

Transcripts



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Login at schools.mastery.org

Transcripts at Gibson Ek



Gibson Ek is one of over 250 (and growing!) Master Transcript Consortium member schools from around the country and the world. Gibson Ek's Class of 2020 was MTC's first full senior class to use the transcript for college applications, and one of our students was the first to be accepted to a college using the transcript. Colleges from throughout the state and around the country accepted Gibson Ek students.

The MTC transcript shows not only the competencies you've met and the courses you've taken, but it allows you to select your best work--projects, internships and other learning experiences--and showcase it to colleges, technical programs, summer programs, scholarship committees and post-high school internships.

Communicating with Colleges

Once your transcript is published, you can send colleges (or other recipients) a link and an access code to view your transcript and project evidence. You can also send colleges a PDF of your full transcript with links to your evidence.

Online Access

1. Login to schools.mastery.org and select **Export Official PDF** (if you do not see this option, contact your advisor)
2. Save this PDF and send a copy to your recipient. Recipients get a web address and access code to view your transcript.
3. Your access code remains valid even as your transcript is updated, so it's not necessary to send a new code after you make changes.

Full PDF Version

1. Login to schools.mastery.org and select **Preview Transcript**
2. At the top of the screen select **Export Full Transcript as PDF**
3. Save this PDF and send a copy to your recipient

Official Transcript

If you are asked for an official transcript, contact the counselor or follow directions on the [Counseling at Gibson Ek blog](#).

Anatomy of the Transcript

Owen Gibson
379 1st Place SE
Issaquah, WA 98027

Owen is a passionate learner who believes in connecting with community to inspire change. Owen focuses on educational equity and LGBTQ activism.

CREDITS

COURSES

Gibson Ek (480002)
379 1st Place SE
Issaquah, WA 98027
[Link to school profile](#)

AUTHORIZED BY
Patti Hanan, Registrar

DATE
3/3/2020



Credit Profile

Distribution of credits earned by student.

Filter by Advanced Foundational

Credit Distribution

— Foundational Credit (FC) — Advanced Credit (AC)
- - - In progress FC - - - In progress AC



58

Social Reasoning (5) (8)

Critical Issues and Events Foundational 1

Geography and Environment Foundational 2 In Progress

Human Behavior and Expression Advanced 1 Advanced

Institutions, Systems and Government Advanced 2 Advanced

Institutions, Systems and Government Advanced 1 Advanced

Quantitative Reasoning (0) (8)

Interpretation Foundational 2

Representation Foundational 2 In Progress

Application and Analysis Foundational 2 In Progress

Application and Analysis Foundational 1

Calculation Foundational 2

Calculation Foundational 1

Representation Foundational 1

Evidence

Featured work selected by the student.

Critical Issues and Events Foundational 2



Positive and Powerful LGBTQ+ Allyship Workshop
Created and facilitated 90-minute workshop that addressed concepts of privilege and all...

Empirical Modeling Advanced 1 Advanced



FTC Robot
Collaborated with team to create a robot to compete in the FIRST FTC competition.

Collaboration Advanced 2 Advanced



Equity Assessment Tool
Created diagnostic tool for schools to assess current equity work in order to support s...

Owen Gibson

379 1st Place SE
Issaquah, WA 98027

Owen is a passionate learner who believes in connecting with community to inspire change. Owen focuses on educational equity and LGBTQ activism.

Personal Information

This section provides basic information as well as a brief Overview Statement, written by you.

Gibson Ek

379 1st Place SE
Issaquah, WA 98027
(425) 837-6350

ABOUT THE SCHOOL

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[Curriculum](#)

[Unique course offerings](#)

[Honors/AP/IB](#)

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HOW DO I READ THIS TRANSCRIPT?

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[Mastery credits and courses](#)

DEB CODE

480002

About

Gibson Ek High School is a small, innovative high school where students' interests, passions, and talents drive the learning. Students commit to a personal vision through authentic new learning that empowers them to contribute their knowledge and skills to meaningfully influence the school and community. Our students work with experts to experience work in the real world, becoming better prepared for life after high school. As a Big Picture school, there is no canon of information that all students must know. Rather, we ground our learning experiences in design thinking, since the most important thing a student needs to know is how to learn.

