

Career-Related Learning Standards and Extended Application Standard

Guide for Schools to Build Relevant and Rigorous
Collections of Evidence

January 2005



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Overview

Purpose of this Guide

Background

Assessment of Career-Related Learning Standards and Extended Application Standard

Purpose of This Guide

The purpose of this guide is to assist teachers and administrators in the implementation of relevant and rigorous collections of evidence for the Certificate of Advanced Mastery (CAM) Career-Related Learning Standards (CRLS) and Extended Application Standard (EA). **This guide also provides necessary information to help schools meet the 2006-07 diploma requirements.**

The guide was created from work with teachers in 11 high schools who collaborated for two years on a Career-Related Learning Standards and Extended Application Standard Assessment Pilot. Lessons learned from these schools and samples of student work gathered during the pilot test are included to give schools ideas for implementation, based on the experience of students and teachers in the pilot schools.

Background

The primary purpose of the CAM is to help each student prepare for successful post-high school transitions. This proposes an integrated learning system for students that emphasizes:

- Personalized learning
- High academic expectations for all
- Relevant academic learning
- Post-high school planning for “next steps”
- Learning beyond the classroom
- Immersion in the adult world

To receive a CAM, a student must:

- 1. Develop an Education Plan and build an Education Profile.**
Students must identify personal, academic, and evolving career interests. Students develop, review, and update their learning plan in preparation for post-high school next steps. Students build their education profile by documenting their progress and achievement.
- 2. Meet the performance standard for extended application through a collection of evidence.**
Students must meet the 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.
- 3. Demonstrate career-related knowledge and skills.**
Students must meet the Career-Related Learning Standards in personal management, problem solving, communication, teamwork, employment foundations, and career development.

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4. Participate in Career-Related Learning Experiences as outlined in the Education Plan.

Students must connect classroom learning with real-life experiences in the workplace, community, or school relevant to their personal, academic, and evolving career interests and post-high school goals.

5. Meet specific Certificate of Initial Mastery (CIM) performance standards in English, mathematics, and science through CIM assessment options.

Students must meet the CIM performance standards in the English knowledge and skills test and work samples, and, in mathematics and science, through the CIM work samples or knowledge and skills tests.

2006–07 Diploma Requirements

The Oregon State Board of Education has adopted new graduation requirements that link the high school diploma with some, but not all, elements of the CAM beginning with students graduating in the 2006–07 school year. For a diploma, students will need to demonstrate extended application and career-related knowledge and skills but will not be required to meet a performance standard. The CAM and diploma requirements are listed below.

Requirements		Certificate of Advanced Mastery (CAM)	Diploma
English	Reading	CIM knowledge and skills test	Language Arts – 3 credits
	Speaking	3 CIM speaking work samples	
	Writing	3 CIM writing work samples	
Mathematics		CIM knowledge and skills test --OR-- 2 CIM math problem-solving work samples	Mathematics – 2 credits
Science		CIM knowledge and skills test --OR-- CIM scientific inquiry work samples	Science – 2 credits
Social Sciences		Not a state requirement for the CAM	Social Sciences – 3 credits
Arts		Not a state requirement for the CAM	Applied Arts, Fine Arts, or Second Language – 1 credit (<i>in any one or a combination</i>)
Second Language			Physical Education – 1 credit Health Education – 1 credit
Physical Education			
Develop an education plan and build an education profile		Required for the CAM	Required for the diploma in 2006-07
Demonstrate extended application through a collection of evidence		Required for the CAM <i>Must meet a performance standard adopted by the State Board</i>	Required for the diploma in 2006-07
Demonstrate career-related knowledge and skills: personal management, teamwork, communication, problem solving, employment foundations, career development		Required for the CAM <i>Must meet a performance standard adopted by the State Board</i>	Required for the diploma in 2006-07
Participate in career-related learning experiences as outlined in the education plan		Required for the CAM	Required for the diploma in 2006-07
Other		No other state requirements	9 elective credits Local district requirements

For additional information on CAM and diploma requirements, see the Oregon Department of Education (ODE) website at www.ode.state.or.us

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Assessment of Career-Related Learning Standards and Extended Application Standard

Collections of Evidence are the Centerpiece of CAM

Successful completion of a collection of evidence that demonstrates mastery of the Career-Related Learning Standards and the Extended Application Standard is a centerpiece of the CAM. New graduation requirements also link the high school diploma with evidence of extended application and career-related knowledge and skills.

The CRLS and EA collection of evidence process helps students develop and demonstrate knowledge and skills related to their post-high school goals and plans. Throughout the development of their collections, students engage in activities that help them connect academic and career-related knowledge and skills to real-life situations. The experience helps them understand the purpose of their learning and build the confidence they need to transition to their next steps. By making these connections, students see more meaning and relevance in their schoolwork.

Specific details on building collections of evidence using the standards, sufficiency guidelines, and scoring model are included in this guide.

Standards and Guidelines for Developing a Collection of Evidence

Career-Related Learning Standards

*Guidelines for a Sufficient CRLS
Collection of Evidence*

Student CRLS Sufficiency Guidelines

Extended Application Standard

*Guidelines for a Sufficient EA
Collection of Evidence*

Student EA Sufficiency Guidelines

Have Students Start Early to Build a Collection

A CRLS and EA collection of evidence is a culmination of student work that displays how individual students have 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 CRLS and EA Standard and are related to their education plans and post-high school goals.

A Variety of Ways to Build Collections

Collections of evidence are developed by students in a number of ways and through a variety of approaches. Some students complete their collections by working on a single, multi-faceted project; others complete numerous samples of work through their involvement in a variety of learning experiences, tasks, and activities. Collaborative projects are also acceptable if students submit their own work and describe their individual roles within 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. Students should select a context in which to apply their knowledge and skills and then document the experiences in their collection of evidence. Depending on the nature of the work, a collection may contain a range of evidence, from one large culminating project to several smaller samples of work.

Collections Should be Student-Driven

Experiences should be student-driven versus teacher-driven to allow students to demonstrate individual responsibility and autonomy. Students should not choose a context in which they simply observe others, as this will not enable them to demonstrate the application of their own knowledge and skills. Likewise, a research report without a reflection and documentation of the knowledge and skills used while compiling the report may not show sufficient evidence of the standards.

Collections May Address both CRLS and EA

When developing a collection of evidence, some students may address both the Career-Related Learning Standards and the Extended Application Standard in one collection, while others may create separate collections. This decision should depend on the nature of the learning experience or project. Nevertheless, it is important to remember that a collection of evidence for both CRLS and EA is required to receive a CAM and a high school diploma. 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 both the Career-Related Learning Standards and the Extended Application Standard.

Collections may include, but are not limited to:

- Reports of learning from a Career-Related Learning Experience (CRLE);
- Internship log, journal, report, and/or reflection;
- Summary and documentation of a project related to school, a student organization, or a workplace activity;
- Evaluation and documentation of a workplace activity;
- Summary and documentation of a community-based project related to a community problem or need;
- Certificate of Initial Mastery (CIM) work sample;
- Portfolio;
- Job shadow notebook;
- Technical or research report with documentation of work and reflection;
- Reflection piece or personal statement accompanied by a sample of work;
- Storyboard, artwork, photo collection, or PowerPoint display accompanied by a description of the work;
- Video or audio presentation; and/or
- CD-ROM with multimedia presentation.

Career-Related Learning Standards

The Career-Related Learning Standards are fundamental skills essential for success in employment, college, family, and community life. These skills should be taught throughout the curriculum, integrated with academic learning, and emphasized in students' Career-Related Learning Experiences. The box on the following page shows the definitions for each of the Career-Related Learning Standards.

Career-Related Learning Standards

- 1) Personal Management: Exhibit appropriate work ethics and behaviors in school, community, and/or workplace.
- 2) Problem Solving: Apply decision-making and problem-solving techniques in school, community, and/or workplace.
- 3) Communication: Demonstrate effective and appropriate communication skills to give and receive information in school, community, and/or workplace.
- 4) Teamwork: Demonstrate effective teamwork in school, community, and/or workplace.
- 5) Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.
- 6) Career Development: Demonstrate career development skills in planning for post-high school experiences.

The Career-Related Learning Standards are more fully defined on page 9. *(A print-ready copy of the Career-Related Learning Standards document is located in the Appendix.)*

Guidelines for a Sufficient CRLS Collection of Evidence

The CRLS sufficiency guidelines are intended to help clarify the type of evidence students must gather and exhibit in order to show they have gained mastery of the six Career-Related Learning Standards. The guidelines define how much evidence is necessary for teachers or others to make a reliable and valid decision about whether a student has shown proficiency in each of the standards. All sufficiency guidelines must first be met for a student collection of evidence to be scored for proficiency.

The Guidelines for a Sufficient Career-Related Learning Standards Collection of Evidence on page 10 are designed for teachers to use to help their students understand the requirements for a CRLS collection of evidence. *(A print-ready copy of this document is located in the Appendix.)*

How Teachers Can Assist Students in Developing Collections

As they develop their collections, students will need guidance and concrete examples in order to fulfill the requirements for a sufficient CRLS collection of evidence. When helping their students develop their collections of evidence, teachers should consider:

- **Assisting students in identifying a context in which to apply CRLS knowledge and skills.** Teachers can assist students by providing a series of guiding questions to help students identify and select a context that will enable them to demonstrate CRLS knowledge and skills. Teachers can also review students' proposals to ensure the CRLS will be central to students' collections of evidence. Sample guiding questions and

student proposals are included in the Samples of Student Work section of this guide on pages 40-43.

- **Providing students with guidance on how to reflect on their work and explicitly describe the connection between their work and each standard.** Encouraging students to include reflective pieces in their collections of evidence will give them the opportunity to ponder their experiences and thoroughly describe the connection between their work and each of the standards. Guiding questions and samples of student work (i.e., a personal statement and a reflective essay) that exemplify the connection of student work to the standards are included in the Samples of Student Work section of this guide on pages 33-39.
- **Providing feedback to students.** Students often find it helpful for others to review and comment on their draft work. By providing constructive feedback to students about their work, teachers can help them keep on target for meeting all CRLS collection of evidence sufficiency requirements.
- **Helping students determine how to show evidence of each standard.** Students sometimes need guidance on the ways in which they can show evidence of each standard in their collections. For example, some students find it difficult to demonstrate teamwork skills in a written collection of evidence. Some schools have assisted students by encouraging them to include photographs, a reflection, or an evaluation form completed by a supervisor that documents evidence of teamwork during a school, community, or workplace experience.
- **Encouraging students to complete the Student Sufficiency Guidelines for a CRLS Collection of Evidence.** The use of the student guidelines is highly recommended because it will help students to be sure their collections are complete and ready to be scored. The student sufficiency guidelines are located on pages 11-13 and a print-ready copy is located in the Appendix. Samples of completed student sufficiency guidelines are included in the Samples of Student Work section of this guide on pages 47-52.
- **Helping students organize their collections so that a scorer will easily see evidence of all six standards.** Student collections should be arranged in such a way that maximizes a scorer's ability to find evidence of each standard (the organization of collections of work). Local school sites should consider creating a common format for collections at their locale. Sample organizers that students have used (i.e., table of contents and outline) are included in the Samples of Student Work section of this guide on pages 44-46.
- **Ensuring that students include either direct or corroborated evidence.**

Direct evidence includes, but is not limited to:

- videos,
- photos,
- written products, etc.

