Success Criteria for the Learning Transfer Mental Model

Acquire Understanding of Individual Concepts

- State the meaning of the concept(s) in their own words
- Elaborate on what the concepts mean and do not mean, distinguishing them from other similar or overlapping concepts and addressing common misconceptions (In other words . . . ; This is different from . . . ; Although many may assume that this means _____ , it actually means _____.)
- Recognize examples and non-examples and generate their own examples and non-examples
- Illustrate the concept through use of metaphor, symbol, or visual

Connect Concepts in Relationship

- Explain the complex relationships among several concepts using precise words, diagrams, and other visuals
- Distinguish between simplistic relationships or truisms (e.g. "Word choice impacts poetry" or "Kindness and empathy are both important") and complex, insightful relationships that make claims about how the world works (e.g. "To fully understand a poem, we have to consider the connotations, not just definitions, of each word the author has chosen." or "Empathy is a prerequisite of kindness."), arriving at the latter and avoiding the former
- Provide specific examples from a range of contexts that illustrate the connections among concepts

Transfer Understanding to New Situations

- Recognize which concepts apply in a given situation
- Use conceptual relationships to move beyond the surface-level features of a situation and instead focus on its deeper structure
- Develop theories about why a new scenario is unfolding the way it is, generate hypotheses about unknown aspects of a new scenario, make predictions about what will happen next, construct arguments, and develop solutions to novel problems based on their understanding of the deeper conceptual structure at play
- Apply prior learning with caution, noting important underlying differences between two situations and how these differences impact transfer
- Use insights gained from new situations to alter and refine their mental model of the concepts and their relationships

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See early elementary success criteria here.