

This provision is needed and reasonable because it gives the student the option of staying in school to age twenty-two and pursuing the required statewide standards without modification if the student so chooses.

3501.0360 ADJUSTED PERFORMANCE PACKAGES.

Subpart 1. Limited use for high school students. For a student who enters grade 9 before the fall of 2001, the district may adjust the difficulty or complexity of a performance package for a high school content standard so that all specifications of the content standard are completed but one or more assignments or activities require student work that is less difficult or complex than that required in a state model performance package.

Subp. 2. Limited use for preparatory students. For a student who enters grade 6, 7, or 8 in the fall of 1998, the district may adjust the difficulty or complexity of a performance package for a preparatory content standard.

This provision is needed because for a period of time, there will be some high school students entering Minnesota high schools who, because they have not completed preparatory standards, may lack sufficient content and skill background to address the level of rigor expected in the state's model packages or district performance packages that parallel the state's model. These students are, as it were, "caught in the middle" of the standards-based reform. Their math background, for example, may not have prepared them to do high-level chance and data handling; their school programs may not have given them sufficient developmental experience in systematic observation and investigation to address high level inquiry; their science background may not have focused on sufficient content to address all parts of a physics package written at a rigorous level. For a student who does not have an IEP, Section 504 Accommodation Plan, or LEP individual graduation plan, this provision is reasonable because while the student is required to address all specifications of the content standards, the districts are allowed to adjust how the student will demonstrate a standard by adjusting the level of difficulty of a performance package to be more appropriate to the level a student can reasonably achieve. This provision is reasonable because it avoids placing the burden of the transition to a standards-based education system on the students.

It is necessary to allow adjustment of packages until the year 2001 to provide for students with lack of background, and allowing this only until 2001 is reasonable because it is a time period that includes all students who have not done middle level preparatory content standards work. Students who will be ninth graders in the year

2001 will be in 6th grade in the year 1998 when the rules are scheduled to take effect. Therefore, they will have the opportunity to complete the middle level content standards at an adjusted level before being required to complete the high school content standards. While district programs will respond and accelerate learning to compensate for what students may have missed in primary and intermediate level content, it is reasonable to allow districts to make adjustments in middle level standards for students to transition sufficiently to high school standards.

Subp. 3. Scoring. The district shall assign a score of "pass" to a student who completes all assignments and activities on an adjusted performance package under subparts 1 and 2.

This subpart allowing the adjustment of performance packages provides reasonably for students in the transitional years of this standards-based reform. While all specifications of the statewide content standards are met, because some or all are met at a less difficult level than would be expected of students who had more years of preparation, the work cannot be compared equitably with that of students who complete the regular, more difficult packages that have not been adjusted. Therefore, it is necessary and reasonable that the score for work completed on an adjusted package be different. It is reasonable to use the score of "pass" because it is consistent with the tradition of "pass-fail" grading currently used for scoring work which is not done in the regular range of expectations. It is also consistent with the "pass" scoring of the basic skills tests for the math and reading requirements for graduation in Minn. Rules Chapter 3501.

Subp. 4. Criteria for adjustments. A district shall adjust performance packages according to criteria in a district profile of learning implementation manual under part 3501.0420.

It is needed and reasonable that these adjustments be required to be made according to the process to adopt local district policy so that opportunities are provided consistently for students across the district.

Subp. 5. Incomplete work. A district shall not assign a score to incomplete student work on an adjusted performance package.

This provision is needed to clarify that adjustment in level of difficulty does not in any way provide for standards not to be completed. The rule reasonably requires that the student address all specifications of the content standards and requires that work which addresses these specifications must, in fact, be completed albeit at an adjusted level. This is consistent with practice for all students.

Subp. 6. Prohibitions for kindergarten through grade

5. For a student who enters kindergarten through grade 5 in the fall of 1998 or later, the district shall not adjust performance packages for preparatory content standards to a lesser level of difficulty or complexity.

It is necessary to prohibit the adjustment of performance packages for students entering kindergarten through fifth grade in 1998 in order to require the district to accelerate learning opportunities in primary and intermediate standards for those students and thereby prevent a lack of preparation for their work in middle level standards. This is reasonable because these students are just beginning school under the new standards-based education system.

Subp. 7. Approval. A district decision to adjust the difficulty or complexity of a performance package for a student shall be made only with the written approval of the student's parent or guardian.

This provision is necessary to require that decisions to adjust packages and consequently to score students at the "pass" level be made with parental approval. This is reasonable because it maximizes parental understanding and the opportunity for parental involvement in these educational decisions about the student and supports parents in being informed about the progress of the student and the options of additional years in school or additional work during the regular school year.

3501.0370 ASSESSMENT AND SCORING STUDENT ACHIEVEMENT.

Subpart 1. District assessment requirements. A district shall:

A. assess student performance in primary, intermediate, middle level, and high school content standards using a state model performance package, local performance package, or adjusted performance package under part 3501.0360;

This provision is needed to require all districts to assess all required state standards: primary, intermediate, middle level, and high school. In order to provide statewide accountability for individual results, the achievement of statewide content standards must be demonstrated by the student and assessed by the district. Moreover, the Profile of Learning standards are designed to elicit application of complex skills in simulated real-world situations. This provision is needed to give clear direction to the districts on how to assess what the student knows and is able to do. Performance assessment activities ensure the opportunity for the student to demonstrate learning and for the student's demonstration and performance to be scored. Performance packages are needed because they align curriculum and assessment into integrated classroom activities.

If educational reform is to be achieved, the processes of teaching and learning need to be addressed and assessment used to support learning (Gipps, 1996).

The requirement to use performance packages is needed to ensure that there is a vehicle to allow and ensure a student's demonstration of mastery of the skills, concepts, and processes in the standards. State model performance packages have been developed that address this and include classroom assignments and activities which give students opportunities to demonstrate mastery of skills, using simulated real-world situations. School districts may adopt and use the state models or may develop their own performance packages which require student demonstration of all specifications in the required statewide standards.

The proposed rule requiring the use of performance packages is needed and reasonable because it is consistent with M.S. 121.11 7c (d), the federal Education America Act, and education research supporting integration of learning and assessment and because this integration can best be operationalized during learning experiences in the classroom teaching-learning interaction.

Education research supports integrated, applied learning. Those views have guided the development of the framework for the Profile of Learning. For example, Falk states:

We need to develop assessments that do not constrain and constrict teaching and learning... [... and that] support what we have come to know is needed for learning: opportunities to use and apply knowledge, to inquire, to analyze, to critically evaluate, and to use creativity to pose and solve problems. We need to make these assessments an integral part of the learning experience... Only when

real and meaningful student work is made a part of the assessment process can there be valid and equitable evaluation of the skills and abilities of all students (Falk, 1966).

Performance packages also provide meaningful examples against which to score the student's performance. Such activities are reasonable because they follow best practice in providing learning and demonstration opportunities without curricular interruption and are already used in many classrooms.

It is necessary and reasonable to allow the district either to adopt state model performance packages or to adopt locally-developed packages because the tradition of assessing student work in Minnesota schools has been one of local decision -- largely carried out by the classroom teacher.

B. establish processes by which content standards completed as verified on transcripts from other Minnesota public school districts shall be transferred as completed, work completed and verified on transcripts from postsecondary educational institutions or educational institutions outside the state shall be accepted for completion of content standards, and opportunities for a student to demonstrate completion of a high school content standard through learning experienced by the student outside the district's curriculum are provided;

C. use a checklist defining the work that must be completed by a student to meet the specifications of a content standard; and

D. use scoring criteria as specified in subpart 3.

Because students learn in a variety of environments and often move among schools, it is necessary to require the district to have a consistent process in place for recognizing, as completed toward graduation requirements, standards that were accomplished in other learning environments. It is reasonable to require districts to have a consistent process so that all students transferring into the district or gaining learning from programs outside the school, such as postsecondary enrollment options and community-based educational experiences, will have their completed work reviewed and accepted for completion of standards in a comparable and consistent manner. Schools have always had to deal with students coming from other school districts both from Minnesota and from other states. This provision is reasonable because it allows the district to develop a way both to review a student's prior work against the new results-

oriented standards and to allow the student to demonstrate accomplishment of what the standard requires without repeating the requirement. This provision is reasonable because allowing students to gain credit for outside learning recognizes the world as a potential classroom and is consistent with previous practice in Minn. Rules 3500.2900 "credit for learning" or "credit by assessment" provisions, which allowed students to test out of requirements that they already knew and had done. This provision is reasonable because it provides a way to implement the provisions of Minn. Laws 1997, Chapter 4, Article 3, Section 18, quoted in Section II of this document, which allows a number of out-of-school learning experiences to be used to fulfill Profile of Learning requirements.

The provision to require a checklist is needed to communicate clearly the assignments and activities that demonstrate student completion of all specifications of a standard. This is reasonable because it provides a way for students to know their progress toward requirements and provides written evidence of completion of requirements for graduation. The need and reasonableness of the scoring criteria is discussed under subpart 3.

Subp. 2. District scoring process. Districts shall determine that a student's performance package is completed by using the checklist under subpart 1, item C, and shall assign a score to the student's work on a performance package according to the scoring criteria in subpart 3.

This provision is needed to specify that the scoring of student work will be done locally in the district. This is reasonable because rating of students' completed work has traditionally been done by classroom teachers and the teacher is best qualified to rate students whom they have taught. The Profile of Learning continues this practice. Using the person who actually observes the performance insures integrity of rating, and using statewide criteria for assigning scores increases scoring objectivity and congruency with performance mandated in statewide model packages and exemplars. To guide local teachers in their ratings, the department will provide districts with exemplars of student work at the high levels of achievement, which insures consistency.

Further, it is reasonable to require that all scoring of required statewide standards use the same criteria to provide for increased consistency of scores across students. This increased consistency makes scores more meaningful.

Subp. 3. Scoring criteria.

A. Scoring criteria for a performance package

includes:

(1) a score of "4," that signifies student work that meets or exceeds the rubric for the state exemplar score of "4";

(2) a score of "3," that signifies student work that meets the rubric for the state exemplar score of "3";

(3) a score of "2," that signifies student completion of work defined on the checklist under subpart 1, item C, but that does not meet the rubric for the state exemplars; and

(4) a score of "1," that signifies student completion of work defined on the checklist under subpart 1, item C, with performance significantly below the rubric for the state exemplars.

B. Incomplete student work on a performance package shall not receive a score and does not complete a content standard.

The state rubric for scores of 1-4 with descriptors plus exemplars of actual student work at the 3 and 4 levels will provide strong guidance for greater objectivity in rating actual student work. This is needed and reasonable to increase consistency of teacher evaluation of the quality of a student's work.

Educational researchers have made the following observations about traditional grading practices:

There is great discrepancy in the factors teachers consider when they construct grades. Grades given by one teacher might mean something entirely different from grades given by another teacher even though the teachers are presiding over two identical classes with identical students who do identical work. Where one teacher might count effort, behavior, attendance and/or cooperation as 25% of a grade, another teacher might not count these variables at all (Marzano & Kendall, 1996).

Consequently, students, colleges, and employers are all using unreliable information when students from different schools compete with one another for jobs or college admissions... Standards-based reform seeks to straighten out this mess through a public process of setting the same standards across the board so that everyone can see what they are supposed to be doing and how well they are doing it (Pritchard, 1996).

A four-point set of scoring criteria is also reasonable because it is consistent with the scoring system used already in the Minnesota basic written composition tests (Minn.

Rules 3501.0200 - 3501.0290), and because teachers are familiar with it. It is also reasonable because it allows teachers to indicate two "degrees" of positive and two degrees of "not yet" scores against high standards. An even number of score choices is commonly used to avoid a tendency to choose the score "in the middle." The choice between two positive and two "not yet" scores requires a decision that the work either does or does not meet the expectations of the performance package and the standard.

Subp. 4. Other scoring considerations. While schools may offer and students may complete specifications of content standards at various grades and ages, the index for scoring shall be:

A. scoring of primary level performance packages shall use outstanding work by third graders;

B. scoring of intermediate level performance packages shall use outstanding work by fifth graders;

C. scoring of middle level performance packages shall use outstanding work by eighth graders; and

D. scoring of high school performance packages shall use outstanding work by 12th graders.

This provision is needed to clarify the expectation that scoring will be consistently applied against high content standards regardless of the age at which the student completes the performance package for the content standard. The provision also clarifies that schools have latitude in the grade levels in which content standards are assessed, but that the performance expectation is not consequently made inconsistent because of those district choices. This is reasonable because it keeps the content standard consistent and it parallels general practice in school programs where consistent standards and expectations are currently applied; for example, a ninth grader who is on the varsity basketball team, is not given extra points because she is younger than most others in the same level of competition but is held to the same level as all other varsity level players.

It is also reasonable to provide exemplars and to set the exemplars to be used for scoring at the top grade level for each level of content standards.

Subp. 5. Individualized scores.

A. When a student completes an adjusted performance package, the district shall record the score as "pass."

B. When a student, under provisions in an IEP or Section 504 Accommodation Plan, completes the specifications of a

modified content standard as determined in the student's plan, the district shall record the score as "pass-individual." When a student's IEP or Section 504 Accommodation Plan exempts the student from a content standard, the district shall record "exempt" for that content standard.

C. When an LEP student, under provisions of an LEP individual graduation plan, completes the specifications of a modified content standard, the district shall record the score as "pass-LEP." When an LEP student under the provisions of an individual graduation plan completes all specifications of a content standard solely in a language other than English, except for work in learning area ten, the district shall record the score as "pass-LEP."

This provision for scoring for students who have had packages adjusted or have had variations as stated in parts 3501.0340 or 3501.0350 is needed to preserve the integrity of the statewide system of requirements by designating that considerations have been given to individual student needs and the content standard or that the conditions under which the content standard was demonstrated by the student are different from the statewide requirement for all students. This provides an accurate record of student accomplishment. These designations are reasonable because they provide an understandable and consistent set of scores distinct to each allowable consideration: 1) "Pass" designation for all students whose packages are *adjusted*; 2) "Pass-Individual" designation for all students who achieve *modified* standards as designated in an IEP or section 504 Accommodation Plan; 3) "Exempt" designation for all students exempted from a standard as designated in an IEP or Section 504 Accommodation Plan; and, (4) "Pass-LEP" provided for all LEP students when a language other than English is used solely or specifications of a content standard are modified in an individual graduation plan.

Subp. 6. Recording repeated content standard scores. When a student completes a content standard more than once, the district shall record the highest attained score.

This provision is needed to clarify that students may have more than one chance at demonstrating specifications of a standard if a first attempt has not resulted in high performance. This provision is needed to establish that, when a student repeats a content standard, as specified in 3501.0330, subpart 7, to improve the score for that content standard, the highest score, even if it is not the most recent score, must be

assigned by the district. Therefore, the student cannot jeopardize his/her record by trying to improve performance. It is reasonable that the student should receive the highest of the scores achieved because it does demonstrate, consistent with a results-oriented philosophy, that the student should be "credited" for the best performance she/he has completed whether the first time or in subsequent attempts.

3501.0380 ADVISING STUDENTS.

A district shall establish procedures for advising a student and the student's parent or guardian of student progress in completing content standards and the choices and opportunities available for achieving graduation and learning consistent with the student's postsecondary educational and career goals.

Requiring this counseling/advising is needed to ensure that the advising process will occur, thus ensuring that students and their parents, as the students pursue the new statewide standards, receive clear and correct information which will allow the students to make choices appropriate to graduation requirements, to their postsecondary goals, and their needs with informed, parental or guardian participation. This is needed because as the standards-based system is implemented, particularly at the high school level, there will be more demand for these services to provide adequate information and clarification to parents and students about the student's progress and what is required to receive a diploma. Many schools have already begun "parents' night" programs to get this information to parents efficiently; however, this provision is needed to require districts to provide advising services.

This is reasonable because it ensures that this service will be available to all students in all districts statewide. It is traditional that secondary schools provide counselors and/or advisors for students. This function may be handled by the classroom teacher in elementary schools.

3501.0390 PREPARATORY CONTENT STANDARD RECORD DATA.

A district shall establish a system for recording student completion of primary, intermediate, and middle level content standards that must include:

- A. content standards completed by the student; and**
- B. the score achieved on each content standard.**

The requirement for a record of student achievement on the preparatory content standards is needed to provide teachers, parents, and students with information regarding the student's progress through the preparatory standards in elementary and middle schools. Like a patient's "chart" in a hospital, the preparatory record must contain the critical information which will inform educational programming relative to the student's strengths and needs, which can inform the teaching-learning process.

This provision is also needed to require that districts have a record for each student in K-grade 8 and that the record has consistent elements of information that are essential for the student's successful participation in a standards-based system.

The provision is reasonable because it adds few additional elements to the achievement records already kept by schools for students K-grade 8. It is also reasonable because it allows for districts to determine their own formats as long as the required information is included. While it is needed to require the high school transcript to be consistent in format as discussed in the part below, the preparatory record is used primarily by individual schools and parents; and therefore, it is reasonable to allow local determination of the format as is currently true of report cards but to ensure that the key components are consistent for all students in all districts statewide.

3501.0400 HIGH SCHOOL STUDENT TRANSCRIPT DATA.

Subpart 1. Transcript information. A district shall include on the transcript for a high school student the following information:

- A. high school content standards completed by the student;**
- B. the score achieved on each high school content standard, or a notation that the content standard has been certified as completed through the district's process for transferring credit under part 3501.0370, subpart 1, item B; and**
- C. date of completion of each high school content standard.**

This provision is necessary to provide a written record of each standard completed and the score earned as an officially documented record of the requirements fulfilled by the student to be used for the district to grant a high school diploma. This is reasonable because it ensures all students in all districts will have an accurate record upon which the decision to award a diploma is based. This is needed and reasonable so that, if a student moves, these records can also be transferred from school to school so that accomplishments of the past can be clearly tied to the statewide graduation

requirements and credited to the student in the new school. The required recordkeeping system ensures that each student's record will convey consistent and accurate information.

Subp. 2. Transcript format. A district shall format a high school student transcript according to specifications provided by the commissioner.

This provision of the requirements is needed to provide a consistent and meaningful format for reporting results to students, parents, school, the community, and the state. Schools and postsecondary institutions have frequently complained that the current transcripts lack clarity and are often not sufficiently helpful; this provision is needed to correct that situation.

This provision is reasonable because using a format that is known and understood universally will ensure consistency and will communicate more efficiently and effectively for the use of school officials, employers, and postsecondary admissions personnel.

3501.0410 NOTIFICATION TO PARENTS AND STUDENTS.

In addition to the requirements of part 3501.0120, the district shall provide written notice to parents and students, including:

- A. the content standards taught and assessed in the school curriculum;**
- B. the procedures for advising students and parents or guardians and how to access these procedures;**
- C. the procedures by which students may meet graduation requirements with content standards completed outside the district curriculum;**
- D. the individual student progress and achievement reporting schedule the district uses; and**
- E. procedures for student and parent or guardian appeal of policies and procedures in the district's profile of learning implementation manual.**

It is necessary for local school districts to establish and maintain a process to provide written notice to parents and students about all graduation requirements. In order to participate actively in the educational process, parents and students need to be properly informed about graduation requirements.

It is reasonable to require school districts to notify parents of graduation requirements so that they may make informed decisions regarding their children's education (Mehrens, 1993).

Notification to parents and students is reasonable because it is consistent with Minnesota legislation, Minn. Stat. 121.11 7c (b) (3), which requires that such information be provided. It is also general practice in school districts to inform parents of requirements and student progress. This is also reasonable because it is consistent with Minnesota law (M.S. 126.69, Subp. 2) which currently requires school districts to provide timely notification to parents and guardians about school programs.

3501.0420 IMPLEMENTATION REPORTING.

Subpart 1. Report to commissioner. A district shall, by July 31, 1998, submit for approval by the commissioner, in a format prescribed by the commissioner, its district profile of learning implementation manual, including the following:

A. policies and procedures for involving students, parents or guardians, and the community in decisions regarding implementation of the profile of learning;

B. policies and procedures for ensuring that all students kindergarten through grade 8 are taught and assessed on all preparatory content standards in learning areas one through nine under parts 3501.0460 to 3501.0469 in a comprehensive academic school curriculum that integrates technology;

C. policies and procedures for ensuring that all high school students have access to comprehensive academic school curriculum that integrates technology and that provides graduation opportunities through instruction and assessment of content standards from all ten learning areas under parts 3501.0440 to 3501.0450;

D. policies and procedures for assessment of student demonstration of the content standards, including criteria for local adoption of performance packages and identification of the teaching staff and processes established for scoring student work;

E. policies and processes for staff development for continuous improvement of curriculum, instruction, and assessment;

F. policies and procedures by which a student may meet a graduation requirement for a content standard, whether the district offers the content standard in its school

curriculum or the student accomplishes the work in another learning environment, including process for transfer of standards completed in another Minnesota school district, recognition of work completed in other schools and postsecondary institutions, and credit for standards achieved in extracurricular activities, activities outside of the school, previous learning, and community and work experiences;

G. policies and procedures for periodic advising of students, the student's parents or guardians, or both, of the student's progress and achievement and of the choices and opportunities available for achieving learning, graduation, and the student's postsecondary educational and career goals;

H. policies and procedures for recordkeeping and reporting of student achievement; and

I. procedures for student and parent or guardian appeal of policies and procedures in the district's profile of learning implementation manual.

Requiring districts to have policies and procedures in place in the areas specified in Items A - I is needed to assure that local decision making will occur to address the essential components of the Profile of Learning requirements and their implementation in compliance with these proposed rules. It is reasonable to require that policies be adopted by local school boards in these areas because these are areas of responsibility generally charged to local school boards, and to focus these policy areas on the new requirements of the Profile of Learning is consistent with the local autonomy component of the legislation mandating the graduation standards.

Requiring submission of these materials to the commissioner for approval is needed and reasonable so that the state has assurance that all students have access to achieving the graduation requirement and that local policies and procedures are addressing all requirements of these proposed rules. This information also informs the commissioner and the State Board of what range of structures and opportunities exist within Minnesota's schools for standards delivery and allows them to determine what assistance may be needed to schools for implementation of the Profile of Learning. As the system should be constantly researched and in continuous improvement, these data are of importance and will assist this effort. It is, therefore, needed and reasonable to gather the data.

Each required component of the local district implementation manual is needed and reasonable for the following reasons:

A. Local policies for the involvement of stakeholders are needed, in fact critical, to local implementation, for, in keeping with the legislated local autonomy provision in M.S. 121.11, the local community must determine how the Profile will be provided, offered, and assessed in the local district. It is reasonable to require systematic procedures for this involvement to maximize the opportunity for the involvement of community members. Requiring a district policy for this involvement is reasonable in that it follows in the traditions of P.E.R., system accountability, staff development advisory committees, etc., for which districts had procedures in place for community involvement.

B. and C. These policies and procedures for the preparatory and high school standards are needed to monitor the district's compliance with rules that require that learning opportunities be offered as specified in parts 3501.0440 to 3501.0469 of these proposed rules. It is reasonable to require reporting as a method to demonstrate compliance with the rules.

D. These policies and procedures are needed to assure that the district has established an assessment procedure that will be applied to all students in the district and that all students will have comparable opportunities to demonstrate completion of graduation requirements. Again, reporting is a reasonable method to demonstrate compliance.

E. This requirement is needed because it is necessary to support staff with knowledge and understanding of these new proposed rules and how to implement them. Adequate staff development is essential for successful implementation of the Profile of Learning, and it is reasonable to require districts to demonstrate provision of staff development at a level of importance signified by having policies and procedure for it in place.

F. This requirement is needed to ensure compliance with part 3501.0370 subp. 2B that requires the district to provide opportunities for a student to demonstrate completion of a high school content standard that he/she has addressed outside the school curriculum. This is reasonable because it is consistent with current practices of transferring credits and credit for learning (test-out) policies that have been in place under Minn. Rules 3500.2900 (now repealed). There is no intention that schools become more restrictive about allowing students to demonstrate completion of requirements gained in alternative ways.

G. This requirement is needed to ensure that advising parents and students occurs and occurs systematically. This is necessary for informed parental involvement and is reasonable because it is consistent with traditional report card and conferencing processes used to keep parents involved in their children's education and to provide

information regarding options for students. It is reasonable to have this policy to assure that all students receive this service.

H. This requirement is needed to ensure that recordkeeping and reporting requirements are applied throughout the district. This is reasonable because compliance with recordkeeping is essential when completion of required statewide standards is the basis of awarding a diploma. Accurate records must be kept, and it is reasonable to require districts to demonstrate their provision for this activity through policy setting.

I. This is needed to assure that an appeal process is in place for all parents and students. Students and parents need a process for requesting reconsideration of standards decisions made by schools. This requirement is reasonable because it is consistent with current appeals procedures in school districts but extends them to include the Profile of Learning.

Subp. 2. Students with disabilities or limited English proficiency. District policies and procedures under subpart 1 shall include considerations for students with disabilities and students with limited English proficiency.

This provision is needed to state clearly that *all* students must be included in all district policies and procedures regarding the Profile of Learning. It is reasonable because it is consistent with the goal of serving all students.

Subp. 3. Ongoing reporting. By September 1 of each subsequent year, the district shall report to the commissioner any amendments to its district profile of learning implementation manual or a statement that the last submitted manual continues to reflect current policies and procedures of the district.

Ongoing reporting is needed to ensure that districts' practice continues under their adopted policies and procedures reported in the district implementation manual, that districts periodically review their policies, and that changes are reported to and monitored by the state for appropriateness of revisions and continuing compliance. It is reasonable because it ensures ongoing reporting of, continuing attention to, and updating of those policies and procedures that give evidence of compliance with these proposed rules.

Subp. 4. Reporting to community. The information in

subparts 1 to 3 must also be reported to the community each year as part of the district's system accountability report.

This provision is needed because this information is essential to informed local decision-making. Without this report, local district residents would not have current information about the results achieved by their local schools and students to consider as they participate in local decision making.

This process is reasonable because it extends the reporting of necessary and useful data beyond the date of the repeal of P.E.R. Districts have been reporting to their communities annually under P.E.R. since 1976 and have successfully operated during the last decade in providing information to local district citizens about the accomplishments of the students enrolled in their schools and thus providing accountability information on a local level. Reports will give the district's citizens and the state data for making decisions about school improvement. Without this report, local district residents would not have current information about the results achieved by their local schools and students. This information is essential to informed local decision-making.

3501.0430 OTHER DISTRICT RESPONSIBILITIES.

A district shall maintain records of the following to be submitted for audit at the request of the State Board of Education for its periodic review of graduation standards, opportunities, and requirements:

A. copies of local performance packages used to assess student completion of primary, intermediate, middle level, and high school content standards;

B. aggregated records of student completion of each high school content standard;

C. aggregated data on each year's high school graduates, including average number of high school content standards completed, and the number of each score earned on each content standard;

D. anonymous examples of local student work that have been assigned scores of "3" and "4" on primary, intermediate, middle level, and high school content standards for both audit and district staff development opportunities; and

E. issues, comments, and concerns about student achievement and system delivery of content standards as may assist the board in upgrading or expanding student requirements under the profile of learning.

This requirement for districts to maintain the records specified in A. to E. is needed to meet the legislative mandate (M.S. 121.11.7C) which requires that "the state board shall periodically review and report on the assessment process and student achievements..." It is needed and reasonable to provide district level data that will allow the state to fulfill the legislative mandate that achievement and assessment should be reviewed by the State Board with the intention of upgrading and expanding requirements. The State Board needs to have data which will provide a clear picture of how schools are implementing the rules and what results are being achieved by students.

These proposed rules are reasonable because they require that these data be gathered by the districts and reported to the local community and the state, enabling the state to meet this mandate. In addition, these reporting requirements replace the P.E.R. reporting requirements and strengthen the reporting of local assessments by adding the component of reporting achievement against the state content standards. Goals 3 and 5 of Goals 2000 call for increasing student achievement. The report data will also be used in assessing Minnesota's fulfillment of these goals.

Because the proposed rules focus on student achievement, it is necessary for districts to report results of testing. This gives information about the impact on students and on schools of statewide content standards and required demonstrated completion. This information will contribute a feedback link in the accountability system, as schools, the department, and the public have the annual "success rate" to review. The reports will also serve as data for the State Board to "periodically review and report on the assessment process and student achievement with the expectation of raising standards and expanding high school graduation requirements" (M.S. 1211.7C). Minnesota's law allowing a variety of assessments decentralizes assessment results and makes local data-gathering and reporting necessary.

This process is reasonable because it merely extends the reporting of needed and useful data beyond the date of the repeal of P.E.R. Reports will give the district's citizens and the state data for making decisions about school improvement needed and the level of student success. These proposed rules require less data than did previous P.E.R. reports. Because schools would, as a matter of professional practice, need to keep these records about students, reporting this information will not be a burden and will provide effective achievement data needed for continuous decision-making to improve each local school and the statewide system as a whole.

A. The requirement that locally-developed packages be available for review is necessary so that copies of packages being used may be examined to determine that demonstration of all parts of the standard is being required and to review the rigor and

academic breadth that are being expected and achieved. This is a check on the requirement that locally-developed packages address all parts of the standards at a level of difficulty equal to the state model packages. These packages may also indicate what subjects, topics, and approaches are working most effectively in Minnesota schools. This is reasonable because it monitors for consistency in performance packages used and for compliance with part 3501.0370.

B. and C. Collecting aggregated records of student achievement is needed and reasonable because aggregated records of student accomplishment will provide data to suggest where Minnesota students and schools seem to be strongest and weakest in the delivery of the Profile of Learning and what areas and subjects may need further support and staff development opportunities.

Aggregated achievement data is needed to provide information about the achievement of students in various sites and districts. It is reasonable to require this to provide for accountability for results statewide being achieved by school districts that are required to deliver statewide content standards to meet graduation requirements.

