Rethinking Assessment Community Challenge 2

Learning from best practices from around the world

This document presents the results of the second Rethinking Assessment community challenge, where we looked to crowdsource from the community ideas and examples of different assessment practices and approaches to support our working group horizon scan.

The working groups are currently looking into two main areas:

1. Different ways of recognising and assessing **Academic Strengths**
2. Different ways of recognising and evidencing **broader Skills & Dispositions**

Within these two areas, we asked for examples of the following:

Recognising Academic Strengths	Recognising broader Skills & Dispositions
• **Interdisciplinary Learning, Deeper Thinking and Problem Solving** • **Applied Learning** • **Different ways of assessing knowledge**	• **Teaching and assessment of broader skills & dispositions in school/college** • **Countries where broader skills & dispositions are embedded across national curricula** • **Strength-based assessment approaches from other learning settings (employers, workplaces, and Higher Education)**

We also received submissions on:

- **other types of initiatives that promote the development of broader skills & dispositions in schools and learning settings**
- **examples of personalised learning and digital assessments**

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Recognising and assessing Academic Strengths

Interdisciplinary Learning, Deeper Thinking & Problem Solving

'The Foundation / Higher / Extended Project Qualification can be a good example of this. Projects often framed as an enquiry question, rather than a pre-ordained mass of 'standards' to be covered and recalled. Requires students to research deeply, evaluate their research, deploy relevant bits of knowledge in framing an answer to their question. There is a 'honing' process built in as students think about how best to realise their particular project. (Some boards e.g. AQA are phasing out their level 2 project qualification, but Pearson is committed to project qualifications at levels 1,2&3 and have developed new e-resources to support). So, factual knowledge relevant to a particular problem is intentionally mined.'

- The **Extended Project Qualification (EPQ)** is a qualification taken by some students in England and Wales, which is equivalent to 50% of an A level. They are part of level three of the National Qualifications Framework. It is currently graded A*-E. This qualification helps students develop and demonstrate their project management skills and provides opportunities for extended writing, both of which are highly valued for progression to higher education and employment. Students can tailor their project to fit their individual needs, choices and aspirations with the agreement of their centre. The outcome of the project can be a design, performance, report, dissertation or artefact.

https://qips.ucas.com/qip/extended-project-qualification-epq

The **Individual Project** component of the **Welsh Baccalaureate** must be produced and presented either as a written account or an artefact/product supported by written evidence. There is a wide range of possibilities that can be chosen as a focus for the Individual Project and learners are encouraged to explore an area of personal interest or one that reflects future educational or career aspirations. The purpose of the Individual Project is to develop learners' skills, through carrying out a research activity in an area of personal interest or one that reflects future educational or career aspirations. During the Individual Project learners will explicitly develop skills in Digital Literacy, Planning and Organisation and Critical Thinking and Problem Solving and apply them in an appropriate manner.

https://www.wjec.co.uk/qualifications/welsh-baccalaureate-national-foundation/#tab_overview

The International School of Geneva's La Grande Boissière and UNESCO's International Bureau of Education have collaborated on a 21st century curriculum called the **Universal Learning Programme (ULP)** that develops competences in young people to equip them to thrive in our world and to develop a strong social conscience. The ULP works through projects, assessments and learning adventures that stimulate and nurture character, passion, mastery and collaboration within each learner and throughout the school. Key attributes of the ULP that make it a unique educational journey are:

- The character project
- The passion project
- The mastery project
- Assessments using UNESCO's IBE global competences
- Teaching for universal understanding

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https://www.ecolint.ch/sites/default/files/resources/universal-understanding-guide.pdf

The **Finnish curricula** for basic education is based on **transversal competencies** that refers to learners' ability to apply knowledge and skills in a given context. However, these competencies are not specific to a single subject or discipline and emphasis is placed on modules that increase dialogue between subjects. Thus, as a learning outcome, students should be able to 'combine the knowledge and skills provided by different subjects to form meaningful wholes'.

https://www.oph.fi/sites/default/files/documents/new-national-core-curriculum-for-basic-education.pdf

Cambridge Centre for Innovation in Technological Education (CCITE) is currently working with the Careers & Enterprise Company to develop **Careers & Engineering Hubs**, helping schools to equip their learners with the digital, STEM and employability skills. This requires students to work on **cross-curricular projects** which carry accreditation at each key stage. Also with the Connecting STEM Teachers network set up by the Royal Academy of Engineering to create local Engineering Education partnerships together with existing affinity groups of schools.

https://sites.google.com/view/ccite/ccite

The Green Schools (Bali, New Zealand and growing) are adopting interdisciplinary project-based learning, led by 'real-world', community focused enquiry. The structure of the Green School Pedagogy is divided into three frames of learning:

- **Thematic frame** - an interdisciplinary approach to learning where units are focused on a particular theme
- **Proficiency frame** – it focuses on core, discrete intellectual competencies that require repetition to reach proficiency
- **Experiential frame** – students engage in real-world practical projects (i.e. working in the school gardens, creating art, building out of bamboo, learning first aid, etc.)

https://www.greenschool.org/

The Neo Alta initiative implemented in a French middle school encompasses **interdisciplinary classes (LABOs)** to emphasise the link between several disciplines in co-animation with two or three teachers. Examples include linking Geography with Technology (focusing on sustainability) and communication classes bringing together aspects from History and Technology (using digital tools).

https://ec.europa.eu/jrc/en/publication/evidence-innovative-assessment-literature-review-and-case-studies

The New Model Institute for Technology and Engineering (NMITE) promotes a unique approach to engineering education where students are encouraged to think outside the box, own their creativity and be open with their ideas. NMITE's interdisciplinary engineering curriculum is based on studio and challenge-based learning, real-world challenges, and a sequential block format.

https://nmite.ac.uk/sites/default/files/2020-10/Exigence%20Paper%20with%20brand.pdf
https://nmite.ac.uk/

New Nordic School has developed a new concept of interdisciplinary, multi-age, and mindful teaching. It implemented this model and the **Nordic Baccalaureate** educational systemin schools from India, Singapore, Portugal, and Finland. The Nordic Baccalaureate is designed to prepare students for a world that requires soft-skills such as collaborative problem solving and excellent communication skills.

https://www.newnordic.school/

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A. Tuckey on existing real-life examples of interdisciplinary learning:

