CHAPTER 3501
DEPARTMENT OF EDUCATION
GRADUATION STANDARDS

READING AND MATHEMATICS

3501.0010 PURPOSE.

The purpose of parts 3501.0010 to 3501.0180 is to establish statewide standards that define what a Minnesota public high school graduate should know and be able to do to

function effectively as a purposeful thinker, effective communicator, self-directed learner, productive group participant, and responsible citizen.

Statutory Authority: *MS s 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3*

3501.0020 SCOPE.

Parts 3501.0010 to 3501.0180 govern the graduation standards that Minnesota public schools must require for a high school diploma for all students who enter ninth grade in 1996 or a subsequent year.

Statutory Authority: *MS s 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3*

3501.0030 DEFINITIONS.

Subpart 1. **Scope.** The terms used in parts 3501.0010 to 3501.0180 have the meanings given them in this part.

Subp. 2. **Accommodation.** "Accommodation" means an adjustment in a testing condition, such as the setting for or scheduling of the test, or a change in the method of administering a test. An accommodation does not compromise the security or the confidentiality of the test, does not alter the meaning of the score, or render the student's score incomparable to the scores of those students who took the test under standard conditions. Among accommodations is providing a student with the same test in a large-print version.

Subp. 3. **Degrees of Reading Power Index of Readability or DRP.** The "Degrees of Reading Power Index of Readability" or "DRP" means the Degrees of Reading Power Index of Readability described in the DRP Teacher's Manual: Primary and Standard Test Forms issued by Touchstone Applied Science Associates (TASA), Inc. (Brewster, New York, 1989). This document is incorporated by reference and is available through the Minitex interlibrary loan system. This index is not subject to frequent change.

Subp. 4. **Department.** "Department" means the Department of Education.

Subp. 5. **District.** "District" means a school district.

Subp. 6. **Exemption.** "Exemption" means a temporary or permanent waiver of the requirement that a student take a test in the basic requirements.

Subp. 7. **Individualized education plan or IEP.** "Individualized education plan" or "IEP" means a written statement developed for a student eligible for special education and services pursuant to Minnesota Statutes, sections 125A.03 to 125A.24, and Public Law 101-476, the Individuals with Disabilities Education Act.

Subp. 8. [Repealed, 23 SR 2358]

Subp. 9. **Modification.** "Modification" means an adjustment of a test that results in changing the standard for a particular student. Among adjustments are: a modification of only part of a test, a change in test questions, and a change in the performance standard.

Subp. 10. **Parent.** "Parent" means, for a student under age 18, the mother, father, guardian, person acting as the parent of the child, conservator, or surrogate parent who has been appointed in accordance with parts 3525.2435 to 3525.2455. For a pupil age 18 or over, parent or parents also includes the pupil unless a guardian or conservator has been appointed, in which case it means the guardian or conservator. When the parents are separated or divorced, it means the parent who has the legal right, by court decree or agreement, to determine the pupil's education, even though the pupil may be living with the other parent.

Subp. 11. **Public schools.** "Public schools" means all public schools as defined in Minnesota Statutes, section 120A.05, and includes, but is not limited to, public school districts, charter schools, the state academies for the deaf and the blind, and the Center for Arts Education.

Subp. 12. **Section 504 accommodation plan.** "Section 504 accommodation plan" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities. This section of the federal Rehabilitation Act of 1973, Public Law 91-230 as amended in Public Law 101-476, extends protection to a much broader student population than just those students with IEPs.

Subp. 13. **State test.** "State test" means a test of a basic requirement that has been developed using the specifications created for a statewide standard in reading or mathematics. The test shall be designated by the department as the official state test.

Subp. 14. **Statewide standards.** "Statewide standards" means statements of what a student should know and be able to do. Statewide standards are concerned with the knowledge that a student should acquire, the concepts and processes a student should master, and the minimum level of competency a student should develop in the course of the student's prekindergarten through grade 12 experience.

Subp. 15. **Student.** "Student" means a person admitted to a public school as defined in Minnesota Statutes, section 120A.05, in accordance with Minnesota Statutes, section 120A.20.

Subp. 16. **Test specifications.** "Test specifications" means statements of the basic requirements that tests must include and how tests are designed. The specifications define the required content, format, level of difficulty, types of items, and length of the tests.

Statutory Authority: *MS s 14.388; 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3; 23 SR 2358; L 2003 c 130 s 12*

3501.0040 STATEWIDE GRADUATION STANDARDS.

Subpart 1. **Basic requirements.** The basic requirements for mathematics and reading are established in this chapter. The statewide standards for mathematics are specified in subpart 2 and the statewide standards for reading are specified in subpart 3.

To qualify for a high school diploma, a student shall demonstrate competency in the statewide standards for mathematics and reading through a state test except for decisions consistent with parts 3501.0090 and 3501.0100. School districts may require higher standards in mathematics and reading than the statewide standards.

Subp. 2. **Statewide standard in mathematics.** To meet the basic requirement in mathematics, a student shall demonstrate the ability to solve mathematical problems derived from situations commonly encountered in adult life. Among common situations is the estimation of distance traveled when the elapsed time and average rate are known.

Subp. 3. **Statewide standard in reading.** To meet the basic requirement in reading, a student shall demonstrate the ability to read and comprehend English passages representative of widely circulated material commonly encountered in adult life. Among widely circulated material is a newspaper feature article.

Statutory Authority: *MS s 14.388; 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3; 23 SR 2358*

3501.0050 TESTING FOR STATEWIDE STANDARDS IN BASIC REQUIREMENTS.

Subpart 1. **School district testing.** A school district shall test for competency in the statewide standards in basic requirements by using the state basic skills tests:

A. a state test;

B. one of the state-approved nationally normed, commercially published tests; or

C. a local test.

Subp. 2. **Offering tests in basic requirements.** A district shall not offer the test of a basic requirement before grade 8. Once the test has first been offered to a group of students,

the district shall continue to offer the test of that basic requirement to that group of students at least once a year.

Subp. 3. **Additional testing opportunities.** A district shall establish a process for additional testing of students, who by April 1 of their anticipated graduation year have not passed one or more of the basic requirement tests.

The process shall include:

A. how a parent, student, or both can request:

(1) an additional opportunity to take basic requirement tests; and

(2) testing accommodations;

B. the procedure that a district shall use to act on a request in item A; and

C. how a parent, student, or both can appeal the district's action under item B.

In addition to the regularly scheduled annual availability of the state tests, the state tests shall also be made available by the department at a district's request for one additional retesting of seniors.

Subp. 4. **Transfer students.** A student transferring into a district shall not be required to take a test of a basic requirement if the student's former school record verifies that the student has already passed a test of that basic requirement consistent with this part. This subpart applies even if the student transfers into a district that has higher standards than the statewide standard in the basic requirement.

Statutory Authority: *MS s 14.388; 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3; 23 SR 2358*

3501.0060 STATE TEST.

Subpart 1. **District use of state test.**

A. The department shall establish and maintain state tests in the basic requirements.

B. When a district uses a state test, it shall:

(1) accept as final and conclusive the department's determination on the content of the test, the scoring of the answers, and the determination of the minimum passing score;

(2) administer the state test according to the standard conditions for administration that shall be provided to the district with each state test of basic requirements;

(3) return the administered state test to the state for scoring; and

(4) adopt a passing score no lower than the passing score given in part 3501.0180 for that basic requirement test.

Subp. 2. **Specifications for state test of mathematics.** The state test of mathematics shall assess the statewide standard in mathematics by including the topics described in items A to H:

A. problems involving whole numbers, fractions, decimals, and integers; for example, finding the change from a $20 bill after purchasing two items of known cost;

B. problems involving percents, rate, ratios, and proportions; for example, determining which size of a grocery item represents the best buy;

C. problems using concepts of number sense, place value, and number relationships to compare, order, and determine equivalence of whole numbers, fractions, decimals, percents, and integers; for example, determining which of two numbers is larger if one is in fraction form and one in decimal form;

D. problems using estimation; for example, estimating the approximate distance traveled when the elapsed time and average rate are known;

E. problems applying measurement concepts; for example, using a ruler to determine the length of the side of a figure;

F. problems in reading, interpreting, and using one- and two-dimensional graphic forms to analyze data, identify patterns, and make predictions; for example, using a table to determine in which month a show had the highest attendance;

G. problems using elementary concepts of probability and statistics; for example, finding the average of five bowling scores; and

H. problems applying geometric and spatial relationships; for example, finding the total number of boxes stacked in a display.

A student shall be permitted to use a calculator on the state test of mathematics.

Subp. 3. **Specifications for state test of reading.** The state test shall assess the statewide standard in reading. The test shall be written according to items A to D.

A. Test questions shall test reading comprehension as an integrated skill, with no testing of subskills or strategies.

B. The test shall be composed of passages of English nonfiction prose that are either narrative or expository.

C. Passages shall be selected from published readings commonly used by adults as sources of information.

D. Passages shall have a level of difficulty measured by the Degrees of Reading Power Index of Readability. The total test shall have an average difficulty of at least 64 DRP units.

Statutory Authority: *MS s 14.388; 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3; 23 SR 2358*

3501.0070 [Repealed, 23 SR 2358]

3501.0080 [Repealed, 23 SR 2358]

3501.0090 STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS OR SECTION 504 ACCOMMODATION PLANS.

Subpart 1. **Considerations for students with IEPs or section 504 accommodation plans.**

A. The IEP or section 504 accommodation plan for a student with a disability shall identify one of the following decisions for each of the basic requirements:

(1) the student is expected to achieve the statewide standard with or without testing accommodations;

(2) the student is expected to achieve the statewide standard at an individually modified level of difficulty; or

(3) the student is exempt from the statewide standard.

An exemption from the statewide standard shall be granted to a special needs student when the student cannot demonstrate the required degree of learning with appropriate accommodations or modifications if:

(a) the student's IEP or section 504 accommodation plan does not and never has included the requirements on which the tests are based; or

(b) the student is enrolled in special education classes for the subject matter included in the test, but the student's IEP or section 504 accommodation plan does not include a majority of concepts tested.

B. Adoption of modifications or exemptions for a student as stated in item A, shall occur concurrently with the adoption of transition goals and objectives as required in Minnesota Statutes, section 125A.08, paragraph (a), clause (1).

