

The Vermont Transferable Skills Assessment System

Tom Alderman, Director, Secondary and Adult Division, AOE
Kate Gardoqui, Senior Associate, GSP

VTASAS - Rationale

Why focus on Transferable Skills?

VTSAS - Rationale

The skills our graduates will need most:

- non-routine problem solving
- complex communication competencies
- verbal and quantitative literacy
- collaboration & self-direction

The Transferable Skills

EDUCATION WEEK	TEACHER	DIGITAL DIRECTIONS	INDUSTRY & INNOVATION	TOPSCHOOLJOBS	SHOP	ADVERTISE	
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December 1, 2014

EDUCATION WEEK

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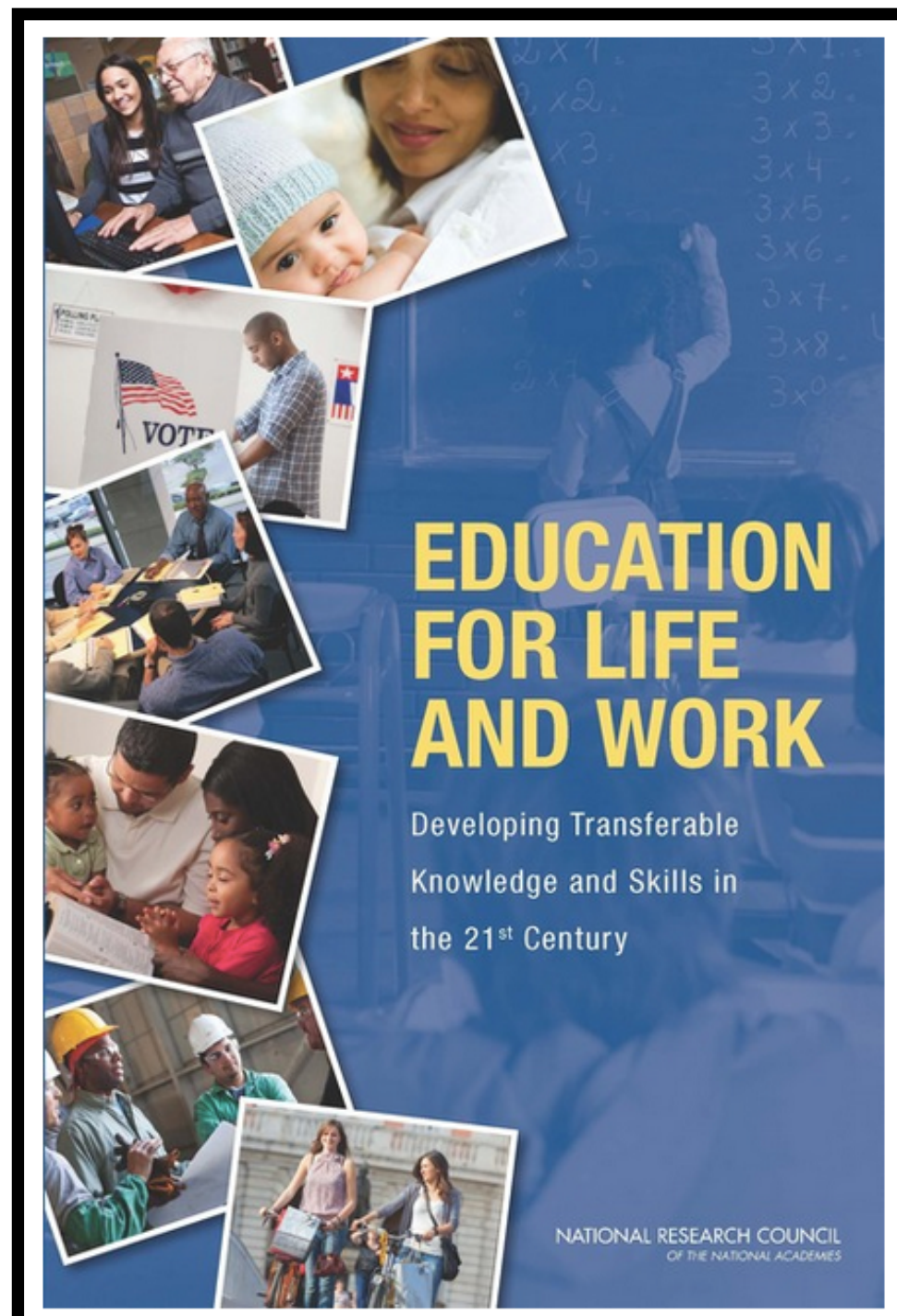
Schools Urged to Teach Life Skills for Success Alongside Academics

