January 2005 - Extended Application Standard Scoring Guide

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.

	RELEVANCE	RIGOR	REFLECTION	OVERALL SCORE
	Demonstrates evidence of personal relevance.	Applies and extends academic* and specialized knowledge and skills to new situations.	Reflects on learning and connection to post-high school goals.	
3 ABOVE STANDARD	Above standard means that evidence is thorough, in-depth, insightful, or exceptional in some way.			
2 MEETS STANDARD	• Demonstrates a connection to post-high school goals and plans as they have developed or evolved. • Shows evidence of new learning, ideas, results, or conclusions appropriate to the student's personal, academic, and/or career interests and post-high school goals.	• Applies academic* and specialized knowledge and skills appropriate to the student's personal, academic, and/or career interests and post-high school goals and plans. • Applies academic* and specialized knowledge and skills in complex or non-routine situations where there is some individual responsibility and autonomy.	• Reflects on relevance of evidence (i.e., connection to post-high school goals and plans, and evidence of new learning, ideas, results, or conclusions). • Reflects on rigor of evidence (i.e., application of appropriate academic and specialized knowledge and skills in complex or non-routine situations).	Evidence in the collection is adequate and demonstrates overall proficiency in applying relevant and rigorous academic and career-related knowledge and skills.
1 BELOW STANDARD	Below standard means that the evidence meets sufficiency criteria, but is weak, incomplete, inappropriate, or limited in some way.			
0 Insufficient Evidence				
Note where evidence is found:				

*The term academic should be interpreted broadly to include any knowledge and skills that are appropriate to a student's area of focus.

STANDARD	HAVE YOU?	√	LIST WHERE TO FIND EVIDENCE OF EACH TRAIT IN YOUR COLLECTION (e.g., page number, section title)
REFLECTION			
Reflects on learning and connection to post-high school goals.	Included a written and/or verbal reflection about what you learned?		
	Reflected on how the academic and specialized knowledge and skills you used are relevant to your goals and plans?		
	Reflected on how you applied what you have learned in new and different ways?		
	Clearly described the activities, communication, research, or products that you completed?		
	Documented your work?		

1/05 - Student Guidelines: Extended Application Collection of Evidence

Use this worksheet to track your progress and see if your work shows enough evidence of the Extended Application Standard.

Extended Application Standard: 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.

STANDARD	HAVE YOU?	√	LIST WHERE TO FIND EVIDENCE OF EACH TRAIT IN YOUR COLLECTION (e.g., page number, section title)
RELEVANCE			
Demonstrates evidence of personal relevance.	Described the connection between your work and your goals and plans beyond high school?		
	Documented your new learning, ideas, results, or conclusions and described how they relate to your goals?		
	Documented and reflected on the relevance of your work?		
RIGOR			
Applies and extends academic and specialized knowledge and skills in new and complex situations.	Described the academic and specialized knowledge and skills you used?		
	Explained how the knowledge and skills you used are relevant to your goals and plans?		
	Described how you applied the knowledge and skills in a situation that was new to you?		
	Documented and reflected on the rigor of your work?		

Extended Application Standard

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

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the extended application standard?

The collection must include:

Relevance

- **Evidence of personal relevance.** Students show clear connection between their work and their post-high school goals and plans as they have developed or evolved. They show evidence of new learning, ideas, results or conclusions.

Rigor

- **Description of academic* and specialized knowledge and skills appropriate to context.** Students explicitly describe the academic and specialized knowledge and skills they used. They demonstrate an understanding of how these knowledge and skills are appropriate to their education plans and post-high school goals.
- **Application of learning to new contexts.** Students apply and extend academic and specialized knowledge and skills in complex or non-routine situations, where the student uses some individual responsibility and autonomy.

Reflection

- **Reflection on applied learning and connection to goals.** Students reflect on how they applied academic and specialized knowledge and skills in complex or non-routine situations. They also describe how their work relates to their post-high school goals.

Is there sufficient documentation of the students' work?

The collection must include:

- **Documentation of process.** Students explain the steps involved and types of activities, communications, or research used when putting together their collection of evidence.
- **Tangible documentation of products.** Students provide tangible evidence of their work through photos, video, written pieces, etc.
- **Record of reflection.** The collection of evidence must include some form of written and/or verbal record of reflection.

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