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Teaching and Learning in Dual and Concurrent Enrollment Programs: Performance Tasks in the Postsecondary Transition

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INTRODUCTION

In 2012, the Educational Policy Improvement Center (EPIC) analyzed more than 2,000 entry-level course documents collected from a stratified sample of two- and four-year public and private institutions of higher education (IHEs) to establish an empirical understanding of entry-level college course expectations.¹ Based on the findings of that initial study, EPIC researchers developed a series of performance tasks² that reflected indices such as the average assignment length, the most common writing type, and the average depth of knowledge required in assignments in thirteen courses. An analysis of course syllabi revealed the most commonly taught themes for each course type (e.g., Physics: Newton's laws of motion; Introduction to Psychology: social inequalities; Statistics: probability; and U.S. Government: political parties and elections). After piloting a sample of tasks in secondary and postsecondary classrooms, EPIC researchers sought audiences and avenues to disseminate the tasks free of charge.

EPIC's performance tasks were based on expectations that EPIC researchers identified in entry-level college syllabi. Given that dual and concurrent enrollment programs serve students transitioning into entry-level college courses, researchers sought to learn about dual and concurrent enrollment programs and whether the tasks would be a useful resource for program instructors. EPIC researchers conducted nine focus groups composed of members of the National Alliance of Concurrent Enrollment Partnerships (NACEP) and other dual enrollment coordinators from across the United States. This report details the methodological approach of the study and summarizes key findings from conversations with focus group participants in three areas. First, EPIC researchers were interested in the nature of dual and concurrent enrollment curriculum, both in terms of the adoption process and curriculum characteristics or qualities. Additionally, EPIC researchers were interested in whether the performance tasks would be useful given the curricular norms of their program. Lastly, EPIC researchers were curious about current professional development opportunities for dual and concurrent enrollment faculty and instructors.

¹ McGaughy, C., Hopper-Moore, G., Fukuda, E., Phillips, R., Rooseboom, J., & Chadwick, K. (2016). *Understanding entry-level courses in American institutions of higher education*. Retrieved from <http://www.epiconline.org/understanding-entry-level-courses/>

² Performance tasks are opportunities for students to demonstrate how they can apply their knowledge and skills in real-world, contextualized tasks that represent the key aspects of their learning.

METHODOLOGY

This section describes the methods used to recruit participants, conduct focus groups, and analyze data obtained from respondents. EPIC researchers conducted nine semi-structured focus groups. Though members of each focus group responded to a priori questions from EPIC’s focus group protocol (see Appendix A), researchers allowed discussions to unfold following the prompts. EPIC researchers were interested in three broad topics to inform their understanding of whether and how performance tasks developed by EPIC could be of use in dual and concurrent enrollment programs.

Respondents and Procedures

In July and August of 2015, EPIC staff collected contact information for 650 administrators and dual and concurrent enrollment coordinators from websites for the National Alliance of Concurrent Enrollment Partnerships (NACEP), from a list of early college high schools on the Jobs for the

Future website, and from information about other dual and concurrent enrollment programs. EPIC then emailed an initial survey about dual and concurrent enrollment programs and EPIC’s interest in conducting focus groups. Of the 650 administrators and coordinators whom EPIC contacted, 173 responded to the survey, and 103 people indicated they would be willing to participate in a focus group session.

EPIC sent a follow-up survey to schedule focus groups to the 103 individuals who expressed interest; 52 individuals indicated a preferred time slot and 26 coordinators and administrators eventually participated in a focus group. In preparation for the focus group meetings, EPIC sent each participant a performance task packet that included teacher instructions for an English literature task, student directions, a grading rubric, a student work sample, and an evaluation of that work sample using the rubric (see Appendix B).

Sixteen participants represented programs at 2-year colleges, six were from 4-year colleges, three were from early college high school programs, and one worked at a state department of education. Eighteen women and eight men participated, representing a wide range of geographic regions (see Table 1). Focus groups ranged from two to five respondents and were conducted and recorded on WebEx. Prior to respondent introductions, EPIC researchers noted the focus group would

Table 1.

Number of Participants by State	
State	Participants
AK	2
AL	1
CA	1
CO	1
CT	1
FL	1
IA	1
IL	1
KY	1
MA	1
MI	1
NY	3
OR	2
PA	1
SD	1
TX	1
UT	2
VA	1
WA	1
WI	1
WY	1

be recorded and data would be used only in an unidentifiable form for EPIC's research purposes. Researchers then described the purpose of the webinar, noting that responses would help researchers determine whether the performance tasks would be useful to dual and concurrent enrollment programs. Respondents were asked several questions pertaining to curriculum, EPIC's sample task, and teacher training. Following a semistructured format, researchers occasionally asked for clarification or elaboration, or used optional prompts to encourage conversation on the topic of interest to the researchers. In other cases, researchers' follow-up questions emerged through a progressive focusing process as researchers encouraged respondents to elaborate on unplanned topics relevant to understanding the nature of their program or views regarding EPIC's tasks. At the conclusion of the focus group meetings, EPIC researchers downloaded WebEx recordings and submitted them to a transcription service. At the completion of each focus group, EPIC sent an Amazon gift card valued at \$25 to participants as a token of appreciation for their contributions and time.

Data Analysis

EPIC researchers analyzed text from transcribed documents in several phases using NVivo 11 for Windows. Data across all focus groups were first organized by topic and subtopics that framed the focus group discussion. For example, responses regarding subtopics of challenges with curriculum or curriculum alignment and material development processes were organized under the broader topic of Curriculum. EPIC researchers then scanned responses for each subtopic to get a sense of common themes and unique perspectives raised by respondents. Participant representation was cross-checked across each subtopic to ensure that responses were not inadvertently excluded. Data were analyzed across all focus groups, given that respondents were organized into sessions based primarily on their self-identified availability.

KEY FINDINGS

Key themes emerged across the nine focus groups with respect to curriculum, performance tasks, and teacher training. Respective themes are described for each of these three areas of interest.

Key Finding #1 – Curriculum and Curriculum Alignment

Within each focus group, respondents conveyed that curriculum decisions for dual or concurrent enrollment programs are typically made at the college level, with many respondents noting that processes differed across departments. Differences inherent to the nature of secondary versus postsecondary institutions were raised as contributing factors that either facilitate or challenge curriculum alignment between the secondary and postsecondary levels. While some respondents described operational differences between secondary and postsecondary institutions that pose challenges to curriculum alignment, others expressed alignment challenges due to differences in institutional culture and purpose.

Operational differences in secondary and postsecondary institutions. The term “operational differences” is used to describe differences in institutional policies at the secondary and postsecondary levels. Specifically, these types of policies, whether documented or enacted, contribute to the ways an institution or program operates. Respondents across several focus groups highlighted differences between secondary and postsecondary institutions in terms of course materials and instructor qualifications as they related to curriculum alignment.

