BURRILLVILLE HIGH SCHOOL
Diploma Handbook

Burrillville High School Mission Statement

The mission of BHS is to engage in an education partnership in a safe, nurturing, and challenging environment. This partnership among student's families, and community will extend the borders of learning beyond rural neighborhoods and the school to the global village. Our enterprise will help students, as individuals striving for excellence, to acquire and apply knowledge, to develop skills, and to attain multiple literacies. Increases in knowledge, skills, and literacy will lead to gains in academic performance, to identification of and preparation for career paths, and to significant action in service to the community. Beyond measure , our mission is to help students develop habits of mind and heart that enlighten and inspire their journey from learning to make a living, to learning to make a life.

Superintendent
Frank Pallotta

Principal
Ralph Olsen

Assistant Principals
Sherrill McKeon
Michael Whaley

Burrillville High School Diploma System

The Rhode Island Department of Education (RIDE) has developed requirements to ensure that all students across the state will successfully complete a rigorous high school program that gives them access to college or post-secondary training, whether immediately after high school or when and if they choose.

A Burrillville High School diploma is the official recognition that a student has met the state and Burrillville graduation requirements and has demonstrated the necessary proficiency to graduate. Proficiencies in academic areas will be based on the grade 9-10 *Grade Span Expectations* (GSE) and other appropriate standards, in conjunction with the Applied Learning Standards, set by the Rhode Island Board of Regents for Elementary and Secondary Education (BoR). Proficient performance for graduation is necessary in each of the six core academic areas. English Language Arts, Mathematics, and Sciences will be aligned to state GSE's. The School Department will adhere to the established Rhode Island requirements for Social Studies, the Arts and Technology; based on appropriate, nationally recognized content standards within each discipline and in accordance with guidance provided by the BoR. The strategies for assessing applied learning skills are digital portfolio and end-of -course exams.   These requirements for a Burrillville High School Diploma are consistent with Rhode Island Board of Regents Regulations. **Only students who demonstrate fulfillment of these graduation requirements and proficiencies shall participate in the graduation ceremony and receive a diploma.**

Requirements for a Burrillville High School Diploma:

A. Successful completion of the *minimum* required <u>coursework credits</u>, both in total and for specific subjects.

B. Successful completion of <u>end-of-course examinations</u> and tasks that assure common expectations and proficiencies.

C. Successful completion of a <u>Digital Portfolio presentation</u> that, when viewed in combination with other graduation requirements, demonstrate that necessary proficiencies are met.

D. Completion of <u>state assessments</u> according to a timetable determined by the BoR. Students must participate in tests known as the New England Common Assessment Program (NECAP). The NECAP test results will count toward graduation, but will never be enough to prevent a student from graduating.

E. Each student will create an <u>Individual Learning Plan (ILP)</u> aligned to personal, academic, career and social goals (Pilot 2009-2010, required 2010-2011 and beyond).

Description of Requirements:

Coursework Credits Requirements 2010

A *minimum* of 22 credits is required to graduate.

English	4.0
Mathematics	4.0 (3 Math, 1 Math related)
Science	3.0
Social Studies	3.0
Physical Education	2.0 (4 years, half credit/year)
Fine Arts	0.5
Digital Portfolio	0.25
Electives	5.25
TOTAL:	**22 credits**

Math related courses

The majority of students at BHS enroll in four math courses. However, BHS recognizes that not all students plan on attending college immediately after high school. RIDE requires four years of math coursework for all students. Any student not enrolling in a fourth math course will be required to take a course from the list below. These math related courses were chosen based on their alignment to GSE's. A math related course shall not be counted towards other credit requirements.

Physics	Chemistry	Biotechnology
Woodworking	CAD I	CAD II

End of Course Examinations

End of Course examinations are "final exams" designed to assess what students know and are able to do relative to the course of study. They are designed to include at least 50% performance based measures. This means that although they may include multiple choice and true/false responses, at least 50% of the grade will be based on an applied learning activity that the student completes. The applied learning activity may be done over many weeks and are aligned to the appropriate Grade Span Expectations, Content Standards, Applied Learning Standards, and BHS Academic Expectations.

