DOCUMENT RESUME

ED 387 828 CS 215 101

AUTHOR	James, Darlene K.
TITLE	Developing Authentic, Performance-Based Assessment Tools for Eighth Graders To Document Language Arts Achievement.
PUB DATE	95
NOTE	117p.; Ed.D. Practicum, Nova Southeastern University.
PUB TYPE	Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Evaluation Methods; *Grade 8; Junior High Schools; *Language Arts; *Portfolio Assessment; *Portfolios (Background Materials); *Student Evaluation; Teacher Role
IDENTIFIERS	*Authentic Assessment; *Performance Based Evaluation

ABSTRACT

This practicum was designed to develop performance-based assessment tools to document language arts achievement for use in eighth-grade language arts classes. Two eighth grade language arts classes (55 students) participated in the program for an entire school year, maintaining a writing portfolio and a record-keeping portfolio. A video portfolio was also established for each student. Assessment tools consistent with guidelines supported by research were referenced to specific state goals and objectives. Seventh- and eighth-grade language arts teachers participated in the development of the portfolio program, and eighth-grade teaching team members collaborated in the development of one integrated unit. Teachers were surveyed for their input prior to program development and following implementation. The writer served as a consultant, working with teachers and students in all aspects of the program. She was also responsible for maintenance of the video portfolio. Analysis of the data revealed that performance-based assessments could be developed for use in evaluating student growth in all areas of language arts. (Contains 52 references. Appendixes present performance-based assessments and survey instruments.) (Author)

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ED 387 828

Developing Authentic, Performance-Based Assessment Tools for Eighth Graders to Document Language Arts Achievement

by

Darlene K. James

Cluster 56

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CS215101

A Practicum II Report Presented to the
Ed. D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY

1995

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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Thomas F. Lenhardt

Principal
Title

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September 18, 1995
Date

This practicum report was submitted by Darlene James under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at the University.

Approved:

Oct. 7, 1995
Date of Final Approval
of Report

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Adviser

ACKNOWLEDGMENTS

I gratefully acknowledge the cooperation and support of my colleagues, especially my teaching team partner, Sallee Lynn. Without her collaboration, this practicum would have been impossible to complete. Thank you, Sallee, for everything--the endless hours in planning, reflecting, and evaluating; your constant support and encouragement, your willingness to try new strategies; sharing ideas, materials, and expertise; most of all, your friendship, just being there.

Recognition is also given to Thomas F. Lenhardt, Principal of the building in which the practicum occurred. Thank you for allowing me to continue as a consultant after having left the classroom. It was important to me both personally and professionally to be able to complete the School Improvement Plan work I had started.

Recognition is also given to my family, supportive of me throughout my doctoral studies. I especially thank my parents, Angelo and Evlyn DePra, for teaching me the importance of education early in life and for providing a strong support system throughout my life. I also thank my brother-in-law, Jim Bolerjack, for around-the-clock technology assistance. Finally, "thank you" to my husband, Lee James, for the sacrifices he has made and the support, love and encouragement he has always given me.

TABLE OF CONTENTS

Page

TITLE PAGE i

APPROVAL PAGE ii

ACKNOWLEDGMENTS iii

TABLE OF CONTENTS iv

ABSTRACT vi

CHAPTER

I INTRODUCTION 1

Description of Community 1
Writer's Work Setting and Role 1

II STUDY OF THE PROBLEM 4

Problem Description 4
Problem Documentation 4
Causative Analysis 5
Relationship of the Problem to the Literature 7

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS 16

Goals and Expectations 16
Expected Outcomes 16
Measurement of Outcomes 17

IV SOLUTION STRATEGY 19

Discussion and Evaluation of Possible Solutions 19
Description and Justification for Solution Selected 22
Report of Action Taken 25

V RESULTS, DISCUSSION, AND RECOMMENDATIONS 39

Results 39
Discussion 46

Recommendations........................ 51
Dissemination.......................... 53

REFERENCES................................... 54

Appendices

A PERFORMANCE-BASED ASSESSMENTS MATCHED TO STATE GOALS AND OBJECTIVES.............. 58

B TEACHER AND STUDENT EVALUATION QUERY........ 105

ABSTRACT

Developing Authentic, Performance-Based Assessment Tools for Eighth Graders to Document Language Arts Achievement.
James, Darlene K., 1995: Practicum Report, Nova Southeastern University, Ed. D. Program in Child and Youth Studies.
Language Arts/ Junior High School/ Instructional Practices/ Teachers

This practicum was designed to develop performance-based assessment tools to document language arts achievement for use in eighth grade language arts classes. Two eighth grade language arts classes (55 students) participated in the program for an entire school year, maintaining a writing portfolio and a record-keeping portfolio. A video portfolio was also established for each student. Assessment tools consistent with guidelines supported by research were referenced to specific state goals and objectives. Seventh and eighth grade language arts teachers participated in the development of the portfolio program, and eighth grade teaching team members collaborated in the development of one integrated unit. Teachers were surveyed for their input prior to program development and following implementation.

The writer served as a consultant, working with teachers and students in all aspects of the program. She also was responsible for maintenance of the video portfolio.

Analysis of the data revealed that performance-based assessments could be developed for use in evaluating student growth in all areas of language arts.

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CHAPTER I

INTRODUCTION

Description of Community

The school within which the writer was serving as a consultant is set in a rapidly growing, predominately white, suburban community. While the majority of the families would be classified socio-economically as middle class, the individual family income ranges from very poor to wealthy. The community's population growth is primarily due to its proximity to a metropolitan area, its accessibility by expressways and railroad, and its small-town appeal. The residential growth is mainly among the middle and upper middle economic classes.

Writer's Work Setting and Role

The writer was serving as an assessment consultant and as a core instructor in a field-based masters' degree in education program. She was previously employed for 13 years as an eighth grade language arts/literature teacher by the district for which she was consulting. Prior to that she taught at the secondary level for 7 years, teaching a variety of sections of language arts and social studies, grades 9-12.

During her teaching career she participated in the development of an intervention program for at-risk students, grades 5-8, and was active in the implementation and evaluation of it for 2 years. She also participated in the development of an intervention program for at-risk students at the secondary level and taught in it for 1 year. She was active in staff development, serving on committees to plan, co-ordinate, and evaluate it. She served as a member of her school's School Improvement Plan Team, and received training in the state guidelines for school improvement. She teamed with grade level teachers to develop integrated collaborative units for eighth grade language arts/science and language arts/social studies.

The writer's educational background includes a B.A. degree with majors in language arts and social studies, and a minor in education; and continuing education hours in reading and social justice, M.Ed., 1991, with focus on intervention programs and at-risk students. She is a doctoral candidate in education at Nova Southeastern University.

The writer's work setting was a junior high school which housed approximately 530 students, grades 6-8 during the 1994-95 school year. Due to growth of student population, three classrooms were housed in mobile units. There were five sections of seventh and eighth grade with approximately 32 students in each section, and six sections of sixth grade, with 28 students in each section. Also housed in the junior high building were two cross-category self-contained special education classes.

Students were heterogeneously grouped, moving from class to class as homeroom units. Students from the special education classes were mainstreamed when deemed appropriate by the multi-disciplinary staffing team. Gifted language arts, math, and science classes were available to students who qualified, and individual tutoring, Chapter One services, learning disability resource personnel, and regular education initiative (REI) programs were available to students requiring special services.

The writer's role and responsibilities included curriculum development and textbook selection for eighth grade language arts/literature, co-ordinating the development of curriculum and assessment tools in accordance with state mandates, and co-ordinating a portfolio assessment program for grade 8, in the areas of language arts and literature.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The situation that needed improvement was that the assessment tools in place were not authentic, performance-based or consistent with the best, most recent research as mandated by the specific standards contained in the state's school improvement act.

Problem Documentation

Evidence supported the existence of the problem. In response to a query about portfolios vis-a-vis recent state mandates, seven of seven language arts teachers at the school reported they did not maintain a performance-based or authentic assessment program for measuring student achievement of state goals. Seven of the seven agreed there was no record-keeping mechanism in place to identify individual student progress in meeting the state goals and objectives. Seven of the seven indicated they did not have students maintain a writing portfolio as a means of documenting achievement. Seven of the seven reported their students did not maintain a video portfolio as a means of documenting achievement.

On an entrance writing sample, 12 of 55 participating students scored 4 or above on a 6-point writing rubric, indicating need for improvement in writing skills.

On an entrance oral language sample, 8 of 55 participating students scored 12 or above on a 16 point oral language rubric, indicating need for improvement in oral language skills.

Causative Analysis

Causes of the problem were many. Developing a performance-based or authentic assessment program and working collaboratively to do so, while carrying on full teaching responsibilities is burdensome. The school day was a typical 8:15 to 3:40; however, the eighth grade language arts teachers arrived about 7:30 a.m. and left the building between 5:00 and 6:00 p.m. Their teaching duties included five 42-minute classes, monitoring a study hall, and being on hall supervision 15 minutes before and after school and between periods. Their two planning periods were generally devoted to preparing materials for the next day, giving students individual help, and/or parent communication. From 7:30 a.m. to 8:15, these teachers were reviewing their plans for the day and performing one last check that all audio-visual equipment was working. The time from 3:40 until 5:00 or 6:00 p.m. was devoted to grading and recording papers submitted during the day, parent communication, or planning and organizing. Developing a new assessment program and working collaboratively to do so put additional time and stress demands on the teachers.

District-wide standardized test scores generally had been satisfactory, creating an attitude of complacence toward school improvement on the part of district administration. The school's performance on standardized tests had been accepted by district administration as being indicative of no need for improvement.

Creating outcome statements and learning objectives matched to the state goals and using school generated format was a monumental task to be accomplished while performing regular language arts/literature teaching duties, adjusting to a new text, adjusting to a new language arts/literature block teaching program, and team teaching one section. Teachers involved had neither the energy nor the time to take on this additional task. A variety of release-time strategies was employed unsuccessfully. Granting the teachers 1 day a month release time was often seen as counterproductive; it took the teachers so much time to prepare for having a substitute and then pick up from where the substitute left off.

The extent of what the requirements of the state's school improvement plan were kept changing. Besides being legitimately confused about what specifically was required of the schools, district administration did not want to require teachers to spend the time involved creating a set of objectives and assessments and then have the state mandates change, causing the teachers to have to start all over.

Relationship of the Problem to the Literature

A review of related research supported the merit of performance-based assessment in assessing outcomes. Marzano, Pickering, and McTighe (1993) indicate the current emphasis on performance assessment "reflects the belief that certain educational outcomes cannot be adequately assessed through conventional formats" (p. 13). Although some content skills can be adequately assessed using traditional objective tests, other outcomes are more appropriately assessed through non-conventional means. The outcome of being able to express oneself clearly, concisely, and fluently in writing, cannot be assessed unless the individual is given the performance task of addressing a topic in writing, clearly, concisely, and fluently. The desired outcome must be made clear, as must the standards of assessment used in measuring the performance.

Herman, Aschbacher, and Winters (1992) discuss the need for educational institutions to change in order to prepare students to live in the information age. Herman, et al. include in those changes performance-based assessment, that which "requires students to actively accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning, and relevant skills to solve realistic or authentic problems" (p. 2).

Brown and Shavelson (1994) suggest the move toward performance assessments is spurred by concern that "traditional tests do not accurately measure how well students can think and solve problems, what subjects they know in depth, or how responsible they are for directing their own learning" (p. 88). Brown and Shavelson add that performance assessments serve as a motivator because students are applying knowledge they have gained to real-life situations.