Evidence can be corroborated by:

- a teacher,
- a mentor,
- an advisor,
- a coach, or
- another adult.

Corroboration may include:

- observations,
- sign-off sheets,
- question-and-answer sessions,
- letters of recommendation or support,
- checklists, or
- other examples.

Local school sites should determine the meaning of a corroborating signature. For example, some schools have one teacher sign off on sufficiency and another teacher with background in the student's content area sign off on proficiency. A signature should be accompanied with a statement that indicates whether the person is verifying sufficiency or proficiency of the standard(s).

Student Career-Related Learning Standards Sufficiency Guidelines

The Student Sufficiency Guidelines for a Career-Related Learning Standards Collection of Evidence on pages 11-13 are designed for students to track their own progress as they develop their collections of evidence. *(A print-ready copy of this document is located in the Appendix.)* By routinely referring to these guidelines, students will become more familiar with, and therefore better understand, what is required for their CRLS collections of evidence.

The guidelines show each of the six CRLS, followed by clarifying questions, a space to check progress, and an area for listing the specific location of the evidence. Students should routinely use the clarifying questions and check-off space provided to track their progress and to ensure their collections show enough evidence of all six CRLS. Using these guidelines will help students be sure their collections are complete and ready to be scored. Samples of completed student sufficiency guidelines are included in the Samples of Student Work section of this guide on pages 47-52.

Career-Related Learning Standards

Know and apply fundamental career-related knowledge and skills that are essential for success in employment, college, family, and community life.

Personal Management	Problem Solving	Communication	Teamwork	Employment Foundations	Career Development
<p>Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.</p> <ul style="list-style-type: none"> Identify tasks that need to be done and initiate action to complete the tasks. Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. Take responsibility for decisions and actions and anticipate consequences of decisions and actions. Maintain regular attendance and be on time. Maintain appropriate interactions with colleagues. 	<p>Apply decision-making and problem-solving techniques in school, community, and/or workplace.</p> <ul style="list-style-type: none"> Identify problems and locate information that may lead to solutions. Identify alternatives to solve problems. Assess the consequences of the alternatives. Select and explain a proposed solution and course of action. Develop a plan to implement the selected course of action. Assess results and take corrective action. 	<p>Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.</p> <ul style="list-style-type: none"> Locate, process, and convey information using traditional and technological tools. Listen attentively and summarize key elements of verbal and non-verbal communication. Give and receive feedback in a positive manner. Read technical/instructional materials for information and apply to specific tasks. Write instructions, technical reports, and business communications clearly and accurately. Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications. 	<p>Demonstrate effective teamwork in school, community, and/or workplace.</p> <ul style="list-style-type: none"> Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork. Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision making and goal setting). 	<p>Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.</p> <ul style="list-style-type: none"> Apply academic knowledge and technical skills in a career context. Select, apply, and maintain tools and technologies appropriate for the workplace. Identify parts of organizations and systems and how they fit together. Describe how work moves through a system. Describe the changing nature of work, workplaces, and work processes on individuals, organizations and systems. Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation. Explain and follow health and safety practices in the work environment. Explain and follow regulatory requirements, security procedures, and ethical practices. 	<p>Demonstrate career development skills in planning for post-high school experiences.</p> <ul style="list-style-type: none"> Assess personal characteristics related to educational and career goals. Research and analyze career and educational information. Develop and discuss a current plan designed to achieve personal, educational, and career goals. Monitor and evaluate educational and career goals. Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

Career-Related Learning Standards

The Career-Related Learning Standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. These skills are taught throughout the curriculum, integrated with academic learning, and emphasized in the students' career-related learning experiences.

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent each of the career-related learning standards?

The collection must include:

- **Evidence of all six CRLS.** Students produce evidence that adequately addresses all the career-related learning standards.
- **Evidence that reflects the scope (depth and breadth) of the CRLS.** Students address the scope of the standards (within and across standards) versus a single component (e.g., completing a problem-solving experience from beginning to end, versus identifying a problem only).
- **Explicit connection between the work and the CRLS.** Students explicitly describe the connection between their work and the specific CRLS.

Is there evidence that the work is the student's own?

The collection must include:

- **Direct evidence of each CRLS.** Students include direct evidence of each CRLS through video, photos, written products, etc.
- OR**
- **Corroborated evidence of each CRLS.** Someone other than the students (e.g., teacher, employer, advisor, coach) corroborates the students' explanations and reflections of work. One piece of documentation may be used to corroborate multiple standards.

Does the collection relate to the student's educational plan (school, community, and/or workplace experiences)?

The collection must show:

- **A clear relationship to the student's educational plan, including school, community, and/or workplace experiences.** Students describe how their CRLS collection relates to their school, community, and/or workplace experiences.

1/05 - Student Sufficiency Guidelines: Career-Related Learning Standards (CRLS) Collection of Evidence
Use this worksheet to track your progress and see if your work shows enough evidence of each of the Career-Related Learning Standards.

STANDARD	HAVE YOU?	√	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page number, section title)
PERSONAL MANAGEMENT Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.	Identified tasks and initiated a plan of action to complete tasks? Completed tasks on time and met established standards of quality? Taken responsibility for your actions and anticipated consequences of your actions? Maintained regular, on-time attendance? Interacted appropriately with others? Documented your work and explained how your work shows personal management?		
PROBLEM SOLVING Apply decision-making and problem-solving techniques in school, community, and/or workplace.	Accurately identified a problem? Located information that led to a solution to the problem? Identified and evaluated alternative solutions to the problem? Selected a solution and a course of action? Developed and carried out a plan to solve the problem? Assessed your results? Documented your work and explained how your work shows problem solving?		

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STANDARD	HAVE YOU?	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page number, section title)
<p>COMMUNICATION</p> <p>Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.</p>	<p style="text-align: center;">√</p> <p>Communicated clearly, accurately, and appropriately to other students and adults?</p> <p>Used traditional (e.g., written, oral) and technological (e.g., internet, multimedia) methods to locate and convey information?</p> <p>Read and used technical and instructional materials for information and to carry out a task?</p> <p>Listened carefully and summarized key ideas?</p> <p>Given and received feedback in a positive manner?</p> <p>Documented your work and explained how your work shows communication?</p>	
<p>TEAMWORK</p> <p>Demonstrate effective teamwork in school, community, and/or workplace.</p>	<p>Identified and assumed roles within a team?</p> <p>Worked productively with others (e.g., negotiated, compromised, built consensus, shared decision making, set goals, managed conflict)?</p> <p>Documented your work and explained how your work shows teamwork?</p>	

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STANDARD	HAVE YOU?	√	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page number, section title)
EMPLOYMENT FOUNDATIONS			
Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Applied academic and technical knowledge and skills in a career context?		
	Used and maintained appropriate tools and technologies for a task?		
	Identified parts of a work organization or system and how work moves through an organization or system?		
	Described how changes in the workplace affect individuals and a work organization or system?		
	Followed safety, regulatory, and/or ethical practices in a work environment?		
	Demonstrated appearance and hygiene appropriate to a workplace?		
	Documented your work and explained how your work shows employment foundations?		
CAREER DEVELOPMENT			
Demonstrate career development skills in planning for post-high school experiences.	Assessed your personal knowledge and skills related to your education and career goals?		
	Planned for life after high school (e.g., researched career and educational options, developed a plan to achieve goals)?		
	Reviewed your education and career goals to determine if they should change?		
	Used job-seeking skills (e.g., writing resumes, completing applications, participating in interviews)?		
	Documented your work and explained how your work shows career development?		

Extended Application Standard

Extended application is defined as the application of academic and specialized knowledge and skills within the context of a student's personal and career interests and post-high school goals. Students extend what they have learned by applying their knowledge and skills in complex or non-routine situations.

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.

Developing an EA collection of evidence engages students in significant activities that help them connect academic studies to real-life situations. In making these connections, students find meaning and relevance within their schoolwork. They use the knowledge and skills learned to solve problems, create products, or make presentations in complex or non-routine situations.

Guidelines for a Sufficient Extended Application Collection of Evidence

The EA sufficiency guidelines are intended to help clarify the type of evidence students must exhibit in order to show they have gained mastery of the Extended Application Standard. The sufficiency guidelines define how much evidence is necessary for teachers or others to make a reliable and valid decision about whether a student has shown proficiency in the standard. All sufficiency guidelines must first be met in order for a student collection of evidence to be scored.

The Guidelines for a Sufficient Extended Application Collection of Evidence on page 19 are designed for teachers to use to help their students understand the requirements for an EA collection of evidence. *(A print-ready copy of this document is located in the Appendix.)*

