DOCUMENT RESUME

ED 474 765 TM 033 065

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TITLE Authentic Evaluation: Nebraska Teachers Design Assessment through Active Classroom Learning.

PUB DATE 2000-00-00

NOTE 34p.; Created by the Goals 2000 Local Assessment Project and sponsored by the Nebraska Writing Project and School at the Center, Nebraska.

PUB TYPE Guides - Classroom - Learner (051) -- Reports - Evaluative (142)

EDRS PRICE EDRS Price MF01/PC02 Plus Postage.

DESCRIPTORS Academic Achievement; *Elementary School Teachers; Elementary Secondary Education; Guides; *Secondary School Teachers; *Student Evaluation; *Test Construction; Test Use

IDENTIFIERS *Local Assessment Package; *Nebraska

ABSTRACT

This handbook was created by and for Nebraska teachers. It includes samples from and reflections on the work of seven teams of teachers who worked, under the auspices of a Goals 2000 project, to develop local assessments. The project had three main phases. The teams came together for a summer workshop in 1999 where they learned "assessment literacy" and shared the best of what they were already doing. Then, in phase 2, each team worked during the school year to develop locally appropriate assessments from their classrooms. In the final phase, the teams came together for a conference in which they shared the best of their local assessments. Samples of these assessments and reflections on them are included in this handbook, grouped alphabetically by school district. A reflection for each contributor for the district is followed by the sample assessment each team created. (SLD)

"A Teacher Affects Eternity" - Henry Adams

AUTHENTIC EVALUATION: NEBRASKA TEACHERS DESIGN ASSESSMENT THROUGH ACTIVE CLASSROOM LEARNING

Created by the Goals 2000 Assessment Project
Sponsored by the Nebraska Writing Project and
School at the Center

Authentic Evaluation: Nebraska Teachers Design Assessment through Active Classroom Learning

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Nebraska Educators are Pioneers in the Accountability Movement

By Pat Roschewski, Director
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Nebraska's approach to standards, assessment, and accountability is called "STARS" – School-based, Teacher-led, Assessment and Reporting System. Firmly grounded in the belief that decisions about student achievement should occur in the classroom where learning occurs; this process relies on the professional expertise of Nebraska educators. Nebraska teachers are called upon to create standards-based classrooms where the learning targets are clear, student learning is accurately measured on those learning targets, and the information from this assessment of student learning is used to guide instruction.

In a nation where accountability is state driven, Nebraska maintains a pioneering spirit, trying a most unique approach. School districts have the flexibility to align their local curriculum with either the state standards or their own local standards and to measure that aligned curriculum in a variety of assessment methods. Because local curriculum is honored in this way, teachers can "make measurable" the classroom-based projects that they had designed for their students. These authentic performance activities, many with local community involvement, can be used to measure student success on state or local standards.

The assessment activities and reflections in this booklet are the creations of outstanding Nebraska educators; these teachers utilize their own good classroom practices for both local curriculum and state reporting purposes. Embodied in these practical assessment approaches is the new learning that these educators have embraced in a state where standards, assessment, and accountability have never before been required, a state where student achievement remains high. Enjoy reading the contributions of these teachers; they are involved in a process that is "breaking new ground" in the accountability movement. These educators are professional classroom teachers who are using good local teaching practice for statewide accountability. These educators are involved in a pioneer movement, similar to the spirit of those who settled this state.

Authentic Evaluation: Local Control over Teaching and Learning

By Virginia Crisco[1]

I. What Can I Expect From this Handbook?

This handbook, *Authentic Evaluation*, is created *by* and *for* Nebraska teachers. It includes samples from and reflections on the work of seven teams of teachers who worked, under the auspices of a Goals 2000 grant, to develop local assessments. This project was sponsored by the Nebraska Writing Project, a site of the National Writing Project, which aims to improve writing instruction throughout our state, as well as School at the Center, a rural education project aimed at fostering community development and place-based learning.

This project had three main phases. First, the teams came together for a summer workshop in 1999. Here, under the intellectual leadership of Pat Roschewski, they learned "assessment literacy" and shared the best of the work they were *already* doing. Then, in phase two, each team worked during the school year – as an individual unit and in consultation with other participating teams – to develop locally-appropriate assessments *from* their classroom projects. Finally, the teams reassembled for a summer 2000 conference in which they shared with one another and with invited guests the best of their local assessments. Samples of these projects, and reflections on them, are collected in this handbook, thanks to the following team representatives: Ellen Kohtz from Albion, Linda Beckstead from Bellevue, Suzanne Razlaff from Heartland, Bonnie Goodman from Nebraska City, Mary Chochon from Palmer, Vivian Eucker from Petersburg, and Zoe Vander Weil from Wakefield.

The handbook is organized alphabetically by school district. A reflection written by each contributor for the district is listed first. These reflections:

- situate the work done by the team
- give newcomers a sense of why the contributors found this work important
- explain why they would encourage others to engage in this process
- provide advice for collaborating with other teachers and other schools to create assessment that will work for classroom teachers.

The sample assessment projects each team created is listed second, to provide concrete examples for each teams' approach to assessment. The contributors included one project to represent the work by the entire team. These projects show how the Goals 2000 participants took local control of assessment.

II. Local Control of Assessment: The Nebraska Mandate

The state of Nebraska is currently on the cutting edge of assessment because the Nebraska Department of Education has chosen to privilege local control. Local control suggests that teachers are authorities on student learning. With assessment being practiced at the local level, with teachers in classrooms, students have a better opportunity to show what they know. Because teachers are in charge of assessment at the local level, assessment becomes an original product, a product that builds out of teachers' current classroom projects. Local control over assessment started with the commissioner of education and his vision.

a. The Commissioner's Vision

The Commissioner of Education, Douglass Christensen, believes local assessment will benefit teachers, students, and in the end, the state. He says,

[1] I would like to thank Chris Gallagher, Robert Brooke, and Pat Roschewski for their help with this handbook.

- "Decisions about whether or not students are learning should not take place in the Legislature, the Governor's Office, or in the Department of Education. They should take place in the classroom because that is where learning occurs."

The commissioner's vision led the state to think about assessment differently. His vision emphasizes the importance of criterion-referenced assessment, the evaluation of learning through classroom practice.

b. Choosing Criteria-Referenced Assessment to Complement Norm-Referenced Assessment

Criterion-reference tests emerge out of an activity students are involved in; norm-reference tests are standardized, multiple-choice tests. Criterion-referenced evaluation focuses on the classroom setting, where learning is taking place, where teachers are practicing assessment, where students can show what they know through active, hands-on learning and doing. Criterion-referenced assessment:

- shows teachers how classroom activities lead to teaching students needed skills
- provides a context for students to show they are learning
- ". . . allows students to achieve expectations of state standards through regular curriculum rather than just performing on a one time, one shot test." (Albion Presentation, Goals 2000 Conference)

The beauty of criterion-referenced tests is that it is built out of what is practiced in the classroom. Therefore, teachers do not have to change what they already do.

c. Building Criteria-Referenced Assessment From What Teachers Already Do

Creating local assessment shows teachers that they are already assessing their students through the work done in the classroom. Therefore, classroom assignments lead clearly to outcomes that show students' learning. Some advantages of this approach are

- teachers don't have to change their current classroom practices
- more than one state standard can be met with the same project.
- teachers articulate purposes and outcomes for classroom projects

Because teachers focus on current classroom projects, making a connection between projects and assessment helps teachers to improve their teaching and the students' learning. For the teachers in this handbook, their motivation for continuing this work emerged from what they learned in the process.

