



OKLAHOMA

STATE DEPARTMENT *of* EDUCATION

— JOY HOFMEISTER —

STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION

End of Course Project Options for Meeting Achieving Classroom Excellence (ACE) Graduation Testing Requirements for Each of the Oklahoma End-of-Instruction Exams:

ACE Algebra I

ACE Algebra II

ACE Geometry

ACE Biology I

ACE English II

ACE English III

ACE United States History

Purpose of the End of Course Projects

Oklahoma Statutes (70 O.S. § 1210.523) allow for students to use alternate methods (alternate tests, End of Course Projects, and modified proficiency scores) approved by the Oklahoma State Board of Education to meet the ACE Testing Requirements set forth in the same section of law. Those testing requirements state:

Beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma:

1. *Algebra I;*
2. *English II; and*
3. *Two of the following five:*
 - a. *Algebra II,*
 - b. *Biology I,*
 - c. *English III,*
 - d. *Geometry, and*
 - e. *United States History.*

To demonstrate mastery, the student shall attain at least a proficient score on the end-of-instruction criterion-referenced tests administered pursuant to Section 1210.508 of this title.

The Oklahoma State Board of Education has outlined the processes and procedures that must be used when implementing alternate tests, End of Course Projects, and modified proficiency scores. Procedural information may be on the ACE Resources page of the Oklahoma State Department of Education Website, <http://ok.gov/sde/achieving-classroom-excellence-resources>.

Development of the End of Course Projects

Committees of teachers, administrators, business leaders, higher education faculty, and other stakeholders prepared projects in Algebra I, Algebra II, Biology I, English II, English III, Geometry, and U.S. History for consideration by the State Board of Education. For each project, the committees developed a “Student Guide” and a “Project Coordinator and Evaluation Panel Guide.” These guides must be followed during completion and scoring of the projects.

Use of the End of Course Projects

Oklahoma Statutes (70 O.S. § 1210.523 and 70 O.S. § 1210.525) and Oklahoma Administrative Code (OAC 210:10-13-16) provide procedures whereby End of Course Projects may be used by Oklahoma students to meet the ACE graduation testing requirements set forth in 70 O.S. § 1210.523. Documentation requirements are also set forth in OAC 210:10-13-16. A flowchart, the requirements, and frequently asked questions may be on the ACE Resources page of the Oklahoma State Department of Education Website, <http://ok.gov/sde/achieving-classroom-excellence-resources>.

Location of the End of Course Projects

The confidential Student Guides and Project Coordinator and Evaluation Panel Guides are available through the Single Sign On.

**THE PROJECTS LISTED BELOW ARE
AVAILABLE IN BOTH CATEGORY A AND B.**

Category A

Category A Projects shall be offered to all students.

Category B

Category B Projects will only be available to students on an IEP or a LIEP and shall incorporate additional, varied approaches for students to demonstrate mastery, including, but not limited to, modifications, accommodations, and/or alternate achievement standards identified as necessary by the student's IEP and/or LIEP. The IEP or LIEP team must make a determination that this project is appropriate for a student based upon their individual needs. IEP students will be allowed this option for all subjects. Students on a LIEP are only allowed this option for English II and III.

| EOI EXAM | PROJECT AND DESCRIPTION |
|----------------------|---|
| ACE Algebra I | <i>Leaps and Bounds</i> – Design and conduct an investigation in order to determine and explain the relationship between a person's height and their vertical reach when jumping and horizontal leaping ability. This project will require collecting data from at least 30 people. |
| | <i>Gold, Silver, Bronze</i> – Investigate the gains made by women/men in the world of sports. This project will require researching data from websites. |
| | <i>Where the Wind Comes Sweeping Down the Plains</i> – You are working for the Oklahoma Tourism Bureau and are coordinating a trip for some tourists that will incorporate some of Oklahoma's highlights. |
| | <i>Shield Yourself</i> – You are working in a video game design business and need to design an awesome shield for game avatars to equip. |

| EOI EXAM | PROJECT AND DESCRIPTION |
|-----------------------|---|
| ACE Algebra II | <i>Earth Shattering</i> – Given an earthquake scenario and data, analyze and solve problems that occur as a result of the event. This project will require working with and graphing equations. |

