

Learning from assessment practices across the world

Prof Bill Lucas, University of Winchester
Co-Chair, PISA 2021(2) Creative Thinking Test
@LucasLearn



Educators around world seek to take axe to exam-based learning

Covid era prompts push to ditch one-size-fits-all approach in favour of skills and in “The pandemic has exacerbated all these problems that were already there with exams,” said Bill Lucas, director of the Centre for Real-World Learning at the UK’s Winchester university.



Rethinking Assessment, the advocacy group he co-founded to push for has attracted support from teachers, trade union leaders, policymakers academics.

Among them is Sarah-Jayne Blakemore, a Cambridge university neuro who argues that exams such as the GCSEs taken by 16 year-olds in Eng exaggerate stress and anxiety at a time when teenagers’ brains are still evolving.

“We need to reassess whether high intensity, high stakes, national exam as GCSEs are still the optimal way to assess the academic achievement developing young person,” she wrote late last year.

As a new coronavirus wave prompts further lockdowns, exams schedul 2021 also hang in the balance: [England has said it would replace](#) all formal exams with teacher assessments, while France and Canada have said they would assess children using mainly coursework.

Last year’s cancellation of many of the main college entry tests taken annually by more than 2m students in the US meant at least 1,450 colleges and universities moved to a test-optional policy, according to the US National Association for College Admission Counselling.

Fostering and Measuring Skills:

Improving Cognitive and Non-Cognitive Skills
Promote Lifetime Success

Tim Kautz, James J. Heckman, Ron Diris
Bas ter Weel, Lex Borghans



Assessment practices for 21st century
learning: review

Analytical report

Recognition of learning success for all

Ensuring trust and utility in a new approach to recognition of learning in senior secondary education in Australia

