ABORIGINAL ADULT LITERACY ASSESSMENT TOOL
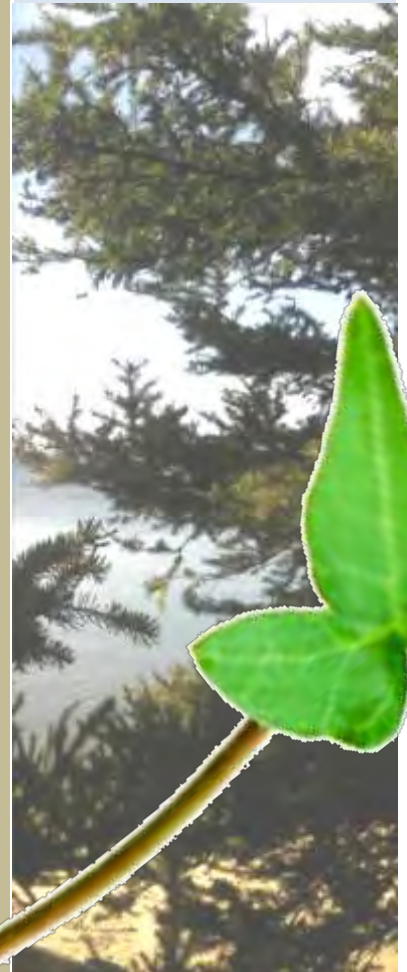
Saskatchewan

AALAT Provincial Results

The Saskatchewan Aboriginal Literacy Network Inc.

2011

SASKATCHEWAN ABORIGINAL LITERACY NETWORK INC.

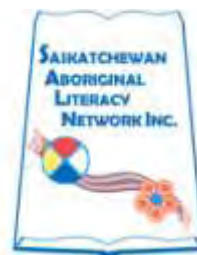ABORIGINAL ADULT LITERACY ASSESSMENT TOOL

PROVINCIAL RESULTS

SASKATCHEWAN

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Literacy is a fundamental tool which **is necessary for one's success**, independence, and mobility in society. Studies have shown that **one's** literacy ability plays an integral role in **an individual's** success in Canadian society (Tuijnman, 2001; Biswal, 2008). The relationship between literacy and success is based largely on the fact that the Canadian economy is founded on an information and knowledge-based resourced economy (Resources for Results, 2009). With this type of economy, those individuals who have a strong grasp of the dominant (English and French) linguistic written text and numeracy are able to find, maintain, and adapt to different employment and community settings. With **Canada's official languages** being English and French, those who do not have a strong understanding of these languages have greater difficulty in social settings and in obtaining employment in their areas of expertise.

In 2003, Canada, in partnership with seven other nations, partook in the second International Adult Literacy and Skills Survey (IALSS) (Human Resources and Development Canada (HRSDC), 2003; Statistics Canada, 2003). This international study was to gather and compare data from the 1994 Adult Literacy and Life Skills (ALLS) Survey (ABC Canada Literacy Foundation, 2005) to see if there had been any positive progression in adult literacy. The literacy skills that were assessed in IALSS focused on prose, document use, and numeracy, and problem solving (Statistics Canada, 2003).

Since IALSS is an international study in partnership with the Organization for Economic Co-operation Development (OECD), the language of the survey was altered to accommodate for the differing languages and cultures of the participating countries. These languages and cultures however, only reflected the dominant views of the host country. For example, in Canada the languages that were used to assess Canadian literacy rates were English and French; where in the United States, English was the only language used in the survey (Barr-Telford, Nault, & Pignal, 2005). The implementation of English and French as the only languages to be used in the Canadian assessment becomes an important factor becaus**e we, "…understand more about how institutions** produce and privilege certain kinds of knowing **–** and how, in this process, they devalue or re-**define the local and vernacular for their own purposes" (Hamilton, 2001, pg. 178).** Therefore, those individuals who are English or French as a learned language (EFLL), and who do not reside in urbanized communities, will perform lower because of different linguistics, word association patterns, and their accessibility to literacy or educational programs available in either English or French.

The 2003 IALSS concluded that 63% of Aboriginal peoples residing in Saskatchewan are considered to be below that of the standard benchmark level 3 for literacy (Statistics Canada, 2003). These levels are misrepresentative of the level of Aboriginal literacies, and further stereotype and marginalize Aboriginal peoples as being

illiterate and unable to function positively in Canadian society; because IALSS focused on levels of literacy in English and French only, and did not take into account the multitude of Aboriginal literacies that are only found in North America, and particularly in Canada. With Aboriginal literacies and pedagogies not taken into account in IALSS, this literacy survey reinforces the notions of which literacies are superior or dominant over others. This continues the cycle of oppression and colonization that has affected Aboriginal peoples since European contact by limiting Aboriginal literacies and pedagogies as inferior to that of the European colonizers. As Fingeret (1992) describes:

> Some authors talk about many literacies rather than one literacy to help us understand that individual literacy abilities exist on a number of continua in relation to time, situation, purpose, content, and people (Gillespie, 1990). Therefore, statistics on the amount of literacy vary generally due to the use of different definitions and related ways of measuring, or counting, illiterate adults. Clearly literacy is a social construct rather than an act of nature (Bormuth, 1974). (pg. 3)

A decolonized assessment tool created and administered by Aboriginal peoples will allow Aboriginal peoples the opportunity to verify and determine literacy from their perspectives in their own community.

WHY DO WE NEED TO ASSESS LITERACY?

Canada is ever-changing and adapting to meet the knowledge skill needs that it has set forth for Canadians at both the local and global contexts. Literacy is a skill that is needed for all people of Canada to contribute and be a part of the work and decision-making processes in Canada. At a local level literacy allows individuals to communicate, share knowledge, and participate in daily activities which require an ability to read, write, use math, problem solve, and other skill**s in order to connect to one's** environment.

WHAT DOES AALAT ASSESS?

AALAT is a unique assessment tool in that it incorporates a culturally and linguistically relevant context for assessing work place literacy skill development, as well as linking literacy to community and societal values and activities. From understanding written text, to listening abilities, to solving problems relevant to those found in the community, AALAT will offer Aboriginal communities a broader understanding of the literacy skills of its community members, as well as their personal triumphs and barriers that they have faced in regards to their literacy journey.

WHO IS THE TARGET AUDIENCE?

The tool is designed to assess the literacy strengths of adults aged 16-65 is because this was the age range assessed in the International Adult Literacy and Skills Survey (IALSS, 2003). The IALSS survey determined that 63% of Aboriginal adults residing in Saskatchewan urban centres did not have the literacy skills necessary to positively contribute to the Canadian workforce. We have created AALAT to further analyze and broaden these statistics. A second reason is that this is the primary age of individuals who are participating in the economic workforce, and Aboriginal adults need to have the literacy skills to compete, maintain, and excel in the workforce to sustain themselves, family, and community.

HOW IS AALAT TO BE ADMINISTERED?

AALAT is to be administered by a trained tester in a one-to-one environment, where the participant feels comfortable. One reason is that tests and assessments cause anxiety and unnecessary stress for individuals which can then lead to negative results in the assessment results. The second reason is for the comfort of being able to ask for clarification of a question in a nonintrusive environment. By conducting the assessment in a one-to-one manner, relationships can be built between the facilitator and participants. With the individual assessment, we are also conducting community and Elder consultations, in piloted communities, to gain an insight as to literacy and numeracy specific to the community, as well as to answer any questions or concerns that the community may have with AALAT.

WHAT DOES AALAT LOOK LIKE?

The assessment tool is based into two parts that will be administered at the same time. The General Information section of the tool focuses on the individual and allows them to have the chance to explain their ideas and personal insights and perceptions of literacy, numeracy, and oracy. The second section is the test questions which will then determine the strengths of participant in the five areas of reading, writing, numeracy, listening, and problem **solving. The section on a participant's listening skills is unique** because the spoken messages will be in both video and audio, from different Elders and storytellers in the province representing the different Aboriginal linguistic groups in Saskatchewan. Because many communities have their own distinct and unique linguistic accents, individuals will have an opportunity to have listening items that reflect these linguistic variances.

Number of Participants by Age
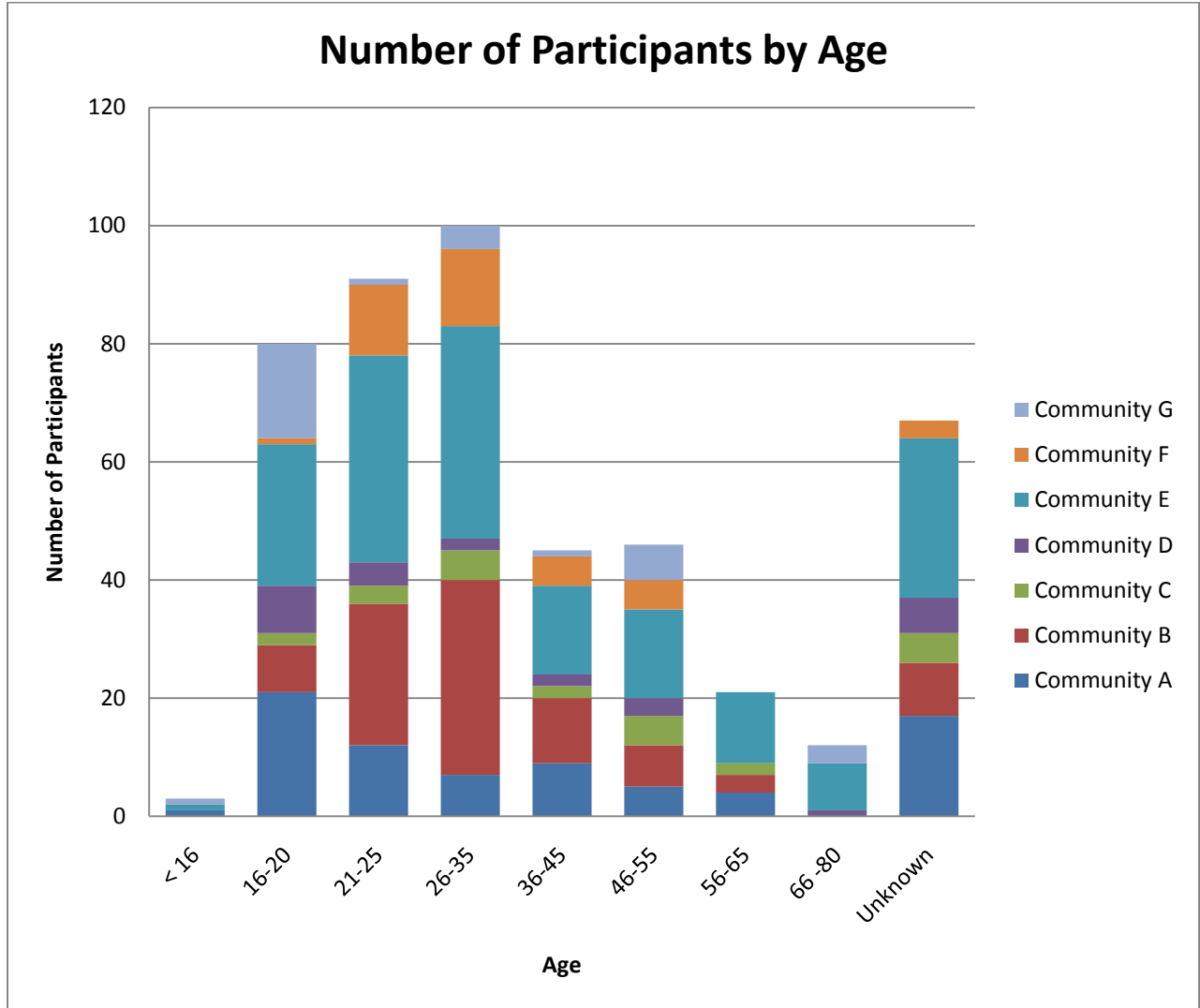
465 Participants Total

Gender of Participants

Other, 6, 1%
Unknown, 24, 5%
Women, 230, 50%
Men, 205, 44%
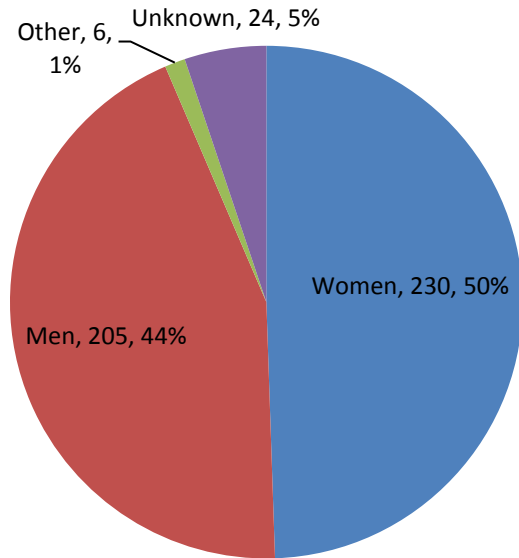
Participants Province of Birth

Blank 29%
SK 58%
*** NoPartA 2%
AB 4%
BC 1%
MB 5%
NT 0%
ON 1%
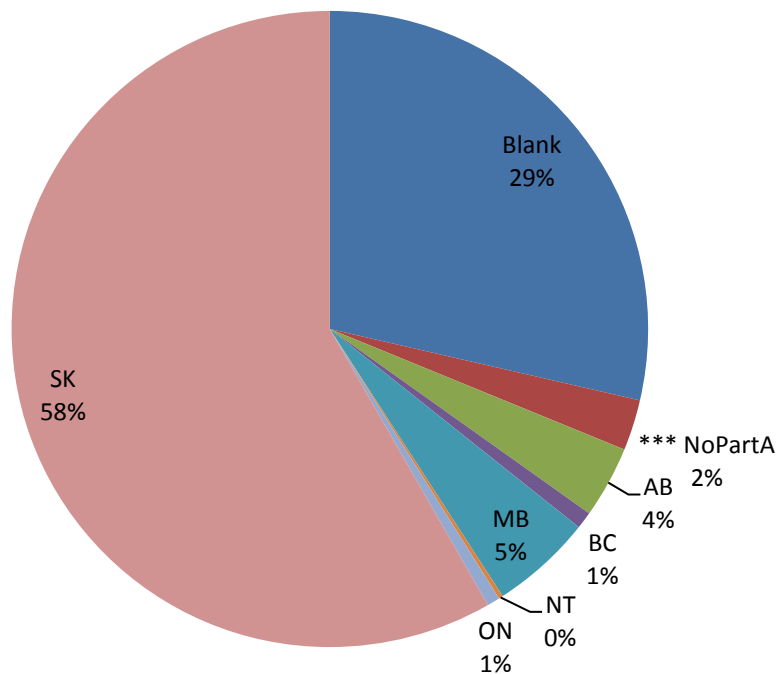
Which of the following Aboriginal Linguistic Groups do you connect with?
(Aboriginal Group, Language)

Saulteaux, Anishinaabe 3.01%

Other Aboriginal 1.72%

*** NoPartA 2.58%

Other 1.29%

Other not specified 0.86%

Swampy Cree, Maskekowininiw 3.66%

Woodland Cree, Sakawithiniw 7.74%

(blank) 3.44%

Plains Cree, Paskwawiyiniw 35.70%

Métis, Michif 18.92%

Dakota 0.22%

Nakota, Assinaboin 1.29%

Lakota 0.43%

Dene, Dene Suline 19.14%
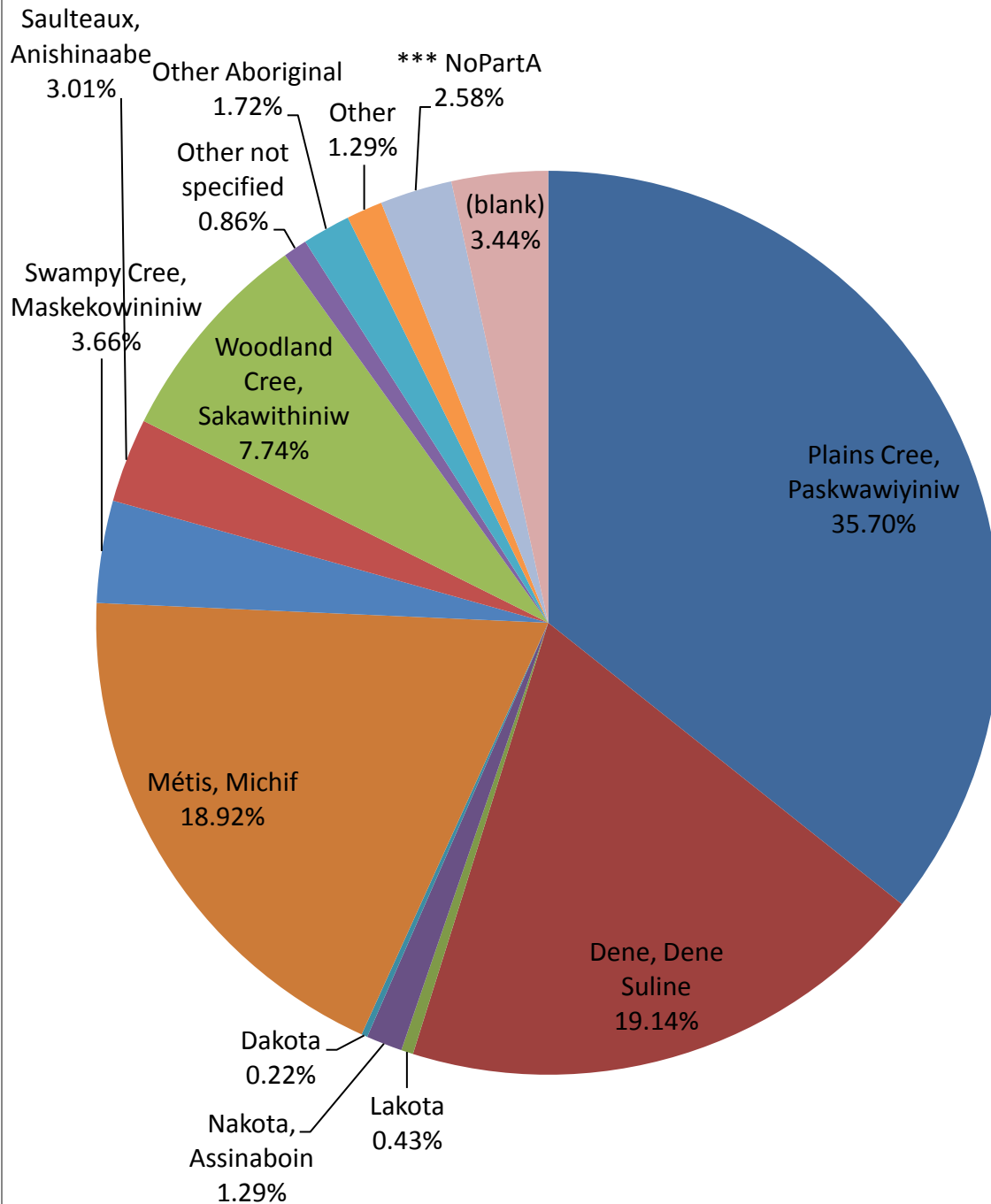
57 Participants identified with more than one group

Breakdown of Participants that connected with more than one group

Identified with 5 groups, 2, 4%

Identified with 4 groups, 3, 5%

Identified with 3 groups, 17, 30%

Identified with 2 groups, 35, 61%
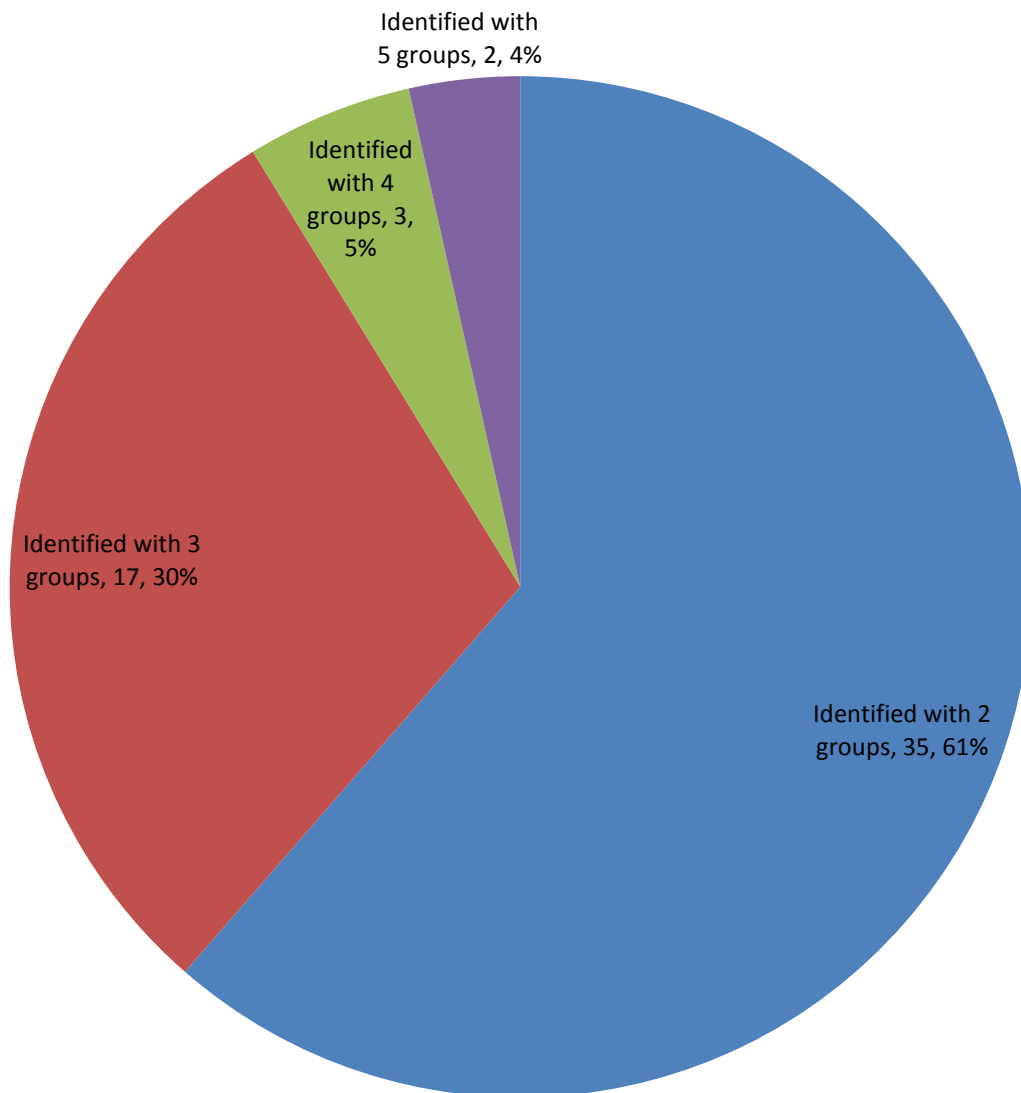
Early Aboriginal Language Development