Subp. 2. **Testing students with IEPs or section 504 accommodation plans.**

A. All students shall be tested under standard conditions as specified by the developer of the test except those students whose IEPs specify other decisions consistent with subpart 1, item A.

B. Decisions regarding appropriate testing conditions including a decision to provide accommodations for a student with special needs shall be made by the local school district through the IEP process or the section 504 accommodation plan process and shall be reviewed annually.

C. Where subpart 1, item A, subitem (2), applies, the student's IEP or section 504 accommodation plan shall define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.

Statutory Authority: *MS s 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3*

3501.0100 TESTING CONSIDERATIONS FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS.

Subpart 1. **Scope.** This part applies to individuals whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

Subp. 2. **District process.** Each district shall establish a process for determining whether individual students whose first language is not English shall take basic requirements tests under standard test conditions, with language accommodations, with language translation of the mathematics test, or be temporarily exempted from testing. Parents of LEP students, teachers of LEP students, and district personnel responsible for testing shall be involved in establishing this process.

Subp. 3. **Temporary exemption.** A student may be temporarily exempted from participation in testing if the student has been enrolled for three or fewer years in a school in which the primary language of instruction is English. If the student is temporarily exempted, the exemption shall be reviewed annually according to the process in subpart 2.

Subp. 4. **Test of reading.** Language accommodations and language translations to basic requirements tests shall not be applied to the testing of reading. Students shall demonstrate English language competence in the testing of reading.

Subp. 5. **Language translations.** A district may translate the mathematics test into a language other than English.

Subp. 6. **Learning opportunities.** Part 3501.0110 applies to students granted considerations under this part.

Statutory Authority: *MS s 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3*

3501.0110 OPPORTUNITIES TO LEARN AND REMEDIATION.

A school district's curriculum shall include opportunities for all students to learn the basic requirements. At least two years before the anticipated date of the student's graduation, the district shall develop a plan for remediation for students who have not passed one or more basic requirements tests except for exempt students under part 3501.0090, subpart 1, item A, subitem (3).

Statutory Authority: *MS s 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3*

3501.0120 REQUIRED NOTIFICATION TO PARENTS AND STUDENTS.

Subpart 1. **Written notice.** A school district shall establish and maintain a system to provide written notice to parents and students about graduation requirements.

Subp. 2. **Notice of graduation requirements.** No later than 30 working days after the date of the entrance into the 9th grade or transfer of a student into the district during or after 9th grade, the school district shall provide to the parents and the student written notice of:

A. the graduation requirements; and

B. the grade in which the student shall have the first opportunity to take a test in basic requirements.

Subp. 3. **Notice of test results and remediation opportunities.** The school district shall provide no later than 90 days after a student takes a test of basic requirements, written notice to parents and the student of:

A. basic requirement test results; and

B. consistent with part 3501.0050, subpart 3, if the student is in the graduating year:

(1) the process by which a parent or student can request additional testing and testing accommodations after April 1; and

(2) how a parent or student can appeal the district's decision in subitem (1).

Statutory Authority: *MS s 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3*

3501.0130 STUDENT RECORD KEEPING.

Subpart 1. **Test results.** The district shall keep a record on each student that includes:

A. the basic requirement tests taken; and

B. the results of the most recent basic requirement tests given.

Subp. 2. **Student progress.** Individual student progress shall be reported on a student record as described in items A to D.

A. "Pass-state level" shall be noted on the record of a student who passes a basic requirement test under standard conditions or with an accommodation. The records for students passing with an accommodation shall not be different from the records of students passing the test under standard conditions.

B. "Pass-individual level" shall be noted on the record of a student who passes a basic requirement test with a modification established in the IEP or section 504 accommodation plan in accordance with part 3501.0090.

C. "Pass-translation" shall be noted on the record of a student who passes a basic requirement test that has been translated into a language other than English and has not been validated by the state as a state test with a set passing score.

D. "Exempt" shall be noted on the record of a student who has been exempted from a basic requirement test.

Statutory Authority: *MS s 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3*

3501.0140 TEST ADMINISTRATION.

Subpart 1. **Testing conditions.** The school district shall administer the test of a basic requirement under standard testing conditions defined by the developer of the particular test using the directions provided with the test. Test administration with accommodations or modifications to standard testing conditions shall occur only in accordance with part 3501.0050, subpart 3, or 3501.0090.

Subp. 2. **District testing plan.** The district board shall annually adopt and publish a basic requirement test administration plan. The plan shall be filed with the department and delivered to all households in the district by October 15 of each year. At a minimum, the plan shall include:

A. the graduation requirements;

B. how many opportunities a student shall have to retake tests of basic requirements during each year;

C. the opportunities for remediation for a student who has not passed tests of the basic requirements;

D. the process for requesting an additional testing opportunity and accommodations for a senior who has met all other graduation requirements but has not passed one or more basic requirements;

E. the process for appealing the district's response to requests in item D; and

F. how to report breaches in test security procedures to the district and the department.

Statutory Authority: *MS s 14.388; 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3; 23 SR 2358*

3501.0150 TEST SECURITY.

Subpart 1. **Security requirements.** When administering tests for the basic requirements, the district shall observe the following test security measures:

A. all test booklets, answer sheets, and test materials shall be placed in locked storage before and after the test administration;

B. the tests, testing materials, and answer sheets are nonpublic data under Minnesota Statutes, section 13.34;

C. no copies of test booklets or answer sheets shall be made; and

D. school districts shall report any known violations of test security to the department. The department shall receive reports of violations of test security from anyone with knowledge of such an incident.

Subp. 2. **Security violations.** The department shall investigate any reported incidents of breaches in test security. The consequences of a violation in test security may include:

A. the invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or

B. other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

Statutory Authority: *MS s 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3*

3501.0160 DISTRICT REPORTING REQUIREMENTS.

A. The district shall report the information in item C to the department annually by October 15 in a format to be determined by the department.

B. The district shall prepare and disseminate annually by October 15 a public report of the information in item C, through the newspaper officially designated for school district notices or through publication sent to all households in the district.

C. The reports required in items A and B shall include:

(1) the number of students enrolled at each grade level 9 through 12 according to the end of the year Minnesota Automated Reporting Student System (MARSS) report;

(2) the number of students at each grade level 9 through 12 passing each basic requirement at the state standard level;

(3) the number of students at each grade level 9 through 12 passing each basic requirement at an individualized level under an IEP and a section 504 accommodation plan;

(4) the number of students at each grade level 9 through 12 passing tests in each basic requirement that has been translated into a language other than English;

(5) the number of students at each grade level 9 through 12 exempt from testing in each basic requirement; and

(6) for grade 12 of the previous year only, the number of students currently denied a high school diploma because of not passing the state standard for a basic requirement when all other graduation requirements have been met.

Statutory Authority: *MS s 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3*

3501.0170 REQUIRED DOCUMENTATION FOR PROGRAM AUDIT.

The school district shall maintain records necessary for program audits conducted by the department. The records must include documentation that:

A. required notifications to parents and students meet the requirements of part 3501.0120;

B. required student records meet the requirements of part 3501.0130;

C. the district's process for additional testing of students meets the requirements of part 3501.0050;

D. test security procedures comply with part 3501.0150;

E. local district decisions regarding testing accommodations, modifications, and granting exemptions are in compliance with parts 3501.0090 and 3501.0100;

F. the school district's curriculum and instruction provides appropriate learning opportunities in the basic requirements in compliance with part 3501.0110;

G. remediation plans for students are on file consistent with part 3501.0110;

H. the basic requirement test administration plan complies with part 3501.0140, subpart 2;

I. the documentation for students granted accommodations or exempted from testing complies with part 3501.0090;

J. the assessments and documentation of performance for students granted modifications of statewide standards comply with part 3501.0090, subpart 2, item C; and

K. the district's process for testing considerations for LEP students complies with part 3501.0100.

Statutory Authority: *MS s 14.388; 121.11*

History: *20 SR 2375; L 1998 c 397 art 11 s 3; 23 SR 2358*

3501.0180 PASSING SCORES FOR STATE TESTS OF BASIC REQUIREMENTS.

Subpart 1. **Setting scores.** The scores in this part are established for each grade 9 class beginning with the class entering in 1996. Once set, the basic requirements passing scores shall not change for a particular group of entering grade 9 students.

Subp. 2. **Mathematics.** The passing score for the state test of mathematics is 70 percent for students entering grade 9 in 1996; and is 75 percent for students entering grade 9 in 1997 and thereafter.

Subp. 3. **Reading.** The passing score for the state test of reading is 70 percent for students entering grade 9 in 1996; and is 75 percent for students entering grade 9 in 1997 and thereafter.

Statutory Authority: *MS s 121.11; L 1997 c 138 s 2*

History: *20 SR 2375; L 1998 c 397 art 11 s 3; 24 SR 1069*

WRITTEN COMPOSITION

3501.0200 PURPOSE.

The purpose of parts 3501.0200 to 3501.0290 is to establish a statewide standard that describes what a Minnesota public high school student must demonstrate in written composition to be eligible for a high school diploma.

Statutory Authority: *MS s 121.11*

History: *21 SR 1106; L 1998 c 397 art 11 s 3*

3501.0210 SCOPE.

Parts 3501.0200 to 3501.0290 govern the written composition standard for a high school diploma that Minnesota public schools must require of all students who enter ninth grade in 1997 or a subsequent year.

Statutory Authority: *MS s 121.11*

History: *21 SR 1106; L 1998 c 397 art 11 s 3*

3501.0220 DEFINITIONS.

Subpart 1. **Scope.** For the purposes of parts 3501.0200 to 3501.0290, the terms defined in part 3501.0030 have the same meaning unless otherwise clearly indicated.

Subp. 2. **Definitions for basic requirement in written composition testing.** For the purposes of parts 3501.0200 to 3501.0290, the following terms have the meanings given them.

A. "Prompt" means a statement of a writing task for which the student is to create a written composition for a specified adult reader.

B. "Scoring criteria" means the five writing characteristics in part 3501.0230, subpart 2, to be used by trained raters in determining to what degree a written response to a prompt does or does not meet the statewide standard for written composition.

C. "Written composition" or "composition" means the composite acts of formulating and preparing, in English, a clearly focused, organized, developed, coherent, and clearly expressed message to be communicated to an adult reader in a written format.