Obtaining course materials. Across several focus groups, participants raised differences between the secondary and postsecondary levels in how students access and obtain learning materials (e.g., textbooks, research resources). Different institutional norms related to material costs raised a key issue with respect to content alignment. As one respondent noted, “The college requires the most recent up to date textbooks. The high schools don’t necessarily have the funding or the money to do that.” This tension can affect secondary institutions, dual or concurrent enrollment programs, and students. Another respondent shared,

Most of our high schools buy the textbooks themselves so the students do not have to. But, every year, it seems like we lose another school and they pass that textbook purchase on to the students or are charging them a flat fee to try to recoup some of the school district funds.

As another respondent noted below, differences in curriculum norms between the secondary and postsecondary levels could also raise tension between curriculum alignment and academic freedom.³

There’s some pressure, if you will, to not choose different books because of funding and the district; they only have a limited amount of money for a new book, and that presented a problem. Of course, we could technically reserve the right and say, “Well, you know, if you’re not using the updated materials, then this is not a college course.” But then if those materials are still valid, you’re kind of asking faculty to adopt a book that you know [they] have the academic freedom to not choose.

Respondents shared different approaches to mitigate this issue of course alignment and the expense of materials. In some concurrent or dual enrollment programs, new textbooks are adopted less frequently. Several program coordinators mentioned reducing the frequency of new textbook adoptions to once every three years instead of annually. Some respondents mentioned a shift to digital texts, which tend to be less expensive than hard copies. Other respondents noted that they are in the process of switching to open source platforms, either to draw on existing free materials or to allow college faculty to write and tailor their own material for their specific course.

³ Academic freedom was a key point of discussion and is addressed further as its own theme.

Though open access platforms and materials could address alignment issues associated with using older versions of textbooks, one respondent raised a resource equity issue in reaction to the EPIC task that is also pertinent to this broader discussion of course material access.

A lot of our rural schools simply don't have the technology available to provide research materials. They might not even have an Internet connection. I have a school . . . on dial-up Internet, amazingly enough. So I think it kind of depends on school location, I guess, if they have adequate research resources available to them.

Internet access remains an issue in rural areas,⁴ despite advances in technology. Despite growing interest and availability of free online resources, programs serving students in rural areas may need other means of addressing course material costs at the secondary level.

Conflicting demands. Secondary school institutions are governed by numerous state and local policies that dictate the number of days in a school year, how the school year is organized, and the knowledge and skills that students must be able to demonstrate. Each of these factors influences the knowledge and skills for which teachers and students are held accountable. Several focus group participants shared how these or similar requirements for secondary schools can affect alignment between courses taught in high schools and their equivalent on college campuses.

For instance in [my state], we have [the state exam], so if we're offering a college U.S. history, the exam is going to be given at the end of that year but it's not an [exam prep] class. So they're teaching our curriculum, meeting our learning outcomes and then taking the [state exam]. So obviously there's gonna be some [exam] prep which really doesn't belong in the college course. So I think juggling that and aligning your schedule so it makes sense, I think that's challenging.

In addition to exams, content standards used in secondary schools might not align with requisite postsecondary course content. As another respondent explained,

The Common Core, part of that, I think, was to help with some of these things because it's supposed to be geared toward college readiness but we're finding that there are still some cases where it doesn't quite match up, especially with some of the huge changes in math that we as a community college are trying to make sure that our courses align with what the four-year colleges are expecting, which doesn't necessarily align with what Common Core is forcing our high school teachers to do. And so we're kind of stuck in the middle with the high school teachers telling us this is what they need our courses to look like, but then you have to worry about transferability and alignment with the four-year institutions.

⁴ Council of Economic Advisors. (2015). *Mapping the digital divide* [Issue Brief, July 2015]. Retrieved from https://www.whitehouse.gov/sites/default/files/wh_digital_divide_issue_brief.pdf

As these respondents' comments convey, the education of students in dual and concurrent enrollment programs are guided by policies at both the secondary and postsecondary levels. Though dual and concurrent enrollment courses could be one path to help students transition from one level to the next, misalignment between secondary and postsecondary levels (here, specifically, in terms of course content) places course instructors and program coordinators in a difficult position.

Degree qualifications. Focus group respondents also described challenges regarding instructor qualifications and curriculum alignment. In several programs, instructors who teach college-level courses at the high school level are required to hold at least a master's degree in the subject area they teach. However, several respondents noted differences in preparation for K–12 teachers compared to those in higher education and how these differences restrict the candidate pool for concurrent enrollment programs. While a high school instructor's degree does not affect the course syllabus, textbook, or other written specifications for curriculum, the degree to which an instructor is knowledgeable of the material could affect the "curriculum as lived," how written curriculum is interpreted into instruction. As an example, one respondent commented,

The problem is that the majority of teachers in the state, they get a master's in education or a master's in curriculum and development, or a master's in teaching. But their undergrad is a BA or a BS in whatever subject area. That poses an issue causing departments to kind of re-think, "Do you have to have a master's in subject areas to be highly qualified to teach a college course?" So that's kind of been a challenge and then to gain consistency across all departments. . . . But we need to have a consistency, so that's been kind of an interesting problem to try to get teachers qualified, equitably qualified.

Faculty degree qualification policies appear to be informed by a variety of factors. Beyond the influence of departmental culture, a respondent noted,

We follow not only our association's guidelines, but also our state legislature has certain elements that have to be in place for our concurrent enrollment [program]. For example, faculty at the high school have to have a master's degree and eighteen hours in the subject area for them to even be considered as a potential faculty member in the high school. So, that somewhat creates the atmosphere in the high school that this—we look at our faculty teaching in the high school as bona fide adjunct instructors from our campus.

NACEP's Program Standards⁵ provide guidance on operational matters such as ensuring that secondary instructors meet the same departmental requirements to teach a course as college or

⁵ National Alliance of Concurrent Enrollment Partnerships. (2009). Program standards and required evidence for accreditation. Retrieved from <http://www.nacep.org/accreditation/standards/>

university instructors. However, states choose whether to formally adopt NACEP's standards, leaving the amount of guidance on instructor qualifications to vary from state to state and, in some cases, from department to department on a single college campus. Some programs are left to establish their own protocols. As one respondent noted, "We're all struggling without clear guidelines, and you know, every college has its own policies regarding teacher accreditation and there's a lot of inconsistency across the state and across [the region]." Formal policies for course materials and instructor qualifications can frame how concurrent enrollment programs operate; even so, differences in institutional culture at the secondary and postsecondary levels can affect program implementation, creating variation in students' course experiences.

The culture of secondary and postsecondary institutions. Respondents articulated several tensions that instructors navigate as they teach college equivalent courses to high school students. Across the insights shared by respondents were threads of competing institutional norms (such as academic freedom versus accountability) and ways to prepare students to meet postsecondary expectations versus holding students to them.