% of applicable responses

Category	Aboriginal	Non-Aboriginal
Language used most often when in elementary school	62	379
language used most often when in high school	52	377
language first learned at home	196	250
language spoken mostly in home presently	217	223
language spoken at home while in elementary	136	299
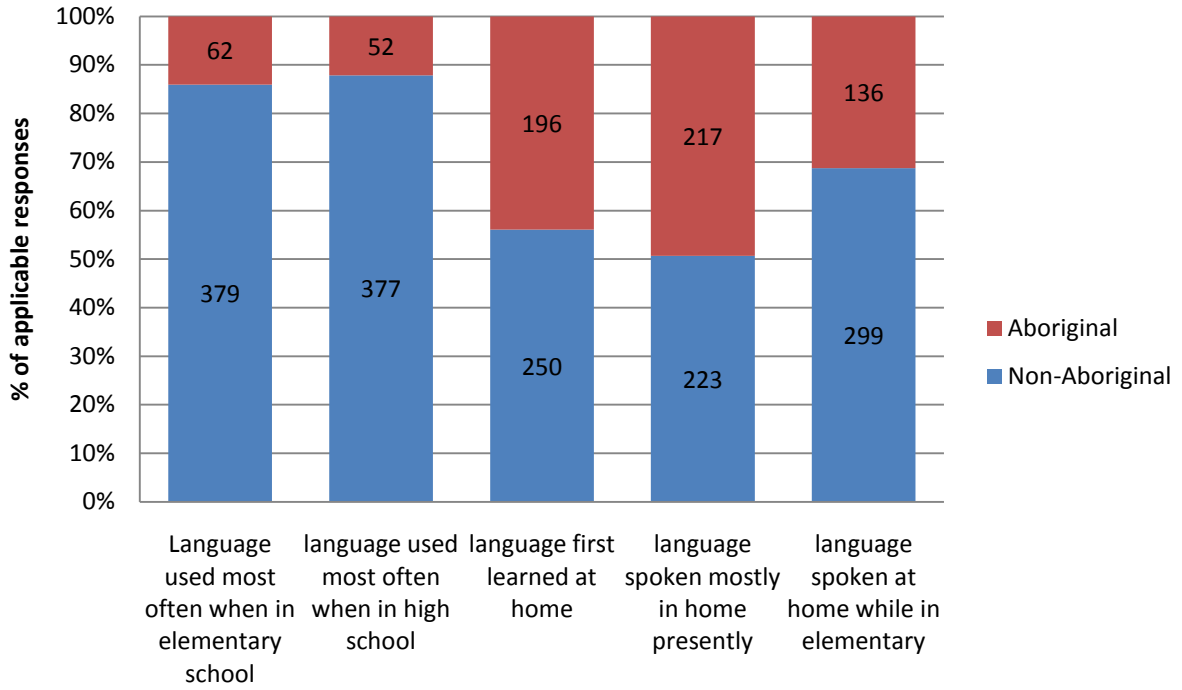
Does not include: blanks, NoPart A, invalid answers

Participant who attended residential School
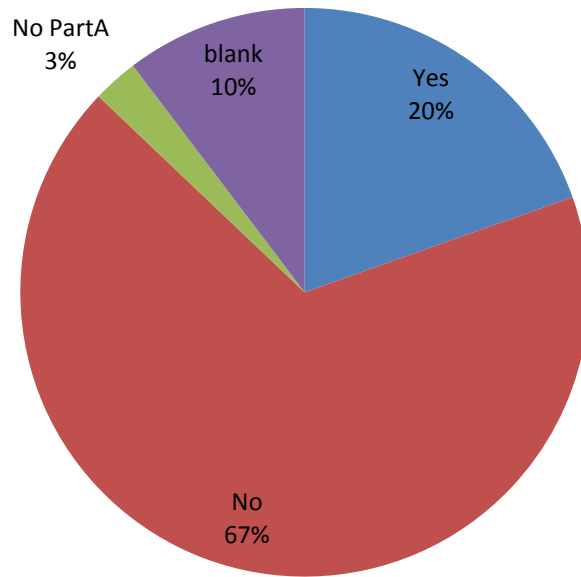
Years attended Residential School

Highest Education
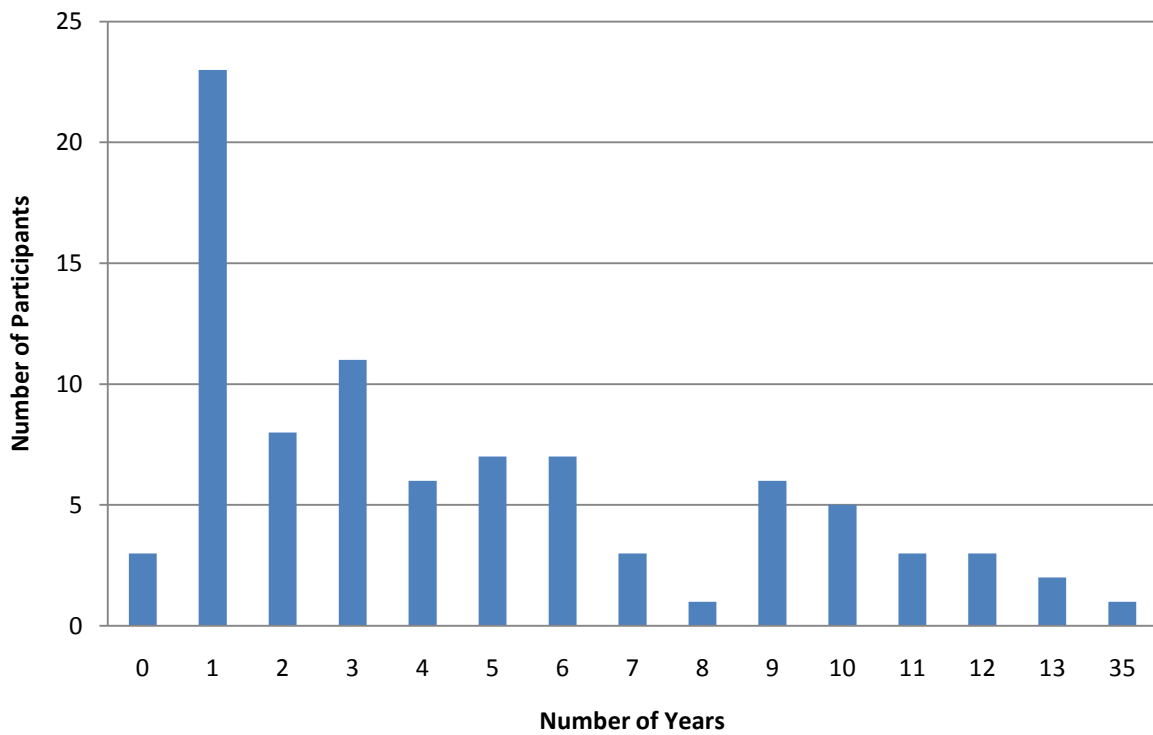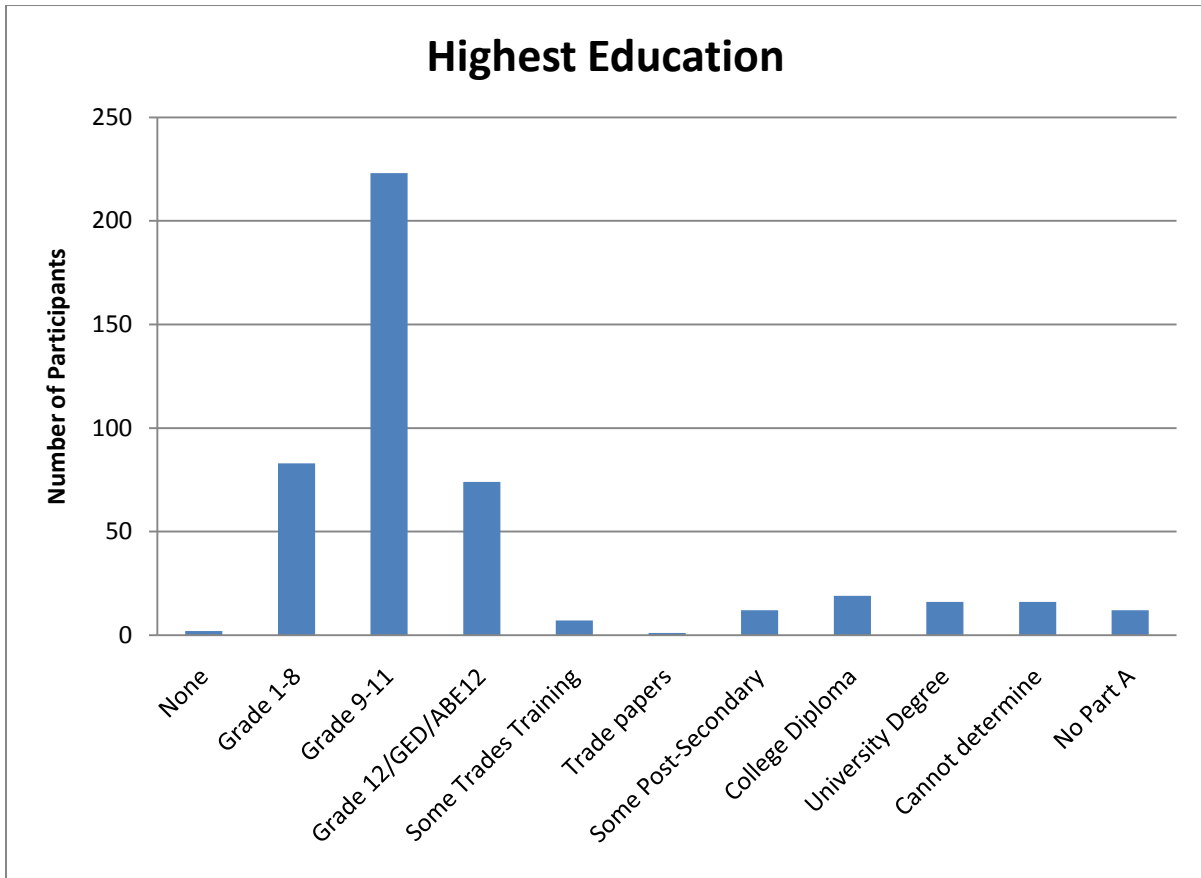
39 Participants were still in High school
111 Participants took upgrading

Reasons for not completing high school

Drugs and alcohol (abuse, dealing, use) 13%

Still in school 10%

Take care of family 12%

Family Issues (no support, death in family) 7%

Started working 7%

Moving 6%

Jail or Trouble with the law 6%

Peer influences 5%

Unmotivated (boring, not interested) 5%

Valued Traditional culture (ie, pulled out by parents, trapline, work with family) 2%

Systemic Issues 15%

Other 12%
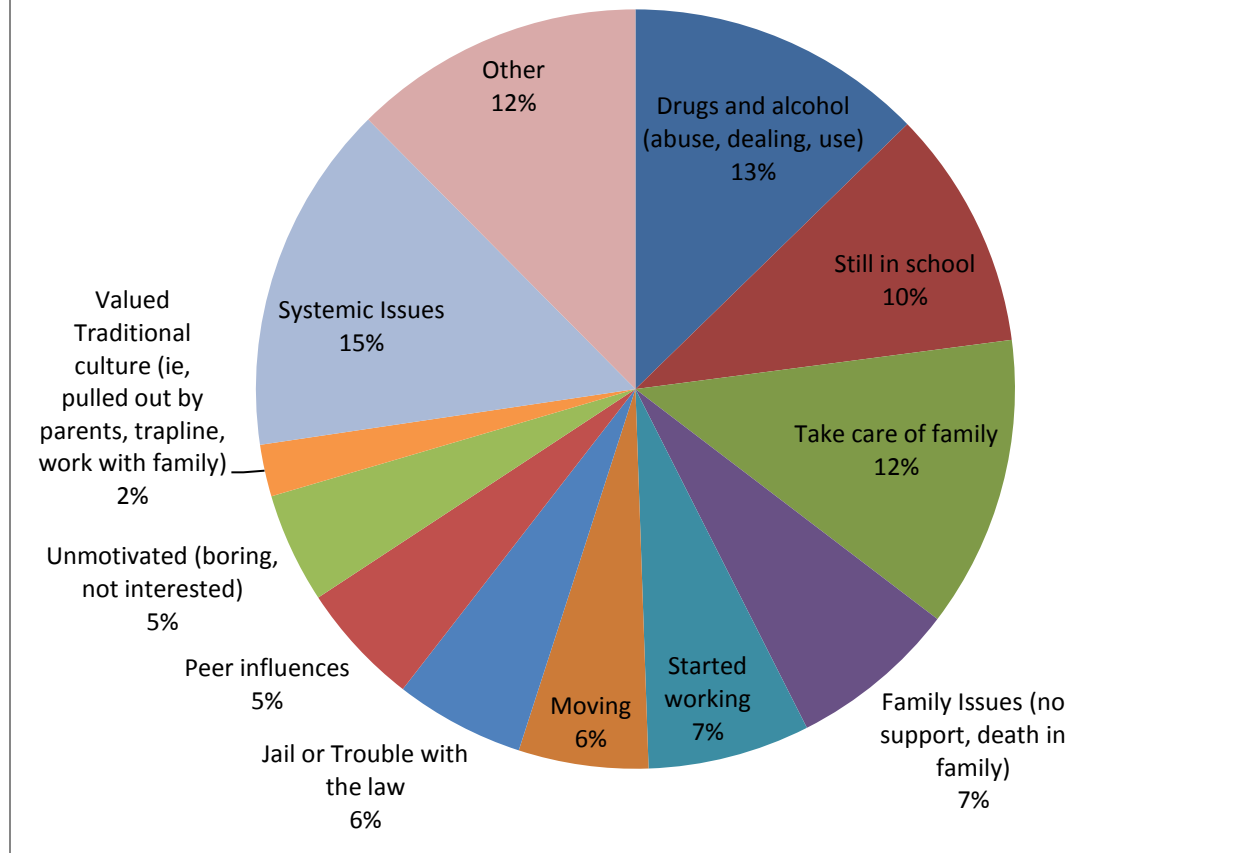
143 Participants Left this question blank

Systemic Issues:

poor school experience, racism, bullying, residential school (17), poor grades (7), poor attendance (5), foster care (4), no school in area (2), expelled, fighting, trouble (5), dropped out (14)

Other:

personal and undisclosed reasons (6), bad decisions (6), Young (5), Physical or Sexual Abuse (4), Money or Poverty (4), Good reasons (4), Completed High School (4), pain around me (2), Learning disability (2), Independent (2), I don't know (2), Gangs (2), To be in the NHL (1), Not enough Sleep(1)

All answers included. Each participant may have more than one reason (505 different reasons).

For a complete list of responses, see Appendix A: Can You tell me the reasons as to why you did not complete high school?

Occurrence of Selected words

blank	38	
I don't know	21	
read	266	Includes reading
writ	266	Includes write, writing, written
understand	65	Includes understanding
communicat	33	Includes communicate, communication, communicating
educat	23	Includes education, educate, educating, educated
learn	65	Includes learning, learned
book	10	Includes books
life	8	
Abilit	44	Includes abilities, ability
languag	11	Language
Know	41	Knowledge, knowing
Word	10	Includes words, worded, wording
Reading and Writing	216	Takes out just reading or just writing

For a complete list of responses, see Appendix B: What does literacy mean to you?

1 = cannot speak a First Language 1 ← → 7 = a very strong 'Yes'

1	79
2	31
3	18
4	14
5	17
6	21
7	100
*** NoPartA	12
(blank)	173
Grand Total	**465**
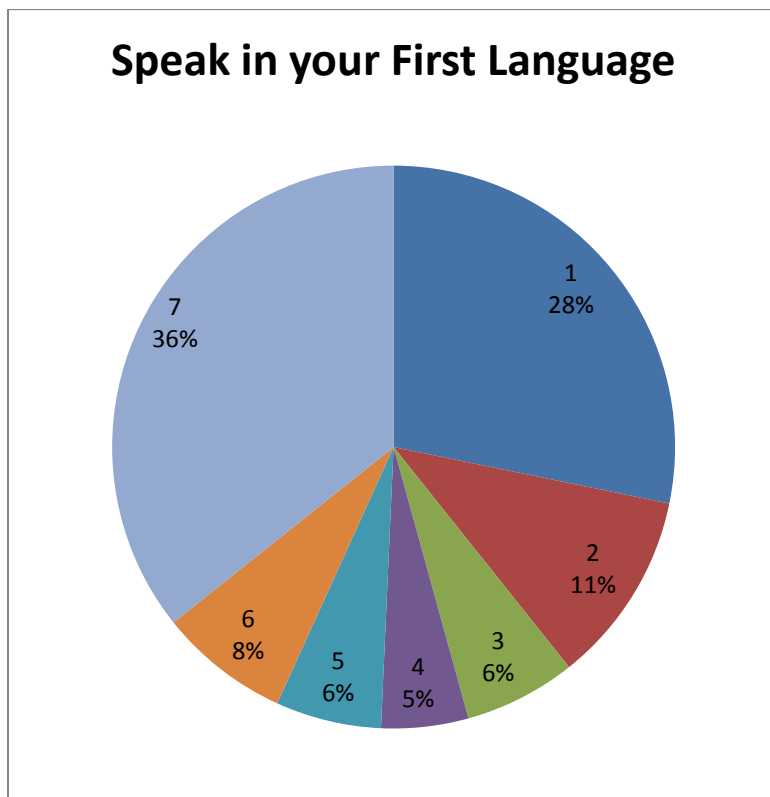
Participants were asked to explain their choice. For a list of these explanations see:

"Appendix C: How well do you think you can speak in your First Language other than English or French? Explanations"

1 = cannot read English texts 1 ← → 7 = a very positive 'Yes' or 'strong'

1	20
2	4
3	6
4	25
5	39
6	74
7	265
*** NoPartA	12
(blank)	20
Grand Total	**465**
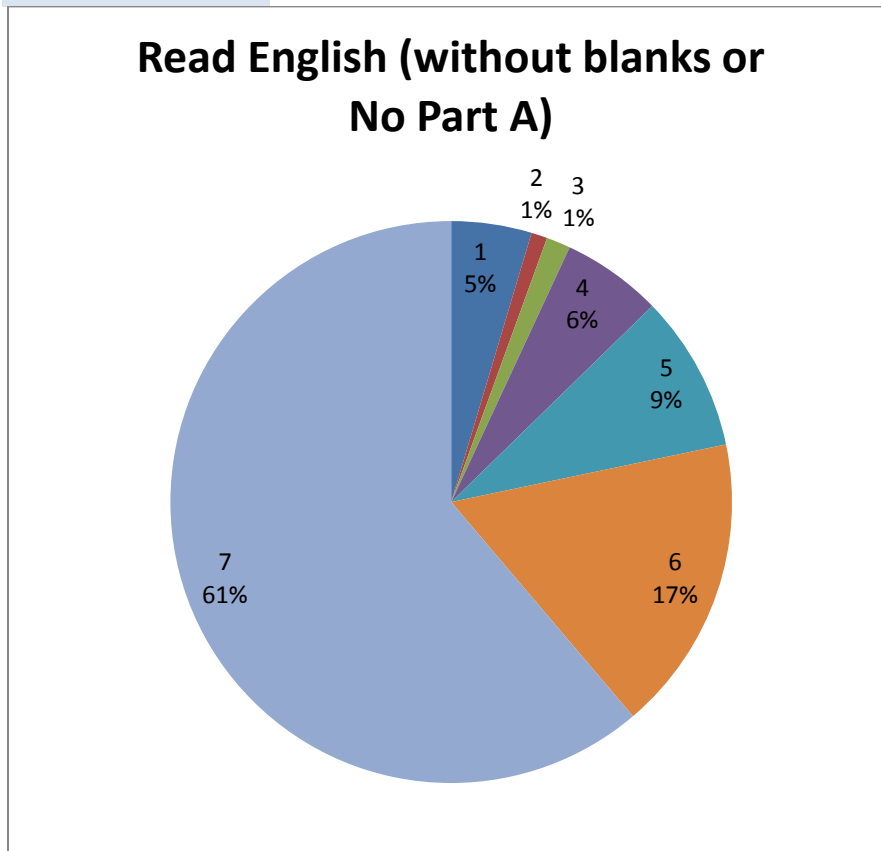
Read English (without blanks or No Part A)

Participants were asked to explain their choice, for a list of these responses see:

Appendix D: How well do you think you can read English text Explanations

1 = cannot write English 1 ← → 7 = a very positive 'Yes' or 'Strong'

1	18
2	4
3	15
4	29
5	64
6	79
7	226
*** NoPartA	12
(blank)	18
Grand Total	**465**
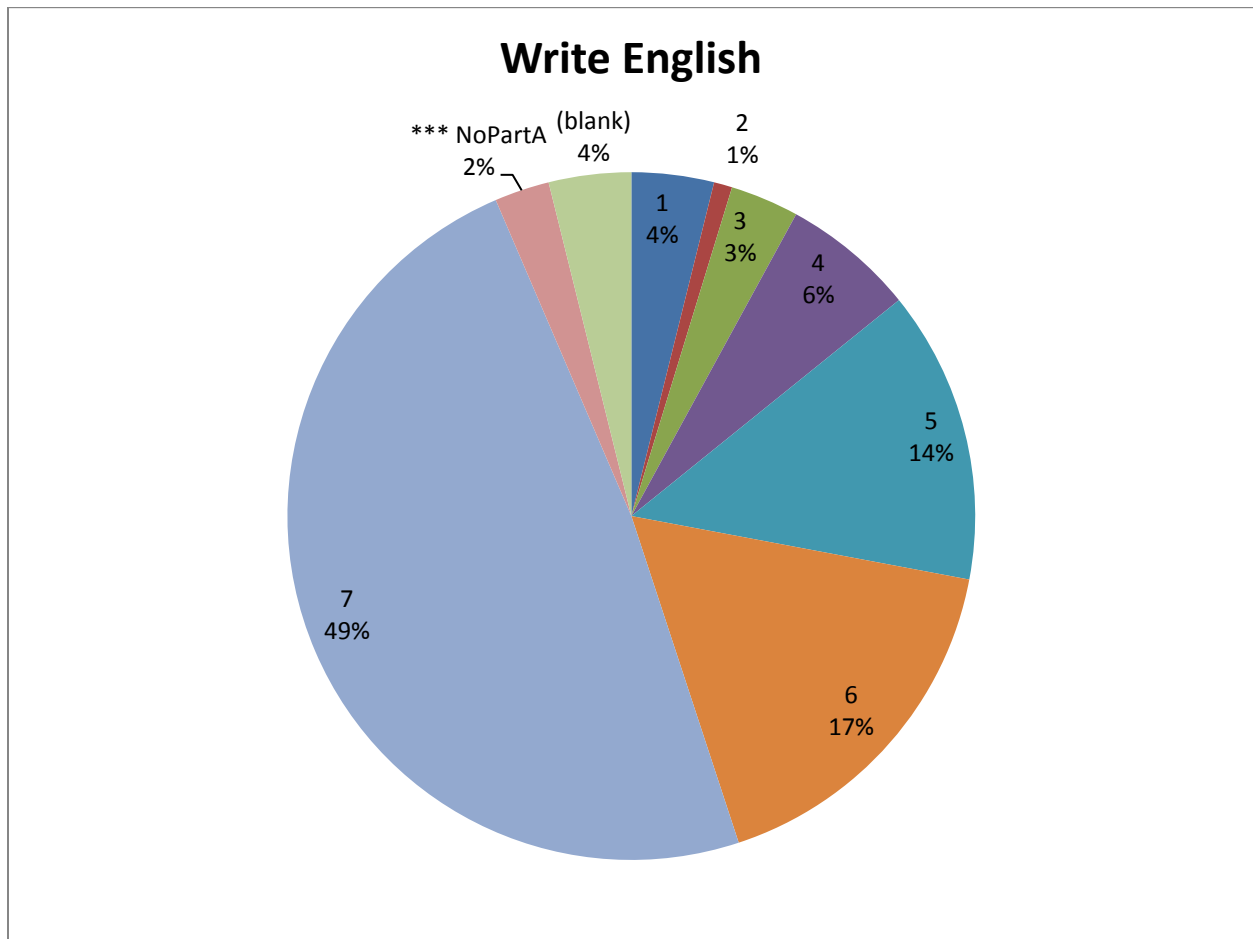
Participants were asked to explain their choice. For a list of these responses, see

Appendix E: How well can you write in English Explanations

Answer	
1	35
2	16
3	29
4	58
5	79
6	53
7	155
*** NoPartA	12
(blank)	28
Grand Total	**465**