Digital Portfolio Tasks

Digital Portfolio Tasks are important pieces of evidence that will be used to build your graduation portfolio. A Digital Portfolio Task is an individual or collectively developed essential learning activity that determines a student's proficiency in a subject area through the application of key skills or concepts. Individual teachers, or departments, have designed tasks based on common agreement about what the content of the task should be. A digital portfolio task is clearly connected to certain standards that are endorsed by the district or state. A digital portfolio task is also weighted and scored according to common department and school wide

rubrics. Written directions for the administration of the task are carefully thought out and followed. Digital Portfolio tasks are also administered in a way that allows all students the best chance at success. This may mean that a task may be accommodated to address student learning styles, interests, and/or disabilities.

EXAMPLE OF – Digital Portfolio Tasks allow students to show what they know and are able to do. They are not multiple choice or short answer type problems. They are usually extended pieces of work. For example, a student in a civics class may identify a community topic or problem; gather and analyze information; research the issue; propose a solution in writing; make an oral presentation of their work; and write a reflection on their work.

STORAGE OF- Digital Portfolio Tasks meeting the proficiency standard, along with associated rubrics and reflections, should be uploaded to the Burrillville Digital Portfolio website. The web address is www.richerpicture.com/burrillville

GRADING OF – Digital Portfolio task grades will be entered by the teacher and can count toward the quarter grade. Digital Portfolio Tasks can continue to be revised, once grades have closed, for use in the graduation portfolio only.

The Final Graduation Portfolio (2010) includes:

1.1 – **Required**	Extended math project - Numbers & Operations Extended math project - Geometry & Measurements Extended math project - Functions & Algebra Extended math project - Data Stats & Probability
1.2 - Optional	**Two** lab reports/**2** different science courses **OR** Science Fair Project
2.1 – **Required** Complete 4 out of 6 from a-f	Write **4**: (a) response to literature; (b) narrative account; (c) reflective essay; (d) persuasive essay; (e) narrative procedure; (f) report
2.2- **Required**	Produce **OR** Critique One: public document **OR** functional document;
2.3 - **Required**	Analyze public speaking performance **OR** critique a media production
2.4 - **Required**	Deliver and reflect on an **oral presentation**
2.5 - **Required**	Maintain annotated list of **20** books
2.6 - **Required**	Complete **two** summer reading projects
3.1 - **Required**	**Technology**: Demo acquiring, organizing, evaluating, interpreting, communicating via presentation of DP

3.2 - **Required**	Use **3** of the following: wp, email w/att, internet browser, graphic tools, spreadsheet and graphing software, database and presentation program
4 - Optional	Choose one or more art forms (music, dance, drama, visual arts, culinary) **AND** include **TWO** pieces of evidence that address at least **TWO** components: creating, performing, responding (critiquing) AND describe cultural significance of each piece
5 - Optional	Publish an extended interdisciplinary research project **OR** Plan/organize an event or activity

6.1 - Optional	**Career Action Plan**: w/self-interest and skills inventory
	    Create **CAP** w/evidence of career exploration
	    Create **CAP** w/personal resume

6.2 - Optional	Develop post-secondary timeline for **CAP**
7.1 - Optional	Produce essay, project **OR** presentation analyzing problem from a global perspective
7.2 - Optional	**20 hours** of Community Service w/activity log and reflective statement
8 - Optional	Group based extra-curricular activity, work experience **OR** group-based class work
9.1 - Optional	**Physical fitness**/nutrition program
9.2 –Optional	**Adult CPR**/first aid training (Needs to be completed in conjunction with 9.3 to meet requirement)
9.3-Optional	**Child & Infant CPR** (Needs to be completed in conjunction with 9.2 to meet requirement)
10 - Optional	Reflective essay **OR** letter of commendation demonstrating observation of dignity and respect

Formative Reflection Evidence

A formative reflection must be completed for all digital portfolio entries. The formative reflections will become artifacts in your digital portfolio. These formative reflections will help you write your summative reflection during your senior year, and help you select the artifacts you will use during your digital portfolio presentation. The intention of this assignment is to encourage reflective writing about your learning of content standards, academic learning expectations, and grade span expectations. *Directions: Using complete sentences, answer the following questions.*

1. List the primary academic, civic or social standard met by completion of this task.

2. List one content standard and GSE that are being met by completion of this task.

3. How has the completion of this task helped you meet the specific standards and expectations listed in # 1?

4. Describe the task you have completed and the steps you used to complete it. How did this process help you to achieve proficiency on the standards and expectations?

