FOUNDATION FOR DYNAMIC ASSESSMENT

ILITAUNNIKULIRINIQ

AS LEARNING IN NUNAVUT SCHOOLS

Foundation for Dynamic Assessment

Ilitaunnikuliriniq

As Learning in Nunavut Schools

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Ilinniaqtuliqiyikkut
Department of Education
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Preface for Nunavut Educators

It is critical to read this document to understand the philosophy and principles that form the foundation for student assessment in Nunavut schools. *Inuit Qaujimajatuqangit* (*IQ*) perspectives – traditional Inuit laws, principles, values and worldview form the basis for Nunavut student assessment philosophy. Developing and implementing an *IQ* approach to assessment, in combination with current, best western knowledge and practice regarding assessment, is changing learning and teaching in Nunavut schools.

The Department of Education expects educators to develop an understanding of:
- *Inuit Qaujimajatuqangit*
- how IQ affects beliefs and approaches to assessment in Nunavut
- how Nunavut beliefs and approaches to assessment influence learning and teaching

It is the responsibility of every educator in Nunavut to become familiar with the *Ilitaunnikuliriniq* philosophy and to incorporate the purposes and approaches to assessment outlined in this document in their classrooms.

Regarding the habkut, used to check the quality of snow, you have to use the right tool to assess the snow. And in assessment you have to use the right tool, too.

Saimanaaq Netser, 2003

Signing of the Nunavut Land Claim Agreement with the federal government and establishment of the Government of Nunavut made Inuit dreams of Canadian and world-wide recognition of their homeland a reality. These two political actions enabled Inuit to regain control of governing and decision making related to daily life. The next step in achieving the dreams of Inuit is to infuse government services with Inuit perspectives so that institutions and services reflect Inuit world view, values, knowledge, skills and ways of doing things.

Nowhere in government is this more important than in schools. It is the responsibility of educators to ensure graduates have a strong sense of Inuit identity and clear knowledge of their unique personal strengths and skills and how to use them to serve family and community. To assist each student to achieve these goals will require a fundamental shift in the way we do business in schools. Teachers and parents must work together to ensure student success. The Department of Education will support both teachers and parents to make this happen.

Made-in-Nunavut curriculum, teaching materials and learning resources, which combine Inuit knowledge with the best of western educational thought and practice are essential to achieving this shift. Providing professional development for educators about the most effective ways to teach in this context and communicating about these resources with parents is also essential.

The foundation documents under development by the Department outline the direction and expectations for curriculum and instruction in Nunavut schools. Educators are expected to:
- become familiar with each document,
- implement the information appropriately, and
- discuss the implications for course work and school organization with parents.

I recognize the dedication and commitment of Nunavut educators and parents who work hard to help students achieve success. I wish you all the best in this critical work to create the best possible future for the people of Nunavut.

Ed Picco
Minister of Education
January 2008

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Acknowledgements

INTRODUCTION

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Foundation Documents for Schooling in Nunavut

The Department of Education is developing a set of foundation documents for schooling in Nunavut. There will be ten documents in total. Two philosophical documents form the basis for all other foundation documents. These are:

1. ***Inuit Qaujimajatuqangit* Education Framework for Nunavut Curriculum**: a philosophical document that defines Inuit Qaujimajatuqangit as the basis for curriculum in Nunavut
2. **Program Organization for Nunavut Schools:** a philosophical document that outlines program expectations for schooling in Nunavut

Four documents that explain the foundations for curriculum and instruction accompany the ***Inuit Qaujimajatuqangit* Education Framework for Nunavut Curriculum** and **Program Organization for Nunavut Schools** documents. They are:

3. ***Atausiunngittumut Uqausirmut*: Foundation for Languages of Instruction in Nunavut Schools**
4. ***Inuglugijaittuq*: Foundation for Inclusive Education in Nunavut Schools**
5. ***Ilitaunnitkuliriniq*: Foundation for Dynamic Assessment as Learning in Nunavut Schools** (This document)
6. ***Inunnguiniq*: Critical Pedagogy for Nunavut Educators**

Four curriculum documents that explain the four curriculum content Strands and outline the associated competencies expected of students, as well as related support materials for teachers are under development. These are:

7. ***Uqausiliriniq*: Communication and Fine Arts**
8. ***Nunavusiutit*: Environmental Studies, Geography, History, Heritage**
9. ***Iqqaqqaukkaringniq*: Math, Science, Technology and Innovation**
10. ***Aulajaaqtut*: Health, Wellness, Identity**

In terms of personal development, western thought focuses on the process of self-actualization. This is a holistic kind of development that brings a person to a level of self-realization and contentment. From the Inuit perspective, the process is thought of as the development of *inuusiq* (knowledge of life and living) and ultimately *isuma* (wisdom). It is a process that leads one to become an *innummarik* (a human being or an able person who can act with wisdom). This concept is represented by *Nikanaittuq*, whose story is on page 50 of this book.

Schooling in Nunavut should provide support to students in all areas of their development so that they can achieve personal goals, become well-equipped to contribute and serve their families and communities, demonstrate leadership and healthy attitudes, and be able to actively participate and contribute as Nunavut takes on new roles in the global community.

Purpose of Schooling:
Nikanaittuuniq - Creating an Able Human Being

Background

Setting learning goals for each student and assessing whether they have been met are essential elements in ensuring instruction is meeting students' developmental and learning needs. This is one of the major responsibilities of every classroom teacher. There are many different practices and tools that assist teachers, parents and students with this process; all education systems provide direction and supports for student assessment.

The school system inherited by Nunavut provided teachers with a handbook on student assessment that assisted teachers to assess learning progress.[1] In the 1980s, the then Department of Education in the Northwest Territories (NWT) required all grade nine students to participate in a writing assessment process. In the 1990s, the NWT participated in Canadian-wide assessments of junior high studens for some subjects. Several boards of education in the western NWT used Alberta grade 3, 6, and 9 assessment instruments. The boards in the regions that became Nunavut did not use the Alberta assessments, as they did not evaluate learning of the NWT curriculum used in schools in those regions, and were not culturally or linguistically appropriate for Inuit students. The three Inuit boards each developed some assessment support documents of their own for teachers and in-serviced the use of portfolios, student-teacher-parent reporting and similar school and classroom level assessment approaches.

In 1999, Nunavut separated from the Northwest Territories. In 2000, the Government of Nunavut outlined direction for a made-in-Nunavut education system embedded in Inuit culture. ***Pinasuaqtavut*: The Bathurst Mandate (2000)** mandated the Department of Education to:

- rewrite the K-12 curriculum;
- build the new curriculum within the context of *Inuit Qaujimajatuqangit*;
- support and improve the teaching of Inuktitut in all its forms and the teaching of language generally;
- graduate more students from school, college and universities;
- recognize all the potential teachers in communities, beginning with Elders and families.

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1 Department of Education, Student Evaluation Handbook, Government of the NorthwestTerritories. (1993).Yellowknife, NWT

Pinasuaqtavut: **2004-2009** reinforced this direction and added other elements:

- develop a made-for-Nunavut Education Act;
- support multiple options for career development;
- offer educational programs on a strategic basis, based on community by community needs;
- provide a full range of interlocking educational programs allowing individuals continued access throughout the spectrum

Achieving these goals requires clear direction and support for student assessment as a fundamental component of instruction in all classrooms, as well as a Nunavut-wide student assessment program.

