



OPTIMIZING ASSESSMENT FOR ALL

OAA Ministudy

Dakar, 16-17 July 2018

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Optimizing Assessment for All (OAA) is designed to:

- To support regional and national stakeholders in measuring learning across 21st century skills, with consequent capacity for teaching these skills
 - Develop methods for assessing 21st century skills or “transversal competencies”
- To shift perceptions on how assessment relates to the broader education structure
 - 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
#Optimizing_Assessment_for_All



Schedule 16-17 July

Day 1	Session	Mode	Speakers	Objectives
8.30–9.00	Registration			
9.00-9.15	Welcome and introductions		Valérie Djioze (TALENT)	
9:15-9.30	A4L	Present	Ramya Vivekanandan (GPE)	Introduction to the Assessment for Learning Initiative
9.30-10.15	Introduction to the ministudy Information from countries	Present	Esther Care Helyn Kim (Brookings) Country participants	To provide background information and purpose of the ministudy To review purposes of assessment Review of country information
10.15-10.45	Tea Break			
10.45-12.00	Ministudy methods	Present/ Discuss	Esther Care and Helyn Kim	To describe the ministudy method; Group discussion on the method presented, feasibility, challenges
12.00-1.00	Lunch			
1.00-3.00	21 st century skills	Present/ Activity	Esther Care and Helyn Kim	To familiarize participants with 21 st century skills concepts To draft a framework for the study
3.00-3.30	Tea Break			
3.30-4.30	Draft framework	Group Activity	Country Participants	Discussion of draft framework



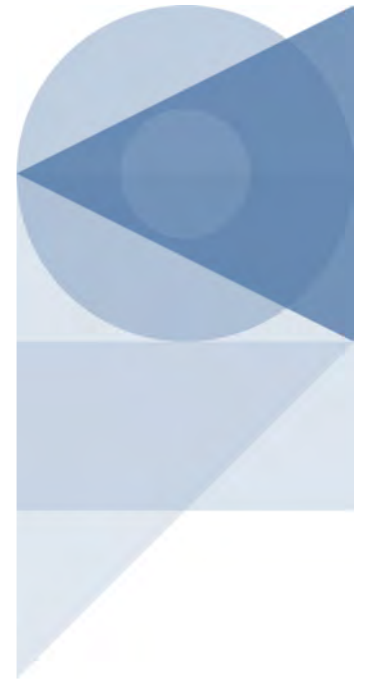
Schedule 16-17 July

Day 2	Session	Mode	Speakers	Objectives
9.00 – 10.00	Recap of day 1		Esther Care	Summarize information from day 1 Finalise draft framework
10.00-10.45	Equip participants to start study and expectations	Present	Esther Care and Helyn Kim	Discuss timeline and expectations including recruitment to sample national assessment tools; recruitment of schools to sample from; collection of sample tools
10.45-11.15	Tea Break			
11.15-12.30	Brainstorming session	Group Activity	Country Participants	Country participants will finalise ministudy activity plan
12.30-1.30	Lunch			
1.30-5.00	OAA Main study			
1.30-1.40	TALENT context	Present	Valérie Djioze	
1.40-3.00	Information Session Part 1	Present Activity Discuss	Esther Care	To provide context and philosophy of the project
3.00-3.30	Tea Break			
3.30-5.00	Information Session Part 2	Group Discuss	Helyn Kim	Discuss project aims, expectations, and timelines over 20 month project

Ministudy

This ministudy is designed to:

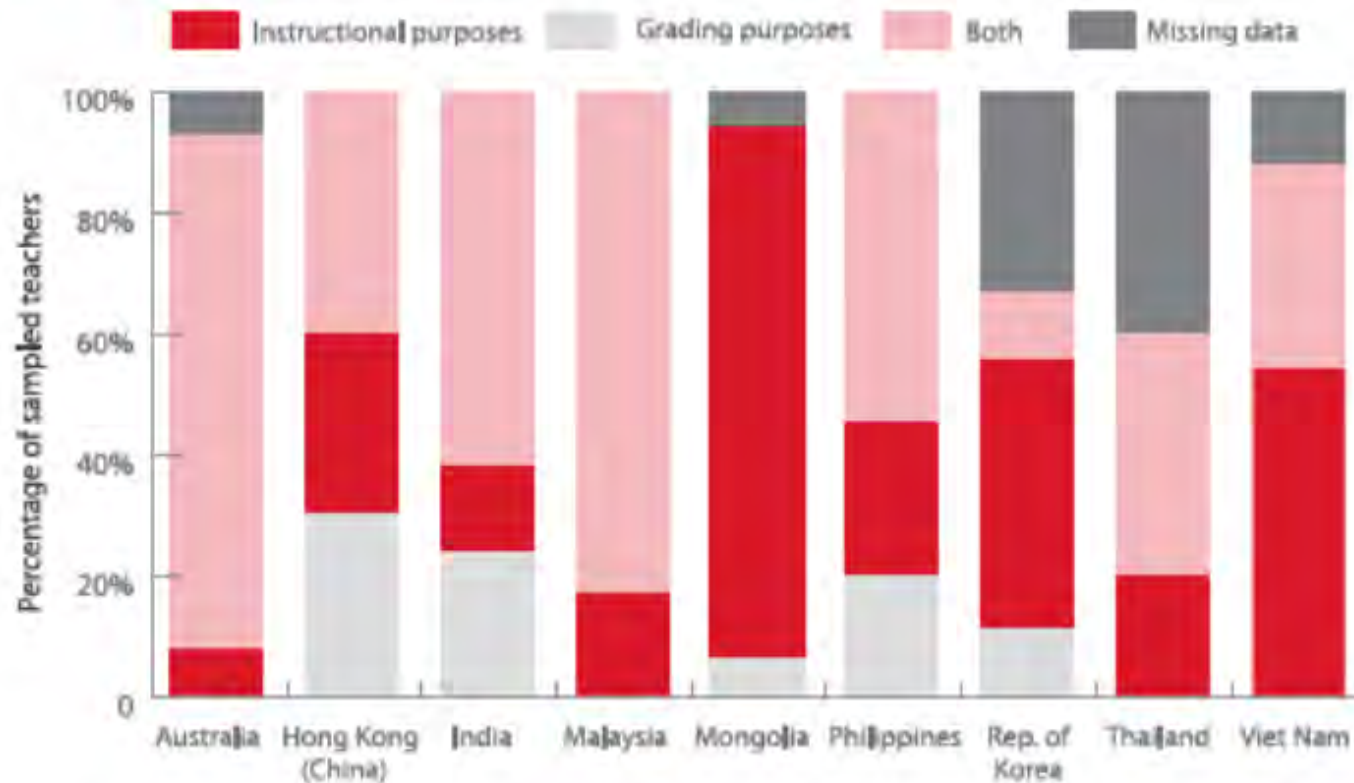
- Provide a snapshot of tools currently used to assess 21st century skills in Africa
- Draw on both classroom tools and national assessment tools
- Provide a baseline for identification of technical capacity building needs in assessment of 21st century skills



