

Project Coordinator and Evaluation Panel Guide

Achieving Classroom Excellence Act (ACE) **End of Course Project Category B** **English II**

Choice of Topics

Project Overview

Through a multi-modal research project, student will exhibit mastery of English II *Priority Academic Student Skills* (PASS).

The Conflict between Generations

Role of the Project Coordinator

The Project Coordinator is an important part of the End of Course Project process. The Project Coordinator's role is to make sure the student understands the scope of the project, manage the paperwork, review a student's progress toward completion of the project at the indicated CHECK POINTS, and adjust the student's completion timeline if necessary.

This End of Course Project, Category B incorporates additional varied approaches for students to demonstrate mastery, including **modifications** and accommodations. To qualify for Category B End of Course Project, criteria must be identified in the student's Individualized Education Program (IEP) or Language Instruction Education Plan (LIEP) for English Language Learners (ELL) as approved by the State Board of Education. In the case of a student with an Individualized Education Program (IEP) or an or Language Instruction Education Plan (LIEP) for English Language Learners (ELL), the Project Coordinator should consult the student's records and resource personnel to ensure that all appropriate accommodations allowed on the Oklahoma Core Curriculum Tests (OCCT) are provided on the End of Course Project.

Once the student has completed the project, the Project Coordinator will prepare the paperwork necessary to submit the project to the Project Evaluation Panel. To the extent possible, it is recommended that the Project Coordinator serve only as a facilitator of the evaluation process rather than as an active participant of the Project Evaluation Panel.

Directions for the Project Coordinator

1. Read the English II: Choice of Topics Student Guide.
2. With the student, determine a timeline for completing the project and enter target dates for completing each of the CHECK POINTS in the space provided.
3. Assist the student in determining an appropriate format to represent their work for the second component. Read the Representation of Work section for more information.
4. Check in with the student at the CHECK POINTS listed in the project to ensure that the student is making appropriate progress toward completion. Adjust the timeline if necessary.
5. Arrange a time for the student to complete the Student Learning Reflection as described in the project. This reflection must be completed in your presence or in the presence of another certified educator. This reflection will follow the same guidelines for Representation of Work as all other components of the project.
6. Submit the final project, including the Student Learning Reflection, to the Project Evaluation Panel for scoring. Attach the Project Submission Form.
7. After the Project Evaluation Panel has reviewed the project, ensure that the project and the panel's recommendation are forwarded to the District Superintendent.
8. Ensure that the District Superintendent submits the final project determination to the Oklahoma State Department of Education and communicates the final project determination to the student.

Representation of Work

Representation of work may come in a variety of forms, including a variety of written modes and multi-media presentations, constructed objects, artistic expression, written documents, and verbal expression. Creativity is encouraged!

All student work must be documented for scoring by the Project Evaluation Panel and kept on file for at least five years after completion. The student's multi-modal project can be documented and stored through electronic files, video recordings, audio recordings, or other documentation method for accurate scoring and efficient storage. The Project Coordinator may assist the student with this documentation process by photographing, recording, or otherwise making digital copies of student work. The Project Coordinator may not assist in completion of the student work.

Role of the Project Evaluation Panel

The Project Evaluation Panel is an important part of the End of Course Project process. The Project Evaluation Panel's role is to provide a recommendation to the District Superintendent regarding the overall performance of the student on the project. The Panel will make this recommendation without bias, adhering to the procedures and guidelines set by the Oklahoma State Board of Education, and using the scoring criteria and Performance Level Rubric included in this guide.

The Panel must consist of at least three certified educators. The Panel must include at least one teacher who is highly qualified in the content area of the project. To the extent possible, it is recommended that all panel members be highly qualified in the content area of the project. It is also recommended that the Panel include at least one educator who does not currently have the student in class and at least one administrator. Schools and districts are encouraged to work collaboratively with other schools and districts to develop Project Evaluation Panels that include qualified individuals who can provide a fair assessment of student mastery of content.

Directions for the Project Evaluation Panel

1. Read the English II: Choice of Topics Student Guide.
2. Become familiar with the English II Performance Level Rubric (Appendix C).
3. Follow all directions and scoring criteria included in this guide.
4. Submit a recommendation to the District Superintendent on the overall performance of the student on the project. Use the Review Panel Recommendations Form.

