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**PART V. The Redesign from a Student's Perspective**

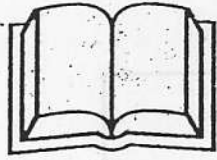
Engaging students in work in a standards-based classroom can offer its own unique set of challenges if the teacher has not included necessary components in a unit of study. In fact, addressing these components in a meaningful order captures a significant part of what a teacher needs to do in order to increase the likelihood of student engagement and successful application of knowledge.

The performance task included in this section speaks to the students. It explains to them what is necessary for successfully completing a unit. The language is clear and thorough, anticipating questions that might arise when students are working on the task at home. The task also includes details which are often overlooked in a written assignment but which usually become part of the oral discussion that takes place in class, to help clarify issues for the students. In reviewing performance task material, students should find the following:

- The standards and/or goals for the unit. These are frequently known only to the teacher or not presented in clear language the students can understand.
- How these standards and/or goals will be reflected in the students' work.
- Description of the end product(s), including the audience for student work.
- Assessment information including scoring guides, grading scale, etc.
- A list of unit activities which lead to the end product and help reinforce the standards.
- Details, such as bibliography, margins, materials, work schedule, cover sheet directions, grouping strategies, length of papers, speeches, etc.
- A time line for completing the work.

- Student record sheets for progress, problems, journal insights, if appropriate.

Students also need to see examples of successful work which meet the standards addressed in the task. By seeing anchor examples, students can refine the focus of their work, feel personally challenged to be creative, motivated, and successful.



# Freshman Focus 1st. Sem.

## Performance Task

Welcome to a major activity in your freshman year of learning. This performance task has several goals. It will require you to:

- Research a person, event and/or idea which has had a significant effect on life in the 20th century in the area of English, Social Studies, Math or Science.
- Demonstrate your ability to work towards a college entrance proficiency in one of the above subjects areas.
- Demonstrate your ability in the following CIM areas: Writing, Speaking and Visual Production.
- Present your research and ideas in front of a panel of evaluators.

### Timeline Allows Students to Work





You will begin this task in early December. A calendar of days you will have to work is included in this packet. During December, you will have a shortened English and Social Studies class, with a full class period dedicated to work time. In January, you may have as much as two class periods to work on your project. Make sure you check your calendar regularly to make sure you follow the right schedule. Using your time wisely will ensure you have a quality product when you finish.





### Four Parts to Student Project

You will be scored in three "process" areas for the CIM: writing, speaking, and visual display. A teacher in the content area you picked will read your written work and determine the level at which you worked towards a college entrance proficiency, or P.A.S.S. You are expected to have the written and visual work completed two days before your panel presentation. Check your calendar for the exact date. Listen for any announcements which might require this date to be changed.

 **Writing:** A formal expository essay in which you present your research. While you may include your personal opinion at the end of the paper, DO NOT use first person pronouns, and make sure you back up your opinion with facts from your research. A bibliography of all sources is required. The writing scoring guide will be used to evaluate your writing skills.

 **Visual:** A visual display which presents your findings in a clean, well-constructed, attractive, and clearly understandable fashion. Your work, including your written work may be shared through a computer presentation program such as HyperStudio or PowerPoint. You might also consider designing a home page with your information, including appropriate links to various pieces of information you have created through your research. Or, you could write your paper and use the computer only for your visual. Other visual styles include a cardboard display, creative work which you design to portray your ideas (song, poem, brochures, sculpture, dance, novel, drama). The visual scoring guide will be used to evaluate your work.

 **Speech:** A summary of your findings and explanation of your process. This should be a minimum of 3 minutes and be rehearsed. Your presentation will be given to a panel of 3 evaluators who will also be responsible for scoring your writing skills and visual. The speaking scoring guide will be used to evaluate your speech.

 **P.A.S.S.:** A teacher in English, Social Studies, Science or Math will read the ideas presented in your paper and your visual display and evaluate how effectively you worked towards meeting your selected P.A.S.S. proficiency. Since you are a ninth grader, it is likely that you are still "working towards" meeting a standard colleges expect for entering freshmen. See the scoring guide for P.A.S.S. standards in your area.

