Power of Transfer Goals

Transfer Goals are a new and powerful feature in the Understanding by Design 2.0 template. As Grant Wiggins explains, "Transfer is the bottom-line goal of all learning, not scripted behavior. Transfer means that a learner can draw upon and apply from all of what was learned, as the situation warrants, not just do one move at a time in response to a prompt." In other words, the goal can only be measured is the learner's capacity to independently transfer learning to a novel situation. Jay McTighe describes that is provides greater coherence across the grade levels as there are "a small number of overarching transfer goals in each subject area. A long-term transfer goal in history is for students to apply the lessons of history to contemporary issues and to become more pro-active citizens based on their understanding. In world languages we want learners to be able to communicate effectively in the target language, in different situations. In every case, the ability to transfer learning manifests itself in not just one setting but varied real-world situations.” This primes the pump for teacher design of more robust summative performance tasks and more frequent transfer activities where learners must wisely figure out what to do, apply their learning, and evaluate its effectiveness.

Key Components of Transfer Goals

✔ Create greater curriculum coherence for teachers, students, and parents PK-12
✔ Demonstrate understanding, knowledge and skill through application, risk-taking, and growth
✔ Help to establish purpose and relevance by answering common student questions such as: “Why should I learn this? “What can I do with this?”

Draft Subject Area Transfer Goals; Developed by Prosper ISD, Texas

Students will be able to independently use their learning to:

Career and Technical Education

• Compete in the marketplace through their training, experience, and certification (as appropriate)
• Communicate effectively based on purpose, task, and audience using appropriate vocabulary
• Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations
• Demonstrate professionalism through exhibiting attentiveness, growing from feedback, continuing to make a good impression, and adhering to industry standards

Fine Arts

• Communicate effectively based on purpose, task, and audience using appropriate vocabulary
• Find meaning and interest in varied works and performances of art
• Create a work or performance to evoke mood and emotion through application of technique and methodology
• Evaluate a work or performance to determine its value
• Demonstrate professionalism through exhibiting attentiveness, growing from feedback, continuing to make a good impression, and adhering to industry standards
• Create a portfolio of accomplishments through documenting training and experience to promote themselves as an artist
• (Advanced High School Courses ONLY) Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations
Science
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary
- Demonstrate professionalism through functioning like a scientist: exhibiting attentiveness, adhering to safety standards, collaborating with others, and growing from feedback
- Observe and explore a given system or concept to deepen scientific understanding
- Design and conduct a sound investigation to test a hypothesis and draw a conclusion based on the data
- Evaluate scientific claims and analyze issues to verify the credibility of the source, data, and/or methodology
- Analyze data to seek out patterns and/or make predictions

Library
- Demonstrate professionalism through functioning like a researcher: crafting and continuing to refine a driving question, seeking out appropriate sources, adhering to policy standards, collaborating with others, and growing from feedback
- Evaluate source(s) for credibility and usefulness and then take applicable notes with appropriate citation(s)
- Make sense of information and ideas based on the task specifications and driving question
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary

Social Studies
- Evaluate claims and analyze issues to verify the credibility of that point of view
- Analyze documents and data to establish generalizations, make predictions, or draw conclusions
- Determine relevance of historical lessons (e.g. ideas, documents, tactical errors, and events) and apply to a given situation, problem, or challenge
- Evaluate the interdependent nature for a given situation or conflict
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary

English Language Arts

Consumption of text
- Comprehend *any* text by inferring and tracing the main idea, critically appraising use of language and imagery, and making connections (text to text, text to self, text to world)
- Analyze an author’s/speaker’s/artist’s theme(s) through examination of figurative language, sentence structure, and tone
- Analyze textual evidence to make predictions, draw conclusions, or establish generalizations
- Evaluate claims and analyze motivations to verify the credibility of that point of view
- Develop insight into the nature of language and the concept of culture and realize there are multiple ways of viewing the world

Production of text
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary and conventions
- Carefully draft, edit, and polish work to make it publishable

Mathematics
- Based on an understanding of *any* problem, initiate a plan, execute it, and evaluate the reasonableness of the solution
- Examine and apply a variety of methods to accurately and efficiently solve problems
- Use appropriate tools to deepen understanding of mathematical concepts
- Articulate how mathematical concepts relate to one another in the context of a problem or abstract relationships
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary
Languages Other than English

Consumption of text
- Comprehend any text by inferring and tracing the main idea, critically appraising use of language and imagery, and making connections (text to text, text to self, text to world)
- Analyze an author’s/speaker’s/artist’s theme(s) through examination of figurative language, sentence structure, and tone
- Analyze textual evidence to make predictions, draw conclusions, or establish generalizations
- Evaluate claims and analyze motivations to verify the credibility of that point of view
- Develop insight into the nature of language and the concept of culture and realize there are multiple ways of viewing the world

Production of text
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary and conventions
- Carefully draft, edit, and polish work to make it publishable

English Language Learners

Consumption of text
- Comprehend any text by inferring and tracing the main idea, critically appraising use of language and imagery, and making connections (text to text, text to self, text to world)
- Analyze an author’s/speaker’s/artist’s theme(s) through examination of figurative language, sentence structure, and tone
- Analyze textual evidence to make predictions, draw conclusions, or establish generalizations
- Evaluate claims and analyze motivations to verify the credibility of that point of view
- Develop insight into the nature of language and the concept of culture and realize there are multiple ways of viewing the world

Production of text
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary and conventions
- Carefully draft, edit, and polish work to make it publishable

Special Education
- Function in the community through their training and experience
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary
- Develop a pathway by exploring and pursuing viable options based on interests, experience, and aspirations
- Demonstrate professionalism through exhibiting attentiveness, growing from feedback, continuing to make a good impression, and being mindful of social/cultural norms
- Advocate based on personal needs (academic, behavioral, emotional, and physical) to determine an appropriate solution

Still to be drafted…
- Physical Education and Health
- Technology Applications
- Gifted and Talented