Choosing an Application

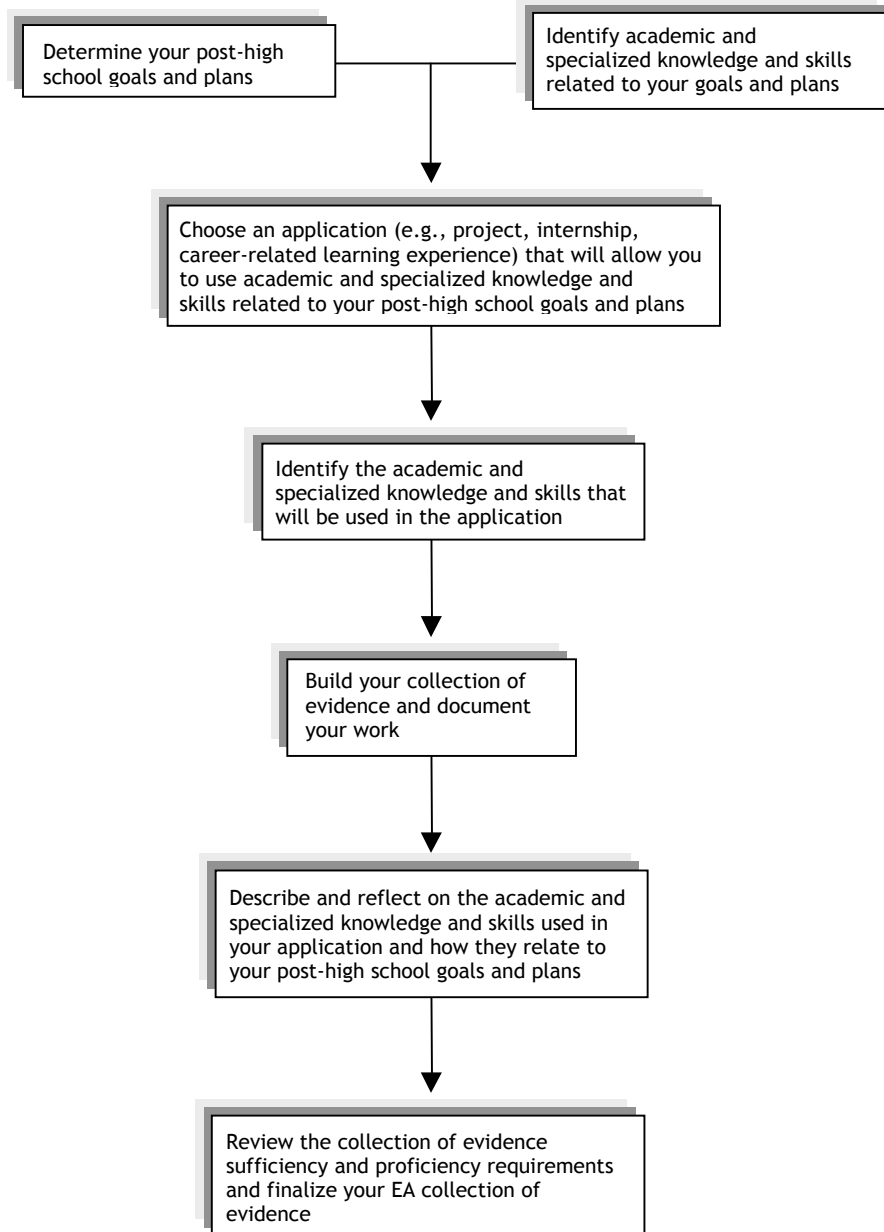
The process involved in completing an Extended Application collection of evidence is highly contextualized. A student chooses an application that is relevant to his or her goals and applies academic* and specialized knowledge and skills in that context. There is no specific number or level of academic and specialized knowledge and skills required; rather, the rigor of a collection is linked to the context that a student chooses for his or her application and post-high school goals.

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

Steps in Creating an EA Collection of Evidence

Early in the process, teachers should ensure that students focus on the academic and specialized knowledge and skills they use in their applications. As shown in the flow chart on page 16, students should first determine their post-high school goals and plans and the applications that are related to these goals and plans. They should then choose an application (e.g., school, community, or workplace project or activity) that is related to their goals and plans. Students should then identify the academic and specialized knowledge and skills that will be used in the application. Throughout the course of their project or activity, students should document their work and consider how they are demonstrating academic and specialized knowledge and skills. They then should explicitly describe the academic and specialized knowledge and skills they used in the extended application (e.g., they show an “extension” of their knowledge and skills in a new context) and reflect on their experiences. Prior to finalizing their collections of evidence, students should refer to the sufficiency guidelines to ensure all requirements are met.

Suggested Steps to Follow When Completing an Extended Application Collection of Evidence



Examples of Extended Applications Chosen by Students

As they develop their collections, students will need guidance and concrete examples to help them fulfill the requirements for a sufficient EA collection of evidence. Examples of how different students sought out appropriate experiences in which to apply academic and specialized knowledge and skills related to their post-high school goals and interests and fulfilled the EA collection of evidence requirements are described below.

- *To demonstrate knowledge and skill in science and to pursue the post-high school goal of working in environmental science or education, a student completed a variety of science-based tasks. After identifying the scientific, academic and specialized knowledge related to those goals and plans, the student chose a variety of applications to build a collection of evidence. These applications included the completion of an internship working in a tissue culture lab, stream research for the Audubon Society, agricultural research for the U.S. Department of Agriculture (USDA), and wetland research for a local developer. Throughout the collection of evidence the student describes and reflects on the various knowledge and skills used across all the scientific tasks, and makes connections between those skills and a possible future career as a science teacher or environmental scientist.*
- *To demonstrate knowledge and skill in communication arts, and to pursue the post-high school goal of working in the field of journalism, a student created a publication for young women. After identifying the writing and communication skills related to those goals and plans, the student chose to write a short book for young women directed at helping them realize their personal goals and potential. The application included researching local organizations available to young women, collecting stories and conducting interviews, designing the layout of pages, and enlisting aid to produce the final printed product. Throughout the collection of evidence the student describes and reflects on the knowledge and skills used, and makes connections between the oral and written communication, design, research, and self-management skills needed for a successful career in journalism.*

How Teachers Can Assist Students in Developing Collections

When helping their students develop their collections of evidence, teachers should consider:

- **Assisting students in identifying a context in which to apply academic and specialized knowledge and skills related to their post-high school goals and plans.** Provide a series of guiding questions to help students identify and select a context that will enable them to use academic and specialized knowledge and skills related to their post-high school goals and plans. Sample guiding questions and student proposals are included in the Samples of Student Work section of this guide on pages 40-43.
- **Coaching students on how to prepare a reflection piece.** Provide guidance to students on how to reflect on their work, including describing the process they went through to develop their collections of evidence (e.g, steps involved, types of activities, communications, research), and explaining how they applied academic and specialized knowledge and skills. Guiding questions and sample reflections are included in the Samples of Student Work section of this guide on pages 33-39.

- **Helping students organize their collections so that a scorer will easily see which academic and specialized knowledge and skills they are demonstrating and how the knowledge and skills relate to their post-high school goals and plans.** Student collections should be organized in such a way that maximizes a scorer’s ability to find evidence of the academic and specialized knowledge and skills they are demonstrating and how the knowledge and skills relate to their post-high school goals and plans. Local school sites should consider creating a common format for collections at their locale. Sample organizers that students have used are included in the Samples of Student Work section of this guide on pages 44-46.
- **Providing feedback to students.** Students often find it helpful for others to review and comment on their draft work. By providing constructive feedback to students about their work, teachers can help them keep on target for meeting all EA collection of evidence sufficiency requirements.
- **Encouraging students to complete the Student Sufficiency Guidelines for an EA Collection of Evidence.** The use of the student guidelines is highly recommended because it will help students to be sure their collections are complete and ready to be scored. The student sufficiency guidelines are located on pages 20-21 and a print-ready copy is located in the Appendix. Samples of completed student sufficiency guidelines are included in the Samples of Student Work section of this guide on pages 47-52.
- **Ensuring that students include tangible evidence of their work.** Tangible evidence includes, but is not limited to, photos, video, written pieces, etc.

Student Extended Application Sufficiency Guidelines

The Student Sufficiency Guidelines for an Extended Application Collection of Evidence on pages 20-21 are designed for students to use to track their own progress as they develop their collections of evidence. *(A print-ready copy of this document is located in the Appendix.)* By routinely referring to these guidelines, students will become more familiar with, and therefore better understand, what is required for their EA collections of evidence.

The guidelines show each of the three EA traits, followed by clarifying questions, a space to check progress, and an area for listing the specific location of the evidence. Students should routinely use the clarifying questions and check-off space provided to track their progress and to ensure their collections show enough evidence of all three EA traits. Using these guidelines will help students to be sure their collections are complete and ready to be scored. Samples of completed student sufficiency guidelines are included in the Samples of Student Work section of this guide on pages 47-52.

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.

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

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.		√	LIST WHERE TO FIND EVIDENCE OF EACH TRAIT IN YOUR COLLECTION (e.g., page number, section title)
STANDARD	HAVE YOU?		
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?		

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?	
	√	

Scoring Model and Guidelines

Scoring Overview

Scoring Model

CRLS Proficiency Criteria and Scoring Guide

EA Proficiency Criteria and Scoring Guide

Exemplars

Local Assessment Options

Scoring Overview

The Career-Related Learning Standards (CRLS) and Extended Application Standard (EA) scoring model and guidelines are designed to ensure that the assessment of the standards is reliable, valid, and doable by teachers and students. The Oregon Department of Education partnered with eleven high schools in eight school districts and WestEd, an educational research organization, to develop and refine the scoring model and guidelines for assessing CRLS and EA collections of evidence. This section will discuss the scoring model, the CRLS and EA proficiency criteria, and the scoring guides that were developed for use throughout Oregon.

As stated in the Certificate of Advanced Mastery, Oregon Administrative Rule (OAR) 581-022-1120 (2), upon adoption of the performance standard for Extended Application and Career-Related Learning Standards by the State Board of Education (SBE), school districts shall determine if students meet the performance standard by using assessment tools based upon criteria approved by the SBE.

Scoring Model

The scoring method used requires scorers to evaluate a collection of evidence as a whole while considering numerous dimensions/traits. This method is sometimes called focused holistic scoring. Through this method, the scorers will make a final, holistic judgment about a CRLS or EA collection of evidence based on an evaluation of specific Career-Related Learning Standards or Extended Application Standard dimensions/traits. Every collection will be assigned a score for each standard or dimension/trait, as well as a single overall score. Since each of the CRLS and EA dimensions/traits is weighted equally, a student's performance relative to one dimension/trait should not influence the overall score for the collection more than a student's performance relative to another dimension/trait. Thus, scorers do not become overly concerned with any one aspect of the collection, and ultimately, see the collection in its entirety.

Collections of evidence that do not meet the criteria outlined in the sufficiency guidelines, or do not include at least some evidence of every standard, should be given a score of Insufficient Evidence. A collection should not be scored until sufficient evidence of each standard is available for evaluation.

When determining the overall score for CRLS or EA collections of evidence, several levels of performance, ranging from Above Standard to Insufficient Evidence, are considered. See the table below for descriptions of the performance levels.

CRLS and EA Collection of Evidence Performance Levels	
Above Standard 3	Evidence is thorough, in-depth, insightful, or exceptional in some way.
Meets Standard 2	Evidence is adequate and demonstrates proficiency in the standard.
Below Standard 1	Evidence meets sufficiency criteria, but is weak, incomplete, inappropriate, or limited in some way.
Insufficient Evidence 0	Not enough evidence for evaluation.

The CRLS and EA Scoring Guides discussed below include these levels of performance, accompanied by descriptors for each score point.

Career-Related Learning Standards Proficiency Criteria and Scoring Guide

The Career-Related Learning Standards Scoring Guide provides criteria for scoring CRLS collections of evidence. The scoring guide is divided into dimensions according to the six standards listed below.

Career-Related Learning Standards	
1)	<u>Personal Management</u> : Exhibit appropriate work ethics and behaviors in school, community, and/or workplace.
2)	<u>Problem Solving</u> : Apply decision-making and problem-solving techniques in school, community, and/or workplace.
3)	<u>Communication</u> : Demonstrate effective and appropriate communication skills to give and receive information in school, community, and/or workplace.
4)	<u>Teamwork</u> : Demonstrate effective teamwork in school, community, and/or workplace.
5)	<u>Employment Foundations</u> : Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.
6)	<u>Career Development</u> : Demonstrate career development skills in planning for post-high school experiences.

