



Measuring What Matters: Using Transferable Skills To Re-Imagine Learning in a Competency-Based System

TODAY'S PRESENTERS

From the Great Schools Partnership

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Outcomes

1. Review, discuss, and collaboratively assess samples of student work that demonstrate transferable skills.
2. Explore ways in which varied examples of student work can be used to teach the transferable skills and generate discussion among teachers and students;
3. Explore and experiment with tools and resources that can be used to build transferable skills teaching and assessment systems within schools and districts.

Agenda

Welcome, Agenda Review

Transferable skills in your school

Transferable Skills Assessment System

Collaborative Scoring of Student work

Questions & Closing

WHO WE ARE



ABOUT

WORK

RESOURCES

PROFICIENCY

EVENTS

NEWS

DONATE



*Keeping my students,
their histories,
their dreams
and their potential
at the center
of everything.*

PORTRAIT GALLERY



GLOBAL BEST PRACTICES



Is a non-profit support organization based in Portland, Maine working nationally with schools, districts and state agencies, providing coaching, and developing tools.

WELCOME

**Raise your hand
if you are a...**

**Raise your hand if you have
seen students this year getting
a chance to solve real-world
problems . . .**

Creative and Practical Problem Solving

- A. Observe and evaluate situations to define problems.
- B. Frame questions, make predictions, design data strategies.
- C. Identify and analyze patterns, trends, and relationships.
- D. Generate options, use evidence to justify the best solution.
- E. Identify opportunities for innovation and collaboration.
- F. Evaluate tools and select the best to address the problem.
- G. Persist in solving challenging problems, adapting strategies and approaches as needed.

Turn & talk:

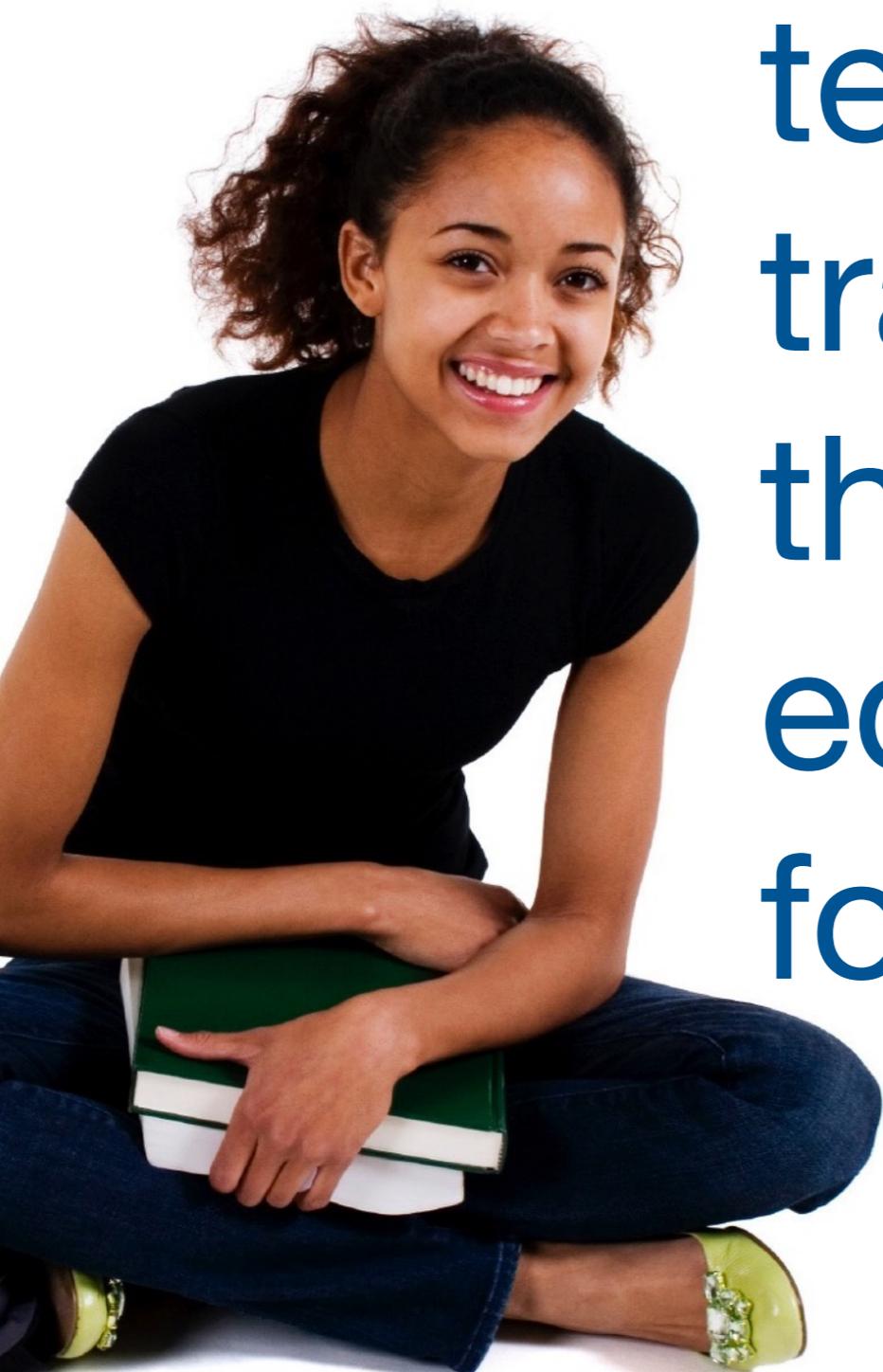
Introduce yourself to a table partner.

