

Reinventing how students prepare
for college, career, and life

MASTERY
TRANSCRIPT

— CONSORTIUM —

mastery.org

“Today, because of rapid economic and social change, schools have to prepare learners for jobs that have not yet been created, technologies that have not yet been invented and problems that we don’t yet know will arise...

Education today is much more about ways of thinking which involve creative and critical approaches to problem-solving and decision-making. It is also about ways of working, including communication and collaboration...”

OECD, THE CASE FOR 21ST CENTURY LEARNING

Opening up pathways to innovation in teaching and learning

Why the transcript?

SMITH ACADEMY
OFFICIAL HIGH SCHOOL TRANSCRIPT

STUDENT INFORMATION
FULL NAME: First Middle Last
ADDRESS: 123 Main Street
Cityname, St 56879
PHONE NUMBER: 111-555-1234
EMAIL ADDRESS: emailname@email.com
DATE OF BIRTH: 02/17/93
PARENT/GUARDIAN: Father and Mother

SCHOOL INFORMATION
School Name
Street
55-1234
choolname@email.com

SCHOOL YEAR: 2006-2007 GRADE LEVEL: 9th

Course Title	Credit Earned	Final Grade
English 9	1.0	B
Algebra I	1.0	B
Biology w/lab	1.0	C
Geography	1.0	A
Latin I	1.0	B
Logic	0.5	B
Fine Arts: Piano	0.5	A
Theology	0.5	A

Total Credits: 7.0 GPA: 3.36 Cumulative GPA: 3.36

SCHOOL YEAR: 2008-2009 GRADE LEVEL: 11th

Course Title	Credit Earned	Final Grade
English 12	1.0	A
Trigonometry/Pre-Calculus	1.0	A
US Government	1.0	B
Economics *	1.0	A
Speech *	1.0	B
Spanish II	1.0	B
Fine Arts: Drawing	0.5	A
Apologetics	0.5	A

Total Credits: 7.0 GPA: 3.57 Cumulative GPA: 3.36

SCHOOL YEAR: 2009-2010 GRADE LEVEL: 12th

Course Title	Credit Earned	Final Grade
English 12	1.0	A
Trigonometry/Pre-Calculus	1.0	A
US Government	1.0	A
Economics *	1.0	A
Speech *	1.0	A
Spanish II	1.0	A
Fine Arts: Drawing	1.0	A
Apologetics	1.0	A

Total Credits: 7.0 GPA: 3.43 Cumulative GPA: 3.36

GRADING SCALE
90-100 = A
80-89 = B
70-79 = C
60-69 = D
59 - below = F

NOTES
* Coursework taken at a local community college. If you wish to have this transcript from college has been requested, please contact the principal. Add any applicable notes to this transcript shortly. (add any applicable notes to this transcript)

Graduation Date: 6/30/2010

I do hereby self-certify and affirm that this is the official transcript and record of Jane B. Smith in the academic studies of 2006-2010

Signature: _____ Title: Principal Date: June 30, 2010

Impact

- ▶ School schedule
- ▶ Courses students take
- ▶ How students perceive learning
- ▶ How counselors guide students
- ▶ How teachers teach

MASTERY TRANSCRIPT

— CONSORTIUM —

VISION

Reinventing how students prepare for college, career, and life.

MISSION

MTC schools are creating a high school transcript that reflects the unique skills, strengths, and interests of each learner.

219 MTC Member Schools
(and growing)

Including independent and public high schools across the country and an increasing number in diverse regions of the world.

The 'traditional' US education model has lost its relevance

Education built for the Industrial Age

- Educate greater number of students
- Focus on basic knowledge and discipline

Students clustered by age (grade)

Teacher/lecture model: One size fits all content

Single subject classes separated by bells

Emphasis on rote memorization and repetition of static facts

Students prioritize numerical grades at the expense of deep learning



Education built for the world ahead

- Problem-solving, creativity, preparing for the unknown
- Communication and collaboration

Pacing driven by student readiness

Deeply personalized for each student

Interdisciplinary, project-based, authentic learning

Focus on communication, problem-solving, life-long learning

Students explore meaningful questions of interest in pursuit of mastery

Mastery Transcript
will support a
mastery-based
curriculum that could
include: Knowledge,
Skills, and Character



