**APPENDIX 1: Assessment Tool**

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| **Observations, Conversations, Products** | **Observe** | **Practice** | **Mastery** |
| **Working with Elders** | Is aware of Elders or others while they are teaching and is respectful | Follows Elders’ instructions carefully and respectfully | Highly regards Elders’ teachings and adheres to traditional protocols |
| **Listening skills** | Maintains contact with Elder, practitioner, teacher | Is respectful and wants to learn by doing and listening | Listens attentively without asking questions or interrupting |
| **Observational skills** | Participation in learning activity requires watching | Remains close or near the Elder to acquire knowledge and skills | Is attentive at all times and doing-by-observing |
| **Mapping skills** | Participates and engages in map activity | Follows a legend, longitude-latitude, location of harvesting site | Transfers GPS and coordinates to map using Google Earth; Recalls place names (if Elder shares that information) |
| **Storytelling skills** | Is able to reiterate parts of stories or knowledge shared | Can reiterate storytelling without prompts | Able to reiterate stories and knowledge with great detail and from memory |
| **Note-taking and documentation skills** | Writes minimal information for demonstrating learning | Organizational skills are good and demonstrates learning | Highly organized, detailed and neat, and transfers of learning is evident |
| **Writing skills** | Must be encouraged to write with detail or descriptions | Good writing skills, and may require additional information or organizational skills | Transfers all learning activities into self-reflections or journals and essays |
| **Organizational skills** | Materials or resources are not organized into binder or e-files; written essays or note-taking is minimal or disorganized | Organizes materials or resources and information to store knowledge or products (e.g., photographs) | Cognizant of the need for organizing materials, products and written materials to represent and demonstrate learning |
| **Media use: GPS, Go-Pro, video camera, e-applications, iPod, iPad, iPhone** | Watches other students engage in activities with minimal participation | Interested in handling e-devices and use  e-applications | Able to assist other students to use e-devices and e-tools confidently |
| **Plant or tree identification** | Observes land-based activities, and needs to focus on activities or knowledge holders who are sharing knowledge | Able to identify plants or trees from land-based interactions and listens to knowledge holders who are sharing knowledge | Highly attentive to knowledge holders and able to recall plants with medicinal properties for use |
| **Illustrations, drawings** | Details in art require additional learning experiences | Able to transfer from one medium to another with guidance and assistance; Continued practice is essential and student is willing to redo the work | Able to transfer from one medium to another with confidence (e.g., hard copy to painting or other medium);  Very detailed and meticulous;  Assists other students |
| **Products: tea and ointments/salve** | Participates and engages in learning activities with encouragement to focus | Participates and engages in learning activities to produce an end-product | Highly engaged in completing an end-product;  Helps other students with their knowledge acquisition; Engages other students to participate;  Is excited about learning experiences |
| **Works diligently and independently** | Requires focus on learning activities and needs encouragement to participate | Focuses on the learning activities and usually works independently | Is confident in his/her abilities to work independently;  Helps other students with their work without teacher prompts |

**Learning Experiences Rubric: Yukon First Nations Assessment and Evaluation Model (Dr. Alyce Johnson, 2017)**

**TEACHER NOTE: Highlight the strengths of each student to determine learning levels**