Breakout Session
Making More Learning Visible:
The Frontiers of Assessment and Credentialing

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How this works

This is a deck that you can explore during the session.

I'll introduce some key parts of it.

And then we can have a discussion about whichever parts interest you.

Acknowledgements
This is based on current work with a number of communities / organizations – see the penultimate slide to learn more.

Categorising innovations in recognition of learning

Where is it from?	Who created it?	How is it administered?	What does it assess?	What makes it credible?	What does it report on?
international	government initiative	Ongoing	discipline-based	teacher judgment	competency
single jurisdiction	NGO initiative	One-off	cross-cutting	psychometrically validated	level
	School-led	On-demand	new domains	expert judgment	score
			student choice	community recognition	

Why create categories?

Helps to see what kind of developments are happening (and which are not)

Helps to see what opportunities have more potential

Helps to see opportunities for hybrid

Helps to create common language and understanding

Helps to establish goals for common efforts or knowledge sharing

Timing – how and when does assessment or certification take place?

Ongoing

Learning continuously gives rise to products which are assessed, or the learning process itself is continuously assessed through observation or activities.

Pros: assessment integrated with the learning process

Cons: assessment demands can dominate the learning design
Teacher workload

One-off

An exam, online test, performance or presentation, undertaken at a fixed point in time AND/OR submission of a product or portfolio at a set date.

Pros: standardization of preparation and opportunity

Cons: no flexibility for circumstances or individual progression

On-demand

An exam, online test, performance or presentation undertaken at a chosen date AND/OR submission of a product or portfolio on a chosen date.

Pros: can be integrated with learning; more learner agency

Cons: access may be unevenly distributed; difficult to provide equitable preparation

Content – what is the focus of assessment or certification?

disciplinary

Assessment or certification is based in established disciplines or practices – e.g. Maths, Biology, Sculpture. May be connected to an established curriculum

Pros: can use existing assessment theory and practices – sampling from a domain
existing community who knows what 'good' looks like

Cons: doesn't reflect the full range of valued learning
Tends towards hyper-specialization

cross-cutting

Assessment or certification is based on skills or bodies of knowledge which cut across established disciplines – e.g. reading, scientific literacy

Pros: relatively straightforward to create a recognizable domain to sample from
general agreement about what 'good' looks like

Cons: uncertainty about robustness or transferability of skills to different specific knowledge / practice domains

new domains

Assessment or certification is based on learning outcomes which have not previously been assessed – e.g. metacognition, persistence, complex thinking

Pros: supports and promotes a wider range of valued learning
Captures and reflects a wider range of human capabilities

Cons: uncertainty about validity of the domain and contestation about what 'good' looks like
Risk of distortion when reducing complex behaviors and actions to a few observables

student choice

Assessment or certification is based on a performance or product of the students' choosing

Pros: promotes student agency, interest and identity

Cons: difficult to establish validity and reliability

Validation – what makes an assessment or certificate credible?

teacher

Teachers or other education professionals judge an activity, performance or product – either against specific assessment criteria or against other samples

Pros: more flexible to administer;
Allows for more complex holistic judgment using multiple criteria;
Less predictable (less game-able)

Cons: susceptible to bias;
Less reliable / more prone to perceptions of inflation

psychometrics

Researchers create criteria and processes for establishing how an activity, performance or product will be scored in a valid and reliable manner

Pros: replicable – allowing for metrics to assess reliability, bias etc;
Deemed more credible

Cons: costly to design;
Requires establishment of a domain prior to design

expert

Relevant external stakeholders judge an activity, performance or product – perhaps using only their own expertise or against specific criteria or other samples

Pros: more motivating?;
Relevant experts can judgme established and new domains;
Less predictable (less game-able)

Cons: susceptible to bias;
time-consuming and likely costly to carry out

community

Learning is recognized and marked through some kind of qualification or badge

Pros: more motivating?;
Quickly adapted to new domains;
Linked to domains that a community cares about.