D. Maintaining a series of local exemplars is necessary and reasonable because the state must continuously seek more and better exemplars to develop the state exemplars for "3" and "4" scores to assist teachers in scoring through better examples of outstanding work. As achievement increases, these exemplars need to be updated; therefore, new student work must be kept and available for review and scoring.

E. Records of comments and suggestions are necessary and important so that the State Board can know what difficulties and suggestions schools have in implementing the Profile of Learning. This will help to focus the workplan of the department on responding to those school needs.

This provision is reasonable because it is consistent with the current practice of the state conducting periodic audits in local districts to assess compliance with various programs such as school nutrition and special education.

The remainder of this section (VI) pertains to:

**3501.0440 through 3501.0450 CONTENT STANDARDS: HIGH SCHOOL LEVEL; and
3501.0460 through 3501.0469 PREPARATORY CONTENT STANDARDS.**

Overview of the Ten Learning Areas and the Content Standards

The Profile of Learning consists of ten Learning Areas. Each Area is designed as an integrated focus of knowledge and skills.

Specific academic requirements within each of these ten Learning Areas are expressed in the form of "content standards" listed under the Learning Areas. The standards provide a definition of what is to be learned in a Minnesota public school education. The specifications of each standard are stated in parts 3501.0440 to 3501.0469. There are forty-eight high school content standards across the ten Learning Areas and fifty-six preparatory content standards. Each content standard lists within its parts the required tasks and activities (the content) that a student must know and demonstrate. The content standards clearly define specific expectations against which individual student performance in the Learning Areas can be assessed.

The specific knowledge required of students within each standard is of two types: declarative and procedural knowledge. Declarative knowledge is what the student needs to know and understand and is composed of facts, concepts, principles, and generalizations. Procedural knowledge is what the student needs to do and is composed of skills, strategies, and processes.

Each of the forty-eight standards has been developed specifically as an outline of the essential knowledge, concepts, and processes required to demonstrate thorough understanding of the subject content and the demonstration of applied learning within an appropriate context for the subject. However, while a comprehensive education in many content areas requires a blend of in-depth background knowledge and a demonstration of applied learning, in others, such as reading, writing, speaking, and research, it is the demonstration of applied learning which is most important. These standards not only include statements of what the student must know but state what the student must do.

Within the ten Learning Areas, as the standards build from the preparatory standards at the primary, intermediate, middle levels to the high school level standards, the skills, knowledge, concepts, and processes build from basic to advanced and from general to specific. In each Learning Area, all primary, intermediate, and middle level standards are required for all students. The completion of these preparatory standards provides the basic knowledge in each Learning Area and prepares students to work in the high school content standards.

Accountability for individual student results is dependent on the same clear expectations being set out and required for all students in all public schools across the state. Parts 3501.0440 to 3501.0469 are needed to establish clearly the specifications of

the content standards for the Profile of Learning for students in Minnesota public school districts.

Overview of the Need and Reasonableness for the Learning Areas

The ten Learning Areas define the framework of the integrated knowledge base that comprises a comprehensive education and that organizes the knowledge, concepts, and processes determined by Minnesota stakeholders to be needed to succeed in employment and lifelong learning in the Twenty-first Century. Each of these Learning Areas is needed because, together, they comprise Minnesota's definition of a comprehensive education. Each Area represents an essential component of an education that will equip students for lifelong learning, the world of work, and successful adulthood. An overview of the ten Learning Areas and the forty-eight high school content standards appears in Appendix A. An overview of the fifty-six preparatory content standards appears in Appendix B.

In a 1996 report from the U.S. Dept. of Education, what American learners need is addressed: *Today, rapid political and technological change around the world has created another crisis of confidence and another moment of opportunity [for public education]. ...Opinion differs on the emphasis and methods of schooling and on the best use of the nation's resources. ...American learners will need a firm grasp of basic competencies, a broad general knowledge of their world and the skills to respond to the rapid generation of new knowledge. Every recent report on education calls upon schools to help students become not only knowledgeable adults, but also reflective analysts, independent problem solvers and effective team players (Robinson, 1996).*

In his book *Frames of Mind: Theories of Multiple Intelligences*, Howard Gardner articulates the consideration that multiple intelligences must be addressed and nurtured as the child proceeds through education. Only in this way can one be certain that linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, and other named and as yet un-named intelligences are identified, employed, and applied as one needs or is able to use them throughout life. The Profile of Learning is needed and reasonable because it is designed to assess and address the multiple intelligences of each student to provide a comprehensive experience in school through direct application which allows an individual to function as multiply intelligently as possible in adulthood. As Gardner writes:

Ultimately, the educational plans that are pursued need to be orchestrated across various interest groups of the society so they can, taken together, help the society to achieve its larger goals. ...It is important that a society find some way of training, and then using, those abilities that permit a vision of a large and complex whole (H. Gardner, 1983).

The Learning Areas of the Profile are designed to address and develop multiple means of intelligence and, thereby, to make the student experienced in and able to use those transferable skills and processes -- often simply indeterminable in a pencil-and-paper test -- because application has been required across the spectrum of Learning Areas within standards which require practical use.

The forty-eight high school content standards across the ten Learning Areas are needed and reasonable because they include the essential skills, knowledge, and processes that are consistent with the entrance requirements of Minnesota colleges, universities and postsecondary institutions; that are consistent with the skills that the SCANS (Secretary's Commission on Acquiring Necessary Skills) Report lists as what employers state is needed in the world of work; and that are consistent with education research and with what numerous national studies and reports state that students need to be prepared for the Twenty-first Century.

The entrance requirements of various Minnesota postsecondary institutions have been reviewed and compared to the content standards in the ten Learning Areas. Appendix C shows the matches between the standards in the ten Learning Areas and those requirements. The matches strongly support both the need and reasonableness for the content and processes included in the ten Learning Areas.

The requirements in the ten Learning Areas were reviewed and compared with the major competencies and foundation skills identified in the SCANS (Secretary's Commission on Acquiring Necessary Skills) Report. Appendix D shows the matches that strongly support both the need and reasonableness for the content and processes included in the ten Learning Areas.

Evidence from **education research literature** supports the need and reasonableness for 1) the content standards included in the ten Learning Areas, 2) the emphasis of the specifications of the content standards being on concepts and processes, 3) the inclusion of specifications which require application of learning by the student, and 4) the interdisciplinary organization of the Learning Areas.

A national study that reviewed content standards from different states reported the following common themes in content standards --

Content standards:

- *...emphasize that students need to know the large concepts in each discipline and use higher order cognitive processes as well as "basic skills" to make sense of these concepts...*
- *...envision learning that shifts toward a greater focus on thinking skills -- reasoning, problem solving, making connections, communicating -- as the context for learning basic skills and facts...*
- *...guide teaching and learning experiences that explore big ideas and essential questions in the disciplines...*
- *...engage students in experiencing and understanding the disciplines' bodies of knowledge and a set of dynamic ideas rather than a collection of facts; they often suggest performance tasks to demonstrate understanding...*
- *[provide for] ...learning and teaching for understanding, which generally involves explaining, finding evidence and examples, generalizing, applying, analogizing and/or representing the topic in a new way...*
- *...encourage interdisciplinary curriculum and instruction... (Wheelock, 1996).*

The Profile of Learning content standards reflect these common themes.

The "new curriculum" is organized around eight integrative themes called "Human Commonalties": The Life Cycle, Language, The Arts, Time and Space, Groups and Institutions, Work, Natural World, and Search for Meaning (Boyer, 1995).

What would be the features of the new education? Central would be the creation of learning environments that support the skills of symbolic analysis -- the skills essential to the functioning of the electronic global economy. Young symbolic analysts will have learned to read, write, and calculate and will have done serious study in the humanities and sciences. The ways they learn to learn will be critically important. They will need the skills of calling up information on the computer. More importantly, they will need to learn how to conceptualize problems and solutions. They will need learning in depth to refine the basic symbolic-analytic skills: abstraction, system thinking, experimentation, and collaboration. The capacity for abstraction will be essential to the capacity for discovering patterns and meanings (Wirth, 1992).

Process must be taught before and throughout content to enable students to become "information processors." ...By teaching process skills related to critical thinking, communication, cooperation, leadership, problem solving and decision making, we are preparing our students with the skills necessary for a productive and responsible life (Stone, 1993).

...[I]f students can't take the learning they have and translate it to a new situation, it's worthless. If all you are going to teach are names and dates and facts, you're wasting your time and the students' time. Learning is like money in the bank; it's great to have it there but it's only useful when you pull it out and use it. So it's very important to teach for higher-order thinking, but not without building a foundation (Brandt, 1985).

Whenever you isolate a process and teach the process separately, there's a danger that students will not actually use it. We have to help them make the application. ...Decision making must become a part of the student's real life (Brandt, 1985).

Daggett listed the stages of using Bloom's taxonomy in applied learning as:

1. *Knowledge*
2. *Apply in Discipline*
3. *Apply across Disciplines*
4. *Apply to Predictable Situations*
5. *Apply to Unpredictable Situations (Daggett, 1994).*

All students have potential for creative thinking. In many, that potential has been scientifically extinguished by their "majoring" in recalling THE right answer rather than using information as the launching pad for more complex thinking. OR: Information and skills become useful when they can be applied to a new, not previously encountered situation. Generalizations can be used to solve new problems. Previous experience can be used to predict outcomes, estimate answers, extrapolate from data, and/or avoid errors. It is important that students have experience in applying whatever they learn to new problems or situations (Hunter, 1982).

Studies on the working of the human mind confirm this essential truth: Children learn best when they see relationships across the disciplines, when they see connections. In a comprehensive review of neuroscience research, Geoffrey and Renate Caine conclude: In learning, the brain is ...constantly synthesizing things, organizing knowledge and processing parts of information into a whole (Boyer, 1995).

Not all educators endorsed the idea of redefining what should be taught in key subjects. ...the curriculum reform efforts only served to reinforce traditional subject-matter boundaries at a time when schools should shatter those boundaries. Especially as instruction connects schooling to the real world, Boyer and others argued, teaching should not be compartmentalized into disciplinary blocks (Rothman, 1995).

Our preoccupation with the disciplines ...is slowly but steadily isolating students from the knowledge and skills they need in order to survive (Brady, 1993).

The requirements represented by the forty-eight content standards in the ten Learning Areas are also reasonable because they were developed by the primary stakeholders in Minnesota over a period of more than five years. This stakeholder involvement is described in Section IV of this document. Since the 1980s, Minnesota stakeholders have been consistently sending the same message about what they want students to know and be able to do as a result of their public school experience.

In the Minnesota Dialogue on Education conducted during 1984, the purposes of education ranked as the three highest by citizen participants were:

1) to develop basic skills (e.g., math, reading and writing); 2) to learn to think, solve problems, and make decisions; and 3) to provide the opportunity for each student to develop his/her individual potential (Minnesota Department of Education, 1984).

The reasonableness of the requirements is further supported by their consistency with the evolution of results-oriented education in Minnesota education. The content standards across the ten Learning Areas are reasonable as what comprises a comprehensive education for Minnesota public schools because they are consistent with earlier efforts in Minnesota to move to a results-oriented system for graduation requirements. Review of the Essential Learner Outcomes (ELOs), that were found to be needed and reasonable and were adopted into State Board of Education rule in 1989, shows that the same essential areas of learning that were in the Essential Learner Outcomes are found within the content standards in the ten Learning Areas. Appendix E shows a comparison of the ELOs and the Profile of Learning high school content standards.

A review of Essential Learner Outcomes rules (Minn. Rules, Parts 3500.1060 - 3501.1075, now repealed) that delineated learner expectations, and a comparison to the forty-eight Profile of Learning high school content standards, indicates strong consistencies and similarities in the goals and outcomes set forth in both documents. Therefore, a consistent, result-oriented perspective has been evolving and is continued in the content standards in the Profile of Learning. The Profile of Learning content

standards contain knowledge, skills, concepts, and processes documented in prior Minnesota Rules as what Minnesota public schools should require and that have been further refined and clearly specified in the Profile of Learning content standards. The requirements in the content standards have been carefully and repeatedly honed to reflect what has been found to work in pilot implementation.

The reasonableness of the requirements contained within the content standards across the ten Learning Areas is supported by the fact that clearly the content and processes are consistent with what schools have been and are now teaching. The difference is the clear focusing and defining of exactly what is required within each Learning Area and the emphasis on concepts, processes, and application of learning.

Finally, the reasonableness of these requirements is supported by their consistency with the standards being identified nationally as needed and by the standards being developed in other states.

The American Association of School Administrators (AASA) in a 1996 regional report identified what students need to know and be able to do. AASA also reported the following as the academic content students need to master to succeed in the Twenty-first Century:

1. *Math, logic, and reasoning skills; functional and operational literacy; and the understanding of statistics.*
2. *Critical interpersonal skills, including speaking, listening, and the ability to be a part of a team.*
3. *Effective information accessing and processing skills using technology.*
4. *Writing skills to enable students to communicate effectively.*
5. *Knowledge of American History and government to function in a democratic society and an understanding of issues surrounding patriotism.*
6. *Scientific knowledge base, including applied science.*
7. *An understanding of the history of the world and of world affairs.*
8. *Multicultural understanding...*
9. *Knowledge of foreign languages.*
10. *Knowledge of world geography (Uchida, 1996).*

AASA also specified the most essential skills students will need in the Twenty-first Century:

1. *Oral and written communication skills.*
2. *Critical thinking, reasoning, and problem-solving skills.*
3. *Self-discipline.*
4. *Skill in the use of computers and other technologies.*
5. *Job success skills.*
6. *Adaptability and flexibility.*

7. *Conflict resolution and negotiation skills.*
8. *Being able to conduct research and interpret and apply data.*
9. *Knowledge of other languages -- being multilingual.*
10. *Comprehensive reading and understanding skills (Uchida, 1996).*

While Minnesota's Profile of Learning is unique in its comprehensiveness and level of integration and in the extensiveness of the involvement of stakeholders over the five years of development, the choice to move to content standards as requirements and the choices about what to include in the required statewide standards are consistent with those of other states.

At last count, 48 states and the District of Columbia had instituted or were in the process of developing academic standards in core subjects (Robinson, 1996).

Maine's Common Core Outcomes:

- *Human record...student understanding of history and the constructs of human thought and creativity as they have evolved over time.*
- *Reasoning and problem solving...[the] ability to use knowledge and to reflect on their own process of learning.*
- *Communication...[the ability to] use a variety of media.*
- *Personal and global stewardship...development of responsible citizens and personal well-being (Uchida, 1996).*

Colorado Public Schools: Opportunities for Success -- Essential Learnings:

1. *Communication skills...*
2. *Decision making and problem solving skills and strategies.*
3. *Basic language skills and broad vocabulary to use as building blocks in developing reading, writing, and critical thinking.*
4. *Self-advocacy skills to make needs and wants known in socially constructive ways in learning, work and social situations.*
5. *Personal strengths and capabilities and use this information to act responsibly at school and work.*
6. *Social skills to develop positive relationships with peers and adults in a variety of settings and situations and with diverse populations.*
7. *Organizational skills and study strategies for school and work...*
8. *Career development skills to make, pursue and maintain personal employment choices.*
9. *The use of tools and technology to augment learning and accessing information (Colorado Department of Education).*

North Carolina Public Schools: Standards and Accountability:
...the Standards and Accountability Commission has recommended that North Carolina adopt six competency areas for student proficiency: communications, using numbers and data, problem solving, processing information, teamwork and using technology (North Carolina Department of Public Instruction).

Learning Area 1: Read, View, Listen

Learning Area 1 is needed in the Profile of Learning to ensure that students have and can apply the skills to receive communication and information. At the high school level the content standards include reading, listening, and viewing complex information or technical reading, listening, and viewing. At preparatory level the content standards include the core component skills necessary to receiving communication.

The high school content standards included within this Learning Area are reasonable because they provide the critical components for taking in complex information and analyzing and evaluating it. Both of the high school content standards provide for the same critical attributes of this learning while giving the choice of one, from reading of varied English language selections or technical reading. The preparatory standards are reasonable because they provide the critical skills, such as literal comprehension and interpretation, sequenced through the grade levels that will support successful student performance in the high school standard for dealing with comprehending and evaluating complex information.

Learning Area 2: Write and Speak

Learning Area 2 is needed in the Profile of Learning to ensure that students have and can apply the communication skills for expression through writing and speaking. The high school content standards within Learning Area 2 are reasonable because they provide the critical component skills, concepts, and processes for written or oral expression through academic writing or technical writing and through public speaking or interpersonal communication. Both choices in each required area contain the critical attributes of this Learning Area. The choice allowed the student, responds to individual need and interest. The preparatory content standards are reasonable because they support the accomplishment of the high school standards with a scope and sequence of critical skills such as writing a story, speaking to an audience, and interpersonal communication such as problem solving.

Learning Area 3: Literature and the Arts

Learning Area 3 is needed in the Profile of Learning to ensure that students have and can demonstrate concepts, knowledge, and processes in analysis and interpretation of literature as a requirement and in other various areas in the arts as elective choices, and that students have the knowledge, concepts, and processes in creation and performance in one of the various areas in the arts by choosing from dance, music, theater, visual arts, and media arts. This Learning Area requires two standards but is needed to provide numerous elective choices for students to fit interest and future career goals. The high school content standards within Learning Area 3 are reasonable because they provide critical knowledge and demonstrated understanding in the analysis and interpretation of literature and in one other selected art form. The preparatory content standards are reasonable because they provide knowledge and demonstrated understanding in artistic creativity, performance, and expression that support accomplishment of the high school content standard.

Learning Area 4: Mathematical Applications

Learning Area 4 is needed in the Profile of Learning to ensure that students have the skills, knowledge, and demonstrated understanding for application in the critical component areas of mathematics. The three required high school content standards include chance and data handling or patterns and discrete functions, algebraic patterns or technical applications, *and* shape, space and measurement. These high school content standards are reasonable because they encompass the major aspects of mathematics. The preparatory content standards are reasonable because they provide the supporting core skills and understanding in number sense, space, shape and measurement, patterns and functions, and chance and data handling for successful student performance of the high school content standards.

Learning Area 5: Inquiry

Learning Area 5 is needed in the Profile of Learning to ensure that students have and can apply knowledge and skills to conduct research and communicate findings which would include hypothesizing, accessing information from a variety of resources, validating sources, determining opinion from fact, and applying data. This Area is needed to assure the foundation skills of inquiry. The need for this Learning Area is strongly supported in education research pertaining to interdisciplinary learning. The student must complete two high school content standards from this Learning Area. The first requirement -- chosen from history of science, history through culture, history of the arts, world history and cultures, and recorders of history -- is reasonable because it provides for the critical

attributes of issues analysis. The content standards from which the second requirement must be selected are reasonable because they provide for the critical attributes of the research process. The preparatory standards in this Learning Area are reasonable because they provide the content in a developmental sequence to support successful completion of the high school content standards in this Area. The preparatory content standards -- including data categorization, classification and recording; observation and investigation; and accessing information -- are critical to inquiry and research and also are skills that are used in learning in many other areas.

Learning Area 6: Scientific Applications

Learning Area 6 is needed in the Profile of Learning to ensure that students have and can apply the knowledge, concepts, and processes in scientific concepts and methods to various aspects of life. The student must complete two high school science content standards from concepts in biology, concepts in chemistry, earth and space systems, concepts in physics, and environmental systems. These high school content standards are reasonable because they encompass the major aspects of science. The preparatory content standards are reasonable because they provide the core supporting skills and understanding in direct science experience, living and non-living systems, earth systems, and physical systems for successful performance in the high school content standards.

Learning Area 7: People and Cultures

Learning Area 7 is needed in the Profile of Learning to ensure that students have and can apply the knowledge, concepts, and processes of the development of and interactions among people, cultures, geography, and government. This Area includes United States history and citizenship, civic responsibility, and action in a democratic society. The high school content standards require United States history, citizenship, and diverse perspectives, and a choice of one additional content standard from among human geography, institutions and traditions in society, and community interaction. Requiring themes of United States history, United States citizenship, and diverse perspectives is reasonable because they provide an understanding of the key events, concepts, and people in the historical development of the United States. These high school content standards are reasonable because they provide critical information and understanding for participating as an informed citizen in a pluralistic society. The preparatory content standards are reasonable because they provide critical core knowledge through standards including family, school and community; historical events; geography and citizenship; current issue analysis; and geography and culture to provide

broad knowledge and background to participate successfully in the high school content standards and as an informed adult in society.

Learning Area 8: Decision Making

Learning Area 8 is needed in the Profile of Learning to ensure that students have and can apply the knowledge and process skills for decision-making as applied to personal health, physical well being and fitness, and career investigation or occupational experience. This Learning Area focuses on the process of using information to make decisions. Decision making is an essential skill that can be generalized to and used in all aspects of adult life. The high school content standards in this Learning Area are reasonable because they provide knowledge and application of that knowledge in the area of decision-making as it relates to critical areas of health and well being in adult life, including individual and community health, physical education and fitness, and career investigation or occupational experience. The preparatory content standards are reasonable because they provide critical core knowledge for personal health and fitness, nutrition, physical fitness, and career exploration for successful performance of the high school content standards and informed adult decision making in these essential areas of living.

Learning Area 9: Resource Management

Learning Area 9 is needed in the Profile of Learning to ensure that students have and can apply knowledge, concepts and processes in the management of resources for a household, community, or government. This Area includes technology and the interdependence of natural/managed systems. This Area assures a general understanding of economics. The high school content standards in this Learning Area are reasonable because they provide the critical components of learning in economic systems, natural ecosystems and human managed systems, personal and family resource management, business management, and technological and financial systems. These support and inform adult living with essential knowledge and skills. The preparatory content standards are reasonable because they provide supporting core curriculum including introduction to technology, personal resources, group resources, informed consumerism, and technology applications for resource management using skills in technology for successful completion of the high school content standards and for further education and the world of work.

Learning Area 10: World Languages

Learning Area 10 is needed in the Profile of Learning to ensure that students have the opportunity to gain and apply knowledge and skills in communicating in a language other than English. This skill is an entrance requirement for a number of colleges. It is an increasingly needed skill in a global society and economy. It is reasonable to require that districts offer this high school content standard because many students need a world (foreign) language to pursue their postsecondary education and career goals. This Learning Area is not required for graduation because it may not fit the personal goals of all students, and because at this time Minnesota does not have an adequate number of world language teachers to deliver a language other than English to *all* students in the public school system. It is reasonable to provide preparatory standards in this Learning Area because there is growing evidence that world language learning is most effective when started at early ages.

VII. ADDITIONAL NOTICE PLAN

In accordance with Minn. Stat. section 14.101 and Minn. Rules 1400.2060, the Board developed and submitted for prior approval by the Office of Administrative Hearings, an additional notice plan. Both the Request for Comments and the Notice of Intent to Adopt Rules were mailed to the following, according to the approved plan:

- a) all Superintendents of public school districts (362)
- b) all Special Education Directors (250)
- c) Limited English Proficient (LEP) Project Directors in schools statewide
- d) Statewide Educational Organizations and selected state level councils (37)
- e) all Graduation Standards Pilot Site Directors (24)
- f) public libraries statewide (350)
- g) Minnesota Association of Student Councils
- h) Student Council Presidents, in high schools statewide (400)
- i) all local school district parent organizations (PTA/PTO) (1500 statewide)
- j) Minnesota State Legislators: members of the Senate Education Committee, Senate Education Division - K-12 Funding; House Education Committee, House K-12 Education Finance Division
- k) selected newspapers published primarily for various communities of color: *La Prensa, La Voz, Native American Press, Asian Pages, Insight News, Minneapolis*

Spokesman, and *The Circle* (A summary of the Notice only will be published in these newspapers.)

- l) State Multicultural Education Advisory Committee
- m) the two Twin Cities newspapers: *Star Tribune* and *St. Paul Pioneer Press* (a summary of the Notice only)
- n) the Internet address: < <http://cfl.state.mn.us> > (the Hearing Notice and Proposed Rules only).

VIII. WITNESSES

The following individuals will testify on behalf of the Board and the Department of Children, Families and Learning:

John Augenblick, education finance consultant of Augenblick and Myers, Inc., will testify on the estimated cost to school districts and the state to implement the proposed rules.

Wayne Erickson, Director of Special Education, Minnesota Department of Children, Families and Learning, will testify on the need and reasonableness of including special needs students in the Profile of Learning and providing special consideration for this population.

Linda Forbes, Consultant in Community Development, Northern States Power Company, will testify on the need and reasonableness of the proposed rules and the involvement of stakeholders from the business community.

Mike Lindstrom, Executive Secretary, Council of Minnesota Professional Education Associations, will testify on the need and reasonableness of the ten learning areas and the content standards included in the proposed rules.

Jessie Montano, Manager of Student Options, Minnesota Department of Children, Families and Learning, will testify on the need and

reasonableness of considerations for limited English proficient students in the Profile of Learning.

Carolyn Olson, Assistant Director, Minnesota River Valley Education District, will testify on the reasonableness of the proposed rules from the small, outstate, local school district perspective.

Susan Phillips, consultant in assessment from the Michigan State University, will testify on the need and reasonableness of the Profile of Learning standards and assessment.

Yvonne Shiplin, Chair, Graduation Standards Executive Committee, will testify on the reasonableness of the development process and the involvement of stakeholders.

Jane Stewart, Curriculum Director of Rosemount/Apple Valley/Eagan public school district, will testify on the reasonableness of the proposed rules from a larger school district perspective.

Kate Foate Trewick, Assistant Commissioner in the Department of Children, Families and Learning, will provide an overview of need and reasonableness of the Profile of Learning.

IX. REGULATORY ANALYSIS

Minnesota Statutes 14.131 requires the statement of need and reasonableness to include the following information on classes of persons affected by the rules, cost, and alternatives considered.

1. Describe the classes of persons who will probably be affected by the proposed rules, including those who will bear the costs of the rules and those who will benefit from the rules.

Ultimately, all Minnesotans will be affected by the proposed rules, for the rules will ensure a comprehensive education and thus improve the education received by a high school graduate in Minnesota. Minnesotans will also benefit from increased accountability at the individual student level for learning results and at the school level. Most direct benefits will be to the future graduates, especially those who, without these rules, may have graduated without these skills, and to those who employ them after graduation or admit them to postsecondary education. In both of these cases, costs of retraining graduates or of lost productivity will be reduced.

The major costs of the Profile of Learning rules will be borne largely by the state for developing training opportunities, reporting, analyzing, and auditing. Other costs will be borne by local districts for staff development time, administration, and planning.

2. Estimate the probable costs to the agency and other agencies of implementing and enforcing the rules and any anticipated effect of the rules on state revenues.

A cost impact study was conducted by Augenblick and Myers, Inc., a consulting firm, to estimate the cost to the state and to school districts of implementing the proposed rules for the Profile of Learning. Similar studies were conducted by this firm in 1995 to estimate the cost of the rules for basic requirements in mathematics and reading and in 1996 to estimate the cost of the rules for the basic requirement in written composition.

For the first year (school year 1998 - 1999) that the proposed rules will be in effect, the estimated cost to the state for implementation of the proposed rules for the Profile of Learning is \$2,904,053. For the following year (1999-2000), the cost is estimated to be \$2,918,746.

These costs to the state are based on the following cost items being paid for by the state: 1) assessment package implementation (monitoring of quality), 2) reporting, 3) professional development and curriculum change assistance, 4) research and evaluation, 5) technology support, and 6) an indirect cost factor for department activities necessary to support the implementation of the Profile of Learning. The proposed rules will not affect state revenues and will not cause costs to other state agencies.

3. Discuss whether there are less costly or less intrusive methods of achieving the purposes of the rules.

The proposed rules have been designed to require the least cost and time necessary for implementing a results-oriented system of statewide standards.

The Board believes it has selected the most efficient, cost-effective, non-intrusive means of ensuring statewide content standards with local autonomy in delivery.

4. Describe any alternative ways of achieving the purpose of the rules that the agency seriously considered and the reasons why they were rejected in favor of the proposed rules.

The agency examined the possibility of requiring Outcome-Based Education of all districts, with each district responsible for setting its own standards. This was rejected by citizens in public meetings. The agency also considered having a larger number of basic requirements in areas beyond reading, mathematics, and writing, and rejected these possibilities when the excessiveness of testing in such a system became apparent. It was also deemed unreasonable to focus so heavily on minimum skills. Required individualized educational plans for all students were proposed also, and rejected because they would be burdensome and unlikely to render the desired results. Finally, statewide performance assessment was considered, with students possibly submitting portfolios to the state for examination. Experience in other states indicated that this was not a useful form of assessment and that local curricula would need to be dictated too heavily.

Rules that provided a balance of statewide standards and local delivery models were considered best for Minnesota, and, thus, the present proposal was refined and readied for the rulemaking process.

5. Estimate the probable costs of complying with the rules.

The costs of complying with the proposed rules will be to local public school districts. The Augenblick and Myers 1997 cost impact study estimates the cost to local school districts in Minnesota for implementing the proposed rules for the Profile of Learning. The cost to school districts includes costs needed to carry out the following activities: (1) staff development, (2) new responsibilities, and (3) supplies and materials.

Based on these categories of cost and the set of assumptions developed about such factors as the number of school districts, pupil counts, salary levels, etc., it is projected that the added cost to school districts will be \$93.9 million in 1998-1999 and \$93.8 million in 1999-2000 for the Profile of Learning. Some of these costs will be offset by funds likely to be available from the school districts for professional development. As a result of these funds being available, it is estimated that the net cost of the Profile of Learning will be \$76.1 million in 1998-1999 and \$72.3 million in 1999-2000. On a per student basis, this translates to \$79.47 per pupil per weighted average daily membership (WADM) in 1998-1999 and \$74.93 per WADM pupil in 1999-2000. Copies of the full cost impact study are available on request from the Department of Children, Families and Learning.

6. Discuss any differences between the rules and existing federal regulations and specifically analyze the need for and reasonableness of each difference.

