



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# Effective Assessment Practices in FSL: Connecting *Growing Success* and the Common European Framework of Reference for Languages (CEFR)

## Kindergarten to Grade 12

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## Foreword

Want to better understand the relationship between the Common European Framework of Reference for Languages (CEFR) and the assessment of French as a Second Language (FSL) in Ontario? Read this short document.

The Curriculum Services team at the Ottawa-Carleton District School Board (OCDSB) has highlighted the connections with the CEFR and provided a useful set of questions and answers that will help all Ontario FSL teachers (Core, Extended and Immersion) understand these connections and the differences between the CEFR and current assessment practices. By consulting this document, readers can gain greater insight into the relationship between FSL curriculum documents, the CEFR and assessment policies and practices in Ontario, as outlined in *Growing Success: Assessment and Evaluation and Reporting in Ontario Schools* (2010).

This document also affirms the important role of assessment in improving student learning, outlining how the use of the CEFR as a reference tool complements current assessment practices in Ontario.

In contrast to assessment *for* learning, assessment *as* learning actively involves students in the assessment process and fosters the development of student metacognition. When actively involved in planning, setting goals, monitoring and evaluating their learning, students become better overall learners. The transparency of the CEFR descriptors helps students to set clearer goals against which to monitor their learning of French and to take greater responsibility for their learning. These are powerful tools for improving FSL learning in Ontario.

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## Purpose

This document is intended to support French as a Second Language (FSL) educators in using the Common European Framework of Reference for Languages (CEFR) to inform assessment practices in alignment with policies and practices outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010). The CEFR is a professional resource that supports educators in making judgements in the context of second language assessment.

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010) articulates Ontario's assessment policy. The philosophy of the CEFR helps inform instructional and assessment practices in FSL. In Ontario, educators base assessment on curriculum expectations and the four levels of the achievement chart, the standard province-wide guide to be used by all teachers as a framework within which to assess and evaluate students' achievement. It is important to note that the CEFR speaks to levels of language proficiency (A1, A2, B1, B2, C1 and C2), which are not to be confused with the four categories and levels of achievement as described in the provincial achievement chart: Knowledge and Understanding, Thinking, Communication, Application; Levels 1, 2, 3, 4, with qualifiers and descriptors. (See Tables 2a and 2b: CEFR Common Reference Levels).

This document highlights the connections between the CEFR, *Growing Success*, and the Ontario FSL curriculum policy documents, which are grounded in the belief that the primary purpose of assessment is to improve student learning.

## Common European Framework of Reference:

[http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)  
(English)

[http://www.coe.int/t/dg4/linguistic/Source/Framework\\_FR.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_FR.pdf)  
(French)

## *Growing Success:*

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>  
(English)

<http://edu.gov.on.ca/fre/teachers/studentssuccess/apprentissage.pdf>  
(French)



## The Common European Framework of Reference in the Ontario Context

As part of the Canada-Ontario Agreement on Minority Language Education and Second Language Instruction, in 2007-2008 Ontario began to explore the feasibility of using the CEFR as a reference for FSL teaching and learning. Research involving nine school boards was conducted by the University of Western Ontario to examine how the CEFR might support FSL teachers in planning, teaching and assessing. Educators involved in the research indicated that the CEFR was a valuable reference for FSL instruction. Most teachers expressed a need for additional training to deepen their understanding of how to use the CEFR in their practice.

The rapid changes taking place in modern society underscore the essential focus on communication, involving both plurilingual and intercultural skills. For this reason, the CEFR can serve as a common point of reference for second language educators in a global context.

Canada has been recognized internationally for its language-teaching expertise. In January 2010, a document titled *Working with the Common European Framework of Reference for Languages (CEFR) in the Canadian Context: Guide for policy-makers and curriculum designers* was published by the Council of Ministers of Education, Canada (CMEC). The document states that “The CEFR could serve as a reference tool for various stakeholders in order to facilitate their understanding of language competencies, even if they work in different settings.” (p. 1)

Since then, FSL educators from all English-language school boards in Ontario have participated in professional learning opportunities to enhance their awareness and deepen their understanding of the CEFR.