When scoring a collection of evidence, a scorer looks for evidence of each standard, assigns a score for each standard, then makes a holistic judgment about the collection and assigns one overall score (Above Standard, Meets Standard, Below Standard, or Insufficient Evidence).

The bulleted statements listed for each standard in the CRLS Scoring Guide are examples that represent the spirit or essence of the standards. A collection does not have to address all of the bulleted statements listed for one standard in order to receive a score of 2 (Meets Standard) for that standard. In addition, a student's collection of evidence does not need to receive a score of 2 in all standards in order to receive an overall score of 2 for his or her collection. For example, a student's collection of evidence may demonstrate proficiency with an overall score of 2 (Meets Standard) even if he or she receives a score of 1 (Below Standard) for one of the standards. A Below Standard score could mean that there is limited evidence of that standard or that the student needs to develop his or her skills in that area.

The Career-Related Learning Standards Scoring Guide is shown on the following page. (*A print-ready copy of this document is located in the Appendix.*)

Career-Related Learning Standards and Extended Application Standard Implementation Guide
January 2005

January 2005 - Career-Related Learning Standards Scoring Guide							
	PERSONAL MANAGEMENT	PROBLEM SOLVING	COMMUNICATION	TEAMWORK	EMPLOYMENT FOUNDATIONS	CAREER DEVELOPMENT	OVERALL SCORE
3 ABOVE STANDARD	<p>Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Apply decision-making and problem-solving techniques in school, community, and/or workplace.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Demonstrate effective teamwork in school, community, and/or workplace.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Demonstrate career development skills in planning for post-high school experiences.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>
2 MEETS STANDARD	<ul style="list-style-type: none"> • Identifies tasks and initiates a plan of action to complete tasks. • Completes tasks on time and meets standards of quality. • Takes responsibility for actions and anticipates consequences. • Maintains regular attendance and is on time. • Interacts appropriately with others. <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Accurately identifies problems. • Locates information that leads to solutions. • Identifies and evaluates alternative solutions. • Selects a solution and a course of action. • Plans and carries out a course of action. • Assesses results. <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Communication (e.g., written, oral, visual) is clear, accurate, organized, and appropriate to audience. • Uses traditional and technological methods to locate and convey information. • Uses technical and instructional materials for information and to carry out a task. • Listens attentively and summarizes key elements of verbal and non-verbal communication. • Gives and receives feedback in a positive manner. <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Identifies and assumes roles within a team. • Works productively with others (e.g., negotiates, compromises, builds consensus, shares decision making, sets goals, manages conflict). <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Applies academic and technical knowledge and skills in a career context. • Selects, applies, and maintains tools and technologies appropriate for the workplace. • Identifies parts of an organization or system and how work moves through an organization or system. • Describes how changes in the workplace affect individuals and a work organization or system. • Follows safety, regulatory, and/or ethical practices in the work environment. • Demonstrates appearance and hygiene appropriate for the workplace. <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Assesses personal knowledge and skills related to education and career goals. • Shows evidence of post-high school planning (e.g., researches careers and educational options, develops a plan to achieve goals). • Evaluates education and career goals to determine if they should change. • Utilizes job-seeking skills (e.g., writing resumes, completing applications, participating in interviews). <p style="text-align: center;"><input type="checkbox"/></p>	<p>Evidence in the collection is adequate and demonstrates overall proficiency across all Career-Related Learning Standards.</p> <p style="text-align: center;"><input type="checkbox"/></p>
1 BELOW STANDARD	<p>Below standard means that the evidence meets sufficiency criteria, but is weak, incomplete, inappropriate, or limited in some way.</p>						<input type="checkbox"/>
0 Insufficient Evidence	<p>Below standard means that the evidence meets sufficiency criteria, but is weak, incomplete, inappropriate, or limited in some way.</p>						<input type="checkbox"/>
Note where evidence is found:							<input type="checkbox"/>

Extended Application Standard Proficiency Criteria and Scoring Guide

The Extended Application Standard Scoring Guide provides criteria for scoring EA collections of evidence. The scoring guide is divided into three dimensions/traits that represent the Extended Application Standard. The three dimensions/traits are listed below.

Extended Application Standard Dimensions/Traits
1) <u>Relevance</u> : Demonstrates evidence of personal relevance.
2) <u>Rigor</u> : Applies and extends academic and specialized knowledge and skills to new situations.
3) <u>Reflection</u> : Reflects on learning and connection to goals

The scoring method used for the EA and CRLS collections of evidence are parallel. When scoring an EA collection of evidence, a scorer looks for evidence of each dimension/trait, assigns a score for each dimension/trait, then makes a holistic judgment about the collection and assigns one overall score (Above Standard, Meets Standard, Below Standard, or Insufficient Evidence). Scorers should remember that all dimensions/traits are weighted equally.

The bulleted statements listed for each dimension/trait in the EA Scoring Guide are required elements of the Extended Application Standard dimensions/traits. A collection must address all of the bulleted statements listed for one dimension/trait in order to receive a score of 2 (Meets Standard) for that dimension/trait. However, a student's collection of evidence does not need to receive a score of 2 in all dimensions/traits in order to receive an overall score of 2 for his or her collection. For example, a student's collection of evidence may demonstrate proficiency with an overall score of 2 (Meets Standard) even if he or she receives a score of 1 (Below Standard) for one of the dimensions/traits. Yet, for collections that receive a 1 (Below Standard) in one dimension/trait, scorers must consider whether this is a critical deficiency in the collection. For example, if a student wants to be a journalist but his/her score for Rigor is a 1 due to poor writing skills, the scorer may decide that this is a significant flaw in the student's work and give a below standard overall score. To ensure fairness for all students, it would be best to have scorers with expertise in the targeted EA academic and specialized knowledge and skills score those specific EA collections.

The Extended Application Standard Scoring Guide is shown on the following page. (*A print-ready copy of this document is located in the Appendix.*)

Career-Related Learning Standards and Extended Application Standard Implementation Guide
January 2005

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 MEETS STANDARD	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0 Insufficient Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.

Exemplars

Exemplars of CRLS and EA collections of evidence are available from the Oregon Department of Education for use in implementation and assessment training. Exemplars are samples of student work that illustrate the various ways in which students are able to demonstrate achievement of the standards, as well show different levels of performance. By reviewing exemplars of varying levels, teachers and students gain clarity on how the score points in the CRLS and EA Scoring Guides are reflected in actual student work. Additionally, teachers can use exemplars with students as models for student performance.

Exemplars are particularly important as a tool to assist scoring and play a key role in the interpretation of score results. Using exemplars helps scorers develop the knowledge needed to effectively evaluate CRLS and EA collections of evidence. In scorer training sessions, using exemplars is particularly helpful when student performances exhibit qualities corresponding to more than one score point. Exemplars can provide the additional detail needed to help scorers differentiate between score points.

Local Assessment Options

As stated in the Oregon Administrative Rule, all schools will determine if students meet the performance standard for the Career-Related Learning Standards and Extended Application Standard by using assessment tools that are based upon criteria approved by the State Board of Education. To increase comparability across sites, schools are encouraged to use the official state CRLS and EA scoring guides included in this guide. However, schools do have the option to use locally developed scoring guides to assess CRLS and EA collections of evidence.

If a locally developed scoring guide is used, however, it must be cross-referenced with the official state CRLS and EA scoring guides. School districts are responsible for documenting that all CRLS and EA dimensions/traits are assessed and that the locally developed scoring guides are as rigorous as the official state scoring guides. Furthermore, it is important that scorers using a locally developed scoring guide follow the focused holistic scoring method discussed earlier. Using this method, scorers should make a holistic judgment about the collection and assign a single overall score.

Who Scores the Collections of Evidence?

All CRLS and EA collections of evidence will be scored locally. Therefore, school districts and schools will make decisions about who will be involved in the scoring process and how to record and report student scores. Districts and schools may decide to use only internal scorers or a combination of internal and external scorers (e.g., teachers and administrators whose students submitted collections, other teachers at the school, teachers and administrators from other schools, business and community members, and parents). Determinations as to the number of people required to score a collection, as well as how to resolve disparate scores, will also be made at the local level. Local sites should remember that reliability in scoring is increased when multiple people score a collection and when comprehensive scorer training is provided prior to a scoring session.

Lessons Learned

Educational and Career Planning

*Attainment of Rigorous Academic
and Technical Knowledge and Skills*

Community Connections

Post-Secondary Transitions

*Considerations for English Learners
and Students with Disabilities*

The Career-Related Learning Standards (CRLS) and Extended Application Standard (EA) collection of evidence process provides Oregon students with the opportunity to pursue their own interests and goals while, at the same time, helping them transition to post-high school education and careers. The collection of evidence process also documents students' ability to apply knowledge and skills in a variety of ways while meeting the CRLS and EA. This section includes a description of lessons learned throughout the Career-Related Learning Standards and Extended Application Assessment Pilot Test, including the support structures and curricular approaches that promote successful CRLS and EA implementation and assessment.

CONDITIONS THAT SUPPORT SUCCESSFUL CRLS AND EA IMPLEMENTATION AND ASSESSMENT

Throughout the pilot test, there were a number of support structures and strategies used by schools to effectively implement and assess the CRLS and EA. Listed below are some of the practices used by the pilot schools in the implementation and assessment of the CRLS and EA. Due to the variety of school structures throughout the state of Oregon, some of the strategies below are not possible at all schools.

Educational and Career Planning

The educational programs for students in all pilot schools were driven by students' career goals. Many of the schools began helping students to identify their career goals early in their high school career, and sometimes even in middle school. In one case, counselors from the high school went to the middle school to help students identify their career interests and develop their 4-5 year educational plans. In the 8th, 9th, and/or 10th grades, some of the schools had all or part of a course focus on career planning. Often in these courses, students used interest and aptitude inventories in identifying career options, participating in job shadowing, researching occupations, and/or listening to speakers. During their junior and senior years, students often refined their career goals from experiences in exploratory classes.

Counselors and other staff members often reviewed with students their educational plans during their freshmen and sophomore years to align the plans with any changes in the

students' career goals. As students approach their junior year, they often identify elective courses for their junior and senior years consistent with their career goals.

Most of the pilot schools had coursework at the 11th and 12th grades that gave students an in-depth experience in a career pathway or area of interest. Often students had a career-related learning experience tied to the coursework, either in an internship or in a school-based enterprise or experience. In many cases, schools had courses or seminars where students could plan and carry out extended application experiences in either a senior project, or by creating a collection of work produced in their classes. Many of the courses students took during their junior and senior years provided credit at the community college and/or university levels.

For students to be able to create connections between the entries in their collections of evidence and their career goals and educational plans, it is essential that schools have a process for students to create and modify career goals and educational plans.

Attainment of Rigorous Academic and Technical Knowledge and Skills

Most of the schools participating in this project had diploma requirements that exceeded the state minimum. Often students were required to take elective courses related to their career goal. If the career goal required college entrance, then students were required to take the courses necessary for college entry. Student electives were often tied to students' plans and next steps.

