



Setting up for Self-Designed Courses

A self-designed course is one that does not rely on a textbook for all of the study. A health course, for instance, can be strictly textbook based or it can benefit from a variety of resources such as a community healthcare class, research, CPR / first aid training or lifeguard instruction just to name a few. Textbook courses are simple to prove; just keep all the tests.

On the other hand, self-designed courses take a little more diligence and preparation.

Four components are required for self-designed courses:

1. A course description that explains the related activities and goals
2. Hours logged of the time invested in study
3. Evidence of the activities and exercises completed by the student
4. A grade for the course

A Course Description helps provide parameters for the study as well as establishes goals that the student will shoot for while learning is achieved. The C.D. includes a course title, a list of topics covered, resources used for learning, and methods of grading the student's achievement. The Table of Contents in a text book lists the topics to be addressed in the study. Consider the course description as a Table of Contents describing what the course will cover and what the student will learn.

See the course description in *Appendix A* for an example.

Hours logged are important in determining the amount of credit earned. When determining what hours to include, record those in which the student is learning; class time, study time, practice time are all to be counted. Travel time is not counted.

Accumulated hours over a year's time will earn full or partial credit. In the NARHS system:

- 20 or more hours = .25 credit
- 40 or more hours = .5 credit
- 60 or more hours = .75 credit
- 80 or more hours = 1 full credit

Customarily, a transcript will report the amount of credit earned throughout the academic year. More than one credit awarded for a class is not a common practice.

Evidence submitted of work, activities, learning, skill building and exercises completed by the student must be compelling. Sufficient documentation of the student's activities is absolutely necessary. As you consider assembling the evidence for the self-designed course, be certain you collect enough to be convincing. Physical evidence can take many forms; some are suggested here:

- Work written in the student's handwriting
- Video tapes
- Certificates of accomplishment, certificates of completion
- Licenses or permits with the student's name and date
- Letter from employers, co-workers, coaches, supervisors or directors
- Receipts with the student's name and date (ski receipts, registrations, gym membership etc.)
- Photographs of sports teams, dance groups, recitals

- Awards
- Newspaper articles
- Letter of a witness who can testify that a project was completed
- Programs which include the student's name and date showing participation
- Pay stubs

A **Grade for the Course** can be one of the most difficult components of the self-designed process. For that reason, NARHS has created forms and rubrics that can be used by parents, coaches, directors, or any other persons who are personally aware of the student's efforts and achievement. It is recommended that the forms be used for assessment more than once during the course, not only so that the student's growth in skill or learning can be noted, but also so the student has an opportunity to improve upon the first assessment given.

The NARHS Grade Scale

Letter	Percentage	Grade Points
A	100-93	4.00
A-	92-90	3.67
B+	89-87	3.33
B	86-83	3.00
B-	82-80	2.67
C+	79-77	2.33
C	76-73	2.00
C-	72-70	1.67
D+	69-67	1.33
D	66-63	1.00
D-	62-60	0.67
F	59 and below	0.00

Grades appear on the NARHS transcript in percentage form. If grades are received at NARHS in letter form from the student, they will be translated into percentages by the registrar's office:

A = 96%	C+ = 79%
A- = 92%	C = 76%
B+ = 89%	C- = 72 %
B = 86%	D+ = 69%
B- = 82%	D- = 62%

In Appendix B are forms that can be used for assessing student's achievement. The "Goals-Based Grading Tool" will serve as a stream-lined method to write a course description with objectives that can be assessed. When using this form, write a description of the course on the back and list the resources used. You'll have everything you need except for the hours logged.

Submission to NARHS

August 31 is the final date for collection of hours and evidence of the course of study. The next step in the process is the gathering of all the documentation for submission to the NARHS advisor. The information for each course should be entered onto the Summary Sheet in a very short report. An example for the Summary Sheet and a blank form for you to fill out can be found in Appendix C.

List all courses being submitted in the portfolio on the Homeschool Transcript. Each course should also include the credits earned and the overall grade given. A “pass” grade should rarely be used. However, if “pass” is the best choice of mark, understand that it will not help or hurt the GPA, but credit can still be awarded. An example of how to fill out the transcript along with a blank form are provided in Appendix C.

