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# New Metrics for System Transformation



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# Starting points:

## *Redesigning Education, May 2013*

*“Overall, the movement toward a more open learning ecosystem makes it all the more necessary that we measure what we value – as opposed to valuing what we can measure. **There is an urgent need to develop better metrics to track how systems are fulfilling such goals as equity, inclusiveness and learner ownership.** But most centrally, the key objective, the very purpose of education systems in this century, needs to be redefined. Governments must negotiate the criteria for systems success within their own cultural context, in debate with their citizens. The difficulty of this process must not preclude it from receiving attention.”*



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# Starting points:

## GELP Sydney, May 2013

Metrics for system transformation should provide information on:

- the **state of the system** and particularly **its potential** to deliver 21st century learning outcomes
- the extent to which **learning processes** are exhibiting the characteristics expected to support successful 21st century learning
- the extent to which 21st century **learning outcomes** are being achieved and
- the **life outcomes** achieved by 21st century learners.

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# Starting points:

## International movement, 2013

Intense focus on how metrics can drive improvement in quality of education at the global level  
(UNESCO/Brookings, World Bank)

A re-emphasis of the primary purpose of **assessment** - to support **learning**, not to drive accountability  
(Gordon Commission, Masters, Deeper learning)



Work Extrinsic Intrinsic Motivation Scale

PISA

Advanced Placement

Singapore Elementary Portfolios

Formulating Hypotheses

Graduation Portfolio System

EcoMUVE

Watson–Glaser

Theory of Mind

Global Empathy Scale

World Savvy Challenge

SimScientists

PARCC & SBAC

Alelo Language & Culture Simulator

College and Career Ready School Diagnostic

Grit Scale

Mission Skills Assessment Queensland Performance Assessment



# ASSESSMENT TOOLS for 21st Century Skills



start  
with  
purpose

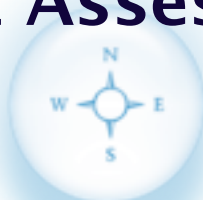
## Guidance for selecting the best Assessment Tools



**RAND**  
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start with purpose	overall assessment strategy	complex skills, complicated assessments	cost vs. value
partnerships help development	local context and culture	unintended consequences	measurement fosters improvement
need learning progressions	well-defined before well-measured	interactive tools can be costly	high stakes need high quality

## Guidance for selecting the best Assessment Tools



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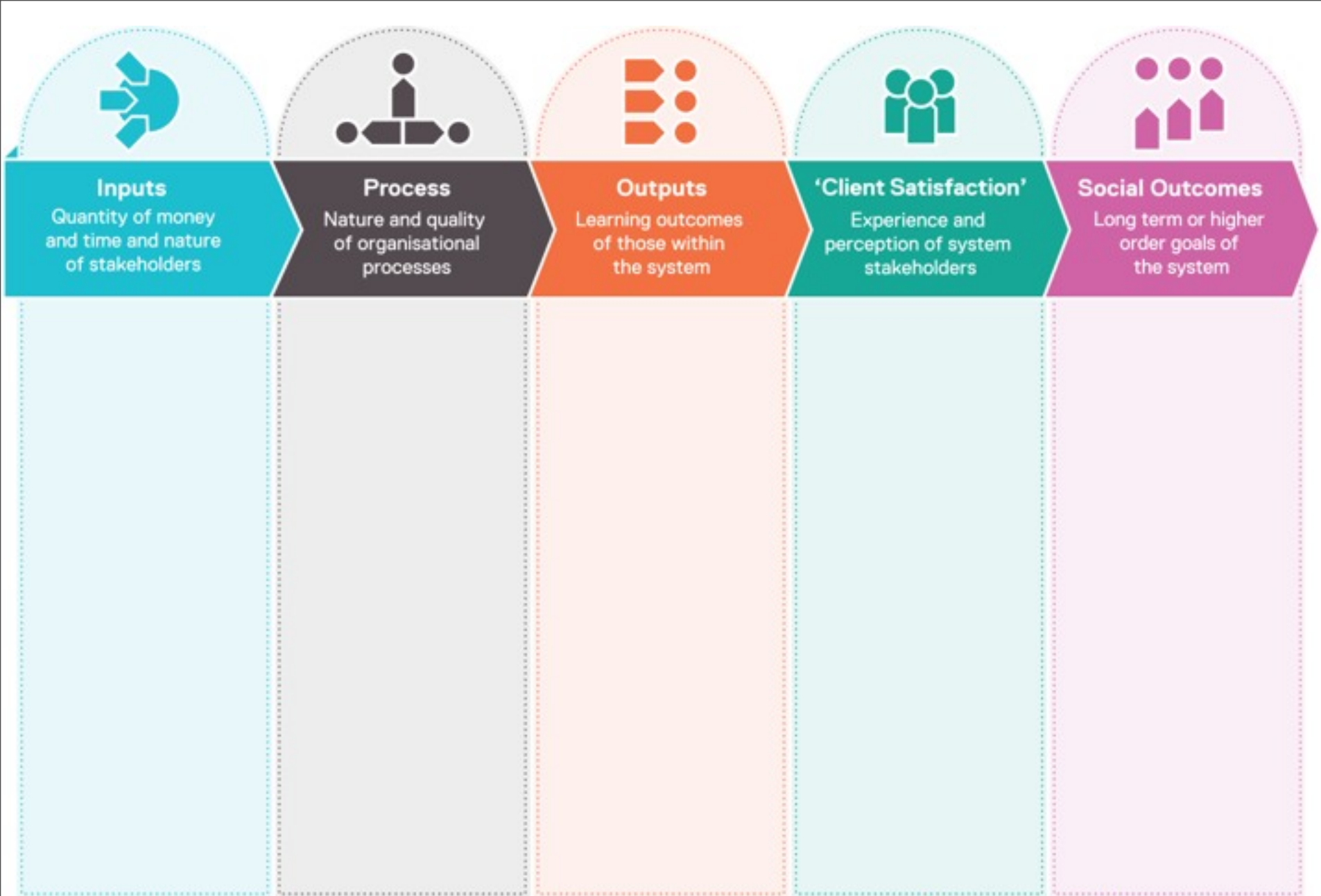
# Key Challenges – complexity and scale

