



The Consortium
Alberta Professional Learning Consortium

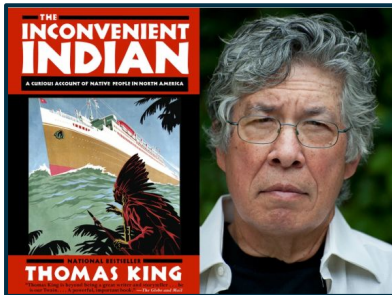
Classroom Assessment in Social Studies

August 2026

Facilitated by
Cheryl Babin & Cathy Coers,
APLC Designers of
Professional Learning



Are we doing *enough* to understand the truth about our shared history and contribute positively to reconciliation?



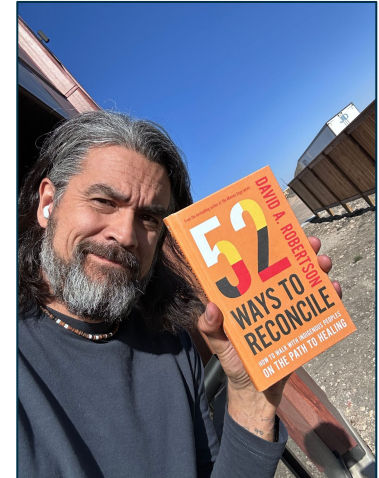
Stoney Nakoda Dictionary

truth

1 wījakabi 🔊 🔊

alienable noun

honest truth



**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



Grade K - 6 Resources

Supporting every educator
in every classroom



Grades K-6

Social Studies

New Curriculum
Implementation
Toolkit

[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



Assessment Resources

For all Grades → Link to this slide deck:
<https://bit.ly/whatcounts4assessment>

Grades 4 - 6 → [Use the APLC Social Studies Toolkit: Assessment Section](#)

Grades 7 - 9 → Use this assessment document: [What counts as evidence?](#)





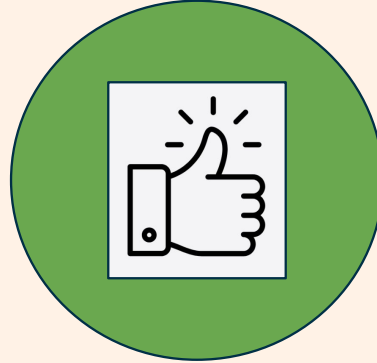
It's time to
EVALUATE students'
achievement.

What goes into the
collection of
evidence?



2 TRUTHS & A LIE
about evaluating
students' achievement

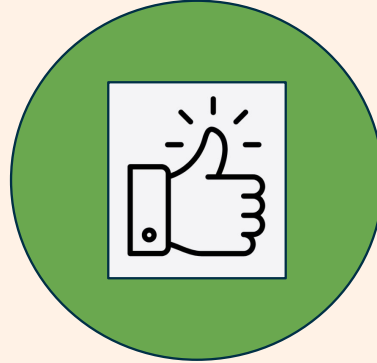
TRUTH



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.

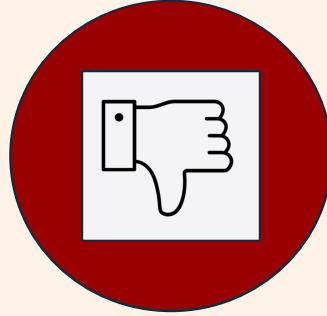
TRUTH



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 (knowledge, understanding, skills and procedures).

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.

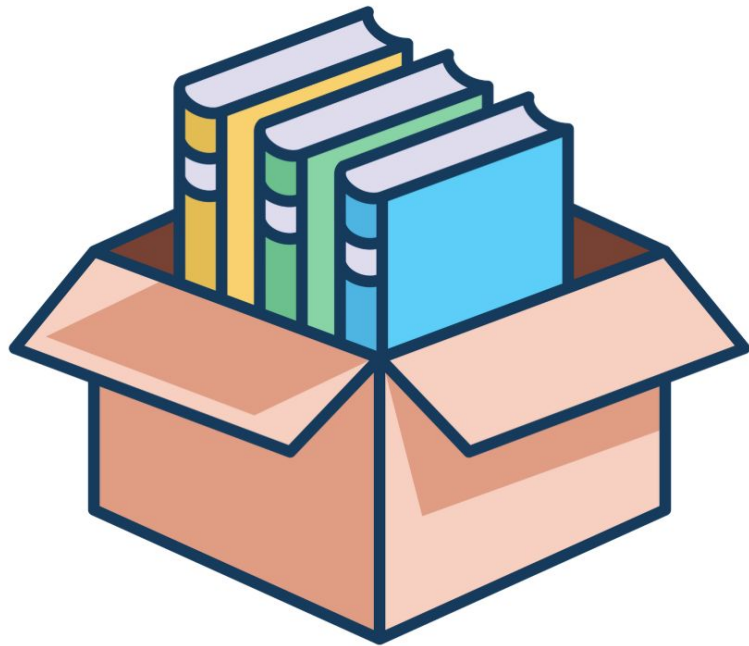


This Planning for Evaluation guide was adapted from The Critical Thinking Consortium (TC2), *Learning to Inquire in Social Studies* and inspired by Damian Cooper's *Rebooting Assessment: A practical guide for balancing conversations, performances and products* (2022).

