Vision

The Mastery Transcript Consortium (MTC) is a collective of high schools organized around the development and dissemination of an alternative model of assessment, crediting and transcript generation.
Vision

The Mastery Transcript Consortium hopes to change the relationship between preparation for college and college admissions for the betterment of students.
Founding Schools

The Blake School  Mounds Park Academy
The Buckley School  The Nueva School
Catlin Gabel School  Riverdale Country School
Choate Rosemary Hall  Punahou School
Hawken School  Sage Hill School
Indian Springs School  San Francisco University High School
The Island School  The Spence School
Latin School of Chicago  Tilton School
Marin Academy  Wildwood School
As of Nov 5...

150 MTC Member Schools

Not shown: International & Hawaii schools
Additional MTC Interest

Independent schools expressing interest 200+

Public schools (or districts) expressing interest 80+
Board of Trustees

- Tim Bazemore, Head of School, Catlin Gabel School, OR
- Monique DeVane, Head of School, The College Preparatory School, CA
- Randall Dunn, Head of School, Latin School of Chicago, IL
- Julia Eells, Head of School, San Francisco University High School, CA
- Doris Korda, Founder, CEO of Wildfire Education, OH
- Scott Looney, Head of School, Hawken School, OH
- Chris Maxey, Head of School, The Island School, Bahamas
- Emily McCarren, Principal, Punahou School, HI
- Michael Nachbar, Executive Director of the Global Online Academy
- Dominic Randolph, Head of School, Riverdale Country School, NY
- Jim Scott, Head of School, Punahou School, HI
- Tony Wagner, Visiting Professor, Harvard Innovation Lab
MTC Advisory Council

Randy Bass – Vice Provost for Education and Professor of English at Georgetown University
Susan Bell – Superintendent of Windsor Locks Public Schools
Sujata Bhatt – Managing Partner, Innovation, Boston Public Schools
Rick Bischoff – Vice President for Enrollment Management at Case Western Reserve University
Andrew Calkins – Director, Next Generation Learning Challenges
Hiram Chodosh – President of Claremont McKenna College
Charles Fadel – Founder and Chairman of Center for Curriculum Redesign
Barry Fishman – Professor of Information and Education at University of Michigan
Tom Goodney – Superintendent of Educational Service Center of Central Ohio
Emmi Harward – Executive Director of Association of College Counselors in Independent Schools (ACCIS)
Mark Hatch – Vice President for Enrollment at Colorado College
Heather Hoerle – Executive Director and Chief Executive Officer at Enrollment Management Association
Tara Kinsey – Head of School at The Hewitt School and formerly an Academic Dean at Princeton University
John Kroger – President of Reed College
Kevin Mattingly – Teachers College, Columbia University & Riverdale Country School
Jay McTighe – Educator, Author, Consultant
Angel B. Pérez – Vice President for Enrollment and Student Success at Trinity College
Denise Pope – Senior Lecturer at Stanford University’s Graduate School for Education and Co-Founder of Challenge Success
Annie Resnick – Executive Director of the Coalition for Access and Affordability
Todd Rose – Director of the Mind, Brain, & Education Program at Harvard Graduate School of Education
David Ruff – Executive Director of the Great Schools Partnership
Chris Sturgis – Co-Founder of CompetencyWorks
Ross Wehner – Founder of the World Leadership School
Connie Yowell – CEO of Collective Shift
School Shouldn’t Hurt
Those who can make you believe absurdities can make you commit atrocities.

Voltaire
Absurdities

• US News and World Rankings
• The College Board (mostly)
  – Timed testing
  – AP Tests only in May
• Letter Grades (False Equivalency/Consistency, Grade Inflation - Scale Compression)
• Industrially organized schools:
  – Content knowledge valued over skills and character
  – One to many teaching, not individualized
  – Small time block schedules (assembly line)
  – Academic silos
• “Seat Time” (Carnegie unit) based crediting
• More is better messaging to students (more APs, more extracurriculars, etc.)
Six Steps to a Dangerous Paradigm

1. The Committee of Ten: College Presidents tell high schools what to teach, emphasizing content knowledge. (1894)

2. The letter grades are introduced by Mount Holyoke College. (1897)

3. Frederick Winslow Taylor publishes *The Principles of Scientific Management*. (1911)

4. Edward Thorndike embraces *Taylorism*, refitting that theory for education then publishing, *An Introduction to the Theory of Mental and Social Measurement*. (1913)

5. The first multiple choice test – Kansas Silent Reading Test (1914)

6. The Scholastic Aptitude Test (SAT) is formed, adopting the multiple choice format for admissions to selective colleges. (1926)
“The experiment started by the faculty five years ago must be pronounced a complete failure. And both students and faculty have before now felt it to be a failure.