[Link to complete school profile](#)

By the numbers

- Established: 2016
- Grades: 9-12
- Enrollment: 194
- 1st graduating class: 2019

School Profile

This section is the same on every student's transcript. It provides viewers with more information about Gibson Ek, our competencies and the structure of our school.

Credit Profile

Distribution of credits earned by student.

Filter by Advanced Foundational



Social Reasoning	Quantitative Reasoning
Critical Issues and Events Foundational 1	Interpretation Foundational 2
Geography and Environment Foundational 2	Representation Foundational 2
Human Behavior and Expression Advanced 1	Application and Analysis Foundational 2
Institutions, Systems and Government Advanced 2	Application and Analysis Foundational 1
Institutions, Systems and Government Advanced 1	Calculation Foundational 2
	Calculation Foundational 1
	Representation Foundational 1

Credit Profile

On the transcript, competencies are called “credits”. The credit profile shows which competencies you earned at a foundational level and which you earned at an advanced level. On seniors' transcripts (or by request for other students), it also shows competencies that are in progress (some targets have been met, but the entire competency has not yet been met). Targets are not shown on the transcript.

Students who want to show viewers the type of learning they've done to meet a competency can link one piece of evidence to the competency.

Credits are marked Foundational, Advanced or In Progress

Foundational 1	101-201 competencies with all targets Met
Foundation 2	301-401 competencies with all targets Met
Advanced 1	The first time a competency is met with at least two targets Exceeded
Advanced 2	The second time a competency is met with at least two targets Exceeded (301-401 only)
In Progress	Competencies with at least one target Met but not all (Seniors only)

Courses

This student has met all state graduation requirements.

Group by Year Subject

2016 - 2017	2017 - 2018
Argumentative Writing 10/2016	Hurricane Disaster Relief 10/2017
Farhenheit 451 Novel Study 01/2017	Designing Accessible Toys 12/2017 and Games
Guitar Building 03/2017	Chemical Reactions 02/2018
Journalistic Writing 05/2017	WE Day Charity 04/2018 Fundraising
Public Speaking 06/2017	Empirical Investigations 05/2018
Algebra I 06/2017	Salmon Days Booth 06/2018
Advisory 101 06/2017	Geometry 06/2018
Internship 101 06/2017	Advisory 201 06/2018
Autobiography 101 06/2017	Internship 201 06/2018
	Autobiography 201 06/2018
2018 - 2019	
Traffic Redesign 09/2018	

Courses

We list courses that are at least six weeks long (e.g., Design Labs), are completed *and* include instructor evaluation. We do not list grades. Courses include Advisory, Writing Portfolio, Internship, completed Design Labs, math, and any courses taken at a community college, through WANIC or through monitored online learning (such as APEX).

Evidence

Featured work selected by the student.

Critical Issues and Events Foundational 2



Positive and Powerful LGBTQ+ Allyship Workshop

Created and facilitated 90-minute workshop that addressed concepts of privilege and all...

Empirical Modeling Advanced 1 Advanced



FTC Robot

Collaborated with team to create a robot to compete in the FIRST FTC competition.

Collaboration Advanced 2 Advanced



Equity Assessment Tool

Created diagnostic tool for schools to assess current equity work in order to support s...

Evidence

Select 3-5 projects you believe best demonstrate your learning. For each project, highlight what you learned and created, and then link to your portfolio so the viewer can see your process and your evidence.

Preparing Your Portfolio for the Transcript

Purpose

Creating a portfolio separate from your working portfolio allows you to **showcase the creativity, depth and uniqueness of your learning experiences**. Some readers may take the time to search through your entire portfolio, so it's important to include only what makes sense to that reader and what you want to highlight.

This is your opportunity to share what makes you, you. **Highlight 2-5 projects, internships or experiences that:**

- reflect your best work (can be your senior project even if you haven't finished it yet)
- showcase your unique experiences, especially an internship
- demonstrate challenging, meaningful work
- emphasize work not captured elsewhere in your transcript/application (e.g., don't focus on AP courses/tests, online or Running Start classes, etc.).

Selecting Evidence

Keep in mind that some readers will spend 10 seconds with your project, some 30 seconds and some 5 minutes. You're creating a page that works for each of these readers.