General Scoring Criteria

This project will be evaluated on the student's demonstration of mastery of the state academic content standards. A final recommendation of the student's performance level will be made to the District Superintendent based on the English II Performance Level Rubric (Appendix C).

Scoring Considerations

Representation of work for the second component (summary/reflection) will be a formal, polished presentation. The reflection must include insight and connection of theme and components to personal experiences and ideas; an explanation of the modes chosen and how those modes connect to the theme; and, an explanation of each artifact mode used within the project and its connection to the theme. Work that is not submitted in written form should be digitally copied or recorded and provided to the Panel for accurate scoring.

Scoring Directions

1. Use the English II and English III Writing Rubric (Appendix A) to score Component One – The Multi-Modal Written Component of the *Achieving Classroom Excellence (ACE)* End of Course Project.
2. The writing and oral reflection rubrics may be used to inform the final scoring, but ultimately the scores of the English II Performance Level Rubric (Appendix C) determine the overall proficiency of the student work.
3. Total the points earned on the English II Performance Level Rubric.
 - An overall score of 10 or more on the English II Performance Level Rubric is required for the student to score Limited Knowledge on the English III End of Course Project.
 - An overall score of 19 or more on the English II Performance Level Rubric is required for the student to score Proficient on an English III End of Course Project.
 - An overall score of 28 or more on the English II Performance Level Rubric is required for the student to score Advanced on an English III End of Course Project.
 - A student may not score Proficient or Advanced on an English II End of Course Project if the student scored a 1 on any row of the English II Performance Level Rubric.
4. Based on the information in #4, make a recommendation to the District Superintendent for the Performance Level score of the student on the English II End of Course Project.

Appendix A: English II and English III Writing Rubric

Analytic Scores

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of the student's writing. The following are the actual scoring rubrics used to assign the five analytic scores.

Score	Ideas and Development 30%
4	<ul style="list-style-type: none">• The content is well suited for the audience, purpose, and mode• The main idea or thesis is clear• Ideas are fully developed and elaborated using details, examples, reasons, or evidence• The writer expresses an insightful perspective towards the topic
3	<ul style="list-style-type: none">• The content is adequate for the audience, purpose, and mode• The main idea is evident but may lack clarity• Ideas are developed using some details, examples, reasons, and/or evidence• The writer sustains his/her perspective toward the topic throughout most of the composition
2	<ul style="list-style-type: none">• The content is inconsistent with the audience, purpose, and mode• The main idea is not focused and leaves the reader with question and making inferences to understand the main idea• Ideas are minimally developed with few details• May simply be a list of ideas• The writer has difficulty expressing his/her perspective toward the topic
1	<ul style="list-style-type: none">• The content is irrelevant to the audience, purpose, and mode• The composition lacks a central idea• Ideas lack development or may be repetitive• The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence 25%
4	<ul style="list-style-type: none"> • Introduction engages the reader • Sustained or consistent focus on the topic • Logical and appropriate sequencing and balanced with smooth, effective transitions • Order and structure are strong and move the reader through the text • Conclusion is satisfying
3	<ul style="list-style-type: none"> • Evident introduction to the topic • Adequate focus • Adequate sequencing • Stays on topic with little digression • Uses limited but effective transitions • Order and structure are present • Conclusion is appropriate
2	<ul style="list-style-type: none"> • May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	<ul style="list-style-type: none"> • Lacks logical direction • No evidence of organizational structure

Score	Word Choice 15%
4	<ul style="list-style-type: none"> • Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • Few vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language • Ordinary words used in an unusual way
3	<ul style="list-style-type: none"> • Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing
2	<ul style="list-style-type: none"> • Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	<ul style="list-style-type: none"> • Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

Score	Sentences and Paragraphs 15%
4	<ul style="list-style-type: none"> • Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing
3	<ul style="list-style-type: none"> • Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs
2	<ul style="list-style-type: none"> • Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	<ul style="list-style-type: none"> • Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety of structure • No attempt at paragraphing

Score	Grammar, Usage, and Mechanics 15%
4	<ul style="list-style-type: none"> • The writer demonstrates appropriate use of correct Spelling Punctuation Capitalization Grammar Usage • Errors may be noticeable but do not significantly affect readability
3	<ul style="list-style-type: none"> • The writer demonstrates adequate use of correct Spelling Punctuation Capitalization Grammar Usage • Errors may be distracting and interfere with readability
2	<ul style="list-style-type: none"> • The writer demonstrates minimal use of correct Spelling Punctuation Capitalization Grammar Usage • Errors are numerous and impede readability
1	<ul style="list-style-type: none"> • The writer demonstrates very limited use of correct

