



New Hampshire

# Department of Education

## Learn Everywhere Program Renewal Application

### **1.0 Applicant Information [Ed 1403.01(a)(2)].**

**Organization Name:** Signum University

**Name of Primary Contact:** Corey Olsen

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### **2.0 Purpose, mission statement, or both [Ed 1403.01(a)(1)].**

The mission of Signum University is to establish an open and globally accessible digital campus that reduces student costs, provides a vibrant, online academic community that fosters exceptional teaching and opportunities for intellectual engagement, and ensures fair and generous treatment of our employees and students alike. Signum Academy Clubs are online extracurricular groups that help kids and teens learn remotely through Signum's interactive classroom. Join a book club, learn a new language, or practice writing skills. Lots of opportunities are available for young people to talk and learn together in a safe, remote educational environment.

### **3.0 A description of the demonstrated instructor qualifications required for the program(s) and a statement assuring that the instructor(s) satisfies those qualifications [Ed 1403.01(a)(3)].**

The Signum Academy Clubs program ensures that its instructors, whom they call preceptors, have two important qualifications: expertise in the required subject area and experience teaching at the K-12 level. Preceptors are required to have some formal training in literature and language, having a BA or equivalent with specialization in language or literature. In addition, preceptors are all required to have demonstrated experience teaching in a secondary-school context. At least one year's experience is required, though more is desirable.

Signum University confirms that all preceptors meet these qualifications. Indeed, all of the current pool of preceptors significantly exceeds these standards. All of the preceptors have at least MA degrees in their teaching fields, as well as many years' experience teaching at the primary- or secondary-school level.

### **4.0 A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the**

**offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11 [1403.01(a)(4)].**

The Signum Academy Clubs requires that all preceptors and all support staff who will be interacting with students and families submit to a criminal history records check, performed as outlined in Saf-C 5703. Signum allows no instruction or student contact by anyone who has been charged with or convicted of any of the offenses outlined in RSA 189:13-a, V.

Signum University assures that all of its instructors and support staff who will be in contact with students will satisfy the above criminal history record check requirements. Signum University also assures that it will notify the parents/guardians of students enrolling in the Learn Everywhere program of this criminal history records check policy.

**5.0 For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].**

The Signum Academy Clubs provide an excellent opportunity for students to learn in several areas of Language Arts. Our different clubs will not only cover many different topics, but most of these topics will be assessed at two different Competency Levels (where we have identified two cumulative levels of mastery of the core competencies of that Club). All of our clubs and their topics are classified as Open Electives under Ed 306.27(v).

The following table shows all the course equivalents for each Topic and Competency Level in all four of our Clubs.

- **Book Club** provides a flexible framework in which students will be enabled to explore a wide range of literature in-depth, developing crucial skills in critical reading and argumentation while building a broad appreciation for literature in many genres, from many time periods, and from many perspectives. Book Club will enable students to earn certificates in many introductory and advanced literature as an Open Elective in English.
- **Writing Club** will provide an excellent experience of creative-writing workshop participation. The two levels of competency assessment enable students to complete a Creative Writing certificate at both a Beginning and an Advanced level. Both of these certificates would be for elective half-credits as an open elective in English.
- **Conversation Club** will give students the opportunity to develop fluency in a foreign language through an immersive language experience with an experienced teacher who is fluent in the language. Students will be assessed on four competency levels that map the road to conversational fluency, enabling students to receive four certificates as Open Electives which will cover the first four semesters of World language acquisition.
- **Translation Club** will expose students to the exciting and rewarding discipline of learning to decode and decipher historical languages, a process which will not only strongly build their essential language skills, but which will also provide a rich experience of historical cultures through primary texts. Students will also be assessed here on four sets of Competency Levels,

enabling four separate certificates as students work their way through historical language discovery as World language Open Electives.

<b>Signum Academy Clubs: Credit Equivalencies</b>		
<b>Book Club</b>		
<i>Topic</i>	<i>Competency Level</i>	<i>Equivalent (½ credit)</i>
Ancient Mythology	Beginning	Ancient Mythology 1 (elective)
Ancient Mythology	Advanced	Ancient Mythology 2 (elective)
American Literature	Beginning	American Literature 1 (elective)
American Literature	Advanced	American Literature 2 (elective)
British Literature	Beginning	British Literature 1 (elective)
British Literature	Advanced	British Literature 2 (elective)
World Literature	Beginning	World Literature 1 (elective)
World Literature	Advanced	World Literature 2 (elective)
Fantasy Literature	Advanced	Fantasy Literature (elective)
Science Fiction Literature	Advanced	Science Fiction Lit (elective)
Dystopian Literature	Advanced	Dystopian Lit (elective)
Poetry	Advanced	Poetry (elective)
Drama	Advanced	Drama (elective)
The Novel	Advanced	The Novel (elective)
<b>Writing Club</b>		

