French Autumn Term 'Sample' assessment analysis activity: Supporting Notes

These notes are intended to help support teachers' analysis of the sample assessment. Of course naturally, teachers will also have additional reflections.

Phonics

1. Which SSCs from the Y7 French SoW are tested in this test?

15 x SSCs tested from Y7 Fr 1.1 weeks 1 to 1.2 week 4, to align with NCELP rationale on number of items. All using unknown words taken from French items pool (slide 7 of Phonics test design ppt). No overlap with achievement tests at 2.1.6 or 3.2.2. No single SSC tested more than twice through listening across Y7, as indicated by colour highlighting. Green =Autumn & Spring / Yellow = Spring & Summer / Blue = Autumn & Summer

For comparison purposes:

	15 SSCs tested		15 SSCs tested at 2.1.6 in NCELP 'achievement test' version A		15 SSCs tested at 3.2.2 in NCELP 'achievement test'
1	l**o**t	1	fl**ou**	1	**qu**ine
2	j**a**se	2	da**tion**	2	t**on**d
3	r**é**	3	s**è**me	3	br**i**me
4	j**au**ge	4	n**a**se	4	cr**an**
5	crép**u**	5	ab**oi**	5	s**eau**
6	c**i**me	6	j**ou**g	6	ram**e**
7	b**ê**che	7	pinç**on**	7	cro**ch**e
8	maç**on**	8	v**eau**	8	r**e**mous
9	cl**ou**	9	p**on**d	9	g**ai**ne
10	b**an**	10	pr**é**	10	M**eu**se
11	g**au**le	11	bl**ê**me	11	ch**au**le
12	y**eu**se	12	**qu**inte	12	p**è**se

13	ho**che**	**13**	**re**loge	**13**	al**oi**
14	jov**ien**	**14**	cl**in**	**14**	tr**o**t
15	rec**tion**/ges**tion***	**15**	r**ai**ne	**15**	p**in**

*VH suggestion to avoid use of 'rection'.(!)

2. Evaluate the degree of fidelity to the NCELP principles and design decisions.

One direction only:
Sound-to-print through transcription tasks containing unfamiliar words✔
Print-to-sound through read aloud tasks of short, unfamiliar words (to compel students to rely solely on SSC knowledge when sounding them out) **x**

3. In light of your findings above, what are the possible next steps in testing SSC knowledge across the remainder of Y7?

1) Conduct a phonics speaking assessment(s). Possible models:

- Adopt a model of 6 x phonics tests per year (i.e half-termly) or 3 x year (termly) in a spoken homework style, using content from NCELP achievement tests 2.1.6 & 3.2.2. (10 words per term / 5 words per half term.)
- Use assessment 2.1.6 (Spring Term) to focus on testing speaking, using suggested NCELP format 'as is', testing again thereafter in summer using 3.2.2 'as is' to focus on speaking and listening.

Autumn Term = listening (+reading&writing) / Spring Term = speaking (+reading&writing) / Summer Term = listening&speaking (+reading&writing).

- Test both speaking and listening at both subsequent tests in Spring and Summer using NCELP tests 'as is'.
- Include a speaking test element within this Autumn Test NB some 'new' unfamiliar words needed. Not enough across the test content/items pool. Table included here for comparison purposes – note no repeated unfamiliar words.

	'Sample' listening	**2.1.6 listening**		**2.1.6 speaking**	**3.2.2 listening**		**3.2.2 speaking**
1	l**o**t	**1**	fl**ou**	dar**d**	**1**	**qu**ine	m**en**t
2	j**a**se	**2**	da**tion**	tr**i**me	**2**	t**on**d	z**ou**
3	r**é**	**3**	s**è**me	pri**t**	**3**	br**i**me	n**ain**
4	**j**auge	**4**	n**a**se	fl**an**	**4**	cr**an**	jar**d**