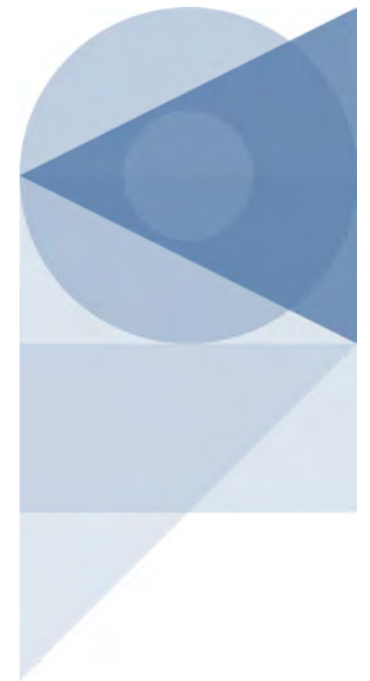
Destinations for assessment data

- The classroom, and the individual
- The system

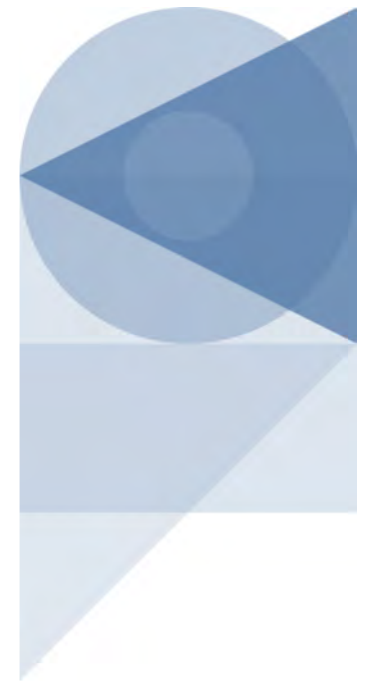
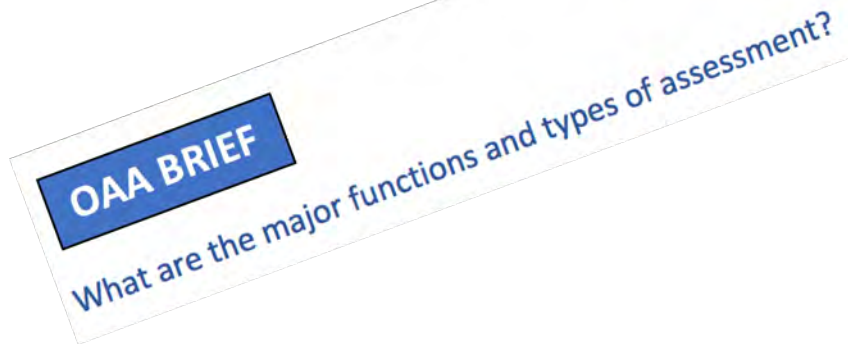
Figure 6: Purposes of TVC assessment



Note: There are unequal numbers of respondents across countries.



Purposes of assessment*



- Do the destinations for data use determine the form of assessment?
 - Classroom, School, Province, National, Regional/International
- Relevance of formative and summative for 21CS?

Synthesis of information from participating countries

Country	Vision/mission statement	Curricular Documents	Assessment guidelines
Tchad	Interim Education Plan 2018-2020	Teacher training and new assessment tools	Pedagogy and assessment of 21 st century skills
Côte d'Ivoire	21CS not explicitly expressed but top priority	Problem solving, ICT skills,	Problem solving, communication
Kenya	Global competitiveness and innovativeness	Competency Based curriculum	competency based assessment
Lesotho	Curriculum and Assessment Policy for Lesotho; Integrated curriculum for Basic education	Entrepreneurial, scientific communication, problem-solving	technological, cooperation and learning how to learn
Mali	Education Act	Problem Solving, Collaboration, Creativity and Critical Thinking	Framework for the assessment of learning
Zambia	Lifelong education	Self-motivated, confidence, relationships, citizenship	analysis, synthesis, critical thinking, communication
The Gambia	Creativity, development of a critical and analytical mind	cooperation, communication	School-based assessments; continuous assessments
Senegal	Citizenship, values, lifelong learning	Integrated into the science and technology culture of the 21st century	
Democratic Republic of Congo	Citizenship, knowledge and skills for life, civic values	Creativity, search for solutions, communication, comprehension	Regular assessment of learning achievements

Tchad



Mission/Vision Statement

[Plan Intérimaire de l'Éducation au Tchad \(PIET\)](#) pour la période 2018-2020

- Priorité N°1 : Continuer à offrir un enseignement primaire universel de qualité en intégrant les premières années de l'enseignement secondaire à l'éducation de base et en réduisant les disparités
- Priorité N°2 : Améliorer la qualité et la pertinence de l'apprentissage à tous les niveaux
- Priorité N°3 : Favoriser la gouvernance du secteur de l'éducation en améliorant la gestion, la coordination et la déconcentration

Curricular Documents

- Généralisation des programmes de formation initiale des enseignants ;
- Evaluation des manuels de la série 'Etoile' ;
- Elaboration des supports pour le développement des compétences linguistiques des enseignants ;
- Elaboration des manuels de l'enseignement moyen de la classe de 4ème et 3ème;
- Elaboration des nouveaux outils d'évaluation des apprentissages scolaires.

Assessment Guidelines

les Référentiels d'activités pédagogiques et les référentiels de compétence des inspecteurs et autres chaines personnes ressources concernées par d'évaluation en ce qui concerne les compétences du XXI ème siècle

Côte d'Ivoire



Mission/Vision Statement

En Côte d'Ivoire, la vision politique est d'amener le pays vers l'émergence. L'école a donc pour finalités de contribuer à l'atteinte de cet objectif en produisant des cadres nationaux compétents dans tous les domaines. Aussi les compétences du 21^{ème} siècle même si elles ne sont pas exprimées de façon explicite, demeurent-elles une priorité absolue pour le système éducatif.

L'idéal serait d'accompagner la Côte d'Ivoire à intégrer de façon formelle ces compétences (21^e siècle) dans son curriculum de formation.

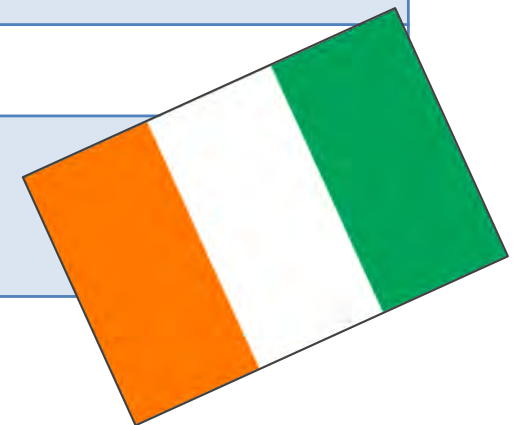
Curricular Documents

De façon explicite, il y a :

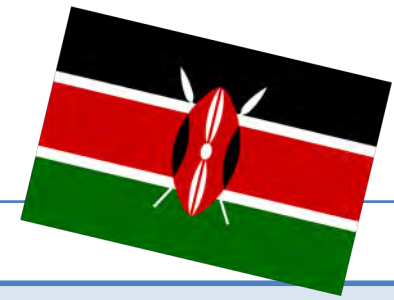
- la résolution de problème ;
- les compétences liées aux TIC ;
- quelques compétences liées au quotidien (initiative, la sociabilité, la productivité)

Assessment Guidelines

- Résolution de problème
- Communication



Kenya



Mission/Vision Statement

21st Century skills have not been specifically mentioned. However, the vision mentions Global Competitiveness and innovativeness. The mission makes reference to Research, Science, Technology and Innovation, and Sustainable Development.