By Caralee Adams on November 26, 2014 11:04 AM

The Transferable Skills

“Real mathematics is about inquiry, communication, connections, and visual ideas. We don’t need students to calculate quickly in math. We need students who can ask good questions, map out pathways, reason about complex solutions, set up models and communicate in different forms.”

The Transferable Skills



VTSAS - Rationale

- Rich and authentic student tasks
- Encourage explicit teaching of these skills along with content-area skills and knowledge

VTASAS - Rationale

Why build a statewide system?

VTSAS - Our Mission

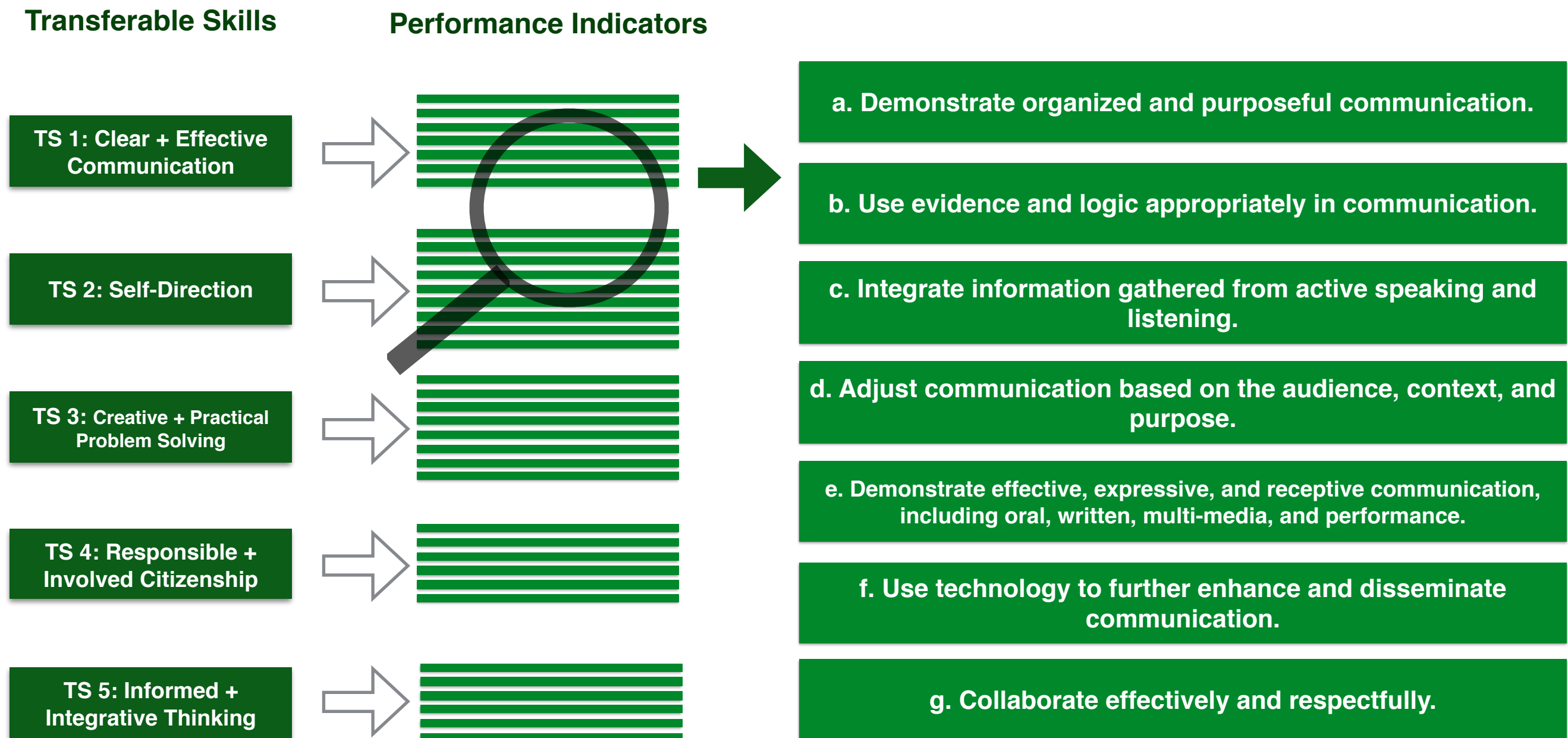
- Provide trustworthy common data points that can be used for continual improvement
- Build assessment literacy of VT educators beyond the specific assessments of this initiative
- Enable VT educators to calibrate judgements on student work

