



Nākatēyimisowin

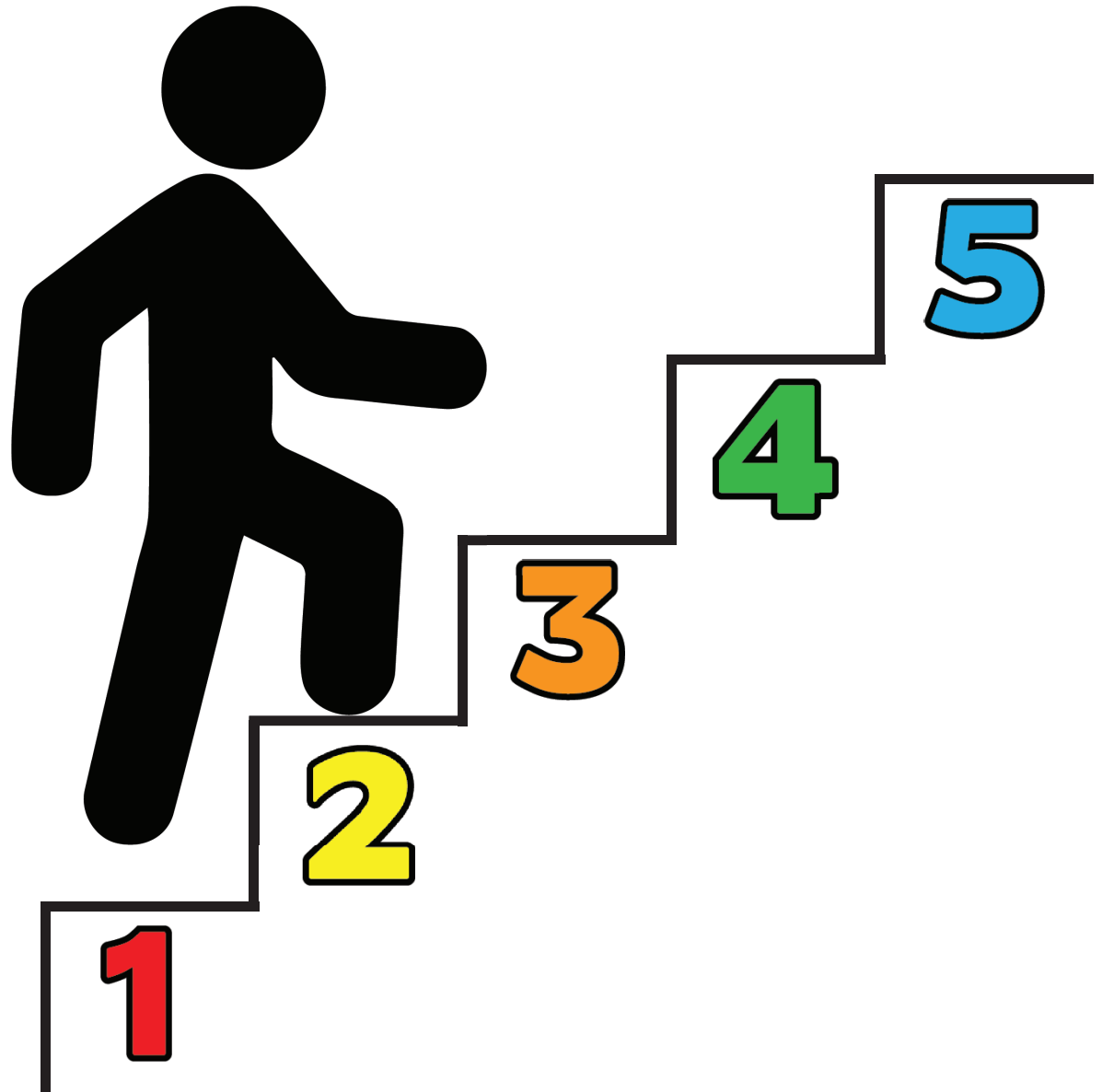
Knowing Your Learning Spirit

There is a clear and immediate correlation between using performance measurements and attaining improved results

