

# Student/Project Coordinator Guide

## *Achieving Classroom Excellence Act (ACE)* **End of Course Project** **Biology**

### **CATEGORY C**

#### **Project Overview**

The teacher will develop activities based on the Alternate Achievement Standards that reflect real-world situations. Through participation, the student use appropriate tools, SI units and prefixes when measuring cells, organisms, populations, and ecosystems; identify the properties of a biological classification system; report the results or interpretation of a biological investigation or event by using an appropriate graph or chart from collected data, tables, or written description; identify the similarities and differences in appearance between parents and offspring; recognize the basics of the cell cycle; classify organisms into plant or animal kingdoms; describe the life cycle of a plant and animal; identify the functions of major organ systems of the human body, and identify that organisms' responses to external stimuli affect survival.



**Achieving Classroom Excellence Act (ACE)  
Oklahoma Alternate Assessment Program (OAAP)  
End of Course Project - Biology**

**Project Requirements**

**Standard P1: Observe and Measure, Classify**

P1a) The student will respond to the teacher ~~participate in~~ measuring an organism.

**AND**

P1b) The student will respond to the teacher ~~participate in~~ identifying the appropriate tools for measuring cell, organisms, populations, and ecosystems.

**Standard C5: Organ Systems**

C5a) The student will respond to the teacher ~~participate in~~ identifying the functions of two organ systems.

**AND**

C5b) The student will respond to the teacher ~~participate in~~ identifying all human organ systems.

**Standard P4: Interpret/Communicate**

P4a) The student will respond to the teacher ~~participate in~~ graphing collected data.

**AND**

P4b) The student will respond to the teacher ~~participate in~~ evaluating data found on a graph.

**Standard C2: Molecular Basis of Heredity**

C2a) The student will respond to the teacher ~~participate in~~ matching parents to offspring.

**AND**

C2b) The student will respond to the teacher ~~participate in~~ predicting the characteristics of offspring.

**Standard P2: Classify**

P2a) The student will participate in identifying ~~creating~~ a biological classification system.

**AND**

P2b) The student will respond to the teacher ~~participate in~~ identifying the properties of a biological classification system.

### **Standard C3: Biological Diversity**

C3a) The student will respond to the teacher ~~participate in~~ classifying organisms into plant or animal kingdoms.

**AND**

C3b) The student will respond to the teacher ~~participate in~~ identifying structural differences in animals.

### **Standard P5: Model**

P5a) The student will respond to the teacher ~~participate in~~ sequencing the life cycle of a plant.

**AND**

P5b) The student will respond to the teacher ~~participate in~~ sequencing the life cycle of an animal.

### **Standard C4: Interdependence of Organisms**

C4a) The student will respond to the teacher ~~participate in~~ identifying examples of organisms competing in an ecosystem.

**AND**

C4b) The student will respond to the teacher ~~participate in~~ identifying examples of organisms cooperating in an ecosystem.

### **Standard P3: Experiment**

P3a) The student will respond to the teacher ~~participate in~~ conducting a biological experiment.

**AND**

P3b) The student will respond to the teacher ~~participate in~~ evaluating the results of a biological experiment.

### **Standard C1: Cells**

C1a) The student will respond to the teacher ~~participate in~~ identifying the function of a cell.

**AND**

C1B) The student will respond to the teacher ~~participate in~~ identifying the different parts of a cell.

**\*All project requirements must be fulfilled in order for the evaluation to be submitted.**

### **Project Participation**

Participation in the project may occur in a variety of forms, including but not limited to choice boards or other forms of assistive technology, eye gaze, student gestures, written or typed documents, and verbal expression.

### **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:

- 1) Provide the student access to the project requirements and ensure participation from the student.
- 2) Review a student's progress toward completion of the project.
- 3) Manage and prepare the paperwork necessary to submit the project to the Project Evaluation Panel.
- 4) Submit the final project to the Project Evaluation Panel for scoring with the attached Project Submission Form.
- 5) Ensure that both the project and the panel's recommendation are forwarded to the District Superintendent.
- 6) 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.

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.

All student work must be documented for scoring by the Project Evaluation Panel and kept on file for at least five years after completion. If a student completes any components of the project in a form other than written documents, these components may need to be documented through electronic files, video recordings, audio recordings, or other documentation method for accurate scoring and efficient storage. The Project Coordinator may document the process by photographing, recording, or otherwise making digital copies of student work.

