Assessment in Schools2030

Phase 2 Strategy 2024 - 2027

Written by Oxford MeasurEd

Contents

Tables

Figures

Acronyms

AKF	Aga Khan Foundation
BEQI	Brief Early Quality Index
CLE	Classroom Learning Environment
ECD	Early Childhood Development
GAP	Global Assessment Partner
GLACP	Global Learning Assessment Coordination Partner
HCD	Human Centred Design
IDELA	International Development Early Learning Assessment
NAP	National Assessment Partner
NC	National Coordinator
PROMISE3	Project Management Information System for Everything, Everywhere, and Everyone
VBE	Values Based Education
VITAL	Valuing Inclusive Teaching and Learning

1 Assessment in Schools2030

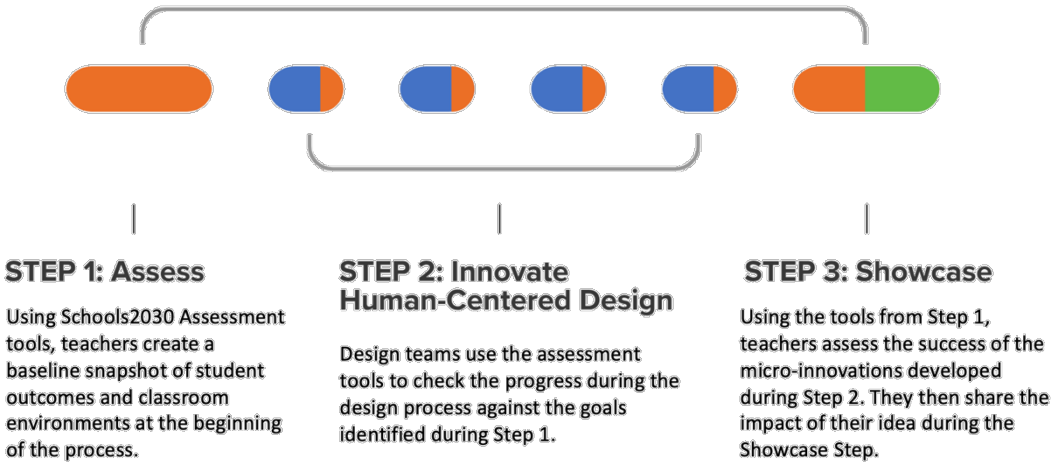
1.1 The role of Assessment in Schools2030's Design Process

Schools2030 is a ten-year participatory learning improvement programme based in schools across ten countries. The program aims to empower young individuals with the essential knowledge, skills, attitudes, and values they need to thrive and contribute to society. Central to Schools2030 is a strong emphasis on promoting teacher agency, and the recognition of teachers as leaders, innovators, and active agents in educational transformation.

At the heart of the Schools2030 programme is the principle of Human-Centred Design (HCD). This approach emphasises the importance of understanding the perspectives and experiences of those directly impacted by challenges in order to develop effective solutions. In the context of education, this means that teachers are uniquely positioned to identify student needs and challenges and propose innovative solutions. Schools2030 supports teachers to design and implement solutions in response to the problems identified.

Schools2030 uses a three-step model that enables teachers to generate new school-level innovations to improve holistic learning outcomes. Figure 1 shows these three steps. Assessment is an integral part of all three steps of this process. The primary purpose of assessment in Schools2030 is to provide schools and teachers with the information needed to launch their HCD challenge. During the **assess phase**, teachers collect assessment data using these tools to help them understand the current holistic learning levels of their students. They use this data to feed into the HCD process to identify problems that require a solution. At the **innovate stage**, teachers design innovations to address these problems moving through a four-stage cycle of design, test, reflect and iterate. At this stage, teachers develop their own set of teacher-generated tools to continually test student learning levels and iterate innovations accordingly. Teachers then get an opportunity to **showcase** their solutions and the impact the solution had on learning outcomes, supported by evidence on learning gains captured using assessment data from teacher implemented tools.

Figure 1 Role of assessment in Schools2030's three-step model

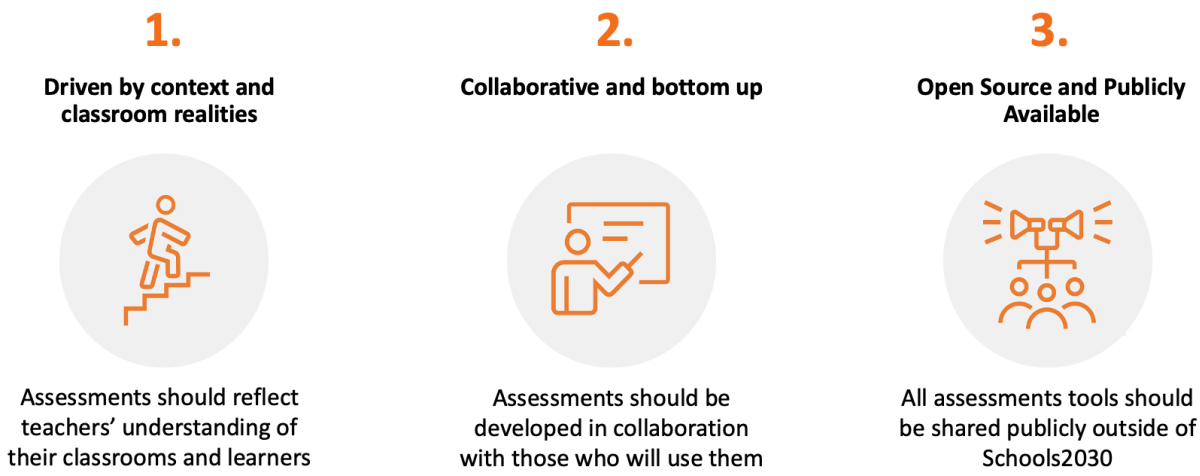


Schools2030's approach recognises that teachers are experts on learning in their classroom and provides teachers with the tools and agency to strengthen their classroom assessment practice. When teachers are actively involved in assessment initiatives, they can advise on what they want to know and use the findings in ways that are meaningful for their pedagogical decisions. Starting with this evidence from assessment, teachers design, test and implement education innovations that are learner-centred, relevant, and engaging.

1.2 Principles for Assessment in Schools2030

Assessment in Schools2030 is guided by three principles which inform the process of developing assessment tools. Firstly, it is essential that the tools are driven by context and classroom realities. This means that they are developed from the ground up for each of the countries, rather than adapted from other tools in other contexts. Secondly the process for developing them should be collaborative and bottom up. This means working with teachers and other experts throughout the process from choosing and defining domains for learning, to developing and piloting tools. Finally, it is important that all of the tools developed are made open source and publicly available for other organisations or programmes to use. This report informs this final principle, ensuring transparency on the process and results of developing tools.

Figure 2 *Principles for Assessment in Schools2030*



1.3 Where is Schools2030 at the end of its third year of working on measuring learning outcomes and the quality of learning environments?

1.3.1 The suite of Schools2030 assessment tools

Since 2021, Schools2030 partners have developed or adapted a suite of tools for assessing learning outcomes, and the quality of learning outcomes across three cohorts. Different countries have developed their suite of tools at different paces, with the first countries finishing tool development in 2021, and the last in 2024. However, as we move into the next strategic phase, all of the learning outcomes and learning environment tools have been piloted and are being used in classroom to collect data for teachers to use in their design process.

In line with the principle of making tools open access, these tools have been made publicly available through the Schools2030 website[1].

Figure 3 *Schools2030 Learning outcomes Assessment Tools*

Preschool Cohort (age 5)	**Primary Cohort** (age 10)	**Secondary Cohort** (age 15+)
Schools2030 Preschool Learning Outcome Assessment Tool	**Schools2030 Holistic Learning Assessment Tool – Primary School**	**Schools2030 Holistic Learning Assessment Tool – Secondary School**
Based on adapted International Development and Early Learning Assessment (IDELA)	Creation of new country specific Schools2030 Holistic Learning Assessment Tools by National Assessment Partners	Creation of new country specific Schools2030 Holistic Learning Assessment Tools by National Assessment Partners

[1] https://schools2030.org/assessment/assess-tools-2

Figure 4 *Schools2030 Quality of Learning Environments Assessment Tools*

Preschool Cohort (age 5)	**Primary Cohort** (age 10)	**Secondary Cohort** (age 15+)
Schools2030 Preschool Learning Environment Assessment Tool	**Schools2030 Primary School Learning Environment Assessment Tool**	**Schools2030 Secondary School Learning Environment Assessment Tool**
Based on adapted Brief Early Quality Inventory (BEQI)	Adaptation of World Bank's Teach and AKF Inclusive Classroom Guide	Adaptation of World Bank's Teach and AKF Inclusive Classroom Guide

1.3.2 Current structures for collecting and analysing data on learning outcomes and the quality of learning environments

1.3.2.1 Roles and Responsibilities for tool development and use

The structures for collecting and analysing data are different for each country. However, broad principles apply across countries.

1. All countries have either an external assessment partner, or a member of the AKF Schools2030 team dedicated to assessment.
2. All teams receive support from three global partners:
    a. Oxford MeasurEd are the coordinating partner, providing technical assistance on learning outcomes assessment, and coordinating all work on assessment.
    b. ECD Measure provide support on the adaptation of the BEQI tool for assessing the quality of pre-school learning environments.
    c. Dr Sughra Choudhry Khan provides support on the adaptation and use of the Valuing Inclusive Teaching and Learning (VITAL) primary and secondary classroom environment assessment tool.
3. In all countries, assessment partners/leads work with a wider programme team to support the use of evidence by teachers as part of the human centred design process.
4. In all countries, teachers have been involved and consulted throughout the process of developing, adapting and refining tools. The extent of this involvement has varied.

Table 1 Assessment Partners

Country/Role	Individual or Organisation	Role
Afghanistan	Magenta	Consultancy for tool development
	Ahmad Rashed Hayati	AKF Afghanistan Assessment Lead
Brazil	University of Sao Paulo	National Assessment Partner
India	Eklavya	National Assessment Partner
Kenya	Emily Tusiime	AKF East Africa Assessment Lead
Kyrgyzstan	Yrysgul Tursunbai Kyzy	AKF Kyrgyzstan Assessment Lead
	National Testing Centre	National Assessment Partner
Pakistan	Aga Khan University	National Assessment Partner
Portugal	University of Porto	National Assessment Partner
Tajikistan	Aziza Bakhtdavlova	AKF Tajikistan Assessment Lead
	National Testing Centre	National Assessment Partner
Tanzania	Emily Tusiime	AKF East Africa Assessment Lead
Uganda	Emily Tusiime	AKF East Africa Assessment Lead

1.3.2.2 Timing and use of tools

As with the roles and responsibilities for tool development and use the exact timing of data collection and use of tools varies across countries. The basic principle for assessment in Schools2030 is that assessment tools are used twice in a school year. This is once at the beginning of the year to provide diagnostic data to support teachers in design, and once at the end of the year to look at gains in learning outcomes and the quality of learning environments alongside the innovation process.

The exact implementation of this varies across countries. For example, in Kenya, Tanzania, Uganda and India, the beginning and end of year assessments are done at the same time, at the end of the school year. In these cases, "baseline" data is collected from those who will enter the target grade in the coming school year, while the "endline" data is collected from those who have almost completed the target grade. This has the benefit of minimising intrusion into schools for the purpose of data collection.

In the case of Portugal data is collected from one cohort at one point in the year. This means that there is no possibility of comparison between the beginning and end of the year, with assessments serving a purely diagnostic purpose.

In all other countries data is collected at the beginning and the end of the school year.

