

**NORTH PROVIDENCE
HIGH SCHOOL**

PORTFOLIO HANDBOOK



2009-2010

NORTH PROVIDENCE HIGH SCHOOL

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Mission Statement

The **Mission of the Proficiency Based Graduation Requirements** at North Providence High School is to provide students with the opportunity to show proficiency of the many skills they have acquired while in the North Providence Public Schools. The Senior Project and Graduation Portfolio empower the students to take responsibility for their learning and to have a powerful voice in their development as individuals. Students express what they know, display what they are able to do, and showcase their talents.

The **Mission of North Providence High School** is to educate all students in a safe, nurturing, and challenging environment which empowers them to become well-rounded individuals who are life-long learners and productive members of society.

21st Century Expectations for Student Learning

The North Providence High School graduate will be able to demonstrate proficiency in the areas of:

- Knowledge
- Problem-Solving
- Responsibility
- Communication

21st Century Graduation Expectations

All graduates of North Providence High School must possess a common core of knowledge, skills, and dispositions needed to become responsible citizens, productive workers and lifelong learners. The North Providence High School Community has identified and adopted four core 21st Century Graduation Expectations which support the accomplishment of the school's mission and are aligned with the standards and performance indicators identified in district and school curriculum documents. These interdisciplinary expectations encompass academic, civic, and social outcomes and identify what a North Providence High School student should know and be able to do upon graduation.

The North Providence High School graduate will be able to:

- 1.0 Achieve proficiency in all content areas of a standards-based curriculum by:
 - 1.1 acquiring and applying knowledge and skills within and across the curriculum
 - 1.2 analyzing and evaluating information
 - 1.3 applying technology as a learning tool across all disciplines
- 2.0 Solve problems and make decisions effectively by:
 - 2.1 working cooperatively and/or independently
 - 2.2 applying problem solving strategies
 - 2.3 utilizing resources and time effectively
 - 2.4 accessing, compiling, interpreting, and presenting data and information
- 3.0 Display a strong sense of self-discipline which enables him/her to act responsibly by:
 - 3.1 making informed life and career decisions
 - 3.2 recognizing and respecting the diversity and individuality of others
 - 3.3 understanding and accepting the benefits and consequences for his/her behavior
 - 3.4 participating in community service, leadership roles and/or school activities
- 4.0 Communicate effectively by:
 - 4.1 reading widely and critically
 - 4.2 writing clearly, concisely, and persuasively
 - 4.3 speaking, listening, and interpreting effectively
 - 4.4 mastering technology as a means of communication

North Providence High School

1828 Mineral Spring Avenue, North Providence, Rhode Island 02904-3893 (401) 233-1150 FAX (401) 233-1166

David T. Flaherty
Assistant Principal

Joseph B. Goho
Principal

Christen A. McLaughlin
Assistant Principal

Dear Student:

Imagine leaving North Providence High School with a neat and organized package that not only traces your journey through these halls and classrooms but proves that you are ready for the next phase of your life. This is your portfolio, a collection of papers, projects, lab reports, art works, letters, videos, Senior Project, and other work pieces that **YOU** select because each sample of work represents how you have grown and flourished as a learner.

This new graduation requirement will not change your classroom experience. The challenging standards that guide your teachers and their evaluations will remain in place. Your workload will not change as a result of your portfolio requirements either. The difference for you and your classmates is that on a regular basis you will be collecting and selecting work samples instead of discarding them or bringing them home. A variety of these work samples will be included in a final **“GRADUATION PORTFOLIO”** that meets our high school’s **21st Century Graduation Expectations, Grade Span Expectations (GSE’s) in English, math, and science** as well as **national standards in social studies, the arts, and technology**. In order to accomplish this task, you must **COLLECT, SELECT, REFLECT, and CONNECT** work samples from your classes every quarter over the next three years.

Your job will be simple:

- You will save work samples each year from English, math, science, social studies, unified arts, and technology.
- You will also save work samples from world language, health, skills, elective classes, and co-curricular activities.
- You will save required common task projects completed in the **9th, 10th, and 11th grades**.
- You will be sure the work is accompanied by the North Providence High School Portfolio Entry Sheet provided by your classroom teachers.
- You will reflect on your work samples by explaining how your cumulative Graduation Portfolio represents proficiency of our school’s 21st Century Graduation Expectations and Grade Span Expectations. In addition, you will address five statements explaining your readiness to graduate from NPHS.
- You will keep track of your work samples each year by placing work in classroom folders and then selecting those pieces of work to be stored in folders in our school library.
- You will take full responsibility for the completion of your final Graduation Portfolio to be assembled in your senior year.
- In order to receive your high school diploma, you must complete your Graduation Portfolio.

This guide is designed to steer you toward graduation, and our Proficiency Based Graduation Requirements. Essentially, the portfolio process is our school’s way of ensuring that you not only work to your potential and perform at your highest ability, but that you save the work that proves that you have successfully fulfilled our graduation requirements during a challenging and productive four years at North Providence High School.

Sincerely,

Melissa Caffrey
Portfolio Coordinator

The mission of North Providence High School is to educate all students in a safe, nurturing, and challenging environment, which empowers them to become well-rounded individuals who are life-long learners and productive members of society.

