



Reinventing how students prepare for college, career, and life



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.

PASSION LED US HERE





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



Too many students graduate high school unprepared for today's world.



Rather than learning how to work collaboratively, think critically, and solve complex problems, today's students are too often trapped in an outdated system that rewards only the acquisition of information segregated into single subject areas.

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

Mastery Transcript

- 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, lifelong learning

Students explore meaningful questions of interest in pursuit of mastery

A photograph of a student sitting at a desk, using a laptop. A backpack is visible on the desk next to the laptop. The student's hands are on the laptop keyboard and trackpad.

The outcomes for students are dramatic

- 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

A yellow school bus is parked in front of a stone building. The bus has the number 781 on its side and the word "BATTER" partially visible. A blue banner is overlaid on the right side of the image.

The High School Transcript

The logo for the Mastery Transcript Consortium, consisting of the letters "MTC" inside a white circle.

MTC

**MASTERY
TRANSCRIPT
CONSORTIUM™**



The current high school transcript supports the status quo.

It reduces four years of a student's hard work to a single number, the GPA.

The current transcript is restrictive

- 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

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		
<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>
English 9	1.0	A	English 10	1.0	B	English 11	1.0	A
Algebra I	1.0	A	Geometry	1.0	B	Algebra II	1.0	A
Biology w/lab	1.0	B	Chemistry w/lab	1.0	C	Physics	1.0	B
Geography	1.0	C	World History	1.0	A	US History	1.0	A
Latin I	1.0	A	Latin II	1.0	B	Spanish I	1.0	B
Logic	1.0	B	Rhetoric	1.0	A	Philosophy	1.0	B
Fine Arts: Piano	0.5	B	Fine Arts: Piano II	0.5	B	Fine Arts: Piano III	0.5	A
Theology	0.5	A	Old Testament Survey	0.5	B	New Testament Survey	0.5	A
Total Credits: 7.0	GPA: 3.36	Cumulative GPA: 3.36	Total Credits: 7.0	GPA: 3.14	Cumulative GPA: 3.25	Total Credits: 7.0	GPA: 3.43	Cumulative GPA: 3.38
SCHOOL YEAR: 2008-2009		GRADE LEVEL: 11 th		SCHOOL YEAR: 2009 - 2010		GRADE LEVEL: 12 th		
<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>
English 11	1.0	A	English 12	1.0	A	Trigonometry/Pre-Calculus	1.0	A
Algebra II	1.0	A	US Government	1.0	A	Economics *	1.0	B
Physics	1.0	B	Speech *	1.0	A	Spanish II	1.0	C
US History	1.0	A	Spanish II	1.0	C	Fine Arts: Drawing	0.5	B
Spanish I	1.0	B	Fine Arts: Drawing	0.5	B	Apologetics	0.5	B
Philosophy	1.0	B	Apologetics	0.5	B			
Fine Arts: Piano III	0.5	A						
New Testament Survey	0.5	A						
Total Credits: 7.0	GPA: 3.57	Cumulative GPA: 3.36	Total Credits: 7.0	GPA: 3.43	Cumulative GPA: 3.38			
ACADEMIC SUMMARY		GRADING SCALE		NOTES				
Cumulative GPA: 3.38		90 – 100 = A		* 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)				
Credits Earned: 28.0		80 – 89 = B						
Diploma Earned: yes		70 – 79 = C						
Graduation Date: 6/30/2010		60 – 69 = D						
		59 – below = F						
I do hereby self-certify and affirm that this is the official transcript and record of June B. Smith in the academic studies of 2006 – 2010.								
Signature:		Title: Principal		Date: June 30, 2010				



The Mastery Transcript is Changing the Game

Current Transcript

Flat, Two-Dimensional, One Page

Credit for Time

Single-Subject

Grades (little or no definition)

Typically limited to academic subjects

Mastery Transcript

Digital, Interactive

Credit for Mastery

Cross-Disciplinary Credits possible

School-Defined Credits with consistent metrics/rubrics

Credits can be broader; most schools include SEL / 4 dimensions

The Mastery Transcript supports a curriculum that can 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 MTC Network



