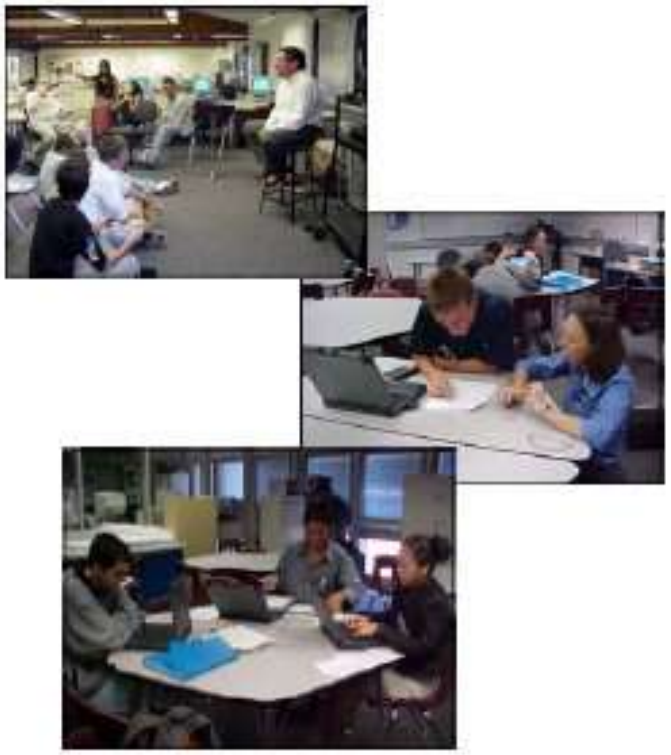
New Technology
FOUNDATION

21st CENTURY LEARNING:
THE PROJECT APPROACH

NEW TECHNOLOGY FOUNDATION

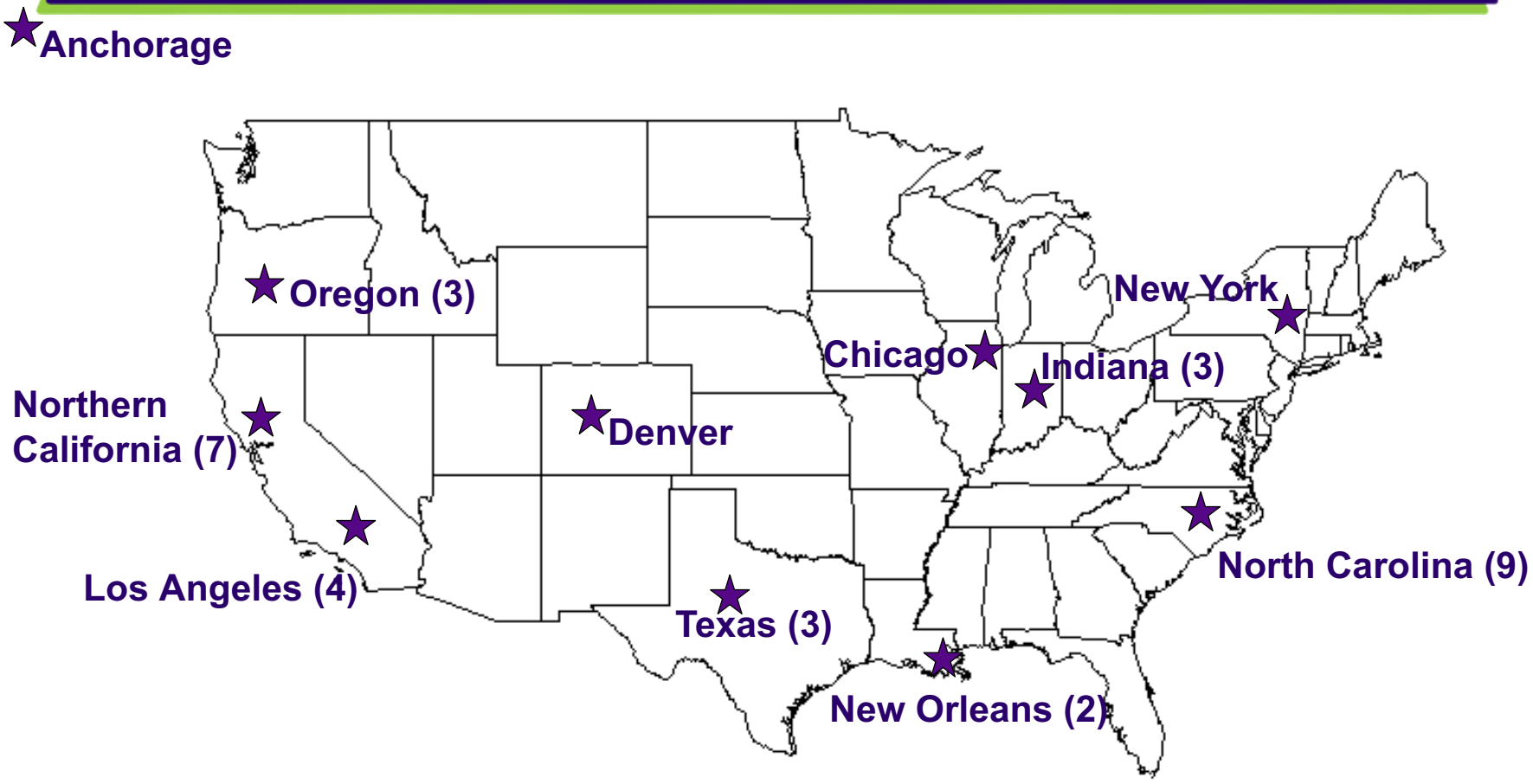
NEW TECHNOLOGY HIGH SCHOOLS

Supporting New 21st Century High Schools Based on the New Technology High School Model



A School Development Organization

The New Tech High Network



Starting in 2001, the New Technology Foundation has now helped 35 schools adopt the New Tech High School model.

21ST CENTURY SKILLS DEFINED

LEARNING & INNOVATION
Creativity & Innovation
Critical Thinking & Problem-solving
Communication & Collaboration

LIFE & CAREER
Flexibility & Adaptability
Initiative & Self-direction
Social & Cross-cultural Skills
Productivity & Accountability
Leadership & Responsibility

INFORMATION & TECHNOLOGY
Information Literacy
Media Literacy
ICT Literacy

PARTNERSHIP FOR 21ST CENTURY SKILLS

Questions Emerge….

How do we create a rigorous, relevant, student–centered learning environment that better prepares all students for the 21st Century?

Questions Emerge….

How do we measure these skills?

How do we capture the students growth in these skills over time?

How do we engage students in the learning process to build these skills?

SESSION OBJECTIVES

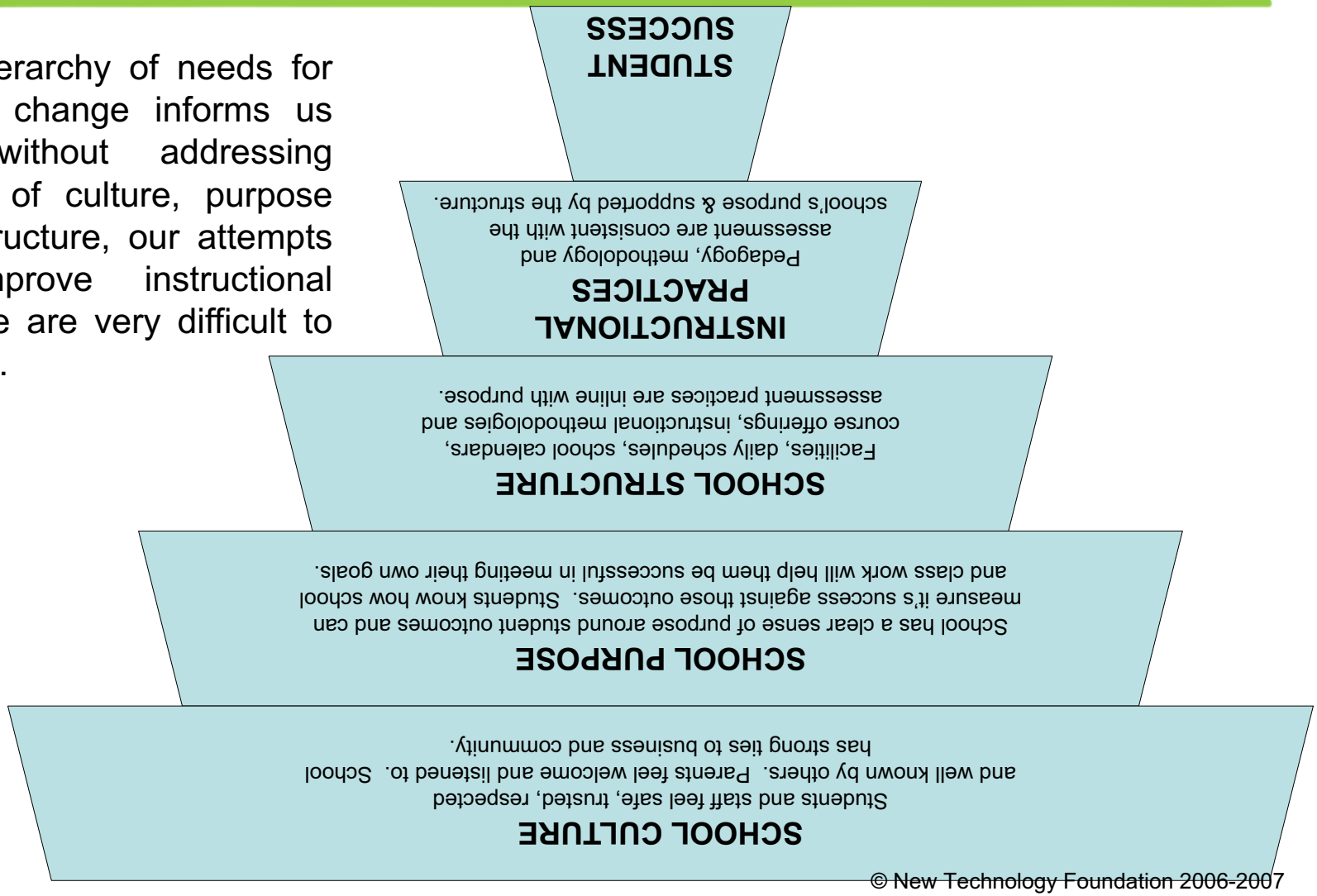
Address these questions through Project Based Learning (PBL) as an instructional strategy to address state content standards and 21st Century Skills

Share school wide strategies for assessing and reporting 21st Century skill development to students and parents.

