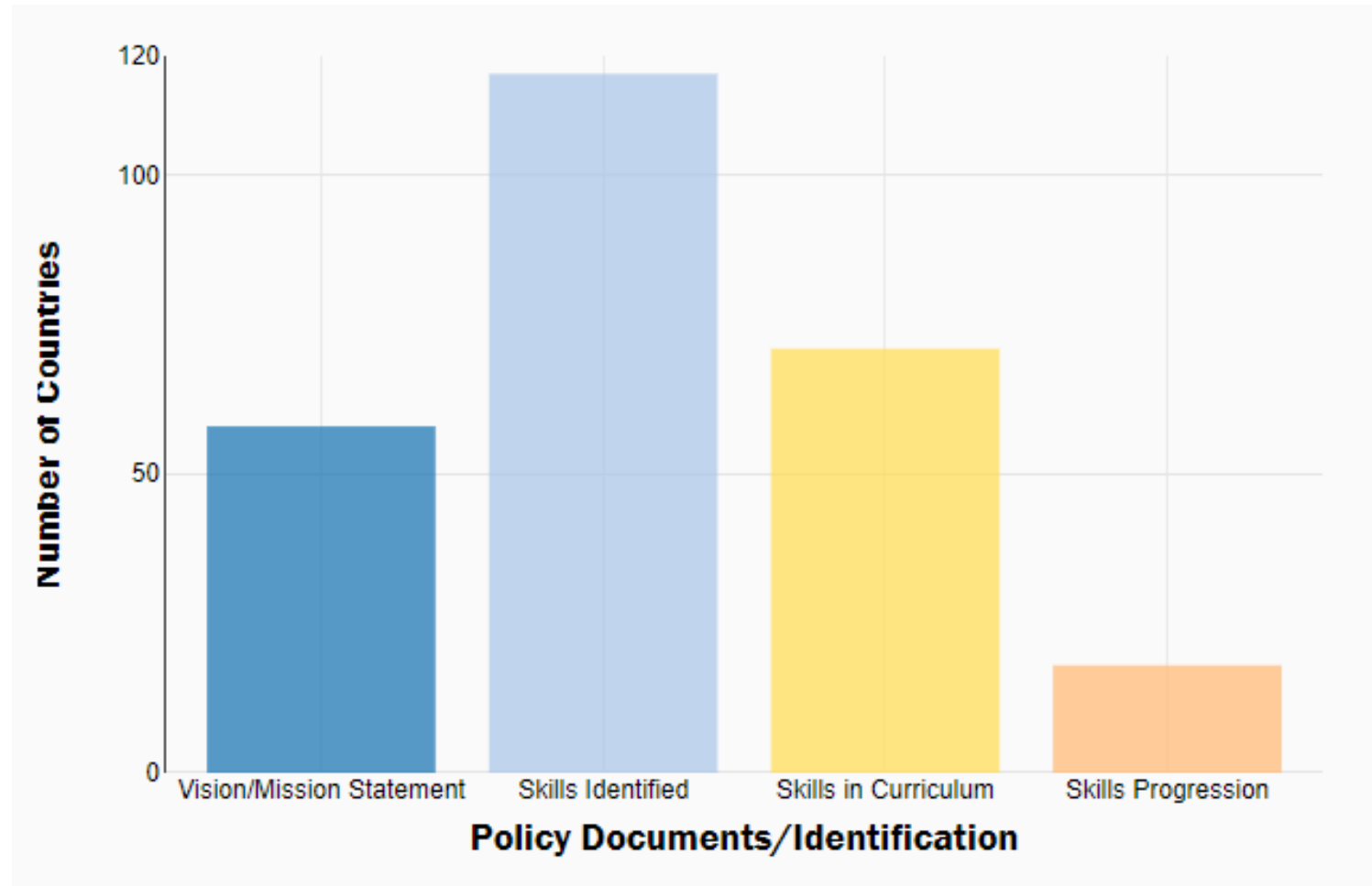


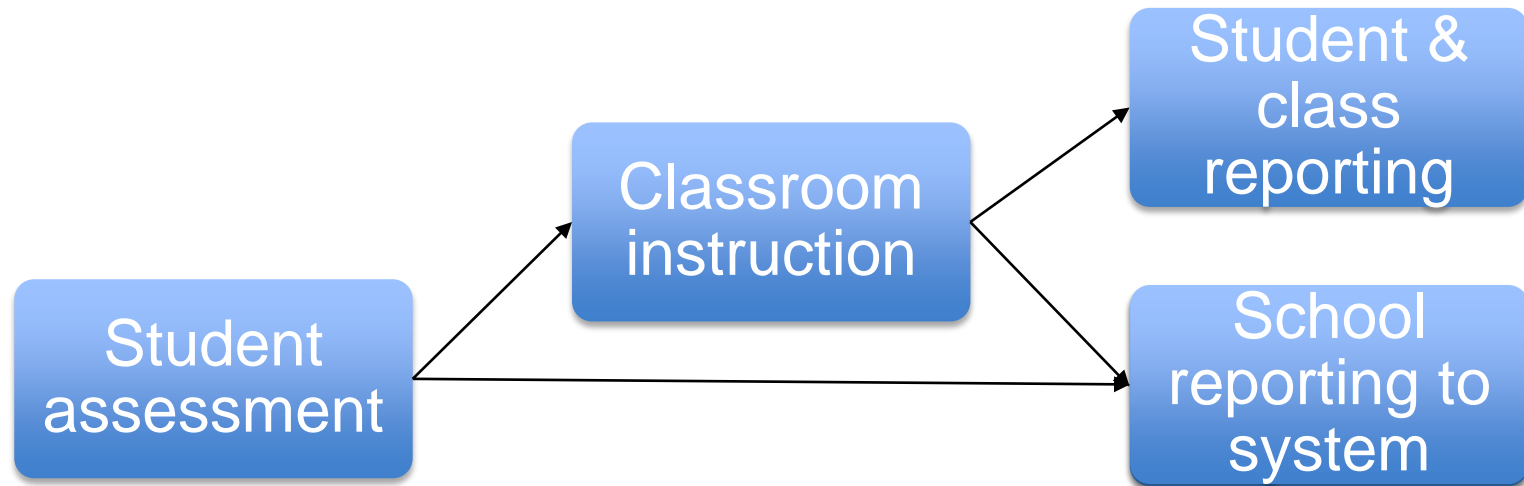


OPTIMIZING ASSESSMENT FOR ALL

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



Assessment: functions and pathways



Assessment: definitions



- Definitions of the purpose of assessments often get confused with the forms of assessment
- Taking a step backwards:
 - What do we need to know?
 - What is the best way of finding out / collecting data
 - How frequently does [the stakeholder] need access to the data?
- The functionality of the assessment, and its data collection, is determined by its use

SERIES: Assessment of 21st Century Skills



Optimizing Assessment for All Measuring 21st century skills



For media inquiries, contact:

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Assessment of students' learning—gauging their capabilities—is part of the core of education. Assessment provides feedback to the system, the teacher, and the student about how educational goals are being achieved.

OAA focus



- Explicit focus on 21st century skills
 - Implicit focus on alignment of the education delivery mechanisms with education aspirations of governments
- Approach to teaching 21st century skills
 - *be added* to the already existing school curriculum as new subjects or as new content within traditional subjects;
 - *be integrated* as cross curricular competences that both underpin the subjects of school curriculum and place emphasis on the acquisition of wider key competences; or
 - become part of a *new curriculum* in which the traditional structure of school subjects is transformed, for example as interdisciplinary or thematic studies.

