

United States

No Child Left Behind

What: Reinforce testing for accountability in U.S.

Purpose: To raise achievement

Outcome: U.S. has fallen further behind on international assessments since NCLB was passed in 2001

Improved Learning in Other Countries

European & Asian Countries:

Created a curriculum guides & assessment which focus on:

- Ability of find & organize information to solve problems
- Frame & conduct investigations
- Analyze & synthesis data
- Apply learning to new situations
- Self-monitor & improve one's own learning & performance
- Communicate well in multiple forms
- Work in teams
- Work independently

High Achieving Countries:

Open-ended assessments requiring students to analyze, apply knowledge, & write extensively

Emphasis on project-based, inquiry-oriented learning has led to more projects, scientific investigations, development of products, & reports

These assessments are incorporated into the examination scores & help administrators & teachers plan day-to-day learning by incorporating the development of higher-order thinking skills & USE of KNOWLEDGE to SOLVE problems.

Managing Assessment

Finland:

Local assessments to evaluate its national standards

Larger Countries: Blend of state and local assessments to evaluate its state or provincial-level standards (China, Australia, Canada)

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Decisions about when & how to teach content are made at the classroom level, so lessons are taught when appropriate for the students' learning process.

Teachers provide feedback as needed, which traditional standardized tests cannot do.

Teachers become more knowledgeable about both standards & how to teach them & about students' learning needs.

Finland & Sweden:

Shifted from external testing to more localized systems using multiple forms of assessments. Discontinued to track students by test scores. Purpose: Equalize educational outcomes & provide more open access to higher education.

First Place Finland:

- Invests in teacher education
- Master's in subject area & education
- Education funded by state
- Training aimed at teaching diverse learners, including special needs, for deep understanding

Allows schools to decide WHAT and HOW to teach

References

Darling-Hammond, L., & McCloskey, L., (2011). Assessment for learning around the world: What would it mean to be internationally competitive?. In A. C. Ornstein, E. F. Pajak, & S. B. Ornstein, *Contemporary Issues in Curriculum* (pp. 336-347). Boston, MA: Pearson.