Share other school wide initiatives which support PBL and 21st Century Learning.

HIERARCHY OF NEEDS FOR A 21ST CENTURY SCHOOL

The hierarchy of needs for school change informs us that without addressing issues of culture, purpose and structure, our attempts to improve instructional practice are very difficult to sustain.



School Purpose

21st Century Skills as Learning Outcomes or Expected School Wide Learning Results (ESLRS)

CRITICAL THINKING

COLLABORATION

ORAL COMMUNICATION

WRITTEN COMMUNICATION

TECHNOLOGY LITERACY

CITIZENSHIP AND ETHICS

CAREER PREPARATION

CORE SUBJECT MASTERY

SCHOOL PURPOSE

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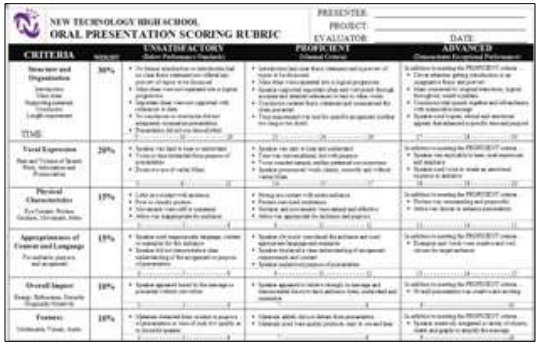
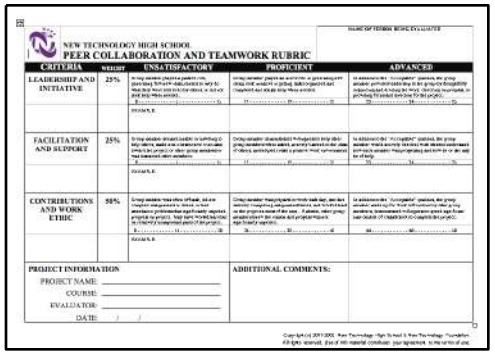

NEW TECHNOLOGY HIGH SCHOOL
ORAL PRESENTATION SCORING RUBRIC


NEW TECHNOLOGY HIGH SCHOOL
PEER COLLABORATION AND TEAMWORK RUBRIC

CRITICAL THINKING

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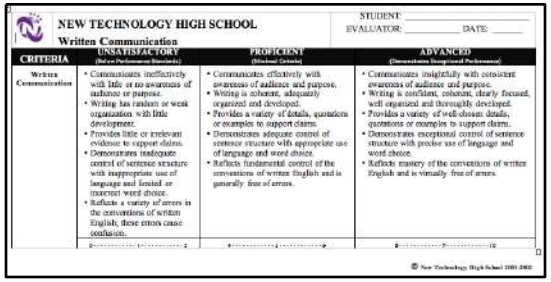

NEW TECHNOLOGY HIGH SCHOOL
Written Communication

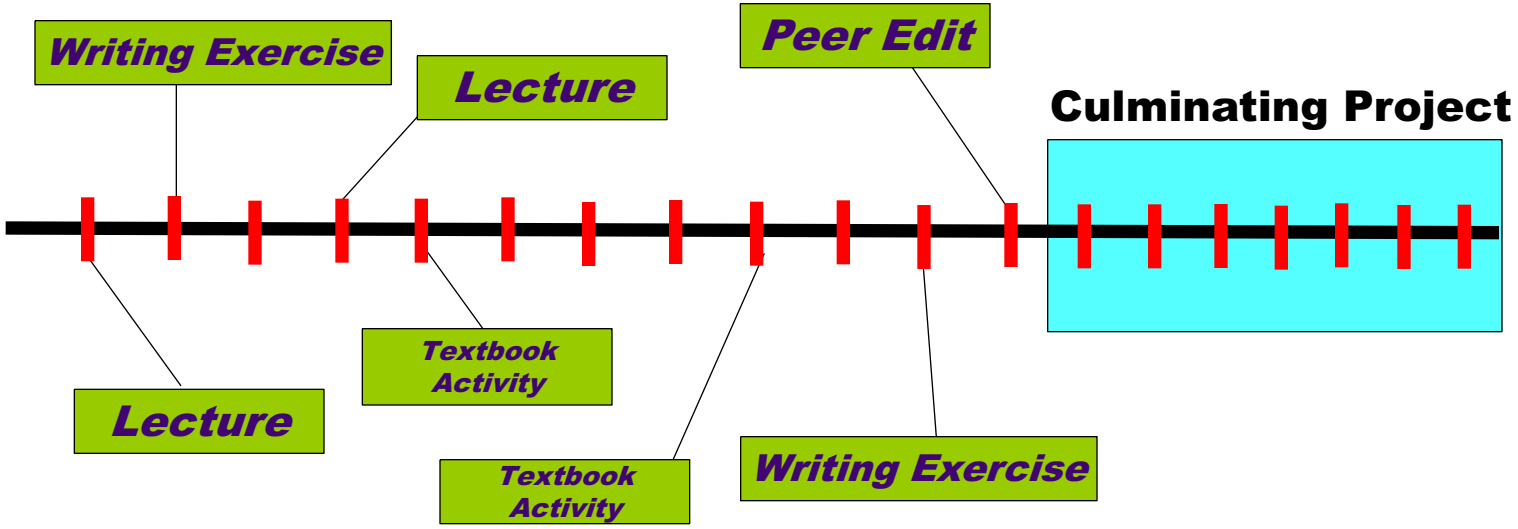

NEW TECHNOLOGY HIGH SCHOOL
CRITICAL THINKING EVALUATION RUBRIC

INSTRUCTIONAL PRACTICES

- PBL vs. Doing Projects
- The Project is the Curriculum
- Creating a "Need to Know"
- Teacher Acts as a Coach
- Focus on Skills as well as Content Standards

PBL vs. DOING PROJECTS

Projects: Large activities completed after the students have been pushed through homework assignments, lectures, and readings. Usually a culminating event for a unit or semester.



PBL vs. DOING PROJECTS

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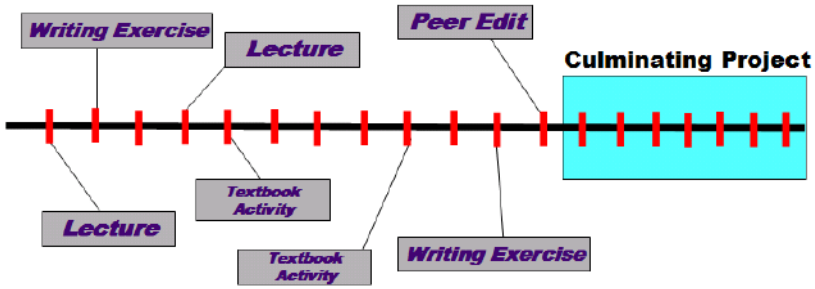
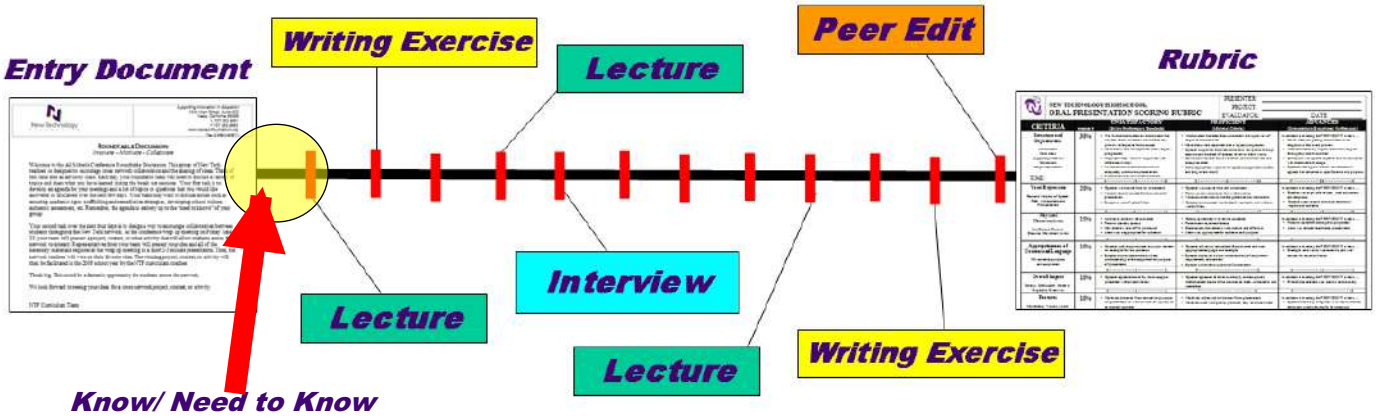
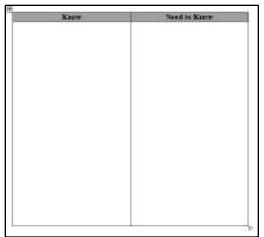


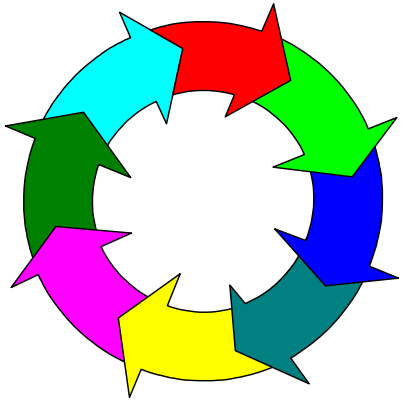
PBL: Students are pulled through the curriculum by a driving question or realistic problem that provides a "need to know" the material. Lectures and readings are integrated into the problem as the students need the information.





