

CARLA Virtual Assessment Center Teacher-Developed Integrated Performance Assessment (IPA) Unit

Unit Title: My Family • Niij-aya'aag
Author: Brian McInness, University of Minnesota Duluth
Language: Ojibwe Level: Kindergarten
Date Completed: 2012

Integrated Performance Assessment is a classroom-based assessment model developed by ACTFL that can be used for evaluating student's language use in the three communicative modes (interpersonal, interpretive, and presentational) that correspond to the communication standards that appear in the national *Standards for Foreign Language Learning* (1996/1999). Using a *Backward Design* approach, IPA units provide opportunities for students to demonstrate their ability to communicate around a specific theme across the three modes of communication while constantly having the opportunity to receive feedback and improve.

This IPA unit was developed in collaboration with the Assessment Project at the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota with funding support from the U.S. Department of Education's Title VI Language Resource Center program. This unit utilizes a format developed by Donna Clementi and Helena Curtain with Ursula Lentz.

CARLA's Virtual Assessment Center (VAC) provides background information and step-by-step instructions for teachers to create their own IPA units. See: www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html

This IPA unit can be found on the VAC along with other IPAs in a range of languages and levels. See: www.carla.umn.edu/assessment/vac/CreateUnit/e_1.html

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Language: Ojibwe

Level: Immersion Kindergarten

Author: Brian McInness, University of Minnesota, Duluth Date: 2012

Theme: Self and Family

Important Question: Who are the members of my family and what is an activity that each likes to do?

Unit Introduction – Description of context

The **My Family – Niij-aya'aag** unit of study will take place in the middle of the fall semester (early November) of the kindergarten year in an Ojibwe language immersion classroom. This is a short unit on 'My Family' or 'My Relatives' as it is framed in Ojibwe. Students are characteristically at the novice level on the ACTFL proficiency guidelines for speaking.

Children will have just completed a thematic "All About Me" unit. The present unit is a natural thematic extension to include those family members closest to them in the home setting. Children will have developed a basic understanding of the sound of the language and will be familiar with basic "yes/no" question/ answers, simple questions using words such as "where" or "who", simple nouns, and animate intransitive verbs in present-tense singular and second person forms.

Students will have recently completed similar tasks in an All About Me unit. They will have experienced creating materials, asking and answering questions about themselves, and making a presentation to their classmates about personal interests. The present unit unity activities and assessments represent a natural and important extension to their foundational knowledge and abilities.

Standards

Interpretive task - *Use knowledge acquired in the immediate setting to comprehend both spoken and written messages:*

- Students will identify the members of their family and note their kinship positions with the house diagram chart.

Interpersonal task - *Express their own thoughts using words and when interacting on familiar topics:*

- Students will compare their family with those of their classmates (rubric attached).

Presentational task - *Demonstrate some accuracy in oral and written presentations when reproducing memorized words, phrases and sentences in the target language.*

- Students will describe a role played by each family member (rubric attached).

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GOALS/OBJECTIVES

Students will use Ojibwe to:

1. Use kinship terms to identify themselves and family members

Students will understand that they:

1. Are a part of a family, and that families are unique/ different.
2. Know the people in their family and how to describe them (using a kinship term).
3. Know a role each member plays in helping the family.

Summary of Assessment Tasks

<i>Communication</i>	Interpersonal task	Interpretive task	Presentational task
<p>Performance Assessment</p> <p>(Note: The performance assessment tasks are integrated throughout the instructional unit; they are not all intended as summative tasks)</p>	<p>Students can compare their family with those of their classmates.</p>	<p>Students can identify the members of their family and state their kinship positions.</p>	<p>Students can describe a role played by each family member.</p>

