ÍY SČÁČEL, Gilakas’la, Ha7lh Skwáyel, tanisi (greetings) - If you are an adult learner of an Indigenous language, the following pages are intended to help you understand where you are at in your learning and to support you in keeping track of your progress.

Learning a language requires much dedication and determination. We designed this assessment tool specifically for adult learners of Indigenous languages:

- We recognize that you are likely focusing on speaking and understanding the language -> this assessment tool helps you evaluate how you are doing in these areas;
- We recognize that you may identify your own language goals, rather than follow a pre-set curriculum -> this assessment tool looks at general language skills, rather than asking you about grammar or vocabulary;
- We recognize that you may feel worried about assessing how you are doing in your language learning -> this tool is meant to help you reflect on what you CAN do, to help you figure out what you want to focus on next, and to keep track of how your skills are increasing over time.

If you are in a formal Mentor-Apprentice Program (MAP) now, we suggest you fill out this tool after every ~50 hours of learning. However, the tool is designed to support learners in any type of learning context. On the next page, you will find some guidelines on how to use this tool.

This assessment tool is being developed as part of a larger Partnership Development Grant project. We are working to understand more about adult Indigenous language learning in Canada and specifically British Columbia. Our research is funded by the Social Sciences and Humanities Research Council of Canada.
Guidelines on using the Language Learning Assessment Tool

1. Fill in the section “About the Language Learner” on the next page, including the date & your name;
2. You can fill out this assessment tool on your own or with someone who is supporting you in your learning, e.g. your mentor. If someone else is filling in the answers with or for you, please write down their name and role in your learning process as well;
3. Next, there is a place to write down the language you are learning and assessing today;
4. If you keep track of it, write down the number of hours of language learning you have completed;
5. There is a section for you to reflect on your language learning first, if you want;
6. Start the actual assessment with the first level ‘Beginner’, and complete both areas, ‘Speaking’ and ‘Understanding’;
7. Read each “I can…” statement and think about which answer BEST describes where you are at in your learning today;
8. Put a mark in the field of your answer, or colour in the field, or circle it – anything to take note of where you are at in your learning today. Please choose only one field;
9. You will see there are some blank “I can…” fields throughout. Here, you can add your own language learning goals and skills that you wish to track as you progress, specific to your context of learning;
10. When you are ready, you can move on to the ‘Intermediate’ pages.
About the Language Learner

Date: ___________________

Name of Language Learner: __________________________________

If not the learner, who filled in form: _____________________________

Language assessed today: ___________________________________

Number of hours of language learning completed: _________________

A Place to reflect on your Language Learning (optional)

Below are three points you may wish to reflect on, as a “warm-up” or “wrap-up”, in addition to filling out this Language Learning Assessment Tool. You can write down your answers here, so that you can come back to your thoughts at a later time:

For my language learning, I worked a lot on …

________________________________________________________________________
________________________________________________________________________

I’m really proud of …

________________________________________________________________________
________________________________________________________________________

Something I’d like to get better at is…

________________________________________________________________________
________________________________________________________________________
Language Learning Assessment Tool

Speaking – Beginner

SCALE
(select one answer that best describes where you are at in your learning today):

‘Not yet’—this is something new to you;
‘Rarely’—this is something that you’ve noticed, but you’ve only done it a few times or in a few contexts so far;
‘Sometimes’—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
‘Mostly’—this is something that you are familiar with and that you’ve become good at doing in a number of contexts;
‘Always’—this is something that you know well and you are confident in doing it all the time and in all contexts.
Language Learning Assessment Tool

Speaking – Beginner

SCALE
(select one answer that best describes where you are at in your learning today):

‘Not yet’—this is something new to you;
‘Rarely’—this is something that you’ve noticed, but you’ve only done it a few times or in a few contexts so far;
‘Sometimes’—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
‘Mostly’—this is something that you are familiar with and that you’ve become good at doing in a number of contexts;
‘Always’—this is something that you know well and you are confident in doing it all the time and in all contexts.

