

# **MIDDLETOWN HIGH SCHOOL**

130 Valley Road  
Middletown, Rhode Island 02842-5298  
(401) 846-7250 / FAX (401) 849-7170  
[www.ri.net/middletown/mhs](http://www.ri.net/middletown/mhs)

## **WELCOME TO MIDDLETOWN HIGH**

At this school, you are permitted and encouraged to learn at your own pace. The school is organized and administered for the purpose of allowing you to develop to the best of your abilities. Your progress in each subject will depend upon your interest, desire, effort, and ability. Success depends upon you.

This Agenda will provide important information regarding some of your privileges and responsibilities. This by no means is to be interpreted as being a complete list of rules and regulations of the school. It should help you to know your school better. It is a cooperative effort and reflects our beliefs.

Modifications to this document may be necessary to promote a healthy learning environment, and thus the school administration reserves the right to make such changes when warranted

**Be sure to pick your attitude daily, one that will support your goals.  
“Be Kind, Be Honest, Be Safe and Take Pride”**

**INSERT  
“THIS AGENDA BELONGS TO:”  
HERE**

September 2006

Dear Student/Parent/Guardian:

This student handbook attempts to cover the academic opportunities, behavioral expectations, and policies governing the way students, staff and others relate within the school community. Our hope is to provide an orderly and safe educational environment for all staff and students, while respecting the rights and aspirations of the individual. In order for students to become effective citizens in a democratic society, they need to practice and understand their rights and responsibilities. One of these responsibilities is to be aware of school policies and procedures, as well as the consequences.

It is also very important for students to take advantage of extra-curricular opportunities. These opportunities engage students in a wide variety of experiences that lead to the creation of a well rounded portfolio. A key element regarding this handbook is the daily record keeping of assignments that afford students an opportunity to practice organizational skills, and be self directed learners.

The Rhode Island Department of Education has instituted changes governing the issuance of diplomas for all classes beginning with the class of 2008. As such, this handbook attempts to communicate the impact of these new regulations.

Please peruse this student handbook carefully and sign and return the designated page to your Advisory Period Teacher. Have a great year.

Sincerely,

Steven S. Ruscito  
Principal

TO PARENTS

The Administration request that parents read the student handbook carefully and become familiar with its content. Within these pages you will find the rules of our school, an explanation of services and programs offered, and our expectations for the education of your child.

We hope you will find this information useful. We look forward to working with you to ensure that your child has a rewarding school year. Please sign both pages validating that you and your child have read and understand the contents of the handbook. We will collect one page while the other is to remain intact.

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PRINT STUDENT NAME

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Student  
Signature

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Parent  
Signature

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PRINT STUDENT NAME

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Student  
Signature

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Parent  
Signature

**MIDDLETOWN HIGH SCHOOL MISSION STATEMENT  
AND EXPECTATIONS FOR STUDENT LEARNING**

**Middletown High School is an educational community committed to providing the academic, civic, and social tools essential for the future success of our students.**

**EXPECTATIONS FOR STUDENT LEARNING**

**ACADEMIC:**

- A Middletown High School graduate will effectively utilize literacy skills: reading analysis and interpretation, writing, listening, and speaking.
- A Middletown High School graduate will acquire, analyze, and evaluate information and ideas to solve problems effectively.
- A Middletown High School graduate will demonstrate technological literacy.
- A Middletown High School graduate will demonstrate a critical understanding of aesthetics.
- A Middletown High School graduate will identify behaviors that are physically, mentally, and emotionally healthy.

**CIVIC:**

- A Middletown High School graduate will identify the responsibilities of each citizen to local, national, and global communities.
- A Middletown High School graduate will demonstrate a personal sense of ethics that will include honesty, integrity, and self-control.

**SOCIAL:**

- A Middletown High School graduate will demonstrate responsibility for his or her own actions, behaviors, and academic success.
- A Middletown High School graduate will work cooperatively to achieve group goals and to resolve issues.

**CERTIFICATE OF INITIAL MASTERY**

The CIM is an endorsement on the high school diploma that signifies that a student has demonstrated proficiency in English/Language Arts, Mathematics, applied learning, and oral presentation standards. For more information consult the Program of Studies and contact Mrs. Larson.

### **MIDDLETOWN GRADUATION REQUIREMENTS**

- English (4 years)
- Mathematics (3 years, some students may be required a 4<sup>th</sup> year math experience)
- Science (3 years)
- Social Studies (3 years)
- Health (1 semester)
- PE (4 semesters)
- Art or Music ( 1 semester / demonstrate proficiency)
- Computer Science (1 semester)

Meet or exceed Standard on a Capstone Project

Meet or exceed Standard on a student created Portfolio.

40 Hours Community Service Learning & required reflective assignments.

**\*Above graduation requirement applies to the class of 2008 and 2009 only**

**MIDDLETOWN HIGH SCHOOL  
2006 – 2007 SCHEDULE**

	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 7</b>
<b>7:30 - 8:33</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>3</b>
<b>8:37 - 9:40</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>5</b>
<b>9:44 - 10:47</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>6</b>
<b>10:51 - 11:06</b>	<b>ADV</b>	<b>ADV</b>	<b>ADV</b>	<b>ADV</b>	<b>ADV</b>	<b>ADV</b>	<b>ADV</b>
<b>11:10 - 12:31 (Lunch period)</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>8</b>
<b>12:35 - 1:40</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>7</b>

1<sup>st</sup> Lunch 11:10-11:35

2<sup>nd</sup> Lunch 11:38-12:03

3<sup>rd</sup> Lunch 12:06-12:31

## **RIGHTS AND RESPONSIBILITIES**

Middletown High School is dedicated to recognizing the rights and responsibilities of all its members. To that end, the violation or infringement of anyone's civil, social, or physical rights will not be tolerated. Activities, language (written or oral), pictures, gestures, or touching that in any way disparages the person's dignity, race, ethnic origin, gender, sexual orientation, religion, or creed is not acceptable. Anyone who feels that any of his/her rights as stated above have been violated should contact the administration, dean or any faculty member .

## **NONDISCRIMINATION**

The Middletown Public Schools policy prohibits discrimination based upon age, physical handicap, sex, marital status, race, religion, national origin, color, creed, sexual orientation, or political affiliation. Should you feel that you have been discriminated against, you should contact the Superintendent of Schools, Oliphant School, Middletown, Rhode Island.

## **SAFE SCHOOLS**

It is important that students play an active role in providing a secure environment in all Middletown Public Schools. To that end, students are expected to report any behavior that would compromise the safety of anyone in school. Safety issues to be reported would include, but are not be limited to: a student with a weapon or any such material that could cause harm to self or another; a student expressing any plan or intention to do harm to him/herself (including threats of suicide) or another person, personnel, the school building, or a student selling drugs or any other illegal materials. All threats to the safety of the school, staff or students should be taken seriously; better to err on the side of information than to experience a tragedy and wish that you had shared information.

## **VISITORS**

In the interest of safety for our students and personnel, no visitors are permitted on school property during school hours without the authorization of the principal or his/her designee. Visitors must register at the Main Office and wear a Visitor's Badge. Any persons trespassing on school property are subject to arrest.

### **SEXUAL HARASSMENT**

Sexual harassment is strictly forbidden on school grounds, school buses, parking lots, and at school-sponsored events, whether on or off school grounds. Anyone who feels that his/her rights have been violated should contact the Associate Principal or other adult immediately. Consequences depend on the severity of the infraction (Reference 4118.12).

### **HAZING**

Whoever is a participant in the act of hazing, as defined herein, shall be subject to suspension and/or criminal action in a court of law. The term "hazing" shall mean any conduct or method of initiation with any student or student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beatings, branding, forced calisthenics, exposure to weather, forced consumption of food, liquor, beverage, drug other substance, or any other brutal treatment which is likely to adversely affect the physical health or safety of any such student or subjects such student to extreme mental stress, including deprivation of sleep or rest. It is the responsibility of every person to report hazing – failing to do so is a violation subject to suspension.

