

## Analysis of Student Learning

### Whole class

| Learning objective  | Instructor's comments  |
|---|--|
| <p><b>K1.</b> Students will know key facts about Francophone Africa.</p>  | <p>For the most part, this learning goal was addressed within the first two weeks of the unit. The formative assessment for this goal was the written response to the quote by Amadou Hampâté Bâ and every student offered a fairly thoughtful response to the prompt. During the post-assessment debate, which was factored into the "oral 2" grade, the class truly demonstrated that they had exceeded my expectations. (Number of students who attained goal: <b>17</b>)</p> |
| <p><b>K2.</b> Students will know vocabulary associated with West Africa and traditional West African stories.</p>   | <p>The assessments for this goal overlapped with those used for the <b>K1</b> and as mentioned earlier, the students exceeded my expectations in these assessments. However, most students did not make an effort to incorporate what they learned about West Africa into their folktales. (Number of students who attained goal: <b>17</b>)</p>   |
| <p><b>K3.</b> Students will know vocabulary and verbs associated with moving from one place another and expressing one's feelings about a particular place.</p> | <p>Student achievement in this area is mostly reflected in "oral 3" the imparfait quiz, and "oral 4". For the most part, the students did well this vocabulary, as many of the words were cognates. The theme of "moving" was something to which these students could easily relate, as they have all moved a number of times in their lives. (Number of students who attained goal: <b>17</b>)</p>  |
| <p><b>K4.</b> Students will know the formula used to conjugate verbs in the imperfect (<i>imparfait</i>) tense.</p>   | <p>The formative assessment for this goal was the Imparfait quiz, and all of the students in the class met the criteria that I set for this goal. The students had very little trouble with the formula for imparfait. (Number of students who attained goal: <b>17</b>)</p>   |
| <p><b>S1.</b> Students will be able to derive meaning from a traditional West African story.</p>  | <p>Student achievement in relation to this goal is reflected in the grades for "oral 1", the "présentation du conte" and the "résumé du conte". Most of the students met the criteria for this goal. However, their level of comprehension was lower than I had expected it to be. This was made clear in the post-presentation discussions, which factored into oral 1, and the written summaries of the folktales. (Number of students who attained goal: <b>14</b>)</p>       |

I really enjoyed how you broke down the analysis of student learning into the different categories. It is easy to see the impact of this unit on Afrique Francophone on students both through the constructions of their own tales and the powerpoints they created.

Excellent. See rubric for more specific feedback.

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|--|---|
| <p><b>S2.</b> Students will be able to demonstrate comprehension by acting out a traditional African story.</p>  | <p>Every student participated in this activity and none failed to meet the standards set forth by the rubric. Frankly, I was disappointed with the presentations. The students were very unimaginative in their presentations and did not do much in the way of interpretation, in spite of the fact that they were given a substantial amount of time to prepare the skits. (Number of students who attained goal: <b>17</b>)</p>  |
| <p><b>S3.</b> Students will be able to conjugate verbs in the imperfect verb tense.</p>  | <p>The formative assessment for this goal was the Imparfait quiz, and all of the students in the class met the criteria that I set for this goal. The students had very little trouble with the formula for imparfait. (Number of students who attained goal: <b>17</b>)</p>  |
| <p><b>S4.</b> Students will be able to discern when the <i>imparfait</i> should be used as opposed to the <i>passé compose</i>.</p>  | <p>This is where the students had the most difficulty as their formative assessment (<i>Grand contrôle: passé compose/imparfait</i>) clearly demonstrates. This difficulty was also evident in their written folktales (Number of students who attained goal: <b>15</b>)</p>  |
| <p><b>S5.</b> Students will be able to effectively use the <i>imparfait</i>, the <i>passé compose</i>, and the present tense in order to make comparisons between Dakar and where they used to live both orally and in writing.</p>          | <p>Again this was a topic that hit close to home with the students and they had very little difficulty with it. Their written responses to the pre-assessment prompt were excellent and the peer and the interview activity went very well (oral week 3). The post-assessment activity in which they compared Dakar to where they used to live also went well (oral 4). (Number of students who attained goal: <b>17</b>)</p>   |
| <p><b>S6.</b> Students will be able to effectively use the <i>imparfait</i>, the <i>passé compose</i>, and the present tense in order to tell a story that begins in the past tense and ends in the present, both orally and in writing.</p> | <p>(Contes sénégalais) Overall, I was satisfied with the stories that the students wrote, even though they did not incorporate as many elements of African folktales as I would have liked. However, a few students never wrote a rough draft (which accounted for many careless errors in their final drafts) and two students never turned in a final draft. Another two students opted to write a newspaper article about a sporting event at school. One of these two students received a zero for putting an article from the school newspaper into an online translator. On a side note, my cooperating teacher and I graded the folktales together. She is a much more difficult grader than I am. (Number of students who attained goal: <b>14</b>)</p> |