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.**

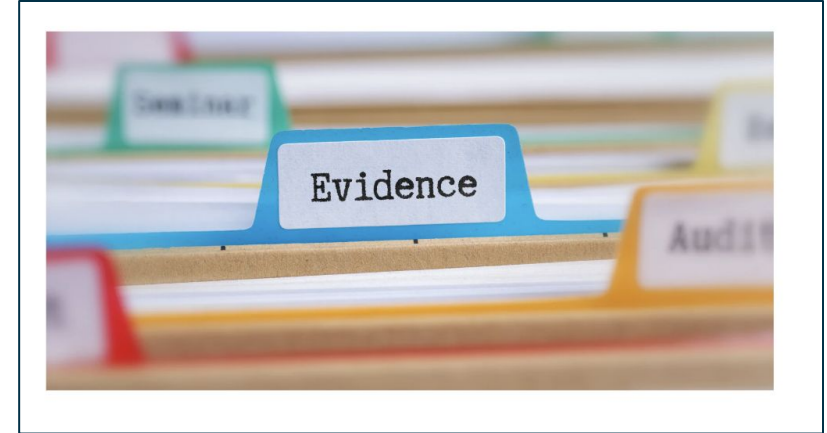


Planning for Evaluation



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

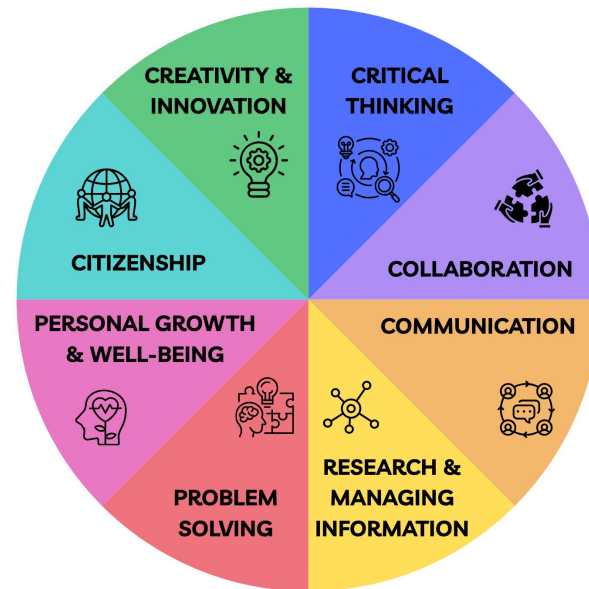
Teachers also know this is the time to **gather** all of the **evidence** in order to determine and report a *grade* or *level of achievement* for the outcomes.



Competency Development



- *Grades or levels of achievement on specific competencies are not required by Alberta Education*
- *Teachers are encouraged to integrate competency development into the learning experiences*
- *Providing feedback and explicit teaching and coaching to students helps to develop competencies that are used in all areas of curriculum and life*



[Direct LINK to Alberta's Curriculum
K - 6 Competency Progressions](#)

[TEMPORARY Competency Indicators for Div 3](#)

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.

Grade 5 Example



Part 1: Enduring and Transferable Goals

Grade 5 example



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in every classroom



Learning Outcome: Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.

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 that when people choose where to settle and establish communities, they looked for a location that could best meet their basic needs and had access to trade routes such as waterways. Modern societies still rely on the environments in which they live and those from which they can obtain valued resources.

Part 1: Enduring and Transferable Goals

Grade 5 example



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Learning Outcome: Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.

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?

Critical Thinking

- I make inferences, predictions, or decisions based on information.

Problem Solving

- I generate solutions to complex problems based on criteria I help to develop.
- I predict the possible outcomes of multiple courses of action.
- I identify impacts of possible solutions.

*Selected competencies are connected to this LO in New LearnAlberta

Part 1: Enduring and Transferable Goals

Grade 5 example



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Learning Outcome: Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.

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

What will you prioritize and emphasize?	Values & Take-Aways
	<i>How does this learning support students to become active and responsible citizens, as stated in the Social Studies Overview?</i> Stewardship and care for the environment is a take-away that can come from this learning outcome. By understanding that the environment and settlement are interrelated, students can see how historically, in present day and in the future, civilizations depend on the health of the environment to sustain communities.

Part 2: Performance Indicators for Learning Outcome and Levels of Achievement
Grade 5 Example



Learning Outcome: Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations. Consider all of the evidence collected through products, conversations and observations to determine the level of proficiency that best reflects...



To achieve a learning outcome, the student...

Proficient

Explains how specific geographical features (e.g., rivers, coastlines, plains) supported settlement and trade.

Analyzes how environmental changes (e.g., natural disasters, adaptation, infrastructure) influenced human behaviour.

Justifies why ancient civilizations chose particular locations and connects these choices to opportunities for growth.

Demonstrates understanding of the interrelationship between environment, settlement, and trade.

***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.**

Begins to explain why certain locations were chosen, though analysis may be surface-level.

Shows developing recognition of the relationship between environment and human activity.

Yet

Identifies physical features such as rivers, coastlines when they exist.

Describes how people adapted to their environment, water, or resources.

Recognizes that people in ancient civilizations adapted to their surroundings.

Expresses curiosity about why people lived or traded in certain places.

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.

