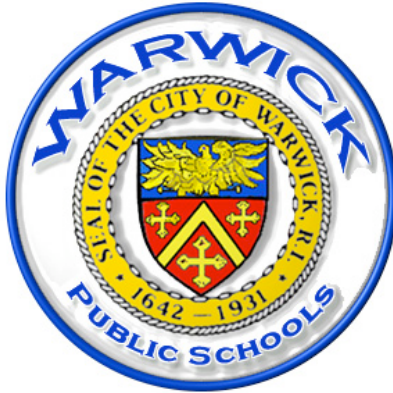


WARWICK PUBLIC SCHOOLS



GRADUATION BY PROFICIENCY PARENT HANDBOOK

June 16, 2006

TABLE OF CONTENTS

Superintendent’s Message.....	3
Secondary Director’s Message.....	3
Mission Statement.....	4
Graduation Requirements.....	4
Course of Study.....	4
Promotional Regulations.....	5
Subjects Required for Graduation.....	6
State Assessments.....	7
Digital Portfolio.....	7
Senior Exhibition Project.....	8
Appeals.....	9
Accommodations.....	10
Parent Involvement.....	10
Appendix A.....	11
Appendix B (Senior Project Calendar).....	14
Appendix C (Glossary of Terms).....	15
Parent Letter.....	21

Dear Parents/Guardians:

It is with great pleasure that I present to you the parent guidebook for the revised diploma system for the Warwick Public Schools. In order to define more clearly and consistently what a Warwick Public Schools diploma represents, each student will have four (4) distinct requirements: *a collection of twenty-two course credits, participation in state testing, portfolio, and senior exhibition project*. The document before you reflects the work of the Rhode Island Board of Regents mandates for graduation by proficiency and the Rhode Island Department of Education and their attempt to make a high school diploma the end result of deep and rigorous learning. Through coursework and support structures, we will provide students with opportunities to practice and achieve our expectations for learning so that they can properly demonstrate what they know and are able to do. The new diploma system seeks to extend a high school student's experience beyond the traditional collection of credits over four years. It provides real opportunities for all students to develop the skills, knowledge, competencies, and habits of mind necessary to compete in a technologically advanced, knowledge-based global community.

Victor D. Mercurio
Director of Secondary Education

MISSION STATEMENT

The mission of Graduation by Proficiency is to enable students to possess the competence and personal character to compete in a global economy by providing equitable opportunities and offering a rigorous curriculum incorporating applied learning skills.

GRADUATION REQUIREMENTS

All students must complete four components in order to graduate. They are:

1. Course of Study
2. State Assessments
3. Digital Portfolio
4. Senior Project

COURSE OF STUDY

All students will be offered opportunities to learn rigorous and relevant coursework that provides them with the knowledge and skills to be successful in school, life, and work thereby educating them for post secondary and school-to-work transition. **All courses have been aligned to the performance based graduation academic expectations and are designated as such after each course. (See Appendix A)**

Carnegie Promotional Requirements

Diploma System

- 22 Carnegie Units
- Demonstrate proficiency in six core areas (*)
 - English (4)*
 - Mathematics (3+1) * – *fourth year can be a mathematical course in another content area***
 - Science (3)*
 - Social Studies (3)*
 - Fine Arts (1)* – dance, music, theater, visual arts
 - Technology (1)*
 - Physical Education/Health (3) State Requirement

***4th year of Math can be acquired through the acquisition of Math standards through other courses. Electives may be counted towards math requirement*

Students select their high school course of study while they are still students in grade eight. The Career and Technical Program may not be chosen until a student is to enter grade 10.

The initial course selection at the eighth grade level is approved by parents after the student has met with his/her counselor and worked out a long range program that meets his/her needs. Each year thereafter the student's progress and program are reevaluated and adjustments are made as needed.