LearningCreates
AUSTRALIA



Sandra Milligan
Rebekah Luo
Toshiko Kamei
Suzanne Rice
Thida Kheang



Melbourne Graduate School of
Education

BROOKINGS

SERIES: Assessment of 21st Century Learning

Optimizing Assessment

Measuring 21st Century Learning

Esther Care, Alvin Vista, and He

AI TRANSITION 2021 CITIES & REGIONS GLOBAL DEV INTL AFFAIRS U.S. ECONOMY U.S. POLITICS

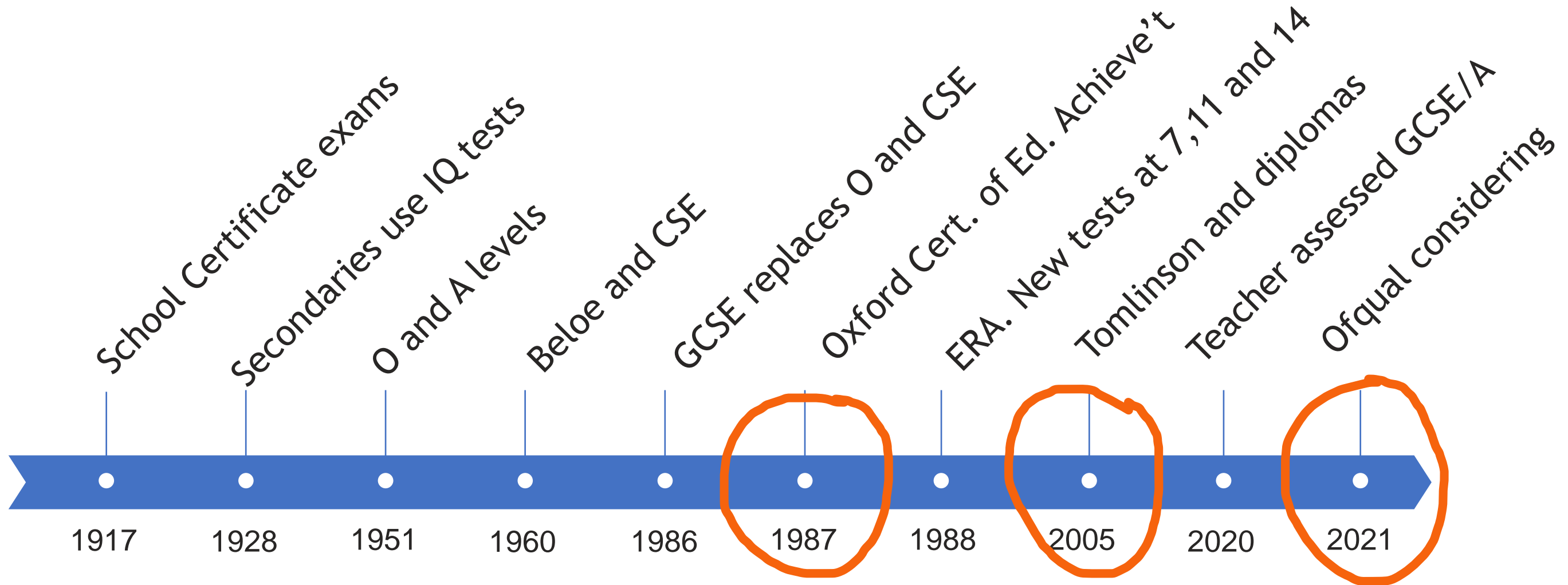


RETHINKING ASSESSMENT

A movement to value the strengths of every child



Assessment in English schools - a timeline

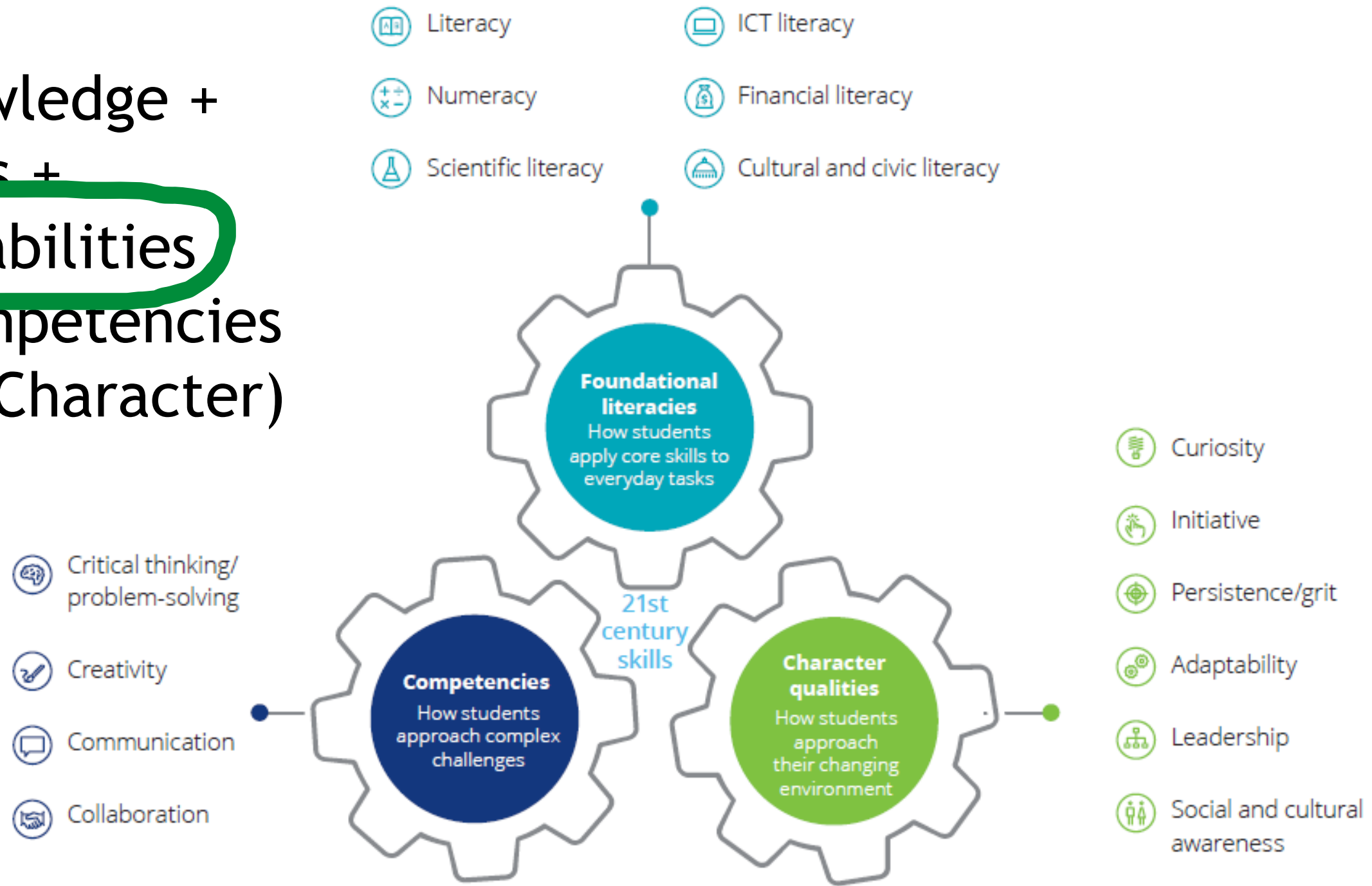


What's in a word?

achievement, attainment, assessment, baccalaureate, badge, balanced score-card, competition, diploma, evidence, exam, exhibition, expedition, feedback, interview, observation, passport, performance, portfolio, presentation, profile, project, publication, qualification, score, score-card, task, test, transcript, viva...

achieve, attain, assess, curate, display, evidence, examine, measure, present, qualify, score, test, track development of...

