



# A new paradigm for assessment of 21<sup>st</sup> Century skills

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Webinar for NEQMAP  
Professor Sandra Milligan  
July, 2023

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July 2023

# New Metrics Research Partners



# Industry Collaborators



# Credentialing Partners



# Ambitions for learning

**'New' ambitions**

KNOWING HOW  
TO LEARN

PERSONAL  
VIRTUES

SOCIAL SKILLS

INTERPERSONAL  
SKILLS

PURPOSEFULNESS

**'20<sup>th</sup>C' ambitions**

KNOWLEDGE

DOMAIN SKILLS

BASIC SKILLS

**COMPETENCE  
TO THRIVE AT  
SCHOOL AND  
BEYOND:**

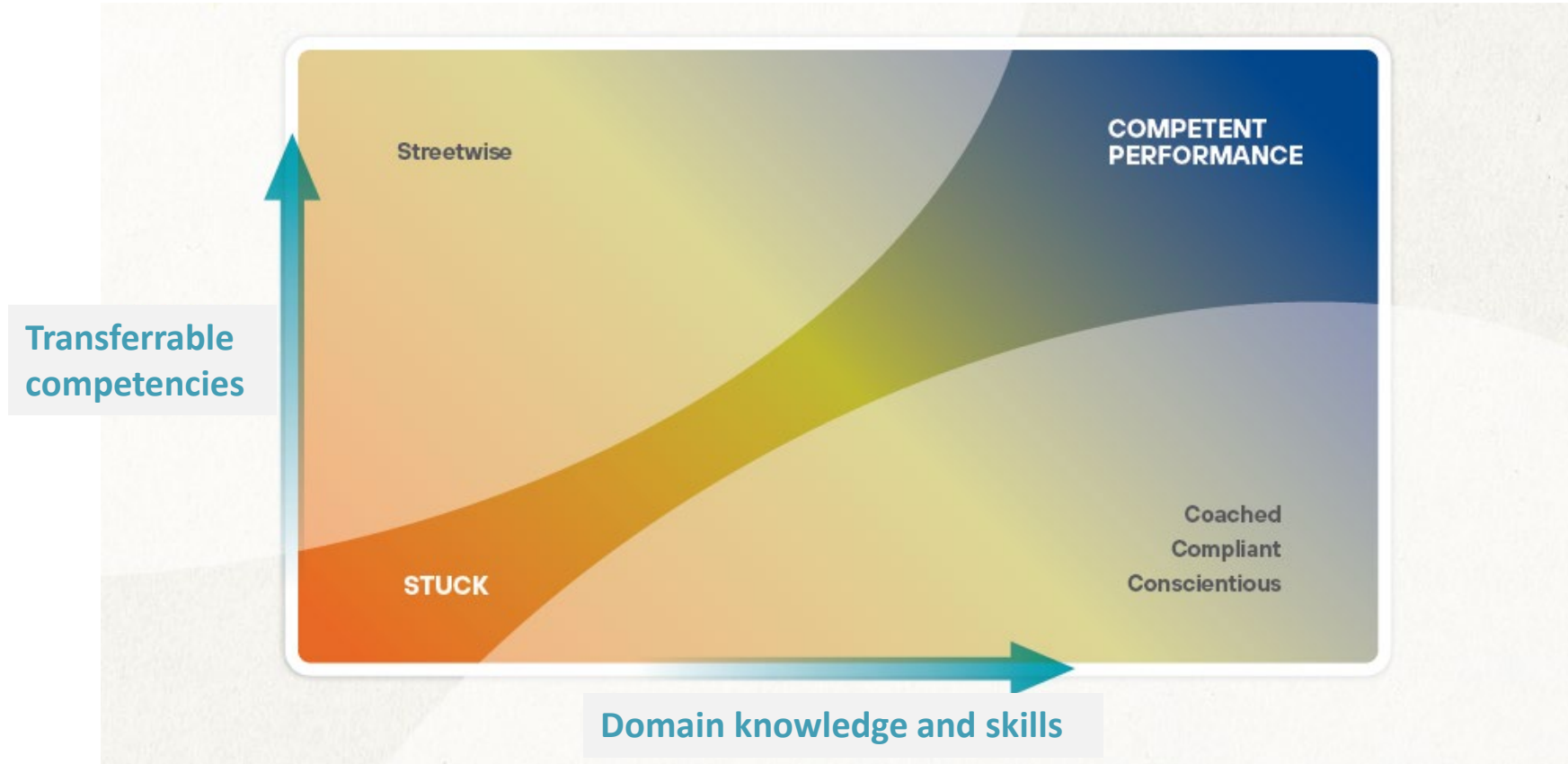
THINKING TO  
GUIDE ACTION

*It's not only what you know...*

- *It's how you know it*
- *And who you know it with*
- *And what you can do with it*

**GENERAL CAPABILITIES**  
**21C skills,**  
**transferrable skills**  
**employability skills**

# The development of competence in any domain



# Features of traditional standardised assessments of learning

- focus on cognitive/metacognitive ... silent on social, personal inter-personal skills & values
- mainly written... other forms of valued performance untapped
- removes cultural and social distinctiveness and diversity...can't have DIF
- 'construct irrelevant variance' removed ...tasks are simple, artificial, abstract
- tasks standardised ...no room for harnessing interest, passion or engagement
- tasks short, and individual ...no time for persistence, reflection, or collaboration
- scoring standardised, efficient ...no room for interpretation, or recognition of individuality
- reporting via fine ranking, to discriminate... rather than to develop and celebrate
- learners replicate what machines do...rather than develop what is uniquely human

# Melbourne Assessment's 15 years of R&D...

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Develop next generation methods of assessment and recognition of learning

