**Extended Learning Opportunity Application**

This form should be completed prior to beginning an Extended Learning Opportunity. Please fill it out completely and return it to your school counselor. Please invite your school counselor to a FINAL PRESENTATION that shows the skills you learned.

Student's Name: Grade:

Email used most frequently: Guidance Counselor:

1. Describe the Extended Learning Opportunity you plan to complete.

2. Will anyone else be involved (a teacher, community partner, etc.)? Please include contact information.

3. Why is this ELO important to you? Is it needed for graduation?

*Student’s Signature Date Parent/Legal Guardian's Signature Date ELO Teacher's Signature Date*

New **Hampshire Extended Learning Opportunity Design Template**

**Student Name:** ---------------------------------------------------------------

**Extended Learning Opportunities Title: \_\_**

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

**Competencies**

The student and ELO overseeing educator should research the competencies that can be learnt 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.

**Project Description**

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.

**The Essential Question**

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.

**My Essential Question:**

**Community partners**

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.

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the NH Department of Education Extended Learning Opportunities initiative

Step 2: IMPLEMENTATION AND FORMATIVE ASSESSMENTS

Timeline and Benchmarks

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.

Research

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 review new ideas and avenues that the research revealed.

Reflection

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.

Overseeing Educator and Student Communication

The overseeing educator for the ELO and the

student should establish together how and how often

the student will communicate.

Community Partner Communication Describe how regular communications with the community partner will take place. Community partners should be part of the student reflection so that they can see students' developing understanding. Describe how the community partner will participate in the assessment of the product.

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Stcp3: SUMMATIVE ASSESSMENT

**Final** Demonstration of mastery

Describe in detail what the final demonstration of mastery will include, what will be assessed, and who

assess each component. An actual Product and a

Presentation are usually components of the demonstration of mastery and their preparation has been incorporated throughout the learning experience.

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 school's ELO coordinator (if identified) will, at

a minimum, comprise the assessment te8m.

Assessment of mastery

Identify common assessment goals that will be met during the final demonstration. As the presentation or this demonstration develops, these goals may be

modified through negotiation between the overseeing educator and the student.

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.

Assessors should also be given written guidelines of the format of the performance assessment.

While the process may differ clue to personalization, it should include the student's prescntatio11 of mastery of competencies, an opportunity for assessors to ask questions of the student, provision for the assessors to score against the rubric(s) und an opportunity to talk amongst themselves about the demonstration, and 8 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.

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**COMPETENC BASEDPERFORMANCESTANDARD**

) **for**

**SELF MANAGEMENT**

According to the NH Curriculum Frameworks, proficiency in Self-Management means that the student will demonstrate individual qualities such as responsibility, the ability to manage one's time and conduct, integrity, respect for self and others, flexibility, confidence, and a willingness to explore.

The student shall submit evidence to demonstrate to the assessor(s) that the following standard has been met in its entirety. This evidence should be gathered from at least two sources (contexts, situations, classes, or experiences) to show consistent skill. The student's proficiency level in each competency area will be evaluated by: 1) assessing how closely the evidence submitted meets this written standard, 2) the Assessor(s) Professional Judgement, and 3) comparison of the student's evidence with Exemplar work that illustrates "Proficient" in each competency area.

The student proficient in self-management will demonstrate the ability to

Grade 9 & 10:

Adhere to regulations in school, classroom, and everyday settings Demonstrate consistency, dependability, and verbal positive-ness with others Ask questions and listen to others

Keep track of assignments and/or responsibilities

Have work done on time

Follow through on commitments

Respond positively to constructive feedback

Show respect for others and their points of view

Grade 11 & 12 (in addition to above):

Set individual goals and document progress toward achieving those goals

Take initiative to pursue learning

Adapt as necessary to create a positive outcome for self and others

Advocate appropriately for her/him self

Guidance Notes for Assessors:

See also the student handbook for school rules and regulations, and the teacher's classroom policy sheets for classroom expectations.

Time frames for having work done on time will be established in the learning environment (class, task group, work experience, etc.).

PROFICIENT: student has presented sufficient and repeated evidence of attainment of a particular Competency, according to the Performance Standard. NOT YET PROFICIENT: student is still working towards complete attainment of a particular Competency. SURPASSES GRADE PROFICIENCY: student has presented sufficient and repeated evidence of attainment of a particular Competency, according to the Performance Standard, and the evidence presented for that Competency demonstrated skill beyond grade level. NO BASIS FOR EVA LUATION: Opportunities to attain Competency or collect evidence were not present.

8 May 2003 Approved by M. Gfroerer NHDOE Not valid for assess111ent without this approval

**COMPETENCY-BASED PERFORMANCE STANDARD**

) **for**

**ABILITY TO WORK WITH OTHERS**

According to the NH Curriculum Frameworks, proficiency in Ability to Work with others means that the student will work effectively with others, including people from diverse backgrounds, and contribute to group efforts by sharing ideas, suggestions, and workloads.

