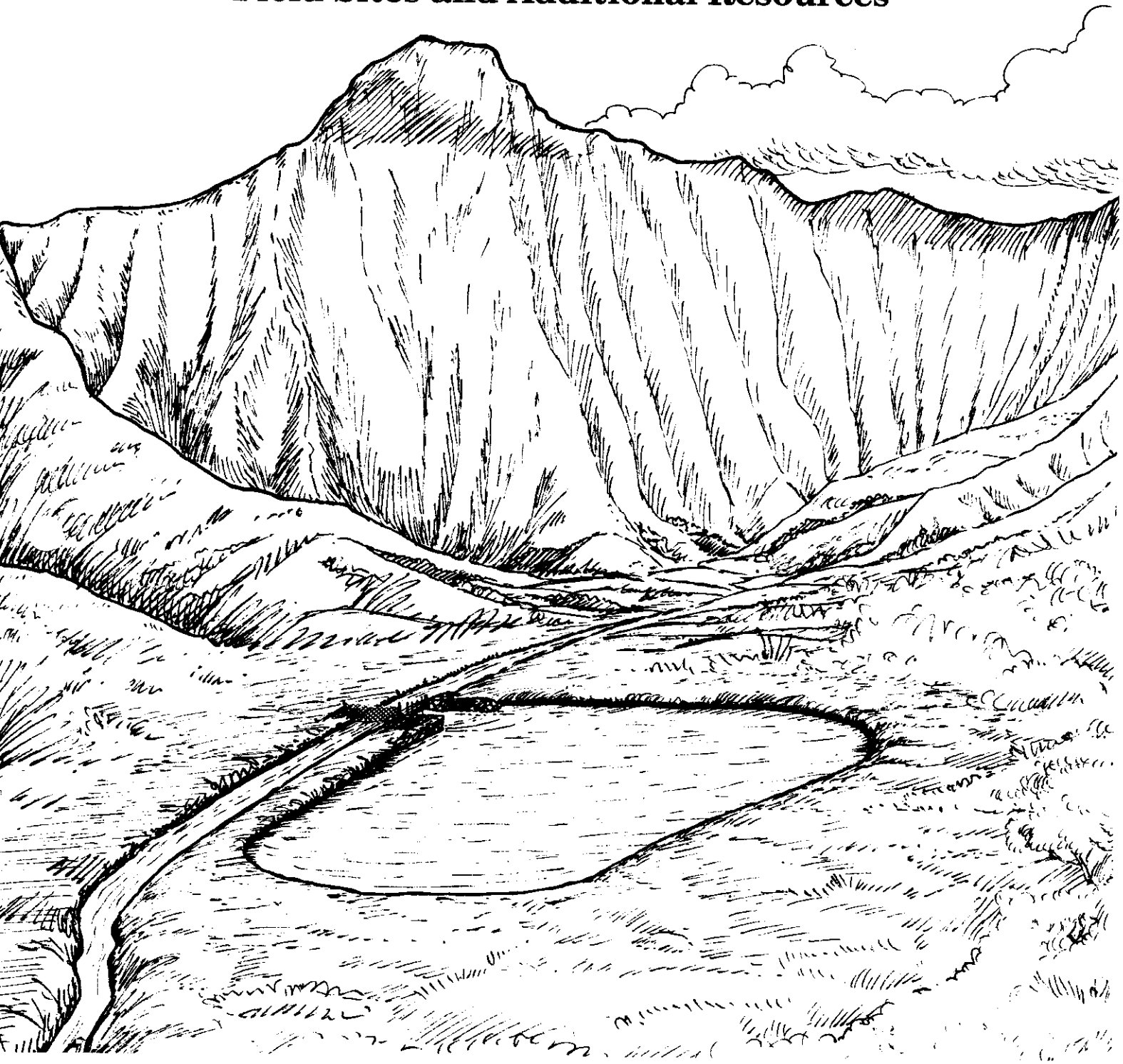


APPENDIX

Field Sites and Additional Resources



Fishpond Field Sites

Kaua'i

Nāwiliwili

Site: 'Alekoko or Menehune Fishpond

Type of Pond: loko wai

Coordinator: TBA

O'ahu

Kāne'ohe

Site: Waikalua Loko

Type of Pond: loko kuapā

Coordinator: Matt Lyum, President
Waikalua Loko Preservation Society

P.O. Box 1917

Kailua, HI 96734

(808) 282-5496

e-mail: mlcinternational@hotmail.com

Site: Mōli'i

Type of Pond: loko kuapā

Coordinator: Barbara Santos

Education Supervisor

Kualoa Ranch

P.O. Box 650

Ka'a'awa, HI 96730

(808) 237-8515 x235

Site: Paepae o He'eia

Type of Pond: loko kuapā

Coordinator: Mahinapoepoe Paishon
47-675 Mele Kula Rd.