If there is more than one course to send in to NARHS, separate them into folders or files with the course description for each organized with the evidence that supports it.

Mail the portfolio through trackable means such as UPS or USPS with tracking to NARHS (attention to your advisor) 14 S. 6th Ave, Yakima, WA 98902. Include a check for return postage so the portfolio can be sent back to you.

APPENDIX A COURSE DESCRIPTIONS

Sample Course Description

Course Description form

APPENDIX B GRADING FORMS

Goals-Based Grading Tool

Grading Tool for Self-Designed Courses

Art grading form

Physical education grading form

Employment grading form

APPENDIX C SUBMISSION TO NARHS

Homeschool transcript example

Homeschool transcript form

Summary Sheet example

Summary Sheet form

APPENDIX D ILLUSTRATIONS OF ITEMS TO SUBMIT TO NARHS

Appendix A
Course Description

EXAMPLE SELF-DESIGNED COURSE

Example

Course Title: Basic Jewelry Making

Course Classification: FA

Course Description: Making jewelry is a fine art skill. It requires time and patience, combined with a flare for style and creativity. This course will require that the student document his or her time and activities and provide proof that the course was taken and evaluated. Written work and photographs of the student making the jewelry and other evidence will be provided in the portfolio.*

Objectives included:

- To learn about metals used in jewelry such as gold, silver, platinum, copper, etc.
- To learn about precious stones used.
- To study clay jewelry.
- To study glass beading.
- To study estate jewelry.
- To study appraisal.
- To learn to make keychains, hair jewelry, wire necklaces, rings, pendants, and earrings.

Research included:

The Internet was a valuable place to search for detail.. The following sites were a good place to start:

- www.geocities.com/jwlrymkr to study casting, fabrication, mold making, repairs, wax carving, ingot making, polishing, stone setting, and more.
- www.antiquejewelryonline.com for tutorials, periods of jewelry history 1760-1950, gemstone lore, birthstones, and jewelry metals.
- We asked a jeweler to recommend good books to read (see list of books in the portfolio).
- We interviewed a jeweler about the things he liked and didn't like about his profession.
- We job shadowed a jeweler for one busy day in February, just before Valentine's Day!
- Visited a quarry (see photos in portfolio)
- Visited gem shows, after we found a listing of them on the Internet (see list on the portfolio).
- Visited craft shows to find local artisans whose hobbies include making their own jewelry and selling it directly to the public.
- Visited craft and hobby shops to see what supplies they carry related to making jewelry.
- Interviewed three local artists from craft & jewelry shows and determined the route that led them to their profession/hobby (see portfolio).
- Visited the library to research the subject (not much there in our town!).
- Collected and studied various rocks and minerals (see photo and chart in portfolio).
- Learned to classify rocks and minerals.
- Found out how jewelers earn a degree in their field, and what special certification is available (see report in the portfolio).

Suggested Textbooks:

To locate current textbooks on the subject, we went to the following. (See the list of the books, as mentioned above, in the portfolio)

- Trade publications, journals for jewelers, journals used by the jewelry profession.
- Craft publications which specifically feature jewelry making.
- Library reference books on the topic (they were limited).
- Found out that jewelry making is offered at the local community college or university. Then, we called the college bookstore and asked the name of the text they are using for that course. We considered buying it, but the cost seemed really high!
- Studied magazine articles. (Used the Readers Guide To Periodic Literature. It referred us to the most recent magazine articles on the subject.)
- Studied the classified sections of the jewelry magazines, a wealth of information (see sample of the ads in portfolio).

Method of Evaluation:

- We produced written summaries of some discoveries and experiences learned and they are in the portfolio. This written work is dated, corrected, and graded, as best we knew how.
- We produced a scrapbook of photos, articles, people, places and activities done during the course of study.
- We produced some jewelry, trying our hand at the jewelry-making process. (See portfolio.)
- We tried to repair jewelry. We had broken or non-functional jewelry available from relatives and friends. They gave it to us, and we worked on it. Sometimes we were successful, and sometimes we were not (the broken watches are still broken!) Again, we photographed the projects (see enclosed).
- We created a "Glossary of Terms" used in the jewelry industry (enclosed in the portfolio).

