# Financial Literacy 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:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Transferable Skills**  |   | No data  | No data  | No data  | No data  |
| Clear and EffectiveCommunication | Self-Direction | Creative and PracticalProblem-Solving | Responsible and InvolvedCitizenship | Informed and IntegrativeThinking |

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 [Financial Literacy Proficiency-Based Graduation Requirement (PBGR) Hierarchy](https://education.vermont.gov/document/financial-literacy-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#scoring-criteria) 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: Financial Literacy

The individual becomes financially literate when they have the ability to use knowledge and skills to manage resources effectively for a lifetime of financial security. (Jump$tart)

## Critical Proficiency: Money Management

Students analyze reliable strategies to earn, monitor, and manage money to avoid debt and save for future goals.

### Priority Performance Indicator: Earning Income

Evaluate compensation plans including the monetary and non-monetary value of employee benefits, as well as other means to increase compensation (e.g., continued education, interest, dividends, and personal profits). (EI 12-1, 2, 8, 11)

| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)*****I can…*** |
| --- | --- | --- |
| Self-Direction | B. Integrate knowledge from a variety of sources to set goals and make informed decisions. | * Utilize information from diverse sources to make decisions, establish goals, and devise plans with identified needs, resources and action steps.
 |
| Creative and Practical Problem-Solving | E. 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. | * Generate and consider a range of solutions and compare the strengths and weaknesses of each, using evidence to justify the choice of solution.
 |
| Informed and Integrative Thinking | A. Apply knowledge from various disciplines and contexts to real life situations. | * Analyze real-life situations, data, patterns, texts, artifacts, or other products using knowledge from other disciplines and situations.
 |
| Informed and Integrative Thinking | C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | * Explain how the interactions of parts of a system influence outcomes.
 |

### Priority Performance Indicator: Budgeting

Create a spending plan or budget with researched income and expense calculations, including factors which affect spending decisions (e.g., price, product quality, advertising) and an understanding of all taxes and their effect on decision-making. (EI 12-6, 9; Spending 12-1-7; Saving 12-4, 6)

| **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.
 |
| 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.
 |
| Creative and Practical Problem-Solving | E. 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. | * Generate and consider a range of solutions and compare the strengths and weaknesses of each, using evidence to justify the choice of solution.
 |
| 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.
 |
| Responsible and Involved Citizenship | B. Take responsibility for personal decisions and actions. | * Take ownership for the outcome of my decisions or actions by explaining how my choices affect myself and others.
 |
| Responsible and Responsible and Involved Citizenship | E. Demonstrate a commitment to personal and community health and wellness. | * Make progress on, and continuously revisit a plan for personal health or wellness.
 |
| Informed and Integrative Thinking | A. Apply knowledge from various disciplines and contexts to real life situations. | * Analyze real-life situations, data, patterns, texts, artifacts, or other products using knowledge from other disciplines and situations.
 |
| Informed and Integrative Thinking | C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | * Explain how the interactions of parts of a system influence outcomes.
 |
| Informed and Integrative Thinking | E. Develop and use models to explain phenomena. | * Create and use an evidence-based model to explain a system or situation and analyze relationships within it.
 |

### Priority Performance Indicator: Credit

Examine different types of credit and how credit grace periods, methods of interest calculation, the cost of carrying a balance forward, and fees affect borrowing costs. (Credit 12-1, 2, 3, 6-13)

| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)*****I can…*** |
| --- | --- | --- |
| Self-Direction | B. Apply knowledge in familiar and new contexts. | * Apply a concept to a new or familiar context or settings.
 |
| Creative and Practical Problem-Solving | C. Identify patterns, trends, and relationships that apply to solutions. | * Explain patterns and/or trends (including outliers) in the data and the relationship to the proposed solution.
 |
| Informed and Integrative Thinking | A. Develop and use models to explain phenomena. | * Create and use an evidence-based model to explain a system or situation and analyze relationships within it.
 |

### Priority Performance Indicator: Savings

Evaluate the costs and benefits of saving, including, but not limited to, type of account and institution, interest, tax incentives, and effects of inflation. (Saving 12-1, 2, 4, 5; EI 12-9)

| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)*****I can…*** |
| --- | --- | --- |
| Self-Direction | G. Apply knowledge in familiar and new contexts. | * Apply a concept to a new or familiar context or settings.
 |
| Creative and Practical Problem-Solving | A. Observe and evaluate situations in order to define problems. | * Articulate the problem and identify constraints, based on observations and collect related information from multiple sources.
 |
| Informed and Integrative Thinking | A. Apply knowledge from various disciplines and contexts to real life situations. | * Analyze real-life situations, data, patterns, texts, artifacts, or other products using knowledge from other disciplines and situations.
 |

## Critical Proficiency: Future Planning

Students analyze various careers and investment strategies that would assist in the achievement of personal financial goals.