“The CEFR has been developed from more than thirty years of work on language teaching, learning and assessment by the Council of Europe. It is intended to provide a common basis for defining language proficiency [...] not a uniform system of language learning or teaching, nor a national curriculum.”

—*New Canadian Perspectives: Proposal for a Common Framework of Reference of Languages for Canada*, Vandergrift, 2006, p. 21  
[http://publications.gc.ca/collections/collection\\_2011/pc-ch/CH4-114-2006-eng.pdf](http://publications.gc.ca/collections/collection_2011/pc-ch/CH4-114-2006-eng.pdf)



To ensure assessment benefits students and leads to the improvement of their learning, (FSL) educators use assessment practices and processes that are fair, transparent and equitable for all students, are communicated clearly to students, are ongoing and varied in nature, provide descriptive feedback that is clear, specific, meaningful and timely, and develop students' self-assessment skills.

—Adapted from *Growing Success*, p. 6  
<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

## Connecting the CEFR and Assessment Practices in FSL

In Ontario, FSL educators are guided by principles of assessment practices and procedures that lead to the improvement of student learning. Assessment supports learning and helps both educators and students identify and monitor progress being made toward achieving learning goals.

The CEFR supports primarily the practices of assessment *as* and *for* learning. As such, the CEFR is one professional reference among others that can assist educators in describing linguistic features, assessing and providing feedback on second language proficiency with greater clarity and precision.

### Assessment as learning

is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals.

### Assessment for learning

is the process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide ongoing feedback and adjust instruction and by students to focus their learning.

—Adapted from *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, 2010, p. 143-144

“Assessment for the purpose of improving student learning is seen as both ‘assessment for learning’ and ‘assessment as learning.’ As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.”

—*Growing Success*, p. 28  
<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

# The CEFR: A Reference Tool to Inform Assessment Practices in FSL

In Ontario, FSL educators have been introduced to the CEFR as a reference tool to inform instruction and assessment practices. The following section outlines key understandings from the CEFR and provides details to support educators.

## The CEFR descriptors support assessment practices in FSL by:

- helping deepen understanding and interpretation of students' language proficiency;
- promoting the use of common language;
- helping educators and students co-construct success criteria for functional proficiency based on curriculum expectations;
- helping educators and students provide descriptive, precise and effective feedback;
- promoting metacognition and learner autonomy; and
- focusing on proficiency rather than deficiency.

## More specifically, the CEFR:

- provides educators and students with a common language for engaging in collaborative discussions in order to describe what learners can do and possible next steps for improvement;
- promotes students' application of language skills (functional proficiency) that are embedded in action-oriented learning tasks;
- uses communicative language competencies that require knowledge and skills to address the many dimensions of language in a variety of social contexts;
- offers FSL educators specific descriptors (see Tables 2a and 2b: CEFR Common Reference Levels) to consider when providing students with ongoing feedback to support learning and achievement of curriculum expectations;

« J'ai compris ton message. Tes phrases sont claires. Peux-tu ajouter d'autres idées en utilisant des phrases plus complexes? »

—Peer feedback, Grade 5 French Immersion

- encourages students to consciously monitor their thinking and use of strategies as they learn (metacognition): appreciating their strengths, recognizing their needs and defining their next steps;

## Authentic task

Tasks that are authentic are set in an engaging, meaningful context reflective of everyday life. These tasks actively involve learners in purposeful communication, are relevant, feasible, and have identifiable outcomes which are real and practical. These tasks are open-ended and complex, requiring an array of knowledge and skills for completion.

## Action-oriented approach

The action-oriented approach to language acquisition views communication as a social activity designed to accomplish specific tasks.