5	crép**u**	**5**	ab**oi**	t**ain**	**5**	s**eau**	v**ê**te
6	c**i**me	**6**	**j**oug	lam**e**	**6**	ram**e**	corn**u**
7	b**ê**che	**7**	pin**ç**on	bri**s**	**7**	cro**ch**e	d**é**
8	ma**ç**on	**8**	v**eau**	dan**ien**	**8**	**re**mous	vi**t**
9	cl**ou**	**9**	p**on**d	lo**ch**e	**9**	g**ai**ne	**j**onc
10	b**an**	**10**	pr**é**	g**en**t	**10**	M**eu**se	gla**ç**on
11	g**au**le	**11**	bl**ê**me	b**eu**se	**11**	ch**au**le	bru**tion**
12	y**eu**se	**12**	**qu**inte	tou**x**	**12**	p**è**se	pou**x**
13	ho**ch**e	**13**	**re**loge	t**au**le	**13**	al**oi**	pr**a**se
14	jov**ien**	**14**	cl**in**	coss**u**	**14**	tr**o**t	sal**ien**
15	rec**tion**/ges**tion***	**15**	r**ai**ne	pl**o**t	**15**	p**in**	gi**s**

Ticks indicate which unfamiliar words have been used from the pool:

SSC	French 1	French 2	French 3	SSC	French 1	French 2	French 3
SFC –x	toux✔	poux✔	houx	**an**	flan✔	cran✔	ban✔
SFC –d	jard✔	**lard**	dard✔	**on**	pond✔	tond✔	gond
SFC –t	prit✔	vit✔	**mit**	**SFe**	rame✔	**crame**	lame✔
SFC –s	bris✔	gis✔	**spis**	**in**	crin	clin✔	pin✔
a	nase✔	prase✔	jase✔	**ain**	tain✔	nain✔	**zain**
i	brime✔	cime✔	trime✔	**è**	sème✔	pèse✔	**sève**
eu	yeuse✔	beuse✔	Meuse✔	**ê**	vête✔	blême✔	bêche✔
e	reloge✔	remous✔	**recel**	**ai**	daine	raine✔	**gaine**
o	lot ✔	plot✔	trot✔	**oi**	aloi✔	**coi**	aboi✔
eau	veau✔	seau✔	sceau	**ch**	croche✔	hoche✔	loche✔
au	chaule✔	gaule✔	taule✔	**ç**	glaçon✔	maçon✔	pinçon✔

u	cossu✔	cornu✔	crépu✔	**qu**	quinte✔	quine✔	**quille**
ou	zou✔	clou✔	flou✔	**j**	jauge✔	jonc✔	joug✔
é	pré✔	dé✔	ré✔	**-tion**	dation✔	rection✔	brution✔
en	ment✔	**sent**	gent✔	**-ien**	salien✔	jovien✔	danien✔

NB new versions at Feb 21 also includes testing on 'liaison' in speaking test
2) Consider where testing of 'liaison' will fit. (E.g. Incorporate into spoken homeworks? Follow NCELP 'as is'?)
Eight items tested as part of 2.1.6 suggested by NCELP.
Test items here for reference:

1.	mon auge	**5.**	c'est aigu
2.	six ânes	**6.**	des ouches
3.	c'est rance	**7.**	deux gonds
4.	des râles	**8.**	un chais

Vocabulary

4. Which question types are used? Note any additional observations on the question types.

		Modality	**Type of activity**	**Knowledge tested**
Question Type 1	✔	Listening	Spoken meaning recognition	Meaning(definition)

Both pictures and English words are used in this question type. To confirm:
NCELP will be using words rather than pictures in all assessments going forward (as per Feb 21 issue of the update Y7 achievement tests). Reasons as follows:
1) teacher feedback on too much paper (the pictures meant there were three (colour) pages of A4 in the paper test for one question; now it is all on one sheet and black/white).
2) the difficulty in ensuring that pictures are 100% unambiguous.
3) (related to the second point) since students have learned to connect a certain English word with an L2 translation, it seems fair to use those same English words as prompts.