- which provide metrics for the transferrable competencies that support learners to thrive
- that are as robust, scalable and comparable as traditional standardised testing
- and as useful at national and international level
- and that have practical utility for learners, teacher and recruiters

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Some features of our next-gen  
assessment and recognition approach

# 1. Focus on competence, not just knowledge

Competence is the capacity to consistently perform to achieve a valued purpose in a domain of interest, using a combination of knowledge and skill, personal dispositions and values, social, interpersonal and intellectual skills, and an orientation towards learning.





## 2. A common language and currency to underpin any framework

ACTING WITH PURPOSE	TAKING RESPONSIBILITY	DEVELOPING EXPERTISE	BUILDING CONNECTIONS AND SOCIAL ALLIANCES	TAKING ACTION TO ADDRESS ISSUES	IDENTIFYING CHALLENGES, RISKS OR OPPORTUNITIES
USING FEEDBACK	SHOWING COMMITMENT	ACTING WITH COURAGE	BEING SYSTEMATIC	BEING COMPASSIONATE OR KIND	ENGAGING DIVERSITY
REFLECTING AND ANALYSING	SHOWING RESPECT	FORMING JUDGEMENTS	BEING FLEXIBLE	BEING RESILIENT	BEING COMPASSIONATE OF KIND
BEING CREATIVE	MONITORING AND REVIEWING	DESIGNING FOR EFFECT	EFFECTIVE COMMUNICATION	ADAPTIVE COMMUNICATION	CONVINCING AND DEBATING
PROBLEM SOLVING	ACTING WITH INDEPENDENCE	INQUIRING	ACTING WITH INTEGRITY		



**Big Picture**  
EDUCATION AUSTRALIA





### 3. A developmental approach to assessment

#### *Sandra's Poem*

Assessment is  
...a process  
of gathering evidence  
from a variety of sources  
showing what a learner is capable of  
to support a judgment about their position  
on a scale of competence in a valued domain of learning  
from less expert to more expert  
representing what they know and can do  
and what they need to learn next  
with a sufficient degree of confidence  
to support them in their learning  
and to provide recognition of their attainment  
that people can trust