The student shall submit evidence to demonstrate to the assessor(s) that the following standard has been met in its entirety. This evidence should be gathered from at least two sources (contexts, situations, classes, or experiences) to show consistent skill. The student's proficiency level in each competency area will be evaluated by: 1) assessing how closely the evidence submitted meets this written standard, 2) the Assessor(s) Professional Judgement, and 3) comparison of the student's evidence with Exemplar work that illustrates "Proficient" in each competency area.

The student proficient in the ability to work with others will demonstrate the ability to

Grade 9 & 10:

Demonstrate individual strengths in group tasks

Demonstrate respect for cultural and individual differences

Demonstrate a variety of roles and responsibilities while working with others

Demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback

Demonstrate skills in recognizing conflict and applying conflict management skills as needed

Grade 11 & 12 (in addition to above):

Apply her/his individual strengths to enhance a group's performance

Assume responsibilities within a group

Demonstrate the use of group skills in a way that enhances a group's performance

Guidance Notes for Assessors:

Teachers and students cannot predict when the need for conflict management skills will arise, therefore this aspect of the Ability to Work with Others may be demonstrated by evidence from a variety of experiences, including in-school, out-of-school, and role-play settings.

Conflict Management skills are: identifying that there is a conflict, outlining the issues involved, outlining other's points of view, brainstorming a variety of solutions, brainstorming the outcomes

of those possible solutions, describing a resolution process suited to the task, justifying its choice,

applying it, and reflecting on the outcome.

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**COMPETENCY-BASED PERFORMANCE STANDARD**

**For**

**COMMUNICATION SKILLS**

According to the NH Curriculum Frameworks, proficiency in Communication Skills means that the student will use a variety of methods, including writing, speaking and discussing, visual aids or video/audio representations, appropriate to the purpose and audience, to communicate effectively.

The student shall submit evidence to demonstrate to the assessor(s) that the following standard has been met in its entirety. This evidence should be gathered from at least two sources (contexts, situations, classes, or experiences) to show consistent skill. The student's proficiency level in each competency area will be evaluated by: 1) assessing how closely the evidence submitted meets this written standard, 2) the Assessor (s} Professional Judgement, and 3) comparison of the student's evidence with Exemplar work that illustrates "Proficient" in each competency area.

The student proficient in communication skills will demonstrate the ability to

Grade 9 & 10: Develop a topic

Include details to support a main point

Use appropriate grammar, sentence structure, and vocabulary for clarity and effectiveness

Organize writing and/or presentation materials

Use constructive feedback to improve skill

Participate in discussion and conversation by listening, entering in, taking turns, responding to other's remarks, asking questions, summarizing, and closing, as appropriate to the given context Support her/his ideas in a public forum using the appropriate visual/audio aids

Grade 11 & 12 (in addition to above):

Select and use the appropriate media and method(s) to communicate the subject effectively adapt writing, speaking, and/or visual representations effectively to a particular audience respond appropriately to verbal and non-verbal cues from the audience

Guidance Notes for Assessors:

The individual communication skills applied in a particular assignment or activity must be appropriate to the task. In many cases, this will be determined in the learning environment (class, task group, work experience, etc.).

A portfolio of evidence may be used to demonstrate that the student has had the opportunity to apply all parts of the Communication Skills competency in a variety of assignments and activities.

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Grade 9, 10, 11 &·12

**COMPETENCY-BASED PERFORMANCE STANDARD**

**For**

**DECISION-MAKING AND PROBLEM SOLVING**

According to the NH Curriculum Frameworks, proficiency in Decision-Making and Problem Solving means that the student will make developmentally appropriate decisions and will use problem solving strategies to investigate information and gain understanding in a variety of settings.

The student shall submit evidence to demonstrate to the assessor(s) that the following standard has been met in its entirety. This evidence should be gathered from at least two sources (contexts, situations, classes, or experiences) to show consistent skill. The student's proficiency level in each competency area will be evaluated by: 1) assessing how closely the evidence submitted meets this written standard, 2) the Assessor(s) Professional Judgement, and 3) comparison of the student's evidence with Exemplar work that illustrates "Proficient" in each competency area.

The student proficient in decision-making and problem solving will demonstrate the ability to: Grade 9 & 10:

Outline issues involved in a situation, problem, or challenge Determine, collect, and organize necessary information Identify possible solution(s)

Compare and analyze the pros and cons of the possible solution(s) Develop and test strategies or options that might work

Provide examples of the strategies or options tested or tried

Through *teamwork,* arrive at a decision or determine a solution that is well suited to the task

Grade 11 & 12 (in addition to above)

Independently arrive at a decision or determine a solution that is well suited to the task

Communicate, in a clear format, how the solution was formed

Justify or describe how and why a particular solution option was chosen

Guidance Notes for Assessors:

The evidence submitted for this competency must include an example of problem solving in mathematics and an example encountered in a real-life situation, such as work-based learning, school-based learning, job skills practice, or other career development decisions. The mathematics work submitted as evidence must demonstrate proficiency in computation as well as problem solving skills to meet this standard. The mathematics work may occur in any setting, not necessarily a mathematics class, and the mathematics example may occur in the context of the real-life setting.

Time frames for decision-making appropriate for the task within an assignment or activity will be established in the learning environment (the class, task group, work experience, etc).

A portfolio of evidence may be used to demonstrate this process.

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