<i>Topic</i>	<i>Competency Level</i>	<i>Equivalent (½ credit)</i>
Creative Writing	Beginning	Intro to Creative Writing (elective)
Creative Writing	Advanced	Advanced Creative Writing (elective)
<b>Conversation Club</b>		
<i>Topic</i>	<i>Competency Level</i>	<i>Equivalent (½ credit)</i>
Language Immersion	Beginning I	Language Immersion 1, Semester 1
Language Immersion	Advanced I	Language Immersion 1, Semester 2
Language Immersion	Beginning II	Language Immersion 2, Semester 1
Language Immersion	Advanced II	Language Immersion 2, Semester 2
<b>Translation Club</b>		
<i>Topic</i>	<i>Competency Level</i>	<i>Equivalent (½ credit)</i>
Language Translation	Beginning I	Language Translation 1, Semester 1
Language Translation	Advanced I	Language Translation 1, Semester 2
Language Translation	Beginning II	Language Translation 2, Semester 1
Language Translation	Advanced II	Language Translation 2, Semester 2

**6.0 An outline of each program for which approval is sought, which includes a detailed description of the course of instruction, goals, competencies, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].**

The Signum Academy Clubs program contains four separate programs: our Book Club, Writing Club, and Language Club, which is itself subdivided into Conversation Club (conversational fluency in modern languages) and Translation Club (translational fluency in historical languages). All of our programs are designed to help students develop critical Language Arts skills, all in a fun and interactive online environment.

## *Book Club Program*

### Description

The Signum Academy Book Club program consists of regular meetings designed to discuss works of literature. A preceptor will meet with a small group of students, capped at 10, twice a week on a regular schedule. Each session will be for one hour. Signum preceptors will choose books to discuss, and conduct guided discussions with our students. Students will be expected to complete the assigned reading in between sessions and to come prepared to discuss the relevant section of the text. All students are invited to join our Book Clubs; we welcome students with disabilities or learning differences, and we will work with the families of our students to best meet student needs.

### Topics

The specific topics of our Book Club sections will vary based on student interest and grade level. As preceptors choose books to cover in a Book Club section, they will consult with students and families, and families will always be informed in advance about the books their students will be reading and discussing. Should a student or family wish to switch sections in order to discuss a different book, we will happily accommodate the switch after discussing it with the family, pending availability.

### Competencies

- Critical Reading
- Arguing from Evidence
- Drawing Conclusions
- Speaking and Listening

### Goals

The Signum Academy Book Club sets out to teach students:

- *Critical Reading:*
  - To determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; to provide an objective summary of the text; to consider the significance of the author's structural choices in the formation of the narrative and how they impact the effect of the story on the reader; to consider the vocabulary and word choice of the text and the patterns and significance of those verbal choices; to analyze the position of a text with relation to particular interpretive questions or interests; to consider the text from multiple points of view, taking into account the impact that each point of view has on the understanding of the themes, characters, and vocabulary; to take an interpretive position and articulate that position through a well-connected argument.
- *Arguing from Evidence:*
  - To cite strong and thorough textual evidence to support analysis of what the text says explicitly; to build well-supported arguments based on indirect evidence, linguistic trends, and the subtle implications of a text.
- *Drawing Conclusions:*

- To integrate textual evidence and logical analysis into an overall thesis which establishes a clear interpretive claim; to develop the ability to employ different logical and rhetorical techniques for establishing a strong conclusion.
- *Speaking and Listening:*
  - To initiate and participate effectively in a range of collaborative discussions and to come to discussions prepared, having read or researched material under study; to explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. To pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

### Expected Student Outcomes

The achievement of the core competencies of Book Club will be assessed at two separate Competency Levels: Beginning and Advanced. Students wishing to receive certificates at one of these two levels must demonstrate the appropriate set of learning outcomes, as follows. For our full assessment rubric, see Section IV below.

- **Beginning Level**
  - *Critical Reading:* The student is identifying critical ideas and themes, analyzing how complex characters develop, considering the impact of an author's structural choices, and discussing the cumulative impact of specific word choices on meaning.
  - *Arguing from Evidence:* The student shows an ability to build an argument based on direct evidence from the text.
  - *Drawing Conclusions:* The student brings their arguments to a clear conclusion.
  - *Speaking and Listening:* The student participates constructively and effectively in the group discussions.
- **Advanced Level**
  - *Critical Reading:* The student is perceiving multiple themes operating within a text and can approach those themes from multiple points of view, showing an awareness of the artistic and narrative impact of the author's structural choices and vocabulary.
  - *Arguing from Evidence:* The student can formulate convincing arguments based on direct and indirect evidence in the text.
  - *Drawing Conclusions:* The student is comfortable with multiple logical and rhetorical methods of bringing an argument to a conclusion.
  - *Speaking and Listening:* The student participates constructively and effectively in the group discussions.

### Writing Club Program

#### Description

The Signum Academy Writing Club consists of regular workshops on student writing. A preceptor will meet with a small group of students twice a week on a regular schedule. Each session will be for one hour. Signum Academy preceptors will provide prompts and instructions for writing exercises, and students will be expected to write in between sessions and share their writing with the preceptor and the group. Preceptors will discuss student writing, giving appropriate and desired levels of feedback and

encouragement to the student writers. Students will be expected to participate in the discussion of other students' writing in sensitive and appropriate ways during the workshop sessions. All students at all writing levels are invited to join our Writing Clubs; we welcome students with disabilities or learning differences, and we will work with the families of our students to best meet student needs.

### Topics

Writing Clubs will predominantly focus on creative writing, though we may also run sections which are designed to help students develop their expository writing skills as well. The writing prompts and genres will be chosen as appropriate for that particular section, and in accordance with the interests and enthusiasms of the students in that section. The preceptors assigned to teach our sections may change from time to time.