PROMOTIONAL REGULATIONS

Minimum credits required for promotion to grades 10, 11, 12 and graduation are as follows:

Promotion to:	Minimum Cumulative Credits Needed
Grade 10	4.75
Grade 11	9.50
Grade 12	15.25
Graduation	22.0

**No more than two failure units are allowed in non-required subjects in the senior year*

Note:

1. One credit is accrued for a subject, which meets at least six times during a seven-day cycle for a year.
2. One-half credit is accrued for Physical Education in grades 9, 10, 11, and 12 (for a total of two credits). One-quarter credit is accrued for health and family life in grades 9, 10, 11 and 12 (for a total of one credit).
3. In order to graduate, a student must not only attain the minimum number of credits above, but must also complete the required subjects listed under *Subjects Required for Graduation*.
4. If a failure in Physical Education or Health & Family Life occurs, the student shall make up the failure in summer school or in an approved tutoring program of not less than 10 hours of instruction for physical education, nor less than eight for Health & Family Life.
5. Required subjects which have been failed may be made up through satisfactory achievement at summer school (or through approved tutoring) and a passing mark on a qualifying examination. Summer school attendance is subject to school approval.

SUBJECTS REQUIRED FOR GRADUATION

Subject and Credit Requirements for all students: *Any student who does not have the required number of credits needed to graduate will not receive his/her Warwick high school diploma.*

Standard Program: Required courses, electives, and credits

Required Course	Credit		Elective Course
English	4		Business
Mathematics	3+1		Foreign Language
Science	3		Applied Arts**
Social Studies	3		Literacy***
Phys. Ed./Health	3		
Technology	1		
Fine Arts*	1		

*Fine Arts (Art, Music, Dance, Theater)

**Applied Arts (Family & Consumer Sciences, and Technology Education)

*** Competency Based

Recommended Standard Program Course Sequence

Grade 9:	Grade 10:	Grade 11:	Grade 12:
English I	English II	English III	English IV
Mathematics	Mathematics	Mathematics	Mathematics/ Math Related
Science	Science	Science	
World History	US History	Social Studies	
Phys. Ed./HFL	Phys. Ed./HFL	Phys. Ed./HFL	Phys. Ed./HFL
Keyboard (.5)	Electives (2)	Electives (2)	Electives (4)
Applied or Fine Arts (.5)	Fine Arts		
Elective (1)			

CAREER and TECHNICAL Program: Required courses and credits

Required Courses	Credit		Elective Courses
English	4		Business
Mathematics*	3 or 4		Foreign Language
Science*	2 or 3		Applied Arts**
Social Studies	3		
Technology	0.5		
Phys. Ed./Health	3.0		
Career Program	9		

*Minimum of 6 total required

**Applied Arts (Family & Consumer Sciences, and Technology Education)

Recommended Career and Technical Course Sequence

Grade 9: (Base School)	Grade 10:	Grade 11:	Grade 12:
English I	English II	English III	English IV
Mathematics	Mathematics	Mathematics	Mathematics or Science
Social Studies	Social Studies	Science	Social Studies
Science	Phys. Ed./Integration	Phys. Ed./Integration	Phys. Ed./Integration
Physical Education	Career Program	Career Program	Career Program
Keyboard (.5)	Career Program	Career Program	Career Program
Applied or Fine Arts (.5)	Career Program	Career Program	Career Program
Elective			

* See Applied Arts explained in General Program.

All courses will give course assessments that are rigorous and task oriented. Students will be assessed on their understanding through projects, demonstrations, journals, paper and pencil tasks, written tests, etc.

STATE ASSESSMENTS

State assessments are administered annually in the areas of

- English Language Arts
- Mathematics
- Science (2008)

Students are required to take the tests. Each student's results from the state tests will count towards graduation, but never enough to prevent a student from graduating.

PORTFOLIO

A portfolio is a compilation of student work collected over time that demonstrates proficiency. Students must successfully complete a portfolio in order to graduate. It requires formative and summative reflection and a final evaluation by a review team. Students must submit a minimum of fifteen (15) pieces by the end of the first semester of the junior year. Students may add student-initiated and student independent tasks to their portfolio. The portfolio does not mean proficiency in coursework; it is a sampling of best work and demonstrates growth over time from a course. On-going reflection of what has been learned, what has been achieved over time, provides a unique perspective for the student, allowing a shift from teacher-directed to student directed learning. It is the goal of the district to place the portfolio into a digital collection of student work.

SENIOR EXHIBITION PROJECT

The purpose of the Senior Exhibition project is to encourage students to demonstrate their talents and abilities while examining an issue or topic of personal interest. By creating an original project relevant to that interest, students will take appropriate risks and stretch their learning so as to grow intellectually, socially, and emotionally. The year-long work will culminate in an

exhibition with four distinct components: mentor-guided fieldwork, a research paper, a product, and an oral presentation/demonstration.

