



ORAL EVALUATION IN ENGLISH AS A SECOND LANGUAGE

PRESENTED BY:

ÉQUIPE-CHOC PÉDAGOGIQUE

TRAINING TEAM

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Workshop Feedback:
<http://monurl.ca/89nl>

PRESENTATION AVAILABLE AT:
<http://www.accompagnementfga.ca/esl/training/>

PRESENTATION OUTLINE

1. Key Resources

2. Evaluation Overview

3. Did You Know?

4. Organizing Oral Evaluations

5. Tools for Developing Professional Judgement

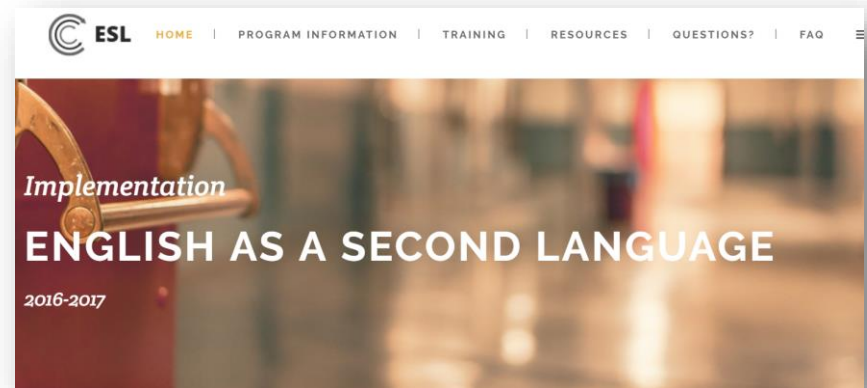
*** Please note that each section will be followed by a question period.**

1. KEY RESOURCES

KEY RESOURCES



<http://eslquebec.wixsite.com/ccbe-dbe>



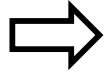
<http://www.accompagnementfga.ca/esl/>

QUESTIONS ???

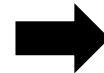
2. EVALUATION OVERVIEW

ORAL EVALUATION STRUCTURE

LEGEND:



Can be in separate session



Must follow immediately

FBC

P101

1101

2101

READING/
WRITING/
LISTENING



INTERPRETATION/
NOTES PREPARATION/
NOTES REVIEW

Exam room or isolated location
30 minutes



INTERACTION

Isolated location
with teacher

2-3 minutes

FBD

3101

3102

4101

4102

5101

5102

INTERPRETATION/
NOTES
PREPARATION

Exam room

60 minutes

90 minutes

60 minutes



NOTES REVIEW

Exam room or
isolated location

26 minutes

15 minutes

15 minutes



INTERACTION

Isolated location
with teacher

4 minutes
(approx.)

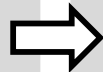
5 minutes
(approx.)

5 minutes
(approx.)

PREPARATION

In/outside of class

4-6 hours
(teacher discretion)



ORAL EVALUATION OVERVIEW

Available at: <http://eslquebec.wixsite.com/ccbe-dbe> in
Teacher Resources/Program Information/Overview Documents

