



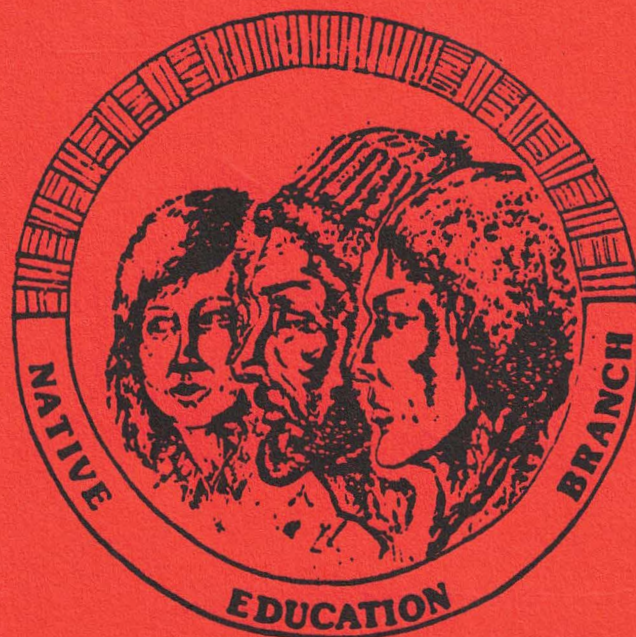
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NATIVE LANGUAGE TEST

(CREE, CREE/OJIBWE, OJIBWAY, DAKOTA)



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497.8
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**Manitoba
Education
Native Education**



497.8
Na

NATIVE LANGUAGE TEST

(CREE, OJIBWAY, ISLAND LAKE CREE/OJIBWA, DAKOTA)

Native Education Branch
Manitoba Education

Revised 1983

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INTRODUCTION

This test is designed as a guideline for use by Native Language Examiners who are familiar with the respective Native language and the English language. It must be recognized that there are various dialects in each of the Native languages and each dialect must be respected. This particular test utilizes the following dialects of the four prominent Native languages of Manitoba:

- i) Grand Rapids Swampy Cree;
- ii) Island Lake Cree/Ojibwe (dialect);
- iii) Fort Alexander Ojibway, and
- iv) Sioux Valley Sioux/Dakota.

The format rather than the dialect is what is most important in conducting the test. It can be adapted into various dialects by the examiner who is the key to a proper examination.

Students must be tested individually. Approximate time spent with each student is fifteen to thirty minutes depending on the level of testing.

Determination of Language Proficiency - Suggested Skills to Master General Guidelines Only

105 Level

A. Listening and Speaking

- Understanding the language when spoken at normal speed on everyday topics (eg. dates, foods, shopping, weather).
- Being able to listen to tape and to display the ability to pick up the main ideas.
- Acquaintance with the sound system of the language and ability to reproduce those sounds orally in short meaningful sentences.

205 Level

B. Listening and Speaking

- As at the 105 level.
- Participate in a short conversation on suggested topics.
- Able to discuss, in addition, topics such as animals, holidays, landscapes, travel.

205 Level

B. Listening and Speaking (Cont'd)

- Converse without hesitation, at a normal speed, in sentences of increased length.
- Distinguish between imperfective and perfective verb forms, if applicable.
- Use correctly comparative forms.

C. Reading

- Ability to read and/or summarize or discuss in oral or written form, an excerpt from a novel on contemporary life in a culture which the student is well acquainted.

305 Level

A. Listening and Speaking

- Satisfy criteria for its 105 and 205 levels.
- Speak, with perfection of pronunciation.
- Ability to use complex sentences.
- Ability to use correctly the subjunctive and conditional forms.
- Possess a high active vocabulary dealing with a wide range of everyday topics.
- Ability to discuss a current news item of interest to student. Examiner should bear in mind that the point of the discussion is to determine the student's ability to express himself in the language.

B. Reading

- Ability to read and/or summarize in oral or written form (Roman orthography or syllabics) an excerpt from a novel or contemporary life in a culture which the student is well acquainted.

C. Writing

- Ability to summarize in written form (syllabics or Roman orthography) an excerpt from a novel or contemporary life in a culture which the student is well acquainted.

D. Quality to Language

- Clear, simple and correct language is all that is required.

EVALUATION GUIDELINES FOR MARKING

Students' performance should be rated on:

- i) Vocabulary;
- ii) Pronunciation;
- iii) Structure;
- iv) Fluency;
- v) Reading;
- vi) Writing.

