

**Native Studies:  
Early Years (K-4)**

*A Teacher's Resource  
Book Framework*

*Renewing Education:  
New Directions*

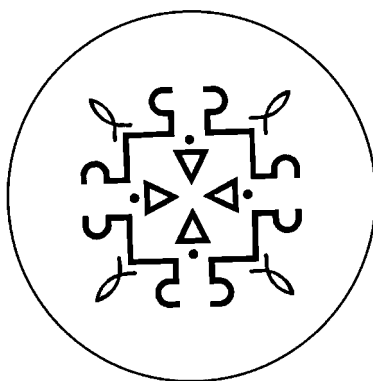
**Manitoba  
Education  
and Training**  
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Minister



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# ***NATIVE STUDIES: EARLY YEARS (K-4)***

***A Teacher's Resource Book Framework***



**1995**

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# **INTRODUCTION TO NATIVE STUDIES RESOURCE BOOK FRAMEWORK (K-4)**

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## **Overview**

### **Purpose of this document**

This *Native Studies: Early Years (K-4), A Teacher's Resource Book Framework* addresses the major goals Manitoba Education and Training intends schools to address through the integration of Aboriginal perspectives into curricula. It provides a conceptual framework for the use of the Early Years, Middle Years, and Senior Years Native Studies teacher resource books. The *Teacher's Resource Book Framework* identifies learner outcomes for students based on First Nations and Métis cultures. It is designed to provide meaningful and relevant experiences for all students and to promote positive attitudes towards people of First Nations and Métis heritage. This framework is intended to assist schools integrate Aboriginal perspectives into curricula, enable students to learn the history of Manitoba and Canada before European settlement, and give the perspectives of Aboriginal people since that time.

The *Teacher's Resource Book Framework* provides the conceptual framework for teachers using the Native Studies resource books. These provide background information for teachers about Native perspectives on issues as well as suggestions on how to develop skills and attitudes that will help students become knowledgeable, purposeful, and responsible citizens.

### **Nature of the Discipline**

Native Studies is a discipline that deals with the unique ways in which Aboriginals see the world. It focusses on Aboriginal philosophies of life and how these philosophies shape how Aboriginals see issues, how they identify priorities and how they interpret events that relate specifically to Aboriginal people.

### **Philosophy**

The framework is based on the assumption that the acceptance of diverse cultures benefits all members of a pluralistic society.

The *Teacher's Resource Book Framework* emphasizes Aboriginal traditional approaches to education. It is important for teachers using these materials to understand these approaches and to make their teaching strategies congruent with the following strategies. These include

- emphasizing inquiry and discovery by students and the teacher
- emphasizing process not conclusions
- viewing the teacher's role as facilitator, resource person, and inquirer together with students
- emphasizing the cognitive and effective outcomes of student learning as opposed to covering large amounts of detailed facts
- concentrating on activities, values, and actions of people rather than on places, objects, dates, and names
- developing multiple objectives (i.e., research, thinking, knowledge, attitudinal, and social participation)
- emphasizing and adapting units of study to local needs and local perspectives

Teaching strategies should be guided by the following principles

- basing new learning on previous learning
- providing students with explanations of the meaning and significance of activities
- involving students in their learning
- providing for frequent interchange of ideas with others



## **Aim**

The aim of presenting Aboriginal perspectives through integrating Native Studies into curricula is to have all students develop an understanding and respect for the histories, cultures and contemporary lifestyles of Aboriginal people and to assist them to develop informed opinions on matters relating to Aboriginal people. It also aims to provide learning experiences to assist Aboriginal students develop positive self-identities through learning their own histories, cultures, and contemporary lifestyles through participation in a supportive learning environment. It is intended that students be presented with knowledge that relate to the values of Aboriginal people. Students should be provided with opportunities to develop ways of thinking, feeling, and acting that will help them participate more actively and effectively in a changing society. Aboriginal students require the resources to enable them to participate in the unique civic and cultural realities of their communities.

Aboriginal students are learners and participants in Aboriginal cultured, not necessarily experts in the cultures. Understanding of Aboriginal culture and traditions will vary from family to family. Aboriginal students' knowledge about their culture may be the same as that of other students in the class, but if they do have extensive knowledge about their culture, it can benefit the entire class.

## **Structure**

The *Teacher's Resource Book Framework* is composed of broad guidelines for addressing Aboriginal perspectives, issues, content, and outcomes in Social Studies. It is intended to assist teachers develop specific lesson plans for Native Studies. A new resource book framework may be added or existing frameworks may be modified on an annual basis to accommodate changing course requirements.

