

Burlington City & Lake Semester  
'Applied Research' Assessment Plan  
Fall 2018

Objective:

*An approach to assessment for community-based learning experiences in which students can explore, practice, and demonstrate skills, mindsets, and content-knowledge that:*

- *Appropriately challenges each member of an extremely heterogeneous group*
- *Allows for student "challenge by choice"*
- *Includes a student-curated portfolio*
- *Includes 1-on-1 meetings*
- *Can translate to A-F grades*
- *Distributes grades in a fair and valid way*
- *Aligns with existing BHS practices/systems - and is understandable to students, families, Guidance, etc.*

Philosophy:

Assessment is hard. In this truly integrated program, we have the opportunity to meet students where they are, personalize the experience, and focus more on learning and student metacognition and less on transactional grading.

Plan:

- Students receive 3 semester General Elective credits for the Applied Research (interdisciplinary) component of BCL.
- The grade for the *Applied Research course* (applied to all three interdisciplinary semester credits) will be based on
  - student-curated evidence
  - organized in a (physical) portfolio
  - presented in a 1-on-1 meeting at the end of each quarter

Evidence in students' portfolios may come from:

- Journals (themes, connections, depth of engagement and thinking)
- Formal assignments

- Experiences and actions during the BCL program, especially project work (if documented)
- Leadership outside of the BCL day (if documented)
- Other evidence, as relevant

Students will be curating and managing a portfolio based on TWO of BHS's GX's. Everyone will present evidence of *Critical Thinking*; each student will also choose to present evidence of/for another GX of their choice.

- Each week, students will be given time to identify evidence. (*e.g., Students will be given time to comb their journals and tag/annotate their journal entries; to review the learning log; to search our photo database.*)
  - GX Rubrics will be used to help guide what is acceptable evidence.
  - Evidence can come from students' journals, assignments, project contributions, engagement in program activities, daily "set-up" contributions, informal leadership, artifacts, photographs, etc.
- **White Days** and **Advisory** will be used to manage and update **Portfolios**, identify GX's in journals and assignments, etc.
  - Before students' **1-on-1 meetings**, they will fill out an [Assessment Evidence and Reflection Worksheet](#).
  - **Homework** will primarily be written, and either be an *input* to the Journal or an *output* from the Journal.