

Burrillville High School

Diploma Handbook

2017-2018



Burrillville High School Mission Statement

The mission of Burrillville High School is to create an engaging, positive, and challenging environment that empowers all students to become proficient in the use of 21st century skills and become citizens who are lifelong learners and productive members of society.

Superintendent

Dr. Frank Pallotta

Principal

Dr. Michael Whaley

Assistant Principals

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Table of Contents

Introduction

Requirements for High School Diploma

Coursework Credit Requirements

Comprehensive Course Assessments

Digital Portfolio

Digital Portfolio Expectations

Digital Portfolio Timeline

Social Suspension

Reflection Statements & Rubrics

Digital Portfolio Exit Interview / Presentation

Preparing for Exit Interview / Presentation

Guidelines for Presentation Attire

Suggestions for Successful Presentation Experience

Student Guide to Digital Portfolio

Individual Learning Plan (ILP)

ILP Planning Milestones

Process of Appeal

Appendix A – Frequently Asked Questions

Appendix B – Digital Portfolio Presentation Rubric

Appendix C – PBGR Plagiarism and Academic Dishonesty Policy

Appendix D – Proficiency Based Graduation Requirements

Appendix E – Transfer Students and Early College Enrollments

Introduction

Schools must be sure that all students successfully complete a rigorous diploma program that gives them access to college or post-secondary training, whether immediately after high school or when and if they so choose.

*The Rhode Island High School Diploma System
RI Department of Education, 2005*

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

Completing a rigorous diploma program provides students with the knowledge, skills and access to college or post-secondary training, whether immediately after high school or at some other time in their lives. With the integration of the global economy and the changing labor market, It is imperative that today's high school graduates possess a strong literacy and numeracy foundation, demonstrate high order thinking skills and be capable of problem-solving, decision-making, analytic reasoning, communicating and interpreting information, and demonstrating responsibility.

A Burrillville High School diploma is the official recognition that a student has met the state and Burrillville graduation requirements and has demonstrated the necessary proficiency to graduate. Proficiencies in academic areas will be based on the grade Common Core State Standards, applicable 9-10 *Grade Span Expectations* (GSE) and other appropriate standards, in conjunction with the Applied Learning Standards, set by the Rhode Island Board of Regents for Elementary and Secondary Education (BoR). Proficient performance for graduation is necessary in each of the six core academic areas (English Language Arts, Mathematics, Science, Social Studies, the Arts, and Physical Education/Health).

Students at Burrillville High School, in addition to earning the required credits, will develop a digital portfolio, and successfully complete comprehensive course assessments and tasks that assure common expectations and proficiencies

These requirements for a Burrillville High School Diploma are consistent with Rhode Island Board of Regents Regulations. **Only students who demonstrate fulfillment of these graduation requirements and proficiencies shall participate in the graduation ceremony and receive a diploma.**

The information in this publication, *Diploma Handbook*, is designed to provide students and parents with an overview of the requirements and expectations needed to graduate from Burrillville High School. In partnership with parents, we strive to provide a challenging and rigorous journey that will help students achieve the skills necessary to become productive citizens and contributing members of the 21st Century.

Burrillville High School Diploma System

Requirements for a Burrillville High School Diploma

- I. Successful completion of the *minimum* required 22 coursework credits, both in total and for specific subjects.
- II. Successful completion of Comprehensive Course Assessments and tasks that assure common expectations and proficiencies.
- III. Successful completion of the Digital Portfolio and a Digital Portfolio Exit Interview that, when viewed in combination with other graduation requirements, demonstrate that necessary proficiencies are met.
- IV. Each student will create an Individual Learning Plan (ILP) aligned to personal, academic, career and social goals. Students may complete their ILP at www.waytogori.org . (The ILP satisfies expectations 3.1a through 3.1d in the Digital Portfolio.)

Description of Requirements

I. Coursework Credits Requirements

In order to graduate from Burrillville High School all students must earn a minimum of 22 credits. The specific course credits needed to meet the minimum graduation requirements are listed below. The remainder of the student's schedule is derived from elective courses listed in the Burrillville High School *Program of Studies*.