Curricular Documents

In the Competency Based Curriculum which is being piloted nationally at Grade 1 and 2, the following Core Competencies have been identified in the National Curriculum Framework: Communication and Collaboration, Critical thinking , Problem Solving, Imagination and Creativity, Citizenship, Digital Literacy Learning to learn and Self Efficacy. There is also incorporation of Pertinent and Contemporary Issues in the curriculum.

The current curriculum incorporates the teaching of Life skills at both Primary and Secondary level. Through this, such skills as Self-awareness, Self-esteem are emphasised.

Assessment Guidelines

Competency based assessment: Continuous reporting on acquisition of the core competencies spelt out in the CBC through continuous formative assessment through strategies such as classroom observations, portfolio and projects, self and peer assessment, authentic assessments, etc; Kenya Early Years Assessment

Lesotho

Mission/Vision Statement

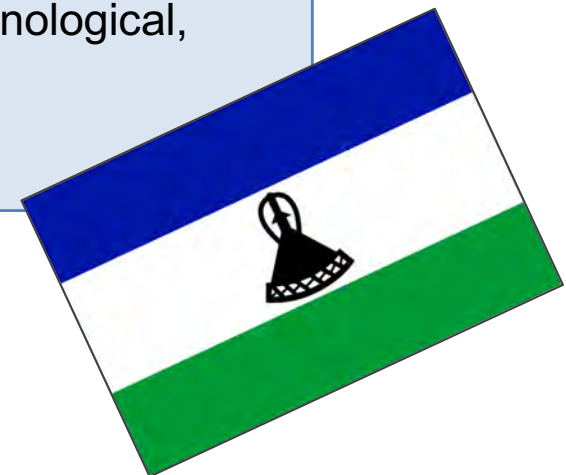
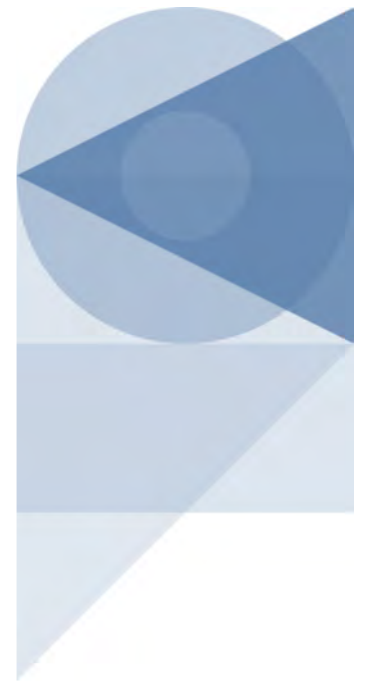
- Curriculum and Assessment Policy for Lesotho
- The integrated curriculum for Basic education
- Functionally literate society with well-grounded moral and ethical values; adequate social, scientific and technical knowledge and skills by the year 2020

Curricular Documents

Entrepreneurial, scientific communication, problem-solving, technological, cooperation and learning how to learn

Assessment Guidelines

Entrepreneurial, scientific communication, problem-solving, technological, cooperation and learning how to learn



Mali

Mission/Vision Statement

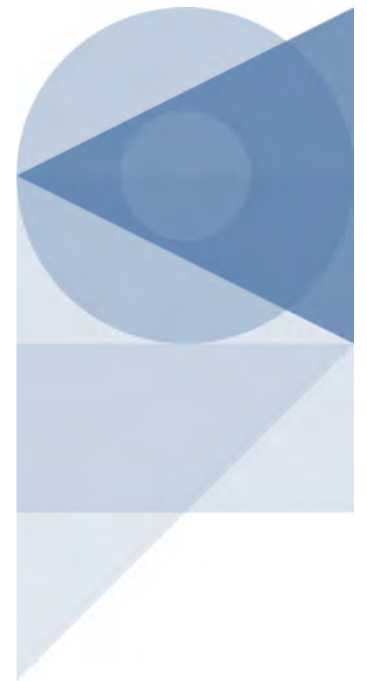
Depuis la loi sur l'éducation on trouve des compétences du 21^e siècle

Curricular Documents

Résolution de problèmes, Collaboration, Créativité et la pensée critique

Assessment Guidelines

Dans le cadre de référence en évaluation des apprentissages on retrouve la plupart des compétences du 21^e siècle.



Zambia

Mission/Vision Statement

VISION: Quality long-life Education for all which is accessible, inclusive and relevant to individual, national and global value System.

MISSION: Enable and provide an education system that will meet the needs of Zambia and its people.

Curricular Documents

The aims of the Zambian curriculum are to produce:

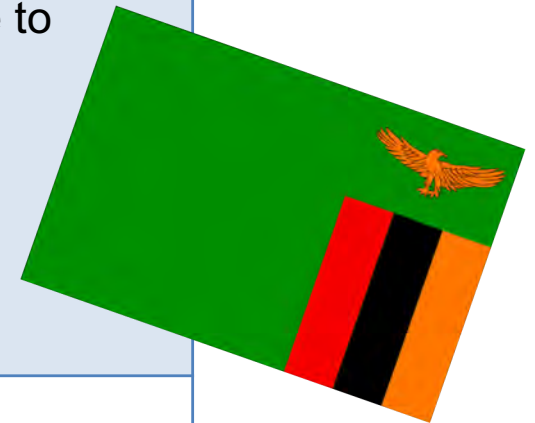
- self-motivated, life-long learners
- confident and productive individuals
- holistic, independent learners with the values, skills and knowledge to enable them to succeed in school and in life.

Learners have to acquire a set of values which encourages them to:

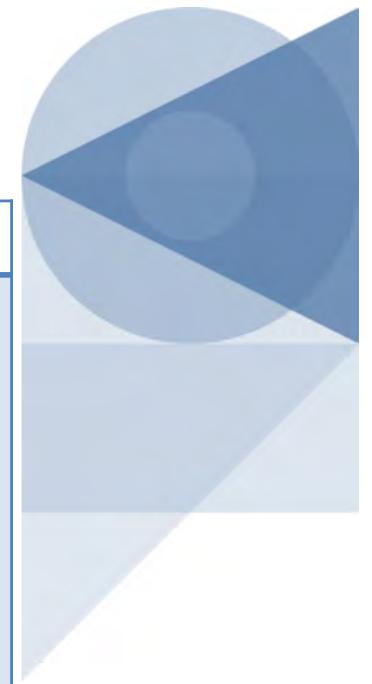
- strive for personal excellence
- build positive relationships with others,
- become good citizens
- celebrate their faith and respect the diversity of beliefs of others.

Assessment Guidelines

Basics of learning; lower and higher levels of Bloom's taxonomy; competences (critical thinking, problem solving, creativity, cooperation); attitudes



The Gambia



Mission/Vision Statement

VISION: To provide universal access to education for all the children in the country. Gambian children will be equipped with skills which will make them fully functioning members of society and able to contribute to the success and development of the country.

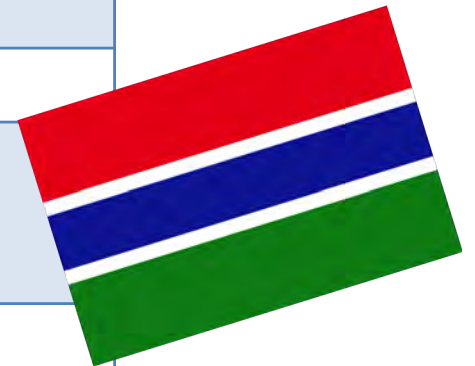
MISSION: To provide access to quality education to develop a computer literate and technologically competent populace with renewed emphasis on Science, Technology, Agriculture and the Arts in developing a productive and capable human resource base for the new millennium.

