NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Learning Continuum

INTRODUCTION

For districts to fully transform to personalized, competency-based systems, they must integrate engaging learning experiences that allow each learner to master essential knowledge, skills, and dispositions aligned to their postsecondary, career, and/or military interests.

This document includes a learning continuum developed by a diverse team of North Dakota stakeholders (see Addendum 1) and resources to support deeper understanding, implementation strategies, and connections to aligned work across the state.

The North Dakota Learning Continuum may be:

- **Adopted and implemented** locally by districts who are interested in pursuing a personalized, competency-based system

- **Utilized as a resource** for districts to develop a local learning continuum, using their learning community's context, as they pursue a personalized, competency-based system

It is important to note that there are different entry points into personalized, competency-based learning, and approaches will vary based on local vision, culture, and readiness. The learning continuum is one variable and requires changes to instruction, learning environments, assessment, etc., to truly transform into a system that puts learners at the center.
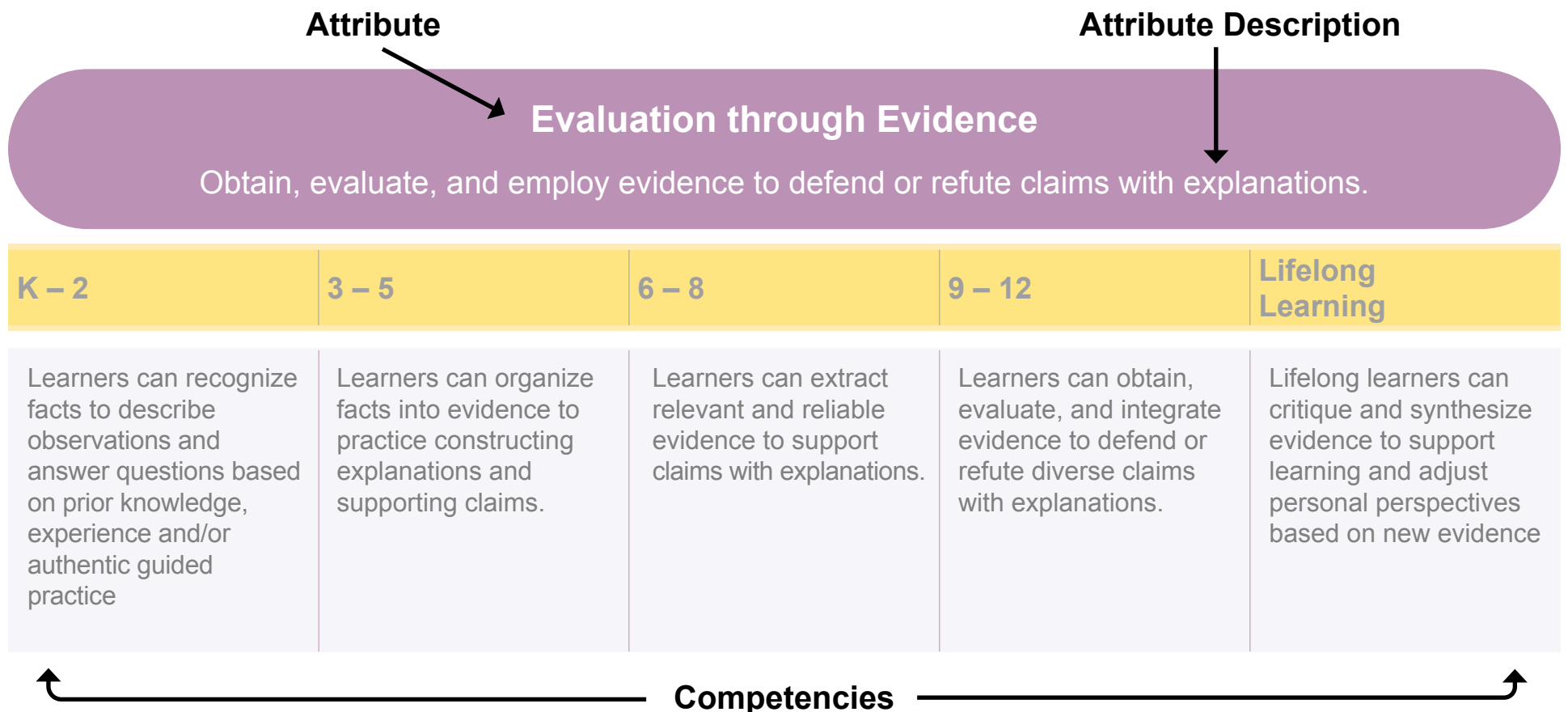
What is a Learning Continuum?

A learning continuum is a transparent document containing progressions of competencies that identify the essential knowledge, skills, and dispositions (academic and 21st century skills — also referred to as essential skills) each learner will be expected to demonstrate throughout their educational career and beyond.

The components of a learning continuum include:

- **Attributes** that identify the overarching areas essential for all learners to grow, refine, and master.

- Succinct **Attribute Descriptions** that define the graduate level competency for each attribute; the expectation each learner is striving to reach.

- Grade-banded **Competencies,** grounded in North Dakota state standards, articulate broad, enduring, and relevant knowledge, skills, and dispositions. **Competencies** are applied over time, across multiple contexts and disciplines, and are assessed for EACH learner throughout their educational career.

