

OPTIMIZING ASSESSMENT FOR ALL

Classroom-based assessment of 21st century skills

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Today's Objectives



- Overview of the Optimizing Assessment for All (OAA) project
- Senegal's participation in the OAA mini-study (M. Lam)
- Gambia's participation in the OAA main study (Mr. Senghor and Mr. Jeng)



Changing World

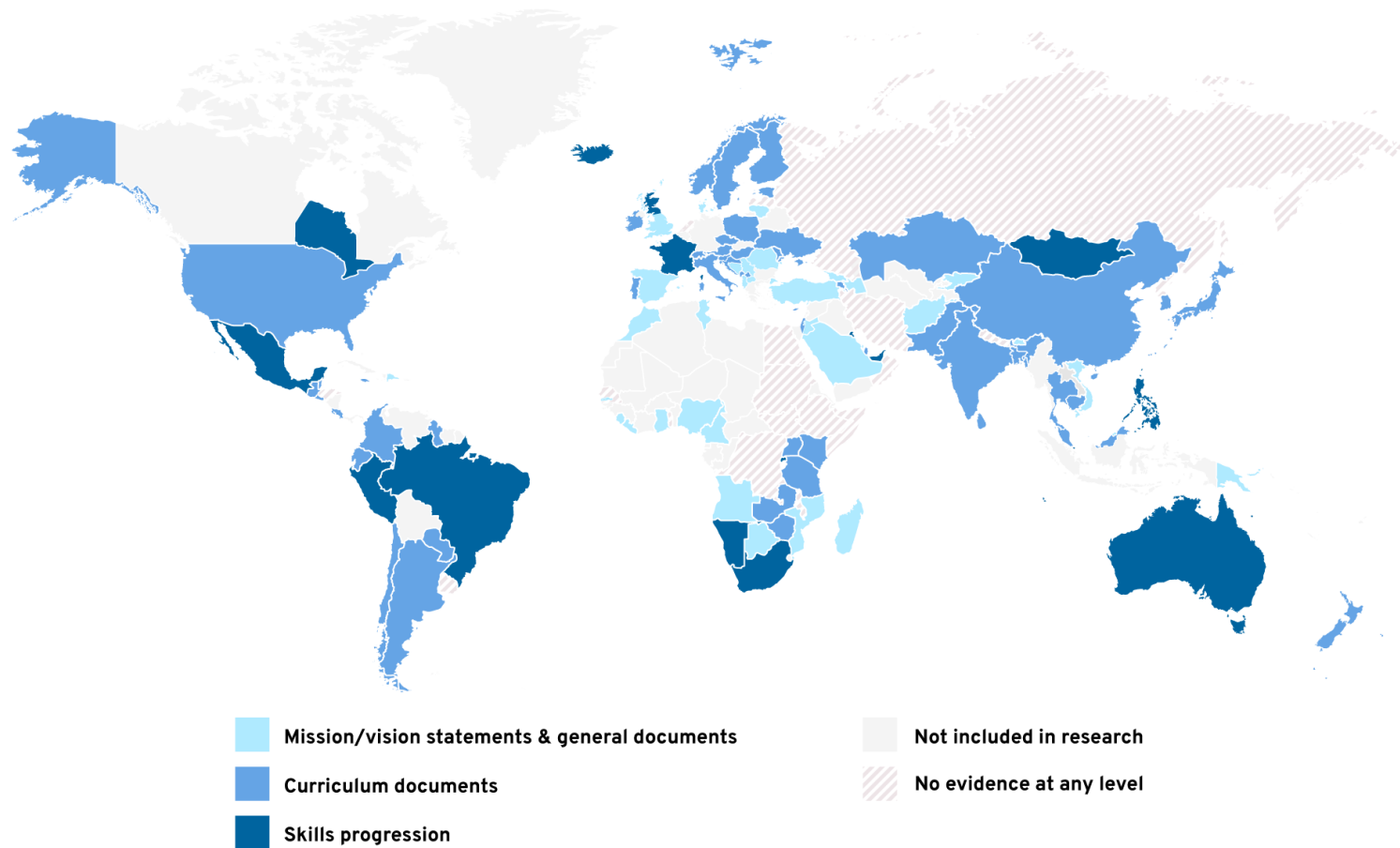
- Changing World of Work
 - Jobs are changing as increasing number of tasks can be automated
- Increasingly Complex Global Challenges
 - Climate change, the migrant crisis, and health epidemics will take global citizens and creative collaboration across borders
- Rapid Acceleration of Digital Technology
 - Computing power increasing exponentially, more devices coming online than people in the world, and access to information increasing rapidly

