1. Welcome

2. We began by revisiting the initial agreements at the start of PbL a number of years ago:
   ● Distill targets for reporting from the Maine Learning Results
   ● Separate Content and Habits of Work (HOW)
   ● 4 Point scale
   ● Trending rather than averaging

   Discussion followed about which are based on research that they lead to better results for students.

   Discussion revolved around the idea that all of them are important. Several noted that it was important for us to make sure that the students knew where we were going and what things would look like. The four point scale was intended to break from current practice and help students to focus on learning rather than grade. It was noted that this is a difficult transition.

   We discussed that the technical side of trending makes part of the process less comprehensible, but that there is a shared understanding there is benefit from having multiple times to show mastery of concepts and material.

   Discussion with staff and parents noted some continuing confusion and what some perceived as not full buy in to the change.

   Discussion touched on the consistency of the grading scale and issues with students taking a less challenging course load having higher scores. At high school this has been an issue for some time, with strength of schedule, and an honors recognition system tied to strength of schedule, as a tool to address this issue.

3. A. Grading scale
   Mr. Kunin noted that we have been looking at our four point scale to ensure that we will not disadvantage students in the college and scholarship process. It was pointed out the our four point scale is different that the traditional college four point scale. After review of data we have looked at ways to make a conversion to the college scale. If we convert, at the top of the scale students get a bump while at the bottom they drop a bit.

   Discussion centered around impact and how to make the system as transparent as possible. Graduation would still be based upon proficiency and grades converted at the end of a course. Habits of Work (HOW) would be recognized quarterly. The group discussed a range of issues around this move and agreed to review the conversion scale at the May meeting.

   Becky Brown reviewed various methods of trending, noting that power law is the hardest to understand, but research would suggest is most accurate.
   Most recent score
   Average of last 3 scores
   Decaying average- with each subsequent score the last ones reduce
   Power law

B. Jumprope

Concern have been noted about JumpRope. It would be helpful to see some examples of the ways teachers are using JumpRope as this may help to surface question and better understand the issues.

It was noted that we chose how JumpRope would would for us, including selecting Power Law as the purest form of trending. We will explore examples of teacher use of JumpRope at the May meeting.

4. Next agendas
       May 2: Review 4 pt. Conversion scale, Jumprope Examples
       June 6: Student panel - reflections on PbL