

Student Name: \_\_\_\_\_

Extended Learning Opportunity Title: \_\_\_\_\_

## Step 1: Planning

<p><b>Competencies</b></p> <p>The student and ELO overseeing educator 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.</p> <p>In addition, please list what the student will know and be able to do as a result of this project</p>	
<p><b>Project Description</b></p> <p>The student and overseeing educator work together to develop a detailed description of the project.</p> <ul style="list-style-type: none"><li>• What is involved?</li><li>• Describe the final product and presentation.</li><li>• Broad description of what will be assessed.</li><li>• What the product will look like</li><li>• Where and how students will showcase their work.</li></ul>	
<p><b>Essential Question</b></p> <p>The student develops an essential question which focuses the activity, motivates the student, and drives the learning.</p> <p>It is broad enough to not be answered easily and able to be approached from many different entry points. It lends itself to interdisciplinary research.</p>	<p>My Essential Question:</p>

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<i>Step 1, continued</i>	
<b>Community Partner/Mentor</b> Identify community partners who offer a rich source of knowledge, refined application, and experience in the project area. Describe their role in project planning, implementation, student mentoring, and assessment.	
<b>Accommodations</b> For students with disabilities, list accommodations that will be built into the ELO plan.	

## Step 2: Implementation and Formative Assessments

<p><b>Timeline and Benchmarks</b></p> <p>Create a timeline of benchmarks that provide a foundation for the final product and presentation.</p> <p>Benchmarks can be small discreet projects, rehearsals, practices, drafts, or other work that allows the student to move towards competency mastery.</p> <p>Students need to have ample opportunities to have work reviewed before the final presentation. A timeline provides a framework to ensure that preparation and review happen.</p>	
<p><b>Research</b></p> <p>The student identifies how they will research the knowledge base of their ELO subject matter to prepare for implementation and engagement.</p> <p>This could be their first benchmark review point because the review will provide important opportunities to check assumptions and reflect on new ideas and avenues that the research revealed.</p>	
<p><b>Reflection</b></p> <p>Identify structures that guarantee that student input and reflection will be captured along the way.</p> <p>Ask students to reflect on their progress in the ELO, and have them self-assess benchmarks in relation to the larger final product. List what methods the student will use for reflection and self-evaluation.</p>	

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<i>Step 2, continued</i>	
<b>Overseeing Educator and Student Communication</b> The overseeing educator for the ELO and the student establish how and how often they will communicate.	
<b>Community Partner Communication</b> Describe how regular communications with the community partner will take place. Community partners need to be part of the student reflection process so they can see student's developing understanding.  Describe how the community partner will participate in the assessment of the project.	

### Step 3: Summative Assessment

<p><b>Final Demonstration of Mastery</b> Describe in detail what the final demonstration of mastery will include, what will be assessed, and who will assess each component. An actual Product and Presentation are usually part of the demonstration of mastery and their preparation is incorporated throughout the ELO.</p>	
<p><b>ELO Presentation</b> Tentatively identify when the presentation on the ELO will occur.</p> <p>When planning the summative assessment, build in supports so that students can display their knowledge in a way that is meaningful for them and stresses their communication strengths.</p> <p>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 ELO coordinator will, at minimum, make up the assessment team.</p>	
<p><b>Assessment of mastery</b> Identify assessment goals that will be met during the Final Demonstration of Mastery. Assessors will get the assessment rubric in advance with a brief description of the Final Demonstration of Mastery and the competencies they are assessing.</p> <p>Assessors will need 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</p>	

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competencies, an opportunity for assessors to ask questions, provision for the assessors to score against the rubric(s), an opportunity to talk amongst themselves about the demonstration, and a final meeting with the student to provide feedback.	
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*The ELO Design Template was originally created during the NH Department of Education ELO Initiative 2007 – 2011. It was slightly edited in April 2018 for clarity and the addition of Accommodations for students with disabilities.*