



APPENDIX C

Assessment and Evaluation Samples

The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context, suggested instructional tasks and strategies, the tools and methods used to gather assessment information, and the criteria used to evaluate student performance.

HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

1. Identification of the Prescribed Learning Outcomes
2. Overview
3. Planning for Assessment and Evaluation
4. Defining the Criteria
5. Assessing and Evaluating Student Performance

1. Prescribed Learning Outcomes

This part identifies the organizer or organizers and the specific prescribed learning outcomes on which the sample is based.

2. Overview

This is a summary of the key features of the sample.

3. Planning for Assessment and Evaluation

This part outlines:

- background information to explain the classroom context
- instructional tasks
- opportunities that students were given to practice learning
- feedback and support that was offered to students by the teacher
- ways in which the teacher prepared students for the assessment

4. Defining the Criteria

This part illustrates the specific criteria (based on the prescribed learning outcomes) and the assessment task.

5. Assessing and Evaluating Student Performance

This part includes:

- assessment tasks or activities
- the support the teacher offered students
- the tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in Nuučaanuŋ 5 to 12.

- Grade 5: *West Coast Photo Safari*
Page C-10
- Grade 6: *Family Heritage Fair Project*
Page C-14
- Grade 7: *Nuučaanuŋ Plant Project*
Page C-20
- Grade 8: *Mini Feast Celebration*
Page C-26
- Grade 9: *Class Newspaper*
Page C-32
- Grade 10: *Healing and Reconciliation*
Page C-40
- Grade 11: *Nuučaanuŋ Achievement Awards*
Page C-46
- Grade 12: *Traditional Legends*
Page C-51
- Introductory 11: *Children's Story Writing*
Page C-63

Grade 5

Topic: *West Coast Photo Safari*

(Example sentences are in the Yuuʔuʔiʔʔath dialect.)

1. PRESCRIBED LEARNING OUTCOMES

Communicating

It is expected that students will:

- recognize and pronounce Nuučaanuʔ speech sounds
- recognize and describe animal names and actions
- recognize and read aloud simple words and phrases

Acquiring Information:

It is expected that students will:

- identify key information from Nuučaanuʔ sources
- express acquired information in oral and visual forms

Experiencing and Developing Creative Works:

It is expected that students will:

- view, listen to and read creative works from the Nuučaanuʔ world
- respond to creative works in oral and visual forms

The teacher may also add relevant learning outcomes from science (habitat) and fine arts (illustrations, poster design).

2. OVERVIEW

In this 10- to 12-lesson unit, students researched animals that naturally reside on the West Coast of Vancouver Island. The unit provided opportunities for integration with science

(habitat) and fine arts (illustration, poster design).

Evaluation was based on:

- information sheets about the animals
- posters describing the animals
- oral presentations of the posters

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher began by reading a Nuučaanuʔ story with several animal characters from *Son of Raven, Son of Deer* by George Clutesi.
- The teacher explained in English that each student would be creating a poster of an animal found on the West Coast of Vancouver Island, and that at the end of the unit the class would have a West Coast Photo Safari.
- Students identified and listed animals found on the West Coast, and wrote the Nuučaanuʔ word for each animal. The teacher recorded this information on charts and added relevant words to the class word bank.
- Students then practiced repeating the animal names and the number of each animal in a series of pictures – e.g.,

*Caawack ma muwač.
(There is one deer.)*

*qacča ma kaaʔin.
(There are three crows.)*

- Each student then chose one animal from the list to research. The research project consisted of three parts: an information sheet; a poster incorporating the student’s research and displaying photos or drawings of the chosen animal; and a word game sheet for the oral presentation.
- The teacher presented an Information Sheet that consisted of this pre-framed outline

| | | | | |
|---------------------------|--------------|-----------------|------------------|--------------------|
| <i>saštup</i> (animal) | (appearance) | haʔum (food) | aht (habitat) | (traditional uses) |
|---------------------------|--------------|-----------------|------------------|--------------------|

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

- Students then used books, the internet and interviews with Elders to research information to complete the sheet.
- Students brainstormed a list of useful words and expressions and practiced interviewing partners to find out information about the animals they had researched. Their interview questions were often single-word cues such as:
(colour?)
haʔum? (food?)
(size?) (i.e., large, small)
(habitat?) (i.e., sky, fresh water, ocean)
- The class created a word bank with the above headings in Nuučaanuʔ. They collected information from people they knew, as well as dictionaries, library resources, and websites.
- Students used the information from their Information Sheets and the word bank to create posters about their animals. Posters had one large central photo or colour drawing of the animal. Each poster included the animal's Nuučaanuʔ name and relevant facts in Nuučaanuʔ.
- Students completed word game sheets to present to the class. They answered the following questions about their animal and practiced asking and responding to the questions in Nuučaanuʔ. They practiced using the structures by completing a sample word game sheet for an animal presented by the teacher.
- Once students were ready for their oral presentations, the class posed questions for each student presenting – e.g.,

ʔAqaathhakʔ (Where are you from?)

Nismaaht (I'm from the land.)

Hinnaayiiʔaht (I'm from the sky.)

Čaʔakaht (I'm from the water.)

ʔAqiiswitašakʔ

(What do you eat?)

If no one could guess the animal from this information, the final question was:

ʔAčaʔahakʔ

(What is your name?)

ʔUkʔaamah _____
(My name is _____.)

4. DEFINING THE CRITERIA

Information Sheet

To what extent does the student:

- identify key information about the animal, as found in Nuučaanuʔ sources.
- attempt to include Nuučaanuʔ vocabulary and phrases learned in class

Poster

To what extent does the student:

- include all required information (where animal is found, what food it eats, what it looks like, how it is traditionally used)
- present relevant information clearly (poster is easy to follow and understand)
- use appropriate words (from the class word bank) to describe the animal

(Illustrations and graphic design were assessed as part of fine arts.)

Oral Presentation

To what extent does the student:

- correctly use the structures and frames provided
- approximate Nuučaanuʔ pronunciation (most words can be understood with some effort)
- use mime, gesture, and props to help convey meaning and sustain communication
- attempt to self-correct
- listen attentively to other students
- participate fully in the activity

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to determine the extent to which students were able to demonstrate the learning outcomes identified at

the beginning of the unit. Different rating scales were used for students' Information Sheets, posters, and oral presentations. The class discussed the rating scales before students began their assignments, and all students were given copies of the scales. The same rating scales were adapted for other performance tasks throughout the year. For example, the rating scale for the oral presentation was used frequently for other oral assignments.

Animal Information Sheet

Note: Students knew in advance that their Animal Information Sheet would be evaluated for key facts about their animals, as well as evidence of awareness of the traditional uses of the animals in Nuučaanuʔ culture. The teacher wrote a brief comment to each student and included a summary judgement.

| Rating | Criteria |
|-----------------|---|
| Detailed | Response is detailed and shows evidence of research. Moving toward thorough understanding. |
| Aware | Shows awareness and interest in topic. Tends to focus on obvious aspects and may not include much detail. |
| Partial | Responses are relevant but tend to be brief and often vague. Typically not elaborated; little detail. |

Poster

Note: The illustrations and graphic design were assessed as part of fine arts.

| Rating | Criteria |
|----------------------------------|---|
| Outstanding 4 | Extends the requirements of the assignment to demonstrate additional learning. Complete information about a West Coast animal is provided in Nuučaanuʔ. The information goes beyond the specific frames and information outlined by the teacher. Information on traditional uses is appropriate to the Nuučaanuʔ nation identified. |
| Good 3 | Complete and accurate; uses the structures and vocabulary provided to present the required information about a West Coast animal. Information on traditional uses is appropriate to the Nuučaanuʔ nation identified. |
| Satisfactory 2 | Includes most of the required information about the West Coast animal chosen. May omit some information or make errors (e.g., an inappropriate translation). Information may be somewhat general or difficult to understand. |
| Requirements Not Met 1 | May be incomplete, inappropriate, or incomprehensible. |

Oral Presentation

Note: Communication of meaning is the most important consideration.

| Rating | Criteria |
|----------------------------------|---|
| Outstanding 4 | Responds to all questions with information from the poster, typically reciting carefully rehearsed expressions and structures. Clearly makes an attempt to speak Nuučaanuʔ, and the result is comprehensible without much effort on the part of the listener. Pauses tend to be at the end of phrases or sentences. Shows awareness of his or her speech and attempts to self-correct (often by restarting a sentence or phrase). |
| Good 3 | Responds to questions by reading or reciting information from the poster. Most parts are easily understood, given the context. Pauses frequently and may restart in the case of a serious pronunciation error. May ask for confirmation after a particularly challenging word or phrase. |
| Satisfactory 2 | Responds to questions by reading or reciting information from the poster and attempts to provide accurate Nuučaanuʔ pronunciation of patterns that have been practiced in class. The result tends to mix Nuučaanuʔ and English pronunciations but is comprehensible with some effort on the part of the listener (the teacher may understand easily; students may have a great deal of difficulty). Pauses frequently and tends to focus on individual words. |
| Requirements Not Met 1 | Responses may be incomplete, inappropriate, or incomprehensible. |

Grade 6

Topic: *Family Heritage Fair Project*

(Examples are in the ʔiihatisʔath dialect.)

1. PRESCRIBED LEARNING OUTCOMES

Communicating

It is expected that students will:

- exchange simple greetings
- use and respond to questions and commands

Acquiring Information:

It is expected that students will:

- recognize appropriate protocol for collecting information from cultural resource people
- determine how to record information
- express acquired information in oral and visual forms

Understanding Cultural Influences

It is expected that students will:

- use appropriate vocabulary for family relationships and place names
- use appropriate expressions for interacting with members of the Nuučaanuʔ community

2. OVERVIEW

This unit introduced students to Heritage Fairs (www.histori.ca) and the exploration of family origins. Evaluation of the prescribed learning outcomes was based on:

- completion of a family tree to three generations
- participation and oral communication during classroom activities and project work
- acquiring information from a community resource person or an authentic document
- creation of a backboard for the project
- recording of family and community information on the project board
- an interview with a judge during the Heritage Fair

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the unit by showing the class Heritage Fair examples from the Historica website, www.histori.ca.
- The class then discussed family heritage and community heritage in English, and each student chose a project related to family heritage or community heritage to complete for the school fair.
- After students had chosen their project topics, they used Nuučaanuʔ words and phrases as much as possible. A chart “I am _____” Tree (see page C-15) was given to each student to complete as students explored their family trees. Each student interviewed family members using appropriate greetings and questions to find the information needed for the chart.
- Students brought their completed family trees back to school, and each student decided to either narrow the project down to one family member or continue to work with the entire family tree.
- The class discussed traditional Nuučaanuʔ protocol for speaking with Elders and community members. Students formed small groups, and group members took turns practicing appropriate language and protocol for greeting and interacting with others.
- In pairs or small groups, students consulted community resource people and used available resources to find out more about their community or family members. They prepared five questions in Nuučaanuʔ in advance to ask as they researched place names, traditional names, traditional uses or family stories.
- Students then began the creative components of their Heritage Fair boards, with other memorabilia that they collected.
- Students then collated the information they had gathered from their sources, and displayed the information in their chosen formats. Some students wrote in complete, basic sentences, while others displayed charts and graphs.