Self-Designed Course

Student: _____ Assignment Date: _____

Course Title: _____ Grade _____ Year _____

Course Classification: (Circle One) **LA** Language Arts (English) / **FL** Foreign Language, / **MA** Math / **NS** Science / **SS** Social Studies / **US** US History / **PE** Physical Education / **HE** Health / **CS** Computer / **ST** State Studies / **BU** Business / **PA** Practical Arts / **TECH** Technical / **VOC** Vocational / **ELEC** Elective

Anticipated Hours: Hours (confirm w/ your state's requirements) your Self-Designed course requires? EX: 120 hrs earns 1 credit / 90 earns .75 credit / 60 earns .5 credit / 30 earns .5 credit.

COURSE DESCRIPTION: Describe the course in as much detail as possible.

LEARNING OBJECTIVES/GOALS: Detail what student hopes to learn in this course.

ACTIVITIES: Detail what student will do to reach the learning goals. This may include research, field trips, job-shadowing, job-training, playing a sport...

RESOURCES: List and name guides, books, texts, DVDs, CD's, websites, and other materials...

METHOD OF EVALUATION: List the method/resources used to grade this course. Ex. Self-Designed Course Grading Tool (included), letter from employer, letter from coach, contest placement, awards...

TOTAL HOURS invested and logged for this course: _____

FINAL GRADE: _____

CREDITS: _____

Signature of the Evaluator _____ Date _____

Appendix B

Grading Forms

Goals-Based Grading Tool
Grading Tool for Self-Designed Courses
Art grading form
Physical education grading form
Employment grading form

Goals-Based Grading Tool for Self-Designed Courses

Student's Name: _____ Grade: _____ School Year: _____

Course Title: _____

Note: Use other side of this form to write a one-paragraph description of the course.

<p>Step 1: List your measurable <i>Objectives/Goals</i> that you can grade. When writing the goals for a course, target skills that will stretch your student's abilities without causing unnecessary frustration. Make sure your goals are observable, that is you can tell when they have been achieved.</p> <p>Goal: #1. To... _____ _____</p> <p>#2. To... _____ _____</p> <p>#3. To... _____ _____</p> <p>#4. To... _____ _____</p> <p>#5. To... _____ _____</p>	<p>Step 2: Grade your student's achievement for each goal on a scale of 6 to 10: Circle one for each goal:</p> <p>1: 6 7 8 9 10</p> <p>2: 6 7 8 9 10</p> <p>3: 6 7 8 9 10</p> <p>4: 6 7 8 9 10</p> <p>5: 6 7 8 9 10</p>	<p>Step 3: Rank your goals in order of importance on a scale of 0 to 3. <u>When added together, this must total 10.</u></p> <p>Goal #1: _____</p> <p>Goal #2: _____</p> <p>Goal #3: _____</p> <p>Goal #4: _____</p> <p>Goal #5: _____</p> <p>Total: 10</p>																																				
<p>Step 4: Multiply your answers from step 2 by your values from step 3 for each goal:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Step 2</th> <th style="width: 10%;"></th> <th style="width: 15%;">Step 3</th> <th style="width: 10%;"></th> <th style="width: 15%;">Total</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>_____</td> <td>X</td> <td>_____</td> <td>=</td> <td>_____</td> </tr> <tr> <td>2.</td> <td>_____</td> <td>X</td> <td>_____</td> <td>=</td> <td>_____</td> </tr> <tr> <td>3.</td> <td>_____</td> <td>X</td> <td>_____</td> <td>=</td> <td>_____</td> </tr> <tr> <td>4.</td> <td>_____</td> <td>X</td> <td>_____</td> <td>=</td> <td>_____</td> </tr> <tr> <td>5.</td> <td>_____</td> <td>X</td> <td>_____</td> <td>=</td> <td>_____</td> </tr> </tbody> </table>			Step 2		Step 3		Total	1.	_____	X	_____	=	_____	2.	_____	X	_____	=	_____	3.	_____	X	_____	=	_____	4.	_____	X	_____	=	_____	5.	_____	X	_____	=	_____	<p>Step 5: Add the last column. This is your FINAL GRADE:</p> <p style="text-align: center;">_____</p> <p>Total Hours:</p> <p style="text-align: center;">_____</p>
	Step 2		Step 3		Total																																	
1.	_____	X	_____	=	_____																																	
2.	_____	X	_____	=	_____																																	
3.	_____	X	_____	=	_____																																	
4.	_____	X	_____	=	_____																																	
5.	_____	X	_____	=	_____																																	