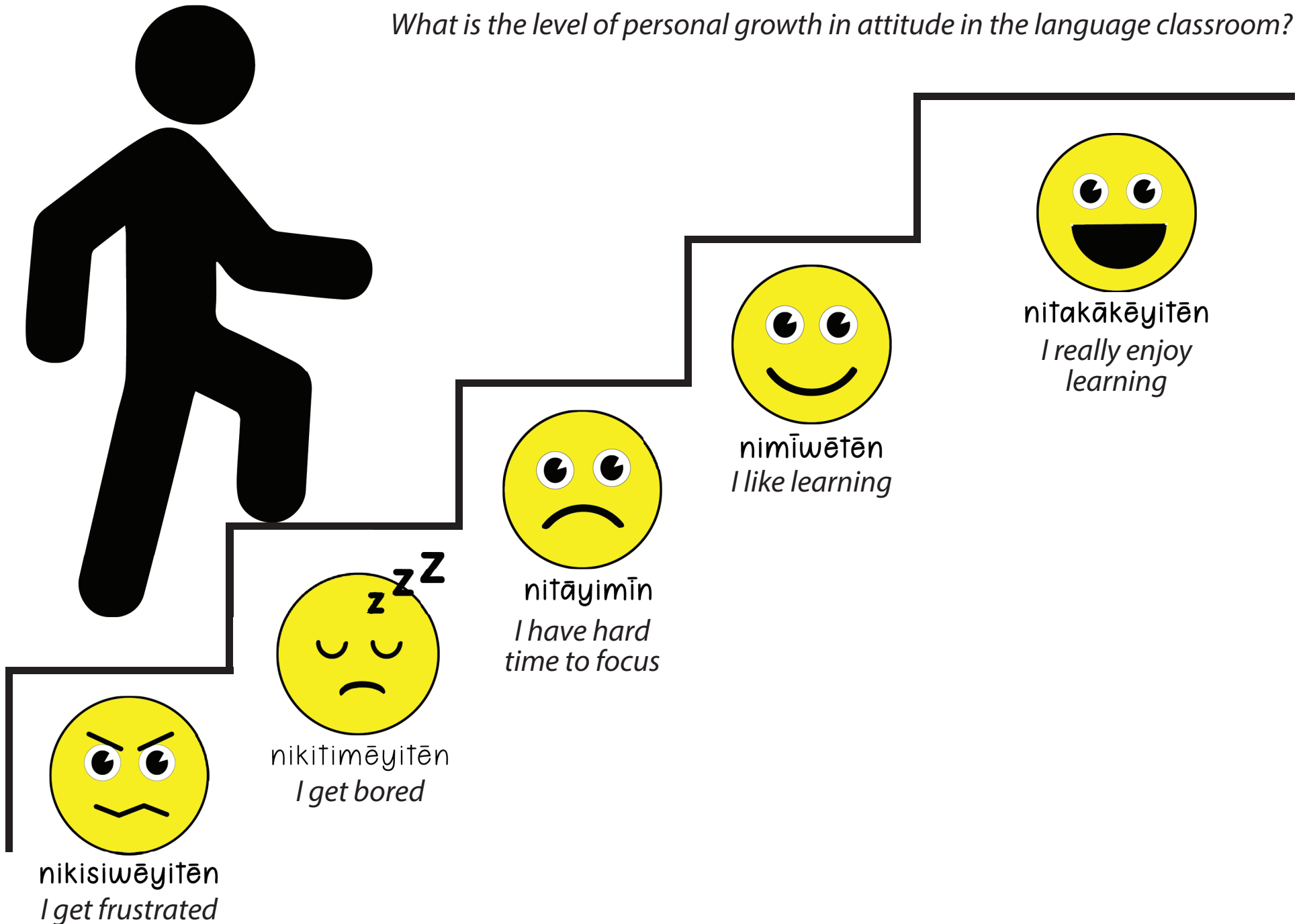
| <i>What are the desired skills to be learned</i> | <i>Is the learner doing the work as described in the learning requirements?</i> |
|---|--|
| <ul style="list-style-type: none">a. Identify performance requirementsb. Communicate performance expectationsc. Determine personal development requirementsd. Support personal developmente. Provide coaching to reinforce, change or redirect student's behavior in order to sustain or improve performance.f. Provide feedback so that students gain needed information about how well they are doingg. Prepare for performance reviews.h. Develop an on-going process to communicate expectations, identify needs, support good performance and assess future potential | <ul style="list-style-type: none">a. What skills do the student have?b. What skills are required to achieve the required personal growth?c. Develop the skills inventory questionsd. Identify the measurements for growth in personal developmente. Identify the measurements for student response to their own personal developmentf. Identify the progress and balance of the results for student achievement based on previous and on-going processes for review of personal development |