### Competencies

- Storytelling
- Building a Secondary World
- Revision Process
- Speaking and Listening

### Goals

The Signum Academy Writing Club sets out to teach students:

- *Storytelling:*
  - To write narratives to develop real or imagined experiences or events, including elements such as:
    - engaging and orienting the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters
    - creating a smooth progression of experiences or events
    - Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
    - Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
    - Using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- *Building a Secondary World:*
  - To apply invention with rigor and consistency in order to enable a reader to enter into the reading experience without strain.
  - To conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; to narrow or broaden the inquiry when appropriate; to synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- *Revision Process:*

- To develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- To engage dynamically with external criticism, utilizing the process of seeking and receiving criticism and feedback as a crucial part of the ongoing creative process.
- **Speaking and Listening:**
  - To initiate and participate effectively in a range of collaborative discussions and to come to discussions prepared, having read or researched material under study; to explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - To pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

### Expected Student Outcomes

The achievement of the core competencies of Writing Club will be assessed at two separate Competency Levels: Beginning and Advanced. Students wishing to receive certificates at one of these two levels must demonstrate the appropriate set of learning outcomes, as follows. For our full assessment rubric, see Section IV below.

- **Beginning Level**
  - *Storytelling:* The student uses narrative techniques, thoughtful sequencing of events, and precise words and phrases effectively to create a smooth and engaging story.
  - *Building a Secondary World:* The student is producing a coherent imaginative experience for the reader.
  - *Revision Process:* The student embraces the revision process and develops their writing effectively through that process.
  - *Speaking and Listening:* The student participates constructively and effectively in the group discussions.
- **Advanced Level**
  - *Storytelling:* The student demonstrates skill and effectiveness in utilizing narrative techniques, sequencing, thus conveying a deeper meaning to the reader.
  - *Building a Secondary World:* The student is conducting the consistent and diligent research necessary to construct a compellingly detailed narrative world.
  - *Revision Process:* The student engages constructively and actively with criticism, utilizing that interaction as a stimulus for the creative revision process.
  - *Speaking and Listening:* The student participates constructively and effectively in the group discussions.

### Language Club Program

#### Description

The Signum Academy Language Club consists of regular meetings for the purpose of developing fluency in foreign languages. A preceptor will meet with a small group of students, capped at 7, two times a



week on a regular schedule. Each session will be for one hour. We will have two different kinds of Language Clubs:

1. **Conversation Clubs:** Conversation Clubs will consist of immersive conversational practice with a native or fluent speaker of the language. Students will practice both comprehension and speech in the language. In Conversation Clubs, preceptors may assign students to watch or review materials between sessions for additional practice. Students in Conversation Clubs will be expected to participate in conversational practice, both with their preceptor and with each other.
2. **Translation Clubs:** Translation Clubs may work with living, dead, or even invented languages. They will consist of reading and interpretation exercises, learning how to decode a language as well as its scripts, runes, or hieroglyphics. In Translation Clubs, preceptors will assign translation exercises for students to work on between sessions. Students in Translation Clubs will be expected to share their translation work and be prepared to discuss the translations with the preceptor and other students.

All students are invited to join our Language Clubs; we welcome students with disabilities or learning differences, and we will work with the families of our students to best meet student needs.

### Topics

As we stated above, our different Language Club sections will have a focus on either Conversation or Translation, and the difference between the two will be clearly stated and explained to students and families. Our initial plans include Conversation Clubs in languages such as Spanish, German, Icelandic, Finnish, and Japanese, and Translation Clubs focusing on Latin, Greek, Old Norse, Japanese, Anglo-Saxon, and Quenya (one of J.R.R. Tolkien's invented languages). The number of Language Club sections we offer at a time will vary based primarily on student interest.

### Competencies

- **Conversation Club:**
  - Aural Comprehension (Year 1 and 2)
  - Conversational Speech (Year 1 and 2)
  - Reading Comprehension (Year 1 and 2)
  - Speaking and Listening (Year 1 and 2)
- **Translation Club:**
  - Decoding Grammar (Year 1)
  - Understanding Syntax (Year 1)
  - Reading Comprehension (Year 1)
  - Translation Proficiency (Year 2)
  - Composition (Year 2)
  - Cultural, Historical, and Literary Context (Year 2)
  - Speaking and Listening (Year 1 and 2)

### Goals

The Signum Academy Language Club sets out to teach students:

Conversation Club	Translation Club	Conversation and Translation Clubs
<p><b>Aural Comprehension:</b></p> <ul style="list-style-type: none"> <li>To gain facility in understanding the speech of a fluent speaker in the foreign language being practiced. (Year 1: Beginning and Advanced Level)</li> <li>To achieve comfort in interpreting the tone and implications of conversational speech in the foreign language. (Year 2: Beginning and Advanced Level)</li> </ul>	<p><b>Decoding Grammar:</b></p> <ul style="list-style-type: none"> <li>To understand the basic elements and structures of grammar and how those elements are traditionally assembled in the foreign language, in order to achieve a basic comprehension of a simple textual passage. (Year 1: Beginning Level)</li> <li>To interpret the more complex and advanced grammatical nuances of the foreign language accurately in order to comprehend more complex textual passages. (Year 1: Advanced Level)</li> </ul>	<p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>To develop the ability to fluidly read texts written in the foreign language. (Year 1 and 2)</li> </ul>
<p><b>Conversational Speech:</b></p> <ul style="list-style-type: none"> <li>To gain the ability to communicate basic ideas clearly in the foreign language. (Year 1: Beginning and Advanced Level)</li> <li>To achieve conversational fluidity and fluent expression in the foreign language accompanied by seamless shifts between English and the foreign language at need. (Year 2: Beginning and Advanced Level)</li> </ul>	<p><b>Understanding Syntax:</b></p> <ul style="list-style-type: none"> <li>To gain familiarity with the syntactical techniques employed by the foreign language in order to convey meaning. (Year 1: Beginning Level)</li> <li>To gain facility in interpreting syntactic structures so as to recognize meaning, implication, and tone. (Year 1: Advanced Level)</li> </ul>	<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>To initiate and participate effectively in a range of collaborative discussions and to come to discussions prepared, having read or researched material under study; to explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>To pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> </ul>
	<p><b>Translation Proficiency</b></p> <ul style="list-style-type: none"> <li>To develop the technical and analytical skill of translating passages from the historical language into English. (Year 2)</li> </ul>	