5. How did you use previously learned skills in completing this task?

6. What were the most difficult parts of this task, and what gave you the greatest sense of accomplishment?

7. What advice would you give future students completing a task similar to this one? What could you have done to improve your performance on this task?

8. How will you be able to use the skills, knowledge, or experience gained through completion of this project in the future?

Formative Reflection Rubric

SCORE	CRITERIA
Proficient	▪ The student responds to all questions. ▪ The student describes detailed connections between the task and the expectation and standards being met. ▪ The student reflects insightfully on own work. ▪ The student uses proper grammar and sentence structure.
Deficient	▪ The student does not respond to all questions. ▪ The student makes little or no connection between the common task and the academic expectations and standards. ▪ The student reflections are incomplete and lack depth of understanding. ▪ The student does not use proper grammar and sentence structure.

Summative Reflection

This is completed in the senior year and done in preparation for the panel interview. Overall the summative reflection includes: reflection on the best work in the portfolio; how the body of work is connected to both personal goals (beyond high school) and the school's expectations; and the learning process and progress as represented by the collection of evidence selected for inclusion in the graduation portfolio.

Our school-wide Expectations for Student Learning identify a common core of skills and general knowledge each student must achieve. These include: communication skills, problem solving skills, technology skills, cultural awareness, health and physical fitness awareness, and

democratic principles. Mastery of this common core is essential for successful, independent participation in society. Your portfolio is where you collect evidence of your proficiency in achieving these Expectations for Student Learning.

Although you provided a reflection for each portfolio artifact, it is important to take a collective look at your work and reflect on your *progress* in meeting the school wide expectations for student learning. Login to your portfolio and review your artifacts and reflections. Respond to the following questions.

1. Of all the work in your portfolio, which artifact represents your greatest academic achievement? Explain.

2. Based on your artifacts, what were your greatest challenges in demonstrating proficiency in the school-wide expectations for student learning?

3. State your post-secondary goal. Reflecting on your work, explain how proficiency in these skills will help you achieve your post-secondary goal.

Digital Portfolio Presentation

A digital portfolio is a collection of work that documents a student's educational performance over time. It is also a collection of evidence demonstrating that a student has achieved the school's learning expectations and the state's required proficiencies. Student evidence for the portfolio is generated mostly through the completion of department designed digital portfolio tasks. Students will select tasks that demonstrate proficiency in 6 core subjects, the school's academic expectations, community service and applied learning. The portfolio will also include student reflections and a final graduation evaluation by a panel of trained reviewers.

Presentation Process

Each student must present portfolio artifacts as evidence of proficiency in three of the school wide expectations: expectation 1-communication skills, expectation 2 – problem solving skills, and an academic expectation selected by the student. Below is a scripted template for your presentation. Please review the rubric for the expectation and your artifact reflection as the information on these documents may help you in preparing your graduation portfolio presentation.

Part 1 - Introduction: 1 minute
Your Introduction Should:
Introduce yourself
Explain why you chose these three artifacts
Engage the audience
Provide 3 copies of your summative reflection for the panel

Part 2 - Artifact Presentation: 6 minutes

Proficiency in Communication *(School-wide Expectation 1, GSE's addressed:*
_____*)*
- Explain what it means to be proficient in communication?
- Evidence: Artifact : _____ Completed in grade _____
- Explain how this artifact demonstrates your proficiency in communication?

Proficiency in Problem Solving *(School-wide Expectation 2 GSE's addressed:*
_____*)*
- Explain what it means to be proficient in the problem solving process?
- Evidence: Artifact : _____ Completed in grade _____
- Explain how this artifact demonstrates your proficiency in problem solving?

Proficiency in_____ (Student Choice: *School-wide Expectation _____*
GSE's addressed: _____)
- Explain what it means to be proficient in _____?

- Evidence: Artifact : _____ Completed in grade _____
- Explain how this artifact demonstrates your proficiency in _____?

Part 3 - Conclusion: 1 minute

This is the opportunity to wrap things up for your audience and end with a statement that reminds the panel of your work and your learning. Refer to your summative reflection sheet. Invite questions.