Determine the indicators you will rely on for measuring performance

- a. What do you need to measure before you start?
- b. What are the desired skills to be measured?
- c. How will these skills be measured?
- d. How can the learner take part in measuring newly acquired skills?
- e. How can you measure the existing skills the learner has?
- f. What is the bench mark you will use for the starting assessment?
- g. What are your checkpoints in the learning journey?
- h. How can the learner be involved in identifying the checkpoints?
- i. What is the relation between the checkpoints and the benchmarks?
- j. How will the skills be measured to satisfy expectations of growth and skill retention?

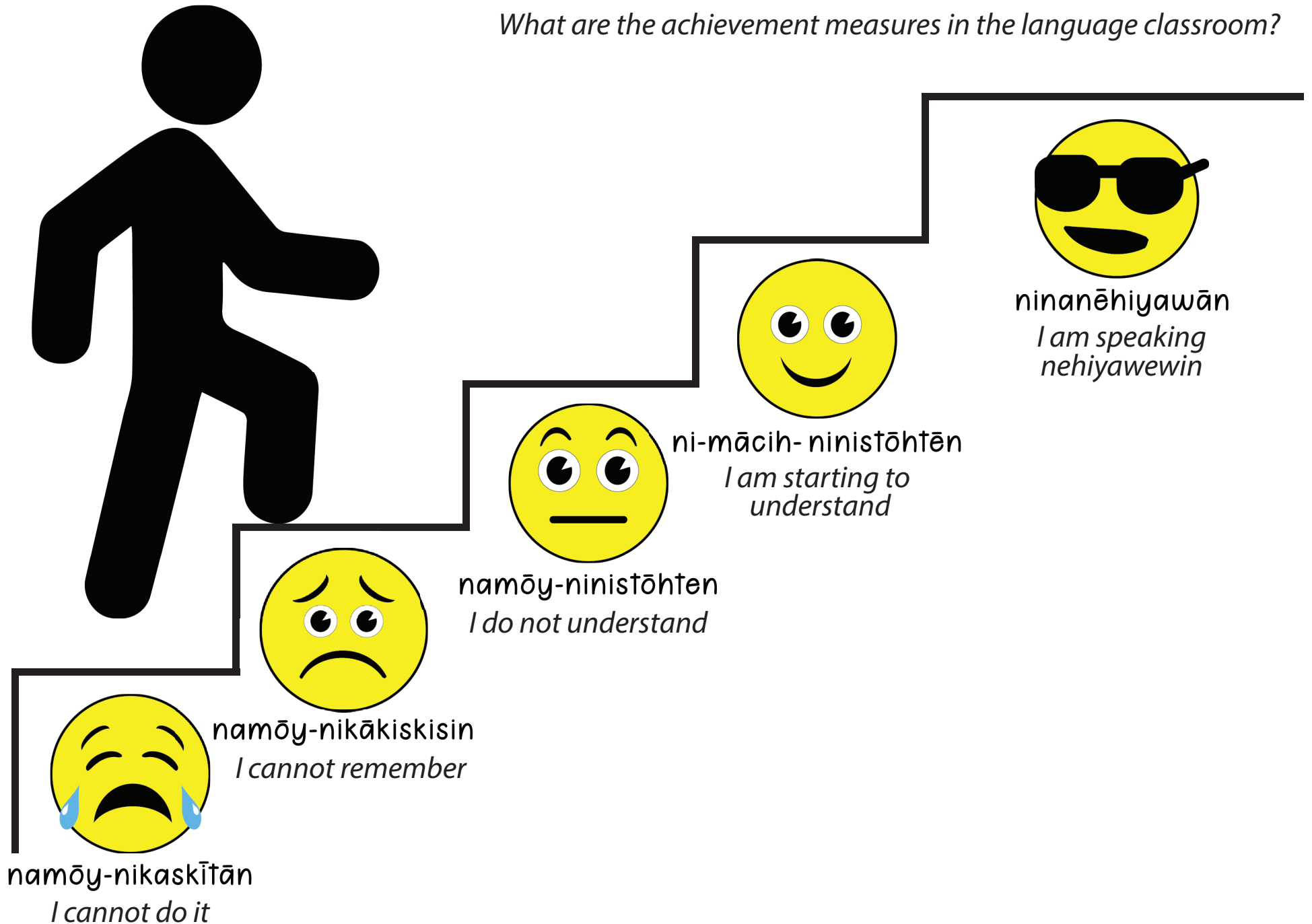


What is the level of personal growth in attitude in the language classroom?



