



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 Hul'q'umi'num' 5 to 12.

- Grade 5: *Tracing Family Origins*
Page C-10
- Grade 6: *A Celebration*
Page C-15
- Grade 7: *Clothing Album*
Page C-23
- Grade 8: *Leisure Time*
Page C-28
- Grade 9: *Keeping in Touch*
Page C-35
- Grade 10: *Friendship*
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- Grade 11: *Contemporary Issues*
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- Grade 12: *A Traditional Story*
Page C-55
- Introductory 11: *Memories*
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Grade 5

Topic: *Tracing Family Origins*

1. PRESCRIBED LEARNING OUTCOMES

Communicating: Exchanging Information

It is expected that students will:

- use and respond to simple memorized questions and commands.
- identify high frequency and meaningful words.

Communicating: Presenting Information

It is expected that students will:

- share basic information orally.

Finding Information

It is expected that students will:

- express acquired information in simple oral and visual forms.

**Understanding Culture and Society:
Socializing and Celebrating**

It is expected that students will:

- recognize and use words to identify themselves and their ancestors.
- identify elements of their own and classmates' cultural backgrounds.

The teacher also added relevant learning outcomes from social studies (multiculturalism) and fine arts (illustrations, poster design).

2. OVERVIEW

The teacher developed a 10- to 12-lesson unit in which students explored their family origins. The unit provided opportunities for integration with fine arts (illustration and poster design) and social studies (multiculturalism). Evaluation was based on:

- posters describing the places of origin of students' family members
- oral presentations of the posters
- learning log responses

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher presented several activities during this unit. The goals for the day were discussed at the beginning of each class. Students assessed their achievements using daily logs. (See the "Generic Assessment Tools" section of this Appendix.) The teacher focused observations on the lesson goals and frequently reviewed students' logs.
- Students identified and listed the places of origin of their families, and the languages spoken there. The teacher recorded this information on charts and added relevant words to the class word bank. Students then practiced giving their names and their families' origins in Hul'q'umi'num' - e.g.:

_____ *tthunu / thunu sne.*
 (My name is _____.)
 Tuni' 'utl' _____ *tthunu shhwuw'weli.*
 (My family comes from _____.)

- The teacher presented an Information Sheet that consisted of this pre-framed outline:

_____ *tthunu / thunu sne.*
 (My name is _____.)
 Tuni' tsun 'utl' _____.
 (I come from _____.) (at
place/time)
 Ni' tsun kwan ni' 'utl' _____.
 (I was born in _____.)
 Qwal tsun _____.
 (I speak _____.)

*Symbols of the community / region /
 country:* _____

The class practiced using the structures by completing a sample Information Sheet. Then they brainstormed a list of useful words and expressions and practiced interviewing partners to find out information about them. Their interview questions were often single-word cues such as *Sne (name?)*, *Kw'in sil'anum (age?)*, *Sqwal (language?)*, *Shqwultunstuhw (the way one speaks)*.

They took turns introducing their partners to the class, using this structure:

Nilh tthunu / thunu sye'yu.

(This is my friend.)

_____ *tthu / thu snes.*

(His / her name is _____.)

_____ *sil'anum.*

(He/she is _____ years old.)

Tuni' 'utl' _____.

(He/she is from _____.)

Ni' kwan 'utl' _____.

(He / she was born in _____.)

Qwals tthu _____.

(He/she speaks _____.)

- Students wrote their places of origin on a blank map. They played games to practice and reinforce vocabulary.
- The class created a word bank of languages with headings in Hul'q'umi'num'. They collected information from people they knew, as well as dictionaries, library resources, and web sites.

Sqwal (Language)	Shni' (Place)	Ts'iyutul (Greeting)
Secwepemctsin	Canada / BC / Kamloops	Weyt-k
St'at'imcets	Canada / BC / Lillooet	K'alhwa7acw
Swahili	Kenya	Jambo

The teacher pointed out interesting facts about the languages and their writing systems – e.g., that the "cw" in Secwepemctsin represents the same sound as the "hw" or "xw" in Hul'q'umi'num'.

- Students each interviewed three family members to find out more about their families' places of origin. Before starting, the teacher explained that the interviews would be the basis for their posters and encouraged students to involve extended family in order to collect a wide range of information. Students used the following pre-framed outline:

(Nilh nu _____.)

(This is my _____.)

(Qwals tthu _____.)

He / she speaks _____.

_____ *sil'anum.*

(He/she is _____ years old.)

Tuni' 'utl' _____.

(He/she is from _____.)

Ni' kwan 'utl' _____.

(He / she was born _____.)

Symbols of the community / region / country: _____

- Students used the class word bank to represent the information from their interviews in Hul'q'umi'num'. They practiced presenting this information and elicited peer feedback from partners and small groups.
- Students brainstormed five Hul'q'umi'num' phrases or words they would like to learn in other languages - e.g., 'uy' *netulh* (good morning), *huy' ch q'u* (thank you), etc. They collaborated to find the words in as many languages as possible and used the words to create word splashes (posters showing the same expression in a variety of languages) for a classroom display.
- Using the results of their family interviews, each student designed three posters (one for each family member). Each poster included:
 - a written description of relationship, name, age, community, region, or country of origin, and language(s) spoken
 - a photograph or drawing of the family member
 - illustrations of some of the symbols of the communities, regions, or countries of origin

Students whose families originated in the Hul'q'umi'num' region listed each family member's specific community of origin. Students whose families came to Vancouver Island relatively recently listed the region or country each family member came from.

- In Hul'q'umi'num', students presented their posters to the class. After each presentation, the teacher asked questions to encourage the class to listen for key information - e.g.,

*(Stem tthu sqwals kwthuh shhwuw'welis
tthu/thu _____?)*

(What language does _____'s family speak?)

- Students used the following learning log headings to reflect on what they had learned:
 - Things I Learned About Members of My Family
 - Things I Learned About My Classmates
 - Things I Noticed About Different Languages
 - Something That Surprised Me
 - Things I'd Like to Know More About

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed the following key criteria. The teacher ensured that students knew that their learning log responses would be evaluated for evidence of their awareness of and knowledge about cultural backgrounds.

Poster

To what extent does the student:

- include all required information (relationship, name, age, community, region, or country of origin, language, and at least one symbol)
- present relevant information clearly (poster is easy to follow and understand)
- use appropriate symbols for the communities, regions, or countries identified
(The 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 Hul'q'umi'num' 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

Learning Log

To what extent does the student:

- show an awareness of and interest in his or her own cultural background and those of classmates
- attempt to include Hul'q'umi'num' vocabulary and phrases learned in class

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' posters, oral presentations, and final learning log entries. 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.

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 all three family members is provided in Hul'q'umi'num'. The information goes beyond the specific frames and information outlined by the teacher. Symbols are appropriate to the cultures identified.
Good 3	Complete and accurate; uses the structures and vocabulary provided to present the required information about all three family members. Symbols are appropriate to the cultures identified.
Satisfactory 2	Includes most of the required information about each family member. May omit some information or make errors (e.g., an inappropriate translation). Symbols may be somewhat general or difficult to understand.
Requirements Not Met 1	May be incomplete, inappropriate, or incomprehensible.

Learning Log

Note: Students knew in advance that their learning logs would be evaluated for evidence of awareness and knowledge about cultural backgrounds. The teacher wrote a brief comment to each student and included a summary judgement.

Rating	Criteria
Detailed	Response is detailed and shows evidence of some reflection. Moving toward thorough understanding.
Aware	Shows awareness and interest. 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.

Oral Presentation

Note: Communication of meaning is the most important consideration.

Rating	Criteria
Outstanding 4	Presents the information on the poster, typically reciting carefully rehearsed expressions and structures. Clearly makes an attempt to speak Hul'q'umi'num', 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	Reads or recites the information on the poster, possibly including an introductory or concluding phrase - e.g., <i>Nilh nu shhwuw'weli. (This is my family.)</i> 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	Reads or recites the information on the poster and attempts to provide accurate Hul'q'umi'num' pronunciation of patterns that have been practiced in class. The result tends to mix Hul'q'umi'num' 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	May be incomplete, inappropriate, or incomprehensible.

Grade 6

Topic: *A Celebration*

1. PRESCRIBED LEARNING OUTCOMES

Communicating: Exchanging Information

It is expected that students will:

- use and respond to simple commands and requests.
- ask questions using the question marker 'u, and respond affirmatively and negatively.

Communicating: Presenting Information

It is expected that students will:

- produce phrases and simple sentences using learned vocabulary.
- share information about themselves, their families and community.

