Student/Project Coordinator Guide

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

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 summarize text using a graphic organizer; identify a variety of literary forms and compare text for story elements from various genres; use the index, glossary, table of contents in various media to locate information, use graphic organizers; use writing skills to place personal information on a job application; and create simple sentences and questions.

Achieving Classroom Excellence Act (ACE)
Oklahoma Alternate Assessment Program (OAAP)
End of Course Project – English III

Project Requirements

Standard 1: Vocabulary

1a) The student will respond to the teacher"s ~~participate in~~ identification ~~ying~~ of the meaning of three words in a paragraph.
AND
1b) The student will respond to the teacher ~~attend to the teacher~~ reading a short story or paragraph. (Attending to reading could occur through visual, verbal, auditory, or tactile modalities.)

Standard 2: Comprehension/Critical Literacy

2a) The student will respond to the teacher's ~~participate in~~ identification ~~ying~~ of the sequence of events within a text.
AND
2b) The student will respond to the teacher ~~participate in~~ creating two graphic organizers. (Participation in creating could occur through a student making choices concerning information placement in a graphic organizer. Choices can be made through any and all communication modalities.)

Standard 3: Literature

3a) The student will respond to the teacher's ~~participate in~~ identification ~~ying~~ of three different types of genres.
AND
3b) The student will respond to the teacher's ~~participate in~~ identification ying of three different literary elements.

Standard 4: Research and Information

4a) The student will respond to the teacher ~~participate in~~ researching a topic of student interest.
AND
4b) The student will respond to the teacher's ~~participate in~~ identification ~~ying~~ of the index, table of content, and glossary.

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

English III Writing

Standard W1: Writing Process

W1a) The student will respond to the teacher participate in arranging ideas in a graphic organizer.
AND
W1b) The student will respond to the teacher participate in creating a narrative. (e.g. sentence strips, picture sequences to convey meaning, imaginative play, dictation)

Standard W2: Modes and Forms of Writing

W2a) The student will respond to the teacher participate in filling out a job application. (Participation can occur through any and all communication modalities.)
AND
W2b) The student will respond to the teacher participate in identifying personal information that belongs on a job application.

Standard W3: Grammar Usage and Mechanics

W3a) The student will respond to the teacher's participate in identification ying of the appropriate punctuation for a simple sentence or question.
AND
W3b) The student will respond to the teacher participate in completing a simple or compound sentence.

*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. Creativity is encouraged!

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 English III 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.

Standard 1: Vocabulary

Date	Project Requirements	Yes	No	Project Coordinator Initials
	1a) The student responded to the teacher's ~~participated in~~ identification ~~ying of~~ the meaning of three words in a paragraph.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	1b) The student responded to the teacher~~attended to the teacher~~ reading a short story or paragraph. (Attending to reading could occur through visual, verbal, auditory, or tactile modalities.)			

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: Comprehension/Critical Literacy

Date	Project Requirements	Yes	No	Project Coordinator Initials
	2a) The student responded to the teacher's participated in identification ying of the sequence of events within a text.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	2b) The student responded to the teacher participated in creating two graphic organizers. (Participation in creating			

	could occur through a student making choices concerning information placement in a graphic organizer. Choices can be made through any and all communication modalities.)			
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: Literature

Date	Project Requirements	Yes	No	Project Coordinator Initials
	3a) The student responded to the teacher's participated in identification ying of three different types of genres.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator

					Initials
	3b) The student responded to the teacher's ~~participated in~~ identification ~~ying of~~ three different literary elements.				

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: Research and Information

Date	Project Requirements	Yes	No	Project Coordinator Initials
	4a) The student responded to the teacher ~~participated in~~ researching a topic of student interest.			

Description of student participation:

Date	Project Requirements	Yes	No	Project Coordinator Initials
	4b) The student responded to the teacher's ~~participated in~~			

			Yes	No	
	identif<u>ication</u> ~~ying of~~ the index, table of contents and glossary.				
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 W1: Writing Process

Date	Project Requirements	Yes	No	Project Coordinator Initials
	W1a) The student <u>responded to the teacher</u> ~~participated in~~ arranging ideas in a graphic organizer.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	W1b) The student responded to the teacher participated in creating a narrative. (e.g. sentence strips, picture sequences to convey meaning, imaginative play, dictation…)			
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 W2: Modes and Forms of Writing

Date	Project Requirements	Yes	No	Project Coordinator Initials
	W2a) The student responded to the teacher participated in filling out a job application. (Participation can occur through any and all communication modalities.)			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	W2b) The student responded to the teacher participated in identifying personal information that belongs on a job application.			
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 W3: Grammar, Usage, and Mechanics

Date	Project Requirements	Yes	No	Project Coordinator Initials
	W3a) The student responded to the teacher's participated in identification ying of the appropriate punctuation for a simple sentence or question.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	W3b) The student responded to the teacher participated in completing a simple or compound sentence.			

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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End of Course Project – English III

Project Summary Form

Standard measured	Check off completed requirements

1a.	Vocabulary	
1b.	Vocabulary	
2a.	Comprehension/Critical Literacy	
2b.	Comprehension/Critical Literacy	
3a.	Literature	
3b.	Literature	
4a.	Research and Information	
4b.	Research and Information	

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

	Standard measured	**Check off completed requirements**
W1a.	Writing Process	
W1b.	Writing Process	

W2a.	Modes and Forms of Writing	
W2b.	Modes and Forms of Writing	
W3a.	Grammar, Usage, and Mechanics	
W3b.	Grammar, Usage, and Mechanics	

*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 English III.

_____ **has not completed all of the**

(Student name)
project requirements for the Oklahoma Alternate Assessment Program End of Course project in English III. 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.