- On the day of the Heritage Fair, students were asked questions in English and Nuučaanuʔ about their projects by the judges. Students were asked to explain why their projects were important to them, why they chose their projects, and what they learned. Students also expressed their gratitude to the people that provided the information they had presented in their projects.
- At the end of the unit, the teacher also briefly interviewed each student in English and asked questions about work completed.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explaining the requirements of each task to the students. The teacher and students decided the following key criteria should be demonstrated in the assigned tasks.

Family Tree

To what extent does the student:

- identify him/herself and his/her family origins
- include at least three generations
- use Nuučaanuʔ words and phrases to ask questions of family members

Oral Communication During Classroom Activities and Project Work

To what extent does the student:

- use Nuučaanuʔ in asking and responding to simple questions
- make him/herself understood
- respond to and support others when they are speaking Nuučaanuʔ.

Accessing Information from Community Resource People or Authentic Documents

To what extent does the student:

- try a variety of approaches, skills, and strategies to obtain information
- extract accurate information from the resource person or source document
- use acquired information appropriately

Heritage Fair Project Board

To what extent does the student:

- display background and title neatly
- reproduce key Nuučaanuʔ words and phrases accurately
- organize information appropriately
- show consideration for the audience (e.g., eye-catching, easy to follow)

Interviews / Judging

To what extent does the student:

- present the information in a clear, complete, and logically organized manner
- use varied and accurate vocabulary
- include a variety of the information gathered in explaining the project.

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

Teachers and students used performance rating scales to evaluate student work. The class discussed the rating scales before students began their assignments, and all students had copies of the scales. The same rating scales were adapted for other performance tasks throughout the year.

Family Tree

| Criteria | Rating |
|--|--------|
| • identifies self and family origins | |
| • completes family tree to three generations | |
| • asks questions of family members regarding relations, in Nuučaanuʔ | |

Key: 3 - Excellent
 2 - Good
 1 - Satisfactory
 0 - Not demonstrated

Oral Communication During Classroom Activities and Project Work

| Criteria | Rating |
|--|--------|
| • uses Nuučaanuʔ in asking and responding to simple questions | |
| • makes him/herself understood | |
| • responds to and supports others when they are speaking Nuučaanuʔ | |

Key: 3 - Strong
 2 - Satisfactory
 1 - Needs improvement
 0 - Not demonstrated

Accessing Information from Community Resource People or Authentic Documents

| Criteria | Rarely | Sometimes | Always |
|---|--------|-----------|--------|
| • tries a variety of approaches, skills, and strategies to obtain information | | | |
| • extracts accurate information from sources | | | |
| • uses acquired information appropriately | | | |

Heritage Fair Project Board

| Rating | Criteria |
|---------------------------------|--|
| Strong 4 | <ul style="list-style-type: none"> • goes beyond the basic requirements to demonstrate additional learning • reproduces key Nuučaanuŋ words and phrases accurately • information is clearly organized, and while there may be minor errors, these do not detract from the overall message • the project board is eye-catching and attractive |
| Satisfactory 3 | <ul style="list-style-type: none"> • meets the requirements at a basic level • while it may have a strong visual focus, the written presentation is not as detailed • use of Nuučaanuŋ vocabulary and key phrases is accurate but minimal • errors may cause confusion, but the project is generally understandable |
| Partial / Marginal 2 | <ul style="list-style-type: none"> • may deal with information in a cursory way • information is either incomplete or not presented in a well organized manner • tends to rely on limited vocabulary and often includes errors in spelling and sentence structure |
| Weak 1 | <ul style="list-style-type: none"> • does not meet listed criteria • message may be incomprehensible, inappropriate or extremely brief • illustrations may be missing or unrelated to context |

Interviews / Judging

| Rating | Criteria |
|----------------------------------|---|
| Outstanding 4 | Exceeds criteria and requirements. Student uses formal or informal address correctly. Answers to questions are clear, complete, logically organized, and include language and cultural features that go beyond the basic requirements of the task. |
| Good 3 | Meets all criteria at a good level. Answers are clear, complete, and logically organized. Most Nuučaanuŋ words and phrases are spoken correctly. Includes some detail. |
| Satisfactory 2 | Meets most criteria at a satisfactory level. Generally understandable, complete, and logically organized. May include some errors in pronunciation or vocabulary that cause parts of the communication to be unclear or confusing. Tends to rely on basic vocabulary and patterns. Little detail. |
| Requirements Not Met 1 | Does not demonstrate listed criteria. Messages may be incomprehensible, inappropriate, or extremely brief. |

Grade 7

Topic: *Nuučaanuŋ Plant Project*

(Example sentences are in the Yuuŋuʔiŋʔath dialect.)

1. PRESCRIBED LEARNING OUTCOMES:

Communicating

It is expected that students will:

- ask and respond to questions
- respond to instructions involving several objects or actions
- read simple phrases proficiently

Acquiring Information

It is expected that students will:

- extract and record selected information from Nuučaanuŋ resources to meet information needs
- express acquired information in oral, visual, and simple written forms

Understanding Cultural Influences

It is expected that students will:

- respond appropriately to questions from an Elder or teacher

2. OVERVIEW

Over approximately eight 40-minute classes, Grade 7 students developed and presented a Nuučaanuŋ Plant Project. (This unit is best presented in the fall or spring when weather is warm enough to go on nature hikes.)

Evaluation was based on:

- an individual plant research page that each student prepared and presented, based on a guided nature hike with Elders
- self-assessment and analyses (in English)
- responses to other students’ presentations
- group presentations to Elder groups, in Nuučaanuŋ

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the topic by reading chapter 4 from Ahousaht Chief Earl Maquinna George’s book *Living on the Edge: Nuuchah-Nulth History from an Ahousaht Chief’s Perspective* on traditional uses of plants on the West Coast of Vancouver Island.
- Students brainstormed to develop a list of plant vocabulary in Nuučaanuŋ. They posted the list on chart paper for easy reference. The teacher encouraged them to consult various sources (e.g., textbooks, websites, bilingual dictionaries) to add to the list as they worked on their projects.
- The teacher distributed a selection of pages from *First Nations: Science and Ethnobotany Unit K-10, Shared Learnings in Action*, each depicting one plant found on the west coast. The teacher focused students’ attention on how the pages were organized. Students discussed a variety of ways to organize their own plant pages - e.g., by where they are found, how they are used, how they are gathered etc.
- The teacher explained that students would be going on nature hikes with Nuučaanuŋ Elders. The teacher reviewed key structures and vocabulary and helped students practice phrases they could use to ask questions of their guides – e.g.,

Yaacpanačšiʔaʔin
(Let’s go for a walk.)

ʔAqaqhaʔah?
(What is that?)

ʔAqičʔahaʔah?
(What is this called?)

_____ *ma*
(It is _____.)

- Students spent two periods with Elders on nature hikes. They asked relevant questions about where the plants are found, when to harvest them, how to gather them, and how to use them.

- Students sketched their chosen plant from natural specimen samples found on the hikes, and took digital photographs.
- Students used classroom resources (including bilingual dictionaries, class charts, websites and textbooks) to find the vocabulary they needed for their plant pages. The teacher circulated and observed students as they worked, asking questions in Nuučaanuŋ and helping them to answer. The teacher provided immediate feedback and recorded observations on a checklist.
- The teacher helped students practice vocabulary and phrases they could use in presenting their plant pages, as well as questions they could ask other presenters. Students practiced their presentations with partners, then worked in small groups to practice asking and answering questions.
- The teacher presented a peer-evaluation form to the class. The teacher then discussed evaluation with students, including what to look for in the presentations and how to offer useful feedback to presenters. The class practiced completing a form.
- Students presented their individual plant research page to the class. Each student in the audience was required to ask at least two questions of any presenter and to complete a peer-evaluation form for two students, previously selected by the teacher.
- Students submitted their plant research page, their speaking notes, the peer evaluations they received, and self-evaluations.
- Each photo was collected in digital format and the photos were collated into a poster format with the Nuučaanuŋ name listed below.
- The class then compiled their plant research pages in a book. They invited the Elders and nature hike guides back to the class and prepared tea for them. The class presented each guest with a book titled “The Nuučaanuŋ Plant Project”.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities and explained the requirements for each task. The teacher and students agreed on the key criteria that should be demonstrated in each of the assigned tasks.

Plant Project Page

To what extent does the student:

- provide relevant and appropriate information
- include details
- write captions in Nuučaanuŋ
- organize information and present plants in logical categories

Oral Presentation

To what extent does the student:

- present appropriate information
- speak in Nuučaanuŋ
- speak with some fluidity
- attempt to self-correct
- respond to questions with relevant information

Self-Assessment

To what extent does the student:

- use only Nuučaanuŋ
- pronounce Nuučaanuŋ words correctly
- use Nuučaanuŋ words and expressions learned in class
- use new Nuučaanuŋ words
- rephrase if not understood
- use gestures to clarify meaning

Individual Response to Other Presentations

To what extent does the student:

- listen attentively
- encourage other presenters
- ask questions of presenters

Group Presentation to Elders and Hike Guides

To what extent does the student:

- use appropriate greetings and expressions of politeness when inviting guests, serving tea, and presenting the completed books
- use strategies to sustain interactions in Nuučaanuʔ

**5. ASSESSING AND EVALUATING
STUDENT PERFORMANCE**

The teacher used rating scales to evaluate student performance. Students were given copies of the rating scales as they prepared their projects and practiced their presentations. The same scales were adapted for a variety of other assignments throughout the year.

Plant Project Page

| Rating | Criteria |
|----------------------------------|---|
| Outstanding 4 | Meets all criteria. Goes beyond the basic requirements to demonstrate additional learning (e.g., includes vocabulary beyond the practiced list; features interesting or unusual details; labels include explanation or analysis). |
| Good 3 | Complete and accurate. Uses the structures and vocabulary provided to present the required information. Includes a variety of plants. |
| Satisfactory 2 | Meets the requirements. Plant vocabulary is mostly from limited categories. May omit some information or make errors (e.g., some labels may be incorrect or incomplete). |
| Requirements Not Met 1 | May be incomplete, inappropriate, or incomprehensible. |

Oral Presentation

| Criteria | Rating |
|---|--------|
| • provides relevant and appropriate information | |
| • speaks in Nuučaanuŋ | |
| • speaks with some fluidity | |
| • attempts to self-correct | |
| • responds to questions with relevant information | |

- Key:** 3 - Independently / with minimal support
 2 - With some support
 1 - With continuing support
 0 - Not demonstrated

Student Self-Assessment (Oral Presentation)

ᐱᑕᐱᑦᐱᐱᐱᐱᐱᐱ (Name): _____

In my oral presentation, I...