| EOI EXAM | PROJECT AND DESCRIPTION |
|---------------------|--|
| ACE Geometry | <i>Creatures, Creatures Everywhere – And Not One That's Normal Size</i> – Create a room for a 4" or 9 cm creature using geometric properties. This project will require building a model or developing a schematic of a room that is proportional to realistic dimensions. |
| | <i>Down on the Farm</i> – Design a farm using geometric properties. This project will require a large coordinate grid to draw a two-dimensional representation of the required farm elements. |

| EOI EXAM | PROJECT AND DESCRIPTION |
|----------------------|---|
| ACE Biology I | <p><i>A Seedy Situation</i> – The project is composed of three components. The student will complete all three components and tasks associated with each:</p> <ul style="list-style-type: none"> • Component 1: Conduct an investigation to become familiar with the process of seed germination. • Component 2: Design, conduct, and evaluate an experiment that tests the effect of one identified environmental factor on the growth of plants germinated from the previous investigation. • Component 3: Complete the Student Learning Reflection as described in the Project Guide. <p>A Seedy Situation – Scoring Appendices</p> |

| EOI EXAM | PROJECT AND DESCRIPTION |
|-------------------------|--|
| ACE U.S. History | <p><i>Conflict and Compromise</i> – Through a student created Research Journal and product/presentation, student will exhibit mastery of U.S. History Oklahoma Academic Standards. The topic for the journal and product/presentation will be “Conflict and Compromise in U.S. History.”</p> |
| | <p><i>Power, Authority, and Governance</i> – Through a student created Research Journal and product/presentation, student will exhibit mastery of U.S. History Oklahoma Academic Standards. The topic for the journal and product/presentation will be “Power, Authority, and Governance in U.S. History.”</p> |
| | <p><i>Revolution, Reaction, and Reform</i> – Through a student created Research Journal and product/presentation, student will exhibit mastery of U.S. History Oklahoma Academic Standards. The topic for the journal and product/presentation will be “Revolution, Reaction, and Reform in U.S. History.”</p> |
| | <p><i>Turning Points</i> – Through a student created Research Journal and product/presentation, student will exhibit mastery of U.S. History Oklahoma Academic Standards. The topic for the journal and product/presentation will be “Turning Points in U.S. History.”</p> |

| EOI EXAM | PROJECT AND DESCRIPTION |
|-----------------------|---|
| ACE English II | <p><i>Choice of Topics</i> – Through a well-written, documented essay and product/presentation, student will exhibit mastery of English II Priority Academic Student Skills (PASS). The student will make a selection from the topics listed below.</p> <ol style="list-style-type: none"> 1. The conflict between generations 2. The causes and effects of social change 3. The challenge of dealing with loss 4. The psychology of victimization 5. The adaptation to personal change 6. The interactions with nature 7. The development of a self-identity 8. The exploration of recurrent archetypal characters, setting, and theme 9. The dynamics of relationships 10. The challenge or reward of achieving dreams or goals |

| EOI EXAM | PROJECT AND DESCRIPTION |
|---|---|
| ACE English III | <i>Citizen's Relationship to Society</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be Citizen's Relationship to Society. |
| | <i>Contemporary</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be Contemporary. |
| | <i>Disillusion, Defiance, and Discontent</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be Disillusion, Defiance, and Discontent. |
| | <i>Freedom-Bondage</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be Freedom-Bondage. |
| | <i>From Generation to Generation</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be From Generation to Generation. |
| | <i>Individuality: Creative Spirit</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be Individuality: Creative Spirit. |
| | <i>Innocence and Experience</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be Innocence and Experience. |
| | <i>Modern</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be Modern. |
| | <i>New Frontiers: Discovery and Awakening</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be New Frontiers: Discovery and Awakening. |
| | <i>Overcoming Adversity</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be Overcoming Adversity. |
| | <i>Puritan</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be Puritan. |
| | <i>Realism</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be Realism. |
| | <i>Realms of Darkness</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be Realms of Darkness. |
| <i>American Romanticism-Transcendentalism</i> – Through a multi-modal research project, student will exhibit mastery of English III Priority Academic Student Skills (PASS). The topic for this project will be American Romanticism-Transcendentalism. | |

Category C

Category C Projects shall be offered only to students on an IEP who participate in the Oklahoma Alternate Assessment Program (OAAP). There are 7 ACE End of Course Projects available in Category C. One in each of the 7 content areas: Algebra I, Algebra II, Geometry, English II, English III and U.S. History.