



# Classroom Assessment in Social Studies

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August 2025

Facilitated by  
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APLC Designers of  
Professional Learning





**What might classroom  
assessment look like as we  
plan to assess and report on  
the Social Studies learning  
outcomes?**



# Our Session Plan

1. What counts as evidence of learning?
2. Planning for Evaluation
3. Examples of Classroom Assessment
4. Questions & Answers



# Where to find these resources?



[Link to Toolkit](#)



### Assessment

- > [What Counts as Evidence of Learning in Social Studies? All Grades \(K-6\)](#)
- > [Social Studies Assessment Examples](#)

K-6 Social Studies | [New Curriculum Implementation Toolkit](#)

5





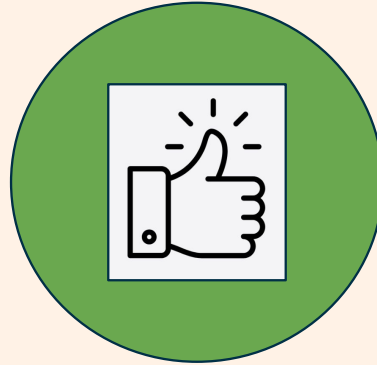
It's time to  
**EVALUATE** students'  
achievement.

What goes into the  
collection of  
evidence?



**2 TRUTHS & A LIE**  
about evaluating  
students' achievement

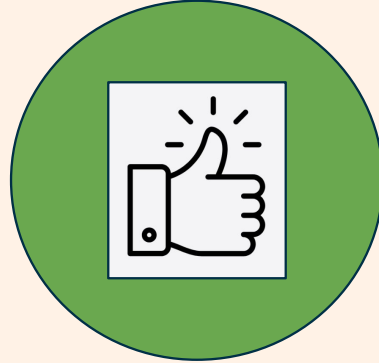
# TRUTH



Effective assessment includes a “photo album” of evidence that includes a collection of products, conversations and observations, not a “snapshot” one-time assessment at the end.

Effective evaluation also includes triangulated evidence.

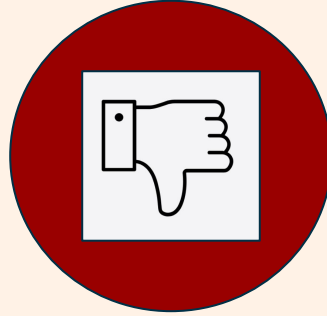
# TRUTH



The evidence in the photo album does not all need to look or be the same for all students. If the criteria for success is met, the evidence that proves the learning can differ.

This allows for differentiation in how students represent what they know, understand and can do.

# LIE



**LIE: Every unit must end with a test that includes all the KUSPs.**

**NOPE, That's FALSE!**

**Each KUSP does not require a summative unit test. It is not a requirement for students to memorize all of the knowledge and reenact all of the skills in a final test if evidence of learning has already been captured through varied learning experiences.**

# Planning for Evaluation

When planning for evaluation, consider:

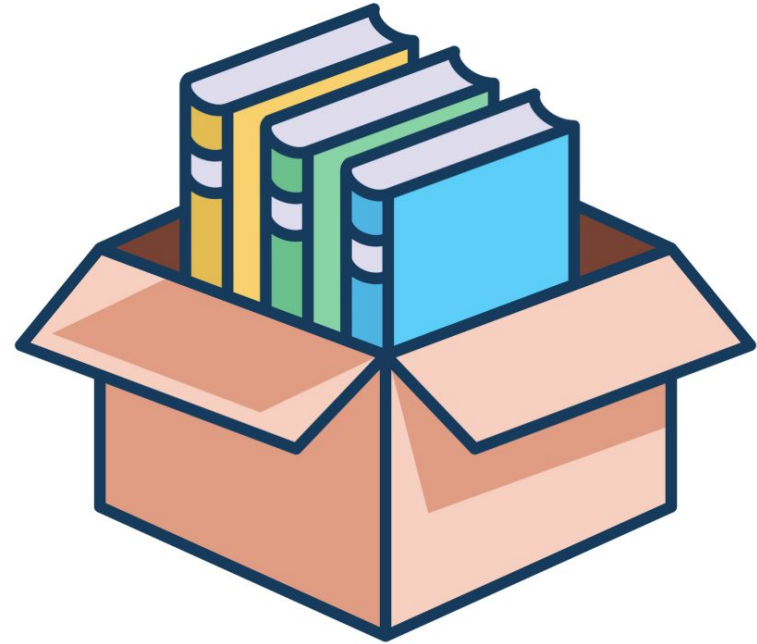
1. achievement of the learning outcome,
2. demonstration of competencies, and
3. the values ... through the learning.



This Planning for Evaluation guide was adapted from The Critical Thinking Consortium (TC2), *Learning to Inquire in Social Studies* and inspired by Damian Cooper's *Rebooting Assessment: A practical guide for balancing conversations, performances and products* (2022).