Most of the schools also had performance standards for students to meet in order to graduate. Sometimes the standards were tied to academic subjects like English, mathematics and science, and in other cases they were tied to performance on senior projects. One school required 120 hours of community service to graduate.

All of the schools had students create portfolios or collections of their work, and in some cases, the portfolio was a requirement for graduation. The portfolios were used to document a student's extended application and CRLS experience. In addition, the portfolios often included information on a student's career-related learning experience and the student's educational plan and profile. Over the two years of the project, the schools were able to improve the quality and use of portfolios to demonstrate student ability in areas of the CAM. Schools learned to streamline the process, and, in doing so, helped students organize their materials and make the process more manageable.

Most of the schools awarded a CAM to students meeting school criteria, and two schools are adding the awards next year. Since the CAM is not required for graduation, not all students worked on all aspects of the CAM. However, most of the students who worked on the CRLS and EA collections of evidence found it to be useful, and recommended that other students create a collection of evidence. Most students agreed that the CRLS and EA collections of evidence experience would help them in the future. A number of students used their CAM portfolio to help them with their next steps, including entering the workforce after high school.

Community Connections

The pilot schools established many community connections. Some had extensive internships available to students and worked closely with local businesses in establishing these internships. Advisory committees and business education compacts also played a role in helping schools identify internship sites. In some cases, students took responsibility for identifying a community mentor to help with projects. Not all students had a community-based, career-related learning experience. Most schools had some school-based enterprise or experience for students, ranging from school stores to school-operated preschools to manufacturing businesses. Many of these school-based businesses provided services to the community. In one case, students working in a manufacturing business received payment into an educational fund for their post-secondary education.

These school-based or community-based experiences provided students a relevant context for demonstrating their CRLS or EA. Students often created journals or reflections on their experiences and included them in their CAM portfolio.

Post-Secondary Transitions

All of the schools in the pilot provided students the opportunity to earn post-secondary credit for their high school education. Most common were 2 + 2 programs coordinated with the local community college, allowing students to earn dual credit. College Now programs were also available for earning university-level credit. Over half of the seniors in the pilot schools earned post-secondary credit. In some cases, students entered a university beyond the freshman level. Other options for earning university credit included Advanced Placement exams and the International Baccalaureate Program, as well as, courses at the local community college and/or university. Online courses and correspondence courses were also available. In most cases, the credits students earned at the post-secondary level were consistent with the career and educational plans established by the student.

Seniors often wrote about their career goals and educational plans by referring to the post-secondary program they intended to enter after high school. Students who had a well-articulated post-secondary plan had an easier time describing the relevance of the work in their CAM collection of evidence.

Considerations for English Learners and Students with Disabilities

Students with disabilities and English learners were included in the collection of evidence process in all schools. They followed the same process as other students in creating career goals and educational plans. For students with disabilities, the IEP process was used to establish these goals and plans. Students with disabilities also had additional structure, time, and support to work on their collections of evidence. They often presented their collection in a manner similar to other students. English learners could provide written material and give their presentations in their first language, if appropriate. All educational support that students received in their educational programs was provided during the collections of evidence process.

Samples of Student Work

Samples of Student Reflections

Samples of Student Proposals

Samples of Organization Styles for Collections

Samples of Completed Student Sufficiency Guidelines

The Career-Related Learning Standards (CRLS) and Extended Application Standard (EA) Implementation Guide is intended to assist teachers and administrators in the implementation and assessment of the Certificate of Advanced Mastery (CAM) Career-Related Learning Standards and Extended Application Standard. In this section of the guide are samples of student work and guiding questions to help teachers and students with the collection of evidence process. The samples provided are not comprehensive; they are simply examples that teachers may elect to use. All samples may be duplicated exactly, in part, or modified to best meet the needs of individual teachers and students.

Samples of Student Reflections

Teachers will likely need to provide instruction and guidelines for students to help them reflect on their experiences and explicitly describe how their collections demonstrate evidence of the standards. Below are guiding questions that may help students reflect on their experiences and thoroughly describe how their work relates to the career-related and academic and specialized knowledge and skills they demonstrate in their collections. The questions also prompt students to describe the challenges they faced while developing their collections, as well as to describe the parts of their collections that give them the greatest pride. Students are encouraged to use the questions to help them create a narrative reflection piece or present a reflection in another format.

Guiding Questions for Creating a Reflection

- 1) How will you identify and describe each piece of your collection?
- 2) Which parts of your collection give you the most pride? Why?
- 3) As you completed your collection, what kinds of challenges did you face? What did you learn from those challenges?
- 4) Which of the Career-Related Learning Standards are demonstrated in your collection? How are those presented?
- 5) Which academic and specialized knowledge and skills are demonstrated in your collection? How are those presented?
- 6) How are the knowledge and skills you describe relevant to your education plans and post-high school goals?

Sample student reflections are located on the following six pages. These two samples show the different ways in which students have reflected on their work.

Sample 1: Career-Related Learning Standard Student Reflection

Personal Statement

It is my goal to eventually become a full-time police officer. In order to reach that goal, I have made an education plan. When I graduate in June 2004, from North Eugene High School, I will have my Certificate of Initial Mastery, an Honors Diploma, and a Certificate of Advanced Mastery in Human Resources: Law and Government.

Student describes overall goal.

After I finish high school, I plan to go on to Lane Community College and receive my associates degree in Criminal Justice. I may also continue my education after that at Western Oregon University. After I finish with my formal education, I plan to attend a Department of Public Safety and Standards Certified Police Academy.

Student elaborates on educational and career goals.

Once I have achieved my educational goals, I plan to apply for a job with the Coburg Police Department as a Reserve Officer. There, I will receive on-the-job training with a Field Training Officer. This training will help me to become a good police officer.

As part of my quest to become a police officer, I have had many experiences that have prepared and influenced me. In 1999-2000, I worked for the Oregon Police Department in Toledo where I assisted patrolling officers, as well as participated in training opportunities. In 2001, I attended the Eugene Police Department's Youth Police Academy and the National Indian Youth Police Academy where my squad took first place in Drill and Cadence as well as in the basketball tournament. These experiences have helped me to channel my ideas and have helped me realize I enjoy police work and want to continue.

Student identifies Career Development activities.

I have worked to learn new skills and understanding. These experiences have helped me work well as an effective team member. From 2002 to the present, I have worked for the Coburg Police Department as an Explorer. I have worked over 250 hours there and I have earned my One-Year Service Bar and my Law Enforcement Service Bar. I have participated in training with a reserve officer as well as the Explorers. This training includes building searches, high and low risk traffic stops,

Student describes Teamwork skills.

high and low-risk handcuffing, situation and suspect control, use of force, firearms training with most standard issue police guns, and others.

I have other achievements that also contribute to my future career. I have shown all of the Career-Related Learning Standard skills throughout these experiences. I have shown Personal Management by maintaining regular attendance to all of my Explorer meetings and trainings, missing very few days of school, and completing all assigned tasks at school and in the Explorer Program.

My Problem Solving skills are exhibited through my work with the Explorers by thinking through better ways to handle training scenarios in areas such as building searches and suspect handling. I have shown Teamwork by working with other Explorers, full-time officers, and reserve officers, as well as the Coburg Municipal Court Staff.

My Communication skills have been highlighted while working with other Explorers and officers in dangerous situations, and I have practiced the proper protocol for communicating with the dispatcher on the police radio. I have shown workplace organization by using the “chain of command” with the Coburg Police Officers and Explorers.

Finally, I have shown Career Development in my CAM Work Sample and CAM Writing Sample, as well as in my other police-related experiences. I have shown Employment Foundations by following all commands given to me by superior Officers, and by complying with Coburg Police departmental policies.

My experiences have given me useful information and I look forward to applying this information to my future plans and goals. It is my goal to continue to participate in law enforcement-related programs and to gain the skills that I need to become a full-time police officer.

Student identifies Personal Management skills.

Student describes Problem-Solving and Teamwork skills.

Student describes Communication skills.

Student describes Career Development and Employment Foundations.

Sample 2: Extended Application Student Reflection

Reflection

● The topic of my Senior Seminar Experience (SSE) involves creating a resource book for young women in the Portland area. The Essential Question framing my project is: “What is involved in creating a publication directed towards young women, to encourage them to realize their personal potential and make wise life decisions?” I chose this particular experience because when I look at the young women around me, I see how badly they need honest guidance and direction in their lives. This realization encouraged me to try to help in any way I could, and SSE was the perfect opportunity to express this desire.

Student introduces and describes extended application.

● To begin the process of compiling a book, detailed research is required to successfully write and gather the material for publication. This project required plenty of hard work and dedication to stay focused and on task. To make sure that the stories were accurate and mistake-free, I wrote multiple versions of the stories and had other people proofread them. The content of the book had to be entertaining for teen girls, while still giving the reader something to consider. So this required pre-planning to make sure that there was a valuable point to each section of material included in my book. Designing each individual page layout required the use of the computer program Adobe PageMaker, thus making it essential for me to become familiar with the program. Also, to get the publication printed, it was necessary to research local printing options to find the best quality printer with the most affordable price.

Student explicitly describes academic and specialized knowledge and skills used.

● During the evolution of my publication I had the pleasure of working alongside my community consultant. On several occasions she and I were able to meet and discuss the progress of my SSE. I would write down questions and concerns that appeared in between our visits so that I could recall them to share with her at our meetings. However, when a pressing issue came up that had to be resolved immediately, I would call her and we would discuss the matter.

Student discusses interactions with mentor and how those interactions helped focus the collection of evidence.

● Having someone else understand the details of my project was very valuable, especially since she was closely involved yet still able to see the big picture of how I wanted the final product to turn out. For example, she was able to point out that I

needed to be careful that the content of my publication did not cover too broad of a topic. I was excited with the progress of the book and was constantly coming up with new ideas for additions. She was closely involved in helping me with design concepts for my book and the editing process of the stories.

As I look back over the past few months of my senior year, I have to say that I am pleased and impressed with myself! If someone had told me my freshman year of high school what I would accomplish my senior year through senior seminar, I doubt I would have believed them. It has been only in the past two years that my interest in journalism and helping young girls has really flourished.

My source of pride is the product of my SSE, a book for young girls called *Magenta Soleil*. This book is a compilation of many sections designed to help motivate and inspire young girls.

Since I am very happy overall with my product, if I was to go back and make improvements to it, I would only have a few adjustments to make. I would have loved to include life stories of local young women making a difference, whether in their own lives or in the life of someone else. Although I did spend plenty of time trying to establish contacts to interview, unfortunately I was not able to secure any interviews in the end. Also, as I look back on the "Resources for Help" section, I realized that there are several other areas of concern for teen girls that I was not able to provide contact information for. Although I think I covered the major subjects well, I would like to add in a few other areas since they are issues young girls face in daily life.

