

DOCUMENT RESUME

ED 391 737

SO 025 859

AUTHOR Seiter, David M.
TITLE Assessing the Influence of Portfolios on Higher Order Thinking Skills.
PUB DATE May 95
NOTE 59p.; Masters project, Weber State University.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Tests/Evaluation Instruments (160)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Educational Research; Elementary Secondary Education; *Evaluation; Higher Education; *Portfolio Assessment; School Surveys; Thinking Skills
IDENTIFIERS *Educational Research and Development Report; Utah

ABSTRACT

How the use of portfolios in the classroom will influence the higher order thinking skills is the main focus of this project. The introduction of portfolios as assessment tools is rather new to educational research, but does offer a legitimate area for serious study. Portfolios when used by students can offer them not only a way to showcase their talents, but also allow them to reflect on past achievement to compare any improvement. Reflective thinking should be a main result students acquire in this process so that they may understand themselves along with how and what they learn. A literature review and a survey of 32 teachers was conducted for the purpose of developing the rationale. This particular study went into two different schools in Utah and different disciplines in order to gather data. Layton High had the control group while the experimental group that used self-reflection was at Northridge High. The portfolio programs implemented were modified to fit properly in the specified classroom so that accurate results could be obtained. Based on the acquired results, it was determined that portfolios did not have much effect in increasing higher thinking skills, but did show positive findings. The utilization of portfolios in the classroom is too new to teachers as a tool to better the overall education of students. The study concludes that when more teachers understand the portfolio program and what it can offer, then more will take serious steps in experimenting with it. Contains 7 references, 16 tables, 3 appendices containing teaching units, and the survey instrument. (JAG)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ASSESSING THE INFLUENCE OF PORTFOLIOS
ON HIGHER ORDER THINKING SKILLS

by

David M. Seiter

A project submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

WEBER STATE UNIVERSITY
Ogden, Utah

May 4, 1995

Approved:

Dr. Earl McCain
Committee Chair

Dr. LaRae Larkin
Committee Member

Mr. Kim Hadfield
Committee Member

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

David M. Seiter

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it

☐ Minor changes have been made to
improve reproduction quality

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy

Copyright © 1995 by David M. Seiter
Layton, Utah, All Rights Reserved

TABLE OF CONTENTS

TITLE	PAGE(S)
Nature of the Problem	1-6
Statement of Objectives	6
Procedures	7-9
Project Results	10-13
Dissemination of Information	13
Conclusion	14-15
Literature Cited	16-17

List of Tables

Table One	Paired t-Test Between Northridge and Layton High School Students With and Without Self-Reflection
Table Two	Portfolio Usage and Attitude Survey Response Northridge and Layton Social Studies and English Departments
Table Three	Portfolio Usage and Attitude Survey Response Layton English Department
Table Four	Portfolio Usage and Attitude Survey Response Northridge English Department
Table Five	Portfolio Usage and Attitude Survey Response Northridge Social Studies Department
Table Six	Portfolio Usage and Attitude Survey Response Layton Social Studies Department
Table Seven	Portfolio Usage and Attitude Survey Response Layton and Social Studies and English Departments
Table Eight	Portfolio Usage and Attitude Survey Response Northridge Social Studies and English Departments
Table Nine	Portfolio Usage and Attitude Survey Response Northridge and Layton Social Studies Departments

Table Ten Portfolio Usage and Attitude Survey Response
Northridge and Layton English Departments

Abstract

Portfolio assessment and instruction have been in the forefront of the educational reform movement. This project focused on developing a rationale for using portfolios, testing whether portfolios had an influence on higher order thinking skills, and implementing changes in a portfolio program. A literature review and a 32 teacher survey were conducted in developing the rationale. Organizing materials, students best work exhibitions, and increasing higher order thinking skills were the primary rationale components. While reviewing the literature it was also apparent that no research had been conducted on the influence of portfolios on higher order thinking skills. The project attempted to fill the void by conducting a controlled experiment testing the effectiveness of the self-reflection portfolio component. Three sophomore World History classes from Layton and three from Northridge High Schools were used. Layton High served as the control group while Northridge was the experimental group that used self-reflection. Simplified random sample data was gathered from the pre- and post-skill tests and tested for a significant difference. A significant difference was found in all areas for Northridge and larger significant difference

for Northridge was found when both groups demonstrated a difference. Although a direct cause and effect relationship could not be stated between the self-reflection and the improved scores, there was an indication that something besides chance caused this difference. Based upon the literature review, research between schools, and the teachers surveys a series of steps were developed for implementation at Northridge and Layton High Schools. The recommendations included additional self-reflection in all classes with a minimum of four self-reflective pieces. Since Northridge was already using portfolios, these recommendations were easier to institute. A formal indoctrination to portfolios was started in the Northridge Social Studies department and recommended for the English department next year. Inservice portfolio programs were also recommended for Layton High School. There was little interest expressed for such programs.

NATURE OF THE PROBLEM

T.H. Bell, William Bennett, Diane Ravitch and Chester Finn are all names synonymous with education reform begun in the 1980s and continuing into the 1990s. These reformers have led the march toward a national curriculum holding the belief that national reform and a national curriculum should center on "choice, content and character" (Sewall, 1992). But is the drive toward a national curriculum, centered on these three elements really going to improve the quality of education? The answer is no, if the focus remains only on these three and the subsequent assessment tools remain standardized paper and pencil tests.

There is little doubt that content is an essential element in developing national standards. Core subject areas, such as history, geography, math and science are in the process of developing national content standards. Standards, however, that are content laden with few references to analysis, synthesis and evaluation skills (Bloom, 1956) serve little purpose for today's students. These thinking skills are critical because they permit knowledge to be applied to the solution of new problems (Newmann, 1991). Application of

these skills is in keeping with John Dewey's (1933) interpretation of reflective thinking. "The demand for the solution of a perplexity is the steadying and guiding factor in the entire process of reflection"(Dewey).

Arthur L. Costa writes (1993), "We will have to replace some of our obsolete, traditional views of education . . . and let go of our obsession with content acquisition and knowledge retention as merely ends in themselves." Standards and assessment tools, therefore, should reflect a school environment where knowledge obtained is useful and where there is a strong relationship between the skills taught and the problems students find outside of school (Gardner, 1982). Information and skills should never be regarded as ends in themselves. They should strive toward a culminating experience with a completed work of thought or use in the field of study (Knier, 1975).

Using higher order thinking skills provides educators with numerous benefits. Educators are able to break down territorial content walls and find it easier to form consensus on what students should know and be able to do. In turn, teachers find themselves interacting more with fellow instructors, enabling students to achieve higher standards (Costa).

New standards based upon higher order skills have generated a demand for new assessment procedures. Traditional

standardized tests require students to recall or recognize fragmented and isolated bits of information. They rarely ask students to apply that information (Marzano, Pickering, and McTighe, 1993). Standardized tests are intended to provide concrete information concerning what the students have achieved. In reality they provide generalizations about how students compare against one another or between districts. Information about the quality of education is not what the tests provide (Stake, 1991).

"Humans do not accumulate skills and facts in a neat orderly fashion" (Grady, 1993). Consequently, assessments should reflect the student's ongoing learning. Assessment is not something that is tacked onto learning; it is the essential component that guides instruction (Simmons, 1994). One such tool utilized for ongoing assessment is the portfolio.