North Atlantic Regional High School

Grading Tool for Self-Designed Courses

This grading tool provides a way for parents and outside instructors to assess the student's work for self-designed courses. This tool may prove especially useful when there is little written work to grade.

Use this form for each assignment, or for each week, or if necessary, for the end of the course.

The more you use this tool for a course, the more accurate your assessment will be.

Directions:

1. Make as many copies of this blank "Grading Tool" as you need. We suggest you do not write on the original.
2. From the list of qualities below, check all the categories that apply to the coursework.
3. Based on the student's aptitude, performance, and investment, mark a number (on only those that apply).
4. The calculation box at the bottom of this page will tabulate a resulting numeric grade for the course.

Student's Name: _____

Course Title: _____

Assignment Date: _____

_____	Motivation	6	7	8	9	10
_____	Growth in skill level	6	7	8	9	10
_____	Attitude	6	7	8	9	10
_____	Effort	6	7	8	9	10
_____	Depth of Interest	6	7	8	9	10
_____	Care for Detail	6	7	8	9	10
_____	Development of organizational skills	6	7	8	9	10
_____	Growth in understanding	6	7	8	9	10
_____	Goals achieved	6	7	8	9	10
_____	Creative techniques used	6	7	8	9	10
_____	Other: _____	6	7	8	9	10

Karate Lessons

8

8

9

9

8

10

-

8

7

-

(at home practice) 6

* Calculation Box:

A. Add up the combined score of each category used. Write that number here: _____

B. Take that number and divide it by the number of categories used. Result is: _____

C. Multiply the result of line B by 10. **The final grade is :** _____

Example:

A: All scores: **73**

B: Categories: **9**

73 divided by 9 = **8.1**

C. 8.1 times 10 = **81**

Signature of evaluator: _____ Date: _____

Art

by Tricia Gilmore

It is important to continue nurturing creativity in our students beyond the obvious art project. Encourage creative problem solving in all subject areas. Art projects can be difficult to grade, especially if the focus is on ability. Below is a list based on challenges, creativity, design skills, photography skills, problem solving, and work ethic. Many criteria are essentially encompassed within a fine art, design, photography, creative, or problem solving project. Choose your expected criteria and share with your student. Upon completion of the project, assign a value between 6-10. Total points and divide by the points possible.

