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My Language Portfolio

I am a proud speaker of

Things I Can Do In My Language - Language Learning Activities

Criteria	Level				
I Can...	Emergent	Beginner	Intermediate	Advanced	Capable
Greet others and introduce myself in my language.					
Talk to my friends in my language.					
Talk to my family in my language.					
Teach my language to a friend or family member.					
Find creative ways to use my language (i.e. Train a dog to follow commands).					
Play games in my language.					
Speak my language to others in the community (store, Band Office, playground, arena).					
Speak my language to others on-the-land (cultural gatherings, family camp).					
Learn and use prayers in my language.					
Listen to an Elder telling a story.					
Tell a story in my language.					
Speak to an Elder in my language.					
Listen to my language on radio, television or in social media.					
Speak my language at a public gathering.					
Use my language skills outside the classroom at a school or community event.					
Read stories, posters, books and bulletins written in my language.					
Create stories, books, posters and plays in my language.					
Date:					

Level:

Name:

Things I Can Do In My Language – Language Learning Activities

Criteria	Frequency				
	All of the time	Most of the time	Sometimes	Seldom	Not yet
I Can...					
Greet others and introduce myself in my language.					
Talk to my friends in my language.					
Talk to my family in my language.					
Teach my language to a friend or family member.					
Find creative ways to use my language (i.e. Train a dog to follow commands)					
Play games in my language.					
Speak my language to others in the community (store, Band Office, playground, arena).					
Speak my language to others on-the-land (cultural gatherings, family camp).					
Learn and use prayers in my language.					
Listen to an Elder telling a story.					
Tell a story in my language.					
Speak to an Elder in my language.					
Listen to my language on radio, television or in social media.					
Speak my language at a public gathering.					
Use my language skills outside the classroom at a school or community event.					
Read stories, posters, books and bulletins written in my language.					
Create stories, books, posters and plays in my language.					

Date:

Level:

Name:

Create games and resources in my language.					
Use my language in social media.					
Connect with people from other communities who speak my language.					

Notes:

Date:

OLC – Emergent Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

Curricular Components	Curricular Outcomes																			
EM 1: Students adapt as their language learning strengthens their identity.	EM 1.1: Be aware of how my behaviour affects others (recognize the importance of being the listener in storytelling)				EM 1.2: Recognize that learning a language requires effort				EM 1.3: Set simple language learning goals with support											
EM 2: Students apply their community's traditions and worldview.	EM 2.1: Recognize that my language is connected to community and cultural activities				EM 2.2: Choose activities that are in the language when choice is available (videos, games, books)				EM 2.3: Identify and practice common community expressions (sayings, chants, songs, greetings, playground games)											
EM 3: Students experience emotional, physical, intellectual and spiritual enjoyment.	EM 3.1: Develop an awareness of spiritual practices within my community				EM 3.2: Display curiosity and make my language part of my school life				EM 3.3: Play in my language (repeatedly request a story, song, game, chant, at school and home)				EM 3.4: Play with my language (create new words, fun sentences, rhymes)							
EM 4: Students display their sense of belonging to a community of language speakers.	EM 4.1: Speak to friends and family at home and school using familiar words and scripted conversations				EM 4.2: Participate willingly to show thanks and have humility (willingly take off my hat where appropriate)				EM 4.3: Participate in activities that promote socialization (games, plays, skits)											
EM 5: Students recognize, understand and confirm meaning.	EM 5.1: Listen to try and distinguish critical sound distinctions				EM 5.2: Use and reuse known words orally with support				EM 5.3: Reproduce rhythm and intonation (commands, stories, rhymes and songs)				EM 5.4: Use adjectives to describe familiar nouns				EM 5.5: Listen attentively and seek meaning from key words, phrases, sentences and commands			
	EM 5.6: Listen for and distinguish the patterns in predictable sentences				EM 5.7: Respond appropriately to familiar social interactions in the school, home or community (greetings, introductions, farewells, questions, commands, warnings)				EM 5.8: Interpret and use gestures, mime, volume, intonation and visual supports to understand warnings and make myself understood				EM 5.9: Ask questions or make statements (who, what, where)				EM 5.10: Connect symbols on signs and labels with language acquired orally			
EM 6: Students acquire their language through personal, family, community, school and cultural experiences.	EM 6.1: Begin to construct vocabulary connected to familiar themes																			
EM 7: Students produce a message and validate it for themselves and others.	EM 7.1: Speak with enough accuracy to express meaning through simple memorized sentences				EM 7.2: React to functional day-to-day statements and questions				EM 7.3: Participate in daily routine activities using known phrases (greetings, weather, emotions, favourite activities)				EM 7.4: Interact with a simple story with support (poems, plays, nursery rhymes, songs)							

