

**COVENTRY HIGH SCHOOL
COVENTRY, RHODE ISLAND**



**GRADUATION BY PROFICIENCY:
COVENTRY HIGH SCHOOL PORTFOLIO
AND CAPSTONE HANDBOOK**

A Guide for Students, Parents, and Teachers

Coventry High School Mission Statement

The mission of Coventry High School is to challenge ALL students to meet high academic and ethical standards in a supportive and safe environment. ALL students will develop the knowledge, skills, character, and global awareness to become productive and responsible citizens.

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Introduction

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

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





Beginning with the Class of 2008, earning a high school diploma will be markedly different for Rhode Island's high school students. Known as *The Rhode Island High School Diploma System*, the state mandates that in addition to passing courses and earning required credits, students need to show that they have developed proficiency in core-content knowledge and can demonstrate proficiency in applied learning skills in six core content areas. Coventry High School's core areas include English Language Arts, math, science, social studies, the arts and physical education/health. In addition, technology proficiency must also be demonstrated.

Completing a rigorous diploma program gives students access to college or post-secondary training, whether immediately after high school or at some other time in their life, if they so choose. With the labor market changing so drastically, today's high school graduates must have a strong literacy and numeracy foundation and be capable of problem-solving, decision-making, analytic reasoning, working with teams, effectively communicating and interpreting information, and demonstrating responsibility (RIDE, 2005).

Using the state's guidance, every high school has developed strategies for assessing proficiency in these applied learning skills in all six content areas. Coventry High School students, in addition to earning the required credits and participating in the state assessment program, will develop a graduation portfolio and design and present a Capstone Project to demonstrate proficiency of required knowledge and skills.

This ***Graduation by Portfolio and Capstone Handbook: A Guide for Students, Parents and Teachers*** is designed to give students both an overview and working understanding of the requirements and expectations needed to graduate from Coventry High School. It will be a challenging and rigorous journey but the reward for undertaking a meaningful high school experience is incalculable and will undoubtedly give students a powerful start in whatever post-secondary plans they may choose.

Coventry High School Graduation Requirements

-  **Completion of a minimum of 24 academic credits**
-  **Rhode Island State Assessment**
-  **Graduation Portfolio**
-  **Capstone Project**

WHAT IS A GRADUATION PORTFOLIO?

A **graduation portfolio** is a collection of evidence demonstrating that a student has the skills and knowledge expected of a graduate from Coventry High School. The entries in a portfolio can come from teacher assigned task or just about any assignment a student completes in school. Students will collect work from all courses and learning experiences/activities over four years and place them in their **proficiency portfolio**. Students will then choose a subset of those entries that best reflects their learning as well as demonstrates their understanding of Coventry High School's Learner Expectations. This entire body of work will culminate into the **graduation portfolio**.

WHAT IS A GRADUATION CAPSTONE PROJECT?

A **Capstone Project** is also part of Coventry High School's Graduation by Proficiency Requirements. A student's Capstone Project is used to capture the demonstration of learning that occurs in both physical or written products and oral presentation. This work is an extended project requiring the student to simultaneously demonstrate that she/he has mastered deep content knowledge and the habits of thinking that are expected of a graduate of Coventry High School. The exhibition draws on a personal academic or career focus of the student, explores a topic or mentoring experience through in-depth research; represents the acquisition and use of knowledge in new ways and is completed and presented individually to an external audience. Throughout this Capstone journey, a student will document his/her progress, reflect on his/her work and be given multiple opportunities to revise to achieve success.

CERTIFICATE OF INITIAL MASTERY (OPTIONAL)

A **Certificate of Initial Mastery (CIM)** is an endorsement to the high school diploma that alerts colleges and businesses that students have met high academic challenges beyond the graduation requirements. For students to achieve the CIM, they must successfully complete the following: Graduation Capstone project, 2 on demand and 1 extended ELA and math tasks, demonstrate responsibility and work habits, and achieves proficiency or better on the RI State Assessment. The CIM does mean extra effort on the part of the student but it may mean more educational and employment opportunities upon graduation from high school.

Coventry High School Portfolio

In order to graduate from Coventry High School, students must maintain a proficiency based portfolio which is a collection of validated and non-validated tasks. This work represents proficiencies met in seven core areas (ELA, Math, Science, Social Studies, the Arts, Physical Education, and Technology.)

For the creation of a final graduation portfolio, the student selects work from his or her proficiency portfolio. This work must demonstrate how the learner expectations of Coventry High School have been fulfilled. The graduation portfolio, which contains a summative reflection, must be submitted to the Graduation Portfolio Review Committee at the end of the first semester of the senior year. The Review Committee will make the determination if the student has met the learner expectations. Students must meet the requirements of the Proficiency Based Portfolio before a Graduation Portfolio demonstrating the Coventry High School learner expectations can be assembled.

WHAT ARE THE REQUIREMENTS FOR A CHS PROFICIENCY PORTFOLIO?

- Students begin building their proficiency portfolios in grade 9.
- A **minimum** number of **three** proficient tasks (two must be validated) are needed for all full year courses. A minimum number of **one** validated proficient task will be required for all semester courses. Teachers may administer more than three tasks for proficiency portfolio, and students are encouraged to add as many tasks as possible into their portfolio.
- Students may include any number of personal choice entries (piano recitals, Eagle Scout projects, volunteer work in the community, etc.) in their proficiency portfolios.
- Evidence of technological proficiency is also required and will be demonstrated through the digital portfolio system.
- A **minimum** of 50% of **all** entries must be validated. These entries have met the guidelines for rigor and relevance within each content area.
- A formative reflection is required.

PROCESSES THAT STUDENTS GO THROUGH TO BUILD A CHS PORTFOLIO

Students go through a process of **collecting, selecting, and reflecting:**

Collecting – The *proficiency* portfolio represents the ongoing collection of student tasks. During each course in each year of high school, students will put at least three entries into their digital portfolio. While working to fulfill the requirements stated above, students are also encouraged to collect documentation from other educational experiences, such as internships, community service, performances, academic competitions, etc.

Selecting – The *graduation* portfolio is a compilation of student choices from their collection of tasks.

- Students will select entries from their proficiency portfolios that demonstrate the CHS’s Learner Expectations. Entries selected may have a career focus. The student with guidance from advisors, teachers, parents, and counselors will select the entries in the *graduation* portfolio.
- Provided that students have been diligent in their classes, they will have a sufficient number of tasks to meet Coventry High School Learner Expectations.

Reflecting: The portfolio will have two types of reflection: a reflection for each entry (**formative**), and an overall reflection (**summative**). To further explain these reflection types:

- **A Formative Reflection** is written for each individual entry. This reflection is to be written at the time the work is completed. Thus, the reflection helps the student remember what he or she learned in this particular activity. As part of the formative reflection, the student needs to describe why he/she believes the enclosed evidence is, indeed, a demonstration of the learner expectations.
- **A Summative Reflection** is an overall reflection of the graduation portfolio. This reflection should focus on the body of work *as a whole*, rather than being a description of each individual entry. The student will use formative reflections in order to compile their summative reflection.

WHAT TYPES OF ENTRIES GO INTO A CHS PORTFOLIO?

The entries in the portfolio may come from any assignment that the student completes in high school and through independent experiences.

The majority of entries that students include in their portfolios will come from course-specific tasks including CIM tasks. These are classified as “on demand” or “extended” tasks.

