Q: *When learners are given a 1, 2, 3, or 4, is it a judgement call from educators or is there a rubric they use?*

Every priority standard has a scale assigned to it. Educators utilize that scale to create assessments and identify evidence to demonstrate proficiency.

Q: *What is Level ‘4’ Learning?*

A: Level ‘4’ learning is extending learning beyond the standard. It could include (but is not limited to) questions on an assessment, a project, or teaching another learner using the vocab of the standard. For example, a standard in physical science is to understand different models of the atom. Proficiency is knowing the different types of models. Level ‘4’ includes being able to compare and contrast different models of the atom. This doesn’t require a project but can be demonstrated verbally, visually, or in any manner the learner and educator agree on.

Q: *If learners can only achieve a 1 or 2 on certain assignments, how does that figure into their final score?*

A: It doesn’t calculate into the final score. The only scores that are calculated into a final grade is the evidence learners provide to demonstrate proficiency on a priority standard. The work (Level ‘1’ and ‘2’) leading up to demonstrating proficiency is considered part of the learning process. Once a learner demonstrates proficiency, they have received a score of 3.0. This would be their final score reflected on their progress report unless they choose to attempt Level ‘4’ learning.

Q: *Can we give learners guidance on how to get a ‘4’ or encourage them to advocate for ‘4’s with their educators? What about kids who are quiet or uncomfortable and wouldn’t ever approach an educator?*

A: There is time built into the secondary schedule for advisory every Tuesday and Thursday from 3:00-3:30. This would be an opportune time for learners to meet with educators and discuss Level ‘4’ learning as well as work on Level ‘4’ learning. Learners are able to identify areas of focus during advisory. One of the options is Level ‘4’ learning which has an educator attached to the area for support.
Like educators have done in a traditional system, they will engage in conversations with all learners on a regular basis. We provide coaching sessions during classes and this is a time to seek out those learners who are more reserved. However, self-advocacy is a skill all learners must have. We will continue to help build these skills in a deliberate manner, but also need your help (as parents) in challenging your child to advocate for themselves.

Throughout the course of the year, we will provide ideas in the newsletter to encourage/promote advocating by your learner.

**Q: Can educators reach out to learners that they feel are capable of working toward a 4?**

A: When educators recognize a learner is quickly proficient in a standard and when appropriate, they may seek out the learner to challenge them to work on Level ‘4’ learning. Throughout classes, educators will prompt learners to continue looking for opportunities to reach Level ‘4’ learning.

**Q: Do our upper grade learners need to go back and try to get their ‘3s’ to ‘4s’ or should they take advantage of dual-credit/college courses?**

A: Depending on what area of choice ready (college, military, or work) they identify for their future, a learner may choose to go back and work on standards. If they are choosing a four-year college path, we would encourage them to take advantage of the dual credit courses. For other pathways, it may make more sense for the learner to focus on specific standards which align to their pathway. We would like the focus to move away from the final grade and GPA to be on what is best for their learning.

**Q: Other than Advisory on Tuesdays and Thursdays, when do learners have the opportunity to work on changing ‘3s’ to ‘4’s?**

A: Every month on our late-start days, we offer learners the opportunity to ‘backfill’ standards. This includes catching up or extending on a standard. If a learner didn’t have an opportunity earlier in the year to achieve a Level ‘4’, this time will allow them to work with an educator and utilize this day to extend their learning. There is some content which builds on itself and there may be opportunities later in the year to achieve a Level ‘4’ on previous standards.
Q: How do we make 4s fair? What if someone does an easy project and gets a 4 and someone else does something really complicated and gets a 4? Is the rigor level the same?

A: It’s important to note that Level ‘4’ does not always consist of completing a project. It also depends on the standard and learner. In the conversation between the educator and the learner, they will identify what they feel is fair, yet rigorous. We are utilizing Bloom’s Taxonomy and Costa’s Level of Questioning to help guide this process. Educators will also be building a repository of strategies to achieve a Level ‘4’.

Q: Are there other schools in the area that are transitioning to SBG?

A: A majority of elementary schools already utilize standards-based grading and have for a significant amount of time. The conversations are occurring at many secondary schools including West Fargo, Oakes, New-Rockford, and YCC. Many of the schools we have visited are shifting towards this type of reporting.

Q: Good student discount? Valedictorian/Salutatorian? Honor Roll?

A: For the Good Student Discount, the school has created a letter which explains the difference in our reporting system and explains how a learner has met the requirements to achieve the discount. The administration will review progress reports and talk with educators to make the final decision (as they do currently).

Valedictorian and Salutatorian will no longer exist starting with the Class of 2023. We will utilize an honor system similar to what colleges use. For learners in the Classes of 2020, 2021, and 2022, it will continue to be based on the conversion scale utilized by our district.

Honor roll in its current form will no longer exist. We are working on a system for recognizing learners who have gone beyond proficiency. This is something that will be released at the end of each semester.