OLC – Emergent Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

Learner Profile:

Strengths (date)	
Challenges	
Program Modifications	

Observation Notes / Evidence (date)



My Language Accomplishments (Emergent Level)

Here's What I Can Do

- ___ I try to do my best in my language class.
- ___ I choose activities that help me learn my language.
- ___ I like to play with others using my language
- ___ I can speak to friends and family at home and school using words I know.
- ___ I listen carefully to others and try my best to understand what they are saying.
- ___ I can greet others in my language and tell them a bit about myself, where I live and what I like to do.
- ___ I can ask simple questions in my language and answer them too.
- ___ I can talk to friends and family using words and simple sentences I have learned.

This is a picture of my favourite language activity. Outcome: _____

Date Completed: _____



My Language Accomplishments (Emergent)

Here's What I Can Do

- I try to do my best in my language class.
- I choose activities that help me learn my language.
- I like to play with others using my language
- I can speak to friends and family at home and school using words I know.
- I listen carefully to others and try my best to understand what they are saying.
- I can greet others in my language and tell them a bit about myself, where I live and what I like to do.
- I can ask simple questions in my language and answer them too.
- I can talk to friends and family using words and simple sentences I have learned.

This is a picture of me helping others learn my language. (EX. EM 1.2)

Date Completed:



My Language Accomplishments (Emergent Level)

Here's What I Can Do

- I try to do my best in my language class.
- I choose activities that help me learn my language.
- I like to play with others using my language
- I can speak to friends and family at home and school using words I know.
- I listen carefully to others and try my best to understand what they are saying.
- I can greet others in my language and tell them a bit about myself, where I live and what I like to do.
- I can ask simple questions in my language and answer them too.
- I can talk to friends and family using words and simple sentences I have learned.

This is a picture of me playing in my language. (EM 3.1)

Date Completed:



My Language Accomplishments (Emergent Level)

Here's What I Can Do

- I try to do my best in my language class.
- I choose activities that help me learn my language.
- I like to play with others using my language
- I can speak to friends and family at home and school using words I know.
- I listen carefully to others and try my best to understand what they are saying.
- I can greet others in my language and tell them a bit about myself, where I live and what I like to do.
- I can ask simple questions in my language and answer them too.
- I can talk to friends and family using words and simple sentences I have learned.

Here's what I can do to become a strong language learner. (EM 1.4)

Date Completed:



My Language Accomplishments (Emergent Level)

Here's What I Can Do

- I try to do my best in my language class.
- I choose activities that help me learn my language.
- I like to play with others using my language
- I can speak to friends and family at home and school using words I know.
- I listen carefully to others and try my best to understand what they are saying.
- I can greet others in my language and tell them a bit about myself, where I live and what I like to do.
- I can ask simple questions in my language and answer them too.
- I can talk to friends and family using words and simple sentences I have learned.

Tracking My Progress (EM. 1.3)

		<i>Date</i>		
Learner Outcomes (Intermediate)	Learning Outcomes...			
	I am working on.			
	I have met.			
	I excel in.			
My strengths as a language learner				
Areas where I still need support				

My Language Goals (EM 1.4)

Date	My plan to become a more capable speaker

Date Completed:



Evidence of my Growth as a Speaker

I am proud of
this because...

I can improve
this by

This is a sample
of my best
work...

