

EXTENDED APPLICATION

Demonstrate extended application through a collection of evidence.

Extended Application Standard:

The student will be able to apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the student's personal, academic, and/or career interests and post-high school goals.

What is extended application?

Extended application is the application of knowledge and skills in the context of the student's personal and career interests and post-high school goals. Students use knowledge and skills to solve problems, create products, and make presentations in new and complex situations.

Extended application is based upon the principles of contextual teaching and learning and brain-based research. Extended application engages students in significant activities that help them connect academic studies to their context in real life situations. By making these connections students see meaning and relevance in their schoolwork.

Extended application may exhibit the following characteristics, appropriate to the student's personal and career interests and goals:

- Require self-direction and personal management to plan, monitor, and complete tasks.
- Use of academic, career-related, and technical knowledge and skills in a relevant context, demonstrating in-depth understanding and skills.
- Extend prior knowledge through critical thinking, problem solving, or inquiry in real world contexts.
- Integrate knowledge and skills from more than one discipline.
- Communicate new learning, ideas, results, or conclusions.

Assessment of the Extended Application Standard

Students demonstrate extended application through successful completion of a collection of evidence. Collections of evidence are developed in a number of ways and through a variety of

Contextual teaching and learning is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the contexts of their daily lives, that is, with the contexts of their personal, social, and cultural circumstances. To achieve this aim, contextual teaching and learning encompasses the following eight components: active, self-regulated learning; making connections; significant work, critical and creative thinking; collaborating; nurturing the individual; recognizing and reaching high standards; using authentic assessment.

(From Contextual teaching and learning: What it is and why it's here to stay, Elaine B. Johnson, 2002.)

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approaches. Some students complete their collections by working on a single, multi-faceted project, while others complete a variety of learning experiences, tasks, and activities.

During the 2002-2004 pilot test, the Oregon Department of Education partnered with eleven high schools in ten school districts and WestEd, an educational research organization, to pilot methods for assessing the extended Application Standard (EA) and Career-Related Learning Standards (CRLS). Teachers worked with students at each site to develop collections of evidence that document achievement of the standards.

The primary goal of the pilot test was to determine how much and what types of evidence are necessary to make a reliable and valid decision about whether a student has shown proficiency in the standards. This included developing guidelines and criteria for:

- Sufficiency – how much evidence is necessary to make a reliable and valid decision about whether a student has met the standards, and
- Proficiency – how well a student must perform to meet the standards.

A CRLS and EA collection of evidence is a culmination of student work that displays how a student has met the Career-Related Learning Standards, the Extended Application Standard, or both. Offering the opportunity to start the CRLS and EA collection of evidence process early in a student's educational career is beneficial. An early start helps ensure that students have ample opportunities to apply career-related and academic and specialized knowledge and skills in school, community, or workplace settings. Through these experiences, students develop collections that demonstrate evidence of the standards and relate to their education plans and post-high school goals.

Collections of evidence are developed in a number of ways and through a variety of approaches. Some students complete their collections by working on a single, multi-faceted project, while others complete a variety of learning experiences, tasks, and activities. Collaborative projects are also acceptable if students submit their own work and describe their role in the collaborative effort. As schools develop specific guidelines for collections of evidence, they should use materials and experiences from their own programs.

Collections of evidence should document a student's ability relative to the Career-Related Learning Standards and Extended Application Standard. Collections may include, but are not limited to:

- Documentation of learning through a career-related learning experience
- Projects related to school, student organization, or workplace activities
- Community-based projects related to a community problem or need
- Certificate of Initial Mastery (CIM) work samples
- Research or technical reports
- Storyboards
- Artwork
- Video or audio presentations
- PowerPoint displays

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- Photo collections
- CD-ROMs with multimedia presentations
- Reflection pieces
- Journals
- Internship logs
- Job shadow notebooks

When developing a collection of evidence, some students address both the Career-Related Learning Standards and the Extended Application Standard in one collection, while others create separate collections for the CRLS and EA. This decision may depend on the nature of the learning experience. To ensure that all students meet the requirements for CRLS and EA collections of evidence, teachers should assist students in choosing learning experiences that will include opportunities for demonstrating the standards. It is also important for teachers and students to thoroughly understand the sufficiency requirements for CRLS and EA collections of evidence, as well as to understand that collections will not be scored if one or more of the Career-Related Learning Standards or Extended Application traits are not addressed.

Performance standards for Extended Application and Career-Related Learning Standards were adopted by the State Board of education January 20, 2005. Assessment guidelines for a sufficient collection of evidence and proficiency criteria and scoring guide for Extended Application and Career-Related Learning Standards is available on the ODE website at <http://www.ode.state.or.us/teachlearn/certificates/cam/pdfs/implemguide/implementationguide200304.pdf> The implementation guide also provides lessons learned from the assessment pilot and resources and tools developed by the participating high schools.

Comparability of CAM Assessments

One of the variables in designing an assessment system is the comparability of the results. As the CAM assessment model is designed the issue of comparability is a consideration, described in Appendix III.