

SCHOOLWIDE OBJECTIVES

These are the Farmingdale Public School Annual Performance Objectives for the 2007-2008 school year:

Responsibility: Cheri Ellen Crowl, Superintendent

Statement of Objective #2: To improve student performance results for grade 8 on a district constructed post test on knowledge of basic power point presentation skills and terms of the Holocaust. The subject matter of the presentation will be the Holocaust.

Students will be able to use technology and other tools, including word-processing, spreadsheet and presentation programs and print or graph utilities, to produce products (NJCCS 2.8).

All students will acquire historical understanding of economic forces, ideas and institutions throughout the history of New Jersey, the United States, and the world (NJCCCS 6.6).

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes (NJCCS 3.2 writing CPI 8.).

Expected outcome:

By June of 2008, 80% of the students in grade 8 will score 80% or more on a district-constructed posttest of knowledge in both spelling and definition of terms relative to the Holocaust. Rubric constructed to assess skills of power point presentation. 80% percent of students will score 4 points on the rubric scale. The subject matter of the presentation will be the Holocaust.

<u>Tasks/Activities</u>	<u>Staff</u>	<u>Time</u>	<u>Resources</u>	<u>Constraints</u>
Review Objectives Establish Curriculum Objectives	Faculty	9/15/07	Communications Curriculum	N/A
Establish Schedule	Teachers Administrator	9/07	District constructed test Pre-test	Time/ Schedule test for students
Monitor on going Progress of each student	Administrator	10/07 4/08	Communications curriculum	Time/ Schedule
Assess students	8 th grade Soc. Stud. Teacher	Spring 2008	District constructed post test Presentation of power point	Time/ Schedule

Technology
Teacher
Language Arts
Teachers

Compare	8 th grade Soc. Stud. Technology Language Arts Teachers Administrator	Spring 2008	Pre and Post Test	Time/ Schedule Samples
Preparation Presentation of Results for BOE and County Superintendent	Administrator	6/30/08 6/30/08	Analysis of results	N/A

Holocaust Project PowerPoint Presentation Rubric

CATEGORY	4	3	2	1
Content-Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a mere reworking of other people's ideas and/or graphics and shows little attempt at original thought.
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Text-Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the	Most information is organized in a clear logical way. One card or item of	Some information is logically sequenced. An occasional card or item of	There is no clear plan for the organization of information.

	type of material that might be on the next card.	information seems out of place.	information seems out of place.	
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Cooperation	Group delegates tasks and shares responsibility.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.
Effectiveness	Project includes all material needed for understanding of the topic. It is a highly effective study guide.	Project includes most material needed for understanding of the topic but lacks one or two key elements. It is an adequate study guide.	Project is missing more than two key elements, making it an incomplete study guide.	Project is lacking several key elements, making it a poor study guide.

Holocaust Project Oral Presentation Rubric

Documentation	All information, websites, pictures, artwork, etc. are given credit somewhere in the presentation.	Most of the outside sources are documented in the presentation for all images.	Some sources that clearly state that noncommercial use is allowed without written permission. Sources are documented in the presentation for all "borrowed" images.	Some graphics are borrowed from sites that do not have copyright statements or do not state that non-commercial use is allowed, OR sources are not documented for all images.
Preparedness	Students are completely prepared and have obviously rehearsed	Students seem prepared but might have needed a few more rehearsals.	Students are somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.
Content	Shows a full understanding of the topic. Strong evidence of documentation and research.	Shows a good understanding of the topic. Good evidence of research and documentation.	Shows a good understanding of parts of the topic. Some evidence of research; documentation is weak or missing.	Does not seem to understand the topic very well. Very little or no evidence of research and/or documentation.
Comprehension	Students are able to accurately answer almost all questions posed by classmates about the topic.	Students are able to accurately answer most questions posed by classmates about the topic.	Students are able to accurately answer a few questions posed by classmates about the topic.	Students are unable to accurately answer questions posed by classmates about the topic.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but do not seem genuine.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

Attire	Business attire, very professional look.	Casual business attire.	Casual business attire, but wore sneakers or seemed somewhat wrinkled	General attire not appropriate for audience (jeans, t-shirt, shorts).
Visual Aide	Students use visual aides that show considerable work/creativity and that enhance and support the presentation.	Students use visual aide(s) that shows some work/creativity and that makes the presentation better.	Student uses a visual aide that somewhat makes the presentation better.	The student uses no visual aide OR the visual aide chosen detracts from the presentation.