**Analysis of Student Learning**  
**Students who speak two or more languages**

**Vs.**

**Students for whom French is a second language**

**Rationale:** These are interesting subgroups to compare to one another, as many people theorize about how much easier it is to learn another language after having learned a second language. In this case, the best learning goal upon which to base this analysis is **S4**: *Students will be able to discern when the imparfait should be used as opposed to the passé composé*. This is simply because **S4** is the learning goal that most directly relates to how well the students have grasped the key grammatical content that was introduced in this unit; that is to say the *imparfait*. It would be difficult to analyze pre and post-assessments for this goal, as these assessments addressed other learning goals as well. Therefore, this analysis will be based upon the major formative assessment for this goal: the test entitled *Grand contrôle: passé composé/imparfait*.

| Students who speak two or more languages   | Students for whom French is a second language            |
|--|--|
| Student: Alexander<br>Nationality: Italian<br>Languages: Italian, Portuguese<br>Score: 96% | Student: Caroline<br>Nationality: American<br>Score: 78% |
| Student: Ahmed<br>Nationality: Kuwaiti<br>Languages: Arabic, English<br>Score: 71%         | Student: Adam<br>Nationality: American<br>Score: 76%     |
| Student: Wairimu<br>Nationality: Dutch-Kenyan<br>Languages: English, Dutch<br>Score: 80%   | Student: Jasmyn<br>Nationality: American<br>Score: 74%   |
| Student: Benjo<br>Nationality: Dutch<br>Languages: Dutch, English<br>Score: 93%            | Student: Jean-Luc<br>Nationality: American<br>Score: 72% |
| Student: Katinka<br>Nationality: Dutch<br>Languages: Dutch, English<br>Score: 65%          | Student: Davy<br>Nationality: American<br>Score: 70%     |

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| Student: DJ<br>Nationality: Dutch<br>Languages: Dutch, English<br>Score: 75%                 | Student: Seydou<br>Nationality: Senegalese-American<br>Score: 67%  |
| Student: Iwe<br>Nationality: Dutch<br>Languages: Dutch, English<br>Score: 56%                | Student: Kadijah<br>Nationality: Senegalese-American<br>Score: 82% |
| Student: Madelena<br>Nationality: Portuguese<br>Languages: Portuguese, English<br>Score: 76% |  |
| Student: Celina<br>Nationality: German<br>Languages: German, English<br>Score: 89%           |  |
| Student: Jorge<br>Nationality: Spanish<br>Languages: Spanish, English<br>Score: 98%          |  |
| <b>Overall average score: 79.9%</b>  | <b>Overall average score: 74.14%</b>                               |

**Analysis:** There are several factors that compromise the reliability of this data. To begin with, there are fifty percent more students who speak two or more languages (group 1) than there are students for whom French is a second language (group 2), and this disparity of empirical data makes it difficult to compare overall average scores. However, it is worth noting that the average test score of the students in group one was more than 5 percentage points higher than the students in group 2, which gives some merit to the theory that was mentioned in the rationale to this analysis. It should also be noted that group 1's overall average is dragged down by Iwe's test score, which seems incongruous when compared to the scores of the other students in his group. In fact, if we were to analyze this data on individual basis, we would find that the top four scores for this test (98, 96, 93, and 89) all come from students in group one, which would also indicate that the theory mentioned above is correct. However, this data does not take into account prior knowledge. For example, I had noticed when correcting writing assignments in the past that some students in this class were already familiar with the *imparfait*, including Jorge, Alex, and Celina; students who had three out of the four highest test scores. Therefore, I am inclined to conclude that this data is inconclusive as it is unreliable. It certainly did make for an interesting study though.

## Analysis of Student Learning

### Individuals: Benjo and Iwe

**Rationale:** There is a set of triplets in this class, and I thought it would be interesting to select two of the siblings, Benjo and Iwe, and compare their progress towards the learning goals contained in this unit. It is important to understand Benjo and Iwe's learning because even though they are the same age and have had the same French instructors for the past two years, they have demonstrated extremely different performance levels in French.

**Pre-assessments:** The differences between Benjo and Iwe's levels of performances were not always clear, especially when it came to pre- assessments. This is because many of the pre- assessments in this unit consisted of brief, in-class writing assignments and oral activities that were factored into the weekly oral/written work grades that appear in the accompanying table. That is to say that the pre-assessments were designed to give me an idea of the students' prior knowledge. Therefore, these assessments were generally not individually graded, but were part of a weekly grade. Iwe works well in class, has a decent accent, and participates in all of the activities, and this is why his weekly oral/written grades were relatively high.