Process of Developing the *Ilitaunnikuliriniq* Document

A committee of educators, curriculum developers and elders developed the principles of assessment outlined in this document. The Acknowledgements section lists members of the Education Evaluation and Assessment Group. Material developed by that committee and refined by Curriculum and School Services staff formed the content of in-service sessions held in every school in Nunavut in 2003-04. Information sessions were also held during principal meetings in all three regions. The Kivalliq region held detailed classroom assessment workshops in each school in 2004-05 that expanded implementation of the draft *Ilitaunnikuliriniq* document. Workshops to develop Nunavut-wide assessments in math and writing in 2005 and 2006 also reviewed major elements of this document. Curriculum and School Services staff incorporated feedback from all of these workshops in the final version.

Purpose of the *Ilitaunnikuliriniq* Document

Ilitaunnikuliriniq is a major foundation document that assists educators to implement the Nunavut vision of schools transformed around the principles of *Inuit Qaujimajatuqangit*. *Ilitaunnikuliriniq* refers to the overall process of student assessment, evaluation and reporting in Nunavut schools. It can and should be applied equally in the elementary, junior secondary and senior secondary levels.

This document:

1. provides information for educators about the Nunavut philosophy of assessment from an *Inuit Qaujimajatuqangit (IQ)* perspective,
2. relates the Inuit cultural perspective of assessment to academic views of assessment,
3. outlines the implications of assessment philosophy for assessment practices in Nunavut schools.

Section One presents the beliefs related to assessment from an *IQ* perspective.

Section Two provides the assessment principles that result from the *IQ* beliefs.

Section Three outlines the implications of *IQ* beliefs for assessment practices in Nunavut schools.

Section Four provides the glossaries and bibliography.

Nunavut classrooms are diverse, complex, multi-level learning communities. In order to provide appropriate environments for continuous learning, the school system should build an approach to assessment that promotes and enhances learning for everyone - students, parents, educators, and communities.

Student assessment determines individual student success in a fair and appropriate manner as a vital part of the learning process. Educators will use the combined results of a variety of classroom assessments to improve programming and instruction, as well as to identify appropriate student placement within the learning continuum. The process of evaluation contributes to the development and maintenance of high standards in all educational programs.

Student achievement should be measured:
- over time;
- for an intended purpose;
- in ways that are fair and appropriate; and
- taking into account the *Inuit Qaujimajatuqangit* perspectives of the people of Nunavut.

The assessment principles outlined in this document reflect the best thinking in assessment practice and are in line with *IQ* practice. The principles have been developed keeping in mind the *IQ* Principles, the principles for bilingual education and the principles for inclusion. These links with other foundation documents are critical, as assessment practice must inform and improve other educational practice.

Links with other Foundation Documents

Assessment and *Atausiunngittumut Uqausirmut* Languages of Instruction

The ***Pinasuaqtavut* 2000** *and* **2004** documents both envision Nunavut as "a fully bilingual society." A commonly expressed fear[1] about childhood bilingualism is that it will confuse the child. Some are also concerned that learning in Inuktitut or Inuinnaqtun will not meet the needs of the outside world. However, studies show that a child's wider experiences in two languages and cultures will give the child many advantages, such as mental flexibility, enhanced concept formation, and a more diversified set of mental abilities[2]. Studies also show children strong in their own first language will acquire a second language easier and faster. Children with weak first language skills have more difficulties academically and in learning a second language.

Bilingual education supports students in their climb to the "top floor"[3] in language and thinking skills. These expectations will be met through promoting language learning that builds on practice, descriptive feedback, and opportunities for performance by students in a language-rich environment.

This process needs to be given significant time and support in Nunavut schools. The new *IQ* curriculum for Nunavut schools has a much stronger focus on first and second language learning so that a balanced and developmental approach to language learning is in place in all schools and supported in all communities.

Implications for classroom assessment in Nunavut schools:

- Performance and assessment in Nunavut classrooms must be understood within the context of bilingualism. Educators must continually ask if a child's difficulty learning is the result of learning in a second language or other factors.
- All assessment practices and tools must take into consideration the first and second language context and abilities of students.
- The language context influences both the content and the process of assessment.

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1 See *Aajiiqatigiiniq*: Language of Instruction Research Paper, vol. 1
2 *Aajiiqatigiiniq*: Language of Instruction Research Paper, vol. 1
3 *Aajiiqatigiiniq*: Language of Instruction Research Paper, vol. 1, page 46

Traditional Inuit society expected all members to contribute to their community. Inuit values stressed sharing and caring for the young, the old, and those who could not care for themselves. Similarly, over the past twenty-five years, the school system in the NWT and Nunavut promoted inclusive schooling as a culturally appropriate educational philosophy. It is viewed as a way of life, a way of living and working together, based on the belief that each individual can learn, has value, and belongs. This inclusive perspective drives the views of assessment expressed in this document.

Inclusive schools are welcoming, accepting environments, drawing <u>in</u> the community and drawing <u>on</u> the community to help develop the vast array of skills and knowledge that students require. Learning takes place in an atmosphere of respect for diversity, an understanding of how people influence one another, and a sense of working together to achieve goals. Setting goals, learning how to manage conflict, making decisions independently as well as through consensus, solving problems or seeking solutions, and celebrating everyone's diversity promotes this rich learning environment. It also promotes a culture of success that values effort and provides encouragement through on-going, personal and descriptive feedback.

A learning community is a community of learners. Educators in Nunavut must view themselves as learners and must respect the teaching that students bring to the classroom. Educators should also find ways to bring the families of students and the community as a whole into the teacher/learner equation.

Implications for classroom assessment in Nunavut schools:
- Assessment involves setting individual learning goals and measuring success in achieving those goals.
- Assessment reviews each student's achievement of their learning goals against curricular outcomes and benchmarks, not against the progress of other students.
- Assessment emphasizes determining what students know and can do and celebrating successful learning.
- Assessment involves parents and other significant family members in meaningful, on-going ways.

SECTION ONE

- Assessment and the *Inuit Qaujimajatuqangit* Education Framework for Nunavut Curriculum

- *Ilitaunnikuliriniq*: Assessment in Nunavut Schools

- *Ilippallianginnarniq*: Continuing Learning

- *Pivallianginnarniq*: Continuous Progress

Assessment and the *Inuit Qaujimajatuqangit* Education Framework for Nunavut Curriculum

Education grounded in *Inuit Qaujimajatuqangit* focuses on the beliefs, values, perspectives, and expectations of Inuit for their children's learning. In this context, foundational concepts/beliefs include:

- *ilitaunnikuliriniq*- dynamic assessment
- *ilippallianginnarniq*- continuing learning
- *pivallianginnarniq*- continuous progress
- *sivuniksamut ilinniarniq*- learning for the future
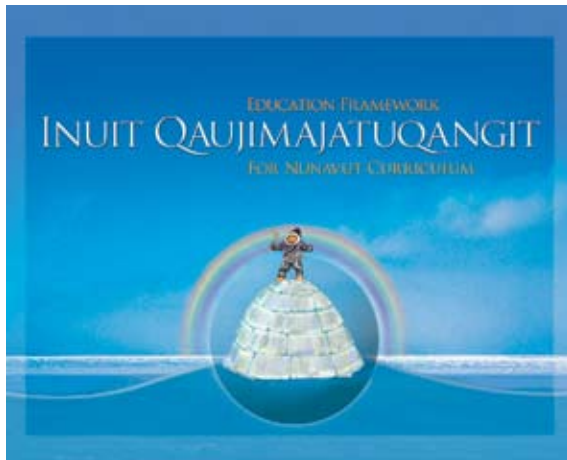
These concepts speak to the firmly held beliefs that learning is a lifelong process and excellence is achievable with persistence. This means never giving up.

Inherent in these beliefs is the idea that all children can learn, given the appropriate supports. This approach is inclusive, building on the strengths of the student, while providing options and opportunities. It involves a personal commitment to learning how to learn through setting goals, self-assessing and taking responsibility for mastering tasks. This approach recognizes diversity, respects the uniqueness of each student and nurtures each student in an environment that values and expects both personal and collective achievement.