Over the course of my Senior Seminar Experience these past few months, I have acquired many new skills and a greater knowledge of my topic. Before I was in this class, I tended to be hesitant and shy in dealing with business professionals. I felt a little intimidated and would avoid having to deal personally with them if it was at all possible. However, during the course of my project, many times it was necessary for me to initiate contact with business professionals. Although it was hard at the beginning, now at the completion of my project, I no longer find this a difficulty. In fact, I had not even noticed the change in myself; someone had to point this

Student highlights benefits of the Extended Application experience.

Student identifies final product.

Student describes challenges.

Student identifies and describes new learning.

difference out to me! Also, I have found that I am more confident when dealing in person with business professionals.

During the course of this project I have learned very much, including new things about myself! I have realized that I am a list-maker, organizing all my tasks on one list. I enjoy seeing my progress this way. Hand in hand with making lists, I tend to be an organized creator. I prefer to work methodically, beginning and ending each section before moving on to the next.

Also, I have come to realize that I have a unique working style. I prefer to, and work better when, I have the room to spread my working materials out around me. I like being able to see everything I have to work with, and having enough room that I do not feel cramped up in a tiny space. Furthermore, I tend to be more creative in my own space at home. I can get away from most distractions and really concentrate on the task at hand. Often times I came up with the most creative and unique page designs and story ideas when I was working by myself in my own space.

Additionally, during the writing and design processes I enjoy having time to formulate my ideas and thoughts and then “bounce” them off someone whose opinion I trust. Often times this is when my best ideas are created because I enjoy verbally sharing my ideas.

Throughout the course of this project I have also realized that I really enjoy the design process of creating a publication. Being able to combine journalism with design to create interesting page and book layouts was a very enjoyable part of my SSE. I would like to pursue this topic and gain a greater understanding and working knowledge of other design concepts.

My SSE project and near future are definitely closely connected. I am interested in pursuing a career in journalism, so I know that the experience I gained from this project is very valuable. This has allowed me to gain confidence in my ability and reinforced my desire to enter the field of journalism. However, I am not concretely tied to this particular career at this point. My other appealing option that this project has opened my eyes to, is a wonderful program that is based in Portland. The Children’s Cancer Association is dedicated to helping children with cancer go

Student reflects on new organization skills.

Student reflects on learning process.

Student identifies academic and specialized knowledge and skills.

Student shows connections between the extended application and future goals.

● through their treatment as pleasantly as is possible. The programs the Association sustain are amazing and really appeal to me. If I had not been doing research for this project, I doubt I would have found out about this organization. Also, I have not given up my original idea of starting an organization for young girls in the Portland area to help them with self-confidence issues and body image perception. After researching all the programs available to girls, I realized that Portland is obviously a great city in which to run teen help programs. The need for help is out there; maybe I can be the one to help fill it a little more!

Student praises new learning and reflects on extended application experience.

Samples of Student Proposals

In order to introduce students to the process of developing a collection of evidence for the Career-Related Learning Standards and the Extended Application Standard, teachers may want to encourage students to develop a proposal or letter of intent that describes the proposed learning experiences, topics, or activities the students plan to engage in and document in their collection of evidence. Using a proposal process can help ensure that the learning experiences students choose provide enough opportunity to demonstrate evidence of the standards.

Below are guiding questions that will prompt students to brainstorm about the types of assignments and activities in which they are currently involved that relate to the standards. This process may help students begin to understand that there are various ways to meet the Career-Related Learning Standards and the Extended Application Standard and help them decide on learning experiences for their collections of evidence. Students can submit their proposed plan to their teachers or mentors. If the teacher or mentor does not feel that the proposed learning experiences, topics, or activities will provide enough opportunity to show evidence of the standards, then feedback should be given to the student.

Guiding Questions for Creating a Proposal

- 1) Think about the school assignments you are currently working on. Do any show evidence of the Career-Related Learning Standards or Extended Application Standard?
- 2) Think about your extracurricular activities as well as hobbies outside of school. Do any show evidence of the Career-Related Learning Standards or Extended Application Standard?
- 3) Choose two or three topics you are very interested in. Describe these topics. Do any relate to the Career-Related Learning Standards or Extended Application Standard?
- 4) Of the two or three topics you chose, do any relate to your plans after high school?
- 5) Once you decide on your topic, write up an overview of the learning experiences or activities you plan to do. Be sure to describe how your experiences will relate to the Career-Related Learning Standards or Extended Application Standard and your plans after high school. Submit your proposal or letter of intent to your teacher or mentor for review.

Two samples of student proposals are located on the following three pages.

Sample 1: Career-Related Learning Standards and Extended Application Student Letter

October 3, 2003

To Whom It May Concern:

I am currently a senior at Philomath High School and in the process of developing and reevaluating my educational goals.

I have always loved science and teaching, and I have been torn between the two when it comes to deciding on a college major and a career. I have taken many classes, including Botany, Ecology, and Teacher Aiding, that have helped me with the decision to pursue a degree in education and a degree in environmental sciences. I am in the process of applying to the Education Double Degree Program at Oregon State University that will allow me to earn a degree in both education and in environmental sciences. By completing this program, I can work towards my ultimate career aspiration of becoming a high school teacher and sharing my knowledge to educate future generations about science.

For my senior project, I plan to do an internship at the National Clonal Germplasm Repository. I plan to work over 100 hours in the tissue culture lab where I will process different plants through sterilizing techniques and make them into sterile plant tissue cultures that can be used all over the world for research and personal uses. During this project, I hope to develop scientific knowledge and some skills necessary to reach my career and educational goals. Some of these skills include a good work ethic, organization skills, communication skills, and problem-solving skills.

I hope my senior project and internship will give me special recognition, and allow me to diversify my experiences. I hope to apply what I learn through my experiences to become a successful college student and accomplish my goal of becoming a science teacher and educating future generations.

Sincerely,

Student describes post-high school goals.

Student describes proposed application and specialized knowledge and skills related to post-high school goals.

Student connects work to Career-Related Learning Standards.

Sample 2: Extended Application Student Letter

November 7, 2003

Arts & Communications

The topic of my Senior Seminar Experience (SSE) concerns issues young women face and how to promote valuable resources that are available locally to support teen girls and positive examples of success in overcoming these issues. The essential question framing my SSE is: What is involved in creating a publication directed towards young women to encourage them to realize their personal potential and make wise life decisions? In today's society there are many challenges faced by young women, and as a young woman myself, I feel it is important to address these issues. I feel that creating a publication directed towards the needs of local teen girls that highlight positive examples and places to turn for guidance and support will benefit many counselors, teachers, and students. My project is a new and original creation since no one has created such a publication for the Portland metro area. Also, it will benefit my community by compiling a list of the resources available to middle school and high school girls for easy reference. Further, by including positive examples it will be motivating to those who read it.

I have strong writing and communication skills, fueled by the fact that I am passionate about journalism. Also, I am a very determined and hardworking student. Since I am concerned with the issues young women face and wish to help those just entering their teen years, I am very interested in this topic. This SSE will challenge me in many ways, both personally and academically. Academically, I will need to manage my time, creating my own schedule and deadlines. This project will be challenging personally because I will need to reach out of my comfort zone and work closely with people in my community and professional working adults. For my preliminary research, I collected a list of organizations available. I plan to continue my research of programs and organizations available to young women locally by

Student introduces the type of application she plans to engage in.

Student shows evidence of personal relevance by stating her interest in journalism.

Student identifies the academic and specialized knowledge and skills she will use. She explains that she will apply the knowledge and skills in a new context.

finding more resources and looking in-depth into the programs. Also, I need to research local publishing companies that might be willing to work with me on my project.

Student describes the research needed for her project.

My SSE relates to the Arts and Communications CAM area in many ways. I will be taking my writing skills and applying them to the interviews I have with young women in society. Then I must accurately portray them through my writing and my interpretation of their story. The stories also need to have a well-developed universal theme of conquering challenges and making positive changes in the community. Also, I will need to design an attractive page and photo layout and cover for the finished product. After high school, I plan to enter a career in journalism and media. I have entertained the thought of being a freelance writer, and contributing my work to various publications. By taking on this project, I will gain many skills that will be useful in a journalism career. These skills include researching to have a better understanding of my topic and communicating with professional journalists. Communication skills are vital in any career and the experience I gain from working with professionals will also be valuable. To successfully complete my project I must use adults as resources. I have contacted several employees of local organizations that will help me find people to interview. Also, adults will be vital to publishing copies of my product. A former employee of a local printing company has agreed to be my community consultant. She can provide me with guidance in contacting professionals, designing concepts for my book, finding a publisher or other printing location, and for proofreading my draft book.

Student describes how the academic and specialized knowledge and skills relate to her post-high school goals.

I understand all the requirements and components of the Senior Seminar Experience and realize that the SSE is a requirement for graduation. I understand I will receive credit based on the quality of my work and not based on how long I spend on my SSE.

Student offers conclusions about her application and describes the connection with her mentor.

Samples of Organization Styles for Collections

Student collections should be arranged in such a way that maximizes a scorer's ability to find evidence of each standard. The below guiding questions may help students determine an appropriate way to organize their work.

Guiding Questions for Organizing a Collection of Evidence

- 1) Think about all the components of your collection. Which parts do you consider the most important?
- 2) You will probably have quite a bit of work you will want to include. Organize your work according to what shows evidence of the Career-Related Learning Standards and/or the Extended Application Standard. Do you think you need to include all of it?
- 3) After you have identified what you think are the most important parts of your collection, make a table of contents or outline to direct those looking at your collection to the places where they can see evidence of the Career-Related Learning Standards and/or the Extended Application Standard.

Two samples of organizers are located on the following two pages.