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of student self-reflection (Paulson, 1991).

Therefore, portfolios are more than just a student folder. A student folder may or may not contain all of the student's work in a grading period. Laura Grosvenor (1993) delineates portfolios further and posits three models. The showcase or exhibition portfolio displays the student's best work, while

the descriptive portfolio demonstrates the student's various content retention and skills. Finally, the evaluative model contains material that is subject to evaluative criteria. The author is currently using a combination of the descriptive and evaluative models.

The key element in any of the portfolio models is the value placed on the reflective thinking method. This method believes knowledge is used when individuals attempt to deal with some interest, concern, problem or need (Adeyemi, 1993). Reflective thinking is utilized in portfolios when students evaluate their works (self-reflection) and seek improvement based on rational and alternative actions.

But does reflective thinking/self-reflection have an affect upon student growth, especially in the areas of analysis, synthesis and evaluation? Newmann (1991) in his study on higher order thinking skills in the social studies classroom, tried to determine what were indications of thoughtfulness in the classroom. Generic qualities of classroom thoughtfulness that might function as common indicators of teaching related to thinking were identified, but were not specifically developed for social studies. Adeyemi (1992) did find a significant difference in the achievement of high school social studies students who were taught by the lecture method versus the reflective method. It must be noted that Adeyemi's sole variable was not self-

reflection but rather the entire spectrum of analysis, synthesis, evaluation and problem solving with no mention of self-reflection.

A portion of this project investigated the influence, if any, that the self-reflection component of reflective thinking had on increasing higher order thinking skills in social studies students that used a portfolio versus those that did not use self-reflection nor a portfolio. This small study will be a valuable tool in determining whether self-reflection in portfolios actually increase student growth in higher order thinking skills. To date, there is no empirical data compiled that would suggest it. In fact, the only research found specifically regarding portfolios was conducted by the Rand Corporation on writing portfolios in Vermont.

This Vermont study found that many educators believed the writing portfolio to be a powerful and positive influence on instruction (Bracey, 646). High quality assessment results, however, were not achieved. This was due to the lack of standardized criteria for assessing the writing. The Rand Corporation concluded that there should be ongoing evaluation of the process.

Teachers will feel more inclined to incorporate the use of portfolios for history instruction if there is data demonstrating a significant difference found between those

using portfolios and those who do not. This in turn would lead to modifying the existent assessment strategies and creating means for implementation of the portfolios not only in the history department but also in other departments.

STATEMENT OF OBJECTIVES

The author will formulate a history portfolio program that incorporates both the cognitive and affective domains to stimulate student growth. The program will focus upon four components. Section One focuses on establishing a rationale for the portfolio for teachers that includes the affective domain. Testing whether self-reflection within a portfolio increases student growth in higher order thinking skills is the emphasis of the second section. Section Three focuses on creating strategies for implementation of the portfolio program in various departments. Modifying assessment and evaluation policies already in existence is covered in Section Four.

The goal of the program is to increase student growth in higher order cognitive and affective domain skills, based upon sound research that teachers will feel comfortable incorporating in the classroom.

PROCEDURES

Review of the literature was the first undertaking of the project. The primary purpose of the review was to establish a rationale for portfolio use and to examine any studies and literature pertaining to reflective thinking in the classroom. This process started in the summer of 1994 and continued throughout the project, with the main research completed by November 1, 1994. Additional information, however, was obtained as late as April 5, 1995.

Conducting the comparative test took place during the first twelve weeks of the 1994-95 school year. This study investigated the relative effectiveness of using the self-reflection component within a portfolio in increasing higher order thinking skills, specifically analysis, synthesis and evaluation. The null hypothesis formulated that there was not a significant difference between the skills achievement of sophomore World Civilization students using either the self-reflective or non-reflective method in a portfolio setting.

The investigation involved the use of a simple random sample of 40 sophomore World Civilization students from a population of 200 students at Layton and Northridge High Schools in Davis County, Utah. Three classes taught by Claudia Seiter (Layton) and three by David Seiter (Northridge) were used. Claudia Seiter's classes served as

the control group. Her classes did not gather their work nor self-reflect on it. David Seiter's students, however, served as the experimental group gathering their work and using teacher directed self-reflection. Students were asked on three separate occasions to look at their work and write down the positive and negative aspects of their work. They also formulated an improvement plan.

Both teachers used identical lesson plans (Appendix A) except for self-reflection. The two teachers collaborated during the summer of 1994 to ensure the same content and skills were taught in the same manner. Content was taken from the student text *Global Mosaic* and other outside resources.

Ms. Kandee Edwards developed and administered the pre- and post-skills tests. This test was taken from the 1983 Social Studies skills test developed by the Social Studies Education Consortium (Appendix B). The essay questions were developed by Ms. Edwards. Neither Claudia or David Seiter previewed the test.

The pre-tests were given by Ms. Edwards September 7-8, 1994. Ms. Edwards then collected the tests and graded them by a scanner. The essays were graded according to the rubric constructed by Ms. Edwards from suggestion by the Seiters (Appendix C). The post-tests were given December 12-13, 1994. This followed the completion of the Mid-East unit. The tests were originally to follow the next unit (Africa) but due to

time constraints it was decided to administer the post-skills tests in December. The same scoring procedures were used as in the pre-tests.

The pre- and post-tests scores were separated into the essay, multiple choice, top three sections (i.e., synthesis, evaluation and essay), and total score sections. Pre- and post-tests scores were subjected to a paired t-test to establish whether there was a significant difference in the individual schools and between schools.

A teacher survey (Appendix D) was given to the Social Studies and English departments at both Northridge and Layton High Schools in March, 1995. The survey was designed establish whether portfolios were in use by any of the instructors, and to determine their rationale for implementation or avoidance. The survey also indicated differences between the two schools concerning portfolios.

Following the evaluation of the data, modification of assessment and evaluation policies took place based upon the findings. The final component of the project was developing strategies for implementation of the portfolio program across the disciplines.

PROJECT RESULTS

Section One

A review of the literature showed many reasons for portfolio use. The most obvious reason given throughout was the opportunity to preserve and exhibit a student's best work. Often a portfolio permits students to provide tangible evidence of hard-to-capture work. This, however, was only a small part of the reason for motivation for assigning portfolio work.

A more comprehensive rationale also involves helping students discover who they are as students. Using the self-reflective method, this empowers students as managers and self-evaluators of their own work (Spandel, 1). As students see and analyze their intellectual growth, they can make adjustments and improve their performance.

Section Two

The t-tests results were significant (Table 1). Northridge High School showed a significant difference of .05 or less in all areas. Layton High School did only on the essay component. More importantly was the difference in probability scores between the two schools. There was a consistent major difference in probability scores in all areas except for the total scores. Total scores reflected the entire significant difference for each school.

A surprising element was the multiple choice section. The large difference in scores was unexpected since the study was centered upon the higher level thinking skills. Other areas showed a larger significant difference than one might anticipate.

The results demonstrated that there were significant differences between both schools in all areas. Although a direct cause and effect relationship could not be stated between the self-reflection and the improved scores, there was an indication that something besides chance caused this difference.