Kāne'ohe, HI 96744

(808) 277-2313

Site: Nu'upia Ponds

Type of Ponds: loko pu'uone

U.S. Dept. of the Marine Corps

Nu'upia Ponds Wildlife Management Area

Dr. Diane Drigot, Senior Natural Resources
Management Specialist, or

Marine Corps Base Contact Official

Box 63002

MCBH Kāne'ohe, HI 96863-3002

(808) 257-8839



A loko pu'uone is an isolated shore fishpond named for a pu'uone (a sand dune or heap of sand) that holds water in the pond.

Moloka'i

Site: Keawanui

Type of Pond: loko kuapā

Coordinator: Walter Ritte

HC-01 Box 471

Kaunakakai, Moloka'i, 96748

(808) 558-0111

e-mail: rittew@hotmail.com

Site: 'Ualapu'e

Type of Pond: loko kuapā

Coordinator: William "Billy" Kalipi

(808) 553-3590

Maui

Site: Kō'ie'ie

Type of Pond: loko kuapā

Coordinator: Joylynn Oliveira

Hawaiian Cultural Educator

Hawaiian Islands Humpback Whale
National Marine Sanctuary

726 S. Kihei Rd.

Kihei, HI 96753

(808) 879-2818

e-mail: joylynn.oliveira@noaa.gov

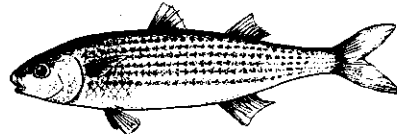
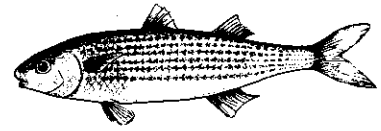
Hawai'i • Hilo

Keaukaha

Site: Waiuli

Type of Pond: loko wai

Coordinator: TBA



Hawai'i • Kona

Sites: Kaloko, Aimakapā and Ai'ōpio

Type of Ponds: loko kuapā, loko pu'uone and
loko 'ume iki

Coordinator: Dominic Cardea

Interpretive Specialist

Kaloko-Honokōhau National Historical Park

73-4786 Kanalani St., #14

Kailua-Kona, HI 96740

(808) 329-6881 (ext. 209)

e-mail: dominic_cardea@nps.gov

If you are unable to reach the coordinator on your island, please call the Pacific American Foundation on O'ahu for assistance.

Herb Lee, Project Director

Pacific American Foundation

33 S. King St. Room 205

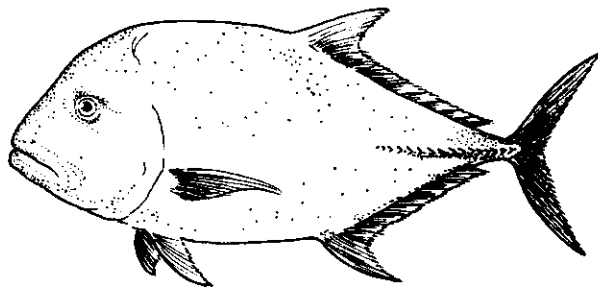
Honolulu, HI 96813

(808) 533-2836

e-mail: LEE3COM@aol.com

Keep current on fishpond field sites!

www.thepaf.org



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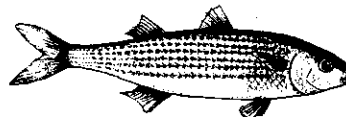
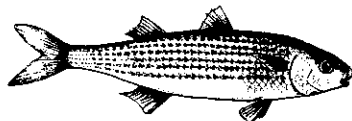
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Supplies & Equipment

Aquatic Eco-Systems, Inc. <aes@aquaticceco.com> <http://www.aquaticceco.com/> (Source for throw nets, aquaculture supplies and equipment)

Hach Company. <orders@hach.com> www.hach.com/ P.O. Box 389, Loveland, CO 80539 (800) 227-4224 or (970) 669 3050. (Analytical systems and technical support for water quality testing, with solutions for lab, process, and field)