- 'One the most acclaimed examples of an **interdisciplinary, project-based approach** is **High Tech High, San Diego, USA**. The learning is highly innovative, teaching through extended projects, which combine elements from all parts of the curriculum, underpinned by four essential design principles: equity, personalization, authentic work and collaborative design. Students work in teams to collaborate on the 'challenge project' together, with extremely high expectations on standards and outcomes. Content knowledge and understanding are developed and supported, in order to have a sound basis for the area they are working on. They produce artefacts, displays, virtual showcases and ultimately an end-of-project exhibition or display, for parents and the local community.'
  https://www.hightechhigh.org/

- 'Similarly, the highly successful **Khan Academy** has a core belief that content does not exist in islands and therefore interdisciplinary learning is at the core of their approach. They describe that this could be a project in Science, surrounding the chemistry of wildfire, which might include students using their mathematical skills to analyse historical data on the damages and costs, whilst creating new equations to determine future loss. Within this line of enquiry, they may also run simulations in Computer Science by modifying environmental factors to predict certain behaviours. They explain that this mirrors the real world, is authentic learning, by meaningfully developing knowledge, understanding, skills in core subject areas, alongside developing character strengths such as collaborative and teamwork skills, oracy skills, passion for learning, problem solving and critical thinking skills.'
  https://www.khanacademy.org/

- '**Ørestad Gymnasium, Copenhagen**, have built an **interdisciplinary curriculum** in collaboration with a cluster of universities and colleges to create greater student-centred learning. Teachers work in small interdisciplinary teams with autonomy for trying out new innovations and pedagogical practices to maximize student learning and engagement. Technology is pivotal at the school, with projects being technologically based whilst working across subject domains, with the school becoming 100% digital in 2012. The curriculum focuses on 'real-world' case studies and students collaborate with the universities, colleges, specialists and experts to develop their projects. Teamwork is a key element of these projects.'

https://www.ashoka.org/en-gb/story/%C3%B8restad-gymnasium

Applied Learning

The **IB Career-related Program** is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The CP was specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement. For CP students, IB diploma courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

https://www.ibo.org/programmes/career-related-programme/

'The structure of the Australian senior secondary certificates (each state has their own) and New Zealand's National Certificate of Education Achievement (NCEA) enable this, to different extents. They also illustrate how academic/vocational divides can be replicated in e.g. "achievement" vs "unit" standards in NCEA, or "tertiary" vs "accredited" in some Australian states. Any new design would have to carefully resist allowing the dichotomy of university vs non-university subsequent pathways to be reflected in the qualification design.'

https://www.acaca.edu.au/index.php/senior-secondary-certificates/

https://www.nzqa.govt.nz/ncea/

University Technical Colleges (UTCs) combine academic subjects and (usually) a BTEC Diploma. These are government-funded schools with a STEM focus and established by companies and universities in those areas with high demand for talent. UTCs combine the standard curriculum options with specialist technical qualifications, where students can develop key skills, experiences and attributes needed in the science, engineering and healthcare sectors.

https://www.utcolleges.org/

The **GCSE qualification in Built Environment** introduces learners to, and develops their understanding of, the built environment, including the trades and roles within it, the tools, technologies and materials used in its construction and maintenance, and the processes involved in its design. The qualification allows learners to develop the practical skills involved in different stages of the building life cycle and encourages them to investigate their own built environment and understand the impact it has on the economy, society, culture and the natural environment.

https://www.wjec.co.uk/qualifications/gcse-built-environment/#tab_overview

British Columbia developed a new, compulsory **Applied Design Skills and Technologies (ADST) curriculum** for grades K-9. It leads up to a range of specialist options in grades 10-12 (our years 11-13).

https://curriculum.gov.bc.ca/curriculum/adst

In the **new curriculum for Wales 2022** the curriculum is organised into 6 broad Areas of Learning Experience. The aspiration is that they can be used/applied/blended flexibly. The point is well made that the assessment/qualification arrangements are likely to influence future operational definitions of subject areas. The Framework is designed to help practitioners to develop a more integrated approach to learning. The six Areas bring together familiar disciplines and encourage strong and meaningful links across different disciplines. Those individual disciplines will still play an important role, especially as learners progress and begin to specialise.

https://hwb.gov.wales/curriculum-for-wales/introduction/

Different ways of assessing knowledge

Portfolios may represent a multidimensional mode of collecting evidence of learner's knowledge and skills over time. They can also be used for assessment purposes. Some examples of how they have been implemented in secondary education are outlined below:

- **Coalition for College** represents a network of more than 150 colleges and universities in U.S states and District of Columbia that included a high school portfolio as a viable option to apply for college. Registered students benefit from a '**Locker**', a virtual space where they can collect and

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organize relevant documents (i.e. best work in the form of essays, pictures, videos, etc.) to record their learning experience. The items that they store this way can then be submitted as part of their application to Coalition schools.
https://www.coalitionforcollegeaccess.org/mycoalition-intro

- **The New School of Northern Virginia** – Portfolios are an integral form of authentic assessment and students work with their advisories on selecting items of relevant classwork and other materials that demonstrate progress in a set of Essential Skills. Each advisory group focuses on four Essential Skills per quarter, and each student gathers an example of their work that demonstrates that skill. Examples of Essential Skills that can be assessed through the portfolio include the student's ability to express him or herself (i.e. working creatively, solving problems, communicating effectively) or student's ability to think critically (i.e. understanding different perspectives, making connections and being aware of context) https://newschoolva.com/aboutcommon-principles/essential-skills/

- Portfolios are used as a part of the Capstone project at **School District 42 in British Columbia** and allow students to demonstrate how their project links to the BC's K-12 curriculum. Everyone has to submit a project proposal that includes the scope, format and associated action plan for the project. The learning journey and process is then documented via a log, journal or portfolio. Concurrently, students should embed how their Capstone project and classroom learning link to the BC'S Core Competencies, using reflections and evidence for each competency. Reflections should include references to career or post-secondary plans. Student may either submit a booklet or e-folio for this portion of their Capstone and should reference their learning overall during their presentation event.
http://thssbusiness.com/capstoneframeworksd42.pdf