Statutory Authority: *MS s 121.11*

History: *21 SR 1106; L 1998 c 397 art 11 s 3*

3501.0230 STATEWIDE GRADUATION STANDARD FOR WRITTEN COMPOSITION.

Subpart 1. **Basic requirements.** The basic graduation requirement for written composition is established in parts 3501.0210 to 3501.0290. The statewide standard for written composition is specified in subpart 2.

Except for decisions consistent with parts 3501.0090 and 3501.0100, to qualify for a high school diploma, a student shall demonstrate competency in the statewide standard for written composition through one of the testing options in part 3501.0250, subpart 1. Districts may require higher standards, additional demonstrations, or both of competency in written composition beyond the statewide standards.

Subp. 2. **Statewide standard in written composition.** A student shall demonstrate the ability to create, in English, a written composition. An adequate written composition must show:

A. clarity of central ideas such that the composition responds directly and specifically to the task presented in the prompt;

B. coherent focus such that the supporting ideas expressed in the composition relate clearly to the central idea and that there is a clear connection among ideas. Coherent focus may be accomplished through transitions, parallel structure, or other unifying devices;

C. organization such that the ideas are expressed in an order which is logical and clear and the composition contains a beginning, middle, and end. The student may choose one of a variety of organizational strategies such as cause/effect, problem/solution, chronological sequence, topical order, or spatial organization;

D. detailed support or elaboration of ideas. The composition must include any or all of the following: information; verbal illustrations; explanations; and examples, which sufficiently clarify and expand the student's central idea for the reader. These details must be logically connected to the central idea; and

E. language conventions such that the composition includes features of language that are acceptable in standard written discourse. Language conventions are important to ensure that the meaning of the written composition is not impaired. The writer shall apply rules of sentence formation, language choice and order, and language mechanics including punctuation, capitalization, and spelling, of standard written English.

Subp. 3. **Scoring.** When scoring written compositions, there shall be a no minimum length requirement. Ratings shall be based on the overall quality of the written response relative to the scoring criteria. The general guidelines for score scale points in part 3501.0240 shall be used to evaluate adequate demonstration of the characteristics in subpart 2.

Handwriting must be decipherable. While students should be encouraged to write as neatly as they can, there shall be no penalty for poor handwriting, except that only compositions that are legible shall be scored.

Statutory Authority: *MS s 121.11*

History: *21 SR 1106; L 1998 c 397 art 11 s 3*

3501.0240 GENERAL GUIDELINES FOR SCORE SCALE POINTS.

Subpart 1. **Scoring criteria.** Trained raters shall apply the scoring criteria under part 3501.0230, subpart 2, for the basic requirement in written composition to assign score scale points according to subparts 2 to 6.

Subp. 2. **Four-point rating.** A more than adequate student response in composition shall receive four points. A student response is more than adequate if the composition:

A. is related to the prompt;

B. has a central idea that is clearly expressed;

C. is well developed with supporting details;

D. has a beginning, middle, and end; and

E. demonstrates excellent control of the language that enhances the overall quality of the response.

Subp. 3. **Three-point rating.** An adequate student response in composition shall receive three points. A student response is adequate if the composition:

A. is related to the prompt;

B. has a central idea that is clearly expressed;

C. is developed with supporting details but may present minor obstacles to the reader in moving from one idea to another;

D. has a beginning, middle, and end; and

E. demonstrates adequate control of the language in that the composition may have minor errors in sentence formation, usage, or mechanics, but these do not substantially detract from the overall quality of the composition.

Subp. 4. **Two-point rating.** A less than adequate student response in composition shall receive two points. A student response is less than adequate if the composition:

A. is related to the prompt; but

B. is not well focused;

C. presents obstacles to the reader in moving from idea to idea;

D. lacks a beginning, middle, or end; or

E. contains errors in sentence formation, word usage, and mechanics that are frequent enough to detract from the overall quality of the composition.

Subp. 5. **One-point rating.** A very inadequate student response shall receive one point. A student response is very inadequate if the composition:

A. is related to the prompt; but

B. lacks a central idea or coherent focus;

C. is difficult to follow;

D. is not clearly organized; or

E. contains errors in sentence formation, word usage, and mechanics that are frequent enough to detract from the overall quality of the composition.

Subp. 6. **Not scorable (N).** A student response that cannot be evaluated shall receive an N. A student response shall be designated not scorable when a rater and the scoring leader agree that the composition:

A. is not related to the prompt;

B. is not readable because it is illegible or incoherent;

C. is written in a language other than English;

D. contains an insufficient amount of writing to evaluate; or

E. is blank in that no response is given.

Statutory Authority: *MS s 121.11*

History: *21 SR 1106; L 1998 c 397 art 11 s 3*

3501.0250 TESTING FOR STATEWIDE STANDARDS IN THE BASIC REQUIREMENT OF WRITTEN COMPOSITION.

Subpart 1. **District testing.** A school district shall test for competency in the statewide standard in the basic requirement of written composition by using the state basic skills test of written composition.

Subp. 2. **Offering tests in basic requirements.** A district shall first offer the test of the basic requirement in written composition to students in grade 10. Nonpassing students shall be given the opportunity to retake the test of the basic requirement in written composition at least annually.

Subp. 3. **Additional testing opportunities.** A district shall establish a process for additional testing of students who by April 1 of their anticipated graduation year have not passed a test in the basic requirement in written composition.

The process shall include:

A. how the parent, student, or both can request:

(1) an additional testing opportunity to take the basic requirement in written composition test; and

(2) testing accommodations;

B. the procedure that the district shall use to act on a request in item A; and

C. how a parent, student, or both can appeal the district's action under item B.

In addition to the regularly scheduled annual availability of a new form of the state test, an additional statewide administration of the state test shall be made available by the department for one additional retesting of seniors.

Subp. 4. **Transfer students.** A student transferring into a district shall not be required to take a test of the basic requirement for written composition if the student's record from the former school verifies that the student has already passed a test of that basic requirement

consistent with this part. This subpart applies even if the student transfers into a district that has higher standards than the statewide standard for the basic requirement in written composition.

Subp. 5. **Specifications for state test in written composition.** The state test shall assess the statewide standard for the basic requirement in written composition. The state test shall be written, administered, and scored according to subparts 6 to 8.

Subp. 6. **Test contents.** The state test shall require a student to compose a single composition in response to one prompt. The prompt shall:

A. require no prior preparation for response;

B. indicate that the response should be written for a specific adult reader;

C. accommodate a variety of writing strategies and instruction;

D. contain a topic that is unknown to students, their parents, teachers, or test proctors before the actual testing session; and

E. elicit demonstration of the general scoring criteria of the statewide standard for the basic requirement in written composition.

Subp. 7. **Test administration.** The state test shall be administered according to standard conditions for administration that shall be provided to the district with the test.

A. The state test shall be untimed but must be completed in an unbroken block of time. Once the student is excused for lunch, another class, activity, or to go home, the testing session has been concluded.

B. The state test shall require that the student's response be written directly in the test booklets without the use of word processors or writing tools other than pencils and pens, except when the district determines that a student has a physical condition that prevents the student writing by hand or as provided for under part 3501.0090.

C. A student shall not use a dictionary, thesaurus, or other published or prepared reference or preparation material of any type during testing.

Subp. 8. **Test scoring.** Tests shall be scored independently by members of a state-approved, trained scoring panel using the scoring criteria and the scoring process specified by the state. The state scoring process for the test of the basic requirement in written composition shall be according to items A to E.

A. The state shall contract with an independent vendor chosen for its experience and reliability in training and conducting the scoring of tests of written composition.

B. The contracted vendor shall train each rater on the prompt to be scored and each rater shall satisfactorily complete a qualifying assessment prior to scoring actual student responses. The contractor shall provide periodic reports of interrater agreement as scoring progresses and summary data on interrater agreement when scoring has been completed. The contractor shall also periodically recheck the accuracy of each rater. To qualify for scoring student responses, an individual rater shall demonstrate at least a 90 percent rate of agreement with scores assigned by scoring leaders.

C. A rubric, which is the scoring criteria applied to example compositions unique to a specific prompt, shall be developed as part of the rater training process for rating a specific prompt.

D. Each composition shall be rated independently by two raters. Raters shall assign ratings on a scale of one to four (1-4) or assign a designation of not scorable according to the general scoring criteria in part 3501.0240 and the rubric developed for the specific prompt being scored. When a rater assigns N, the scoring leader shall either determine that the final score is N or declare the test scorable. A test, declared scorable through this procedure, shall be returned to begin the rating process again. Raters may assign only whole number ratings. Except as provided in item E, the written composition score for each student shall be the average of the two assigned ratings. An average score of at least 3.0 shall be required to pass the written composition test.

E. A student composition shall be evaluated by a third rater who is a scoring leader when the composition receives two ratings that:

(1) differ by more than one point; or

(2) consist of one 2 and one 3 rating.

The scoring leader shall independently assign a third rating to the composition. The final score shall be calculated by averaging the two ratings that are on the same side of the pass/not pass line. Final scores that are possible under this item are: 1, 1.5, 2, 3, 3.5, and 4. An assigned score of at least 3.0 shall be required to pass the written composition test.

Subp. 9. **Test review.** All written compositions shall be returned to districts after scoring is completed so that schools, teachers, and students have the opportunity to review them for diagnosis of student writing proficiency and identification of needs for further instruction. Districts may request, in advance of scoring, that compositions with failing scores be returned with analytic scoring to provide additional assistance in preparing the student for retesting.

Statutory Authority: *MS s 14.388; 121.11*

History: *21 SR 1106; L 1998 c 397 art 11 s 3; 23 SR 2358*

3501.0260 [Repealed, 23 SR 2358]

3501.0270 SCHOOL DISTRICT RESPONSIBILITIES.

For the purposes of parts 3501.0200 to 3501.0290, parts 3501.0090 to 3501.0170 apply.

Statutory Authority: *MS s 121.11*

History: *21 SR 1106; L 1998 c 397 art 11 s 3*

3501.0280 TEST OF WRITTEN COMPOSITION; LIMITED ENGLISH PROFICIENT (LEP) STUDENTS.

Subpart 1. **Testing considerations.** For the purposes of parts 3501.0200 to 3501.0290, part 3501.0100 applies when testing Limited English Proficient (LEP) students.

Subp. 2. **Test prompts.** A district may translate into another language test prompts for tests of written composition.