### **ZERO TOLERANCE POLICY**

The Middletown School Department and the Middletown Police Department have agreed to participate in the Attorney General's Zero Tolerance Policy in regard to violence, drugs, alcohol, and theft. This means that in addition to a student receiving a school penalty the police department will also be notified of any of these offenses (Reference 5114).

### **WEAPONS**

Weapons of all types are forbidden on school grounds and at all school functions. Possession of (or withholding of knowledge regarding) any weapon will result in an immediate suspension, possible expulsion, and notification of the local police department (Confidentiality will be respected). Weapons include but are not limited to, any gun, facsimile of a gun, knife, razor, martial arts device, explosives, defense weapons (mace, stun gun, etc.), and tools or instruments which could cause bodily harm (blackjack, chain, club, knuckles, pipe, ice pick, studded bracelet, etc.).

### **TOBACCO PRODUCTS**

Possession and use of all tobacco products is forbidden on school property, on school buses and at any events sponsored by the high school. Tobacco products in plain view will be confiscated.

### **FIELD TRIPS**

If a student has an "F" in any class from the last marking period they will not be allowed to participate in any field trip. Field trips are an extension of the class room, as such, you are expected to exhibit behaviors that are aligned with the school's civic and social student learning expectations.

### **MOTOR VEHICLES**

Parking facilities at the high school are limited. Students who desire permission to drive a motor vehicle (including scooters) on the school premises during the school day must register with the Main Office. Students are expected to adhere to all procedures and rules governing school roadways and parking lots. **REMEMBER THERE IS A 10 MPH SPEED LIMIT AT ALL TIMES.**

Note: Failure to comply with any motor vehicle regulation may result in permanent suspension of the parking privileges to include towing. Driving to school and parking is a privilege that the school reserves the right to revoke. Cars may be searched if reasonable suspicion is warranted.

### **BUS TRANSPORTATION**

To promote safety, appropriate behavior is expected at all times when riding the bus. High School students are not allowed to ride the Gaudet School buses without prior authorization.

### **FIRE DRILLS AND ALARMS**

When the fire alarm sounds, you must leave the building in an orderly fashion by the appointed exit. Move out of the building through this exit to a safe place away from the building and await further instructions.

### **DRESS AND DECORUM**

The tone and atmosphere of a school are affected by the overall appearance and general conduct of its students. Therefore, students are asked to consider cleanliness, good taste, and appropriateness in the selection of clothing. If it is determined by the school administration that particular clothing is disruptive to

the learning process and/or offensive to community standards, the student may be required to change and may be assigned detention. Parents may also be required to conference with the administration on matters of dress and decorum.

#### **DRESS AND DECORUM** continued

Items of clothing not allowed include:

1. Those advertising drugs, alcohol, violence, tobacco, or with profanity
2. Abbreviated tops (i.e. halter, tube, shortened, or tank)
  - a. Straps/sleeves must measure 2" or more.
  - b. Tops must overlap the bottom layer.
  - c. Tops must not be lower than 3 inches below the clavicle.
3. Hats, bandanas, and other head coverings
4. Skirts-Hemlines reach no more than 5 inches above the knee. Side-slits should NOT extend more than 5 inches above the knee.
5. Pants must be worn on the waist, with no under garments showing at the waistline.
6. Footwear must be worn.

#### **DISPLAYS OF AFFECTION**

Displays of affection on school premises are considered inappropriate behavior and, as such, are a distraction to the educational environment.

#### **PERSONAL BELONGINGS**

Before the start of the school day all electronic devices, including cell phones, must be turned off and placed in your locker pursuant to state law. Objects that tend to disrupt the school program including skateboards, radios, tape players, headsets, pagers, cellular telephones, etc., are prohibited in school. Failure to comply will result in confiscation of the object and will only be returned to **parent or guardian**. Continued failure to comply will be regarded as acts of insubordination. Valuables such as jewelry, watches, money, etc. should be well guarded by their owners since the school cannot be held responsible for any valuables, which are lost or stolen. Any missing valuables should be reported to school authorities, and the police department.

## **LOCKERS**

1. Lockers should be kept locked at all times; it is the responsibility of the student to protect books, clothing and personal belongings
2. Broken/inoperable lockers should be reported to the Deans.
3. Lockers may not be defaced, this includes the requirement that no stickers/tape are to be placed either inside or outside of any locker under any circumstance.
4. Student lockers remain the property of the school department and are thus subject to inspection if circumstances warrant.
5. At the close of the school year, the student shall be responsible for emptying the locker and returning it to the condition in which it was received. In instances in which this does not occur, this will be considered an obligation addressed under defacement/destruction of property.

## **BOOKS**

Books, which are school property, are loaned free of charge to you and should be covered and returned in good condition when called for by the teacher or when leaving school. If you fail to return a book or other school property reimbursement is your responsibility. You should expect to pay for school property, which has been lost or unnecessarily mutilated. Pupils are not to be issued books to replace lost books until the lost books are paid for.

## **SCHOOL ATTENDANCE**

It is the belief of Middletown Public Schools, that regular school attendance is a necessary component for academic success. Consistent attendance, punctuality, and readiness for work are characteristics that any post-school experience will require, to that end we would be remiss to ignore these criteria when preparing our students.

Students are required to be in school all days and hours school is in session per State Law P.L. 16-19-1. Doctor appointments, and such should be schedule after school. Excessive absence, dismissals and tardiness will result in disciplinary action and referral to the Truancy Court.

### If you are absent from school:

1. Your parents should call the school at 846-7250 before 8:00 a.m. on the day you are absent and state your name and the reason for your absence.

2. A student who has been absent for five or more consecutive days because of illness may be required to present a doctor's certificate upon return to school.

3. A certified letter will be sent home after 5 consecutive absences. After five a home visit may be made.

#### **UNEXCUSED CLASS ABSENCE**

Each class cut will result in the assignment of two detentions. Students will be offered the learning opportunity for classes missed due to "cuts" but not any grades or marks associated with the unexcused absence. Specifically, the student will earn a zero on all homework, classwork, and assessments performed on or due that day.

#### **TARDY TO CLASS**

Students should be inside their classrooms by the time the bell rings. A student who cannot produce a valid pass if tardy to class will be assigned an "X" period by the classroom teacher that day or the following day. Students will be admitted to class without a pass, yet are subject to disciplinary action.

#### **TARDY TO SCHOOL**

You are tardy for school if you are not in your seat in your first period class at 7:30 a.m. Upon arrival at school, report directly to the attendance clerk to obtain a tardy slip. Failure to do so will result in suspension.

- From 7:30 – 7:45, all tardies will earn a 15 minute tardy detention
- From 7:45-8:00- all tardies will earn 1 detention
- After 8:00 a.m., all tardies will earn 2 detentions

#### **CORRIDOR PASSES**

This Agenda Book, when signed is the only official pass used for hallway access during class time. If a student loses his/her Agenda Book they must purchase a new one in order to be released from rooms. Removal of pages will not be accepted as a pass. Any misuse or fraud used while utilizing a corridor pass is considered in violation of the school's civic and social expectations and will result in a suspension.

#### **AFTER-SCHOOL APPOINTMENTS**

Any after-school appointment for disciplinary reasons (i.e. X period, tardy detention, detention) has priority over all other activities. Any student who is assigned detention will not be allowed to participate or attend any extra curricular activities, school athletic events or any school sponsored dances, or social activities until detention assignment has been

fulfilled. Students assigned to detention must bring with some academic work to be done during the detention period.

### **DISMISSALS**

1. All medical and dental appointments should be made for a time after school hours.
2. If it is imperative that a student be dismissed from school, a telephone call or written request from the parent or the guardian must be made to the Attendance Office.
3. No student will be dismissed for work unless such approval has been granted by the principal as part of a structured work-study program.
4. Parent conference is required for frequent class/school dismissals.
5. Students are not allowed to use school phones to be dismissed by parents, except in cases involving the nurse.

### **PHYSICAL EDUCATION**

Physical education is mandatory by State Law for all students attending this school. Students unable to abide by this law must submit a written medical statement from a health care provider to the Guidance Office and Physical Education Offices. Appropriate physical education attire is required for classes.