They can be classified as:

- **On demand** tasks which are completed during one class period.
or
- **Extended** tasks which are completed over a period of time and require more in-depth work and research.

The remaining entries in the portfolio may come from:

- **Student Selected Entries:** These are assignments that come from the classroom, independent study, or from activities that students participate in outside of school. Examples of these may include:
 - extracurricular activities
 - in-school activities
 - out-of-school activities

• **Independent Student Selected Entry Form**

ALL PORTFOLIO ENTRIES MUST INCLUDE:

- ❑ The prompt or a description of the assignment/activity
- ❑ The student’s work (artifacts)
- ❑ The date the entry was completed
- ❑ A list of proficiencies met from Grade Span Expectations (GSEs), Content Standards, and CHS Learner Expectations.
- ❑ A Formative Reflection
 - A brief description of work
 - An explanation of why the piece is in the portfolio
 - A reflection on the learning process
 - A description of how this work meets the Learner Expectations
- ❑ A completed evaluation aligned with a corresponding rubric documenting that the student has met proficiency.

SUPPORT AND STRUCTURE FOR THE GRADUATION PORTFOLIO

The Coventry High School community will provide appropriate support and structure to all students when completing the graduation portfolio.

- Students are responsible for building their own portfolios. In doing so, they will become more independent learners and should be able to answer the question, “Why are we doing this anyway?” While the students need to have that responsibility, they also need guidance and support.
- Students will be connected to a supportive adult who will assist the student throughout the four year process. The advisor’s role is to monitor and to provide guidance and direction.
- Time will be allotted during the advisory period to develop portfolios.

REVIEW PROCESS

REVIEW OF A PROFICIENCY PORTFOLIO:

- Students' proficiency portfolios will be monitored on a regular basis.

FINAL REVIEW OF A GRADUATION PORTFOLIO:

- Students will complete their graduation portfolios to their advisors by the end of the second quarter in the senior year.
- Portfolios will be score using a rubric

REVIEW COMMITTEE COMPOSITION

The Graduation Portfolio Review Committee will be composed of faculty members and administrators.

All members of the Graduation Portfolio Review Committee will have sufficient training to ensure:

- full understanding of Coventry High School's graduation requirements
- full understanding of the rubrics being used to evaluate the student

Once the committee has been assembled, a formal review of the CHS Graduation Portfolio will commence and the contents will be assessed. Members of the review committee will assess the summative reflection and verify the contents of the students' portfolios. Rubrics for this process will be provided. Members of the Graduation Portfolio Review Committee must reach consensus on the students' portfolios.

REPORTING

Feedback in written form must be provided to the students along with an identification of the proficiency level: Commended, Accepted, or Unsatisfactory. An unsatisfactory portfolio will be returned to the student with specific feedback on deficient areas. The student will **resubmit** the portfolio in a **timely manner** or participation in graduation may be jeopardized. To be eligible for graduation, students must resubmit their amended portfolios by the established timeline and ultimately receive a Commendable or Acceptable proficiency score.

APPEALS PROCESS

Coventry High School provides students with multiple opportunities to be successful in fulfilling their Capstone Project and CHS Portfolio requirements. In the event that the parents or guardians do not agree with the decision of the panel of judges assembled to evaluate the Capstone Project and CHS Portfolio, they may appeal the decision. Please refer to page 40 for the procedure.

Capstone Project

The Capstone Project requires a student to focus in-depth on a core question of his or her choice. It plays an essential part in demonstrating that a student has met both Applied Learning Standards and Content Standards. (Note: Students seeking a Certificate of Initial Mastery (CIM) may use the Capstone Project in their CIM portfolios.)

The Capstone Project provides the student with a forum for demonstrating that a student has achieved a *learning stretch*. The student will demonstrate his or her ability to analyze information, create new solutions, and implement his or her ideas.

There are four Applied Learning Standards that must be met in the Capstone Project. These are explained fully in **Appendix B**. The Applied Learning Standards focus on:

- Problem Solving
- Using communication tools and techniques
- Using information tools and techniques
- Applying self-management.

Each student chooses how these standards are met through the Capstone Project. In addition to these standards, the students must also demonstrate competency in **at least one content area**.

The Capstone Project begins with student exploring topics of interest (see section on Topic Guidelines, p.15). The chosen topic is then explored by way of a core question that leads the student on a path of in-depth learning and research. Each student must organize and plan how to find answers to the core question. The student will be guided throughout the process. When the Capstone Project is completed, the student will present his or her findings to a review panel. The student will be guided throughout the process by his/her Capstone teacher or advisor.

CORE QUESTION – THE HEART OF A CAPSTONE

The first step in creating a Capstone Project is for the student to develop a core question. This question will arise from the student's interests and should eventually lead to meeting the four Applied Learning Standards.

The core question should be open-ended and exploratory. It is the beginning of a path which allows students to acquire knowledge and use that knowledge to solve problems. The core question will lead to the creation of an identifiable product that can be judged on its merits on meeting the Applied Learning and Content standards selected by each student. Depending on the final product, a core question will fit into one of three categories. These include:

- **INQUIRY** – poses a question and explores in-depth implications that bring understanding to a social, political, scientific, moral/ethical, or artistic condition.
- **PROBLEM SOLVING** – states a problem, researches its cause and effect, proposes a solution, implements it, and evaluates its effectiveness.
- **CAREER EXPLORATION** – selects a career and mentor to shadow and presents the career specifications

Several Examples of Capstone Core Questions:

- How can a student at Coventry High School promote cultural diversity?
- How can a student prove that the media alters public opinion of political candidates?
- How can seniors make other classmates aware of the effects of alcohol?
- How can a Coventry High School senior alert his peers of the effects of the 20th Century genocides on school population?
- How can a CHS Student convince the community to participate in recycling efforts?
- How can a CHS student showcase the literary work of other students at Coventry High School?
- How can a Coventry High School junior strengthen the self esteem of elementary students by hosting assemblies at school?
- How can I learn about the educational system by shadowing a sixth grade teacher at Washington Oak School?
- How can a CHS senior shadow an architect in order to understand the profession?

Example of an Inquiry Capstone and Connection to Standards

“How can a student prove that the media alters public opinion of political candidates?”

Analyzing

- Collect information from newspapers, magazines, television, billboards, etc.
- Categorize collected information (what has the media provided?) such as public opinion polls, family profiles, prior voting records, etc.
- Determine the outcome of the election.
- Evaluate the information and state the answer to the question. Consider what the media focused on in relation to the outcome of the election.

Synthesizing

- The student creates a mock election, simulating the media by distributing political platform information for each candidate and using the election to confirm the answer to the core question.

Alignment to at least One Content Standard

- **Math:** Interpreting polling outcomes, measuring the media's effects quantitatively, and graphing public opinion surveys from the mock election.
- **Social Studies:** Demonstrating an understanding of the Electoral process.
- **Science:** Describing the physiological cause and effect relationships that the media can utilize.
- **Arts:** Creating advertisements capturing the public's attention.
- **English Language Arts:** Demonstrating the proper use of grammar and punctuation and effective communication, or using proper citation of sources of information and effective use of accessing and evaluating information.

Example of a Problem Solving Capstone with Connection to Standards

“How can a CHS Student convince the community to participate in recycling efforts?”

Analyzing

- Examine what consumables are recyclable and to what extent they are recycled by accessing information from local municipalities as well as from national averages using the internet and telephone interviews.
- Evaluate information provided in the form of charts and graphs.

