

Student/Project Coordinator Guide

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

CATEGORY C

Project Overview

The teacher will develop activities based on the Alternate Achievement Standards that reflect real-world situations. Through participation, the student use context to determine meanings of words and phrases such as figurative language; identify a variety of literary forms and compare text for story elements from various genres; extend an idea into a narrative story or specific topic, and demonstrate correct use of English in speaking and writing.



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

Project Requirements

Standard 1: Vocabulary

1a) The student will ~~respond to the teacher participate in the identifying identification of~~ metaphors.

AND

1b) The student will ~~respond to the teacher attend to the~~ reading of a short story or paragraph containing metaphors. (Attending to reading could occur through visual, verbal, auditory, or tactile modalities.)

Standard 3: Comprehension/Critical Literacy

3a) The student will ~~participate in answering respond to~~ two basic comprehension questions. (Response could happen in a variety of ways such as but not limited to visual, verbal, auditory, or tactile modalities.)

AND

3b) The student will ~~respond to the teacher participate in~~ creating a physical representation of a short story or paragraph. (e.g. posters, collages, models)

Standards 4: Literature

4a) The student will ~~respond to the teacher participate in~~ identifying two different genres.

AND

4b) The student will ~~respond to the teacher attend to a~~ reading from two different genres. (Attending to reading could occur through visual, verbal, auditory or tactile modalities.)

Standard 5: Research and Information

5a) The student will ~~respond to the teacher participate in~~ developing interview questions and will participate in conducting an interview.

AND

5b) The student will ~~respond to the teacher participate in~~ selecting a research topic and locating two resources.

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

English II-Writing

Standard W1: Writing Process

W1a) The student will ~~respond to the teacher participate in~~ matching at least three words to their meanings.

AND

W1b) The student will ~~identify participate in creating~~ a short narrative or essay. (e.g. sentence strips, picture sequences to convey meaning, imaginative play, dictation)

Standard W2: Modes and Forms of Writing

W2a) The student will ~~identify participate in creating~~ a timeline of their life.

AND

W2b) The student will ~~identify participate in creating~~ an autobiography or biography.

Standard W3: Grammar, Usage, and Mechanics

W3a) The student will ~~respond to the teacher participate in~~ identifying the nouns and verbs in three different sentences.

AND

W3b) The student will participate in ~~identifying creating~~ two complete sentences.

***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 English II 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 – English II**

Standard 1: Vocabulary

Date	Project Requirements	Yes	No	Project Coordinator Initials
	1a) The student <u>responded to the teacher</u> participated in the identification- <u>identifying of</u> metaphors.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	1b) The student <u>responded to the teacher</u> attended to the reading of a short story or paragraph containing metaphors. (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 3: Comprehension/Critical Literacy

Date	Project Requirements	Yes	No	Project Coordinator Initials
	3a) The student <u>participated in answering</u> responded to two basic comprehension questions. (Response could happen in a variety of ways such as but not limited to visual, verbal, auditory, or tactile modalities.)			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	3b) The student <u>responded to the teacher</u> participated in creating a physical representation of a short story or paragraph. (e.g. posters, collages, models)			
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: Literature

Date	Project Requirements	Yes	No	Project Coordinator Initials
	4a) The student <u>responded to the teacher participated in</u> identifying two different genres.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	4b) The student <u>responded to the teacher attended to a</u> reading from two different genres. (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 5: Research and Information

Date	Project Requirements	Yes	No	Project Coordinator Initials
	5a) The student <u>responded to the teacher</u> participated in developing interview questions and participated in conducting an interview.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	5b) The student <u>responded to the teacher</u> participated in selecting a research topic and locating two resources.			
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 participated in</u> matching at least three words to their meanings.			
Description of student participation:				

Date	Project Requirements	Yes	No	Project Coordinator Initials
	W1b) The student <u>identified participated in creating</u> a short narrative or essay. (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 <u>identified</u> participated in creating a timeline of their life.			

Description of student participation:

Date	Project Requirements	Yes	No	Project Coordinator Initials
	W2b) The student <u>identified</u> participated in creating an autobiography or biography.			

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 <u>responded to the teacher participated in</u> identifying the nouns and verbs in three different sentences.			

Description of student participation:

Date	Project Requirements	Yes	No	Project Coordinator Initials
	W3b) The student <u>responded to the teacher participated in</u>			

	creating two complete sentences.			
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.

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

	Standard measured	Check off completed requirements
1a.	Vocabulary	
1b.	Vocabulary	

3a.	Comprehension/Critical Literacy	
3b.	Comprehension/Critical Literacy	
4a.	Literature	
4b.	Literature	
5a.	Research and Information	
5b.	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 II.

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

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