Assessment in this course should be ongoing and should include opportunities for student reflection, self-assessment and peer assessment. The Take Action component of the course may also include opportunity for community member input. (See Take Action for specific details about assessing this component of the course.)

A classroom-based assessment approach, including assessment for learning, as learning and of learning will help students to reach their potential and ensure academic rigour. Early and frequent assessment tasks, including descriptive feedback, will help students learn and grow, reflect on their learning, and make significant links between research and practical lifestyle applications.

Teachers may opt to create a class wiki, blog, or other form of social media as a means of facilitating the ongoing exchange of ideas throughout the course. The following model proposes guidelines for the assessment of learning, and suggests a wide variety of assessment tools and strategies. These tools may range from quizzes or tests to article analyses, electronic portfolios, learning journals, research reports, case studies, role plays, interviews and simulations, debates, audiovisual or multimedia presentations or other performance tasks.

<table>
<thead>
<tr>
<th>Inquiry / Process</th>
<th>Issue selection and generation of guiding questions, inquiry planning, engagement in dialogue, ongoing learning log, peer and self assessment</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry / Product</td>
<td>Written, oral and multi-media tasks, communication of inquiry results</td>
<td>25%</td>
</tr>
<tr>
<td>Critical understanding</td>
<td>Understanding of issues and key concepts; evidence of Enduring Understandings; competencies of citizenship and ecological literacy</td>
<td>25%</td>
</tr>
<tr>
<td>Take Action/ Praxis</td>
<td>Planning of research-action project, implementation, communication and evaluation of results</td>
<td>25%</td>
</tr>
</tbody>
</table>
### Examples of assessment tasks

<table>
<thead>
<tr>
<th>Category and value</th>
<th>Descriptor</th>
<th>Suggested tasks</th>
</tr>
</thead>
</table>
| **Inquiry / Process**  
25% | Issue selection and generation of guiding questions, inquiry planning, engagement in dialogue, ongoing learning log, peer and self assessment | Annotated bibliography  
Reflection or response journal  
Synthesis or reflection question response  
Analysis of diverse perspectives  
Analysis and interpretation of data  
Discussion, position statement  
Interviews  
Selection of sources  
Pre and post inquiry reflection |
| **Inquiry / Product**  
25% | Written, oral and multi-media tasks, communication of inquiry results | Oral defence of thesis statement  
Persuasive speech  
Case study  
Visual or multimedia creation/presentation  
Musical or dramatic production/presentation  
Simulation, role play  
News report or editorial writing  
Political cartoon creation  
Position paper  
Debate or deliberation |
| **Critical understanding**  
25% | Understanding of issues and key concepts; evidence of Enduring Understandings; competencies of citizenship and ecological literacy | Mind map, concept map, graphic organizer or flow chart  
Issue analysis  
Media deconstruction  
Take home exam, prepared question exam  
Written or oral test, quiz  
News report or editorial analysis/comparison  
Audiovisual, photographic, musical, dramatic analysis/comparison  
Hypothesis statement  
Critical thinking tasks (e.g., construct a theory about the main point of an article based on its title; write a two-line response to an article...) |
| **Take Action/ Praxis**  
25%
Teachers may decide to accord 10% to a “legacy project” or ongoing action commitment. | Planning of research-action project, implementation, communication and evaluation of results | Meeting organization; meeting facilitation  
Project work plan  
Project proposal  
Risk analysis  
Self and peer assessment of project plan and results  
Community feedback and evaluation of project |