

Woonsocket High School and Woonsocket Area Career & Technical Center



Portfolio Handbook

**A Guide
For
The Class of 2010
And
Beyond**

June, 2009
Version 4.0

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Mission Statement of Woonsocket High School

Our mission is to educate all students in a safe, supportive, challenging environment where they can learn to be citizens of a culturally diverse society.

Mission Statement of Woonsocket Area Career and Technical Center

Empower all learners to apply their knowledge and to achieve success in a global society.

Vision Statement

Woonsocket High School and Woonsocket Area Career & Technical Center's (WACTC) School-Wide Learning Expectations (SWLE's) are a concise listing of six school-wide expectations of what ALL students should know or be able to do upon graduation from Woonsocket High School and Woonsocket Area Career & Technical Center. These rigorous performance-based standards were developed by faculty and reviewed by the Design Team. While they are exclusive to WHS and WACTC, they are also aligned with the state-adopted content and performance standards known as the *Grade-Span Expectations (GSE's)*.

Much in the same spirit, the Board of Regents' *Regulations on Literacy and High School Reform* explicitly state that high school graduation must be based upon more than Carnegie credits and that "...graduation requirements must include a demonstration of student proficiency that involves multiple measures of performance for all students and is consistent with the state's Common Core of Learning ... This proficiency must be demonstrated through at least two of the following: comprehensive end-of-course exams, a Certificate of Initial Mastery, portfolios, senior exhibitions, and the use of technological tools." (RIDE, 2003) Thus, the implementation of a portfolio program is a proficiency-based graduation requirement. The ultimate intent – while realizing greater student and teacher accountability – will be increased student achievement and learning. The graduation portfolio requires on-going formative and summative student reflections and a final graduation evaluation by a panel of trained reviewers. (RIDE et al, 2004)

As a school community, we are still very much in the beginning stages of our portfolio program. Many aspects of it may appear to be prescriptive. As our school mission states, "Our mission is to educate all students in a safe, supportive, challenging environment where they can learn to be citizens of a culturally diverse society." (Woonsocket High School, 2001) The end objective must be that our students take responsibility for this ambitious requirement and make the critical decisions about what work meets standard and exactly *why*. To create a true portfolio culture, we must promote a system where the attitudes and routines of regular self-assessment of work are practiced regularly by all students in all classrooms.

Graduation Requirements

Students must fulfill all of the academic requirements for graduation as outlined in the *Student Handbook* in order to graduate from Woonsocket High School and the Woonsocket Area Career and Technical Center. Any student who does not fulfill the graduation requirements will not receive a diploma at graduation. There will be no exceptions to this policy.

On the high school level (Grades 9 through 12), this policy recognizes uniform graduation requirements to ensure that Woonsocket High School and Woonsocket Area Career Technical Center graduates leave with an educational experience that prepared them to demonstrate proficiency in a common core of studies. This will require students to produce evidence of proficiency that supports the following learning expectations: Effective Communicator, 1.01 & 1.02; Problem Solver, 2.01; Critical Thinker, 3.01; Researcher, 4.01& 4.02; Technological Literacy, 5.01 & 5.02; and Reflective Thinker, 6.01.

A student must complete the four components of the Rhode Island Department of Education's Proficiency Based Graduation Requirements to be eligible to receive a high school diploma from the Woonsocket Education Department.

The four components are as follows:

- I – Satisfactory completion of 26 Carnegie Units in designated course work
- II – Satisfactory completion of course requirements for end of course assessments
- III - Completion of an Approved Graduation Portfolio and/or Senior Project
- IV - Participation in the Rhode Island Department of Education's Assessment Program (NECAP)

-Commencing with class of 2012 a proficiency level of “partially proficient (2)” will be required for graduation

I - 26 Carnegie Units

The Woonsocket Education Department, in compliance with the Rhode Island Department of Education’s High School Regulations, will implement the New High School Diploma System commencing with the Graduating Class of 2008. High school students will be required to pass and earn a minimum of 26 credits* (WHS & WACTC requirement) in specific content areas, as one measure, to earn a high school diploma from the Woonsocket Public Schools.

Indicated below are the minimum 26 credits required as part of the Proficiency Based Graduation Requirements that must be met by all students commencing with the Class of 2008.

CONTENT AREA	CREDITS
English	4 credits
Mathematics	4 credits *(3 credits in mathematics classes; 1 additional credit in a math or math related content course*)
Science	3 credits
Social Studies	3 credits (1 credit must be in US History)
Fine Arts	1 credit
Technology Education	.5 credit
Physical Education/Health	2 credits
Business Education	.5 credit
Keyboarding	.5 credit
Family & Consumer Science	.5 credit
Electives	The remaining 7 credits should be selected in conjunction with the student’s guidance counselor and parent/guardian, while considering the student’s goals and personal objectives to meet graduation requirements.
TOTAL MINIMUM CREDITS	26

*Woonsocket High School and the Woonsocket Area Career & Technical Center will publish a list of acceptable courses from which students may select to meet the 4th credit requirement in mathematics.

*Individual Learning Plans reflect multiple pathways that may change the specific content area. However all students must earn a minimum of 26 credits to graduate.

II – End of Course Assessments:

Proficiency-based graduation assessments are aligned to the individual courses and the appropriate Grade Span Expectations. At least 50% of the assessment must include a performance based on-demand or extended tasks connected to the expectations for student learning that provide the foundation of knowledge and skills for the course. These End-Of-Course assessments and/or common tasks may become part of the Graduation Portfolio.

III (a) – Graduation Portfolio:

Students will maintain a Graduation Portfolio that represents evidence of proficiency achieved in all academic areas and the school-wide academic Learner Expectations. The Graduation Portfolio is composed of a sub-set of successful student work, from the classroom portfolios, tied to the school's Academic Learning Expectations. Students may also, if needed, submit evidence of learner outcome proficiency obtained outside of the regular coursework with permission of the Portfolio Review Committee. See Appendix F *Portfolio Checklist*.

Students will be expected to include a written reflection for all of their evidence at the completion of each year, including one for each of their Common Tasks. Any transfer student will be expected to complete a Graduation Portfolio in accordance with the transfer policy. See Appendices D and K, *Transfer Policy* and *Proficiency Count*.

III (b) - Senior Project:

Students attending Woonsocket Area Career and Technical Center, in addition to the high school graduation requirements, will be required to do a senior project as their requirement for career and technical certification. (Reference *WACTC Senior Project Handbook*)

IV - State Assessments (NECAP):

Students will be required to participate in the Grade 11 state testing program. Commencing with the Class of 2012, Scores on State Assessments in English Language Arts and Mathematics will count toward the graduation requirements. Students must achieve a score of 2 or higher to be deemed proficient.

Expectations

In the coming years we must strive to align our schools' curriculum and instructional and assessment practices so they are fully aligned with the WHS and WACTC SWLE's. Likewise, all structures such as the school schedule, delivery of job-embedded professional development and student support services should be tailored so that this proficiency-based graduation system may continue to grow and flourish.

School-Wide Learning Expectations (SWLE's)

EFFECTIVE COMMUNICATOR 1.01

The student will effectively develop his/her writing process by employing effective written text and utilizing correct use of sentence and paragraph structure and conventions to produce a final product; e.g. essay, research paper, video, webpage, oral presentation, storybook, play, artwork, or technology project.

EFFECTIVE COMMUNICATOR 1.02

Research, organize, and prepare information in order to develop and deliver an oral presentation.

PROBLEM SOLVER 2.01

The student will plan, organize, implement, reflect, and evaluate a task; e.g., a common task, an event, an original experiment, developing or improving a product, service, or system; and devising and implementing a self-improvement plan.

CRITICAL THINKER 3.01

The student will read and/or listen for comprehension, organize information in a sequential and/or logical order, and support statements with valid evidence; the student will formulate and/or apply a conclusion by connecting problems, concepts, patterns, and trends from classroom studies to real-world applications.

RESEARCHER 4.01

The student will formulate a hypothesis, research a question or thesis, extract relevant information from multiple sources (which may include print, Internet, quantitative data, or oral testimony), and verify all sources for validity.

RESEARCHER 4.02

Organize, synthesize, assess, and properly cite relevant information from multiple sources.

TECHNOLOGICAL LITERACY 5.01

The student will utilize a variety of appropriate technological resources in a responsible, ethical, and proficient way in order to complete a task; e.g., conduct research, evaluate resources, write documents, plan and implement projects, or organize and process data.

TECHNOLOGICAL LITERACY 5.02

The student will communicate ideas effectively using a variety of technological media to make an oral presentation and to provide a clearer understanding of written documents.

REFLECTIVE THINKER 6.01

The students will explore and share thoughts, observations, and impressions by analyzing, making connections, elaborating, focusing, and providing a conclusion.

Types of Portfolio Artifacts

Teacher-Generated – are either individual teacher assignments or common tasks that the teacher gives the whole class as an opportunity to demonstrate proficiency. All of these assessments have clear connections to specific School-Wide Learning Expectations (SWLE's), content standards, and GSE's.

Student-Selected Classroom Tasks – are assignments that a student completes in a class that have not been deliberately selected by the classroom teacher as potential artifacts; however, the student has demonstrated rigorous learning and proficiency in a given SWLE. This assignment must be portfolio worthy in order to be added to the portfolio. Student-selected tasks must be added to the classroom portfolio within the semester in which it was assigned.

Student Independent Tasks – are from independent study or from activities that students participate in outside of the regular classroom. These entries may come from co-curricular activities or clubs, from in school or out of school. In order to validate these experiences, students must have a *Student Independent Task Sheet*, Appendix E, signed by a responsible adult or a WHS/WACTC teacher, guidance counselor or administrator and then approved by a member of the Portfolio Committee. Examples of outside assignments may include: community service, church/liturgical volunteerism, tasks/projects in part-time jobs, scouting projects.

