

TRANSFER GOALS

- Are an integral part of Stage One and the overall goals of any unit
- Enable students to transfer their understanding to the real world situations
- Are long term in nature
- Are performance based
- Must be applied independently

Students can be said to have fully understood their learning if they can apply the concepts to another situation without someone telling them what to do and when to do it. Transfer goals highlight what we want students to be able to do when they confront new challenges – both in and outside of school. There should be a small number of overarching, long-term transfer goals in each subject area.

The goal of transfer thus requires an instructional plan, (in Stage 3) to help the student become increasingly autonomous, and assessments (in Stage 2) to determine the degree of student autonomy in the transfer of knowledge.

CHARACTERISTICS OF EFFECTIVE TRANSFER GOALS

- **long-term** in nature
 - they develop and deepen over time
- **performance based**
 - require application and not simply recall
- application occurs in **new situations**, not ones previously taught or encountered
 - the task cannot be accomplished as a result of rote learning.
- requires a **thoughtful assessment** of which **prior learning** applies
 - some strategic thinking is required (not simply “plugging in” skill and facts)
- learners must **apply** their learning autonomously **on their own**
- calls for the use of **habits of mind**
 - good judgment, self-regulation, persistence along with academic understanding, knowledge and skill

July 26, 2017

From Jay Mc Tighe... (<https://jaymctighe.com/wordpress/wpcontent/uploads/2013/04/Long-term-Transfer-Goals.pdf>)

TRANSFER GOALS



EXAMPLES OF LONG TERM TRANSFER GOALS

Students will be able to independently use their learning to..."

PHYSICAL AND HEALTH EDUCATION	<ul style="list-style-type: none"> • make healthy choices and decisions regarding diet, exercise, stress management, alcohol/drug use throughout one's life • play a chosen game skillfully and with good sportsmanship • develop healthy relationships with others • identify, describe, and practice preferred types of physical activity throughout one's life
MATHEMATICS	<ul style="list-style-type: none"> • make sense of never-before-seen, "messy" problems • apply mathematical knowledge to analyze and model mathematical relationships in order to make decisions, draw conclusions, and solve problems • interpret and persevere in solving complex mathematical problems
FINE ARTS	<ul style="list-style-type: none"> • respond to artistic works by analyzing and interpreting the artistic communication of others • communicate ideas, experiences, and stories through art • develop an independent artistic vision
READING	<ul style="list-style-type: none"> • read and respond to text in various genres for various purposes • comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections • enjoy reading as a chosen leisure time pursuit
SCIENCE	<ul style="list-style-type: none"> • evaluate scientific claims and analyze current issues involving science or technology • conduct an investigation to answer an empirical question
WRITING	<ul style="list-style-type: none"> • write in various genres for various audiences in order to explain, entertain, argue, guide and challenge • carefully draft, write, edit and polish one's own and other's writing

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