The examiner is again reminded that there may be many dialects in the language for which the respective student is evaluated -- the student must be evaluated for his own dialect. The main point is that we are attempting to evaluate whether the student can be classified proficient in his/her respective Native language.

SCORING

| | |
|--------------|---------------|
| Excellent | 75 - 100 |
| Satisfactory | 60 - 74 |
| Minimal | 50 - 59 |
| Poor | less than 50. |

Excellent - The student knows the language very well.

Satisfactory - The student can communicate effectively in the language though he may make a few errors that do not seriously handicap his expression of thought.

Anyone scoring in these two categories qualifies for a total high school language credit.

Minimal - The student has a working knowledge of the language but cannot communicate freely in it.

The student scoring in this category would rate a grade ten language credit with the opportunity to be re-examined at a later date for another try at obtaining a total credit.

Poor - The student has little oral proficiency in the language.

The student scoring in this category will have to forego any credit but has the opportunity to be re-examined at a later time at his own discretion.

SCORE SHEET FOR 105 LEVEL

Student's Name _____

Examiner's Name _____

| | | Possible Mark | Actual Mark |
|--------------|------------------------|---------------|-------------|
| I | Informal Conversation | 10 | _____ |
| II | Test for Understanding | | |
| | 1. _____ 6. _____ | | |
| | 2. _____ 7. _____ | | |
| | 3. _____ 8. _____ | | |
| | 4. _____ 9. _____ | | |
| | 5. _____ 10. _____ | 2 each | 20 |
| | | | _____ |
| III | Test for Vocabulary | | |
| | 1. _____ 6. _____ | | |
| | 2. _____ 7. _____ | | |
| | 3. _____ 8. _____ | | |
| | 4. _____ 9. _____ | | |
| | 5. _____ 10. _____ | 2 each | 20 |
| | | | _____ |
| IV | Picture Questions | | |
| | 1. _____ 6. _____ | | |
| | 2. _____ 7. _____ | | |
| | 3. _____ 8. _____ | | |
| | 4. _____ 9. _____ | | |
| | 5. _____ 10. _____ | 5 each | 50 |
| | | | _____ |
| TOTAL | | 100 | _____ |

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SCORE SHEET FOR 205 LEVEL

Student's Name _____

Examiner's Name _____

| | Possible Mark | Actual Mark |
|-----------------------------------|---------------|-------------|
| I Informal Conversation | 5 | _____ |
| II Test for Understanding | | |
| 1. _____ 6. _____ | | |
| 2. _____ 7. _____ | | |
| 3. _____ 8. _____ | | |
| 4. _____ 9. _____ | | |
| 5. _____ 10. _____ | 1 each | 10 |
| | | _____ |
| III Test for Vocabulary | | |
| 1. _____ 6. _____ | | |
| 2. _____ 7. _____ | | |
| 3. _____ 8. _____ | | |
| 4. _____ 9. _____ | | |
| 5. _____ 10. _____ | 1 each | 10 |
| | | _____ |
| IV Picture Questions | | |
| 1. _____ 6. _____ | | |
| 2. _____ 7. _____ | | |
| 3. _____ 8. _____ | | |
| 4. _____ 9. _____ | | |
| 5. _____ 10. _____ | 2 each | 20 |
| | | _____ |
| V. Picture and Description | | |
| Picture 1. _____ | | |
| Picture 2. _____ | 10 each | 20 |
| | | _____ |
| VI The Anecdote | | |
| Read | 35 | _____ |
| TOTAL | | 100 |
| | | _____ |

