

**Teague, C. L.** (2006). *Perceptions of the silent majority: Projects as assessments in a brain compatible curriculum*. Unpublished doctoral dissertation, University of Cincinnati, Ohio.

#### Abstract

The primary purpose of this research study was to investigate parents', teachers', and students' perception of performance projects being used as an additional or alternative form of assessing student achievement. Projects in this study were tied to learning goals, and were representative of curricular thematic units. Examples of projects would be student-generated videos, poems, songs, raps, commercials, game shows, skits, brochures, dioramas, posters, or written reports, to name a few. Projects provided students an equitable opportunity to express knowledge, and demonstrate major understandings in multiple ways. All projects were guided by rubrics, as well as teacher expectations and approval. The secondary purpose was to view paper/pencil, high-stakes standardized tests, in addition to projects, through the lens of Brain-Compatible Learning theory. Perceptions of projects as a tool of assessment were being investigated because of their inherent correlation to the core tenets of BCL theory, which involves how the brain receives, stores, and retrieves information for optimal learning. High-stakes tests were being viewed through the lens of BCL theory because of their punitive characteristics, which seem antagonistic to producing an educational environment that is conducive to optimal learning and academic achievement. Two school sites were chosen for this study. One site was located in an affluent, suburban neighborhood, and the other was located in an economically deprived, urban neighborhood. This research study, while modest, is authentic and unique in that it provides scientific findings as reported in the literature, that support the perceptions of the parents, teachers, and students that participated.