Course	Requirement	Note
English	4.0 Credits	Taken every year
Mathematics	4.0 Credits	4 Math (can include one math-related course)
Science	3.0 Credits	
Social Studies	3.0 Credits	Must include Civics/Modern World History, U.S. History I and U.S. History II
Physical Education	2.0 Credits	Half Credit course taken every year
Fine Arts	0.5 Credits	
Technology	0.5 Credits	Must take Tech Exploration in Freshman year
Electives	5.0 Credits	
Total	22.0 Credits	

Students identified with learning gaps in the areas of Reading, Writing, or Math may be required to take courses designed to address those learning gaps. These courses may include Reading or extra class time in English or Math.

[Return to Table of Contents](#)

Promotion Requirements

Students will be promoted to the next grade level by earning the minimum credit requirements listed below.

Sophomore	4.5 Credits
Junior	10.5 Credits
Senior	15.5 Credits

II. Comprehensive Course Assessments

Comprehensive course assessments are designed to assess what students know and are able to do relative to the course of study. They are designed to include at least 50% performance based measures. This means that although they may include multiple choice and true/false responses, at least 50% of the grade will be based on an applied learning activity that the student completes. The applied learning activity may be done over many weeks and are aligned to the appropriate Grade Span Expectations, Content Standards, Applied Learning Standards, and BHS Academic Expectations. Common tasks, performance based measures, and extended projects are all validated for alignment, bias, universal design and rigor by faculty at BHS.

III. Digital Portfolio

Digital Portfolio Tasks are important pieces of evidence that will be used to build your graduation portfolio. A Digital Portfolio Task is an individual or collectively developed essential learning activity that determines a student's proficiency in a subject area through the application of key skills or concepts. Individual teachers, or departments, have designed tasks based on common agreement about what the content of the task should be. A digital portfolio task is clearly connected to certain standards that are endorsed by the district or state. A digital portfolio task is also weighted and scored according to common department and school wide rubrics. Written directions for the administration of the task are carefully thought out and followed. Digital Portfolio tasks are also administered in a way that allows all students the best chance at success. This may mean that a task may be accommodated to address student learning styles, interests, and/or disabilities. Performance/Extended tasks used as part of the comprehensive course assessment may be used in the student digital portfolio.

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

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

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

By the end of the first semester in the senior year students must produce at least 1 proficient entry for each of the expectations listed below. When the requirements are loaded and all scored as proficient the student will be eligible to complete their Portfolio Exit Interview.

Burrillville High School Portfolio Expectations

The Burrillville High School Graduate will be able to:

1	Acquire, analyze, and evaluate information and ideas to effectively solve problems.
1.1	Acquire and apply knowledge and skills within and across the curriculum
1.2	Work actively and cooperatively to achieve group goals
1.3	Apply problem solving strategies
1.4	Synthesize information from multiple sources and formats to complete authentic learning tasks

2	Communicate information clearly and effectively using a variety of 21st Century skills.
2.1	Demonstrate an understanding of texts
2.2	Write clearly and concisely
2.3	Speak, listen and interpret effectively
2.4	Communicate through an art form (Visual, Music, Dance, Drama, Graphics)

3	Value and demonstrate personal and social responsibility.
3.1	Make informed life and career decisions (ILP) – Updated yearly grades 9 through 12
3.2	Recognize and respect the diversity, cultures and individuality of others
3.3	Participate in community service, leadership roles and/or school activities
3.4	Make appropriate choices affecting their wellness that contribute to a healthy lifestyle

4	Use digital tools to access, evaluate and effectively apply information.
4.1	Utilize technological tools to access information
4.2	Utilize technological tools to evaluate information
4.3	Utilize technological tools to communicate information

Digital Portfolio Timeline: students will be considered at-risk for graduation if the digital portfolio timelines are not-adhered to. Meeting the expectation includes uploading the task, completing the summary and reflection and having the expectation properly scored at www.richerpicture.com/burrillville.

By the end of 9 th grade	4 completed expectations
By the end of 1 st semester of 10 th grade:	6 completed expectations
By the end of 10 th grade:	8 completed expectations
By the end of 1 st semester of 11 th grade:	10 completed expectations
By the end of 11 th grade:	12 completed expectations
By the end of 1 st semester of senior year:	15 completed expectations
By March 15 th of senior year:	All expectations completed!

Social Suspension: Students may be placed on Social Suspension and prohibited from participating in extra-curricular activities for failing to meet PBGR timeline noted above.