Participants were asked to explain their choice. For a list of those responses see Appendix F: Comfort with math skills Explanation
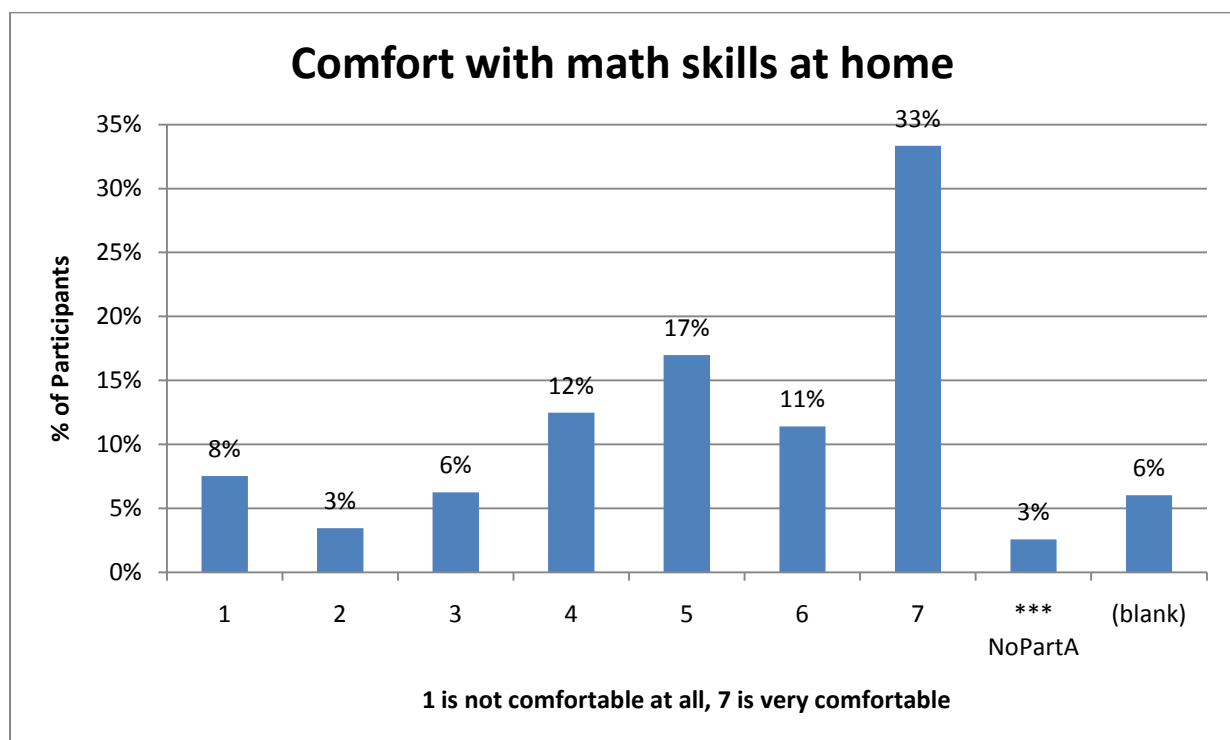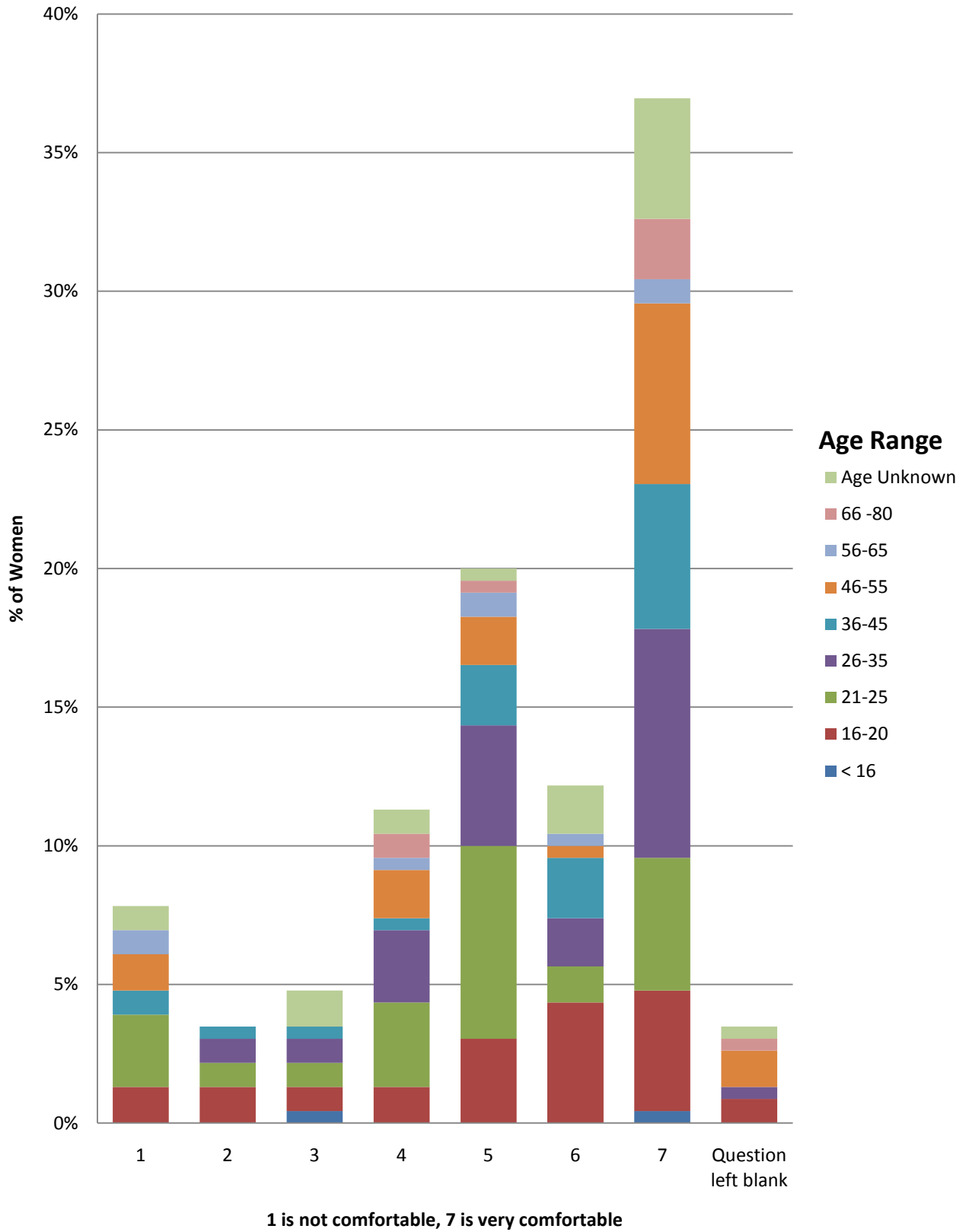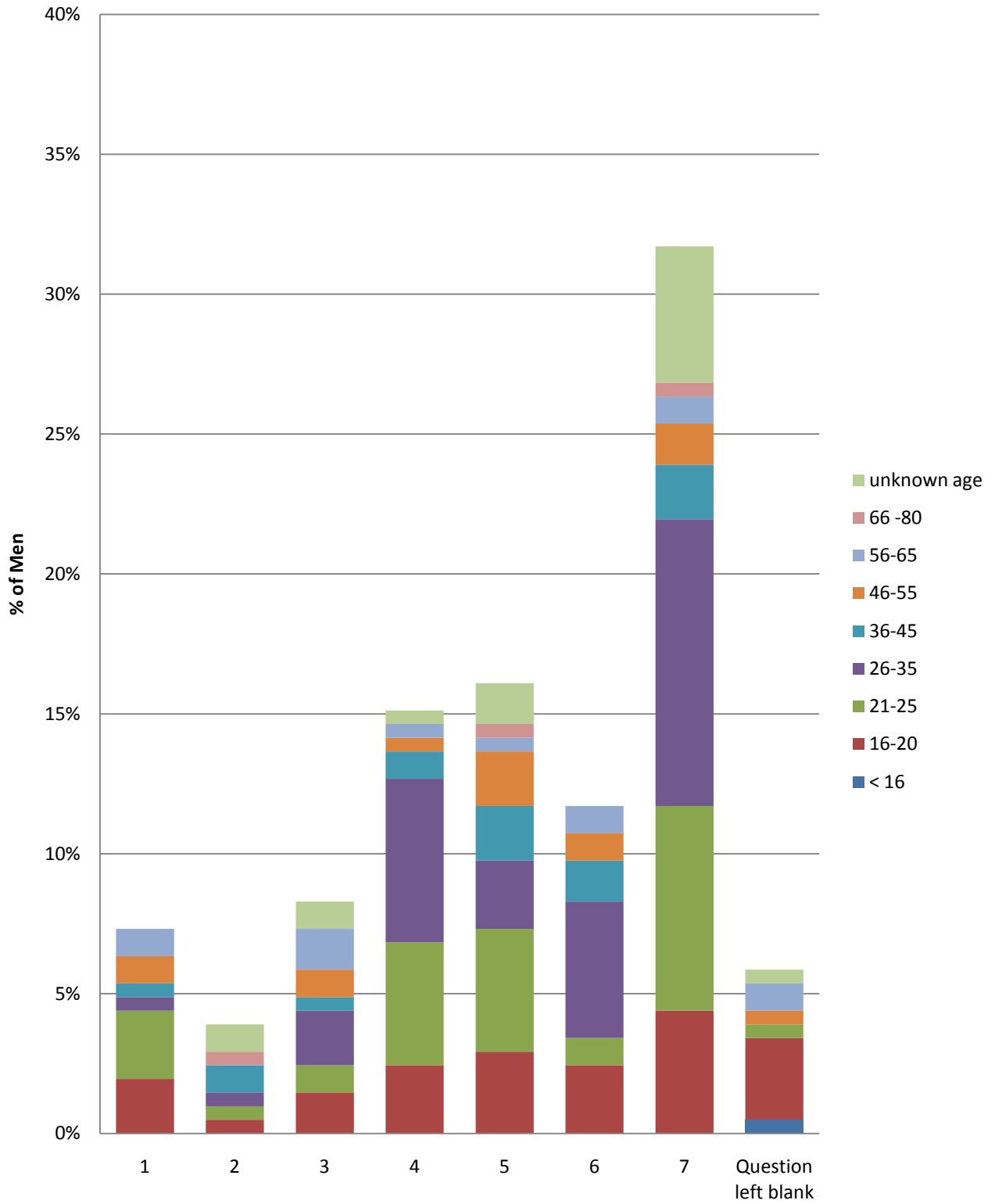
Comfort with math skills at home

Women comfort with math at home

% of Women (y-axis)

Age Range
- Age Unknown
- 66 -80
- 56-65
- 46-55
- 36-45
- 26-35
- 21-25
- 16-20
- < 16

1 is not comfortable, 7 is very comfortable

Men comfort with math at home

% of Men

1 is not comfortable at all, 7 is very comfortable

Legend:
- unknown age
- 66 -80
- 56-65
- 46-55
- 36-45
- 26-35
- 21-25
- 16-20
- < 16

Women comfort with math at home by education

% of Women

40%
35%
30%
25%
20%
15%
10%
5%
0%

1   2   3   4   5   6   7   Question left Blank
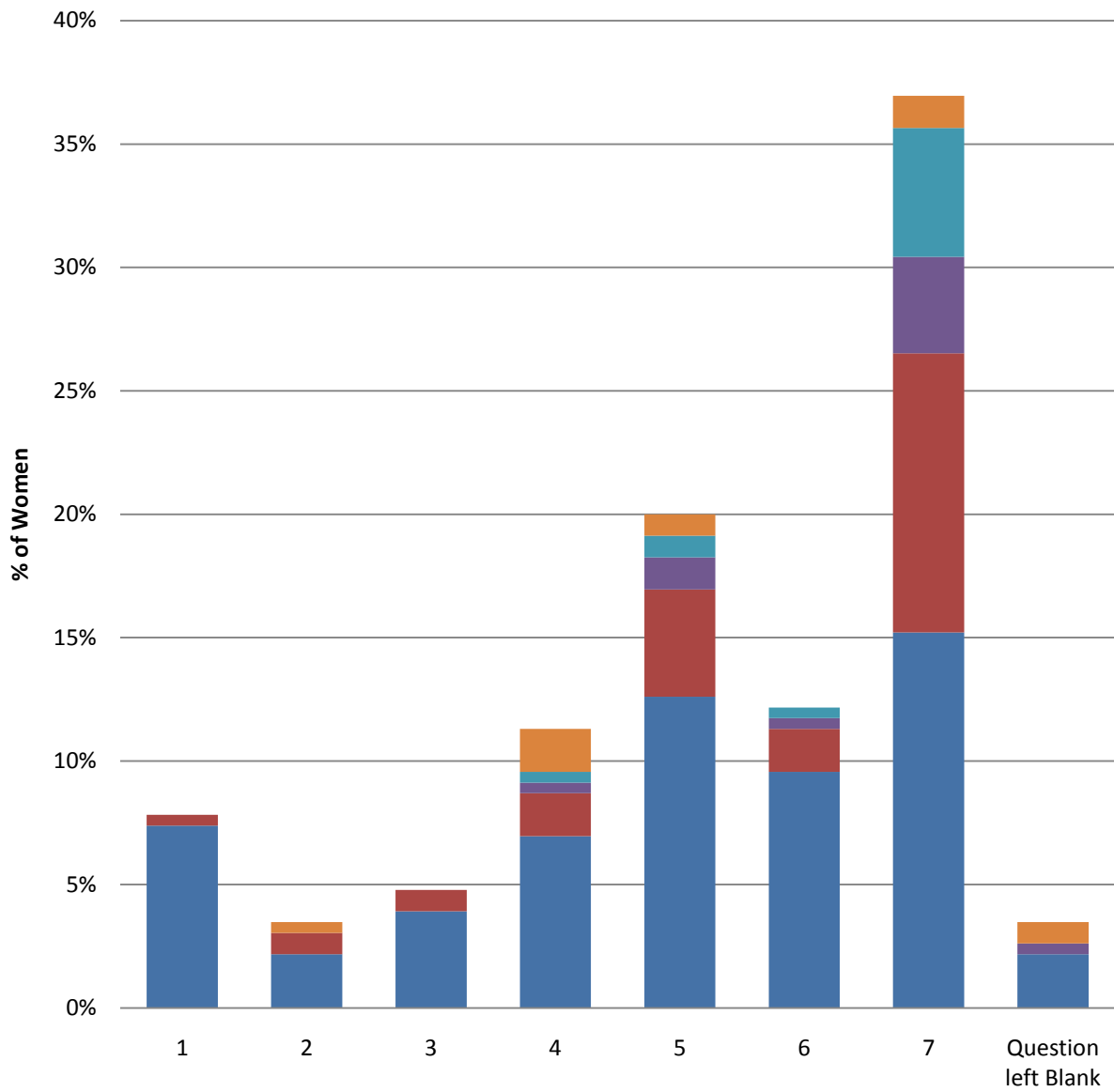
1 is not comfortable at all, 7 is very comfortable

- No Certificate Diploma or Degree
- High School Certificate or equivalent
- Apprenticeship or trades certificate or equivalent
- College, CEGEP or other non-university certificate or diploma
- University certificate diploma or degree
- Cannot Determine

Men comfort with math at home by education
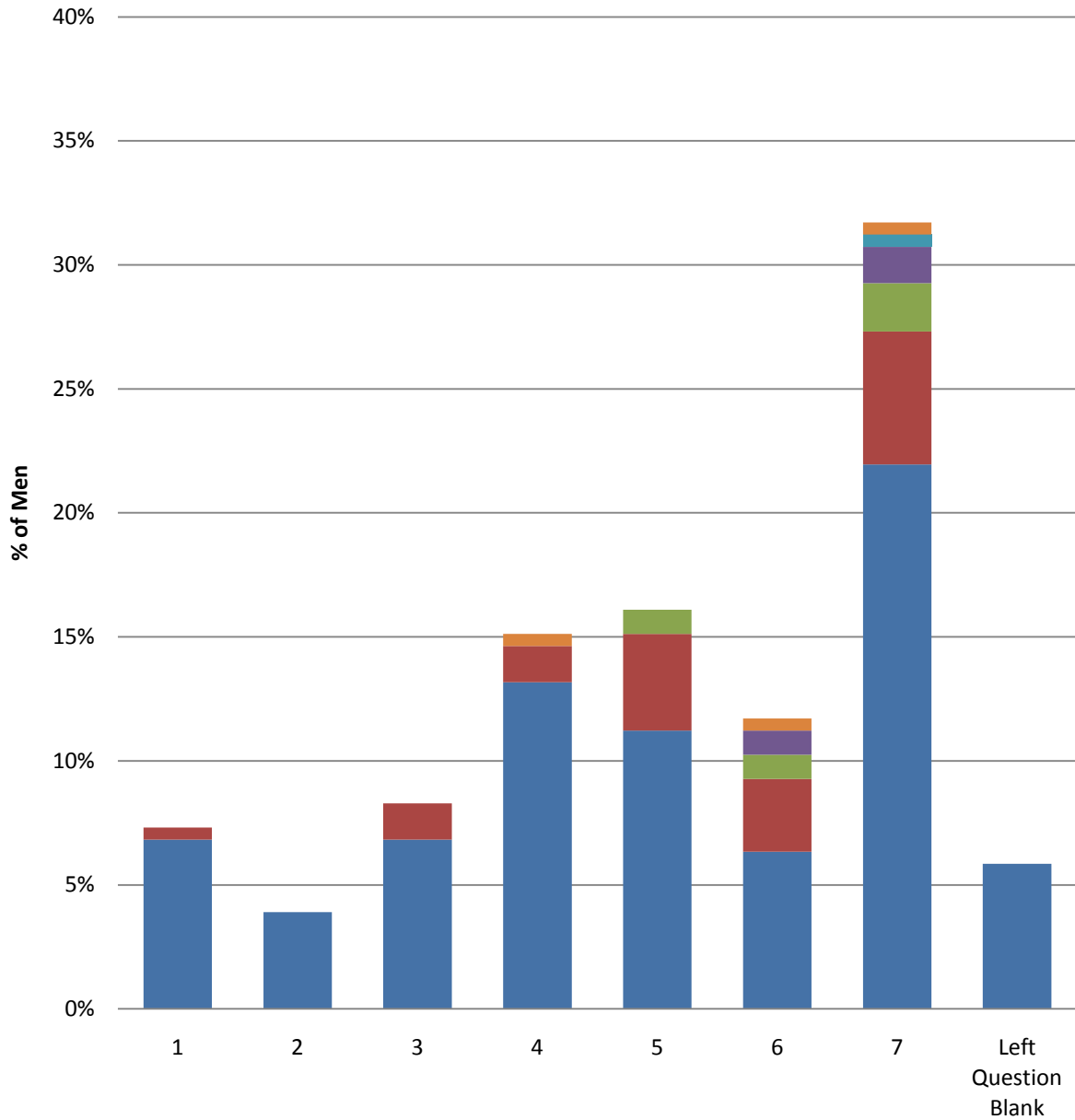
% of Men

- 40%
- 35%
- 30%
- 25%
- 20%
- 15%
- 10%
- 5%
- 0%

1   2   3   4   5   6   7   Left Question Blank

1 is not comfortable at all, 7 is very comfortable

- No Certificate Diploma or Degree
- High School Certificate or equivalent
- Apprenticeship or trades certificate or equivalent
- College, CEGEP or other non-university certificate or diploma
- University certificate diploma or degree
- Cannot Determine

1 = a very strong 'No' 1 ← → 7 = a very strong 'Yes'

Answer	...at home	...at work	...in public
1	35	55	56
2	16	16	14
3	29	24	22
4	58	53	57
5	79	65	72
6	53	49	51
7	155	133	143
*** NoPartA	12	12	12
(blank)	28	58	38
Grand Total	**465**	**465**	**465**
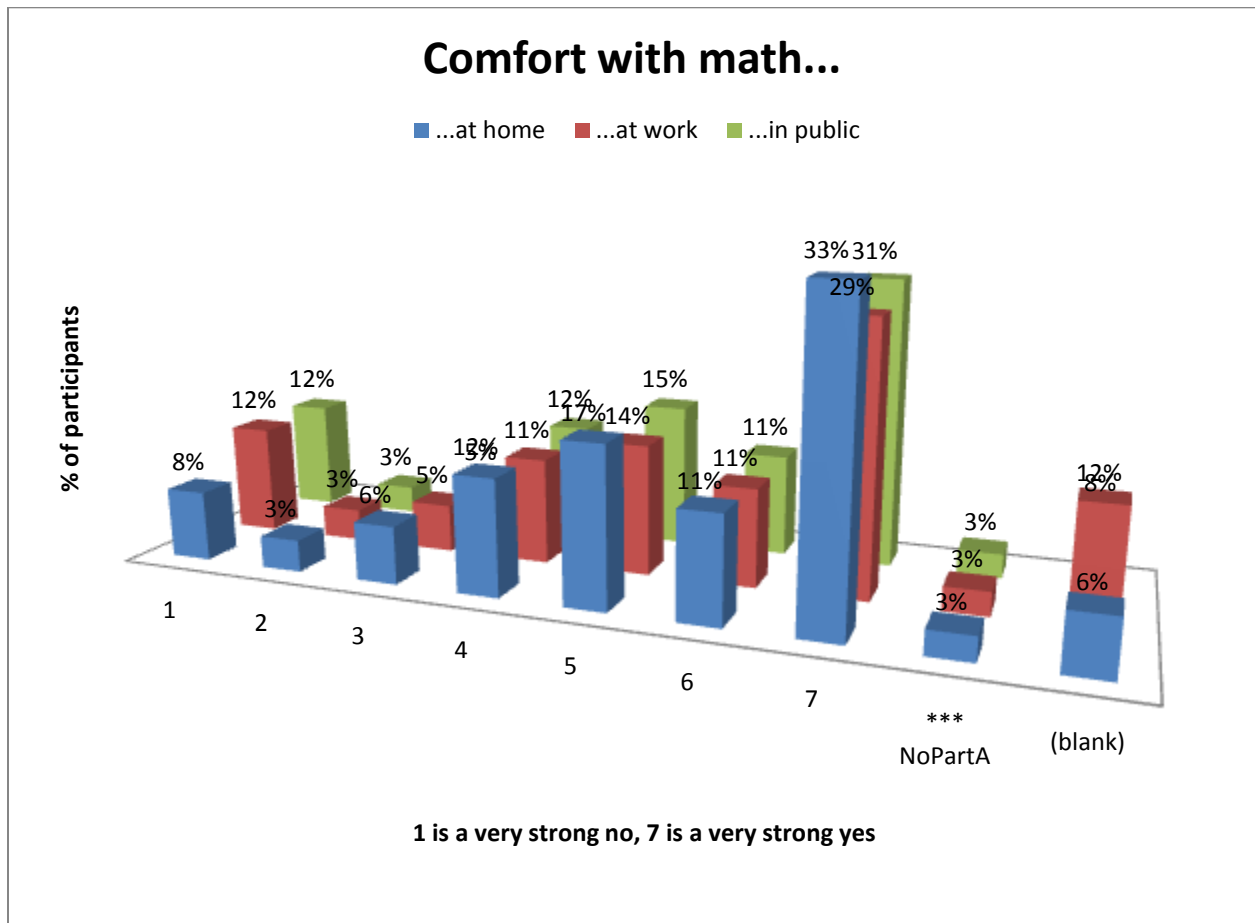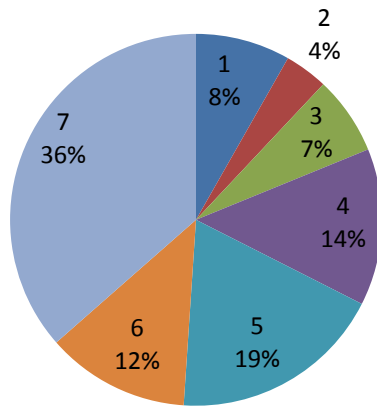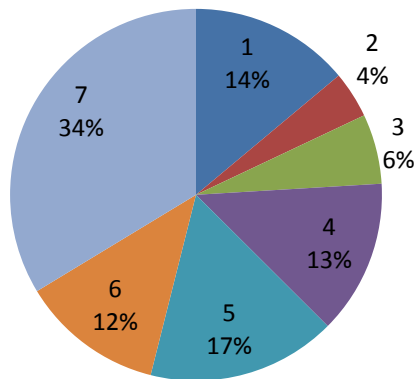
Comfort with math...