The proposed rules are consistent with federal regulations, particularly for *Goals 2000: Educate America Act* which requires state standards and emphasizes the need for a well-educated population and work force. As requirements for graduation are the province of the state rather than the federal government, there is no inconsistency in standards or procedures to assess standards, which are the essential components of these rules.

CONCLUSION:

Based on the foregoing, the proposed rules are needed and reasonable.

Dated: Dec 8, 1997 Signed: Dolores Fridge

Dolores Fridge, President
State Board of Education


High School Standards Outlines

 **Read, View, Listen 1**


Read, view and listen to complex information in the English language.

 **Write and Speak 2**


Write and speak effectively in the English Language.

 **Literature and the Arts 3**

Apply and interpret artistic expression.

 **Math Applications 4**

Solve problems by applying mathematics.

 **Inquiry 5**

Conduct research and communicate findings.

choose 1

Read Complex Information

Comprehend and evaluate complex information in a variety of English language non-fiction reading, viewing and listening selections.

Technical Reading

Read and apply technical information from a variety of English language documents or electronic media.

choose 1

Academic Writing

Write in the English language for a variety of academic purposes and situations.

Technical Writing

Write for a variety of technical purposes, situations and audiences.

choose 1

Public Speaking

Construct and deliver speeches in English for a variety of purposes and audiences.

Interpersonal Communication

Demonstrate effective English communication skills in personal, family, community and/or work situations.

required

Literary/Arts Creation/Performance

Create and/or perform original artistic presentations in dance, creative writing, music, theater, visual arts or media arts.

(Creative writing may be used as an elective. It does not fulfill the requirement.)

required

Literature/Arts Analysis & Interpretation

Interpret and evaluate complex works of art in dance, theater, literature, music, visual arts or media arts applying specific criteria that represent an informed response.

(All students are required to work on this standard using literature. Other arts areas may be used as electives.)

choose 1

Discrete Mathematics

Use discrete structures to model mathematical relationships and solve problems.

Chance and Data Analysis

Apply concepts of chance and data analysis to make critical judgments, predictions or decisions.

choose 1

Algebraic Patterns

Analyze mathematical patterns, relationships and functions to model and solve problems.

Technical Applications

Apply mathematics to solve complex technical problems.

required

Shape, Space, Measurement

Apply concepts of shape, space and measurement to illustrate and describe the physical world and solve problems.

choose 1

Math Research

Gather and analyze information on a mathematical topic.

History of Science

Understand the interaction between economic, technological and/or environmental factors and the occurrence of scientific advances.

History through Culture

Understand historical periods through investigation of their cultural expression.

History of the Arts

Understand the past and continuing development of an art form or theme.

World History and Cultures

Understand the significance of events and themes across cultures and time.

Recorders of History

Understand that historical knowledge is the result of decisions made by recorders of history.

Issue Analysis

Research an issue and evaluate proposed positions or solutions.

choose 1

Research Process

Collect primary data to investigate a topic, problem or issue.

Social Science Processes

Investigate historical artifacts, documents, events or concepts using social science processes.

Research and Create a Business Plan

Develop and implement a plan to start a business or an organization.

Market Research






Investigate a product through market research.

Case Study

Use observation and theory to study human interaction, learning or development.

New Product Development

Research, develop and test a new product.

 Scientific Applications 6 Understand and apply scientific concepts and methods.	 People and Cultures 7 Understand interactions among people and cultures.	 Decision Making 8 Use information to make decisions.	 Resource Management 9 Manage resources for a household, community or government.	 World Languages 10 Communicate in a language other than English.
--	--	--	--	--

<p><u>choose 2</u></p> <p>Concepts in Biology Understand biological concepts, theories and principles through investigation and analysis of cells, organisms and ecosystems.</p>	<p><u>required</u></p> <p>Themes of U.S. History Trace significant themes in the development of the United States.</p>	<p><u>required</u></p> <p>Individual/Community Health Make informed decisions that enhance individual, family and community health in all six priority health areas. Promote healthful nutrition; dietary practices; and physical fitness. Reduce and Prevent: tobacco use; drug/alcohol use; intentional and unintentional HIV/STD; and unintentional pregnancies.</p>	<p><u>required</u></p> <p>Economic Systems Understand how individuals, households, businesses and governments use scarce resources to satisfy unlimited wants and needs.</p>	<p>World Language Comprehend and communicate in a language other than English on a range of applications.</p> <p>(The World Language standard may be completed in various foreign and domestic languages as well as symbol systems and technical languages.)</p>
<p>Concepts in Chemistry Understand concepts, theories and principles in chemistry through investigation and analysis.</p>	<p><u>required</u></p> <p>U.S. Citizenship Understand the foundations, rights and responsibilities of United States citizenship.</p>	<p><u>required</u></p> <p>Physical Education and Fitness Apply informed decision-making processes to select appropriate physical activities to achieve fitness.</p>	<p><u>choose 1</u></p> <p>Natural/Managed Systems Understand the interaction and interdependence of natural and managed systems.</p>	
<p>Earth and Space Systems Understand concepts, theories and principles of earth and space systems through investigation and analysis.</p>	<p><u>required</u></p> <p>Diverse Perspectives Evaluate events and actions from diverse U.S. and world perspectives.</p>	<p><u>required</u></p> <p>Career Investigation Evaluate career choices through informed decision making.</p>	<p>Personal/Family Resource Management Apply the fundamentals of personal/family resource management through informed decision making.</p>	
<p>Concepts in Physics Understand physics through interactions of matter, forces and energy.</p>	<p><u>choose 1</u></p> <p>Human Geography Understand how cultures interact with their environments.</p>	<p><u>choose 1</u></p> <p>Occupational Experience Apply a decision-making process to real work situations.</p>	<p>Business Management Apply the fundamentals of business management through informed decision making.</p>	
<p>Environmental Systems Apply scientific methods to issues involving relationships among the individual, the society, the economy and the environment.</p>	<p>Institutions and Traditions in Society Understand the interaction among individuals, groups and institutions.</p>	<p>Financial Systems Manage financial systems and information.</p>	<p>Technical Systems Apply knowledge, skills and tools of technological systems to extend human capabilities while preserving ecological functions.</p>	
<p>Community Interaction Understand the relationships between organizations and the communities they serve through direct service or experience.</p>				

 **Read, View,
Listen 1**


Read, view and listen to complex information in the English language.

 **Write and
Speak 2**


Write and speak effectively in the English Language.

 **Arts 3**

Apply and interpret artistic expression.

 **Math
Applications 4**

Solve problems by applying mathematics.

 **Inquiry 5**

Conduct research and communicate findings.

Primary Level
Literal Comprehension
Comprehend literal meaning in reading, viewing and listening selections.

Interpretation and Evaluation
Interpret and evaluate information in reading, viewing and listening selections.

Intermediate Level
Literal Comprehension
Comprehend literal meaning of information received through reading, viewing and listening selections.

Interpretation and Evaluation
Interpret and evaluate information in reading, viewing and listening selections.

Middle Level
Non-Fiction: Reading, Viewing, Listening
Comprehend, interpret and evaluate information from a variety of non-fiction formats in reading, viewing and listening.

Fiction: Reading, Viewing, Listening
Comprehend, interpret and evaluate information in fictional reading, viewing and listening selections.

Technical Reading
Comprehend technical information from documents or electronic media.

Primary Level
Writing and Speaking
Write and speak for a variety of academic and technical purposes.

Intermediate Level
Writing
Write for a variety of academic and technical purposes and audiences.

Speaking
Speak to an audience or interact with a group.

Middle Level
Writing
Write for a variety of academic and technical purposes, situations and audiences.

Interpersonal Communications
Communicate effectively in a small group of familiar people.

Primary Level
Artistic Creativity, Performance and Expression
Create and describe a variety of artistic works.

Intermediate Level
Artistic Creativity, Performance and Expression
Create, interpret and evaluate a variety of artistic expressions.

Middle Level
Artistic Creativity and Performance
Demonstrate knowledge of art forms through artistic process and presentation.

Artistic Interpretation
Interpret and evaluate a variety of art works, performances and/or presentations.

Primary Level
Number Sense
Use number relationships to represent information and solve problems.

Shape, Space, Measurement
Apply concepts of shape, space and measurement to solve problems involving two- and three-dimensional shapes.

Intermediate Level
Number Sense
Use number concepts and a variety of math operations to represent information and solve problems.

Shape, Space, Measurement
Describe and analyze two- and three-dimensional shapes and spaces.

Chance and Data Handling
Apply concepts of chance and data analysis to evaluate information and solve problems in a familiar context.

Middle Level
Shape, Space, Measurement
Apply concepts of shape and space to describe and measure the physical world to solve problems.

Number Sense
Use number concepts, relationships and computational procedures to communicate, solve problems and evaluate results.

Chance and Data Handling
Apply concepts of chance and techniques of data handling to evaluate and solve problems.

Patterns and Functions
Analyze patterns and use concepts of algebra to represent mathematical

Primary Level
Data Categorization, Classification and Recording
Gather information to answer questions.

Intermediate Level
Media, Observation and Investigation
Answer questions using information gathered through direct observations, experiments and other sources.

Middle Level
Direct Observation
Gather information to answer scientific or social science questions.

Accessing Information
Access information and use a variety of sources to answer a question or support a position.

Controlled Experiments
Design and conduct a controlled experiment or investigation and interpret the results.


Scientific Applications 6

Understand and apply scientific concepts and methods.

Primary Level
Direct Science Experience

Understand basic science concepts through direct experience.

Intermediate Level
Living and Non-Living Systems

Understand how individuals and objects interact in life, earth/space systems and physical systems.

Middle Level
Living Systems


Understand interactions and interdependence of living systems.

Earth Systems

Recognize concepts and evaluate interactions of earth/space systems and impact upon human

Physical Systems

Evaluate interactions between physical systems encountered in everyday life.


People and Cultures 7

Understand interactions among people and cultures.

Primary Level
Family, School and Community

Understand the interaction of location, family, school and community.

Intermediate Level
Historical Events

Understand historical events and contributions of key people from different time periods.

Geography and Citizenship

Understand the interaction of people, places and locations.

Middle Level
Current Issue Analysis

Defend a position concerning a current event or issue.

Geography and Culture

Understand how events or actions of people are influenced by physical and cultural geography.

History and Citizenship

Understand historical events and the roles of individuals within them.


Decision Making 8

Use information to make decisions.

Primary Level
Personal Health and Fitness

Understand and participate in activities that promote personal fitness, health, nutrition and safety.

Intermediate Level
Personal Health and Nutrition

Use a decision-making model to promote personal health, nutrition and safety.

Physical Education and Fitness

Understand and participate in physical activities that develop motor skills and physical fitness.

Middle Level
Career Exploration

Explore career and education options to make informed decisions for future life choices.

Personal Health

Make informed decisions based on information to promote personal health.

Physical Education and Fitness

Understand and participate in physical activities and develop motor skills and physical fitness.


Resource Management 9

Manage resources for a household, community or government.

Primary Level
Introduction to Technology

Use appropriate computer technology to access information and produce products.

Intermediate Level
Technology Skills

Use appropriate computer technology to access, evaluate and organize information and to produce products.

Middle Level
Personal Resources

Effectively manage personal resources to meet a goal or solve a problem.

Group Resources


Manage resources as a team to produce a product or service.

Informed Consumerism

Understand the impact of purchases in the areas of household, business, community and environment.

Technology Applications

Use appropriate computer technology to access, evaluate and organize information and to produce products.


World Languages 10

Communicate in a language other than English.

Primary Level
World Language

Communicate in another language on age-appropriate topics in a culturally appropriate manner.

Intermediate Level
World Language

Communicate in another language on familiar and personal topics in a culturally appropriate manner.

Middle Level
World Language

Communicate in another language on a variety of age appropriate topics in a culturally appropriate manner.

Appendix C

Minnesota College Entrance Requirements Matched with Learning Areas (matches in parentheses)

I. Minnesota Technical Colleges

A strong background in specific technology education (Learning Areas 2, 4, 5, and 6) and math (Learning Area 4) are required and/or recommended, along with effective written and verbal communication skills (Learning Area 2).

II. University of Minnesota

- 4 credits of English (Learning Areas 1, 2, and 3 [for literature])
- 2 credits of Social Studies (including American History), (Learning Area 7)
- 3 credits of Mathematics (including one year each of Algebra, Geometry, and Higher Algebra), (Learning Area 4)
- 3 credits of Science (including one year each of Biological and Physical Science), (Learning Area 6)
- 2 credits of a single second language (Learning Area 10).

III. Minnesota State Universities

- 4 credits of English (Learning Areas 1, 2, and 3 [for literature])
- 3 credits of Mathematics (2 Algebra and 1 Geometry), (Learning Area 4)
- 3 credits of Science (1 Physical Science, 1 Biology, and 1 other Lab Science [Chemistry or Physics]), (Learning Area 6)
- 3 credits of Social Studies (including 1 U.S. History and 1 Geography), (Learning Areas 5 and 7)
- 2 credits of a single World Language (Learning Area 10)
- One elective (World Cultures, Arts, Computer Literacy).

Students with exceptional High School records may be admitted if they have not taken a World Language in High School.

IV. Minnesota Private Colleges

- 4 credits of English (Learning Areas 1, 2, and 3 [for literature])
- 3 credits of College Preparatory Mathematics (Learning Area 4)
- 3 credits of Laboratory Science (Physical Science, Biology, Chemistry, and/or Physics), (Learning Area 6)
- 2 credits of a Foreign Language are strongly recommended (Learning Area 10)
- Visual/Performing Arts are also recommended (Learning Area 3).

V. Minnesota Community Colleges

A High School diploma is required with coursework in English (Learning Areas 1, 2, and 3 [for literature]), Math (Learning Area 4), Science (Learning Area 6), and Social Studies (Learning Areas 5 and 7).

Appendix D

SCANS Skills

(Secretary's Commission on Achieving the Necessary Skills)
Matched with Learning Areas (matches in parentheses)

I. Competencies

1. Resources - identify, organize, plan, allocate (Learning Area 9)
2. Interpersonal - works with others (Learning Areas 2, 5, and 7)
3. Information - acquires, evaluates, interprets, organizes (Learning Area 5)
4. Systems - social, organizational, technological (Learning Areas 6 and 7)
5. Technology - selects, applies, maintains (Learning Area 9 and throughout).

II. Foundations

1. Basic skills - reading, writing, arithmetic/math, listening, speaking (Learning Areas 1, 2, and 4)
2. Thinking - creative thinking (Learning Areas 3 and 5); decision making (Learning Area 8); problem solving (Learning Areas 5, 7, and 9); seeing things in the mind's eye (Learning Areas 3 and 5); knowing how to learn, reasoning (Learning Areas 4, 5, 6, and 7).

Bibliography

Bloomington. Public Meeting. 1994.

Borthwick, A. and Nolan K. (1996). *Performance Standards: How Good is Good Enough?* [On-line] Available: <http://www.summit96.ibm.com/brief/papers/howgood.html>. pp. 1-4 [7/4/97].

Boyer, Ernest. (1995). The Educated Person. In *Toward a Coherent Curriculum* by James Beane (Ed). Alexandria VA: Association for Supervision and Curriculum Development.

Brady, Marion. (1993). Single Discipline Schooling. *Phi Delta Kappan*, 74(6). pp. 438-443.

Brandt, Ron. (1985). On Teaching and Supervising: a Conversation with Madeline Hunter. *Educational Leadership*, 42(5). pp. 61-66.

Colorado Department of Education. Opportunities for Success. [On-line] Available: <http://cde.state.co.us/sesopp.htm> [6/16/97].

Daggett, Willard. (1994). *Defining Excellence for American Schools*. Presentation at the Model Schools Conference. Schenectady, N.Y: International Center for Leadership in Education, Inc.

Doctorow, Roslyn. (1994). The Development of Standards in Reading and Writing for Kindergarten through Grade 8 through the Creation of Exemplars and Verbal Descriptions. Ed.D. Practicum, Nova University. (ERIC Document Reproduction Service No. ED 377 441).

Falk, B., Larson, J., and Xu, J. (1996). *An Invitation to Invention: Top-Down Support for Bottom-Up Reform of Assessment in New York State*. New York: National Center for Restructuring Education, Schools, and Teaching. (ERIC Document Reproduction Service No. ED 393 158).

Gandel, Matthew. (1995). Why We Need Academic Standards. *Educational Leadership*, 53 (1). pp. 84-86.

Gardner, Howard. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York, NY: Basic Books. p. 392.

Gardner, John. (1962). *Excellence: Can We Be Equal and Excellent Too?* New York: Harper & Row. p. 86.

Gipps, Caroline. (1996). Response. *Journal of Educational Measurement*, 33(4). pp. 489-490.

Hunter, Madeline. (1982). *Mastery Teaching*. El Segundo, CA: TIP Publications.

Jennings, J. (1995). School Reform Based on What is Taught and Learned. *Phi Delta Kappan*, 76(10). pp. 765-769.

Literacy Summit Action Coalition. (1995). *Adult Basic Education in Minnesota: Impact Report*. St. Paul, MN: The Coalition.

Marzano, R.J. and Kendall, J.S. (1996). *Content Knowledge: A Compendium of Standards and Benchmarks for K12 Educators*. Aurora, CO: Mid-continent Regional Educational Laboratory.

Massell, Diane, et al. (1997). *Persistence and Change: Standards-Based Systematic Reform in Nine States*. CPRE Policy Briefs. Pittsburgh, University of Pennsylvania: Consortium for Policy Research in Education.

McMillan, W. (1994). *Considerations and Recommendations Related to Implementation of the Basic Requirements Component of the Proposed Graduation Rule*. St. Paul, MN: Minnesota Department of Education.

Mehrens, W.A. (1993). *Issues and Recommendations Regarding Implementation of the High School Graduation Tests*. Oakbrook, IL: North Central Regional Educational Laboratory.

Minnesota Assessment Model for the Profile of Learning: Evaluations and Recommendations. (1997). Golden, CO: Peak Learning Systems.

Minnesota Department of Children, Families and Learning. (1997). *Survey of Schools About the Implementation of the Minnesota Graduation Standards*. St. Paul, MN: Minnesota Department of Children, Families and Learning.

Minnesota Department of Education. (1984). *Minnesota Dialogue on Education: A Report*. St. Paul, MN: Minnesota Department of Education.

North Carolina Department of Public Instruction. *Public Schools of North Carolina. Standards and Accountability*. [On-line] Available: <http://www.dpi.state.nc.us/stdsacc.html> [6/41697].

O'Connor, Debra. (2/24/94). *School Standards Favored*. Pioneer Press. pp. 1A & 6A.

Pritchard, Ivor. (1996). *Judging Standards in Standard-Based Reform*. *Perspective*, 8(1).. Washington, DC: Council for Basic Education.

Ravitch, Diane. (1995). *National Standards in American Education: A Citizen's Guide*. Washington, DC: Brookings Institution. pp. 10-14.

Resnick, Lauren. (1993). *Working, Thinking, and Assessment*. In *Restructured Learning*. Washington, DC: Council of Chief State School Officers. (ERIC Document Reproduction Service No. ED 370 243).

Robinson, Sharon. (1996). *Building Knowledge for a Nation of Learners*. Washington, DC: U.S. Department of Education.

Rochester. Public Meeting. 1994.

Rothman, Robert. (1995). *Measuring Up: Standards, Assessment and School Reform*. San Francisco, CA: Jossey Bass.

Secretary's Commission on Achieving the Necessary Skills. (1991). *What Work Requires of Schools: A SCANS Report for America 2000*. Washington, DC: U.S. Department of Labor.

Senge, Peter. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York, NY: Doubleday.

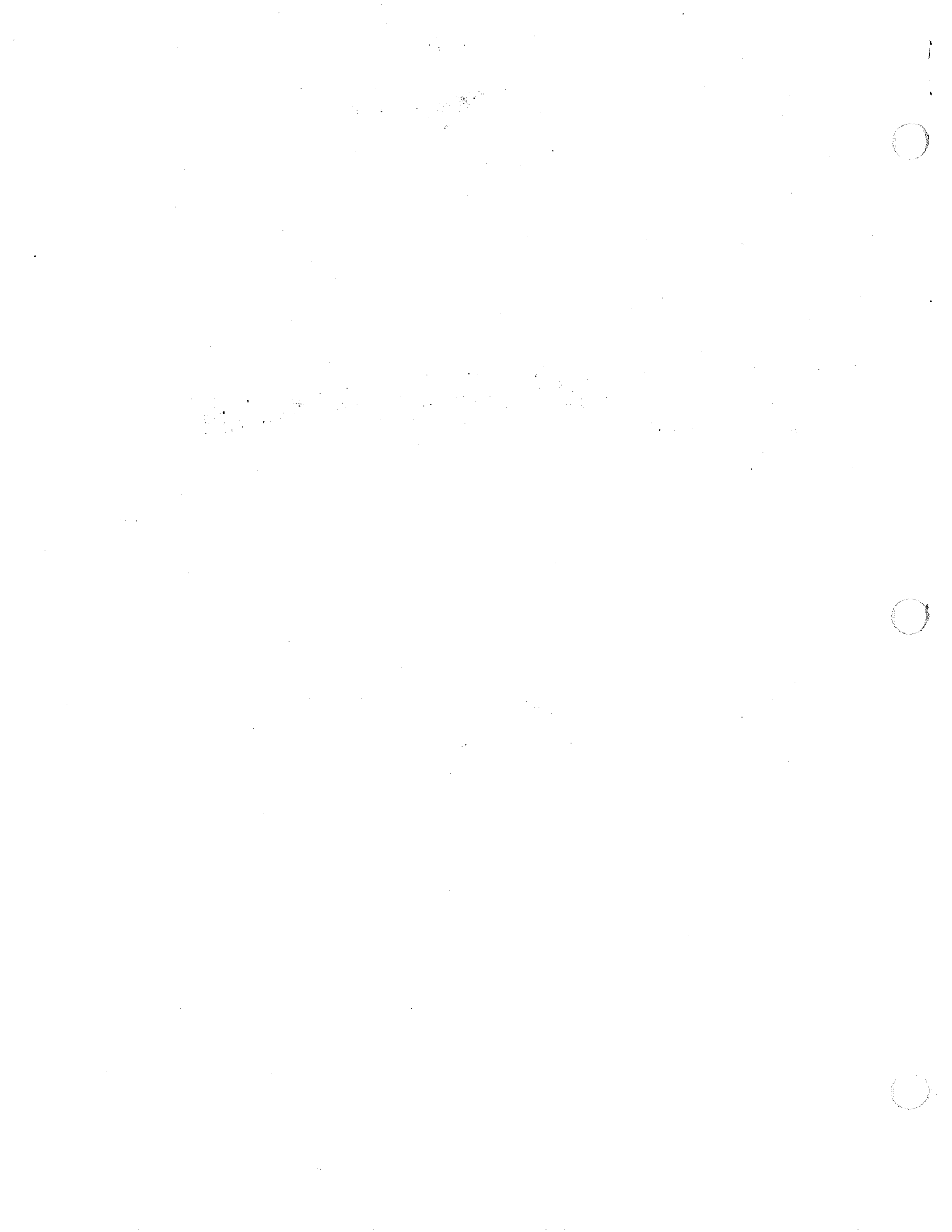
Stone, T. (1993). *A Future of Choice: A Guide to Developing Issue-Based Curriculum with Process Skills Learned Before and Throughout Content*. Gainsville, VA: Home Economics Education Association. (ERIC Document Reproduction Service No. ED 386 574).

Uchida, Donna, et al. (1996). *Preparing Students for the 21st Century*. Arlington, VA: American Association of the School Administrators. (ERIC Document Reproduction Service No. ED 363 855).

Wheelock, Anne. (1996). Standards-Based Reform: What Does It Mean for the Middle Grades? *Schools in the Middle*, 6(2). pp. 24-31.

Wirth, A. (1992). *Education and Work for the Year 2000: Choices We Face*. San Francisco, CA: Jossey Bass.

Wurtz, E. et al. (1993). *Promises to Keep: Creating High Standards for American Students*. Report from the National Education Goals Panel on Behalf of the Goals 3 and 4 Technical Planning Group. Washington, DC: Education Goals Panel.



ABOUT THE WRITING TEST RESULTS

May 30, 1997

This Spring, The Department of Children, Families & Learning offered school districts the opportunity to give their students a practice writing test to prepare for the basic writing requirement that must be achieved by all high school graduates beginning with the class of 2001. 137 districts chose to participate.

The purpose of the test was to give districts an opportunity to gauge the strengths and weaknesses of their writing programs and make improvements prior to the first official testing scheduled for 1999.

The state's two largest school districts, Minneapolis and Saint Paul, chose not to participate and many participating districts tested only a portion of their students. For this reason, statewide results are inconclusive and cannot be compared with last year's results when a statewide representative sample of students took the test.

Results were mailed to districts on Tuesday, May 27, and statewide results are as follows:

	<u>Percent passed</u>	<u>Total students tested</u>	<u>Total enrollment</u>
grades 8-9	79%	4,611	133,115
grade 10	88	11,149	65,670
grades 11-12	91	787	118,844

These results do not count toward graduation for any student. Passing the test is a graduation requirement for students in eighth grade this year, and beginning in 1999, districts are required to give the test to their tenth graders.

Students who took the writing test were required to produce an essay on a specific topic. Tests were scored on a scale of one to four, with three being the lowest passing score. Each was judged for its clarity of a central idea, coherent focus, organization, support or elaboration of ideas and language mechanics and composition.

Each district administered the tests in different ways for different reasons. Consult the district prior to drawing conclusions about a specific district's performance.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

STATE COPY

Date of Test: February 25, 1997
Page: 1

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Aitkin (0001-01)	3-4	0%	89%	0%	0.00%	8.38%	41.62%	8.49%	9.84%	1.15%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	256				
	Total Students Tested Grade 10:	108			Total Students Enrolled Grade 10:	120				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	226				\$ 4,490
McGregor (0004-01)	3-4	0%	82%	0%	0.00%	11.70%	57.09%	15.28%	20.87%	3.11%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	97				
	Total Students Tested Grade 10:	34			Total Students Enrolled Grade 10:	38				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	102				\$ 5,357
Fridley (0014-01)	3-4	66%	0%	0%	2.03%	11.94%	27.44%	10.95%	17.07%	2.29%
	Total Students Tested Grades 8-9:	207			Total Students Enrolled Grades 8-9:	416				
	Total Students Tested Grade 10:	0			Total Students Enrolled Grade 10:	239				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	439				\$ 5,807
Saint Francis (0015-01)	3-4	81%	0%	0%	0.00%	11.54%	19.85%	3.60%	22.04%	4.68%
	Total Students Tested Grades 8-9:	385			Total Students Enrolled Grades 8-9:	913				
	Total Students Tested Grade 10:	0			Total Students Enrolled Grade 10:	455				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	696				\$ 4,811
Clinton-Graceville (0055-01)	3-4	100%	95%	0%	0.00%	12.64%	57.62%	1.83%	4.72%	1.34%
	Total Students Tested Grades 8-9:	5			Total Students Enrolled Grades 8-9:	116				
	Total Students Tested Grade 10:	40			Total Students Enrolled Grade 10:	45				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	87				\$ 4,802
Ortonville (0062-01)	3-4	0%	85%	0%	0.00%	11.46%	36.15%	5.93%	3.06%	0.89%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	155				
	Total Students Tested Grade 10:	67			Total Students Enrolled Grade 10:	78				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	161				\$ 4,578
Sleepy Eye (0084-01)	3-4	79%	0%	0%	7.76%	7.98%	32.98%	5.95%	23.71%	1.45%
	Total Students Tested Grades 8-9:	63			Total Students Enrolled Grades 8-9:	124				
	Total Students Tested Grade 10:	0			Total Students Enrolled Grade 10:	57				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	115				\$ 4,735

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.

MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT



Date of Test: February 25, 1997
Page: 2

STATE COPY

District Profile Data *

Based on Total Students Tested

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	AFDC	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Springfield (0085-01)	3-4	0%	93%	0%	0.00%	7.70%	23.90%	2.51%	3.45%	0.50%	\$ 3,981
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				145	
	Total Students Tested Grade 10:	75				Total Students Enrolled Grade 10:				76	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				117	
New Ulm (0088-01)	3-4	0%	93%	0%	1.12%	7.83%	15.73%	4.01%	13.79%	1.14%	\$ 4,352
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				448	
	Total Students Tested Grade 10:	237				Total Students Enrolled Grade 10:				258	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				463	
Barnum (0091-01)	3-4	0%	87%	0%	0.00%	9.30%	32.47%	9.55%	8.67%	1.31%	\$ 4,508
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				119	
	Total Students Tested Grade 10:	70				Total Students Enrolled Grade 10:				74	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				104	
Carlton (0093-01)	3-4	0%	78%	0%	0.00%	9.03%	26.22%	7.42%	13.31%	1.82%	\$ 4,537
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				121	
	Total Students Tested Grade 10:	69				Total Students Enrolled Grade 10:				76	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				117	
Cloquet (0094-01)	3-4	0%	0%	88%	0.24%	11.80%	29.64%	11.59%	22.25%	5.34%	(1.30%) \$ 4,943
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				427	
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				204	
	Total Students Tested Grades 11-12:	160				Total Students Enrolled Grades 11-12:				384	
Moose Lake (0097-01)	3-4	75%	90%	0%	0.00%	12.85%	30.59%	8.20%	10.40%	0.00%	\$ 4,575
	Total Students Tested Grades 8-9:	64				Total Students Enrolled Grades 8-9:				128	
	Total Students Tested Grade 10:	67				Total Students Enrolled Grade 10:				73	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				114	
Esko (0099-01)	3-4	0%	86%	0%	0.00%	10.55%	9.41%	4.30%	6.63%	0.42%	\$ 4,324
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				166	
	Total Students Tested Grade 10:	81				Total Students Enrolled Grade 10:				84	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				148	

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.

MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT



Date of Test: February 25, 1997
Page: 3

STATE COPY

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Wrenshall										
(0100-01)	3-4	0%	84%	0%	0.00%	9.55%	31.98%	6.91%	10.57%	0.00%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				81
	Total Students Tested Grade 10:	32				Total Students Enrolled Grade 10:				33
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				66
Norwood										
(0108-01)	3-4	84%	0%	0%	0.00%	16.53%	12.99%	2.95%	11.03%	0.52%
	Total Students Tested Grades 8-9:	88				Total Students Enrolled Grades 8-9:				214
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				102
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				211
Chaska										
(0112-01)	3-4	0%	88%	0%	3.36%	11.13%	8.44%	2.40%	10.08%	0.75%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				866
	Total Students Tested Grade 10:	403				Total Students Enrolled Grade 10:				432
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				700
Walker-Hackensack-Akeley										
(0113-01)	3-4	0%	62%	0%	0.00%	13.47%	39.16%	11.19%	17.32%	3.50%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				163
	Total Students Tested Grade 10:	47				Total Students Enrolled Grade 10:				70
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				142
Pillager										
(0116-01)	3-4	0%	98%	0%	0.00%	11.76%	43.66%	10.28%	12.30%	0.35%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				97
	Total Students Tested Grade 10:	44				Total Students Enrolled Grade 10:				57
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				92
Remer/Longville										
(0118-01)	3-4	0%	74%	0%	0.00%	17.92%	44.37%	13.45%	23.55%	2.40%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				112
	Total Students Tested Grade 10:	39				Total Students Enrolled Grade 10:				52
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				85
North Branch										
(0138-01)	3-4	0%	85%	0%	1.01%	9.68%	25.72%	4.88%	14.11%	2.20%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				514
	Total Students Tested Grade 10:	214				Total Students Enrolled Grade 10:				250
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				449

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARDS TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

Date of Test: February 25, 1997
Page: 4

STATE COPY

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	AFDC	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
MN ACADEMY FOR THE BLIND (0140-70)											
	3-4	0%	0%	0%	NA	NA	NA	NA	NA	NA	NA
Total Students Tested Grades 8-9:		1			Total Students Enrolled Grades 8-9:						
Total Students Tested Grade 10:		0			Total Students Enrolled Grade 10:						
Total Students Tested Grades 11-12:		0			Total Students Enrolled Grades 11-12:						
Cook County (0166-01)											
	3-4	0%	81%	0%	0.00%	9.91%	12.75%	2.91%	12.64%	5.65%	(1.49%) \$ 4,909
Total Students Tested Grades 8-9:		0			Total Students Enrolled Grades 8-9:						127
Total Students Tested Grade 10:		52			Total Students Enrolled Grade 10:						56
Total Students Tested Grades 11-12:		0			Total Students Enrolled Grades 11-12:						108
Brainerd (0181-01)											
	3-4	0%	91%	0%	0.00%	10.03%	29.34%	8.89%	34.81%	7.25%	(0.70%) \$ 4,311
Total Students Tested Grades 8-9:		0			Total Students Enrolled Grades 8-9:						1,171
Total Students Tested Grade 10:		465			Total Students Enrolled Grade 10:						626
Total Students Tested Grades 11-12:		0			Total Students Enrolled Grades 11-12:						1,173
Pegot Lakes (0186-01)											
	3-4	76%	0%	0%	0.00%	8.71%	31.90%	6.38%	13.10%	0.87%	\$ 4,098
Total Students Tested Grades 8-9:		90			Total Students Enrolled Grades 8-9:						202
Total Students Tested Grade 10:		0			Total Students Enrolled Grade 10:						106
Total Students Tested Grades 11-12:		0			Total Students Enrolled Grades 11-12:						174
Brandon (0207-01)											
	3-4	0%	100%	0%	0.00%	6.65%	33.25%	1.79%	6.72%	0.95%	\$ 4,142
Total Students Tested Grades 8-9:		0			Total Students Enrolled Grades 8-9:						77
Total Students Tested Grade 10:		31			Total Students Enrolled Grade 10:						31
Total Students Tested Grades 11-12:		0			Total Students Enrolled Grades 11-12:						68
Chatfield (0227-01)											
	3-4	0%	77%	0%	0.00%	10.63%	16.59%	1.88%	7.79%	1.14%	\$ 4,229
Total Students Tested Grades 8-9:		0			Total Students Enrolled Grades 8-9:						167
Total Students Tested Grade 10:		62			Total Students Enrolled Grade 10:						68
Total Students Tested Grades 11-12:		0			Total Students Enrolled Grades 11-12:						143
Albert Lea (0241-01)											
	3-4	0%	92%	94%	2.16%	10.78%	26.38%	9.71%	19.55%	5.10%	(2.32%) \$ 4,588
Total Students Tested Grades 8-9:		0			Total Students Enrolled Grades 8-9:						695
Total Students Tested Grade 10:		291			Total Students Enrolled Grade 10:						355
Total Students Tested Grades 11-12:		102			Total Students Enrolled Grades 11-12:						631

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

STATE COPY

Date of Test: February 25, 1997
Page: 5

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Pine Island (0255-01)	3-4	80%	0%	0%	0.08%	8.74%	18.40%	1.85%	9.05%	1.68%
	Total Students Tested Grades 8-9:	102			Total Students Enrolled Grades 8-9:	190				
	Total Students Tested Grade 10:	0			Total Students Enrolled Grade 10:	93				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	172				\$ 4,028
Red Wing (0256-01)	3-4	0%	85%	0%	0.60%	11.24%	16.55%	3.66%	12.19%	3.01%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	584				(1.59%)
	Total Students Tested Grade 10:	283			Total Students Enrolled Grade 10:	319				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	567				
Ashby (0261-01)	3-4	82%	0%	0%	0.00%	11.66%	23.62%	5.26%	11.76%	1.18%
	Total Students Tested Grades 8-9:	33			Total Students Enrolled Grades 8-9:	65				
	Total Students Tested Grade 10:	0			Total Students Enrolled Grade 10:	38				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	47				\$ 4,321
Herman-Norcross (0264-01)	3-4	79%	89%	0%	0.00%	15.46%	34.54%	5.14%	9.13%	1.69%
	Total Students Tested Grades 8-9:	19			Total Students Enrolled Grades 8-9:	34				
	Total Students Tested Grade 10:	28			Total Students Enrolled Grade 10:	27				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	36				\$ 5,483
Eden Prairie (0272-01)	3-4	0%	98%	75%	1.59%	9.25%	4.28%	1.84%	11.31%	0.49%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	1,371				
	Total Students Tested Grade 10:	320			Total Students Enrolled Grade 10:	666				
	Total Students Tested Grades 11-12:	4			Total Students Enrolled Grades 11-12:	1,143				\$ 4,673
Richfield (0280-01)	3-4	84%	90%	91%	3.38%	9.12%	27.34%	8.06%	19.34%	1.94%
	Total Students Tested Grades 8-9:	334			Total Students Enrolled Grades 8-9:	673				
	Total Students Tested Grade 10:	321			Total Students Enrolled Grade 10:	344				
	Total Students Tested Grades 11-12:	276			Total Students Enrolled Grades 11-12:	596				\$ 5,584
Brooklyn Center (0288-01)	3-4	71%	83%	0%	1.09%	9.34%	43.06%	17.37%	24.12%	5.21%
	Total Students Tested Grades 8-9:	145			Total Students Enrolled Grades 8-9:	303				
	Total Students Tested Grade 10:	143			Total Students Enrolled Grade 10:	154				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	251				\$ 4,686

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.

MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT



Date of Test: February 25, 1997
Page: 6

STATE COPY

District Profile Data *

Based on Total Students Tested

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	AFDC	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Spring Grove (0297-01)	3-4	0%	64%	0%	0.00%	7.01%	30.31%	2.06%	5.15%	0.00%	\$ 4,382
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:					79
	Total Students Tested Grade 10:	33				Total Students Enrolled Grade 10:					34
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:					93
Caledonia (0299-01)	3-4	0%	87%	0%	0.00%	10.99%	26.90%	4.98%	3.64%	0.91%	\$ 4,660
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:					198
	Total Students Tested Grade 10:	83				Total Students Enrolled Grade 10:					87
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:					208
Lacrescent-Hokah (0300-01)	3-4	0%	86%	0%	0.00%	7.48%	13.52%	3.05%	10.10%	1.15%	(0.26%) \$ 4,315
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:					255
	Total Students Tested Grade 10:	131				Total Students Enrolled Grade 10:					147
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:					278
Nevis (0308-01)	3-4	0%	97%	0%	0.00%	13.60%	49.04%	8.00%	14.10%	0.86%	\$ 4,440
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:					86
	Total Students Tested Grade 10:	38				Total Students Enrolled Grade 10:					43
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:					86
Park Rapids (0309-01)	3-4	0%	84%	0%	0.00%	11.32%	39.54%	9.97%	13.07%	6.28%	\$ 4,611
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:					352
	Total Students Tested Grade 10:	158				Total Students Enrolled Grade 10:					167
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:					270
Grand Rapids (0318-01)	3-4	84%	0%	0%	0.00%	10.97%	21.23%	7.75%	22.48%	4.07%	(1.09%) \$ 4,977
	Total Students Tested Grades 8-9:	96				Total Students Enrolled Grades 8-9:					836
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:					466
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:					887
New London-Spicer (0345-01)	3-4	0%	100%	0%	0.00%	9.34%	21.32%	3.63%	6.66%	1.10%	\$ 4,407
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:					325
	Total Students Tested Grade 10:	29				Total Students Enrolled Grade 10:					147
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:					301

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

STATE COPY

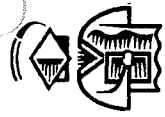
Date of Test: February 25, 1997
Page: 7

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Lancaster (0358-01)	3-4	0%	100%	0%	0.00%	11.67%	38.75%	4.86%	3.13%	0.00%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				40
	Total Students Tested Grade 10:	21				Total Students Enrolled Grade 10:				22
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				38
International Falls (0381-01)	3-4	50%	92%	0%	0.00%	10.54%	22.76%	10.02%	10.59%	4.97%
	Total Students Tested Grades 8-9:	8				Total Students Enrolled Grades 8-9:				(1.95%) 318
	Total Students Tested Grade 10:	134				Total Students Enrolled Grade 10:				183
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				281
South Koochiching (0383-01)	3-4	96%	69%	0%	0.00%	5.59%	47.20%	8.97%	7.81%	1.64%
	Total Students Tested Grades 8-9:	23				Total Students Enrolled Grades 8-9:				86
	Total Students Tested Grade 10:	13				Total Students Enrolled Grade 10:				32
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				76
Lake of the Woods (0390-01)	3-4	81%	89%	0%	0.00%	8.65%	41.59%	1.87%	8.58%	0.00%
	Total Students Tested Grades 8-9:	58				Total Students Enrolled Grades 8-9:				140
	Total Students Tested Grade 10:	62				Total Students Enrolled Grade 10:				69
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				117
Cleveland (0391-01)	3-4	68%	0%	0%	0.00%	9.77%	17.67%	3.83%	4.26%	0.80%
	Total Students Tested Grades 8-9:	38				Total Students Enrolled Grades 8-9:				85
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				31
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				91
Lake Benton (0404-01)	3-4	86%	0%	0%	0.00%	7.72%	42.46%	2.80%	8.55%	0.00%
	Total Students Tested Grades 8-9:	21				Total Students Enrolled Grades 8-9:				50
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				27
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				41
Balaton (0411-01)	3-4	47%	0%	0%	0.00%	12.55%	31.58%	2.32%	11.15%	0.00%
	Total Students Tested Grades 8-9:	17				Total Students Enrolled Grades 8-9:				40
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				32
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				56

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

STATE COPY

Date of Test: February 25, 1997
Page: 8

District Profile Data *

Based on Total Students Tested

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	AFDC Index	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Tracy	3-4	0%	95%	0%	2.87%	10.09%	35.37%	7.29%	10.72%	0.83%	\$ 4,460
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	177					
	Total Students Tested Grade 10:	80			Total Students Enrolled Grade 10:	89					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	155					
Lester Prairie	3-4	0%	77%	0%	0.00%	6.80%	13.44%	2.29%	6.67%	2.33%	\$ 4,044
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	86					
	Total Students Tested Grade 10:	57			Total Students Enrolled Grade 10:	59					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	98					
Mahnomen	3-4	76%	0%	0%	0.00%	17.40%	63.94%	21.64%	29.52%	11.16%	\$ 5,820
	Total Students Tested Grades 8-9:	76			Total Students Enrolled Grades 8-9:	155					
	Total Students Tested Grade 10:	1			Total Students Enrolled Grade 10:	75					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	167					
Onamia	3-4	0%	76%	0%	0.00%	14.70%	42.28%	18.03%	35.08%	0.65%	\$ 4,904
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	182					
	Total Students Tested Grade 10:	59			Total Students Enrolled Grade 10:	104					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	161					
Royalton	3-4	68%	0%	0%	0.00%	9.95%	38.92%	7.34%	6.75%	1.23%	\$ 4,305
	Total Students Tested Grades 8-9:	71			Total Students Enrolled Grades 8-9:	145					
	Total Students Tested Grade 10:	0			Total Students Enrolled Grade 10:	76					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	117					
Swanville	3-4	0%	76%	0%	0.00%	11.08%	54.46%	5.52%	15.62%	2.81%	\$ 4,666
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	76					
	Total Students Tested Grade 10:	38			Total Students Enrolled Grade 10:	43					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	70					
Austin	3-4	77%	0%	0%	1.20%	12.11%	27.91%	9.41%	17.14%	6.10%	\$ 4,986
	Total Students Tested Grades 8-9:	305			Total Students Enrolled Grades 8-9:	715					
	Total Students Tested Grade 10:	0			Total Students Enrolled Grade 10:	377					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	703					

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

STATE COPY

Date of Test: February 25, 1997
Page: 9

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Lyle (0497-01)	3-4	57%	0%	0%	0.00%	10.88%	30.61%	3.18%	11.11%	1.33%
	Total Students Tested Grades 8-9:	21				Total Students Enrolled Grades 8-9:				50
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				31
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				44
Southland (0500-01)	3-4	0%	68%	0%	1.26%	9.49%	34.41%	4.80%	8.19%	0.91%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				98
	Total Students Tested Grade 10:	53				Total Students Enrolled Grade 10:				54
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				110
Fulda (0505-01)	3-4	0%	78%	0%	0.81%	11.08%	30.70%	3.52%	6.60%	0.00%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				107
	Total Students Tested Grade 10:	68				Total Students Enrolled Grade 10:				72
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				106
Nicollet (0507-01)	3-4	0%	89%	0%	0.00%	7.85%	15.94%	1.15%	1.79%	0.38%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				78
	Total Students Tested Grade 10:	44				Total Students Enrolled Grade 10:				47
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				101
Saint Peter (0508-01)	3-4	0%	83%	0%	0.87%	15.33%	16.45%	5.65%	9.25%	1.39%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				342
	Total Students Tested Grade 10:	136				Total Students Enrolled Grade 10:				160
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				316
Adrian (0511-01)	3-4	70%	0%	0%	0.00%	4.89%	27.94%	2.49%	8.45%	0.00%
	Total Students Tested Grades 8-9:	56				Total Students Enrolled Grades 8-9:				114
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				46
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				101
Ellsworth (0514-01)	3-4	0%	100%	0%	0.00%	9.66%	33.52%	4.90%	7.10%	0.00%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				32
	Total Students Tested Grade 10:	16				Total Students Enrolled Grade 10:				16
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				30

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

Date of Test: February 25, 1997
Page: 10

STATE COPY

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Round Lake (0516-01)	3-4	0%	92%	0%	0.00%	8.76%	21.51%	0.89%	4.31%	0.43%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	84				
	Total Students Tested Grade 10:	36			Total Students Enrolled Grade 10:	41				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	74				\$ 5,046
Worthington (0518-01)	3-4	0%	80%	0%	9.66%	12.62%	35.21%	7.59%	40.02%	5.68%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	444				(1.27%)
	Total Students Tested Grade 10:	193			Total Students Enrolled Grade 10:	228				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	476				
Dover-Eyota (0533-01)	3-4	0%	95%	0%	0.00%	10.62%	18.13%	2.47%	6.26%	0.00%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	144				
	Total Students Tested Grade 10:	74			Total Students Enrolled Grade 10:	84				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	137				
Stewartville (0534-01)	3-4	0%	91%	0%	0.00%	8.18%	17.94%	1.60%	8.03%	1.25%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	293				
	Total Students Tested Grade 10:	120			Total Students Enrolled Grade 10:	132				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	261				
Battle Lake (0542-01)	3-4	0%	91%	0%	0.00%	11.13%	33.39%	4.11%	7.85%	1.26%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	95				
	Total Students Tested Grade 10:	33			Total Students Enrolled Grade 10:	39				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	74				
Henning (0545-01)	3-4	0%	97%	0%	0.00%	12.20%	27.89%	6.00%	11.26%	0.43%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	93				
	Total Students Tested Grade 10:	33			Total Students Enrolled Grade 10:	36				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	69				
Parkers Prairie (0547-01)	3-4	0%	94%	0%	0.00%	9.94%	42.98%	3.73%	6.71%	0.58%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	133				
	Total Students Tested Grade 10:	50			Total Students Enrolled Grade 10:	52				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	101				

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.

MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT



Date of Test: February 25, 1997
Page: 11

STATE COPY

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Willow River										
(0577-01)	3-4	70%	69%	0%	0.00%	6.11%	35.23%	9.11%	10.20%	1.56%
	Total Students Tested Grades 8-9:	76				Total Students Enrolled Grades 8-9:				86
	Total Students Tested Grade 10:	35				Total Students Enrolled Grade 10:				40
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				79
Pine City										
(0578-01)	3-4	82%	0%	0%	0.00%	8.67%	33.22%	9.38%	17.31%	4.48%
	Total Students Tested Grades 8-9:	155				Total Students Enrolled Grades 8-9:				309
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				164
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				266
Fosston										
(0601-01)	3-4	0%	91%	0%	0.00%	10.35%	37.48%	7.69%	9.52%	1.87%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				135
	Total Students Tested Grade 10:	46				Total Students Enrolled Grade 10:				54
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				116
Mounds View Public Schools										
(0621-01)	3-4	0%	90%	0%	0.51%	9.02%	10.62%	3.81%	23.64%	4.32%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				1,945
	Total Students Tested Grade 10:	185				Total Students Enrolled Grade 10:				984
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				1,898
North Saint Paul-Maplewood										
(0622-01)	3-4	0%	84%	0%	0.79%	10.40%	18.12%	5.69%	11.46%	2.69%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				1,671
	Total Students Tested Grade 10:	103				Total Students Enrolled Grade 10:				819
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				1,419
Roseville										
(0623-01)	3-4	84%	0%	0%	2.66%	10.15%	16.03%	4.67%	12.02%	1.62%
	Total Students Tested Grades 8-9:	483				Total Students Enrolled Grades 8-9:				1,005
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				489
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				981
White Bear Lake										
(0624-01)	3-4	0%	87%	0%	0.46%	8.52%	12.48%	3.58%	7.65%	2.44%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				1,509
	Total Students Tested Grade 10:	197				Total Students Enrolled Grade 10:				779
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				1,435

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

STATE COPY

Date of Test: February 25, 1997
Page: 12

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Oklee (0627-01)	3-4	77%	0%	0%	0.00%	7.55%	51.08%	2.38%	4.45%	0.00%
	Total Students Tested Grades 8-9:	22				Total Students Enrolled Grades 8-9:				48
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				19
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				67
Plummer (0628-01)	3-4	0%	64%	0%	0.00%	12.82%	53.33%	6.54%	7.44%	0.88%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				39
	Total Students Tested Grade 10:	11				Total Students Enrolled Grade 10:				16
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				32
RED ROCK CENTRAL (0633-01)	3-4	0%	81%	0%	0.00%	6.81%	20.43%	1.60%	4.82%	0.80%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				49
	Total Students Tested Grade 10:	47				Total Students Enrolled Grade 10:				49
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				137
Milroy (0635-01)	3-4	93%	0%	0%	0.00%	10.69%	47.33%	3.63%	14.71%	0.00%
	Total Students Tested Grades 8-9:	14				Total Students Enrolled Grades 8-9:				14
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				NA
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				NA
Faribault (0656-01)	3-4	0%	88%	0%	3.66%	12.65%	30.56%	5.99%	12.64%	3.40%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				733
	Total Students Tested Grade 10:	315				Total Students Enrolled Grade 10:				394
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				686
Northfield (0659-01)	3-4	0%	94%	0%	0.54%	11.33%	11.35%	3.09%	12.63%	1.84%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				568
	Total Students Tested Grade 10:	264				Total Students Enrolled Grade 10:				312
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				655
Hermantown (0700-01)	3-4	80%	92%	0%	0.00%	13.70%	13.11%	2.98%	7.48%	1.00%
	Total Students Tested Grades 8-9:	160				Total Students Enrolled Grades 8-9:				293
	Total Students Tested Grade 10:	150				Total Students Enrolled Grade 10:				160
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				277

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

STATE COPY

Date of Test: February 25, 1997
Page: 13

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Proctor										
(0704-01)	3-4	0%	92%	0%	0.00%	9.06%	16.47%	3.79%	9.61%	1.27%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				393
	Total Students Tested Grade 10:	169				Total Students Enrolled Grade 10:				185
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				361
Virginia										
(0706-01)	3-4	0%	92%	0%	0.00%	11.66%	19.71%	8.99%	12.10%	1.78%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				370
	Total Students Tested Grade 10:	192				Total Students Enrolled Grade 10:				223
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				411
Duluth										
(0709-01)	3-4	0%	86%	0%	1.06%	13.34%	30.00%	14.85%	24.62%	4.06%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				(1.86%) \$ 5,273
	Total Students Tested Grade 10:	976				Total Students Enrolled Grade 10:				2,205
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				2,051
Mountain Iron-Buhl										
(0712-01)	3-4	0%	94%	0%	0.00%	11.11%	20.89%	8.43%	41.15%	0.89%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				121
	Total Students Tested Grade 10:	49				Total Students Enrolled Grade 10:				52
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				115
Jordan										
(0717-01)	3-4	76%	0%	0%	0.09%	11.02%	18.01%	5.41%	8.58%	2.73%
	Total Students Tested Grades 8-9:	101				Total Students Enrolled Grades 8-9:				217
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				97
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				171
Elk River										
(0728-01)	3-4	73%	90%	91%	0.04%	9.10%	10.13%	4.03%	11.45%	3.44%
	Total Students Tested Grades 8-9:	11				Total Students Enrolled Grades 8-9:				(0.64%) \$ 4,465
	Total Students Tested Grade 10:	573				Total Students Enrolled Grade 10:				1,301
	Total Students Tested Grades 11-12:	35				Total Students Enrolled Grades 11-12:				1,162
Paynesville										
(0741-01)	3-4	83%	0%	0%	0.00%	11.09%	22.61%	2.77%	3.79%	1.17%
	Total Students Tested Grades 8-9:	116				Total Students Enrolled Grades 8-9:				225
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				107
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				237

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

STATE COPY

Date of Test: February 25, 1997
Page: 14

DISTRICT	Score Point Range	Based on Total Students Tested				District Profile Data *				Per Pupil Spent	
		Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)		
Albany (0745-01)	3-4	83%	0%	0%	0.00%	10.88%	22.55%	1.32%	4.89%	0.36%	\$ 4,386
	Total Students Tested Grades 8-9:	162				Total Students Enrolled Grades 8-9:				315	
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				129	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				267	
Owatonna (0761-01)	3-4	0%	88%	0%	2.53%	10.82%	17.07%	4.88%	12.31%	3.14%	(2.09%) \$ 4,475
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				819	
	Total Students Tested Grade 10:	119				Total Students Enrolled Grade 10:				386	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				681	
Medford (0763-01)	3-4	0%	90%	0%	0.00%	10.51%	16.14%	2.09%	8.60%	1.81%	\$ 4,212
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				85	
	Total Students Tested Grade 10:	41				Total Students Enrolled Grade 10:				41	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				95	
Morris (0769-01)	3-4	0%	93%	0%	1.38%	14.21%	19.26%	3.78%	4.87%	0.43%	(0.44%) \$ 4,310
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				224	
	Total Students Tested Grade 10:	120				Total Students Enrolled Grade 10:				125	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				223	
Chokio-Alberta (0771-01)	3-4	75%	0%	0%	0.00%	13.86%	30.36%	2.81%	5.28%	1.46%	\$ 5,349
	Total Students Tested Grades 8-9:	20				Total Students Enrolled Grades 8-9:				51	
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				24	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				49	
Kerkhoven-Murdock-Sunburg (0775-01)	3-4	0%	89%	0%	0.00%	11.99%	30.53%	4.65%	10.51%	1.24%	\$ 4,986
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				108	
	Total Students Tested Grade 10:	37				Total Students Enrolled Grade 10:				36	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				117	
Wheaton (0803-01)	3-4	0%	92%	0%	0.00%	12.02%	35.52%	4.66%	5.82%	0.00%	\$ 4,868
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				92	
	Total Students Tested Grade 10:	39				Total Students Enrolled Grade 10:				41	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				92	

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

STATE COPY

Date of Test: February 25, 1997
Page: 15

District Profile Data *

Based on Total Students Tested

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Eigin-Millville (0806-01)	3-4	0%	100%	100%	0.00%	11.15%	22.29%	4.15%	7.26%	0.71%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	106				\$ 4,148
	Total Students Tested Grade 10:	13			Total Students Enrolled Grade 10:	47				
	Total Students Tested Grades 11-12:	10			Total Students Enrolled Grades 11-12:	87				
Plainview (0810-01)	3-4	0%	0%	92%	1.27%	11.13%	20.60%	3.16%	8.82%	0.35%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	191				\$ 4,341
	Total Students Tested Grade 10:	0			Total Students Enrolled Grade 10:	108				
	Total Students Tested Grades 11-12:	79			Total Students Enrolled Grades 11-12:	184				
Verndale (0818-01)	3-4	0%	75%	0%	0.00%	12.61%	48.08%	9.25%	12.85%	2.13%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	81				\$ 4,514
	Total Students Tested Grade 10:	40			Total Students Enrolled Grade 10:	41				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	75				
Sebeka (0820-01)	3-4	0%	89%	0%	0.00%	11.43%	55.63%	7.65%	9.13%	0.97%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	103				\$ 4,473
	Total Students Tested Grade 10:	45			Total Students Enrolled Grade 10:	51				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	101				
Menahga (0821-01)	3-4	0%	75%	0%	0.00%	10.42%	52.47%	7.25%	6.33%	2.80%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	125				\$ 4,178
	Total Students Tested Grade 10:	59			Total Students Enrolled Grade 10:	67				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	109				
Waseca (0829-01)	3-4	81%	0%	0%	1.19%	12.49%	23.75%	4.50%	10.00%	2.12%
	Total Students Tested Grades 8-9:	192			Total Students Enrolled Grades 8-9:	408				(1.46%) \$ 4,713
	Total Students Tested Grade 10:	0			Total Students Enrolled Grade 10:	188				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	380				
Forest Lake (0831-01)	3-4	0%	94%	0%	0.20%	9.32%	13.47%	3.26%	17.10%	3.43%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	1,255				(2.25%) \$ 4,352
	Total Students Tested Grade 10:	35			Total Students Enrolled Grade 10:	692				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	1,172				

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.

MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

Date of Test: February 25, 1997
Page: 16

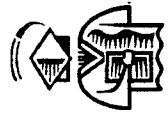
STATE COPY

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	AFDC	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Butterfield (0836-01)	3-4	96%	0%	0%	3.23%	11.91%	48.94%	3.99%	8.47%	0.80%	\$ 4,897
	Total Students Tested Grades 8-9:	23			Total Students Enrolled Grades 8-9:	40					
	Total Students Tested Grade 10:	0			Total Students Enrolled Grade 10:	15					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	43					
Saint James (0840-01)	3-4	85%	0%	0%	12.09%	9.50%	37.71%	7.40%	13.34%	2.39%	\$ 4,734
	Total Students Tested Grades 8-9:	116			Total Students Enrolled Grades 8-9:	229					
	Total Students Tested Grade 10:	0			Total Students Enrolled Grade 10:	109					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	192					
Lewiston (0857-01)	3-4	0%	90%	0%	0.00%	9.97%	24.28%	2.20%	7.22%	0.65%	\$ 4,325
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	162					
	Total Students Tested Grade 10:	86			Total Students Enrolled Grade 10:	86					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	151					
Saint Charles (0858-01)	3-4	0%	94%	0%	1.86%	8.26%	32.21%	3.52%	6.41%	0.84%	\$ 4,185
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	152					
	Total Students Tested Grade 10:	78			Total Students Enrolled Grade 10:	80					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	167					
Winona (0861-01)	3-4	95%	97%	98%	3.23%	11.97%	26.80%	8.47%	18.49%	6.62%	(2.50%) \$ 4,605
	Total Students Tested Grades 8-9:	77			Total Students Enrolled Grades 8-9:	781					
	Total Students Tested Grade 10:	65			Total Students Enrolled Grade 10:	391					
	Total Students Tested Grades 11-12:	110			Total Students Enrolled Grades 11-12:	728					
Ulen-Hitterdal (0914-01)	3-4	0%	97%	0%	0.00%	14.81%	36.18%	6.04%	10.08%	1.69%	\$ 4,958
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	63					
	Total Students Tested Grade 10:	29			Total Students Enrolled Grade 10:	30					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	53					
MARTIN CITY AREA LEARNING CTR (0915-52)	3-4	0%	33%	0%	NA	NA	NA	NA	NA	NA	NA
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	NA					
	Total Students Tested Grade 10:	6			Total Students Enrolled Grade 10:	NA					
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	NA					

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

STATE COPY

Date of Test: February 25, 1997
Page: 17

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Triton (2125-01)	3-4	63%	85%	0%	2.58%	10.00%	23.58%	4.56%	13.32%	1.08%
	Total Students Tested Grades 8-9:	100				Total Students Enrolled Grades 8-9:			204	
	Total Students Tested Grade 10:	75				Total Students Enrolled Grade 10:			86	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:			174	\$ 4,168
Maple River (2135-01)	3-4	77%	0%	0%	0.00%	13.32%	32.31%	3.55%	7.25%	0.00%
	Total Students Tested Grades 8-9:	105				Total Students Enrolled Grades 8-9:			230	
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:			110	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:			202	\$ 4,286
Kingsland (2137-01)	3-4	92%	0%	0%	0.00%	10.88%	25.57%	4.49%	5.75%	1.81%
	Total Students Tested Grades 8-9:	77				Total Students Enrolled Grades 8-9:			177	
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:			91	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:			155	\$ 4,742
Eveleth-Gilbert (2154-01)	3-4	86%	0%	0%	0.00%	9.04%	22.35%	7.43%	6.55%	0.65%
	Total Students Tested Grades 8-9:	132				Total Students Enrolled Grades 8-9:			272	
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:			127	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:			230	\$ 4,994
Wadena-Deer Creek (2155-01)	3-4	0%	93%	0%	0.00%	12.09%	34.19%	8.47%	13.82%	0.72%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:			240	
	Total Students Tested Grade 10:	114				Total Students Enrolled Grade 10:			129	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:			229	\$ 4,728
Buffalo Lake-Hector (2159-01)	3-4	0%	87%	0%	2.65%	6.26%	23.99%	2.72%	11.47%	1.25%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:			120	
	Total Students Tested Grade 10:	45				Total Students Enrolled Grade 10:			49	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:			98	\$ 4,450
Murray County (2169-01)	3-4	0%	89%	0%	0.00%	9.26%	31.89%	2.99%	8.80%	0.66%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:			148	
	Total Students Tested Grade 10:	63				Total Students Enrolled Grade 10:			67	
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:			156	\$ 5,329

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

STATE COPY

Date of Test: February 25, 1997
Page: 18

District Profile Data *

Based on Total Students Tested

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Kittson Central (2171-01)	3-4	0%	97%	0%	0.00%	9.22%	23.15%	1.26%	3.54%	1.23%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				84
	Total Students Tested Grade 10:	38				Total Students Enrolled Grade 10:				40
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				78
Kenyon-Wanamingo (2172-01)	3-4	0%	84%	0%	1.32%	9.39%	24.81%	2.61%	9.92%	0.65%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				163
	Total Students Tested Grade 10:	74				Total Students Enrolled Grade 10:				84
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				153
Pine River-Backus (2174-01)	3-4	78%	0%	0%	0.00%	12.29%	52.77%	11.11%	10.01%	0.50%
	Total Students Tested Grades 8-9:	101				Total Students Enrolled Grades 8-9:				213
	Total Students Tested Grade 10:	0				Total Students Enrolled Grade 10:				111
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				202
Warren-Alvarado-Oslo (2176-01)	3-4	0%	89%	0%	5.37%	13.43%	33.33%	3.86%	14.98%	2.07%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				120
	Total Students Tested Grade 10:	56				Total Students Enrolled Grade 10:				59
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				131
Luverne (2184-01)	3-4	0%	87%	0%	1.44%	8.24%	27.28%	2.73%	8.69%	0.72%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				239
	Total Students Tested Grade 10:	110				Total Students Enrolled Grade 10:				117
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				216
Yellow Medicine East (2190-01)	3-4	0%	94%	0%	2.18%	14.16%	33.77%	4.25%	7.14%	1.31%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				229
	Total Students Tested Grade 10:	120				Total Students Enrolled Grade 10:				125
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				216
Tri-County (2358-01)	3-4	0%	89%	0%	0.00%	14.71%	47.13%	5.38%	3.63%	3.21%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				80
	Total Students Tested Grade 10:	37				Total Students Enrolled Grade 10:				41
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				70

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.

MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT



Date of Test: February 25, 1997
Page: 19

STATE COPY

Based on Total Students Tested

District Profile Data *

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Belgrade-Broosten-Eirosa (2364-01)	3-4	0%	76%	0%	3.36%	7.66%	45.13%	3.05%	11.66%	0.85%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	169				
	Total Students Tested Grade 10:	75			Total Students Enrolled Grade 10:	84				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	146				\$ 4,876
A.C.G.C. (2398-01)	3-4	0%	80%	0%	0.00%	12.61%	34.23%	4.44%	10.05%	0.56%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	191				
	Total Students Tested Grade 10:	87			Total Students Enrolled Grade 10:	97				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	172				\$ 4,973
Martin County West (2448-01)	3-4	0%	85%	0%	0.00%	10.13%	24.95%	5.86%	7.53%	1.38%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	174				
	Total Students Tested Grade 10:	81			Total Students Enrolled Grade 10:	89				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	169				\$ 4,612
Bird Island-Olivia-Lake Lillian (2534-01)	3-4	0%	93%	0%	7.47%	11.55%	29.69%	5.01%	16.51%	2.78%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	169				
	Total Students Tested Grade 10:	99			Total Students Enrolled Grade 10:	106				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	183				\$ 4,431
Granada Huntley-East Chain (2536-01)	3-4	93%	0%	0%	1.17%	8.35%	33.91%	7.16%	6.79%	0.88%
	Total Students Tested Grades 8-9:	28			Total Students Enrolled Grades 8-9:	76				
	Total Students Tested Grade 10:	0			Total Students Enrolled Grade 10:	40				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	70				\$ 4,930
Fairmont Area Schools (2752-01)	3-4	0%	90%	0%	2.23%	11.23%	33.73%	8.84%	9.80%	1.10%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	386				
	Total Students Tested Grade 10:	176			Total Students Enrolled Grade 10:	188				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	361				\$ 4,288
Zumbrota-Mazeppa (2805-01)	3-4	0%	93%	0%	0.00%	11.50%	17.05%	1.79%	6.15%	1.32%
	Total Students Tested Grades 8-9:	0			Total Students Enrolled Grades 8-9:	211				
	Total Students Tested Grade 10:	105			Total Students Enrolled Grade 10:	110				
	Total Students Tested Grades 11-12:	0			Total Students Enrolled Grades 11-12:	208				\$ 4,630

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



MINNESOTA BASIC STANDARD TEST OF WRITTEN COMPOSITION PUBLIC DISTRICT ROSTER PROFILE REPORT

STATE COPY

Date of Test: February 25, 1997
Page: 20

District Profile Data *

Based on Total Students Tested

DISTRICT	Score Point Range	Grades 8-9	Grade 10	Grades 11-12	LEP	Spec Educ	Free/Reduced Lunch	Mobility Index	Drop Out Rate (Adjusted)	Per Pupil Spent
Stephen-Argyle Central Schools (2858-01)	3-4	0%	94%	0%	0.00%	4.40%	32.23%	3.00%	8.50%	0.40%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				91
	Total Students Tested Grade 10:	51				Total Students Enrolled Grade 10:				52
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				71
Glencoe-Silver Lake (2859-01)	3-4	0%	76%	0%	5.61%	9.58%	17.78%	3.49%	12.80%	1.90%
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				290
	Total Students Tested Grade 10:	136				Total Students Enrolled Grade 10:				151
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				324
Cedar Riverside Community School (4004-07)	3-4	40%	100%	100%	NA	NA	NA	NA	NA	NA
	Total Students Tested Grades 8-9:	10				Total Students Enrolled Grades 8-9:				NA
	Total Students Tested Grade 10:	1				Total Students Enrolled Grade 10:				NA
	Total Students Tested Grades 11-12:	1				Total Students Enrolled Grades 11-12:				NA
New Country Charter School (4007-07)	3-4	0%	100%	0%	NA	NA	NA	NA	NA	NA
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				NA
	Total Students Tested Grade 10:	15				Total Students Enrolled Grade 10:				NA
	Total Students Tested Grades 11-12:	0				Total Students Enrolled Grades 11-12:				NA
Dakota Open School (4009-07)	3-4	0%	100%	40%	NA	NA	NA	NA	NA	NA
	Total Students Tested Grades 8-9:	4				Total Students Enrolled Grades 8-9:				NA
	Total Students Tested Grade 10:	1				Total Students Enrolled Grade 10:				NA
	Total Students Tested Grades 11-12:	5				Total Students Enrolled Grades 11-12:				NA
Blue Earth Area Jt. Power (6059-62)	3-4	0%	90%	40%	NA	NA	NA	NA	NA	NA
	Total Students Tested Grades 8-9:	0				Total Students Enrolled Grades 8-9:				NA
	Total Students Tested Grade 10:	50				Total Students Enrolled Grade 10:				NA
	Total Students Tested Grades 11-12:	5				Total Students Enrolled Grades 11-12:				NA

* Source: Data provided by the Minnesota Department of Children, Families, and Learning. Data compiled (1994-1996).
Not all data is available due to recent reconfiguration or changes in the district. Data is based on all students enrolled in the district. Basic Standards Tests testing group may not represent the total student population.



APPENDIX C

**PROPOSED
PROFILE OF LEARNING
MATERIALS**

State of Minnesota State Board of Education

In the Matter of the Proposed
Adoption of Rules of the State
Board of Education Rules Relating to
Graduation Standards Profile of Learning,
Minn. Rule Parts 3501.0300 to 3501.0469.

NOTICE OF HEARING

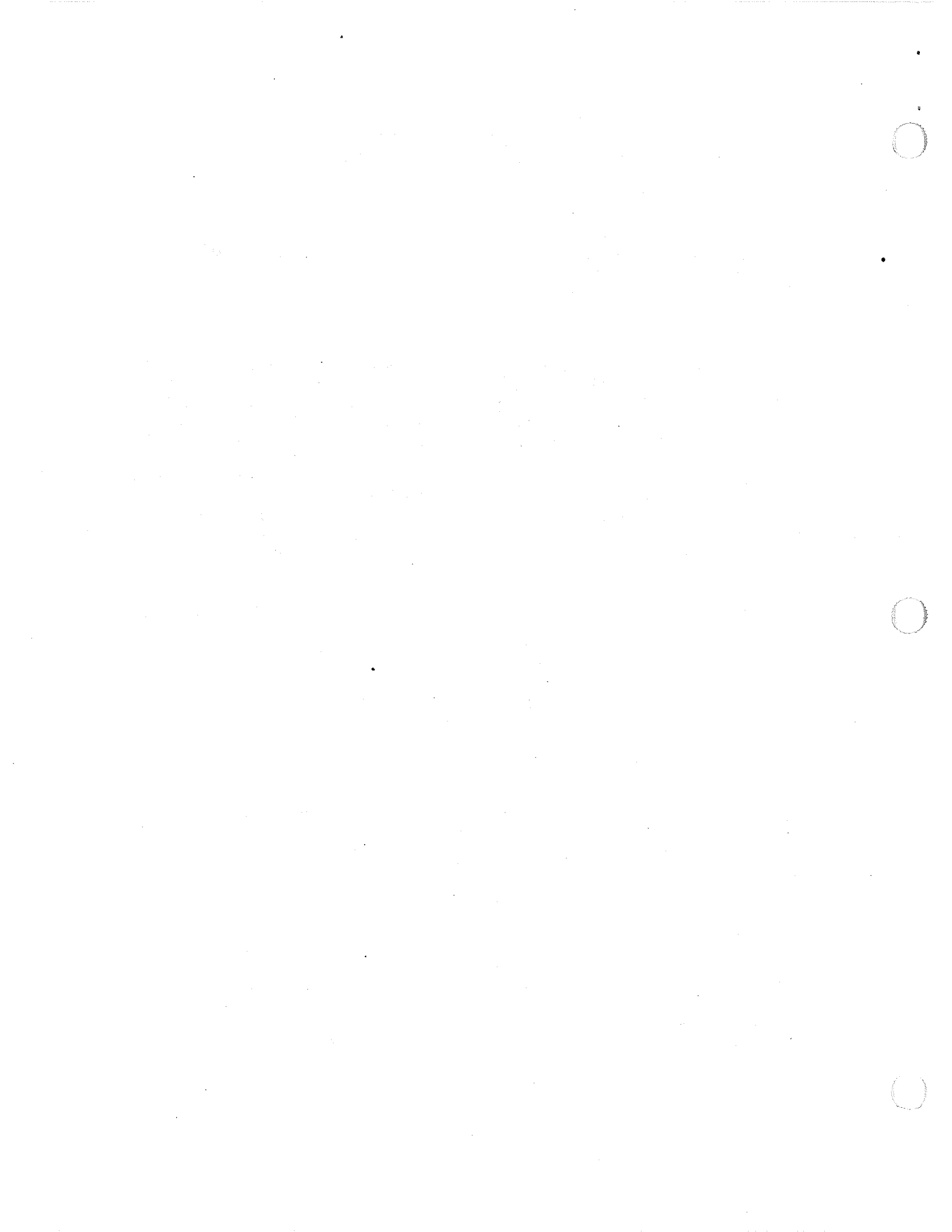
Introduction. The State Board of Education intends to adopt rules after a public hearing following the procedures set forth in the Administrative Procedure Act, Minnesota Statutes, section 14.131 to 14.20. The Agency will hold a public hearing on the above-entitled rules in the Auditorium of the Capitol View Conference Center, 70 West County Road B-2, Little Canada, Minnesota, 55117, on February 5, 1998, starting at 9 a.m. and reconvening at 7 p.m. for an evening session on February 5. The agency witnesses will testify the morning of February 5. The hearing will continue until all interested persons have had an opportunity to be heard; additional days of hearing will be scheduled if necessary. All interested or affected persons will have an opportunity to participate by submitting either oral or written data, statements or arguments. Statements may be submitted without appearing at the hearing to the Administrative Law Judge.

Administrative Law Judge. The hearing will be conducted by:

George A. Beck, Administrative Law Judge
Office of Administrative Hearings
100 Washington Square, Suite 1700
Minneapolis, Minnesota 55401-2138
Telephone: 612.341.7601
FAX 612.349.2665
TDD 612.341.7346

The rule hearing procedure is governed by Minnesota Statutes sections 14.131 to 14.20 and by the rules of the Office of Administrative Hearings, Minnesota R. 1400.2000 to 1400.2240. Questions concerning the rule hearing procedure should be directed to the Administrative Law Judge.

Subject of Rules, Statutory Authority, and Agency Contact Person. The subject of the hearing will be the proposed rules relating to Graduation Standards Profile of Learning proposed Minn. Rule Parts 3501.0300 to 3501.0469, which would require students entering 9th grade in 1998 and thereafter to complete 24 required content standards in order to be eligible for a high school diploma. The statutory authority to adopt the rules is Minnesota Statutes, section 121.11, 7c. The proposed rules is published in the State Register and attached to this Notice as mailed. Additional copies will be available at the door on the date of the hearing. The agency contact person is:



Mary Lynne McAlonie, Rulemaking Coordinator
Department of Children, Families and Learning
731 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
Telephone: 612.297.7820 or 1.800.657.3927
FAX: 612.282.6779
TDD: 612.297.2094

Statement of Need and Reasonableness. A Statement of Need and Reasonableness is now available for review at the Department of Children, Families and Learning and at the Office of Administrative Hearings. This statement contains a summary of the justification for the proposed rules, including a description of who will be affected by the proposed rules and an estimate of the probable cost of the proposed rules. The Department of Children, Families and Learning will provide one copy per request at no charge. Additional copies will be available at the hearing. The statement may be viewed and copies obtained at the cost of reproduction from the Office of Administrative Hearings.

Public Comment. You and all interested or affected persons including representatives of associations and other interested groups, will have an opportunity to participate. You may present your views either orally at the hearing or in writing at any time before the close of the hearing record. All evidence presented should relate to the proposed rule. You may also submit written material to the administrative law judge to be recorded in the hearing record for five working days after the public hearing ends. This five-day comment period may be extended for a longer period not to exceed 20 calendar days if ordered by the administrative law judge at the hearing. Following the comment period, there is a five working day response period during which the agency and any interested persons may respond in writing to any new information submitted. No additional evidence may be submitted during the five-day response period. All comments and responses submitted to the administrative law judge must be received at the Office of Administrative Hearings no later than 4:30 p.m. on the due date. All comments or responses received will be available for review at the Office of Administrative Hearings.

The Agency requests that any person submitting written views or data to the administrative law judge prior to the hearing or during the comment period also submit a copy of the views or written data to the Agency contact person at the address stated above.

Accommodations. If you need an accommodation to make this hearing accessible, please contact one of the contact persons at the address or telephone number listed above.

Modifications. The proposed rules may be modified as a result of the rule hearing process. Modifications must be supported by data and views presented during the rule hearing process, and the adopted rules may not be substantially different than the proposed rules. If the proposed rules affect you in any way, you are encouraged to participate.

Adoption Procedure After Hearing. After the close of the hearing record, the administrative law judge will issue a report on the proposed rule. You may ask to be notified of the date when the judge's report will become available. You can make this request at the hearing or in writing to the administrative law judge. You may also ask to be notified of the date on which the agency adopts the rule and files it with the secretary of state, and can make this request at the hearing or in writing to the agency contact person stated above. If you want to be so notified, or want to receive a copy of the adopted rules,



or want to register with the agency to receive notice of future rule proceedings, submit your request to the agency contact person listed above.

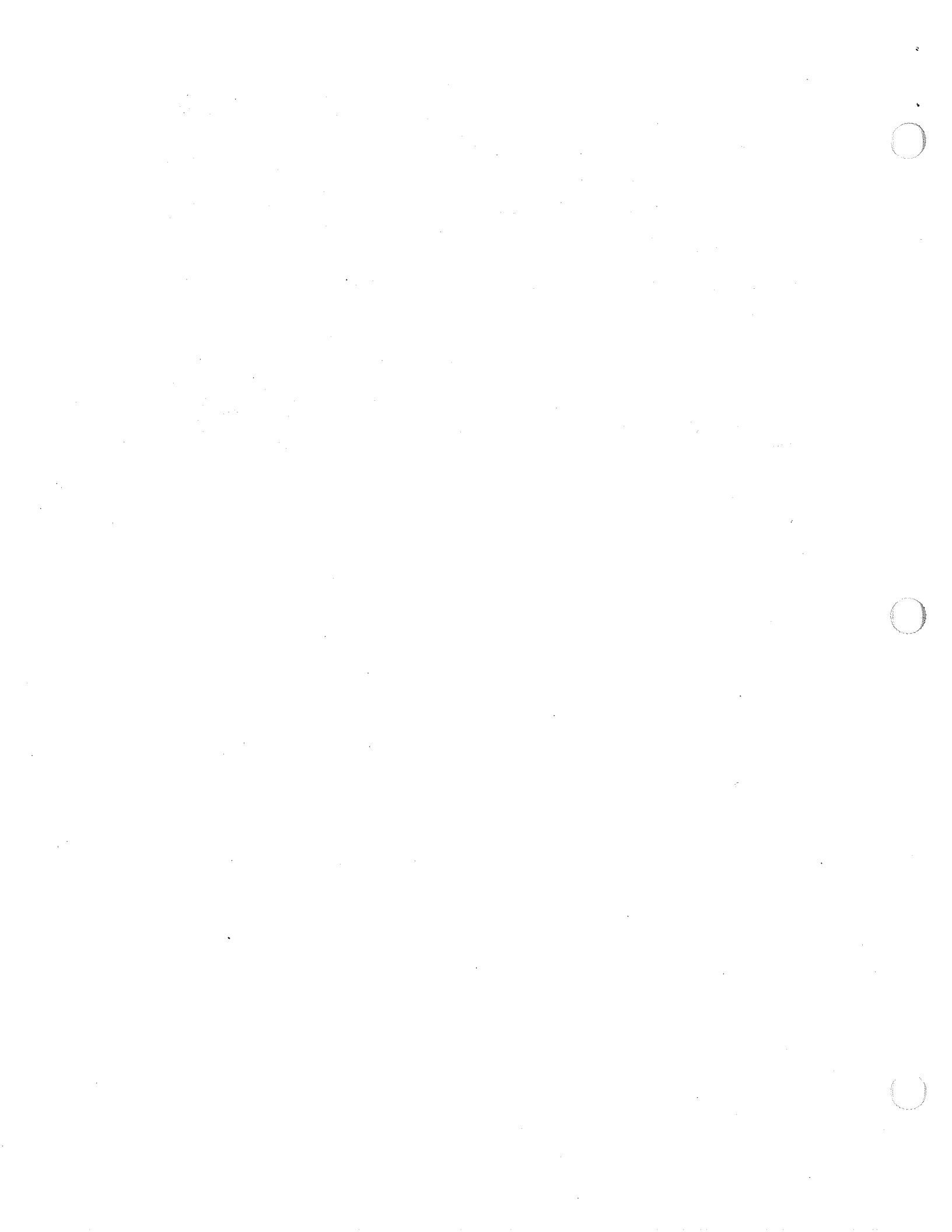
Lobbyist Registration. Minnesota Statutes, chapter 10A requires each lobbyist to register with the Campaign Finance and Public Disclosure Board. Questions regarding this requirement may be directed to the Campaign Finance and Public Disclosure Board: First Floor South, Centennial Building, 658 Cedar Street, St. Paul, Minnesota, 55155, telephone: 612.296.5148.

Order. I order that the rulemaking hearing be held at the date, time and location listed above.

State of Minnesota

Dec 8/1997
Date

Robert Ludwig
President
State Board of Education



1 **Board of Education**

2 **Proposed Permanent Rules Relating to Graduation Rule, Profile of Learning**

3 **3501.0300 PURPOSE.**

4 The purpose of parts 3501.0300 to 3501.0469 is to establish the profile of learning
5 requirements for a high school diploma.

6 **3501.0310 SCOPE.**

7 Parts 3501.0300 to 3501.0469 govern the minimum requirements that public school
8 districts shall establish for earning a high school diploma for all students who enter
9 ninth grade for the first time in the fall of 1998 or a subsequent year.

10 **3501.0320 DEFINITIONS.**

11 Subpart 1. Scope. For the purposes of parts 3501.0300 to 3501.0469, the terms defined
12 in part 3501.0030 have the same meaning unless otherwise indicated in subpart 2.

13 Subp. 2. Definitions for the profile of learning. For the purposes of parts 3501.0300
14 to 3501.0469, the terms in items A to J have the meanings given them.

15 A. "Graduation requirements" means the number and distribution of high school
16 content standards that a district must offer and certify that a student has completed to
17 be eligible for a high school diploma.

18 B. "Learning area" means one of the ten categories into which all preparatory
19 content standards and high school content standards are organized. The learning areas
20 include: (1) read, listen, and view; (2) write and speak; (3) literature and the arts; (4)
21 mathematical applications; (5) inquiry; (6) scientific applications; (7) people and
22 cultures; (8) decision making; (9) resource management; and (10) world languages.

23 C. "Content standard" means a set of state-prescribed specifications in a learning
24 area.

25 (1) "High school content standard" means a content standard that fulfills one of
26 the high school graduation requirements.

3501.0320

1 (2) "Preparatory content standard" means a primary, intermediate, or middle
2 level content standard that a district requires students to complete, usually in
3 kindergarten through grade 8.

4 (a) "Primary content standard" means a content standard that the district
5 requires students to complete in approximately kindergarten through grade 3.

6 (b) "Intermediate content standard" means a content standard that the district
7 requires students to complete in approximately grades 4 and 5.

8 (c) "Middle level content standard" means a content standard that the district
9 requires students to complete in approximately grades 6 through 8.

10 D. "Specifications" means what a student must know and be able to do to complete
11 a content standard.

12 E. "Performance package" means a group of assignments and application activities
13 that a student shall perform to demonstrate completion of the specifications of a content
14 standard.

15 (1) "State model performance package" means a state-developed performance
16 package that is an example of assignments and application activities.

17 (2) "Local performance package" means a performance package other than a
18 state model performance package adopted by a district to show that a student has
19 completed all specifications of a content standard at a level that equals or exceeds the
20 difficulty and complexity of the state model performance package.

21 F. "Rubric" means the criteria set by the commissioner to be used by a district to
22 assign a score to student work on a performance package.

23 G. "Exemplar" means an actual example of student work on a performance
24 package determined by the commissioner to represent student performance that earns a
25 score of "3" or "4."

1 H. "Exemption" means that a student with an IEP or Section 504 Accommodation
2 Plan is not required to complete a particular content standard.

3 I. "Modification" means that a student with a disability with an IEP or Section 504
4 Accommodation Plan or a student with limited English proficiency with an individual
5 graduation plan is not required to complete all specifications of a content standard or
6 that a student with limited English proficiency may complete a content standard
7 entirely in a language other than English.

8 J. "Commissioner" means the commissioner of the Department of Children,
9 Families, and Learning.

10 **3501.0330 GRADUATION REQUIREMENTS.**

11 Subpart 1. Standards and requirements. The statewide content standards are
12 established in parts 3501.0440 to 3501.0469. The preparatory content standards are in
13 parts 3501.0460 to 3501.0469. High school content standards are in parts 3501.0440 to
14 3501.0450. High school graduation requirements are in subparts 3 and 5.

15 Subp. 2. Districts and students.

16 A. A district shall provide learning opportunities for all students in all preparatory
17 content standards in learning areas one to nine, and learning opportunities sufficient to
18 meet graduation requirements in high school content standards in all ten learning areas.
19 A district shall offer at least one foreign language in learning area ten.

20 B. There are 48 high school content standards that are in ten learning areas. A
21 student is required to complete 21 of the 47 content standards in learning areas one to
22 nine under subpart 3 for graduation. A student may select electives from 28 of the 47
23 content standards in learning areas one to nine under subpart 3. A student may select
24 the content standard in learning area ten as one or more electives.

25 Subp. 3. Distribution requirements for high school graduation. A student shall be
26 required by a district to complete all specifications of at least 24 high school content

3501.0330

1 standards to be eligible for high school graduation. The district shall require a student to
2 complete 21 of the 24 high school content standards as follows:

3 A. one content standard in learning area one, read, listen, and view in the English
4 language: reading, listening, and viewing complex information, under part 3501.0441,
5 subpart 2, or technical reading, listening, and viewing, under part 3501.0441, subpart 3;

6 B. two content standards from learning area two, write and speak in the English
7 language:

8 (1) academic writing, under part 3501.0442, subpart 2, or technical writing,
9 under part 3501.0442, subpart 3; and

10 (2) public speaking, under part 3501.0441, subpart 4, or interpersonal
11 communication, under part 3501.0442, subpart 5;

12 C. two content standards from learning area three, literature and the arts:

13 (1) literary and arts creation and performance, under part 3501.0443, subpart 2,
14 in an art form other than creative writing; and

15 (2) literature and arts analysis and interpretation of literature, under part
16 3501.0443, subpart 3;

17 D. three content standards from learning area four, mathematical applications:

18 (1) discrete mathematics, under part 3501.0444, subpart 2, or chance and data
19 analysis, under part 3501.0444, subpart 3;

20 (2) algebraic patterns, under part 3501.0444, subpart 4, or technical applications,
21 under part 3501.0444, subpart 5; and

22 (3) shape, space, and measurement, under part 3501.0444, subpart 6;

23 E. two content standards from learning area five, inquiry:

24 (1) math research, under part 3501.0445, subpart 2; history of science, under part
25 3501.0445, subpart 3; history through culture, under part 3501.0445, subpart 4; history of

3501.0330

1 the arts, under part 3501.0445, subpart 5; world history and cultures, under part
2 3501.0445, subpart 6; recorders of history, under part 3501.0445, subpart 7; or issue
3 analysis, under part 3501.0445, subpart 8; and

4 (2) research process, under part 3501.0445, subpart 9; social sciences processes,
5 under part 3501.0445, subpart 10; research and create a business plan, under part
6 3501.0445, subpart 11; market research, under part 3501.0445, subpart 12; case study,
7 under part 3501.0445, subpart 13; or new product development, under part 3501.0445,
8 subpart 14;

9 F. two content standards from learning area six, scientific applications:

10 (1) concepts in biology, under part 3501.0446, subpart 2;

11 (2) concepts in chemistry, under part 3501.0446, subpart 3;

12 (3) earth and space systems, under part 3501.0446, subpart 4;

13 (4) concepts in physics, under part 3501.0446, subpart 5; or

14 (5) environmental systems, under part 3501.0446, subpart 6;

15 G. four content standards from learning area seven, people and cultures:

16 (1) themes of United States history, under part 3501.0447, subpart 2;

17 (2) United States citizenship, under part 3501.0447, subpart 3;

18 (3) diverse perspectives, under part 3501.0447, subpart 4; and

19 (4) human geography, under part 3501.0447, subpart 5; institutions and
20 traditions in society, under part 3501.0447, subpart 6; or community interaction, under
21 part 3501.0447, subpart 7;

22 H. three content standards from learning area eight, decision making:

23 (1) individual and community health, under part 3501.0448, subpart 2;

24 (2) physical education and fitness, under part 3501.0448, subpart 3; and

1 (3) career investigation, under part 3501.0448, subpart 4; or occupational
2 experience, under part 3501.0448, subpart 5; and

3 I. two content standards from learning area nine, resource management:

4 (1) economic systems, under part 3501.0449, subpart 2; and

5 (2) natural and managed systems, under part 3501.0449, subpart 3; personal and
6 family resource management, under part 3501.0449, subpart 4; business management,
7 under part 3501.0449, subpart 5; financial systems, under part 3501.0449, subpart 6; or
8 technical systems, under part 3501.0449, subpart 7.

9 Subp. 4. Elective requirements. In addition to the distribution requirements under
10 subpart 3 that districts shall offer and require students to complete to be eligible for high
11 school graduation, districts shall require students to complete three additional content
12 standards of the student's choice from the high school content standards listed in parts
13 3501.0440 to 3501.0450. Elective requirements may not be fulfilled by repeating
14 standards completed to fulfill distribution requirements in subpart 3, items A to I,
15 except for learning area three, where literary and arts creation and performance or
16 literature and arts analysis and interpretation standards under part 3501.0443, or both,
17 may be completed in multiple art areas; learning area five, where the world history and
18 cultures standard may be completed with a world history survey and a comprehensive,
19 in-depth study of one or more cultures, nations, movements, or time periods under part
20 3501.0445, subpart 6; or learning area ten, world language, under part 3501.0450,
21 subpart 2, where the standard may be completed in more than one world language.

