

Passage Handbook

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Passage Syllabus

Course Overview:

This repeatable semester general elective credit course provides enrichment activities for high school students who are interested in expanding their understanding of an area of personal academic interest. This class is open to 9th-12th graders and will emphasize the application of academic knowledge and the development of sound student traits. The course is designed to help develop the academic foundations necessary to be successful in school and to help students transition from high school to college and gainful employment.

Goals: This class was inspired by Jefferson County Open Optional School's program. The Passage program will actively prepare students to transition from adolescence to adulthood by challenging them beyond their traditional comfort zones. The following are goals for each Passage:

1. Students will brainstorm their Passage with significant help from teachers, peers, and mentors in the area of their choosing. During this process students will search for areas to develop, and for ways to demonstrate the skills they use, improve, or acquire.
2. Students will develop a Passage proposal that will outline their goals for the semester. The written proposal must be presented to the mentoring group and teacher before the student actively begins the Passage process.
3. Students will be accountable for completion of the work set out in their proposal.
4. Upon successful completion of the Passage, the student presents a final written summary.
5. Students will be responsible for preparing a presentation to their class and the Steller community.

Passage Required Elements and Percentages

- 35% Written Work:
 - Passage Proposal
 - Quarter Assessment
 - Passage Wrap Up
 - Log
- 15% Meetings
 - Weekly or Biweekly Teacher Meetings (depending on plan with teacher)
 - Biweekly Committee Meetings (in Advisory)
- 35% Passage Work
Project and Documentation of Evidence
- 15% Presentations
 - Advisory
 - All Community Meeting

Passages Timeline Overview

Weeks 1 and 2

Log hours (10 hours minimum)

- Beginning brainstorms and basic information sheets
- Create peer committee
- Rough and final draft of your proposal is due

Weeks 3 and 4

Log hours (20 hours minimum)

Continue gathering knowledge and implementing your proposal

Weeks 5 and 6

Log Hours (30 hours minimum)

Continue meeting with your peer committee and mentors to discuss progress

Weeks 7-10

Log Hours (50 hours minimum)

- Complete your quarter self-evaluation
- Meet with teacher, peer committee, and mentors to discuss progress

Weeks 11 and 12

Log Hours (60 hours minimum)

Begin preparing for your presentation to the community

Weeks 13 and 14

Log Hours (total 75 hours minimum)

Complete your Passage by finishing your Passage write up as well as your final wrap-up.

REQUIRED ELEMENTS

Passages is a process that takes students from starting with an idea of what they want to do, having them develop that idea into a plan; and then carrying out that plan to completion. Here are the required elements of a Passage for it could be considered complete:

- Passage Proposal
- Teacher Meetings
- Committee Meetings
- Passage Log
- Quarter Self-evaluation
- Advisory Presentation
- All Community Presentation
- Passage Work-Project, documentation, evidence
- Wrap-up
- 75 Hours of Work

Students need to complete all of these elements before Passage credit will be awarded.

Types of Passages

Adventure

The focus of the Adventure Passage is a personal quest. This Passage is like the mythical hero's journey. Leaving a familiar environment (physical, metaphysical, or emotional), he or she is tested through challenges, known and unknown, internal and external. In the end, transformed by success, the hero returns to the world ready for a new role.

Specific Proposal Information

1. Identify your **quest**. State the quest in terms of a personal goal that involves challenge and risk. Tell why this is an appropriate quest for you.
2. Tell *how* will you reach your quest. Be specific.
3. Describe experiences that have prepared you for the challenges and risks you will face. Include the following areas:
4. **Courage** - the ability to reach a goal, or attempt a goal, in spite of fears. Identify the fears you have about this Passage and describe ways that you can confront and overcome them.
5. **Endurance** - the ability to withstand difficulty, with finesse. You must go beyond merely "surviving" to demonstrate strength and perseverance.
6. **Intelligent decision-making/responsibility in action**- The ability to consider important factors such as safety, support systems, itinerary, emotional and physical self-preservation, and contingency plans to deal with the unexpected.
7. **Self-reliance in an unfamiliar environment** - the ability to apply skills and knowledge to new situations. Show how you will apply learning from past experiences to your quest.

HOW YOU WILL KNOW IF YOU HAVE REACHED YOUR QUEST?