There is no uniformity of grading, but the greatest divergence. It has come to be admitted openly that a student who is anxious to win honors must be careful to elect his work under certain teachers and avoid others as much as possible.”

Quotes from **Degrading to De-grading**
High School Magazine, March 1999
Alfie Kohn

**Grades tend to reduce students’ interest in the learning itself.**

**Grades tend to reduce students’ preference for challenging tasks.**
(Harter, 1978; Harter and Guzman, 1986; Kage, 1991; Milton et al., 1986)

**Grades tend to reduce the quality of students’ thinking.**
(Butler, 1987; Butler, 1988; Butler and Nisan, 1986; Grolnick and Ryan, 1987; Anderman and Johnston, 1998).
“In 1960, the average GPA at private universities was about 2.5. In 1990, it was about 3.1. In 2007, it was 3.3 and at highly selective private colleges it was 3.43.”

“In 1940, 15 percent of the grades (at private colleges) fell within the A range; in 2008 the number was almost 45 percent.”
“Atrocities”

• Student Pressure/Mental Health
• Disconnect between learning and passion
• Extrinsic rewards privileged over intrinsic
• Focus on short term memory recall (content regurgitation)
• Excellent Sheep…(fear of failure/perfectionism)
Convening a task force on student mental health in 2006, Stanford’s provost wrote that “increasingly, we are seeing students struggling with mental health concerns, ranging from self-esteem issues and developmental disorders to depression, anxiety, eating disorders, self-mutilation behaviors...and suicidal behavior.”

Harry R. Lewis, a former dean of Harvard College, “too many students, perhaps after a year or two spent using college as a treadmill to nowhere, wake up in crisis, not knowing why they have worked so hard.”
NAIS 2013: A SNAPSHOT OF OUR STUDENT BODY
THE INDEPENDENT SCHOOL HEALTH CHECK

14,424 upper school students in 44 schools (23 day/21 boarding)

Academic Pressure

- Low: 59%
- Moderate: 1%
- High: 30%
- Extreme: 10%
NAIS 2013: A SNAPSHOT OF OUR STUDENT BODY
THE INDEPENDENT SCHOOL HEALTH CHECK

14,424 upper school students in 44 schools (23 day/21 boarding)

Average Sleep

- Less than 5 Hrs: 10%
- 5-6 Hours: 24%
- 6-7 Hours: 32%
- 7-8 Hours: 27%
- 8+ Hours: 8%
NAIS 2013: A SNAPSHOT OF OUR STUDENT BODY
THE INDEPENDENT SCHOOL HEALTH CHECK

14,424 upper school students in 44 schools (23 day/21 boarding)

Professional Mental Health Diagnoses

Depression: 12% (1 out of 8)
Anxiety: 15% (1 out of 7)
Eating Disorder: 5% (1 out of 20)
Other: 9% (1 out of 11)
Students in Crisis Merely the Tip of the Iceberg

Sub-clinical Concerns Pervasive, Troubling for Independent Schools

Below the Surface, Many More Students Struggling...

- Small group of highly visible students in crisis
- Stressed
- Disengaged
- Overwhelmed
- Constantly "on-the-go"

...And it’s Keeping You Up at Night

- 88%
  Proportion of independent school heads citing anxiety as common student wellness issue

- 49%
  Proportion of independent school heads citing depression as major student health challenge

"2016 NAIS-NSCC-Winston Prep Wellness Survey for Independent Schools", NAIS; EAB interviews and analysis
External Stressor #2: College Admissions Stress

More Applications Increases Competition

More Students Apply to More Schools, Selectivity at Top Schools Increases

Students Expand College Lists to Secure a Spot...