The Native Studies resource books are to be used along with the appropriate grade level Social Studies curriculum document. The units of study within the Native Studies resource books help teachers focus on a Native perspective for each topic of the Social Studies curriculum documents and present pertinent questions.

This document is subject-specific and identifies outcomes and standards that students are expected to achieve and possess related to Native Studies. It provides an Aboriginal perspective to the Social Studies curriculum and a framework for integrating Native perspectives into other subject areas.

The Native Studies resource books have been organized into three areas: Early Years, Middle Years, and Senior Years. Each of these areas follows the Social Studies curriculum, giving a Native perspective to each of the units of study. Within are topics focussing on the Social Studies units. Also included are additional units of study that will enhance the perspective given at that grade level.

The units are meant to be integrated with the Social Studies curriculum and should be used when investigating concerns or issues deemed relevant by local educators, teachers, and students. Teachers may use Aboriginal content and perspectives from these units to enhance the Social Studies curriculum or to generate Aboriginal perspectives in other subject areas such as Language Arts and Science. Keeping in mind student and community interest and need, local curriculum development teams may combine or delete topics, activities, and units to form school initiated courses suited to the local perspective of education.

At the Middle Years level where courses may be initiated by the school, the units for a specific grade may form a course of study.

At the Senior Years level schools may develop a school initiated course in Native Studies from the various units of study in the Native Studies Resource Books.

This document and the *Native Studies: Early Years (K-4), A Teacher's Resource Book* should be used in conjunction with the Social Studies curriculum documents.

# KINDERGARTEN

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## Unit One

### Major Concepts and Content

Valuing and accepting oneself and others is central to Native life. It is an individual's birthright to receive the respect of others for his or her particular strengths, interests, temperament, physical, and mental capacities. An individual's value in a community is not based on his or her appearance and wealth; it is determined by an individual's willingness to serve, to co-operate, and to appreciate others.

Students raised in this way come to school expecting to listen to advice and to make choices about what they will do, neither wanting nor expecting to be "first" among their peers. They may be accustomed to considerable freedom to explore their physical environment, even at some risk. Many will already be taking some responsibility for younger sisters and brothers as well as caring for their own needs.

Classroom activities for Native students should avoid situations in which students compete individually, but at the same time should supply quiet recognition of individual accomplishments. Activities encourage children to help each other. Students have opportunities to choose among activities, the groups they work with, and the ways in which they participate within that group.

When the students' mother tongue is a Native language, that language is the one they use to formulate ideas and concepts, and solve problems. Giving them a firm knowledge of their first language enables them to express themselves better in a second language, as the ability to conceptualize is already in place.

### Intended Outcomes

After successfully completing this unit, students will

- demonstrate awareness that valuing and accepting oneself and others is central to Native life
- identify different physical characteristics of people

- demonstrate an understanding of the names of the parts of the body in one of the Native languages of the students in class
- identify different physical features of people
- identify reasons why people can be unaccepting of other people's differences
- distinguish and give examples of how rejection feels in comparison to other feelings
- identify better ways of behaviour by giving examples
- articulate feelings evoked by different selections of Native music
- understand that all children can complete tasks and achieve goals given the opportunity
- identify through example different jobs they are interested in
- identify what they like about Native life by giving examples
- show an understanding of similarities and differences among people
- articulate an understanding of traditional names, clans, and Native nations
- demonstrate recognition of and the use of greetings in the Native language
- demonstrate appreciation of the uniqueness of each individual in the classroom and in the world of work
- identify and list different jobs in the school
- appreciate different interests and abilities that they can share with others
- identify and list household tools and their functions

## **Unit Two**

### **Major Concepts and Content**

It is expected that teachers model their approaches to be compatible with Native peoples' traditional education. Traditional education sees learning as a lifelong process and as a product of living. Elders, parents, or other relatives can all be seen as teachers. Learning is seen as the result of participation as contributing members of families and communities. Children learn by watching adult role models, and through creative play, as maturity and interests allow. Children are included in adult social activities and listen to stories and experiences of others. They have time to try out skills alone. When they have acquired confidence and understanding they then try out their skills with others.

