

Student/Project Coordinator Guide

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

CATEGORY C

Project Overview

The teacher will develop activities based on the Alternate Achievement Standards that reflect real-world situations. Through participation, the student will use deductive reasoning to follow logical arguments; identify the properties of two dimensional figures; identify other plane figures; and identify angles and the types of triangles.



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

Project Requirements

Standard 1: Logical Reasoning

1a) The student will respond to the teacher deducing logical conclusions based on given information.

AND

1b) The student will respond to the teacher's identification of illogical arguments.

Standard 2: Properties of Two-Dimensional Figures

2a) The student will respond to the teacher locating, recognizing, or tracing the circumference of a circle.

AND

2b) The student will respond when the teacher measures the perimeter of two-dimensional figures.

Standard 3: Triangles and Trigonometric Ratios

3a) The student will respond to the teacher's identification of the hypotenuse of a right triangle.

AND

3b) The student will respond to the identification of triangles according to their angles (acute, obtuse or right).

Standard 5: Coordinate Geometry

5a) The student will respond to the teacher's identification of reflections, rotations, and translations.

AND

5b) The student will respond to the teacher's creation of reflections, rotations, and translations.

***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:

- 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 is 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 serves 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.

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 Geometry 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 – Geometry**

Standard 1: Logical Reasoning

Date	Project Requirements	Yes	No	Project Coordinator Initials
	1a) The student responded when the teacher deduced logical conclusions based on given information.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	1b) The student responded when the teacher identified illogical arguments.			
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 2: Properties of Two-Dimensional Figures

Date	Project Requirements	Yes	No	Project Coordinator Initials
	2a) The student responded to the teacher locating, recognizing, or tracing the circumference of a circle.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	2b) The student responded when the teacher measured the perimeter of two-dimensional figures.			
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 3: Triangles and Trigonometric Ratios

Date	Project Requirements	Yes	No	Project Coordinator Initials
	3a) The student responded when the teacher identified the hypotenuse of a right triangle.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	3b) The student responded when the teacher identified triangles according to their angles (acute, obtuse or right).			
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 5: Coordinate Geometry

Date	Project Requirements	Yes	No	Project Coordinator Initials
	5a) The student responded when the teacher identified reflections, rotations, and translations.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	5b) The student responded when the teacher created reflections, rotations, and translations.			
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.

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Oklahoma Alternate Assessment Program (OAAP)
End of Course Project – Geometry
Project Summary Form

	Standard measured	Check off completed requirements
1a.	Logical Reasoning	
1b.	Logical Reasoning	
2a.	Properties of Two-Dimensional Figures	
2b.	Properties of Two-Dimensional Figures	
3a.	Triangles and Trigonometric Ratios	
3b.	Triangles and Trigonometric Ratios	
5a.	Coordinate Geometry	
5b.	Coordinate Geometry	

***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
Geometry.

_____ has not completed all of the
(Student name)
project requirements for the Oklahoma Alternate Assessment Program End of Course
project in Geometry. 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

Comments / Concerns

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