Describe a time when you saw/helped students do one of these steps.

Turn & talk:

Does your school have a unified approach to make sure these skills are taught and assessed?

How does
coordination in the
teaching of
transferable skills—or
the lack of it—impact
equitable outcomes
for students?



Current Practice

“Typical classroom activities convey either a passive and narrow view of science learning or an activity-oriented approach devoid of question-probing and only loosely related to conceptual learning goals.”

—National Research Council. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. Washington, DC: The National Academies Press, 2012. p. 129.

Current Practice

“Large science textbooks cover many topics with little depth, providing little guidance on how to place science in the context of meaningful problems. . . . The patterns are similar to those observed in mathematics classrooms.”

—National Research Council. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. Washington, DC: The National Academies Press, 2012. p. 129.

Current Practice

In many schools, teachers are all aware of the transferable skills; they are built in to many sets of standards; but it's often unclear who will teach the skills, what the criteria of success are, and how to score and give feedback on them.

Students Say:

“Lots of teachers ask us to make presentations or take notes, but they all assume that someone else taught us how to do it well, and the expectations are different in every class.”

Why This Matters

- Some students do not have access to the kinds of activities, both in and out of school, that push them to develop transferable skills.
- If a teacher holds low or unclear expectations for the transferable skills, his or her students will be deeply disadvantaged.



The Power of Calibration: The Transferable Skills Assessment System

Project Goals:

- ★ To **provide resources** to **support explicit instruction** of Communication, Problem Solving, Self-Direction, Collaboration, and Informed Thinking **in all subject areas.**
- ★ To **train teachers** to **identify evidence of proficiency** in all transferable skills, using shared and rigorous scoring criteria.

Project Goals:

- ★ To **certify teachers** as aligned scorers of student work that demonstrates Communication, Problem Solving and Informed Thinking.
- ★ To **create ways for students to compile** teacher-approved **evidence** of proficiency in all the Transferable Skills.

Project Components:

- ★ **A website** that includes a variety of resources for assessing the Transferable Skills.
- ★ **An online course** that provides training in the scoring of student work.
- ★ **A certification program** that teachers can use to calibrate their scoring of student work with teachers across the nation.

How Do We Define Proficiency in the Transferable Skills?



