

## 2024-2025 Évaluation de littératie de la 12<sup>e</sup> année – Français langue seconde – immersion: Feedback from the Provincial Assessment Marking Sessions

### Overview

This report is intended to provide teachers and students with information on students' strengths and areas for improvement as indicated by their performance on the Évaluation de littératie de la 12<sup>e</sup> année – Français langue seconde – immersion in the preceding year. Feedback from the marking sessions is an excellent resource to help prepare students for writing graduation assessments as they provide an overview of assessment results and include insightful takeaways from markers.

### The Marking Process

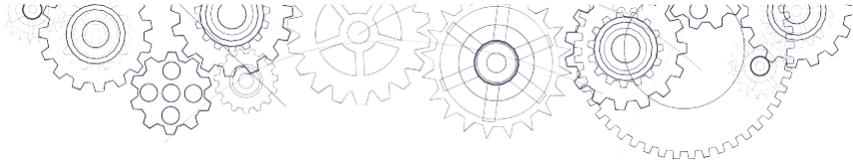
The ministry coordinates the marking of the graduation assessment constructed responses. Markers must be certified B.C. or Yukon teachers and receive ministry training on holistic marking and the assessment marking rubrics. Markers use professional judgment, guided by the marking materials, to give each student response a fair and reliable mark.

### Feedback on Student Performance

After each session, feedback is collected about student performance on the assessment. This feedback is compiled below.

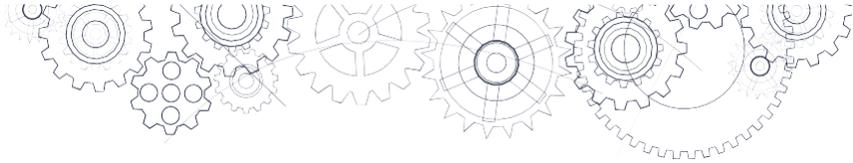
Component	Areas of strength	Areas for improvement
Oral Component: Prise de position (partie 1)	The majority of students made good use of the time allotted.	Students should not focus on only one or two key words in the question and use those words to create their own version of the question.
	The majority of students took a position in response to the question asked.	Students should organize and structure their responses with an introduction, development and conclusion.
	Many students made an effort to speak fluidly and use correct pronunciation.	Students should develop their ideas in a detailed way and give precise examples.
	Some students formulated an introduction and a conclusion.	Students are encouraged to use richer and more varied vocabulary.
	Some students proposed an argumentation, which was supported with examples from their personal experiences.	Students are encouraged to use more complex sentence structures.





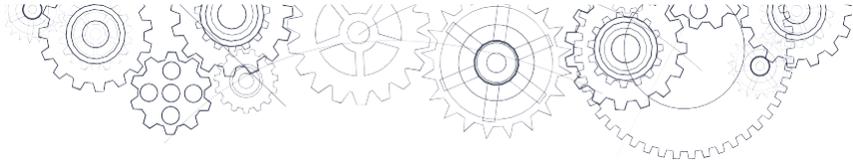
	Some students started their responses by reformulating or restating the question.	Students should not summarize the audio file.
	Some students used discourse markers in their responses.	Students would benefit from participating in more spontaneous communication activities in class to improve the pronunciation and flow of their oral expression.
		To prepare for the official assessment, students would benefit from taking the sample assessments and consulting the sample responses on the ministry's website.
<b>Component</b>	<b>Areas of strength</b>	<b>Areas for improvement</b>
<b>Oral Component: Discours argumentatif (partie 2)</b>	The majority of students took a position in response to the question asked.	Students are encouraged to use richer and more varied vocabulary.
	The majority of students made good use of the time allotted.	Students are encouraged to use discourse markers to express transitions from one idea to another.
	The majority of students proposed an argumentation, which was supported with examples from their personal experiences.	Students are encouraged to make a plan using the notes box on the computer screen (two or three precise points to develop).
	Some students formulated an introduction and a conclusion.	Students would benefit from participating in more spontaneous communication activities in class to improve the pronunciation and flow of their oral expression.
	Some students used discourse markers in their responses.	Students would benefit from practising the oral component in the same conditions in which the assessment will take place, as outlined in the Assessment Administration Guide.
		To prepare for the official assessment, students would benefit from taking the sample assessments and consulting the sample responses on the ministry's website.
<b>Component</b>	<b>Areas of strength</b>	<b>Areas for improvement</b>





<b>Written Component: Analyse</b>	The majority of students understood the content of the text.	Students should read the complete question and use appropriate strategies to understand it.
	The majority of students selected at least one relevant quotation from the text.	Students should review how to formulate an analysis.
	Some students presented the expected analysis.	Students should enter only the exact quotation, not an entire paragraph, a paragraph number or an explanation of the quotation.
		Students should enter a single quotation in each of the “Quote #1” and “Quote #2” boxes (“Citation n° 1” and “Citation n° 2”).
		To prepare for the official assessment, students would benefit from taking the sample assessments and consulting the sample responses on the ministry’s website.
<b>Component</b>	<b>Areas of strength</b>	<b>Areas for improvement</b>
<b>Written Component: Dissertation</b>	The majority of students took a position in response to the question asked.	Students should apply the conventions of the language: grammar, syntax, conjugation, spelling, discourse markers, transition words, etc.
	The majority of students structured their response with an introduction, development, and a conclusion.	Students are encouraged to use as wide of a range of vocabulary as possible.
	The majority of students formulated ideas and arguments supported by a few concrete examples.	Students are encouraged to use a variety of sentence structures.
	Many students formulated ideas, which were supported with specific examples from their personal experiences.	Students are encouraged to use more formal language in their writing.
		Students are encouraged to increase the clarity of their argument by supporting their ideas with detailed examples.





		<p>To prepare for the official assessment, students would benefit from taking the sample assessments and consulting the sample responses on the ministry's website.</p>
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## Links to Important Resources

- [Sample Graduation Assessments and Scoring Guides](#)
- [Marking Provincial Assessments](#)
- [Graduation Assessments: Information for Administrators](#)