■ ...at home   ■ ...at work   ■ ...in public

1 is a very strong no, 7 is a very strong yes

...at home

Segment	Percentage
1	8%
2	4%
3	7%
4	14%
5	19%
6	12%
7	36%

...at work

Segment	Percentage
1	14%
2	4%
3	6%
4	13%
5	17%
6	12%
7	34%

...in public

Segment	Percentage
1	14%
2	3%
3	5%
4	14%
5	17%
6	12%
7	35%
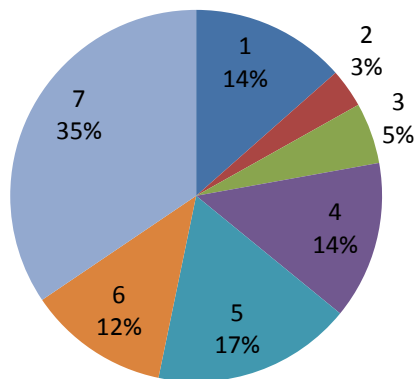
WOULD YOU BE WILLING TO PARTICIPATE IN PROGRAMS DESIGNED TOWARDS IMPROVING YOUR **ABORIGINAL** LITERACY AND NUMERACY SKILLS?

1 = a very strong 'No' 1← →7 = a very strong 'Yes'

Answer	Female	% of Female	Male	% of Male	Other	No gender specified	Total	% of Total
1	33	14%	36	18%	1	3	73	16%
2	4	2%	3	1%			7	2%
3	5	2%	6	3%			11	2%
4	9	4%	9	4%	1		19	4%
5	26	11%	19	9%			45	10%
6	23	10%	17	8%			40	9%
7	111	48%	84	41%	1	3	199	43%
No Part A		0%		0%			12	3%
(blank)	19	8%	31	15%		6	59	13%
Grand Total	230		205		3	12	465	

WOULD YOU BE WILLING TO PARTICIPATE IN PROGRAMS DESIGNED TOWARDS IMPROVING YOUR **ENGLISH** LITERACY AND NUMERACY SKILLS?

1 = a very strong 'No' ← → 7 = a very strong 'Yes'

Answer	Female	% of Female	Male	% of Male	Other	No gender specified	Total	% of Total
1	22	10%	29	14%		2	53	11%
2	5	2%	5	2%			10	2%
3	9	4%	8	4%			17	4%
4	15	7%	14	7%		1	30	6%
5	23	10%	21	10%	2		46	10%
6	27	12%	30	15%		3	57	12%
7	115	50%	71	35%			189	41%
No Part A		0%		0%			12	3%
(blank)	14	6%	27	13%		6	51	11%
Grand Total	230		205		3	12	465	

Participants were asked to explain their choices. To see these responses see "Appendix G: Aboriginal literacy program participation explanations" and "Appendix H: English literacy program participation explanations"

This includes home schooling, elementary, junior, high school, post-secondary, adult education, college and university and training programs.

1 = a very strong 'Negative' 1 ← → 7 = a very strong 'positive'

By Education

Answer	None	Gr 1-8	Gr 9-11	Gr 12 or =	Some trades	Trade papers	Some post sec	College dip	Univ degree	Unknown	No part A	Grand Total
1		15	13	4								32
2		2	5	2								9
3		4	12	2				1	1		1	21
4		13	29	11			1	1			2	57
5		11	40	12	3		4	3	2		2	77
6		4	46	20	1		2	4	3			80
7		10	42	20	1	1	5	7	9		1	96
No Part A											12	12
(blank)	2	24	36	3	2			3	1	10		81
Grand Total	**2**	**83**	**223**	**74**	**7**	**1**	**12**	**19**	**16**	**16**	**12**	**465**

Experiences with Education by Education

% of total responses

1 is a very strong negative, 7 is a very strong positive

Legend:
- Univ degree
- College dip
- Some post sec
- Trade papers
- Some trades
- Gr 12 or =
- Gr 9-11
- Gr 1-8
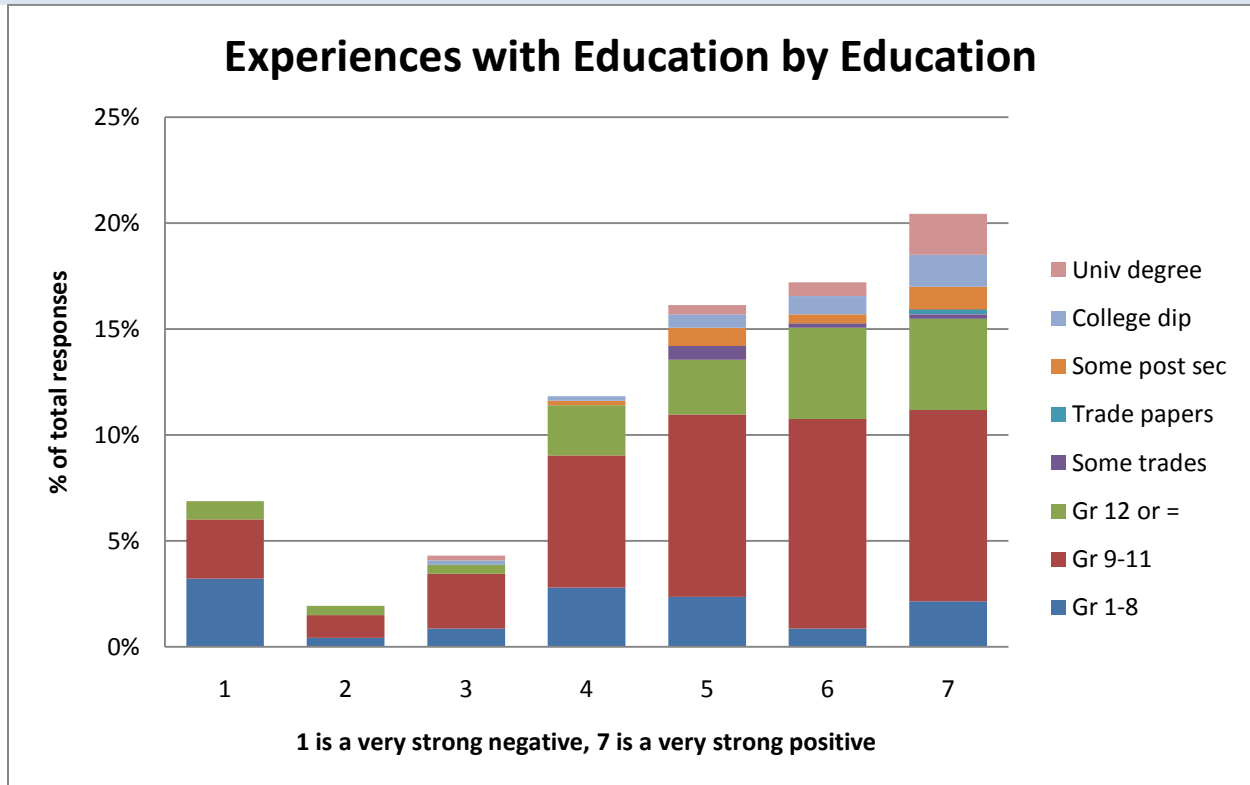
Experience with Education by age										
	< 16	16-20	21-25	26-35	36-45	46-55	56-65	66 -80	(blank)	Grand Total
1		8	4	2	8	2	5		3	32
2		1	3	1		2	1	1		9
3		3		4	4	4	1	1	4	21
4		9	17	15	2	5	2	2	5	57
5		8	24	26	5	4	3	1	6	77
6	1	16	15	19	5	13	1	1	9	80
7	1	14	17	18	16	10	4	4	12	96
*** NoPartA										12
(blank)	1	21	11	15	5	6	4	2	16	81
Total	3	80	91	100	45	46	21	12	55	465

Experience with education by Age

% of total

1 is a very strong negative, 7 is a very strong positive

Legend: 66 -80, 56-65, 46-55, 36-45, 26-35, 21-25, 16-20, < 16
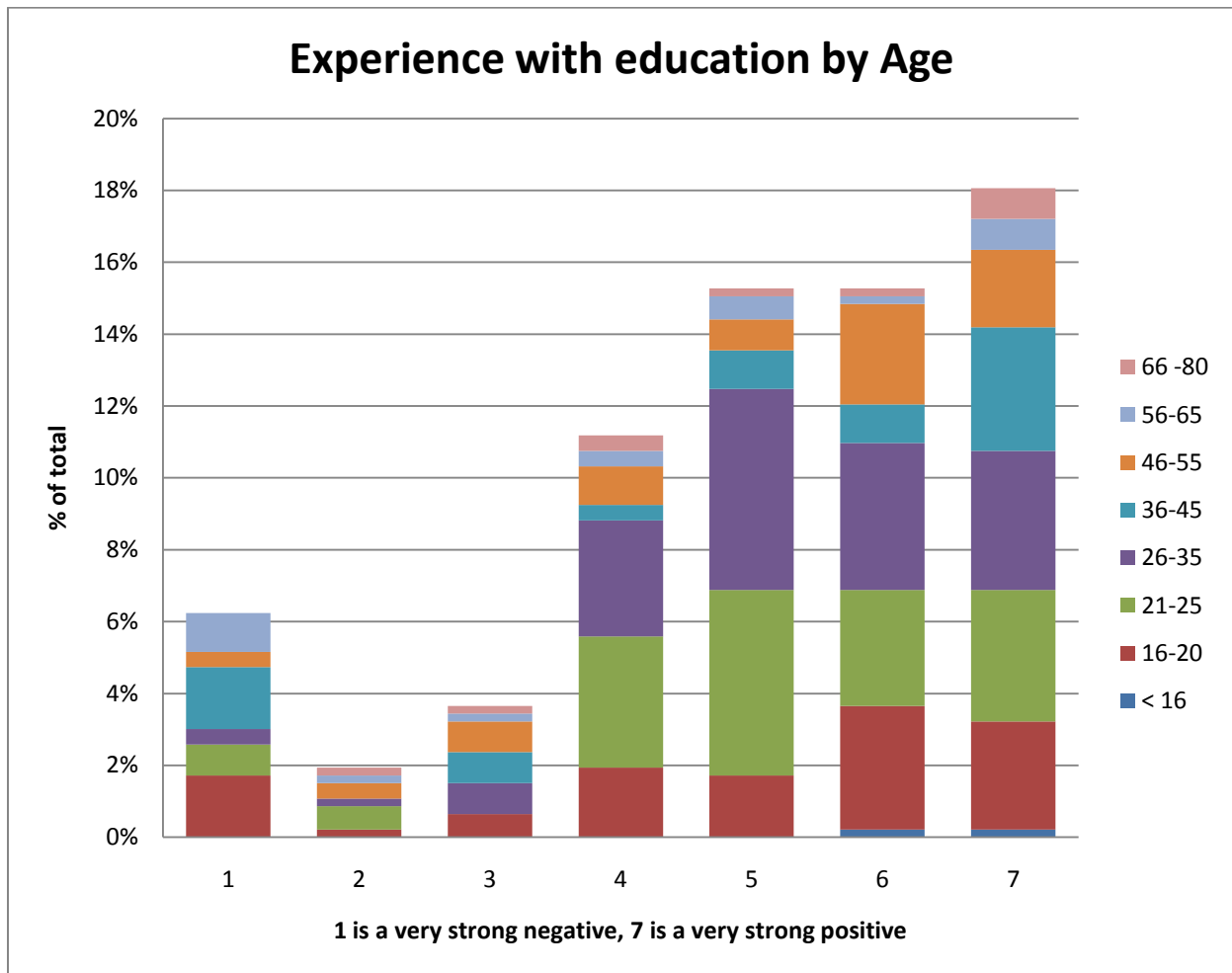
Participants were asked to explain their choices. To see these responses see "Appendix I: Experience with education explanations"

such as developing a hobby, recreational, personal interest courses, or cultural learning?

	Women	Men	Other/Blank	Grand Total
Yes	104	92	3	199
No	94	81	4	179
Don't Know	9	10	1	20
No Comment	13	8	1	22
*** NoPartA				12
(blank)	10	14	6	33
Grand Total	**230**	**205**	**18**	**465**

Participants were asked to list the types of training or education they wanted to take AND what prevented them from taking the education or training programs.

See Appendix J:Types of Training Wanted to take

See Appendix K: Prevented from taking the education or Programs

INVOLVEMENT ON THE DIFFERENT WAYS THAT YOU HAVE COME TO UNDERSTAND LITERACY AND NUMERACY IN THE CONTEXT OF YOUR COMMUNITY.

We are interested in the many ways that people have come to acquire their literacy, numeracy, and knowledge skills.

	Do you visit trade fairs, professional conferences, congresses?	Do you attend short lectures, seminars, workshops, Elders, healing cicles, or talks that were not part of a course?	Do you read manuals, reference books, journals or other written material by Aboriginal authors?	Do you go on guided tours with Elders or other community members to learn about the community, spiritual teachings, or cultural activities?	Do you use computers or the Internet to learn but not as part of a course?	Do you use video, television, tapes to learn but not as part of a course?	Do you learn from watching, getting help from, or advice from others such as Elders, parents, community members, natural environment, dreams, ceremonies, Traditional Knowledge?	Do you learn by yourself by trying things out, doing things for practice, trying different approaches to doing things?
Invalid Answer		1	2	2		1	1	1
Yes	73	157	130	119	204	206	267	311
Rarely	140	129	144	140	104	118	101	63
Never	151	101	102	128	84	76	34	27
Don't Know	62	37	47	36	33	24	21	21
*** NoPartA	12	12	12	12	12	12	12	12
(blank)	27	28	28	28	28	28	29	30
Grand Total	**465**	**465**	**465**	**465**	**465**	**465**	**465**	**465**

WHAT ARE THE DIFFERENT TYPES OF BOOKS THAT YOU HAVE IN YOUR HOME?

Magazines, Newspaper or Flyer	100
Fiction	103
Non-Fiction	25
Bible and religious	44
Text Books, Reference, Manuals, Educational	62
Comic books	9
Children's, Kids, Storybooks	82
Aboriginal	16
Cookbooks	18
Music	2
Poetry	2
Puzzle book	1
Don't Know, Unsure	11
No Books, Don't Read	50
Left Blank	83
Answers Not included (Harry Potter, VC Andrews, CPR etc.)	136

Books in home

- Don't know 2%
- No books, Dont Read 11%
- Left Blank 18%
- Has Books 69%
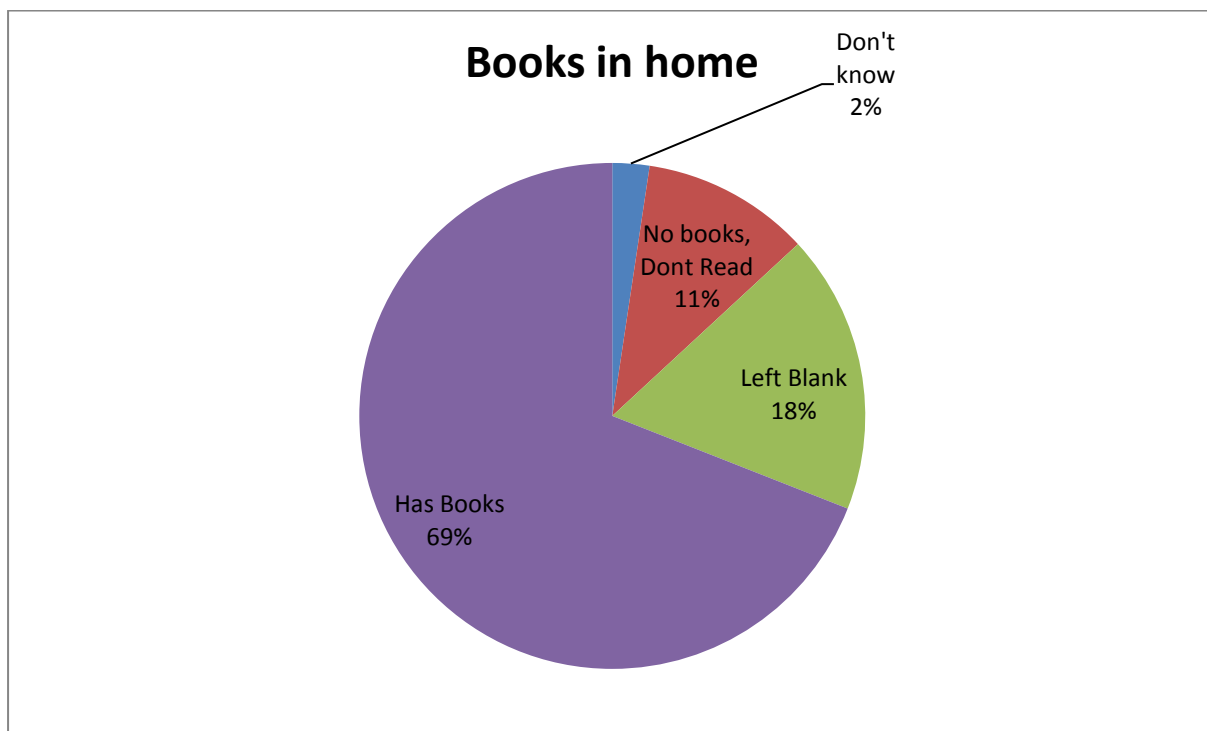
Selected types of books in every home

Magazines, Newspaper or Flyer 22%
Fiction 22%
Non-Fiction 5%
Bible and religious 10%
Text Books, Reference, Manuals, Educational 14%
Comic books 2%
Children's, Kids, Storybooks 18%
Aboriginal 3%
Cookbooks 4%
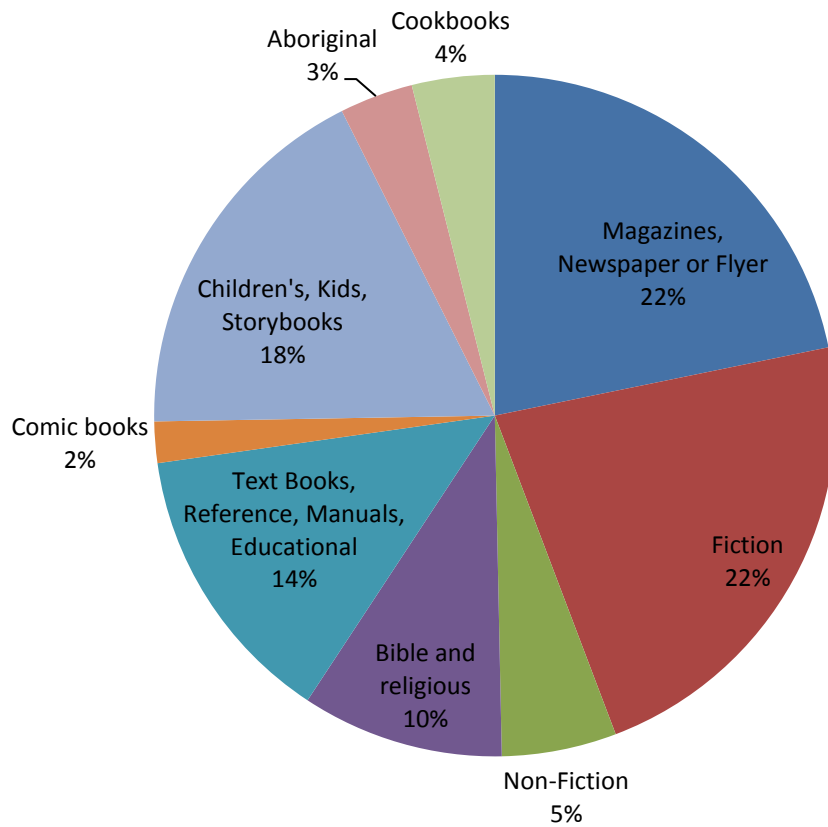
Multiple answers included

I AM GOOD AT WORKING WITH NUMBERS AND CALCULATIONS IN DAILY TASKS.

Strongly Agree	102
Agree	198
Disagree	68
Strongly Disagree	18
No Comment	39
*** NoPartA	12
(blank)	28
Grand Total	465

Good at Working with numbers and calculations in daily tasks

- No Comment 9%
- Strongly Disagree 4%
- Strongly Agree 24%
- Disagree 16%
- Agree 47%
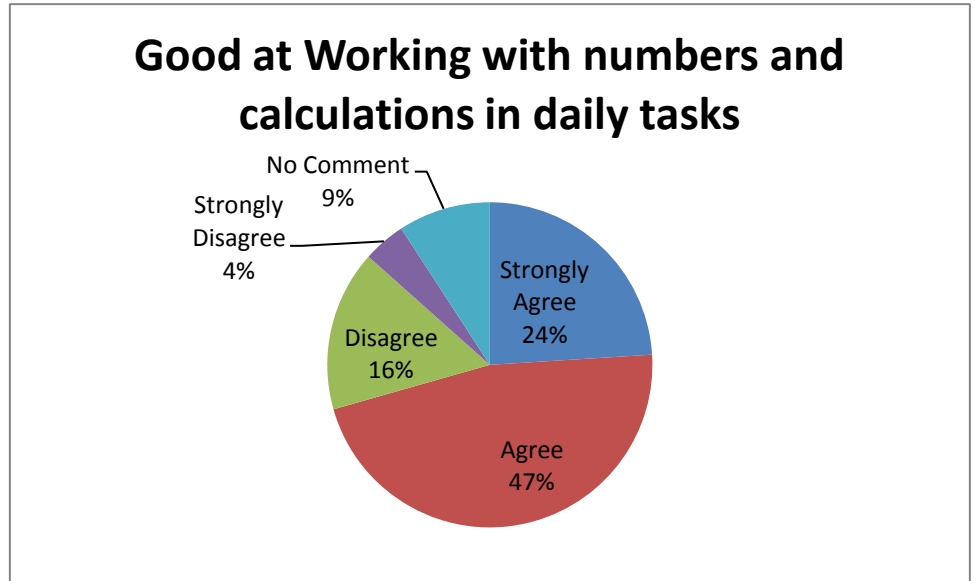
I FEEL CONFIDENT WHEN FIGURING OUT AMOUNTS SUCH AS DISCOUNTS, SALES TAX, OR TIPS.