A learning continuum is essential for educators and learners to accurately understand the present level of understanding and performance as well as the next steps needed to continue to grow.
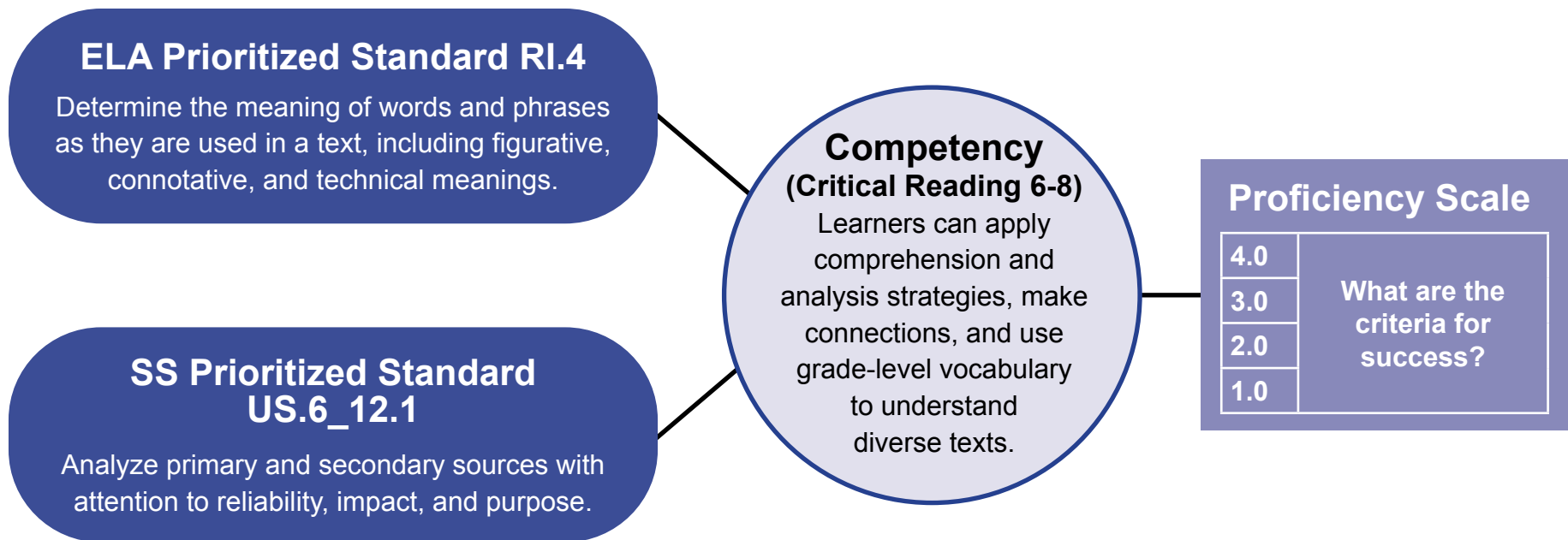
Attribute

Attribute Description

Evaluation through Evidence

Obtain, evaluate, and employ evidence to defend or refute claims with explanations.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can recognize facts to describe observations and answer questions based on prior knowledge, experience and/or authentic guided practice	Learners can organize facts into evidence to practice constructing explanations and supporting claims.	Learners can extract relevant and reliable evidence to support claims with explanations.	Learners can obtain, evaluate, and integrate evidence to defend or refute diverse claims with explanations.	Lifelong learners can critique and synthesize evidence to support learning and adjust personal perspectives based on new evidence

Competencies

A personalized, competency-based system includes **competencies, prioritized standards, and proficiency scales.** Leveraging the relationship between these components is essential to providing an authentic, learner-centered approach that promotes transparency, flexibility, and learner agency.

Competencies: Broad, transferable, and enduring skills all learners must demonstrate proficiency against before advancement. Each competency progression builds in complexity and can be practiced through various relevant learning experiences.

Prioritized Standards: Knowledge and skills tied to a specific content area. Learners may use prioritized standards to practice and demonstrate proficiency of the competencies. These standards align to the competencies, providing context in relevant learning experiences and authentic choices aligned to interests, needs, and personal goals.

Proficiency Scales: Indicators of success, aligned to both prioritized standards and competencies, articulate learning goals/expectations. Proficiency scales help inform instructional practices and guide learning pathways.

ELA Prioritized Standard RI.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

SS Prioritized Standard US.6_12.1
Analyze primary and secondary sources with attention to reliability, impact, and purpose.

Competency (Critical Reading 6-8)
Learners can apply comprehension and analysis strategies, make connections, and use grade-level vocabulary to understand diverse texts.

Proficiency Scale

4.0	What are the criteria for success?
3.0	
2.0	
1.0	

Why Implement?

A learning continuum:

- Serves as a **transparent** document outlining the trajectory of learning through a clear progression of learning targets providing easy access and understanding to students, families, and relevant stakeholders.

- Promotes **flexibility** in how learners access and engage in relevant learning opportunities within the time, space, and pace aligned to their needs, preferences, and personal goals while providing multiple opportunities for learners to demonstrate learning through the authentic application of skills and knowledge.

- Ensures all students have equitable access to rigorous learning targets with varied opportunities to demonstrate mastery through a **guaranteed** curriculum. The curriculum is viable, including all essential and developmentally appropriate learning targets that prove realistic for educators to teach and students to learn.