For Native children, raised with this model, it is threatening and socially inappropriate to be asked to perform a task in front of others before they have had the opportunity to repeat tasks and observe others, especially adults. Their education involves listening to advice, making choices about their actions, observing and interacting with the environment, and disciplining themselves. It is these experiences that develop in children an appreciation for the details that make for a job well done. Young children should be encouraged to seek wisdom at home and in the community as well as in school.

### **Intended Outcomes**

After successfully completing this unit, students will

- understand that there is wisdom they must seek at home and in the community as well as in school
- identify and make a record of people in the family and community who help them learn both inside and outside of school
- record observations of things that can be learned from family and community people by watching, listening, and helping
- demonstrate what they can do, and explain the values of First Nations peoples

## **Unit Three**

### **Major Concepts and Content**

In traditional Aboriginal communities and homes the cycles of change in lives and seasons are an important predictable framework for learning. Young children growing up in extended families can observe and interact with people at all stages of life from birth to old age. They develop an intuitive understanding of differences in activities, responsibilities, and knowledge. Children participate in celebrations and ceremonies ranging from those for new family members to ceremonies such as wakes or funerals.

Cycles of activities accompany the seasonal changes. In some areas fishing, trapping, berry-picking, storytelling and visiting may all be part of this cycle. Each requires preparation and participation. Clothing, needs for heat, shelter, food, means of travel, and social interactions all change with this cycle. The ability to anticipate needs, to improvise in emergencies, to recognize what is really needed to survive, to live from the land, and patience are all learned within this context. Although these needs no longer apply for some Native people, awareness of these and patterns for activities are still a part of the lives of many young Natives.

In other homes and communities the activities may relate to the farming cycle of planting, growth, and harvest. In fishing communities it may be tied to spring break-up or fall freeze-up. In urban areas the cycle of growth in plants such as trees and in gardens show change. Even the use of different kinds of clothing for different types of weather shows the changes that are going on around us. At all times, the changes identified should be in accordance with the lifestyle of the community and of the child.

### **Intended Outcomes**

After successfully completing this unit, students will

- recognize and describe how in traditional Aboriginal communities and homes the cycles of change in lives and seasons are an important predictable framework for learning
- identify seasonal activities and change learned from storytelling sessions

- describe the changes learned from story reading
- identify changes in play and recreation that take place based on seasons
- identify local seasonal changes such as break-up and freeze-up
- recognize and list different types of clothing worn in different seasons
- identify safety precautions observed in different seasons
- articulate how people and place interact to become a home
- distinguish and name local and seasonal birds
- recognize and name local and regional animals

# GRADE ONE

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## Unit One

### Major Concepts and Content

Physical needs are universal. Native people meet these needs in a variety of unique ways. The Elders play an important role in providing understanding about survival. The Earth herself is looked upon as a great and all-providing mother to Native people. In the past, Native people understood they would be provided for by a plentiful, fertile Earth and a kind Creator, and they did not feel the need (as in the case of some other cultures) to store large amounts of food and material.

The practical requirements of life on a trapline helped people sort out needs from wants, especially if goods had to be carried over portages. Respect for life was shown through the offering of tobacco and a prayer whenever animals were killed. Killed animals were fully used; this reinforced respect for life. People believed in and practised sharing with others; they knew that other family and clan members or friends would share with them, especially in an emergency. When travelling, your host would care for your needs, but you in turn shared something of equal value with your host. This was like insurance in Euro-Canadian society.

### Intended Outcomes

After successfully completing this unit, students will

- identify universal physical needs
- use the local Aboriginal language to express terms and phrases related to everyday foods
- identify Native designed clothing worn on different occasions
- identify and list local types of shelter
- identify two main types of Native health care



- identify three types of communication technology and one medium of communication
- identify three types of transportation used in traditional times and three types used now
- understand and articulate two purposes of traditional recreation
- describe three types of Native recreational activities
- identify and list the difference between needs and wants
- recognize that many of the foods society uses today have been contributed by Native people
- describe the reasons for creating particular kinds of shelter or housing

## Unit Two

### Major Concepts and Content

Traditionally, Native children had many of their emotional and social needs met through their immediate family, extended family, clan, and through friends. Native children, who attend integrated schools where they are in a minority, often have acute emotional needs that the teacher should recognize.

