

**THIS HANDBOOK
TELLS YOU
HOW
YOU
CAN
EARN
YOUR
DIPLOMA
IN THE
CRANSTON
HIGH SCHOOLS
(WHAT YOU NEED TO DO TO
GRADUATE)**

**CRANSTON PUBLIC SCHOOLS
DIPLOMA SYSTEM
HANDBOOK**

**CRANSTON PUBLIC SCHOOLS MISSION STATEMENT
FROM WHICH MISSIONS AND GOALS FOR ALL HIGH
SCHOOLS ARE DERIVED**

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.

PBGR Committee:

Revised November 2011

This Handbook was developed through the work of the Proficiency Based Graduation Requirements (PBGR) Committee, in collaboration with Administrators, Program Supervisors, Department Heads, and Teachers. It is with sincere appreciation that we thank all who thoughtfully contributed to this important document.

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Message from the Principals:

Dear Parents/Guardians and Students:

The communities within the Cranston High Schools seek to instill high expectations for all students in their academic, civic, and social endeavors and to provide them with opportunities to succeed both in higher education and the global marketplace. We remain committed to establishing clear, rigorous, and demanding standards and expectations which encompass all the necessary skills that students must demonstrate in order to succeed as responsible citizens of the 21st Century. Once established, these standards and expectations define the levels of achievement that we have for all of our students, and assist us in identifying effective learning strategies for delivering instruction and assessing students' performance.

In order to accomplish our Mission, the school communities have identified learning expectations for all students. These academic, civic, and social expectations specify what students should know and be able to do upon graduation. Our educational program is designed to engage students in active, collaborative learning that emphasizes the development of critical thinking skills, literacy (reading and math), and technology skills as applied to real world concepts and practices. Further, we believe that an educational program which is academically challenging and student-centered will provide our young adults with a strong foundation for future successes.

The following pages outline in detail the requirements for graduation from the High Schools in Cranston. Please take time to review this document carefully. If you have any questions, please contact your child's guidance counselor. The related school documents are on the Cranston School Department Website.

Our sincerest best wishes for the best in learning experiences in our high schools. We want them to be as positive and productive as possible.

Respectfully,

Mr. Steve Knowlton, Principal, Cranston High School West

Mr. Dennis Curran, Director, New Eng. Laborers/ CPS Charter School

Mr. Sean Kelly, Principal, Cranston High School East

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Cranston High Schools' *Diploma System*

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.

A Cranston High School diploma is the official recognition that a student has met the State's and Cranston's graduation requirements and has demonstrated the necessary proficiencies to graduate. Proficiencies in academic areas will be based on the grade 9 – 10 Rhode Island *Grade Span Expectations* (GSE) and other appropriate national standards, in conjunction with the Applied Learning Standards as set by the Rhode Island Board of Regents for Elementary and Secondary Education (BoR). Proficient performances for graduation are necessary in each of the six core academic areas; English Language Arts, Mathematics, Sciences and Technology are aligned to the state's GSE's. A composite measure of student proficiency will be recorded on the student's transcript (permanent record). The School Department will establish requirements for Social Studies, the Arts and Technology based on appropriate, nationally recognized content standards within each discipline and in accordance with guidance provided by the BoR. A Service Learning/Community Service requirement must also be met. The strategies for assessing applied learning skills are in building the graduation portfolio that include Common Tasks and other assessment artifacts, and Comprehensive Course Assessments (CCA's). These requirements for a Cranston High School Diploma are consistent with Rhode Island BoR regulations.

◆ **Only students who demonstrate fulfillment of ALL graduation requirements and proficiencies shall**

participate in the graduation ceremonies and receive a diploma.

Requirements for a Cranston High School Diploma:

- 1.** Successful completion of the *minimum* required coursework both in total and for specific subjects.
- 2.** Successful completion of Comprehensive Course Assessments that include performance tasks that assure common expectations and proficiencies have been met. A composite measure of student proficiency will be recorded in the student's transcript.
- 3.** Completion of state assessments according to a timetable determined by the BoR. Students must participate in these assessments. Students are required to pass a state-approved assessment to graduate. Students will be required to meet a level of proficiency as determined by the State..
- 4.** Successful completion of a Graduation Portfolio presentation including Common Tasks that, when viewed in combination with other graduation requirements, demonstrate that necessary proficiencies have been met.
- 5.** Successful completion of community service activity(ies) demonstrating one or more of the school's identified expectations for learning.
- 6.** Each student will create an Individual Learning Plan (ILP) aligned to personal, academic, career, and social goals.

This system is a combination of all of the assessment measures (multiple types of assessments), student supports, and school and district requirements used by a school to show what students know and are able to do. Components required for graduation as a part of the *diploma system* include:

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- **Completion of a minimum of 24 Carnegie Units**
- **Diploma Assessments (exhibitions, end-of-course exams, graduation portfolios, common tasks, artifacts of different types, demonstrations) 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.**
- **For the Class of 2014, students must take the NECAP or other state assessment and achieve a minimum score as determined by the State.**

Description of Requirements: Coursework /Credit Requirements

A ~~minimum~~ of 24 credits ~~are~~ **is** required to graduate.

English	4.0
Mathematics	4 .0 (One of these courses may be an Applied Math course*)
Sciences	3.0
Social Studies	3.0 (U.S. History is required)
Physical Education	1.0 (.25 per year for 4 years)
Health	1.0 (.25 per year for 4 years)
Fine Arts	0.5
Computer Literacy/Technology	0.5
Electives	<u>7.0</u>
Total:	24.0 Credits

Non-Traditional Coursework/Learning Opportunities

“Students can meet the requirements for coursework through enrollment in a state-approved career and technical program, expanded learning opportunities, dual enrollment, online learning, and other non-traditional academic and career-readiness programs. Recognition (and approval) of these learning opportunities as fulfilling the coursework graduation requirements is a district decision and shall be predicated on alignment to state adopted and/or other relevant national and/or industry standards.” RIDE regulation L-6-3.1 b.

***Applied Math Courses/Math Related Courses**

The majority of students in the Cranston High Schools enroll in four math courses. However, as a District, we recognize that not all students plan to attend college immediately after high school. RIDE requires four years of math coursework for all students. Any student not enrolling in a fourth math course is required to take an **applied math** course from the approved list in Appendix A. These math related courses were chosen based on their alignment to GSE’s. An Applied Math course will not be counted towards other credit requirements.

