

SYMPOSIUM BREAKOUT SESSION WEDNESDAY, OCTOBER 26, 2022 | 12:00-1:00 PM ET

Using K-12 Performance Assessments and Competency-Based Transcripts in College Admissions

PRESENTERS:

- Monica Martinez, Learning Policy Institute
- Edgar Montes, Mastery Transcript Consortium
- Eddie Arteaga, Mastery Transcript Consortium
- Ed Devine, Xavier University





Welcome!

- If needed, rename yourself to include your full name
- In the chat:
 - Share where you're joining us from
 - Answer this question: What's one skill or competency that made you feel prepared or what's one thing you wish you were better prepared for?

A CHANGING LANDSCAPE IN BOTH K-12 & HIGHER EDUCATION

Interest in Performance Assessment and More Innovative Assessments for Equity across the Nation is Growing



State policy to pilot performance assessment or provide local flexibility

Local network advancing performance assessment

State policy AND local network advancing performance assessment

No data

Local district advancing performance assessment

Credit: C!E, 2021



REIMAGINING COLLEGE ACCESS

2017-18

18-19

19-20

20-21

21-22

RCA Launched

Task Forces explored admissions, technology, and high-quality PA Worked with RCA community to prioritize focus areas & recs Launched regional collaboratives

New England Admissions pilot Focused on regional collaboratives and expanding high-quality PA

Began developing admissions tools Designing & piloting an admission portal for PA

Continued exploration on the use of PA in advising and placement



The Focus of Reimagine College Access - Performance Assessments

Opportunities for students to demonstrate what they know and are able to do through actual doing. Curriculum Embedded Assessments

Capstone Projects

Portfolios



There are thousands of K-12 school leaders eager to adopt learner-centered models . . .



What is the Mastery Transcript Consortium®, or MTC?

The **Consortium** is a non-profit network of forward-thinking K-12 schools. Our schools are learner-centered and purpose-driven; they embrace a model that is more effective, authentic, and equitable than traditional schooling.

PASSION LED US HERE

Together, we are building the **Mastery Transcript®**: a digital, interactive, competency based transcript that aligns to these learning models of the future and empowers learners to tell their own stories.



MTC is Growing, Diversifying, and Nearing Sustainability & Scale





IN CHAT: What do you see as the benefits of including <u>performance assessment and/or competencies</u> in admissions?



The Possibilities for Performance Assessment in Admissions

- Mastery of disciplinary and cross-content competencies
- Illuminate student interests, passions, purpose
- Provide a window into high school experiences and learning
- Additional student context about their lives
- Communication and collaboration skills
- Honors Student Voice
- Reflective/Metacognitive Skills
- Non academic competencies



What is MTC Seeing / Hearing?

For transcripts going to colleges, our reach is narrow but our uptake is high.

The line between education and career is increasingly blurry.

The pandemic has exploded policy discussions around seat time and engagement.

Equity is front and center for both K-12 system design AND college admissions.



Challenges for College Admissions

- Efficiency: Time and labor to review materials
- Tradition: New evidence is not aligned with IHE criteria for admissibility and student success.
- Tradition: Evaluative criteria respect cultural variability and do not perpetuate dominant cultural norms/expectations.
- Trust: Concern about subjectivity in the way student work is judged (at the high school level and by admissions staff)
- Trust: Students' scores/work can be certified as authentic
- Timing: Senior capstone projects come too late in the application process. Students need opportunities to engage with PA throughout their time in high school.
- Transparency: How will they communication criteria for evaluation
- Process: Developing and using a standardized rubric or consistent means of evaluating new evidence/material
- Capacity: Understanding of the academic criteria that were used to certify students' work [e.g., access to scored rubrics]
- Capacity: Adequate training on how to evaluate/integrate new evidence
- Equity: Students in under-resourced schools may have less access to guidance for selecting high-quality artifacts

INSTITUTE

Potential solution to Transfer Performance Assessments to Higher Education

A portal that is flexible enough to accept a portfolio with multiple artifacts...





Innovative schools require equally innovative records that empower learners to tell their stories.



Project & Problem Based Learning



Self-Directed and Personalized Learning Paths





Mastery Learning & Grading



Interdisciplinary Learning



21st Century Skills, Social & Emotional Learning, Meta-Cognitive Skills



... but our existing systems of crediting and assessment are constraints for innovation.