Academic freedom and accountability. One of the chief cultural differences raised by respondents is the emphasis on academic freedom in postsecondary institutions compared to the constraints and demands that instructors face at the secondary level. The concept of academic freedom as a postsecondary priority and its implications for instructors of high school students is reflected in this respondent's comment:

Our campus is extremely reliant on departmental decisions and individual department decisions. So for example, our [Department A] relies solely on academic freedom for all of their courses as long as learning outcomes are being met, which is extended to the [secondary program] instructors as well: "Here are the learning outcomes, but you know, this is academic freedom. You do what you do." Whereas our [Department B], everything is prescriptive. So we give the course materials to the instructor and say, "All of these exams must be used, this syllabus must be used, this textbook must be used."

Differences between departments translate into different requirements for dual or concurrent enrollment instructors. In instances where academic freedom is extended to instructors, several respondents described a tension they see in instructors who are accustomed to the norms of the secondary education system. Respondents noted how some instructors might embrace this flexibility, while others seek guidance:

They are challenged with that freedom I think mostly because they are used to getting constant feedback from their high schools and, you know, maybe even at the beginning of the school year or during the summer they're used to change and updates in their core content, so they're just expecting that to come from us. And when our content stays the same and we just continue to remind them, "It just has to be aligned with the student learning outcomes. Those are our expectations; you can teach the content any way you want," it really either opens them up to be extremely creative and expressive or frustrated because they want someone to come back and give them accolades that "yes, you're doing fine" or just appreciative of that's the way you do it, and that seems to be one of the biggest challenges. We use the same syllabus for all of our classes either on campus or at the high school and then they have a mentor to kind of bounce ideas off of. But that's probably the most difficult thing, is deciding what to do and not knowing for sure if they're doing it right when they do it.

These concerns could reflect differences in the norms of secondary and postsecondary institutions as well as the student populations they serve. Colleges and universities admit students on the premise that they have the requisite skills to be successful in a postsecondary environment. In contrast, secondary educators are tasked with preparing students for postsecondary success.

Preparation vs. demonstration. Although many respondents noted that course materials should be appropriate for secondary students, some caveats were raised across focus groups. One respondent's comment conveyed a common tension between postsecondary academic freedom and developmental considerations given the age of secondary school students.

Typically, it's a question about the increased maturity of some of the topics. We actually have a student contract that's part of our application process that's signed by the student and the parent or guardian each semester. And it does specify that these are college-level courses that will be taught at the same level as any course at our college and may contain mature materials.

Other respondents mentioned processes that allow secondary students to withdraw partway through the course if they find the material to be too challenging. Yet, despite efforts to ensure that content and rigor are upheld regardless of who is enrolled in the course, several respondents highlighted challenges with the developmental and preparatory culture of secondary institutions and its influence on curriculum as lived, as reflected by this respondent's statement:

I think many of our instructors do it well and then some who are just beginning, I think this is, this is a struggle for them again, dealing with what you've done at the high school level versus college. Most of the instructors I believe in our area are ones that have been predominantly teaching honors and AP courses so I think they've already got that rigor embedded into their teaching. It's—I think dealing with the newer teachers who come on board that maybe haven't had—they've got the qualifications to teach concurrent enrollment but they don't necessarily have the years of experience with teaching that help a teacher to know where that rigor lies, how to bump it up.

Several respondents specifically described the challenge of balancing student support with student independence, a key expectation in postsecondary education. As one respondent explained,

We've got to be very cautious that the high school teachers want to review with [students] over and over and over again until they turn in a project, which in high school is perfectly fine but in the college setting they have to have that independence and realize that when I turn this in to my teacher, to my professor, it needs to be the best that it can be.

For some programs, this tension is driven by competing expectations to prepare students to pass state exams while awarding college credit. Dual-purpose classes place added pressure. One coordinator explained, “We still struggle with our faculty having to kind of remind instructors about helping to develop students as more independent learners since so many of the science classes correspond with high school [exam] classes.” In this specific scenario, preparation for high school exams and college-level independent learning present explicit competing priorities that instructors must navigate.

Although many respondents conveyed these and other challenges within a secondary culture, a few also saw dual or concurrent enrollment courses as an opportunity to scaffold the students' learning experience toward collegiate initiative and self-directed learning, as reflected in this respondent's comment:

They have to be ready for a college-level course but this concurrent enrollment class is that transition that allows them, I think, the ability to say, “I'm gonna turn in what I would consider my final piece, have it reviewed by the teacher and then given back to me, and then actually turn in the real final piece to give a grade.” So they understand what that concept is like.

The extent to which EPIC's tasks could facilitate students' transition to college expectations within dual or concurrent enrollment courses is explored next, drawing on a range of perspectives and reactions from focus group respondents.

Key Finding #2 – EPIC’s Task Compared to Typical Assignments

Respondents identified both favorable aspects of the task and specific elements that some faculty members might not support. Additionally some respondents conveyed potential ways the sample task could be used within their programs.

Rigor. When responding to a question about the challenge level of the task, several respondents described it as appropriate for a high school Advanced Placement English class or a freshman college course. One participant commented, “I would love it if these were the type of assignments my students were getting to do in their college dual credit courses,” suggesting that not all students have access to similar types of assignments. Many focus group participants appreciated the task’s construction, with one respondent describing the task as “nicely put together” and “thoroughly well thought out.” Another respondent provided an analogy to similar tasks in their program’s system, stating, “This is like the Cadillac and we’re giving those adjunct teachers the Chevy, with the roadmap.” Specifically, this respondent noted the level of detail in the instructional materials as helpful for teachers who might lack guidance.

Academic freedom. A few respondents noted that the directions were very detailed. One respondent expressed a concern that professors might see this as “going against everything they believe in as far as academic freedom.” Another respondent appreciated the detailed curriculum, asking, “Wouldn’t this be awesome if everyone [were] on the same page?” while at the same time recognizing that a department chair might take offense and view the details as a challenge to academic freedom.

The sections of the task that challenged academic freedom are specific to the K–12 environment, such as the inclusion of relevant state standards, and a 3- to 4-paragraph student prompt that provides some introductory material. These details, intended to support high school students’ capacity to meet specific standards with little introduction from their teacher, were viewed as too specific and guided from the higher education perspective. Building on themes described previously, these comments convey a clash between the culture of standards in secondary education against a culture of academic freedom and student independence in higher education.

Task uses. When prompted about the utility of these tasks in dual and concurrent enrollment programs, several respondents outlined possible ways to use the tasks and the student work samples that accompany the tasks. One coordinator of college and career readiness said,

I really like the assignment and the samples, because I feel like, even outside of our dual credit courses, it would be really helpful to have something like that to share with just the general population of high school instructors to say, "This is the type of assignment that we expect at the college level, and this is a sample of student work. . . . This is how it would be evaluated using the rubric." So I see even outside of dual credit that this kind of tasks and assignments and sample work products would be really helpful in our work around college readiness.