The **Comprehensive Learning Record (CLR)** designed by **IMS Global**, is a new generation of secure, digital, and verifiable records that enables learners to curate their achievements and share stories of their learning journey. These learning experiences and achievements can include courses, competencies, skills, co-curricular achievements, prior learning, internships, Open Badges, or experiential learning. Portfolios, learning artifacts, course descriptions and syllabi, rubrics, performance evaluations, and other materials can all be used to help document what a learner knows and can do. All these are dynamic, real-time information that learners would be able to present to potential employers at any time and could even feed into AI-based applications that match learners with job opportunities based on their skills and capabilities.

http://www.imsglobal.org/activity/comprehensive-learner-record

Applications of the CLR in US higher ed institutions:

- Elon Experiences Visual Transcript
- University of Oklahoma's Student Transformative Learning Record (STLR)
- University of South Carolina Beyond the Classroom Matters ™ Experiential Learning Record

The **Mastery Transcript** was developed by the **Mastery Transcript Consortium** and already adopted by 20 schools in the US and Jordan as their official school transcript. It represents a holistic way to capture student learning, progress, and interests in an electronic transcript (no grades/ GPA) which can then be viewed by college admission officers. Thus, it helps colleges understand the full spectrum of a student's work and accomplishments in high school, beyond grades and test scores. The personalized transcript uses color-coded visuals to demonstrate student competence in a variety of subject areas while allowing students to show off projects with photos and evidence and to articulate their own personal vision.

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https://mastery.org/what-we-do/mastery-transcript/

Application of the MTC Mastery Transcript:

- International College Hong Kong (ICHK) - starting with the 'Journeyman' phase (Years 10 & 11), students can obtain credits that are issued upon the successful completion of projects, certificates, experiences, simulations and other learning experiences. These credits are then mapped across the three domains of the ICHK Values Framework: Ideas, Action, People. Their work for the Mastery Transcript continues through Years 12 and 13, when students move into the IB Diploma. A combination of credits from one or more of the domains will qualify students for the award. https://www.ichk.edu.hk/home/our-school/secondary/mastery-transcript/

The **MC2 High School** (Cleveland, USA) uses a **mastery system** based on state benchmarks to assess students in grades 9 and 10, and not the traditional A-F American grading system. Students' work during 10 weeks of transdisciplinary capstones are assessed based on rubrics and grade cards which teachers develop collaboratively. The outcomes can be either an 'M', indicating that the student has achieved mastery in a benchmark, or an 'I' that marks the work as being incomplete, with the benchmark not being achieved. However, students who get an 'I' don't have to repeat the class as teachers help them find ways to integrate their work within new areas of subsequent capstones and get the necessary content delivered.

https://sites.google.com/a/mc2stemhs.net/capstone-design-process/mastery

Duolingo has a neat feature where it lets you take a quiz at any point to see how much of the course you've "mastered". It would only work for bounded domains but could work for foundational knowledge in most domains where there is a well-specified (but broad) curriculum.

https://www.duolingo.com/

E-platforms like **Century** and **Khan Academy** have continuous assessment built in to them to help learners decide whether they are ready to move on. In the case of Century, there is an adaptive element to re-direct learners to resources which most precisely address their assessed shortfall.

https://www.century.tech/

https://www.khanacademy.org/

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Recognising and evidencing broader skills & dispositions

Broader skills & dispositions are taught and assessed in school/college
Round Square schools are characterized by a shared belief in a 'holistic approach to character education'. They are embracing a set of '**Discoveries**' which capture the attributes, skills, values and dispositions that are currently integrated in lesson planning and help schools throughout the world to develop both their curricula and extra-curricular activities. These are **communication skills**, **inquisitiveness**, **ability to solve problems**, sense of **responsibility**, **self-awareness**, **compassion**, and **teamwork** skills among others.   https://www.roundsquare.org/being-round-square/what/discoveries/
The curriculum at **Thomas Tallis School** (UK) is based on the following principles/qualities: • **Habits of Mind** – emerged as a result of their research about the value of creative learning.   • **Powerful Knowledge** – their curriculum synthesizes 'traditional' (knowledge as given) and 'progressive' (knowledge as a social construct) pedagogies, while treating subjects as the most reliable tools that they have to help students acquire powerful knowledge and make sense of the world.   • **Threshold Concepts** - big ideas that can help students develop a deeper understanding of a subject; they are not meant to be instantly understood. These concepts are aimed to help students to make sense of their journey through school.   The **Tallis Habits** are based on Lucas' 2013 OECD article with Ellen Spencer and Guy Claxton and are illustrated in the 'Tallis Habits Pedagogy Wheel'. These are grouped into five habits which are typical when it comes to creative thinkers: **inquisitiveness**, **imagination**, **persistence**, **discipline,** and **collaboration**.   https://www.thomastallisschool.com/uploads/2/2/8/7/2287089/curriculum_statement_2019-20.pdf
The **St. Edward's Oxford** (UK) **"Pathways and Perspectives"** courses complement a core programme of eight GCSEs, chosen by pupils in the usual way. A key feature of the new courses is that they will promote and reward more than just the capacity to retain information. To do well in Pathways and Perspectives, pupils are required to develop a much greater range of aptitudes, including **research skills**, **creative thinking**, **self-awareness**, **collaboration,** and **communication**. The courses on offer are broad in outlook, allowing pupils the freedom to pursue their interests in each subject area without the restrictions of a prescriptive syllabus. Many include interdisciplinary links with an eye to future careers.   'The key difference between our courses and others that are already established is that we are building a rigorous process for external moderation with Buckingham University. Building a reliable and verifiable assessment structure means that we can be very flexible about content and we can cross-check against courses to ensure fairness within a year and (eventually) year on year. Our original concept was to be much more inter-disciplinary than we have been in practice (for various reasons). But if we can cut back further on the number of GCSEs that we offer, that frees more time to create opportunities for elective units and inter-disciplinary studies.'   https://www.stedwardsoxford.org/2020/10/02/pathways-and-perspectives-the-first-few-weeks/
IB Middle Years Programme (MYP) – a framework of academic challenge introduced by the International Baccalaureate programme. Students are encouraged to embrace and understand the connections between traditional subjects and the real world and become **critical** and **reflective thinkers**.

https://www.ibo.org/programmes/middle-years-programme/

9Gems Holistic Framework - a dynamic educational framework established by the Global Schools Foundation (GFS) to guide the learning process at all Global International Indian School (GIIS) campuses worldwide. It is aimed at fostering all-round development of students through an integrated, holistic approach to learning. The framework helps students in keeping up with the changing times, by helping them nurture their **creativity**, **personality**, **community interactions**, **entrepreneurial skills**, **leadership skills**, and other vital elements.
https://www.schoolofthefuture.sg/giis-9gems