### **SCHOOL HEALTH SERVICES**

At MHS, we believe that the health of students directly affects their ability to learn. As a way to promote and support student health, there is a registered nurse in the building during school hours. The nurse's clinic area is open for routine visits from 7:20 to 12:15. From 12:15-1:55 the nurse is available for all emergencies. With the exception of emergencies students must present an approved pass to visit the nurse's office. Any student who wishes to take any medicine in school must discuss this with the nurse and will be required to have a written order from their health care provider. Once the nurse has the order, students may carry Epipens or inhalers during school. It is imperative that all emergency numbers and contacts be updated.

### **STUDENT ASSISTANCE PROGRAM**

MHS has a contractual agreement with Child and Family Services to provide a Student Assistance Program. This program provides counseling services to students who may be at risk for or who are

involved with alcohol or other drugs. These services include short-term individual counseling, psycho-educational groups, and parent/child consultations. The Student Assistance Counselor is available throughout the school year. Appointments are encouraged. The Student Assistance office is located in Room 81A, adjacent to the health clinic. All services are strictly confidential, with the exception of life threatening situations.

### **HONOR CODE**

A Middletown High School's student learning expectations (civic and social) presuppose student will demonstrate a personal sense of ethics that will include honesty, integrity and self-control in school and at all school sponsored activities. Therefore, students are responsible for earning grades honestly and honorably. This includes students completing their own homework. Failure to meet this responsibility will result in an automatic zero for an academic grade on the work and a school suspension.

### **GRADING SYSTEM**

We are currently in transition from Concept Based Grading to Standards Based Grading. Each course will consist of a series of orderly, sequential and coordinated concepts and/or Competency Standards. Students will be evaluated on their performance with concepts and/or standards and this performance will provide the basis of their course grade. The grade is based on factors such as daily preparation, quizzes, tests, essays, reports, class participation, term papers, conditions of assignments and tests (including neatness, spelling, grammar, and mechanics), punctuality, and attendance. All students must be informed as to the course requirements and how they will be evaluated. (Consult Teachers Room Management Plan.) All tests, quizzes, and other evaluations given during the concept will be used in determining the concept grade. If a student does not pass a concept, he/she will be given the opportunity within that quarter to demonstrate competency. The only exception to this rule would be an honor code violation.

Report cards will be issued to all students at the close of each quarter. At midterm of each quarter, all students will receive an interim report on progress.

### **Quarterly Grades**

The Quarterly Grade is determined by all performance with respect to standards, their assessments and rubrics presented by their teacher during the quarter.

### Examinations

Mid-year and final examinations are each worth 10% of the Final Grade.

### Final Credit Grades

Final Credit Grades are letter grades and are an average of the Quarterly Grades and the mid-year and final exam grade. Each quarter's grade will represent 20% of the credit mark and the examinations will represent 10%.

### Letter Grades and their Numerical Equivalent

A	93-Up	4.00
A-	90-92	3.66
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.66
C+	77-79	2.33
C	73-76	2.00
C-	72-70	1.66
D	65-69	1.00
F	0-64	0.00

“I” Incomplete – is to be used for extended absences due to illness, approved by the administration. This work must be completed within two weeks upon return to school or the “I” is changed to the actual earned grade.

### To Calculate GPA

Translate grade earned to the 4.0 scale, multiply by the course credit, (add 5 to AP courses only) to give you a number referred to as quality points. Add all quality points for quarter and divide by the total credits attempted that quarter.

Adjusted	Course	Grade	4.0 Scale	Course Credit	Quality Pts	AP Adjustment	Quality Pts
	History (AP)	A	4.00	x 5.0	20.00	+ 5	25.00
	Math (AP)	B+	3.33	x 5.0	16.65	+ 5	21.00
	English	A	4.00	x 5.0	20.00		20.00
	Science	A-	3.66	x 5.0	18.30		18.30
	P.E.	A	4.00	x 2.5	10.00		10.00
	Art	B	3.00	x 2.5	7.50		7.50
	Language	B	3.00	x 5.0	15.00		15.00
	Elective	F	0.00	x <u>5.0</u>	0.00		0.00
					35.0		-----
							116.80
	<u>Total Quality Pts</u>				<u>116.80</u>		3.337 GPA
	<u>Total credits Attempted</u>				35		

**Middletown High School has implemented school-wide rubrics across all grades and disciplines. Become familiar with these rubrics, as they outline expectations for performance.**

**Graduation by Proficiency  
Exhibition Oral Presentation Rubric**

Guidelines for Using Rubric: Select the box that most describes student performance in each area. Alternatively you can “split the indicators” use the check-boxes before each indicator to evaluate each item individually. Schools must use the criteria in this rubric as the minimum criteria to assess graduation by proficiency exhibitions. However, schools can add to the rubric in any ways appropriate to their individual circumstances (e.g. add additional categories, columns, etc.)

	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Below Standard</b>	<b>Reference Standards</b>
Language Use and Delivery: The student communicates ideas effectively.	The student: Effectively uses eye contact Speaks clearly, effectively and confidently using suitable volume and pace Fully engages the audience Dresses appropriately Selects rich and varied words appropriate for context and audience, and uses correct grammar	The student: Maintains eye contact 2,3 Speaks clearly and uses suitable volume and pace2,4 Takes steps to engage the audience2 Dresses appropriately Selects words appropriate for context and audience, and uses correct grammar1,4	The student: 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.	OC10 2.11 OC10 2.52 ELA E3c3 A2a4
Organization and Preparation: The student exhibits logical organization.	The student: 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, notes or other memory aids to execute a flowing presentation	The student: Introduces the topic clearly Maintains a focus on the topic2 Includes transitions between key points3 Ends with a coherent conclusion based on evidence4 Uses agenda, outline, notes or other memory aids to structure presentation 4	The student: 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	OC10-2.11 OC10 2.22 OC10 2.33 ELA E3c4
Content: The student explains the process and findings of the project and resulting learning.	The student: Clearly defines the topic or thesis and its significance Supports the thesis and key findings with an analysis of relevant and accurate evidence Provides evidence of extensive and valid research with multiple and varied	The student: Clearly defines the topic or thesis7 Supports the thesis and key findings with evidence 1 Presents evidence of valid research with multiple sources3,6	The student: Does not clearly define the topic or thesis Does not support thesis with evidence Provides little or no evidence of valid research Shows little evidence	OC12-2.31 NCEE E22 W12-6.53 A1c4 A2a5 A3a6 EC37

	sources Provides evidence of complex problem solving and learning stretch Combines and evaluates existing ideas to form new insights	Provides evidence of problem solving and learning stretch <sup>4,5</sup> Combines existing ideas to form new insights <sup>7</sup>	of problem solving or learning stretch Shows little evidence of the combination of ideas	
Media Use: The student uses technology and/or other media to enhance the presentation.	The student: Selects and uses well-crafted audio/visual supports to communicate desired information. Uses technology to enhance and deepen audience understanding.	The student: Selects and uses audio/visual supports to communicate desired information. <sup>1,2</sup>  Uses technology to enhance audience understanding.	The student: Ineffectively uses audio/visual supports  Uses audio/visual supports that detract from the presentation.	OC10 2.61 A2c2
Questions and Answers: The student appropriately and effectively responds to questions.	The student: Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions and feedback	The student: Demonstrates knowledge of the topic by responding to questions and feedback accurately and appropriately <sup>1,2</sup>	The student: Demonstrates incomplete knowledge of the topic by responding to questions and feedback inaccurately and inappropriately.	OC10-2.41 A2a2

Notes: Schools must use the criteria in this rubric as the minimum criteria to assess graduation by proficiency exhibitions. However, schools can add to the rubric in any ways appropriate to their individual circumstances (e.g. add additional categories, columns, etc.)

GSE = Grade Span Expectation (GSE) Oral Communication Expectations

NCEE = National Center on Education and the Economy (NCEE) New Standards Performance Standards

## Certificate of Initial Mastery Version 7 2004-2005

### Final Product Rubrics

It is understood that a student who exceeds the standard for any rubric has met all the indicators listed under Meets Standards and the indicators under Exceeds the Standard.