Other respondents noted that the EPIC task could be used to show dual and concurrent enrollment students the expectations of college assignments. Referring to student work samples, one participant said, "I think it would also be beneficial for students to see . . . this is what a high-quality response to the task looks like, or this is what a low quality or you know, this is someone who's approaching, meeting the expectations. But I think the students, when they see that, it really resonates with them." Thus, student work samples (and their grades against a common rubric) could serve to inform conversations among faculty members and between teachers and students.

Key Finding #3 – Instructor Training

Across the focus groups, respondents described several types of training or informal professional development opportunities offered to instructors. Orientations are common avenues for training across nearly all programs. Some programs include additional formal professional development opportunities for all instructors, and several respondents described informal support structures that have developed organically.

Orientations. The purpose of orientations varied across programs. In some instances they are primarily used as an onboarding event for new instructors, while other programs require all instructors to attend an annual orientation. As one respondent reported,

We found that it's extremely helpful to the teachers to have that initial orientation and training. They feel comfortable with the software that we use. Then they begin to understand where they can find additional resources because they have sat with their mentor in that department or division area.

Detailed aspects of the orientations, such as learning to use specific software, were unique to respondents' programs, yet many orientations included aspects of administrative training on policies and procedures as well as discipline- or department-specific training. The recurring theme of departmental differences continued to be relevant to teacher training:

As far as training for teachers to ensure that they're teaching to the rigor and teaching the subject, that is left to the responsibility of the institution and it falls to the department. Every department is going to do a different level of caliber of that and they're going to do it differently. We take it on face that it's getting done. We don't know. It's a black box.

This respondent's statement conveys the continued influence of academic freedom in dual or concurrent enrollment programs, in this case related to instructor training and support. Since each department has the freedom to design trainings for their instructors, the depth of trainings and the extent to which instructors must demonstrate their abilities could vary between departments.

Professional development to support instructional practices. In addition to the orientation, several respondents described other forms of professional development offered to all instructors. One respondent described a regular event designed to inform instructor's pedagogy.

Each semester, each course has a one-day professional development seminar. There's always some administrative piece in the morning, then faculty might bring a guest to speak about some specific curriculum or content piece. But they also get a lot of outside speakers to come and talk about something that is relevant to the field. So for forensics, they had a forensic pathologist. . . . I got to watch him come and talk about his work in the field and how he does forensic pathology for the FBI. Then we might have somebody, you know, a faculty member from another institution, come and be a guest speaker in calculus, talking about how he does interactive activities in calculus in the classroom.

Another respondent described professional development opportunities that occur at least once a year, with the aim of fostering departmental mentorship for both new and veteran instructors.

Currently we have one day a year and all the teachers come. And we have it broken out between new and veteran [teachers]. The departments have the entire afternoon to have their department's breakout session. Several of our departments have Canvas classes for their teachers. They have Facebook accounts. They do other professional development opportunities. Our English department does it twice a year. Our modern languages do something twice a year. Teachers come to a professional development event hosted by the department. Some departments are better than others but we're really trying to build mentorship and support to the instructor. Because I have multiple faculty coordinators within each department, instructors are getting a lot of almost one-on-one help as well.

The professional development events from these two programs differ in organization and focus, yet both programs afford all instructors additional opportunities designed to refine their instructional practice, while building relationships with other instructors and departmental faculty within their subject area.

Professional development to support assessment practices. Many respondents mentioned trainings designed to (a) help instructors administer and score tests and (b) foster comparable grading standards and expectations for students. As one respondent described,

During our annual training, a lot of departments, for instance the art [department], will have the high school instructor bring in student portfolios. And then they all go through each portfolio and grade it so that they all have a standardized way of looking at grading their artwork. Then other departments, like biology, have brought the concurrent enrollment instructors in and developed their test banks together.

The importance of assessment training conveyed in the above quote was stressed by respondents in several focus groups. In addition, one respondent acknowledged the assessment expertise that secondary educators often already possess.

I think actually high school teachers are better trained than college instructors as far as pedagogy and developing assessment tools, in particular multiple types of assessments other than just tests or something. So, I mean, they actually have a lot of great skills in that area, and I think oftentimes they can teach faculty a thing or two about assessment. But, of course, we do all have professional development and orientation where our faculty will work with the instructors to make sure they understand the level that the assessment should be at, and, if there are any standard rubrics, that those are being used. And then, it's during site visits or at other times there is usually some kind of sharing of assessments where . . . our faculty would actually ask to see graded student work. I would ask to see the teacher's assessment tools and then the graded student work to see if it's appropriate and then to take appropriate action if it's not.

Other respondents pointed out the benefits of bidirectional learning as well, often alluding to a need to honor the expertise of high school instructors. As one respondent put it,

College professors are usually the subject matter experts. They've had a lot more education in certain subject matters. But high school instructors have a lot more courses and classwork in pedagogy and so the college faculty learn from the high school faculty just as much as the high school instructors learn from the college faculty. Within our professional development, they tend to share a lot of ideas back and forth, learning from each other.

DISCUSSION AND IMPLICATIONS

EPIC originally designed the focus groups to learn more about dual and concurrent enrollment programs and to assess whether its new performance tasks would be useful in those contexts. Regarding these a priori interests, the respondents informed several modifications to the tasks and the most effective avenues EPIC could use to make the tasks freely available to teachers.

Performance tasks. Focus group participants suggested the EPIC task might be more useful if instructors were allowed to edit it. Respondents reiterated that the college departments make curriculum decisions, so those departments would need to review any materials that might be adopted as part of the formal syllabus. Considering that not all states are implementing the Common Core State Standards, some users might also benefit from being able to modify the standards section of the teacher procedures.

Based on findings from the focus groups, EPIC has made the tasks available in a Word document format under a Creative Commons Attribution-Noncommercial 4.0 International License. The intent of such a license is to make EPIC's materials freely available without limiting changes to the content, as long as users attribute the original work to EPIC. Included with the student prompt and teacher procedures are two or three actual work samples. Pilot teachers chose those work samples because they display a range of performance across a class. Pilot teachers graded those work samples using EPIC's rubric, and independent consultants confirmed or revised those grades while annotating the work samples for those decisions. Tasks are published on EPIC's website,⁶ and as part of the Performance Assessment Resource Bank,⁷ a curated collection of high-quality performance assessment resources.

