

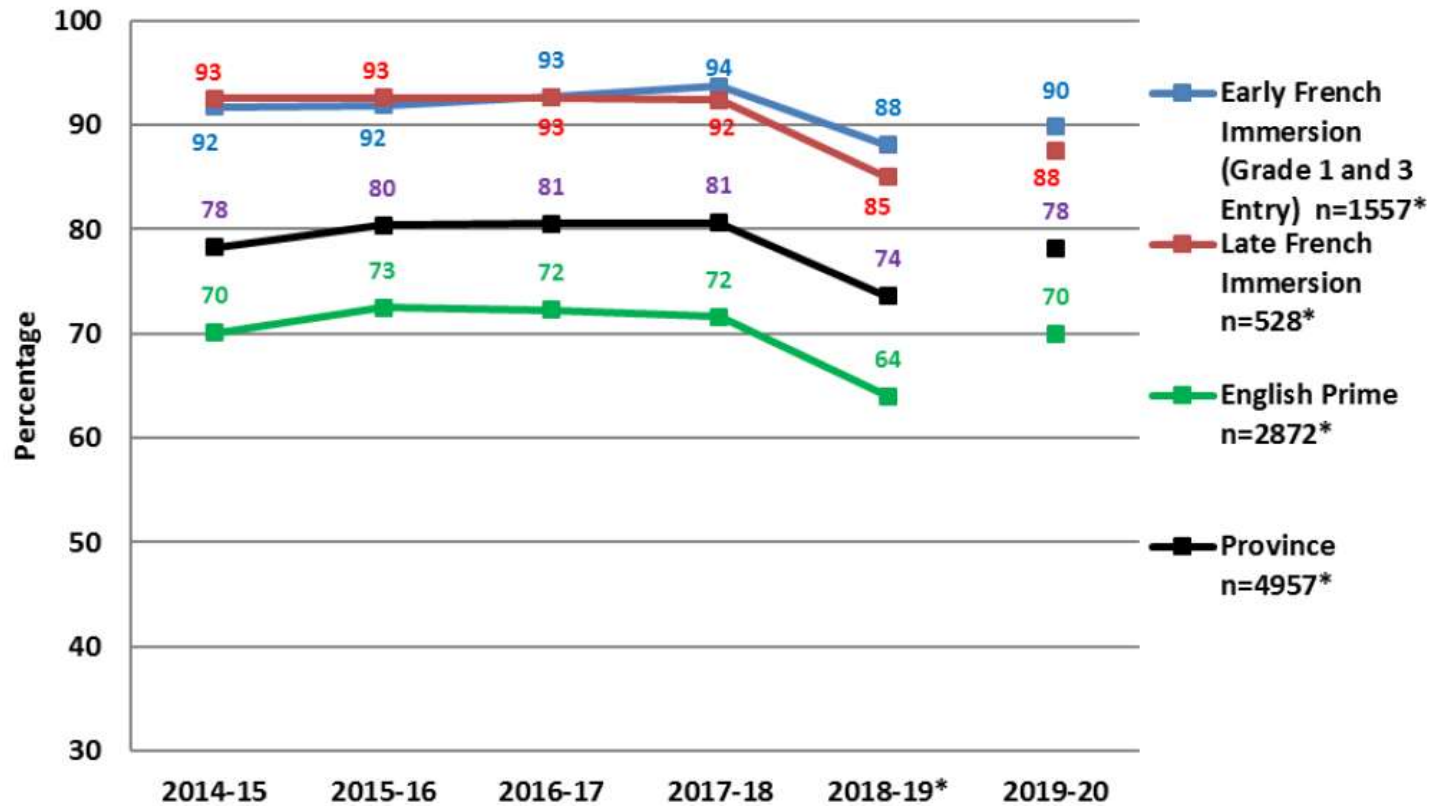
Provincial Assessment Program Overview of Results 2019-20

Anglophone Sector

Grade 9 ELPA 2018-19

% Successful Students by Program Over Time

Percentage of Successful Students by Program
English Language Proficiency Assessment