Finding Information

It is expected that students will:

- recognize appropriate protocol for collecting information from cultural resource people.
- collect and categorize selected information from Hul'q'umi'num' resources in response to a question.
- express acquired information in oral and visual forms.

Understanding Culture and Society:

Interpreting Creative Works

It is expected that students will:

- respond to creative works from Hul'q'umi'num' culture.

Understanding Culture and Society:

Socializing and Celebrating

It is expected that students will:

- use greetings and expressions of politeness.
- recognize and use formal and informal forms of address and other appropriate language for interacting with family and community members.
- identify and share family customs and routines.
- identify selected characteristics of Hul'q'umi'num' culture.

2. OVERVIEW

This unit introduced students to a traditional Hul'q'umi'num' celebration. The activities took place over a three-week period. Evaluation of the prescribed learning outcomes was based on:

- participation during class activities (including group and partner work)
- oral communication during classroom activities and project work
- accessing information from an authentic document
- creation of an invitation
- a comparison chart
- one or more of a menu, recipe poster, decoration (craft), and CD or cassette of recorded music

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the unit by showing the class a number of photographs of various kinds of celebrations. The students tried to guess what event was being celebrated.
- The class then investigated various occasions celebrated in Hul'q'umi'num' culture. They began by looking at several English and Hul'q'umi'num' resources with information and pictures of various Hul'q'umi'num' celebrations. The teacher also showed a video about a Hul'q'umi'num' celebration.
- After viewing the video, the class discussed similarities and differences in how people celebrate special occasions in Hul'q'umi'num' culture and other cultures. Using Hul'q'umi'num' words and expressions when possible, students answered questions, such as:
 - *What are some occasions you and your family celebrate?*
 - *What occasions are celebrated in both Hul'q'umi'num' and immigrant cultures?*
 - *Where do these celebrations usually take place?*
 - *Are special clothes worn? What kind?*
 - *Are special foods served? What kind?*

- *What other traditions are part of these celebrations?*

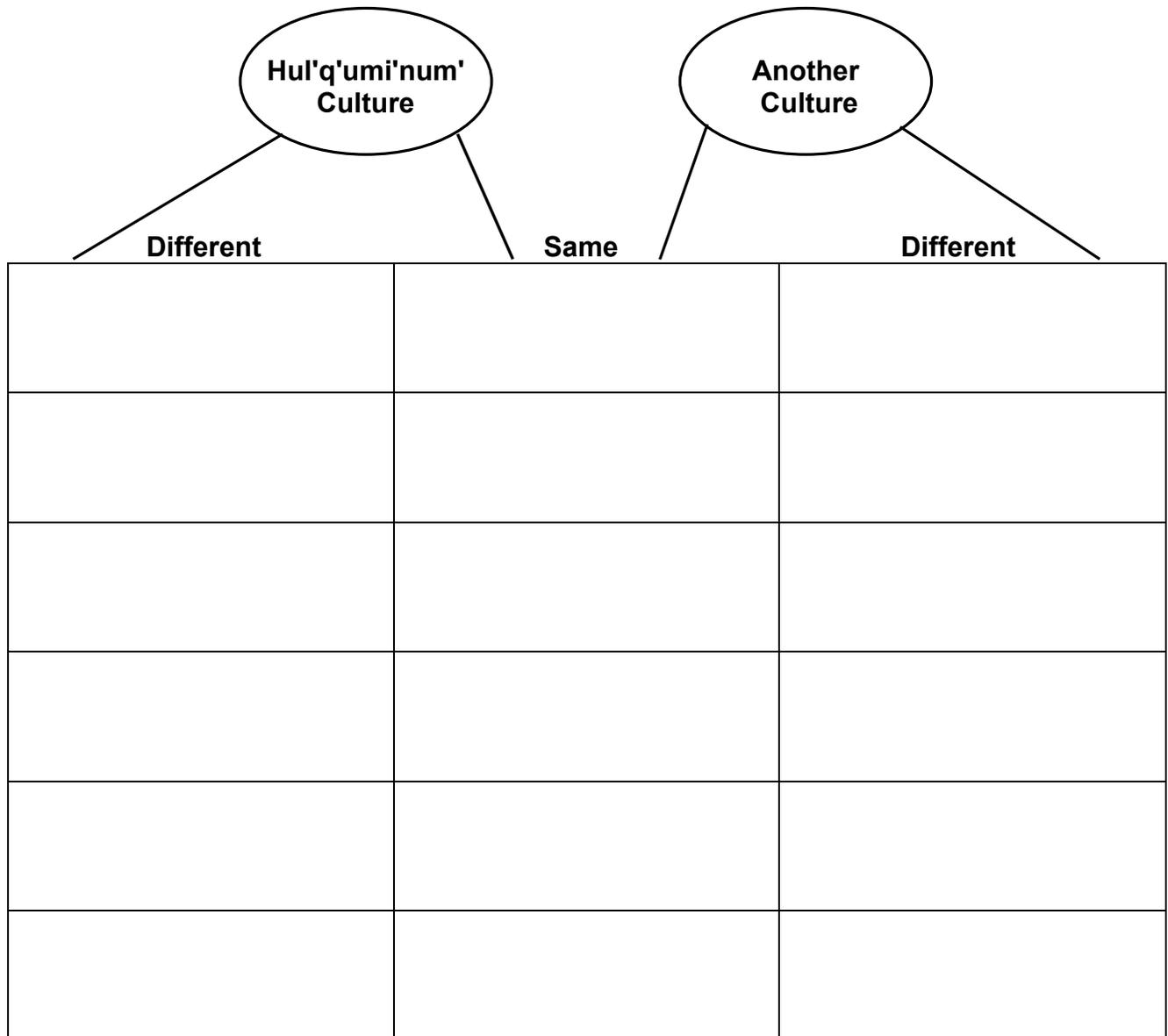
The teacher recorded useful vocabulary and structures on the board.

- After the discussion, each student chose one celebration from Hul'q'umi'num' culture and one from another culture and completed a comparison chart. Students used print resources, the internet, and asked community resource people for ideas. They

were to use Hul'q'umi'num' words and phrases as much as possible on their charts.

- Students were invited to present their findings to the class. The teacher asked students to listen carefully to the presentations, because they were going to select one of the Hul'q'umi'num' occasions and celebrate it in class. When the presentations were complete, the class held a vote to choose their favourite celebration.

Celebration Comparison Chart (Sample)



- The class discussed what they would do to prepare for the celebration, collating their ideas on flipchart paper to display in the classroom. They decided who they would invite, including Hul'q'umi'num' community members, where and when they would hold their celebration, and that they would have traditional food, make decorations or crafts, compile appropriate Hul'q'umi'num' music, and have Hul'q'umi'num' activities or entertainment.
- In pairs or small groups, students consulted community resource people and used available resources to find out more about the celebration. They researched appropriate food and beverages, music, decorations, and activities or entertainment.
- As a class, they summarized their findings on the flipchart paper, and then decided on who would do or bring what.
- The class discussed traditional Hul'q'umi'num' protocol for inviting people to a celebration. 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 celebration, pointing out the formal form of address and important information such as description, date, time, location, if 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 Hul'q'umi'num' phrases.
- After planning the menu for their celebration, 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 celebration.
- Students decided that they would make simple traditional crafts as decorations and would record a selection of appropriate Hul'q'umi'num' songs on CD or cassette to play at the celebration.
- Students also decided that they would play a traditional game during the party and would invite a community resource person to come to talk to them or give a demonstration during the celebration.
- The teacher helped with planning and materials where required.
- On the day of the celebration, students decorated the classroom, brought food and beverages, played music, and enjoyed the game and demonstration by the community resource person.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explaining the requirements of each task to students. The teacher and students decided the following key criteria should be demonstrated in the assigned tasks. Students would be evaluated on the Celebration Comparison Chart, their participation during project work, acquiring information from a community resource person or an authentic document, their invitation, and one or more of the menu, recipe poster, decoration or traditional craft, or the CD or cassette recording.

Celebration Comparison Chart

To what extent does the student:

- identify similarities and differences between celebrations in Hul'q'umi'num' culture and another culture
- use Hul'q'umi'num' words and phrases to express similarities and differences

Oral Communication during Classroom Activities and Project Work

To what extent does the student:

- use Hul'q'umi'num' in asking and responding to simple questions
- make him- or herself understood
- respond to and support others when they are speaking Hul'q'umi'num'

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 source
- use extracted information appropriately

Invitation

To what extent does the student:

- use appropriate forms of address
- reproduce Hul'q'umi'num' key words and phrases accurately
- show appropriate organization of information
- show consideration for 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 Hul'q'umi'num' words and phrases
- show consideration for audience (e.g., eye-catching, easy to follow)
- use appropriate recipe vocabulary

Decoration or Traditional Craft

To what extent does the student:

- create an object that reflects Hul'q'umi'num' culture
- show detail, creativity, and appeal to the audience

CD or Cassette Recording

To what extent does the student:

- include assigned number of selections
- demonstrate reflection in choices

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. At the end of the unit, the teacher conferenced briefly with each student about work completed.