Teacher Responsibility

All teachers should provide their students with multiple opportunities to produce four (4) portfolio worthy assignments per one-credit course (two (2) per half-credit course). It is expected that each teacher will provide adequate time for a student to complete their assignment and add it to their portfolio. Assignments should be spread out throughout the course. It is the sole responsibility of the teacher who assigns an artifact to approve that assignment as portfolio worthy.

Upon completion of portfolio worthy assignments or at the teacher's convenience, the teacher will make an appointment with the Library/Portfolio Center to bring their class to file portfolio worthy items. Portfolio worthy items must include: student work, rubric, reflection (See Appendix G *Sample Reflection*) and standards, GSEs and Learning Expectations. Rubrics for the school-wide Learning Expectation must be used and attached to portfolio worthy entries.

Student Responsibility

If a teacher is providing opportunities for students to create artifacts for the portfolio, the student is expected to create it and add it to his/her portfolio. It is the student's responsibility to complete the assignment in a reasonable amount of time. As in labs, research assignments, etc., tools must be made available for the students to use. If the teacher has given students adequate opportunities to complete the assignment and the

entry, it is the student's responsibility to complete that entry. If there are technical problems or other extenuating circumstances that prevent completion of an entry, the student should take it upon themselves to seek out a solution to the problem. The student must have a complete portfolio for graduation. While the school will provide the resources and support necessary for successful portfolio completion and exhibition, it is the student's responsibility to fulfill all requirements.

All students must have a 2 inch 3-ring binder. This binder must be neatly organized, starting with the checklist and including section dividers. The checklist should be completely filled out. All work, including videos/photos, should be included in the portfolio. An additional requirement of the graduation portfolio is an overall reflection on the student's experiences in high school and the way in which these experiences influenced their preparation for life after high school. Guidelines can be found in Appendix J *Graduation Portfolio Final Reflection and Rubric*. The Graduation Portfolio Final Reflection Essay must be in the binder immediately behind the checklist. (See Appendix F *Portfolio Checklist*)

Transfer Students: Students must include a *Proficiency Count* (Appendix K) signed by their Guidance Counselor in their binder as well as any pertinent materials from previous schools.

Concurrent Enrollment Students: Students who opt for concurrent enrollment during their Senior year must complete all portfolio requirements and will be expected to participate in the Preliminary and Final Review process. There are NO EXCEPTIONS! Should you complete your portfolio by the end of Semester 1 Junior year, you may request to participate in the Final Review process with the current Senior class.

Early Grads: Students who opt for Early Grad status must complete all portfolio requirements. NO EXCEPTIONS! Students considered for Early Grad status will be informed of dates and times for their Preliminary and Final Review with a Portfolio Coordinator. Failure to participate in the Graduation Portfolio Final Review process will jeopardize a student's status as an Early Grad.

Parent/Guardian Responsibility:

All Parents/Guardians are responsible for reviewing their student's portfolio status on a regular basis. This may include attendance at bi-annual parent/teacher conferences, telephone conversations with Guidance Counselors and/or the Portfolio Coordinators, discussion/review of the Graduation Portfolio with the student, and any other contacts deemed necessary by either the school or the parent/guardian. Parents will facilitate communication between the student and the school personnel regarding Graduation Portfolio.

Process for Preliminary Review of Graduation Portfolios

Preliminary Review should take place with the student and a Teacher volunteer during the first quarter of the student's Senior year. Portfolio entries can be reviewed on a rolling basis by more than one volunteer. This preliminary review should be completed by the end of Quarter 1. Please refer to *Preliminary Review Guidelines* Appendix H.

Process for Final Review of Graduation Portfolios

Final Portfolio Reviews for Seniors will take place during a half day early dismissal for all other students. These reviews should take place third quarter during a student's Senior year. Every Senior will meet with a review team at a designated time. Review Teams will consist of two or more teachers and any guests the senior may choose to invite. The Review Teams use a standardized set of questions, standardized rubrics, and a set amount of time for each senior's review process. In order to assure consistent results from the Review Teams, training will be provided by Administration and/or their designee. Reviews should be scheduled no later than the first week of April. See Appendix A for *Process Sheets for Final Review*.

Process for Final Review Appeals

All seniors are required to show proficiency in the six core areas of study and the Learning Expectations at Woonsocket High School/Woonsocket-Area Career and Technical Center or at other schools before they graduate. If a senior does not meet the requirements of a graduation portfolio and/or senior project, he/she will have the option to appeal the decision to the administration at Woonsocket High School/Woonsocket-Area Career and Technical Center. See *Appeals Policy* Appendix I

Student Transfer Policy

Students who transfer from other Rhode Island schools or from other states and countries must follow the modified guidelines adopted by Woonsocket High School/Woonsocket-Area Career and Technical Center. See *Transfer Policy* Appendix D.

Glossary

Capstone Project:

In-depth, independent learning experience in which students investigate an area of personal interest. The capstone presentation is a required component of a capstone project and offers students an opportunity to showcase their work to an external audience.

Career and Technical Education:

Continuum of learning opportunities open to all students, including career awareness, exploration, and preparation. For those students who choose to prepare for specific careers within the career and technical education structure, preparation begins in high school and often includes formal post-secondary learning experiences directly after high school.

Carnegie Unit:

Credit assigned for a class meeting for 200 minutes per week for a period of one year. At Woonsocket High School and Woonsocket Area Career and Technical Center, students must complete 26 Carnegie units, among other requirements, to receive a diploma.

Common Task:

Structured opportunity that is common for a group of students to demonstrate learning through written products and/or oral presentations. They allow a student to prove that s/he has mastered one or more proficiencies based upon deep content knowledge. The proficiencies are those that are generally agreed upon as crucial or important, and are defined by standards and expectations. A task may be an on demand or extended task.

As part of the Woonsocket Graduation System, common tasks serve as components of a student's graduation portfolio or as preparation for a student's graduation exhibition.

Comprehensive Course Assessment: A final examination in each course that includes 50 percent common tasks and 50 percent teacher-directed assessment. See End-of-Course Assessments (Proficiency-Based).

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.

Criteria:

Guidelines, rules, characteristics, or dimensions used to judge the quality of student performance. Criteria are descriptions of the most important features of a learning goal that can be used to judge what students know and are able to do. Scoring rubrics are based on criteria and define what criteria mean and how they are used.

End-of-Course Assessments (Proficiency-Based):

Summative assessments designed to ascertain what students know and are able to do relative to a course of study. They are purposefully designed to include proficiency-based measures of performance. They may include multiple choice and true/false responses. At least 50 percent of the test must include on-demand or extended tasks based on the expectations for student learning that provide the foundation of knowledge and skills for the course.

Senior Exhibition (Graduation for Woonsocket Area Career & Technical Center):

Broad term used to capture the demonstration of learning that occurs in both physical or written products and oral presentations. An exhibition is an in-depth, extended project requiring the student to simultaneously demonstrate the s/he has mastered deep content knowledge as well as the habits of thinking that are expected of a graduate of WACTC. An exhibition often takes place in a student's senior year. The exhibition draws on a personal academic focus of the student, explores a topic through in-depth research, represents the acquisition and use of knowledge in new ways, is completed individually, demonstrates one or more of the school's identified expectations for learning, is presented to an external audience, has opportunities for revision, documents the process, and offers opportunities for reflection.

Extended Task:

Multi-day or multi-week project that is common for a group of students to demonstrate learning through written products and/or oral presentations. Extended tasks allow a student to prove that s/he has mastered one or more proficiencies based upon deep content knowledge. Extended tasks include opportunities for feedback, revision, and reflection.

Grade Span Expectations (GSEs):

Statements of the reading, writing, and math content knowledge and skills expected of all students for Grades 9-10 and 11-12. They are intended to capture the “big ideas” of English Language Arts, Mathematics and Science content areas and identify which GSEs are intended for large-scale assessment by the state, and which are for local assessment purposes only.

Individualized Learning Plans (ILPs):

Tools that help customize and direct student development in three domains: academic, career, and personal/social. ILPs are a mapped academic plan and profile that reflect each student’s unique set of interests, needs, learning goals, and graduation requirements.

Multiple Opportunities to Learn:

Conditions in schools that enable all students to have a fair opportunity to achieve the knowledge, skills, and understandings set out in the expectations for student learning.

New England Association of Schools and Colleges (NEASC):

A self-regulatory membership organization serving the public and educational community by developing and applying standards assessing the educational effectiveness of elementary, secondary, and collegiate educational institutions. Processes of self-evaluation and peer review utilizing the Association’s goals assure and improve the quality of institutions, which seek its accreditation. It also endeavors to inform public discourse about educational improvement. For more information, visit their website at <http://www.neasc.org>

On-Demand Task:

Timed classroom exercise given in a controlled setting that is common for a group of students to demonstrate learning through written products and/or oral presentations. On-demand tasks allow a student to prove the s/he has mastered one or more proficiencies based upon deep content knowledge.

Performance-Based Assessment:

Assessment strategy requiring students to demonstrate achievement and skills in an active manner in a way that reveals a student's understanding of, and ability to, apply the underlying process. It usually includes self-assessment and measures non-traditional areas of integrating knowledge across disciplines.

Portfolio (Digital or Print):

A collection of work that documents a student's educational performance over time. A portfolio typically includes a range of materials (e.g. reports, photographs) selected by the student and may include a brief introduction and summary statement describing how the portfolio was assembled and what was learned in the compilation process. Portfolios can be designed to assess student progress, effort, and/or achievement, and encourage students to reflect on their learning. A portfolio becomes an assessment when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about performance.