2 Learning from the First Strategic Phase

This strategy is for the second phase of the Schools2030 programme, covering the years 2024-27, or years 4 to 7 of the programme. Before outlining the strategy for years 4 – 7 it is important to reflect on how the assumptions made in the original assessment strategy have held in the past three years. These lessons have been sourced from a variety of learning focused documents developed by Oxford MeasurEd. These include:

1. Bi-annual reports on progress against the original assessment strategy.
2. Quarterly learning surveys completed by national assessment partners.
3. Meeting logs to track discussions in monthly meetings with National Assessment Partners
4. Reports, such as the domain selection and tool development process report, which contain more detailed lessons learned.

Further details on lessons learnt through the first strategic phase are provided in Annex 1.

Lessons learnt about the process of **developing teacher centred tools for measuring learning** included:

- The iterative approach to developing tools between global and national teams has worked and should continue.
- Improvements to the quality and use of tools are greatest when revisions are based on a combination of psychometric analysis, face validity reviews by experts and, importantly, teachers' knowledge and experiences of using the tools.
- Measuring knowledge and skills accurately relies on innovative approaches to overcoming specific challenges.
- The staged approach to developing tools is progressing, but progress is uneven across countries.

The lesson learnt about the **use of tools and data in Human Centred Design** included:

- Focus is needed for the future on how data plays a role within the HCD cycle.

The lessons learnt about **working in collaboration with teachers on assessment** included:

- Involving Teachers from the start builds buy-in for their use.
- Building teachers engagement in the assessment process is a long journey, and should be led by teacher demand.

Lessons learnt about **working with national systems on assessment** included:

- Aligning expectations on assessment content takes careful negotiation.
- Working with governments on assessments has important benefits, but means understanding diverse experiences and approaches to assessment.

- With a suite of tools and data to work from, Schools2030's opportunities to work with systems is emerging.

Lessons learnt about **working in partnership** included:

- The regular support in providing review and data analysis worked across partners, with all partners reflecting that this support had added value to the process of developing tools.
- The approach to flexible ad hoc support was effective.
- The facilitation of between-country learning across the network is important.
- Greater emphasis is needed on integrating programme teams into assessment learning activities.
- Clearer definition and communication of the roles and responsibilities of global partners is needed.

Lessons learnt about **managing evidence for the external evaluation** of Schools2030 included:

- While external evaluation is important for Schools2030, it is vital to ensure it does not conflict with the aims for assessment in Schools2030.
- Issues regarding test familiarity may emerge within the evaluation, reducing confidence in learner scores.

Conclusions from first strategic phase

Synthesising what has been learned from the first phase of implementation we draw the following conclusions to guide this second-phase strategy:

1. The iterative, collaborative approach to developing learning outcome and learning environment assessment tools has worked but needs to continue to consolidate and strengthen tools. Tool development in Schools2030 will be a constant process of revision and iteration.
2. Now that there is a suite of tools across all countries and cohorts, the focus needs to be on strengthening integration of assessment tools and data with teachers' work on innovation.
3. Support for teachers is needed in developing approaches to formative assessment to allow them to monitor the effects of their innovations.
4. Support for teachers should be driven by teacher demand and should recognise the complex workloads that teachers have. However, there is demand from teachers for support on assessment, which Schools2030 should respond to.
5. The opportunities for working with and supporting governments on assessment are growing and should be systematically leveraged, using the suite of assessment tools, during the next phase. This is also true for working with and supporting global actors in assessment.

6. To deliver on the goals of the assessment strategy, closer collaboration is needed between assessment and programme teams. The model for collaboration worked during the first phase, and can be expanded to include programme teams.
7. Assessment teams have a role to play in generating data for the evaluation, but caution is needed to ensure that the evaluation does not disrupt work on assessment beyond what is necessary and that leveraging the tools developed in the Schools2030 assessment work does not undermine the validity of the evaluation results.

3 Goals, Sub-goals and Activities for Second Strategic Phase

Goals for second strategic phase

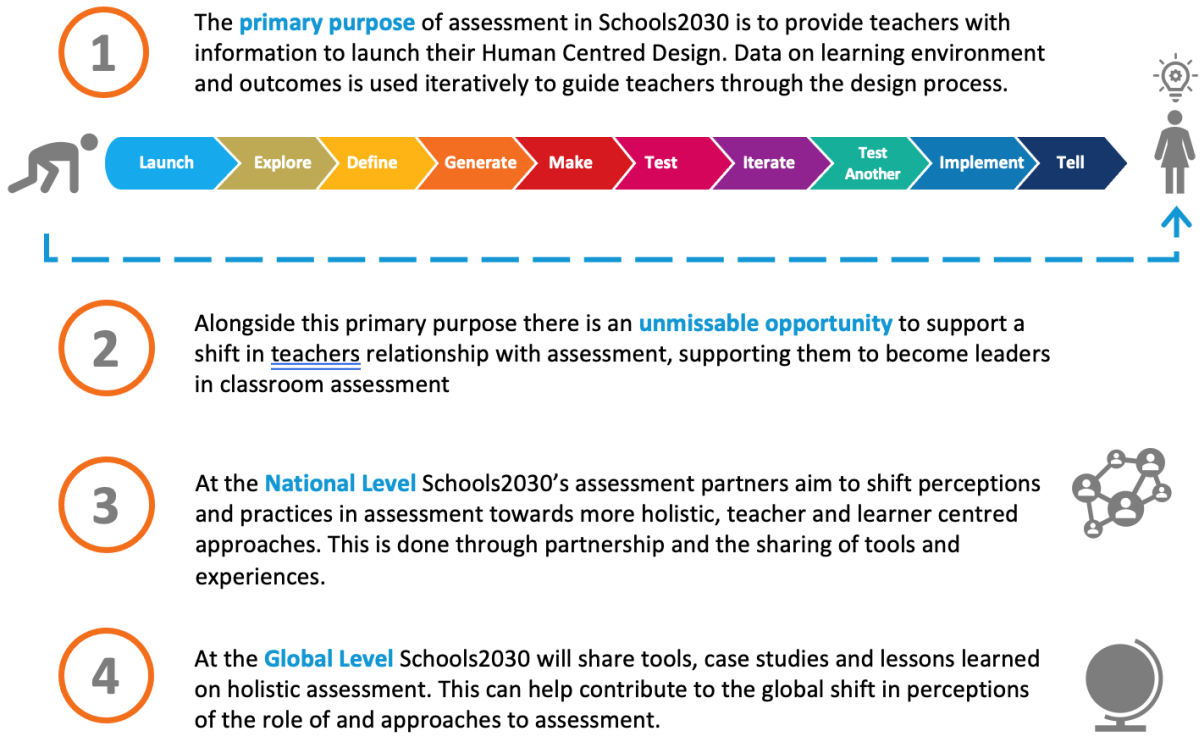
Based on the lessons learned and our conclusions, the goals for the second phase assessment strategy have been simplified into one primary purpose, **to ensure that assessments provide teachers with the information they need in the format they need throughout their innovation work, to support the evidence-based development of pedagogical solutions.**

This is supported by two secondary goals.

- improve teachers understanding of and relationship with assessment to support them as leaders in assessment,
- influence national and global policies, practices, and conversations on assessment.

These are shown in more detail in Figure 5 and specific sub-goals are described in the following sections. In addition, the strategy includes a process section which outlines how collaboration for assessment will continue and be strengthened during this strategic phase.

Figure 5 Goals for Schools2030 in years 4 - 7



3.1 Goal 1 – Data on learning outcomes and the learning environment is available to, and used by teachers and programme teams throughout the innovation process.

Schools2030 will continue to use the three stage assess-innovate-showcase model during the next phase of implementation.

3.1.1 Overview of Sub-goals

We have identified four sub-goals which are priorities for the next three years.

These respond to a) a need for continuous reflection on and improvement of the quality and usability of assessment tools, and b) a need for closer integration between evidence from assessments and teachers' ongoing design work.

The four specific sub-goals are shown in Table 2.

Table 2 Sub-goals 1a - 1d

Sub-Goal	Description
1a	The quality of assessment tools is monitored and improved over time
1b	Each country articulates and implements a clear plan for the use of data from assessment as part of the HCD/innovation process
1c	Data from learning assessments is presented to (or analysed by) teachers in ways which are appropriate for the intended use
1d	Teachers are supported to develop strategies for tracking changes in learning outcomes and the learning environment as part of their innovations.

3.1.2 Sub-Goals and Activities

1a the quality of assessment tools is monitored and improved over time.

At the end of the first strategic phase we have a suite of tools to measure learning outcomes and to assess the quality of learning environments across all countries and cohorts. This is not the end of the journey for tool development. As a 10-year programme Schools2030 can use the data emerging from assessments, and the user feedback of teachers to constantly improve the quality and relevance of the suite of learning outcomes and learning environment tools. This means that while less time will be spent on tool development and improvement in phase two, it remains a core part of Schools2030's work on assessment.

How we will make it happen

The monitoring of the quality of **learning outcomes** tools is driven by annual reports on the psychometric properties of tools based on analysis conducted by Oxford Measured (the GLACP).

The recommendations from these reports will be triangulated with feedback from teachers, and when necessary, National Assessment Leads/Partners will use them to revise and improve tools.

In addition to this, Oxford MeasurEd will pilot innovative approaches to resolving three specific needs which emerged during the first phase:

a) The need to reduce test time and thus the burden on teachers.
b) The need to reduce the likelihood of test familiarity impacting results.
c) The need to continually improve the ability of tools to assess higher order skills

For needs a) and b) Oxford MeasurEd has conducted research to suggest specific innovative approaches to addressing them. For the third need, draw-down support will be provided to National Assessment Leads/Partners where it is identified that greater focus on higher order skills is needed.

The monitoring of the quality of **learning environment** tools is driven by teacher feedback on their usefulness, and the relevance of the dimensions of quality that they use.

1b *Each country articulates and implements a clear plan for the use of data from assessment as part of the innovation process.*

The innovation process in Schools2030 is structured around the Schools2030 Human Centred Design toolkit. At the global level this toolkit is being revised to include a more explicit process for using data from assessments throughout the innovation cycle. At the national level, each programme team has taken the structure from the toolkit and used it (or parts of it) to form their own innovation process.

How we will make it happen

Ensuring that evidence from assessments is embedded throughout the innovation cycle consists of two activities:

1. Working with teachers to help them define clearly during the design process what they expect to change in learning outcomes and the learning environment because of their innovation.
2. Providing them with tools and support to collect data to track these changes over time. This includes the validated tools used at the beginning and end of each year, but also a range of formative assessment approaches to be used by teachers throughout the year.

The process by which these two activities are put into practice will vary between countries.

1c *Data from learning assessments is presented to (or analysed by) teachers in ways which are appropriate for the intended use.*

Currently in all Schools2030 countries, teachers are not involved in the analysis of data from assessments. Instead, national assessment partners analyse and synthesise evidence to present to teachers. It is vital that evidence is presented to teachers in ways that are clear and easy to interpret. To underscore this, the Oxford MeasurEd collaboratively developed a set of principles to guide the presentation of evidence to teachers. These are summarised in Figure 6, and given more detail in Annex 04. These principles were applied differently by different assessment partners and the experience of the Portugal team was used as an example to other countries in summer 2023. We now need to build on these experiences and strengthen this aspect of the work across the partnership.

Figure 6 *Principles for Presenting Data to Teachers*

Principle 1:

Start with a strengths perspective. Focus on what learners and teachers can do, not what they can't.

Principle 2:

Think about the level (individual, classroom, national) at which you are describing learning or the learning environment.

Principle 3:

Try to think of evidence in terms of meaningful statements.

Principle 4:

Use multiple approaches to presenting data.