The CEFR advocates going beyond the communicative approach to emphasize *active language use* that develops language competencies: listening, reading, spoken interaction, spoken production, written production and written interaction. It recognizes students as active participants in the learning process. Learners understand that the goal of language use is communication, not only grammatical accuracy, and consequently errors are part of the learning process.

—Adapted from *FSL, A Guide to Reflective Practice for Core French Teachers, Module, 3, The Action-Oriented Approach*  
<http://resources.curriculum.org/fsl/guide/>

« Maintenant je suis plus confiante à parler à un copain en français. Nous avons pris le temps d’avoir des conversations, des présentations et des débats. Ceci a créé un environnement confortable pour pratiquer et parler en français. Je veux être capable d’avoir une conversation sans mots anglais. »

—Grade 12 FSL Core French student

- promotes self- and peer-assessment by supporting learners in taking greater responsibility for their learning: students are encouraged to set goals and track progress which develops learner autonomy, and deepen their understanding of the learning objectives, the success criteria and their own performance;
- helps educators articulate in a positive way what students can do in connection to learning goals rather than an approach that focuses on what students are unable to do;

### Focus is on proficiency (“can do” statements)

For example: Emily has a repertoire of basic language and strategies which enables her to deal with predictable everyday situations.

### Focus is on deficiency (limits)

For example: Emily has a narrow language repertoire, requiring constant rephrasing and searching for words.

—Adapted from *The Common European Framework of Reference for Languages: Learning, teaching, assessment*, Cambridge University Press, 2001, p. 206

- informs educators that language mastery in FSL does not equal the “ideal native speaker” as the goal;
- deepens educators’ understanding of student language proficiency in the interrelated communicative activities (listening, reading, spoken interaction, spoken production, written production and written interaction); and
- identifies communicative language competencies which allow feedback to be specific and meaningful with regards to students’ communicative skills in French.

“To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.”

—*Growing Success*, p. 6

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

“As essential steps in assessment for learning and as learning, teachers need to share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses.”

—*Growing Success*, p. 28

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

“... the aim of language education is profoundly modified. It is no longer seen as simply to achieve ‘mastery’ of one or two, or even three languages, each taken in isolation, with the ‘ideal native speaker as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place.”

—*The Common European Framework of Reference for Languages: Learning, teaching, assessment*, Cambridge University Press, 2001, p. 5

[http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) (English)

[http://www.coe.int/t/dg4/linguistic/Source/Framework\\_FR.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_FR.pdf) (French)



# Language Proficiency and the CEFR

The following tables (Development of Language Proficiency, the CEFR Self-Assessment Grid and the CEFR Global Scale) will support teachers in assessing their learners' progress in language acquisition.

## Table 1 (Development of Language Proficiency)

provides teachers with features of language acquisition for planning activities and assessment purposes, and lays out the development of language proficiency in three interrelated areas (understanding, speaking and writing). Students demonstrate and improve language proficiency through a balance of communicative activities (listening, reading, spoken interaction, spoken production, written production and written interaction). Several communicative language competencies (ex: vocabulary range, fluency etc.) are required to achieve language proficiency. Based on student needs, educators intentionally select which communicative language competencies to address when planning authentic tasks. Teachers offer a variety of opportunities to the learners to demonstrate their language competencies, gather information, and then provide feedback.

## Tables 2a and 2b (CEFR Self-Assessment Grid)

provide teachers and learners with a common language to describe language proficiency. These tables provide an overview of language acquisition and describes progression (as identified in the "can do" statements) from one level of proficiency to the next. Students use one of these tables on an ongoing basis to identify the most relevant "can do" statements based on their recent performance during tasks for each of the communicative activities (listening, reading, spoken interaction, spoken production, and writing). Teachers use one of these tables to support differentiated assessment and planning of communicative activities in order to help learners set new learning goals.