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SCORE SHEET FOR 305 LEVEL

Student's Name _____

Examiner's Name _____

| | Possible Mark | Actual Mark |
|--|---------------|-------------|
| I Informal Conversation | 5 | _____ |
| II Test for Understanding | | |
| 1. _____ 6. _____ | | |
| 2. _____ 7. _____ | | |
| 3. _____ 8. _____ | | |
| 4. _____ 9. _____ | | |
| 5. _____ 10. _____ | 1 each | 10 |
| _____ | | _____ |
| III Test for Vocabulary | | |
| 1. _____ 6. _____ | | |
| 2. _____ 7. _____ | | |
| 3. _____ 8. _____ | | |
| 4. _____ 9. _____ | | |
| 5. _____ 10. _____ | 1 each | 10 |
| _____ | | _____ |
| IV Picture Questions | | |
| 1. _____ 6. _____ | | |
| 2. _____ 7. _____ | | |
| 3. _____ 8. _____ | | |
| 4. _____ 9. _____ | | |
| 5. _____ 10. _____ | 2 each | 20 |
| _____ | | _____ |
| V. Picture and Description | | |
| Picture 1. _____ | | |
| Picture 2. _____ | 10 each | 20 |
| _____ | | _____ |
| VI The Anecdote | | |
| A. Read | 15 | _____ |
| B. Write | 20 | _____ |
| | | _____ |
| TOTAL | 100 | _____ |

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Testing Procedure.

1. Before individual testing, three students are given a tape to listen to and/or transcribe tape pending on the level where credit is being sought. The student is told that at a later point in the interview he will be asked to answer a question about the content of the tape. Students must leave their transcriptions with the tester.
2. Two students are asked to leave the testing area. The examiner follows the test format.
3. The examiner uses a Score Sheet and decides on the marks to be given as the test progresses.
4. After the test is completed, the examiner totals up the marks.
5. The examiner fills in the examiner's report and the recommendations are made to the principal of the school.
6. Once a credit is granted by the principal, the mark is kept on file, however, in the cases of a grade 12 standing.
7. The report form is submitted listing the student number, and credit is forwarded to the Department of Education.

I INFORMAL INTRODUCTORY CONVERSATION

This conversation in the Native language is to serve as a warm up for the sake of putting the student at ease. The examiner will ask a few simple questions pertaining to the student. These questions may be about his family, his school, his interests, etc.

Time: Approximately 1 minute.

II TEST FOR UNDERSTANDING

Examiner makes the following statements in the student's Native language and asks the student to repeat the statement and to translate it into English. Examiner can repeat the statement upon request.

1. Cree to English

- i) Ni minwenihten e ayamihitan.
I am pleased to talk to you.
- ii) Apasapo ana napew.
That man looks back.
- iii) Ochemisisa ki nipahimawa.
His little dog was killed.
- iv) Taniwe anima chikahikan?
Where is that axe?
- v) Iskwehis kischi michiso.
The little girl ate a lot.
- vi) Kape kisik ki kimwan.
It rained all day.
- vii) Ki kaskenihten na askow?
Are you sometimes lonely?
- viii) Nistes ki natawi machiw.
My older brother went hunting.
- ix) Nisto sisipa ki paskisew.
He shot three ducks.
- x) Tanspi ka machi ayamihchikiyan?
When did you begin to read?

2. Cree/Ojibwe to English

- i) Nimonentaan ekakanooninaan.
I am pleased to talk to you.
- ii) Apanaapi shawe naape.
That man looks back.

II TEST FOR UNDERSTANDING

2. Cree/Ojibwe to English (Cont'd)

- iii) Otanimoojehjiman kiinithimaan.
His little dog was killed.
- iv) Ani ihiwe wakaakwat.
Where is that axe?
- v) Ikwesis kiji wiithini.
The little girl ate a lot.
- vi) Kape kiisika kiikimoowan.
It rained all day.
- vii) Kikaskentan na eskam?
Are you sometimes lonely?
- viii) Ninteyet kipapaamiska.
My older brother went hunting.
- ix) Nithin siisiipan oki paaskithaun.
He shot three ducks.
- x) Anaapiihi ka maaji ayaamijikeyan?
When did you begin to read?

Time: Approximately 3 minutes.

3. Ojibway to English

- i) Ni minuwentan chi kanoninan.
I am pleased to talk to you.
- ii) Awe inini apanapi.
That man looks back.
- iii) Ot ayensan ki nisimawan.
His little dog was killed.

II TEST FOR UNDERSTANDING

3. Ojibway to English (Cont'd)

- iv) Ande eye wakakwat?
Where is that axe?
- v) Awe ikwesens ki kichi wisini.
The little girl ate a lot.
- vi) Ki kimiwan kape kishik.
It rained all day.
- vii) Apichinak na ki kashkentam?
Are you sometimes lonely?
- viii) Ni saye apany kiwosa.
My older brother went hunting.
- ix) O ki pashiso niswi shishipa.
He shot three ducks.
- x) Anin api ka mache anamichikeyan?
When did you begin to read?

Time: Approximately 3 minutes.