Cons: limited feedback on the quality of a performance or product;
potential for value to be undermined

Reporting – how does the assessment or certificate report on learning?

competency

Assessments result in a statement of competencies which have been achieved (or something in between)

Pros: should offer precise and concrete descriptions;
No need to construct boundaries between levels;
May inhibit excessive competition or anxiety

Cons: time-consuming to design;
Uncertainty around standards;
May imply false equivalences between competencies which are not equally valued

level

Assessments result in a level (or grade) which corresponds to a described proficiency level

Pros: relatively quick to interpret across contexts;
Wide levels may inhibit excessive competition or anxiety;
Should support further learning and more informed choices

Cons: misrepresents fuzziness at the boundaries of levels;
Tendency to devolve into a comparative or “contest” use

score

Assessments result in a score (or grade) which represents a place in a spectrum of achievement

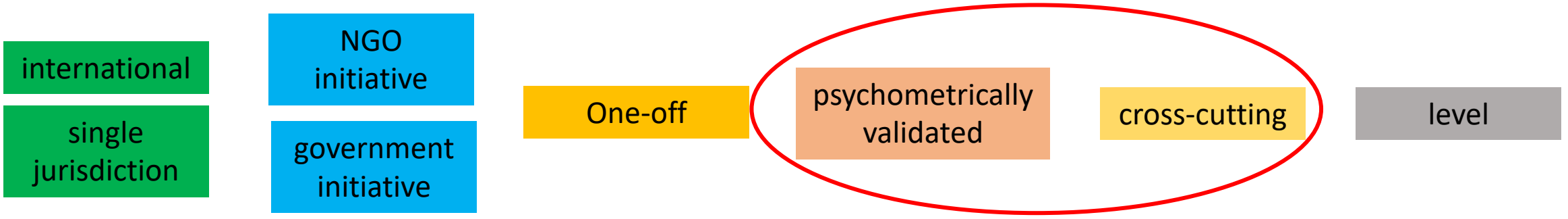
Pros: easy to interpret;
Supports “contest” uses of assessment and certification (e.g. selective entry to opportunities);
Likely more motivational for those with more opportunity to learn

Cons: provides limited information beyond a position;
Likely less motivational for those with less opportunity to learn

Qualifications

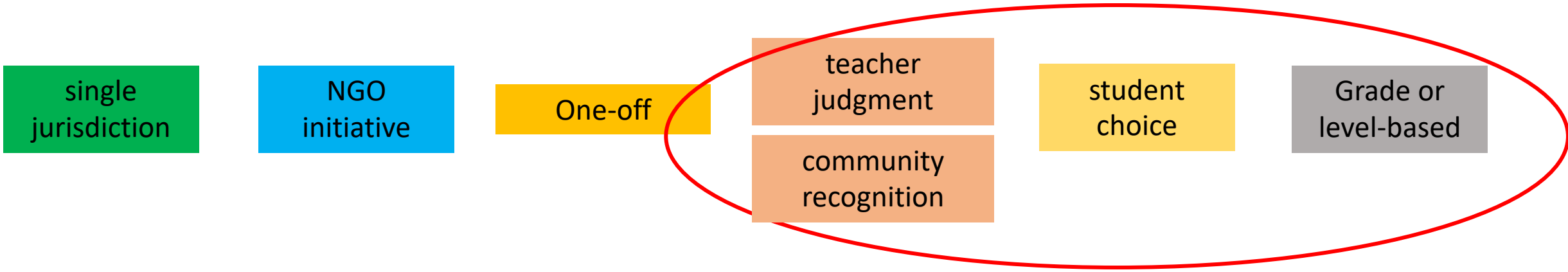
Critical and Creative Thinking (CCT) - Australia

- On-line tests of critical and creative thinking
- Used by the state of Victoria to test grades 6 and 10 in 2016-19
- Developed by the Australian Council for Educational Research (ACER) and now by the National Foundation for Educational Research (NFER)
- Scope and sequence documents illustrate the development of capabilities in four key areas.