Knowledge + Skills + **Capabilities** (Competencies and Character)



A focus on 16-19 today

Currently assessed
GCSE/A level
(BTEC/T etc)

Of this, what actually
needs to be assessed?
How **best** assessed?
Unintended consequences?

Currently not
assessed
Competencies/
Character

Of this, what would we
like to assess?
Is there **evidence** it can be
reliably assessed?
Unintended consequences?

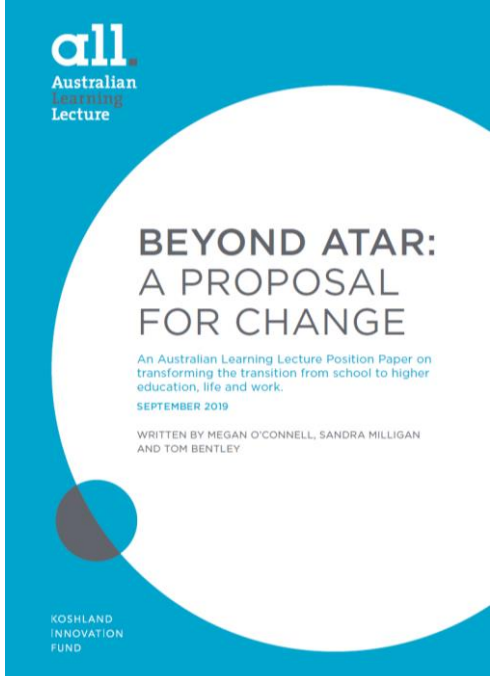
IMAGINE A TRANSCRIPT

The MTC model is substantively different from the traditional model of assessment that is typically organized around content oriented courses, Carnegie units for credit and **A** to **F** letter grades.

Current Transcript	Mastery Transcript
Flat, two-dimensional, one page	Digital, interactive
Credit for time	Credit for Mastery
Single-subject	Cross-disciplinary credits possible
Grades (little or no definition)	School-defined credits with consistent metrics/rubrics
Typically limited to academic subjects	Credits can be broader; most schools include SEL/4-dimensions

Proposal 2:

THAT a Learner Profile is designed to provide a trusted, common way of representing the full range of attainments of young people during their transition years (within school and beyond) across a broad range of domains. The design of this profile should enable any jurisdiction to map and align it to its own representation of learner outcomes and capabilities, as reflected in its curriculum, reporting and certification systems.



[Qualification Information Profile list](#)

Bedales Assessed Courses (BAC)

Last updated

11 October 2017

Last verified

11 October 2017

Coverage

Year 10 and Year 11 students at Bedales School.

Purpose

BACs are courses offered in place of (I)GCSE examinations at Bedales School. Courses are internally assessed, but externally moderated and quality assured by acknowledged experts in the design and delivery of curricula in their subject area.

High School Capstone Project Ideas



EXTENDED PROJECT QUALIFICATION STIMULUS

The Extended Project Qualification can be taken by some students in England and Wales, where it is equivalent to half an A Level. This Extended Project Qualification stimulus starts with the following question from Bob and Roberta Smith:

WHAT DOES PEACE MEAN TO YOU?

If you plug the question, 'What is peace?' into Google the definitions are hard to dispute yet they feel incomplete; they suggest that peace is a destination, while saying nothing about what you're likely to find, or how you might feel, or what it looks like.

Your task is to unpick this question and create a project that engages with the idea of 'peace' in new and unexpected ways. Your project could take any number of forms, but possibilities include:

- An artistic response, including visual art, dance, music, film, theatre or creative writing
- An event, such as a seminar or conference
- A piece of digital media, including an app, a website or a blog
- Academic or research writing
- Any combination of the above.

Character Strengths

KIPP Schools
VIA Institute on
Character



Zest

Enthusiastic and energetic participation in life



Grit

Perseverance and persistence in long-term goals



Self-Control

The capacity to regulate one's own responses so they align with short and long-term goals



Gratitude

Appreciation for the good things one receives from others and life in general



Creativity



Curiosity



Judgement



Perspective



Bravery



Perseverance



Zest



Honesty



Social Intelligence



Kindness



Love



Leadership



Fairness



Teamwork



Forgiveness



Love of Learning



Gratitude



Spirituality



Self-Regulation



Humility



Appreciation of Beauty



Prudence



Hope



Humor



Contents

- 01. The Project
- 02. Key Conclusions
- 03. What is the impact?
- 04. How secure is the finding?
- 05. How much does it cost?

< Projects

Voice 21: Oracy Curriculum, Culture and Assessment Toolkit

This page covers the first pilot of School21's oracy programme. To read about the second pilot [click here](#).