Requirements

1. Develop a detailed plan which includes itinerary with check-in dates, budget, equipment list, emergency procedures, contact names, addresses and phone numbers, needed resources, and any other relevant information.
2. Keep a portfolio with a description of your readiness to begin with documentation of significant events, challenges, risk-taking, problem-solving, and decision-making during the Passage process. Show how you have changed and become more self-aware.
3. Include documentation generated from other sources, such as copies of letters sent and received, diagrams, maps, drawings, photographs, summaries of books and readings, along with feedback from those who have supported you on your quest.
4. Describe your newfound vision resulting from your quest.
5. Complete research notes with a bibliography.
6. Completed a Passage log as per the provided rubric.
7. Present all of your findings to the community.

Career Exploration

In this Passage you will explore a career related to your interests, passions, talents, and experiences. You may choose a vocation that would allow you to carry out your mission in life “create the world that ought to be.” Essential parts of this Passage are interviews, hands-on-experience in the chosen career, a résumé, an investigation into the training or education necessary to enter this field, and an exploration of related fields.

Specific Proposal Information

1. Explain what field you will be studying in and why.
2. Have a consultant that you have talked to and has agreed to work with you. Include a tentative schedule for checking in with your consultant.
3. Explain what you have already done to prepare for this exploration. Describe classes, trips, experiences, community service, internships, apprenticeships, or jobs. Show how these activities motivated or inspired you to investigate this career field even if they involved different areas.
4. Describe methods you will use to complete this Passage. Possibilities include interviews, job shadowing, apprenticeships, internships, or on the job training.
5. Set up a timeline with dates for completing specific tasks.

Requirements

1. **Interviews:** Interview people who are working in your field. List people to interview and tell why you selected each one. Prepare a questionnaire to use in interviewing people to get information about the necessary skills, attitudes and personal characteristics for this career. You may also want to find out what preparation is needed and what the rewards and challenges are. Keep a record of the interviews and complete an interview wrap-up, where you reflect on what you learned about the field based on those that are making a living in it.
2. **Internship/Fieldwork:** Part of your time should be spent in the field through shadowing, internships, apprenticeships, and/job training. A log of hours and experiences should be kept.
3. **Research:** Explain what education or training might be involved in order to prepare for this career, including specific schools or places that you might investigate.
4. **Résumé:** Create a résumé that reflects what you learned and accomplished in this Passage.
5. Complete research notes with a bibliography.
6. Complete a Passage log as per the provided rubric.
7. Present all of your findings to the community.

Community Involvement

This Passage gives you the opportunity to help create the world that ought to be. This is your chance to see that education truly does exist outside the walls of the school. The process of completing this Passage will help broaden your worldview. One person really *can* make a difference! You are to choose an issue about which you are passionate: one that affects your life and that you believe you can affect. Try to find a topic that you have been exposed to in the past, through classes, trips, or personal life experiences.

Specific Proposal Requirements

1. Identify the topic you are going to study and work to improve. Explain why you chose that topic.
2. Describe your plan for carrying out research, action, and education.
3. If you are planning to take action outside of school, discuss when you plan on volunteering, where, and how you will get there.

Requirements:

1. The Research: Students are to write a formalized research paper using resources and documentation to support a thesis. The Passage should focus on all facets of the issue that you have chosen.
2. Community Service/Action: Get involved in a community service project, apprenticeship, or other action, which you believe will make a difference. Documentation is necessary.
3. The Education of Others: Educating others could include a presentation, organizing a teach in, teaching a class, creating a website, initiating a letter writing campaign, or finding some way to raise the awareness of the issue.
4. Demonstration of the Passage should be in the form of a portfolio that reflects the three major components of this Passage: the research, community service, and the education of others. Complete a Passage log as per the provided rubric.
5. Present all of your findings to the community.

Creativity

In the Creativity Passage you will explore a concept, develop a design, and carry out a process to make a unique personal final product. The intent of this Passage is to help you understand the creative process, yours and others'. The ability to create is not "mystical" or a natural gift possessed only by a few. It is a process of generating ideas, planning, solving problems, and making changes and understanding WHY you made them. Creativity is not limited to the arts!

An essential component of this Passage is to ***extend skills and interests to a level of excellence in an area in which you have previous experience and expertise***. Experience and expertise may have been acquired in a variety of ways, including classes, independent studies, or apprenticeships.

Specific Proposal Requirements

1. Describe the background research that you will need to do. Include topics that you plan on researching, outside materials, locations, and mentors you will need to visit with or contact.
2. List of materials and equipment with possible sources and an estimated budget.