## 4. Progressions provide rich, calibrated, empirically verified standards

<b>Level 5</b>	<b>Organising collaborator</b> Learners at this level can perform leadership roles if given opportunities. They reflect on the factors that may influence group decisions and ensure that structures and processes are in place to sustain the work of the team. They motivate others to persevere despite setbacks and ensure that support is available to all team members.
<b>Level 4</b>	<b>Value-adding collaborator</b> Learners at this level perform their work to a higher standard than required and take initiative to raise the work of the group to a similar standard. They perform additional tasks within the role assigned to them, adopt and develop the ideas of other team members, and step in to resolve misunderstandings, helping to achieve consensus.
<b>Level 3</b>	<b>Supportive collaborator</b> Learners at this level perform their work to the required standard, matching their contributions to the goals of the team, and engage with others to help them perform at the same level. They make suggestions, share their knowledge and skills, invite input from others and encourage them to elaborate or build on their ideas to help achieve team goals.
<b>Level 2</b>	<b>Responsible collaborator</b> Learners at this level undertake and complete teamwork without being prompted or reminded. They help with decision-making by responding to the suggestions of others and contribute to group harmony by practicing pakikisama. They try to see issues from different sides and ask questions to increase their understanding of others' viewpoints.
<b>Level 1</b>	<b>Guided collaborator</b> Learners at this level follow instructions and participate in groupwork as required. They engage with other team members, acknowledging their contributions and viewpoints. They may leave decision-making to others or leave work unfinished if not reminded to complete it.

*Teamwork & Cooperation, ALS life skills, Philippines*

# 5. Multi stage progressions: line of sight K-12

e.g. Progression structure for learner agency (not to calibrated scale)

- n
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1

Closely supervised learning  
Largly in class  
Few strangers  
Short structured tasks  
Children age 3-7 yrs

**The learner will Agency**  
Learners set their own learning goals in the domain of interest to stretch their capabilities to achieve personal or community goals. They take responsibility for their own learning out, and to develop deep expertise in the field. They seek critique of their work from a wide range of people they expect in their approach to learning, awaiting their critical faculties to judge performance. They are persistent, the practice, experience, build things, by things out, test things, produce things to expand understanding and skill. They get satisfaction from good performance and are disappointed when they fall short of their own or others' expectation. They delight in innovation, and in exploring alternative perspectives or methods, ways or ideas. They actively seek out and engage with individuals and groups with common interests around learning goals. They build alliances and networks of common interests around shared learning goals. They are persistent in full negotiation, or negotiated performance, to try out the new. They are only satisfied once they have achieved a level of performance that they think is acceptable.

**The Expert learner**  
Learners adapt learning goals in the domain to support their own goals. They seek to develop expertise in the field and seek feedback on their work from a variety of sources. They are persistent in learning, following advice and suggestions. They are persistent, and practice, to expand understanding and skill. They get satisfaction from good performance and are disappointed when they fall short of their own or others' expectation. They engage with individuals and groups with common interests.

**The Self-Directed Learner**  
Learners adapt learning goals set by others in a domain, making links to their own goals. They seek to meet required standards and seek feedback on their work. They are persistent and complete work set. They get satisfaction from praise and are disappointed when they fall short of their expectation.

**The Directed learner**  
Learners set their work as published/defined by others in their learning, the agency provides goals below prompts. They tend to work on their own understanding or negotiated activities when required and along with as set. They use resources they are provided with to meet goals or success as set by others. They are attracted to the familiar. They take advice and feedback principally from authoritative others.

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- Class & school based
- Short tasks
- Capacity to choose
- Predominantly cognitive syllabus goals
- Close supervision
- Pre-adolescent

- Class & school -based,
- Long tasks
- Capacity to adapt
- Predominantly cognitive syllabus goals
- Close supervision
- Adolescent and beyond

- Learning in and out of class
- High level of agency in design
- Complex performance goals
- Authentic personalised tasks with unsupervised engagement
- Some ambiguity
- Diversity in perspectives to be negotiated
- Long semi- or unstructured- tasks
- Adolescent and beyond

# 6. Assessment Packs: helpful for all participants

Components of the Assessment Pack for teachers and learners:

- competence definition
- list of constituent elements, from the common currency
- examples of behaviours that indicate level of competence
- progressions for each age and stage developed and empirically validated
- hints on designing performance tasks

## ASSESSING AGENCY IN LEARNING

### ELEMENTS AND BEHAVIOURAL INDICATORS


Elements are assessed through a series of micro-judgements of the behavioural indicators demonstrated by a learner. Becoming familiar with the elements and sample behavioural indicators of the competence will support teachers to align their learning and assessment design.