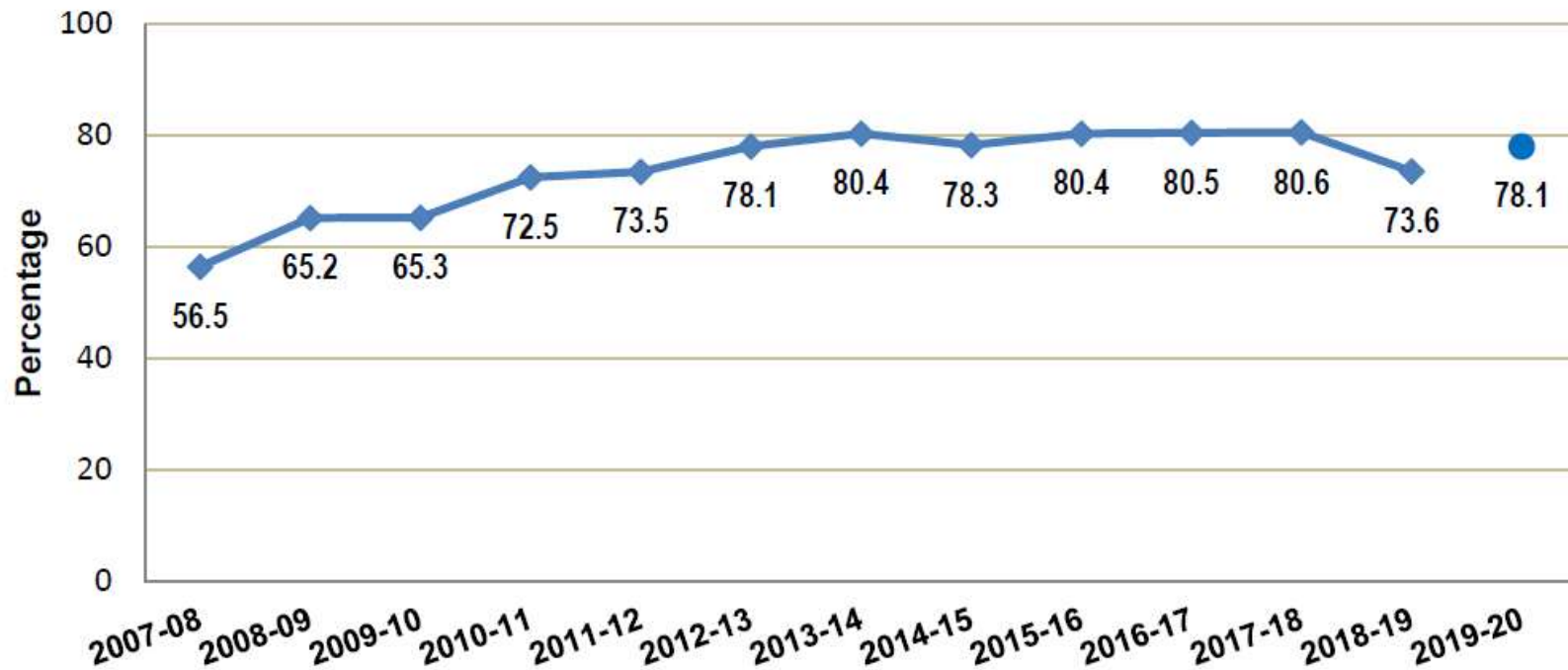


(n) refers to the number of students included in each district

Grade 9 ELPA – 2018-2019

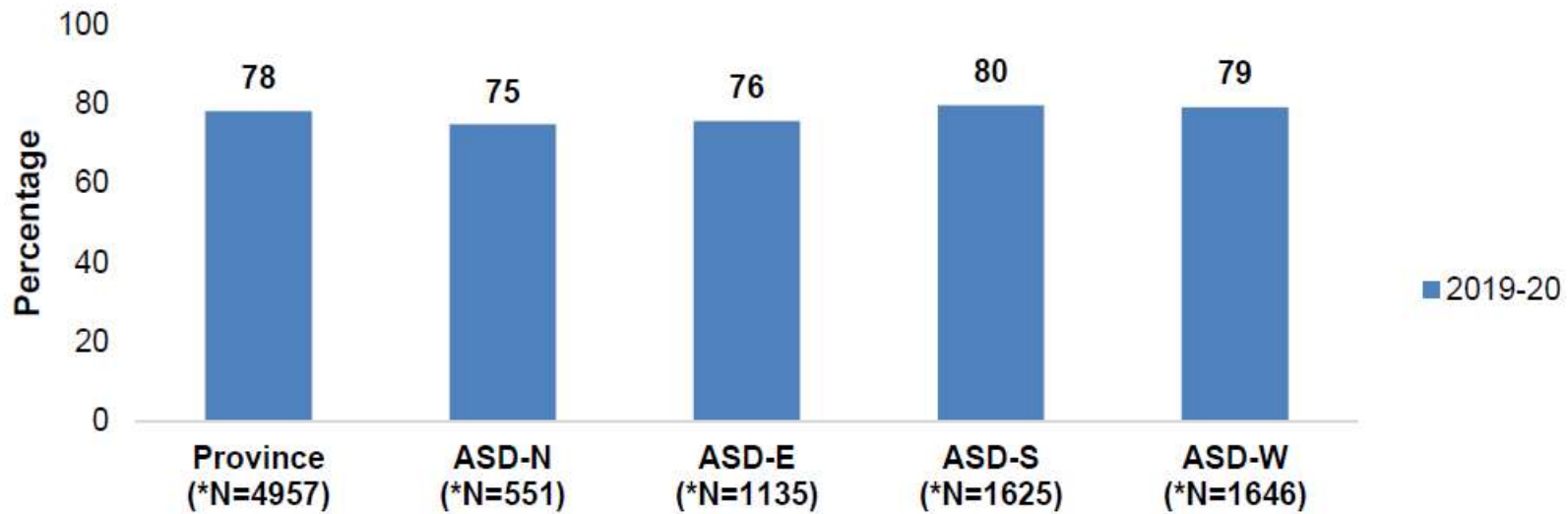
% Successful Students by District Over Time

Percentage of Successful Students over Time
English Language Proficiency Assessment



ELPA- ASD-S

English Language Proficiency Assessment
Percentage of Students at Appropriate or Higher
District Results