Banks (1994) proposes using appropriate alternative assessments with special needs children as a means of more accurately evaluating the strengths and skills of each child. He uses model airplane building as a learning experience and assesses pre-determined outcomes through observation, conference, and/or direct questioning. He stresses children who have difficulty reading and writing often give up on traditional style tests, but when their assessment is performance based, motivation and confidence increases and a truer measure of their skill level can be obtained.

Pate, Homestead, and McGinnis (1993) discuss the use of rubrics as alternative assessment evaluation tools and present examples and suggestions for developing them. Pate, et al. include students in the development process of rubrics. When a new unit of study is introduced, students participate in the establishment of outcomes and standards. Students responding to a questionnaire designed to find out student opinion about participating in the designing of rubrics indicated they felt with the use of rubrics they were being assessed more accurately than with traditional tests, and their learning was more student centered than textbook centered.

Powell (1993) describes authentic assessment as matching assessment strategies to instructional practices. She stresses that desired outcomes and standards must be established at the beginning of a lesson and that students always be given the opportunity to respond to the material or interact. Integral to her assessment is a notebook maintained by each student. In the notebook, the student journals his or her feelings about as well as understanding of the day's activities. Self-assessment, peer assessment and teacher assessment of both behaviors and skills are important components of authentic assessment.

Kritt (1993) states "the essential idea of alternative modes of assessment is for students to create some product and reflect on it" (p. 43). Through this process, the individual develops a sense of ownership and a better understanding of his or her ability. Students participate in the design of their projects (what they are going to study and how they are going to develop a product); therefore motivation is generally high, and learning is more apt to have a real-life significance to the students.

Tinsley (1993) concludes, "Assessment alternatives can be the key to genuine reform of educational practice" (p. 54). She urges students be included in the assessment practice in order for it to be meaningful to them. She suggests effective assessments must develop self-assessment and reflection skills in the individual.

Driesback (1993) proposes continuing assessing success in content areas, but including assessment of success the student is having in developing skills set forth in the SCANS report, a U.S. Dept . of Labor report which stated competencies and their foundations consistent with what business and industry desire in employees. He includes assessing social interaction skills learned through cooperative learning, problem-solving skills, and time-management and motivation.

Pilcher (1993) describes performance assessment as "a form of measurement that evaluates student achievement by means of observation and professional judgment" (p. 58). The model she suggests includes input from teachers functioning as a team and as individuals, peers, and students.

Dana and Tippins (1993) conclude, "Alternative assessments eradicate the lines that separate assessment, instruction, and curriculum" (p. 5). They stress advantages of performance-based assessment include simulation of real-life situations, demonstration of integration of problem-solving skills and knowledge, making the learning process more meaningful to students.

Cheek (1993) presents a discussion of alternative assessment and technology, concluding, " a wide range of (assessment) techniques, applied with thoughtfulness and creativity, is the best way to create an interesting and informative portrait of student learning" (p. 10). Reed (1993) agrees with Cheek, stressing a comprehensive assessment system containing performance based, norm-referenced, and criterion-referenced components will provide the most accurate picture of individual learning and teaching effectiveness.

Wood (1993) proposes instituting a program supporting pleasure reading across the curriculum as a means of developing lifelong reading habits. She includes a Reader Response Form, on which the student chooses an activity to complete as part of his or her assessment. One would expect the product to be of high quality since the student has chosen the avenue of performance, rather than having one means of assessment thrust upon him or her.

Johnston, Nolan, and Berry (1993) describe an innovative curriculum/assessment program developed by Berry including parents and students in "needs" assessment prior to its initiation. They survey the parents by questionnaire at the beginning of the year concerning their perceived "reading needs" of their children. The teachers try to blend the needs from the parent responses in with the student-selected materials, and their own teaching needs to create an integrated literature program for second graders. The teachers feel they have had success developing students who love to read, using whole-class discussion to stimulate further reading.

Farnan and Fearn (1993) reflect on the use of writers' workshop and conclude that it provides "a valuable audience to support students' writing" (p. 65). The class was broken into writers' workshop groups, which received training, and then met weekly to assess each other's writing. Through these groups, students learned appropriate group interaction and listening skills as well as writing assessment and improvement skills.

Hart (1994) discusses the negative impact the use of traditional grading has on students. He presents a strong argument for eliminating the use of letter grades, but neglects to address a positive form of assessment. Lines (1994) suggests through the use of authentic assessment tools, students assume an active role in their learning and development. A significant component of performance-based assessment is the importance of assessment to the learning process, especially when students, peers, and teachers are all participants in the assessment process.

Raphael and McMahon (1994) propose use of the Book Club format combined with authentic assessment measures for literature-based reading and writing instruction. They instituted small group and whole group discussion groups to analyze books read, co-operative learning strategies for group success, and reading logs. They felt that students developed thinking, verballizing, listening, and questioning skills during the course of the year. The following year, students retained enough knowledge about the discussion group stories to be able to discuss them; whereas students who had been in a traditional classroom had low retention of about the same stories they had read.

Case (1994) recognizes the merit of performance-based assessment and warns, "Because authentic assessment is a fairer, more informative way to measure success than standardized tests and exams have been, we need to address ways to adopt it without losing the potential for student empowerment" (p. 47). She urges students must know how they measure up not only in what they have accomplished, but also in terms of what is expected of them. She uses writing portfolios, but feels compelled to place a letter grade upon them. When a letter grade is applied to the portfolio, it very often has a negative impact on the students.

Kohn (1994) expounds upon the negative effects of assessment and proposes assessment be viewed as an educational support tool with improvement or learning being something that occurs when children are provided with engaging tasks in a supportive environment. Performance-based assessment lends itself to this positive type of assessment. Kohn suggests students be included in the process of establishing criteria for judging their work and participate in the assessment of it.

Gustafson (1994) supports Kohn and suggests the merits of student participation in developing and applying rubrics. He works with his students to design rubrics for each assignment, and feels the overall quality of their work has improved considerably since they have become partners in establishing the standards. He also has observed an improvement in their self-assessment skills and motivation.

Gusky (1994) agrees with Kohn about the negative impact of grades. He presents a discussion primarily emphasizing this negative effect on teachers, students, classroom climate, and the learning process as a whole. He reminds the reader concern for the well being of students must be the driving force in the development of grading and reporting methods.

Seeley (1994) supports the view that the move to performance-based assessment and alternative assessments necessitates a change in the traditional way of grading and reporting student progress. She proposes classrooms are moving toward becoming an assessment culture where teachers and students collaborate about learning and assessment.

Literature reviewed clearly supported the merit of performance-based assessment in assessing outcomes. Perhaps even more significant, performance based assessment allows assessment to be on-going and to become a part of the instructional process.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

The following goals and outcomes were projected for this practicum:

Goals and Expectations

Appropriate authentic or performance-based assessment tools for eighth grade language arts would be created consistent with the best, most recent research as mandated by the specific standards contained in the state's school improvement act.

Expected Outcomes

Outcome One

For each of the stated goals and objectives there would be at least one authentic or performance-based assessment tool in place, documented by checklist completed by participating teachers.

Outcome Two

Record-keeping mechanism would be in place to identify individual student progress in meeting the state goals and objectives, documented by checklist completed by participating teachers.

Outcome Three

Of 55 participating students, each would have maintained a portfolio documenting level of written performance, with 44 of the 55 students scoring a 4 or above on a 6-point rubric applied to an exit writing sample.

An entrance writing sample was obtained during the preliminary stage. Twelve of 55 participating students scored a 4 or above on the 6 point rubric applied to that sample.

Outcome Four

Of 55 participating students, each would have maintained a video portfolio documenting level of oral language performance, with 44 of the 55 students scoring a 12 or above on a 16 point oral language rubric applied to an exit oral language sample.

An entrance oral language sample was obtained during the preliminary stage. Eight of 55 participating students scored a 12 or above on 16 point oral language checklist applied to that sample.

Measurement of Outcomes

The writer co-ordinated the eighth grade language arts teachers in developing performance-based assessments to document student achievement of state-mandated goals and objectives. At the completion of this practicum, there was at least one performance-based assessment for each objective (see Appendix A).

The writer co-ordinated documentation of individual student results on state-related performance-based assessments.

The writer co-ordinated the collection of an entrance writing sample during a 42-minute class period and the scoring of it and an exit writing sample during a 42-minute class period and the scoring of it.

The writer videotaped four oral language presentations for each of the 55 participating students. The first taping occurred the first week of school. The remaining were completed 1 each academic quarter for the remainder of the year. Students participated with the writer in the scoring of the videotape assessments.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The assessment tools in place were not authentic, performance-based or consistent with the best, most recent research as mandated by the specific standards contained in the state's school improvement act. A review of the literature suggested student achievement could best be assessed through the use of a variety of assessment tools, including performance-based assessments and alternative assessments (to address the variety of individual learning styles), as well as traditional measures.

The writer agreed with Tierney, Carter, and Desai (1991), who suggest the use of portfolios as a means of empowering the students, actively involving them in the educational process. The portfolio becomes a vehicle in which the students can showcase themselves. Both reading and writing skills can be reflected in a well-designed portfolio program.

Fueyo (1994) questions the over-use of portfolios, but sees them as serving as an initial step to freeing the teacher from traditional assessment methods and agrees they serve as a means of encouraging (building) student empowerment. This writer concurs with Fueyo's views on the merits of use of portfolios.

Kieffer and Morrison (1994) advocate using portfolios as a step toward authentic assessment, adding, "teachers, students, peers, parents, and other observers provide the multiple voices necessary to assess varied experiences, growth over time, goals attempted and reached, consciousness raised, self-awareness, and change" (p. 411). Wold and Gearhart (1994) recommend using portfolios especially for assessment in literature (or reading) class to enhance student interaction with the literature and to improve student narrative writing.

Salinger and Chittenden (1994) warn that even though the portfolio has merit as an assessment tool, like other assessments, it must be continually evaluated and revised by the teachers and students using them as well as parents and administrators or it will become a rote process. Goerss (1993) supports this view. She describes the portfolio as a record of growth and achievement that is continuously reviewed by the student, peers, and teachers, with the process of learning the focus of activities.

Monson and Monson (1993) describe portfolios as indicators of individual development and performance-based assessments as measurements of curriculum mastery. Collins and Dana (1993) concur with their description of portfolios as "collected evidence with a purpose" (p. 15).

Castner, Costella, and Hess (1993) discuss the use of formative assessments and the use of developmental and exit portfolios as part of a total school restructuring process. The achievement of deeper understanding and higher-level thinking skills was a priority in their restructuring plan. They found performance-based assessments, including portfolio use, to be the best way of measuring student achievement of related goals.

Wiggins (1994) includes portfolios in the school restructuring movement and addresses the need for new reporting measures to parents, compatible with alternative assessment measures. He proposes an extremely complex system; however, he overlooks use of the portfolio itself as a record or reporting measure of achievement.

Ollman (1993) used student questionnaires and writing portfolios to involve students in the design of their reading curriculum. The underlying rationale for student input in curriculum design is student empowerment and ownership, increasing motivation and achievement.

Farr (1992) establishes four criteria of portfolios as good assessment tools: (a) frequent addition of papers, (b) papers can be removed and/or rearranged frequently, (c) frequent self-analysis by the student, and (d) ongoing conversations between the teacher and the student (p. 35).

All four components are essential to a portfolio program for it to be an effective instructional mode or appropriate assessment tool. Wolf, as cited in Goldberg (1994), describes a portfolio as "the story of your productivity" and how you can sustain that effort (p. 57). Frequent additions also are included in Wolf's concept of portfolios.