ELEMENTS OF AGENCY IN LEARNING	BROAD DEVELOPMENT OF ELEMENTS (SAMPLE DESCRIPTION)			
	NOVICE	PROFICIENT	MASTERY	
Acting with Courage	Protective of self	Stable discomfort in pursuit of good (e.g. risk-taking) in solving problems at the risk of being wrong	Pursues good despite negative consequences (e.g. unpopular perspective)	
Being a producer of ideas	Produces when asked or directed	Engaged	Engaged	
Being open to the new	Seeks stability, prefers the familiar	Open	Open	
Being persistent	Tries a thing once or twice	Perseverant	Perseverant	
Being reflective	Accurately assessing thinking or behaviour	Reflective	Reflective	
Building social alliances	Connects with others when asked	Engaged	Engaged	
Committing to depth in mastery	Pursues or performs tasks, information or surface skill	Engaged	Engaged	
Committing to evidence	Goes with the flow	Engaged	Engaged	
Engaging in dialogue	Can conduct transactional conversations (e.g. can respond to the conversation partner)	Can engage	Can engage	
Forming sound judgements	Judgement based on intuition, habit or intuition	Just	Just	
Managing uncertainty or unfamiliarity	Takes a risk and anticipates consequences (e.g. to make a right answer)	Engaged	Engaged	
Seeking and using feedback	Accurately feedback from others (e.g. parents, friends etc.)	Engaged	Engaged	
Taking responsibility for self and actions	Tends to see self as subject to consequences (e.g. parents believe in consequences for learning)	Engaged	Engaged	
Valuing utility	Requires learning for an activity (possibly unrelated to other purposes)	Engaged	Engaged	

### Agency in Learning: Empirical progression

**YEAR 9 – YEAR 12**

Level	Level Statement
<b>5</b>	<b>THE UNBOUND LEARNER</b>
<b>4</b>	<b>THE EXTENDING LEARNER</b>
<b>3</b>	<b>THE SELF-REGULATED LEARNER</b>
<b>2</b>	<b>THE DILIGENT LEARNER</b>
<b>1</b>	<b>THE DIRECTED LEARNER</b>



## 7. Performance tasks design: authentic, complex, relevant, context embedded, provide the evidence base

Standard *features* not *standardised tasks*

- the assessment task is authentic and complex
- the learner has opportunity to show what they are capable of
- the assessors have opportunity to observe the learner in action

new tasks/activities/performance opportunities or to reflect on the sophistication of existing ones.