(n) refers to the number of students included in each district

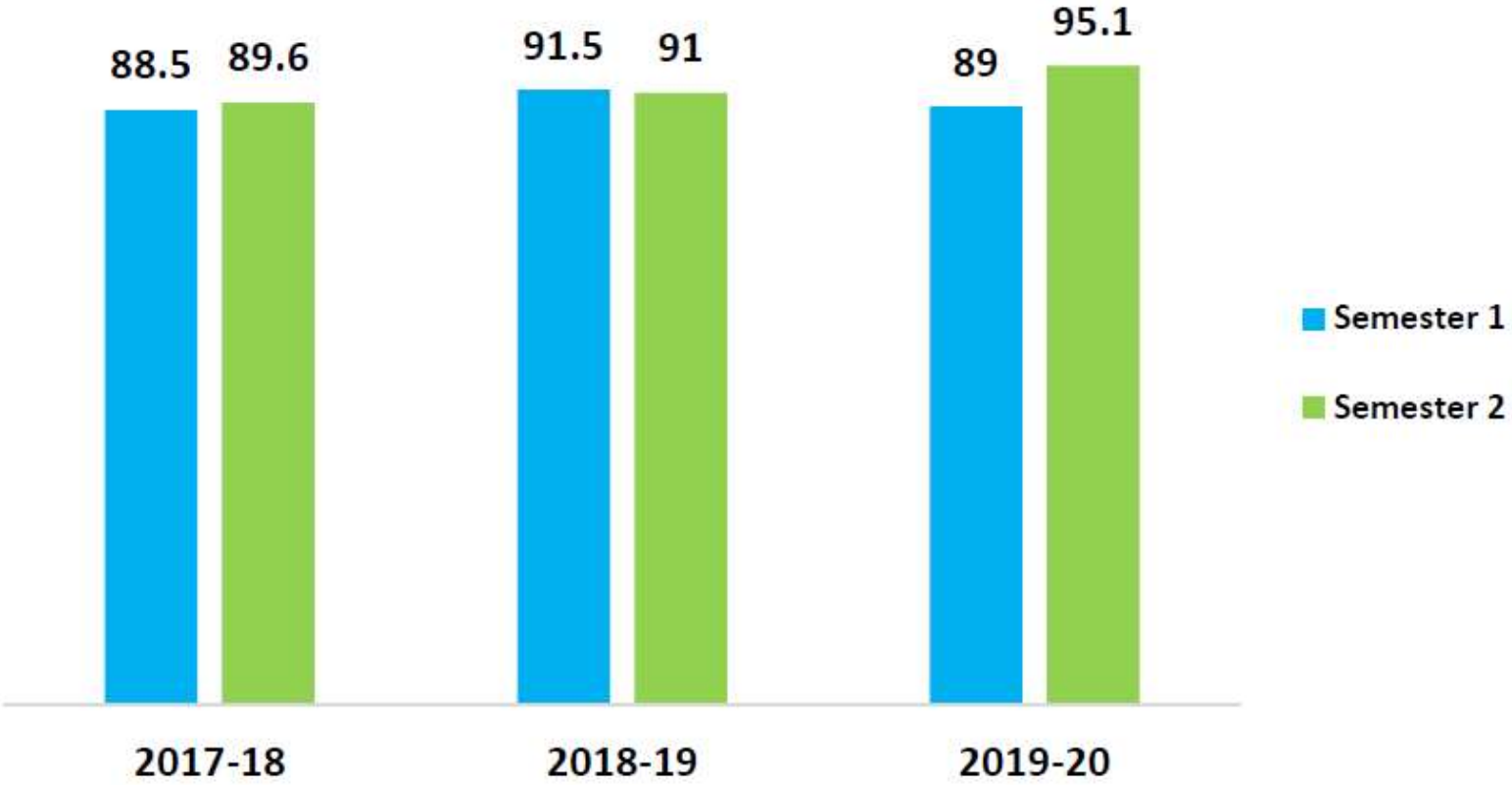
FRENCH SECOND LANGUAGE

Grade 12 French Second Language Oral Proficiency Participation by program

Program	Total Students Participating (Sem. 1 & 2)	% of Sem. 2 “Mandatory” Students Choosing to Participate
Early French Immersion (registered from Grade 3 to Grade 10)	657	74%
Late French Immersion (registered from Grade 6 to Grade 10)	339	77%
Post-Intensive French (registered from Grade 5 to Grade 10)	68	19%
Other (students who transferred programs or from out of province, etc.)	224	-
Total	1288	64%

Grade 12 French Second Language Oral Proficiency Intermediate & Above by Semester