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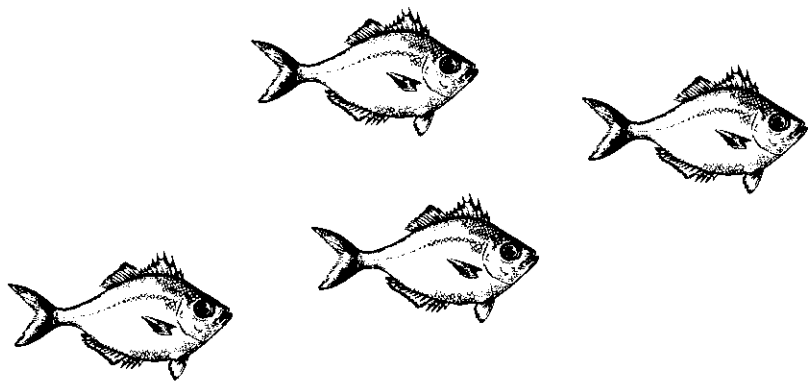
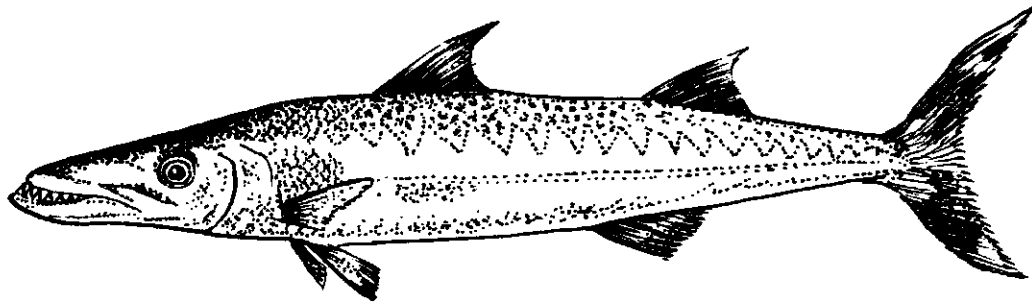
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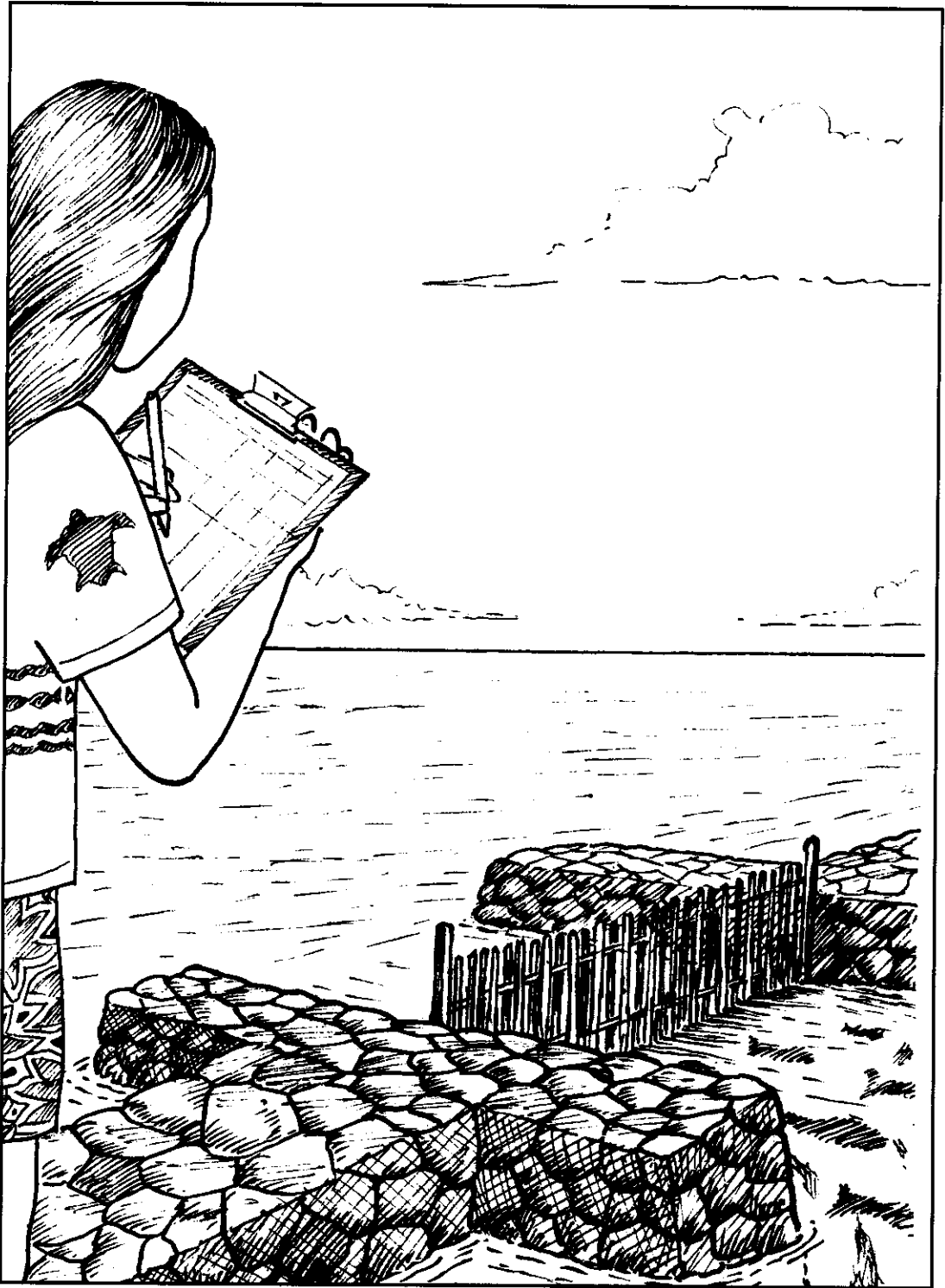
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APPENDIX

