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What Should We Do?

A Practical Guide to
Assessment and Accountability
in Schools

by
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The authors welcome readers' reactions and comments. A reader response sheet is included at the end of the report. Please contact the authors at the Center for School Change, 234 Humphrey Center, 301 Nineteenth Avenue South, Minneapolis, Minnesota 55455, (612) 626-1834. The report will be placed on the Center for School Change website, www.hhh.umn.edu/centers/school-change/. Periodic updates may be made.

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EXECUTIVE SUMMARY

This report shows how families and schools can have a more accurate picture of student achievement. The report also presents a model program of academic accountability for each of the nation's public schools. This two-year, federally funded project involved 21 schools from 12 states. It is one of the first national projects which convened charter public schools and district-run schools to learn from one another.

The authors recommend that each school have an explicit contract for improving student achievement between itself and either a local school board or other supervising organization (such as the state, a university or other entity). The project suggests six vital and three valuable features for each accountability contract. The report describes how schools have used these components to help produce clear, measurable improvements in student achievement.

The vital components are:

- Clear, measurable outcomes for each school;
- Goals that are understood and supported by families, students and educators;
- Multiple measures, including standardized tests and performance measures;
- Measurement of all students' academic work;
- Assessments which measure growth of students who don't speak English at home; and
- Use of assessment information to inform school improvement efforts.

The valuable features are:

- Using a person or persons outside the school to help assess student work;
- Measuring experiences and attitudes of school graduates; and
- Creating a parent/educator/community committee to supervise assessment efforts.

The report shows how families and schools can have a more complete, accurate view of what students are learning. The report offers practical, research-based approaches for holding all public schools accountable for results, and it shows how schools can do a better job of informing, involving and working with families.

Perhaps most important, this report describes some of the most successful accountability and assessment practices of successful schools. We can have higher student achievement, higher graduation rates, and better student attitudes toward learning and active citizenship. We hope this report helps educators, parents and community members see how these goals can be achieved throughout the land.

“See the challenge for greater accountability as an opportunity, not as a problem. Most of all, please do not lose sight of the fact that educators in other public schools can benefit from your experiences and can be your partners in moving forward public education across America.”

-U.S. Secretary of Education Richard Riley

PREFACE

In a June 2000 speech, President Bill Clinton called for “more investment and more accountability” in public education. He also urged that every school “operate like a charter,” with significant site level authority and responsibility for improving achievement. (Clinton)

Groups as diverse as the U.S. Department of Education, Education Trust and the Heritage Foundation have documented that some schools are significantly increasing achievement of their students (US Department of Education, Education Trust, Carter). Improving achievement is possible, and most involved in education believe it is desirable.

But what does it mean for individual schools to be accountable? Every school board, charter school sponsor and state legislature which wants to hold individual schools accountable must answer this question. This is far more than a philosophical question for those working every day with young people and for those at local and state levels trying to hold schools accountable.

This report is designed to be useful, to help educators, parents, local and state school board members, along with state legislators who want to design thoughtful, constructive ways of holding schools accountable for improving student achievement. The authors hope the information in this report helps people working in schools, as well as people

supervising schools, to create reasonable, sound accountability plans. To assist that effort, the report:

- Proposes key features which should be part of any public school’s program to assess, use and report information on academic achievement of its students;
- Offers specific examples of what schools have suggested they will achieve, in terms of improving student achievement in several key academic areas;
- Describes how some schools are assessing whether they accomplish these goals;
- Discusses some of the tradeoffs people will have to consider as they create and monitor a school’s performance; and
- Shows how a number of schools which participated in this study are using the ideas suggested in this report to help improve student achievement.

The report also reflects a strong belief that different kinds of public schools have a lot to learn, as well as a great deal to share, with one another. It is based on material supplied by a wide variety of public schools – magnet, neighborhood, charter, and alternative – located in rural, urban, and suburban communities. With federal support, the authors identified, gathered information from, and convened 21 innovative public schools located throughout the country. We deliberately gathered information from charter public schools and district-run public schools. We felt, and officials at the U.S. Department of Education agreed, that it was important for schools to share successes, suggestions, failures and frustrations with each other.

These schools would not call themselves perfect. But a year’s research, including a national search, suggests that these schools represent some of the country’s most thoughtful, well-designed and innovative efforts to assess what students are learning. The schools are listed and described below.

School Name	Grades/Ages	Type	Setting	State	Enrollment
Academy of the Pacific Rim	Middle/High	Charter	Urban	Mass.	191
Aspen Community School	K to 8	Charter	Rural	Colo.	114
Branford High School	9 to 12	District-run	Suburban	Conn.	1026
Central Park East	7 to 12	District-run	Urban	N.Y.	485
Charter School of Excellence	K to 4	Charter	Urban	Fla.	275

School Name	Grades/Ages	Type	Setting	State	Enrollment
Greely Junior High School	6 to 8	District-run	Suburban	Maine	375
Integrated Day Charter School	K to 8	Charter	Suburban	Conn.	264
Liberty Common School	K to 9	Charter	Suburban	Colo.	514
Lincoln Center Middle School of the Arts	6 to 8	District-run	Urban	Wis.	758
Marblehead Community Charter Public School	5 to 8	Charter	Suburban	Mass.	176
Minnesota New Country School	7 to 12	Charter	Rural	Minn.	130
New Visions School	1 to 8	Charter	Urban	Minn.	200
North Dade Center for Modern Languages	K to 5	District-run	Suburban	Fla.	534
Options for Youth	Teen/Young Adult	Charter	Urban	Calif.	2,396 (six sites)
Palisades Middle School	6 to 8	District-run	Suburban	Pa.	560
Peacham School	K to 6	District-run	Rural	Vt.	72
School Without Walls	9 to 12	District-run	Urban	N.Y.	200
South Brunswick High School	9 to 12	District-run	Suburban	N.J.	2000
St. Paul Open School	K-12	District-run	Urban	Minn.	475
Summit Middle School	6 to 8	Charter	Suburban	Colo.	250
Urban Academy Laboratory High School	9 to 12	District-run	Urban	N.Y.	100

The authors also believe that the movement for more effective assessment will be stronger and smarter if it includes charter schools as well as district-run public schools. Indeed, one outgrowth of the conference was a request from educators to broaden a New York State Coalition on assessment reform. Ironically, New York has offered waivers from state mandated tests to innovative district-run public schools in which have developed intriguing alternatives, but has not, to date, offered charters a similar waiver.

As interest in accountability grows, the wisest educators will do what they've always done: Learn from each other, work together to propose constructive alternatives to what appear to be poorly thought out policies, and continue their efforts to do the best job they can with and for students. This report builds on the best impulses of pragmatic educators who recognize that they can help produce major improvements in student achievement and who seek the most constructive ways to measure and share what students are learning. Overall, the authors hope to encourage and assist those who have high expectations for students and schools.

Some people equate accountability with standardized tests. In fact, some states have created positive and negative consequences for schools based entirely on how well students in the schools do on standardized tests.

The authors of this report, the consultants with whom we've worked, and the 21 schools which helped inform this project **strongly urge states and school boards not to base accountability solely on test score results.** We urge that local and state school boards and state legislatures use **multiple measures** to assess whether schools are making progress.

Assessment using multiple approaches should be part of the accountability plan. Good assessment programs show what students know and can do as they enter a school, and as they continue to attend the school. Well developed and implemented, assessment of students provides information that can be used for accountability purposes.

One of the greatest contributions that the charter movement can make is to encourage educators, parents and policy-makers to think carefully about what academic expectations we should have of schools, along with how to assess and report student achievement. The report does not attempt to repeat nor resolve debates about the use of standardized tests, but the authors believe strongly that standardized tests are an incomplete measure.

Some people equate accountability with reporting. For these people, schools are accountable if they share results of standardized tests and (possibly) other measures of student achievement. This is a bit like saying students are accountable for their learning if the results of their work are reported.

But most states and schools say student accountability must include consequences. Students who turn in enough satisfactory work, or who attend school often enough, graduate. In many schools and states, students who don't complete enough work, achieve certain standards, or demonstrate certain skills, don't graduate. Thus, for students, accountability is not about reporting – it includes consequences.

A growing number of people – including President Clinton, Secretary Riley, and Hugh Price, president of the National Urban League – agree that accountability should be applied not only to students, but also to schools and the people who work in them.

Random House Dictionary includes, as part of the definition of *accountable*, the word *responsible* (Random House, p. 10). The authors agree: being accountable, for students and for schools, means being responsible.

Simply reporting the achievement of students at a school does not make the school accountable. True accountability should have consequences. Positive consequences could include giving schools additional money, giving schools additional responsibility, or giving schools the authority to continue operating. Negative consequences could include putting a school on probation, “reconstituting a school” so that a new principal is appointed and faculty positions are open to teachers in the district, or closing the school and laying off its faculty.

The charter school movement has helped change the debate in this country about what it means to be accountable for results. In most states, public schools continue to receive funds regardless of what happens to student achievement. In a few states schools are rewarded for improving achievement. A few states also threaten schools if student test scores fall below a certain point. And a few district-run schools have been reconstituted when academic achievement (as measured by standardized tests) was too low.

But the expectations are much higher for every charter school. Charter schools are expected to show improved student achievement or they can be closed. This is not the case for most other public schools in the nation. Indeed, one of the reasons the charter movement developed is that many parents and policy-makers wanted higher expectations not only for students, but also for the schools they attended.

The charter movement has helped focus attention on what it means to expect student achievement to improve. It is not enough to say schools are responsible for results. To make this meaningful, critical questions must be answered, including:

- For what, specifically, are schools responsible?
- How will student growth be measured?

In addition to improving student achievement, charter schools, must handle funds in a manner consistent with state and federal law. Charters also must follow laws about meeting in approved buildings and must follow federal law in areas such as special education.

But absolutely central to the charter idea is the notion that charters will have fewer rules and regulations about how to operate in exchange for being more responsible for results. Accountability and assessment are central issues for charter schools.

Measuring student achievement must be part of any accountability plan. A federally funded study of nine public elementary schools that significantly increased the achievement of their predominantly low-income student bodies included several key recommendations. One of them was that the federal government should encourage states to “create clear, measurable and rigorous school accountability provisions.” (Dana Center, 1999)

But when the discussion turns from general notions of improving achievement to specific standards of accountability, things get much more complicated. Accountability implies consequences. But what does it mean to improve student achievement? And how much improvement should be expected? What, beyond standardized tests, are effective ways to measure improvements?

George Madaus of Boston College and the National Board on Educational Testing and Public Policy says that there really are only three ways to test people:

- Select an answer from among several options – multiple choice;
- Ask students to produce an answer in essay form; or
- Ask students to do something – fix a carburetor, dive off of a diving board, make a presentation, etc – and rate the student.
(Madaus, 2000)

This report, along with many leading assessment authorities, urges that schools use a mixture of these three approaches to measure what students are learning. This means that groups (such as school boards, state departments and state legislatures) to which schools report should work with educators to develop instruments and processes which use these approaches. The authors hope that this overall project, and the report produced as part of the project, will help individuals working in schools and those reviewing the impact of schools.

The project and this report have two main goals:

1. Provide useful, timely, high-quality information about valid, reliable methods of assessing students to educators, parents and community groups involved in various school reform efforts, as well as to policy-makers, who want to know some of the most effective ways to assess student achievement.
2. Increase contact, collaboration and cross-fertilization between charter public schools and other public school reform networks.

It is far easier to ask questions than to offer answers. This is a complex area full of trade-offs. The authors approach this task with more than a little humility, as well as hope that the suggestions that follow are useful. This project attempts to provide, if not definitive answers, options for people to consider.

An Overview of this Report

This report is divided into several sections. The following section provides a brief summary.

- Chapter One explains how the project was carried out. The authors describe steps they used to gather information from others, to identify schools which appear to be using valuable approaches to assess and report student achievement, and to prepare information for this report.
- Chapter Two describes key components of a plan schools can develop to gather and share information about student achievement. On the basis of a year's worth of research and discussion with educators and evaluation authorities, we suggest six vital and three valuable components for a school's assessment and accountability program. This chapter and the appendices offer examples of academic goals and assessments schools and states have developed to measure students' progress, or lack of progress. This chapter probably will be of most interest to those who work in schools on a daily basis.
- Chapter Three discusses key issues that come up when school boards or state legislators are deciding what to expect in terms of student achievement gains from schools. We have to go beyond the concept of expecting all children to learn, to discuss exactly what we expect from schools, how much progress is sufficient, and how progress should be measured. This section will probably be of most interest to those responsible for developing such plans, either at the school level or at a local district or state level.
- Chapter Four briefly reviews the academic record of several schools, showing the kinds of progress their students have made over the last several years. Many readers will find these results encouraging. Accountability and assessment are, of

course, only part of what schools do. Nonetheless, well-developed accountability and assessment programs – tied into curriculum, instruction and other learning activities – can play a major role in helping to improve student achievement.

The appendices offer many examples of tools several of the participating schools use to assess student achievement. We offer them as examples from which other schools can learn.

Chapter One:

HOW THIS PROJECT WAS CARRIED OUT

This project proceeded in four basic stages.

Stage One – Collecting Information

This project began its work by asking, “What are the key components of a program which effectively assesses student achievement in academic areas?” We collected information in a variety of ways.

1. We scanned the literature, both print and web-based.
2. We shared information with, and asked for advice from, leading national education and school reform organizations including: the Coalition of Essential Schools, American Federation of Teachers, American Association of School Administrators, Annenberg Rural Challenge, Council of Great City Schools, FairTest, National Education Association, National Writing Project, National School Boards Association, National Association of State Boards of Education, Association of Supervision and Curriculum Development, ACHIEVE, Center for Education Reform, and many others.
3. We posted a request for information and suggestions on dozens of listservs.
4. We asked five nationally known assessment authorities for their suggestions:
 - James Catterall, professor of education, Graduate School of Education and Information Studies, University of California, Los Angeles;
 - Ed De Avila, president, Linguametrics Group, Oakland, California;

- Al Ramirez, associate professor, Educational Leadership, University of Colorado at Colorado Springs; and former Iowa State Superintendent of Public Instruction;
- Lauren Resnick, director, Learning Research and Development Center and professor, University of Pittsburgh; and
- Jim Ysseldyke, Associate Dean for Research and Birkmaler Professor of Educational Leadership, College of Education and Human Development, University of Minnesota and former director, National Center on Educational Outcomes.

These organizations and individuals shared information they had generated, or knew about, which offered advice on how to assess student achievement in various ways and in various fields. We also collected and compiled 59 distinct characteristics that might be used as *criteria* to identify schools employing best practices.

Stage Two – Evaluating Suggested Criteria

The next step was to evaluate the criteria. The five nationally recognized assessment authorities helped the authors narrow the list of suggestions to six we all agreed were *critical* to assessment systems that are both valid and reliable. We also identified an additional three we considered *valuable*.

Stage Three – Selecting Schools to Participate in the Study

We then published these criteria, inviting both charter and district-operated public schools exemplifying these characteristics to apply to be part of this project. Schools could nominate themselves or be nominated by others. A small stipend was provided to the selected schools to defray their costs for project participation.

Participating schools were asked to: 1) provide materials about their assessment practices that they were willing to have shared broadly; 2) be willing to send representatives to a national meeting to interact with each other and to respond to a draft report on this project; and 3) be willing to be a part of a network of schools sharing assessment information, initially within the project, and ultimately with a broader group.

This list of criteria and an invitation to participate in this project was published first in *Education Week*, November 10, 1999, and subsequently in other publications and through other means. Twenty-one schools were selected to participate. These included 11 public schools run by local districts, and 10 charter public schools. The schools serve urban, suburban and rural districts. The schools are listed on Page 2. More information about the schools can be found in *Appendix A*.

Stage Four – Preparing a Draft and Obtaining Feedback

Using information from the schools and other information gathered over the last year, the authors prepared a draft report. The draft was sent to the 21 participating schools and about 20 other national education reform authorities. Representatives from most of the schools, along with about 20 other people, met for a day to review the draft and offer recommendations for refinement. These people offered a number of suggestions. The authors deeply appreciate their frank, insightful comments.

These efforts helped produce this document. The authors hope the document will be useful to educators, families and policy-makers. This report, plus additional supporting materials too voluminous to be included, will be placed on the Center for School Change web site.

Chapter Two:

FEATURES OF EFFECTIVE STUDENT ACADEMIC ACHIEVEMENT ASSESSMENT PROGRAMS

What are the key components of an effective student achievement assessment system? This project suggests that there are six vital characteristics, and three valuable characteristics. Our research suggests that any public school – neighborhood, magnet, alternative or charter – should strongly consider making these features a part of its overall program.

Vital Features

<p>Clear Goals</p>	<p><i>The school has some clear, explicit, measurable learning goals, outcomes or standards. It has a curriculum designed to help students reach these goals, and the school's assessment system measures the extent to which its students are reaching these goals.</i></p>
<p>Outcomes Understood</p>	<p><i>Teachers, parents, students and community members understand and support the expected outcomes and standards. Students and parents are provided examples of what the standards require and are given opportunities to work with teachers toward improving personal performance.</i></p>
<p>Multiple Measures</p>	<p><i>The school uses multiple methods of assessment, not just standardized multiple-choice norm or criterion-referenced tests.</i></p>
<p>Assessment as Part of an Integrated Approach to School Improvement</p>	<p><i>Assessment is part of an integrated system of instruction, professional development and refinement of a school's operations. Assessment is not used only for ranking or sorting. Schools use assessment results to modify instruction and help plan in-service workshops.</i></p>

<p>Language Proficiency</p>	<p><i>Assessment takes into account a student's language proficiency. If some of the school's students come from homes where English is not spoken, or if the student comes from some other linguistic background, assessment practices take this into account. The assessment system actually measures what students know regardless of disabilities or linguistic backgrounds.</i></p>
<p>All Students Are Assessed</p>	<p><i>The school reports, in some ways, on the academic growth of all of its students.</i></p>

Valuable Features

<p>Outside People Help Judge Student Work</p>	<p><i>Assessment uses an outside person or persons to help judge student work.</i></p>
<p>Assessment Systems Include School Graduates</p>	<p><i>Assessment measures attitudes of people who graduated from the school.</i></p>
<p>Student Assessment Committee Includes a Variety of People</p>	<p><i>The school has a committee of parents, educators, community members and, in secondary schools, students who help plan, carry out and monitor the student assessment system.</i></p>

First Vital Feature:

Clear, Measurable Academic Goals

Wise organizations – including, but certainly not limited to schools – have at least some clear, measurable goals. As an old country proverb puts it, “If you don’t know where you’re going, any road will take you there.” Not every important goal can be measured easily. But unless a goal can be stated explicitly, it is very difficult to know whether a school and its students are making progress – and if so, how much. As several researchers noted, “without good ‘hard data’ on school performance, accountability for student results will not work, either for policy-makers or for the educational marketplace. Parents and kids are left to judge their schools, and to select among schools, on the basis of soft and impressionistic grounds. They can be fooled. We can all fall prey to clever advertising – and the fact that someone likes the principal or teacher doesn’t mean the kids are learning what they should.” (Manno, et. al, p. 3)

Schools participating in this project use a variety of academic goals. This report describes academic goals in the traditional “three R’s” of reading, writing and ‘rithmetic (mathematics). The report also describes goals and assessments in two areas which many schools and communities have identified as important: the ability to speak to a group of people, and the ability to help improve the community. These five areas are not the only academic areas most schools will select, but these goals are offered as examples from which others can learn.

Reading

The **Charter School of Excellence** sets a goal that all students will gain one year’s growth in reading in one academic year. This goal is measured through the use of numerous assessments: those generated by the Computerized Curriculum Corporation (CCC) program they use as well as informal reading inventories, progress reports, Florida Comprehensive Assessment Tests (FCAT), Scholastic Aptitude Test (SAT) scores and teacher-prepared tests. To help students accomplish this goal, the school has implemented the Wright Group Reading curriculum. They also use Open Court Readers,

Computerized Curriculum Corporation (CCC) software, Houghton Mifflin Grammar, and Modern Curriculum Press for teaching phonics.

One of **Central Park East Secondary School's** goals is that students become life-long readers. All students have independent reading expectations during all six years they spend at Central Park East. Graduation is based in part on students' successful defense of their annotated bibliographies. A plan is developed for each seventh grader with participation of the school reading consultant, the student and the student's family. Comprehension is evaluated through individual conferences, student logs and testing.

All students at **Liberty Common School** in Colorado are expected to read at or above grade level by the end of first grade as measured by various assessments. The school's goal is that no more than 22 percent of students will be below "proficient" on district level tests in reading in grades three through six. On the Colorado State Assessment Program reading test, the school sets a goal that 75 percent of all third graders and 50 percent of fourth graders will score at or above "proficient" and that no more than five percent of students' scores will be unsatisfactory. The school uses various assessments to gain baseline data and progress information for each student.

Greely Junior High School in Maine has seventeen benchmarks against which students' progress is measured. One district eighth grade benchmark in reading is to analyze a complex piece of literature to isolate literary elements such as plot, setting character conflict, foreshadowing, flashback, symbolism, and irony. In order to meet the benchmark, students must know the definitions of these literary devices, recognize their appearance in a piece of literature, document and be able to analyze how these devices increase their comprehension of the literary selection. Student progress toward this benchmark is assessed through a variety of methods including regular reading responses, an interpretive quilt square, short answer quizzes, flash cards and direct student communication. Teachers have developed rubrics based on the benchmarks to evaluate most of these tasks.

At the **School Without Walls** in New York, candidates for graduation have a discussion with a committee composed of two teachers, two students and an external assessor about a work of fiction selected from their literature list. This discussion covers, for example, issues raised by the novel, the structure of the novel, and the perspective of the author. To prepare for the discussion, the student must identify several issues raised

by the novel and then select two significant passages that shed light on the identified issues. The student is responsible for opening the discussion with these passages and responding to all questions posed by the assessors.

At **Lincoln Center Middle School of the Arts**, all students demonstrate proficiency in reading comprehension by participating in the Accelerated Reader Program[®], a program designed to help create purposeful and motivated readers. Students are asked to read a minimum of 25 pages each evening for homework and have their parents sign a form validating they have done so. (Alternatively, teachers may sign this form if they have observed the student read 25 pages in class or at lunch.) Teachers also use progress reports and other methods to follow up on students who are fulfilling the 25-page per night expectation. Students who are reading below grade level are expected to visit the library – every day if necessary – in order to accomplish the goal of reading 25 pages every day. In addition to the daily 25 pages, students are also expected to read at least three novels in class each year.

North Dade Center for Modern Languages' goals are directly linked to the school district's Competency Based Curriculum. For example, a goal for students in grade four is that students will increase their reading comprehension skills as evidenced by a minimum of 50 percent of the students scoring at or above Level 3 on the Florida Comprehensive Assessment Test (FCAT) reading test. In addition to using state-mandated tests, the school also uses site-generated performance tests and semi-annually gives the Scholastic Inventory Reading Test to determine each student's independent reading level for instructional purposes.

Palisades Middle School in Pennsylvania has a reading goal that students will read 25 books per year. All students keep a log of the books they read. To show visible progress, a tube for each grade is kept in the hallway into which students place a penny for each book read.

At **Branford High School** in Connecticut, seniors are expected to be able to comprehend and analyze classical and modern literature, including literary elements, stylistic qualities and relevance to human experience.

Writing

Options for Youth Charter School in California has a goal that students' writing skills will increase, on average, by at least 20 percent each academic year. Student writing samples are collected at the start of each year and are scored for writing mechanics, quality of expression and coherence of content.

The **Charter School of Excellence** expects that all students will understand and be able to implement the steps of the writing process they use (pre-writing, first draft, revision, editing, proofreading and publishing). Students are expected to write grade level appropriate essays with cohesive and logical sentence structure. Curriculum materials include Write Source books and Houghton Mifflin English books. Progress is measured through daily in-class writing assignments, teacher observation and Florida Comprehensive Assessment Tests (FCAT) writing section scores.

Students at the **Urban Academy Laboratory High School** cannot graduate until they are “competent” writers, particularly in the area of analytic writing. (See *Appendix B*.) To ensure that all students have the opportunity to practice continually, every course offered at the Academy includes some type of writing. All staff members – including social studies, science, math and art teachers – support writing across the curriculum. Success in writing is measured by proficiency standards the school has developed and which students are required to meet in order to graduate. Students must complete analytical papers and research papers in science and social studies and logic papers in math. Papers are evaluated using teacher-developed grids that define the level of skills required for receiving passing grades. Papers are assessed by teams of teachers as well as by external evaluators. (For additional writing assessment ideas, see *Appendix C* for the writing rubrics example from Academy of the Pacific Rim.)

The **School Without Walls** strives to create clear goals for students fulfilling their graduation by exhibition requirement. In social studies, students must write a proficient paper addressing a debatable question. To do this, they need to read extensively so they can present background on their chosen topic, analyze conflicting sources, present a clear argument or position, and explain why opposing arguments are less valid. The paper must demonstrate solid organizational and writing skills.