- used Nuučaanuᐱ.
- pronounced Nuučaanuᐱ words correctly.
- used Nuučaanuᐱ words and expressions learned in class.
- used new Nuučaanuᐱ words.
- rephrased if I was not understood.
- used gestures to help people understand.

I am proud that _____

Next time, I would _____

I feel that I need to _____

In order to improve _____

I felt frustrated about _____

When I was preparing my oral presentation _____

Individual Response to Other Presentations

| Criteria | Rating |
|--|--------|
| • listens attentively | |
| • encourages other presenters | |
| • asks questions of presenters | |
| Questions Asked 1. 2. | |

- Key:** 3 - Strong
 2 - Satisfactory
 1 - Needs improvement
 0 - Not demonstrated

Group Presentation to Elders and Nature Hike Guides

| Criteria | Rarely | Sometimes | Always |
|--|--------|-----------|--------|
| • uses appropriate greetings and expressions of politeness | | | |
| • uses strategies to sustain interactions in Nuučaanuŋ | | | |

Grade 8**Topic:** *Mini Feast Celebration***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- recognize gestures and expressions that accompany requests
- use appropriate Nuučaanuŋ expressions and phrases for informal conversation

Acquiring Information*It is expected that students will:*

- follow appropriate protocol for collecting information from cultural resource people

Experiencing and Developing Creative Works:*It is expected that students will:*

- read or recite stories, poems, or songs aloud

Understanding Cultural Influences*It is expected that students will:*

- follow appropriate protocols regarding family responsibilities and placement of special participants during a feast or ceremony.
- recognize gestures and expressions that accompany the giving of gifts to friends and Elders

2. OVERVIEW

This unit introduced students to a traditional Nuučaanuŋ celebration, the potlatch. The activities took place over a three-week period. Evaluation of the prescribed learning outcomes was based on:

- oral communication and participation during classroom activities and project work

- accessing information from a community resource person or an authentic document
- a comparison chart
- an invitation to the class's mini feast
- one or more of a traditional craft, menu, or recipe poster

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher began the unit by reading aloud from Alfred Scow's *Secret of the Dance* and George Clutesi's *Potlatch*. Students made lists of reasons why Potlatches have been held in the past and are held in current times. Students listed names that are used other than "Potlatch". They discussed the banning of the Potlatch and the implications of the ban.
- Working in groups of three or four, students read an assigned chapter of Clutesi's *Potlatch* and reported back to the class on the protocols they had learned about in English. They recorded useful words and expressions in Nuučaanuŋ on a flip-chart and in their personal dictionaries.
- Groups compiled results and held a class meeting to determine what would be the best protocols to follow in order to plan and hold a class mini feast.
- The class discussed some of the traditional activities and interests of Nuučaanuŋ youth. They considered similarities and differences between traditional and contemporary activities, and the corresponding differences in lifestyles. New vocabulary was added to the list on the flip-chart and recorded in students' dictionaries.
- After the discussion, each student completed a comparison chart in Nuučaanuŋ on traditional and contemporary activities. Students used print resources and the internet, and asked community resource people for information.
- The class chose one craft (cedar roses, cedar headbands, mini-drums) that each student prepared to give as a gift at the mini feast.

- Students worked with drummers to create a song to present at their mini-feast. Students discussed the ownership rights of Nuučaanuŋ songs and the process needed to create new songs.
- The class discussed traditional Nuučaanuŋ protocol for inviting people to a celebration, as read in *Potlatch*. Students formed small groups, and group members took turns circulating to other groups to practice appropriate language and protocol for inviting neighbours to their celebration, and responding politely to the invitations.
- The teacher provided students with a model of a print invitation to a mini feast, pointing out the formal form of address and important information such as description, date, time, location, whether guests should bring anything, and how guests should respond. Students then created invitations to their celebration. The invitations were hand drawn or computer generated. If students hand-delivered their invitations to relatives or community members, they were encouraged to invite them orally as well, using appropriate Nuučaanuŋ phrases.
- After planning the menu for their mini feast, students decided on who would bring individual items. They formed small groups to cook the more complicated dishes with the help of a community resource person, and made posters of the recipes to display during the mini feast.
- Students then decided how each small group would take on one traditional family responsibility at the mini feast.
- On the day of the mini feast, students decorated the classroom, brought food and beverages, presented their song, and gave their home-made gifts.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities and explained the requirements of each task. The teacher and students decided the following key criteria should be demonstrated in the assigned tasks.

Oral Communication During Classroom Activities and Project Work

To what extent does the student:

- interact with classmates to obtain information
- ask and respond to questions in understandable Nuučaanuŋ
- support others when they are speaking Nuučaanuŋ
- pronounce familiar words and phrases accurately

Accessing Information from Community Resource People or Authentic Documents

To what extent does the student:

- try a variety of approaches, skills, and strategies to obtain information
- extract accurate information from the source
- use acquired information appropriately

Comparison Chart

To what extent does the student:

- identify similarities and differences between the traditional and contemporary activities of Nuučaanuŋ youth
- demonstrate an understanding of the impact of lifestyles and occupations on pastimes
- organize information in a logical manner
- use appropriate vocabulary and structures with correct spelling

Traditional Craft

To what extent does the student:

- create an object that reflects Nuučaanuŋ culture
- show detail, creativity, and appeal to the audience

Invitation

To what extent does the student:

- use appropriate forms of address
- reproduce key Nuučaanuŋ words and phrases accurately
- organize information appropriately
- show consideration for the audience (e.g., eye-catching, easy to follow)

Menu

To what extent does the student:

- present the information in a clear, complete, and logically organized manner
- use varied and accurate vocabulary
- include a variety of authentic dishes, desserts, and beverages

Recipe Poster

To what extent does the student:

- provide required information
- reproduce understandable Nuučaanuŋ words and phrases
- show consideration for audience (e.g., eye-catching, easy to follow)
- use appropriate recipe vocabulary

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work in this unit. Students were given copies of the rating scales and discussed them in English before they began working on their assignments.

Oral Participation in Classroom Activities

| | Date | | | |
|--|--------|--|--|--|
| | | | | |
| Criteria | Rating | | | |
| • interacts with classmates to obtain information | | | | |
| • asks and responds to questions in understandable Nuučaanuŋ | | | | |
| • supports others when they are speaking Nuučaanuŋ | | | | |
| • pronounces familiar words and phrases with increasing accuracy | | | | |

- Key:** **3** - Strong
2 - Satisfactory
1 - Needs improvement
0 - Not demonstrated

Accessing Information from Community Resource People or Authentic Documents

| Criteria | Rarely | Sometimes | Always |
|---|--------|-----------|--------|
| • tries a variety of approaches, skills, and strategies to obtain information | | | |
| • extracts accurate information from sources | | | |
| • uses acquired information appropriately | | | |

Comparison Chart

| Criteria | Rating |
|--|--------|
| • identifies similarities and differences between the traditional and contemporary activities of Nuučaanuŋ youth | |
| • demonstrates an understanding of the impact of lifestyles and occupations on pastimes | |
| • organizes information in a logical manner | |
| • uses appropriate vocabulary and structures with correct spelling | |

- Key:** **3** - Strong
2 - Satisfactory
1 - Needs improvement
0 - Not demonstrated

Traditional Craft

| Criteria | Rating |
|--|--------|
| <ul style="list-style-type: none"> creates an object that reflects Nuučaanuŋ culture | |
| <ul style="list-style-type: none"> shows detail, creativity, and appeal to the audience | |

- Key:** 3 - Excellent
 2 - Good
 1 - Satisfactory
 0 - Not demonstrated

Invitation

| Rating | Criteria |
|--|--|
| <p>Strong 4</p> | <ul style="list-style-type: none"> goes beyond the basic requirements to demonstrate additional learning uses formal or informal address correctly and reproduces key Nuučaanuŋ words and phrases accurately information is clearly organized and while there may be minor errors, these do not detract from the overall message illustration is eye-catching and attractive |
| <p>Satisfactory 3</p> | <ul style="list-style-type: none"> meets the requirements at a basic level while it may have a strong visual focus, the written presentation is not as detailed use of vocabulary and key phrases is accurate but minimal errors may cause confusion but the invitation is generally understandable |
| <p>Partial / Marginal 2</p> | <ul style="list-style-type: none"> may deal with information in a cursory way information is either incomplete or not presented in a well organized manner tends to rely on limited vocabulary and often includes errors in spelling and sentence structure |
| <p>Weak 1</p> | <ul style="list-style-type: none"> does not meet listed criteria message may be incomprehensible, inappropriate or extremely brief illustrations may be missing or unrelated to context |

Menu

| Rating | Criteria |
|----------------------------------|--|
| Outstanding 4 | Exceeds criteria and requirements. Menu is clear, complete, logically organized, and includes language and cultural features that go beyond the basic requirements of the task. |
| Good 3 | Meets all criteria at a good level. Menu is clear, complete, and logically organized. Most Nuučaanuŋ words and phrases are spelled correctly. Includes some detail. |
| Satisfactory 2 | Meets most criteria at a satisfactory level. Generally understandable, complete, and logically organized. May include some errors in spelling or vocabulary that cause parts of the communication to be unclear or confusing. Tends to rely on basic vocabulary and patterns. Little detail. |
| Requirements Not Met 1 | Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate, or extremely brief. |

Recipe Poster

| Criteria | Rating | Comments |
|--|--------|----------|
| • provides all required information | | |
| • includes relevant and interesting details | | |
| • reproduces Nuučaanuŋ words and phrases in understandable form | | |
| • shows consideration for audience (e.g., poster is eye-catching and easy to understand) | | |
| • uses appropriate recipe vocabulary | | |
| Overall Rating | | |

Key: 3 - Excellent
 2 - Good
 1 - Satisfactory
 0 - Not demonstrated

Grade 9

Topic: *Class Newspaper*

1. PRESCRIBED LEARNING OUTCOMES

Communicating

It is expected that students will:

- ask for and give information and clarification
- exchange opinions and preferences, giving reasons
- participate in conversations that include past, present and future actions and events

Acquiring Information

It is expected that students will:

- extract and record relevant information from Nuučaanuŋ resources to meet information needs
- explain researched information in oral, visual, and written forms.
- acknowledge sources appropriately

Understanding Cultural Influences

It is expected that students will:

- distinguish similarities and differences between Nuučaanuŋ customs and those of other Canadian Aboriginal cultures

2. OVERVIEW

The teacher developed a series of journalism templates and examples for students to examine and use to create a class newspaper. The teacher considered a variety of ways to do this and found that Microsoft Publisher works well, as individual students can copy and paste from various newsletter templates into a master newspaper for the class. Each member of the class was responsible for part of the newspaper production, depending on individual interests. The introductory activities occurred continuously over two weeks of classes, while the monthly production of the newspaper continued for the remainder of the school year.