#### Problem Solving Rubric — A1 a Designing a Physical Product, Service, or System

Category	Exceeds Standard	Meets Standard	Below Standard
Design Ideas	· Demonstrates sophisticated ideas for the design of the service or system, which reflects awareness of similar work done by others and relevant design standards and regulations.	· Demonstrates clear ideas for the design, which reflects awareness of similar work done by others and relevant design standards and regulations.	· Demonstrates limited ideas for the design, which may not reflect awareness of similar work done by others and relevant design standards and regulation.
Choices	· Provides detailed justification of choices made in finalizing the design, for example, functional, aesthetic, social, economic, and environmental considerations.	· Justifies choices made in finalizing the design, for example, functional, aesthetic, social, economic, and/or environmental considerations.	· Lacks justification of choices made in finalizing the design.
Establishing	· Demonstrates considerable	· Demonstrates thought in	· Lacks criteria for

Criteria	thought in establishing criteria for evaluating the product, service, or system. · Uses sophisticated conventions to represent the design.	establishing criteria for evaluating the product, service or system. · Uses appropriate conventions to represent the design.	evaluation of the product, service or system. · Lacks appropriate conventions to represent the product, service or system.
Implementation	· Provides a detailed outline of the planning and implementation steps necessary to create the product, service or system. · Makes creative adjustments as needed to conform with specified standards or regulations regarding quality or safety.	· Provides evidence of good planning and implementing of steps needed to create the product, service, or system. · Makes adjustments as needed to conform with specified standards or regulations regarding quality or safety.	· Does not provide description of the steps needed to plan and implement the product, service or system. · Lacks evidence of adjustments needed to conform with specified standards or regulations regarding quality or safety.
Product Evaluation	· Provides sophisticated evaluation of the product, service or system in terms of the criteria established in the design proposal and with reference to information gathered. · Provides accurate and in-depth comparisons with similar work done by others.	· Provides thoughtful evaluation of the product, service, or system in terms of criteria established in the design proposal and with reference to information gathered. · Demonstrates relevant comparisons with similar work done by others.	· Exhibits limited evaluation of the product, service or system in terms of the criteria established in the design proposal and with reference to information gathered. · Does not provide sufficient comparisons with similar work done by others.

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### Problem Solving Rubric — A1b Improving a System

Category	Exceeds Standard	Meets Standard	Below Standard
<b>Aim of the Project</b>	· Provides a detailed intended outcome of the project, which includes information about the problem that was being solved or the need being met, and clearly articulates the reasons and decision-making process used to select the project.	· Provides a description of the intended outcome of the project which includes information about the problem that was being solved or the need being met, and why the project was selected.	· Does not clearly explain the intended outcome of the project or provides little information about the problem that was being solved, the need being met, or why the project was selected.
<b>Structure of the System</b>	· Provides an excellent explanation of the structure of the system including the logic and sequence. · Makes clear how the principles underlying the system were used to establish criteria for	· Provides a clear explanation of the structure of the system. · Considers the logic, sequence, and operating principles underlying the system.	· Does not clearly explain the structure of the system. · Displays little or no attention to the logic, sequence, and operating principles underlying the system in the planning and

	analyzing the system.		implementation phases.
<b>Analysis of the System</b>	<ul style="list-style-type: none"> <li>· Advances an extremely detailed analysis of the system that demonstrates a clear understanding of the functional, aesthetic, social and environmental requirements of the system as appropriate.</li> <li>· Compares and contrasts the system to other systems and thoroughly takes into account central requirements and underlying principles.</li> </ul>	<ul style="list-style-type: none"> <li>· Provides an analysis of the system that compares and contrasts the system to other systems and thoroughly takes into account functional, aesthetic, social and environmental requirements as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>· Advances a rudimentary analysis and makes little or no attempt to compare and contrast the system to other systems.</li> <li>· Gives little or no consideration to functional, aesthetic, social and environmental requirements.</li> </ul>

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### Problem Solving Rubric — A1c Planning an Event or Activity

Category	Exceeds Standard	Meets Standard	Below Standard
<b>Purpose of the Project</b>	<ul style="list-style-type: none"> <li>· Utilizes content standards from a variety of disciplines as a rationale for planning and as integral components of the event or activity.</li> </ul>	<ul style="list-style-type: none"> <li>· Utilizes content standards as a basis for the rationale for planning, and as an integrated component of the event or activity.</li> <li>· Presents evidence that references the problem or the need for the event or activity.</li> </ul>	<ul style="list-style-type: none"> <li>· Lacks sufficient evidence of use of content standards as a rationale for planning the event or activity.</li> </ul>
<b>Plan</b>	<ul style="list-style-type: none"> <li>· Demonstrates in-depth research into a broad range of precedents and regulations.</li> <li>· Develops a very detailed planning schedule that facilitates implementation and takes into account the resources necessary, and the goals of the event or activity.</li> <li>· Thoroughly describes the steps necessary to</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates that proper research into relevant precedents and regulations has been completed.</li> <li>· Writes a logical and achievable planning schedule that: efficiently uses the resources available; reflects the goals of the event or activity; and is easily understood by the intended audience.</li> <li>· Clearly describes the steps necessary to put the plan into action.</li> </ul>	<ul style="list-style-type: none"> <li>· Shows insufficient research of relevant precedents and regulations.</li> <li>· Fails to include important details or research or to reflect the goals of the event or activity in the planning schedule.</li> <li>· Inadequately describes or fails to describe the steps necessary to put the plan into action.</li> </ul>

	put the plan into action.		
<b>Implementation</b>	<ul style="list-style-type: none"> <li>· Includes detailed annotations or documentation of the implementation and adjusts the schedule in a manner that reflects reaction to as well as anticipation of established priorities and/or unforeseen circumstances.</li> <li>· Makes excellent use of time, money, people, resources and facilities within the schedule.</li> </ul>	<ul style="list-style-type: none"> <li>· Implements the plan and adjusts the schedule in ways that reflect the established criteria and responds effectively to unforeseen circumstances.</li> <li>· Makes efficient use of time, money, people, resources and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>· Omits details in schedule or fails to make key steps clear or fails to demonstrate completion of the event or activity.</li> <li>· Fails to adjust the schedule to compensate for unforeseen circumstances.</li> <li>· Uses time, money, people, resources or facilities inefficiently.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>· Evaluates the success of the completed event or activity using a variety of quantitative and/or qualitative methods.</li> <li>· Makes well-constructed and thoughtful recommendations for planning and organizing subsequent similar events or activities.</li> </ul>	<ul style="list-style-type: none"> <li>· Evaluates the success of the completed event using appropriate qualitative and/or quantitative methods in terms of the established criteria.</li> <li>· Makes recommendations for others planning a similar event or activity in the future.</li> </ul>	<ul style="list-style-type: none"> <li>· Uses inappropriate or insufficient quantitative and/or qualitative methods to evaluate the success of the completed event or activity.</li> <li>· Does not include or shows insufficient reflection on recommendations for future events or activities.</li> </ul>

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**Extended Task Research Rubric:** This rubric should be used to evaluate the research that is required by an extended task in a course