Voogt & Pareja Roblin, 2012

- Assess in the same paradigm as you teach
- Where are there opportunities to engage in and develop problem solving capabilities in the curriculum?
 - Which subjects/units /lessons?

A practical example

Selected skill: problem solving

1. Identify essential skills and essential content per subject per key stage

- Go through curriculum
- List skills per subject per key stage
- Group identified skills based on categories from the Defining 21st Century Skills paper

2. Group competencies according to 21st Century skill (Template 1)

- Go through submissions
- Based on categories, group similar competencies
- Take note of subjects where competencies occur
- List unique competencies

TEMPLATE 1

21 st Century Skill	Competency and its occurrence across subjects									Unique competency
Communication	<input type="checkbox"/> MT	<input type="checkbox"/> Ma	<input type="checkbox"/> AP	<input type="checkbox"/> Mu	<input type="checkbox"/> PE	<input type="checkbox"/> EPP				
	<input type="checkbox"/> Fil	<input type="checkbox"/> Sci	<input type="checkbox"/> EsP	<input type="checkbox"/> Arts	<input type="checkbox"/> Health	<input type="checkbox"/> TLE				
	<input type="checkbox"/> Eng									
	<input type="checkbox"/> MT	<input type="checkbox"/> Ma	<input type="checkbox"/> AP	<input type="checkbox"/> Mu	<input type="checkbox"/> PE	<input type="checkbox"/> EPP				
	<input type="checkbox"/> Fil	<input type="checkbox"/> Sci	<input type="checkbox"/> EsP	<input type="checkbox"/> Arts	<input type="checkbox"/> Health	<input type="checkbox"/> TLE				
	<input type="checkbox"/> Eng									