The writer agreed with the authorities cited above that a performance-based portfolio program is an appropriate, effective way of assessing student achievement in language arts.

Description and Justification for Solution Selected

As a result of reviewing the literature and discussions with colleagues, the writer generated the following procedures as means of addressing the problem in the writer's work setting of creating appropriate authentic, performance-based assessment tools consistent with the most recent research and in accordance with the specific standards contained in the state's school improvement act.

The language arts curriculum was examined to determine areas of content consistent with the goals and objectives set forth in the state's school improvement act. Units of study were cross-referenced to the goals and objectives included in them.

As supported by Kritt (1993), Monson et al. (1993), Tierney et al. (1991), Kieffer et al. (1994), and Wold et al. (1994), a writing portfolio program was instituted as a means of assessing level of student performance of appropriate state specified standards. Included in the writing portfolio were samples of free writes, works in progress, completed works, reflection. Included in the writing portfolio also were samples of narrative, persuasive, and descriptive writing.

In accordance with Cheek's (1993) recommendation of the use of technology as an alternative assessment tool, a video portfolio program was instituted as a means of assessing student performance of appropriate state specified oral language skills. Quarterly, students prepared a project to be videotaped. Self-assessment, peer assessment, and teacher assessment were applied to these presentations.

Following the recommendations of Pate et al. (1993) concerning the use of rubrics, the writer established a committee of eighth grade language arts teachers to develop rubrics for use with each performance-based assessment. Teachers and students became proficient in the use of rubrics. Participating teachers developed rubrics, but chose not to include students in the development of them; however, the same teachers plan to include students to some degree in the development of rubrics in the future.

Based on the findings of Goerss (1993) and Herman et al. (1992), the writer worked with other grade level teachers to develop integrated units and appropriate performance-based assessment tools combining language arts/science/and social studies. Learning is more meaningful when it is not relegated to isolated content areas.

The writer also worked with language arts staff to develop appropriate record-keeping documents for reporting based on standards set forth in the state's school improvement plan. Documentation of compliance to state standards is in the best interest of the educational institution.

In accordance with Salinger and Chittenden's views (1994) that evaluation be ongoing, the writer co-ordinated on-going evaluation of the eighth grade language arts program based on the standards set forth in the state's school improvement act. The writer also worked with the eighth grade language arts staff in evaluation and revision of in-place assessment tools and development of alternative performance-based assessments when deemed appropriate.

Toward the end of implementation, the writer conducted an evaluation of the assessment program instituted, surveying student and teacher participants by questionnaire. Results are included in Chapter 5, Results.

Upon completion of this practicum, the writer published results of her findings, including recommendations, and disseminated this information to the appropriate district officials.

Report of Action Taken

The preliminary stage of this practicum began in September, 1994. Textbooks used for the teaching of this class were Prentice Hall Literature, Silver Level, 1994 edition; Houghton Mifflin English, eighth grade level, 1990 edition; and Warriner"s English Grammar and Composition, second course, 1992 edition.

During the first week, the Eighth Grade Language Arts Program was introduced to the students. Vocabulary Vitamins, Words of Wisdom, and Daily Oral Language Activities were begun and continued throughout the year. Vocabulary Vitamins consists of a vocabulary word a day being placed on the board and a discussion of it. Students enter the word and its meaning into a designated section in their notebooks.

Words of Wisdom is a tone-setting activity. A motivational saying is on the board when the students enter the room. Once they are seated, they are to begin copying it. A brief discussion of the saying is conducted before moving on. Words of Wisdom and Vocabulary Vitamins can be recited or written from memory weekly for extra credit points. Students may also contribute words to be used as Vocabulary Vitamins or sayings for Words of Wisdom. These activities are followed by discussion of two sentences chosen from Daily Oral Language Skills. Students enter the corrected sentences in designated their notebooks.

Also during the first week of school, the writer was introduced to the class and her function as consultant was explained to the students. The use of rubrics for assessment was introduced, as was Levels of Quality for a 6 Point Rubric (see Appendix A, 1:1). Introductory speeches were assigned.

During the second week students created an Acrostic Poem using the letters of their name. This was a self-esteem activity. Final copies of these acrostics were hung in the room and remained there for the year. Students could improve upon their poems or change their descriptors of themselves as they so chose during the year. During this week also, writing portfolios were introduced and Free Writes were begun. Students presented their introductory speeches and the writer videotaped them. Independent Reading Journals (see Appendix A, 1:2-3) to be completed weekly were begun. One period per week was designated for pleasure reading, and the Independent Reading Journals were to be completed at the end of that period.

The third week of September, student name acrostics were posted, and students privately viewed their introductory speeches and did self-evaluation of them (see Appendix A, 4:1,2-1). Teacher conferenced with students and teacher evaluation of speeches. Short stories were introduced and students began reading them. Pre-writing process was introduced -- brainstorming and topic selection -- as preparatory work for beginning personal narratives. Narrative Writing Rubric (see Appendix A, 3:2) was presented and discussed.

The last week of September, the short story unit continued, with emphasis on awareness of authors' use of "show" rather than "telling" language. In writing, Writers' Workshop continued with students working on "showing," not "telling" in their own work. Students shared orally their narrative blurbs, with discussion focus on "showing" language.

The first week of October, students read Jackson's "Charles," a short story from their text, focusing on point of view. The concepts of self-conferencing and peer conferencing were introduced. Group work on revision was done using the overhead projector. Independent projects on short stories were introduced. These projects were presented orally and became part of the video assessment portfolio.

Point of view work was continued, and use of detail to portray reality in science fiction and fantasy was discussed. A pre-quiz on dialogue was given, for a starting point on use of dialogue in writing. Writers' Workshop (WW) was used for developing Preposition Poems. Extended writing of "I always try to avoid...," a state prompt for narrative writing, was begun.

The third week in October students read Hale's "Man

Without a Country," from their literature text, and discussed realism, paraphrasing, and patriotism.
In WW, students continued processing Preposition Poems and began Extended Write #2, "The last time I felt really embarrassed..."

The last week in October, Preposition Poems were due, and the Short Story Unit to this point was assessed by a traditional multiple-choice test. Students WW process to develop a narrative essay, taking it to final copy. As part of the process, they used the Narrative Writing Rubric to evaluate their own work and that of their peers.

The first week in November, Personal narratives were due, and students began reading Keyes' "Flowers for Algernon," (found in their text). The following week, student independent projects over short stories were presented and videotaped. The procedure used for introductory speeches--self-assessment, teacher assessment, conference--was repeated. Video of "Flowers for Algernon" was shown, followed with discussion. Grammar review--subject-verb and sentence structure--was begun relating to mechanical problems in the personal narratives.

Reading Rate Activities, focusing on improving reading habits and increasing both speed and accuracy in reading, and Listening Activities planned for the third week in November were postponed until April, due to lack of time in November. Both Reading Rate and Listening Activities were to be continued on a weekly basis. These activities were conducted during April, 1995, but were not recorded. The Language Arts Instructors plan to include both of these activities among their performance-based assessments for the 1995-96 school year. Students began reading London's _Call of the Wild_.

Work on Persuasive Essays was delayed. Students began work on a pattern poem, modeled after Viorst's "If I Were in Charge of the World..."

The last week in November, work with the novel and accompanying activities continued, as did appropriate grammar activities, need dictated by student writing weaknesses. A grammar unit on sentence structure, compound and complex sentences, was inserted due to weaknesses reflected in student narrative writing. Students shared their "If I Were in Charge of the World..." poems.

The research skills unit planned to begin early in December had to be postponed to accommodate the science teacher. The research project was to be part of a cross-curricular unit, with language arts teachers instructing research skills and the topic to be researched correlating to an environmental unit in science. Although the science teacher had previously agreed to the December start, his plans changed, and the unit was delayed. Language arts teachers continued with sentence structure activities and discussing the novel.

The second week in December, students watched a video of novel, and did culminating activities for this novel unit. Teachers assessed understanding using a traditional objective test. Sentence structure unit was concluded.

The third week in December, students began reading non-fiction selections in text. They also began preparation for the state writing test. Persuasive writing was introduced, along with the Persuasive Writing Rubric (see Appendix A, 3:2). Outlining was taught, preparing students to be able to look at a writing prompt, brainstorm, outline, and then apply the writing process to it. Students were familiarized with the scoring standards applied to their writing in the areas of focus, support, organization, integration, and conventions. Extended free writes were done, building a bank of starters for Persuasive Essays.

The last week of December, students continued reading non-fiction selections in their text and working on Persuasive Essays. Concrete poems were introduced, and students began creating their own concrete poems.

Students continued reading non-fiction selections during the first week in January and working on the concrete poems. They developed an outline and a first draft of a Persuasive Essay. During the following two weeks, students developed outlines and "starts" of drafts for two more Persuasive Essays.

The second week in January, students finally began work on their non-fiction reports for science class. Topic selection, narrowing, and bibliography cards were introduced. Library days were scheduled through science class. The science teacher provided a list of possible topics from which the students could select. Language arts teachers met with the science teacher to compile the list. Students were to select an environmental issue, choose which side of it they wanted to present to the class, and prepare a 3-5 minute presentation. Presentations would be videotaped and become part of their video portfolio. There would be self-assessment, peer assessment, and teacher assessment. Presentations would be made in language arts class, science class, or social studies class. (During the organizational phase, the social studies teacher indicated he would like to be included in the unit as environmental issues are cross-categorical--rights issues, current events, environmental awareness, etc.)

The third week in January, students completed the non-fiction unit readings from their literature text. Assessment was by traditional multiple choice test, or students could chose the alternative essay question, to be completed in written, oral, audio tape, or videotape format. Students brought one of their Persuasive Essay "starts" to completed form. Writers' Workshop was used as well as small group evaluation of their Persuasive Essays, applying the Persuasive Writing Rubric to them. Note-taking was introduced, and students began note-taking for their environmental issues reports, due the last week in February.

The last week of January, revised final copies of the Persuasive Essays were due. Students completed the Reading and Responding test, a performance-based assessment developed around London's "The Story of Keesh" (see Appendix A, 1:2-1). Test was returned and results discussed. Students continued reading non-fiction articles relevant to their environmental topics and note-taking from them.

The writing unit originally scheduled for the first week of February, state standards and expectations for state writing goals assessment program, had already been introduced, due to scheduling change to accommodate science teacher. Work in language arts consisted of continued notetaking, library, and research skills. The Tall Tales Unit in literature had to be forwarded to a later date to accommodate beginning a World War II multi-cultural, interdisciplinary unit with social studies. The literature and social studies teachers presented background on the holocaust, Judaism, and WWII. Students began reading Diary of Anne Frank, and teacher began reading Zlata's Diary to the students.

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The second week in February, students continued preparation for their environmental issues presentations. Bibliography cards were due, and evaluation criteria were discussed. In-class activities accompanying Diary of Anne Frank and Zlata's Diary continued.

The third week in February, formal bibliography and outline for environmental issues presentation were due. Diary of Anne Frank and Zlata's Diary activities continued.

The last week in February, environmental issues presentations were made--some in science, some in language arts class, and some in social studies. Selection for class in which to present was done by lottery. Presentations were videotaped and became part of the students' video portfolio. Students reviewed and assessed their performance and discussed their assessment with the writer.

After establishing evaluation criteria and prior to the presentations, participating teachers had met to discuss evaluation standards. Two sets of students agreed to present their reports to a panel of teachers after school the day before the reports were due. Participating teachers individually scored each presenter; then after the students left, the teachers compared scores, discussing areas of difference and attempting to establish as much uniformity in scoring as possible.