Portfolio (Graduation):

A specific subset of student work tied to the school's learning expectations and the school's high school diploma system requirements. The evidence collected demonstrates that a student has the skills and knowledge expected of any graduate from Woonsocket High School and Woonsocket Area Career and Technical Center. Students collect work from their courses and learning experiences/activities over four years and then choose a subset of those entries that best reflects their learning and demonstrates a defined set of proficiencies.

Portfolio Review:

Review systems include a trained panel of reviewers that use establishes criteria to fairly and reliably evaluate student work.

Portfolio Worthy Entry:

Includes student work, a grade of 3 or 4 (80 or above), preferably has the rubric that the teacher used to grade the assignment, must have listed standard(s), GSE's, and/or School Wide Learning Expectation(s) aligned to the assignment and must have a reflection piece.

Reliability:

An indication of the consistency of scores across raters, over time, or across different tasks or items that measure the same thing.

Reviewer:

Part of a trained panel that evaluates student portfolios. The reviewers must be trained to score student portfolios reliably and be free of personal bias.

School-Wide Learning Expectations:

Rigorous performance-based standards developed by the faculty and reviewed by the Design Team which are aligned with the state adopted content and performance standards known as the Grade Span Expectations (GSEs). The intention is that all teachers from every discipline align curriculum to the SWLE's.

School-Wide Rubric:

Rubrics used school wide and across all disciplines to evaluate student work. School-wide rubrics should align to appropriate state and national standards.

Standards:

Broadest of a family of terms referring to statements of expectations for student learning, including content standards, performance standards and benchmarks.

Validity:

Extent to which an assessment measures what it is supposed to measure and logical inferences are appropriate and accurate. A valid standards-based assessment is aligned with the standards intended to be measured, provides an accurate and reliable estimate of students' performance relative to the standard, and is fair.

Appendix A

The following pages contain the process sheets to be followed during Final Portfolio Review.

- Senior Process Sheet
- Teacher Process Sheet
- Paraprofessional Process Sheet
- Guiding Questions



Graduation Portfolio Review March, 2...



SENIORS:

Prior to . . .

- Finalize entries in Portfolio by . . .
 - No entries/Portfolios accepted after this date
- Make sure Advisor has reviewed Portfolio

Monday, March . . .

Block 2

- Receive Schedule Card from Block 2 teacher
- Go to your locker before you go to the Cafeteria
- Room assignment for review listed on card

11:00 am

- Report to Cafeteria at 11:00 am
- NOTE: Bring all personal items to Cafe
- Eat lunch, relax, prepare for review
- No lav passes during review; use lav during lunch

11:50 am

- Seniors report to waiting rooms for assigned classroom; see Schedule Card
- Seniors remain in designated waiting rooms until finished with Exit Survey and escorted out of the building
 - Ten (10) minutes per session
 - Two (2) minutes between sessions
 - Three (3) to Four (4) Staff per classroom
 - Six (6) to Seven (7) Seniors per classroom

1:05 pm

- Approximate Finish Time
- Seniors must be escorted from the building



Graduation Portfolio Review March, 2...



TEACHERS:

Prior to March, . . .

- Encourage Seniors to finalize entries in Portfolio by this date
- Instructors with Seniors in their Advisory are asked to please review/sign off on Senior's Portfolio Checklist

Wednesday, March . . .

- Report to Lecture Room A during Common Planning Time
- Instructors will be given:
 - Room where instructor is assigned on March . . .
 - List of Seniors assigned to same room on March . . .
 - Portfolios for Seniors assigned to same room on March . . .
 - Copies of guiding questions for instructors to use on March . . .
- Please become familiar with your teams assigned binders prior to meeting with your Seniors

Monday, March . . .

- Check mailbox to receive Senior's Schedule Cards/passes
- Distribute Schedule Cards to any Seniors in Block 2 class
- Release any Senior with a Schedule Card from class at 11:00 am
- Normal schedule through the end of Block 2
- Teachers eat lunch from 11:14 am to 11:50 am

11:50 am

- Teachers report to assigned classrooms; see schedule for March . . .
- Teachers will remain in designated classroom for entire Portfolio review session
 - Ten (10) minutes per session
 - Two (2) minutes between sessions
 - Three (3) to Four (4) Staff per classroom
 - Six (6) to Seven (7) Seniors per classroom
- One Senior at a time will present
 - Other Seniors will wait in waiting room with Paraprofessionals
 - Paraprofessionals will facilitate Seniors passing between waiting rooms and assigned classrooms
 - Paraprofessionals will administer Exit Survey to Seniors prior to escorting them from the building

1:05 pm

- Approximate Finish Time
- Teachers will finalize review sheets and return all Senior lists and Graduation Portfolios/Binders to the Portfolio Center in the Library

2:25 pm

- Teachers may leave for the day



Graduation Portfolio Review March, 2....



Paraprofessionals:

Prior to March,

- encourage Seniors to finalize entries in Portfolio by this date

Wednesday, March . . .

- Report to Lecture Room A during Common Planning Time
- Paraprofessionals will be given:
 - Waiting room where Paraprofessional is assigned on March ...
 - List of Seniors assigned to waiting room on March ...

Monday, May 18, 2008

- Normal schedule through the end of Block 2
- Paraprofessionals assist with underclassmen leaving the building from 11:14 am to 11:25 am
- Paraprofessionals eat lunch from 11:25 am to 11:50 am

11:50 am

- Paraprofessionals report to waiting room with Seniors
- Paraprofessionals remain in designated waiting room for entire Portfolio review session and facilitate presentation process
 - Ten (10) minutes per session
 - Two (2) minutes between sessions
 - Three (3) to Four (4) Staff per classroom
 - Six (6) to Seven (7) Seniors per classroom
- Paraprofessionals will facilitate Seniors passing between waiting rooms and assigned classrooms
- Paraprofessionals will administer Exit Survey to Seniors prior to escorting them from the building

1:05 pm

- Approximate Finish Time
- Make sure all Seniors have exited the building

2:25 pm

- Paraprofessionals may leave for the day



Graduation Portfolio Review



Student Name: _____

Date: _____ **Class of** _____

1. How do you feel about your experience in high school?
2. What was the best part of your four/three/two years here?
3. What did you find most challenging?
4. What was the best part about completing your portfolio?
5. What was the hardest part about completing your portfolio?

Use Reverse for any additional notes/comments.

Appendix B

Sample Appeals Letter

Student Name
Student Address
Telephone Number
Current Date

To Members of the Appeals Committee:

My portfolio was determined to be non-proficient at Final Review. Please consider this letter my request for a hearing before the Final Review Appeals Committee. Thank you for your time and consideration.

Sincerely,

Student's Signature

Student's Name

Parent/Guardian's Signature

Parent/Guardian's Name (If Student is Under Age 18)



Appendix C

TO: Woonsocket High School Art Department
Graphics and Printing Program, Woonsocket Career Center

RE: Portfolio Entries, Fine Arts, Core Areas, Portfolio Checklist

FROM: Portfolio Handbook Committee

As per the agreement between the Woonsocket High School Art Department and the Graphics and Printing program at Woonsocket Area Career and Technical Center, students are permitted to place proficient work that meets the Fine Arts GSE's from the Graphics and Printing class in their Graduation Portfolios. These pieces may be entered under Fine Arts in the Core Areas as required on the Graduation Portfolio Checklist. This agreement became effective during the 2007-2008 school year. All Department Chairs and Building Principals are aware of this Policy.

APPENDIX D

WOONSOCKET HIGH SCHOOL WOONSOCKET-AREA CAREER AND TECHNICAL CENTER

TRANSFERRING STUDENT POLICY

Students who transfer from other Rhode Island schools or from other states and countries must follow the modified guidelines adopted by Woonsocket High School/Woonsocket-Area Career and Technical Center.

Guidelines for the Transferring Policy Proficiency-Based Graduation Requirements

- Students entering Woonsocket High School/Woonsocket-Area Career and Technical Center at **any time during their Freshman year (Grade 9)** are required to complete all PBGR requirements of the Woonsocket Education Department, earning 26 credits, completing a graduation portfolio, participating in NECAP state testing or commencing with class of 2012 a proficiency level of “partially proficient (2)” will be required for graduation, and showing proficiency on the comprehensive course assessment.
- Students entering Woonsocket High School/Woonsocket-Area Career and Technical Center during the **first semester of their sophomore year (Grade 10)** are required to complete **sixteen (16) requirements** (any 4 common tasks, one of which must be English/Language Arts; 1 task in each of the six learning expectations; and 6 other tasks from either area) and must add them to the portfolio entries brought from their previous school, if applicable.
- Students entering Woonsocket High School/Woonsocket-Area Career and Technical Center during the **second semester of their sophomore year (Grade 10)** are required to complete **twelve (12) requirements** (any 4 common tasks, one of which must be English/Language Arts; 1 task in each of the six learning expectations; and 2 other tasks from either area) and must add them to the portfolio entries brought from their previous school, if applicable.
- Students entering Woonsocket High School/Woonsocket-Area Career and Technical Center during the **first semester of their junior year (Grade 11)** are required to complete **eight (8) requirements** (any 2 common tasks, one of which must be English/Language Arts; and 1 task in each of the six learning expectations) and must add them to the portfolio entries brought from their previous school, if applicable.

