrate their knowledge and skills for the learning goal you designed?
Check In 2

If we can

**Use these learning goals and success criteria to design learning tasks.**

Have we achieved this criterion?
Assessment of Learning

For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students’ achievement of the **OVERALL EXPECTATIONS**.

Growing Success, p. 38
Assessment of Learning 2

“...student learning is assessed and evaluated in a balanced manner with respect to the four categories”

achievement of particular expectations is considered within the appropriate categories.

– for different subjects and courses, the relative importance of each of the categories may vary.

Growing Success, p. 17
Consolidation: Changing the Learning Culture

What does it feel like to learn in each of these learning culture types?
Changing Your Practice

Think of one learning task you have done in the past.

How could you alter this task to make it more learner-centred using Assessment for Learning or Assessment as Learning?

Share your ideas with a partner at your table and offer feedback.
Check – In 3

Back to our learning goal for the day: did we meet our learning goal?

Questions answered and still unanswered...
Did we address the questions you wrote down at the start of the session?

If not, ask!

Or, contact us anytime at.....
Contact Info
Assessment and Reporting Unit Team

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Joanie Causarano – Joanie.causarano@ontario.ca
Exit Card - Integrating Assessment and Instruction in FSL

Web address: http://goo.gl/forms/kKXwVeEqvn

Exit Card

What did you learn today that will impact your practice?

In what ways did we model how you can support the professional learning of others?
Considerations for Program Planning in FSL, Grades 9 to 12

- Instructional Approaches (pages 34-38)
- Planning for Students with Special Education Needs (pages 38-41)
- Considerations for English Language Learners (pages 41-43)
- Environmental Education (page 44)
- Healthy Relationships (pages 44-45)
- Equity and Inclusive Education (pages 45-46)
- Financial Literacy (pages 46-47)
- Literacy, Inquiry Skills and Numeracy (pages 47-48, 50)
Considerations for Program Planning in FSL, Grades 9 to 12 (Part 2)

• Critical Thinking and Critical Literacy (pages 48-50)
• The Role of the School Library (pages 50-51)
• The Role of Information and Communications Technology (pages 51-52)
• The Ontario Skills Passport: Making Learning Relevant and Building Skills (pages 52-53)
• Education and Career/Life Planning (pages 53-54)
• Cooperative Education and Other Forms of Experiential Learning (page 54)
• Planning Program Pathways and Programs Leading to a Specialist High Skills Major (pages 54-55)
• Health and Safety (page 55)
Subject Association Supports for French as a Second Language

- OMLTA/AOPLV
- MLC/CLM
FSL Resources

• **Transforming FSL**: Connecting, engaging, learning together
  www.curriculum.org/fsl/home

• **EduGAINS**: French as a Second Language
  www.edugains.ca
Other Resources

Ministry Resources:
EduGAINS

• Differentiated Instruction: Teaching Learning Examples (Grade 7 Immersion/Extended, Grade 8 Core French, Grade 9 Applied Core French) to come soon

• Adolescent Literacy
• AER GAINS
• Curriculum GAINS
• Financial Literacy GAINS
• E-learning resources
Digital Learning
Supporting Second Language Instruction

Fall 2014/Winter 2015
Digital Learning: A spectrum of tools and strategies to support learning
Mixing it all together...

The digital classroom
Provincial Virtual Learning Environment

- Communication
- Content Management
- Assessment and Evaluation
Digital Tools

Popular Tools

Blog
Quizzes
Dropbox
Discussions
Calendar
Content
Classlist
La classe de M. Beaulieu

La famille

Amuse-toi à pratiquer le vocabulaire de la famille.

Lorsque tu as terminé le jeu, participe à la discussion suivante.

Passe à l'exercice suivant et lorsque tu l'as complété dépose-la dans le pigeonnier.

A simple setting in the Virtual Learning Environment provides your students with a French interface.
Want to get started?

Contact the e-Learning Contact (eLC) for your school board. Not sure who to contact? Check with your board office or e-mail ELO@ontario.ca for more information.
Board Planning and Consolidation

As a Board Team, discuss and record on your graphic organizer:

1. Implementation strategies for system and school levels
2. Links to other board and ministry priorities
3. Discuss resources needed and timelines for implementation of revised curriculum
What opportunities for enhanced student support, engagement and achievement do you see with the revised *French as a Second Language* curriculum?
Consolidation Part 2

What challenges do you face with supporting the effective implementation of the revised *French as a Second Language* curriculum in your board?
Consolidation Part 3

What are some next steps that you, as part of a board team, or you, as an individual, can take to begin the implementation process of the revised *French as a Second Language* curriculum in your board?
Final WRAP UP

3-2-1

• Three things I have learned
• Two things I will try
• One thing I am still wondering about/ want to explore further
Learning Goal and Success Criteria

• We are learning to understand the contents, structure and organization of the revised French as a Second Language: Core French, Extended French and French Immersion curriculum so that we can plan instruction and assessment effectively for our students.

I know I have reached the learning goal if I can/am able to:

• Identify all the components of the revised curriculum and know the function of each in my instruction and assessment
• Identify the key changes in the curriculum and make potential adjustments to my instruction and assessment
• Use the revised curriculum to effectively plan for assessment and evaluation through the use of learning goals and success criteria
Merci!