OVERVIEW: CCBE/DBE EVALUATIONS

Last updated : January 18, 2018

Course	ANG-P101-4 Opening New Doors			ANG-3101-2 Joining a Community			ANG-4101-2 Dare to Compare			ANG-5101-2 Examining Issues			
Families of Learning Situations Evaluated	Satisfying essential needs in an English-speaking environment			Informing			Informing / Expressing / Persuading			Informing / Expressing / Persuading			
Exam Section	Section 1	Section 2		Section 1	Section 2		Section 1	Section 2		Preparation	Section 1	Section 2	
	Interpretation	Interpretation and Notes Preparation	Interaction	Interpretation and Notes Preparation	Notes Review	Interaction	Interpretation and Notes Preparation	Notes Review	Interaction		Interpretation and Notes Preparation	Notes Review	Interaction
Competencies Evaluated	Deals with real life situations Making use of written language Reading: 30% Writing: 25% Listening: none			not evaluated at this point			not evaluated at this point			not evaluated at this point			
Duration	60 minutes	30 minutes	2-3 minutes	60 minutes	26 minutes	4 minutes (approx.)	90 minutes	15 minutes	5 minutes (approx.)	4-6 hours (at discretion of teacher)	60 minutes	15 minutes	5 minutes (approx.)
Location	exam room or isolated location	exam room or isolated location	isolated location	exam room or isolated location	exam room or isolated location	isolated location	exam room or isolated location	exam room or isolated location	isolated location	during and/or outside of class	exam room or isolated location	exam room or isolated location	isolated location
Administrator	member of school personnel	member of school personnel	teacher	member of school personnel	member of school personnel	teacher	member of school personnel	member of school personnel	teacher	teacher	member of school personnel	member of school personnel	teacher
Notes	• Sections 1 and 2 may be administered during the same evaluation session or during different evaluation sessions in the predetermined order mentioned in the Administration Guide • In Section 2, the Interaction must immediately follow the Interpretation and Notes Preparation			• Section 1 contains LISTENING • Sections 1 and 2 may be administered during the same evaluation session or during different evaluation sessions • Section 1 must precede Section 2 • In Section 2, student may make changes to notes, and the Interaction must immediately follow the Notes Review			• Section 1 contains LISTENING • Sections 1 and 2 may be administered during the same evaluation session or during different evaluation sessions • Section 1 must precede Section 2 • In Section 2, student may make changes to notes, and the Interaction must immediately follow the Notes Review			• Student may leave the class with the preparation booklet • Sections 1 and 2 may be administered during the same evaluation session or during different evaluation sessions • Section 1 must precede Section 2 • In Section 2, student may make changes to notes, and the Interaction must immediately follow the Notes Review			
Course	ANG-1101-4 Satisfying Consumer Needs			ANG-3102-1 It's a Matter of Taste			ANG-4102-1 Stories			ANG-5102-1 Suggestions & Advice			
Families of Learning Situations Evaluated	Obtaining goods and services in an English-speaking environment			Informing / Expressing / Persuading			Informing / Expressing			Informing / Persuading			
Exam Section	Section 1	Section 2		Section 1	Section 2		Section 1	Section 2		Preparation	Section 1	Section 2	
	Interpretation	Interpretation and Notes Preparation	Interaction	Interpretation and Notes Preparation	Notes Review	Interaction	Interpretation and Notes Preparation	Notes Review	Interaction		Interpretation and Notes Preparation	Notes Review	Interaction
Competencies Evaluated	Deals with real life situations Making use of written language Reading: 30% Writing: 30% Listening: none			not evaluated at this point			not evaluated at this point			not evaluated at this point			
Duration	90 minutes	30 minutes	2-3 minutes	60 minutes	26 minutes	4 minutes (approx.)	90 minutes	15 minutes	5 minutes (approx.)	4-6 hours (at discretion of teacher)	60 minutes	15 minutes	5 minutes (approx.)