Lincoln Center Middle School of the Arts expects that its students will demonstrate mastery of written and spoken expression by writing, presenting and defending a clearly

reasoned, persuasively argued research paper. Block scheduling allows students time to develop oral, written and research skills in both electronic and print media. The block schedule makes it possible for students to get out of the classroom to use their own community as a resource and to conduct in-depth studies. Students also demonstrate their skills in narrative, imaginative, expository and persuasive writing. Each of their required writing samples must receive a proficient rating or better on the Milwaukee Public Schools (MPS) writing scale.

South Brunswick High School requires all of its students to complete a freshman project. The project must relate to a concept relevant to all required subject areas. With the help of two mentors from home and school, students prepare and then present their conclusions in writing, orally and visually to two members of the faculty who have not been involved with their project. Established rubrics are used to score students' work, and students must earn a competent score in each area or repeat it. (See *Appendix D* for other writing rubrics from South Brunswick.)

Teachers at **Peacham Elementary School** in Vermont strongly recommend the information which their state department, in cooperation with teachers, has developed to assess six types of writing. Rubrics have been created for each of these six areas of writing: 1) a response to literature, 2) a report, 3) a narrative, 4) a procedure, 5) a persuasive piece, and 6) a personal essay. (Vermont State Information)

Math

Lincoln Center Middle School of the Arts uses a variety of assessments to measure student progress in math. To demonstrate readiness to succeed in high school algebra, students must achieve a score of 34 or higher on the Wisconsin State Math sub-test and a score of 16 or higher on the Milwaukee Public Schools Mathematics Proficiency Exam. The latter exam is given twice each year, both fall and spring. Both are performance assessments that require students to provide a written explanation and rationale detailing how they solved the problem. Teachers also use similar rubric-based assessments in their classes to give students feedback on their mathematics problem solving skills. (See *Appendix E.*)

Greely Junior High School's eighth grade algebra students are expected to demonstrate proficiency in several core areas. For example, students must recognize the

written equivalents of mathematical operations, transform algebraic expressions and equations into written language, translate written expressions into algebraic expressions appropriate to a specific problem and formulate equations from algebraic expressions. Student progress toward this benchmark is assessed through a variety of methods including tests, quizzes and work with algebra tiles.

At the **North Dade Center for Modern Languages** in Florida, school-wide testing in mathematics includes site-generated pre- and post-tests and state-mandated assessments. These tests monitor and assess individual student's areas of weakness for future skill instruction. Their school standard is that at least 50 percent of their fifth grade students will score at or above Level 3 on the mathematics section of the Florida Comprehensive Assessment Tests (FCAT) administered in the winter. (See *Appendix F* for other examples of math rubrics.)

Public Speaking

Many schools incorporate public speaking in their curricula. Typically, public speaking consists of students presenting a project to a variety of audiences – classmates, teachers, advisors and community members. As the Massachusetts Charter Resource Center noted, “Using carefully designed rubrics, juried panels of faculty, community stakeholders, and/or experts critique student presentations in a particular content area. Exhibitions are designed to determine a student's knowledge of a subject and her or his ability to explain what she or he has learned. In both cases, these assessments bridge classroom work to the outside world.” (Nahas and Brigham, p. 41)

Some schools, such as **Central Park East, St. Paul Open School** and **Minnesota New Country School**, have made public presentations part of their high school graduation process. (See *Appendix G* for St. Paul Open School's graduation process and School Without Walls Senior Project rubrics.)

The **Integrated Day Charter School** in Connecticut requires students to present one or more projects each year. Integrated Day assesses its students on a variety of points, including poise, articulation, and how they involve their listening audience. **Palisades Middle School** has developed a school-wide oral communication/presentation rubric for use in all of its classrooms. (See *Appendix H*.)

Minnesota New Country School requires students to do five public presentations during the year in which advisors, other students and community members assess the speaking, presentation methods and content of the project using rubrics designed by the staff. The process is similar to that used by the Connect-4 program of **Monticello High School** in Minnesota. Like Minnesota New Country, Connect-4 was a Center for School Change school reform implementation site. (See *Appendix I* for descriptions of Monticello's grades 11 and 12 exhibition requirements and evaluation.)

At **Marblehead Community Charter Public School** in Massachusetts, students are assessed in public speaking according to four key elements: clarity, accuracy, fluency and expression. Clarity means the extent to which students maintain focus in their discussion, project their voice appropriately and enunciate words clearly. Accuracy refers to whether students clearly distinguish fact from opinion and the extent to which they support their ideas with detail and appropriate evidence. Fluency means employing a steady flow of speech and using appropriate vocabulary and proper grammar. Expression includes using nonverbal cues and maintaining eye contact and appropriate posture.

Greely Junior High School's eighth grade benchmark in public speaking requires that students give an oral presentation for a specific audience using predetermined standards in writing and speaking. To achieve this benchmark, students must know the components of an effective oral presentation, select an appropriate topic, organize materials, prepare their presentation and deliver it effectively. Student progress toward this benchmark is assessed through a variety of methods including class discussions, Socratic dialogues, and small group practice presentations. (See *Appendix J* for a variety of public speaking rubrics.)

Service Learning

Many schools engage students in projects that combine classroom research with service in the broader community. Students might read about pollution problems and then try to reduce certain kinds of air pollution. Students might read about hunger in various eras and then try to reduce the number of hungry people in their community. Students might study the political system and become involved in an electoral campaign.

These are all examples of learning that are based partly in the classroom and partly in the community.

These programs allow students to become more involved in their communities, to gain greater awareness about different issues and to develop better attitudes about being active citizens. Additionally, the community benefits greatly through students' contributions of time and effort toward projects such as helping produce cleaner lake areas, solving adults' consumer problems, or building stronger intergenerational relations involving teenagers and senior citizens.

Two recent books do an excellent job of summarizing research on service learning. Both books describe *Some Things that Do Make a Difference for Youth*. These reports document that well-designed service learning programs can increase students' knowledge, change their attitudes toward themselves and others, and improve the way young people behave. (American Youth Policy Forum, 1997, 1999)

Researcher Shelley Billig has examined a number of studies that show four potential areas of benefit for youngsters involved in well designed service-learning programs. These include 1) academic outcomes, 2) civic responsibility outcomes, 3) career-related outcomes and 4) personal development outcomes. More information is available in her recent article, *Research on K-12 School Based Service Learning Continues to Build*. (Billig, 2000). One good summary of research in this area is found at the *Learning Indeed* web site created by the W.K. Kellogg Foundation (www.learningindeed.org). Billig also contributed to this web site.

Billig is compiling a series of instruments that can be used to measure student growth in the four areas she cites. Currently, the plan is for this information to be posted on the *Learning Indeed* web site by the end of January 2001. Look in the research area.

Two federally funded resource centers offer relevant information. The National Service-Learning Clearinghouse is an excellent resource. (<http://umn.edu/~serve>). The Clearinghouse recently published a report, *Service-Learning and Learning Assessment: A Field Guide for Teachers*, which many teachers will find useful. (National Service-Learning Clearinghouse) The federal National Center on Education Outcomes also identifies possible outcomes in what they call "contribution and citizenship." (NCEO, October 1996) They also offer ideas about how to assess student progress in this field.

The following examples show how several schools assess the impact of service learning.

At the **Urban Academy**, every student participates every term in the community service program. Placements include governmental agencies, neighborhood advocacy groups, the arts and medicine and environmental projects, and take advantage of the vast resources of New York City. Students are evaluated four times a year by their immediate on-the-job supervisors, and are visited on site by Academy staff members. Students also make public presentations twice a year to the entire school community about their placement experiences. Student success is measured by a combination of practical factors such as attendance and punctuality as well as initiative, persistence and the ability to grow on the job. (See *Appendix L*.)

Several schools state goals for service learning in terms of the number of hours students spend on these efforts. **Options for Youth** in California requires all seniors to complete at least 10 hours of community service as a requirement for graduation. **Peacham School** in Vermont requires all sixth graders to complete a minimum of 12 hours of community service outside the school day. At **School Without Walls**, students are required to earn three credits in community service for graduation. Students begin in the ninth grade year to give two and a half hours per week each school year to a non-profit, non-religious organization of their choice. The community service site supervisor prepares a written student progress report each quarter. (See *Appendix K*.)

Central Park East Secondary School students in eighth, ninth and tenth grades spend a half-day per week at their service learning placement – usually at a non-profit service agency. They keep a journal and spend time preparing a report (called an “exhibition”) which describes the non-profit’s mission, examines how well the non-profit adheres to its mission and makes recommendations.

Every class at **Integrated Day Charter School** identifies a service learning project and integrates the study of that project into the year’s curriculum. Projects have included helping an orphan and obtaining a computer for an orphanage in Tanzania, working at local food banks, shelters, and a local nursing home, and improving school grounds. Other projects have included planting a vegetable and flower garden at a senior citizen home, raising community awareness about composting, fire safety and puppy mills, and collecting oral histories and producing a play for senior citizens. Currently, 97 percent of

students participate in service learning projects. Achievement is measured by student and teacher surveys and student reflection on their service learning projects.

Liberty Common's goals are to have volunteer hours equal 50 percent of staff hours, and to develop a more coherent program using service and character education. Students are required to perform services within their site, including cleaning, tutoring, serving as office aides or teacher assistants, and providing assistance to low-income families. They also maintain a Community Advisory Board. In 1999, students collected hats and gloves for winter giving, cleaned up the lake area near the school, sponsored gift giving for the needy and set up a \$2000 scholarship fund for dress code assistance.

Service-learning can be a valuable part of any school, elementary or secondary, rural, urban or suburban. This is a classic example of a subject that is not easily measured by a standardized test. But most people agree that helping young people learn to participate constructively in a democracy society should be one of the central goals for most schools. Fortunately, more and more information is becoming available about how to measure student growth in this field.

Second Vital Feature:

Making Outcomes Understood

It's critical for students, parents, educators and members of the broader community to understand what a school is trying to accomplish. Wise schools communicate their goals, visions and expectations of students through annual reports or through posting their goals in prominent places in their school buildings. Many schools also conduct meetings with parents on a quarterly or annual basis to keep parents informed of students' progress. Some schools also put a good deal of effort into sharing results with the broader community.

At the **St. Paul Open School** in Minnesota, students, parents/family members and teachers meet every August, before school starts, to create an individual plan for each student and to discuss how the student is progressing toward graduation. (See *Appendix M* for information.) Since 1973, graduation at this school has been based entirely on demonstration of skills and knowledge, not on accumulation of credits. This meeting is

just one of the settings in which staff, students and parents are trained in the process of their “graduation portfolio.” (See *Appendix G* for graduation portfolio requirements.) St. Paul Open School also includes goals in its vision statement which is made available to all students and parents.

The **Academy of the Pacific Rim** in Massachusetts monitors students’ performance at weekly advisor meetings and through weekly progress reports mailed to parents. Parents are expected to sign a reply form and return it with their students each Monday to show that they have read their student’s progress report. Parents and students sign a contract at the beginning of the year pledging effort toward achieving academic success and initialing their approval of the Academy’s strict promotion policy – mastery of 70 percent of the standards. Academic standards are discussed at the orientation session at the beginning of the year and at parent information sessions held in the spring. Attendance is mandatory for all applicants. To help parents set high standards at home so they can help their children produce better quality work, the school regularly sends parents examples of ideal homework. Parents join teachers for conferences three times a year and have three yearly phone conversations with their child’s advisor.

Peacham Elementary School publishes an annual report card (See *Appendix M* for the Report Card 2000 table of contents). The report card includes a vast array of information, and is distributed to all families. The report presents information about student achievement and examples of student work in various fields including writing, math and art. It’s an excellent model for schools to study.

At **Summit Middle School**, content area standards are published in the school’s annual report and are made available to the public. Teachers are trained in developing benchmark based units and assessments, as well as in sharing learning goals with students and parents. At the start of units of study, students, and frequently parents, are given handouts identifying the learning goals for the unit and the assessments that will be used to determine progress. Scoring rubrics for key assessments are tied to the benchmarks and teachers explain the rubrics and expectations as part of the instruction and assessment process. In addition, teachers are developing ways to track progress toward meeting benchmarks and to report that progress to students and parents.

Palisades Middle School communicates its goals through a variety of means including district and school notices. Rubrics are posted for each assignment. Exemplars

are shown to the children. Clear assignment/expectation sheets are given for each task, and student work is put on display everywhere in the school.

Many schools use a parent-teacher-student compact or contract approach for communicating goals, ensuring outcomes are understood, and keeping parents involved. For example, at the **Charter School of Excellence** parents sign a contract that pledges the school will keep them informed on all academic and social issues. In turn, the parents agree to volunteer 20 hours of their time in the school over the course of a school year. In addition, the school surveys parents twice a year and parents serve on the board of directors. Some parents also teach children as part of their involvement in the national Junior Achievement Program.

Lincoln Center Middle School of the Arts keeps parents informed by conducting meetings in smaller settings. These meetings occur with new sixth grade parents and continue on into the seventh and eighth grade settings. The meetings usually include a grade level guidance counselor, homeroom teachers, the learning coordinator, the principal and both parents and students. The setting is informal, usually includes refreshments, and parents can both receive information and ask questions about the school's assessment practices.

The Urban Academy provides parents a videotape that explains the school's inquiry-based approach to teaching and learning and demonstrates what performance-based assessment is by showing external assessors interviewing students and commenting on student writing and project work. Parents and community members are invited to presentations of student work throughout the year and the public participates in external reviews of student work. Regularly scheduled parent meetings are held where staff members explain graduation requirements and performance standards. Printed materials are distributed throughout the year, which detail the school's expectations. Students review these materials with teachers in their tutorial groups. Finally, a web site is under construction for the general public.

New Visions Charter in Minneapolis publishes an annual report that is shared with parents and a variety of community leaders. The report describes progress students have made in academic and other areas, explains the school's philosophy, and discusses how the school is attempting to meet its goals. (See *Appendix O* for a copy of the table of contents for New Visions' annual report.)

Third Vital Feature:

Multiple Assessment Measures

Many authorities point out that using a variety of measures to assess student achievement will provide broader, more complete and accurate understanding of what students know than is possible if just one kind of assessment is used. James S. Catterall, a UCLA professor of education, has been evaluating schools for nearly a decade.

Catterall has developed the following principles:

1. Assess student learning from multiple perspectives. For example, assess student learning using pre- and post-tests in basic verbal and mathematics skills, using equivalent forms of the same test. Catterall and his colleagues have used a test developed from a test item bank created by the California State Department of Education. He is now planning to use the short form of Terra Nova tests, under an agreement with CTB-McGraw Hill. Catterall also examines student writing samples periodically and evaluates them for growth in student writing and communication skills. He also asks students what they think they are learning, asks students periodically about their attitudes toward education, and asks teachers to provide their view of student learning based on information they've gathered.
2. Diagnose school operations. Examine what the school does well and where it needs attention. Use test scores, performance assessments and interviews with faculty and students. Be consistent in evaluation designs from year to year, so that changes are clear from known benchmarks. This doesn't mean that tests can't be modified from time to time, nor that interview questions can't be changed. But consistency helps identify important trends linked to school and student performance.
3. Communicate. Evaluators need to communicate with their clients about their needs for information, and school leaders need to communicate with school board and other groups to whom they report, to make sure that information is being gathered in the needed areas. (Catterall)

George Madaus, an authority on academic assessment from Boston College, has concluded that there are three basic ways a school can measure academic achievement

- Select an answer from among several options – multiple choice.
- Ask students to produce an answer in essay form
- Ask students to do something – fix a carburetor, do a dive off a diving board, make a presentation, etc. and rate the student on this task. (Madaus, 2000).

Some educators use the driver’s license examination as a classic example of the value of multiple measurement. Most states give prospective drivers a two part exam – one via paper or computer on which students are tested via a multiple choice test for their ability to recall answers to questions. The other part of the test is a *performance assessment* in which prospective drivers are asked to show that they actually have at least modest skills in driving and parking a car. Most states would say that by using both forms of assessment, they get a fuller description of what the prospective driver knows and can do than if either part of the test was used by itself. This is the central rationale for using multiple measures – it gives a fuller description of what a student knows.

The schools participating in this project rely on multiple measures to assess student achievement. Using various approaches to assessment can give students, parents, and policy-makers a broader and more complete picture of student knowledge and skill. Moreover, researchers note that some skills and knowledge can be more effectively measured by people trained in observation than by the traditional standardized test. For example, the best way to assess students’ ability to make a public presentation is not to give them a standardized test. Instead, many authorities agree that trained observers should rate a speech using various criteria. For many reasons, using multiple measures makes much more sense than relying solely on one – whether it is a standardized test or a performance assessment.

Assessment at **Marblehead Community School** includes analysis of portfolios, individual learning plans, use of rubrics, benchmarks and student exhibitions. Marblehead students also take standardized tests such as the Stanford Achievement Test series, the Northwest Education Association Achievement Test (NWEA) and the Massachusetts Comprehensive Achievement System (MCAS).

The **Charter School of Excellence** uses informal reading inventories, student portfolios, literacy folders, oral assessment in math and spelling, reports generated by the

self-paced computerized learning software they use, phonics tests and standardized tests in math, reading and writing.

The **North Dade Center for Modern Languages** incorporates a variety of ways to assess student achievement. It uses the state-mandated Florida Comprehensive Assessment Tests (FCAT) in reading and math, the SAT Norm-Referenced Test in reading and math, the Scholastic Reading Inventory Test, and site-generated tests in reading, writing, math and science. Rubrics are used for judging individual oral presentations in grades one through five. Assessment also takes into account student writing portfolios, daily attendance, students' journals across the curriculum and community service activity and participation logs.

The **St. Paul Open School's** graduation process uses a portfolio system that is aligned with the Minnesota State Graduation Standards. The portfolio includes student reflection essays, letters of recommendation from teachers or community members regarding students' performance in a selected broad skill area and documentation of classes taken and evaluations of fulfillment of graduation standards.

Chicago Public Schools develops an accountability contract with each of the charter schools it sponsors, covering academic growth and other factors. This agreement explains that the charter school's students will be expected to make progress on various standardized tests, and will be expected to pass tests mandated by the state for high school graduation. The contract also allows individual charter schools to work with evaluation specialists to develop and use applied performance assessment measures. (See *Appendix P* for part of the contract between **Chicago Public Schools** and **Perspective Charter School**.)

Options for Youth believes that test scores are only one indicator of a student's abilities and knowledge, and that it is more useful to the school and the student to use test scores in context with other information about the student. This information includes an understanding of the test used and the student being tested. The school's self evaluation includes such factors as portfolio assessment, attendance records, participation in the school, attitude about the school (as measured by surveys, tests and outside interviews), and parental feedback. The overall OFY evaluation, carried out by Professor James Catterall, is one of the most comprehensive, complete and helpful which the authors have seen. (See *Appendix Q* for this report's table of contents.)

Students at **School Without Walls** receive assessment feedback from: 1) student progress reports completed quarterly by each teacher and reviewed individually with each student, 2) biweekly advisory conferences and 3) “Graduation by Demonstration Committees.” At the latter, individual students present projects, portfolios, and/or “essential question” responses to teachers, students, parents and community professionals.

The **School Without Walls** is part of a consortium of schools negotiating with the New York State Education Department to obtain an exemption from all state high-stakes, end-of-the-year standardized exams. School Without Walls staff members believe that they cannot maintain their school’s success if they must prepare their students for Regents Exams while at the same time preparing them for learning and assessment through their own multi-faceted system and learner-centered educational process.

Fourth Vital Feature:

Assessment Informs School Improvement Efforts

Our national consultants and various educators agreed: Using assessment and its results to inform instruction and professional development is an essential approach to school improvement. As the Massachusetts Charter Resource Center notes, “Assessment is a system, not an end point. It allows teachers and administrators to make changes, based on analysis of student performance data, so that all students can achieve high educational standards. It is part of, not an add-on to, the curriculum and teaching process.” (Massachusetts Charter School Resource Center, p. 37) We found many excellent examples of this among participating schools.

For the past three years, **Lincoln Center Middle School of the Arts** has been participating in the Assessing Learning Project with Alverno College and the Milwaukee Public Schools. The goal of the project is to narrow the gap in performance between minority and majority students. The school’s primary strategy is to use performance assessment to diagnose student needs and to use clear criteria/rubrics to inform students about performance expectations.

As a significant professional development effort, the *Lincoln Center's Assessing Learning Project* team has involved all faculty in a school-wide action research project focused on writing. Through this project, all students write in all subject areas throughout the day. Students write reactions to material they are studying. This helps them internalize ideas and gain skill in expressing themselves about school subjects. All faculty use common rubrics for the various forms of writing. The Assessing Learning Project team leads the faculty in reviewing the project's impact and in identifying help that individual teachers may need to make it successful for all their students. The improvement of seventh graders' performance on the Milwaukee Public Schools writing scale is one evidence this project is succeeding. In 1996-97, only 22 percent of seventh graders scored proficient or above; in 1997-98, 42 percent scored proficient or above; and in 1998-99 the number of proficient scorers reached 58 percent.

Greely Junior High School uses assessment to document student achievement, to provide feedback to students on their progress and areas in need of improvement and to inform and improve teacher instruction. Since all classes in the school are heterogeneously grouped (with the exception of two sections of math at each grade level), assessment results are not used for sorting and labeling students.

South Brunswick High School administrators and teachers evaluate the results of both standardized and performance assessments. This information is used to assess and revise the curriculum, as well as to plan staff development programs.

The **Integrated Day Charter School** conducts an in-service workshop to discuss the results of Connecticut standardized tests. The staff studies the areas of weakness and strength and designs plans for maintaining positive results or for remediation at these workshops.

Teachers at **Branford High School** share assessment activities and do peer observations to increase their understanding and use of assessment techniques. Curriculum and instruction have been revised to ensure that the students have the opportunity to learn, develop and be assessed on the learner outcomes aligned with each course. Currently, teachers are gathering data on student performance to identify areas of the education program that are working well and areas that need improvement or increased effort.

At **Options for Youth**, administrators believe that assessment is a key to understanding the direction school improvement should take. The school believes it is essential to understand both failures and successes in order to work on programs to improve student learning. As part of its school improvement plan, each year Options for Youth incorporates suggestions from its outside evaluator, Dr. James Catterall of UCLA. Last year, for example, as a result of findings, the school purchased Academic Innovations Mathematics and trained staff in this new approach. As a result, math scores between pre- and post-testing improved dramatically the following year. (See *Appendix Q* for the Table of Contents of a recent report prepared by Catterall.)

Summit Middle School uses both the Comprehensive Test of Basic Skills (CTBS, also called Terra Nova) and its own internally developed student performance measures to identify areas that need improvement. Summit enhanced computation and problem solving in math in response to the weaknesses observed on 1997 Terra Nova results. The overall 1977 math scores for sixth and seventh grade students improved in 1998. Summit also changed the way it taught spelling, and added more spelling instruction to its language arts curriculum because of weaknesses in student spelling identified by 1997 and 1998 Terra Nova scores. Further, Summit created a reading strategies class for the second semester of school year 1999-2000 because of poor Colorado Student Assessment (CSAP) and Terra Nova test results from Spring 1999, and because of weaknesses noted by teachers.

Just gathering data about student achievement is not enough. As two researchers pointed out, “At least in part, the success of a data driven accountability system hinges on the ability of school leaders and central administrators to use data to improve practice.” (Hassel and Herdman, p. 20)

Fifth Vital Feature:

Assessment Considers Language Proficiency

Schools throughout the United States – urban, suburban and rural – often serve students whose first language is not English. This can include students whose families have lived in the United States for many years, as well as students whose families

recently arrived in this country. Several authorities pointed out that the single best source of information about serving these students (as well as assessing the growth these students make) is the National Clearinghouse on Bilingual Education. The Clearinghouse has an excellent web site, www.ncbe.gwu.edu/.

The number and percentage of students with limited English proficiency varied widely among the 21 schools participating in this project – as it does around the nation. Some of the participating schools had significant numbers of students whose first language is not English. Other participating schools had very small numbers of students (or none) with limited English proficiency, and thus had very limited information on how such students are assessed. Schools such as the **Lincoln Center of the Arts** and the **Urban Academy** had significant populations of students with limited English proficiency and shared information about their assessment practices.

About 20 percent of **Lincoln Center Middle School of the Arts**' students are enrolled in the two-way Spanish/English bilingual program; another five to seven percent come with Hmong or Lao as first languages. Both the school and district assessments may be completed in Spanish if that is the student's dominant language. For Hmong and Lao speakers with limited English proficiency, adaptations are made to assist students in completing assessments.

The **Urban Academy** has many students for whom English is a second language. Their native languages include Polish, Spanish, Russian, Bengali, Amharic, Mandarin Chinese, Portuguese and Rumanian. Other students come from impoverished backgrounds and have low level language skills. Urban Academy's assessment system helps place students in classes which challenge them at the appropriate levels. Further, all classes at Urban Academy are discussion-based and students are immersed immediately in classes that require conversation, debate and presentation skills. As a result, all students meet the stringent language standards and proficiencies required for graduation.

The **Charter School of Excellence**, through its school board's multicultural department, assesses students for limited English proficiency. All students must fill out the Home Language Survey when they apply for enrollment. The survey includes three questions, phrased in different ways, asking if a language other than English is spoken in

the home. If any one of the three questions is answered affirmatively, the child is tested to determine whether language assistance is needed.