Also this week, students finished reading Diary of Anne Frank and watched the video of it. A rabbi and a concentration camp survivor were guest speakers in the social studies classes.

The first week in March, students began the American Folk Traditions Unit (Tall Tales) that had been postponed. Comparison/contrast and reflection were areas of concentration for writing. Expository Essays were introduced, and extended writes were done using state suggested "starters." Appropriate grammar activities were continued. Cinquains were introduced, and students began writing their own.

In the state where this practicum occurred, March is generally considered to be devoted to preparation for standardized testing and administration of it. Approximately one week is devoted to administration of testing accompanying the state goals and assessment program, and another week of testing is required for reporting on the school report card. Other programming functions around these two weeks, either preparation for testing or providing an emotional break from it. The American Folk Traditions Unit and the cinquains were welcome, appropriate companions to the high-stress testing schedule.

Work on Expository Essays continued throughout the month, and did appropriate grammar activities, and preparation for testing. Students chose one of their expository "starts" to take to completion, and did so using Writers' Workshop process. The last week of March, final copies of Expository Essays were due, and a Newspaper Unit was begun.

The first week in April, the American Folk Traditions Unit was finished in literature. The Newspaper Unit was extended into literature class. Reading Rate activities and Listening Skills tapes were introduced and begun. These continued two times a week for the remainder of the school year. Students maintained record sheets in their portfolios, documenting performance levels. Appropriate grammar activities continued. Criteria for individual student-created poetry books were explained. Examples from past years were available for student perusal. Students began work on creating an acrostic poem, possibly a theme poem around which to build one's poetry book.

The second week in April students began a Poetry Unit from their texts in literature class. In language arts, diamond poems and crossword poems were introduced, and students began writing them, using Writers' Workshop process. Reading rate and listening activities continued.

Concentration on poetry continued throughout April. Students learned the forms of haiku, limerick, and clerihew during the third week, and created their own poems in each pattern. Appropriate grammar activities continued, as did Writers' Workshop. In literature class, students read, studied, and discussed poetry and poetic devices from their text. The last week of April, students learned what is meant by "free verse" and wrote a free verse poem and a sensory appeal poem. The Poetry Unit in literature was concluded, and students were assessed by traditional multiple-choice test or could choose the alternative presentation assessment.

In early May, the writer was approached by the fine arts teacher and asked if she would like to videotape theater arts presentations to be made by participating students. That offer was welcomed by the writer, as there had not been time for a second non-fiction report (the scheduled fourth entry in the video portfolio), to be done in social studies class, and that would extend the collaborative connection between teachers and the integration of subject matter--helping to emphasize speaking and organizing skills cross all subject lines. The writer spent two days videotaping these group presentations and two more days viewing and discussing the tapes with students.

The first week in May, Conrad's Light in the Forest was introduced, and students began reading it. Study of this novel continued throughout the month, with the focus being on values and cultural diversity. Listening and reading rate activities continued. Throughout the month, language arts class was devoted primarily to publication of the student poetry books, with students reading, writing, sharing, revising, and re-writing their poems. Final copies of poems were submitted. Students created "dummy" lay-out books of their poems, and readied their work for publication.

In early June, student poetry books were completed and evaluated using Writers' Workshop, which had been a part of the process from the beginning. Light in the Forest was completed. Assessment was done by traditional objective test or optional performance assessment. Mid-June, closure was brought to the program due to demands on students for end-of-year graduation activities. Teacher evaluation of student performance was done as was student evaluation of program. Participating teacher and writer reflected on the program implemented and did informal evaluation of it during late June.

In July the writer and her teaching partner, spent one week working with other core subject grade level teachers developing an expanded World War II cross-curricular unit, to be implemented during the 1995-96 school year. The plan is for this unit to cross all core subject lines, and, interestingly, the "fringe" courses, such as physical education, fine arts, and band have asked to be included. If scheduling problems can be solved, this new unit will be woven into all eighth grade classes and will culminate in a U.S.O. show.

Later in July and continuing throughout August, the writer and her teaching partner began formal evaluation and revision of the program implemented and assessment tools, plus continued development of alternative assessments. This process continued until September, when the new school year began. All units taught as part of this program, alignment to state goals and objectives, as well as all assessments given, and student performance on each assessment were reviewed by the writer and the implementing teacher(s) and revised where deemed appropriate.

During the remainder of the official practicum implementation period (the first half of September, 1995) the writer worked with eighth grade language arts teachers as they initiated the program for the 1995-96 school year. She also began work on publication of results.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

At the initiation of this practicum there were no appropriate authentic or performance-based assessment tools in place for 8th grade language arts, consistent with the best, most recent research as mandated by the specific standards contained in the state's school improvement act. The solution strategy was to develop such instruments and implement a program utilizing them.

Outcome One

For each of the stated goals and objectives there would be at least one authentic or performance-based assessment tool in place.

The writer met with participating teachers several times a week brainstorming, pooling resources, studying articles on performance-based assessment, designing and re-designing assessments that would be appropriate to the needs of the students, the curriculum, and state-mandated goals and objectives. As the teacher participants' expertise grew, their task took on a new dimension. They became engrossed in generating checklists, rubrics, and reporting forms. They critiqued every assessment tool that came before them, constantly refining, modifying, and personalizing them to meet their own needs. The assessments generated by this team were seen as only the beginning of an unending, ongoing process driven by constant re-evaluation of needs and tools.

This outcome was met and exceeded, with there being one or more performance-based assessments in place for each of the 17 stated learning outcomes. There were two performance-based assessments in place for 11 of the 17 stated outcomes, three performance-based assessments in place for three stated outcomes, and four performance-based assessments in place for one stated learning outcome. There were two stated learning outcomes with only one performance-based assessment each.

The expectation of having one authentic or performance-based assessment tool in place to measure student achievement of stated goals and objectives was realized and exceeded.

Outcome Two

It was projected record-keeping mechanism would be in place to identify student progress in meeting the state goals and objectives, documented by checklist completed by participating teachers.

Early in the program it became apparent the number of assessments to be recorded would not fit on one page. The original record-keeping form was replaced with an expanded three-page document.

For teacher convenience in recording, it was essential there be room on one page for listing all the students of one class. Also, there needed to be room for descriptors for each of the assessments, date of administration, scores on alternative assessments, and tallying of class results. Ease of assessing individual student progress or status was also to be considered in the development of a record-keeping form. Open columns were included to accommodate recording alternative assessments.

The expectation of developing record-keeping mechanism to identify individual student progress in meeting state goals and objectives was realized.

Outcome Three

It was projected that of 55 participating students, each would have maintained a portfolio documenting level of written performance, with 44 of the 55 students scoring a 4 or above on a 6-point rubric applied to an exit writing sample.

An entrance writing sample had been obtained during the preliminary stage. Twelve of 55 participating students scored 4 or above on the 6-point rubric applied to that sample.

Each of the 55 students did maintain a writing portfolio documenting level of written performance. Writing activities generally are included under the learning outcomes specified in stated goal 3 (see Appendix A, 3:1 - 3:3). Each student's writing portfolio contained documentation of growth in writing skills, as the students worked through all stages of the writing process, bringing selected works to final copy stage. The Expository Essay was considered as the exit writing sample since it was the last prose work taken to final copy stage by the students.

Outcome three was met and exceeded with 50 of 55 participating students scoring 4 or above on the exit writing sample. One student did not meet the standard, and no scores were available for four students. Those four students had either left the program or neglected to submit a final copy of the Expository Essay.

The expectation of 44 of 55 participating students scoring 4 or above on an exit writing sample was met and exceeded, with 50 of 55 participating students scoring at that level.

Outcome Four

It was projected that of 55 participating students, each would have maintained a video portfolio documenting level of oral language performance, with 44 of the 55 students scoring a 12 or above on a 16-point oral language rubric applied to the exit oral language sample.

An entrance oral language sample had been obtained during the preliminary stage. Of 55 participating students, 8 scored a 12 or above on the 16 point oral language checklist applied to that sample.

Student presentations were videotaped four times throughout the year. Students introduced themselves to their classmates the first week of school, providing an entry sample. At the end of the first quarter, students presented an oral short story project to their classmates, in conjunction with a Short Story Unit in literature. Early in the third quarter, students presented an environmental issues report; and early in fourth quarter, groups of students presented oral reports in fine arts class. This was part of a Theater Unit, and each student group had selected a musical on which to report. Students were allowed to choose their topics and mode of presentation in each of the reports. Creative methods were modeled for students, and source materials made available; yet, student demonstration of mastery of oral language skills was not evidenced through maintenance of a video library.

This outcome was not realized. On the exit sample, only 15 of 55 participating students scored 12 or above on the 16 point oral language checklist applied to the sample. After each of four videotaped student samples, the writer viewed the student's performance with the student and discussed strengths and weaknesses of it. Each time, students evaluated themselves as they watched the tape. Each time they selected one or two weaknesses to attempt to improve upon, but improvement in quality of performance was minimal.

Reasons for failure to meet this expectation are many. Some students improved in given areas, but not enough to be rated as "succeeds." Others improved in a few of the stated areas, but performance was not strong enough to meet the "meets" standards of 12. Many of the students were not invested in their presentations, especially the Theater presentation. Even though the expectation for this outcome was not met, the writer believes the maintenance of a video portfolio can be a significant tool for motivation and assessment.

The expectation of each student maintaining a video portfolio was realized, but the outcome of 44 of the 55 participating students scoring a 12 or above on a 16 point oral language rubric applied to it was not.

In the building where this practicum occurred, all seventh and eighth grade language arts teachers participated in the implementation of a portfolio program and a performance-based assessment program. There were five teachers in this group. The two sixth grade language arts teachers opted not to participate. The five participating teachers were surveyed by questionnaire toward the end of the school year, for their input on program evaluation. Teachers completed this evaluation after their final evaluation of the student portfolios. Of the five participating teachers, all five agreed their students improved "a lot" in writing skills and reading skills. Of the five, three agreed their students' speaking skills improved "some," and two indicated "a little." Of the five, one thought her students' listening skills improved "some;" three indicated "a little" improvement, and one indicated "none."

Interestingly, all responses to question 9, "...what adjustments or changes..would you recommend?" encouraged extension of performance activities and performance based assessment. The five teachers recommended more integrated units, more time for planning and development, more time for student and teacher reflection, and more time for working with students. Included in this last recommendation were uninterrupted classtime, smaller class sizes, and part-time aides to maximize student-teacher interaction.

As part of program evaluation, the 55 participating eighth grade students were also surveyed by questionnaire (see Appendix B). On question 1, amount of writing skills improvement, 25 responded "a lot," 19 responded "some," 8 responded "a little," and 3 responded "none." On question 3, concerning amount of reading skills improvement, 13 responded "a lot," 26 responded "some," 11 responded "a little," and 5 responded "none."

Results were not as positive for the speaking and listening skills questions. On question 5, amount of speaking skills improvement, 4 responded "a lot," 13 responded "some," 27 responded "a little," and 11 responded "none." On question 7, amount of listening skills improvement, 10 responded "a lot," 25 responded "some," 13 responded "a little," and 7 responded "none." Students responding in the "a little" and "none" categories on the listening skills and speaking skills questions generally gave the explanation for their response as "I spoke (or listened) okay to begin with."

The majority of students and teachers agreed student skills in writing and reading improved "some" to "a lot" during the implementation of the performance based assessment program. The majority of students and teachers also agreed student skills in listening and speaking improved, but were uncertain as to the degree of improvement.

