



Development and Use of an Oral Language Assessment Tool

Zhichigaadeg miiniwaa Nakazong maanda Gwek Nowewin Ndikenjiewin Nakaazowin

What you need to know

Aabideg waa-kendiman

Through interactions with others, children learn new words, and use language to do many things, such as develop relationships, make requests, provide information, and express their needs or desires. They learn about the world and about cultural expectations for interacting with particular people in particular contexts. Classroom assessments of children's language should provide space for children to show what they can do with language.

Pii gi-noonind waya, binoojiyag ni-kendaanaa'aan shki-kidwenan, miiniwaa dinkaazonaa'aan nowewinan nooj gegoo ji-zhichigewaad, ji-kwedwewaad, ji-miigwewaad ginoodimaagewin, miiniwaa gegoo ezhi-ndowendimoowaad maage mesowendimoowaad. Ni-kendaanaa'aa gaataaying mzowe akiing miiniwaa nikeyaa enaadizing zhiyaawinan pii gi-noonding ngoji-bemaadizid memdigen go gegoo gwek nikyaa. Enji-kinoomaading-aajkinganing ndikenjigewin nji-sa maaba binoojiinh dinowewin ji-teg ngoji maaba sa binoojiinh ji-zhinoomaaget gezhi-zhitood maanda nowewin.

Why this research is important

Enji-gchi-piitendaagok maanda ndi-kenjigewin

Teachers need tools and approaches for assessing children's oral language in everyday use.

E-kinoomaagejig ndowendaanaa'aan nakaazowinan miiniwaa nikeyaa jiteg ndikenjigewinan nji-sa binoojiyag ezhi-giigidoowaad enso-giizhigak.



How this research was conducted

Wenesh maanda ndi-kenjigewin gaa-zhi-zhowebak

With ongoing teacher input over a school year, we developed a classroom oral language assessment tool through categorizing the social purposes of children's language in 81 videos of children's play interactions in kindergarten and grade one. Participating northern rural teachers then incorporated this assessment tool into their classroom practices. In interviews, they described the kinds of information the tool provided and how they used the information, as well as the contexts and lengths of time they used the tool over a six-week period.

Ni-aapiji teg dash giigidowin ekinoomaagewin nji pii kinoomaading, ngii-zhitoonaa kinoomaagegamigoong-aajkinganing nowewin ndikenjigewin nakaazowin ezhi-naawseg gegoo nikeyaa ezhi-naadimaagemgok maaba sa-nji binoojiinh di-nowewin nshwaasmidna-shi-bezhig minik mzinaatesijiganag binoojiyag ezhi-daminowaad pii shki-maajii-kinoomoowindowaa miiniwaa eko-ntam-kinoomaadiwin. E-wiijiwejig giiwediong waasa enji-baajig ekinoomaagejig gii-nakaazanaa'aa maanda ndikenjige nakazowin enji-kinoomaagewaad-aajkinganing zhichigewinan. Pii teg ki-gwedwewinan, gii-dibaataanaa'aa dinoo'oon wiindimaagewinan enkaazong naakazowin miiniwaa gaa-zhi-nakaazowaad maanda wiindimaagewin, bekish dash go ezhibiigaadeg miiniwaa ekowaag minik enkaazong maanda nakaazowin ngodwaaso-anamegiizhigad minik.

What the researcher found

Gaa-mkang maaba endikenjiged

Teachers used the tool in play and small-group settings. In addition to coming to know students in new ways, teachers used the tool to assess the value of their classroom activities and revise their teaching practices. Their observations were informative to colleagues, especially speech-language pathologists, and to parents, offering contextual examples of a student's language competencies as well as areas to develop.

E-kinoomaagejig dinkaazonaa'aa maanda nakaazowin pii-wiidookidaading miiniwaa maamowin bangii yaawaad. Gewii dash go ji-kendimind ekinoomaagizid shkii;ii nikeyaa, ekinoomaagejig dinkaazonaa'aa maanda nakaazowin ji-ndikenjigaadeg epiitendaagok enji-kinoomaagewaad-aajkinganing zhichigewinan miiniwaa ni-aajtoonaawan eni-zhi-kinoomaagewaad. Gaa-zhi-waabnjigewaad gii-gchi-wiindimaagemgwad wiinwaa ezhi-nokiitaadiwaad, memdige go nowewin emiikigig, miiniwaa e-gitiziimjig, miigweng gwek kendimookiiwinan maaba ekinoomaagizid ezhi-kendang nowewin bekish dash go ezhi-maajiiging gegoo.



How this research can be used

Wenesh maanda ndikenjigewin gezhi-nokaazong

Teachers can use the oral language assessment tool to identify children's language strengths and needs. It provides specific information to inform their teaching, and for reporting to parents and speech-language pathologists.

E-kinoomaagejig daa-nakaazonaa'aa maanda gwek nowewin ndikenjigewin nakaazowin ji-ndikenjigaadeg maaba binoojiinh e-piichii'iinig di-nowewin miinwaa ndowendiwin. Miigwen gwek wiindimaagewin wiindimaageng ezhi-kinoomaading, miiniwaa ji-wiidimoowindowaa egitiziimjig miiniwaa emiikigig maanda nowewin.

Keywords: language assessment, assessment tools, assessment in play

Gchi-kidowinan: Nowewin ndikenjigewin, ndikenjigewin nakaazowinan, ndikenjigewin pii wiidookidaading

Publications based on the research

Mziniganan etegin nji-sa maanda ndi-kenjigewin

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