XP School (UK) - The curriculum at XP is standards-based and teacher-led. Their approach is to teach knowledge and skills-based content through **cross-subject learning expeditions**. Each expedition is rigorously mapped against the National Curriculum standards to ensure coverage and depth. Their practice is based on the successful principles of **High-Tech High schools and EL (Expeditionary Learning) schools** in the United States. Assessment is 'student-engaged' through things like pupils presenting to parents instead of traditional parents' meetings.
https://www.wholeeducation.org/learning-expeditions-xp/
https://xptrust.org/our-curriculum/

Shenley Brook End School (UK) developed and implemented the ASK Framework, which expresses the values that the school promotes in relation to the development of Attitudes, Skills and Knowledge. The five core Attitudes that are common across all years are **Curiosity**, **Creativity**, **Cooperation**, **Commitment**, and **Consistency**. Progress reviews are taking place regularly throughout the year, and learners are assessed by teachers against the ASK Framework – they can be reported as follows: Mastering (highest level), Progressing, Developing and Launching.
https://www.sbeschool.org.uk/page/?title=Curriculum&pid=86

Thomas's Battersea (UK) is opening a Senior School in September and will be running **cross-curricular projects in Year 9**, each linking to a theme and to be exhibited at the end of each term. **Thomas's Battersea Square** aims to prepare students not only for their next phase of the educational journey, but also for their lives beyond that. The school strives to equip learners with 'the knowledge, the skills, the character and the self-understanding which will empower them not merely to survive, but to flourish and to thrive as the adults of tomorrow'. The school's curriculum is based on a an 'enquiry mindset', designed to develop students' powers of **creativity**, **critical thinking**, **collaboration** and **communication**.
https://cdn.thomas-s.co.uk/wp-content/uploads/2020/08/6mb-Battersea-Square-Prospectus-2020.pdf

Ninestiles School, Birmingham (UK) – the school curriculum is based upon nine principles that collectively bring to every student a strong sense of identity, moral purpose, and the capability to gain meaningful employment or entry into a good university. Apart from well-being and character education, students are also encouraged to 'awe and wonder' - to explore with curiosity the world around them and their place in it.
https://ninestiles.org.uk/curriculum-intent/

Summit Public Schools (US) personalize the learning process through blended learning and student's autonomy is deeply encouraged. Hand-on projects are organized in class and students participate in eight weeks of expeditionary learning each year. The purpose of the Summit Model and its principles have been summarized in The Science of Summit whitepaper. Skills such as **communication, critical thinking, collaboration, and creativity** are deeply valued at Summit Schools and form the basis of **'Cognitive Skills'** learning outcome – a rubric to assess student work in this area has been developed at Summit in collaboration with Stanford's Center for Assessment, Learning, and Equity (SCALE).
https://summitps.org/

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Cheadle Hulme School is going to launch a new Lower School (Years 7-8) curriculum in September. There are two dimensions of the Lower School reform:
- 'A requirement for all departments to consider the **subject-specific and broader competencies** which they wish pupils to develop, enhanced by the inclusion of a compulsory **inter-disciplinary component** which builds on common competencies, areas of enquiry and of content.'
- 'A desire to embed the breadth of the opportunities available at the School in a formal programme which all pupils in Lower School would have to participate in.'

Notably here is also the **Waconian Programme** that aims to prepare students for life after school. The programme encompasses five component parts: Health, Citizenship, Study Skills, Future Self (formerly Careers) and Relationships.

https://rethinkingassessment.com/rethinking-blogs/rethinking-the-pupil-experience-at-school/
https://sites.google.com/chschool.co.uk/waconian-programme/waconian-homepage

Neo Alta started in 2013 as a counter-practitioner-driven-experiment in the French middle school "**Anatole France**" by introducing a "positive assessment" approach. The idea behind the concept is to keep a positive spirit by regarding failures as inevitable. Neo Alta emphasises the importance of preventing students from entering a negative spiral, which could lead them to learning disengagement.

https://ec.europa.eu/jrc/en/publication/evidence-innovative-assessment-literature-review-and-case-studies

Project Lead The Way (PLTW) is a project-based STEM curriculum, which is introducing new tech-based question types to measure a raft of noncognitive skills from collaboration to general problem solving (in addition to subject-specific questions about engineering or coding concepts). Similar to the assessments developed for graduate hiring, the PLTW tests also include situational-judgement items or hypothetical scenarios where students have to weigh options and come to decisions after reading a passage or watching a video vignette.

https://www.pltw.org/

Work Ready Now (WRN) Framework is a customizable, standards-based work readiness curriculum that emphasizes the skills needed in today's workplace. EDC's Work Ready Now (WRN) delivers effective work readiness preparation to youth, giving them access to a second chance at economic success. WRN is implemented with youth with varying levels of education, ranging from out-of-school youth to school-based programs at technical schools to all levels of general education, from middle school to university. The curriculum includes eight foundational modules (e.g., personal development, communication, job seeking, workplace behaviors) as well as complementary modules (e.g., civic engagement, digital literacy, health, and resilience).

https://www.edc.org/work-ready-now

Countries where broader skills & dispositions are embedded across national curricula

Australia – The **Victorian F-10 Curriculum** includes four categories of capabilities that students should develop through Foundation to Year 10: **Critical and Creative Thinking**, **Ethical**, **Intercultural**, **Personal** and **Social**. Besides that, Victoria has also introduced a planned programme of learning experiences and the Career Education Framework which aim to equip students with the necessary skills and knowledge to effectively navigate their life after school and future careers. Resources are provided in this sense for each of the learning areas and capabilities of the F-10 Curriculum.

https://victoriancurriculum.vcaa.vic.edu.au/overview/curriculum-design/learning-areas-and-capabilities

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Singapore – A set of '**Desired Outcomes for Education**' were introduced by the Ministry of Education to serve as a guidance tool in developing the national curricula. It encompasses the attributes that every learner should possess upon the successful completion of formal education:

- **confident person**
- **self-directed learner**
- **active contributor**
- **concerned citizen**