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Language Learning Assessment Tool

Understanding – Beginner

SCALE
(select one answer that best describes where you are at in your learning today):

‘Not yet’—this is something new to you;
‘Rarely’—this is something that you’ve noticed, but you’ve only done it a few times or in a few contexts so far;
‘Sometimes’—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
‘Mostly’—this is something that you are familiar with and that you’ve become good at doing in a number of contexts;
‘Always’—this is something that you know well and you are confident in doing it all the time and in all contexts.

I can recognize individual words in longer sentences, even if I don’t understand the whole sentence yet.
I can play a simple game in the language.
I can understand some phrases when accompanied by pictures or props.
I can understand short or simple sentences.
I can understand short or simple conversations about familiar topics.
I can understand simple questions about me, such as my name and where I come from.
I can understand survival questions when asked.
I can understand descriptions when my mentor uses simple words and points to related things in our surroundings.
I can follow simple requests when accompanied with gestures.
I can understand some things with lots of repetition.
I can understand frequently used words.
Language Learning Assessment Tool
Understanding – Beginner

SCALE
(select one answer that best describes where you are at in your learning today):

‘Not yet’—this is something new to you;
‘Rarely’—this is something that you’ve noticed, but you’ve only done it a few times or in a few contexts so far;
‘Sometimes’—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
‘Mostly’—this is something that you are familiar with and that you’ve become good at doing in a number of contexts;
‘Always’—this is something that you know well and you are confident in doing it all the time and in all contexts.

I can understand when people speak slowly and clearly.
I can understand predictable questions on familiar topics.
I can follow instructions for routine activities.
I can follow simple requests without gestures.
I can listen to songs and understand some of the words.
I can understand a difference in the language spoken in public compared to when I learn with my mentor.
I can hear the differences between the sounds (or letters) of my language when I pronounce them.
I can hear the differences between the sounds (or letters) of my language when my mentor pronounces them.
I can hear the differences between the sounds (or letters) of my language when I pronounce them.
I can understand who the speaker is speaking about, e.g. herself/himself, me, someone else or more than one person.
I can follow instructions for routine activities.
I can hear the differences between the sounds (or letters) of my language when my mentor pronounces them.
I can listen to songs and understand some of the words.
I can understand a difference in the language spoken in public compared to when I learn with my mentor.
I can hear the differences between the sounds (or letters) of my language when I pronounce them.
I can understand who the speaker is speaking about, e.g. herself/himself, me, someone else or more than one person.
I can follow instructions for routine activities.
I can hear the differences between the sounds (or letters) of my language when my mentor pronounces them.
I can listen to songs and understand some of the words.
I can understand a difference in the language spoken in public compared to when I learn with my mentor.
I can hear the differences between the sounds (or letters) of my language when I pronounce them.
I can understand who the speaker is speaking about, e.g. herself/himself, me, someone else or more than one person.
I can follow instructions for routine activities.
I can hear the differences between the sounds (or letters) of my language when my mentor pronounces them.
I can listen to songs and understand some of the words.
I can understand a difference in the language spoken in public compared to when I learn with my mentor.
I can hear the differences between the sounds (or letters) of my language when I pronounce them.
I can understand who the speaker is speaking about, e.g. herself/himself, me, someone else or more than one person.
I can follow instructions for routine activities.
I can hear the differences between the sounds (or letters) of my language when my mentor pronounces them.
I can listen to songs and understand some of the words.
I can understand a difference in the language spoken in public compared to when I learn with my mentor.
I can hear the differences between the sounds (or letters) of my language when I pronounce them.
Language Learning Assessment Tool

Speaking – Intermediate

SCALE
(select one answer that best describes where you are at in your learning today):

‘Not yet’—this is something new to you;
‘Rarely’—this is something that you’ve noticed, but you’ve only done it a few times or in a few contexts so far;
‘Sometimes’—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
‘Mostly’—this is something that you are familiar with and that you’ve become good at doing in a number of contexts;
‘Always’—this is something that you know well and you are confident in doing it all the time and in all contexts.