Sample 1: Career-Related Learning Standards Table of Contents

Table of Contents	
Portfolio Checklist	
Personal Reflection -Personal Statement	
CRLS Document -Teamwork Skills Evaluation -Teamwork Skills Self-Evaluation -CRLS Goals-Learning Plan -CRLS Workplace Evaluation -CRLE Participation Documentation -CRLS Document	Shows were evidence of the CRLS can be found in the collection.
Career Preparation -Resume -Application	
CAM Requirements -Human Resources CAM Requirements Sheet -Internship Papers -Letters of Recommendation -CAM Work Sample -CAM Writing Sample -Job Shadows -Transcript (with CAM Courses Highlighted) -CIM Summary Sheet -Oral Communication Skills Evaluation	Shows were Certificate of Advanced Mastery requirements can be found.
Miscellaneous -Honors and Awards	

Sample 2: Career-Related Learning Standards and Extended Application Outline

Certificate of Advanced Mastery Portfolio Outline

- I. Statement of Originality and Confidentiality
- II. Certificate of Advanced Mastery Brochures
- III. Personal Statement
- IV. Educational Plan

Divider #1: Career-Related Learning Standards

- V. Career-Related Learning Guidelines
- VI. Student Guidelines: Career-Related Learning Standards Collection of Evidence
- VII. Career-Related Learning Standards
- VIII. Career-Related Learning Standards Supervisor/Mentor Evaluation Form

Divider #2: Post-Secondary Preparation

- IX. Resume
- X. References
- XI. Oregon State University Undergraduate Application for Admission
- XII. Oregon State University Crop and Soil Science Scholarship Application
- XIII. Oregon State University Federal Credit Union Tomorrow's Leaders Today Scholarship Application
- XIV. E. E. Wilson Scholarship Application
- XV. Letters of Recommendation

Divider #3: Certificate of Advanced Mastery Pathway

- XVI. Certificate of Advanced Mastery Pathway
- XVII. Certificate of Initial Mastery
- XVIII. High School Transcript

Divider #4: Senior Project/Extended Application

- XIX. Student Guidelines: Extended Application Collection of Evidence
- XX. Extended Application Supervisor/Mentor Evaluation Form
- XXI. Senior Project Mentor Log
- XXII. Senior Project Journal
- XXIII. Environmental Science Careers for the Lover of Nature

Divider #5: Additional Work Samples

- XXIV. Preservatives. Do they really work?
- XXV. Do Sow Bugs Like Dancing in the Rain or Frying in the Sun?
- XXVI. Make Something Project
- XXVII. Aspirin Project
- XXVIII. Shoulder to Shoulder Farms Research Paper

Student collection of evidence outline shows how collection is organized.

Lists where evidence of the CRLS can be found.

Shows where evidence of the Extended Application Standard can be found.

Additional evidence of Career-Related Learning Standards and Extended Application is listed.

Samples of Completed Student Sufficiency Guidelines

The Student Sufficiency Guidelines for a Career-Related Learning Standards Collection of Evidence are designed for students to track their own progress as they develop their collections of evidence. By routinely referring to these guidelines, students will become more familiar, and therefore better understand, what is required for their CRLS and EA collections of evidence. The use of the student guidelines is highly recommended because it will help students be sure their collections are complete and ready to be scored.

The following two documents show samples of CRLS and EA student sufficiency guidelines that have been completed.

Sample 1: Sample of Completed Student Sufficiency Guidelines: CRLS Collection of Evidence

SAMPLE - Student Sufficiency Guidelines: CRLS Collection of Evidence
Use this worksheet to track your progress and see if your work shows enough evidence of each of the Career-Related Learning Standards.

STANDARD	HAVE YOU?	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page number, section title)
<p>PERSONAL MANAGEMENT</p> <p>Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.</p>	<p>Identified tasks and initiated a plan of action to complete tasks? ✓</p> <p>Completed tasks on time and met established standards of quality? ✓</p> <p>Taken responsibility for your actions and anticipated consequences of your actions? ✓</p> <p>Maintained regular, on time attendance? ✓</p> <p>Interacted appropriately with others? ✓</p> <p>Documented your work and explained how your work shows personal management? ✓</p>	<ul style="list-style-type: none"> ▪ Personal Statement (pages 3-4) ▪ Career-Related Learning Standards chart (pages 5-7) ▪ Performance Evaluations (pages 20-22) <p>In my personal statement and CRLS chart, I describe my future goal of a career as a police officer or working in some form of law enforcement. I have completed an internship, watched other police officers while they worked, and participated in ride-alongs. All these activities required personal management skills. My performance evaluations shows that I was on time to work, completed all my tasks, and worked well with people.</p>
<p>PROBLEM SOLVING</p> <p>Apply decision-making and problem-solving techniques in school, community, and/or workplace.</p>	<p>Accurately identified a problem? ✓</p> <p>Located information that led to a solution to the problem? ✓</p> <p>Identified and evaluated alternative solutions to the problem? ✓</p> <p>Selected a solution and a course of action? ✓</p> <p>Developed and carried out a plan to solve the problem? ✓</p> <p>Assessed your results? ✓</p> <p>Documented your work and explained how your work shows problem solving? ✓</p>	<ul style="list-style-type: none"> ▪ Personal Statement (pages 3-4) ▪ Career-Related Learning Standards chart (pages 5-7) ▪ Performance Evaluations (pages 20-22) <p>In my personal statement and CRLS chart, I showed how I worked on training scenarios, conducted building searches, and learned how to handle real-life suspects. All these activities required problem-solving skills. I received very positive performance evaluations and those I worked with were pleased with my ability make decisions in an environment that was new to me.</p>

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STANDARD	HAVE YOU?	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page number, section title)	
COMMUNICATION Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.	Communicated clearly, accurately, and appropriately to other students and adults?	<ul style="list-style-type: none"> ▪ Overview letter (page 1) ▪ Personal Statement (pages 3-4) ▪ Career-Related Learning Standards chart (pages 5-7) ▪ Writing Sample (pages 15-17) ▪ CIM Speaking Score (page 18) ▪ Performance Evaluations (pages 20-22) My performance evaluations, CRLS chart, personal statement, and my overview letter all show how well I communicated with my supervisors during my internship. I included my score on my CIM speech requirement and a writing sample to document my ability to speak and write effectively.	
	Used traditional (e.g., written, oral) and technological (e.g., internet, multimedia) methods to locate and convey information?		✓
	Read and used technical and instructional materials for information and to carry out a task?		✓
	Listened carefully and summarized key ideas?		✓
	Given and received feedback in a positive manner?		✓
	Documented your work and explained how your work shows communication?		✓
TEAMWORK Demonstrate effective teamwork in school, community, and/or workplace.	Identified and assumed roles within a team?	<ul style="list-style-type: none"> ▪ Personal Statement (pages 3-4) ▪ Career-Related Learning Standards chart (pages 5-7) ▪ Skill Evaluation (page 19) ▪ Performance Evaluations (pages 20-22) My personal statement, CRLS chart, skill evaluation, and performance evaluations show how I worked full-time with police officers, reserve officers, and municipal court staff, and that I had very positive experiences with all of them. My internship requirements included working well as part of a team. I also received positive performance evaluations from my mentors.	
	Worked productively with others (e.g., negotiated, compromised, built consensus, shared decision-making, set goals, managed conflict)?		✓
	Documented your work and explained how your work shows teamwork?		✓

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STANDARD	HAVE YOU?	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page number, section title)
EMPLOYMENT FOUNDATIONS		
Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	<p>Applied academic and technical knowledge and skills in a career context? ✓</p> <p>Used and maintained appropriate tools and technologies for a task? ✓</p> <p>Identified parts of a work organization or system and how work moves through an organization or system? ✓</p> <p>Described how changes in the workplace affect individuals and a work organization or system? ✓</p> <p>Followed safety, regulatory, and/or ethical practices in a work environment? ✓</p> <p>Demonstrated appearance and hygiene appropriate to a workplace? ✓</p> <p>Documented your work and explained how your work shows employment foundations? ✓</p>	<ul style="list-style-type: none"> ▪ Personal Statement (pages 3-4) ▪ Career-Related Learning Standards chart (pages 5-7) ▪ Explorer Program Summary (pages 10-12) ▪ Career Report (pages 13-14) ▪ Performance Evaluations (pages 20-22) <p>My personal statement, CRLS chart, performance evaluations, and career report all show how I applied my new knowledge toward my goal of becoming a police officer. As I described in my Explorer Program summary, I have been active in the Explorer Program working with law enforcement officers and I had a very successful internship. I received positive performance evaluations and, in the process, learned about police work.</p>
CAREER DEVELOPMENT		
Demonstrate career development skills in planning for post-high school experiences.	<p>Assessed your personal knowledge and skills related to your education and career goals? ✓</p> <p>Planned for life after high school (e.g., researched career and educational options, developed a plan to achieve goals)? ✓</p> <p>Reviewed your education and career goals to determine if they should change? ✓</p> <p>Used job-seeking skills (e.g., writing resumes, completing applications, participating in interviews)? ✓</p> <p>Documented your work and explained how your work shows career development? ✓</p>	<ul style="list-style-type: none"> ▪ Personal Statement (pages 3-4) ▪ Career-Related Learning Standards chart (pages 5-7) ▪ Career Report (pages 13-14) ▪ Performance Evaluations (pages 20-22) <p>My personal statement, CRLS chart, career report, and performance evaluations show what I learned throughout the CAM process, and that I really want to continue my pursuit of a career in law enforcement. My career report shows my post-high school goals and my plans for achieving them. I have taken the necessary classes and improved my skills. Because of my internship and personal research, I am confident I will be a good candidate for a career as a police officer.</p>

Sample 2: Sample of Completed Student Sufficiency Guidelines: Extended Application Collection of Evidence

SAMPLE - 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 students personal, academic, and/or career interests and post-high school goals.		HAVE YOU?	LIST WHERE TO FIND EVIDENCE OF EACH TRAIT IN YOUR COLLECTION (e.g., page number, section title)
STANDARD		✓	
RELEVANCE			
Demonstrates evidence of personal relevance.	Described the connection between your work and your goals and plans beyond high school?	✓	<ul style="list-style-type: none"> • My letter to my mentor outlines my future plans and how I plan to achieve my goals. • My Senior Seminar Project description outlines my ideas for developing my publication and shows how my final product, <i>Magenta Soilel</i>, relates to my goals. • My journal entries show the process I went through and the results I achieved. • My video presentation shows all the different elements of my project, and explains why my project is important.
	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?	✓	<ul style="list-style-type: none"> • My Senior Seminar Project description, my journal entries, and my reflective essay all explain how my communication and design skills are important in pursuing the field of journalism. • My journal entries, video, letters, and e-mails describe and document the written and oral communication skills I needed to complete my project and how they relate to my goal of going into journalism. • My journal entries, video presentation, Senior Seminar Project description, book designs, and final publication show how much time I dedicated to my project and highlight the rigor of my final collection.
	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?	✓	

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?	√
	<ul style="list-style-type: none"> • My reflective essay shows how I outlined my project. I thought about what I needed to do and why a publication for teenage girls is important. My video presentation also shows my overall thinking about the project and all its aspects. • My journal entries and reflective essay both list the communication skills necessary for my project. I also learned that I needed to learn new skills, like design and layout. • My reflective essay, journal entries, and video presentation all describe how I planned the initial part of my project, designed the layout of the book, researched the stories and photographs to include, and put together the final product: <i>Magenta Soliel</i>. 	

Appendix: Print Ready Documents

Career-Related Learning Standards

*Guidelines for a Sufficient CRLS
Collection of Evidence*

*Student Sufficiency Guidelines: CRLS
Collection of Evidence*

CRLS Scoring Guide

*Guidelines for a Sufficient EA
Collection of Evidence*

*Student Sufficiency Guidelines:
EA Collection of Evidence*

EA Scoring Guide

Career-Related Learning Standards

Know and apply fundamental career-related knowledge and skills that are essential for success in employment, college, family, and community life.

