TRANSFER GOALS

Definition

Transfer Goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school. There are a small number of overarching, long-term transfer goals in each subject area. For example, a long-term aim in mathematics is for students to be able to solve "real world" problems on their own. For example, a long-term transfer goal in history is for students to apply the lessons of history when considering contemporary issues.

In every case, the ability to transfer learning manifests itself in not just one setting but in varied situations. Transfer is about independent performance in context. You can only be said to have fully understood if you can apply your learning without someone telling you what to do and when to do it. In the real world, no teacher is there to direct and remind you about which lesson to plug in here or there. Transfer is about intelligently and effectively drawing from your repertoire, independently, to handle new contexts on your own. In the real world, no teacher is there to direct and remind you about which lesson to plug in here or there: transfer is about intelligently and effectively drawing from your repertoire, independently, to handle particular contexts on your own. The goal of transfer thus requires that an instructional plan (in Stage 3) help the student to become increasingly autonomous, and the assessments (in Stage 2) need to determine the degree of student autonomy.

Transfer goals can be identified within subject areas as well as for Mission-related, cross-disciplinary outcomes (e.g., 21st century skills and habits of mind).

Transfer goals have several distinguishing characteristics:

- They are long-term in nature; i.e., they develop and deepen over time.
- They are performance based; i.e., require application (not simply recall).
- The application occurs in new situations, not ones previously taught or encountered; i.e., the task cannot be accomplished as a result of rote learning.
- The transfer requires a thoughtful assessment of which prior learning applies here; i.e., some strategic thinking is required (not simply "plugging in" skill and facts).
- The learners must apply their learning autonomously on their own, without coaching or excessive hand-holding by a teacher.
- Transfer calls for the use of habits of mind; i.e., good judgment, self regulation, persistence along with academic understanding, knowledge and skill.

Long Term Transfer Goals

Students will be able to independently use their learning to:

Examples within Subject Areas

Economics
• make economically sound and ethical financial decisions.

History
• Use knowledge of patterns of history to better understand the present and prepare for the future.
• Critically appraise historical claims and analyze contemporary issues.
• Participate as an active and civil citizen in a democratic society.

Health and Physical Education
• Make healthful choices and decisions regarding diet, exercise, stress management, alcohol/drug use throughout one's life.
• Play a chosen game skillfully and with good sportsmanship.

Mathematics
• Make sense of never-before-seen, "messy"problems and persevere in solving them.
• Construct viable arguments involving mathematics and statistics and critique the reasoning of others.

Performing & Fine Arts
• Find at least one arts discipline in which they develop sufficient competence to continue active
involvement in creating, performing, and responding to art as an adult.
• Respond by analyzing and interpreting the artistic communications of others.

Reading
• Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
• Comprehend text by inferring and tracing the main idea, interpreting ("between the lines"), critically appraising, and making personal connections.
• Enjoy reading as a chosen leisure time pursuit.

Long Term Transfer Goals

Students will be able to independently use their learning to:

Research
• Locate pertinent information from varied sources (print, on-line; primary, secondary).
• Critically evaluate sources and information (e.g., for accuracy, completeness, timeliness, lack of bias, properly referenced).

Science
• Evaluate scientific claims and analyze current issues involving science or technology.
• Conduct a sound investigation to answer an empirical question.

World Language
• Effectively communicate with varied audiences and for varied purposes while displaying appropriate cultural understanding.

Writing
• Write in various genres for various audiences in order to explain (expository), entertain (narrative/poem), argue (persuasive), guide (technical), and challenge (satirical).
• Carefully draft, write, edit, and polish one's own and others' writing to make it publishable.

<u>Examples beyond Subject Areas</u>

Critical Thinking
• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness.

Communication
• Effectively communicate for different purposes and varied audiences using appropriate media.

Collaboration
• Work effectively with, and learn from, others in a variety of situations, in school and beyond.

Taking Responsible Risks
• Try something new and different without a paralyzing fear of making mistakes.

Transfer Goals

examples from schools and districts

Science Transfer Goals

Students will be able to independently use their learning to:

- Apply knowledge of science and engineering to engage in public discussions on relevant issues in a changing world.
- Conduct investigations, individually and collaboratively, to answer questions.
- Evaluate scientific claims for validity.
- Think systemically.

Source: North Slope Borough School District, Barrow, Alaska (July 2012)

Visual Arts Transfer Goals

Students will be able to independently use their learning to:

- Create engaging and purposeful artistic expressions in forms that vary in terms of media and style.
- Communicate ideas, experiences, and stories through art.
- Respond to the artistic expression of others through global understanding, critical stance, personal connection, and interpretation.
- Respond to technical and conceptual challenges of his/her own.
- Develop an independent artistic vision.

Source: Sheridan School, Washington, DC (June 2011)

World Languages Transfer Goals

Students will be able to independently use their learning to:

- Communicate effectively in the target language(s) in realistic situations while displaying a sensitivity to culture and context.
- Emulate native speakers.
- Willingly taking risks with language, both within and outside of the classroom.