Location	exam room or isolated location	exam room or isolated location	isolated location	exam room or isolated location	exam room or isolated location	isolated location	exam room or isolated location	exam room or isolated location	isolated location	during and/or outside of class	exam room or isolated location	exam room or isolated location	isolated location
Administrator	member of school personnel	member of school personnel	teacher	member of school personnel	member of school personnel	teacher	member of school personnel	member of school personnel	teacher	teacher	member of school personnel	member of school personnel	teacher
Notes	• Sections 1 and 2 may be administered during the same evaluation session or during different evaluation sessions in the predetermined order mentioned in the Administration Guide • In Section 2, the Interaction must immediately follow the Interpretation and Notes Preparation			• Sections 1 and 2 may be administered during the same evaluation session or during different evaluation sessions • Section 1 must precede Section 2 • In Section 2, student may make changes to notes, and the Interaction must immediately follow the Notes Review			• Sections 1 and 2 may be administered during the same evaluation session or during different evaluation sessions • Section 1 must precede Section 2 • In Section 2, student may make changes to notes, and the Interaction must immediately follow the Notes Review			• Student may leave the class with the preparation booklet • Section 1 contains LISTENING • Sections 1 and 2 may be administered during the same evaluation session or during different evaluation sessions • Section 1 must precede Section 2 • In Section 2, student may make changes to notes, and the Interaction must immediately follow the Notes Review			
Course	ANG-2101-4 Establishing Connections			ANG-3103-1 Communicating Information			ANG-4103-1 Expressing Feelings & Opinions			ANG-5103-1 Influencing Others			
Families of Learning Situations Evaluated	Relationships in an English-speaking environment			Informing			Expressing			Persuading			
Exam Section	Section 1	Section 2		Section 1			Section 1			Section 1			
	Interpretation	Interpretation and Notes Preparation	Interaction	Interpretation			Interpretation			Interpretation			
Competencies Evaluated	Deals with real life situations Making use of written language Reading: 30% Writing: 30% LISTENING: 10%			C1: not evaluated C2: 20% C3: 80%			C1: not evaluated C2: 20% C3: 80%			C1: not evaluated C2: 20% C3: 80%			
Duration	135 minutes	30 minutes	2-3 minutes	120 minutes			120 minutes			120 minutes			
Location	exam room or isolated location	exam room or isolated location	isolated location	exam room or isolated location			exam room or isolated location			exam room or isolated location			
Administrator	member of school personnel	member of school personnel	teacher	member of school personnel			member of school personnel			member of school personnel			
Notes	• Sections 1 and 2 may be administered during the same evaluation session or during different evaluation sessions in the predetermined order mentioned in the Administration Guide • In Section 2, the Interaction must immediately follow the Interpretation and Notes Preparation			Texts to be produced: • Completion of a 15-20 item form • Note of approximately 50 words			Text to be produced: • Letter of approximately 150 words			Text to be produced: • Letter/commentary of approximately 250 words			
<div>The following is permitted in the Interpretation Section of CCBE (Section 1) and all DBE exams:</div> <ul style="list-style-type: none">Bilingual dictionary (paper version, English + another language)Grammar book (paper version, published by publishing house, educational organization (i.e. SOFAD) or centre (in-house grammar guides)Student control of listening activities (with exception of certain versions of ANG 2101 exams) <div>Other materials may/may not be permitted depending on the course and exam section, see DEDs for details.</div>													

