ELO Design Template

Student Name: _____

Extended Learning Opportunity Title: _____

Step 1: Planning

Project Description The student and overseeing educator together develop an overview of the project. • What is your area of interest or curiosity? What do you want to learn? • What will you create to show what you learned? • Who will you work with? • How will your work be assessed? By whom? • How might you do a presentation at the end?	
Essential Question The student develops an essential question which focuses the activity, motivates the student, and drives the learning. 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.	My Essential Question:
Competencies 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. In addition, please list what the student will know and be able to do as a result of this project	

Step 1, continued	
Community Partner/Mentor 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.	
Accommodations For students with disabilities, list accommodations that will be built into the ELO plan.	

Step 2: Implementation and Formative Assessments

Timeline with Benchmarks Create a timeline with benchmarks that provide a foundation for the final product and presentation. Benchmarks can be small discreet projects, rehearsals, practices, drafts, artifacts, or other work that allows the student to move towards competency mastery. 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.	
Research The student identifies how they will research the knowledge base of their ELO subject matter to prepare for implementation and engagement. 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.	
Reflection Identify structures that guarantee that student input and reflection will be captured along the way. 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.	

Step 2, continued	
Overseeing Educator and Student Communication The overseeing educator for the ELO and the student establish how and how often they will communicate.	
Community Partner and Other Team Member Communication Describe how regular communications with the community partner and other team members 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 and Final Demonstration of Learning

Product Preparation for the Product is incorporated throughout the ELO process. Describe the Product and how it pulls everything together. Products can take many forms: portfolios, 3-D models, research papers, websites, manuscripts, improved processes for an organization, murals, original experiments, etc. Describe how you will assess the Product.	
Presentation When planning the Presentation, build in supports so that the student can display their knowledge in a way that is meaningful for them and stresses their communication strengths. The student will answer the essential question and defend their learning by addressing each of the competencies. Describe how you will assess the Presentation. Note who will be on the assessment team and what, if any, special equipment or facilities may be needed.	
Assessment of Competencies Included in the Final Demonstration of Learning is an assessment of the student's mastery of the competencies for this ELO. Identify members of the assessment team (usually the overseeing educator, community partner, and ELO coordinator).	
Step 3, continued	

| **Credit**
Credit and grading are measured through a combination of formative assessment, summative assessment, competency mastery and final rubric-driven evaluation of the learning components.

Describe how the final grade will be determined and how much credit will be awarded. Identify how it will appear on the student's transcript. | |

2/25/19

The ELO Design Template was originally created during the NH Department of Education ELO Initiative 2007–2011.