Synthesizing

- The student proposes a solution that is based on the research which generates the greatest feasible solution to the problem.
- The student generates an educational campaign to enhance the community's involvement.
- The student implements an improvement plan at the school for recycling paper.

Alignment to at least One Content Standard

- **Math:** Graphing public opinion surveys; performing statistical analysis of public opinion and its impact on the planet's resources.
- **Social Studies:** Demonstrating an understanding of accessing records from municipalities.
- **Science:** Understanding the recycling process on the molecular level.
- **Arts:** Creating brochures and graphics that capture the community's attention.
- **English:** Demonstrating the proper use of grammar and punctuation and effective communication; or, using proper citation of sources of information and effective use of accessing and evaluating information.

Example of a Career Exploration Capstone with Connection to Standards

“How can a CHS Senior shadow an architect in order to understand the profession?”

Analyzing

- Collect information from the internet, magazines, interviews, and books.
- Categorize collected information into the eight categories following the Career Capstone guidelines.
- Twenty hours of shadowing a mentor.

Synthesizing

- Create a brochure that promotes the career.
- Completed interview with the career mentor.

Alignment to at least One Content Standard

- **Math** – Understand geometric functions applied in architecture
- **Social Studies** – Describes the history of architecture and architects
- **Science** – Demonstrate how physics are applied in architecture
- **Arts** – The aesthetics of architectural design
- **English** - Demonstrating the proper use of grammar and punctuation and effective communication; or, using proper citation of sources of information and effective use of accessing and evaluating information.

CAPSTONE PROJECT REQUIREMENTS

Topic and Core Question

- Must be selected by the student and is based on his/her interest(s), as well as his or her prior knowledge and skills, but must be within established school/district parameters and approved by an advisor/teacher and parent(s) or guardian(s).
- Must include a clear **learning stretch** that demonstrates depth of knowledge; analysis, interpretation, and evaluation; and is done independently of classroom instruction.
- Must have a “real-world” connection.
- Specific requirements and guidelines are listed on pages 15 and 16.
- Must always begin with How, such as:
 - ❖ How can a student...
 - ❖ How can I...
 - ❖ How can a sophomore...

Proposal

- Each student must submit a written proposal. The “Capstone Proposal Sheet” on pages 19-26 outlines in detail the requirements.
- Each Capstone Project proposal must be officially approved by the Capstone teacher and parent or guardian.

Product

- The product demonstrates the active application of knowledge of the Applied Learning Standards (Appendix B) and Content Standards of at least one major discipline.
- Research must include a variety of sources including literature, periodicals, and internet data as well as personal interviews with experts within the student’s chosen content area.
- Research must come from a variety of primary and secondary sources and must include the proper documentation and citation of sources using MLA format.
- An annotated bibliography which references the research must be included.
- A minimum of ten sources of research are required.
- Rubrics to guide students in the research and developing the product are listed on pages 30 – 37.
- **The Capstone Project is not complete until final evidence, verification, and final product rubric is provided to the Capstone teacher and PBGR coordinators before being scheduled for a panel presentation.**

Written Components

- Ten journal entries which adequately summarize project progress, document meetings with the advisor/mentor, note problems encountered and solutions that emerged toward the completion of the Capstone Project.
- Mid semester and summative reflective narratives containing a student’s purposeful evaluation are required. Specific requirements are outlined on page 27.
- All written components will be approved prior to the panel presentation.

Panel Presentation

- All Capstone Projects will include an oral presentation of at least 20 minutes that will be presented to a panel of judges.
- Each student will create a multimedia presentation as a culmination of his/her Capstone Project. A PowerPoint presentation is strongly recommended.
- Specific requirements and rubrics are listed on page 30 – 37.

GENERAL TIMELINE FOR THE CAPSTONE PROJECT

FRESHMAN Year	Students will master content knowledge, understand the Grade Span Expectations and become familiar with the Applied Learning Standards. Students will develop skills, explore personal and career-related interests, and obtain clear expectations of the Capstone Project. Students are strongly encouraged to explore potential Capstone topics as they become more familiar with the requirements and demands of the Capstone.
SOPHOMORE Year	Students must take a capstone class in their sophomore year or junior year. Students are strongly encouraged to complete the Capstone project by the end of the course. As Capstone requirements are imbedded in Career and Technical Programs, students may complete their capstone projects as part of their program.
JUNIOR Year	The Capstone must be completed and presented to a panel of judges in the semester following the capstone course. Failure to do so may jeopardize the student's graduation status.
SENIOR Year	If revisions to the Capstone Project are needed, these must be completed by the end of the FIRST semester of the senior year. A second review by a panel of judges will occur to insure that the student has met graduation proficiency.

Capstone Roles and Responsibilities

Each student must:

- Identify a core question that allows for an in-depth exploration of a topic which is problem solving or inquiry.
- Write a formal proposal and have it approved by the project advisor and Capstone teacher (if applicable). The Capstone project must address Applied Learning Standards and Content Standards.
- Work with his/her advisor (or Capstone teacher) to identify experts who can be resources for the Capstone project.
- Maintain a journal, documenting all of his or her work on the project. Journal entries must be shared with the advisor and Capstone teacher (if applicable). Reflection and revision will be

an ongoing part of the journal writing process.

- Develop and adhere to a timeline for the major and minor activities in his project. This includes scheduling regular meetings with the project advisor (or Capstone teacher).
- Conduct thorough research on the content of his or her project and document his progress with photos or videos whenever possible. Students should consult regularly with their advisors (or Capstone teachers) to ensure that content standards are met.
- Develop an annotated bibliography of sources used for the completion of the project.
- Maintain a portfolio of the various Capstone components: proposal, timelines, research, annotated bibliography, journals, reflections, etc.
- Adhere to the final product rubric that reflects the New Standards Applied Learning Standards, the RI Grade Span Expectations (GSE's), and appropriate content standards for the Capstone Project.
- Complete the final product.
- Obtain an outside evaluation of the product (if appropriate).
- Provide an adequate self-evaluation of the product.
- Review the final product with the project advisor before the final oral presentation. Students must make all necessary changes in sufficient time for the judging committee to review the product.
- Deliver a final presentation to a judging committee and adhere to the final oral presentation rubric.
- Prepare a folder for judges which contains the key components of the project. This will be used during the final oral presentation.
- Write a final reflective narrative.
- Incorporate the use of technology in the oral presentation to effectively communicate the necessary elements of the project.
- Revise the Capstone project if it does not meet standard and present again for a judging committee.

In addition to the above requirements students submitting a Career Capstone must:

- Create a brochure about the career.
- Submit a log of hours signed by mentor
- Provide an evaluation form signed by mentor

Students are ultimately responsible for the success of their respective Capstone Projects. They must work closely with their Capstone Project Advisors (and Capstone teachers if applicable).

TOPIC SELECTION GUIDELINES

The following are guidelines that should assist each student in the selection of a topic to be explored:

- The topic should be one that is broad enough to allow each student access to enough information yet specific enough to make the research scope reasonable.
- The project topic should require an academic and creative *learning stretch*. (*Learning that emphasizes depth of knowledge, includes analysis, interpretation, and evaluation, and goes beyond classroom instruction.*) For example, the student should not choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities.
- The student should consider selecting a topic in which he/she has some interest or knowledge. For example, it is possible to **EXTEND** the work a student has completed for a History Day or Science Fair project in order to meet the requirements of the Coventry High School Capstone Project.