4. Sioux to English (Dakota)

- i) Eyomukpe wo oohdugeg. (or) Wo oohdugeg eyomukpe.
I am pleased to talk to you.
- ii) Wechushtug hungektu.
That man looks back.
- iii) Shuhpudu twug gta pe.
His little dog was killed.
- iv) Museyupeg tuktea he?
Where is that hammer?
- v) Wecheyanung ota wota.
The little girl ate a lot.
- vi) Umpatoo utuyu muguzu.
It rained all day.
- vii) Tohanto chu eyonekshechu cha a he?
Are you sometimes lonely?
- viii) Cheeya wa echu eyuya.
My older brother went working.

II TEST FOR UNDERSTANDING

4. Sioux to English (Dakota) (Cont'd)

- ix) Mazuska waste gumna.
He makes good money.
- x) Toḡ da he? (or) Tokeya da he?
Where are you going?

Time: Approximately 3 minutes.

III TEST FOR VOCABULARY

The student is told to translate the following English sentences into his/her Native language.

1. English to Cree

- i) My birthday is in the spring.
E sikohk nitipisken.
- ii) His son is two years old.
Neso askenenowa okosisa.
- iii) What time do you start work?
Tanathto tipiyikan matatoskeyan?
- iv) He has eight dogs.
Enanew atimo ayawew.
- v) She visited me the day before yesterday.
Nike pé koyikak awasitakosek.
- vi) My aunt broke her leg.
Nisikos ke kiskikatesin.
- vii) They ate moose meat last night.
Mosoweyas oke mechinowok tipiskok.
- viii) Put that book on top of the table.
Asta anima masinayikan anta takosch mechisowinahtikok.
- ix) They are going to buy a red dress to wear to the wedding.
E mikok miskotakiy wi atawewak ta akiskakik ka wekihtonanowak isi.

Time: Approximately 7 minutes.

III TEST FOR VOCABULARY

2. English to Cree/Ojibwe (dialect)

- i) My birthday is in the spring.
Ethiikwak nintipiskaan.
- ii) His son is two years old.
Niisin sa tathwatkiione wan okoothithan.
- iii) What time do you start work?
Aantathin ethithek maatanokiiyan?
- iv) He has eight dogs.
Eyiinaanew animoosan otayaawan.
- v) She visited the day before yesterday.
Kiikiioke awaathinaako.
- vi) My aunt broker her leg.
Nintothis kiipookikaatesin.
- vii) They ate moose meat last night.
Oki micinawa moos' ooyasine onako.
- viii) Put that book on top of the table.
Wakiji wiithiniiwnatikonk atoon ihiwe manthinahikan.
- ix) They are going to see the nurse.
Otantaw waapamaawan maskikiokwen.
- x) I am going to buy a red dress to wear to the wedding.
Jimithkwekak tankaakwakot ninka ataawe jiisiki-
kiskamaan kaaisi wiikitenaanowahk.

Time: Approximately 7 minutes.

III TEST FOR VOCABULARY

3. English to Ojibway

- i) My birthday is in the spring.
E sikonk nin tipishkam.
- ii) His son is two years old.
Ninsho piponewewan o kosisan.
- iii) What time do you start work?
Anin taso tipahikan matanokiyan?
- iv) He has eight dogs.
Niscwaswi at ot ayawah animocash.
- v) She visited me the day before yesterday.
Nin ki pi manatisik sinako.
- vi) My aunt broker her leg.
Nin sikoos ke pokakoteshin.
- vii) They ate moose meat last night.
Monso wiyas oki michinowa tipikonk.
- viii) Put that book on top of the table.
Aton eye masinahiken okiche atapowinink.
- ix) They are going to see the nurse.
O ta to wapamawan mashikikwen.
- x) I am going to buy a red dress to wear to the wedding.
Ni wi atawe miskok makote e wé pisckaman kitchi
witikenting.

Time: Approximately 7 minutes.

4. English to Dakota

- i) My birthday is in the spring.
Waytoo chu uhuwake cha.
- ii) Our house is two years old.
Oonteb waneyatoo noompu.
- iii) What time do you start work?
Tohan wuachunoo cha a he?
- iv) He has a truck.
he weyutokshu wan yuhe.
- v) She visited me the day before yesterday.
Htunehan tetokan he.

III TEST FOR VOCABULARY

4. English to Dakota (Cont'd)

vi) My aunt broker her leg.

