



**Assessment Support**



PROJECT Agriculture  
Project-Based Learning and  
Teaching Series

# The Amazing Race

**How does agriculture make regions unique?**



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# The Amazing Race

## How does agriculture make regions unique?

### Assessment Support

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The **Learning Checklist** provides learning criteria statements that support development of and growth in competencies. These learning criteria statements also support assessment of specific learning outcomes from the Alberta Social Studies program of study. This checklist can provide the basis for the construction of rubrics for assessment of student projects and products.

The **Rubric** can be used to assess the product that students complete to demonstrate their learning in this project-based inquiry.

The **Project Check-In** chart provides criteria statements, based on learning outcomes, which students can use to self-assess or monitor their learning.



**Target Learning** checklists in some of the **Developing Competencies** student resources encourage students to reflect on their learning and competencies.

Criteria statements support student learning and metacognition, and provide opportunities to discuss, explore, develop and reinforce competencies.

- Discuss the criteria statements with students at the beginning and close of each lesson or activity.
- Make a large poster with the criteria statements. Once students believe they can demonstrate the understanding or skill, have them initial or create an emoji under the statement.
- Provide students with the criteria checklist. Encourage them to monitor their own progress as they complete and share their research and learning.
- Use self-assessment check-in strategies with the criteria statements, such as **Fist to Four** and/or **Thumbs**, to check for understanding.
- Use each criteria statement as a starting point to have students complete a sentence stem that represents evidence of their learning.

Share and discuss the rubric with students before they start their projects. The rubric should be adapted to meet the needs of students and focus of their inquiry. Rubrics can also be used to communicate learning expectations with parents and guardians. Send the rubric home for signatures before and after project work is completed.



## Assessment Strategies

Quick check-in strategies, such as **Fist to Four** or **Thumbs** can provide an effective approach to ongoing, formative assessment during whole class or group activities.

In **Fist to Four**, students are asked to use their fists or fingers to self-assess their understanding:

- A fist says "I don't understand."
- One finger says "I'm not sure."
- Two fingers say "I'm starting to understand."
- Three fingers say "I get it."
- Four fingers say "I know I can apply this understanding!"

**Thumbs Up**, **Sideways**, and **Down** is an alternative strategy that can be used to indicate agreement. Up says "yes"; Down says "no"; and Sideways says "not sure."

**Exit slips** or "**notes out the door**" are quick, informal assessments that can be used as a quick check on student understanding. Exit slips can be constructed around specific learning in a class or with questions or prompts such as:

- 3 things I learned today; 2 things I found interesting; 1 question I still have
- What we should do/learn/review tomorrow

Peer feedback can be part of ongoing assessment approaches. Students provide **two stars and a wish** or **two hurrahs and a hint** to group members or individual classmates that is linked to criteria. The **Check-In Checklist** or **Rubric** criteria can provide criteria. Students offer two strengths and one constructive criticism or hint.

A **learning record** can be set up for individual students or the whole class. Students can be asked to maintain a record of their learning by adding to the chart as they complete their project work.











<i>Ideas</i>	<i>Connections</i>
<i>Questions</i>	<i>Comments</i>
<i>Plans</i>	

The assessment checklists and rubric are meant as starting points only. They should be adapted to best meet the needs of your students and your approach to assessment.

Blank templates follow the **Learning Checklist**, **Check-In Checklists** and **Rubric**. Use the fillable fields to create your own assessment tools.



## Learning Checklist

This student ..... is able to:	Yes	Some of the time	Not yet
 Compare examples of geographic features and human activities across geographical regions of Canada			
 Explain the relationship between the land, natural resources and human activities, using agriculture as an example			
 Use, create and interpret geographic tools, such as maps and charts, to explain how land and resources are used for human activities such as agriculture			
 Use and/or create graphic organizers to make connections between ideas			
 Compare information and perspectives from a variety of sources, such as topic experts, community members, elders, knowledge keepers and the internet			
 Search, retrieve and organize information from multiple sources to answer a research question			
 Generate and share original ideas, opinions, questions, personal perspectives and conclusions with others			
 Communicate, using different media, to support ideas, opinions, understandings and conclusions			
 Work collaboratively and cooperatively in group settings			
 Reflect on learning and growth			

Students use and develop competencies when they encounter unfamiliar or challenging situations. Competencies help students draw and build upon what they know, how they think and what they can do. They should not be formally evaluated, but rather feedback provided to students through subject-area learning outcomes.

The competency focus and icons are explained in the *Learning and Competencies* section of *The Amazing Race Project Guide*.










## Learning Checklist Template

This student ..... is able to:	Yes	Some of the time	Not yet



## Project Check-in

Learning Targets	Yes	Almost	Not yet	I know this because...
 I identify similarities and differences between geographic features and human activities in different regions of Canada.				
 I explain how human activities, like agriculture, affect the land and its resources. I explain how the land and its resources affects agricultural activities.				
 I compare perspectives and beliefs that influence how the land and its resources are used for agricultural activities.				
 I use or create maps and charts to explain how the land and resources in a region have been used for human activities like agriculture.				
 I use or create graphic organizers to help me make connections between ideas and information.				
 I compare information and perspectives from topic experts, community members, elders, knowledge keepers and the internet.				
 I find and organize information from multiple sources to answer a research question.				
 I share, by talking or writing, my ideas, opinions, questions and conclusions with others.				
 I use different media to communicate my learning.				
 I work cooperatively with others in groups.				
 I reflect on what I have learned. I describe what I think is most important in my learning.				







## Project Check-in Template

Learning Targets	Yes	Almost	Not yet	I know this because...








## Project Rubric

Learning Targets	Wow	Yes	Not Yet
<b>Explains connections between the land, its natural resources and the agricultural activities in a region of Canada</b>  	Selects examples that represent connections between the characteristics of the land and availability of natural resources on the type of agricultural activities found in a region	Identifies examples that illustrate the characteristics of the land, availability of natural resources and the types of agricultural activities in a region	Finds limited examples in a region that show the connections between the land, its natural resources and agricultural activities
<b>Compares information, stories, points of view and perspectives about the diversity of the land and the use of natural resources in different regions of Canada</b>  	Compares information and perspectives that represent similarities and differences in the ways that decisions are made about the use of land and its natural resources in different regions of Canada	Compares information and perspectives that show how land and natural resources are used in one or more regions of Canada	Uses limited examples to identify decisions people make about using the land or its natural resources
<b>Manage information from multiple sources to investigate a question and build understandings of the connections between geography and agriculture</b>  	Selects and organizes information and ideas effectively and combines them to illustrate the influence of physical geography on agricultural activities	Organizes identified information and ideas accurately to describe geographic characteristics connected with agricultural activities	Selects from identified information and ideas, but does not organize them effectively
<b>Create a product to inform and share understandings that result from an inquiry</b>  	Purposefully applies research to create a product that shares understandings and perspectives	Uses examples from research to create a product that shares understandings and perspectives	Selects examples from research, but is unable to create a product that shares understandings



## Project Rubric

Learning Targets	Wow	Yes	Not Yet
<p>Explains connections between the land, its natural resources and the agricultural activities in a region of Canada</p> 			
<p>Compares information, stories, points of view and perspectives about the diversity of the land and the use of natural resources in different regions of Canada</p> 			
<p>Manage information from multiple sources to investigate a question and build understandings of the connections between geography and agriculture</p> 			
<p>Create a product to inform and share understandings that result from an inquiry</p> 