# Planning for Evaluation

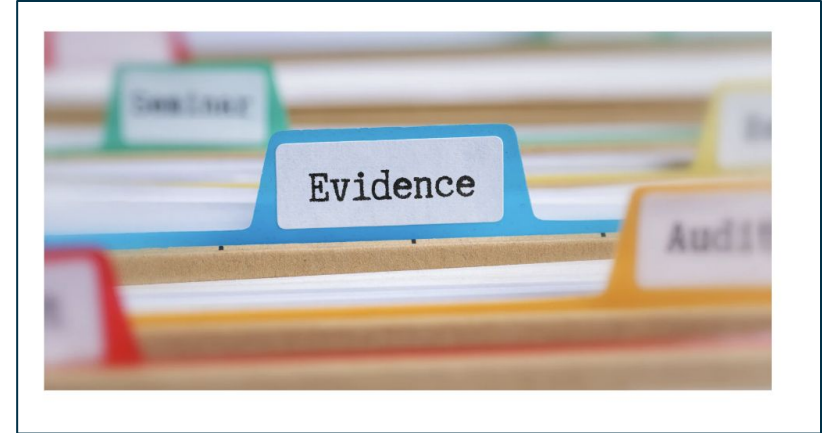
Reporting processes and methods vary across the province, but planning for evaluation using **these resources will support effective evaluation within any system.**



# Planning for Evaluation

Evaluation takes place at the end of a learning cycle/time period. This is also known as *assessment OF learning*.

Teachers also know this is the time to **gather** all of the **evidence** in order to determine and report a *grade* or *level of achievement* for the outcomes.



# Planning for Evaluation

According to Alberta Education and Childcare, *“Educators are not required to formally evaluate and report on competencies separately from learning outcomes. Educators are encouraged to give students feedback on competency development as it relates to specific learning outcomes and activities.”* ([source](#))



[Direct LINK to Competency Progressions pdf](#)

For each learning outcome per grade level,  
you will find:

### Part 1: Enduring and Transferable Goals

The main goal of the outcome, competencies for focus, and essential takeaways

### Part 2: Performance Indicators for Learning Outcome and Levels of Achievement

A simple, holistic rubric to help you evaluate and determine proficiency.

### Part 3: Triangulated Evidence

Examples of products, conversations and observations to use as evidence.





## What do we want students to take away from this learning?

### Goals of the Learning Outcome

*What learning will be nurtured as students work toward the learning outcome?*

What will you prioritize and emphasize?

Students will learn about how the land on which we currently live came to be a country called Canada. Students will learn that colonization is one country forcefully overtaking land that is already occupied.

Britain and France enforced their own belief systems, religions, leadership, and ways of life on Indigenous peoples around the world, including where we currently live in Canada.



## What do we want students to take away from this learning?

### Demonstration of Competencies

*While more competencies will be embedded naturally, which will you **explicitly highlight**, teach and model?*

What will you  
prioritize and  
emphasize?

#### Research and Managing Information

- I reflect on information gathering processes and revise if necessary.
- I gather and organize information from multiple sources to enhance or clarify understandings.

#### Critical Thinking

- I pose questions to analyze information or evidence.
- I consider perspectives that do not fit with my understandings.

\*Selected competencies are connected to this LO in New LearnAlberta



What do we want students to take away from this learning?

Values & Take-Aways	
What will you prioritize and emphasize?	<i>How does this learning support students to become <b>active and responsible citizens</b>, as stated in the Social Studies Overview?</i>
	Colonization in Canada was primarily done by European countries as they worked to expand their influence by claiming land that was already home to First Nations, Metis, and Inuit peoples before the Europeans arrived. Deepening this understanding supports Truth and Reconciliation.

## Part 2: Performance Indicators for Learning Outcome and Levels of Achievement

### Grade 4 Example



**Learning Outcome:** Students examine significant historical events that contributed to the formation of the country of Canada. Consider all of the evidence collected through products, conversations and observations to determine the level of proficiency that best reflects the student's achievement.



**\*This rubric is intended for teachers when determining a grade or level of achievement.**



**\*Adjust or modify to meet your district's reporting resources.**

**\*Not YET is intentionally written with strength-based language that identifies ways that a student is developing skills necessary for next steps on their learning progression.**

story includes  
e.

out events

**To achieve a learning outcome, the student...**

**Proficient**

**Examines** historical events by e causes, challenges, and contrib connected to Canada's formati

Makes clear connections betwe such as settlement, migration, a colonization, and how they shap country.

Considers the perspectives of groups, including First Nations, French, and British communities.

Explains why events were significant for the development of Canada.

Recognizes that different groups were involved in these events and may have different points of view.

Uses maps, stories, or visuals to talk about places and events in history.

Shows curiosity about how events helped shape the country.

# What counts as evidence of students' learning?

After all of the learning and assessment experiences have been completed, consider a triangulated collection of evidence that includes conversations you've had with students, products or written evidence, AND the observations you've made during the learning.

