



Administrative Form 6319
WASHOE COUNTY SCHOOL DISTRICT HONORS
COURSE APPLICATION & RUBRIC

Please complete the application below with as much detail as possible. This document should be completed by the school requesting review of the course and must include any supporting documents. Please refer to Administrative Procedure 6638 for additional information.

Course Name: _____

Requesting School: _____

Contact Person: _____

Course Description (*must be different than that of the standard course*):

Curriculum: There is evidence that the honors course curriculum builds upon and extends the appropriate course level standards.

Possible artifacts to use for evidence: NVACS addressed, unit plan, teacher explanation, instructional strategies, course syllabus, or other artifacts, which provide evidence of this standard.

Evidence:

Description:

For committee use: None Some Considerable Exemplary

Comment(s):

Rigor: Curriculum is specifically developed as an honors course that is more rigorous, sophisticated, and/or accelerated than the standard course.

Possible artifacts to use for evidence: unit plan, teacher explanation, course reading list, assignments, projects, instructional strategies, or other artifacts which provide evidence of this standard.

Evidence:

Description:

For committee use: None Some Considerable Exemplary

Comment(s):

Instructional Materials: There is evidence throughout the curriculum guide that students will be expected to read and/or interact with a wide spectrum of more challenging, thought provoking, relevant instructional materials (multiple texts, primary sources, multimedia, etc.).

Possible artifacts to use for evidence: unit plan, teacher explanation, course reading lists, or other artifacts which provide evidence of this standard.

Evidence:

Description:

For committee use: None Some Considerable Exemplary

Comment(s):

Student Interaction: There is evidence throughout the curriculum and should be demonstrated through teacher instruction that interaction of ideas among students is required with an emphasis on activities such as panels, debates, reaction groups, scholarly dialogue, group investigation, discussion, seminars, etc.

Possible artifacts to be used as evidence: unit plan, teacher notes, video of classroom instruction, assessments, assignments, anecdotal information, student work, written formal and/or informal observation, or other artifacts which provide evidence of this standard.

Evidence:

Description:

For committee use: None Some Considerable Exemplary

Comment(s):

Research: There is evidence through the curriculum and should be demonstrated through teacher instruction/facilitation that self-directed, advanced student learning and research is required.

Possible artifacts to be used as evidence: projects, assignments, web quests, digital research, unit plan, teacher explanation, or other artifacts which provide evidence of this standard.

Evidence:

Description:

For committee use: None Some Considerable Exemplary

Comment(s):

Authentic and Experiential Learning: There is evidence throughout the curriculum and should be reflected through instructional approaches that the instructor provides multiple opportunities for authentic (real world) and experiential learning opportunities.

Possible artifacts that can be used as evidence: problem-solving activities, decision making activities, leadership development, teaming, or other artifacts which provide evidence of this standard.

Evidence:

Description:

For committee use: None Some Considerable Exemplary

Comment(s):

Higher Level Thinking Skills: There is evidence throughout the curriculum and should be demonstrated through instruction that higher level critical and creative thinking skills such as interpretation, analysis, constructive criticism and knowledge utilization (decision making, problem solving, investigation, logical thought) and knowledge creation are required.

Possible artifacts to be used as evidence: unit plan, teacher's instructional notes, assignments, projects, product or performance development, or other artifacts which provide evidence of this standard.

Evidence:

Description:

For committee use: None Some Considerable Exemplary

Comment(s):

Forms of Assessment: There is evidence in the curriculum and should be reflected through instructional approaches that multiple and on-going forms of assessment are used to include open-ended questions, original interpretations, authentic products, analytical writing, etc.

Possible artifacts to be used as evidence: teacher assignments, samples of student work or products, interviews to assess, video of seminar(s), rubrics, performances or demonstrations for assessment, student and/or teacher reflections, sample assessments such as tests, quizzes, pre-assessments, and/or criteria check sheets, or other artifacts which provide evidence of this standard.

Evidence:

Description:

For committee use: None Some Considerable Exemplary

Comment(s):

Types of Evaluation: There is evidence in the curriculum and should be reflected through instructional approaches that multiple types of assessment including self, peer, teacher, and outside expert assessment are employed.

Possible artifacts to be used as evidence: samples from portfolios, samples of different types of assessments to include formative and summative, list of expert assessors, or other artifacts which provide evidence of this standard.

Evidence:

Description:

For committee use: None Some Considerable Exemplary

Comment(s):