Comprehensive Course Assessments (CCA’s):

A CCA is a culminating applied learning performance given at or near the end of a course. It is designed to measure the level of proficiency a student has achieved as a result of study in the course. CCA’s are 100% performance-based assessments and are rated/scored on a scale of 1 – 4 using district-wide rubrics.

- ◆ A traditional “final exam” is given separately.
- ◆ This final exam is counted as 15% of a student’s **average for the course.**
- ◆ Seniors will take Final Exams unless they are exempted due to having a final average of “A.”

- ◆ CT's and CCA's will not be administered to Seniors in the 4th Quarter.
- ◆ The Graduation Portfolio and Portfolio Presentation is the culminating assessment for all courses.

STATE ASSESSMENTS – NECAP

The R.I. Department of Elementary and Secondary Education (RIDE) administers state assessments each year, as required by the federal “No Child Left Behind” Act (NCLB). Currently, grade 11 students are assessed. Participation in the state assessments is a graduation requirement. It is also an opportunity for students to meet proficiency on many of the state standards/proficiencies. The state assessments are one measure in a body of assessment evidence used to determine graduation decisions.

- Beginning with the Class of 2014, the state will require students to meet a minimum proficiency level on all components of the NECAP or another state assessment in order to graduate.
- Students who do not meet a minimum proficiency level on all components of the state assessment in junior year must have a Progress Plan* developed, implemented, and monitored to support his/her (student) achievement.
- Students will have multiple opportunities to meet the minimum proficiency level on the state assessment through retesting. If the student fails the NECAP twice, an alternative test result may be used to determine proficiency.

Currently, state approved alternative assessments include: AP Exams, SAT, Accuplacer Exam, and ADP Algebra End-of-Course Exam. This listing of approved alternative tests may change. The final list will include the minimum score on each test necessary to fulfill the state assessment graduation requirement.

◆ **STATE ASSESSMENT REQUIREMENT WAIVER:** If a student is unable to demonstrate graduation readiness through the state assessment or the Regents’ approved testing alternative, the student

may apply to his/her Principal and the Superintendent of schools for a waiver of the state assessment portion of the graduation requirements. The Cranston Public School district is authorized to grant waivers from the state assessment requirement ***ONLY in those rare cases*** in which the state assessment is *not* a valid means of determining the proficiency of an individual student. Waiver eligibility will be considered only for those students for whom:

1. There is a preponderance of evidence of academic content mastery consistent with the state’s regulations.
2. The student has completed the sequence of testing requirements set forth in the state’s regulations.

In the event that a student applies for a proficiency-based appeal of a graduation decision, the successful participation in and completion of the Progress Plan will be considered as a piece of evidence in evaluation of that appeal.

◆ **PROGRESS PLAN:** Students failing to reach the minimum proficiency level of achievement (RIDE regulation L-6-3.3) on the state assessment shall be provided with a Progress Plan. Progress Plans must include the types and duration of academic and educational supports and academic performance targets necessary for graduation. [L-6-3.8(c)]

WORKING PORTFOLIO – GRADUATION PORTFOLIO

A. Common Tasks (CT's)- are part of the new Assessment System required by the state and are uploaded into the digital Working Portfolio from which the Graduation Portfolio is developed.

Common Tasks are important pieces of evidence that will be used to build your senior graduation portfolio. A Common Task is a collectively developed essential learning activity that determines a student’s proficiency in a subject area through the application of key skills or concepts (knowledge). Teachers, by cross-district departments, designed tasks based on common agreement about what the content of the task should be. One thing that makes a task “common” is the agreement that it will be given across classrooms in a given course. Secondly, a task is clearly connected to certain GSE’s and standards that are endorsed by the district or state. Thirdly, a task is weighted and scored according to common department-wide and/or

district-wide rubrics. Written directions for the administration of the task are carefully thought out and followed. Common tasks are also administered in a way that allows all students the best chance at success. This may mean that a task may be modified to address student learning styles, interests, and/or disabilities.

EXAMPLE OF – Common Tasks allow students to show what they know and are able to do. They are not multiple choice or short answer type problems. They consist of extended pieces and “on-demand tasks.” 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 his/her work; and write a reflection on his/her work.

PURPOSES of COMMON TASKS:

The purpose of the Common Tasks is to provide ample access and opportunities for students to evidence/show proficiencies on the state’s and district’s GSE’s in order to graduate. Students upload these artifacts into their working portfolios from which they develop their graduation portfolio. Students who are in dual enrollment programs, taking approved courses in an accredited college or university, can submit artifacts from these courses that evidence proficiencies on GSE’s within the district’s academic expectations, and showing proficiencies based on district-wide rubrics. Students interested in doing this must receive prior approval from the Principal or his/her designee. The approval process requires parental approval with appropriate forms completed in the Guidance Department at each respective high school. Decisions on the proficiency and course credit status of students who transfer into the high schools in Cranston, relative to their completion of evidence of proficiencies and course credits, will be evaluated on a case-by-case basis by the Principal in conference with appropriate other staff.

STORAGE OF – Common Tasks that are successfully completed by students (meeting proficiency standards), along with associated rubrics and reflections, are stored by the student for future use in the Graduation Portfolio. Common Tasks and artifacts are stored digitally

on a site sponsored by the Rhode Island Department of Education known as RIEPS. Students should keep back-up copies on disk or flash drive. Photographs should be taken of larger projects.

SCORING OF – Common Tasks proficiency levels are entered into the RIEPS system by teachers. Proficiency levels are determined through use of validated and calibrated rubrics and recorded as part of Reports to students and parents and count toward the accrual of course work and course credits toward graduation. Common Tasks may be revised once within two weeks of its initial return to the student. Common Task proficiency records for a quarter will not be changed. Only proficient work will be uploaded.

- Minimally, students will be given two (2) approved and validated common tasks and two (2) teacher generated, approved, and validated common tasks per subject per year in a full credit course; two (2) per semester course, and two (2) per “minor” course that meets three days per schedule rotation.
- P.E. classes are administered a CCA at the end of each activity /quarter.
- Health classes will be administer one (1) CT.
- **In the fourth (4th) Quarter, students are administered a CCA (Comprehensive Course Assessment).
- Parents will be notified of progress on common tasks periodically through the grade reporting system at mid-year and end-of-year.

