



# Transferable Skills Assessment System

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# HOUSEKEEPING

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e.g. **Kate Gardoqui, GSP (ME)**

# Agenda

Webinar Outcomes

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Introduction to the Transferrable Skills Assessment Project

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Pilot Materials

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Deadlines and Supports

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Questions

# Outcomes

Understand the rationale behind focusing on the Transferable Skills



# Outcomes

Overview of pilot materials

# Outcomes

Reminder of the timeline, requirements, and supports for the pilot



**WHY FOCUS ON TRANSFERABLE SKILLS?**

# Why **Focus** on Transferable Skills?

A decline in blue collar jobs and middle-skill, middle-wage jobs over the past several decades has led to increased demand for “expert thinking” from job applicants:

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

# Why **Focus** on Transferable Skills?

Focusing on the transferable skills along with content-area skills and knowledge encourages the design of rich and authentic tasks for students

Students who grow up in impoverished or stressful situations receive much less support and guidance at home in developing non-academic and transferable skills; it is critical that their schools focus explicitly on teaching these skills along with content-area skills and knowledge

# INTRODUCTION TO THE PROJECT

**The goals of the Transferrable Skills Assessment Project are:**

1. To provide resources to support explicit instruction of Transferrable Skills (Communication, Problem Solving, Self-Direction, Collaboration, and Informed Thinking) in all subject areas;
2. To train teachers to identify evidence of proficiency in the Transferrable Skills using shared and rigorous scoring criteria

# INTRODUCTION TO THE PROJECT

**The goals of the Transferrable Skills Assessment Project are:**

3. To certify teachers as aligned scorers of student work that demonstrates Communication, Problem Solving and Informed Thinking

# INTRODUCTION TO THE PROJECT

**To achieve these goals, we have shared the following resources:**

1. Scoring criteria describing the levels of proficiency for each of the transferable skills;
2. Task models describing what features assessment tasks need in order to give students chances to demonstrate proficiency in the transferable skills;
3. Sample tasks which illustrate how teachers can give students the chance to demonstrate proficiency in the transferable skills



# The Tasks

## **Communication**

- Health or Global Studies - “Health in Our Town” (VTSAS)
- Mathematics - “Free Throw Adjustments” (VTSAS)
- Biology/Ecology - “Wildlife and Lyme Disease: Connections and Control” (VTSAS)

## **Problem Solving**

- ELA/Art/ Social Studies/Health: “Change We Can See: Making the Invisible Visible” (VTSAS)

## **Informed Thinking**

- Social Studies - “Laws that Work, Laws That Don’t; The Consequences of Legislation” (email)

# Task Resources

- Standards, big ideas/enduring understanding, essential questions, and description of task
- Sample task - includes task model, scoring criteria, content area, grade level, duration of task,
- Instructional activities, materials and other resources

# Timeline

**NOW**

Decide when and how you will incorporate the task into one or more of your classes during this school year.

**DECEMBER 2016 -  
APRIL 2017**

Pilot Tasks

**BY MAY 1, 2017**

Send signed permission slips and student work to project coordinators, complete the teacher's feedback form, and have students complete the survey provided about the task.

# Collecting Student Work

Parent permission forms and instructions on collecting student work will be shared in January, 2017.

If you collect student work before receiving these materials, please keep and save unmarked copies of the originals. Please take photographs of physical items like artworks.

# QUESTIONS



**THANK YOU!**



# Contact Information

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