Discussion

The results of this practicum indicate all stated goals and objectives for eighth grade language arts can be effectively assessed by means of performance-based assessment tools. The process was a lengthy one, beginning with familiarizing participating teachers with the research based stated goals and objectives. Teachers studied these, analyzing how and where their classroom curriculum was consistent with these goals.

Every component of the curriculum was studied to determine how and where it fit best. Opportunities for cross-curricular integrated units were investigated. In a school setting of rigid 42-minute periods and subject area teachers, how could the impression of fragmented learning be avoided? It was discovered that integrated units could be developed. The teachers could agree on who would be responsible for teaching what skills, information to be covered, assessment methods and tools, and standards of performance. Difficulty arose in the scheduling of these units, and invariably, the language arts teachers were those required to demonstrate flexibility. They seemed to be more able to shift units of study than were the science or social studies teachers. This situation is in the process of solving itself, as the school is entering the transition process of becoming a middle school with block scheduling and an integrated curriculum.

After all units of study were examined and allocated to corresponding goals and objectives, each individual lesson, activity, and assessment was scrutinized to determine whether it was student centered or could be appropriately replaced with a student-centered learning activity. Some units of study were sacrificed to make room for others. Steinbeck's The Pearl had previously been included as a third novel unit. An autobiography unit had been a component of the writing program. Both units were relegated to the status of "if there is time to fit it in, we will include it" material.

Among the unanticipated outcomes was the willingness of participating teachers to collaborate and the bonds that developed as a result. Teachers willingly shared materials, expertise, and ideas. One seventh grade language arts teacher invested in a computer, became computer literate, and volunteered to format and type documents. When teachers from eighth grade language arts began discussing the possibility of integrated units with one or two other grade level teachers, teachers of all the subject areas (with the exception of math) were eager to participate. There was much enthusiasm for collegiality and collaboration. Other grade level teachers became excited about empowering students, using portfolios in their own classrooms, and developing performance based assessments.

As suggested by Tierney, Carter, and Desai (1991), students did become more actively involved in the educational process through maintenance of writing portfolios. They assumed responsibility for critiquing work done by their peers as well as their own work. Elements of the later-to-be-published student poetry books were components of the working portfolios for much of the year and later showcased through publication.

Fueyo's (1994) concerns about overuse of portfolios were not realized. Teacher, peer, and self-conferencing tempered with traditional means of monitoring student progress (teacher checking-in work regularly) provided focus for the students. Student empowerment was especially evident in the production of the poetry books and in the environmental issues presentations.

Kieffer and Morrison's (1994) comment about the value of different "voices" responding to the individual's work through interaction with the portfolio was supported. Students were responsive to their peer's input, and participating teachers agreed as students helped each other their own performance improved. Students advising conference mates to use "showing" language, not "telling," began evaluating their own work for "showing" properties.

Kieffer and Morrison include parent interaction with the portfolio as an important component. This writer agrees; however, participating teachers chose not to include parent interaction, except with the poetry publication. During the reflection and evaluation of program stages of this practicum, participating teachers agreed they would attempt to extend the program to include parent participation in the future.

Although literature portfolios as such were not maintained, the literature journals and a variety of responding and interacting with literature activities were included, as suggested by Wold and Gearhart (1994). Each student maintained his or her own literature folder.

Periodically documents were purged from it and placed in each student's assessment folder. Documentation collected in the individual student assessment folders indicated student interaction with selected literature did improve.

Goerss (1993), Salinger and Chittenden (1994) warn that portfolio assessments like other types of assessments must be continually evaluated and revised. Participating teachers were perpetually evaluating assessment tools being used and revising or replacing them. Student input was solicited as part of this process.

Participating teachers agree with Monson and Monson (1993) that portfolios serve as indicators of individual growth and that curriculum mastery can be measured by performance based assessments, evidenced by the number of performance based assessments generated by this group.

The portfolio program implemented during this practicum well fits Collins and Dana's (1993) description of portfolios "collected evidence with a purpose" (p.15). Among the reasons for the implementation of portfolios was the documentation of student growth. Students maintained portfolios containing, among other things, evidence of their growth and mastery of curriculum.

Wiggins (1994) and Castner, Costella, and Hess (1993) view portfolios as a component of a school restructuring process. The implementing school is in the initial phase of restructuring to become a middle school. With the initiation of a portfolio program, the district is examining alternative assessment reporting as an element to be addressed in the restructuring.

Participating teachers accepted the ideas of Farr (1992) and Wolf (Goldberg, 1994) that students be able to make frequent additions to their portfolios; however, these teachers were reluctant to allow students to remove selections from their portfolios without teacher authorization.

Recommendations

The writer recommends the performance-based assessment program now in place be continued and extended. The writer strongly advises the recommendations of participating teachers be observed: more integrated units, more time for planning and development, more time be built into the program for student reflection, more time for teacher reflection, and more time for working with students. Some of these recommendations could be realized by extending the teachers' contract to include time during the summer for reflection, planning, and development. Extending the school year could be a means of increasing student contact time. Other teacher recommendations were: uninterrupted classtime, smaller class sizes, and part-time aides to maximize student-teacher interaction. The writer strongly encourages these recommendations be taken into consideration.

The writer recommends participating teachers include parents in the portfolio process. Parent interaction helps to provide a support system for the classroom, and student productivity becomes more meaningful. Periodic parent "events" where students showcase themselves might be incorporated (Tierney, Caster, & Desai, 1991). Students could work on their speaking skills as part of the preparation for such "events."

Now that the teachers have become comfortable with developing and using rubrics, the writer recommends the teachers include students in the development of rubrics. Student empowerment leads to student investment.

The writer recommends the continuation of a video portfolio program for the assessment of oral language skill development. Ideally, students would be empowered to maintain their video portfolios, showcasing themselves. This would remove from the teacher the time management burden of such a program and perhaps increase student investment. Viewing excerpts from the student video portfolio might even be included in the periodic student-parent portfolio "events."

The performance-based assessment program initiated through this practicum was seen as a beginning. Inherent in this program was constant evaluation of programming, re-evaluation, planning and development. The writer recommends continued implementation, evaluation, and development to increasinly meet the language arts needs of eighth graders.

Dissemination

The results of this practicum were disseminated to the building administration in which it was implemented, and a copy will be placed on file in the school district offices for any interested parties to examine.

In the writer's capacity as adjunct instructor in a masters' degree program for teachers and as a freelance education consultant, the results of this practicum will also be disseminated to other educators.

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APPENDIX A

PERFORMANCE-BASED ASSESSMENTS MATCHED TO STATE GOALS AND OBJECTIVES

SUBJECT: Language Arts GRADE 8

STATE GOAL 1: ... read, comprehend, interpret, evaluate, and use written material

General Knowledge/Skills Reference: A, C, D, E

LEARNING OUTCOME: 1:1

As a result of their schooling, by the end of grade eight, students will be able to read grade level appropriate materials for various purposes, including to understand, recognize, recall, and summarize material read and to identify author's purpose, as well as use text to support inferences made about materials read.

Learning Objective:

1:1-1 Locate information that is explicitly stated in the text.
1:1-2 Remember the information that is explicitly stated in the text and restate this information in their own words.
1:1-3 Summarize the important ideas of the text and the important supporting details.
1:1-4 Verbalize a variety of reasons for reading such as learning of new information, use of text to accomplish the readers' goals, social interaction, entertainment, and self-exploration.
1:1-5 Use appropriate texts such as fiction, nonfiction, poetry, letters, directions, and reference material to accomplish the various purposes for reading.
1.1-6 Recognize the difficulties of the text (vocabulary demands, content, organization, author's purpose), and their own knowledge, abilities and motivation.
1:1-7 Make inferences about the text such as unknown vocabulary, causal relationships, author's purpose, characters' motivation and motives, mood and tone using information from the text and prior knowledge.

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Appendix A

Essay questions found in Teacher's Resource Manual, Prentice Hall Literature, Silver Level, 1994 Edition.

Essay questions at end of Short Story Unit, American Folk Traditions Unit, Poetry Unit, and Non-fiction Unit, to be used as alternative assessments. (Prentice Hall, Englewood Cliffs, New Jersey)

Directions: Choose 1 of the following questions to answer. Use your text to complete your work. You may prepare a written essay, give an oral presentation to the teacher, or submit a cassette taped report.

Guidelines for evaluating each question are included on the page with the questions.

General Levels of Quality for a 6-Point Rubric is used for scoring. Rubric is attached.

Scoring: E = 6
M = 4-5
D = 1-3

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LEVELS OF QUALITY FOR A 6 POINT RUBRIC

6 This level of quality is reserved for the truly exceptional; everything about this project is impressive; the student has not only met, but has exceeded the demands of the assignment; the thinking / reasoning / research skills displayed are superior; it is obvious that the student has spent an extraordinary amount of time in the execution of this project. (There may be few, if any, of these.)

5 This level of quality is for the strong responses to an assignment; these projects are clearly above average, but lack a certain distinctiveness of a six; the project meets and to some extent exceeds the demands of the assignment; the thinking / reasoning / research skills displayed are commendable; it is obvious that the student has shown effort and care in the execution of this work. (There may be several of these.)

4 This level of quality is for projects which reflect the "average" range of responses; the project meets all requirements of the assignment but offers no extension; the thinking / reasoning / research skills displayed are adequate; the project displays at least reasonable care and effort. (There may be more of these than any other score.)

3 This level of quality is the below average response; there are deficiencies in this project; not all aspects of the assignment may have been fulfilled; generally these projects are brief and sketchy; the level of thinking / reasoning / research skills displayed is inadequate; the project appears rushed or marginal in effort. (There may be more of these at the beginning of the year than later in the year.)

2 This level of quality is unacceptable; important aspects of the assignment are neglected or unfinished; responses appear rushed or careless; little evidence of thinking / reasoning / research skills is displayed; the overall impression is poor. (There may be relatively few of these.)

1 Descriptors of this level of quality are left to the teacher; these may be viewed as individualized comments or goals for the exceptional needs student whose work is not yet at grade level. The teacher may elect to designate this score point as "emergent."

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SUBJECT: Language Arts GRADE 8

STATE GOAL 1: ...read, comprehend, interpret, evaluate, and use written material

General Knowledge/Skills Reference: B, G

LEARNING OUTCOME: 1:2

As a result of their schooling, by the end of grade eight, students will be able to ask questions and make predictions prior to reading, while reading, and after reading and explain and verify answers to questions raised for grade level appropriate materials.

Learning Objective:

1:2-1 Ask questions and make predictions about a passage prior to reading, based upon prior knowledge and the limited information about the passage contained in the title, pictures, or other introductory material.
1:2-2 Ask questions and make predictions about a passage while reading, taking into account all of the important information available up to that point in the reading.
1:2-3 Ask questions after reading that take into account the entire text read and are used to clarify and to review the information.
1:2-4 Explain and verify answers to questions about what has been read.

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1:2-

Jack London's "The Story of Keesh," found in Teacher's Resource Manual, Prentice Hall Literature, Silver Level, 1994 Edition, is used for this activity.

Each student receives a copy of the story with selected paragraphs numbered and having brackets around them. As the students progress through the story, they are required to stop and question, connect, respond, predict, visualize, and evaluate. There are 20 marked passages.