## Table 3 (CEFR Global Scale)

provides teachers, learners, parents and the community at large with a summary of each of the CEFR levels. In communicating with these stakeholders, this table provides a common language to describe language proficiency using precise terminology specific to each level (ex: A1 "can understand and use very basic phrases", B2 "can produce clear, detailed text"). This scale also gives the reader a clear sense of progression when acquiring a second language.

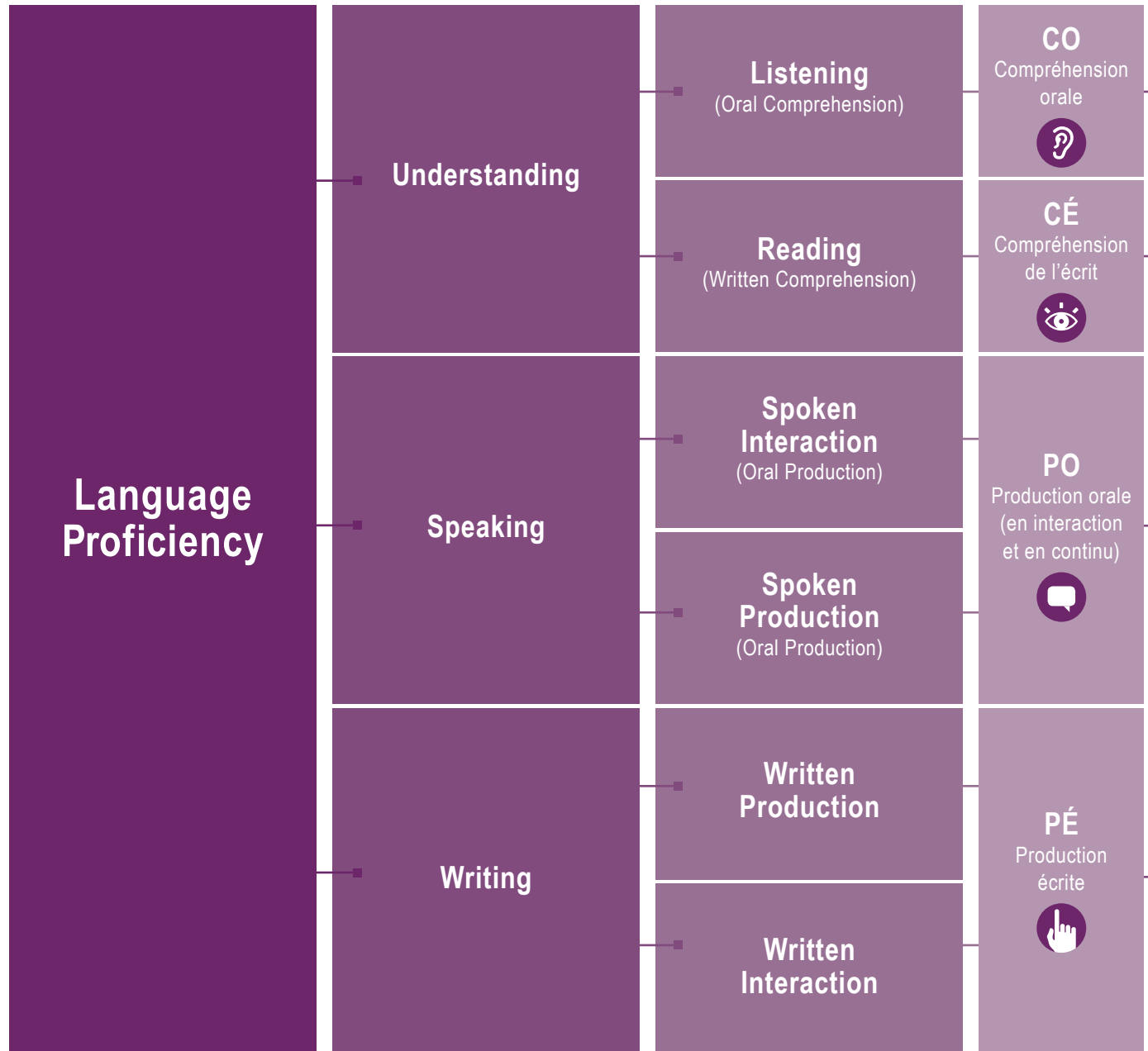
In summary, these tables support educators in using the CEFR to inform assessment practices and provide information to support the development of language proficiency.



