

Student Name: _____

Extended Learning Opportunities Title: _____

Step 1: PLANNING (Student and Overseeing Educator work together)

<p>Competencies</p> <p>The student and ELO overseeing educator should research the competencies that can be met through the ELO project to establish general expectations and goals for the project. The competencies will have some natural content and skills associated with them. In addition, please list what the student will know and be able to do as a result of this project.</p>	
<p>Project Description</p> <p>The student and overseeing educator should work together to give a detailed description of the project. What is involved? Describe the final product and presentation. Include a broad description of what will be assessed. Include what the product will look like and where and how students will showcase their work.</p>	
<p>The Essential Question</p> <p>The student will develop an essential question which focuses the activity, motivates the student, and drives the learning. It should be broad enough not to be answered easily and can be approached from many different entry points. It lends itself to interdisciplinary research.</p>	<p>My Essential Question:</p>
<p>Community partners</p> <p>Identify community partners who offer a rich source of knowledge, refined application, and experience in the project area. Describe their role in the project planning, implementation, student mentoring, and assessment.</p>	

Step 2: Implementation and Formative Assessments

<p>Timeline and Benchmarks</p> <p>Create a timeline of benchmark points that provide a foundation for the final project. Benchmark points can be small, discreet projects, rehearsals, practices, drafts or other work that allows the student to move towards competency. Students should have ample opportunities to have work reviewed before the final presentation. A timeline provides a framework to assure that this preparation and review happens.</p>	
<p>Research</p> <p>The student should identify how they will research the knowledge base of their ELO subject matter to prepare for implementation and engagement. This may be their first benchmark point of review and will provide important opportunities to check assumptions and reflect on new ideas and avenues that the research revealed.</p>	
<p>Reflection</p> <p>Identify structures that guarantee student input and reflection is captured along the way. Ask students to reflect on their progress in the ELO, and have them self-assess benchmark points in relation to the larger, final project. List what methods students will use for reflection and self-evaluation.</p>	
<p>Overseeing educator and student communication</p> <p>The overseeing educator for the ELO and the student should establish together how and how often they student will communicate.</p>	
<p>Community partner communication</p> <p>Describe how regular communications with the community partner will take place. Community partners should be part of the student reflection so they can see students' developing understanding. Describe how the community partner will participate in the assessment of the project.</p>	

Step 3: Summative Assessment

<p>Final Demonstration of mastery Describe in detail what the final demonstration of mastery will include, what will be assessed, and who will assess each component. <u>An actual Product and a Presentation are usually components of the demonstration of mastery and their preparation has been incorporated throughout the learning experience.</u></p>	
<p>ELO Presentation Preliminarily identify when the presentation on the ELO will occur. Note who will be on the assessment team and what, if any, special equipment or facilities may be needed. Usually, the overseeing educator, the community partner, and the school's ELO coordinator (if identified) will, at a minimum, comprise the assessment team.</p>	
<p>Assessment of mastery Identify common assessment goals that will be met during the final demonstration. As the presentation of this demonstration develops, these goals may be modified through negotiation between the overseeing educator and the student.</p> <p>Assessors will be given the assessment rubric at least one week in advance with a brief description of the final demonstration of mastery and will be informed of what competencies they are assessing.</p> <p>Assessors should also be given written guidelines for the format of the performance assessment. While the process may differ due to personalization, it should include the student's presentation of mastery of competencies, an opportunity for assessors to ask questions of the student, provision for the assessors to score against the rubric(s) and an opportunity to talk amongst themselves about the demonstration, and a final meeting with the student to provide feedback. The teacher of record, who may be the overseeing educator, will submit a grade for the ELO within one week of the assessment.</p>	