At **Branford High School**, performance graduation expectations apply to all students, including those with limited English proficiency. A special review committee is established for limited English students. This committee may adjust the standard of performance and/or the graduation expectations.

At **Marblehead Community Charter School**, all students participate in developing an independent learning plan at the beginning of each year. Learning plan conferences with teachers, students and parents are scheduled every fall and spring to record individual goals and document progress. Additional conferences are often held as requested. When a student first enrolls, a more detailed articulation of the student's strengths and weaknesses is gathered from students and parents. This information is used to establish the initial goals and objectives for each participant. Each goal is accompanied by specific objectives identifying tasks assigned to the school, the student and the parent. These meetings offer excellent opportunities to discover potential learning barriers such as limited English proficiency. Caught early, such areas of concern can be built into students' individual learning plans.

Sixth Vital Feature:

All Students are Assessed

Nearly all of the participating schools report that they assess all of their students. This is a key issue because some researchers found that when states developed. Some high stakes testing programs, the number of students who were not tested increased significantly. As the federally funded National Center on Educational Outcomes points out, "Research has demonstrated that when special education students are excluded from school accountability measures, the rates of referral of students to special education increases dramatically." (NCEO, 1999)

No one would argue that a person who has just arrived in the US who speaks no English should be given a multiple choice, nationally normed standardized test. But as

non- or limited-English speaking students attend a school, it is vital to know how much progress they are making.

Moreover, all students, including those with various forms of disabilities, should be expected to make progress. So, although the forms of assessment may vary, schools should be expected to measure the growth of each student. As the National Center on Educational Outcomes suggests,

System accountability should be just that – accountability for everyone in the system. Students with disabilities are part of the student body. Most of these students spend the majority of their time in the general education classroom, and receive instruction from regular classroom teachers. In addition, regardless of where students receive instruction, all students with disabilities should have access to the general education curriculum. Thus, all students with disabilities should be included in the measurement of progress toward standards. (NCEO, 1999)

Professor Jim Ysseldyke, former director of the National Center on Educational Outcomes at the University of Minnesota, has pointed out that all public schools, including charters, are required by federal law to report on the performance and progress of all students, including students with disabilities. Children with disabilities must be included in general state and district-wide assessments with appropriate modifications. Federal law further requires that the state education agency must report, with the same frequency it does for non-disabled students, the number of children participating in regular assessments and in alternate assessments, and their performance on regular assessments beginning not later than July 1, 1998. Finally, states and districts were required to have alternative assessments in place for students who were unable to participate in the regular assessments and to report performance on alternative assessments no later than July 1, 2000. (Ysseldyke, 2000)

Ysseldyke also says:

Federal legislation expects that all students, including those with disabilities and limited English proficiency, will be working toward high standards. States, and in most cases districts, specify standards toward which all students will work. (Thus, charters and other public schools must be clear about what academic standards students are expected to reach.)

There are three ways that students with disabilities participate in state and district assessments. Some take the regular test, some take the regular test with accommodations and some take an alternate test. The alternate assessment is intended for a very small percentage of students (less than two

percent of all students, a figure that translates to about 15-20 percent of students with disabilities.) Decisions about how students are to participate are made by their IEP teams.

The purpose of an accommodation is to level the playing field for a student with a disability: to allow the student to demonstrate his or her skill or knowledge rather than his or her disability. Decisions about the kinds of accommodations that students with disabilities are to be allowed to use are made by IEP teams. In most states the student is permitted to use in assessment the kinds of accommodations provided in instruction. For example, if a student typically has math problems read to them in instruction, then math problems on tests would be read to them.

Specific criteria for making participation, accommodation and reporting decisions have been developed by the National Center on Educational Outcomes (NCEO) at the University of Minnesota. NCEO has published documents on best practices in making assessment and accountability decisions, and these are available at the NCEO web site, www.coled.umn.edu/nceo/. (Ysseldyke)

Students at **Central Park East Secondary School** receive detailed narrative reports on their progress four times over the course of a year. These reports are discussed at family conferences to collaboratively develop goals. One-third of the school's students are resource room or special education mandated. Their resource room support teacher (all of the students are mainstreamed) is a part of their conference and their individual education plan (IEP) is developed from these meetings.

New Visions Charter examines every student's learning style using a site-developed instrument. The results help New Visions teachers make learning more individualized. Then the school uses a combination of group-administered norm-referenced tests (Gates/MacGinitie) and an individualized reading test (the Slosson Oral Reading Test). The school also issues an annual report showing how students have progressed on various measures. The annual report is widely distributed to families, legislators, foundations, neighborhood organizations and social service agencies. (See *Appendix O* for a copy of the report's table of contents.)

At **Summit Middle School**, every student is assessed in the mastery of the curriculum in his or her classes, and all students take the Terra Nova every year. At **Integrated Day Charter School**, all students are assessed, and information is shared through two student-led conferences per year. Teachers and students write narrative reports two times a year.

The **North Dade Center for Modern Languages** administers local, state, national, and site-generated tests to all students. Due to the school's excellent daily student attendance (over 96 percent), assessment of all students is successfully achieved. In addition, the school system's office of educational planning produces individual student reports to share with parents and school personnel. North Dade students also receive progress reports during the third and sixth week of each grading period, which means they receive one more progress report than the school district requires.

Assessment of students with disabilities is an important task for virtually all public schools since nearly all schools have students who have some form of disability. Detailed information about how to assess such students is beyond the scope of this booklet. However, the authors encourage educators to examine materials developed by the National Center on Educational Outcomes at the University of Minnesota. (See *References Cited* section.) This center has developed a vast array of practical information which schools will find useful, including issues to consider, what to measure and possible sources of data.

The Massachusetts Charter School Resource Center encourages each school to ask the following questions as it designs its data management system:

- What baseline information is needed on all students in order to begin an assessment system?
- How will the school manage the assessment process? Will a staff person be hired to coordinate the assessment process (or as this report suggests, will the school hire an outside person to do this?)
- Should all the test information be housed in one database management system?
- In what format should performance data be examined?
- How will external test data be linked to other forms of student performance data?
- What questions do teachers and administrators have about the relative performance of particular groups of students, for example, girls versus boys, those whose first language is English and those whose first language is not, students on free or reduced lunch and those who are not? If subgroup information were desired, how would demographic information about the student population be gathered and housed? (Nahas and Brigham, p. 42)

First Valuable Feature:

Outside People Help Judge Student Work

Many schools have found that having an outside person helping to judge a student's work has important benefits. First, it offers a broader perspective. People who work in community, government or business organizations may have a somewhat different view of a public presentation than a person who teaches speech. People who are professional writers may judge a student's essay somewhat differently than a person whose job is to teach writing.

Asking outside people to help judge student work also gives greater credibility to the review. People not directly associated with a school can be expected to offer (or may be viewed as offering) a more neutral view than those employed by the school. Many of the schools involved in this project agreed that having people "from the outside" helping to assess student work helped give their students more useful feedback and helped the school's credibility.

Options for Youth has worked closely with Dr. James Catterall at UCLA, who has tested students in various ways since 1988 using both norm referenced tests and performance assessments in reading and mathematics. Because of the school's commitment to its students, Dr. Catterall's test results (from the pre-test and post-tests) have become an integral part of the school's program. The results are used to identify the school's successes as well as areas where instruction needs to be improved. His recommendations are instrumental in long-range planning for programmatic changes.

The use of an outside person to help judge student work varies among the schools. Several schools ask parents or other community members to help them assess student exhibitions or portfolios. Other schools contract with independent consultants for the purpose of evaluation and for identifying successes and areas that need improvement.

Monticello High School's Connect Four Program has community evaluators, as well as educators, assessing the public presentations which students must make as part of their graduation process. The school has found that bringing community members in helps both the students and the school. Students learn more about expectations of local businesses and community groups. And community members learn much more about

what is actually happening in the school. (See *Appendix I* for information about junior and senior exit exhibition criteria.)

At **Minnesota New Country School**, community members often assess student demonstrations utilizing a staff-developed rubric. Students are expected to make these presentations every six weeks.

The **School Without Walls** incorporates outside people in students' exhibition committees. Committees are usually comprised of two teachers, a parent (not related to the student), two students and at least one professional person from the community. The committee reviews, evaluates and interacts with each student before discussing the student's performance and reaching an assessment summary decision.

The **Urban Academy** uses external evaluators as part of its performance-based proficiency system. Students meet with outside assessors to discuss and analyze literary work, present and defend scientific experiments and have research project work reviewed. External reviewers consider creative work and evaluate students' community service work.

Every senior at **Branford High School** must successfully complete an independent project with the support of a faculty advisor and a *content consultant*. The consultant is an individual in the community who has some expertise about the subject the student is studying. The consultant works with that student during the project. The student must make a presentation of his/her project to a panel and possibly to an audience. Students must also make a visual presentation of their projects for a special open house to which the public is invited to see the results of student work.

At the conclusion of each 13-week trimester there is a public exhibition of student work at **Marblehead Community School**. This exhibition reinforces the importance of the students' academic experience, serves as an assessment tool and celebrates student work. Adults (other than the students' teachers) use a *public exhibition evaluation rubric* to formally evaluate student work.

At **Flagstaff Arts and Leadership Academy**, all students must make periodic public presentations. The school has asked local business people and community artists to help judge these speeches. This practice has helped the school gain support in the community. People who normally would have no contact with the school have come in to help assess student presentations. In so doing, they learn more about the school.

Another example of involving outside experts as part of the assessment team is the International Baccalaureate program (www.ibo.org). Thousands of students around the world attend schools with IB programs. The students' work is assessed, in part, by their classroom teachers, and in part by experts around the world who read essays students have prepared.

The discussion above has focused on ways schools can use in outside resource people to help provide information for accountability. State and local policy-makers are also interested in setting up accountability systems. In considering how to evaluate a school, charter or otherwise, state and local policy-makers might well consider the process Massachusetts has developed to determine whether to renew a charter.

The state has an extremely well developed process that includes a three to four day onsite evaluation of every school that is applying for renewal. The state brings in a small team of educators from other schools, along with researchers. During the course of several days, schools are asked to answer the following key questions:

1. Is the academic program a success? Has the school made reasonable progress in meeting internally established educational goals during the term of its charter? Has student performance significantly improved and/or been persistently strong on internal and external academic assessments?
2. Is the school a viable organization? Is the school financially solvent and stable? Is enrollment stable and near capacity? Is school governance sound, and are professional staff members competent and resourceful?
3. Is the school faithful to the terms of its charter? Have the school's program and operation been consistent with the terms of the charter? Is the school within the bounds of applicable statutory and regulatory requirements?
4. If the school's charter is renewed, what are its plans for the five years of the next charter?
5. Please attach the results of any independent review of the school (studies, surveys and evaluations) that may shed light on the school's performance during the term of its charter. (Commonwealth of Massachusetts)

Second Valuable Feature:

Assessment Systems Include Program Graduates

People who have gone through a school are one of the best sources of information about how well a school functions. Not many schools currently survey in a formalized way the attitudes of people who have graduated from their programs, although several schools expressed an interest in doing so in the future or are currently working to develop a way to do so. Some gather this kind of information informally.

Every three years, **Greely Junior High School**'s district contracts with an outside consulting firm to conduct surveys about various aspects of the district's programming. Parents and community members are surveyed, as are teachers, students and recent graduates. This information is then used to help guide curriculum, instruction, assessment and other aspects of school reform including facility and climate needs. As a whole, students who have completed their two years at the school feel as if they have been very well prepared for high school both academically and socially. The same holds true when recent high school graduates are surveyed.

St. Paul Open School periodically has surveyed graduates and used the results to refine its program. For example, one survey some years ago found that graduates recommended increasing the amount of writing expected of students. This was done.

Peacham School invites graduates (usually seventh graders) to fill out surveys and attend meetings where food is served to review their experience after one year.

At **Summit Middle School**, the Accountability, Accreditation, and Assessment Committee (AAA) administers an alumni survey. The results indicate that Summit graduates do well in high school and believe that they are well prepared.

Branford High School plans to assess alternate year classes to identify issues that need to be addressed. The school also has a program where recent graduates return to share their experiences with the present seniors. Branford seeks feedback from these graduates on how well prepared they are compared to other students at their colleges. Overall, the assessments have found that students are as well, if not better, prepared than most of their college classmates. Branford's data on its graduates generally indicates that the school has had a very positive impact on students' futures.

The **Urban Academy** is involved in a validity study conducted by NCREST at Teachers College, Columbia University, to determine the success of Academy graduates in freshman level college courses. Exit interviews are conducted with all graduates from the school, and graduates frequently return to participate on panels about preparation for college.

Third Valuable Feature:

Student Assessment Committee

Includes a Variety of People

Most of the participating schools have a committee that includes parents, teachers and – in secondary schools – students, or they encourage such collaboration in some other way. Schools found that having such a committee gave them access to important talent, ideas and insights they might not otherwise have used. Some schools were able to identify a specialist in evaluation who was willing to be a member of the committee, or a person involved in assessment as part of his or her job in government or business. Such people can offer a different, helpful perspective that produces a stronger evaluation.

Summit Middle School and **North Dade Center for Modern Languages** gave specific information regarding the structure of and focus of their committees.

Summit Middle School's Accountability, Accreditation and Assessment Committee is composed of two board members, four parents, an English teacher, the principal and a community member. Students are consulted in the development and design of student surveys, and other matters as appropriate.

The **North Dade Center for Modern Languages** has a governing body called the Educational Excellence School Advisory Council (EESAC). It is composed of teachers, school administrators, business leaders, parents and students. All stakeholders have direct input in the planning, implementation and assessment of student achievement in their school improvement plan. Stakeholders work together with a clear vision to sustain, monitor and improve student achievement.

Chapter Three:

ISSUES TO CONSIDER

Accountability involves a number of issues. Any accountability plan must start with a clear understanding of what schools and students are expected to achieve. Before talking about how to assess students, a school must be clear about what it is going to assess, and how faculty members will develop the skills they need to assess. Some things schools should consider include: 1) variety of goals, 2) level of goals, 3) specificity of goals, and 4) training needs.

Variety of Goals

The authors and participating schools believe that schools should include goals involving academic achievement. Some schools wish to include goals which go beyond academics – for example, goals related to character development, sensitivity to racial diversity or attitudes toward being involved in the community. Many educators, parents and local and state policy-makers think that schools should have goals beyond academic achievement. The authors agree.

To use an extreme example, even if a high school improves student achievement on a standardized or applied test by 25 percent, concerns probably should be expressed if that school loses 50 percent of its students over a two-year period. And certainly, schools should be expected to have goals regarding graduation rates.

Daily attendance also is important. One way to improve a school's test scores is to *encourage* certain students to miss school on testing days. The National Center on Educational Outcomes has found that one result of high stakes testing is that the percentage of students being tested goes down in some schools, and some states. (NCEO web site)

Some schools may wish to set goals regarding student behavior. For example, schools that enroll significant numbers, or percentages of students who have been involved in the juvenile justice system may wish to set a goal to reduce the number of their students who break the law. **Academy Charter School**, which serves a cross-

section of students in suburban Denver, set a goal that “the instances of second referrals for discipline problems will account for three percent or less of the entire student body.”

Some schools may have major problems with fighting or other forms of disruption. Some schools enroll significant numbers of students who in previous schools have been involved in fights. Such schools might well set goals for reducing student conflict.

Some schools set goals for parent and family involvement. Colorado’s **Academy Charter School** proposed that “parent and community involvement equal 20 percent or more of the entire staffing hours budgeted each year.” Some schools have set numerical goals specifying the number of hours contributed to the school, or the percentage of families which are involved in various ways with the school.

Overall, this project encourages schools to set a variety of goals, not just goals focusing on student achievement.

At the same time, schools ought to consider how many goals they set. Ted Sizer is perhaps the most prominent of many people who have questioned the wide range of goals that many schools set (Sizer). Sizer makes the point that many schools, particularly at the secondary level, opt for breadth, rather than depth. He urges secondary schools to have a relatively small number of goals, allowing them to focus. Establishing priorities makes it much more likely that goals will be met. This is true for individuals and for organizations, including schools.

Other Center for School Change research supports this idea. The center helped several secondary schools create graduation plans based on demonstrating skills and knowledge, rather than accumulation of credits. The center also interviewed schools around the nation that had based graduation on demonstrated skill or knowledge, rather than credits. Some of the schools interviewed have used such a system for more than 20 years. (Nathan, Power and Bruce) The strong recommendation of these schools was to limit the number of required skills and areas of competence. Without ignoring the range and array of knowledge available, these schools learned to focus on a relatively small number of areas that they require young people to demonstrate prior to graduation.

Charter schools and other schools held accountable for results may wish to consider this advice. It appears that depth, rather than breadth, has many advantages. This is not an argument for ignoring the vast array of knowledge currently available. It is an

argument for focus, and for recognition that doing a limited number of things well probably is better than doing a mediocre job in many areas.

Level of Goals

This issue involves a series of questions. For example, should all schools be expected to produce a certain level of achievement by a certain point in time? Many states and some districts have decided that the answer is “yes.” They require that students pass certain tests prior to graduation.

It is beyond the scope of this project to enter into the debate about statewide, standardized tests. State standards and tests vary widely. Some of the schools with which the project worked indicated that they deeply resent the enormous amount of time they feel is being devoted to preparation for these tests, which they feel do not adequately measure what the schools are trying to achieve. One of our consultants, a former chief state school officer, has argued that the technology of assessment currently is not sufficiently advanced to measure, in ways which can easily and conclusively be reduced to numbers, many of the qualities schools want to produce. (Ramirez) Moreover, he believes that effective use of applied forms of assessment is very costly. He questions whether many states currently are willing to pay the cost of these assessments.

Many of the schools participating in this project agreed that it is costly to conduct a strong assessment program. **Options for Youth**, for example, allocates 2.5 percent of its budget to assessment.

A Chicago report notes that local charter schools had to devote a significant amount of staff time to developing and refining performance assessments, even though they had the help of a consultant. “One simple lesson learned is that creating standards and assessments that are meaningful, rigorous, externally credible and manageable for staff is more complex and time-consuming than it seems.” (Leadership for Quality Education, p. 22).

Eventually, the participating schools narrowed their focus, and developed or refined just a few unique standards and assessments, to supplement standardized tests. But teachers felt the time they spent was worthwhile. As one teacher noted, “This is a lot of hard work, but it will forever nourish your teaching.” (Leadership for Quality Education, p. 31)

Beyond the statewide tests, schools can – and we believe should – suggest goals and assessment methods relevant to the students with whom they are working and the goals they have for their school. Several of the schools participating in this study have found ways, for example, to measure whether students are improving their public speaking skills. (This is a skill widely described as important by business and community groups.) Some schools ask students to speak several times during the year, and videotape their presentations. The schools train people – sometimes including students, parents and community members along with educators – to help assess the students’ speeches. While the results are not easily translated into national, state or local comparisons, they do allow the schools to measure whether students are making progress.

Should students in a school be expected to show progress toward a certain level of achievement over a certain time period? The Northwest Regional Educational Laboratory has defined student assessment as “the process of measuring the extent to which a school has improved the quality of student performance.” (NWREL, p. 53). The authors agree that part of any school’s assessment and accountability plan should measure whether students are making progress – whether they have more skills and knowledge than they did before they entered the school.

A school where students have very low scores on standardized or other forms of assessment should be expected to improve students’ performance. But what about a school where most of the students enter at a fairly high level of achievement? Should states or school districts adopt a standard percentage of expected improvement? This project suggests that the answer to this question is “No.” It is convenient to say, for example, “All schools are expected to show at least an average of five or 10 percent improvement over a period of three years.” But such a goal may be too low for certain schools where student performance averages are extremely low, and too high for other (already high performing) schools. So we urge that those responsible for setting expectations for schools establish some of them based on the situation at the individual school.

This leads to the key question: “How high should goals be set?” Setting the level of required accomplishment for students, and for schools, is one of the key decisions which state legislatures, school boards, other charter school sponsors and individual schools must make. Setting goals too low may lead to lower achievement than could be reached.

One of the central concerns some people are raising is that some schools and some districts have set standards too low. But setting goals too high may lead to frustration.

Earlier in the report, we offered examples of a number of goals that schools have set. For example, some schools feel they can and should be accountable for improving the average student's achievement by at least one year. Some schools feel their students enter with such low skills that they must improve achievement by more than one year for every year the student attends their school. There appears to be no simple, magic answer to the question of how high a goal or standard should be set.

Specificity of Goals

This report suggests that all schools have at least some clear, measurable goals. Some educators have been hesitant to be specific, feeling that this can trivialize education, and narrow the curriculum. Both problems can develop.

At the same time, it is difficult to know whether a school is achieving its goals and to measure progress if it is not possible to be clear about the goal. Our view is that schools ought to have some clear, measurable goals.

Should schools be expected to achieve all of their goals? Answering this question involves tradeoffs. No flexibility may lead schools to set low goals and to have fewer goals than they might otherwise propose. Too much flexibility may lead to the conclusion that although goals exist, there is little or no expectation that they need to be met. Neither situation is desirable.

One way to proceed is to establish a series of goals, but to build in some flexibility. For example, a school and the organization supervising or sponsoring the school may wish to say that there are certain goals that must be met or there will be negative consequences. A second list of goals can be developed, at least some of which might be met. This approach may provide valuable flexibility, along with some non-negotiable expectations. For example, a school might be expected to increase overall student achievement in at least two of the three *basic* areas of reading, writing and math by a certain percentage. A contract might also list several areas in which progress is expected. Once again, the contract might specify that progress will be expected in, for example, four of the six areas.

Another form of flexibility involves the percentage of students expected to meet certain goals. A school might say that at least 90 percent of students are expected to master a certain set of skills over a three-year period. A school might be expected to have at least 90 percent attendance over a three-year period. And a school might specify that it will have no more than 25 percent attrition over a certain time period. These are all examples of specific goals, which in turn do not require a school to be perfect.

Hugh Price, president of the National Urban League, recently suggested that every urban public school be given charter status. He recommended that if at least 75 percent of the students at a school did not meet agreed upon standards, the school would have to develop an improvement plan. “If students continue to falter, the charter is revoked.”

(Sharp)

Schools using multi-age classrooms also need some flexibility from rigid grade-level state or local standards. Many schools have found that it’s extremely valuable to have classrooms with students of two to three ages together. Two leading researchers cite the “substantial and generally favorable body of research” regarding what they call *nongradedness*. (Anderson and Pavin)

This is not an argument that all schools should adopt a modified one-room school-house model in which students of different ages learn together. However, there is strong support in research for this approach. And using this strategy does have implications for the kind of accountability plan and assessments that are used.

In a well-developed multi-age classroom, not all students of a certain age (say eight or 10) will necessarily master the same material. So schools of this kind should ask for and receive the opportunity to demonstrate that students have mastered certain skills, and gained certain knowledge by a certain point. Some flexibility is necessary if schools are to use this well-supported approach.

Training Needs

It is not nearly enough for one person, or a small group of people in a school, to agree about what is to be assessed and how assessment will take place. As former teacher, superintendent and chief state school officer Al Ramirez has written, professional skill and knowledge is of “vital importance” to the success of a strong assessment program. (Ramirez, p. 207)

Ramirez praises an effort by Washington State to list and train educators in seven key assessment areas. These are:

- Teachers must understand and be able to describe the achievement expectations they believe are important for their students.
- Students must understand the various purposes of assessment in schools and how each purpose affects the quality of a student's schooling experience.
- Teachers must understand and be able to apply standards of technical quality to assessments.
- Teachers must identify an appropriate assessment method from among several available options and either select previously developed assessments or design and develop new assessments that fit the context.
- Teachers must store, retrieve, and communicate assessment results to users of that information in a timely manner and must work to ensure complete and accurate understanding of those results on the part of all relevant users.
- Teachers must know and be able to meet professional standards (fair, legal and ethical) in their classroom assessment practices.
- Teachers must understand and remain sensitive to the personal consequences of their assessments for students and their families. (Washington Commission on Student Learning)

Starting a new school – magnet, charter or whatever – is a vast, complex and time-consuming effort. It is vital for those creating such a school to build in the time and opportunity, before students arrive, for those working in the school to discuss, agree on, and learn how to carry out various approaches to student assessment. Good will is not enough. Educators must understand what is expected in terms of academic assessment, and have the skills necessary to carry out this assessment.

Moreover, if, as this report urges, the school decides to involve community members, parents and students in assessment, these people also need training. It would be extremely unwise to assume that community members, parents and students always agree what terms mean, or that they fully understand the assessment techniques educators have taken months to develop.

Thus, time must be set aside to provide training. And the schools participating in this project reported that training is not just a one-time event. New educators join the faculty,

and must receive some orientation. Equally important – as a school develops, and as other schools and researchers continue working on these issues – new, potentially more effective approaches will be created. A wise school will build in time for training of its faculty.