Creating Rubrics and Portfolios



Creating and Using Rubrics



- What is a rubric and how is it used?

Key Concept

A rubric is a guideline for making scoring decisions which may be used to recognize current knowledge and also an evaluation tool to help students achieve higher levels of success in a learning experience.

Activity at a Glance

Students practice constructing a rubric to assess a simple activity, such as clapping hands.

Time

1 class period

Vocabulary

rubric — a guideline for making scoring decisions; a document that clarifies what is expected in a learning experience, and what steps to take to reach higher levels of achievement

performance assessment — a testing method where students are expected to create an answer or product to demonstrate their knowledge and skills

assessment — a measurement of a student's ability or skill

Materials

Provided:

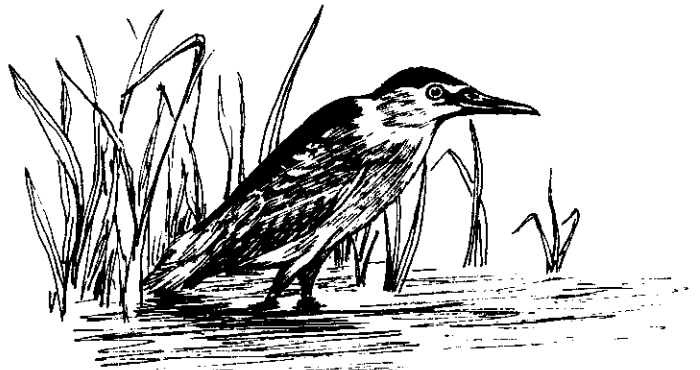
- rubric template

Needed:

- chart paper (or chalkboard/whiteboard)
- markers
- pencils

Advance Preparation

- Make transparencies or make copies of the rubric template.



Background

A rubric is a guideline for making scoring decisions. It is an authentic method to evaluate student performances in various targeted activities. Rubrics allow teacher-student participation in determining the quality of student performance.

“Effective rubrics:

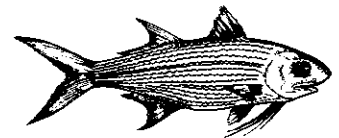
- Reflect the most significant elements related to success in a learning task and
- Enable students and teachers to accurately and consistently identify the level of competency or stage of development.
- Help teachers grade students’ work more accurately and fairly.
- Encourage students’ self-evaluation and higher expectations.
- Are shared with students prior to beginning the task so they know the characteristics of quality work.
- Provide more information than just a narrow checklist of skills or attributes”

(Kingore, 2000).

An effective rubric is an authentic assessment tool which not only aids the teacher in determining the skills and abilities of a student, but supports and assists the student in improving upon skills that he/she already has.

In order to construct a rubric you must:

- Know what tasks will be evaluated,
- Have a clear scoring criteria, and
- Provide a clear picture of how students will be scored.