Celebration Comparison Chart

Criteria	Rating
<ul style="list-style-type: none"> identifies similarities and differences between celebrations in Hul'q'umi'num' culture and another culture 	
<ul style="list-style-type: none"> uses Hul'q'umi'num' words and phrases to express similarities and differences 	

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

Oral Communication during Classroom Activities and Project Work

Criteria	Rating
<ul style="list-style-type: none"> uses Hul'q'umi'num' in asking and responding to simple questions 	
<ul style="list-style-type: none"> makes him- or herself understood 	
<ul style="list-style-type: none"> responds to and supports others when they are speaking Hul'q'umi'num' 	

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			
• includes appropriate information			

Invitation

Rating	Criteria
Strong 4	<ul style="list-style-type: none"> • goes beyond the basic requirements to demonstrate additional learning • uses formal or informal address correctly and reproduces key Hul'q'umi'num' words and phrases accurately • information is clearly organized and while there may be minor errors, these do not detract from the overall message • the illustration 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 vocabulary and key phrases is accurate but minimal • errors may cause confusion but the invitation 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

Menu

Rating	Criteria
Outstanding 4	Exceeds criteria and requirements. Menu is clear, complete, logically organized, and includes language and cultural features that go beyond basic requirements of the task.
Good 3	Meets all criteria at a good level. Menu is clear, complete, and logically organized. Most Hul'q'umi'num' words and phrases are written 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 causes 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 Hul'q'umi'num' 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

Decoration or Traditional Craft

Criteria	Rating
<ul style="list-style-type: none"> creates an object that reflects Hul'q'umi'num' 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

CD or Cassette Recording

Criteria	Rating
<ul style="list-style-type: none"> includes required selections 	
<ul style="list-style-type: none"> demonstrates reflection in choices 	

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

Grade 7**Topic:** *Clothing Album***1. PRESCRIBED LEARNING OUTCOMES:*****Communicating: Exchanging Information****It is expected that students will:*

- ask and respond to questions using question words such as *stem* “what”, *lhwet* “who”, and *tum'tem* “when”.
- express wants, needs, likes and dislikes.
- participate in classroom activities.

Communicating: Presenting Information*It is expected that students will:*

- produce short, meaningful messages orally.
- describe common objects.

Finding Information*It is expected that students will:*

- extract and record selected information from Hul'q'umi'num' resources to meet information needs.
- express acquired information in oral, visual, and simple written forms.

Understanding Culture and Society:***Socializing and Celebrating****It is expected that students will:*

- recognize and use expressions and compliments that encourage others.

2. OVERVIEW

This unit was presented in September. Over approximately eight 40-minute classes, Grade 7 students developed and presented clothing albums. Evaluation was based on:

- an individual clothing album that each student prepared
- self-assessment and analyses (in English)
- oral presentations to small groups (in Hul'q'umi'num')

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the topic by asking students how they plan and select their clothing for a new school year. What factors do they consider? How much do they plan in advance? Students were then presented with several options:
 - create and present an album showing their clothing needs for Grade 7
 - create and present an album showing the clothing needs for a friend (real or imaginary) in Grade 7
 - create and present an album showing the wardrobe they would choose for Grade 7 if they did not have to consider a budget
- Students brainstormed to develop a list of clothing vocabulary in Hul'q'umi'num'. They posted the list on chart paper for easy reference. The teacher encouraged them to consult various sources (e.g., textbooks, web sites, bilingual dictionaries) to add to the list as they worked on their projects.
- The teacher distributed a selection of catalogues for students to look at and focused their attention on the ways the catalogues were organized. They discussed a variety of ways to organize their own collections (e.g., by season, body part, activity).
- Students spent two periods “shopping” in the catalogues by cutting out the clothing and accessories they would need for their Grade 7 school year. Some students drew and coloured several of the clothing items they wanted to include. Students used classroom resources (including bilingual dictionaries, class charts, web sites and textbooks) to find the vocabulary they needed. The teacher circulated and observed students as they worked, asking questions in Hul'q'umi'num' and helping them to answer. The teacher provided immediate feedback and recorded observations on a checklist.
- The teacher reviewed key structures and vocabulary and helped students practice phrases they could use in their presentations, 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 such as:

'Uy'stuhw 'u ch 'u kw'un's hakwush kw' yasa'qw?

(Do you like to wear a hat?)

'Uy', 'uy'stuhw tsun tthu ya'lusa'qw.

(Yes, I like hats.)

'Uwu. Qulstuhw tsun 'u kwunus hakwush kw' yasa'qw.

(No, I don't like to wear a hat.)

- 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 albums 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 albums, their speaking notes, the peer evaluations they received, and self-evaluations.

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.

Clothing Album

To what extent does the student:

- provide relevant and appropriate information
- include detail and sufficient information
- write captions in Hul'q'umi'num'
- organize information and present it in logical categories

Oral Presentation

To what extent does the student:

- present appropriate information
- speak in Hul'q'umi'num'
- speak with some fluidity
- attempt to self-correct
- respond to questions with relevant information

Self-Assessment

To what extent does the student:

- use only Hul'q'umi'num'
- pronounce Hul'q'umi'num' words correctly
- use Hul'q'umi'num' words and expressions learned in class
- use new Hul'q'umi'num' words
- rephrase if not understood
- use gestures to help people understand

Individual Response to Other Presentations

To what extent does the student:

- listen attentively
- provide encouragement to other presenters
- ask questions of presenters

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 practiced and prepared their presentations. The same scales were adapted for a variety of other assignments throughout the year.

Clothing Album

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 required information. Includes a variety of clothing.
Satisfactory 2	Meets the requirements. Clothing is mostly from limited categories. May omit some information or make errors (e.g., labels or matches to diagram are incorrect or incomplete).
Requirements Not Met 1	May be incomplete, inappropriate, or incomprehensible.

Oral Presentation

Criteria	Rating
• provides relevant and appropriate information	
• speaks in Hul'q'umi'num'	
• 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)

Sne (Name): _____

Skweyul (Date): _____

Unit/Topic/Theme: _____

In my oral presentation, I...

- used Hul'q'umi'num'.
- pronounced Hul'q'umi'num' words correctly.
- used Hul'q'umi'num' words and expressions learned in class.
- used new Hul'q'umi'num' 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 _____

Grade 8**Topic:** *Leisure Time***1. PRESCRIBED LEARNING OUTCOMES*****Communicating: Exchanging Information****It is expected that students will:*

- ask and respond to questions using question words such as 'untsu “where”, nutsim’ “why”, and kw'in “how many”.
- express preferences and interests.
- participate in conversations that include past and present actions and events.
- participate in familiar activities (real or simulated).

Communicating: Presenting Information*It is expected that students will:*

- produce short, meaningful messages, orally and in writing.
- relate events and experiences in sequence, using conjunctions such as 'i', “and”.
- describe activities and situations.

Finding Information*It is expected that students will:*

- extract, record, and organize selected information from Hul'q'umi'num' resources to meet information needs.
- express acquired information in oral, visual, and written forms.

Understanding Culture and Society:***Socializing and Celebrating****It is expected that students will:*

- discuss the traditional and contemporary activities and interests of Hul'q'umi'num' youth.

2. OVERVIEW

Over a two-week period, the teacher developed a series of activities that focused on pastimes and leisure activities. Evaluation was based on:

- participation in oral activities

- visual and oral summaries
- a comparison chart
- creation of mobiles
- oral participation in a game
- role-play
- creation of postcards

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher began the unit by developing a list of vocabulary with the class to support the topic. Students brainstormed and recorded useful words and expressions on a flip-chart and then recorded this vocabulary in their personal dictionaries.
- Working in groups of three or four, students were assigned one of the following categories: winter, spring, summer, fall, indoor, outdoor, individual, team, or group. They surveyed their classmates by asking *What do you like to do _____?* (e.g., *in winter, indoors, on your own, etc.*)
- Groups compiled results and represented them visually to the class (e.g., in a pie chart or bar graph). Each group also presented an oral summary of the class results, using a visual aid. Any new vocabulary was added to the list on the flip-chart and recorded in students' dictionaries.
- Then the class discussed some of the traditional activities and interests of Hul'q'umi'num' youth. They considered similarities and differences between traditional and contemporary activities, and the corresponding differences in lifestyles. New vocabulary was added to the flip-chart and recorded in students' dictionaries.
- After the discussion, each student completed a comparison chart (in Hul'q'umi'num') on traditional and contemporary activities. Students used print resources and the internet, and asked community resource people for information.
- To reinforce the new vocabulary and the categories, the teacher created classroom corners labelled winter, spring, summer, and fall. Students chose corners that best suited

their favourite activities and as newly formed groups, classmates shared their preferences - e.g., *'Uy'stuhw tsun kwunus skii ni' 'u tthu tum'xuytl'* (*I like to ski in winter*). The teacher then had students move to different corners and share new interests and activities until they had visited each season.