These beliefs impact the following areas of classroom assessment practices in Nunavut schools:

- All student placement decisions such as promotion and retention
- The use of groupings within classes
- Implementation of student, peer and teacher assessment practices
- Enabling and supporting students to set their own learning goals and determine their progress in achieving them
- Involving parents meaningfully in helping their children set and assess progress in achieving learning goals.

The following sections explain the four concepts of *ilitaunnikuliriniq, ilippallianginnarniq, pivallianginnarniq* and *sivuniksamut ilinniarniq* in more detail.

This document introduces the term *ilitaunnikuliriniq* to describe assessment. *Ilitaunnikuliriniq* represents the dynamic interaction of teaching, learning and assessment. Assessment should be seen as a process that improves both teaching and learning. That assessment process begins on the day students enter the classroom and teachers begin to learn about who they are, what they know, and what they want to know. That is the initial assessment. Those first impressions develop and change as teachers learn from parents about how they see their children and as teachers learn from the students themselves.

Assessment links closely to goal setting and learning outcomes. It is a collaborative process that involves all partners in the learning/teaching community - those in the classroom and those in the home and community. It is a process that evolves over time, involving interaction between teaching and learning, and teacher and student. It is these multiple layers that inform the term *ilitaunnikuliriniq*.

The symbol selected to represent *ilitaunnikuliriniq* is the *sabgut* (ᖄᐸᒍᑦ) or *naukkuti* (ᓇᐅᒃᑯᑎ).
Effective assessment requires good tools. The *sabgut* is a tool used for finding good snow for *iglu* building or for testing the thickness of ice. The *sabgut* or *naukkuti* is an essential tool for survival on the land. Using it properly requires practice, testing snow and ice to get the feel and sound of it, and combining this information with observations of other elements in the environment that help to locate good snow or bad ice. The Department of Education intends to provide teachers with effective assessment tools and opportunities to practice and develop skills in using these tools to effectively assess students. This is what the *sabgut* or *naukkuti* represents.

In addition to good tools and practice, another key concept for assessment is that it must be authentic. Just as becoming expert at using the *sabgut* or *naukkuti* involves hands-on application and accumulated experience over time, students' learning has to be grounded in real life experiences. Students need to participate actively in connecting the learning outcomes from the curriculum to their personal realities. Effective assessment must be real as well as developmentally and culturally appropriate.

Ilitaunnikuliriniq

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1998

Educators come together to interact with students in a learning community that includes many other partners and experts. Everyone must recognize all the learning that occurs in students' lives and their diverse cultural, social and linguistic backgrounds. Authentic assessment is collaborative, holistic and focuses on what students can actually do in their world.

Ilippallianginnarniq Continuing Learning

***Pinasuaqtavut* (2000)** listed the following principles of *Ilippallianginnarniq* - Continuing Learning:

ᐱᐳᖅᐸᒡᓕᕐᓂᖅ Growth

Elderly Male ᐅᔪᖅᐸᖅ — ᐊᕐᓇᖅᑐᖅᐊᖅ Elderly Female

Adult Male ᐊᖕᒍᑏ — ᐊᕐᓇᖅ Adult Female

Young Male ᐃᓅᓱᒃᑐᖅ — ᓂᐱᐊᖅᑏᐊᖅ Young Female

Teenage Male ᐃᓅᓱᒃᑐᐊᖅᑦᑐᐊᖅ — ᓂᐱᐊᖅᑎᖕᑦᑐᐊᖅ Teenage Female

Adolescent Male ᐃᓅᓱᒃᑐᐊᖅᑦ — ᓂᐱᐊᖅᑎᖕᑦᑦ Adolescent Female

Child-Male ᓄᑕᖅᑭ — ᓄᑕᖅᑭ Child-Female

Infant-Male ᓄᑕᖅᑭᐊᖅ — ᓄᑕᖅᑭᐊᖅ Infant-Female
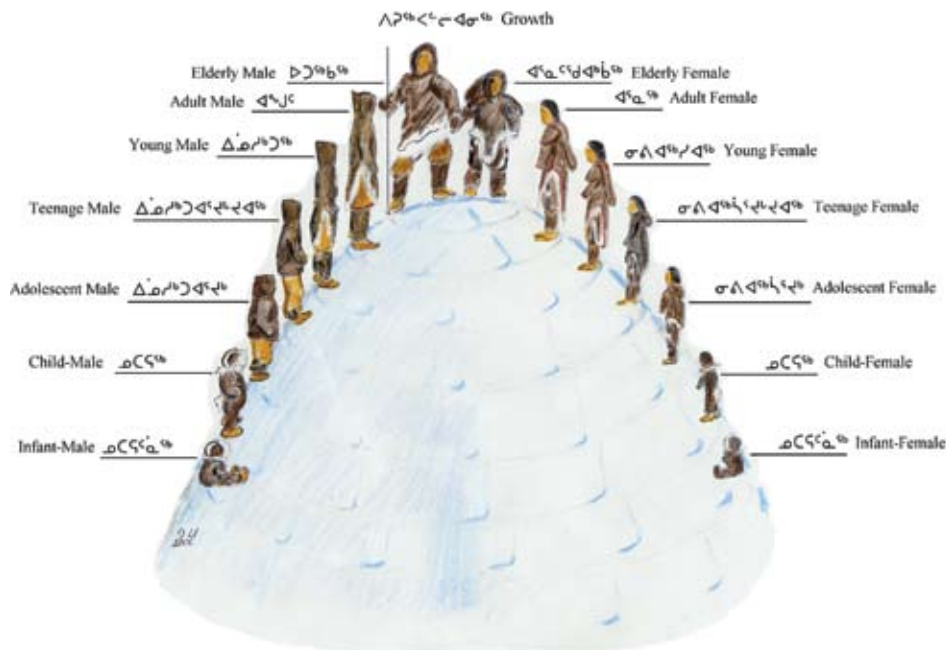
- The value of teaching and learning shall be acknowledged at all levels and from sources inside and outside of our communities;
- Learning is a lifelong process;
- Equal opportunity and equal access across Nunavut is fundamental to our success;
- It is important to recognize all of the potential teachers in our communities, beginning with elders and in families;
- Land and language skills and respectful pride in our cultures and languages are fundamental for adults and children;
- Our education system needs to be built within the context of Inuit Qaujimajatuqangit;
- Respect for individuals is the basis of effective learning and a healthy workplace.

Ilippallianginnarniq - continuing learning is an important element of Inuit belief. Inuit viewed commitment to continuing learning and improvement as a responsibility of the whole community and extended family group. Adults spent a great deal of time and effort planning for the future of a child, equipping that child with required skills and knowledge, and providing opportunities to practice and apply knowledge in real contexts. Inuit communities operated very much like a community of learners with shared responsibility for learning and teaching at all levels, throughout life.

*C*ontinuing learning also implies that each person continues to learn until achieving mastery level. This sets the highest possible standards for personal achievement. In order to promote high achievement of individuals, it is essential to guide, encourage and improve the learning process.

The Stages of Learning described in the ***Inuit Qaujimajatuqangit* Education Framework for Nunavut Curriculum**[1] implement the concept of continuing learning. In each learning situation, learners will be working at several different stages depending on the topic or project and their personal knowledge, experience, skills, strengths and interests. The five transition points/stages are like snapshots of the profile of the learner's path along the learning continuum. Stages include:

1. *Qaujilisaaqtuq*: The Emergent Learner
2. *Tukisiliqtuq*: The Transitional Learner
3. *Tukisinaqsiliqtuq*: The Communicative Learner
4. *Pinasugunnaqsijuq*: The Confident Learner
5. *Pijunnaqsijuq*: The Proficient Learner

Student Assessment must take into consideration the stage of learning the student has achieved for the particular task and subject under study.