	<p>Composition:</p> <ul style="list-style-type: none"> <li>To develop comfort with expressing ideas in prose and poetry in writing in the historical language. (Year 2)</li> </ul>	
	<p>Cultural, Historical, and Literary Context :</p> <ul style="list-style-type: none"> <li>To gain an appreciation of the contexts of the historical language through discussion of its history, the cultures in which it emerged, and the literary movements in which it was expressed. (Year 2)</li> </ul>	

### Expected Student Outcomes

The achievement of the core competencies of Language Clubs will be assessed at two separate Competency Levels, Beginning and Advanced, for each of the equivalent of two separate “Years” of Language Instruction. Student outcomes will therefore be assessed at a total of four separate Competency Levels in Language Clubs. Students wishing to receive certificates at one of these four levels must demonstrate the appropriate set of learning outcomes, as follows. For our full assessment rubric, see Section IV below.

- **Conversation Club: Year 1, Beginning Level**
  - *Aural Comprehension:* The student can generally understand familiar words and basic phrases.
  - *Conversational Speech:* The student can communicate ideas in target language with some errors.
  - *Reading Comprehension:* The student can interpret the essential meaning of a text.
  - *Speaking and Listening:* The student participates constructively and effectively in the group discussions.
- **Conversation Club: Year 1, Advanced Level**
  - *Aural Comprehension:* The student can perceive the nuances of fluent conversation.
  - *Conversational Speech:* The student expresses themselves orally with fluidity in limited contexts.
  - *Reading Comprehension:* The student can accurately comprehend a basic written text.
  - *Speaking and Listening:* The student participates constructively and effectively in the group discussions.
- **Conversation Club: Year 2, Beginning Level**

- *Aural Comprehension*: The student can generally understand a fluent speaker.
- *Conversational Speech*: The student can successfully communicate ideas orally most of the time.
- *Reading Comprehension*: The student can interpret the essential meaning of a text.
- *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- **Conversation Club: Year 2, Advanced Level**
  - *Aural Comprehension*: The student can perceive the nuances of conversational expression in everyday situations.
  - *Conversational Speech*: The student expresses themselves orally with fluidity on a range of topics.
  - *Reading Comprehension*: The student can accurately comprehend a written text.
  - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- **Translation Club: Year 1, Beginning Level**
  - *Decoding Grammar*: The student has a basic understanding of how the language is structured.
  - *Understanding Syntax*: The student can recognize syntactic constructions.
  - *Reading Comprehension*: The student can form an accurate basic understanding of a simple prose passage.
  - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- **Translation Club: Year 1, Advanced Level**
  - *Decoding Grammar*: The student has achieved a basic mastery of grammatical structures.
  - *Understanding Syntax*: The student has achieved a basic proficiency with interpreting the syntactical structures of the language.
  - *Reading Comprehension*: The student can accurately translate prose or poetry.
  - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- **Translation Club: Year 2, Beginning Level**
  - *Translation Proficiency*: The student produces mostly accurate translations of complex prose and poetry with only minimal mistakes.
  - *Composition*: The student has achieved basic proficiency in composing accurate sentences and paragraphs in a foreign language.
  - *Cultural, Historical, and Literary Context*: The student grasps the basic cultural, historical, and literary context of a foreign language and can express that knowledge.
  - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- **Translation Club: Year 2, Advanced Level**

- *Translation Proficiency*: The student produces mostly accurate translations of long passages of complex prose and poetry with only minimal mistakes.
- *Composition*: The student has achieved basic proficiency in composing accurate paragraphs, essays, stories, and/or poems in a foreign language.
- *Cultural, Historical, and Literary Context*: The student grasps the advanced cultural, historical, and literary context of a foreign language and can express that knowledge.
- *Speaking and Listening*: The student participates constructively and effectively in the group discussions.

**7.0 A plan for recording student progress in meeting expected student outcomes for each course of instruction [Ed 1403.01(b)(1)(c)].**



The Signum Academy Clubs are designed to be fun learning activities for students, rather than formal courses. Although students participating in any of our Book Clubs, Writing Clubs, or Language Clubs may be expected to do reading or written work in between the meeting sessions, the assessment of their mastery of the relevant Competencies will be based on our teachers’ observations of the students’ performance and participation in the synchronous meeting sessions.