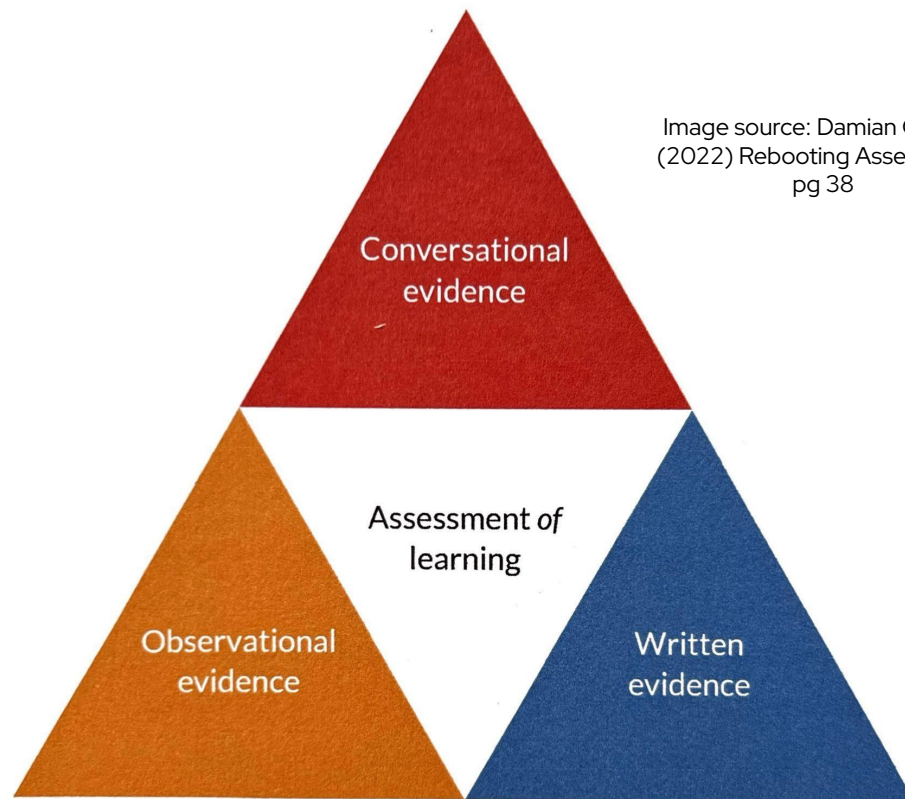


Image source: Damian Cooper
(2022) Rebooting Assessment,
pg 38

Conversational evidence may sound like:

- "People probably lived near the river because they needed water for crops."
 - "Mountains made it harder to trade, but they also helped protect the city."
 - "This coastline looks like a good spot for ships to stop and trade."
- ...d, people would have had to move somewhere safer."
- ...near highways now – they built near rivers, oceans and trade routes
- ...d, but they found ways to use irrigation."
- ...it had lots of farmland and was close to other civilizations."
- ...es, but it also created challenges they had to solve."

"This coastline looks like a good spot for ships to stop and trade."

Evidence that was observed may include:

Cathy is using vocabulary effectively. I just heard her say "supports farming and trade" in her group.

- Students showing curiosity by asking questions like, "Why could they build here?" or "What if the river dried up?"
- Students linking ancient practices to modern examples (e.g., ports, highways, or farming technology).

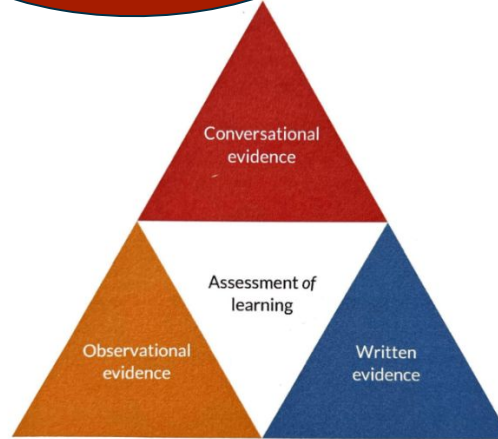


Image source: Damian Cooper (2022)
Rebooting Assessment, pg 38

Written or product evidence may include:

- A cause-and-effect chart linking a geographical feature (like a river valley) to...
- **This model of an irrigation system with explanations shows me they understand it's impact on the civilization.**
- routes and connections between civilizations.
- A creative "What if?" scenario imagining how life might have changed if a civilization faced a drought, flood, or volcanic eruption.
- A classroom "market" role-play where students trade goods based on what resources their assigned civilization has.

Grade 8 Example



Part 1: Enduring and Transferable Goals

Grade 8 example



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Learning Outcome: Students examine the foundations and influences of ideologies.

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

Goals, Values & Take-Aways

How does this learning support students to become active and responsible citizens, as stated in the Social Studies Overview?

**What will you
prioritize and
emphasize?**

The beliefs and values that guide individuals and societies have lasting consequences.

Understanding how ideologies influence power, governance, and human rights empowers students to evaluate ideas critically, appreciate diverse perspectives, and uphold the dignity and well-being of others.

Part 1: Enduring and Transferable Goals

Grade 8 example



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Learning Outcome: Students examine the foundations and influences of ideologies.

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

What will you prioritize and emphasize?	Demonstration of Competencies <i>While more competencies will be embedded naturally, which will you explicitly highlight, teach and model?</i>
	Critical Thinking • I critically evaluate evidence and identify strengths, limitations, or bias in information. Citizenship • I advocate respectfully for equity, fairness, and inclusion while considering diverse viewpoints. • I demonstrate ethical decision-making by balancing personal interests with the common good. *Selected competencies are based on this TEMPORARY competency progression until LearnAlberta updates are available.



Learning Outcome: Students examine the foundations and influences of ideologies.

Success Criteria:

Compare individualism and collectivism and **explain** how each shapes ideas about how societies should be organized and governed.

Analyze the ideas of philosophers and **argue** how different beliefs about governance, power, justice, leadership, and laws influence societies.

Interpret why individuals or groups may be drawn to different ideological ideas and **connect** those ideas to their beliefs about society and government.

Examine how individualism and collectivism are reflected in ideologies such as communism, socialism, liberalism, and conservatism.

Evaluate how ideological ideas can influence governments, political systems, and the experiences of individuals and groups, using historical evidence and perspectives.