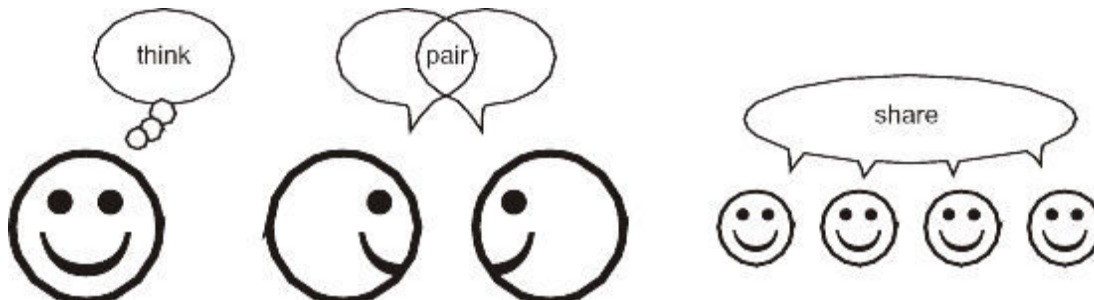
Although this sample deals with Microsoft Publisher, it can easily be adapted for other software applications.

Evaluation was based on:

- participation in oral preparation activities
- a web chart / mind map on the benefits of having a newspaper
- an information sheet about a community event
- newspaper articles written by students
- oral presentations of the information they researched and received

3. PLANNING FOR ASSESSMENT AND EVALUATION

- Students worked in pairs to do the cooperative activity “think-pair-share”



on the purposes and possible methods of creating a newspaper. During the whole-class sharing that followed this activity, the teacher prompted discussion with questions such as:

- How many of you regularly read the newspaper or a magazine?
 - What types of newspapers are there?
 - What format options are available for producing a class newspaper? (e.g., Microsoft Word, Microsoft Publisher)?
 - What part of the newspaper do you want to be responsible for? (e.g., sports, weather, current events, opinion articles, advertisements, etc.)
- Students returned to their partners to create web charts / mind maps on poster paper that showed the benefits of having a local newspaper. These were posted around the room to remind students of the purpose of this unit.
 - The teacher explained that students would be selecting an area of the newspaper and creating articles using as much Nuučaanuʔ as possible. Most articles would be about current community events.
 - The teacher provided students with three examples of newspapers, including *Ha-Shilth-Sa*, to explain how newspaper articles are written (e.g., unbiased, stating facts).
 - The teacher read a sample article in Nuučaanuʔ. In pairs, students brainstormed

story ideas that would make their first edition worthwhile and interesting. They collated ideas on a flip-chart for classroom display. The teacher helped students follow up by suggesting simple ways to ensure quality in their journalism in Nuučaanuʔ, such as:

- learning as much as you can about your topic
 - practicing vocabulary and a variety of sentence frames for telling about the topic
 - asking practice questions about the topic
 - learning how to describe the place where you live in Nuučaanuʔ
 - experimenting with ways of making your information interesting
- Students researched various community events in Nuučaanuʔ using other newspapers, personal interviews and the internet.
 - Based on the information they collected, students completed a Journalism Information Gathering Sheet on their topic. Groups presented their findings to the class orally, with any visual support they were able to locate (photos of the event, maps, diagrams, etc). The completed information sheets and visuals were posted on a central bulletin board.

Journalism Information Gathering Sheet

| | Interview #1 | Interview #2 |
|---|--------------|--------------|
| Event | | |
| Date and time of event | | |
| Nuučaanuʔ place names and words to remember | | |
| People involved | | |
| Interesting facts about the event | | |

- Students read sample Nuučaanuʔ articles written by other students and formatted using Microsoft Publisher. Students generated a list of useful vocabulary and language structures found in the articles. They worked in pairs to fill in the blanks in articles where words and phrases had been omitted (cloze activities). Multiple samples of styles and phrasings helped students develop variety in their journalism.
- Each student created an article on a chosen topic: either a current event or a researched topic (e.g., how the local community is similar to and different from another Aboriginal community in Canada). The current events articles contained elements from the Information Gathering Sheets completed earlier. The teacher compiled each article onto one master Microsoft Publisher document and imported pictures by the class photographers.
- During the rest of that term/semester, students were given the opportunity to create monthly newspapers in Nuučaanuʔ to be published and sent home with students. The teacher tracked participation by providing a newspaper participation log to be completed by students.

Newspaper Participation Log

| Date | Paper Issue | Article Topic | Personal Contribution | Editor of Paper |
|------|-------------|---------------|-----------------------|-----------------|
| | | | | |

- At the end of the term/semester, students combined information from each issue of the newspaper into a yearbook, using Microsoft PowerPoint. Each student’s presentation had an oral introduction, a musical background, photos of the year’s events, and samples of his or her writing. Students completed peer-evaluation sheets, using Nuučaanuʔ to explain their opinions of, and preferences among, other students’ presentations and work samples. A few students chose to do their PowerPoint presentations for the whole school.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, then explained the requirements of each task to the students. The teacher and students decided the following key criteria should be demonstrated in the assigned tasks.

Participation in Oral Activities

To what extent does the student:

- follow classroom instructions accurately
- use Nuučaanuŋ to ask and respond to questions from the teacher and other students
- speak Nuučaanuŋ during class and group activities
- support others in their use of Nuučaanuŋ

Web Chart / Mind Map on the Benefits of Having a Newspaper

To what extent does the student:

- provide all required information
- include relevant and interesting details
- use appropriate vocabulary, spelled correctly
- organize information appropriately

Journalism Information Gathering Sheet

To what extent does the student:

- provide all required information
- include relevant and interesting details
- organize information appropriately
- reproduce Nuučaanuŋ words and patterns in understandable form

Oral Presentation of the Information Sheet

To what extent does the student:

- present information clearly
- include relevant or interesting details or features
- speak smoothly (most pauses occur at the end of phrases or sentences)
- use a variety of vocabulary and language structures appropriate to the subject

Newspaper Article

To what extent does the student:

- present clear, relevant and appropriate information
- include interesting details or features
- include information from at least two sources (e.g., interviews with witnesses of an event; print materials; internet sites)
- use a variety of vocabulary and language structures
- use spelling and mechanics that do not interfere with meaning
- acknowledge sources appropriately

Oral and Multimedia Presentation of Yearbook

To what extent does the student:

- convey an understandable message
- include all required information
- provide relevant and unusual details to add interest
- sustain the use of Nuučaanuŋ (pauses do not impede communication)
- pronounce most words accurately
- self-correct as needed
- use appropriate vocabulary and language patterns correctly
- include several types of media: musical, visual, electronic
- respond to classmates' questions with relevant information
- listen actively and ask questions about classmates' presentations

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales, and discussed them in English before working on their assignments. Teachers and students used the scales to assess and provide feedback on the web charts / mind maps, information sheets, newspaper articles and presentations. These scales were adapted and used throughout the year to assess visual, oral, and written work.

Participation in Oral Activities

| | Date | | | |
|--|--------|--|--|--|
| | | | | |
| Criteria | Rating | | | |
| • follows classroom instructions accurately | | | | |
| • uses Nuučaanuŋ to ask and respond to questions from the teacher and other students | | | | |
| • speaks Nuučaanuŋ during class and group activities | | | | |
| • supports others when they are speaking Nuučaanuŋ | | | | |

- Key:** 3 - Independently / with minimal support
 2 - With some support
 1 - With continuing support
 0 - Not demonstrated

Web Chart / Mind Map on the Benefits of Having a Newspaper

| Criteria | Rating |
|--|--------|
| • provides complete information | |
| • includes relevant and interesting details | |
| • uses appropriate vocabulary, spelled correctly | |
| • organizes information appropriately | |

- Key:** 3 - Strong
 2 - Satisfactory
 1 - Needs improvement
 0 - Not demonstrated

Journalism Information Gathering Sheet

| Criteria | Rating |
|--|--------|
| • provides all required information | |
| • includes relevant and interesting details | |
| • organizes information appropriately | |
| • reproduces Nuučaanuŋ words and patterns in understandable form | |

Key: 3 - Strong
 2 - Satisfactory
 1 - Needs improvement
 0 - Not demonstrated

Oral Presentation of the Information Sheet

| Criteria | Rating | | | Comments |
|---|--------|------|---------|----------|
| | Self | Peer | Teacher | |
| • presents information clearly | | | | |
| • includes relevant or interesting details or features | | | | |
| • speaks smoothly (most pauses occur at the end of phrases or sentences) | | | | |
| • uses a variety of vocabulary and language structures appropriate to the subject | | | | |
| Overall Rating for Oral Presentation | | | | |

Key: 3 - Independently / with minimal support
 2 - With some support
 1 - With continuing support
 0 - Not demonstrated

Newspaper Articles

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

| Rating | Criteria |
|--|--|
| <p>Outstanding 5</p> | <p>Goes beyond the requirements of the task to demonstrate extended learning or new applications of information. Offers clear, relevant, and appropriate information (e.g., the date, time, and significance of a community event). Includes interesting details or features, gathered from multiple sources (e.g., interviews, print materials). Reports answers to questions asked of community resource people (e.g., witnesses of a community event) about their opinions and preferences. Uses a variety of vocabulary and language structures. Spelling and mechanics do not interfere with meaning.</p> |
| <p>Good 4</p> | <p>Information is clear, relevant, accurate, and offers some details. Article answers “who, what, when, where, why”. Includes some information from one or more community resource people (e.g., witnesses of a community event). Uses a range of useful vocabulary and structures, with some repetition. May include some structural errors, but these do not obscure meaning.</p> |
| <p>Satisfactory 3</p> | <p>Writing is comprehensible but may be unclear in places, often because of problems with organization. Links between ideas may be weak or confusing. Includes general information about the topic and reports some answers to questions asked of community resource people. Vocabulary tends to be basic and concrete. May include errors in word choice, structures, or surface features, but these do not seriously obscure meaning.</p> |
| <p>Minimally Acceptable 2</p> | <p>Attempts to provide general information on the topic. Supporting details may be confusing, irrelevant, or inappropriate. Vocabulary and patterns tend to be basic and repetitive. Writing may be incomprehensible in places because of errors in word choice, word order, or sentence structure. May be very brief. The writing lacks a sense of general organization.</p> |
| <p>Not Yet Acceptable 1</p> | <p>Information is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the reader to understand the writer’s views.</p> |