Students who have been placed on Social Suspension may be removed by either completing the required number of expectations – or by meeting with Joshua Goodwin, Digital Portfolio Coordinator and developing a plan and timeline to complete the required number of expectations. Failure to adhere to the plan will result in the student returning to the Social Suspension list.

[Return to Table of Contents](#)

Reflections

A reflection is an important part of the learning process; it helps to focus our thoughts on the strengths and weaknesses of the assessment, and how well you achieved the learning objective. A reflection must be completed for all digital portfolio entries. *Directions: Using the following prompts, formulate your reflections for your uploaded portfolio artifacts.*

1. How has the completion of this task helped you meet the learning objective?
2. Describe the task you have completed and the steps you used to complete it. How did this process help you to achieve proficiency on the standards and expectations?
3. How did you use previously learned skills in completing this task?
4. What were the most difficult parts of this task, and what gave you the greatest sense of accomplishment?
5. What advice would you give future students completing a task similar to this one? What could you have done to improve your performance on this task?
6. How will you be able to use the skills, knowledge, or experience gained through completion of this project in the future?

Reflection Rubric

SCORE	CRITERIA
Proficient	<ul style="list-style-type: none">▪ The student responds to all questions.▪ The student describes detailed connections between the task and the expectation or standards being met.▪ The student reflects insightfully on own work.▪ The student uses proper grammar and sentence structure.
Not Proficient	<ul style="list-style-type: none">▪ The student does not respond to all questions.▪ The student makes little or no connection between the task and the academic expectations or standards.▪ The student reflections are incomplete and lack depth of understanding.▪ The student does not use proper grammar and sentence structure.

Digital Portfolio Exit Interview / Presentation

Each student will have a portfolio exit interview in which they will present artifacts in their portfolio and answer questions about their portfolio. Each student will be required to present portfolio artifacts from each of the four school wide learner expectations, and discuss their academic, career, and personal goals: expectation 1-problem solving skills, expectation 2 – communication skills, expectation 3-personal and social responsibility, expectation 4-digital tools . Below is a scripted template for your presentation. Please review the rubric for the portfolio interview and your artifact reflection as the information on these documents may help you in preparing your graduation portfolio presentation.

Part 1 - Introduction: 1 minute

- Introduce yourself
- Explain why you chose these artifacts
- Engage the audience

Part 2 - Artifact Presentation: 10 minutes

Proficiency in Problem Solving Skills (*School-wide Expectation 1: _____*)

- Explain what it means to be proficient in Problem Solving?
- Evidence: Artifact : _____ Completed in grade _____
- Explain how this artifact demonstrates your proficiency in Problem Solving?

Proficiency in Communication (*School-wide Expectation 2: _____*)

- Explain what it means to be proficient in the communication?
- Evidence: Artifact : _____ Completed in grade _____
- Explain how this artifact demonstrates your proficiency in communication?

Proficiency in Personal –Social Responsibility (*School-wide Expectation _____*)

- Explain what it means to be proficient in Personal- Social Responsibility?
- Evidence: Artifact : _____ Completed in grade _____
- Explain how this artifact demonstrates your proficiency in personal-social responsibility?

Proficiency in Digital Tools (*School-wide Expectation _____*)

- Explain what it means to be proficient in Digital Tools?
- Evidence: Artifact : _____ Completed in grade _____
- Explain how this artifact demonstrates your proficiency in digital tools?

The ILP

- Explain what it means to set personal, academic, and career goals?
- Provide evidence of goal setting (Way to Go, College Apps, Resumes, etc)
- Explain your post-secondary goals and how you hope to achieve them?

Part 3 - Conclusion: 1 minute

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

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

Preparing for Your Exit Interview / Presentation

It is important to remember that some members of the interview panel may be unfamiliar with you and what you have achieved as a student, so it is important to be as prepared as possible and to understand that they have a short time (20 minutes) to evaluate your portfolio. Your presentation will last 8-12 minutes with time left for responding to the panels questions. With these thoughts in mind, you should prepare for the interview.