Q and A: When answering question restate important phrases or words in the question as you answer it.

Digital Portfolio Presentation Script

Good Morning/Good Afternoon. My name is _____. I am currently a senior at Burrillville High School. I have been a student here for _____ years. During that time I have had the opportunity to receive my education in a variety of classes, from English to math, science, social studies, and a wide variety of other courses. These classes have provided me with the opportunity to learn the necessary facts while preparing me for life after *BHS*.

Next year, I plan on going to college at _____/entering the world of work/joining the military in _____. I feel that *BHS* has prepared me for this next step in my life in a meaningful way. To prove this point, I will be showing you three projects which I have

completed over the course of the last four years. I feel as though these projects portray me best as a student.

The first project which I have chosen is _____. This project shows my proficiency in the first school wide expectation of communication. It is also a demonstration of the following Grade Span Expectations: _____. In order to attain this proficiency, I had to demonstrate:
A.
B.
C.
These concepts will affect my future goals by_____. Overall, I learned _____.

The second project which I have chosen is _____. This project shows my proficiency in the second school wide expectation of problem solving. It is also a demonstration of the following Grade Span Expectations: _____. In order to attain this proficiency, I had to demonstrate:
A.
B.
C.
These concepts will affect my future goals by_____. Overall, I learned _____.

The final project which I have chosen is _____. This project shows my proficiency in the school wide expectation of _____. It is also a demonstration of the following Grade Span Expectations: _____. In order to attain this proficiency, I had to demonstrate:
A.
B.
C.
These concepts will affect my future goals by_____. Overall, I learned _____.

In conclusion, I feel that the project which best displays my greatest academic achievement is _____, because_____. Based on my entire body of work, I feel as though _____ represented my great challenge toward demonstrating proficiency, because_____. The skills gained at _BHS_ will allow me to meet my post-secondary goal of _____ by_____.

Digital Portfolio Presentation Rubric

Criteria	Exceeds Standard	Meets Standard	Nearly Meets Standard	Below Standard
Delivery [OC-2]	Creatively and effectively uses a variety of appropriate strategies throughout presentation to enhance communication with the audience, (e.g., spontaneously responding to audience nonverbal or verbal reactions).	Uses a variety of appropriate strategies throughout presentation to communicate ideas: eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture (OC-10-2.5)	Uses some appropriate strategies to communicate ideas, but may not be consistent throughout presentation	Ineffectively uses strategies to communicate ideas or lacks use of presentation strategies (e.g., little or no eye contact).
	Dress is appropriate.	Dress is appropriate.	Dress is appropriate.	Dress is not appropriate.
	Presentation is within stated time limit.	Presentation is within stated time limit.	Presentation is mostly within stated time limit.	Presentation is not within stated time limit.
Organization [W-2]	Exhibits creative (e.g., consistent with discourse style - satire, humor) and logical organization (e.g., one concept/idea builds to the next).	Exhibits logical organization (e.g., key ideas/concepts are meaningfully connected to topic). (OC-10-2.1)	Clearly attempts to organize information; concept and/or ideas are loosely connected to topic.	Little logical order is apparent.
	Clearly maintains focus throughout, with specific examples fully developed (e.g., use of anecdotes, analogies, etc.).	Maintains a consistent focus throughout. (OC-10-2.2)	Occasionally lacks focus.	Often lacks focus
	Exhibits flowing, succinct transitions of key points.	Includes smooth transitions between key points. (OC-10-2.3)	Includes transitions between most key points, but this is sometimes choppy or confusing.	Exhibits choppy, disjointed, or no transitions between key points; little flow from one idea to the next.
	Provides a clear and compelling conclusion which restates the premise of thesis effectively and resolves questions.	Provides a coherent, logically supported conclusion related to topic/thesis. (OC- 10-2.3)	Attempts to provide a conclusion.	Little or no attempt to provide a conclusion.