For each project page of your portfolio:

1. Place an image of or link to your final product *at the top of your page*
2. Use additional images and links to show your process, highlighting key learning

Providing Context

Your reader isn't familiar with you or your work, so use your captions to guide them in how to see your work:

1. Write a brief (**1-2 sentences**) caption for each image
2. Use active verbs
3. Remember, less is more

Make sure you set your Share settings on your portfolio and all documents to Public.

Update your portfolio each year with new, more relevant and challenging projects.

Writing the Overview Statement

You are responsible for writing your Overview Statement.

The **Overview statement** is a short headline that:

1. tells the reader what makes you unique (who you are right now) and
2. indicates the direction you want to pursue (who you want to become and/or the work you want to do)

Parameters:

- ✓ One to two complete sentences
- ✓ Third person
- ✓ Max of 250 characters

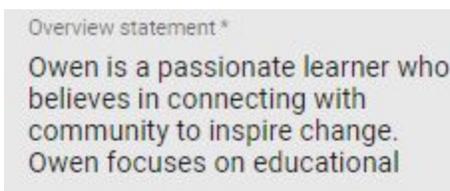
Sample:

Kavita Singh is a <u>STEM enthusiast</u> and <u>social justice advocate</u> . She is an <u>aspiring biomedical engineer</u>								
Name	adjective	noun	adjective	noun	adverb	adjective	noun	
and <u>hopes for her work to have a tangible impact on marginalized communities</u> .								
verb	phrase about future goals							

There are many ways to write the statement, but if you need help getting started, use the sample as a template for your own statement:

_____	is a	_____	_____	and	_____	_____	. She/he/they is/are a
Name		adjective	noun		adjective	noun	
_____	_____	_____	_____	and	_____	for/to	_____
adverb (optional)		adjective	noun		verb		phrase about future goals

Once you've finalized your statement, log in to the transcript and add your statement.

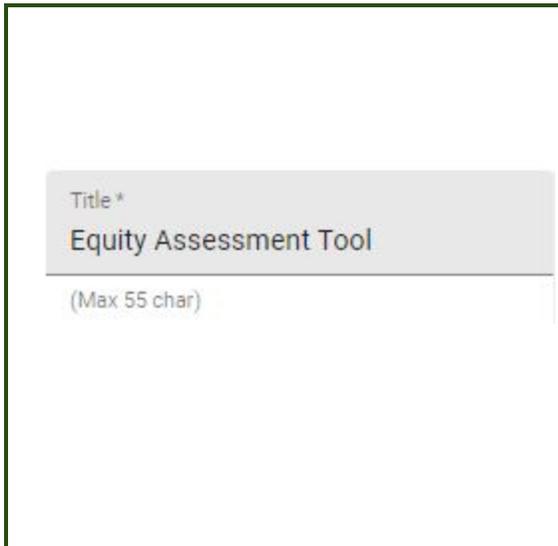


1. Select **PERSONAL INFORMATION**
2. Scroll down to Overview statement
3. Add your statement and save
4. Click **SUBMIT** on right side of screen

Adding Evidence

Once you've logged in, select **EVIDENCE** and then the orange **ADD EVIDENCE** button. Then, fill in each of the following fields:

Title



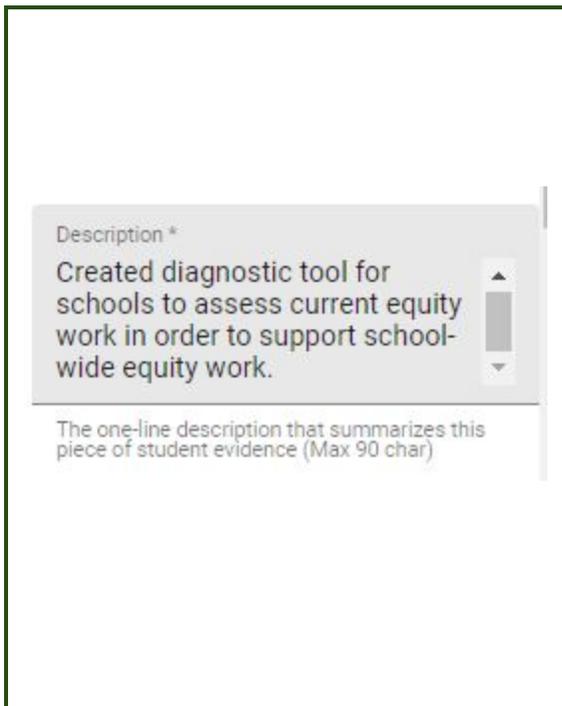
The screenshot shows a text input field with a light gray background. The label "Title *" is at the top left. The text "Equity Assessment Tool" is entered in the field. Below the field, the text "(Max 55 char)" is displayed in a smaller font.

