Assessing transversal competencies through classroom assessment Issues and Challenges in Nepal

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Country Context - Education

- Education System:
  - Basic Education (K-8)
  - Secondary Education (9-12)

- Assessment System
  - Classroom based assessment-CBA (Grade 1-3)
  - CBA+ School Based Assessment (Grade 4-7)
  - SBA (Grade 9&11)
  - Public Exam Grade 8 (Local Government)
  - Public Exam Grade 10 (Province Government but not practiced yet).
  - Public Exam Grade 12 (Federal Government/NEB)
  - National Achievement of Student Assessment (Education Review Office)

Transversal Competencies in Education

- Vision of School Education Sector Plan 2022-2032
  - Preparing capable, creative, and value-oriented citizens.
- National Goals of School Education
  - Respect to social and cultural diversity
  - Respect to work, self employee, entrepreneur and skillful citizen
  - Socialization, social harmony and sense of national unity
  - Environment protection and aware to sustainable development
  - Social justice, human right and inclusive
  - ICT skills for global market
  - Critical Thinking and Life skills
  - Climate change and disaster management

- These skills can cover different concept:
  - Transversal Competencies
  - Non-cognitive
  - Soft Skills
  - Whole child development
  - Transferable
  - Social-emotional
  - 21st Century skills
  - Global citizenship

Grade 1-3 Curriculum Provision

Thinking skills

SOFT SKILLS

Intrapersonal Skills

Citizens hip skills

Information, communication and Multiliteracy skills

Interpersonal skills

Grade 1-3 Curriculum Provision

S. No.	Major Domain of Skills	Sob-domain of Skills	S. No.	Major Domain of skills	Sub-domain of skills
1	Thinking Skills	Application skills	3	Interpersonal skills	Communication
		Learning skills			Collaboration
		Creative Thinking skills			Cooperation and empathy
		Critical Thinking skills			Active Listening
		Decision Making and Problem Solving skills			Cultural skills/ethics
2	Intrapersonal Skills	Self Management	4	Information, Communication and Multiliteracy Skills	Basic Literacy
		Develop self esteem/respect			Technological literacy
		Integrity/honesty/self-disciplines			Visual literacy
		Time Management			Information literacy
		Personal goal setting and taking initiatives			Multi-cultural literacy
		Independent learning, flexibility and adaptability			
		Responsibility and commitment			

Grade 1-3 Curriculum Provision

S. No.	Major Domain of Skills	Sob-domain of Skills
5	Citizenship Skills	Tolerance and openness
		Respect for diversity and intercultural understanding
		Democratic, participatory and equitable value
		Awareness of and respect for the environment
		National Identity and sense of belonging
		Social and civic responsibility
		Personal responsibility

TVC'S Assessment Context

- Assessments tools practice in school (mostly the paper pencil), shows capturing the TVC's is **<u>inadequately</u>**.

- Socio-cultural factors (high score and formal examinations) are linked with assessment practice in school. <u>Focus on formal paper pencil test.</u>

- Before assessing the skills, it should be align in the curriculum.

- Skills should be integrated in the pedagogy.

- Curriculum---Pedagogy and Assessment Alignment is the fundamentals requirements for the developing TVC'S skills to students.

- No assessing equals to no teaching...... no teaching– no learning– No assessing.

Issues to assess TVC's

- Identify the skills/competencies….