III. Benefits of Local Assessment

The teachers in this handbook explained that great things happened for their students and themselves once assessment became a part of their classroom. Teachers were in charge of their students' learning and were given the freedom to follow their own goals for the classroom. Students learned about assessment as well, to understand the expectations required of them to succeed. Finally, because this assessment process was not just confined to one classroom, teachers saw each other as resources. Because of this collaborative approach, teachers' discussion of assessment was practiced across and within various grade levels and disciplines. Thus, each school district became stronger because the teachers at various grade levels and within differing disciplines were able to articulate how the curriculum at their school provided students with complimentary knowledge and experiences.

a. Capturing Local Achievement

Making assessment connect to the local curriculum captures local achievement. Capturing local achievement provides a space for teachers to be experts on what they do, as well as connecting the work that students do with the work that is expected of them. Capturing local achievement means:

- Teachers can connect what students know with the work of the class
- Teachers' current work is affirmed as beneficial

Strengthening teachers' influence on learning is not the only benefit gained from local assessment. Students also benefit from classroom activities where expectations for learning are clear.

b. Students Become Evaluators of their Own Work

Many of the team leaders mentioned that connecting assessment to the work in the classroom helps students to know what expectations they need to meet to be good students. Most team leaders mentioned that making students aware of how they were being evaluated changed the students' performance. As the Heartland group suggested in their Goals 2000 presentation, "The ultimate purpose of evaluation is to enable students to evaluate themselves." In this sense, when students become evaluators of their own work, they

- understand what they are being asked to accomplish
- learn the purpose and meaning of the work they are doing
- become educated about teacher's expectations, excited about learning, and owners of their education

Students learn how to evaluate themselves through collaborating with their teachers to learn what is expected of them. The collaboration between students and teachers is most important, but when teachers have a chance to learn from each other, to share good practices, the students, the teachers, and the schools benefit as well.

c. Facilitate Collaboration Between Teachers and Between School and Community

One of the most positive aspects of participating in creating assessment out of classroom learning, according to the contributors, was the opportunity it provided for collaboration on several different levels. Some of the teachers mentioned the benefits of this collaboration:

- A network of teachers, who share projects' successes and failures, makes learning fun and engaging.
- Teachers learn about the goals of other teachers, across grade levels (vertical) and within the same grade level (horizontal) or discipline.
- Talking to other teachers provides a perspective on others' work across the state.

The benefits of working in collaboration with students, teachers, schools and the community make the assessment process worth the time and trouble. Now it is time to look at the actual products created from this process.

IV. How to Use this Handbook

This handbook was created for teachers to use as a resource for creating assessment. The projects included connect real classroom practices with the state assessment guidelines. Typically, rubrics are also included to show, specifically, the criteria students must meet and the guidelines students were asked to follow (and in some cases, create). We hope that the sample materials and reflections provide helpful examples to other teachers who wish to see "the Nebraska mandate" not merely as an administrative directive, but as an opportunity to protect and enhance the best of what they already do.

Reflection

By Ellen Kohtz

Albion Public School (Boone County District 1) administers norm-referenced tests (ITBS) at grades 2-4-6-8-10. In order to more effectively align our curriculum to Nebraska State Standards, the Albion Goals 2000 team decided to create a program of criterion-referenced rubrics based on existing curriculum for grades 3-5-7-9. Second, we chose to develop projects every member of these classes would experience.

Albion's connection to School at the Center and the Annenberg Rural Challenge afforded us the opportunity to support our commitment to place-based education while still meeting the mandates of the Department of Education's call for assessment using statewide standards. The team realized that there were already community-based projects in the necessary grades so that no new curriculum would need to be generated. We chose to focus on the Wolf Home Project in Third grade, the Downtown Study in 5th grade, the Olson Nature Preserve Study in 7th grade, and the Monarch Butterfly study in 9th grade. Using similar terminology to that used in Beatrice Public School, we titled these studies "Milestone Projects," meaning that they would serve as benchmarks of student progress throughout our K-12 program.

We worked together to align these projects to state standards and to develop rubrics that would allow student progress to be assessed in such a form that the information gathered would be useful to teachers, to the student, and to his parents over time. The team represented various curricular areas. This became our main strength as we were forced to consider student work across curricular lines over a range of student ages. Not often in school are teachers allowed to work with colleagues outside departmental boundaries.

In completing this work, we came to realize certain truths: first, state standards need not drive curriculum. We were well able to use curriculum that already existed. Second, paper-and-pencil testing is not the only way to assess student progress. Rubrics crafted to show student mastery of skills are equally as reliable a measure. Third, our commitment to using the community of Albion as a learning-laboratory in a variety of ways was not diminished as we had feared it would be. Rather, we were able to reinforce and refine our community-based studies by coordinating the projects using state standards as the common denominator among them. Fourth, being able to see the projects of other schools as they developed helped us value our unique vision. Each school exists to serve the needs of the community that supports it. Consequently, even though we all started from the same "givens," all the schools in the Goals 2000 Workshop arrived at a different destination. Meeting state standards became the common denominator among us. The bottom line is that meeting state standards did not make us all "standard."

Project: Seventh Grade Poetry Writing

By Cheri Blocher

The seventh graders wrote question/answer poems modeling "To a Snowflake." Prewriting included the use of sense words and similes. The students visited the Olson Nature Preserve, but any outdoor area would serve the same inspirational purpose. After returning to class, the students worked on finding more sense words in source materials. After writing an initial draft, the students worked in editing groups to fulfill a specific rubric they had cooperatively developed using the State Standards.

To a Snowflake, by Volodimir Barabash

1. Would that I were as pure and white as you.
My heavy body lifted and transformed
Into the elements ethereal...
Wrought into tiny particles, like you!
Like you, descending softly through the air,
To fall upon the Earth, on Christmas Eve!
To gleam and sparkle like a diamond bright!
To be, for all, an object of delight!

2. O fragile beauty, light and intricate!
How awesome is the secret of your birth!
Your origin is steeped in my mystery...
Unsolved enigma of Creator's plan!
Your tiny form has stirred the mind of man
To muse how through the millions of years,
That Mother Earth has witnessed your descent,
No two of you have ever been alike.

English Task: Note what science pictures you are taking so you can record in your journal a description of the picture. You should use your senses to record the changes as seen in fall. Try to get description plus some similes.

1. What do you see? Count and record the number of items. Is there an interesting texture, color?
2. What do you smell? How does it smell like fall? Get your nose into it.
3. What do you hear? Sit quietly for five minutes and enjoy the sounds of silence.
4. What do you feel? Touch the subject being photographed.
5. Could you use it for food? What would it taste like?
6. Imagine an explanation for creation and change about to happen in front of you as prehistoric man. How would you explain this? It's time to think mythologically.

Social Studies Task: Situation: Your group has been forced to move because of one of the following reasons:

a) The resources of your area have been depleted and you must find more;
b) Another group has forced you out of your area and you have found this place;
c) Your group split from another group and this is the first place you found to live.

These are the things you must decide on:

1. What will be the first things you will need to do to get ready for winter?
2. Who will decide what needs to be done?
3. How will you prepare for the long winter months?
4. How will you choose your leader and what rules will your group have?
5. What is your group known for?

***You need to think of the groups you have studied in the past and get ideas from them.

Video Task: The group is the film crew responsible for documenting what the other groups in your science class are doing. Get close-up on some groups. Get some far away shots to show the vastness of the ONP. Ask brief questions to some of the group members about what they are doing. Be sure to turn the cameras off in between shots. The batteries only last about 20 minutes total!!!!! So share the tasks of deciding what to video, what questions to ask, scouting where the other groups are at, and running the camera.

Reading and Writing Standards

Reading:

8.1.1 Identify basic facts and ideas from what has been read or viewed.
At ONP we searched for details in nature.

8.1.2 Locate, access, and select appropriate information resources.
When writing, we used various resource books, thesauruses, and dictionaries.

8.1.2 Identify the structure and elements of fiction and support answers.
We wrote three similes in our poems.

Writing:

8.1.2 Identify, describe, and apply knowledge of correct conventions for correct language.
We corrected misspelled words, punctuation, and capitalization.