The following is permitted in the **Interpretation Section** of CCBE (Section 1) and all DBE exams:

- Bilingual dictionary (paper version, English + another language)
- Grammar book (paper version, published by publishing house, educational organization (i.e. SOFAD) or centre (in-house grammar guides)
- Student control of listening activities (with exception of certain versions of ANG 2101 exams)

Other materials may/may not be permitted depending on the course and exam section, see DEDs for details.

QUESTIONS ???

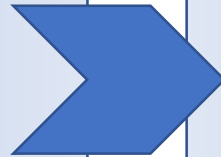
3. DID YOU KNOW?

DID YOU KNOW?



#1

Teachers are required to see and study exams prior to administering them to students.



It is an absolute necessity for teachers to study and understand exams in order to:

- Interact with adult during the oral interaction
- Better evaluate the competencies in action

Consultation of evaluations must be done so as to respect the confidentiality of the evaluations as set out in the *Normes et modalités* of each centre.

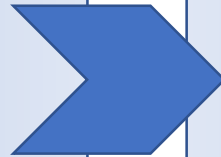
Click [HERE](#) to read it in the FAQs on the **Accompagnement ESL Website**

DID YOU KNOW?



#2

Students need to know how they will be evaluated.



Students must be introduced to the course DED and the evaluation grids since:

- Evaluation plays a central role in learning
- Evaluation tools outline expected competency performance

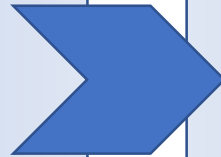
Click [HERE](#) to access the information in the *Policy on the Evaluation of Learning; Section 2.2*

DID YOU KNOW?



#3

The Oral Interaction part of the exam MAY NOT be done in class in the presence of other students.



Whatever a teacher says to a student during an Oral Interaction exam is a text to be reinvested, therefore:

- The confidentiality of all exam texts, including those of the oral exchange, must be protected

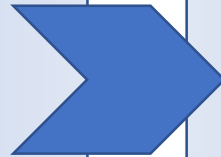
Click [HERE](#) to read it in the FAQs on the Accompagnement ESL Website

DID YOU KNOW?



#4

Students are allowed to revise their notes during the Notes Review part of the exam (FBD).



After consultation with various school boards, students may now modify their notes during the Notes Review part (15 or 26 minutes) of Section 2 of the evaluation in FBD.

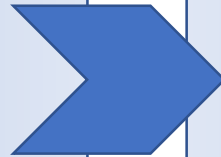
Click [HERE](#) to read it in the FAQs on the Accompagnement ESL Website

DID YOU KNOW?



#5

Any ESL teacher is able to administer the Oral Interaction part of the exam with a student.



After consultation with various school boards, **the teacher** is now being interpreted as **any ESL teacher**.

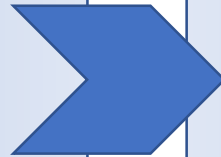
Click [HERE](#) to read it in the FAQs on the Accompagnement ESL Website

DID YOU KNOW?



#6

The decision of which grammar book to use in the exam room is a joint decision between the centre's administration and the ESL teachers.



The grammar book chosen for exam use must:

- Respect the definition of a grammar book
- Have been used during the course of instruction
- Must be targeted solely for use in the exam room

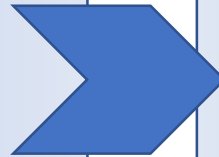
Click [HERE](#) to READ THE DETAILS in the FAQs on the Accompagnement ESL Website

DID YOU KNOW?



#7

A student does not have to follow a course in order to write the corresponding exam.



A student may go to evaluation if:

- Competency is sufficiently demonstrated, as assessed by the teacher, through Learning and Evaluation Situations, placement tests, interviews, etc.

Click [HERE](#) to access the information in the:

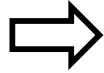
- *Basic Adult General Education Regulation; Article 28*
- *Administrative Guide: Certification of Studies and Management of Ministerial Examinations; Article 4.3.2*

QUESTIONS ???

4. ORGANIZING ORAL EVALUATIONS

ORAL EVALUATION STRUCTURE

LEGEND:



Can be in separate session



Must follow immediately

FBC

P101

1101

2101

READING/
WRITING/
LISTENING



INTERPRETATION/
NOTES PREPARATION/
NOTES REVIEW

Exam room or isolated location
30 minutes



INTERACTION

Isolated location
with teacher

2-3 minutes

FBD

3101

3102

4101

4102

5101

5102

INTERPRETATION/
NOTES
PREPARATION

Exam room

60 minutes

90 minutes

60 minutes



NOTES REVIEW

Exam room or
isolated location

26 minutes

15 minutes

15 minutes



INTERACTION

Isolated location
with teacher

4 minutes
(approx.)

5 minutes
(approx.)

5 minutes
(approx.)

PREPARATION

In/outside of class

4-6 hours
(teacher discretion)



ORGANIZATIONAL CHALLENGE #1

LEGEND:



Can be in separate session



Must follow immediately

FBC

READING /
WRITING /
LISTENING

P101
1101
2101

INTERPRETATION/
NOTES PREPARATION/
NOTES REVIEW

Exam room or isolated location
30 minutes

INTERACTION

Isolated location
with teacher

2-3 minutes

FBD

WHERE can we
do this part of
the evaluation
and **WHO**
supervises it?