Scoring Rubric: E = 19-20
M = 15-18
D = 1-14

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1:2-3

EPENDENT READING JOURNAL

NAME: ______________________________

Date: ______________ Book: ______________________________

Author: ______________________ Page ______ to ______

Why have you chosen this particular book to read? ______________________________

____

____

____

____

Write a brief summary of what happened on these pages. ______________________________

____

____

____

____

Does anything in this reading remind you of something in your own life? Explain

____

____

____

____

Predict what you think will happen in the next chapter. ______________________________

____

____

Date: ______________ Book: ______________________________

Author: ______________________ Page ______ to ______

Write a brief summary of what happened on these pages. ______________________________

____

____

____

____

Describe the setting. ______________________________

____

____

What have you learned about a secondary character? ______________________________

____

____

____

What is the conflict the main character seems to be facing? ______________________________

____

____

Date: ____________ Book: ______________________________

Author: ______________________________ Page ________ to ________

Write a brief summary of what happened on these pages. ______________________

Identify a quote said by the main character that tells you about his personality and explain. ____

Predict what you think will happen in the next chapter. ______________________

Does any situation or character remind you of anything you've read in another book or seen in a movie or on TV? ______________________

Date: ____________ Book: ______________________________

Author: ______________________________ Page ________ to ________

Write a brief summary of what happened on these pages. ______________________

What is motivating (or causing) the main character to do the things he/she does? __________

Describe the parts of the setting that are important to the plot. ______________________

Pick a quote from a second character that describe the main character's personality and explain.

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Date: ______________ Book: ______________________________

Author: ______________________________ Page __________ to __________

Write a brief summary of what happened on these pages. ______________________________

Write what you agree or disagree with in regards to how your character thinks or behaves. ______

Predict what you think will happen in the next chapter. ______________________________

What question do you have that has not been answered? ______________________________

Date: ______________ Book: ______________________________

Author: ______________________________ Page __________ to __________

Write a brief summary of what happened on these pages. ______________________________

What question would you ask the author if you could meet him or her? ______________

What in the story has made you respond with happiness, sadness, anger, fear, or some other emotion? Explain ______________________________

What is the point of view in this story? ______________________________ Explain

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Page 4

Date:________________ Book:______________________________

Author:______________________ Page ________ to __________

After finishing a book--

Describe the climax of the story. ______________________________

What was the resolution of the conflict? __________________________

Were you pleased with the ending of the story? If yes, why? If no, how would you change it?

This journal is student maintained over a 9 week period.

Goal 1:2 Cross referenced to 5:4

Possible 2 points each entry

RUBRIC
E = 84-90
M = 66-83
D = 1-65

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SUBJECT: Language Arts GRADE 8

STATE GOAL 1: ... read, comprehend, interpret, evaluate, and use written material.

General Knowledge/Skills Reference: D, F

LEARNING OUTCOME: 1:3

As a result of their schooling, by the end of grade eight, students will be able to adjust their strategies for grade level appropriate reading and understanding based on the demands of the reading situation integrating a variety of sources.

Learning Objective:

1:3-1 Adjust their strategies for reading and understanding, using decoding skills, context clues, self-questioning, predicting, reference materials, re-reading, and adjustment of reading speed based on the demands of the reading situations.

1:3-2 Use and synthesize and analyze information from a variety of sources to enhance understanding, e.g, form opinions based upon a variety of information, to compare/contrast, to verify information and to expand knowledge.

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Name________________________

Date_________________________

Goal / Outcome 1:3-1

Checklist

To show variety of sources, enhanced understanding, opinions formed, comparison/contrast, and to verify expanded knowledge.

	Done	Not Done
Bibliography	_____	_______
Outline	_____	_______
Three supports used (according to Teacher Assessment)	_____	_______
Opinion formulated (according to Student Evaluation)	_____	_______

Rubric
4- E
3- M
1-2 DNM

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SUBJECT: Language Arts GRADE 8

STATE GOAL 2: ... listen critically and analytically.

General Knowledge/Skills Reference: A, B, C

LEARNING OUTCOME: 2:1

As a result of their schooling, by the end of grade eight, the students will be able to identify the meaning, sequence, and inferences of spoken messages through grade level appropriate verbal and non-verbal cues.

Learning Objective:

2:1-1 Give a content summary of an oral message of appropriate length.
2:1-2 Identify a central theme or thesis, associating main ideas.
2:1-3 Follow multi step oral directions.
2:1-4 Identify a variety of alternative solutions to a problem.
2:1-5 Analyze statements of observation, inference, and judgment in an oral message.

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2:1-1
2:2-1

LISTENING: CHECKLIST FOR ORAL PRESENTATION

Name ______________________ Date ________________

Speaker(s) ____

1. What was the topic? ______________________________
2. What was the position stated? ________________________
3. In the space below, make notes about the points presented.

   1.

   2.

   3.

   Extra 4.

   5.

4. Did the speaker(s) give logical reasons and facts to persuade others?

   Yes_____ No_____

5. Did the speaker(s) present his/her position only?

   Yes_____ No_____

6. Did the speaker(s) use note cards only for quick reference?
   i.e. Did not read from note cards.

   Yes_____ No_____

7. In your opinion, which side presented a better case? Explain. ________

   ____

   ____

Prepared by James, Kawalek, Lynn, Pavese - 1/95 SIP Goal 2.1.2

RUBRIC
E = 7
M = 5-6
D = 1-4

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SUBJECT: Language Arts GRADE 8

STATE GOAL 2: ... listen critically and analytically

General Knowledge/Skills Reference: D, E, F

LEARNING OUTCOME: 2:2

As a result of their schooling, by the end of grade eight, the students will be able to identify differing purposes perspectives, and points of view while listening attentively and respond appropriately during interactive grade level appropriate oral communications.

Learning Objective:

2:2-1 Recognize the purposes being met by a specific message.
2:2-2 Listen to accomplish a specific purpose.
2:2-3 Make judgment about the source and the message after the conclusion of an oral presentation.
2:2-4 Relate values expressed in an oral message to their own values.
2:2-5 Demonstrate skill in interactive situations.
2:2-6 Make critical judgments as listeners and viewers and provide constructive criticism.
2:2-7 Focus attention and sustain listening during an oral presentation of appropriate length.
2:2-8 Demonstrate the ability to listen in situations with multiple distractions.

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Goal/Outcome 2:2-4
Alt. Assessment

NAME____________________

DATE____________________

CHECKER

Reading assignment______________________________

Checker should: check for completion of assignments
evaluate participation
help monitor discussion for equal participation

Names	Job	Done?	Participation/Cooperation	Read? Yes/No

PARTICIPATION: √ for each answer

+ for other contribution and cooperative behavior

- for interrupting, distracting, "goofing-off" incidents

GROUP PERFORMANCE. __________ Excellent

__________ Very Good

__________ Good

__________ Fair

__________ Poor

RUBRIC
E = Exceptional
Mostly +'s
M = Shows participation.
Mostly √'s
D = Lacks participation
Many -'s

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SUBJECT: Language Arts GRADE 8

STATE GOAL 3: ... write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

General Knowledge/Skills Reference: A, D

LEARNING OUTCOME: 3:1

As a result of their schooling, by the end of grade eight, students will be able to use grade level appropriate language and style of writing in narrative, expository, descriptive and persuasive writing formats.

Learning Objective:

3:1-1 Recognize the purposes of public and personal writing.
3:1-2 Use the various forms of public and personal writing.
3:1-3 Write for various audiences.
3:1-4 Write in narrative, expository, descriptive, and persuasive styles.

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3:1-2

Writing Checklist

(A Summary of Student Participation in the Writing Process) ... nc 1

Topic	Stages of the Writing Process											Reflect
	Plan	1st Draft	Revise	Peer Conf.	Rev.	T. Conf	Rev.	Edit S	P	[illegible]	Publish	
												RUBRIC E = None M = Student maintains portfolio containing appropriate documents indicating growth D = Student does not maintain portfolio containing appropriate documents indicating growth

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dj/cK/51

SUBJECT: Language Arts GRADE 8

STATE GOAL 3: ... write standard English in grammatical, well-organized and coherent manner for a variety of purposes.

General Knowledge/Skills Reference: B, C, D

LEARNING OUTCOME: 3:2

As a result of their schooling, by the end of grade eight, the students will be able to demonstrate the ability to maintain focus, support, and organization within the grade level appropriate major discourse structures.

Learning Objective:

3:2-1 Focus clearly upon one central idea or event when writing.
3:2-2 Use descriptive details, reasons for opinion, concrete examples of solutions to the problem and/or an authority's viewpoint to support the main idea.
3:2-3 Use varied methods of paragraph development.
3:2-4 Use appropriate transitions within paragraphs and between paragraphs.

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Narrative Writing Rubric

6 EXCEPTIONAL NARRATIVE WRITING

The writing is strong and captures reader's attention.
Inference is not needed.
The writer uses full sensory description.
Similes and metaphors are used creatively to enhance writing.
Dialogue is used naturally and gracefully.
Organization of the paper is smooth and seamless, exhibiting excellent use of transitions.
The writer uses excellent vocabulary.
Papers tend to be longer but maintain excellence.
Conventions (mechanics and spelling) are correct. (no major errors)
Form is correct. (a clear beginning, middle, and end)
Reflection is well-developed

5 STRONG NARRATIVE WRITING

The writing is interesting and easy to read.
The writer uses "showing" writing.
Similes and metaphors are used.
Dialogue is used correctly.
Organization of the paper is very good, exhibiting appropriate transitions.
The writer uses good vocabulary.
Conventions are generally correct (1 or 2 major errors)
Reflection is evident.

4 CAPABLE NARRATIVE WRITING

The writing is good.
The writer uses some "showing"writing although there are some places where "telling" writing is used.
Dialogue is usually correct.
The organization is capable.
Limited use of transitions.
The writer uses grade-level vocabulary.
Conventions are generally correct. (only 3 or 4 major errors)
Reflection is present, but not developed.

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Permission

3 DEVELOPING NARRATIVE WRITING

The writing tends to be flat and predictable.
There is more "telling" writing than "showing" writing.
Virtually no attempt at description.
Dialogue, if used, is frequently indirect or incorrectly punctuated.
There are digressions in flow; not sequential.
Poorly organized; lacks transitions.
The vocabulary is weak.
Conventions are noticeably incorrect. (5 or 6 major errors)
No reflection.

2 LIMITED NARRATIVE WRITING

The writing is brief with no evidence of description.
There is a great deal of "and then" writing.
Dialogue, if used, is artificial and awkward.
There are great gaps in the story line and the essay is perhaps difficult to follow.
The vocabulary is simplistic.
Conventions are poor and interfere with readability (more than 6 major errors)
Improper form (parts are missing; might begin as a narrative but strays from intent.)

1 EMERGENT NARRATIVE WRITING

Does not address the task(does not tell a story).
Teacher supplies descriptors.