### Being Successful

In order to be successful, you must:

1. Complete a quality product.
2. Meet deadlines.
3. Work on your task at school and home.
4. Have all supplies during school work time.
5. Meet the following levels on scoring guides:
  - Writing-4's in all areas
  - Speaking-4's in all areas
  - Visual-4's in all areas
  - P.A.S.S.-earn a 4 in "Working Towards"
6. Complete a thoughtful self-evaluation. Turn it in with your finished project.

### Let's Get Specific!

1. You will work with either your Eng. or Social Studies teacher during "work time."
2. You will also have time to consult with a teacher in Math or Science, if you select either of those subject areas.
3. Some days you will have one full class period to work. Some days you will have both your Eng. and Social Studies class periods to work.
4. You will earn points each day for work you complete in class by having your teacher sign a daily journal you keep. This must be turned in with your finished project so we can calculate your "work points."
5. You will have designated days you can work in the library. You will have assigned seats.
6. The library will have a list of your topics so they can help you find additional sources.
7. You may also use e-mail to correspond with professionals in your chosen field. You must have a "NetUser" sticker to do this at school.

### Writing Guidelines

1. Take notes as you research. Keep your bibliography list. The bibliography is the last page of your written work.
2. Final copy must be typed or in a computer presentation program. Length min. 3 pgs./1500 words, double spaced. Math min.-1 pg./500 words, with at least 2 pgs. of problem solving.
3. Leave a one (1) inch margin on all sides of the essay, except for the cover page and first page. Leave a two (2) inch margin at the top of your first text page.
4. Number each page at the bottom center.

### Model Cover Page

**Title of Your Project**

Your Name \_\_\_\_\_  
 English-Mrs. Smith, Per. \_\_\_\_\_  
 Supervising Teacher- \_\_\_\_\_  
 PASS Proficiency subject/letter: \_\_\_\_\_

### Speaking Guidelines

1. Length minimum is 3 minutes.
2. You may refer to notes. You may not use your written work as notes.
3. Be prepared to explain your work in the following ways:
  - The process you followed to complete it.
  - What you learned about your topic, especially things that surprised you.
  - Strengths of your work and areas you think need improvement, in other words, what you would do differently next time.
4. Your evaluators will ask you questions. Think before you answer them.

### Visual guidelines

1. Make sure your visual represents quality 9th grade work. In other words, spell all words correctly, use stencils or computer-generated writing, nothing hand lettered.
2. Quality means not leaving your visual until the last minute. An attractive display is impressive and lets evaluators know you care about your work.
3. Have material to work on your visual available during school work time.
4. Let your supervising teacher know if you require electricity, VCR's computers, or other equipment to show your visual.
5. You will have table space to display your work.

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### Selecting a P.A.S.S. Proficiency

There is an easy process for determining in which of the four core subject areas you want to focus your work. Follow this step-by-step list.

1. Read the P.A.S.S. proficiency descriptions.
2. Think about an area of strong interest for you.
3. Decide on a person, event and/or idea in this area which had a significant effect on life in the 20th century.
4. Shape a research topic around this person, event or idea which fits one of the proficiencies listed below. Think this through well; you want to make sure that your "idea" truly fits the proficiency that is going to be used for a standard to assess your work.
5. Complete a project planning sheet.
6. Conference with your English teacher and have your plan approved.
7. If your English teacher has approved your idea, take it to the content area teacher who will assess how effectively you have mastered the P.A.S.S. proficiency. Discuss your ideas and get his/her signature. Then have a parent sign it.
8. Return the planning sheet to your English teacher.
9. Planning sheets will be shared with the library specialist to confirm school resources for your intended area of study.

You must do quality work. This means that you may be asked to redo areas which are checked during your work time; this is to ensure that your "best work" is the end product. Because this is an "end-of-semester" project, it is your chance to turn in a top notch, ninth grade job.