At your presentation you will be expected to do the following:

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

After your *brief* presentation, the panel members will then have questions for you. Consider the following:

- Are you prepared to explain the skills that you present in your portfolio in greater detail? In what other ways can you apply what you've learned?
- How might the talent or skills you have be used in another way or in another field?
- Are you confident of your future success? Be prepared to explain why.
- How have you grown as a learner/person?
- What can you offer the community as a result of your time at BHS?
- What have you learned about yourself?
- What are your future plans and how will what you've learned help?
- What advice do you have for BHS underclassmen?
- Are you prepared to speak in detail about any item in your portfolio?

Guidelines for Portfolio Presentation Attire

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

Presentation Attire for Females

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

Presentation Attire Options Males

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

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

Suggestions for a Successful Presentation Experience

- Proper body language
- Cell phones off
- Do not rely on index card(s) – use them for backup only
- Concentrate on academic **growth** along with personal, athletic, social, etc.
- Provide copies of specific tasks on which your presentation concentrates
- Professional attitude
- Appropriate language -- do not say thing such as, “Like” or “my God”
- Clear introduction and conclusion are needed
- Remember, there is no second chance to make a first impression.
- Be prepared, well-dressed, five-minutes early, and polite.
- Speak clearly
- Shake hands during the introduction
- Make eye-contact with the panel
- The members expect to meet a mature young adult who can speak in some detail about his or her portfolio and how it demonstrates one’s academic, social and personal skills.

Student Guide to Digital Portfolio

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

2. You will now be at the login screen. Enter your login name and password.

Student

User name: first initial last name (no space)

Password: student ID# (or designated password)

3. You will now be at your home page.

From here, you can do a number of things:

- On the left side are three buttons:
 - **About Me** displays the home page.
 - **My Profile** allows you to change your password or (optionally) to upload a sample picture.
 - **Personalize** allows you to change how the portfolio is displayed. For example, you may change the banner that appears on the top of the screen.
- Across the top, in gray, is the main menu. The items on the menu lead you to the following:
 - **Home**: returns you to your home page.
 - **View**: shows all of the work samples in your portfolio. The samples are organized according to expectation.
 - **Edit**: allows you edit your portfolio. Click on the Edit page, and you will see two buttons:
 - **My Goals** allows you to add your own goals to the portfolio.
 - **Entries** allow you to add, edit, or delete the work samples from the portfolio.
 - **Logout** allows you to leave the system.

Burrillville High School Digital Portfolios: Adding an Entry

1. Click the **Edit** button on the main menu.
2. Click on **My Entries** on the left side of the screen. Click on this button to add, delete, edit or view all the Entries you have submitted to date in your portfolio.
 - Add an entry by clicking the **Go** button underneath the **Add an Entry** label.
 - A dialog box will appear. You should type the name of your new entry and click OK.
 - The title you just typed should appear in the Entries screen as a hyperlink. Click on it. You will now enter information about your entry in four steps:
 1. **Entry Overview**
 - Add a summary for your entry (teacher may have completed)
 - Change the date
 - Check the Class/Assignment of your entry. (optional)
 - Click the **Save/Next** button to move to the next page
 2. **What standards does this activity meet?**
 - Click on the drop-down list to select a list of expectations
 - Select the expectations your entry addresses (teacher may have completed)

 - To select more standards – but from a different list – select another list from the drop-down, and click on **Save/Change Standards List**
 - When you are done, click the **Save/Next** button to move to the next page
 3. **Edit Artifacts**
 - On this page, you can upload the files containing your work. (Each file is called an “artifact.”) For each artifact, you need to fill in three items:
 - a. Under the words **Caption for New Artifact**, type a title for this file (such as “Report on Leaf Collection”)
 - b. Under **Type of Artifact**, click the down arrow to select the type of file you are uploading (Word, Excel, picture, video etc.)
 - c. Under **Artifact file**, click the Browse button. You can now find the file (on your computer, in your home directory, floppy disk etc.) you want to upload. When you find it, click **Open**.
 - After you have selected the file, click on **Save / Stay on this Page** to upload the file.
 - Click the **Save/Next** button to move to the next page
 4. **Reflection**
 - You should see the list of the expectations you selected. Here, you should type a few sentences describing why you think this entry is a good demonstration of these expectations.
 - When you are done, click on **Save/Return to Entry List**.