Curricular Documents

In the Education Sector Policy 2016-2030, the "Aims of Education" include learning how to learn and developing generic skills such as communication, creativity and critical thinking

Assessment Guidelines

Assessment will include formal examinations; continuous assessment, routine and ad hoc diagnostic tests, and other forms of assessments will be based on the curriculum. Assessment of and for learning plays a critical role to ensure inclusive, equitable, and quality education for all; synergy between curriculum, teaching, learning and assessment. Assessment results will be used to address learning outcomes particularly in early grade learning numeracy and literacy.



Senegal

Mission/Vision Statement

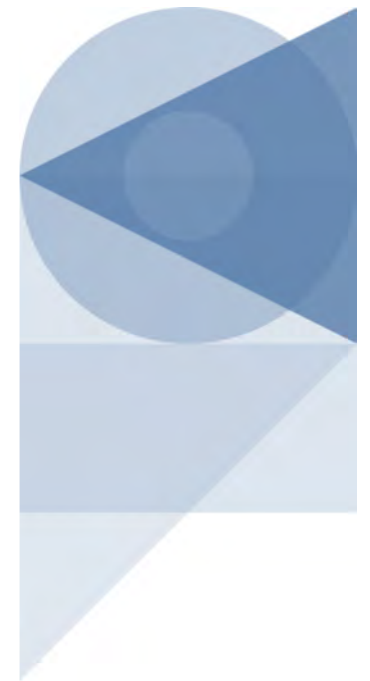
Timidement mentionnées dans les documents stratégiques mais pas de manière exhaustive. La spécification dans les documents d'orientation curriculaire reste un défi. « Former un type de sénégalais ancré dans une citoyenneté républicaine et démocratique consciente et active, attaché au respect et à la promotion des valeurs nationales et africaines, acquis aux comportements et modes de vie durables, compétent et motivé dans l'exercice de sa profession et dans le service à la nation, intégré dans la culture scientifique et technologique du XXI^e siècle et engagé dans l'apprentissage tout au long de la vie »

Curricular Documents

« intégré dans la culture scientifique et technologique du XXI^e siècle »

Assessment Guidelines

Non



Democratic Republic of Congo

Mission/Vision Statement

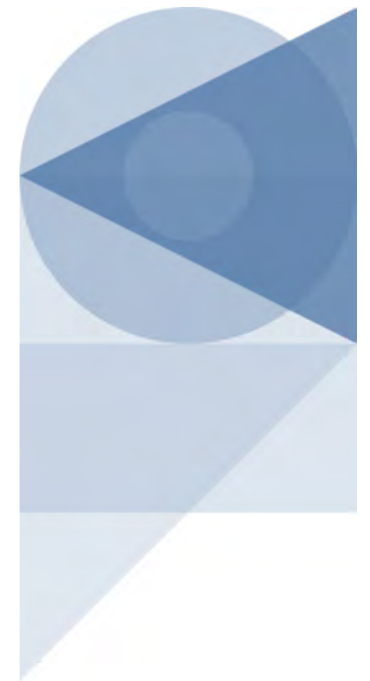
La vision du Gouvernement pour le secteur de l'éducation est « la construction d'un système éducatif inclusif et de qualité, contribuant efficacement au développement national, à la promotion de la paix et d'une citoyenneté démocratique active ». La loi-Cadre conçoit l'enseignement national comme devant assurer aux élèves et aux étudiants une formation intellectuelle leur permettant d'acquérir des connaissances et des compétences directement ou indirectement utiles à la vie, en vue de leur insertion dans le monde en perpétuelle mutation (article 27 de la loi cadre). L'article 14 insiste sur l'éducation aux valeurs humaines notamment les valeurs morales, spirituelles, éthiques, culturelles et civiques.

Curricular Documents

Le curriculum de l'enseignement de base prône comme méthodologie l'approche par situations qui met l'élève devant des situations réelles favorise les compétences suivantes: l'esprit de créativité; la recherche des solutions; l'effort de compréhension et de production orale.

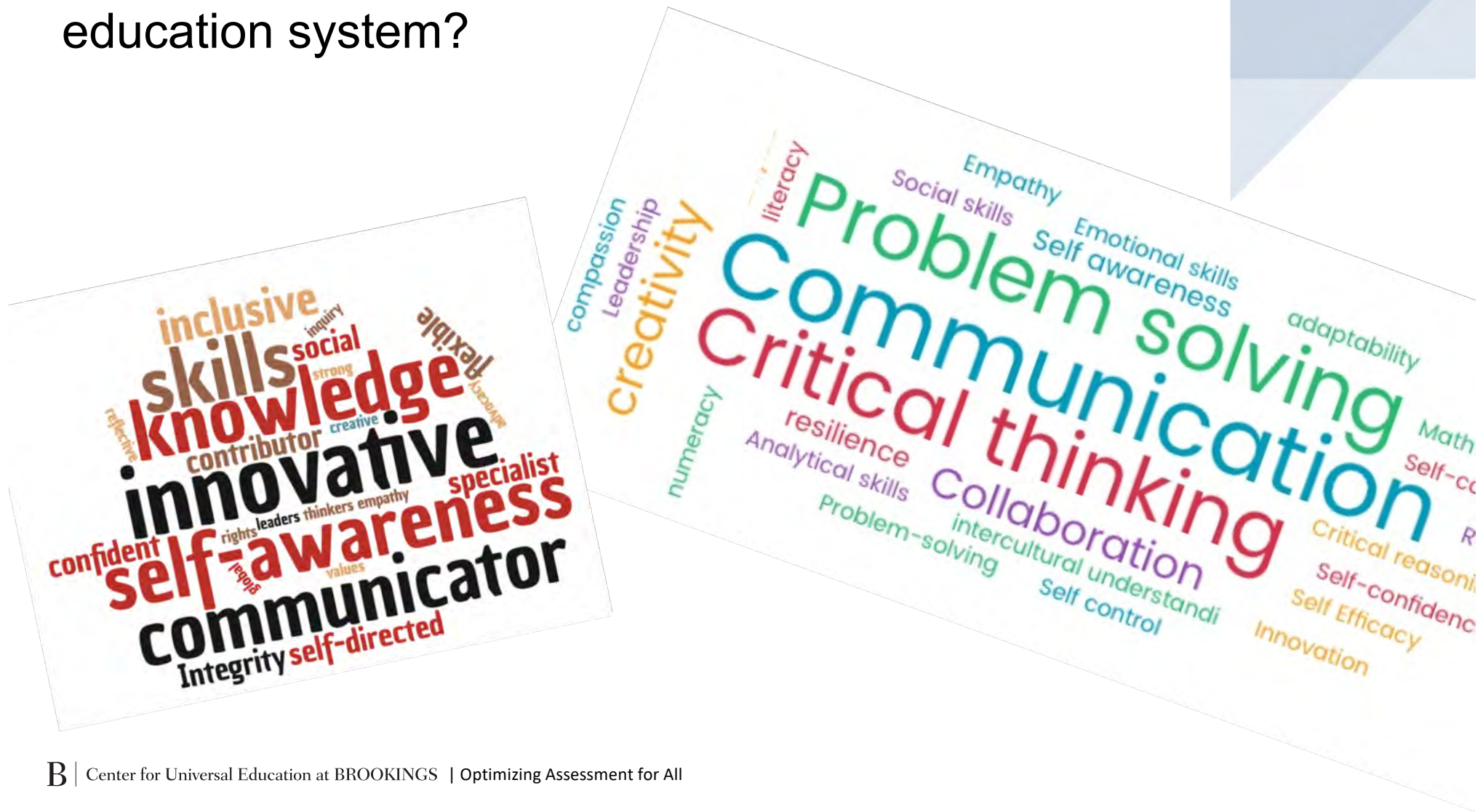
Assessment Guidelines

Une des réformes phare du secteur de l'éducation est la mise en place d'un dispositif d'assurance-qualité, basée sur des évaluations régulières des acquis scolaires. L'objectif est d'établir une culture d'évaluation pour un meilleur pilotage du système et la mise à niveau aux standards internationaux.