Tooweenu hoo nupshoo.

vii) They ate deer meat last evening.

Htuyed tuhchu tado yutu pe.

viii) Put that book on top of the table.

Wowapeg he wahneyutub ugun ahnugu.

ix) They are going to see the nurse.

Woyuzuawuyugeg wayug ya pe.

x) I am going to buy myself a red dress.

Suksunechu sha wanzi opamechetoo gta.

Time: Approximately 7 minutes.

IV. PICTORIAL EXERCISE

1. Picture Questions

Examiner shows the student pictures illustrating 10 different actions. Student is asked to answer in a complete sentence the action occurring in each picture.

Time: Approximately 2 minutes

10 x 2 = 20 points

2. Picture and Description

Examiner shows the student a group of 6 pictures and asks the student to select 2 pictures which he will describe in detail. Student is told he can let his imagination run free in describing the event in the pictures. (The more detail given, the higher the mark.) Examiner may briefly describe Picture A, as an example of what is wanted.

Time: Approximately 4 minutes

2 x 10 = 20 points

For this test a variety of pictures taken from any reading series can be used. However, some are included in the testing booklet.











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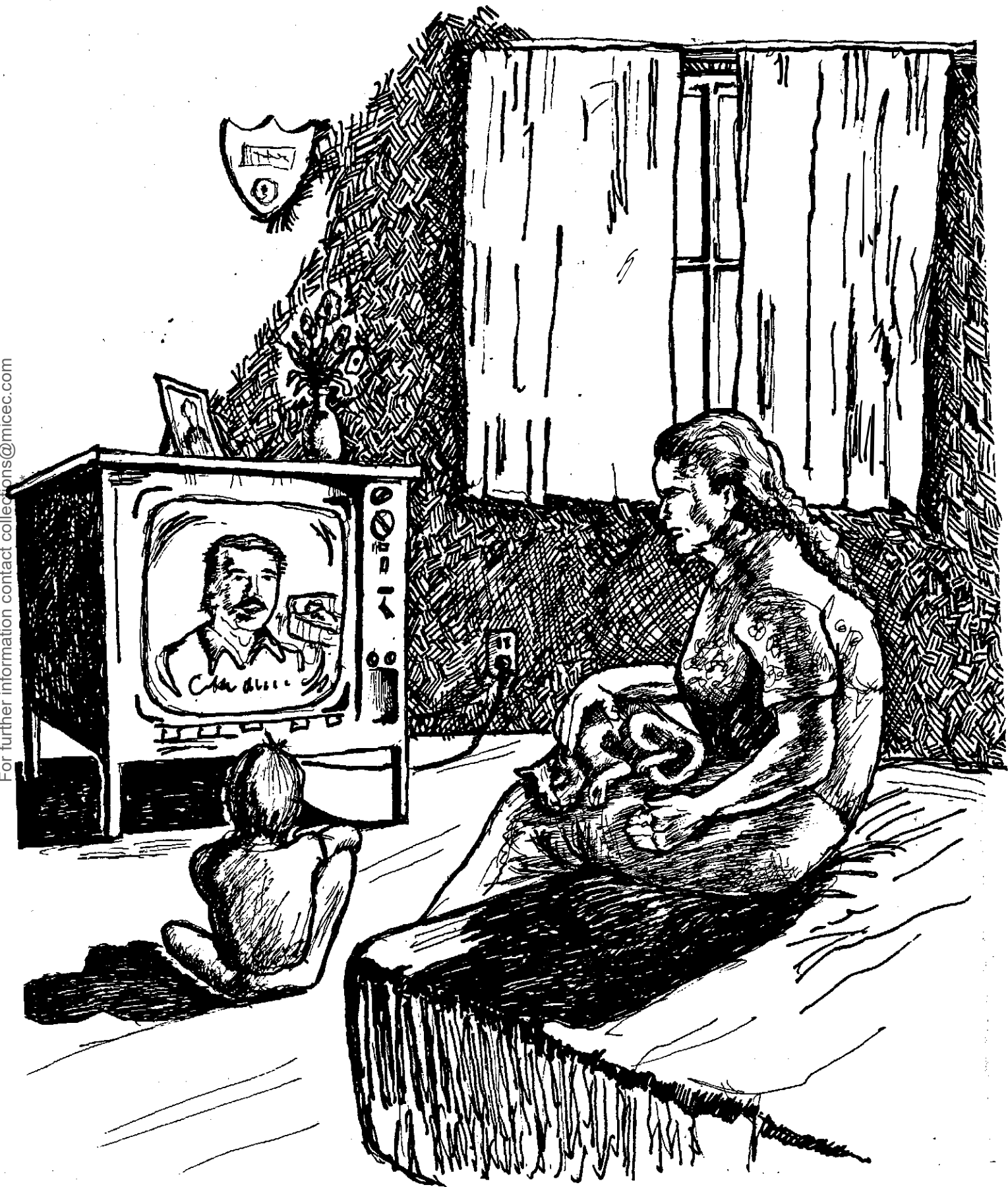
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V. TESTING FOR READING AND WRITING