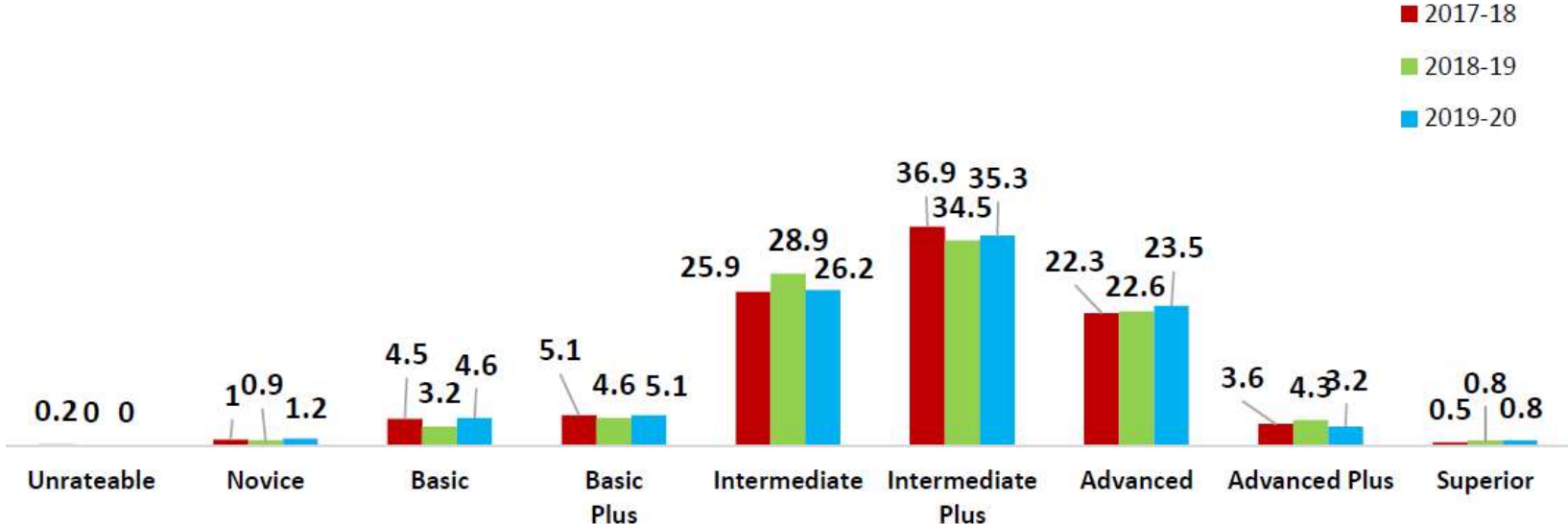
Intermediate and Above Semester 1 and 2



Grade 12 French Second Language Oral Proficiency

Grade 12 FSL Oral Proficiency All FSL Programs Combined by Proficiency Level

2019-20 results are based on semester 1 only and include students from all FSL programs.



Grade 12 French Second Language Oral Proficiency

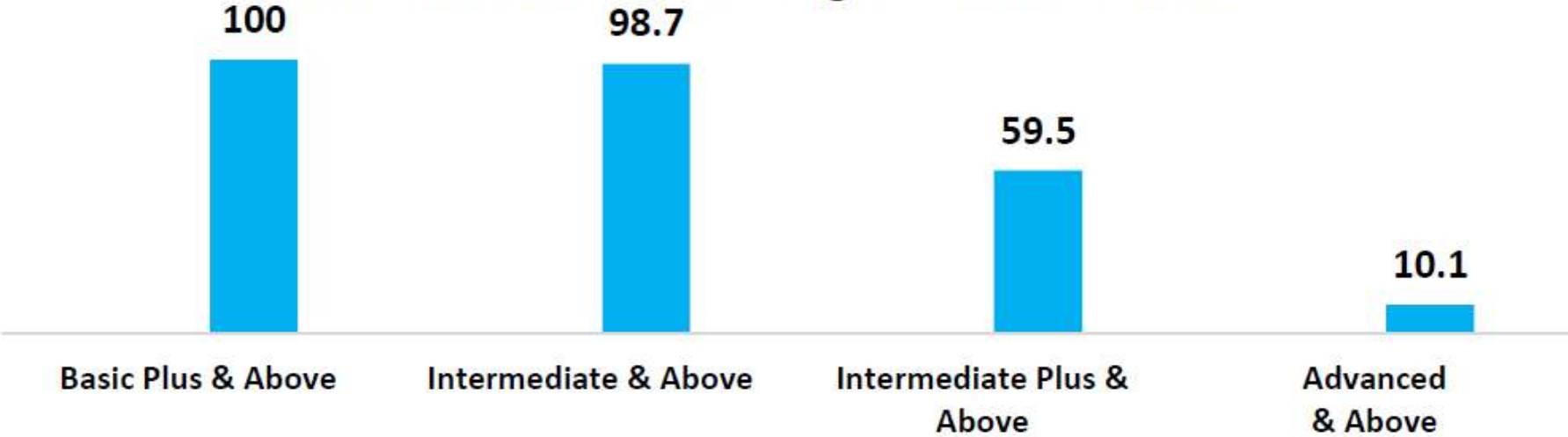
Comparison of Early French Immersion Results Over Time Percentage of Students at Two Proficiency Levels

Year	Intermediate or Above	Advanced or Above
2015-16	99.8	41.7
2016-17	99.7	40.2
2017-18	99.8	46.7
2018-19	100.0	50.7
2019-20*	95.0	48.8