Individual Learning Plans (ILP's)

Individual student planning is comprised of activities in which school counselors meet with all students individually, with family members, in small groups or in classrooms to assist students in establishing short and long term goals; developing personal-social, and career plans; and exploring post-secondary options. The expectation is that schools will develop a data-rich profile of each student. The information in this profile would be the basis for an individual learning plan that could ease the transition between grades or schools and ensure proper placement. The ILP encompasses strategies for responding to and recording each student's academic, career and personal/social/emotional development and follow the student through high school.

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

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

The ILP at BHS is centered around helping students set goals and plan for the future. Our ILP has grade level planning milestones that must be completed each year by the student to complete the ILP process. The planning milestones are as follows

BHS ILP Planning Milestones

Grade 9 Milestones	Grade 10 Milestones	Grade 11 Milestones	Grade 12 Milestones
<ul style="list-style-type: none"> • Ability Profiler • Basic Skills Survey • Interest Profiler • High School Plan of Study • Annual Reflection • Extracurricular Activities • Awards/ Distinctions/ Honors • Leadership Experiences • Short-Term Goals 	<ul style="list-style-type: none"> • Resume, College List • High School Plan of Study • Annual Reflection • Awards/ Distinctions/ Honors • Leadership Experiences 	<ul style="list-style-type: none"> • Interest Profiler, College List • High School Plan of Study • Annual Reflection • Extracurricular Activities • Awards/ Distinctions/ Honors • Short-term Goals 	<ul style="list-style-type: none"> • Resume • High School Plan of Study • Annual Reflection • Extracurricular Activities • Awards/Distinctions/ Honors • Senior-year Plan.

Process of Appeal

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

Appeals Process (P3510)

- A student or his/her parent or legal guardian) may submit a request to the Review Team as to why the student should be permitted to graduate. The Review Team shall inform the student/parent/guardian in writing of his/her decision regarding this appeal, along with an explanation of such decision within ten (10) days of receipt of this written request.
- Students/parents/guardians who do not accept the Review Team's decision may then appeal to the BHS Principal. Such request must be in writing and must include **cause** as to why the Review Team's decision should be changed. The Principal shall inform the student/parent/guardian in writing of his/her decision regarding this appeal, along with an explanation for such decision within ten (10) days of receipt of this written appeal.
- Students/parents/guardians who so not accept the Principal's decision may then appeal to the Superintendent. Such request must be in writing and must include **cause** as to why the Principal's decision should be changed. The Superintendent shall inform the student/parent/guardian in writing of his/her decision regarding this appeal, along with an explanation for such decision within ten (10) days of receipt of this written appeal.
- Students/parents/guardians who so not accept the Superintendent's decision may then appeal to the Chairperson of the Burrillville School Committee. Such request must be in writing and must include **cause** as to why the Superintendent's decision should be changed. The School Committee upon receipt of such letter will schedule a hearing to review the request. It shall be the responsibility of the student/parent/guardian to show cause for amending the Superintendent's decision. The School Committee Chairperson shall respond in writing to the student/parent/guardian within ten (10) days of this hearing.
- Students/ parents/guardians who do not accept the School Committee's decision may then appeal to the Commissioner of Education at the Rhode Island Department of Education./

Appendix A

Frequently Asked Questions

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

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

What is a Carnegie Unit/Coursework Credit?

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

What are Content Standards?

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

What are Expectations for Student Learning?

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

What are the RI Department of Education Applied Learning Standards?

Skill sets with six main areas: communicating (reading, writing, speaking), problem solving, critical thinking, research, personal/social responsibility, and interpersonal interactions. In order to be determined "proficient," a student must demonstrate content knowledge and the application of that knowledge using the applied learning skills.

- Problem Solving
- Research
- Personal & Social Responsibility
- Critical Thinking
- Communication
- Interpreting Information

What is Rhode Island's Common Core of Learning?

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

What is the Rhode Island Diploma System?

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

What is a rubric?

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

What is a School-Wide Rubric?

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

What is an Artifact?

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

What is Formative Reflection?

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

What is Summative Reflection?

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

What if a student does not pass their Digital Portfolio?

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

Are special population students expected to meet all proficiencies?

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

How will the student know that a completed task is “portfolio-worthy”?