Section Three

The teachers survey proved to be difficult to gather. Nineteen surveys were received from 32 distributed to Social Studies and English teachers at Northridge and Layton High Schools. Only five came from Layton High School. Time of year, unwillingness to participate, and lack of familiarity with portfolio models could all have been factors in the low return rate.

There were a few indications concerning the use of portfolios (Table 2). Knowledge of portfolios and clarity of a portfolio's purpose played an important role in determining whether a person used a portfolio or not.

Several reasons appeared for those using a portfolio from either school (Table 2). The two prevalent reasons were

to organize material and for students to exhibit their best work. Increasing higher order thinking skills came in a close third. This somewhat contradicts the findings regarding structure. Here, (Table 2) most teachers divided portfolios into assignments or according to a taxonomy of learning. In either case the primary purpose was to show growth. There was a slight indication that the English departments favored the exhibition portfolio (Table 3 and 4). More study must be done to see if a preference exists in portfolio models between departments.

Section Four

Based upon the literature review, research between schools, and the surveys a series of steps have and will continue to be implemented at Northridge and Layton High Schools.

Northridge continues to develop a school-wide portfolio program with the implementation of the Senior Portfolio Project in 1995-96. The following year a comprehensive school-wide portfolio based more upon Bloom's taxonomy will start. It has been recommended that for the remainder of this year, the history department increase the amount of self-reflection that occurs and that a minimum of four self-reflective pieces per quarter be included in next year's portfolio. Likewise, the increase is also recommended for next year's senior portfolio.

An indoctrination to portfolios will be given to any new members of the Social Studies department next year and is highly recommended for any new English department members at Northridge. More portfolio inservice will be offered to all teachers as the school-wide program is implemented. It is unreasonable to think that this small study is sufficient evidence for validation of a portfolio program. Ongoing observation and testing of the affect of portfolios in these departments will be conducted

Research and inservice programs are now available to Layton High School English and Social Studies departments. The research and inservice presentation addresses the need for more basic information and a rationale for using portfolios. There are a few individuals who are interested but neither department as a whole.

DISSEMINATION OF INFORMATION

Information regarding this project will be distributed in several ways. First, the results have been distributed to the state accreditation team which evaluated Northridge High School May 4, 1995. This was essential since a history portfolio was required for graduation (Appendix E).

Several workshops have been planned for the next six months. The first was given May 2, 1995 at Provo High School. Provo is considering using the portfolio and needed a

rationale and plan for implementation. Further workshops will be given at the National Council for the Social Studies National Conference and the Rocky Mountain Regional Conference.

Articles will also be written for educational journals regarding the findings. This will include submission to ERIC, *Social Education*, and the *Southern Quarterly*.

CONCLUSION

This project was only a small beginning for further study of the effects of portfolios on thinking skills. Educators at all levels are far too willing to accept a new educational technique or model without research for verification. Portfolios are no exception. This was apparent when little or no research evidence was found on the portfolio effectiveness in conducting the literature review. The initial review included writing portfolios and was not limited to the effect on higher order thinking skills. Thus, this project was a start to rectify the lack of portfolio research.

There was some indication that the self-reflection portion of a portfolio could have an effect on higher order thinking skills. A larger sample, including schools from other states that require portfolios, is necessary to test the portfolio's effectiveness. This will be difficult since

the researcher must carefully look at the structure and purpose of state portfolio programs. This would make an excellent doctoral dissertation.

A better skills test must be found or developed that demonstrates higher validity. Another approach, but more difficult on a larger scale, would be to teach and assess for the content using a portfolio. The different teaching techniques might, however, be an insurmountable barrier.

Other variables besides self-reflection should be researched in relation to portfolios. Portfolio structure would be an excellent starting point. Does an exhibition portfolio versus a growth portfolio show a significant difference? Does one type of growth portfolio show a significant difference versus another? For example, does it make a difference if the portfolio is assignment structured or strictly based on Bloom's taxonomy?

These are just a few questions leading to further portfolio research. It is essential that researchers begin to explore these as more and more schools, districts, and states use portfolio assessment. Portfolio assessment is not the panacea for educational reform but with additional research it may provide educators with another valid tool for higher student achievement.

LITERATURE CITED

- Adeyemi, M.B. (1992). The relative effectiveness of the reflective and the lecture approach methods on the achievement of high school social studies students. *Educational Studies*, 18 (1), 49-56.
- Bersey, G. W. (1995). Research. *Phi Delta Kappan*, 76 (8), 646-647.
- Bloom, B.S. et al. (1956). Taxonomy of education objectives, handbook 1: Cognitive domain. New York: David McKay.
- Costa, A.L. (1993). How world class standards will change us. *Educational Leadership*, 50 (5), 50-51.
- Dewey, J. (1933). *How we think*. Boston: D.C. Heath.
- Gardner, H. (1982). *Developmental psychology*. Boston: Brown and Little.
- Grady, E. (1992). *The portfolio approach to assessment*. Bloomington, Indiana: Phi Delta Kappan Foundation.
- Grosvenor, L. (1993). Taking assessment matters into our own hands. In *Student portfolios: Teacher-to-teacher series*. Washington, D.C. National Education Association. (ERIC Reproduction Service No. ED 362 569)
- Kneir, R.G. (1975). Education for meaning and value: Existential experience in the philosophies of Soren Kierkegaard and Martin Buber (Doctoral dissertation, University of California, Berkeley, 1975).

- Marzano, R., Pickering, D., & McTighe, J. Assessing student outcomes: Performance assessment using the dimensions of learning model. In Holmes, D.S.(Ed.), *Assessment in service of powerful learning*. Riverside, CA: California School Leadership Academy.
- Newmann, F.H.(1991). *Classroom thoughtfulness and students' higher order thinking: Common indicators and diverse social studies courses*. Madison, WI: National Center on Effective Secondary Schools. (ERIC Document Reproduction Service No. ED 340 642)
- Paulsen, F.L., Paulsen,P.,Meyer,C.(1991). What makes a portfolio a portfolio? *Educational Leadership*, 48 (5) 60-63.
- Sewall, G. T.(1991). America 2000: An appraisal. *Phi Delta Kappan*, 73 (3), 204-209.
- Simmons, R. (1994). The horse before the cart: Assessing for understanding. *Educational Leadership*, 51 (1), 22.
- Spandel, V., Cultham, R. (1994). The portfolio process in assessment and instruction. Portland: Northwest Regional Educational Laboratory.
- Stake, R.E.(1991). The teacher, standardized testing and prospects for reform. *Phi Delta Kappan*, 73 (3), 244-246.
- Stockhouse, S.H.(Ed). (1983). Essential social studies skills for senior high school students. Boulder: Social Science Education Consortium, Inc.