OLC – Beginner Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

Curricular Components	Curricular Outcomes			
BE 1: Students adapt as their language learning strengthens their identity.	BE 1.1: Use the language as a tool to express my basic needs, desires and emotions	BE 1.2: Engage in conversations through authentic experiences (seasonal activities and community settings)	BE 1.3: Make connections with the language used in my home and community (store, Rec Centre)	
	BE 1.4: Adapt behaviours to support and encourage others	BE 1.5: Recognize the strategies of a successful language learner (take risks, make an effort, stay in the language, set goals)		
BE 2: Students apply their community’s traditions and worldview.	BE 2.1: Participate in community and cultural activities	BE 2.2: Follow the protocols and use appropriate language in various settings and activities	BE 2.3: Integrate common expressions, sayings, chants and songs spontaneously	
BE 3: Students experience emotional, physical, intellectual and spiritual enjoyment.	BE 3.1: Practice behaviour that is consistent with spiritual teachings	BE 3.2: React to funny things (jokes, stories, idioms)	BE 3.3: Interact with books and other media for my own enjoyment (videos, radio, phone Apps, podcasts)	BE 3.4: Interpret or act out what I see and hear through puppetry and drama
BE 4: Students display their sense of belonging to a community of language speakers.	BE 4.1: Speak my language to people I know in school and community settings (other teachers, store, bush camp, playground)	BE 4.2: Seek out language and cultural performances (drum songs, stories and chants)	BE 4.3: Lead activities that promote socialization (tag, Uno, hide and seek, soccer, buddy reading)	BE 4.4: Appreciate and value that the language may be spoken in different ways within the language community
BE 5: Students recognize, understand and confirm meaning.	BE 5.1: Listen for and distinguish critical sound distinctions in known words spoken (glottals, clicks, tones, nasals)	BE 5.2: Pronounce known words accurately with attention given to unique features of the alphabet (diacritics)	BE 5.3: Comprehend elements within sentences in guided situations (word order, possession, number, object or subject, preposition of place)	
	BE 5.4: Connect ideas using common connection words (and, but, or, then, because)	BE 5.5: Interact with others using a variety of responses to different greetings, introductions, farewells, questions and commands	BE 5.6: Interpret and respond to differences in volume, intonation , gestures and body language that may accompany a statement, command or warning in different settings	
	BE 5.7: Ask questions or make statements to seek clarification (survival phrases , when)	BE 5.8: Use supports to build a bank of sight words from familiar topics and common vocabulary (word wall, dictionary)	BE 5.9: Read simple patterned text on familiar topics	
BE 6: Students acquire their language through personal, family, community, school and cultural experiences.	BE 6.1: Seek out new ways to describe and interpret my community, surroundings and my experiences (personal dictionary)			

OLC – Beginner Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

<i>Curricular Components</i>	<i>Curricular Outcomes</i>			
BE 7: Students produce a message and validate it for themselves and others.	BE 7.1: Apply rules of language to scripted conversations and simple stories (pronouns, noun-verb patterns)	BE 7.2: Use key phrases, simple sentences and scripted questions and answers to converse with others	BE 7.3: Identify the topic and related parts of an oral or written message about familiar situations	BE 7.4: Make personal connections to the teachings of the stories either told or read to me
	BE 7.5: Write simple messages and stories using patterned text (daily journals, shared writing experience, autobiography)	BE 7.6: Participate in writing activities that promote socialization (paired writing, plays and skits, pen pal, games, social media)	BE 7.7: Participate in cultural experiences and describe these through simple phrases	

Learner Profile:

Strengths (date)	
Challenges	
Program Modifications	

Observation Notes / Evidence (date)

Learner Profile:

Strengths (Date)	
Challenges	
Program Modifications	

Observation Notes / Evidence (date)

Assessment Key:









1 – Does not yet meet Standard

2 – Meets Standard

3 – Exceeds Standard









Traits of a Strong Language Learner - Frequency

(BE 1.2, BE 1.3, BE 1.4, and BE 1.5)

	Traits	All the time	Most of the time	Sometimes	Seldom	Not yet
	I try hard to learn my language.					
	I stay in my language when talking with others.					
	I make an effort to <u>think</u> in my language whenever I can.					
	I take risks by reusing new words and creating new sentences.					
	I play in my language.					
	I use my language at home and in the community.					
	I help and encourage others.					
	I make connections in my language.					

Traits of a Strong Language Learner - Evidence

(BE 1.2, BE 1.3, BE 1.4, and BE 1.5)

	Traits	Evidence or Example
	I try hard to learn my language.	
	I stay in my language when talking with others.	
	I make an effort to think in my language whenever I can.	
	I take risks by repeating new words and creating new sentences.	
	I play in my language.	
	I use my language at home and in the community.	
	I help and encourage others.	
	I make connections in my language.	