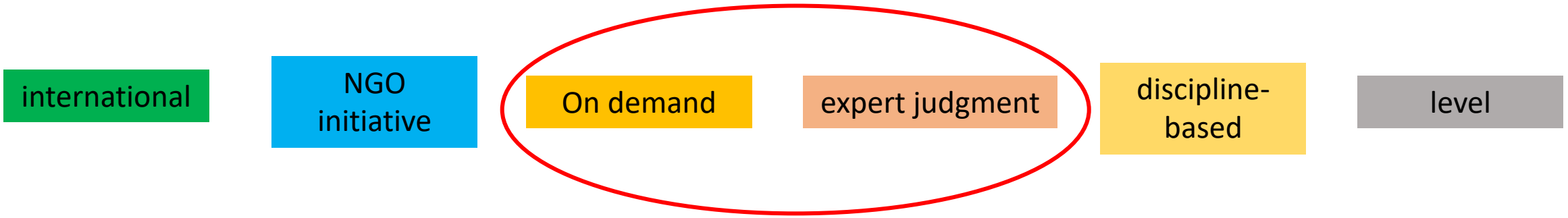
Extended Project Qualification - England

- Qualification in England available since 2006
- Equivalent to 50% of an “A level” (3 subject-based exams taken at 18)
- Product = dissertation (c. 5000 words); musical or dramatical composition; report or artefact
- Accompanied by documentation of learning process



ABRSM Music exams (as an archetype…)

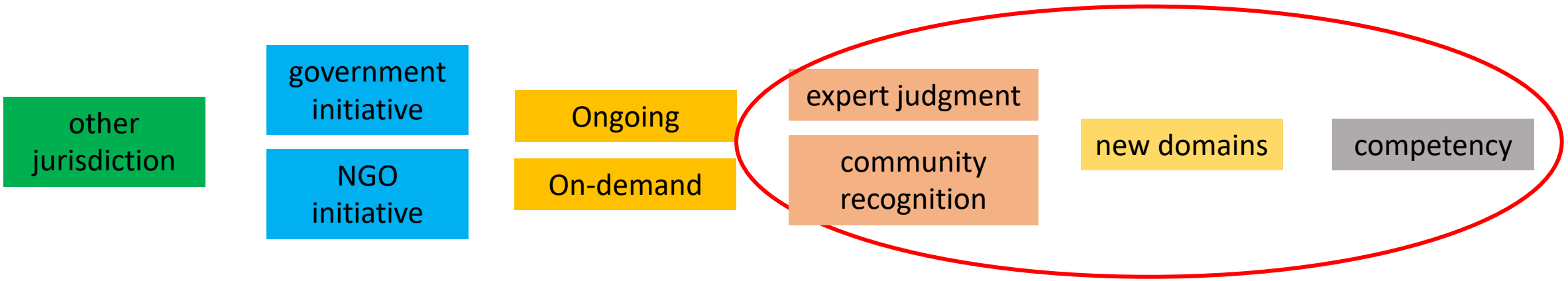
- ABRSM (Associated Board of the Royal Schools of Music) - founded in 1889!
- World's 'leading provider of music exams'
- Practical performance exams taken when ready
- Achieve "grade 1" to "grade 8" (pass, merit or distinction)



Frameworks

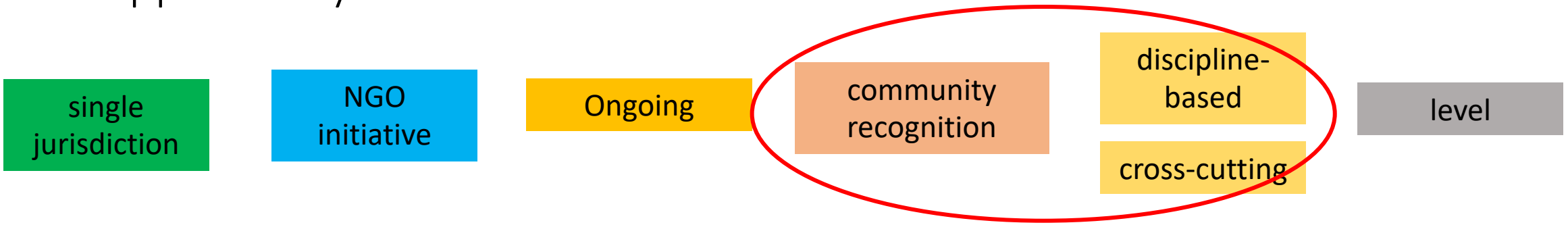
Micro-credentials register – New Zealand