Strongly Agree	75
Agree	177
Disagree	106
Strongly Disagree	23
No Comment	44
*** NoPartA	12
(blank)	28
Grand Total	465

Confident when figuring discount, tax or tips

- No Comment 10%
- Strongly Disagree 5%
- Strongly Agree 18%
- Disagree 25%
- Agree 42%

Strongly Agree	68
Agree	138
Disagree	130
Strongly Disagree	24
No Comment	65
*** NoPartA	12
(blank)	28
Grand Total	465
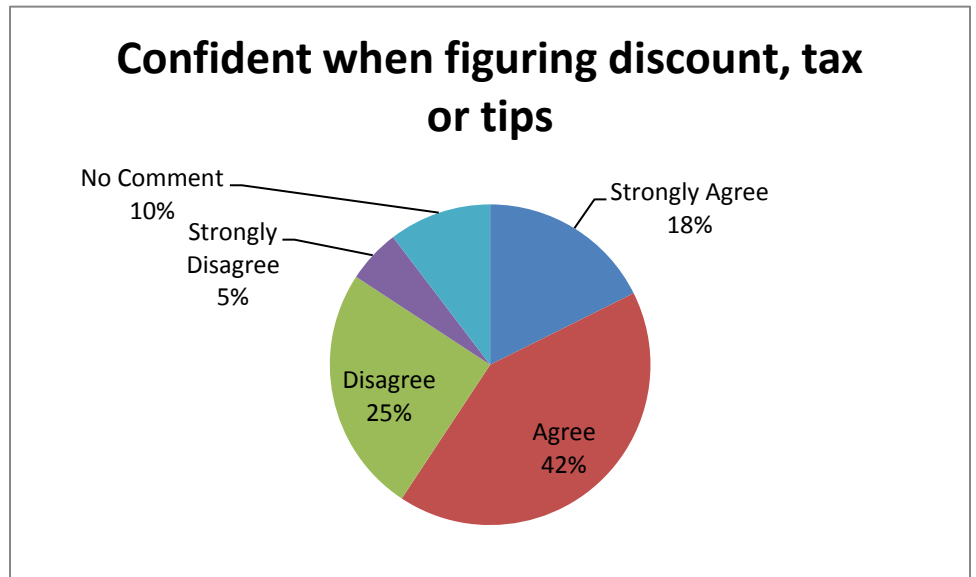
Confident balancing a chequebook and creating a budget

No Comment 15%
Strongly Agree 16%
Strongly Disagree 6%
Disagree 31%
Agree 32%
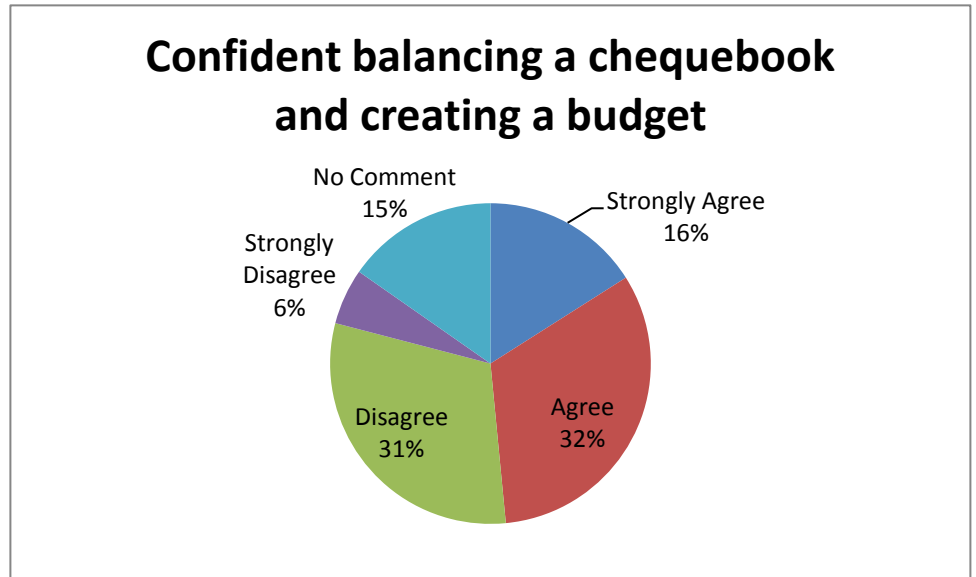
	*** No Part A	< 16	16-20	21-25	26-35	36-45	46-55	56-65	66 -80	(blank)	Total
Strongly Agree			9	13	8	4	8	2	1	6	51
Agree		1	30	24	36	10	12	5	4	15	137
Disagree		1	20	37	38	17	12	4	3	13	145
Strongly Disagree			5	11	15	10	8	3	1	7	60
No Comment			5	3	1	3	6	7	1	5	31
*** No Part A	12										12
(blank)		1	11	3	2	1			2	9	29
Grand Total	12	3	80	91	100	45	46	21	12	55	465

Add age above age in chart (oh and title)

I read only when I have to by age

I Read only when I have to

% of each range (y-axis): 0% to 100%

Age Range (x-axis): < 16, 16-20, 21-25, 26-35, 36-45, 46-55, 56-65, 66 -80, total

Legend:
- No Comment, 26
- Strongly Disagree, 53
- Disagree, 132
- Agree, 122
- Strongly Agree, 45
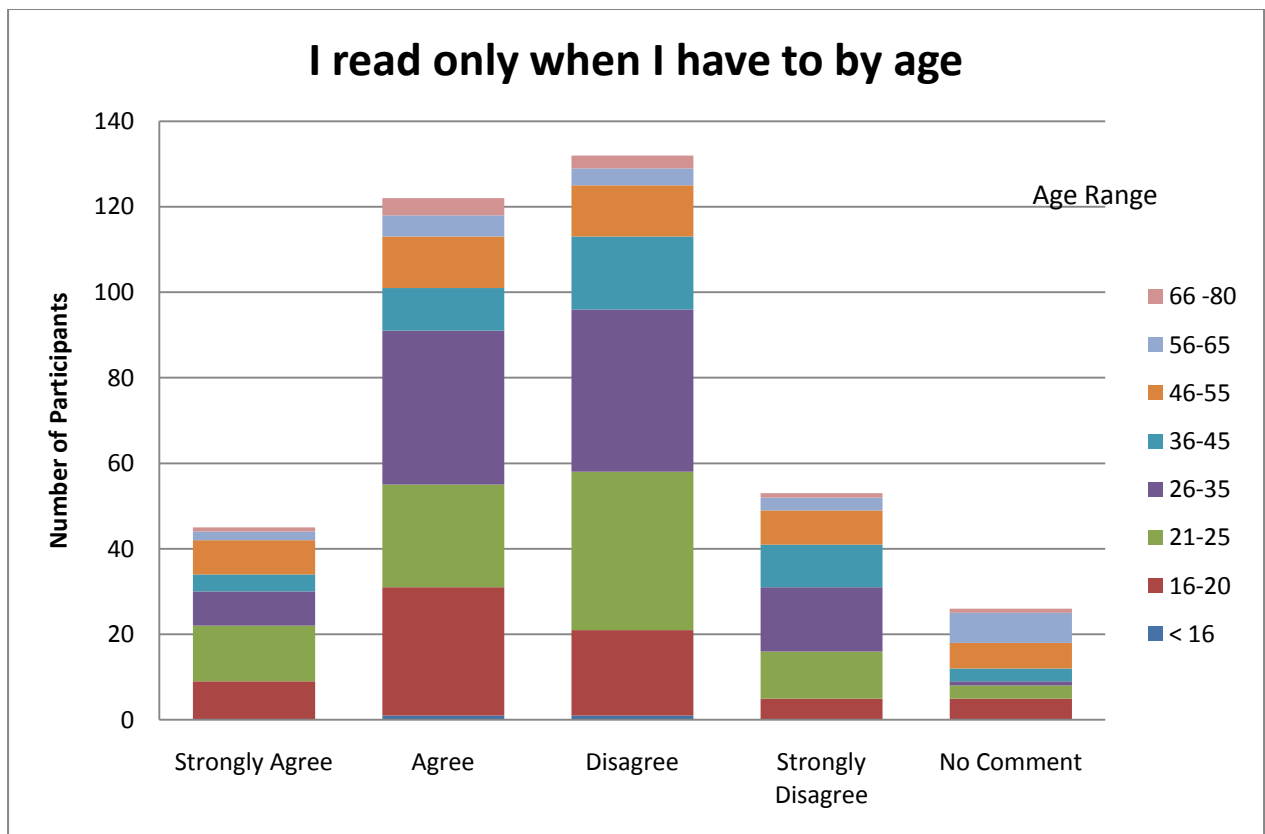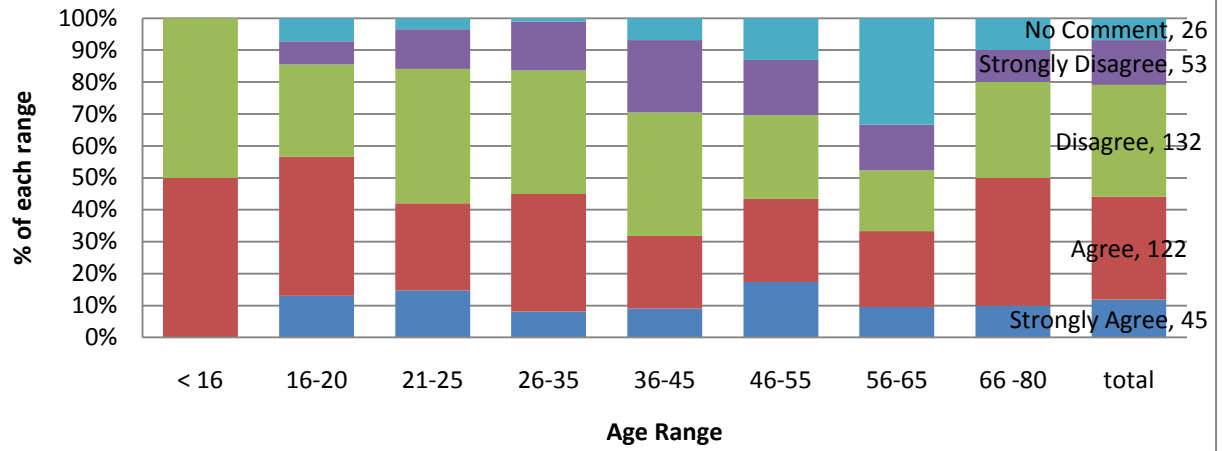
F3e - reading is favourite	*** NoPartA	< 16	16-20	21-25	26-35	36-45	46-55	56-65	66 -80	(blank)	Grand Total
0					1						1
1			6	14	23	14	12	4	3	8	84
2		1	18	30	44	16	21	8	1	19	158
3		1	27	26	22	6	5	2	5	8	102
4			8	7	3	1	2	1		6	28
5			10	11	5	6	6	6	1	5	50
*** NoPartA	12										12
(blank)		1	11	3	2	2			2	9	30
Grand Total	12	3	80	91	100	45	46	21	12	55	465

Reading is one of my favourite activities
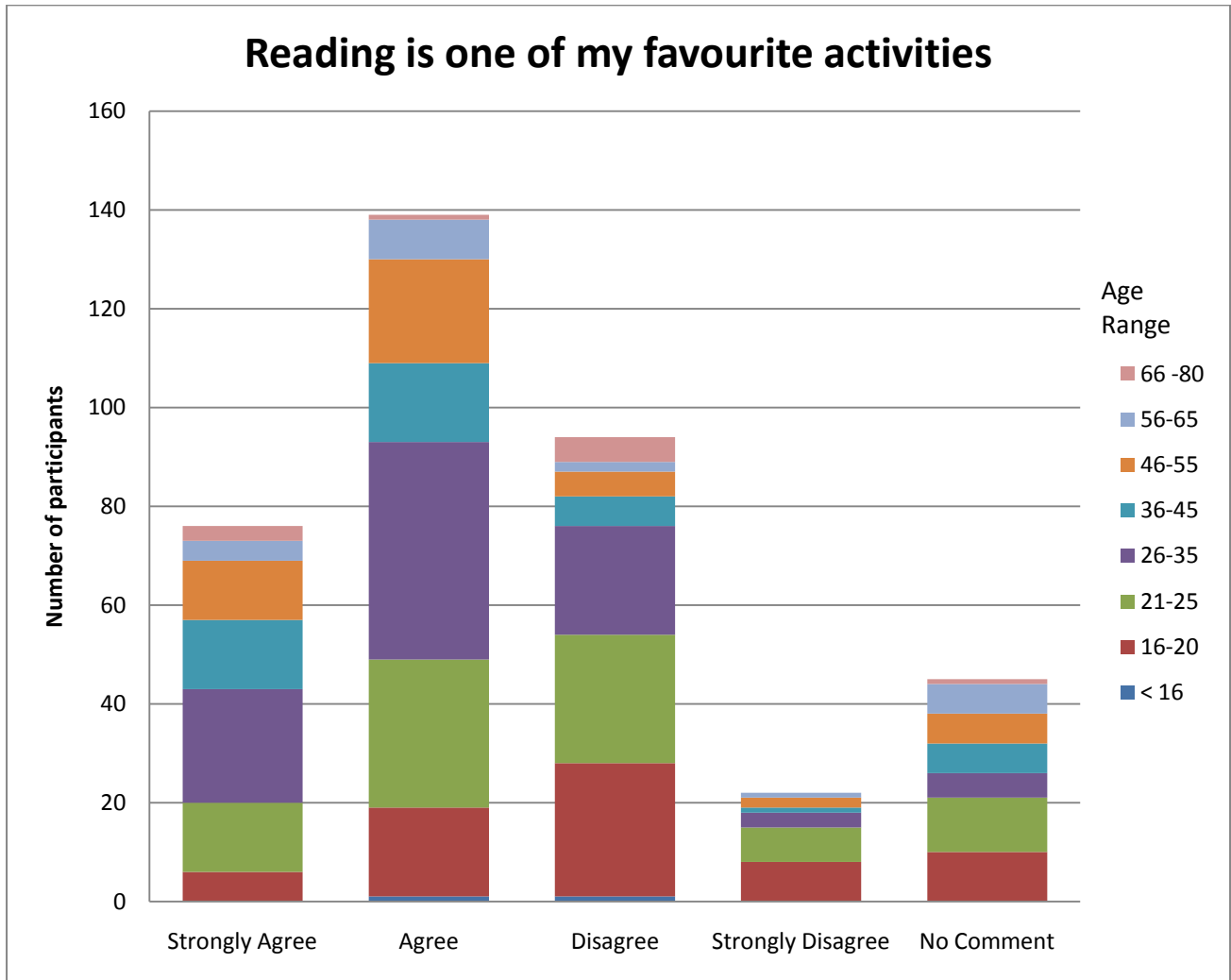
Reading is one of my favourite activities
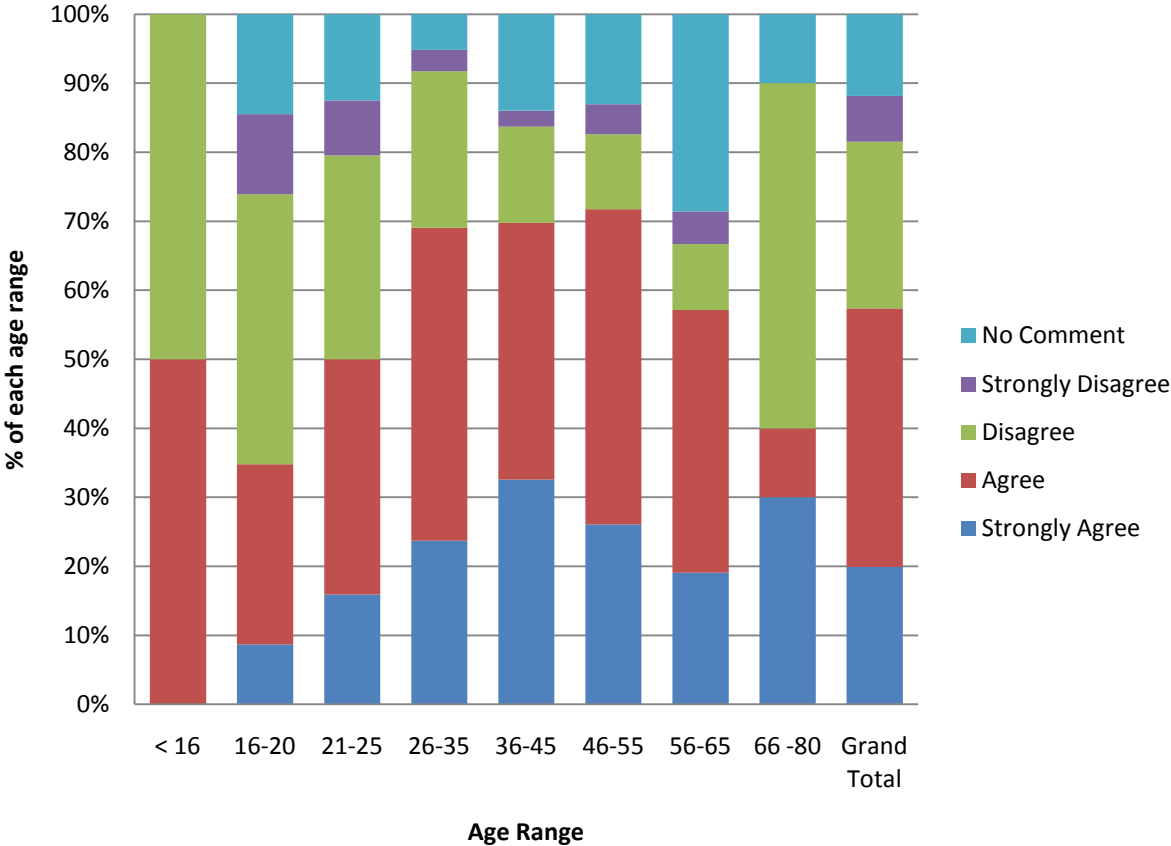
I ENJOY LISTENING TO STORIES READ TO ME

Strongly Agree	80
Agree	178
Disagree	88
Strongly Disagree	17
No Comment	59
*** NoPartA	12
(blank)	31
Grand Total	465

I enjoy listening to stories read to me

Strongly Disagree 4%
No Comment 14%
Strongly Agree 19%
Disagree 21%
Agree 42%
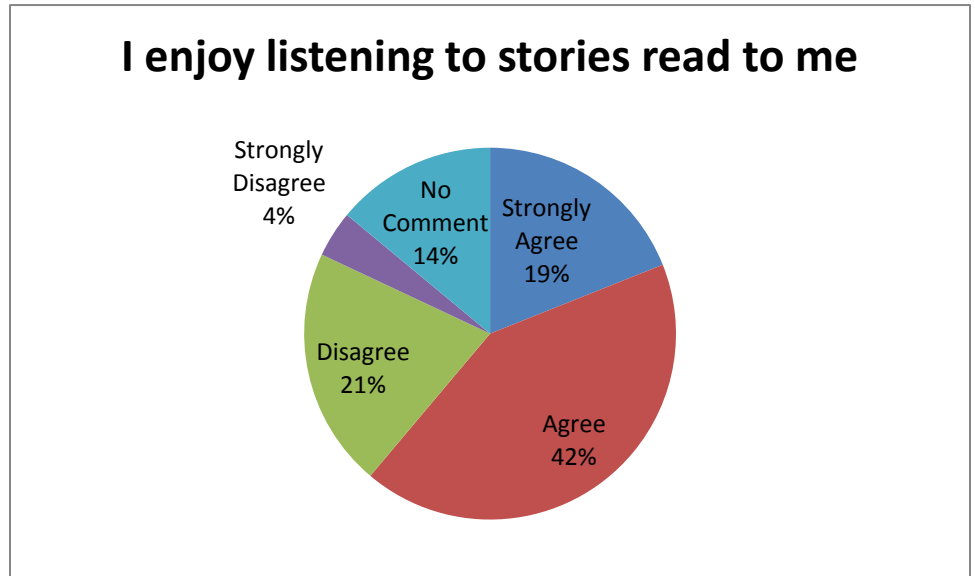
I ENJOY LISTENING TO ORAL STORIES BY ELDERS AND STORYTELLERS.

Strongly Agree	171
Agree	177
Disagree	18
Strongly Disagree	10
No Comment	41
*** NoPartA	12
(blank)	36
Grand Total	465

I enjoy listening to oral stories told by Elders and storytellers

Strongly Disagree 2%
No Comment 10%
Disagree 4%
Strongly Agree 41%
Agree 43%
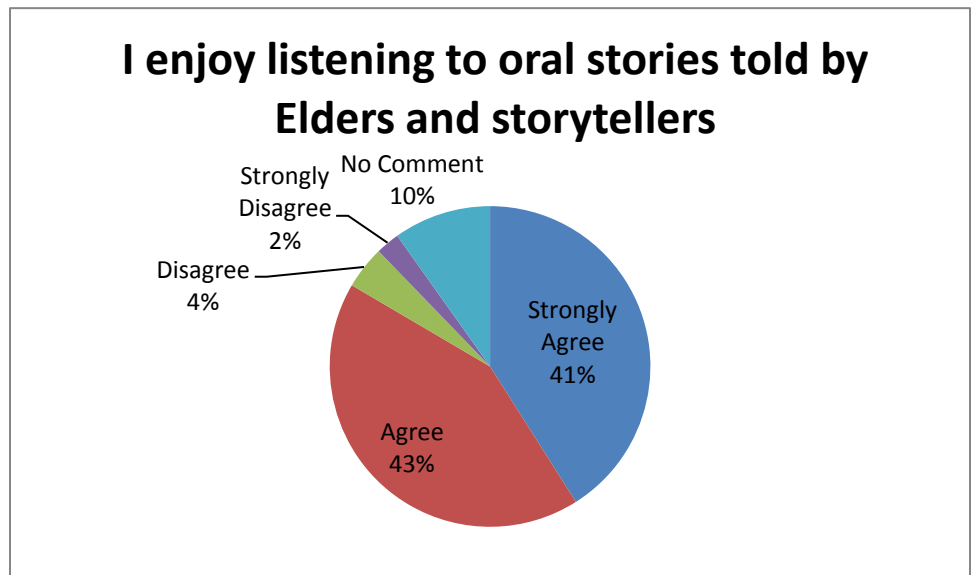
COMMUNITY PARTICIPATION: DURING THE LAST 12 MONTHS HAVE YOU PARTICIPATED IN*:

*Participants were asked how participating in any of these groups helped you to connect better to your community and/or culture. Please see "Appendix L: Connecting to Community" for those answers

A POLITICAL ORGANIZATION – INCLUDING MÉTIS LOCALS AND BAND COUNCILS?

Yes	80
No	240
No Comment	104
*** NoPartA	12
(blank)	29
Grand Total	**465**
% yes (of yes and no)	25%

A SPORTS OR RECREATION ORGANIZATION?

Yes	142
No	189
No Comment	90
*** NoPartA	12
(blank)	32
Grand Total	**465**
% yes (of yes and no)	43%

A CULTURAL EDUCATION GROUP?

Yes	140
No	196
No Comment	86
*** NoPartA	12
(blank)	31
Grand Total	**465**
% yes (of yes and no)	42%

A NEIGHBORHOOD, CIVIC, OR COMMUNITY ASSOCIATION OR A SCHOOL GROUP, E.G. PARENT/TEACHER ASSOCIATION?

Yes	110
No	212
No Comment	95
*** NoPartA	12
(blank)	36
Grand Total	**465**
% yes (of yes and no)	34%

A SHARING OR HEALING CIRCLE?

Yes	156
No	186
No Comment	74
*** NoPartA	12
(blank)	37
Grand Total	**465**
% yes (of yes and no)	46%

ANY OTHER GROUP OR ORGANIZATION?

Yes	139
No	175
No Comment	100
*** NoPartA	12
(blank)	39
Grand Total	**465**
% yes (of yes and no)	44%

ON THE WHOLE, HOW DO YOU FEEL ABOUT YOUR LIFE OVER THE PAST 12 MONTHS?

The next few questions are about your health and general well-being, such as your physical, spiritual, mental, and emotional aspects. We believe that these areas are just as important to literacy and numeracy because when individuals are not healthy, then their ability to participate in community and lifelong learning is limited.

