

Reproducible 5.4: Level 5 Long-Form Leading Indicator Survey for Parents

1: Strongly disagree

2: Disagree

3: Neither disagree nor agree

4: Agree

5: Strongly agree

N: N/A or don't know

5.1 Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level.	My child's school has set minimum scores for each essential element (or learning goal) that my child must meet to demonstrate competence with it.	1	2	3	4	5	N
	My child's school has a system to track my child's status on each essential element (or learning goal) in each subject area.	1	2	3	4	5	N
	My child's teachers continually monitor his or her status for each essential element (or learning goal) in the subject areas they teach.	1	2	3	4	5	N
	When my child reaches the criterion score for all the essential elements (or learning goals) at a particular level in a subject area, he or she immediately starts working on elements at the next level.	1	2	3	4	5	N
5.2 The school schedule is designed to accommodate students moving at a pace appropriate to their situation and needs.	My child's school has replaced grade levels with competency levels or allows students to work at different grade levels for different subject areas.	1	2	3	4	5	N
	My child has opportunities to learn the essential elements for each level of each subject area in several different ways that are always available.	1	2	3	4	5	N
	My child has opportunities to demonstrate competency with the essential elements for each level of each subject area in several different ways that are always available.	1	2	3	4	5	N
	Online classes and tests are available at my child's school for each essential element at each level in each subject area.	1	2	3	4	5	N
	Someone at my child's school constantly monitors how long it takes my child to move through the levels of each subject area.	1	2	3	4	5	N
5.3 Students who have demonstrated competency levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest.	If my child demonstrates the highest level of competence for a subject area, he or she can work on advanced studies in that area.	1	2	3	4	5	N
	If my child demonstrates competence adequate for high school graduation, he or she can begin working on and receive credit for college-level work.	1	2	3	4	5	N
	If my child demonstrates competence adequate for high school graduation, he or she can begin working on and receive credit for work toward a trade or career area that interests him or her.	1	2	3	4	5	N