Mastery Framework Connection

North Dakota's 67th Legislative Assembly provided flexibility to schools and districts through the passage of State Bill 2196. This bill provided the state with the authority to create the North Dakota Learning Continuum and issue local flexibility for those districts electing to adopt a Mastery Framework and corresponding school board policy. Each participating school district must meet or exceed the rigorous attributes and competencies outlined in the North Dakota Learning Continuum (NDCC 15.1-21-02.3). The Mastery Framework and policy is a structure that empowers students, personalizes learning, and aligns to the belief that learners advance upon mastery regardless of time, place, or space.

Systems supporting personalized, competency-based learning (also referred to as proficiency-based learning, performance-based learning, mastery learning, etc.) are not linear. Therefore, a district's Mastery Framework is imperative as it outlines:

- Clear learning objectives, such as the North Dakota Learning Continuum or a local continuum that meets or exceeds the state document

- Mastery threshold, or how mastery will be defined and determined

- Processes and procedures for students to demonstrate mastery

- Assessment of mastery

- Credit attainment

- Alignment to other practices, such as reporting and graduation

Design Process

Competency Design Phase

Educators from across North Dakota were invited to participate in Learning Continuum writing committees within science, mathematics, English language arts, social studies, and 21st century skills (also referred to as Essential Skills). Committees, composed of K-12 educators, counselors, Regional Education Associations, Post-Secondary, Career and Technical Education, and other education stakeholders, convened virtually in June and July of 2021.

Attributes and attribute descriptions were defined by the writing committees. The committee focused on 21st century skills and utilized attributes that were defined in 2020 and instrumental in the testimony of the learning continuum legislation (see Addendum 2). Each committee collaboratively established the graduate level (grade 9-12) competency prior to developing the competencies for the remaining grade bands (K-2, 3-5, 6-8, and lifelong learner).

Feedback and Revision Phase

The North Dakota Department of Public Instruction (NDDPI) utilized two strategies to secure public input and feedback. First, the department posted the North Dakota Learning Continuum for public comment through a survey tool. Second, structured feedback was provided through an established review council. This council, comprised of North Dakota education stakeholders, met virtually in October 2021 and provided feedback based on a competency quality criteria worksheet. Writing committees reviewed feedback and made changes to the North Dakota Learning Continuum to support the educational vision for North Dakota.

Ongoing Revision Cycle

The state believes a planned review and revision cycle is critical for the North Dakota Learning Continuum to stay relevant and meaningful for schools and districts across the state. The North Dakota Learning Continuum will be placed on an ongoing revision cycle (every five to seven years) to mirror the established practices for the North Dakota academic content standards.

For more information regarding the Learning Continuum and supporting resources, please reach out to NDDPI Academic Support Director Ann Ellefson, aellefson@nd.gov.

English Language Arts

Critical Reading

Comprehend, analyze, and evaluate a wide range of literary and informational texts in diverse formats and at varied levels of complexity.

Organizing & Expressing Ideas in Writing

Produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.

Inquiry & Research

Engage in inquiry to investigate complex problems through research to propose, develop, and justify plausible conclusions and/or solutions.

Critical Reading

Comprehend, analyze, and evaluate a wide range of literary and informational texts in diverse formats and at varied levels of complexity.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can use foundational reading skills to decode and comprehend diverse texts. Learners can use on text clues to understand grade level vocabulary in diverse texts. Learners can make connections to understand diverse texts.	Learners can apply comprehension strategies and analyze diverse texts by making connections and using grade level vocabulary.	Learners can apply comprehension and analysis strategies, make connections, and use grade-level vocabulary to understand diverse texts.	Learners can comprehend, analyze, and evaluate diverse texts while utilizing background knowledge and grade-level vocabulary.	Lifelong learners can comprehend, analyze, evaluate, apply, and synthesize diverse texts while utilizing background knowledge, vocabulary, questioning, and purpose.

Organizing & Expressing Ideas in Writing

Produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can use grade-appropriate grammar and conventions to structure complete sentences.	Learners can use grade-appropriate language, grammar, and conventions to effectively communicate.	Learners can use grade-appropriate language, grammar, and conventions to maintain readability in writing.	Learners can determine and use the most effective writing format for their purpose and audience. Learners can use language, grammar, and conventions to ensure effective readability in writing.	Lifelong learners can utilize the most effective writing format for their purpose and audience. Lifelong learners can construct coherent, organized writing that uses appropriate language and sentence structures to convey information, experiences, and ideas across multiple writing formats. Lifelong Learners can use language, grammar, and conventions to ensure effective readability in writing.

Inquiry & Research

Engage in inquiry to investigate complex problems through research to propose, develop, and justify plausible conclusions and/or solutions.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can understand and use question words correctly to explore topics and problems. Learners can engage in guided research.	Learners can engage in guided research to investigate a topic or problem.	Learners can identify, analyze, and use credible research from multiple perspectives to propose and support possible, logical solutions and conclusions.	Learners can engage in inquiry by asking pertinent questions to identify and investigate complex problems. Learners can apply credible research from diverse perspectives to propose, develop, and justify possible, logical conclusions and/or solutions.	Lifelong learners can generate innovative solutions to anticipate future, unforeseen problems. Lifelong learners can synthesize research, provide evidence and support of conclusions, and act as critical consumers of content.

Mathematics

Problem Solving

Analyze, execute, evaluate, and adapt approaches and solutions when problem-solving in novel situations.