<b>Expectations</b>	<b>Meets Standard</b>	<b>Below Standard/Needs Revision</b>
<b>Finds and cites relevant information</b>	<p>Focuses research on core question/thesis.</p> <p>Acquires adequate information from multiple sources, which represent various perspectives of the issue (print, graphic, internet, computer databases, experimentation and interviews).</p> <p>When appropriate generates primary source information.</p> <p>Cites appropriate sources of information.</p> <p>Aligns research to appropriate standards.</p>	<p>Does not fully address core question/thesis in research.</p> <p>Does not provide sufficient information from outside sources.</p> <p>Shows limited evidence of adequate research processes.</p> <p>Incorrectly cites sources of information.</p> <p>Does not align research to appropriate standards.</p>
<b>Evaluates the quality of available information</b>	<p>Includes relevant, accurate, and reliable information appropriate for the topic.</p> <p>Evaluates the accuracy and quality of the sources.</p>	<p>Excludes information that is relevant and/or critical that could enhance report.</p> <p>Is unable to differentiate between what is and is not accurate or reliable material.</p>
<b>Analyzes and synthesizes information to support a coherent argument</b>	<p>Conducts clear analysis of the information gathered.</p> <p>Advances a judgment that is interpretive or analytic.</p> <p>Uses a range of strategies to elaborate and/or persuade such as definitions, descriptions, illustrations, and examples from evidence and/or anecdotes.</p> <p>Supports arguments with detailed evidence.</p>	<p>Includes a basic analysis with little or no attempt at synthesizing information into new knowledge.</p> <p>Advances a weak or inaccurate judgment.</p> <p>Fails to use a range of strategies to elaborate and/or persuade.</p> <p>Does not support arguments with sufficient evidence.</p>
<b>Expectations</b>	<b>Meets Standard</b>	<b>Below Standard/Needs Revision</b>
<b>Finds and cites relevant information</b>	<p>Focuses research on core question/thesis.</p> <p>Acquires adequate information from multiple sources, which represent various perspectives of the issue (print, graphic, internet, computer databases, experimentation and interviews).</p> <p>When appropriate generates primary source information.</p>	<p>Does not fully address core question/thesis in research.</p> <p>Does not provide sufficient information from outside sources.</p> <p>Shows limited evidence of adequate research processes.</p> <p>Incorrectly cites sources of</p>

	Cites appropriate sources of information.  Aligns research to appropriate standards.	information.  Does not align research to appropriate standards.
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**HOLISTIC ESSAY WRITING RUBRIC – ON-DEMAND TASK: (No Revision.)** - Student Learning Expectation - A Middletown High School graduate will effectively utilize literacy skills; reading analysis and interpretation, writing, listening, and speaking. Standard E2

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<b>FOCUS: Clearly addresses the question or prompt. A thesis statement is included when called for.</b>	The essay is clearly focused and provides a complete, thorough and effective analysis of the topic. The thesis statement clearly addresses the question and/or prompt. This results in focused, purposeful, and reflective writing.	The essay is clearly focused and provides an adequate analysis of the topic. The thesis addresses the question/prompt.	The essay is not clearly focused nor does it provide an adequate analysis of the topic. The thesis is limited or poorly developed.	The essay does not adequately address the question or prompt, or does not contain a thesis statement.
<b>SUPPORTING IDEAS: Provides relevant supporting details and reasoning.</b>	The essay is supported by details and reasoning that are substantial, specific, relevant, concrete and/or illustrative. These are organized for maximum effect within the essay.	Adequate, relevant, supporting details and reasoning support the essay.	Development of supporting details may be erratic, inadequate or irrelevant.	There are few, if any, supporting details. They may be fragmentary or incoherent.
<b>ORGANIZATION: Creates an organizing structure</b>	The essay is clearly organized, possesses a sense of wholeness, and adheres to the main idea throughout.	The essay is clearly organized from beginning to end. This includes an opening, body, and closure.	The essay includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.
<b>CONVENTIONS: Demonstrates an understanding of English language conventions</b>	Demonstrates mastery of usage, grammar, punctuation, sentence construction, and spelling. Few, if any, writing errors occur. There is a mature command of the language with freshness of expression. Sentences are complete except when fragments are used with purpose.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not interfere with meaning. There is a mature command of the language, precise wording and variation in sentence structure. Sentences are complete except when fragments are used on purpose.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning. Vocabulary is limited and common words are misspelled.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Frequent and blatant errors interfere with meaning.

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**HOLISTIC ESSAY WRITING RUBRIC - EXTENDED TASK: (Revision necessary.)** - Student Learning Expectation - A Middletown High School graduate will effectively utilize literacy skills; reading analysis and interpretation, writing, listening, and speaking. Standard E2

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<b>FOCUS: Clearly addresses the question or prompt. A thesis statement is included when called for.</b>	The essay is clearly focused and provides a complete, thorough and effective analysis of the topic. The thesis statement clearly addresses the question and/or prompt. This results in a focused, purposeful, and reflective writing situation.	The essay is clearly focused and provides an adequate analysis of the topic. The thesis addresses the question/prompt.	The essay is not clearly focused nor does it provide an adequate analysis of the topic. The thesis is limited or poorly developed.	The essay does not adequately address the question or prompt, or does not contain a thesis statement.
<b>SUPPORTING IDEAS: Provides relevant supporting details and reasoning.</b>	The essay is supported by details and reasoning that are substantial, specific, relevant, concrete and/or illustrative. These are organized for maximum effect within the essay.	Adequate, relevant, supporting details and reasoning support the essay.	Development of supporting details may be erratic, inadequate or irrelevant.	There are few, if any, supporting details. They may be fragmentary or incoherent.
<b>ORGANIZATION: Creates an organizing structure</b>	The essay is clearly organized, possesses a sense of wholeness, and adherence to the main idea throughout.	The essay is clearly organized from beginning to end. This includes an opening, body, and closure.	The essay includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.
<b>CONVENTIONS: Demonstrates an understanding of English language conventions</b>	Demonstrates mastery of usage, grammar, punctuation, sentence construction, and spelling. Few, if any, writing errors occur. There is a mature command of the language with freshness of expression. Sentences are complete except when fragments are used on purpose.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not interfere with meaning. There is a mature command of the language, precise wording and variation in sentence structure. Sentences are complete except when fragments are used on purpose.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning. Vocabulary is limited and common words are misspelled.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Frequent and blatant errors interfere with meaning.
<b>REVISION: Work is revised as needed.</b>	NA.	The essay is revised to meet standard.	The essay is revised, but still does not meet standard.	The student does not revise his/her work.

POWERPOINT RUBRIC - Technology Standards for the PowerPoint Rubric. Student Learning Expectation - A  
 Middletown High School graduate will demonstrate technological literacy. Technology standards: T1, T3, A3.

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<b>The student effectively utilizes transitions.</b>	Slide transitions are carefully chosen and custom sounds and graphics are applied to enhance the presentation.	Various transitions applied to all slides. Appropriate sounds and graphics are applied.	Overuse or inappropriate sounds and graphics applied. Irregular use of slides transitions applied.	No transition or transitions of sounds and graphics.
<b>The student effectively utilizes animation and sound.</b>	Slide animations are logically selected, appropriately sequenced and timed to enhance the presentation. Animation sounds are collected from outside sources.	Animations applied throughout the presentation.  Program generated sounds used.	Animations used ineffectively. Inappropriate sounds used on some slides.	No animations. No sounds.
<b>The student effectively utilizes backgrounds and images.</b>	Slides contain carefully chosen backgrounds and images from original sources to enhance the presentation. Images are created using proper size and resolution. Images enhance the content.	Appropriate backgrounds are chosen from program templates. Contains appropriately sized images from clipart. Clipart enhances the content.	Some backgrounds distract from content. Some of the images are unrelated to the content. Images are inappropriately sized or distorted.	Backgrounds distract from content or not used. Images not used or inappropriate.
<b>The student utilizes an effective slide layout.</b>	The layout is aesthetically pleasing and contributes to the overall message with appropriate use of headings and subheadings and white space.	The layout uses horizontal and vertical white space appropriately.	The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space.	The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.
<b>The student effectively utilizes text elements.</b>	The fonts are easy to read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target.	Sometimes the fonts are easy to read, but in a few places the use of fonts, italics, bold, long paragraphs or color detracts and does not enhance readability.	Overall readability is difficult with lengthy paragraphs, and too many different fonts. Text is lost in background. Overuse of bold or lack of appropriate indentations of text detracts from readability.	The text is extremely difficult to read with long blocks of text and small point size of fonts. Inappropriate, contrasting colors used. Poor use of headings, subheadings, and indentations or bold formatting.

GROUP WORK RUBRIC - Student Learning Expectation: A Middletown High School graduate will be able to identify behaviors that are physically, mentally and emotionally healthy. PE/Health Standard 5: A Middletown High School student demonstrates responsible personal and social behavior in group activities.