This report evaluates a developmental project designed by School 21 and the University of Cambridge to improve Year 7 students' oracy skills. The project involved developing an Oracy Skills Framework, which sets out the physical, linguistic, cognitive, and social-emotional oracy skills required by students for education and life. Other components which were informed by this framework are:

- a dedicated Year 7 oracy curriculum comprising weekly oracy lessons;
- oracy in every lesson;

Voice 21: Oracy Curriculum, Culture and Assessment Toolkit

School21 and Cambridge University

 Pilot Study

Developing a new pedagogy and curriculum focused on oral language skills.

Independent Evaluator

Sheffield Hallam University



Schools

Grant

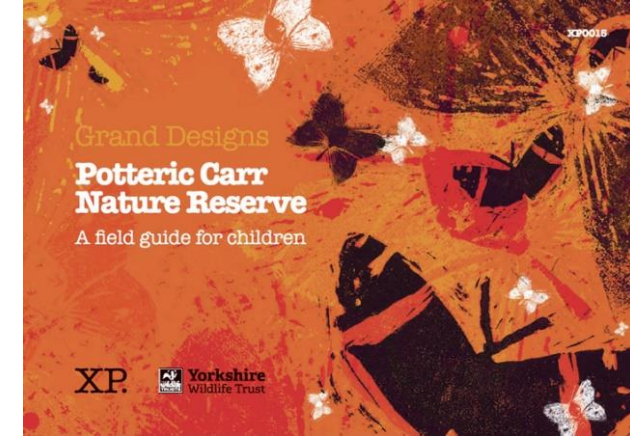
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£382,000

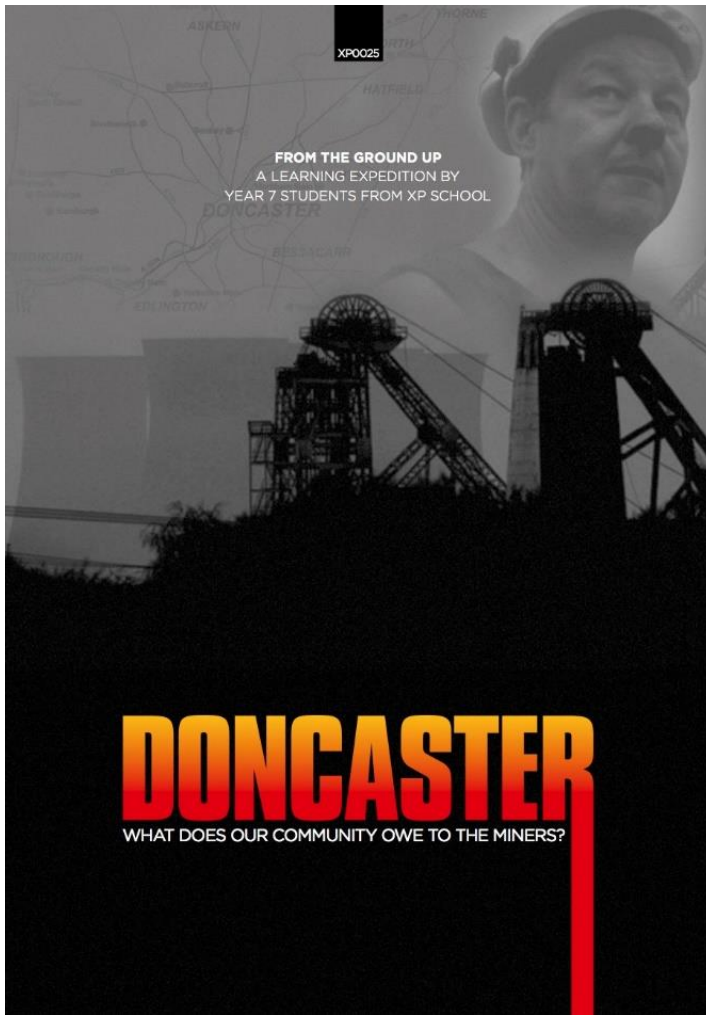
Themes

[Organising your school](#)

XP.