- Students entering Woonsocket High School/Woonsocket-Area Career and Technical Center during the **second semester of their junior year (Grade 11)** are required to complete **four (4) requirements** (any 2 common tasks, one of which must be English/Language Arts; and 2 tasks from the areas of common tasks or learning expectations) and must add them to the portfolio entries brought from their previous school, if applicable.
- Students entering Woonsocket High School/Woonsocket-Area Career and Technical Center at any time during their senior year must follow the requirements of their previous school, if applicable. It is the students' responsibility to prove evidence of proficiency at the time of registration. If a student is unable to show evidence of proficiency from a previous school, he/she will be required to meet the same standards as a second semester junior year (Grade 11) transfer student. (See previous bullet)
- All students who transfer and are following the requirements of Woonsocket High School/Woonsocket-Area Career and Technical Center after their freshman year will be required to present their Individual Learning Plan (ILP) to the Graduation Appeals Committee which will determine if the requirements have been attained.
- The principal(s) and Guidance Department(s) from Woonsocket High School and/or the Woonsocket-Area Career and Technical Center will review individual situations not addressed by these guidelines. The Superintendent of Schools will approve all variations from the Transfer Policy.



Appendix E

Student Independent Task Sheet



Student Name: _____ ID#: _____

WACTC Program: _____ YOG: _____

Type of Task: (Example, Community Service, Art/Cultural):

Date Submitted for Review: _____

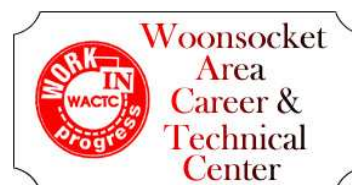
Describe the project you have completed and the process you used to complete it.

What School-Wide Learning Expectations and/or GSEs does this task address?

Student Signature Date

Name of Reviewer (Printed) Date

Reviewer's Signature



Appendix F

Portfolio Checklist

Portfolio Checklist

Graduation Portfolio Criteria

—Your graduation portfolio must include **25** items.

—24 of the items must be your portfolio entries. *An entry may be work such as common tasks, exhibitions, class projects, senior projects, class portfolio entries, etc.*

—To be considered graduation portfolio worthy, an entry ...

- o must include all your work.
- o must have a grade of 3 or 4 (80 or above).
- o preferably has the rubric that the teacher used to grade the assignment.
- o must have listed standard(s), GSE's, and/or learning expectation(s) aligned to the assignment.
- o must have a reflection piece.

—Of the 24 portfolio entries:

- o There must be 2 entries for each of the 6 core areas (12 total).
 - § One entry in each core area must be a common task.
 - § NOTE: Reference Appendix C of the Portfolio Handbook regarding Fine Arts requirement
- o There must be 12 entries chosen from the learning expectations.
 - § You may choose any 12 from all of the options listed on the checklist.
- o All entries **MUST** be in order of the Checklist

—The 25th item is an overall graduation portfolio reflection.

- o You will be asked to write this using guiding questions to help you.
 - § NOTE: Reference Appendix J of the portfolio handbook regarding the guiding questions

—Your graduation portfolio must be neatly organized in at least a 2 inch 3-ring binder and/or digital format.

—Any student who wishes consideration for any exemption from these Criteria must make a request in writing to the Portfolio Committee.

—Graduation Portfolio Benchmark Dates

- o Freshmen and Sophomore Year - Accumulate portfolio-worthy entries
- o Junior Year - Begin to assemble Graduation Portfolio
- o Summer - Attempt to complete Graduation Portfolio
- o Q1 Senior Year - Complete Graduation Portfolio by end of Q1
- o Q2 Senior Year – Complete Preliminary Review
- o Q3 Senior Year - Final Review
- o Q4 Senior Year - Graduation!!!!

Portfolio Checklist

25 items total are required

First Name: _____

Last Name: _____

Year of Graduation: _____

§ WHS student

§ WACTC student

- All 12 core area entries required
- Use the Standards, GSE's and/or Learning Expectations to decide where each entry belongs on the checklist.
- Each entry can only be used once on the entire checklist.
- For each of the entries you include in your graduation portfolio, write the title and all required information in the space provided on the checklist.
- Each entry can only be used once unless specific task has multiple rubrics or components.
- Place checkmarks in the Work; Rubric* (preferred but not necessary); Reflection; and Standards, GSE's, Learning Expectations boxes as you include the items with the entry in your graduation portfolio.

Core Area of Study Entries	Title of Entry	Grade	Work	Rubric *	Reflection	Standards, GSE's and/or Learning Expectations	Reviewer's Approval
English Language Arts On-Demand/Extended Common Task							
English Language Arts							
Social Studies On-Demand/Extended Common Task							
Social Studies							
Mathematics On-Demand/Extended Common Task							
Mathematics							
Science On-Demand/Extended Common Task							
Science							
Fine Arts On-Demand/Extended Common Task <input type="checkbox"/> WACTC							
Fine Arts <input type="checkbox"/> WACTC							
Technology On-Demand/Extended Common Task <input type="checkbox"/> WACTC							
Technology <input type="checkbox"/> WACTC							

- 1 overall graduation reflection is required. Use the guiding questions to help you as you write your final reflection.

Overall Graduation Portfolio Reflection Entry	Title of Entry	Grade	Work	Rubric *	Standards, GSE's and/or Learning Expectations	Reviewer's Approval
Reflection Essay						

Portfolio Checklist

25 items total are required

First Name: _____

Last Name: _____

Year of Graduation: _____

§ WHS student

§ WACTC student

- Any 12 learning expectation entries are required for class of 2010 & 2011, All 12 current learning expectation entries are required for class of 2012 & beyond
- Use the Standards, GSE's and/or Learning Expectations to decide where each entry belongs on the checklist.
- Each entry can only be used once on the entire checklist.
- For each of the entries you include in your graduation portfolio, write the title and all required information in the space provided on the checklist.
- Each entry can only be used once unless specific task has multiple rubrics or components.
- Place checkmarks in the Work; Rubric* (preferred but not necessary); Reflection; and Standards, GSE's, Learning Expectations boxes as you include the items with the entry in your graduation portfolio.

Current Learning Expectation Entries	Title of Entry	Grade	Work	Rubric #	Reflection	Standards, GSE's and/or Learning Expectations	Reviewer's Approval
Effective Communicator	1.01						
	1.02						
Effective Communicator	1.01						
	1.02						
Problem Solver	2.01						
Problem Solver	2.01						
Critical Thinker	3.01						
Critical Thinker	3.01						
Researcher	4.01						
	4.02						
Researcher	4.01						
	4.02						
Technological Literacy	5.01						
	5.02						
Technological Literacy	5.01						
	5.02						
Reflective Thinker	6.01						
Reflective Thinker	6.01						

Portfolio Checklist

25 items total are required

First Name: _____

Last Name: _____

Year of Graduation: _____

§ WHS student

§ WACTC student

- Any 12 learning expectation entries are required for class of 2010 & 2011, All 12 current learning expectation entries are required for class of 2012 & beyond
- Use the Standards, GSE's and/or Learning Expectations to decide where each entry belongs on the checklist.
- Each entry can only be used once on the entire checklist.
- For each of the entries you include in your graduation portfolio, write the title and all required information in the space provided on the checklist.
- Each entry can only be used once unless specific task has multiple rubrics or components.
- Place checkmarks in the Work; Rubric* (preferred but not necessary); Reflection; and Standards, GSE's, Learning Expectations boxes as you include the items with the entry in your graduation portfolio.

Past Learning Expectation Entries	Title of Entry	Grade	Work	Rubric *	Reflection	Standards, GSE's and/or Learning Expectations	Reviewer's Approval
Respect for Themselves and Others							
Respect for Themselves and Others							
Participation in Civic Affairs							
Participation in Civic Affairs							
Healthy Lifestyles							
Healthy Lifestyles							

Portfolio Checklist

25 items total are required

First Name: _____

Last Name: _____

Year of Graduation: _____

§ WHS student

§ WACTC student

Comments Log

Reviewers, please feel free to leave comments for the student, other reviewers, and/or the portfolio committee to use for reference and communication.

Reviewer's Name:			Date:
Comments:			
Reviewer's Name:			Date:
Comments:			
Reviewer's Name:			Date:
Comments:			
Reviewer's Name:			Date:
Comments:			
Reviewer's Name:			Date:
Comments:			

Portfolio Checklist

25 items total are required

First Name: _____

Last Name: _____

Year of Graduation: _____

§ WHS student

§ WACTC student

Graduation Portfolio Preliminary Review Data

To be completed by a Portfolio Committee Member or Designee:

1. Does the binder have and complete Portfolio Checklist? : _____
2. Does the binder have an overall graduation reflection?: _____
3. How many portfolio worthy entries are in the binder?: _____

Preliminary Approval Status

This student's graduation portfolio is ready for final review.

Portfolio Committee Member or Designee's

Signature: _____

Date: _____

Comments: _____

This student's graduation portfolio is not ready for final review.