Expectations	Exceeds Standard:	Meets Standard: 3	Nearly Meets Standard: 2	Below Standard: 1
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<b>The students are actively involved in the decision making essential for successful group work.</b>	Students contribute to decision-making.	Most students contribute to decision-making	Some students contribute to decision-making.	One person dominates decision-making
<b>The students demonstrate the appropriate social interaction skills essential to successful group work.</b>	Students respect and encourage the views of others. Students ask questions or clarification. Students build on others comments.	Body and/or verbal responses indicate active listening. Most students ask questions and build on others comments.	Students pay attention to the group discussion. Some students ask questions and build on others comments.	Students frequently interrupt and/or put down the views of others. Students do not ask questions or clarification.
<b>The students contribute the effort, knowledge, and skill essential to the success of the group.</b>	Students consistently contribute in a positive way to the group work.	Most students contribute positively to the group work.	Some students contribute positively to the group work.	Students do not contribute in any positive way to the group work.
<b>The students demonstrate the on task behavior essential for successful group work.</b>	Students exhibit on-task behavior consistently.	Most students exhibit on-task behavior most of the time.	Students exhibit on-task behavior some of the time.	Students do not exhibit on-task behavior.
<b>The students contribute to the effective structure and functioning of the group.</b>	Students complete a clear and logical sequence of steps. Complete task with form and reflection and revision. Members volunteer to take responsibilities and roles.	Students complete a sequence of steps. Complete task on time. The leader assigns responsibilities and tasks.	With assistance, students are able to sequence steps but division of tasks and responsibilities is inefficient and wastes time.	With assistance, students have difficulty sequencing steps. Task is not completed on time.

**VISUAL LEARNING SUPPORT RUBRIC** - Student Learning Expectation - A Middletown High School graduate will demonstrate a critical understanding of aesthetics. R3: The student will demonstrate the ability to understand the influence and relationships between the arts and other disciplines.

Expectations	Exceeds Standard: 4	Meets Standard: 3	Nearly Meets Standard: 2	Below Standard: 1
<b>The student develops visual support materials that utilizes effective artistic integrity to support learning in other subject areas.</b>	The student uses visual support material that incorporate balance, proportion, and varieties of color, texture, spacing, and shapes to maximize the learning experience.	The student develops and uses visual support material that utilizes effective proportion, and varieties of color, texture, spacing, and shapes to adequately support their work.	The student did not develop effective visual support materials. The material lacked proper proportion, color, variety, texture, spacing, and shaping essential to meeting the standard.	The student did not develop visual support materials that utilize artistic integrity as required by the assignment.
<b>The student utilizes relevant visual support materials that clearly sustain the standard and the benchmark being addressed.</b>	The student develops and uses unique visual support material that clearly supports the standard and benchmark being addressed. This relationship is enhanced by creative use of text.	The student develops and uses visual support material that clearly supports the standard and benchmark being addressed. This relationship is effectively supported by the use of the text.	The student's visual support material does not clearly support or relate to the designated standard and benchmark.	The student does not relate the visual support materials to the standard and benchmark.
<b>The student develops visual support materials that are clearly accurate.</b>	The student's visual support material conveys content information that is accurate without any major errors.	The student's visual support material conveys content information that is accurate but may contain minor errors.	The student's visual support material contains several major errors, which limit the effect of the support.	The student's visual support material contains many major errors. The support has little value to the effectiveness of the lesson.
<b>The student develops visual support materials that are creative, and unique. They are labeled, or announced, by the support.</b>	The student's visual support material displays several elements of creativity that distinguishes it from the work of others and adds to the overall interest level of the project.	The student's visual support material displays at least one element of creativity that distinguishes it from the work of others and adds to the overall interest level of the project.	The student's visual support materials requires further development to merit creative notice.	The student made no obvious attempt to develop a visual support material that utilized creativity to effectively impact learning.
<b>The student develops visual support material that is neat, clear and appropriate for use before the intended audience.</b>	The student designs appropriate visual support material with clear purpose, perfect spelling and grammar, and that lends interest to the lesson in an individual and	The student's visual support material is neatly labeled and titled, using clear lettering, does not have any spelling and writing errors, is readable from a distance, and is	The student's visual support materials require further development or revision to meet this expectation. It lacks clarity, neatness, or legibility, and may contain inappropriate	<b>The student has made no obvious effort to design a visual support material that meets this expectation.</b>

	creative fashion.	appropriate to the learning situation.	material.	
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**PROBLEM SOLVING RUBRIC - EXTENDED - (Revision necessary).** Student Learning Expectation: - A Middletown High School graduate will acquire, analyze, and evaluate information and ideas to solve problems effectively. Standards M5a, M5b, M5c, M5d, S5e, A1.

Expectations	Exceeds Standard 4	Meets Standard: 3	Nearly Meets Standard: 2	Below Standard: 1
<b>The student presents the problem to be solved.</b>	The student clearly, fully and correctly identifies the problem to be solved in a well-written format, using unique factors and criteria to support clarity and understanding.	The student identifies the problem using complete sentences, correct grammar and proper punctuation.	The student does not clearly present the problem to the reader/audience or fails to use complete sentences, correct grammar and proper punctuation.	The student does not identify the problem at all or identifies the wrong problem.
<b>The student selects a strategy to solve the problem.</b>	The student selects multiple innovative and insightful strategies to solve the problem. Counterexamples will be provided to support the strategy.	The student selects an appropriate strategy to solve the problem	The student selects a strategy but it may be inappropriate.	The student does not select a strategy, or one that is totally inappropriate.
<b>The student applies the selected strategy.</b>	The student used multiple, correct, representations for applying the selected strategies.	The student correctly applies the selected strategy.	The student either partially, or incorrectly, applies the selected strategy.	The student fails to apply any strategy or applies an incorrect strategy.
<b>The student evaluates results.</b>	The student uses multiple methods and models for verifying the correct and plausible results of the selected strategies.	The student evaluates the result for both correctness and plausibility.	The student may not evaluate the result for both correctness and plausibility.	The student does not evaluate the result.
<b>The student presents a solution.</b>	The student presents a well-written solution to the problem that is correct and extends it to include other situations and real-life applications.	The student presents a solution that is correct, addresses the problem and writes in complete sentences to address the problem as it was originally presented.	The student presents a solution that comes close to being workable but requires further development.	The student does not present a solution.
<b>The student revises their outcome.</b>	The student revises their work so that it now exceeds standard.	The student revises their work so that it now meets	The student makes some changes that somewhat improve their outcome but	No or few substantive changes were made in an apparent effort to improve their outcome.

		standard.	fail to meet standard.	
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**PROBLEM SOLVING RUBRIC - ON DEMAND (No revision).** Student Learning Expectation: - A  
 Middletown High School graduate will acquire, analyze, and evaluate information and ideas to effectively solve problems. Standards M5a, M5b, M5c, M5d, S5e, and A1.

Expectations	Exceeds Standard: 4	Meets Standard: 3	Nearly Meets Standard: 2	Below Standard: 1
<b>The student presents the problem to be solved.</b>	The student clearly, fully and correctly identifies the problem to be solved in a well-written format, using unique factors and criteria to support clarity and understanding.	The student identifies the problem using complete sentences, correct grammar and proper punctuation.	The student does not clearly present the problem to the reader/audience or fails to use complete sentences, correct grammar and proper punctuation.	The student does not identify the problem at all, or it is incorrectly identified.
	The student selects multiple innovative and insightful strategies to solve the problem. Counterexamples were also provided to support the strategy.	The student selects an appropriate strategy to solve the problem	The student selects a strategy but it may be inappropriate.	The student does not select a strategy, or one that is totally inappropriate.
<b>The student applies the selected strategy.</b>	The student used multiple, correct, representations for applying the selected strategies.	The student correctly applies the selected strategy.	The student either partially, or incorrectly, applies the selected strategy.	The student fails to apply any strategy or the strategy applied is incorrect.
<b>The student evaluates results.</b>	The student uses multiple methods and models for verifying the correct and plausible results of the selected strategies.	The student evaluates the result for both correctness and plausibility.	The student may not evaluate the result for both correctness and plausibility.	The student does not evaluate the result.
<b>The student presents a solution.</b>	The student presented a well-written solution to the problem that is correct and is extended to include other situations and real-life applications.	The student presents a solution that is correct, addresses the problem and is written in complete sentences to address the problem as it was originally presented.	The student presents a solution that comes close to being workable but requires further development.	The student does not present a solution.

