

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?		

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

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>	

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

STANDARD	HAVE YOU?	√	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page number, section title)
<p>EMPLOYMENT FOUNDATIONS</p> <p>Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.</p>	<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>	<p>√</p>	
<p>CAREER DEVELOPMENT</p> <p>Demonstrate career development skills in planning for post-high school experiences.</p>	<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>	<p>√</p>	

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

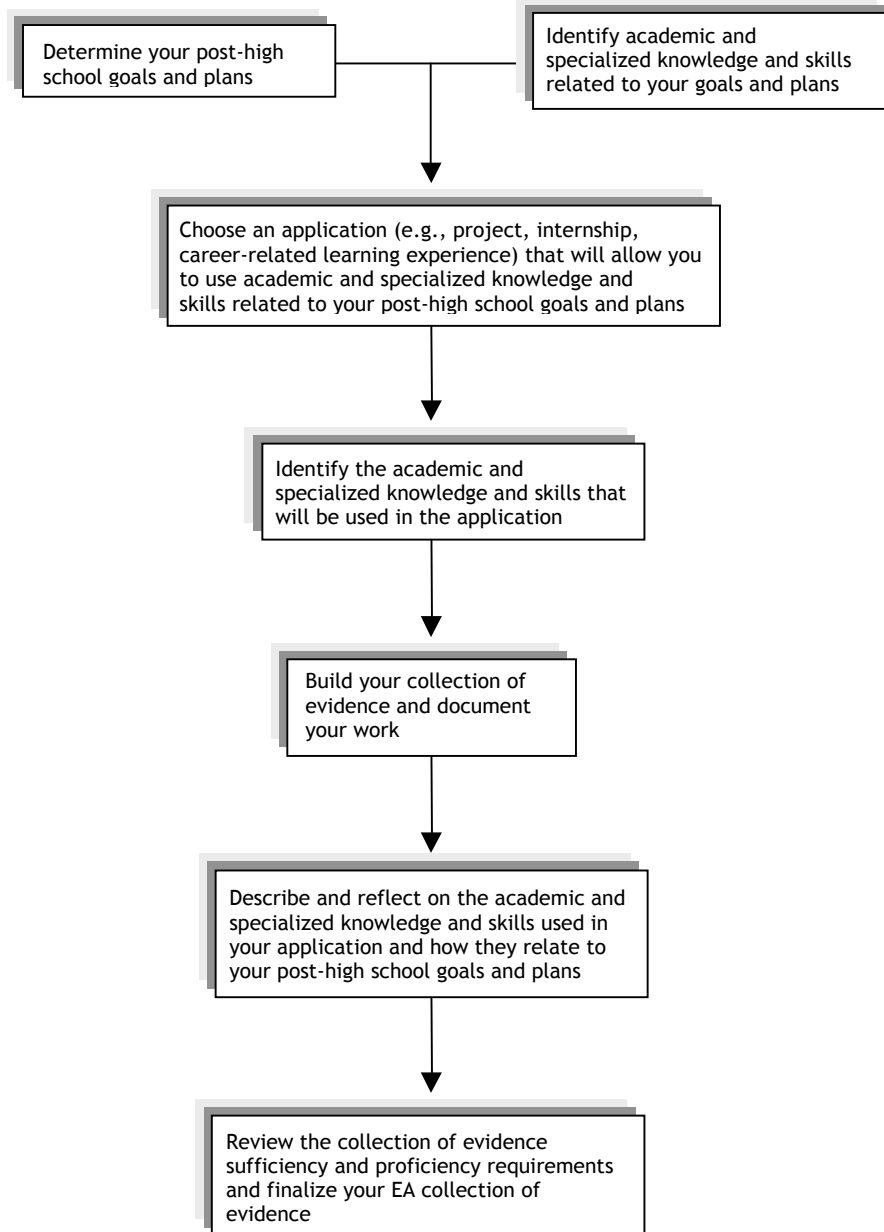
The process involved in completing an Extended Application collection of evidence is highly contextualized. A student chooses an application that is relevant to his or her goals and applies academic* and specialized knowledge and skills in that context. There is no specific number or level of academic 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?	
√		