TABLE 1:

## Development of Language Proficiency

When acquiring a second language, students need to develop a range of skills in three interrelated areas: understanding, speaking and writing. Students demonstrate and improve language proficiency through a balance of communicative activities. Several communicative language competencies are required to achieve language proficiency.



The CEFR provides descriptors to inform teaching and assessment practices. Based on student needs, educators intentionally select which communicative language competencies to address when planning authentic tasks.

# Communicative Language Competences

**Vocabulary range:**

The lexical repertoire of vocabulary pertaining to various situations.

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**Vocabulary control:**

The ability to choose appropriate vocabulary in specific contexts.

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**Sociolinguistic appropriateness:**

The knowledge, skills and know-how that refer to the sociocultural conditions of language use.

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**Coherence and cohesion:**

The ability to communicate in a clear, well-structured manner using organizational patterns to mark the relationship between ideas.

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**Fluency:**

The ability to express oneself readily and effortlessly.

**Phonological control:**

The ability to pronounce and intonate language to make oneself understood.

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**Orthographic control:**

The ability to produce writing (layout, paragraphing, punctuation, spelling).

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**Morphology:**

The study of the structure and form of words in language or a language, including inflection, derivation and the formation of compounds.

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**Syntax:**

The predictable structure of a language and the ways in which words are combined to form phrases, clauses and sentences. Syntax includes classes of words (nouns, verbs, adjectives) and their functions (subject, object).

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**Grammatical accuracy:**

The ability to structure language with greater clarity to convey meaning.

Adapted from *The Common European Framework of Reference for Languages: Learning, teaching, assessment*, Cambridge University Press, 2001, p. 108–130

TABLE 2a:





## CEFR Common Reference Levels: Self-Assessment Grid

		A1	A2	B1
UNDERSTANDING	Listening 	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading 	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and I can understand short, simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPEAKING	Spoken Interaction 	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production 	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	Writing 	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

B2	C1	C2
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

TABLE 2b:

## CEFR Common Reference Levels: Self-Assessment Grid (Version française)

		A1	A2	B1
COMPRENDRE	Écouter 	Je peux comprendre des mots familiers et des expressions très courantes au sujet de moi-même, de ma famille et de l'environnement concret et immédiat, si les gens parlent lentement et distinctement.	Je peux comprendre des expressions et un vocabulaire très fréquent relatifs à ce qui me concerne de très près (par exemple moi-même, ma famille, les achats, l'environnement proche, le travail). Je peux saisir l'essentiel d'annonces et de messages simples et clairs.	Je peux comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de sujets familiers concernant le travail, l'école, les loisirs, etc. Je peux comprendre l'essentiel de nombreuses émissions de radio ou de télévision sur l'actualité ou sur des sujets qui m'intéressent à titre personnel ou professionnel si l'on parle d'une façon relativement lente et distincte.
	Lire 	Je peux comprendre des noms familiers, des mots ainsi que des phrases très simples, par exemple dans des annonces, des affiches ou des catalogues.	Je peux lire des textes courts très simples. Je peux trouver une information particulière prévisible dans des documents courants comme les publicités, les prospectus, les menus et les horaires et je peux comprendre des lettres personnelles courtes et simples.	Je peux comprendre des textes rédigés essentiellement dans une langue courante ou relative à mon travail. Je peux comprendre la description d'événements, l'expression de sentiments et de souhaits dans des lettres personnelles.
PARLER	Prendre part à une conversation 	Je peux communiquer, de façon simple, à condition que l'interlocuteur soit disposé à répéter ou à reformuler ses phrases plus lentement et à m'aider à formuler ce que j'essaie de dire. Je peux poser des questions simples sur des sujets familiers ou sur ce dont j'ai immédiatement besoin, ainsi que répondre à de telles questions.	Je peux communiquer lors de tâches simples et habituelles ne demandant qu'un échange d'informations simple et direct sur des sujets et des activités familiers. Je peux avoir des échanges très brefs même si, en règle générale, je ne comprends pas assez pour poursuivre une conversation.	Je peux faire face à la majorité des situations que l'on peut rencontrer au cours d'un voyage dans une région où la langue est parlée. Je peux prendre part sans préparation à une conversation sur des sujets familiers ou d'intérêt personnel ou qui concernent la vie quotidienne (par exemple famille, loisirs, travail, voyage et actualité).
	S'exprimer oralement en continu 	Je peux utiliser des expressions et des phrases simples pour décrire mon lieu d'habitation et les gens que je connais.	Je peux utiliser une série de phrases ou d'expressions pour décrire en termes simples ma famille et d'autres gens, mes conditions de vie, ma formation et mon activité professionnelle actuelle ou récente.	Je peux m'exprimer de manière simple afin de raconter des expériences et des événements, mes rêves, mes espoirs ou mes buts. Je peux brièvement donner les raisons et explications de mes opinions ou projets. Je peux raconter une histoire ou l'intrigue d'un livre ou d'un film et exprimer mes réactions.
ÉCRIRE	Écrire 	Je peux écrire une courte carte postale simple, par exemple de vacances. Je peux porter des détails personnels dans un questionnaire, inscrire par exemple mon nom, ma nationalité et mon adresse sur une fiche d'hôtel.	Je peux écrire des notes et messages simples et courts. Je peux écrire une lettre personnelle très simple, par exemple de remerciements.	Je peux écrire un texte simple et cohérent sur des sujets familiers ou qui m'intéressent personnellement. Je peux écrire des lettres personnelles pour décrire expériences et impressions.