VTSAS - Our Commitment

- Be flexible enough to enable personalization by students and teachers
- Be manageable and sustainable for schools
- Build upon past efforts

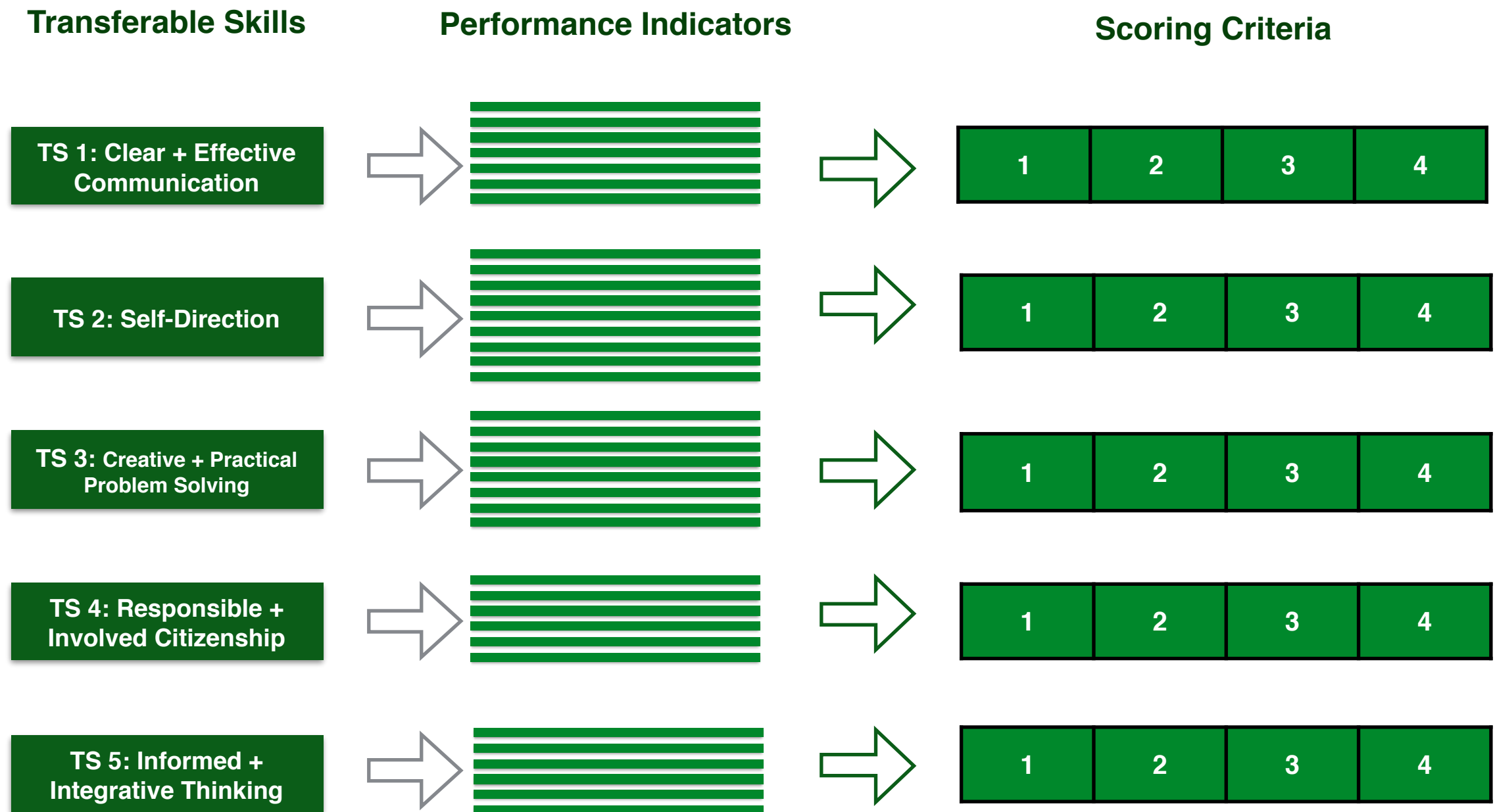
Transferable Skills. What are they and where do they originate?