Connections

Create connections within and across concepts, using supporting evidence to interpret how they originate, extend, and relate to other learning, ideas, and life experiences.

Reasoning and Proof

Reason logically, citing relevant evidence to explain and critique what they see, think, and conclude through exploration, generalization, and validation.

Problem Solving

Analyze, execute, evaluate, and adapt approaches and solutions when problem-solving in novel situations.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can identify and use strategies to problem-solve situations and determine an appropriate solution.	Learners can develop and carry out a logical plan to problem-solve situations, reflect on the reasonableness of solutions, and explore alternate strategies with guidance.	Learners can analyze information and formulate a flexible, systematic plan to problem-solve authentic situations and reflect on the reasonableness of the solution, making revisions when necessary.	Learners can analyze, execute, critique, and adapt approaches and solutions when problem-solving in novel situations.	Lifelong learners can integrate their cumulative knowledge and life experiences to discern and prioritize information in real-world situations, consider and apply alternative methods of resolution, and evaluate relevance, efficacy, and accuracy of solutions.

Connections

Create connections within and across concepts, using supporting evidence to interpret how they originate, extend, and relate to other learning, ideas, and life experiences.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can make connections and demonstrate relationships using words, pictures, or symbols.	Learners can make connections and summarize related ideas using supporting evidence.	Learners can create connections within and across concepts and provide examples of how they relate to other learning and ideas using supporting evidence.	Learners can create and apply connections within and across concepts, using supporting evidence to interpret how they originate, extend, and relate to other learning, ideas, and life experiences.	Lifelong learners can apply connections and develop generalizations within and across concepts to execute effective decision-making or generate new ideas.

Reasoning and Proof

Reason logically, citing relevant evidence to explain and critique what they see, think, and conclude through exploration, generalization and validation.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can use prior knowledge and experiences to explain their thinking.	Learners can reason logically based on experience and knowledge, citing evidence to support their reasoning and conclusions.	Learners can reason logically, citing evidence to evaluate and explain what they see, think, and conclude through exploration and justification.	Learners can reason logically, citing relevant evidence to critique and explain what they see, think, and conclude through exploration, generalization, and validation.	Lifelong learners can reason logically to discern the validity of information and synthesize to formulate, investigate, and critique claims and evidence.

Science

Evaluation through Evidence

Obtain, evaluate, and employ evidence to defend or refute claims with explanations.

Analyzing & Interpreting

Integrate and evaluate qualitative and quantitative data to verify patterns and relationships while considering limitations.

Modeling

Integrate prior knowledge and new understandings to evaluate the extent and limitations of models.

Experimentation/Investigation

Design, evaluate, and revise investigations or explorations to discover new understandings.

Evaluation through Evidence

Obtain, evaluate, and employ evidence to defend or refute claims with explanations.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can recognize facts to describe observations and answer questions based on prior knowledge, experience, and/or authentic guided practice.	Learners can organize facts into evidence to practice constructing explanations and supporting claims.	Learners can extract relevant and reliable evidence to support claims with explanations.	Learners can obtain, evaluate, and integrate evidence to defend or refute diverse claims with explanations.	Lifelong learners can critique and synthesize evidence to support learning and adjust personal perspectives based on new evidence.

Analyzing & Interpreting

Integrate and evaluate qualitative and quantitative data to verify patterns and relationships while considering limitations.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can explore information and share observations to answer questions or recognize patterns and relationships.	Learners can identify and organize useful data to compare, contrast, and make sense of patterns and relationships.	Learners can recognize, interpret, and analyze relevant qualitative and quantitative data to determine patterns and relationships.	Learners can integrate and evaluate authentic qualitative and quantitative data to verify determined patterns and relationships while considering limitations of the data.	Lifelong learners can synthesize multiple sources of authentic data to generate new learning, challenge understandings, and add to existing knowledge.

Modeling

Integrate prior knowledge and new understandings to evaluate the extent and limitations of models.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can explore and explain a model as a representation to connect with and make sense of the real world.	Learners can practice using existing and self-created models to explore and explain concepts.	Learners can develop and modify models to build and demonstrate an understanding.	Learners can integrate prior knowledge and new understandings to create, evaluate, and revise the accuracy, scope, and limitations of models.	Lifelong learners can synthesize models to inform decision-making as well as understand and solve problems.

Experimentation/Investigation

Design, evaluate, and revise investigations or explorations to discover new understandings.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can observe, explore, and connect prior knowledge to make predictions and comparisons.	Learners can experience guided investigations and identify relationships and patterns to respond to a question.	Learners can practice manipulating related variables while participating in investigations to explore ideas or answer questions and reflect on the process.	Learners can design, evaluate and revise ethical and safe investigations to demonstrate new understandings.	Lifelong learners can synthesize new knowledge to design self-directed investigations in an ethical and safe manner, unique to real world situations.

Social Studies

Engaged Citizenship

Evaluate issues, apply civic knowledge, and translate findings into individual or collective action in order to effectively participate in a community.

Historical Perspectives & Change

Evaluate issues, apply civic knowledge, and translate findings into individual or collective action in order to effectively participate in a community.

Global Connections

Analyze the interdependence among people, places, and institutions to describe methods for global cooperation.

Culture

Analyze specific aspects of cultures around the world and evaluate the influence of interactions through humility, empathy, and divergent thinking.