Understanding the dual and concurrent enrollment program context. Over the course of nine focus groups, the uniqueness of each dual or concurrent enrollment program and the contexts in which programs are situated became clear to both researchers and participants. Several factors that affect dual or concurrent enrollment programs were raised organically during focus group conversations. Among these factors are the multiple demands placed on instructors who teach in high school settings and are accountable to state, district, and college rules and regulations. Many instructors and program coordinators are left to navigate areas of competing demands, often without clear guidelines. Despite the current focus on college and career readiness and the development of pathways, including dual or concurrent enrollment options, to support students' transition to postsecondary education, much work remains to align expectations for students' knowledge, skills, and abilities.

Though only a few participants serve programs in rural areas, several key operational considerations also arose, which were not related themes identified in this report. The distance between the postsecondary institution and secondary schools poses several challenges. One respondent noted that centralizing professional development opportunities to be held at the college campus facilitated improved mentorship and access to service workshops. However, another respondent noted that

⁶ <http://www.epiconline.org/projects/ccr-task-bank/>

⁷ Innovation Lab Network (2016). Performance assessment resource bank. Retrieved from: <http://performanceassessmentresourcebank.org>

travel costs to training events posed a problem and suggested instead that online trainings be developed for distance instructors. Additional factors related to rural environments included the limited hiring pool of teachers with the requisite graduate degree and restricted Internet access, which limits the ability of students in some schools to adequately complete assignments that require finding their own research material.

Fostering communication and collaboration among programs. The focus groups were initially intended to enhance EPIC’s understanding of the nature of dual and concurrent enrollment programs and whether they would be an appropriate venue for its performance tasks. The rich conversations that unfolded shed light on a variety of topics including program operations, institutional culture, challenges, and innovations. However, an unexpected outcome was the value many respondents expressed in simply having the opportunity to connect and learn about various program features, strategies, and approaches to mutual problems. Many respondents also conveyed excitement for the upcoming NACEP conference, raising a question of how NACEP could further support interprogram connections that allow networks of programs to learn from one another.

CONCLUSION

Both EPIC and dual/concurrent enrollment programs operate in a transitional space. Through research on postsecondary instructional materials and collaborations with talented teachers and curriculum experts, EPIC constructed performance tasks to further alignment between secondary and postsecondary expectations for students.

While empirically based performance tasks can help bridge the academic and cognitive demands expected in secondary/postsecondary institutions, there are many aspects of the postsecondary transition for which students must prepare. Dual and current enrollment instructors operate in both the secondary and postsecondary environment simultaneously. As a result, the focus group respondents provided many insights into the cultural and procedural differences between the two environments, and conveyed a vividly clear reminder of the challenges in implementing college and career readiness initiatives. In addition to the revisions EPIC has made to the performance tasks, the themes that arose from this study identify key opportunities to continue to enhance secondary and postsecondary alignment and to create a coherent path for students.

APPENDIX A: FOCUS GROUP QUESTIONS

Curriculum Questions

- What would you say is the greatest challenge facing dual enrollment instructors, in terms of curriculum and curriculum alignment?
- Based on the survey that we conducted in the summer, the majority of dual enrollment programs use the same materials (texts, assignments, assessments, etc.) that are used in the equivalent college course. In your program, how are course materials developed? Who creates them?
 - Follow-up: How often are these materials updated and changed?
- How do syllabi/course materials get approved? What is the process and level of scrutiny that they go through?
- How do instructors determine if the level of rigor in their materials is appropriate for high school students?
 - Follow-up: Have there been issues related to high school teachers reporting the level of rigor is not appropriate, and if so, how was it inappropriate? (too rigorous, not rigorous enough, etc.)?
 - Alternate follow-up: What types of scaffolding are teachers using to help high school students?

EPIC Task Questions

- EPIC sent you a performance task in preparation for today's meeting. Is that task representative of the types of assignments that are already used in your dual enrollment courses? Why or why not?
- What do you see as the advantages or disadvantages of using a task like this?
 - Possible follow-up questions if the subject of academic freedom is raised: Would it be helpful if EPIC stated specifically in the tasks that teachers can modify them?
 - What if we distributed the documents in Word format, not PDFs?
- Would there be a spot for tasks like this in your program's courses?
 - If so, what are the most effective avenues to get them into the hands of teachers?
 - If not, why not?

Teacher Training Questions

- How are dual enrollment teachers currently trained in curriculum and instruction?
- What types of training do high school teachers need to be able to administer and score college-level tasks?
 - Prompt if needed: For example, a high school teacher visits the equivalent college course and observes, and the college instructor comes to the high school to observe the class being taught.
 - Possible follow-up: How could the rubric and the instructor materials serve as professional development for postsecondary faculty?

APPENDIX B: EPIC PERFORMANCE TASK PACKET

Using the results of a two-year study of more than 2,000 college and university syllabi, assignments, and assessments, the Educational Policy Improvement Center (EPIC) identified trends in entry-level postsecondary course requirements. Equipped with these data, EPIC created curricular materials for exit-level high school courses that help prepare students to perform at rigorous levels when they reach college.

These curriculum materials are a series of performance tasks for thirteen exit-level high school courses. The following task, *Effects of War*, was written for an English Language Arts class focusing on English literature.

EPIC piloted the performance tasks in high schools and colleges across the country. The following task was piloted in an entry-level college setting and includes a student work sample in the midrange of performance.

Contents:

Student Prompt Section, *Effects of War* task

Instructor Procedures, *Effects of War* task

College and Career Ready Task Bank Scoring Rubric

Student Work Sample: *Traumatic Memories of War*

Annotated Scores

Effects of War

Subject area/course: English/Language Arts, English Literature

Grade level/band: 11–12

STUDENT PROMPT SECTION

A. Task context:

Although the First World War ended nearly 100 years ago, many of the experiences are still relevant to today’s society and today’s military. In this task you will choose a topic about the effects of war, such as the physical or psychological effects of war on soldiers, the psychological effects of war on support personnel (medical, etc.), perceptions of patriotism, perceptions of the enemy, etc. Feel free to develop your own topics. Find two or three poems that the class has not previously studied that address the topic you have chosen. For this assignment, you will be interpreting and using the information from these texts to draw conclusions that you will compare and contrast to a contemporary situation.

Plan and draft a paper showing the information you have gathered about your topic from the poems with a preliminary conclusion based on the evidence. The conclusion is *your* idea of what the information means; however, it must be based on the evidence. You will need to do some research for factual information. *Example: You read Wilfred Owen’s “Dulce et Decorum Est.” A possible topic could be the physical effect of gas during World War I. You would research historical information about when and how gas was used, and then you would draw your own conclusions on the use of gas.*

The issues and topic you discover likely will be applicable to more than just World War I. After researching your topic, seek out information about a related issue in contemporary wartime. For this, you will need to find an account by a British military person who has been or is in combat (or a noncombat role with wartime experience). Using the evidence from the contemporary source, compare and contrast the effects of wars that are nearly 100 years apart. Revise your paper and conclusions in light of your most recent research. What is your opinion now about your topic? Have things changed? How is this topic relevant to today’s military?