22 Subp. 5. Additional requirements.

23 A. A district shall require a student to complete one application of technology in
24 each of the following four learning areas: area two, write and speak; area four,
25 mathematical applications; area five, inquiry; and area six, scientific applications.

26 B. A district may establish additional requirements beyond the statewide
27 graduation requirements.

1 Subp. 6. Repeating content standards. A district shall allow a student to complete a
2 content standard more than once so that the student may improve the score for that
3 content standard.

4 Subp. 7. Variations. A district shall require completion of the requirements in
5 subparts 1 to 5 for a student unless variations are expressly stated for the student.
6 Variations for a student from the requirements in subparts 1 to 5 are permitted only as
7 specified in parts 3501.0340 and 3501.0350.

8 **3501.0340 VARIATIONS FOR STUDENTS WITH IEPS OR SECTION 504**
9 **ACCOMMODATION PLANS.**

10 Subpart 1. Determination of requirements.

11 A. A student with an IEP or Section 504 Accommodation Plan in kindergarten
12 through grade 8 shall have all primary, intermediate, and middle level content
13 standards considered by the student's IEP or Section 504 Accommodation Plan team for
14 inclusion in the student's IEP or Section 504 Accommodation Plan as specified in
15 subpart 2.

16 B. A student's IEP or Section 504 Accommodation Plan team shall consider the
17 graduation requirements in part 3501.0330 for inclusion in the student's IEP or Section
18 504 Accommodation Plan when a student with a disability is 14 years old or registers for
19 grade 9. An IEP team shall also consider the student's transition plan when determining
20 which of the required and elective content standards will be included in the student's
21 IEP.

22 Subp. 2. Individualized plans.

23 A. For a student in kindergarten through grade 8 with an IEP or Section 504
24 Accommodation Plan, the student's IEP or Section 504 Accommodation Plan team may
25 modify preparatory content standards for the student in the IEP or Section 504
26 Accommodation Plan. The team shall define which specifications of a content standard

3501.0340

1 the student will pursue under the selected modification. If the team determines that the
2 student is to be exempt from one or more of the content standards, it shall explain the
3 exemption in the IEP or Section 504 Accommodation Plan. When exempt status is
4 adopted for a content standard, the team shall determine whether or not a different
5 standard or IEP goal specific to the learning area is appropriate and shall include that
6 goal in the student's plan.

7 B. For a high school student with an IEP or Section 504 Accommodation Plan, the
8 student's IEP or Section 504 Accommodation Plan team shall:

9 (1) determine whether the student will pursue the content standard without
10 modification;

11 (2) determine whether one or more of the 21 required content standards will be
12 modified to an individual level;

13 (3) define the elective content standards that the student will also pursue and
14 whether, for each elective, the student will pursue the content standard without
15 modification, or the content standard modified to an individual level; or

16 (4) determine whether the student is exempt from one or more of the graduation
17 requirements under part 3501.0330, subparts 3 to 5. When exempt status is adopted for a
18 content standard, the team shall determine whether or not a different standard or IEP
19 goal specific to the learning area is appropriate and shall include that goal in the
20 student's plan.

21 C. A student's IEP or Section 504 Accommodation Plan team shall define which
22 specifications of a preparatory or high school content standard the student will pursue
23 when a content standard is modified. When a content standard is modified, the
24 student's IEP or Section 504 Accommodation Plan team shall define appropriate
25 assessment of the modified content standard.

26 **3501.0350 VARIATIONS FOR STUDENTS WITH LIMITED ENGLISH**
27 **PROFICIENCY (LEP).**

3501.0350

1 Subpart 1. Individual graduation plans. A district shall establish and maintain
2 procedures that ensure LEP students will be provided opportunity to complete both
3 preparatory and high school content standards. Graduation requirements for an LEP
4 student shall be as specified in part 3501.0330, subparts 3 to 5, unless modified in an
5 individual graduation plan developed and annually reviewed by a team including
6 school advisory staff designated by the district, teachers of the LEP student, parents or
7 guardians of the LEP student, and the LEP student. Specifications for standards in
8 learning areas one and two shall not be modified to permit completion in a language
9 other than English.

10 Subp. 2. Student election. A student whose individual graduation plan team
11 recommends that a content standard be modified under this part may refuse the
12 modified requirement and pursue graduation without modified requirements.

13 **3501.0360 ADJUSTED PERFORMANCE PACKAGES.**

14 Subpart 1. Limited use for high school students. For a student who enters grade 9
15 before the fall of 2001, the district may adjust the difficulty or complexity of a
16 performance package for a high school content standard so that all specifications of the
17 content standard are completed but one or more assignments or activities require
18 student work that is less difficult or complex than that required in a state model
19 performance package.

20 Subp. 2. Limited use for preparatory students. For a student who enters grade 6, 7,
21 or 8 in the fall of 1998, the district may adjust the difficulty or complexity of a
22 performance package for a preparatory content standard.

23 Subp. 3. Scoring. The district shall assign a score of "pass" to a student who completes
24 all assignments and activities on an adjusted performance package under subparts 1
25 and 2.

26 Subp. 4. Criteria for adjustments. A district shall adjust performance packages

1 according to criteria in a district profile of learning implementation manual under part
2 3501.0420.

3 Subp. 5. Incomplete work. A district shall not assign a score to incomplete student
4 work on an adjusted performance package.

5 Subp. 6. Prohibitions for kindergarten through grade 5. For a student who enters
6 kindergarten through grade 5 in the fall of 1998 or later, the district shall not adjust
7 performance packages for preparatory content standards to a lesser level of difficulty or
8 complexity.

9 Subp. 7. Approval. A district decision to adjust the difficulty or complexity of a
10 performance package for a student shall be made only with the written approval of the
11 student's parent or guardian.

12 **3501.0370 ASSESSMENT AND SCORING STUDENT ACHIEVEMENT.**

13 **Subpart 1. District assessment requirements. A district shall:**

14 A. assess student performance in primary, intermediate, middle level, and high
15 school content standards using a state model performance package, local performance
16 package, or adjusted performance package under part 3501.0360;

17 B. establish processes by which content standards completed as verified on
18 transcripts from other Minnesota public school districts shall be transferred as
19 completed, work completed and verified on transcripts from postsecondary educational
20 institutions or educational institutions outside the state shall be accepted for completion
21 of content standards, and opportunities for a student to demonstrate completion of a
22 high school content standard through learning experienced by the student outside the
23 district's curriculum are provided;

24 C. use a checklist defining the work that must be completed by a student to meet
25 the specifications of a content standard; and

1 D. use scoring criteria as specified in subpart 3.

2 Subp. 2. District scoring process. Districts shall determine that a student's
3 performance package is completed by using the checklist under subpart 1, item C, and
4 shall assign a score to the student's work on a performance package according to the
5 scoring criteria in subpart 3.

6 Subp. 3. Scoring criteria.

7 A. Scoring criteria for a performance package includes:

8 (1) a score of "4," that signifies student work that meets or exceeds the rubric for
9 the state exemplar score of "4";

10 (2) a score of "3," that signifies student work that meets the rubric for the state
11 exemplar score of "3";

12 (3) a score of "2," that signifies student completion of work defined on the
13 checklist under subpart 1, item C, but that does not meet the rubric for the state
14 exemplars; and

15 (4) a score of "1," that signifies student completion of work defined on the
16 checklist under subpart 1, item C, with performance significantly below the rubric for
17 the state exemplars.

18 B. Incomplete student work on a performance package shall not receive a score
19 and does not complete a content standard.

20 Subp. 4. Other scoring considerations. While schools may offer and students may
21 complete specifications of content standards at various grades and ages, the index for
22 scoring shall be:

23 A. scoring of primary level performance packages shall use outstanding work by
24 third graders;

25 B. scoring of intermediate level performance packages shall use outstanding work
26 by fifth graders;

1 C. scoring of middle level performance packages shall use outstanding work by
2 eighth graders; and

3 D. scoring of high school performance packages shall use outstanding work by
4 12th graders.

5 Subp. 5. Individualized scores.

6 A. When a student completes an adjusted performance package, the district shall
7 record the score as "pass."

8 B. When a student, under provisions in an IEP or Section 504 Accommodation Plan
9 completes the specifications of a modified content standard as determined in the
10 student's plan, the district shall record the score as "pass-individual." When a student's
11 IEP or Section 504 Accommodation Plan exempts the student from a content standard,
12 the district shall record "exempt" for that content standard.

13 C. When an LEP student, under provisions of an LEP individual graduation plan
14 completes the specifications of a modified content standard, the district shall record the
15 score as "pass-LEP." When an LEP student under the provisions of an individual
16 graduation plan completes all specifications of a content standard solely in a language
17 other than English, except for work in learning area ten, the district shall record the
18 score as "pass-LEP."

19 Subp. 6. Recording repeated content standard scores. When a student completes a
20 content standard more than once, the district shall record the highest attained score.

21 3501.0380 ADVISING STUDENTS.

22 A district shall establish procedures for advising a student and the student's parent
23 or guardian of student progress in completing content standards and the choices and
24 opportunities available for achieving graduation and learning consistent with the
25 student's postsecondary educational and career goals.

1 **3501.0390 PREPARATORY CONTENT STANDARD RECORD DATA.**

2 A district shall establish a system for recording student completion of primary,
3 intermediate, and middle level content standards that must include:

4 A. content standards completed by the student; and

5 B. the score achieved on each content standard.

6 **3501.0400 HIGH SCHOOL STUDENT TRANSCRIPT DATA.**

7 Subpart 1. Transcript information. A district shall include on the transcript for a high
8 school student the following information:

9 A. high school content standards completed by the student;

10 B. the score achieved on each high school content standard, or a notation that the
11 content standard has been certified as completed through the district's process for
12 transferring credit under part 3501.0370, subpart 1, item B; and

13 C. date of completion of each high school content standard.

14 Subp. 2. Transcript format. A district shall format a high school student transcript
15 according to specifications provided by the commissioner.

16 **3501.0410 NOTIFICATION TO PARENTS AND STUDENTS.**

17 In addition to the requirements of part 3501.0120, the district shall provide written
18 notice to parents and students, including:

19 A. the content standards taught and assessed in the school curriculum;

20 B. the procedures for advising students and parents or guardians and how to
21 access these procedures;

22 C. the procedures by which students may meet graduation requirements with
23 content standards completed outside the district curriculum;

24 D. the individual student progress and achievement reporting schedule the district
25 uses; and

3501.0410

1 E. procedures for student and parent or guardian appeal of policies and
2 procedures in the district's profile of learning implementation manual.

3 **3501.0420 IMPLEMENTATION REPORTING.**

4 Subpart 1. Report to commissioner. A district shall, by July 31, 1998, submit for
5 approval by the commissioner, in a format prescribed by the commissioner, its district
6 profile of learning implementation manual, including the following:

7 A. policies and procedures for involving students, parents or guardians, and the
8 community in decisions regarding implementation of the profile of learning;

9 B. policies and procedures for ensuring that all students kindergarten through
10 grade 8 are taught and assessed on all preparatory content standards in learning areas
11 one through nine under parts 3501.0460 to 3501.0469 in a comprehensive academic
12 school curriculum that integrates technology;

13 C. policies and procedures for ensuring that all high school students have access to
14 comprehensive academic school curriculum that integrates technology and that
15 provides graduation opportunities through instruction and assessment of content
16 standards from all ten learning areas under parts 3501.0440 to 3501.0450;

17 D. policies and procedures for assessment of student demonstration of the content
18 standards, including criteria for local adoption of performance packages and
19 identification of the teaching staff and processes established for scoring student work;

20 E. policies and processes for staff development for continuous improvement of
21 curriculum, instruction, and assessment;

22 F. policies and procedures by which a student may meet a graduation requirement
23 for a content standard, whether the district offers the content standard in its school
24 curriculum or the student accomplishes the work in another learning environment,
25 including process for transfer of standards completed in another Minnesota school
26 district, recognition of work completed in other schools and postsecondary institutions,

3501.0420

1 and credit for standards achieved in extracurricular activities, activities outside of the
2 school, previous learning, and community and work experiences;

3 G. policies and procedures for periodic advising of students, the student's parents
4 or guardians, or both, of the student's progress and achievement and of the choices and
5 opportunities available for achieving learning, graduation, and the student's
6 postsecondary educational and career goals;

7 H. policies and procedures for recordkeeping and reporting of student
8 achievement; and

9 I. procedures for student and parent or guardian appeal of policies and procedures
10 in the district's profile of learning implementation manual.

11 Subp. 2. Students with disabilities or limited English proficiency. District policies
12 and procedures under subpart 1 shall include considerations for students with
13 disabilities and students with limited English proficiency.

14 Subp. 3. Ongoing reporting. By September 1 of each subsequent year, the district
15 shall report to the commissioner any amendments to its district profile of learning
16 implementation manual or a statement that the last submitted manual continues to
17 reflect current policies and procedures of the district.

18 Subp. 4. Reporting to community. The information in subparts 1 to 3 must also be
19 reported to the community each year as part of the district's system accountability
20 report.

21 **3501.0430 OTHER DISTRICT RESPONSIBILITIES.**

22 A district shall maintain records of the following to be submitted for audit at the
23 request of the State Board of Education for its periodic review of graduation standards,
24 opportunities, and requirements:

25 A. copies of local performance packages used to assess student completion of
26 primary, intermediate, middle level, and high school content standards;

3501.0430

1 B. aggregated records of student completion of each high school content standard;

2 C. aggregated data on each year's high school graduates, including average
3 number of high school content standards completed, and the number of each score
4 earned on each content standard;

5 D. anonymous examples of local student work that have been assigned scores of
6 "3" and "4" on primary, intermediate, middle level, and high school content standards
7 for both audit and district staff development opportunities; and

8 E. issues, comments, and concerns about student achievement and system delivery
9 of content standards as may assist the board in upgrading or expanding student
10 requirements under the profile of learning.

11 **3501.0440 CONTENT STANDARDS; HIGH SCHOOL LEVEL.**

12 The specifications of the high school content standards are established in parts
13 3501.0441 to 3501.0450.

14 **3501.0441 LEARNING AREA ONE: READ, LISTEN, AND VIEW IN THE ENGLISH**
15 **LANGUAGE.**

16 Subpart 1. High school content standards for learning area one. The specifications
17 for high school content standards in learning area one are under subparts 2 and 3.

18 Subp. 2. Reading, listening, and viewing complex information. A student shall
19 demonstrate the ability to comprehend and evaluate complex information in varied
20 nonfiction by reading, listening, and viewing varied English language selections
21 containing complex information and, in these selections:

22 A. identify main ideas and supporting information;

23 B. distinguish fact from opinion, fiction from nonfiction, or both;

24 C. identify bias, point of view, and author's intent;

25 D. identify relevant background information; and

1 E. analyze and evaluate the credibility of evidence and source, the logic of
2 reasoning, and how the type of communication shapes or limits information.

3 Subp. 3. Technical reading, listening, and viewing.

4 A. A student shall demonstrate the ability to read and apply technical information
5 from varied English language documents or electronic media by applying information
6 from technical reading, listening, or viewing selections in at least two of the following
7 applications:

8 (1) build or assemble from a plan;

9 (2) operate, maintain, or repair from a technical manual;

10 (3) analyze a situation based on technical information; and

11 (4) create a design based on technical reading.

12 B. From the selected applications in item A, a student shall:

13 (1) identify and select relevant information for completing the application;

14 (2) interpret specialized vocabulary;

15 (3) interpret information found in charts, graphs, tables, and other visual and
16 graphic representations of data; and

17 (4) apply step-by-step procedures.

18 **3501.0442 LEARNING AREA TWO: WRITE AND SPEAK IN THE ENGLISH**
19 **LANGUAGE.**

20 Subpart 1. High school content standards for learning area two. Specifications for
21 high school content standards in learning area two are under subparts 2 to 5.

22 Subp. 2. Academic writing. A student shall demonstrate the ability to write using
23 grammar, language mechanics, and other conventions of standard written English for a
24 variety of academic purposes and situations by writing original compositions that:

1 A. describe, narrate, or explain observations of human events or situations;

2 B. analyze patterns and relationships of ideas, topics, or themes;

3 C. construct support for a position, argument, plan, or idea; and

4 D. evaluate an idea, topic, or theme based on expressed criteria.

5 Subp. 3. Technical writing. A student shall demonstrate the ability to write in the
6 English language for a variety of technical purposes, situations, and audiences by
7 writing original technical compositions including a set of procedures or directions, a
8 report or proposal, and informational correspondence that describe a complex process,
9 procedure, or device for a particular audience by:

10 A. evaluating the amount of technical knowledge the audience has;

11 B. determining where and how the information will be used;

12 C. using style and format and conventions appropriate for the audience;

13 D. using technical vocabulary appropriate for the audience;

14 E. incorporating detailed examples or illustrations; and

15 F. including warnings or cautions to help the reader prevent errors.

16 Subp. 4. Public speaking. A student shall demonstrate the ability to construct and
17 deliver speeches using English language conventions for a variety of purposes,
18 situations, and audiences by constructing and delivering, for specific audiences,
19 speeches in which the student has:

20 A. determined the intent of the message;

21 B. selected appropriate conventions of communication;

22 C. constructed supporting arguments using selected information;

23 D. used visuals, technology, or other equipment;

24 E. used effective delivery techniques; and

1 F. adjusted the presentation based on verbal and nonverbal feedback from an
2 audience.

3 Subp. 5. Interpersonal communication. A student shall demonstrate understanding
4 of interpersonal communication strategies, the components of the interpersonal
5 communication process, and how various factors affect patterns of communication,
6 interaction, and problem solving in group settings by:

7 A. using appropriate English language conventions and communication skills in
8 varied interpersonal situations;

9 B. demonstrating effective speaking skills, effective listening skills, appropriate
10 feedback, problem-solving techniques, effective group skills, and communication
11 strategies in a variety of simulated or authentic situations; and

12 C. using skills of conciliation, mediation, or negotiation to improve
13 communication.

14 **3501.0443 LEARNING AREA THREE: LITERATURE AND THE ARTS.**

15 Subpart 1. High school content standards for learning area three. Specifications for
16 high school content standards in learning area three are under subparts 2 and 3.

17 Subp. 2. Literary and arts creation and performance. In dance, music, theater, visual
18 arts, creative writing, or media arts, a student shall demonstrate understanding of the
19 elements, techniques, and processes of the selected art form and how works of the art
20 form are structured; and, in the art form, the student shall create or perform, or both, an
21 original artistic presentation including a single complex work or multiple works that:

22 A. demonstrates elements and skills of art form;

23 B. demonstrates artistic decisions to communicate intent;

24 C. demonstrates a sense of an artistic whole;

25 D. demonstrates a consideration of audience; and

1 E. uses multiple sources for critique and feedback.

2 Subp. 3. Literature and arts analysis and interpretation. A student shall demonstrate
3 the ability to interpret and evaluate complex works of music, dance, theater, visual arts,
4 literature, or media arts by:

5 A. describing the elements and structure of the art form; the artistic intent; and the
6 historical, cultural, and social background of the selected art works;

7 B. applying specific critical criteria to interpret and analyze the selected art works;

8 C. describing how particular effects are produced by the artist's use of the elements
9 of the art form; and

10 D. communicating an informed interpretation using the vocabulary of the art form.

11 **3501.0444 LEARNING AREA FOUR: MATHEMATICAL APPLICATIONS.**

12 Subpart 1. High school content standards for learning area four. Specifications for
13 high school content standards in learning area four are under subparts 2 to 6.

14 Subp. 2. Discrete mathematics. A student shall use discrete structures to demonstrate
15 mathematical relationships and solve problems by:

16 A. describing the difference between discrete and continuous models of data and
17 permutations, combinations, and other principles of systematic counting;

18 B. translating between real-world situations and discrete mathematical models
19 using vertex-edge graphs, matrices, verbal descriptions, and sequences;

20 C. analyzing and modeling iterative and recursive patterns;

21 D. analyzing and solving problems by building discrete mathematical models,
22 developing and comparing algorithms or sequences of procedures, and determining
23 whether solutions exist, the number of possible solutions, and the best solutions; and

24 E. using properties of mathematics to justify reasoning in a logical argument.

25 Subp. 3. Chance and data analysis. A student shall:

1 A. demonstrate understanding of the statistical concepts of measures of center,
2 variability, and rank; differences between correlation and causation; sampling
3 procedures; line or curve of best fit; and concepts related to uncertainty of randomness,
4 permutations, combinations, and theoretical and experimental probabilities;

5 B. investigate a problem of significance by formulating a complex question,
6 designing a statistical study, collecting data, representing data appropriately, using
7 appropriate statistics to summarize data, determining whether additional data and
8 analysis are necessary, drawing conclusions based on data, and communicating the
9 results appropriately for the intended audience;

10 C. analyze and evaluate the statistical design, survey procedures, and
11 reasonableness of conclusions in a published study or article;

12 D. use probability experiments, simulations, or theory-to-model situations
13 involving uncertainty; and

14 E. make predictions based on the model.

15 Subp. 4. Algebraic patterns. A student shall demonstrate the ability to identify rates
16 of change in different models of linear relationships and know characteristics of
17 polynomial, exponential, and periodic functions and relations; functional notation; and
18 terminology by:

19 A. translating between real-world situations and mathematical models using
20 graphs; matrices; data tables, spread sheets, or both; verbal descriptions; and algebraic
21 expressions;

22 B. generalizing patterns and building mathematical models to describe and predict
23 real situations including linear, exponential growth and decay, and periodic;

24 C. using algebraic concepts and processes to represent and solve problems
25 involving variable quantities; and

1 D. using properties of algebra to justify reasoning using a logical argument.

2 Subp. 5. Technical applications. A student shall:

3 A. demonstrate knowledge of computational technologies; how to use complex
4 measurement equipment for several systems; how to convert between measuring
5 systems; how to measure to scale; how to calculate quantities using algebraic formulas;
6 how to read and interpret information in complex graphs, tables, and charts; scientific
7 and exponential notation used in complex systems; trigonometric applications
8 appropriate to technical situations; and fundamental geometric constructions or
9 calculations used in drafting or construction;

10 B. create a set of plans to design or modify a complex structure, product, or system
11 by researching background information, calculating mathematical-specifications, and
12 developing a materials list that matches mathematical-specifications;

13 C. construct a complex structure, product, or model to mathematical-specifications;
14 and

15 D. analyze existing complex structure, product, or system for purposes of
16 maintenance, repair, trouble shooting, or optimizing function.

17 Subp. 6. Shape, space, and measurement. A student shall:

18 A. demonstrate understanding of the characteristics of geometric figures in both
19 two and three dimensions, including reflections, rotations, and translations; congruence
20 and similarity; perimeter, area, and volume; distance; scaling; and symmetry;

21 B. use spatial visualization to model geometric structures and solve problems;

22 C. analyze characteristics of shape, size, and space in art, architecture, design, or
23 nature;

24 D. translate between numerical relationships and geometric representations to
25 analyze problem situations, scale models, or measurement;

1 E. use properties of shape, location, or measurement to justify reasoning in a
2 logical argument; and

3 F. demonstrate understanding of measurement accuracy, error, and tolerances.

4 **3501.0445 LEARNING AREA FIVE: INQUIRY.**

5 Subpart 1. High school content standards for learning area five. Specifications for
6 high school content standards in learning area five are under subparts 2 to 14.

7 Subp. 2. Math research. A student shall design and conduct an investigation on a
8 mathematical topic by:

9 A. selecting and refining a topic through research;

10 B. formulating generalizations about the topic;

11 C. documenting insights gained during the investigation;

12 D. connecting new concepts to familiar ideas in mathematics;

13 E. using mathematical properties to support conclusions; and

14 F. communicating findings for an audience outside of mathematics.

15 Subp. 3. History of science. A student shall demonstrate understanding of the
16 interaction between social, economic, technological, and environmental factors and the
17 occurrence of varied major scientific advances in recorded history by:

18 A. gathering information on one major scientific breakthrough;

19 B. investigating and analyzing the social, economic, technological, environmental
20 context in which a scientific breakthrough occurred; and

21 C. analyzing the immediate and long-term effect of the scientific breakthrough in
22 any or all of social, economic, technological, and environmental contexts.

23 Subp. 4. History through culture. A student shall demonstrate understanding of
24 historical periods, including major events, conflicts, and leaders of a historical period,
25 through investigating the cultural expressions of the period by:

3501.0445

1 A. interpreting ideas from artistic expressions to compare representations of a
2 historical period to selected philosophies, events or conflicts, and people and their
3 contributions; and

4 B. gathering information and analyzing selected cultural expressions of a period,
5 including major writings, publications, or both; artistic works; architecture; technology;
6 and daily life and social customs.

7 Subp. 5. History of the arts. A student shall demonstrate understanding of an art
8 form or theme from various historical periods or cultures and, for each work, gather
9 information to analyze the development of a selected idea or theme; and select, describe,
10 and interpret works of art in a historical, cultural, or historical and cultural framework;
11 to identify changes, developments, or both, of:

12 A. themes or ideas;

13 B. social or cultural contexts;

14 C. the form and function of each work; and

15 D. the expressive qualities of art for each historical period.

16 Subp. 6. World history and cultures. A student shall:

17 A. demonstrate understanding of the significance of key people, events, places,
18 concepts, and themes in the historical development of one or more world cultures by:

19 (1) a survey of world history including early civilizations, classical traditions,
20 major empires, and institutions; expansions of exchange and encounter, intensified
21 hemispheric interactions, and the first global age; the age of revolutions; and the
22 twentieth century; or

23 (2) a comprehensive, in-depth focus on a single culture, nation, movement, or
24 time period;

25 B. investigate and analyze cause and effect relationships among issues, events, and

1 major historical developments in at least one culture, nation, movement, or time period;
2 and

3 C. investigate and describe the impact of at least one theme on other cultures,
4 nations, movements, or time periods.

5 Subp. 7. Recorders of history. A student shall demonstrate understanding that
6 historical knowledge is the result of decisions made by recorders of history, including
7 an understanding of events in a chronological framework, the factors influencing
8 decisions made by recorders of history, and the types of information sources by:

9 A. analyzing two or more accounts of the same historical event recorded in
10 different time periods; comparing and contrasting the accounts; and explaining the
11 differences in terms of availability and use of sources, societal influences on the
12 recorder, and purpose of the account, if known; and

13 B. recording the history of an event using several primary sources, including
14 identifying factors that influence the recorder of the event and using appropriate
15 validation procedures.

16 Subp. 8. Issue analysis. A student shall research an issue and evaluate proposed
17 positions or solutions by:

18 A. gathering information on past or contemporary issues;

19 B. identifying relevant questions or a range of points of view;

20 C. summarizing relevant background information;

21 D. examining information from each source for bias and intended audience;

22 E. identifying areas of conflict, compromise, or agreement among various groups
23 concerning the issue; and

24 F. evaluating multiple positions and proposed solutions for the issue, including
25 analyzing conclusions, arguments, and supporting evidence; identifying motives of

1 groups or individuals; analyzing feasibility and practicality; identifying impact on
2 policies; comparing alternative solutions; and projecting consequences.

3 Subp. 9. Research process. A student shall use primary research techniques of
4 surveys, structured and unstructured interviews, observations, questionnaires, and
5 access secondary sources in multiple ways to:

6 A. refine a topic into a clear statement of a research problem with subproblems;

7 B. evaluate a research problem for feasibility;

8 C. create a plan for collecting and interpreting data;

9 D. write a review of background information based on a survey of related
10 literature from a variety of sources including identifying key issues, and identifying
11 relevant historical and contextual background;

12 E. collect and interpret primary data; and

13 F. discuss research findings, including describing research problems, describing
14 the findings from a survey of literature, presenting primary data, interpreting and
15 analyzing information, and formulating possibilities for further research.

16 Subp. 10. Social science processes. A student shall access sources of social science
17 information and data to:

18 A. formulate a question about a historical event, issue, or interpretation of a
19 concept;

20 B. create a plan for collecting and interpreting data;

21 C. evaluate a research problem for feasibility;

22 D. gather information through the primary research techniques of observations,
23 interviews, surveys, or experiments;

24 E. gather background information based on a survey of related literature from a
25 variety of sources including identifying key issues and relevant historical and
26 contextual background; and

1 F. discuss research findings, including describing issues; describing the findings
2 from a survey of literature; presenting primary data; identifying bias and context of data
3 or findings; examining how the time period and location of data source affect the data;
4 examining limitations of the investigation, research process, or findings; and
5 formulating possibilities for further research.

6 Subp. 11. Research and create a business plan. A student shall develop and
7 implement a plan to start a business or an organization to demonstrate an
8 understanding of relevant scientific, economic, marketing, and sales principles; how the
9 business or organization functions within a larger context; the potential impact of the
10 business or organization on people and communities; and human resources
11 management through:

12 A. gathering information by keeping records; using market research; tracking
13 markets; using computers, telecommunications, and satellite technology; using a variety
14 of sources of information; and utilizing human resources;

15 B. developing a business plan by conducting a feasibility study, producing a cost
16 and benefit analysis, conducting a resource assessment, and identifying alternative
17 solutions to problems; and

18 C. implementing a plan that communicates information regarding decisions;
19 applies human relations skills; applies relevant and useful mechanical and technical
20 skills; uses marketing and sales techniques; integrates economic, marketing, sales, and
21 technical aspects with sound environmental practices; and analyzes the effectiveness of
22 the plan.