Seniors do not have a CT or CCA in the 4th Quarter as they are presenting and will be evaluated on their entire Graduation Portfolio and Presentation.

COMMON TASK EVIDENCE:

Students must show proficiency on each of the 25 District Academic Expectations which are linked to the GSE’s (as required by the State). Students must maintain a Working Portfolio of CT’s, CCA’s, and other artifacts to evidence meeting proficiency requirements.

TRANSITION PLAN FOR WORKING PORTFOLIO EVIDENCE

The requirements for developing evidence of proficiencies for the 25 District Academic Expectations in Communications and Mathematics are as follows:

- **Freshman and Sophomores** must show minimum proficiency on all 25 Academic Expectations at least one (1) time.
- **Juniors** (Class of 2013) and **Seniors** (Class of 2012) must have 20 demonstrations of proficiencies in the following District Academic Expectations: **14 in Communication and 6 in problem solving.**
- **All subsequent classes** must show minimum proficiency on all 25 Academic Expectations at least one (1) time in four (4) years.

NOTE: ALL students will be administered a Final Exam. Seniors who have an A average for the year are exempt. Seniors do not have a CT or CCA in the 4th Quarter as they are presenting and will be evaluated on their entire Graduation Portfolio and Presentation.

NOTE: Grades 9, 10, and 11 courses have 3 CT's and 1 CCA per full year course. Minimally, students will be given **four (4)** (Seniors - **three (3)**) common tasks per subject per year in a full credit course; **two (2)** per semester course, and **two (2)** per "minor" course that meets three days per schedule rotation.

- **P.E. classes are administered a CCA at the end of each activity /quarter.**
- **Health classes will be administer one (1) CT.**

- ****In the fourth (4th) Quarter, students are administered a CCA (Comprehensive Course Assessment).**
- B. **Graduation Portfolio and Presentation- A graduation portfolio is a collection of work that documents a student's educational performance over time and provides evidence that the student has achieved proficiencies in achievement of the state's GSE's at the high school level. It is part of the district's assessment system.** It is also a collection of evidence demonstrating that a student has achieved the school's required proficiencies.
 - ◆ At the beginning of senior year, students receive a senior portfolio planning guide which is used in preparation for the Graduation Portfolio Presentation which is evaluated by a panel of trained reviewers.

◆The Working Portfolio leads up to the Graduation Portfolio:

Student evidence for the working portfolio is generated mostly through the completion of department designed and approved Course Common Tasks. **For the Graduation Presentation**, students select Common Tasks that demonstrate proficiency in six (6) core subjects, applied learning, technology, literacy, the school's academic expectations, and community service.

► The working portfolio also includes student reflections.

- ◆ In 9th, 10th, and 11th grade, students produce, minimally, 24 common tasks per year. Each of these common tasks must have an attached formative reflection which is part of an on-going reflection describing not only the connection between the common task and the required proficiencies (or standards) for graduation, but also their thoughts on what they have learned, how they have learned it through this task, and why it is important to have learned it.
 - Throughout the development of their Working Portfolio, students are expected to give significant thought in

reflection evidencing growth in learning and meeting graduation requirements.

- ▶ Students work in their Senior Year to compile the Graduation Portfolio and write one summative reflection in Senior English Class.
- ▶ Students monitor their respective progress toward this collection of assessments and self-assessments.
- ▶ ***Portfolio evidence should be stored safely in the RIEPS system, with back-up disks until the senior year portfolio panel presentation.***

Students reference the Portfolio Presentation Guide for specifics on the criteria and rubrics for the Graduation Portfolio Presentation.

C. REQUIRED Final Graduation Portfolio Contents

Artifacts that evidence proficiencies in the 25 Academic Expectations required by the Cranston School Committee for graduation from any of the high schools in Cranston. A list of these 25 Academic, Civic, Technology, Arts, and Social Expectations are listed in Appendix C of this Handbook. These expectations can also be found posted throughout the high schools and on the high school and district websites.

- **Artifacts Include:**
 - Community Service Activity Evidence and Reflection as part of Senior Portfolio Presentation . Also, in one (1) artifact , address Community Service Experience.
 - Common Task Evidence
 - Present demonstrations of proficiency on at least two (2) artifacts in communications, one (1) artifact in problem solving and one (1) student choice artifact.

- Formative Reflection Evidence – Each of the assessment artifacts must have a formative reflection.
- Summative Reflection: This is completed independently, in Senior year in preparation for the Graduation Portfolio Panel Review. This Summative Reflection includes:
 1. reflection on the best work in the portfolio;
 2. how the body of work is connected to both personal goals (beyond high school) and the district’s expectations;
 3. the learning process (what I learned about how I learn) and
 4. how progress, as represented by the collection of evidence selected for inclusion in the Graduation Portfolio, is shown over time (what my work looked like in grade 9/10, and how it now reflects proficiency in grade 12.

Portfolio Presentation: Traditionally takes place in early Spring of Senior Year as determined by a Graduation Assessment Schedule developed through collaboration between and by the Principals of the three Cranston high schools.

WHAT IF A STUDENT DOES NOT PASS THE EVALUATION OF HIS/HER GRADUATION PORTFOLIO ?

In the event that the above requirements are not met, there is an Appeals Process in this Student Handbook.

When school districts 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 the grade levels. Additionally, schools design systems (year long due dates, built-in check points and assessments, opportunities to revise work, etc.) to support the students’ success. Proficiency Based Graduation Requirements allow students a variety of

ways “to show what they know.” In addition, a student that fails his/her graduation portfolio must be offered an opportunity to redo the component(s) that did not meet expectations as defined in the rubric(s). 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 elements that do not meet proficiencies, and the student still does not pass, the student’s diploma shall be withheld.

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 Principal, Superintendent, School Committee, and Commissioner of Education.