Engaged Citizenship

Evaluate issues, apply civic knowledge, and translate findings into individual or collective action in order to effectively participate in a community.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can explain and demonstrate traits of a citizen and ways to help a community.	Learners can explain civic issues, roles of citizens, and apply that knowledge to help a community.	Learners can analyze current issues and apply civic knowledge into individual or collective action in communities.	Learners can evaluate issues, apply civic knowledge, and transfer findings into individual or collective action in order to effectively participate in communities.	Lifelong learners can evaluate issues using inquiry, apply civic knowledge, and translate findings into individual and collective action in order to effectively participate in differing communities.

Historical Perspectives & Change

Evaluate issues, apply civic knowledge, and translate findings into individual or collective action in order to effectively participate in a community.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can identify past and present point of view.	Learners can explain multiple historical perspectives to make connections to the present.	Learners can analyze sources from multiple perspectives to understand the historical context and determine significance to the present.	Learners can engage in evidence-based historical thinking and utilize sources from multiple perspectives to contextualize, evaluate, and engage in contemporary social dialogue.	Lifelong learners can use inquiry to initiate and engage in evidence-based historical thinking and utilize sources from multiple perspectives to contextualize, evaluate, and contribute to contemporary social dialogue.

Global Connections

Analyze the interdependence among people, places, and institutions to describe methods for global cooperation.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can identify connections to the world around them and the impact actions can have on a community.	Learners can make connections to the world to explain relationships and cooperation among people and places.	Learners can explain how people and places are connected interdependently and identify examples of global cooperation.	Learners can analyze the interdependence among people, places, and institutions to describe methods for global cooperation.	Lifelong learners can apply knowledge of interdependence in the world and actionable methods for global cooperation.

Culture

Analyze specific aspects of cultures around the world and evaluate the influence of interactions through humility, empathy, and divergent thinking.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can identify elements of culture and collaborate with people from various cultures.	Learners can describe elements of various cultures to identify connections and learn through an empathetic lens.	Learners can examine different cultures with an empathetic lens and evaluate the influence that these groups have from multiple perspectives.	Learners can analyze specific aspects of cultures around the world and evaluate the influence of interactions through humility, empathy, and divergent thinking.	Lifelong learners can study, reflect on, and apply the understanding of global cultures with an empathetic lens to effectively collaborate in a diverse community.

Essential Skills

Adaptability

- Respond positively and productively to feedback, praise, setbacks, and criticism.

- Understand, navigate, and balance diverse views and beliefs to reach workable solutions.

- Analyze situations and create a plan using self-awareness and self-management.

Collaboration

- Share responsibility by applying individual strengths to build collective commitment and action.

- Intentionally contribute to the group effectiveness in pursuit of a shared vision.

- Cultivate a culture of community that elicits diverse perspectives and contributions.

Communication

- Apply active listening skills, interpret meaning from others' communications, and generate a response.

- Organize and express ideas in a form appropriate for the audience and purpose.

Learner's Mindset

- Independently seek varied learning experiences that align with their needs, passions, values, and life goals.

- Take ownership of the learning process by applying feedback, experiences, and self-reflection to synthesize knowledge that guides ideas, actions, and goals.

Essential Skills

Critical Thinking

- Apply self-disciplined thinking that is clear, rational, and open-minded.

- Consistently improve the quality of one's own thinking by acknowledging bias and assumptions, being socially aware, and understanding global perspectives.

- Gather and assess relevant information, raise credible questions, and come to well-reasoned conclusions and solutions.

Empathy

- Seek, understand, and productively respond to diverse points of view, feelings, and experiences of others.

- Analyze the effect of personal behavior in order to treat others with respect, compassion, and inclusivity.

Perseverance

- Exhibit positive attitudes, persistence, curiosity, and self-reflection while pursuing knowledge and growth.

- Use failure as a learning opportunity, navigate adversity, and adapt to keep moving forward using strengths and available supports.

Adaptability

- Respond positively and productively to feedback, praise, setbacks, and criticism.

- Understand, navigate, and balance diverse views and beliefs to reach workable solutions.

- Analyze situations and create a plan using self-awareness and self-management.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can react to and respond from feedback, praise, and setbacks. Learners can identify and acknowledge the feelings of self and others. Learners can apply given self-monitoring strategies to regulate emotions in different environments.	Learners can respond positively to feedback, praise, and setbacks. Learners can recognize and acknowledge the feelings and perspective of self and others to accomplish a task. Learners can apply self-monitoring strategies to regulate emotions in a variety of situations.	Learners can respond positively to feedback, praise, and setbacks. Learners can understand diverse views and beliefs and use them to reach a solution. Learners can objectively interpret a variety of situations and respond using self-awareness and self-management strategies.	Learners can respond positively and productively to feedback, praise, and setbacks. Learners can understand, navigate, and balance diverse views and beliefs to reach workable solutions. Learners can analyze situations and create a plan using self-awareness and self-management.	Lifelong learners can respond in a timely and effective manner to feedback, praise, and setbacks. Lifelong learners can understand, navigate, and balance diverse views and beliefs to reach an equitable solution. Lifelong learners can analyze situations and create and implement a plan using self-awareness, self-management, and compromise.

Collaboration

- Share responsibility by applying individual strengths to build collective commitment and action.

- Intentionally contribute to the group effectiveness in pursuit of a shared vision.

