Graduation Performance System:

A Performance Assessment System for Teaching, Learning, and Measuring Global Competence

Presentation to Second UNESCO Forum on GCE:

Measuring Learning Outcomes of GCE and ESD

January 28, 2015

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About Asia Society

- **Mission:** Develop globally competent students who are prepared for success in the global economy and a lifetime of global citizenship.

- Led a US task force in partnership with Harvard's Project Zero to define **global competence** – *the capacity and disposition to understand and act on issues of global significance.*

- Our reports on **international best practices**, including the teaching, learning, and assessment of 21st century skills and global competence, are disseminated globally.

Our Education Initiatives

- **Global Cities Education Network (GCEN)** – a best practices network of 10 city education systems in Asia and North America that are working together to solve common problems.

- **International Studies Schools Network (ISSN)** – 30+ US K-12 schools implementing global competence in high-poverty communities, with an average graduation rate of nearly 90%.

- **Graduation Performance System (GPS)** – supports and guides the development of curriculum, instruction, and assessment of global competence in ISSN schools.

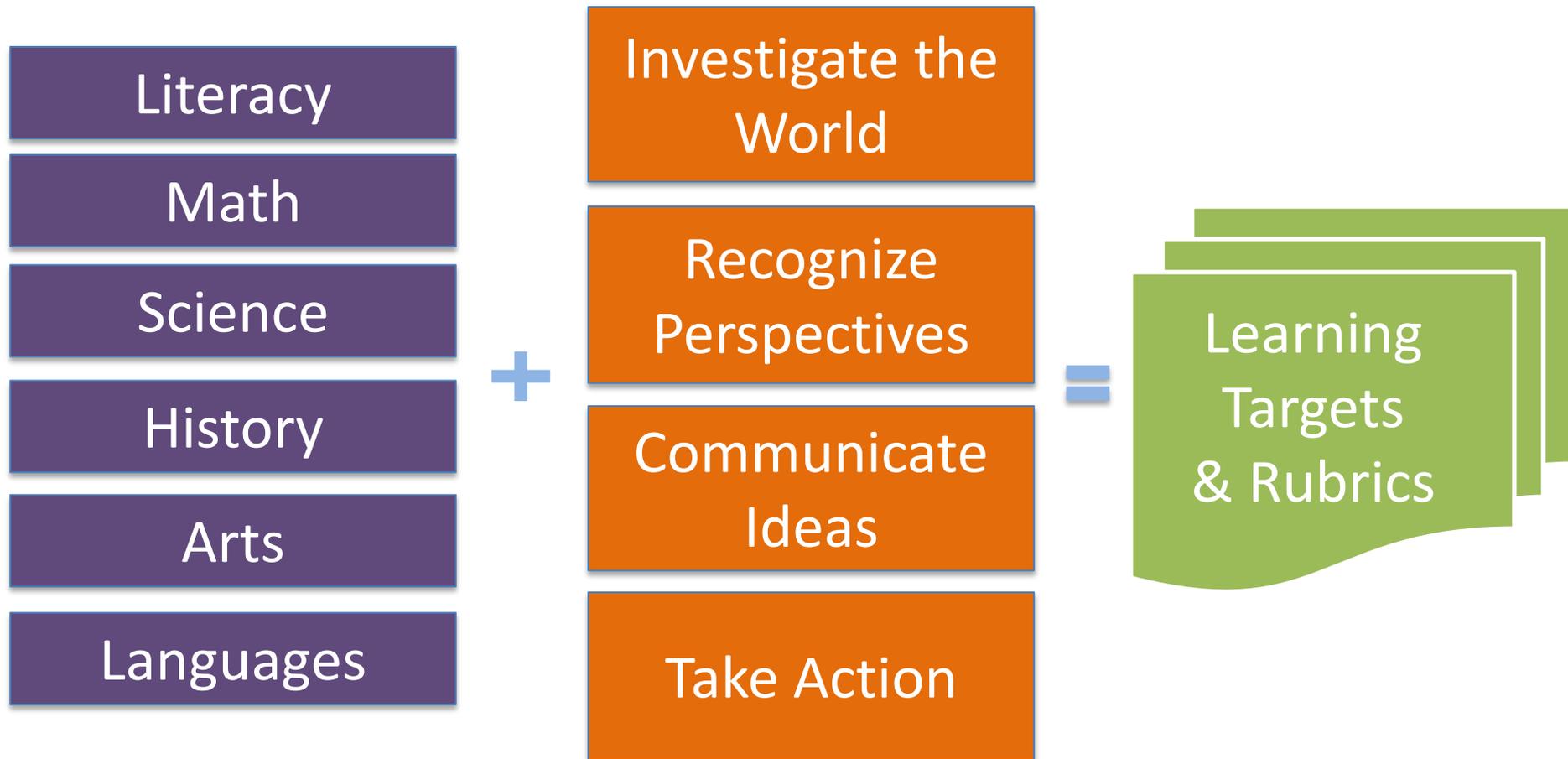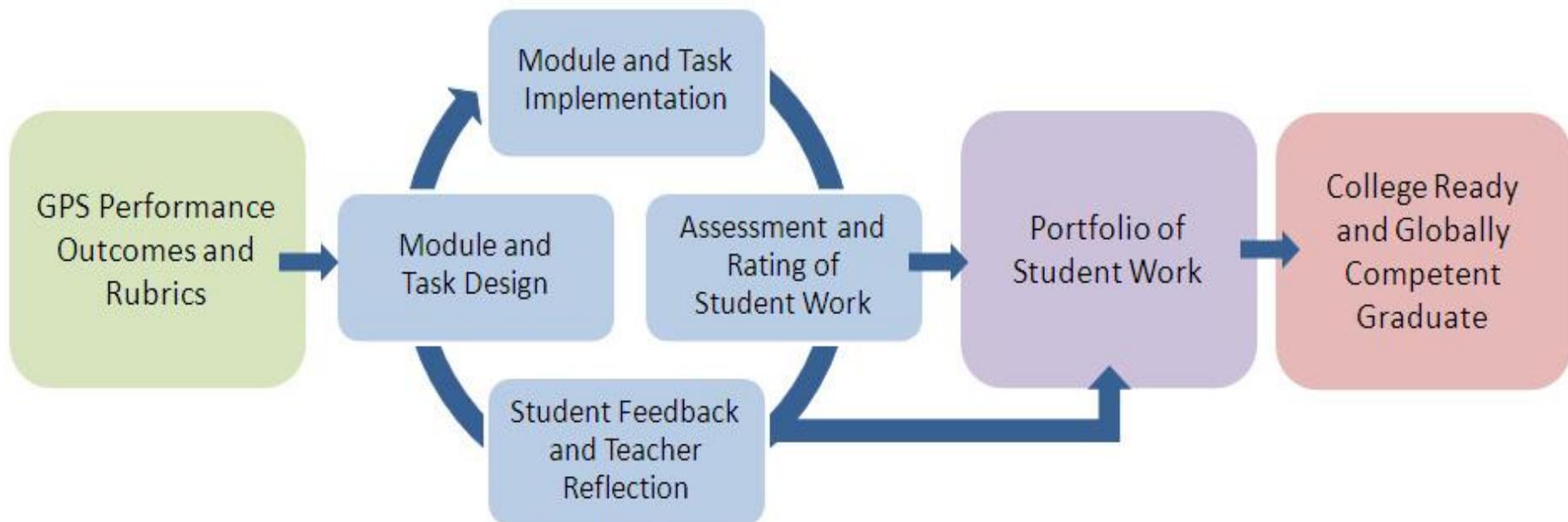| Four Domains of Global Competence	Conceptual Dimensions of GCED and ESD
Investigate the world: Students investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.	**Cognitive:** Learners acquire knowledge, understanding and critical thinking about global issues and the interconnectedness/ interdependency of countries and different populations
Recognize perspectives: Students recognize their own and others' perspectives, articulating and explaining such perspectives thoughtfully and respectfully.	**Socio-emotional:** Learners have a sense of belonging to a common humanity, sharing values and responsibilities and holding rights Learners show empathy, solidarity and respect for differences and diversity
Communicate ideas: Students communicate their ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.	
Take action: Students translate their ideas into appropriate actions to improve conditions, viewing themselves as players in the world and participating reflectively.	**Behavioural:** Learners act effectively and responsibly at local, national and global contexts for a more peaceful and sustainable world