23 Subp. 12. Market research. A student shall investigate a product through market
24 research by:

25 A. conducting secondary research to investigate a market need or problem;

26 B. defining a marketing problem;

1 C. conducting market research using at least two of the following methods: direct
2 mail survey, telemarketing survey, personal interview, discussion group, panels,
3 sampling, observations, or market analysis;

4 D. correlating, tabulating, and reporting findings; and

5 E. analyzing the viability of product, price, place, and promotion based on research
6 findings.

7 Subp. 13. Case study. A student shall use observation to study human interaction,
8 learning, or development including theories of human behavior, learning, or
9 development; methods and techniques of primary research; and legal and ethical
10 procedures related to research by:

11 A. refining a topic into a clear statement of a research problem with subproblems;

12 B. creating a plan for collecting data including evaluating feasibility, and
13 establishing a process for conducting observations and recording descriptions;

14 C. gathering and analyzing data; and

15 D. communicating a description of any or all of the key scenes, people, dialogue,
16 and places; a comparison of the findings to theories of human interaction, learning, or
17 development; conclusions based on the findings; and an identification of implications
18 for further study.

19 Subp. 14. New product development. A student shall research, develop, and test a
20 new product to demonstrate an understanding of needs analysis; specific materials or
21 technologies; material processing or design techniques, or both, by:

22 A. researching the need and the market;

23 B. designing a new or improved product that meets the need;

24 C. creating the new or improved product;

25 D. testing and evaluating the product; and

1 E. assessing the impact of production, use, and eventual disposal of the product on
2 the environment, society, and health, as applicable.

3 **3501.0446 LEARNING AREA SIX: SCIENTIFIC APPLICATIONS.**

4 Subpart 1. High school content standards for learning area six. Specifications for
5 high school content standards in learning area six are under subparts 2 to 6.

6 Subp. 2. Concepts in biology. A student shall:

7 A. demonstrate understanding of biological concepts, theories, and principles
8 including cell theory, mechanisms of heredity, biological change over time, the
9 interdependence of organisms, material cycles and energy flow in living systems, the
10 behavior of organisms, and the historical significance of major scientific advances
11 through the investigation and analysis of cells, organisms, and ecosystems;

12 B. demonstrate understanding:

13 (1) of how historical and current scientific concepts and knowledge guide
14 scientific inquiries;

15 (2) that scientific inquiries are performed to test ideas and predictions and to
16 learn about the natural world;

17 (3) of how the use of various technologies influence the quality of data and the
18 investigation;

19 (4) of the essential role of mathematical tools and models and how they are
20 essential to scientific inquiry;

21 (5) of how explanations based on evidence adhere to established criteria
22 including empirical standards, logic, openness to criticism, and reporting of methods
23 and procedures; and

24 (6) of how traditions govern the conduct of science, including ethics, peer
25 review, and consensus;

1 C. design and conduct an experiment to investigate a question and test a
2 hypothesis by:

3 (1) formulating a question and hypothesis;

4 (2) designing and conducting an investigation;

5 (3) recording relevant data;

6 (4) analyzing data using mathematical methods;

7 (5) constructing reasonable explanations to answer the question and supporting
8 or refuting a hypothesis;

9 (6) identifying and considering alternative interpretations of results; and

10 (7) specifying implications for further investigation;

11 D. design and conduct one investigation through a problem-based study, service
12 learning project, or field study by identifying scientific issues based on observations and
13 the corresponding scientific concepts; analyzing data to clarify scientific issues or define
14 scientific questions; and comparing results to current models, personal experience, or
15 both; and

16 E. use scientific evidence to defend or refute an idea in a historical or
17 contemporary context by identifying scientific concepts found in evidence; evaluating
18 the validity of the idea in relationship to scientific information; and analyzing the
19 immediate and long-term impact on the individual, society, or both, in the areas of
20 technology, economics, and the environment.

21 Subp. 3. Concepts in chemistry. A student shall:

22 A. demonstrate understanding of concepts, theories, and principles in chemistry
23 by investigating and analyzing atomic theory; relationships between the structure and
24 properties of matter including organic and inorganic bonding, periodicity, and solutions
25 chemistry; chemical reactions; interactions of energy and matter; and the historical
26 significance of major scientific advances;

1 B. demonstrate understanding:

2 (1) of how historical and current scientific concepts and knowledge guide
3 scientific inquiries;

4 (2) that scientific inquiries are performed to test ideas and predictions and to
5 learn about the natural world;

6 (3) of how the use of various technologies influence the quality of data and the
7 investigation;

8 (4) of the essential role of mathematical tools and models and how they are
9 essential to scientific inquiry;

10 (5) of how explanations based on evidence adhere to established criteria
11 including empirical standards, logic, openness to criticism, and reporting of methods
12 and procedures; and

13 (6) of how traditions govern the conduct of science, including ethics, peer
14 review, and consensus;

15 C. design and conduct an experiment to investigate a question and test a
16 hypothesis by:

17 (1) formulating a question and hypothesis;

18 (2) designing and conducting an investigation;

19 (3) recording relevant data;

20 (4) analyzing data using mathematical methods;

21 (5) constructing reasonable explanations to answer the question and supporting
22 or refuting the hypothesis;

23 (6) identifying and considering alternative interpretations of results; and

24 (7) specifying implications for further investigation;

1 D. design and conduct an investigation through a problem-based study, service
2 learning project, or field study by identifying scientific issues based on observations and
3 the corresponding scientific concepts; analyzing data to clarify scientific issues or define
4 scientific questions; and comparing results to current models, personal experience, or
5 both; and

6 E. use scientific evidence to defend or refute an idea in a historical or
7 contemporary context by identifying scientific concepts found in evidence; evaluating
8 the validity of the idea in relation to the scientific information; and analyzing the
9 immediate and long-term impact on the individual, society, or both, in the areas of
10 technology, economics, and the environment.

11 Subp. 4. Earth and space systems. A student shall:

12 A. demonstrate understanding of earth and space systems by investigating and
13 analyzing earth systems through the interaction of forces and energy, geochemical
14 processes and cycles, theories of the origin and evolution of the universe, energy in the
15 earth system, and the historical significance of major scientific advances;

16 B. demonstrate understanding:

17 (1) of how historical and current scientific concepts and knowledge guide
18 scientific inquiries;

19 (2) that scientific inquiries are performed to test ideas and predictions and to
20 learn about the natural world;

21 (3) of how the use of various technologies influence the quality of data and the
22 investigation;

23 (4) of the essential role of mathematical tools and models and how they are
24 essential to scientific inquiry;

25 (5) of how explanations based on evidence adhere to established criteria

1 including empirical standards, logic, openness to criticism, and reporting of methods
2 and procedures; and

3 (6) of how traditions govern the conduct of science, including ethics, peer
4 review, and consensus;

5 C. design and conduct an experiment to investigate a question and test a
6 hypothesis by:

7 (1) formulating a question and hypothesis;

8 (2) designing and conducting an investigation;

9 (3) recording relevant data;

10 (4) analyzing data using mathematical methods;

11 (5) constructing reasonable explanations to answer the question and supporting
12 or refuting the hypothesis;

13 (6) identifying and considering alternative interpretations of results; and

14 (7) specifying implications for further investigation;

15 D. design and conduct one investigation through a problem-based study, service
16 learning project, or field study by identifying scientific issues based on observations and
17 the corresponding scientific concepts; analyzing data to clarify scientific issues or define
18 scientific questions, and comparing results to current models personal experience, or
19 both; and

20 E. use scientific evidence to defend or refute an idea in a historical or
21 contemporary context by identifying scientific concepts found in evidence; evaluating
22 the validity of the idea in relation to the scientific information; and analyzing the
23 immediate and long-term impact on the individual, society, or both, in the areas of
24 technology, economics, and the environment.

25 Subp. 5. Concepts in physics. A student shall:

1 A. demonstrate understanding of matter, forces, and energy by investigating and
2 analyzing the concepts of motion, force, laws of conservation, electricity, magnetism,
3 waves, energy, and work, and the historical significance of major scientific advances;

4 B. demonstrate understanding:

5 (1) of how historical and current scientific concepts and knowledge guide
6 scientific inquiries;

7 (2) that scientific inquiries are performed to test ideas and predictions and to
8 learn about the natural world;

9 (3) of how the use of various technologies influence the quality of data and the
10 investigation;

11 (4) of the essential role of mathematical tools and models and how they are
12 essential to scientific inquiry;

13 (5) of how explanations based on evidence adhere to established criteria
14 including empirical standards, logic, openness to criticism, and reporting of methods
15 and procedures; and

16 (6) of how traditions govern the conduct of science, including ethics, peer
17 review, and consensus;

18 C. design and conduct an experiment to investigate a question and test a
19 hypothesis by:

20 (1) formulating a question and hypothesis;

21 (2) designing and conducting an investigation;

22 (3) recording relevant data;

23 (4) analyzing data using mathematical methods;

24 (5) constructing reasonable explanations to answer the question and supporting
25 or refuting the hypothesis;

1 (6) identifying and considering alternative interpretations of results; and

2 (7) specifying implications for further investigation;

3 D. design and conduct one investigation through a problem-based study, service
4 learning project, or field study by identifying scientific issues based on observations and
5 the corresponding scientific concepts; analyzing data to clarify scientific issues or define
6 scientific questions; and comparing results to current models, personal experience, or
7 both; and

8 E. use scientific evidence to defend or refute an idea in a historical or
9 contemporary context by identifying scientific concepts found in evidence; evaluating
10 the validity of the idea in relationship to scientific information; and analyzing the
11 immediate and long-term impact on the individual, society, or both, in the areas of
12 technology, economics, and the environment.

13 Subp. 6. Environmental systems. A student shall:

14 A. demonstrate understanding of the use of decision-making models and scientific
15 investigation and issues involving relationships among the individual, society,
16 economy, and environment by investigating and analyzing the scientific concepts,
17 principles, laws, or theories that affect and are effected by environmental changes; the
18 components of social systems that affect and are effected by environmental changes; the
19 interactions between social and natural systems; local, regional, or global implications of
20 short-term or long-term environmental changes; and methods for citizenship action;

21 B. demonstrate understanding:

22 (1) of how historical and current scientific concepts and knowledge guide
23 scientific inquiries;

24 (2) that scientific inquiries are performed to test ideas and predictions and to
25 learn about the natural world;

1 (3) of how the use of various technologies influence the quality of data and the
2 investigation;

3 (4) of the essential role of mathematical tools and models and how they are
4 essential to scientific inquiry;

5 (5) of how explanations based on evidence adhere to established criteria
6 including empirical standards, logic, openness to criticism, and reporting of methods
7 and procedures; and

8 (6) of how traditions govern the conduct of science, including ethics, peer
9 review, and consensus;

10 C. analyze a significant environmental topic to identify problems;

11 D. analyze an environmental problem to identify related issues;

12 E. develop a conceptual understanding of the local issue by identifying related
13 scientific concepts and ecological systems; identifying related social systems; identifying
14 interest groups, the point of view of interest groups, and possible solutions; and
15 analyzing how humans and natural systems affect and are affected by the local issue;

16 F. design and conduct primary research to enhance understanding of the local
17 issue;

18 G. develop and evaluate a personal action plan designed to promote a specific
19 solution; and

20 H. design and conduct an experiment to investigate a question and test a
21 hypothesis by:

22 (1) formulating a question and hypothesis;

23 (2) designing and conducting an investigation;

24 (3) recording relevant data;

25 (4) analyzing data using mathematical methods;

1 (5) constructing reasonable explanations to answer the question and supporting
2 or refuting the hypothesis;

3 (6) identifying and considering alternative interpretations of results; and

4 (7) specifying implications for further investigation.

5 **3501.0447 LEARNING AREA SEVEN: PEOPLE AND CULTURES.**

6 Subpart 1. High school content standards for learning area seven. Specifications for
7 high school content standards in learning area seven are under subparts 2 to 7.

8 Subp. 2. Themes of United States history. A student shall:

9 A. demonstrate understanding of the Declaration of Independence, the United
10 States Constitution, and themes related to key events, concepts, and people in the
11 historical development of the United States, including the convergence of people,
12 colonization, settlement, and the American Revolution; expansion, the Civil War, and
13 the Reconstruction; tribal sovereignty and the relationship between American Indian
14 tribal governments and federal and state government; industrialization, the emergence
15 of modern America, and the Great Depression; World War II; and postwar United States
16 to the present; and

17 B. illustrate the influence of diverse ideals or beliefs on a theme or an event in the
18 historical development of the United States.

19 Subp. 3. United States citizenship. A student shall demonstrate understanding of the
20 foundations, rights, and responsibilities of United States citizenship including how the
21 United States government, as established by the Constitution, embodies the principles
22 and ideals of a democratic republic; the rights and responsibilities of United States
23 citizens, noncitizens, and dual citizens; and the formal and informal structures within
24 which interest groups exercise power, by:

25 A. examining the foundational documents, including the United States
26 Constitution and the Bill of Rights relating to citizen rights and responsibilities;

3501.0447

1 B. examining persisting issues involving rights, roles, and status of individuals in
2 relation to the general welfare of society;

3 C. analyzing how citizens can affect public policy; and

4 D. observing, analyzing, and interacting with an actual or simulated governmental
5 process.

6 Subp. 4. Diverse perspectives. A student shall evaluate events and actions from
7 diverse United States and world perspectives by identifying:

8 A. how race, culture, gender, and disability may influence beliefs, actions, and
9 world view;

10 B. how data and experiences may be interpreted differently; and

11 C. issues, topics, or concepts around which disagreement or ambiguity exists,
12 including describing points of view concerning the issue, investigating reasons for
13 identified points of view, investigating reasons for alternate viewpoints, and analyzing
14 how the interpretation of an issue is affected by omitted viewpoints.

15 Subp. 5. Human geography. A student shall demonstrate understanding of human
16 geography by:

17 A. identifying the location of major places and geographic features on the surface
18 of the earth, the physical and cultural characteristics of places, the physical processes
19 that shape patterns on the earth's surface, how movement of cultural characteristics
20 interconnects various places, and how the physical environment is modified by and
21 modifies human activities;

22 B. interpreting and communicating geographic information through maps and
23 other forms of graphic tools and geographic information systems;

24 C. analyzing the effects of alterations on cultural landscapes, physical landscapes,
25 or both;

1 D. analyzing the relationship between geography and a dispute about land use
2 versus ownership or political control; and

3 E. analyzing the relationship between geography and culture.

4 **Subp. 6. Institutions and traditions in society.** A student shall demonstrate
5 understanding of institutions and traditions in society by:

6 A. identifying societal concepts that influence the interaction among individuals,
7 groups, and institutions in society; how societal concepts and institutions develop and
8 change over time; and how cultural diversity affects conflict and cohesion within and
9 across groups and institutions;

10 B. examining tension between individuality and conformity;

11 C. examining how roles, status, and social class affect interaction in groups and
12 institutions;

13 D. describing how institutions change over time; and

14 E. analyzing how institutions affect continuity and change.

15 **Subp. 7. Community interaction.** A student shall demonstrate an understanding of
16 the relationships between organizations and the communities the organizations serve
17 through direct service or experience, by:

18 A. assessing and evaluating the impact of an issue, event, or service on a target
19 population; and

20 B. suggesting, applying, and evaluating strategies designed to improve the
21 community through direct service or other authentic experience.

22 **3501.0448 LEARNING AREA EIGHT: DECISION MAKING.**

23 **Subpart 1. High school content standards for learning area eight. Specifications for**
24 **high school content standards in learning area eight are under subparts 2 to 5.**

25 **Subp. 2. Individual and community health.** A student shall demonstrate an

1 understanding of decision-making processes and community health practices that
2 promote healthful nutrition and dietary practices, and physical fitness, and that reduce
3 and prevent tobacco use, drug and alcohol use, intentional and unintentional injuries,
4 HIV, sexually transmitted diseases, and unintentional pregnancies by:

5 A. analyzing how health maintenance and disease prevention decisions are
6 influenced by the media, technological advances, interpersonal communication, and
7 immediate and long-term risk factors; and

8 B. creating a plan for an in-depth study of one of the community health practices
9 described in this subpart including in-depth information needed, procedures required,
10 how this area is impacted by other community health practices, and options for
11 completing an in-depth study.

12 Subp. 3. Physical education and fitness. A student shall use decision-making
13 processes to select appropriate physical activities to achieve fitness and shall
14 demonstrate understanding of the training necessary to improve fitness and the rules
15 and skills associated with physical activities by:

16 A. designing and implementing a health-enhancing fitness plan, including:

17 (1) establishing current levels of cardiovascular fitness, muscular endurance,
18 and flexibility;

19 (2) setting cardiovascular, muscular, and flexibility goals to improve total body
20 fitness;

21 (3) selecting measurement strategies;

22 (4) identifying frequency, intensity, time, and types of activities required to meet
23 goals;

24 (5) analyzing impact of goals on cardiovascular system and affected muscle
25 groups;

1 (6) evaluating reasonableness of maintaining the fitness plan over an extended
2 period of time; and

3 (7) evaluating effectiveness of the plan on total body fitness; and

4 B. demonstrating knowledge and skills in an aerobic activity and at least two other
5 physical fitness activities.

6 Subp. 4. Career investigation. A student shall demonstrate understanding of a
7 variety of career clusters, attributes and aptitudes needed in particular types of
8 occupations and careers, how attitudes and behaviors affect the climate of a workplace,
9 how systems within a workplace affect or interact with systems in the community, and
10 how systems affect an individual worker by:

11 A. determining personal interest, aptitudes, and abilities;

12 B. establishing an explicit career action plan, including selecting a program that
13 meets a career or vocational preparation goal;

14 C. investigating a career through research, internship, mentorship, or community
15 service placement; and

16 D. evaluating career choices in relationship to life goals and personal attributes.

17 Subp. 5. Occupational experience. A student shall apply a decision-making process
18 in real-work situations by:

19 A. analyzing:

20 (1) individual career-related strengths, experiences, and interests that may affect
21 lifework choices;

22 (2) the current and projected employment outlook in a selected career cluster;

23 (3) skills, technical information, and work relationships required for a specific
24 job; and

25 (4) current work-related laws and how the laws affect a worker;

1 B. making short-term and long-term employment choices;

2 C. creating documents for job-seeking and placement;

3 D. integrating technical knowledge and skills to achieve goals in an employment
4 situation;

5 E. applying effective problem-solving strategies in employer-employee, coworker,
6 and customer-client situations; and

7 F. evaluating job performance according to standards and expectations of the
8 workplace and personal job goals.

9 **3501.0449 LEARNING AREA NINE: RESOURCE MANAGEMENT.**

10 Subpart 1. High school content standards for learning area nine. Specifications for
11 high school content standards in learning area nine are under subparts 2 to 7.

12 Subp. 2. Economic systems. Through the use of the fundamental concepts of
13 economics, a student shall demonstrate understanding of the interactive nature of
14 global, national, and local economic systems, how government decisions impact those
15 systems, and how individuals, households, businesses, and governments use scarce
16 resources to satisfy unlimited wants and needs by:

17 A. analyzing a public issue in terms of production, distribution, and consumption;

18 B. analyzing how change in the economy affects individuals, households, business,
19 government, and the environment;

20 C. explaining how scarcity of productive resources impacts decisions concerning
21 the production and distribution of goods and services;

22 D. examining how domestic and global economic systems interact; and

23 E. comparing the rules and procedures of different economic systems by
24 examining the effect on supply, demand, capital, prices, role of institutions, and natural
25 resources.

1 Subp. 3. Natural and managed systems. A student shall develop and communicate a
2 resource management plan involving natural and managed systems by:

3 A. demonstrating understanding of the interaction and interdependence of natural
4 and managed systems, including natural ecosystems, and human-managed systems;

5 B. describing the biological, physical, and human characteristics of the systems;

6 C. gathering data using appropriate techniques;

7 D. identifying the nature of the interactive and interdependent relationships;

8 E. using appropriate environmental impact criteria;

9 F. analyzing economic and environmental costs and benefits;

10 G. presenting and defending a cost and benefit risk analysis to a jury of peers; and

11 H. modifying the plan based on feedback.

12 Subp. 4. Personal and family resource management. A student shall apply principles
13 of personal and family resource management and informed decision making by:

14 A. demonstrating understanding of sound buying principles, issues involved in
15 renting or buying a home, personal finance terminology, insurance options, and
16 implications of nonfinancial resources;

17 B. creating plans for major purchases;

18 C. evaluating personal banking services and cash or credit options;

19 D. analyzing a household budget;

20 E. preparing personal income tax statements;

21 F. analyzing and selecting investment options; and

22 G. analyzing how to manage household resources considering broader economic
23 and environmental systems.

24 Subp. 5. Business management. A student shall use fundamentals of informed

1 decision making and business management, including personnel management
2 procedures; customer, employee, and management practices; use of banking services;
3 forms of business organization; and current work-related laws and how the laws affect
4 employment by:

5 A. maintaining finances of the business;

6 B. analyzing business expenses and organizational and environmental costs;

7 C. applying personnel management procedures;

8 D. applying human relations strategies;

9 E. applying marketing strategies; and

10 F. organizing work time around long-term priorities and immediate needs.

11 Subp. 6. Financial systems. A student shall use financial systems and information
12 and basic accounting principles to:

13 A. prepare accounts, ledgers, journals, financial statements, and payroll data;

14 B. conduct financial analysis using mathematical techniques, including ratio
15 analysis, comparative statements analysis, cost analysis, and trend analysis; and

16 C. create a report based on information obtained from data analysis, including
17 describing and displaying data, analyzing effectiveness of past financial actions, and
18 recommending future courses of action based on conclusions of data analysis.

19 Subp. 7. Technical systems. A student shall apply knowledge, skills, and tools of
20 technological systems by:

21 A. investigating and analyzing the scientific principles and elements (inputs,
22 processes, outputs, feedback) of a specific technological system in relation to a
23 macrosystem;

24 B. using basic skills and tools related to operating a specific system;

1 C. creating, modifying, analyzing, or troubleshooting a technological system;

2 D. transferring knowledge of a specific system to create or modify a plan for a
3 macrosystem; and

4 E. examining short-term impact on the environment and long-term sustainability.

5 **3501.0450 LEARNING AREA TEN: WORLD LANGUAGES.**

6 Subpart 1. High school content standard in world language. Specifications for the
7 high school content standard in learning area ten are under subpart 2.

8 Subp. 2. World language. A student shall demonstrate understanding of the features
9 and appropriate applications of a foreign, domestic, technical, or symbolic language
10 other than English and communicate in a variety of applications by:

11 A. showing evidence of comprehension of complex information communicated by
12 others in a language other than English;

13 B. using the language to communicate complex information to others; and

14 C. analyzing information and communication situations based on criteria used by
15 others highly skilled in the language.

16 **3501.0460 PREPARATORY CONTENT STANDARDS IN LEARNING AREA ONE:**
17 **READ, LISTEN, AND VIEW.**

18 Subpart 1. Primary content standards.

19 A. Literal comprehension. A student shall demonstrate comprehension of literal
20 meaning through reading, viewing, or listening to nonfiction and fiction selections by:

21 (1) identifying main ideas and some supporting details;

22 (2) retelling main events or ideas in sequence;

23 (3) pronouncing new words using phonic skills;

24 (4) reading aloud fluently with appropriate expression;

1 (5) demonstrating appropriate techniques for learning new vocabulary; and

2 (6) interpreting presentations of data.

3 B. Interpretation and evaluation. A student shall interpret and evaluate
4 information from age-appropriate nonfiction and fiction selections by reading, viewing,
5 and listening to:

6 (1) understand ideas not explicitly stated;

7 (2) make predictions based on information in the selection;

8 (3) draw conclusions based on information in the selection;

9 (4) compare and contrast elements of the story or selection;

10 (5) distinguish facts from opinions; and

11 (6) summarize ideas and identify tone in persuasive, fictional, and documentary
12 presentations.

13 Subp. 2. Intermediate content standards.

14 A. Literal comprehension. A student shall demonstrate comprehension of literal
15 meaning by:

16 (1) reading, listening, and viewing of nonfiction and fiction selections to identify
17 main ideas and support details, retell main events or ideas in sequence, pronounce new
18 words using phonics, demonstrate techniques of improving and expanding vocabulary,
19 and demonstrate an age-appropriate reading rate;

20 (2) reading and applying technical instructions to perform an action;

21 (3) using presentations of data to understand scientific or mathematical
22 information; and

23 (4) summarizing ideas and information from visual presentations.

24 B. Interpretation and evaluation. A student shall interpret and evaluate

1 information from age-appropriate nonfiction and fiction selections by reading, listening,
2 and viewing to:

3 (1) distinguish fact from opinion in nonfiction selections;

4 (2) interpret figurative language;

5 (3) make predictions based on information in the selection;

6 (4) compare and contrast settings, ideas, or actions;

7 (5) understand ideas not stated explicitly in the selection; and

8 (6) interpret effects of persuasive visual messages.

9 Subp 3. Middle-level content standards.

10 A. Nonfiction. A student shall:

11 (1) demonstrate the ability to comprehend, interpret, and evaluate information
12 from a variety of nonfiction formats in reading, listening, and viewing; and

13 (2) comprehend information from selections that address abstract or complex
14 ideas by:

15 (a) identifying main ideas and supporting details;

16 (b) interpreting presentations of data in connection with other information in
17 the text;

18 (c) comparing and contrasting information on the same topic from different
19 types of sources;

20 (d) identifying differences in the points of view of the authors when given
21 more than one selection on the same topic;

22 (e) identifying statements of fact and opinion within a selection; and

23 (f) using structural organizers within a selection to aid comprehension.

24 B. Fiction. A student shall demonstrate the ability to comprehend, interpret, and
25 evaluate information in fictional reading, listening, and viewing selections by:

1 (1) retelling a story, including major characters, setting, sequence of events, and
2 conflicts;

3 (2) showing evidence of an ongoing process for expanding vocabulary;

4 (3) interpreting literal and figurative language and imagery;

5 (4) categorizing events, behavior, or characters;

6 (5) predicting logical cause and effect sequence; and

7 (6) evaluating fiction according to preestablished criteria.

8 C. Technical reading. A student shall demonstrate the ability to comprehend
9 technical information from documents or electronic media by:

10 (1) knowing relevant technical vocabulary, use of tools, and safety procedures;

11 (2) applying step-by-step directions using appropriate tools and safety
12 procedures; and

13 (3) showing an understanding of information from visual or graphic data.

14 **3501.0461 PREPARATORY CONTENT STANDARDS IN LEARNING AREA TWO:**
15 **WRITE AND SPEAK.**

16 Subpart 1. Primary content standards; writing and speaking. A student shall
17 demonstrate the ability to write and speak for a variety of academic and technical
18 purposes through:

19 A. teaching another how to perform an action or create a product by:

20 (1) writing directions with multiple steps;

21 (2) sequencing steps accurately;

22 (3) using task-specific vocabulary;

23 (4) writing a list of necessary materials; and

24 (5) using illustrations or visuals as a teaching aid;

1 B. writing a story by:

2 (1) describing ideas or events from personal experience, observation, or
3 imagination;

4 (2) sequencing ideas or events; and

5 (3) using details or examples to create images;

6 C. writing a report to describe and give information about a person, an object, or a
7 situation; and

8 D. giving an informal oral presentation by:

9 (1) presenting an opinion or idea;

10 (2) using reasons or examples to explain it; and

11 (3) responding to related questions from the audience.

12 Subp. 2. Intermediate content standards.

13 A. Writing. A student shall demonstrate the ability to write for a variety of
14 academic and technical purposes and audiences by:

15 (1) writing a story based on direct experience or observation including:

16 (a) a problem solved, a conflict resolved, or a lesson learned;

17 (b) a description of setting using vivid details;

18 (c) a flow of action leading to a logical ending;

19 (d) an image of at least one character; and

20 (e) dialogue that captures authentic oral expression;

21 (2) writing to request an action or a product with a final edit suitable for a real
22 world audience including:

23 (a) necessary information and detail using appropriate vocabulary; and

24 (b) use of formal structures and courteous conventions; and

1 (3) editing the finished product for correct mechanics and spelling.

2 B. Speaking. A student shall demonstrate the ability to speak to an audience or
3 interact with a group by:

4 (1) planning and carrying out an event in a small group including:

5 (a) constructing a flow chart of work to be done;

6 (b) implementing a group work plan;

7 (c) demonstrating a variety of cooperative group roles in discussion
8 situations; and

9 (d) taking responsibility for obtaining, organizing, and using materials; and

10 (2) preparing and giving a demonstration to an audience including:

11 (a) describing a step-by-step procedure to complete an action;

12 (b) using visuals or manipulatives to illustrate ideas;

13 (c) demonstrating effective delivery techniques; and

14 (d) answering questions from the audience concerning the demonstration.

15 Subp. 3. Middle-level content standards.

16 A. Writing. A student shall demonstrate for a variety of academic and technical
17 purposes, situations, and audiences the ability to write:

18 (1) a technical procedure or set of directions that uses:

19 (a) technical terminology, use of tools to perform an action, or both;

20 (b) original visual representations to support text, including for example,
21 illustrations, diagrams, charts, or technical drawings;

22 (c) sequenced steps using a numbered, bulleted, or outlined format;

23 (d) precise wording and objective style; and

24 (e) a glossary of technical terms used in the text;

1 (2) a narrative including:

2 (a) a description of events from direct experience or observation;

3 (b) use of relevant detail and figurative language to create an image of
4 setting, characters, and events;

5 (c) dialogue between characters; and

6 (d) a sequence of events or ideas leading to a logical ending; and

7 (3) an idea or opinion that:

8 (a) gives a rationale that includes reasons to support or oppose the opinion;

9 (b) uses evidence to support the idea; and

10 (c) has correct spelling and mechanics.

11 B. Interpersonal communication. A student shall demonstrate the ability to
12 communicate effectively in a small group by:

13 (1) solving a problem or settling a dispute, and giving a demonstration or
14 presenting new information in a small group;

15 (2) interacting and communicating appropriately with individuals of different
16 gender, age, culture, and points of view;

17 (3) adjusting communication on the basis of verbal and nonverbal feedback; and

18 (4) expressing tone, mood, and vocabulary appropriate for a given situation.