For Example:

A student that has completed his/her history day project on the Triumphs and Tragedy's of the Twenty Century might consider using this project as a stepping stone for a Capstone Project. His/her core question might be: How can a Coventry High School student successfully present to the Rhode Island Holocaust Museum's Board of Directors about the Triumphs and Tragedy of the Jewish Partisans in World War II. The student would have to create a lesson plan approved by the Capstone teach, make contact with the museum, compile a power point and present to the board of directors. The history day project becomes the launching pad for the Capstone project.

- The student should avoid choosing topics that might involve expenses that he/she is not prepared to handle. Remember, it is not necessary to incur extensive expenses to complete a successful Capstone Project.
- No fundraising project which includes the student handling or collecting money will be allowed. If the project requires the collection of money then a representative of a professional organization (i.e. the Cancer Society) must be involved.
- No student will choose a topic that might endanger him/her self or others.
- The student should use good judgment to be certain the topic that he or she chooses is appropriate for presentation.
- The student must select a project that is consistent with the Coventry High School Mission Statement and adheres to the guidelines of the Capstone Project.
- **The project and core question must be approved by a Capstone teacher or PBGR coordinator before a student begins the project.**

Career Capstone Ten Step Guideline

Step One: Formulate an inquiry-based or problem-solving core question.

- 1. Examples:** How does one become a successful _____?
How does a career in _____ impact society?
- 2. Obtain signatures of parent(s)/guardian(s) and Capstone teacher.**

Step Two: Develop a proposal for the project.

- 1. Write an overview of your vision for the project and work experience.**
- 2. Develop a detailed task list.**
- 3. Develop a comprehensive timeline.**
- 4. Identify the “Learning Stretch” to be reached.**

Step Three: Establish an internship with a professional, business, or service organization.

- 1. Shadow an individual in the chosen career field for a minimum of 20 hours.**
 - a. Students may not shadow family members.**
 - b. Classroom time may not be used for job shadowing.**
- 2. Document job shadowing hours using “Log of Hours” form.**
- 3. Obtain an evaluation from the mentor using an “Evaluation” form.**
 - a. Mentor evaluations must be mailed directly to the PBGR office.**

Step Four: Research a chosen career that focuses on the following:

- 1. Formal educational requirements.**
- 2. On-the-job training.**
- 3. Demands for the career.**
- 4. Salary requirements (local, regional, and national).**
- 5. Characteristics and skills of a successful individual in your chosen career.**
- 6. Job responsibilities associated with the career.**
- 7. The typical day.**
- 8. The advantages and challenges associated with the career.**

Step Five: Document all research

- 1. Create an annotated bibliography (minimum 10 valid sources) using MLA format.**
- 2. Develop a brochure (3-panel minimum)**

Step Six: Identify Content Standards, Applied Learning Standards, and ELA Standards.

- 1. Identify a minimum of five (5) Content Standards that apply to your chosen career.**
- 2. Identify all Applied Learning Standards that apply to your project.**
- 3. Identify at least three (3) ELA Standards that relate to the completion of your project.**

Step Seven: Write a Career Profile to inform others about your chosen career.

- 1. Write a summative report (product) which addresses all areas of research.**
- 2. Use a section in your Capstone Portfolio (binder) to organize all collected documentation associated with the project including summative report, pictures, mentor evaluations, and log of job-shadowing hours.**

Step Eight: Write journal entries and reflections regularly regarding your progress and overall experience.

- 1. Write a *minimum* of 10 journal entries documenting your activity and progress. Identify positives and negatives.**
- 2. Write 2-3 reflections each of which summarize four or five journal entries.**
- 3. Write a final reflection of your overall Capstone experience.**

Step Nine: Maintain a Capstone Portfolio (binder) which contains evidence of your work effort.

- 1. Refer to “Suggested and Required Portfolio Sections” form.**

Step Ten: Create and deliver an oral presentation.

- 1. Refer to “All Presentation Components” form.**
- 2. Implement technology (PowerPoint, video, audio, etc.).**
- 3. Communicate your findings by delivering an oral presentation to your class and a panel of judges. Presentations should be no less than 20 minutes**

SUPPORT AND STRUCTURE **for the Capstone Project**

The Coventry High School community will provide appropriate support and structure to all students when completing the Capstone Project.

- Students will be connected to a supportive adult (the Capstone teacher / advisor) who will assist throughout the Capstone process. The Capstone teacher's / advisor's role is to provide guidance and direction to each student.
- Students will be offered a Capstone class during their sophomore year.
- Students who take a Capstone class be provided during the student's school day to complete the written and oral presentation components of the Capstone project. Each student will also be expected to work independently to complete the Capstone Project.
- All students will be presented with clear expectations and goals. Deadlines for key components will be provided and will accompany these expectations.
- Any student in need of specific accommodations must speak to his/her advisor immediately. Special accommodations and modifications will be provided on an individual basis.

III. Identify and describe the learning stretch or path to new knowledge that applies to this Capstone Project:

IV. Select the Applied Learning Standards for the project

A1 – Problem Solving

- 1. Choose one of the A1 problem solving standards.
 - (A1a) Design a Product
 - (A1b) Improve a System
 - (A1c) Plan and Organize an event or an activity

I choose _____

I will achieve this standard _____

A2 – Communication Tools and Techniques

- 1. Choose (A2a) and one other standard.**
- 2. Describe how you will achieve these standards.**

(A2a) The student makes an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter.

(A2b) The student prepares a formal written proposal or report to an organization beyond the school.

(A2c) The student develops a multi-media presentation combining text, images, and /or sound.

I choose _____

I will achieve _____

A3 – Information Tools and Techniques

- 1. Choose (A3a) and one other standard**
- 2. Describe how you will achieve these standards.**

(A3a) The student gathers information to assist in completing project work.

(A3b) The student uses on-line sources to exchange information for specific purposes.

(A3c) The student uses word-processing software to produce a multi-page document.

(A3d) The student writes, adds content to, and analyzes a database program that uses a relational database.

(A3e) The student creates, edits, and analyzes a spreadsheet of information that displays data in tabular, numeric format and includes multiple graphs.

I choose _____

I will achieve _____

A4 – Learning and Self-Management Tools and Techniques

1. Choose any two of the standards below and explain how you will achieve these standards.

(A4a) The student learns from models.

(A4b) The student reviews his or her own progress in completing work activities and adjusts priorities as needed to meet deadlines.

(A4c) The student evaluates his or her performance.

I choose _____

I will achieve _____

Select the Content Standard(s) and Grade Span Expectation(s) for the project.

With your Capstone teacher or Capstone advisor, select at least one content area and all the performance standards that are related to your project. Include all ELA standards that apply and identify the GSEs related to your project.

The content area and content standards for my project are:

Explanation of Why You Selected this Project

Write a brief explanation as to why you chose this particular field of inquiry, industry, or discipline to investigate.

Capstone Project Preliminary Timeline Worksheet

I. A timeline is extremely important for the management of a project. When creating a timeline, you need to consider the timeframe available in order to complete your project. Although you will have many tasks to complete your project, you must also include the following **mandatory** tasks in your timeline:

- Get Sign-off on Problem Development Task (Core Question approval)
- Get Sign-off on Proposal/Timeline Development Task
- Get Preliminary Research sign-off (required to begin project)
- Deliver a Mid-Quarter Presentation (oral progress report) to class
- Deliver an End-of-First Quarter Presentation (oral progress report) to class
- Complete the Project
- Get Final Research sign-off from Capstone teacher or Capstone Advisor
- Get Content sign-off (see rubric)
- Get Final Product sign-off (see rubric)
- Start work on the Oral Presentation
- Complete Work on Electronic Presentation (Two weeks before final presentation)
- Complete Final Reflective Essay (Two weeks before final presentation)
- Practice Presentation
- Deliver Final Presentation

You are beginning this project on: _____

The last day for presentations for this semester is: _____

- II.** In chronological order, complete the preliminary timeline template. Expand your timeline to include major as well as minor tasks. Assign tentative dates to each entry and then identify the date when each task is completed.