	Exceeds Standard	Meets Standard	Nearly Meets Standard	Below Standard
Language Use **[OC-2]** **[W-9]**	Uses sophisticated and/or varied language, appropriate for audience, context, and purpose.	Uses language appropriate to audience, context and purpose. (OC-10-2.1)	Occasionally chooses words/ language that is not appropriate for audience, context, or purpose (e.g., use of jargon or informal language when formal is called for)	Rarely selects words appropriate for audience, context, or purpose.
	Uses proper grammar. May use grammar in novel ways for an intended effect consistent with purpose.	Uses proper grammar. Minor errors do not interfere with the message (W –10-9.1)	Usually uses proper grammar	Occasionally uses proper grammar. Grammatical errors interfere with overall meaning or message.
Content **[W-6, 8]** **[OC-2]** **[R-15]**	Selects compelling and substantive information (supported by research) to set context related to topic.	Selects appropriate, accurate, and relevant information (supported by research) to set context related to topic. (W-10-6.2) (W-10-6.5) (W-10-8.1)	Selects some appropriate, accurate, and relevant information (supported by research) to set context related to topic.	Selects inappropriate, in-accurate or irrelevant information, or information is supported by insufficient research to set context related to topic.
	Supports thesis/topic with substantive details and evidence.	Supports thesis/topic with well-chosen details and evidence. (OC 10-2.3) (W-10-6.4b)	Supports thesis with some details and evidence.	Supports thesis with insufficient details or evidence.
	Includes substantive facts/details and evidence for appropriate depth of information to support conclusions.	Includes sufficient facts/details for appropriate depth of information to support conclusions. (R- 10-15.4) (W-10-8.1)	Includes some unclear or extraneous facts/details that may not support conclusions	Includes few or no accurate facts/details to support conclusions.
	Elaborates on significance of new knowledge acquired to resolve personal questions or makes insightful connections to thesis/topic.	Clearly states significance of new knowledge acquired to support thesis/topic. (W-10-6.4a) (W-10-8.4)	Summarizes new knowledge acquired to support thesis/topic but lacks connections to significance.	States little evidence of acquisition of new knowledge to support thesis/topic.

	Exceeds Standard	Meets Standard	Nearly Meets Standard	Below Standard
Media Use [OC-2] (if applicable)	Selects and uses well-crafted media (e.g., use of sophisticated editing – sound, juxtapositions or uniqueness of images) to communicate desired information to enhance and deepen audience understanding.	Selects and uses appropriate media to communicate desired information to enhance audience understanding. (OC-10-2.6)	Selects and uses media appropriately; however, media use detracts somewhat from the audience understanding (e.g., lack of clarity of images or text; requires further editing; lacks organization consistent with topic).	Selects and uses media inappropriate to audience, context, or purpose
Student response to judges questions and feedback [OC-2]	Responds effectively to judges questions and feedback	Responds effectively to judges questions and feedback (OC 10-2.4)	Responds somewhat effectively to judges questions and feedback	Responds ineffectively to judges questions and feedback

Preparing for Your Panel Interview

It is important to remember that some members of the interview panel may be unfamiliar with you and what you have achieved as a student, so it is important to be as prepared as possible and to understand that they have a short time (20 minutes) to evaluate your portfolio. Your presentation will last 6-10 minutes with time left for responding to the panels questions. With these thoughts in mind, you should prepare for the interview.

At your presentation you will be expected to do the following:
- Introduce yourself and your portfolio to the interview panel in the first 1-2 minutes by stating which artifacts you have picked to show your proficiencies, and **why** you have chosen these assignments.
- Plan to then speak in detail about the three tasks in your portfolio that will help your audience better understand what you learned from the experiences and how you have grown as a learner/person.
- The artifact associated with each task should be used as a visual aid during your presentation.
- Plan to speak in detail about your summative reflection as the conclusion of your presentation.

After your *brief* presentation, the panel members will then have questions for you. Consider the following:
- Are you prepared to explain the skills that you present in your portfolio in greater detail? In what other ways can you apply what you've learned?
- How might the talent or skills you have be used in another way or in another field?
- Are you confident of your future success? Be prepared to explain why.

- How have you grown as a learner/person?
- What can you offer the community as a result of your time at BHS?
- What have you learned about yourself?
- What are you future plans and how will what you've learned help?
- What advice do you have for BHS underclassmen?
- Are you prepared to speak in detail about any item in your portfolio?

Guidelines for Portfolio Presentation Attire

The purpose of these guidelines is to uphold the professional image of this presentation and to better prepare you for the working world. When you deliver your Senior Portfolio Presentations, it will be to your advantage to make the best "first impression" you can. Your dress and personal appearance are an important part of this presentation count as one of the requirements on the scoring rubric.