MASTERY
TRANSCRIPT
CONSORTIUM™

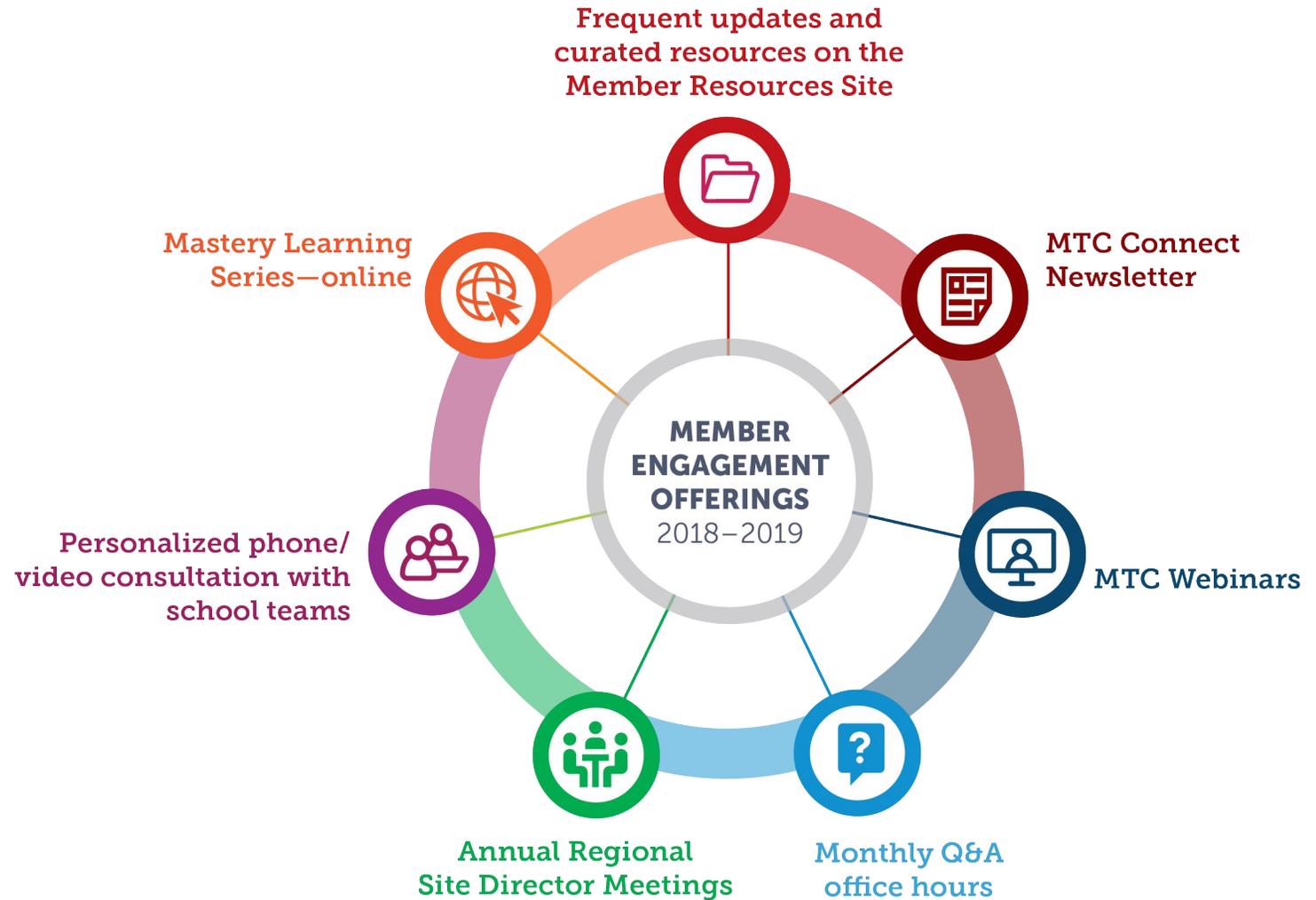


Hundreds of MTC Member High Schools

Including: Public, Private, and International Schools



Network Engagement



Transcript + Network = Impact

Change the Transcript

- ▶ Grade
- ▶ Subject
- ▶ Time



Build the Network



Impact

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

A yellow school bus is parked in front of a stone building. The bus has the number 781 on its side and the word "BATTER" partially visible. A blue banner is overlaid on the right side of the image.

The Mastery Transcript Closing in on a Beta Version 2019-2010 Academic Year

The logo for the Mastery Transcript Consortium, consisting of the letters "MTC" inside a white circle.

