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

Presentation to Second UNESCO Forum on GCE: Measuring Learning Outcomes of GCE and ESD

January 28, 2015
About Asia Society

• **Mission**: Develop globally competent students who are prepared for success in the global economy and a lifetime of global citizenship.
• Led a US task force in partnership with Harvard’s Project Zero to define global competence – the capacity and disposition to understand and act on issues of global significance.
• Our reports on international best practices, including the teaching, learning, and assessment of 21st century skills and global competence, are disseminated globally.
Our Education Initiatives

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

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

• **Graduation Performance System (GPS)** – supports and guides the development of curriculum, instruction, and assessment of global competence in ISSN schools.
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<th><strong>Four Domains of Global Competence</strong></th>
<th><strong>Conceptual Dimensions of GCED and ESD</strong></th>
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<td><strong>Investigate the world:</strong> Students investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.</td>
<td><strong>Cognitive:</strong> Learners acquire knowledge, understanding and critical thinking about global issues and the interconnectedness/interdependency of countries and different populations</td>
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<td><strong>Recognize perspectives:</strong> Students recognize their own and others’ perspectives, articulating and explaining such perspectives thoughtfully and respectfully.</td>
<td><strong>Socio-emotional:</strong> Learners have a sense of belonging to a common humanity, sharing values and responsibilities and holding rights for differences and diversity</td>
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<td><strong>Communicate ideas:</strong> Students communicate their ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.</td>
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Pathway to Global Competence

- Literacy
- Math
- Science
- History
- Arts
- Languages

Investigate the World
Recognize Perspectives
Communicate Ideas
Take Action

Learning Targets & Rubrics

Benchmarked at grades 5, 8, 10, and 12
Graduation Performance System

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

**Strengths**

- Builds common vocab. and intentionality
- Provides a purpose for learning that motivates
- Ensures students can apply knowledge & skills to real-world tasks
- Helps both teachers and students improve

**Limitations**

- Relies on teachers’ expert judgment – requires calibration and moderation
- Difficult to take to scale without investment of technology and time
- Validity and reliability studies have not yet been completed
Considerations for Measuring GCE & ESD

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

Alexis Menten
Executive Director, Education
amenten@asiassocociety.org

For more information:

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

*Graduation Performance System* (website):
http://asiassocociety.org/education/resources-schools/professional-learning/gps-future-success

*Measuring 21st Century Competencies* (report by AS and RAND):