Chapter Four:

SUCCESS INDICATORS OF PARTICIPATING SCHOOLS

Many of the schools in this project submitted additional information about student performance and school improvement. Below are some examples of how well these schools employ various measures to assess student achievement and use assessment results to inform instruction and school programs. Success indicators include rising scores on standardized tests, more students attending colleges and schools receiving additional funding. In addition, parents, students and teachers express their satisfaction with their schools in surveys and through other feedback mechanisms.

In the 1998 to 1999 school year, **Academy of the Pacific Rim** students outscored every other public middle school in Boston on the Massachusetts Comprehensive Achievement System Tests, except for two of the city's three schools that admit students on the basis of an entrance exam. The Academy attributes these results to the students' rigorous schooling and their efforts to ensure that all students are learning. At the Academy, students attend class from 8:05 a.m. until 4:10 p.m. 210 days every year. All students read Shakespeare in every grade and Mandarin Chinese is studied as a foreign language. Students at the Academy benefit from four different kinds of tutoring to support them in their classes, and about half of the students receive individualized academic support.

At **South Brunswick High School**, the percentage of the junior class (11th grade) passing all sections of the High School Proficiency Test (HSPT) has increased steadily. In October 1996, 78.3 percent of students passed all sections on the first attempt. In 1997,

the percentage passing all sections rose to 80.1 percent, and in 1998 to 86.8 percent. The school also sets a goal that at least 65 percent of its seniors will choose four-year colleges and at least 90 percent will have plans for further study at a college or technical school. In 1997, 55 percent of students chose four-year colleges and 90 percent had plans for some type of further schooling. In 1998, 60 percent chose four-year schools and 87 percent pursued some type of further schooling. In 1999, 67 percent chose four-year colleges and 94 percent had plans for further schooling.

At **Minnesota New Country School**, 70 percent of parents are satisfied with the learning their child is achieving at the school. At Aspen Community School, 79 percent of parents agree or strongly agree that the use of portfolios and conferences at Aspen is a meaningful assessment tool. Another indicator of success is high level endorsements. **Integrated Day Charter School**, for example, is one of three charter schools in the United States endorsed by the National Education Association. Further, as of July 1, 1999, it had a waiting list of 114 students.

At the **Urban Academy**, approximately 95 percent of graduating seniors have been accepted to college. All students who graduate from the Urban Academy are proficient in literature, math, social studies, science, library research, creative arts, art criticism and community service.

At **Branford High School**, percentages of students choosing four-year and two-year colleges are increasing. In 1996, 77.8 percent chose a four-year college, two-year college or other post-secondary institution. In 1997, this rose to 83.8 percent and held quite steady in the following two years – 80.5 percent in 1998 and 82.8 percent in 1999.

All but two of the graduating seniors at **Central Park East Secondary School** have passed the new (New York State) English Language Arts Regents Test. It affirms that the exhibition/portfolio process works.

Lincoln Center of the Arts Middle School reports improvement on the Grade 8 Wisconsin State Assessment System tests in 1998-1999 compared to 1997-1998. The number of students testing at or above proficient in reading increased from 40 percent to 47 percent and in social studies from 47 to 53 percent. The percentage of students testing at or above proficient on the Milwaukee Public Schools Writing Assessment increased from 18 percent in 1996-1997, to 34 percent in 1997-1998 and then in 1998-1999 to 58 percent.

In 1999, 75 percent of **Summit Middle School**'s seventh graders scored proficient on the Colorado Student Assessment Program (CSAP) reading section. Summit tied with another middle school for the highest percentage of students scoring at the proficient level in the Boulder Valley School District. Ninety-six percent of Summit's seventh graders scored at or above proficient, the highest percentage of all schools in the Boulder Valley School District. Summit scored equally well on the writing portion of the CSAP. Ninety-four percent of its seventh graders scored at or above proficient.

Liberty Common School sets specific goals with which to measure the achievement of students. The school sets the goal that 75 percent of third graders and 50 percent of fourth graders will be at or above proficient on the Colorado Student Assessment Program (CSAP) tests. In 1999, 91 percent of fourth graders scored at or above proficient on the CSAP reading test and 79 percent scored at or above on the fourth grade CSAP writing test as compared to 1998 results of 83 percent at or above in reading and 55 percent in writing. Surveys show that 89 percent of parents support the school's Core Knowledge Curriculum and its enhanced science and technology program. Eighty-six percent of parents are pleased, overall, with Liberty for their children.

Peacham Elementary School students are improving in meeting or exceeding state standards in math. In 1996, 17 percent of students met or exceeded state standards in mathematical concepts. In 1998, this rose to 50 percent and in 1999 to 76 percent. In mathematical problem solving, 1996 test results showed that 17 percent of students met or exceeded the state standard. In 1998 this rose to 20 percent and in 1999 to 47 percent. Finally, in the mathematical skill portion of the exam, in 1996, 50 percent met or exceeded the state standard in 1996, rising to 70 percent in 1998 and to 82 percent in 1999.

At **North Dade Center for Modern Languages**, students performed very well on the Florida Writes! assessment. The state requirement is that 67 percent must score at level three or above. In 1997, 74 percent of North Dade's students met that requirement. In 1998, the percentage testing three or above rose to 92 percent, and the school essentially sustained this higher level in 1999 with 91 percent of students scoring three and above.

These results show that public schools can make an enormous difference in the lives of young people. We conclude with the encouraging words of Secretary of Education Richard Riley:

In my travels around the country and conversations with educators at all levels, I'm finding a new realism mixed with hope for our schools, too. I see a willingness to take an honest accounting of the performance and condition of our schools, and I see a new resolve to meet these challenges and give all of our children real hope for the future. (Riley, p. 2)

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Vermont State Performance Assessment Information – contact Geof Hewitt at the Vermont State Department of Education, 120 State St., Montpelier, VT 05620 (802) 828-3158.

Washington Commission on Student Learning, *Classroom Assessment Competencies for Teachers*, Tacoma, Washington, author, 1996.

Ysseldyke, James, material prepared for this report, November 2000.

ADDITIONAL RESOURCES WITH SPECIFIC ASSESSMENT EXAMPLES

The authors urge those seeking more examples of standards, outcomes and assessments to check three major web sites, which in turn have links to many excellent resources. These web sites are first, the web site created by the National Center on Educational Outcomes: www.coled.umn.edu/NCEO/OnlinePubs, second, the federal charter school web site: www.uscharterschools.org, and the web site created by the national Charter Friends Network: www.charterfriends.org. Although the second and third sites focus on charter school issues, the sections of their sites devoted to standards and assessment issues will be extremely useful to anyone in a school searching for information about how to create or adopt standards, and how to assess students' progress toward those standards.

The authors wish to point to four reports, included in the References Cited section, which are especially useful. These are the reports prepared by the California Charter School Resource Center, the Massachusetts Charter School Resource Center, the Charter Friends National Network and the Northwest Regional Laboratory. For additional information focused on particular areas, the authors suggest the following (admittedly incomplete) list of resources.

Academic Standards

www.aisr.brown.edu/: This web site includes a great deal of information about school reform, with one section explicitly devoted to rethinking assessment and accountability approaches. This web site probably would be regarded as promoting a more liberal approach to education.

www.achieve.org: A large database of standards developed by states in the areas of English/language arts, history, mathematics, science and social studies. Achieve is a group created by state governors and businesspeople to describe "best practices" in state standards.

www.c-b-e.org: This is the Council for Basic Education web site. It contains a great deal of information about standards and assessments in traditional academic areas. This web site probably would be regarded as promoting a conservative approach in education.

www.ericae.net: A huge source of ideas and information from the ERIC Clearinghouse on Assessment and Evaluation. This includes an online journal, *Practical Assessment, Research and Evaluation*.

www.mcrel.org/standards-benchmarks/: A large database of standards developed by curriculum projects, states and schools in a number of academic areas.

www.coled.umn.edu/NCEO/OnlinePubs: Another large database created, in part, to assist schools in serving students with special needs. However, the database contains information related to all students.

www.ncee.org/: This is the web site for the National Center on Education and the Economy which has established the “New Standards” Project. These standards and assessments are now available through a commercial publisher. The New Standards project created a set of standards and assessments in English/language arts, mathematics, science and applied learning.

Arts

www.artsednet.getty.edu: Focuses on many aspects of education in the arts; provides sample rubrics and assessments for elementary – high school students.

Bilingual Education - ESL

www.ncbe.gwu.edu/: National Clearinghouse on Bilingual Education – source of a vast array of information on this subject.

Performance Assessment

www.essentialschools.org: This site, created by the Coalition of Essential Schools, provides information about how to create and use performance assessments. Go to the “Fieldbook” section of the web site for examples and information about performance assessment.

A Guide to Authentic and Assessment: Vision, Standards and Scoring, by Fred M. Newmann, Walter G. Secada and Gary G. Wehlage, published by the Wisconsin Center for Education Research, Madison, Wis., 1995.

Assessing Student Performance: Exploring the Purpose and Limits of Testing, by Grant P. Wiggins, Jossey-Bass Publishers, San Francisco, 1993.

Service Learning

<http://umn.edu/~serve>: This is the home page of the National Center for Service Learning, a federally funded site with extensive information on the subject. *Service-Learning, A Field Guide for Teachers*, is a recent publication of the NCSL will be of great interest to educators interested in this field. The guide includes many examples of standards, rubrics, planning and reflection tools. The guide can be downloaded in a PDF format.

www.learningindeed.org: A web site devoted to helping people understand the value of service learning programs. The site currently contains possible outcomes and is expected (by the end of January 2001) to contain instruments which can be used to assess student growth in areas such as civic responsibility, personal development and career awareness.

Considering Assessment and Evaluation: A Foxfire Teacher Reader, edited by Barbara Combs and Christy Stevens, Foxfire Fund, Inc., July 1998.

Students with Disabilities

www.coled.umn.edu/NCEO/OnlinePubs: A large resource center created, in part, to assist schools in serving students with special needs. However, the database contains information to all students

Testing Students with Disabilities: Practical Strategies for Complying with District and State Requirements, by M. L. Thurlow, J. L. Elliott, and J. E. Ysseldyke, Corwin Press, Santa Barbara, California, 1998.

Writing

<http://nwp.berkeley.edu>: A long-time, research-based collaborative called the National Writing Project. Provides excellent information about ways to teach and assess writing.

Miscellaneous

At Your Fingertips: Using Everyday Data to Improve Schools, by Karen Levenesque, Denise Bradby, Kristi Rossi, and Peter Teitelbaum, MPR Associates, Inc., Berkeley, Calif., 1998.

Implementing Performance Assessments: A Guide to Classroom, School and System Reform, by Monty Neill, Phyllis Bursh, Bob Schyaeffer, Carolyn Thyall, Marilyn Yohe, and Pamela Zappardino, FairTest, Cambridge, Mass., no date.

Appendices

- Appendix A: Participating Schools Contact Information
- Appendix B: Writing Assessment Task – Urban Academy
- Appendix C: Writing Assessment – Academy of the Pacific Rim
- Appendix D: Writing/Language Arts Tasks/Rubrics – South Brunswick
- Appendix E: Math Goals – Lincoln Center of the Arts
- Appendix F: Math Assessment Tasks – Urban Academy
- Appendix G: Graduation Portfolio Process – St. Paul Open School
- Appendix H: Public Speaking Rubric – Palisades Middle School
- Appendix I: Junior and Senior Exit Exhibition Criteria – Monticello High School
- Appendix J: Socratic Seminar Rubric and General Public Speaking Rubric – South Brunswick
- Appendix K: Community Service Progress Report – School Without Walls
- Appendix L: Community Service Rubric – Urban Academy
- Appendix M: Hold a family/student/teacher conference before school starts
- Appendix N: Peacham Elementary School Report Card 2000 Table of Contents
- Appendix O: New Visions 1999 Annual Report Table of Contents
- Appendix P: Perspectives/Chicago Public School Accountability Agreement
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- Appendix S: South Brunswick Freshman Project
- Appendix T: Reader Feedback Sheet

1. Academy of the Pacific Rim Charter School

Principal - Piel Hollingsworth
Director - Spencer Blasdale
Founded -1997
Enrollment - 191
Grades - Middle School/High School
Urban Charter School
I Westinghouse Plaza
Hyde Park, NY 02136
(617) 361-0050 ext. 17

2. Aspen Community School

Principal - Debra P. Winston
Nominator - George Stranahan
Grades K-8
Rural Charter School
P. O. Box 336
1199 Woody Creek Rd.
Woody Creek, CO 81656
(970) 923-4080

3. Branford High School

Principal - Dr. Edmund C. Higgins
Suburban District-Run School
Grades 9-12
185 East Main St.
Branford, CT 06405
(203) 488-7291

4. Central Park East Secondary School

Principal - David B. Smith
Nominator - Anne Purdy
Urban District-Run School
Grades 7-12
1573 Madison Ave.
New York, NY 10029
(212) 860-8935

5. Charter School of Excellence

Principal - Robin A. Binder
Nominator - Kathleen O'Rourke
Grades K-4
Founded in 1997
Urban Charter School
1217 S. E. Third Ave.
Ft. Lauderdale, FL 33316
(954) 522-2997

6. Greely Junior High School

Principal - Shannon Welsh
Nominator - Penny Wheeler-Abbott
Suburban District-Run School
Grades 7-8
303 Main St.
Cumberland Center, ME 04105
(207) 829-4815

7. Integrated Day Charter School

Principal - Joan Heffernan
Nominator - Melissa Dearbom
Suburban Charter School
Grades K-8
68 Thermos Ave.
Norwich, CT 06360
(860) 892-1900

8. Liberty Common School

Principal - Kathryn Knox
Nominators - Denise Mund and Bill Windler
Founded 1997
Grades K-9 (2 track)
Enrollment - 514
Suburban Charter School
1725 Sharp Point Dr.
Ft. Collins, CO 80525
(970) 482-9800

9. Lincoln Center Middle School of the Arts

Principal - Daniel Donder
Nominator - Mary E. Diez
Urban District-Run School
Grades 6-8
820 East Knapp St.
Milwaukee, WI 53202-2799
(414) 272-6060

10. Marblehead Community Charter Public School

Principal - Tom Commeret
Nominator - Molly Wolverton
Suburban Charter School
Grades 5-8
17 Lime St.
Marblehead, MA 01945
(781) 631-0777

**Appendix A: Contact Information for
Participating Schools**

11. Minnesota New Country School

Principal - Dee Thomas
Nominator - Ron Newell
Founded in 1994
Enrollment - 130
Grades 7-12
Rural Charter School
218 Main St.
Henderson, MN 56040
(507) 248-3353

12. New Visions School

Principal - Bob DeBoer
Urban Charter School
Grades 1-8
1800 Second Street N. E.
Minneapolis, MN 55418
(612) 789-1236

13. North Dade Center for Modern Languages

Principal - Maria Anyela Castaigne
Suburban District-Run School
Grades K-5
1840 N. W. 157th St.
Opa Locka, FL 33054
(305) 625-3885

14. Options for Youth Charter School

Principal - Jeep Jensen
Nominator - Pamela Hall
Urban Charter School
Serves Out of School Teens/Young Adults
199 South Los Robles Ave. Suite 700
Pasadena, CA 91101
(626) 685-9300

15. Palisades Middle School

Principal - Ed Baumgartner
Suburban District-Run School
Grades 6-8
4710 Durham Road
Kintnersville, PA 18930
(610) 847-5131

16. Peacham School

Principal - Margaret MacLean
Nominator - Julie Bartsch
Rural District-Run School
Grades K-6
P.O. Box 271
Peacham, VT 05862

(802) 592-3513

17. School Without Walls

Principal - Daniel Drmacich
Founded in 1971
Urban District-Run School
Enrollment - 200
High School (Grades 9-12)
480 Broadway
Rochester, NY 14607
(716) 546-6732 ext. 1015

18. South Brunswick High School

Principal - Tom Kietrys
Nominator - Willa Spicer
Suburban District-Run School
Grades 9-12
P.O. Box 181 Four Executive
Monmouth Junction, NJ 08852
(732) 297-7800
(732) 422-8054 - fax

19. St. Paul Open School

Principal - Ruth Pechmann
Urban District-Run School
Grades K-12
90 Western Avenue
St. Paul, MN 55102
(651) 293-8670 ext. 4209

20. Summit Middle School

Principal - Bemita Grove
Nominators - Denise Mund and Bill Windler
Grades 6-8
Suburban School
P. O. Box 3125
Boulder, CO 80307
(303) 499-9511

21. Urban Academy Laboratory High School

Principal - Herb Mack
Nominator - Dr. Jacqueline Ancess
Urban District-Run School
Grades 9-12
317 E. 67th St.
New York, NY 10021
(212) 570-5284

**Appendix A: Contact Information for
Participating Schools**

**PERFORMANCE-BASED ASSESSMENT TASKS THAT MEET AND EXCEED
NYS REGENTS STANDARDS**

TASK: ANALYTIC PAPER

Prepared by Urban Academy

	OUTSTANDING	GOOD	COMPETENT
CONNECTIONS	Makes insightful connections between two or more literary works and other issues : historical setting, genre, contemporary concerns	Makes some connections between two or more literary works and other issues: historical setting, genre, contemporary concerns	Makes some connections between two or more literary works and other issues: historical setting, genre, contemporary concerns
LITERARY TECHNIQUE	Demonstrates sophisticated understanding of literary techniques such as point of view, foreshadowing, and allusion	Demonstrates understanding of literary techniques such as point of view, foreshadowing, and allusion	Demonstrates understanding of basic literary techniques such as theme and character development
STUDENT VOICE	Confident writing style: student voice is evident: uses literary techniques such as simile and metaphor	Writing is clear, focused, and straightforward	Writing is generally clear
CONVENTIONS	Grammar and punctuation flawless: knows how to use quotations and paraphrasing within the body of the paper’s argument	Some grammar and punctuation errors but writing is solid overall: knows how to use quotations and paraphrasing within the body of the paper’s argument	Some grammar and punctuation errors: knows how to use quotations and paraphrasing within the body of the paper’s argument

ANALYTIC PAPER (continued)	OUTSTANDING	GOOD	COMPETENT
<p>EXTERNAL VALIDATION External assessor/ Oral defense</p>	<p>Chooses work of great complexity</p> <p>Able to transmit sophisticated understandings using language of literary analysis</p> <p>Student initiates and directs discussion of particular themes and genre</p> <p>Able to engage in sophisticated analysis of literary work</p>	<p>Chooses work of recognized merit</p> <p>Able to discuss central ideas with some reference to language of literary analysis</p> <p>Student initiates discussion of particular themes and genre</p> <p>Evidence of ability to discuss a work analytically</p>	<p>Chooses work of recognized merit</p> <p>Able to discuss significant ideas though may not use language of literary analysis</p> <p>Student participates in discussion of particular themes and genre</p> <p>Evidence of ability to analyze rather than summarize work of literature</p>

**PERFORMANCE-BASED ASSESSMENT TASKS THAT MEET AND EXCEED
NYS REGENTS STANDARDS**

TASK: RESEARCH PAPER

Prepared by Urban Academy

	OUTSTANDING	GOOD	COMPETENT
TOPIC	Presentation of a significant and complex issue	Presentation of an interesting issue	Presentation of an assigned question
SOURCES	<p>Detailed evidence drawn mostly from primary sources: uses a wide variety of sources</p> <p>Evaluation of substantial number of conflicting secondary sources</p> <p>Brings analysis to a deeper level by employing additional, independent research in order to resolve analytic conflicts in the paper, i.e., disagreements between different sources</p>	<p>Some evidence drawn from primary sources: uses a variety of sources</p> <p>Evaluation of some conflicting secondary sources</p> <p>Works thoroughly with all available sources: carefully explores conflicts within the framework of the sources that are used</p>	<p>Adequate use of primary sources</p> <p>Adequate use of conflicting secondary sources</p> <p>Refers to and analyzes several available sources</p>
ARGUMENT (organization)	<p>An approved paper must adhere to all of the following argument-related criteria:</p> <ol style="list-style-type: none"> 1. Acknowledge and indicate understanding of the readings and other sources 2. Address the main issues raised by the readings 3. Make clear and well supported arguments based on student’s own point of view 4. Explain and respond to conflicting arguments 		
	Complex argument clearly presented and supported by specific and relevant evidence: explanation of why opposing arguments are less valid	Presentation of clear argument supported by reasonable evidence: some opposing arguments countered, but not all	Argument evident, though organization may be somewhat weak: opposing arguments addressed in a more general manner
STUDENT VOICE	Confident writing style: student voice is evident: writes with lively, engaging language	Writing is clear and focused: style is straight-forward but not original	Writing is generally clear

RESEARCH PAPER (continued)	OUTSTANDING	GOOD	COMPETENT
CONNECTIONS	Clear, compelling introduction; conclusion that effectively synthesizes the strands of its main argument. All aspects of the paper support the overall structure. Clear, effective transitions. Establishes strong links to broader context.	Clear introduction and well constructed, thoughtful conclusion. Most aspects of the paper support the overall structure. Clear transitions. Establishes links to broader contexts.	Clear beginning and relatively persuasive conclusion. Most aspects of the paper support the overall structure. Makes appropriate though not always effective transitions.
CONVENTIONS	Grammar and punctuation flawless; appropriate documentation of sources; knows how to use quotations and paraphrasing to sustain an argument	Some grammar and punctuation errors but writing is solid overall; Appropriate documentation of sources; knows how to use quotations and paraphrasing to sustain an argument	Some grammar and punctuation errors; sources are correctly documented though occasional errors in paraphrasing and quotations
EXTERNAL VALIDATION External reader/oral defense	Using the above Criteria	Using the above Criteria	Using the above Criteria

Writing a Persuasive Essay

Reconstruction: Success or Failure?

Using your persuasive writing skills you have learned in English, you are going to write a persuasive essay about a time period in American history. You will decide if Reconstruction was a success or a failure and provide three reasons to support your opinion. The format is almost EXACTLY like what you have done in English; in fact, only the introduction and the conclusion are slightly different. The body paragraphs are just the same, so you will be able to do well on this essay.

First, however, you must decide what side you will argue in your essay. Use the chart below and your reading about Reconstruction to determine whether you think Reconstruction was a success or a failure. What you list in your chart will become the reasons (or arguments) in your essay.

Reconstruction 1865-1877

Reasons it was a SUCCESS	Reasons it was a FAILURE

Now, decide what side you want to argue based on what you believe OR on what side you have more information for. Remember that you will have to **EXPLAIN** your reasons, just as in any essay.

Turn over to start your outlines.

Outline for Persuasive Essay on Reconstruction

Paragraph #1	Thesis Statement (state your opinion without using, I). Explain Reconstruction in a few sentences (what, when, where). Give 3 arguments to support your thesis (opinion).
Paragraph #2	Restate Argument A. Give Meaty Examples. Cite a Precedent or Explore Consequences.
Paragraph #3	Restate Argument B. Give Meaty Examples. Cite a Precedent or Explore Consequences.
Paragraph #4	Restate Argument A. Give Meaty Examples. Cite a Precedent or Explore Consequences.
	Paragraph #5 Restate thesis statement (your opinion). <u>Anticipate</u> objections.
Make connections to events after Reconstruction (segregation, <u>civil rights</u> movement)	

Use this formula to create your own detailed outline with information. Start something like this:

- | |
|---|
| I. Thesis: Reconstruction was a failure.
a. Reconstruction = 1865-1877.
b. Rebuilding the Union and South after the Civil War.
c. Solving the issues of freedmen, destruction in South, if states could rejoin, etc.
d. 3 reasons:
1.
2.
3.
II. |
|---|

DETAILED OUTLINES ARE DUE
Work on drafts in class
FINAL COPIES DUE

Tuesday, April 25th
Tuesday, April 25th
Thursday/Friday April 27/28th

Appendix C: Writing Assessment
Academy of the Pacific Rim

Persuasive Essay on Reconstruction Rubric

Criteria	Possible Score	Your Score	Teacher Score	Comments
Introduction:				
Clear Thesis Statement	10			
Explains Reconstruction	7			
Lists 3 arguments	3			
First Argument:				
Historically Accurate	10			
Supported with details	10			
Second Argument:				
Historically Accurate	10			
Supported with details	10			
Third Argument:				
Historically Accurate	10			
Supported with details	10			
Conclusion:				
Restates thesis	5			
Makes connections	5			
Grammar and Spelling:				
Free of Spelling Errors	5			
Grammatically Correct	5			
TOTAL POINTS	100			

A Letter to Great-Grandmother

By the time Sunday church service is over, Thomas is feeling pretty low. Put yourself in Thomas' shoes and **write a letter to Great-grandmother Jeffers**. Tell her all about the experiences that you have had so far. Explain to her what is making you feel so bad.