- Cultivate a culture of community that elicits diverse perspectives and contributions.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can fulfill an assigned role. Learners can appropriately participate in a group to achieve a common goal. Learners can build a sense of community by recognizing other's perspectives.	Learners can identify and fulfill the roles needed by the group based on an increased understanding of individual strengths. Learners can contribute in a group to achieve a shared goal. Learners can encourage a culture of community that acknowledges others perspectives and contributions.	Learners can share responsibility by fulfilling roles/needs based on individual strengths to meet a common goal. Learners can actively contribute in a group to achieve a shared goal. Learners can cultivate a culture of community that appreciates diverse perspectives and contributions.	Learners can share responsibility by applying individual strengths to build collective commitment and action. Learners can intentionally contribute to the group effectiveness to achieve a shared goal. Learners can cultivate a culture of community that elicits diverse perspectives and contributions.	Lifelong learners can intentionally evoke shared responsibility by using individual strengths and contributing to group productivity for collective action. Lifelong learners can cultivate an effective group culture that elicits diverse perspectives and contributions.

Communication

- Apply active listening skills, interpret meaning from others' communications, and generate a response.
- Organize and express ideas in a form appropriate for the audience and purpose.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can practice active listening skills and responding in an appropriate manner. Learners can use words, pictures, and gestures to share ideas for different purposes.	Learners can use active listening skills and respond effectively and appropriately to verbal and/or nonverbal communications. Learners can express ideas appropriate for the audience and purpose.	Learners can apply active listening skills, interpret meaning from others' communications, and generate a response. Learners can organize and express ideas in a form appropriate for the audience and purpose.	Learners can apply active listening skills, effectively interpret meaning from others' communications, and generate a relevant response. Learners can initiate effective communication and articulate relevant ideas through a variety of forms appropriate for different audiences and purposes.	Lifelong learners can apply active listening skills, evaluate the meaning of others' communications, and generate responses to effectively communicate. Lifelong learners can initiate and generate effective and professional communication through a variety of forms adapting it for different audiences and purposes.

Learner's Mindset

- Independently seek varied learning experiences that align with their needs, passions, values, and life goals.

- Take ownership of the learning process by applying feedback, experiences, and self-reflection to synthesize knowledge that guides ideas, actions, and goals.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners understand how growth mindset helps learning while also exploring personal interests and preferences. Learners can work towards a selected goal and understand the purpose of personal improvement.	Learners can participate in learning experiences using a growth mindset while developing knowledge, skills, interests, and values across settings. Learners can set and monitor personal goals using feedback and reflection to make adjustments.	Learners can engage in varied learning experiences to refine knowledge, skills, interests, passions, and values across settings. Learners can set and monitor personal and academic goals using feedback and reflection to guide decisions.	Learners can independently seek varied learning experiences that align with their needs, passions, values, and life goals. Learners can set and monitor personal and academic goals by applying feedback, experiences, and self-reflection to synthesize knowledge that guides ideas and actions.	Lifelong learners can commit to ongoing learning experiences that align with their needs, passions, values, and life goals. Lifelong learners can recognize the value of the learning process as it enhances a sense of purpose.

Critical Thinking

- Apply self-disciplined thinking that is clear, rational, and open-minded.

- Consistently improve the quality of one's own thinking by acknowledging bias and assumptions, being socially aware, and understanding global perspectives.

- Gather and assess relevant information, raise credible questions, and come to well-reasoned conclusions and solutions.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can develop thinking that is clear and builds on other ideas. Learners can explain one's own thinking and identify other perspectives. Learners can use provided information to create questions and come to a conclusion.	Learners can develop thinking that is clear, logical, and open-minded. Learners can explain and adjust one's own thinking by recognizing bias and understanding different perspectives. Learners can assess information, create questions, and come to reasoned conclusions.	Learners can apply thinking that is clear, logical, and open-minded. Learners can improve one's own thinking by questioning bias and assumptions, being socially aware, and understanding different perspectives. Learners can gather and assess information, formulate questions, and come to reasoned conclusions and solutions.	Learners can apply self-disciplined thinking that is clear, rational, and open-minded. Learners can consistently improve and shift one's own thinking by acknowledging bias and assumptions, being socially aware, and understanding global perspectives. Learners can gather and assess relevant information, raise credible questions, and come to well-reasoned conclusions and solutions.	Lifelong learners can apply self-disciplined thinking that is clear, rational, and open-minded across diverse situations. Lifelong learners can consistently reflect on and refine one's own thinking by questioning explicit and implicit bias and assumptions, being socially aware, and understanding global perspectives. Lifelong learners can gather and analyze relevant information, raise vital questions, and create viable solutions to complex issues for unique and evolving situations.

Empathy

- Seek, understand, and productively respond to diverse points of view, feelings, and experiences of others.

- Analyze the effect of personal behavior in order to treat others with respect, compassion, and inclusivity.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can identify the relationship between feelings, thoughts, and actions of self and others. Learners can recognize how their actions affect others, show respect, and demonstrate compassion.	Learners can examine the relationship between feelings, thoughts, and actions of self and others while acknowledging individual differences. Learners can recognize how their actions affect others and demonstrate verbal and nonverbal responses to show respect and compassion.	Learners can understand and respond respectfully to diverse points of view, feelings, and experiences of others. Learners can understand how their actions affect others and use that knowledge to treat others with respect and compassion.	Learners can seek, understand, and appropriately respond to diverse points of view, feelings, and experiences of others. Learners can analyze the effect of personal behavior and situational circumstances in order to treat others with respect and compassion.	Lifelong learners can seek and understand diverse points of view responding with sensitivity and concern for others. Lifelong learners can analyze the effect of personal behavior and situational circumstances and apply those insights to create a culture of respect and compassion.