WHAT DOES PBL LOOK LIKE?

PROJECT INFORMATION

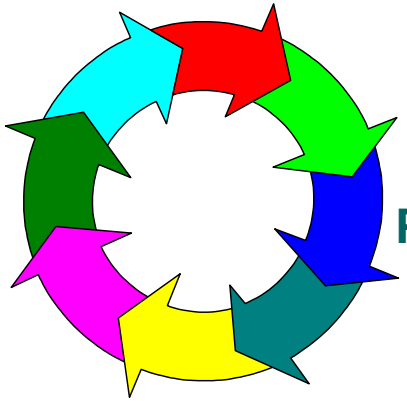


Each unit begins when students are presented with a complex, standards-based problem

Students create a list of thing they “need to know” which drives classroom activities

WHAT DOES PBL LOOK LIKE?

PROJECT INFORMATION



GROUP PLANNING

Groups establish rolls and norms then begin to assign tasks

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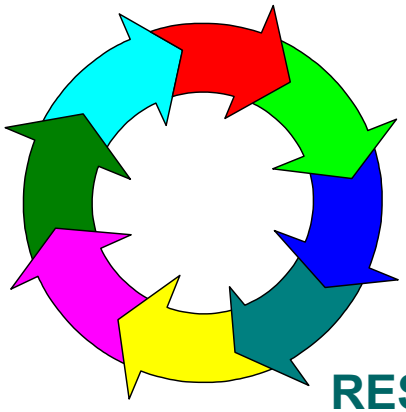
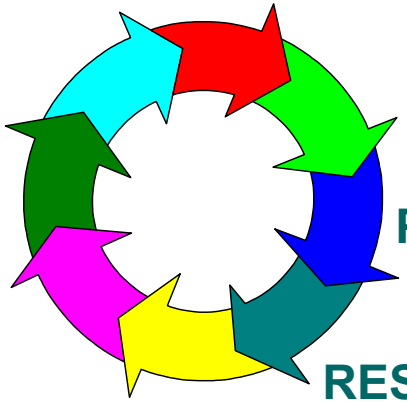


Students use computers, text books, interviews, and experiments to gather information related to their "need to knows"

WHAT DOES PBL LOOK LIKE?

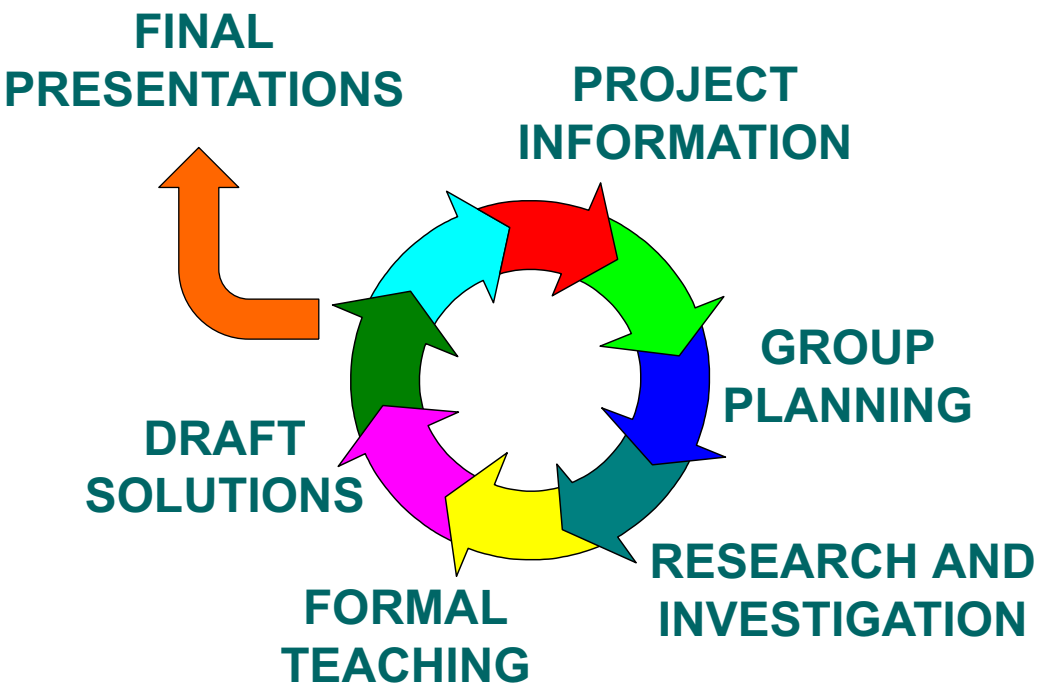


Teachers continue to help student understand the subject with lectures, assignments, readings and other activities that are tied to the project

WHAT DOES PBL LOOK LIKE?

Students create and refine solutions to the problem as they continue to cycle through the stages until time runs out

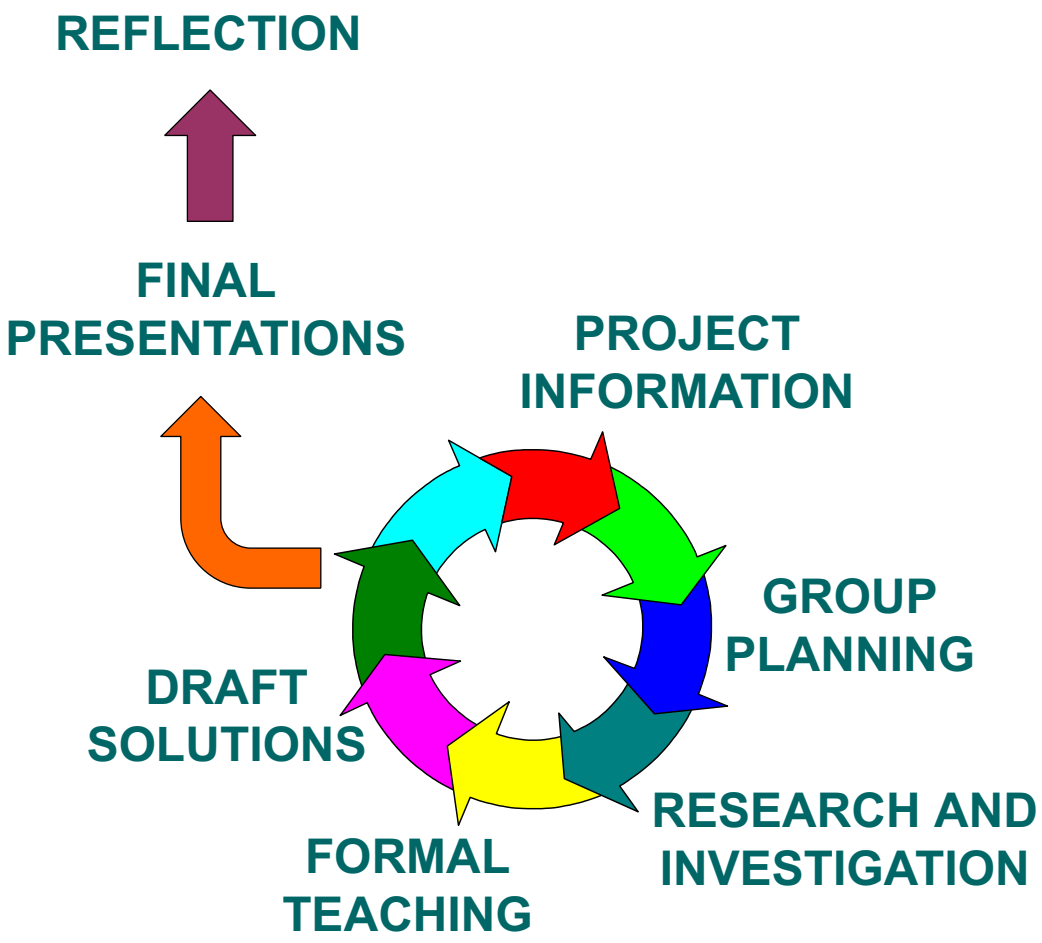
WHAT DOES PBL LOOK LIKE?



Students present their ideas through debates, skits, panels, presentations, etc.

Their work is evaluated by peers, teachers, parents, and community members.

WHAT DOES PBL LOOK LIKE?



A critical last step is to give students time to reflect on their learning, on their performance, and provide the teacher with feedback on the project.