1 = a very strong negative 1 ← →7 = a very strong positive

1	24
2	16
3	29
4	44
5	109
6	59
7	122
*** NoPartA	12
(blank)	50
Grand Total	**465**

Feel overall about life

1 = a very strong negative 1 ← →7 = a very strong positive

- 1 — 6%
- 2 — 4%
- 3 — 7%
- 4 — 11%
- 5 — 27%
- 6 — 15%
- 7 — 30%
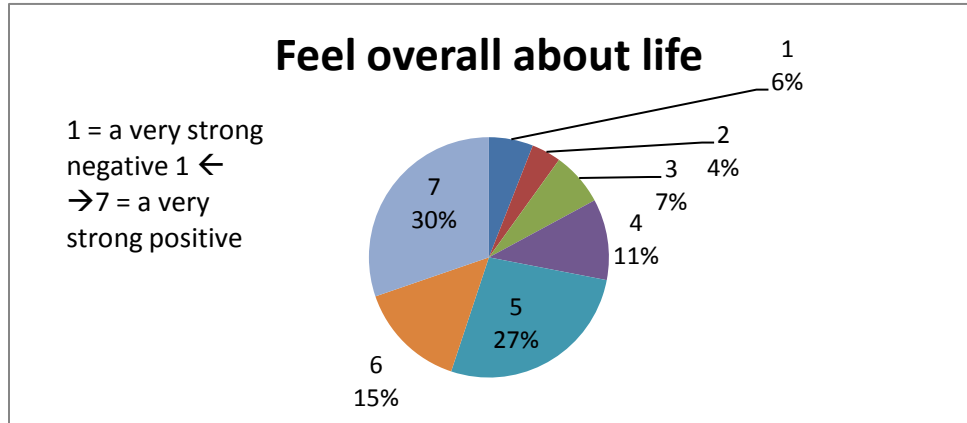
Participants were asked to explain their choice. Please see "Appendix M: Feel about your life explanations" for those answers.

IN GENERAL HOW WOULD YOU DESCRIBE YOUR SPIRITUALITY?

The next few questions are designed to address various aspects related to your spirituality. We understand spirituality in terms of one's connection to community, environment, and surroundings. Our approach to spirituality encompasses Aboriginal tradition as well as all other religions.

1 = a very strong negative 1 ← →7 = a very strong positive

1	24
2	6
3	31
4	62
5	85
6	65
7	116
*** NoPartA	12
(blank)	64
Grand Total	**465**

Describe your spirituality

1 = a very strong negative 1 ← →7 = a very strong positive

- 1 — 6%
- 2 — 1%
- 3 — 8%
- 4 — 16%
- 5 — 22%
- 6 — 17%
- 7 — 30%
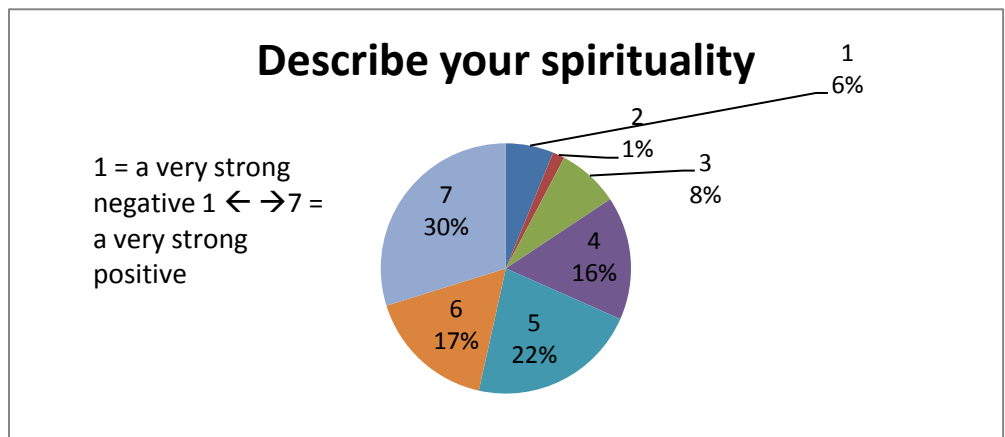
Participants were asked to explain their choice. Please see "Appendix N: Feel about your Spirituality explanations" for those answers.

IN GENERAL HOW WOULD YOU DESCRIBE YOUR EMOTIONAL HEALTH?

The next few questions are designed to understand your emotional health. Emotional health refers to a wide range of feelings and how individuals deal with these feelings. We consider the emotional health important because we carry our emotions into all aspects of life which can greatly affect our attitudes towards literacy and lifelong learning.

1 = a very strong negative 1 ← →7 = a very strong positive

1	22
2	5
3	23
4	55
5	105
6	83
7	100
*** NoPartA	12
(blank)	60
Grand Total	**465**

Describe your emotional health

2 1%
3 6%
1 6%
7 25%
4 14%
6 21%
5 27%

1 = a very strong negative 1 ← →7 = a very strong positive
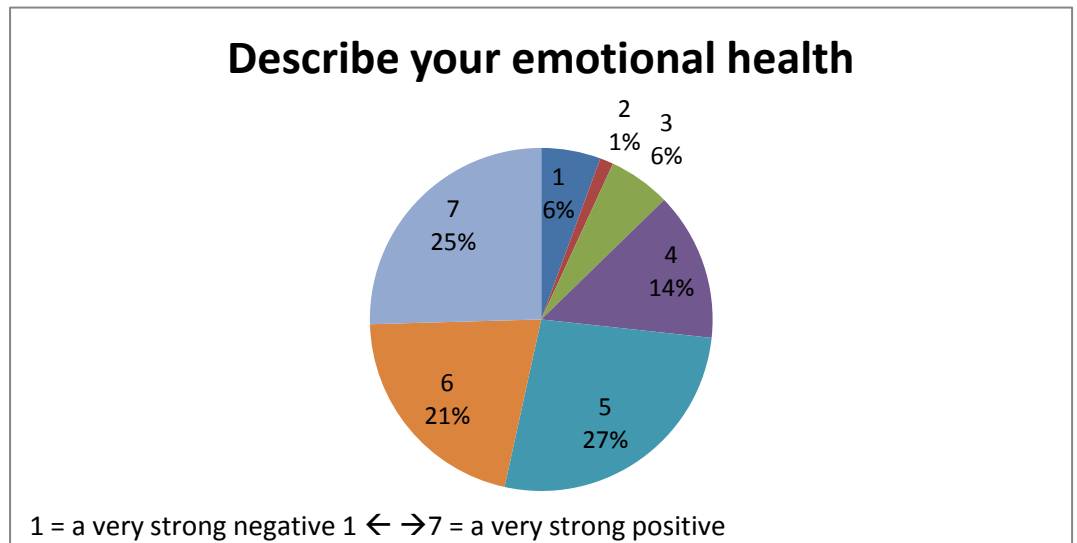
IN GENERAL HOW WOULD YOU DESCRIBE YOUR PHYSICAL HEALTH?

1	9
2	9
3	13
4	59
5	101
6	92
7	104
*** NoPartA	12
(blank)	66
Grand Total	**465**

Describe your physical health

1 2%
2 2%
3 4%
7 27%
4 15%
6 24%
5 26%
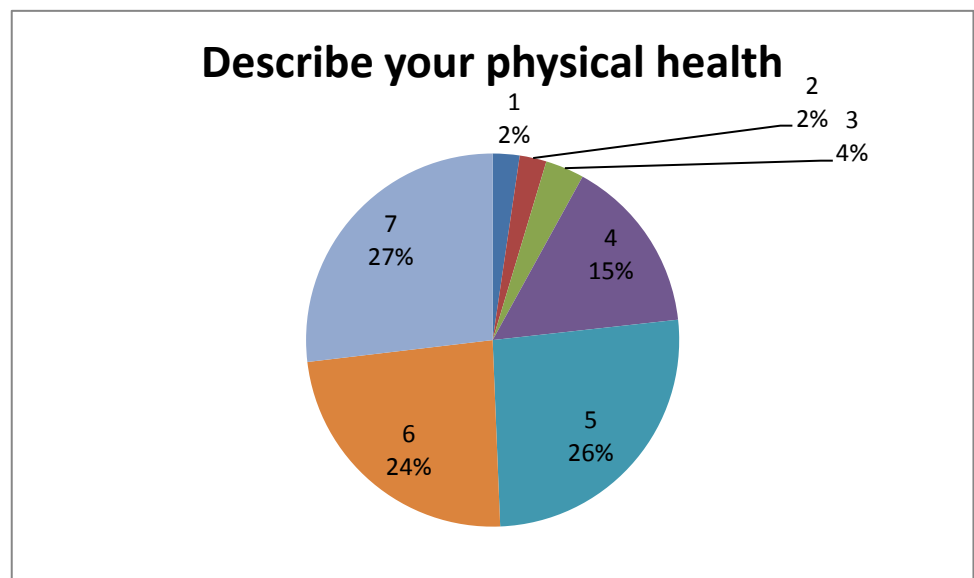
TECHNOLOGY

These questions are designed to see how comfortable you are in using computers and technology

HAVE YOU EVER USED THE INTERNET?

	Yes	347
	No	36
*** NoPartA		12
(blank)		70
Grand Total		**465**
% yes (OF Yes and No)		91%

COMPUTERS HAVE HELPED ME TO LEARN NEW SKILLS OTHER THAN COMPUTER SKILLS.

1 = a very strong negative 1 ← →7 = a very strong positive

1	51
2	10
3	30
4	32
5	51
6	49
7	134
*** NoPartA	12
(blank)	96
Grand Total	**465**

Computers helped me learn new skills (other than computer skills)

- 1: 14%
- 2: 3%
- 3: 8%
- 4: 9%
- 5: 14%
- 6: 14%
- 7: 38%
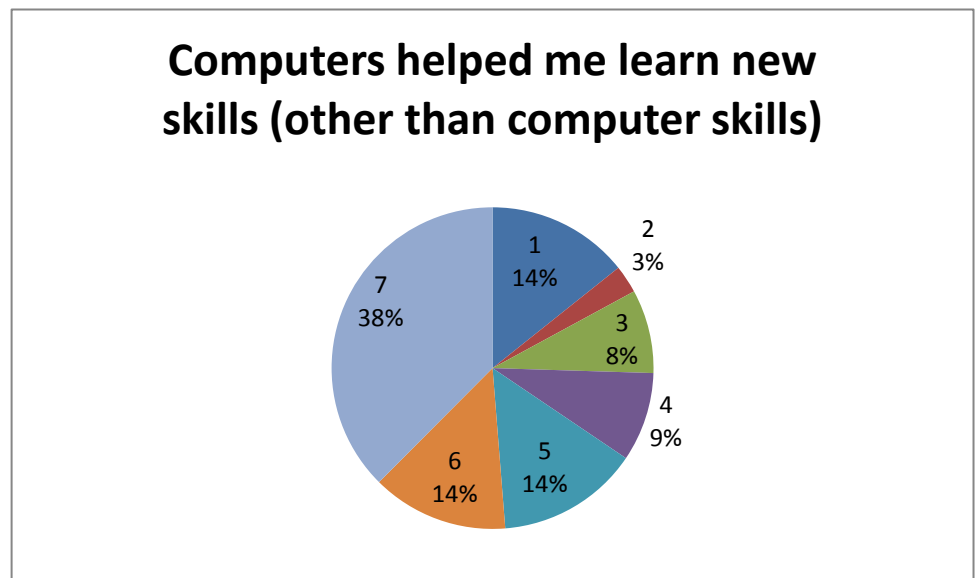
Participants were asked to explain their choice. See "Appendix O: Computers to learn new skills explanation"

1 is a very strong No, 7 is a very strong Yes

1	33
2	2
3	8
4	14
5	13
6	22
7	132
*** NoPartA	12
(blank)*	230
Grand Total	**465**

Interested in starting to use a computer and the internet

- 1 15%
- 2 1%
- 3 3%
- 4 6%
- 5 6%
- 6 10%
- 7 59%
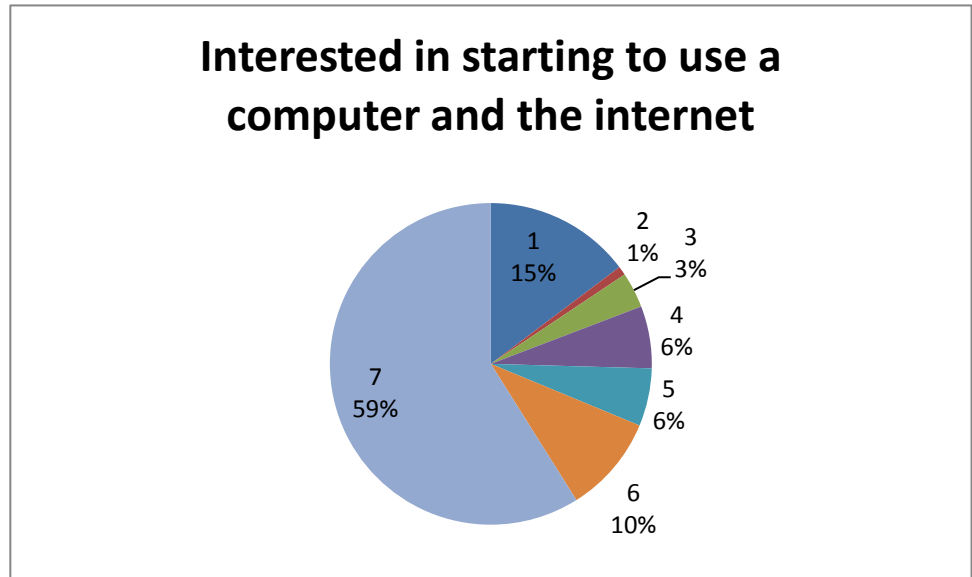
*Participants were asked not to answer if they have used a computer

Participants were asked to explain their choice. See "Appendix P: Interested in starting to use a computer and the internet explanations"

HOW OFTEN DO YOU OR ANOTHER ADULT READ, SHOW PICTURE/WORDLESS BOOKS, OR TELL STORIES TO INDIVIDUALS IN YOUR HOUSEHOLD?

3 or more days a week	111
Less than 3 days a week	37
Never	20
Don't know	8
blank	269

How often does anyone read or show picture books or tell stories to others in home

- 3 or more days a week 25%
- Less than 3 days a week 8%
- Never 5%
- Don't know 2%
- blank 60%
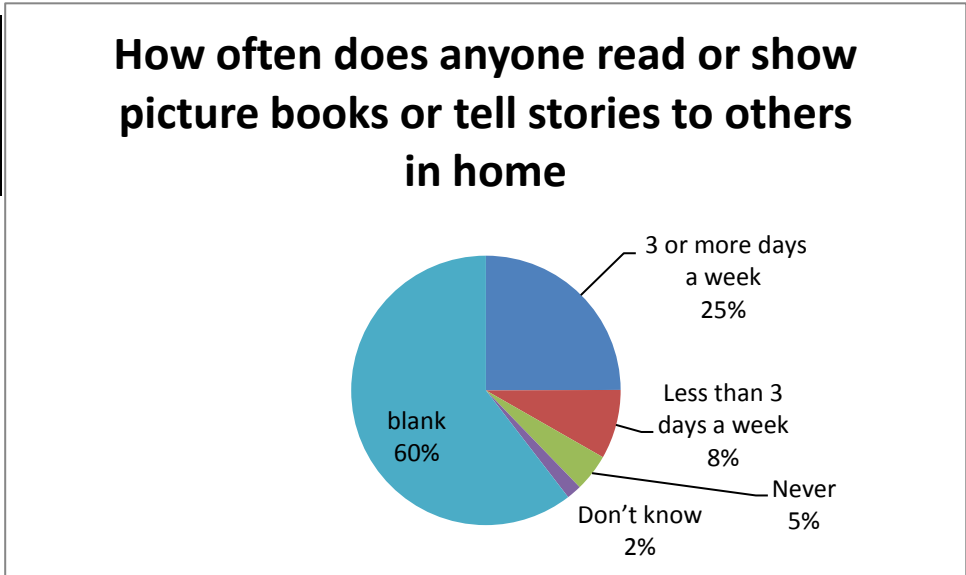
YOU LISTEN TO ELDERS OR STORYTELLERS SPEAK IN YOUR COMMUNITY?

1 = little to None 1 ← → 7 = always or Daily

1	68
2	21
3	27
4	39
5	58
6	40
7	136
*** NoPartA	12
(blank)	64
Grand Total	**465**

Listen to Elders or storytellers speak in your community

- 1 18%
- 2 5%
- 3 7%
- 4 10%
- 5 15%
- 6 10%
- 7 35%

1 = little to None
1 ← → 7 = always or Daily
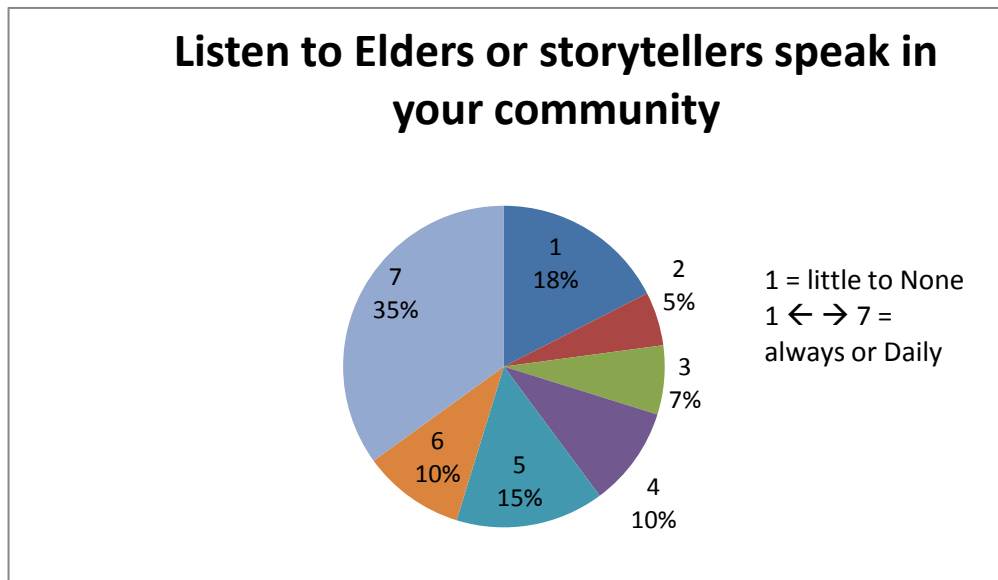
Participants were asked to explain their choice. Please see "Appendix Q: Listen to Elders speak explanations"

ORAL TRADITIONS ARE VERY IMPORTANT TO ME AND MY FAMILY

Strongly Agree	131
Agree	176
Disagree	42
Strongly Disagree	5
No Comment	58
*** NoPartA	12
(blank)	41
Grand Total	**465**

Oral traditions are ivery mportant to me and my family

Strongly Agree 32%
Agree 43%
Disagree 10%
Strongly Disagree 1%
No Comment 14%
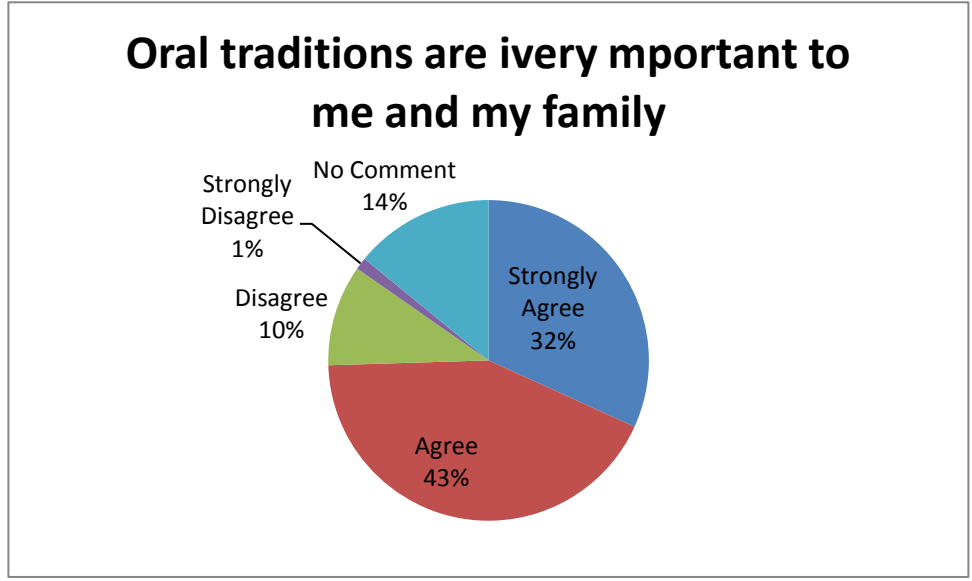
I ENJOY LISTENING TO STORYTELLERS

Strongly Agree	167
Agree	167
Disagree	27
Strongly Disagree	4
No Comment	41
*** NoPartA	12
(blank)	47
Grand Total	**465**

Enjoy listening to storytellers

Strongly Agree 41%
Agree 41%
Disagree 7%
Strongly Disagree 1%
No Comment 10%

Strongly Agree	168
Agree	178
Disagree	16
Strongly Disagree	2
No Comment	33
*** NoPartA	12
(blank)	56
Grand Total	**465**
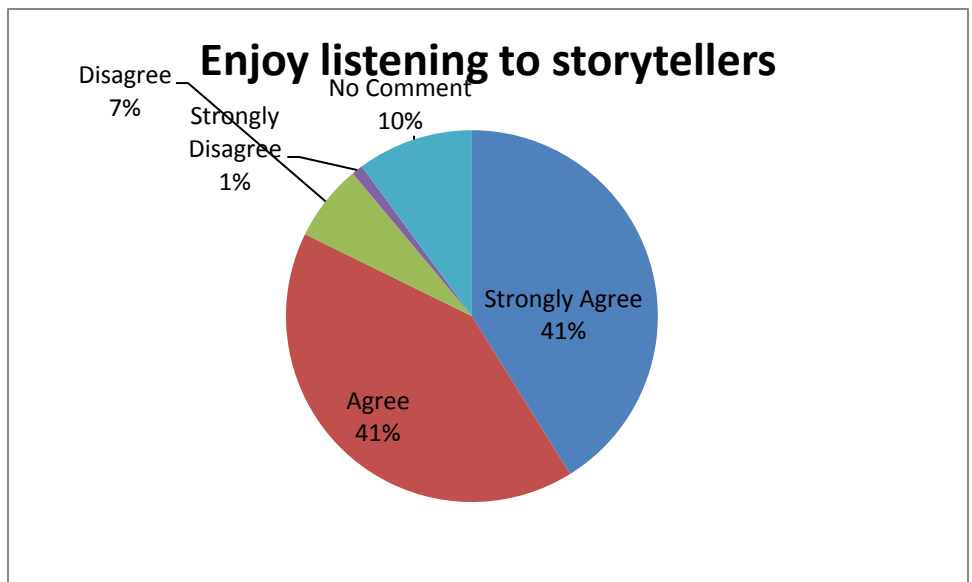
I have very good listening skills

- Strongly Agree 42%
- Agree 45%
- Disagree 4%
- Strongly Disagree 1%
- No Comment 8%
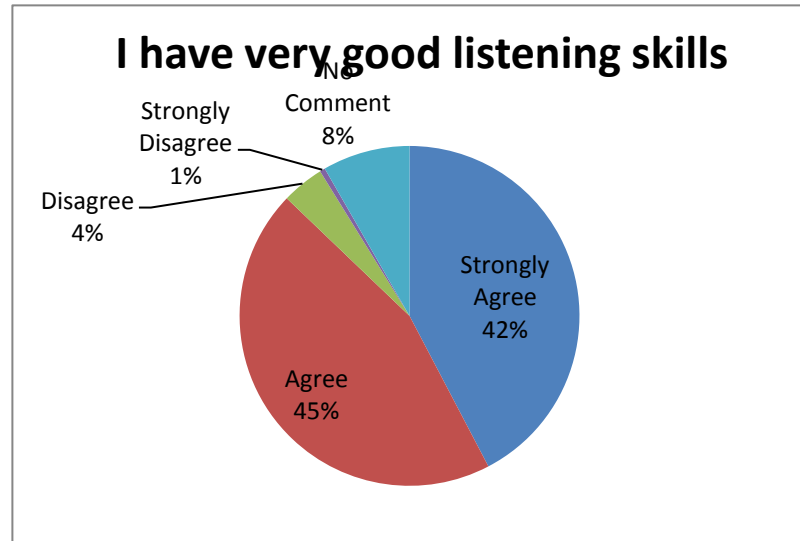
WHAT DO YOU THINK ARE THE CHARACTERISTICS OF A GOOD STORYTELLER (VOICE, GESTURE, STYLE, ETC.)?