In order to meet proficiency students must:

- Identify a topic of deep personal interest
- Develop a project that is challenging and involves an appropriate "learning stretch"
- Work with a field mentor to further student learning on the chosen topic
- Maintain student log
- Write a research paper that adheres to established guidelines
- Create an original product that benefits the student and others
- Demonstrate this learning to others

Frequently Asked Questions About Senior Exhibition Topic Selection

1. How will topics be selected?

- Student generated
- Topic selection protocol (see Senior Exhibition Project Student Guidebook)

2. What is the format for topic approval?

- Faculty members work with Graduation By Proficiency Coordinator(s) to approve topic
- The Advisory Committee will decide in cases in which danger/controversy exists

3. How will this format be communicated to parents?

- Parent signs permission form indicating he/she is aware of the nature of the project

4. How will students and parents be informed of student progress?

- Graduation By Proficiency Coordinator informs parents
- Information sent home by email or US mail
- Graduation By Proficiency Coordinator to handle missed deadlines

5. What is the appeals process for topic approval?

- Student writes appeal letter to Advisory Committee
- Advisory Committee acts on appeal

6. What is a “learning stretch”?

- Taking appropriate risks
- Advancing knowledge physically, emotionally, socially, intellectually, creatively, and reflectively

A Senior Exhibition Student Guidebook will be given to all 11th grade students. Copies of the guidebook are also available at the Warwick Public Library, Warwick Schools libraries (Pilgrim, Toll Gate, and Veterans), and the Warwick Public Schools website (www.warwickschools.org).

APPEALS

A student may appeal a decision related to any component of Graduation by Proficiency including but not limited to topic selection, ethical breaches, time line extensions, and specific artifact(s). Appeals are made first to the school-based Advisory committee. If the student is dissatisfied with the school-based Advisory committee’s decision, he/she may appeal to the

District committee. All decisions of the District committee are final.
The Appeals Committee will meet on the first Wednesday of each month as needed.

The committee's composition is as follows:

School-Based Appeals Committee:

- 5-7 participants including:
 - Principal or Designee
 - School Graduation By Proficiency (GBP) Coordinator
 - Department Representative
 - Teacher
 - One Guidance Counselor
 - Community Member (not a parent)

District-Based Appeals Committee:

- 7-9 participants including:
 - High School Principals
 - Secondary Director
 - Supervisors
 - School Committee Member
 - Three School GBP Coordinators
 - Technology Applications, Assessment Coordinator
 - Parent

ACCOMMODATIONS

All students with Individualized Education Plans (IEP's), 504 Accommodation Plans, and Personal Literacy Plans (PLP's) will be provided accommodations as directed by his/her plan.

STUDENT SUPPORT

Throughout the student's academic career, support will be given through course work and academic activities to enable the student to achieve graduation by proficiency. Students needing additional assistance are encouraged to access available school resources.

PARENT INVOLVEMENT

Warwick Public Schools welcomes and encourages parent involvement. In order to assure your child's success with all of the graduation requirements we suggest the following:

- Review your child's course selection annually.
- View your child's portfolio online often.
- Review all progress reports including report cards, interim reports, and deficiency reports.
- Keep communication open with your child's teachers through parent/teacher conferences either by phone, email, or in person.
- Keep track of the calendar of due dates and deadlines. Remind your child of these dates.
- Attend orientation and all Graduation by Proficiency meetings.
- Volunteer to mentor a student for Senior Exhibition Project.
- Volunteer to serve on review panels for Senior Exhibition Project.

APPENDIX A

ACADEMIC EXPECTATIONS

Performance-Based Graduation Academic Expectations

The mission of Warwick Public Schools is to prepare students to be life-long learners, responsible citizens, and productive workers. To that end Warwick Public Schools will graduate students who:

- 1. Communicate effectively via reading, listening, speaking, writing, visual, and technological means by:**
 - 1.1 Listening actively and critically for comprehension
 - 1.2 Speaking articulately and coherently for a variety of purposes and audiences
 - 1.3 Reading widely and critically for comprehension
 - 1.4 Using contemporary technologies to explore and enhance communication skills
 - 1.5 Writing clearly and concisely for a variety of purposes and audiences
 - 1.6 Receiving and processing information to express oneself creatively using a variety of visual forms