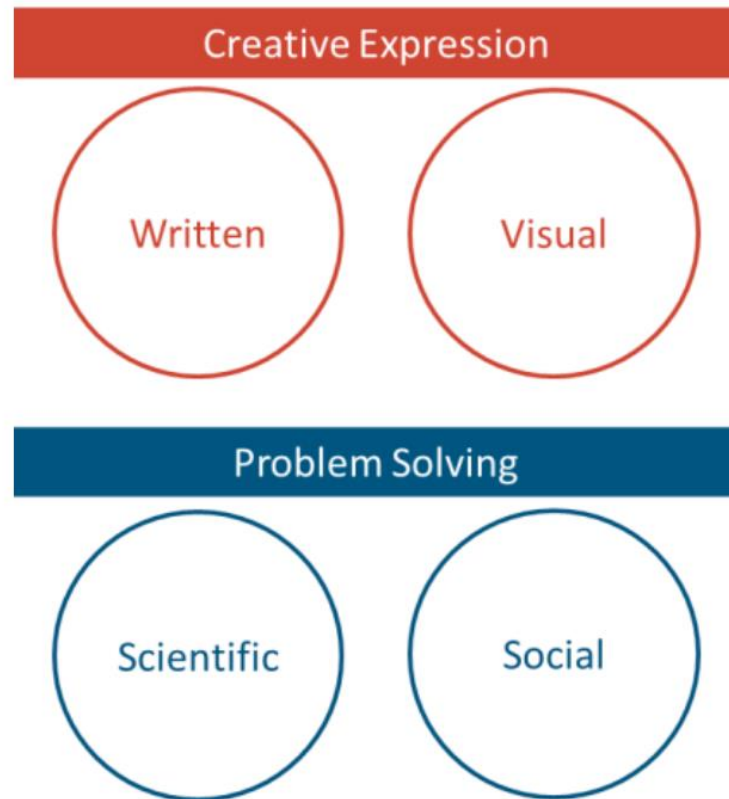


- Portfolio development
- Passage presentations
- Real world products
- Presentations to employers



PISA Creative Thinking 2021

Figure 2. Proposed focus domains for the assessment



PISA 2021 CREATIVE THINKING FRAMEWORK (THIRD DRAFT)

April 2019

OECD member countries and Associates decided to postpone the PISA 2021 assessment to 2022 to reflect post-Covid difficulties. This draft vision was created before the crisis. The final version will reflect the new name of the cycle "PISA 2022".



\$4 FEBRUARY 3, 2018

S A T U R D A Y
THE AGE
INDEPENDENT ALWAYS



CAN YOUR CHILD
ANSWER THIS
CURLY QUESTION?
TAKE THE TEST ON PAGE 10

IN A WORLD FIRST, VICTORIA IS
TESTING STUDENTS WITH TOP-SECRET
QUESTIONS TO SEE IF THEY HAVE THE
SKILLS TO PREPARE THEM FOR LIFE.

NOW THAT'S
CREATIVE
THINKING

HENRIETTA COOK REPORTS NEWS



Photo: Shutterstock

THE AGE
WORLD FIRST
CREATIVE
THINKING
TESTS FOR
VICTORIA
STUDENTS

Critical and Creative Thinking learning continuum

Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2	Level 3	Level 4	Level 5 and 6	Level 7 and 8	Level 9 and 10
Pose questions	pose factual and exploratory questions based on personal interests and experiences						
Identify and clarify information and ideas	identify and describe familiar information and ideas during a discussion or investigation						
Organise and process information	gather similar information or depictions from given sources						
Imagine possibilities and connect ideas	use imagination to view or create things in new ways and connect two things that seem different						
Consider alternatives	suggest alternative and creative ways to approach a given situation or task						
Seek solutions and put ideas into action	predict what might happen in a given situation and when putting ideas into action						

Critical and Creative Thinking: Foundation – Level 10

Levels 9 and 10

Victorian Curriculum
Foundation–10

Foundation to Level 2

Questions and Possibilities
Identify, describe and use different kinds of question stems to gather information and ideas
Consider personal reactions to situations or problems and how these reactions may influence thinking
Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

Reasoning

Examine words that show reasons and words that show conclusions
Compare and contrast information and ideas in own and others reasoning
Consider how reasons and examples are used to support a point of view and illustrate meaning

Meta-Cognition

Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self
Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics
Investigate ways to problem-solve, using egocentric and experiential language

Achievement Standard

By the end of Level 2, students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences. Students identify words that indicate components of a point of view. They use reasons and examples for different purposes. Students express and describe thinking activity. They practice some learning strategies. Students demonstrate and articulate some problem-solving approaches.

Levels 3 and 4

Construct and use open and closed questions for different purposes
Explore reactions to a given situation or problem and consider the effect of pre-established preferences
Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas

Reasoning

Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view
Distinguish between main and peripheral ideas in own and others information and points of view
Investigate why and when the consequences of a point of view should be considered
Identify and use 'if, then...' and 'what if...' reasoning

Meta-Cognition

Explore distinctions when organising and sorting information and ideas from a range of sources
Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies
Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal
Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses

Achievement Standard

By the end of Level 4, students explain how to construct open and closed questions and use them for different purposes. Students select and apply techniques to generate a range of ideas that extend how problems are solved. Students describe and structure arguments with clearly identified aims, premises and conclusions. They use and explain a range of strategies to develop their arguments. They identify the need to make distinctions and apply strategies to make these. Students use concrete and pictorial models to facilitate thinking, including a range of visualisation strategies. They practice and apply an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation. Students select and apply a range of problem-solving strategies.

