# English Language Arts Priority Performance Indicators and Transferable Skills Connections

# Purpose

Transferable skills are an essential set of skills and competencies that promote the integration and application of knowledge across contexts and are critically important to success in today’s world, particularly in post-secondary programs and career readiness.

Transferable skills identified by the Agency of Education include the following:

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| **Transferable Skills** | |  | No data | No data | No data | No data |
| Clear and Effective  Communication | Self-Direction | | | Creative and Practical  Problem-Solving | Responsible and Involved  Citizenship | Informed and Integrative  Thinking |

While it may be possible to demonstrate proficiency in transferable skills that are not connected to content, it is more effective and relevant to assess these skills in the context of disciplinary content areas. When transferable skills are emphasized in the context of academic content, academic classes become more applicable to students’ future careers and lives. As a result, students build cohesiveness and connection both within and across disciplines. Ultimately, this approach helps students become not only knowledgeable in specific subjects but also versatile, adaptable, and well-prepared for challenges of the future.

This document outlines connections between the transferable skills and the [English Language Arts Proficiency-Based Graduation Requirement (PBGR) Hierarchy,](https://education.vermont.gov/document/english-language-arts-proficiency-based-graduation-hierarchy) which includes the PBGR, Critical Proficiencies, and Priority Performance Indicators. It is intended to exemplify how transferable skills related to Priority Performance Indicators can be embedded into instruction and performance assessments in a unit of study.

In addition to the [transferable skills](https://education.vermont.gov/documents/proficiency-based-education-transferable-skills), each table that follows includes the [performance indicator scoring criteria](https://education.vermont.gov/student-learning/proficiency-based-learning/transferable-skills#:~:text=Quality%20Standards.-,Scoring%20Criteria,-Scoring%20criteria%20provide) and the criteria for “proficient.” This is not an exhaustive list, but rather a sampling of the most explicit connections. It is important to note that there may be an inequity of representation of the transferable skills in the following crosswalk document. For example, although *Responsible and Involved Citizenship* is important, it is not as prevalent as other transferable skills in the crosswalk. This is because the inclusion of certain transferable skills in a unit is based on decisions made at the instructional or curricular level and would therefore not be represented in a document highlighting inherent connections between PPIs and transferable skills.

This document has been intentionally posted as a Word document so educators can modify it to reflect the transferable skills connections that are addressed through their specific curriculum.

# Proficiency-Based Graduation Requirement: English Language Arts (ELA)

The ELA literate individual can engage with complex literary and informational texts and communicate effectively with multiple and varying audiences for a variety of purposes, clearly articulating their own point of view or message, and taking into consideration the diverse perspectives of others.

## Critical Proficiency: Reading

Comprehend, interpret, analyze, and evaluate complex literary and informational texts.

### Priority Performance Indicator: Textual Evidence

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text, analysis, reflection, and/or research. (R.1) *(R.2, 3, 9) (W.9)*

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| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)**  ***I can…*** |
| Clear and Effective Communication | B. Use evidence and logic appropriately in communication. | * Analyze, integrate, and cite evidence from sources and incorporate the relevant pieces into the finished work; * Use reasoning to synthesize evidence to support a claim. |
| Creative and Practical Problem-Solving | D. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. | * Analyze, synthesize, and cite evidence to develop a claim or argument. |

### Priority Performance Indicator: Summary and Analysis

Summarize a text, including key supporting details; determine a central idea or theme; and analyze the development or interaction of individuals, events, or ideas. (R.2, 3) *(R.9)*

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| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)**  ***I can…*** |
| Creative and Practical Problem-Solving | D. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. | * Analyze, synthesize, and cite evidence to develop a claim or argument. |
| Informed and Integrative Thinking | B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. | * Evaluate the credibility of multiple and varied sources to analyze the interrelationships among concepts. |
| Self-Direction | F. Analyze the accuracy, bias, and usefulness of information. | * Apply criteria to evaluate multiple sources for bias. |

### Priority Performance Indicator: Craft and Structure

Analyze the structure of texts, including how specific parts relate to each other and the whole; assess how point of view or purpose, including an author’s potential biases, shapes the content and style of a text. (R.5, 6) *(R.4)*

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| Informed and Integrative Thinking | B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. | * Evaluate the credibility of multiple and varied sources to analyze the interrelationships among concepts. |
| Self-Direction | F. Analyze the accuracy, bias, and usefulness of information. | * Apply criteria to evaluate multiple sources for bias. |

## Critical Proficiency: Writing

Produce clear and coherent writing for a range of tasks, purposes, and audiences.