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1 For further information, see pages 37-41of the *Inuit Qaujimajatuqangit* Education Framework for Nunavut Curriculum

Pivallianginnarniq Continuous Progress

Pivallianginnarniq or continuous progress is the practice of providing a program to meet the needs, developmental level and interests of each student. The traditional Inuit perspective of a continuum of learning, expressed in Stages of Learning as described above, recognized that individuals develop and learn at different rates, both physically and intellectually. Inuit recognized that each individual possessed different inherent natural abilities that manifested themselves in particular tasks or skills. In determining how to improve assessment, the Department of Education is taking these perspectives of individual development into account.

Past and current practice in Nunavut schools focused on social promotion or retention as ways of addressing student progress. Research (Smink, 2001; Thompson and Cunningham, 2000; Canter and Carey, 1998; Darling-Hammond, 1998) that examined the benefits and detriments of the two approaches shows no definitive answer to suggest that either method is absolutely superior.

In Nunavut, social promotion has been the most widely used method. Frustrated educators voice concerns about students who are moved along even though they have not achieved the necessary skills expected at the next grade level. Elders say that social promotion is unacceptable because it diminishes high expectations that educators should have for students and standards of excellence that the system should set.

Retention, on the other hand, creates challenges in classes when retained students are older than most of the rest of the class. Studies (Canter and Carey)[1] indicate that retained students frequently get into trouble, dislike school, develop low self esteem and possibly develop mental health problems such as anxiety and depression. In an NWT study, the majority of students that dropped out had been retained at some point during their schooling.[2]

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1 Canter, A. and K. Carey, 1998. Retention and Promotion - A Handbook for Parents. In Comminique, National Association of School Psychologists, Special Edition, pp. 2-3.
2 Department of Education, Lessons for All, 1992. Government of the NWT.

Clearly, neither social promotion nor retention benefit the student if educators do not provide program support to address individual needs. The Department of Education is therefore supporting a continuous progress approach. This means focusing on individual competency, with learning individualized for every student. Educators organize instruction for each student according to his/her academic performance, rather than according to chronological age or grade level. ***Inuglugijaittuq*: Foundation for Inclusive Education in Nunavut Schools** provides more information on ways to organize students using a continuous progress approach.

Assessment in a continuous progress context is particularly important and must be authentic. This type of assessment "requires students to demonstrate skills and competencies that realistically represent problems and situations likely to be encountered in daily life" (Johnson).[1] Assessment tools that provide detailed information on students' approaches to learning, in addition to their levels of performance, are most useful. Measurements that provide information about how students think, what they understand, and the strategies they use in their learning, provide direction regarding the most effective teaching methods for educators to use. Examples of on-going assessment include: portfolios, exhibits, presentations and other kinds of performance assessments. Providing training and support for teachers is a critical component of ensuring success with this type of assessment.

For the present, Nunavut schools will continue to organize students into grades. However, as soon as the competency profiles are available for each integrated content strand, it will be the responsibility of each teacher to assess and report on the competencies of each student in each strand area. This will enable the teacher who receives the student the following year to start from where the student "left off" the previous year. Competencies that students have already achieved will not be repeated. It is also the responsibility of each teacher to work to provide supports to students who require them to progress in learning competencies.

Implications for classroom assessment in Nunavut schools

1 Johnson, D. 1998. Critical Issue: Enhancing Learning through Multiage Grouping. North Central Regional Educational Laboratory

SECTION TWO

- Purpose of Student Assessment
- *Ilitaunnikuliriniq* Principles

Assessment <u>As</u> Learning: Assessment <u>For</u> Learning, <u>Of</u> Learning and <u>About</u> Learning

The purpose of assessment is to learn more about learning. To this end, educators need to consider assessment **as** a learning process. There are three key purposes for assessment. It is important to clearly understand these in order to effectively communicate student growth, both to the student and to others.

Assessment **for** Learning (Formative)

Most assessment is formative and classroom-based. Educators assess students continuously: observing, setting goals for learning, asking students to self-assess and peer-assess, listening, keeping anecdotal records, giving assignments, collecting student work in portfolios, journals, and learning logs, observing demonstrations of learning, providing descriptive feedback, questioning and conferencing. These tools and strategies help educators to gain an accurate picture of students as individuals, as they progress along their particular learning paths. The learning gained from these activities also helps educators improve teaching and become more aware of the impact of their particular teaching style on the learning styles of students.

Assessment **of** Learning (Summative)

There are times when educators choose summative assessment in order to determine how well students have learned content information or how close they are to achieving specific learning outcomes. Teachers often do assessment at the end of units or modules or at the end of courses. Summative assessment most often looks like a test, oral reports, a skill demonstration, benchmark test, a cumulative project, or portfolio mark. This kind of assessment **of** learning is what is usually communicated to other teachers, parents, and stakeholders outside of the school. Assessment of this kind also informs educators about the effectiveness of teaching practices, or about the suitability of the content material presented to students. This assessment is often based on curricular standards and performance benchmarks.

For more information on assessment for, of and as learning, see Rethinking Classroom Assessment with Purpose in Mind, WNCP, (2006), Winnipeg, Manitoba.

Assessment **about** Learning (Diagnostic)

Assessment about learning is often referred to as diagnostic. It is used to determine student strengths and challenges and attempts to answer the question 'why'. These assessments are often standardized types of assessment. It is important that teachers research the purpose and design of all standardized tests. They are not developed for Inuit students and may be biased culturally and linguistically. These tests are often specialized and require training to administer and interpret. Student Support staff will sometimes use formal diagnostic assessments with a student who requires an Individual Education Plan.

Ilitaunnikuliriniq Principles

Seven key principles guide assessment in Nunavut schools. The following pages describe each principle. These assessment principles are embedded within the overarching *Inuit Qaujimajatuqangit* principles. They are basic to teaching and learning in Nunavut.

Ilitaunnikuliriniq reflects Inuit values and is informed by current evidence-based research. Values and beliefs determine what matters most to any society. In the Nunavut context, what matters most must strengthen the students' culture and worldview. Evidence-based research of good teaching practice supports much of what Elders identify as key ways of teaching and learning for Inuit. *Inuit Qaujimajatuqangit* and research are mutually supportive.

Ilitaunnikuliriniq is a collaborative and collective process that emphasizes the interdependence, growth, success, and importance of the group. Competition solely for the sake of winning is therefore inappropriate and weakens one's responsibility to the group. To respect this belief, the education system must carefully consider how to value achievement in Nunavut schools. Collaborative achievements should become increasingly important and individual achievement should be viewed in light of the contribution that it makes to expanding the learning of the whole community.

Ilitaunnikuliriniq reflects Inuit values and is supported by research and theory. The assessment principles for Nunavut schools include:

1. supporting continuous learning for all students;
2. showing respect for all learners;
3. recognizing each student's unique talents and skills;
4. emphasizing the interdependence, growth, and success of the group;
5. ensuring assessment is outcome-based;
6. having different purposes for assessment;
7. ensuring assessment is authentic, meaningful, and builds on student strengths.

1. *Ilitaunnikuliriniq* supports continuous learning for all students.

NUNAVUT ASSESSMENT

- supports appropriate learning opportunities
- occurs through all instructional activities
- occurs systematically over a period of time
- demonstrates progress towards achievement of learning outcomes
- encourages students to achieve the highest possible standards
- is suited to students' abilities and stages of development
- is sensitive to social, cultural, linguistic backgrounds
- marks milestones of learning

RESEARCH SUPPORT

Children were encouraged to practice and learn with all their senses. It made them aware that learning involves the whole body. With repetition, practice and progression, the instruction built their confidence, giving them a sense of accomplishment and pride in their abilities. Eventually the child was able to do the whole task from beginning to end.