- 2. Solve problems effectively by:**
 - 2.1 Identifying and describing the problem
 - 2.2 Accessing, interpreting, organizing and analyzing information related to the problem
 - 2.3 Utilizing data and creative/ critical thinking to demonstrate an effective solution

- 3. Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts by:**
 - 3.1 Explaining democratic and social principles and practices and steps necessary to take action within a political system
 - 3.2 Utilizing historical and contemporary evidence to formulate positions and demonstrate an understanding of current issues
 - 3.3 Analyzing basic economic issues confronting individuals, nations and the world
 - 3.4 Demonstrating an awareness of cultural diversity and its impact on society
 - 3.5 Demonstrating a thorough understanding of various concepts, skills and creative expressions related to the fine and applied arts

- 4. Reach logical and reasoned conclusions by utilizing scientific, mathematical and technological skills by:**
 - 4.1 Identifying and describing a scientific and/or mathematical problem
 - 4.2 Collecting, interpreting, organizing, analyzing, and utilizing data to arrive at effective solutions applicable to the real world
 - 4.3 Communicating ideas and information of a scientific nature
 - 4.4 Utilizing technology to locate, organize and communicate information

- 5. Demonstrate positive health habits, including physical exercise, in order to enhance physical and emotional well being by:**

- 5.1 Understanding and practicing the concepts related to health promotion and disease prevention as a foundation of healthy life
- 5.2 Demonstrating an understanding of the influences of culture, media, technology and other factors on health
- 5.3 Demonstrating and understanding ways to enhance and maintain one's own health and well being

APPLIED LEARNING STANDARDS

A-1 PROBLEM SOLVING

- *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.
- *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.
- *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.

A-2 COMMUNICATION TOOLS & TECHNIQUES

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

A-3 INFORMATION TOOLS & TECHNIQUES

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

A-4 LEARNING & SELF-MANAGEMENT TOOL & TECHNIQUES

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

APPENDIX B

Warwick Public Schools Senior Exhibition Project Calendar

Jan/Feb. Jr. Year	Senior Exhibition Project Night for Parents and Students
Sept. 15	Topic/Mentor Selection Process
Sept. 30	<u>Deadline: Letter of Intent to Graduation By Proficiency (GBP) Coordinator</u>
Oct. 15	Faculty Approval of Topics
Oct. 31	Letter of Intent Review by GBP Coordinator Appeals for Topic Selection by Advisory Committee
Nov. 1	English Teachers Notified of Student Topics
Nov. 15	<u>Deadline: Parent/Student Signature of Commitment to Topic And Mentor Approval Letter</u>
Dec/Jan.	Research/Work with Field Mentor
Jan. 15	Request for Extension heard by School Advisory Board
Feb. 1	<u>Deadline: First Draft of Research Paper</u>
Mar. 1	<u>Deadline: Second Draft of Research Paper and Research Paper "Yes" Test</u>
Mar. 15	<u>Deadline: Mentor/Mentee Reflection Logs to GBP Coordinator</u>
Apr. 1	Faculty Reading of Research Papers w/ Rubric at Faculty Meeting
Apr. 15	Scored Research Papers Returned to Students
May 1	<u>Deadline: Portfolio Due, Self-Reflection "Yes" Test, Portfolio Checklist on Top,</u> (Your Ticket to Senior Board Presentations) Presentation Practice
May 15	Senior Board Presentations
June	Commencement <i>Work begins for students who have not successfully completed the Warwick Public Schools Senior Exhibition Project the day <u>after</u> the last high school commencement ceremony. The senior Exhibition project must be successfully completed in order for a diploma to be awarded.</i>

APPENDIX C

GLOSSARY OF TERMS

Advisory Board (Exhibition)

Recommended board for a school using exhibitions as a School Wide Diploma Assessment. An advisory board is an independent board with responsibility for reviewing student petitions and appeals. The advisory board's independence and lack of bias comes from being composed of members that are not otherwise formally associated with exhibition system or student advising.

Applied Learning

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

Authentic Assessments

Alternatives to conventional, multiple-choice, and true-false testing. Authentic assessments both mirror and measure how well students use knowledge, skills, and competencies to solve real world tasks and problems. Examples include exhibitions, performances, written or oral responses, journals and portfolios.