Requirements

1. Keep a record of the creative process in the form of a journal, portfolio, photos, slides, film, videotape, drawings, notes, audiotapes, or other forms of documentation. Use documentation to get in touch with the mental processes involved in creating, such as brainstorming, deciding, planning, and changing directions.
2. Research and take notes on styles, examples of what you are studying, artists, etc. Explore creative examples that have used similar topics and mediums.
3. Present a completed project or a product in finished form along with process documentation and summary for final wrap-up with committee.
4. Consider a show or performance to a larger audience.
5. Complete research notes with a bibliography.
6. Complete a Passage log as per the provided rubric.
7. Present all of your findings to the community.

Logical Inquiry

A Logical Inquiry Passage is a mental challenge, following a process to discover an answer to a question or problem that has personal meaning and relevance to you. This Passage is about thinking and rethinking a problem, introducing a variable, and measuring the effects of that variable. The process demands the use of reasoning, problem-solving, research, investigation, data collection, analysis, synthesis, conclusions, and self-critique.

Specific Proposal Requirements

1. 1 Identify what topic or problem you will be studying and why you have chosen it.
2. 2 Discuss different experimental methods you might use to carry out your project.
See #3 below.

Requirements:

1. Identify a topic or problem to study and research using the appropriate application of the scientific method.
2. Conduct a review of the literature related to your inquiry to help solidify your understanding of the topic and identify an appropriate course of study. This is a critical step and will help eliminate obstacles.
3. Identify the best approaches to studying your topic or problem and complete your investigation using at least one of the methods below.
 - a. **Research through scientific literature:** Review and evaluate scientific literature on a chosen topic. Show your findings in a research paper.
 - b. **Explore the effects of science on society:** Research and show how a particular aspect of science affects society and people's lives. Show your findings in a paper.
 - c. **Integrate or apply science:** Explain how something works or why something happens by integrating scientific concepts or principles from two or more fields of science. You may also create a working model and show your findings in a paper.
 - d. **Conduct experimental research based on a hypothesis:** Carry out a study or experiment using a hypothesis, control, variables and experimental design. The type and scope of analysis will depend on the data collected. Show your findings in a paper.
 - e. **Conduct naturalistic research based on case studies:** Select a field of study. Observe and record observations over time, then draw conclusions. Report findings in a paper.
4. Complete research notes with a bibliography.
5. Complete a Passage log as per the provided rubric.
6. Present all of your findings to the community.

Practical Skills

Generally speaking, in a Practical Skills Passage you do something for yourself that ordinarily someone else has done for you, such as baking bread or building a 747. Often this involves a manual skill and will yield some product besides a journal or written description of what you have done. If you are a “hands-on” person, you may want to do this Passage first. However, you should not limit your thinking to manual skills exclusively. For example, students have completed this Passage through such activities as learning a second language, living on their own, and improving communication skills.

Specific Proposal Information

1. Identify and list the practical skills you will master and demonstrate through this Passage.
2. Indicate your current skill level and how you have depended on others in the past.
3. Identify the RISKS you will be taking and tell how you will deal with them.
4. Include a proposed budget and a list of materials.
5. Indicate what kind of documentation you will use. It is essential that your documentation be detailed, clear, and specific.

Requirements

1. Documentation of your growth and work on this practical skill. This could include a journal, log, examples, reflections, and more. Possibilities include photographs, journals, videos, portfolios, or letters of reference. The best documentation is actual performance of the skills.
2. Research in the area. This could include reading how-to manuals, research background knowledge related to the skills, looking at examples of finished products, and more.
3. If applicable, enlist the help of an expert in this field and seek opportunities to take classes from them or work with them. For example, if you are learning to cook, sign up for a cooking class outside of school.
4. Complete research notes with a bibliography.
5. Complete a Passage log as per the provided rubric.
6. Present all of your findings to the community.

Passage Proposal

Develop an idea for your Passage, and brainstorm within your group to solidify this idea.

Consider your readiness to approach your Passage in terms of past experiences, skills, motivation, resources, and personal strengths when you begin your brainstorming sessions.

Meeting with your advisor and committee to talk about your idea. Take notes on all responses and suggestions as you are developing your idea.