I can talk about people and things near me and also far away.
I can initiate a conversation and choose a topic.
I can give details about what I’m doing.
I can give details about what someone is doing in front of me.
I can give details about the place I live.
I can talk about something that is happening now.
I can give detailed answers to questions.
I can say several words without pausing.
I can ask questions about a specific topic.
I can use different words to say the same thing.
I can use different words to say the same thing.
I can talk about my language learning activities.
I speak with little or no hesitation.
I can talk about something that is happening now.
I can give details about what someone is doing in front of me.
I can talk about something that is happening now.
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I can give details about what someone is doing in front of me.
I can talk about something that is happening now.
I can give details about what someone is doing in front of me.
Language Learning Assessment Tool

Speaking – Intermediate

SCALE
(select one answer that best describes where you are at in your learning today):

‘Not yet’—this is something new to you;
‘Rarely’—this is something that you’ve noticed, but you’ve only done it a few times or in a few contexts so far;
‘Sometimes’—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
‘Mostly’—this is something that you are familiar with and that you’ve become good at doing in a number of contexts;
‘Always’—this is something that you know well and you are confident in doing it all the time and in all contexts.

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I can give details about what people are doing somewhere else.
I can say several sentences in my turn in the conversation.
I can describe objects in familiar surroundings.
I can talk about objects not in my immediate view.
I can say a prayer in my language.
I use my language skills whenever I have the opportunity to speak my language.
I can pronounce sounds just as well as I hear them.
I can imitate the rhythm of the language.
I can use different words when I don’t know the right word.
Language Learning Assessment Tool
Understanding – Intermediate

SCALE
(select one answer that best describes where you are at in your learning today):

‘Not yet’—this is something new to you;
‘Rarely’—this is something that you’ve noticed, but you’ve only done it a few times or in a few contexts so far;
‘Sometimes’—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
‘Mostly’—this is something that you are familiar with and that you’ve become good at doing in a number of contexts;
‘Always’—this is something that you know well and you are confident in doing it all the time and in all contexts.

I can recognize familiar words in a sentence and guess what the sentence is about.
I understand a few short sentences spoken in a row.
I can recognize many parts of words (e.g. suffixes, prefixes).
I can recognize sentence patterns.
I understand day-to-day language on topics that I’m familiar with.
I can identify parts of a sentence that I don’t understand.
I understand simple sentences with occasional repetition.
I understand simple questions about other people.
I understand short, simple, common messages.
I understand more complex sentences with occasional repetition.
I understand day-to-day language on topics that I’m familiar with.
I can catch the main point in a short and simple conversation.
I understand simple sentences with occasional repetition.
I understand simple questions about my personal experience.
I can understand questions about my personal experience.
I understand more complex sentences with occasional repetition.
I understand complex sentences with occasional repetition.
I understand questions about my personal experience.
I understand short, simple, common messages.
I understand day-to-day language on topics that I’m familiar with.
I can identify parts of a sentence that I don’t understand.
I can recognize sentence patterns.
I can recognize many parts of words (e.g. suffixes, prefixes).
I can recognize familiar words in a sentence and guess what the sentence is about.
I understand a few short sentences spoken in a row.
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Language Learning Assessment Tool

Understanding – Intermediate

SCALE
(select one answer that best describes where you are at in your learning today):

‘Not yet’—this is something new to you;
‘Rarely’—this is something that you’ve noticed, but you’ve only done it a few times or in a few contexts so far;
‘Sometimes’—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
‘Mostly’—this is something that you are familiar with and that you’ve become good at doing in a number of contexts;
‘Always’—this is something that you know well and you are confident in doing it all the time and in all contexts.

I can ________________________________ ________________________________
I can ________________________________ ________________________________
I can ________________________________ ________________________________
I can ________________________________ ________________________________