	Question Type 2	✔	Listening	Spoken meaning recall	Meaning (definition) Meaning (association)
	Question Type 3	✔	Reading	Written meaning recall	Meaning (definition)
	Question Type 4	✔	Reading	Written meaning recall	Meaning (definition) Use (collocation)
	Question Type 5	✔	Writing	Written form recall	Form (written) Meaning (definition)
	Question Type 6	✔	Writing	Written form recall	Form (written) Meaning (definition) Use (collocation)
	Question Type 7	x	Speaking	Spoken form recall	Form (spoken) Meaning (definition)

Additional observations – question type 2:
This question type mirrors the style of the 7.3.2.2 version of this question. By testing more words at once, a larger bank of knowledge can be tested. This is particularly important as students reach the end of Year 7 and beyond because naturally, there are more words to test and this question style allows a larger bank of knowledge to be tested in as efficient a way as possible.

5. Are any question types are missing? What considerations (if any) would teachers likely need to take as a result?

Speaking not included. Conduct a spoken form recall test/s.
Possible models:

- Combine vocabulary with phonics. Adopt a model of 6 x tests per year (i.e half-termly) or 3 x year (termly) in a spoken homework style, using content from NCELP achievement tests 2.1.6 & 3.2.2.
- Use assessment 2.1.6 (Spring Term) to focus on testing speaking, using suggested NCELP format 'as is', testing again thereafter in summer using 3.2.2 'as is' to focus on speaking and listening.

Autumn Term = listening (+reading&writing) / Spring Term = speaking (+reading&writing) / Summer Term = listening&speaking (+reading&writing).

- Test both speaking and listening at both subsequent tests in Spring and Summer using NCELP tests 'as is'.
- Include a speaking test element within this Autumn Test, selecting appropriate items i.e. ensure no repeats with 2.1.6 and 3.2.2 and cross referencing against content from the listening/ reading/writing as best as possible.

For reference, these are the target items for the speaking tests from 7.2.1.6 & 7.3.2.2

Vocabulary (MEANING)

Say the **French** for the words below.

Remember to say the word for '**the**' if needed!

7.2.1.6	**7.3.2.2**
1. the thing	1. to look like, resemble
2. to do/make, doing/making	2. to win, winning
3. amusing, entertaining (f.)	3. new (m)
4. well	4. today
5. sad	5. beautiful (f)
6. the machine	6. the bedroom
7. the person	7. the world
8. as, like	8. to give, giving
9. to ask for, asking for	9. to arrive, arriving
10. the housework	10. the trip, the journey
11. every	11. the clothes
12. they (f. pl.)	12. seven

13. yellow	13. which (m)
14. the checkout	14. the word
15. four	15. the building
16. the wave	16. the number
17. to open, opening	17. to tick, ticking
18. intelligent (m.)	18. naughty (m)
19. this, that	19. if
20. the parent	20. the week

6. What is the balance between recognition and recall?

Listening	**Reading**	**Writing**	**Speaking**
8 x spoken meaning **recognition** 5 x spoken meaning **recall**	8 x written meaning recall	11 x written form recall	0 x spoken form recall

8 x recognition, **24 x** recall

Compare to NCELP Spring Term 2.1.6 **10 x** recognition / **70 x** recall

Although speaking is not included in this test, the strong bias towards recall is maintained.
Rationale - firstly to encourage students to build a strong active vocabulary from the very beginning, testing students mainly on their ability to retrieve meaning and form from memory.

	Second, a focus on recall gives us the freedom to include varied question types, and limit the number of multiple choice exercises. Overreliance on multiple choice allows students to gain a significant number of marks from guessing. In a 6-choice format, students can achieve a score of 16.7% without any knowledge at all. In a 4-choice format, this figure increases to 25%. This does result in a more challenging test – ratios could be revised to cater for different ability profiles. Another option here is to open up dialogues with students about the nature of vocabulary learning. As 'recall' is a deeper learning opportunity than 'recognition' we could use this opportunity to re-educate students to understand this, and to accept that scores may be lower but that the time they spend doing the test is more valuable learning time in itself.
7. Consider vocabulary coverage – are enough words represented?	32 words in total are tested. Words tested in this test include words taught up to and including **7.1.2.5**. This would allow teachers to test before the Christmas holidays. 180* words taught up to this point. Compare to NCELP Spring Term 2.1.6 **10 x** recognition / **70 x** recall = 80 total / 265* words taught up to this point. (*this figure comprises both masculine and feminine forms of adjectives and relevant nouns.) 32 words = 18% of overall words taught up to this point. @2.1.6 - 80 words = 30% or words taught up to that point. Testing on speaking would increase the percentage to 30% of taught words. This would be around 16 -17 words.
8. What is the balance of word choice? Any words overly represented/too	The NCELP planning process for assigning words to question types involves the use of a very sizeable spreadsheet, as shown on slide 10. Whilst a spreadsheet has not been used here, it is clear that careful thought has been given to avoid using repeat items both for target items and distractors, as far as is feasibly possible when conducting this process by eye.

