



**Assessment
Research
Consortium (ARC)**
A division of CCR

Assessment Research Consortium **Transforming Assessments for a New Education Era**

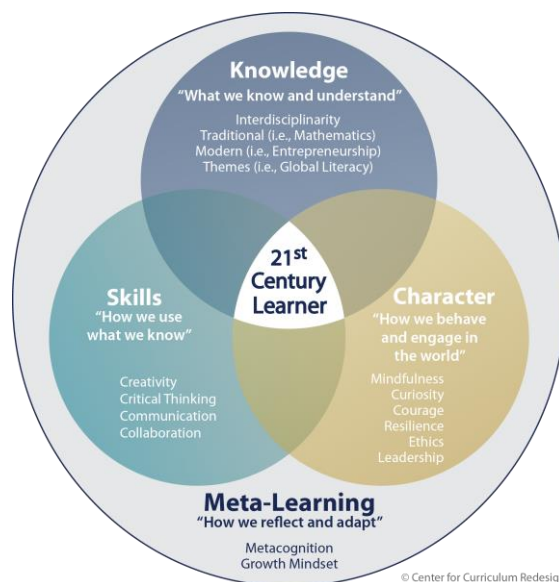
Introduction

The Center for Curriculum Redesign (CCR) is an international convening body and research center whose goal is to expand humanity's potential and improve our collective prosperity by redesigning K-12 education standards for the 21st century. CCR brings together non-governmental organizations, jurisdictions, academic institutions, corporations, and nonprofit organizations, including foundations, to respond to the question, "What should students learn for the 21st century?" and to openly propagate recommendations and frameworks on a worldwide basis.

Education systems across the globe have been well tuned to the demands of the past Industrial Age, and are now struggling to ready students for success in a rapidly transforming, present and future, Innovation Age. The last major changes to curriculum were effected in the late 1800s as a response to the sudden growth in societal and human capital needs. As the 21st century bears little resemblance to the 19th century, education curricula are overdue for a major redesign, emphasizing depth of understanding and versatility, to meet the needs of our global society.

So far, wave after wave of attempted fixes and improvements to traditional schooling have brought little of the promised Golden Age of Learning. Curricula have been adjusted over time, but have never been deeply redesigned to address all dimensions of education: knowledge, skills, character, and meta-learning.

As a non-partisan, globally inclusive, and independent global organization, CCR is strategically partnering with international and national organizations and jurisdictions to build a global consensus on each of the dimensions and elements of a new framework of goals, measures, and practices that will ready all students for learning, careers, citizenship, family and community life in the 21st century.



Framework of Education Goals

The Assessment Research Consortium

Why an Assessment Research Consortium?

With the development of a new framework and wider goals for education, enhanced sets of measures are now needed to track progress toward those goals. In other emerging fields and industries, new standards for measurement, evaluation, and assessment of progress are often established by a pre-competitive, collaborative consortium of organizations and experts that collectively create the “level playing field” of research, high standards, and effective practices that will best serve all constituents.

Presently, there are numerous assessment efforts around the world that are disconnected from each other, and as a result critical mass is not reached and progress is stymied. As in other industries such as semiconductors, biotech and many others, this consortium aims at harmonizing the very many disparate research efforts, and providing a critical mass behind such complex research by sharing the costs and the outputs on a pre-competitive basis.

Once the foundational research, standards, and exemplary practices are firmly in place and shared among all consortium members, it is then time to let a “thousand innovative flowers bloom” both collaboratively and competitively in the global “coopetition” market for services and products.

The goal of an education assessment consortium is to establish a collective field for redesigned systems of measuring student, classroom, school, district, regional, state, national, and international progress in learning, aligned to 21st century global goals and desired education outcomes.

How will the Assessment Research Consortium Work?

Leaders from government, the private sector, academia, and nonprofit organizations are invited to join the consortium, which will collectively oversee key research projects to define “**assessments for and as learning**” across the CCR Framework’s four dimensions of education: knowledge, skills, character, and meta-learning (for more details, see “Research Strategy” document).