GRADING RUBRIC

<u>Criteria</u>	Points possible	Points earned
ORGANIZATION: Paragraphs are complete with topic sentence, supporting sentences, and concluding sentences. The letter is organized in a way that allows the reader to follow ideas easily.	1	
CONTENT: Ideas are clearly presented in complete and well-written sentences. The letter includes five or more specific facts from the book that reflect Thomas' point of view. Each paragraph has good examples and supports the main topic.	1	
GRAMMAR: Spelling and grammar are correct; no run-ons or sentence fragments appear. There are no errors in punctuation, capitalization, or indentation of paragraphs.	1	
PRESENTATION: Paper is written (or typed) neatly. You have put in full effort into your work, and the final presentation shows it.	1	
FORMAT: The letter includes a heading with the return address and historically accurate date. The salutation and closing appear in the correct spaces.	1	

ENGLISH III
AN ELIZABETHAN EXPERIENCE
GONZALEZ

TASK:

The same entrepreneurs who developed the franchise of theater restaurants known as: Medieval Times have a new concept. They would like to create various forms of entertainment within one building. This would include a theater, sports bar, music lounge, restaurant, etc. All of this entertainment would center on the theme of the Elizabethan period, and the building would be called, An Elizabethan Experience.

You work for a company that helps businesses and restaurateurs plan their establishments. As part of the team, you have been asked to research an aspect of Elizabethan society. When you complete your research, you will write a proposal that includes accurate information on the topic you chose, as well as a justified plan for creating an authentic Elizabethan experience within the modern facility. You include visual representations as part of your proposal and practice an oral presentation of your proposal.

Aspects of Elizabethan Society:

Homes
Gardens
Family Life
Fashions
Food
Holidays and Customs
Sports
Music
Literature and Theater

An Elizabethan Experience

	4	3	2	1
Informative	The work is highly or unusually informative and clearly leaves the reader/listener with a deeper understanding.	The work is informative and contains useful information that satisfies the reader/listener.	The work is somewhat informative. Some material is superficial or unclear.	The work is not very informative and material confuses the reader/listener.
Justified	Proposal is unusually well reasoned and substantiated. Claims have sophisticated and sound arguments.	Proposal is well-reasoned and supported. Claims are supported by logical well-thought arguments.	Proposal is generally well reasoned and supported. Arguments may have minor errors, but mostly make sense.	Proposal is flawed or has gaps in logic or evidence.
Conventions of oral report	Polished enunciation, volume, pacing, and eye contact throughout the entire speech.	Very good enunciation, volume, pacing, tone, and eye contact throughout the entire speech.	Good enunciation, volume, pacing, tone, and/or eye contact throughout most of the speech.	Poor enunciation, volume, pacing, tone, and/or eye contact throughout most of the speech.
Preparation and planning	Expertly researched presentation using a variety of sources. Careful planning and practice is obviously evident. Organization is logical and seamless.	Well-researched and planned presentation. Practice is apparent. Organization is logical.	Research and planning is inconsistent. Practice appears minimal. Lapses in organization.	Research is incomplete or flawed. Little or no planning evident. Lacks organization.
Works Cited	Neatly adheres to MLA format and includes a number and variety of sources.	Completed in MLA format and includes numerous sources.	Completed in MLA format, but sources limited.	Incomplete or does not adhere to MLA format.

William Faulkner - Publishing Letter

Dr. Barbara King-Shaver
December, 1996

You are an editor at a major publishing company in the 1930's. You have just finished reading a manuscript by William Faulkner entitled As I Lay Dying. You must decide if this novel should be published by your company. You really have three possible decisions:

- to publish the novel nationally
- to publish the novel in a limited edition by a division of your company that produces books for regional audiences, or
- not to publish the novel.

If you decide to publish, you may include suggestions for revisions. If you decide not to publish the novel, you must explain your reasons. Your decision needs to be based on your understanding of the elements of good literature and your understanding of the literary "climate" of the times.

Your task is to write a letter to Mr. Faulkner informing him of your decision and giving him specific reasons why you came to the decision you did. Keep in mind that publishing companies are a business. Their goal is to sell books.

Publishing Letter Rubric

Impact

message unclear
reader not moved
to respond

message clear,
reader not moved
to respond

message clear,
reader moved to respond

novice

accomplished

expert

Content: Understanding of Literature

unclear explanation
of literary aspects
of the novel,
little or no evidence

explanation of literary
aspects of the novel,
some evidence/examples

clear explanation of literary
aspects of the novel; specific,
multiple evidence/examples

novice

accomplished

expert

Content: Understanding of Historical Literary Period

little or no understanding of
literary period, no evidence
provided

understanding of literary
period, some evidence
included

clear understanding of literary
period, multiple examples/
evidence included

novice

accomplished

expert

Form

no clear
introduction, body, conclusion

some aspect of introduction,
body, or conclusion missing

clear understanding of literary
period, multiple
examples/evidence included

novice

accomplished

expert

Language Skills

intrusive grammar/
mechanical errors

few grammar/mechanical
errors

no grammar/mechanical
errors

novice

accomplished

expert

HONORS ENGLISH I
IDYLLS OF THE KING-FINAL PROJECT
GONZALEZ

Discovering Authors is a computer program that provides biographical information about authors and literary criticism of their works. The software company that wrote this CD has decided to expand its program and provide this kind of information on the Internet. The first group of literary criticism will focus on the era the author wrote in. Criticism will address how the period influenced the author and how the period is evident in his/her work. You have been asked to research and write about the connection between Idylls of the King and the Victorian Era that Tennyson experienced. You begin by asking some questions such as: Based on Idylls of the King, what views did this author have? If he were alive today, what would he say about the society he lived in? You research the social, political, economic, religious and moral views of the Victorian Era, as well as Alfred Lord Tennyson. Then, you focus on one aspect of the Victorian Era and discuss what Tennyson's view is based on Idylls of The King.

The following is a guide for organizing your essay: Introduction:

Include a general statement as an interest catcher. Include a thesis statement that answers what Tennyson's view is about the society he lived in and how this view is apparent in Idylls of The King. (Hint: think about some of the messages/themes in this epic.)

Body Paragraph 1 :

Include your research of the history of the Victorian Era as it relates to your thesis.

Body Paragraph 2:

Identify Tennyson's view and support with 2 short passages from Idylls of The King. Make sure to explain the connection between the epic and Tennyson's view of the Era he lived in based on the epic.

Conclusion:

Restate the thesis and provide a quotation as part of the development of your conclusion.

Honors English Persuasive Essay Scoring Rubric

Edmunds 1996

Student _____
Date _____
Score _____

Weak --	3-4-5
Average --	6-7-8
Strong --	9-10

Content	Weak	Average	Strong
1. The student expresses a position in a clear, well-written thesis. 2. The student uses accurate facts, presents logical supports using evidence, and stays focused on the controversial topic.			

Process	Weak	Average	Strong
3. The student uses appropriate transitions, subordination and principles to achieve sentence variety. 4. The student uses appropriate rhetorical devices, and avoids inflammatory rhetoric or personal arguments. 5. The student uses effective facts to refute the counter-argument. 6. The student uses parenthetical documentation and correct bibliographic form according to the MLA handbook.			

Form	Weak	Average	Strong
7. The student revises and edits to eliminate spelling, punctuation, capitalization and grammar errors, including the use of "I" and "you." 8. The student correct any run-on errors.			

Impact	Weak	Average	Strong
9. The student's voice is clear and focused throughout the paper. 10. The student convinces the reader with a strong, persuasive argument.			

GRADING RUBRIC FOR IDYLLS OF THE KINGS PROJECT

4

- CONTENT: -Sophisticated general statement as interest catcher.
- Well-focused thesis statement.
- Expert analysis and explanation of passages.
- Insightful connection between Idylls and the Victorian Era.
- Conclusion restates thesis and includes poignant quotation.
- Expression is sophisticated and natural.
2. ORGANIZATION: - Well-planned and precise order of paragraphs.
- Introduction and Conclusion are expertly connected to paragraphs.
- Graceful transitions that consist of sentences rather than words or phrases.
3. GUMS: - Fluent and accurate use of grammar, vocabulary, mechanics, and spelling.
- Sentence structure is sophisticated and varied.
4. RESEARCH: - Purposefully and thoroughly researched from 5 varied sources.
5. WORKS CITED: - Precisely adheres to MLA format and includes a variety of sources.

3

1. CONTENT: - Appropriate general statement as interest catcher.
- Focused thesis statement.
- Analysis and explanation of passages is accurate and complete.
- Connection between Idylls and the Victorian Era is logical.
- Conclusion restates thesis and includes an appropriate quotation.
- Expression is of consistently good quality.
2. ORGANIZATION: - Progression of paragraphs is logical and orderly.
- Introduction and Conclusion are connected to paragraphs.
- Transitions include phrases and sentences that act as a bridge.
3. GUMS: - Generally accurate use of grammar, vocabulary, mechanics, and spelling.
- Sentence structure is correct, varied and coherent.
4. RESEARCH: - Research is thorough and from 4 varied sources.
5. WORKS CITED: - Adheres to MLA format but may have minor mistakes.

2

1. CONTENT:
 - General statement as interest catcher.
 - Thesis statement is complete.
 - Analysis and explanation of passages is relevant but may not be complete in development.
 - Connection between Idylls and the Victorian Era is apparent.
 - Conclusion restates thesis but quotation may not be meaningful.
 - Expression is of average quality and may lack clarity at times.
2. ORGANIZATION:
 - Paragraphs are generally ordered.
 - Introduction and Conclusion exist but may be loosely connected to paragraphs.
 - Transitions are evident but may be elementary.
3. GUMS:
 - Some errors in grammar, vocabulary, mechanics, and spelling.
 - Sentence structure is generally correct but may not be varied.
4. RESEARCH:
 - Research is from 3 varied sources and is sufficient.
5. WORKS CITED:
 - Errors in MLA format.

1

1. CONTENT:
 - Flawed general statement as interest catcher or lack of one.
 - Thesis statement is flawed.
 - Analysis and explanation of passages is incomplete or misinterpreted.
 - Connection between Idylls and the Victorian Era is vague.
 - Conclusion is incomplete or not developed.
 - Expression is often incoherent and confusing.
2. ORGANIZATION:
 - Paragraphs are not ordered in a logical manner.
 - Introduction and Conclusion may not be clearly separated from paragraphs.
 - Transitions are lacking.
3. GUMS:
 - Numerous errors in grammar, vocabulary, mechanics, and spelling.
 - Sentence structure is flawed/simplistic.
4. RESEARCH:
 - Research is from less than 3 sources or is not varied.
5. WORKS CITED:
 - Incomplete or seriously lacking in MLA format.

Assessment Group End of Year Reflection
April Gonzalez
SBHS English Department

Having completed the assessment project for Idylls of the King in November, I have had the time to reflect a great deal. I am sure that I learned as much, if not more, than my students. There are some aspects of the project that I would like to change and improve on. However, there are aspects of this project that provided students with the ability to produce quality work and me with the ability to assess their work with confidence.

The most difficult part for me is writing the assignment itself. The way the task is written in this project does lack authenticity. For example, my project directions begin with the phrase, "Knowing that our class has studied..." and this is not a "real world" direction that students would encounter in their chosen field of work. In addition, the nature of an honors class requires students to do literary analysis; for me, this makes writing authentic tasks difficult. Furthermore, the directions in the task may have confused some students. Although I did provide an outline for students since they were a Freshman Honors class in the Fall, some students were still confused about what they had to do. I don't know if this is to be expected from freshman students, or if this is a flaw in my directions. This is an area I need to practice and improve on.

One might think the criteria would be the hard part. For me, this was the area I found easiest. Perhaps this is because I know what I look for in student writing, and what I want students to produce. Teaching A-level students has helped me to think more concretely when it comes to my expectations. This kind of thinking is necessary in writing descriptors for the criteria. However, having worked with Everett Kline at ETS this Spring, I think what I am calling criteria is too concrete. For example, one of my criteria is G.U.M.S., otherwise known as: grammar, usage, mechanics, and spelling. My criteria might actually be "Fluency", and the descriptor might be "no errors in G.U.M.S." This is a finer point that I am unsure of and that I need to practice. Perhaps I could even bring this up for discussion in the assessment group.

More positively, I was pleased with the result of the project. Once students understood the task, they proceeded to complete the research very well. All of the students used multiple and varied sources, and acclimated themselves to the library very quickly. Furthermore, most of the students found it interesting that the content in Idyll's of the King was connected to the social, political, religious, economic, and/or moral issues that members of Victorian society faced. The challenge of synthesizing information, and expressing this connection coherently and logically was a good exercise in thinking and writing for honors level students, as well as for the new HSPA.

One of the advantages of this assessment project was that the criteria were very specific. Therefore, students knew what they had to do in order to obtain the grade they desired. In addition, grading became easier for me because I was able to circle the appropriate descriptors and cut down on my comments, in effect. Overall, I was satisfied with the outcome, and I think students felt a great sense of accomplishment at the end of the project. Guiding them through a difficult writing assignment in the beginning set the tone that there are high expectations for honors students. Yet, the rubric provided students with the security of knowing how they were going to be graded.

As a final thought, I have learned invaluable information over the last two years, and Barbara King-Shaver has been an encouraging and inspiring mentor for me. I still have much to learn, and as evidence of the writing process, I find myself wanting to revise when only one month ago I said, "This is it."

Lincoln Center of the Arts - Ed. Plan '99 - '00

GRADUATION REQUIREMENT: MATHEMATICAL REASONING

Students will demonstrate mastery of mathematical proficiency equivalent to three years of study beyond Algebra One. Students will be expected to show proficiency in first year algebra by the end of the eighth grade. (Adopted by the Board of School Directors, February 28, 1996)

SYSTEM ACCOUNTABILITY MEASURES AND ASSESSMENTS

WSAS -Math - 7th and 8th grade
Math Proficiency - 6th - 8th grade

TARGET GOAL

A consistent mathematics curriculum will be used throughout the grade levels. Teachers will integrate Algebra concepts, probability, and statistics throughout the grade levels. Writing and technology will be emphasized in the mathematics classroom.

Action Plan

Consistent mathematics curriculum at all grade levels that focuses on the Algebra concepts needed to successfully enter High School Algebra.

Emphasis on writing/journaling/reflections in the mathematics classroom.

Using technology.(software applications and TI-82 or TI-83 Graphing Calculators) in the mathematics classroom.

Development of Math Portfolios that include evidence of proficiency mastery.

The math-science resource teacher will be available to all math classes and will work within the classroom. During the first marking period, the math-science resource teacher will provide lessons and resource materials that will help students prepare for WSAS testing. This is a major priority for the beginning of the school year.

The exceptional education teachers will work with their students as primary or secondary sources as needed by the students. The exceptional education teachers will be a primary resource for the regular education teachers so that the needs of each exceptional student will be met.

Staff Development

Staff will continue to attend NCTM and/or WMC conferences and will be inserviced on portfolio development, computer applications, and the Connected Math Project.
Staff will attend bimonthly meetings focusing on the mathematics curricula.

FUNDING SUPPORT

Title 1

TOTAL

\$1 7,570

Appendix E: Math Goals

Lincoln Center of the Arts

MATHEMATICAL REASONING

Corresponding K-12 Teaching and Learning Goal(s):

(Goal 7) Students will think logically and abstractly, applying mathematical and scientific principles of inquiry to solve problems, create new solutions, and communicate new ideas and relationships to real-world experiences.

(Goal 4) Students will make responsible decisions, solve problems, and think critically.

MATHEMATICS PROFICIENCIES

The Grade 8 math proficiencies are designed to ensure that students entering high school have demonstrated knowledge of first year algebra and have a solid foundation in mathematics and its application to real world problems. The math proficiencies will be demonstrated through a **student portfolio** that includes class projects and on-demand assessments.

The student will develop a proficiency portfolio that has a sample of each proficiency that has been mastered.

Proficient performance on two on-demand assessments that may include:

1. The WSAS mathematics sub test (1 assessment)
2. The MPS Mathematics Proficiency Exam (1 assessment)

Participation in the design of a research investigation and independent analysis, reporting and interpretation of results. A project or package design that demonstrates understanding of measurement and geometric relationships (Example: Scale Modeling)

TIER 11 - SCHOOL-BASED ACCOUNTABILITY MEASURES

M3. MATHEMATICAL REASONING

M3.1 Increase the percentage of students who meet or exceed the MPS standard (a combined rating of 6 or higher out of a possible 8) on an MPS writing performance assessment.

MI. 1 Increase the percentage of grade 8 students who meet or exceed the MPS Board goal (50th percentile or higher) for the WSAS Math Assessment.

MI.4 Increase the percentage of students who use computer generated charts and graphs to solve real-world math problems by achieving a score of "proficient" or higher on a school-based performance standard.

Target Goal #1

Students will demonstrate readiness to succeed in High School Algebra by achieving a score of 34 or higher on the WSAS Math sub test and a score of 16 or higher on the Mathematics Proficiency Exam. (MI.1)

ACTION PLAN

Teachers will use grade level curriculum outlines that focus on the concepts needed to successfully enter High School Algebra.

Appendix E: Math Goals

Lincoln Center of the Arts

Lincoln Center of the ARTS - Ed. Plan '99-'00

GRADUATION REQUIREMENT: SCIENTIFIC REASONING

Students will demonstrate a high level of proficiency in science, equivalent to three years of high school study to include the physical, biological, and chemical sciences. Students will demonstrate an understanding of scientific inquiry and its application to real life situations. (Adopted by the Board of School Directors, February 28, 1996)

SYSTEM ACCOUNTABILITY MEASURES AND ASSESSMENTS

Performance Assessment - Science - 7th grade
WSAS - Science - 8th grade
Science Proficiencies

TARGET GOAL

Students will learn problem solving through experimentation using Cooperative Learning, Scientific Methods and the 'Three P"s" - problem posing, problem solving and presentation. Students completing 8th grade science will show a proficiency level in science content, the scientific method, and will make connections between science and the real world.

Action Plan

Students will demonstrate their applied scientific reasoning skill through a submitted -Science Fair Project in February 2000. Parental involvement inside and outside of the classroom will be encouraged by recruiting at least one science parent assistant per family unit. Parental involvement in the Science Fair 'process.' Teachers will model a Science Fair Project for the students using appropriate cross-curriculum materials (Art, Language Arts, and Math teachers involved), emphasizing the Scientific Method and Artistic display. The science projects could be judged or evaluated by scientists in the community.

Exceptional education students will learn through cooperative learning, the 'buddy' system assigned readings on tape, tutoring, and adapted or alternate assignments. The exceptional education teachers will work with these students as primary or secondary sources as needed by the student. The exceptional education teacher will be a primary resource for the regular education teachers so that we can meet the needs of each student and his/her IEP. These same learning methods can be used with regular education students who are struggling to meet success in the Science classroom.

Cooperative Learning is a primary strategy used in Science classes. Cooperative learning has proven to increase the learning of minority race and gender students to a greater degree than other learning methods.

Effective communication of science knowledge through oral presentations, written reports and artistic endeavors will be stressed. Students need to use persuasive language both oral and written. (M3.1)

Staff Development

Staff will attend inservices and will meet once per month to continue developing curriculum.

FUNDING SUPPORT

MPS School Board, Title 1, Eisenhower Funds, USI Grant. TOTAL **\$17,375**

Appendix E: Math Goals

Lincoln Center of the Arts

**PERFORMANCE-BASED ASSESSMENT TASKS THAT MEET AND EXCEED
NYS REGENTS STANDARDS**

TASK: MATH PROJECT

Prepared by Urban Academy

	OUTSTANDING	GOOD	COMPETENT
ALGEBRA & GEOMETRY APPLICATIONS	<p>Demonstrates understanding of the theory and methodology of particular area of study (see below)</p> <p>Written report explains in very clear language the procedure used in project; steps clearly explained</p> <p>Tools and formulas appropriately used</p> <p>Sophisticated methodology; minimum number of steps, extremely thorough analysis</p>	<p>Demonstrates understanding of the theory and methodology of particular area of study (see below)</p> <p>Written report explains in clear language the procedure used in project</p> <p>Tools and formulas appropriately used</p> <p>Methods are usually “best”; minimum number of steps, thorough analysis</p>	<p>Demonstrates understanding of the theory and methodology of particular area of study (see below)</p> <p>Written report explains procedure used in project although some details are omitted</p> <p>Tools and formulas appropriately used</p> <p>Methods used may work, but are not the “best”; greater number of steps; analysis not completely thorough</p>
TRIGONOMETRY	Two extremely efficient procedures for solving a practical problem	Two efficient procedures for solving a practical problem	Two procedures for solving a practical problem but are not the most efficient procedures
STATISTICS	<p>Application of statistical concepts to study undertaken for research</p> <p>Analysis of statistical application</p> <p>Use of two different disciplines in analysis</p> <p>Discussion of sample space</p> <p>Accomplished using a “best fit” line through the data plot</p> <p>Written report on significance of the data</p>	<p>Application of statistical concepts to study undertaken for research</p> <p>Analysis of statistical application</p> <p>Use of one discipline in analysis</p> <p>Discussion of sample space</p> <p>Accomplished using a “best fit” line through the data plot</p> <p>Written report on significance of the data</p>	<p>Application of statistical concepts to study undertaken for research</p> <p>Analysis of statistical application is not fully developed</p> <p>Use of one discipline in analysis</p> <p>Discussion of sample space</p> <p>Accomplished using a “best fit” line through the data plot</p> <p>Written report on significance of the data</p>

MATH PROJECT (continued)	OUTSTANDING	GOOD	COMPETENT
COMPUTER PROGRAMMING	<p>Program is designed in least number of steps</p> <p>Sophisticated explanation of why the design is done in a particular manner</p> <p>Creation of a flow chart</p> <p>Well developed commentary and analysis of the steps</p>	<p>Program is designed in a few more than necessary number of steps</p> <p>Explanation of why the design is done in a particular manner</p> <p>Creation of a flow chart</p> <p>Clear commentary and analysis of the steps</p>	<p>Program is designed in a number of more than the necessary number of steps</p> <p>Explanation of why the design is done in a particular manner</p> <p>Creation of a flow chart</p> <p>Commentary and analysis of the steps</p>
PRE-CALCULUS	Comprehensive and sophisticated analysis of two graphic families that involve trigonometry or non linear graphs	Comprehensive and sophisticated analysis of one graphic family that involves trigonometry or non linear graphs	Comprehensive analysis of two graphic families that involve trigonometry or non linear graphs; analysis not fully developed
EXTERNAL VALIDATION Assessor/oral defense	<p>Using the above criteria for applied math project</p> <p>And/or</p> <p>College mathematics class with grade of B or better</p>	Using the above criteria for applied math project	Using the above criteria for applied math project

Note: Prior to beginning the proficiency, a student must:

- 1) demonstrate knowledge of decimals, fractions, percent, and directed numbers via an on demand, no calculator quiz
- 2) demonstrate knowledge of proofs via an on demand, ordered, step-by-step logic proof
- 3) demonstrate knowledge of the theory and methods of algebra and geometry through an on demand quiz or standardized test such as the CUNY math examination

Graduation Portfolio Process

During the 1998-99 school year the new graduation system was introduced. Currently, all seventh, eighth, ninth and tenth graders will be graduating through a portfolio system which is aligned with the Minnesota State Graduation Standards. The Graduation Portfolio is divided into six areas: Coherent Communication, Service, Mathematics, Science/Technology, Social Studies and Personal Development. In order to graduate, each student must demonstrate competency in each broad area at three different levels. Level I corresponds to 7th and 8th grades, Level II to 9th and 10th grades, and Level III to 11th and 12th grades. Students at Level I are developing foundation skills which help them reach progress on the skills they develop at Level I, while Level III students are expected to produce work which is reflective of their academic potential as a senior high student.

While the levels are aligned with grade levels, this is merely a guideline to help teachers develop curriculum. It is expected that each student move through various skill areas at their own pace.

The final portfolio consists of the following:

- A High School Summary, in which a student reflects on his/her career at Open School.
- Six reflection letters, one for each broad area, in which a student reflects on what they have learned and how they have developed their skills in that area.
- Three letters of recommendation from a teacher or community member which highlight the student's excellence in a selected broad area.
- Samples of student work in each broad area, which give colleges or employers a concrete idea of what has been produced in high school.
- A complete list of classes taken in 9th through 12th grade and evaluation of fulfillment of the graduation standards.

Validation Graduation Process

Open School uses a competency-based system of graduation that makes extensive use of community resources. In order to graduate, a student must have a schedule of classes that will meet the requirements for his/her post secondary goals and demonstrate his or her competence in eighteen areas:

1. Post High School Plans
2. Employment Seeking Skills
3. Career Investigation
4. Learning from the Community
5. Service to the Community
6. Service to the School
7. Current Issues
8. Consumer Awareness
9. Mathematics
10. Science and Technology
11. Cultural Awareness (Student's)
12. Cultural Awareness (Minority)
13. Cultural Awareness (Other)
14. Information Finding
15. Healthy Body
16. Group Process
17. Coherent Communication
18. High School Summary

The packet of eighteen validations along with the evaluation summaries for grades 9 through 12 comprises the student's graduation transcript. This document may be sent to post-secondary schools or shown to prospective employers as a record of the student's high school learning experience.