To achieve a learning outcome, the student...	Excellent	Proficient	Partially Proficient	Not Yet
	Compares individualism and collectivism and explains how their different priorities influence the organization and governance of societies, using relevant examples.	Compares individualism and collectivism and explains how each influences society, with accurate connections and examples.	Describes individualism and collectivism and identifies basic differences in how they view society and the individual.	Recognizes individualism and/or collectivism as ideas about how society can be organized and begins to identify differences between
	Analyzes and compares the ideas of Plato and Aristotle and justifies a position about whether societies are better governed by individuals with wisdom or by laws, using relevant reasoning and evidence. Interprets and explains why different individuals or groups may be drawn to individualist or collectivist ideas, connecting those ideas to their circumstances, values, or beliefs about society.	Compares Aristotle's a position a laws with re or reasoning Explains wh individuals or prefer individualist or collectivist ideas and makes connections to their beliefs or circumstances.	drawn to individualist or collectivist ideas and describes some connections.	different ideas and begins to identify possible reasons.

***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.**

Triangulated Evidence: Ready to evaluate? Plan to use triangulated evidence to certify a student's level of proficiency.

Learning Outcome: Students examine the effects of individualism and collectivism on society.

"Individualism puts more importance on people's independence, while collectivism puts more importance on the needs of the group. That could affect how much responsibility people think the government should have."

Cheryl provided evidence from a primary source when discussing the effects of individualism on citizens.

Teacher: Did this evidence change or complicate your thinking about this ideology?

- **Student (partial-proficient):** "I thought this ideology was mostly about individualism, but that it also involves _____."

Evidence may include:
might influence

logical ideas can influence governments are organized. on individuals and groups. intended and unintended

clarifying questions when they do not understand another viewpoint.

- **Identify** a source is presenting a **biased** ideological opinion rather than an objective fact.



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

Written or

- **Individualism** chart, Venn diagram, or similar
- **"What if...?"** using hypothetical individualism and collectivism responses to ideological approaches
- **Ancient** perspectives on elites and why different societies have different approaches to political power.

This comparison chart/infographic provides a visual comparison of individualism and collectivism using icons to represent concepts.

Planning for Evaluation

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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

Planning for Evaluation



Learning Guide

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

Grade 7

Time & Place: Examine the deliberate acts of state building.

Time & Place: Relate the development of armed forces in Canada to sovereignty

Systems: Examine the Canadian government's role in developing the economy post-Confederation.

Systems: Examine how Quebec Conference, London Conference, and BNA Act led to creation of Canada.

Citizenship: Examine immigration in post-Confederation Canada.

Grade 8

Time & Place: Examine the foundations and influences of ideologies.

Systems: Compare the role of individuals and governments in economic systems.

Systems: Compare government control and individual rights within political systems.

Citizenship: Examine civic engagement to understand and influence issues and events.

Grade 9

Time & Place: Examine the impacts of urbanization and the growth of industry on Canada.

Time and Place: Explain how Canada gained independence and expanded democratic rights.

Time and Place: Examine how Canada's identity was shaped by its independent role in WW2 and its growing global influence.

Time and Place: Analyze how post-war developments shaped Canada as a modern nation.

Systems: Analyze how economic crisis, growth, and global trade shaped Canada's modern economy.

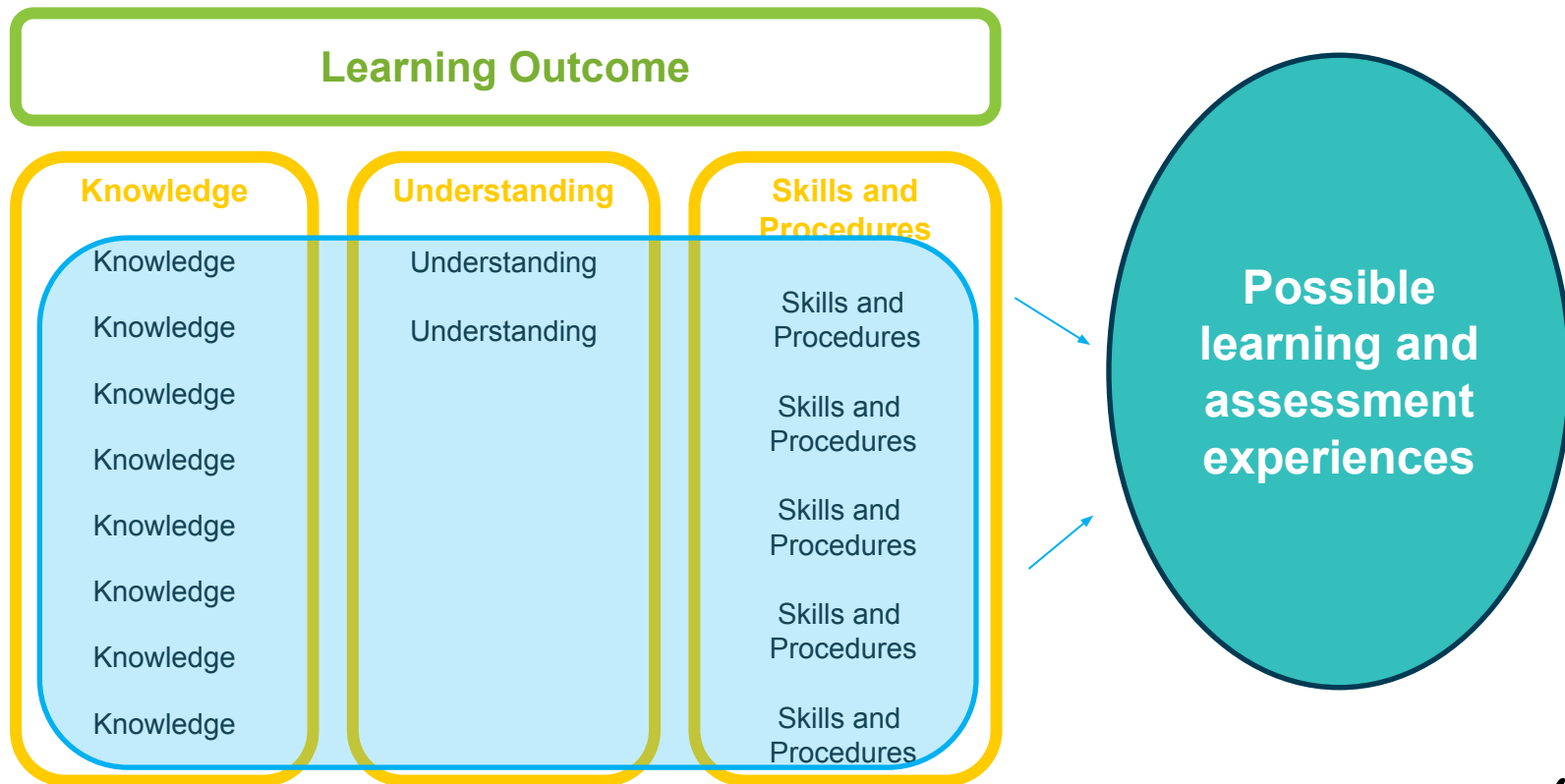
Systems: Analyze how power is distributed and exercised in Canada's government, including how laws are made and rights are protected.