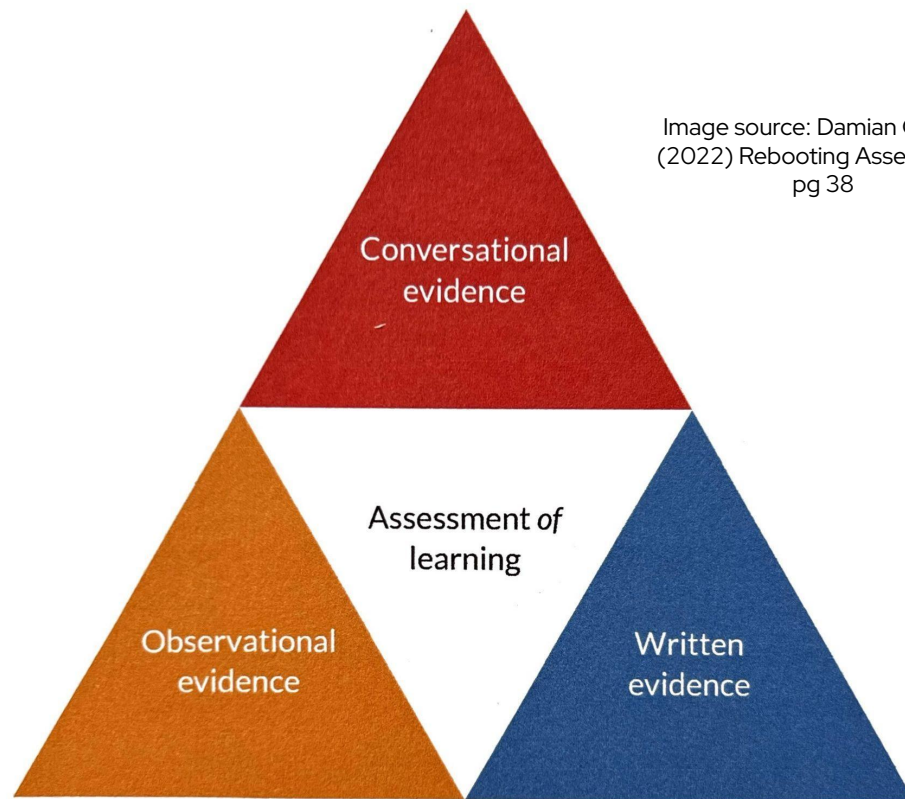


Image source: Damian Cooper  
(2022) Rebooting Assessment,  
pg 38



## Triangulated Evidence

Ready to evaluate? Plan ahead to ensure you gather triangulated evidence that helps to certify a student's level of proficiency.

### Conversational evidence may sound like:

"People came to Canada for farmland and a better life."

...and Quebec City, and that helped France make allies with First Nations."  
...was important because it recognized First Nations' rights."  
...for farmland and a better life."  
...Canada stay separate from the United States."  
...ed here, but First Nations were already here first."  
...the borders would look different."  
...more people to Canada."  
...to build new settlements with so few supplies."  
...entered because it helped Canada become its own country."  
...ows why different groups had different perspectives about the same event."

### Observed may include:

...where an event took  
...y an event (e.g.,  
...a treaty, a migration)  
...vocabulary such as  
...migration, treaty.  
...at two events by  
...w one led to or influenced

- Includes perspectives of, or shares a reflection about different groups (e.g., First Nations, French, British) in discussion
- Student asks questions about challenges faced by settlers or Indigenous peoples.
- Student adds details from stories, visuals, or texts to support their explanation.
- Student asks questions about why events happened the way they did.
- Student compares life "then and now"

### Written or product evidence may include:

- Illustrated timeline or artistic depiction of key events
- Stop-motion animation retelling a significant event in Canada's formation.

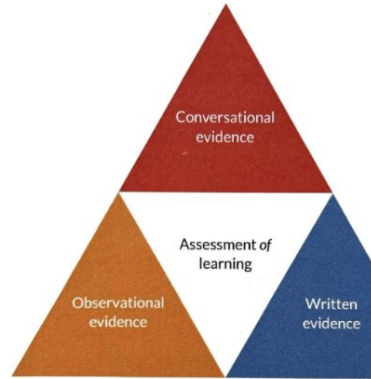


Image source: Damian Cooper (2018). Rebooting Assessment, pg 38

This stop-motion map with audio is sharing excellent details about the settlements.

- Cause-and-effect wairchart linking events to Canada's development.
- Diary of a key historical figure (e.g., Samuel de Champlain).

Cathy is using vocabulary effectively. I just heard her say migration and treaty in her group.