All student work must be documented for scoring by the Project Evaluation Panel and kept on file for at least five years after completion. If a student completes any components of the project in a form other than written documents, these components may need to be documented through electronic files, video recordings, audio recordings, or other documentation method for accurate scoring and efficient storage. The Project Coordinator may document the process by photographing, recording, or otherwise making digital copies of 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 completion of the project requirements by 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 checklist 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) Become familiar with the Biology project requirements.
- 2) Follow all directions and scoring criteria included in this guide.
- 3) Submit a recommendation to the District Superintendent on the overall performance of the student on the project using the Review Panel Recommendations Form.

**Achieving Classroom Excellence Act (ACE)  
Oklahoma Alternate Assessment Program (OAAP)  
Scoring Checklist – Biology**

**Standard P1: Observe and Measure, Classify**

Date	Project Requirements	Yes	No	Project Coordinator Initials
	P1a) The student <u>responded to the teacher participated in</u> measuring an organism.			
Description of student participation:				

Date	Program Requirements	Yes	No	Project Coordinator Initials
	P1b) The student <u>responded to the teacher participated in</u> identifying the appropriate tools for measuring cell, organisms, populations, and ecosystems.			

Description of student participation:

**Participation in the project may occur in a variety of forms, including but not limited to choice boards or other forms of assistive technology, eye gaze, student gestures, written or typed documents, and verbal or facial expression.**

**Standard C5: Organ Systems**

Date	Program Requirements	Yes	No	Project Coordinator Initials
	C5a) The student <u>responded to the teacher participated in</u> identifying the functions of two organ systems.			

Description of student participation:

Date	Program Requirements	Yes	No	Project Coordinator Initials
	C5b) The student <u>responded to the teacher participated in</u> identifying all human organ systems.			

Description of student participation:

**Participation in the project may occur in a variety of forms, including but not limited to choice boards or other forms of assistive technology, eye gaze, student gestures, written or typed documents, and verbal or facial expression.**

**Standard P4: Interpret/Communicate**

Date	Project Requirements	Yes	No	Project Coordinator Initials
	P4a) The student <u>responded to the teacher</u> <del>participated in</del> graphing collected data.			

Description of student participation:

Date	Program Requirements	Yes	No	Project Coordinator Initials
	P4b) The student <u>responded to the teacher</u> <del>participated in</del> evaluating data found on a graph.			

Description of student participation:				

**Participation in the project may occur in a variety of forms, including but not limited to choice boards or other forms of assistive technology, eye gaze, student gestures, written or typed documents, and verbal or facial expression.**

**Standard C2: Molecular Basis of Heredity**

Date	Program Requirements	Yes	No	Project Coordinator Initials
	C2a) The student <u>responded to the teacher participated in</u> matching parents to offspring.			

Description of student participation:				
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Date	Program Requirements	Yes	No	Project Coordinator Initials
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	C2b) The student <u>responded to the teacher</u> <del>participated in</del> predicting the characteristics of offspring.			
Description of student participation:				

**Participation in the project may occur in a variety of forms, including but not limited to choice boards or other forms of assistive technology, eye gaze, student gestures, written or typed documents, and verbal or facial expression.**

**Standard P2: Classify**

Date	Program Requirements	Yes	No	Project Coordinator Initials
	P2a) The student <u>responded to the teacher</u> <del>participated in</del> creating a biological classification system.			
Description of student participation:				

Date	Program Requirements	Yes	No	Project Coordinator Initials
	P2b) The student <u>responded to the teacher participated in</u> identifying the properties of a biological classification system.			
Description of student participation:				

**Participation in the project may occur in a variety of forms, including but not limited to choice boards or other forms of assistive technology, eye gaze, student gestures, written or typed documents, and verbal or facial expression.**

### Standard C3: Biological Diversity

Date	Program Requirements	Yes	No	Project Coordinator Initials
	C3a) The student <u>responded to the teacher participated in</u> classifying organisms into plant or animal kingdoms.			
Description of student participation:				

Date	Program Requirements	Yes	No	Project Coordinator Initials
	C3b) The student <u>responded to the teacher</u> <del>participated in</del> identifying structural differences in animals.			
Description of student participation:				