Principle 5:

Work to connect learning outcomes with classroom practice, potential pedagogical approaches, or with potential outcomes.

Principle 6:

Interpreting evidence is a collaborative and self-reflective process

How we will make it happen

Approaches for presenting evidence to teachers

To present data on the **quality of learning environments** standard templates for presentation of evidence exist for the BEQI tool and similar templates are being developed at the global level for the VITAL Primary and Secondary CLE tools.

For **learning outcomes** the approach to presenting evidence is led by national assessment partners and different in each country. During the next phase this will continue, with Oxford MeasurEd providing flexible support to teams to ensure that data presentations adhere to the principles outlined earlier.

The Schools2030 Evidence Platform

To support the rapid analysis of data to present to teachers, the Schools2030 data partner, Ajah, has been working to develop a process for the digital collection, quality assurance and storage of all Schools2030 data. This will allow for data on learning outcomes and learning environments to be analysed quickly and for school level reports to be produced quickly to support teachers in design and decision making.

1d Teachers are supported to develop strategies for tracking changes in learning outcomes and the learning environment as part of their innovations.

This goal shares activities with sub-goal 2b, recognising the need for teachers to develop strategies for tracking changes in learning outcomes and learning environments as part of their innovations. During the HCD process teachers are supported to set clear intentions for changes in learning outcomes and the quality of learning environments which they hope to see because of their innovation. This includes supporting teachers to integrate approaches to monitoring the quality of learning environments into their regular practice, as well as developing new, informal approaches to tracking key learning outcomes.

How we will make it happen

Support to formative assessment will vary between countries, but common approaches to ensuring that teachers have the tools and approaches they need may include:

1. Specific training provided to teachers on developing and using formative assessment approaches including developing their own approaches to formative assessment, and using the BEQI/VITAL toolkits formatively.
2. Support to formative assessment provided by Schools2030 coaches/staff.
3. Training resources and tools developed at the global level, including the resources that already exist through the BEQI toolkit.

4. The Schools2030 item bank, which would allow teams to use items from other countries as part of formative assessment support.
5. A bank of teacher-led formative assessment approaches to showcase work being done by teachers, and to provide a resource library for other teachers.

The content and approach to training is given more detail under sub-goals 2a – 2c.

3.2 Goal 2 – Supporting Teachers as Leaders in Assessment

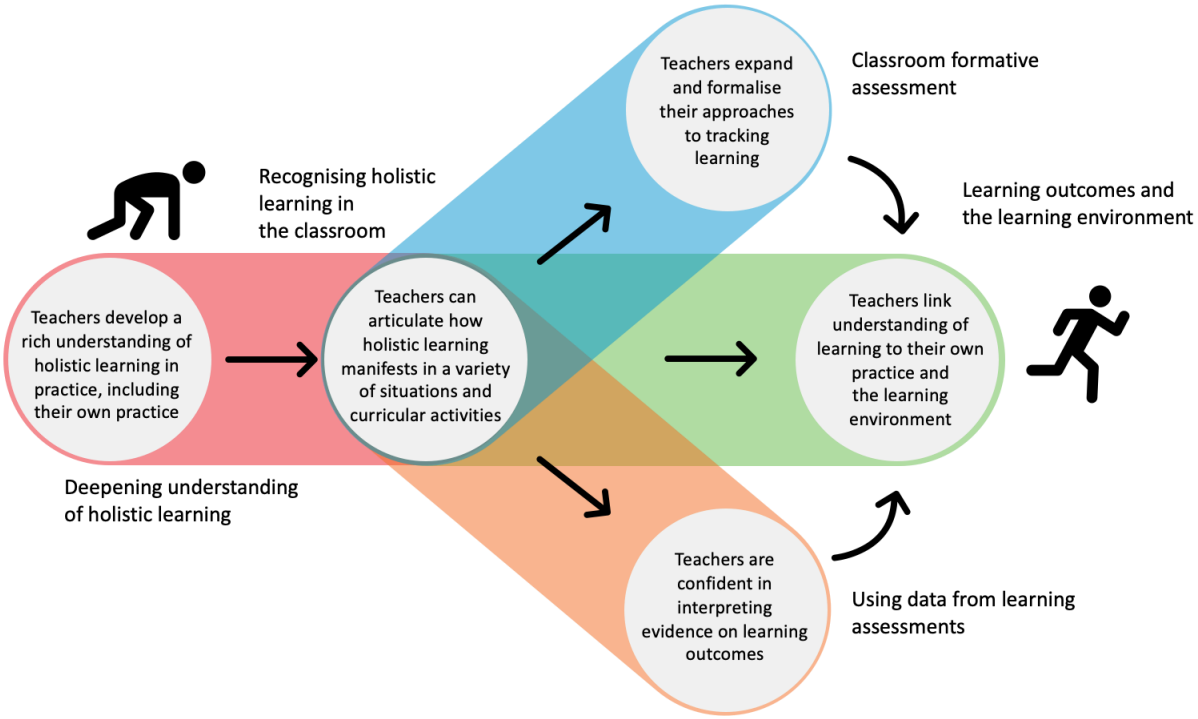
Teachers sit at the heart of Schools2030. Schools2030's approach to assessment aims to position teachers as subjects of assessment rather than as its objects. This means supporting them to take control of assessment, and to use evidence to describe and improve their classrooms.

From what we have learned in the first phase of Schools2030, we can define this leadership in assessment in five skills:

1. Teachers understanding holistic learning in practice, including in their own practice.
2. Teachers can articulate how holistic learning manifests in a variety of situations and curricular activities.
3. Teachers link understanding of learning to their own practice and the learning environment.
4. Teachers expand and formalise their approaches to tracking learning.
5. Teachers are confident in interpreting evidence on learning outcomes and the quality of learning environments and using it to inform design and to showcase.

This framework for teacher skills, and the connections between different skills is shown in Figure 7, with specific descriptions and learning goals for each skill documented in a separate document.

Figure 7 *Overview of Teacher Skills Framework*



3.2.1 Overview of Sub-goals

While our skills framework for teachers outlines five skills (see Figure 7), for this strategy we have merged 1, 2 and 3 into one sub-goal. This reflects the lesson learned from the first phase on the need to build engagement with teachers iteratively and to recognise the time limitations they face.

The three specific sub-goals are shown in Table 3.

Table 3 *Sub-goals 2a - 2c*

Sub-goal	Description
2a	Teachers have a deep understanding of holistic learning, including their own, and use this to reflect on their own practice, the quality of the learning environment and how this connects with learning outcomes
2b	Teachers can design and use diverse approaches to track changes in learning outcomes and the learning environment.
2c	Teachers are confident in interpreting and using data from learning outcomes and learning environment assessments

3.2.2 Sub-goals and Activities

2a *Teachers have a deep understanding of holistic learning, including their own, and use this to reflect on their own practice, the quality of the learning environment and how this connects with learning outcomes.*

To recognise and nurture holistic skills, we need to understand them ourselves. Teachers across the schools2030 programme have reflected this message, that they are not confident that they possess the skills they are aiming to nurture, or that they know what those skills look like in practice. This extends to understanding how holistic learning relates to their own practice and to the quality of the learning environment they create.

This understanding of what holistic learning is, how it manifests in practice, and how it is supported by teacher practice and learning environments is central to Schools2030 programme.

How we will make it happen

As with other dimensions of teacher professional development, we hope that teachers are building understanding through all the activities in which they participate. For example, training on assessment tools, or discussions facilitated around the results of a BEQI observation should help teachers' build this rich understanding of holistic learning in practice and how it can be supported.

However, this "learning through doing" may be supplemented through other activities:

- Ensuring that evidence on learning outcomes and the learning environment are presented together, and that interpretation is facilitated to support teachers' reflections on connections between the two.
- Use of specific training on teachers' own holistic learning, such as adaptations of the Aga Khan Foundation's arts-based, experiential, Values Based Education (VBE) training materials.
- Developing specific activities to help teachers reflect on holistic learning in practice. These activities can be developed at the global level, and incorporated by national teams into their regular engagement with teachers.

2b *Teachers can design and use diverse approaches to track changes in learning outcomes and the learning environment.*

The second teacher competency which we aim to support is formative assessment of learning outcomes and learning environments. As outlined under goal one, this competency is an essential part of ensuring that teachers develop evidence-based innovations. However, it is not just useful for the innovation process, but can help teachers be more reflective and evidence driven across their teaching practice.

How we will make it happen

Through the HCD process, teachers are supported to set ambitions for changes in learning outcomes and learning environments, and to track those changes. This process will help them to grow in confidence, and to take on an evidence driven orientation not just towards the design process, but to their teaching in general.

As previously outlined, specific activities that will support teachers in building this competency include:

- Specific training on formative assessment, including coaching/mentoring throughout the innovation process.
- Provision of resources including examples of formative assessment approaches, and the formative elements of BEQI and VITAL toolkits.

2c Teachers are confident in interpreting and using data from learning outcomes and learning environment assessments.

The third part of the teacher competency framework which we have prioritised for this strategy is confidence in interpreting and using assessment data.

This has two elements:

- Firstly, teachers need to be confident in using evidence during the diagnostic process of their design journey. Where data is presented to teachers, they should feel confident in finding the most relevant data points to guide their design.
- The second element is the use of evidence for showcasing. At national and global fora, as well as in other school and government level interactions teachers should feel confident in using assessment evidence to tell stories about what their innovations have achieved in terms of learning outcomes and the quality of learning environments.

How we will make it happen

As with previous competencies, this is a skill that teachers will build naturally through their engagement with Schools2030. Teachers receive training on using assessment tools, and the HCD toolkit guides them through the process of interpreting data. Over time, this should build their confidence as evidence users.

In addition to this experiential learning, other support can include:

- Integration of content on interpreting and using evidence into national professional development plans.
- Materials developed at the global level to support national teams in working with teachers.

- Tools and templates for presenting evidence to ensure that it reaches teachers in an accessible format (see goal 1d).
- Flexible support to review presentation materials developed by teachers, providing feedback on their presentation of evidence.

3.3 Goal 3 – Influencing Policies, Practice and Dialogue on Assessment

In the second phase, we will look at how what we are learning about and achieving in assessment can inform policies, practices and dialogue on assessment at national and global level. This is aligned with the overall theme of "schools to systems" for the 2024-27 strategic phase.

In influencing systems, Schools2030 has three main resources to build on:

- Firstly, all tools developed are open access, meaning that they can be used by schools and organisations outside of the Schools2030 programme, and even outside of Schools2030 countries.
- Secondly, the data produced by Schools2030 assessments, while primarily intended to be used by teachers for design, can also be used to demonstrate what the programme is learning.
- Finally, the lessons learned about the *process* of working on assessment in Schools2030 can form an important contribution to dialogue at the national and global level.

3.3.1 Overview of Sub-goals

The avenues for engagement with government systems will look very different in each country and at the global level. This is dependent on factors such as the size and fragmentation of the system, the relationship between Schools2030 and government counterparts, and the policies and norms which exist in each system around assessment.

However, four cross cutting priorities have been identified for influencing national and global systems.

The four specific sub-goals are shown in Table 4.

Table 4 Sub-goals 3a - 3d

Sub-goal	Description
3a	Schools2030 assessment tools and approaches are integrated into pre- and in-service training through teacher training institutes or other relevant bodies.
3b	Open access Schools2030 tools and approaches are used in non-Schools2030 schools and by programmes and schools outside of Schools2030 countries

3c	Schools2030 produces reports which look at changes in learning outcomes and the quality of learning environments across all countries.
3d	Schools2030 actively engages in national and global education sector dialogue and policy formation around assessment.