Generalised trajectory for task design (K – 12, novice – expert)	Purpose	Evidence of learning	Openness of process	Supervision	Scope of discipline knowledge and skill required	Authenticity
TEACHER AS MENTOR/ ADVISOR FOR SELF-DIRECTED LEARNER	<ul style="list-style-type: none"> <li>Focuses on solving or participating in the solution of a practical problem for which the solution is unknown (i.e. goes beyond mastery of knowledge to application)</li> <li>Stems from learner's interest</li> <li>Contributes to something in their lives or community.</li> <li>Engages emotionally and practically, as well as in the mind.</li> </ul>	<ul style="list-style-type: none"> <li>Learner curates and designs evidence used to demonstrate skill (e.g., portfolio)</li> <li>Evidence sourced inside and outside of school</li> </ul>	<ul style="list-style-type: none"> <li>The process is open and challenging, with little guidance provided by the teacher</li> <li>Allows for learners to conceptualise, construct, organise, analyse and test their own process, and make their own mistakes</li> </ul>	Learner mentored and advised on request	Learners need to be self-directed and collaborate to master new and deeper knowledge and skill	<ul style="list-style-type: none"> <li>Replicates real world experiences, or is a real-world experience</li> <li>Outcome has significance beyond the classroom</li> </ul>
SCAFFOLDED TEACHING	<ul style="list-style-type: none"> <li>Shaped, but not defined by a learner's interests</li> <li>Includes choices within product or process</li> </ul>	<ul style="list-style-type: none"> <li>Learners negotiate how they will evidence their learning (e.g., product)</li> </ul>	<ul style="list-style-type: none"> <li>Process is defined with scope for interpretation and variation by the learner</li> </ul>	<ul style="list-style-type: none"> <li>Learner's work is supervised</li> <li>Provided with guidance, examples, modelling,</li> </ul>	<ul style="list-style-type: none"> <li>Requires application and exploration of knowledge or skill in the related domain that goes beyond what the learner already knows and can do</li> <li>Requires learner initiative to develop required knowledge or skill</li> </ul>	<ul style="list-style-type: none"> <li>Is relevant to the learners' immediate lives outside of the classroom</li> <li>Scope for depth and (e.g., a five-work)</li> </ul>

## 8. Assessment tools to support human raters

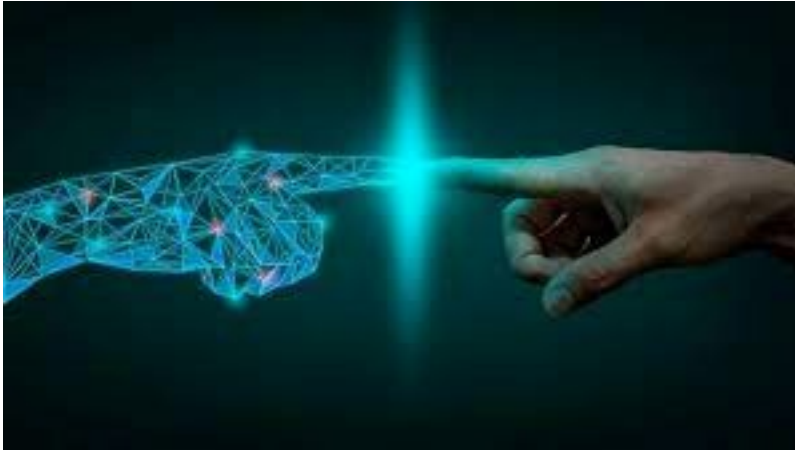
- Tools focus assessors gaze on relevant easily observed behaviours
- Assessors need to be expert in learner and the context, not the construct
- Diversity in assessor background is an advantage
- Assessors need to know the learner and observe them in an authentic task
- Humans can recognise competence in ways that machines cannot
- Multiple assessments or, over time



**DIGITAL  
TRANSFORMATION  
IS NOT ABOUT  
TECHNOLOGY  
AT ALL.  
ITS ABOUT PEOPLE**



## 9. Scoring base on psychometric and analytic aggregation of results which augment dialogue with raters, establishing a best estimate what the student is truly capable of







## 10. Digital, analytics-based platform to support collaborative assessment using aggregated human judgment

- Manages progressions, elements, tools
- Manages assessment and credentialing processes for schools, systems, assessors and learners
- Collects and manages assessment data
- Provides QA feedback/hints for assessors
- Aggregates results
- Calibrates results for each learner
- Generates calibrated reports for each learner, class, school, system, including growth reports
- Interactive feedback on matters of validity, reliability and integrity
- Interfaces with digital credential managers

### Ruby Platform

virtually



anything is possible

# 11. Developmental reporting: no pass for fail; formative melds into summative

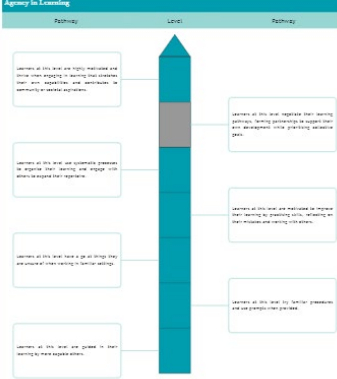
**Competency Report**

**Print Date:** 23 Jul 2023  
**Student:** 456874  
**Class:** Year 10 2023  
**School:** 4 Years Learning Plan  
**Assessment period:** April 2022  
**Assessment date:** 14 Jun 2022

This report has been generated as part of the new format report generation process. The information displayed in this report is based on the most up-to-date information available in the system. This report should not be used for student selection or assessment purposes.