Pathway to Global Competence

Literacy

Math

Science

History

Arts

Languages

+

Investigate the World

Recognize Perspectives

Communicate Ideas

Take Action

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Learning Targets & Rubrics

Benchmarked at grades 5, 8, 10, and 12

Graduation Performance System

A process and related tools that educators use to engage students in project-based leaning, authentic tasks, and performance-based assessment.

Lessons Learned

Strengths

- Builds common vocab. and intentionality

- Provides a purpose for learning that motivates

- Ensures students can apply knowledge & skills to real-world tasks

- Helps both teachers and students improve

Limitations

- Relies on teachers' expert judgment – requires calibration and moderation

- Difficult to take to scale without investment of technology and time

- Validity and reliability studies have not yet been completed

Considerations for Measuring GCE & ESD

- Create consensus on purpose of assessment in order to drive assessment design
- Build understanding and support for more complex assessments, which are needed to measure more complex competencies
- Create a balanced assessment strategy – not all competencies must be measured the same way
- Develop frameworks that provide a pathway to global citizenship/competence for educators and students

Thank you!

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For more information:

Educating for Global Competence (book by AS and Harvard PZ):

http://asiasociety.org/files/book-globalcompetence.pdf

Graduation Performance System (website):

http://asiasociety.org/education/resources-schools/professional-learning/gps-future-success

Measuring 21st Century Competencies (report by AS and RAND):
http://asiasociety.org/files/gcen-measuring21cskills.pdf