Some of these are

- **Feeling accepted:** The children need to feel accepted for who they are by the teacher and their peers
- **Feeling wanted:** The children need to feel they are a necessary part of the class
- **Being understood:** Especially when Native children speak a Native language as a first language, they need to have positive responses from the teacher and their classmates to feel they are understood

### Intended Outcomes

After successfully completing this unit, students will

- identify two ways to help others who may be different
- identify two ways to help a new person feel accepted in school
- distinguish two enjoyable things to do on their own for work or play
- recognize and describe the difference between being alone and being lonely

## **Unit Three**

### **Major Concepts and Content**

Historically, for many Native people, the extended family was a self-sufficient unit for meeting needs — food, clothing, shelter, love, learning, politics and beliefs, to name a few. As a result of Indian and Inuit children being placed in boarding schools for a number of generations, much of their language and culture was destroyed and many of the family skills such as parenting were lost or at least weakened. In addition, the disruptions caused by the child welfare system's apprehension of Native children in the last three decades weakened many families. Native people have had to expend tremendous efforts in order to persevere and hold together any semblance of family at all.

Today the Native nuclear family may be a single parent family. However, there still is an extended family that includes grandparents, uncles, aunts, cousins and other relatives. The extended family no longer shares one roof, if it ever did, but children continue to grow up learning from and being loved and accepted by a larger family unit. Children still play a vital role in the family by doing tasks suited to their abilities such as running errands, carrying messages between houses and camps, and caring for siblings.

### **Intended Outcomes**

After successfully completing this unit, students will

- describe their family using the proper relational terms for each identified person
- describe their role or responsibilities in the family
- identify others who make up their extended family or a larger family unit

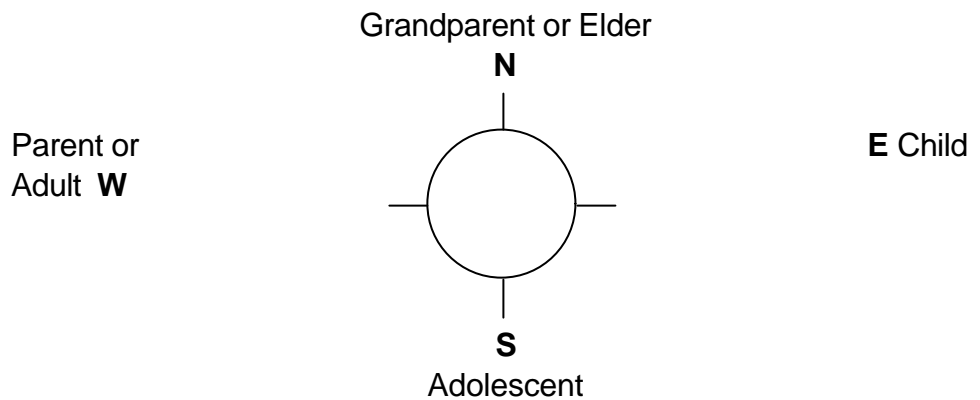
## GRADE TWO

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### Unit One

### Major Concepts and Content

Life has been viewed as a cycle by many Native people. The four stages of mental, emotional, physical and spiritual development found in this cycle can be diagrammed as follows in relation to the four main directions



These stages are not set to a specific time period as in Canadian society where one is a child to the age of 12 and, at the age of 13, one automatically becomes a teenager or adolescent, at 18 an adult, and at 65 an elder. Within Native society, the only given is that one starts at a child's stage. How and when one progresses is totally up to the individual. This depends on how much one is willing to listen and how well one is able to solve problems.

The physical changes that one goes through continues regardless of where the individually is mentally. Refer to the information on this topic in the Kindergarten section of the *Native Studies: Early Years (K-4), A Teacher's Resource Book*.

### **Intended Outcomes**

After successfully completing this unit, students will

- identify and use family terms in a Native language
- recognize and use extended family terms in a local Aboriginal language
- recognize and describe changes that take place over time

## **Unit Two**

### **Major Concepts and Content**

Extended families are usually made up of members of many different clans. Each clan has different responsibilities in the community, but each clan is interdependent. The clans that live together in a certain area become known as a band. Bands are units of production and trade as well as consumption. We can compare what trade goes on between families, between bands, and between bands and other communities.