B. The task:

Your paper will focus on the essential question of: What are the effects of war on combatants and others? You will use a variety of resources to answer this question, including two or three poems of your choice about the British experience in World War I and researched articles about a topic that you choose. In order to make comparisons with modern events and draw further conclusions, research and read about current British military or noncombatant experiences. Write a 3- to 4-page paper that explains one of the effects of war in depth. What inferences and conclusions can you draw from the texts you have read?

Your paper should:

- Go through all stages of the writing process.
- Include a thesis that addresses the prompt.
- Support your conclusion with clearly explained evidence.
- Use appropriate grammar, spelling, and mechanics when writing.
- Cite your sources correctly in the text of your paper and create a Works Cited page using MLA format or another style that your instructor selects.
- Employ standard American academic English.

C. Materials/resources:

- “The First World War Poetry Digital Archive,” <http://www.oucs.ox.ac.uk/ww1lit>
- Access to the Internet and library for research
- Word processing software

D. Time requirements:

The entire project should take about three weeks. Your teacher will give you more details, but the following *could be* a rough outline of your work plan.

- Week 1: Choose your topic and poems, and draft a plan for your paper.
- Week 2: Bring a working draft of your paper to class. Turn in a solid draft to your teacher by the end of the week.
- Incorporate edits to your paper and follow your teacher’s timeline to turn in your final draft.

Effects of War

Subject area/course: English/Language Arts, English Literature

Grade level/band: 11–12

INSTRUCTOR PROCEDURES

A. Task overview:

Students select a topic about the impact of war on combatants or another group affected by war. Students conduct independent historical research on their chosen topic in addition to selecting and reading two to three poems centered on the British experience in World War I. Students then research a contemporary account of a soldier or noncombatant and compare and contrast the effects of war in a research paper.

B. Prior knowledge required:

Students should be able to:

- Read and understand British poetry of the early 20th century.
- Identify necessary information needed to conduct independent research.
- Differentiate between reliable and unreliable sources.
- Draw conclusions based on evidence.
- Research on both the Internet and in libraries.
- Plan, draft, revise, edit, and proofread an essay (use the writing process).
- Use MLA citation format or another style that you select.

C. Common Core State Standards aligned to this task:

[CCSS.ELA-Literacy.RL.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

[CCSS.ELA-Literacy.W.11-12.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.11-12.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

[CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

D. Time requirements:

The entire project should take about three weeks. A guideline for implementation is listed below.

- Week 1: Students choose their topic and poems and draft a plan for their paper.
- Week 2: Students bring a working draft to class. In-class work: small group peer discussions on their topics and evidence. A solid draft is due to the instructor at the end of the week.
- Week 3: Instructors make comments on the content of the rough draft and return papers to students sometime during the week. Students spend the remainder of week 3 drafting and editing.
- The final paper is due the beginning of week 4.

E. Instructor materials to use during administration:

You may use any general introduction to World War I. Some suggested web sites:

- “The Great War and the Shaping of the Twentieth Century,” <http://www.pbs.org/greatwar/>
- “BBC History—World War I,” <http://www.bbc.com/ww1>

A good general text:

- Keegan, John. *The First World War*. Vintage, 2000. ISBN: 0375700455.

Suggested Textbook:

- Walter, George. *The Penguin Book of First World War Poetry*. Penguin Classics, Revised edition 2007. ISBN: 0141181907.

Current blogs:

- “RAF Blogs from Afghanistan,” <http://www.raf.mod.uk/news/rafblogsfromafghanistan.cfm> (Note: This site includes blogs by women).
- “UK in Afghanistan,” <http://blogs.fco.gov.uk/ukinafghanistan/>



F. Instructor procedures during administration:

This task may be used as a culmination of a unit on British literature of the early 20th century.

Week 1:

- Introduce the topic by having a discussion about veterans/military personnel that students know and what they say about their time in combat.
- Explain the assignment, including the fact that it will connect a “long-ago” war with people we know now.
- Check off all assignments on the dates they are due in order to be sure students follow the full writing process.
- Allow students in-class time if needed to select their poems and conduct background research.
- Have students complete a draft of their papers in class or at home.

Week 2:

- Assign working groups of 3 to 4 students to discuss their drafts. Assign specific written outcomes (peer review sheets) for each writer to use when revising.
- Have students revisit their draft papers using the peer feedback and submit a revised draft at the end of the week.
- Instructor begins to comment on draft content and organization (not line editing).

Week 3:

- Instructor comments on content returned at the beginning of the week. Students spend the remainder of week 3 drafting and editing.

G. Student support:

The following suggestions are examples of scaffolding that can be used to meet the diverse student needs within the classroom.

- Provide class time for research on students’ topics.
- Provide definitions of new vocabulary words ahead of time.
- For the final product, all learners will benefit from peer assistance while brainstorming their topics as well as going through a peer editing process before the final submission of papers.
- Some students will have good research skills, but some will need guidance in the determination of appropriate sources and where to look for them. It is important to spend class time reviewing what constitutes an appropriate source in advance of students’ independent work time.

H. Extensions or variations:

- Students could present the results of their research to the class via an oral or multi-media presentation.
- If there is a particularly interesting and/or controversial topic, a debate could be organized where students choose sides on the topic and defend their views.

I. Scoring and assessment considerations:

EPIC developed the *College and Career Ready (CCR) Task Bank Scoring Rubric* to accompany this task. If your school or department uses a standardized rubric that would fit the content and requirements of this task, you may choose to use your existing rubric. The following notes and suggestions are meant to clarify the intent of the rubric and include considerations for the assessment of student work.

- When assigning the task, provide students with the rubric that will be used to score their final product and discuss it as a class.
- Unlike some rubrics, the *CCR Task Bank Rubric* does not predetermine “point values” for the scoring criteria. The rubric thus allows for flexibility with different instructors’ scoring systems and individual determination of the “weight” of each criterion.
- Student work that scores at the *Accomplished* level is considered to be entry-level college work.
- The *Exceeds* category on the rubric provides an example of how a student can go above and beyond the *Accomplished* level. These examples are intended to be only ONE way a work product can exceed expectations, thus allowing room for your professional judgment.
- If needed, consider including task-specific criteria as an additional scoring category to the rubric or providing a checklist of requirements for the task.