Table 1

Paired t-Test Between Northridge and Layton High School
Students With and Without Self-Reflection

Post and Pre-Essay-Df 19		
<u>School</u>	<u>Paired t value</u>	<u>Prob 2-tail</u>
NHS	3.243	.0043
LHS	2.610	.0172
Post and Pre-Synthesis-Df 19		
NHS	2.926	.0087
LHS	1.482	.1547
Post and Pre-Multiple Choice-Df 19		
NHS	2.410	.0262
LHS	1.340	.1961
Post and Pre-Upper Three Levels-Df-19		
NHS	2.226	.0383
LHS	1.335	.1978
Post and Pre-Total Score-Df 19		
NHS	4.070	.0007
LHS	4.189	.0005

Portfolio Usage and Attitude Survey Response

Department: Social Studies
English

1. I currently am using the
 5% a. Reflective Thinking Model
 72% b. Portfolio Model
 22% c. Neither model
2. I do not use either model because
 50% a. I am not familiar with either model
 25% b. I do not believe either model increases students overall understanding of the subject
_____ c. It takes up too much time
_____ d. They do not increase students higher order thinking skills (i.e.analysis, synthesis, evaluation).
 25% e. Other: Valued but not yet implemented
3. I would use either or both models if
 50% a. They were explained clearly and simply
 50% b. I saw research that indicated they would help students.
 75% c. I could see the practical application of either in the classroom.
_____ d. I would never use one.
_____ e. Other: _____
4. I use the Portfolio/Reflective model(s) because they help
 71% a. Students increase higher order thinking skills (i.e. analysis,synthesis evaluation)
 79% b. To organize material
 79% c. Students exhibit their best work
 29% d. Overall understanding of the subject
 7% e. Other: Testing the value of each

5. I have students reflect
- 14% a. once or more per week
 - 21% b. 1-3 times per month
 - 29% c. 1-4 times per quarter
 - 14% d. once a quarter
 - 14% e. once a semester
 - f. We do not use reflective thinking in my portfolios
 - g. No answer
6. Which best describes the structure of your portfolio if you use one.
- 7% a. It contains all of the students assignments.
 - 21% b. It is divided into assignments and is primarily for students best work
 - 36% c. It is divided into assignments and is primarily used to show growth.
 - 7% d. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is for the students best work.
 - 36% e. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is used to show growth.
 - 7% f. No answer
7. Which best describes how material is selected for the portfolio.
- a. The teacher selects all material
 - 36% b. The student selects all material
 - 57% c. Both the students and teacher selects the material.
 - 7% d. No answer

Table 3

Portfolio Usage and Attitude Survey Response

School: Layton

Department: English

Total: Five

1. I currently am using the
 - 25% a. Reflective Thinking Model
 - 50% b. Portfolio Model
 - 25% c. Neither model
2. I do not use either model because
 - 100% a. I am not familiar with either model
 - b. I do not believe either model increases students overall understanding of the subject
 - c. It takes up too much time
 - d. They do not increase students higher order thinking skills (i.e.analysis, synthesis, evaluation).
 - e. Other: _____
3. I would use either or both models if
 - 100% a. They were explained clearly and simply
 - 100% b. I saw research that indicated they would help students.
 - 100% c. I could see the practical application of either in the classroom.
 - d. I would never use one.
 - e. Other: _____
4. I use the Portfolio/Reflective model(s) because they help
 - 25% a. Students increase higher order thinking skills (i.e. analysis,synthesis evaluation)
 - 25% b. To organize material
 - 25% c. Students exhibit their best work
 - 25% d. Overall understanding of the subject
 - e. Other: _____

5. I have students reflect
- ☐ a. once or more per week
 - 33% b. 1-3 times per month
 - 17% c. 1-4 times per quarter
 - 33% d. once a quarter
 - 17% e. once a semester
 - ☐ f. We do not use reflective thinking in my portfolios
 - ☐ g. No answer
6. Which best describes the structure of your portfolio if you use one.
- ☐ a. It contains all of the students assignments.
 - 17% b. It is divided into assignments and is primarily for students best work
 - ☐ c. It is divided into assignments and is primarily used to show growth.
 - 17% d. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is for the students best work.
 - 66% e. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is used to show growth.
 - ☐ f. No answer
7. Which best describes how material is selected for the portfolio.
- ☐ a. The teacher selects all material
 - 50% b. The student selects all material
 - 50% c. Both the students and teacher selects the material.
 - ☐ d. No answer

Portfolio Usage and Attitude Survey Response

Department: English

1. I currently am using the
____ a. Reflective Thinking Model
71% b. Portfolio Model
29% c. Neither model
2. I do not use either model because
50% a. I am not familiar with either model
____ b. I do not believe either model increases students overall understanding of the subject
____ c. It takes up too much time
____ d. They do not increase students higher order thinking skills (i.e.analysis, synthesis, evaluation).
50% e. Other: Valued but not yet implemented
3. I would use either or both models if
33% a. They were explained clearly and simply
33% b. I saw research that indicated they would help students.
33% c. I could see the practical application of either in the classroom.
____ d. I would never use one.
____ e. Other: _____
4. I use the Portfolio model(s) because they help
60% a. Students increase higher order thinking skills (i.e. analysis,synthesis evaluation)
100% b. To organize material
100% c. Students exhibit their best work
40% d. Overall understanding of the subject
____ e. Other:

5. I have students reflect
- 20% a. once or more per week
 - b. 1-3 times per month
 - 40% c. 1-4 times per quarter
 - d. once a quarter
 - 20% e. once a semester
 - f. We do not use reflective thinking in my portfolios
 - 20% g. No answer
6. Which best describes the structure of your portfolio if you use one.
- a. It contains all of the students assignments.
 - 40% b. It is divided into assignments and is primarily for students best work
 - c. It is divided into assignments and is primarily used to show growth.
 - 60% d. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is for the students best work.
 - e. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is used to show growth.
 - f. No answer
7. Which best describes how material is selected for the portfolio.
- a. The teacher selects all material
 - 40% b. The student selects all material
 - 60% c. Both the students and teacher selects the material.
 - d. No answer

Table 5

Portfolio Usage and Attitude Survey Response

School: Northridge

Department: Social Studies

Total: Six

1. I currently am using the
 - ☐ a. Reflective Thinking Model
 - 100% b. Portfolio Model
 - ☐ c. Neither model
2. I do not use either model because
 - ☐ a. I am not familiar with either model
 - ☐ b. I do not believe either model increases students overall understanding of the subject
 - ☐ c. It takes up too much time
 - ☐ d. They do not increase students higher order thinking skills (i.e.analysis, synthesis, evaluation).
 - ☐ e. Other: _____
3. I would use either or both models if
 - ☐ a. They were explained clearly and simply
 - ☐ b. I saw research that indicated they would help students.
 - ☐ c. I could see the practical application of either in the classroom.
 - ☐ d. I would never use one.
 - ☐ e. Other: _____
4. I use the Portfolio model(s) because they help
 - 83% a. Students increase higher order thinking skills (i.e. analysis,synthesis evaluation)
 - 67% b. To organize material
 - 83% c. Students exhibit their best work
 - 17% d. Overall understanding of the subject
 - ☐ e. Other: _____

5. I have students reflect
- ☐ a. once or more per week
 - ☒ b. 1-3 times per month
 - ☐ c. 1-4 times per quarter
 - ☐ d. once a quarter
 - ☐ e. once a semester
 - ☐ f. We do not use reflective thinking in my portfolios
 - ☐ g. No answer
6. Which best describes the structure of your portfolio if you use one.
- ☐ a. It contains all of the students assignments.
 - ☐ b. It is divided into assignments and is primarily for students best work
 - ☐ c. It is divided into assignments and is primarily used to show growth.
 - ☐ d. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is for the students best work.
 - ☐ e. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is used to show growth.
 - ☐ f. No answer
7. Which best describes how material is selected for the portfolio.
- ☐ a. The teacher selects all material
 - ☐ b. The student selects all material
 - ☐ c. Both the students and teacher selects the material.
 - ☐ d. No answer