### Priority Performance Indicator: Production

Produce clear and coherent writing in which the development, organization, style, and register are appropriate to task, purpose, and audience (i.e., arguments, informative/explanatory texts, and/or narratives). (W.1-4) *(R.1, 3, 5) (W.5, 6, 9) (L.1, 2)*

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| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)**  ***I can…*** |
| Clear and Effective Communication | A. Demonstrate organized and purposeful communication. | * Present my ideas coherently, with a logical sequence; * Use academic language and/or images to enhance my message and present my subject in a precise manner. |
| No data | B. Use evidence and logic appropriately in communication. | * Analyze, integrate, and cite evidence from sources and incorporate the relevant pieces into the finished work; * Use reasoning to synthesize evidence to support a claim. |
| No data | D. Adjust communication based on the audience, context, and purpose. | * Adapt the organization, content, and vocabulary to match intended audience, context, and purpose. |
| Informed and Integrative Thinking | D. Use evidence and reasoning to justify claims. | * Use valid and reliable evidence to support a claim and develop a well-reasoned argument. |
| Self-Direction | I. Use technology and digital media strategically and capably. | * Use a range of tools, including digital technology, to enhance my product. |

### Priority Performance Indicator: Writing Process

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or varying the approach. (W.5) *(W.1-4, 6) (L.1, 2)*

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| Clear and Effective Communication | A. Demonstrate organized and purposeful communication. | * Present my ideas coherently, with a logical sequence; * Use academic language and/or images to enhance my message and present my subject in a precise manner. |
| No data | F. Use technology to further **enhance** and **disseminate** communication. | * Use relevant technology, including text, graphic, audio, visual, or interactive elements, to improve a document or presentation; * Use technology to share information outside of the school community. |
| Creative and Practical Problem-Solving | H. Persist in solving challenging problems and learn from failure. | * Learn from experience and continue to put forth effort even after trying several times. |
| Self-Direction | E. Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | * Solicit and utilize feedback on multiple trials/drafts to improve my performance or revise my thinking; * Ask questions about new ideas to challenge myself to investigate new skills. |
| No data | G. Collaborate as needed to advance learning. | * Use collaboration to exchange ideas, using others to advance my learning with reasoning and evidence. |
| No data | H. Persevere in challenging situations. | * Learn from experience and continue to put forth effort even after trying several times. |

### Priority Performance Indicator: Research

Gather relevant information or evidence from multiple and diverse sources, assess the credibility and accuracy of each source (including potential for bias), and integrate the information or evidence, while avoiding plagiarism. (W.7-9) *(R.1, 6, 7, 8, 9)*

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| Clear and Effective Communication | B. Use evidence and logic appropriately in communication. | * Analyze, integrate, and cite evidence from sources and incorporate the relevant pieces into the finished work; * Use reasoning to synthesize evidence to support a claim. |
| No data | C. Integrate information gathered from active speaking and listening. | * Integrate relevant information from discussions, or other audio-visual, or in-person sources. |
| Creative and Practical Problem-Solving | D. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. | * Analyze, synthesize, and cite evidence to develop a claim or argument. |
| Informed and Integrative Thinking | B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. | * Evaluate the credibility of multiple and varied sources to analyze the interrelationships among concepts. |
| No data | D. Use evidence and reasoning to justify claims. | * Use valid and reliable evidence to support a claim and develop a well-reasoned argument. |
| Self-Direction | F. Analyze the accuracy, bias, and usefulness of information. | * Apply criteria to evaluate multiple sources for bias. |

## Critical Proficiency: Speaking and Listening

Participate effectively in a range of discussions, collaborations, and presentations.