Assessments OF Learning	Assessments FOR Learning	Assessments AS Learning
<p>Standardized, psychometrically sound tests or tools for measuring whether students have developed knowledge, skills and other competencies compared to established standards, benchmarks and learning goals for the purpose of accountability, program evaluation, or research</p> <p>* Example: <i>US NAEP Test</i></p>	<p>Formative and some portfolio summative methods of identifying: student learning progress in ongoing work and performance tasks; new learning needs as they arise; and opportunities to revise work and improve competencies</p> <p>* Example: <i>Performance Task</i></p>	<p>Mostly formative, meaningful learning tasks with embedded assessments that provide immediate feedback as part of the ongoing learning experience, with a progression of challenges for increasing mastery with a wide variety of feedback</p> <p>* Example: <i>Online learning game</i></p>

The consortium aims to produce cutting-edge recommendations on assessments related to the framework's 12 competencies. Given the urgency of aligning education with 21st century societal needs, the consortium aims to complete the assessment recommendations within a 3-5 year period and advocate for rapid adoption.

Members of this consortium will have the opportunity to provide direct input on strategy and serve on project teams that will explore each of the 12 competencies. Project teams will be led by a member of the consortium, define goals for the project, identify researchers to undertake the work, and oversee projects, which will be funded by foundations, governments and other donors. Members of the consortium will have early access to the research results for up to 2 years, after which the material will be publicly available for nonprofit use across the world.

Supporting the work of the consortium will be a small team of experienced consultants, who will oversee all research projects (in conjunction with team leads), handle administration, and support a small Advisory Board. The Advisory Board will be chaired by Charles Fadel, founder of the CCR, and include representatives from the membership (for more details, see "Operating Protocols" document).

Why Join this Consortium?

The Assessment Research Consortium aims to develop the most relevant education assessments for the 21st century on an assertive time line.

Members of the consortium will benefit from:

- Engaging with some of the most respected, entrepreneurial leaders from all sectors who are invested in aligning education with society and industry's current and future needs
- Contributing their thought leadership to a global pioneering effort to change the culture and course of learning assessments
- Using the "what gets measured, gets taught" power lever to transform education practice
- Collectively influencing education policy reform at many levels
- Helping to set a level playing field for a new era of educational measures and assessments
- Having important input on the future of international assessments, such as PISA
- Gaining early access to research findings, up to 2 years in advance of public release
- Branding their organization as a leader in developing 21st century assessments

This consortium is unique in many ways:

- Transparency: The consortium is designed for maximum transparency of goals, research results, and recommendations
- Speed of decision-making and research: Given the urgency of improving educational models and assessments, the consortium has assertive goals for accomplishing its research and recommendations. The Advisory Board will be small, decision-making will be streamlined, and there will be obsessive attention to meeting tight deadlines
- Global reach: The work of the consortium is focused on setting global standards for assessment that are not constrained by national or political agendas
- Scope: The consortium's work is focused on deeply analyzing all aspects of education that are essential for student success by examining skills, knowledge, character, and meta-learning in a manner not being undertaken by any other institution or government
- Relevance: Research will focus on linking K-12 education to current and future workforce development needs

- Connection to knowledge domains, wherever possible
- Resource: The consortium will serve as an aggregator of the best thinking, research, and resources on assessments for the next generation of students

Membership in the Consortium

Members of the consortium will include representatives from:

- Ministries, Departments of Education and Education Agencies
- Departments of international organizations
- Assessment development, training and research organizations
- University Schools of Education that have deep expertise in measuring and motivating learning
- Workforce development organizations
- Corporate Human Resources and Social Responsibility departments
- Curriculum development and training organizations
- Professional teacher and leadership development organizations
- Education institutions from pre-K schools through University
- Informal learning organizations (after-school, museums, online programs, etc.)
- Education-focused foundations and international development organizations

Members will pay annual dues to join the consortium at the following levels:

Organization	Membership Dues (USD)
Academic Institution (school, college, university) Small Nonprofit Organization (<\$10 million in revenue) Small Association (<500 members)	\$15,000
Large Association/Organization (>500 members) Small Company (< \$10 million in revenue)	\$35,000
Large Company, Large Nonprofit Organization, or C-Corp (>\$10 million in revenue) Government/Jurisdiction	\$50,000

Funding of the Consortium

Membership dues will provide funding for a small team of consultants who will oversee the research projects and administration for the consortium. The lead consultant will be responsible for working closely with CCR to secure funding for the consortium's research projects. Initial funding for the inception phase of the consortium has already been provided by the Argosy Foundation, the Koshland Family Foundation and the Oak Foundation.

CCR's work has already been supported by, among others:

- The Bill & Melinda Gates Foundation
- The Hewlett Foundation
- The Nellie Mae Education Foundation
- The Simons Foundation
- The Henri Moser Foundation
- Fondation Helvetica Education



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