PROFICENCY-BASED GRADUATION REQUIREMENTS (PBGRs) Calendar 2009-2010

<u>Due Date*</u>	<u>Experience</u>
Tues., Sept 29	Parent/Senior Orientation
Tues., Oct. 13	Parental Acknowledgement Letter of Intent Mentor Form (Once approved, project may begin)
<i>Tues., Oct. 27</i>	<i>Portfolio Reflection</i> <i>Portfolio Table of Contents</i> <i>Portfolio</i>
Tues., Nov 24	Introduction and Thesis with Works Cited
Tues., Jan. 5	*Minimum of Eight Hours of Fieldwork with Journals
<i>Tues., Jan. 12</i>	<i>Draft of Research Paper</i> <i>Assessment of Portfolio</i>
Tues., Feb. 23	*Final Fieldwork Hours with Journals Letter of Recommendation from Mentor
Tues., Mar. 2	Final Research Paper with Reflection
Tues., Mar. 16	Math Component
Tues., Mar. 30	Fine Arts Component
Tues., April 13	Letter of Introduction to Judges
Tues., May 4	Completed Senior Project Portfolio
Wed., May 26	Oral Presentations

***PLEASE NOTE: THERE WILL BE NO EXTENSIONS FOR DEADLINES FOLLOWING SCHOOL VACATIONS**

PBGR Plagiarism and Academic Dishonesty Policy

Plagiarism is from the Latin word for “kidnapper.” It is a term that refers to the stealing of words or ideas from someone else without giving credit to that person. This definition includes computer programs, drawings, artwork and all other types of work, which are not one’s own. Types of plagiarism include word-for-word, mosaic (rearrangement or rewording), and indirect (paraphrasing). Examples of plagiarism may include, but *is not limited to*:

- ◆ Failing to cite with quotation marks the written words of another;
- ◆ Failing to credit the author and source of materials used in a composition;
- ◆ Failing to cite research materials in a bibliography or works cited;
- ◆ Failing to cite a person who is quoted;
- ◆ Failing to cite an author whose works are paraphrased or summarized;
- ◆ Presenting another person’s creative work or ideas as one’s own in essay’s, poems, music, art, computer programs, or other projects;
- ◆ Copying or paraphrasing ideas from literary criticisms or study aids without documentation.

Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own. Students are expected to conduct themselves to the highest standards of personal integrity. Students must adhere to the rules prohibiting academic dishonesty and to resist peer pressure to violate these high standards of integrity. Students are not expected to use dishonest methods to fulfill academic expectations and responsibilities. Whenever students have any questions about this procedure or any procedure, they should ask their teachers, counselors, or administrators.

- ◆ Forging signatures
- ◆ Doctoring forms (erasures, obliterations, additions, deletions etc)
- ◆ Altering grades
- ◆ Falsely obtaining credit for work

PBGR Disciplinary Action

Any student who has been found guilty of plagiarism and/or academic dishonesty during any aspect of the Senior Project or Graduation Portfolio will face very serious consequences which will adversely affect graduation status. Penalties may include, but are not limited to, the following:

- Invalidation of Senior Project or Graduation Portfolio
- Invalidation of that specific component of Senior Project or Graduation Portfolio
- Parent conference
- Detention
- Social Suspension
- Dismissal from various school organizations or societies
- Suspension
- Loss of scholarships
- Legal proceedings

Any student who has **missed a deadline** during any aspect of the Senior Project or the Graduation Portfolio may be subjected to the following actions:

- Social Suspension and Suspension (indefinite)
- Failure to Graduate

NORTH PROVIDENCE HIGH SCHOOL PROFICIENCY BASED GRADUATION REQUIREMENTS

STUDENT/PARENT/GUARDIAN ACKNOWLEDGEMENT

As you know, your son or daughter will be engaged in two PBGR initiatives during this school year. The Senior Project and the Graduation Portfolio will provide enormous benefits for your child both now and in the future. Additionally, the Senior Project and Graduation Portfolio will be a valuable tool in determining the student's proficiency of North Providence High School's 21st Century Graduation Expectations in the areas of knowledge, communication, problem solving, and responsibility. Please address any questions or concerns to the PBGR Coordinators at 233-1150 ext. 3157.

.....

As the parent or guardian of _____ who is a student enrolled at North Providence High School, I am aware of the Senior Project and Graduation Portfolio that my son/daughter must successfully complete in order to meet the requirements of the North Providence High School Diploma System Requirements.

I fully understand the PBGR Plagiarism and Academic Dishonesty Policy and the corresponding consequences including, but not limited to disciplinary action that could affect participation in co-curricular activities, extended suspension, and or graduation status.

Parent/Guardian Signature _____ Date _____

Phone #: _____ Email: _____

Student Signature _____ Date _____

NPHS PORTFOLIO PLAN

(revised July 2009)

Students at NPHS create a portfolio of work as part of the curriculum for every class. The collection of work samples begins in the freshman year and culminates in the required assembly of the Graduation Portfolio in the senior year. The primary purpose of portfolio assessment at NPHS is to assess student accomplishment of the school's 21st Century Graduation Expectations, Grade Span Expectations (GSE's) in English, mathematics, science, and fine arts as well as national/state standards in social studies, technology, and applied learning.

What is a portfolio? A portfolio is a systematic and organized collection of student work used by the teacher and student to monitor growth and accomplishment of knowledge, skills, and abilities. The portfolio is an assessment tool which allows for reflection on achievement while documenting student growth, change, and proficiency over time. As a purposeful anthology of work, a portfolio allows for student participation in the selection of content and contains evidence of student self-reflection, criteria for selection of the work, and criteria for judging the merit of the work. The process of assembling a portfolio requires the teacher and student to work together to **collect** work from a class, **select** the pieces which demonstrate proficiency of specific academic expectations, GSE's and standards, allow the student to **reflect** on his/her achievement, and **connect** his/her work to project a plan for continued improvement. A portfolio allows the student to collect, select, reflect, and connect as they journey through their high school experience.