3.3.2 Sub-goals and Activities

3a *Schools2030 assessment tools and approaches are integrated into pre- and in-service training through teacher training institutes or other relevant bodies.*

This is a core pathway for the schools to systems pathway prioritised in Schools2030's second strategic phase. The aim is that across all Schools2030 countries, tools, materials, and approaches are taken up and used by government bodies, allowing them to spread to other teachers and other schools, ultimately shifting policies and practices in assessment.

How we will make it happen

The pathways to uptake of Schools2030 tools and approaches by national bodies will vary. The general supportive activities for this sub-goal are:

- National landscaping to identify key partners and opportunities.
- Ensuring that tools, approaches, and data are open access and easily available.

Building on these two activities, each country will develop and implement its own approach to engaging with relevant government bodies.

3b *Open access Schools2030 tools and approaches are used in non-Schools2030 schools and by programmes and schools outside of Schools2030 countries.*

Creating tools that are open access is a central principle for assessment in Schools2030. One of the reasons for doing so is to allow tools and approaches from Schools2030 to be used by other schools and programmes.

How we will make it happen

Across the programme the main activity to support the wider uptake of tools and approaches will be ensuring that all tools are open access. This includes:

- Student versions of all tools available on the Schools2030 website.
- A pathway to allow interested parties to request a full package of supporting materials including marking schemes and training materials.
- The ability to be contracted by other organisations looking to use Schools2030 tools.

- Showcasing of tools and approaches at national level through national fora and other platforms to support uptake of tools and approaches non-Schools2030.

3c Schools2030 produces reports which look at changes in learning outcomes and the quality of learning environments across all countries.

Schools2030 can share findings from the rich data on learning outcomes and learning environments that the programme is producing. While the core purpose of assessment is not for global reporting, the programme can do so. This reporting can shine a light on the importance of holistic learning outcomes, show how learning outcomes and learning environments are changing in Schools2030 schools, and what factors (such as gender or location) affect these changes.

How we will make it happen

Working together, global partners will produce a single, modular, global report to capture changes in tool quality, learning outcomes and quality of learning environments. This will be done on a yearly basis. Over time, there may be room to explore whether countries want to explore specific predictors of learning (such as, for example, protection status), dependent on the extent to which contextual data is collected.

3d Schools2030 actively engages in national and global education sector dialogue and policy formation around assessment.

In the next phase Schools2030 is committed to using what we are learning as a programme to contribute to and influence discourse on assessment at national and global levels.

How we will make it happen

The first step in the next phase will be to conduct landscape mapping at the national and global level. This will map policy systems for assessment, identifying key actors and key opportunities to create shifts in dialogue. Potential avenues that could be explored include:

1. Engaging with national assessment bodies to involve them in tool iteration (as was done during phase one in Tajikistan and Kyrgyzstan).
2. Engaging with teacher training bodies to work on approaches to formative assessment.
3. Sharing tools and experiences at national conferences or other fora.
4. Connecting with and joining non-governmental networks or platforms working on assessment.
5. Anticipating upcoming changes to policy or sector strategies, and aiming to contribute to the consultation or development process.

This will be supplemented by continuing to engage with national policy makers, and representatives of global organisations through both national and global fora. Based on

the landscape mapping these events can be used to engage with important actors within global and national systems in order to contribute to ongoing dialogue on assessment.

4 Collaboration for Assessment

The development of assessment tools for Schools2030 was designed to be a collaborative process. Oxford MeasurEd and National Assessment Leads/Partners worked closely in each country to develop assessment tools. Specific technical support was provided by Oxford MeasurEd who also acted as a coordinator between teams across countries. This resulted in the development of a suite of high-quality assessment tools across three cohorts in nine countries. To uphold the standards of high-quality assessments and advance the Schools2030 mission of a bottom-up approach to developing contextually relevant assessments, there is a shared commitment to continue collaborating closely to ensure that our work effectively contributes to Schools2030's overarching goals. As we move forward into the next strategic phase, we will continue certain activities while also setting new priorities based on feedback gathered from our collaborative efforts.

4.1 Ongoing activities

We will build on the strengths of our current ways of working that provide regular country-specific support and opportunities to learn across our network. Our approaches to this support are outlined below.

4.1.1 Regular one-to-one engagement

The foundation to our collaborative framework is regular one-on-one engagement through monthly catchups between Oxford MeasurEd and National Assessment Leads/Partners. In the first strategic phase, these meetings have served as invaluable opportunities for National Assessment Leads/Partners to seek technical advice from Oxford MeasurEd and detailed feedback on assessment tools and to discuss progress and future plans, while sharing useful information about the country context. National Assessment Leads/Partners have appreciated the support provided during these catchups on presenting data for Human-Centred Design (HCD), explanation of psychometric analysis of assessment

data, and feedback on the validity of assessment tools. Oxford MeasurEd will continue providing this essential support in the upcoming phase.

4.1.2 Flexible support

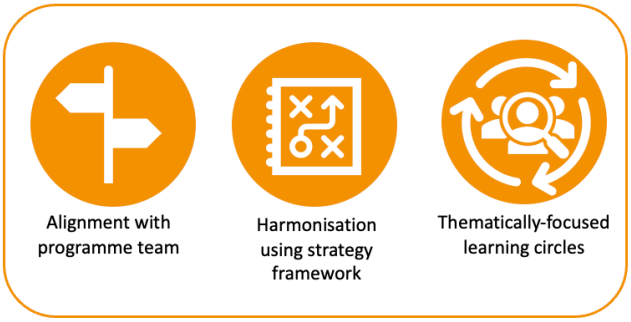
A flexible approach to supporting the Schools2030 assessment work was adapted. Recognising the diverse capabilities and varying contexts across participating countries, flexible support mechanisms were embedded into the collaborative framework. The flexible support ranged from ad hoc support such as providing quality assurance advice for assessment fieldwork, to more comprehensive support in developing assessment tools in some countries. National Assessment Leads/Partners have appreciated the collaborative and adaptable nature of this support, finding it instrumental in balancing contextual understanding with technical expertise. Moving forward, Oxford MeasurEd will continue to provide this support while potentially incorporating technical training within its scope.

4.1.3 Whole network engagement

Engaging the entire Schools2030 assessment community is vital for fostering collective learning and sharing insights. To achieve this, we employ learning circles every quarter. The learning circle is preceded by a simple learning survey which is distributed to gather input from all participants about key activities, achievements, and challenges during the period. Responses are compiled into a learning digest, shared with the group, and discussed during the online learning circle. These reflections serve as catalysts for action and further discussions on strengthening our collective efforts. The learning circles have been well-attended, and participants have appreciated the networking opportunities and exchange of ideas.

4.2 New priorities

Our new priorities centre around enhancing collaboration and coherence within our partnership ways of working.



4.2.1 Alignment with programme team

There is an identified need for closer alignment between assessment and programme teams within each country. This necessitates establishing effective communication channels and collaborative mechanisms. We hope to achieve this alignment through involvement of

programme teams in our one-to-one meetings, ideally once each quarter. During the first phase of the programme, the programme teams joined two learning circles where the insights from the programme team were found to be valuable learning for Oxford MeasurEd and the assessment partners. It will be beneficial to continue making use of this opportunity for programme teams to jointly reflect with the assessment teams. Greater alignment will also be encouraged through the programme team's use of the shared Assessment Hub, facilitating the exchange of progress and commitments through meeting logs and country documents.

4.2.2 Use of strategy framework

We aim to achieve clearer harmonisation across partners by utilising the strategy framework developed. In preparation for this, Oxford MeasurEd coordinated inputs into the framework from National Assessment Leads/Partners, asking them to share their priorities across each sub-goal over the coming period. This framework will serve as a common reference point, ensuring that all partners are working towards shared goals and objectives. However, we recognise that priorities will not be uniform across different countries or contexts. While the overarching goals may remain consistent, the significance of specific goals and sub-goals may vary based on the unique needs and circumstances of each country. Within this framework, each assessment team retains the autonomy to prioritise goals and objectives according to the specific context they operate in. This means that while there is alignment around common strategic objectives, in line with Schools2030's commitment to localisation, there is also room to address country-specific challenges and opportunities. This underscores the importance of flexibility and adaptability within the framework.

4.2.3 Thematic learning circles

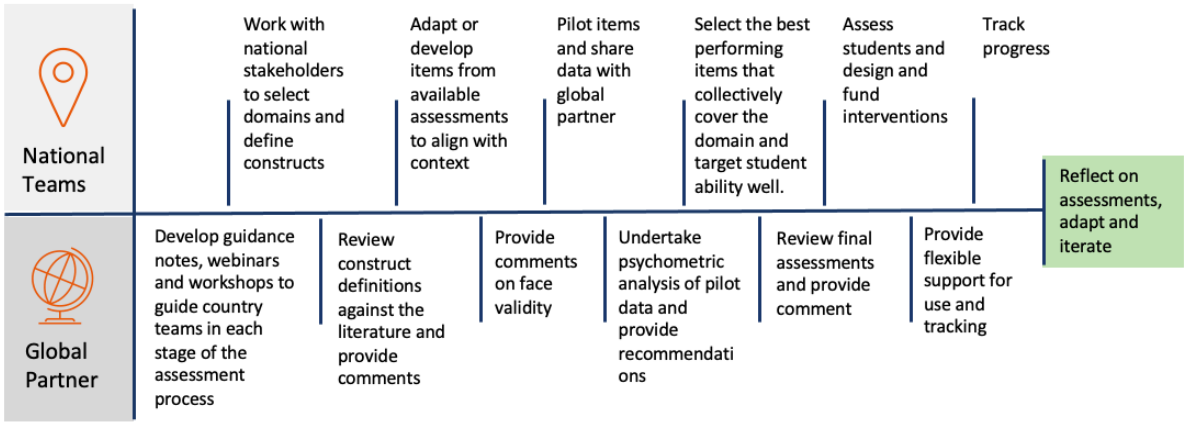
Learning circles serve as forums for knowledge exchange within the programme and offer the opportunity for themed discussions. Assessment partners have found the quarterly learning circles useful in understanding the work and progress of other countries, learning from their experiences, and building networks for ongoing collaboration and mutual support. However, there is a recognised need for establishing clearer thematic priorities for learning circles to enhance their effectiveness. This will be achieved by a) creating space for individual National Assessment Leads/Partners to share updates and exchange learning, and b) hosting specific thematic discussions, allowing participants to have in-depth discussions on topics of relevance and explore innovative solutions collaboratively.

Annex 1 Detailed lessons learnt from the first strategic phase

What we learned about the *process* of developing teacher centred tools for measuring holistic learning

The process for developing tools in Schools2030 has focused on iteration between global and national partners. The national partners have the ultimate authority in developing tools, with a fixed set of support activities and reviews being provided by the global partner. This process, as outlined in the original assessment strategy is shown in Error! Reference source not found..

Figure 8 Process for Collaborative Development of Assessment Tools



This process has been the structure followed in all countries (apart from Brazil who have not developed a suite of tools, due to a divergence in their approach to the programme). While the degree of support provided, and the timing or the steps has varied, this iteration has been the norm. Table 5 documents lessons learned from the tool development process.