Appeals Process – Policy # 5145 (a): The Cranston Public School Non-Graduation Determination Appeals Process is based in Due Process, and is detailed in Cranston Public Schools Policy No. 5145 (a): “Commencing with the Class of 2008, the following protocol will be utilized for any student/parent when notified of a non-graduation status

Appeals Process – Steps

Step 1	Level 1 – School Level	Student/Parent/Guardian shall be informed of the reasons for non-graduation status. An appeal in writing may be made to the Proficiency Based Graduation Review Team (PBGR Team).
Step 2	Level 2 – School Level	Student/Parent/Guardian meets with the school’s Principal for a hearing.
Step 3	Level 3 – Central Office	Student/Parent/Guardian meets with the Superintendent of Schools or a designee for a hearing.
Step 4	Level 4 – School Committee	Student/Parent/Guardian meets with the School Committee for a hearing.
Step 5	Level 5 – Commissioner’s Office	Student/Parent/Guardian meet with the R.I. Commissioner of Education, or a designee, for a hearing.

COMMUNITY SERVICE ACTIVITY

The following information describes the community service graduation requirement. Please read the information, but understand that the community service requirement is being phased in.

Service Learning/Community Service Plan

ALL STUDENTS must complete 20 hours of community service over 4 years of high school. It is anticipated that all students complete the Community Service Requirement by the 2nd quarter of Grade 12.

For the transition period (2011-2013):

- ▶ the Class of 2012 (Seniors) are required to complete 10 hours of Community Service;
- ▶ the Class of 2013 (Juniors) are required to complete 15 hours of Community Service.
- ▶ All other Classes (Sophomores and Freshmen) are required to complete 20 hours of Community Service.

The Process for Community Service Hours

- Students will advise their parent(s) or legal guardian about their Service Learning/Community Service work.
- Organization(s) verifies, by signature, that the service has been completed by signing an **Hourly Log Sheet** as hours are completed. Please see Appendix D for copy of **Hourly Log Sheet**.
- Verified Hourly Log Sheets are stored by the student in their ILP files for use in the Senior Portfolio Presentation. Hard copies of Hourly Log Sheets are to be kept in student's ILP file for the 4 years of high school.
- Community Service/Service Learning will be part of the Senior Portfolio Presentation at which time the student will present their verified Hourly Log Sheets and orally reflect on the experience(s).

WHAT ARE ACCEPTABLE AND UNACCEPTABLE HOURS OF SERVICE FOR GRADUATION?

ACCEPTABLE:

- Any service-learning activity whose chief purpose is to directly address human needs in areas such as health, education, the environment, or public safety, even if done in conjunction with a religiously affiliated agency or institution, can be counted toward the service-learning graduation requirement.
- Any service-learning activity whose chief purpose is to collect food, clothing, or other items necessary to benefit others and meet human needs, even if done in conjunction with a religiously affiliated agency or institution, can be counted toward the service-learning graduation requirement.
- Any service-learning activity whose chief purpose is to serve the school community itself.
- Service-learning activities whose purposes are to extend the benefit of the service activity to individuals or families in need, other than the student's own family, may be counted toward the service-learning graduation requirement.
- All acceptable service-learning activities require a signed and approved Project Proposal Form.

Note: A listing of possible and approved Service Learning/Community Service sites is available in the Guidance Offices. This is not an exclusive listing. Other organizations may be approved.

UNACCEPTABLE:

- Any service-learning activity whose chief purpose is to serve the student's own family and which does not extend the benefit of the service activity to other families in need cannot be counted toward the service-learning graduation requirement.

- Any service-learning activity that violates federal or state law which prohibits discrimination on the basis of race, color, sex, age, national origin, religion, or disability cannot be counted toward the service-learning graduation requirement.
- Any service-learning activity whose chief purpose is to increase the amount of revenue for a private, for profit business or to generate new revenue for that business cannot be counted toward the service-learning graduation requirement.
- Any service-learning activity that replaces a paid staff worker of the participating agency or institution with a student earning service-learning credit cannot be counted toward the service-learning graduation requirement.
- Any service-learning activity that compensates a student with money, goods, or services such that the service-learning activity is performed in expectation of both the service-learning credit and the money, goods, or services cannot be counted toward the service-learning graduation requirement.
- Any service-learning activity whose chief purpose is to convert others to a particular religious, moral, or spiritual view and/or which denigrates the religious, moral, or spiritual views of others cannot be counted toward the service-learning graduation requirement.
- Any service-learning activity whose chief purpose is to help prepare and/or participate in the performance of a religious service cannot be counted toward the service-learning graduation requirement.

INDIVIDUAL LEARNING PLANS (ILP's)

ILP's are a mapped academic plan and profile that reflect each student's unique set of learning needs, interests, learning goals and graduation requirements. In addition, the "ILP" is a blue print for learning that includes strengthening reading skills and strategies based upon assessment data. Results of assessments are shared with students and their parents and classroom teachers.

The student develops his/her ILP with guidance from his/her family, the school counselor, advisor/teacher, and/or mentor, all of whom help write an ILP, which includes authentic and challenging learning experiences that support each student's focus on how he/she will succeed. It is a plan for student achievement and success. Although all involved are mutually responsible for helping the student with his/her personal curriculum and members regularly review, evaluate, and update the ILP as the student progresses, it is the student who is ultimately responsible to complete his/her ILP. The process allows students to become active, responsible participants in developing an educational plan (RIDE, 2004) which follows the student through high school.

Every student must 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 ILP and be involved in his/her academic life and post-secondary planning.

INDIVIDUAL LEARNING PLAN CREATION AND WHAT STUDENTS DO

Students will create and review their "ILP's" during bi-weekly Personalization Advisory Sessions and will continue in private sessions between students, their parents, and their guidance counselors. This work will take approximately 8 of 18 personalization advisory sessions

scheduled within homeroom periods. Every student must have an assigned adult who conducts a “student advisory” that meets regularly throughout the academic year in an environment with sufficient time and opportunity to support student achievement, career, and personal/ social domains. All faculty have a “Personalization Advisory Schedule” for the school year which includes the dates of advisories and identifies steps of the “ILP” creation process.

Students receive individual folders of “ILP” process materials prior to the first October advisory.

NOTE: Advisors and advisees --- Every effort is made to enable advisors and advisees to work together for the entire four high school years. It is believed that this on-going relationship enhances the conversations between advisors and advisees, and that communication will further strengthen students’ willingness to create more authentic and realistic academic, career, and personal goals.