Why use a portfolio? A portfolio is an authentic assessment which provides teachers and students another vehicle to determine student success in achieving the school's expectations for student learning (21st Century Graduation Expectations), mastery of GSE's and national/state standards. The portfolio process allows students to become participants in their own academic growth, claim ownership of their learning, and develop increased academic self-awareness. The portfolio allows all teachers to record, store, and access information; evaluate student progress, produce evidence of proficiency, and reflect on one's own teaching practices.

What does a portfolio look like? Although the format and style of student portfolios may vary, all portfolios contain a clearly defined purpose, teacher and student selected work, formative and summative work samples, best work samples, growth work samples, teacher feedback, and student self-assessment. The basic elements of the NPHS portfolio will include student work samples, a student reflection, a school-wide entry sheet, and a school-wide entry rubric for assessment. The NPHS portfolio is aligned with the school's 21st Century Graduation Expectations, GSE's, and national/state standards to demonstrate proficiency of such concepts. Items found in the portfolio may include a variety of work samples such as research and creative writing pieces, letters, sketches, drawings, paintings, snapshots, projects, labs, videos, DVDs, peer assessments, senior project items, extensive essays, resumes, awards, co-curricular activities, etc. **Absolutely no tests and/or non-extensive homework assignments are allowed to be placed in the student's portfolio.** A portfolio is a student-generated document allowing students to demonstrate their own critical and creative abilities.

NPHS Portfolio Process

(revised July 2009)

The NPHS Portfolio Process is monitored and implemented in all classes as follows:

I. Collection of Student Work

- A. As part of the curriculum for every class, all students submit work samples which demonstrate proficiency of the 21st Century Graduation Expectations, Grade Span Expectations (GSE's) in English, math, science, and fine arts as well as national/state standards in social studies, technology, and applied learning.
- B. Work from the class folders is saved each year for assembly of the **Graduation Portfolio** required of all seniors.
- C. During their time at NPHS, students will complete common task projects as follows:
 - ✓ 9th grade: social studies
 - ✓ 10th grade: math and science
 - ✓ 11th grade: technology (Business Skills)
 - ✓ Fine Arts (to be completed by the senior year)
- D. All students need to submit two work samples per class to their skills teacher by the third quarter deficiency period.
- E. First semester classes need to submit one work sample to their skills teacher by January 1st.
- F. Second semester classes need to submit one work sample by the third quarter deficiency period.

*Note: Each work sample saved must have been scored as **Distinguished** or **Proficient** in section II of the NPHS Portfolio Entry Sheet.

*Note: A work sample that cannot be physically stored in a folder must be represented by a photograph.

*Note: Evidence of co-curricular activities may also be included in the folder with documented evidence.

II. Assembly of the Graduation Portfolio (in Skills Classes)

Freshmen Literacy Skills

Students will...

- submit 3 or more work samples deemed Distinguished or Proficient by the 3rd quarter deficiency period. A deficiency will be issued for the 3rd quarter if 3 or more work samples are not submitted to the skills teacher.
- be escorted by their skills teacher to the library by June 1st to place 3 or more work samples in their folders.
- be encouraged to include the Freshman Social Studies Common Task Project, since this assignment fulfills all of the social studies standards.
- complete the Undergraduate Portfolio Checklist indicating which 21st Century Graduation Expectations and GSE's have been met.
- have 3 or more work samples deemed Distinguished or Proficient in their folders.

Sophomore Math Skills

Students will...

- submit 5 or more work samples deemed Distinguished or Proficient by the 3rd quarter deficiency period. A deficiency will be issued for the 3rd quarter if 5 or more work samples are not submitted to the skills teacher.
- be escorted by their skills teacher to the library by June 1st to place 5 or more work samples in their folders.
- be encouraged to include the Math and Science Common Task Assignments which fulfill a majority of the math and science GSE's.
- complete the Undergraduate Portfolio Checklist indicating which 21st Century Graduation Expectations and GSE's have been met.
- have 8 or more work samples deemed Distinguished or Proficient in their folders.

****A list of names of those non-proficient students who have less than 8 work samples will be submitted to the coordinator by May 31st. Formal notification will be made to any parent/guardian informing them that the student's graduation status is in jeopardy.**

Junior Business Skills

Students will...

- submit 5 or more work samples deemed Distinguished or Proficient by the 3rd quarter deficiency period. A deficiency will be issued for the 3rd quarter if 5 or more work samples are not submitted to the skills teacher.
- be escorted by their skills teacher to the library by June 1st to place 5 or more work samples in their folders.
- be encouraged to include the Technology Common Task Assignment which fulfills all of the Technology Standards.
- be encouraged to include the Fine Arts Common Task Assignment which fulfills all of the Fine Arts GSE's.
- complete the Undergraduate Portfolio Checklist indicating which 21st Century Graduation Expectations and GSE's have been met.
- have 13 or more work samples deemed Distinguished or Proficient in their folders.

****A list of names of those non-proficient students who have less than 13 work samples will be submitted to the coordinator by May 31st. Formal notification will be made to any parent/guardian informing them that the student's graduation status is in jeopardy.**

Senior Skills

Students will...

- have 15 or more work samples deemed Distinguished or Proficient by Tuesday, October 27, 2009.
- be contacted by an administrator if their portfolio is not deemed proficient.
- complete a Portfolio Reflection to be assessed by their senior English teacher.

III. Graduation Portfolio

- a. During their **senior year**, students assemble a cumulative Graduation Portfolio which demonstrates proficiency of all of the 21st Century Graduation Expectations, all GSE's in English, math, science, and fine arts as well as national/state standards in social studies, technology and applied learning (in accordance with the proficiency-based guidelines established by RIDE).
- b. The graduation portfolio is assembled in the **Senior Skills class** during the first semester. In September, students in the Senior Skills classes will conduct an inventory of their working cumulative portfolio folder to determine progress. Identified gaps can be addressed in class portfolios assembled during the senior year.