Knowledge:

- Interdisciplinary
- World Languages (eg: Spanish)
- Humanities (eg: English Literature)
- Traditional (eg: Mathematics)
- Modern (eg: Entrepreneurship)



Skills:

- Global Literacy
- Creativity
- Critical Thinking
- Communication
- Collaboration



Character:

- Mindfulness
- Curiosity
- Courage
- Resilience
- Ethics
- Leadership

The traditional transcript is restrictive

**SMITH ACADEMY
OFFICIAL HIGH SCHOOL TRANSCRIPT**

STUDENT INFORMATION			SCHOOL INFORMATION		
FULL NAME: First Middle Last ADDRESS: 123 Main Street Cityname, St 56879 PHONE NUMBER: 111-555-1234 EMAIL ADDRESS: emailname@email.com DATE OF BIRTH: 02/17/93 PARENT/GUARDIAN: Father and Mother Lastname			NAME: Homeschool Name ADDRESS: 123 Main Street Cityname, St 56879 PHONE NUMBER: 111-555-1234 EMAIL ADDRESS: homeschoolname@email.com		

ACADEMIC RECORD							
SCHOOL YEAR: 2006-2007		GRADE LEVEL: 9 th		SCHOOL YEAR: 2007-2008		GRADE LEVEL: 10 th	
Course Title	Credit Earned	Final Grade	Course Title	Credit Earned	Final Grade		
English 9	1.0	A	English 10	1.0	B		
Algebra I	1.0	A	Geometry	1.0	C		
Biology w/lab	1.0	B	Chemistry w/lab	1.0	A		
Geography	1.0	C	World History	1.0	B		
Latin I	1.0	A	Latin II	1.0	A		
Logic	0.5	B	Rhetoric	0.5	B		
Fine Arts: Piano	0.5	A	Fine Arts: Piano II	0.5	B		
Theology			Old Testament Survey				
Total Credits: 7.0		GPA: 3.36	Total Credits: 7.0		GPA: 3.14	Cumulative GPA: 3.25	
SCHOOL YEAR: 2008-2009		GRADE LEVEL: 11 th		SCHOOL YEAR: 2009 - 2010		GRADE LEVEL: 12 th	
Course Title	Credit Earned	Final Grade	Course Title	Credit Earned	Final Grade		
English 11	1.0	A	English 12	1.0	A		
Algebra II	1.0	A	Trigonometry/Pre-Calculus	1.0	A		
Physics	1.0	B	US Government	1.0	B		
US History	1.0	A	Economics *	1.0	A		
Spanish I	1.0	B	Speech *	1.0	C		
Philosophy	0.5	A	Spanish II	0.5	B		
Fine Arts: Piano III	0.5	A	Fine Arts: Drawing	0.5	B		
New Testament Survey			Apologetics				
Total Credits: 7.0		GPA: 3.57	Total Credits: 7.0		GPA: 3.43	Cumulative GPA: 3.38	

ACADEMIC SUMMARY Cumulative GPA: 3.38 Credits Earned: 28.0 Diploma Earned: yes Graduation Date: 6/30/2010	GRADING SCALE 90 – 100 = A 80 – 89 = B 70 – 79 = C 60 – 69 = D 59 – below = F	NOTES * Coursework taken at a local community college. Official transcript from college has been requested and will be sent to you shortly. (add any applicable notes here)
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I do hereby self-certify and affirm that this is the official transcript and record of Jane B. Smith in the academic studies of 2006 – 2010.