**Agency for Learning**

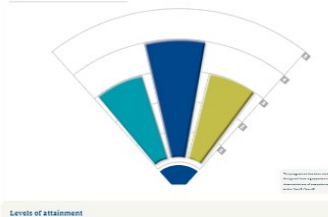
Pathway: **LCVCC** Pathway: **Pathway**



**Legend:** The student is working at the indicated level.

**Competency Profile**

**Name:** \_\_\_\_\_  
**Issue Date:** \_\_\_\_\_



**Levels of attainment**

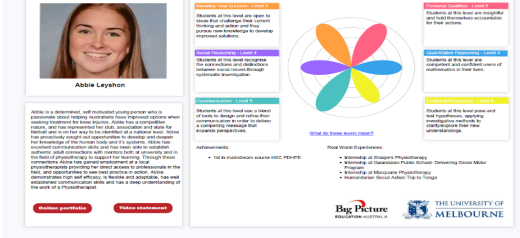
- AGENCY IN LEARNING** Level 3: Student has demonstrated a consistent understanding of agency and its role in learning. They have demonstrated a consistent understanding of agency and its role in learning. They have demonstrated a consistent understanding of agency and its role in learning.
- COLLABORATION** Level 4: Student has demonstrated a consistent understanding of collaboration and its role in learning. They have demonstrated a consistent understanding of collaboration and its role in learning. They have demonstrated a consistent understanding of collaboration and its role in learning.
- COMMUNICATION** Level 3: Student has demonstrated a consistent understanding of communication and its role in learning. They have demonstrated a consistent understanding of communication and its role in learning. They have demonstrated a consistent understanding of communication and its role in learning.

**International Big Picture Learning Credential**  
*A passport to the world*

**Abbie Layshon**

**Big Picture Learning**

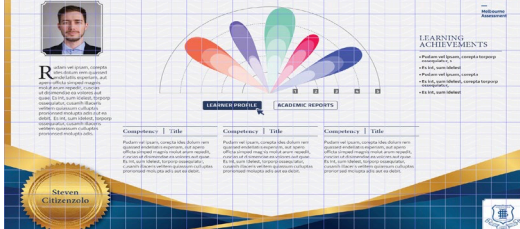
**THE UNIVERSITY OF MELBOURNE**

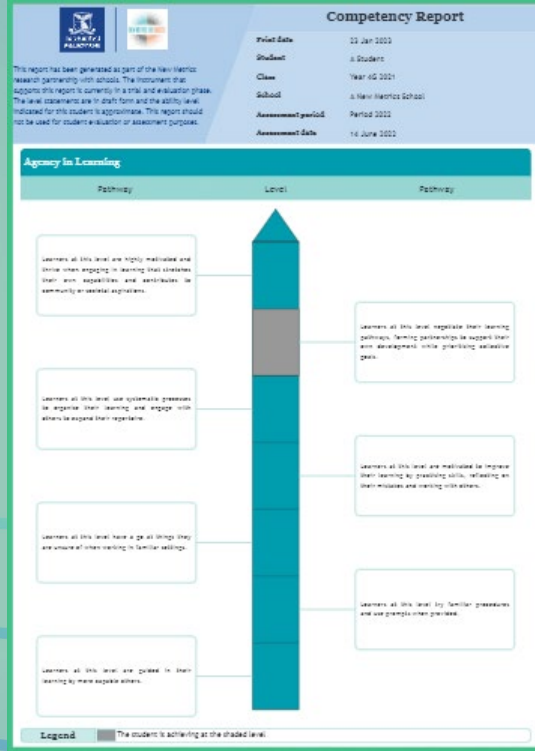


**COMPETENCE CREDENTIAL**

**STEVEN CITIZENSO**

**THE UNIVERSITY OF MELBOURNE**





# Classroom Level


## Formative Assessment:

- Planning
- Discussions with teams and students

## Raters:


- Single teacher
- Student self-assessment (Agency in Learning)

**Competency Profile**





Name \_\_\_\_\_

Issue Date \_\_\_\_\_



This competency profile is a summary of the aggregated summative assessment results for this student.

