

HOW TO READ THE NORTHWEST INDIAN LANGUAGES PROFICIENCY BENCHMARKS (3rd Edition)

DEFINITIONS

Oregon students are required to demonstrate proficiency in written and oral language. The Tribes require that students demonstrate language and cultural proficiency through their actions in their community. Proficiency in oral language refers to how much and how well students can communicate in a conversation, in giving a prayer or asked to speak at the Longhouse or in singing an appropriate song when gathering, digging, preparing food. Listening proficiency skills as well as speaking skills are required for this type of communication.

Proficiency in culture refers to how well students can demonstrate their understanding of cultural heritage and traditions in their community and the larger world around them. Cultural content standards are incorporated into the other proficiency areas to insure that language curriculum is culturally based.

Proficiency in reading refers to how much and how well students can extract meaning from authentic writing sources (such as texts for example), or how much and how well a student can communicate in writing.

The following terms are used in this benchmark document with specific meanings. The following is a glossary of these terms.

Listening: Understanding and demonstrating the meaning of oral communication.

Oral: The production of appropriate and meaningful communication (e.g., answering questions in an interview, introductions, conversations, giving directions, short stories).

Culture: Understanding and demonstrating the relationship between language and culture in the local and larger communities.

Reading: Understanding the meaning of written discourse in context. This does not necessarily mean that every element of that discourse is deeply understood, only that some meaning is extracted.

Writing: The production of meaningful written communication in authentic contexts (e.g., a shopping list, descriptions, a family tree, a telephone message, an essay).

Performance: A description of how well, how much or how accurate a performance must be on particular types of written/oral language to meet the standard.

Goals: The level of language a student produces: the word, phrase, sentence and discourse levels.