

Student/Project Coordinator Guide

Achieving Classroom Excellence Act (ACE)
End of Course Project
U.S. History

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 be able to identify major technological advances/inventions during the Industrial Revolution; identify causes of World War I; identify key individuals of the time and how automobiles and the expansion of electricity changed American life; identify the powers during World War II; explain the significance of Pearl Harbor/the Holocaust; and identify the significance of Martin Luther King Jr. and Rosa Parks.



**Achieving Classroom Excellence Act (ACE)
Oklahoma Alternate Assessment Program (OAAP)
End of Course Project – U.S. History**

Project Requirements

Standard 2: Industrial Revolution

2a) The student will participate in identifying a physical representation of an invention or immigration during or before the Industrial Revolution.

AND

2b) The student will participate in creating a physical representation of their personal heritage.

Standard 3: Causes of World War I

3a) The student will participate in identifying a physical representation of WWI (e.g. maps, key players, collage, poster).

AND

3b) The student will respond to the identification of two causes of WWI.

Standard 4: Events in the US in the era between the World Wars

4a) The student will respond to a physical representation of how people use automobiles.

AND

4b) The student will respond to a teacher demonstration of one way that electricity is important to people.

Standard 5: World War II

5a) The student will respond to a physical representation of Pearl Harbor.

AND

5b) The student will respond to the identification of two facts about the Holocaust.

AND

5c) The student will respond to a physical representation that depicts at least three major powers/countries.

Standard 6: United States since World War II

6a) The student will respond to the identification of Dr. Martin Luther King, Jr. and Rosa Parks, famous people from the civil rights movement.

AND

6b) The student will respond to a timeline of at least 3 historical events related to civil rights.

***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 or facial 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 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 U.S. History 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 – US History**

Standard 2: Industrial Revolution

Date	Project Requirements	Yes	No	Project Coordinator Initials
	2a) The student participated in identifying a physical representation of an invention or immigration during or before the Industrial Revolution.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	2b) The student participated in creating a physical representation of their personal heritage.			
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: Causes of World War I

Date	Project Requirements	Yes	No	Project Coordinator Initials
	3a) The student participated in identifying a physical representation of WWI (e.g. maps, key players, collage, poster).			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	3b) The student responded to the identification of two causes of WWI.			
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 4: Events in the US in the era between the World Wars

Date	Project Requirements	Yes	No	Project Coordinator Initials
	4a) The student responded to a physical representation of how people use automobiles.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	4b) The student responded to a teacher demonstration of one way that electricity is important to people.			
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: World War II

Date	Project Requirements	Yes	No	Project Coordinator Initials
	5a) The student responded to a physical representation of Pearl Harbor.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	5b) The student responded to the identification of two facts about the Holocaust.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	5c) The student responded to a physical representation that depicts at least three major powers/countries.			
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 6: United States since World War II

Date	Project Requirements	Yes	No	Project Coordinator Initials
	6a) The student responded to the identification of Dr. Martin Luther King, Jr. and Rosa Parks, famous people from the civil rights movement.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	6b) The student responded to a timeline of at least 3 historical events related to civil rights.			
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 expression.

**Achieving Classroom Excellence Act (ACE)
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End of Course Project – U.S. History
Project Summary Form**

	Standard measured	Check off completed requirements
2a.	Industrial Revolution	
2b.	Industrial Revolution	
3a.	Causes of World War I	
3b.	Causes of World War I	
4a.	Events in the US in the era between the World Wars	
4b.	Events in the US in the era between the World Wars	
5a.	World War II	
5b.	World War II	
5c.	World War II	
6a.	United States since World War II	
6b.	United States since World War II	

***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 U.S. History.

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

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

Panel member signature Date

Panel member signature Date

Panel member signature Date

Superintendent signature Date

Comments / Concerns

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