Career and Technical Education

Continuum of learning opportunities open to all students, including career awareness, exploration, and preparation. For those students who choose to prepare for specific careers within the career and technical education structure, preparation begins in high school and often includes formal post-secondary learning experiences directly after high school.

Carnegie Unit

Credit assigned for a class meeting for 200 minutes per week for a period of one year. In Rhode Island, students must complete 20 Carnegie units, among other requirements, to receive a diploma.

Common Task

Structured opportunity that is common for a group of students to demonstrate learning through written products and/or oral presentations. They allow a student to prove that s/he has mastered one or more proficiencies based upon deep content knowledge. The proficiencies are those that are generally agreed upon as crucial or important, and are defined by standards and expectations. A task may be on demand or extended task.

As part of the Rhode Island Diploma System, common tasks may serve as components of a student's graduation portfolio or as preparation for a student's graduation exhibition.

Content Standards

Broadly stated expectations of what students need to know, understand, and be able to do in a specific content area such as English language arts or mathematics. Content standards define for

teachers, schools, students, and the community not only the expected student skills and knowledge, but also what schools should teach.

Criteria

Guidelines, rules, characteristics, or dimensions used to judge the quality of student performance. Criteria are descriptions of the most important features of a learning goal that can be used to judge what students know and are able to do. Scoring rubrics are based on criteria and define what the criteria mean and how they are used.

Exhibition (Graduation)

Broad term used to capture the demonstration of learning that occurs in both physical or written products and oral presentations. An exhibition is an in-depth, extended project requiring the student to simultaneously demonstrate that s/he has mastered deep content knowledge as well as the habits of thinking that are expected of a graduate of that school. An exhibition often takes place in a student's senior year, but may take place at any time in his/her high school experience. The exhibition draws on a personal academic focus of the student, explores a topic through in-depth research, represents the acquisition and use of knowledge in new ways, is completed individually, demonstrates one or more of the school's identified expectations for learning, is presented to an external audience, has opportunities for revision, documents the process, and offers opportunities for reflection.

Expectations for Student Learning

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

Extended Task

Multi-day or multi-week project that is common for a group of students to demonstrated learning through written products and/or oral presentations. Extended tasks allow a student to prove that s/he has mastered one or more proficiencies based upon deep content knowledge. Extended tasks include opportunities for feedback, revision, and reflection.

Grade Span Expectations (GSEs)

Statements of the reading, writing, and math content knowledge and skills expected of all students for Grades 9-10 and 11-12. They are intended to capture the "big ideas" of English Language Arts and mathematics content areas and identify which GSEs are intended for large-scale assessment by the state, and which are for local assessment purposes only. Science GSEs are under development.

Graduation by Proficiency (Section 5.0 of the Regents' Regulations)

Part of the 2003 Rhode Island Regents' Regulations. Graduation by proficiency requires all high schools to implement graduation requirements that use local measures-exhibitions, portfolios, end-of-course assessments, and/or CIMs-and uses standards and performance to determine student proficiency.

Judge (Exhibition)

Part of a trained panel that evaluates student performances and materials. For an exhibition to be a school-wide diploma assessment in Rhode Island, the judges must be trained to score student presentations reliable and be free of personal bias.

Learners Outcomes

Descriptions of what students should know and be able to do after completing a unit, a program, a grade, or a school. They represent the minimum knowledge that students must demonstrate to be proficient with the standards expectations for student learning. They are assessed with performance indicators.

Learning Stretch

A learning stretch involves students taking appropriate risks in order to advance knowledge physically, emotionally, socially, intellectually, and reflectively.

Local Assessment System

Coherent, coordinated collection of assessments that are aligned to content and performance standards. Together they form a body of evidence that yield data about students' progress toward demonstrations of proficiency for student learning and other learning targets. In Rhode Island, an assessment system may consist of classroom assessments, diploma assessments, district assessments, state assessments, and alternative assessments, among others.

New England Association of Schools and Colleges (NEASC)

A self-regulatory membership organization serving the public and educational community by developing and applying standards assessing the educational effectiveness of elementary, secondary, and collegiate educational institutions. Processes of self-evaluation and peer review utilizing the Association's goals assure and improve the quality of institutions, which seek its accreditation. It also endeavors to inform public discourse about educational improvement. For more information, visit their website at <http://neasc.org>

On-Demand Task

Timed classroom exercise given in a controlled setting that is common for a group of students to demonstrate learning through written products and/or oral presentations. On-demand tasks allow a student to prove that s/he has mastered one or more proficiencies based upon deep content knowledge.