Student: _____ Assignment Date: _____

Course Title: _____ Grade: _____ Year: _____

Project Title and Description: _____

- | | |
|--|---|
| <input type="checkbox"/> Challenge: Attitude | <input type="checkbox"/> Photo: Focal point clearly understood |
| <input type="checkbox"/> Challenge: Carefulness in craftsmanship | <input type="checkbox"/> Photo: Good use of flash |
| <input type="checkbox"/> Challenge: Creative techniques | <input type="checkbox"/> Photo: In focus |
| <input type="checkbox"/> Challenge: Growth in skill level | <input type="checkbox"/> Photo: Interesting angles |
| <input type="checkbox"/> Challenge: Level of difficulty | <input type="checkbox"/> Photo: Interesting subject matter |
| <input type="checkbox"/> Challenge: Motivation | <input type="checkbox"/> Photo: No background distractions |
| <input type="checkbox"/> Challenge: Understands problem | <input type="checkbox"/> Photo: No distractions in foreground |
| <input type="checkbox"/> Challenge: Verbal critique | <input type="checkbox"/> Photo: Overall composition |
|
 | <input type="checkbox"/> Photo: Shows understanding of lighting |
| <input type="checkbox"/> Creativity: Art Elements developed | <input type="checkbox"/> Photo: Thoughtful angle |
| <input type="checkbox"/> Creativity: Art Principles developed | <input type="checkbox"/> Photo: Visually communicates point |
| <input type="checkbox"/> Creativity: Brainstorming |
 |
| <input type="checkbox"/> Creativity: Clearly developed idea | <input type="checkbox"/> Problem Solving: Brainstorming |
| <input type="checkbox"/> Creativity: Goes beyond the expected | <input type="checkbox"/> Problem Solving: Final execution |
| <input type="checkbox"/> Creativity: Innovative | <input type="checkbox"/> Problem Solving: Innovative |
| <input type="checkbox"/> Creativity: Problem solving | <input type="checkbox"/> Problem Solving: Rough draft development |
| <input type="checkbox"/> Creativity: Thoughtful | <input type="checkbox"/> Problem Solving: Thumbnail development |
| <input type="checkbox"/> Creativity: Uniqueness |
 |
|
 | <input type="checkbox"/> Work Ethic: Attitude |
| <input type="checkbox"/> Design: All parts equally developed | <input type="checkbox"/> Work Ethic: Effective organization |
| <input type="checkbox"/> Design: Attention to detail | <input type="checkbox"/> Work Ethic: Followed through |
| <input type="checkbox"/> Design: Shows understanding of color | <input type="checkbox"/> Work Ethic: Met deadline |
| <input type="checkbox"/> Design: Shows understanding of layout | <input type="checkbox"/> Work Ethic: Shows effort |
| <input type="checkbox"/> Design: Shows understanding of type | <input type="checkbox"/> Work Ethic: Time management |

Total Points Earned = _____ / Total Points Possible _____ = FINAL SCORE: _____

Signature of the Evaluator _____ Date _____

EVALUATING STUDENT WORK

Physical Education Assessment

Student: _____ Assignment Date: _____

Course Title: _____ Grade: _____ Year: _____

Composition Title: _____

Total Points Possible	Points Awarded
-----------------------	----------------

100

1. GOAL-SETTING

- Is the goal stated explicitly?
- Is the goal attainable OR
- Is the re-stated goal better?
- Is the reason for the goal-setting understandable to the student?

50 points

2. GOAL-ACCOMPLISHMENT

- How dedicated was the student to goal accomplishment?
- Did the student have a clear focus on the goal?
- How close did the student come to accomplishing the goal?

10 points

3. GROWTH OF CHARACTER

- What were the results of experiences during the season?
- How much sportsmanship was displayed on the playing-field?
- Ask for a 3rd-party's view of character development.
- Consider the student's most prevalent attitude during the season.
- Consider the student's attitude toward the team/coach during the season.

40 points

Total

Signature of the Evaluator _____ Date _____

EVALUATING STUDENT WORK

Work Experience

by April Thome & NARHS staff

This grading tool provides a way for parents and outside employers to assess the student's job performance. Use this form each week, or if necessary, at the end of the job. The more often you use this tool, the more accurate your assessment.

Student: _____ Hiring Date: _____

Company and Title: _____ Grade: _____ Year: _____

Job Description: _____

Directions:

1. From the list below, choose the categories that apply to the student's coursework.
2. Based on the chosen categories, evaluate student's aptitude, performance, and investment using scores between 6 and 10. Scoring: **10 excels / 9 Beyond criterion / 8 criterion met / 7 criterion not met / 6 criterion not completed**
3. For a numeric grade: Total the scores, divide by the number of categories chosen, and then multiply by ten.

Ex: media technician

<input type="checkbox"/> Achieves goals well	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Applies creativity for increased effectiveness	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Asks questions when necessary	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Communicates well	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Demonstrates clear thinking	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Demonstrates interest in the job	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Demonstrates moral integrity	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Demonstrates positive work attitude	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Demonstrates self-motivation	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Follows directions	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Growth in understanding of job concepts	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Growth in work skills	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Performs given tasks well	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Readily sees what needs to be done	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Receives training / instruction well	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Shows care for details	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Takes initiative	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Works hard	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Other _____	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Other _____	6 7 8 9 10	6 7 8 9 10

*** Calculation Box:**

A. Total the combined score of each category used: _____

B. Divide by Number of Categories: _____

C. Multiply the result of line B X 10: _____

Final grade: _____

$$\begin{array}{r}
 73 \\
 \hline
 73 / 9 = 8.1 \\
 \hline
 8.1 \times 10 = 81 \\
 \hline
 81
 \end{array}$$