INTERPRETATION
NOTES

NOTES REVIEW

Exam room or
isolated location

26 minutes

15 minutes

15 minutes

INTERACTION

Isolated location
with teacher

4 minutes
(approx.)

5 minutes
(approx.)

5 minutes
(approx.)

PREPARATION

In/outside of class

4-6 hours

(teacher discretion)

60 minutes

ORGANIZATIONAL CHALLENGE #2

LEGEND:



Can be in separate session



Must follow immediately

FBC

P101

1101

2101

READING /
WRITING /
LISTENING

INTERPRETATION/
NOTES PREPARATION/
NOTES REVIEW

Exam room or isolated location
30 minutes

INTERACTION

Isolated location
with teacher

2-3 minutes

FBD

5101

5102

5103

5104

5105

5106

5107

5108

5109

5110

5111

5112

INTERPRETATION/
NOTES PREPARATION/
NOTES REVIEW

NOTES REVIEW

Exam room or isolated location

26 minutes

15 minutes

15 minutes

INTERACTION

Isolated location
with teacher

**4 minutes
(approx.)**

**5 minutes
(approx.)**

**5 minutes
(approx.)**

HOW can we
organize teacher
schedules to have
the interaction
immediately follow
and be in an
isolated location?

5 CÉAs SHARE THEIR MODELS FOR ORGANIZING ORAL EVALUATIONS IN FBD

FBD
NOTES REVIEW



FBD
INTERACTION

CS DE LA BEAUCE-ETCHEMIN

FBD
NOTES REVIEW



FBD
INTERACTION

Who: Student's teacher

When: Interactions done **outside** of class time

Where: Empty classroom or office

Key points:

- Student and teacher agree upon time for Notes Review and Interaction
- Teacher may be responsible for up to 30 students at a time
- Teacher keeps track of time for future remuneration
- Interactions recorded

CS DE L'ÉNERGIE

**FBD
NOTES REVIEW**



**FBD
INTERACTION**

Who: Assigned teacher

When: Interactions done **outside** class time

Where: Empty classroom

Key points:

- Interactions occur during same time block each week, additional block added if necessary
- Assigned teacher supervises Notes Review and does Interactions
- Interactions recorded and given to student's teacher for correction
- Student's teacher may be responsible for up to **40** students at a time
- Assigned teacher remunerated for Interactions (integrated into teaching schedule)

CS MARIE-VICTORIN

FBD NOTES REVIEW



FBD INTERACTION

Who: Exam room supervisor

When: During designated exam session

Where: Exam room

Key points:

- Students arrive at different times in order to meet with teacher immediately afterwards
- Assigned teacher available for Interactions during designated exam session

Who: Assigned teacher, interactions only

When: Interactions done **outside** of class time

Where: Room designated for oral interactions

Key points:

- Assigned teacher records Interactions and gives to student's teacher for correction
- Assigned teacher remunerated for Interactions (integrated into teaching schedule)

CS DES PREMIÈRES-SEIGNEURIES

FBD NOTES REVIEW



FBD INTERACTION

Who: Exam room supervisor

When: During designated exam session

Where: Exam room

Key points:

- Students arrive at different times in order to meet with teacher immediately afterwards
- Teacher available for interactions during designated exam session (not teaching)

Who: Student's teacher

When: Interactions done **outside** of class time

Where: Office near exam room

Key points:

- Interactions not recorded
- Teacher may be responsible for up to 80 students at a time
- Teacher remunerated for Interactions 3 times/year

CS DE SAINT-HYACINTHE

FBD
NOTES REVIEW



FBD
INTERACTION

Who: Student's teacher

When: Interactions done **during** class time

Where: Empty classroom

Key points:

- Teacher identifies time during class to supervise Notes Review and do Interactions
- Teacher may be responsible for up to 50 students at a time
- Teacher replaced during class time
- If no oral evaluations scheduled, replacement cancelled
- Interactions recorded

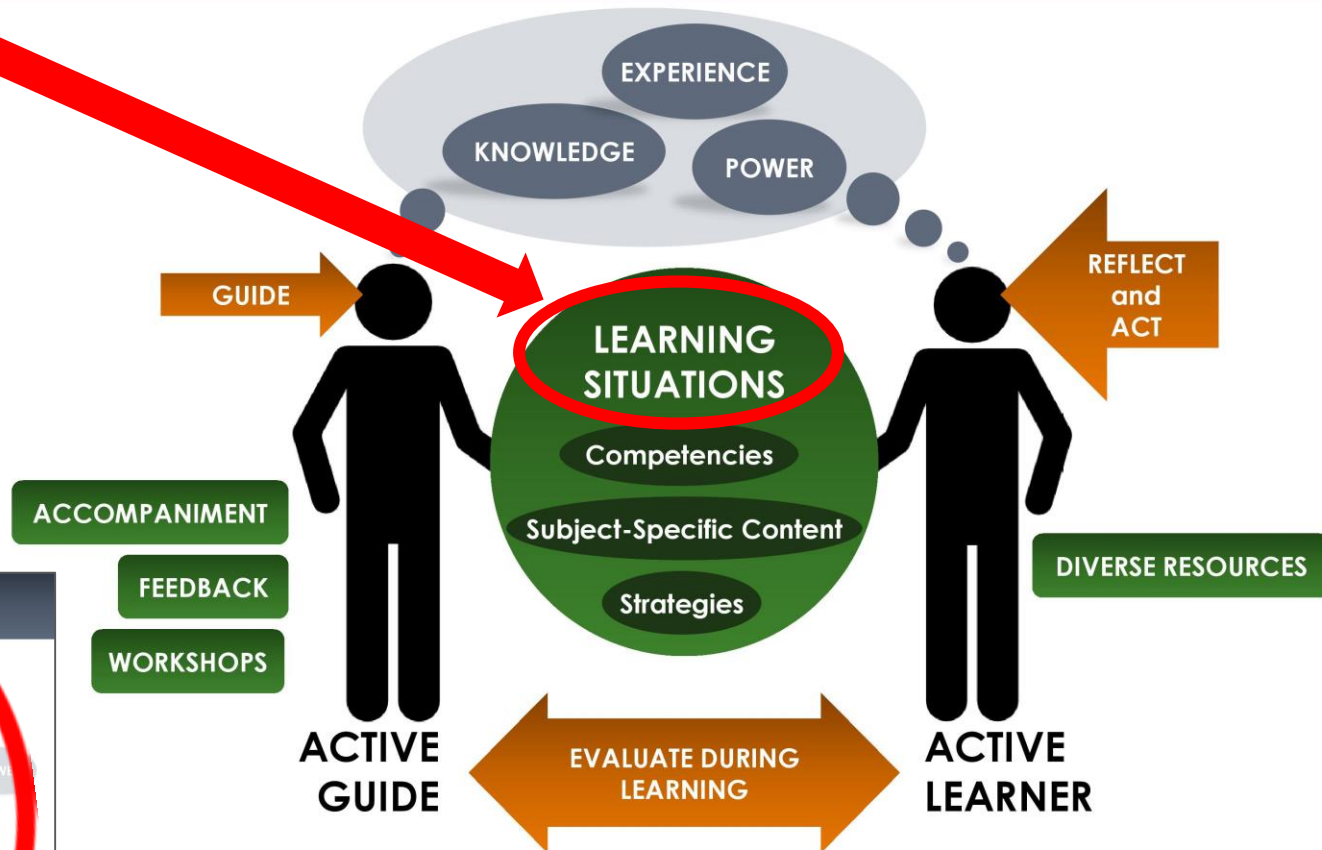
QUESTIONS ???

