



Cranston Public Schools

Graduation by Proficiency

Portfolio Presentation Packet

The mission of Cranston Public Schools: The student completing an education program in Cranston Public Schools is an inquisitive, literate, culturally aware, lifelong learner, with positive self-esteem, who is able to think creatively and analyze information critically. The student is a resourceful technologically proficient worker, who contributes to team efforts. As a responsible citizen, the student is an ethical, self-reliant, and socially responsible member of the global community.

Our District Academic Expectations for Student Learning identify a common core of skills and general knowledge that each student must achieve. These include: communication skills; problem solving, research and critical thinking skills; and cultural awareness. Mastery of this common core is essential for successful, independent participation in society. Your portfolio is where you collect evidence of your proficiency in achieving these District Academic Expectations for Student Learning.

All Cranston Public Schools students must present evidence of meeting the District Academic Expectations for Student Learning before being awarded a diploma. To achieve this, a presentation is made to a panel of judges in the early spring of the senior year.

This packet includes clear expectations for the contents of your cumulative portfolio (your collection of completed portfolio artifacts), your graduation portfolio (those artifacts you will be presenting), and the graduation portfolio presentation. Use the outlines attached to plan your Portfolio Presentation.

Included in this packet:

- (p.1) Graduation Portfolio – Content Checklist
- (p.2) Graduation Portfolio – Summative Reflective Essay Questions
- (p.3) Portfolio Presentation – Planning Guide
- (p.4) Portfolio Presentation – Scoring Guide
- (p.5) Portfolio Presentation – Student Report
- (p.6) Portfolio Presentation – Sample Presentation Template
- (p.7) Portfolio Presentation – Community Service Reflection Guide

Definitions:

Working Portfolio: Your entire collection of portfolio artifacts in RIEPS for grades 9-12

Graduation Portfolio: The collection of artifacts, evidencing proficiency, which you will present at your Graduation Portfolio Presentation

Portfolio Presentation: A short presentation to a panel of judges including your Graduation Portfolio, Community Service Reflection and Summative Reflection

Summative Reflection: Essay presented at the Graduation Portfolio presentation (see page 2)



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Graduation Portfolio *Content Checklist*

To be eligible to graduate, your working portfolio must contain at least twenty (20) artifacts that demonstrate proficiency on District Academic Expectations for Student Learning. Of those, fourteen (14) must align with Communication Skills (#'s 1-14) and six (6) must align with Problem Solving, Research and Critical Thinking Skills (#'s 15-24).

Of those twenty (20) artifacts, you will choose four (4) for your ***Graduation by Proficiency Portfolio***. Use the checklist below ***help organize this portfolio***. Additionally, you will prepare a Community Service Reflection and a Summative Reflection.

<i>You Will Need</i>	<i>Criteria</i>	<i>Completed</i>	
(1) Communication Artifact #1 (satisfies District Academic Expectations 1-11)	Completed in grade: _____ This meets Academic Expectation #(‘s)_____	Yes	No
	Reflection Included Y / N		
(2) Communication Artifact #2 (satisfies District Academic Expectations 1-11)	Completed in grade: _____ This meets Academic Expectation #(‘s)_____	Yes	No
	Reflection Included Y / N		
(3) Problem Solving Artifact (satisfies any District Academic Expectations 12-24)	Completed in grade: _____ This meets Academic Expectation #(‘s)_____	Yes	No
	Reflection Included Y / N		
(4) Any Artifact - Student Choice (satisfies any District Academic Expectations 1-25)	Completed in grade: _____ This meets Academic Expectation #(‘s)_____	Yes	No
	Reflection Included Y / N		
Community Service Reflection (see guide on page #7) Provide hard copy to panel	Written description of your Community Service Experience and Reflection	Yes	No
Summative Reflective Essay (see guide on page #2) Provide hard copy to panel	Addresses 3 questions on Summative Portfolio Reflection	Yes	No



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Summative Reflective Essay Questions

Although you provided a reflection for each portfolio artifact, it is important to take a collective look at your work and reflect on your progress in meeting the District Academic Expectations for Student Learning. Log in to your portfolio and review your artifacts and reflections. Respond to the following questions and use those to complete your essay.