B2	C1	C2
<p>Je peux comprendre des conférences et des discours assez longs et même suivre une argumentation complexe si le sujet m'en est relativement familier. Je peux comprendre la plupart des émissions de télévision sur l'actualité et les informations. Je peux comprendre la plupart des films en langue standard.</p>	<p>Je peux comprendre un long discours même s'il n'est pas clairement structuré et que les articulations sont seulement implicites. Je peux comprendre les émissions de télévision et les films sans trop d'effort.</p>	<p>Je n'ai aucune difficulté à comprendre le langage oral, que ce soit dans les conditions du direct ou dans les médias et quand on parle vite, à condition d'avoir du temps pour me familiariser avec un accent particulier.</p>
<p>Je peux lire des articles et des rapports sur des questions contemporaines dans lesquels les auteurs adoptent une attitude particulière ou un certain point de vue. Je peux comprendre un texte littéraire contemporain en prose.</p>	<p>Je peux comprendre des textes factuels ou littéraires longs et complexes et en apprécier les différences de style. Je peux comprendre des articles spécialisés et de longues instructions techniques même lorsqu'ils ne sont pas en relation avec mon domaine.</p>	<p>Je peux lire sans effort tout type de texte, même abstrait ou complexe quant au fond ou à la forme, par exemple un manuel, un article spécialisé ou une oeuvre littéraire.</p>
<p>Je peux communiquer avec un degré de spontanéité et d'aisance qui rend possible une interaction normale avec un locuteur natif. Je peux participer activement à une conversation dans des situations familières, présenter et défendre mes opinions.</p>	<p>Je peux m'exprimer spontanément et couramment sans trop apparemment devoir chercher mes mots. Je peux utiliser la langue de manière souple et efficace pour des relations sociales ou professionnelles. Je peux exprimer mes idées et opinions avec précision et lier mes interventions à celles de mes interlocuteurs.</p>	<p>Je peux participer sans effort à toute conversation ou discussion et je suis aussi très à l'aise avec les expressions idiomatiques et les tournures courantes. Je peux m'exprimer couramment et exprimer avec précision de fines nuances de sens. En cas de difficulté, je peux faire marche arrière pour y remédier avec assez d'habileté et pour que cela passe inaperçu.</p>
<p>Je peux m'exprimer de façon claire et détaillée sur une grande gamme de sujets relatifs à mes centres d'intérêt. Je peux développer un point de vue sur un sujet d'actualité et expliquer les avantages et les inconvénients de différentes possibilités.</p>	<p>Je peux présenter des descriptions claires et détaillées de sujets complexes, en intégrant des thèmes qui leur sont liés, en développant certains points et en terminant mon intervention de façon appropriée.</p>	<p>Je peux présenter une description ou une argumentation claire et fluide dans un style adapté au contexte, construire une présentation de façon logique et aider mon auditeur à remarquer et à se rappeler les points importants.</p>
<p>Je peux écrire des textes clairs et détaillés sur une grande gamme de sujets relatifs à mes intérêts. Je peux écrire un essai ou un rapport en transmettant une information ou en exposant des raisons pour ou contre une opinion donnée. Je peux écrire des lettres qui mettent en valeur le sens que j'attribue personnellement aux événements et aux expériences.</p>	<p>Je peux m'exprimer dans un texte clair et bien structuré et développer mon point de vue. Je peux écrire sur des sujets complexes dans une lettre, un essai ou un rapport, en soulignant les points que je juge importants. Je peux adopter un style adapté au destinataire.</p>	<p>Je peux écrire un texte clair, fluide et stylistiquement adapté aux circonstances. Je peux rédiger des lettres, rapports ou articles complexes, avec une construction claire permettant au lecteur d'en saisir et de mémoriser les points importants. Je peux résumer et critiquer par écrit un ouvrage professionnel ou une oeuvre littéraire.</p>

TABLE 3:

## CEFR Global Scale

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.



## The CEFR in Ontario Schools: Key Questions

### Q: Does the CEFR replace the Ontario FSL curriculum documents?

**A:** The Ontario FSL curriculum documents are the starting point for all FSL educators in Ontario. As such, the CEFR does not replace the curriculum policy documents nor the categories and the levels of the achievement chart. FSL educators may combine curriculum expectations and the descriptors of competencies from the CEFR to set learning goals and success criteria. Teachers assess students' achievement using the categories and levels of the achievement chart based on the established success criteria.

### Q: Can the CEFR contribute to forming a professional judgement of students' achievement in FSL?

**A:** Yes, starting from curriculum-based, co-constructed success criteria, FSL educators can then use the features of language proficiency to guide them in forming a professional judgement of students' achievement.

### Q: Should a CEFR level be assigned to achievement of student learning?

**A:** No, the achievement of student learning must be assessed using the overall expectations of the Ontario curriculum and the provincial achievement chart.

### Q: Do the CEFR levels correspond to the levels of the provincial achievement chart?

**A:** No, the CEFR levels do not correspond to those of the provincial achievement chart. The curriculum policy documents and *Growing Success* present specific qualifiers which are used with the descriptors in the achievement chart to describe student performance at four levels of achievement in four categories: Knowledge, Thinking, Communication, and Application.

The levels of the CEFR are detailed descriptors that help learners and educators map out over time a continuum with clear targets for improvement. These international levels provide a comprehensive representation when planning for the learning and communication of language proficiency. When assessing, educators refer to the levels of the provincial achievement chart. Evaluations must be based on the achievement chart categories and levels of achievement, and curriculum expectations.