(*Inuuqatigiit*, p.14)

... the recognition that the need for 'lifelong learning' places an increased emphasis on motivation. This must come from enjoying learning and knowing how to learn.

(Testing, Motivation and Learning, p.1)

... we argue for the underlying belief that all pupils can learn more effectively if one can clear away, by sensitive handling, the obstacles to learning, be they cognitive failures never diagnosed or damage to personal confidence or a combination of the two... ways of managing formative assessment that work with the assumptions of "untapped potential" to help all pupils to learn and can give particular help to those who have previously struggled.

(Inside the Black Box, p.146)

ELDER'S STORY

I was adopted by my grandparents. They used big words and they asked me to do things, like put the axe or the shovel upright. I started learning big words and chores when I was quite small. I also learned through play with other kids. When I was looking at rocks, I would see that one rock is slender and longer and the other is more round. By using the two rocks, you can hear the sound of the rock. The round one can go faster. The rock that is thinner can go for quite a distance on the water rather than the round rock. I learned this through play.

I learned from other kids and when I got home, I talked about what I had done.

Donald Uluadluak

2. *Ilitaunnikuliriniq* practices show respect for all learners.

NUNAVUT ASSESSMENT

- causes no harm and closes no doors
- celebrates progress and success
- uses a wide variety of strategies and tools
- promotes learning through motivation, the development of self-esteem, and a sense of achievement
- is sensitive to the social, cultural, and linguistic background of the students
- encourages resiliency and responsibility for learning in students
- is fair and confidential

RESEARCH SUPPORT

When children are treated with respect, acceptance, enjoyment and as contributing individuals, they will be strong and confident.

(*Inuuqatigiit*, p.15)

What is needed is a culture of success, backed by a belief that all pupils can achieve… feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.

(Inside the Black Box, p.142-143)

Formative assessment is particularly effective for students who have not done well in school, thus narrowing the gap between low and high achievers while raising overall achievement.

(Fair Test Examiner, Winter 99)

If pupils have experienced success in earlier performance they are more likely to feel able to succeed in a new task.

(Testing, Motivation and Learning, p.6)

ELDER'S STORY

We want to raise our children to be well-rounded individuals, confident, community-minded, equipped with the skills and knowledge to enable them to make their way successfully in this changing world. Some parents make the mistake of over-protecting, defending or spoiling their children so much that they become like fragile eggs. Other children grow up in fear, hearing 'no' so often or so damaged by strict restrictions that their only way of surviving is to harden themselves like rocks. The anger in them becomes encased.

Rhoda Karetak

3. *Ilitaunnikuliriniq* recognizes each student's unique talents and skills.

NUNAVUT ASSESSMENT

- acknowledges that every student can learn
- provides descriptive feedback
- identifies what students can do and are learning to do
- assists students to identify personal learning goals
- considers preferred learning styles
- identifies competencies in the development of knowledge, skills and strategies, and attitudes
- is differentiated
- encourages student self-assessment and reflection

RESEARCH SUPPORT

While a child's achievements were praised and encouraged, they were also shown how to improve on their work and encouraged to be persistent and to practice towards expertise.
(*Inuuqatigiit*, p.22)

When tests become the main criteria by which students are judged, and by which they judge themselves, those whose strengths lie outside the subjects tested have a low opinion of their capabilities.
(Testing, Motivation and Learning, p. 4)

Feedback from the teacher that focuses on how to improve or build on what has been done (described as task-related) is associated with greater interest and effort.
(Testing, Motivation and Learning, p. 6)

The degree to which learners are able to regulate their own learning also appears to foster pupils' interest and to promote focus on the intrinsic features of their work.
(Testing, Motivation and Learning, p. 6)

ELDER'S STORY

Today we see Charlie as being totally different from what his father had in mind for him. He was really talented in a different way. When he moved to Arviat, he started playing his guitar and singing and playing with kids. Charlie turned out to be a very good singer, but he also works for CBC and does it extremely well. What we see in a person, is more than meets the eye. It is like that in children too. Even though Charlie might have turned out to be the kind of person that his father did not expect, he became a well-known person. He developed his skills all by himself, doing what he liked doing best.

Mark Kalluak

4. *Ilitaunnikuliriniq* emphasizes the interdependence, growth, and success of the group.

NUNAVUT ASSESSMENT

- is a collaborative and a collective process
- involves students, family, teachers and community members
- encourages student involvement and reflection within a social context
- involves team approaches
- extends beyond the school
- should be valued and valid and informative to all
- encourages students to develop positive relationships

RESEARCH SUPPORT

The whole family watched and participated with delight in the growing achievements of a child, with much affection and verbal praise.

(*Inuuqatigiit*, p.14)

Encourage collaboration among pupils and a positive view of each others' attainments.

(Testing, Motivation and Learning, p.8)

What is essential is that any dialogue should evoke thoughtful reflection in which all pupils can be encouraged to take part, for only then can the formative process start to work.

(Inside the Black Box, p.144)

Establishing a positive learning culture in schools involves winning the hearts and minds of all: pupils, parents, teachers and the wider school community.

(Testing, Motivation and Learning, p.10)

ELDER'S STORY

When we made sleds in the school and in the shop, the students helped each other. Someone would be cutting the rope and the older ones would be working on the heavier parts. The younger ones were learning from the older ones as they were watching them, and the older ones were helping because they were doing things the younger ones could not do. If you work together, you can succeed at anything. Different age groups, qualified or not, you need to work together with different people. If you want to succeed at some-thing, you have to work as a team, work together. I have seen different age groups working, each one had their own talents.

Louis Angalik

5. *Ilitaunnikuliriniq* is outcome-based.

NUNAVUT ASSESSMENT

- comes from learning outcomes contained in approved curriculum documents
- is shaped by student, family, and community expectations, needs, and interests
- is unbiased

RESEARCH SUPPORT

Learning and evaluation took place at the same time. Children were closely observed as they tried new skills, and would receive immediate and positive feedback from their parents and other adults.

(*Inuuqatigiit*, p.22)

When we set criteria for assignments, we establish what counts. When we involve students in setting criteria, we increase their understanding and ownership. When we assess students' work in relation to the criteria without using numbers, we keep the focus on learning.

(Setting and Using Criteria, p.59)

New understandings are not simply swallowed and stored in isolation; they have to be assimilated in relation to pre-existing ideas.

(Inside the Black Box, p.143)

The pupils' priority should be their own learning in all areas of the curriculum, not only those assessed by tests.

(Testing, Motivation and Learning, p.10)

… the purpose of diversity if not negatively discriminatory tracking and the denial of opportunity, but using classroom assessment integrated with high quality curriculum and instruction to ensure that all students reach high levels of important learning.

(Fair Test Examiner, Winter 99)

ELDER'S STORY

If you choose snow that is difficult to use, you will never be successful. A person might feel he could never build an iglu, but it was only the choice of snow. We have to choose quality. If you're trying to teach children how to sew, and the sinew is too thick, the child will think they can't sew, they just can't do it. We must choose tasks that allow children to be successful.