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<p><i>What are the <u>Cultural Aspects?</u></i></p>	<p>An important social and cultural consideration is that the nuclear family is not necessarily the typical family structure in rural or urban Indigenous communities. Members from the extended family are commonly included in one's immediate family, and increased numbers of mixed and single parent families in recent times is a further consideration.</p> <p>There is no direct Ojibwe word for family, only a way of describing 'those we are related to.' The idea of family can also include non-blood members such as those of the same clan family (established through patrilineal descent lines in Ojibwe culture). Students will define their immediate families as those individuals they reside with for the purpose of this unit.</p> <p>The family tree model is not a way of describing family structures that is ontologically Indigenous. Indeed, certain trees may even be referred to using terms that refer to family members (grandfather and grandmother trees). Children will use a model of a home as a way to include members of their family.</p> <p>This unit uses terms borrowed from English for mother (<i>-maamaa</i>) and father (<i>-baabaa</i>). These terms are widely used in the Ojibwe speech community, with the older forms rarely heard or used (linguistically designated as archaic). It is helpful for children to have some familiar words they can related to their first language.</p> <p>The original Ojibwe words for mother and father, and other more advanced kinship terms for other relatives, could be taught in related units of study in more advanced grades.</p>
<p><i>What are the <u>Connections to other subjects?</u></i></p>	<p><u>Language Arts</u>: Learning to read and print the various kinship terms.</p> <p><u>Physical Education</u>: Students will learn to act out/ pantomime some of the major actions in the warm up period.</p> <p><u>Art</u>: Student will draw each family member paying attention to certain artistic forms (body shape, key body parts) for a human being and suitable use of color (hair, eyes, lips, skin tone, etc).</p> <p><u>Ethno-science</u>: Considering other parts of the world we have relationship to (plants – trees, animals – the eagle, buffalo, and other clan animals, geography – rocks, and solar bodies –the sun, moon, and earth).</p>

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<p><i>What are the language and cultural <u>Comparisons</u></i></p>	<p>All Ojibwe language kinship terms need to be grammatically “possessed” by a person (ie. <i>my</i> father, <i>your</i> mother, <i>his/her</i> mother). There are no relative terms that stand alone without an association of belonging to someone else. Students will learn to talk about relatives using the necessary possessive markers.</p> <p>Some Ojibwe terms are very specific such as the distinct and separate terms for an older brother (<i>-sayenh</i>) or older sister (<i>-misenh</i>), or an aunt that is a father’s sister or a mother’s sister. There can also be less specificity such as the general term for both younger brother and sister (<i>-shiime</i>)</p>
<p><i>What are the connections to Communities in and outside of the classroom?</i></p>	<p>Students will share their work with classmates, the teacher and visiting Elders. Students will also be encouraged to share and use these terms with their families. A desired extension would be for the family to adopt the use of these kinship terms in the home.</p>

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Assessment Task 1

Mode of Communication	Interpretive task
<p>Performance Assessment</p> <p>Beginning phase in Unit</p>	<p>Students will identify the members of their household family members with an appropriate kinship term. They will determine relevant kinship terms from family structures presented in books/ posters in class (i.e. VoiceThread audio book http://voicethread.com/?-u426648.b573307).</p> <p>-They will draw and correctly label each relative on their chart/ house diagram (attached) using the name labels provided by the teacher. Students will have a teacher provided set of labels they can glue on the house to label the household family members. This will be modeled by the teacher on the Smart Board during morning activities. Students will have observed this process during morning activities, and will have helped do this on the Smart Board using a number of family models.</p>

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Niij-aya'aag

Niin

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RUBRIC or Criteria for Assessment Task 1:

TASK: Creating the Family Members Diagram

Non-negotiable:

Students must have created a family circle with drawings of their immediate family members completed using crayons/ pencil crayons. Students must have labeled the family members with the appropriate kinship terms. This is an activity that will have been modeled by the teacher based on the “*Niij-aya'aag*” book the class has read, and that students will had practice doing using the pictures from the book and activities on the Smart Board.