Scoring Criteria Problem Solving

Performance Indicator	1	2	3	4
A. Observe and evaluate situations in order to define problems.	I can <ul style="list-style-type: none"> make observations about situations. 	I can <ul style="list-style-type: none"> identify relationships to make inferences about a problem; propose possibilities to define a problem. 	I can <ul style="list-style-type: none"> make observations and collect related information from multiple sources; articulate the problem and identify constraints. 	I can <ul style="list-style-type: none"> analyze situations to define complex problems and explain their relevance within the world.
B. Frame questions, make predictions, and design data collection and analysis strategies.	I can <ul style="list-style-type: none"> ask questions about a situation; Find information in sources provided for me. 	I can <ul style="list-style-type: none"> ask questions to clarify my understanding; take information into consideration when making predictions. 	I can <ul style="list-style-type: none"> ask probing questions about a situation; make predictions considering multiple sources of information; identify tools and design procedures needed for collecting, managing, and analyzing information. 	I can <ul style="list-style-type: none"> justify my design by analyzing strengths and weaknesses; connect the situation to a larger context and make a prediction based on that context.
C. Identify and analyze patterns, trends, and relationships in the data or information.	I can <ul style="list-style-type: none"> describe the data/information I have gathered. 	I can <ul style="list-style-type: none"> identify simple patterns and trends in my data/information; determine whether my data are sufficient or if I need to gather more data/information. 	I can <ul style="list-style-type: none"> identify patterns and trends in data/information; analyze these patterns and trends to identify relationships. 	I can <ul style="list-style-type: none"> identify data crucial to the problem; identify and prioritize patterns and trends in data/information most relevant to the problem.
D. Based on analysis of the data or information, generate options and use evidence to propose and justify a solution.	I can <ul style="list-style-type: none"> identify strategies that could be used to solve a problem; propose a simple solution. 	I can <ul style="list-style-type: none"> explain my analysis of the data or information; list possible solutions for the problem. 	I can <ul style="list-style-type: none"> create a list of possible solutions for the problem based on my analysis of the data/information; explain a workable solution and explain my 	I can <ul style="list-style-type: none"> create a list of possible solutions based on a thorough analysis of complete and sophisticated data/information;

Think Pair Share

Look carefully at the difference between Approaching Proficiency (2) and Proficient (3).

- ★ What do you notice?
- ★ What seem to be the key differences between the levels?
- ★ What questions do you have?

How Do We Assess Proficiency in the Transferable Skills?

Task Model: Problem-Solving

Any Performance Assessment that is designed to demonstrate proficiency in Problem-Solving must include these elements:

- ★ Define the problem, explain the research process. (Indicators A & B)
- ★ Interpret, analyze and evaluate data; synthesize findings to support a claim with evidence. (Indicators C & D)
- ★ Work within real-world constraints to innovate, select tools and modify approach. (Indicators E, F & G)

Problem-Solving Task

1. **Identify a social, emotional, or civic problem** that impacts the school community but isn't currently being acknowledged or addressed.
2. Develop a plan to collect and analyze relevant data.
3. **Collect and analyze the data.**
4. Summarize the results and draw conclusions.
5. **Develop a solution** based on analysis of the data.
6. Create a text or other product to **educate others about the issue.**

Problem-Solving Task

This text/product could be a documentary, a performance, (e.g. mini play, composing and recording a song, or performing a monologue), a grant application, a letter to the editor, a public service announcement, a brochure or pamphlet, a poster, a presentation in a community setting, a YouTube video, etc.

Problem-Solving Task

Write an Artist's Reflection to accompany the product that describes the following things:

1. The problem-solving process;
2. An explanation of how the data analysis led to the proposed solution;
3. A discussion of the chosen solution and the others that were considered.

Collaborative Scoring

GROUP NORMS

- ★ Respect time
- ★ Ask questions & seek to understand
- ★ Listen well
- ★ Allow others sufficient air time
- ★ Freely attend to personal needs
- ★ Foster good humor

GROUP ROLES

- ★ **Timekeeper:** monitors time for each round
- ★ **Facilitator:** ensures all perspectives are honored
- ★ **Recorder:** notes scores on group scoring sheet

Scoring

- ★ Review the student work and the scoring criteria for each performance indicator with these questions in mind:
- ★ How does the student work align or not align to the performance indicators?
- ★ What qualities of this work causes you to designate it as proficient (or not)?

Examination of Student Work

- ★ Read quietly and mark your assessment of each piece of student work on your scoring sheet. Take a break as needed.
- ★ Please indicate your score for each Performance Indicator on the scoring sheet before moving on to the next piece of work.