Table 5 Lessons Learned on Iterative Tool Development

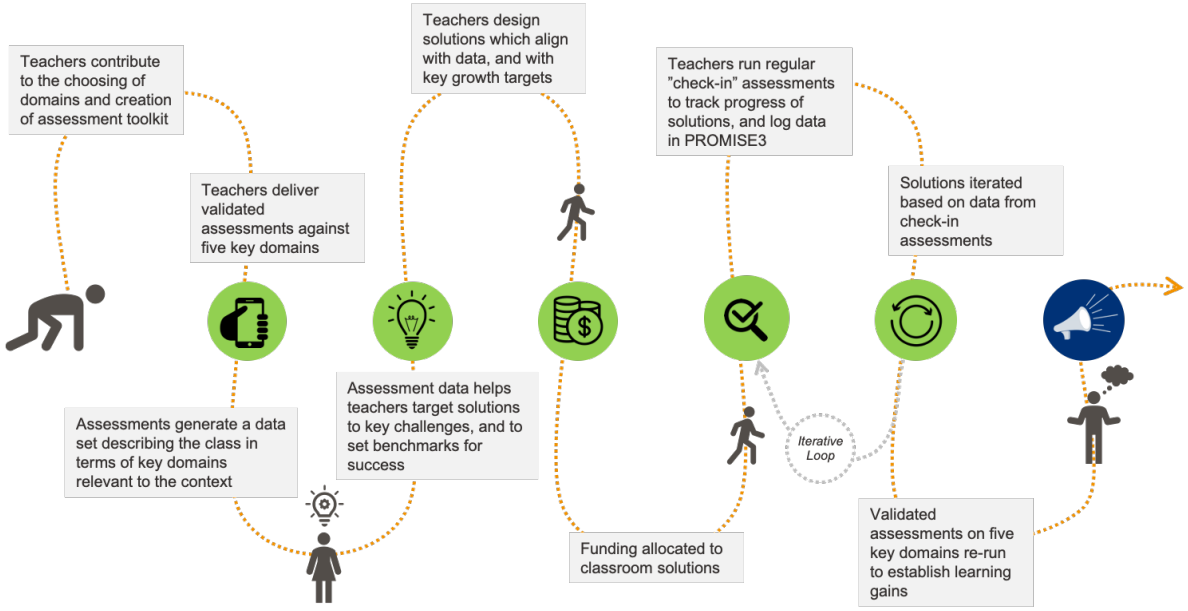
Lesson	Description
1a	**The iterative approach to developing tools between global and national teams has worked and should continue.** At the end of the three-year strategic window all teams have a set of tools which reach the minimum quality standards for use. These tools have been developed by national assessment partners with support from Oxford MeasurEd following the process outlined in Figure 8 This is a validation of the approach, which should continue to form the basis of the next strategy.
1b	**Improvements to the quality and use of tools are greatest when revisions are based on a combination of psychometric analysis, face validity reviews by**

	experts and, importantly, teachers' knowledge and experiences of using the tools. This is a further validation of the model, specifically showing the three sources of input which were essential for ensuring the quality and uptake of tools. It is important that we continue to give weight to each of these kinds of input to ensure continuous improvement in the quality of tools.
1c	**Measuring knowledge and skills accurately relies on innovative approaches to overcoming specific challenges.** While work over the first year has been done to develop innovative approaches to dealing with social desirability biases and the inherent challenges of measuring non-academic skills, there are further challenges to resolve. For academic and non-academic tools, the three which we have highlighted for further work are a) reducing the time needed to complete assessments, b) reducing the impact of test familiarity on results, and c) ensuring that assessments are targeting higher-order skills. Addressing these is necessary to ensure the quality of data as well as the usefulness and usability of tools for teachers.
1d	**The staged approach to developing tools is progressing, but progress is uneven across countries.** In the original strategy we envisaged the three years as a process of developing tools (year 1), consolidating work on assessment (year 2), and innovating in assessment approaches (year 3). Due to the different pace at which teams have onboarded partners and developed tools, this has not been an even process. While most countries have been through their consolidation year, some are just entering it, and we have not collectively reached the innovation stage.

What we learned about the use of tools and data in Human Centred Design (HCD)

The final distinguishing characteristic of the Schools2030 assessment strategy has always been the focus on usefulness and usability of assessment tools, by teachers, in classrooms. As a key principle for assessment in Schools2030 it was essential to capture a clear process for how teachers would use assessment tools as part of Human Centred Design. This "user journey" for assessment is captured in Error! Reference source not found..

Figure 9 Teacher user journey from the Phase 1 strategy



During the first phase the focus has been on developing assessment tools to be used at the beginning and end of the year to support teachers design journeys. As mentioned previously, there was less focus on the check-in assessments due to the move away from PROMISE3 and the focus on being led by teacher demand. This is a gap that has emerged in how evidence informed the innovation process has been beyond the use of the initial diagnostic assessments. This is captured in the lessons learned from this first phase, shown in Table 6.

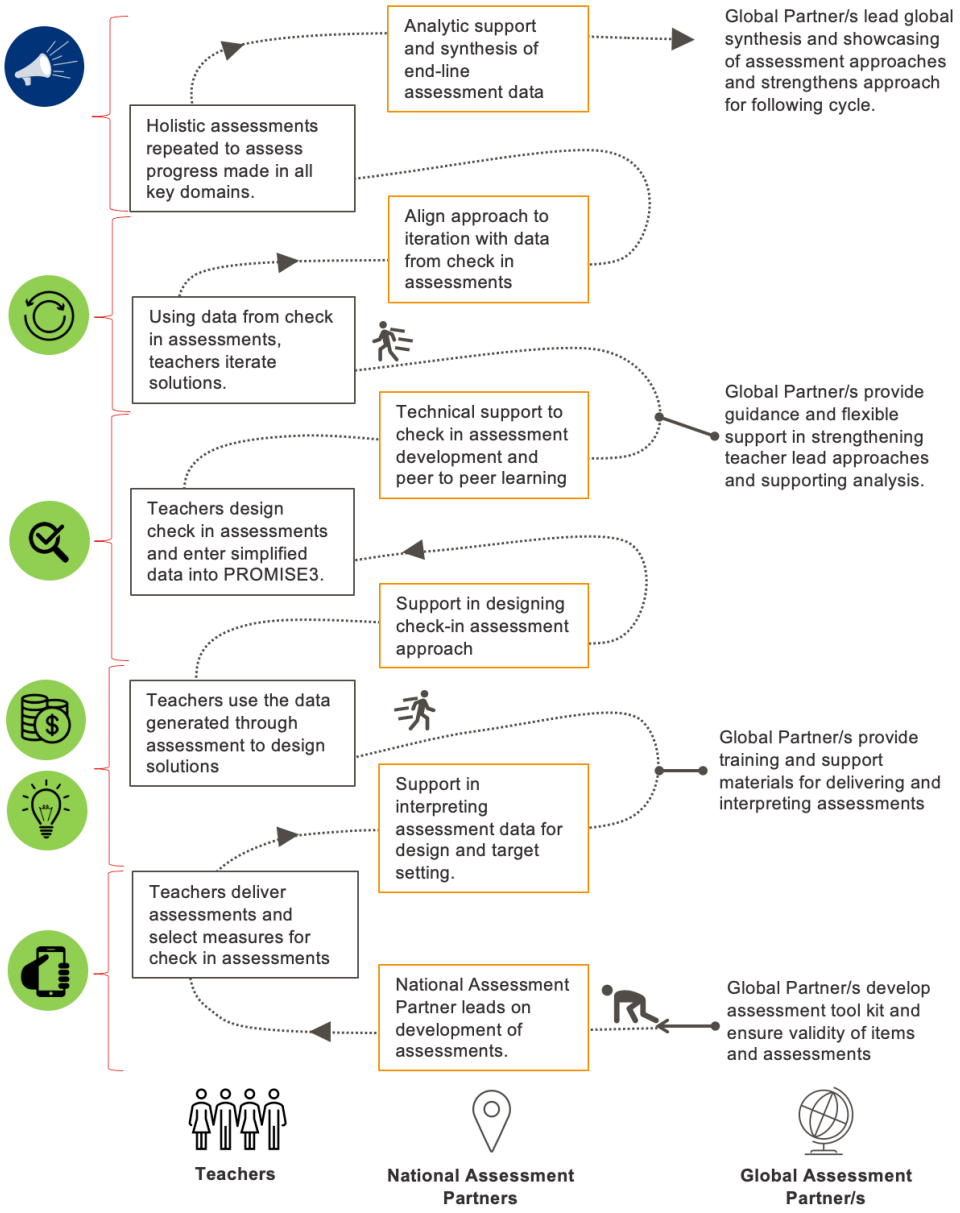
Table 6 Lessons Learned on use of Assessment Tools by Teachers

Lesson	Description
2a	**Focus is needed for the future on how data plays a role within the HCD cycle.** During the first phase, time has been spent in each country on developing and iterating the approach to using Human Centred Design. Part of this process is clearly establishing the role that evidence on learning outcomes and the quality of learning outcomes plays in the design process. This has not been clear in all countries and is a priority for the next phase.

What we learned about working in collaboration with teachers on assessment

Teachers have always sat at the heart of Schools2030, including all work on assessment. In the first strategic period, the role of the teacher in relation to assessment was articulated using the original six-step model for innovation. The engagement of teachers was to be mediated by national assessment partners, with support from Global assessment partners, as is articulated in Figure 10.

Figure 10 Process for working with teachers on assessment from Phase 1 strategy



The most important deviation from this process has been the move away from the use of PROMISE3 for data management. This has left a gap in how teachers interact with data, that now falls under the mandate of Ajah as global data partner to resolve. There has also been less focus on supporting teachers with formative assessment (regular check-in assessments) as articulated in Table 7.

Table 7 Lessons Learned on Teachers' Role in Developing Assessment Tools

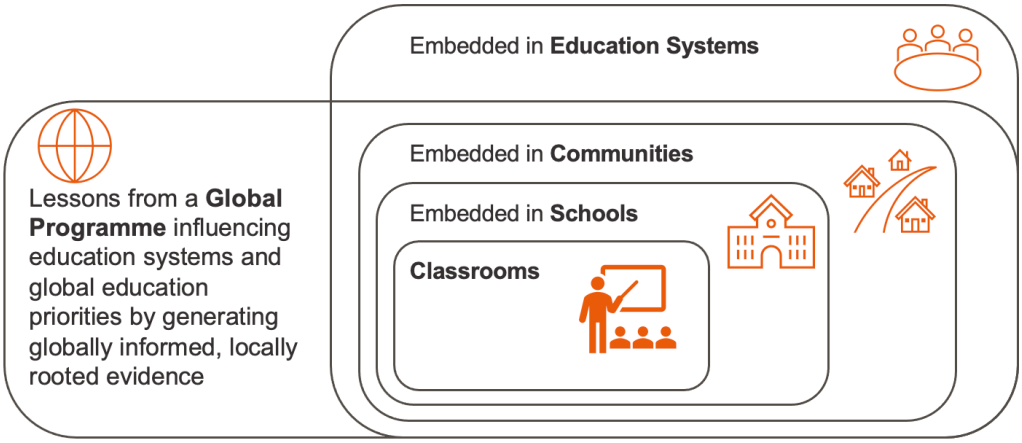
Lesson	Description
3a	**Involving Teachers from the start builds buy-in for their use.** The engagement of teachers has improved the validity of tools by ensuring that they will be relevant for and understood by learners. Work with teacher

	reference groups in Kenya, Tanzania, Uganda, and India has led to the language and points of reference used in tools being adapted to make them more relevant to the local contexts. In addition, we have seen across all countries, that by involving teachers from the beginning, and giving them tangible decision-making authority over tools, we build their self-concept as assessors
3b	**Building teachers engagement in the assessment process is a long journey, and should be led by teacher demand.** Teacher involvement in assessment is set against the context of heavy workloads and competing priorities. The two approaches to tackling this challenge are a) to think long term, building teachers skills and confidence in assessment slowly without over-burdening them, and b) to give choice and control to teachers in deciding how they engage in assessment.