Source: The Dalton School, New York, NY (March 2012)

Special Education

Students will be able to independently use their learning to:

- Function in the community while respecting social/cultural norms.
- Advocate for their personal needs – academic, behavioral, emotional, and physical.
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary.
- Explore and pursue viable options based on aspirations, interests, and experience.

Source: Prosper ISD, TX (April 2013)

Transfer Goals – Massachusetts

English/Language Arts Transfer Goals

Students will be able to independently use their learning to:

• Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
• Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.
• Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
• Communicate ideas effectively in writing to suit a particular audience and purpose.
• Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes.
• Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts.
• Develop the habit of reading for enjoyment.

History/Social Science Transfer Goals

Students will be able to independently use their learning to:

• Understand how recurring patterns in history can inform judgments about current events and other issues.
• Analyze and resolve conflicts in order to work and live cooperatively with others.
• Understand how physical and human geography can inform responsible interactions with environment.
• Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.
• Critically appraise historical and contemporary claims/decisions.
• Apply concepts and systems of economics to participate productively in a global economy.

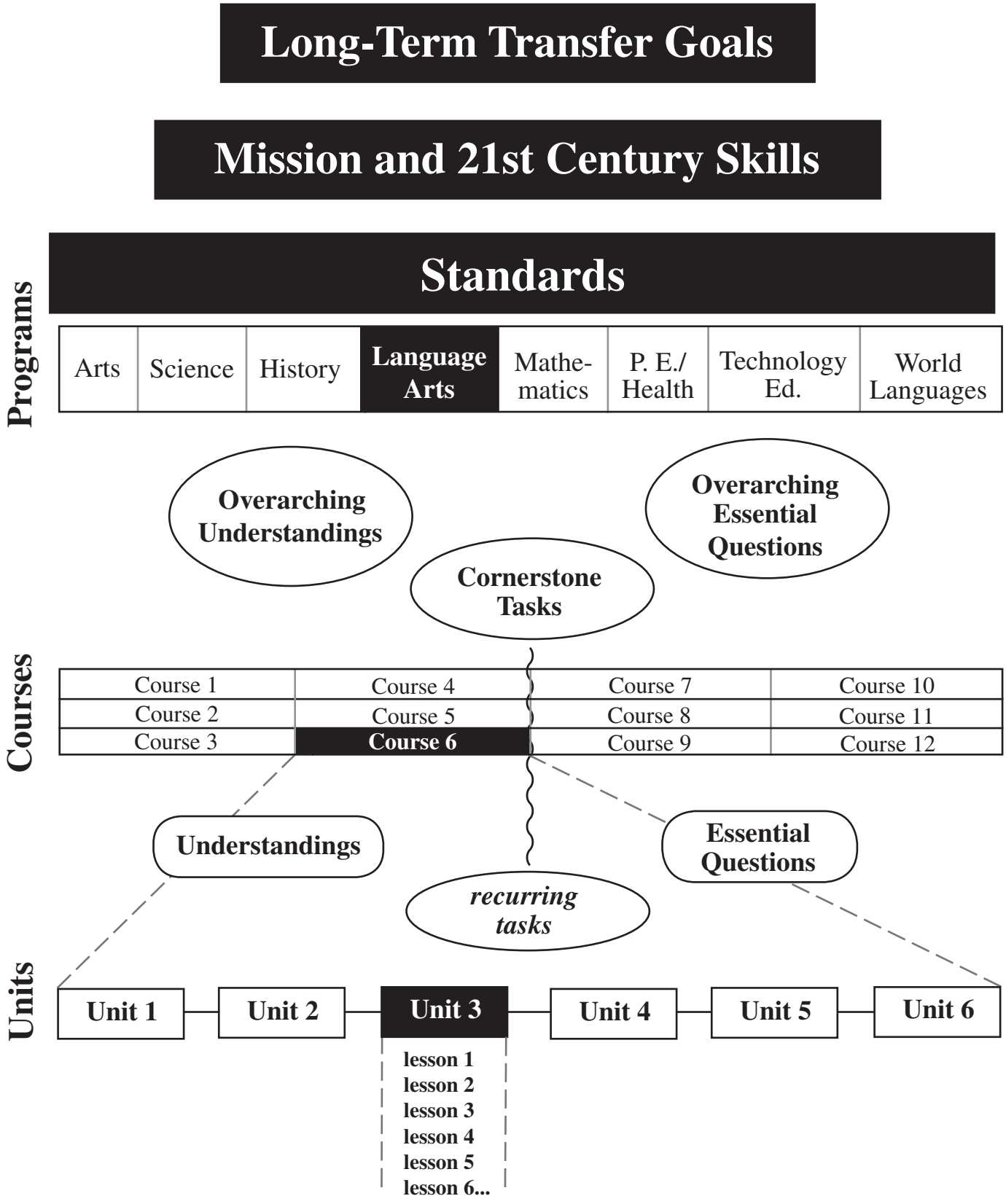
Mathematics Transfer Goals

Students will be able to independently use their learning to:

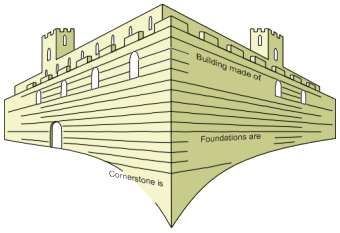
1. Interpret and persevere in solving complex mathematical problems using strategic thinking and expressing answers with a degree of precision appropriate for the problem context.
2. Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and attending to precision when making mathematical statements.
3. Apply mathematical knowledge to analyze and model mathematical relationships in the context of a situation in order to make decisions, draw conclusions, and solve problems.