Activity

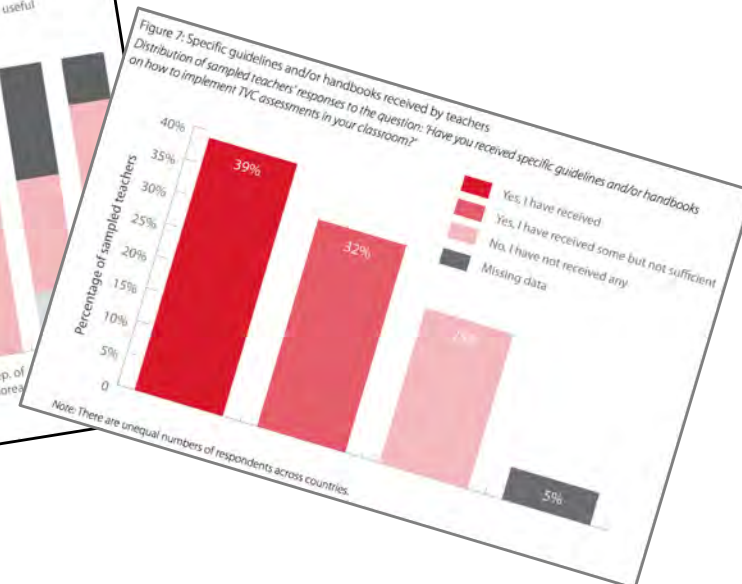
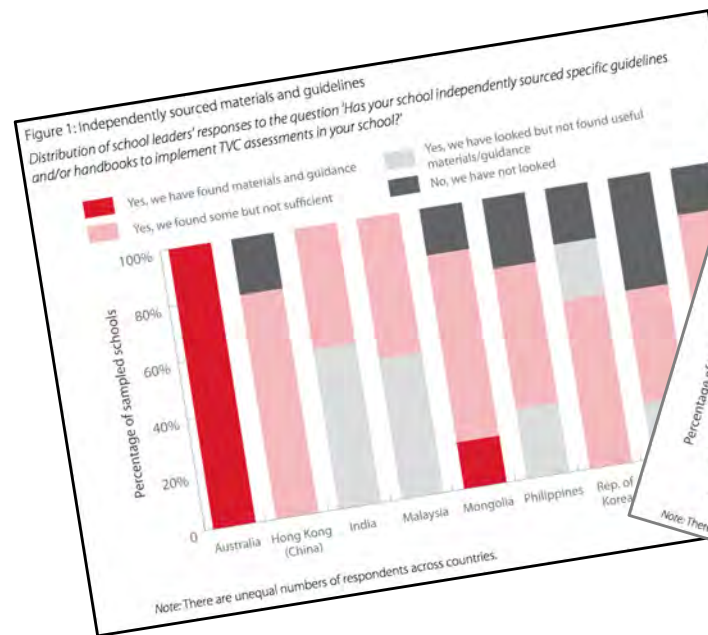
What 21st century skills are valued by your education system?



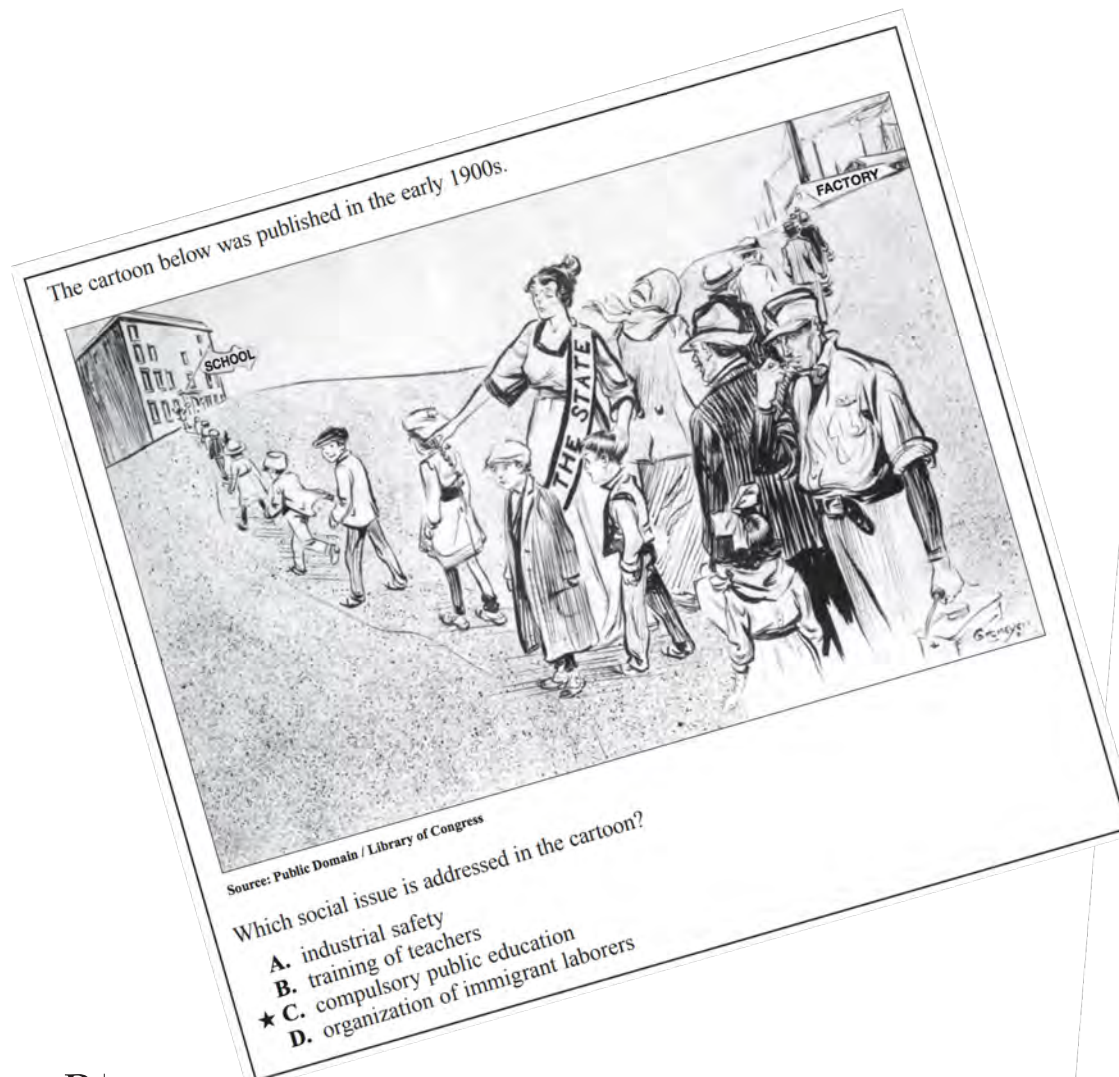
Anomalies

Why collect examples of tools?