**Formative assessments:** The contrast between Iwe and Benjo's levels of performance is perhaps best illustrated by some of the unit's formative assessments. For instance, Benjo got a 19/20 for his response to Amadou Hampâté Bâ's quote, while Iwe got a 16. This may not seem like a glaring example of the differences in Benjo and Iwe's performance levels, but upon examining the two responses, it is clear that Benjo is a stronger writer in French than his brother. However, the students were graded more on content than on form in the assessment. The assessments that relied more heavily upon grammar truly highlighted the differences in the performance levels of these two students. For example, Benjo scored

an 83 on the Imparfait quiz, while Iwe got a 66; and that was after Iwe retook part of the quiz because there was a section in which he got every question wrong. Benjo also got the third highest score in the class on the *Grand contrôle*, while his brother got the lowest score. Then there was the *Conte* assignment which required students to apply what they have learned and write their own folktale. Benjo only got a sixty seven on this assignment, but that was because it was turned in late. However, he did an excellent job making the corrections to his story that he was assigned to do for homework. Iwe, on the other hand, never turned in a final folktale, in spite of the fact that he worked on his outline in class.

**Post assessments:** Much like pre-assessments, the post-assessments in this unit were often in-class assignments and activities that factored into weekly oral/written grades. This is because the post-assessments were usually not formal, but were designed to allow students to reflect on what they learned and to give me feedback on what can be improved about this unit. There was, however, one post-assessment that was graded individually: the *Résumé du conte*. For this, students were required write a summary of the folktale that they presented with their group. Benjo's summary was excellent and he got a 19/20. Iwe never turned his in and consequently received a 0.

## Les « Amis » par [REDACTED]

Une fois il y avait un feu dans une petite maison. L'habitant de la maison était un chat. Son meilleur ami est un chien, et ils étaient amis pendant vingt ans. Le chat était vraiment fâché à cause du feu, et il pensait que c'était le chien qui l'a fait, parce qu'ils avaient un conflit le jour avant le feu. Le chat disait au chien qu'il voulait avoir un rendez-vous au parc de la ville. Le lendemain le chat et le chien étaient ensemble, dans le parc. Le chat disait qu'il savait que c'était le chien qui a mis le feu, à cause du conflit. Le chien disait qu'il ne pouvait pas faire quelque chose comme ça à son ami. Mais le chat a ri seulement. Le chien disait qu'il trouvait que le chat était devenu fou. Le chat refusait de parler avec le chien pendant longtemps. Quelques semaines après l'incident, le chat était dans son jardin, quand il a entendu quelqu'un à la porte de sa maison. Il est allé à la porte et il voyait les pompiers. Les pompiers ont dit qu'ils ont enquêté l'accident et qu'ils ont trouvé que c'est lui-même qui est la cause du feu. Maintenant le chat s'est rappelé qu'il a oublié de fermer le gaz après préparait son diner le même jour du feu. Il s'est rappelé aussi le conflit avec le chien dans le parc. Immédiatement il est allé chez le chien. Il a frappé à la porte et après dix minutes le chien l'a ouvert. « Qu'est-ce que tu veux ? » Le chat disait qu'il voulait s'excuser pour l'accident, mais le chien a claqué la porte en disant « Si tu ne peux pas avoir confiance en tes amis, je ne veux pas être ton ami ». Le chat était triste et il n'y avait pas d'autres amis pour le reste de sa vie, mais il a appris une leçon importante, c'était que tu ne dois pas risqué immédiatement l'amitié pour les conflits si vous pouviez trouver une solution.

**Comment [C1]:** Attention au temps!

**Comment [C2]:** p.c.

**Comment [C3]:** En ville.

**Comment [C4]:** Au parc

**Comment [C5]:** A seulement ri

**Comment [C6]:** p.c.

**Comment [C7]:** était fou

**Comment [C8]:** Bien, mais "faire une enquêtee sui..."

**Comment [C9]:** Attention au temps!

**Comment [C10]:** Attention au temps!

**Comment [C11]:** Après avoir préparé...

**Comment [C12]:** du

**Comment [C13]:** participe passé d'ouvrir???

**Comment [C14]:** pc

**Comment [C15]:** infinitif

**Comment [C16]:** On ne doit pas... si on peut trouver...

C'est un bon conte, Benjo mais c'est en retard. En plus, il y a beaucoup de petites fautes à cause du fait que tu ne m'as jamais donné un « rough draft ». Fais des corrections, et renvoie le nouveau conte à mon email.

## **Les « Amis »** par [REDACTED]

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