**MIDDLETOWN HIGH SCHOOL STUDENT ACTIVITIES**

Senior Class Advisors.....	Mary Beth Murphy Deanna Smith
Junior Class Advisors.....	Michelle Oliveira Kendra Lanzire
Sophomore Class Advisors.....	Lisa Clark Phillip Statser
Freshman Class Advisors.....	TBA
Dramatics Directorship.....	James Ascoli
Student Council Advisorship.....	TBA
M.H.S. Yearbook Advisorship.....	Christopher Savastano Bernadette Moniz
M.H.S. Newspaper.....	Lisa Clark
Tempo Directorship.....	TBA
Band Directorship.....	Phillip Statser
Choral Directorship.....	Claudia Vars
Model Legislature.....	TBA
Academic Decathlon Advisors.....	James Ascoli Kevin Zahm
Flag Team, (Color Guard) Advisor.....	TBA
National Honor Society.....	Barbara Reed Carol Turcotte
Natural Helpers.....	Timothy Sunn
First Robotics and Technology Team.....	Liana Fenton

**CAFETERIA**

All pupils must report to the Cafetorium for the entire lunch period. No one should leave this area before the end of his/her lunch period unless excused by the teacher in charge, and with approved pass. Students are expected to assume the responsibility of keeping the area clean. Students are to use only those restrooms NEXT to the Cafetorium during lunch period. Food and drink are not allowed outside the cafeteria, except for water.

**TELEPHONES**

The office telephone is a business phone and may not be used by students except for emergencies with administrative approval.

## **HONOR ROLL**

An honor roll is published each marking term after report cards are issued. **High Honors:** All "A's" **Honors:** "B" average, with no grade lower than "C-"

An incomplete in any course keeps a student from making the honor roll until it is changed to an appropriate grade.

## **PROMOTION/GRADUATION**

A student in Middletown High School in Grades 9, 10, 11 must earn a minimum of 110 credits in order to receive a diploma. College-bound students should accumulate at least 120 credits. Specific course requirements can be found in the Program of Studies. Ninth, Tenth and Eleventh Grade students need to earn respectively 20, 50 and 75 credits to be promoted to the next grade.

\*THE CAPSTONE PROJECT is an opportunity for a student to investigate a complex issue in an area of his or her interest. The student's work in this area is designed to parallel the kinds of learning and application of skills that effective adults use to solve real problems. The Capstone is an individual project requiring a student to simultaneously demonstrate that he or she has mastered deep content knowledge and the habits of thinking that are expected of a graduate of MHS. The student will design a Capstone Project based upon the A1 Problem Solving Standard. That is the student will either: Design a product, service or system, Improve a system, Put on an event or an activity. In addition, a student will choose other applied learning standards to meet as well as content standards. A student may receive college credit at Rhode Island College upon completion of successful Capstone project. A student must register in advance and pay the course fee to receive the 3 college credits.

\* Beginning with the Class of 2008, students are required to demonstrate proficiency across the stated student learning expectations as a graduation requirement.

## **LIBRARY MEDIA CENTER**

All students in the school are encouraged to use the media center as long as they abide by the rules of the library. The library is open on school days from 7:30 a.m. until 5:00 p.m.

### **DANCES AND OTHER AFTER SCHOOL ACTIVITIES**

All dances sponsored by any class or group affiliated with Middletown High School will be subject to rules and regulations of the school as well as all disciplinary requirements.. Dance tickets must be purchased in advance. In order to be eligible for attendance at any social function occurring on a school day, students must attend school on the day on which the function occurs. **No one shall be admitted later than 30 minutes after the start of the dance.** Once a student is at a dance, he or she will be required to be in attendance until the last hour of the function. The only exception allowed will be parental request with prior approval of the administration. All dances will be held on Friday nights with the exception of Homecoming. All dances will be between 8 pm & 11pm except the proms. All school rules and policies apply to include dress, decorum and behavior.

### **ATHLETIC/SCHOOL-SPONSORED EVENTS**

All students attending athletic/school-sponsored events are expected to display good sportsmanship and proper behavior and are subject to all rules and regulations of Middletown High School. This applies to all events, whether they are held on the high school campus or at an off-campus location.

### **ELIGIBILITY FOR ATHLETICS AND ALL OTHER APPROVED EXTRACURRICULAR ACTIVITIES**

All rules of eligibility as set forth by the Rhode Island Association of Secondary School Principals, Committee on Athletics, are adhered to as well as additional rules considered appropriate by the School Committee.

#### **1. September Eligibility**

You must have received a C- average the previous year. Work performed during the previous school year plus approved work completed during summer study shall be considered.

#### **2. Quarterly Eligibility**

To be eligible at the beginning of a quarter, you must have achieved a C- average at the end of the previous quarter.

Eligibility can be determined at the end of each quarterly marking period as announced on the day report cards are issued.

#### **3. Event Eligibility**

In order to participate in a school activity, including practice, the student must attend school during the day on which the activity occurs.

#### **4. Middletown High Requirements**

Students must follow all policies set forth by the Athletic Department and/or the activities sponsor. It is your responsibility to familiarize yourself with these published procedures. Ineligible students who have participated in the original tryout and made the team or activity may seek reinstatement during intra-term week by contacting the Athletic Director or Director of Student Activities to seek reinstatement.

### **LAVATORIES**

Lavatories are to be used only for their intended purpose. Loitering, etc. will not be permitted in the boys' and girls' lavatories.

### **STUDENT/DISCIPLINE CODE AND RULES FOR GOVERNING STUDENT DISCIPLINE**

#### **Please refer to classroom teacher's Room Management Plan**

The following rules and regulations for the governing and discipline of the Middletown Public Schools are hereby established by the Middletown School Committee pursuant to Section 16-2-16 of the General Laws of Rhode Island, 1956, as amended and the Board of Regents' Regulations for Governing Disciplinary Exclusions of Students from School and Policy Statement of Students Rights, as amended February 10, 1994. (This list provides a general guideline for offenses and their consequences. This list is not intended to be complete. (Out of School Suspensions require parent consultation prior to re-admittance to school). **Suspensions will not eliminate any owed tardy, detention or regular detention.-**

#### **OFFENSES**

All Disciplinary Procedures are subject to  
administration/principal's discretion:

TEACHER/ADMINISTRATOR DETENTION, AND/OR SUSPENSION OF UP TO  
TEN (10 DAYS):

A student may be suspended or removed for committing, attempting to commit, aiding or abetting the commission of, conspiring to commit, or participating in any manner, even though unaccomplished, in the commission of any of the offenses designated in this section. Except in emergency situations, parents should be contacted before any policy involvement occurs, especially if school officials prompted police involvement. This includes contacting the parent/guardian at home, work, use of emergency numbers, etc. Similarly, except in emergency circumstances, a child should not be placed in the custody of the police until a parent/guardian has been contacted. Out of school suspensions

require parent consultation prior to readmittance.

**Unruly Conduct**-A student will not be insubordinate, refuse to identify themselves, nor refuse to comply with the directions of authorized school personnel during any period of time when the student is under the authority of the school. Not obeying the classroom-related instructions or directions of a teacher is unruly conduct. Refusing to open a particular book, write an assignment, work with another student, work in a group, take a test, not obeying bus rules or do any other class or school-related activity not mentioned here constitutes unruly conduct. While students are generally expected to comply with directions of school personnel, they are not expected to comply with directions that are contrary to law, school department rules and regulations or safety. This may include, but is not limited to, riding in a car with a teacher, leaving school and or school grounds, improper advances, lying, etc.

**Disorderly Conduct**-A student will not harass others nor misbehave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects or otherwise distracting another constitutes disorderly conduct. If the teacher is prevented from starting an activity or lesson or has to stop what he/she is doing to try to stop disruptive behavior, such behavior is considered disorderly.