#### Math

Proficiency F-Solve Mathematical Problems  
Proficiency G-Communicate Mathematics

#### Science

Proficiency I-Examine Scientific Theories & Research

#### English

Proficiency B-Interpret Literary Works

#### Social Studies

Proficiency G-Analyze Issues and Events

### How do I Conduct Research?

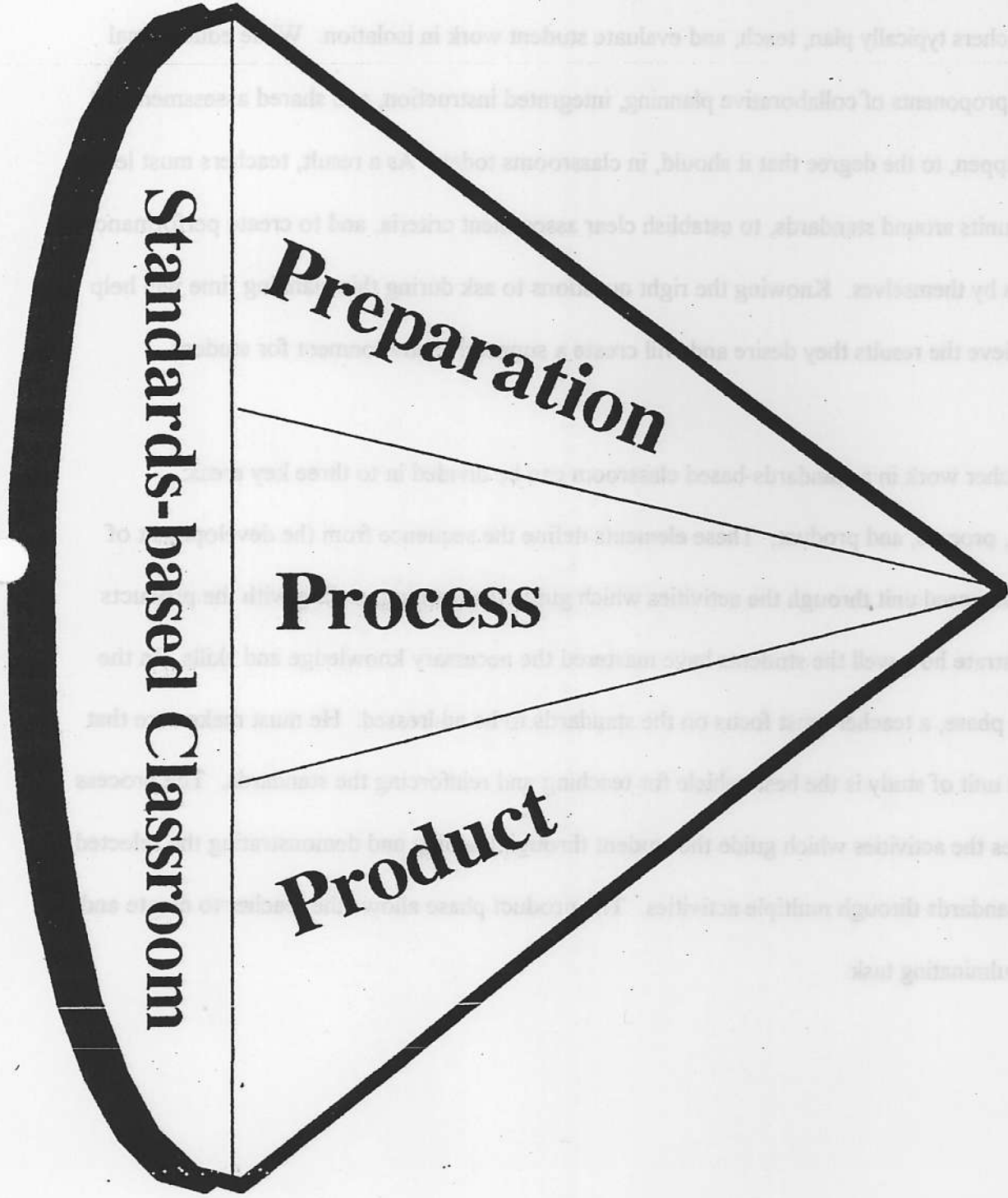
1. Complete the planning sheet. It will require you to pose some questions that you will try to answer during your research.
2. Have a packet of paper, notecards, and/or spiral notebook to keep all of your notes in. This will help keep them all in one place, and they are less likely to get lost.
3. Make sure you include this minimum set of material sources in your work:
  - Magazines-minimum of 2
  - Non-fiction books-minimum of 2  
(You don't use the whole book.)
  - Electronic source-1  
Encyclopedias, Internet, e-mail
4. I have included a list of WAHS periodicals in this packet.
5. Some people like to complete their research, see what they get, and then put an outline together. Others work better from an outline so they know what kind of information to search for. You will stay focused better if you have a thesis for your work...that main idea that you are trying to prove, disprove, support, etc.
6. Remember that your work will be checked every day when your supervising teacher checks your journal and asks you what you accomplished during your work time. These points will be added to your final grade; they are important. They may be made up if you have an excused absence; ask your teacher how to do this.