frequently repeated?	Thought has also gone into choosing appropriate distractors for multiple choice questions, in keeping with NCELP principles as regards choice of distractors: Two main factors influence the choice of distractors appearing alongside a target item. First, all distractors must belong to the same word class as the target item, so that students cannot use their grammatical knowledge to select answers by process of elimination. Second, the spelling of words used as distractors plays a role in question differentiation – distractors similar in form to the target item, containing many of the same letters, add an extra challenge.
9. Based upon the content and design of this test, what factors (if any) would teachers need to bear in mind when testing in Spring and Summer?	It would seem that the test could sit alongside the NCELP Spring and Summer achievement tests, given that the target items have been designed overall to be different to subsequent NCELP test content.
Grammar	
10. Which elements have been chosen as the principled sample of grammar structures? Comment on the	<u>Listening</u> Articles Intonation questions vs. statements <u>Reading</u> Verb forms (irregulars – *avoir / être / faire* – singular persons) Word order Noun gender agreement Two-verb structures

<table>
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<td>appropriateness of these selections.</td>
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<u>Writing</u>
Verb forms (irregulars – avoir / être / faire & -er vebs up 2.1.5 – singular persons)
Adjective agreement (gender)
Two-verb structures

These are all grammatical structures which have been taught in the SoW up to 7.1.2.5

It is appropriate to only test singular persons of the verb forms (for both irregulars and regular –er verbs), given that the first teaching of plural forms occurs at 7.1.2.5 ('nous' form of regular –er verbs), leaving plural forms to be focussed on later, when they will have been comfortable taught.

The question items have been created using vocabulary from the SoW up to and including 7.1.2.5 and there looks to be evidence of the items having been reviewed against the vocabulary test to ensure that there are no clashes.

This is not purely an achievement test. A written applying your knowledge section in the form of translation is included at the end of the test is included. This is discussed more fully in no.14.
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<td>11. What is the spread across the different modes and modalities?</td>
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<table>
<tr><th>Grammar feature</th><th>Reading</th><th>Listening</th><th>Writing</th><th>Speaking</th></tr>
<tr><td>Articles
Def / indef; gender; number</td><td>-</td><td>4 items</td><td>-</td><td>-</td></tr>
<tr><td>Question formation
Intonation; do-aux in English vs. TL</td><td>-</td><td>3 items</td><td>-</td><td>-</td></tr>
<tr><td>Subject-verb agreement (regular -ER)</td><td></td><td>-</td><td>6 items</td><td>-</td></tr>
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1st / 2nd / 3rd singular				
Subject-verb agreement (irregular) être; avoir; faire 1st / 2nd / 3rd singular	5 items	-		-
Present continuous formation Two forms in English vs. one in TL				
Article & adjective agreement Def / indef; gender;	-	-	2 items	-
Adjectival word order Post-nominal	2 items	-	-	-
Noun gender agreement	2 items	-	-	-
Two-verb structures	2 items	-	2 items	-
Total – 28 items	11 items	7 items	10 items	0 items

As with phonics and vocabulary, speaking is not included in this assessment.