Portfolio Committee Member or Designee's

Signature: _____

Date: _____

Comments: _____



Appendix G

Portfolio Exhibit Reflection Piece

Sample

June, 2009

Woonsocket High School
Technical Arts Department
Portfolio Exhibit Reflection Piece

Name: _____

Date (month, day, and year): _____

Exhibit Title: _____

On-Demand Task Extended Task Portfolio Worthy Task

Course Title/Teacher: _____

Engineering and Technology GSE's

(Check all that apply and X out or strike through all that Do Not apply)

- ET1.1 (9-12)** - Identify the factors affecting technological advances (e.g. social, economic, political, cultural, and environmental) throughout history.
- ET1.2 (9-12)** - Analyze and explain advancements in technological systems and their impact on the world.
- ET2.1 (9-12)** - Evaluate the design and refine the design process used to solve a real world problem.
- ET2.2 (9-12)** - Incorporate technological products, systems and their tools to achieve design solutions.
- ET2.3 (9-12)** - Refine the processes of research and development, invention and innovation, experimentation, and troubleshooting for the purpose of achieving an optimal design solution.
- ET 3.1 (9-12)** - Experience and implement the various areas in engineering and technology.
- ET 3.2 (9-12)** - Evaluate the effectiveness of tools to measure, design, and implement specific technologies

WHS School Wide Learning Expectations

(Check all that apply and X out or strike through all that Do Not apply)

- Effective Communicator - 1.01** **Critical Thinker – 3.01** **Technological Literacy - 5.01**
- Effective Communicator - 1.02** **Researcher - 4.01** **Technological Literacy - 5.02**
- Problem Solver - 2.01** **Researcher - 4.02** **Reflective Thinker - 6.01**

English Language Arts GSE's

(This entry is not to be used for an English Language Arts entry)

- | | | |
|---|--|---|
| <input type="checkbox"/> R-10-4 | <input type="checkbox"/> W-10-2 | <input type="checkbox"/> W-10-8 |
| <input type="checkbox"/> R-10-5 | <input type="checkbox"/> W-10-3 | <input type="checkbox"/> W-10-9 |
| <input type="checkbox"/> R-10-6 | <input type="checkbox"/> W-10-6 | <input type="checkbox"/> OC-10-1 |
| <input type="checkbox"/> R-10-16 | <input type="checkbox"/> W-10-7 | <input type="checkbox"/> OC-10-2 |

Math GSE's

(This entry is not to be used for a Math entry)

- | | |
|--|--------------------------|
| <input type="checkbox"/> Geometry and Measurement | 1 2 3 4 5 6 7 8 9 |
| <input type="checkbox"/> Numbers and Operations | 1 2 3 4 5 6 7 8 |
| <input type="checkbox"/> Data Analysis / Probability and Statistics | 1 2 3 4 5 6 |
| <input type="checkbox"/> Functions and Algebra | 1 2 3 4 |

Name: _____

Reflection

(Write your answers in complete sentences)

Summarize what you were asked to do for this assignment.

What Engineering and Technology GSE's did you meet? How?

What Learning Expectations did you meet? How?

What was the most useful or meaningful thing you learned during this assignment? List the ways you have developed as a result.



Appendix H

Preliminary Review Guidelines

June, 2009

Appendix H

Preliminary Review Guidelines

BETH

Appendix I

WOONSOCKET HIGH SCHOOL WOONSOCKET-AREA CAREER AND TECHNICAL CENTER GRADUATION PORTFOLIO/SENIOR PROJECT APPEALS POLICY

All seniors are required to show proficiency in the six core areas of study and the Learning Expectations at Woonsocket High School/Woonsocket-Area Career and Technical Center or at other schools before they graduate. If a senior does not meet the requirements of a graduation portfolio and/or senior project, he/she will have the option to appeal the decision to the administration at Woonsocket High School/Woonsocket-Area Career and Technical Center.

To be submitted to Woonsocket School Committee for Approval, June, 2009

Guidelines for the Appeals Policy

What is the Final Review Appeals Committee?

The Final Review Appeals Committee is the committee charged with determining the final evaluation of the acceptability of a student's portfolio, and evaluating the effect of a deficient portfolio on a student's readiness to graduate as a proficient student.

Who serves on the Final Review Appeals Committee?

The Final Review Appeals Committee will be comprised of at least a high school administrator and/or Principal's designee, a staff member determined to be knowledgeable with respect to the WHS/WACTC portfolio system and the senior's guidance counselor.

Who can submit portfolios to the Final Review Appeals Committee?

- a. Students who have submitted portfolios, which do not satisfy the requirements for a completed portfolio and have not, addressed deficiencies in the portfolio identified at that time or in earlier reviews of the portfolio
- b. Students who have failed to submit portfolios by the final submission deadline.
- c. Transfer students who have not had their portfolios or graduation requirements reviewed under the transfer policies for performance based graduation requirements.

What is the procedure for submitting a portfolio to the Final Review Appeals Committee?

- a. Students who write a letter of appeal will be notified of a meeting within seven days after the receipt of the letter of intent to appeal. Students under 18 years of age must submit a letter bearing their parents/guardians' signature acknowledging their portfolio status. See Appendix B for a sample letter of appeal. All letters of appeal must be addressed to the Final Review Appeals Committee.
- b. During the meeting with the Final Review Appeals Committee, the student will explain why the senior portfolio is incomplete or deficient, and explain any extenuating circumstances that might influence the determination of the Final Review Appeals Committee.
- c. After listening to the student explanation for the deficiencies in the senior portfolio, the Final Review Appeals Committee will meet privately to determine:
 1. Is the portfolio proficient?
 2. Is the portfolio not proficient?
 - a. The student will within a one-month period of time from the date of the appeals meeting address any deficiencies and re-submit his/her Graduation Portfolio.
 - b. If the student addresses the deficiencies and re-submits a proficient graduation portfolio, he/she will be able to present the portfolio to a Review Committee.
- d. Students and parents will be notified of the determination of the Final Review Appeals Committee within one week of the meeting with the committee. The principal will make the final decision on the graduation status of the student.

Appendix J

Graduation Portfolio Final Reflection

Directions: One of the requirements of your graduation portfolio is an overall reflection on your experiences in high school and the way in which they influence your preparation for life after high school. Follow the guidelines below for addressing the prompt and for the structure that you must follow in writing and formatting your reflection.

PROMPT:

Using your experiences during your time at Woonsocket High School and/or the Woonsocket-Area Career and Technical Center, explain how your high school education has contributed to your personal growth, enhanced your sense of community, and advanced your knowledge basis to prepare you for the workforce and life outside of the school.

GUIDELINES TO FOLLOW:

Organization: The reflection is to be written with an introduction, body, and closing paragraphs. Each body paragraph must have a topic sentence, followed by supporting evidence and a concluding sentence. The paragraphs must be clearly written with varied sentence lengths that reflect complete sentences.

Conventions: The reflection is to be written using correct grammar, spelling, punctuation, capitalization, and sentence structure.

Format: The reflection is to be typed, using one-inch margins, double-spaced format, with indented paragraphs. If the reflection is more than one page, additional pages are to be numbered. The title, **My Graduation Portfolio**, should be centered, using a two-inch top margin. Use Times New Roman font style, 12 point.

Paragraph #1: Introduction

- Identify and define the key topics of the prompt and explain their importance in life.
- End with a thesis that indicates your feelings about your experiences during your time at WHS/WACTC.
 - Hint: Use phrases from the prompt.

Paragraph #2: Body Paragraph – personal growth

- Examine how your experiences here at WHS/WACTC have contributed to your personal growth.
 - Examine why and how you are a more responsible individual *now* than you were four years ago as a freshman. Describe at least one event that has changed you and your outlook on life.
 - Describe the meaningful relationships you have had with other students/faculty members. Explain how these interactions have influenced and/or helped you.

Paragraph #3: Body Paragraph – community

- Examine how activities in the community have helped you contribute to society.
 - Identify any sports and/or extra-curricular activities that you have participated in and explain how these have helped you become a contributing member of society.
 - Determine how working at an after school job and/or volunteering has taught you more about your community.

Paragraph #4: Body Paragraph – knowledge base

- Determine how your courses have expanded your knowledge base.
 - Examine what class/classes have prepared you for the workforce, the military, and/or education on the postsecondary level.
 - Identify the skills you have attained at WHS/WACTC that will help you in a future career or to earn a salary.
 - Describe why and how these courses have motivated you and influenced your future life-plans.

Paragraph #5: Conclusion

- Re-state thesis.
- Sum up the main points of your essay.
- End with a concluding statement.

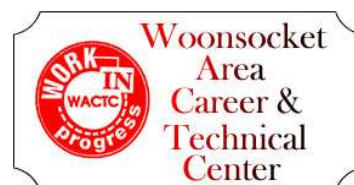
Student Name _____

Score: _____

Item/Score	Proficiency with Honors: 4	Proficiency: 3	Working towards Proficiency: 2	Little attempt: 1
Paragraph 1	Introduction includes an in-depth, clear focus and a complex, clear thesis. Organization is exceptional.	Introduction includes a clear focus and a clear thesis. Organization is adequate. (W-12-6)	Introduction may include a focus, but thesis is not clear. Organization may be inadequate.	Introduction is unclear and a new thesis is needed. Organization may be awkward and confusing.
Paragraph 2 _____	Body paragraph has an in-depth topic sentence that is clearly connected to the thesis in the introduction. The writer's organization advances the argument and engages the audience.	Body paragraph has a topic sentence that is clearly connected to the thesis in the introduction. The writer's organization fits the purpose and audience. There is a clear sense of beginning and end, but may not fully engage the reader. (W-12-1)	Body paragraph has an undeveloped topic sentence that may make a weak connection to the thesis in the introduction. The writer's organization makes a weak attempt at reaching the audience. A beginning and end are included, but are undeveloped.	Body paragraph has an undeveloped topic sentence that does not connect to thesis. The writer's organization makes no attempt at reaching the audience. The organization is unclear and incomplete.
Paragraph 3 _____	Body paragraph expertly includes in-depth analysis of a situation(s) of significance or a commonplace, concrete occasion(s) as the basis for reflection	Body paragraph includes analysis of a situation(s) of significance or a commonplace, concrete occasion(s) as the basis for reflection. (W-12-14.2)	Body paragraph includes a weak, incomplete, and/or inaccurate analysis of a situation(s) of significance or a commonplace, concrete occasion(s) as the basis for reflection.	Body paragraph does not include an attempt to analyze a situation in terms of reflection.
Paragraph 4 _____	Body paragraph skillfully incorporates transitional words/phrases and draws in-depth conclusions. (e.g a connection between thesis and topic sentences)	Body paragraph incorporates transitional words/phrases and draws conclusions. (e.g a connection between thesis and topic sentences) (W-12-6)	Each body paragraph uses ineffective transitional words/ phrases, and draws inaccurate, weak and/or incomplete conclusion.	Body paragraph does not include an attempt at using transitional words/phrases and/or conclusions.
Paragraph 5	Conclusion paragraph skillfully provides closure by leaving the reader with something profound to think about.	Conclusion paragraph provides closure by leaving the reader with something to think about. (W-12-14.5)	Conclusion paragraph attempts to provide closure, but draws inaccurate, weak and/or incomplete conclusion.	Little or not evidence of closure.
Writing Convention	Writing is error-free or grammar and punctuation errors are few. The reader is not distracted by errors.	There are some grammar and punctuation errors; however, the reader is not distracted by errors. (W-12-9).	Frequent errors make the writing difficult to read.	Nearly every sentence contains errors.