### **Intended Outcomes**

After successfully completing this unit, students will

- describe traditional roles of Native men and women
- relate safety practices that can be used in the local environment
- identify the roles of each member of the family in helping the family survive
- identify the roles of aunts and uncles in teaching and disciplining children

## **Unit Three**

### **Major concepts and Content**

The views of Native peoples on resource development is summed up in this way: "What I have and enjoy, my children and grandchildren should have to enjoy for seven generations into the future." Native peoples' success in the future will depend on, among others

- basic values which stress faith in the future
- increased appreciation of their own way of life
- understanding of others as they encounter people of different backgrounds
- traditional education to preserve and enhance the role and knowledge of Native elders

### **Intended Outcomes**

After successfully completing this unit, students will

- relate ways that families in the future will continue to depend on the environment in order to fulfil their needs and wants
- relate what they know about a local Aboriginal language
- list jobs in Native communities that Native people may hold in the future
- explain why snowshoes, toboggans, and sleeping bags were first developed by Aboriginal people
- explain why ice houses and refrigeration were developed to store meat and other perishables
- name and describe local fishes, where they live, when and how they are caught and how to prepare them

## **GRADE THREE**

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### **Unit One**

#### **Major Concepts and Content**

An Indian band was traditionally understood to be a group of people who banded together to meet their needs and wants. Reserve lands were chosen for their proximity to good water, food and other resources. These lands were reserved for Indian use only through treaty negotiations between band leaders and representatives of the Crown.

Most Métis communities grew in proximity to Indian reserves or communities but each maintains its own distinct identity as a Métis community. The needs and wants of the Métis were fulfilled through interaction with the Indian and other communities through primary industries such as fishing, and trapping.

Urban Native communities developed when Native people, like many other rural residents, moved to urban areas to meet their needs and wants because they believed greater economic opportunity existed there.

#### **Intended Outcomes**

After successfully completing this unit, students will

- explain using examples of how laws or bylaws can be enacted by a community council and by a band council
- relate names, legends, and stories from the local Aboriginal language that are specific to their own area
- compare two traditional recreational activities Native people took part in
- compare the role of a band chief with the role of a mayor
- describe one way Native people resolve conflict and achieve harmony in their communities
- list current jobs available in the community



## **Units Two and Three**

### **Major Concepts and Content**

There is a great variation in lifestyle, culture and language among the Aboriginal people of Manitoba, depending on geographic location. While there may be no abrupt demarkation lines, there is a gradual change from north to south and east to west. The different language and cultural groups in Manitoba are: Sioux or Dakota, Inuit, Chipewyan or Dene, Cree, Ojibway, Oji-Cree and Métis. The lifestyle of the people may depend more on primary industries such as fishing, trapping, farming or ranching. There is also variation in orientation be it urban, rural or northern. Even within languages there are dialectic differences that must be respected.

### **Intended Outcomes**

After successfully completing this unit, students will

- report on Native language place names within and around the community
- explain similarities and differences between two Aboriginal communities in Manitoba that vary according to language, cultural group, and geographic location
- describe similarities and differences between their community and another which is located in another province or territory of Canada or in the United States
- compare a Manitoba Aboriginal community to an Aboriginal community elsewhere in the world
- report on one method of gathering and preserving plants
- identify use of certain plants as food, tools, and containers

## **GRADE FOUR**

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### **Unit One**

#### **Major Concepts and Content**

In the past, Aboriginal people understood that there were four directions on this earth and that this earth was round. Some also understood that the rivers and lakes in North America flowed to the seas in the four directions from a common point in the Rocky Mountains. These rivers and lakes were used for transportation to almost anywhere on the continent. It was understood that water was a source of life and so in travelling, one would find drink, food and shelter by water. The sun and the moon marked three of the four directions as they travelled across the sky. When they were obscured, position could be told by looking at glacial striations on bedrock. In a specific area, these markings would point in the same direction.

#### **Intended Outcomes**

After successfully completing this unit, students will

- locate similar place names with Native language origins on a map
- describe the significance of the four directions in Aboriginal teachings
- locate Native communities on a map of Manitoba
- locate tribal council areas on a map of Manitoba

## ***Units Two and Three***

### **Major Concepts and Content**

All over the world the Indigenous people developed a harmonious relationship with the land and with nature. Within this relationship, people are able to develop their spiritual qualities as well as their social and political skills. Most Indigenous people have experienced colonialism under people who dominate by technology.