Source: Massachusetts Department of Education, March 2012

A Blueprint for Curriculum Design



Cornerstone Tasks



The pressures of high-stakes accountability testing have led many schools and districts to encourage their teachers to engage in "test prep" instruction, especially in the tested grades and subject areas. Additionally, there has been an increase in the use of "interim" or benchmark assessments that mimic the state tests. While these practices may have their place, they typically focus on decontextualized content knowledge and skills at the expense of more relevant and engaging learning. As a counter-balance to "test prep" teaching and "practice" testing, Grant Wiggins and I have argued for the inclusion of more robust and authentic tasks as part of a local curriculum and assessment system. We refer to these as "cornerstone" tasks.

The Cornerstones are curriculum-embedded tasks that are intended to engage students in applying their knowledge and skills in an authentic context. Like a cornerstone anchors a building, these tasks are meant to anchor the curriculum around the most important performances that we want learners to be able to do (on their own) with acquired content knowledge and skills. They honor the intent of the Standards, within and across subject areas, instead of emphasizing only the tested (a.k.a. "eligible") content. Moreover, they support effective instructional practices that engage learners in "meaning making" and transfer.

More specifically, Cornerstone tasks:

- are *curriculum embedded* (as opposed to externally imposed);
- *recur across the grades*, becoming increasingly sophisticated over time;
- establish *authentic contexts* for performance;
- call for *understanding* and *transfer* via genuine performance;
- may be used as rich learning activities *or* assessments;
- *integrate 21st century skills* (e.g., critical thinking, technology use, teamwork) with subject area content;
- evaluate performance with established *rubrics*;
- engage students in *meaningful learning* while encouraging the best teaching;
- provide content for student portfolios so that they graduate with a *resume of demonstrated accomplishments* rather than simply a transcript of courses taken.




Cornerstone Assessments – Examples of Recurring Tasks

Mathematical Modeling

Grade 3

Every seven weeks students work in groups of four to measure the height of each other using tape measures affixed to the classroom walls. By mid-May, the class has obtained six height measures. Then, students create a simple graph (height in inches plotted against the months of the school year) and plot the data. Using rulers, they connect the dots to see "rise over run" (a visual representation of their growth over time). The chart papers are posted throughout the room, and the students circulate in a gallery walk to view the changes in heights of the various groups.

Students then analyze the data to answer guiding questions: "In what months did we grow the most this year?" "Is there a difference between how boys and girls have grown in second grade?" "How does our class growth compare to that in the other second grades?" "What can we predict for next year's second graders about how they will grow based on our data?" Students are then work in their groups to develop a presentation for the current 1st/2nd graders to predict how much they will grow next school year.

Middle School

A former NBA legend, Hoops McGinty, has pledged money to the local science museum for an exhibit on our solar system. He pledges the money under one condition: that a regulation NBA basketball be used to represent some aspect of the scale display and that other NBA-related shapes and sizes be used (e.g., a basketball be used to represent a planet or moon). The building floor space is 300 by 800 feet.

Your job is to create a model of the solar system that is built to scale to fit within this space. Prepare a diagram with accurate measurements drawn to scale. Show your work so that Hoops will approve and fund your design.

High School

Create a mathematical model in order to:

- recommend the most cost effective cell phone contract while considering different variables (e.g., type of cell phone, length of contract, calling/data amounts).
- compare home mortgage options for varied purchase prices, down payments, interest rate plans, and length of term (including variable rates).
- predict future Olympic event winning times (e.g., men's and women's marathon).

Cornerstone Assessments – Examples of Recurring Tasks

Science

Upper Elementary

The Pooper Scooper Kitty Litter Company claims that their litter is 40% more absorbent than other brands.

You are a Consumer Advocates researcher who has been asked to evaluate their claim. Develop a plan for conducting the investigation. Your plan should be specific enough so that the lab investigators could follow it to evaluate the claim.

Middle School

Design and conduct an investigation to answer the question, How does exercise affect the pulse rate? Compare normal pulse rate to changes caused by two selected physical activities (e.g., jogging, push-ups, squats, swimming) for designated intervals.

Prepare a report to explain the results to other students in a news article, e-mail, graphic, or other appropriate media..

High School

Design an investigation to answer the question, How much does it cost to take a shower?

Identify the variables that must be considered and then develop a plan for conducting the investigation. Your plan should be specific enough so that other investigators could follow it and answer the question.