Final Senior Reflection

GSEs: Reflective Essay (W-12-14) & Informational Writing (W-12-6)



Appendix K

Proficiency Count

June, 2009

Student Name: _____ **Class of 2010**

Portfolios = Proficient/Non-Proficient

Type	# Entries Required	Non-Proficient	Nearly Proficient	Proficient	Proficient w/Distinction	Notes
Regular Student Policy						
Start Any Time, Freshman Year	24	0 to 8 Entries	9 to 17 Entries	18 to 24 Entries	25 or More Entries	Student @ WHS for Four (4) Years
Transfer Student Policy						
Start Semester 1, Sophomore Year	16	0 to 6 Entries	7 to 11 Entries	12 to 16 Entries	17 or More Entries	Student @ WHS for Three (3) Years
Start Semester 2, Sophomore Year	12	0 to 5 Entries	6 to 9 Entries	10 to 12 Entries	13 or More Entries	Student @ WHS for Two 1/2 (2.5) Years
Start Semester 1, Junior Year	8	0 to 4 Entries	5 to 6 Entries	7 to 8 Entries	9 or More Entries	Student @ WHS for Two (2) Years
Start Semester 2, Junior Year	4	0 to 2 Entries	3 Entries	4 Entries	5 or More Entries	Student @ WHS for One 1/2 (1.5) Years
Start Senior Year	**	Student must follow requirements of their previous school. Student is responsible to prove evidence of proficiency at time of registration with the assistance of Guidance.				Student @ WHS for One (1) Year
Note: Guidance Counselor Signature Required on Form for Any Student Enrolling After Freshman Year						_ / _ / _
		Guidance Counselor's Signature				Date

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Appendix L

School-Wide Learning Expectations

Rubrics

June, 2009

Applied Learning Standard: EFFECTIVE COMMUNICATOR

The Woonsocket High School/WACTC graduate will demonstrate proficient communication skills through reading, writing, listening, and speaking.

01 The student will effectively develop his/her writing process by employing effective written text and utilizing correct use of sentence and paragraph structure and conventions to produce a final product; e.g., essay, research paper, video, webpage, oral presentation, storybook, play, artwork, or technology project.

CRITERIA	4 ACHIEVES PROFICIENCY WITH HONOR	3 ACHIEVES PROFICIENCY	2 NEARLY ACHIEVES PROFICIENCY	1 LITTLE EVIDENCE OF ACHIEVING PROFICIENCY	0 NO EVIDENCE OF PROFICIENCY	SCORE
EFFECTIVE WRITTEN TEXT Employs writing process by critiquing own work (pre-write, editing, and final copy) Maintains focus Provides insightful and original thought Supports thesis with relevant details Employs style of writing (Narrative, Descriptive, Compare/Contrast, Expository, Analytical,, and Persuasive)	The student maintains consistent focus and provides insight into the topic. The organization is logical; supports thesis with relevant details; student uses a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products; employs a style of writing.	The student maintains consistent focus and provides some insight into the topic. The organization is logical; supports the thesis with relevant details. W-10-5.5, W-10-7.1 to W-10-7.5 DOK 3	The student maintains a focus and provides some insight into the topic. The organization is somewhat logical; supports the thesis with few relevant details.	The student demonstrates two or three areas of effective writing with maximum teacher/peers input.	The student does not demonstrate effective writing; no effort shown.	
SENTENCE AND PARAGRAPH STRUCTURE Provides topic, supporting, and concluding sentences Flow of ideas; transitional words used Clearly written Varied sentence lengths Use of varied sentence structures (simple, compound, complex, compound/ complex) No use of fragmented and/or run-on sentences. Format paragraphs (block or indented)	The student skillfully demonstrates consistent control of writing paragraphs with emphasis on flow of ideas, use of transitional words, varied sentence lengths and structure, paragraph format	The student demonstrates consistent control of writing paragraphs with emphasis on flow of ideas, use of transitional words, varied sentence lengths and structure, paragraph format W-10-1.1 to W-10-1.6, W-10-3.3, DOK 3	The student demonstrates basic understanding of writing paragraphs with emphasis on flow of ideas, use of transitional words, varied sentence lengths and structure, paragraph format	The student minimally demonstrates basic understanding of writing paragraphs with emphasis on flow of ideas, use of transitional words, varied sentence lengths and structure, paragraph format	The student does not attempt to demonstrate a basic understanding of sentence and paragraph structure; no effort shown.	
ENGLISH LANGUAGE AND WORLD LANGUAGE CONVENTIONS Grammar Spelling Punctuation Capitalization	The student skillfully demonstrates consistent control of all areas of conventions; demonstrates clear meaning.	The student demonstrates basic control of the areas of conventions with few errors; with little interference of meaning. W-10-9.1 to W-10-9.5 DOK 3	The student demonstrates basic control of conventions; frequent errors interfere with meaning.	The student does not demonstrate basic control of the areas of conventions; numerous errors interfere with meaning.	The student does not attempt to demonstrate control of conventions; numerous errors interfere with meaning; no effort shown.	

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Applied Learning Standard: EFFECTIVE COMMUNICATOR

The Woonsocket High School/WACTC graduate will demonstrate proficient communications skills through reading, writing, listening, and speaking.

2 Research, organize, and prepare information in order to develop and deliver an oral presentation (GSE - R- 7.4-7.5, 8.2, 8.3, 8.6, 15, W-6.1-6.2)

CRITERIA	4 ACHIEVES PROFICIENCY WITH HONOR	3 ACHIEVES PROFICIENCY	2 NEARLY ACHIEVES PROFICIENCY	1 LITTLE EVIDENCE OF ACHIEVING PROFICIENCY	0 NO EVIDENCE OF PROFICIENCY	SCORE
RESEARCH Knowledge of topic Use of a variety of sources (books, magazines, websites, videos, documents, newspapers, etc.) Use of primary and/or secondary sources	The student demonstrates complete knowledge of the research process and uses four or more sources with minimum teacher input.	The student demonstrates basic knowledge of the research process and uses two or three sources with minimum teacher input. R-10-15.1 DOK 3	The student demonstrates basic knowledge of the research process and uses one source with maximum teacher input.	The student does not demonstrate basic knowledge of the research process; shows minimum effort.	The student does not attempt to understand and apply research methods.	
ORGANIZATION/ PREPARATION Formulation of question, hypothesis, or thesis Evaluation and selection of information/ knowledge Selected information/ knowledge is complete, and/or relevant, and/or valid Student's ideas are synthesized with existing body of information/ knowledge	The student skillfully demonstrates organizational and preparation skills by formulating a question, hypothesis, or thesis; evaluates and selects complete/relevant/valid information/knowledge; student synthesizes ideas with research information.	The student demonstrates organizational and preparation skills by formulating a question, hypothesis, or thesis; evaluates and selects complete/relevant/valid information/knowledge; student synthesizes ideas with research information. . R-10-7.4 and 7.5; R-10-8.2, 8.3, 8.6, 15.1 to 15.4 DOK 3	The student demonstrates basic knowledge of organizational and preparation skills by formulating a question, hypothesis, or thesis; evaluates and selects complete/relevant/valid information/knowledge with errors; student attempts to synthesize ideas with research information. .	The student does not demonstrate organizational and preparation skills by formulating a question, hypothesis, or thesis; evaluates and does not select complete/ relevant /valid information/knowledge; student does not synthesize ideas with research information.	The student does not attempt to understand and apply organizational and preparation skills; no effort shown.	
ORAL DELIVERY Organized Delivery (Introduction, Explanation, Conclusion) Uses engaging language and targeted vocabulary Uses eye contact Uses appropriate body language Uses a variety of voice tones	The student demonstrates effective speech delivery by using four of the criteria.	The student demonstrates acceptable speech delivery by using three of the criteria. OC-10-2.1 to OC-10-2.6 DOK 3	The student demonstrates basic speech delivery by using two of the criteria.	The student demonstrates basic speech delivery by one of the criteria.	The student does not attempt to demonstrate any criteria in speech delivery.	

Applied Learning Standard: **PROBLEM SOLVER**

The Woonsocket High School/WACTC graduate will demonstrate proficient use of the problem-solving process that incorporates **planning, organizing, implementing, reflecting, and evaluating the selected task.**

001 The student will plan, organize, implement, reflect, and evaluate a task; e.g., a common task, an event, an original experiment, developing or improving a product, service, or system; and devising and implementing a self-improvement plan.