5. TOOLS FOR DEVELOPING PROFESSIONAL JUDGEMENT

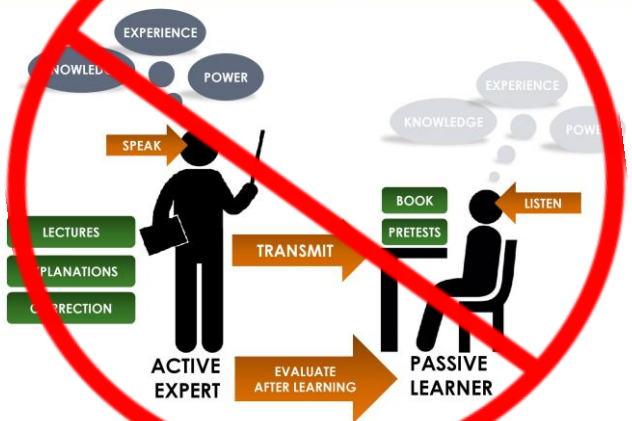
A CHANGE OF PARADIGM



STUDENT-CENTRED LEARNING



TEACHER-CENTRED LEARNING



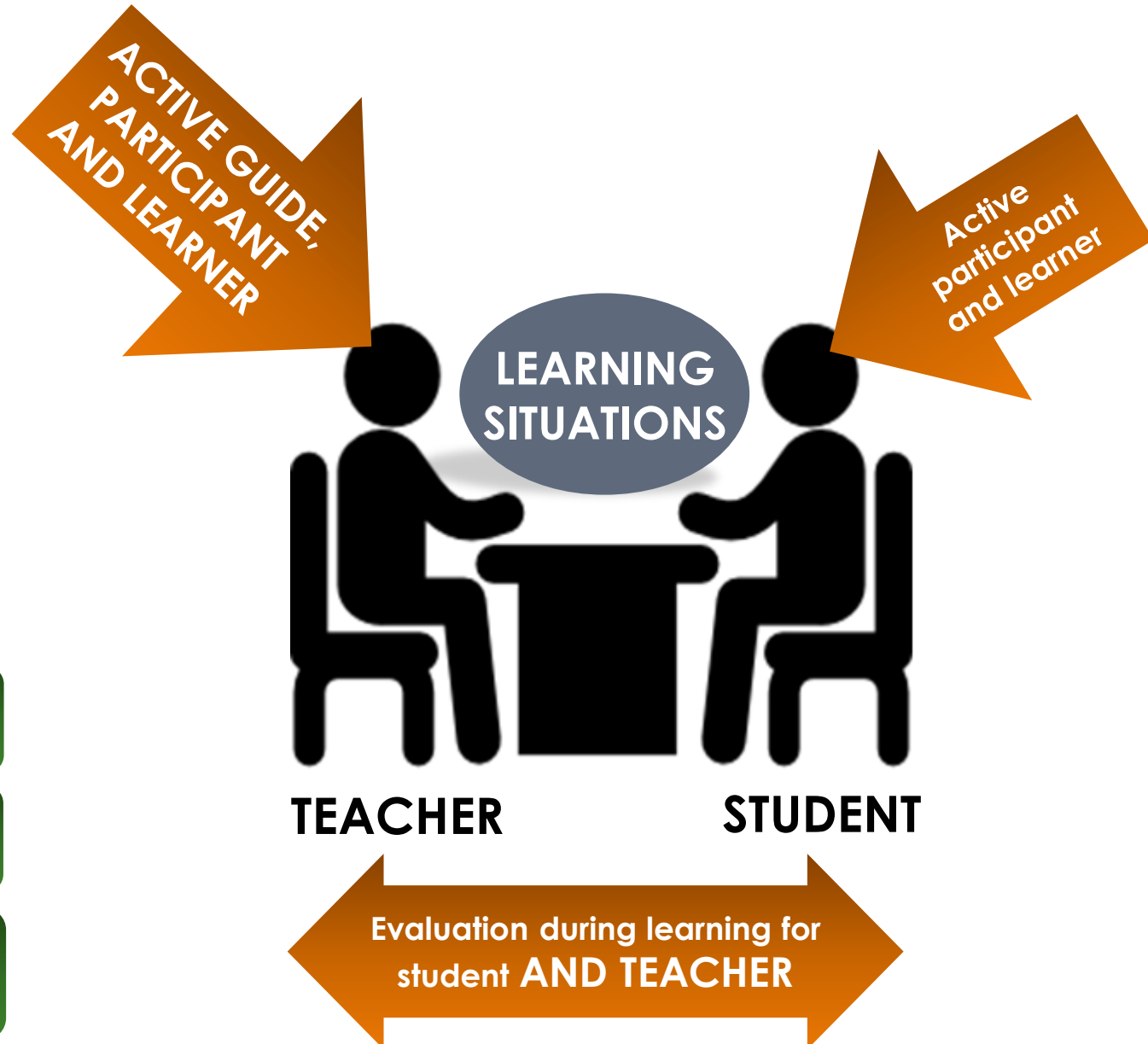
DEVELOPING PROFESSIONAL JUDGEMENT

**THE MOST EFFECTIVE WAY
FOR A TEACHER TO DEVELOP
PROFESSIONAL JUDGEMENT
IS TO JUMP INTO LEARNING
SITUATIONS!**

THE TEACHER LEARNING SITUATION

When a teacher uses Learning Situations in the classroom, they learn:

- course content
- to guide according to end-of-course outcomes
- how to interact orally in the context of course
- how to use and understand grids
- strategies and skills for correction
- to assess when students are ready for exam
- to have confidence in their professional judgement



TOOLS FOR TEACHERS

<https://padlet.com/ESLQuebec/professionaljudgement>

ESLQuebec • 1m

TOOLS for Developing Professional Judgement

For more information contact: FRAN BRANDOW (fran.brandow@csbe.qc.ca) or TERRI CHARCHUK (terri.charchuk@csdps.qc.ca)

TOOLS for UNDERSTANDING THE PROGRAM

PROGRAM INFORMATION

Found at:
www.eslquebec.wixsite.com/CCBE-DBE
in
Teacher Resources/
Program Information