**Levels of attainment**

<p><b>AGENCY IN LEARNING</b></p>  <p>Level 3</p>	<p>Students at this level have a good understanding of the learning and engagement skills to support their learning. They are able to identify, understand and describe their own and others' learning and engagement patterns. They understand the importance of learning and engagement patterns. They are able to identify, understand and describe their own and others' learning and engagement patterns. They are able to identify, understand and describe their own and others' learning and engagement patterns.</p>
<p><b>COLLABORATION</b></p>  <p>Level 4</p>	<p>Students at this level have a good understanding of the learning and engagement skills to support their learning. They are able to identify, understand and describe their own and others' learning and engagement patterns. They are able to identify, understand and describe their own and others' learning and engagement patterns. They are able to identify, understand and describe their own and others' learning and engagement patterns.</p>
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This competency profile is a summary of the aggregated summative assessment results for this student. It is not a guarantee of future performance. It is a summary of the current performance. It is a summary of the current performance. It is a summary of the current performance.

# School/Institution Level

## Aggregated Summative Assessment

- Semester reporting to students and families
- Learning design reflection

## Raters can include:

- Teachers and Community

## Requirements:

- Minimum of 2 competencies
- Minimum of 2 ratings per competency

# Credential/ High Stakes Level

## International Big Picture Learning Credential *A passport to the world*



Abbie Leyshon

Abbie is a determined, self-motivated young person who is passionate about helping Australians have improved options when seeking treatment for knee injuries. Abbie has a competitive nature, and has represented her club, association and state for football and is on her way to be identified at a national level. Abbie has proactively sought out opportunities to develop and deepen her knowledge of her own body and it's systems. Abbie has authentic connections with mentors both at university and in the field and opportunities to see best practice in action. Abbie demonstrates high self-efficacy, is resilient and adaptable, has excellent communication skills and has a deep understanding of the work of a Physiotherapist.

Online portfolio

Video statement

### Competency Level 1

Students at this level are open to ideas that challenge their current thinking and action and they pursue new knowledge to develop improved solutions.

### Competency Level 2

Students at this level recognise the connections and interactions between social issues through systematic investigation.

### Competency Level 3

Students at this level use a range of tools to design and refine their compelling message that engages perspectives.

### Achievements:

- 1st in mainstream course HSC PPHPE



What do these levels mean?

### Real World Experiences:

- Internship at Shepp's Physiotherapy
- Internship at Queensland Public School, Delivering Soccer Major Program
- Internship at Melbourne Physiotherapy
- Mentorship in Soccer Action Trip to Tokyo



## COMPETENCE CREDENTIAL



Medium Assessment



Steven is a determined, self-motivated young person who is passionate about helping Australians have improved options when seeking treatment for knee injuries. Steven has a competitive nature, and has represented her club, association and state for football and is on her way to be identified at a national level. Steven has proactively sought out opportunities to develop and deepen her knowledge of her own body and it's systems. Steven has authentic connections with mentors both at university and in the field and opportunities to see best practice in action. Steven demonstrates high self-efficacy, is resilient and adaptable, has excellent communication skills and has a deep understanding of the work of a Physiotherapist.