8.2.3 Show improved editing, fluency, organization and content with your own work.
We spent fifty minutes editing. First we read our poems. Second, our group told the person a couple things that we liked. Third, we asked questions to improve details. Fourth, our group checked the three similes in the question and answer. Fifth, we checked for three sense words (the five senses). Sixth, we checked for correct spelling and punctuation. Finally, this was only the first process as we rewrote several times to prepare for today.

8.2.4 Use a variety of forms to write for different audiences and purposes
We will present to the following audiences:

a. Parents
b. Editing groups
c. Mrs. Blocher
d. This presentation to you today
e. School board
f. Local paper
g. Seventh grade poetry book

8.2.5 Use self-generated questions, note taking, summarizing, outlining
For prewriting we did primary research in nature.

Speaking:

8.3.1 Pose questions and contribute informational ideas in class to acquire new knowledge
This is evident in both videos presented.

8.3.2 Make oral presentations showing awareness of audience, purpose, and information.
We meet this standard the following way: First, Tessa created the video. Second, Laura presents the introduction. Third, we are all discussing how the poetry meets standards. Finally, we are all reading our poetry.

Listening:

8.4.2 Apply and adapt listening strategies to the setting
In groups we listened at ONP and in editing.

Goals 2000: Struggling to Manage State Standards in a Suburban School District

By Linda L. Beckstead

Speaking from the perspective of a suburban teacher, rural grass looked greener as I watched Class B and Class C school districts make their presentations at the Goals 2000 Summer Conference. Although we all began a year ago at similar starting places with Nebraska's fledgling State Standards, the culmination of our journey to learn more about assessment produced varied demonstrations that week. I was impressed with the many multidisciplinary projects from the rural schools. I imagined shoptalk in a classroom as two or three teachers planned student activities to use writing to study science, social studies and math. Charts at the conference demonstrated how these activities matched various grade-level writing and reading standards. Although we, at the suburban schools, did not have the same degree of multi-grade, cross-curricular discussion, Goals 2000 gave Nebraska school districts the framework for purposeful conversation about assessment and state standards.

Before Bellevue was invited to join Goals 2000, elementary and secondary English teachers wanted to discuss state standards. There were many questions about how to read the standards and how to document student progress. But it would have been difficult to arrange district meetings to involve all the English and Language Arts teachers when elementary, middle school and high school buildings released their students at differing times, and most teachers would want compensation for committee work. As a result, several district committees were formed in addition to the Goals 2000 team to review and resolve questions regarding state standards. Committees can be valuable think tanks. Those who participate probably have a genuine interest in the committee's purpose. However, a large group of teachers who exist outside that committee aren't privy to the philosophical and theoretical discussions at the meetings but must comply with that committee's decisions.

And it's this lack of opportunity for vertical and horizontal communication that hinders suburban schools. As a team leader, I wish Bellevue teachers could have had the chance for the type of creative cross-curricular, multi-grade level discussion that the rural teachers demonstrated at the summer conference. During the process of learning about assessment and Nebraska standards, it became apparent that Bellevue's main concern was how to manage the process of documenting state standards by all its English teachers. It was this point of management that became a philosophical point of disagreement between several Goals 2000 team members.

Managing the documentation of standards in a large school district, whether urban or suburban, is an important task. District administrators and their teachers know that the results of standards testing will eventually be published, and therefore curriculum and assessment specialists must make educators accountable for the teaching of those standards. Knowing this, a curriculum committee in Bellevue worked for a year to align the district's secondary English essential objectives to the state standards. These essential objectives were accepted by the state in place of the state's standards. Bellevue's essential objectives methodically organize grade level curricular requirements to ensure all parts of the essential objectives are taught. The methods to assess student learning alternates between essays, objective quizzes, short answer quizzes, and conventions worksheets in addition to rubrics for listening and speaking exercises.

Because some members of the district committee were also Goals 2000 team members, the product of the district committee became one of the products for the Goals 2000 presentation. Philosophically, some members preferred a secondary presentation called the

Best Practices handbook. This book provided lesson ideas that used writing to enhance and stimulate learning in secondary English classrooms. Many of the lessons also provided rubrics for grading the specific writing assignment or the unit portfolio. Although all members of the Bellevue team said that the Best Practices book was valuable, some said the product was too time-consuming to produce and preferred the district committee's essential objectives work as their culminating project for the Goals 2000 presentation. Both products were presented at the summer conference.

For Bellevue, Goals 2000 opened the discussion about managing the teaching and documentation of state standards in a large school district. Although rural schools have fewer teachers to manage, large school districts should utilize the model offered by rural districts to vigorously pursue cross-disciplinary activities and entrust educators, through appropriate inservice, to teach and document state standards through the creation of original and meaningful units of study.

Project: Shakespeare Comedy – Children's Book

By Elaine Johnson

This project is the culmination of a Shakespeare Unit that spans nearly eight weeks. Since Macbeth, the literature recommended title, is a rather dark tragedy, my seniors are instructed to choose a comedy for their second-semester supplemental reading. Shakespeare background information is collected at the start of the unit with "Bard Busters," an internet/library scavenger hunt. Then we use Macbeth as our core work to read aloud and to examine themes and literary devices. In each of my units, I require both a formal expository paper and a creative project. Students write their essays responding to Macbeth's "Tomorrow" speech, and consequently, five weeks into the unit, they are ready to begin the creative project. Because some students are daunted by the first step of the assignment (writing a simple telling of the play's plot), I encourage them to tell the stories to one another in groups. Then, while students are preparing their text-only drafts, I show them examples of graphic possibilities for satisfying that component of the project. When they are comfortable (and even enthusiastic), with this stage, they plan their cover and pages graphically, and I work with their rough drafts. Finally, although I always use formal rubrics to grade written work, for this project, students resubmit the assignment sheet at each submission stage for my evaluation. In fact, students themselves use the "criteria" section in selecting books to be shared with the class. Following these presentations, students are allowed to choose among the new movies of comedy titles for an uplifting video close to the Shakespeare experience. Of course, both the formal essay and creative product are "published" in each student's portfolio.

Essential Objectives: 1.2, 2.2b, 2.3a, 2.4a, 2.4b, 2.5, 3.4, 4.4, 4.5

Content:

Shakespeare Comedy
Guide to Shakespeare Comedy
Knowledge of Children's Book Genre

Process:

Understand Shakespeare Comedy
Paraphrasing
Read a few children's story books
(especially helpful would be simple tellings of Shakespeare, The Bible, or other complex literature).
Locating / establishing a graphic style or examples from clip art

Product:

Create a children's book telling the story of your chosen Shakespeare Comedy

a. Ten pages of text with graphics
b. Typed text
c. Graphics in a permanent media (printed, crayon, pastels)
   No pencil or pen graphics
d. Use 8 ½ by 11 plain white paper
e. Cover with eye-catching title and graphics
   Complete heading information in lower right corner
f. Bound with brads, staples, ribbon, etc. (no clips, only clear cover)

Complete this project in steps:

1. Read Shakespeare comedy of your choice
2. Use guides to write a 300 word (or fewer) paraphrase
3. Divide your paraphrase into ten sections (1,2,3 for 30 pts.)
4. Write each section in very simple language choosing a verb tense and style of writing (rough draft 30 pts.)
5. Compose rough draft with sketches of graphics (30 pts.)
6. Compose final draft as instructed (200 pts.)

Grading Criteria:

1. Attractive
    a. Word-processed or beautifully written text
    b. Appropriate, carefully drawn or reproduced graphic elements
    c. May use panels of Power Point

2. Complete
    a. Plot
    b. Characters
    c. Elements of Fiction

3. Tone
    a. Original
    b. Appropriate for children

4. Text
    a. Error-free
    b. Organized
    c. Written as instructed

Deadlines:

1. Paraphrases due January 5
2. Draft of text only due January 10
3. Complete final project due January 15

Telling Our Stories: We Remember

By Suzanne Ratzlaff, Henderson, NE

School at the Center and Goals 2000 offered the opportunity for classroom teachers to design state standard assessments relating to place-based learning. This perspective was not a top down assessment model, where a newly created test driven by a specific standard would control content within individual classrooms. It was the belief that local curriculum and classroom content, which was related to place-based learning, would become the foundation for newly created standards assessments. Teachers first looked at place-based curriculum and evaluated which state standards were being met by these projects. Then, when specific standards were pinpointed, assessment guides were designed proving that students can and do master state standards through place-based learning.