Performance-Based Assessment

Assessment strategy requiring students to demonstrate achievement and skills in an active manner in a way that reveals a student's understanding of, and ability to, apply the underlying processes. It usually includes self-assessment and measures non-traditional areas of integrating knowledge across disciplines.

Performance Standard

Agreed upon level of acceptable accomplishment for an area of student learning, and exemplified by a benchmark set of student work. Standards are characterized by high expectations of what is acceptable for all learners. Performance standards describe how well a student must perform to achieve or exceed the standard.

Portfolio (Print or Electronic)

A collection of work that documents a student's educational performance over time. A portfolio typically includes a range of materials (e.g., reports, photographs) selected by the student and may include a brief introduction and summary statement describing how the portfolio was assembled and what was learned in the compilation process. Portfolios can be designed to assess student progress, effort, and/or achievement, and encourage students to reflect on their learning. A portfolio becomes an assessment when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and use to make judgments about performance.

Reliability

An indication of the consistency of scores across raters, over time, or across different tasks or items that measure the same thing.

Reviewer (Portfolio)

Part of a trained panel that evaluates student portfolios. For a portfolio to be a school-wide diploma assessment in Rhode Island, the reviewers must be trained to score students portfolios reliably and be free of personal bias.

Rhode Island Diploma System

Combination of all of the assessment measures, student supports, and school and district requirements that a school uses to show what students know and are able to do. Components for graduation required as part of the diploma system include completion of a minimum of 20 credits. Diploma Assessments (exhibition, graduation portfolios, and the CIM) chosen by the school, local assessments, and state assessments. It is the school's responsibility to provide each student with the necessary and appropriate support and "opportunities to learn" in order for him/her to develop the knowledge and skills needed to prepare them for success in post-secondary learning experiences and in the work place.

Standards

Broadest of a family of terms referring to statements of expectations for student learning, including content standards, performance standards, and benchmarks.

Advisory Committee (Exhibition)

Recommended committee for every school implementing exhibitions as its school-wide diploma assessment. The Advisory committee has the responsibility for implementing and maintaining an exhibition system. This can include running a pilot program, creating handbooks, designing and implementing a communication plan, and reviewing the curriculum, instruction, and assessment practices to ensure that students have sufficient opportunities to learn and practice the skills necessary to successfully complete an exhibition.

Summative Assessments (proficiency-based)

Summative assessments designed to ascertain what students know and are able to do relative to a course of study. They are purposefully designed to include proficiency-based measures of performance. They may include multiple choice and true/false responses. At least 50 percent of the test must include on-demand or extended tasks based on the expectations for student learning that provide the foundation of knowledge and skills for the course.

Support Structures

The variety of structures – physical, curricular, organizational, instructional, programmatic – a school offers its students to support their learning and growth and ensure their success. A network of support structures is critical to student success in Rhode Island’s Diploma System.

Validity

Extent to which an assessment measures what it is supposed to measure and logical inferences are appropriate and accurate. A valid standards-based assessment is aligned with the standards intended to be measured, provides an accurate and reliable estimate of students’ performance relative to the standard, and is fair.

Work-Based Learning

Activities at the high school level that involve actual work experience or connect classroom learning to work. At the highest level, there is full integration of academic and vocational/occupational curriculum with work site experience.

Parent Acknowledgement Letter

As the parent/guardian of _____ who is a student enrolled at _____, I am aware that my son/daughter **must pass** all components of the Graduation by Proficiency to graduate. I have read the Parent Handbook and am aware of the requirements my child must complete in order to graduate from the Warwick Public Schools. I understand that my son/daughter has to complete the following components:

- Course of Study
- Digital Portfolio
- State Assessments
- Senior Exhibition Project

I will assist my child to meet all deadlines and I will attend all meetings related to Graduation by Proficiency.

Parent Name: _____

Parent/Guardian Signature: _____

Contact Information: _____

Student Name: _____

School: _____

Date _____

**Return signed letter to Graduation By Proficiency Coordinator.
Copies will be kept in the Principal's Office.**