Levels 5 and 6

Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities
Experiment with alternative ideas and actions by setting preconceptions to one side
Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities

Reasoning

Investigate common reasoning errors including contradiction and inconsistency, and the influence of context
Consider the importance of giving reasons and evidence and how the strength of these can be evaluated
Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated
Examine the difference between valid and sound arguments and between inductive and deductive reasoning, and their degrees of certainty
Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas

Meta-Cognition

Investigate thinking processes using visual models and language strategies
Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations
Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals

Achievement Standard

By the end of Level 6, students apply questioning as a tool to focus or expand thinking. They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations. Students distinguish between valid and sound arguments and between deductive and inductive reasoning. They explain how reasons and evidence can be evaluated. They explain and apply basic techniques to construct valid arguments and test the strength of arguments. Students represent thinking processes using visual models and language. They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required.

Levels 7 and 8

Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements
Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives
Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new artefacts

Reasoning

Examine common reasoning errors including circular arguments and cause and effect fallacies
Investigate the difference between a description, an explanation and a correlation and scepticism about cause and effect
Investigate when counter examples might be used in expressing a point of view
Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions
Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas

Meta-Cognition

Consider a range of strategies to represent ideas and explain and justify thinking processes to others
Examine a range of learning strategies and how to select strategies that best meet the requirements of a task
Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals

Achievement Standard

By the end of Level 8, students prioritise the elements of a question and justify their selection. Students demonstrate flexibility in thinking by using a range of techniques in order to repurpose existing ideas or solutions to meet needs in new contexts. Students explain different ways to settle matters of fact and matters of value and issues concerned with these. They explain and apply a range of techniques to test the strength of arguments. Students use a range of strategies to represent ideas and explain and justify thinking processes to others. They evaluate the effectiveness of a range of learning strategies and select strategies that best meet the requirements of a task. Students independently segment problems into discrete stages, synthesise new knowledge at intermediate stages during problem-solving and develop and apply criteria to assess ideas, proposals and emerging thinking.

Levels 9 and 10

Investigate the characteristics of effective questions in different contexts to examine information and test possibilities
Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions
Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions

Reasoning

Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question
Examine how to identify and analyse suppressed premises and assumptions
Investigate the nature and use of counter examples structured as arguments
Consider ambiguity and equivocation and how they affect the strength of arguments
Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion

Meta-Cognition

Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases
Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary
Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability

Achievement Standard

By the end of Level 10, students construct and evaluate questions, including their own, for their effectiveness. They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions. Students structure complex valid arguments. They explain and apply a range of techniques to test validity within and between arguments. Students identify, articulate, analyse and reflect on their own and others thinking processes. They use, monitor, evaluate and redirect as necessary a range of learning strategies. Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes.



The new Tallis Habits web app is a fun and interactive way to record how you are learning.

The Habits focus for this half term is **IMAGINATIVE.**



IMAGINATIVE:
Using intuition
Making connections
Playing with possibilities

Download the
TALLIS ONLINE APP



TALLIS HABITS

- INQUISITIVE
- COLLABORATIVE
- PERSISTENT
- DISCIPLINED
- IMAGINATIVE

EXCELLING
SECURING
DEVELOPING
EMERGING

New Pedagogies for Deeper Learning

Collaboration Deep Learning Progression – Sample

Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Working interdependently as a team	Learners either work individually on learning tasks or collaborate informally in pairs or groups but do not really work together as a team. Learners may discuss some issues or content together, but skip over important substantive decisions (such as how the process will be managed), which has significant adverse impacts on how well the collaboration works.	Learners work together in pairs or groups and are responsible for completing a task in order for the group to achieve its work. At this level, tasks may not be well matched to each individual's strengths and expertise, and group members' contributions may not be equitable. Learners are starting to make some decisions together, but may still be leaving the most important substantive decisions to one or two members.	Learners decide together how to match tasks to the individual strengths and expertise of team members, and then work effectively together in pairs or groups. Learners involve all members in making joint decisions about an important issue, problem, or process, and developing a team solution.	Learners can articulate how they work together in a way that is interdependent and uses each person's strengths in the best possible way to make sound substantive decisions and develop ideas and solutions. Interdependent teamwork is clearly evident in that learners' contributions are woven together to communicate an overarching idea and/or create a product.	Learners demonstrate a highly effective and synergistic approach to working interdependently in a way that not only leverages each member's strengths but provides opportunities for each to build on those strengths and learn new skills. This includes ensuring that substantive decisions are discussed at a deep level that ensures each team member's strengths and perspectives are infused to come to the best possible decision that benefits all.
Interpersonal and team-related skills	Although learners may help each other on tasks that contribute to a joint work product or outcome, interpersonal and team-related skills are not well developed.	Learners report and demonstrate a sense of collective ownership of the work and show some interpersonal and team-related skills. The focus is on achieving a common goal.	Learners demonstrate not only good interpersonal skills and collective ownership of the work; an active sense of shared responsibility is also evident. From beginning to end, the team listens	Learners can clearly articulate how joint responsibility for the work and its product or outcome pervades the entire task. Strong skills in listening, facilitation, and effective teamwork ensure that all	Learners take an active responsibility, both individually and collectively, for ensuring that the collaborative process works as effectively as possible, that each person's ideas and



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Listening

The receiving, retaining and processing of information or ideas

The first few steps are about listening and responding to one person at a time.