Example: Grade 6 science learning outcomes

Problem solving

Classification

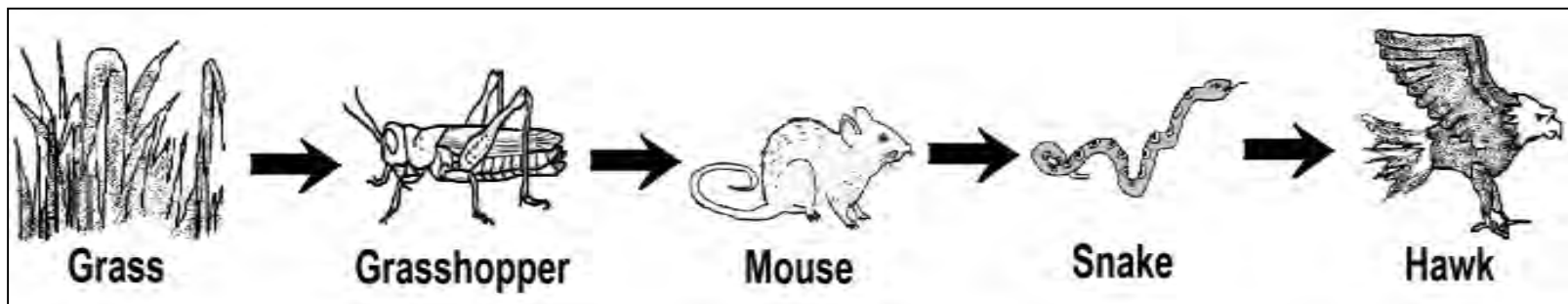
Identification of associations

Predictive paths

Hypothesizing

Testing the data

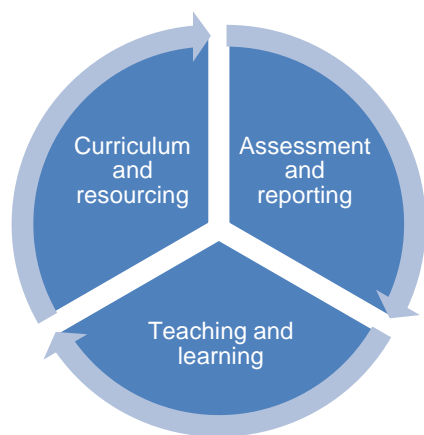
- ...learners recognize that when mixed together, some materials may not form new ones - thus these materials may be recovered using different separation techniques. ...
- ...learners can classify plants based on reproductive structures, and animals based on the presence or lack of backbone.
- ...learners can design and conduct an investigation on plant propagation. They can describe larger ecosystems such as rainforests, coral reefs, and mangrove swamps...





Process

Broad description of
assessment and teaching
task design in OAA



- Identify the skill
- Review topic
- Identify opportunity for task development
- Draft and pilot a task
- Review key indicators captured by task
- Develop template to guide additional task development for use in assessment and teaching
- Focus on the key indicators in daily teaching

Overview and “Expression of Interest”

Optimizing Assessment for All

Call for Expressions of Interest¹ Infrastructure, Resources and Interest Survey for Transversal Competencies (IRIS-TVC)

This survey includes questions about two topics:

- Your country's existing infrastructure and resources for assessing 21st century skills and/or transversal competencies² (TVC),
- Your country's interest for future development of these 21st century skills/TVCs.

This survey uses the terms “21st century skills” and “transversal competencies” interchangeably; meaning the skills, knowledge, attitudes, and values that are important to succeed in the 21st century. If a question does not specify 21st century skills/TVCs, it relates to the educational assessment system broadly, across all subjects and competencies.

There are many competencies that can be considered 21st century skills/TVCs. We have included the most well-known 21st century skills/TVCs in this survey. These skills are drawn from several well-established frameworks (see Appendix).

Participant information:

Country:

1. Your Name:

2. Position Title:

3. Organization:

4. Phone Number (with country code):

5. Email Address:

Optimizing Assessment for All

Preliminary notice for members of TALENT

The Center for Universal Education at the Brookings Institution is inviting countries to participate in an initiative called Optimizing Assessment for All (OAA). The aim of OAA is to support countries to improve the assessment, teaching, and learning of 21st century skills.

By 21st century skills, we are referring to domain-general skills (cutting across multiple domains of knowledge) which enable the achievement of complex tasks and which are becoming increasingly important in our 21st century world and its diverse work environments. These skills are referred to in the literature through various frameworks and using terminologies that include 21st century skills (Griffin & Care, 2015), “deeper learning” or transferable skills (Pellegrino & Hilton, 2012), and transversal competencies (UNESCO, 2015).

In partnership with the Global Partnership for Education (GPE), and the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) at UNESCO Bangkok, and Teaching and Learning: Educators’ Network for Transformation (TALENT) at UNESCO Dakar, OAA will identify a small group of 4-6 countries across Asia and Africa to work intensively over two years to design, administer, and use the results of classroom-based assessments of 21st century skills, or transversal competencies (TVCs). These countries will also share their progress and work with other countries in their region through regional networks. OAA is aligned with the United Nations Sustainable Development Goal (SDG) 4 — to ensure inclusive and equitable quality education for all children. The project will complement initiatives such as the Global Alliance for Monitoring Learning (GAML), led by UNESCO Institute of Statistics (UIS), as the global standard-setting body for monitoring of the SDGs, and the GPE’s Assessment for Learning (A4L) initiative, which will provide technical and financial support to countries and regions to improve learning assessment. The emphasis of the OAA project is on developing existing capacity and resources, building additional capacity as needed, and changing mindsets to cultivate and support the development of a new generation of assessment specialists within the participating countries and regions.



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