



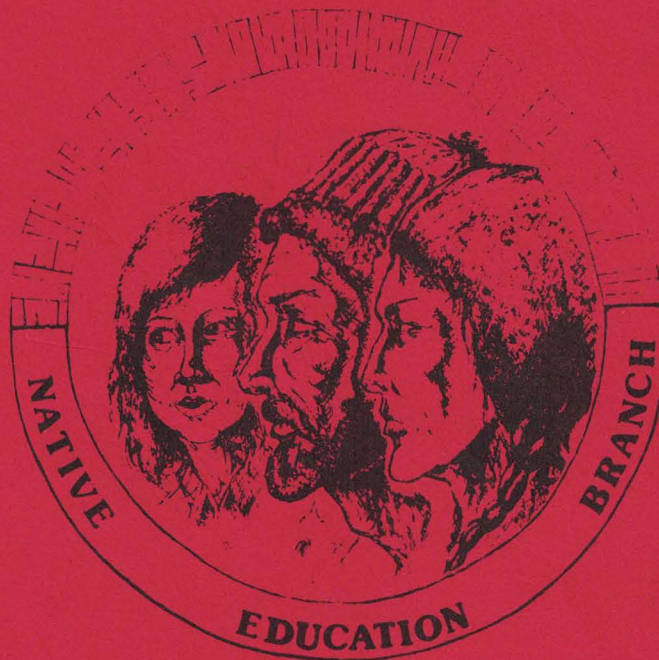
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- MICEC is responsible for preserving and promoting these important historic documents that not only celebrate the past efforts and knowledge of Elders and language keepers, but also preserve examples of how the language was written and used in years past.
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For Reference

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**ORAL
NATIVE LANGUAGE
FLUENCY TEST**
(CREE, CREE ODJIBWE, ODJIBWE)



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MANIT^{BA}
DEPARTMENT OF EDUCATION

ORAL NATIVE LANGUAGE FLUENCY TEST
(CREE, CREE ODJIBWE, ODJIBWE)

Native Education Branch
Manitoba Department of Education
1978

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April 1974)

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INTRODUCTION

This test is designed as a guideline for use by Oral 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 three prominent Native languages of Manitoba: Grand Rapids Swampy Cree, Island Lake Cree/Odjibwe and Fort Alexander Odjibwe. 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. Actual time spent with each student is 15 to 30 minutes.

SUGGESTED PROCEDURES FOR THE ORAL TEST INTERVIEW

1. Before the interview the student is given the tape to listen to. 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. He will be allowed to listen to a part of the tape again at that time.
2. Student enters interview room. 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.

EVALUATION GUIDELINES FOR SPEAKING

Students performance should be rated on:

1. Vocabulary
2. Pronunciation
3. Structure
4. Fluency

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 fluent 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.

TESTING PROCEDURE

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

5 points

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 minwénihtién é ayamihitan
I am pleased to talk to you.
- ii) Apasapo ana napéw.
That man looks back.
- iii) Océmisisa kí nipahimawa.
His little dog was killed.

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- iv) Taniwé anima cíkahkan?
Where is that axe?
- v) Iskwésis kisci míciso.
The little girl ate a lot.
- vi) Kapé kísik kí kimwan.
It rained all day.
- vii) Ki kaskénihtén na askow?
Are you sometimes lonely?
- viii) Nistés kí natawi maciw.
My older brother went hunting.
- ix) Nisto sísipa ki paskiséw.
He shot three ducks.
- x) Tanta ka maciayamihcikiíyan?
Where did you begin to read?

2. Cree/Odjibwe to English

- i) Nimoonendan ehgaganooninan.
I am pleased to talk to you.
- ii) A ban a bih nabay.
That man looks back.
- iii) Widuni mooch chech un ki nitho man.
His little dog was killed.
- iv) Andih eehee weh waggakwut?
Where is that axe?

- v) Eekwe ziz kitchi weethin i.
The little girl ate a lot.
- vi) Ka-pay keesik a keekimmoowun.
It rained all day.
- vii) Ki kaskendan na eskum?
Are you sometimes lonely?
- viii) Nidayet ki babamiska.
My older brother went hunting.
- ix) Nithin sheesheepun ki bas kithon.
He shot three ducks.
- x) Andih nistum kazi machi ayumichigay un?
Where did you begin to read?