If the teacher generates the rubric, time should be allowed for students to react to it and discuss the criteria and scoring. The teacher should facilitate the discussion and make adjustments within reason and discretion. When a rubric is constructed collaboratively with the students, they are allowed to share in the development process. This creates a positive teaching/learning environment where students will feel like they are part of their own learning and assessment. They will not only recognize their current knowledge and skills but they will know how to improve upon them. Use the activity below to demonstrate the construction of a rubric and how it is used.

Teaching Suggestions

1. Select a simple task, such as clapping hands, and establish a scoring or rating scale to fit the rubric template provided.
2. Establish the criteria for assessing the hand clapping and list these on the board or chart paper. Students may come up with criteria such as “volume,” “appropriateness,” or “creativity.”
3. Define each of the criteria and discuss them with the class.
 - a. Volume = the intensity of the sound of the clap that is performed.
 - b. Appropriateness = the manner of clapping related to a specific event.
 - c. Creativity = how the performer expresses the clap.

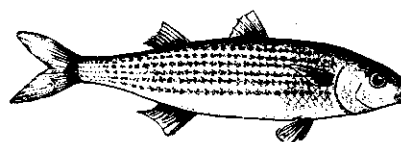
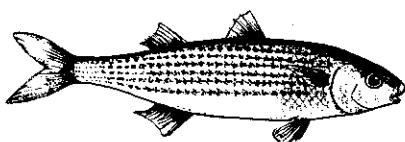
4. Give each student a copy of the rubric template provided, or project it on a screen. Explain that this rubric will be used to assess how one claps after a concert performance (such as a popular singing group or band). Have students list the criteria in the left-hand column of the rubric.
5. For each criteria, ask students to come up with descriptions that would describe “kulia” (exceeds standard) to mākaukau ‘ole (below standard). Start with kulia and ask students what the criteria would be for an “excellent” performance that exceeds the standard for volume. Write the responses in the box under “kulia.” Proceed through the criteria and enter performance expectations for each box in the rubric.
6. Once the criteria and levels of proficiency are established, ask for ten volunteers to clap for the class.
7. Go over the ratings and the criteria and the setting (clapping after a concert performance) before each clapping performance. Ask the students who are not performing to use the rubric to rate each individual performance. Ask one or two students to record the scores and calculate an average.
8. Give certificates or prizes to the winning performance. Then introduce one of the sample rubrics provided in the units in this guide and discuss the criteria with students. Work with students to tailor the rubric to fit their needs.

Adaptations/Extensions

- Instead of clapping hands, students could throw a baseball or demonstrate laughing skills or another area of interest.
- Start with the culminating activity in Unit 1 and have students create a rubric.

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Performance Indicators	Kūlia (Exceeds Standard)	Mākaukau (Meets Standard)	'Ano Mākaukau (Almost at Standard)	Mākaukau 'Ole (Below Standard)

I NOTICED:

Portfolios

A portfolio is a vehicle for engaging students in the process of self-evaluation and goal-setting. It is a collection of student work that includes pivotal, improved or best pieces as well as teacher and student (and/or parent) commentary. An effective portfolio is student-centered and encourages student responsibility, pride and accountability for learning. It includes goals for students and “allows students to polish and refine what they are learning to do well” (Kingore, 1999). It is also an alternative assessment tool. Like rubrics, it is considered an authentic assessment.

To help with the management of portfolios, include students in the process of selecting and organizing their work. Their portfolios should be the place (portfolio or binder) where students keep specific assignments and information from each unit. Portfolios should include work that is representative and a reflection of the student. The materials collected would also be helpful for the students as they complete the culminating activities in each unit. Have students include lined paper in the portfolios for student and teacher commentaries. Teachers may wish to prepare a checklist of assignments for the students with routine questions like the example below.

- Unit I Lesson 1, Map
- Unit 1 Lesson II, Discussion questions
- Answer these questions:
 - What have you learned in this unit?
 - Were you successful in completing the activities? Explain your answer.
 - What would you have done differently?

Try to have a conference with each student to discuss the comments and to set goals for improving or enhancing student work.

Resources

Areglado, Clemmons, Cooper, Desai, Dill, Laase, Reif, Roettger, Stowell and Tierney. 1992. *A Comprehensive Look at Portfolios*. International Reading Conference, Institute 17. Orlando, FL.

Kingore, Bertie. 1999. *Assessment: Time-Saving Procedures for Busy Teachers*. Professional Associates Publishing. Austin, TX.

Tierney, Robert J., Mark A. Carter and Laura E. Desai. 1991. *Portfolio Assessment in the Reading-Writing Classroom*. Christopher Gordon Publishers, Inc. Norwood, MA.