- Students individually created mobiles that depicted various pastimes that interested them. Vocabulary was expanded (through use of dictionaries and web sites) to include necessary equipment, special clothing, facilities, role models, and so on for labelling the array of photos/illustrations, objects, and ideas. Students were encouraged to cut cardboard shapes on which to present their information and hang them with both sides illustrating their interests.
- The class brainstormed a list of questions that students could use to find out essential information about their classmates' pastimes (e.g., *Where do you do / play / practice _____? With whom do you do/ play / practice _____? How long have you been doing / playing / practicing _____?*) Students were expected to add the list of questions to their personal dictionaries.
- In small groups, students prepared for a game where only one of them would truthfully present his or her favourite pastimes to the class and the others would try to deceive their classmates with imaginary pastimes they had invented for themselves. The group stood together and briefly summarized the details of their "favourite" activities. After the presentation, the other student groups were allowed a few minutes of questioning. By using and practicing their list of questions, students attempted to acquire enough information to catch their classmates in a lie and determine who was being honest. Each group presented in turn. A point was awarded to students who correctly identified the truth-teller.
- Students in pairs then role-played scenes in front of the class about activities that would

interest them for the weekend. Each student inquired about what his or her partner wanted to do on the weekend - e.g., *T'aqw'tum' tse' 'i' nu stl'i' kwunus _____.* (*On Saturday I want to _____.*)
Nem' tsun tse' _____. (*I am going to _____.*)

Students in the audience listened carefully for details of the activities and events (time, place, cost, and so on), keeping track in their notebooks.

- After all of the role-plays were presented, the teacher asked students to choose an event from those mentioned and design a ticket for it. The class discussed what pertinent information was needed for this assignment.
- The next day, students presented their tickets as they entered the room. They were asked to circulate around the room asking the question *Nem' 'u ch hwtsel?* (*Where are you going?*) in order to find others going to the same event. Once they had grouped themselves, they briefly presented information describing where they were going - e.g., *Nem' tst tse' lemut tthu suw'a'lum'.* (*We're going to watch the game.*)
Ni' 'utl' te'tsus tintun. (*It's at eight o'clock.*)
- As a culminating activity, students designed postcards to send to a friend or family member from the event they were attending. Using an example, the teacher and students discussed components of a postcard, noting new vocabulary for greetings and leave-taking on the board. Students were reminded to keep their writing brief to suit the parameters of a postcard. Students were expected to use the information acquired from the ticket and other resources, but were encouraged to be creative about other details. Students used illustrations, collages, photos, or computer graphics to visually depict the event.

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 Participation in Classroom Activities

To what extent does the student:

- interact with classmates to obtain information
- use Hul'q'umi'num' to ask and respond to questions
- respond to and support others when they are speaking Hul'q'umi'num'

Visual and Oral Summary

To what extent does the student:

- provide all required information
- include relevant and interesting details
- show appropriate organization of information
- communicate an understandable message

Comparison Chart

To what extent does the student:

- identify similarities and differences between the traditional and contemporary activities of Hul'q'umi'num' 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

Student Mobiles

To what extent does the student:

- provide all required information
- include relevant and interesting details
- reproduce Hul'q'umi'num' words and patterns in understandable form
- show consideration for audience (e.g., eye-catching, easy to understand)
- use appropriate vocabulary in labels
- spell key vocabulary correctly

Oral Participation in a Game or Role-play

To what extent does the student:

- provide a comprehensible message
- include some understandable details
- recognize and respond to simple questions
- use appropriate patterns and frames to include known expressions and vocabulary
- sustain the use of Hul'q'umi'num' throughout the activity
- use intonation, miming, gestures, and body language to support the information or message
- pronounce familiar words and phrases with increasing accuracy
- extract information from classmates' presentations

Postcard Project

Visual

To what extent does the student:

- provide appropriate illustrations or photos
- include relevant and interesting details
- show consideration for the audience (e.g., eye-catching, easy to understand)

Written

To what extent does the student:

- write a clear and understandable account
- convey the main events accurately
- take risks with language and use a range of 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. Teachers and students also discussed and used scales to assess and provide feedback on the visual and written aspects of the postcard project.

Oral Participation in Classroom Activities

	Date			
Criteria	Rating			
• interacts with classmates to obtain information				
• uses Hul'q'umi'num' to ask and respond to questions				
• responds to and supports others when they are speaking Hul'q'umi'num'				
• pronounces familiar words and phrases with increasing accuracy				

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

Visual and Oral Summary

Criteria	Rating
• provides all required information	
• includes relevant and interesting details	
• shows appropriate organization of information	
• has an understandable message	

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

Comparison Chart

Criteria	Rating
• identifies similarities and differences between the traditional and contemporary activities of Hul'q'umi'num' 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

Student Mobiles

Criteria	Rating	Comments
• provides all required information		
• includes relevant and interesting details		
• reproduces Hul'q'umi'num' words and patterns in understandable form		
• shows consideration for audience (e.g., eye-catching, easy to understand)		
• uses appropriate vocabulary in labels		
• spells correctly		
Overall Rating		

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

Oral Participation in a Game or Role-play

Criteria	Game Rating	Role-play Rating
• provides a comprehensible message		
• includes some understandable details		
• recognizes and responds to simple questions		
• uses appropriate patterns and frames to include known expressions and vocabulary		
• sustains the use of Hul'q'umi'num' throughout the activity		
• uses intonation, miming, gestures, and body language to support information or message		
• pronounces familiar words and phrases with accuracy		

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

Postcard Project

Rating	Criteria
Strong 4	Goes beyond the basic requirements to demonstrate additional learning. For example, may include a variety of details about activities or use language structures not practiced in class. Information is accurate and clearly organized. May include some minor errors in language, but these do not detract from the overall impact. Illustration or photo is interesting, relevant, attractive, and supports the ideas described in the text of the postcard.
Satisfactory 3	Meets most requirements at a basic level. May be inconsistent, with some aspects, such as the visual, stronger and more detailed than written presentation. Use of vocabulary is accurate, but may be repetitious. Errors may cause some confusion but the postcard is generally understandable.
Partial / Marginal 2	May deal with requirements in a cursory way or show extreme inconsistency, with some aspects completed at a good level and others at an unsatisfactory level. Tends to rely on limited vocabulary and often includes errors in spelling and sentence structure. Postcard is difficult to understand in places.
Weak 1	Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate, or extremely brief. Illustration or photo may be missing or unrelated to text.

Grade 9

Topic: *Keeping in Touch*

1. PRESCRIBED LEARNING OUTCOMES

Communicating: Exchanging Information

It is expected that students will:

- ask for and give information and clarification.
- exchange information about their everyday activities and interests.
- participate in conversations that include past, present and future actions and events.

Communicating: Presenting Information

It is expected that students will:

- describe people, places, activities and situations in detail

Finding Information

It is expected that students will:

- extract and record relevant information from Hul'q'umi'num' resources to meet information needs.
- explain acquired information in oral, visual, and written forms.

2. OVERVIEW

The teacher developed a series of web-based activities to initiate correspondence with students in another Hul'q'umi'num' community. The teacher considered a variety of ways to do this, for example, by students corresponding with individual students in another class, by the class as a whole creating messages for another class, or by having students participate in a student listserv or chat group. The introductory

activities occurred continuously over two weeks of classes, while the correspondence process continued for the remainder of the school year.

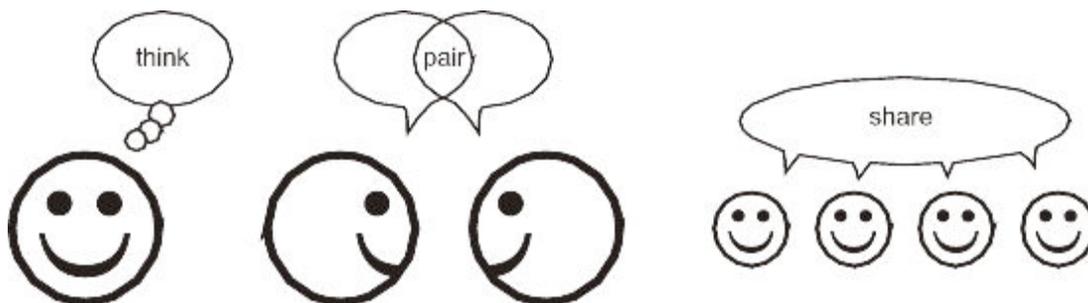
Although this sample deals with electronic correspondence, it can be easily adapted to a pen pal situation.