# Planning for Evaluation

Select your Grade Level(s), Organizing Idea and Learning Outcome Below:

## Kindergarten

Time & Place: examine communities

Time & Place: express traditions, cultures, histories

Systems: explore needs and wants

Systems: investigate roles of leaders

Citizenship: relate cooperation to goals

## Grade 1

Time & Place: examine physical features

Time & Place: explore cultures of diverse communities

Systems: examine exchange goods & services

Systems: investigate roles and responsibilities in groups

Citizenship: examine belonging in groups

## Grade 2

Time & Place: examine physical regions Canada

Time & Place: relate traditions to Canada's heritage

Systems: examine trade supports communities

Systems: examine role of gov't in Canada

Citizenship: examine competencies

## Grade 3

Time & Place: investigate natural & created features

Time & Place: relate diversity to Alberta's identity

Systems: examine natural resource use

Systems: compare municipal & prov gov't

Citizenship: explore civic actions

Select your Grade Level(s), Organizing Idea and Learning Outcome Below:

## Grade 4

**Time & Place:** investigate changes in political boundaries

**Time & Place:** examine significant historical events

**Systems:** investigate historical influences

**Systems:** examine role of the fur trade

**Citizenship:** investigate rights & responsibilities

## Grade 5

**Time & Place:** examine ancient civilizations

**Time & Place:** examine geographical features and environmental changes

**Systems:** examine ancient economic practices

**Systems:** examine ancient gov't and social systems

**Citizenship:** investigate ways to learn and take action

## Grade 6

**Time & Place:** relate principles of democracy

**Systems:** analyze democracy in Canada

**Citizenship:** examine Charter of Rights & Freedoms

**Citizenship:** examine civic participation

# Social Studies Classroom Assessment Examples

*(found in the toolkit!)*

## Social Studies Classroom Assessment Examples



Assessment Experiences based on Social Studies Curriculum  
Updated August 2025

Please click on the links below to access the assessment tasks.  
Teachers are welcome to make copies of the assessments for use with students.  
To make a copy, select "File" → "Make a copy" → then save to your files for your use.

Grade Level	Organizing Idea	Learning Outcome(s)	Link to Assessment Experiences
K	Systems	Children investigate the role of leaders in communities.	<a href="#">Leaders in our Communities</a>
1	Time and Place	Students examine major physical features and key landmarks of our world.	<a href="#">A Place that's Special to Me</a>
2	Social - Time and Place + Science - Earth Systems	Students explore the diverse physical regions of Canada.  Students investigate Earth, its landforms, its bodies of water, and its relationship to the Sun.	<a href="#">Going on a Hike</a>
3	Systems	Students investigate decision making and government structures in Alberta.	<a href="#">Municipal Leaders Trading Cards</a>
4	Citizenship	Students investigate rights and responsibilities in Canada.	<a href="#">Build a Class Charter</a>
5	Time and Place	Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.	<a href="#">The BEST Place to Build a Civilization</a>  <a href="#">Send a Message from the Future</a>
6	Citizenship  Citizenship	Students examine civic participation in Canada.  Students examine the Canadian Charter of Rights and Freedoms	<a href="#">Civic Participation Report Card</a>

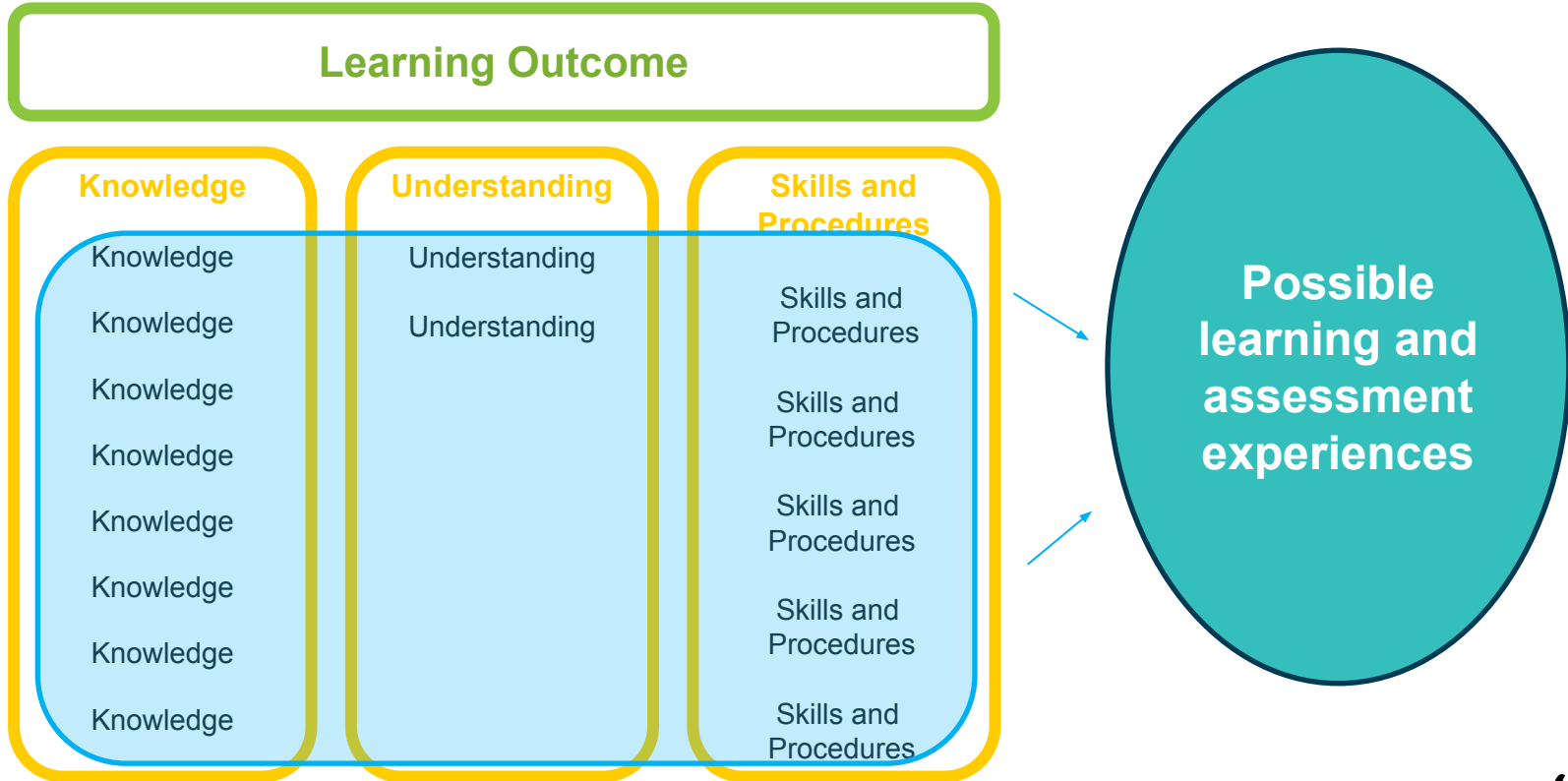
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Acknowledgement: This guide was developed by The Consortium (Alberta Professional Learning Consortium) to support implementation. It is freely provided in support of improved teaching and learning under the following Creative Commons license: [CC BY-NC-SA 4.0](#)