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

Appendix B

Digital Portfolio Presentation Rubric

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

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

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

Appendix C

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, are, 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

Appendix D

Burrillville High School Proficiency Based Graduation Requirements

Required Components		By the end of Grade 12	By the end of Grade 11	By the end of Grade 10	By the end of Grade 9
Carnegie Units	English	4 Credits	3 Credits	2 Credits	1 credit
	Math	4 Credits <i>4 math (can include 1 math-related class)</i>	3 Credits <i>3 math (can include 1 math-related class)</i>	2 credits	1 credit
	Science	3 Credits	3 Credits	2 Credits	1 Credit
	Social Studies	3 credits (listed)	1 Credit - US History II or AP Modern European History	1 Credit - US History I or AP US History	1 Credit - Civics/Modern World History
	PE/ Health	2 Credits <i>(4 half credits)</i>	1.5 Credits <i>(3 half credits)</i>	1 Credit <i>(2 half credits)</i>	0.5 Credits
	Fine Arts	0.5 Credits			
	Tech Exploration				0.5 Credits
	Elective Classes	5.0 Credits			
	Total Carnegie Units	22 Credits	15.5 Credits	10.5 Credits	4.5 Credits
Digital Portfolio	Completion of the Digital Portfolio requires a collection of performance assessments throughout grades 9-12 that demonstrate proficiency in 18 Student Learner Expectations and a graduation portfolio presentation.	<ul style="list-style-type: none"> • 15 completed expectations <i>by the end of the first semester.</i> • 18 completed expectations <i>by March 15th.</i> • Successfully completion of the graduation portfolio presentation <p>Note: Meeting the requirement includes uploading the task, completing the summary and reflection and having the expectation properly scored at www.richerpicture.com</p>	<ul style="list-style-type: none"> • 10 completed expectations <i>by the end of the first semester</i> • 12 completed expectations <p>Note: Meeting the requirement includes uploading the task, completing the summary and reflection and having the expectation properly scored at www.richerpicture.com</p>	<ul style="list-style-type: none"> • 6 completed expectations <i>by the end of the first semester</i> • 8 completed expectations <p>Note: Meeting the requirement includes uploading the task, completing the summary and reflection and having the expectation properly scored at www.richerpicture.com</p>	<ul style="list-style-type: none"> • 4 completed expectations <p>Note: Meeting the requirement includes uploading the task, completing the summary and reflection and having the expectation properly scored at www.richerpicture.com</p>
Comprehensive Course Assessments (CCA)	Performance based assessments and traditional exams aligned to the grade span expectations given during the course of the year in every course.	Required Students must demonstrate proficiency on the CCA.	Required Students must demonstrate proficiency on the CCA.	Required Students must demonstrate proficiency on the CCA.	Required Students must demonstrate proficiency on the CCA.
Individual Learning Plan (ILP)	Academic, Career, Personal/Goal Setting	Achieve Grade 12 BHS ILP Milestones End of year Reflection	Achieve Grade 11 BHS ILP Milestones End of Year Reflection	Achieve Grade 10 BHS ILP Milestones End of Year Reflection	Achieve Grade 9 BHS ILP Milestones End of Year Reflection

Appendix E

Transfer Students and Early College Enrollments

Transfer Students: Students who transfer into Burrillville High School must successfully complete the following in order to earn a Burrillville High School Diploma:

- Freshmen Transfers: All required Course Credits
All Common Course Assessments administered while at BHS
All Digital Portfolio Expectations
All ILP Milestones
- Sophomore Transfers: All required Course Credits
All Common Course Assessments administered while at BHS
All Digital Portfolio Expectations
ILP Milestones – from Sophomore, Junior and Senior years only
- Junior Transfers: All required Course Credits
All Common Course Assessments administered while at BHS
Digital Portfolio: Two Problem Solving Expectations
Two Communication Expectations
Two Personal/Social Expectations
Two Digital Tools Expectations
ILP Milestones – Junior and Senior years only
- Senior Transfers: All required Course Credits
All Common Course Assessments administered while at BHS
Digital Portfolio: One Problem Solving Expectations
One Communication Expectations
One Personal/Social Expectations
One Digital Tools Expectation
ILP Milestones –Senior year only

Students who enter Burrillville High School with portfolio expectations already completed from another school will meet with the Digital Portfolio coordinator to determine which Burrillville High School expectations will need to be met in order to earn a diploma.

Early College Enrollments (i.e. Running Start at CCRI): Students participating in an early college enrollment program - while simultaneously earning a Burrillville High School Diploma – *must complete all graduation requirements* as stipulated in this handbook.