Portfolio Usage and Attitude Survey Response

Department: Social Studies

1. I currently am using the
50% a. Reflective Thinking Model
_____ b. Portfolio Model
50% c. Neither model
2. I do not use either model because
_____ a. I am not familiar with either model
100% b. I do not believe either model increases
students overall understanding of the subject
_____ c. It takes up too much time
_____ d. They do not increase students higher order
thinking skills (i.e.analysis, synthesis,
evaluation).
_____ e. Other: _____
3. I would use either or both models if
_____ a. They were explained clearly and simply
_____ b. I saw research that indicated they would help
students.
100% c. I could see the practical application of
either in the classroom.
_____ d. I would never use one.
_____ e. Other: _____
4. I use the Reflective model(s) because they help
100% a. Students increase higher order thinking
skills (i.e. analysis,synthesis evaluation)
_____ b. To organize material
_____ c. Students exhibit their best work
100% d. Overall understanding of the subject
_____ e. Other: _____

5. I have students reflect
- 50% a. once or more per week
 - _____ b. 1-3 times per month
 - 50% c. 1-4 times per quarter
 - _____ d. once a quarter
 - _____ e. once a semester
 - _____ f. We do not use reflective thinking in my portfolios
 - _____ g. No answer
6. Which best describes the structure of your portfolio if you use one.
- 50% a. It contains all of the students assignments.
 - _____ b. It is divided into assignments and is primarily for students best work
 - 100% c. It is divided into assignments and is primarily used to show growth.
 - _____ d. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is for the students best work.
 - _____ e. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is used to show growth.
 - _____ f. No answer
7. Which best describes how material is selected for the portfolio.
- _____ a. The teacher selects all material
 - _____ b. The student selects all material
 - 100% c. Both the students and teacher selects the material.
 - _____ d. No answer

Table 7

Portfolio Usage and Attitude Survey Response

School: Layton
Total: Five

Department: Social Studies and
English

1. I currently am using the
 - 20% a. Reflective Thinking Model
 - 40% b. Portfolio Model
 - 40% c. Neither model
2. I do not use either model because
 - 50% a. I am not familiar with either model
 - 50% b. I do not believe either model increases students overall understanding of the subject
 - ___ c. It takes up too much time
 - ___ d. They do not increase students higher order thinking skills (i.e.analysis, synthesis, evaluation).
 - ___ e. Other: _____
3. I would use either or both models if
 - 25% a. They were explained clearly and simply
 - 25% b. I saw research that indicated they would help students.
 - 50% c. I could see the practical application of either in the classroom.
 - ___ d. I would never use one.
 - ___ e. Other: _____
4. I use the Portfolio/Reflective model(s) because they help
 - 100% a. Students increase higher order thinking skills (i.e. analysis,synthesis evaluation)
 - 100% b. To organize material
 - 50% c. Students exhibit their best work
 - 50% d. Overall understanding of the subject
 - 50% e. Other: _____

5. I have students reflect
- 33% a. once or more per week
 - 33% b. 1-3 times per month
 - 33% c. 1-4 times per quarter
 - _____ d. once a quarter
 - _____ e. once a semester
 - _____ f. We do not use reflective thinking in my portfolios
 - _____ g. No answer
6. Which best describes the structure of your portfolio if you use one.
- 50% a. It contains all of the students assignments.
 - _____ b. It is divided into assignments and is primarily for students best work
 - 80% c. It is divided into assignments and is primarily used to show growth.
 - _____ d. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is for the students best work.
 - _____ e. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is used to show growth.
 - 20% f. No answer
7. Which best describes how material is selected for the portfolio.
- _____ a. The teacher selects all material
 - _____ b. The student selects all material
 - 80% c. Both the students and teacher selects the material.
 - 20% d. No answer

Portfolio Usage and Attitude Survey Response

Department: Social Studies and

English

1. I currently am using the
 - ☐ a. Reflective Thinking Model
 - ☒ 85% b. Portfolio Model
 - ☒ 15% c. Neither model
2. I do not use either model because
 - ☒ 50% a. I am not familiar with either model
 - ☐ b. I do not believe either model increases students overall understanding of the subject
 - ☐ c. It takes up too much time
 - ☐ d. They do not increase students higher order thinking skills (i.e.analysis, synthesis, evaluation).
 - ☒ 50% e. Other: Valued but not yet implemented
3. I would use either or both models if
 - ☒ 33% a. They were explained clearly and simply
 - ☒ 33% b. I saw research that indicated they would help students.
 - ☒ 33% c. I could see the practical application of either in the classroom.
 - ☐ d. I would never use one.
 - ☐ e. Other: _____
4. I use the Portfolio/Reflective model(s) because they help
 - ☒ 73% a. Students increase higher order thinking skills (i.e. analysis,synthesis evaluation)
 - ☒ 82% b. To organize material
 - ☒ 91% c. Students exhibit their best work
 - ☒ 27% d. Overall understanding of the subject
 - ☐ e. Other: _____

5. I have students reflect
- 9% a. once or more per week
 - 18% b. 1-3 times per month
 - 27% c. 1-4 times per quarter
 - 18% d. once a quarter
 - 18% e. once a semester
 - f. We do not use reflective thinking in my portfolios
 - 9% g. No answer
6. Which best describes the structure of your portfolio if you use one.
- a. It contains all of the students assignments.
 - 27% b. It is divided into assignments and is primarily for students best work
 - 27% c. It is divided into assignments and is primarily used to show growth.
 - 9% d. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is for the students best work.
 - 45% e. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is used to show growth.
 - f. No answer
7. Which best describes how material is selected for the portfolio.
- a. The teacher selects all material
 - 45% b. The student selects all material
 - 55% c. Both the students and teacher selects the material.
 - d. No answer

Table 9

Portfolio Usage and Attitude Survey Response

School: Northridge & Layton

Department: Social Studies

Total: Eight

1. I currently am using the
 - 13% a. Reflective Thinking Model
 - 75% b. Portfolio Model
 - 13% c. Neither model
2. I do not use either model because
 - a. I am not familiar with either model
 - 100% b. I do not believe either model increases students overall understanding of the subject
 - c. It takes up too much time
 - d. They do not increase students higher order thinking skills (i.e.analysis, synthesis, evaluation).
 - e. Other: _____
3. I would use either or both models if
 - a. They were explained clearly and simply
 - b. I saw research that indicated they would help students.
 - 100% c. I could see the practical application of either in the classroom.
 - d. I would never use one.
 - e. Other: _____
4. I use the Portfolio/Reflective model(s) because they help
 - 86% a. Students increase higher order thinking skills (i.e. analysis,synthesis evaluation)
 - 57% b. To organize material
 - 71% c. Students exhibit their best work
 - 29% d. Overall understanding of the subject
 - e. Other: _____

5. I have students reflect
- ☐ a. once or more per week
 - 43% b. 1-3 times per month
 - 14% c. 1-4 times per quarter
 - 29% d. once a quarter
 - 14% e. once a semester
 - ☐ f. We do not use reflective thinking in my portfolios
 - ☐ g. No answer
6. Which best describes the structure of your portfolio if you use one.
- ☐ a. It contains all of the students assignments.
 - 17% b. It is divided into assignments and is primarily for students best work
 - ☐ c. It is divided into assignments and is primarily used to show growth.
 - 17% d. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is for the students best work.
 - 66% e. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is used to show growth.
 - ☐ f. No answer
7. Which best describes how material is selected for the portfolio.
- ☐ a. The teacher selects all material
 - 50% b. The student selects all material
 - 50% c. Both the students and teacher selects the material.
 - ☐ d. No answer