GENERIC SCORING GUIDE FOR ORAL PRESENTATION IN ALL SUBJECTS

Rubric Level	CONTENT	ORGANIZATION	CONVENTIONS OF DELIVERY	IMPACT	TASK-SPECIFIC CRITERIA
4	<ul style="list-style-type: none"> • Displays a clear message or purpose • Contains accurate relevant information • Exhibits a thorough knowledge of appropriate content 	<ul style="list-style-type: none"> • Has a clear focus or point of view • Displays logical and effective sequencing of ideas • Contains an effective introduction • Exhibits smooth transitions • Ends with an effective conclusion that supports the presented material 	<ul style="list-style-type: none"> • Establishes and maintains rapport with an audience • Maintains eye contact • Speaks loudly enough to be easily heard • Uses correct grammar 	<ul style="list-style-type: none"> • Attracts and engages viewers attention • Shows awareness of audience and purpose • Contains interesting, rich vocabulary • Uses voice projection, vocal inflection and pacing to strengthen delivery • Includes appropriate and effective gesture • Uses visual aids (when appropriate) to enhance delivery • Exhibits originality, liveliness, excitement and humor or suspense 	
3	<ul style="list-style-type: none"> • Conveys a message or purpose • Contains accurate and relevant information with possible some minor errors or extraneous material • Exhibits knowledge of the appropriate content 	<ul style="list-style-type: none"> • Has focus or point of view • Displays logical sequencing of ideas • Has an introduction • Exhibits transitions • Ends with a conclusion 	<ul style="list-style-type: none"> • Maintains some rapport with an audience • Maintains some eye contact • Speaks loudly and clearly enough to be heard • Uses correct grammar, but with possible a few errors 	<ul style="list-style-type: none"> • Generally hold viewers attention • Shows awareness of audience and purpose • Includes appropriate vocabulary • Uses some voice projection, vocal inflection and pacing • Includes some gestures • Uses visual aids (when appropriate) to enhance delivery • Exhibits originality, liveliness, excitement and humor or suspense 	
2	<ul style="list-style-type: none"> • Conveys a message or purpose, but is difficult to follow • Contains partial relevant information, but some that is irrelevant or extraneous • Exhibits some content knowledge 	<ul style="list-style-type: none"> • May have a focus or point of view, but difficult to identify • Main points may be mixed with relevant and irrelevant details • May have both an introduction and a conclusion, but one or both is weak • Misses transitions or includes those that are very rough 	<ul style="list-style-type: none"> • Maintains little rapport with an audience • Maintains minimal eye contact • Speaks softly or fails to pronounce words clearly • Makes frequent grammatical errors 	<ul style="list-style-type: none"> • Seldom holds viewer attention • Shows little awareness of audience and purpose • Uses flat, routine vocabulary • Uses little voice projection, vocal inflection and pacing • Includes few gestures • May use visual aids (when appropriate) to enhance delivery • Exhibits little originality, liveliness, excitement and humor or suspense 	
1	<ul style="list-style-type: none"> • Conveys no apparent message or purpose • Contains some relevant information, but much that is irrelevant or extraneous • Exhibits little content knowledge 	<ul style="list-style-type: none"> • Conveys no apparent message or purpose • Contains some relevant information, but much that is irrelevant or extraneous • Exhibits little content knowledge 	<ul style="list-style-type: none"> • Maintains little rapport with an audience • Maintains minimal eye contact • Speaks softly or fails to pronounce words clearly • Makes frequent grammatical errors 	<ul style="list-style-type: none"> • Seldom holds viewers attention • Shows little awareness of audience and purpose • Uses flat, routine vocabulary • Uses little voice projection, vocal inflection and pacing • Includes few gestures 	

Appendix H: Public Speaking Rubric Palisades Middle School



This project will require you to research a controversial issue, formulate a position, and write a paper making clear your position with a thorough defense. Following the writing of this paper you will give a speech that summarizes and defends your position to a select audience.

The Exit Exhibition must be a quality work that demonstrates *thoughtfulness, inquiry, and expressiveness* on a current issue. We are looking for a deep not shallow work of writing.

Criteria for Position Paper

- The paper shall be written in formal style;
- Be at least 3 pages but no more than 7 pages;
- Typed/word processed;
- Double spaced;
- With appropriate documentation of *scholarly* sources and works cited page.
- At least 3 *different* and *current* resources must be used. If this minimum requirement is the extent of the resources that you use, than only one of these resources may be off the Internet.

In addition to the above requirement, one reference book, (i.e. an encyclopedia) may be used to supply necessary historical and background information.

Oral Presentation

- The speech will be a **summary**, and **defense** of your position paper.
- You are expected to give a speech that lasts as close to five minutes as possible. Speaking a little longer will not penalize you, but speaking less than four minutes will.
- You may use one Visual Aid but are not required to do so.
- You may deliver your speech using a note card that contains your thesis statement and no more than 50 other words. Exceptions to this rule are direct quotes that you need to cite during your speech. Please note that the use of quotes are intended to support your speech not replace it. Excessive quoting in the absence of your position will count against you. Note cards must be shown to the Connect-4 teacher prior to

the speech. If there are too many words you will be asked to make cuts to get down to the required 50. A position statement or a necessary direct quote will count as one word.

Format for Presenting the Summary and Defense Speech

1. Introduction
 - a. Rhetorical device to capture the audience's attention.
 - b. Introduction of topic and **why you feel this topic is relevant to your audience.**
 - c. Summary of research (where and how) and acknowledgement of resources (this may be incorporated into the body of your speech, but acknowledgement must be made).
 - d. State position (thesis). This should come at the end of your introduction and be clear and certain in its expression.
 - e. Who you are including your full name. This may be done before or after your rhetorical opening.
2. Body
 - a. Defend position using appropriate facts, statistics, examples, direct quotes, and reasons.
 - b. Employ a visual aid to assist in illustrating a point.
3. Conclusion that reminds reader of your position and rhetorically reminds them of the consequences of not heeding your words.
4. Call for questions (questions will not exceed 5 minutes).

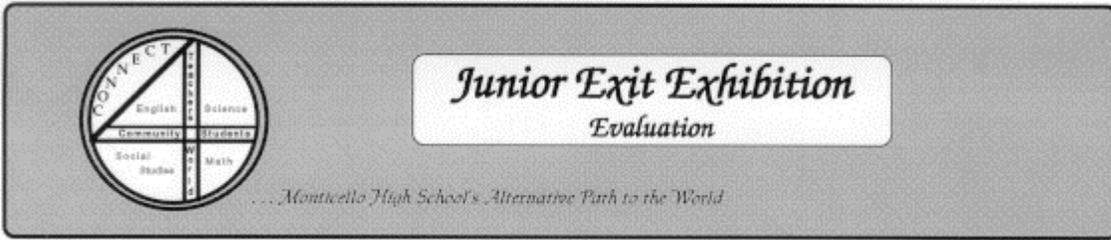
Audience

The speech will be delivered to an interested audience of at least **ten** invited people consisting of:

- Community people, friends and relatives;
- At least one of your parents or guardians;
- Peers, Connect-4 teacher(s);
- When possible, an audience that has a stake in the issue being defended.

Evaluation

This exhibition will be evaluated by the Connect-4 teachers, at least one community person, a student, and when possible someone who is a stakeholder in your topic. It will be taped and included as part of you portfolio.



Speaker: _____ Topic: _____
 Time Limit: 5/5 minutes – Speech/Questions Time Taken: _____

Rate the speaker's performance on each item in the left column by circling one of the numbers in the right column following that item. The ratings proceed from 1 – lowest to 5 – highest.

Introduction of the Speech

- Introduces self with poise 1 2 3 4 5
- Opens with an interesting rhetorical device 1 2 3 4 5
- Communicates topic's relevance to attending audience 1 2 3 4 5
- Acknowledges resources (may be done in the body of the speech) yes no
- Clearly stated position (thesis) 1 2 3 4 5

Defense of Position

- Solid and forcefully developed arguments 1 2 3 4 5
- Arguments supported by acknowledged and scholarly research 1 2 3 4 5
- Effectively speaks to audience 1 2 3 4 5
- Eye contact 1 2 3 4 5
- Volume 1 2 3 4 5
- Expression 1 2 3 4 5
- Poise 1 2 3 4 5
- Effective use of visual aids (optional) 1 2 3 4 5

Conclusion

- Appropriate and substantial 1 2 3 4 5
- Creates a lasting impression 1 2 3 4 5
- Responds well to questions 1 2 3 4 5

Topic Choice and Limitation

- Suitable for attending audience 1 2 3 4 5

Overall grade _____

Please use the back of this sheet to provide further comments on the above categories or general comments on the presentation as a whole.

Signature _____



The exit exhibition projects for the graduating class of 1998 will be a multi-media project.

OUTCOMES

- Each student, through research, will also demonstrate in writing and speaking and understanding of the historical, cultural, and evolutionary significance or basis for their project.
- Each student will showcase his/her talents and demonstrate a thorough understanding of an area that is of personal interest by producing a product and recording the process
- Each student will also demonstrate his/her communication skills acquired through their work in Connect-4 in speaking, writing, and creative technology through a presentation to a public audience.

TASK

The student's task is to explore, historically and technically, an area that is important or of high interest in his/her life and develop a "product" that represents this interest. This, of course, means that the subject of interest must have a **researchable history**. This is meant to be an opportunity to explore and develop an interest as well as talent in areas that may not even be associated with academics. The exhibition, through writing, speaking, and presenting also provides a means of assessing the student's communication skills. To accomplish this task, the project will involve work in four areas: historical research writing, formal informative speech, multi-media presentation of the process, and the actual product.

1. HISTORICAL RESEARCH PAPER

The area of interest and the product that comes out of this area **must have been around long enough to acquire a significant history**.

DO NOT PICK A PRODUCT THAT HAS NO RESEARCHABLE HISTORY ASSOCIATED WITH IT!!!

The student's task in the historical research phase of this project is to learn about the historical roots, historical influences, techniques, traditions, and developments in the field of interest he/she is studying. This knowledge will then be communicated in a documented research paper of no less than three sources. The text of the paper should be a minimum of five double spaced pages.

2. FORMAL INFORMATIVE SPEECH

From this research paper, and the hours spent on creating a product, the student will write and give a formal informative speech not to exceed 10 minutes. The purpose of this speech is to educate the audience on the historical significance of the product, the student's personal interest in the area, and the process and challenges faced with creating the product. The speech will have two parts. The first part will focus on the "historical" significance of the product. The second part will focus on the process beginning with how the student came up with the idea for the product and then go on to explain the key processes, challenges, and problems that were involved in production. Students must use visual aids and or other technology in this speech. This speech will conclude by calling for questions from the audience and then inviting them to visit the student's booth to learn more about the student's work.

3. MULTI-MEDIA BOOTH

The purpose of this booth is to show proof that real effort, time, talent, and research went into the creating, production, and refining of the finished work. Each student will be responsible for creating a booth that incorporates a variety of media in displaying the process involved in creating the product. This booth should be seen as a carefully planned and thoughtfully orchestrated visual presentation making use of such media as slides, transparencies, computers, posters, 3-D objects, video, and audio tape to demonstrate an understanding of effective use of media-communication.

4. PRODUCT

The "product" for this project can be any significant and concrete demonstration of your knowledge, understanding, and talent of an area of interest that has a history. This may be a written work, artwork, performance, craft-work, etc. The product must be tied to an area that has significant historical depth in order to conduct historical research and involve a high level of sophistication in the processes, materials, and techniques involved in putting the product together. This would be the difference between a drawing colored in by crayons and an impressionistic oil painting. Work of the highest quality is expected.

PRODUCTION MANAGEMENT PLAN and PROGRESS REPORTS

Students, with the assistance of their mentor, will write a management plan based on a thorough task analysis. A task analysis identifies the separate components of a project and determines what is required in terms of skills, design sketches, technical drawings and or interpretative notes, materials, and time to accomplish each component. Students will also attach a timetable that identifies completion dates for the various tasks identified in the task analysis. In addition, monthly progress reports will be due on the last school day of each month. The management plan and reports are intended to help the student complete his/her project with a minimum of stress. They are also designed to allow a student and mentor to identify problem areas so they can be dealt with effectively. These reports must be signed by your mentor as proof of progress. Connect-4 teachers, at their discretion, may request evidence of this progress such as pictures, drawings, or tapes. The Production Management Plan is worth 100 points and the

Progress Reports are worth 50 points each and are included as part of the Exhibition grade.

PROJECT MENTOR

For assistance and guidance in this project, each student will be expected to seek out a mentor to serve as a guide, advisor, or coach. This person should, when possible, be an adult that is accomplished or knowledgeable in the project's field to maximize the guidance they can provide. In seeking this mentor, we encourage students not to ask a teacher but, when possible, find someone outside of school. This mentor must be someone that can physically meet with the students and be willing to validate the student's work and progress in writing.

AUDIENCE and EVALUATION

The Exit Exhibitions will be presented to a select audience of teachers, parents, peers, and interested community people who will be a part of the evaluation team. These people will evaluate all areas of the exhibition using a rubric. Exhibitions will be assessed on total quality of presentation including workmanship in presentation materials and finished product, selection of materials, oral skills, and presentation skills. In addition to these people, the general public will be invited to attend these presentations.

What might a project look like?

Take, for example, a student who has an interest in making furniture. He/she then decides to create a Chippendale style of furniture for his/her product. This kind of product would involve the student researching the history of Chippendale and how the period is which it was produced affected its development. It will also require the student to understand the techniques involved in building a Chippendale style of furniture and then using this knowledge to actually produce a piece of furniture. The submitted paper would discuss the Chippendale period of furniture and who the period's architecture and fashion influenced the design of this furniture. The paper would then go on to explain the specific features and techniques involved in creating this furniture. The speech would present a summary of this information to an audience as well as explain to the audience why he/she selected this area, describe the process involved in creating the product and finally introduce the particular piece of furniture made by the student which would be on display for all to see. The multi-media booth would visually document the steps taken in creating a piece of furniture from a pencil sketch to the actual product. This booth may include rough sketches, working plans, tools, and a tape of the actual furniture being worked on.

The entire project should be, without question, high quality. Shoddy work or materials in any area of the project will not be accepted. The student's project should reflect the care, pride, and work he/she has spent on developing this exit exhibition. Careful attention to detail will be expected and evaluated.



Presenter _____ **Evaluated by** _____

Historical Topic _____ **Product** _____

Instructions to Evaluators: Please evaluate the speech and presentation/product on each of the following line items. In Scoring, a score of 5 is superior and a score of 1 is inferior.

BOOTH AND PRODUCT

Demonstrates an advanced level of skill in technology, i.e.,

- Is the video tape skillfully edited, clear and lit well or the slide presentation focused and easily viewable, and is the sound clear and synchronized? 1 2 3 4 5
- Are pictures, graphics, charts, signs, etc. creative, written, or drawn well with clean sharp lines that are readable and viewable from a distance displaying a level of expertise with the tools used in creating the booth? 1 2 3 4 5

Overall quality and aesthetics of Media used in Booth and Product, i.e.,

- Are the physical materials used in making the booth high quality? 1 2 3 4 5
- Are the physical materials used in making the product high quality? 1 2 3 4 5
- Do the Booth and the arrangement of equipment and media show a high degree of creative and artistic merit (aesthetic)? 1 2 3 4 5
- Does the product display a high degree of creative and artistic merit? 1 2 3 4 5

Presentation and Interaction of presenter

- Knowledge of topic exhibited through ability to answer questions about their product and topics covered in their speech. 1 2 3 4 5
- Makes eye contact with person asking questions of them. 1 2 3 4 5
- Displays confidence and poise as they present and answer questions. 1 2 3 4 5
- Speaks loud enough to be heard easily. 1 2 3 4 5
- Is pleasant and courteous to audience. 1 2 3 4 5

Overall Grade for Booth _____



Presenter _____ **Evaluated by** _____

Historical Topic _____ **Product** _____

Instructions to Evaluators: Please evaluate the speech and presentation/product on each of the following line items. In Scoring, a score of 5 is superior and a score of 1 is inferior.

EXIT EXHIBITION SPEECH

Introduction

Introduces self with poise.	1	2	3	4	5
Identifies project and project's significance (why you chose it) to audience.	1	2	3	4	5
Acknowledges resources and mentor(s).	1	2	3	4	5

Body

Speech is organized well and is easy to follow.	1	2	3	4	5
Provides an informative, in depth and knowledgeable history of the product that reveals a high degree of research and understanding of the subject.	1	2	3	4	5
Provides an organized explanation of the process involved in production.	1	2	3	4	5
Provides insights into the problems, and solutions of the product.	1	2	3	4	5
Incorporates visual technology that promotes understanding of the concepts mentioned in the speech.	1	2	3	4	5

Closing

Explains how this project has made a difference or impacted their life.	1	2	3	4	5
Makes clear what to expect and to look for in their presentation and product at their booth.	1	2	3	4	5
Puts a logical closure to the speech reminding audience of significance.	1	2	3	4	5
Responds well to questions (clear, concise, knowledgeable).	1	2	3	4	5

Technique

Student makes eye contact and speaks to and not over audience.	1	2	3	4	5
Student's speech is relaxed and conversational.	1	2	3	4	5
Student speaks loud enough to be heard by the entire audience easily.	1	2	3	4	5
Student's expression is lively, communicating a genuine interest and pride.	1	2	3	4	5
Student uses standard English (avoids slang, double negatives, etc.)	1	2	3	4	5

Overall Grade for Speech _____

Connect-4 Senior Exit Exhibition Speech and Product Presentation Grading Rubric

Presenter _____ Evaluated by _____
 Topic _____ Type of Product _____

Instructions to Evaluators: Please evaluate the speech and presentation/product on each of the following line items. In Scoring, a score of 5 is superior and a score of 1 is inferior.

EXIT EXHIBITION SPEECH

Introduction

Introduces self with poise.	1	2	3	4	5
Identifies project and project's significance (why you chose it) to audience.	1	2	3	4	5
Acknowledges resources and mentor(s).	1	2	3	4	5

Body

Speech is organized well and is easy to follow.	1	2	3	4	5
Provides an informative, in depth and knowledgeable history of the product that reveals a high degree of research and understanding of the subject.	1	2	3	4	5
Provides an organized explanation of the process involved in production.	1	2	3	4	5
Provides insights into the problems, and solutions of the product.	1	2	3	4	5
Incorporates visual technology that promotes understanding of the concepts mentioned in the speech.	1	2	3	4	5

Closing

Explains how this project has made a difference or impacted their life.	1	2	3	4	5
Makes clear what to expect and to look for in their presentation and product at their booth.	1	2	3	4	5
Puts a logical closure to the speech reminding audience of significance.	1	2	3	4	5
Responds well to questions (clear, concise, knowledgeable).	1	2	3	4	5

Technique

Student makes eye contact and speaks to and not over audience.	1	2	3	4	5
Student's speech is relaxed and conversational.	1	2	3	4	5
Student speaks loud enough to be heard by the entire audience easily.	1	2	3	4	5
Student's expression is lively, communicating a genuine interest and pride.	1	2	3	4	5
Student uses standard English (avoids slang, double negatives, etc.)	1	2	3	4	5

Overall Grade for Speech _____

BOOTH AND PRODUCT

Demonstrates an advanced level of skill in technology, i.e.,

Is the video tape skillfully edited, clear and lit well or the slide presentation focused and easily viewable, and is the sound clear and synchronized?	1	2	3	4	5
Are pictures, graphics, charts, signs, etc. creative, written, or drawn well with clean sharp lines that are readable and viewable from a distance displaying a level of expertise with the tools used in creating the booth?	1	2	3	4	5

Overall quality and aesthetics of Media used in Booth and Product, i.e.,

Are the physical materials used in making the booth high quality?	1	2	3	4	5
Are the physical materials used in making the product high quality?	1	2	3	4	5
Do the Booth and the arrangement of equipment and media show a high degree of creative and artistic merit (aesthetic)?	1	2	3	4	5
Does the product display a high degree of creative and artistic merit?	1	2	3	4	5

Presentation and Interaction of presenter

Knowledge of topic exhibited through ability to answer questions about their product and topics covered in their speech.	1	2	3	4	5
Makes eye contact with person asking questions of them.	1	2	3	4	5
Displays confidence and poise as they present and answer questions.	1	2	3	4	5
Speaks loud enough to be heard easily.	1	2	3	4	5
Is pleasant and courteous to audience.	1	2	3	4	5

Overall Grade for Booth _____

Socratic Seminar Rubric

4

- frequently contributes meaningfully to the discussion
- uses specific references to the text or film
- builds on another's point explains ideas thoroughly
- explains ideas clearly
- initiates new ideas
- pays attention when others speak
- makes direct references to points made by other students
- includes others through verbal exchange or invitation into conversation

3

- occasionally contributes to the discussion
- refers to the text or film in general ways
- occasionally refers to another's point
- attempts to explain ideas
- may initiate a new idea
- pays attention when others speak

2

- rarely contributes to the discussion
- shows little evidence of knowledge regarding the text or film
- presents unexplained ideas
- makes tangential remarks
- becomes involved sporadically
- rarely pays attention when others speak

1

- makes little or no contribution to the discussion
- no evidence of knowledge regarding the text or film
- speaks off topic
- shows uninvolved attitude
- interrupts when others speak
- dominates
- makes personal criticisms of the ideas of others
- shows disrespect
- attempts to obstruct the discussion process
- does not pay attention to others

Scoring Students - Socratic Seminar

1. Observer(s) maintains score sheet during discussion by checking categories on the rubric when a student shows evidence of that discussion trait.
2. Continue to place marks in the identified categories to indicate repetition of a discussion behavior.
3. Compare the individual's score sheet to the overall descriptions on the rubric.
4. Final rubric score is determined by the number which has the most identified discussion traits.
5. Each score can be converted to a grade by assigning a value to #1. For instance, if #1 = 25 points, then a 3 = 75%. If #1 = 5 points, then a 3 = 15/20.

ESPA Speaking Rubric				
	Score Point 1 Inadequate Command	Score Point 2 Limited Command	Score Point 3 Adequate Command	Score Point 4 Strong Command
Content/Organization	<p>Has little or no focus on central idea or topic</p> <p>Offers insufficient or unrelated details</p> <p>May have an opening or closing</p> <p>May have little or no conclusion/opinion</p> <p>Has little or no varied sentence structure and word choice</p>	<p>Attempts to focus on a central idea or topic</p> <p>Lists related details but provides no elaborations</p> <p>May have an opening or closing</p> <p>Attempts to form a conclusion/opinion</p> <p>Has little varied sentence structure and word choice</p>	<p>Conveys a central idea or topic</p> <p>Provides sufficient details; may have some elaboration</p> <p>Has an opening or closing</p> <p>Includes a conclusion/opinion that is linked to central idea or topic</p> <p>May use varied sentence structure and word choice</p>	<p>Maintains clear focus on a central idea or topic</p> <p>Elaborates details to support central idea</p> <p>Has an opening and closing</p> <p>Includes a clearly stated conclusion/opinion that is linked to central idea or topic</p> <p>Uses varied sentence structure and word choice</p>
Delivery (Spoken)	<p>Exhibits little or no awareness of audience</p> <p>Speaks too softly or loudly with little or no expression; gives no evidence of pacing or intonation</p>	<p>Exhibits some awareness of audience through minimal or excessive eye contact or gestures</p> <p>Speaks too softly or loudly with little or no expression; gives little evidence of pacing or intonation</p>	<p>Attends to audience through eye contact and gestures</p> <p>Speaks audibly with expression; attempts to use pacing and intonation</p>	<p>Clearly attends to audience through good eye contact and gestures</p> <p>Speaks audibly with expression; uses pacing and intonation effectively</p>

NR No Response Student refuses or is unable to complete the speaking task
OR Off Topic The topic of the student's presentation is not linked to the speaking prompt

**Appendix J: Socratic Seminar Rubric
and General Public Speaking Rubric
South Brunswick**

School Without Walls Progress/Credit Report: Community Service

City School District 480 Broadway Rochester, New York 14607 (716)546-6732

1998-1999

First
Quarter

Student _____

Community Service Site _____

Community Service Supervisor _____

Community Service Site Phone # _____

GOALS	PROGRESS TOWARD MEETING GOAL	EFFORT IN MEETING GOAL
	Consistently meets goal Shows steady growth toward meeting goal Beginning to meet goal Demonstrates very little or no growth in meeting goal	HIGH PERFORMANCE GROWING BEGINNING NONE
1. Time Management	Progress: _____	Effort: _____
Attendance and Promptness		
Meets Deadlines		
2. Ability to Function Independently	Progress: _____	Effort: _____
Works productively with others		
Meets short-term tasks satisfactorily		
Meets long-term tasks satisfactorily		
Makes helpful suggestions		
Accepts responsibility		
3. Problem Solving	Progress: _____	Effort: _____
Asks appropriate questions		
Draws conclusions from data		
Presents coherent answers		
4. Coping With Frustration	Progress: _____	Effort: _____
Exhibits appropriate self-discipline		
Asks questions		
Engages in positive solutions		
5. Communication Skills	Progress: _____	Effort: _____
Engages in productive conversation with others		
Writes clearly and effectively		
6. Attitudinal Development	Progress: _____	Effort: _____
Communicates enthusiasm about role		
Community Service Supervisor's Comments: Recommendations: <div style="text-align: right;"> _____ Date _____ SWW Advisor's Signature </div>		
School Without Walls Advisor's Comments: Recommendation: <div style="text-align: right;"> _____ Date _____ SWW Advisor's Signature </div>		

(White-School Copy Yellow-Home Copy Pink-Teacher Copy)

I realize that failure to earn credit may jeopardize graduating

Community Service Credit Earned: _____ Date _____

Student's Signature
(I have read and discussed this with the evaluator)

CONTRACT FOR COMMUNITY SERVICE

SWW

DATE _____

NAME OF STUDENT _____

NAME OF COMMUNITY SERVICE SUPERVISOR _____

NAME OF AGENCY OR BUSINESS _____

ADDRESS OF AGENCY/BUSINESS _____

PHONE NUMBER _____

DAY(S) STUDENT IS EXPECTED TO WORK _____

HOURS STUDENT IS EXPECTED TO WORK _____

REPRESENTATIVE TASKS EXPECTED OF THE STUDENT _____

SKILLS THE STUDENT WILL ACQUIRE _____

SIGNATURES OF AGREEMENT

COMMUNITY SERVICE SUPERVISOR

STUDENT

SCHOOL WITHOUT WALLS ADVISOR

FOR ANSWERS TO QUESTIONS OR PROBLEMS PLEASE CALL THE
STUDENT'S ADVISOR _____ AT
SCHOOL WITHOUT WALLS, 546-6732

School Without Walls

480 Broadway

Rochester, New York 14607

(716) 546-6732

**PERFORMANCE-BASED ASSESSMENT TASKS THAT MEET AND EXCEED
NYS REGENTS STANDARDS**

TASK: Community Service/ Service Learning

Prepared by Urban Academy

	Outstanding	Good	Competent
Develops focus for interests	Shows independence when selecting and developing placement site; continues with particular site for three or more terms.	Shows interest in obtaining particular site; may have brought site to coordinator's attention; completes one or two terms at site.	Shows interest in obtaining position in a particular field; assumes responsibility at assigned site.
Attendance and Punctuality	Misses no more than 2 assigned days of Service during a term; sometimes stays longer hours or goes in extra days during the week; always punctual; telephones supervisors concerning attendance and lateness.	Misses between 2 and 4 assigned days of Service during a term; generally punctual; receives good comments from direct supervisor concerning attendance and lateness.	May have missed 5-6 days of assigned Service (due to absences from school); generally punctual; receives good comments from supervisor in other respects.
Work Habits	Shows initiative; develops and implements own projects; stays with project until completion and follows-up where necessary; accomplishes original goals through sustained effort.	Able to follow directions and stay with project until completion; follows-up where necessary; accomplishes original goal through sustained effort.	Able to follow directions; with direction from supervisor, stays with project until completion; accomplishes most of the goals of the original project.
New Skills	Shows ability to learn and grow on-site; acquires new skills; masters skills through persistent effort; assumes greater responsibility at the placement site.	Shows ability to learn and grow on-site; acquires new skills; assumes some responsibility at placement site.	Shows ability to learn and grow on-site; acquires new skills; assumes some responsibility at placement site.

