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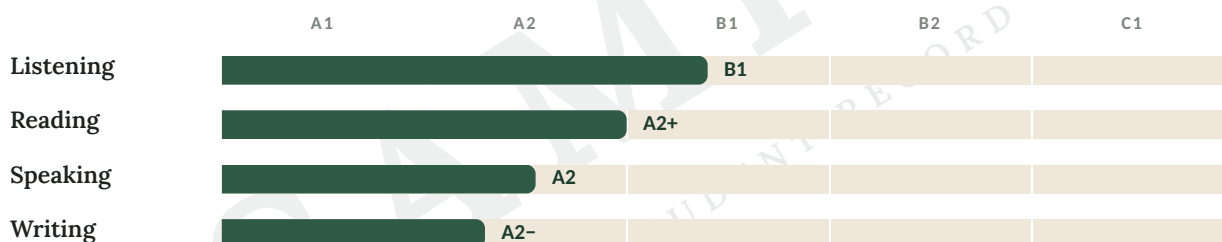
STUDENT	PARENT / GUARDIAN	ASSESSED	ASSESSING EDUCATOR	REFERENCE
Maya Thompson Age 10 • Grade 5 • French Immersion, 6th year	Danielle Thompson Ottawa, Ontario	14 Aug 2026 30 min, 1:1 online	Camille Béland OCT • DELF Examiner A1-B1 • M.Ed	IT-ASM-2026 -0814-MT Retain for your records

OVERALL RESULT • COMMON EUROPEAN FRAMEWORK (CEFR)

A2 secure, entering B1

Elementary, moving toward Intermediate

Maya understands far more French than she can produce. Six years of immersion have given her a strong ear — her listening is already at **B1** — while her speaking and writing sit a band behind at **A2**, because accuracy under time pressure hasn't caught up. Closing that gap is the fastest progress available to her, and it is what we would work on first.



Position on the CEFR scale as observed in this session. + means secure and moving into the next band; - means emerging within it. Band descriptions on page 2.

What we saw, and what moves each one forward

Listening B1	Reading A2+
Main idea, familiar topics B1	Decoding and fluency aloud B1
Specific detail — times, numbers B1	Familiar, classroom-style texts B1
Unfamiliar accent or fast speech A2	Inferring unknown words A2
Implied meaning and tone A2	Texts beyond school topics A2
Observed: Five of six comprehension questions correct on first listening, including both detail questions, with no replay requested. Missed the reason given in the faster clip. NEXT STEP Wider exposure to unscripted speech and varied accents. Her strongest skill — it needs feeding, not fixing.	Observed: Read 120 words aloud fluently with accurate liaison. Both literal questions correct; both inference questions answered from the wrong sentence. NEXT STEP Strategy work on inferring unknown vocabulary from context, using material that isn't school-shaped.
Speaking A2	Writing A2–
Pronunciation and rhythm B1	Sentence construction A2
Spontaneous interaction A2	Organization and connectors A2
Vocabulary range in speech A2	Conjugation and tense control A1
Accuracy — tense, gender A1+	Agreement — gender, number A1
Observed: Natural accent. Spoke six minutes without switching to English and self-repaired twice — both B1 behaviours. Described last weekend entirely in the present tense. NEXT STEP High-volume, low-stakes speaking until past-tense forms come automatically rather than being worked out.	Observed: Seven sentences in six minutes, correct word order, strong spelling. None joined; three of nine verbs correctly conjugated; agreement applied twice in six chances. NEXT STEP One short written piece a week, corrected on a single target at a time — auxiliary choice first.

PRIORITIES

Three things to work on, in this order

1

Past-tense control in production

The choice between *avoir* and *être* as auxiliary, and the participle that follows. Maya recognises correct forms when she reads them and produces incorrect ones when she speaks. This closes more of the listening-to-speaking gap than anything else here.

2

Gender and adjective agreement under time pressure

She applied the rules correctly when asked to slow down and check, so this is retrieval speed rather than missing knowledge — which means repetition in production, not more explanation.

3 Joining sentences in writing

Seven correct short sentences read as a list, not a text. Connectors and relative pronouns will move her writing toward B1 faster than vocabulary work.

RECOMMENDATION

Where Maya should start, and what twelve weeks should produce

Maya is confident in French and her knowledge comfortably fulfils the A1 requirements, so we will start her on the **CEFR A2 curriculum**, with the emphasis on speaking and writing, one 60-minute session per week.

WEEKS	FOCUS	WHAT MAYA WILL BE ABLE TO DO
1-4	Past-tense forms, practised in speech first	Talk about last weekend in the <i>passé composé</i> , choosing <i>avoir</i> or <i>être</i> correctly and conjugating twenty common verbs
5-8	Descriptive adjectives; weekly written pieces	Write a 100-word piece about her own week and her hobbies, using descriptive adjectives that agree
9-12	Inference, connectors and reading for meaning	Read a 120-word story, discuss its characters and themes, and write about it herself
Week 12	Full re-assessment, with a signed progress report	Speaking and writing both at a secure A2 , with reading moving into B1

REFERENCE

What the CEFR levels mean

A1	Understands and uses very basic phrases; can answer simple personal questions if the other person speaks slowly.
A2	Understands sentences on familiar topics and can describe their background and immediate needs in simple terms. Maya's speaking and writing sit here.
B1	Copes with most situations while travelling; produces connected text on familiar topics and describes experiences and plans with reasons. Maya's listening sits here.
B2	Understands complex text and writes clear detailed text on a range of subjects. The level DELF B2 certifies for study in French.

About this report

Assessed in one 30-minute session through unscripted conversation, two listening clips, a read-aloud with comprehension questions, a picture description, and a short written task. Levels are the assessing educator's professional judgement against the CEFR descriptors.

This is a starting point for planning, not a formal certification — it is not a DELF or DALF result. Where a level fell between two bands we recorded the lower one. Suitable for a homeschool portfolio, a school file, and as supporting documentation for ESA and school-choice programs.

Camille Béland

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Assessing educator, Inspire Tutors · Signed 16 August 2026

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