



Public Schools of Edison Township

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DIVISION OF CURRICULUM AND INSTRUCTION

Extension Challenge Project

Student Name _____ School _____

Grade _____ Teacher _____ Date _____

I choose to have _____ (student's name) participate in the
Extension Challenge Project.

My child and I understand that this is an opportunity to allow the student to use creativity, research
skills, and higher-order thinking to investigate a topic of choice and share his/her learning.

Student's Signature

Parent's Signature

Please return this along with the completed packet to the classroom teacher.

The Extension Challenge Project

The intent of this project is to allow the student to extend the core curriculum and develop his/her skills according to his/her capabilities. Therefore, the completion of this project is not for classroom extra credit and will not affect the student's grade in any subject.

1. The Extension Challenge Project packet includes:
 - ✓ Optional: A learning styles survey to be completed by student (with support from adult at lower grade levels) to discover the student's preferred style of learning (i.e., reading, viewing media, talking to others, etc.)
 - ✓ Optional: An expression style survey to be completed by student (with support from an adult at lower grade levels) to discover the student's preferred style of expressing the learning (i.e., role-playing, writing, creating video, etc.)
 - ✓ An action plan, including an essay, the topic of interest, information sources, names of contacts for possible interviews, proposed experiences (experiments, research, surveys, visits to places of interest, etc.), documentation of learning experience, and projected date of completion
 - ✓ Parent signature page
 - ✓ Rubric as a reference for future feedback
2. The completed project packet with the essay, Action Plan, and the signed parent signature page get submitted to the **classroom** teacher for feedback. All parts must be thoroughly completed, except for optional two surveys before submitting it. The student and classroom teacher will then decide how long the project should take to complete. The teacher and student sign the contract.
3. The student works on the project at home and in school when time permits.
4. The student alerts the **classroom** teacher when he/she is ready to share the project.
5. Time is provided for the student to share the project with the class according to the contract.
6. The classroom teacher provides feedback through the use of the rubric. The student receives a copy of the rubric and another copy goes into the student's Literacy Portfolio.

Once the project is completed and the student has received feedback, the teacher, student, and parent may decide if and when the next project should be started.

The G & T teacher may be consulted as time permits.

Learning Styles Survey

Work with a parent if needed. Circle your responses. Complete the analysis on the last page.

Use the results to help you decide how to learn about your topic. **Do you like to...**

1. listen to other students show things they have studied about or made?	YES	NO
2. go to library with a group to look up information for a project?	YES	NO
3. let a friend help you learn material that is hard for you?	YES	NO
4. study along to learn new information?	YES	NO
5. be in a group that will tell about something or act it out?	YES	NO
6. plan a project that you will work on by yourself?	YES	NO
7. work on class work where the questions are in order from easy to hard?	YES	NO
8. play a board game that would help you practice your learning?	YES	NO
9. work with other students on a project without much help from your teacher?	YES	NO
10. talk about class work with a group of other students?	YES	NO
11. listen to your teacher explain new information?	YES	NO
12. have a class discussion on something suggested by your teacher?	YES	NO
13. prepare, by yourself, a presentation to make to your class?	YES	NO
14. learn about something in social studies such as Columbus discovering America by acting it out in class?	YES	NO
15. have your teacher ask the class questions on work that you have studied?	YES	NO
16. do class work that asks you questions on work that you have just read?	YES	NO
17. read a book to learn all about something?	YES	NO
18. hear the ideas of other students during a class discussion of something?	YES	NO
19. practice vocabulary words by playing a game?	YES	NO
20. answer questions out loud that your teacher asks to see if you understand a story you read?	YES	NO

Learning Styles Survey (continued)