Project & Problem Based Learning



Self-Directed and Personalized Learning Paths

STUDENT INFORMATION FULL NAME Free Middle Last ADDRESS: 123 Main Street Cityname, 5: 56879 PHORE NUMBER: 111-555-1234 EMAIL ADDRESS: emailmane@email.com Darte of BRIFNE 02/17/93			SCHOOL INFORMATION NAME: Homeschool Name ADDRESS: 123 Main Street Cityname, 8t 56879 PHONE NUABER 111-555-1234 EMAIL ADDRESS: homeschoolname@email.com		
PARENT/GUARDIAN: Father and M	lother Lastname		IC RECORD		
SCHOOL YEAR: 2006-2007 GR	ADE LEVEL: 9 th	ACADEM	SCHOOL YEAR: 2007-2008	GRADE LEVEL: 10 th	
Course Title English 9 Algebra I	Credit Earned 1.0 1.0	Final Grade A A	Course Title English 10 Geometry	Credit Earned 1.0 1.0	Final Grade B B
Biology w/lab Geography Latin I	1.0 1.0 1.0	B C A	Chemistry w/lab World History Latin II	1.0 1.0 1.0	C A B
Logic Fine Arts: Piano Theology	1.0 0.5 0.5	B B A	Rhetoric Fine Arts: Piano II Old Testament Survey	1.0 0.5 0.5	A B B
Total Credits: 7.0 GPA: 3.36 Cumulative GPA: 3.36 SCHOOL YEAR: 2008-2009 GRADE LEVEL: 11 ⁷⁰¹			Total Credits: 7.0 GPA: 3.14 SCHOOL YEAR: 2009 - 2010	Cumulative GPA: 3.25	
Course Title English 11 Algebra II Physics US History Spanish I Philosophy Fine Arts: Piano III New Testament Survey	Ceedit Earned 1,0 1,0 1,0 1,0 1,0 1,0 1,0 1,0 0,5 0,5 mulative GPA: 3,3 GRADING		School TEAR 2009-2010 Generating English 12 Trigonometry/Pre-Calculus US Government Economics * Spanish II Fine Arts: Drawing Apologetics Total Credits 7.0 GPA: 1.43 NOTES	GRADE LEVEL 12 Earned 1.0 1.0 1.0 1.0 1.0 1.0 0.5 0.5 Cumulative GPA: 3.38	Final Grade A A A B A C B B B
ACADEMIC SUMMARY Cumulative GPA; 3,38 Credits Earned; 28,0 Diploma Earned; yes Graduation Date: 6/30/2010	GRADING 90 - 100 = 80 - 89 = 70 - 79 = 60 - 69 = 59 - belov	A B C D	NOTS * Coursework taken at a local community college. Official transcript from college has been requested and will be sent to you shortly. <i>(add any applicable notes here)</i>		
I do hereby self-certify and affirm that t	his is the official	transcript ar	id record of Jane B. Smith in the aca	demic studies of 2006 –	2010.



Mastery Learning & Grading



Interdisciplinary Learning



21st Century Skills, Meta-Cognitive Skills, "Durable Skills"



Mastery Transcript (designed with input from college admission readers)





250 Colleges & Universities Have Admitted MTC Learners (and Counting!)





Admission Evaluation Shifts

Xavier University

Standardized Testing

- Test Optional in 2018
- Non submitters in 2018 12%
- Last year, 70% Didn't submit
- Anticipate +50% in 2023
- Testing use: placement
- Testing use: advisory tool

To submit, or not to submit

New Emphasis

- Curriculum
- Demonstrated Interest
- Activities
- Fit/Connection
- Soft Skills for Success

Space created for deeper conversation and breaking metric reliance

Student Evaluation

Academic Qualities

Curriculum High School Grade Trend GPA Test Scores Rank Teacher Recs*

Personal Qualities Demographics **Activity Resume** Counselor Rec Teacher Rec (1-3)* Supplemental Rec Essay Supplemental Writing Interview Demonstrated Interest **Connection to University**





First Year and Performance Assessment

Xavier University

Success Coach Issues

- Personal and financial
- Transition skills
- Self advocacy skills
- Time management
- Future/Career/Major Focus
- Connecting disciplines in LA Curric

Lack of persistence not a result of an overmatch based on traditional metrics

NSSE

- Discuss out of class
- Seek help
- Participate in activities
- Connect with Staff
- Engage in research
- Study Abroad