Write a ROUGH DRAFT using the guidelines below along with the specific Passage guidelines for the Passage you choose. **Include the specific numbers/letters for each part in your proposal.**

HOW TO WRITE A PASSAGE PROPOSAL

1. Introduction: Describe your Passage in the opening section. You could use the newspaper format of who, what, when, where, why, and how. Try to make your statements as clear as possible; write them as if someone who knew nothing about Passages is reading your proposal.
 - a. Describe your preparation for this Passage. Include your strengths, past experiences, and training you plan to pursue prior to beginning.
 - b. Describe the resources you have (personal strengths - motivation, knowledge, skills, abilities; people; books; materials; etc.) and the resources you will need and how you intend to obtain them. Who in the community can provide support?
 - c. Tell why your Passage is a challenge to you and what risks (physical, financial, social, and intellectual) you expect to experience. Describe the methods you can attempt to circumvent these challenges.
 - d. Identify any possible peripheral, or secondary, learning that may occur.
 - e. What are your goals for this Passage? What are you wanting to get out of this Passage?
2. Specific Plan: Describe your Passage plan with a list of steps, including interaction with a community member. Address any requirements for your specific Passage type, if they are not already covered above. See the Passage descriptions for more information.
3. Documentation/Evidence: Choose and describe methods of documenting your Passage. How will you show changes in skills, attitudes, behaviors, and knowledge? This can include photos, videos, notes, annotated bibliography, copies of emails, interviews, charts, blog, maps, art, annotated recipes, or another form of documentation of your choosing. (Compile a list of ways to show progress.)
4. Presentations: How do you plan on sharing your Passage during the All Community Meeting at the end of the semester? How will you present your Passage to Advisory?
5. Calendar: Create a calendar with checkpoints and attach it to your proposal. Schedule the rest of your steps including committee meetings, teacher meetings, log entries with evidence, mid-quarter self-evaluation, end of quarter self-evaluation, All Community Meeting date, and Advisory presentation date.

Give the rough draft of your proposal to your advisor, committee, parents, and anyone else involved with your Passage to ask for feedback. This process usually occurs more than once and will take time.

Passage proposals will only be accepted as done when all elements receive a “3” or “4” on the rubric.

After your Passage proposal has been finalized, you need to share it with your parent(s)/guardian, committee members, and another adult (potentially a mentor), and obtain their signatures. Make revisions and write a final draft of the proposal.

	4-Exceeds Standard	3-Proficient	2-Limited	1-Needs Improvement
Introduction	Thoroughly introduces project and includes preparation, resources, challenges, and peripheral learning with specific details and well thought out answers.	Thoroughly introduces project and includes preparation, resources, challenges, and peripheral learning.	Introduces project, but missing at least one aspect.	Project is unclear and/or multiple elements missing.
Specific Plan	Specific tasks and requirements are listed in detail. All elements of Passage type are addressed. Plan clearly represents equivalent of a semester's worth of work and growth. Idea given for presentation.	Specific tasks and requirements are listed. All elements of Passage type are addressed. Plan clearly represents the equivalent of a semester's worth of work. Idea given for how to present Passage.	Some specific tasks listed, but not all elements are addressed and/or tasks seem to represent less than the semester requirement. Vague idea of how to present.	Limited list of tasks, with many elements missing. Not enough content for a semester. No idea given for how to present.
Documentation/ Evidence	Clear, detailed, weekly plan given for presenting evidence and documentation of Passage process and learning using multiple methods.	Clear, weekly plan given for presenting evidence and documentation of Passage process and learning.	Limited plan given for presenting evidence and documentation of Passage process and learning.	Insufficient plan given for presenting evidence and documentation of Passage process and learning.
Goals	Clear goals that challenge the student with measurable outcomes.	Clear goals that with measurable outcomes.	Some goals listed. Goals and outcomes do not seem to challenge students.	Limited goals or vague outcomes.
Calendar	Calendar includes all required components with specific details already scheduled.	Calendar includes all required components.	Missing some required components.	Missing most required components.
Overall	Detailed, thorough answers that are well written, edited, and proofread. Student responded to feedback and revised plan.	Detailed, thorough answers that are edited, and proofread. Student responded to feedback and revised plan.	Writing lacks organization, details, and/or includes grammatical errors. Feedback was disregarded.	Writing lacks organization, significant details and/or includes multiple grammatical errors. Feedback was disregarded.

Acknowledgment Form for Passages:

Share your proposal with your family members, committee members, and if needed a mentor. Have them acknowledge below that they have read your proposals.

I have read through and approved this Passage Proposal. I feel that the proposal is written to the student's best ability and will propose a significant challenge to this student. Parents, your signature also shows your understanding of the Passage syllabus and requirements.