As a school district, we created a team of six teachers, ranging from fourth grade to high school, and designed place-based learning projects entitled *Telling our Stories: We Remember.* We met twice a month, shared our successes and roadblocks, and helped one another modify and improve our projects and assessments. We bounced ideas off one another as we expanded current projects and designed new ones. The saying "Six heads are better than one" is really true.

While working through these research projects, the children had discussions about the research guides and how they could be improved to be more meaningful. During a previous action research project with fellow teacher, Rod Diercks, our students recommended that the research guides must read from the left to the right, with the highest score quality indicators being read first by the students. "Why have us read what you don't want first?' commented the children. They also wanted to know what would happen if a student went above and beyond the highest indicator. So then we added a + column for the children who go above the expectations of the rubric. Since we don't know what "above and beyond" might look like, the column just has a + symbol. Achieving beyond the expectations has become a real motivator and challenge for many of the students. And to think if the children had only taken a traditional test, they would have filled in the blanks and been done.

Even though sixth grade teacher, Deb Friesen, and I created these research guides to be used and understood by the children, our written report rubrics have not been clear enough for them to follow. We had broken our written report assessments into four separate rubrics because of the different standards being met. Now we are creating a single page written report guide so the children can see the whole picture of the contents of their reports. As we complete these projects, more standards just seem to be popping up. Even though Deb and I wrote assessments meeting 20 different standards through these three research projects, we are discovering more standards to be assessed. It is exciting to see such quality learning taking place through place-based education.

Teaching and learning through local stories focuses not only on what students should know and be able to do related to the state standards, but connects the curriculum and content to the local community. Children must learn the stories in order to understand where they come from and who they are.

Project: Visual Research Assessment Guides

By Suzanne Ratzlaff

As an educator experiences that special moment during his or her teaching career, when the students in the classroom are so actively involved in the learning process, so independently engaged in the experience and focused on the final product, it is awesome. The teacher merely becomes a bystander and is no longer needed. This was something I could not give up. I couldn't lose those authentic, purposeful learning experiences in place of sterile, fill in the blank, matching, and multiple-choice assessment texts. As a fourth grade teacher, I will be required to assess a total of 83 state standards yearly. Just thinking about it is overwhelming. Then I wonder if maybe it would be easier to administer traditional, isolated skill assessment and be done with it all. But after realizing the amount of class time needed to complete these assessment texts, I have to say, "No . . . I do not have that much time to take away from meaningful, authentic learning." So why not assess successful learning projects that are already a part of my classroom and assess them with student-friendly rubric guides? Ultimately, students will be self-assessing and learning at the same time the standards are being assessed.

Fellow sixth grad teacher, Deb Friesen, and I worked with a passion this past summer designing visual, student friendly research assessment guides, which assess specific state standards. We created assessment guides for students to use while researching topics related to science, math and social studies. In the past, our students complete two or three research projects yearly, so we designed these rubric guides to work with individual topics chosen by the children relating to specific classroom subjects and/or themes.

Our first research is a simple project entitled "Practically Predictable" from AIMS Math and Science. It begins with the children deciding on their own topic and creating a question they would like to ask their fellow classmates. They then make their predictions and begin gathering data by interviewing their peers. Next, they represent the data as a graph, complete a written report and finally, present their information to the entire class. This first research project is a great community builder for the start of the school year as they get to know one another. Plus, the students are able to be successful while becoming familiar with the steps of inquiry research.

After beginning our Nebraska Studies curriculum, by touring a Nebraska prairie and local cemetery, the fourth graders start their second project by choosing science research topics related to plants. This second research project increases in difficulty, especially when gathering and recording data. They begin taking information from other resources and bring meaning to the data by putting it into their own words. Therefore, the written reports increase in length and depth.

After Christmas, the students embark on a personal, place-based, research project in which their topic chosen relates to them, their family, and their community. Individual topics can range from a great-grandfather, an antique watch, a civil war sword, or their farmland or home. These projects include interviewing skills as well as locating and interpreting historical documents and materials. Each child represents his or her project on an individual presentation board and then the class presents their research at an open house held at a local historical museum. The experience of presenting at a real museum gives the children a sense of purpose to their learning experience and authenticity to their project. The children begin connecting themselves to their family, community and state as they discover stories about who they are and where they come from, while at the same time learning valuable research skills.

Students take ownership in their learning during their personal research because it is connected to them and who they are. Parents, grandparents and community members assist

in the learning process with specific information needed, while gathering data such as family photos and records, personal interviews, historical documents and stories of the past. Our culminating activity at the Plainsman Museum in Aurora brings together many community members to celebrate the accomplishments of the fourth graders, as well as to learn more about the stories of others. Even though this third research project takes seven weeks to complete and a little over two hours of class time per week, the children will have been assessed on twenty different state standards by the time this project is completed.

Not only are students being assessed on specific state standards, they are learning the skills of self-assessment. Students follow these visual, student-friendly assessment guides throughout their three research projects.[2] Along with written indicators, there are drawings, which represent information and expectations of the research process. Since children today are growing up in an extremely visual world, these pictures help all children "see" and understand what is expected. Also, all quality indicators are written in student words, so each child knows exactly what is required when achieving the highest score. Plus, each state standard being assessed is printed out at the bottom of the guide and worded in student language. Therefore, all children understand everything on the rubric.

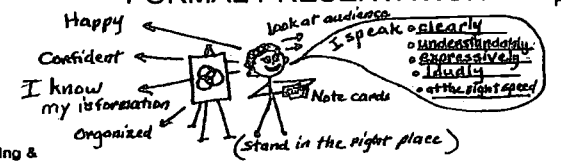
After the children have been given three opportunities to work through and bring meaning to these research guides, the quality of their final research projects is exceptional. Therefore, the quality indicators on each rubric have extremely high expectations for fourth grade elementary students as they reach each targeted standard. Only with guidance and assistance in this process will all students become active learners and reach these high standards.

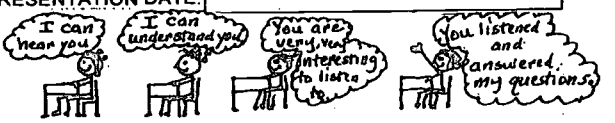
Through these research projects my fourth graders are discovering who they are in relation to their family, friends and community because they are discovering stories that must be remembered. They are becoming active researchers in a society of information, and as the state standards are being met, these students are connecting to their community and the place they call home.