Citizenship: Examine the impact of changing legislation on citizenship in Canada.

Examples of Classroom Assessment Experiences

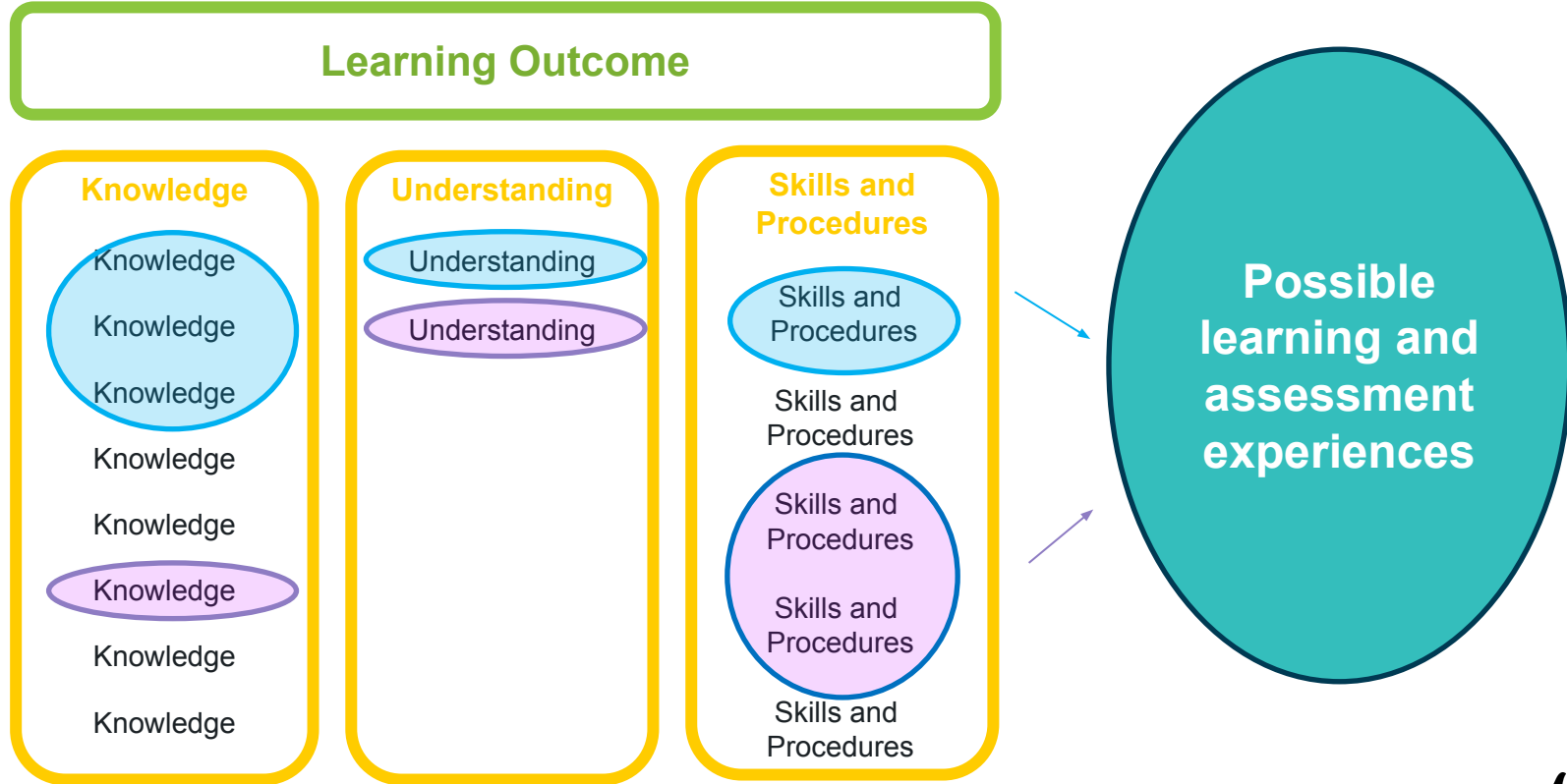


Combining all KUSPs from a Single Learning Outcome

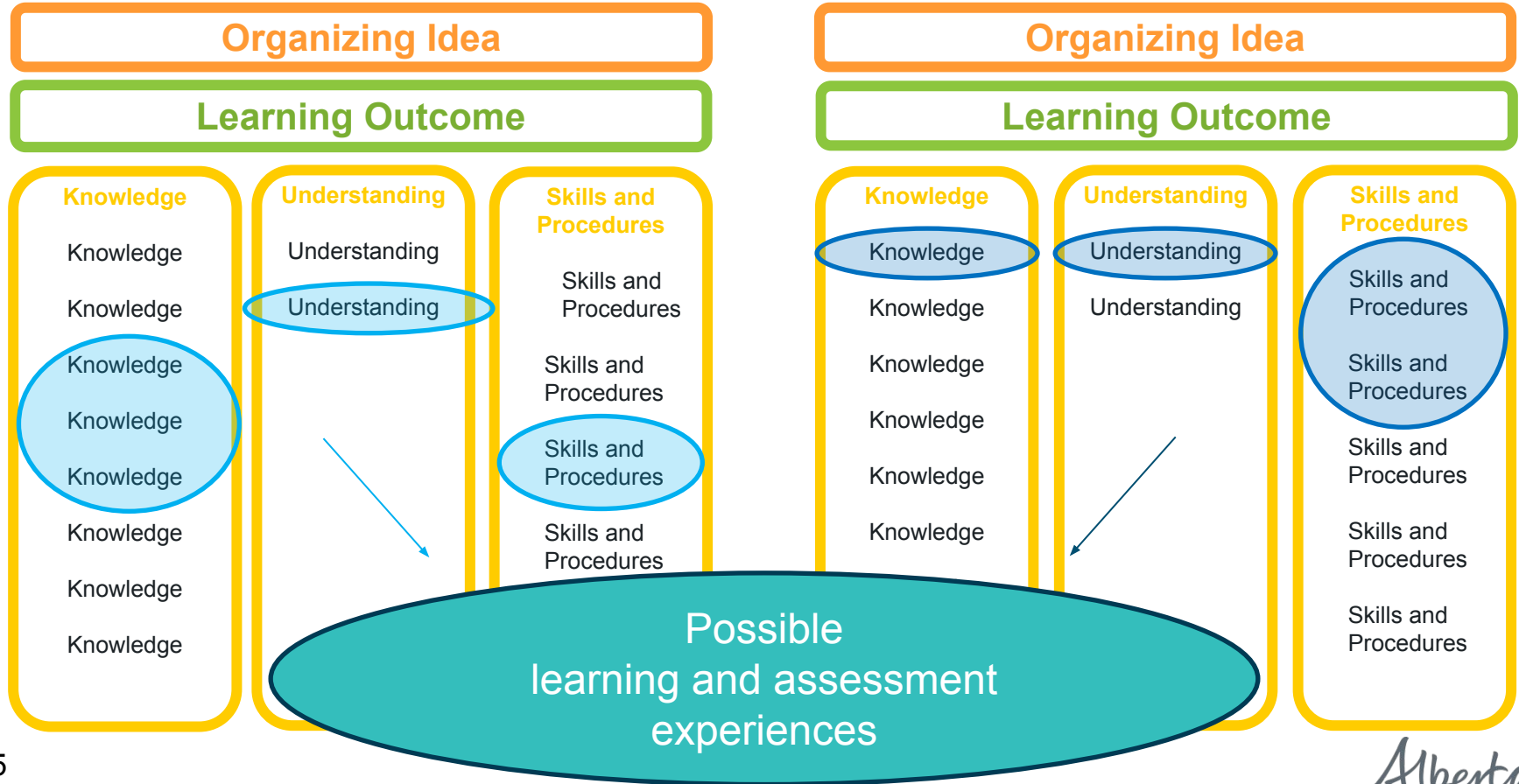




Combining Some KUSPs from a Single Learning Outcome



Combining KUSPs from Multiple Learning Outcomes



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
Knowledge

Understanding

Understanding
Understanding

Skills and Procedures

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

Possible
learning and assessment
experiences

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.	Leaders in our Communities
1	Time and Place	Students examine major physical features and key landmarks of our world.	A Place that's Special to Me
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.	Going on a Hike
3	Systems	Students investigate decision making and government structures in Alberta.	Municipal Leaders Trading Cards
4	Citizenship	Students investigate rights and responsibilities in Canada.	Build a Class Charter
5	Time and Place	Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.	The BEST Place to Build a Civilization Send a Message from the Future
6	Citizenship Citizenship	Students examine civic participation in Canada. Students examine the Canadian Charter of Rights and Freedoms	Civic Participation Report Card



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](#)



Social Studies Classroom Assessment Examples

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**K - 6 found in the toolkit
7 - 9 Toolkit COMING SOON!*

Grade Level	Organizing Idea	Learning Outcome(s)	Link to Assessment Experiences
7		Coming Soon!	
8		Coming Soon!	
9	Time and Place	Students examine the impacts of urbanization and the growth of industry on Canada.	The Impacts of Urbanization

Grade 5 & 6 Examples



Grade Level	Organizing Idea	Learning Outcome(s)	Link to Assessment Experiences
K	Systems	Children investigate the role of leaders in communities.	<u>Leaders in our Communities</u>
1	Time and Place	Students examine major physical features and key landmarks of our world.	<u>A Place that's Special to Me</u>
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Grade 5 Time and Place

How has geography contributed to the development of civilizations and empires?

Learning Outcome: Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.

Knowledge

Geographical features, such as

- abundant water,
- fertile soil, and
- moderate climate in river valleys,

supported agriculture in ancient civilizations.