Subp. 3. [Repealed, L 2001 1Sp6 art 2 s 78]

Statutory Authority: *MS s 121.11*

History: *21 SR 1106; L 1998 c 397 art 11 s 3; L 2001 1Sp6 art 2 s 78*

3501.0290 PASSING SCORE FOR STATE TESTS OF WRITTEN COMPOSITION.

The passing score for the state test of written composition is a rating of 3, consistent with part 3501.0250, subpart 8, items D and E.

Statutory Authority: *MS s 121.11*

History: *21 SR 1106; L 1998 c 397 art 11 s 3*

3501.0300 [Repealed, L 2003 c 129 art 1 s 12]

3501.0310 [Repealed, L 2003 c 129 art 1 s 12]

3501.0320 [Repealed, L 2003 c 129 art 1 s 12]

3501.0330 Subpart 1. [Repealed, L 2003 c 129 art 1 s 12]

Subp. 2. A. [Repealed, L 2000 c 500 s 21]

B. [Repealed, L 2003 c 129 art 1 s 12]

C. [Repealed, L 2003 c 129 art 1 s 12]

Subp. 3. [Repealed, L 2003 c 129 art 1 s 12]

Subp. 4. [Repealed, L 2003 c 129 art 1 s 12]

Subp. 5. [Repealed, L 2003 c 129 art 1 s 12]
Subp. 6. [Repealed, L 2003 c 129 art 1 s 12]
Subp. 7. A. [Repealed, L 2003 c 129 art 1 s 12]
B. [Repealed, L 2000 c 500 s 21]

3501.0340 [Repealed, L 2003 c 129 art 1 s 12]

3501.0350 [Repealed, L 2003 c 129 art 1 s 12]

3501.0360 [Repealed, L 2000 c 500 s 21; 25 SR 1402]

3501.0370 Subpart 1. [Repealed, L 2000 c 500 s 21; 25 SR 1402]
Subp. 2. [Repealed, L 2000 c 500 s 21; 25 SR 1402]
Subp. 3. [Repealed, L 2003 c 129 art 1 s 12]
Subp. 4. [Repealed, L 2000 c 500 s 21; 25 SR 1402]
Subp. 5. [Repealed, L 2003 c 129 art 1 s 12]
Subp. 6. [Repealed, L 2003 c 129 art 1 s 12]

3501.0380 [Repealed, L 2003 c 129 art 1 s 12]

3501.0390 [Repealed, L 2003 c 129 art 1 s 12]

3501.0400 [Repealed, L 2003 c 129 art 1 s 12]

3501.0410 [Repealed, L 2003 c 129 art 1 s 12]

3501.0420 Subpart 1. [Repealed, L 2003 c 129 art 1 s 12]
Subp. 2. [Repealed, L 2003 c 129 art 1 s 12]
Subp. 3. [Repealed, L 2003 c 129 art 1 s 12]
Subp. 4. [Repealed, L 2000 c 500 s 21; 25 SR 1402]

3501.0430 [Repealed, L 2000 c 500 s 21; 25 SR 1402]

3501.0440 [Repealed, L 2003 c 129 art 1 s 12]

3501.0441 [Repealed, L 2003 c 129 art 1 s 12]

3501.0442 [Repealed, L 2003 c 129 art 1 s 12]

3501.0443 [Repealed, L 2003 c 129 art 1 s 12]

3501.0444 [Repealed, L 2003 c 129 art 1 s 12]

3501.0445 [Repealed, L 2003 c 129 art 1 s 12]

3501.0446 [Repealed, L 2003 c 129 art 1 s 12]

3501.0447 [Repealed, L 2003 c 129 art 1 s 12]

3501.0448 [Repealed, L 2003 c 129 art 1 s 12]

3501.0449 [Repealed, L 2003 c 129 art 1 s 12]

3501.0450 [Repealed, L 2003 c 129 art 1 s 12]

3501.0460 [Repealed, L 2003 c 129 art 1 s 12]

3501.0461 [Repealed, L 2003 c 129 art 1 s 12]

3501.0462 [Repealed, L 2003 c 129 art 1 s 12]

3501.0463 [Repealed, L 2003 c 129 art 1 s 12]

3501.0464 [Repealed, L 2003 c 129 art 1 s 12]

3501.0465 [Repealed, L 2003 c 129 art 1 s 12]

3501.0466 [Repealed, L 2003 c 129 art 1 s 12]

3501.0467 [Repealed, L 2003 c 129 art 1 s 12]

3501.0468 [Repealed, L 2003 c 129 art 1 s 12]

3501.0469 [Repealed, L 2003 c 129 art 1 s 12]

ACADEMIC STANDARDS FOR LANGUAGE ARTS

3501.0505 KINDERGARTEN STANDARDS.

Subpart 1. **Reading and literature.** The student will listen to and begin to read and understand grade-appropriate English language text.

A. Word recognition, analysis, and fluency. The student will understand and apply knowledge of the sounds of the English language (phonemic awareness) and of the sound-symbol relationship (phonics).

B. Vocabulary expansion. The student will use a variety of strategies to develop and expand reading, listening, and speaking vocabularies.

C. Comprehension. The student will listen to and understand the meaning of text.

D. Literature. The student will read or listen to a variety of texts.

Subp. 2. **Writing.** The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes.

A. Types of writing. Writing is addressed in subpart 1, item A.

B. Elements of composition. Standards under this heading may be locally determined.

C. Spelling, grammar, and usage. The student will begin to recognize correct spelling and punctuation.

D. Research. Standards under this heading may be locally determined.

E. Handwriting and word processing. The student will form letters and numbers.

Subp. 3. **Speaking, listening, and viewing.** The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view, and evaluate oral communication and media.

A. Speaking and listening. The student will communicate effectively through listening and speaking.

B. Viewing. The student will become familiar with the structure of printed material.

Statutory Authority: *MS s 120B.021*

History: *28 SR 699*

3501.0510 GRADE 1 STANDARDS.

Subpart 1. **Reading and literature.** The student will read and understand grade-appropriate English language text.

A. Word recognition, analysis, and fluency. The student will understand and apply knowledge of the sounds of the English language (phonemic awareness), the sound-symbol relationship (phonics), and word recognition strategies to read grade-level materials with accuracy and emerging fluency.

B. Vocabulary expansion. The student will use a variety of strategies to develop and expand reading, listening, and speaking vocabularies.

C. Comprehension. The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read or listened to.

D. Literature. The student will actively engage in the reading process and read, understand, respond to, and appreciate a wide variety of fiction, poetic, and nonfiction texts.

Subp. 2. **Writing.** The student will write clearly and coherently to communicate effectively for a variety of audiences and purposes.

A. Types of writing. The student will compose various pieces of writing.

B. Elements of composition. The student will demonstrate emerging knowledge of a writing process with attention to organization, topic, and quality of ideas.

C. Spelling, grammar, and usage. The student will demonstrate emerging knowledge of punctuation, spelling, and capitalization.

D. Research. The student will locate and use information in reference materials.

E. Handwriting and word processing. The student will improve the student's handwriting.

Subp. 3. **Speaking, listening, and viewing.** The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view, and evaluate oral communication and media.

A. Speaking and listening. The student will communicate effectively through listening and speaking.

B. Viewing. The student will become familiar with the structure of printed material.

Statutory Authority: *MS s 120B.021*

History: *28 SR 699*

3501.0515 GRADE 2 STANDARDS.

Subpart 1. **Reading and literature.** The student will read and understand grade-appropriate English language text.

A. Word recognition, analysis, and fluency. The student will understand and apply knowledge of the sounds of the English language (phonemic awareness), the sound-symbol relationship (phonics), and word recognition strategies to read grade-level materials with accuracy and fluency.

B. Vocabulary expansion. The student will use a variety of strategies to expand reading, listening, and speaking vocabularies.

C. Comprehension. The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read.

D. Literature. The student will actively engage in the reading process and read, understand, respond to, and appreciate a wide variety of fiction, poetic, and nonfiction texts.

Subp. 2. **Writing.** The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes, demonstrating an emerging knowledge and application of skills.

A. Types of writing. The student will compose narrative and informational pieces of writing.

B. Elements of composition. The student will demonstrate increased emerging knowledge in a writing process, with attention to organization, focus, and quality of ideas.

C. Spelling, grammar, and usage. The student will apply standard English conventions when writing.

D. Research. The student will locate and use information in reference materials.

E. Handwriting and word processing. The student will begin to write legibly.

Subp. 3. **Speaking, listening, and viewing.** The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view, and evaluate oral communication and media.

A. Speaking and listening. The student will demonstrate understanding and communicate effectively through listening and speaking.

B. Viewing. The student will become familiar with the structure of printed material.

Statutory Authority: *MS s 120B.021*

History: *28 SR 699*

3501.0520 GRADE 3 STANDARDS.

Subpart 1. **Word recognition, analysis, and fluency.** The student will read and understand grade-appropriate English language text.

A. Word recognition, analysis, and fluency. The student will apply word recognition strategies to decode unfamiliar multisyllabic words and will read grade-appropriate text with accuracy and fluency.

B. Vocabulary expansion. The student will use a variety of strategies to expand reading, listening, and speaking vocabularies.

C. Comprehension. The student will understand the meaning of texts using a variety of comprehension strategies and will demonstrate literal, interpretive, and evaluative comprehension.

D. Literature. The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate, and appreciate a wide variety of fiction, poetic, and nonfiction texts.

Subp. 2. **Writing.** The student will write clearly and coherently to communicate effectively for a variety of audiences and purposes.

A. Types of writing. The student will compose various pieces of writing.

B. Elements of composition. The student will engage in a writing process, with attention to organization, focus, and quality of ideas.

C. Spelling, grammar, and usage. The student will apply standard English conventions when writing.

D. Research. The student will locate and use information in reference materials.

E. Handwriting and word processing. The student will write legibly.

Subp. 3. **Speaking, listening, and viewing.**

A. Speaking and listening. The student will demonstrate understanding and communicate effectively through listening and speaking.

B. Media literacy. The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

Statutory Authority: *MS s 120B.021*

History: *28 SR 699*

3501.0525 GRADE 4 STANDARDS.

Subpart 1. **Reading and literature.** The student will read and understand grade-appropriate English language text.

A. Word recognition, analysis, and fluency. The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.

B. Vocabulary expansion. The student will use a variety of strategies to expand reading, listening, and speaking vocabularies.