	Approaching expectations	Meets expectations	Exceeds expectations
Completeness of drawing	Students have drawn some of the relatives they live with and have labeled some.	Students have drawn most or all of the relatives they live with and have labeled most or all.	Students have drawn all of the relatives they live with and have labeled each. Students may have included other relatives they do not live with. Students may have used arrows or other devices to show further inter-relationships between family members (ie. mom-dad, grandmother-grandfather, siblings by age, etc.)
Use of Kinship Terms	Students have correctly labeled some of their family members (that they live with) based on the models presented/ clarifications from the teacher.	Students have correctly labeled most/ all of their family members (that they live with) based on the models presented/ clarifications from the teacher.	Students have correctly labeled all of their family members (including others they may not live with) based on the models presented/ clarifications from the teacher. Other kinship terms may have been used.

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Assessment Task 2

Mode of Communication	Presentational task
<p>Performance Assessment</p> <p>Where in the unit does this fit best?</p> <p>This would be a summative task.</p>	<p>Students will have worked on their family member charts to resemble a portrait. While working in small groups, students may use words for color, family names and please and thank you etc.</p> <p>Students will practice telling about their family. They will present themselves and their families to the class. They are to identify each family member through the requisite kinship term, and talk about an activity associated with each family member.</p> <p>Students will have practiced saying the kinship and activity terms during story time call-backs to the teacher, and from listening and saying the terms when watching an electronic story.</p> <p>The teacher could use a video camera to record the presentations that could be viewed by the class at a later date to show progress to the students, to families (during conference time), and to the community (to show the success of the program).</p> <p>This assessment is designed as a mid-unit activity.</p>

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RUBRIC or Criteria for Assessment Task 2

TASK: _Sharing their family member charts and talking about the roles of family members.

Non-negotiable:

- Students must have created a family circle with drawings of their immediate family members completed using crayons/ pencil crayons
- Student will have practiced with the teacher and/or teaching assistant prior.
- Students must have labeled their family members with the appropriate kinship terms
- Students must have learned common actions they could share about their family members.

	Exceeds Expectation	Meets Expectation	Approaching Expectation	Makes effort
Use of learned vocabulary				
Pronunciation				
Fluency				
Presentational Skills -Audible voice -Looks at the audience -Shows the drawing as it is described				

They will also show the following ACTFL oral proficiency skill at the novice level

Able to produce simple high-frequency phrases (survival phrases, etc.).

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Criteria*	Approaching expectations	Meets expectations	Exceeds expectations
Students can identify individuals in their family	Student can identify some family members by name and kinship position	Student can identify most or all family members by name and kinship position	Student can identify other individuals not listed in their family circle by name and/or kinship position
Students can describe the role the individual has in the family	Student can name a role for some family members	Student can name a role for most or all family members with occasional repetition of actions/ shared roles	Student can identify more than one role a person plays in the family, and there are a diverse number of roles suggested for each respective family member (minimal repetition of stated roles). Student may also choose to use verbs beyond those studied in class.
Language Control - Student uses grammar correctly	Student uses personal possessive prefixes for some relatives, and describes some verbs in the third person (present tense). At times errors make comprehension difficult.	Student uses personal possessive prefixes for most or all relatives, and describes most or all verbs in the third person (present tense). Language control is good; errors do not interfere with comprehension.	Student uses personal possessive prefixes for all relatives, and describes multiple verbs in the third person (present tense) Excellent control of language; infrequent errors that do not interfere with communication
Pronunciation (Presentational)	Requires careful listening; mispronunciations cause misunderstanding	Understandable to audience, and error in pronunciation does not interfere with comprehension.	Pronunciation imitates native-like accent; a native speaker would understand the speaker.
Engagement (Interpersonal)	Completes a simple conversation; asks and answers some basic questions.	Maintains a conversation by asking and answering a variety of questions.	Initiates and maintains a conversation with questions to encourage the other speaker to participate.

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As per the ACTFL Performance Guidelines, specifically using the Presentational mode at the Novice Level, the students will achieve the following assessment task under the domain of language control.