Presentation Attire for Females

- Business suit with blouse
- Business dress
- Skirt or dress slacks with blouse or sweater
  - Dress shoes are required for all options

Presentation Attire Options Males

- Business suit with collared dress shirt and necktie
- Sport coat, dress slacks, collared dress shirt, and necktie
- Dress slacks, collared dress shirt, and necktie
  - Dress shoes and dress socks are required for all options

New fashion trends may be in style but not necessarily appropriate. The best way to operate is to avoid walking the line. If there is a doubt, ask for help. Be a professional

Suggestions for a Successful Presentation Experience

- Proper body language
- Cell phones off
- Do not rely on index card(s) – use them for backup only
- Concentrate on academic **growth** along with personal, athletic, social, etc.
- Provide copies of specific tasks on which your presentation concentrates
- Professional attitude
- Appropriate language -- do not say thing such as, "Like" or "my God"
- Clear introduction and conclusion are needed
- Remember, there is no second chance to make a first impression.
- Be prepared, well-dressed, five-minutes early, and polite.
- Speak clearly
- Shake hands during the introduction

- o Make eye-contact with the panel
- o The members expect to meet a mature young adult who can speak in some detail about his or her portfolio and how it demonstrates one's academic, social and personal skills.

<u>Burrillville High School Digital Portfolios: Student Guide</u>

1. Open a web browser and go to: http://www.richerpicture.com/burrillville

2. You will now be at the login screen. Enter your login name and password.
   ### <u>Student</u>
   User name: first initial last name (no space)
   Password: student ID# (or designated password)

3. You will now be at your home page.
   From here, you can do a number of things:
   - On the left side are three buttons:
     - o **About Me** displays the home page.

     - o **My Profile** allows you to change your password or (optionally) to upload a sample picture.

     - o **Personalize** allows you to change how the portfolio is displayed. For example, you may change the banner that appears on the top of the screen.

   - Across the top, in gray, is the main menu. The items on the menu lead you to the following:
     - o **Home**: returns you to your home page.

     - o **View:** shows all of the work samples in your portfolio. The samples are organized according to expectation.

     - o **Edit**: allows you edit your portfolio. Click on the Edit page, and you will see two buttons:
       - **My Goals** allows you to add your own goals to the portfolio.
       - **Entries** allow you to add, edit, or delete the work samples from the portfolio.

     - o **Logout** allows you to leave the system.

Burrillville High School Digital Portfolios: Adding an Entry

1. Click the **Edit** button on the main menu.
2. Click on **My Entries** on the left side of the screen. Click on this button to add, delete, edit or view all the Entries you have submitted to date in your portfolio.
   - o Add an entry by clicking the **Go** button underneath the **Add an Entry** label.
   - o A dialog box will appear. You should type the name of your new entry and click OK.

- The title you just typed should appear in the Entries screen as a hyperlink. Click on it. You will now enter information about your entry in four steps:
  1. **Entry Overview**
     - Add a summary for your entry (teacher may have completed)
     - Change the date
     - Check the Class/Assignment of your entry. (optional)
     - Click the **Save/Next** button to move to the next page
  2. **What standards does this activity meet?**
     - Click on the drop-down list to select a list of expectations
     - Select the expectations your entry addresses (teacher may have completed)
     - To select more standards – but from a different list – select another list from the drop-down, and click on **Save/Change Standards List**
     - When you are done, click the **Save/Next** button to move to the next page
  3. **Edit Artifacts**
     - On this page, you can upload the files containing your work. (Each file is called an "artifact.") For each artifact, you need to fill in three items:
       a. Under the words **Caption for New Artifact**, type a title for this file (such as "Report on Leaf Collection")
       b. Under **Type of Artifact,** click the down arrow to select the type of file you are uploading (Word, Excel, picture, video etc.)
       c. Under **Artifact file,** click the Browse button. You can now find the file (on your computer, in your home directory, floppy disk etc.) you want to upload. When you find it, click **Open.**
     - After you have selected the file, click on **Save / Stay on this Page** to upload the file.
     - Click the **Save/Next** button to move to the next page
  4. **Reflection**
     - You should see the list of the expectations you selected. Here, you should type a few sentences describing why you think this entry is a good demonstration of these expectations.
     - When you are done, click on **Save/Return to Entry List.**

State Assessments – NECAP

The R.I. Department of Elementary and Secondary Education (RIDE) administers state tests each year in grades 3 through 8 and one in high-school grade (grade 11), as required by the federal No Child Left Behind Act (NCLB). Participation in the state tests is a graduation requirement. It is also an opportunity for students to meet proficiency on many of the state standards in a few hours. The state assessments are one measure in a body of assessment evidence used to determine graduation decisions.