What we learned about working with national systems on assessment

In the 2021 – 2024 assessment strategy we proposed an ecological model for education (shown in Figure 11)**Error! Reference source not found.**, which nests the classroom within schools, communities, and education systems, connected through a global programme. This emphasis on schools2030 within national education systems has been a priority from the outset, but will grow in importance in the 2024-2027 "schools to systems" strategy.

Figure 11 The ecological model of education in Schools2030



In the first phase work with government systems included a) engagement of government experts in the domain selection process, b) in Kyrgyzstan and Tajikistan working with the National Testing Centres to develop tools, and c) sharing lessons learned with government experts through the national Schools2030 Global Forum. What we have learned from this process is shown in Table 8.

Table 8 Lessons Learned on Engaging with Governments

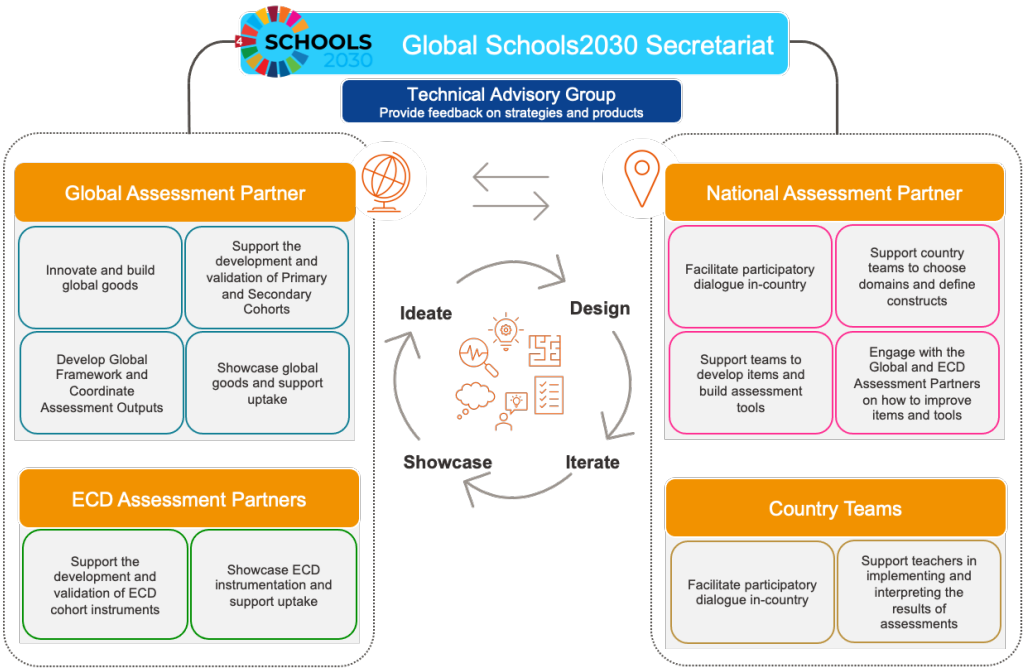
Lesson	Description

4a	**Aligning expectations on assessment content takes careful negotiation.** It is natural that government partners prioritise assessments reflecting the curriculum for the grade level being assessed. However, in many cases the curriculum does not include all of the knowledge/skills that are useful for children and adolescents, and in many cases significant proportions of the population do not meet grade level expectations. Schools2030 assessments seek to cover the range of skills that are useful to learners and capture their current learning levels, not their expected learning levels. Maintaining government buy in while also ensuring that assessments are useful and usable was a careful balancing act, achieved through negotiation.
4b	**Working with governments on assessments has important benefits, but means understanding diverse experiences and approaches to assessment.** Many education systems have historically used one specific type of assessment. For example, in Tajikistan the National Testing Centre has significant experience in delivering large scale, high stakes assessments like PISA. Schools2030's assessment work focuses on assessment as a tool for teachers to use in their classrooms. Working with government can expose them to new approaches to assessment, to diversify their "assessment toolkit".
4c	**With a suite of tools and data to work from, Schools2030's opportunities to work with systems is emerging.** In the first phase, government partners were involved in selecting domains and feeding back on tools, but only in Kyrgyzstan and Tajikistan were they directly involved in tool development. The finalisation of the suite of assessment tools provides the opportunity for teams to expand on this work with government partners across all countries to support them and influence their approaches to assessment.

What we learned about *partnership* for developing tools for measuring holistic learning

The focus on partnership for assessment is a distinguishing characteristic of the Schoosl2030 Assessment strategy. The 2021-2024 strategy envisioned a partnership which consisted of national assessment partners with primary responsibility for assessment, supported by several global partners. Error! Reference source not found. shows the vision for the roles of different partners, as articulated in the 2021-2024 strategy.

Figure 12 Vision for Partnership in Assessment for Schools2030 from Phase 1 Strategy



Within this, support provided by the global coordinating partner were broken down into three types; regular support to tool development, flexible demand driven support, and facilitating learning across the network. Overall the collaboration has functioned as envisaged above with a couple of exceptions. Beyond the phase of strategy development the role of the Technical Advisory Group has been minimal, based on a recognition that during this phase there wasn't a clear set of activities that they could deliver to support teams. Secondly, the role of Save the Children in supporting the adaptation and use of IDELA did not continue beyond tool adaptation, leaving a gap in support for the use and analysis of data from IDELA. Finally, a new partner, Ajah, was brought in to coordinate data collection and management after the shift away from PROMISE3. The lessons we have learned about the network approach to supporting partners are shown in Table 9.

Table 9 Lessons on Learning as a Network

Lesson	Description
5a	**The regular support in providing review and data analysis worked across partners, with all partners reflecting that this support had added value to the process of developing tools.** This is further evidenced by the improvements in tool quality over the course of the three years, and the use of face validity reviews and data from psychometric analysis in this process (along with the views of teachers).
5b	**The approach to flexible ad hoc support was effective.**

	The use of a capacity assessment approach allowed for joint decision making on what support was needed, and those teams which received support reported positively on the support received, and in all cases it has resulted in a final set of high quality tools.
5c	**The facilitation of learning across the network is important.** This consisted of regular one-to-one meetings, as well as quarterly learning circles which brought together all partners. The nature of these learning circles has evolved over time to put more emphasis on sharing updated between partners, rather than specific technical topics. This allowed for the fact that teams are at different stages in their work, and it was difficult to find specific topics that would be relevant to all of them.
5d	**Greater emphasis is needed on integrating programme teams into learning activities.** As assessment partners came on board, national coordinators became naturally less engaged in assessment activities. In the third year of strategy implementation we realised that this was creating an unhelpful division between the assessment and innovation workstreams. In fact assessment is deeply embedded in all design work, and therefore national coordinators should play an active role in learning activities related to assessment.
5e	**Clearer definition and communication of the roles and responsibilities of global partners is needed.** This is a reflection that for certain topics, particularly support with data analysis, it was not clear where national assessment partners could go to for support. It is important that in the formulation of a new strategy to ensure that roles and responsibilities within the network are clearly defined from the outset.

What we learned about managing evidence for the external evaluation of Schools2030

Assessment and evaluation are separate workstreams for Schools2030. In 2022 an external evaluation partner, Khulisa, was brought in to lead the evaluation of the programme. Both national and global assessment partners have provided the following support to the evaluation team:

1. Oxford MeasurEd **consolidates and manages tools and datasets so that they are available for evaluation.** In the first phase this means de-identifying, cleaning, and labelling datasets, and storing tools.

2. **National Assessment Partners supported in baseline data collection by integrating it with their regular beginning or end of year assessments.** In most cases this meant that instead of teachers collecting data, external enumerators did, with the addition of a number of control schools.

The evaluation baseline took place in late 2022 and early 2023, with the baseline report due to be published in 2024. The lessons learned from an assessment point of view are shown in Table 10.

Table 10 Lessons Learned on Assessment Teams Support to Evaluation

Lesson	Description
6a	**While external evaluation is important for Schools2030, it is vital to ensure it does not conflict with the aims for assessment in Schools2030.** The cornerstone of Schools2030's work on assessment is building a positive relationship between teachers and the assessment process. This relies on teachers seeing assessment as something they control, which produces data for them to use. Introducing external enumerators using the same tools for external evaluation runs the risk of undermining this message. In each country, attention was paid to make sure that teachers understood the necessity for evaluation, that it was an evaluation of the programme not of their work, and that the normal approach to teacher led assessment would resume for future years.
6b	**Issues regarding test familiarity may emerge within the evaluation, reducing confidence in learner scores.** Evaluation data was collected after teachers had access to assessments and there are emerging pieces of evidence that the tools have been used by teachers in their classrooms in some settings. While parallel tests were suggested by the coordinating assessment partner, parallel assessments were not implemented and it is possible learners had faced the assessments many times prior to the evaluation baseline being undertaken.

Annex 2 Roles and responsibilities for Oxford MeasurEd in the next strategic period

Goal	Sub-Goals	ToC Outcome	Output	**Oxford MeasurEd**
Goal 1 – Data on learning outcomes and the learning environment is available to, and used by teachers and programme teams throughout the innovation process.	The quality of assessment tools is monitored and improved over time	S01	Yearly psychometric reports on learning outcome tools Reports on successes and challenges of options for assessment innovations Contributions to tool improvement	**Yearly** psychometric review of pre-primary, primary and secondary learning outcomes tools, with recommendations for improvement. Piloting of innovations to a) reduce test time, and b) reduce test familiarity Flexible draw-down support to improving ability of tools to measure higher order skills
	Each country articulates and implements a clear plan for the use of	S01	Monthly meetings with assessment partners	Facilitate regular reflection with National Assessment Leads/Partners /National Coordinators on assessment and HCD through learning circles/regular meetings

	data from assessment as part of the HCD/innovation process		Quarterly learning circles	
	Data from learning assessments is presented to (or analysed by) teachers in ways which are appropriate for the intended use	S01	Monthly meetings with assessment partners on presenting data to teachers Quarterly learning circle on presenting data to teachers	Support to data partner to ensure that data systems present information for teachers in meaningful ways. Facilitate regular reflection with National Assessment Leads/Partners /National Coordinators on presenting data for teachers through learning circles/regular meetings
	Teachers are supported to develop strategies for tracking changes in learning outcomes and the learning	S01	At least two modules/activities for use in teacher CPD Support to country teams on formative assessment	Develop flexible modules and activities for National Assessment Leads/Partners and National Coordinators to use in teacher CPD activities (A1.1, A1.2) Flexible draw-down support to National Assessment Leads/Partners for working with teachers on formative assessment (A1.1, A1.2) Creation of a formative assessment library to collate teacher led

	environment as part of their innovations.		A formative assessment library	approaches to tracking learning Facilitate regular reflection with National Assessment Leads/Partners /National Coordinators on teacher led formative assessment through learning circles/regular meetings"
Goal 2 - Teachers' grow their capabilities in a range of assessment related topics through the Schools2030 programme	Teachers have a deep understanding of holistic learning, including their own, and use this to reflect on their own practice, the quality of the learning environment and how this connects with learning outcomes	S01, S02, S03	(covered above)	Develop flexible modules and activities for National Assessment Leads/Partners to use in teacher CPD activities (A1.1, A1.2) Facilitate regular reflection with National Assessment Leads/Partners /National Coordinators on teachers' understanding of holistic learning through learning circles/regular meetings

	Teachers can design and use diverse approaches to track changes in learning outcomes and the learning environment.	S01	(covered above)	Develop flexible modules and activities for National Assessment Leads/Partners to use in teacher CPD activities (A1.1, A1.2) Flexible draw-down support to National Assessment Leads/Partners for working with teachers on formative assessment (A1.1, A1.2) Creation of a formative assessment library to collate teacher led approaches to tracking learning Facilitate regular reflection with National Assessment Leads/Partners /National Coordinators on teacher led formative assessment through learning circles/regular meetings
	Teachers are confident in interpreting and using data from learning outcomes and learning environment assessments	S01, S03	Review and feedback on evidence from teachers	Develop flexible modules and activities for National Assessment Leads/Partners to use in teacher CPD activities (A1.1, A1.2) Provide review and feedback for teachers on evidence being presented as part of annual global forum Facilitate regular reflection with National Assessment Leads/Partners /National Coordinators on teachers' use of evidence through learning circles/regular meetings

Goal 3 - A shift in national and global discourse, policy and practice in assessment as a result of Schools2030	Schools2030 assessment tools and approaches are integrated into pre- and in-service training through teacher training institutes or other relevant bodies	S04, S05	(covered above)	Support to National Assessment Leads/Partners to advocate for S2030 assessment approaches to be included in pre- and in-service training (A2.1) Flexible draw-down support to National Assessment Leads/Partners to integrate Schools2030 tools and approaches into pre- and in-service training. Facilitate regular reflection on integration into teacher pre- and in-service training through learning circles/regular meetings
	Open access Schools2030 tools and approaches are used in non-Schools2030 schools and by programmes and schools outside of Schools2030 countries	S04	Formatted and edited tools annually Ongoing updating of the item bank	Ensure that all schools2030 tools are formatted and publicly available through the Schools2030 website (A3.1, A3.2, A5.1, A5.2, A5.3) Ensure that all assessment items are included in item bank for use by technical audiences Consider, with the Secretariate, if and how support to other organisations in using Schools2030 tools and approaches should/could be provided.