21. work with other students on a project that your teacher suggests?	YES	NO
22. learning new materials by your teacher giving the class all the necessary information about something?	YES	NO
23. have a classmate teach you how to do something he or she is especially good at?	YES	NO
24. do class work where you fill in the missing word to complete a sentence?	YES	NO
25. answer out loud to questions by your teacher?	YES	NO
26. talk about something out loud in class when you disagree with what another student has said?	YES	NO
27. answer out loud with the rest of your class when your teacher asks questions?	YES	NO
28. work with other students on a project about something you are studying?	YES	NO
29. learning about elections and voting by acting out the part of someone trying to win more votes than someone else?	YES	NO
30. have the teacher tell you exactly how to do things?	YES	NO
31. go off by yourself to study something you choose?	YES	NO
32. do class work where you can find out if your answer is correct as soon as you answer the question?	YES	NO
33. tell your ideas to other students during a class discussion on something?	YES	NO
34. learn new information on how to solve a problem from another student in your class?	YES	NO
35. hear a guest speaker talk about something you are studying in your class?	YES	NO
36. work with a classmate on your homework assignment?	YES	NO
37. do research in the library for a report you want to write?	YES	NO
38. work with a classmate to go over and study information for a test?	YES	NO
39. answer questions quickly when your teacher asks questions out loud in class?	YES	NO
40. work on class work that has many questions that you will probably get right?	YES	NO

Learning Styles Survey (continued)

41. learn about jobs and careers by acting out the part of someone interviewing people who are trying to get a job?	YES	NO
42. listen to classmates tell what they think about something?	YES	NO
43. have the teacher tell the class exactly what is expected of them?	YES	NO
44. learn how government works by acting out the part of the President who must handle a problem with another country?	YES	NO
45. take notes by writing down what your teacher says when she talks to the class?	YES	NO
46. play a game using flash cards to practice what you have learned in math?	YES	NO
47. talk to your classmates about something in which you are interested?	YES	NO
48. work with a group to plan a lesson to teach to your class?	YES	NO
49. have your teacher call on students to recite information such as multiplication tables or the names of the Presidents of the U. S.?	YES	NO
50. work with other students in planning and finishing a project?	YES	NO
51. listen to your teacher teach a lesson?	YES	NO
52. have a spelling bee where your team tries to out-spell another team?	YES	NO
53. work alone on a project you choose yourself?	YES	NO
54. write a report with a small group of classmates?	YES	NO
55. work in the back of your classroom with other students who are helping you with school work?	YES	NO
56. have your teacher ask individual students to answer questions out loud?	YES	NO
57. listen to your teacher tell facts and information to the class?	YES	NO
58. have a contest to see if your team can answer the most questions about something you are studying in class?	YES	NO
59. work by yourself to find information on something that interests you?	YES	NO
60. have your teacher lead a discussion on something new?	YES	NO

Learning Styles Survey (continued)

61. listen to students talk over ideas about something?	YES	NO
62. have your teacher test you out loud to see if you have learned what you were supposed to have learned?	YES	NO
63. listen to information discussed by your teacher when something new is taught?	YES	NO
64. prepare, on your own, a report you will share with your class?	YES	NO
65. be a member of a group that discusses how teachers should handle class problems?	YES	NO
66. go to the library by yourself to find out more information about something?	YES	NO

See next page for scoring instructions with example.



My Way...An Expression Style Inventory

(From Gifted Child Quarterly Volume 42, No. 1.Winter 1998)