INSTRUCTIONAL PRACTICES

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- The Project is the Curriculum
- Creating a "Need to Know"
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QUALITITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

Project Idea Rubric

NEW TECHNOLOGY FOUNDATION
PROJECT IDEA RUBRIC

PROJECT: _____
AUTHOR: _____

	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Authenticity	• Project has little or no connection with the outside world or other curricular areas • The problem or question has little or no meaning to the students • Problem has a single correct answer	• Project simulates "real world" activities. Adults are likely to tackle the problem or questions addressed by the project • The problem or question has meaning to the students and provides a clear "need to know" • Project has several possible correct solution	In addition to "Acceptable" attributes: • Entities or persons outside of the school will use the product of student work • Students will present and defend solution to a real and appropriate audience for the student work
Academic Rigor	• The project is not based on content standards • Project demands little specific knowledge of central concepts	• The project is derived from specific learning goals in content area standards • Project demands specific knowledge of central concepts • Student develop and demonstrate life skills (e.g. collaboration; presentation; writing)	In addition to "Acceptable" attributes: • There is a well defined, clear driving question that is derived from specific national, state or district content standards • Project demands breadth and depth of specific knowledge of central concepts. • Students develop habits of mind (e.g., concern for evidence, viewpoint, and cause and effect; precision of language and thought; persistence)
Applied Learning	• New skills and knowledge are not applied toward solution development • Students work primarily alone and with little self-management • Learning occurs out of context of project	• New skills and knowledge are applied toward solution development • Students are required to work in groups where curricular topics and skills are discussed and debated in context of the project • Students use self-management skills informally	In addition to "Acceptable" attributes: • Students apply new knowledge to a realistic and complex problem • Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, collect, organize and analyze information) • Students formally use self-management skills (e.g., develop a work plan, prioritize pieces of work, meet deadlines, identify and allocate resources)
Active Exploration	• Little independent research is required • Students gather majority of information from textbooks or encyclopedia-like materials provided by the teacher.	• Students are required to conduct own, independent research • Students gather information from authentic, but limited number of sources provided by the teacher. • Students use raw data provided by the teacher.	In addition to "Acceptable" attributes: • Student are required to do field-based or experimental research (e.g., interview experts, survey groups of people, work site exploration) • Students gather information from a variety of sources and using a variety of methods (interviewing and observing, gathering and reviewing information, collecting data, model-building, using on-line services)
Adult Connections	• Students have no contacts with adults other than the teacher(s)	• Students have limited contacts with outside adults (e.g., guest speakers, parents). • Teacher uses role playing or other staff members to simulate "expert" contact.	In addition to "Acceptable" attributes: • Students have multiple contacts with outside adults who have expertise and experience that can ask questions, provide feedback, and offer advise. • Students have the opportunity to observe and work alongside adults in a worksite relevant to the project. • Outside adults provide students with a sense of the real-world standards for this type of work.
Assessment Practices	• Students are not provided with clear explanation of the assessment process or and expectations. • Assessment of project is summarized into a single final grade.	• Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project. • Students use structured journals or logs to track progress • Assessment of project includes an evaluation of content skills / knowledge as well as life skills and/or habits of mind • Final product is a culminating exhibition or presentation that demonstrates their ability to apply the knowledge they have gained	In addition to "Acceptable" attributes: • Students help in establishing assessment criteria • Students have many opportunities for feedback on their progress from teachers, mentors, and peers.
Use of Tech.	• Students are not required to use technology or technology use is superficial.	• Students are required to use technology to conduct research, report information, or to calculate formula results.	In addition to "Acceptable" attributes, students might: • Create interactive media, conduct experiments, manipulate data, or communicate with adult experts.

Close

Adapted from Adria Steinberg's 8 As, *Real Learning, Real Work.*

Authenticity

Academic Rigor

Applied Learning

Active Exploration

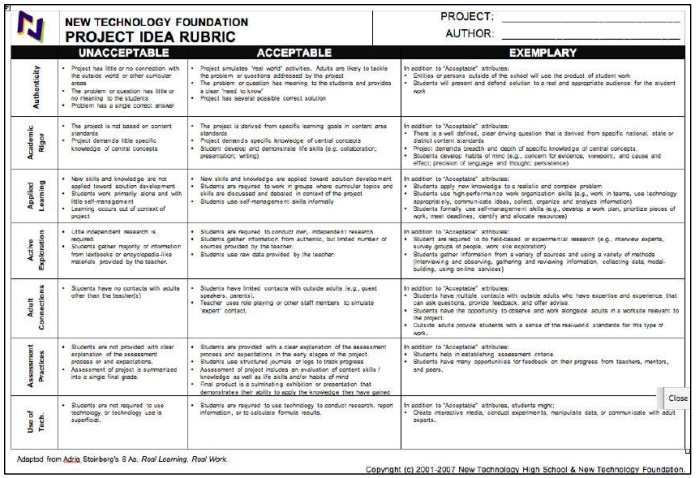
Adult Connections

Assessment Practices

Use of Technology

QUALITITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

Project Idea Rubric



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Authenticity

- Real World Activities
- Several Possible Solutions

Academic Rigor

Applied Learning

Active Exploration

Adult Connections

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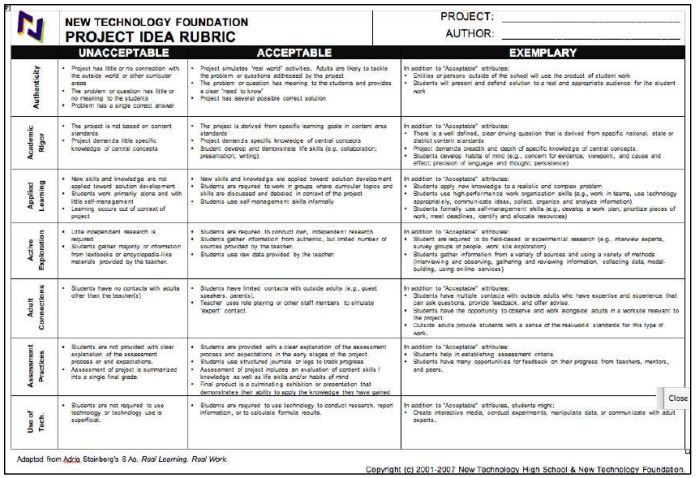
Use of Technology

QUALITITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

Project Idea Rubric



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Authenticity

Academic Rigor

- Driving Questions derived from content standards
- Incorporates 21st Century Skills

Applied Learning

Active Exploration

Adult Connections

Assessment Practices

Use of Technology

QUALITITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

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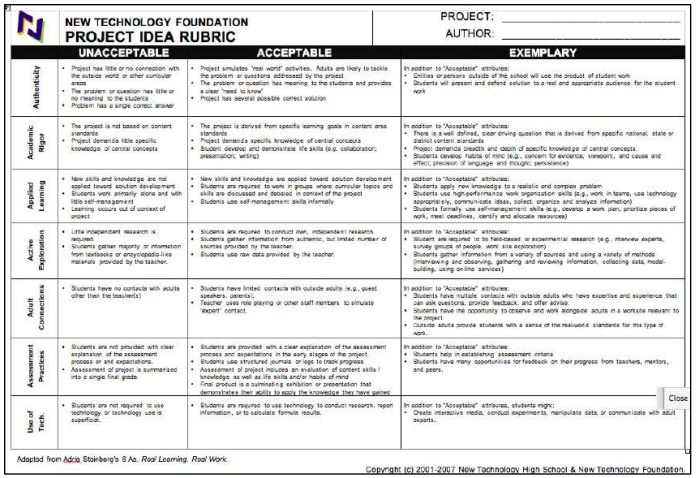

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Authenticity

Academic Rigor

Applied Learning

- **Apply new knowledge to complex scenario**
- **Requires the use of organization and self management skills**