Learners then move on to develop their listening in different contexts and use information or ideas they have heard in their own responses.

The next stage is focused on the analysis of why a speaker is engaging, being able to explain why they have made particular language or presentational choices.

From Step 11, learners are encouraged to engage critically with the content of what a speaker has said.

At the top, learners are able to actively evaluate the success of a speaker across different contexts.

Basic: understand context, be used to content of the speaker, be able to identify the main points of the speaker's message. They may not be confident in their response without any support.

11 / Skills Builder Framework, skillsbuilder.org



Presenting

The oral transmission of information or ideas.

The first few steps are about learners speaking clearly and logically, to communicate their ideas.

The next stage is about being able to make appropriate language choices, considering their audience and why they are presenting.

Once they have mastered this, learners move on to how to create engaging presentations by thinking about gesture, expression and tone.

From Step 9, learners focus on adapting their presentations for their audiences.

The final stage is about learners in developing their own personal presentational style and how to make this effective in different contexts.

Basic: make clear points, be used to content of the speaker, be able to identify the main points of the speaker's message. They may not be confident in their response without any support.

12 / Skills Builder Framework, skillsbuilder.org



Problem Solving

The ability to find a solution to a complex situation or challenge.

The initial stages are about learners being able to explain a simple problem they may have and recognise their own need for help.

Once learners are able to identify problems, they begin learning how to use strategies to solve simple problems.

The next stage focuses on being able to identify complex problems and break them down before suggesting a range of possible solutions.

From Step 11, learners focus on using different processes to solve complex problems.

Finally, learners are able to evaluate the approaches they have developed to solve problems.

Basic: make clear points, be used to content of the speaker, be able to identify the main points of the speaker's message. They may not be confident in their response without any support.

13 / Skills Builder Framework, skillsbuilder.org



Creativity

The use of imagination and the generation of new ideas.

The first stage is about learners recognising and using their imagination to express themselves.

The next few steps focus on the learner's confidence to use their imagination to develop new ideas using guidance or existing ideas.

From Step 6, learners are able to explain how creativity is useful to help in different areas of life.

The next stage is about learners using different strategies for creativity, both when working alone and in groups.

Finally, learners are able to evaluate different strategies for creativity and reflect on what works well for them.

Basic: make clear points, be used to content of the speaker, be able to identify the main points of the speaker's message. They may not be confident in their response without any support.

14 / Skills Builder Framework, skillsbuilder.org



Staying Positive

The ability to use tactics and strategies to overcome obstacles and achieve goals.

It starts with learners being able to recognise simple emotions and suggest why people feel these.

The next stage is about developing learners' capacity to keep trying when things go wrong.

Once learners have mastered this, they move on to being able to identify the positives in difficult situations, and sharing this with others.

The next stage is about recognising the advantages of risk taking and knowing when it may be appropriate to take a risk.

The final stage is about learners managing their emotions in challenging contexts and choosing positive action.

Basic: make clear points, be used to content of the speaker, be able to identify the main points of the speaker's message. They may not be confident in their response without any support.

15 / Skills Builder Framework, skillsbuilder.org



Aiming High

The ability to set clear, tangible goals and choose a realistic route to achieving them.

The first few steps are about effort: learners knowing why it is important to make an effort and what that might look like for them.

In the next stage, learners move into goal planning: being able to set their goals and break them down and how they will achieve them.

The next progression is learners reflecting and using feedback from others to support achievement of their goals.

Moving towards the end, learners are able to create long-term goals and track effectively how they are achieving towards them.

Basic: make clear points, be used to content of the speaker, be able to identify the main points of the speaker's message. They may not be confident in their response without any support.

16 / Skills Builder Framework, skillsbuilder.org



Leadership

Supporting, encouraging and motivating others to achieve a shared goal.

The first few steps are about seeing things empathically: learners can first describe their own feelings and then those of others.

At the next stage, learners develop their ability to support in decision making and ensuring tasks are completed.

From Step 6, learners focus on being able to identify the strengths and interests of the people they are leading, before applying their understanding to effectively motivate their team.

In the final stage, learners build their understanding of different leadership styles, the strengths and limitations and how they might be adapted for different scenarios.

Basic: make clear points, be used to content of the speaker, be able to identify the main points of the speaker's message. They may not be confident in their response without any support.

17 / Skills Builder Framework, skillsbuilder.org



Teamwork

Working cooperatively with others towards achieving a shared goal.