Perseverance

- Exhibit positive attitudes, persistence, curiosity, and self-reflection while pursuing knowledge and growth.

- Use failure as a learning opportunity, navigate adversity, and adapt to keep moving forward using strengths and available supports.

K – 2	3 – 5	6 – 8	9 – 12	Lifelong Learning
Learners can show positive attitudes while pursuing growth. Learners can build stamina for learning and continue to try when faced with challenges.	Learners can display positive attitudes and effort while pursuing growth. Learners can demonstrate resilience by building stamina for learning, continuing to try when faced with challenges, and asking for help when needed.	Learners can demonstrate positive attitudes and persistence while pursuing knowledge and growth. Learners can accept failure as a learning opportunity and process through adversity by using available supports to keep moving forward.	Learners can exhibit positive attitudes, persistence, and self-reflection while pursuing knowledge and growth. Learners can use failure as a learning opportunity, navigate adversity, and adapt to keep moving forward using strengths and available supports.	Lifelong learners can apply confidence, persistence, and self-reflection while pursuing knowledge, skills, and growth. Lifelong learners can show self-efficacy by embracing failure as part of success, navigating adversity, and accessing vailable supports as needed.

Addendum 1: Design Committee Members

English-Language Arts Writing Facilitators

- Ehrmantraut, Brenda — North Dakota Department of Public Instruction
- Kanaan, Robin — KnowledgeWorks

English-Language Arts Writing Committee

- Bailey, Julie — West Fargo Public School District 6
- Bodtke, Dawn — Minot Public School District 1
- Brieland, Brittany — Northern Cass Public School District 97
- Cannon, Yvonne — Mayville State University
- Eller, Amber — Northern Cass Public School District 97
- Gehrke, Shari — West Fargo Public School District 6
- Johnson, Derryn — Northeast Educational Service Cooperative
- Johnson, Leah — Rugby Public School District 5
- Margerum, Megan — Northern Cass Public School District 97
- Nerby, Amber — West Fargo Public School District 6
- Nieuwsma, Loren — Mandan Public School District 1
- Odden, Kelli — Mayville State University
- Rensch, Kim — Fargo Public School District 1
- Volk, Aimee — West Fargo Public School District 6

Social Studies Writing Facilitators

- Brown, Juliana Charles — KnowledgeWorks
- Phillips, Lori — KnowledgeWorks
- Peterson, Amanda — North Dakota Department of Public Instruction

Social Studies Writing Committee

- Baggett, Ashley — North Dakota State University
- Boehm, Darrin — West Fargo Public School District 6
- Bollinger, Kim — Fargo Public School District 1
- Crossingham, Sarah — Dickinson Public School District 1
- DeMaine, Sherry — West Fargo Public School District 6
- Fischer, Kaye — West Fargo Public School District 6
- Hintz, Kathy — Minot State University
- Long Feather, Trevan — West Fargo Public School District 6
- Risovi, Corinne — Rugby Public School District 5
- Sheldon, Elsie — Bismarck Public School District 1
- Warren, Kathy — Oakes Public School District 41

Addendum 1: Design Committee Members

Mathematics Writing Facilitators

- Eldredge, Davonne — North Dakota Department of Public Instruction
- Lacina, Erin — Northeast Educational Service Cooperative
- McCauley, Lauren — KnowledgeWorks

Mathematics Writing Committee

- Bertsch, Michelle — Fargo Public School District 1
- Bollinger, Kim — Fargo Public School District 1
- Hamm, Katrina — West Fargo Public School District 6
- Kratcha, Megan — West Fargo Public School District 6
- Lee, Kayla — West Fargo Public School District 6
- McCartney, Melinda — West Fargo Public School District 6
- Miller, Loni — University of Mary
- Olsen, Reba — Dickinson State University
- Saari, Karen — Candeska Cikana Community College
- Seyfried, Nicole — West Fargo Public School District 6
- Seykora, Daniel — Rugby Public School District 5
- Sheldon, Elsie — Bismarck Public School District 1
- Stockert, Kim — Dickinson State University

Science Writing Facilitators

- Olsen, Taylor — North Dakota Department of Public Instruction
- Phillips, Lori — KnowledgeWorks
- Brown, Juliana Charles — KnowledgeWorks

Science Writing Committee

- Baltezore, Joan — West Fargo Public School District 6
- Carney, Shawn — Fargo Public School District 1
- Eller, Amber — Northern Cass Public School District 97
- Eversvik, Crystal — Devils Lake Public School District 1
- Houck, Tracey — Kenmare Public School District 28
- Jacobs, Cheryl — Rugby Public School District 5
- Kollman, Allie — Fargo Public School District 1
- Mertens, Allison — Devils Lake Public School District 1
- Nyachwaya, James — North Dakota State University
- Snow-Dolezal, Jordan — West Fargo Public School District 6
- Solberg, Kate — West Fargo Public School District 6
- Stuber, Kristi — Fargo Public School District 1
- Whiteaker, Wyatt — Northern Cass Public School District 97

Addendum 1: Design Committee Members

21st Century Skills Writing Facilitators

- Ellefson, Ann — North Dakota Department of Public Instruction
- Everett, Abbie — KnowledgeWorks
- Mitzel, Sara — North Dakota Department of Public Instruction
- Tabler, Rachel — North Dakota Department of Public Instruction