- Organisations can launch new 5-40 “credit” qualifications
- Allows for recognition of specific skills and knowledge
- Mostly related to specific, emerging jobs



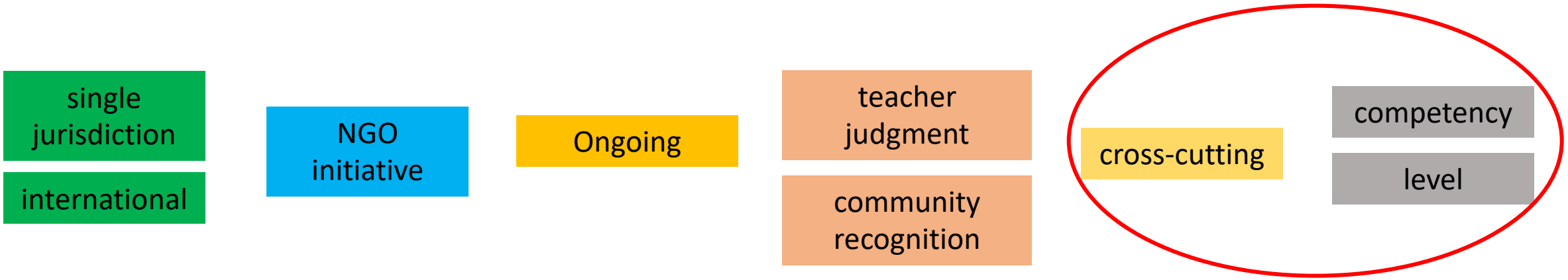
National Baccalaureate – England

- A *framework* rather than a qualification, supported by the National Baccalaureate Trust
- Wraparound for existing (exam-based) national qualifications
- Qualifications + Personal project + personal development programme
- Groups of schools develop the personal development programme, supported by the NBT



Skills Builder Partnership - UK

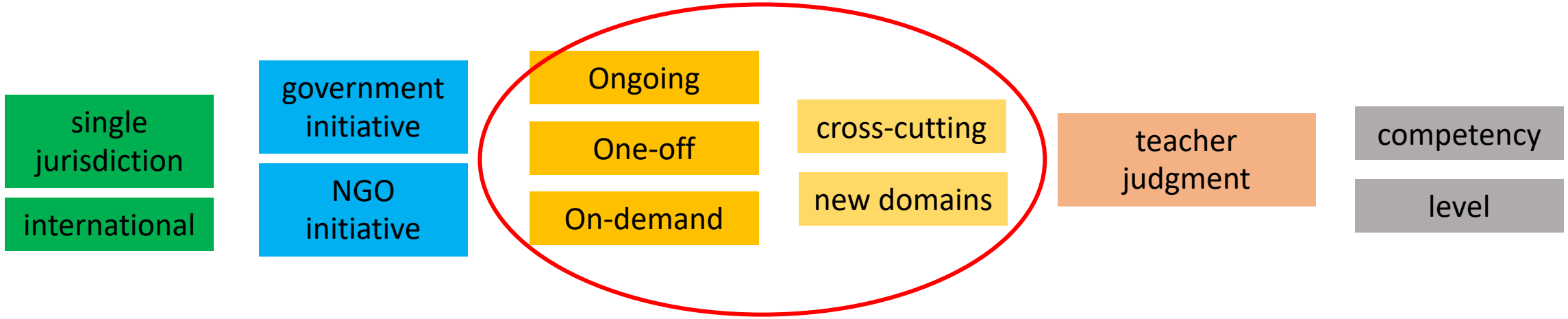
- A framework of 8 core skills (listening, speaking, problem solving, creativity, staying positive, aiming high, leadership, teamwork)
- Each broken down into 15 ‘steps’ – relatively low inference
- Supported by a consortium of organisations and employers