### LEARNING ACHIEVEMENTS

- Problem well explained, concepts thoroughly understood
- Problems well explained, concepts thoroughly understood
- Problems well explained, concepts thoroughly understood
- Problems well explained, concepts thoroughly understood

Competency	Title	Competency	Title	Competency	Title
Problem well explained, concepts thoroughly understood	Problem well explained, concepts thoroughly understood	Problem well explained, concepts thoroughly understood	Problem well explained, concepts thoroughly understood	Problem well explained, concepts thoroughly understood	Problem well explained, concepts thoroughly understood



## Beyond the institution

- Transitions

## Requirements:

- Minimum of 3 competencies
- Minimum of 3 ratings per competency
- Warranting and moderation requirements (e.g., task/evidence collection appraisal, moderation)



## 12. Moderation and comparability (QA) depends on an end-to-end process

**COMMUNITY EXPECTATIONS CLEAR**

**1**

**GOOD QUALITY, CALIBRATED  
FRAMEWORKS AND DIGITAL  
TOOLS, STATISTICAL CONTOLS**

**ALIGNMENT OF LEARNING  
AMBITIONS, LEARNING DESIGN  
AND ASSESSMENT DESIGN**

**2**

**3**

**STRONG COLLABORATIVE  
PROCESS CONTROL IN  
AND AROUND SCHOOLS**

**CONSENSUS MODERATION BASED  
ON EVIDENCE**

**4**

**UIITILTY OF  
REPORTS ASSURED**



## 13. Learner agency is supported

- Learners understand the competencies, progressions and behavioural indicators
  - They develop the language and understanding of competence
  - They can help design their own performance tasks
  - They can assist raters to understand their performances
  - They can assess themselves
  - They can assess their peers
  - They can decide with whom to share their reports
  - They don't fail
-



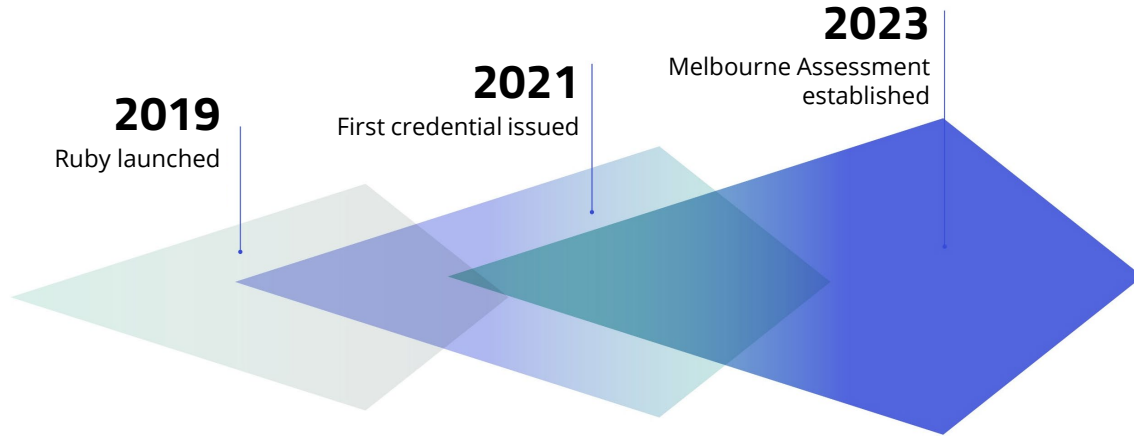
## Summary: Next-gen assessment and recognition for next-gen learning

- **Focuses on competence** not content mastery
- **Sets progressive standards**, not ‘minima’, or ‘fail’
- **Uses 360 human judgement**, not objective tests and machines
- **Learner known**, not anonymous
- **Finds what the learner is capable of**, not just how they compare
- **Authentic performances**, not standardised tasks
- **Displays capability as Profiles**, not a rank
- **QA is strong**
- **Assessment aligned with and embedded in** learning, not separate
- **Learner has agency**
- **Robustness and scalability** suitable for national (and international) monitoring





# Traction: first mover schools and system showing the way



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## 2022 highlights

Over **125,000** assessments

Across **52** competencies

For over **18,000** learners

In nearly **10,000** schools & ECE centres

In Australia, US and the Philippines

**Five (5)** Credentialing partners



# Questions?

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