Time: Approximately 3 minutes

3. Odjibwe to English

- i) Ni miñwendam tci kanöñinan. I
am pleased to talk to you.
- ii) Aha inini ápánapi.
That man looks back.
- iii) Ot ayensán ki nisimáwan.
His little dog was killed.
- iv) Āndī ihi wákákwat?
Where is that axe?
- v) Aha ikwesens ki kitci wisini.
The little girl ate a lot.

- vi) Ki kimiwán kape kijik.
It rained all day.
- vii) Eckam na ki kackendam?
Are you sometimes lonely?
- viii) Ni sáye ápane kiwase.
My older brother went hunting.
- ix) O ki packiswah niswi cicipah.
He shot three ducks.
- x) Anin apí ká madji anamitcikeyän?
Where did you begin to read?

III. TEST FOR VOCABULARY

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

1. English to Cree

- i) My birthday is in the spring.
É síkohk nitipiskén.
- ii) His son is two years old.
Néso askenénowaokosisa.
- iii) What time do you start work?
Tanathto tipiyikan matatoskeyan?
- iv) He has eight dogs.
Énanéw atimo ayawéw.

- v) She visited me the day before yesterday.
Nike pé koyíkak awasitakosek.
- vi) My aunt broke her leg.
Nisikos ke kaskikatésin.
- vii) They ate moose meat last night.
Mosoweyas ke mechiwak tipiskok.
- viii) Put that book on top of the table.
Asta anima masinayakan anta takosch mechisowinahtikok.
- ix) They are going to see the nurse.
Maskikiskwéwa natawapaméwak.
- x) I am going to buy a red dress to wear to the wedding.
É mikok miskotakiy ni wi atawan ta akiskaman ka
wekihtonanowak isi.

Time: Approximately 5 minutes

20 x 1 = 20 points

2. English to Cree/Odjibwe (Island Lake)

- i) My birthday is in the spring.
Nitipiskan ethiikwak.
- ii) His son is two years old.
Okosisan nisin tathokiwinewan.
- iii) What time do you start work?
Antathin ethisec mata anokeyan?
- iv) He has eight dogs.
E yananev animosan otayawan.

- v) She visited me the day before yesterday.
Ni kikiokamik awathinako.
- vi) My aunt broke her leg.
Ni tothisis kiipokekatesin.
- vii) They ate moose meat last night.
Oki micinawa moos ooyasine onako.
- viii) Put that book on top of the table.
Aton ehewe mathinekan wake tacikanihk.
- ix) They are going to see the nurse.
Otantow wapamawan maskikiwikwen.
- x) I am going to buy a red dress to wear to the wedding.
Kamithwak makoot ni kayatawe cikiskaman kaisi
wiikitinanook.

3. English to Odjibwe (Fort Alexander)

- i) My birthday is in the spring.
E sikoņ niņ tipickam.
- ii) His son is two years old.
Niņjo piponwewan o kwisisan.
- iii) What time do you start work?
Anin taso tipahigan matanokiyan?
- iv) He has eight dogs.
Nícwáswi at ayáwáh animocah.
- v) She visited me the day before yesterday.
Niņ sikos ki pokokátecín.

- vi) My aunt broke her leg.
Moňzo wiyás o ki midjinawa tibikoňg.
- vii) They ate moose meat last night.
Nin ki pi mawatisik awasináko.
- viii) Put that book on top of the table.
Aton ihi masinahigan okitci atopowin.
- ix) They are going to see the nurse.
O wi wábamáwán mackikiwikwen.
- x) I am going to buy a red dress to wear to the wedding.
Ni wi atáwe misko makotay e wi kikickamán kitci
witikeňdiň.

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

V. THE ANECDOTE (See page 19 for key to anecdote)

1. Tape

(The student has listened to the tape before entering the room).

The tape is replayed and the student is asked to give the gist of the anecdote.