Owning a college experience, non passive approach



The challenges for admissions

- Time to read application
- Quantifying PA Applications
- Traditional Metric
 Comparison historic
- National norm/equity
- Scholarship modeling
- Senior capstone projects come too late

Why Explore PA Assessment

- Skills to navigate 1st Year
- Ownership of experience
- Liberal arts and cross discipline
- Soft skills demanded workforce
- Learn how to learn*
- Learn to work in diverse teams*
- Learn to connect knowledge*

*Alvin Toffler - Third Wave

Admission Evaluation Shifts

University of San Diego

<u>Pre-COVID:</u>	<u>Current:</u>	
 Quantitate eval: Grades Rigor/Program Strength Test Scores 	Quantitate eval:GradesRigor/Program Strength	
Qualitative eval: Leadership Service Talent 	Qualitative eval:• Leadership• Community Engagement• Commitment to/Appreciation of Diversity• Global Perspective• Social Justice• Role of Faith• Creativity/Innovation• Personal Journey	
Focus: Academic preparation & well-rounded	Focus: Academic preparation & Changemaker fit	



The SAPPE Focus

Chapman University



Admission Evaluation Shifts

Caltech

- Testing moratorium led to "What else will we look at?"
- Critical examination of "What did we really want to know?"
- Shifted our essay prompts



- Test-optional opened doors for more diversity
- Can we scale up a research project with faculty related to admissions requirements?

Admission Evaluation Shifts

Vanderbilt University

Critical Attributes:

- Inquisitive Mind
- Analytical Thinker
- Innovative
 Academic
- Entrepreneurial
- Collaborative
 Attitude
- Strategic
- Service Oriented
- Problem Solver
- Natural Leader

Vanderbilt Evaluates:

- Academic Achievement
- Standardized Test Scores (if submitted)
- Essay
- Recommendation
 Letters
- Extracurricular Activities, Leadership, and Engagement



When asked to identify their own list of competencies as a part of their admissions criteria, here is what was shared:





MTC Student Records

Mastery Transcript (MT)

- Official school transcript sent to colleges, employers, and beyond
- Documents learner mastery of school-defined Mastery Credits
- Learners upload evidence
- Educators/admins approve Mastery Credits, completed courses, and evidence
- Launched in 2019-2020

MTC Learning Record (MLR)

- Not a transcript, but can be sent to colleges/employers with a traditional transcript
- Documents learner mastery of school-defined competencies
- Learners upload evidence
- Educators/admins approve competencies, experiences + evidence
- New in 2022-2023



Next Steps: Recommendations for K-12 Schools

- 1. Select a platform to capture learner competencies/performance assessments and transmit information to college admission offices.
- 2. Create/Update your school profile solicit feedback from college admission officers!
- 3. Invite college admission representatives to take part in your school events.
- 4. Reach out early to colleges, especially colleges that might receive a larger volume of applicants with competencies/performance assessments from your school.
- 5. Join a larger competency/performance assessment movement.



Questions?



Common Questions?

- 1. How are competencies/performance assessments used in an admissions review process?
- 2. What feedback have you received from colleges that have reviewed Mastery Transcripts/performance assessments?
- 3. What are the greatest roadblocks to scale the use/submission of Mastery Transcripts/performance assessments?



Resources

LEARNING POLICY INSTITUTE

- Performance Assessments in College Admission (Tool)
- <u>Assessing College Readiness Through Authentic Student Work</u> (report)
- •<u>The Promise of Performance Assessments: Innovations in High School Learning and Higher Education</u> <u>Admissions</u> (report)

MASTERY TRANSCRIPT CONSORTIUM

• Guide to the Mastery Transcript for Admission Offices (PPT)

• MTC College Admissions List (Website)

MTC Learning Record (MLR)



Avery's Competency List Advanced Competency O Competency in progress ▲ Includes evidence Avery's Competency Summary FOUNDATIONAL COMPETENCY 17 completed 0 in progress ADVANCED COMPETENCY 13 completed 4 in progress Creative and Practical Problem Solver FC Foundational Competency Clear and Effective All Country Storytelling Project Communicator Competency: Deploy Effective Communication Strategies / Clear and Effective Communicator 8-week project provided through The Moth. Experience Mentions: Club/Activity Informed Thinker

Mastery Transcript



Access code for sample Mastery Transcript for Kavita

8PG!VP

record.mastery.org