Evaluation was based on:

- participation in oral preparation activities
- a web chart / mind map on the benefits of having a "key pal"
- an information sheet about another Hul'q'umi'num' community
- actual correspondence students sent to their key pals
- oral presentations of the information they researched and received

3. PLANNING FOR EVALUATION AND ASSESSMENT

- Students worked in pairs to do the cooperative activity “think-pair-share” on the purposes and possible methods of correspondence. During the whole-class sharing that followed this activity, the teacher prompted discussion with questions such as:
 - How many of you correspond regularly in writing with others?
 - How many of you have correspondents outside of this community?
 - What format options are available (e.g., mail, fax, e-mail)?
 - What formats do you most enjoy sending? Receiving?



- Students returned to their partners to create web charts / mind maps on poster paper that showed the benefits of having pen pals or key pals. These were posted around the room to remind students of the purpose of this unit.
- The teacher explained that students would be selecting and corresponding with students from another Hul'q'umi'num' community using the internet.
- The teacher provided students with the three types of key pal exchanges. The class chose the individual student-to-individual student format.
- The teacher read a sample letter in Hul'q'umi'num'. In pairs, students brainstormed features that make correspondence worthwhile and interesting. They collated ideas on a flipchart for classroom display. The teacher helped students follow up by suggesting simple ways to ensure quality in their correspondence in Hul'q'umi'num', such as:
 - learning as much as you can about where your key pal lives
 - practicing vocabulary and a variety of sentence frames for telling about yourself and asking questions about someone else
 - learning how to describe in Hul'q'umi'num' the place where you live
 - experimenting with ways of making your information interesting
- Students researched various communities in Hul'q'umi'num' territory using maps, other print resources, and the internet. They labelled an outline map of Hul'q'umi'num' territory and answered questions about it. Students also listened to oral statements and identified whether they were about their own community or another Hul'q'umi'num' community.
- Based on the information they collected, students completed an information sheet on their community and their key pals' community. Groups presented their findings to the class with any visual support they were able to locate. The completed information sheets and visuals were posted on a central bulletin board, along with the map of Hul'q'umi'num' territory.

Information Sheet

	In My Community	In Our Key Pals' Community
Population		
Geography of Area		
Hul'q'umi'num' Place Names		
Special Foods		
Most Popular Sports		
Interesting Facts		

- Students read sample Hul'q'umi'num' pen pal / key pal letters and generated a list of useful vocabulary and language structures. They worked in pairs to fill in the blanks in letters where words and phrases had been omitted (cloze activities). Multiple samples and phrasings helped students develop variety in their correspondence.
- Each student created a letter of introduction to a key pal that was first sent to the teacher's e-mail address. The letter contained elements from the information sheet completed earlier. The teacher forwarded students' letters to the appropriate teacher, school, or student listserv.
- During the rest of that term/semester, students were given the opportunity to check their e-mail regularly and to respond in Hul'q'umi'num' to any messages received from their key pal. The teacher tracked the correspondence by providing a correspondence log to be completed by students.

Correspondence Log

Date	From / To	Sent / Rec'd (S/R)	General Message Idea (S)	General Message Idea (R)

- At the end of the term/semester, students introduced their key pals to the class with multimedia presentations that included all of the information they had learned about their key pals, as well as descriptions of them. Each presentation had an oral introduction, a musical background, photos of the key pal, and samples of his or her favourite foods. A few students chose to do PowerPoint presentations.

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:

- interact with the information through questions, responses, and following instructions
- use Hul'q'umi'num' to ask and respond to questions from the teacher and other students
- speak Hul'q'umi'num' during class and group activities
- respond to and support others in their use of Hul'q'umi'num'

Web Chart / Mind Map on the Benefits of Having a Key Pal*To what extent does the student:*

- provide all required information
- include relevant and interesting details
- use appropriate vocabulary, spelled correctly
- show appropriate organization of information

Information Sheet*To what extent does the student:*

- provide all required information
- include relevant and interesting details
- use appropriate vocabulary, spelled correctly
- show appropriate organization of information
- reproduce Hul'q'umi'num' 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

E-mail Letters to Key Pal*To what extent does the student:*

- present clear, relevant, and appropriate information
- include interesting details or features
- ask questions about the key pal's community
- identify similarities and differences between the local community and the key pal's community
- include information about individual tastes, family and local community customs, and a description of the school
- ask questions about comparable customs or behaviour patterns
- use a variety of vocabulary and language structures
- use spelling and mechanics that do not interfere with meaning

Oral and Multimedia Presentation on the Key Pal*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 Hul'q'umi'num' (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: music, 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, presentations, and e-mail letters. These scales were adapted and used throughout the year to assess visual, oral, and written work.

Participation in Oral Activities

	Date			
Criteria	Rating			
<ul style="list-style-type: none"> interacts with the information through questions, responses, and following instructions 				
<ul style="list-style-type: none"> uses Hul'q'umi'num' to ask and respond to questions from the teacher and other students 				
<ul style="list-style-type: none"> speaks Hul'q'umi'num' during class and group activities 				
<ul style="list-style-type: none"> responds to and supports others when they are speaking Hul'q'umi'num' 				

- 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 Key Pal

Criteria	Rating
<ul style="list-style-type: none"> provides complete information 	
<ul style="list-style-type: none"> includes relevant and interesting details 	
<ul style="list-style-type: none"> uses appropriate vocabulary, spelled correctly 	
<ul style="list-style-type: none"> shows appropriate organization of information 	

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

Information Sheet

Criteria	Rating
• provides all required information	
• includes relevant and interesting details	
• uses appropriate vocabulary, spelled correctly	
• shows appropriate organization of information	
• reproduces Hul'q'umi'num' 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

E-mail Letters to Key Pal

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

Rating	Criteria
Outstanding 5	Goes beyond the requirements of the task to demonstrate extended learning or new applications. Offers clear, relevant, and appropriate information. Includes interesting details or features. Asks questions about key pal's community and makes comparisons with local community. Includes information about individual tastes, school, and community customs. Asks questions about comparable preferences and customs. Uses a variety of vocabulary and language structures. Spelling and mechanics do not interfere with meaning.
Good 4	Information is clear, relevant, accurate, and offers some details. Asks questions about key pal's community and identifies some similarities with, and differences from, the local community. Includes some information about individual tastes, school, and community customs. Asks questions about key pal's customs. Uses a range of useful vocabulary and structures, with some repetition. May include some structural errors, but these do not obscure meaning.
Satisfactory 3	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 school and everyday life and asks some questions. Vocabulary tends to be basic and concrete. May include errors in word choice, structures, or surface features, but these do not seriously obscure meaning.
Minimally Acceptable 2	Attempts to ask questions and provide general information. 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 tends to be repetitive and lacks a sense of general organization.
Not Yet Acceptable 1	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.

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. Takes risks with language, sometimes making errors when attempting to express complexities or subtleties. Information is clear, relevant, accurate, and logically organized. The presentation has oral, visual, and musical components that contribute to a full understanding of the key pal. A wide range of visual aids and oral explanations enriches the presentation. Errors in language use do not detract from meaning.
Strong 5	Information is clear, relevant, accurate, and detailed. The presentation has oral, visual, and musical components, with visual aids and oral explanations that enrich the presentation. 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 key pal. 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	Attempts to address the topic. 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:** *Friendship*

- doing research on the internet on friendship items
- creating visual and written responses to a story
- creating soap opera videos

1. PRESCRIBED LEARNING OUTCOMES***Communicating: Exchanging Information****It is expected that students will:*

- ask for and give information, permission and clarification.
- exchange information about people, places, and things.
- discuss plans related to common activities.
- communicate needs, desires, emotions and opinions, giving reasons.
- interact in conversations that include past, present and future actions and events.

Communicating: Presenting Information*It is expected that students will:*

- describe or narrate events, experiences, or situations with supporting detail.

Finding Information*It is expected that students will:*

- record and evaluate relevant information from Hul'q'umi'num' resources, and identify information gaps.
- explain acquired information in detail in oral, visual, and written forms.

