Developing Short Performance Tasks That Measure the Transferability of Deeper Learning Skills
**At-a-Glance**

**Number of Schools:**
2 Elementary Schools (PK–5), 1 Middle School

**Number of Years Implementing Next Generation Learning:**
Year 12 as a project-based learning, deeper learning school

**Success Definitions:**
Deeper learning measures

**Major Content Providers:**
The student portfolio serves as the online content.

**Approach to Measurement:**
How can students demonstrate that their acquisition of deeper learning is transferable?

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**Measurement Resources to Share**

**Narrative PowerPoint Overview of Our Assessment of Deeper Learning Work**

Two Rivers is currently working on a new method of looking for evidence of success, namely the idea of transferability of skills. While many students can demonstrate understanding and deeper learning on specific projects, the team is looking to see how students transfer their critical thinking and problem-solving skills directly to short novel performance-based tasks outside of the regular content covered in class. The school’s Assessment for Learning project involves partnering with SCALE at Stanford University to help validate short performance tasks.

**Sample Student Portfolio**

The 6th grade student that created this portfolio has inputted content for the first half of the 2015-2016 school year for 6th grade, but the architecture for sections through her 8th grade year are present.

**Sample Short Performance Task in Math**

This short video from EL Education shows what a problem-based task in math looks like in which students are required to grapple with a complex problem and apply effective reasoning in defending a solution.

**Rubrics and Tasks**

To assess effective reasoning, Two Rivers has developed a series of grade band-specific rubrics and aligned tasks to provide insight into how well students are able to transfer these critical skills to short novel assignments.

**How Does Two Rivers Define Deeper Learning (video)**

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**External Measurement Partners**

**SCALE** at Stanford University

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**Call a Colleague**

**Jeff Heyck-Williams**
Director of Curriculum and Instruction
jheyckwilliams@tworiverspcs.org
Twitter: @jheyckwilliams

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