

2025-2026 Évaluation de littératie de la 12^e 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^e 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 assessments results and include insightful takeaways from markers.

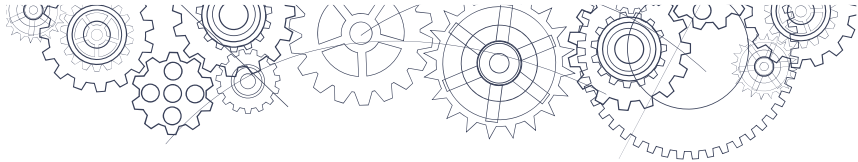
The Marking Process

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

Feedback on Student Performance

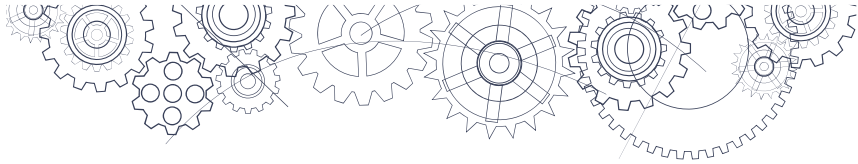
After each session, feedback is collected about student performance on the assessment. This feedback is compiled below.

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 read the question in its entirety and use appropriate strategies to understand it.
	The majority of students took a position in response to the question asked.	Students should organise and structure their responses with an introduction, development (detailed ideas and precise examples) and conclusion.
	Many students developed their ideas and supported them with adequate examples.	Students should not summarize the audio file.
	Some students formulated an introduction and a conclusion.	Students are encouraged to use richer and more varied vocabulary.
	Some students used appropriate vocabulary.	Students are encouraged to take a position from the start of their response.



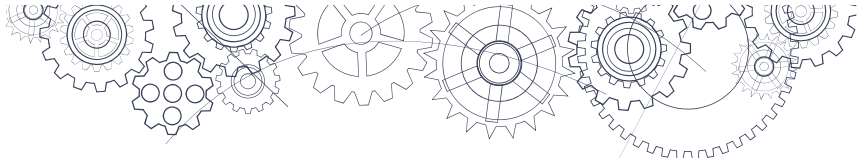
	Some students made use of the provided time to organise and structure their responses.	Students would benefit from practicing the oral component in the same conditions in which the assessment will take place, as outlined in the Assessment Administration Guide.
		To prepare for the official assessment, students would benefit from taking the sample assessments and consulting the sample responses on the ministry's website.
Component	Areas of strength	Areas for improvement
Oral Component: Discours argumentatif (partie 2)	The majority of students took a position in response to the question asked.	Students should apply the conventions of the language: grammar, syntax, conjugation, discourse markers, etc.
	The majority of students made good use of the time allotted.	Students are encouraged to use richer and more varied vocabulary.
	The majority of students proposed an argument 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).
	Many students proposed an argument which was supported with detailed examples.	Students are encouraged to present their thesis from the start of their introduction.
	Many students put effort into their fluidity and pronunciation.	Students are encouraged to present multiple arguments instead of a single argument.
		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.
Component	Areas of strength	Areas for improvement
Written Component:	The majority of students presented the expected analysis.	Students should read the question in its entirety and use appropriate strategies to understand it.





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	The majority of students selected at least one relevant quotation that supported the expected analysis.	Students should review how to formulate an analysis in a clear and concise manner, respecting the suggested length of response (approximately 60 words).
	Some students explained the expected analysis in detail.	Students should avoid presenting a paraphrase of the text as their answer to analysis question.
		Students should enter only the exact quotation, not an entire paragraph, a paragraph number or an explanation of the quotation.
		To prepare for the official assessment, students would benefit from taking the sample assessments and consulting the sample responses on the ministry's website.
Component	Areas of strength	Areas for improvement
Written Component: Dissertation	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, etc.
	The majority of students supported their ideas with adequate examples.	Students are encouraged to use as wide of a range of vocabulary as possible and formal language in their writing.
	Some students structured their essay (introduction, at least one development paragraph, conclusion).	Students are encouraged to structure their essay (introduction, at least one development paragraph, conclusion).
	Some students used discourse markers to transition from one idea to the next.	Students are encouraged to use discourse markers to transition from one idea to the next.
		To prepare for the official assessment, students would benefit from taking the sample assessments and consulting the sample responses on the ministry's website.





Links to Important Resources

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