- Students work with their advisors on the development of their “ILP” documents and complete the worksheets by the first December advisory.
- In Freshman year, reading and E/LA literacies, which are crucial to success in all content areas, will be assessed and results incorporated into students’ “ILP’s.” This assessment is for the purpose of improving content area literacies, and providing reading achievement strategies for students reading one to two years below grade level.
- On-going reading assessment, to track improvements, will be done as part of the “ILP” review and development each fall. Students in grades 9, 10, and 11 will be assessed. Learning strategies are listed on the students’ “ILP’s” for reference. A Progress Plan is developed as may be needed.

- NECAP results will also be provided to students for the purpose of determining which GSE’s they need particularly to focus on for graduation.
- Learning Styles Inventories will also be given to students in grade 9 to help students understand “how they learn.”
- During the first December advisory, one of two copies of the student “ILP’s” are collected and sent to the guidance department where they are reviewed by the guidance counselors, respectively, and then reviewed in a One-on-one meeting between student and guidance counselor.
- The second copy is taken home, signed by the student’s parent(s) or guardian(s) and returned to the student’s “ILP” folder.

On-going work on “ILP”:

- In the first February advisory, students take the time to reflect upon the goals they have established for the year and complete a “Mid-Year Review” document to determine whether they have “attained a goal,” “are making progress,” or have made “no progress.”
- The final step in the “ILP” process occurs in the May advisory. Students complete a “Self Reflection” form and determine whether they have successfully completed the goals they had set for themselves.

At the end of the school year, all student folders are collected and returned to the School Improvement Offices in the respective high schools. Folder documents are replenished after the advisories in June. The folders are again distributed to the students in the fall for continued work. Senior folders are re-used for entering freshmen.

Progress Plans

Under the new (2011) Board of Regents regulations, all students must have an ILP and as needed, a Progress Plan. If needed as a result of difficulties in achieving proficiency using the state's formula, the Progress Plan states the level of achievement expected of the student. Evidence of the student's participation in "rapid progress monitoring" assessments must be part of the Progress Plan.

In the event that a student applies for a proficiency-based appeal of a graduation decision, the successful participation in and completion of the progress plan will be considered as a piece of evidence in evaluation that appeal.

FREQUENTLY ASKED QUESTIONS

What are GSE'S ?

GSE's describe and define the collection of specific content knowledge and skills that all high school students are expected to attain and be able to apply (as described in the Applied Learning Standards) for graduation by proficiency. The Department of Education has developed GSE's and split them into major units in:

- ◆ English/Language Arts (reading, writing, oral communication)
- ◆ Math (number and operations, geometry and measurement, functions and algebra, data, statistics and probability)
- ◆ Science (life sciences, earth and space sciences, physical sciences)

NB: Cranston High Schools have developed content standards in the arts, social studies, and technology based on appropriate, nationally recognized content standards within each discipline and in accordance with guidance provided by the RI Department of Education.

What are Common Core Standards?

Common Core Standards are standards adopted by a majority of states, including RI, that are robust and relevant to the real world,

reflect the knowledge and skills that young people need for success in college and careers, and provide a consistent, clear understanding of what students are expected to learn.

What is a Carnegie Unit/Coursework Credit?

Credit assigned for a class meeting for 200 minutes per week for a period of one academic year. In Rhode Island, students must complete 24 Carnegie Units, among other requirements, to receive a diploma.

What are Content Standards?

Broadly stated expectations of what students need to know (content knowledge), understand and be able to do (skills) 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. In other words, they drive our curriculum.

What are Expectations for Student Learning?

Grade-Level and Grade Span Expectations (GLE's and GSE's) and Common Core Standards, identify the content knowledge and skills expected of all students for the state-wide assessments in reading, writing, mathematics, technology and engineering, applied learning, and science. These expectations are detailed in RIDE documents and are assessed on the state's NECAP exam. In addition, schools must provide students multiple opportunities, over multiple years, to develop the identified proficiencies and provide students feedback as to their progress toward the desired level of performance. These expectations are also linked to the NEASC high school accreditation process as 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.

Revised November 2011

What are RI Dept. of Education Applied Learning Standards?

Skills sets with six main areas:

- Communicating (reading, writing, speaking, listening)
- Problem solving
- Critical thinking
- Research
- Personal/social responsibility, and
- Interpersonal interaction

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
- Critical Thinking
- Research
- Communication
- Reflection and Evaluation

What are the Cranston High Schools’ Academic Expectations?

1. The Cranston High School Graduate exhibits proficient communication skills.

- a) Interactive Listening
- b) Oral Presentations
- c) Report Writing
- d) Procedural Writing
- e) Persuasive Essay
- f) Text-based Writing
- g) Reflective Writing
- h) Narrative Writing
- i) Poetry Writing
- j) Reading and Responding to an Informational Text
- k) Reading and Responding to Literary Text

2. The Cranston High School Graduate exhibits proficient problem solving, research, and critical thinking skills.

- a) Problem Solving
- b) Research
- c) Number and Operations
- d) Geometry and Measurement
- e) Functions and Algebra
- f) Data, Statistics and Probability
- g) Thinking Sequentially (Logically)
- h) Investigate, Analyze, and Interpret Information Resources:
when applicable – to form and support opinions

- i) Investigate through Inquiry
- j) Understand Systems and Energy
- k) Relate Form to Function
- l) Apply Scientific Principles to Real-World Situations
- m) Patterns of Change

3. The Cranston High School Graduate will engage in and be culturally aware of music, visual arts or performing arts through performance, creation, and response.

- a) Performance of Art Forms
- b) Creation of Art Forms
- c) Response to Art Forms

4. The Cranston High School Graduate exhibits proficiency in reflection, evaluation, and use of technologies.

- a) Annually collect and maintain artifacts that evidence proficiencies in a “working portfolio.”
- b) Create and present a graduation portfolio
- c) Use technology strategically and capably to enhance their reading, writing, speaking, and listening skills.
- d) Tailor on-line searches to acquire useful information efficiently and integrate what they learn using technology with what they learn off-line/in the classroom.
- e) Are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

CRANSTON HIGH SCHOOLS

SOCIAL EXPECTATIONS

The Cranston High School Graduate is a respectful, ethical, responsible, and courteous individual who can work both independently and cooperatively by following the rules outlined in the Cranston Public Schools Student Handbook.