# Combining all KUSPs from a Single Learning Outcome



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## Kindergarten Systems

In what ways might leaders be important to communities?

*Learning Outcome:* Children investigate the role of leaders in communities.

### Knowledge

**Leaders** guide group members and help **communities** achieve goals.

**Leaders** contribute skills, knowledge, and experience to **communities**.

There are many **leadership roles** in communities such as schools and families, for example,

- teachers
- principals
- parents
- Elders
- coaches

Leaders can contribute to the **well-being of a community** by acting with **fairness**.

### Understanding

**Leaders** guide **communities**.

### Skills and Procedures

Identify **leaders** in the **local community**.

Recognize ways **leaders** guide **communities**.

Brainstorm ways **leaders** can act with **fairness**.

The LO is what needs to be assessed and reported

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## Language Conventions/Conventions linguistiques

Alberta

[new.LearnAlberta.ca](http://new.LearnAlberta.ca)

### Language Conventions Quick Reference Guide

This guide is intended to help teachers interpret language conventions used in the curriculum.

Language Convention	Interpretation for Implementation
including	Content following “including” or “include(s)” is a <b>required</b> component that must be addressed to achieve the learning outcome.
include(s)	
such as	Content following “such as,” “e.g.,” or “for example” contains <b>optional</b> illustrative examples that support the learning outcome.
e.g.	
for example	
content in parentheses	Content in parentheses is subject-specific information for teachers and parents, which follows an associated age-appropriate term for students.

## Part 1: What is a Leader?

Create a class **definition of a "Leader"** through read-alouds and experiences. After each discussion of what makes a leader, edit and refine that definition.

- Possible read-alouds:
  - *Swimmy* by Leo Lionni
  - *The Curious Garden* by Peter Brown
  - *Flooded* by Mariajo Ilustrajo
  - *The Last Seaweed Pie* by Wenda Shurety
  - *The Invisible* by Tom Percival
  - *The Cape* by Tauscha Johanson, Breighlin Johanson and Glenn Harmon

Possible questions to discuss after each read-aloud:  
What changes happened in the story?  
Who helped to make those changes? How did they help?  
What makes them a leader?  
Can leadership look different in different situations?



- As a class, **brainstorm a list of community leaders**, as well as a list of questions to ask them. **Invite those community leaders into the classroom** to talk about their role as a leader.