A. Examiner provides the following paragraph. Student is given a few minutes to read it thoroughly. Student is asked to translate paragraph into the Native language.

*B. Examiner picks some of the sentences from paragraph for the examinee to transcribe into the Native Language.

My grandfather and grandmother used to go camp out at God's Lake long ago. My grandfather is happy when I ask him about how they used to make a living before. "Fish, rabbit, muskrat, moose, and ducks are what we used to live on," he said. "Grandmother used to be afraid when it was windy while we were sailing. Of course, we always used boats in the summer time," my grandfather said. Old people have many stories to tell.

*B - to be administered at the 305 level before recommending student for full credit.

CREE

Nimosom ekwa nohkom ke kapesiwak mana kayas Manito Sakahikanihk. Minwenihtam nimosom kakwecimaki ta achimot tansi ka kisi pimacihocik. "Kinosew, wapos, wacask, moswa ekwa sesep niki mowanani", itwew. "Kohkom mana ki kostam askow ispihk e kisce notik mekwach e pimaseyak. Chikima cimana pisik ni ki apacihtanan e nipihk", itwew nimosom. Kischi achimowak mana kayehteyatisak.

Time: Approximately 7 minutes.

CREE/OJIBWE
(Island Lake Dialect)

Nimisoom ekwa miina nohkom kiinitaa kapesowak weskej manito tsaakahiikanink. Nimisoom ominentan api ekakwejimak jiaajimotawisij kakii isi pimajihowaaj. "Kinoose, waaboth, wajask, moonth, ekwa miina siisiipak ninki amwaamin," ikiti nimisoom. "Kohkom okikotaan kiispin kaa kiji nootinthenk mekwaaj epimahoyaank. Jikema moo(n)sak jiimaanen niinkii aapajitoomin eniipink," ikiti nimisoom.

Kijiyahaak misiin ajimoowinan owiintaanawa.

Time: Approximately 7 minutes.

OJIBWAY

Ni mishomis shikwa ni nokom ki kapeshiwak ako meyinsha Manito Sakahikanink. Ni mishomis ominowentan e Kakwechimak anin ako ka ishi pima tisowat kayate. "Kinko, wapoos, washashk, mons, shikwa shishipak, miye ako ka inanchikeyank," ki ikito. "Ki kokom kisakisa ako kichi notininink menkwa e pimishkayank. Anish tash nasine ki apachitomin chiman e nipink," ki ikito ni mishomis. Okitatisik nipawa tipachimowinan otayanohon.

Time: Approximately 7 minutes.

DAKOTA

Ahanna g he ehan cushie unku kche wakuwa atep chea umpetoo wakan tohuhuya. Unku ahanna wohduka g ktu eyokpe, toked ahanna oom cha eg. Hogan g a, mushteenchu ga, tahchug a seenkpeg a magukseehu Ko we chu yutap chea, eya. Necushie waytoo mnetu cha Kogepa che a. He ehan mane ooyakumpe esh shoogawakan chumpa hmehma ohna. Unku taku ota oongogeyagupe ahanna oompge.

Time: Approximately 7 minutes.

Long ago my grandmother and grandfather used to go on a hunt that lasted several weeks. My grandfather likes to reminisce about those times, and how they used to live. "Fish, rabbit, deer, muskrat, and ducks are what we ate", he would say. "Your grandmother was afraid when the rivers flooded in the Spring. In those days we all travelled on foot or else with horses and wagons". My grandfather told us many things about the old days.