Re-Think Education to Include a Breadth of Skills

Shifts in skills, away from the narrow focus on literacy and numeracy and toward **breadth of skills**, are needed to navigate our changing societies and for individuals to function as responsible citizens.



Education shift to including 21st century skills



Measuring 21st century skills

Easier

Physical
dimensions

School subject
achievement

Transferable
skills

Which geographic factor was most important to settlement of Virginia in the 1600s?

- A. dense vegetation
- B. navigable rivers
- C. tropical forests
- D. warm winters

?

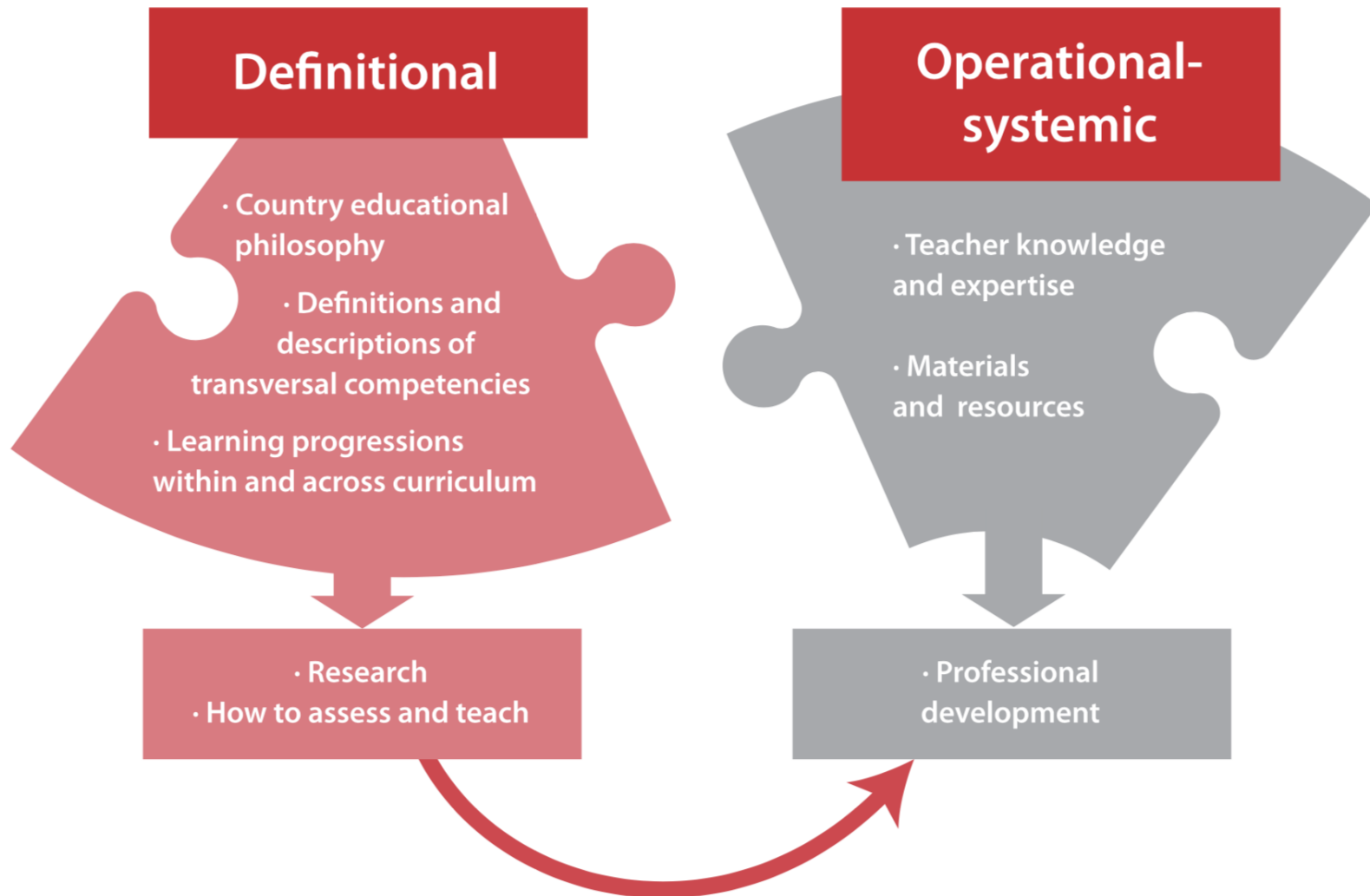
More difficult

Assessment of Transversal Competencies: Policy and Practice in the Asia-Pacific Region