My Language Accomplishments (Beginner Level)

Here's What I Can Do

- I can tell people how I feel, what I need and what I want in my language
- I participate in community and cultural activities
- I use my language while playing with friends and family
- I speak my language to people I know and help them speak with me in my language
- I use a variety of simple sentences in my language
- I can write simple messages in my language

Tracking My Progress (BE 1.5 – 1.6)

		<i>Date</i>		
Learner Outcomes (Beginner)	Learning Outcomes....			
	I am working on.			
	I have met.			
	I excel in.			
My strengths as a language learner				
Areas where I still need support				

My Language Goals (BE 1.6)

Date	To become a stronger speaker I will

Date Completed:



My Best Work

I am proud of
this because...

I can improve
this by

This is a sample
of my best
work...

OLC – Intermediate Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

Curricular Components	Curricular Outcomes			
IN 1: Students adapt as their language learning strengthens their identity.	IN 1.1: Use language to make myself understood (needs, desires and emotions)	IN 1.2: Initiate and engage in multi-sentence conversations through authentic experiences (band office, store, on-the-land)	IN 1.3: Seek out opportunities to build links with youth outside the community who speak the language (social media)	
	IN 1.4: Model the strategies of a successful language learner (take risks, stay in the language, perseverance)		IN 1.5: Discuss progress as a language learner and describe the skills that need to be further developed	
IN 2: Students apply their community's traditions and worldview.	IN 2.1: Understand the protocols associated with cultural practices and activities	IN 2.2: Use resources that are in my language when available (videos, games, books, phone Apps)	IN 2.3: Identify and participate in community activities that add to my language and identity (legends, sayings, stories)	
IN 3: Students experience emotional, physical, intellectual and spiritual enjoyment.	IN 3.1: Model behaviours that are consistent with the spiritual teachings	IN 3.2: Initiate playful activities and interactions for my own enjoyment	IN 3.3: Use slang, puns, idioms, rhymes and 'kid' talk	
IN 4: Students display their sense of belonging to a community of language speakers.	IN 4.1: Seek greater opportunity to speak my language in public settings and support listeners in their response if required (taxi rides, band office, store, Elders around town)		IN 4.2: Participate in language and cultural performances (drum, songs, story and chants)	
IN 5: Students recognize, understand and confirm meaning.	IN 5.1: Accurately pronounce and spell familiar words while attending to critical sound distinctions	IN 5.2: Use a dictionary (if available) to confirm meaning and spelling of new words both heard and read	IN 5.3: Distinguish and acknowledge changes to word meanings associated with the use of affixes on nouns and verbs (past tense)	IN 5.4: Read and understand complex sentences, stories and passages on familiar topics
	IN 5.5: Connect ideas using time markers (before, during, after, when the world was new, yesterday)	IN 5.6: Use known vocabulary to describe surroundings and experiences (picture prompts)	IN 5.7: Use vocabulary which describe extended kinship or relationships (namesakes, descendants)	IN 5.8: Vary volume, gestures and intonation to express emotion and clarify intent while communicating with others
	IN 5.9: Ask questions to expand understanding (why)	IN 5.10: Use a variety of cues to decode new words (context, affixes , pictures)	IN 5.11: Read and interpret text for steps in a procedure or directions (lighting fire, setting snare, making bannock)	
IN 6: Students acquire their language through personal, family, community, school and cultural experiences.	IN 6.1: Use varied vocabulary to describe and interpret my community and my experiences			

OLC – Intermediate Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

<i>Curricular Components</i>	<i>Curricular Outcomes</i>			
IN 7: Students produce a message and validate it for themselves and others.	IN 7.1: Speak with sufficient accuracy to express meaning to a new listener through conversation	IN 7.2: Seek to embellish conversation by adding familiar vocabulary to create new sentences, questions and answers	IN 7.3: Apply rules of word order when speaking and writing	IN 7.4: Produce message to convey my understanding of the Indigenous worldview (drum song, prayer, statement of personal beliefs, poem)
	IN 7.5: Experiment with different text forms to write about personal experiences (journal entries, posters, signs, letter, story, recipe, news article)	IN 7.6: Confirm the specific teachings of the stories presented in various media (dramatization, play, movie, TV, radio)	IN 7.7: Convey meaning and emotion by retelling a legend or story shared by others using appropriate tone, expression and volume	

Learner Profile:

Strengths (date)	
Challenges	
Program Modifications	

Observation Notes / Evidence (date)

Learner Profile:

Strengths (Date)	
Challenges	
Program Modifications	

Observation Notes / Evidence (date)

Assessment Key:











1 – Does not yet meet Standard

2 – Meets Standard

3 – Exceeds Standard

Traits of a Strong Language Learner

(IN 1.2, IN 1.3, IN 1.4, and IN 1.5)

	Traits	All the time	Most of the time	Sometimes	Seldom	Never
	I make an effort to learn my language	<hr/>				
	I stay in my language when talking with others.	<hr/>				
	I make an effort to think in my language.	<hr/>				
	I take risks in learning my language.	<hr/>				
	I play in my language.	<hr/>				
	I use my language at home and in the community.	<hr/>				
	I support and encourage others.	<hr/>				
	I make connections in my language.	<hr/>				
	I use my language in social media	<hr/>				
	I seek out Elders and others to talk with.	<hr/>				



My Language Accomplishments (Intermediate Level)

Here's What I Can Do

- ___ I can engage in lengthy conversations in settings throughout the community.
- ___ I participate in community activities that allow me to practice my language
- ___ I speak my language to people I know and help them speak with me.
- ___ I seek others to play with in my language.
- ___ I actively contribute to authentic conversations with others
- ___ I ask questions to better understand others.
- ___ I use my language to create new sentences, questions and answers
- ___ I write about my personal experiences in journals, posters, articles and stories

Tracking My Progress (IN 1.5 – 1.6)

		<i>Date</i>			
Learner Outcomes (Intermediate)	Learning Outcomes...				
	I am working on.				
	I have met.				
	I excel in.				
My strengths as a language learner					
Areas where I still need support					

My Language Goals (IN 1.6)

Date	My plan to become a more capable speaker

Date Completed:

My Language Portfolio: Intermediate

Name:

Date Completed:



Evidence of my Growth as a Speaker

I am proud of
this because...

I can improve
this by

This is a sample
of my best
work...

OLC – Advanced Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

<i>Curricular Components</i>	<i>Curricular Outcomes</i>					
AD 1: Students adapt as their language learning strengthens their identity.	AD 1.1: Initiate and engage in conversations that help build my identity and confidence		AD 1.2: Celebrate the social and emotional benefits in speaking my language		AD 1.3: Personalize the strategies to remain a successful language learner (set goals)	
AD 2: Students apply their community’s traditions and worldview.	AD 2.1: Model willingly the protocols associated with key cultural practices and activities (greetings, ceremony, medicines, prayer, feed the fire, lighting the quilliq)		AD 2.2: Seek opportunities to celebrate and share my language and culture through social media		AD 2.3: Actively prepare for community and on-the-land experiences by using language specific to the activity	
AD 3: Students experience emotional, physical, intellectual and spiritual enjoyment.	AD 3.1: Develop the relationships that contribute to my spirituality and affect the way I act, think and express myself		AD 3.2: Use humour to generate funny stories, jokes, idioms, slang, games		AD 3.3: Seek out written and performed works and related material that celebrate my culture (library, museum, media archives)	
AD 4: Students display their sense of belonging to a community of language speakers.	AD 4.1: Show my pride by participating in activities that showcase my language and accomplishments (contests, morning announcements, using my traditional name, informal acknowledgements)		AD 4.2: Participate in and encourage others to join in activities conducted in the language		AD 4.3: Defend my choice to use the language when facing criticism	
AD 5: Students recognize, understand and confirm meaning.	AD 5.1: Approximate the pronunciation and spelling of new and unfamiliar words		AD 5.2: Distinguish between various verb tenses in both written and oral communication (future tense)		AD 5.3: Comprehend the natural flow of conversation in familiar situations	
	AD 5.4: Describe, inform and make observations and predictions while engaged in authentic conversations		AD 5.5: Interview a language speaker on a topic of mutual interest		AD 5.6: Ask and respond to open-ended questions and “I wonder” statements (what if, how, tell me about, why, because)	
	AD 5.7: Apply comprehension strategies to derive meaning on familiar topics both while listening and reading		AD 5.8: Read and interpret text that uses patterns involving time (spiraling , or chronological sequences)			
AD 6: Students acquire their language through personal, family, community, school and cultural experiences.	AD 6.1: Seek out both ancestral words and new words dealing with both familiar and unfamiliar topics					
AD 7: Students produce a message and validate it for themselves and others.	AD 7.1: Vary verb tense while engaged in new and spontaneous dialogue and lengthy conversations		AD 7.2: Experiment with longer and more complex sentences (share experiences and feelings, provide directions, offer assistance)		AD 7.3: Under the guidance of a teacher or Elder, lead a shared reading or shared writing experience with others in a school or community setting	
	AD 7.4: Write with some accuracy in different styles and purposes (weather report, announcements, letter to friend or for a job)		AD 7.5: Produce and share a story incorporating description and elements of emotion (adventure, scary, funny)		AD 7.6: Identify the characters, the sequence of events, and morals or lessons learned from a story being shared (shared reading, storytelling, or read aloud)	