Individual Learning Plans (ILP's)

Individual student planning is comprised of activities in which school counselors meet with all students individually, with family members, in small groups or in classrooms to assist students in establishing short and long term goals; developing personal-social, and career plans; and exploring post-secondary options. The expectation is that schools will develop a data-rich

profile of each student. The information in this profile would be the basis for an individual learning plan that could ease the transition between grades or schools and ensure proper placement. The ILP encompasses strategies for responding to and recording each student's academic, career and personal/social/emotional development and follow the student through high school.

ILPs are a mapped academic plan and profile that reflect each student's unique set of interests, needs, learning goals and graduation requirements. A team, including the student, his/her family, the school counselor, advisor/teacher, and/or mentor, help write an ILP, which includes authentic and challenging learning experiences that help each student succeed. As a team, they are mutually responsible for helping the student with his/her personal curriculum and they regularly review, evaluate, and update the ILP as the student progresses. The process allows students to become active, responsible participants in their educational development and planning. (RIDE, 2004)

Every student must also take ownership and assume responsibility for his/her academic achievement, affective learning, and development. Individual planning provides opportunities for each to plan, monitor, and evaluate personal progress. Likewise, parents/guardians have a responsibility to review their child's individual learning plan and be involved in his/her academic life and post-secondary planning.

Process of Appeal

Students who believe that they have been improperly denied a diploma may utilize the school system's appeal procedure through administrative steps to the Proficiency Based Graduation Review Team, Principal, Superintendent, School Committee, and Commissioner of Education.

Frequently Asked Questions

What are Grade Span expectations?

The GSE describe and define the collection of specific content knowledge and skills that all high school students are expected to attain and are able to apply (as described in the Applied Learning Standards) for graduation by proficiency. The Department of Education has developed GSEs and split them into major units in:

- English Language Arts (reading, writing, oral communication)
- Math (number and operations, geometry and measurement, functions and algebra, data, statistics, and probability)
- Science (life sciences, earth and space sciences, physical sciences)

What are the Burrillville High School Social Studies, Technology, and Arts Content Standard Expectations?

Burrillville High School will utilize the developed RI GSE's in social studies, technology, and the arts, in accordance with guidance provided by the RI Department of Education.

What is a Carnegie Unit/Coursework Credit?
Credit assigned for a class meeting for 200 minutes per week for a period of one year. In Burrillville, students must complete 22 Carnegie units, among other requirements, to receive a diploma.

What are Content Standards?
Broadly stated expectations of what students need to know, understand, and be able to do in a specific content area such as English language arts or mathematics. Content standards define for teachers, schools, students, and the community not only the expected student skills and knowledge, but also what schools should teach.

What are Expectations for Student Learning?
These expectations are part of the NEASC accreditation process. They are a guiding set of statements that, taken as a whole, describe the knowledge, skills, and values that students are expected to have when they graduate from high school. Expectations for Student Learning must be fair and equitable for all students.

What are the RI Department of Education Applied Learning Standards?
Skill sets with six main areas: communicating (reading, writing, speaking), problem solving, critical thinking, research, personal/social responsibility, and interpersonal interactions. In order to be determined "proficient," a student must demonstrate content knowledge and the application of that knowledge using the applied learning skills.
- Problem Solving
- Critical Thinking
- Research
- Communication
- Reflection and Evaluation

What are the Burrillville High School Graduation Portfolio Expectations?
1. All students will acquire, analyze and evaluate information and ideas to effectively solve problems and justify conclusions.
2. All students will effectively utilize literacy skills: writing, speaking, and reading analysis and interpretation.
3. All students will demonstrate effective use of technology.
4. All students will develop and exhibit an understanding of culture and the arts.
5. All students will be self directed learners effectively using ideas and information from various disciplines.
6. All students will develop an understanding of their own strengths and learning styles and apply this knowledge in identifying goals, setting priorities, managing progress, and planning their career and education.
7. All students will demonstrate an understanding of the political, economic, environmental, and social issues worldwide, in order to contribute to society as responsible and skilled citizens.
8. All students will work actively and cooperatively to achieve group goals.