19 **3501.0462 PREPARATORY CONTENT STANDARDS IN LEARNING AREA THREE:**
20 **THE ARTS.**

21 Subpart 1. Primary content standard; artistic creativity, performance, and
22 expression. A student shall describe at least three of the art forms in this subpart using
23 the vocabulary of the art form and identifying similarities and differences between
24 different art forms. A student shall:

1 A. in dance, demonstrate basic movements in musical or rhythmic contexts,
2 respond to selected assignments and problems, and create sequences of movement to
3 communicate an original story or an experience;

4 B. in visual art, use appropriate tools and processes of at least three different media
5 to communicate ideas, use elements of visual art to communicate ideas, and identify
6 works and styles of art belonging to different cultures and times;

7 C. in music, sing in a group, sing a varied repertoire of songs, play simple rhythms
8 and melodies on classroom instruments, improvise simple rhythms and melodies, and
9 use a system to read basic music notation; and

10 D. in theater, use movement, sound, and language to create images, express
11 emotions, and imitate animals, objects, or shapes; and use elements or environment,
12 costume, and props to communicate story and character.

13 Subp. 2. Intermediate content standard; artistic creativity, performance, and
14 expression. A student shall create, interpret, and evaluate the elements and principles of
15 at least three of the art forms in this subpart. A student shall:

16 A. in dance, demonstrate characteristic dance styles from more than one form or
17 tradition; observe and discuss how dances are similar in terms of elements of dance;
18 demonstrate more than one solution for creative movement problems; and use basic
19 movements to create and perform a sequence with a beginning, middle, and end, with
20 or without music;

21 B. in visual arts, demonstrate the ability to communicate ideas effectively through
22 at least three different media and techniques, use elements and principles of art to
23 effectively communicate ideas, associate artwork with various cultures or historical
24 periods, and describe selected works of art in terms of the elements and principles of
25 visual or media art;

26 C. in music, sing alone; sing rounds and part songs in a group; perform simple

1 rhythmic, melodic, and harmonic patterns accurately on classroom instruments;
2 improvise melodies and accompaniments using classroom instruments, voice, or both;
3 and use a system to read musical notation; and

4 D. in theater, interpret, perform, or interpret and perform a story based on an
5 existing piece of literature by adapting plot, characters, and language for theatrical
6 purposes; and evaluate plot, character, theme, language, sound, and spectacle; and
7 create characterizations based on fiction or life experience.

8 Subp. 3. Middle-level content standards.

9 A. Artistic creativity and performance. A student shall demonstrate knowledge of
10 at least three art forms through artistic process and presentation by:

11 (1) knowing the expressive and technical elements of an art form;

12 (2) knowing basic conventions of the creative decision-making process; and

13 (3) performing or presenting in each art form:

14 (a) using principles and elements of the art form;

15 (b) demonstrating fundamental skills;

16 (c) using improvisation to generate and communicate artistic intent; and

17 (d) creating original works in a variety of contexts.

18 B. Artistic interpretation. A student shall interpret and evaluate a variety of art
19 works, performances, or presentations, including elements, principles, and styles of the
20 art forms, and the social, historical, and cultural context of each work of art by:

21 (1) analyzing art works using the elements, principles, and styles of the art form;

22 (2) evaluating works of art according to preestablished criteria;

23 (3) describing personal reaction to the work of art; and

24 (4) explaining the connection between the work of art and its social, cultural, or
25 historical context.

1 **3501.0463 PREPARATORY CONTENT STANDARDS IN LEARNING AREA FOUR:**
2 **MATHEMATICAL APPLICATIONS.**

3 **Subpart 1. Primary content standards.**

4 **A. Number sense. A student shall use number relationships to represent**
5 **information and solve problems by:**

6 **(1) using whole numbers to represent numbers in more than one way, count and**
7 **order, name and locate, measure, and describe and extend pattern;**

8 **(2) demonstrating an understanding of place value, number relationships,**
9 **relative size, and reasonableness of answers in problem-solving situations; and**

10 **(3) solving problems and justifying thinking by selecting appropriate numbers**
11 **and representations; using operations, patterns, and estimation; generating multiple**
12 **solutions; organizing data using pictures and charts; and using concrete objects,**
13 **diagrams, or maps to solve simple problems involving counting, arrangements, or**
14 **routes.**

15 **B. Shape, space, and measurement. A student shall apply concepts of shape,**
16 **space, and measurement to solve problems involving two- and three-dimensional**
17 **shapes by demonstrating an understanding of:**

18 **(1) patterns by describing, extending, and completing existing patterns; creating**
19 **new patterns; representing spatial patterns pictorially, numerically, or both; and**
20 **identifying, creating, or identifying and creating symmetrical patterns;**

21 **(2) measurement, given familiar objects, to identify type of measurement**
22 **required, estimate measurement, select appropriate tools and units of measurement,**
23 **measure accurately, and use measurements to order a group of objects according to size;**

24 **(3) familiar two- and three-dimensional shapes by identifying shapes in**
25 **real-world contexts; drawing, building, or drawing and building familiar shapes;**

1 sorting and classifying shapes; and predicting the results of flipping, sliding, or turning
2 a shape; and

3 (4) geometric terms used to describe spatial relations.

4 Subp. 2. Intermediate content standards.

5 A. Shape, space, and measurement. A student shall:

6 (1) describe and analyze two- and three-dimensional shapes and spaces using
7 appropriate whole and partial units, including metric, to measure length, time, weight,
8 volume, temperature, angle, and area, and using names and properties of common two-
9 and three-dimensional shapes;

10 (2) describe and compare two- and three-dimensional geometric figures existing
11 in the physical world;

12 (3) analyze and create new shapes by combining, dissecting, or transforming
13 existing shapes;

14 (4) extend or create geometric patterns to solve problems;

15 (5) represent a three-dimensional space in two-dimensional view;

16 (6) measure, including identifying type of measurement required, selecting
17 appropriate tools and units of measurement, and measuring accurately;

18 (7) estimate measurements by using appropriate units and comparisons to
19 known objects or quantities; and

20 (8) use maps or graphs to determine the most efficient routes.

21 B. Number sense. A student shall:

22 (1) demonstrate understanding of concepts of place value, variables, and
23 equations; when and how to use number operations; when and how to use a variety of
24 estimation strategies; addition, subtraction, and multiplication of single-digit multiples
25 of powers of ten; and the reasonableness of calculator results;

1 (2) use number concepts and a variety of math operations to represent
2 information and solve problems;

3 (3) solve a variety of multiple-step problems using number relationships and
4 properties, number patterns, and appropriate computation or estimation procedures;

5 (4) generate and describe more than one method to solve problems;

6 (5) use whole numbers, simple fractions, and money amounts to quantify, label,
7 measure, and locate numerical information;

8 (6) represent real-life situations mathematically;

9 (7) represent patterns using words, pictures, and numbers; and

10 (8) use lists or diagrams to solve counting and arrangement problems.

11 C. Chance and data handling. A student shall:

12 (1) demonstrate understanding of how to find range, mean, and median simple
13 concepts of likelihood including impossible, unlikely, equal chance, likely, certain, fair,
14 and unfair; and information displayed in graphs, tables, and charts;

15 (2) answer questions by collecting and organizing data, representing data, and
16 communicating results;

17 (3) conduct experiments involving uncertainty including listing possible
18 outcomes; tally, record, and explain results; and use the results to predict future
19 outcomes;

20 (4) describe patterns, trends, or relationships in data displayed in graphs, tables,
21 or charts; and

22 (5) represent data using at least two graphic forms.

23 Subp. 3. Middle-level content standards.

24 A. Space, shape, and measurement. A student shall:

1 (1) demonstrate understanding of basic concepts of coordinate systems, by
2 knowing precise mathematical names and properties of two- and three-dimensional
3 shapes, converting common measurement units within the metric system and
4 customary systems, and understanding how properties of shapes affect stability and
5 rigidity of objects;

6 (2) recognize and describe shape, size, and position of two- and
7 three-dimensional objects and the images of the objects under transformations;

8 (3) create complex designs using transformations and tilings to generalize
9 properties of shapes;

10 (4) connect geometric concepts and use them to test conjectures and solve
11 problems, including distances (rational and irrational), the Pythagorean Theorem,
12 similarity and congruence, slope, properties of polygons and polyhedra, and symmetry;

13 (5) measure length, mass, perimeter, and area of quadrilaterals and circles,
14 surface area, and volume of solids and angles, including determining type of
15 measurement needed (exact, approximate, derived), selecting appropriate measurement
16 tools and units, and measuring to the appropriate accuracy;

17 (6) describe how changes in the dimensions of figures affect perimeter, area, and
18 volume; and

19 (7) use vertex-edge graphs to solve problems.

20 **B. Number sense. A student shall:**

21 (1) demonstrate understanding of number concepts including place value,
22 exponents, prime and composite numbers, multiples, and factors; fractions, decimals,
23 percents, integers, and numbers in scientific notation that translate among equivalent
24 forms; and compare and order numbers within a set;

25 (2) solve a variety of problems by representing numbers efficiently, selecting

1 appropriate operations, selecting appropriate methods to estimate or compute, and
2 generating and describing more than one method to solve problems;

3 (3) analyze and justify operations and methods used and evaluate the
4 reasonableness of computed results to problems with proposed solutions;

5 (4) apply proportional reasoning to solve a variety of problems using rates,
6 ratios, proportions, and percents; and

7 (5) create a real-world communication that demonstrates the ability to use a
8 variety of numbers in context.

9 C. Chance and data handling. A student shall:

10 (1) evaluate and solve problems, including calculating basic measures of center
11 and variability, to demonstrate understanding of basic concepts of probability and
12 calculate simple probabilities;

13 (2) formulate a question and design an appropriate data investigation;

14 (3) organize raw data and represent it in more than one way;

15 (4) analyze data by selecting and applying appropriate data measurement
16 concepts;

17 (5) critique various representations of data;

18 (6) devise and conduct a simulated probability situation; and

19 (7) predict future results based on experimental results.

20 D. Patterns and functions. A student shall:

21 (1) analyze patterns and use concepts of algebra to represent mathematical
22 relationships, including demonstrating understanding of the concepts of variables,
23 expressions, and equations;

24 (2) recognize, analyze, and generalize patterns found in linear and nonlinear
25 phenomena; data from lists, graphs, and tables; number theory; sequences; rational
26 numbers; and formulas;

1 (3) represent and interpret cause and effect relationships using algebraic
2 expressions, equations and inequalities, tables and graphs, verbal descriptions, and
3 spread sheets;

4 (4) connect verbal, symbolic, and graphical representations; identify constraints;
5 translate algebraic expressions into equivalent forms; and propose and justify solutions
6 in problem situations; and

7 (5) use properties of mathematics to informally justify reasoning in a logical
8 argument.

9 **3501.0464 PREPARATORY CONTENT STANDARDS IN LEARNING AREA FIVE:**
10 **INQUIRY.**

11 Subpart 1. Primary content standard; data categorization, classification, and
12 recording. A student shall demonstrate the ability to categorize, classify, and record
13 information by:

14 A. gathering information from media sources, direct observation, interviews, and
15 experiment or investigation to answer a question;

16 B. recording the gathered information;

17 C. displaying the gathered information using the appropriate format; and

18 D. explaining the answer to the question.

19 Subp. 2. Intermediate content standard; media, observation, and investigation. A
20 student shall demonstrate the ability to answer a question by gathering information
21 from:

22 A. direct observations or experiments with a variable, including framing a
23 question; collecting, recording, and displaying data; identifying patterns; comparing
24 individual findings to large group findings; and identifying areas for further
25 investigation;

1 B. media sources, including selecting a topic and framing a question; accessing
2 information from any or all of electronic media, print, interviews, and other sources;
3 recording and organizing information; and reporting findings in written, oral, or visual
4 presentation; and

5 C. direct observation and interviews, including identifying a topic or area for
6 investigation, writing a detailed description of the observation, conducting an interview
7 with follow-up questions or designing and conducting a survey, recording and
8 organizing information, and evaluating the findings to identify areas for further
9 investigation.

10 Subp. 3. Middle-level content standards.

11 A. Direct observation. A student shall demonstrate the ability to gather
12 information to answer a scientific or social science question through:

13 (1) direct observations, including framing a question, collecting and recording
14 data, displaying data in appropriate format, looking for patterns in observable data,
15 relating findings to new situations or large group findings, answering a question or
16 presenting a position using data, and identifying areas for further investigation; and

17 (2) direct observations, interviews, or surveys, including framing a question;
18 collecting data through observation, interviews, or surveys; recording and organizing
19 information; and evaluating the question based on findings.

20 B. Accessing information. A student shall access information and use a variety of
21 sources to answer a question or support a position by:

22 (1) generating a question to be answered or a position to be supported through
23 investigation;

24 (2) using electronic media or other available means to access relevant
25 information;

1 (3) determining how to record and organize information;

2 (4) gathering information from multiple sources;

3 (5) evaluating the relevance of the information; and

4 (6) answering the question or supporting a position by synthesizing
5 information.

6 C. Controlled experiments. A student shall design and conduct a controlled
7 experiment or investigation and interpret the results by:

8 (1) using relevant information to generate a hypothesis or frame a question in a
9 given topic;

10 (2) defining the controls, variable, and sample size or number of repetitions;

11 (3) setting up a method to test the hypothesis;

12 (4) determining how to record and organize data;

13 (5) conducting experiment and record data;

14 (6) analyzing data and evaluating the hypothesis; and

15 (7) identifying areas for further investigation.

16 **3501.0465 PREPARATORY CONTENT STANDARDS IN LEARNING AREA SIX:**
17 **APPLIED SCIENTIFIC METHODS.**

18 Subpart 1. Primary content standard; direct science experience. A student shall
19 demonstrate knowledge of basic science concepts of physical science, life science, and
20 earth and space science through direct experience, including an understanding of:

21 A. concepts related to everyday life through characteristic properties of objects,
22 patterns and how they repeat, and cycles;

23 B. how the basic needs of organisms are met;

24 C. responses of organisms to changes in the environment;

1 D. how the personal use of materials, energy, and water impacts the environment;

2 and

3 E. the characteristics of objects or phenomena, including measuring changes that
4 occur in objects or phenomena as a result of interaction, sorting and classifying objects
5 based on one or two properties, displaying information using graphs, and describing
6 how previously learned concepts apply to new situations.

7 **Subp. 2. Intermediate content standard; living and nonliving systems I. A student**
8 **shall demonstrate:**

9 **A. an understanding of:**

10 **(1) characteristics of organisms including plants, animals, and microorganisms;**

11 **(2) basic structures and functions of the human body;**

12 **(3) cycles and patterns in living organisms, earth systems, and physical systems;**

13 **(4) how human behavior and technology impact the environment; and**

14 **(5) characteristics of the physical world.**

15 **B. the ability to:**

16 **(1) measure and classify objects, organisms, and materials on the basis of**
17 **properties and relationships;**

18 **(2) make systematic observations of objects, events, or phenomena by recording**
19 **data and predicting change;**

20 **(3) create a model to illustrate a concept, law, theory, or principle; and**

21 **(4) identify personal behaviors and use of materials that have a positive impact**
22 **on the environment.**

23 **Subp. 3. Middle-level content standards.**

24 **A. Living systems. A student shall demonstrate knowledge of interactions and**

1 interdependence of living systems by understanding the human body including
2 heredity, reproduction, and regulation and behavior; plants, animals, and
3 microorganisms including diversity and adaptation of organisms, and populations and
4 ecosystems; and the dynamic effect of humans interacting with the environment by:

5 (1) formulating questions to be answered based on systematic observation;

6 (2) designing and conducting investigations and field studies;

7 (3) analyzing data to support or refute hypotheses by identifying patterns in
8 data; and comparing results to known scientific theories, current models, or personal
9 experience; and considering multiple interpretations of data;

10 (4) describing how a premise is supported by scientific concepts, principles,
11 theories, or laws; and

12 (5) creating a model to illustrate a contemporary or historical concept, principle,
13 theory, or law.

14 B. Earth systems. A student shall demonstrate understanding of the structure of
15 earth systems, including the geosphere, hydrosphere, and atmosphere; concepts of
16 change and constancy in the earth's history and theories of origin through evidence
17 found in fossils, rocks and layers, land forms, and natural events; and the relative
18 position and motion of objects in the solar system including moon phases and tides,
19 seasons, eclipses, gravitational force, and planetary motion by:

20 (1) formulating questions to be answered based on systematic observation;

21 (2) designing and conducting investigations and field studies;

22 (3) analyzing data to support or refute hypotheses by identifying patterns in
23 data; and comparing results to known scientific theories, current models, or personal
24 experience; and considering multiple interpretations of data;

25 (4) describing how a premise is supported by scientific concepts, principles,
26 theories, or laws; and

1 (5) creating a model to illustrate a contemporary or historical concept, principle,
2 theory, or law.

3 C. Physical systems. A student shall demonstrate an understanding of the
4 fundamental laws and concepts of the physical world including properties of matter,
5 physical and chemical changes, transfer of energy, and force and motion by:

6 (1) formulating questions to be answered based on systematic observation;

7 (2) designing and conducting investigations and field studies;

8 (3) analyzing data to support or refute hypotheses by identifying patterns in
9 data; and comparing results to known scientific theories, current models, or personal
10 experience; and considering multiple interpretations of data;

11 (4) describing how a premise is supported by scientific concepts, principles,
12 theories, or laws; and

13 (5) creating a model to illustrate a contemporary or historical concept, principle,
14 theory, or law.

15 **3501.0466 PREPARATORY CONTENT STANDARDS IN LEARNING AREA SEVEN:**
16 **PEOPLE AND CULTURES.**

17 Subpart 1. Primary content standard; family, school, and community. A student
18 shall demonstrate knowledge of the interaction of location, family, school, and
19 community, including an understanding of:

20 A. how wants and needs are responsibly met in the home, school, and community;

21 B. the reasons for location of communities or features of communities;

22 C. the ethnic and national backgrounds of community members;

23 D. the location of major places and geographic features of the earth's surface by
24 creating mental maps of the local community and country in relation to larger
25 geographic units;

1 E. how different people may respond differently to the same event;

2 F. how a personal history has changed over time;

3 G. how the student's home region has changed over time; and

4 H. how to work to improve the school, community, or environment.

5 **Subp. 2. Intermediate content standards.**

6 **A. Historical events.** A student shall demonstrate knowledge of historical events
7 and contributions of key people from different time periods through reading and
8 constructing timelines of key events and the actions of important people, the
9 contributions of key historical people, and cause and effect relationships of events over
10 an extended period of time to:

11 (1) describe a past event from the point of view of a local community member;

12 (2) reconstruct a historical account of an event using primary and secondary
13 sources;

14 (3) describe how technology has changed the lives of people in the home, at
15 work, in transportation, and communication; and

16 (4) give examples of conflict, cooperation, and interdependence among
17 individuals, groups, and nations.

18 **B. Geography and citizenship.** A student shall demonstrate an understanding of:

19 (1) the interaction of people, places, and locations;

20 (2) how to locate regions of the United States and selected regions of the world
21 and identify geographic features and cultural characteristics of regions;

22 (3) characteristics of various world regions by:

23 (a) interpreting and using information based on maps and graphic
24 representations;

1 (b) creating mental maps or graphic representations showing knowledge of
2 location; and

3 (c) comparing ways that people from different cultures deal with their
4 physical environment; and

5 (4) characteristics of the student's local community by:

6 (a) describing how local resources and products are used in the region or the
7 world;

8 (b) researching the origins of groups represented in the local community; and

9 (c) participating in an activity that contributes to the improvement of the
10 student's community.

11 Subp. 3. Middle-level content standards.

12 A. Current issue analysis. A student shall defend a position concerning a current
13 event or issue by demonstrating understanding of the history, facts, controversy, values,
14 beliefs, and emotions surrounding the issue by:

15 (1) identifying specific events or situations illustrating the impact of the issue;

16 (2) describing a range of opinions or positions on the issue;

17 (3) selecting and defending a position based on information;

18 (4) describing the responsibilities of citizens involved with the issues; and

19 (5) summarizing the findings in a written, oral, or role-play presentation.

20 B. Geography and culture. A student shall demonstrate understanding of how
21 regions of the world are defined in terms of location, resources, people and culture, and
22 physical features; and how global systems are interconnected by:

23 (1) identifying current or historical issues or conflicts that involve a particular
24 region;

1 (2) using mental maps to show location or region;

2 (3) describing the physical and cultural characteristics;

3 (4) describing the economic development; and

4 (5) describing how the issue or conflict is influenced by location and physical
5 and cultural geography.

6 C. History and citizenship. A student shall demonstrate knowledge of the facts
7 and sequences of historical events, the origins and shaping influences of various points
8 of view, and historical events in relationship to themes of change and migration by:

9 (1) analyzing historical events from the point of view of participants;

10 (2) illustrating a theme of change or migration that encompasses historical
11 events;

12 (3) constructing a history of a local community, institution, or the role of
13 individuals to illustrate a continuum of change; and

14 (4) describing how citizens contribute to a changing community through
15 participation.

16 **3501.0467 PREPARATORY CONTENT STANDARDS IN LEARNING AREA EIGHT:**
17 **DECISION MAKING.**

18 Subpart 1. Primary content standard; personal health and fitness. A student shall
19 demonstrate an understanding of activities that promote personal fitness, health,
20 nutrition, and safety by showing evidence of the ability to:

21 A. make healthy choices in real or simulated situations including interpersonal
22 conflict; proper care of the body; nutrition; safety; drugs, tobacco, and alcohol; and
23 exercise and recreation; and

24 B. work to improve age-appropriate physical fitness, participate in a daily fitness
25 plan, and demonstrate motor skills required for individual and team activities and
26 appropriate competitive and cooperative participation in physical education activities.

3501.0467

1 Subp. 2. Intermediate content standards.

2 A. Personal health and nutrition. A student shall demonstrate understanding of
3 how to recognize and get help in situations involving abusive or harassing behaviors;
4 the consequences of using drugs, alcohol, and tobacco; the strategies to prevent the
5 spread of communicable diseases; the strategies for preventing accidents; and
6 age-appropriate nutritional recommendations by:

7 (1) using a decision-making model to promote healthy behaviors;

8 (2) using a decision-making model to prevent or reduce the risk of unhealthy
9 behaviors;

10 (3) using a decision-making model to select foods that contribute to a healthy
11 diet;

12 (4) demonstrating what to do in case of sudden illness or injury; and

13 (5) analyzing issues of safety in a school or community situation.

14 B. Physical education and fitness. A student shall demonstrate understanding of
15 motor skills and physical fitness and participate in physical activities that develop
16 motor skills and physical fitness by:

17 (1) describing rules, skills, strategies, and etiquette associated with various
18 physical education activities;

19 (2) showing evidence of participating in a daily fitness plan;

20 (3) showing evidence of age-appropriate physical fitness;

21 (4) demonstrating motor skills required for individual and team activities; and

22 (5) displaying etiquette and team-building skills in physical education activities.

23 Subp. 3. Middle-level content standards.

24 A. Personal health. A student shall demonstrate understanding of the impact of

1 nutrition, food selection, safety, and eating patterns on health; how to recognize abusive
2 or harassing behaviors; the consequences of using tobacco, alcohol, and other drugs;
3 strategies for preventing accidents and environmental hazards; what to do in case of
4 sudden illness or injury; signs and symptoms of health problems that affect adolescents;
5 sexual responsibility; how to prevent communicable diseases, HIV and sexually
6 transmitted disease infections, and pregnancy; and basic structures and systems of the
7 human body by:

8 (1) analyzing the relationship of physical, social, and mental health;

9 (2) applying a decision-making process to analyze health issues and attain
10 personal goals;

11 (3) analyzing how health-related decisions are influenced by internal and
12 external factors;

13 (4) demonstrating communication skills to express needs and enhance health;
14 and

15 (5) creating and implementing a nutritional health plan using a decision-making
16 process that includes dietary recommendations with respect to age, gender, and activity
17 level for a specific person; menus for a specified period of time; and analysis and
18 demonstration of food preparation and safety skills.

19 **B. Physical education and fitness. A student shall demonstrate understanding of**
20 **motor skills and physical fitness and participate in physical activities that develop**
21 **motor skills and physical fitness, by:**

22 (1) describing rules, skills, strategies, and etiquette associated with physical
23 education activities;

24 (2) describing the benefit of daily participation in physical activities;

25 (3) describing the components of fitness planning;

1 (4) showing evidence of implementing a fitness plan;

2 (5) showing evidence of age-appropriate physical fitness;

3 (6) demonstrating motor skills required for individual, dual, and team activities;

4 and

5 (7) displaying proper etiquette and team-building skills in dual and group
6 activities.

7 C. Career exploration. A student shall explore career and education options to
8 make informed decisions for future life choices by:

9 (1) determining areas of individual interest and ability;

10 (2) determining at least two possibilities for career and education options that
11 reflect personal interests and abilities;

12 (3) gathering information for career options from a variety of sources; and

13 (4) describing how each career might affect personal, family, and community
14 life.

15 **3501.0468 PREPARATORY CONTENT STANDARDS IN LEARNING AREA NINE:**
16 **RESOURCE MANAGEMENT.**

17 Subpart 1. Primary content standard; introduction to technology. A student shall use
18 appropriate computer technology to access information and to produce products by:

19 A. gathering information from electronic sources; and

20 B. producing products and selecting language, format, and graphics appropriate
21 for the purpose and audience using word processing.

22 Subp. 2. Intermediate standard; technology skills. A student shall use appropriate
23 computer technology to access, evaluate, and organize information and to complete
24 products by:

25 A. gathering and evaluating information from electronic sources;

1 B. completing products and selecting language, format, and graphics appropriate
2 for the purpose and audience including word processing, graphics, and multimedia
3 presentation; and

4 C. recognizing and using appropriate keys and techniques for entering data,
5 keying written work, or both, at an age-appropriate level of speed and accuracy.

6 Subp. 3. Middle-level content standards.

7 A. Personal resources. A student shall demonstrate the ability to manage personal
8 resources to meet a goal or solve a problem effectively by:

9 (1) identifying a problem, issue, or situation;

10 (2) identifying personal resources relevant to the situation, including time,
11 money, energy, and skills;

12 (3) examining the problem, issue, or situation in light of personal goals;

13 (4) generating options or solutions;

14 (5) identifying the consequences of proposed solutions in a variety of areas;

15 (6) creating and implementing an action plan; and

16 (7) evaluating the effectiveness, impact, or both, of the use of personal resources
17 in a variety of areas.

18 B. Group resources. A student shall demonstrate in a team the ability to manage
19 resources to produce a product or service by:

20 (1) knowing background information about the product or service to be
21 produced, basic principles of teamwork, and basic material and processing options;

22 (2) identifying and describing a product or service to be produced by creating a
23 model, prototype, or plan;

24 (3) identifying the resources of the team members involved;

1 (4) listing the other human and nonhuman resources required;

2 (5) comparing available resources with needs;

3 (6) determining how to get needed resources to revise the plan;

4 (7) assigning work roles to each member of the team;

5 (8) creating a flow chart or schedule describing how the task will be structured
6 and the specific work assigned to each member of the team;

7 (9) creating the product or service as a group; and

8 (10) evaluating effectiveness of how the team managed resources.

9 C. Informed consumerism. A student shall demonstrate understanding of the
10 impact of purchases in a household, business, community, and environment by
11 knowing consumer rights and responsibilities; factors that affect consumer decisions;
12 the impact of consumer decisions in a global context; and how to access information
13 about consumer products by:

14 (1) describing a variety of personal or household purchases over a period of
15 time;

16 (2) comparing wants, needs, and available resources;

17 (3) using information to compare and contrast potential purchases;

18 (4) evaluating the quality of products or services;

19 (5) evaluating the impact of the total purchases on the total household budget;

20 (6) evaluating how consumer choices affect the community; and

21 (7) evaluating the effect of the purchases on the environment.

22 D. Technology applications. A student shall use appropriate technology to access,
23 evaluate, and organize information and to produce products by:

24 (1) gathering and evaluating information from electronic sources;

1 (2) applying appropriate technology processes to an identified need or problem;

2 (3) producing products and selecting language, format, and graphics
3 appropriate for purpose and audience by using word processing, graphics, multimedia,
4 spread sheets, and databases; and

5 (4) maintaining, using, or creating a technological system.

6 **3501.0469 PREPARATORY CONTENT STANDARDS IN LEARNING AREA TEN:**
7 **WORLD LANGUAGES.**

8 Subpart 1. Primary content standard. A student shall demonstrate the ability to
9 communicate in another language on age-appropriate topics including knowledge of
10 cultural activities, products, and practices; and an understanding of features of the
11 language and culture necessary for communication by:

12 A. showing evidence of comprehension of the written and spoken language that is
13 supported contextually;

14 B. writing with guidance on familiar topics; and

15 C. participating in brief oral exchanges.

16 Subp. 2. Intermediate content standard. A student shall demonstrate the ability to
17 communicate in another language on familiar topics by:

18 A. showing evidence of understanding of how cultures are distinct in language,
19 traditions, practices, products, and perspectives, and features of the language necessary
20 for communication on familiar and personal topics;

21 B. showing evidence of comprehension of the written and spoken language that is
22 supported contextually;

23 C. writing with guidance on familiar topics; and

24 D. participating in conversations on familiar topics.

25 Subp. 3. Middle-level content standard. A student shall demonstrate the ability to
26 communicate in another language on familiar topics by:

1 A. showing evidence of understanding of how practices, products, and
2 perspectives are influenced by culture, and features of the language necessary for
3 communication on a variety of topics;

4 B. showing evidence of comprehension of written and spoken information relating
5 to daily living or personal events in formal and informal settings;

6 C. expressing ideas, opinions, and experiences through writing and speaking; and

7 D. communicating a basic procedure or set of directions.