Signature of the Evaluator _____ Date _____

Appendix C

Homeschool Transcript and Summary Sheet

Example

Today's Date ___/___/___ DOB ___/___/___

Student _____ Phone (____) _____

Parent _____ Email _____

Street _____ City _____ State _____ Zip _____

Course Subject: **LA** Language Arts (English) / **FL** Foreign Language / **MA** Math / **NS** Science / **SS** Social Studies / **US** US History / **PE** Physical Education / **HE** Health / **CS** Computer / **ST** State Studies / **BU** Business / **PA** Practical Arts / **VOC** Vocational / **TECH** Technical / **ELEC** Elective

School Year ____ / ____ Grade _____

Source	Subject	Course	Grade	Credit
H	CS	Exploring Technology	90	.5
H	FL	French I	93	1
H	HE	Health	89	.5
H	LA	American Literature	95	1
H	MA	Algebra I	96	1
H	NS	Biology W/Lab	85	1.5
H	PE	Team Sports	95	.5
H	US	United States History (CLEP-See attached)	P	1
CC	NS	Exploring Technology	91	1
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Credit Total				<u>8</u>

~ Note: if course is not completed at home, include course evidence provided by school, or certificate documenting course completion, grade, and credit. Request an official transcript when possible. Use Course/School/Transcript Records to track.

Achievements: Provide proof w/ letter or certificate: scouts, church awards, music awards, contests, competitions...

Earned brown belt in Karate (See Ceremony picture) Track Athlete of the Week (See Certificate)
CPR certified. (See Card attached) _____

Volunteer Work: Place or organization the student invested time, help, or work without pay... Nursery, Red Cross, Hospital...

Union Gospel Mission 18 hrs (See letter attached) _____
Church Nursery 18 hrs (See letter Attached) _____

Note: Registrar reserves the right to select, omit, or alter the wording for any of the items provided on Homeschool Transcripts. Generally parent will be consulted, but administrative decisions may be made without first notifying the guardian/parents.

Homeschool Transcript

Today's Date ____/____/____

DOB ____/____/____

Student _____ Phone (____) _____

Parent _____ Email _____

Street _____ City _____ State _____ Zip _____

Course Subject: **LA** Language Arts (English) / **FL** Foreign Language / **MA** Math / **NS** Science / **SS** Social Studies / **US** US History / **PE** Physical Education / **HE** Health / **CS** Computer / **ST** State Studies / **BU** Business / **PA** Practical Arts / **VOC** Vocational / **TECH** Technical / **ELEC** Elective

School Year ____ / ____ Grade _____

Source	Subject	Course	Grade	Credit
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Credit Total _____

~ Note: if course is not completed at home, include course evidence provided by school, or certificate documenting course completion, grade, and credit. Request an official transcript when possible. Use Course/School/Transcript Records to track.

Achievements: Provide proof w/ letter or certificate: scouts, church awards, music awards, contests, competitions...

Volunteer Work: Place or organization the student invested time, help, or work without pay... Nursery, Red Cross, Hospital...

Note: Registrar reserves the right to select, omit, or alter the wording for any of the items provided on Homeschool Transcripts. Generally parent will be consulted, but administrative decisions may be made without first notifying the guardian/parents.

Example

Student: _____ Grade _____ School Year ____ / ____ Today's Date: _____

Course Classifications: LA Language Arts (English) / FL Foreign Language, / MA Math / NS Science / SS Social Studies / US US History / PE Physical Education / HE Health / CS Computer / ST State Studies / BU Business / PA Practical Arts / TECH Technical / VOC Vocational / ELEC Elective

Credit Goal: List the amount of credit your course is expected to earn. .25 / .5 / 1 / 1.5

Type of Course: How did you learn this course? Did you use a textbook? Name the textbook. Self-Designed Course? State the method used such as research, coach, employer .etc.

Method of Evaluation: How did you grade this course? Did you use tests, write papers, use evaluation forms or evaluations form others such as coach, employer, youth leader .etc.?