Personal Management	Problem Solving	Communication	Teamwork	Employment Foundations	Career Development
Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.	Apply decision-making and problem-solving techniques in school, community, and/or workplace.	Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.	Demonstrate effective teamwork in school, community, and/or workplace.	Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Demonstrate career development skills in planning for post-high school experiences.
<ul style="list-style-type: none"> • Identify tasks that need to be done and initiate action to complete the tasks. • Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. • Take responsibility for decisions and actions and anticipate consequences of decisions and actions. • Maintain regular attendance and be on time. • Maintain appropriate interactions with colleagues. 	<ul style="list-style-type: none"> • Identify problems and locate information that may lead to solutions. • Identify alternatives to solve problems. • Assess the consequences of the alternatives. • Select and explain a proposed solution and course of action. • Develop a plan to implement the selected course of action. • Assess results and take corrective action. 	<ul style="list-style-type: none"> • Locate, process, and convey information using traditional and technological tools. • Listen attentively and summarize key elements of verbal and non-verbal communication. • Give and receive feedback in a positive manner. • Read technical/instructional materials for information and apply to specific tasks. • Write instructions, technical reports, and business communications clearly and accurately. • Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications. 	<ul style="list-style-type: none"> • Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork. • Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision making and goal setting). 	<ul style="list-style-type: none"> • Apply academic knowledge and technical skills in a career context. • Select, apply, and maintain tools and technologies appropriate for the workplace. • Identify parts of organizations and systems and how they fit together. • Describe how work moves through a system. • Describe the changing nature of work, workplaces, and work processes on individuals, organizations and systems. • Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation. • Explain and follow health and safety practices in the work environment. • Explain and follow regulatory requirements, security procedures, and ethical practices. 	<ul style="list-style-type: none"> • Assess personal characteristics related to educational and career goals. • Research and analyze career and educational information. • Develop and discuss a current plan designed to achieve personal, educational, and career goals. • Monitor and evaluate educational and career goals. • Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

Career-Related Learning Standards

Know and apply fundamental career-related knowledge and skills that are essential for success in employment, college, family, and community life.

Personal Management	Problem Solving	Communication	Teamwork	Employment Foundations	Career Development
Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.	Apply decision-making and problem-solving techniques in school, community, and/or workplace.	Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.	Demonstrate effective teamwork in school, community, and/or workplace.	Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Demonstrate career development skills in planning for post-high school experiences.
<ul style="list-style-type: none"> • Identify tasks that need to be done and initiate action to complete the tasks. • Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. • Take responsibility for decisions and actions and anticipate consequences of decisions and actions. • Maintain regular attendance and be on time. • Maintain appropriate interactions with colleagues. 	<ul style="list-style-type: none"> • Identify problems and locate information that may lead to solutions. • Identify alternatives to solve problems. • Assess the consequences of the alternatives. • Select and explain a proposed solution and course of action. • Develop a plan to implement the selected course of action. • Assess results and take corrective action. 	<ul style="list-style-type: none"> • Locate, process, and convey information using traditional and technological tools. • Listen attentively and summarize key elements of verbal and non-verbal communication. • Give and receive feedback in a positive manner. • Read technical/ instructional materials for information and apply to specific tasks. • Write instructions, technical reports, and business communications clearly and accurately. • Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications. 	<ul style="list-style-type: none"> • Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork. • Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision making and goal setting). 	<ul style="list-style-type: none"> • Apply academic knowledge and technical skills in a career context. • Select, apply, and maintain tools and technologies appropriate for the workplace. • Identify parts of organizations and systems and how they fit together. • Describe how work moves through a system. • Describe the changing nature of work, workplaces, and work processes on individuals, organizations and systems. • Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation. • Explain and follow health and safety practices in the work environment. • Explain and follow regulatory requirements, security procedures, and ethical practices. 	<ul style="list-style-type: none"> • Assess personal characteristics related to educational and career goals. • Research and analyze career and educational information. • Develop and discuss a current plan designed to achieve personal, educational, and career goals. • Monitor and evaluate educational and career goals. • Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

Career-Related Learning Standards

The Career-Related Learning Standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. These skills are taught throughout the curriculum, integrated with academic learning, and emphasized in the students' career-related learning experiences.

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent each of the career-related learning standards?

The collection must include:

- **Evidence of all six CRLS.** Students produce evidence that adequately addresses all the career-related learning standards.
- **Evidence that reflects the scope (depth and breadth) of the CRLS.** Students address the scope of the standards (within and across standards) versus a single component (e.g., completing a problem-solving experience from beginning to end, versus identifying a problem only).
- **Explicit connection between the work and the CRLS.** Students explicitly describe the connection between their work and the specific CRLS.

Is there evidence that the work is the student's own?

The collection must include:

- **Direct evidence of each CRLS.** Students include direct evidence of each CRLS through video, photos, written products, etc.
- OR**
- **Corroborated evidence of each CRLS.** Someone other than the students (e.g., teacher, employer, advisor, coach) corroborates the students' explanations and reflections of work. One piece of documentation may be used to corroborate multiple standards.

Does the collection relate to the student's educational plan (school, community, and/or workplace experiences)?

The collection must show:

- **A clear relationship to the student's educational plan, including school, community, and/or workplace experiences.** Students describe how their CRLS collection relates to their school, community, and/or workplace experiences.

1/05 - Student Sufficiency Guidelines: Career-Related Learning Standards (CRLS) Collection of Evidence

Use this worksheet to track your progress and see if your work shows enough evidence of each of the Career-Related Learning Standards.

STANDARD	HAVE YOU?	√	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page number, section title)
PERSONAL MANAGEMENT			
Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.	Identified tasks and initiated a plan of action to complete tasks?		
	Completed tasks on time and met established standards of quality?		
	Taken responsibility for your actions and anticipated consequences of your actions?		
	Maintained regular, on-time attendance?		
	Interacted appropriately with others?		
	Documented your work and explained how your work shows personal management?		
PROBLEM SOLVING			
Apply decision-making and problem-solving techniques in school, community, and/or workplace.	Accurately identified a problem?		
	Located information that led to a solution to the problem?		
	Identified and evaluated alternative solutions to the problem?		
	Selected a solution and a course of action?		
	Developed and carried out a plan to solve the problem?		
	Assessed your results?		
	Documented your work and explained how your work shows problem solving?		

STANDARD	HAVE YOU?	√	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page number, section title)
COMMUNICATION			
Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.	Communicated clearly, accurately, and appropriately to other students and adults?		
	Used traditional (e.g., written, oral) and technological (e.g., internet, multimedia) methods to locate and convey information?		
	Read and used technical and instructional materials for information and to carry out a task?		
	Listened carefully and summarized key ideas?		
	Given and received feedback in a positive manner?		
	Documented your work and explained how your work shows communication?		
TEAMWORK			
Demonstrate effective teamwork in school, community, and/or workplace.	Identified and assumed roles within a team?		
	Worked productively with others (e.g., negotiated, compromised, built consensus, shared decision making, set goals, managed conflict)?		
	Documented your work and explained how your work shows teamwork?		

STANDARD	HAVE YOU?	✓	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD <i>IN YOUR COLLECTION (e.g., page number, section title)</i>
EMPLOYMENT FOUNDATIONS			
Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Applied academic and technical knowledge and skills in a career context?		
	Used and maintained appropriate tools and technologies for a task?		
	Identified parts of a work organization or system and how work moves through an organization or system?		
	Described how changes in the workplace affect individuals and a work organization or system?		
	Followed safety, regulatory, and/or ethical practices in a work environment?		
	Demonstrated appearance and hygiene appropriate to a workplace?		
	Documented your work and explained how your work shows employment foundations?		
CAREER DEVELOPMENT			
Demonstrate career development skills in planning for post-high school experiences.	Assessed your personal knowledge and skills related to your education and career goals?		
	Planned for life after high school (e.g., researched career and educational options, developed a plan to achieve goals)?		
	Reviewed your education and career goals to determine if they should change?		
	Used job-seeking skills (e.g., writing resumes, completing applications, participating in interviews)?		
	Documented your work and explained how your work shows career development?		

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	PERSONAL MANAGEMENT	PROBLEM SOLVING	COMMUNICATION	TEAMWORK	EMPLOYMENT FOUNDATIONS	CAREER DEVELOPMENT	OVERALL SCORE
	Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.	Apply decision-making and problem-solving techniques in school, community, and/or workplace.	Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.	Demonstrate effective teamwork in school, community, and/or workplace	Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Demonstrate career development skills in planning for post-high school experiences.	
3 ABOVE STANDARD	☐	☐	☐	☐	☐	☐	☐
2 MEETS STANDARD	<ul style="list-style-type: none"> • Identifies tasks and initiates a plan of action to complete tasks. • Completes tasks on time and meets established standards of quality. • Takes responsibility for actions and anticipates consequences. • Maintains regular attendance and is on time. • Interacts appropriately with others. 	<ul style="list-style-type: none"> • Accurately identifies problems. • Locates information that leads to solutions. • Identifies and evaluates alternative solutions. • Selects a solution and a course of action. • Plans and carries out a course of action. • Assesses results. 	<ul style="list-style-type: none"> • Communication (e.g., written, oral, visual) is clear, accurate, organized, and appropriate to audience. • Uses traditional and technological methods to locate and convey information. • Uses technical and instructional materials for information and to carry out a task. • Listens attentively and summarizes key elements of verbal and non-verbal communication. • Gives and receives feedback in a positive manner. 	<ul style="list-style-type: none"> • Identifies and assumes roles within a team. • Works productively with others (e.g., negotiates, compromises, builds consensus, shares decision making, sets goals, manages conflict). 	<ul style="list-style-type: none"> • Applies academic and technical knowledge and skills in a career context. • Selects, applies, and maintains tools and technologies appropriate for the workplace. • Identifies parts of an organization or system and how work moves through an organization or system. • Describes how changes in the workplace affect individuals and a work organization or system. • Follows safety, regulatory, and/or ethical practices in the work environment. • Demonstrates appearance and hygiene appropriate for the workplace. 	<ul style="list-style-type: none"> • Assesses personal knowledge and skills related to education and career goals. • Shows evidence of post-high school planning (e.g., researches careers and educational options, develops a plan to achieve goals). • Evaluates education and career goals to determine if they should change. • Utilizes job-seeking skills (e.g., writing resumes, completing applications, participating in interviews). 	Evidence in the collection is adequate and demonstrates overall proficiency across all Career-Related Learning Standards.
1 BELOW STANDARD	☐	☐	☐	☐	☐	☐	☐
0 Insufficient Evidence	☐	☐	☐	☐	☐	☐	☐
Note where evidence is found:							

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.

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

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?		

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?		

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Above standard means that evidence is thorough, in-depth, insightful, or exceptional in some way.			
2 MEETS STANDARD	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 BELOW STANDARD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Below standard means that the evidence meets sufficiency criteria, but is weak, incomplete, inappropriate, or limited in some way.			
0 Insufficient Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.