The initial stage is about understanding why we work in teams before moving to the next stage which explores how teams can become effective team members.

The next stage is about being a supportive and inclusive team member, focused on how learners can ensure everyone's ideas are valued.

From Step 8, the developments are about understanding and managing team dynamics to help avoid negative conflict.

Finally, learners look at how they can evaluate team performance to help make improvements.

Basic: make clear points, be used to content of the speaker, be able to identify the main points of the speaker's message. They may not be confident in their response without any support.

18 / Skills Builder Framework, skillsbuilder.org

Step	Learner Descriptor	Teacher Explanation
Step 0	I am happy to take time with other children.	Learners are able and willing to take time with their peers.
Step 1	I can work with other children to do something together.	Learners are able to make a contribution towards a bigger task as part of a group.
Step 2	I can explain why teams are sometimes better than working by myself.	Learners are able to explain why teamwork can be more effective than individual work in some situations.
Step 3	I help with different jobs in my team and take responsibility for finishing my job.	Learners can take on different jobs in their team to complete the team task.
Step 4	I can get on well with my team and find ways to resolve a disagreement.	Learners are able to address disagreements and disputes in an effective way, and generally work well with others.
Step 5	When I finish my task, I can help others complete their tasks or time task.	Learners can think beyond their own part of a task and actively support other team members to complete their jobs.
Step 6	I help my team make decisions and I make my own suggestions.	Learners can contribute to the decision-making process and are willing to put forward their own ideas.
Step 7	I recognise the value of others' ideas and make useful contributions myself.	Learners can see that their ideas will also contribute valuable input and will be willing to contribute to reach a joint decision.
Step 8	I include all team ideas in group discussions and encourage them to contribute.	Learners can see the importance of including all team members in discussion, actively encourage contributions from their peers in the room.
Step 9	I can spot when I might be getting into an argument and take steps to avoid it.	Learners are able to recognise when conflict with their peers may be negative for the team and take steps to avoid it.
Step 10	I can spot when others might be getting into an argument and make suggestions to avoid it.	Learners demonstrate an awareness of the wider team dynamics to avoid negative conflict in the team.
Step 11	I can contribute to team meetings in a measured, visible and concise way.	Learners can make a valuable contribution to team discussions which builds previous conversations and addresses the point under discussion.
Step 12	I can reflect on the team's progress and make suggestions for improvements.	Learners can accurately analyse the performance of the team and suggest improvements.
Step 13	I can reflect on and evaluate the team's approaches to tasks and carefully influence to do better results.	Learners can evaluate a team's approach, and use their insight to improve a team's performance and the value of its task.
Step 14	I can evaluate the team leader's strengths and weaknesses and actively support them when they need me.	Learners can evaluate the performance of a team leader, and actively support the performance of the leader, improving the experience for the team.
Step 15	I can identify the skills of my team members and explain how we can support each other to improve.	Learners can identify the skills of other team members and use and recognise each other's strengths, contributing to the team's success.

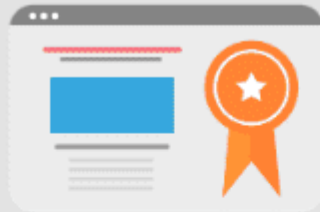


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Types of Digital Portfolios

SHOWCASE

- A collection of best work.
- Also called presentation, formal, professional, or career portfolio.
- Written after learning takes place and may involve student choice.



PROCESS

- A work in progress.
- Also called learning, development, reflection, or formative portfolio.
- Written as the learning is happening with a focus on reflections.



ASSESSMENT

- Often more formal and less student-centered than a showcase or process portfolio.
- Documents learning in line with curriculum objectives.



HYBRID

- A combination of the showcase, process, and/or assessment portfolio.
- Artifacts may be moved from a process portfolio into an assessment or showcase portfolio.

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NEW
Analysis
Report

Assessing Secondary Writing
Attainment analysis
report of pupils in year 7

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The Issue



What is Comparative Judgement?



The Solution is Simple



Contemporary Graded Music Exams

Rockschool music qualifications are tailor-made for the contemporary musician. Ranging from introductory grades all the way up to university-level degrees - we ensure your hard work is rewarded by a valuable qualification regardless of your age or musical ability.



THE FORGOTTEN THIRD

Final report of the Commission of Inquiry

PASSPORT IN ENGLISH



ASCL Association
of School and
College Leaders

SEPTEMBER 2019



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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IB learner profile

2021-2023


A unique opportunity to start
building a better and fairer
assessment system in England

Refine your search by selecting from the options below.


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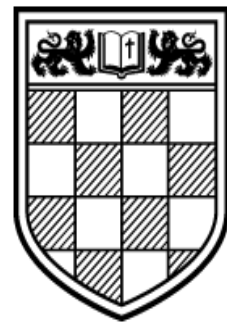
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