Active Exploration

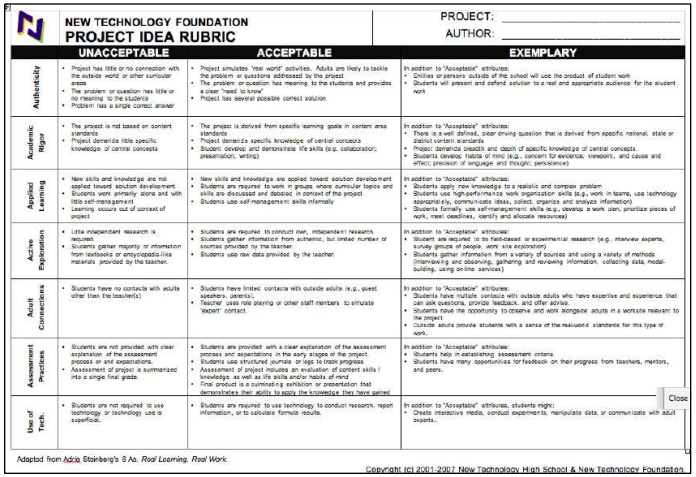
Adult Connections

Assessment Practices

Use of Technology

QUALITITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

Project Idea Rubric



NEW TECHNOLOGY FOUNDATION
PROJECT IDEA RUBRIC

PROJECT: _____
AUTHOR: _____

	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Authenticity	• Project has little or no connection with the outside world or other curricular areas • The problem or question has little or no meaning to the students • Problem has a single correct answer	• Project simulates "real world" activities. Adults are likely to tackle the problem or questions addressed by the project • The problem or question has meaning to the students and provides a clear "need to know" • Project has several possible correct solution	In addition to "Acceptable" attributes: • Drilling or persons outside of the school will use the product of student work • Students will present and defend solution to a real and appropriate audience for the student work
Academic Rigor	• The project is not based on content standards • Project demands little specific knowledge of central concepts	• The project is derived from specific learning goals in content area standards • Project demands specific knowledge of central concepts • Student develop and demonstrate life skills (e.g. collaboration; presentation; writing)	In addition to "Acceptable" attributes: • There is a well defined, clear driving question that is derived from specific national, state or district content standards • Project demands breadth and depth of specific knowledge of central concepts • Students develop habits of mind (e.g., concern for evidence, viewpoint, and cause and effect; precision of language and thought; persistence)
Applied Learning	• New skills and knowledge are not applied toward solution development • Students work primarily alone and with little self-management • Learning occurs out of context of project	• New skills and knowledge are applied toward solution development • Students are required to work in groups where cumulative topics and skills are discussed and debated in context of the project • Students use self-management skills informally	In addition to "Acceptable" attributes: • Students apply new knowledge to a realistic and complex problem • Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, collect, organize and analyze information) • Students formally use self-management skills (e.g., develop a work plan, prioritize pieces of work, meet deadlines, identify and allocate resources)
Active Exploration	• Little independent research is required • Students gather majority or information from textbooks or encyclopedia-like materials provided by the teacher.	• Students are required to conduct own, independent research. • Students gather information from authentic, but limited number of sources provided by the teacher. • Students use raw data provided by the teacher.	In addition to "Acceptable" attributes: • Student are required to do field-based or experimental research (e.g., interview experts, survey groups of people, work site exploration) • Students gather information from a variety of sources and using a variety of methods (interviewing and observing, gathering and reviewing information, collecting data, model-building, using on-line services)
Adult Connections	• Students have no contacts with adults other than the teacher(s)	• Students have limited contacts with outside adults (e.g., guest speakers, parents). • Teacher uses role playing or other staff members to simulate expert contact.	In addition to "Acceptable" attributes: • Students have multiple contacts with outside adults who have expertise and experience that can ask questions, provide feedback, and offer advice. • Students have the opportunity to observe and work alongside adults in a worksite relevant to the project. • Outside adults provide students with a sense of the real-world standards for this type of work.
Assessment Practices	• Students are not provided with clear explanation of the assessment process or and expectations. • Assessment of project is summarized into a single final grade.	• Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project • Students use structured journals or logs to track progress • Assessment of project includes an evaluation of content skills / knowledge as well as life skills and/or habits of mind • Final product is a culminating exhibition or presentation that demonstrates their ability to apply the knowledge they have gained	In addition to "Acceptable" attributes: • Students help in establishing assessment criteria. • Students have many opportunities for feedback on their progress from teachers, mentors, and peers.
Use of Tech.	• Students are not required to use technology or technology use is superficial.	• Students are required to use technology to conduct research, report information, or to calculate formula results.	In addition to "Acceptable" attributes, students might: • Create interactive media, conduct experiments, manipulate data, or communicate with adult experts.

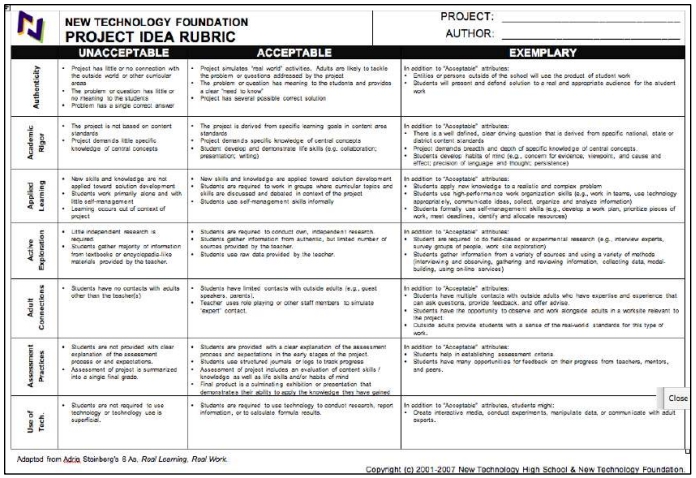
Close

Adapted from Adria Steinberg's 8 As, *Real Learning, Real Work.*

- **Authenticity**
- **Academic Rigor**
- **Applied Learning**
- **Active Exploration**
  - Requires active research from a variety of sources
- **Adult Connections**
- **Assessment Practices**
- **Use of Technology**

QUALITITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

Project Idea Rubric



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Authenticity

Academic Rigor

Applied Learning

Active Exploration

Adult Connections

- Students make connections with adults working in the field

- Students present to a panel of experts and receive feedback

Assessment Practices

Use of Technology

QUALITITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

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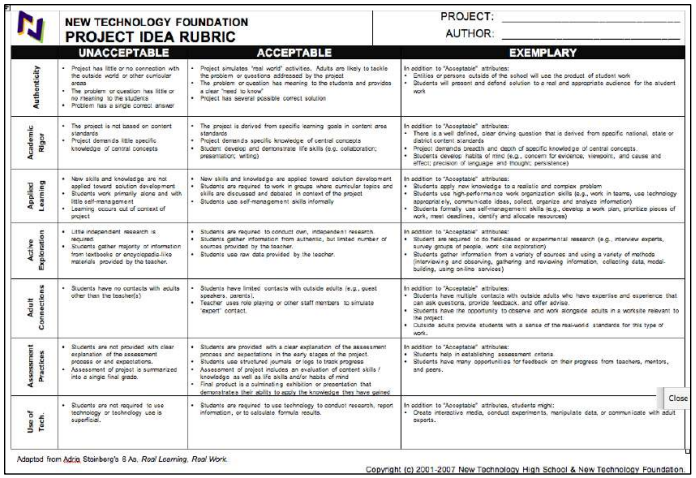

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Authenticity

Academic Rigor

Applied Learning

Active Exploration

Adult Connections

Assessment Practices

- **Balanced Assessment on a Variety of Skills**

Use of Technology

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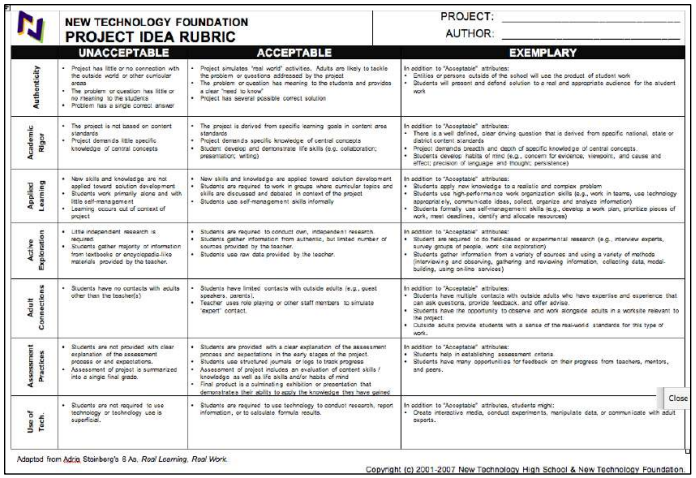

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Authenticity

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Adult Connections

Assessment Practices

Use of Technology

- **Students use a variety of digital tools and resources**

Project Showcase

Begin with the end in mind..

State Content Standards:

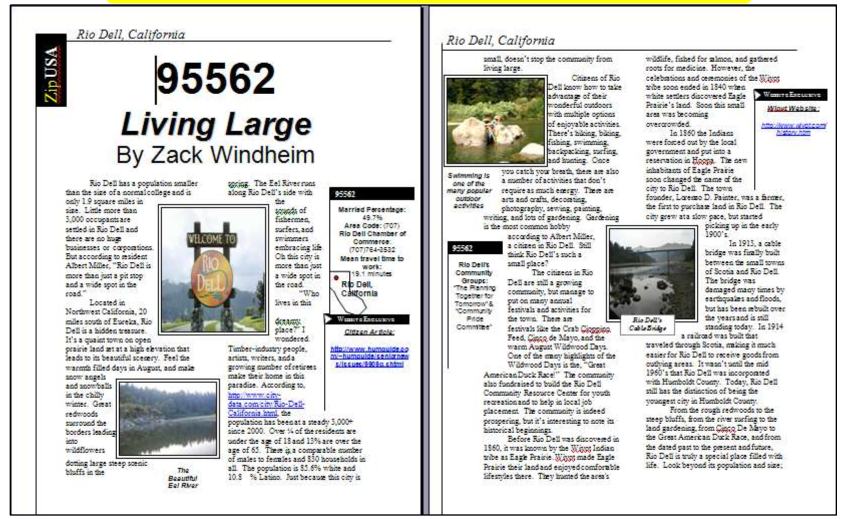
Geography:

Standard 4: The physical and human characteristics of places.
Standard 6: How culture and experience influence people's perception of places and region

English:

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
2.3 Write expository compositions

ZIP CODE USA


Rio Dell, California

Zip USA

95562

Living Large

By Zack Windheim

Entry Document

NATIONALGEOGRAPHIC

National Geographic Society
1145 17th Street N.W.,...
Washington, D.C. 20036-4688

November 3, 2004

1400 Dickson St.
Sacramento, CA 95822

Dear Staff Writer:

Congratulations! After reviewing thousands of applications, our hiring committee has selected you to be our newest staff writer. Since you had strong letters of recommendation from prior employers, we expect only the highest level of professionalism and journalistic integrity.

For your first assignment, we would like you to write an article for our monthly section, Zip Code USA. These articles chronicle the lives and experiences of people living throughout the country. Since you are based in California, we would like your article to focus on an interesting city in your state. This article should be no longer than 700-1000 words and include relevant photos, graphs, and images. If you have any questions about the content or design of the article, do not hesitate to ask an editor, or consult one of the previous editions of National Geographic. This article will go to press in our December issue, so it must be submitted no later than November 22, 2004.