Calibration

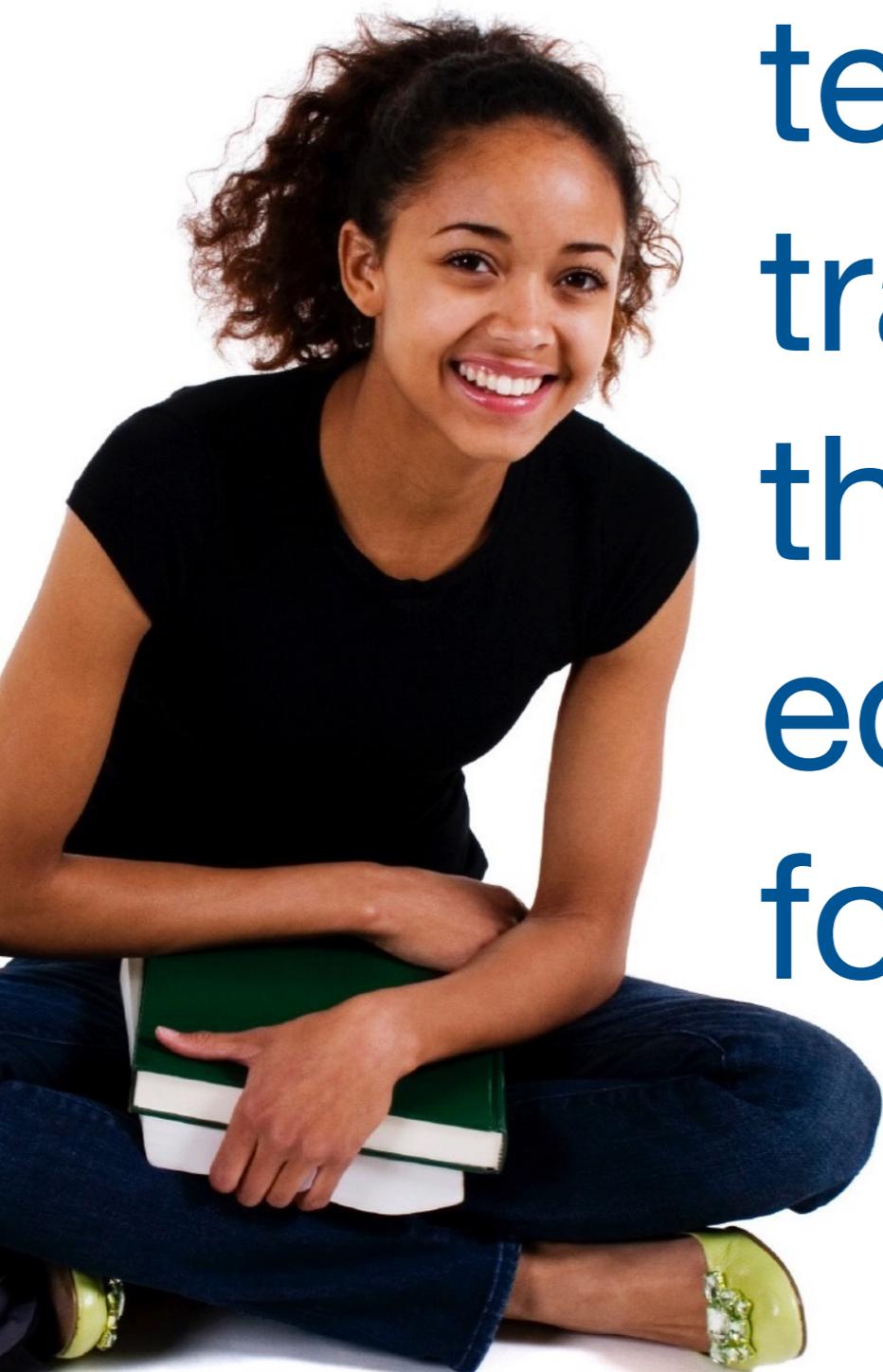
- ★ Each participant shares their scores for each Performance Indicator for a piece of work. The group works through the Performance Indicators one by one, discussing them until they arrive at a consensus score. The consensus score for each indicator is noted on the Group Scoring Sheet.
- ★ If it is impossible to arrive at consensus after about 10 minutes of discussion, put the piece aside in a separate pile and move on to the next piece. Indicate on the scoring sheet that no consensus was reached.