- Gathered information on existing policies and practices of assessing transversal competencies
- Identified challenges in implementing transversal competencies effectively into education systems



Challenges to Implementation of Policies in the Asia-Pacific



Optimizing Assessment for All (OAA) is designed to:

- Shift minds and practices around use of assessment
- Shift perceptions on how assessment relates to the broader education structure
- Develop new methods for assessing 21st century skills





Mini-study: What assessments of 21st century skills currently exist?

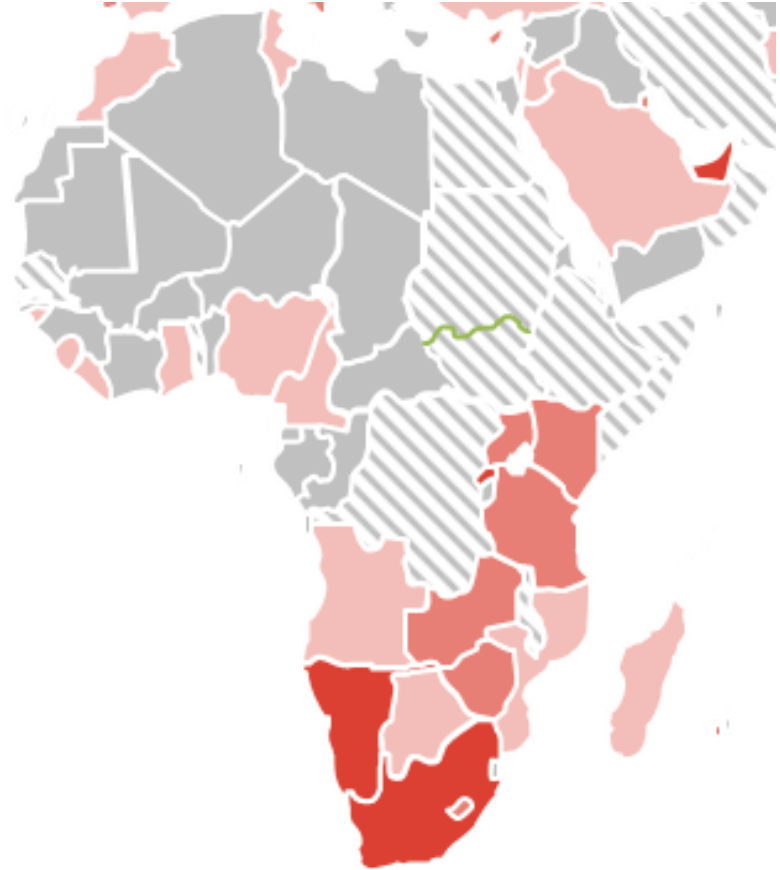
The mini-study was designed to:

- Provide a snapshot of tools currently used to assess 21st century skills in Africa
- Gather classroom tools and national assessment tools
- Provide a baseline for identifying technical capacity building needs in assessment of 21st century skills

Country Participants



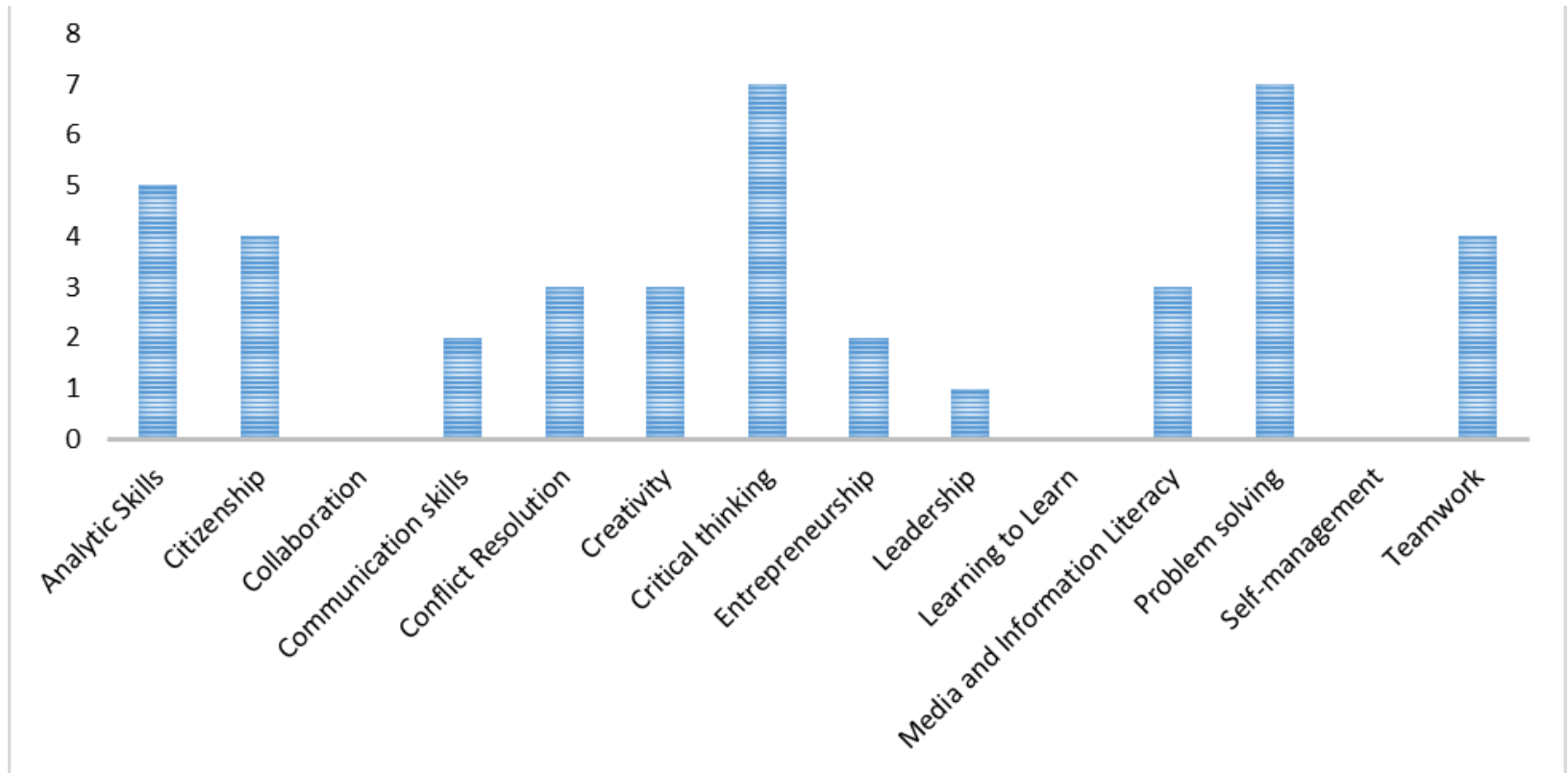
- Chad
- Côte d'Ivoire
- Democratic Republic of the Congo
- Gambia (The)
- Kenya
- Lesotho
- Mali
- Senegal
- Zambia





Finding #1

Majority of tools were not designed to capture 21st century skills directly. Only 28 out of the 91 tools were identified as capturing 21st century skills. Critical thinking and problem solving were the most commonly identified skills.