1. Course Title: English / LA / 1.0
Textbook Course: English Grammar and Composition, Book 5, by HBJ
Method of Evaluation: Graded worksheets, quizzes and other papers.
2. Course Title: Physical Education / PE / .5
Self-Designed Course: Played on the American Legion Baseball team; private swimming, downhill skiing, shoot hoops.
Method of Evaluation: Attitude, effort, skills improvement, and the reports of others with whom participated.
3. Course Title: Health / HE / .5
Self-Designed Course: Red Cross CPR class, information from parent's nursing textbooks when appropriate, a study of drug/chemical abuse, nutrition and fitness, and dating responsibilities. Completed Hunter Safety course.
Method of Evaluation: Verbal quizzes. Three written reports. Oral presentation on dating. CPR & Hunter Safety certification.
4. Course Title: French 1 / FL / 1.0
Textbook Course: Freshman-level course completed at General Community College, Someplace, ST.
Method of Evaluation: Regular college course evaluations by the instructor. Instructor's final grade. Transcript attached.
5. Course Title: United States History: US / .5
Textbook Course: Prepared for and took the CLEP test by using the CLEP Study Guide to History of the US 1: Colonization to 1877.
Method of Evaluation: Score on the CLEP test, in addition to keeping track of the number of hours spent studying the course material leading up to the test (quality of his notes and practice tests). Completed 49 hours of study. Copy of CLEP results attached.
6. Course Title: Biology: NS / 1.0
Textbook Course: University of Nebraska Internet course in biology.
Method of Evaluation: John's assigned teaching specialist in Biology assigned work, evaluated it regularly, and gave a final grade for the course.
7. Course Title: Typing: CS / .5
Textbook Course: Introduction to Keyboarding on the PC.
Method of Evaluation: Built-in system of scoring and grading provided with the course.
8. Course Title: American Sign Language: FL / 1.0
Textbook Course: Johnnie took the adult ed, evening course offered at the high school.
Method of Evaluation: This was left to the discretion of the instructor of the course.
9. Course Title: Consumer Mathematics / MA / 1.0
Textbook Course: A Beka Textbook, workbook, teacher's edition.
Method of Evaluation: Graded his work on quizzes, tests, workbook, and other assignments.
10. Course Title: Home Economics / PA / 1.0
Self-Designed Course: Under parental guidance and plan. Learned household management skills such as food planning and purchasing; laundry and fabric care; bill planning and paying; maintenance of building and grounds; time management; dealing with vendors and suppliers; introduction to infant and toddler safety in the home; and more.
Method of Evaluation: Recorded hours spent in each task, evaluated grasp of content. How well would he be able to do this on his own as an adult? Completed 97 clock hours.

Course Summary

Student: _____ Grade _____ School Year ____ / ____ Today's Date: _____

Course Classifications: **LA** Language Arts (English) / **FL** Foreign Language, / **MA** Math / **NS** Science / **SS** Social Studies / **US** US History / **PE** Physical Education / **HE** Health / **CS** Computer / **ST** State Studies / **BU** Business / **PA** Practical Arts / **TECH** Technical / **VOC** Vocational / **ELEC** Elective

Credit Goal: List the amount of credit your course earned. .25 / .5 / 1 / 1.5

Type of Course: How did you learn this course? Did you use a textbook? Name the textbook. Self-Designed Course? State the method used such as research, coach, employer .etc.

Hours Completed: Did you complete the full amount of required hours for 1 credit, 3/4 earned for .75, 1/2 earned for .5, or 1/4 earned for .25?

Method of Evaluation: How did you grade this course? Did you use tests, write papers, use evaluation forms or evaluations form others such as coach, employer, youth leader .etc.? Include these.