Also, since this is your first major article in our magazine we would like you to submit an article proposal to the editorial staff no later than November 10. Our goal is to make sure you are on the write track and that the city you selected has the necessary qualities to make an interesting article. In this brief 1-2 page letter, please address the following points;

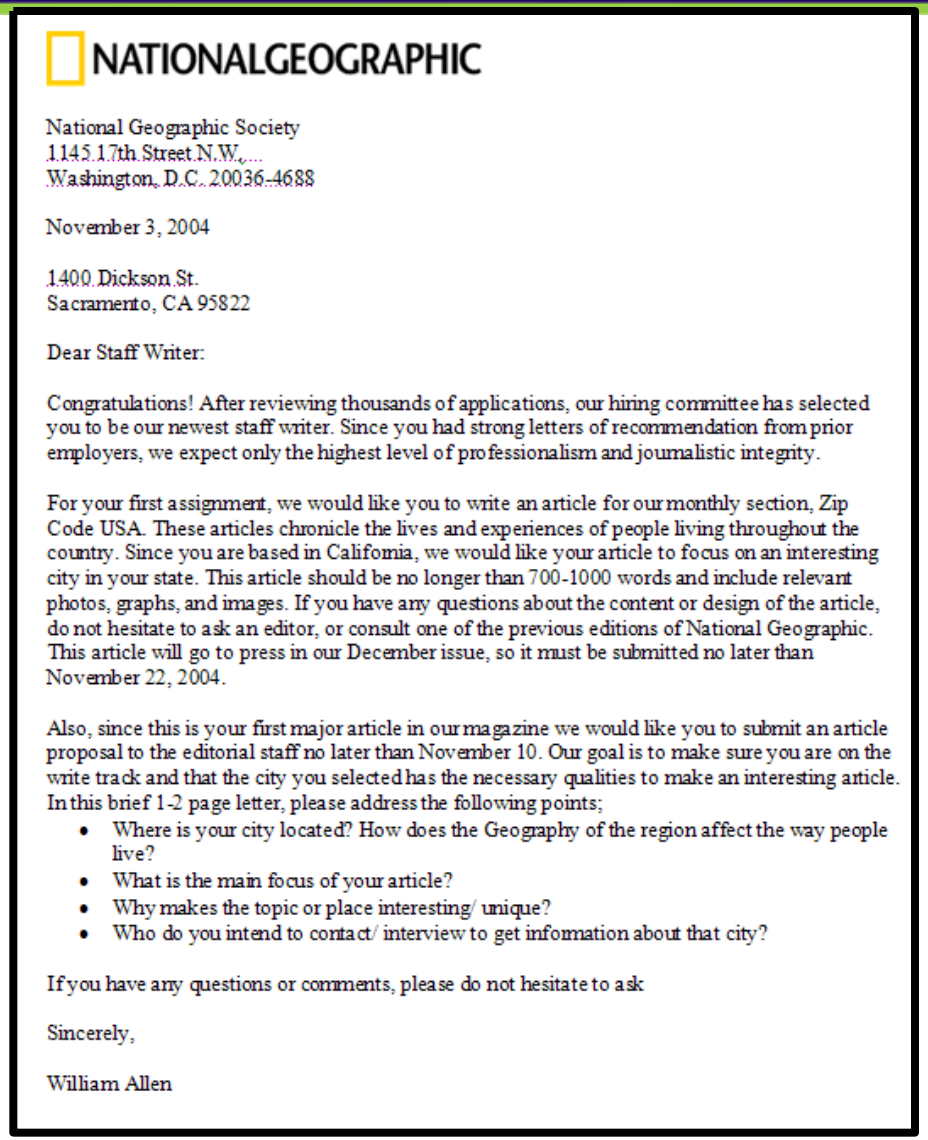
- Where is your city located? How does the Geography of the region affect the way people live?
- What is the main focus of your article?
- Why makes the topic or place interesting/ unique?
- Who do you intend to contact/ interview to get information about that city?

If you have any questions or comments, please do not hesitate to ask

Sincerely,

William Allen

Why use an Entry Document ?



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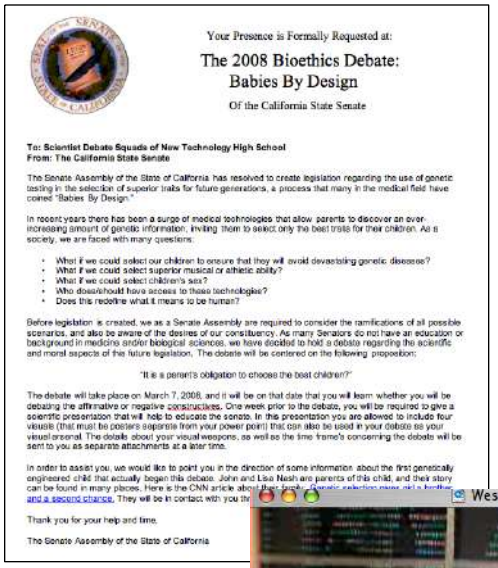
- **Scenario Builder**
- **Outlines the problem or issue**
- **Defines the students' roles and tasks**
- **Sets forth the expectations for successful work in the project**

Beyond Letters…

- Videos
- Web pages
- Guest Speakers
- Newspaper Articles
- Job Announcements
- Casting Calls



Your Presence is Formally Requested at:

The 2008 Bioethics Debate:
Babies By Design

Of the California State Senate

To: Scientist Debate Squads of New Technology High School
From: The California State Senate

The Senate Assembly of the State of California has resolved to create legislation regarding the use of genetic testing in the selection of superior traits for future generations, a process that many in the medical field have coined "Babies By Design."

In recent years there has been a surge of medical technologies that allow parents to discover an ever-increasing amount of genetic information, inviting them to select only the best traits for their children. As a society, we are faced with many questions:

- What if we could select our children to ensure that they will avoid devastating genetic diseases?
- What if we could select superior musical or athletic ability?
- What if we could select children's sex?
- Who does/should have access to these technologies?
- Does this redefine what it means to be human?

Before legislation is created, we as a Senate Assembly are required to consider the ramifications of all possible scenarios, and also be aware of the desires of our constituency. As many Senators do not have an education or background in medicine and/or biological sciences, we have decided to hold a debate regarding the scientific and moral aspects of the future legislation. The debate will be centered on the following proposition:

"It is a parent's obligation to choose the best children?"

The debate will take place on March 7, 2008, and it will be on that date that you will learn whether you will be debating the affirmative or negative constructives. One week prior to the debate, you will be required to give a scientific presentation that will help to educate the senate. In this presentation you are allowed to include four visuals (that must be posters separate from your power point) that can also be used in your debate as your visual arsenal. The details about your visual weapons, as well as the time frame's concerning the debate will be sent to you as separate attachments at a later time.

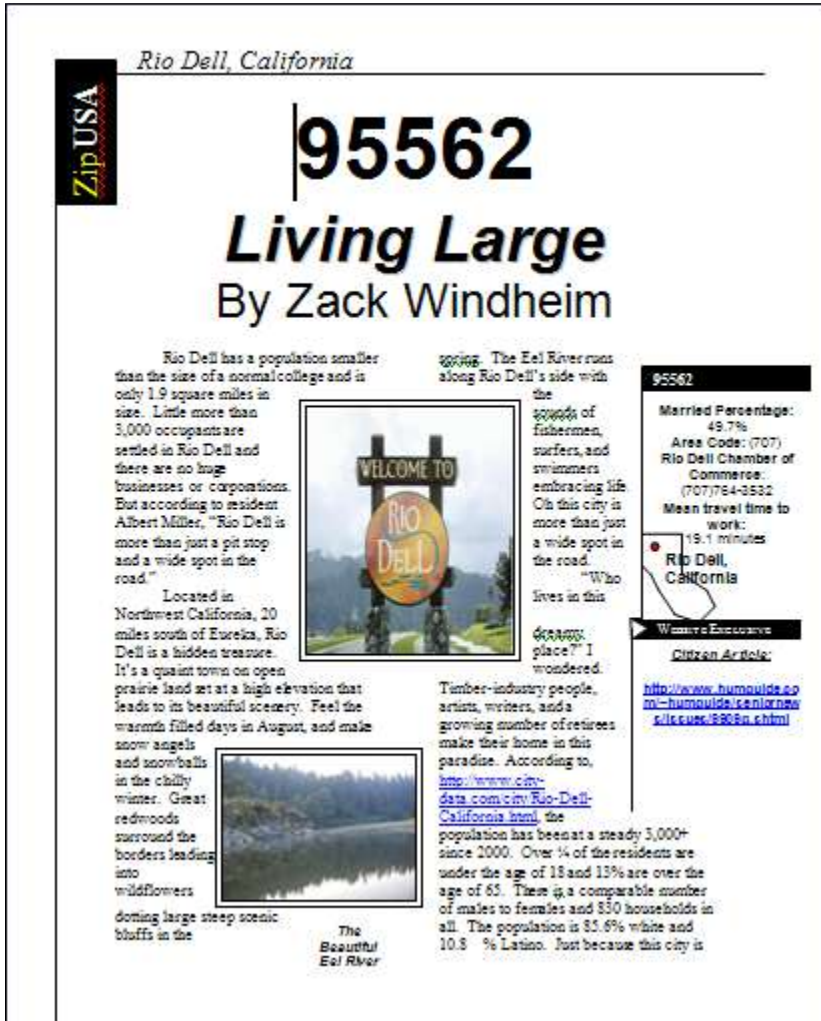
In order to assist you, we would like to point you in the direction of some information about the first genetically engineered child that actually began this debate. John and Lisa Nash are parents of this child, and their story can be found in many places. Here is the CNN article about their family: Genetic selection gives girl a healthy and a second chance. They will be in contact with you th

Thank you for your help and time.

The Senate Assembly of the State of California

Project Showcase

Zip Code USA



Rio Dell, California

ZipUSA

95562

Living Large

By Zack Windheim

Rio Dell has a population smaller than the size of a normal college and is only 1.9 square miles in size. Little more than 3,000 occupants are settled in Rio Dell and there are no huge businesses or corporations. But according to resident Albert Miller, "Rio Dell is more than just a pit stop and a wide spot in the road."

Located in Northwest California, 20 miles south of Eureka, Rio Dell is a hidden treasure. It's a quaint town on open prairie land yet at a high elevation that leads to its beautiful scenery. Feel the warmth filled days in August, and make snow angels and snowballs in the chilly winter. Great redwoods surround the borders leading into wildflowers dotting large steep scenic bluffs in the spring. The Eel River runs along Rio Dell's side with the crowds of fishermen, surfers, and swimmers embracing life. Oh this city is more than just a wide spot in the road.