## ESSENTIAL VOCABULARY

community  
contribute  
fairness  
guide  
leaders  
leadership  
role

## Part 2: Assessment - Class Book

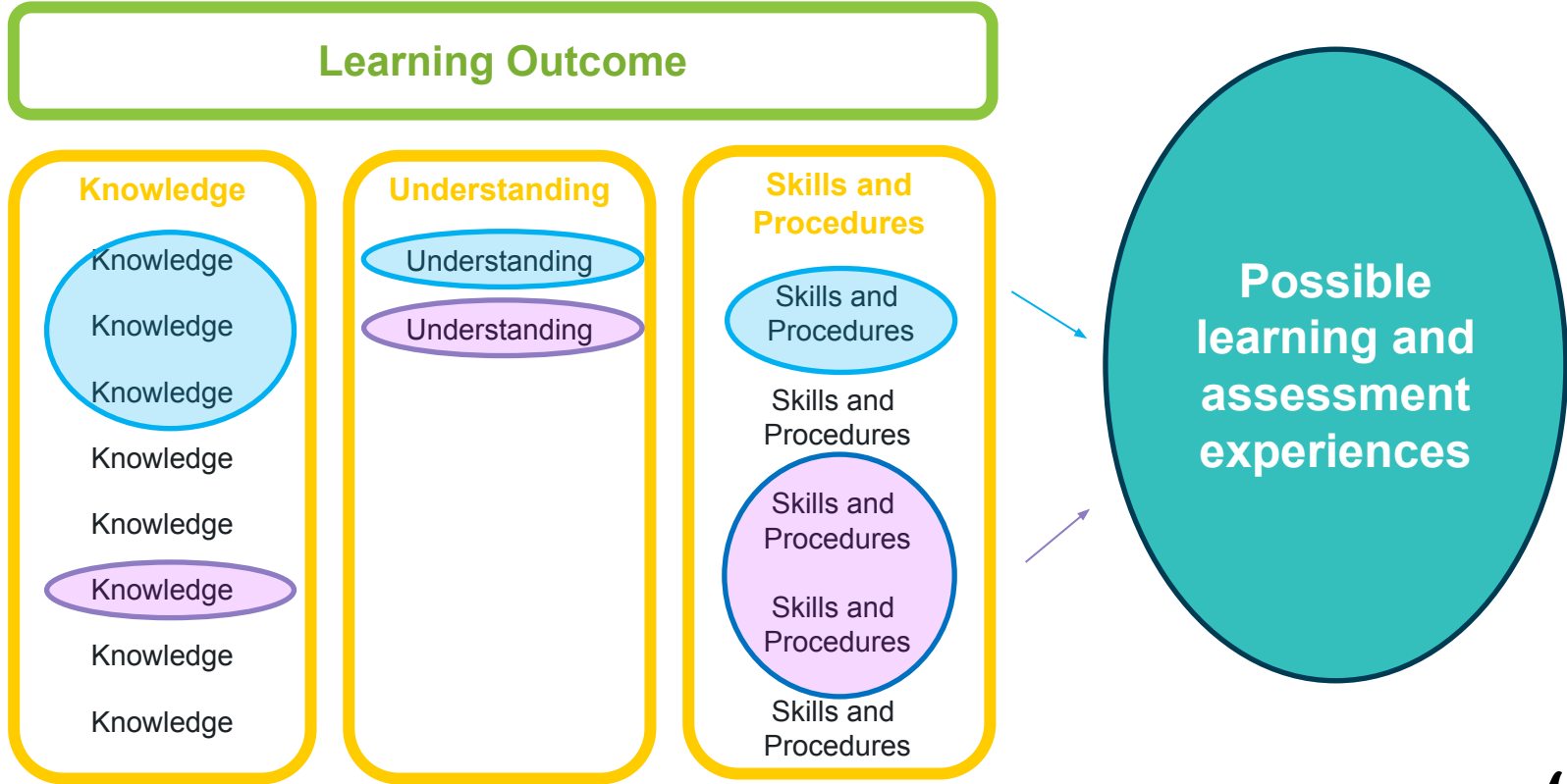
Build a class book. Have each student draw a picture of a leader and write (or dictate) how that person is a leader and for which community.

### Leaders in our Communities - Assessment Criteria

Success looks like:	Yes	Not Yet
The student can identify a community leader.		
The student can tell what the role is of the community leader they have identified.		



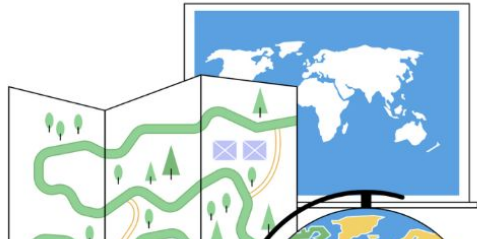
# Combining Some KUSPs from a Single Learning Outcome





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**You decide! Which ancient civilization lived in the BEST geographical location?**