	Schools2030 produces reports which look at changes in learning outcomes and the quality of learning environments across all countries.	S05	Annual reports on changes in learning outcomes	Produce annual report tracking changes in learning outcomes across all domains, cohorts and countries (A4.1) Align report to include analysis of changes in quality of learning environments
	Schools2030 actively engages in national and global education sector dialogue and policy formation around assessment.	S04, S05	A global assessment mapping and methodology for national assessment mapping Assessment policy influencing strategy Participate and contribute to three Global Forums	Lead global landscape mapping to look at assessment landscape and opportunities for influence (A3.1, A4.1, A5.3) Create framework for National Assessment Leads/Partners to conduct national assessment landscape mapping. Collate results of national landscape mapping work and create global/national policy influence strategy Contribute to global dialogue through conferences and the Global Forum Facilitate regular reflection on policy influence through learning circles/regular meetings.

Annex 3 2021 – 2024 Assessment Strategy

This will be shared separately

Annex 4 Principles for Sharing Evidence with Teachers

This document is designed to help Schools2030 assessment partners think through how they present data on learning outcomes and the quality of the learning environment to teachers. The purpose is to ensure that evidence is presented in a simple way which can support teachers in their design work.

To achieve this purpose, we outline six principles which should underpin the presentation of evidence. Partners should use these principles firstly when planning and designing presentations, and secondly to review presentation materials to make sure that they have been adhered to. These principles are based on a list co-created by all Schools2030 assessment partners during the 2023 Schools2030 global forum.

Principle 1: Start with a strengths perspective.

Whether we are talking about holistic learning, or the classroom environment it is important that we frame children's learning in terms of strengths rather than deficits. This provides a clearer starting point for teachers to think through the knowledge and skills learners have and what they need to build on, which can inform teacher ideas for solutions.

Taking a strengths perspective doesn't mean that we don't mention areas in which learners are facing challenges, or in which the classroom environment could improve. We can still highlight these areas for improvement, but the starting point should be what learners know and can do, or what positive attributes are present in the classroom environment. The next step is to focus on what learners need to learn next in their learning journey – or what can be improved in the classroom to improve the environment.

Instead of…	Try…
40 percent of learners in your classroom cannot read and comprehend a basic text.	60 percent of learners in your classroom can read and comprehend a text.

Principle 2: Think about the level at which you are describing learning or the learning environment.

When presenting evidence to teachers, it is important to find a balance between presenting aggregated data (for example from all schools in the country) and presenting data from that teachers' classroom. Aggregated data may help teachers not feel that they are being personally scrutinized, but it may also be less relevant for them and their classroom. This is true for both evidence on learning outcomes, as well as evidence on the learning environment. Instead, consider presenting a mixture of aggregated, and school or classroom level evidence to teachers.

When presenting data it is important avoid comparisons between schools or teachers. The focus should not be on saying how a teacher compares to a national average, or to another school or another teacher.

For learning outcomes, focus on what learners know and what they need to learn next, rather than scores. For example, which items are most difficult for learners and what knowledge, or skill is it testing? This is more useful than saying "Learners got half the items correct, on average".

For the learning environment, the point of comparison can be an idealised classroom. This can be derived from research evidence, but there should be agreement on what constitutes a "good" learning environment.

Instead of…	Try…
40 percent of learners in your classroom are creative.	40 percent of learners in your classroom were able to come up with an original idea to solve a hypothetical problem for their community.

Principle 3: Try to think of evidence in terms of meaningful statements.

If we are looking to make evidence feel concrete and real to teachers, we should present it as if we were presenting them with a challenge to solve. Think of what a meaningful starting point is for addressing an issue. Does the way we are talking about data provide teachers with enough information for them to start thinking of solutions?

When we talk about learning data, we should a) try to first break down the domain into meaningful sub-skills to talk about, and b) frame the evidence in full sentences, talking about what it is learners know and can do.

For example, if we say, "Average Score for Reading – 50%", where does a teacher go with this? They don't know a) whether this represents half the class who scores 100 and half who scored 0, and b) what aspects of reading their students are struggling with.

Imagine if instead we said, "In your class, most of your students can read a basic text. However, fewer than half of your students can answer comprehension questions about that text."

This alternative gives teachers a much more powerful position to begin their reflection and solution-forming.

Instead of…	Try…
The mean score for school X was 400, one standard deviation below the national mean.	Based on the mean score, the average student is at Basic Literacy level. Strengthening their ability to draw inferences and make deductions could help them reach Foundational Literacy.

Principle 4: Use multiple approaches to presenting data.

As people, we are all different in the ways in which we engage with information. For some people, what will be most accessible will be numerical data, for others it may be visual representations of data, and for others they may engage best when presented with a written narrative. Within those groups there are also those who prefer time to reflect individually before acting, and others who prefer to engage collaboratively with evidence.

To make sure we are reaching everyone in a format that is accessible and will start their process of Human Centred Design, we should take multiple approaches. This doesn't need to be multiple different reports or presentations. Instead, just reflect on whether the same information can be represented in multiple different ways within one presentation. For example, on a slide you may want to include figures, a visualisation representing those figures, and some text to explain what is

shown in the data. When presenting the evidence try to balance time for teachers to individually think and reflect, with time for them to discuss and engage with each other.

Instead of…	Try…
10.2% of girls reach the highest level of numeracy, versus 41.4% of boys.	While over 4 out of every 10 boys reaches the highest level of math, only 1 out of every 10 girls do. 

Principle 5: Work to connect evidence with classroom practice, potential pedagogical approaches, or with potential outcomes.

Being presented with a lot of data can sometimes be overwhelming. When presenting evidence, we should always aim to do so in a way that can start the thought process towards outcomes.

To do this we can connect different data. For example, if we can present evidence on learning outcomes and the learning environment together, can we support teachers to think through the possible connections between the two. Can we highlight what we know about how skills develop over time, and how current achievement may support future achievement, or how skills support each other across academic and non-academic skills?

We can also try to link evidence with pedagogical responses. For example, if we present evidence on an aspect of learning or the learning environment, can we give tips to teachers to help them build on what they have learned?

Instead of…	Try…
• Only 32% of classrooms have learning corners. • 20% of classrooms display student work on the walls. • The mean score for self-efficacy was 520.	In classrooms that have learning corners and display students work, students score on average 50 points higher in self-efficacy than in classrooms that don't[2].

Principle 6: Interpreting evidence is a collaborative and self-reflective process

While, as noted above, some teachers may prefer to take time for individual reflection, interpretation of evidence is ultimately a collaborative activity. The teacher alone is not going to be able to fully understand the causes or implications of evidence on learning outcomes or the learning environment.

[2] Making claims such as this requires regression analysis to determine the correlation between variables.

Instead, the presentation of evidence is the first step in a collaborative interpretation process which is led by the teacher and guided by the principles of human centred design. In this process, teachers engage with other teachers, learners, parents, and community members to think through what the evidence means to them, and how it will inform their solution.

This means that when you present evidence, don't present it is as the end of the discussion, but rather as its beginning. Emphasise that the process of interpretation is what is important, and that they will have opportunities to reflect collaboratively with others to arrive at their solutions to improve learning outcomes, or to shift classroom practices and the learning environment.

Annex 5 Framework for Teacher Learning

Schools2030 aims to equip teachers with the understanding, skills, and tools they need to understand and track holistic learning in their classrooms. This is for the purpose of nurturing holistic learning as well as for helping them to track and iterate their classroom solutions. To support them in doing this, we are proposing a global learning framework for teachers in the generation and use of evidence on holistic learning and learning environments.

The purpose of this learning framework is not to train teachers on a particular approach to assessment. Instead, it aims to deepen their understanding of how holistic learning is manifested in observable behaviours in the classroom, and the variety of approaches which can be used to articulate and monitor learners' progress. This understanding can then be contextualised within an understanding of the learning environment to support teachers own pedagogy and practices.
Putting these Materials into Practice

From our mapping of approaches to supporting teachers, conducted in early 2023, we determine that approaches to working with teachers across countries are:

a) **Demand driven**. Teams are focused primarily on providing support to teachers with a specific interest in assessment, in line with Schools2030's aim to put teacher decision making at the heart of the programme.
b) **Incremental.** Recognizing the workload that teachers have, and the novelty of assessment for many teachers, the approaches to working with teachers build up slowly over time.
c) **Diverse.** Teams across Schools2030 engage with teachers in a variety of formats, including through individual mentoring, small group support, and periodic training sessions.

Responding to this, the learning framework provides a flexible map of topics that can be covered with teachers. For each module there are

- **Specific learning goals for teachers.** These can be used to plan where support is needed and where teachers are already confident, helping assessment partners to plan their support.
- **Presentation materials covering core concepts.** These are short "factsheets" covering key topics. They can be presented to teachers or used as background information for planning activities.
- **Individual and group activities:** These are linked to specific learning goals. Once assessment partners decide which goals are important for them, the activities can be taken and adapted for use in training activities.

This means that these materials can be used in a variety of ways. For example, all the modules could be covered in a one or two day workshop with teachers, or individual modules could be covered during different engagements. In cases where it is not possible to gather teachers together, presentation materials and individual activities could be shared with teachers individually, with them working on their own to follow them.