Reminders:

- Consider the time constraints of both teacher and student schedules. How do these constraints affect the completion of your work? Plan ahead. Regularly update and refer to your timeline.
- If you are dependent upon input from another person, be sure to give them sufficient time to provide you with your request.
- It is recommended that you use word processing to complete this timeline. If you do, attach your typed timeline to this proposal. (Using word processing allows for updates to be made easily.)

Capstone Task / Timeline Worksheet

1. State the Core Questions for your proposed Capstone Project: _____

2. Identify as many tasks as you can which are associated with the completion of your Capstone Project. List the major and also the minor activities. Write each task beginning with an action word and apply an anticipated due date to each line item. Match each task to its major group.

Major Components / Groups	
A.	D.
B.	E.
C.	F.

Task List Development for Capstone Project

Project Tasks	Due Date	Group	End Date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			

Requirements for Written Components of the Capstone Project

1. JOURNAL GUIDELINES

A journal is a reflection of a student's progress in problem solving. It also documents all the work a student has accomplished for the project. **It should be neat, organized and typed.**

Specific criteria to include in each of the entries:

- Timeline
 - Starting dates for each activity.
 - Estimated date of completion.
- Evidence to show that each work activity has been successfully completed.
- Reflection that shows evidence of problem solving.

Documentation of the work must include the following:

- Resources to help you complete the activity (materials, contacts, locations to visit, etc.).
- Planned steps what did the student do, see, hear?
- Modifications to the original plan.
- Evidence that demonstrates successful completion of each activity.
- Specific standards addressed.
- A minimum of 175 – 250 words.

2. REFLECTIVE NARRATIVE GUIDELINES

Student reflections must be organized to allow for a progression of ideas. They must contain an introduction that engages the reader and establishes a context, must express a clear development of ideas, and include a closure. All student reflections must include the following information:

- A. A summary of the research and components of the project.
- B. A reflection of the problem solving process that has been undertaken to include consideration of the following questions:
 - What obstacles did you face?
 - What solutions did you bring forth?
 - What results or findings did you conclude?
 - What would you have done differently and why?
 - How would you use what you have learned in the future?
 - What component are you most proud of and why?
 - What advice would you give to a student undertaking a similar project?
 - What new academic knowledge did you gain from this project?
- C. A description of the role of the student's mentor or outside source.
- D. A reference to the appropriate Applied Learning Standards and Content Standards.
- E. Mid-semester and summative reflections of 350 – 500 word each.

Appendix A

Coventry High School Learner Expectations

Communication

- 1a Read widely, attentively and on grade level for a variety of purposes, including academic, vocational, and leisure.
- 1b Write for a variety of purposes and audiences, creating suitable ways to communicate ideas.
- 1c Speak, listen, and converse intelligently in order to share information, build relationships, and promote understanding.

Critical Thinkers & Problem Solvers

- 2a Work cooperatively and independently.
- 2b Define the problem.
- 2c Collect and organize information.
- 2d Apply strategies and implement a plan of action.
- 2e Compile, interpret, and organize information.
- 2f Draw logical conclusions.

Respect and Responsibility

- 3a Accept personal responsibility for the well being of self and others.
- 3b Work responsibly in groups and as individuals.
- 3c Understand career opportunities; acquire the skills, competencies and personal qualities to succeed in the workplace.
- 3d Show tolerance for human diversity.
- 3e Demonstrate the importance of family and community.

Body of Knowledge

- 4a Know themselves.
- 4b Know about others.
- 4c Have knowledge of history, religion, philosophy and the arts.
- 4d Know about the natural and designed world.

Appendix B

Applied Learning Standards

A1 – PROBLEM SOLVING

- A1a - Design a Product, Service or System.* The student identifies needs that could be met by new products, services, or systems and creates solutions for meeting them.
- A1b - Improve a System.* The student develops and understanding of the way systems of people, machines, or processes work; troubleshoots problems in the operation of a system in need of repair or devises and tests ways of improving the effectiveness of a system in operation.
- A1c - Plan and Organize an Event or an Activity.* The student takes responsibility for all aspects of planning and organizing an event or an activity from concept to completion making good use of the resources of people, time, money, materials and facilities.

A2 – COMMUNICATION TOOLS & TECHNIQUES

- A2a -* The student makes an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter.
- A2b -* The student prepares a formal written proposal or report to an organization beyond the school.
- A2c -* The student develops a multi-media presentation combining text, images, and/or sound.

A3 – INFORMATION TOOL & TECHNIQUES

- A3a -* The student gathers information to assist in completing project work.
- A3b -* The student uses on-line sources to exchange information for specific purposes.
- A3c -* The student uses word-processing software to produce a multi-page document.
- A3d -* The student writes, adds content to, and analyzes a database program that uses a relational database.
- A3e -* The student creates, edits, and analyzes a spreadsheet of information that displays data in tabular, numeric format and includes multiple graphs.

A4 -- LEARNING & SELF-MANAGEMENT TOOL & TECHNIQUES

- A4a -* The student learns from models.
- A4b -* The student reviews his or her own progress in completing work activities and adjusts priorities as needed to meet deadlines.
- A4c -* The student evaluates his or her performance.

Appendix C

Capstone Rubrics

Capstone Task Rubric

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student must MEET standard for all expectations. A student cannot meet standard on this task if he/she receives “**Below Standard**” on any of the expectations.

Expectations	Exceeds Standard	Meets Standard	Below Standard
Proposal	<p>Uses exemplary description of project with exceptional detail Identifies all components necessary.</p> <p>Thoroughly identifies a learning stretch or a path to new knowledge.</p> <p>Identifies all appropriate standards with a comprehensive link to the particular project.</p> <p>Fully explains why this field of inquiry, industry, or discipline was chosen.</p>	<p>Accurately describes the project plan with sufficient detail.</p> <p>Identifies many of the components necessary to complete the project.</p> <p>Identifies a learning stretch or a path to new knowledge</p> <p>Identifies most of the standards and includes a link to applied learning and content standards.</p> <p>Nearly explains why this field of inquiry, industry, or discipline was chosen.</p>	<p>Does not accurately describe project.</p> <p>Lacks necessary detail.</p> <p>Lacks many of the appropriate components to complete the project.</p> <p>Does not address a learning stretch.</p> <p>Lacks one or more standards appropriate to project.</p> <p>Choice of field of inquiry not explained.</p>
Timeline	<p>Identifies all tasks necessary to successfully complete the project.</p> <p>Develops a detailed timeline that accounts for the time required to complete the project.</p> <p>Includes all individual due dates as well as projected completion dates in the timeline.</p>	<p>Identifies most of the tasks necessary to complete the project.</p> <p>Develops an incomplete schedule that fails to account for the time required to complete the project.</p> <p>Includes many of the required due dates as well as projected completion dates in the timeline.</p>	<p>Develops an unrealistic and/or incomplete timeline to complete components of the project.</p> <p>Timeline is missing most of the required due dates as well as projected completion dates.</p>
Solutions and Strategies for Achievement	<p>Addresses innovative solutions and strategies necessary to complete each component in relationship to the final product.</p>	<p>Identifies most of the effective solutions and strategies necessary to complete each component in relationship to final project.</p>	<p>Does not identify effective solutions and strategies necessary to complete each component in relationship to final project.</p>

