

## SUMMARY OF POSSIBLE METRICS AND MEASURES

| Domain   | What to Assess  | How to Assess   |
|--|---|---|
| <b>Learning System</b>   | The ability of the system to support 21st century outcomes through clarity of goals, professional capability and enabling policy settings   | Qualitative surveys of perceptions, understanding and attitudes of key stakeholders e.g. extension of some of the questions asked currently in TALIS and the GELP system diagnostic tool.   |
| <b>Learning Process</b>  | The extent to which the learning processes exhibit characteristics consistent with what the evidence suggests is required to produce 21st century outcomes  | Use of surveys of students and teachers capture how current processes are being experienced e.g. student engagement surveys currently in use in some systems  |
| <b>Learning Outcomes</b><br><i>Cognitive</i><br><br><i>Intra-personal</i><br><br><i>Inter-personal</i> | <p>Focus on problem solving, critical thinking, information and ICT literacy and creativity</p> <p>Persistence, resilience, adaptability, self- management, appreciation of diversity and values</p> <p>Communicating and understanding others' ideas, working with others, reconciling different perspectives and leading and making decisions</p> | <p>Extend current OECD assessments (e.g. PISA) and studies such as the International Study of Information and Computer Literacy studies or develop new customised tools</p> <p>Self and peer assessment of attitudes and capabilities. Maybe extended use of the International Civics Study.</p> <p>Surveys based on psychometric profiling and self-reporting. Longer term potential to use computer simulations</p> |
| <b>Life Outcomes</b>   | Economic and social activity, values, on-going learning, wellbeing, life satisfaction.  | Some existing economic and social surveys may offer insights but new tools likely to be required e.g. to assess the nature of economic activity   |