Students should also develop a good sense of **self-awareness**, a sound **moral compass**, and the necessary skills and knowledge to take on challenges of the future. The Ministry of Education promoted a shift from learning based on student memorization to an application of the curriculum that values student **engagement** and **creativity.** Schools are constantly encouraged to adapt their curriculum in order to meet the needs of their students.

https://www.moe.gov.sg/education-in-sg/desired-outcomes

Singapore - One of the policy measures proposed by the Singapore Democratic Party includes reforming the education system such that, further to building confidence and identifying students' strengths, teachers can be trained to help students develop **creative skills**. Emphasis is also placed on reducing intensity of competition by removing the Primary School Leaving Examination Certificate and the associated streaming of students for secondary education.

https://cdn.yoursdp.org/s/asset/_ld/0/12_SDP_Education_P.pdf

British Columbia has defined sets of intellectual, personal, and social and emotional proficiencies that students should possess in order to become competent life-long learners. The 'Core Competencies' were introduced in 2016 when the national curricula for K-9 schools was redesigned. The three main competencies are:

- **Communication** – 'encompasses the knowledge, skills, processes and dispositions we associate with interactions with others'.
- **Thinking** – 'encompasses the knowledge, skills and processes we associate with intellectual development'.
- **Personal & Social** – 'the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society'.

https://curriculum.gov.bc.ca/competencies

Norway implemented a new core curriculum in August 2020 and defined the values of education and teaching that all primary and secondary schools should base their practice upon. The **core values** are:

- **Human dignity** – 'School shall ensure that human dignity and the values supporting this are the foundation for the education and training and all activities'
- **Identity and cultural diversity** – 'School shall give pupils historical and cultural insight that will give them a good foundation in their lives and help each pupil to preserve and develop her or his identity in an inclusive and diverse environment'

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- **Critical thinking and ethical awareness** – 'School shall help pupils to be inquisitive and ask questions, develop scientific and critical thinking and act with ethical awareness'
- **The joy of creating, engagement and the urge to explore** – 'School shall allow the pupils to experience the joy of creating, engagement and the urge to explore, and allow them to experience seeing opportunities and transforming ideas into practical actions'
- **Respect for nature and environmental awareness** – 'School shall help the pupils to develop an appreciation of nature so they can enjoy and respect nature and develop climate and environmental awareness'
- **Democracy and participation** – 'School shall provide the pupils with the opportunity to participate in and learn what democracy means in practice'

Along with these values, Norway has also introduced a set of **principles** for education and **all-round development (Bildung)** for all pupils. These were defined as follows:

- **Social learning and development** – 'School shall support and contribute to the social learning and development of the pupils through work with subjects and everyday affairs in school'
- **Competence in the subjects** – 'School shall understand that teaching and training in the subjects is linked to the values and principles the entire education path is based on'
- **The basic skills** – 'School shall facilitate for and support the pupils' development in the five basic skills throughout the entire learning path'
- **Learning to learn** – 'School shall help the pupils to reflect on their own learning, understand their own learning processes and acquire knowledge independently'
- **Interdisciplinary topics** – 'School shall facilitate for learning in the three interdisciplinary topics health and life skills, democracy and citizenship, and sustainable development'

https://www.regjeringen.no/contentassets/53d21ea2bc3a4202b86b83cfe82da93e/core-curriculum.pdf

Japan - The Ministry of Education, Culture, Sports, Sciences and Technology (MEXT) partners with university professors to establish the broad national curriculum. From a young age (i.e., primary school), students are following a key component of the Japanese education system: **moral education**. They are taught to **respect one another and the environment**, to **understand the importance of life**, the **respect the rules of society** and to **learn self-control**.

https://ncee.org/center-on-international-education-benchmarking/top-performing-countries/japan-overview/japan-instructional-systems/

Scotland's Curriculum for Excellence has been developed in collaboration with parents, teachers, and the wider community to help learners across all Scottish schools acquire the necessary knowledge, skills, and attributes for life in the 21st century. There are four fundamental capacities at its core:

- **Successful learners**
- **Confident individuals**
- **Responsible citizens**

- **Effective contributors**

https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence

Sweden – Four main themes emerged when analysing the intended learning outcomes of the Curriculum for the Upper Secondary School in Sweden. Students should develop their skills in the following areas:
- **knowledge and critical thinking skills**
- **democracy and citizenship**
- **cultural understanding and appreciation**
- **reflection and personal development**

https://www.ibo.org/globalassets/publications/ib-research/dp/dp-sweden-final-report.pdf

Finland – The Finnish curricula is based on **transversal competencies,** which are defined as constructs of knowledge, skills, values and will. These competencies are:
- **thinking and learning-to-learn**
- **cultural competence, interaction, and expression**
- **taking care of oneself, managing daily life**
- **multiliteracy**
- **ICT competence**
- **working life competence and entrepreneurship**
- **participation, involvement and building a sustainable future**

https://www.oph.fi/en/statistics-and-publications/publications/new-national-core-curriculum-basic-education-focus-school

Vietnam has started to develop an agenda for education reform in order to help the system keep pace with and tackle the challenges of our fast-changing world. In collaboration with UNICEF, the Ministry of Education and Training is now focused on ensuring that all students are well equipped to enter the workforce upon the successful completion of their studies. A competency-based curriculum is to be implemented in all Vietnamese schools where learners should develop key dispositions and competencies such as **honesty** and **responsibility**, **self-learning**, **communication,** and **collaboration**.

https://vietnamnews.vn/society/375203/education-reform-focuses-on-core-competencies.html

China is willing to prepare students for the future so the Ministry of Education introduced the idea of 'suyang' during the latest curriculum reform, which defines the 'key competencies, characters, and values that individuals show when they apply knowledge and skills to deal with complex situations'. Accordingly, the 'Whole Person' concept stands at the core of China's competencies framework and includes the following dimensions:
- **Autonomous Development**
  - **Learning to Learn** (diligent rethinking, informative consciousness)

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- o **Healthy Living** (treasuring life, self-management, healthy personality)
- **Civic Participation**
  - o **Assuming Responsibility** (social responsibility, national identification)
  - o **Innovation and Practice** (problem solving, applying technology)
- **Cultural Foundation**
  - o **Humanistic Understanding** (human culture and passions)
  - o **Scientific Spirit** (rational and critical thinking, courageous inquiry)

https://journals.sagepub.com/doi/full/10.1177/2096531119850905

Taiwan (China) approved a competency-based national curriculum along with a set of guidelines for the 12-Year Basic Education system which emphasizes lifelong learning. These competencies are outlines below and constitute the 'Curriculum Goals':