* Semester 1 results only

Grade 12 French Second Language Oral Proficiency

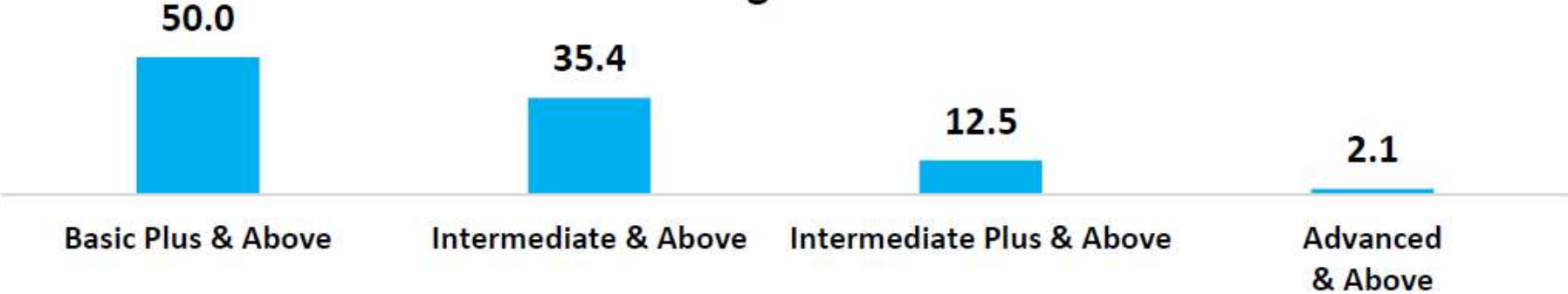
Late French Immersion 2019-20
Semester 1 students taking 5 or more courses



Grade 12 French Second Language Oral Proficiency

Post Intensive French 2019-20

Semester 1 students taking at least one French course



Grade 12 French Second Language Oral Proficiency

Percentage of Semester 1 Students at Proficiency Levels by FSL Program 2019-20

Program	Basic+ or Above	Intermediate or Above	Intermediate+ or Above	Advanced or Above
Early Immersion (Grade 3 Entry)	100	95	81	48.8
Late Immersion (Grade 6 Entry)	100	98.7	59.5	10.1
Post-Intensive French	50	35.4	12.5	1.2

New Brunswick Second Language Oral Proficiency Scale Performance Descriptions

UNRATEABLE	No functional ability in the language.
NOVICE ≈ A1.1	Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy but only with memorized phrases. Vocabulary is very limited.
BASIC ≈ A1/A2.1	Able to create with the language by combining and recombining learned elements. Can satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers accustomed to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
BASIC PLUS ≈ A2	Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows some spontaneity in language production, but fluency is very uneven. There is emerging evidence of connected discourse, particularly for simple narration and/or description, but range and control of language structures are limited.
INTERMEDIATE ≈ B1.1	Able to satisfy routine social demands and limited requirements in school/work settings. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in school and community; able to provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to converse simply, with some paraphrasing. Accent, though often quite faulty, is intelligible. Uses high frequency language structures accurately, but does not have a thorough or confident control of grammar. In certain situations, diction would probably distract a native speaker.
INTERMEDIATE PLUS ≈ B1.2	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to special fields of competence as well as subjects of current public interest. Normally does not have to grope for words. Often shows a significant degree of fluency and ease in speaking, yet, under pressure, may experience language breakdown. May exhibit good control of language structures, but be limited in overall language production; or, conversely, may demonstrate ample speech production, but have uneven control of structures. Some misunderstandings will still occur.
ADVANCED ≈ B2.1	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations, on practical, social, and academic or work-related topics. Can describe in detail and narrate accurately. Can discuss abstract topics and ideas as well as events; can support opinions and hypothesize. Accent may be obvious but never interferes with understanding. Control of grammar is good and speech is fluent. Sporadic errors still occur, but they would not distract a native speaker or interfere with communication.
ADVANCED PLUS ≈ B2.2/C1	Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent may be noticeable and the speaker occasionally exhibits hesitancy, which indicates some uncertainty in vocabulary or structure.
SUPERIOR ≈ C1	Able to use the language fluently and accurately on all levels normally pertinent to personal situation (academic, social, work-related). Can understand and participate in any conversation within the range of personal experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would not necessarily be taken for a native speaker.