



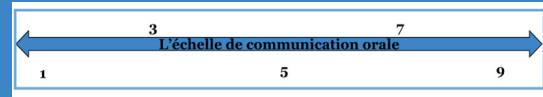
Ici on parle français – PD grants for FSL teachers

Self Assessment, Observations and Conversations in FSL classes

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School District: Simcoe County District School Board



What We Did

- First semester, prior to starting the project, some teachers in our department were trying to do a daily mark on 10 on how they did for the period to speak French. This became cumbersome and we realized that as students move through the department, we should have some consistency in our expectations so we needed to examine what our expectations were and then how we could best document self assessment, observations and conversations.
- We reached out to various departments with performance-based classes (phys.ed., music, drama) as well as to other FSL departments at different schools to see how they track their observations and conversations.
- Our goal was to encourage students to speak French in class and develop consistent methods for our department to track our observations and conversations as well as encouraging and tracking students' self assessments.
- We established an assessment scale to use for evaluation of oral communication in a French class (core and immersion). We then developed a monthly self-assessment document for students, so as to ensure metacognition in order to have our own documentation to be able to report on conversations and observations.
- We met monthly (Feb, March, April, May) to edit the documents, to discuss our successes and what needed to be changed to best meet our needs and see how our trials with this method were progressing in a variety of FSL classes.



What We Learned

- Students need very clear parameters when doing self assessments and clear guidelines of what we are observing. Our goal with this project was to encourage students to take risks and always speak in French during French class and have a way to track this speaking in French on our part as well as on the students' part.
- Teachers and students need easy-to-read, quick ways to complete self assessments and to be held accountable. Through the self assessment scale, we can comment that: "Student A reports they speak French 60% of the time," for example. We can also help students set goals and give timely feedback on our observations.



- We tried doing the self assessments weekly but as time went on, some Fridays we did not get to it and we need to work at it becoming routine. Monthly was easier but not frequent enough for students to be held accountable. Daily was cumbersome. We are aiming to do this self assessment weekly.
- The scale and other self assessment sheets were modified and can be used and modified for all levels (Core, Open, FI) and grades (9-12). Making the scale visible in class and intentionally referring and teaching to it in class is necessary.
- Self-assessment data is then used to inform the triangulation of assessment



How We Shared Our Learning With Others

- In-person meetings and online sharing of resources.
- Shared our own examples of assessment and rubrics (Ex. Sur 10- individual weekly assessment)
- During the follow up meetings we shared our experiences using the tool and students' interactions with the scale and made linguistic changes to wording and expectations for different levels (Core, FI, Open)
- We then shared the information with the other members of our department and admin. We aim to set this as part of our department goals for next year to have consistency for all teachers and students, so they know what to expect. We hope to continue having students reflect on their learning.
- This information was also discussed at board-wide department leaders' meetings, so we can continue to modify and develop ways to hold students accountable and to document this effort.



Links to Our Work

échelle de communication core french legal size.docx

echelle de communication tabloid size immersion.docx

[SUR 10 Scale](#)

[Conversation Tracker](#)

Core La communication orale autoévaluation.docx

Immersion La communication orale autoévaluation.docx

https://docs.google.com/document/d/12GpRIIVo9_i4U37uD1U4Sxq5-iXu1aKoEegrkj40oc/edit?usp=drive_link



Any Next Steps We Have To Continue Our Learning

Applying these self assessment and communication trackers, reflecting on its effectiveness and feasibility, make corrections and adapt. Continue to have teachers try to use the scale in all FSL classes, so students can have consistent expectations of self assessment and be held accountable for speaking in French during class time.