Signature: _____ Title: Principal Date: June 30, 2010

Current Transcript

Courses: Single-domain study

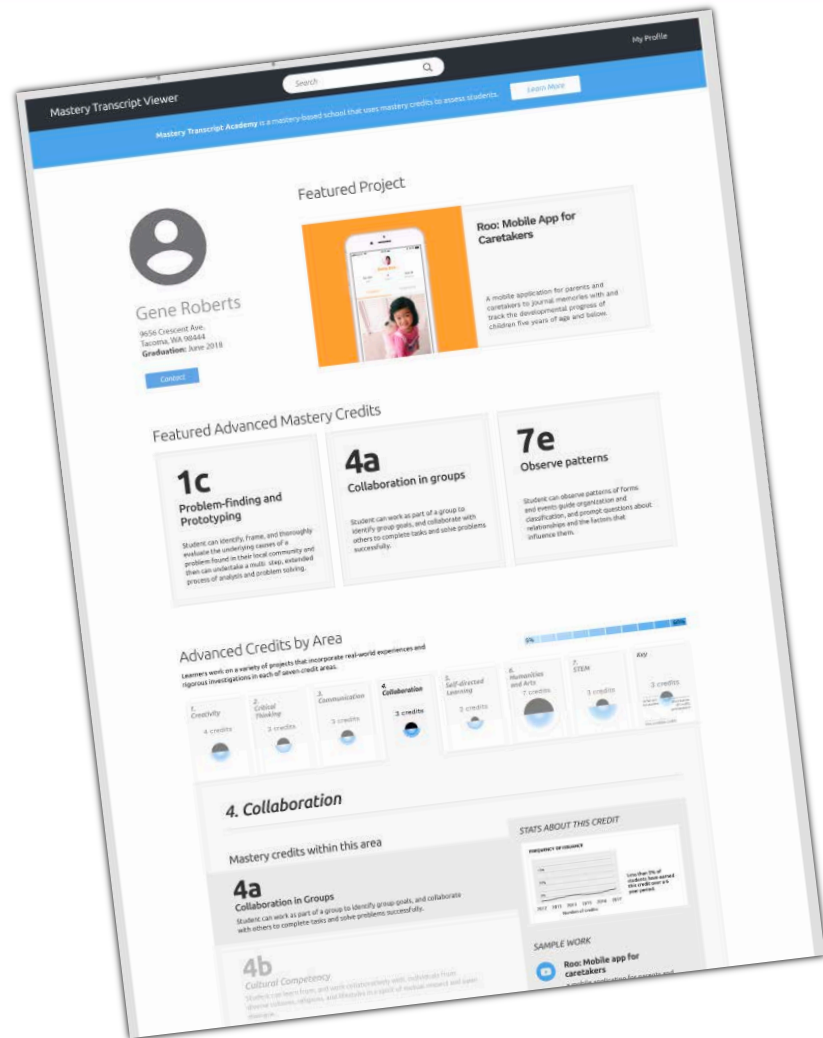
Credit for time spent in a class

Grades with little to no definition or reliability

Typically focused solely on academic subjects

Sorting and ranking students

The Mastery Transcript changes the game



Our Approach

Credits within and across multiple subjects

Credit for demonstrated level of mastery

Clear credits with school-created definitions of mastery

Non-cognitive/social and emotional learning/21st-century skills, in addition to knowledge and skills

Inspires student growth

The outcome for students is dramatic



Impact

Encourages authentic, project-based, interdisciplinary work

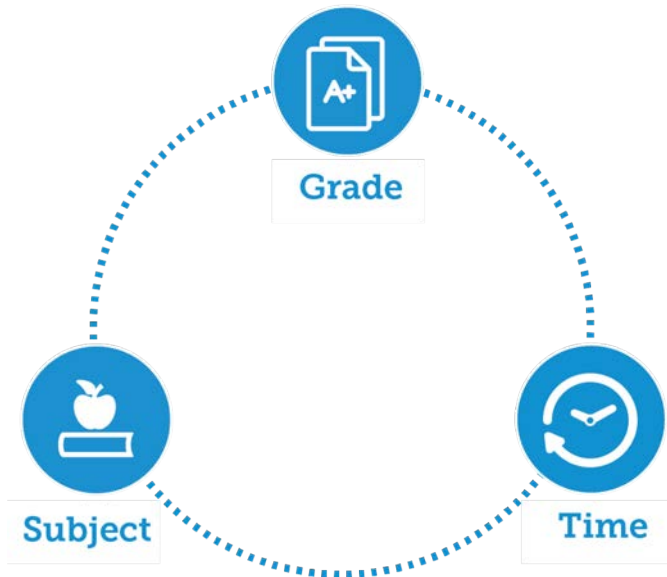
Students can personalize their approach, build on their interests and strengths, and move at their own pace

Students can clearly show their achievements *and* define their path to achievement

Students build the skills needed to thrive in a changing economy


Students are prepared for college, career, and life


Transcript + Network = Impact



Change the transcript

Featured Project


Serena Delgado
528 Portus Ave
Orlando, FL 32806
Graduation: June 2018
[Contact](#)


Horizon Public Schools Makerspace
Research, design, and build a makerspace for Horizon Public Schools, in support of their mission to reimagine public education.