For each of the Competency Levels for which we are awarding certificates in each of our different Clubs, we have a detailed four-point rubric for the teachers’ assessment of student performance. At the end of every month, our preceptors assess the students’ achievements in each relevant Competency. We will send students monthly Progress Reports, letting them know where their assessments stand and their progress towards their Certificate. Should they receive a 3 or higher in all of the Competency categories for their certificate, we will let them know they have completed the requirements and have earned a Certificate.

For each student registered in our Clubs who is seeking Learn Everywhere credit, we will maintain a Student Scorecard which registers each Club group the student has taken, the progress they made on the relevant competencies, and whether or not they were awarded a certificate and when.

The following is a sample Student Scorecard for a fictional student, Todd Smith.

Todd Smith Scorecard							
Book Club							
Topic	Competency Level	Outcome	Progress Reports		Certificate	Date of Award	Equivalent (½ credit)
British		Critical Reading 1	2	3	Brit Lit 1 Certificate	Awarded on	English 3,
		Arguing from Evidence 1	3	4			
		Drawing Conclusions 1	2	3			

Literature	Beginning	<i>Speaking and Listening 1</i>	3	3		March 31, 2021	Semester 1
World Literature	Beginning	<i>Critical Reading 1</i>	2	2			English 4, Semester 1
		<i>Arguing from Evidence 1</i>	2	3			
		<i>Drawing Conclusions 1</i>	1	2			
		<i>Speaking and Listening 1</i>	2	2			
<b>Writing Club</b>							
<i>Topic</i>	<i>Competency Level</i>	<i>Outcome</i>	<i>Progress Reports</i>		<i>Certificate</i>	<i>Date of Award</i>	<i>Equivalent (½ credit)</i>
Creative Writing 1	Beginning	<i>Storytelling 1</i>	3	4	Intro to Creative Writing Certificate 	Awarded on May 31, 2021	Intro to Creative Writing (elective)
		<i>Building a Secondary World 1</i>	3	3			
		<i>Revision Process 1</i>	2	3			
		<i>Speaking and Listening 1</i>	3	3			
Creative Writing 2	Advanced	<i>Storytelling 2</i>	3	4			Advanced Creative Writing (elective)
		<i>Building a Secondary World 2</i>	2	2			
		<i>Revision Process 2</i>	2	2			
		<i>Speaking and</i>	3	3			

		<i>Listening 2</i>					
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IV. Description of Assessments of Student Learning Outcomes

Assessments in the Signum Academy Club will be based on instructor observations of student performance during synchronous meetings. At-home assignments serve to support the students’ knowledge and practice of the material and may affect their performance during meetings. Participation in the synchronous sessions themselves that will form the basis for evaluating student progress.

Assessments of student learning outcomes in the Signum Academy Clubs are expressed in a four-point scale. These four achievement levels are as follows:

- **Level 1 (Beginning):** The student is beginning the Learning Outcomes
- **Level 2 (Approaching):** The student is approaching the Learning Outcomes
- **Level 3 (Meeting):** The student is meeting the Learning Outcomes
- **Level 4 (Exceeding):** The student is exceeding the Learning Outcomes

Every month, the preceptor prepares a Progress Report for all Learn Everywhere students, evaluating each of the four relevant Competencies and assigning the student a value between 1 and 4 for each Competency. Students who receive a 3 or 4 in a Competency have met expectations for developing proficiency in the Competency. The student is awarded a Certificate once they achieve proficiency in each of the four relevant Competencies. We require that students must attend a minimum of five sessions in order to qualify for a Certificate.

The evaluation of the relevant Competencies is based on the assessment rubrics that follow.

**8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].**

*Assessment Rubrics*

<b>Book Club Learning Outcomes Assessment Rubric: <u>Beginning</u> Level</b>				
<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Critical Reading</i>	The student has difficulties formulating interpretive ideas about the story, is just learning to trace the development of	The student is making good observations and can identify important moments that contribute to theme and	The student is identifying critical ideas and themes, analyzing how complex characters develop, considering the	The student makes shrewd observations about themes, characters, authorial choices, and word choice and is sensitive to

	characters, is not accustomed to factoring in authorial choice about structure, and is not sensitive to the impact of specific words choices on meaning.	character development or that reveal the author's structural choices, but does not yet really put these things together into a clear analysis of theme, character, structure, or word-choice patterns.	impact of an author's structural choices, and discussing the cumulative impact of specific word choices on meaning.	multiple ongoing concerns in the text.
<i>Arguing from Evidence</i>	The student cannot reliably connect ideas about the story with concrete evidence from the text.	The student is able to see how ideas from the text are connected to concrete passages.	The student shows an ability to build an argument based on direct evidence from the text.	The student can readily point to multiple, explicit textual bases for their observations.
<i>Drawing Conclusions</i>	The student needs much help to bring observations to any larger conclusion.	The student can, with some prompting and assistance, draw conclusions from their observations.	The student brings their arguments to a clear conclusion.	The student is capable of bringing their well-supported observations to a compellingly convincing conclusion.
<i>Speaking and Listening</i>	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

<b>Book Club Learning Outcomes Assessment Rubric: <u>Advanced</u> Level</b>				
<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>