Rubric for Capstone Research

Category	Exceeds Standard	Meets Standard	Below Standard	Reference Standards
* Research	<p>Annotates completely each source including citing, summarizing, and indicating the value of each source.</p> <p>Provides extensive and relevant evidence to support the core question</p> <p>Includes at least fifteen (15) primary and secondary sources.</p>	<p>Mostly completes the annotation of each source including citing, summarizing, and indicating the value of each source.</p> <p>Provides some evidence to support the core question.</p> <p>Includes ten (10) or more primary and secondary sources.</p>	<p>Attempts to annotate the research but does not fully cite, summarize, or indicate the value of each source.</p> <p>Shows little or no evidence to support the core question.</p> <p>Includes fewer than ten (10) primary and secondary sources.</p>	<ul style="list-style-type: none"> • W-12-7.2 • W-12-6.5 • E1c • E2c
*Resources	<p>Includes an extensive variety (at least four) of sources that are relevant to the core question.</p> <p>All sources are properly cited and formatted on a works cited page and in the annotated bibliography (MLA format).</p>	<p>Includes a variety of sources (at least three) that are relevant to the core question.</p> <p>Most sources are properly cited on a works cited page and in the annotated bibliography (MLA format).</p>	<p>Includes a minimal number of sources (fewer than three) that are relevant to the core question.</p> <p>Many sources are improperly cited or formatted in the works cited page and in the annotated bibliography (MLA format).</p>	<ul style="list-style-type: none"> • A3a • A3b • W-12-6.6

Score: _____

Final Product Rubric – A1a

Problem Solving Rubric - A1a Designing an Intellectual Product, Service, or System

To “Exceed Standard” for the final product, students may not be rated as “Below Standard” in any one category and must receive “Exceeds Standard” in the majority of categories.

Category	Exceeds Standard	Meets Standard	Below Standard
Design Ideas	Develops an analytical and critical proposal that provides a detailed description of how the ideas for the product are formulated.	Develops an analytical and critical proposal that demonstrates how the ideas for the product are formulated.	Develops a proposal that is not analytical and fails to demonstrate how the ideas for the product are formulated.
Research	Chooses and analyzes sophisticated and compelling research for the intended product. Reflects thorough understanding of similar work done by others and presents it in an acceptable MLA format.	Chooses and analyzes adequate and valid research for the intended product. Reflects awareness of similar work done by others and presents it in an acceptable MLA format.	Fails to provide adequate and suitable research for the intended product. Lacks awareness of similar work done by others in an unacceptable MLA format.
Choices	Justifies innovative choices that pertain to functional, aesthetic, social, economic, or environmental elements.	Justifies adequate choices that pertain to functional, aesthetic, social, economic, or environmental elements.	Lacks justification of choices providing little or no reference to functional, aesthetic, social, economic, or environmental elements.
Implementation	Demonstrates evidence of advanced planning and development of the topic.	Demonstrates evidence of some planning and development of the topic.	Does not establish criteria for the development of the topic.
Product Analysis and Evaluation	Demonstrates sophisticated evaluation and critical analysis of the product.	Demonstrates thoughtful evaluation and analysis of the product	Provides insufficient evaluation and analysis of the product.

Examples of Intellectual Products may include story books, letters to the editor, research papers, letter campaigns, and proposals to governmental and business organizations.

Score: _____

Final Product Rubric – A1a

Problem Solving Rubric - A1a Designing a Physical Product, Service, or System

To “Exceed Standard” for the final product, students may not be rated as “Below Standard” in any one category and must receive “Exceeds Standard” in the majority of categories.

Category	Exceeds Standard	Meets Standard	Below Standard
Design Ideas	Provides complex ideas for the design of the product, service, or system.	Provides creative ideas for the design of the product, service, or system.	Provides limited ideas for the design of the product, service, or system.
Choices	Provides comprehensive justification of the functional, aesthetic, social, economic, or environmental choices made in finalizing the design.	Provides ample justification for the functional, aesthetic, social, economic, or environmental choices made in finalizing the design.	Lacks justification of choices made in finalizing the design.
Establishing Evaluation Criteria	<p>Uses extensive insight in establishing criteria for evaluating the product, service, or system.</p> <p>Uses sophisticated designs to enhance the product.</p>	<p>Uses some insight in establishing criteria for evaluating the product, service, or system.</p> <p>Uses adequate designs to enhance the product.</p>	<p>Lacks criteria for evaluating the product, service, or system.</p> <p>Lacks appropriate designs to enhance the product, service or system.</p>
Implementation	<p>Provides a detailed implementation plan for the product, service, or system.</p> <p>Uses creative modifications to conform to established standards or regulations regarding quality or safety.</p>	<p>Provides evidence of some planning for the implementation of the product, service, or system.</p> <p>Uses adequate modifications to conform to established standards or regulations regarding quality or safety.</p>	<p>Does not provide evidence of any planning for the implementation of the product, service, or system.</p> <p>Lacks evidence of any modifications to conform to established standards or regulations.</p>
Product Evaluation	Establishes a product, service, or system that precisely corresponds to the design proposal.	Establishes a product, service, or system that nearly corresponds to the design proposal.	Establishes a product, service, or system that does not correspond to the design proposal.

Examples of physical products include building an engine, creating a bulletin board, creating a work of art, landscaping projects, and automotive projects.

Score: _____

Final Product Rubric - A1b

Problem Solving Rubric - A1b Improving a System

To “Exceed Standard” for the final product, students may not be rated as “Below Standard” in any one category and must receive “Exceeds Standard” in the majority of categories.

Category	Exceeds Standard	Meets Standard	Below Standard
Aim of the Project	Provides a detailed plan for the project indicating the problem to be solved, goals to be met, and the procedure used to develop the project.	Provides an adequate plan for the project indicating the problem to be solved, goals to be met, and the procedure used to develop the project.	Does not provide a plan for the project that indicates the problem to be solved, goals to be met, or the procedure used to develop the project.
Structure of the System	Provides an excellent explanation of the structure of the system including the logic and sequence. Indicates in an exceptional manner the principles underlying the system.	Provides an adequate explanation of the structure of the system. Indicates in a clear manner the principles underlying the system.	Does not clearly explain the structure of the system. Fails to indicate the principles underlying the system.
Analysis of the System	Uses detailed analysis to demonstrate an exceptional understanding of the functional, aesthetic, social, or environmental requirements of the system. Thoroughly compares and contrasts the system to other systems and takes into account central requirements and underlying principles.	Uses analysis to demonstrate an adequate understanding of the functional, aesthetic, social, or environmental requirements of the system. Adequately compares and contrasts the system to other systems and takes into account central requirements and underlying principles.	Uses little analysis to demonstrate understanding of the functional, aesthetic, social, or environmental requirements of the system. Shows little or no comparison of the system to other systems and does not take into account central requirements and underlying principles.
Evaluation of the System	Insightfully evaluates the operation of the system using qualitative or quantitative measurements. Uses data to thoroughly describe the strategies used to evaluate and improve the system.	Evaluates the operation of the system using qualitative or quantitative measurements. Uses data to describe the strategies used to evaluate and improve the system.	Fails to evaluate the operation of the system using qualitative or quantitative measurements. Offers limited data to describe the strategies used to evaluate and improve the system.