- Potential for sharing
- Evidence of practices as opposed to self-report
- Lack of consistency across layers in education systems



Data for the ministudy: tests and/or items



MATCHING TYPE TEST

Directions: Match column A with the correct answer on column B, write only the letter of answer on the blank provided at the right side of the test paper.

Column A

1. He is known as the Father of Taxonomy.
2. He established the concept of cell theory.
3. He is known as the Father of Modern Microbiology.
4. He is the Father of Genetics.
5. He formulated the "Gene Mutation Theory."

Column B

- a. Robert Hooke 1. _____
- b. Louis Pasteur 2. _____
- c. Gregor Mendel 3. _____
- d. E.H Starling 4. _____
- e. Carolous Linnaeus 5. _____
- F. Hugo de Vries

FILL IN THE BLANKS.

Directions: Fill each blank with the correct answer. Write your answer on the blank provided.

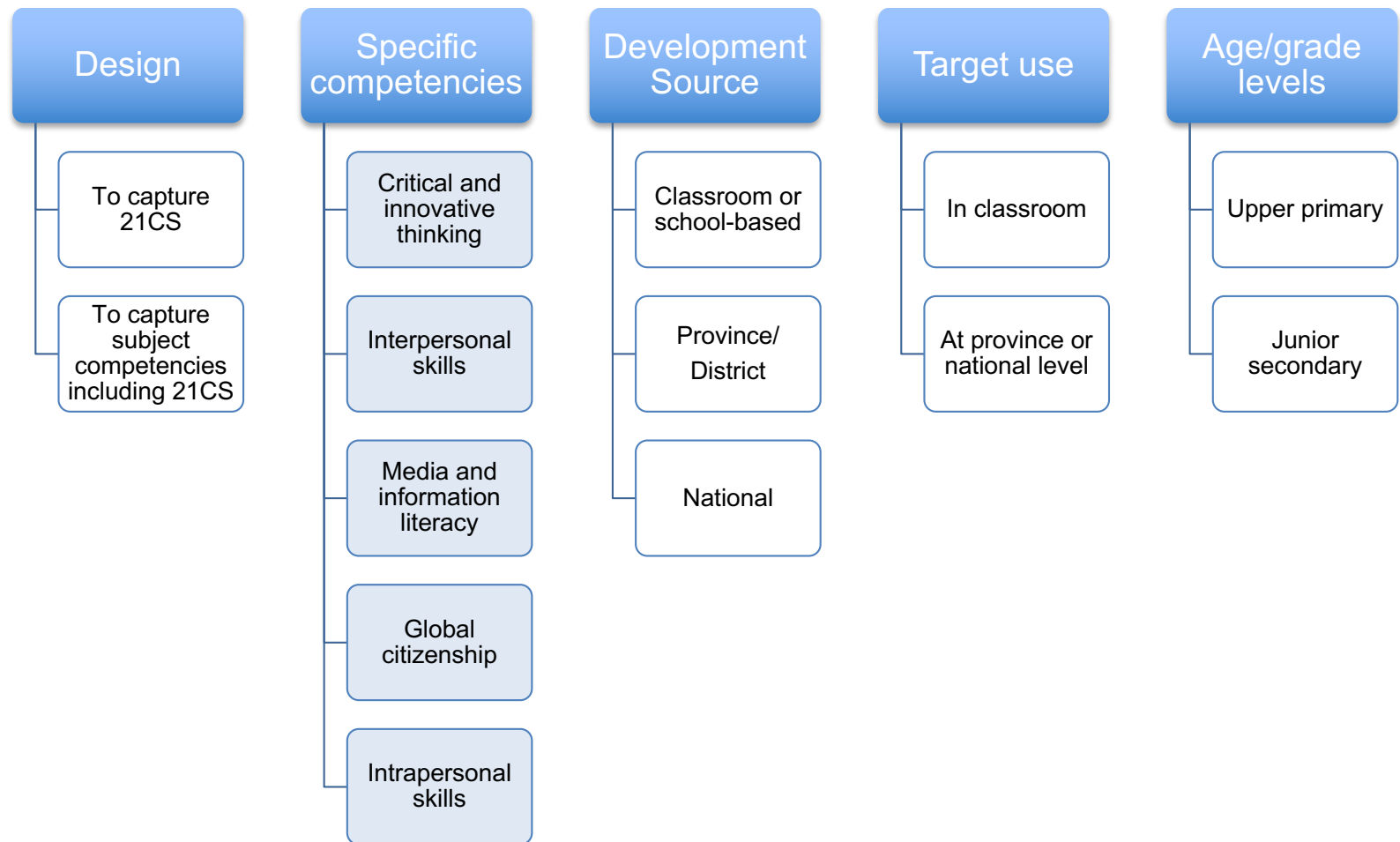
1. It is a branch of science that deals on the study of life is called _____.
2. The basic component and structure of life is called _____.
3. Life is classified in five different kingdoms namely: Plantae, animalia, Protista, monera and _____.
4. Prophase, metaphase, anaphase and telophase are the four stages of _____.
5. Thin slices of cork and other plant materials contain minute partitions separating cavities that he called cells was discovered by _____.

ANALOGY TEST

Directions: Select the lettered pair that best expresses a relationship similar to that expressed in the original pair. Write the letter your answer on the blank provided at the right side of the test paper.

1. Ornithology: Birds :: _____ : Fish
 - a. Microbiology
 - b. Ichthyology
 - c. Taxonomy
 - d. Mammalogy
2. Squash: Vine :: Narra : _____
 - a. Tree
 - b. Shrub
 - c. Bush
 - d. Herbs
3. Bios: _____ :: Logos : Study
 - a. Life
 - b. Relationship
 - c. Environment
 - d. Elements
4. Diploid: (2n) :: Haploid: _____
 - a. (2m)
 - b. (m)
 - c. (n)
 - d. (n2)
5. Homo Ergaster : Africa :: Homo Erectus : _____
 - a. Europe
 - b. Oceania
 - c. America
 - d. Asia

Data capture: Design, competencies, source, and target





Data capture: Additional information

- Other information
 - Scoring
 - Reporting
 - Technical information (reliability and validity, as available for standardised instruments)
 - Primary function – teaching or accountability
- Appendix
 - Example items or whole tool
- Exclusion
 - Commercial tools



What are 21st century skills?

Step 1: Identify the skills of interest

Are they teachable?

Are they measurable?





Step 2: How to organize the skills?