Assessment approaches

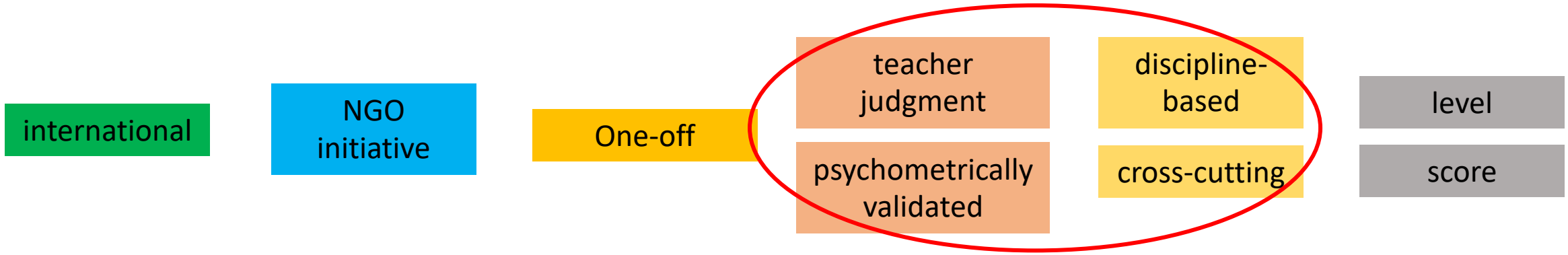
Progressions -> assessments

- Six jurisdictions currently have **progressions** for cross-cutting competencies (See Brookings map of progress)
- Cross-country sources available from New Pedagogies for Deep Learning (participants only) or e.g. Unstuck Learning: Growth Ladders, based on the SOLO taxonomy bit.ly/growthladders



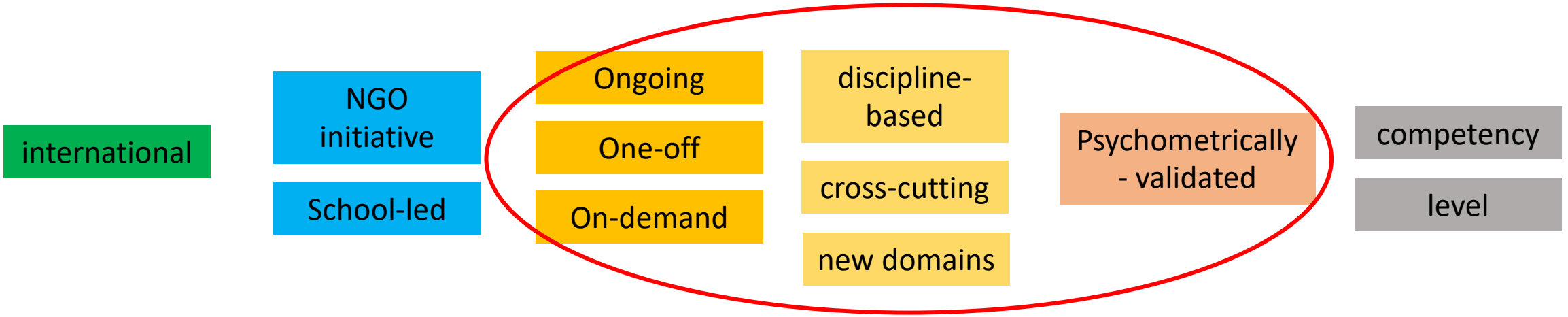
Adaptive Comparative Judgment

- New approach to assessing written or holistic products
- Can use multiple judges
- Involves repeated comparison of products, two at a time
- Algorithm generates a scale of relative quality of all
- E.g. No More Marking



DiscoTests

- Standardized assessments build on the 'lectical scale' (a scale to rate complexity of thinking)
- Users provide short written responses to 'Teasers'
- Can we scored against a 'universal' scale – but requires specialized training to design and score the tests



Stay in touch!

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