Passages is a process that takes students from starting with an idea of what they want to do, having them develop that idea into a plan; and then carrying out that plan to completion. Here are the required elements of a Passage for it could be considered complete:

- Passage Proposal
- Teacher Meetings
- Committee Meetings
- Passage Log
- Quarter Self-evaluation
- Advisory Presentation
- All Community Presentation
- Passage Work-Project, documentation, evidence
- Wrap-up
- 75 Hours of Work

Students need to complete all of these elements before Passage credit will be awarded.

Acknowledgements: I have read through and approved this Passage Proposal. I feel that the proposal is written to the student's best ability and will propose a significant challenge to this student. Parents, your signature also shows your understanding of the Passage syllabus and requirements.

Advisor: _____ Date: _____

Parent/Guardian: _____ Date: _____

Mentor/other community member: _____ Date: _____

Committee Member: _____ Date: _____

Committee Member: _____ Date: _____

Committee Meeting: _____ Date: _____

Passage Log

The Passage log is essential for documenting the time and effort you put into your Passage, as well as a narrative for you to reflect upon after the project is complete. You need to add to your log **every time you work on your project!**

Your log will consist of five major parts (refer to the example entry below):

1. The date: Log every day you spend working on the project.
2. Hours: Record how much time you spend working and your total hours.
3. Description: In a list format, describe the tasks that you complete within this section with more than a one word entry.
4. Narrative and reflection: Provide details for the tasks you accomplished in a short paragraph with complete sentences and proper grammar. Reflect on your progress; include without limiting yourself to the following: What decisions did you make today? Why did you make them? Were they the best options? What resources did you use to help you complete these tasks? What obstacles did you come across, and how did you resolve them? What did you learn today?
5. Evidence/documentation: How did you document your learning/activities during this time? Either include your evidence/documentation directly in your log or link or list to outside documentation.

The more detail and description you have in your log book, the more effective it will be during the reflective aspect of your project.

Sample Log:

Date: 4/5/18

Time: 1 hour 45 mins

Total: 38 hours 31 minutes

Description:

1. Looking at feedback from presentation I did
2. Got 5 weeks planned out for in-depth lesson plan
3. Looking at resources from other teachers

Narrative: I did a presentation in my other class that is about programming, it was about Alan Turing and Turing machines. This being one of the topics in my class, after it I got feedback in the way of small notes. Thus, I took time to read through them (as well as to rewrite it all onto a text file) so that I can get a better idea on how to present it. After that I went through and started elaborating upon about 5 weeks, on what exactly I would be

doing, how the students would be graded for that day, ect. After of which, on recommendation of Leigh Anne, I started to look through resources I could use to ‘steal’ from. I already found another nice website for people to use for running python programs / writing them (<http://www.skulpt.org/#>)! I’ll make sure to dig through that website a bit more. Some lesson ideas: Guessing game (to teach maybe a while loop and to use conditionals, get input and data-types), Random (using randint somehow with maybe text based games?), import antigravity (for fun, it’s just a fun little thing)

Evidence: See work on class plan.

Passage Log Rubric

	4-Exceeds Standard	3-Proficient	2-Limited	1-Needs Improvement
Date/Hours Running Total	Date, hours, and running total recorded.	Date, hours, and running total recorded.	Missing date, hours, or running total.	Missing date, hours, and running total.
Description/narrative	List of activities, narrative with reflection in short paragraphs with specific detail.	List of activities, narrative with reflection in short paragraphs with detail.	Lacking list, narrative, or reflection. Entries in fragments instead of sentences.	Description and narrative are missing.
Evidence	Specific and detailed evidence/documentation is linked to or added into log. Evidence reflects claims of learning/activities.	Specific evidence/documentation is linked to or added into log. Evidence reflects claims of learning/activities.	Few examples of evidence showing learning/activities provided.	Little to no evidence of learning/activities are provided.

Passage Committees

Expectations:

Passage committees are peer support groups which aid students in personal, social, and intellectual growth throughout the entire Passage process.

Expectations:

- 1 All Passage students must be a part of a committee.
- 2 Each committee member will read, edit, and give feedback on all work done. This includes proposals, wrap-ups, evidence used to show progress throughout the Passage.
- 3 Committee members actively participate by asking questions, giving thoughtful commentary, and helping each member of the committee implement their proposals.
- 4 Committees will meet twice a month to share progress on their proposals.
- 5 Committees are to evaluate their effectiveness on a regular basis and hold one another accountable for their goals.

