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| **Assessment-related needs and trends** | **Likely to impact ona** | | **Implicationsb** |
| **AfL** | **AoL** |
| Need to assess cross-curricular and 21st-century competencies in assessments  *For example: collaborative problem-solving; communication; managing information; creativity; and innovation. Can assessment be implemented on a cross-subject basis?* |  |  |  |
| Priority given to literacy and numeracy  *An emphasis on literacy and numeracy could lead to enhanced efforts to assess performance in these areas, perhaps at the expense of other aspects of learning.* |  |  |  |
| Improving provision for the assessment of learners with special educational needs.  *Improvements may arise from new paper-based and digitised assessments.* |  |  |  |
| Growth in computerised testing and digitally enhanced assessment.  *(This includes electronic portfolios, computer-based tests, digital scoring and reporting systems, etc.)* |  |  |  |
| Continued expansion of large-scale international assessments  *This includes the addition of new domains in studies such as PISA; need to assess different types of learning* |  |  |  |
| Retaining focus on the individual’s development across a range of learning.  *This implies a focus on an individual’s development, rather than, for example, the development of a group or cohort* |  |  |  |
| Drawing on school-based judgements of student achievement for certification purposes.  *As noted in Chapter 8, some national assessment systems are moving away from performance-based assessment for certification, while other systems are introducing it.* |  |  |  |
| More extensive use of data on student learning to review and plan at teacher and school levels.  *This mainly involves aggregated data, drawn from a range of assessment approaches.* |  |  |  |

a either tick the boxes to show likely impact or alternatively use the scale 0 = No impact; 1 = Modest impact; 2 = Significant impact.

b Implications for your own professional role in relation to teaching, learning and assessment.