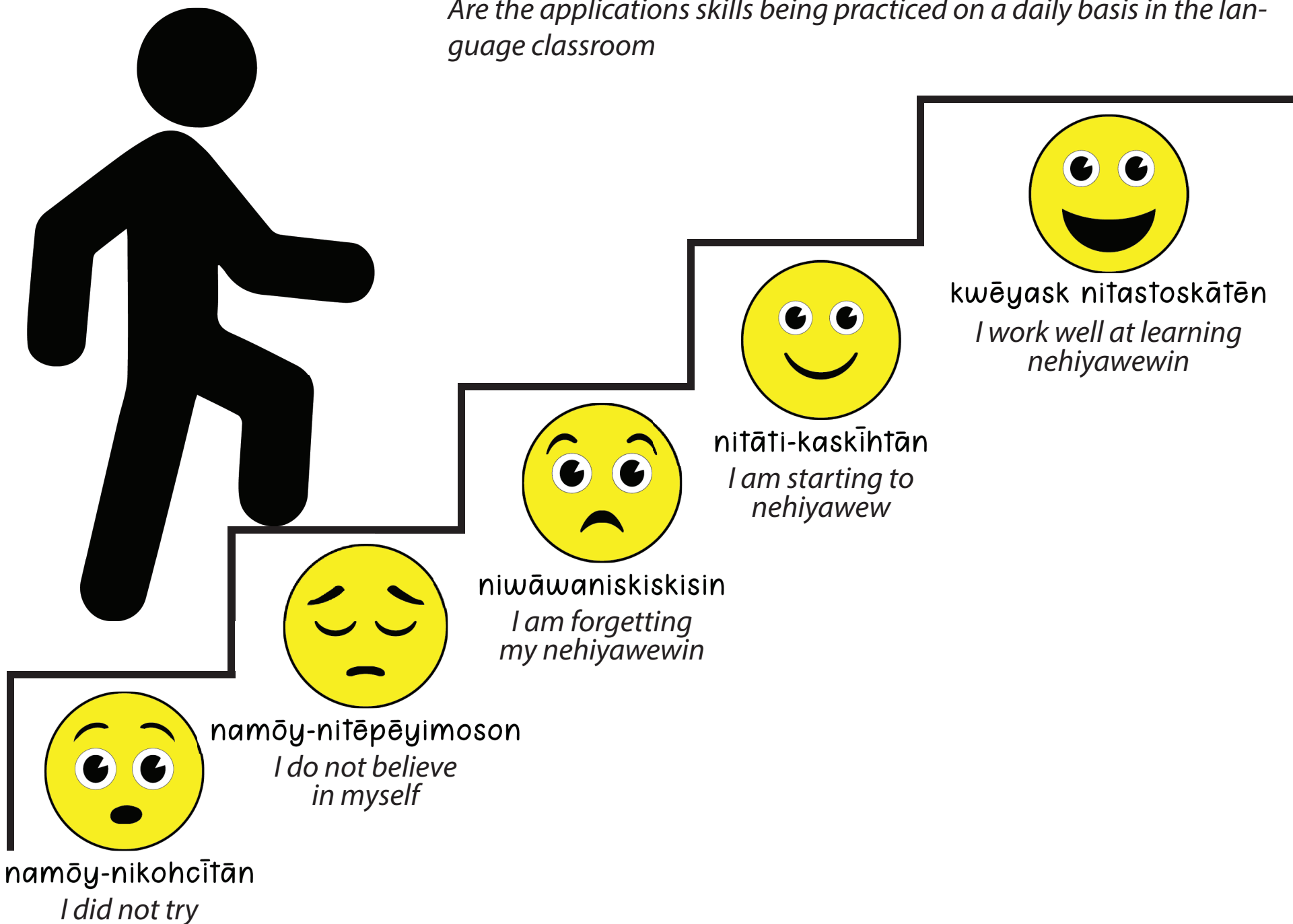
Achievement as an Indicator in performance measurement for attaining skills in the Nehiyaw Language

What are the achievement measures in the language classroom?