	<p>Spelling Punctuation Capitalization Grammar Usage</p> <ul style="list-style-type: none">• Errors are numerous and severely impede readability
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SAMPLE

Appendix B: Rubric for Oral Reflection

Score	Advanced
4	<ul style="list-style-type: none"> • Limited use of notes • Professional attire • Has a well thought out introduction, body and conclusion • States theme/thesis at the beginning and refers to it throughout the presentation • Presents all 5 artifacts and draws a clear connection between artifacts and theme/thesis • Presents smooth logical sequence • Time limits – good use of time • Well thought out, smooth presentation with minimal stops and refocusing of thought process • Creative presentation • Demonstrate familiarity of content through eye contact and body language
Score	Proficient
3	<ul style="list-style-type: none"> • Professional attire • Some use of notes • Creative presentation • Time limit – good use of time with minimal stops and refocusing time used • All 5 artifacts and clarity on their relation to the theme/thesis • States theme/thesis at the beginning and end of the presentation • Clear introduction, body and conclusion • Creative presentation
Score	Limited Knowledge
2	<ul style="list-style-type: none"> • Acceptable appearance • Use of notes apparent throughout presentation • Introduction, body and conclusion present, but continuously jumping from one idea to the next • 4/5 artifacts • Weak thesis • Doesn't make good use of allotted time

Score	Unsatisfactory
1	<ul style="list-style-type: none">• Student read presentation word for word• Missing 2 or more artifacts• Attire is inappropriate for presentation• Theme/thesis is unclear

SAMPLE

Appendix C
ACE End of Course Projects
Performance Level Rubric
English II

	1	2	3	4
Reading/Literature Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.	Student demonstrates little to no mastery of grade level vocabulary.	Student demonstrates partial mastery of grade level vocabulary: occasional difficulty in interpreting academic terms.	Student demonstrates mastery of vocabulary at grade level, successfully interprets academic terms and phrases, understands how affixes affect word meaning	Student demonstrates a superior and in-depth mastery of above-grade level vocabulary, including specialized academic language
Reading/Literature Standard 2: Comprehension – The student will interact with words and concepts on the page to understand what the writer has said.	Student demonstrates little to no literal understanding of text, and is unable to infer meaning from specific textual passages.	Student demonstrates a literal understanding of text, and shows partial ability to infer or interpret from textual elements, summarize the main idea, distinguish between significant/insignificant details, and analyze or evaluate differences between fiction and nonfiction	Student demonstrates mastery of the standard including the ability to infer or interpret from textual elements, summarize or generalize the main idea, explain the impact of specific details and elements, paraphrase analyze or evaluate differences between fiction and nonfiction, evaluate arguments, or analyze textual features for achieving author’s purpose.	Student demonstrates a in-depth mastery of the standard: shows the ability to reflect upon and respond to text.

<p>Reading/Literature Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.</p>	<p>Student demonstrates little to no mastery of various forms and characteristics of genre or subgenres of literature</p>	<p>Student demonstrates partial mastery of various forms and characteristics of genre or subgenres of literature; sometimes confuses or is unable to discern basic literary elements and techniques; sometimes unable to recognize how these elements and techniques affect development of the work.</p>	<p>Student demonstrates mastery of various forms and characteristics of genre or subgenres of literature; understands basic literary elements and techniques and accurately explains how they affect the development of a literary work.</p>	<p>Student demonstrates a superior and in-depth mastery of various forms and characteristics of genre or subgenres of literature; demonstrates knowledge of how literary elements and a wide range of literary techniques affect development of a literary work.</p>
<p>Reading/Literature Standard 4: Research and Information – The student will conduct research and organize information.</p>	<p>Students is unable to select the best source for a given purpose, access a variety of information, skim or scan for information, or use organizational strategies or interpret information from a variety of sources.</p>	<p>Students is sometimes able to select the best source for a given purpose, access a variety of information, skim or scan for information, or use organizational strategies or interpret information from a variety of sources.</p>	<p>Students is able to select the best source for a given purpose, access a variety of information, skim or scan for information, or use organizational strategies or interpret information from a variety of sources.</p>	<p>Students is able to select the best source for a given purpose, access a variety of information, skim or scan for information, or use organizational strategies or interpret information from a variety of sources and identify complexities and inconsistencies to the information and different perspectives.</p>