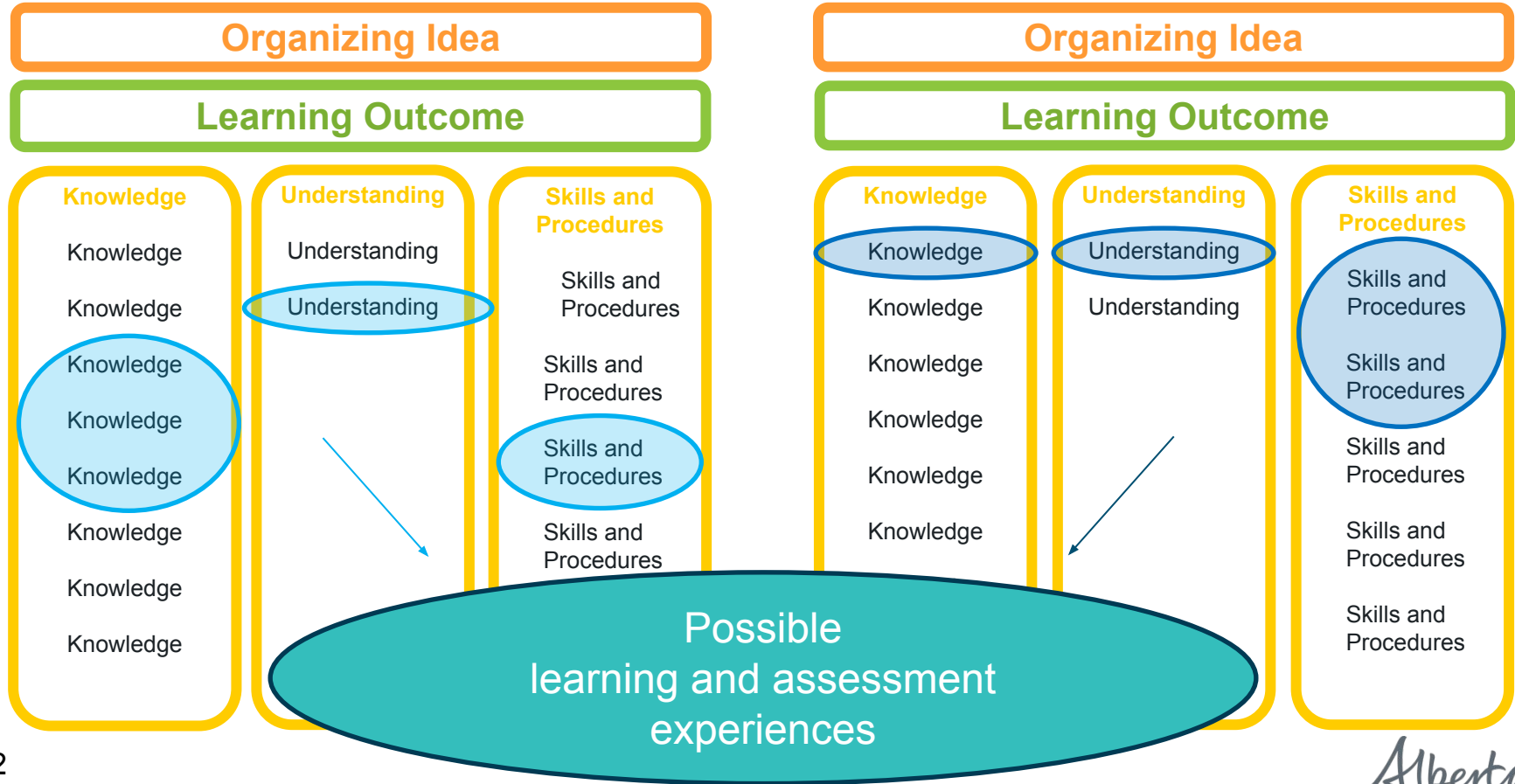
Criteria for BEST Location has:

- An abundance of water
- Fertile soil to grow crops/food
- Livable, moderate climate (good for growing, enough rain/sun)

## The Best Place for an Ancient Civilization - Assessment Rubric

Strengths	Success looks like:	Stretches
	Support for your claim shows that you demonstrated knowledge of <b>how geographical features of the land</b> supported agriculture and settlement.	
	You clearly <b>know the key vocabulary</b> and were able to <b>use examples</b> from your learning to support your claim.	
	Your <b>question</b> shows that you are <b>thinking critically</b> about how people are connected to the land.	

# Combining KUSPs from Multiple Learning Outcomes





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## Civic Participation Report Card

# Civic Participation Report Card

Evaluator's Name: \_\_\_\_\_

Which example are you evaluating? # \_\_\_\_\_

### Success Indicators

- 1 - Highly successful action
- 2 - Somewhat successful action
- 3 - Somewhat unsuccessful action
- 4 - Highly unsuccessful action



Write a report card for ONE

Example 1



Example 4



**How effectively** did the citizen convey their opinion or message? Score \_\_\_\_\_

Provide an explanation about the benefits and/or drawbacks of the action taken:

# Combining KUSPs from Different Subjects

## Organizing Idea Social Studies

### Learning Outcome Social Studies

#### Knowledge

Knowledge  
Knowledge  
Knowledge  
Knowledge  
Knowledge  
Knowledge  
Knowledge  
Knowledge  
Knowledge

#### Understanding

Understanding  
Understanding

#### Skills and Procedures

Skills and Procedures  
Skills and Procedures  
Skills and Procedures  
Skills and Procedures

## Organizing Idea Science

### Learning Outcome Science

#### Knowledge

Knowledge  
Knowledge  
Knowledge  
Knowledge  
Knowledge  
Knowledge

#### Understanding

Understanding  
Understanding

#### Skills and Procedures

Skills and Procedures  
Skills and Procedures  
Skills and Procedures  
Skills and Procedures  
Skills and Procedures

Possible  
learning and assessment  
experiences



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## Grade 2 Social

How does the land in Canada differ from place to place?

*Learning Outcome:* Students examine major physical regions of Canada.

## Grade 2 Science

How can Earth's components and relationship to the Sun be understood?

*Learning Outcome:* Students investigate Earth, its landforms, its bodies of water, and its relationship to the Sun.