Many ancient civilizations were located along **river valleys or coastlines**.

Increased **agriculture** led to a greater number of settled societies.

Geographical features, such as oceans and bays along coastlines, **supported trade and travel** in ancient civilizations.

Understanding

Environment and settlement of people are interrelated.

Skills and Procedures

Compare the locations of multiple ancient civilizations.

Justify the settlement of ancient civilizations along river valleys and coastlines.



ESSENTIAL VOCABULARY

agriculture
nomadic
settlement
distribution
innovation
urbanization

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)
- ☐ Access to traveling and trade goods with others

1. **CLAIM** which civilization you think chose the BEST place (based on the criteria) to build a civilization.
2. **SUPPORT your answer** with facts and **evidence** you have learned and collected. **Use the essential vocabulary** in your explanation.
3. Finally, **ASK A QUESTION** related to your claim. It may be something that you are still wondering about, or an aspect you are working to understand.

Choose how you will share your learning:

- ☐ **Choice 1: Write** your claim and support in paragraph form.
- ☐ **Choice 2:** Plan, practice then create an **audio recording** of you speaking your claim and support.
- ☐ **Choice 3: Draw and annotate a map or diagram** which you can **explain** to your teacher.



The Best Place for an Ancient Civilization - Assessment Rubric

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

Grade Level	Organizing Idea	Learning Outcome(s)	Link to Assessment Experiences
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Civic Participation Report Card

(Example using 2 LOs, some KUSPs from each)



Assessment
Examples



Grade 6 Citizenship

In what ways does civic participation support democratic societies?

Learning Outcome: Students examine civic participation in Canada.

Knowledge

In a democracy, **citizenship carries the responsibility of civic participation.**

In democracies, **individuals and groups** can demonstrate civic participation by **taking actions that influence change** and sustain communities.

Actions of civic participation in Canada can be **informal or formal.**

Understanding

Civic participation is **foundational to democracy** and sustainability.

Skills and Procedures

Justify the role of civic participation in a democracy.

Grade 6 Citizenship

In what ways does civic participation support democratic societies?

Learning Outcome: Students examine the Canadian Charter of Rights and Freedoms

Knowledge

Individual rights in Canada apply to all individuals, for example,

- equality rights
- legal rights
- religious rights

The Canadian Charter of Rights and Freedoms **promotes equal treatment** under the law (rule of law).

The Canadian Charter of Rights and Freedoms

- **protects all Canadians**

There are **reasonable limits to the rights and freedoms** described in the Canadian Charter of Rights and Freedoms to protect others.

Understanding

The Canadian Charter of **Rights and Freedoms** entrenches the **fundamental** principles of democracy.

Skills and Procedures

Justify which fundamental **freedoms**, individual **rights**, and collective rights outlined in the Canadian Charter of Rights and Freedoms **hold the most significant personal implications.**



Civic Participation Report Card

Please use the report card to evaluate the actions taken by one of the citizens in the examples provided.

Your report card should include feedback to the citizen to let them know the benefits and potential drawbacks of their actions.

The criteria for each section is provided.

Write a report card for ONE of the civic participation examples below.

Example 1



Example 2



Example 3



Example 4



Example 5



Example 6



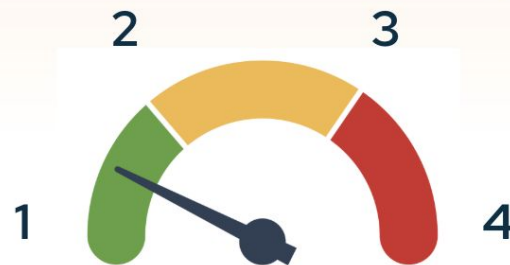
Civic Participation Report Card

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



How effectively did the citizen convey their opinion or message? Score _____

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

Report Card for Civic Participation Assessment Rubric		
Strengths	Success looks like:	Stretches
	Your explanations show that you clearly understand that civic participation can have benefits and drawbacks.	
	Your explanation showed that you see the relationship between actions and the limits to the rights and freedoms described in the Canadian Charter of Rights and Freedoms to protect others.	
	You clearly and effectively explained your opinion about the potential changes you think will come from the example you chose.	
	Your reflection about the rights and freedoms that hold the most significance to you personally was clear and backed up with a sound explanation.	

Grade 9 Example



Social Studies

Classroom Assessment Examples



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Assessment Experiences based on Social Studies DRAFT Curriculum September 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
7	Coming Soon!		
8	Coming Soon!		
9	Time and Place	Students examine the impacts of urbanization and the growth of industry on Canada.	The Impacts of Urbanization



The Impacts of Urbanization (Combining KUSPs from a Single Learning Outcome)



Assessment
Examples

Grade 9 Time and Place

How can urbanization shift and shape a society?

Learning Outcome: Students examine the impacts of urbanization and the growth of industry on Canada. (2025 Draft Curriculum)

Knowledge

Urbanization influenced the **growth and transformation of industries** and the emergence of new sectors in Canada, including

- public infrastructure development to support growth of suburbs and population
- oil and gas exploration, and the growth of the petroleum industry
- hydroelectricity production
- automobile and paper production

There are environmental **impacts of urbanization**, such as

- pollution
- land consumption
- land division
- wildlife migration changes

Understanding

Urbanization impacts a country's population, economy, and environment.

Skills and Procedures

Explain social, economic, and environmental consequences and challenges of increased **urbanization**.

Note – The Knowledge section contains an “including” list. These are required learning. It also contains a “such as” list. These are presented as illustrative examples, not mandatory content.