**Participation in the project may occur in a variety of forms, including but not limited to choice boards or other forms of assistive technology, eye gaze, student gestures, written or typed documents, and verbal or facial expression.**

### Standard P5: Model

Date	Program Requirements	Yes	No	Project Coordinator Initials
	P5a) The student <u>responded to the teacher</u> <del>participated in</del> sequencing the life cycle of a plant.			
Description of student participation:				

Date	Program Requirements	Yes	No	Project Coordinator Initials
	P5b) The student <u>responded to the teacher participated in</u> sequencing the life cycle of an animal.			
Description of student participation:				

**Participation in the project may occur in a variety of forms, including but not limited to choice boards or other forms of assistive technology, eye gaze, student gestures, written or typed documents, and verbal or facial expression.**

**Standard C4: Interdependence of Organisms**

Date	Program Requirements	Yes	No	Project Coordinator Initials
	C4a) The student <u>responded to the teacher participated in</u> identifying examples of organisms competing in an ecosystem.			
Description of student participation:				

Date	Program Requirements	Yes	No	Project Coordinator Initials
	C4b) The student <u>responded to the teacher</u> participated in identifying examples of organisms cooperating in an ecosystem.			
Description of student participation:				

**Participation in the project may occur in a variety of forms, including but not limited to choice boards or other forms of assistive technology, eye gaze, student gestures, written or typed documents, and verbal or facial expression.**

### Standard P3: Experiment

Date	Program Requirements	Yes	No	Project Coordinator Initials
	P3a) The student <u>responded to the teacher</u> participated in conducting a biological experiment.			

Description of student participation:

Date	Program Requirements	Yes	No	Project Coordinator Initials
	P3b) The student <u>responded to the teacher</u> participated in evaluating the results of a biological experiment.			

Description of student participation:

**Participation in the project may occur in a variety of forms, including but not limited to choice boards or other forms of assistive technology, eye gaze, student gestures, written or typed documents, and verbal or facial expression.**

**Standard C1: Cells**

Date	Program Requirements	Yes	No	Project Coordinator Initials
	C1a) The student <u>responded to the teacher</u> participated in identifying the function of a cell.			

Description of student participation:

Date	Program Requirements	Yes	No	Project Coordinator Initials
	C1b) The student <u>responded to the teacher</u> participated in identifying the different parts of a cell.			

Description of student participation:

**Participation in the project may occur in a variety of forms, including but not limited to choice boards or other forms of assistive technology, eye gaze, student gestures, written or typed documents, and verbal or facial expression.**

**Achieving Classroom Excellence Act (ACE)**  
**Oklahoma Alternate Assessment Program (OAAP)**  
**End of Course Project – Biology**  
**Project Summary Form**

	<b>Standard measured</b>	<b>Check off completed requirements</b>
P1a.	Observe and Measure, Classify	
P1b.	Observe and Measure, Classify	
C5a.	Organ Systems	
C5b.	Organ Systems	
P4a.	Interpret/Communicate	
P4b.	Interpret/Communicate	
C2a.	Molecular Basis of Heredity	
C2b.	Molecular Basis of Heredity	
P2a.	Classify	
P2b.	Classify	
C3a.	Biological Diversity	
C3b.	Biological Diversity	
P5a.	Model	
P5b.	Model	
C4a.	Interdependence of Organisms	
C4b.	Interdependence of Organisms	
P3a.	Experiment	
P3b.	Experiment	
C1a.	Cells	
C1b.	Cells	

**\*All project requirements must be fulfilled in order for the project to be considered valid and complete.**

\_\_\_\_\_ has completed all of the project  
**(Student name)**  
**requirements for the Oklahoma Alternate Assessment Program End of Course project in Biology.**

\_\_\_\_\_ has not completed all of the  
(Student name)  
project requirements for the Oklahoma Alternate Assessment Program End of Course  
project in Biology. Please see the comments / concerns section below.

**\*\*The district Superintendent and all project evaluators must sign and date the Project  
Summary Form.**

\_\_\_\_\_ Date  
Panel member signature

\_\_\_\_\_ Date  
Panel member signature

\_\_\_\_\_ Date  
Panel member signature

\_\_\_\_\_ Date  
Superintendent signature

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### Comments / Concerns

The evaluation panel members should document the reasons for not approving the End of Course  
project in this section.