Examples of improving a system include developing new bus routes for a school district, improving the water quality of a lake, improving indoor air quality, developing a curriculum, and redesigning furniture.

Score: _____

Final Product Rubric – A1c

Problem Solving Rubric — A1c - Planning an Event or Activity

To “Exceed Standard” for the final product, students may not be rated as “Below Standard” in any one category and must receive “Exceeds Standard” in the majority of categories.

Category	Exceeds Standard	Meets Standard	Below Standard
Purpose of the Project	Presents sophisticated evidence that references the problem or the need for the event or activity.	Presents some evidence that references the problem or the need for the event or activity.	Shows little or no evidence that references the problem or the need for the event or activity.
Plan	<p>Demonstrates in-depth research into a broad range of precedents and regulations.</p> <p>Develops a highly detailed plan that considers facilities, budgets, and the necessary resources to meet the goals of the event or activity.</p> <p>Thoroughly identifies the steps necessary to put the plan into action.</p>	<p>Demonstrates some research into a broad range of precedents and regulations.</p> <p>Develops an adequate plan that considers facilities, budgets, and the necessary resources to meet the goals of the event or activity.</p> <p>Nearly identifies the steps necessary to put the plan into action.</p>	<p>Shows insufficient research of a broad range of precedents and regulations.</p> <p>Fails to develop a plan that considers facilities, budgets, and the necessary resources to meet the goals of the event or activity.</p> <p>Inadequately identifies the steps necessary to put the plan into action.</p>
Implementation	<p>Regularly and accurately modifies the plan in anticipation of problems.</p> <p>Makes exceptional use of time, money, people, resources, and facilities within the schedule.</p>	<p>Occasionally modifies the plan in anticipation of problems.</p> <p>Makes effective use of time, money, people, resources and facilities.</p>	<p>Shows little or no evidence of modification to the plan in anticipation of problems.</p> <p>Makes ineffective use of time, money, people, resources and facilities.</p>
Evaluation	<p>Effectively evaluates the success of the completed event or activity using a variety of quantitative and/or qualitative methods.</p> <p>Makes insightful recommendations for planning and organizing subsequent events or activities.</p>	<p>Evaluates the success of the completed event or activity using a variety of quantitative and/or qualitative methods.</p> <p>Makes recommendations for planning and organizing subsequent events or activities.</p>	<p>Ineffectively evaluates the success of the completed event or activity using a variety of quantitative and/or qualitative methods.</p> <p>Does not make recommendations for planning and organizing subsequent events or activities.</p>

Examples of planning an event or an activity might include a charity basketball game, a cultural awareness week, a food drive, a book drive, an educational class and or a book club.

Score: _____

Rubric for Capstone Oral Presentation

Category	Exceeds Standard	Meets Standard	Below Standard	Reference Standards
<p>LANGUAGE USE and DELIVERY:</p> <p>The student communicates ideas effectively.</p>	<p>The student:</p> <ul style="list-style-type: none"> Effectively uses eye contact Speaks clearly, effectively and confidently Fully engages the audience Dresses appropriately Selects rich and varied words appropriate for context and audience, and uses correct grammar 	<p>The student:</p> <ul style="list-style-type: none"> Maintains eye contact Speaks clearly and uses suitable volume and pace Takes steps to engage the audience Dresses appropriately Selects words appropriate for context and audience, and uses correct grammar 	<p>The student:</p> <ul style="list-style-type: none"> Uses eye contact ineffectively Fails to speak clearly and audibly and uses unsuitable pace Does not engage the audience Dresses inappropriately Selects words inappropriate for context and audience; uses incorrect grammar. 	<ul style="list-style-type: none"> OC10 2.1 OC10 2.5 ELA E3c A2a
<p>ORGANIZATION and PREPARATION:</p> <p>The student exhibits logical organization.</p>	<p>The student:</p> <ul style="list-style-type: none"> Introduces the topic clearly and creatively Maintains a clear focus on the topic Effectively includes smooth transitions to connect key points Ends with a logical, effective, and relevant conclusion Uses agenda, outline, speaker notes, or other memory aids to execute a flowing presentation 	<p>The student:</p> <ul style="list-style-type: none"> Introduces the topic clearly Maintains a focus on the topic Includes transitions between key points Ends with a coherent conclusion based on evidence Uses agenda, outline, notes or other memory aids to structure presentation 	<p>The student:</p> <ul style="list-style-type: none"> Does not clearly introduce the topic Does not establish or maintain a focus on the topic Uses ineffective transitions that rarely connect key points Ends without a conclusion based on evidence Does not make effective use of notes or other memory aids 	<ul style="list-style-type: none"> OC 10 2.1 OC 10 2.2 OC 10 2.3 ELA E3c
<p>CONTENT:</p> <p>The student explains the process and findings of the project and resulting learning.</p>	<p>The student:</p> <ul style="list-style-type: none"> Clearly defines the topic or thesis and its significance Supports the thesis and key findings with an analysis of relevant and accurate evidence 	<p>The student:</p> <ul style="list-style-type: none"> Clearly defines the topic or thesis Supports the thesis and key findings with evidence 	<p>The student:</p> <ul style="list-style-type: none"> Does not clearly define the topic or thesis Does not support thesis with evidence Provides little or no evidence of valid research 	<ul style="list-style-type: none"> OC12 2.3 NCEE E2 W12 6.5 A1c A2a A3a EC3

	<ul style="list-style-type: none"> Provides evidence of extensive and valid research with multiple and varied sources Provides evidence of complex problem solving and learning stretch Combines and evaluates existing ideas to form new insights 	<ul style="list-style-type: none"> Presents evidence of valid research with multiple sources Provides evidence of problem solving and learning stretch Combines existing ideas to form new insights 	<ul style="list-style-type: none"> Shows little evidence of problem solving or learning stretch Shows little evidence of the combination of ideas 	
<p>MEDIA USE:</p> <p>The student uses technology and/or other media to enhance the presentation.</p>	<p>The student:</p> <ul style="list-style-type: none"> Selects and uses well-crafted audio/visual supports to communicate desired information Uses technology to enhance and deepen audience understanding 	<p>The student:</p> <ul style="list-style-type: none"> Selects and uses audio/visual supports to communicate desired information Uses technology to enhance audience understanding 	<p>The student:</p> <ul style="list-style-type: none"> Ineffectively uses audio/visual supports Uses audio/visual supports that detract from the presentation 	<ul style="list-style-type: none"> OC10 2.6 A2c
<p>Q & A:</p> <p>The student appropriately and effectively responds to questions.</p>	<p>The student:</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions and feedback 	<p>The student:</p> <ul style="list-style-type: none"> Demonstrates knowledge of the topic by responding to questions and feedback accurately and appropriately 	<p>The student:</p> <ul style="list-style-type: none"> Demonstrates incomplete knowledge of the topic by responding to questions and feedback inaccurately and inappropriately 	<ul style="list-style-type: none"> OC 10 2.4 A2a

Score: _____

Appendix D

Rhode Island Diploma System

Rhode Island Department of Education

The Rhode Island Diploma System

5.0 GRADUATION REQUIREMENTS:

5.1 Graduation requirements revised:

Districts shall revise and school committees shall approve and submit to the Commissioner at a time and in a manner so designated, but no later than May, 2004, standard graduation requirements that include demonstration of proficiency and apply to all students within the district. These requirements shall apply to students entering ninth grade in September 2004. The Commissioner shall create minimum graduation requirements to ensure compatibility of the graduation requirements among all school districts in Rhode Island by January 2004. By May 2003, districts shall provide a status report on their current graduations requirements and preliminary plans for devising graduation requirements consistent with these regulations.