SPECIAL LANGUAGE CREDITS
ADMINISTRATION

Numerous problems have been encountered in the past re the administration of the Special Language Credits Policy. An administrative procedure, in seven steps, has been devised to clarify the responsibilities of the persons involved as well as to assure efficiency and accuracy. Your attention is particularly directed to the reporting procedure which will take effect September 1, 1983. Once all testing in special language is completed, the Principal will report all credits granted in special languages to the Teacher Certification and Records Office using the form designed for this purpose. The school will again report special languages credits as part of the school's regular mark reporting input.

| <u>Level</u> | <u>Responsibility</u> | <u>Procedure</u> |
|--------------|--|---|
| 105;205;305 | Student | 1) Students wishing to gain special credit in languages should first consult with the principal of their school. |
| 305 | Student; Principal | 2) A student requesting credit at the 305 level completes Part I of the "Application for Special Credit - Languages" form; the principal completes Part II, and forwards the form to the Registrar. The application forms must reach this office on or before April 30th. |
| 305 | Teacher Certification and Records Office | 3) On the application form the principal recommends an examiner(s). The Registrar approves the examiner(s) or recommends one. An updated list of examiners is maintained at the Teacher Certification and Records Office. |

| <u>Level</u> | <u>Responsibility</u> | <u>Procedure</u> |
|--------------|--|--|
| 105;205;305 | Principal | 4) The Principal makes all the necessary arrangements with the student(s) and the examiner(s). |
| 305 | Principal | 5) The Principal forwards the examiner reports to the Registrar, Teacher Certification and Records Office. |
| 105;205;305 | Principal | 6) Once all testing is completed, the Principal reports all credits granted under the Special Language Credit Policy (level and standing) to the Registrar, Teacher Certification and Records Office. The special language credits are again reported by the school as part of the school's regular mark reporting input. |
| 105;205;305 | Teacher Certification and Records Office | 7) Receipt of credits granted will be acknowledged and the marks will be recorded in the individual student files once the school's regular mark reporting input is received. |

SPECIAL CREDIT FOR LANGUAGES

GENERAL INFORMATION

1. Manitoba high school students may claim Special Credit for Languages and included in the regular high school curriculum. Special credit for such languages may or may not be recognized by universities or community colleges. School officials are advised to first consult such institutions.
2. Special credit may be claimed for Native languages such as Cree, Ojibway (Saulteaux), European Asian or other languages not included in the regular high school program in Manitoba.
3. Only students enrolled in a regular high school program, adult or evening high school classes are eligible for special language credits.
4. Schools may themselves grant Special Language Credit at the first and/or second year levels (Grade Ten and/or Eleven), but Departmental approval is required for credit at the third year (Grade Twelve) level.
5. A student's overall position in high school will not affect the level of credit given. A Grade Ten student, for example, may qualify for a third year (Grade Twelve) special credit in languages if judged competent at that level. In this instance, the student would automatically be entitled to credit for the language at the Grade Ten and Eleven levels for a maximum total of three (3) credits.
6. Oral and written competency is required.
7. Standing for such credit is to be entered on the Departmental report form using the designation "S" for standing.
8. All special credits for language must be designated as either 105, 205 or 305 credits. The designation X00, X01, X02, X03, or X04 are not to be utilized.

SPECIAL CREDIT FOR LANGUAGES

GENERAL INFORMATION (Cont'd)

9. Examiners are advised to use existing kits for administering Native (Canadian Indian) languages. Such kits are available from the Native Education Branch, Program Development Directorate, 408-1181 Portage Avenue, Winnipeg.

10. Approved examiners only may administer and recommend tests leading to special credits in languages. Schools are requested to contact the Registrar, Teacher Certification and Records Office, 312-1181 Portage Avenue, Winnipeg, for approval.

11. Students wishing to gain special credits in languages should first consult with the Principal of their school.

12. Examiner's reports submitted to the Department for third year level credit should be initialled, countersigned or stamped by the Principal of said school. Reports should be forwarded to the Registrar, Teacher Certification and Records, 312-1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3.

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SPECIAL CREDIT FOR LANGUAGES

Article from Manitoba Department of Education Bulletin - April, 1974

The following instructions concerning the granting of special credit for languages are for the information of principals, teachers, counsellors, and administrators, to further clarify the announcement in the September 1973 issue of Bulletin, and provide the details of procedure to be followed by students wishing to obtain special credit for languages for the present school year. A review of the present policy and procedures will be made at the end of this school year.