MTC

**MASTERY
TRANSCRIPT
CONSORTIUM™**



Mastery Transcript: Closing in on a Beta Version

- 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. They 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: Foundational & Advanced Mastery Credits

Mastery Area (sample)	Foundational Credit	Advanced Credit
Self-directed Learning	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.	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: Foundational & Advanced Mastery Credits

Mastery Area (sample)	Foundational Credit	Advanced Credit
Science, Technology, Engineering, and Mathematics	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.	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

Ongoing, iterative, codesign

MTC

Kavita Singh

ADDRESS
10035 95th Ave NE, San Mateo, CA 94403STUDENT ID
3365247GRADUATION
2018

OVERVIEW

CREDITS

SCHOOL PROFILE

Kavita Singh is a STEM enthusiast and social justice-advocate. She is an aspiring biomedical engineer and hopes for her work to have a tangible impact on marginalized communities.

Featured Credits

Key credits that distinguish Kavita

★	Public Deliberation	Advanced	▼
★	Authentic Scientific Inquiry	Advanced	▼
★	Multidisciplinary Technical and Scientific Understanding	Advanced	▼

Quick Links

-  Counselor Recommendation
-  Another Message

Case Studies

A closer look at Kavita's capstone-level work



Constructing Medical Wearables to Detect Depression in MI Patients

Kavita Singh

ADDRESS
10035 95th Ave NE, San Mateo, CA 94403STUDENT ID
3365247GRADUATION
2018

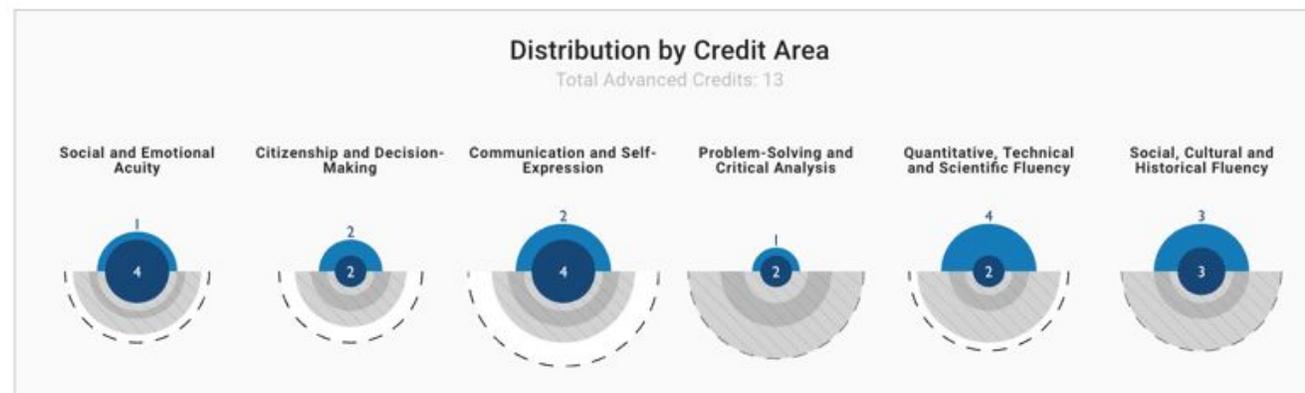
OVERVIEW

CREDITS

SCHOOL PROFILE

Advanced Credits

HOW DO I READ THIS?



Credit List

A complete listing of credit titles, descriptions and associated evidence



Search...

ADVANCED FOUNDATIONAL ALL



Unearned credits off

Social and Emotional Acuity

✓	Understanding of Self	Foundational	▼
✓	Understanding of Others	Foundational	▼
✓	Mind-Body Balance	Foundational	▼

2018

2019

2020

2021



- Co-Design + Iterative Feedback
- Credit Architecture + Sample Transcripts



- Functional Prototype of Key Elements
- Begin Back-End Development
- Iterative Feedback with HS and HE



- Beta Version
- Member Schools Begin Use
- Ongoing Feedback



A hand holding a pen over a stack of books, with a blue text box overlaid.

Higher Education

What We Have Heard



MASTERY
TRANSCRIPT
CONSORTIUM™



With the power of our network and all of the schools on the Mastery Transcript, colleges will pay attention.

Hannah Nelson,
Teacher and Academic Dean,
Watershed School





Excitement

- “The Mastery Transcript will give us a better understanding of kids and help us to open up opportunities to a much broader set of students and know they are prepared and ready for our institution.”
— Zina Evans, University of Florida
- “We're looking for students open to learning everywhere ... The Mastery Transcript can help us even better identify the students who are really going to light this place up.”
— Liz Cheron, Northeastern University



Starting to Be Real

- “You seem to be gaining traction. When will we see the first transcripts?”
- “Will we get a chance to give feedback?”
- “I’d love to participate and help figure out training models.”
- “Have you figured out integration with...”

Three questions all schools ask

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

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

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