Portfolio Usage and Attitude Survey Response

Department: English

1. I currently am using the
☐ a. Reflective Thinking Model
☒ 70% b. Portfolio Model
☒ 30% c. Neither model
2. I do not use either model because
☒ 66% a. I am not familiar with either model
☐ b. I do not believe either model increases students overall understanding of the subject
☐ c. It takes up too much time
☐ d. They do not increase students higher order thinking skills (i.e.analysis, synthesis, evaluation).
☒ 33% e. Other: Valued but not yet implemented
3. I would use either or both models if
☒ 66% a. They were explained clearly and simply
☒ 66% b. I saw research that indicated they would help students.
☒ 66% c. I could see the practical application of either in the classroom.
☐ d. I would never use one.
☐ e. Other: _____
4. I use the Portfolio/Reflective model(s) because they help
☒ 57% a. Students increase higher order thinking skills (i.e. analysis,synthesis evaluation)
☒ 86% b. To organize material
☒ 86% c. Students exhibit their best work
☒ 29% d. Overall understanding of the subject
☐ 14% e. Other: Testing the value of each

5. I have students reflect
- 29% a. once or more per week
 - b. 1-3 times per month
 - 43% c. 1-4 times per quarter
 - d. once a quarter
 - 29% e. once a semester
 - f. We do not use reflective thinking in my portfolios
 - g. No answer
6. Which best describes the structure of your portfolio if you use one.
- 14% a. It contains all of the students assignments.
 - 28% b. It is divided into assignments and is primarily for students best work
 - 71% c. It is divided into assignments and is primarily used to show growth.
 - d. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is for the students best work.
 - e. It is divided into sections based on a conceptual framework (i.e.Bloom, Samara, Adler, etc.) and is used to show growth.
 - f. No answer
7. Which best describes how material is selected for the portfolio.
- a. The teacher selects all material
 - 29% b. The student selects all material
 - 71% c. Both the students and teacher selects the material.
 - d. No answer

Appendix A

Unit One Middle East

Theme: Geography and Early History
Lesson Plan 1: Water, Water...
Concept: Importance of Water to Middle Eastern History and Cultures

Content: Location of water sources and importance to development. Location of countries in Middle East.

Process: Knowledge
Product(s): Quiz, map,

Learning Objective(s)

In their study of the importance of water to the Middle East, students will define terms and identify Middle East political regions through a quiz and locating countries on a map.

Instructional Activities

1. Opening: Part 1 of the film *Middle East in Transition*.
2. Students will pre-read Ch. 25 sect. 1 & 2 and take notes.
3. Complete the vocabulary list prior to class.
4. Take quiz over 1 & 2.
5. Pneumatically instruct students on identifying countries of the Middle East.
6. Practice identifying on a map.

Additional Materials

Ahmad, I. , Brodsky, H. , Crofts, M., & Ellis, E. (1993).
World Cultures: A Global Mosaic. New Jersey: Prentice Hall.

Ahrari, M.E. et al. (1994). *The Middle East in Transition: An Instructional Guide*. Atlanta, Georgia: Southern Center for International Studies.

Map and vocab. list.

Film: *The Middle East in Transition*.

Evaluation

Quiz over sections 1 & 2. Rechecking progress on identification of countries.

Appendix A

Unit One Middle East

Theme: Geography and Early History
Lesson Plan 2: Geography and Early History
Concept: Importance of Water
Content: Understand readings on the importance of water
Process: Comprehension
Products: Quiz, Paragraph summary

Learning Objectives(s)

In their study of the importance of water to the Middle East, students will explain the importance of water for Bedouins, inhabitants of Saudi Arabia and other Middle East countries through a quiz and a paragraph summary.

Instructional Activities

1. Students will read pages 24-33 from Peretz, D. *The Middle East*
2. A quiz will be given covering the Peretz reading.
3. Students will read the selection on the political importance of water in the Middle East from *The Middle East in Transition* pp. 137-138.
4. A paragraph summary over the 137-138 reading will be turned in.

Additional Materials

Ahrari, M.E. et al. (1994). *The Middle East in Transition: An Instructional Guide*. Atlanta, Georgia: Southern Center for International Studies.
Peretz, D. (1973). *The Middle East: Selected Readings*. Boston: Houghton Mifflin

Evaluation

Quiz will cover points from the reading. Paragraph summary will be used to make sure that the essential elements are contained in the one paragraph.

Appendix A

Unit One Middle East

Theme:	Geography and Early History
Lesson Plan 3:	Cultural Development and Water
Concept:	Importance of water to Middle Eastern History and Cultures.
Content:	The cultures of societies that developed along waterways.
Process:	Application
Products:	Choices of making a ziggurat, mobile, or cuneiform pages.

Learning Objectives

While studying the importance of water to the Middle East, students will apply their knowledge of the cultures along the waterways by selecting and constructing one of the three choices listed.

Instructional Activities

1. Using the information gained from the previous readings, construct one of the following items:
2. **Ziggurat**- This may be either drawn or modeled from paper or other materials and should be 8-12 inches high.
3. **Mobile**- This is demonstrate knowledge of how the people in the area used water in a variety of ways.
4. **Cuneiform**- Examine the pages provided and create a sample similar.

Additional Materials

Paper, scissors, glue, magazines, straws, coat hangers, thread, aluminum foil cut like drops of water, clay in Saran Wrap on cardboard squares, orange sticks.

Cuneiform Translations for World History and World Culture.
(1994). Gallipolis Ferry, WV: Cuneiform Project.

Evaluation

Accuracy in the depiction and information given with each choice. Legibility and neatness will also be considered.

Appendix A

Unit One: Middle East

Theme: Geography and Early History
Lesson Plan 4: Hamurabi and Noah's Ark
Concept: Importance of Water to Middle Eastern History and Cultures
Content: Cause and effects relationships dealing with either water or culture in the Middle East
Process: Analysis
Product(s): Worksheet

Learning Objective (s)

In their study of the importance of water and the culture of the Middle East, students will analyze different perspectives of Middle East culture through worksheets and/or group discussion.

Instructional Activities

1. All students will do the Chapter 25, Understanding Cause worksheet first. Upon having the worksheet they may proceed to do one of the following.
2. Worksheet #64 Problems in the Middle East and North Africa
3. Worksheet Chapter Two: The Code of Hammurabi
4. In a group of no more than three, compare and contrast the readings on page 556 from the text to the story of Noah's ark. Submit a summary of the findings.

Evaluation

Correctness of worksheet answers.

Group discussion should include what was discussed and how many differences and similarities there were between the two stories.

Appendix A

Unit One Middle East

Theme:	Geography and Early History
Lesson Plan 5:	The Bazaar
Concept:	Individual items and beliefs help form a culture.
Content:	Provide as many elements of a Middle Eastern Bazaar as possible.
Process:	Synthesis (Creative Thinking)
Products:	Create a plan for a Middle Eastern Bazaar

Learning Objectives

In their study concerning the makings of a Middle Eastern culture, students will bring together as many elements as possible and create a plan for a bazaar.