Mark Kalluak

ELDER'S STORY

Though you have five fingers on your hand, the thumb is considered to be the strongest. It has a different purpose compared to the index finger. The interesting thing about the thumb is that it's the most useful and used finger. Your index finger is the second most useful; it has more sensitive and precise capability than the thumb. The middle finger is a very strong finger. What it does is complement the fingers on either side of it. The interesting thing about it, though it's the longest and biggest, it helps and supports all the rest of the fingers to do what they do. The fourth finger also has a sense that is different. It doesn't operate the same way as the others, but still it helps the others. It's like the quiet one and you would only realize how useful it is, if it were missing. The little finger, though it seems to be somewhat less, has a really important purpose; it is extremely useful when you try to separate thread. It operates as a separate mechanism to support the rest of the hand, but it can work individually. It is the smallest, but it bleeds the most when it is cut. The little finger can reach places the others can't. Our children are as different from each other as our fingers.

Rhoda Karetak

6. *Ilitaunnikuliriniq* has different purposes.

NUNAVUT ASSESSMENT

- provides information for learning (formative), of learning (summative), and about learning (diagnostic)
- uses a variety of tools for different purposes
- uses a variety of tools for different students
- provides information for appropriate stakeholders

RESEARCH SUPPORT

When students understand what needs to be learned and are involved in gathering evidence of their learning, then it is easier for them to see evaluation as part of the learning process rather than as a defining moment describing success or failure. Teachers seeking to improve student learning are advised by researchers (Black and Wiliam, 1998; Kohn, 1999) to reduce the amount of evaluative feedback and increase the amount of descriptive feedback.

(Davies, p.13)

All these studies show that innovations that include strengthening the practice of formative assessment produce significant and often substantial learning gains. These studies range over age groups from 5-year-olds to university undergraduates, across several school subjects, and over several countries.

(Black and William, p.140)

When disproportionate attention is focused on results [summative assessment] - that is, on how well students are performing - this tends to distract them from attending to what they're learning.

(Kohn, A.)

7. *Ilitaunnikuliriniq* is authentic, meaningful and builds on student strengths.

NUNAVUT ASSESSMENT

- shows what students can do
- shows what students still need to learn
- encourages students to set goals
- encourages students to make connections between learning and real life situations
- helps students to identify their strengths and needs
- helps students to become aware of and build on knowledge they already have
- helps teachers plan instruction and choose appropriate assessment options to meet student differences
- helps students learn about themselves as learners and make appropriate choices
- helps students develop positive attitudes that promote learning

RESEARCH SUPPORT

They [children] want responsibilities and tasks that have importance and meaning, and to get feedback that makes them feel proud and gives them a sense of achievement.

(*Inuuqatigiit*, p.10)

Children were also encouraged to evaluate their own work.

(*Inuuqatigiit*, p.22)

The degree to which learners are able to regulate their own learning also appears to foster pupils' interest and to promote focus on the intrinsic features of their work. Pupils who have some control over their work by being given choice and by being encouraged to evaluate their own work are more likely to value the learning itself rather than to focus only on whether or not it is correct.

(Testing, Motivation and Learning, p.6)

There are three general sources of assessment evidence gathered in classrooms: observations of learning, products students create, and conversations … Collecting this way is one way the reliability and validity of our classroom assessment is increased.

(Davies, p.35)

ELDER'S STORY

People do things differently. My younger brother was adopted from another family and my parents seemed to be discouraged by what he did in his life. He wasn't really interested in things a normal man would do. In those days we were expected to be hunters and providers, but he had different skills; he was a very good seamstress, knew how to sew, bake bread, was really good at doing those things. When we were kids, we always tried to build him into what we wanted him to be. People have different instincts inside them that may surprise us.
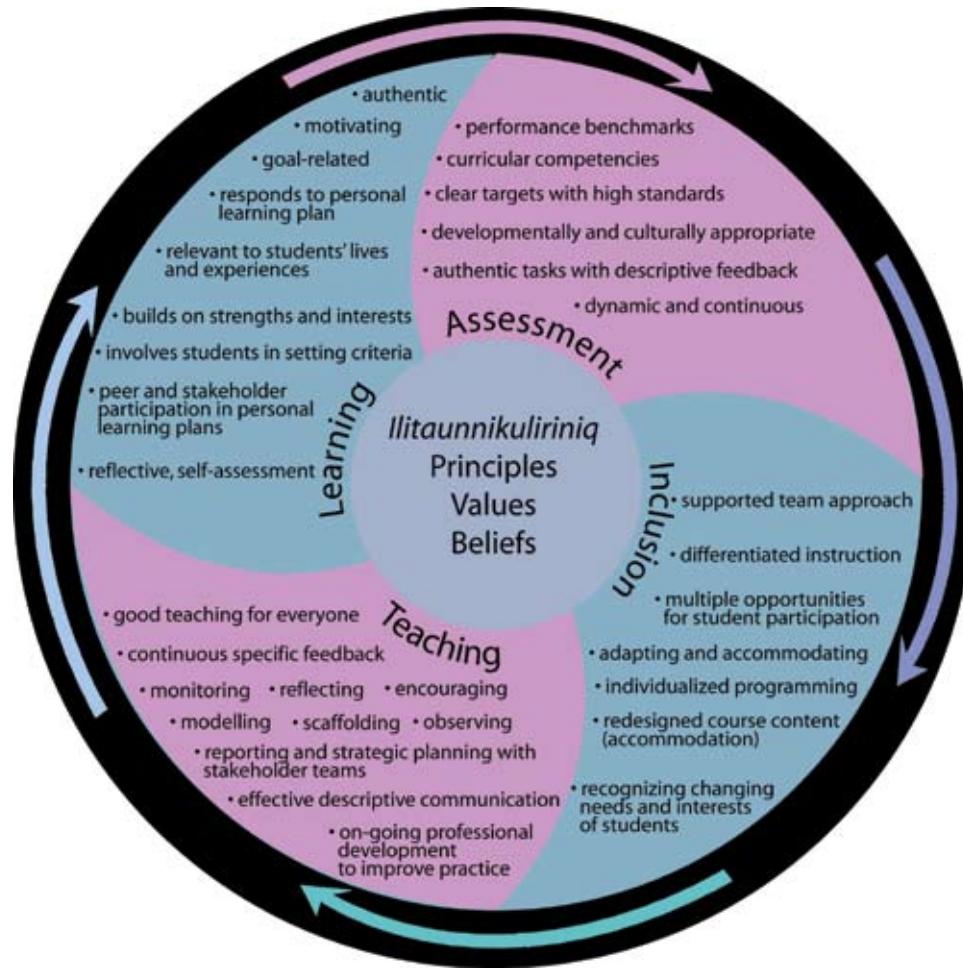
Mark Kalluak

SECTION THREE

- *Sivuniksamut Ilinniarniq*: Theory into Practice-Assessment in Nunavut Schools
- Elements of Assessment
- Pre-Service Teacher Training
- Staff Development

Sivuniksamut Ilinniarniq: Theory into Practice - Assessment in Nunavut Schools

Purposes for assessment center on assessment for learning (formative), of learning (summative) and about learning (diagnostic). The information that follows will help further define these three purposes.

The following image illustrates how assessment is part of a cycle linked to teaching, learning and inclusive schooling, and that all facets of the cycle are based upon *IQ* values, beliefs and *Ilitaunnikuliriniq* principles.