<p><i>Critical Reading</i></p>	<p>The student is able to identify themes and discuss character and story structure, but shows little familiarity with the process of formulating critical questions from different points of view to ask about a text.</p>	<p>The student is inconsistent in asking critical questions, and often struggles to see the text's answers to critical questions.</p>	<p>The student is perceiving multiple themes operating within a text, and can approach those themes from multiple points of view, showing an awareness of the artistic and narrative impact of the author's structural choices and vocabulary.</p>	<p>The student can comfortably examine a text from multiple perspectives, cogently explaining the impact of the author's thematic, structural, and vocabulary choices and how they impact the text from different points of view.</p>
<p><i>Arguing from Evidence</i></p>	<p>The student can argue from direct and explicit evidence, but struggles to give evidence based on more indirect trends and patterns.</p>	<p>The student can point to more subtle and indirect evidence in a text, but still struggles to articulate that evidence convincingly.</p>	<p>The student can formulate convincing arguments based on direct and indirect evidence in the text.</p>	<p>The student makes nuanced and convincing arguments based on analysis of subtle patterns and trends in the text.</p>
<p><i>Drawing Conclusions</i></p>	<p>The student can bring observations to a conclusion, but still tends to apply one approach rigidly and inflexibly.</p>	<p>The student is familiar with multiple methods of asserting and supporting conclusions, but cannot reliably execute the process.</p>	<p>The student is comfortable with multiple logical and rhetorical methods of bringing an argument to a conclusion.</p>	<p>The student has mastered multiple methods of formulating a conclusion and can perform them convincingly and compellingly.</p>
<p><i>Speaking and Listening</i></p>	<p>The student struggles with group discussions.</p>	<p>The student is participating appropriately, if not effectively, in the group discussions.</p>	<p>The student participates constructively and effectively in the group discussions.</p>	<p>The student works not only to participate in but to stimulate the group discussions.</p>

<b>Writing Club Learning Outcomes Assessment Rubric: <u>Beginning Level</u></b>				
<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Storytelling</i>	The student is beginning to learn how to convey their ideas to readers through the use of narrative techniques, sequencing of events, and effective word choice.	The student has clear plans for engaging the reader through narrative techniques, sequencing, and vocabulary, even if they are not always successful.	The student uses narrative techniques, thoughtful sequencing of events, and precise words and phrases effectively to create a smooth and engaging story.	The student's use of narrative techniques, sequencing, and vocabulary produces stories that are compelling to readers, and even moving.
<i>Building a Secondary World</i>	The student is discovering how to build a narrative sufficiently consistent for readers to invest imagination in it.	The student is taking concrete steps to develop a coherent readerly experience, with mixed success.	The student is producing a coherent imaginative experience for the reader.	The student draws the reader effortlessly into their imagined world.
<i>Revision Process</i>	The student is new to the revision process and is unfamiliar with good practices of revision and self-critique.	The student is willing to revise and is learning what revision processes are most effective in their writing.	The student embraces the revision process and develops their writing effectively through that process.	The student embraces the revision process enthusiastically, showing great capacity for improvement through a well-established set of revision processes.
<i>Speaking and Listening</i>	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

		the group discussions.		
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**Writing Club Learning Outcomes Assessment Rubric: Advanced Level**

<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Storytelling</i>	The student has the rudiments of narrative construction, being capable of sequencing, good word choice, and narrative techniques, but has only begun to learn how to bring those things together in order to convey meaning.	The student shows an awareness of how to put together a meaningful narrative, but shows little reliable control.	The student demonstrates skill and effectiveness in utilizing narrative techniques, sequencing, and conveying a deeper meaning to the reader.	The student shows real ingenuity and artistic control in narrative construction, patterns of word choice, and employment of narrative technique, creating a narrative that conveys powerful and striking meaning to the reader.
<i>Building a Secondary World</i>	The student often overlooks the need for careful research and the narrative lacks the details to make it compelling.	The student regularly does research, though the results are not always effective.	The student is conducting the consistent and diligent research necessary to construct a compellingly detailed narrative world.	The student conducts meticulous research in order to produce striking verisimilitude.
<i>Revision Process</i>	The student is not yet adept at handling and processing criticism, and does not yet make the link between received criticism	The student is open to criticism, but still tends to resist interaction with critical responses as part of the creative	The student engages constructively and actively with criticism, utilizing that interaction as a stimulus for the creative revision	The student actively seeks and adeptly evaluates criticism, thoroughly integrating the critical interaction

	and the creative process.	experience.	process.	into the planned creative process.
<i>Speaking and Listening</i>	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

<b>Language Club Learning Outcomes Assessment Rubric:</b>				
<b>Conversation Club, Year 1 Beginning Level</b>				
<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Aural Comprehension</i>	The student is just beginning to distinguish sounds in the target language.	The student sometimes understands basic words.	The student can generally understand familiar words and basic phrases.	The student dependably and easily understands basic phrases.
<i>Conversational Speech</i>	The student only knows single words to try to point to an idea.	The student conveys ideas in broken phrases, mixed with English.	The student can communicate ideas in target language with some errors.	The student reliably conveys familiar ideas with clarity.
<i>Reading Comprehension</i>	The student shows little accurate comprehension of written texts.	The student can derive a vague idea of the subject matter of a written text.	The student can interpret the essential meaning of a text.	The student can be counted on to understand the basic purport of a written text.
<i>Speaking and Listening</i>	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