Instructional Activities

1. From their readings and individual research, students will decide what elements are necessary for a Mideast bazaar.
2. Students will create a plan and submit to the teacher for a bazaar. This should include what would be sold, the physical arrangement of the tents and a description of the overall look of the bazaar. Students must also submit their reasons why they chose this plan.

Additional Materials

Textbook and old *National Geographic* Magazines

Evaluation

This will be based upon making sure that key elements are included in the bazaar. Creativity on how it should be shown and grammar etc. of the final plan.

Appendix A

Unit One Middle East

Theme: Geography and Early History
Lesson Plan 6: Less is More?
Concept: Importance of being able to express oneself in an essay
Content: The steps in writing a five-paragraph essay related to water sources in the Middle East
Process: Evaluation (Critical thinking)
Product: Essay steps 1,2,3.

Learning Objectives

In their study of the importance of water to the Middle East, students will convey its significance by exercising the first three steps of essay writing.

Instructional Activities

1. Teacher will review the first three steps to essay writing.
2. Students will then answer the following question using the first three steps in class

Assess the validity of this statement:

"If the people of the Middle East had reliable water sources, they would have accomplished less."

3. Students will evaluate the first three steps using the criteria attached either in groups or individually.

Additional Materials

Paper, pen, rubric.

Evaluation

See number three above.

Appendix B

World Civilizations Skills Test

Mark your answers on the answer sheet provide.

KNOWLEDGE: Choose the most correct answer

1. A decade is equal to:
a. 5 years b. 10 years c. 20 years d. 30 years
2. A century is equal to:
a. 10 years b. 50 years c. 100 years d. 1000 years
3. Which of the following time spans is the longest?
a. 2000 BC to 1800 BC c. 100 BC to 70 AD
b. 150 BC to 100 AD d. 100 BC to 350 AD
4. Which of the following time spans is the longest?
a. 2500 BC to 2000 BC c. 350 BC to 200 AD
b. 1400 AD to 1800 AD d. 100 BC to 350 AD
5. Imagine that your assignment is to answer this question
"Will we be able to afford a single family home when we
want one?" If you were to go to the library to begin
your assignment, which of these sources would be the
best for beginning your assignment?
a. Encyclopedia c. Book shelves
b. Dictionary d. Readers Periodical Guide

COMPREHENSION: Read the selection then answer the questions.

Skyjacking continues to be a problem in the U.S. Airport security has been tightened and includes passing passengers and luggage through metal detectors to look for weapons. On a random basis passengers' handbags and luggage are searched. Airport personnel watch passengers carefully to see if they fit the profile of a skyjacker.

Many people disagree with the use of these measures by the airports for a variety of reasons. As a salesperson who flies a great deal, Kelley is upset about the long delays between flights and the fewer number of sales calls she can make. Ted, a pilot, is against the procedures because it means fewer flights every year for him. Denise, a student, who flies home several times a year, had her handbag searched and was embarrassed by the search. She filed a complaint with the airport. Tom is upset because he cannot a small pen knife that he uses in his carving hobby.

In spite of the many people against these extra measures, there are people who feel that they are justified. Mike, a pilot with a major airline, feels better knowing he may not have to face an armed skyjacker.

6. Why are handbags and luggage passed through metal detectors?
 - a. To look for weapons
 - b. To make sure the locks work
 - c. To look for drugs
 - d. None of the above
7. Which person filed a complaint with the airport?
 - a. Tom
 - b. Ted
 - c. Denise
 - d. Kelley
8. Which of the following does Kelley think is most important?
 - a. Privacy
 - b. Education
 - c. Money
 - d. Security
9. Which of the following does Ted think is most important?
 - a. Privacy
 - b. Freedom
 - c. Money
 - d. Security
10. Which of the following does Mike think is most important?
 - a. Privacy
 - b. Freedom
 - c. Money
 - d. Security

APPLICATION

For questions 11 through 16 you are to assign letters from the timeline to match the closest year of the listed events.

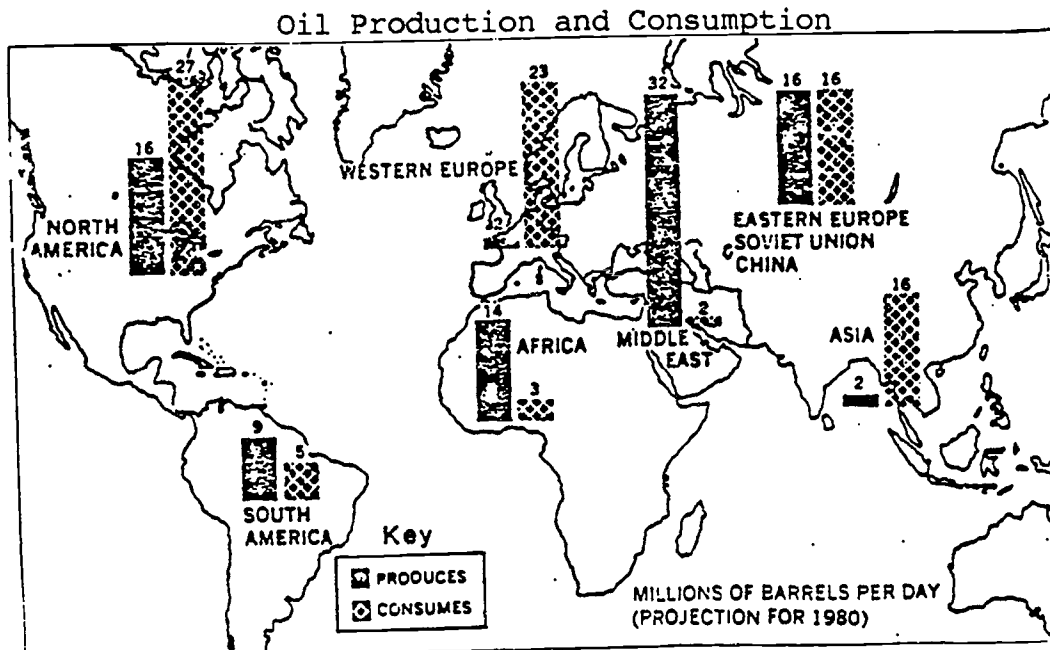
A	B	C	D	E
1800	1825	1850	1875	1900
<ol style="list-style-type: none"> 11. Fulton's steamboat made its first successful trip up the Hudson River in 1807. 12. First gas stove, 1858. 13. One fourth of all U.S. petroleum still burned as crude oil without refining, 1909 14. Steam equals water wheels as a source of power for industry, 1868. 15. First internal combustion tractor, 1896. 16. Skyscraper built of iron, stone, and brick in Chicago 1871. 				

ANALYSIS

Use the information found in questions 11-16 to answer questions 17 through 20.

17. Most people traveling by ship in 1800 would be in a(n)
 - a. Steam powered vessel
 - b. Oil burning vessel
 - c. Sailing ship
 - d. Nuclear powered ship
18. Farmers were not using tractors before:
 - a. 1890s
 - b. 1910s
 - c. 1920s
 - d. 1940s
19. Steam power overtakes water wheels as a power source after the:
 - a. 1830s
 - b. 1840s
 - c. 1850s
 - d. 1860s
20. Most people were probably cooking their meals on wood stoves in the:
 - a. 1860s
 - b. 1920s
 - c. 1930s
 - d. 1940s

Use the map below to answer questions 21 through 28.