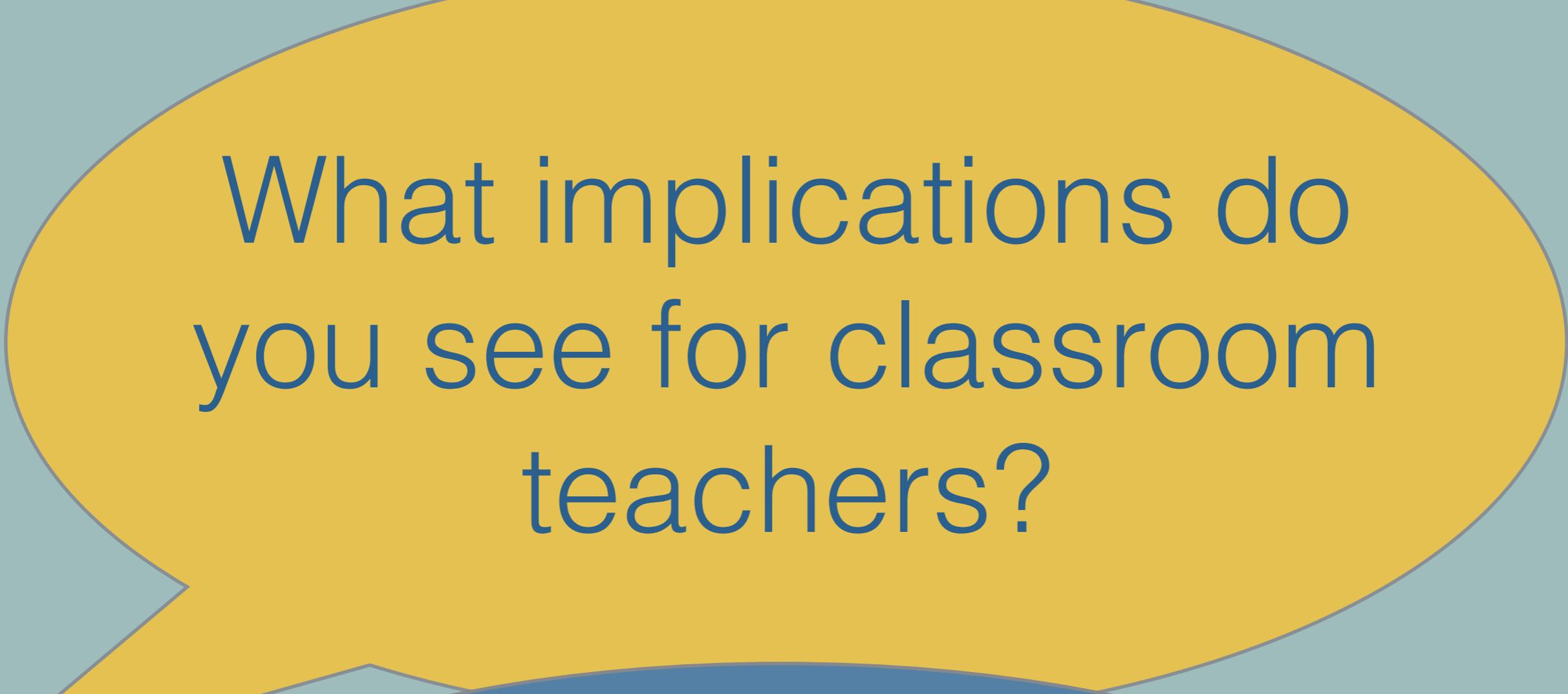
Calibration

As you discuss each piece, follow these guidelines:

- ★ Be open and listen to others
- ★ Refer to specific features of the student work as you explain your viewpoint
- ★ Be sure to use the language of the scoring criteria

How does coordination in the teaching of transferable skills—or the lack of it—impact equitable outcomes for students?





What implications do
you see for classroom
teachers?



What implications do you see
for schools?

Questions?



Resources

- ★ The Transferable Skills:
Research and Resources
- ★ GSP Transferable Skills Site



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