- **Spontaneity** - entails physical and mental wellness and self-advancement; logical thinking and problem solving; and planning, execution, innovation and adaptation
- **Communication and interaction** - entails semiotics and expression; information and technology literacy and media literacy; and artistic appreciation and aesthetic literacy
- **Social participation** - entails moral praxis and citizenship; interpersonal relationships and teamwork; and cultural and global understanding.

https://www.naer.edu.tw/eng/PageSyllabus?fid=148

Kenya - A new competency-based curriculum implemented was implemented in 2018. The vision of the basic education curriculum is to enable every Kenyan to become an engaged, empowered and ethical citizen. This is achieved by providing every learner with world-class standards in the skills and knowledge that they deserve, and which they need to thrive in the 21st century. The new curriculum ensures that all learning can be made contextually relevant for every student's holistic growth and development so that they can all become independent, confident, co-operative, and inspired learners. The seven core competencies to be achieved by every learner in basic education are:

- **Communication** and **Collaboration**
- **Self-efficacy**
- **Critical Thinking** and **Problem Solving**
- **Creativity** and **Imagination**
- **Citizenship**
- **Digital Literacy**
- **Learning to Learn**

https://kicd.ac.ke/wp-content/uploads/2019/08/BASIC-EDUCATION-CURRICULUM-FRAMEWORK-2019.pdf

Hawai'i State – The Department of Education has implemented Nā Hopena Aʻo (HĀ), a comprehensive learning framework of six outcomes which are solidly rooted in the indigenous language and culture of Hawai'i. While benefiting from the input of the broader community, this framework is

now used across the K-12 public education system and aims to help students develop and strengthen a sense of **belonging**, **responsibility**, **excellence**, **aloha**, **total-well-being** and **Hawaii** ("breath").
https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/HA.aspx

Wales – 'A curriculum for Wales – a curriculum for life' has been developed following a feedback period which ended in July 2019 and will be used throughout Wales starting with 2022. Under the refined framework, the purpose of every school's curriculum will be to support children and young people to be:
- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

https://dera.ioe.ac.uk/24680/1/151021-a-curriculum-for-wales-a-curriculum-for-life-en_Redacted.pdf

New Zealand - Teaching and assessment in New Zealand is guided by the National Curriculum. All schools are given flexibility when structuring their own curriculum, but they have to support and encourage the national values, models and key competencies. Accordingly, the key competencies are 'the capabilities that young people need for growing, working, and participating in their communities and society'. These are **Thinking**; **Using language, symbols, and texts**; **Managing self**; **Relating to others**; **Participating and contributing**.
https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum

India – as a part of the **Happiness Curriculum**, students spend one period each day in Happiness Classes engaging in a variety of games, reflective conversations, storytelling, guided practice for mindfulness, role-playing, and presentations. These activities are designed to target essential skills, as well as the more holistic competencies believed to contribute to happiness and well-being. The Happiness Curriculum is designed in a way that focuses on the process rather than the outcome and acknowledges the fact that each learner will go through a different journey. On the assessment part, the programme recommends this to be done 'with humility and integrity and more qualitative than quantitative manner'.
http://edudel.nic.in/welcome_folder/happiness/HappinessCurriculumFramework_2019.pdf

Indonesia - The **Basic Framework of Curriculum** in Indonesia consists of five subject matter groups that have specific student outcomes:
- **Religion and noble moral:** aimed to form the students to become ones who are faithful and pious to God, while possessing morals and a noble character.
- **Citizenship and personality:** aimed to increase an awareness of students for their status, right, and duty in society, nation, and state life as well as the increment of their quality of life.
- **Science and technology:** aimed to acquaintance, to have an opinion, to appreciate science and technology, to be accustomed to think critically and academically.
- **Aesthetics:** aimed to increase sensitivity, ability in expression, and appreciation to beauty and harmony.
- **Sports and health:** are aimed to increase physical potent and to be accustomed to sportsmanship and awareness to healthy life.

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More generally, the secondary education strives to increase students' intelligence, knowledge, personality, noble character, and skills so that they can develop **self-reliance** and/or to continue to higher degree of education. Emphasis is nonetheless placed on the ability to **think logically, critically, creatively, and innovatively**.

http://publikasi.data.kemdikbud.go.id/uploadDir/isi_6549DA84-7A7F-44B5-AD22-829B1F002A4F_.pdf

Other types of initiatives that promote the development of broader skills & dispositions in schools and learning settings

Jearni Re-imagining Learning - helps students develop the critical meta-skills and competencies that are key for success in the 21st century. The organization created the **Learning Power** tool which comprises eight inter-related personal dimensions: mindful agency; sense making; orientation to learning; hope and optimism; creativity; curiosity; belonging; collaboration- which can all be summed up into three core areas: **self-leadership**; **learning relationships**; **complex problem solving**.

https://jearni.co/learning-power/

Learning Creates Australia and their **Learner's Journey Project** that explores how learning can be designed, articulated, and assessed to better reflect the diverse knowledge skills and dispositions of students. The organization has created a National Social Lab, which explores new ways to redefine learning success for young people in Australia.

https://www.learningcreates.org.au/projects/projects-3

Battelle for Kids provides the **P21 Framework for 21st Century Learning,** a vision to help teachers and practitioners to integrate key skills and dispositions in the teaching of academic subjects. The framework is now widely used across schools in the US and it benefited from the input of teachers, education experts, and business leaders. The purpose is to prepare learners to acquire the skills needed for a world of change and innovation while also building the support systems that are necessary to achieve 21st century learning outcomes. The key competencies included in this framework are **creativity** and **innovation**, **critical thinking** and **problem solving**, **communication**, and **collaboration**.

https://www.battelleforkids.org/networks/p21/frameworks-resources

The **University of Chicago Consortium on School Research** developed the **Foundations for Young Adult Success**, a framework for understanding learners' progress and developmental needs through early childhood into young adulthood years. This is addressed to practitioners, policymakers, parents, and researchers that share a common 'vision of building a society where all children grow up to reach their full potential regardless of differences in their backgrounds'. It emphasizes the need for children to develop four "foundational components" to be prepared for success – these are **Self-Regulation**, **Knowledge and Skills**, **Mindsets**, and **Values**.