OLC – Advanced Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

Learner Profile:

Strengths (date)	
Challenges	
Program Modifications	

Observation Notes / Evidence (date)

Learner Profile:

Strengths (Date)	
Challenges	
Program Modifications	

Observation Notes / Evidence (date)

1 - Not yet achieved standard












2 – Meets standard for some competencies

3 – Meets standards of all competencies

4 – Exceeds standards for all competencies

Traits of a Strong Language Learner

(AD 1.1, AD 1.2, AD 1.3)

	Traits	All the time	Most of the time	Sometimes	Seldom	Never
	I make an effort to learn my language	<hr/>				
	I stay in my language when talking with others.	<hr/>				
	I think in my language.	<hr/>				
	I take risks in learning my language.	<hr/>				
	I play in my language.	<hr/>				
	I use my language at home and in the community.	<hr/>				
	I support and encourage others.	<hr/>				
	I make connections in my language.	<hr/>				
	I use my language in social media	<hr/>				
	I seek out Elders and others to talk with.	<hr/>				
	I celebrate my language accomplishments	<hr/>				

Date:

My Language Portfolio: Advanced

Name:

Date:



My Language Accomplishments (Advanced Level)

Here's What I Can Do

- ___ I can initiate and engage in conversations with others and understand what is said.
- ___ I actively prepare for community and on-the-land experiences by identifying and using language specific to the activity
- ___ I am curious about the Indigenous world and seek to identify within it.
- ___ I can talk about things that happened in the past, are happening now, and will happen in the future.
- ___ I can describe, inform and make observations and predictions in my language.
- ___ I show interest in my language and try to understand ancestral words spoken by Elders.
- ___ I can read and write with accuracy in my language.
- ___ I can tell descriptive stories in my language.

Tracking My Progress (AD. 1.3)

		<i>Date</i>		
Learner Outcomes (Intermediate)	Learning Outcomes...			
	I am working on.			
	I have met.			
	I excel in.			
My strengths as a language learner				
Areas where I still need support				

My Language Goals (AD 1.4)

Date	My plan to become a more capable speaker

Date Completed:

My Language Portfolio: Advanced

Name:

Date Completed:



Evidence of my Growth as a Speaker

I am proud of
this because...

I can improve
this by

This is a sample
of my best
work...

OLC – Capable Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

Curricular Components	Curricular Outcomes											
CA 1: Students adapt as their language learning strengthens their identity.	CA 1.1: Initiate and engage in conversations that demonstrate my identity and commitment to my language				CA 1.2: Advocate for my language by understanding and acting upon my rights and responsibilities as a language learner (<i>Official Languages Act</i>)				CA 1.3: Describe a plan for continuing language learning as a life-long process			
CA 2: Students apply their community's traditions and worldview.	CA 2.1: Under the guidance of a teacher or Elder, take a lead in organizing or demonstrating traditional practices in a school or community setting				CA 2.2: Initiate performances and produce resources in my language that celebrate my culture, community, and ceremonies (videos, games, books, social media messaging)				CA 2.3: Document and share words, phrases, sentences, expressions and idioms of personal interest and which contribute to my identity			
CA 3: Students experience emotional, physical, intellectual and spiritual enjoyment.	CA 3.1: Expand and deepen relationships with the land, self, Elders, and others that allow me to live my life as a principled and spiritual being				CA 3.2: Find joy in exploring the connections between my culture and my language				CA 3.3: Take pleasure in being able to communicate on social issues (caribou hunting ban)			
CA 4: Students display their sense of belonging to a community of language speakers.	CA 4.1: Champion my language-learning experiences spontaneously among my peers and in my community											
CA 5: Students recognize, understand and confirm meaning.	CA 5.1: Teach others some critical sound distinctions and structural elements			CA 5.2: Communicate with people whose speed of speech, intonation , pronunciation and regional expressions are unfamiliar			CA 5.3: Summarize and share stories and text that you have read into your own words			CA 5.4: Use community dictionaries, apps and other resources confidently to confirm meaning		
	CA 5.5: Engage in authentic conversations with Elders and other fluent speakers, following protocols			CA 5.6: Engage others in complex conversations incorporating questions, descriptions and explanation based on shared experiences or text read			CA 5.7: Read and comprehend a variety of lengthy texts on a variety of different topics			CA 5.8: Read for specific purposes (enjoyment, gathering information, problem solving)		
CA 6: Students acquire their language through personal, family, community, school and cultural experiences.	CA 6.1: Research and examine root words to better understand the vocabulary and structure of my language											