Evidence of meeting this social expectation will be found in the annual collection of individual student information related to:

- Citizenship
- Effort
- Attendance, and
- Discipline

CRANSTON HIGH SCHOOLS

CIVIC EXPECTATIONS

The Cranston High School Graduate is a contributing member of his/her community, and as such functions as an informed, involved citizen who advocates for positive changes in our community and surrounding environments.

- Evidence of meeting this civic expectation will be found in the annual collection of individual student information related to:
 - Participation in various school activities
 - Completion of Community Service

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 in order 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? Regents Commendation

Regent's Commendation on Diplomas:

Under the new Board of Regents Regulations, Districts will award Diplomas and Certificates. In addition, there will be a "Board of Regents Commendation" which may be attached to a Diploma for students who earn this recognition by scoring proficient and above. The Diploma commendation is an emblem/seal which will be affixed to student diplomas to designate academic achievement at or above levels set by the Board of Regents for this purpose.

*** "The Board of Regents will establish the minimum criteria for a commendation.**

Diplomas

To earn a diploma from a high school in Cranston, each student will have to meet the minimum requirements established in each of the three areas specified in the Board of Regent's Regulations:

1. Performance on the state assessment or assessments at an achievement level that evidences proficiencies;
2. Successful completion of state and local course/coursework requirements (successful completion of at least twenty (20) academic courses or the equivalent that include demonstrations of proficiencies in the six content areas; and
3. Successful completion of two performance-based diploma assessments.

*** "These three areas are non-compensatory; meaning that low performance in one of the three areas cannot be offset automatically by high performance in one or both of the other areas. Although performance across the three areas is related, each of the three areas contributes unique and important information for determining a student's overall proficiency for earning a high school diploma.*

Why these three areas are important, and what they evidence in determining a student's overall proficiency:

**** "Successful completion of courses aligned to rigorous, high-quality state and local content standards is the core indicator of student proficiency in each of the six core academic areas.**

**** Performance on the state assessments provide another measure of achievement in the critical subjects of reading and mathematics or**

other content areas as designated by the Board of Regents, helping to certify that each student receiving a diploma throughout the state has acquired comparable necessary literacy and numeracy skills.

** Successful completion of performance-based diploma assessments, including presentation of a student's portfolio or exhibition work, provides evidence that the student is able to successfully integrate core content knowledge and *applied learning skills.*" (from *Guidance Secondary Regulations 2011 _Draft 052011-pages 6&7*)

*In addition, in order to receive a Diploma from a high school in Cranston, all students must show that they are proficient in reading, writing, and numeracy. The district administers a series of norm referenced, objective assessments which determine levels of literacy in these areas. Students who do not achieve scores that show proficiencies are required to have a Progress Plan.

Certificates:

Under the new Board of Regents Regulations, Districts can award Certificates which are a greater recognition of achievement, which can be awarded in advance of a diploma.

Certificates do not replace diplomas. Students must continue to achieve the requirements for a diploma. However, certificates are a greater recognition of achievement because they are *portable credentials recognized by business and industry.* Earning a certificate may increase the employment opportunities for students through the "certification of their mastery" of a defined set of knowledge and skills. *Students can earn credentials by demonstrating academic and career skills that are measured against a recognized and acceptable set of standards. Credentials are a powerful supplement to a diploma and signal businesses and institutes of higher education that a student has attained a recognized set of advanced skills.*

What is a rubric?

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

What is a School-Wide Rubric?

Rubrics used school-wide, across the district high schools, and/or across all disciplines to assess student work. School-Wide rubrics are aligned to appropriate state GSE's and state and national standards.

What is an artifact?

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

What is Formative Assessment?

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 targeted to areas of student's learning that are determined as areas in need of improvement by the assessment.

What is Summative Assessment?

Summative assessment 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 graduation portfolio presentations/reviews of the portfolio would constitute a summative assessment.

Are special population students expected to meet all proficiencies?

All students are expected to meet proficiencies. Our Performance Based Graduation Expectations are district wide standards for all students. At times, teachers may have to adjust common task assignments so that 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.

What is a digital portfolio?

The electronic (digital) portfolio is maintained through computerized formats on a secure website within the RIEPS system. A hard copy of all work that is up-loaded into the RIEPS system should be maintained by the student in a secure place at home. The digital portfolio contains the common tasks and other assessment artifacts that evidence proficiencies in the state's GLE's and GSE's, the state's Applied Learning Standards, national standards, and the Cranston Public Schools Academic, Social, and Civic Expectations.

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

Common Tasks in the Portfolio have been designed and validated by each Department. Teachers provide a rubric so that students can judge their own work to content standards and NEASC expectations. Using content specific rubrics and rubrics for district-wide expectations, students in consultation with content area teachers determine the quality of the projects to be saved in the portfolio. Each common task must receive a proficiency score of three (3) or better (based on rubric(s)) to be considered “portfolio worthy.”

How will the students upload their Graduation Portfolio to a computer to make it digital?

Cranston's high schools have begun electronic portfolio creation with the class of 2010 for all four years of high school. A hard copy (back-up copy) should always be maintained by the student. Students have been given training in how to up-load their completed and approved common tasks (and other artifacts) into the RIEPS system.

Will parents be able to view what is in the student's graduation portfolio?

Students can provide parents access to their respective portfolios. Students have their own passwords to access their digital portfolios.

How will students and parents be made aware of proficiency requirements of all academic areas?

Proficiency Requirements are included in:

- Program of Studies
- Student Policy Handbook
- Written communications
- District Website
- School Committee Policy
- Diploma Handbook
- Parent Orientation Programs
- Portfolio Night for Parents
- Meetings with Guidance Counselors
- Student Orientations
- Open House Nights
- Guidance Lessons
- Class Meetings

How can my child take advantage of early (dual) enrollment in college?

Programs in area colleges exist for high school seniors wishing to complete their high school requirements while working toward a college degree. To qualify, students must be enrolled in a college preparatory program, have completed all Cranston High Schools' requirements with the exception of twelfth grade English and physical education, and have earned a minimum of 18.5 credits. Counselor and Principal approval are required.* The student must take two (2) semesters of English and one (1) semester of physical education/health at the college. Beginning with the class of 2011, students must earn a minimum of 20.5 credits to qualify for college enrollment. Any student choosing this option must still complete the Graduation Portfolio Presentation Requirements.