[2] Please refer to examples of these rubrics on the following page. [Editor's note]

Student/Teacher Assessment Guide for Fourth Grade
FORMAL PRESENTATION

NAME:
PROJECT:
PRESENTATION DATE:





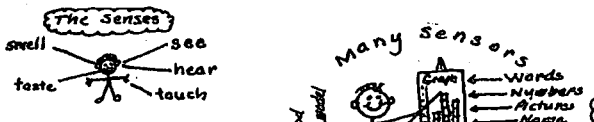
Speaking & Listening Standards		+ Above & Beyond	4	3	2	1	Score
4.3.2 Speaking	Voice (Volume)		I am loud enough to be heard by my audience all of the time.	I can be heard some of the time by my audience.	I am too quiet and it is hard for my audience to hear me.	My audience can't hear me!	
4.3.2 Speaking	Voice (Enunciation)		I am understandable.	I am a little hard to understand.	I am hard to understand.	I can't be understood!	
4.3.2 Speaking	Voice (Intonation)		I spoke with expression & was interesting to listen to.	I spoke with some expression and was interesting.	I spoke with a little expression but I was kind of boring.	I spoke with no expression and was really boring!	
4.3.2 Speaking	Voice (Rate)		I spoke at the right speed; my audience could understand me	I spoke a little fast, but my audience could understand me	I spoke too fast; my audience had trouble understanding me.	I spoke really fast and my audience was lost!	
4.3.2 Speaking	Eye Contact		I looked at my audience at least half of the time.	I looked at my audience some of the time.	I looked at my audience only a few times.	I never looked at my audience.	
4.3.2 Speaking	Projection		I seemed happy and confident when I presented.	I seemed happy but wasn't always confident.	I was not very happy or confident.	I was not happy or confident.	
4.3.2 Speaking	Positioning		I stood where everyone could learn my information.	I stood where almost everyone could learn my information.	I stood where very few could learn my information.	I stood where no one could learn my information.	
4.3.2 Speaking	Content		I knew my information and told it in an organized way.	I knew most of my information, or I read my report well.	I mixed up some of my information, or I read my report poorly.	My information was mixed up and confusing to my audience.	
4.3.1 4.4.1 Listening	Questions & Answers		I listened to and answered respectfully all the questions from my audience.	I listened to and answered most of the questions from my audience.	I was respectful but couldn't answer most of the questions from my audience.	I was disrespectful & did not answer questions from my audience.	
						SPEAKING Total	
						LISTENING Total	
						SPEAKING AVERAGE	
						LISTENING AVERAGE	

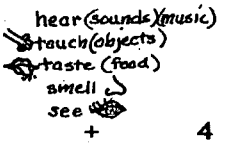
4.3.1	By the end of 4th grade, students will ask questions, talk, and share their own information in a group in order to learn more information.
4.3.2	By the end of 4th grade, students will present to different audiences in an organized way, making sure that the information is understandable and can be seen, heard, and understood.
4.4.1	By the end of 4th grade, students will listen to and answer questions.

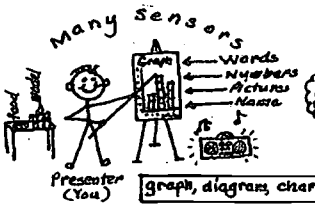
Heartland Community Schools: Henderson/Bradshaw
D. Friesen & S. Ratzlaff

Student/Teacher Assessment Guide for Fourth Grade
SENSORS FOR PRESENTATION

NAME:
PROJECT:
DATE:







graph, diagram, chart, map, object, model, music, food, photograph, drawing, ____

Local Standards: above and beyond Reading 4.1.6 and 4.1.7	Sensors	+ Above & Beyond	4	3	2	1	Score
4-C-2 4-C-4	Placement		I placed my sensors where everyone could see, touch, taste, smell, or hear them.	I put my sensors where almost everyone could see, touch, taste, smell, or hear them.	I put my sensors where very few could touch, taste, see, smell, or hear them.	No one could see, touch, taste, smell, or hear my sensors.	
4-C-2 4-C-4	Audience Friendly		My sensors can be seen and understood by everyone in the audience.	My sensors can be seen by almost everyone in the audience.	My sensors can only be seen from ten feet away, so not everyone can see them.	Very few people can see my sensors from five feet away!	
4-C-2 4-C-4	Meaning		I used titles, numbers, words, and pictures to make my sensors understandable.	I used some titles, numbers, words, & pictures to make my sensors understandable.	I used a few titles, numbers, words, & pictures but my sensors were confusing.	My sensors were really confusing.	
4-C-2 4-C-4	Connection to Topic		My sensors are interesting and relate to the topic & information.	My sensors are interesting and kind of relate to the topic & information.	My sensors are kind of interesting but don't really relate to the topic & information.	My sensors are not interesting & don't relate to the topic & information.	
4-C-2 4-C-4	Number (How many)		I used more than two different types of sensors during my presentation.	I used two different types of sensors during my presentation.	I used only one type of sensor during my presentation.	I did not use any sensors during my presentation.	
4-C-2 4-C-4	Neatness		My sensors are neat, easy to read, and have no markovers.	My sensors are kind of neat and readable, but have one markover.	My sensors aren't neat & are a little hard to read because of some markovers.	My sensors are messy with many markovers & can't be read.	
4-C-2 4-C-4	Spelling		My sensors have no misspelled words.	My sensors have two or three misspelled words.	My sensors have five or six misspelled words.	My sensors have more than seven misspelled words.	
						Total	
						AVERAGE	

4-C-2 4-C-4	By the end of fourth grade, students will take auditory or printed fiction/nonfiction information and bring meaning to the information by writing and/or creating visual representations.

Heartland Community Schools: Henderson/Bradshaw
D. Friesen & S. Ratzlaff

Reflection

Written and compiled by Bonnie Goodman.

Assessment has not been addressed in Nebraska with this much intensity or interest. It is refreshing seeing a focus on a topic as important as assessment. The challenges and effects of those challenges have been numerous. The support groups that have been created are invaluable. The exchanges between professional people should be encouraged and nurtured.

The total process was challenging in many facets. The first and foremost challenge was collecting the team of people that were willing to be pathfinders. Each individual path taken was full of extra work, communication, creativity and time. The team knew each other but not all of us worked together in the same building. We had a formidable task of meshing schedules, interests and collaboration tactics. We wanted to make this as painless as possible, so each challenge was dealt with a team effort. This effort formed a team partnership that worked, discussed, laughed, traveled and enjoyed each other extremely.

The processes have, pardon the cliché, broadened our horizons and clarified that any challenge can be confronted and completed. The most difficult part is the commitment you make in the beginning. The introductory periods of the projects were elementary in nature, but soon expanded into larger projects. The growth of the project needs to be established from the start. This is one aspect of special projects that gets away from you very quickly. Our team's passion for their projects carried them through the difficult times. Projects evolved during the course of the year transforming into exciting student activities. This is the reality of it all, how it will affect children. We are grateful for the opportunity to expand our experiences with assessment and to the outstanding professional educators we have met during our journey.

Individual renditions of the assessment grant process from some of the Nebraska City Team:

Connie Gieseking, Music Teacher

Being a member of the assessment group was a good experience for me. Assessment is always a concern in every area of teaching and it was good to get together with others to try to establish useful guidelines.

The gathering in Aurora was very beneficial. Many great ideas were shared from the teams around the state. Also the bonding among our Nebraska City team was wonderful. We do not get enough of that feeling in Nebraska City's school system. We are a little too spread out for that. Any opportunity to do more working together between buildings will be of good use.

John McNeilly, Science Teacher

The chance to work with people from around the state as well as those in our cluster and home team was possibly more valuable than anything else was. It's hard to beat development of a more extensive network of creative, intelligent and dedicated people. My own small project, Pioneer Soap, Science and Silliness, has grown to include even more people and good science connecting "The Learner Will" statements with the Nebraska State Science Standards. I look forward to opening that door to more student creativity this spring.

Teresa Albers, First Grade Teacher

I attended the Goals 2000 Assessment Workshop both summers. It was a good experience. I was familiar with Performance Assessment. However, I did not do enough of emerging assessment. I chose a Science plant unit as my project. The workshop helped me to

realize I can assess many different skills in one unit. I assessed math, writing, reading and science during the unit. The workshop was a great sharing of ideas from many competent teachers across the state.

Teresa Frields, District Assessment Coordinator

The grant project helped to provide additional opportunities for development of assessment practices that can be incorporated and integrated in specific lessons. The sharing of ideas, meeting other professionals across the state and the emphasis placed on addressing assessment issues was invaluable. Whenever educators are given the opportunity to work with each other for common goals, it's impressive. The presentations given at the retreat provided additional ideas and techniques that we were able to share with others in the district. I really enjoyed the chance to be an active participant and work with this caliber of people throughout the state.