Passage Presentation Requirements:

Participate on scheduled dates.

Present with progress demonstrated and prepared in advanced.

Incorporate feedback into future goals.

Passage Committee Rubric:

Rubric categories	4 Exceeds Standard	3 Proficient	2 Limited	1 Needs Improvement
Participation	Actively participates by sharing progress, listening, coming up with ideas, asking questions, and providing thoughtful feedback.	Participates by sharing progress, asking questions, and giving some feedback.	Either fails to provide an update on progress or does not interact with the rest of the group.	Is absent or refuses to participate.
Progress	Progress exceeds goals and is supported with specific details and evidence.	Progress meets goals and is supported with specific details and evidence.	Goals incomplete, but some progress made.	Little to no progress.
Response to feedback.	Answers questions and shows a willingness to listen to other ideas and take them into consideration.	Answers questions and listens to feedback.	Reluctant to accept feedback and ignores comments and questions.	Ignores feedback

Committee Meeting Notes

In the space below record each member's (as well as your own!) accomplishments from the previous week and goals for the coming week. Be sure to bring this sheet to your weekly teacher meeting.

Your Name: _____
Were the last meeting's goals met? 1-12 _____

Please Explain:

What will you accomplish in the next two weeks?

What feedback and ideas did people give you that you want to remember?

Committee Member Name: _____
Were the last meeting's goals met? 1-12 _____
Explain:

What will they accomplish in the next two weeks?

Committee Member Name: _____

Were the last meeting's goals met? 1-12 _____

Explain:

What will they accomplish in the next two weeks?

Committee Member Name: _____

Were the last meeting's goals met? 1-12 _____

Explain:

What will they accomplish in the next two weeks?

Teacher Meeting Evaluations Requirements and Rubric

Teacher Meetings should happen every week or every other week, depending on the what is set up with the Advisor and student..

Students should be evaluated on four components:

1. Evidence-Research
2. Log
3. Hours
4. Self-evaluation/reflection of progress-Can be part of the log or a separate document.

	4-Exceeds Standard	3-Proficient	2-Limited	1-Needs Improvement
Evidence/Documentation	Strong evidence of learning and activities for the past week.	Evidence of activities for the past week.	Limited evidence of activities for the past week.	Lacking evidence for the past week.
Log	Provides a detailed description of activities completed with a reflective component. Specific evidence is included or mentioned.	Provides a description of activities completed with a reflective component. Specific evidence is included or mentioned.	Provides a list of activities completed, but lacks details or reflection. Some specific evidence is included or mentioned.	Lack of details, reflection, and evidence.
Hours	Student is track with hours based on their plan	Student is track with hours based on their plan	Student is slightly behind on hours based on plan.	Student is behind on hours based on plan.
Self-evaluation and reflection	Self-evaluation and reflection is written in the log or on a seperate sheet and the student is prepared to talk about what they have accomplished, what their goals for the next week(s) are, and reflects on their progress.	Student comes prepared to talk about what they have accomplished, what their goals for the next week(s) are, and reflects on their progress.	The student is able to talk about what they have accomplished, what their goals for the next week(s) are, and reflects on their progress, but did not think about these things in advance.	The student demonstrates a lack of preparation for the meeting and is unwilling to talk about accomplishments, progress, and goals.

Sample Weekly Reflection

Weekly Reflection: Use the self-direction learning rubric to score yourself (1-4) in each category and explain why you gave yourself these scores. Also include a brief description of what you accomplished, any challenges you encountered, and your goals for the next week(s). Be sure to reflect on your progress and refer to specific evidence and documents that support your progress.

Week #	Self-evaluation and reflection
#1 Date: Score: _____	Assumes responsibility: _____ Follow-through _____ Self-Evaluation: _____ Utilizes Feedback: _____
#2 Date: Score: _____	Assumes responsibility: _____ Follow-through _____ Self-Evaluation: _____ Utilizes Feedback: _____
#3 Date: Score: _____	Assumes responsibility: _____ Follow-through _____ Self-Evaluation: _____ Utilizes Feedback: _____
#4 Date: Score: _____	Assumes responsibility: _____ Follow-through _____ Self-Evaluation: _____ Utilizes Feedback: _____
#5 Date: Score: _____	Assumes responsibility: _____ Follow-through _____ Self-Evaluation: _____ Utilizes Feedback: _____

Self-Directed Learning Rubric

Use this rubric to score yourself before your teacher meetings.