Understanding Cultural Influences:***Interpreting Creative Works****It is expected that students will:*

- discuss and respond to authentic creative works from Hul'q'umi'num' culture.
- demonstrate comprehension of the main idea and significant details of a text.

2. OVERVIEW

The teacher developed a three-week unit on friendship that included:

- participating in oral activities
- developing web charts on personality traits
- creating public service announcements

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher distributed index cards to the students. Each student secretly recorded the name (in large print) of a famous person. The teacher gathered the cards and randomly taped one on each student's back.
- Students circulated around the room attempting to figure out who they were by asking questions that elicited yes or no responses only. When students had determined their identities, they sat down with the cards in front of them.
- The teacher put the students in groups and asked them to choose two of the famous people from the ones collected in their group. The teacher provided each group with chart paper, markers, and dictionaries and asked the students to brainstorm and make web charts of the qualities and personality traits of the people on their chosen cards. The charts were placed around the room and students returned to their seats to write entries in their journals about which one of these famous people they would pick to be their friend and why.
- Students later shared their journal entries in groups. Together they agreed on the essential qualities of friendship. Groups were then asked to create 30-second public service announcements for TV or radio with the theme of the importance of friendship.
- The teacher presented a Hul'q'umi'num' story on friendship. In pairs, using dictionaries, students derived meaning from the story.
- Each student created a response to the story using both written and visual formats (which included many forms, such as song, dance, art, Reader's Theatre, and drama). They

then shared their responses in a class discussion.

- For a final task, students worked together to create scenes inspired by real or imagined soap operas. The themes related to friendships and relationships. Students worked in groups to create storyboards and scripts, scout locations, obtain props and costumes, rehearse, and then film their scenes. They showed their videotapes to the class at the end of the unit. Students were also given the option of doing live presentations or computer-generated animations.

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
- use Hul'q'umi'num' to ask and respond to questions from other students
- respond to and support others in their use of Hul'q'umi'num'
- take risks, show interest, and persevere

Web Chart of Personality Traits

To what extent does the student:

- include relevant and interesting details
- show appropriate organization of information
- communicate an understandable message

Public Service Announcement

To what extent does the student:

- speak comprehensibly
- accurately identify and describe the qualities of friendship
- take risks to include new or unfamiliar language that enhances each description
- correctly use the frames and vocabulary provided
- use gesture and expression to support communication

Response to a Story

To what extent does the student:

Visual

- demonstrate an understanding of the content of the story
- include relevant and creative detail
- show consideration for the audience (e.g., varied, eye-catching)
- provide a comprehensible message

Written

- show appropriate organization of information
- demonstrate an understanding of the content of the story
- use a range of appropriate vocabulary, including new vocabulary from the story, to support and enrich the message

Soap Opera Video

To what extent does the student:

- attempt to model a soap opera
- use interesting language, details, or humour to engage the audience
- provide character development
- use a range of appropriate vocabulary and structures
- interact effectively with expression and show some spontaneity

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 discussed and used the scales to assess and provide feedback on the public service announcements, story responses, and soap opera videos. 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				
• uses Hul'q'umi'num' to ask and respond to questions from other students				
• responds to and supports others in their use of Hul'q'umi'num'				
• takes risks, shows interest, and perseveres				

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

Web Chart of Personality Traits

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 an understandable message.
Good 3	Complete and accurate. Includes relevant details, shows appropriate organization of information, and communicates an understandable message. May include minor errors.
Satisfactory 2	Basic. Includes required items. May omit some details.
Requirements Not Met 1	May be incomplete, inappropriate, or incomprehensible.

Public Service Announcement

Criteria	Assessment*					Teacher Rating			
	Self	Peer				Group A	Group B	Group C	Group D
		Group A	Group B	Group C	Group D				
• speaks comprehensibly									
• accurately identifies and describes the qualities of friendship									
• takes risks to include new or unfamiliar language that enhances each description									
• correctly uses the frames and vocabulary provided									
• uses gesture and expression to support communication									

* Students who worked together collaborated to assign self-ratings.

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

Visual and Written Response to the Story

	Rating			Comments
	Self	Peer	Teacher	
Criteria: Visual Response:				
• demonstrates an understanding of the content of the story				
• includes relevant and creative detail				
• shows consideration for the audience (e.g., varied, eye-catching)				
• provides a comprehensible message				
Overall Rating for Visual Response				
Criteria: Written Response:				
• shows appropriate organization of information				
• demonstrates an understanding of the content of the story				
• uses a range of appropriate vocabulary, including new vocabulary from the story, to support and enrich the message				
Overall Rating for Written Response				

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

Soap Opera Video

Rating	Criteria
Outstanding 5	Includes all components of the project. Strong attempt to engage the audience through use of interesting dialogue, character development, detail, costumes, props, and possibly humour. Uses a wide range of expressions and vocabulary with limited repetition. Creatively attempts to model a soap opera, with a sense of pacing and flow in the dialogue. May include minor errors in usage or pronunciation, but these do not detract from message.
Strong 4	Includes components of the project. Attempts to engage the audience through dialogue, some character development, detail, costumes, props, and possibly humour. Uses a range of expressions and vocabulary with some repetition. Attempts to model a soap opera. May include errors in pronunciation, but message is still clearly communicated.
Satisfactory 3	Meets requirements. Video lacks creativity; is without costumes, props, and character development. Major components of video are appropriate, but lack supporting detail. Does not attempt to engage audience. Uses a limited range of expressions or vocabulary with repetition. Message is comprehensible, but errors may require more effort for audience to comprehend.
Needs Improvement 2	Meets some requirements. Design of video impedes understanding. 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. Soap opera format is not evident. May rely on simple, basic vocabulary and repeat the same structures. Errors interfere with communication.
Not Demonstrated 1	Does not meet requirements. May be incomprehensible, inappropriate, or incomplete.

Grade 11

Topic: *Contemporary Issues*

1. PRESCRIBED LEARNING OUTCOMES***Communicating: Exchanging Information***

It is expected that students will:

- exchange information and opinions about social issues which affect them, giving reasons and reactions.
- use a range of vocabulary and expressions in past, present, and future.

Communicating: Presenting Information

It is expected that students will:

- describe or narrate events, experiences or situations, using appropriate time referents (e.g., *yuw'en'*, *wulh*, *yelh*, *tahw*, *hwi'*, *hwun'*).
- compare people, places and things.

Finding Information

It is expected that students will:

- use a variety of methods for finding and recording information.
- use appropriate protocol for collecting information from cultural resource people.
- identify forms of communication chosen to match a purpose and audience.
- record and organize relevant information from Hul'q'umi'num' resources to fit a research need.
- summarize and use acquired information in oral, visual, and written forms.
- follow protocol for acknowledging sources.

Understanding Culture and Society:***Interpreting Creative Works***

It is expected that students will:

- compare, contrast, and respond to authentic creative works from Hul'q'umi'num' culture.

Understanding Culture and Society:***Socializing and Celebrating***

It is expected that students will:

- identify contemporary issues in Hul'q'umi'num' culture.

2. OVERVIEW

This unit was designed to give each student the opportunity to explore, in depth, a current social, political, or economic issue important to the Hul'q'umi'num' community. Issues ranged from fish farming to development on archaeologically significant sites to child poverty. All work was completed in Hul'q'umi'num'. Evaluation was based on:

- group oral presentations
- scrapbooks or journals containing information about the issues presented
- individual creative works

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the unit by showing the class a brief clip from a documentary video about poverty in Aboriginal communities. Each student was asked to make three comments related to the film, and to share these with two other students. The teacher facilitated an open class discussion about other issues in Hul'q'umi'num' territory that students were aware of.
- The class developed a list of vocabulary and language structures that were useful in talking about current events and issues. The teacher added to the list and modelled ways of using some of the phrases and structures to talk about social issues.
- Students formed small groups. The teacher provided a variety of current resources (magazines, newspapers, taped news broadcasts, news video clips) and asked the groups to identify all the current issues they could find that related to the Hul'q'umi'num' world. As the groups shared their lists, the teacher created a chart of the topics they suggested, including:
 - environmental issues
 - economic issues
 - political issues
 - social issues