Start with a noun that is

- the product of your project (Preschool Curriculum, Car Engine Rebuild, Drone Adaptation, Quadratic Surfaces Proofs)
- your title (Cofounder, Volunteer, President, Intern)
--OR--
- the achievement (First Place, Runner Up, Elected Board Member)

Examples: Equity Assessment Tool
Volunteer for Cake4Kids
Second Place Mock Trial Competition

Description



The screenshot shows a text input field with a light gray background. The label "Description *" is at the top left. The text "Created diagnostic tool for schools to assess current equity work in order to support school-wide equity work." is entered in the field. Below the field, the text "The one-line description that summarizes this piece of student evidence (Max 90 char)" is displayed in a smaller font.

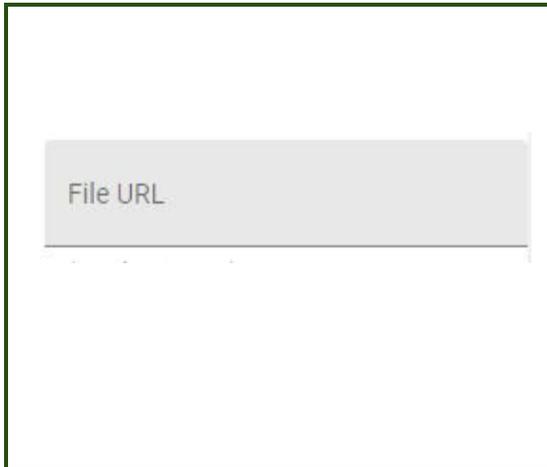
For each project, write one sentence fragment that

- Is 90 characters max
- Starts with a verb (e.g., organized, created, designed, implemented, supervised)
- Is a concise summary of what you did

Examples:

- Organized public, annual conference with renowned speakers and approximately 100 attendees
- Created five distinct ways to derive equations for rotated quadric surfaces and communicated each proof in LaTeX software
- Design, bake, and deliver celebratory cakes for foster children through the Cake4Kids organization

File URL



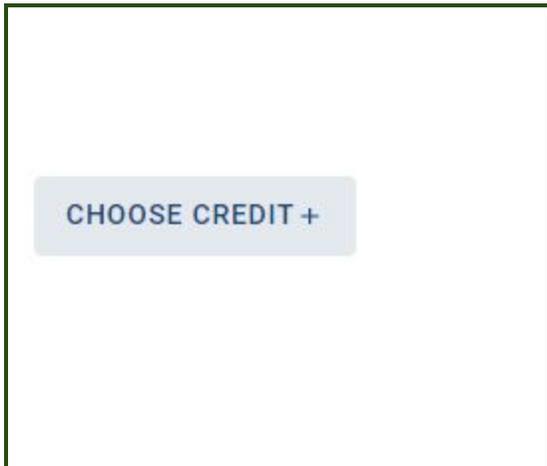
Link the relevant project/internship page of your Transcript Portfolio.

Double-check that all Share settings are set to public.

You may opt to link a single document or pdf.

Note: Do NOT upload a folder of items because there will be no context and no one will sift through your folder.

Choose Credit

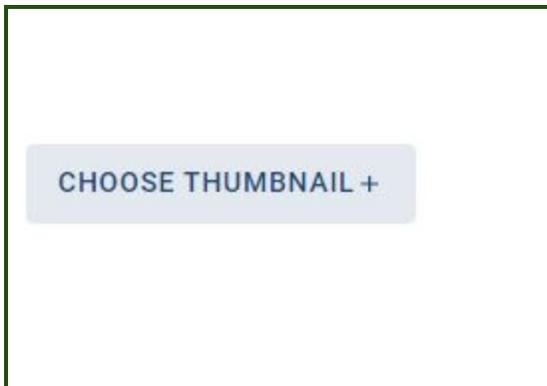


Add the competency that your project *most* demonstrates. If you are a 301 or 401, make sure you select Foundational 1 (101/201 work) or Foundational 2 (301/401 work) as appropriate.