### Priority Performance Indicator: Collaboration

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, listening to and building on others’ ideas and expressing their own clearly and persuasively while considering potential impact. (SL.1) *(R.1) (W.6, 9)*

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| No data | B. Use evidence and logic appropriately in communication. | * Analyze, integrate, and cite evidence from sources and incorporate the relevant pieces into the finished work; * Use reasoning to synthesize evidence to support a claim. |
| No data | G. Collaborate effectively and respectfully. | * Respond respectfully and thoughtfully to diverse perspectives to promote an exchange of ideas with reasoning and evidence. |
| Creative and Practical Problem-Solving | F. Identify opportunities for innovation and collaboration. | * Identify a range of peers and field experts/ organizations to support my creative problem solving. |
| Informed and Integrative Thinking | D. Use evidence and reasoning to justify claims. | * Use valid and reliable evidence to support a claim and develop a well-reasoned argument. |
| Responsible and Involved Citizenship | C. Demonstrate ethical behavior and the moral courage to sustain it. | * Employ empathy when considering others in a variety of contexts; * Take positive action to resolve conflicts, promote equity and/or solve community problems. |
| No data | D. Respect diversity and differing points of view. | * Engage in open discussion and respond thoughtfully to differing points of view; * Explain how my words, actions, attitudes and behaviors may be interpreted by others including majority and minority groups and other cultures. |
| Self-Direction | G. Collaborate as needed to advance learning. | * Use collaboration to exchange ideas, using others to advance my learning with reasoning and evidence. |

### Priority Performance Indicator: Comprehension

Comprehend and evaluate information presented in diverse media and formats; evaluate a speaker's point of view, argument, reasoning, potential bias, and/or use of evidence and rhetoric. (SL.2, 3) *(R.6-8) (W.8, 9)*

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| Clear and Effective Communication | C. Integrate information gathered from active speaking and listening. | * Integrate relevant information from discussions, or other audio-visual, or in-person sources. |
| Informed and Integrative Thinking | B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. | * Evaluate the credibility of multiple and varied sources to analyze the interrelationships among concepts. |
| Self-Direction | F. Analyze the accuracy, bias, and usefulness of information. | * Apply criteria to evaluate multiple sources for bias. |

### Priority Performance Indicator: Presentation

Present information, findings, and supporting evidence in such a way that the development, organization, style, register, and media are appropriate to task, purpose, and audience. (SL.4-6) *(R.1) (W4-6, 9) (L.1)*

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| No data | C. Integrate information gathered from active speaking and listening. | * Integrate relevant information from discussions, or other audio-visual, or in-person sources. |
| No data | D. Adjust communication based on the audience, context, and purpose. | * Adapt the organization, content, and vocabulary to match intended audience, context, and purpose; * Include strategies to engage the audience in planning and execute during delivery. |
| No data | F. Use technology to further **enhance** and **disseminate** communication. | * Use relevant technology, including text, graphic, audio, visual, or interactive elements, to improve a document or presentation; * Use technology to share information outside of the school community. |
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## Critical Proficiency: Language

Demonstrate understanding of the conventions of English, effective language use, and breadth and depth of vocabulary.

### Priority Performance Indicator: Conventions

Demonstrate understanding of the conventions of English grammar and usage when writing or speaking, as well as mechanics (capitalization, punctuation, and spelling) when writing. (L.1, 2) *(SL.6)*

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### Priority Performance Indicator: Knowledge of Language

Apply knowledge of language to understand how language functions differently across contexts and over time, make effective choices for meaning or style, and comprehend more fully. (L.3, 5) *(R.4)*

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### Priority Performance Indicator: Vocabulary

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for communicating at the college and career readiness level. (L.4, 6) *(R.4) (L.5)*

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| No data | D. Adjust communication based on the audience, context, and purpose. | * Adapt the organization, content, and vocabulary to match intended audience, context, and purpose; * Include strategies to engage the audience in planning and execute during delivery. |