Head nodding, agreeing and sitting still and being attentive. Also smilling
His or her voice so that it could be heard. To watch and see how their bodies move.
Hisotyr is one thing I would like to know about more
honest knowledge of given situation or story
Honesty
Honesty, love and voice and posture
How he speaks (clear) and make a group feel with his body language.
how into the story they are.
How their voice sounds, the clarity of their speech, the style in which they tell the story and the gestures that go along with the story to keep the listening interested.
how they read and how fast they read.
how they read it
How they tell the story, loud voice, style.
humour
humour is the best. Emotion and movement helps you to revisualize it later.
humour, physical emotions
humour, verbal
I don't know.
I don't know.
I don't know
I don't know
I don't know

I don't know
I don't know.
I don't really know.
I gues their expressions and body gestures. How they use their voice. Do they look like they are enjoying telling the story.
I like hearing other people's stories
I like when they get all into it with gestures and everything!
I only like Elder stories or things that are important.
I say the voice and gestures.
if they are calm and have a good voice
interesting legends voice - different characters gestures - hand movements
Interesting, eye contact, hand movement
It just depends on the person who tells the story.
It puts me to sleep.
joking, etc
Just someone that has good stories to tell; looks aren't everything.
Keeping a steady pace, don't get off the track
keeping people entertained
Know of the story and its history. Good speaking voice. Enjoy telling stories. Note: First language is English.
Know.edge, expression, interest, trust, setting, company, health
knowledge
Knowledge passed down through generations.
Knowledge, willing listeners, energetic voice, engaging personality
laughter and voice
Life and how they turned their life around
life experiences, Cree speaker Nehiyo
like storytelling
lots of action, and humour.
lots of good voices & not monotone!
loud voice, good English and a nice smile is always good plus has to be funny
Loud, clear voice
Material Place, time. whom to reach.
Missing last page
My voice.
n/a
N/A
N/C
Nil
No
No
No

no commen
No comment
no comment
no comment
No comment
no comment
no one is into story trelling anymore so don't hear muchof it. Thank-you.
No/C
None, hate reading
nope
Not sure
not sure
not sure!
Not sure.
nothing
now they tell the story. voic, style, etc.
Old Elders! When they use gestures and tones of voice. They make it interesting and very good stories when they tell stories.
Other peoples experiences, elders of how they lived from now.
past times, memories, voice, and gesture.
pay attention, focus to the person that's speaking eye contact is one too.
Personality and all of the above. - voice, gestures, style, etc.
Play it out well.
points emphasized and peaks the interest of listener.
Reading skills, voice and style.
sign language, laughter
Soft voice
Sound of their voice, gestures, tone.
Speaking clearly and loud, hand movements to make it interesting
speaking loud, eye contact, good body posture and good setting
speaking loudly, using words everyone knows.
Speaking skills
Stay on topic, talk with enthusiasm, make jokes and appropriate facial expressions/hand gestures. Also easier to grab someone's attention and keep it if you are handsome/pretty.
Story
Story teller has to know what he/she is takling about. Has to keep story terestig and have excellent language skill. Friendly personality.
Storyteller has to have a strong voice and hand gestures are important.
strong loud, clear voice.
strong voice
strong voice and gestures

Style
style
Style
style
Style
style and how the person or elder tells it
Style and vioce gestures.
Style, gestures
style, how they tell it. Words they use, gestures
style, voice, gestures
Style, voice/hand gestures
style.
the clarity of the story.
the interests thy have themselves on the way they tell their own stories.
the meaning of the story and the way they tell it.
The passion
The stories, how good they are when told, interesting.
The story in itself as well as the voice, gestures, and telling it in Cree.
The story itself/lesson details and gestures
The story.
The style that they present themselves and the voice that they have and the activities they have.
The style, and the voice
the things that make storytelling good
The tone in their voices and the actions they demonstrate. As long as it's not a bullshit story then it's a good story. The emotion and sincerity they show, along with honesty and no exaggerations.
the voice and the story.
The voice and the style of the storyteller makes a good story.
The voice is important because they can come up with different body languages in their syle it could be funny, crying, mad, happy and scared through their past experience.
the voice, gestures, and detailing
the voice, how they talk about story
The way the person acts and be a good communicator.
the way the person's voice is and how they sepak loud and clear to make it interesting.
The way the tell it. (voice)
the way they describe the details
the way they give you their attention, a clear strong voice and also eye contact
The way they speak and emphasize the story.
the way they speak and the way they tell the story
The way they talk about the Old days. And every story tellers are kind of similar about the good Ole days
the way they tell the story!
the way they tell the story. Exspression, excitement.

their ability to remember all the stories
Their voice and expressions
Their voice, body language and the different tones, and facial expressions
ther posture and the ability to communicate with others
there's a lot.
They are good storytellers.
They give details of the setting like the time and where, they are very fluent in Dene, and I like it when the elders have humour while telling their stories.
They know how to keep people interested and explain their story soe veryone can understand.
They know how to speak it and tell it it and a will manner voice and make sure the we undersstand it.
they know what they are talking about
they should be old and have lots of stories from their lives.
they tell about their experiences and what they did and seen, the story's the elders tell are what they learned.
To tell a story that's true
tone of voice
tone of voice & true stories.
Tone of voice, body language; able to keep people interested throughout the story
tone of voice, hand gestures
tone, excitement, happiness
-traditional settings -feast celebration -sweat lodge -Elders (women) are very power (men) are our providers
true stories in life
tyle, movement, eye contact
Very good.
voice
Voice
Voice
voice
voice
Voice
Voice
voice
Voice
voice
voice
voice
Voice
voice
voice
-voice - how they make the story interesting to the group
voice - is it enthusiastic, are they drawing in the listener. Gestures, tempo, facial expressions

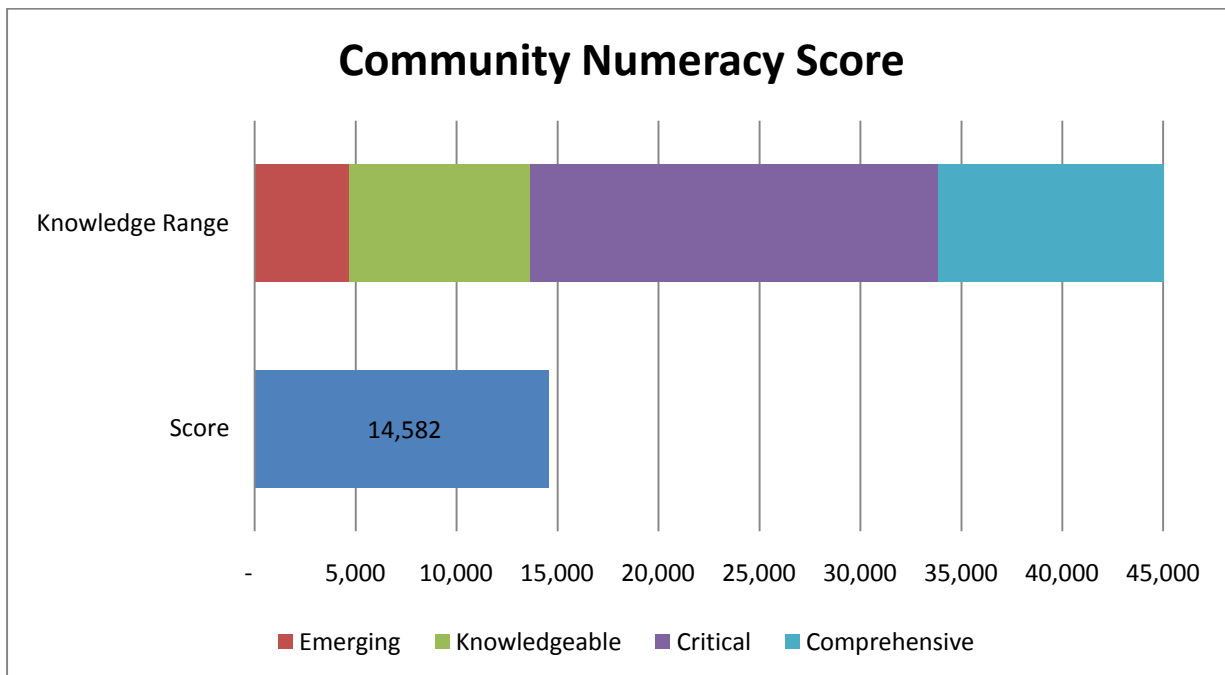| |
|---|
| Voice - this is very important to tell stories. |
| voice & enthusiasm are very important |
| voice & gestures - it makes you feel that you are right in the story. It makes it so real. It brings you back to the time of the story being told. |
| voice (high, low) I don't know |
| voice and actions when reading. |
| voice and gesture |
| Voice and gestures |
| voice and gestures for sure but eye contact and clear speaking |
| Voice and how its told. |
| Voice and knowing how to keep things interesting, keeping the listeners' attention. |
| Voice and making sure that everyone is understanding and interested in the story. |
| Voice and style |
| voice and style. |
| Voice and style. |
| Voice and they have their motion in telling it. |
| voice energy & enthusiasm topics |
| Voice Gestures Styles they use and how they tell it. |
| voice gestures, hand signs style, the eye contact etc. |
| voice gestures, story |
| Voice has to be loud enough. Don't speak too fast. |
| voice time lack of interest |
| Voice, actions, the way they tell their story, how and what their story is about. |
| voice, calmness, knowledgeable |
| Voice, enthusiasm, style. |
| Voice, eye contact |
| voice, gesture, style |
| voice, gestures |
| Voice, gestures |
| voice, gestures, and vocabulary |
| voice, gestures, change in voice tempo, |
| Voice, gestures, enthusiasm |
| voice, gestures, how they tell story. |
| voice, gestures, loud |
| Voice, gestures, loudness |
| voice, gestures, style |
| voice, gestures, style |
| voice, gestures, style |
| voice, gestures, style, appearance, tha way they tell the story. |
| voice, gestures, timing, illistrations, how they hold your attention, but not have verbal direha |
| Voice, gestures, tone, enthusiasm |
| voice, gestures. |

voice, hand movements, just the way they carry themselves you know if its true by their body actions. Can't be boring tone of voice or I get bored
voice, movement, expression
Voice, not shy
Voice, projection, enthusiasim
voice, style
voice, style
Voice, style
voice, style and what happens
voice, style, etc.
voice, style.
voice, style.
voice, tone, gestures, eye contact
voice, tone, gestures, eye contact, style
voice.
voice/gestures
voice/gestures.
Voices, gestures
Volume, tone, emphasis, modulation, pausing for emphasis, believability, gestures, body language follows story, personal style, prose, poety, etc.
When their voices change just when something exciting is about to happen and telling the story step by step as it happens.
when they tell you a good story and you get into it.
When they use emotions when they are story-telling.
yes
yes
Yes all of the above - voice, gestures, style, etc.

PROVINCIAL

PART B LITERACY DOMAIN STRENGTHS

Reading
Numeracy
Problem Solving
Writing
Listening

Community Numeracy Score

Knowledge Range

Score

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Emerging   ■ Knowledgeable   ■ Critical   ■ Comprehensive

Community Numeracy Score

Knowledge Range

Score   14,582

-   5,000 10,000 15,000 20,000 25,000 30,000 35,000 40,000 45,000

■ Emerging   ■ Knowledgeable   ■ Critical   ■ Comprehensive

% of Participants who got questions correct
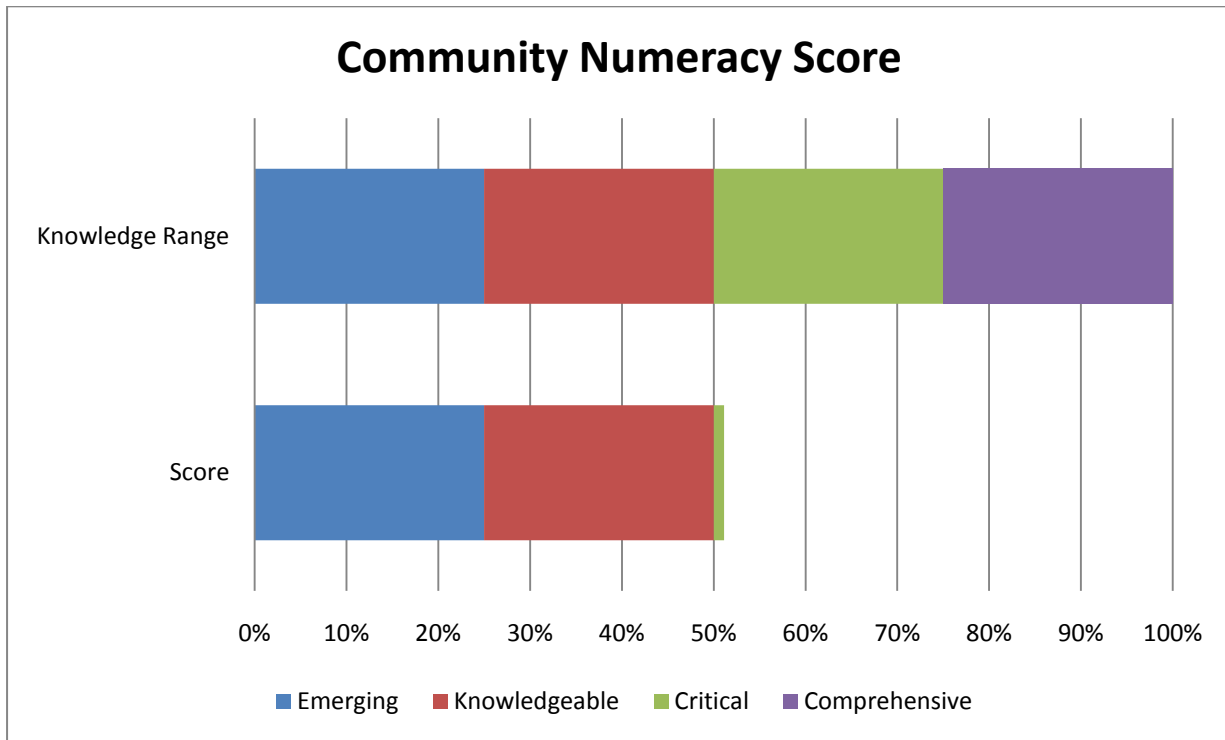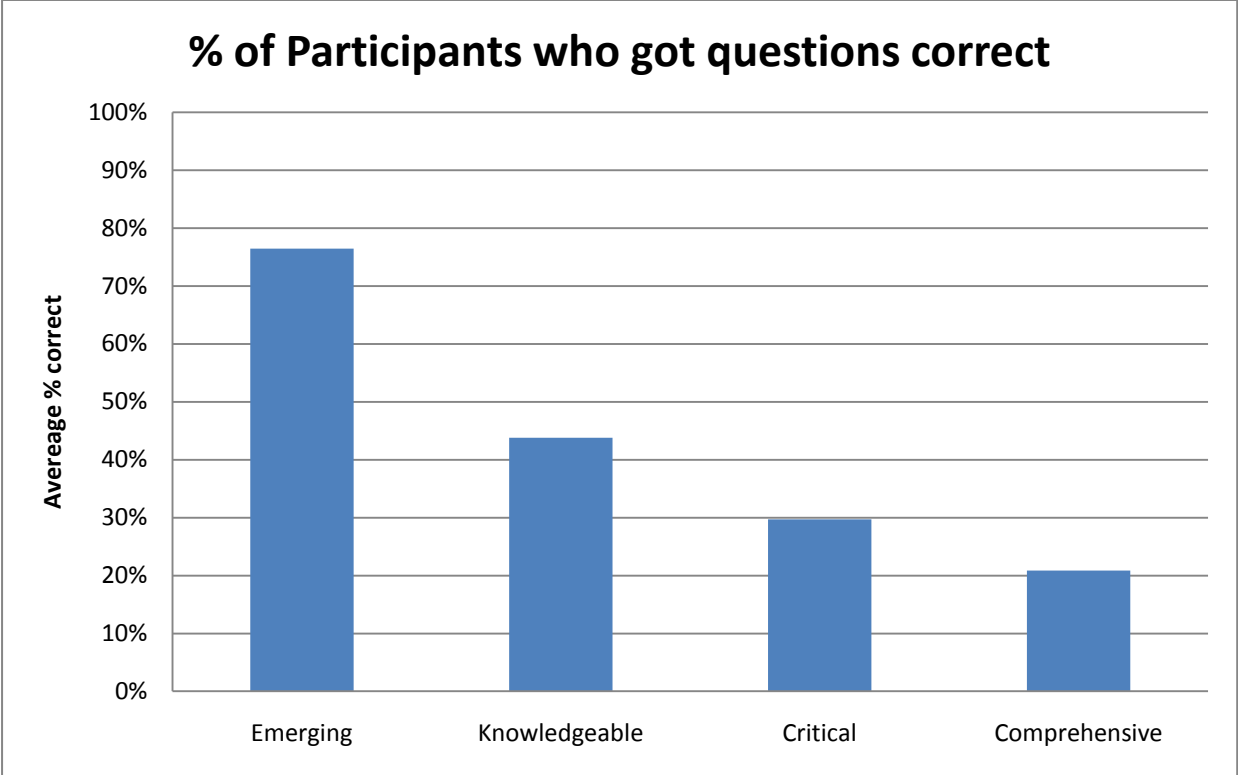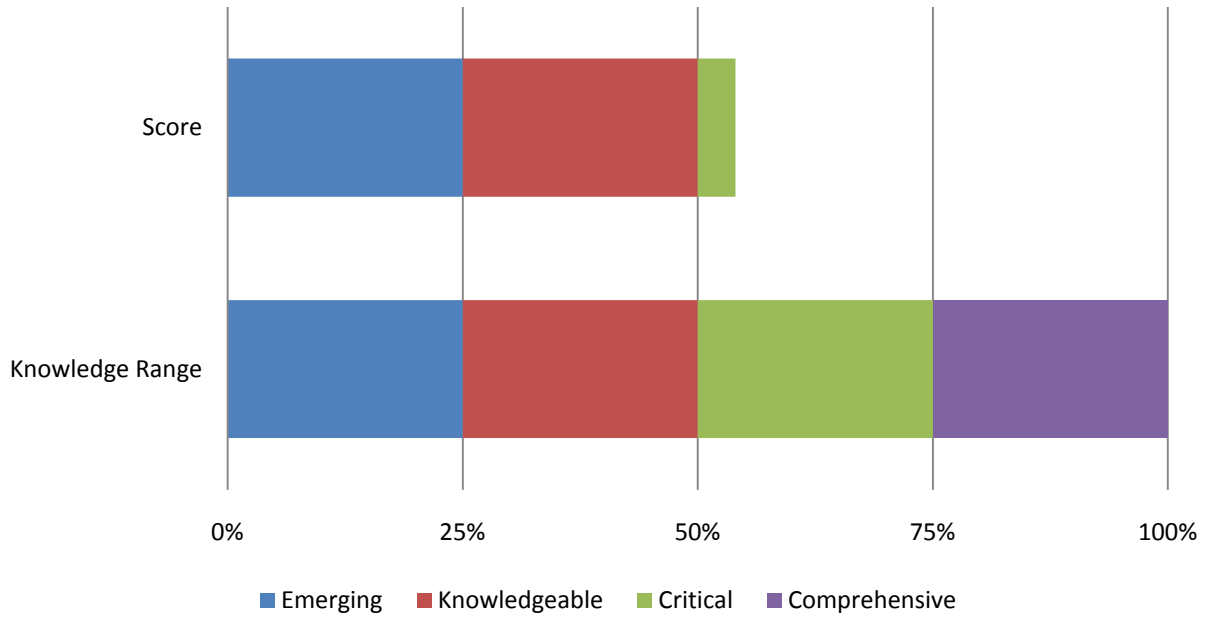

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Question	Objective	Correct	%Correct	Score Factor	Score	Perfect Community Score	Objective Score minimum	Objective Score Maximum
10	Comprehensive	82	21%	9	738			
20	Comprehensive	82	21%	9	738			
23	Comprehensive	46	12%	9	414			
27	Comprehensive	114	29%	9	1026			
						13968	33,834	45,008
3	Critical	15	4%	7	105			
9	Critical	127	33%	7	889			
13	Critical	169	44%	7	1183			
16	Critical	75	19%	7	525			
17	Critical	127	33%	7	889			
19	Critical	104	27%	7	728			
24	Critical	101	26%	7	707			
25	Critical	203	52%	7	1421			
						21728	13657.6	33832.6
2	Knowledgable	50	13%	3	150			
6	Knowledgable	266	69%	3	798			
12	Knowledgable	259	67%	3	777			

22	Knowledgable	115	30%	3	345			
26	Knowledgable	160	41%	3	480			
						5820	4656	13656.6
1	Emerging	278	72%	1	278			
4	emerging	219	56%	1	219			
5	Emerging	343	88%	1	343			
8	Emerging	275	71%	1	275			
11	Emerging	343	88%	1	343			
14	Emerging	314	81%	1	314			
15	Emerging	341	88%	1	341			
18	Emerging	330	85%	1	330			
21	Emerging	226	58%	1	226			
						3492	0	4655
					116	14,582	45,008	