For questions 21 through 28, use the following answers. They may be used more than once.

- | | |
|-------------------|--|
| A. North America | D. Asia |
| B. Middle East | E. Eastern Europe, Soviet Union, China |
| C. Western Europe | F. Africa |

21. Which region produces the most oil?
22. Which region consumes the most oil?
23. Which region consumes about as much as it produces?
24. Which region has the greatest shortage between the amount it produces and how much it uses?
25. Which region has to buy the most oil from other parts of the world to meet its needs (consumption)?
26. Which region has the most oil to sell to other parts of the world?
27. Which region would gain the most from a \$5 per barrel increase in the price of oil?
28. Which region would have to pay the most additional cost for oil if the price went up \$5 per barrel?

EVALUATION

29. Which of the following pairs of values would most likely be in conflict in a court's decision forcing a reporter to reveal his news sources to help prosecute a case?

a. power vs. equality	c. money vs. health
b. justice vs. privacy	d. environment vs. jobs

30. Which of the following pairs of values would most likely be in conflict when a small town is upset because a judge has denied a permit to build a ski area in a nearby national forest?
- | | |
|------------------------|-------------------------|
| a. power vs. equality | c. money vs. health |
| b. justice vs. privacy | d. environment vs. jobs |
31. Which of the following pairs of values would most likely be in conflict when a former CIA agent writes a book on her experiences in Vietnam?
- | | |
|------------------------|--|
| a. power vs. equality | c. national security vs. freedom of speech |
| b. justice vs. privacy | d. national security v health |
32. Which of the following pairs of values would most likely be in conflict if the federal government proposed a mandatory national program of vaccinations against swine flu?
- | | |
|------------------------|---------------------------------|
| a. money vs. health | c. health vs. privacy |
| b. justice vs. privacy | d. national security vs. health |

Presently the country is facing an energy shortage. One of the major sources of energy is coal. For actions listed in questions 33 through 36, indicate whether they would:

- | |
|--|
| A. Increase the use of coal |
| B. Decrease the use of coal |
| C. Have no effect on the country's use of coal |
33. Government regulations requiring industries to switch from fuel oil to coal.
34. Government regulations requiring stricter clean air standards.
35. Middle Eastern oil-producing countries reduce the price of oil.
36. The Soviet Union denounces the amount of energy used by the United States.

SYNTHESIS

For questions 37-40, restate each of the following statements into your own words. Write your answers on a separate sheet of paper.

37. Unless they make a settlement, debtors shall be held in bonds for sixty days. During that time they shall be brought before the court in the meeting place on three successive market days, and the amount for which they are judged liable shall be announced: on the third market day they shall suffer capital punishment or be delivered up for sale across the Tiber.

38. If any person has sung or composed against another person a song such as was causing slander or insult to another, he shall be clubbed to death.
39. If a person has maimed another's limb, let there be retaliation in kind unless he makes an agreement for settlement with him.
40. The penalty shall be capital punishment for a judge or arbiter legally appointed who has been found guilty of receiving a bribe for giving a decision.

ESSAY WRITING

Write a five paragraph essay to answer one of the following questions. Write your essay on a separate sheet of paper. Be sure to write the question you have chosen on the top of your paper.

- Who were the three most influential people in history?
- Who are the three most influential people in sports today?
- Who are the three most important people in the entertainment industry today?
- Why are gangs considered one of society's biggest concerns?
- What are the main areas that our educational system should be concentrating on?

Appendix C

Rubric for Five Paragraph Skill Essay

Use the rating scale 1-5, One being poor and five superior.

- _____ **Thesis:** Is there one? Is it well defined?
- _____ **Supporting Arguments:** Are there three well defined arguments in the first paragraph related to the thesis?
- _____ **Body:** Does it correspond to the three arguments Are they four to five sentence paragraphs?
- _____ **Conclusion:** Does it bring the ideas together without new information?
- _____ **Spelling, punctuation, and grammar.**

Appendix D

School: _____

Department: _____

Please take the time to fill in the anonymous questionnaire below. It is part of a larger study. Thank you for your help.

Check the boxes that apply

1. I currently am using the

- ☐ a. Reflective Thinking Model
- ☐ b. Portfolio Model
- ☐ c. Neither model

If you are using either model go to question four.

2. I do not use either model because

- ☐ a. I am not familiar with either model
- ☐ b. I do not believe either model increases students overall understanding of the subject
- ☐ c. It takes up too much time
- ☐ d. They do not increase students higher order thinking skills (i.e. analysis, synthesis, evaluation).
- ☐ e. Other: _____

3. I would use either or both models if

- ☐ a. They were explained clearly and simply
- ☐ b. I saw research that indicated they would help students.
- ☐ c. I could see the practical application of either in the classroom.
- ☐ d. I would never use one.
- ☐ e. Other: _____

4. I use the _____ model(s) because they help
- _____ a. Students increase higher order thinking skills (i.e. analysis, synthesis evaluation)
 - _____ b. To organize material
 - _____ c. Students exhibit their best work
 - _____ d. Overall understanding of the subject
 - _____ e. Other: _____
5. I have students reflect
- _____ a. once or more per week
 - _____ b. 1-3 times per month
 - _____ c. 1-4 times per quarter
 - _____ d. once a quarter
 - _____ e. once a semester
 - _____ f. We do not use reflective thinking in my portfolios
6. Which best describes the structure of your portfolio if you use one.
- _____ a. It contains all of the students assignments.
 - _____ b. It is divided into assignments and is primarily for students best work
 - _____ c. It is divided into assignments and is primarily used to show growth.
 - _____ d. It is divided into sections based on a conceptual framework (i.e. Bloom, Samara, Adler, etc.) and is for the students best work.
 - _____ e. It is divided into sections based on a conceptual framework (i.e. Bloom, Samara, Adler, etc.) and is used to show growth.
7. Which best describes how material is selected for the portfolio.
- _____ a. The teacher selects all material
 - _____ b. The student selects all material
 - _____ c. Both the students and teacher selects the material.

Appendix E

Portfolios

Your portfolio will be divided into the following sections.

- Section 1. Knowledge: Example is vocabulary and outline
Include your one best example
- Section 2. Comprehension: Examples are summaries and
section reviews. Include your one best
example.
- Section 3. Application: Examples are maps, graphs, or a
timeline. Include two examples. One will be
the first one of the semester.
- Section 4. Analysis: Examples are cause and effect
exercises, compare and contrast essays and
charts. Include two examples. One will be the
first one of the semester.
- Section 5. Synthesis: Examples are writing a new
Constitution, creating a mobile or other
project concerning the 1920s. Include two
examples. One will be the first one of the
semester.
- Section 6. Evaluation: Examples are position papers,
essays assessing the validity of statements.
Include two examples. One will be the first
one of the semester.
- Section 7. Essays: This includes your first complete
five paragraph essay and your final one of the
semester.
- Section 8. Other: You may include examples of community
service, an outstanding demonstration of one
of the higher level skills from another class,
awards, or special programs you may have been
involved with this year.