Assessment
- authentic
- motivating
- goal-related
- responds to personal learning plan
- relevant to students' lives and experiences
- performance benchmarks
- curricular competencies
- clear targets with high standards
- developmentally and culturally appropriate
- authentic tasks with descriptive feedback
- dynamic and continuous

Learning
- builds on strengths and interests
- involves students in setting criteria
- peer and stakeholder participation in personal learning plans
- reflective, self-assessment

Ilitaunnikuliriniq Principles Values Beliefs

Inclusion
- supported team approach
- differentiated instruction
- multiple opportunities for student participation
- adapting and accommodating
- individualized programming
- redesigned course content (accommodation)
- recognizing changing needs and interests of students

Teaching
- good teaching for everyone
- continuous specific feedback
- monitoring • reflecting • encouraging
- modelling • scaffolding • observing
- reporting and strategic planning with stakeholder teams
- effective descriptive communication
- on-going professional development to improve practice

Important for Teachers

Elements of Assessment

1. Planning for Assessment

Planning for instruction, assessment, evaluation, and reporting is crucial to effective student learning. Prior to instruction, teachers must develop year, unit or course, and daily lesson plans that identify specific learning goals and outcomes. From curriculum standards, teachers determine learning outcomes they expect students to achieve as well as performance benchmarks that allow the students to demonstrate and apply their learning. These include:

- deciding the method(s) for assessment (i.e., portfolios, anecdotal notes, projects, performances, tests);
- selecting or developing the assessment instrument(s);
- describing the scoring criteria (i.e., rubrics, using student input and wording);
- determining standards or expectations for satisfactory and exemplary achievement.

When students and their parents or guardians are aware of the expected outcomes and scoring criteria, they will be more aware of the learning that needs to take place and how students will be assessed. When students are involved in setting the learning goals for their learning path, they will invest more in the learning process; when students are involved in assessing their progress in achieving their goals, they will assume more responsibility for their own learning.

2. Selection of Appropriate Methods and Instruments

Classroom teachers have developed the majority of assessments currently conducted in schools. Everyday assessment strategies should require students to perform, produce or otherwise demonstrate skills that represent their learning in real-life settings, in and out of the classroom. An array of commercially designed instruments is also available. Whether developing or selecting an instrument, teachers should ensure that assessment:

- follows the seven *Ilitaunnikuliriniq* principles;
- reflects territorial curriculum;
- measures the learning goals and competencies identified in a module of study;
- is designed to serve instructional purposes;
- uses a method that accurately reflects the purpose of the assessment;
- takes into consideration the language of instruction and student language strengths, and
- provides all students the opportunity to demonstrate what they have learned.

3. Selection of the Appropriate Process: Assessment, Screening, Evaluation

Assessment is broadly defined as the process of collecting and interpreting information that can be used:
- to inform students, and their parents/guardians, where applicable, about the progress the students are making toward attaining the knowledge, skills, attitudes, and behaviors to be learned or acquired
- to inform the various personnel who make educational decisions (instructional, diagnostic, placement, promotion, graduation, curriculum planning, program development, policy) about students' progress and programs.

Assessment strategies should collect and interpret information related to all aspects of a student's development and learning, and use a wide variety of means to determine the extent of that development/learning.

Screening is a process to assess a child's development in one or more areas. Many parents are familiar with their child's pre-school screening at the Health Centre for hearing, vision, developmental benchmarks, height, and weight. Some schools screen when children come into Kindergarten. The Department will be sponsoring language screening at Kindergarten entrance as part of the bilingual education strategy. Such screening provides valuable information that, if shared with educators, ensures that programs and classroom environments take these factors into account.

Evaluation is the process of making judgments and decisions based on interpretation of the evidence gathered through assessment.

Monitoring is a systematic process for keeping track of practices, programs, changes and trends in education. At different levels of the education system, there is a need to monitor a variety of components, including teacher plans, programs and instruction, student performance, and policy development and implementation.

For example:
- Administrators are responsible to monitor teacher plans for program instruction and student assessment.
- Teachers are responsible to monitor student progress.
- The Department is responsible for monitoring the implementation of curriculum and assessment practices in Nunavut schools.

4. Appropriate Reporting

Reporting is the process of summarizing and clearly communicating the data collected through assessment and evaluation to various stakeholder groups.

The Education Act (1996) requires teachers, administrators and other professionals to regularly report progress to students, parents, the public, educators, and other education decision-makers. The process includes reporting that is both:
- formal (i.e., written report cards and student/parent/teacher conferences, portfolios of student work, performances)
- informal, developmental (i.e., telephone calls, peer and parent conferences, feedback).

Student achievement reports should describe, in relation to the curriculum standards, or goals for an individual education plan, and in a way that the parents and student can understand and use:
- what students are able to do;
- areas of learning that require further attention or development;
- ways that educators (and where appropriate students or parents) or the education system can support learning.

All reporting, whether written or oral, is communicated in any of the four official languages (Inuktitut, Inuinnaqtun, English, French) depending on student need, parental choice, and requirements of the school and DEA. Reporting is done in a way that the parents and students can understand and use.

Reports are most effective when they are **clear**, that is:
- use direct, plain language;
- describe criteria for assigned levels, letter grades or percentages;
- are supported by a variety of student work, viewed in relationship to curricular standards;
- provide opportunity for dialogue among all stakeholders, such as in student/parent/teacher conferences.

Reports are most authentic when they are **accurate**, that is:
- reflect information gathered over time;
- reflect a wide variety of assessment sources and methods;
- interpret results against pre-determined competencies (curricular and program outcomes);
- interpret results in the context of the students' background, prior learning experiences and future goals;
- inform all stakeholders about the progress students are making within their learning path;
- communicate separately and distinctly the development of attitudes and behaviours from achievement (knowledge and skills).

5. Student Progress Indicators: A Continuum of Learning

Educators, in consultation with parents, and students, as deemed appropriate, make decisions regarding indicators of student progress. In many schools this is currently identified with the terms: student programming, placement, promotion and continuous progress.

Programming:

Every student is entitled to receive an educational program that is challenging and at the same time provides the student with a realistic opportunity to succeed. Irrespective of placement, education programs are based on the strengths and needs of the student.
Appropriate programs:
- are culture-based;
- use the appropriate language of instruction;
- are based on curriculum outcomes or goals of the curriculum or an Individual Education Plan;
- reflect a continuum of learning;
- build on what the student knows/can do and accommodate for the student's needs;
- provide a logical progression from what the student knows to what the student needs to learn.

Placement:

In keeping with the section on Inclusive Schooling in the Education Act (1996), all students have the right to participate in educational programs offered in regular classroom settings with their age peers within their own community.

Continuous Progress:

A student's performance on benchmark tasks helps to identify his or her progress along the learning continuum/stages of learning. This demonstrated performance is in relation to content standards. Students who achieve at or exceed satisfactory standards identified by subject area and by level (grade) move on to the next stage of learning, or in the case of secondary school, to the next level of study. It is important to consider the social component to learning and to ensure that the social context for the learner is the most appropriate available.

Decisions regarding student progress are:
- based on the individual student's demonstrated ability to meet or exceed curricular standards;
- made collaboratively with parents, school team, and the student, if appropriate;
- communicated to parents and student in a timely fashion allowing for intervention as required;
- reported to parents with honesty and integrity;
- made in a way that ensures actions planned to meet learning needs are in the best interests of the student.

All educators in Nunavut are expected to demonstrate competency in applying the principles of assessment about learning in their classrooms. This approach will result in:
- a more interactive relationship between teaching and learning;
- students who are more aware of their learning styles, preferences, strengths and goals;
- a more student-centered approach to learning that focuses on assisting students to progress along their personal learning path;
- application of an *Inuit Qaujimajatuqangit* perspective to academic achievement with mastery as a goal, and
- more culturally appropriate definitions of achievement and success.

Pre-Service Teacher Training

Teachers-in-training in Nunavut require courses about the Department's approach to assessment for, of and about learning. Understanding assessment is fundamental to delivering effective instruction that meets all students' developmental and learning needs. Knowledge of a variety of assessment approaches and tools and awareness of how to use them in a bilingual context, as a foundation for differentiated instruction, is essential to ensuring students learn effectively. Hiring processes for both northern and southern teachers should seek candidates with training in student assessment.