1. Reflect on areas in which you have realized the greatest growth in learning, and why learning in these areas is significantly important to your future success. Of all the work in your portfolio, which artifact represents your greatest academic achievement? Explain.
2. Based on your artifacts, what were your greatest challenges in demonstrating proficiency in the District Academic Expectations for Student Learning? Will these continue to be challenges for you? If yes, how have you learned to cope with or compensate for your need for continued attention to, and growth in learning in these areas?
3. What is your major post-secondary goal? Reflecting on your work, and what you have learned, explain how proficiencies in the District Academic Expectations for Student Learning will help you achieve your post-secondary goal.

Note: This summative reflection essay must be handed in at the time of your presentation



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Portfolio Presentation – Planning Guide

Each student must present portfolio artifacts as evidence of proficiency the District Academic Expectations for Student Learning. Use the outline below to plan your presentation. Please review the Portfolio Scoring Guide (page 4) in preparing your Graduation Portfolio Presentation. You will have 12-15 minutes.

Part 1 - Introduction

Your Introduction Should:

- Introduce yourself
- Explain why you chose these artifacts
- Engage the audience
- Provide 3 copies of your cumulative reflection and community service reflection for the panel

Part 2 - Artifact Presentation

(1) Proficiency in Communication Skills #1

- District Academic Expectations for Student Learning: _____
- RI Grade Span Expectations addressed: _____
- Explain what it means to be proficient in communication.
- Evidence: Artifact : _____ Completed in grade _____
- Explain how this artifact demonstrates your proficiency in communication.

(2) Proficiency in Communication Skills #2

- District Academic Expectations for Student Learning: _____
- RI Grade Span Expectations addressed: _____
- Explain what it means to be proficient in communication.
- Evidence: Artifact : _____ Completed in grade _____
- Explain how this artifact demonstrates your proficiency in communication.

(3) Proficiency in Problem Solving, Research, and Critical Thinking Skills

- District Academic Expectations for Student Learning: _____
- RI Grade Span Expectations addressed: _____
- Explain what it means to be proficient in problem solving, research and critical thinking.
- Evidence: Artifact : _____ Completed in grade _____
- Explain how this artifact demonstrates your proficiency in problem solving, research and critical thinking.

(4) Proficiency in _____ (Student Choice)

- District Academic Expectations for Student Learning: _____
- RI Grade Span Expectations addressed: _____
- Explain what it means to be proficient in _____
- Evidence: Artifact : _____ Completed in grade _____
- Explain how this artifact demonstrates your proficiency in _____

Community Service Experience

- _____
- _____ Completed in grade _____

Part 3 – Conclusion 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 questions restate important phrases or words in the question as you answer it.



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PORTFOLIO PRESENTATION SCORING GUIDE

Content (30 points GSE:W-6,8, OC-2, R-15)

- Makes connections to GSE's as they relate to District Academic Expectations for Student Learning
- Supports these connections with specific examples from the work
- Connects the piece to their own life (*What meaning it has to the student's goal after graduation, or in terms of learning, or in terms of how it has impacted his/her own life*)
- Explain how the proficiency with each task will help achieve post secondary goals
- Successfully uses the RIEPS graduation presentation for creating and presenting senior portfolio

Organization (30 points GSE:W-2)

- Maintain focus of main ideas throughout presentation
- Presentation is organized
- Introduction:** clearly identifies graduation portfolio is being presented and includes reference to the four works being discussed.
- Body:** discusses four projects separately and each one's connection to the GSE's and School-Wide Expectations
- Conclusion:** repeats the main points brought out in the introduction
Point of view is supported through the use of very specific examples

Delivery (10 points GSE: OC-2)

- Dress is appropriate-for professional presentation
- Presentation is within the twelve to fifteen minute time limit
- Maintain eye contact with audience
- Appropriate volume of speech
- Rate of speaking enables audience to distinguish all points being made

Language Use (10 points GSE: OC-2, W-9)

- Uses language appropriate to audience, occasion, and purpose
- Avoids use of slang or non-standard phrasing