https://www.wallacefoundation.org/knowledge-center/pages/foundations-for-young-adult-success.aspx

The US-based **Expeditionary Learning** movement incorporates teacher, self and peer assessment into its project-based learning approach, as well as 'authentic assessment' by which is means presentation of work to real audiences and creation of 'products' for the public domain. Three dimensions of student achievement are prioritized along with associated characteristics:

- **Mastery of Knowledge and Skills:** students demonstrate proficiency and deeper understanding, think critically, and communicate clearly.
- **Character:** students work to become efficient leaders, ethical people and contribute to a better world.
- **High-Quality Student Work:** students create complex and authentic work, demonstrate craftmanship.

https://eleducation.org/who-we-are/our-approach?utm_source=SumoMe&utm_medium=SmartBar

Schools and universities around the world have also started to design their own **Learner Profile**, which is essentially a set of characteristics that could define their very own vision of education and the associated outcomes that every learner should achieve by the time they graduate. Additionally, this profile could even take the form of a dynamic, cloud-based structure made up of a variety of sharable data points.

Some examples on how the Learner Profile and related initiatives look around the world:

- In **Hong Kong**, the **Student Learning Profile (SLP)** provides a fuller picture of student competencies and specialties. The SLP is a collection of supplementary information about students' personal qualities, competencies and specialties built up by students as a summary presentation/evidence of their achievements and what they have participated (other than the results in the Hong Kong Diploma of Secondary Education Examination). To serve as evidence of whole-person development during senior secondary years (Secondary 4-6/ Year10-12), the content of the SLP can include information on the following: academic performance in school , other learning experiences (OLE), performance/awards gained outside school and a self-account of personal development.
  https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%207_en_20180831.pdf

- The **Portrait of a Graduate** project, developed by non-profit Battelle for Kids, has been used by many schools in the US to develop a clear view of what defines a successful high school graduate. They provide a step-by-step guide for the design process that aims to provide strategic direction for the redesign of the overall educational experience for students.
  https://portraitofagraduate.org/

- The **Australian Learning Lecture** is a joint project of the Koshland Innovation Fund and State Library Victoria which seeks to bring big ideas in education to national attention. Their 2019 Position Paper on transforming the transition from school to higher education, life and work included the proposal of a national Learner Profile. This would 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. According to the proposal, potential components of the Learner Profile could be traditional grades for each subject, proficiency in literacy, numeracy and ICT/ cyber, and evidence of a student's capabilities.
  https://apo.org.au/sites/default/files/resource-files/2019-10/apo-nid261456.pdf

Perkins Collaborative Resource Network (PCRN) has developed a **Common Framework for Employability Skills** as a part of the US-based Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project. The framework serves teachers,

policymakers, business partners and the wider community by informing the instruction and assessment of employability skills (i.e. critical thinking, systems thinking, information use, communication, applied academic skills).
https://cte.ed.gov/initiatives/employability-skills-framework

Career Academies UK has developed the **Career Academy initiative**, a two-year programme of study for 16-19-year olds, within the sixth form. It includes internships, mentoring by employer volunteers, masterclasses and workplace visits that students can benefit from while developing the skills needed in the wider world. There are currently 140 schools and colleges who operate 180 Career Academies across the UK.
https://www.careeracademies.org.uk/pages/about-us.html

PiXL Edge is a framework that is intended to develop several key life skills and attributes which will assist students in succeeding once they leave school. It has been developed in conjunction with a number of companies and employers who have expressed the core skills students need to be able to succeed in a workplace, in addition to their academic qualifications. These skills have been broken down into five core areas: Leadership, Organisation, Resilience, Initiative and Communication (LORIC). PiXL (Partners in Excellence) is a network of over 3,000 schools across primary, secondary, sixth forms and alternative provisions in England, Northern Ireland and Wales.
https://www.pixl.org.uk/about-us

StayQrious - an edtech startup building a revolutionary online education system to enhance students' 21st century skills and STEM foundations. Aims to enable leaders and innovators of tomorrow with skills and attitudes that 'schools don't teach, and exams never test'. With a new methodology of social learning guided by a motivating 'learning coach', children are learning subjects as if they are playing a team sport and are enjoying the process of learning like never before.
https://indiaeducationdiary.in/indias-newest-startup-stayqrious-gets-investment-from-worlds-leading-edtech-investors-announces-2m-in-seed-funding/

UNICEF MENA Life Skills and Citizenship Education Framework - The Life Skills and Citizenship Education (LSCE) - Conceptual and Programmatic Framework (CPF) has been developed as part of a regional initiative in the Middle East and North Africa (MENA), led by UNICEF. The LSCE Initiative brings together partners at the country, regional, and global level to support a holistic, lifelong, and rights-based approach to education in MENA. The framework focuses on cognitive and non-cognitive skills for learning (critical thinking, problem solving), employability (cooperation, decision making), personal empowerment (resilience), and active citizenship.
http://exploresel.gse.harvard.edu/frameworks/47

Barclays LifeSkills - Barclays has launched a programme that aims to help equip young people with the skills needed for the world of work. It comes with lesson plans and guides that teachers can use in classrooms.
https://barclayslifeskills.com/educators/

The Skills Framework from the Industry Transformation Maps of Singapore - Initiative co-created by Employers, Industry Associations, Education Institutions, Unions and Government for the Singapore workforce. The Skills Framework provides key information on sector, career pathways, occupations/job roles, as well as existing and emerging skills required for the occupations/job roles. It also provides a list of training programmes

for skills upgrading and mastery. The Skills Framework aims to create a common skills language for individuals, employers and training providers. This further helps to facilitate skills recognition and support the design of training programmes for skills and career development. The Skills Framework is also developed with the objectives to build deep skills for a lean workforce, enhance business competitiveness and support employment and employability.

https://www.skillsfuture.sg/skills-framework

Strength-based assessment approaches from other learning settings (e.g. employers/workplaces, and Higher Education)

Multipoly Next is a strength-based online gamified simulation created by the Hungarian division of **PricewaterhouseCoopers (PwC).** Applicants not only learn about the company and the role but are also assessed through a test that covers a total of 48 different questions on workplace competency, type of workforce, personal strengths, weaknesses and other qualities in relation to decision making. These questions are delivered through a series of virtual job activities where candidates can also interact with other PwC employers.

https://ec.europa.eu/jrc/en/publication/evidence-innovative-assessment-literature-review-and-case-studies

Other big professional services firms such as Ernst & Young (EY), and Deloitte are also using components of strength-based assessments when recruiting graduates to identify high-performers at early stages of the interviewing process. **McKisney**, in particular, uses the Problem Solving Test (PST) to get a better sense of a candidate's approach to problem solving and how well they can size up a situation. **Boston Consulting Group (BCG)** uses something similar called the BCG Potential test - a skills test that measures a candidate's data assessment, numerical computation, and logical thinking skills. The test is a problem-solving test which uses a combination of math, text comprehension, data interpretation, and logical thinking assessments to allow BCG to compare and screen out candidates.