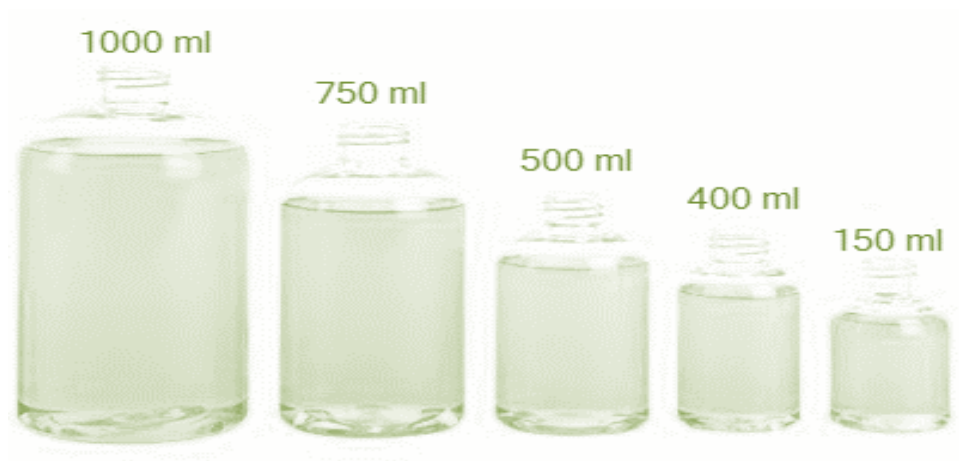
Finding #2

There is potential for many of the tools to be expanded, so that they can target 21st century skills.

1. Which combination of pots can be used to measure 550 ml?

- A. 400 and 500
- B. 150 and 400
- C. 750 and 1000
- D. 150 alone

2. If you want to distribute 2200 ml of water evenly to four friends, explain how you would do this.



Challenges to Implementation in Africa

- There is a lack of understanding of the definition and nature of 21st century skills.
- The current system is designed to target disciplinary skills, and 21st century skills are viewed as something separate rather than something that can be embedded within the existing subject areas.
- There is a lack of tools and assessments that measure 21st century skills. More critically, there is a lack of capacity to develop tools that measure 21st century skills.
- There is a lack of resources for teaching these skills and a lack of teacher training on how to teach these skills.
- There is a lack of alignment between the educational goals, assessment, and pedagogy. Although 21st century skills may be identified in the curriculum, but how to successfully translate what is written in the curriculum and put it into classroom practice is another matter.

OAA Africa Main Study

The
Gambia



OAA Main Study Phases and Objectives

Building assessment literacy



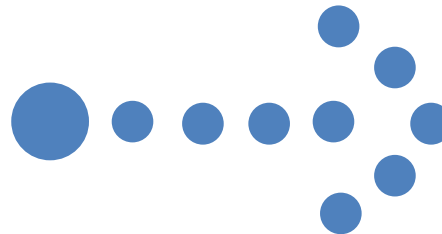
Develop and pilot assessments



Learning and dissemination



Optimizing
Assessment
for All



To support regional and national stakeholders in measuring learning across 21st century skills, with consequent capacity for teaching these skills

To demonstrate how to align assessment of skills with how they are written into curriculum and how they are to be taught

To strengthen education systems' capacity to integrate 21st century skills into their teaching and learning in order to better promote the goals of education systems in developing their students' readiness for work and lifelong learning

OAA Africa Country Team Members





Thank you!

Optimizing Assessment for All

<https://www.brookings.edu/product/optimizing-assessment-for-all/>

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