Students applying to 7+ schools

...Making their Targeted Schools Even More Selective

Average admissions rate of top 10 selective colleges

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
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<tbody>
<tr>
<td>2005</td>
<td>17.7%</td>
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<tr>
<td>2016</td>
<td>7.2%</td>
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</table>

The Catch-22 of College Admissions

“Kids see that the admit rates are brutal and dropping, and it looks more like a crapshoot. So, they send more apps, which forces the colleges to lower their admit rates, which spurs the kids next year to send even more apps.”

Bruce Poch, Former Dean of Admissions
Pomona College
The *Apprenticeship* Model

- Connects learning to the real world
- Individualizes pace of learning
- Individualizes approach of learning
- Is “MASTERY” based vs. “TIME” based
- Creates incremental success, not winners and losers
- Exposes students to complexity
- Is ACTIVE learning, not PASSIVE
You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.

*Buckminster Fuller*
The Paradigm Shifts Enabled by the MTC

Teacher as judge → Teacher as guide/coach
Breadth (mostly content) → Depth (beyond just content)
Only a few paths for students → Many more paths
One fixed pace, set by teacher → Pace set by student needs
The MTC is a (7 month old) movement

but part of a much larger movement
67 New England Colleges Signed Agreement
(New England Secondary School Consortium, Fall 2016)

“Students with non-traditional transcripts—including ‘proficiency-based’ or ‘competency-based’ transcripts—will not be disadvantaged in any way during the admissions process. Colleges and universities simply do not discriminate against students based on the academic program and policies of the sending school, as long as those program and policies are accurately presented and clearly described.”

Colleges Include:

- Babson
- Bowdoin
- Connecticut College
- Dartmouth
- Harvard
- M.I.T
- Tufts

- University of Connecticut
- University of Maine System
- University of New Hampshire
- University of Rhode Island
- University of Vermont
- Wellesley
Mastery: A Definition

“Mastery is effective transfer of learning in authentic and worthy performance. Students have mastered a subject when they are fluent, even creative, in using their knowledge, skills, and understanding in key performance challenges and contexts at the heart of that subject, as measured against valid and high standards.”

Grant Wiggins
The Search for Methods of Group Instruction as Effective as One-to-One Tutoring

Benjamin S. Bloom

Schools cannot provide tutoring for every student, but the use of mastery learning in combination with other practical methods may enable students to learn almost as well.

For several years, my doctoral students and I have been searching for solutions to what we call the “2 sigma problem”: can researchers and teachers devise teaching-learning conditions that will enable the majority of students under group instruction to attain levels of achievement that can, at present, be reached only under good tutoring conditions?

Two University of Chicago doctoral students in education, Anania and Burke, began in 1980 to compare student learning under one-to-one tutoring, mastery learning, and conventional group instructions. As the results of these separate studies at different grade levels and in differing school subjects began to unfold, we were astonished at the contrast.
Figure 1. Achievement Distribution for Students Under Conventional, Mastery Learning, and Tutorial Instruction

- **TUTORIAL 1:1**
- **MASTERY LEARNING 1:30**
- **CONVENTIONAL 1:30**

*Teacher:Student Ratio*
Why not just adjust the current grading system instead of going to all this work?
BENCHMARKING SCHOOLS WITH ALTERNATIVE TRANSCRIPTS
Prepared for Hawken School
March 2015

In the following report, Hanover Research reports on the results of in-depth interviews to benchmark independent schools that use alternative transcripts.

www.hanoverresearch.com

SURVEY ANALYSIS - HEAD OF SCHOOL
Prepared for Hawken School
August 2015

In the following report, Hanover Research presents a survey analysis, measuring the perceptions of the heads of independent schools. Topics include curricula, transcripts, assessments, grade inflation, and interest in creating an alternative to the traditional high school transcript.

www.hanoverresearch.com
Figure 1.2: Transcript Type

- Traditional: 93%
- Narrative: 1%
- Mastery: 1%
- Other: 5%

Also Traditional
Also Traditional

98%+ traditional transcripts

2% with narrative & content course labels

Also Traditional

Mastery

Narrative

Traditional

Other

93%

1%

1%

5%
What’s Different in this model?

• Transcript is DIGITAL, LAYERED and SEARCHABLE

• NO GRADES or numerical equivalent

• NO TIME requirement for the earning of a credit

• Standards are INSTITUTIONAL STANDARDS.
## Our Transcript...

