

Project Coordinator and Evaluation Panel Guide

Achieving Classroom Excellence Act (ACE) **End of Course Project** **U.S. History** **Justice/Injustice**

Category B

Project Overview

Through a student created Historical Journal and product/presentation, student will exhibit mastery of U.S. History *Priority Academic Student Skills* (PASS). The topic for the journal and product/presentation will be “Justice/Injustice in U.S. History”.



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. Additional documents/visual representation could be used as related to each individual standard with project coordinator approval.

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 a 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 U.S. History: Justice/Injustice 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 second component.
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.
6. Submit the final project (historical journal, product/presentation, and 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 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. 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 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 U.S. History: Justice/Injustice Student Guide.
2. Become familiar with the U.S. History 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 U.S. History Performance Level Rubric (Appendix C).

Scoring Considerations

- Representation of work may come in a variety of forms, including multi-media presentations, constructed objects, artistic expression, written documents, and verbal expression. Creativity is encouraged! Work that is not submitted in written form should be documented or recorded and provided to the Panel for accurate scoring.

Scoring Directions

1. Use the historical journal rubric (Appendix A) to score component 1.
2. Use the product/presentation rubric (Appendix B) to score component 2.
3. Rubrics one and two may be used to inform the final scoring, but ultimately the scores of the U.S. History Performance Level Rubric (Appendix C).
4. Total the points earned on the U.S. History Performance Level Rubric.
 - An overall score of 26 or more (with no score of two or below) on the U.S. History Performance Level Rubric is required for the student to score Advanced on the U.S. History End of Course Project.
 - An overall score of 16-25 (with no score of one) on the U.S. History Performance Level Rubric is required for the student to score Proficient on the U.S. History End of Course Project.
 - An overall score of 10-15 on the U.S. History Performance Level Rubric is required for the student to score Limited Knowledge on the U.S. History End of Course Project.
 - An overall score of less than 10 on the U.S. History Performance Level Rubric is required for the student to score Unsatisfactory on the U.S. History End of Course Project.
5. Based on the student's overall score, make a recommendation to the District Superintendent for the Performance Level score of the student on the U.S. History End of Course Project.

APPENDIX A

Process Historical Journal Scoring Rubric

Score	Criteria
<i>Advanced:</i>	Student historical journal consistently demonstrates superior understanding of challenging subject matter of all the measured standards. The student will make logical and sophisticated interpretations of evidence, clearly explain cause and effect, and demonstrate a thorough understanding of the chronology of historical events and the complex interrelationships among them. The student is able to compare and contrast and can distinguish between fact and opinion.
<i>Proficient</i>	Student historical journal demonstrates a mastery of appropriate subject matter of all the measured standards. The student will make clear and logical interpretations of evidence, explain cause and effect, and demonstrate a general understanding of the chronology of historical events and the interrelationships among them. The student is able to compare and contrast and can distinguish between fact and opinion.
<i>Limited Knowledge</i>	Student historical journal demonstrates a partial mastery of appropriate subject matter of all the measured standards. The student will make unclear, illogical, or simple interpretations of evidence, seldom recognizes cause and effect, and demonstrate a limited understanding of the chronology of historical events and the interrelationships among them. The student has difficulty comparing and contrasting or distinguishing between fact and opinion.
<i>Unsatisfactory</i>	Students have not performed at least at the Limited Knowledge level.

APPENDIX B

Scoring Rubric for Second Component Product/Presentation

Score	Criteria
<i>Advanced</i>	Student's product/presentation demonstrates a logical and sophisticated ability to comprehend, interpret, and evaluate the historical topic and all historic eras. The product/presentation must include evidence such as primary source documents, maps, graphs, charts, diaries, timelines, images, photographs, artifacts, and/or political cartoons from all six historical eras.
<i>Proficient</i>	Student's product/presentation demonstrates a general ability to comprehend, interpret, and evaluate the historical topic and most of the historical eras (4 of 6). The product/presentation will include such evidence as primary source documents, maps, graphs, charts, diaries, timelines, images, photographs, artifacts, and/or political cartoons.
<i>Limited Knowledge</i>	Student's product/presentation demonstrates partial ability to comprehend, interpret, and evaluate historical topic and some of the historical eras; two to three of the six historical eras. The product/presentation may include such evidence as primary source documents, maps, graphs, charts, diaries, timelines, images, photographs, artifacts, and/or political cartoons.
<i>Unsatisfactory</i>	Student has not performed at least at the Limited Knowledge level.