### **Intended Outcomes**

After successfully completing this unit, students will

- compare how Indigenous people from various parts of the world live, express themselves culturally, and meet their basic needs
- describe an Aboriginal viewpoint that is different from his or her own
- identify four different forms of recreation used for skill building by Aboriginal people
- explain the importance of beliefs in the lives of Aboriginal people
- explain the concept of “Fourth World” communities
- describe the commonalities between Indigenous people around the world
- identify qualities in famous Aboriginal people of the past, the present, and from the local area (locally famous) that we admire

## **APPENDIX**

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### **Assessment and Evaluation of Student Achievement**

The learning process is supported by assessment and evaluation. Assessment and evaluation must precisely correlate to the learning outcomes. Learning and assessment activities provide students with opportunities to display development in skills and in the ability to analyze, synthesize, and evaluate. In measuring student achievement teachers should take all learning outcomes into consideration and assess the extent to which students have achieved them. Accurate assessment is essential to ensure appropriate standards are maintained.

Teachers should assess students' written and oral work regularly, using a wide variety of evaluation instruments. Students' daily work should be assessed on a continuous basis. In addition to assessing knowledge students possess about Aboriginal peoples, teachers should assess progress in the students' ability to communicate, analyze, and make good judgements. Teachers should also assess students' achievement at the end of each unit using instruments such as a test or a written assignment.

### **Techniques for Student Assessment**

#### **Methods of Organization**

- **Assessment Stations**

In arranging for the assessment of student progress teachers can use an assessment station. This is usually a place designated by the teacher where students, individually or in groups, can be assessed on knowledge, processes, skills, and attitudes.

The assessment station allows students to be assessed and evaluated on a task that may involve the manipulation of materials, ideas or words. It is designed to be used during regular classroom time but is not limited to the classroom setting.

- **Individual Assessments**

In assessing individual student progress, comparisons can be made to

- his or her previous level of expertise
- a predetermined standard
- a group standard at the same age or grade as the student

- **Group Assessments**

In collecting assessment information on students working in group situations, teachers should

- evaluate group work by awarding the same mark to all members of the group
- evaluate individual student progress within the group, and use groups to structure learning, not for evaluation purposes
- award separate marks for group work

- **Contracts**

Contracts are plans of intended learning that students develop either by themselves or in conjunction with the teacher. Usually a contract includes a statement of the outcomes to be reached, the way in which these will be reached, a timeline, and criteria whereby the performance will be evaluated.

- **Self- and Peer-Assessments**

Self-and peer-evaluation are designed to allow students to take more responsibility for learning by providing for reflection and feedback. In self-evaluation the student is learning about learning through reflecting on his or her own activities. In peer-evaluation, the student is learning about learning through reflecting on the activities of other students.

- **Portfolios**

The portfolio is a collection of student-produced materials assembled over an extended period of time allowing the teacher to evaluate student growth and overall learning progress during that period of time. Collection of student materials should be started as early as possible.

### **Methods of Data Recording**

- **Anecdotal Records**

This is a written description of observations made on students. These records are collected in a specific book or folder. Anecdotal records offer a way of recording aspects of students' learning that may not be otherwise identified. The entries can be used to help form a basis for communication; they are primarily for teacher use, not necessarily for students, parents, or guardians. They also provide data to assist in the assessment of the holistic dimensions of student growth.

- **Observation Checklists**

This is a listing of specific concepts, skills, processes, and attitudes that you may wish to observe. Identify whether or not these have been mastered. It is best kept simple as it is usually used during class time. These are designed to be used frequently.

- **Rating Scales**

Rating scales are instruments that measure the extent to which specific concepts, skills, processes, or attitudes are reflected in students' work. They enable the teacher to record student performance on a wide range of skills and attitudes. They are useful in situations where the student performance can be described along a continuum, such as participation in a debate.

## **Ongoing Student Activities**

- **Written Assignments**

One may collect student progress information by having students plan, organize and produce a written product. This may be in the form of a contract or as an ongoing task. It may be on an individual or a group basis. The written report may accompany a presentation or it may be a separate activity. One may assess the content, skill development, attitudes of the student toward the task, as well as the learning processes demonstrated during the production of a written document.

- **Presentations**

Presentations may be done on an individual or group basis. They may accompany written assignments.

- **Performance Assessments**

Students may be assessed on various forms of performance.

- **Homework**

These are assignments students must complete during their time away from the classroom. Gathering information prior to a class can be classified as homework. The task may include reading assigned passages, researching a topic or bringing certain materials to class. As an instructional method it can involve activities for independent study such as assigned questions, reports, and presentations. As an assessment technique, it can be used to evaluate student performance. Homework can be assessed for student understanding, quality of work, task commitment, or indicators of student willingness to keep up with the assigned work. Consider how the students arrived at the product, conference with the students regarding their thought processes in completing the task, and note the technical development that took place.

