

BACK TO OUR CASE STORY:

Ms Sibongile and her team became really interested in all of the activities in the resource *The Parts and the Whole: A holistic approach to environmental and sustainability education*. They found that this resource was using a range of different assessment methods. They discussed the example below, linked to an activity that was discussing the problems with how chocolate was being produced, and found in the section on “Chocolate, Slavery and Fair Trade” (Worksheets pages 60–62). They thought that this was a good way to assess learners’ values as well as social learning objectives:



Campaign

How can you persuade your friends and family to buy Fair Trade products?
Think of three good arguments.

You can start with **your class**, then **your school**... At home you start with **your family**, then **your community**...

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Ms Sibongile and her colleagues are aware that, in their subject area, final examinations will for the foreseeable future continue to be an essential requirement by the teacher education institution, and they need to be creative in influencing the design of inclusive examinations. Their problem is amplified by the fact that the current education system of accountability and incentives uses the results of national examinations and tests to assess teachers and schools. They tried some of the following approaches:



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Based on their experience, Ms Sibongile and her colleagues are recommending the following when introducing innovative forms of assessment for ESD for the first time:

- Integrate alternative assessments gradually, while still using the traditional assessments.
- Walk students through the rubrics and discuss expectations when you introduce assignments.
- Learn to score innovative assessments yourself, and then gradually introduce students to self-evaluation and peer assessments.
- Teach students how to thoughtfully give each other feedback as you introduce them to peer-response.
- Try always to get a balance of assessment approaches that assess cognitive learning, socio-emotional, behavioural or action oriented, and social learning objectives and outcomes.
- Try always to include critical thinking, higher order thinking skills, futures thinking and values and attitudes in assessment tasks.