Oral and Multimedia Presentation

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

| Rating | Criteria |
|-----------------------------------|---|
| Outstanding 6 | Goes beyond the requirements of the task to demonstrate extended learning or new applications of information. Takes risks with language, sometimes making errors when attempting to express complexities or subtleties. Information is clear, relevant, accurate, and logically organized. A wide range of visual aids, oral explanations, and background music enrich the presentation and contribute to a full understanding of the student's work. Errors in language use do not detract from meaning. |
| Strong 5 | Information is clear, relevant, accurate, and detailed. The presentation is enriched by visual aids, oral explanations, and musical components. May include some repetition and structural errors, but these do not obscure meaning. |
| Competent 4 | Information is clear, relevant, and accurate. Some detail is presented to support views, but links between ideas may be weak in places. The presentation has basic oral, visual, and musical components. Language and visual components tend to be basic and concrete. May include errors in tense, aspect, or structure, but meaning is clear. |
| Developing 3 | Information is relevant and accurate, but may be unclear in places. Some detail is presented to support views, but links between ideas may be weak or confusing. Presentation has few visual, oral, or musical components, which do not necessarily enrich the understanding of the student's work. Vocabulary and structures tend to be basic and repetitive. May include errors in tense, aspect, structure, and occasionally spelling (indicating that the student did not use a dictionary or other resources to check his or her work), but these do not seriously affect meaning. |
| Underdeveloped 2 | Some accurate information is presented, but some of the supporting detail may be confusing, irrelevant, or inappropriate. Vocabulary tends to be basic and repetitive. Errors in tense, aspect, structure, and spelling may make it difficult for the audience to understand the meaning in places. The presentation tends to be choppy and repetitive, and lacks a sense of logical organization. |
| Requirements Not Met 1 | Information or message is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the audience to understand the presenter's message. |

Grade 10**Topic:** *Healing and Reconciliation***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- ask for and give information and clarification
- interact in conversations that include past, present and future actions and events

Acquiring Information*It is expected that students will:*

- extract, retrieve and process information from Nuučaanuŋ language resources to complete authentic tasks
- explain researched information in oral, visual, and written forms

Experiencing and Developing Creative Works*It is expected that students will:*

- demonstrate an understanding of the conclusions drawn from a Nuučaanuŋ story
- retell a traditional story orally

Understanding Cultural Influences*It is expected that students will:*

- identify and record names of places that are important to their families and communities
- use appropriate register to converse with Elders or teachers

2. OVERVIEW

The teacher developed a three-week unit on Residential Schools, to be presented prior to May 26th, the National Day of Healing and Reconciliation. The unit included reading and viewing narratives (in English) about Residential School experiences, interviewing

Elders on their own experiences at school, and creating a special school event to mark the National Day of Healing and Reconciliation. Evaluation was based on:

- participation and oral communication during classroom activities
- a Residential School Response Journal
- self-evaluation of a visit with an Elder
- retelling of a story learned from the Elder
- participation in planning and preparations for a Healing and Reconciliation ceremony

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher distributed three narratives (in English) which describe different experiences of students at Residential Schools in British Columbia: *No Time to Say Goodbye*, *My Name is Seepetza*, and *Tales from the Longhouse*. Students read the works and recorded their thoughts and understanding in their journals, using Nuučaanuŋ wherever possible.
- Students viewed the National Film Board video *Education As We See It*. Students again recorded their thoughts and understanding of the film in their journals. Students began to share their journal responses with partners.
- In groups, students researched the National Day of Healing and Reconciliation on the website <http://www.ndhr.ca/>. The class discussed possible ways to recognize this day in their community.
- Students asked community members and Elders who have attended Residential School to recall stories from their childhoods that they would like to share, including place names that are important to their families. The teacher emphasized that students should be very sensitive to the nature of the topic of schooling, and ask the Elders if they would like to be involved in a special day of healing the class is holding. The students explained to the Elders that they would remember their stories and retell

them orally in Nuučaanuʔ to the best of their abilities at the upcoming ceremony of healing and reconciliation.

- Students recorded what they had learned from the Elders in their journals, along with their responses to the stories. They considered how effectively they had communicated with the Elders in Nuučaanuʔ, and completed self-evaluation sheets.
- Students then prepared the stories by practicing retelling them. Some students benefited from writing their stories down.
- Each student created a hand-made gift of thanks (e.g., headband, cedar rose, basket, carving, sewn item etc.) for the Elder who shared the story the student would be retelling.
- As a final task, students worked together to organize a special event where community members, parents, other students and Elders came together. Students in the class took turns telling the stories they had learned to the audience. The students then gave their gifts to the Elders. One student spoke about the significance of the May 26th Day of Healing and Reconciliation, and thanked the Elders that have survived and brought up new generations that are now learning and speaking Nuučaanuʔ again. The event concluded with food and drinks the students had prepared.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed key criteria with students.

Participation in Oral Activities

To what extent does the student:

- follow instructions accurately
- use Nuučaanuʔ to ask and respond to questions from other students
- support others in their use of Nuučaanuʔ
- take risks, show interest, and persevere

Residential School Response Journal

To what extent does the student:

- include relevant details of Residential School experiences
- show appropriate recognition of the trials survivors went through
- communicate individual thoughts and understanding

Visit with an Elder

To what extent does the student:

- use the frames and vocabulary provided to converse with the Elder using appropriate register
- speak comprehensibly
- use gestures and expression to support communication
- take risks to include new or unfamiliar language that enhances the conversation
- accurately record and identify names of places important to the Elder's family

Retelling of a Story

To what extent does the student:

- demonstrate an understanding of the content of the story
- retell relevant and important details
- use a range of appropriate vocabulary, including new vocabulary learned from the Elder, to support and enrich the message
- organize information appropriately
- describe and identify place names in the story
- show consideration for the audience

Participation in Healing and Reconciliation Ceremony

To what extent does the student:

- prepare and practice retelling the story selected
- prepare an appropriate homemade gift for the Elder who shared the story
- prepare invitations to the ceremony for Elders, community members, and parents
- help prepare refreshments for the ceremony

**5. ASSESSING AND EVALUATING
STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate students’ work on this unit. Students were given copies of the rating scales, and discussed them before they began working on their assignments. Teachers and students used the scales to assess and provide feedback on each student’s journal entries, visit with an elder, retelling of a story, and participation in the healing ceremony. These scales were adapted and used throughout the year to assess visual, oral, and written work.

Participation in Oral Activities

| | Date | | | |
|--|--------|--|--|--|
| | | | | |
| Criteria | Rating | | | |
| • follows instructions accurately | | | | |
| • uses Nuučaanuʔ to ask and respond to questions from other students | | | | |
| • supports others in their use of Nuučaanuʔ | | | | |
| • takes risks, shows interest, and perseveres | | | | |

- Key:** **3** - Independently / with minimal support
2 - With some support
1 - With continuing support
0 - Not demonstrated

Residential School Response Journal

| Rating | Criteria |
|----------------------------------|--|
| Outstanding 4 | Goes beyond the basic requirements to demonstrate additional learning. Includes relevant and interesting details, shows appropriate organization of information, and communicates a true understanding of Residential School survivors' experiences. |
| Good 3 | Complete and accurate. Includes relevant details, shows appropriate organization of information, and communicates an understandable message. May be lacking emotional response. |
| Satisfactory 2 | Basic. Includes required items. May omit some details. |
| Requirements Not Met 1 | May be incomplete, inappropriate, or incomprehensible. |

Visit with an Elder – Self Evaluation

| Criteria | | | | |
|--|--------|-------|-----------|-------|
| | Always | Often | Sometimes | Never |
| I used the frames and vocabulary provided to converse with the Elder using appropriate register. | | | | |
| I spoke comprehensibly in Nuučaanuł. | | | | |
| I used gestures and expression to support communication. | | | | |
| I took risks to include new or unfamiliar language when speaking with the Elder. | | | | |
| I accurately recorded and identified names of places important to the Elder's family. | | | | |

Retelling of a Story

| Criteria | Rating | | | Comments |
|--|--------|------|---------|----------|
| | Self | Peer | Teacher | |
| • demonstrates an understanding of the content of the story | | | | |
| • retells relevant and important details | | | | |
| • uses a range of appropriate vocabulary, including new vocabulary learned from the Elder, to support and enrich the message | | | | |
| • organizes information appropriately | | | | |
| • describes and identifies place names in the story | | | | |
| • shows consideration for the audience | | | | |
| Overall Rating for Written Response | | | | |

- Key:** **3** - Independently / with minimal support
2 - With some support
1 - With continuing support
0 - Not demonstrated

Participation in Healing and Reconciliation Ceremony

| Rating | Criteria |
|---------------------------------------|--|
| <p>Outstanding 5</p> | <p>Includes all components of the Elder's story when retelling it. Strong attempt to engage the audience through use of gesture and dialogue, and possibly humour. Uses a wide range of expressions and vocabulary with limited repetition. May make minor errors in usage or pronunciation, but these do not detract from the message. Creatively presents gift to the Elder. Participates fully in the planning, preparation and cleanup of the event.</p> |
| <p>Strong 4</p> | <p>Includes most components of the Elder's story when retelling it. Attempts to engage the audience through gesture, dialogue, and possibly humour. Uses a range of expressions and vocabulary, with some repetition. May include errors in pronunciation, but the message is still clearly communicated. Presents the Elder with a homemade gift. Participates in preparation and cleanup of the event.</p> |
| <p>Satisfactory 3</p> | <p>Meets requirements for retelling the story. Lacks creativity and gestures. Major parts of the story are appropriate, but lack detail. Does not attempt to engage the audience. Uses a limited range of expressions or vocabulary, with repetition. The message is comprehensible, but errors may require more effort for the audience to understand it. Presents the Elder with a homemade gift. Helps with setup and cleanup of the event.</p> |
| <p>Needs Improvement 2</p> | <p>Meets some requirements. Story may be very brief, with little detail. In most cases, shows little awareness of the audience; often little sense of communication. May rely on simple, basic vocabulary and repeat the same structures. Errors interfere with communication. Presents the Elder with a gift. Helps with setup and cleanup of the event.</p> |
| <p>Not Demonstrated 1</p> | <p>Story does not meet requirements. May be incomprehensible, inappropriate, or incomplete. Student does not prepare a gift, help prepare for the event, or clean up.</p> |

Grade 11

Topic: *Nuučaanuŋ Achievement Awards*

1. PRESCRIBED LEARNING OUTCOMES

Communicating

It is expected that students will:

- ask for and give detailed information and assistance
- describe or narrate events, experiences or situations, using appropriate time referents
- use a range of vocabulary and expressions in past, present and future

Acquiring Information

It is expected that students will:

- record and organize relevant information from Nuučaanuŋ resources to fit a research need
- follow appropriate protocol for collecting information from cultural resource people
- identify forms of communication chosen to match a purpose and audience
- summarize and use acquired information in oral, visual, and written forms
- follow protocol for acknowledging sources

Experiencing and Developing Creative Works

It is expected that students will:

- recognize storytelling techniques used for effectiveness of presentation

Understanding Cultural Influences

It is expected that students will:

- identify the contributions of Nuučaanuŋ people to the world

2. OVERVIEW

This unit was designed to give students the opportunity to learn about Nuučaanuŋ community members who have improved life for others and set an example as exceptional

human beings. Students explored various sources of local and regional data to nominate several people to be recognized by the class as Achievement Award recipients. Evaluation was based on:

- group oral presentations of research on community members and their contributions
- speeches prepared to honour the individuals
- video clips of the individual award recipients.