## **Quizzes and Tests**

- **Oral Assessment Items**

Oral assessments may be used when written responses are not appropriate. Oral assessments can also be used in situations where the attributes being tested are best assessed through oral responses, such as the ability to use the spoken word correctly, the ability to speak a second language, or the ability to debate.

- **Performance Test Items**

Performance test items help one assess how well a student performs a practiced behaviour. They are used in situations where the student is required to demonstrate competence directly, such as when making a speech.

- **Extended Open-Response Items**

Extended open-response items require a thorough response to an assigned topic in written form. Extended open-response items give students the freedom to respond to a question in ways that each feels is appropriate. Open responses are effective in assessing students' powers of argument, evaluation and synthesis. They allow students to present beliefs and value positions on a wide variety of issues.

- **Short Answer Items**

Short-answer items are useful when you wish students to answer a specific question. They are often used for testing students' ability to recall knowledge. Short-answer questions can be used to test higher levels of thinking or to assess attitude. They are useful in assessing how well students have internalized content. They should be supplemented with other techniques that assess other aspects of student progress.



- **Matching Items**

Matching-item questions consist of a set of questions aligned in one column and a set of possible responses aligned in another column. They test the recall of factual information. They can provide a means of testing a wide array of related facts, associations, and relationships in an efficient manner. They are most effective when used along with other types of items.

- **Multiple-Choice Items**

Multiple choice items involve providing a direct question or statement followed by a number of possible answers, one of which is correct. Most often they are used to test student recall and recognition. They are also capable of testing higher-order thinking skills.

- **True or False Items**

In true or false items the student is required to indicate whether a given statement is true or false. They are used mainly to assess knowledge of content. A true or false test can measure abilities in a broad range of thinking levels.

Examples of evaluative charts follow

<b>Student Self-Evaluation</b>			
	<b>very easily</b>	<b>easily</b>	<b>with difficulty</b>
<p>Using planning skills</p> <ul style="list-style-type: none"> <li>• I understood the topic</li> <li>• I made up research questions</li> <li>• I suggested possible sources of information</li> <li>• I chose the questions</li> <li>• I developed a research plan</li> </ul> <p>Using Information Processing Skills</p> <ul style="list-style-type: none"> <li>• I identified sources of information                             <ul style="list-style-type: none"> <li>— in the school</li> <li>— in the community</li> </ul> </li> </ul> <p>Using Information Processing Skills</p> <ul style="list-style-type: none"> <li>• I gathered and organized information</li> <li>• I discovered new information</li> <li>• I answered the questions</li> <li>• I used my own words to write the research</li> <li>• I edited the work</li> </ul> <p>Using Information Sharing Skills</p> <ul style="list-style-type: none"> <li>• I presented the research</li> </ul> <p>Using Evaluation Skills</p> <ul style="list-style-type: none"> <li>• I carried out the action plan</li> <li>• I learned the following skills and knowledge which can be used in other activities</li> </ul>			

***Assessing Students' Attitudes and Values  
in Relation to an Issue***

Student Name \_\_\_\_\_

Date or Time Period of Assessment \_\_\_\_\_

Rate the following applicable criteria

0 Never                      1 Sometimes                      2 Most of the time                      3 Always

\_\_\_\_\_ Student read the material, watched the film or video, or listened to the tape of the background information about the issue.

\_\_\_\_\_ Student was active in the discussion on the issue.

\_\_\_\_\_ Student contributed an answer when asked a question concerning the issue.

\_\_\_\_\_ Student expressed ideas, comments, agreements, or disagreement with the response of other students.

\_\_\_\_\_ Student showed evidence of seeking more information on the issue.

\_\_\_\_\_ Student defended her or his position on the issue regardless of how much others disagreed.

\_\_\_\_\_ Student accepted criticism of the position taken on the issue.

\_\_\_\_\_ Student demonstrated a thoughtfully developed position on the issue.

### ***Holistic Rating Scale for an Oral Presentation***

Student Name \_\_\_\_\_

Date or Time Period of Assessment \_\_\_\_\_

Scale:    3 =       Words are clear.  
              Voice has good modulation.  
              Speed of speech is well-paced.  
              Pauses or emphases are appropriate.  
              Voice is loud enough to be heard easily.  
              Presentation is organized, logical, and interesting.  
              Large amount of student preparation is evident.  
              Material in presentation is relevant to topic.  
              Language used in presentation is appropriate.  
              Evidence of creativity exists in presentation of topic.  
              Audience appears "involved" in the presentation.