For comparison - **Achievement Test French 7. 2.1.6 (NB this refers to the Feb 21 version of NCELP Y7 2.1.6 achievement test)**

Grammar feature	Reading	Listening	Writing	Speaking
Preposition "to" + article	-	4 items	-	-
Subject-verb agreement (regular -ER) 1st / 2nd / 3rd singular; 1st / 2nd / 3rd plural	8 items	-		

Subject-verb agreement (irregular) être; avoir; faire 1st / 2nd / 3rd singular; 1st / 2nd / 3rd plural	6 items	-	7 items	9 items	
Present continuous formation Two forms in English vs. one in TL		-			
Question formation Intonation; *do-aux* in English vs. TL	-	-	-		
Article & adjective agreement Def / indef; gender; number	3 items	-	2 items		
Uses of "avoir" and "être"	3 items	-	-	-	
Adjectival word order Post-nominal	3 items	-	-	-	
Noun gender agreement	2 items	-	-	-	
Two-verb structures	2 items	-	2 items	-	
Possessive adjectives mon/ma/mes; ton/ta/tes	2 items	-	-	-	
Adjective agreement Gender; number	-	-	2 items	-	
Subject pronouns il / elle meaning "it"	-	-	2 items	-	
Noun phrases	-	-	-	2 items	

Total – 59 items	29 items	4 items	15 items	11 items

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	In this Autumn sample test, when compared to the ratios from 7.1.2.6, given there are less items to test, and in order to make this a shorter test, items tested through reading are lower and more or less match the number of items tested through writing, with in fact, a greater number being tested though listening than in 7.1.2.6. As previously noted, grammar knowledge through speaking is not assessed here, and this is something teachers would need to reflect on. It is detailed in the notes field on slide 3 re: coverage of grammar for the 2.1.6 achievement test that, French only includes one set of items in the Listening part of the test. That is because many of the structures (for example most of the verb endings) are not audible in French, therefore it made most sense to focus on testing these in Reading, rather than Listening parts of the test. An extra listening question has been included in this sample Autumn assessment, to test recognition of statements vs. intonation questions. This is first taught in the Y7 French SoW in 1.1.2, and revisited regularly through the first term, therefore, it is appropriate to include this for testing at this point and maximises use of the listening mode. Questions vs. statements are later tested in 7.3.2.2, however, a broader range of question types is included for testing at the end of year stage (e.g. intonation/ s-v inversion / use of questions words), so no effect on the summer test question.
12. What degree of fidelity do the individual	Overall, the questions within the grammar section of the test maintain a high degree of fidelity to the NCELP assessment design principles.

question types maintain to NCELP assessment design principles? Consider in particular the extent to which each question successfully isolates and tests students' grammatical knowledge of a particular feature. Refer to slides 6-12 to inform your conclusions.	The vast majority of questions mirror precisely the example items showcased on slides 6-12 'assessment design: grammar'. E.g. When testing that students understand the meaning of the grammar feature as well as their recognition of the form e.g. knowledge of subject-verb agreement, rather than giving the answer options in the target language, the subject pronouns are deliberately given in English. Isolating productive knowledge of syntax is achieved. Adjectival word order question - This question focusses on the order of words in phrases which include an article, adjective and noun French. So here students are given the three words and have to write them in the correct order. By giving students the three words, students' ability to accurately produce the syntax itself is isolated, rather than also requiring them to recall the correct lexical forms. The clues in the writing section ensure that vocabulary recall is not a barrier to evidencing grammatical knowledge of the particular features being tested. Grammatical features are contrasted and tested in parallel with how they are dealt with within the Scheme of Work. Written productive items require students to supply just one element, rather than producing a whole sentence –to make the scoring of the written items manageable. This also aids diagnostic feedback for students and teachers alike. One exception where the question does not mirror the NCELP assessment design principles as closely, is the grammar question on Articles in the Listening section: **Grammar: ARTICLES**

You will hear four sentences. The **final word** is missing in each sentence. **Put a tick (✔)** next to the **noun that** completes the sentence.

You will hear each French sentence **twice.**

1.	☐ femme	☐ professeur	(Transcript = *Voici le…)*
2.	☐ courses	☐ cuisine	(Transcript = *Elle fait les…)*
3.	☐ voiture	☐ ordinateur	(Transcript = *Il a une…)*
4.	☐ médecin	☐ chanteuse	(Transcript = *Tu aimes la…?)*

In the 7.2.1.6 NCELP achievement test, articles are tested through reading as follows:

PART B (ARTICLES)

Put a cross (x) next to the word which could replace the **underlined word**.