C. Comprehension. The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential, and evaluative comprehension.

D. Literature. The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate, and appreciate a wide variety of fiction, poetic, and nonfiction texts.

Subp. 2. **Writing.** The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes.

A. Types of writing. The student will compose various pieces of writing.

B. Elements of composition. The student will engage in writing, with attention to organization, focus, and quality of ideas.

C. Spelling, grammar, and usage. The student will apply standard English conventions when writing.

D. Research. The student will locate and use information in reference materials.

E. Handwriting and word processing. The student will write legibly and use a keyboard.

Subp. 3. **Speaking, listening, and viewing.** The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view, and evaluate oral communication and media.

A. Speaking and listening. The student will demonstrate understanding and communicate effectively through listening and speaking.

B. Media literacy. The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

Statutory Authority: *MS s 120B.021*

History: *28 SR 699*

3501.0530 GRADE 5 STANDARDS.

Subpart 1. **Reading and literature.** The student will read and understand grade-appropriate English language text.

A. Word recognition, analysis, and fluency. The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.

B. Vocabulary expansion. The student will use a variety of strategies to expand reading, listening, and speaking vocabularies.

C. Comprehension. The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential, and evaluative comprehension.

D. Literature. The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate, and appreciate a wide variety of fiction, poetic, and nonfiction texts.

Subp. 2. **Writing.** The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes.

A. Types of writing. The student will compose various pieces of writing.

B. Elements of composition. The student will engage in a writing process, with attention to organization, focus, quality of ideas, audience, and a purpose.

C. Spelling, grammar, and usage. The student will apply standard English conventions when writing.

D. Research. The student will locate and use information in reference materials.

E. Handwriting and word processing. The student will write legibly and demonstrate effective keyboarding skills.

Subp. 3. **Speaking, listening, and viewing.** The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view, and evaluate oral communication and media.

A. Speaking and listening. The student will demonstrate understanding and communicate effectively through listening and speaking.

B. Media literacy. The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

Statutory Authority: *MS s 120B.021*

History: *28 SR 699*

3501.0535 GRADE 6 STANDARDS.

Subpart 1. **Reading and literature.** Students will read and understand grade-appropriate English language text.

A. Word recognition, analysis, and fluency. The student will read with accuracy and fluency.

B. Vocabulary expansion. The student will use a variety of strategies to expand reading, listening, and speaking vocabularies.

C. Comprehension. The student will understand the meaning of informational, expository, or persuasive texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential, and evaluative comprehension.

D. Literature. The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate, and appreciate a wide variety of fiction, poetic, and nonfiction texts.

Subp. 2. **Writing.** The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes.

A. Types of writing. The student will create informative, expressive, and persuasive writing.

B. Elements of composition. The student will engage in a writing process, with attention to organization, focus, quality of ideas, and a purpose.

C. Spelling, grammar, and usage. The student will apply standard English conventions when writing.

D. Research. The student will locate and use information in reference materials.

E. Handwriting and word processing. The student will write legibly and demonstrate effective keyboarding skills.

Subp. 3. **Speaking, listening, and viewing.** The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view, and evaluate oral communication and media.

A. Speaking and listening. The student will demonstrate understanding and communicate effectively through listening and speaking.

B. Media literacy. The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

Statutory Authority: *MS s 120B.021*

History: *28 SR 699*

3501.0540 GRADE 7 STANDARDS.

Subpart 1. **Reading and literature.** The student will read and understand grade-appropriate English language text.

A. Word recognition, analysis, and fluency. The student will read with accuracy and fluency.

B. Vocabulary expansion. The student will use a variety of strategies to expand reading, listening, and speaking vocabularies.

C. Comprehension. The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential, and evaluative comprehension.

D. Literature. The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate, and appreciate a wide variety of fiction, poetic, and nonfiction texts.

Subp. 2. **Writing.** The student will write clearly and coherently for a variety of audiences and purposes.

A. Types of writing. The student will create informative, expressive, and persuasive writing.

B. Elements of composition. The student will engage in a writing process, with attention to context, organization, focus, quality of ideas, and a purpose.

C. Spelling, grammar, and usage. The student will apply standard English conventions when writing.

D. Research. The student will locate and use information in reference materials.

E. Handwriting and word processing. The student will write legibly and demonstrate effective keyboarding skills.

Subp. 3. **Speaking, listening, and viewing.** The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view, and evaluate oral communication and media.

A. Speaking and listening. The student will demonstrate understanding and communicate effectively through listening and speaking.

B. Media literacy. The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

Statutory Authority: *MS s 120B.021*

History: *28 SR 699*

3501.0545 GRADE 8 STANDARDS.

Subpart 1. **Reading and literature.** The student will read and understand grade-appropriate English language text.

A. Word recognition, analysis, and fluency. Standards under this heading may be locally determined and based on the individual needs of the student.

B. Vocabulary expansion. The student will use a variety of strategies to expand reading, listening, and speaking vocabularies.

C. Comprehension. The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential, and evaluative comprehension.

D. Literature. The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate, and appreciate a wide variety of fiction, poetic, and nonfiction texts.

Subp. 2. **Writing.** The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes.

A. Types of writing. The student will create informative, expressive, and persuasive writing.

B. Elements of composition. The student will engage in a writing process with attention to context, organization, focus, quality of ideas, and a purpose.

C. Spelling, grammar, and usage. The student will apply standard English conventions when writing.

D. Research. The student will locate and use information in reference materials.

E. Handwriting and word processing. The student will write legibly and demonstrate effective keyboarding skills.

Subp. 3. **Speaking, listening, and viewing.** The student will speak clearly and effectively for a variety of purposes and audiences, and actively listen to, view, and evaluate oral communication and media.

A. Speaking and listening. The student will demonstrate understanding and communicate effectively through listening and speaking.

B. Media literacy. The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

Statutory Authority: *MS s 120B.021*

History: *28 SR 699*

3501.0550 GRADES 9 THROUGH 12 STANDARDS.

Subpart 1. **Reading and literature.** The student will read and understand grade-appropriate English language text.

A. Word recognition, analysis, and fluency. Standards under this heading may be locally determined.

B. Vocabulary expansion. The student will apply a variety of strategies to expand vocabulary.

C. Comprehension. The student will understand the meaning of informational, expository, or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential, and evaluative comprehension.

D. Literature. The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate, and appreciate a wide variety of fiction, poetic, and nonfiction texts.

Subp. 2. **Writing.** The student will write clearly and coherently for a variety of audiences and purposes.

A. Type of writing. The student will write in narrative, expository, descriptive, persuasive, and critical modes.

B. Elements of composition. The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.

C. Spelling, grammar, and usage. The student will apply standard English conventions when writing.

D. Research. The student will locate and use information in reference materials.

E. Handwriting and word processing. Standards under this heading may be locally determined.

Subp. 3. **Speaking, listening, and viewing.** The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view, and evaluate oral communication and media.

A. Speaking and listening. The student will demonstrate understanding and communicate effectively through listening and speaking.

B. Media literacy. The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

Statutory Authority: *MS s 120B.021*

History: *28 SR 699*

3501.0560 [Repealed, 33 SR 507]

3501.0565 [Repealed, 33 SR 507]

3501.0570 [Repealed, 33 SR 507]

3501.0575 [Repealed, 33 SR 507]

3501.0580 [Repealed, 33 SR 507]

3501.0585 [Repealed, 33 SR 507]

3501.0590 [Repealed, 33 SR 507]

3501.0595 [Repealed, 33 SR 507]

3501.0600 [Repealed, 33 SR 507]

3501.0605 [Repealed, 33 SR 507]

3501.0610 [Repealed, 33 SR 507]

3501.0620 [Repealed, 34 SR 643]

3501.0625 [Repealed, 34 SR 643]

3501.0630 [Repealed, 34 SR 643]

3501.0635 [Repealed, 34 SR 643]

ACADEMIC STANDARDS FOR MATHEMATICS

3501.0700 KINDERGARTEN STANDARDS.

Subpart 1. **Number and operation.**

A. The student will understand the relationship between quantities and whole numbers up to 31.

B. The student will use objects and pictures to represent situations involving combining and separating.

Subp. 2. **Algebra.** The student will recognize, create, complete, and extend patterns.

Subp. 3. **Geometry and measurement.**

A. The student will recognize and sort basic two- and three-dimensional shapes and use them to model real-world objects.

B. The student will compare and order objects according to location and measurable attributes.

Statutory Authority: *MS s 120B.023*

History: *33 SR 507*

3501.0705 GRADE 1 STANDARDS.

Subpart 1. **Number and operation.**

A. The student will count, compare, and represent whole numbers up to 120, with an emphasis on groups of tens and ones.

B. The student will use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts.

Subp. 2. **Algebra.**

A. The student will recognize and create patterns and use rules to describe patterns.

B. The student will use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems. The student will create real-world situations corresponding to number sentences.

Subp. 3. **Geometry and measurement.**

A. The student will describe characteristics of basic shapes. The student will use basic shapes to compose and decompose other objects in various contexts.

B. The student will use basic concepts of measurement in real-world and mathematical situations involving length, time, and money.

Statutory Authority: *MS s 120B.023*

History: *33 SR 507*

3501.0710 GRADE 2 STANDARDS.

Subpart 1. **Number and operation.**

A. The student will compare and represent whole numbers up to 1,000 with an emphasis on place value and equality.

B. The student will demonstrate mastery of addition and subtraction basic facts. The student will add and subtract one- and two-digit numbers in real-world and mathematical problems.

Subp. 2. **Algebra.**

A. The student will recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems.

B. The student will use number sentences involving addition, subtraction, and unknowns to represent and solve real-world and mathematical problems. The student will create real-world situations corresponding to number sentences.

Subp. 3. **Geometry and measurement.**

A. The student will identify, describe, and compare basic shapes according to their geometric attributes.

B. The student will understand length as a measurable attribute. The student will use tools to measure length.

C. The student will use time and money in real-world and mathematical situations.

Statutory Authority: *MS s 120B.023*

History: *33 SR 507*

3501.0715 GRADE 3 STANDARDS.

Subpart 1. **Number and operation.**

A. The student will compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.

B. The student will add and subtract multidigit whole numbers. The student will represent multiplication and division in various ways. The student will solve real-world and mathematical problems using arithmetic.