3) Requirements of the graduation portfolio:

- a) Fifteen (15) or more pieces of work (one work sample for each 21st Century Graduation Expectation). Each work sample must have received a score of "3" or "4" in section II of the NPHS Portfolio Entry Sheet. In addition, each entry must receive either a distinguished or a proficient in section III of the NPHS Portfolio Entry Sheet.
- b) Among the fifteen (15) pieces of work, *all* GSE's in English, math, science, and fine arts must be met, as well as *all* national/state standards in social studies, technology, and applied learning. Duplication may occur.
- c) There must be one (1) work sample from a course in each of the following disciplines: English, math, science, social studies, unified arts, and technology (business). The other nine (9) work samples are selected at the discretion of the student. Students are encouraged to select work samples from world language, health, skills classes, and co-curricular activities.
- d) A **portfolio reflection** which explains how the student's Graduation Portfolio represents proficiency of the school's 21st Century Graduation Expectations, GSE's in English, math, science, and fine arts as well as national/state standards in social studies, technology, and applied learning.
- e) In the **portfolio reflection**, the student should address the following:
 - Explain how the student has grown as a life-long learner during their time at NPHS.
 - Describe academic strengths faced as a student at NPHS.
 - Discuss academic challenges faced as a student at NPHS.
 - Choose a work sample that best exemplifies the academic performance of the student. This work sample should emphasize how the student achieved academic excellence during their time at North Providence High School.
 - Conclude by explaining how the Graduation Portfolio provides evidence of readiness to graduate.

IV. Assessment of the Graduation Portfolio

- 1) Portfolio reflections will be assessed by the students' senior English teacher.
- 2) All Graduation Portfolios are assessed by the full faculty during common planning time, which is a time designated for interdisciplinary teacher collaboration.
- 3) Faculty members assess each portfolio using the school-wide NPHS Portfolio Scoring Rubric. Students whose Graduation Portfolio is scored as "Distinguished" or "Proficient" fulfills the Proficiency Based Graduation Portfolio Requirement.
- 4) Graduation Portfolios that are scored as "Emerging" or "Unacceptable" during the scheduled common planning time will be re-assessed at a later date by the PBGR Coordinators and the PBGR Advisory Board. Students will be provided with feedback by the coordinators and the board with specific details on how to make the necessary changes so that their Graduation Portfolio will be deemed proficient.
- 5) Graduation Portfolios will also be reviewed during Senior Project Day by the panels of school/community judges.

IV. Transfer Students

The following guidelines shall apply to students who transfer into North Providence High School:

- 1) Students entering prior to the start of their junior year must complete all requirements as detailed in this policy.
- 2) If the student has work samples from other schools, then all entries will be transferred to the NPHS portfolio.
- 3) Individual situations not addressed by this policy will be handled on a case-by-case basis through the PBGR Advisory Board.

***The policies/protocols governing the development and assessment of the NPHS graduation portfolios are derived from the RIDE "Graduation by Proficiency Portfolio Tool-Kit."**

Graduation Portfolio Reflection

Purpose:

As a culminating component to the Graduation Portfolio, all students will write a reflection addressing certain questions and/or statements about their academic experiences.

This reflection will explain how the student's Graduation Portfolio represents academic growth and proficiency of the school's 21st Century Graduation Expectations.

Requirements:

Paragraph 1: Explain how you have grown as a life-long learner through the portfolio process.

Paragraph 2: Describe your academic strengths.

Paragraph 3: Discuss academic challenges that you have faced.

Paragraph 4: Choose a work sample of which you are most proud. This work sample should emphasize achievement of academic excellence during your time at North Providence High School. Be sure to discuss the 21st Century Graduation Expectation utilized.

Paragraph 5: In your conclusion, specifically explain how the Graduation Portfolio provides evidence of your readiness to graduate.

Guidelines:

The following guidelines must be met to receive either a Distinguished and/or Proficient:

- ✓ 5 separate paragraphs explaining the above criteria
- ✓ MLA format
- ✓ Must be TYPED
- ✓ The reflection is the last document in the Graduation Portfolio accompanied by a graded rubric from the senior English teacher

North Providence High School Portfolio Entry
21st Century Graduation Expectations and GSE Assessment Form

Student: _____ Date: _____

I. Student Directions: When placing a piece of work in your course portfolio, collaborate with your teacher to complete sections A, B, C and D.

A. 21st Century Graduation Expectations: Check one expectation demonstrated by the portfolio entry.

- | | |
|--|---|
| <p>1.0 Achieve proficiency in all content areas of a standards based curriculum by:</p> <p>_____ 1.1 Acquiring and applying knowledge and skills within and across the curriculum</p> <p>_____ 1.2 Analyzing and evaluating information</p> <p>_____ 1.3 Applying technology as a learning tool across all disciplines</p> | <p>3.0 Display a strong sense of selfdiscipline which enables him/her to act responsibly by:</p> <p>_____ 3.1 Making informed life and career decisions</p> <p>_____ 3.2 Recognizing and respecting the diversity and individuality of others</p> <p>_____ 3.3 Understanding and accepting the benefits and consequences of his/her behavior</p> <p>_____ 3.4 Participating in community service, leadership roles and/or school activities</p> |
| <p>2.0 Solve problems and make decisions effectively by:</p> <p>_____ 2.1 Working cooperatively and/ or independently</p> <p>_____ 2.2 Applying problem solving strategies</p> <p>_____ 2.3 Utilizing resources and time effectively</p> <p>_____ 2.4 Accessing, compiling, and interpreting and presenting data and information</p> | <p>4.0 Communicate effectively by:</p> <p>_____ 4.1 Reading widely and critically</p> <p>_____ 4.2 Writing clearly, concisely and persuasively</p> <p>_____ 4.3 Speaking, listening and interpreting effectively</p> <p>_____ 4.4 Mastering technology as a means of communication</p> |

