With the weighted rubric the eight students from my class scored the following grades based on their ability: 13, 11, 9, 6, 10, 7, 12, 10

The first student scored a thirteen out of thirteen on their project. I chose to write about this student because they completed every part of the rubric with excellence. They chose to make a web portfolio of how the Holocaust was a major impact in everyday Europeans lives. They presented the project with ease by having the students follow along with her over the different areas of her web portfolio. She had great graphics and some animation on the portfolio as well which demonstrated she spent a long time on this project. The letter to this student’s parent would be short and simple. I would explain to the parent that their son or daughter had made an excellent project that displayed they had complete knowledge of their project and that they are well ahead of the game because they did the project with using technology.

The fourth student did not do so well on their project. They did not present the project clearly at all and showed no effort on their part to complete the project thoroughly. They did a model of the World Wars and the model was not complete and was not looking like it was ever going to be much either. The student also failed to hand the project in on time and this really took away from their points. The letter to this student’s parent would explain that in the future their student should express more interest in these projects and should try to complete them on time. The letter would also include that I could be available for a conference or phone call and I would gladly take any steps necessary to help their son or daughter in the future on projects. The third letter I would give would be to the last student who scored a ten. They showed clear effort on the project, but did not present they knew much more
than basic facts about their project. The student may have been nervous and did not want to go into detail about their work. However, this student did get the project done and showed that they worked a very long time on it. The letter home to this student's parents would be rather simple as well. I would tell the parents that their son or daughter did a great job on the project, but could not present their project fully. I would tell them that in the future they could practice with the child before they present their presentation. I would also let them know that I could help the student in the future with practicing their presentation.

V.

The steps I could take to show whether my assessment is valid and reliable is to show the students work from year to year. I would make changes in the way I teach and assess students work. I would be able to show these changes with the changes the students have made on my work over the years. The assessment experience that I have gained from this project and this class is that it is so important in everyday education. Teachers have to be able to back up their assessment with the statistics we have learned. We as teachers have to be able to show our reasons for giving students particular grades. This class has taught me that now more than ever this is important. In the future I would use more authentic methods of assessing students because in History students get especially bored with facts and memorization. Students need to be engaged in History and need to want to do it. Now more than ever teachers can make sure they get their students engaged in learning History with all the technology and resources they have. The advantages that I have now with traditional and authentic assessment is that I have so many new resources that teachers never used to