Advanced Credits by Area
Learners work on a variety of projects that incorporate real-world experiences and rigorous investigations in each of seven credit areas.

1. Creativity	2. Critical Thinking	3. Communication	4. Collaboration	5. Self-directed Learning	6. Humanities and Arts	7. STEM	Key
4 credits	3 credits	3 credits	3 credits	2 credits	7 credits	3 credits	3 credits

Build the network



Impact

- ▶ Improved student agency
- ▶ Better presentation of all students to colleges
- ▶ Changing education so students thrive in college, career, and life

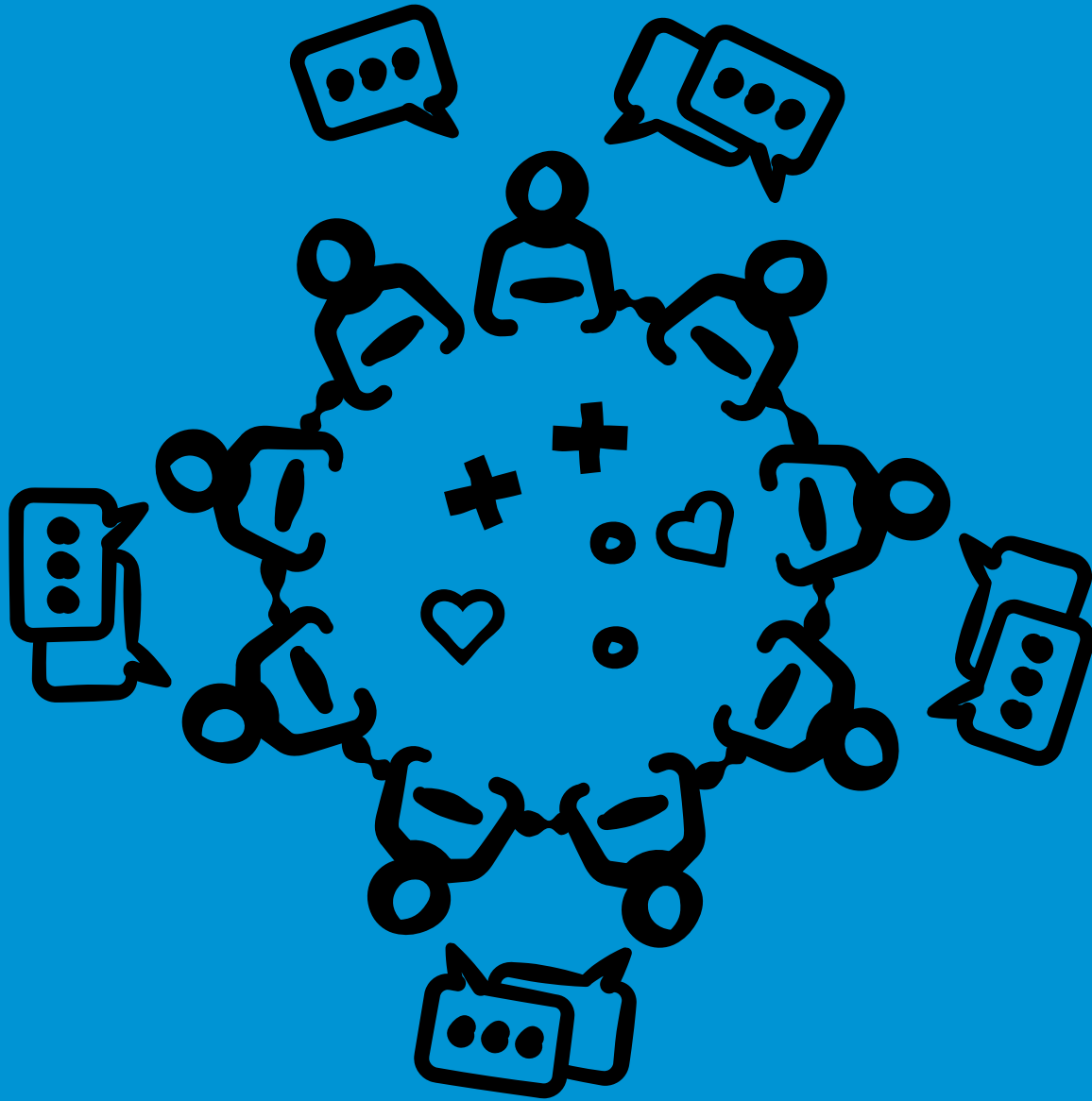
How do we do this? What's the next step?