TOOLS for USING LEARNING SITUATIONS IN THE CLASSROOM and ASSESSING STUDENT READINESS FOR EVALUATION

COURSE COMPONENTS



LEARNING SITUATION PROGRESSION



LEARNING SITUATIONS

- Individual
- Multi-Level
- Alexandrie

Found at:
www.eslquebec.wixsite.com/CCBE-DBE
in
Learning Situations

GRIDS

- Evaluation Grids
- Instructional Grids
- LS Evaluation Grids

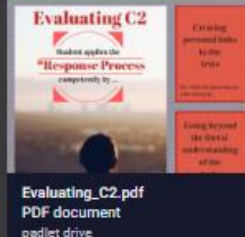
Found at:
www.eslquebec.wixsite.com/CCBE-DBE
in
Teacher Resources/
Evaluation

TOOLS for EVALUATION

EVALUATION STEPS



EVALUATING C2



CORRECTING EXAMS



GRIDS

- Evaluation Grids
- Instructional Grids

Found at:
www.eslquebec.wixsite.com/CCBE-DBE
in
Teacher Resources/
Evaluation

GRID DESCRIPTORS

- Available for:
- ANG 5101
 - ANG 5103

Found at:
www.eslquebec.wixsite.com/CCBE-DBE
in
Teacher Resources/
Evaluation/
Evaluation Grids

QUESTIONS ???

CONTACT INFO:

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Conseillère pédagogique,
Carrefour FGA

*For tools for teachers and questions about
implementation in the classroom:*

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Terri Charchuk

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Workshop Feedback:
<http://monurl.ca/89nl>