21st Century Skills Writing Committee

- Cain, Brenda — Fargo Public School District 1
- Crary, Sarah — North Dakota State University
- Cronrath, Blaine — Marmot Schools
- Eagleson, Shaina — West Fargo Public School District 6
- Hyde, Gayle — Fargo Public School District 1
- Knorr, Kristin — ND Afterschool Network
- Littlefield, William — University of Mary
- Margerum, Megan — Northern Cass Public School District 97
- Melby, Nora — West Fargo Public School District 6
- Ojanen, Emily — West Fargo Public School District 6
- Oscarson, Kiera — Northern Cass Public School District 97
- Pierce, Ryan — Cass County Career and Technical Education Center
- Pfeifer, Jodi — West Fargo Public School District 6
- Ricks, Sarah — Dickinson Public School District 1
- Ridl, Crystal — Fargo Public School District 1
- Seeling, Lindsay — Fargo Public School District 1
- Stoen, Jessica — Northern Cass Public School District 97
- Zacher, Jennifer — Bismarck Public School District 1

Addendum 2: Essential "Choice Ready" Skills Documents

Schools and districts often visually represent their vision for what 21st-century skills, character traits and/or social-emotional attributes they believe their students need in order to succeed in college, career, military and life. This is often referred to as a Portrait of a Graduate or Profile of a Learner and serves as a North Star when pursuing systems transformation.

Outlined below are examples developed and adopted by education systems in North Dakota:

North Dakota's Portrait of a Graduate
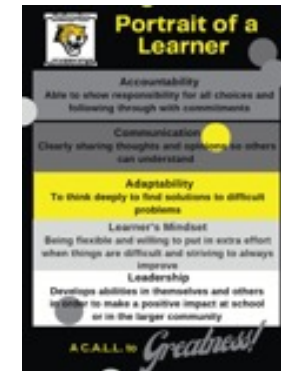

Bismarck Public School District's Portrait of a Learner

Marmot High School's Profile of a Lifelong Learner

Addendum 2: Essential "Choice Ready" Skills Documents

Northern Cass Public School District's Portrait of a Learner and Graduate Profile

Oakes Public School District's Portrait of a Graduate

West Fargo Public School District's Profile of a Graduate

Addendum 3: Review Council Members

English-Language Arts Review Council Facilitators

- Ehrmantraut, Brenda — North Dakota Department of Public Instruction
- Ellefson, Ann — North Dakota Department of Public Instruction

English-Language Arts Review Council

- Enockson, Molly — Bismarck Public School District 1
- Mackowick, Liz — West Fargo Public School District 6
- Mastrud, Jenifer — North Dakota Center for Distance Education
- Nelson, Nicole — West Fargo Public School District 6
- Roeske, Lisa — Fargo Public School District 1
- Wagner, Nicole M. — North Dakota Center for Distance Education

Social Studies Review Council Facilitators

- Ehrmantraut, Brenda — North Dakota Department of Public Instruction
- Lacina, Erin — Northeast Educational Service Cooperative

Social Studies Review Council

- Nelson, Nicole — West Fargo Public School District 6
- Schleicher, Joel — Grand Forks Public School District 1
- Volk, Aimee — West Fargo Public School District 6
- Wagner, Nicole M. — North Dakota Center for Distance Education

Mathematics Review Council Facilitators

- Lacina, Erin — Northeast Educational Service Cooperative
- Phillips, Lori — KnowledgeWorks

Mathematics Review Council

- Baker, Pamela — Bismarck Public School District 1
- Gilbertson, Alyssa — Fargo Public School District 1
- Heid, Daphne — Bismarck Public School District 1
- Leier, Jill — West Fargo Public School District 6
- Seyfried, Nicole — West Fargo Public School District 6

Science Review Council Facilitators

- Ellefson, Ann — North Dakota Department of Public Instruction
- Phillips, Lori — KnowledgeWorks

Addendum 3: Review Council Members

Science Review Council

- Greywind, Tonya — North Dakota Center for Distance Education

- Jacobson, Michael — Bismarck Public School District 1

- Mastrud, Jenifer — North Dakota Center for Distance Education

- Schaffer, Dannah — Minot State University

- Solberg, Kate — West Fargo Public School District 6

21st Century Skills Review Council Facilitators

- Ehrmantraut, Brenda — North Dakota Department of Public Instruction

- Ellefson, Ann — North Dakota Department of Public Instruction

- Lacina, Erin — Northeast Educational Service Cooperative

- Phillips, Lori — KnowledgeWorks

21st Century Skills Review Council

- Enderson, Jessica — North Dakota Center for Distance Education

- Engstrom, Lyndsi — Central Regional Education Association

- Gillach, Catherine — Grand Forks Public School District 1

- Greywind, Tonya — North Dakota Center for Distance Education

- Heid, Daphne — Bismarck Public School District 1

- Mastrud, Jenifer — North Dakota Center for Distance Education

- Phillips, Pat — Bismarck Public School District 1, Career and Technical Education

- Ripley, Eric — Grand Forks Public School District 1, Career and Technical Education

- Schleicher, Joel — Grand Forks Public School District 1

- Seyfried, Nicole — West Fargo Public School District 6

- Wagner, Nicole M. — North Dakota Center for Distance Education