SAINT PAUL PIONEER PRESS
MONDAY, JANUARY 22, 1996

EXTRA CREDIT
JOE NATHAN, COLUMNIST

August parent conferences can get school year off to good start

Imagine earning a 98 percent approval rating from parents for trying something new.

That's what Mankato school board member Kathy Brynaert reports happened at a school when teachers held conferences in August before school started -with each parent and student. A growing number of schools agree that it makes a great deal of sense.

All nine Mankato elementary schools and two middle level schools use these before school conferences. Every family was asked to come in late August for a 15-minute meeting. The vast majority of parents participated. Brynaert says parents told her the conferences "really reduced anxiety for youngsters," and "helped parents develop a good working relationship with teachers from the beginning of the year."

(For information, contact Dave Dakken, Mankato Public Schools, 209 S. Second St., Suite 305, Mankato, Minn. 55602.)

Patteson Elementary School in Superior, Wis., also held individual conferences in late August for its kindergarten through sixth-grade students. Eighty-five percent of the families participated. Dan Woods, a parent and district coordinator of parent involvement, called the conferences "very successful."

Churchill Elementary in Cloquet also held conferences in August. June Kallestad, a parent and teacher's aide at Churchill, told me that the meeting helped her first-grade daughter Jenna "get a much smoother, more comfortable start."

Each student in kindergarten through third-grade had an individual conference, as did all new students. Students in grades four through six were invited to attend small group meetings with their teachers. Families of fourth-graders through sixth-graders also had the option of an individual conference.

Gail Gilliland, Churchill's principal, reports that

because of the meetings, youngsters showed "much more confidence" as school started. "There were none of the tears or jitters we usually have."

Jean Adams, a veteran teacher at St. Paul's Expo Elementary School, is "all for" meeting individually with students and parents before school starts.

Adams has done this for many years. She learns about youngsters and their families, determines each family's academic and social priorities for their children and sets goals with students and parents.

Adams calls the conferences a powerful tool to help youngsters see the teacher and parent as partners.

Wayne Jennings, a creative and visionary educator, introduced this idea to me more than 20 years ago, when he was principal at the St. Paul Open School.

Each teacher at this K-12 school, meets individually, late in August with 25 to 30 students and their parents.

I found it a great way to learn about each youngster and start out positively with every family.

Together we set individual goals. We also gave parents many options for helping the school. Virtually every parent was involved in some way.

Many schools soon will set their fall schedule. Parents might suggest this approach.

Having participated in before-school conferences as a teacher and now as a parent at EXPO, I think it's a terrific way to develop a strong family/school partnership.

As Jean Adams pointed out, "Spending time before school starts with each youngster and parent is really an investment. It helps youngsters feel better, and makes my job easier throughout the year."

Joe Nathan is director of the Center for School Change at the University of Minnesota's Humphrey Institute of Public Affairs.

DETAILS

For information on before-school conferences, contact: Dave Dakken, Mankato Public Schools 209 S. Second St., Suite 305 Mankato, Minn. 55602.

Appendix M: Student/Teacher/Family Conference Materials

Topics for an Opening Conference Involving Teacher, Parent/Guardian and Student

The following six questions should be discussed in a conference held, if at all possible, before school starts in the fall. Typically, this conference should last 15-20 minutes.

1. What are the student's interests, skills, favorite activities?
2. What interesting, fun, exciting things did the student and family do over the summer?
3. What are the student's and parent's priorities for the coming academic year?
4. How will the school assess and report student progress to the student and parent?
5. What are one or two things (see list of 50) which the parent is willing to do to help out the school?
6. What questions does the parent or student have of the teacher?

Families whose children are doing well in school:

1. Establish a daily family routine: Provide time and a quiet place to study, assign chores, be firm about times to get up and go to bed, have dinner together.
2. Monitor out of school activities: Set limits on TV, check in when parents are not at home, arrange after school activities and supervised care.
3. Model the value of learning, self-discipline and hard work: Conversation and action showing that achievement comes from working hard. Read, write, use math and share your actions.
4. Express high but realistic expectations for achievement: Set goals and standards appropriate for the child's age and maturity; recognize and encourage special talents, inform friend and family about successes.
5. Encourage children's development and progress in school: Maintain a warm, supportive home, show interest in child's progress, help with homework, stay in touch with teachers.
6. Read, write and discuss among family members: Read, listen to children read, discuss what is being read, tell stories, share problems, write letters, lists and messages.
7. Use community resources for family needs: Enroll in various programs and lessons, introduce youngsters to various role models and mentors, use community resources.

Source for "Families Whose Children are Doing Well in School:" Ann Henderson and Nancy Berla, ed., The Family is Critical to Student Achievement, Washington: Center for Law and Education, 1875 Connecticut Av. NW, Washington, D.C. 20009, \$17.50.

Parent/Community Involvement Opportunities: Fifty Ideas

Assist at the School

1. Share information with a student or class about a hobby.
2. Share information with a student or class about a career.
3. Share information with students about a country in which you have lived or visited.
4. Tutor one or a small group of students in reading, math or other areas.
5. Help coach an athletic team.
6. Help check a student's written work.
7. Help publish a school or classroom newsletter. (This can also be done at home.)
8. Help sew or paint a display.
9. Help build something (such as a loft in a classroom).
10. Help students work on a final exhibition or project. (This can also be done at home or at a work place.)
11. Help answer the school phone.
12. Help plan and/or build a new playground for the school.
13. Help plan a theme-based presentation for students.
14. Help present a theme-based program for students.
15. Demonstrate cooking from a particular country or culture to students.
16. Share a skill with the faculty.
17. Help students plan and build an outdoor garden or other project that beautifies the school.
18. Help coach students for academic competitions such as Odyssey of the Mind or Math Masters.
19. Bring senior citizens to school to watch a student production.

Extend Learning by Helping to Arrange Experiences in the Community

1. Help set up a student internship at your business, organization or agency.
2. Host a one-day *shadow study* about your business or organization for one or a small group of students.
3. Go on a local field trip with a teacher and a group of students.
4. Go on an extended (3-5 day) cross-country field trip with a teacher and students.
5. Contact a local business or organization regarding possible cooperation.
6. Help create a natural area/learning space outside the building.

**Center for School Change - Hubert H. Humphrey Institute of Public Affairs
University of Minnesota**

Serve on an Advisory or Decision-Making Committee

1. Volunteer for the schoolwide site council.
2. Serve on a school committee that reports to the site council.
3. Represent the school on a district committee.
4. Serve as an officer on the school's PFA.
5. Help organize a parent organization for the school.
6. Help design a parent and/or student survey for the school.
7. Help conduct and/or tabulate the results of a parent survey regarding the school.

Increase Financial Resources Available to the School

1. Help write a proposal that will bring new resources to the school.
2. Donate materials to the school.
3. Arrange for a business or other organization to donate materials to the school.
4. Help with a fund-raising campaign for the school.

Share Information

1. Serve as a member of a *telephone tree* to help distribute information quickly.
2. Write a letter to legislators about the school.
3. Write a letter to school board members about the school.
4. Go to a school board meeting to advocate for the school.
5. Go to another school to provide information about your school.
6. Help create a brochure or booklet about the school.
7. Help translate information about the school into a language other than English.
8. Help translate at a parent/ teacher conference for people who don't speak English well.
9. Provide transportation to a parent/ teacher conference for a parent who needs a ride.
10. Write an article about school activities for publication.
11. Arrange for a political leader (mayor, council member, state representative, etc.) to visit the school.

Help other parents develop parenting skills

1. Teach or help with a class on ways to be stronger parents.
2. Help produce videotape on ways to be effective parents.
3. Help write, publish and distribute a list of parenting tips.

The Center for School Change
Hubert H. Humphrey Institute of Public Affairs
University of Minnesota
301 19th Avenue South
Minneapolis, MN 55455

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Connections -- Peacham Elementary School's 2000 Report Card

Written by all members of the staff

Artwork created by current and former Peachom students

Photos taken by teachers and staff

Editing and layout design performed by Becky Jensen

**Appendix N: Peacham Elementary School
Assessment Report Title Page**

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*A CHANCE TO GROW
NEW VISIONS SCHOOL
1800 Second Street NE
Minneapolis, MN 55418
phone: 612/789-1236
fax: 612/706-5555
e-mail: actg@mail.actg.org*

ACCOUNTABILITY AGREEMENT

WHEREAS, the Chicago School Reform Board of Trustees (the "Board") and the Perspectives Charter School (the "Charter School") have entered into a Charter School Agreement dated May 8, 1997, (the "Charter School Agreement"); and

WHEREAS, Section 27A-9 of the Charter Schools Law, 105 ELCS 5/27A-9, provides that charter schools shall be held accountable for their performance in each of the following areas, which, under this Agreement, shall be referred to as "Compliance Categories":

1. Pupil Performance;
2. Charter Compliance;
3. Fiscal Management; and
4. Legal Compliance; and

WHEREAS, under Section 9 (a) of the Charter School Agreement, the Board and the Charter School have agreed to enter into an Accountability Agreement setting forth the performance goals, standards, objectives, and assessments for the Charter School; and

WHEREAS, the Board and the Charter School have determined that it is in the best interests of the Board, the Charter School, its students, parents and the public, to articulate clear standards for the Charter School and to annually publish the level of achievement of the Charter School with respect to those standards;

NOW, THEREFORE, the parties agree as follows:

1. Accountability Components

The Board and the Charter School hereby agree that the Charter School shall be evaluated annually in accordance with this Agreement and with respect to each of the Compliance Categories. Further, this Accountability Agreement shall satisfy all requirements of Section 9 of the Charter School Agreement and, thereby, relieve the charter school of its requirement to provide an Annual Report under Section 9.

2. Annual Performance Reports

Annually the Board shall publish a Performance Report indicating the Charter School's performance on each of the Indicators in the three categories provided herein. A Preliminary Performance Report for the preceding school year shall be issued by September 1 of each year based on available information. A final Performance Report for the preceding school year shall be issued by December 1 of each year. The Performance Report will include three categories: Pupil Performance, Fiscal Management and Compliance.

Each category will have multiple Indicators and the charter school's performance on each Indicator will be rated as:

1. High - performance is clearly satisfactory;
2. Middle - performance may be satisfactory or unsatisfactory or inconclusive, depending on additional factors that may require further evaluation;

Appendix P: Perspectives Charter School Accountability Agreement

3. Low - performance is clearly not satisfactory.

This Agreement establishes the performance levels, listed below, which generate High, Middle, and Low ratings for each Indicator. However, additional information or extenuating circumstances may lead the Board to rate a category higher or lower than when performance level criteria are strictly applied. The Board shall consider classifying a pupil performance Indicator as "High" if the Charter School's performance, without attaining the level specified for "High" performance by this Agreement, nonetheless greatly exceeds the performance of other comparable public schools.

A. Pupil Performance

The intent of the Pupil Performance section is to provide a multi-faceted understanding of student performance at the Charter School upon which the Charter School's academic performance will be evaluated.

The Charter School shall participate fully in the Illinois Goals Assessment Program (IGAP) or the Illinois Standards Achievement Test (ISAT), the Iowa Tests of Basic Skills (ITBS) for grades 3 through 8, and the Test of Academic Proficiency (TAP) for grades 9 through 12, and the Prairies State Achievement Examination for grade 12. Data from these assessments will be compiled and evaluated as described below.

In addition to standardized tests, the Charter School has the *voluntary* opportunity to include Unique Standards and Assessments in its Accountability Agreement. The school may choose to implement alternative assessments to measure student achievement of existing Illinois Learning Standards. In addition, the charter school may choose to implement unique learning or performance standards that are not part of the Illinois Learning Standards and to implement assessments for those unique standards. In either case, the standards must be measurable and assessed annually and the assessment results must indicate if a student Meets or Does Not Meet the standard. In addition, the Charter School may document the growth and trend data for student performance as related to the standard. The Charter School's decision to implement unique standards and assessments shall not affect the Charter School's obligation to comply with the IGAP, ISAT, IT'BS and TAP assessments set forth in this section. Only those Unique Standards and Assessments agreed to by the Charter School and the Board by January 15 of each year may be included in the Performance Report.

The Charter School's attendance rate and percentage of students transferring out of the school will also be assessed.

In general and when appropriate, when determining a classification, consideration shall be given to the relative performance of the charter school in comparison to other nearby public schools. Growth on the ITBS and TAP assessments shall be measured based on students who have been in attendance at the charter school before October 1 of each school year. Classifications for IGAP Indicators shall be re-evaluated when the Illinois State Board of Education replaces IGAP with ISAT. Unless otherwise indicated as a "multi-year trend," each of the following Indicators are single year results from the immediately prior school year.

Appendix P: Perspectives Charter School Accountability Agreement

Indicator	High	Middle	Low
ITBS and TAP: Reading Percent at or above national norms	More than 50 %	1% - 50%	Less than 15%
ITBS and TAP: Math Percent at or above national norms	More than 50%	15% - 50%	Less than 15%
ITBS and TAP: Reading Growth above prior year	1.0 years or more	0.7, 0.8, or 0.9 years	0.6 or fewer years
ITBS and TAP: Math Growth above prior year	1.0 years or more	0.7, 0.8, or 0.9 years	0.6 or fewer years
ITBS and TAP: Reading Multi-year trend (Learning Gain Index)	Up	Flat	Down
ITBS and TAP: Math Multi-year trend (Learning Gain Index)	Up	Flat	Down
IGAP/ISAT: ISBE Classification Levels (criteria applied only to most recent year's results)	" <u>Level 3</u> - Schools That Meet State Goals" and " <u>High Level 2</u> - Schools That Meet State Goals"	" <u>Middle</u> " and " <u>Low Level 2</u> - Schools that Meet State Goals"	" <u>Level 1</u> " - School Does Not Meet Goals
IGAP/ISAT Percent Meet and Exceed State Standards - multi-year trend	Up	Flat	Down
Prairie State Achievement Exam (12th grade students only): Percent of student with a satisfactory composite score	More than 1.0 standard deviation above CPS average	Within 1.0 standard deviation of CPS average	More than 1.0 standard deviation below CPS average
Transfer Out Rate (percent of students who transfer out of the school during the year)	More than 1.0 standard deviation above CPS average	Within 1.0 standard deviation of CPS average	More than 1.0 standard deviation below CPS average
Attendance Rate: (evaluated by type of school - elementary or high school)	More than 1.0 standard deviation above CPS average	Within 1.0 standard deviation of CPS average	More than 1.0 standard deviation below CPS average
Unique Standards and Assessments: Percent of students who meet standard at levels to be determined by the Charter School and Board	To be determined for each Indicator	To be determined for each Indicator	To be determined for each Indicator

**Appendix P: Perspectives Charter School
Accountability Agreement**

The ITBS multi-year trend data shall be compiled and reported in the manner developed by the Consortium on Chicago School Research in its March, 1998 report, "Academic Productivity of Chicago Public Elementary Schools." The TAP multi-year trend data shall be compiled and reported in a similar manner developed by the Consortium on Chicago School Research.

While Attendance Rate and Transfer Out Rate data will be collected, classified and reported annually, Low performance on these indicators alone and no others shall not be grounds for non-renewal or revocation. However, the Board may use Low performance on these measures as the basis for further inquiries about any Charter School practices that may be the cause of the Low performance. The Charter School shall cooperate with all reasonable inquiries by the Board in this regard.

B. Fiscal Management

The parties acknowledge that the Illinois Charter Schools Law requires a charter school to meet generally accepted standards of fiscal management. This requirement has two underlying purposes: to ensure the successful operation of the school into the future and to ensure the proper use of public funds.

The following fiscal management Indicators will be included in each Performance Report.

Indicator	High	Middle	Low
Balanced Budget 1) Prior-year balanced budget successfully implemented. 2) Realistic current-year balanced budget plan	Both elements present.	Current-year budget balanced. Prior-year budget not balanced.	Current-year budget not balanced
Financial Audit Findings	No Findings	Any Minor finding(s)	Any repeated finding; any Major finding
Financial Obligations: pension payments, payroll taxes, insurance coverage, loan payments and terms	All in good standing	Non-payment with realistic plan to make payment; non-compliance with loan terms.	Non-payment without realistic plan to make payment compliance with loan terms.

In lieu of the provisions of Section 6.b of the Charter School Agreement, which require the Charter School to provide the Board with a copy of its annual budget and quarterly cash flow projections for each fiscal year by April 1 immediately preceding such fiscal year, the Charter School shall provide the Board with a copy of its annual budget and quarterly cash flow projections for each fiscal year by July 1 of each fiscal year. The Board shall use such budget and cash flow statements, along with any other relevant information, to determine if the Charter School has a realistic current year balanced budget plan. The Board shall use the financial statements presented in the Charter School's annual financial audit, required under Section 6.1 of the Charter School Agreement, along with any other relevant information, to determine if the Charter School maintained a balanced budget during the prior-year.

**Appendix P: Perspectives Charter School
Accountability Agreement**

The Charter School shall cause each of the components of the Financial Obligations Indicator to be tested as part of its annual financial audit.

An audit finding shall be considered Minor unless the Board determines a finding is Major. If the Board believes an audit finding may be Major, it shall obtain an opinion from a qualified, third party professional regarding the importance of the finding. The Board shall also ask the charter school to respond to the finding.

In general, a finding will be considered Major if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school. Classification of a finding as Major shall be the sole discretion of the Board.

C. Compliance

Each annual Performance Report shall specifically state the school's performance in relation to the Compliance requirements listed below and shall state the school's performance in relation to other requirements if such performance is Middle or Low. The Performance Report is not limited to these Indicators and the Board may consider other Indicators, as warranted.

In each case, "High" shall be complete compliance with the law and the Charter School Agreement, "Middle" shall be a Minor violation of the law or the Agreement, and "Low" shall be a Major violation of the law or the Agreement.

Indicator	High	Middle	Low
<i>Statute</i>			
Criminal background investigations under 105 ILCS 5/34-18.5 and Charter Agreement Sec. 5e			
Open Meetings Act (5 ILCS 120/1.01 et.seq.)			
Teacher qualifications, 105 ILCS 5/27 A-10(c), and Charter Agreement Sec. 5d			
Fire Drill Act (105 ILCS 120)			
Tornado Protection Program (105 ILCS 5/10-20.23)			
Abused and Neglected Child Reporting Act (325 ILCS 5/1 et.seq.)			

<i>Charter Agreement</i>			
Enrollment procedures (Sec. 4c)			
Governance and Operation (Sec. 4i)			
Corporate Status (Sec. 5c)			
Building, including presence of any outstanding Chicago Building Code violations (Sec. 5g)			
Management and Financial Controls (Sec. 5k)			
Quarterly Financial Statements (Sec. 5m)			
Third Party Contracts (Sec. 11)			
Charter Proposal (Exhibit A)			

The Charter School shall cause each of the above Indicators be tested annually as part of the Charter School's audit.

When determining how to classify a Compliance Indicator, the Board may consider information from various sources, including, but not limited to, audits, site visits, and information provided by parents or employees. If the Board believes a violation has occurred which would lead to ' the classification of Indicator as Middle or Low, it shall first ask the Charter School to respond to the information upon which the classification would be based. If the Board believes a violation has occurred which may be material, it shall also obtain an opinion from a qualified third-party professional(s) regarding the importance of the violation.

In general, a violation will be considered Major if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school. Classification of a finding as material shall be the sole discretion of the Board.

3. Charter School Participation in the Accountability Process

The Charter School shall take all necessary actions to collect and report the information required by this Accountability Agreement, including, without limitation:

1. Full participation in the administration of the Illinois Goals Assessment Program and Illinois Standard Achievement Test, including all procedures designed to safeguard the integrity of the assessments;
2. Full participation in the administration of the Iowa Test of Basic Skills and/or the Test of Academic Proficiency, as the case may be, including all procedures designed to safeguard the integrity of the assessments;
3. Participation in bi-annual site visits conducted by the Board to ascertain that sufficient minimum educational and operational practices are in place;
4. An annual financial and compliance audit as required by law and by the Agreement;
5. Provision of student school and employee information required by the Agreement;
6. Provision of information that is necessary to evaluate parent, student, employee or public allegations or audit findings that, if true, would constitute a violation of the law or Agreement.
7. Provision of additional information or cooperation in other actions not listed in this section necessary to evaluate the Charter School's performance with respect to the Compliance Categories.

Appendix P: Perspectives Charter School Accountability Agreement

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VERMONT NEW STANDARDS RUBRIC FOR PROCEDURES: WRITING TO DIRECT OR INSTRUCT

Standard 1.10 In written procedures, students relate a series of steps that a reader can follow.

Criteria	Score Point 5 Exceeds the Standards	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing	Score Point 0 Unscorable There is no evidence of an attempt to write a procedure piece.
Context <ul style="list-style-type: none"> Present context (purpose & detail) Anticipate reader needs (purpose & detail) 	Meets all the criteria listed in score point 4. In addition, a paper receiving this score presents the steps in an unusually effective way.	Sets context; presents enough information so that readers know when the procedure is appropriate (purpose & detail).	Contextual information is thin (purpose & detail).	Context may be missing (purpose & detail).	Presents no context.	
	Imaginative strategies (e.g., placement of text, use of charts, pictures, or analogies) enable reader understanding.	Anticipate readers' needs; e.g., provides description and list of materials to be used, or indicates conditions for use (detail).	Provides materials that user will need but may not adequately indicate necessary conditions for use (detail).	Provides materials that user will need but does not include statements about necessary conditions for use (detail).	May give list of materials.	
Organization <ul style="list-style-type: none"> Delineate steps in procedure Provide transitions between steps Conclude 	Not only clear and logical but attractive and inviting. By depicting rather than just telling, this paper appeals to different styles of processing information – visual, verbal, metaphoric – and enables readers to execute the procedure successfully.	Organizes the steps of procedure clearly and logically. Provides clear transitions between steps. Conclusion advances reader's understanding or appreciation of the process (organization).	Organizes the steps of the procedure clearly and logically. Uses some appropriate transitions. Conclusion may be weak (organization).	Steps for carrying out the procedure may not be clear. Transitions may be missing. Minimal closure (organization).	Steps for carrying out the procedure are incomplete or unclear. Transitions are missing or used inappropriately. Simply stops, no closure (organization).	
Presentation Strategies <ul style="list-style-type: none"> White space, headers Graphics Paragraphing Blocking Stance (voice/tone) Imagery, examples, analogies (details) 		Format makes the steps easily accessible, using such strategies as paragraphing, blocking, white space, graphics. Tone is appropriate for the anticipated user. Apt examples, imagery, and/or analogies help the reader visualize and understand the process (detail).	Format makes the steps easy to follow. Tone is appropriate for the anticipated user. Some examples, imagery, and/or analogies help the reader visualize and understand the process (detail).	Format makes the steps somewhat difficult for the reader to follow. Seems to have no particular user in mind (voice & tone). Few or no images and/or analogies to help the reader visualize and understand the process (detail).	Little evidence of accommodating reader needs; i.e., no use of white space, headers, graphics, etc.	