### Q: Is the CEFR a teaching resource?

**A:** No, the CEFR is not a teaching resource. It is a professional learning reference for planning, teaching and assessing. It highlights what needs to be considered in teaching, and provides students with a clear understanding of learning goals and success criteria. The CEFR does not promote one particular methodology; however, it does emphasize the merits of the action-oriented approach and has a clear focus on the functional use of language.

### Q: Does the CEFR apply to all FSL programs?

**A:** Yes, elementary and secondary educators across all FSL programs (Core French, Extended French and French Immersion) can use the CEFR as a reference for planning, teaching and assessment related to curriculum expectations and to the interests, learning styles and preferences, needs and experiences of all students.

FSL teachers in Ontario can use the "CAN DO" statements to provide students with descriptive feedback for improvement, and help students to set individual goals, monitor their own progress, determine next steps and reflect on their thinking and learning.



## Glossary

The following definitions of terms are intended to help educators when using this document.

### **achievement/rendement**

What has been learned in a course of instruction.

### **assessment/évaluation**

The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

### **assessment as learning/évaluation au service de l'apprentissage**

The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals.

### **assessment for learning/évaluation en tant qu'apprentissage**

The process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide ongoing feedback and adjust instruction and by students to focus their learning.

### **assessment of learning/évaluation de l'apprentissage**

The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. It occurs at or near the end of a cycle of learning.

### **autonomy/autonomie**

A capacity for detachment, critical reflection, decision-making and independent action. E.g., the learner uses his/her own strategies, such as paraphrasing, to get around a lack of specific vocabulary.

### **coherence and cohesion/cohérence et cohésion**

The ability to communicate in a clear, well-structured manner using organizational patterns to mark the relationship between ideas.

### **competence/compétence**

The sum of knowledge, skills and characteristics that allows a person to perform actions.

- Linguistic competence: according to the CEFR, linguistic competences include lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system.
- Grammatical competence: according to the CEFR, grammatical competence refers to the knowledge of/and ability to use the grammatical resources of a language.
- Pragmatic competence: according to the CEFR, pragmatic competences are concerned with the functional use of linguistic resources, the mastery of discourse, cohesion, coherence, the identification of text types and forms, and such intentional devices as irony and parody.
- Sociolinguistic competence: according to the CEFR, sociolinguistic competences refer to the sociocultural conditions of language use.

**fluency/aisance**

The ability to express oneself readily and effortlessly.

**functional competency/  
compétence fonctionnelle**

The use of spoken discourse and written texts in communication for particular functional purposes.

**grammatical accuracy/  
précision grammaticale**

The ability to structure language accurately to convey meaning.

**interaction/interaction**

When at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication.

**metacognition/métacognition**

The process of thinking about one's own thought process. Metacognitive skills include the ability to monitor one's own learning.

**morphology/morphologie**

The study of the structure and form of words in language or a language, including inflection, derivation, and the formation of compounds.

**oral production/production orale**

When language users produce an oral text which is received by an audience of one or more listeners.

**orthographic control/  
contrôle orthographique**

The ability to produce writing (layout, paragraphing, punctuation, spelling).

**phonological control/contrôle  
phonologique**

The ability to pronounce and intonate language to make oneself understood.

**plurilingualism/plurilinguisme**

The ability to interact in different languages. The potential and/or the ability to use several languages to varying levels of proficiency and for different purposes.

**proficiency/capacité**

What someone can do/knows in relation to the application of the subject. It represents an external perspective.

**spoken interaction/interaction orale**

When language users act alternately as speaker and listener with one or more interlocutors so as to construct conjointly, through negotiation of meaning following the co-operative principle, conversational discourse.

**success criteria/critères  
d'évaluation**

Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success "looks like" and allow the teachers and students to gather information about the quality of student learning.

**vocabulary control/maîtrise  
du vocabulaire**

The ability to choose appropriate vocabulary in specific contexts.

**vocabulary range/étendue  
du vocabulaire**

The lexical repertoire of vocabulary pertaining to various situations.



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