B. GSE's: Check the GSE's demonstrated by the portfolio entry. Select all that apply.

READING

- | | | |
|--|---|---|
| _____ R2 Vocabulary Strategies | _____ R5/R6/R16 Analyzing Literary Text Citing Evidence | _____ R8 Analysis of Informational Text |
| _____ R3 Breadth of Vocabulary | _____ R7 Understanding of Informational Text | _____ R11 Fluency and Accuracy |
| _____ R4 Initial Understanding of Literary Texts | | _____ R14/R15/R17 Breadth of Reading |

WRITING

- | | | |
|---|---|---|
| _____ W1 Structures of Language | _____ W6/W7/W8: Informational Writing | _____ W12/W13 Expressive Writing (Poetry) |
| _____ W2/W3: Response to Text | _____ W9 Writing Conventions | _____ W14 Expressive Writing (Reflective Essay) |
| _____ W4/W5: Expressive Writing (Narrative) | _____ W10/W11: Writing Process / Habit of Writing | |

ORAL COMMUNICATIONS

- _____ OC1: Interactive Listening
- _____ OC2: Make Oral Presentations

MATH

- | | | |
|---|---|--|
| _____ M(N&O) 2 Real Numbers | _____ M(G&M) 6 Two- Dimensional Figures | _____ M(DSP) 1 Interpretation of Data |
| _____ M(N&O) 4 Solving Problems | _____ M(G&M) 7 Uses Units of Measure | _____ M(DSP) 2 Analysis of Data |
| _____ M(N&O) 6 Mental Computation | _____ M(G&M) 9 On and Off Coordinate Plane | _____ M(DSP) 3 Representations of Data |
| _____ M(N&O) 7 Estimation | _____ M(G&M) 10 Spatial Reasoning | _____ M(DSP) 4 Using Counting Techniques |
| _____ M(N&O) 8 Properties of Numbers | _____ M(F&A) 1 Patterns | _____ M(DSP) 5 Solving Problems |
| _____ M(G&M) 2 Formal Proofs; Arguments | _____ M(F&A) 2 Linear & Nonlinear Functions | _____ M(DSP) 6 Response to Question |
| _____ M(G&M) 4 Concepts of Congruency | _____ M(F&A) 3 Algebraic Equations | |
| _____ M(G&M) 5 Concepts of Similarity | _____ M(F&A) 4 Equality | |

SCIENCE

- | | | |
|---|--|---|
| _____ LS1: Survival Characteristics | _____ ES1: Continual Change Processes | _____ Atoms & the Atomic Theory |
| _____ Cellular Survival | _____ Prediction of Earth Events | _____ Elements in the Periodic Table |
| _____ DNA Alteration | _____ Theory of Plate Tectonics | _____ Electron Configuration |
| _____ LS2: Ecosystem | _____ Heat Fuel Geologic Processes | _____ PS2 Properties of Energy |
| _____ Disturbance of Energy | _____ Geologic Dating Methods | _____ Transformations of Energy |
| _____ Cycling of Matter & Energy Flow | | _____ Energy Flow in a Chemical Reaction |
| _____ Environmental Impact | _____ ES3: Origin & Evolution of Galaxies | _____ Electric Charges, Magnetic Fields, Electromagnetic Forces, & Atomic Particles |
| _____ LS3 Change of Organisms over Time | _____ Structure of the Universe Theories | _____ PS3 Motion of an Object |
| _____ Technology of Genetic Relationships | _____ Big Bang Theory | _____ Predicting & Explaining Motion |
| _____ Reproduction & Natural Selection | _____ Electromagnetic Waves | _____ Inertia, Motion & Momentum |
| _____ Evolution of Characteristics | _____ Nuclear Reactions, Origin of Elements, & Life Cycle of Stars | _____ Wavelength & Frequency as Electromagnetic Waves |
| _____ LS4 Similarities & Differences of Species | _____ PS1 Properties of Matter | |
| _____ Effects by Environmental Factors | _____ Substance ID by Properties | |
| _____ Systems & Homeostasis | | |

SOCIAL STUDIES

- | | | |
|-------------------------------------|---|---|
| _____ SS1: Chronological Thinking | _____ SS3: Historical Analysis and Interpretation | _____ SS5: Historical Issues-Analysis and Decision-Making |
| _____ SS2: Historical Comprehension | _____ SS4: Historical Research Capabilities | |

The mission of North Providence High School is to educate all students in a safe, nurturing, and challenging environment which empowers them to become well-rounded individuals who are life-long learners and productive members of society

FINE ARTS

____ FA1 Artistic Processes (Creation/ Performance)
____ FA2 Cultural Contexts (Context/Integration)

____ FA3 Communication
____ FA4 Aesthetic Judgment (Perception)

TECHNOLOGY

____ T1: Creativity and Innovation
____ T2: Communication and Collaboration
____ T3: Research and Information Fluency

____ T4: Critical Thinking, Problem Solving
and Decision Making
____ T5: Digital Citizenship

____ T6: Technology operations and concepts

APPLIED LEARNING

____ Problem Solving
____ Critical Thinking

____ Research
____ Communication (oral and/or written)

____ Reflection and Evaluation

PARTS C AND D SHOULD BE TYPED ON A SEPARATE SHEET AND ATTACHED TO THE PORTFOLIO ENTRY SHEET FOR GRADING.