Milestone Project: Everything Grows in the First Grade

By Teresa Albers, Cathy Boeche, and Bonnie Goodman

The "Everything Grows" project incorporates hands-on activities integrating math, reading, writing, science, technology, and library skills. During this unit students will predict, classify, graph, and perform experiments.

Students will keep a portfolio that will be the major assessment component. Students will be responsible to keep all documentation in the science portfolio. Students will make a Table of Contents outlining the lessons involved in the unit.

The portfolio and contained documents will be evaluated using criteria from the Rubrics. The learning targets will be documented on a spreadsheet. Documentation will be from observation and portfolio contents.

First Grade Learning Targets

The learner will:

- use microscopes and magnifying glasses to observe plants
- classify living and non-living things
- identify parts of a plant
- illustrate different plant habitats
- measure and record plant growth
- draw the growth of a bean seed
- prepare a Table of Contents
- present information learned
- record facts
- compose a book about things that grow
- perform experiments and share information through illustrations, writing and oral presentation

Performance Rubric: Identification of Plant Parts, First Grade

Criteria	Growing, growing, gone!	Growing	Sprouting
Content	Correctly labels all parts of plants and identifies the function of each.	Labels all parts correctly and identifies the function of three parts.	Labels three parts of the plant correctly.
Artwork	Uses Kid Pix to illustrate a plant. Includes setting (sun, grass, desert, etc.). Colors picture neatly.	Uses Kid Pix to illustrate a plant. Colors plant neatly.	Uses Kid Pix to draw a plant, but does not include plant parts.

Performance Rubric: Plant Portfolio

Criteria	Outstanding	Satisfactory	Unsatisfactory
Knowledge of Concepts	Completed all assignments correctly.	Completed 8-10 assignments with one or two errors. Assignments are handed in on time.	Completed less than 8 assignments. Assignments are messy with little or no color. Assignments are late
Artwork	Cover illustrated using lots of color and imagination. All pictures on assignments are neat and include details and three to four colors.	Cover is illustrated neatly. Most pictures on assignments are neat and include some detail with two to three colors.	Cover not colored. Most pictures on assignments are incomplete and not colored.
Organization	All assignments are filed and a table of contents is included. A self-reflection of the plant unit is in the front of the portfolio.	8-10 assignments are filed with a table of contents. A self-reflection is not included.	Less than 8 assignments are filed. There is no table of contents or self-reflection

State Standards:

Science Standard 1.2.1

By the end of the first grade, students will develop the abilities needed to do scientific inquiry.

- Use magnifying glasses and microscopes to observe parts of plants.
- Share findings with classmates and families.

Local Standard

Diversity/Scale & Structure (TLW) use a microscope.
Cells & Heredity/Scale & Structure (TLW) compare plants and plant parts.

Science Standard 1.4.1

By the end of the first grade, students will develop an understanding of the characteristics of living things.

- Differentiate between living and nonliving things.
- Investigate how living things need food, water, and air to survive.
- Describe how roots, stems, and leaves serve different functions for plants.
- Observe and recognize that organisms live and survive in distinct habitats.

Local Standard:

Diversity/Energy (TLW) observe plants need light.
Interdependence/Systems & Interactions (TLW) investigates homes for living things.
University/Energy (TLW) observe the effects of the sun's energy in growing seeds.

Math Standard 1.3

By the end of the first grade, students will compare two or more items or sets using direct comparisons or nonstandard units of measure for the following attributes: length (shorter/longer), height (taller/shorter), weight (heavier/lighter), temperature (hotter/colder).

- Compare and record plant growth.

Local Standard:

Interdependence/Scale and Structure (TLW) relate size to growth.

Math Standard 1.5.2

By the end of the first grade, students will organize and display collected information using objects and pictures.

- Create graph displaying living and nonliving things.
- Observe and log growth of a plant.

Math Standard 1.5.4

By the end of the first grade, students will describe the steps used in collecting and analyzing information.

- Organize a table of contents for a science portfolio.
- Share portfolio with peers and family.

Reading/Writing Standard 1.1.5

By the end of the first grade, students will respond to literature.

- Listen to literary sections.

Reading/Writing Standard 1.1.7

By the end of the first grade, students will write (print) about experiences, stories, people, objects, and events.

- Compose a book about things that grow.
- Create a fact list about plants.

Local Standard:

Language Arts/Writing (TLW) begin to use a variety of written forms.

Speaking Standard 1.2.1

By the end of the first grade, students will speak in clear, complete, coherent sentences using standard English.

- Describe or explain new information in their own words.
- Contribute to classroom discussions.

Local Standard:

Language Arts/Speaking (TLW) describe an object or picture using a complete sentence.

Listening Standard 1.3.1

By the end of the first grade, students will listen and be responsible members of the classroom.

- Follow one and two step oral directions.
- Attend to presentations and demonstrations.

Local Standard:

Language Arts/Listening (TLW) listen in order to expand vocabulary, enhance ideas and gain information.

Reflection

By Mary Chochon

When we first came to the Goals 2000 Conference and Workshop we were ready to be told what do and how to do it - to improve the learning for our students with emphasis on assessments. But it didn't happen that way! We were asked to come up with a "Milestone Project" with goals, objectives, standards and accountability. For awhile we sat thinking - Am I wasting my time? What am I doing here? It took the first day to sort our thinking, and after much clarification from the leaders, we felt as though we *maybe* knew what we were supposed to do. Our goal for the week was to develop a project with assessments, link it to the Nebraska standards, and present it to our peers. We had been discussing this community math project and felt this was an opportunity for us to finalize it and get it into our classrooms. It sounded easy, write out the problems with student instructions, match them to the Nebraska standards, give the problem to the student, correct the papers, hand them back. But we were told that we needed to have a rubric with which to score or grade the papers, and that was the challenge. The process of assessing with a scoring guide or rubric was not something we were accustomed to. In a way we used a scoring guide as we assigned points to problems and awarded partial credit on problems on tests and quizzes. This rubric business, however, was new to us in mathematics, and yet we knew that our English teachers had been using rubrics for some time. The development of rubrics has generated many academic discussions among many of the teachers in our school. These discussions have not always been limited to assessment, and this has encouraged more communication in our department and in our school.

Writing rubrics for problems seemed as though it wouldn't be very difficult because math is so 'black and white', but assigning points to various parts of a problem and asking students to write answers in paragraph form was more challenging than we expected. We were able to write a generic rubric during the workshop and are expanding on this as we work our community math problems into our curriculum.

Each time we use this in our classroom we find ways to improve the rubric. We hope that in the future we will be able to develop other rubrics for assessing math projects that cover a broader scope of mathematics and not just the paper/ pencil, one-objective-per-day lessons. By incorporating several standards into one project, the application of mathematics is more obvious to the students, and it is not so monotonous to the student. We have found that a project-type lesson that covers several days has been well received by our students. The community math problems allow us to do this and at the same time show the everyday use of mathematics in our community.

Milestone Project: Community Math

By Mary Chochon and Carol Leth

Math teachers, Mary Chochon and Carol Leth, visited with businesses and community members of Palmer and asked them to share their "everyday math" so that students could experience applications of mathematics being learned in the classroom. The problems are then solved in the appropriate math class (dependent upon the content of the problem). Along with the problems Mary and Carol got from the community, students also bring in mathematics problems from their parents or other people. Some of the problems are "solved" problems and others are problems that need to be solved! This project was designed to help the student realize the importance of learning mathematical concepts that don't appear relevant to them at the time. As a result, the community and school become more infused and are not separate entities.

The problems from the community are given to the students using the language of the person giving the problem. Sometimes there is too much or not enough information. The student then needs to decide - Can I solve the problem or do I need more information? The student is not given very much 'other information' so that he must decide on his own what he needs and then solve the problem. Sometimes he must research to find other information. This is all part of the learning process used in these problems, making them a valuable teaching tool. The teachers then determine the Nebraska State Standards involved and the assessment tool to be used. The following is an example of a problem, the Nebraska standards met, and the assessment used.