College and Career Ready (CCR) Task Bank Scoring Rubric

Scoring Criteria	Insufficient Evidence	Developing	Progressing	Accomplished	Exceeds
Research and Investigation: <i>Locating resources independently and/or identifying information within provided texts</i>	The work product is incomplete in this category. Some crucial elements may not be present.	The work product identifies limited resources and/or information that attempt(s) to address the thesis.	The work product identifies relevant resources and/or information that address(es) the thesis at a basic level.	The work product includes the collection of multiple relevant, authoritative information sources that effectively address the thesis.	The work product meets and goes beyond expectations of the 'Accomplished' level, demonstrating a high level of proficiency. <i>For example:</i> The work product also demonstrates a broadening or narrowing of inquiry when appropriate.
Ideas and Content: <i>Presenting a thesis and understanding concepts</i>	The work product is incomplete in this category. Some crucial elements may not be present.	The work product presents a thesis that may lack clarity or purpose and demonstrates a basic understanding of content.	The work product presents a thesis and demonstrates an understanding of key content with only minor errors in explanation.	The work product articulates a clear and defensible thesis and demonstrates strong grasp of content with minimal or no errors in explanation.	The work product meets and goes beyond expectations of the 'Accomplished' level, demonstrating a high level of proficiency. <i>For example:</i> The work product also makes connections between and across content of varying disciplines.
Reading and Analysis: <i>Evaluating sources and selecting evidence to support the central idea</i>	The work product is incomplete in this category. Some crucial elements may not be present.	The work product includes limited analysis and evidence from reading materials to support the central idea; includes little or no evaluation of sources.	The work product demonstrates analysis and integration of evidence from reading materials to support the central idea; includes some evaluation of sources.	The work product effectively analyzes and synthesizes multiple sources of information to support the central idea, critically evaluates the strengths and limitations of reading materials, and makes connections between sources.	The work product meets and goes beyond expectations of the 'Accomplished' level, demonstrating a high level of proficiency. <i>For example:</i> The work product also makes note of and explains any discrepancies and/or competing perspectives in the reading materials.
Communication: <i>Using subject-appropriate language and considering audience</i>	The work product is incomplete in this category. Some crucial elements may not be present.	The work product attempts to use discipline-specific language, though may do so inaccurately; demonstrates little consideration of audience.	The work product uses discipline-specific vocabulary and language with few errors, and demonstrates some consideration of the audience.	The work product effectively integrates discipline-specific vocabulary and language; demonstrates consideration of the audience's knowledge of the topic.	The work product meets and goes beyond expectations of the 'Accomplished' level, demonstrating a high level of proficiency. <i>For example:</i> The work product also anticipates the audience's knowledge level, concerns, values and possible biases and addresses the points that are most significant to the audience.
Organization: <i>Structuring main ideas and supporting information</i>	The work product is incomplete in this category. Some crucial elements may not be present.	The work product attempts to organize main ideas and supporting information, but lacks a strong cohesive structure; transitions may not contribute to the flow or provide linkage between ideas.	The work product uses a basic, discipline-appropriate structure with main ideas, transitions, and supporting information that is suitable for the writing assignment.	The work product reveals a clear, discipline-appropriate structure including an introduction, a conclusion, and transitions that make connections and distinctions between ideas; includes claims, counterclaims, and supporting evidence.	The work product meets and goes beyond expectations of the 'Accomplished' level, demonstrating a high level of proficiency. <i>For example:</i> The work product has a strong, inviting introduction and uses paragraphs that build in significance from beginning to end, capturing the reader's attention.
Accuracy: <i>Attending to detail, grammar, spelling, conventions, citations, and formatting</i>	The work product is incomplete in this category. Some crucial elements may not be present.	The work product demonstrates some attention to detail and a limited control of standard English; may contain numerous errors in spelling, punctuation, conventions, and grammar that may detract from the meaning; attempts to include citations, but may do so inconsistently or incorrectly.	The work product demonstrates attention to detail and a control of standard English with limited errors in spelling, punctuation, conventions, and grammar that do not detract from the meaning; citations are included with minimal formatting errors.	The work product demonstrates strong attention to detail and a firm command of standard English with very few errors in spelling, punctuation, conventions, and grammar; citations are consistently used with correct formatting.	The work product meets and goes beyond expectations of the 'Accomplished' level, demonstrating a high level of proficiency. <i>For example:</i> The work product also demonstrates an effort to incorporate revisions and feedback from various sources to produce a refined written product.



Traumatic Memories of War

World War I had a dramatic impact on the world in multiple aspects including mental, emotional, and physical damage that affected everyone in some capacity either directly or through someone they knew. Many soldiers would come home to their loved ones not whole as human beings, with lost limbs or lost hope or spirits after seeing friends die on the battlefield. The damage of these effects can be seen in the works of poetry that were written at the time by British writers such as Wilfred Owen and Vera Brittain. They related their own experiences and put them into their work so that others could get a sense of the worldwide effects that war had. One clear effect of war is the traumatic memories and nightmares that soldiers and nurses had once they returned home, and its impact can be seen by comparing the experiences of World War I and modern soldiers.

Many of the poems coming out at the time of World War I were written with the memory of terrible things that poets had seen. They relived the experience of seeing so much death or hearing shells and gunfire surround them. Wilfred Owen's famous poem "Dulce et Decorum Est" describes a dream he had where he sees a man choking and drowning from poison gas. The vivid detail and brutality of word choice was common at the time for poems describing memories. They sought to draw the reader in to the terror that they witnessed both in person and in their sleep repeatedly. This type of extreme horror would often haunt the writers and make them relive things that they were trying to repress forever. Matters only got worse when it was taken into account that their sleep was being disrupted. Instead of dreaming peacefully, they were forced to see gruesome acts by their own brain, and had no way to shut the dreams off. Some of the horrifying imagery can be seen when he writes, "In all my dreams, before my helpless sight,/He plunges at me, guttering, choking, drowning." These two lines, 15 and 16 of the poem,

1 are a perfect representation of the dreams that Owen and others were seeing nightly. When he
2 talks about his sight being helpless, he is describing how the gas had already reached the man
3 before he could put his mask on, and also his sight in his dreams that he cannot wake up from.

4 The memories brought up in these nightmares were a symbol of helplessness in the
5 war that soldiers and even nurses felt since there was no way they could possibly end all of
6 the death and pain on their own. The feeling of helplessness is one that those who are
7 depressed feel. This depression is only amplified because there was no way to avoid it, all of
8 the past was brought back through horrible nightmares that signified the stress, pain, fear
9 and lost will that they faced.

10 Owen used many techniques to try to relay to the reader what it was like for him to see
11 such brutal things. In lines 21 and 22 he says, "If you could hear, at every jolt, the
12 blood/Come gargling from the froth-corrupted lungs," this phrase shows how violent the gas
13 was and speaks to those who were not at the war and were sitting back at home urging others
14 to do the fighting for them. There were people talking about how Great War was, and
15 Owen's poetry used haunting, scary imagery to show them what war was really like. His
16 poetry was used to put the images that were engraved into his brain so deeply that they came
17 out in his subconscious, into the mind of the reader.