CRITERIA	4 EXCEEDS PROFICIENCY	3 ACHIEVES PROFICIENCY	2 NEARLY ACHIEVES PROFICIENCY	1 LITTLE EVIDENCE OF ACHIEVING PROFICIENCY	0 NO EVIDENCE OF PROFICIENCY	Score
PLANNING AND ORGANIZING Strategies: Brainstorming ideas Chooses ideas Develops outline/timetable Organizes/delegates tasks Communicates clearly Logical sequence Selects achievable goals Understands and uses varied resources	The student demonstrates exemplary understanding of action planning by implementing six or more of the strategies listed with minimum teacher input. Action plan also includes a “next steps plan” after implementation of the initial plan.	The student demonstrates proficient understanding of action planning by implementing three to five of the strategies listed with minimum teacher input. R-10-7.1 to 7.5 DOK 3	The student demonstrates a developing understanding of action planning by implementing less than three of the strategies listed with maximum teacher input.	The student demonstrates little or no understanding of the procedures for action planning by implementing only one of the strategies listed with significant teacher input.	The student does not attempt to develop an action plan.	
IMPLEMENTATION Benchmarks: Executes plan Responds to unforeseen circumstances Accepts constructive criticism Tasks are logically prioritized Monitors jobs/tasks	The student successfully implements the action plan by meeting all five benchmarks listed.	The student successfully implements the action plan by meeting three or four of the benchmarks listed. OC-10- 1.1 to 1.5 DOK 3	The student is unable to successfully implement the action plan by meeting less than three of the benchmarks listed:	The student shows little understanding of how to implement an action plan.	The student does not attempt to implement an action plan.	
EVALUATION Use of a qualitative and/or quantitative method for tasks. Supporting letters to show mastery from teacher, advisor, and or adult evaluator for events, activities, self-improvement plans outside of classroom.	The student uses a qualitative and/or quantitative method to evaluate the task.	The student uses a qualitative and/or quantitative method to evaluate the task. R-10-8.1 to 8.4 DOK 3	The student uses a qualitative or quantitative method to evaluate the task	The student shows little or no evidence of evaluating the success of the task	The student does not attempt to evaluate the task.	
	The student must provide at least three letters that support mastery.	The student must provide at least two letters that support mastery.	The student provided one letter that supports mastery.	The student does not provides any letter that supports mastery.		
CONCLUSION/SUMMARY/ REFLECTION Criteria: Overall performance of action plan Possible improvements of implementation Learning outcomes achieved	The student provides an excellent and well written (no errors) conclusion or summary or reflection that supports the achievement of the planning and implementation of the action plan by including the three criteria with minimum teacher input.	The student writes (with minor errors) an acceptable conclusion or summary or reflection that supports the achievement of the planning and implementation of the action plan by including the three criteria with minimum teacher input. R-10-14.1 to14.5 DOK 3	The student writes (with major errors) a conclusion or summary or reflection that does not support achievement of the planning and implementation of the action plan with maximum teacher input.	The student shows little or no understanding of writing a conclusion, summary, or reflection that supports the achievement of the planning and implementation of the action plan with maximum teacher input.	The student does not attempt to write a conclusion, summary or reflection.	

Applied Learning Standard: CRITICAL THINKER

The Woonsocket High School/WACTC graduate will demonstrate the proficient use of critical thinking skills in solving a problem, responding to a question or statement, or applying a process to effectively determine an outcome.

01 The student will read and/or listen for comprehension, organize information in a sequential and/or logical order, and support statements with valid evidence; the student will formulate and/or apply a conclusion by connecting problems, concepts, patterns, and trends from classroom studies to real-world applications.

CRITERIA	4 EXCEEDS PROFICIENCY	3 ACHIEVES PROFICIENCY	2 NEARLY ACHIEVES PROFICIENCY	1 LITTLE EVIDENCE OF ACHIEVING PROFICIENCY	0 NO EVIDENCE OF PROFICIENCY	SCORE
COMPREHENSION SKILLS Reads information and/or listens to classroom presentations Summarizes and/or synthesizes main ideas of information and/or supporting arguments Distinguishes relevant from irrelevant information Assesses purpose and/or point of view Evaluates validity and clarity of information Makes accurate inferences and comparisons in drawing conclusions	The student demonstrates complete comprehension skills by using six criteria with minimum teacher input.	The student demonstrates basic comprehension skills by using four or five criteria with minimum teacher input. R-10-7.2 to 7.5; R-10-8.1 to 8.6; R-10-12.1; R-10-13; R-10-15.1 to 15.4 DOK 3	The student demonstrates basic comprehension skills by using three criteria with maximum teacher input.	The student demonstrates minimal comprehension skills by using one or two criteria with maximum teacher input.	The student did not attempt to demonstrate comprehension skills.	
ORGANIZATIONAL SKILLS Organizes information/ideas Shows clear and insightful understanding Selects appropriate format/style in presenting response/solution/application	The student demonstrates excellent organizational skills by applying three criteria with minimum teacher input.	The student demonstrates acceptable organizational skills by applying two criteria with minimum teacher input. W-10-1.1-4, 3.4; W--10-4.6; W-10-14.3, 5; R-10-7.3 DOK 3	The student has difficulty demonstrating organizational skills and applies one criterion with maximum teacher input.	The student has difficulty demonstrating organizational skills and does not apply any criteria.	The student does not attempt to apply organizational skills.	
CONCLUSION Provides details with supporting evidence to clarify point of view Shows similarities and differences Provides clear and/or insightful and/or appropriate conclusion	The student provides an excellent conclusion by applying three criteria with minimum teacher input.	The student provides an acceptable conclusion by applying two criteria with minimum teacher input. W-10-6.4a DOK3	The student provides a conclusion that is nearly proficient by applying one criterion with maximum teacher input.	The student has difficulty providing a conclusion and showing evidence of understanding without significant assistance from the teacher.	The student does not attempt to provide a conclusion.	
APPLICATION Identifies and evaluates information from a variety of sources (books, magazines, documents, newspapers, websites, lectures, etc.) Generates an original connection and/or reaction and/or relation to the real world.	The student provides an excellent application by incorporating the two criteria and citing four or more sources with minimum teacher input.	The student provides an acceptable application by incorporating the two criteria and citing two or three sources with minimum teacher input. R-10-15.1 to 15.4, R-10-7.3 DOK 3	The student provides an acceptable application by incorporating one criterion and citing one source with maximum teacher input.	The student has difficulty in providing an application and with incorporating the criteria without significant teacher assistance.	The student does not attempt to provide an application.	

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Applied Learning Standard: RESEARCHER

The Woonsocket High School/WACTC graduate will demonstrate an ability to proficiently use the research process in order to develop reasonable conclusions.

PDF 01 The student will formulate a hypothesis, research a question or thesis, extract relevant information from multiple sources (which may include print, Internet, quantitative data, or oral testimony), and verify all sources for validity.

CRITERIA	4 EXCEEDS PROFICIENCY	3 ACHIEVES PROFICIENCY	2 NEARLY ACHIEVES PROFICIENCY	1 LITTLE EVIDENCE OF ACHIEVING PROFICIENCY	0 NO EVIDENCE OF PROFICIENCY	SCORE
FORMULATE A HYPOTHESIS, RESEARCH QUESTION, OR THESIS	The student formulates an excellent hypothesis, question, or thesis based on the existing body of knowledge with minimum teacher input .	The student formulates an acceptable hypothesis, question, or thesis based on the existing body of knowledge with minimum teacher input.R-10-7.4 and 7.5; R-10-8.2, 8.3, 8.6, 15.1 to 15.4 DOK 3	The student partially formulates a hypothesis, question, or thesis based on the existing body of knowledge with significant teacher input.	The student attempts to formulate a hypothesis, question, or thesis with maximum teacher input.	The student does not attempt to formulate a hypothesis, question, or thesis.	
EXTRACTION OF INFORMATION Catalogs Interviewing techniques Internet/database Books Periodicals Newspapers Documents	The student uses prior knowledge and independently accesses/assesses information by using more than five sources with minimum teacher assistance.	The student uses prior knowledge and adequately accesses/assesses information by using three or four sources with minimum teacher assistance. R-10-7.3, 7.4; R-10-8.6 DOK 3	The student sometimes uses prior knowledge and partially accesses/assesses information by using two sources with significant assistance from the teacher.	The student rarely uses prior knowledge and attempts to access/assess information by using one source with significant assistance from the teacher.	The student does not attempt to access/assess information from sources.	
METHODOLOGY AND DATA VALIDITY	The student can verify whether the data is reliable and relevant by referencing four or more sources with minimum teacher assistance.	The student can verify whether the data is reliable and relevant by referencing three sources with minimum teacher assistance. R-10-15.1 to R-10-15.4 DOK 3	The student can verify whether the data is reliable and relevant by referencing two sources with significant assistance from the teacher.	The student attempts to determine whether the data is reliable and relevant by referencing one source with significant assistance from the teacher.	The student did not attempt to verify whether the data is reliable or relevant.	

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Applied Learning Standard: RESEARCHER

The Woonsocket High School/WACTC graduate will demonstrate an ability to proficiently use the research process in order to develop reasonable conclusions.

#02 Organize, synthesize, assess, and properly cite relevant information from multiple sources.