Purpose: To recognize by way of high school credit that a student, through knowledge of a language not presently taught for school credit, has gained out of school an educational benefit which is as valuable as that derived from credit courses in high school.

Languages: All languages not presently being taught as part of the regular high school program.

Credit: Credit for the language will be granted by the schools, with departmental approval required only for the grade twelve level. Schools are expected to assume the responsibility for granting credit for other high school grade levels. In the case of a language not taught in any kind of school setting, certification of competence may be accepted from qualified persons, subject to departmental approval.

The Department of Education is prepared to cooperate in establishing guidelines, and in finding competent persons to assess the competency of students. These guidelines will be reviewed at the end of the current school year.

Where credit is granted more than once, it should be granted only as a result of further study or improvement. Equal credit will, however, be given for equal competency, regardless of the grade in which the student is enrolled. Thus, if grade twelve standing is granted to a grade ten student because he is equally competent in the language, standing will automatically be granted for the language also in grades ten and eleven.

SPECIAL CREDIT FOR LANGUAGES

Article from Manitoba Department of Education Bulletin - April, 1974

Judging Competency: Persons judging competency for grade twelve credit must have departmental approval and may include:

- the chief of an Indian Band;
- persons designated by the First Nations Confederacy and/or the Manitoba Metis Federation;
- persons from the universities, consulates, or religious, cultural or education institutions; or
- any other competent person.

Criteria: Oral and written competency will be required except in the case of Level 105 of the Native Manitoba (Indian) language testing for which oral competency alone will be accepted.

Costs: The onus of bearing costs is on the school division concerned. On no account are costs to be relayed to students.

Approval: Where it is required for grade twelve credit, departmental approval of the school or of the person judging competency is to be obtained prior to assessment.

Applications: All applications for grade twelve credit should be made by the school, on behalf of the student, and approved by the teacher and/or principal. Applications, inquiries, and requests for information, or assistance should be directed to the Registrar's Office, Department of Education, Room 312-1181 Portage Avenue, Winnipeg, R3G 0T3.

Recording Credit: On completion of the necessary assessment procedures for grade twelve credit, the Registrar's office will authorize the school concerned to enter the standings on the regular score sheets and on the school records. In all other cases schools will record the standing in the school records.

As indicated above, this statement of policy applies to the 1983-84 school year and will reviewed at the end of the school year.

PROVINCE OF MANITOBA - DEPARTMENT OF EDUCATION
EXAMINER'S REPORT
SPECIAL LANGUAGE CREDITS

On _____ I examined _____
(Date) (Name of Testee)

of _____ for _____
(Name of School) (Name of Language)

Native Language Proficiency at the 105, 205, 305 Level (circle one).

The student has been examined in the following skills:

Listening _____ Reading _____
Speaking _____ Writing _____

It is recommended the above (please check and initial all levels for which CREDIT IS RECOMMENDED)

- _____ student(s) receive credit at 105.
- _____ student(s) receive credit at 205.
- _____ student(s) receive credit at 305.
- _____ student(s) reapply at a later date.

Signature of Examiner

ADDRESS _____ POSTAL CODE _____

TELEPHONE _____

STANDING OBTAINED: PLEASE CHECK ALL LEVELS FOR WHICH CREDIT IS GRANTED

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| 105 | 205 | 305 |

SIGNATURE OF PRINCIPAL _____

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APPLICATION FOR SPECIAL CREDIT - LANGUAGES

This form must be completed by all students claiming Special Credit for Languages at the Grade Twelve or Third year level, and must be received by the Department of Education by April 30. (NOTE: This form should not be used for languages studied as Student-Initiated courses.)

TO: The Registrar
Department of Education
312 - 1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

PART I. TO BE COMPLETED BY THE STUDENT

DATE _____

FULL NAME OF APPLICANT

_____, _____
(Surname) (Given Names)

ADDRESS _____

DATE OF BIRTH _____ SOCIAL INSURANCE NUMBER _____
(Day, Month, Year) (If available)

SCHOOL ATTENDED THIS YEAR _____

ADDRESS OF SCHOOL _____

SCHOOL DIVISION _____ NUMBER _____

NAME AND ADDRESS OF PRINCIPAL _____

LANGUAGE FOR WHICH CREDIT IS CLAIMED _____

LOCAL DIALECT (If any) _____

ADDITIONAL COMMENTS (OR RELEVANT INFORMATION):

Signature of Applicant

(See reverse side for Part II and III)

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