18 Vera Brittain was another poet who wrote of memory and how it had played a part in
19 her life. In the poem "The German Ward" she writes that the memories of the ward in which
20 she worked would still be etched into her memory even when she was so old that her
21 recollection faded away. This idea that the memories of war were seared into the people's
22 brains came up often in World War I poetry, especially Brittain's. One memory of hers was
23 that "I shall hear the bitter groans and laboured / breath." This sound could be heard

1 throughout her life and echoed in her head. The sights and sounds of war had undoubtedly
2 affected everyone who went through it at this time. The memories the veterans had played a
3 part in their mental state and even affected their dreams. A reflection of this can be seen
4 through these two poems and the ways they described to the reader what was going on in
5 their mind.

6 We have much more knowledge about what causes fear memories and trauma now
7 than we had during the First World War. The article "Nightmares and PTSD" from the
8 National Institution of Mental Health states that 71-96% of soldiers suffering from post-
9 traumatic stress disorder have nightmares. Only 2-8% of the general population has
10 nightmare disorder according to the article "Nightmares and other Disturbing Parasomnias,"
11 which is having frequent nightmares. Soldiers suffering from PTSD have nightmares much
12 more than just occasionally, so that large rate of them suffering from nightmares shows
13 how traumatic war can be. In the "Post Traumatic Stress Disorder Research Fact Sheet",
14 they look for possible risk factors attributed to PTSD and memories of fear. One of these
15 risks factors is a protein called stathmin, which is needed in order to create fear memories.
16 More knowledge about this protein is still needed to understand exactly what makes it and
17 the fear memories it helps create so prevalent, but its importance can be seen in a study
18 that was done. The study had mice that were genetically altered to not have stathmin go
19 through training that mice with stathmin went through as well. Mice without stathmin did
20 not freeze during dangerous acts as much as regular mice and they also explored open areas
21 much more. By learning that memories of fear are a result of a genetic protein, we are able
22 to understand why they show up in over 70% of war veterans, as they are controlled by

1 more important factors than regular memories. The majority of the population has high
2 enough stathmin levels to create fear memories, but there needs to be a trigger in order for
3 the genetic process to take effect. Seeing friends die and suffer is an extreme trigger that
4 makes these experiences stand out and recur over and over.

5 Comparing the effect of war on memories and nightmares shows that they are
6 prevalent in war at any period. The poets of World War I wrote about their nightmares
7 and memories to show that they were engrained into them and that they were helpless in
8 their attempts to get rid of them. The genetic knowledge that we are still gaining in
9 modern times lets us know why so many people experience traumatic or "fear" memories
10 and nightmares. The protein in our body that creates them has a much stronger effect than
11 proteins needed for regular memories, since stathmin literally alters how we react to
12 certain situations. High rates of trauma and nightmares are something that people in any
13 war can relate to, whether they are British or not.

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Work Sample Evaluation

Subject Area: English Literature

Task Title: Effects of War

Student Work Sample Title: Traumatic Memories of War

The document was scored using the CCR Task Bank Rubric. The final scores are indicated in the following chart.

Scoring Criteria	Insufficient Evidence	Developing	Progressing	Accomplished	Exceeds
Research and Investigation			X		
Ideas and Content				X	
Reading and Analysis			X		
Communication				X	
Organization			X		
Accuracy				X	

Annotations: The following evidence from the work sample and the reviewer’s comments support the scores above. Page and line numbers refer to the original work sample.

Scoring Criteria	Page #	Line #	Commentary about the work sample
Research and Investigation: <i>Locating resources independently and/or identifying information within provided texts</i>	1	14	The student uses Wilfred Owen’s “Dulce et Decorum Est” as an expert example of a war poet who conveys his ideas about war’s impact on memory. However, limited textual evidence is provided in the work sample.
	2	19	The student also uses Vera Brittain’s “The German Ward” as evidence, though only one line from her poem is cited.
	3	7, 10, 13	In this paragraph, the student refers to three sources to indicate the connection between the trauma of war and ongoing traumatic memories/nightmares. However, there is an absence of direct quotes and in-text citations. Each source is introduced, but no author is cited and only the first source establishes credibility.
Ideas and Content: <i>Presenting a thesis and understanding concepts</i>	1	9-11	The work sample has a defensible thesis that introduces the focus of the paper, which is how soldiers and nurses from WWI and today experience traumatic memories and nightmares.
	1	12-13	This is a focused topic sentence indicating that the paragraph will discuss the impact of war on memory.
	2	10-11	This topic sentence uses vague language such as “many techniques.” The only technique that is specifically mentioned is “haunting, scary imagery.”
	3	6-7	This topic sentence introduces the idea that modern society knows more about the causes of trauma. The paragraph goes on to discuss what that is. The student doesn’t make much of a claim, but rather just introduces the information.
Reading and Analysis: <i>Evaluating sources and selecting evidence to support the central idea</i>	1	12-23	There is an extended introduction to the poem with a summary of how the topic and imagery connect to the thesis.
	2	4-9	Well-developed analysis of the memories discussed in the previous paragraph.
	2	12-17	This paragraph discusses the way Owen’s poem conveys the contrast between what soldiers experience and the ignorance of civilians at home.
	3	6-22	This body paragraph balances the evidence with how it connects to the effects of war.

Scoring Criteria	Page #	Line #	Commentary about the work sample
Communication: <i>Using subject appropriate language and considering audience</i>	1	2-11	The student uses academic and subject-specific vocabulary throughout the introduction in order to set context. For example, the student uses phrases such as “worldwide effects that war had” and “traumatic memories and nightmares.”
	1	20-21	The student employs some complex and compound sentences, though not always correctly.
	2	4-5	The student effectively uses language and sentence structure to convey the significance of the evidence included, for example “The memories...were a symbol of helplessness in the war...”
	3	4-5	The student uses academic language linking the contents of the body paragraphs to the thesis.
	All		Almost every paragraph begins with a topic sentence that helps the reader focus on the connection to the thesis.
Organization: <i>Structuring main ideas and supporting information</i>	2	4-9	While the analysis here is well developed, it is a separate paragraph rather than connecting it to the previous paragraph where the evidence is discussed.
	2	18	In this paragraph, the student moves to another poet abruptly with limited use of transitions.
	3	6	In this paragraph, there is an attempt to transition to the contemporary connection.
	3	14-22	Too much information included here in relationship to the discussion of how/why it is significant. The essay relies mostly on a summary of the findings from the study.
	4	5-6	The work sample concludes with a good commentary about how “nightmares...are prevalent in war at any period.” The rest of the paragraph mostly summarizes the content from each body paragraph.
Accuracy: <i>Attending to detail, grammar, spelling, conventions, citations, and formatting</i>			While the paper contains minor errors, they do not interfere with the ideas. Student demonstrates a firm command of English with mostly appropriate citations.



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