Gallup provides the **CliftonStrengths for Students** - an educational programme that assesses 34 research-validated talent themes grouped in the following domains: strategic thinking, relationship building, influencing and executing. Gallup defines a 'Strength' as the ability to provide consistent, almost perfect performance in any given task/activity. Taking the assessment allows individuals to identify, understand, and apply the Strengths that come naturally to them. This kind of assessments have been offered for free by universities such as UTSA, Western Michigan University, Yale School of Management, Duke School of Medicine and others too.

https://www.strengthsquest.com/home.aspx

Flourish is a strengths-based assessment and intervention approach for young adults, in post-secondary settings. An online assessment is used at the beginning of the programme to determine how the students perform in several areas (i.e. curiosity, kindness, gratitude, love for learning), and whether he is flourishing, languishing, or functioning between these two states.

https://link.springer.com/chapter/10.1007%2F978-3-319-51787-2_3

An extensive list of **tools for Strength-Based Assessment and Evaluation** can be found here:
http://lghttp.48653.nexcesscdn.net/80223CF/springer-static/media/springer-downloads/Simmons_PTR_Ancillary.pdf

The Emotional Competence Inventory (ECI) is a 360-degree tool designed to assess the emotional competencies of individuals and organizations. It is based on emotional competencies identified by Dr. Daniel Goleman in Working with Emotional Intelligence (1998), and on competencies from Hay/McBer's Generic Competency Dictionary (1996) as well as Dr. Richard Boyatzis's Self-Assessment Questionnaire (SAQ).
https://www.statisticssolutions.com/emotional-competence-inventory-eci/

Personalised learning & Digital Assessments

Big Picture Education (Australia) has developed a new form of assessment called the International **Big Picture Learning Credential**. It is warranted by the University of Melbourne, accepted as a stand-alone credential by almost half of all of Australia's universities, and in the pilot year of 2020, all students receiving the credential got their first choice in their desired location (university or employment). Students' performance and achievements are judged on demonstrations and observations of performance throughout their schooling against six assessment frames in the areas of: **Knowing how to learn**, **Empirical reasoning**, **Quantitative reasoning**, **Social reasoning**, **Communication,** and **Personal qualities.**
https://www.bigpicture.org.au/what-international-big-picture-learning-credential

The **Bradfield Diploma** is a programme which aims to increase the breadth and depth of **Bradfield's College** (UK) co-curricular programme by rewarding individual pupils for their participation and application. The focus is on pupil-led initiatives where pupils take on the additional responsibilities of recording and reflecting on their achievements. The Diploma enables the pupils to develop many of the other personal attributes that the College feels are important in our pupils' development. There are ten key components of the Diploma that each pupil needs to complete: **academic, research, cultural, physical, public speaking, responsibility, community service/charity, reading, current affairs, outward bound activity**.
https://www.bradfieldcollege.org.uk/co-curricular/bradfield-diploma/

Dreambox Learning is an adaptive learning platform that can be used to complement the math curriculum in elementary and middle school. Each lesson is rigorous and interactive while providing a personalized learning experience. Teachers can use this platform to track students' progress and identify gaps in proficiency.
https://www.dreambox.com/why-dreambox

Rhapsode Learner is an online platform provided by **Area9 Lyceum** which guides a learner step by step according to his/her own needs and it also includes a personalized learning interface. It uses machine learning, artificial intelligence and cognitive engineering to support various types of learners and the personalized courses provided cover all education levels.
https://area9lyceum.com/

'**Adaptive Comparative Judgement (ACJ)** is a highly disruptive solution that challenges pretty much everything about traditional assessment models […]
RM Compare is being used in School and University settings across the world. You will find some interesting projects in the UK, Sweden and the United States.'
https://rmresults.com/digital-assessment-solutions/rmcompare

Dream a Dream (India) has developed the **Life Skills Assessment Scale (LSAS)** - the only scale in the world that has been specifically designed for measuring life-skills in children from disadvantaged backgrounds. The scale assesses 5 core life skills – a) Ability to take initiative b) Ability to interact with one another c) Ability to solve problems d) Ability to manage conflict e) Ability to understand and follow instructions, using a 5-point Likert scale.
https://dreamadream.org/life-skills-assessment-scale/

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The **Indigo Insights Assessment** represents a multi-dimensional tool that can help students and teachers/educators gain insights about their behaviors, motivators and career readiness skills, and social emotional perceptions.

- Behaviours – students' behaviour is measured according to a system that takes into account four basic styles: Dominance, Influencing, Steadiness and Compliance.
- Motivators – a set of six motivators (based on the IMX Values Index™ developed by Drs. Eduard Spranger and Gordon Allportare) measured within this component.
- Skills – 23 non-academic competencies relevant to future success in the workplace are measured through a Likert-Scale questionnaire

https://www.indigoeducationcompany.com/products/

Caliber is an online assessment tool launched by the Indian-based digital publisher **Callido Learning**, which is designed to measure students' Critical Thinking abilities. The assessment tool uses case studies to measure student's ability to define problems, gather relevant information, establish conclusion and communicate their findings. Furthermore, Callido Learning's digital curriculum for Critical Thinking has been reviewed by Cambridge and adopted by over 50 international schools across 9 countries.

https://callidolearning.com/measure-and-assess-critical-thinking-skills/

Minecraft Education Edition is a game-based learning platform that promotes creativity, collaboration and problem-solving in an immersive digital environment with educators in more than 115 countries currently using it. Features like classroom multiplayer allow students to collaborate on projects in their Minecraft worlds, building, planning, learning and even chatting as they work together. When they are ready to document their work and submit their projects, students can use tools like the Camera and Book & Quill to take screenshots, write about their work and export their in-game portfolios as a PDF.

https://education.minecraft.net/

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