9. All students will make appropriate choices affecting their wellness that contribute to a healthy lifestyle.
10. All students will treat others and their environment with dignity and respect.

What is Rhode Island's Common Core of Learning?
Rhode Island's 2001 touchstone document written to describe the knowledge, skills, and competencies that all Rhode Island students should learn to succeed in post-secondary education and work. It describes these competencies in four main areas: communication, problem solving, body of knowledge, and responsibility.

What is the Rhode Island Diploma System?
Combination of all of the assessment measures, student supports, and school and district requirements that a school uses to show what students know and are able to do. Components for graduation required as part of the diploma system include completion of a minimum of 22 credits, Diploma Assessments (exhibition, end-of-course exams, graduation portfolios, and the CIM) chosen by the school, local assessments, and state assessments. It is the school's responsibility to provide each student with the necessary and appropriate support and "opportunities to learn" in order for him/her to develop the knowledge and skills needed to prepare them for success in post-secondary learning experiences and in the work place.

What is a rubric?
A rubric is a scoring guide that gives specific criteria on which a piece of student work will be evaluated based on standards for student performance. Rubrics may be holistic (more general) or analytic (more specific).

What is a School-Wide Rubric?
Rubrics used school-wide and across all disciplines to evaluate student work. School-wide rubrics should be aligned to appropriate state and national standards.

What is an Artifact?
An artifact is a piece of student work in the student portfolio. An artifact can take many different forms: a Word document, a PowerPoint presentation, Excel spreadsheets, audio or video files, scanned PDF files, photos in JPEG or GIF format, etc.

What is Formative Reflection?
Formative Assessment is an assessment used during the course of instruction that measures student mastery of specific indicators/standards and is used by teachers to inform and guide subsequent instruction. In the context of portfolio, the assessment of an individual entry would constitute a formative assessment.

What is Summative Reflection?
Summative Assessment is an assessment that measures student mastery of all indicators/standards included in a unit or other instructional period at the end of that instructional period. In the context of portfolio, the year-end and graduation reviews of the portfolio would constitute a summative assessment.

What if a student does not pass their Digital Portfolio?
When schools design their portfolio system, multiple opportunities to learn the skills and knowledge to successfully collect a graduation portfolio must be embedded across the curriculum and throughout grade levels. Additionally, schools should design systems (year long due dates, built-in check points and assessments, opportunities to revise work, etc.) to support the student's success. In addition, a student that fails his/her graduation portfolio must be offered an opportunity to redo the component(s) that were failed. However, if a school has done all it can to support the student, has offered the student multiple opportunities to learn and practice his/her skills, has communicated clearly and carefully with all advisors, mentors, parents/guardians, has provided an opportunity to resubmit failed elements, and the student still does not pass, the student's diploma shall be withheld.

Are special population students expected to meet all proficiencies?
All students are expected to meet proficiency. Our Performance Based Graduation Expectations are school wide standards for all students. At times teachers may have to adjust common task assignments so they are aligned with the reasonable accommodations in the IEP or 504 Plan. Special needs students will receive appropriate support and accommodations. Student learning and mastery is the main goal - the variable may be the amount of time or support required.

How will the student know that a completed task is "portfolio-worthy"?
Digital Portfolio Tasks in the Portfolio have been designed and validated by each Department. Teachers should provide a rubric so that students can judge their own work to content standards and NEASC expectations. Using content specific rubrics and building wide expectations formulated by the faculty, students in consultation with content area teachers determine the quality of the projects to be saved in the portfolio. Each project must receive a standard or better on the expectations rubric to be considered "portfolio worthy."

How will students and parents be made aware of the proficiency requirements of all academic areas?
- Program of studies
- Departmental curriculum guides
- Student Policy Handbook
- Written Communication
- District website
- School Committee Policy
- Diploma Handbooks