              2 =       Some words are not clear.  
              Voice has some modulation.  
              Rate of speech is at times too quick for the listener to catch the full meaning.  
              Sentences have some inappropriate pauses or run on together, hampering meaning.  
              Voice dropping in volume at times makes it difficult to get the full import of the presentation.  
              Presentation shows signs of organization; however, there may be portions that do not tie together.  
              Presentation has "down" portions with regard to keeping the audience interested.  
              There is evidence of a fair amount of student preparation.  
              Material in presentation is, for the most part, appropriate.  
              Format of presentation is predictable.  
              Audience is passive listener.

*Continued*

- 1 = Many words are not clearly spoken.  
Voice is more monotone in presentation.  
Rate of speech is either too fast or too slow.  
Pauses or emphases for effect are not in evidence.  
Voice is low, making hearing of the presentation difficult.  
Presentation shows poor organization.  
The audience reacts in a disinterested manner.  
There is minimal student preparation in evidence.  
Material in presentation inappropriate or does not appear relevant to the topic.  
Format of presentation lacks structure.  
Audience is not engaged.

Scoring for the presentation is done on the basis of the category that is most representative.

**Appraisal Form for a Group Presentation  
(Peer Evaluation)**

Rate presentation: (1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

	1	2	3	4	5
<b>Introduction</b>					
Aroused interest					
Explained what the presentation would cover					
<b>Body</b>					
Presentation of information					
Relevance of material					
Use of examples					
Organization of ideas					
<b>Conclusion</b>					
Concluding statements					
<b>Presentation</b>					
Eye contact					
Vocabulary (precise, varied, and accurate)					
Posture					
Use of audiovisual aids					
Response to questions					
Movements (natural and expressive)					

**Anecdotal Records for Group Process Activities**

Students' Names \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date or Time Period of Assessment \_\_\_\_\_

Observation Period \_\_\_\_\_

Comments Regarding Group Members

1. Demonstrates balance between talking and listening
  
2. Demonstrates respect for others
  
3. States own opinion

Student(s) who fulfilled the role of recorder for group information

Effectiveness

Student(s) who fulfilled the role of participant

Effectiveness

Student(s) who fulfilled the role of time-keeper

Effectiveness

### **Group Effectiveness Appraisal**

Name \_\_\_\_\_ Group \_\_\_\_\_

Project Title \_\_\_\_\_

Audience \_\_\_\_\_

Rate your group (1=poor, 2=fair, 3=good, 4=very good, 5=excellent)

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| • worked cooperatively with all group members | 1 | 2 | 3 | 4 | 5 |   |
| • completed task                              | 1 | 2 | 3 | 4 | 5 |   |
| • group performance satisfactory              | 1 | 2 | 3 | 4 | 5 |   |
| • efficient use of time                       |   | 1 | 2 | 3 | 4 | 5 |
| • contribution towards completion of task     | 1 | 2 | 3 | 4 | 5 |   |

#### Personal Assessment and Observations

- Are you satisfied with your participation in the project?
  
- Do you think the others in your group worked to the best of their ability?
  
- Do you think your group could have learned more?
  
- Do you prefer to work individually or in a group? Explain your answer.
  
- Explain one thing you learned by working on this project.



### Student Information Sheet

Place a check mark in the column that best describes how your group members performed.

Skills which help get the job done	All of the time	Most of the time	Some of the time	Not at all
<p>Tried to arouse interest of other group members, suggested courses of action to follow, suggested new courses of action when the group bogged down.</p> <p>Provided factual information to the group.</p> <p>Gave personal opinion on a topic to the group.</p> <p>Evaluated suggestions of group members to determine whether ideas would work or whether two ideas were contradictory.</p> <p>Encouraged the group to make a decision.</p> <p>Kept the group focused on the job, deflected irrelevant ideas, maintained standards, set agenda and saw that it was followed.</p> <p>Recorded the ideas expressed by the group.</p> <p>Demonstrated skills which help students cooperate</p> <p>Encouraged other members of the group to speak up and give their ideas or opinions.</p> <p>Supported group members by accepting their ideas and suggestions.</p> <p>Tried to get people with different points of view to think about the views of others and reach a consensus (meditating).</p>				

Write down some examples of what group members did in the areas in which you were successful.

## **BIBLIOGRAPHY**

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