1. Ils trouvent **la** solution.	☐ un	☐ une	☐ des
2. J'ai **un** portable.	☐ le	☐ la	☐ les
3. Tu as **des** voitures.	☐ le	☐ la	☐ les

The aim here is to try to isolate students' grammatical knowledge of gender and number agreement. Here, the student has to recognise the gender and/or number of the underlined word, in order to match it to the alternative form which has the same function. So here, successfully completing this item is not reliant on pupils recalling the gender of a particular lexical items. Rather it is trying to test whether they recognise the gender and number as it is marked on the article.

In the listening example above from the sample test, successfully completing the item is reliant on pupils recalling the gender of a particular lexical item. To align this activity with NCELP assessment design principles, consider giving the gender in brackets as (m) or (f).

See this listening example from 7.2.1.6 as a further similar example:

PART A (PREPOSITIONS)

The **final word** is missing in each sentence. **Put a cross (x)** next to the **noun that** completes the sentence.

You will hear each French sentence **twice.**

1.	☐ parc (m.)	☐ caisse (f.)
2.	☐ magasin (m.)	☐ Paris
3.	☐ tableau (m.)	☐ maison (f.)
4.	☐ collège (m.)	☐ université (f.)

Transcript:

1. Je vais au ...
2. Il va à ...
3. Nous allons à la ...
4. Vous allez au ...

13. Based upon the content and design of this test, what factors would teachers need to bear in mind when testing in Spring and Summer?

The circled elements in the table below are the grammar features which are not tested in this Autumn test and therefore could be considered as useful to test in the Spring Term, either using the relevant questions selected from 7.2.1.6 NCELP achievement test or conducting the test as a whole, as an opportunity to revisit the previously tested structures also.

Grammar feature	Reading	Listening	Writing	Speaking
Preposition "to" + article	-	4 items	-	-
Subject-verb agreement (regular -ER)	8 items	-	4 items	

1st / 2nd / 3rd singular; 1st / 2nd / 3rd plural				6 items	
Subject-verb agreement (irregular) être; avoir; faire 1st / 2nd / 3rd singular; 1st / 2nd / 3rd plural	6 items	-	3 items		
Article & adjective agreement Def / indef; gender; number	3 items	-	2 items		
Uses of "avoir" and "être"	3 items				
Adjectival word order Post-nominal	3 items	-			
Noun gender agreement	2 items				
Two-verb structures	2 items		2 items		
Possessive adjectives mon/ma/mes; ton/ta/tes	2 items				
Adjective agreement Gender; number			2 items		
Subject pronouns il / elle meaning "it"			2 items		

	Question formation Intonation; *do-aux* in English vs. TL				3 items
	Noun phrases				2 items
	Total – 59 items	29 items	4 items	15 items	11 items
14. Consider the translation section at the end of the sample test. This is an example of an Applying Your Knowledge question type. NCELP wait until the end of Year 7 to conduct Applying Your Knowledge tests. Why might this be? What considerations would teachers need to bear in mind if including	Applying Your Knowledge tests are essentially: bringing sentences together, getting to work at above word level, bringing vocab, grammar and phonics together, mixing modalities and modes -> oral and written, reception, production It is difficult and time consuming to create these Applying Your Knowledge tests in the earliest stages in year 7 - because there is not so much known language available that fits into one coherent paragraph on the same topic - it *can be done*, but it does take skill and time, as it is important to pick the vocab and grammar really carefully so that it doesn't come out as mechanical language with no purpose. So whilst it can be done, it might not be worth the effort from teachers to try to create paragraphs to translate. In this sample test, individual sentences have been offered for students to translate. Students are asked to so this in lesson ppts, so general principles to successfully bringing forward translation, for example, would be to ensure sentences are constructed only using language students have met (to avoid too higher demand of students at this early stage and avoid impacting on motivation) and that mark schemes are properly devised. In this sample test, the translation section is set up to allow for differentiation. There are a number of ways that teachers would give instructions to students on how to complete the questions. Whilst as a Centre we have not created differentiated tests at KS3, this shows how some teachers are adapting assessments to suit their context by offering different levels which could help in lessening pressure at these early stages of language learning, especially for lower ability learners for example.				

these question types earlier in the course of study?	