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CRITERIA	4 EXCEEDS PROFICIENCY	3 ACHIEVES PROFICIENCY	2 NEARLY ACHIEVES PROFICIENCY	1 LITTLE EVIDENCE OF ACHIEVING PROFICIENCY	0 NO EVIDENCE OF PROFICIENCY	SCORE
ORGANIZE AND SYNthesize DATA	The student organizes, analyzes, and interprets the information with minimum teacher input.	The student organizes and analyzes the information with minimum teacher input. R-10-7.3, R-10-8.3 DOK 3	The student shows some evidence of organizing and analyzing the information with maximum assistance from the teacher.	The student shows little evidence of organizing and analyzing the information.	The student does not attempt to show evidence of organizing and analyzing the information.	
PRELIMINARY ASSESSMENT OF SOURCES Identifies: <ul style="list-style-type: none"> o Author o Publisher o Agency o Date of publication/ most recent update 	The student identifies four of the criteria with minimum teacher input.	The student identifies three criteria with minimum teacher input. W-10-6.5, R-10-15.1 DOK 3	The student identifies two of the criteria with significant teacher assistance.	The student show little understanding of identifying the necessary criteria with significant teacher assistance.	The student does not attempt to identify the criteria to assess the sources.	
RECOGNIZING WHEN AND HOW TO CITE SOURCES <ul style="list-style-type: none"> o direct quotations o endnotes o paraphrases o data o original ideas o bibliography o entries 	The student incorporates five of the listed criteria and cites each of them appropriately in a teacher-designated format.	The student incorporates four of the listed criteria and cites each of them appropriately in a teacher-designated format. R-10-15.1 to R-10-15.3 DOK 3	The student incorporates three of the listed criteria and cites them appropriately in a teacher-designated format.	The student incorporates one or two of the listed criteria and attempts to cite them appropriately in a teacher-designated format.	The student does not attempt to incorporate the listed criteria and does not cite them appropriately in a teacher-designated format.	

Applied Learning Standard: TECHNOLOGICAL LITERACY

The Woonsocket High School/WACTC graduate will demonstrate the proficient use of technology.

01 The student will utilize a variety of appropriate technological resources in a responsible, ethical, and proficient way in order to complete task; e.g., conduct research, evaluate resources, write documents, plan and implement projects, or organize and process data.

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CRITERIA	4 EXCEEDS PROFICIENCY	3 ACHIEVES PROFICIENCY	2 NEARLY ACHIEVES PROFICIENCY	1 LITTLE EVIDENCE OF ACHIEVING PROFICIENCY	0 NO EVIDENCE OF PROFICIENCY	SCORE
CHOOSING APPROPRIATE MEDIA Computer Search Engines Computer Software--Word, Excel, Powerpoint, Database, Publisher, E-mail, digital portfolio,, IMovie, etc. Projector Scanner Smartboard Digital Camera Digital Camcorder Other _____	The student creatively identifies and utilizes the proper technology sources for completion of tasks in a unique and creative manner.	The student identifies and utilizes the proper technology sources for completion of tasks in a thoughtful and independent manner with minimum teacher/peer input. DOK 3	The student identifies and utilizes the proper sources for completion of tasks with assistance.	Student utilizes an inappropriate source of technology for completion of tasks.	Student fails to use any source of technology for completion of tasks.	
RESPONSIBLE AND ETHICAL USE	The student diligently follows all school, state, and federal laws regarding piracy.	The student follows all school, state, and federal laws regarding piracy. DOK 3	The student follows some school, state and federal laws regarding piracy.	The student is learning school, state and federal laws regarding piracy but needs clarification.	The student ignores or is unaware of school, state, and federal laws regarding piracy.	
	The student demonstrates extreme care and vigilance when handling technology equipment and materials.	The student demonstrates care and vigilance when handling technology equipment and materials. DOK 3	The student needs to take more care when handling technology equipment and materials.	The student needs supervision when handling technology equipment and materials.	The student is unable to handle technology equipment and materials.	

Applied Learning Standard: TECHNOLOGICAL LITERACY

The Woonsocket High School/WACTC graduate will demonstrate the proficient use of technology.

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02 The student will communicate ideas effectively using a variety of technological media to make an oral presentation and to provide a clearer understanding of written documents.

CRITERIA	4 EXCEEDS PROFICIENCY	3 ACHIEVES PROFICIENCY	2 NEARLY ACHIEVES PROFICIENCY	1 LITTLE EVIDENCE OF ACHIEVING PROFICIENCY	0 NO EVIDENCE OF PROFICIENCY	SCORE
COMMUNICATION	The student demonstrates significant evidence of originality and creativity ideas through digitally delivered content	The student demonstrates evidence of originality and creativity through digitally delivered content. DOK 3	The student shows some evidence of originality and creativity through digitally delivered content.	The student does not shows little evidence of originality and creativity through digitally delivered content.	The student does not attempt to show evidence of originality and creativity through digitally delivered content.	

Applied Learning Standard: REFLECTIVE THINKER

The Woonsocket High School/WACTC graduate will demonstrate proficiency in reflectively analyzing his/her work and experiences.

01 The students will explore and share thoughts, observations, and impressions by analyzing, making connections, elaborating, focusing, and providing a conclusion.

CRITERIA	4 EXCEEDS PROFICIENCY	3 ACHIEVES PROFICIENCY	2 NEARLY ACHIEVES PROFICIENCY	1 LITTLE EVIDENCE OF ACHIEVING PROFICIENCY	0 NO EVIDENCE OF PROFICIENCY	SCORE
ANALYZING Condition Situation Issue	The student skillfully analyzes with minimum teacher input.	The student analyzes with minimum teacher input. W-10-14.1 to 14.3 DOK 3	The student attempts to analyze with maximum teacher input.	The student provides an incorrect analysis.	The student did not attempt to analyze..	
CONNECTIONS Assignment Learning Expectation GSEs Personal experiences Real world Abstract aspects of life	The student skillfully makes connections to lead to new perspectives and insights.	The student makes connections with minimum teacher input. W-10-8.1 to W-10-8.4 DOK 3	The student attempts to make connections; however, the connections are inappropriate and/or ineffective.	The student makes limited connections.	The student did not attempt to make connections.	
ELABORATION AND FOCUS Techniques: Questioning Comparing Connecting Interpreting Analyzing Describing	The student accurately selects and skillfully uses a range of elaboration techniques to establish and maintain a focus.	The student accurately selects and uses a range of elaboration techniques to establish and maintain a focus W-10-14.4 to 14.5 DOK 3	The student attempts to use a range of elaboration techniques, but they are ineffective and/or inappropriate; the student has a weak focus.	The student has a limited attempt to select and use a range of elaboration techniques, but they are ineffective and/or inappropriate; the student does not provide a focus.	The student did not attempt to use elaboration techniques nor to provide a focus.	
CLOSURE Summarizes Connected to work Extensions	The student provides a clear and organized closure to the reflection.	The student provides an organized, with clearer details needed, closure to the reflection. W-10-14.3 DOK 3	The student attempts to provide a closure, but it is ineffective.	The student has a limited attempt to provide a closure	The student did not attempt to provide a closure.	

Student Name _____

Score: _____

Item/Score	Proficiency with Honors: 4	Proficiency: 3	Working towards Proficiency: 2	Little attempt: 1
Paragraph 1	Introduction includes an in-depth, clear focus and a complex, clear thesis. Organization is exceptional.	Introduction includes a clear focus and a clear thesis. Organization is adequate. (W-12-6)	Introduction may include a focus, but thesis is not clear. Organization may be inadequate.	Introduction is unclear and a new thesis is needed. Organization may be awkward and confusing.
Paragraph 2 _____ Paragraph 3	Body paragraph has an in-depth topic sentence that is clearly connected to the thesis in the introduction. The writer's organization advances the argument and engages the audience.	Body paragraph has a topic sentence that is clearly connected to the thesis in the introduction. The writer's organization fits the purpose and audience. There is a clear sense of beginning and end, but may not fully engage the reader. (W-12-1)	Body paragraph has an undeveloped topic sentence that may make a weak connection to the thesis in the introduction. The writer's organization makes a weak attempt at reaching the audience. A beginning and end are included, but are undeveloped.	Body paragraph has an undeveloped topic sentence that does not connect to thesis. The writer's organization makes no attempt at reaching the audience. The organization is unclear and incomplete.
_____ Paragraph 4	Body paragraph expertly includes in-depth analysis of a situation(s) of significance or a commonplace, concrete occasion(s) as the basis for reflection	Body paragraph includes analysis of a situation(s) of significance or a commonplace, concrete occasion(s) as the basis for reflection. (W-12-14.2)	Body paragraph includes a weak, incomplete, and/or inaccurate analysis of a situation(s) of significance or a commonplace, concrete occasion(s) as the basis for reflection.	Body paragraph does not include an attempt to analyze a situation in terms of reflection.
_____ Paragraph 5	Body paragraph skillfully incorporates transitional words/phrases and draws in-depth conclusions. (e.g a connection between thesis and topic sentences)	Body paragraph incorporates transitional words/phrases and draws conclusions. (e.g a connection between thesis and topic sentences) (W-12-6)	Each body paragraph uses ineffective transitional words/ phrases, and draws inaccurate, weak and/or incomplete conclusion.	Body paragraph does not include an attempt at using transitional words/phrases and/or conclusions.
Paragraph 5	Conclusion paragraph skillfully provides closure by leaving the reader with something profound to think about.	Conclusion paragraph provides closure by leaving the reader with something to think about. (W-12-14.5)	Conclusion paragraph attempts to provide closure, but draws inaccurate, weak and/or incomplete conclusion.	Little or not evidence of closure.
Writing Convention	Writing is error-free or grammar and punctuation errors are few. The reader is not distracted by errors.	There are some grammar and punctuation errors; however, the reader is not distracted by errors. (W-12-9).	Frequent errors make the writing difficult to read.	Nearly every sentence contains errors.

Final Senior Reflection

GSEs: Reflective Essay (W-12-14) & Informational Writing (W-12-6)