RUBRIC
E = 5-6
M = 4
D = 1-3

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Persuasive Writing Rubric-8th

6 EXCEPTIONAL PERSUASIVE WRITING

The writing is authoritative, persuasive, interesting, and contains a prompt-independent thesis statement.
3 main points are presented with elaborate, specific detail including at least 2 supportive examples.
All supportive details are relevant, logically developed and clearly expressed.
Organization of the paper is smooth and seamless, exhibiting appropriate transitions.
Concluding paragraph sums up position in new, interesting language.
The writer uses excellent vocabulary.
Conventions (mechanics and spelling) are correct. (no major errors)

5 STRONG PERSUASIVE WRITING

The writing is authoritative and persuasive and contains a prompt-independent thesis statement.
3 main points are presented: however, second order support is not fully developed.
All supportive details are relevant and clearly expressed.
Organization of the paper is very good, exhibiting appropriate transition.
Concluding paragraph is appropriate.
The writer uses good vocabulary.
Mechanics and spelling are generally correct. (only 1 or 2 major errors)

4 CAPABLE PERSUASIVE WRITING

The writing is persuasive with a clear thesis statement--prompt independent.
3 main points are included; however, support is more general than specific.
Some attempt is made at elaboration.
Organization is capable; use of transitions is limited.
There is a concluding statement.
The writer uses grade-level vocabulary.
Mechanics and spelling are generally correct. (3 or 4 major errors)

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3 DEVELOPING PERSUASIVE WRITING

The writing has no clearly stated thesis or is prompt dependent—inference is necessary.
Main points are very general; there may be only 2. There may be little, if any, support. The paper may be a related list.
Poorly organized; few or no transitions are used.
Conclusion is inappropriate.
Vocabulary is rather weak.
Mechanics and spelling are noticeably incorrect. (5 or 6 major errors)

2 LIMITED PERSUASIVE WRITING

The writing has no stated thesis or an inappropriate thesis.
Little specific or elaborated detail is provided. The paper may be an unrelated list.
The writing is poorly organized, lacks transitions, and is difficult to follow.
A concluding statement is lacking.
Vocabulary is simplistic.
Mechanics and spelling are poor and interfere with readability. (more than 6 errors)

1 EMERGENT PERSUASIVE WRITING

The writing does not address the task.
Teacher supplies descriptors

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Expository Writing Rubric-8th

6 EXCEPTIONAL EXPOSITORY WRITING

The writing is authoritative, informative, interesting, and contains a prompt-independent thesis statement.
3 main points are presented with elaborate, specific detail including at least 2 supportive examples.
All supporting details are relevant, logically developed and clearly expressed.
Organization of the paper is smooth and seamless, exhibiting appropriate transitions.
Concluding paragraph sums up in new, interesting language.
The writer uses excellent vocabulary.
Conventions (mechanics and spelling) are correct. No major errors.

5 STRONG EXPOSITORY WRITING

The writing is authoritative and contains a prompt-independent thesis statement.
3 main points are presented; however, second order support is not fully developed.
All supportive details are relevant and clearly expressed.
Organization of the paper is very good, exhibiting appropriate transition.
Concluding paragraph is appropriate.
The writer uses good vocabulary.
Mechanics and spelling are generally correct. (only 1 or 2 major errors)

4 CAPABLE EXPOSITORY WRITING

The writing has a clear thesis statement-- prompt independent
3 main points are included; however, support is more general than specific. Some attempt is made at elaboration.
Organization is capable; use of transitions is limited.
There is a concluding statement.
The writer uses grade-level vocabulary.
Mechanics and spelling are generally correct. (3 or 4 major errors)

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3 DEVELOPING EXPOSITORY WRITING

The writing has no clearly stated thesis or is prompt-dependent-inference is necessary.
Main points are very general; there may be only 2. There may be little, if any, support. The report is a related list.
Poorly organized; few or no transitions.
Conclusion is inappropriate.
Vocabulary is rather weak.
Mechanics and spelling are noticeably incorrect.(5 or 6 major errors)

2 LIMITED EXPOSITORY WRITING

The writing has no stated thesis or an inappropriate thesis.
Little specific or elaborated detail is provided. The paper may be an unrelated list.
The writing is poorly organized, lacks transitions, and is difficult to follow.
A concluding statement is lacking.
Vocabulary is simplistic.
Mechanics and spelling are poor and interfere with readability. (more than 6 major errors)

1 EMERGENT EXPOSITORY WRITING

The writing does not address the task.
Teacher supplies descriptors.

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SUBJECT: Language Arts GRADE 8

STATE GOAL 3: ... write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

General Knowledge/Skills Reference: E, F

LEARNING OUTCOME: 3:3

As a result of their schooling, by the end of grade eight, the students will be able to write using standard conventions to revise, edit, and proofread grade level appropriate material.

Learning Objective:

3:3-1 Write conventional forms of standard English.
3:3-2 Use the dictionary or other resources when unsure about the spelling of a word when writing.
3:3-3 Correct fragments and run-on sentences.
3:3-4 Revise written work to correct spelling, punctuation, grammar and to meet the needs of the audience and purpose.

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3:3-2

Selected sentences from Daily Oral Language Skills (1989, Vail, N. & Papenfuss, J. Evanston, IL: McDougal Littell). Five sentences every 3 weeks, selected from the 25-30 sentences done during that time period. Students copy the corrected sentences daily and use their notes for reference during this activity.

Each D.O.L. test counts as 100 points. 3 tests are included in the sample recorded for 3:3.

Scoring Rubric: E = 279-300
M = 210-278
D = 1-209

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SUBJECT: Language Arts GRADE 8

STATE GOAL 4: ... use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

General Knowledge/Skills Reference: A, D, E

LEARNING OUTCOME: 4:1

As a result of their schooling, by the end of grade eight, the students will be able to use clear expressive speaking, grade level appropriate language, and nonverbal cues for a variety of purposes.

Learning Objective:

4:1-1 Speak with clarity and conciseness.
4:1-2 Use interesting and appropriate word stress when reading aloud from a variety of print sources.
4:1-3 Speak and read with interest and enthusiasm.
4:1-4 Demonstrate flexibility in language usage.
4:1-5 Use standard English when speaking.
4:1-6 Use physical movement, gestures, and eye contact to communicate interest and enthusiasm.
4:1-7 Distinguish among the communication purposes of informing, persuading, imagining, feeling, and socializing.
4:1-8 Use information effectively in an oral message.
4:1-9 Demonstrate the ability to develop a persuasive oral message.
4:1-10 Use appropriate amenities in social contexts.
4:1-11 Use oral messages creatively to express feeling.

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ORAL PRESENTATION EVALUATION

Name ____________________ 4:1-2 4:2-1

Topic ____________________ Pro_____ Con _____

Use "Quality for a 6 Point Rubric" to score.

FOCUS - CENTRAL IDEA						
Clear Issue	1	2	3	4	5	6
Limited (restricted)	1	2	3	4	5	6
Persuasive	1	2	3	4	5	6
REFERENCE MATERIAL						
Supports topic/ accurate	1	2	3	4	5	6
Min. 3 stated supports	1	2	3	4	5	6
Sources cited	1	2	3	4	5	6
VISUAL AIDS						
Specific to topic	1	2	3	4	5	6
Usage in presentation	1	2	3	4	5	6
TIME						
Minutes (6)	1	2	3	4	5	6
ORGANIZATION						
Focus (introduction)	1	2	3	4	5	6
Support (body)	1	2	3	4	5	6
Summary (conclusion)	1	2	3	4	5	6
PRESENTATION						
Conviction (persuasive)	1	2	3	4	5	6
Flow; transition	1	2	3	4	5	6
Poise/ posture	1	2	3	4	5	6
Eye contact	1	2	3	4	5	6
VOICE						
Audible/ enunciation	1	2	3	4	5	6
Varied	1	2	3	4	5	6

RUBRIC
# Average =
E = 5.4-6
M = 3.0-5.3
D = 1 - 2.9

Prepared by James [illegible], Lynn, Pavesk - 1/95

_____ Overall

_____ LA SIP

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Name ______________________________

Goal/Outcome 4-1

Date ______________________________

SPEECH PREPARATION AND EVALUATION SELF-CHECK

Yes No

_____ _____ 1. Did I select a subject appropriate for this audience?

_____ _____ 2. Did I narrow the subject sufficiently so that I can cover it in the time limit?

_____ _____ 3. Did I start with a good attention-getter?

_____ _____ 4. Does my topic sentence clearly preview the main supports of my speech?

_____ _____ 5. Are my main supports clear divisions of my subject?

_____ _____ 6. Do my three main supports not refer to the same idea; i. e., have I not written overlapping supports?

_____ _____ 7. Did I use active (not passive) voice for all main supports?

_____ _____ 8. Did I provide adequate detail for each support? (Write the number of times you used each of these detail materials in your speech.)

_____ a. illustration/examples
_____ b. definitions
_____ c. statistics/numbers
_____ d. comparison/contrast
_____ e. testimony/quotations
_____ f. explanation
_____ g. visual aids

_____ _____ 9. Did I use clear transitions that reminded my audience of a point or points already covered?

_____ _____ 10. Did I use a minimum of three sources in preparing this speech?

_____ _____ 11. Did I use these sources in a way that added credibility to my speech? (Cite sources)

_____ _____ 12. Did my conclusion include all points listed on the outline?

_____ _____ 13. Did I really know my subject well and share my information enthusiastically with my audience?

_____ _____ 14. Did I spend enough time and energy in rehearsal for this speech?

_____ _____ 15. Did I turn in my outline before the speech was due?

_____ _____ 16. Did I use *brief* speaker's notes during my delivery?

RUBRIC
E = 15-16 Yes
M = 10-14 Yes
D = 1-9 Yes

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SUBJECT: Language Arts GRADE 8

STATE GOAL 4: ... use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

General Knowledge/Skills Reference: B, C

LEARNING OUTCOME: 4:2

As a result of their schooling, by the end of grade eight, the students will be able to develop and present ideas with grade level appropriate introduction, elaboration, and conclusion.

Learning Objective:

4:2-1 Limit and specify a topic for an oral presentation.
4:2-2 Prepare a full outline for an oral presentation.
4:2-3 Organize an oral message with introduction, body, and conclusion.
4:2-4 Use differing organizational patterns for oral messages.
4:2-5 Use a variety of sources to support ideas in an oral message.
4:2-6 Distinguish among statements of observation, opinion, and judgment.

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BIBLIOGRAPHY AND OUTLINE

Normal A-F Scale used to individually evaluate outline and bibliography.

(Developed for oral presentation in science)

A+	13
A	12
A-	11
B+	10
B	9
B-	8
C+	7
C	6
C-	5
D+	4
D	3
D-	2
F	1

13 points for outline

13 points for bibliography

RUBRIC
E = 23-26
M = 10-22
D = 1- 9

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SUBJECT: Language Arts GRADE 8

STATE GOAL 5: ... understand the various forms of significant literature representative of different cultures eras, and ideas.

General Knowledge/Skills Reference: A, B, C, D, F

LEARNING OUTCOME: 5:1

As a result of their schooling, by the end of grade eight, the students will be able to identify or recognize the elements and differences among poetry, drama, fiction, and non-fiction of American, English, and non-English grade level appropriate literary works from various historical periods.

Learning Objective:

5:1-1 Identify common characteristics of poetry.
5.1-2 Read and identify a variety of poetic forms and styles.
5:1-3 Recognize standard terms and conventions unique to drama. -
5:1-4 Recognize the difference between fictional prose and other literary types.
5.1-5 Identify a variety of fictional forms.
5:1-6 Compare and contrast various types of factual literature.
5:1-7 Read selected American literature and literature from other countries.
5:1-8 Compare and contrast literary works from two different historical periods.
5.1-9 Identify significant elements of fiction.
5.1-10 Recognize the qualities of nonfiction

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Poems for student publication of poetry book. 10 styles taught. 10 points per poem. Evaluation rubric is attached. 100 points possible. Each student creates his/her own book of original poems.

Scoring Rubric: E = 93-100+

M = 73-92

D = 1-72

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Goal/Outcome 5:1

LEVELS OF QUALITY

10 This level of quality is reserved for the truly exceptional; everything about this poem is impressive; the student has not only met, but has exceeded the demands of the assignment; the thinking/creativity displayed are superior; it is obvious that the student has spent an extraordinary amount of time in the execution of this poem. There are to be no errors in spelling or form.