- Define the skills/competencies

- Design the tools for assessing skills/ competencies

- Using diverse tools for assessing different skills/competencies

- Capture the skills/competencies level accurately

- Analyze and interpret the data or evidence

- Enhancing the skills/competencies learning.
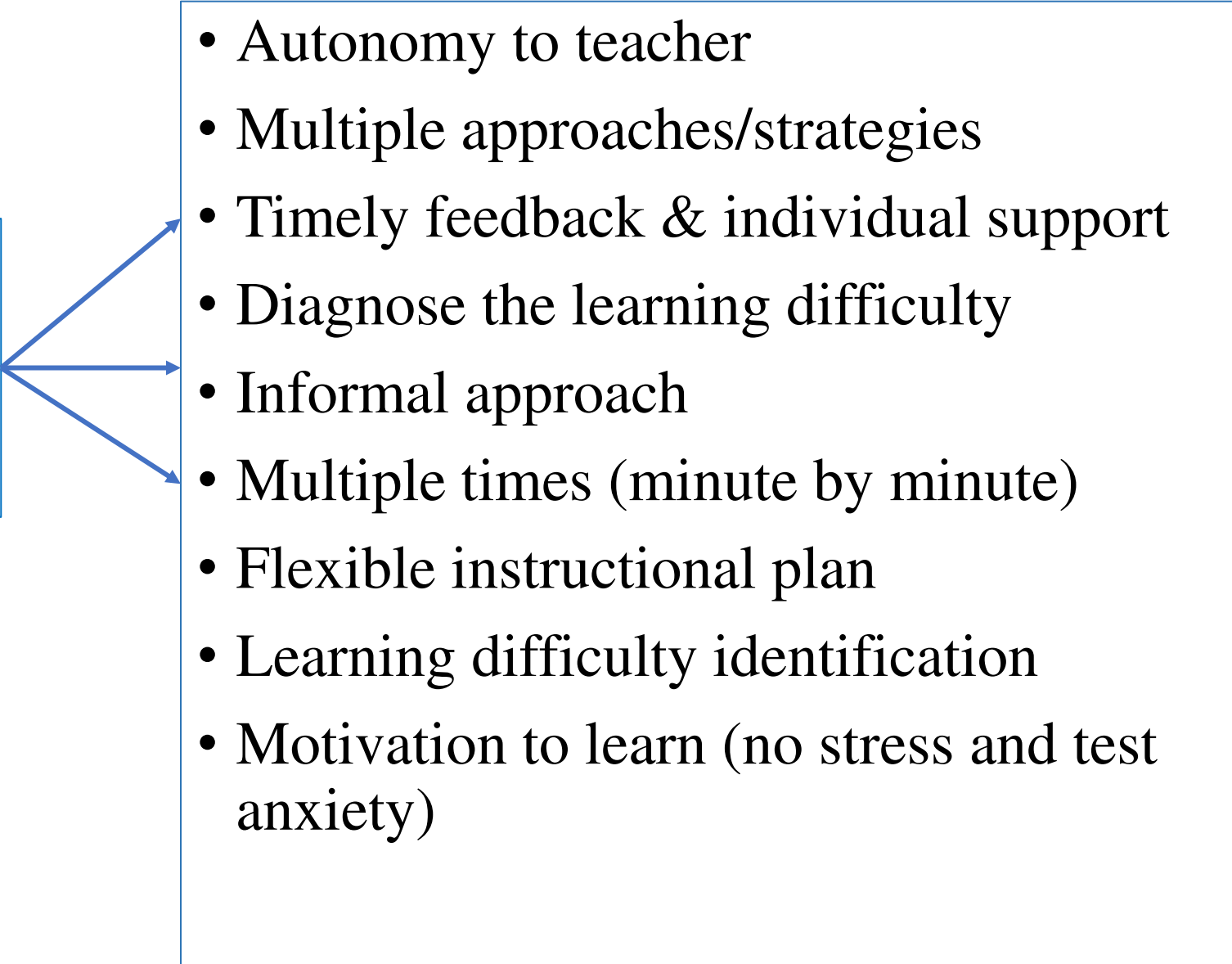
Challenges

- Teachers' competencies to design and implement the tools and interpret the data.

- Priority or balance: Curriculum learning objectives and skills.

- Large number of student in Classroom.

- Lack of Clear guidelines and framework.

- Testing culture and social beliefs

Way Forward

- Teacher capacity development

- Prototype of assessment tools and framework

- Emphasize on Classroom assessment

- Easily accessible resources (assessment tools and other)

Classroom Assessment for Assessing TVC's

Effective Assessment of TVC's using Classroom Assessment

- Autonomy to teacher
- Multiple approaches/strategies
- Timely feedback & individual support
- Diagnose the learning difficulty
- Informal approach
- Multiple times (minute by minute)
- Flexible instructional plan
- Learning difficulty identification
- Motivation to learn (no stress and test anxiety)

Airasian & Russel, 2007; Black & William, 2018; Tomlinson, 2014; & Clarke, 2012

Conclusion

- Assessing the TVC's is could be on priority but need to align these skills and competencies across the entire education system and assessment.

- There are multiple challenges to assess the TVC's.

- To assess the skills, Classroom Assessment approaches should be in place with teacher capacity development.

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Thank you.

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