C. Briefly summarize the assignment. Be sure to include all necessary components to the assignment.

D. Reflect upon the entry and explain how it demonstrates proficiency of the 21st Century Graduation Expectation selected.

The following question must be answered:

✓ *How have you specifically met the 21st Century Graduation Expectation?*

Student must answer an additional question from the Graduation Portfolio Guiding Question List.

I. Teacher Directions: Use the school-wide rubrics to assess student proficiency of the 21st Century Graduation Expectation explained in Section D.

(4=Distinguished, 3=Proficient, 2=Emerging, 1=Unacceptable)

21st Century Graduation Expectation Scoring Guide (1-4 based on school-wide rubric)			
1.1 _____	2.1 _____	3.1 _____	4.1 _____
1.2 _____	2.2 _____	3.2 _____	4.2 _____
1.3 _____	2.3 _____	3.3 _____	4.3 _____
	2.4 _____	3.4 _____	4.4 _____

II. Teacher Directions: Use the NPHS Portfolio Entry Rubric to assess the overall entry *.(Parts A, B, C, & D)*

Portfolio Entry Scoring Guide			
Distinguished _____	Proficient _____	Emerging _____	Unacceptable _____

Teacher Comments:

Teacher Signature _____ **Subject** _____

NPHS Rubric for Portfolio Entry

Level of Performance	Expectations
<p>Distinguished</p> <p>(4)</p>	<ul style="list-style-type: none"> ▪ Communication: Entry demonstrates evidence of a high level of organization using rich and insightful elaboration. Writing is intentionally organized with a progression of ideas. Consistent application of the rules of grammar, usage, and mechanics. ▪ Thinking and Reasoning: Entry is comprehensive and demonstrates a high level of analysis, synthesis, and problem-solving. ▪ Application: Entry demonstrates an application of theory and knowledge to practice as derived from readings and coursework. ▪ Coherence: The rationale is clear, strong, and relevant as to how the 21st Century Graduation Expectations and GSE's relate to the entry. ▪ Self-Reflection: Reflective entry specifically explains the knowledge, perspective, or skill that has been gained through this assignment and its relevance to future applications.
<p>Proficient</p> <p>(3)</p>	<ul style="list-style-type: none"> ▪ Communication: Entry demonstrates evidence of organization using relevant details. Writing is generally organized and coherent. May have some errors in grammar, usage, and mechanics. ▪ Thinking and Reasoning: Entry demonstrates some level of analysis, synthesis, and problem-solving. ▪ Application: Entry shows some application of theory and knowledge to practice as derived from readings and coursework. ▪ Coherence: The rationale is clear and relevant as to how the 21st Century Graduation Expectations and GSE's relate to the entry. ▪ Self-Reflection: Reflective entry explains with a fair amount of clarity the knowledge, perspective, or skill that has been gained through this assignment and its relevance to future applications.
<p>Emerging</p> <p>(2)</p>	<ul style="list-style-type: none"> ▪ Communication: Entry demonstrates little organization with lapses in coherence. Many errors in grammar, usage, and mechanics that interfere with meaning. ▪ Thinking and Reasoning: Entry demonstrates little evidence of analysis, synthesis, and problem-solving. ▪ Application: Entry demonstrates little application of theory and knowledge to practice as derived from readings and coursework. ▪ Coherence: The rationale is limited as to how the 21st Century Graduation Expectations and GSE's relate to the entry. ▪ Self-Reflection: Reflective entry explains and partially describes the knowledge, perspective, or skill that has been gained through this assignment.
<p>Unacceptable</p> <p>(1)</p>	<ul style="list-style-type: none"> ▪ Entry demonstrates the above characteristics to a minor degree or not at all.

Name of Student: _____

Graduation Portfolio Student Checklist

PART A: 21st CENTURY GRADUATION EXPECTATIONS

Place a check mark in the Yes column if you have completed the GE.

Graduation Expectation	Yes	Graduation Expectation	Yes
1.1		3.1	
1.2		3.2	
1.3		3.2	
2.1		3.3	
2.2		3.4	
2.3		4.1	
2.4		4.2	
		4.3	
		4.4	

PART B: GSE's

Place a checkmark in the Yes column indicating whether or not the GSE has been met.

GSE	Yes	GSE	Yes	GSE	Yes	GSE	Yes
R 2		M (N&O) 8		ES 1		Problem Solving	
R 3		M (G&M) 2		ES 3		Critical Thinking	
R 4		M (G&M) 4		PS1		Research	
R 5,6,16		M (G&M) 5		PS 2		Communication	
R 7		M (G&M) 6		PS 3		Reflection & Evaluation	
R8		M (G&M) 7		SS 1			
R11		M (G&M) 9		SS 2			
R14,15,17		M (G&M) 10		SS 3			
W 1		M (F&A) 1		SS 4			
W 2,3		M (F&A) 2		SS 5			
W 4,5		M(F&A) 3		FA 1			
W 6,7,8		M(F&A) 4		FA 2			
W 9		M(DSP) 1		FA 3			
W 10,11		M(DSP) 2		FA 4			
W 12,13		M(DSP) 3		T 1			
W 14		M(DSP) 4		T 2			
OC 1		M(DSP) 5		T 3			
OC 2		M(DSP) 6		T 4			
M (N&O) 2		LS 1		T 5			
M (N&O) 4		LS 2		T 6			
M (N&O) 6		LS 3					
M (N&O) 7		LS 4					

PART C: Common Task Assessments

Place a checkmark in the Yes column indicating if the particular document is present.