The Transferable Skills were defined by EQS when it was reauthorized in 2014.



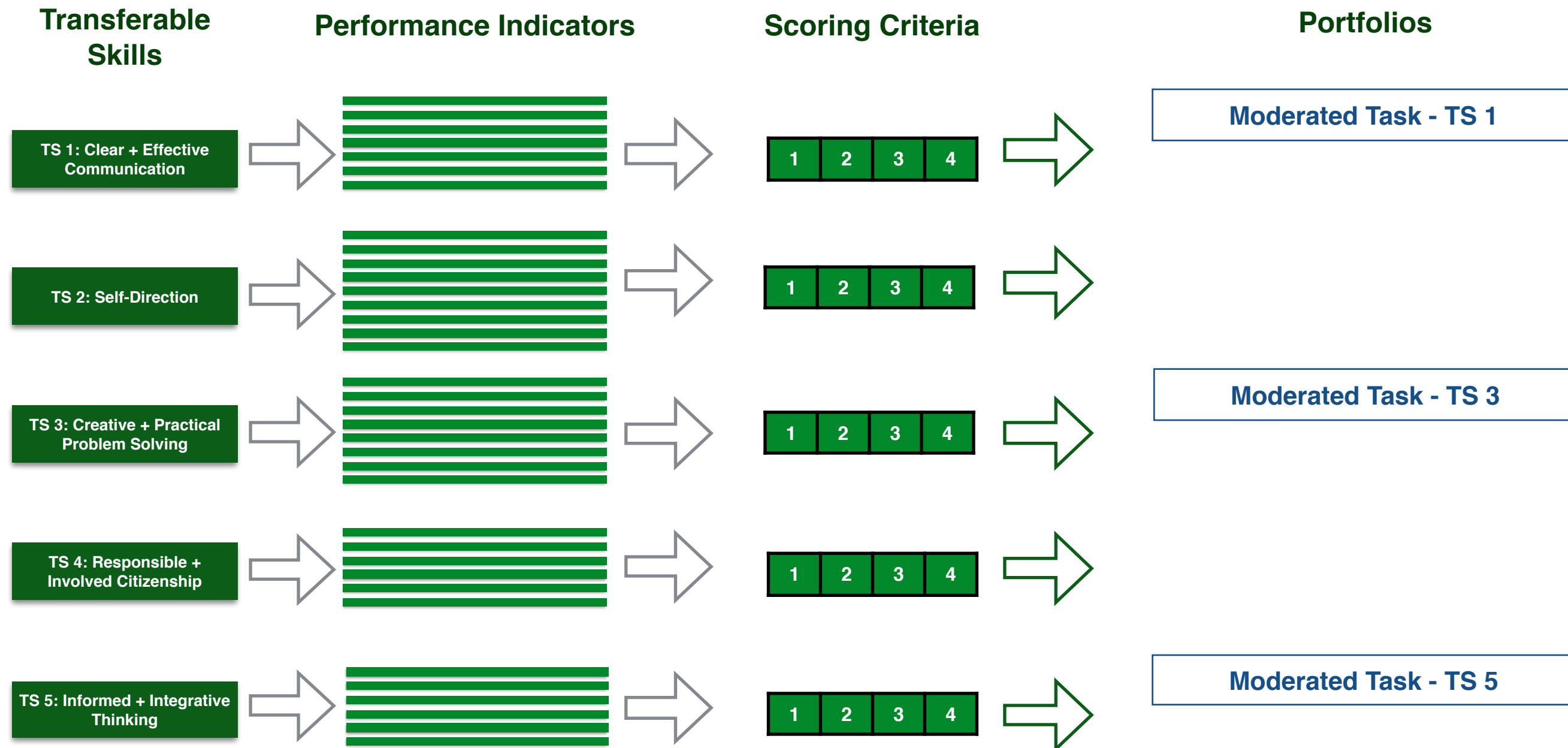
Scoring Criteria:

Educators work together to define 4 levels of proficiency for each performance indicator within each Transferable Skill.



Assessed: Moderated Tasks and Portfolios

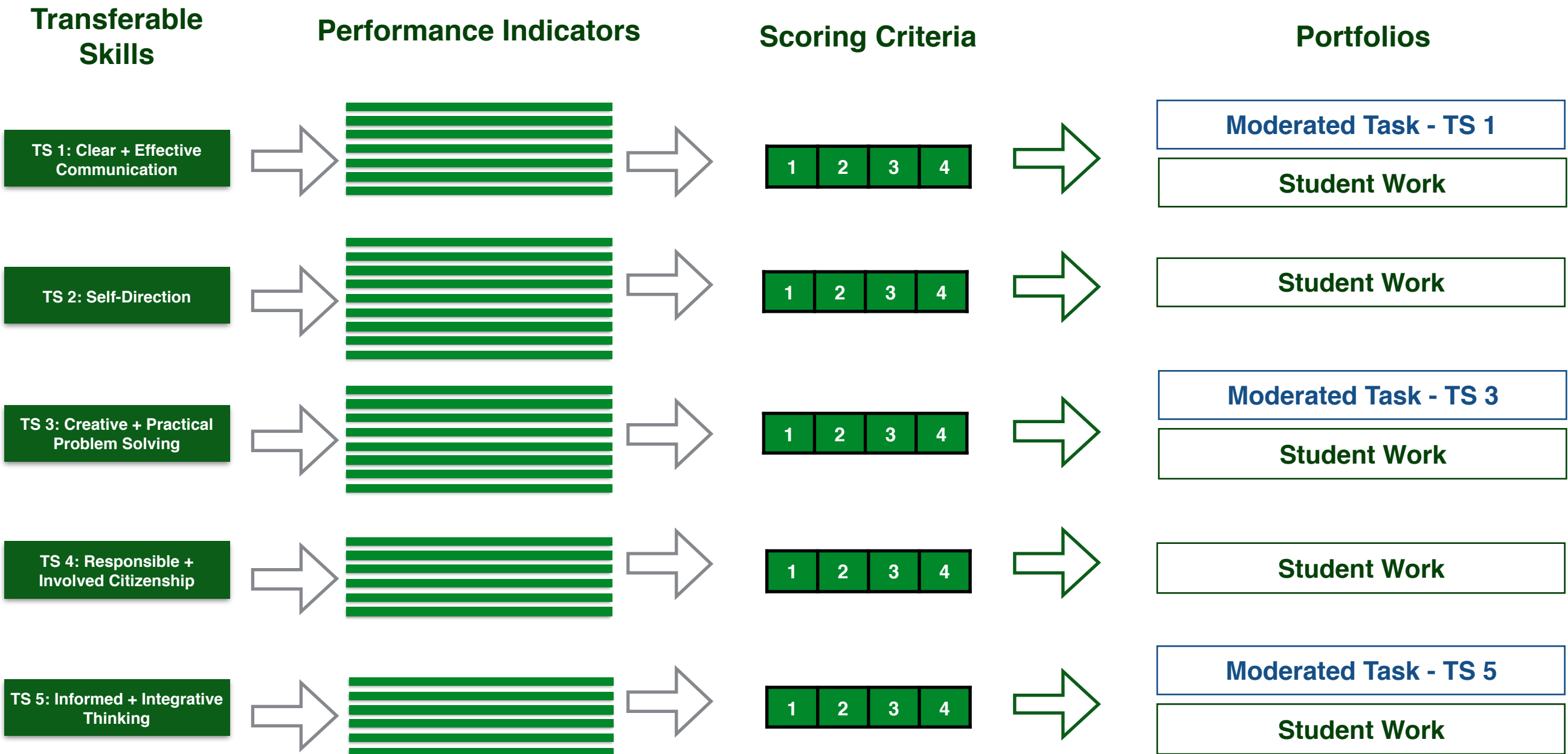
Proficiency on the Transferable Skills will be assessed through three moderated tasks over the course of a student's high school career and through a portfolio containing pieces of student work or experiences. Moderated tasks are tasks that are written using a common task model and which are scored by at least two separate teachers who have completed training in scoring work for that task. This double scoring will exclusively be for the purpose of further training, to ensure that teachers across the state are making consistent judgements (each student's score on the moderated tasks will be solely determined by their teacher).