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the unit by showing the class the National Aboriginal Achievement Awards. The teacher explained that each student was to choose one living individual who would receive a Nuučaanuŋ Achievement Award. Students brainstormed individuals who have contributed in one of the following areas:
 - environmental issues
 - economic issues
 - political issues
 - social issues
 - cultural revitalization
- The class developed a list of vocabulary and language structures that would be useful in talking about honouring people. The teacher added to the list and modelled ways of using some of the phrases and structures to talk about people in a respectful manner.
- Students formed groups to support one another in their research and videography. Groups prepared oral presentations for the class in which they presented their ideas regarding people to be honoured, and answered questions from classmates and the teacher.
- Each student then prepared a speech in Nuučaanuŋ honouring a selected individual.
- Students then reviewed past tapes of National Aboriginal Achievement Awards for ideas for how to prepare a three-minute video of each person to be honoured.

- Students consulted with the people to be honoured and obtained their consent to be interviewed and videotaped. They made several recordings of the people to be honoured, and interviewed them about their views on the areas for which they were being honoured.
- Students then edited their videos and added voiceovers of their speeches, resulting in three-minute clips.
- Students' clips were collated, and the class worked together to create an introduction, breaks, and transitions from one clip to another.
- The final video was presented to the award recipients at a ceremony or appropriate year end celebration – e.g., National Aboriginal Day. Copies of the video were given to the award recipients as gifts.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes and expectations for each task and discussed the following criteria with students. The teacher emphasized that in all assignments, the most important feature would be students' ability to communicate meaning in Nuučaanuŋ.

Group Oral Presentation

To what extent does the student:

- make a clear case for honouring the selected individual
- provide thorough and detailed information
- include specific examples to help develop understanding of the person to honoured
- respond to questions with appropriate information
- give a relatively smooth presentation (pauses do not interfere with comprehension)
- use intonation, body language, and visuals or props to support meaning
- use a variety of vocabulary, idioms, and language structures

Speech

To what extent does the student:

- speak clearly and in an understandable manner
- present information logically
- include accurate and relevant information
- include key aspects of the life of the person being honoured
- present a clear position or point of view on why the person is worthy of the award
- offer reasons, examples, and details to support views

Video Clip

To what extent does the student:

- convey a central theme or message
- show multiple images of the person in various settings
- include interview footage of the person
- include voiceovers
- use language and / or visual images in an evocative way

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales and discussed them before they began working on their assignments. For the group presentations, each student in the group received the same rating, except in unusual circumstances.

Peer Evaluation of Oral Presentation

ʔAċaqʔahak (Name): _____ (Date): _____

Give a mark out of 3 on each of the following:

- A.** makes a clear case for honouring the selected individual
- B.** provides thorough and detailed information; includes specific examples to help develop understanding of the person to be honoured
- C.** responds to questions with appropriate information
- D.** gives a relatively smooth presentation (pauses do not interfere with comprehension)
- E.** uses intonation, body language, and visuals to support meaning
- F.** uses a variety of vocabulary and language structures

| |
|----------------------|
| Rating Scale: |
| 3 - Excellent |
| 2 - Good |
| 1 - Weak |

| Group | A Ideas | B Information | C Response | D Presentation | E Meaning | F Language | Total / 18 |
|-------|------------|------------------|---------------|-------------------|--------------|---------------|---------------|
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Comments

The most interesting part of this presentation was:

What I would do differently:

My suggestion(s) to the presenters:

What I learned:

Speech

Evaluation Criteria:

- clearly delivered and easily understood
- logically organized
- includes accurate and relevant information
- complete: includes key aspects of the life of the person being honoured
- presents a clear position or point of view on why the person is worthy of the award
- offers reasons, examples, and details to support views

| Required Elements | Rating | Weight | Comments |
|--|--------|--------|----------|
| • key points included in speech: | | | |
| -introduction of person | | 1 | |
| -person's current responsibility | | 1 | |
| -person's past responsibilities | | 1 | |
| -area for recognition | | 1 | |
| • reasons for recognition, person's contributions: | | | |
| -example 1 | | 1 | |
| -example 2 | | 1 | |
| -example 3 | | 1 | |
| • one-page written synopsis of the person | | 4 | |
| • evaluation of the person's contribution | | 2 | |
| • bibliography that indicates use of a variety of appropriate Nuučaanuŋ language resources | | 2 | |

- Key:** 5 - Criteria met at an excellent level.
 4 - Criteria met at a very good level.
 3 - Most criteria met at a satisfactory level.
 2 - Some criteria met at a satisfactory level.
 1 - Few criteria met at a satisfactory level.

Video Clips

| Rating | Criteria |
|---|--|
| Excellent 5 | Conveys a central theme or message and engages the audience in a powerful way. Includes voiceovers and possibly musical background. Uses language or images evocatively. May take risks to create an unusual or complex work. Draws effectively on elements of Nuučaanuŋ creative works. |
| Good 4 | Conveys a central idea or theme and uses language, images, details, and/or examples to add to the effect. Uses some elements of Nuučaanuŋ creative works. |
| Satisfactory 3 | Conveys a relevant idea or theme. Language, images, details, and/or examples may be somewhat repetitive. Tries to draw on elements of Nuučaanuŋ creative works. |
| Needs Improvement 2 | Attempts to convey a message, but the focus is unclear. Tends to be vague. Images, details, or examples may be confusing or inappropriate. Errors in language may obscure meaning. Little or no attempt to draw on elements of Nuučaanuŋ creative works. May be very short. |
| Requirements Not Met 1 | Incomplete, inappropriate, or unintelligible. |

Grade 12**Topic:** *Traditional Legends***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- seek the input of those who are experienced in the area of discussion
- attempt to reformulate the ideas of others to enable consensus
- solicit and offer information, ideas, thoughts and points of view, giving reasons and supporting details
- use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future

Acquiring Information*It is expected that students will:*

- record, analyze and organize relevant information from Nuučaanuŋ resources to fit a research need.
- condense, synthesize and use acquired information in oral, visual, and written forms
- follow protocol for acknowledging sources

Experiencing and Developing Creative Works:*It is expected that students will:*

- view, listen to and read authentic creative works in Nuučaanuŋ
- identify and discuss lessons learned from moral stories
- recognize and use storytelling techniques for effectiveness of presentation
- retell a traditional narrative, orally or in writing.

2. OVERVIEW

The teacher developed a three-week unit for Grade 12 students on a Nuučaanuŋ traditional story. Students read, analyzed, and presented information on several stories found in *The Whaling Indians: West Coast Legends and Stories: Tales of Extraordinary Experience*. The teacher used performance rating scales to evaluate students' reading comprehension, written work, and oral presentations.

3. PLANNING FOR ASSESSMENT AND EVALUATION

- Students explored common attributes of traditional stories. The ensuing “think-pair-share” class discussion (see page C-32) included the importance of stories in Nuučaanuŋ culture. Students took notes which they later used in individual and group assignments.
- In pairs, students created word webs / mind maps based around picture-prompts the teacher supplied from the story they would be studying. These word webs contained students' predictions about the characters and plot of the story. They shared their word-webs and predictions with another pair.
- The teacher played a cassette recording of the story, omitting the ending. Students listened while reading a copy of the story.
- Before they heard the end of the story, students discussed possible endings. These were listed and later compared with the real ending. (Stronger students were challenged to write new endings to hand in.)
- After hearing the story, the class determined which, if any, common attributes this story shared with their word webs / mind maps and predictions. They also analyzed storytelling techniques such as intonation, repetition, special vocabulary, and accompanying songs.
- Students completed three comprehension activities:

- They created a crossword based on vocabulary, characters, or plot and exchanged it with their partners (or another class).
- They completed a character chart as they read the story on their own.
- They received a list of key events from the story and rearranged the events into correct chronological order.

Character Chart

| Names of Characters | Physical Appearance | Character | Importance in the Story |
|---------------------|---------------------|-----------|-------------------------|
| • • • • | | | |

- Based on their notes and discussions, students created a character card for each of the central characters. (These cards resembled hockey cards.)

Character Card (Sample)

Picture

Name: _____
 Age: _____
 Role in the story: _____

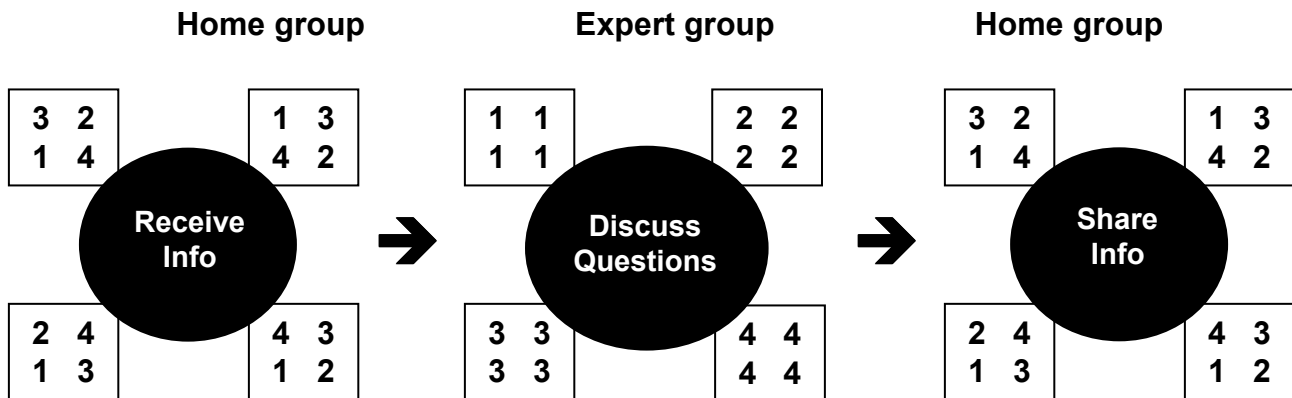
Physical description:

Character traits:

A quotation that reveals something about the character:

- Students then each chose a character from the story and created a character box to show their in-depth understanding of the character. Each student selected a container and eight items that were reflective of the character. Students also chose quotes from the story to support their choice of items. For example, in one box, the student included items such as a miniature paddle and cedar bark. Students gave oral presentations of their character boxes, answering questions asked by the class.
- In pairs or small groups, students created posters or websites promoting imaginary film versions of the story. Each poster or website contained two to three critiques, a summary of the plot, a list of actors and roles, the director’s name, the title, and an image of a key element of the story.
- Students completed a jigsaw activity which compared the story to four other stories from Nuučaanuŋ culture (predetermined by the teacher). In their home groups, each student received one of four stories and a series of questions. They then moved into expert groups, where each group member had the same story. The members in each expert group read the story and answered the questions together. They then returned to their home groups and shared their learning.

