



Extended Application Standards Assessment Tool

Relevance			
Standard		Criteria: have you, as the student . . .	Student Evidence
Demonstrates evidence of personal relevance.	<input type="checkbox"/> Demonstrates a connection to post-high school goals and plans as they have developed or evolved.	<input type="checkbox"/> Described the connection between your work and your goals and plans beyond high school?	
	<input type="checkbox"/> 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.	<input type="checkbox"/> Documented your new learning, ideas, results or conclusions and described how they relate to your goals? <input type="checkbox"/> Documented and reflected on the relevance of your work?	

Student Comments:

Peer Evaluation:

Teacher Evaluation:

Scoring:

Oregon Department of Education Scoring Rubric:

Above Standard - 3 Meets Standard - 2 Below Standard - 1 Insufficient Evidence - 0



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Rigor			
	Standard	Criteria: have you, as the student . . .	Student Evidence
Applies and extends academic* and specialized knowledge and skills to new situations.	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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"> <input type="checkbox"/> Described the academic and specialized knowledge and skills you used? <input type="checkbox"/> Explained how the knowledge and skills you used are relevant to your goals and plans? <input type="checkbox"/> Described how you applied the knowledge and skills in a situation that was new to you? <input type="checkbox"/> Documented and reflected on the rigor of your work? 	

Student Comments:

Peer Evaluation:

Teacher Evaluation:

Scoring:

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

Oregon Department of Education Scoring Rubric:

Above Standard - 3 Meets Standard - 2 Below Standard - 1 Insufficient Evidence - 0



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Reflection			
	Standard	Criteria: have you, as the student . . .	Student Evidence
Reflects on learning and connection to post-high school goals.	<ul style="list-style-type: none"> <input type="checkbox"/> Reflects on relevance of evidence (i.e., connection to post-high school goals and plans, and evidence of new learning, ideas, results, or conclusions). <input type="checkbox"/> Reflects on rigor of evidence (i.e., application of appropriate academic and specialized knowledge and skills in complex or non-routine situations). 	<ul style="list-style-type: none"> <input type="checkbox"/> Included a written and/or verbal reflection about what you have learned? <input type="checkbox"/> Reflected on how the academic and specialized knowledge and skills you used are relevant to your goals and plans? <input type="checkbox"/> Reflected on how you applied what you have learned in new and different ways? <input type="checkbox"/> Clearly described the activities, communication, research, or products that you completed? <input type="checkbox"/> Documented your work? 	

Student Comments:

Peer Evaluation:

Teacher Evaluation:

Scoring:

Oregon Department of Education Scoring Rubric:

Above Standard - 3 Meets Standard - 2 Below Standard - 1 Insufficient Evidence - 0