- Students conducted a Media Watch for one week. They listened to newscasts, read news magazines and other periodicals, read newspapers (local and on the internet), and watched for references to any of the topics mentioned in class. Most of the Media Watch was conducted in English; however, students also consulted Hul'q'umi'num' news resources provided by the teacher when possible. Students recorded their observations in Hul'q'umi'num' on sheets prepared by the teacher. Each sheet included the date, source, topic, and general editorial tone, as well as two or three key points.
- Students formed groups of three. Each group chose an issue from the Media Watch to explore in depth. They gathered current information from a variety of Hul'q'umi'num' resources, including web sites, creative works, and discussions with Elders and community resource people or organizations. Students recorded the information in Media Watch booklets and met frequently with their groups to check on their progress and talk about what they were learning. The teacher provided assistance and feedback throughout the activity.
- The teacher invited an Elder or community resource person to speak to the class in Hul'q'umi'num' about one or more of the issues being explored. Students took notes on the presentation(s) and added them to their booklets, and politely asked questions of the guest(s) at the end of the presentation(s).
- Each group used what it had learned to prepare an oral presentation about the issue. The teacher encouraged groups to choose a variety of formats for their presentations, and the class brainstormed a list of possibilities:
 - panel discussion
 - talk show (taking on roles of different people interested in the issue)
 - case study
 - dramatization
 - video documentary
 - simulation of an actual situation
- radio or television news broadcast or news magazine
- simulated interviews with key individuals
- The class established general requirements and criteria for the presentations, and the teacher developed and distributed a rating scale. Each group was also responsible for collecting peer evaluations of its presentation and summarizing these as part of a final self-assessment of the project.
- As students listened to each presentation, they recorded key points and added these to a scrapbook or journal. The teacher encouraged students to include any other articles, creative works, or reflections in their books. In the scrapbook or journal, each student also prepared a one-page synopsis of the issue that his or her group had studied and presented.
- At the end of the unit, the teacher provided models and reviewed useful vocabulary and structures. Students were asked to develop a creative work (e.g., song, poem, video clip, cartoon, story) in response to one of the issues that had touched them.

4. DEFINING THE CRITERIA

The teacher reviewed the 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.

Group Oral Presentation

To what extent does the student:

- take a clear position (point of view)
- provide thorough and detailed information
- include specific examples to help develop understanding of the point of view
- 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, idiom, and language structures

Scrapbook or Journal

To what extent does the student:

- write clearly and in an understandable manner
- present information logically
- include accurate and relevant information
- include key aspects of the topic
- present a clear position or point of view (regarding own topic)
- offer reasons, examples, and details to support views
- include the following required elements:
 - key points recorded from each presentation
 - one-page written synopsis of the issue explored in the group's own presentation
 - self-evaluation of contributions and participation in the unit
 - bibliography that indicates use of a variety of appropriate Hul'q'umi'num' resources

Individual Creative Work

To what extent does the student:

- convey the central theme or message
- offer an individual response or view about the issue
- include oral, written, or visual details, reasons, and / or examples to support the response
- draw on elements of Hul'q'umi'num' creative works
- 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 Group Oral Presentation

Sne (Name): _____ Skweyul (Date): _____

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

- A.** takes a clear position (point of view)
- B.** provides thorough and detailed information;
includes specific examples to help develop understanding of point of view
- 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

Comments

The most interesting part of this presentation was:

What I would do differently:

My suggestion(s) to the presenters:

What I learned:

Scrapbook or Journal

Evaluation Criteria:

- clearly written and easily understood
- logically organized
- includes accurate and relevant information
- complete; includes key aspects of the topic
- presents a clear position or point of view (regarding own topic only)
- offers reasons, examples, and details to support views (own topic and self-evaluation only)

Required Elements	Rating	Weight	Comments
• key points recorded:			
- presentation #1	1		
- presentation # 2	1		
- presentation # 3	1		
- presentation # 4	1		
- presentation # 5	1		
- presentation # 6	1		
- presentation # 7	1		
• one-page written synopsis of the issue (own presentation)	4		
• self-evaluation of contributions and participation in the unit	2		
• bibliography that indicates use of a variety of appropriate Hul'q'umi'num' 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.

Individual Creative Works

Rating	Criteria
Excellent 5	Conveys the central theme or message and offers a response or view that engages the audience (reader, viewer, or listener) in a powerful way. Uses language or images evocatively. May take risks to create an unusual or complex work. Draws effectively on elements of Hul'q'umi'num' creative works.
Good 4	Conveys a central idea or theme that reflects an individual response to the issue. Language, images, details, and/or examples add to the effect. Uses some elements of Hul'q'umi'num' creative works.
Satisfactory 3	Conveys a relevant idea or theme. Tends to focus on a literal interpretation. Language, images, details, and/or examples may be somewhat repetitive and trite. Tries to draw on elements of Hul'q'umi'num' creative works.
Needs Improvement 2	Attempts to address an issue, but 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 Hul'q'umi'num' creative works. May be very short.
Requirements Not Met 1	Incomplete, inappropriate, or unintelligible.

Grade 12**Topic:** *A Traditional Story***1. PRESCRIBED LEARNING OUTCOMES*****Communicating: Exchanging Information****It is expected that students will:*

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

Communicating: Presenting Information*It is expected that students will:*

- describe, narrate, and analyze events, experiences, or situations.

Finding Information*It is expected that students will:*

- form research questions and identify information sources.
- record, analyze and organize relevant information from Hul'q'umi'num' resources to fit a research need.
- condense, synthesize and use acquired information in oral, visual, and written forms.
- follow protocol for acknowledging sources.

Understanding Culture and Society:***Interpreting Creative Works****It is expected that students will:*

- analyze and respond to authentic creative works from Hul'q'umi'num' culture.
- demonstrate an in-depth understanding of the main idea and significant details of a text.
- identify and discuss lessons learned from moral stories.

2. OVERVIEW

The teacher developed a three-week unit for Grade 12 students on a Hul'q'umi'num' traditional story. Students read, analyzed, and presented information on this story. 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” (see illustration on page C-35) class discussion included the importance of stories in Hul'q'umi'num' 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 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: _____

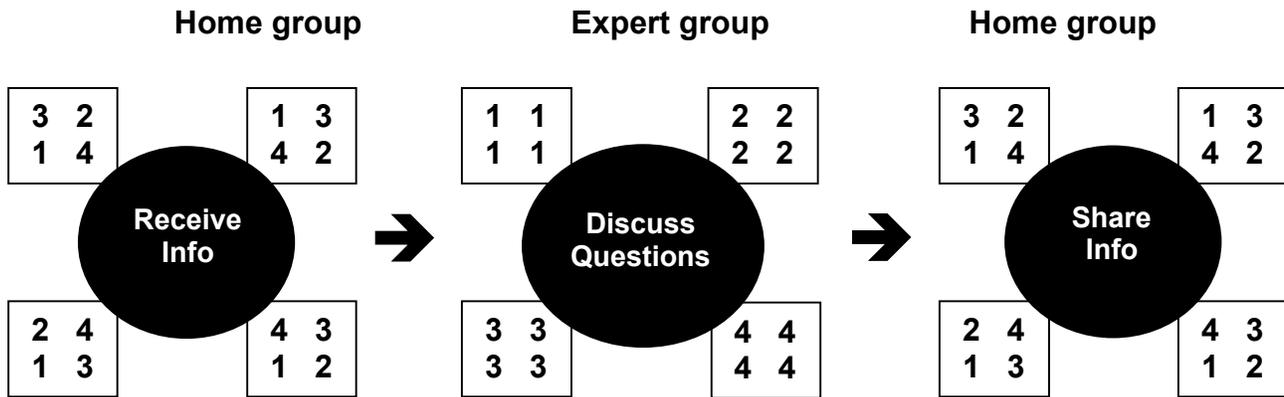
Physical description:

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 web sites promoting imaginary film versions of this story. Each poster or web site 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 Hul'q'umi'num' 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 we 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 want to provide?
- In pairs, students completed research for reports on traditional stories from the Hul'q'umi'num' world (those not covered in the jigsaw activity). Their reports analyzed elements examined previously. During class presentation 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 the Peer Evaluation Sheet.

4. DEFINING THE CRITERIA

The teacher reviewed the 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.