If you have met a competency at an Advanced level, it is important to link evidence of your work in this area.

Only competencies that have been evaluated by your advisor are available in your transcript.

Choose Thumbnail



Select a photo that provides meaning and context. The photo must be:

- Original photo of your work (preferred) or royalty-free image
- Square image that is cropped NOT condensed
- Min. of 60x60 pixels; max of 200x200 pixels

It's easiest to use the snip tool, save and use that image. If you can't find a strong image, create a solid block of color and save as an image.

Featured Evidence

Featured Evidence

Featured evidence appears on the home page of the transcript. Students should select 3-5 pieces of evidence that showcase their most interesting and noteworthy work. They should be associated with the mastery credits that are integral to the student's profile as a learner.

Include as featured evidence on the transcript

Click the box

This ensures your project appears on the transcript in the Evidence section.

If you do not click the box, then your project description will show up only when a viewer hovers on the credit/competency that you selected.

Duration

Duration & Role

Describe the length of the project and the role in which you, specifically, contributed.

Duration *
3 months

X days/weeks/months

State the project length from start to finish

Examples:

4 Days

3 Months

2 days each week for 7 months

Must start with a numeral

Role

Role *

Researcher, Designer, and Developer

One phrase (max 40 char)

State your role on the project.

If you worked by yourself the whole time, you can type Independent Project.

If you worked with a team or in collaboration with a mentor, specify the role you played.

Highlights

Highlights

Three to five bullet points. Use verbs to describe noteworthy activities involved in completing the work. May also include the work's accolades or impact.

Highlight 1 *

Researched models for creating orga

One line (max 125 char)

Highlight 2 *

Collaborated with district's Diversity 1

One line (max 125 char)

Highlight 3 *

Created assessment tool based on re

One line (max 125 char)

Write 3-5 bullet points highlighting what you did.

Highlights should:

- Use verbs to describe what you did that was unique, impressive, or noteworthy
- Describe activities that highlight important knowledge and/or skills
- Note any impact or accolades the work achieved
- Offer more specifics than what your Description provides

Examples:

- Managed budget of \$5000 for conference
- Learned JavaScript and used it to create client product
- Earned innovation commendation from judges

Images

ADD IMAGES +

X

Caption

(Max 55 chars)

Adding additional images and captions is optional. This will create a carousel of images for your project profile.

If you're linking the project page of your portfolio, this step may be unnecessary.

Once you've completed each field, click SAVE and then SUBMIT (right side of screen). Your advisor will review, approve and publish.

Credit Updates

Your advisor updates credits at the end of every Learning Cycle. If you need an updated transcript before the end of the Learning Cycle, please arrange a time with your advisor to make updates.

Course Updates

Shawn (counselor) updates ALEKS, Apex Learning, Running Start and WANIC courses at the end of every learning cycle or as course completion documents are sent to Gibson Ek by outside schools.

Tonja (dean) updates Design Labs at the end of every learning cycle. Only completed Design Labs are added to the transcript.

There are rare cases when additional instructor-led courses might be added to the transcript. See Tonja if you have questions.

No grades are added to the transcript.

If you need an update prior to the end of the cycle, see Tonja or Shawn.

Overview Statement or Evidence Changes

Once your transcript has been approved and locked, you'll need to request a section be unlocked to make any changes. After making changes you'll need to resubmit so your advisor can review, approve and republish your transcript.

If you've linked a google site or google document to your evidence section, you can make changes on the site or document without having to resubmit for approval.

Requesting a Transcript

To request an official transcript, email your request to the counselor or complete this [transcript request form](#). Be sure to include:

- Institution name
- Complete address of institution (email, portal, Common App, or physical mailing address)
- Deadline by which transcript needs to be sent

Questions?

Contact Tonja Reischl (reischlt@gibsonek.org, 425-837-6360) with any additional questions.