"Who lives in this dreary place?" I wondered. Timber-industry people, artists, writers, and a growing number of retirees make their home in this paradise. According to, http://www.city-data.com/city/Rio-Dell-California.html, the population has been at a steady 3,000+ since 2000. Over ¼ of the residents are under the age of 18 and 13% are over the age of 65. There is a comparable number of males to females and 830 households in all. The population is 85.6% white and 10.8 % Latino. Just because this city is small, doesn't stop the community from living large.

The Beautiful Eel River

95562

Married Percentage: 49.7%
Area Code: (707)
Rio Dell Chamber of Commerce: (707)764-3532
Mean travel time to work: 19.1 minutes

Website Exclusive

Citizen Article:

http://www.humboldt.com/~humboldt/eanlornews/city.cgi?1998in.chtml

Rio Dell, California

Swimming is one of the many popular outdoor activities

Citizens of Rio Dell know how to take advantage of their wonderful outdoors with multiple options of enjoyable activities. There's hiking, biking, fishing, swimming, backpacking, surfing, and hunting. Once you catch your breath, there are also a number of activities that don't require as much energy. There are arts and crafts, decorating, photography, sewing, painting, writing, and lots of gardening. Gardening is the most common hobby according to Albert Miller, a citizen in Rio Dell. Still think Rio Dell's such a small place?

The citizens in Rio Dell are still a growing community, but manage to put on many annual festivals and activities for the town. There are festivals like the Crab Cioppino Feed, Cinco de Mayo, and the warm August Wildwood Days. One of the many highlights of the Wildwood Days is the, "Great American Duck Race!" The community also fundraised to build the Rio Dell Community Resource Center for youth recreation and to help in local job placement. The community is indeed prospering, but it's interesting to note its historical beginnings.

Before Rio Dell was discovered in 1860, it was known by the Wiyot Indian tribe as Eagle Prairie. Wiyot made Eagle Prairie their land and enjoyed comfortable lifestyles there. They hunted the area's wildlife, fished for salmon, and gathered roots for medicine. However, the celebrations and ceremonies of the Wiyot tribe soon ended in 1840 when white settlers discovered Eagle Prairie's land. Soon this small area was becoming overcrowded.

In 1860 the Indians were forced out by the local government and put into a reservation in Hoopa. The new inhabitants of Eagle Prairie soon changed the name of the city to Rio Dell. The town founder, Loreano D. Painter, was a farmer, the first to purchase land in Rio Dell. The city grew at a slow pace, but started picking up in the early 1900's.

In 1913, a cable bridge was finally built between the small towns of Scotia and Rio Dell. The bridge was damaged many times by earthquakes and floods, but has been rebuilt over the years and is still standing today. In 1914 a railroad was built that traveled through Scotia, making it much easier for Rio Dell to receive goods from outlying areas. It wasn't until the mid 1960's that Rio Dell was incorporated with Humboldt County. Today, Rio Dell still has the distinction of being the youngest city in Humboldt County.

From the rough redwoods to the steep bluffs, from the river surfing to the land gardening, from Cinco De Mayo to the Great American Duck Race, and from the dated past to the present and future, Rio Dell is truly a special place filled with life. Look beyond its population and size;

95562

Rio Dell's Community Groups: "The Planning Together for Tomorrow" & "Community Pride Committee"

Rio Dell's Cable Bridge

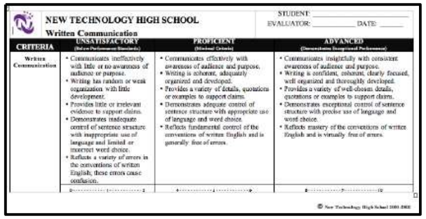
Website Exclusive

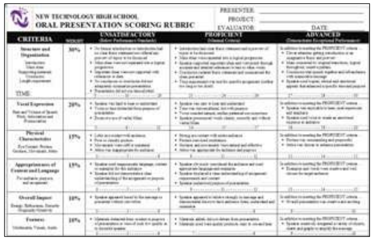
Wiyot Website:

http://www.wiyot.com/history.htm

ASSESSING STUDENT PERFORMANCE

School Wide Learning Outcomes





Content Literacy

Zip Code USA
Geographic Literacy and Writing
Magazine Article Rubric

Name of Person Being Evaluated ______________________

Criteria	Weight	Unsatisfactory	Proficient	Advanced
Geography Content **Geography Standards** 1.1. Using Maps and other tools to acquire, process, and report information from a spatial perspective 1.3. Analyzing the spatial organization of people, places, and environments 2.4. The physical and human characteristics of places	300 pts	Author discusses ZERO, ONE, or TWO of the following: - Geography of City/ Surrounding Region - History of City/ Surrounding Region - Demography of Surrounding Region - Current/ Local Issues in the Region Author DOES NOT have a FACT Sidebar OR the Side Bar LACKS - a Map and a location of the city - facts/ statistics about the city Author DOES NOT have a Information Sidebar OR the Side Bar LACKS: - links or addresses where the reader can find more information about the city and it's people The author provides information is about geography, history, or demography which is INCORRECT Author DOES NOT Interview a Person who is relevant to their topic and utilizes their perspective in analyzing the Geography, Demography, and History of the city 0————110————224	Author discusses THREE of the following: - Geography of City/ Surrounding Region - History of City/ Surrounding Region - Demography of Surrounding Region - Current/ Local Issues in the Region Author has a FACT Sidebar with - a Map and a location of the city - facts/ statistics about the city Author has a INFORMATION Sidebar with: - links or addresses where the reader can find more information about the city and it's people All information is about geography, history, demography is CORRECT and based on facts gathered by the group Author Interviews at least ONE Person who is relevant to their topic and utilizes their perspective in analyzing the Geography, Demography, and History of the city 225————244————269	Author discusses ALL FOUR of the following: - Geography of City/ Surrounding Region - History of City/ Surrounding Region - Demography of Surrounding Region - Current/ Local Issues in the Region BOTH Sidebars go Above and Beyond and provide: - random facts about the city which are relevant to the topic - a structure which is identical to those that appear in National Geographic Author Interviews TWO OR MORE Person who is relevant to their topic and utilizes their perspective in analyzing the Geography, Demography, and History of the city 270————285——·——300
Language Arts Content **English Standards** 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources 2.1.A Relate a sequence of events and communicate the significance of the events to the audience 2.1.B Locate scenes and incidents in specific places 2.1.C Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings 2.1.E Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details 2.3.B Convey information and ideas from primary and secondary sources accurately and coherently	300 pts	Layout of article IS NOT similar to articles in current National Geographic - Lacks Title and Zip Code - Lacks Graphics OR has graphics which are unrelated to the work Does Not have a LEAD LEAD LACKS an ENGAGING STRATEGY that introduces the topic of the article The content of the article is CHOPPY/ UNORGANIZED Author does not include SENSORY DETAILS Interview LACKS Quotations Quotations are not in the correct format (lacks proper punctuation AND/OR signal phrases) Author DOES NOT use an engaging technique to provide a sense a closure **Grammar Mechanics** Article is less than 700-1000 words Author uses sentence fragments Text contains numerous errors (more than 8) which DETRACT from the readers understanding Sentences may have more than one	Layout of article is similar to articles in current National Geographic - Title and Zip Code at the beginning - Includes Graphics/ Photographs which are directly related to the content of the article Article has a LEAD LEAD uses an ENGAGING STRATEGY (such as a anecdote) that introduces the topic of the article The content of the article is organized in a logical fashion Author includes SENSORY DETAILS Quotations from the interview are used into the writing to support the main idea of each paragraph -Quotations are written in the correct format (punctuation + signal phrases) Author uses an engaging technique to provide a sense a closure **Grammar Mechanics** Article is the Appropriate Length 700-1000 words Author writes in COMPLETE sentences and the work is free of sentence fragments Text may contain errors (less than 8) which do not detract from the readers understanding	**Presentation:** Layout of article is IDENTICAL to articles in current National Geographic - Use of sidebars, important quotations, and images is exactly the same as in the magazine - Graphics/ Photographs are displayed creatively and are directly related to the content of the article The Structure of the article has ALL of the Previous Components and: - is organized into a manner which makes the writing fluid Article is free or almost free of errors in grammar and sentence structure (0-3 errors) Author includes: -Evidence of pre-writing -Multiple rough drafts -Evidence of revision