* If procedure is not appropriately complex (Vt. Standard 2.3), its score is lowered one score point below the rubric language it most closely matches.

This rubric is adapted from materials created by the New Standards Project.

Appendix R: Vermont New Standards Writing Rubric

SUMMARY OF THE FRESHMAN PROJECT

The primary goal of this high school is high academic performance by all students and assessment has been a major tool to reach the goal. Assessment, as we define it, means making progress visible. Good assessment has two purposes; (1) to assure that school and classroom practices can be adjusted on the basis of real data and (2) to assure that students get regular, excellent feedback about performance.

To do this, South Brunswick High School has developed an assessment for all freshmen called The Freshman Project. Its expressed purpose is to assure that students are able to:

- * Make connections among the content areas studied in class
- * Pose relevant, researchable questions
- * Identify, locate, and organize information from a variety of sources to answer questions
- * Present accurate, interesting, and logical research orally, visually, and in writing
- * Identify presentation media and increase their expertise in its use
- * Use a feedback mechanism to improve their work

This staff believes students able to use information technology, critical thinking, decision making and problem solving skills, will be more productive all through high school.

The project begins with a spirited, kick-off assembly. All students, regardless of level or classification, receive the identical assignment. They learn that although they must complete the project independently, they must use concepts and skills from across disciplines to successfully address the task. At the same time, they get information about worksheets that will be used to mark their progress and about the rubrics that are used to measure success. Students are measured on their competence in: (1) relating their subject to the overall concept (this year students are asked to select the person of the century and support that selection); (2) using effective processes to gather information and keep track of it; (3) getting and using feedback from adults and peers; and, (4) making high quality presentations orally, visually, and in writing.

Students develop a mentoring team of adults from both inside and outside school. Parents and other relatives are encouraged to participate as mentors and are invited to join in the intellectual challenges at several meetings over the life of the project. Staff members, upon request, agree to mentor students and, like parents offer continual support and feedback. The students open a journal to organize their efforts.

At the conclusion of the project, students exhibit their completed projects to a panel of two teachers from various departments in the school. This is a rare opportunity for teachers across discipline areas to work together. It is also a rare opportunity for students to have the undivided attention of two teachers on a topic chosen by the student alone.

This project is a graduation requirement. If a student does not pass one of the sections, he or she must revise and resubmit the particular component. Students must show competency in all areas; not just pass a percentage of the total. Thus, this project is a rigorous performance assessment. It caps the high school's commitment to helping young people learn to use their minds well and to providing them with challenges and feedback as they gain independence, learn to use sophisticated research and presentation skills and master the technology. The Freshman Project serves as the foundation for continued academic success.

DESCRIPTION OF THE FRESHMAN PROJECT 1999-2000

ACADEMIC SUCCESS DEPENDS ON THE ABILITY OF STUDENTS TO EXPRESS AN IDEA AND PERSEVERE AT A COMPLEX INTELLECTUAL TASK.

TASK DESCRIPTION

It is the intention of the staff that every student leave the freshman year with the ability to:

1. make connections among the content areas studied in class
2. use and understand important concepts from across the content areas (this year the common concept will be "THE PERSON OF THE CENTURY")
3. pose relevant, researchable questions
4. identify, locate, and organize information from a variety of sources to answer the questions
5. present accurate, interesting, and logical research orally, visually and in writing
6. identify his or her favorite presentation media and increase expertise in its use
7. use a feedback cycle to improve his or her work.

Students will demonstrate their ability to accomplish these aims by completing a freshman project. Teachers in all freshman classes will address the concept of THE PERSON OF THE CENTURY. (See the description of THE PERSON CRITERIA on Worksheet 11). With the help of teachers and mentors, each student will select a person that interests him or her, generate a set of reasons why this person is important, research the individual, and present the information to an audience. The work product will include both an analytic paper and a media presentation.

Students will select adult mentors to help them with the project and keep a journal and worksheets to help them pace their investigations. The criteria for good work will be available at the outset, and students will learn to use the criteria to monitor their own progress.

The required components of the project are:

MENTORING TEAM

Each student must select a team of advisors. The team must have at least two members, but it may have more. One member of the team may be a teacher from the student's Help and Access time block or one of the student's classroom teachers; the second must be an adult willing to help the student accomplish the task. (Parents and guardians are encouraged to become mentors.) In addition, the student may add a third member to his or her team.

It will be the responsibility of the mentors to plan with the student and sign off on the planning sheets. The mentors will offer the best feedback they can throughout the process, but the final decisions on work and work product will rest with the students.

DEVELOPMENT AND MAINTENANCE OF A PROJECT JOURNAL

Each student will develop a method of keeping track of information over the life of the project. Each student will document the development of the project, including plans, notes and reflections. The journal will include drafts of the written and visual parts of the project. It should include written feedback from the mentors. It will also include evidence of mastery of important skills as well as evidence that the student has the ability and willingness to revise and improve work.

Notes may be kept in any manner. Students will have pocket folders to help them organize information. All journals must have a table of contents and two copies of a "Dear Reader" letter reflecting on their project and their process. Each student must include evidence of his/her electronic source as well as the graphic organizer.

COMPLETION OF PLANNING SHEETS

All students must complete the planning sheets, review them with their mentors and get their signatures. Four planning sheets are required: (1) a mentor application (2) a description of the person chosen for research and the reasons for the selection (3) the graphic organizer, and (4) the thesis statement and media selection.

WRITTEN REPORT

Students must complete a written report about their selected person of the century. To achieve a rating of "COMPETENT" this report will include the following:

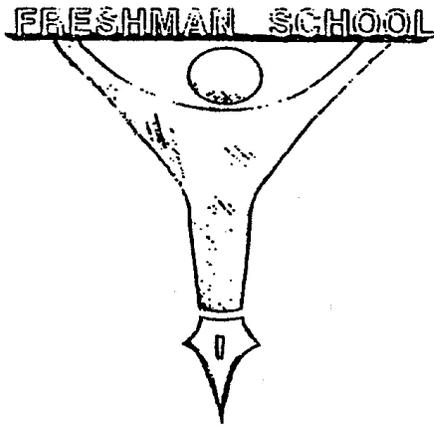
1. identification of the individual
2. a biography
3. the discipline or set of disciplines influenced by this individual
4. impact of this individual's contribution to the **20th Century**.

In addition to the above, for **EXPERT** status the student must also discuss this person's impact on society as a whole and how this influence may be felt in the **21st Century**. This inference must be based on the evidence the student presents in his or her research paper.

Students must document their sources using the system called the MLA (Modern Language Association Methods) which they have been taught in their Presentation course. Students must prepare two copies of the written report to present to the panelists at the exhibition.

PRESENTATION

Every student will present a media presentation and oral report on the project to a panel consisting of two teachers. The written materials, including the journal, will also be given to the panel. Decisions about the quality of the work will be based on the Rubric Evaluation Sheet that both students and mentors will have in advance.



NAME _____

HAP TEACHER: _____

ROOM: _____ BLOCK: _____

PLANNING SHEET I

SEARCH FOR A TEACHER MENTOR

NAME OF MENTOR: _____

TWO POSSIBLE CHOICES: _____

FOR "THE PERSON OF CENTURY" _____

WHY ARE YOU CHOOSING THIS TEACHER AS A MENTOR?

HOW WILL THIS TEACHER ASSIST YOU?

WHEN WILL YOU MEET?

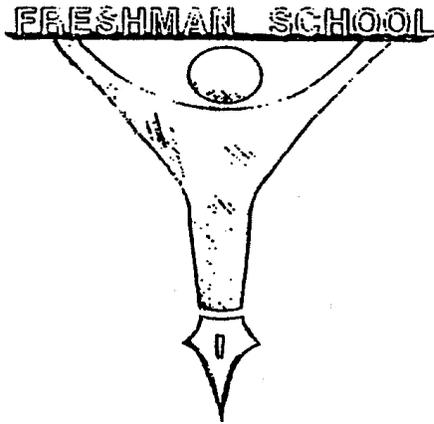
STUDENT SIGNATURE

TEACHER MENTOR SIGNATURE
(Signature indicates acceptance of mentoree)

PARENT SIGNATURE

*You may not receive your first choice for a teacher mentor. Please fill out another application form if you do not receive your first choice.

PLEASE WRITE YOUR SCHEDULE ON THE BACK OF THIS SHEET.



DUE DATE: B DAY FEBRUARY 11

NAME: _____

HAP TEACHER: _____

ROOM: _____ BLOCK: _____

PLANNING SHEET II

THE PERSON OF THE CENTURY

How shall I select "THE PERSON OF THE CENTURY?"

The criteria that you must think about when selecting a PERSON are the following:

1. The candidate must have lived during some portion of the 20th century, anywhere in the world.
2. Provide some information as to how the person's background has contributed to his/her success.
3. Identify and explain this person's contribution to a field or an area.
4. Has this person achieved notoriety and/or fame as a result of this contribution?
5. Make sure you can obtain enough research about the person's contribution and how it affected the 20th century.

To achieve "EXPERT" on your topic, you must be able to clearly explain and convince your reader how this person's contribution will affect the 21st century. Draw your conclusion based upon the research you have found. This portion should not be based solely on your personal opinion.

1. WHO IS THE PERSON YOU HAVE SELECTED?
2. WHY HAVE YOU SELECTED THIS PERSON?
3. FILL OUT THE FOLLOWING INFORMATION RELATING TO YOUR PERSON:
 - A.) Date of birth: _____
 - B.) Date of death: (If applicable) _____

C.) General background:

D.) Discipline/Area

E.) Explanation of contribution.

F.) Impact on the 20th century.

G.) Projection into the 21st century.

4. LIST THE **SPECIFIC** NAME OF THE SOURCE YOU USED FOR YOUR INITIAL RESEARCH. (INCLUDE THE NAME OF THE MAGAZINE, NEWSPAPER ARTICLE, BOOK OR ELECTRONIC SOURCE USED.)

6. CHECK OFF THE MEDIA THAT YOU MAY INTERESTED IN USING FOR YOUR EXHIBITION

Examples of media that you can use include:

Hyperstudio

OTHER: _____ -

ClarisWorks Slide Show

Sculpture

Power Point

Overheads/transparencies

Experiments

Live lab demonstrations

Production Videos

Persuasion

Artwork

Photography

Performance art

Name of Mentor

Signature of Mentor

Name of Mentor

Signature of Mentor

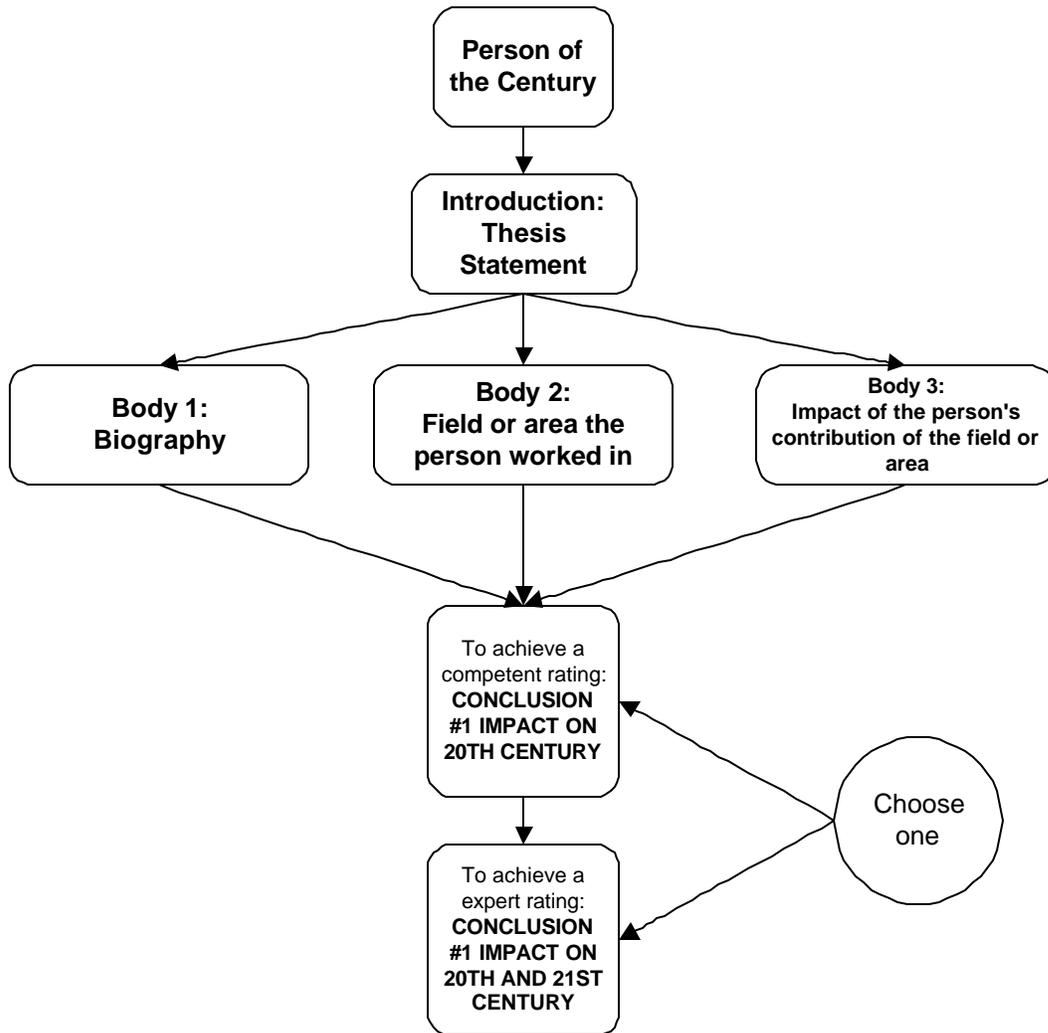
Signature of Student

Date

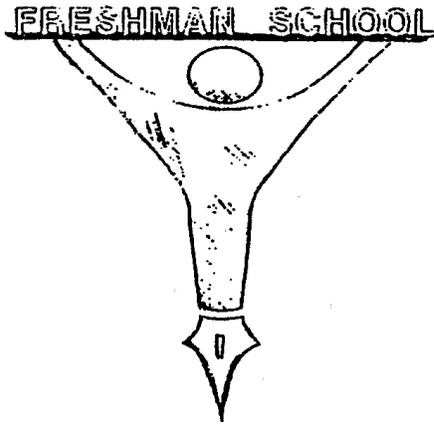
**PLANNING SHEET III
PERSON OF THE CENTURY GRAPHIC ORGANIZER
DUE DATE A DAY: MARCH 8. 2000**

NAME: _____ ROOM: _____
HAP TEACHER: _____ BLOCK: _____

Complete the graphic organizer for your PERSON OF THE CENTURY. Use the organizer that you were given in the computer lab during the Inspiration session.



YOU MAY USE THIS EXAMPLE FOR YOUR GRAPHIC ORGANIZER (PLANNING SHEET III) OR FEEL FREE TO CREATE YOUR OWN LAYOUT AND DESIGN USING INSTPIRATION.



DUE DATE: B DAY JANUARY13

NAME: _____

HAP TEACHER: _____

ROOM: _____ BLOCK: _____

PLANNING SHEET IV

THESIS STATEMENT AND THE SEARCH FOR A QUESTION

1. WHAT NOTORIETY OR FAME DID YOUR PERSON ACHIEVE?

2. IDENTIFY AND EXPLAIN THIS PERSON'S CONTRIBUTION TO A FIELD OR AN AREA.

3. WHAT HAS BEEN YOUR PERSON'S IMPACT ON THE 20TH CENTURY?

4. (FOR EXPERT STATUS) PREDICT THE IMPACT OF THE CONTRIBUTION ON THE 21ST CENTURY?

SOUTH BRUNSWICK HIGH SCHOOL
1999-00 FRESHMAN PROJECT RATING SCALE:

STUDENT'S NAME _____
 PERSON OF THE CENTURY _____
 ASSESSOR #1 _____
 PROJECT JOURNAL HANDED IN _____
 WRITTEN REPORT HANDED IN _____

HAP TEACHER _____
 BLOCK _____ DAY _____
 ASSESSOR #2 _____
 PROJECT JOURNAL NOT HANDED IN _____
 WRITTEN REPORT NOT HANDED IN _____

THE STUDENT DEMONSTRATES & APPLIES KNOWLEDGE ABOUT A PERSON BY:

- * IDENTIFICATION OF THE INDIVIDUAL USING THE CRITERIA
- * GIVING A BRIEF BIOGRAPHY OF THE PERSON
- * GIVING THE DESCRIPTION OR SET OF DEISCIPLINES INFLUENCED BY THIS INDIVIDUAL
- * SHOWING THE IMPACT OF THIS INDIVIDUAL'S CONTRIBUTION TO THE 20TH CENTURY (EXPERT) AND 21ST CENTURY

1 NOVICE <i>Attempts to meet criteria; but falls short in many cases.</i>	2	3 COMPETENT <i>Meets all criteria satisfactorily</i>	4 EXPERT <i>exceeds criteria; work is convincing</i>
Comments:	SCORE		

THE STUDENT PLANS & ORGANIZES A COMPLETE RESEARCH PROJECT BY:

- * USING MULTIPLE, USEFUL SOURCE
- * USING AT LEAST ONE ELECTRONIC SOURCE
- * INCLUDING 2 COPIES OF A "DEAR READER LETTER," SELF-ASSESS HIS/HER OWN WORK
- * INCLUDING NIZED "PROJECT JOURNAL," THAT CAN BE UNDERSTOOD BY THE READER
- * DEMONSTRATING, VIA THE PROJECT JOURNAL, THAT FEEDBACK FROM MENTORS WAS USED FOR REVISION
- * COMPLETING ALL PLANNING SHEETS, AND ONE PERSON OF THE CENTRUY GRAPHIC ORGANIZER

1 NOVICE <i>Attempts to meet criteria; but falls short in many cases.</i>	2	3 COMPETENT <i>Meets all criteria satisfactorily</i>	4 EXPERT <i>exceeds criteria; work is insightful</i>
Comments:	SCORE		

THE STUDENT DEMONSTRATES EFFECTIVE ORAL PRESENTATION SKILLS BY:

- * SEE ESPA ORAL SPEAKING RUBRIC

1 NOVICE <i>Attempts to meet criteria; but falls short in many cases.</i>	2	3 COMPETENT <i>Meets all criteria satisfactorily</i>	4 EXPERT <i>exceeds criteria; oral is eloquent</i>
Comments:	SCORE		

THE STUDENT MAKES AN IMPACT ON THE AUDIENCE BY:

- * HOLDING THE AUDIENCE'S INTEREST
- * PRESENTING CONVINCING REASONS WHY HIS/HER PERSON IS THE PERSON OF THE CENTURY
- * DEMONSTRATING AN ATTEMPT TO BE ORIGINAL OR CREATIVE
- * MAINTAINING A DYNAMIC PRESENCE BY USING STRATEGIES THAT ENGAGE THE AUDIENCE.

1 NOVICE <i>Attempts to meet criteria; but falls short in many cases.</i>	2	3 COMPETENT <i>Meets all criteria satisfactorily</i>	4 EXPERT <i>exceeds criteria; work is moving</i>
Comments:	SCORE		

SCHOOL WITHOUT WALLS SENIOR PROJECT RUBRIC

Research Project

	Passes		Passes with Revision		Fails
	Meets Standards EXTENSIVELY	Meets Standards FREQUENTLY	Meets Standards SOMETIMES	Approaches Standards	Fails to Meet Standards
The Research	<ul style="list-style-type: none"> •Expresses and incorporates personal interests extensively •Asks and uses essential questions extensively •Consistently identifies problems •Uses a wide variety of sources and varying techniques •Distinguishes fact from opinion •Clearly considers biases and points of view •considers the authority of primary and secondary sources •Identifies, interprets and explains patterns extensively •Interprets connections •Considers implications globally •Applies knowledge and skills to all new situations as a habit •Extensively demonstrates knowledge and understanding 	<ul style="list-style-type: none"> •Expresses and incorporates personal interests frequently •Asks and uses several essential questions •Identifies problems frequently •Uses a variety of sources and techniques •Distinguishes fact from opinion •Considers biases and points of view •Considers the authority of sources •Identifies and interprets patterns •Interprets connection •Considers implications •Applies knowledge and skills to new situations •Demonstrates knowledge and understanding frequently 	<ul style="list-style-type: none"> •Considers personal interests •Asks and uses an essential question •Identifies problems •Uses several sources •Identifies biases and points of view •Accepts the authority of sources •Identifies patterns •Identifies connections •Applies knowledge and skills to new situations with prompting •Demonstrates basic knowledge of topic 	<ul style="list-style-type: none"> •Fails to consider personal interests •No use of essential questions •Fails to identify questions •Uses few sources •Confuses facts and opinions •Ignores biases and points of view •Fails to identify patterns •Fails to identify connections •Applying knowledge to current situation only •Demonstrates little knowledge of topic 	<ul style="list-style-type: none"> •Fails to complete project research
The Process Used	<ul style="list-style-type: none"> •Makes effective use of planning to keep appts & meet deadlines •Follows through on all appointments •Starts work independently •Shows effort by consistently working to potential •Is responsible with independence and seeks challenges •Overcomes personal frustration before, during and after work •Shows thoughtfulness and concern for quality 	<ul style="list-style-type: none"> •Makes effective use of planning to keep appts & meet deadlines •Follows through on appointments •Starts work independently •Shows effort by regularly working to potential •Is responsible with independence and accepts challenges •Handles personal frustration before, during and after work •Shows thoughtfulness and concern for quality 	<ul style="list-style-type: none"> •Keeps appointments and meets deadlines •Follows through on appointments •Starts work with prompting •Usually works to potential •Rarely frustrated with challenges •Sometimes allows frustration to affect work •Shows some carelessness and little concern for quality 	<ul style="list-style-type: none"> •Fails to keep appointments and misses deadlines •Fails to follow through on appointments •Starts work with direction and supervision •Shows little effort/rarely works to potential •Avoids challenges •Is easily frustrated/gives up •Shows no concern for quality 	<ul style="list-style-type: none"> •Fails to engage in project process
Writing Portion	<ul style="list-style-type: none"> •Consistently uses appropriate writing processes •Uses sophisticated writing conventions, forms and styles •Takes extensive notes, maintains records/notebook •Arguments are well reasoned and logically connected •Opinions are supported by facts 	<ul style="list-style-type: none"> •Uses an appropriate writing process •Uses appropriate conventions, forms and styles •Takes notes, maintains records/notebook •Arguments are well reasoned •Opinions are supported by facts 	<ul style="list-style-type: none"> •Inconsistent use of writing process •Inconsistent use of conventions •Takes some notes, disorganized records/notebook •Arguments are inconsistent, show lack of thought •Opinions are rarely supported by facts 	<ul style="list-style-type: none"> •Shows no evidence of the use of writing process •Uses inappropriate conventions and styles •Takes few notes, fails to maintain records/notebook •Arguments are illogical •Opinions are not supported by facts 	<ul style="list-style-type: none"> •Fails to hand in written portion of project
Committee Presentation	<ul style="list-style-type: none"> •Effective and compelling use of speaking and listening skills •Engages fully in discussion •Visual aids chosen appropriately and presented effectively 	<ul style="list-style-type: none"> •Effective use of speaking skills •Engages in discussion •Visual aids used effectively 	<ul style="list-style-type: none"> •Ineffective use of speaking skills •Disengaged from discussion •Little use of visual aids 	<ul style="list-style-type: none"> •Speaks only when prompted •Fails to engage in discussion •No use of visual aids 	<ul style="list-style-type: none"> •Fails to present project

Appendix T: School Without Walls Senior Research Project Rubric

Appendix U: Reader Feedback Sheet

Thank you for reading this document. As the authors have proposed feedback and evaluation for others, we think it vital to look for it ourselves. Please respond to as many questions below as possible. We welcome your reactions. Moreover, this document will be placed on the Center for School Change web site, www.umn.edu/centers/school-change/. Based on reader suggestions, we may make revisions or additions to the web document.

Thanks for your help!

Which of the following best identifies you? Please circle one or more.

Parent K-12 Educator College or University Educator
Student Community Member

1. What did you find to be the most useful parts of this report?
2. What parts of this report need more clarification? How could this report be more useful to you?
3. Where did you learn about this report?
4. How will you use this report?
5. Other comments you'd like to make

Please send to Joe Nathan, Center for School Change, 234 Humphrey Center, University of Minnesota, 301 19 Ave. South, Minneapolis, MN 55455.