**How to create indicators for what is in flux and emergent?**

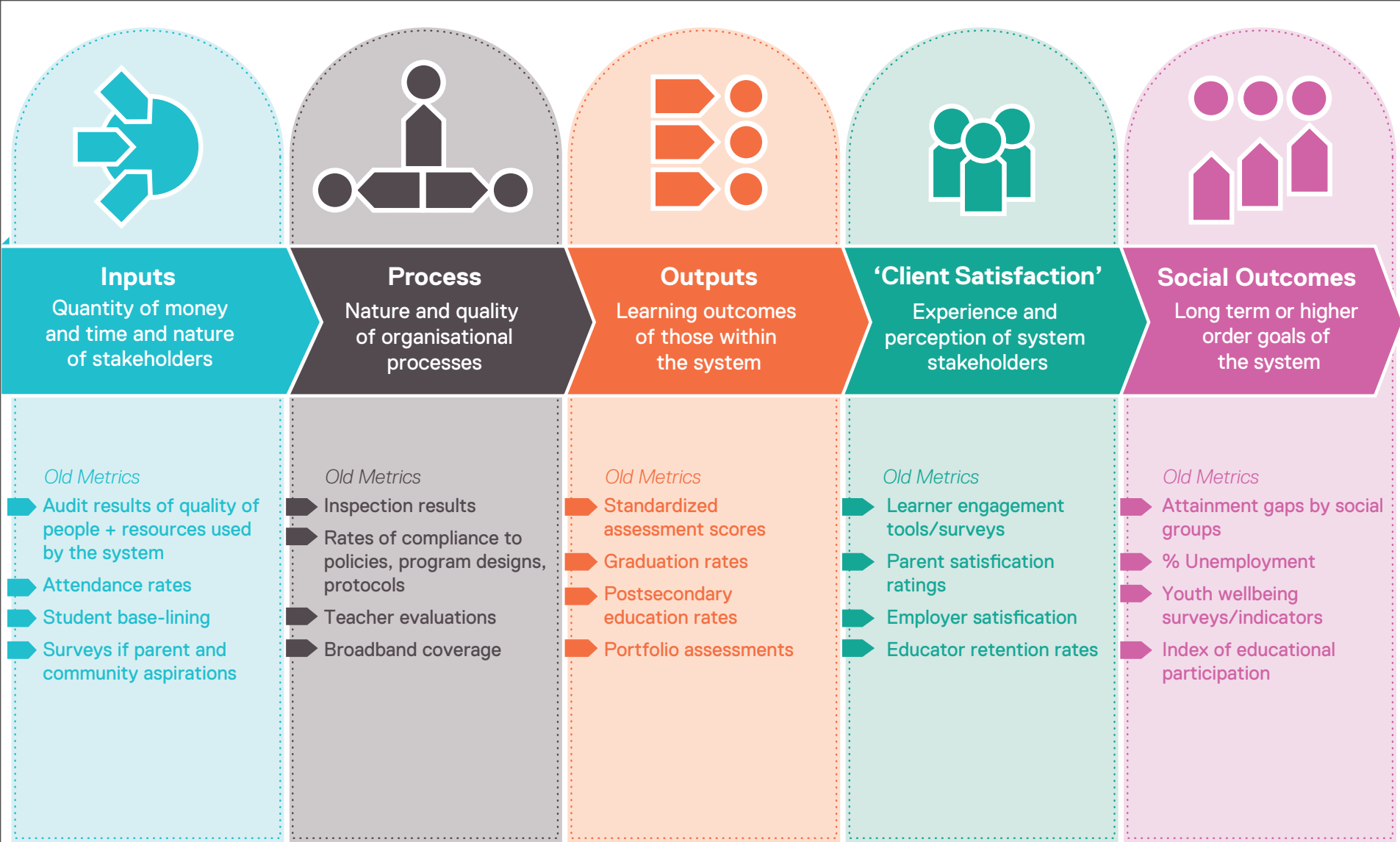
**How to enable a growth mindset – for system leaders as well as learners?**

**How to capture – and motivate – transformation across a system, at many removes from the location of learning?**





A Value Chain for a 3.0 Education System



## A Value Chain for a 3.0 Education System



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# Clinic: the future of international education metrics and assessment

09:00 Video: The Future of International Education Metrics: a conversation with Andreas Schleicher, OECD

09:15 Screening: The Future of Assessment: a conversation with Geoff Masters and Ray Adams, ACER

09:30 Discussion



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# Extension Conversations (11am - 12pm)

**Using metrics to build demand for transformation and equity**

Convener: Pauline Barnes - *2000*

**Big data and the future of system metrics**

Convener: Susan Mann - *Henri*

**Aligning a measurement framework with higher system goals**

Convener: Phil Lambert - *2010-20*

**At 12.30pm please meet on Level 4 by the Poolside for our Group Photo**



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