PLP: Act 77 requires every student to have a personalized learning plan (PLP). The PLP will chart the course that each student will use to gain proficiency in the skills and knowledge defined by the Proficiency-Based Graduation Requirements. The VTSAS will provide an opportunity for students to demonstrate progress on the Transferable Skills portion of their PLPs and to collect evidence from all of their experiences both inside and outside of the school building.

Student Portfolio Evidence

Capturing evidence from the course of a student's high school career.



VTSAS

How does it fit into the current policy and practice landscape in Vermont?



2120.5 Curriculum Content

Each supervisory union board shall ensure the written and delivered curriculum within their supervisory union is aligned with the standards approved by the State Board of Education. Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in

- a. literacy (including critical thinking, language, reading, speaking and listening, and writing);
- b. mathematical content and practices (including numbers, operations, and the concepts of algebra and geometry by the end of grade 10);
- c. scientific inquiry and content knowledge (including the concepts of life sciences, physical sciences, earth and space sciences and engineering design);
- d. global citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history);
- e. physical education and health education as defined in 16 V.S.A. §131;
- f. artistic expression (including visual, media and performing arts); and
- g. transferable skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology).

Each school shall provide students in grades K-8 with at least two physical education classes per week. Each school shall provide students in grades 9-12 with one and one

How the VTSAS Applies to the Local Assessment System

- EQS requires that there be learning opportunities for all students in all areas - **including the transferable skills**
- The VTSAS offers supervisory unions/districts a model of how they can ensure that the Transferable Skills are represented in their Local Comprehensive Assessment System using portfolios and locally developed common assessments.

VTASAS – Benefits to Districts

- Training for teachers in how to design curriculum that integrates the transferable skills
- Training for teachers in how to design rich, authentic performance tasks that simultaneously assess content area skills and knowledge as well as the transferable skills

VTASAS – Benefits to Districts

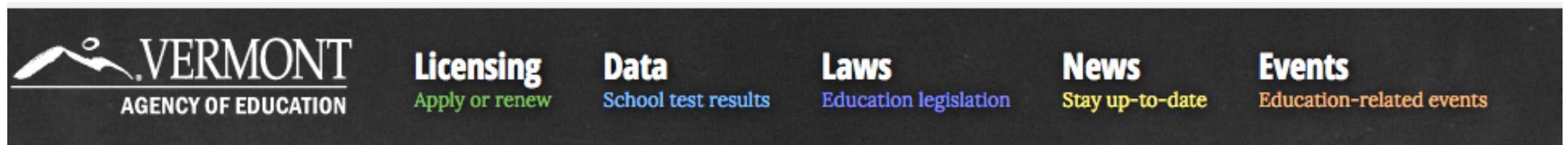
- Guidance on how to design a portfolio system that can help guide PLP discussions, record the student's PLP journey, and demonstrate his/her attainment of the transferable skills
- Opportunities for teachers to calibrate their scoring of student work