### Priority Performance Indicator: Investments

Examine types of investments, including stocks and bonds, appropriate for different objectives such as liquidity, income, and growth to meet objectives of a personal financial plan. (Investing 12-2, 4, 5, 6, 7, 13,14)

| **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.
 |
| Self-Direction | C. Apply knowledge in familiar and new contexts. | * Apply a concept to a new or familiar context or settings.
 |
| 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.
 |
| Creative and Creative and Practical Problem-Solving | E. 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. | * Generate and consider a range of solutions and compare the strengths and weaknesses of each, using evidence to justify the choice of solution.
 |
| Informed and Integrative Thinking | C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | * Explain how the interactions of parts of a system influence outcomes.
 |

### Priority Performance Indicator: Career Planning

Develop a career plan and calculate future income that aligns with personal interests, financial goals, and lifestyle, as well as the benefits of lifelong training and education including the costs involved with student loans. (EI 12-3, 4; Credit 12-4, 5)

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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. I can demonstrate organized and purposeful communication. | * Present my ideas coherently, with a logical sequence.
 |
| Self-Direction | A. Identify, manage, and assess new opportunities related to learning goals. | * Evaluate and pursue opportunities that pertain to my learning goals and plans by monitoring my progress and adjusting my approach as needed.
 |
| Self-Direction | F. Integrate knowledge from a variety of sources to set goals and make informed decisions. | * Utilize information from diverse sources to make decisions, establish goals, and devise plans with identified needs, resources and action steps.
 |
| Creative and Practical Problem-Solving | G. Identify opportunities for innovation and collaboration. | * Identify a range of peers and field experts/ organizations to support my creative problem solving.
 |
| Responsible and Involved Citizenship | E. Demonstrate a commitment to personal and community health and wellness. | * Make progress on, and continuously revisit a plan for personal health or wellness.
 |
| Informed and Integrative Thinking | A. Apply knowledge from various disciplines and contexts to real life situations. | * Analyze real-life situations, data, patterns, texts, artifacts, or other products using knowledge from other disciplines and situations.
 |
| Informed and Integrative Thinking | B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. | * Create and use an evidence-based model to explain a system or situation and analyze relationships within it.
 |

### Priority Performance Indicator: Retirement

Differentiate among various sources of income in retirement, illustrating the concept of the time value of money, and the benefits of investing early. (EI 12-10; Saving 12-7)

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| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)*****I can…*** |
| Self-Direction | G. Collaborate as needed to advance learning. | * Use collaboration to exchange ideas, using others to advance my learning with reasoning and evidence.
 |
| Creative and Practical Problem-Solving | E. 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. | * Generate and consider a range of solutions and compare the strengths and weaknesses of each, using evidence to justify the choice of solution.
 |
| Informed and Integrative Thinking | C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | * Explain how the interactions of parts of a system influence outcomes.
 |

## Critical Proficiency: Managing Risk

Students analyze risks that can result in loss of assets and threaten identity.

### Priority Performance Indicator: Financial Responsibility

Analyze how individual responsibility for financial well-being will change over a lifetime and develop plans to deal with events affecting personal finances. (EI 12-5; Saving 12-6, 8, 9; Spending 12-9)

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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 | A. I can demonstrate organized and purposeful communication. | * Present my ideas coherently, with a logical sequence.
 |
| Self-Direction | F. Analyze the accuracy, bias, and usefulness of information. | * Apply criteria to evaluate multiple sources for bias.
 |
| Creative and Practical Problem-Solving | E. 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. | * Generate and consider a range of solutions and compare the strengths and weaknesses of each, using evidence to justify the choice of solution.
 |
| Responsible and Involved Citizenship | B. Take responsibility for personal decisions and actions. | * Take ownership for the outcome of my decisions or actions by explaining how my choices affect myself and others.
 |
| Informed and Integrative Thinking | A. Apply knowledge from various disciplines and contexts to real life situations. | * Analyze real-life situations, data, patterns, texts, artifacts, or other products using knowledge from other disciplines and situations.
 |
| Informed and Integrative Thinking | C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | * Explain how the interactions of parts of a system influence outcomes.
 |

### Priority Performance Indicator: Insurance

Analyze how individual responsibility for financial well-being will change over a lifetime and develop plans to deal with events affecting personal finances. (EI-12-5; Saving 12-6, 8, 9; Spending 12-9

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| --- | --- | --- |
| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)*****I can…*** |
| Self-Direction | C. Apply knowledge in familiar and new contexts. | * Apply a concept to a new or familiar context or settings.
 |
| 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 | A. Apply knowledge from various disciplines and contexts to real life situations. | * Explain how the interactions of parts of a system influence outcomes.
 |
| Informed and Integrative Thinking | C. Use evidence and reasoning to justify claims. | * Use valid and reliable evidence to support a claim and develop a well-reasoned argument.
 |

### Priority Performance Indicator: Risks and Protection

Examine the risks and protections of all forms of monetary transactions, including factors affecting credit reports and credit worthiness, fraud, and identity theft. (Spending 12-8; Saving 12-3; Investing 12-1,3,5,12; Managing Risk 12-10-12)

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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 a | D. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. | * Analyze, synthesize, and cite evidence to develop a claim or argument.
 |
| Creative and Practical Problem-Solving a | E. 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. | * Generate and consider a range of solutions and compare the strengths and weaknesses of each, using evidence to justify the choice of solution.
 |
| Informed and Integrative Thinking | B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. | * Explain how the interactions of parts of a system influence outcomes.
 |
| Informed and Integrative Thinking | C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | * Use valid and reliable evidence to support a claim and develop a well-reasoned argument.
 |
| 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.
 |