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](https://creativecommons.org/licenses/by-nc-sa/4.0/)

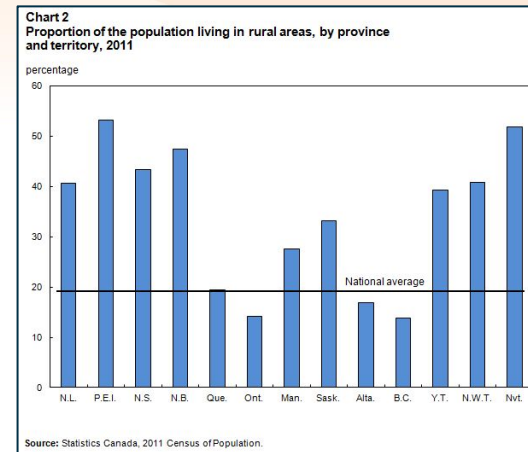
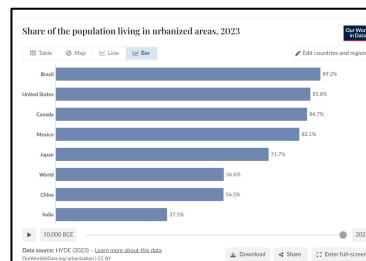
The Impacts of Urbanization (Combining KUSPs from a Single Learning Outcome)



Learning Experience or Assessment Example

Part 1: Getting them Thinking

Present a [handout](#) to students displaying the following graphs related to urban vs rural populations. Have students discuss the information being presented and what it means.



Source: Statistics Canada, 2011 Census of Population.

Engage in the Learning

In order for students to develop a deeper understanding of **urbanization** and its impact on social, economic and environmental aspects, students will use the thinking routine [Connect - Extend - Challenge](#).

Using a variety of resources that present information regarding urbanization, students will gather knowledge as well as think about the connections between the information that they are interacting with in each of the suggested resources.

The Impacts of Urbanization (Combining KUSPs from a Single Learning Outcome)

Key elements to consider while examining the resources below:

- ❑ What is urbanization?
- ❑ What causes urbanization to increase?
- ❑ What are the positive and the negative social, economic and environmental consequences of urbanization?

Click [HERE for the template of the Connect-Extend-Challenge Chart](#) (sample shown below).



Source	Bias <i>What perspective do you feel the author supports?</i> - For urbanization - Against urbanization - Balanced	Connect <i>How are the ideas and information presented connected to what you already knew?</i>	Extend <i>What new ideas did you get that extended or broadened your thinking in new directions?</i>	Challenge <i>What challenges or puzzles have come up in your mind from the ideas and information presented?</i>
Urbanization				
Impacts of Urbanization				
Things to Know About the Impacts of Urbanisation				

ESSENTIAL VOCABULARY

demographics
 economic growth
 emigration
 immigration
 impacts
 industrialization
 infrastructure
 migrate
 sustainable development
 urbanization

The Impacts of Urbanization

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Part 2: Where do you see the trend of urbanization in Canada in relation to its positive and negative consequences? Plot where you feel the effects of urbanization fit on each of the following continuums: social, economic, and environmental. Once you have marked your thinking on the continuum, provide your evidence to support your claim as to the placement you have chosen.

Social Consequences



Economic Consequences



Environmental Consequences



What is your evidence?

Positive Social Consequences of Urbanization	Negative Social Consequences of Urbanization

What is your evidence?

Positive Economic Consequences of Urbanization	Negative Economic Consequences of Urbanization

What is your evidence?

Positive Environmental Consequences of Urbanization	Negative Environmental Consequences of Urbanization

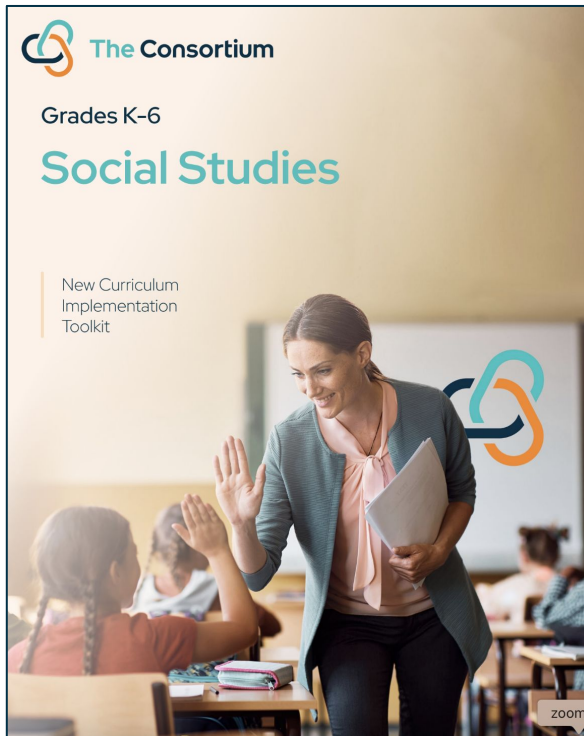
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The Impacts of Urbanization (Combining KUSPs from a Single Learning Outcome)

Part 2: You Decide... Where do you see the trend of urbanization in Canada in relation to its positive and negative consequences?

Impacts of Urbanization - Assessment Rubric		
Strengths	Success looks like:	Stretches
	Recognizes that increased urbanization has consequences both positive and negative related to social, economic, and environmental impacts and details those consequences.	
	Provides adequate evidence and uses appropriate vocabulary to support ideas.	

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



Watch for the
Grades 7 - 9
SS Curriculum
Implementation
Toolkit

COMING SOON!



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.

Click here to complete a short survey:

<https://aplc.ca/survey/?id=15805><https://aplc.ca/survey/?id=15805>



Thank you

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