	4-Exceeds Standard	3-Proficient	2-Limited	1-Needs Improvement
Assumes Responsibility	Takes initiative and completes work without being asked; meets timeline requirements and work expectations set forth in the initial teacher meetings.	Completes work with a few weekly reminders; meets timeline requirements and work expectations set forth in the initial teacher meetings.	Completes work but requires frequent reminders; Teacher monitoring is needed to meet timeline requirements and work expectations set forth in the initial teacher meetings.	Completes some work because of frequent teacher intervention; did not meet timeline requirements and work expectations set forth in the initial teacher meetings.
Follow Through	Overcomes all challenges that arise. Attempts strategies to finish work and solve problems.	Willing to try as many times as it takes to finish all work set forth in the initial teacher meetings.	Finishes the basic work but requires encouragement to finish when faced with any challenges in course work.	Starts work, but gives up when challenges arise.
Self-Evaluation	Evaluates own work as compared to expectations; determines what needs to be completed, and makes corrections as needed.	Evaluates own work as compared to expectations, attempts to make corrections but requires the teacher to determine what work needs to be done.	Shows limited skill in evaluating own work as compared to expectations; requires teacher assistance to make corrections.	Shows very little skill in evaluating own work as compared to expectations; does not check with the teacher for help on what needs to be corrected.
Utilizes Feedback	Analyzes feedback and uses the best ideas to improve the product or performance.	Uses feedback intentionally to improve product or performance	Responds to feedback by changing the product or performance not necessarily making improvements.	Receives feedback but does not use it to change or improve product or performance.

Presentation Requirements

Description: All students are expected to attend and present their Passage at the All Community Meeting. This makes up 10% of a student's overall Passage grade, one letter grade. They also present to their Advisory.

Presentations should reflect student's learning during their Passage and should allow community members to engage with the project. Students need to be present at the All Community Meeting and should engage with community members by answering questions and providing more information about their Passage.

Required Elements:

- Organization
 - Title of Passage with your name
 - Work is labeled and arranged purposely
 - Visuals have captions
 - Prepared in advance for a community audience
 - All work should be typed, edited, proofread, and in final draft form.
- Passage overview:
 - Short summary of Passage proposal and accomplishments
 - Narrative: auditory or with captions
- Documentation and Evidence: Should reflect the type of Passage being presented and the work completed. (If the passage is about music production, the student should play music, either in performance or by audio/video recording.)
 - Documentation of any resources
 - List of acknowledgements
 - Visuals
- Interaction with community member
 - Answer questions and verbally explain Passage

Presentation Rubric

	4-Exceeds Standard	3-Proficient	2-Limited	1-Needs Improvement
Organization	All required elements represented, and professionally displayed, with clarity and visual appeal.	All required elements represented and professionally displayed.	Missing a necessary element for presentation, or not quite of presentation quality	Missing elements, not of presentation quality, or not prepared in advanced.
Passage Overview	Poster provides a well written overview of the Passage, with specific details and accomplishments.	Poster provides an overview of the Passage, with specific details and accomplishments.	Poster provides an overview of the Passage but lacks specific details and/or accomplishments.	Poster lacks details and has little to no information about the Passage.
Documentation/Evidence	Presentation clearly demonstrates documentation and evidence to display student activities and learning and expands beyond poster board.	Documentation and evidence display student activities and learning.	Documentation and evidence incomplete or lacks connections to project.	Lacks documentation and evidence to represent project.
Community Interaction	Student engaged with community members, answered questions and reflected on their learning and experience. Presentation was engaging-music, food, etc.	Student engaged with community members, answered questions and reflected on their learning and experience.	Limited community interaction and engagement.	Student did not engage with community members.

Quarter Self-Assessment and Wrap-Up

Quarter Self-Assessment

Type up a self-assessment that is organized and address each topic. Be sure to include the number/letter that corresponds with your answer.

1. Progress check
 - a. What you have accomplished in your passage so far? Be specific!!
 - b. What is your favorite part of your passage?
 - c. Are you on track with your original goals?
 - d. How many hours do you have logged so far?
2. How is your Passage challenging you? How are you reacting to the challenges?
3. Describe any peripheral learning that has occurred.
4. Tell what grade you deserve and why? BE SPECIFIC!!!
5. Do you need to revise your Passage? If so, list specific revisions.
6. At this point, what will you need to do to make your passage successful and how will you know you have achieved your goals?
7. What is your plan for presenting your Passage to your Advisory and the Passage Share on November 29th from 6:00-7:30.