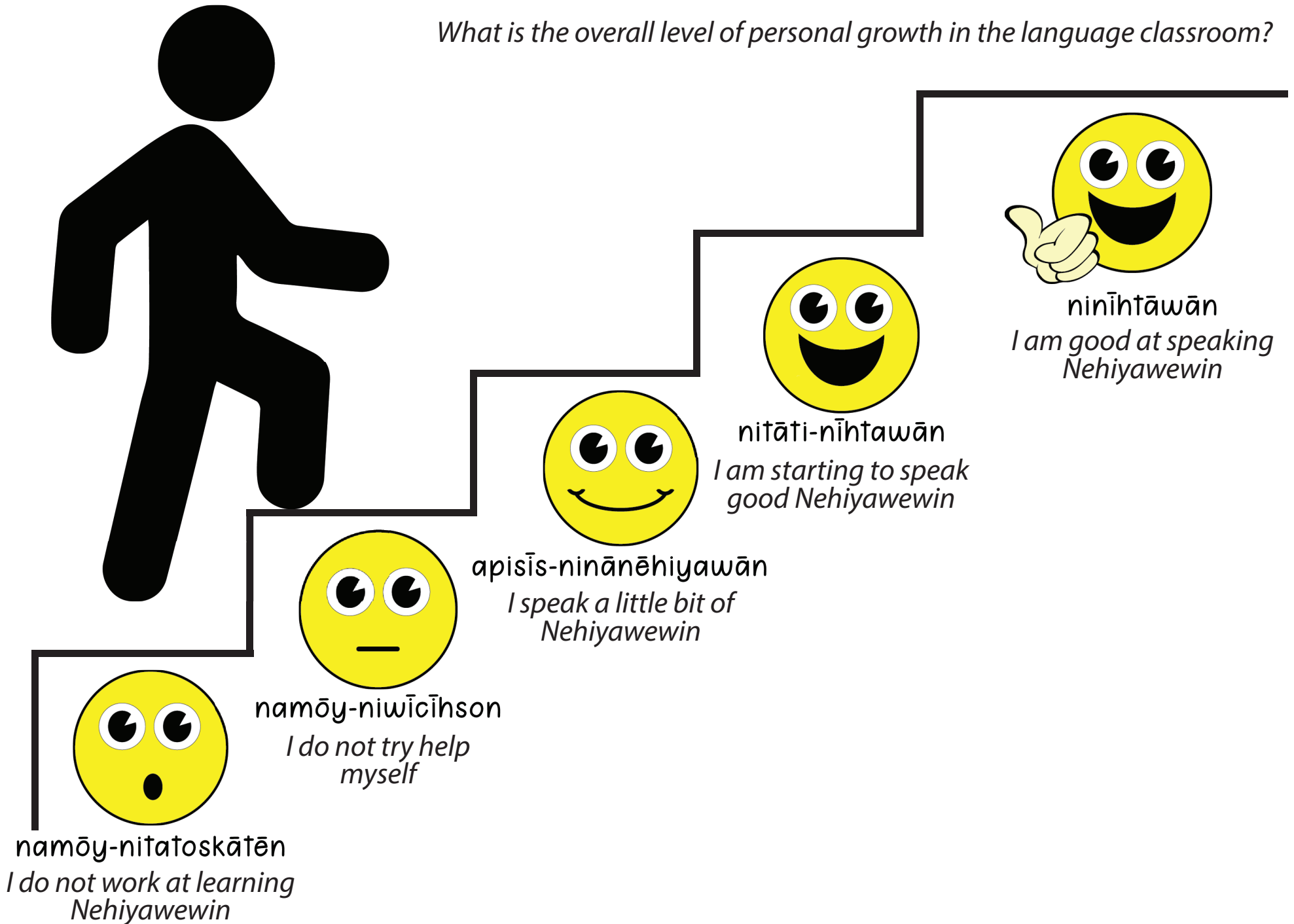
Application as an Indicator in performance measurement for attaining skills in the Nehiyaw Language

Are the applications skills being practiced on a daily basis in the language classroom



Outcomes as an Indicator in performance measurement for attaining skills in the Nehiyaw Language

What is the overall level of personal growth in the language classroom?



WĪKASKIMĒSKANAW

ATTITUDE

ACHIEVEMENT

APPLICATION

OUTCOME
(RESULTS)

