VERMONT AGENCY OF EDUCATION

EQS Transferable Skills and Recommended Performance Indicators

A resource for school boards that are constructing PBGRs

Some school boards may elect to develop their own proficiency-based graduation requirements (PBGRs) to assess students' Transferable Skills proficiency, as opposed to adopting or modifying the AOE's sample Transferable Skills PBGR document. These boards are still required to represent each of the EQS-provided Transferable Skills below in their final document, although this can be accomplished in a manner of the board's choosing.

This document was developed to help school boards that are developing their own Transferable Skills PBGRs remain in compliance with EQS. The Transferable Skills identified in EQS are listed in the left-hand column. Related Sample Performance Indicators are provided in the right column; these indicators were drawn from the AOE's sample Transferable Skills PBGR document, but have been re-categorized, in some cases, to make their connection to EQS more readily apparent.

A version of these indicators can be incorporated into locally-developed documents to fill gaps in a local-level representation of EQS requirements (for example, if a board has represented "Communication" well in its PBGRs, but is in need of indicators of proficiency for "Inquiry", the Inquiry indicators listed below can be adapted and incorporated into their document, to suit their needs). This document, like the AOE's sample PBGR document, can also be used in its entirety as a foundation for locally-developed PBGRs, with boards refining and expanding on its content, as desired. School systems with existing transferable skills PBGRs are welcome to continue their work; these indicators are guideposts for schools who are just starting out, or wishing to ensure alignment with EQS.

EQS Transferable Skill	Sample Performance Indicators
1. Communication	a. Demonstrate organized and purposeful communication. b. Use evidence and logic appropriately in communication. c. Adjust communication based on the audience, context, and purpose. d. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. e. Use technology to further enhance and disseminate communication.
2. Collaboration	a. Identify opportunities for collaboration. b. Collaborate effectively and respectfully. c. Collaborate as needed to advance learning. d. Participate in and contribute to the enhancement of community life. e. Demonstrate a commitment to personal and community health and wellness.
3. Creativity	a. Identify, manage, and assess new opportunities related to learning goals. b. Apply knowledge in familiar and new contexts.

	c. Demonstrate initiative and responsibility for learning. d. Demonstrate flexibility, including the ability to learn, unlearn, and relearn.
4. Innovation	a. Identify opportunities for innovation. b. Apply knowledge in familiar and new contexts. c. Integrate information gathered from active speaking and listening. d. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. e. Integrate knowledge from a variety of sources to set goals and make informed decisions.
5. Inquiry	a. Use evidence and reasoning to justify claims. b. Observe and evaluate situations in order to define problems. c. Analyze the accuracy, bias, and usefulness of information. d. Persevere in challenging situations. e. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.
6. Problem Solving	a. Frame questions, make predictions, and design data collection and analysis strategies. b. Identify patterns, trends, and relationships that apply to solutions. c. Generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternate solutions. d. Persist in solving challenging problems and learn from failure. e. Apply knowledge from various disciplines and contexts to real life situations. f. Develop and use models to explain phenomena.
7. Use of Technology	a. Practice responsible digital citizenship. b. Use technology to support and enhance the critical thinking process. c. Use a range of tools, including technology, to solve problems. d. Use technology and digital media strategically and capably.