Time: Approximately 3 minutes

15 points

2. Written

The anecdote is given to the student. The student is asked to translate it into English. For this part the student works independently and can use as much time as the examiner wishes to allow although five minutes is recommended. When this part is completed, it is simply handed to the examiner.

Time: Approximately 5 minutes

20 points

TOTAL

100 points

CREE

Nimosom ékwa nohkom ke kapésiwak mana kayas Manito sakahikanihk. Minwénihtam nimosom kakwécimaki ta acimot tansi ka isi pimacihocik. "Kinoséw, wapos, wacask, moswa ékwa sesep níki mowanán," itwéw. "Kohkom mana ki kostam askaw ispihk é kisci notik mékwach é pimaseyak. Cikéma címana pisisik ní kí apacihntanan é nípihk," itwéw nimosom. Kisci acimowak mana kayéhtéyatisak.

KEYS TO SOUNDS

ç as in chop or çikahikan (axe)

é as in itwéw (said) or pay

a as in weyas or gas

i as in feet or ki

ODJIBWE/CREE

Nimishoom egwa noonkoom kee ka beswuk wesskutch munto saga kaneeng. Ni mi shoom o min wendan geespin e ga gwetch eemuck chee achimoodung gagi zi pim a chi hoo watch. "Kinoozay, wabooth, wajusk, moose, egwa sheesheepuk ni gee um wa nan," ee kitch. "Kokoom ki kotachi eh gitchee notinsek megwatch eh pimasiak chigeh ma, ning gi abut chitomin jeemanun eh neebing," ee kitoo nimishoom. Kitchi a hak mista hee achi moo wuk.

ODJIBWE

Ni micomis cigwa n'okom ki kapéciwak ako méwiñja Manito Sákahiganiñg. Ni micomis o minwéñdán e kakwétcimak anin ako ká iji pimátcihitisowát kayaté, "Kiko, wápos, wajack, moñz cigwa cicipak, mihi ako ká inañdjikeyáng," ki ikito. "K'okom kšékisi é kitci notinirik mégwá é pimáciya, Anic dac nasiné nin ki abatcitomin tcimánan é niping," ki ikito ni micomis, O kitátisik nipiwa tipátcimowinan tipátcimowak.

FOR EXAMINER: (Key to Anecdote, page15)

My grandfather and my grandmother used to camp long ago at God's Lake. My grandfather likes it when I ask him to tell me how they used to live. "Fish, rabbit, muskrat, moose and ducks are what we ate," he said. "Your grandmother was afraid when a big wind would come up while we were sailing. Of course, we always used boats in the summertime," my grandfather said. Old people tell many stories.

SCORE SHEET

Student's Name

Examiner's Name

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

V. Picture and Description

Picture 1.	10 each
Picture 2.	20

VI. The Anecdote

A. Taped	15	_____
B. Written	20	

TOTAL	100
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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

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PART II: TO BE COMPLETED BY THE SCHOOL

NAMES OF PERSONS AVAILABLE LOCALLY, competent to judge fluency in this language:

(1) _____
(Name) (Address)

Language background, occupation, etc: _____

(2) _____
(Name) (Address)

Language background, occupation, etc: _____

NOTE: If a competent person is not available locally, or if the school does not suggest the name of any person, the Registrar of the Department of Education will assist in finding a person to judge competency in the language and in providing guidelines for assessment. The appointment of persons suggested by the school must be approved by the Registrar in cooperation with the local school division before any assessment of competency in the language is made. All correspondence relating to this Special Credit should be directed to the Registrar,

312 - 1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

This is to certify that the applicant _____ is a student presently enrolled in this school. His/her application for special credit is hereby approved and the school accepts responsibility for the expense involved in the assessment of his/her competency in the language.

SCHOOL _____ (Signature of Teacher or Counsellor)

APPROVED _____ (Principal) (Date)

PART III: FOR DEPARTMENT USE ONLY

DATE RECEIVED

TESTED BY _____

DATE OF CERTIFICATE OF COMPETENCY _____

APPROVED BY _____

CREDIT AUTHORIZED

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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 to 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.