Documents	Yes	Documents	Yes
Freshmen Social Studies Project		Junior Technology Project	
Sophomore Math Project		Unified Arts Project	
Sophomore Science Project		Universal English Requirement	

The mission of North Providence High School is to educate all students in a safe, nurturing and challenging environment which empowers them to become well-rounded individuals who are life-long learners and productive members of society.

North Providence High School Portfolio Entry 21st Century Graduation Expectations and GSE Assessment: Co-Curricular Activities

Please highlight the applicable club/activity. Participation in these clubs/activities would possibly fulfill 21st Century Graduation Expectation 3.0. You must *attach* this form to a completed NPHS Portfolio Entry Form with the appropriate signature. There must be *documented evidence* of your participation in these clubs/activities. For example you may include the following:

- ✓ **Sample newspaper article**
- ✓ **DVD of a production, sporting event in which you were involved**
- ✓ **Pictures**
- ✓ **Programs**
- ✓ **Awards/certificates of recognition**
- ✓ **Letter of reference**

Academic Decathlon	FBLA	Model Legislature
Angel Network	International Club	Newspaper
Broadcasters Club	LifeSmarts	National Honor Society
Debate Team	Math Club	Science Olympiad
Drama	Mock Trial	Yearbook
Football	Soccer	Cross Country
Tennis	Cheerleading	Dance Team
SADD	Basketball	Hockey
Swimming	Baseball	Wrestling
Literacy Team	Lacrosse	Golf
Softball	Track and Field	Class Officer
Band	Student Government Day	Peer Tutoring
R.I. Arts Passport	Internships	History Day

***Any activities not affiliated with NPHS must be approved by the PBGR Advisory Board**

Request for Substitute Core Requirement

My name is _____.

In lieu of the _____ requirement for the Graduation Portfolio, I have submitted the following work sample as an appropriate substitute.

The title of the assignment is _____.

This title will be found in the portfolio table of contents.

Signature of student _____

Date _____

Signature of Department Chair _____

Date _____

Approved by Portfolio Coordinator _____

Date _____

Role of the PBGR Advisory Board

What is the PBGR Advisory Board?

The PBGR advisory board is the “Supreme Court” of the Senior Project and Graduation Portfolio. This board enforces the policies of the Senior Project and Graduation Portfolio. Questions concerning deadline extensions and appeals of the coordinators’ decisions must be submitted to the PBGR advisory board for review.

Deadline Extensions and Extenuating Circumstances

Petitions for deadline extensions and or extenuating circumstances *must* be submitted to the PBGR Coordinators *at least two weeks* prior to the deadline. You must complete a petition to the PBGR advisory board form in which you describe your reasons for needing a particular deadline extended or your extenuating circumstance. Both you and your parent/guardian must sign the petition. Once your petition is received, the PBGR board will meet in a timely fashion to consider your petition. You will be notified of the PBGR board’s decision immediately after its meeting.

Petitions for deadline extensions received less than two weeks prior to the deadline will only be considered if there are extenuating circumstances involved.



Petition to PBGR Advisory Board

Date Received: _____

Instructions to Applicant

1. Confer with the PBGR Coordinators.
2. State the nature of your appeal; type and attach on a separate sheet of paper. Include any supporting documents.
3. Appear before the PBGR advisory board when requested and do so only with a parent/guardian.
4. Complete all requested information on this appeal form.
5. Deliver completed form to PBGR Coordinators no later than 2 weeks prior to deadline.

Student Name: _____ Skills Teacher: _____

Student Signature: _____ Date: _____

Contact Number: _____

I have discussed this petition with my son/daughter.

Parent/Guardian Signature: _____ Date: _____

PBGR Advisory Board Recommendation:

Signature of Board Chair: _____ Date: _____

NORTH PROVIDENCE GRADUATION PORTFOLIO TABLE OF CONTENTS

21st Century Graduation Expectation 1.0

GSE

Course

Teacher

Grade

1.1

1.2

1.3

21st Century Graduation Expectation 2.0

2.1

2.2

2.3

2.4

21st Century Graduation Expectation 3.0

3.1

3.2

3.3

3.4

21st Century Graduation Expectation 4.0

4.1

4.2

4.3

4.4

NORTH PROVIDENCE GRADUATION PORTFOLIO TABLE OF CONTENTS (SAMPLE)

<u>21st Century Graduation Expectation 1.0</u>	<u>GSE</u>	<u>Course</u>	<u>Teacher</u>	<u>Grade</u>
1.1 Colonial Diary	W2, W3, W6, W7, W8	American Studies	Caffrey/Thomas	10
1.2 Puzzle Day	M1, M2, M5	Consumer Math	Mr. Gelsomino	12
1.3 Creating a Travel Brochure	SS2, SS3	Spanish	Ms. Cimini	9
<u>21st Century Graduation Expectation 2.0</u>				
2.1 Crusades Journal	SS5	Western Civ.	Mr. Farrell	9
2.2 Chemistry Project	S1,S2,S3	Chemistry	Mr. Cicerone	11
2.3 Children's Story	A2, W4, W5	Creative Writing	Ms. Napolitano	12
2.4 Senior Project Presentation	OC1, OC2 T4, M3	English	Mrs. Thomas	12
<u>21st Century Graduation Expectation 3.0</u>				
3.1 Senior Project	R7-R17	English IV	Mr. Groccia	12
3.2 Coat of Arms	SS1, SS4 T2, T3	Sociology	Ms. Bozigian	12
3.3 Physics Project	S4, S5, S6	Physics	Mr. Cerra	12
3.4 Winter Concert	A1, A3	Concert Choir	Mr. Morrison	9
<u>21st Century Graduation Expectation 4.0</u>				
4.1 Critique of Dante's Inferno	R4,R5 R6, R16	Political Science	Mr. Farrell	11
4.2 Persuasive Essay	W1, W9, W10 W11, W12, W13	English II	Ms. Masso	10
4.3 Disorder Oral Presentation	OC1, OC2 R2, R3	Psychology	Mrs. Ambrose	12
4.4 Business Plan	T1, T4, T5, M4	Business Skills	Mr. Isabella	11

PART C: DOCUMENTS

In this section please place a checkmark in either the Yes or No column indicating if the particular document is present or not.