Student Response to Audience Questions and Feedback (20 points GSE: OC-2)

- Listens to question carefully and asks for clarification if necessary
- Answers the question fully in a well-organized, clear response



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GRADUATION PORTFOLIO PRESENTATION

Student Report

Student Name: _____ Presentation Date: _____

Guidance Counselor: _____ Advisory Teacher: _____

Panel Members: _____ School: _____

Strengths:

Areas for improvement: (Check all that apply)

Content

- Makes connections to GSE's and District Academic Expectations for Student Learning
- Supports these connections with specific examples from the work
- Connects the piece to their own life
- Explain how the proficiency with this task will help achieve post secondary goals
- Successfully uses the RIEPS graduation presentation for creating senior portfolio

Organization

- Maintain focus of main ideas throughout presentation
- Presentation is organized
- Introduction:** clearly identifies graduation portfolio being presented and includes reference to the works being discussed.
- Body:** discusses artifacts separately and each one's connection to the District Academic Expectations for Student Learning
- Conclusion:** repeats the main points brought out in the introduction. Point of view is supported through the use of very specific examples

Delivery

- Dress is appropriate
- Presentation is within the twelve to fifteen minute time limit
- Maintain eye contact with audience
- Appropriate volume of speech
- Rate of speaking enables audience to distinguish all points being made

Language Use

- Uses language appropriate to audience, occasion, and purpose
- Avoids use of slang or non-standard phrasing

Student Response to Audience Questions and Feedback

- Listens to question(s) carefully and asks for clarification if necessary
- Answers the question(s) fully in a well-organized, clear response

Comments

- Successfully completed graduation portfolio requirement Total Score: _____
 Summative reflection submitted (A score of 70 or above is proficient)
 Community service reflection submitted Make-up Presentation Required.

Panelist Signature

Principal Signature



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Senior Presentation Sample Template

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

Next year, I plan on going to college at _____/entering the world of work/joining the military in _____. I feel that School Name has prepared me for this in a meaningful way. To prove this point, I will be showing you four projects which I have completed over the course of the last four years. I feel as though these projects portray me best as a student.

The first project which I have chosen is _____. This project shows my proficiency in communication, specifically the District Academic Expectations for Student Learning _____. In order to attain this proficiency, I had to demonstrate: (a), (b), (c)...

Being proficient in these areas will support my efforts in obtaining my future goals by _____. Overall, I learned _____.

The second project which I have chosen is _____. This project shows my proficiency in communication, specifically the District Academic Expectations for Student Learning _____. In order to attain this proficiency, I had to demonstrate: (a), (b), (c)...

Being proficient in these areas will support my efforts in obtaining my future goals by _____. Overall, I learned _____.

The third project which I have chosen is _____. This project shows my proficiency in problem solving, research and critical thinking, specifically the District Academic Expectations for Student Learning _____. In order to attain this proficiency, I had to demonstrate: (a), (b), (c)...

Being proficient in these areas will support my efforts in obtaining my future goals by _____. Overall, I learned _____.

The last project which I have chosen is _____. This project shows my proficiency in _____, specifically the District Academic Expectations for Student Learning _____. In order to attain this proficiency, I had to demonstrate: (a), (b), (c)...

Being proficient in these areas will support my efforts in obtaining my future goals by _____. Overall, I learned _____.

During the course of my high school experience, I was expected to participate in community service. This year, I _____ (community service experience). (Explain what you did, who you did it with and for, what you learned from serving and how it affected you)

In conclusion, I feel that the project which best displays my greatest academic achievement is _____. (Explain why) Based on my entire body of work, I feel as though _____ represented my greatest challenge toward demonstrating proficiency. (Explain why) In the future, I plan to _____. The skills gained at (School Name) will allow me to _____.



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Community Service Reflection Essay Guide

1. Briefly describe your community service experience(s).
2. Why did you choose this experience?
3. How does your community service experience align with your personal, academic and career goals in your ILP? How does this experience reflect district academic expectations?
4. How do you feel this experience helped prepare you for your post-secondary goals?

Note: This summative reflection essay must be handed in at the time of your presentation