OLC – Capable Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

<i>Curricular Components</i>	<i>Curricular Outcomes</i>											
CA 7: Students produce a message and validate it for themselves and others.	CA 7.1: Develop a clear message while attending to the rules of my language (tense, relationships of time, number, object, subject, location, possession, handling and motion verbs)			CA 7.2: Pronounce and spell words with accuracy			CA 7.3: React to the unexpected by engaging in spontaneous conversations on a variety of topics with a speaker from another community			CA 7.4: Employ diverse and relevant reading strategies to derive meaning from and respond to advanced and complex texts		
	CA 7.5: React and respond to stories presented in various media (dramatization, radio, movie, TV, social media)			CA 7.6: Research and document the contributions Indigenous performers, authors, and producers make to their language, lives and the environment			CA 7.7: Research, write, produce and share a film, play or dramatization on a topic of community interest or cultural significance (digitally, community gathering)			CA 7.8: Research, discover and retell legends and stories of the past of cultural and community significance as shared by an Elder or teacher		

Learner Profile:

Strengths (date)	
Challenges	
Program Modifications	

Observation Notes / Evidence (date)

Learner Profile:

Strengths (Date)	
Challenges	
Program Modifications	

Observation Notes / Evidence

Assessment Key:












1 – Does not yet meet Standard

2 – Meets Standard

3 – Exceeds Standard

Traits of a Strong Language Learner

(CA 1.1, CA 1.2, CA 1.3, CA 1.4, CA 1.5, CA 2.2, CA 2.3)

	Traits	All the time	Most of the time	Sometimes	Seldom	Never
	I make an effort to learn my language					
	I stay in my language					
	I study my language					
	I take risks in learning my language.					
	I help organize community language events					
	I encourage others to learn their language.					
	I create resources in my language.					
	I use my language in social media					
	I initiate conversations with Elders and others.					
	I advocate for my language.					
	I have plan for continuing to learn and use my language into adulthood					

Date:












My Language Portfolio: Capable

Name:

Date:

Traits of a Strong Language Learner

(CA 1.1, CA 1.2, CA 1.3, CA 1.4, CA 1.5, CA 2.2, CA 2.3)

	Traits	Evidence
	I make an effort to learn my language	
	I stay in my language	
	I study my language	
	I take risks in learning my language.	
	I help organize community language events	
	I encourage others to learn their language.	
	I create resources in my language.	
	I use my language in social media	
	I initiate conversations with Elders and others.	
	I advocate for my language.	
	I have plan for continuing to learn and use my language into adulthood	

Date:

My Language Portfolio: Capable

Name:

Date:



My Language Accomplishments (Capable Level)

Here's What I Can Do

- ___ I seek out opportunities to express myself and share my Indigenous ways with others.
- ___ I understand my connections to the land, with self, Elders, and others that allow me to live my life as a principled and spiritual being
- ___ I find joy in exploring the connections between my culture and my language.
- ___ I am a champion for my language in my community.
- ___ I participate in complex conversations which incorporate questions, descriptions and explanations with Elders and other capable and fluent speakers.
- ___ I study my language to understand the word roots and meanings.
- ___ I am a capable and confident reader and writer of my language.
- ___ I produce resources for others in my language.

Tracking My Progress (CA. 1.4)

		<i>Date</i>		
Learner Outcomes (Intermediate)	Learning Outcomes...			
	I am working on.			
	I have met.			
	I excel in.			
My strengths as a language learner				
Areas where I still need support				

My Language Goals (CA 1.5)

Date	My plan to become a life-long learner of my language

Date Completed:

My Language Portfolio: Capable

Name:

Date Completed:



Evidence of my Growth as a Speaker

I am proud of
this because...

I can improve
this by

This is a sample
of my best
work...