



Appendix N. None-Nigh-Near-Novel Stages of Transfer Assessment Inventory

Gather assessment tasks from different sources: classroom, textbook, workbooks, ancillaries, professional learning communities, etc. Using the criteria and the exemplars in the chapters, do an inventory of assessments for a given unit or scheme of work.

- 1) Write the task ***description***.
- 2) Explain its designation over the four categories of Transfer with its ***design*** features or characteristics. Do you recognize where the task is along this continuum? Use the chart on the next page.
- 3) If you have samples of pupils' work, include that impact on learning evidence to show ***implementation*** results of such a task. Is there evidence of Transfer?
- 4) When completed, what did you ***discover***? Is there a novel transfer task? Too many supports that prevent full transfer? No variation of audience? Same materials? Are there some of each?
- 5) If there are a majority of tasks in None or Nigh, how can you ***Turnaround*** these tasks to meet criteria for Near and far Novel Transfer?



None-Nigh-Near-Novel Stages of Transfer Assessment Inventory

None	Nigh and Nearby	Near Transfer	Novel Transfer
<i>Drill Decontextualized Content</i>	<i>Familiar Task with Supports</i>	<i>Unfamiliar Task with Supports</i>	<i>Completely New Task No Supports</i>