	Expression	Not at all Interested	Of Little Interest	Moderately Interested	Interested	Very Interested
1	Building an invention	1	2	3	4	5
2	Playing a musical instrument	1	2	3	4	5
3	Writing for a newspaper	1	2	3	4	5
4	Discussing ideas	1	2	3	4	5
5	Drawing pictures for a book	1	2	3	4	5
6	Designing an interactive computer project	1	2	3	4	5
7	Filming & editing a TV show	1	2	3	4	5
8	Operating a business	1	2	3	4	5
9	Working to help others	1	2	3	4	5
10	Acting out an event	1	2	3	4	5
11	Building a project	1	2	3	4	5
12	Playing in a band	1	2	3	4	5
13	Writing for a magazine	1	2	3	4	5
14	Talking about my project	1	2	3	4	5
15	Making a clay sculpture of a character	1	2	3	4	5
16	Designing information for the internet	1	2	3	4	5
17	Filming & editing a movie	1	2	3	4	5
18	Marketing a product	1	2	3	4	5
19	Helping others by supporting a social cause	1	2	3	4	5
20	Acting out a story	1	2	3	4	5
21	Repairing a machine	1	2	3	4	5
22	Composing music	1	2	3	4	5
23	Writing an essay	1	2	3	4	5
24	Discussing my research	1	2	3	4	5
25	Painting a mural	1	2	3	4	5
26	Designing a computer game	1	2	3	4	5
27	Recording & editing a radio show	1	2	3	4	5
28	Marketing an idea	1	2	3	4	5
29	Helping others by fundraising	1	2	3	4	5
30	Performing a skit	1	2	3	4	5

	Expression	Not at all Interested	Of Little Interest	Moderately Interested	Interested	Very Interested
31	Constructing a working model	1	2	3	4	5
32	Performing music	1	2	3	4	5
33	Writing a report	1	2	3	4	5
34	Talking about my experiences	1	2	3	4	5
35	Making a clay sculpture of a scene	1	2	3	4	5
36	Designing a multi-media computer show	1	2	3	4	5
37	Selecting slides & music for a slide show	1	2	3	4	5
38	Managing investments	1	2	3	4	5
39	Collecting clothing or food to help others	1	2	3	4	5
40	Role-playing a character	1	2	3	4	5

My Way... A Profile

Instructions: Write your score beside each number. Add each ROW to determine your expression style profile. Use the results to make decisions about how to show what you have learned.

Scores for Each Question				TOTAL	PRODUCTS
1.	11.	21.	31.		Manipulative
2.	12.	22.	32.		Musical
3.	13.	23.	33.		Written
4.	14.	24.	34.		Oral
5.	15.	25.	35.		Artistic
6.	16.	26.	36.		Computer
7.	17.	27.	37.		Audio/Visual
8.	18.	28.	38.		Commercial
9.	19.	29.	39.		Service
10.	20.	30.	40.		Dramatization

**PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION**

**ACTION PLAN
Extension Challenge Project for Grades 3-5**

Student's Name _____ **Grade** _____

Teacher's Name _____ **School** _____

General Topic of Interest _____

Subtopics _____

Student Statement

Write a personal essay explaining your plan for this Extension Challenge Project. Using the self assessments, explain how you see yourself as a learner. Include your strengths and interests. Explain what you hope to discover and how you will express your learning. Use additional sheets if necessary.

ACTION PLAN

Extension Challenge Project for Grades 3-5

Use this part of the action plan for your project.

Learning from Resources (Books, periodicals, websites, etc.)

Learning from the Experts (interview possibilities)

Learning from Experiences (possibilities for activities)

Showing What I Learned (What your project will look like)

Student's Signature

Teacher's Signature

Date Signed _____ **Date Project will be completed** _____

ACTION PLAN
Extension Challenge Project for Grades K-2

My topic is: _____

I will learn by reading and viewing (Books, periodicals, websites, etc.):

I will learn by talking to (interview possibilities):

I will learn by doing (possibilities for activities):

I will show what I learned by (What your project will look like):

Student's Signature

Teacher's Signature

Date Signed _____ **Date Project will be completed** _____

EXTENSION CHALLENGE PROJECT RUBRIC

STUDENT	GRADE				DATE	TEACHER COMMENTS:
CATEGORY	4	3	2	1		
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.		
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.		
Sources	All sources (information and graphics) are accurately documented.	All sources (information and graphics) are accurately documented, but a few are not in an appropriate format.	All sources (information and graphics) are accurately documented, but many are not in an appropriate format.	Some sources are not documented.		
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.		
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.		