<p>Writing/Grammar/Usage and Mechanics Standard 1: Writing Process – The student will use the writing process to write coherently.</p>	<p>Student is unable to use the writing process to develop and refine composition skills with prewriting strategies, multiple drafts, revision, editing, or refining selected pieces.</p>	<p>Student is able to use parts of the writing process to develop and refine composition skills with prewriting strategies, multiple drafts, revision, editing, or refining selected pieces.</p>	<p>Student uses the writing process to develop and refine composition skills with prewriting strategies, multiple drafts, revision, editing, or refining selected pieces.</p>	<p>Student skillfully uses all aspects of the writing project to develop and refine composition skills in prewriting, developing multiple drafts, refining style to suit occasion, proofreading, editing, and frequently refining pieces for general and specific audiences.</p>
<p>Writing/Grammar/Usage and Mechanics Standard 2: Modes and Forms of Writing – The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.</p>	<p>The student is unable to determine proper mode, purpose, and audience for a writing piece and is unable to develop writing to length of 500-750 words</p>	<p>The student is partially able to determine proper mode, purpose, and audience for a writing piece, but cannot develop to a length of 500-750 words</p>	<p>The student is able to determine proper mode, purpose, and audience for a writing piece, is able to write to length of 500-750 words</p>	<p>The student writes for a variety of purposes and modes with lengths of 500-750 words or more, provides elements of narrative, expository, analytical, persuasive, or reflective modes in respective pieces and has an evident awareness of the audience and purpose for writing.</p>

<p>Writing/Grammar/Usage and Mechanics Standard 3: The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revision and editing stages of writing.</p>	<p>The student does not demonstrate correct use of Standard English in writing, is unable to distinguish commonly confused words, use correct verb forms, verb tenses; writing lacks subject-verb agreement, and does not demonstrate appropriate mechanics or sentence structure.</p>	<p>The student demonstrates some correct use of Standard English in writing, is sometimes able to distinguish commonly confused words, use correct verb forms and tenses, and ensure subject-verb agreement; sometimes demonstrates appropriate mechanics or sentence structure.</p>	<p>The student demonstrates correct use of Standard English in writing, most of the time is able to distinguish commonly confused words, use correct verb forms or tenses or subject-verb agreement, and most of the time demonstrates appropriate mechanics or sentence structure.</p>	<p>The student has skillful demonstration of the correct use of Standard English in writing, is able to distinguish commonly confused words, use correct verb forms and tenses, maintains subject-verb agreement, demonstrates appropriate mechanics and skillfully uses sentence structure to impact writing.</p>
<p>Integrating and Applying Knowledge and Skills to Address a Practical, Real World Challenge</p>	<p>Student demonstrates little to no mastery in integrating and applying knowledge and skills of English III to address a practical, real world challenge.</p>	<p>Student demonstrates partial mastery in integrating and applying knowledge and skills of English III to address a practical, real world challenge.</p>	<p>Student demonstrates mastery in integrating and applying knowledge and skills of English III to address a practical, real world challenge.</p>	<p>Student demonstrates superior mastery in integrating and applying knowledge and skills of English III to address a practical, real world challenge.</p>

Student Learning Reflection	Student demonstrates less than a Limited Knowledge level of understanding how this project has contributed to the student's learning and real world application of English III skills.	Student demonstrates a partial understanding how this project has contributed to the student's learning and real world application of English III skills.	Student demonstrates understanding of how this project has contributed to the student's learning and real world application of English III skills.	Student demonstrates superior understanding of how this project has contributed to the student's learning and real world application of English III skills, including past and future benefits of this experience on the student's life.
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Advanced

To score Advanced, a student must have a total of at least 28 points on the English III Performance Level Rubric, with no component scoring a 1.

Proficient

To score Proficient, a student must have a total of at least 19 points on the English III Performance Level Rubric, with no component scoring a 1.

Limited Knowledge

To score Limited Knowledge, a student must have a total of at least 10 points on the English III Performance Level Rubric.

Unsatisfactory

Students scoring less than 10 points on the English III Performance Level Rubric will score Unsatisfactory.