<table>
<thead>
<tr>
<th>Will</th>
<th>Won’t</th>
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<tbody>
<tr>
<td>Be readable in under <strong>two minutes</strong></td>
<td>Have letter grades or the numerical equivalent</td>
</tr>
<tr>
<td><strong>Differentiate</strong> the strengths of students at a given school</td>
<td>Standardize credits across schools</td>
</tr>
<tr>
<td>Show the <strong>shape of a student</strong> well</td>
<td>Allow a student to also send a traditional transcript</td>
</tr>
</tbody>
</table>
Two Assessment and Crediting Paths
One Possible Introductory Plan

Traditional Assessment Model
(Grades, Standard Transcript)

MTC Assessment Model
(No grades, Mastery-credited transcript)

Select Track at 9th

8th

9th

10th

11th

12th

Voluntary and Permeable
<table>
<thead>
<tr>
<th>Course</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>Algebra 2</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>English 10 Honors</td>
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<tr>
<td>Modern European History</td>
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<tr>
<td>Spanish 3 Honors</td>
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<tr>
<td>Design &amp; Prototyping</td>
<td><img src="image" alt="Schedule" /></td>
</tr>
<tr>
<td>Course</td>
<td>Traditional Transcript</td>
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<tr>
<td>Design &amp; Prototyping</td>
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</tbody>
</table>

A Student’s Schedule with Classmates

= TRADITIONAL TRANSCRIPT  = MASTERY TRANSCRIPT
<table>
<thead>
<tr>
<th>Subject</th>
<th>Traditional</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 2</td>
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</table>

A Teacher’s Class

Algebra 2

11

5

= TRADITIONAL TRANSCRIPT
= MASTERY TRANSCRIPT

MASTERY TRANSCRIPT CONSORTIUM
The Teacher Assessments

SAME as always. Tests, Papers, Quizzes, **with** letter grades.

SAME as always. Tests, Papers, Quizzes, **without** letter grades, **with** Tags (keywords).
ONE PART – BASIC CALCULATOR ALLOWED

Answer the following. You may use simple geometry, Riemann Sums, FTC1, FTC2, etc. Leave answers exact or round to three decimal places (either accepted).

1. Explain what \( \int_0^4 2^x \, dx \) MEANS in words.
   \( \int_0^4 2^x \, dx \)
   \( \text{Find the area under the line } 2^x \text{ from } 0 \text{ to } 4. \)
   \( \checkmark \)

2. Complete the following table and then use it to sketch a picture of \( \int_0^4 2^x \, dx \).
   \begin{array}{c|cccc}
   x & 0 & 1 & 2 & 4 \\
   \hline
   2^x & 1 & 2 & 4 & 16 \\
   \end{array}
   \( \checkmark \)

3. Find an upper bound for \( \int_0^4 2^x \, dx \).
   \( M = \frac{1}{4} (16) = \frac{16}{4} = 4 \)
   \( \checkmark \)

4. Find \( M_k \) for \( \int_0^4 2^x \, dx \).
   \( \frac{1}{2} \times 2 = 1 \)
   \( \checkmark \)

5. Find \( \int_0^4 2^x \, dx \).
   \( \int_0^4 2^x \, dx = 2 \cdot 2^x \bigg|_0^4 = 2 \cdot 2^4 - 2^0 = 2 \cdot 16 - 1 = 31 \)
   \( \checkmark \)

6. Find \( \int_0^4 2^x \, dx \).
   \( \int_0^4 2^x \, dx = 2 \cdot 2^x \bigg|_0^4 = 2 \cdot 2^4 - 2^0 = 2 \cdot 16 - 1 = 31 \)
   \( \checkmark \)

Grade: A

Mastery Transcript Path

ONE PART – BASIC CALCULATOR ALLOWED

Answer the following. You may use simple geometry, Riemann Sums, FTC1, FTC2, etc. Leave answers exact or round to three decimal places (either accepted).