Documents	Yes	No
Table of Contents		
English Requirement		
Math Requirement		
Social Studies Requirement		
Science Requirement		
Unified Arts Requirement		
Technology Requirement		

Part D: Reflection

See attached graded rubric entitled “NPHS Graduation Portfolio Reflection Rubric and Checklist” and place the appropriate level of performance below.

Level of Performance: _____

Part E: Overall Evaluation

Please circle the appropriate level of performance.

A Proficient level of performance must include:

- All 15 expectations met at a Distinguished or Proficient level
- All GSE’s and standards
- A YES in all components listed in Section C
- Portfolio Reflection with a Distinguished or Proficient level of performance

A non-proficient grade would not meet the above criteria.

PROFICIENT

NON-PROFICIENT

Comments:

NPHS Graduation Portfolio Reflection Rubric

Student: _____

Teacher: _____

	Distinguished (5)	Proficient (4)	Emerging (3)	Unacceptable (2)	Incomplete (1)
Introduction	Introduction is well developed and clear throughout; strong focus on work sample and 21st Century Graduation Expectation	Introduction is effective and clear throughout; focus is maintained on work sample and 21st Century Graduation Expectation	Introduction is evident; focus on work sample and 21st Century Graduation Expectation may not be maintained throughout	Introduction is attempted; focus on work sample and 21st Century Graduation Expectation is vague throughout	Introduction is unclear; focus on work sample and 21st Century Graduation Expectation is not maintained throughout
Body	Intentionally organized for dynamic effect; exceptional use of language to support purpose throughout	Intentionally organized for effect; effective use of language to support purpose throughout	Generally organized for effect; adequate use of language to somewhat support purpose	Somewhat organized; minimal support of purpose	Little organization; rudimentary or no support of purpose
Conclusion	Eloquently explains readiness to graduate, leaving a lasting impression	Effectively explains readiness to graduate, leaving a lasting impression	Explains readiness to graduate, somewhat leaving a impression	Inadequate explanation of readiness to graduate; no lasting impression	No explanation of readiness to graduate
Writing Conventions	Excellent use and consistent application of the rules of grammar, usage and mechanics; superior command of sentence structure	Good use and consistent application of grammar, usage, and mechanics; good command of sentence structure	Some errors in application of grammar, usage, and mechanics; limited command of sentence structure	Major problems and errors in the application of grammar, usage, and mechanics; weak command of sentence structure	Poor use of and errors in application of grammar, usage, and mechanics; no command of sentence structure
Format	Accurate use of MLA format; 5 separate paragraphs	Minor problem in application of MLA format; 5 separate paragraphs	Noticeable problems in application of MLA format; 5 separate paragraphs	Incorrect MLA format; 5 or less separate paragraphs	Incorrect MLA format; less than 5 paragraphs
Reflection	Rich and insightful elaboration that shares thoughts, observations, and impressions of high school experience	Elaboration effectively shares thoughts, observations, and impressions of high school experience	Relevant elaboration that shares thoughts, observations, and impressions of high school experience	Elaboration somewhat shares thoughts, observations, and impressions of high school experience	Irrelevant elaboration that does not share thoughts, observations, and impressions of high school experience
				TOTAL SCORE (OUT OF 30)	

Performance Level Conversion

Distinguished	Proficient	Emerging	Unacceptable
30	25	21	17 & below
29	24	20	
28	23	19	
27	22	18	
26			

Level of Performance: _____

Date: _____

Helpful Hints for Compiling Your Graduation Portfolio

- ✓ You will collect your work each year by keeping classroom folders with each of your teachers.
- ✓ Do not throw away any assignments, group/individual projects, papers, lab reports, and visual aids. **Remember, you cannot use tests or quizzes in your portfolio!**
- ✓ Get accustomed to documenting things such as athletics, community service, and co-curricular activities by keeping a journal, taking pictures, or saving artifacts that you associate with the activity.
- ✓ Completing your common task projects is one of the easiest ways to meet all of your core requirements and many of your GSE's.
- ✓ Reflection is key to the portfolio process. When reflecting on an entry be sure to keep the Portfolio Guiding Questions List in mind.
- ✓ Do not forget to have your portfolio entry forms signed by your teacher, advisor, coach, etc.
- ✓ Remember to work collaboratively with your skills teachers.
- ✓ A special reminder to seniors – be sure to take advantage of the time available to you in the Senior Skills class to compile, revise, and perfect your Graduation Portfolio.
- ✓ Do not miss deadlines! Failure to meet these dates will have increasingly severe consequences.
- ✓ Organization is crucial in completing a successful portfolio in your senior year.
- ✓ Work with your teachers to be sure you are producing and or revising quality portfolio work samples.
- ✓ Remember that portfolio entries marked as emerging or unacceptable can not be used in your Graduation Portfolio.
- ✓ Your Senior Skills teacher will be your greatest supporter as you prepare your Graduation Portfolio in the 12th grade.
- ✓ Your Portfolio is an essential part of your total graduation requirement.
- ✓ Your administrators, teachers, counselors, and staff are here to guide and support you throughout this process. **Do not be afraid to ask questions.**