<b>Language Club Learning Outcomes Assessment Rubric:</b> <b>Conversation Club, <u>Year 1 Advanced Level</u></b>				
<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Aural Comprehension</i>	The student is still missing the varieties of tones and expressions in fluent speech.	The student shows awareness but imperfect grasp of tones and expressions.	The student can perceive the nuances of fluent conversation.	The student is highly sensitive to tones and nuances of fluent speech.
<i>Conversational Speech</i>	The student has difficulty composing thoughts and expressing them orally.	The student expresses themselves fully but haltingly in limited contexts.	The student expresses themselves orally with fluidity in limited contexts.	The student can express basic phrases effortlessly and with expression.
<i>Reading Comprehension</i>	The student often stumbles in comprehension of basic points of written texts.	The student reads basic texts with only a few significant errors.	The student can accurately comprehend a basic written text.	The student reads basic texts accurately and swiftly.
<i>Speaking and Listening</i>	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

<b>Language Club Learning Outcomes Assessment Rubric:</b> <b>Conversation Club, <u>Year 2 Beginning Level</u></b>				
<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Aural Comprehension</i>	The student is just beginning to comprehend a fluent speaker.	The student understands a fluent speaker some of the time.	The student can generally understand a fluent speaker.	The student dependably and easily understands a fluent speaker.

<i>Conversational Speech</i>	The student communicates limited ideas in single words, mixed with English.	The student conveys ideas in broken phrases.	The student can successfully communicate ideas orally most of the time.	The student reliably conveys a range of ideas with clarity.
<i>Reading Comprehension</i>	The student shows little accurate comprehension of written texts.	The student can derive a vague idea of the subject matter of a written text.	The student can interpret the essential meaning of a text.	The student can be counted on to understand the basic purport of a written text.
<i>Speaking and Listening</i>	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

<b>Language Club Learning Outcomes Assessment Rubric:</b>				
<b>Conversation Club, <u>Year 2 Advanced Level</u></b>				
<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Aural Comprehension</i>	The student is still struggling to comprehend rapid conversation between fluent speakers.	The student shows awareness but imperfect grasp of the patterns of natural conversation of fluent speakers.	The student can perceive the nuances of conversational expression in everyday situations.	The student is highly sensitive to tones and nuances of speech, including humor.
<i>Conversational Speech</i>	The student has difficulty composing thoughts and expressing them fluently.	The student expresses themselves fully but haltingly in complete phrases.	The student expresses themselves orally with fluidity on a range of topics.	The student can express themselves effortlessly and with expression.

<i>Reading Comprehension</i>	The student often stumbles in comprehension of basic points of written texts.	The student reads intermediate texts with only a few significant errors.	The student can accurately comprehend a written text.	The student reads intermediate texts accurately and swiftly.
<i>Speaking and Listening</i>	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

<b>Language Club Learning Outcomes Assessment Rubric:</b>				
<b>Translation Club: <u>Year 1 Beginning Level</u></b>				
<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Decoding Grammar</i>	The student is becoming familiar with grammatical elements.	The student grasps some of the simple elements of grammatical structure.	The student has a basic understanding of how the language is structured.	The student has mastered the basic grammatical structure of the language.
<i>Understanding Syntax</i>	The student does not understand syntactical constructions.	The student asks good questions about syntactical constructions.	The student can recognize syntactical constructions.	The student grasps the significance of syntactical constructions.
<i>Reading Comprehension</i>	The student can make little meaning of a simple prose passage.	The student has only a vague idea about the meaning of a simple prose passage.	The student can form an accurate basic understanding of a simple prose passage.	The student can perform a good translation of a simple prose passage.
<i>Speaking and Listening</i>	The student struggles with	The student is participating appropriately, if	The student participates constructively and	The student works not only to participate in but

	group discussions.	not effectively, in the group discussions.	effectively in the group discussions.	to stimulate the group discussions.
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**Language Club Learning Outcomes Assessment Rubric:**  
**Translation Club: Year 1 Advanced Level**

<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Decoding Grammar</i>	The student is comfortable with basic grammar but has little grasp of more subtle structures.	The student understands the basic and is learning the more complex grammatical structures.	The student has achieved a basic mastery of grammatical structures.	The student shows great proficiency with the language's grammar.
<i>Understanding Syntax</i>	The student still finds the syntactical structures of the language a puzzle.	The student is beginning to understand the language's syntactical structures.	The student has achieved a basic proficiency with interpreting the syntactical structures of the language.	The student shows a confident familiarity with the basic syntactical structures of the language.
<i>Reading Comprehension</i>	The student has a difficult time translating prose or poetry with accuracy.	The student can make a good attempt at interpreting prose or poetry.	The student can accurately translate prose or poetry.	The student's translations of prose and poetry show not only competence but insight.
<i>Speaking and Listening</i>	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.