1. Explain what \( \int_0^4 2^x \, dx \) MEANS in words.
   \( \int_0^4 2^x \, dx \)
   \( \text{Find the area under the line } 2^x \text{ from } 0 \text{ to } 4. \)
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   \begin{array}{c|cccc}
   x & 0 & 1 & 2 & 4 \\
   \hline
   2^x & 1 & 2 & 4 & 16 \\
   \end{array}
   \( \checkmark \)

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   \( \frac{1}{2} \times 2 = 1 \)
   \( \checkmark \)

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   \( \checkmark \)

6. Find \( \int_0^4 2^x \, dx \).
   \( \int_0^4 2^x \, dx = 2 \cdot 2^x \bigg|_0^4 = 2 \cdot 2^4 - 2^0 = 2 \cdot 16 - 1 = 31 \)
   \( \checkmark \)

Grade: A

Tags: 4b, 4f, 7h

“Strong evidence for these credits”
Traditional Transcript Path

Grade

Mastery Transcript Path

Tags

“Good evidence for 4b, not quite ready for submission for 7h but getting closer”
This test does not demonstrate mastery... please see me for help soon.
Top Leadership Qualities

CEOs cited **Creativity** as the most important leadership quality over the next five years.

- Creativity: 60%
- Integrity: 52%
- Global Thinking: 35%
- Influence: 30%
- Openness: 28%
- Dedication: 26%
- Humility: 12%
- Fairness: 12%

From “Capitalizing on Complexity: Insights from the Global Chief Executive Officer Survey,” IBM 2010.
What are the knowledge, skills, and habits of mind that students should master?

A school might choose “mastery credit areas” that are something like.....

- Creativity
- Critical Thinking
- Communication
- Collaboration
- Self-Directed Learning
- Humanities and Arts
- Science, Technology, Engineering and Mathematics
Mastery Credits

Mastery Credits are in some overlapping areas:
• Knowledge (Content)
• Skills
• Mindsets, Habits (Character, Habits of Mind)

Credits will have TWO different levels:
• Foundational Mastery Credits (Graduation Requirements)
• Advanced Mastery Credits
Each of the credit areas includes two types of Mastery Credits:

**Foundational Mastery Credits** include evidence of learning including some level of transfer and must be earned prior to graduation.

**Advanced Mastery Credits** require extended engagement and more significant evidence of transfer.

All enrolled students must present evidence that they have met the **Foundational Mastery Credits** before graduation. All students are also expected to earn some, but not all, of the available **Advanced Mastery Credits** offered by the school.
For Example….

5. Self-Directed Learning

Sample Foundational Mastery Credits

a. **Goal-Setting and Adaptation**: Student can consistently set goals for learning tasks, monitors their progress towards the goal, and adapts their approach as needed to successfully complete a task or solve a novel, complex, and/or real world problem.

b. **Persistence**: Student can persist through difficulties, delay gratification, refocus after distractions, and maintain momentum until they reach their goal, use failures and setbacks as opportunities for feedback and apply lessons learned to improve future efforts.

c. **Mastery Mindset**: Student cares about the quality of work and put in extra effort to do things thoroughly, uses growth and mastery mindset strategies effectively, and continues looking for new ways to learn challenging material or solve difficult problems.
5. Self-Directed Learning

Sample **Advanced** Mastery Credits

d. **Agility in Ambiguity**: Student can demonstrate flexibility, agility, and adaptability when undertaking complex tasks, can work effectively in a climate of ambiguity and changing priorities, and can view failure as an opportunity to learn, and acknowledge that innovation involves small successes and frequent mistakes.

e. **Curation and Reflection**: Student can curate thoughtfully a portfolio of one’s learning and be able to effectively reflect on one’s own evidence of learning—to self-assess work in order to determine what is learned and what needs to be learned.

f. PLUS more additional Advanced Mastery Credits
DISCLAIMER
The MTC Model is Still in Development...

- All models and examples are *early stage concepts* at this point.