- Review examples
- Classify your identified 21st century skills

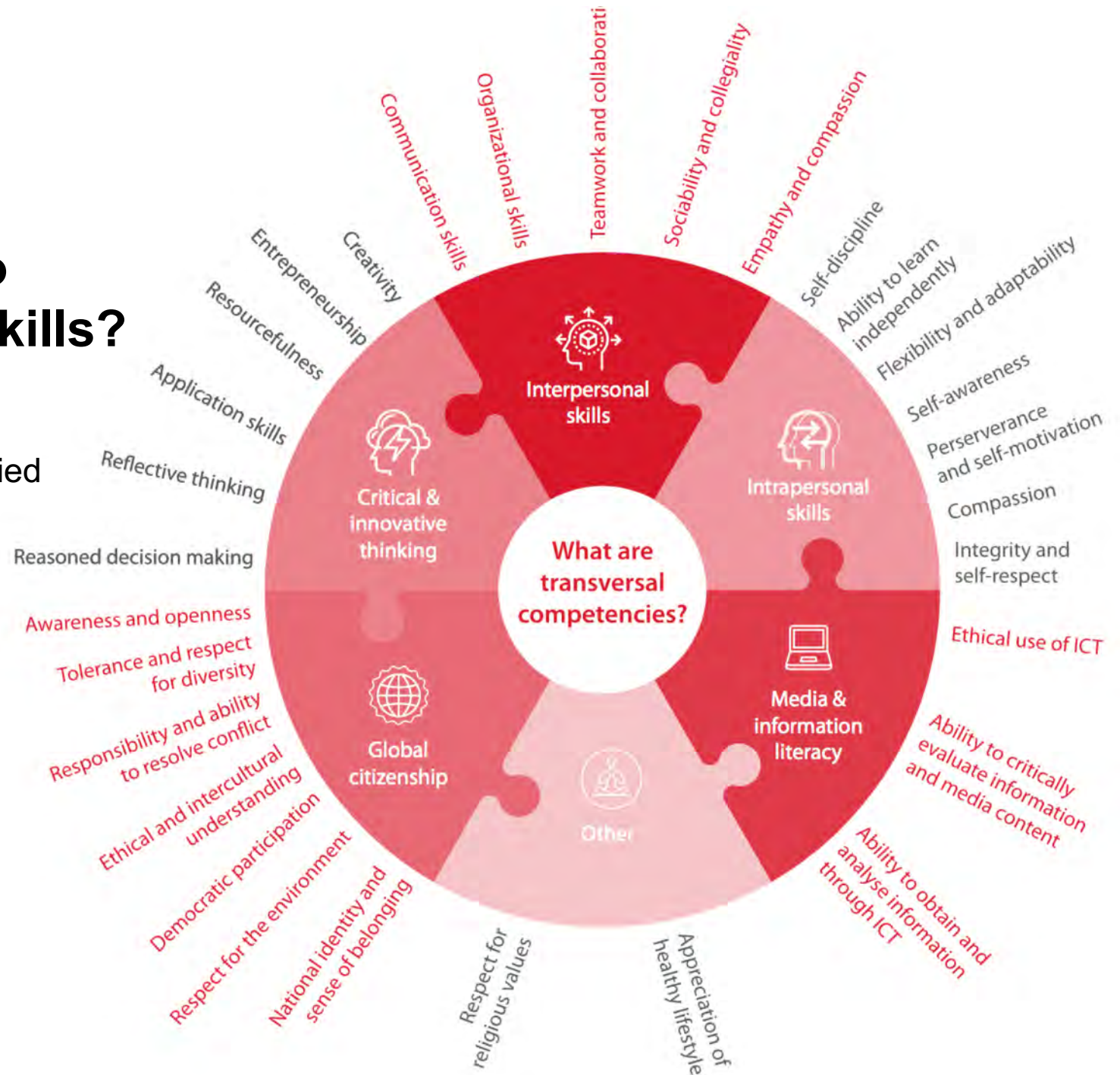




Table 1: ERI-Net's framework on transversal competencies

Domains	Examples of key skills, competencies, values and attitudes
Critical and innovative thinking	Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
Interpersonal skills	Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion
Intrapersonal skills	Self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, self-respect
Global citizenship	Awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, ability to resolve conflicts, democratic participation, conflict resolution, respect for the environment, national identity, sense of belonging
Media and information literacy	Ability to obtain and analyse information through ICT, ability to critically evaluate information and media content, ethical use of ICT
Other (Physical health, Religious values)	Appreciation of healthy lifestyle, respect for religious values



WAYS OF THINKING

- Creativity and innovation
- Critical thinking, problem-solving, decision-making
- Learning to learn/metacognition (knowledge about cognitive processes)

TOOLS FOR WORKING

- Information literacy
- Information and communication technology (ICT) literacy

WAYS OF WORKING

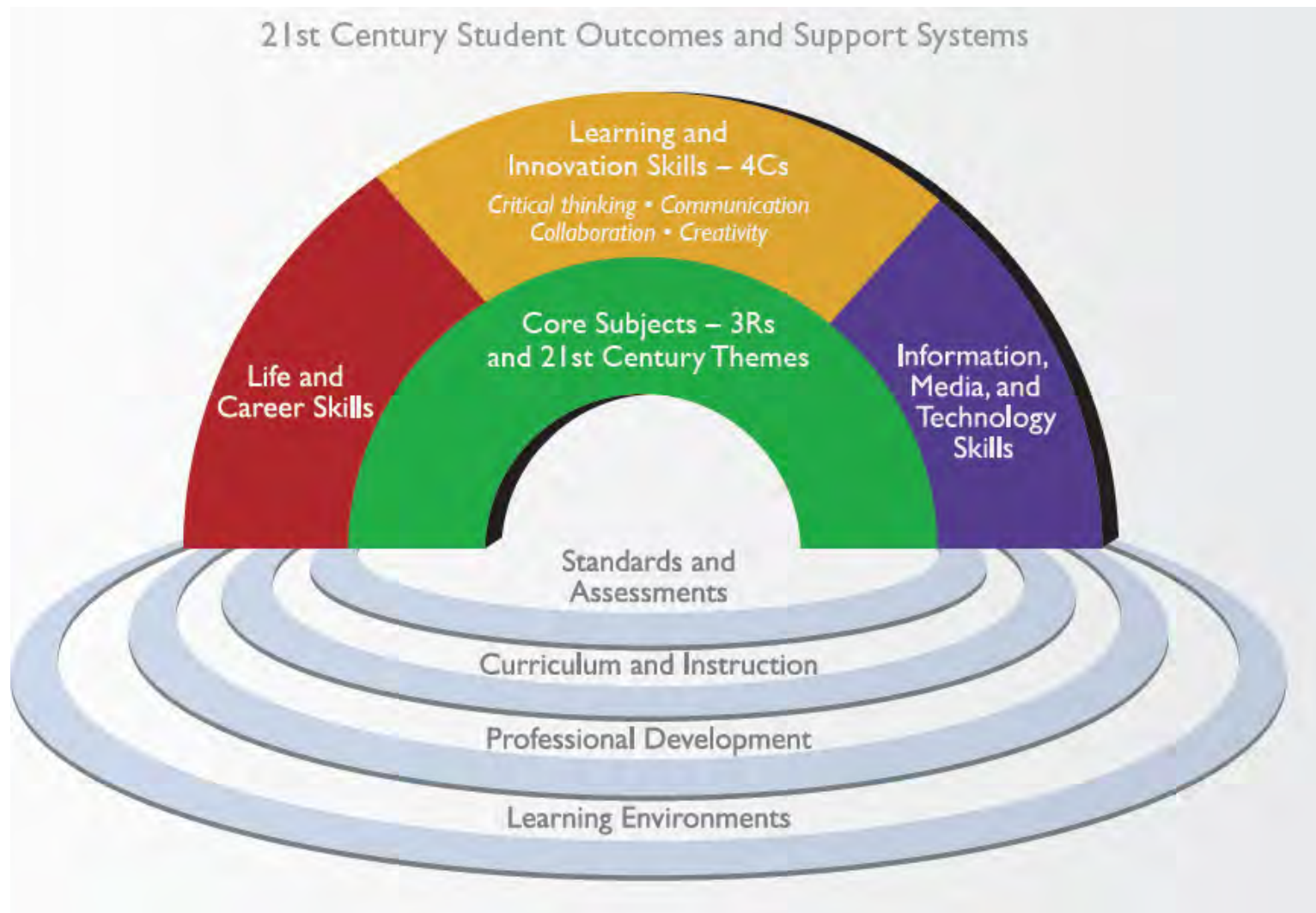
- Communication
- Collaboration (teamwork)