Community Reading Score

Legend: Emerging, Knowledgeable, Critical, Comprehensive

Community Reading Score

Score: 11,665

Legend: Emerging, Knowledgeable, Critical, Comprehensive

% of Participants who got questions correct
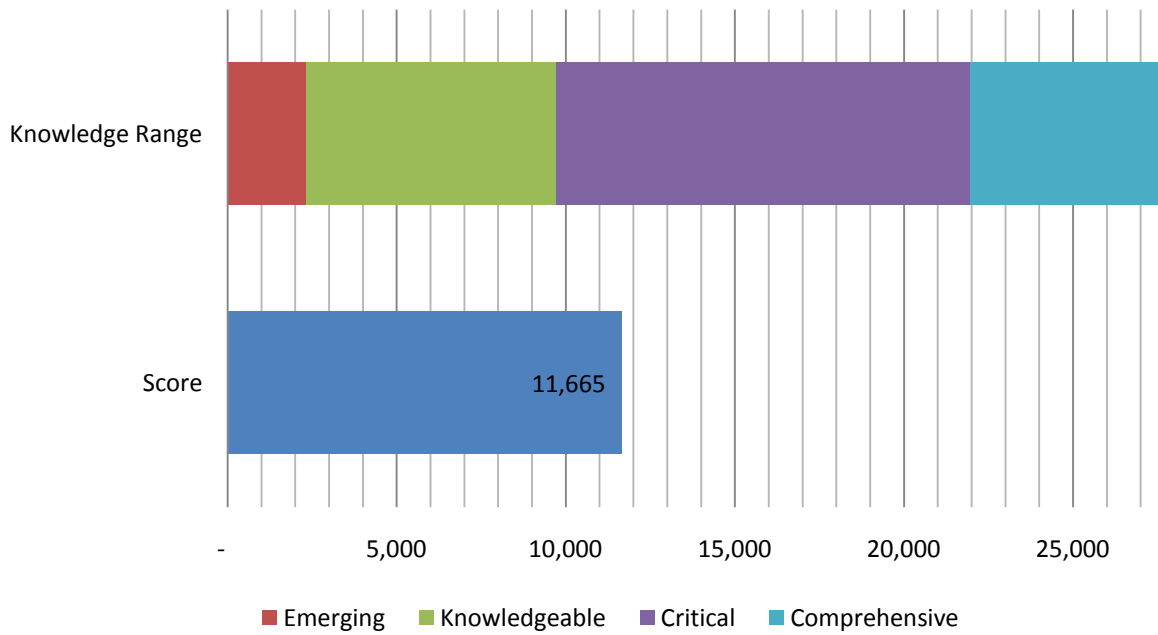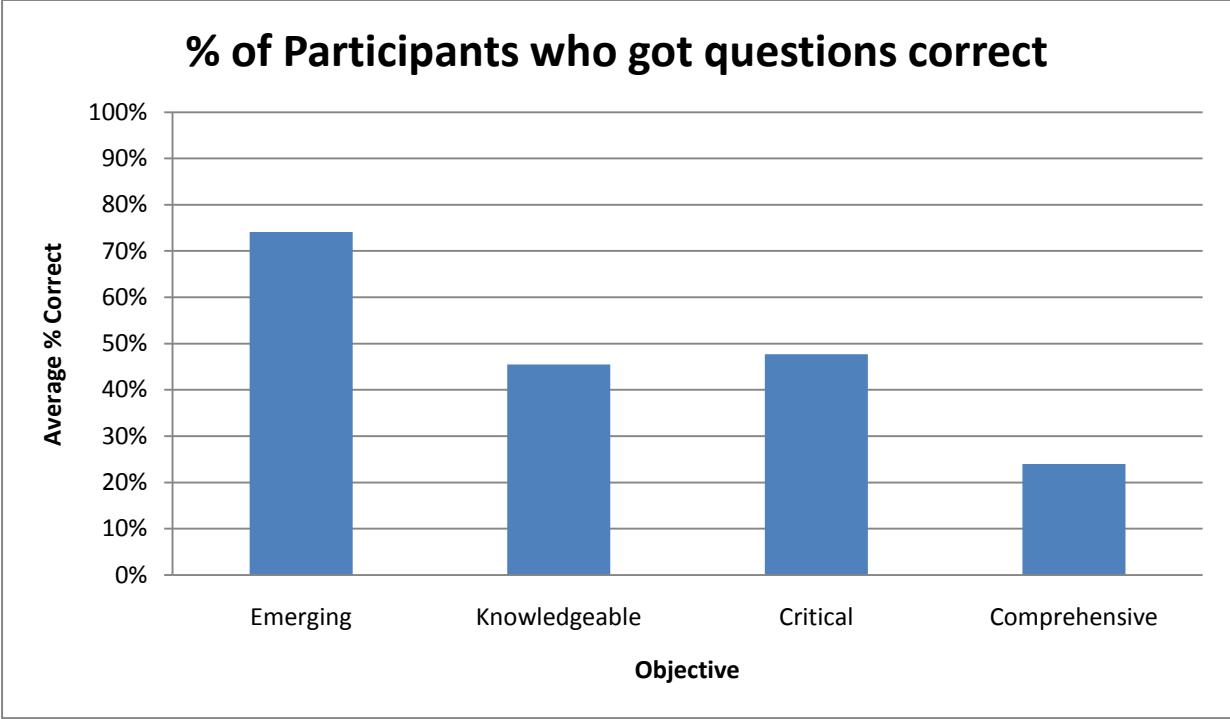
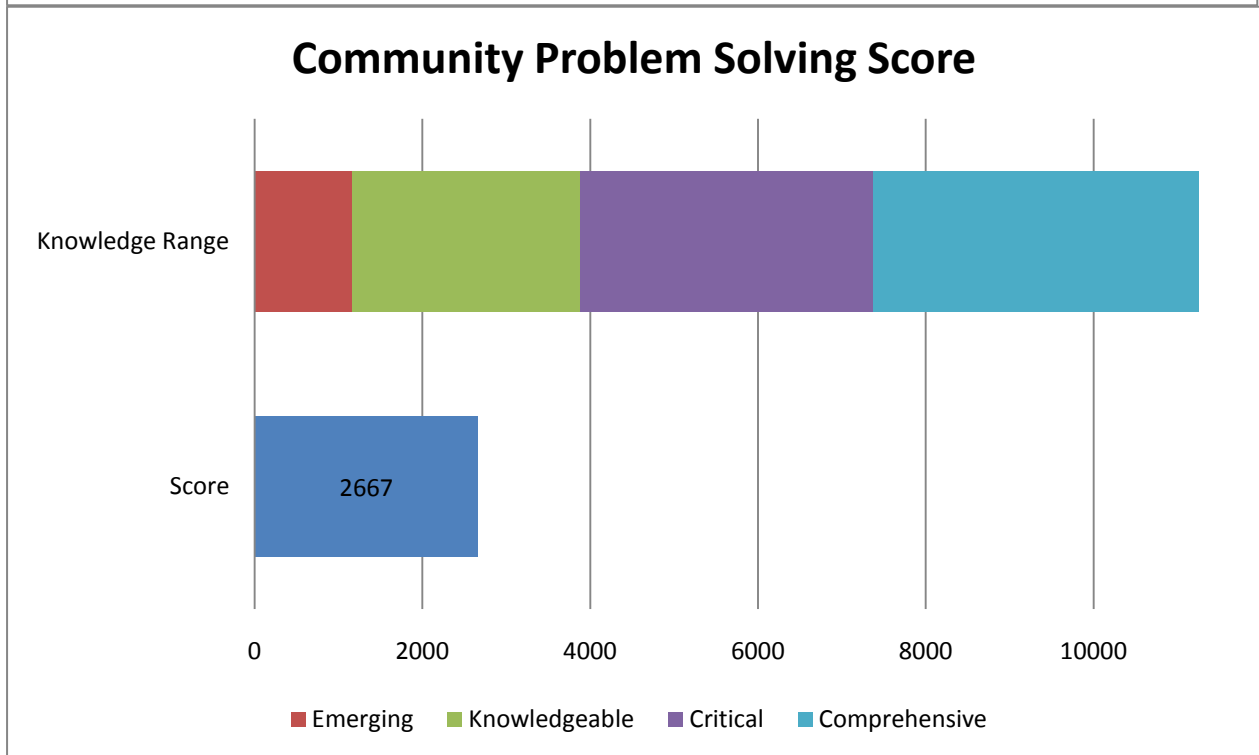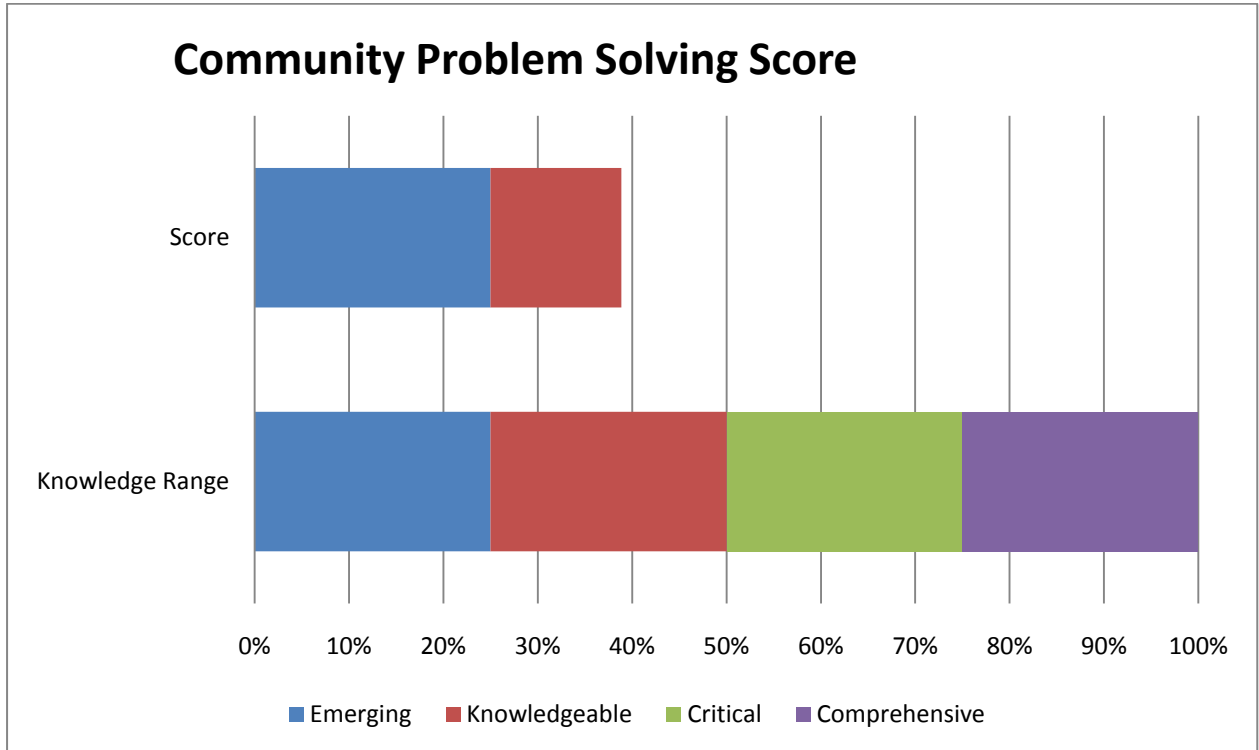| Questing Number	Objective	Correct	% Correct	Score factor	score	Perfect community score	Objective score minimum	Objective score maximum
17	Comprehensive Knowledge	81	21%	9	729			
21	Comprehensive Knowledge	105	27%	9	945	6,984	21,961	27,548
20	Critical Knowledge	101	26%	7	707			
10	Critical Knowledge	118	30%	7	826			
16	Critical Knowledge	191	49%	7	1,337			
14	Critical Knowledge	204	53%	7	1,428			
15	Knowledge	312	80%	7	2,184	13,580	9,700	21,960
13	Knowledgeable	96	25%	3	288			
19	Knowledgeable	159	41%	3	477			
18	Knowledgeable	172	44%	3	516			
8	Knowledgeable	166	43%	3	498			
9	Knowledgeable	289	74%	3	867	5,820	2,328	9,699

12	Emerging Knowledge	234	60%	1	234				
11	Emerging Knowledge	302	78%	1	302				
7	Emerging Knowledge	327	84%	1	327	1,164		-	2,327
				71	11,665	27,548			

Community Problem Solving Score

Emerging ■ Knowledgeable ■ Critical ■ Comprehensive

Community Problem Solving Score

■ Emerging ■ Knowledgeable ■ Critical ■ Comprehensive

% of Participants who got questions correct
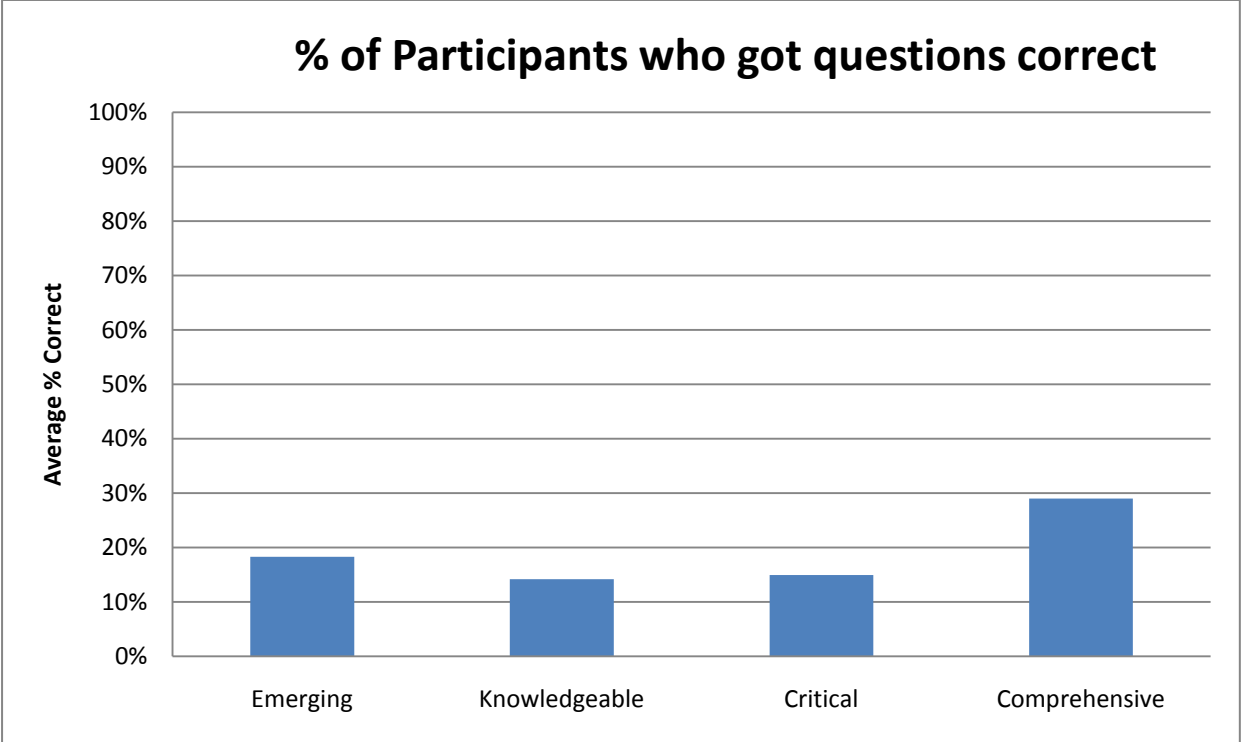
Question	Objective	Score	% correct	factor	community score	Perfect category Score	Minimum total	Maximum total
1	emerging	71	18%	1	71	388	0	1164
2	knowledgable	55	14%	3	165	1164	1165	3880
3	Critical	58	15%	7	406	2716	3881	7372
4	Comprehensive	184	47%	9	1656			
5	Comprehensive	41	11%	9	369	6984	7373	11252
				29	2667	11252		

Community Listening Score

Knowledge Range

Score — 21,785

- — 5,000 — 10,000 — 15,000 — 20,000 — 25,000

■ Emerging ■ Knowledgeable ■ Critical ■ Comprehensive

Community Listening Score

Score

Knowledge Range

0% — 10% — 20% — 30% — 40% — 50% — 60% — 70% — 80% — 90% — 100%

■ Emerging ■ Knowledgeable ■ Critical ■ Comprehensive

% of Participants who got questions correct
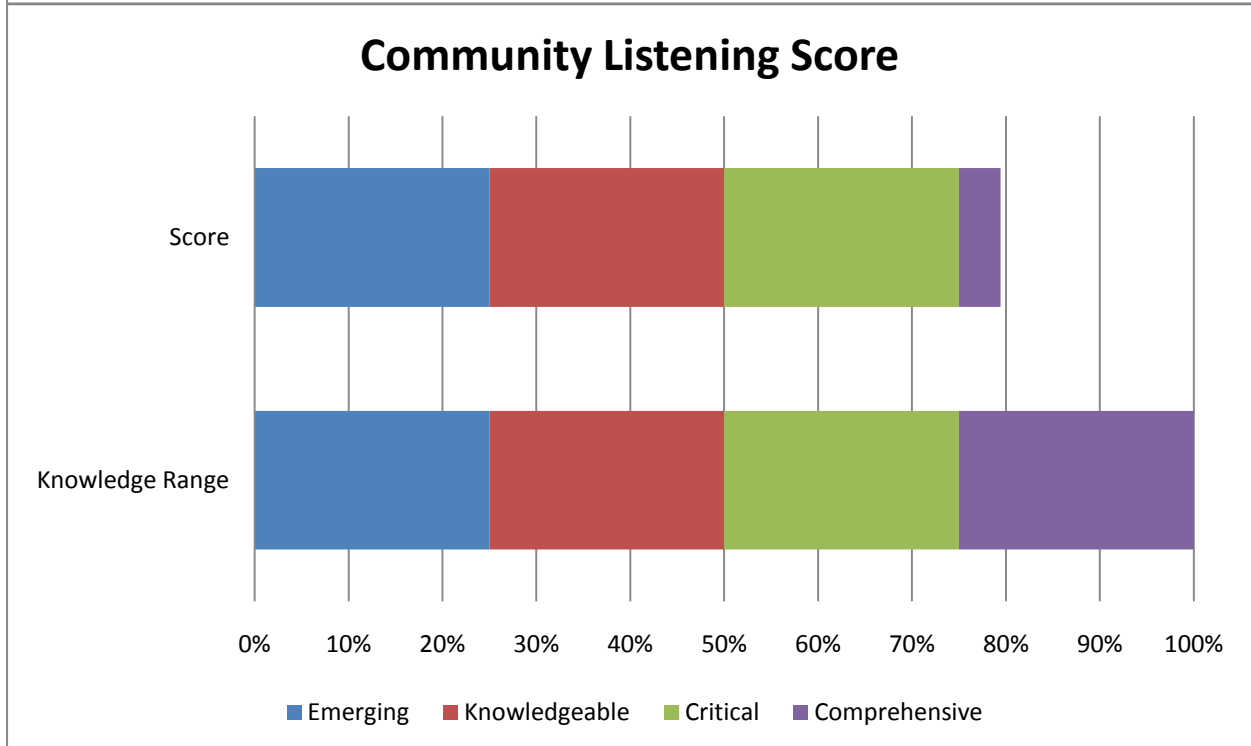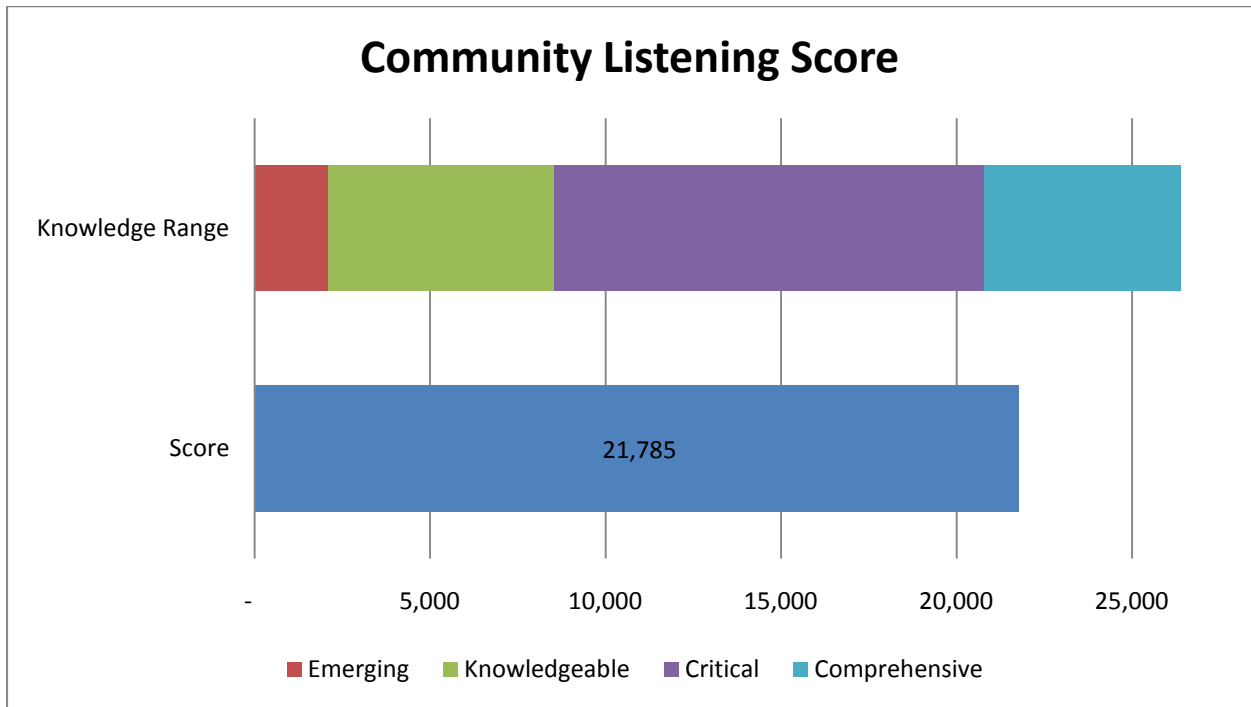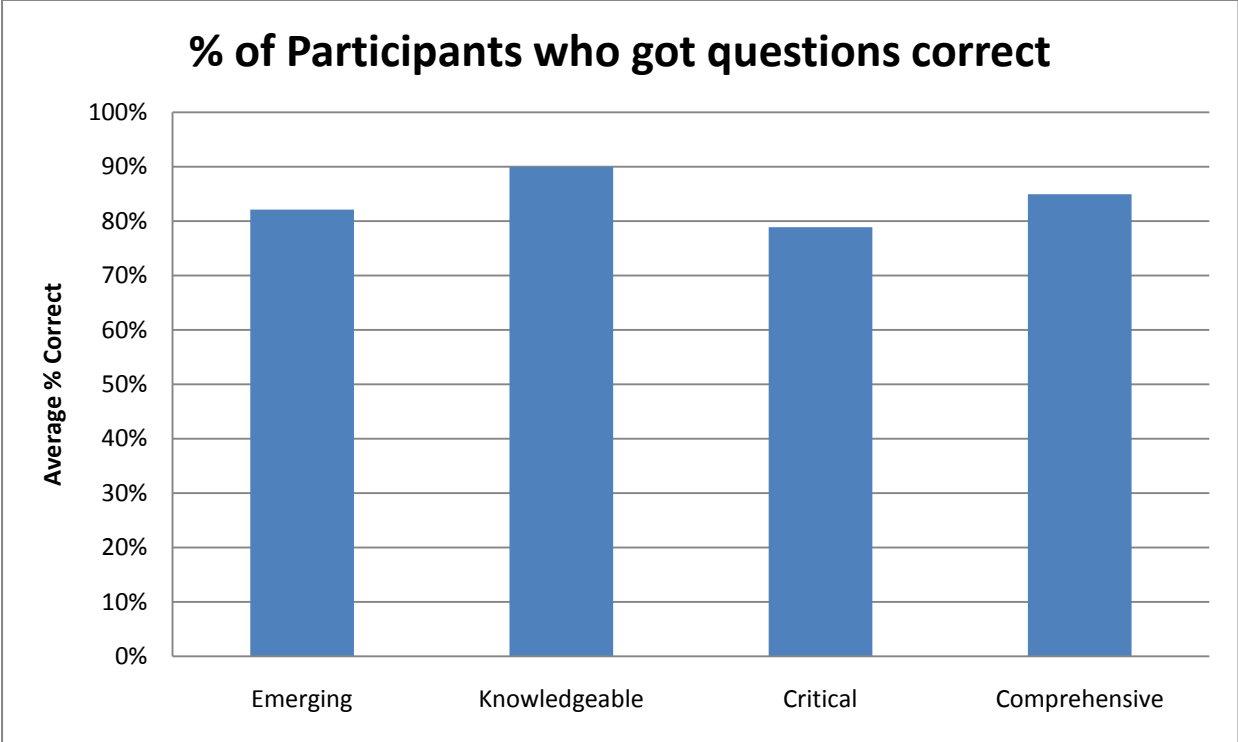
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Question	Knowledge Assessed	# correct	% correct	Score factor	score	Perfect Objective Score	Objective Minimum	Objective Maximum
5	Comprehensive Knowledge	324	84%	9	2,916			
12	Comprehensive Knowledge	335	86%	9	3,015	6,984	20,797	26,384
11	Critical Knowledge	216	56%	7	1,512			
14	Critical Knowledge	318	82%	7	2,226			
8	Critical Knowledge	308	79%	7	2,156			
15	Critical Knowledge	338	87%	7	2,366			
4	Critical Knowledge	350	90%	7	2,450	13,580	8,536.0	20,796
9	Knowledgeable	326	84%	3	978			
13	Knowledgeable	352	91%	3	1,056			
2	Knowledgeable	362	93%	3	1,086			
6	Knowledgeable	356	92%	3	1,068	4,656	2,095.2	8,535.0

7	Emerging	267	69%	1	267			
10	Emerging	342	88%	1	342			
1	Emerging	347	89%	1	347	1,164	-	2,094.2
						21,785	26,384	

WRITING RESULTS

Due to time and financial restraints we were not able to complete the writing results.