VTSAS - Process

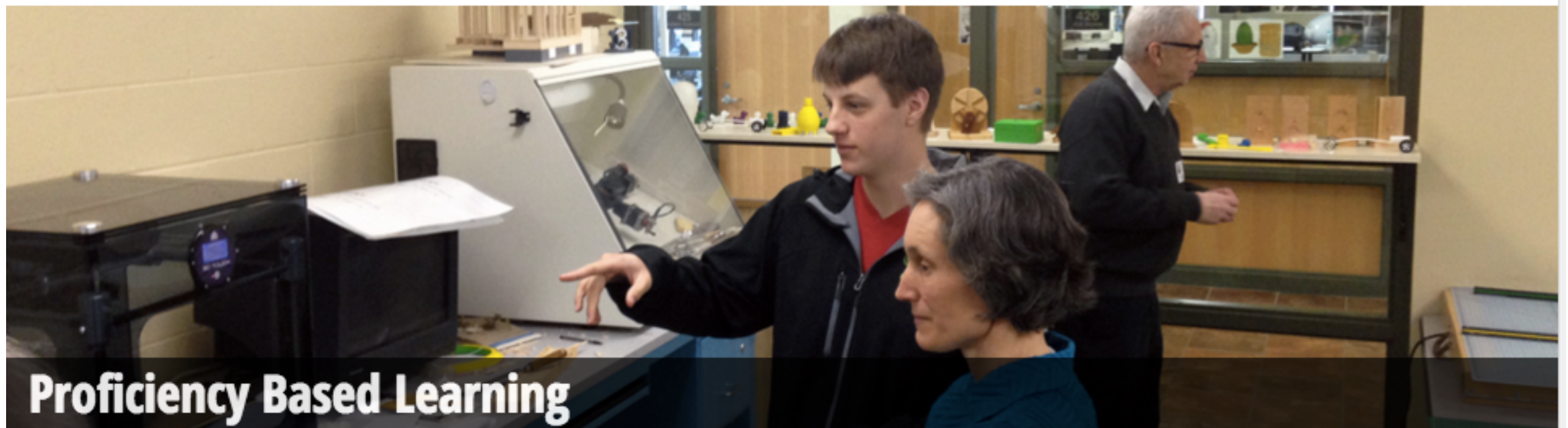
2014 - 2015 School Year:	<p>Teams of Vermont educators along with staff from the AOE create Scoring Criteria, task models and sample tasks for the Transferable Skills</p> <p>Creation of software to train teacher scorers, enable double-scoring of student work, and guide schools in the creation and maintenance of student portfolios.</p>
Summer 2015:	<p>Training of teachers who will pilot the tasks & continued work on software</p>
2015 - 2016 School Year:	<p>Teachers pilot the sample tasks in classrooms across the state.</p> <p>Student work is collected, scored by groups of teachers, and exemplars are selected and loaded into software</p>
Summer 2016:	<p>Training of teachers who will help students start portfolios in the 2016-2017 school year</p>
2016 - 2017 School Year:	<p>Schools begin to use the system</p>

VT TSAS - More Information

AOE Website: <http://education.vermont.gov/proficiency-based-learning/performance-assessments>



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Proficiency Based Learning

THANK YOU

Questions will be answered at the Transferable Skills Workshops.

Kate Gardoqui
Senior Associate
cell: 207.553.0163
kgardoqui@greatschoolspartnership.org

Tom Alderman
Director, Secondary and Adult Division, AOE
phone: (802) 479-1265
tom.Alderman@state.vt.us