



Cranston Public Schools

Graduation by Proficiency

Portfolio Presentation Packet

The mission of Cranston Public Schools: In partnership with families and community, Cranston Public Schools will empower all students to achieve academic and personal excellence, exhibit persistent effort and live as resourceful, inquiring and contributing global citizens.

Our District Academic Expectations for Student Learning identify core skills and general knowledge that each student must achieve. These include communication skills; problem solving, research and critical thinking skills; and cultural awareness. Proficiency in these areas 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, you will present 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) Reflection Guiding Questions – ILP Final Reflection, Community Service Reflection
- (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) Cranston Public Schools – Academic Expectations for Student Learning (AESL)

Definitions:

Working Portfolio: Your collection of portfolio artifacts in Google Drive 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 and ILP Final Reflections.



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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, twelve (12) must align with Communication Skills (AESL 1-5) and eight (8) must align with Problem Solving, Research and Critical Thinking Skills (AESL 6-9).

Of those twenty (20) artifacts, you will choose four (4) for your **Graduation Portfolio**. Use the checklist below **help organize this portfolio**. Additionally, you will prepare to speak about your community service and ILP goal(s).

<i>You Will Need</i>	<i>Criteria</i>	<i>Completed</i>
(1) Communication Artifact #1 (satisfies any AESL 1-5)	Completed in grade: ____ Meets Academic Expectation # ____ Meets Standards _____ Reflection Included Y / N	<input type="checkbox"/> Yes <input type="checkbox"/> No
(2) Communication Artifact #2 (satisfies any AESL 1-5)	Completed in grade: ____ Meets Academic Expectation # ____ Meets Standards _____ Reflection Included Y / N	<input type="checkbox"/> Yes <input type="checkbox"/> No
(3) Problem Solving Artifact (satisfies any AESL 6-9)	Completed in grade: ____ Meets Academic Expectation # ____ Meets Standards _____ Reflection Included Y / N	<input type="checkbox"/> Yes <input type="checkbox"/> No
(4) Any Artifact - Student Choice (satisfies any AESL 1-9)	Completed in grade: ____ Meets Academic Expectation # ____ Meets Standards _____ Reflection Included Y / N	<input type="checkbox"/> Yes <input type="checkbox"/> No
Community Service Reflection (see guide on page #2)	Community Service Experience that you will speak about	<input type="checkbox"/> Yes <input type="checkbox"/> No
Final ILP Reflection (see guide on page #2)	ILP Reflection Goal(s) that you will speak about	<input type="checkbox"/> Yes <input type="checkbox"/> No



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Final ILP Reflection

Each year you completed an Individual Learning Plan (ILP), which included setting academic, personal and career goals. Please reflect on this year's goals and discuss one of them as part of your Senior Portfolio Presentation.

1. Of your three goals for this year (academic, personal, career), which one stands out as the most important and valuable for you? Why have you chosen to discuss this goal? How has working toward meeting this goal been impactful?
2. What was your greatest challenge in meeting this goal? What did you do to overcome those challenges?
3. How has working toward and meeting this goal prepared you for your post-secondary pursuits? What did you learn from this and how will it serve you in the future?

Community Service Reflection

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?

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; you as a student; your post-secondary pursuits
- Explain why you chose these artifacts
- Engage the audience

Part 2 - Artifact Presentation

(1) Proficiency in Communication Skills #1

- District Academic Expectations for Student Learning: _____
- Standards addressed (CCSS, Content Standards): _____
- Explain what it means to be proficient in communication. Show at least 2 examples in the task.
- 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: _____
- Standards addressed (CCSS, Content Standards): _____
- Explain what it means to be proficient in communication. Show at least 2 examples in the task.
- 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: _____
- Standards addressed (CCSS, Content Standards): _____
- Explain what it means to be proficient in communication. Show at least 2 examples in the task.
- 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: _____
- Standards addressed (CCSS, Content Standards): _____
- Explain what it means to be proficient in communication. Show at least 2 examples in the task.
- Evidence: Artifact: _____ Completed in grade ____
- Explain how this artifact demonstrates your proficiency in _____.