**Profanity/Obscenity** Toward Students-A student will neither verbally, electronically nor by written words, photographs or drawings direct profanity at any other student or insult any student with obscene gestures.

**Smoking**-A student will not smoke or use tobacco products in any area under the control of a school district or any activity supervised by school personnel. Confiscation of all reasonable tobacco products, notification of the parent/guardian, detention/suspension.

**Defacement of Property** (Graffiti)-A student will not willfully cause defacement or damage to property of the school or others. Actions such as writing in school textbooks or library books, writing on desks, carving into woodwork, desks or tables and spray-painting surfaces are actions of defacement. Restitution and disciplinary/legal remedy is sought in such cases.

**Food and Drink** No unopened containers of food or drink are permitted outside of the cafeteria- with the exception of water. Before entering the

building all open containers of food or drink must be properly discarded.

**Inappropriate Use of Technology**-A student will not violate any element of the Internet Agreement. Failure to adhere to the policies governing technology use will likely result in loss of all computer privileges.

**Lockers**-While lockers are the property of the Middletown Public Schools; they will not be subject to random or arbitrary searches. Students are allowed to use the lockers for the storage of books, jackets, personal materials, etc. If there is reasonable suspicion that a student locker is being used for the storage of illegal materials, the administrator or his/her designee may conduct a search of the locker. Lockers may also be searched for library books or other school property when advanced notice is given for the upcoming searches.

**Violation of Dress Code**-Violations of the dress code may result in parent contact and/or dismissal until the code is upheld.

**Student Driving Privileges**-Students will not abuse the privilege of driving to school or safely operating their vehicle on school grounds. School speed limit is 10 m.p.h. Failure to comply with all school rules and regulations may result in loss of driving privilege on school property.

#### MANDATORY SUSPENSION/EXCLUSION.

A student who commits any of the following offenses must be suspended. Exclusion is authorized and can be considered for committing, attempting to commit, aiding or abetting or the commission of, conspiring to commit, or participating in any manner, even though unaccomplished, in the commission of any of the offenses designed in this section. A student may be recommended for exclusion for chronic behaviors inconsistent with the operation of a safe and orderly environment. The superintendent, and his/her designee, may seek restitution for monetary loss incurred in the commission offenses.

**Fighting**-A student will not physically fight with another person. Fighting is defined as taking part in a battle or physical combat, "conflict or struggle between adversaries." Self-defense or defense of others may be taken into account in determining whether this provision has been violated.

**Profanity/Obscenity Toward Staff**-A student will not verbally, electronically or by written words, photographs, or drawing direct profanity to any school personnel or adult volunteer nor insult any school personnel/volunteer by obscene gestures.

**Violent Disorderly Conduct**-A student will not by use of violence, force, coercion, or threat of violence, cause disruption or obstruction to the education process

**Destruction of Property**-A student will not willfully cause destruction of property of the school or others. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging plumbing system, breaking light bulbs or fixtures, and damaging school equipment or school busses, etc. to the point where repair is necessary are acts of property destruction.

**Leaving Building or School Property Without Permission, Loss of Physical Custody**- Will result in an automatic 1 day suspension. Repetition of offense will result in multiple days.

**Breaking and Entering**-A student will not illegally enter a school building or any school property.

**Sexual Misconduct**-A student will not engage in conduct, which would appear to the ordinary observer to be sexual misconduct, sexual exposure or masturbation.

**Sexual Harassment**-A student will not use words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender as defined by Federal Regulations that have the effect of violating the right of a person to a safe and nurturing environment in which to learn, discomfort, or reluctance to participate in school activities. Sexual harassment shall be reported immediately to school officials. The School Committee will not tolerate any acts of sexual harassment and will deal with this issue in a very harsh manner according to policy.

**Fraud**-A student will not deceive another nor cause another to be deceived by false or misleading information in order to obtain anything of value.

**Forgery**-A student will not sign the name of another person for the purpose of defrauding school personnel.

**False Identification**-A student will not use another person's identification, use another's passbook nor give false identification to any school official with intent to deceive school personnel or falsely obtain money or property.

**Intimidation**-A student will not exhibit negative behavior either physical or mental, which targets a specific victim. Behaviors may include but are not limited to, threats, verbal or written abuse, physical abuse, harassment, ethnic, racial, or gender slurs targeting a specific victim.

**Bullying/Harassment**-A student will not exhibit conduct which subjects a pupil to insults, taunts or challenges whether verbal or physical in nature, which are likely to intimidate or provoke a violent or disorderly response from the student being treated in this manner.

**Theft and/or Possession of Stolen Property**-A student will not, without permission of the owner or custodian of the property, have in his/her possession property, which does not belong to him/her.

#### EXCLUSION

A limited number of offenses may constitute the basis for a recommendation to exclude a student from the school for a period of 60 to 180 days. The school administrator, finding a student has committed, attempted to commit, aided or abetted in the commission of, conspired to commit, or participated in any manner, even though unaccomplished, in the commission of any of the following offenses, submit a recommendation for exclusion. The administrator will notify the police when an offense in this category is committed and make all reasonable efforts to contact a parent or guardian of the student.

**Alcohol and Drugs**-A student will not possess, use, and or offer to buy or sell, purport to sell and/or sell a controlled substance, a dangerous drug, prescription drug, counterfeit drug, intoxicating substance or alcohol. A student legally in possession of prescribed medication will not be in violation of this section as long as the school authorizes his/her use and possession of the prescribed medication. When alcohol and/or drugs are the cause of the referred student, every attempt will be made to provide parents/guardians with recommendations for counseling and/or treatment. Discretion will be given to school officials with drug situations on a case-by-case basis. An example might be the case where a student is found in possession of a legally prescribed medication yet failed to notify school officials.

**Physical Assault**-A student will not physically attack another person. Assault is defined as "an act of physical violence or an aggravated threat of physical violence by a student of another student or staff member." When considering aggravated assault, factors to be weighed include age, seriousness of injury, state of mind and other relevant factors.

**Dangerous Weapons, Instrument or Objects**-A student will not possess, handle, transmit, conceal or use a weapon. A student will not use any object, which is permitted, in the school as a weapon or in any manner likely to cause injury to another person. The Zero Tolerance Policy will be strictly enforced.

**False Fire Alarm or Bomb Report**- A student will not willfully tamper with Fire Alarm System, unless an emergency exists. A student will not willfully sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a building or on the premises of a building owned by Middletown Public Schools. These acts are prohibited irrespective of the whereabouts of the student.

**Robbery**-A student will not take or attempt to take from another person any property by force or threat of force, expressed or implied.

**Extortion**-A student will not make another person do any act against his/her will by force or threat of force, expressed or implied.

**Arson**-Students will not willfully by means of fire cause harm to property or any person nor participate in the burning of property or any person.

**Fireworks, Firecrackers, Smoke Bombs, Explosives**-A student will not possess, handle, transmit, conceal, nor use any explosive device or substance, which can be used as an explosive. Firecrackers are included in this definition.

**Incite to Riot**-Students will not incite to riot.

#### **PROCEDURES FOR EXCLUDING A STUDENT FROM SCHOOL**

Suspensions of ten days or less will require the following:

1. The student shall be given oral or written notice of the charges against

him/her.

2. The student will have an opportunity to explain his/her action(s).
3. His/Her parents will be notified as soon as possible in order to discuss it.

**SUSPENSIONS OF MORE THAN TEN (10) DAYS AND  
EXPULSIONS**

1. All the requirements for suspensions of less than ten days will apply.
2. Requests for expulsion and long term suspensions are directed to the School Committee through the Superintendent of Schools.
3. The Superintendent will conduct an inquiry and if sustained, shall so notify the School Committee.
4. Except in an emergency situation requiring the student's immediate removal, the School Committee shall, prior to expelling the student, conduct a hearing.
5. Where the School Committee expels a student, it shall offer an alternative educational program.

Modifications to this document may be necessary to promote a healthy learning environment, and thus the school administration reserves the right to make such changes when warranted.-