<b>Language Club Learning Outcomes Assessment Rubric:</b>				
<b>Translation Club: <u>Year 2 Beginning Level</u></b>				
<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Translation Proficiency</i>	The student struggles to produce competent translations of complex prose and poetry.	The student produces fair attempts at translations of complex prose and poetry but still makes many mistakes in interpretation.	The student produces mostly accurate translations of complex prose and poetry with only minimal mistakes.	The student produces accurate translations of complex prose and poetry with a smooth style and meaningful interpretations.
<i>Composition</i>	The student composes sentences and paragraphs in a foreign language only with difficulty and many mistakes.	The student is beginning to compose sentences and paragraphs in a foreign language but still struggles to produce accurate texts.	The student has achieved basic proficiency in composing accurate sentences and paragraphs in a foreign language.	The student shows confidence in composing accurate and stylistically pleasing sentences and paragraphs in a foreign language.
<i>Cultural, Historical, and Literary Context</i>	The student fails to grasp the basic cultural, historical, and literary context of a foreign language.	The student remembers some points of the basic cultural, historical, and literary context of a foreign language.	The student grasps the basic cultural, historical, and literary context of a foreign language and can express that knowledge.	The student understands and appreciates the basic cultural, historical, and literary context of a foreign language and can express that knowledge and apply it to the language's texts.
<i>Speaking and Listening</i>	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

		the group discussions.		
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**Language Club Learning Outcomes Assessment Rubric:**  
**Translation Club: Year 2 Advanced Level**

<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Translation Proficiency</i>	The student struggles to produce competent translations of long passages of complex prose and poetry.	The student produces fair attempts at translations of long passages of complex prose and poetry but still makes many mistakes in interpretation.	The student produces mostly accurate translations of long passages of complex prose and poetry with only minimal mistakes.	The student produces accurate translations of long passages of complex prose and poetry with a smooth style and meaningful interpretations.
<i>Composition</i>	The student composes paragraphs, essays, stories, and/or poems in a foreign language only with difficulty and many mistakes.	The student is beginning to compose paragraphs, essays, stories, and/or poems in a foreign language but still struggles to produce accurate texts.	The student has achieved basic proficiency in composing accurate paragraphs, essays, stories, and/or poems in a foreign language.	The student shows confidence in composing accurate and stylistically pleasing paragraphs, essays, stories, and/or poems in a foreign language.
<i>Cultural, Historical, and Literary Context</i>	The student fails to grasp the advanced cultural, historical, and literary context of a foreign language.	The student remembers some points of the advanced cultural, historical, and literary context of a foreign language.	The student grasps the advanced cultural, historical, and literary context of a foreign language and can express that knowledge.	The student understands and appreciates the advanced cultural, historical, and literary context of a foreign language and can express that knowledge and apply it to the language's texts.

<i>Speaking and Listening</i>	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.
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**9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].**

The number of credits each proposed course of instruction will fulfill is listed in the table contained in Section 5.0 of this application.

**10.0 A description of the competency-based grading system to be used for each proposed course of instruction [Ed 1403.01(b)(1)(e)].**

Assessments of student learning outcomes in the Signum Academy Clubs are expressed in a four-point scale. These four achievement levels are as follows:

- **Level 1 (Beginning):** The student is beginning the Learning Outcomes
- **Level 2 (Approaching):** The student is approaching the Learning Outcomes
- **Level 3 (Meeting):** The student is meeting the Learning Outcomes
- **Level 4 (Exceeding):** The student is exceeding the Learning Outcomes

Every month, the preceptor prepares a Progress Report for all Learn Everywhere students, evaluating each of the four relevant Competencies and assigning the student a value between 1 and 4 for each Competency. Students who receive a 3 or 4 in a Competency have met expectations for developing proficiency in the Competency. Once the student achieves this proficiency in each of the four relevant Competencies, the student is awarded a Certificate. In order to ensure that our preceptors have a clear and sufficient basis on which to establish assessments, we require that students must attend a minimum of five sessions in order to qualify for a Learn Everywhere Certificate.

**11.0 A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law [Ed 1403.01(b)(2)(a)].**

The Signum Academy Clubs are intended to be open for participation by any interested student, without discrimination or bias. Enrollment in the Clubs is simple. Students will register online through the Signum Academy Clubs website by filling out a Google Form with relevant data such as family contact information, Club preferences, and some basic schedule and availability information. Our support team processes these registrations and assigns interested students to a Club section that best fits their interests and their availability. The families are then sent a secure payment link (through Signum’s Paypal payment gateway) to establish the monthly subscription payments. Families are able to change freely from one Club to another for as long as their subscription persists, and they can cancel their subscription at any time.

**12.0 A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)].**

The Signum Academy Clubs has a dedicated support staff who will be handling communications with families, scheduling Club sections, recording and archiving instructor assessments, and tracking student credit achievement. In addition, we have a staff member who will serve as official liaison to the students' Local Education Agency. On the initial registration form, families will be required to disclose their students' schools and school districts, and our Educational Liaison will maintain an annually updated list of the appropriate Local Education Agencies with whom we may need to liaise for each student.

**13.0 A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].**

The staff member who will serve as the Educational Plan Liaison for Signum Academy Clubs, as described in Admissions II immediately above, will also serve as liaison and facilitator for the implementation of student IEP's, when they are in force. We presume that the vast majority of our students will be participating in the Signum Academy Clubs through family choice, but we are prepared to work with the Local Education Agency to facilitate IEP implementation where appropriate.

**14.0 A statement that the applicant understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].**

Signum University understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].

**15.0 A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program [Ed 1403.01(b)(3)(a)].**

Signum University has no facilities. All courses and programs are offered completely online. All Signum Academy students will be participating in our Clubs from the safety of their homes in an interactive, contact-free environment.

**16.0 A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].**

Signum University has no facilities. All of our courses and programs are offered completely online. All Signum Academy students will be participating in our Clubs from the safety of their homes in an interactive, contact-free environment.

**17.0 Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].**

Signum University does not maintain insurance coverage which would cover participants in the Learn Everywhere program.