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
- show appropriate organization of information
- spell key words and phrases correctly

Comprehension Activities

To what extent does the student:

- include all required information
- provide relevant detail
- show appropriate organization of information
- 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
- quote 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 expressively with some spontaneity

Poster or Web Site

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 web site 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 Research

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
 - make only minor errors in tense, aspect, or structure, which do not reduce effectiveness of the message

- 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 Hul'q'umi'num', 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-type 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	
• shows appropriate organization of information	
• 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 detail	
• shows appropriate organization of information	
• uses appropriate vocabulary, spelled correctly	

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

Character Card

Criteria	Rating
<ul style="list-style-type: none"> creates an individual character card for each central character 	
<ul style="list-style-type: none"> completes the personal information required for each central character 	
<ul style="list-style-type: none"> includes visual representations of the characters 	
<ul style="list-style-type: none"> includes relevant and creative details 	
<ul style="list-style-type: none"> considers the audience (e.g., by making the cards varied and eye-catching) 	
<ul style="list-style-type: none"> 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
• creates a character box that reflects the character	
• includes eight items representing key aspects of the character	
• quotes from the story to support choice of items	
• explains how the objects relate to the character	
• includes relevant and creative details	
• considers the audience (e.g., by including varied and eye-catching items)	
• uses a wide range of useful vocabulary and appropriate idioms	
• presents expressively with some spontaneity	

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

Poster or Web Site

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>Detailed, insightful, and creative. Engages 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.</p>
<p>Well-developed 4</p>	<p>Complete and accurate. Attempts to include a range of creative details to engage audience. Offers a comprehensible, accurate description of plot using a range of expressions and structures. Communicates message clearly.</p>
<p>Satisfactory 3</p>	<p>Meets requirements. Design lacks creativity. Major components of poster or web site are appropriate, but may offer few supporting details or attempts to engage audience. Lacks accuracy in plot description and critiques. Message is comprehensible, but may take effort on part of audience. Errors may detract from understanding.</p>
<p>Needs Improvement 2</p>	<p>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.</p>
<p>Requirements Not Met 1</p>	<p>Does not meet requirements. May be incomprehensible, inappropriate, or incomplete.</p>

Research Notes

Criteria	Rating					
	Self			Teacher		
• written entirely in understandable Hul'q'umi'num'	3	2	1	3	2	1
• clearly organized	3	2	1	3	2	1
• reflects effective research (including at least two Hul'q'umi'num' 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
<p>Outstanding 6</p>	<p>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.</p>
<p>Strong 5</p>	<p>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.</p>
<p>Competent 4</p>	<p>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.</p>
<p>Developing 3</p>	<p>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.</p>
<p>Underdeveloped 2</p>	<p>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 Hul'q'umi'num' 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.</p>
<p>Requirements Not Met 1</p>	<p>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 view.</p>

Creative Presentation

Peer Evaluation Sheet

Sne (Name): _____

Skweyul (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 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 Hul'q'umi'num' 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 Hul'q'umi'num' 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 Hul'q'umi'num' 11

Topic: *Memories*

1. PRESCRIBED LEARNING OUTCOMES

Communicating: Exchanging Information

It is expected that students will:

- ask and respond to questions with question words such as *'u*, *stem* “what”, *lhwet* “who”, *tum'tem* “when”, *'untsu* “where”, and *kw'in* “how many”.
- exchange information about activities, people, places, and things.
- use learned expressions and phrases in past, present, and future

Communicating: Presenting Information

It is expected that students will:

- express dates and times.
- identify and use expressions of time.
- recognize events as past, present, or future.
- narrate or describe events and experiences in logical progression, using conjunctions such as *'i*, “and”, *nuso'* “and I”, *'un'so'* “and you”.

Finding Information

It is expected that students will:

- extract, record, and organize relevant information from Hul'q'umi'num' resources to meet information needs.
- convey acquired information in oral, visual, and simple written forms.

2. OVERVIEW

The teacher developed a series of activities over a two-week period in which students shared memories from different times in their lives, real or fictional, as well as something students would like to accomplish in the future. The teacher used performance rating scales to evaluate students' reading comprehension, oral presentations, spontaneous oral responses, and written work.

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the unit by showing the class a number of objects and photos that represented events and relationships in the teacher's own life. The teacher described each object, along with the memories it evoked. During this activity, the teacher modelled a variety of vocabulary and patterns that could be used to describe past events.
- The teacher explained that students would also be sharing some of their memories with the class, using objects and photos to accompany their presentations. Students were given the choice of whether they wanted to present actual events and memories from their lives or to invent fictional material.
- The class brainstormed a list of some significant moments they had experienced, for example:
 - learning to ride a bike
 - moving
 - first day of school
 - best day at school
 - a favourite holiday
 - a special gift
 - an important family relationship
 - getting a driver's license
- The teacher provided students with a short article to read about a well-known Hul'q'umi'num' person. The article described the person's childhood and made connections to the person's accomplishments as an adult.
- The class discussed the information in the article and identified key vocabulary and structures used to describe past experiences.
- In small groups, students created lists of useful language for describing past and future experiences. They brainstormed words and phrases they had previously learned, looked through written material, and used their dictionaries. The teacher compiled the lists from each group into a class chart.

- In Hul'q'umi'num', each student prepared a list of ten significant moments or memories (real or invented) that he or she could comfortably share with the class. Students consulted classmates, the teacher, and other resources for vocabulary as they worked. For each event or memory, they recorded brief descriptions that included what happened, who was involved, and when it occurred. Students gave their lists to the teacher, who used the information to create a “people search” chart. Students then interviewed their classmates (in Hul'q'umi'num') to fill out the chart with information such as the following:
Are you the person who...
 - *went on a vacation to Hawaii?*
 - *has a new sister-in-law?*
 - *got a car for your birthday?*
- The teacher circulated, observing students and offering assistance and feedback about their oral use of language.
- The teacher repeated the activity, focusing on future plans. These could be real plans or fictional (e.g., I want to ride in a hot-air balloon, I plan to be a lion-tamer in the circus).
- The teacher asked each student to prepare a short oral presentation describing three favourite memories and one of their future plans. The presentation also had to include an object or photo for each memory or future plan. The teacher reminded students that they could present real or fictitious information.
- The class discussed criteria for the presentations and expanded on the list of useful vocabulary and structures.
- Students practiced their presentations with partners, who provided feedback and support. They also practiced asking and responding to questions.
- Students then took turns presenting their memories and future plans to the class. At the end of each presentation, classmates were encouraged to ask questions. The teacher provided a recording form that students completed using information from the presentations. Information included:

- the name of the presenter
 - the three memories described
 - the future plan described
 - description of the objects or photos
- Students also recorded the questions they asked during the presentation.

- Students were asked to select their favourite memory or future plan and either write a short paragraph about it, draw a cartoon with captions, or write a song or poem.

4. DEFINING THE CRITERIA

The teacher reviewed the 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.

Oral Presentation

To what extent does the student:

- do the presentation entirely in understandable Hul'q'umi'num'
- provide relevant information and examples for three memories and one future plan
- sustain use of Hul'q'umi'num' (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

Listening Record

To what extent does the student:

- include all required information
- include at least three appropriate questions

Creative Response to Memories

To what extent does the student:

- include relevant and creative detail
- show consideration for the audience (e.g., varied, eye-catching)
- provide a comprehensible message
- show appropriate organization of information
- attempt to engage the reader
- use a range of appropriate vocabulary, including new vocabulary, to support and enrich the message

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.

Memories Oral Presentation

Criteria	Rating	Comments
• is comprehensible (the presentation makes sense and is easy to follow)		
• provides relevant information and examples for three memories and one future plan		
• sustains use of Hul'q'umi'num' (may pause or hesitate frequently, but pauses do not impede communication)		
• pronounces most words accurately and attempts to model correct intonation		
• self-corrects as needed (e.g., restarting, repeating a word or phrase)		
• uses appropriate verb tenses and other language structures to differentiate among past, present, and future time		
• 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

Listening Record

Rating	Criteria
Strong 4	All required information is recorded clearly and accurately.
Satisfactory 3	Most required information is recorded clearly and accurately.
Partial 2	Some accurate information is recorded for at least two memories; may be vague or hard to follow in places.
Weak 1	Some accurate information is recorded; may be somewhat confusing.

Questions Asked During Presentations

Rating	Criteria
Strong 4	All three questions are clear, logical, and appropriate (i.e., call for clarification or elaboration of information not previously presented).
Satisfactory 3	Two questions are clear, logical, and appropriate.
Partial 2	At least two questions are understandable and appropriate.
Weak 1	Attempts to ask at least one question. Unclear; may be irrelevant or illogical.

Visual or Written Creative Response to Memories

Criteria	Rating	Comments
Criteria: Visual Response:		
• includes relevant and creative detail		
• shows consideration for the audience (e.g., varied, eye-catching)		
• provides a comprehensible message		
Overall Rating for Visual Response		
Criteria: Written Response:		
• shows appropriate organization of information		
• attempts to engage the reader		
• uses a range of appropriate vocabulary, including new vocabulary, to support and enrich the message		
Overall Rating for Written Response		

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



APPENDIX C

Generic Assessment Tools

STUDENT JOURNALS

Assessment of student performance may also 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 Hul'q'umi'num' 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 the understanding, thoughts, and feelings of students about Hul'q'umi'num'. 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 Hul'q'umi'num' 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 Hul'q'umi'num' 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

Student Name: _____ **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							