

Blackfoot Language Assessment

The Blackfoot language piece of the Ik Ka Nusti Program is congruent with the general outcomes of the Blackfoot Language and Culture Twelve-year Program (Alberta Education, 2010). This school year (2020-2021), the assessment piece for the Blackfoot Language Grant will focus on assessing the following learning objectives:

1. Application- students will use and apply Blackfoot in various situations at home, in school, and in the community for different purposes.

A-1: to share information (A-1.1: share factual information)

- identify people, places and things (key vocabulary words that have been taught in place-based context)

Using google slides, Students are given an English word and/or picture and then they listen to four Blackfoot words and select the Blackfoot word that matches the English word and record the answer on a form.

A-4: to form, maintain and change interpersonal relationships (A-4.1: manage personal relationships)

- Exchange simple greetings and simple social expressions (hello, my name is, goodbye)

An observation checklist is used to see if students apply these three phrases in context at the park and in a school setting (limited, satisfactory, proficient, excellent)

2. Language Competence- students will be effective, competent and comfortable as Blackfoot speakers.

LC-1 : attend to the form of the language (LC-1.1: phonology, LC-1.2: orthography)

- Pronounce some common words and phrases correctly

Using flipgrid, Students will be given a picture and/ English word or phrase and the students will need to provide the corresponding Blackfoot word or phrase.

3. Community Memberships- students will live peacefully with Mother Earth, (nature, the environment) others and themselves, guided by the Creator *(the term mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them)

CM-1: Mother Earth/nature/environment (CM-1.1: relationships, CM-1.2: knowledge of the past and present, CM-1.3: practices and products, CM-1.4: past and present perspectives)

- Experience and explore nature
- Listen to stories about nature and observe and experience the environment
- Take care of the environment
- Participate in activities and experiences that convey knowledge of nature (past and present)

Assessment of nature journals to see if the students have achieved these objectives (limited, satisfactory, proficient, excellent)

CM-2: Others (CM-2.1: relationships, CM-2.3: practices and products, CM-2.5: diversity)

- Contribute to and cooperate in activities with others, and practice friendliness

Observation checklist (limited, satisfactory, proficient, excellent)

CM-3: Themselves (CM-3.2: knowledge of the past and present, CM-3.3: practices and products, CM-3.5: diversity)

- Observe and participate in Blackfoot cultural experiences, practices and activities

Observation checklist (limited, satisfactory, proficient, excellent)

4.Strategies- students will know various strategies to maximize the effectiveness of learning and communication

S-1: Language Learning (S-1.1: cognitive, metacognitive, social/affective)

- Use simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance language learning

Observation checklist during online language learning time such as Blackfoot app review and google classroom (limited, satisfactory, proficient, excellent)