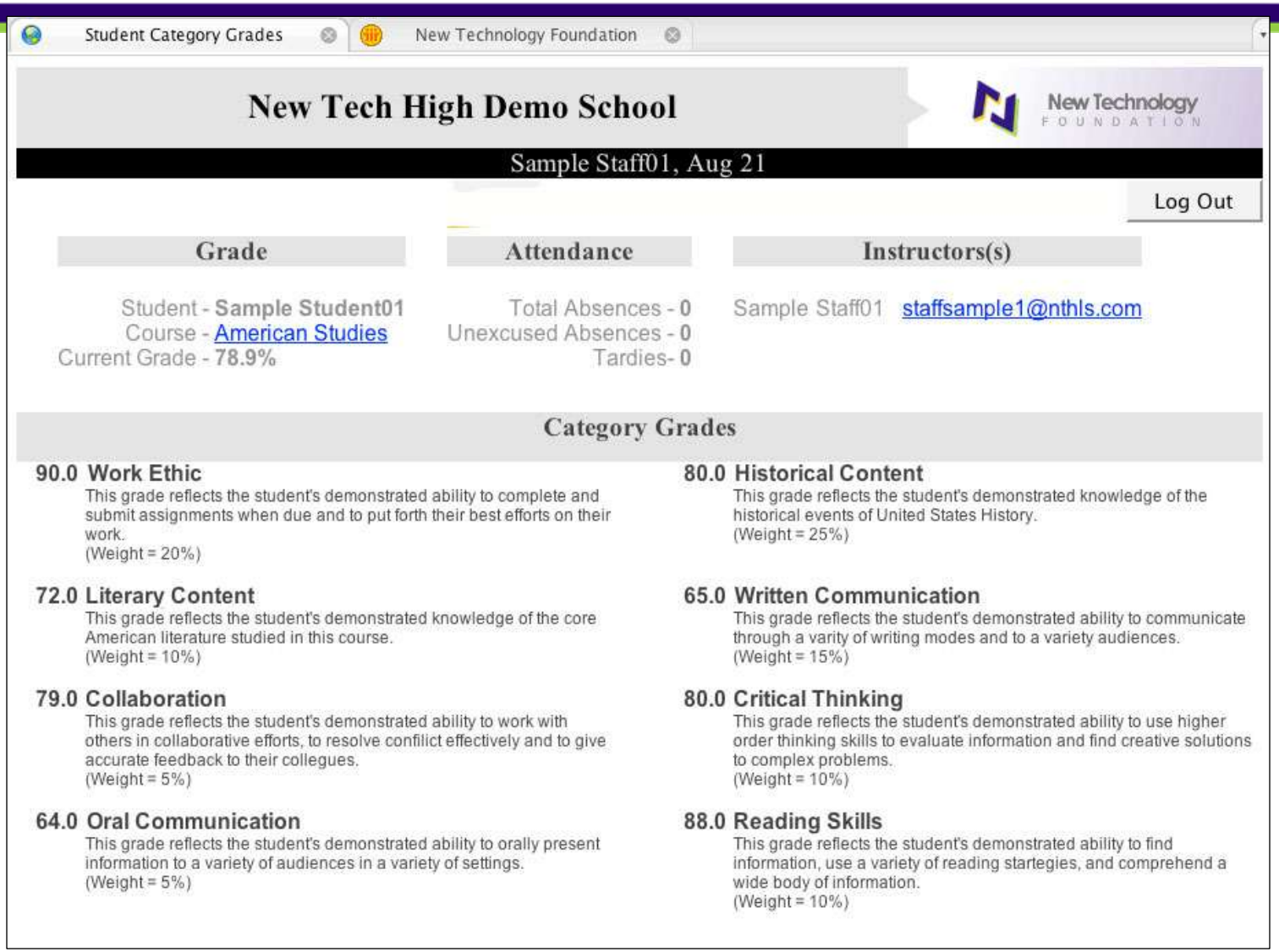
SCHOOL PURPOSE

YOU GET WHAT YOU ASSESS

Traditional assessment methods do not reinforce 21st Century skills nor do they give meaningful formative feedback to students.

Technology can be used to support a system that encourages teachers to provide more authentic assessment of student performance.

SKILLS BASED ASSESSMENT



SKILLS BASED ASSESSMENT

NEW TECHNOLOGY FOUNDATION
GRADEPORTAL

STUDENT - Crabtree, Angelica
COURSE - American History 4th Qtr
CURRENT GRADE - 79.2 %
LAST UPDATED - 5/21/2006

Technology High School's Grade Report

CATEGORY GRADES

80.8 % Social Studies Content Literacy
This category applies tdo the student's ability to demonstrate an understanding of the social studies content taught. (Weight = 25%)

87.9 % Critical Thinking
This category applies to the student's ability to analyze, synthesize, and evaluate information in a logical and meaningful manner. (Weight = 10%)

90 % Collaboration
This category applies to play an active role in getting tasxks organized and completed, demonstrate a willingness to help others, and create a positive work environment. (Weight = 10%)

% LEAP
This category is directly related to the Social Studies LEAP score received by the student. (Weight = 25%)

56.8 % Work Ethic
This category applies to the student's ability to be prepared to work each day, arrive on time to class, stay focused on the task, and meet all deadlines set. (Weight = 10%)

77 % Written Communication
This category applies to the student's written mechanics, spelling, and grammar skills in all assignments. (Weight = 10%)

80 % Oral Communication
This category applies to the student's ability to effectively communicate appropriately during presentations including such aspects as eye contact, awareness of audience, and posture. (Weight = 10%)

ATTENDANCE INFORMATION

TOTAL ABSENCES :
UNEXCUSED ABSENCES :
TARDIES :

MORE INFORMATION

American History 4th Qtr Website

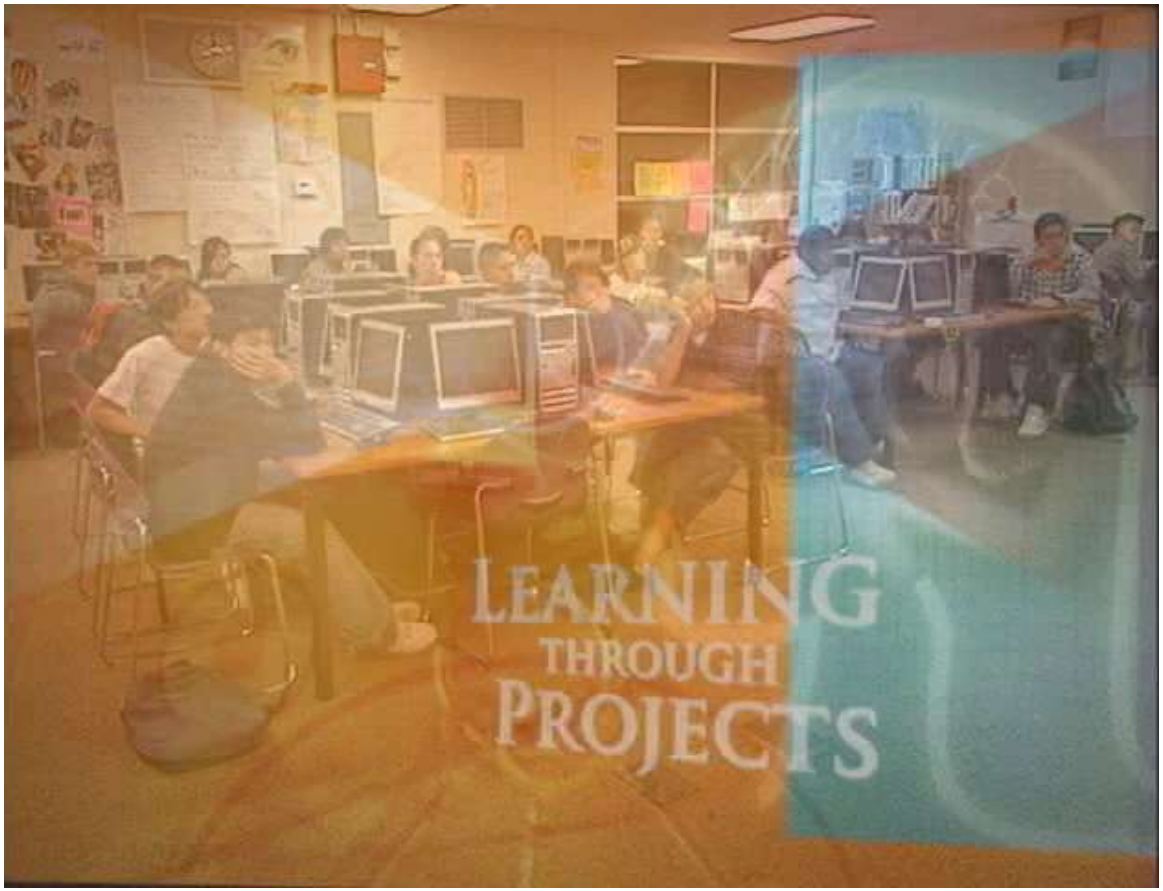
Contact the Teacher(s)

Roger Nadeau
RNadeau@pftsta.jppss.k12.la.us
504-736-1873

ASSIGNMENT DETAIL

Due Date	Assignment Name	Social Studies Content Literacy	Work Ethic	Critical Thinking	Written Communication	Collaboration	Oral Communication	LEAP			
3/29	Pre-Civil War Section 1 - Test	72/100	33/40	32/40	38/50	/	/	/	/	/	/
3/10	Pre-Civil War Contract	/	40/40	48/50	/	38/40	/	/	/	/	/
3/27	Homework: Pre-civil war - Sec. 1	/	50/50	/	/	/	/	/	/	/	/
3/31	Homework: Pre-Civil War - Sec. 2	/	/50	/	/	/	/	/	/	/	/
3/31	Pre-civil War Test	/100	/	/	/50	/	/	/	/	/	/
4/5	Pre-civil war - Individual	85/100	43/50	43/50	/	/	40/50	/	/	/	/
4/5	Pre-civil war - Group	85/100	/	/	/	43/50	/	/	/	/	/
4/7	Pre-civil war - section 3	/	/50	/	/	/	/	/	/	/	/
4/12	Pre-civil war - section 4	/	50/50	/	/	/	/	/	/	/	/
4/14	civil war - need to knows	/	/50	/	/	/	/	/	/	/	/
4/24	Pre-Civil War - Sections 3 & 4 - Test	81/100	/	/	39/50	/	/	/	/	/	/
5/10	Civil War Section One - Individual	/200	/50	/50	/	/50	/50	/	/	/	/
	TOTALS:	323/400	216/380	123/140	77/100	81/90	40/50	0/0	0/0	0/0	0/0

PBL IN ACTION



Sacramento New Technology High School – Segment 1

SOME FINAL THOUGHTS

A LENS FOR OUR WORK:

1. If students are to be well prepared for their futures, they must become active learners who can collaborate, communicate and problem solve
2. We should look to change the traditional role of teacher and student in the classroom. PBL enables the teacher to act as a coach and have the students interact with experts in the field.
3. Technology is a powerful lever for change when combined with other factors and can support more rigorous, relevant instruction when designed to do so.