Functions	Structures	Vocabulary	Materials/Resources
<p>(Asking questions, telling time, describing, telling likes and dislikes, narrate; etc.)</p> <p><u>Questions</u> <i>Awenen(ag) gijj-aya'aa (g)?</i> Who is (are) your relative(s)?</p> <p><i>Awenen a'aw/ wa'aw?</i> Who is that one/ this one?</p> <p><i>Aandi *gijj-aya'aa(g)?</i> Where is your relative(s)? (*more specific relative term could be used) ?</p> <p><i>Aaniin ezhichiged?</i> What does s/he do?</p> <p><u>Telling/ Describing</u> -kinship terms -verbal descriptions</p>	<p><u>Nouns</u> Possessed noun relative structures</p> <p><u>Verbs</u> Target <i>vai</i> for family members</p>	<p>What are the essential words needed? <i>-Kinship terms (for various family member).</i> <i>niij-aya'aa(g)</i> - my relative(s)-general term) <i>nimaamaa</i>- my mother <i>nimbaabaa</i>– my father <i>nimisenh</i> – my older sister <i>nisayenh</i> – my older brother <i>nishiime</i> – my younger sibling <i>nimishoomis</i> – my grandfather <i>nookomis</i> – my grandmother</p> <p>-verbs of action (animate intransitive verbs)</p> <p><i>anokii</i> – s/he works <i>ayaa</i> – s/he is there <i>biinichige</i> –s/he cleans <i>bimose</i> – s/he walks <i>jiibaakwe</i> –s/he cooks <i>niibawi</i> – s/he stands <i>odamino</i> –s/he plays <i>wiisini</i> – s/he eats</p> <p><i>What are additional words that are nice to know?</i> Connecting word “and” – for use in describing more than one verbal action – miinawaa</p> <p>Ability to use a pronoun <i>a'aw</i> -“that one” (animate) or <i>wa'aw</i> - “this one” (inanimate).</p> <p>-ability to use the plural forms of any applicable relative terms or verbal forms.</p>	<p>Pictures, stories, online resources, videos, games</p> <p>-a number of poster pictures of different families (with family members labeled)</p> <p>-a book about different families translated into Ojibwe</p> <p>-a book / narrated voice thread presentation the students can watch online in order to hear the pronunciation and practice how to say each of the kinship terms.</p> <p>-Labeled picture cards for each of the target verbal actions</p> <p>Materials: -Picture cards with each of the actions clearly represented</p>

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When/How do I assess these? The use of questions will be assessed in the Interpersonal Assessment.	When/How do I assess these? The content-based use of the kinship term nouns can be assessed in the interpretative product piece (the family diagram).	When/How do I assess these? The use of the verbs will be assessed in the presentational and interpersonal assessments. The pronunciation of the kinship term nouns will also be assessed in this activity.	
<p>Students will also be familiar with the basic questions words “where” (<i>aandi</i>) and “who” (<i>Awenen</i>), as well as the personal pronouns “I/me” (<i>niiin</i>) and you (<i>giin</i>).</p> <p>They will also be familiar with the use of the possessive prefix <i>ni-</i> (for a first person possessed object) or <i>gi-</i> (for a second person possessed object). This will be essential knowledge for this unit which requires learning the use of the possessive prefixes in the kinship terms (ie. <i>nimaamaa</i> “my mother”, <i>gimaamaa</i>, “your mother”).</p> <p><u>Vocabulary</u></p> <p><u>Essential - Content obligatory</u></p> <p>Kinship terms (possessed in the relevant person – first and second person singular), NAD simple animate intransitive verbs in the 3rd person, present tense (works, cleans, walks, cooks, stands, plays, eats).</p> <p><u>Content compatible</u></p> <p>Connecting word "and" if the person does more than one action More specific Ojibwe for extended relationships (ie. cross and parallel kinship terms).</p> <p>Materials</p> <p>Pictures of different families with diverse membership (paper for deskwork/ home reading and digital images for Smart Board) Stories of families in which a child introduced his/her family members to the readers.</p>			

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Teaching Strategies:

Family vocabulary will be introduced with the Smart Board, animal families, puppets, and with the voice thread link above. Students can practice by asking Smart Board characters or puppets about their families. Students can listen to a teacher-created story and be asked to raise their hands each time they hear specific words. Students will learn a song using the major relative terms to the tune of "Twinkle Twinkle Little Star."

