|  |  |  |  |
| --- | --- | --- | --- |
| **Component 1:** **French instruction focuses on authentic communication in French**  **and a balance of Listening, Speaking, Reading & Writing.** | | | |
| French is the language of instruction. Language is frequently presented “on demand” based on what students wish to communicate as a social agent.  Listening, Speaking, Reading and Writing opportunities are backwards-planned based on an action-oriented task. The majority of class time is allotted to Listening and Speaking related to a variety of authentic situations and acts of speech. | French is the language of instruction. Language is presented with more emphasis on speech acts (making a request) and less emphasis on parts of speech (e.g. use of the conditional tense).  Listening, Speaking, Reading and Writing tasks are planned based on creating or simulating authentic communication in French based on the learners’ age and interest. | French is the language of instruction. Language is frequently presented using themes (e.g., holidays, seasons) mainly focussing on the development of vocabulary.  Listening, Speaking, Reading and Writing are somewhat balanced with an emphasis on assessment of Writing and Reading. Speaking tasks include opportunities for interaction. | French is the language of instruction. Language is frequently presented in isolated or disconnected ways (e.g. a unit on “le passé compose”).  More than 50% of class time is allotted to Reading/Writing activities. Speaking tasks focus on oral production. |
| **Component 2: Learning, teaching and assessment have a proficiency angle.** | | | |
| Learning goals, success criteria, and/or feedback are consistently connected to the quality of students’ use of French (i.e. what they can do with their language skills) in each of the strands. Skills and strategies relate to the development of linguistic, sociolinguistic and pragmatic competences. | Learning goals, success criteria and/or feedback emphasize skills and strategies related to the students’ ability to produce and understand communication in French. | Although learning goals emphasize students’ abilities to use the language, success criteria continue to emphasize form over function. | Learning goals, success criteria and/or feedback emphasize form over function (e.g. gender agreement).  Knowledge and understanding of content are emphasized (e.g. a true/false quiz based on content in a reading passage). |
| **Component 3: Learning is highly interactive.** | | | |
| Student’s interactions are sometimes structured and often spontaneous. Students use French to interact with the teacher and with other students, applying the language learned in new and familiar contexts.  Student’s interactions happen throughout the day focussing on language proficiency and on student engagement.  The classroom environment is student centered. Students move easily throughout the room which promotes oral interaction in a variety of groupings. | Student’s interactions are mostly organized by the teacher. Students have daily opportunities to interact in French with each other and with the teacher.  Student’s interactions happen regularly focussing on a communicative need.  The classroom environment promotes interaction. Student desks/tables are set up in groups. Some movement in the classroom between groups is promoted. | The most frequent interactions are student-teacher in guided and rehearsed practices.  Student’s interactions happen at a specific time focussing on specific content or themes.  The classroom environment promotes interaction in a structured way. Student desks are set up in partners. | The majority of communication is done by the teacher.  Student’s interactions are mostly prepared and sometimes memorized before they take place.  The classroom environment is not set-up for students to move around or engage in group work. |
| **Component 4: Learner autonomy and metacognition are of central importance.** | | | |
| Teachers and students use common language to describe progress based on a continuum of proficiency and are able to situate themselves and set specific goals for improvement, which inform upcoming learning opportunities. Students set individual goals for ongoing language learning. | Students are actively involved in describing progress and reflecting on next steps using an asset model. Student and teacher feedback that describe proficiency are integrated into future learning opportunities. | Teachers describe their students’ progress using an asset model and suggest next steps for improvement. Students develop autonomy through opportunities to implement next steps. | Students are aware of their progress based on marks and teacher feedback they receive. Metacognitive activities emphasize error correction. |

**Full implementation**

**Non-implementation**