

BNAS Board Report April 2023,

We have compiled our assessment data for our immersion classrooms. The assessment is ambitious for it has 380 point max and broken into 27 separate units. For an example, there is Blackfoot Prayer/Blessing, introductions, Animals, numbers, animate colors, & inanimate colors. This assessment is the first to be administered and a secondary one will be administered with no define timeline at the moment (we still have yet to compile the assessments from the BNAS classes). This assessment was made possible by the NAL grant written by Lea Whitford.

The Blackfoot Prayer/Blessing had the highest consistent score among immersion classes averaging 4.11/5, the highest being a 5 (shared by two classes) and the lowest being 2.25. the lowest unit scored was adjectives/feelings which got an average of 0.77/10, 3.06 being the highest and 0.0 being the lowest. This was predictable for how complex adjectives/feelings are within spoken Blackfoot and the morphology of those concepts and how they differ drastically from English. The Blessing scoring the highest is also predictable due to it being a daily activity for students and the most requested things for those students to say in their household.

This assessment allows for us to see what instructional materials we need to provide more of and what types of linguistic training our BNAS/Immersion teachers need to have available to them. Although an average of 102.68 out of 380 is a sliver over 27% it still shows that our students are progressing and learning the Blackfoot language. We make the strong claim that the next assessment will see this number rise.

Things will still be modified on the assessment to try and satisfy the comfort of those being assessed. One thing we know about teaching and learning Blackfoot is that it's a subject that summons the historical trauma within our Indigenous community. People are nervous and shy and sensitive when it comes to speaking these old words; we can only recognize that and try to alleviate those emotions with empathy and being trauma informed. Basically, students who get test anxiety will have a drop in their test scores but their comprehension remains intact. Therefore, a mission to make the assessment less 'test-like' is certainly something we have on the forefront of our minds.