Jigsaw Activity



- Questions included:
 - Was there a hero/villain in your story?
 - If yes, how did the hero/villain compare with the one in the story read by the entire class?
 - In what region did the story take place? What cultural references did you notice?
 - What message, teachings, or lesson does the story provide?
- In pairs, students completed research for reports on traditional stories from the Nuučaanuŋ world (those not covered in the jigsaw activity). Their reports analyzed elements examined previously. During class presentations of the research reports, presenters answered spontaneous questions from the audience.
- In groups, students decided on creative ways of presenting the stories, staying true to the original texts. They were given the choice of performing a dramatization, creating and reading a large-size storybook, or presenting a PowerPoint storyboard. During their in-class rehearsals, students evaluated their peers, using a Peer Evaluation Sheet.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes and expectations for each task and discussed the following criteria with students. The teacher emphasized that in all assignments, the most important feature would be students' ability to communicate meaning in Nuučaanuŋ.

Word Web / Mind Map

To what extent does the student:

- predict the characters in the story
- predict the plot of the story
- include relevant and interesting details
- organize information appropriately
- spell key words and phrases correctly

Comprehension Activities

To what extent does the student:

- include all required information
- provide relevant details
- organize information appropriately
- use appropriate vocabulary, spelled correctly

Character Cards

To what extent does the student:

- create an individual character card for each central character
- complete the personal information required for each central character
- include visual representations of the characters
- include relevant and creative details
- consider the audience (e.g., by making the cards varied and eye-catching)
- spell key words and phrases correctly

Character Box

To what extent does the student:

- create a character box that reflects the character
- include eight items representing key aspects of the character
- provide quotations from the story to support choice of items
- explain how the objects relate to the character
- include relevant and creative details
- consider the audience (e.g., by including varied and eye-catching items)
- use a wide range of useful vocabulary and appropriate idioms
- present the box expressively with some spontaneity

Poster or Website

To what extent does the student:

- provide all required information
- include relevant and interesting details with appropriate organization
- show consideration for audience (e.g., the poster or website is eye-catching and easy to understand)
- use appropriate and accurate patterns and frames to include known vocabulary and language structures
- show understanding of the story’s plot, characterization, and theme

Written Report

To what extent does the student:

- Meaning
 - provide clear, relevant, accurate, and detailed information
 - include appropriate research support or attribution
 - present credible reasons and explanations for views presented
- Language
 - support message with a wide range of vocabulary and idiom
 - use appropriate tense, aspect, and structure
- Organization
 - organize ideas clearly and logically to enhance the message
 - use clear and appropriate transitions and time referents

Creative Presentation

To what extent does the student:

- include all the elements of the story
- show evidence of creativity
- create an engaging and interesting presentation
- provide a clear message

Prepared Oral Interactions and Discussions

To what extent does the student:

- Meaning
 - provide clear, relevant, accurate, and detailed information
 - include appropriate research support or attribution
 - present credible reasons and explanations for views presented
- Language
 - support message with a wide range of vocabulary and idiom
 - use appropriate tense, aspect, and structure
- Interaction
 - use strategies to maintain interaction and avoid communication breakdown (e.g., self-corrects, rephrases in Nuučaanuŋ, adapts known structures to new situations)
 - communicate fluidly (pauses are brief and do not interfere with meaning)

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students’ work on this unit. Students were given copies of the rating scales and discussed them before they began working on their assignments. Comprehension activities in this unit were marked for completion only. The teacher marked four assignments for each student.

Word Web / Mind Map

| Criteria | Rating |
|---|--------|
| • predicts the characters in the story | |
| • predicts the plot of the story | |
| • includes relevant and interesting details | |
| • organizes information appropriately | |
| • spells key words and phrases correctly | |

- Key:** 3 - Independently / with minimal support
 2 - With some support
 1 - With continuing support
 0 - Not demonstrated

Comprehension Activities

| Criteria | Rating |
|--|--------|
| • includes all required information | |
| • provides relevant details | |
| • organizes information appropriately | |
| • uses appropriate vocabulary, spelled correctly | |

- Key:** **3** - Strong
2 - Satisfactory
1 - Needs improvement
0 - Not demonstrated

Character Cards

| Criteria | Rating |
|--|--------|
| • creates an individual character card for each central character | |
| • completes the personal information required for each central character | |
| • includes visual representations of the characters | |
| • includes relevant and creative details | |
| • considers the audience (e.g., by making the cards varied and eye-catching) | |
| • spells key words and phrases correctly | |

- Key:** **3** - Independently / with minimal support
2 - With some support
1 - With continuing support
0 - Not demonstrated

Character Box

| Criteria | Rating |
|---|--------|
| <ul style="list-style-type: none"> creates a character box that reflects the character | |
| <ul style="list-style-type: none"> includes eight items representing key aspects of the character | |
| <ul style="list-style-type: none"> provides quotations from the story to support choice of items | |
| <ul style="list-style-type: none"> explains how the objects relate to the character | |
| <ul style="list-style-type: none"> includes relevant and creative details | |
| <ul style="list-style-type: none"> considers the audience (e.g., by including varied and eye-catching items) | |
| <ul style="list-style-type: none"> uses a wide range of useful vocabulary and appropriate idioms | |
| <ul style="list-style-type: none"> presents the character box expressively, with some spontaneity | |

- Key:** **3** - Strong
2 - Satisfactory
1 - Needs improvement
0 - Not demonstrated

Poster or Website

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

| Rating | Criteria |
|----------------------------------|---|
| Outstanding 5 | Detailed, insightful, and creative. Engages the audience through use of images, font, and interesting detail. Focuses on appeal to audience. Plot descriptions and critiques are fully developed using a wide range of appropriate vocabulary and language structures. Offers detailed and compelling analyses. |
| Well-Developed 4 | Complete and accurate. Attempts to include a range of creative details to engage the audience. Offers a comprehensible, accurate description of plot using a range of expressions and structures. Communicates message clearly. |
| Satisfactory 3 | Meets requirements. Design lacks creativity. Major components of poster or website are appropriate, but may offer few supporting details or attempts to engage the audience. Lacks accuracy in plot description and critiques. Message is comprehensible, but may take effort on part of audience. Errors may detract from understanding. |
| Needs Improvement 2 | Meets some requirements. Design detracts from the information. Includes most required information, but may be very brief, with little detail. In most cases, shows little awareness of audience; often little sense of communication. Understanding of plot is weak. Relies on simple, basic vocabulary and structures with frequent repetition. Errors may interfere with communication. |
| Requirements Not Met 1 | Does not meet requirements. May be incomprehensible, inappropriate, or incomplete. |

Research Notes

| Criteria | Rating | | | | | |
|--|--------|---|---|---------|---|---|
| | Self | | | Teacher | | |
| • written entirely in understandable Nuučaanuʔ | 3 | 2 | 1 | 3 | 2 | 1 |
| • clearly organized | 3 | 2 | 1 | 3 | 2 | 1 |
| • reflects effective research (including at least two Nuučaanuʔ print or electronic resources) | 3 | 2 | 1 | 3 | 2 | 1 |
| • includes relevant, detailed, and accurate information | 3 | 2 | 1 | 3 | 2 | 1 |

Key: 3 - Good
 2 - Satisfactory
 1 - Needs Improvement

Written Report

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

| Rating | Criteria |
|----------------------------------|---|
| Outstanding 6 | Goes beyond the requirements of the task to demonstrate extended learning or new applications. Takes risks with language, sometimes making errors when attempting to express complexities or subtleties. Information is clear, relevant, accurate, and logically organized. Includes credible reasons and explanations. Wide range of vocabulary and idiom supports message and enriches expression. Errors in language use do not detract from meaning. |
| Strong 5 | Information is clear, relevant, accurate, and detailed. Includes credible reasons and explanations to support views. Uses a range of useful vocabulary, idiom, and structures, with some repetition. May include some structural, tense, or aspectual errors, but these do not obscure meaning. |
| Competent 4 | Information is clear, relevant, and accurate. Presents some detail to support views, but links between ideas may be weak in places. Structures tend to be repetitive, and there are few transition words, resulting in a lack of flow. Vocabulary and idiom tend to be basic and concrete. May include errors in tense, aspect, or structure, but meaning is clear. |
| Developing 3 | Information is relevant and accurate, but may be unclear in places. Presents some detail to support views, but links between ideas may be weak or confusing. May misuse or omit transition words. Vocabulary and structures tend to be basic and repetitive. May include errors in tense, aspect, structure, and occasionally spelling (indicating the student did not use a dictionary or other resources to check his or her work), but these do not seriously affect meaning. |
| Underdeveloped 2 | Attempts to address the topic. Presents some accurate information, but some of the supporting detail may be confusing, irrelevant, or inappropriate. Vocabulary tends to be basic and repetitive with little appropriate use of Nuučaanuŋ idiom. Errors in tense, aspect, structure, and spelling may make it difficult for the reader to understand the meaning in places. Transition words may be omitted or misused. The writing tends to be choppy and repetitive, and lacks a sense of logical organization. |
| Requirements Not Met 1 | Information or message is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the reader to understand the writer's views. |

Creative Presentation

Peer Evaluation Sheet

?Ačaq†ahak (Name): _____

(Date): _____

Name of Presenters: _____

| | Excellent | Good | Weak |
|--|-----------|------|------|
| All the elements are included. | 3 | 2 | 1 |
| Creativity is evident. | 3 | 2 | 1 |
| Presentation is appropriate and interesting. | 3 | 2 | 1 |
| Message is clear. | 3 | 2 | 1 |

Total: / 12

Comments:

The most interesting part of this presentation was: _____

What I would do differently: _____

Suggestion(s) for the presenters: _____

What I learned: _____

Prepared Oral Interactions and Discussions

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

| Rating | Criteria |
|--|---|
| <p>Outstanding 6</p> | <p>Information or message is clear, complete, and appropriate to the topic. Interaction is effective, expressive, and shows some spontaneity; may include some short pauses. Wide range of useful vocabulary and appropriate idioms. May include errors in tense, aspect and structure, but these do not reduce the effectiveness of the information.</p> |
| <p>Strong 5</p> | <p>Information or message is generally clear and easy to understand. Interaction is sustained and expressive, but may be hesitant. Some variety in vocabulary; may include some errors in idiom. May include structural, tense and aspectual errors, but these do not obscure the message.</p> |
| <p>Competent 4</p> | <p>Information or message is appropriate to topic. Interaction is sustained but may be hesitant with frequent short pauses; some expression. Appropriate, basic vocabulary; may include errors in idiom. May include errors in tense, aspect and structure which weaken but do not interfere with the message.</p> |
| <p>Developing 3</p> | <p>Information or message is appropriate to topic, but may be unclear in parts. Interaction is hesitant, with long pauses; some expression. Vocabulary tends to be basic and repetitive, with little appropriate use of Nuučaanuŋ idiom. Errors in tense, aspect and structure interfere with the message.</p> |
| <p>Underdeveloped 2</p> | <p>Some parts of the information or message are unclear and may be inappropriate. Interaction is stilted, with little or no expression, and extremely hesitant, with very long pauses. Vocabulary is minimal and repetitive, with little appropriate use of Nuučaanuŋ idiom. Errors in tense, aspect and structure undermine the message.</p> |
| <p>Requirements Not Met 1</p> | <p>Information or message is unclear, incomplete, or inappropriate. No interaction or flow of language.</p> |

Introductory Nuučaanuŋ 11

Topic: *Children's Story Writing*

1. PRESCRIBED LEARNING OUTCOMES

Communicating

It is expected that students will:

- ask for and give information and clarification
- describe and exchange information about activities, people, places, and things

Acquiring Information

It is expected that students will:

- extract, record, and organize relevant information from Nuučaanuŋ resources to meet information needs
- convey acquired information in oral, visual, and simple written forms

Experiencing and Developing Creative Works

It is expected that students will:

- view, listen to, and read authentic creative works from Nuučaanuŋ culture
- reflect on, discuss, and respond to creative works in oral, visual and simple written forms

2. OVERVIEW

The teacher developed a series of activities over a two-week period in which students read and discussed simple level one and two children's books (e.g., *Cawaack Ma*) and created similar texts. The teacher used performance rating scales to evaluate students' reading comprehension, story ideas and written submissions. Students' photographic work was evaluated as part of fine arts.

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the unit by showing the class a number of children's early readers with simple predictable vocabulary. During this activity, the teacher modelled a variety of vocabulary and patterns that could be used in students' book projects.
- The teacher explained that students would be taking photographs based on the themes they selected for their books. Students would then create simple written text to accompany their photos.
- The class brainstormed a list of some simple themes, including:
 - I see a ... [bird name]
 - Counting
 - Animals
 - Body parts
 - Clothing
 - Cooking
 - At the Beach
 - Celebrations
- The teacher provided students with a tutorial on how to use PowerPoint. Students then inserted the photos they had taken and added written text in text boxes.
- Students used WordArt to create titles for their books, and used PowerPoint's narration feature to record narration of the text on each page.
- Each student presented his or her book to the class using a projector and audio speakers.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes and expectations for each task and discussed the following criteria with students. The teacher explained that in all assignments, the most important feature would be students' ability to communicate meaning in Nuučaanuŋ.

PowerPoint Storyboard

To what extent does the student:

- Writing:
 - include all required information
 - include at least ten different sentences
 - provide a comprehensible message with each photograph
- Creativity and Organization:
 - include relevant and creative detail
 - show consideration for the audience (e.g., varied, eye-catching)
 - organize information appropriately
 - attempt to engage the reader / viewer
 - use a range of appropriate photographs to support and enrich the message

Narration and Book Presentation

To what extent does the student:

- present entirely in understandable Nuučaanuʔ
- sustain use of Nuučaanuʔ (may pause or hesitate frequently, but pauses do not impede communication)
- pronounce most words accurately and attempt to model correct intonation
- self-correct as needed (e.g., restarting, repeating a word or phrase)
- use appropriate verb tenses and other language structures to differentiate among past, present, and future time
- attempt to engage the audience by including interesting or humorous details or by using new or unfamiliar language

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales and discussed them in English before they began working on their assignments. The teacher emphasized that in all assignments, the most important feature would be students' ability to communicate meaning in Nuučaanuʔ.

PowerPoint Storyboard: Writing

| Rating | Criteria |
|---------------------------|---|
| Strong 4 | All required information is recorded clearly and accurately. Includes at least ten pages with a comprehensible sentence related to each photograph. |
| Satisfactory 3 | Most required information is recorded clearly and accurately. Includes ten pages with a complete sentence related to each photograph. |
| Partial 2 | Some accurate information is recorded. Contains fewer than ten pages. Attempts to include Nuučaanuŋ text, but may be vague or difficult to follow. |
| Weak 1 | Some accurate information is recorded. Contains fewer than ten pages. May be somewhat confusing as Nuučaanuŋ text may not relate to photographs. |

PowerPoint Storyboard: Creativity and Organization

| Criteria | Rating | Comments |
|---|--------|----------|
| • includes relevant and creative detail | | |
| • shows consideration for the audience (e.g., varied, eye-catching) | | |
| • organizes information appropriately | | |
| • attempts to engage the reader / viewer | | |
| • uses a range of appropriate photographs to support and enrich the message | | |
| Overall Rating | | |

- Key:** 3 - Independently / with minimal support
 2 - With some support
 1 - With continuing support
 0 - Not demonstrated

Narration and Book Presentation

| Criteria | Rating | Comments |
|---|--------|----------|
| <ul style="list-style-type: none"> • presents entirely in comprehensible Nuučaanuʔ (the presentation makes sense and is easy to follow) | | |
| <ul style="list-style-type: none"> • sustains use of Nuučaanuʔ (may pause or hesitate frequently, but pauses do not impede communication) | | |
| <ul style="list-style-type: none"> • pronounces most words accurately and attempts to model correct intonation | | |
| <ul style="list-style-type: none"> • self-corrects as needed (e.g., restarting, repeating a word or phrase) | | |
| <ul style="list-style-type: none"> • uses appropriate verb tenses and other language structures to differentiate among past, present, and future time | | |
| <ul style="list-style-type: none"> • attempts to engage the audience by including interesting or humorous details or by using new or unfamiliar language | | |
| Overall Rating | | |

- Key:** 3 - Strong
 2 - Satisfactory
 1 - Needs improvement
 0 - Not demonstrated



APPENDIX C

Generic Assessment Tools

STUDENT JOURNALS

Assessment of student performance may be supported through the use of journals. Student journals are powerful tools for encouraging students to reflect on their experiences. Journals may be quite structured, or they may be general reviews of the events of the week in the Nuučaanuŋ class. Entries may comment on specific activities or provide broad reflections on progress or issues.

A journal is an important method of communication between student and teacher. Students may ask questions, indicate successes, or identify areas where they need further assistance to develop skills.

Teachers can respond to student journals in letters, with short comments in the journal, or verbally to students.

Prompts for Daily Journal Reflections

Today we talked about / learned / participated in:

I tried to:

I asked:

I found out:

I wish I had:

One question I'm taking away to think more about is:

The steps I took to participate effectively were:

The problems I encountered were:

To solve these problems, I:

The resources and people I used to help were:

Reflection on an Activity / Project

Student Name:

Date:

Activity / Project Title

Activity / Project Description

The most surprising aspect of this activity / project for me was:

I would like to find out more about:

If I were to do this activity / project again I would:

I could help a student who is doing a similar activity / project by:

The biggest problem I had was:

I solved this problem by:

What I enjoyed most about this activity/project was:

STUDENT / TEACHER INTERVIEWS

Interviews can provide valuable information about students' understanding, thoughts, and feelings about their Nuučaanuŋ language studies. Interviews may give students opportunities to reflect on the unit of study and the teacher a chance to gather information about students' knowledge and attitudes, as well as diagnose student needs. An interview may take the form of a planned sequence of questions which lead to open-ended discussions, or require independent completion of specific questions. Informal interviews between the teacher and students should take place on a regular basis throughout instruction.

Student / Teacher Interviews

| Questions | Teacher's Notes |
|--|-----------------|
| <ul style="list-style-type: none"> • How do you feel about your participation in this activity? • What do you think about _____? • How does your group feel about you? • Did you have any new thoughts when _____? • How did you go about _____? • Tell me another way of doing _____. • What would happen if _____? • Why did you _____? • What did or did not work? • Tell me what you learned from _____. • What else would you like to know? • Is there anything you would like to change? • How well do you think you've done? • Tell me how or where you might use _____? • What communication skills did you teach or learn? | |

This form is to be translated into Nuučaanuʔ for use with students with more advanced language skills.

Peer Assessment Sheet For Students

Name: _____

Presenter: _____

The most enjoyable part of this presentation was: _____

The part I would do differently is: _____

One suggestion I have for the presenter is: _____

One thing I learned in Nuučaanuʔ that I could use in another situation is: _____

CHECKLISTS

Checklists allow the teacher to observe the entire class “at a glance”. They provide quick reference sheets that can identify specific information regarding student attitudes, knowledge, or skills. Checklists allow the teacher to create individual record-keeping

systems, such as by date, level of skill proficiency, or use of a simple checkmark identifying a yes or no. Checklists can be useful in developing learning profiles that indicate growth over time. Checklists may be created to gather information about student co-operation, participation, attitude, leadership, or skill development.

Group Observation Form

Date: _____

Course: _____

Class / Block: _____

Skill / Concept: _____

Criteria to be observed:

| | Good 4 | Satisfactory 3 | Improving 2 | Experiencing Difficulty - 1 |
|--------------------------|-------------------|---------------------------|------------------------|--|
| Names of Students | | | | |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |
| 12. | | | | |
| 13. | | | | |
| 14. | | | | |
| 15. | | | | |
| 16. | | | | |
| 17. | | | | |
| 18. | | | | |
| 19. | | | | |
| 20. | | | | |

Participation Profile

Class / Block: _____ Date: _____

Activity(ies): _____

Student Names

| Effort on task | | | | | | | | |
|----------------------------------|--|--|--|--|--|--|--|--|
| Encourages others to participate | | | | | | | | |
| Enjoys participating | | | | | | | | |
| Participates willingly | | | | | | | | |
| Participates when encouraged | | | | | | | | |
| Reluctant to participate | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