C. The student will understand meanings and uses of fractions in real-world and mathematical situations.

Subp. 2. **Algebra.**

A. The student will use single-operation input-output rules to represent patterns and relationships, and to solve real-world and mathematical problems.

B. The student will use number sentences involving multiplication and division basic facts and unknowns to represent and solve real-world and mathematical problems. The student will create real-world situations corresponding to number sentences.

Subp. 3. **Geometry and measurement.**

A. The student will use geometric attributes to describe and create shapes in various contexts.

B. The student will understand perimeter as a measurable attribute of real-world and mathematical objects. The student will use various tools to measure distances.

C. The student will use time, money, and temperature to solve real-world and mathematical problems.

Subp. 4. **Data analysis.** The student will collect, organize, display, and interpret data. The student will use labels and a variety of scales and units in displays.

Statutory Authority: *MS s 120B.023*

History: *33 SR 507*

3501.0720 GRADE 4 STANDARDS.

Subpart 1. **Number and operation.**

A. The student will demonstrate mastery of multiplication and division basic facts. The student will multiply multidigit numbers and solve real-world and mathematical problems using arithmetic.

B. The student will represent and compare fractions and decimals in real-world and mathematical situations. The student will use place value to understand how decimals represent quantities.

Subp. 2. **Algebra.**

A. The student will use input-output rules, tables, and charts to represent patterns and relationships and to solve real-world and mathematical problems.

B. The student will use number sentences involving multiplication, division, and unknowns to represent and solve real-world and mathematical problems. The student will create real-world situations corresponding to number sentences.

Subp. 3. **Geometry and measurement.**

A. The student will name, describe, classify, and sketch polygons.

B. The student will understand angle and area as measurable attributes of real-world and mathematical objects. The student will use various tools to measure angles and areas.

C. The student will use translations, reflections, and rotations to establish congruency and understand symmetries.

Subp. 4. **Data analysis.** The student will collect, organize, display, and interpret data, including data collected over a period of time and data represented by fractions and decimals.

Statutory Authority: *MS s 120B.023*

History: *33 SR 507*

3501.0725 GRADE 5 STANDARDS.

Subpart 1. **Number and operation.**

A. The student will divide multidigit numbers. The student will solve real-world and mathematical problems using arithmetic.

B. The student will read, write, represent, and compare fractions and decimals. The student will recognize and write equivalent fractions, and convert between fractions and decimals. The student will use fractions and decimals in real-world and mathematical situations.

C. The student will add and subtract fractions, mixed numbers, and decimals to solve real-world and mathematical problems.

Subp. 2. **Algebra.**

A. The student will recognize and represent patterns of change. The student will use patterns, tables, graphs, and rules to solve real-world and mathematical problems.

B. The student will use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions involving whole numbers.

C. The student will understand and interpret equations and inequalities involving variables and whole numbers, and use them to represent and solve real-world and mathematical problems.

Subp. 3. **Geometry and measurement.**

A. The student will describe, classify, and draw representations of three-dimensional figures.

B. The student will determine the area of triangles and quadrilaterals. The student will determine the surface area and volume of rectangular prisms in various contexts.

Subp. 4. **Data analysis.** The student will display and interpret data. The student will determine mean, median, and range.

Statutory Authority: *MS s 120B.023*

History: *33 SR 507*

3501.0730 GRADE 6 STANDARDS.

Subpart 1. **Number and operation.**

A. The student will read, write, represent, and compare positive rational numbers expressed as fractions, decimals, percents, and ratios. The student will write positive integers as products of factors. The student will use these representations in real-world and mathematical situations.

B. The student will understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers. The student will use ratios to solve real-world and mathematical problems.

C. The student will multiply and divide decimals, fractions, and mixed numbers. The student will solve real-world and mathematical problems using arithmetic with positive rational numbers.

Subp. 2. **Algebra.**

A. The student will recognize and represent relationships between varying quantities. The student will translate from one representation to another. The student will use patterns, tables, graphs, and rules to solve real-world and mathematical problems.

B. The student will use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions involving positive rational numbers.

C. The student will understand and interpret equations and inequalities involving variables and positive rational numbers. The student will use equations and inequalities to represent real-world and mathematical problems. The student will use the idea of maintaining equality to solve equations. The student will interpret solutions in the original context.

Subp. 3. **Geometry and measurement.**

A. The student will calculate perimeter, area, surface area, and volume of two- and three-dimensional figures to solve real-world and mathematical problems.

B. The student will understand and use relationships between angles in geometric figures.

C. The student will choose appropriate units of measurement and use ratios to convert within measurement systems to solve real-world and mathematical problems.

Subp. 4. **Data analysis and probability.** The student will use probabilities to solve real-world and mathematical problems. The student will represent probabilities using fractions, decimals, and percents.

Statutory Authority: *MS s 120B.023*

History: *33 SR 507*

3501.0735 GRADE 7 STANDARDS.

Subpart 1. **Number and operation.**

A. The student will apply, read, write, represent, and compare positive and negative rational numbers, expressed as integers, fractions, and decimals.

B. The student will calculate with positive and negative rational numbers, and rational numbers with whole number exponents, to solve real-world and mathematical problems.

Subp. 2. **Algebra.**

A. The student will understand the concept of proportionality in real-world and mathematical situations, and distinguish between proportional and other relationships.

B. The student will recognize proportional relationships in real-world and mathematical situations. The student will represent these and other relationships with tables, verbal descriptions, symbols, and graphs. The student will solve problems involving proportional relationships and explain results in the original context.

C. The student will apply understanding of order of operations and algebraic properties to generate equivalent numerical and algebraic expressions containing positive and negative rational numbers and grouping symbols. The student will evaluate such expressions.

D. The student will represent real-world and mathematical situations using equations with variables. The student will solve equations symbolically, using the properties of equality. The student will also solve equations graphically and numerically. The student will interpret solutions in the original context.

Subp. 3. **Geometry and measurement.**

A. The student will use reasoning with proportions and ratios to determine measurements, justify formulas, and solve real-world and mathematical problems involving circles and related geometric figures.

B. The student will analyze the effect of change of scale, translations, and reflections on the attributes of two-dimensional figures.

Subp. 4. **Data analysis and probability.**

A. The student will use mean, median, and range to draw conclusions about data and make predictions.

B. The student will display and interpret data in a variety of ways, including circle graphs and histograms.

C. The student will calculate probabilities and reason about probabilities using proportions to solve real-world and mathematical problems.

Statutory Authority: *MS s 120B.023*

History: *33 SR 507*

3501.0740 GRADE 8 STANDARDS.

Subpart 1. **Number and operation.** The student will read, write, compare, classify, and represent real numbers, and use them to solve problems in various contexts.

Subp. 2. **Algebra.**

A. The student will understand the concept of function in real-world and mathematical situations, and distinguish between linear and nonlinear functions.

B. The student will recognize linear functions in real-world and mathematical situations. The student will represent linear functions and other functions with tables, verbal descriptions, symbols, and graphs. The student will solve problems involving these functions and explain results in the original context.

C. The student will generate equivalent numerical and algebraic expressions and use algebraic properties to evaluate expressions.

D. The student will represent real-world and mathematical situations using equations and inequalities involving linear expressions. The student will solve equations and inequalities symbolically and graphically. The student will interpret solutions in the original context.

Subp. 3. **Geometry and measurement.**

A. The student will solve problems involving right triangles using the Pythagorean Theorem and its converse.

B. The student will solve problems involving parallel and perpendicular lines on a coordinate system.

Subp. 4. **Data analysis and probability.** The student will interpret data using scatterplots and approximate lines of best fit. The student will use lines of best fit to draw conclusions about data.

Statutory Authority: *MS s 120B.023*

History: *33 SR 507*

3501.0745 GRADES 9 THROUGH 11 STANDARDS.

Subpart 1. **Algebra.**

A. The student will understand the concept of function, and identify important features of functions and other relations using symbolic and graphical methods where appropriate.

B. The student will recognize linear, quadratic, exponential, and other common functions in real-world and mathematical situations. The student will represent these functions with tables, verbal descriptions, symbols, and graphs. The student will solve problems involving these functions, and explain results in the original context.

C. The student will generate equivalent algebraic expressions involving polynomials and radicals. The student will use algebraic properties to evaluate expressions.

D. The student will represent real-world and mathematical situations using equations and inequalities involving linear, quadratic, exponential, and n^{th} root functions. The student will solve equations and inequalities symbolically and graphically. The student will interpret solutions in the original context.

Subp. 2. **Geometry and measurement.**

A. The student will calculate measurements of plane and solid geometric figures. The student will know that physical measurements depend on the choice of a unit and that they are approximations.

B. The student will construct logical arguments based on axioms, definitions, and theorems in order to prove theorems and other results in geometry.

C. The student will know and apply properties of geometric figures to solve real-world and mathematical problems and to logically justify results in geometry.

D. The student will solve real-world and mathematical geometric problems using algebraic methods.

Subp. 3. **Data analysis and probability.**

A. The student will display and analyze data. The student will use various measures associated with data to draw conclusions, identify trends, and describe relationships.

B. The student will explain the uses of data and statistical thinking to draw inferences, make predictions, and justify conclusions.

C. The student will calculate probabilities and apply probability concepts to solve real-world and mathematical problems.

Statutory Authority: *MS s 120B.023*

History: *33 SR 507*

ACADEMIC STANDARDS FOR THE ARTS

3501.0800 KINDERGARTEN THROUGH GRADE 3 STANDARDS.

Subpart 1. **Artistic foundations.**

A. The student will demonstrate knowledge of the foundations of the arts area.

B. The student will demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.

C. The student will demonstrate understanding of the personal, social, cultural, and historical contexts that influence the arts areas.

Subp. 2. **Artistic process: create or make.** The student will create or make in a variety of contexts in the arts area using the artistic foundations.

Subp. 3. **Artistic process: perform or present.** The student will perform or present in a variety of contexts in the arts area using the artistic foundations.

Subp. 4. **Artistic process: respond or critique.** The student will respond to or critique a variety of creations or performances using the artistic foundations.

Subp. 5. **Arts areas.** The student will receive arts education that complies with these academic standards in at least two of the three arts areas required to be offered by a public elementary or middle school from the following: dance, music, theater, and visual arts. The student may receive arts education in media arts in addition to the two required arts areas.