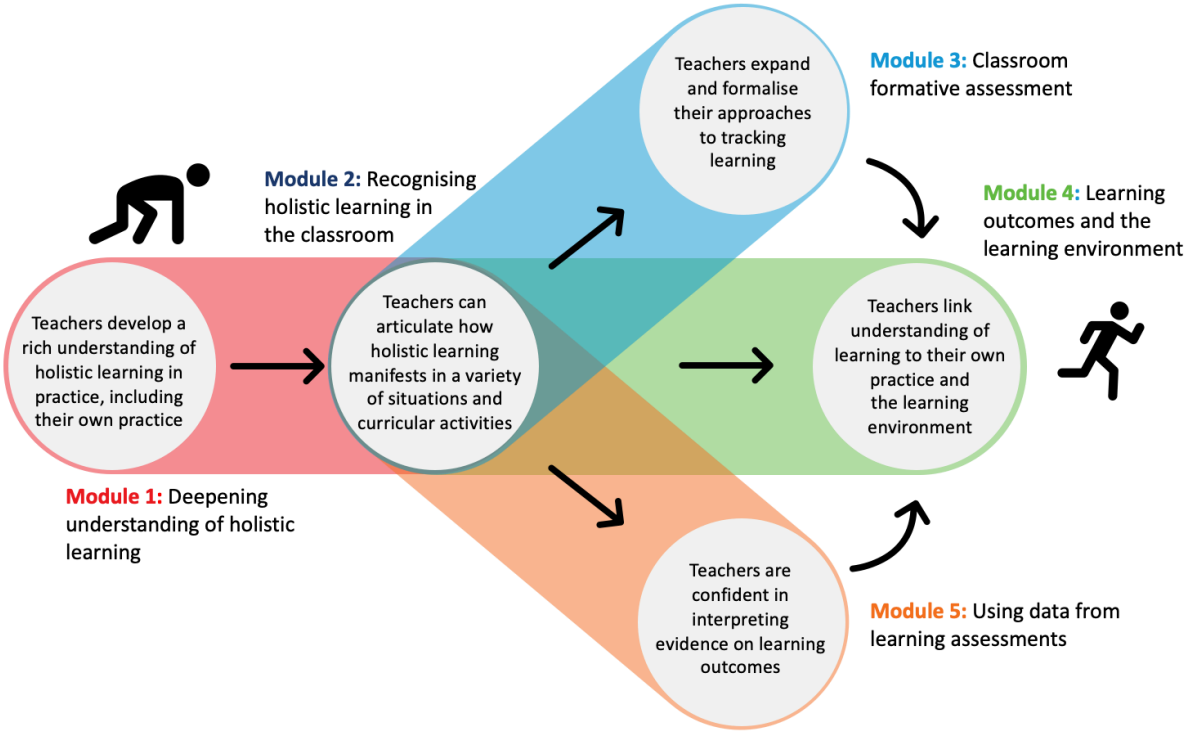
Summary of Teachers' Holistic Assessment Learning Framework

Our learning framework start at first principles, with teachers understanding of holistic learning, before moving into how holistic skills can be observed, measured, and associated with other classroom and pedagogical factors.

The grounding idea for the framework (shown in figure 1), is that developing a deep understanding of holistic learning and particularly your own holistic learning (**Module 1**) is a starting point for:

- Recognising it in others and across the curriculum (**Module 2**),
- Tracking progress in your classroom through formative assessment (**Module 3**),
- Fostering learning by connecting it to your own practice and the learning environment (**Module 4**)
- Understanding and using evidence generated from national assessment tools (**Module 5**).

Figure 13 Framework for Teacher Learning



The subsequent sections outline specific learning goals for each step, as well as activities that can support teachers in achieving those goals.

Module One: How do we understand our own holistic learning?

The first module focusing on building a deep understanding of our own holistic learning, and what it looks like when manifested practically. This will be done within the context of the domains for holistic learning already selected by Schools2030. Starting by understanding what it means for us to demonstrate holistic competencies (e.g., critical thinking or empathy), teachers can reflect on how these higher order skills can support learners to thrive.

This module provides a shared understanding of holistic learning (Step 1) which is the basis for recognising holistic learning in classroom activities and the curriculum (Step 2) developing approaches to observe and assess holistic learning (Step 3), using multiple forms of evidence to inform practice (Step 4), and for interpreting and using external data (step 5).

Learning Goals

LG1. Teachers understand how they themselves manifest the competencies targeted by Schools2030.

LG2. Teachers can articulate the range of competencies that learners need to thrive, with a focus on the higher order skills captured within Schools2030 domains.

Sample Activities

1a) **Group Activity:** Teachers work together to complete tasks that require them to demonstrate their own holistic learning (see box for example). In doing this, teachers are called to reflect on what holistic learning looks like in practice. (LG1)

1b) **Presentation**: Presentation focuses on higher order skills and how it connects to thriving in life. Introduces the subsequent modules and how a deep understanding of our own learning is the first step to observing, assessing, and nurturing holistic learning. (LG2)

1c) **Discussion Activity:** based on the group activity and the presentation, teachers reflect on the domains for Schools2030 and the kind of higher order skills their students need to demonstrate to thrive. (LG2)

Sample Activity – Reflecting on our own holistic learning

Collaboration and problem-solving - Building Babel: The Colour Code Challenge

Attendants are divided into groups of 4-5 people. Each team is tasked with building a tower and given a set of colour blocks and a set of missions that specify what the tower must be like. These missions are faced down, and each team member must take one of the group's missions, which they cannot share with the rest of the group. The missions can be things such as "The tower cannot contain yellow blocks", or "The tower must be at least 10 stories high".

Using the colour blocks, the team must complete the tower fulfilling all the team's missions **without team members ever talking to each other**. Though the missions will never directly contradict each other, they might make team members prioritise different things: the person looking out for a tall tower will not be concerned with the colour of the blocks and might be annoyed when the person looking out for not having yellow blocks keeps taking those away from them. The challenge is for the team to be able to deduce the rest of the team's missions from the behaviours of other team members to finish a tower with correct specifications before any other team does.

Problem-solving requires previous skills such as troubleshooting, adaptability and systems thinking. These are tackled by the need to deduce how to adapt an action plan to make room for all teams' missions.

Collaboration requires flexibility, shared responsibility and valuing of individual contributions. These are tackled by the fact that the team will not be able to successfully complete the challenge unless all team members' inputs are considered during the task.

Module Two: What can we observe around us?

To develop approaches to formative assessment, teachers need to recognise that they are constantly observing holistic learning in action. This module focuses on how holistic learning manifests in behaviours which we can observe in school, both in the curriculum and in the day-to-day life of a school.

Learning Goals

LG3. Teachers can articulate how a variety of holistic competencies are observable in classroom activities.

LG4. Teachers can articulate how "academic" and "non-academic" skills interrelate and support each other.

LG5. Teachers can describe how values and culture shape our understanding of holistic learning.

Activities

2a) **Group Activity**: Groups use an observation tool to look at the variety of competencies (framed as knowledge, skills, attitudes and values) demonstrated by an activity (use case studies or videos for example) (LG3)

2b) **Presentation**: Presentation on the nature of curriculum and how holistic skills are manifested in academic curricula. This looks at what is included in day-to-day practice and how it can be unproductive to narrowly define "subjects" within a curriculum[3]. How do different knowledge, skills, attitudes and values complement each other towards holistic development. (LG4, LG5)

2c) **Individual Activity**: Mapping the curriculum to look at which competencies are explicitly mandated and examined, versus what skills are implicitly included, and which teachers are teaching. Teachers use a template to reflect on where their teaching goes beyond what is described by the curriculum. (LG4, LG5)

Module three: How can we document and track what we see?

This module starts from the fact that teachers already work on formative assessment, even if they do not do it consciously. We centre the content around what teachers already do to monitor students' progress, aiming to give them additional tools to help them formalise their approaches. Following these activities, teachers should be confident that they can develop a range of informal approaches to tracking learning in their classrooms. These approaches will supplement the validated assessments used at the beginning and end of each HCD cycle.

This process focuses on using the information which is being collected on learning in a more explicit way. Teachers are constantly gathering information on learning as part of their pedagogical practice. This can include observations, conversations with individual learners, or reflections on classroom activities. Thinking of this information in terms of formative assessment gives teachers a framework to bring together all this information in a structured way to inform their own practice as well as to support the iteration of their HCD solutions.

Learning Goals

LG6. Teachers understand that information on learning can be gathered from a variety of formal and informal interactions and activities.

[3] For example, in the US a study of 213 schools' practices found a wide range of holistic skills integrated into the academic curriculum, as referenced here: https://prd-control-multisite.maneraconsult.com/media/ghihemfu/challenging-the-false-dichotomy-an-evidence-synthesis.pdf

LG7. Teachers can articulate what they already do to track learning in their classrooms both in terms of a) formal/intentional assessment activities and b) informal conversations, observations or activities that gather information on learning.

LG8. Teachers understand the core principles for assessment and how they align with different approaches which already exist in their classrooms.

LG9. Teachers are confident in their role as assessors, including understanding what they track and what kinds of approaches and tools can help them.

Sample Activities

3a) **Group Activity:** Teachers reflect on their existing formal and informal approaches to assessment. How do you know that your students know something? (LG6)

3b) **Presentation:** Principles and purposes for assessment. Why and how do we assess learning? Why do we need a variety of approaches? What are all the approaches which sit outside of the assessments Schools2030 currently has? (LG7)

3c) **Individual Activity:** Teachers define their aims for assessment in their classrooms (within and outside of the Schools2030 programme) and align them to different assessment approaches that they could use. (LG8)

3d) **Group Activity:** Teachers use the scenarios previously presented to think what competencies students are demonstrating. They then work as a group to design and present an approach they could use to keep a record of change over time to help them with their teaching. (LG9)

Module four: Learning outcomes and the learning environment

In the fourth module, teachers are supported to think broadly about the factors that can influence learning. This focuses on what can be observed in the classroom learning environment. The aim of this is to encourage teachers to consistently think about how learning outcomes can be explained by their own pedagogical practices and other elements of the learning environment. The activities should familiarise them with the kind of data that is produced by classroom learning environment observations.

Being able to connect evidence on learning outcomes with facets of the learning environment, including their own pedagogy and practices is an important linkage between evidence on holistic learning and nurturing holistic learning.

Learning Goals

LG10. Teachers understand the variety of factors which influence learning.

LG11. Teachers understand how the quality of learning environments can be tracked.

LG12. Teachers can connect their understanding of holistic learning outcomes and elements of the learning environment.

Sample Activities

4a) **Group Activity:** In groups, teachers think through all the elements of the home/school/community environment that support learning, including what evidence exists to demonstrate these connections. (LG10)

4b) **Presentation:** The learning ecosystem and how elements of a quality learning environment can be tracked. This includes presenting the evidence to show how quality of learning environments and the learning eco-system support learning. (LG10, LG11)

4c) **Individual Activity:** Card sort activity to self-assessment teaching and learning environment. (LG10)

4d) **Group Activity**: Linking learning outcomes to elements of the learning environment. Teachers are presented with results from a learning assessment and are asked to think through what they would be looking for in a classroom observation to try to explain the findings. (LG12)

Module 5. Interpreting and using data on learning outcomes.

This module focuses on supporting teachers to interpret assessment data from Schools2030 assessments, and to use it for showcasing their innovations. It is important that teachers can interpret data that is presented to them to make decisions to begin their human centred design process. Becoming more data literate will support teachers in being more analytical in this process. It will also support them in showcasing their solutions, helping them tell compelling stories using the data produced by the assessments at the beginning and end of each HCD cycle.

Learning Goals

LG13. Teachers are confident in interpreting Schools2030 learning outcomes data.

LG14. Teachers can effectively use Schools2030 learning outcomes data to showcase their work.

Sample Activities

5a) **Individual Activity:** Teachers reflecting on their relationship with data. What are the things that prevent them from using data more effectively? (LG13)

5b) **Presentation:** What data can tell us? How can we spot good and bad data? What stories can we tell using data[4]. (LG13, LG14)

5c) **Group Activity:** Teachers dissect what specific items can tell them. Looking at specific items from Schools2030 assessments, teachers work to link them to the kind of behaviours seen in classrooms. (LG13)

[4] Talking about story telling using data doesn't mean twisting or cherry-picking data to suit a narrative, but rather focusing on the "so-what" of the evidence we produce.

5d) **Individual Activity:** Teachers are given (or bring their own) data point, and use it to create a short presentation, focusing on using that data point to tell a convincing story about what they have learned from it. (LG14)