*After review of the student's academic plan, the Guidance Counselor will advise the student of any courses he/she needs to take for graduation.

APPENDIX A APPLIED MATH COURSES (from Program of Studies)

Course #	Course Title	Grade Level	Number of Credits
360 W1*	Applied Mathematics	Grade 11	.5
361 W2*	Applied Mathematics	Grade 12	.5
371	Programming/Visual Basic Honors	Gr. 9 – 12	1.0
372	Programming/Visual Basic.	Gr, 10-12	1.0
375	Computer Programming in JAVA AP	Gr. 11-12	1.0
376	Computer Programming in JAVA Honors	Gr. 11-12	1.0
377	Computer Programming in JAVA	Gr. 11-12	1.0
380M	Math Study Skills	Gr. 10	.5
381M	Math Workshop	Gr. 9-12	.5
401	Foundations of Physics	Gr. 9	1.0

* Courses 360W and 361W are specifically designed for CACTC Students

** Foundations of Physics Honors is a part of **the Physics First Program, which is required of ALL students.**

The Physics First Program includes the following courses.

402	Physics First – CP
403	Foundations for Physics – Comprehensive
411	Chemistry I-H
412	Chemistry I – CP
413	Chemistry I – Comp.

Note: The **ONLY** course in the Physics First Program that is an applied math credit course is course 401: Foundation of Physics Honors.

Continued next page

**APPENDIX A
APPLIED MATH COURSES
(from Program of Studies)
CONTINUED**

Course #	Course Title	Grade Level	Number of Credits
406	Principles of Science	Gr. 9	1.0
430	Chemistry II AP	Gr. 11-12	1.0
431	Chemistry II Honors/EE	Gr. 11-12	1.0
435	Physics AP	Gr.11-12	1.0
436	Physics I H/EE	Gr. 11-12	1.0
437	Physics I	Gr.11-12	1.0
438	Physics II AP	Gr. 12	1.0
439	Physics II Honors/EE	Gr. 12	1.0
510	College Accounting I Honors	Gr. 10-12	1.0
511	College Accounting I	Gr. 10-12	1.0
512	College Accounting 2 Honors	Gr. 11-12	1.0
513	College Accounting 2	Gr. 11-12	1.0
516	Business Management	Gr. 10-12	1.0
516 W1**	Business Mathematics	Gr. 10-12	.5
516 W2**	Business Mathematics	Gr. 10-12	.5
517	Personal Finance/Quicken	Gr. 9-12	1.0
529S	Business Management Honors	Gr. 10-12	.5
530S	Business Management	Gr. 10-12	.5

**APPENDIX A
APPLIED MATH COURSES
(from Program of Studies)
CONTINUED**

Course #	Course Title	Grade Level	Number of Credits
802	Pre-Engineering Robotics III	Gr. 12	1.0
807	CAD/Drafting III	Gr. 12	1.0
816	Graphic Communications II	Gr. 11	1.0
817	Graphic Communications III	Gr. 12	1.0
821	Interactive Digital Media/ Computer Technology II	Gr. 11	1.0
822	Interactive Digital Media/ Computer Technology III	Gr. 12	1.0
826	CISCO Academy II	Gr. 11	1.0
827	CISCO Academy III	Gr. 12	1.0
831	Residential Construction, Repair & Remodeling III	Gr. 12	1.0
836	Culinary Arts III	Gr. 12	1.0
857	Marketing and Management Entrepreneurship III	Gr. 12	1.0
862	Aquaculture III	Gr. 12	1.0

****Courses 516 W1 and 516 W2 are specifically designed for CCATC students.**

Continued Next Page

APPENDIX B

TECHNOLOGY/COMPUTER LITERACY COURSES

(from Program of Studies)

COURSES THAT SATISFY THE TECHNOLOGY GRADUATION REQUIREMENT

Course #	Course Title	Grade Level	Number of Credits
<u>Business Education Department</u>			
521	Computer Literacy/ Computer Tech.	Gr.9-12	1.0
521M	Computer Literacy	Gr. 9 – 12	.5
524	Computer Literacy/Super Write	Gr. 9 – 12	1.0
<u>Technology Education Department</u>			
601	Computer Aided Drafting (CAD)	Gr. 9-12	1.0
601M	Computer Aided Drafting (CAD)	Gr. 9-12	.5
602	Advanced Computer Aided Drafting	Gr.10-12	1.0
608	Graphics	Gr. 9-12	1.0
616	Website Design and Management	Gr.9 – 12	1.0
618M	Into. To Online Communication	Gr. 9-12	.5
619M	Advanced Online Communications	Gr. 10-12	.5
621M	Desktop Publishing	Gr. 9 – 12	1.0
628M	Animation Part A	Gr. 9-12	.5
629M	Animation Part B	Gr. 9-12	.5
636	Video Production	Gr. 9-12	1.0
638M	Mechatronics I	Gr. 9-12	.5
639M	Mechatronics II	Gr. 10-12	.5

TECHNOLOGY/COMPUTER LITERACY COURSES

(from Program of Studies)

COURSES THAT SATISFY THE TECHNOLOGY GRADUATION REQUIREMENT CCATC PROGRAMS

Course #	Course Title	Grade Level	Number of Credits
<u>Pre-Engineering Robotics Program</u>			
801H	Pre-Engineering Robotics II	Gr. 11	1.75
801	Pre-Engineering Robotics II	Gr. 11	1.75
802H	Pre-Engineering Robotics III	Gr. 12	1.75
802	Pre-Engineering Robotics III	Gr. 12	1.75
<u>Computer Aided Design/Drafting</u>			
805	CAD/Drafting I	Gr. 10	1.75
806 H	CAD/Drafting II H	Gr. 11	1.75
806	CAD/Drafting II	Gr. 11	1.75
<u>Graphic Communications Program</u>			
816H	Graphic Communications II	Gr.11	1.75
816	Graphic Communications	Gr. 11	1.75
817H	Graphic Communications III	Gr. 12	1.75
817	Graphic Communications III	Gr. 12	1.75
<u>Interactive Digital Media/Computer Technology Program</u>			
820	Interactive Digital Media/CT	Gr. 10	1.75
821H	Interactive Digital Media/CT II	Gr. 11	1.75
821	Interactive Digital Media/CT II	Gr. 11	1.75
822 H	Interactive Digital Media/CT III	Gr. 12	1.75
822	Interactive Digital Media/CT III	Gr. 12	1.75
<u>CISCO Program</u>			
825	CISCO Academy I	Gr. 10	1.75
826H	CISCO Academy II H	Gr. 11	1.75
826	CISCO Academy II	Gr. 11	1.75
827 H	CISCO Academy III	Gr. 12	1.75
827	CISCO Academy III	Gr. 12	1.75
<u>Career and Technical Electives</u>			
881 M	A+ Hardware	Gr. 9-12	.5
882 M	A+ Software	Gr. 9-12	.5

