Presentation Audio Transcript

Question #10: When do students demonstrate content proficiencies and transferable skills in a personalized, proficiency-based assessment system?

Slide 1: The last question of this course is: "When do students demonstrate content proficiencies and transferable skills in a personalized, proficiency-based assessment system?"

Slide 2: As defined by the Quality Performance Assessment (QPA) framework, performance assessments are multistep assignments with clear criteria, expectations, and processes that measure how well a student transfers knowledge and applies complex skills to create or refine an original product. By completing one assessment, students can demonstrate multiple content proficiencies and transferable skills as well as develop other dispositions that are indicative of post-secondary success—in college, in career and as citizens. As students complete performance assessments over the course of their time in school, they build a body of evidence demonstrating skills in the proficiency area over and over again.

Slide 3: But performance assessments are not the only assessments that can help contribute to a body of evidence. As students learn and teach each other math concepts, we might see examples of Collaboration and Self-Directed Learning. Students that participate in afterschool sports programs, either sponsored by the school or by an outside organization, may demonstrate Physical Education proficiencies. Students that are heavily involved in Student Council or a Political Action Club might have opportunities to demonstrate skills in Global Citizenship or Communication. The point is that we need not limit ourselves to what happens in formal, performance assessments to help students build their body of evidence of both transferable skills and content proficiencies.

Slide 4: As you work toward building your bigger system, you will need to consider all these pieces. How will you record students' demonstration of content proficiencies and transferable skills? As you think about Personalized Learning Plans and personalized learning in general, what structures will you employ to make sure that all teachers can see what skills students have and what skills they are still working to develop?

Slide 5: In the reflections and activities for this question, we begin to explore ways students demonstrate and teachers assess both content skills and transferable skills. In our next course, we will dig deeper into these systems to support you on your personalized, proficiency-based journey.

Slide 6: Thank you for participating in this course. We hope that it was insightful and helpful as you learn more about this topic. If you have any questions, suggestions, or would like to share resources with others in the Vermont Professional Learning Network, please contact us at vtclg@ccebos.org.