Statutory Authority: *MS s 120B.02; 120B.023*

History: *34 SR 643*

3501.0805 GRADES 4 AND 5 STANDARDS.

Subpart 1. **Artistic foundations.**

A. The student will demonstrate knowledge of the foundations of the arts area.

B. The student will demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.

C. The student will demonstrate understanding of the personal, social, cultural, and historical contexts that influence the arts areas.

Subp. 2. **Artistic process: create or make.** The student will create or make in a variety of contexts in the arts area using the artistic foundations.

Subp. 3. **Artistic process: perform or present.** The student will perform or present in a variety of contexts in the arts area using the artistic foundations.

Subp. 4. **Artistic process: respond or critique.** The student will respond to or critique a variety of creations or performances using the artistic foundations.

Subp. 5. **Arts areas.** The student will receive arts education that complies with these academic standards in at least two of the three arts areas required to be offered by a public elementary or middle school from the following: dance, music, theater, and visual arts. The student may receive arts education in media arts in addition to the two required arts areas.

Statutory Authority: *MS s 120B.02; 120B.023*

History: *34 SR 643*

3501.0810 GRADES 6 THROUGH 8 STANDARDS.

Subpart 1. **Artistic foundations.**

A. The student will demonstrate knowledge of the foundations of the arts area.

B. The student will demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.

C. The student will demonstrate understanding of the personal, social, cultural, and historical contexts that influence the arts areas.

Subp. 2. **Artistic process: create or make.** The student will create or make in a variety of contexts in the arts area using the artistic foundations.

Subp. 3. **Artistic process: perform or present.** The student will perform or present in a variety of contexts in the arts area using the artistic foundations.

Subp. 4. **Artistic process: respond or critique.** The student will respond to or critique a variety of creations or performances using the artistic foundations.

Subp. 5. **Arts areas.** The student will receive arts education that complies with these academic standards in at least two of the three arts areas required to be offered by a public elementary or middle school from the following: dance, music, theater, and visual arts. The student may receive arts education in media arts in addition to the two required arts areas.

Statutory Authority: *MS s 120B.02; 120B.023*

History: *34 SR 643*

3501.0815 GRADES 9 THROUGH 12 STANDARDS.

Subpart 1. **Artistic foundations.**

A. The student will demonstrate knowledge of the foundations of the arts area.

B. The student will demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.

C. The student will demonstrate understanding of the personal, social, cultural, and historical contexts that influence the arts areas.

Subp. 2. **Artistic process: create or make.** The student will create or make in a variety of contexts in the arts area using the artistic foundations.

Subp. 3. **Artistic process: perform or present.** The student will perform or present in a variety of contexts in the arts area using the artistic foundations.

Subp. 4. **Artistic process: respond or critique.** The student will respond to or critique a variety of creations or performances using the artistic foundations.

Subp. 5. **Arts areas.** The student will receive arts education that complies with these academic standards in at least one of the three arts areas required to be offered by a public high school from the following: media arts, dance, music, theater, and visual arts.

Statutory Authority: *MS s 120B.02; 120B.023*

History: *34 SR 643*

ACADEMIC STANDARDS IN SCIENCE

3501.0900 KINDERGARTEN STANDARDS.

Subpart 1. **The nature of science and engineering.**

A. The practice of science. The student will understand that scientific inquiry is a set of interrelated processes used to pose questions about the natural world and investigate phenomena.

B. The practice of engineering. The student will understand that some objects occur in nature. The student will understand that others have been designed and processed by people.

Subp. 2. **Physical science; matter.** The student will understand that objects can be described in terms of the materials they are made of and their physical properties.

Subp. 3. **Earth and space science; interdependence within the earth system.** The student will understand that weather can be described in measurable quantities and changes from day to day and with the seasons.

Subp. 4. **Life science.**

A. Structure and function in living systems. The student will understand that living things are diverse with many different observable characteristics.

B. Interdependence among living systems. The student will understand that natural systems have many components that interact to maintain the living system.

Statutory Authority: *MS s 120B.02*

History: *34 SR 1609*

3501.0905 GRADE 1 STANDARDS.

Subpart 1. **The nature of science and engineering.**

A. The practice of science. The student will understand that scientists work as individuals and in groups to investigate the natural world, emphasizing evidence and communicating with others.

B. Interactions among science, technology, engineering, mathematics, and society. The student will understand that designed and natural systems exist in the world. The student will understand that these systems are made up of components that act within a system and interact with other systems.

C. Interactions among science, technology, engineering, mathematics, and society. The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.

Subp. 2. **Earth and space science; earth structure and processes.** The student will understand that earth materials include solid rocks, sand, soil, and water. The student will understand that these materials have different observable physical properties that make them useful.

Subp. 3. **Life science.**

A. Structure and function in living systems. The student will understand that living things are diverse with many different observable characteristics.

B. Interdependence among living systems. The student will understand that natural systems have many components that interact to maintain the system.

C. Evolution in living systems. The student will understand that plants and animals undergo a series of orderly changes during their life cycles.

Statutory Authority: *MS s 120B.02*

History: *34 SR 1609*

3501.0910 GRADE 2 STANDARDS.

Subpart 1. **The nature of science and engineering.**

A. The practice of science. The student will understand that scientific inquiry is a set of interrelated processes incorporating multiple approaches that are used to pose questions about the natural world and investigate phenomena.

B. The practice of engineering. The student will understand that engineering design is the process of identifying a problem and devising a product or process to solve the problem.

Subp. 2. **Physical science.**

A. Matter. The student will understand that objects can be described in terms of the materials they are made of and their physical properties.

B. Matter. The student will understand that the physical properties of materials can be changed, but not all materials respond the same way to what is done to them.

C. Motion. The student will understand that the motion of an object can be described by a change in its position over time.

D. Motion. The student will understand that the motion of an object can be changed by push or pull forces.

Subp. 3. **Earth and space science; interdependence within the earth system.** The student will understand that weather can be described in measurable quantities and changes from day to day and with the seasons.

Subp. 4. **Life science.**

A. Structure and function in living systems. The student will understand that living things are diverse with many different observable characteristics.

B. Interdependence among living systems. The student will understand that natural systems have many components that interact to maintain the system.

C. Evolution in living systems. The student will understand that plants and animals undergo a series of orderly changes during their life cycles.

Statutory Authority: *MS s 120B.02*

History: *34 SR 1609*

3501.0915 GRADE 3 STANDARDS.

Subpart 1. **The nature of science and engineering.**

A. The practice of science. The student will understand that scientists work as individuals and in groups, emphasizing evidence, open communication, and skepticism.

B. The practice of science. The student will understand that scientific inquiry is a set of interrelated processes incorporating multiple approaches that are used to pose questions about the natural world and investigate phenomena.

C. Interactions among science, technology, engineering, mathematics, and society. The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.

D. Interactions among science, technology, engineering, mathematics, and society. The student will understand that tools and mathematics help scientists and engineers see more, measure more accurately, and do things that they could not otherwise accomplish.

Subp. 2. **Physical science; energy.** The student will understand that energy appears in different forms, including sound and light.

Subp. 3. **Earth and space science.**

A. The universe. The student will understand that the sun and moon have locations and movements that can be observed and described.

B. The universe. The student will understand that objects in the solar system as seen from Earth have various sizes and distinctive patterns of motion.

Subp. 4. **Life science.**

A. Structure and function in living systems. The student will understand that living things are diverse with many different characteristics that enable them to grow, reproduce, and survive.

B. Evolution in living systems. The student will understand that offspring are generally similar to their parents, but may have variations that can be advantageous or disadvantageous in a particular environment.

Statutory Authority: *MS s 120B.02*

History: *34 SR 1609*

3501.0920 GRADE 4 STANDARDS.

Subpart 1. **The nature of science and engineering.**

A. The practice of engineering. The student will understand that engineers design, create, and develop structures, processes, and systems that are intended to improve society and may make humans more productive.

B. The practice of engineering. The student will understand that engineering design is the process of identifying problems, developing multiple solutions, selecting the best possible solution, and building the product.

C. Interactions among science, technology, engineering, mathematics, and society. The student will understand that the needs of any society influence the technologies that are developed and how they are used.

Subp. 2. **Physical science.**

A. Matter. The student will understand that objects have observable properties that can be measured.

B. Matter. The student will understand that solids, liquids, and gases are states of matter that have unique properties.

C. Energy. The student will understand that energy appears in different forms, including heat and electromagnetism.

D. Energy. The student will understand that energy can be transformed within a system or transferred to other systems or the environment.

Subp. 3. **Earth and space science.**

A. Earth structure and processes. The student will understand that rocks are Earth materials that may vary in composition.

B. Interdependence within the Earth system. The student will understand that water circulates through the Earth's crust, oceans, and atmosphere in what is known as the water cycle.

C. Human interactions with Earth systems. The student will understand that in order to improve their existence, humans interact with and influence Earth systems.

Subp. 4. **Life science; human interactions with living systems.** The student will understand that microorganisms can get inside one's body and they may keep it from working properly.

Statutory Authority: *MS s 120B.02*

History: *34 SR 1609*

3501.0925 GRADE 5 STANDARDS.

Subpart 1. **The nature of science and engineering.**

A. The practice of science. The student will understand that science is a way of knowing about the natural world, is done by individuals and in groups, and is characterized by empirical criteria, logical argument, and skeptical review.

B. The practice of science. The student will understand that scientific inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations.

C. Interactions among science, technology, engineering, mathematics, and society. The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.

D. Interactions among science, technology, engineering, mathematics, and society. The student will understand that tools and mathematics help scientists and engineers see more, measure more accurately, and do things that they could not otherwise accomplish.

Subp. 2. **Physical science; motion.** The student will understand that an object's motion is affected by forces and can be described by the object's speed and the direction it is moving.

Subp. 3. **Earth and space science.**

A. Earth structure and processes. The student will understand that the surface of the Earth changes. The student will understand that some changes are due to slow processes and some changes are due to rapid processes.

B. Human interactions with Earth systems. The student will understand that in order to maintain and improve their existence, humans interact with and influence Earth systems.

Subp. 4. **Life science.**

A. Structure and function in living systems. The student will understand that living things are diverse with many different characteristics that enable them to grow, reproduce, and survive.

B. Interdependence among living systems. The student will understand that natural systems have many components that interact to maintain the living system.

C. Human interactions with living systems. The student will understand that humans change environments in ways that can be either beneficial or harmful to themselves and other organisms.