Industrial Age:
One size fits all



Information Age:
Authentic, deeply
personalized learning
experiences



Mastery Transcript: Closing in on Version 1.0

2019-2020 ACADEMIC YEAR

Mastery Transcript: Closing in on Version 1.0

- An iterative, co-design process with member schools and colleges
- Will allow students to differentiate their unique strengths, interests, and abilities
- Will provide the summative information colleges and universities need to quickly evaluate the overall “shape” of each student, without reducing each student’s journey to a number
- The final design, version 1.0, will be ready for the 2019-2020 academic year

Encouraging schools to consider two types of Mastery Credits:

- **Foundational Credits** can be thought of as graduation requirements. These credits represent the complete set of skills and habits of mind that all students are expected to master.
- **Advanced Credits** reflect undergraduate or early-career level mastery. The unique shape of each student's accomplishments is displayed by the set of advanced credits they choose to pursue.

All enrolled students must present evidence that they have met the **Foundational Credits** before graduation. All students are also expected to earn some, but not all, of the available **Advanced Credits** offered by the school.

	Mastery Credits	
	Foundational Credits (Graduation Requirements)	Advanced Credits
Credit Area 1	FC FC FC FC	AC AC AC AC AC AC
Credit Area 2	FC FC	AC AC AC AC AC
Credit Area 3	FC FC	AC AC AC AC AC AC
Credit Area 4	FC FC FC	AC AC AC AC AC AC AC
Credit Area 5	FC FC FC	AC AC AC AC AC AC
Credit Area 6	FC FC FC FC	AC AC AC AC
Credit Area 7	FC FC FC	AC AC AC AC

Example of Foundational and Mastery Credit

Mastery Area (example)

Self-Directed Learning

Foundational Credit

Goal-Setting and Adaptation:
Student can consistently set goals for learning tasks, monitor their progress towards the goal, and adapt their approach as needed to successfully complete a task or solve a novel, complex, and/or real-world problem.

Advanced Credit

Agility in Ambiguity:
Student can demonstrate flexibility, agility, and adaptability when undertaking complex tasks; can work effectively in a climate of ambiguity and changing priorities; and can view failure as an opportunity to learn and acknowledge that innovation involves small successes and frequent mistakes.

Example of Foundational and Mastery Credit

Mastery Area (example)

**Science, Technology,
Engineering, and
Mathematics**

Foundational Credit

Algebraic Reasoning:
Student can make use of patterns, relations, and functions to interpret, compare, and analyze pure and applied situations, using the information to make conjectures and support conclusions.

Advanced Credit

Mathematical Reasoning:
Student can apply mathematical insight and understanding with a mastery of symbolic and formal mathematical operations and relationships to develop new approaches and strategies for attacking novel, complex, “poorly structured” problems and situations.

Mastery Transcript (work-in-progress): Possible credit displays

Serena Delgado
528 Pontius Ave
Seattle, WA 98109
Graduation: June 2018

Mastery Academy is a mastery-based school that uses mastery credits to assess students.