5.2 Requirement for proficiency based graduation requirements:

These graduation requirements must include a demonstration of student proficiency that involves multiple measures of performance for all students and is consistent with the state's Common Core of Learning and any standards adopted by the Board of Regents. Each student exiting a Rhode Island high school with a diploma shall exhibit proficiency in a common academic core curriculum that includes the arts and technology. This proficiency must be demonstrated through at least two of the following: departmental end of course exams, a Certificate of Initial Mastery, portfolios, extended "capstone" projects, public exhibitions, and the use of technological tools. By May, 2004, school improvement plans and district strategic plans must describe how high schools will incorporate applied learning for all students through classroom, work-related and/or community service experiences.

5.3 Role of state assessment results for high school graduation:

Results of state assessments shall be used by the schools as part of their total assessment of students. Individual student results on state assessments should be used in some manner by the school to determine the students programming, and may be used in some manner as one of the components for graduation. State assessments should not be the sole grounds to prohibit promotion or graduation from high school and shall not represent more than 10 percent of all the weighted factors contributing to promotion or graduation. To assist districts in utilizing state assessments as part of promotion and graduation requirements, RIDE will explore mechanisms for allowing students to retake state-wide assessments.

Rhode Island's process for graduating students from high school, as in many other states, relies on the accrual of Carnegie Units. Past reform efforts resulted in increasing the number of units a student must have upon graduation. We now know that this has not necessarily led to an increase in student learning. In fact, feedback from higher education, the business community, and students' test scores indicate that a high-school diploma does not consistently certify that a student is prepared to pursue further study, work, or other interests. Today's high-school graduates must have a strong literacy and numeracy foundation to be capable of problem-solving, decision-making, analytic reasoning, working with teams, effectively communicating and interpreting information, and demonstrating responsibility.

IN ORDER TO ALLOW STUDENTS MULTIPLE OPPORTUNITIES TO DEMONSTRATE PROFICIENCY, THE REGENTS' HIGH-SCHOOL REGULATIONS REQUIRE DISTRICTS TO DEVELOP A NEW HIGH-SCHOOL DIPLOMA SYSTEM CONSISTENT WITH THE COMMISSIONER'S CRITERIA, LISTED BELOW:

COURSE WORK – AT LEAST 20 CARNEGIE UNITS THAT PROVIDE THE OPPORTUNITIES FOR STUDENTS TO LEARN AND BE ASSESSED AGAINST COMMONLY HELD EXPECTATIONS;

KNOWLEDGE AND SKILLS – THE CONTENT KNOWLEDGE AND HABITS OF THINKING, REASONING, COMMUNICATING, AND APPLYING KNOWLEDGE THAT REPRESENT THE MINIMUM STATEWIDE REQUIREMENTS FOR ALL STUDENTS;

SCHOOLWIDE DIPLOMA ASSESSMENTS – ADDITIONAL MEASURES OF PROFICIENCY INCLUDING EXHIBITIONS, GRADUATION PORTFOLIOS, CERTIFICATES OF INITIAL MASTERY (CIM), ET AL., REQUIRED BY THE REGENTS' REGULATIONS FOR GRADUATION THAT ASSESS THE DEEP CONTENT KNOWLEDGE AND EXPECTATIONS REPRESENTED BY IN-DEPTH, LONG-TERM STUDENT WORK;

LOCAL ASSESSMENTS – CLASSROOM, SCHOOL DISTRICT TESTS, QUIZZES, COMMON ASSESSMENT TASKS, PROJECTS, AND OTHER LOCAL ASSIGNMENTS AND ASSESSMENTS; AND (Based on GSEs)

STATE ASSESSMENTS – DERIVED FROM GRADE-SPAN EXPECTATIONS (GSEs) IN READING, WRITING, MATHEMATICS, AND SCIENCE.

The elements of this new diploma system are specifically designed to require teaching and learning experiences that call for students to apply their academic knowledge and skills in authentic, intellectually demanding ways. As Rhode Island transitions to this new Diploma System, student proficiency in a common academic core (English language arts, mathematics, social studies, science, the arts, and technology) will (can) be delivered through the existing course structure. However, the existing curriculum, instruction, and assessments that guide assignments, projects, and other learning experiences need to be redirected to explicitly align with the districts' PBGRs, the Grade Span Expectations, and National Content and Performance Standards.

The above Section 5.0 was taken from the following source:

Rhode Island Department of Elementary and Secondary Education (2003). High School Reform: Regulations of the Board of Regents and Secondary Education regarding public high schools and ensuring literacy for students entering high school. Final version 1.12. Providence, RI: Author.

Appendix E

Appeals Process

Coventry High School Graduation by Proficiency Appeals Process

Coventry High School provides students with multiple opportunities to be successful in fulfilling their Capstone Project and CHS Portfolio requirements. In the event that the parents or guardians do not agree with the decision of the panel of judges assembled to evaluate the Capstone Project and CHS Portfolio, they may appeal the decision in the following manner:

1. Within ten (10) days of being notified of their child's failure to meet the requirements of the Capstone Project or the CHS Portfolio requirements, parents or guardians will notify the principal of Coventry High School in writing of their request for a reevaluation. Supporting details must be provided.
2. The principal of Coventry High School will convene the Proficiency Based Graduation Requirements Steering Committee to review the complaint and will notify the parents/guardians and student of the date for a formal appeals meeting. (Students must be accompanied by a parent or guardian.)
3. At the conclusion of the meeting, the Steering Committee will render a decision. Within 48 hours, a formal letter explaining the committee's decision will be sent to the parents/guardians and student.
4. The parents/guardians will have five (5) days to appeal the decision to the Coventry Superintendent of Schools.

Coventry High School

40 Reservoir Road
Coventry, RI 02816-6457
Phone: 401-822-9499
Fax: 401-822- 9492
TTY: 1-800-745-5555

To Parents / Guardians and Students:

The Administration requests that parents and students carefully read the Graduation by Portfolio and Capstone Handbook to become familiar with its contents. Within these pages is found an explanation of the expectations required for students to graduate from Coventry High School. The Administration hopes that this information will be useful in guiding parents and students throughout the graduation process.

Student portfolios and capstone projects are the two state proficiency based graduation requirements (PBGR's) stipulated by Coventry High School for all students to achieve in order to graduate. In completing these projects, students may be videotaped, filmed, photographed, or audio taped. Students will not be identified, and these recordings are for the sole purpose of providing evidence of competencies achieved by Coventry High School students.

The appropriate use of computers is expected of all students, and the misuse of technology will result in disciplinary action and possibly legal action. The district's complete computer policy may be found at www.coventryschools.net.

Parents and students are asked to sign below acknowledging that they have read and understand this handbook.

Student Signature

Date

Student Name (Please Print)

Parent / Guardian Signature

Date

Parent / Guardian (Please Print)

Advisory Teacher:

Advisory Room:

Required Parent/Student Signature Form

Coventry High School does not discriminate on the basis of age, race, religion, national origin, color, or handicap in accordance with the applicable laws and regulations.