- The illustrations and models to follow are purely to give a *directional understanding* and to spark *conversation and collaboration*. 
**Amin, Alexander H. (Alex) ’15**

**Parents:** Himanshu & Leslie Amin  
**Student Residence Address & Phone:** 37474 Mera Ct.  
Solon, OH 44139-7007  
(440) 498-0026  

**Date of Birth:** 12/13/1996  
**Entered:**  
**Today's Date:** 1/16/2015  
**Status:** Current Student  
**Sex:** Male

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<th>Graduation Requirements</th>
<th>College &amp; Graduate Level Mastery</th>
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<td>Communications</td>
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Smith, Joseph ’18: Advanced Credit Transcript

Parents: Evan and Margaret Smith
Student Residence Address & Phone:
1234 Cleveland Avenue
Cleveland, OH 44108
(555) 555-5555

Date of Birth: 10/11/1999
Entered:
Today’s Date: 8/2/2017
Status: Current Student
Sex: Male

Featured Advanced Credits:

2i Control Information Overload
3f Virtuoso Communication
4d Extended Leadership

5e Agility in Ambiguity
6i Historiographic Investigation
7p Nanotechnology

Graduation Requirement Progress Summary:

Earned Advanced Credits:
Self-Directed Learning: Agility in Ambiguity

Student can demonstrate flexibility, agility and adaptability when undertaking complex tasks, can work effectively in a climate of ambiguity and changing priorities, and can view failure as an opportunity to learn, and acknowledge that innovation involves small successes and frequent mistakes.

Sources of Evidence:
- Work product from in class
- Work product from official co-curricular activity
- Teacher/coach/advisor feedback, comments
- References/feedback from partners outside of the school (conditional)

Three Best Exemplars:
- [Insert Sample 1]
- [Insert Sample 2]
- [Insert Sample 3]

Additional Evidence:
- [Insert Additional Evidence]
Featured Advanced Credits:

- Virtual Communication
- Collaborative Learning
- Agility in Ambiguity
- Nanotechnology
- Holotrophic Investigation
- Information Overload

[Image of a collage with various educational elements and a diagram with various symbols and text]

Joseph Smith: Agility in Ambiguity Portfolio

Student can demonstrate flexibility, agility, and adaptability when undertaking complex tasks, can work effectively in a climate of ambiguity and changing priorities, and can view failure as an opportunity to learn and acknowledge that innovation involves small successes and frequent mistakes.
Mastery Transcript Design Process

**PHASE I:** just Consortium schools
- Development of assessment model & software platform
- Recruitment of additional independent schools for Consortium
- “Reality” testing with college admission deans and college presidents

**PHASE II:** Platform development in collaboration with college admission deans

**PHASE III:** Open up MTC Membership to public, parochial schools, etc.

**LAUNCH:**
- offering alternative transcript as an option for families
- college admission office educational campaign
Development Timeline for a School: A Fictional Example

**Years One & Two**
- Join the MTC
- Educate faculty, leadership team and Board
- Appoint MTC Site Director(s) for your school
- Form small task force to begin working with the MTC to develop your mastery assessment model
- The MTC gets the Presidents and college Admission Deans at highly selective colleges to agree that they will welcome Mastery Transcripts.

**Years Three & Four**
- Broaden faculty conversation/participation in development of the mastery assessment model
- Present draft of assessment model to faculty and board for piloting
Years Four or Five
• Run a Pilot of your mastery assessment model parallel to your existing model
• Tweak and refine your performance areas, rubrics and credits

Years Five or Six
• Offer a Mastery Transcript assessment path for 9th grade students as an alternative to the traditional model

Years Nine or Ten
• Graduate the first students with Mastery Transcripts
Development Timeline for a School: A Fictional Example

**Years Ten to Fifteen**
- Mastery students get into great colleges, your community increasingly warms to this new model of assessment

**Year Fifteen**
- Your school abandons letter grading, adopts MTC model wholesale (or just keeps parallel assessment paths)
THE MASTERY TRANSCRIPT IN A NUTSHELL

THE VISION
To change the relationship between preparation for college and college admissions for the betterment of students.

THE LOGISTICS
The transcript...
✓ will be digital and readable in under two minutes.
✓ will share a common design for easy navigation.
✓ will not have letter grades or the numerical equivalent.
✓ will consist of Mastery Credits determined by individual schools.
✓ will allow schools to issue credits for skills and character in addition to knowledge.

THE BENEFITS
The mastery approach...
✓ promotes the teacher as coach or guide.
✓ focuses on depth of learning, not breadth of content.
✓ sets the learning pace by students’ needs.
✓ affords many paths to mastery.
Visit our website:  www.mastery.org

If you are interested in:

•  Scheduling a Skype/Zoom with your leadership team
•  Joining the MTC

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