Featured Advanced Mastery Credits

- 4e: Advanced data interpretation**
- 7h: Mathematical reasoning**
- 7i: Statistical reasoning**

Featured Project

Project title

Credits by Performance Area

1: Collaboration	0
2: Communication	0
3: Creativity	0
4: Critical Thinking	0
5: Self-directed learning	0
6: Humanities and arts	0
7: STEM	0

STEM

7 ADVANCED CREDITS

Type of work accomplished one
Type of work accomplished two

Courses

Algebra I and Trigonometry
Biology Honors

Michelle Chu

1001 E Madison St
Seattle, WA 98122
Graduation: June 2018

Featured Advanced Mastery Credits

- Virtuoso communication
- Advanced research
- Creating literature

Featured Project

Project title

Credits by Performance Area

Collaboration	12
Communication	8
Creativity	16
Critical Thinking	6
Self-directed learning	12
Humanities and arts	24

STEM

Michelle Chu

1001 E Madison St
Seattle, WA 98122
Graduation: June 2018

Featured Advanced Mastery Credits

- 1e: Leveraging diversity
- 2e: Virtuoso communication
- 3e: Problem-finding/prototyping
- 4f: Advanced research
- 5e: Literary research
- 6h: Creating literature

Total Advanced Mastery Credits

Courses Taken

Grade 9
English I
Culture and Civilization
Algebra I and Trigonometry
Biology Honors
French III
Fitness and Wellness I

Grade 10
English II
The Individual and Society

Serena Delgado
528 Pontius Ave
Seattle, WA 98109
Graduation: June 2018

Highline Big Picture is a mastery-based school that uses mastery credits to assess students.

Featured Advanced Mastery Credits

- 1e: Presentation and Feedback**
- 3d: Community Engagement and Leadership**
- 4e: Human Behavior and Expression**

Featured Project

Impact Public Schools Makerspace

Credits by Performance Area

Each quarter students work on a variety of projects that incorporate real-world experiences and rigorous investigations in each of the content areas.

1. Communication	3
2. Quantitative Reasoning	4
3. Personal Qualities	4
4. Social Reasoning	5
5. Empirical Reasoning	3

3. PERSONAL QUALITIES

"What do I bring to this process?" This goal is to be the best you can be: to demonstrate

Competencies

Teamwork and collaboration

Michelle Chu is a skilled public speaker who has a passion for writing. She hopes to pursue a degree in digital communications.

Featured Advanced Mastery Credits

- 1e: Leveraging diversity
- 2e: Virtuoso communication
- 3e: Problem-finding/prototyping
- 4f: Advanced research
- 5e: Literary research
- 6h: Creating literature

Total Advanced Mastery Credits

Mastery Transcript (work-in-progress): A deep dive into Advanced Credits

Reflective Learner

Strives to become a better person each day both academically and socially. Constantly reflects on performances and projects. Demonstrates the ability to reflect on the positives and negatives of an experience and grow from it. Finds inspiration from the success of others. Accepts feedback and critiques.

PORTFOLIO EXEMPLAR
Reflection protocol
 Designed a reflection protocol that advisors shared with the senior class

This credit has a 35% issuance rate over the past 6 years.

Community Engagement and Leadership

Collaborating in diverse groups and contexts. Understanding and honoring different perspectives and experiences; recognizing one's own views as a product of personal history and experience; recognizing and co-creating the essential work of the group; overcoming differences; applying an understanding of group dynamics; accepting responsibility. Navigating systems. Applying awareness of group goals and one's potential to influence others.

PORTFOLIO EXEMPLAR
Environmental public forum
 Organized a public forum to voice concerns about the environmental impact of proposed community development.

This credit has a 35% issuance rate over the past 6 years.

Organize, Plan and Manage Time

Defining work in complex and varied contexts; visioning and goal-setting individually and in groups; reflecting individually and in groups; effectively translating goals into tasks; managing workflow in context of conflicting priorities; applying effective technologies of managing workflow.

PORTFOLIO EXEMPLAR
Stagecraft direction
 Coordinated the creation and acquisition of sets, costumes and props for a full-scale production of "King Lear"

This credit has a 35% issuance rate over the past 6 years.

Quantitative Reasoning [Expand all](#)

Interpretation +

Advanced Credits [View complete credit list](#)

Distribution by Credit Area [What's this?](#)

Personal Qualities

4

Quantitative Reasoning

3

Communication

3

Social Reasoning

4

Empirical Reasoning

4

Advanced Credits by Area [What's this?](#)

Personal Qualities [Collapse all](#)

Productive Mindset

Positive self-concept and growth mindset, realistic self-appraisal, relationships, healthy choices, foster positive community relations in school, and other contexts; mentoring new members of the community; active listening; empathizing; being open to other perspectives; knowing and using conflict mediation strategies.