APPENDIX C

**ACE End of Course Projects
Performance Level Rubric
U.S. History**

	1	2	3	4
Process Standard 1: The student will demonstrate process skills in social studies across all six content standards.	Student demonstrates little to no mastery of the process standards.	Student demonstrates partial mastery of the process standards.	Student demonstrates mastery of the process standards including such skills as use primary and secondary sources.	Student demonstrates a superior and in-depth mastery of the process standards.
Content Standard 1: The student will analyze causes, key events, and effects of the Civil War/Reconstruction era.	Student demonstrates little to no mastery of the standard.	Student demonstrates partial mastery of the standard.	Student demonstrates mastery of the standard including such skills as explain differences between the North and South, trace events leading to the war, interpret importance of critical developments in the war, and evaluate the continuing impact of Reconstruction policies.	Student demonstrates a superior and in-depth mastery of the standard.
Content Standard 2: The student will analyze the impact of immigration, the settlement of the American West, and industrialization on American society.	Student demonstrates little to no mastery of the standard.	Student demonstrates partial mastery of the standard.	Student demonstrates mastery of the standard including such skills as analyze the impact of immigration, migration, and settlement patterns; and evaluate the impact of industrialization.	Student demonstrates a superior and in-depth mastery of the standard.
Content Standard 3. The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.	Student demonstrates little to no mastery of the standard.	Student demonstrates partial mastery of the standard.	Student demonstrates mastery of the standard including such skills as evaluate the motivations and impact of American Imperialism on international relations; and evaluate the causes and effects of World War I on American politics, economy, and society.	Student demonstrates a superior and in-depth mastery of the standard.

	1	2	3	4
Content Standard 4: The student will describe the social; cultural; economic; and technological ideas and events in the United States in the era between the World Wars.	Student demonstrates little to no mastery of the standard.	Student demonstrates partial mastery of the standard.	Student demonstrates mastery of the standard including such skills as compare and contrast cultural, economic, and social events and trends between the World Wars; analyze the effects of the destabilization of the American economy; and analyze the Great Depression, the Dust Bowl, and the New Deal economic policies.	Student demonstrates a superior and in-depth mastery of the standard.
Content Standard 5: The student will analyze the major causes, events, and effects of United States' involvement in World War II.	Student demonstrates little to no mastery of the standard.	Student demonstrates partial mastery of the standard.	Student demonstrates mastery of the standard including such skills as examine changes in American society and government policy as the nation prepared for and entered World War II; and describe events affecting the outcome of World War II.	Student demonstrates a superior and in-depth mastery of the standard.
Content Standard 6: The student will analyze the foreign and domestic policies of the United States since World War II.	Student demonstrates little to no mastery of the standard.	Student demonstrates partial mastery of the standard.	Student demonstrates mastery of the standard including such skills as analyze the origins, international alliances, and efforts at containment of Communism; describe events which changed domestic and foreign policies during the Cold War and its aftermath; and analyze economic, social, and political transformation within the United States since World War II.	Student demonstrates a superior and in-depth mastery of the standard.

	1	2	3	4
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 U.S. History skills.	Student demonstrates a partial understanding how this project has contributed to the student's learning and real world application of U.S. History skills.	Student demonstrates understanding of how this project has contributed to the student's learning and real world application of U.S. History skills.	Student demonstrates superior understanding of how this project has contributed to the student's learning and real world application of U.S. History skills, including past and future benefits of this experience on the student's life.

Advanced

To score Advanced, a student must have a total of at least 26 points on the U.S. History Performance Level Rubric, with no scores of 2 or below.

Proficient

To score Proficient, a student must have a total of at least 16 points on the U.S. History Performance Level Rubric, with no scores of 1.

Limited Knowledge

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

Unsatisfactory

Students scoring less than 10 points on the U.S. History Performance Level Rubric will score Unsatisfactory.