Passage Wrap-Up

At the end your Passage, reflect on your whole project. Address the following in a typed edited paper. Include the numbers of each part.

1. Describe your Passage as you proposed it. The description should be written clearly, with attention to main events and/or highlights, so a person unfamiliar with you and/or Steller could understand this experience. Balance a need to summarize the experience with the equal need to keep the enthusiasm in your writing about this Passage experience.
2. Tell what you accomplished and how you know you reached your goals.
3. Tell what obstacles, challenges, and risks you encountered in this Passage and how you dealt with them. Describe unexpected events, setbacks, and opportunities.
4. Describe turning points or highlights within the experience. These can be documented with excerpts from your journal.
5. Describe peripheral or unanticipated learning that occurred in this Passage.
6. Explain whether or not your expectations were realistic and discuss how your Passage changed over the course of the semester.

Self-evaluation and Wrap-up Rubric

	4-Exceeds Standard	3-Proficient	2-Limited	1-Needs Improvement
Thoroughness	All questions covered with thorough, detailed answers.	All questions covered, but somewhat lacking details.	Not all questions covered or serious lack of detail.	Very few of the questions are answered and little details given.
Reflection	Thoughtful assessment with plans for future improvement	Thoughtful assessment of strengths and weaknesses	Recognition of progress	Needs to consider progress
Overall	Detailed, thorough answers that are well written, edited, and proofread.	Detailed, thorough answers that are edited, and proofread.	Writing lacks organization, details, and/or includes grammatical errors.	Writing lacks organization, significant details and/or includes multiple grammatical errors.

The Project

Documenting your Passage

Some Passages will have a final project at the end, such as a movie or a mural; while others are more about the process, such as learning how to cook. However, ALL Passages require documentation and evidence of work. If you spend time doing something, there needs to be some artifact to support this activity. Writing down that you did something in your log is not enough. The artifacts and documentation are your evidence of what you did. How you document your Passage will vary from Passage to Passage, but here are some ideas:

Photographs

Blogs

Videos

Brainstorms

Drafts (rough, peer reviewed, and final)

Notes

Annotated Bibliography

Letters from mentors

Journals

Sketches

Try to come up with documentation that includes reflection and shows the scope of the work you did. For example, it is one thing to take a picture of the cookies you baked, but more thorough documentation would include pictures and videos of you making the cookies, the recipe with your notes on them of how you did or would change it in the future, a review of the recipe, and bringing in a sample for your advisor to try. Do not just say you climbed a mountain, make sure you include documentation or evidence that you did.

If doing a project-based Passage, you should document your process, not just turn in the final product. For example, during a movie Passage you might brainstorm; create a storyboard; write a screenplay and make revisions; have others read your screenplay and record feedback; create props and costume lists and sketches; create costumes or buy them; create shot lists and director notes; take pictures of you filming the movie; edit the movie; and finish the film. All those steps can and need to be documented.

Project/Documentation/Evidence Rubric

Although each Passage is different and how they are documented varies. Use the following rubric to assess your documentation and projects.

	4-Exceeds Standard	3-Proficient	2-Limited	1-Needs Improvement
Process Evidence	All work in the log is backed by evidence that clearly shows the development of the Passage. Work reflects growth.	All work in the log is backed by evidence that clearly shows the development of the Passage.	Most work in the log is backed by evidence that to show the development of the Passage.	Lack of work in the log is backed by evidence to show Passage development.
Body of Work	The amount of work exceeds a semester's worth of work.	The amount of work reflects a semester's worth of work.	The amount of work reflects some level of effort, but is somewhat lacking.	The amount of work falls significantly short of the expectations for a semester long class.
Reflection and Utilization of Feedback	The documentation shows a strong level of reflection and incorporation of feedback from others.	The documentation shows reflection and incorporation of feedback from others.	The documentation shows reflection or incorporation of feedback from others	The documentation shows a lacks reflection and incorporation of feedback from others.
Overall	Finished product work is refined, well thought out, and highly executed. It goes above and beyond the original goals.	Finished product work is refined, well thought out, and nicely executed.	Finished product work lacks final draft formatting or is a bit messy.	Product is unfinished or very roughly done.