WAYS OF LIVING IN THE WORLD

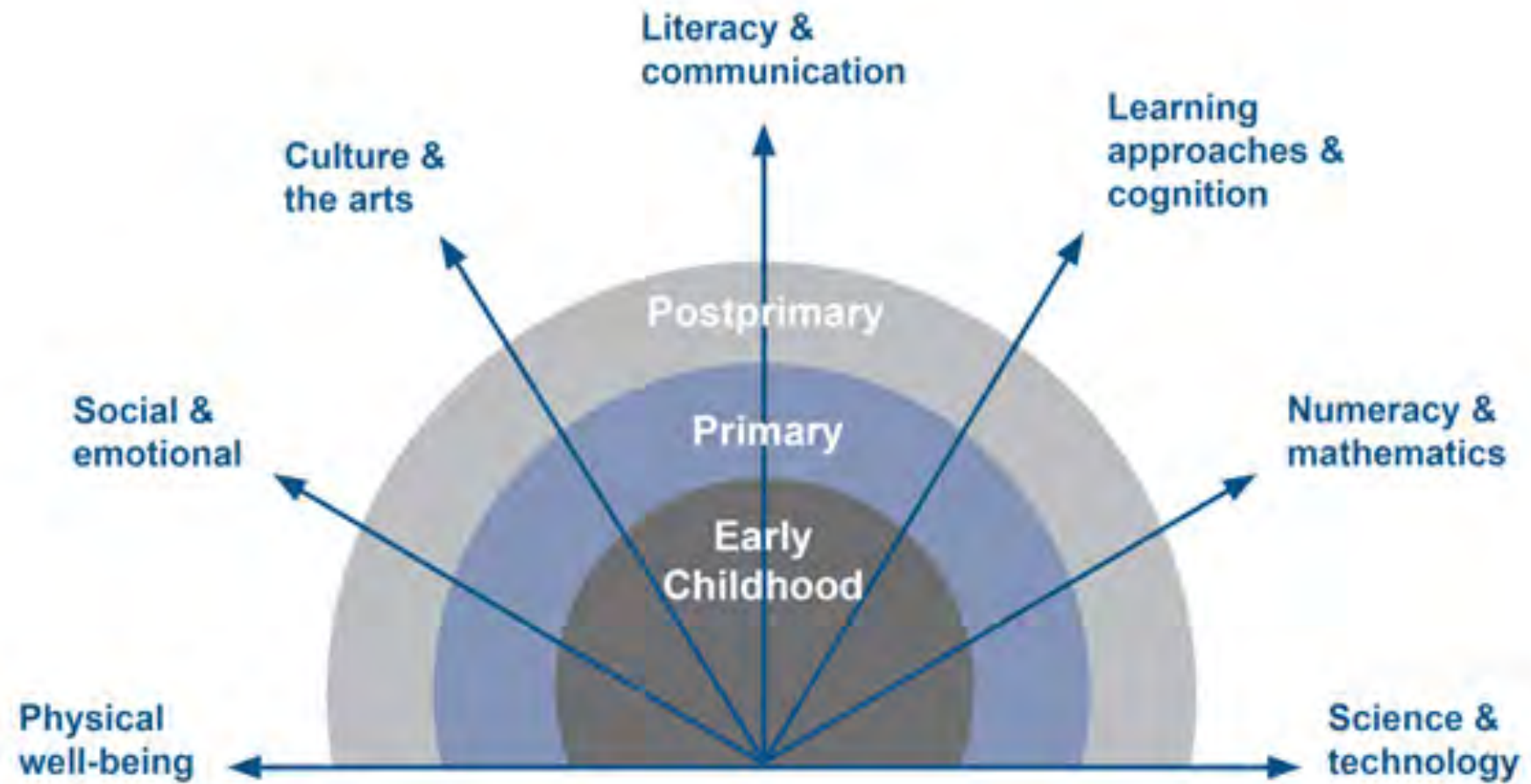
- Citizenship – local and global
- Life and career
- Personal and social responsibility — including cultural awareness and competence

Partnerships 21

www.p21.org



LMTF Seven Domains of Learning



Frameworks comparison



ATC21S	UNESCO	OECD	P21	European Commission
Ways of thinking	Learning to know		Learning and innovation	Learning to learn
creativity and innovation critical thinking, problem solving, decision making learning to learn, metacognition			creativity critical thinking problem solving	
Ways of working	Learning to do	Interact in heterogeneous groups		
communication collaboration		relate well to others co-operate, work in teams manage and resolve conflicts	communication collaboration	communication in mother tongue and foreign languages
Tools for working	Learning to do	Use tools interactively	Information media and technology	
information literacy ICT literacy		use language, symbols and texts interactively use knowledge and information interactively use technology interactively	information literacy media literacy ICT literacy	mathematical, science and technology competences digital competence
Living in the world	Learning to be Learning to live together	Act autonomously	Life and career	
citizenship - local and global life and career personal and social responsibility - including cultural awareness and competence		act within the big picture form and conduct life plans and personal projects defend and assert rights, interests, limits and needs	flexibility and adaptability initiative and self-direction social and cross-cultural skills productivity and accountability leadership and responsibility	social and civic competences initiative and entrepreneurship cultural awareness and expression
Binkley et al.	Delors et al.	OECD 2005	www.p21.org	Gordon et al.

Draft framework for ministudy



1. Identify the main groups of skills
 - Decide on the characteristics or criteria
 - Emphasise that the skills must be learnable
 - Emphasise that the skills must be teachable in formal education sector
2. Allocate the individual skills to the groups
3. Discuss what might be the behaviours that "indicate" the skills

Generated list of skills



English	Français
Creativity	Créativité
Initiative spirit (leadership)	Esprit d'initiative
Imagination	Imagination
Communication	Communication
Self-Management (self-regulation)	Auto-gestion (autorégulation)
Entrepreneurship	Entrepreneuriat
ICT Literacy	Littératie en TIC
Cooperation	Coopération
Global citizenship	Citoyenneté mondiale
Confidence	Confiance en soi
Respect	Respect
Self-esteem	Estime de soi
Meta-cognition	Méta-cognition
Critical Thinking	Pensée critique
Solving problem	Résolution de problèmes
knowledge application	Application des savoirs
teamwork	travail d'équipe



Self-learning	Auto-apprentissage
Conflict resolution skills	Compétences en résolution de conflits
Self-efficacy	Auto-efficacité
Living Together	Vivre ensemble
Patriotism	Patriotisme
Environmental awareness	Sensibilisation à l'environnement
Self-awareness	Conscience de soi
Empowerment of girls	Autonomisation des filles
Bilingualism	Bilinguisme/multilinguisme
Inclusion	Inclusion
Resilience	Résilience
Perseverance	Persévérance
Collaboration	Collaboration
Moral	Morale
Tolerance	Tolérance
Citizenship	Citoyenneté
Leadership	Leadership
Innovation	Innovation