Problem (example from a welding business)

This shape needs to be cut from a flat sheet of metal and modeled into a cone (the base is not needed). The metal is expensive and the cost needs to be at a minimum. What are the dimensions and shape of the piece of flat metal?

height of 4 in.
slant height of 4.27 in.
radius of 1.5 in.

Directions to student (on all community problems): Solve the problem! Write the solution with all steps and thoughts on the problem in paragraph form. Solutions should be understandable and readable. The rubric for this project should clarify what needs to be included in your solution.

State Standards

**Students will be able to calculate area for two- and three- dimensional shapes (12.4.1)
**Students will be able to solve applied problems using numbers (12.2.1)
**Students will be able to analyze relationships among geometric forms (12.4.3)
**Students will be able to understand and apply geometric properties to solve problems (12.4.6)

Assessment:

Scoring Guide		___ Total Points		
	Novice	Emerging	Proficient	Distinguished
Completeness	Attempted the problem but failed to answer the question	Is not totally complete in responding to all parts of the problem	Responds to all parts of the problem	All parts of the problem are completed and focus is on the important elements of the problem
Mathematical accuracy and understanding	Many mathematical errors leading to incorrect answers; shows very limited understanding of the problem	Contains some computation errors; indicates some understanding but misconceptions are evident	Almost no mathematical errors; shows mathematical understanding of the problem's ideas and requirements	No mathematical errors; shows evidence of all steps involved; shows strong reasoning
Approach	Random and disorganized; no systematic approach	Some organized system approach is apparent; however, it is difficult to follow	Systematic and organized approach, but not well presented	Highly systematic and organized; neatly and clearly presented
Presentation/ Communication (diagram and/or paragraph form)	Focuses on wrong idea; contains work, examples, and diagrams that do not reflect the problem; explanation difficult to follow	Explanation attempted but is somewhat confusing and unclear; includes examples that are unclear or inappropriate	Explanation fairly clear but thinking process not always easy to follow; communicates ideas fairly effectively	Explanation very clear; thinking process easy to follow; creative – offers a unique solution; includes diagrams or examples when appropriate; communicates ideas effectively

Mary and Carol are working on other "generic rubrics" to meet the appropriate assessment for the variety of community math problems. Each problem is evaluated for its match with Nebraska standard(s) and the mathematics course in which it should be used. These teachers meet approximately one hour per week after school to develop more problems as they come to the school. The problems will be compiled in a booklet that will be made available to other math teachers.

Reflection

By Vivian Eucker

Petersburg Public School developed four different projects for the Goals 2000 conference and workshop. I become the leader of this process. I encouraged others to join this project and then proceeded to teach them the language of assessment, to encourage place-based projects, and to advise how to keep statistics on the success of our students. Of all the presentations at the Summer 2000 "Bazaar," Petersburg was the only school that showed the concrete statistics that proved classroom assessment is a viable way to assess state standards.

Since the initial Goals 2000 workshop in the summer of 1999, 1 have been through a gamut of state standards and assessment workshops. I have learned how to create criterion reference tests, been involved in creating a district plan for our school, and created two projects for the Goals 2000 conference and workshop. I almost feel like an assessment diva. I strongly believe classroom assessment of the state standards should work hand-in-hand with the criterion reference and norm reference tests for assessing our students.

Our elementary staff had a year-long project on ghost stories. They involved the community, parents, and students in this creative project. We had renowned guest speakers such as Duane Hutchinson and community members share ghost stories. The students sponsored a haunted house and developed their own ghost stories to share with the community in the spring.

Mrs. Naber, Petersburg's consumer science teacher, developed a community-based project with her class. Via interviews of senior citizens, students collected valuable history. This history led to the production of corncob jelly and beef jerky. The students created the corncob jelly as a maketable product that has provided funding for future projects. The senior citizen project involved integration of subjects and allowed students of varying abilities to achieve success. Petersburg students developed a collection of writings entitled "Our Home Place." This project proved that even a small writing endeavor could lead to fulfilling state standards. The second project, the Roaring Twenties Milestone Project, is presented along with this reflection. This project will be used for local assessment by the Petersburg site of Boone County District # 1; it has proved a viable assessment for several standards. The Roaring Twenties Project is a creative, integrated project that has proved a successful "hands on" learning for our students. The statistics lend credence to this type of assessment and will provide direction for our project this year. The project instigated at Petersburg by Vivian Eucker and Chris Grundmayer was further developed and used by Wakefield teacher Zoe Vander Weil. This project is intended to be a review of skills already learned and thus can be a valid assessment.

Beyond learning the lingo of assessment, I learned how to construct a scoring guide or rubric to use in the assessment process. I now emphasize to students, prior to the project, what is expected of them. Even though I was doing this before, I have improved in this area, and this has enhanced my teaching. Even though some of the standards are measured by the norm reference test, I'm not sure anyone knows how this information will be easily ferreted out for documentation. The Roaring Twenties Milestone Project covers some of the standards included in the norm reference tests plus a speaking and listening standard. My hope for the future is that classroom assessment is found to be a valid means of collecting data on student performance, and these projects are used by the larger schools as well as schools such as Petersburg Public.

Integrated Milestone Project: Roaring Twenties

By Vivian Eucker and Christine Grundmayer

Outcome: Students will research a hero or heroine of the decade to gain knowledge and understanding that will be demonstrated in a role-play of the individual in a 1920's radio show reenactment.

Format: Students are allowed to choose a famous person from the era to research. Several days are given for research time. Students will go through the process of a research paper but will study their information and then participate in a radio show. They will impersonate their 20's personality and answer a variety of questions. Students will wear a costume and portray the person through their mannerisms and voice. Students do not know what questions will be asked prior to the radio show.

Process: Students receive grading criteria from both teachers. In the English classroom, checkpoint grades are taken as they progress through their research process. Scoring Guides are used to assess these check points. Research time is allotted in each classroom. Two periods for the actual radio show are required. We film the students as we interview them. This film is later used during assessment of their interview performance. The social studies teacher uses a rubric for the performance, and the students are required to write a self-evaluation of their performance. A follow-up activity in the social studies classroom is an historical time line of the 1920's person's life.

Assessment: Rubrics, scoring guides, a quiz over all the 1920's personalities, and a film of the student's performance are used in assessing this project.

[This project was inspired by Mrs. Jan Pope and Mrs. Alice King, conference presenters. Their integrated approach to teaching history and English in the secondary classroom is based on the belief "Learning is not a spectator sport."]

English state standards assessed by the project: 12.1.1, 12.1.2, 12.2.5, 12.3.2, 12.4.1

Social Studies state standards assessed by the project: 8.2.3, 12.3.17, 12.3.10

Roaring Twenties Rubric and Outcomes

Student will identify main ideas. 100%-16, 75%-1

Student will identify supportive details for each main idea. 100%-14, 75% -3

Student will demonstrate comprehension through oral responses. 100%-7, 75%-5, 50%-3, Below 50%-2

Student will read materials of varying difficulty and type to find information and document them properly on an APA reference page. 100%-4, 75%-9, 50%-4

Studcnt will use their own summaries, notes, and outlines in preparation for an interview. 100%-16, 75%-1

Student will use verbal and nonverbal strategies to create a believable roaring twenties person. 100%-2, 75%-6, 50%-9

Student will apply listening skills to learn new information from speakers by completing a written quiz. 100%-4, 75%-7, 50%-4, Below 50%-2

Student will create and format an APA style abstract over an informative article. 100%-11, 75%-6

Roaring Twenties Integrated Milestone Scoring Guide		
Reading 12.1.1.a Student will identify main ideas.		Grade
4	Student states 3 or more of the article's main points.	
3	Student states 2 of the article's main points.	
2	Student states 1 of the article's main points.	
1	Student states none of the article's main points.	
0	Student gives no response.	
Reading 12.1.1.b Student will identify supportive details for each main idea.		
4	Student highlights at least 2 supportive details for 3 or more of the article's main points.	
3	Student highlights at least 2 supportive details for 2 or more of the article's main points.	
2	Student highlights at least 2 supportive details for 1 or more of the article's main points.	
1	Student highlights none of the supportive details.	
0	Student gives no response.	
Reading 12.1.1.c Students will demonstrate comprehension through oral responses.		
	Student accurately answers 90% or more of the questions.	
3	Student accurately answers 80% of the questions.	
2	Student accurately answers 70% of the questions.	
1	Student accurately answers 60% or less of the questions.	
0	Student gives no response.	
Reading 12.1.2.a Student will read materials of varying difficulty and type to find information and document them properly on a works cited page.		
All work cited entries formatted correctly (indentation, order, content) Alphabetized by first part of the entry Few, if any, capitalization /punctuation errors Uses a variety of sources Uses sources of varying difficulty		
4	Student has met 5 of the above.	
3	Student has met 4 of the above.	
2	Student has met 3 of the above.	
1	Student has met 1 or 2 of the above.	
0	Student gives no response.	