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Assessment Task 3

Mode of Communication	Interpersonal task
This is an end-unit activity.	<p>Students will sit in pairs/small groups and share information about their respective families. The children should do this by asking questions of each other using the diagram (the house and pictures of people in the house as a support for the conversation).</p> <p>Students can sit in small groups for the tasks (2-3 students) and will be instructed to take turns asking and answering questions.</p> <p>Some of these questions may include:</p> <p>e.g.)</p> <p><i>Who is this? Answer: This is _____.</i> <i>Awenen wa'aw? _____ wa'aw.</i></p> <p><i>What is his/her name? Answer: His/her name is _____.</i> <i>Aaniin ezhinikaazod? _____ izhinikaazo.</i></p> <p><i>Where is your brother? Answer: He is here/ inside/ outside.</i> <i>Aandi gisayenh? Omaa/ biindig/ agwajiing.</i></p>

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RUBRIC or Criteria for Assessment Task 3

TASK: *Communicating about and comparing families with their classmates.*

Non-negotiables: Take turns
 Ask and answer at least three questions`
 Be kind

Rubric for Interpersonal Task (from Blaz, D. (2001). A collection of performance tasks and rubrics. NY: Eye on Education. p.36)

SUE Method

	S	U	E	Grade/points
Student 1	+	+	√	B
Student 2	+	√	√	B-/C+
Student 3	√	√	√	C
Student 4	+	+	+	A

- ☐ S = Success: Did the student successfully accomplish what was assigned?
- ☐ U = Understanding: How easy was the response to understand?
- ☐ E = Effort: Was the speaker making an effort to communicate rather than just answer briefly?

N.B. *While rubrics are generally not tied to a letter grade, the model does include this in case your institution requires a letter grade for all types of assessment.*

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Learning Activities: Description	
Beginning	<p>The unit will begin during a Monday morning meeting with a story about a boy and his family. The book will introduce each family member. The teacher will review the information in the book using the Smart Board following the story, and children will have time to practice pronouncing the terms, and matching them with each family member. Following the story, some posters with other family structures will be shown (one for each day). The book will be reviewed again during two more morning meetings, and students will take the books home to read with a family member.</p> <p>The students will learn some focus (high frequency) verbs they may want to use in telling about family. The picture cards will be reviewed each morning. They will act these out in the morning meeting and in Physical Education warm-ups. They will be encouraged to use these terms more in classroom (ie. cleaning, standing, eating, playing).</p> <p>Memory/ matching game cards will be made for the relative terms and the actions. Students will play these games in small groups to help learn the new terms. Students will also learn a new song with the “Twinkle Twinkle Little Star” tune that contains each of the kinship terms. The students can point to the name of each character from the story as they sing.</p>
Middle	<p>Students will create their relative family charts on the house diagram. A few exemplars will be presented to the students, and they will see the completion of a chart modeled in class by the teacher using the family chart/ diagram (interpretive task).</p> <p>Students will brainstorm on a piece of paper about what relatives they will include on their diagram. When they are done with the draft, students will draw each relative in art class, and label them with a kinship term with help from a teacher/ teacher assistant.</p> <p>Students will present their chart (i.e. identify each family member by kinship term) to the teacher when they are finished with their drawing. The following day the students will make a presentation to a small group about their family chart. They will introduce themselves, each family member by kinship term and say something about what each family member does to contribute to the family /the associated verbal action (presentational task).</p>
End	<p>At the completion of the unit, the students will present their charts to at least one other peer, and ask questions about their peers’ diagrams (interpersonal task). This activity will be modeled during morning meetings.</p>