Student Name:
ELO NAME:

Step 1: PLANNING (Student and teacher work together)

Competencies The student and teacher should research the competencies that can be met through the ELO project to establish general expectations and goals for the project. The competencies will have some natural content and skills associated with them. In addition, please list what the student will know and be able to do as a result of this project.	
Project Description The student and teacher should work together to give a detailed description of the project. What is involved? Describe the final product and presentation. Include a broad description of what will be assessed. Include what the product will look like and where and how students will showcase their work.	
The Essential Question The student will develop an essential question which focuses the activity, motivates the student, and drives the learning. It should be broad enough not to be answered easily and can be approached from many different entry points. It lends itself to interdisciplinary research.	**My Essential Question:**
Community partners Identify community partners who offer a rich source of knowledge, refined application, and experience in the project area. Also, describe their role in the project planning, implementation and assessment.	

Step 2: Implementation and Formative Assessments

Timeline and Benchmarks **Create a timeline** of benchmark projects that provide a foundation for the final project. Benchmark projects can be small, discreet projects, rehearsals, practices, drafts or other work that allows the student to move towards competency. Students should have ample opportunities to have work reviewed before the final presentation, a timeline should be established.	
Reflection Identify structures that guarantee student input and reflection is captured along the way. Ask students to reflect on their progress in the class, and have them self-assess benchmark projects with relation to the larger, final project. **List what methods** students will use for reflection and self-evaluation.	
Teacher/student communication Teacher and student should establish together **how and how often** the student will communicate with the overseeing teacher.	
Community partner communication Describe how regular communications with the community partner will take place. Community partners should be part of the student reflection so they can see students' developing understanding. Describe how the community partner will participate in the assessment of the project.	

Step 3: Summative Assessment

Final Project	
Describe in detail what the final project will include, what will be assessed, and who will assess each component. Assessors will be given the assessment rubric at least one week in advance with a brief description of the final project and will be informed as to what competencies they are assessing.	
ELO Presentation Preliminarily identify when the final presentation on your ELO will occur. You should also have a sense of who will be on the assessment panel and what, if any, special equipment or facilities you may need access to. All ELO presentations must include the Overseeing Teacher Community Partner (within reason) and ELO coordinator.	

Assessment of the ELO

Following the presentation assessors will be given the opportunity to ask questions. Feedback will be offered to the student. Assessment rubrics and feedback forms will be handed in to the Overseeing teacher at the time of the final presentation and a brief discussion will take place regarding student performance following the presentation.

The certified school personnel will review the feedback, meet with the student and submit a grade within one week of the final presentation.