Writing 12.2.5.a Students will use their own summaries, notes, and outlines in preparation for an interview.		
Part A-Abstract Project has clear purpose or focus Developed in logical manner Use of writer's own words Poses three follow up questions		
4	Student has met 4 of the above.	
3	Student has met 3 of the above.	
2	Student has met 2 of the above.	
1	Student has met 1 of the above.	
0	Student gives no response.	
Yes	Part B: Note cards and outline	No
	Student creates 10 note cards.	
	Student prepares an outline.	
Speaking 12.3.2. Students will use verbal and nonverbal strategies to create a believable roaring twenties person.		
Wears an authentic-type costume Uses characterization Uses appropriate vocal qualities Maintains characterization		
4	Student has met 4 of the above.	
3	Student has met 3 of the above.	
2	Student has met 2 of the above.	
1	Student has met 1 of the above.	
0	Student gives no response.	
Listening 12.4.1. Students will apply listening skills to learn new information from speakers by completing a written quiz.		
4	Student accurately answers 90% or more of the questions.	
3	Student accurately answers 80% of the questions.	
2	Student accurately answers 70% of the questions.	
1	Student accurately answers 60% or less of the questions.	
0	Student gives no response.	

Reflection on the Goals 2000 Project

By Zoe Vander Weil
9-12 Language Arts Teacher

The Goals 2000 project certainly produced a wide range of emotions from frustration and anger to understanding and acceptance. The first day of the workshop caused considerable frustration and anger because of the uncertainty about exactly what it was we were being asked to do. A substantial amount of our initial frustration could have been greatly alleviated, however, if we had been provided with sample projects at the outset. Once we finally understood the task, the rest of the workshop was much less painful. And as I reflect on the entire process now, the task seems relatively simplistic.

We were to choose projects that we were already using successfully in our classrooms and create assessment tools for them. Once we identified the projects, we broke each of them down into essential knowledge and measurable skills that could be aligned with state standards. We intuitively knew that our projects were meaningful teaching and learning tools. Breaking the projects into measurable objectives validated what our intuition had already told us about the strength of our projects.

Another benefit of participating in the Goals 2000 Project was the sharing of teaching ideas and assessment tools with other teachers from around the state. Seeing the projects that other schools are doing served as an inspiration and motivation for all of us. We could continue to benefit from the work that Goals 2000 project started by offering follow-up conferences for new project presentations.

The most beneficial aspect of the process was that it reduced some of the anxiety that we were each feeling about the daunting task of assessment. Assessment has some fairly negative connotations at this point in the statewide process. Goals 2000 helped put assessment into perspective. It has taught us to think in terms of measurable objectives when creating projects, assignments, and tests for our students. As a result, the objectives become more understandable, more meaningful, and more visible for students, teachers, parents, administrators, and the community.

Goals 2000 Project Summary

Wakefield Community School

This project is a direct result of the work at the 1999 Goals 2000 Project Workshop in Aurora. That workshop impressed upon us the need to create meaningful projects with measurable objectives for my students. As we prepared for classes the following fall, we kept in mind the need to create a milestone project that would incorporate several state standards. The workshop provided us with the tools necessary to develop a successful project.

This project was developed for use with the teaching of S.E. Hinton's novel, *That Was Then, This is Now.* The goal is to help students make connections with historical events and literature. The students should be divided into groups of five or six. Each group member is responsible for researching one of six topics from the '60's and the '70's that is related to the novel. The topic ideas were found at this website address: { HYPERLINK http://www.flex.net/~mayer/hinton/indextwt.htm }.

English 9 Milestone Project: The '60's and '70's Group Research Project

The Project—consists of three parts

1. a 500-word report
2. a poster display
3. an oral presentation

The Topics—each group member researches a different topic; all groups will research the same general topics; students will narrow their own topics

- ✓ The Vietnam War—attitudes then and now; interview local veterans, family members etc.
- ✓ LSD/drugs—relate to drug use today, especially drugs like Ecstasy
- ✓ Hippies—ages and occupations of hippies then and now; stories from parents, friends, etc.
- ✓ The draft—public figures today and their experiences during that time; attitudes then and now
- ✓ The Black Panthers—background information on the group; multicultural exposure to prominent figures and their ideas
- ✓ S.E. Hinton—background information about the author; websites about her and her works

1. The 500-Word Report—each group member will write and type an individual report
   - ✓ Bibliography cards from five different kinds of sources (books, magazines, newspapers, websites, encyclopedias, etc.)
   - ✓ Note cards—at least five from each source
   - ✓ Works cited page—all references must be included in paper
   - ✓ Header for each page—last name and page number
   - ✓ MLA style paper

2. The Poster Display—one display per group to be assessed (rubric) in each of the following areas:
   - ✓ Topics—all six topics must be represented

- ✓ Labels—each topic and relevant items must be labeled
- ✓ Graphics—a variety of visuals must be used
- ✓ Visual Appeal—neatness, evidence of time and effort
- ✓ Creativity—overall appeal

3. The Presentation—formal group presentation on information gathered; the display will serve as a visual aide; will be assessed (rubric) in each of the following areas:
   - ✓ Content—information from all topics included; every group member must speak
   - ✓ Delivery—eye contact, vocal variety, movement, flow, conversational style
   - ✓ Time Limit—falls within set limits; time used wisely
   - ✓ Props—anything that will help illustrate the '60's and '70's (students brought in lava lamps, black lights, an eight track player and tapes, *Life* magazines from that time period)
   - ✓ Costumes—dresses, necklaces, chokers, tinted glasses, hats, tie-dye clothing, big hair

The Standards Assessed

12.1 Reading—students will turn in highlighted (color-coded) copies of all research
- 12.1.1 TSW identify the basic facts and essential ideas in what they have read or viewed.
  - ✓ Identify main ideas.
  - ✓ Identify supporting ideas.
- 12.1.2 TSW locate, access, and evaluate resources to identify appropriate information.
  - ✓ Locate materials of varying difficulty and type to find information.
  - ✓ Document sources used on a Works Cited page.

12.2 Writing—6 Trait writing rubric will be used
- 12.2.1 TSW identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.
  - ✓ Apply all conventions of standard English to writing.
- 12.2.2 TSW write compositions with a clear focus, logically related ideas, and adequate supporting detail.
  - ✓ Write compositions with a clear focus, adequate detail, and well-developed paragraphs.
- 12.2.3 TSW demonstrate improvement in organization, content, word choice, voice, sentence fluency and standard English conventions after revising and editing their compositions.
  - ✓ Revise writing to improve organization, content, word choice, sentence structure.

12.3 Speaking—students with the same topic will meet while researching and before presenting so that all groups don't present the same information
- 12.3.1 TSW pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge.

12.4 Listening—students will take notes over the presentations to prepare for a quiz
- 12.4.1 TSW apply listening skills for a variety of purposes.

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