

# OPTIMIZING ASSESSMENT FOR ALL

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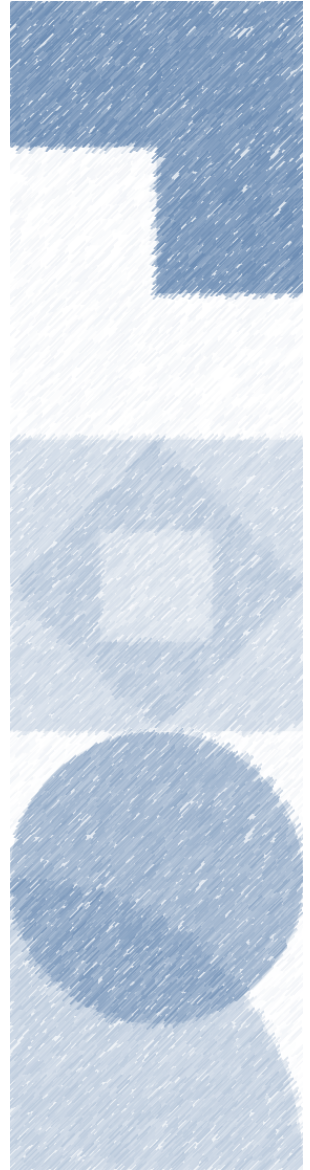
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6 December, Dakar**