1. Course Title: _____ Course Classification _____ Credit Goal _____

Textbook Course: _____ Self-Designed Course: _____

Method of Evaluation _____

2. Course Title: _____ Course Classification _____ Credit Goal _____

Textbook Course: _____ Self-Designed Course: _____

Method of Evaluation _____ SD Hours Completed: _____

3. Course Title: _____ Course Classification _____ Credit Goal _____

Textbook Course: _____ Self-Designed Course: _____

Method of Evaluation _____

4. Course Title: _____ Course Classification _____ Credit Goal _____

Textbook Course: _____ Self-Designed Course: _____

Method of Evaluation _____

5. Course Title: _____ Course Classification _____ Credit Goal _____

Textbook Course: _____ Self-Designed Course: _____

Method of Evaluation _____

6. Course Title: _____ Course Classification _____ Credit Goal _____

Textbook Course: _____ Self-Designed Course: _____

Method of Evaluation _____

7. Course Title: _____ Course Classification _____ Credit Goal _____

Textbook Course: _____ Self-Designed Course: _____

Method of Evaluation _____

8. Course Title: _____ Course Classification _____ Credit Goal _____

Textbook Course: _____ Self-Designed Course: _____

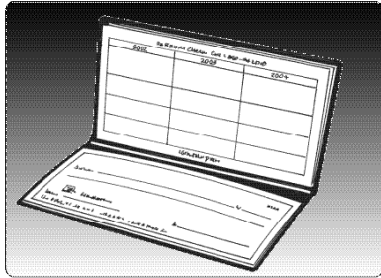
Method of Evaluation _____

Appendix D
Required submission items

Portfolio Review

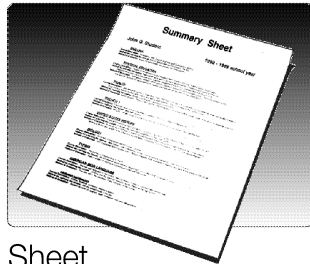
Between the months of May and August, submit a student portfolio to your advisor representing the coursework that has been completed since September 1st. The Portfolio Review is an important process in receiving credit for your courses. The following summaries will help guide you through the portfolio process. In addition, the following pages will give you more detail in each of these areas. Please remember, you are always welcome to contact your advisor or the NARHS office at 1.800.882.2828.

1. Confirm that your Registration, CDW, and IOS have been received (preferably at the beginning of the school year).
2. In addition, tuition must be paid in full prior to portfolio review.



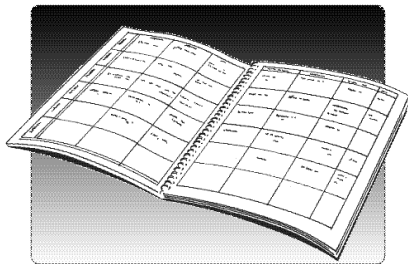
3. Return Postage Label or Payment

The office will notify you once your portfolio has been received. In addition, the office will confirm receipt of return postage and notify you if return postage is due. Unfortunately, the return postage must be paid prior to beginning the review process. It is in your best interest to include a label or payment with your portfolio.



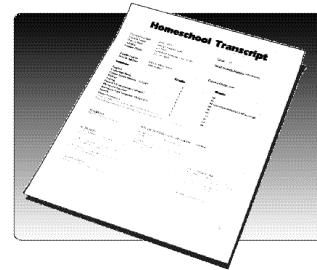
5. Summary Sheet

This one-page document offers a few lines about each textbook and self-designed course. It also contains a statement about how each course was accomplished and evaluated. See example.



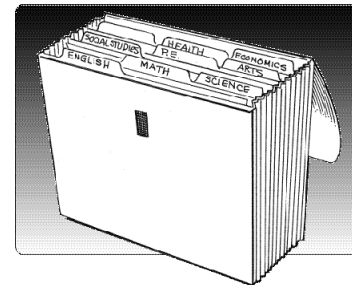
7. Daily Log Book.

This day-by-day written log contains the daily hours and total yearly hours invested in each self-designed course. This book is vital in corroborating the evidence presented in the portfolio. See example.



4. Home School Transcript

This one-page document is a snapshot of what was accomplished during this school year. It contains the course, final grade, and credit amount attempted. It is prepared and signed by the parent. See example. Please request Official Transcripts from additional high schools and/or colleges to be sent to NARHS: attention your advisor.



6. Evidence & Graded Work

This collection provides a variety of evidence proving the completion of each course. Organize the portfolio by subject and include the requested evidence. Include enough evidence to provide a thorough picture of the completed work. It must be convincing and compelling for each course. See High School Resource Advisor and your NARHS advisor.