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 Manitoba Indian Brotherhood 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 native Manitoba (Indian) languages 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 1973-74 school year and will be reviewed at the end of the school year. Any changes for the 1974-75 school year will be announced later.



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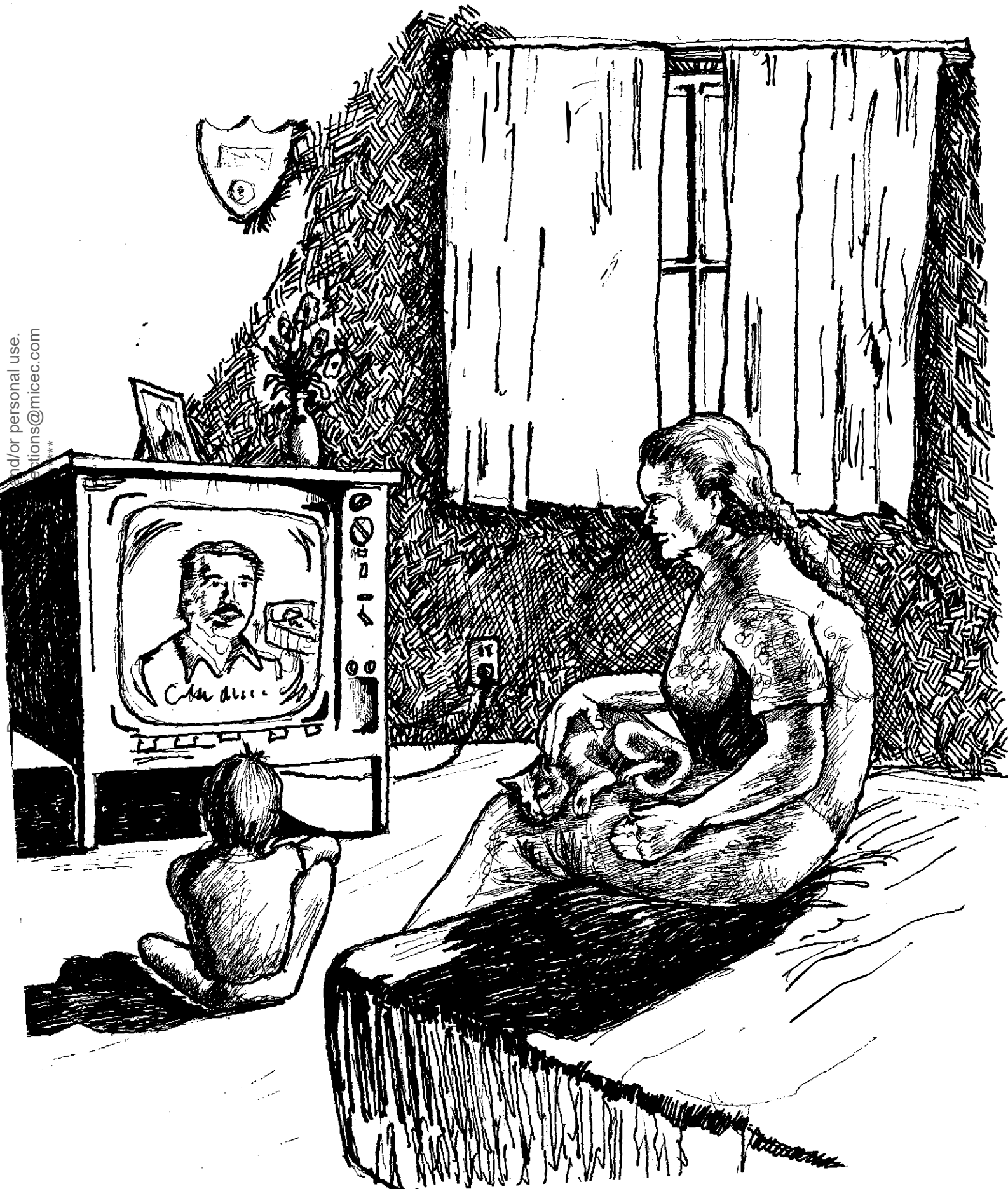




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