APPENDIX C

**DISTRICT ACADEMIC EXPECTATIONS ALIGNED TO GSE'S -
APPROVED BY CRANSTON SCHOOL COMMITTEE, JAN. 2010
(25 EXPECTATIONS FOR GRADUATION)**

ACADEMIC EXPECTATIONS	GSE'S GRADE SPAN EXPECTATIONS (RIDE)
The Cranston High School graduate exhibits proficient communication skills.	
1. Interactive Listening	OC 10-1,(1.1,1.2,1.3,1.4,1.5)R12-.1,R2,R3 R4.3,
2. Oral Presentations	OC-10-2 (2.1,2.2,2.3,2.4,2.5)
3. Report Writing	W6,W7,W8.W9,W10,W11,R7.3,R7.4,7.5
4. Procedural Writing	W6,W7,W8,W9,W10,W11,ET2c,
5. Persuasive Essay	W2,W3,W6,W7,W8,W9,W10,W11,R7.1,7.2,ET2.3
6. Text-Based Writing	W1,W2,W3,W6,W7,W9,R7.3R10-4,8,16
7. Reflective Writing	W1,W3,W7,W9,W14,R8
8. Narrative Writing	W1,W3,W4,W5,W9,W14,R7.3,R7.4,R7.5
9. Poetry Writing	W9,W12,W13,R7.5
10. Reading and Responding to Informational Text	W1,W2,W3,W6,W7,W8,W9,W14,W16,R7,7.2,7.4,7.5, R8.R8.2,R8.3
11. Reading and Responding to Literary Text	W1,W2,W3,W6,W7,W8,W9,W14, R4,R5,R6,R7.2,7.4,7.5,R8.1,8.3,8.4,8.5, 8.6,R16
The Cranston High School graduate exhibits proficient problem solving, research, and critical thinking skills.	
12. Problem Solving	M(PRP)HS-1,HS-2,HS-11,R15.1,15.2, 15.3,15.4,ET!.1,1.2a,b,2.1a,b,c,ET2.3a,b, c,d,ET2.1a,b,cET2.2a,b,c,d,ET3.2b
13. Research	R8,R15.1,15.2,15.3,15.4,ET2.2a,b ,c,dET2.3c,ET3.2b,ET2.2,
14. Number & Operations	M (N+O) 10-1,10-2,10-4,12-1, 12-2,12-4,AM-4 10-6,10-7,10-8, 12-7, 12-8, AM8

APPENDIX C Continued

**DISTRICT ACADEMIC EXPECTATIONS ALIGNED TO GSE'S -
APPROVED BY CRANSTON SCHOOL COMMITTEE, JAN.2010**

ACADEMIC EXPECTATIONS	GSE'S GRADE SPAN EXPECTATIONS (RIDE)
15. Geometry and Measurement	M(G+M 10+2,10-4,10-5,10-6, 10-7, 10-9. 10-10,ET2.2a,b
16. Functions & Algebra	M (F+A) 10-1,10-2, 10-3, 10-4
17. Data, Statistics & Probability	M (DSP) 10-1,10-2,12-3,12-4, 10-5,12-6,ET2c,d,ET1.1b,cET2.2d
18. Think Sequentially	W-10-4,ET1.1,ET2d, NB-No Rubric
19. Investigate, Analyze & Interpret Informational Resources; when applicable – to form & support opinions	R7.2,R7.3,R7.4,7.5,R8.1,8.2,R8.3R17. 1,17.2, W10-3
20. Investigate Through Inquiry	R7.4,R8.4R13,R17.1,17.2,ESS3,4,5, ESS3, NOS-6, Scientific Inquiry,ET1.2
21. Understand Systems & Energy	PS2,3,4,5, 5aa,bb,6, LS2,3,4aa,b, ET2.2c,ET2.3ET1.2a,b
22. Relate Form to Function	M (F&A) 12-2,ESS, ET2.3 PS1,2,3,4, LS1-1a,2,2c,4,5,6,7,8,9,10
23. Apply Scientific Principles to Real-World Situations	R7.2,R7.3,R7.4,7.5,R8.1,8.2,R8.3R17. 1,17.2
24. Patterns of Change	LS2,LS3, HP2,HP 3, ESS1-2,3,ESS3,4,5,6,7,8, PS3,4,5,6,7,8, ET 1.1a,b,c,ET1.2a,b POC+SAE-4
25. The Cranston High School Graduate will be culturally aware of music, visual arts or performing arts through performance, creation, or response.	VAD (9-12) 1b,2b,2-1a,1b, 3-1a+b (1,2,3,4 all) M (9-12) 1,2,3,4 all T (9-12) 1,2,3,4 all D (9-12) 1,2,3,4 all

**APPENDIX D
CRANSTON PUBLIC SCHOOLS
COMMUNITY SERVICE FORM**

HOURLY LOG

Student's Name: _____ Date: _____

Organization Name: _____

Number of Community Service Hours: _____

Brief Description of Activity: _____

Authorized Signature

Phone Number

Print Name of Authorized Person

**CRANSTON PUBLIC SCHOOLS
SCHOOL COMMITTEE**

Andrea Iannazzi, Chairperson

Frank S. Lombardi, Clerk

Stephanie Culhane

Paula McFarland

Janice Ruggieri

Steven Bloom

Michael Trafficante

§

Administrative Staff

Peter Nero
Superintendent

Judith Lundsten
Assistant Superintendent

Jeannine Nota
Executive Director of Educational Programs

Cheryl Coogan
Executive Director of Pupil Personnel

Joseph Balducci
Chief Financial Officer

Raymond L. Votto Jr.
Chief Operating Officer