### Questions I Need to Have Answered:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



# Elements of Student Success



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**Elements of Student Success: Questions to Guide Teacher Work  
in a Standards-Based Classroom**

Teachers typically plan, teach, and evaluate student work in isolation. While educational leaders are proponents of collaborative planning, integrated instruction, and shared assessments, it does not happen, to the degree that it should, in classrooms today. As a result, teachers must learn to develop units around standards, to establish clear assessment criteria, and to create performance assessments by themselves. Knowing the right questions to ask during this planning time will help teacher achieve the results they desire and will create a supportive environment for student learning.

Teacher work in a standards-based classroom can be divided in to three key areas: preparation, process, and product. These elements define the sequence from the development of the standards-based unit through the activities which guide the learning, ending with the products that demonstrate how well the students have mastered the necessary knowledge and skills. In the preparation phase, a teacher must focus on the standards to be addressed. He must make sure that the selected unit of study is the best vehicle for teaching and reinforcing the standards. The process phase defines the activities which guide the student through learning and demonstrating the selected academic standards through multiple activities. The product phase allows the teacher to create and assess the culminating task.



# Elements for Student Success

<p><b>Preparation</b>-Questions and activities which must be considered in preparing a unit which addresses academic standards.</p>	<p><b>Process</b>-A variety of classroom activities which guide students through learning and demonstrating academic standards.</p>	<p><b>Product</b>-The culminating task(s) through which students' progress in understanding and applying the standards will be assessed.</p>
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| <ol style="list-style-type: none"> <li>1. What are the standards I want to address?</li> <li>2. In what way will I determine how well the students already know these standards?</li> <li>3. What unit of study is the best vehicle through which to teach, practice and assess these standards?</li> <li>4. What do the students already know about this unit of study?</li> <li>5. What material will I use to teach these standards through the unit I have chosen?</li> <li>6. What is the best way to assess my students' progress towards meeting these standards at the end of this unit?</li> <li>7. Do I have any anchor examples to share with students of what quality work looks like?</li> <li>8. What special needs do the students have, i.e., learning styles, material, scheduling?</li> </ol> | <ol style="list-style-type: none"> <li>1. Do I have a variety of activities in this unit?</li> <li>2. Do my activities address the standards I want students to learn and apply?</li> <li>3. Do I give students adequate opportunities to develop and use the knowledge and skills on which they will be assessed?</li> <li>4. Have I provided for opportunities for group interaction, to assure that students recognize the standards in the unit?</li> <li>5. Are assignment requirements clear, timely, and fair? Do they support the standards I want students to demonstrate?</li> <li>6. Is there adequate time for students to ask clarifying questions and/or revise work?</li> <li>7. Do I keep referencing the standards and the assessment criteria during the unit of study?</li> <li>8. Is there a clear connection to real-life use of these standards?</li> </ol> | <ol style="list-style-type: none"> <li>1. Have students had opportunities to share knowledge and apply it to real-world situations?</li> <li>2. Are students able to share new learning with an audience?</li> <li>3. May students self-evaluate, as well as evaluate their fellow classmates?</li> <li>4. Do students' assessments confirm that I provided opportunities for students to learn and apply all elements of the scoring guide?</li> <li>5. Did I assess student work based on the standards rather than on subjective elements?</li> <li>6. Is there an opportunity to collect student feedback on the unit of study?</li> <li>7. Does the structure of my course provide for multiple opportunities for students to continue to use this newly acquired set of standards?</li> </ol> |
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**The Critical Questions about Preparation, Process, and Product**

- Is my unit of study the vehicle through which I will teach the standards, or am I fitting some standards to the unit I want to teach?
- Have I provided a variety of classroom activities, all of which support the standards which students should meet through this unit?
- In evaluating the effectiveness of this unit of study, can I confirm that I selected the most successful means by which to teach and assess students' mastery of the standards?