Staff Development

Providing a wide range of staff development opportunities is essential to the successful implementation of classroom assessment strategies. On-going in-service as well as group and individual professional development is necessary to ensure educators acquire the knowledge and skills needed to implement assessment effectively.

Section Four

Appendix A:

Puinaiqsiaq Nikanaiqsiaq

A long time ago, Inuit and First Nations people used to have wars and kill each other. In Kinngarjualik, north of Arviat, some Inuit and First Nations people had a fight. One child's whole family was murdered, even his parents. He became an orphan because he was the only survivor. He was adopted by another family. The people who adopted him started to raise him. The new parents thought of ways to train the child so that he would 'become able'. They wanted him to obtain physical wellness and become self-sufficient by experiencing many things.

There was a big iglu (*qaggiq*); it was complete with a roof. People watered the whole roof so that it became as solid as ice and very slippery. The parents asked *Nikanaittuq* to play around the big iced iglu. They wanted to see if he could climb up the sides to the top. He played there everyday.

The adults that made *Nikanaittuq* practice asked other children playing with him, or the people that watched,
"*puinaiqsiaq nikanaiqsiaq puinainngilaaq nikanainngilaqaa suli*?"
(The one we are waiting for to become wise, is he ready yet?)
For a while they kept answering that *Nikanaittuq* was not able yet.

The ones responsible for making him practice would keep asking again, once in a while,
"*puinaiqsiaq nikanaiqsiaq puinainngilaaq nikanainngilaqaa suli*?"
(The one we are waiting for to become wise, is he not ready yet?)
Finally an observer or a playmate answered,
"I think he has become wise and strong; he can get up and go over the big iglu now".

 (Louis Angalik, 2002)

The moral of the story is:
The meaning of this legend is that a child can learn anything. Even when they are not able they can become able through practicing the task. A child in his/her future can become a whole person, and take on responsibility through what he/she has learned and keep what he/she has learned throughout his/her life.

Moral of the Story

Puinaiqtuq: able to do anything, able to do the impossible by himself or herself, able to carry on any task because of his or her ability through what he or she has learned. One who is multi-talented is *Puinaiqtuq*.

Nikanaittuq: One who never changes and is not to be worried about, he/she can take care of himself/herself (responsible). Someone who is able to do anything is *Nikanaittuq*.

Definitions

Glossary of Terms: Inuktitut

Habkut or sabgut or naukkuti	The tool used to check the snow to see if it is the correct consistency to make snow blocks for an iglu or to check ice to see if it is safe to travel on.	**Inuglugijaittuq**	The concept of including all students in schools and classrooms and providing them with support to learn.
Inuit Qaujimajatuqangit	Traditional laws, principles, values, attitudes, knowledge and skills from an Inuit perspective.	**Ilitaunnikuliriniq:**	Dynamic assessment that links instruction, evaluation and reporting
Atausiunngittumut Uqausirmut	Refers to the languages of instruction used to teach in Nunavut classrooms	**Ilippallianginnarniq**	Continuing, life long learning that aims at mastery of knowledge and skills
Pivallianginnarniq	Individual development of knowledge and skills at each student's own rate of learning in a continuous process	**Sivuniksamut ilinniarniq**	Keeping the focus on learning for the future
Inuusiq	Knowledge of life and living	**Isuma**	Wisdom that comes from living
Inummariik	A mature human being who acts with wisdom	**Inunnguiniq**	A whole person with strong values, who is considerate, caring and helptul; a person who tries to help everyone make the best of their life

Glossary of Terms: Inuktitut

Uqausiliriniq	The curriculum strand for language and fine arts		
Nunavusiutit	The curriculum strand for geography, history, heritage, current events, environmental studies		
Iqqaqqaukkaringniq	The curriculum strand for math, science, technology and innovation		
Aulajaaqtut	The curriculum strand for health, wellness, identity		
Nikanaittuq	The story of the boy who became able through persistence and practice		

Glossary of Terms: English

Accommodations	Accommodations are activities provided to students that will enable them to access the regular curricular competencies. This includes the provision of enrichment activities as well as provision of learning activities that focus on gaps in learning.	**Assessment**	Broadly defined, assessment is a systematic process of gathering and interpreting information about what a student knows, is able to do, and is learning to do.
Achievement	Achievement refers to the level of a student's performance in relation to specific learning outcomes and standards. Achievement is measurable and it includes what a student knows, is able to do and is learning to do. Achievement is the basis for determining when a student has successfully completed a course or level of work, and is ready for the next unit of study.	**Authentic Assessment**	Specifically, authentic assessment provides students with descriptions of expected performance levels and the criteria by which they will be evaluated. Students are then requested to perform, produce or otherwise demonstrate skills that represent their learning in real-life settings in and out of the classroom. Learning is exhibited over time to show evidence of progress, achievement, and application of learning.
Adaptations	Adaptations to program delivery are used to assist student learning. Examples of such devices would be an FM system, Braille, or large print. Teachers adapt a delivery strategy to facilitate student access to the information.	**Collaborative/ Cooperative Learning**	This refers to an approach to learning that stresses, in general, the importance of such factors as teamwork, inter-dependence, and interaction among students. Examples of collaborative learning could include small-group learning projects, interactive discussion and discovery learning, and peer tutoring or conferencing.

Glossary of Terms: English

Competencies	These are a set of behaviours based on the effective mobilization and use of a range of personal skills and abilities. Competencies enable students to use the learning they have acquired to understand the world around them and guide their actions. Competencies are developed over time and focus on demonstrating knowledge and ability.	**Evaluation**	The process of making judgments and decisions based on the interpretation of evidence gathered through assessment.
Continuous Learning	This refers to a life long learning process that encourages the development of skills and abilities and promotes knowledge acquisition and application at a mastery level. It embraces learning in all contexts.	**Inclusive Schooling**	A philosophical and practical educational approach, which strives to respond to individual student needs, and is intended to ensure equal access for all students to educational programs offered in regular classroom settings with their peers.
Dynamic Assessment	Dynamic assessment is an ongoing process that involves teacher, learner and others in both setting goals and assessing progress using a range of school-based assessment tools. It is an integral part of the learning process - the dynamics is the interaction between teaching, learning and assessment.		

Glossary of Terms: English

Learning Continuum	In a learning continuum, students progress from one level to the next when they are ready. Nunavut currently uses a system of grades, as found elsewhere in Canada, to indicate levels, but this term does not translate accurately or specifically in a northern context. The reality is that classrooms in Nunavut are multi-grade and multi-level. Therefore, in order to report accurately on the progress of individual students, it is important to be able to place them on the learning continuum based on their demonstrated performance of curricular outcomes and their personal strengths. Learning is a lifelong process, but for the purposes of schools, it is considered to begin when the child legally commences school until s/he graduates.	**School Team**	This is a group within the school that provides staff support to enhance the teacher's ability to address the learning needs of students. The group combines their expertise using a solution seeking approach to develop new strategies and ideas which will provide support for the teacher and the student. The team assists in determining what can be done to accommodate and or individually program for students who are not challenged enough or challenged too much within the regular curriculum.
		Screening	Screening assesses children/adults within a particular category, such as when all four-year-olds are given a hearing assessment. The assessment tools could be normed, criterion referenced or questionnaires.
Mastery:	Mastery is attained when a student performs at a level that meets or exceeds predetermined outcomes. A student who demonstrates mastery at the completion of a course or grade in a particular subject is ready to begin the next unit of study.	**Standards/ Benchmarks**	Standards are set by the Department of Education for teaching performance, student performance and curriculum/program outcomes. These standards are used to establish an evaluation process for schools and teaching and learning. Benchmarks are a pre-determined set of criteria common to all students in Nunavut against which performance is measured. They are established for 'milestones' along the learning continuum and will help determine student advancement to the next level.

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