CASE STUDY
Impact Public Schools Makerspace
 Researched, designed, and built a makerspace for Impact Public Schools.

This credit has a 35% issuance rate over the past 6 years.


Reflective Learner

Strives to become a better person each day both academically and socially. Constantly reflects on performances and projects. Demonstrates the ability to reflect on the positives and negatives of an experience and grow from it. Finds inspiration from the success of others. Accepts feedback and critiques.


PORTFOLIO EXEMPLAR
Reflection protocol
 Designed a reflection protocol that advisors shared with the senior class

Mastery Transcript (work-in-progress): Authentic work from a featured credit

Case Study



A



Mastery Transcript Viewer

Mastery Transcript Academy is a mastery-based school that uses mastery credits to assess students. [Learn More](#)

Featured Project

Gene Roberts
3958 Crescent Ave.
Tacoma, WA 98044
Graduation: June 2018

Roo: Mobile App for Caretakers
A mobile application for parents and caretakers to journal memories with and track the developmental progress of children five years of age and below.

Featured Advanced Mastery Credits

1c Problem-finding and Prototyping
Students can identify, frame, and thoroughly evaluate the underlying causes of a problem found in their local community and then can undertake a multi-step, sequential process of analysis and problem solving.

4a Collaboration in groups
Students can work as part of a group to identify group goals, and collaborate with others to complete tasks and solve problems successfully.

7e Observe patterns
Students can observe patterns of forms and events, guide organization and classification, and prompt questions about relationships and the factors that influence them.

Advanced Credits by Area
Learners work on a variety of projects that incorporate real-world experiences and rigorous investigations in each of seven credit areas.

Credit	Credits
1. Creativity	4 credits
2. Critical Thinking	2 credits
3. Communication	3 credits
4. Collaboration	3 credits
5. Self-directed Learning	2 credits
6. Humanities and Arts	7 credits
7. STEM	3 credits
8. IP	3 credits

4. Collaboration

Mastery credits within this area

4a Collaboration in Groups
Students can work as part of a group to identify group goals, and collaborate with others to complete tasks and solve problems successfully.

4b Cultural Competency
Students can learn from and work collaboratively with individuals from diverse cultures, religions, and traditions to gain a global, national, and local perspective.

STATS ABOUT THIS CREDIT

SAMPLE WORK

Roo: Mobile app for caretakers

Mastery Transcript Viewer

Impact Public Schools Makerspace




Serena Delgado

For my senior thesis project, I combined my interest in early education with my passion for restorative justice through an internship at Impact Public Schools (IPS). I researched, designed, and built a makerspace for their new elementary school, in support of their vision to support a generation of problem solvers, innovators, and change agents.

Duration 12 weeks

Role research, design, production, project management, budgeting and financials.

Stakeholders City council, Impact Public Schools Principal, School board, PTA.

Background

The mission of Impact Public Schools is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. They also make a broader impact on public education across Washington state by advocating for public policies that close the opportunity gap and provide all students their right to a high-quality education.

Prior to my time with IPS, I interned at a local preschool where I teamed with leadership to

Timeline

2018

2019

2020



- Iterative transcript Tool Design
- Iterative Feedback with Working Group and Member Schools
- Initial Feedback from Higher Ed, Counselors, Students, Parents
- Data/Architecture Decisions
- Member Engagement/School Transformation Supports



- Iterative Feedback Sessions
- Working Prototype/Sandbox
- Tool Development



- Version 1.0 of Transcript Tool Available for HS Usage
- Some Member Schools begin Use (Variety of Models)
- Ongoing Higher Ed Information & Feedback

Three questions all schools ask

1

What will the world look like in 2035 (when your seniors are 35 years old)?

2

What skills and knowledge will you need to be successful in that world?

3

What changes should we make to be able to provide students with the skills needed for 2035?



Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

MARGARET MEAD

Thank you.

MEMBER INQUIRIES

Ben Rein, Outreach and Partnerships
rein@mastery.org

MEDIA INQUIRIES

Jenny Barker
barker@mastery.org

mastery.org

**MASTERY
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