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### Knowledge

Maps and globes can represent the **location of places**, including:

- physical regions
- major cities
- provinces and territories

Canada has **distinct physical regions**; for example,

- Canadian Shield
- Great Lakes
- Prairies
- Arctic
- Appalachian Mountains

### Understanding

**Physical regions** and **natural resources** vary throughout Canada.

### Skills and Procedures

Compare **physical regions** in Canada.

### Knowledge

A **landform** is a **natural feature of Earth's surface**.

Alberta has many different **landforms**, such as

- plateaus
- mountains
- valleys
- hills
- prairies

**Landforms** can be described as

- hilly
- rocky
- steep or flat
- big or small

### Understanding

**Earth's surface** consists of various types of **landforms**.

### Skills and Procedures

Identify **landforms** that are found locally or in Alberta.

Compare various **landforms** on **Earth's surface**.



	Prairies	Appalachian Mountains	Arctic	Canadian Shield	Great Lakes
<b>What would the land look like?</b> What are the physical features of this region?					
<b>What would it feel like here?</b> What is the climate of this region?					
<b>What natural items might you find here that can be used to meet your needs?</b> What are the natural resources found in this region?					



### Tell a Story

Using a mentor text, such as *We're Going on a Bear Hunt*, by Michael Wayne Rosen, have students write/create a story about hiking across Canada.

In your story include:

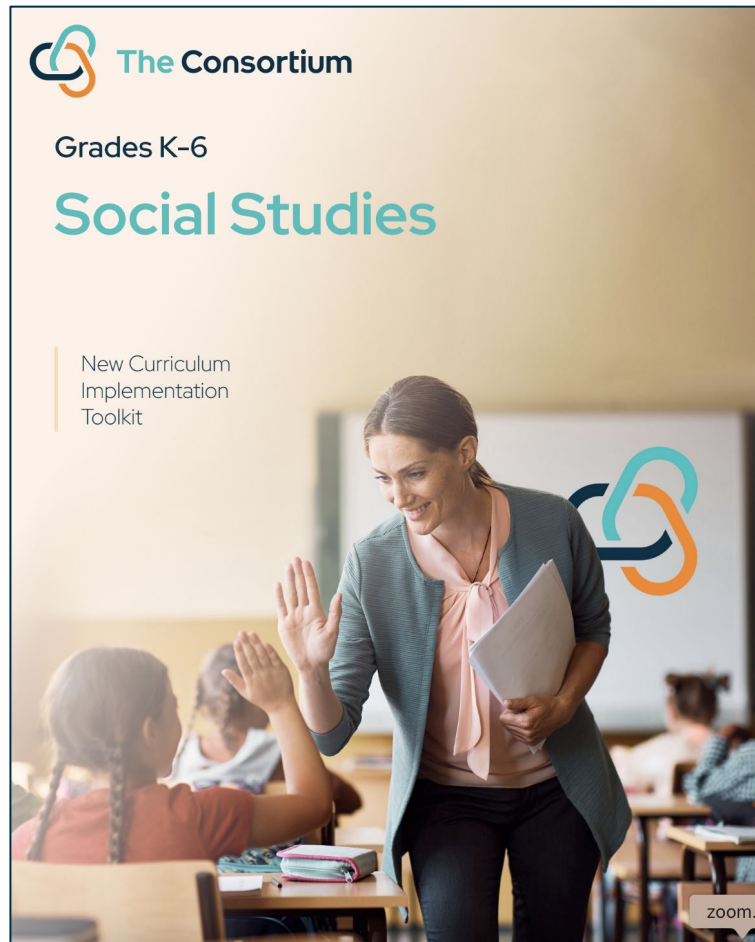
- At least **three landforms** that you would hike across in **Alberta**
- At least **three physical regions** that you would hike across in **Canada**
- Illustrations** of you hiking wearing clothing that is appropriate to the region.

### Albertan and Canadian Landforms - Assessment Rubric

Strengths	Success looks like:	Stretches
	The student can identify and describe different landforms that are found in Alberta.	
	The student can recognize different landforms that are found on Earth's surface and explain the differences and similarities between them.	
	The student can identify a variety of different regions across Canada and describe them through their physical features, climate and natural resources.	



Link to the  
[APLC Grades K - 6](#)  
[Social Studies New](#)  
[Curriculum](#)  
[Implementation](#)  
[Toolkit](#)





**The Consortium**

Alberta Professional Learning Consortium

## APLC Post Session Survey

Thank you for attending this session. To help us enhance the delivery of future sessions, we ask that you please complete this short survey.

**Your feedback is important and appreciated!**

*Note: Your survey will be submitted anonymously.*

Survey:

<https://aplc.ca/survey/?id=15077>



# Thank you

Please visit our website for more information.  
You can also email us directly.

Cathy Coers  
[cathy.coers@aplc.ca](mailto:cathy.coers@aplc.ca)

[aplc.ca](https://aplc.ca)

Cheryl Babin  
[cheryl.babin@aplc.ca](mailto:cheryl.babin@aplc.ca)