8 This level of quality is for the strong responses to an assignment; this poem is clearly above average, but lack a certain distinctiveness of a ten; the poem meets and to some extent exceeds the demands of the assignment; the thinking/creativity displayed are commendable; it is obvious that the student has shown effort and care in the execution of this work. There may be one spelling error, but no form errors.

6 This level of quality is for poems which reflect the "average" range of responses; the poem offers no extension; the thinking/creativity displayed are adequate; the poem displays at least reasonable care and effort. There may be a few spelling errors, but no form errors.

4 This level of quality is the below average response; there are deficiencies in this poem; not all aspects of the poem may have been fulfilled; generally the poem is brief and sketchy; the level of thinking/creativity displayed is inadequate; the poem appears rushed or marginal in effort. There may be several spelling errors and one form error.

2 This level of quality is unacceptable; important aspects of the poem are neglected or unfinished; responses appear rushed or careless; little evidence of thinking/creativity is displayed; the overall impression is poor. There may be many spelling errors and more than one form error.

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dj/ck/sl

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SUBJECT: Language Arts GRADE 8

STATE GOAL 5: ... understand the various forms of significant literature representative of different cultures, eras, and ideas.

General Knowledge/Skills Reference: E

LEARNING OUTCOME: 5:2

As a result of their schooling, by the end of grade eight, the students will be able to distinguish authors' perspectives, values, beliefs, and prejudices represented in grade level appropriate literary works.

Learning Objective:

5:2-1 Recognize the perspectives of authors of selected works.

5:2-2 Compare and contrast the values, beliefs, or prejudices represented in similar literary works.

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5 1-2
5:2-1

Portfolio Entry - Comparison and/or Contrast Essay using Diary of Anne Frank (story of Anne Frank in play form, Goodrich, F. & Hackett, A, Prentice-Hall Literature Text, Silver Edition, 1994 ed.) and Zlata's Diary (Filipovic, Zlata, 1994. New York: Penguin Press)

Scoring Rubric: E= 5 or more statements of comparison/contrast
M= 3-4 statements of comparison/contrast
D= 1-2 statements of comparison/contrast

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SUBJECT: Language Arts GRADE 8

STATE GOAL 5: ... understand the various forms of significant literature representative of different cultures, eras, and ideas.

General Knowledge/Skills Reference: G, H, I

LEARNING OUTCOME: 5:3

As a result of their schooling, by the end of grade eight, the students will be able to identify figurative language, symbolism, and themes in given grade level appropriate literary works and recognize relationship to real-life situations.

Learning Objective:

5:3-1 Identify the major types of figurative language.
5:3-2 Identify examples of the major types of figurative language in a given literary work.
5:3-3 Identify the central point, idea, or meaning in a given literary work.
5:3-4 Recognize the relationships between the theme of literary work and appropriate real-life situations.
5:3-5 Recognize characteristics of symbolism.

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5:3

Literary Skills Worksheets - Simile and Metaphor, pgs. 40-42 - Call of the Wild study guide (Portals to Literature, Perfection Form Company, Logan, Iowa). 33 possible points

Scoring Rubric: E = 31-33
M = 23-30
D = 1-22

Literary Analysis Worksheet - Symbolism, pgs. 42-43 - Light in the Forest (Curriculum Unit by Warren, M, 1991. Center for Learning, TAP Instructional Materials, Villa Maria, PA). 10 possible points.

Scoring Rubric: E = 9-10
M = 7-8
D = 1-6

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SUBJECT: Language Arts GRADE 8

STATE GOAL 5: ... understand the various forms of significant literature representative of different cultures, eras, and ideas.

General Knowledge/Skills Reference: J

LEARNING OUTCOME: 5:4

As a result of their schooling, by the end of grade eight, the students will be able to give supporting evidence for their opinion of a grade level appropriate work.

Learning Objective:

5:4-1 Formulate an opinion of a given literary work.

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Literary Evaluation Form

Goal / Outcome 5:4

Student ______________________ Date ____________________

BookTitle ____

What two or more things did you like best about this selection? Tell why.

1. ____

____

____

2. ____

____

____

RUBRIC

E = 9 or more
M = 7-8
D = 1-6

What are three things that the writer can do to change/improve this selection?

1. ____

____

2. ____

____

3. ____

____

Write a brief paragraph (topic sentence with a minimum of three supports) about the main character, the importance of the setting, the conflict, or the resolution of this book. (Use the back also.)

____

____

____

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SUBJECT: Language Arts GRADE 8

STATE GOAL 6: ... understand how and why language functions and evolves.

General Knowledge/Skills Reference: A, C

LEARNING OUTCOME: 6:1

As a result of their schooling, by the end of grade eight, the students will be able to distinguish multifunctional messages to make critical judgments on grade level appropriate oral and written information having possible cultural differences.

Learning Objective:

6:1-1 Differentiate among statements of observation, inference and judgment in oral and written messages.
6:1-2 Distinguish among purposes in multifunction messages.
6:1-3 Make critical judgments as a listener and viewer, as well as provide constructive criticism.

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6:1-2

LISTENING: CHECKLIST FOR ORAL PRESENTATION

Name ______________________________ Date ____________________

Speaker(s) ____

1. What was the topic? ____

2. What was the position stated? ________________________________

3. In the space below, make notes about the points presented.

    1.

    2.

    3.

    Extra 4.

    5.

4. Did the speaker(s) give logical reasons and facts to persuade others?

   Yes_____ No_____

5. Did the speaker(s) present his/her position only?

   Yes_____ No_____

6. Did the speaker(s) use note cards only for quick reference?
   i.e. Did not read from note cards.

   Yes_____ No_____

7. In your opinion, which side presented a better case? Explain. ________

   ____

   ____

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Prepared by James, Kawalek, Lynn, Pavesic - 1/85

_______SIP Goal 2 1 2

Cross-referenced to 2:1,2

RUBRIC
E = 7
M = 5-6

ERIC
Full Text Provided by ERIC

SUBJECT: Language Arts GRADE 8

STATE GOAL 6: ... understand how and why language functions and evolves.

General Knowledge/Skills Reference: B

LEARNING OUTCOME: 6:2

As a result of their schooling, by the end of grade eight, the students will be able to recognize etymologies of grade level appropriate words as a means of acquiring larger and more precise vocabularies.

Learning Objective:

6:2-1 Enlarge their speaking, reading, and writing vocabulary through the study of roots and affixes; synonyms, antonyms, and homonyms; words of multiple meaning, idioms, figurative language; words in context; and words most frequently misspelled.

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6:2

Assorted worksheets from English Teacher's Book of Instant Word Games (Rice, R., 1992, Center for Applied Research in Education, West Nyack, NY, a division of Prentice Hall, NJ) 90 possible points.

Worksheets:	4-17	Adding Prefixes
	4-18	Similar Words Often Confused
	4-19	Synonyms
	4-22	Antonyms
	4-24	Homonyms
	6-3	Figures of Speech
	6-4	Similes and Metaphors
	7-26	Double Meanings

Scoring Rubric: E = 89-96
M = 71-88
D = 1-70

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SUBJECT: Language Arts GRADE 8

STATE GOAL 6: ... understand how and why language functions and evolves.

General Knowledge/Skills Reference: D

LEARNING OUTCOME: 6:3

As a result of their schooling, by the end of grade eight, the students will be able to analyze the function of words within grade level appropriate sentences.

Learning Objective:

6:3-1 Analyze the function of words within sentences.

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NAME ______________________

DATE ______________________

Goal/Outcome 6:3-2
Alt. assessment

SENTENCE STRUCTURE

Fill in the blanks to create a complete sentence according to the parts of speech provided.

1. ________ ________ ________ ________
ADJECTIVE ADVERB ADJECTIVE NOUN

________ ________ ________ ________.
HELPING VERB VERB ADVERB PREP. PHRASE

2. ________ ________ ________ ________
ADVERB PRONOUN VERB PREPOSITION

________ ________.
ADJECTIVE NOUN

3. ________, ________ ________
PREPOSITIONAL PHRASE ADJECTIVE NOUN

________ ________ ________ ________
CONJUNCTION NOUN ADVERB VERB

________.
NOUN

4. ________ ________ ________
ADJECTIVE NOUN VERB

________, ________ ________
PREPOSITIONAL PHRASE CONJUNCTION PRONOUN

________ ________.
VERB PREPOSITIONAL PHRASE

5. ________, ________ ________ ________
INTERJECTION NOUN ADVERB ADVERB

________ ________.
HELPING VERB VERB

6. Write one sentence of your own, labeling at least five **different** parts of speech.

RUBRIC
E = 38-41
M = 30-37
D = 1-29

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APPENDIX B

TEACHER AND STUDENT EVALUATION QUERY

Appendix B

Program Evaluation by Teachers

Dear Teachers,

Please take a few minutes to complete the following questions related to the use of performance-based assessments in language arts class this year. Your input on this matter is important. Thank you for your cooperation.

Mrs. James

---

1. Please mark the choice which best describes the amount you believe your students' writing skills improved this year.

_____A lot   _____Some   _____A little   _____None

Explain your choice:____________________________________

____

2. List below the writing activities you feel most helped your students to improve their writing skills:

____

____

3. Please mark the choice which best describes the amount you believe your students' reading skills improved this year.

_____A lot   _____Some   _____A little   _____None

Explain your choice:____________________________________

____

4. List below the reading activities you feel most helped your students to improve their reading skills:

____

____

5. Please mark the choice which best describes the amount you believe your students' speaking skills improved this year.

_____A lot   _____Some   _____A little   _____None

Explain your choice:_______________________________________

____

6. List below the speaking activities you feel most helped your students to improve their speaking skills:

____

____

7. Please mark the choice which best describes the amount you believe your students' listening skills improved this year.

_____A lot   _____Some   _____A little   _____None

Explain your choice:_______________________________________

____

8. List below the listening activities you feel most helped your students to improve their listening skills:

____

____

9. Thinking about the diverse learning styles of your students and their academic needs, as well as state goals and objectives, what adjustments or changes in the eighth grade language arts program would you recommend? Please include an explanation with your recommendation.

____

____

____

____

Appendix B

Program Evaluation by Students

Dear Students,

Please take a few minutes to complete the following questions related to the use of performance-based assessments in language arts class this year. Your input on this matter is important to us. Thank you for your cooperation.

Mrs. James

---

1. Please mark the choice which best describes the amount you believe your writing skills improved this year.

_____A lot _____Some _____A little _____None

Explain your choice:______________________________

____

2. List below the writing activities you feel most helped you to improve your writing skills:

____

____

3. Please mark the choice which best describes the amount you believe your reading skills improved this year.

_____A lot _____Some _____A little _____None

Explain your choice:______________________________

____

4. List below the reading activities you feel most helped you to improve your reading skills:

____

____

5. Please mark the choice which best describes the amount you believe your speaking skills improved this year.

_____A lot _____Some _____A little ____None

Explain your choice:______________________________

____

6. List below the speaking activities you feel most helped you to improve your speaking skills:

____

____

7. Please mark the choice which best describes the amount you believe your listening skills improved this year.

_____A lot _____Some _____A little ____None

Explain your choice:______________________________

____

8. List below the listening activities you feel most helped you to improve your listening skills:

____

____

9. Thinking about your own learning style needs and your academic needs, as well as state goals and objectives, what adjustments or changes in the eighth grade language arts program would you recommend? Please include an explanation with your recommendation.

____

____

____

____