Reflections (Talk about your Community Service and ILP reflections)

- Community service experience (see p. 3)
- Discuss one of this year's ILP goals (see p. 3)

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 reflections. 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

Student: _____

Content (30 points, 5 points each)

- Makes connections to Standards (CCSS, Content standards) 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
- Reflects on ILP goal and community service
- Successfully uses a digital tool for creating and presenting senior portfolio

Organization (30 points, 5 points each)

- Maintain focus of main ideas throughout presentation
- Presentation is organized
- Introduction:** clearly identifies the presented graduation portfolio and includes reference to the included tasks (4)
- Body:** discusses four projects separately and each one's connection to AESL and standards with evidence
- Reflection:** discuss ILP goal and community service
- Conclusion:** repeats the main points brought out in the introduction. Support your point of view with very specific examples

Delivery (20 points, 5 points each)

- Dress is appropriate-for professional presentation
- Presentation is within the twelve to fifteen minute time limit
- Maintain eye contact with audience
- Appropriate rate and volume of speech

Language Use (10 points, 5 points each)

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

Student Response to Audience Questions and Feedback (10, 5 points each)

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

Judge: _____ Score: _____

Comments:



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GRADUATION PORTFOLIO PRESENTATION – STUDENT REPORT

Student Name: _____ Presentation Date: _____

Guidance Counselor: _____ Advisory Teacher: _____

Panel Members: _____ School: _____

Strengths:

Areas for improvement: (Please ONLY Check areas in need of improvement)

Content

- Makes connections to Standards 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
- Reflects on ILP goal and Community Service
- Successfully uses a digital tool for graduation presentation and senior portfolio

Organization

- Maintain focus of main ideas throughout presentation
- Presentation is organized
- Introduction:* clearly and includes reference to the works being discussed.
- Body:* discusses artifacts separately and each connection to the Academic Expectations for Student Learning
- Reflections:* discusses ILP goal and community service
- Conclusion:* repeats the main points brought out in the introduction.
Point of view is supported with very specific examples

Delivery

- Dress is appropriate
- Presentation is within the twelve to fifteen minute time limit
- Maintain eye contact with audience
- Appropriate rate and volume of speech

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
- Make-up Presentation Required

Total Score: _____
(A score of 70 or above is proficient)

Panelist Signature

Principal Signature



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Senior Presentation Sample Template

Good Morning/Good Afternoon. My name is _____ and 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 that 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 that I have chosen is _____. This project shows my proficiency in communication, specifically the District Academic Expectations for Student Learning _____.
To attain this proficiency, I had to demonstrate: (a), (b), (c)... *(at least 2 standards, showing evidence in your work)*
Being proficient in these areas will support my efforts in obtaining my future goals by _____
Overall, I learned _____.

The second project that I have chosen is _____. This project shows my proficiency in communication, specifically the District Academic Expectations for Student Learning _____.
To attain this proficiency, I had to demonstrate: (a), (b), (c)... *(at least 2 standards, showing evidence in your work)*
Being proficient in these areas will support my efforts in obtaining my future goals by _____
Overall, I learned _____.

The third project that I have chosen is _____. This project shows my proficiency in problem solving, specifically the District Academic Expectations for Student Learning _____.
To attain this proficiency, I had to demonstrate: (a), (b), (c)... *(at least 2 standards, showing evidence in your work)*
Being proficient in these areas will support my efforts in obtaining my future goals by _____
Overall, I learned _____.

The final project that I have chosen is _____. This project shows my proficiency in _____, specifically the District Academic Expectations for Student Learning _____.
To attain this proficiency, I had to demonstrate: (a), (b), (c)... *(at least 2 standards, showing evidence in your work)*
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 participated in community service. This year, I (community service experience). (Explain what you did, whom you did it with and for, what you learned from serving and how it affected you)

I also used my ILP to help me work toward meeting short and long-term goals. One of my goals this year was to _____. I feel that setting this goal was important to me... (explain why). One of the greatest challenges in meeting this goal was... (challenge). But, in the end, meeting this goal has helped me to see that I can...(outcome).

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 toward demonstrating proficiency. (Explain why)

In the future, I plan to _____. The skills gained at (School Name) will allow me to _____.

Thank you for your time and attention today. I truly appreciate. Do you have any questions?



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ACADEMIC EXPECTATIONS FOR STUDENT LEARNING

The Cranston High School graduate exhibits across all content areas, proficiency in:

Communication Skills

All students will evidence a comprehension of complex literary and informational texts, appropriate academic vocabulary, and accurate grammar, through the techniques of:

- AESL-1. Argument Writing
- AESL-2. Narrative Writing
- AESL-3. Informational Writing
- AESL-4. Speaking and Listening
- AESL-5. Performance/Visual Arts

Problem Solving and Critical Thinking Skills

All students will evidence the guiding principles of focus and coherence of these skills through the techniques of:

- AESL-6. Functions and Algebra
- AESL-7. Geometry
- AESL-8. Scientific Inquiry
- AESL-9. Technology/Engineering Design