 **@Care\_Esther**

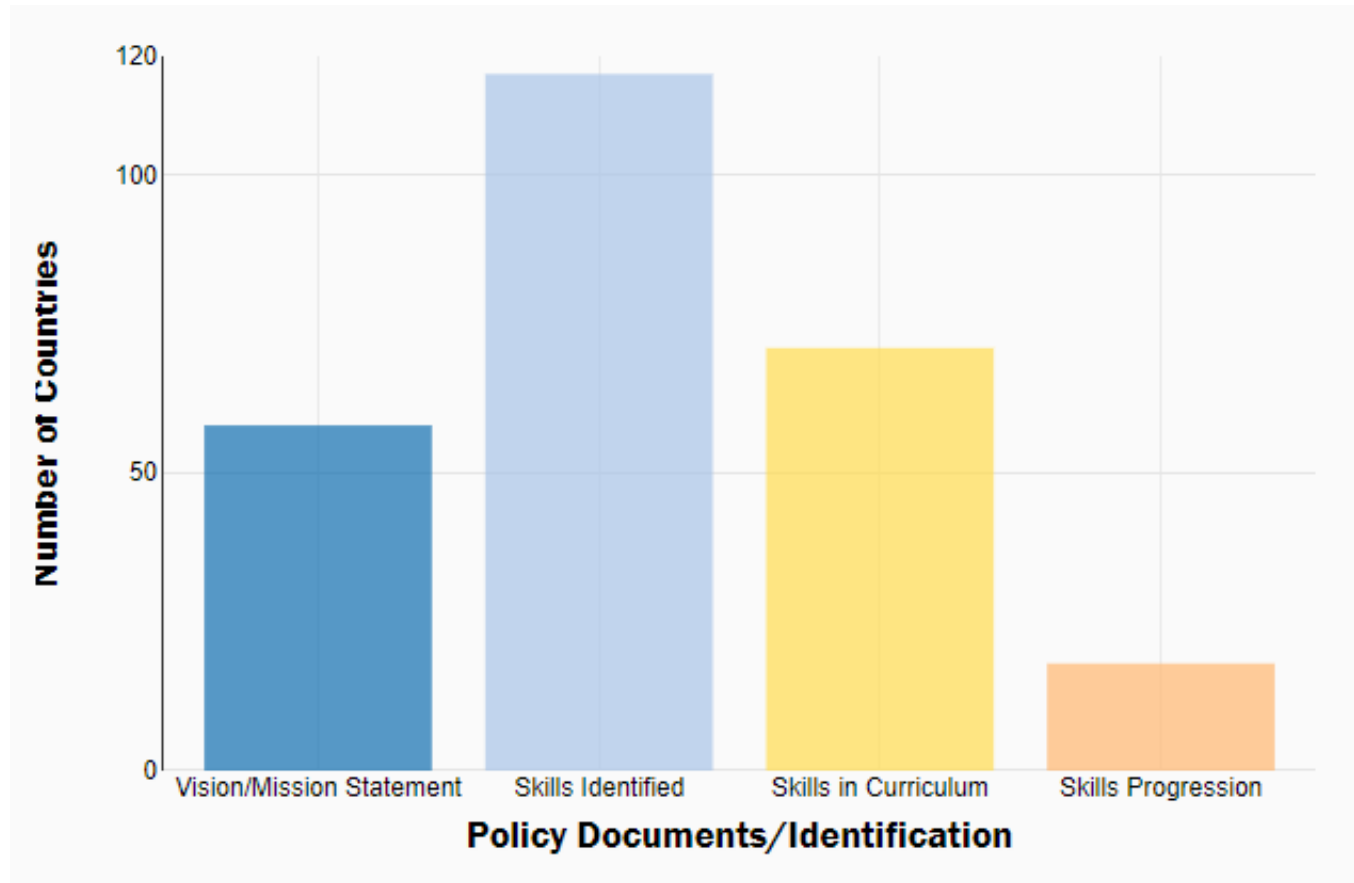
 **@helyn\_kim**

# 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 21<sup>st</sup> century skills



# Brookings global scan of 152 countries



<https://www.brookings.edu/blog/education-plus-development/2017/08/31/new-data-on-the-breadth-of-skills-movement-over-150-countries-included/>

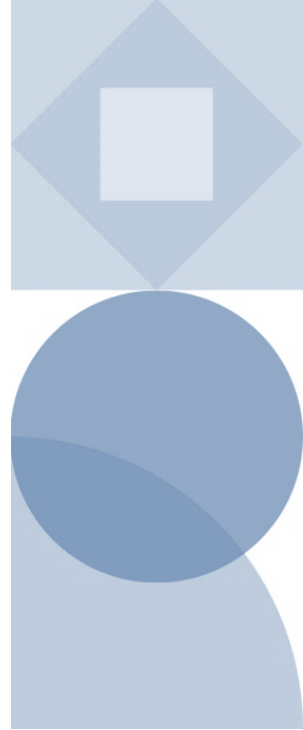
# OAA's Project Objectives

- To support regional and national stakeholders in measuring learning across 21<sup>st</sup> 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



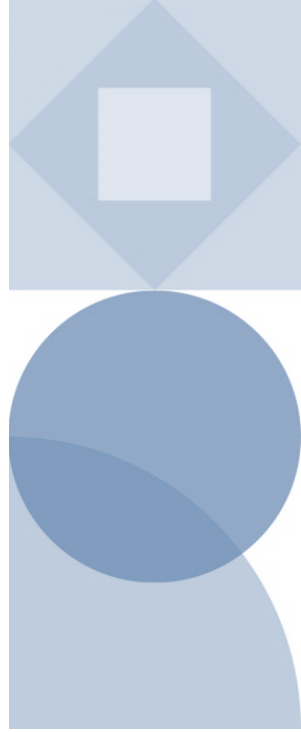
# OAA: development of 21<sup>st</sup> century skills assessment tools

- A process whereby 2-3 countries **together** develop tools for assessment of 21<sup>st</sup> century skills that are usable and interpretable by classroom teachers
  - Identify potential focus countries to engage in tool development
  - Identify 21st century skills for focus
  - Undertake development of classroom based assessment
- Contextualize classroom based assessment within national assessment frameworks
- Present progress on classroom based assessments from focus countries and contextualize within assessment frameworks
- Disseminate classroom based assessment implementation strategies



# OAA Phases

1. Building assessment literacy
2. Develop and pilot new assessments
3. Learning and dissemination



**Describe and illustrate how student assessment data can be interpreted in terms of learning outcomes to inform teaching and learning**

**Clarify what the different purposes and forms of assessment are, from informal formative assessment at classroom level through to international large scale**

**In-country dissemination events by members from Focus Countries**

**Publish research reports and briefs for non-technical audience**

**Share learnings at national and regional conferences**

**Describe nature of 21st century skills and implications for design of assessment tasks; provide examples of current approaches to 21st century skills assessment**

**Undertake the process of development of classroom based assessment**

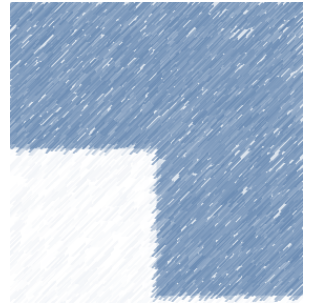
**Present progress on classroom based assessments from focus countries and contextualize within assessment framework**

**Disseminate recommendations on teacher professional development needs regarding assessment literacy**

**Contextualize classroom based assessment within national assessment frameworks**

**Develop case studies to show how it's done!**

# Next Steps for interested countries



- Read the Optimizing Assessment for All overview
- If interested in the intensive collaborative development work of transversal competencies tools, complete the Expression of Interest form
- Provide completed form to TALENT Secretariat





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