Statutory Authority: *MS s 120B.02*

History: *34 SR 1609*

3501.0930 GRADE 6 STANDARDS.

Subpart 1. **The nature of science and engineering.**

A. The practice of engineering. The student will understand that engineers create, develop, and manufacture machines, structures, processes, and systems that impact society and may make humans more productive.

B. The practice of engineering. The student will understand that engineering design is the process of devising products, processes, and systems that address a need, capitalize on an opportunity, or solve a specific problem.

C. Interactions among science, technology, engineering, mathematics, and society. The student will understand that designed and natural systems exist in the world. The student will understand that these systems consist of components that act within the system and interact with other systems.

D. Interactions among science, technology, engineering, mathematics, and society. The student will understand that current and emerging technologies have enabled humans to develop and use models to understand and communicate how natural and designed systems work and interact.

Subp. 2. **Physical science.**

A. Matter. The student will understand that pure substances can be identified by properties which are independent of the sample of the substance and the properties can be explained by a model of matter that is composed of small particles.

B. Matter. The student will understand that substances can undergo physical changes which do not change the composition or the total mass of the substance in a closed system.

C. Motion. The student will understand that the motion of an object can be described in terms of speed, direction, and change of position.

D. Motion. The student will understand that forces have magnitude and direction and affect the motion of objects.

E. Energy. The student will understand that waves involve the transfer of energy without the transfer of matter.

F. Energy. The student will understand that energy can be transformed within a system or transferred to other systems or the environment.

Statutory Authority: *MS s 120B.02*

History: *34 SR 1609*

3501.0935 GRADE 7 STANDARDS.

Subpart 1. **The nature of science and engineering.**

A. The practice of science. The student will understand that science is a way of knowing about the natural world and is characterized by empirical criteria, logical argument, and skeptical review.

B. The practice of science. The student will understand that scientific inquiry uses multiple interrelated processes to investigate questions and propose explanations about the natural world.

C. Interactions among science, technology, engineering, mathematics, and society. The student will understand that current and emerging technologies have enabled humans to develop and use models to understand and communicate how natural and designed systems work and interact.

Subp. 2. **Physical science; matter.** The student will understand that the idea that matter is made up of atoms and molecules provides the basis for understanding the properties of matter.

Subp. 3. **Life science.**

A. Structure and function in living systems. The student will understand that tissues, organs, and organ systems are composed of cells and function to serve the needs of all cells for food, air, and waste removal.

B. Structure and function in living systems. The student will understand that all organisms are composed of one or more cells which carry on the many functions needed to sustain life.

C. Interdependence among living systems. The student will understand that natural systems include a variety of organisms that interact with one another in several ways.

D. Interdependence among living systems. The student will understand that the flow of energy and the recycling of matter are essential to a stable ecosystem.

E. Evolution in living systems. The student will understand that reproduction is a characteristic of all organisms and is essential for the continuation of a species. The student will understand that hereditary information is contained in genes which are inherited through asexual or sexual reproduction.

F. Evolution in living systems. The student will understand that individual organisms with certain traits in particular environments are more likely than others to survive and have offspring.

G. Human interactions with living systems. The student will understand that human activity can change living organisms and ecosystems.

H. Human interactions with living systems. The student will understand that human beings are constantly interacting with other organisms that cause disease.

Statutory Authority: *MS s 120B.02*

History: *34 SR 1609*

3501.0940 GRADE 8 STANDARDS.

Subpart 1. **The nature of science and engineering.**

A. The practice of science. The student will understand that science is a way of knowing about the natural world and is characterized by empirical criteria, logical argument, and skeptical review.

B. The practice of science. The student will understand that scientific inquiry uses multiple interrelated processes to investigate questions and propose explanations about the natural world.

C. Interactions among science, technology, engineering, mathematics, and society. The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.

D. Interactions among science, technology, engineering, mathematics, and society. The student will understand that science and engineering operate in the context of society and both influence and are influenced by this context.

E. Interactions among science, technology, engineering, mathematics, and society. The student will understand that current and emerging technologies have enabled humans to develop and use models to understand and communicate how natural and designed systems work and interact.

Subp. 2. **Physical science.**

A. Matter. The student will understand that pure substances can be identified by properties which are independent of the sample of the substance and the properties can be explained by a model of matter that is composed of small particles.

B. Matter. The student will understand that substances can undergo physical changes and chemical changes which may change the properties of the substance but do not change the total mass in a closed system.

C. Energy. The student will understand that waves involve the transfer of energy without the transfer of matter.

Subp. 3. **Earth and space science.**

A. Earth structure and processes. The student will understand that the movement of tectonic plates results from interactions among the lithosphere, mantle, and core.

B. Earth structure and processes. The student will understand that landforms are the result of the combination of constructive and destructive processes.

C. Earth structure and processes. The student will understand that rocks and rock formations indicate evidence of the materials and conditions that produced them.

D. Interdependence within the Earth system. The student will understand that the sun is the principal external energy source for the Earth.

E. Interdependence within the Earth system. The student will understand that patterns of atmospheric movement influence global climate and local weather.

F. Interdependence within the Earth system. The student will understand that water, which covers the majority of the Earth's surface, circulates through the crust, oceans, and atmosphere in what is known as the water cycle.

G. The universe. The student will understand that the Earth is the third planet from the sun in a system that includes the moon, the sun, seven other planets and their moons, and smaller objects.

H. Human interactions with Earth systems. The student will understand that in order to maintain and improve their existence, humans interact with and influence Earth systems.

Statutory Authority: *MS s 120B.02*

History: *34 SR 1609*

3501.0945 GRADES 9-12 STANDARDS.

Subpart 1. **The nature of science and engineering.**

A. The practice of science. The student will understand that science is a way of knowing about the natural world and is characterized by empirical criteria, logical argument, and skeptical review.

B. The practice of science. The student will understand that scientific inquiry uses multiple interrelated processes to investigate and explain the natural world.

C. The practice of engineering. The student will understand that engineering is a way of addressing human needs by applying science concepts and mathematical techniques to develop new products, tools, processes, and systems.

D. The practice of engineering. The student will understand that engineering design is an analytical and creative process of devising a solution to meet a need or solve a specific problem.

E. Interactions among science, technology, engineering, mathematics, and society. The student will understand that natural and designed systems are made up of components that act within a system and interact with other systems.

F. Interactions among science, technology, engineering, mathematics, and society. The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.

G. Interactions among science, technology, engineering, mathematics, and society. The student will understand that science and engineering operate in the context of society and both influence and are influenced by this context.

H. Interactions among science, technology, engineering, mathematics, and society. The student will understand that science, technology, engineering, and mathematics rely on each other to enhance knowledge and understanding.

Subp. 2. **Physical science.**

A. Matter. The student will understand that the structure of the atom determines chemical properties of elements.

B. Matter. The student will understand that chemical reactions involve the rearrangement of atoms as chemical bonds are broken and formed through transferring or sharing of electrons and the absorption or release of energy.

C. Motion. The student will understand that an object's mass and the forces on it affect the motion of an object.

D. Energy. The student will understand that energy can be transformed within a system or transferred to other systems or the environment, but is always conserved.

E. Human interactions with physical systems. The student will understand that there are benefits, costs, and risks to different means of generating and using energy.

Subp. 3. **Earth and space science.**

A. Earth structure and processes. The student will understand that the relationships among earthquakes, mountains, volcanoes, fossil deposits, rock layers, and ocean features provide evidence for the theory of plate tectonics.

B. Earth structure and processes. The student will understand that by observing rock sequences and using fossils to correlate the sequences at various locations, geologic events can be inferred and geologic time can be estimated.

C. Interdependence within the Earth system. The student will understand that the Earth system has internal and external sources of energy, which produce heat and drive the motion of material in the oceans, atmosphere, and solid earth.

D. Interdependence within the Earth system. The student will understand that global climate is determined by distribution of energy from the sun at the Earth's surface.

E. Interdependence within the Earth system. The student will understand that the cycling of materials through different reservoirs of the Earth's system is powered by the Earth's sources of energy.

F. The universe. The student will understand that the solar system, sun, and Earth formed over billions of years.

G. The universe. The student will understand that the Big Bang theory states that the universe expanded from a hot, dense, chaotic mass, after which chemical elements formed and clumped together to eventually form stars and galaxies.

H. Human interactions with Earth systems. The student will understand that people consider potential benefits, costs, and risks to make decisions on how they interact with natural systems.

Subp. 4. **Life science.**

A. Structure and function in living systems. The student will understand that organisms use the interaction of cellular processes as well as tissues and organ systems to maintain homeostasis.

B. Structure and function in living systems. The student will understand that cells and cell structures have specific functions that allow an organism to grow, survive, and reproduce.

C. Interdependence among living systems. The student will understand that the interrelationship and interdependence of organisms generate dynamic biological communities in ecosystems.

D. Interdependence among living systems. The student will understand that matter cycles and energy flows through different levels of organization of living systems and the physical environment, as chemical elements are combined in different ways.

E. Evolution in living systems. The student will understand that genetic information found in the cell provides information for assembling proteins, which dictate the expression of traits in an individual.

F. Evolution in living systems. The student will understand that variation within a species is the natural result of new inheritable characteristics occurring from new combinations of existing genes or from mutations of genes in reproductive cells.

G. Evolution in living systems. The student will understand that evolution by natural selection is a scientific explanation for the history and diversity of life on Earth.

H. Human interactions with living systems. The student will understand that human activity has consequences on living organisms and ecosystems.

I. Human interactions with living systems. The student will understand that personal and community health can be affected by the environment, body functions, and human behavior.

Statutory Authority: *MS s 120B.02*

History: *34 SR 1609*

3501.0950 GRADES 9-12 CHEMISTRY STANDARDS.

Subpart 1. **The nature of science and engineering.**

A. Interactions among science, technology, engineering, mathematics, and society. The student will understand that developments in chemistry affect society and societal concerns affect the field of chemistry.

B. Interactions among science, technology, engineering, mathematics, and society. The student will understand that physical and mathematical models are used to describe physical systems.

Subp. 2. **Physical science.**

A. Matter. The student will understand that the periodic table illustrates how patterns in the physical and chemical properties of elements are related to atomic structure.

B. Matter. The student will understand that chemical and physical properties of matter result from the ability of atoms to form bonds.

C. Matter. The student will understand that chemical reactions describe a chemical change in which one or more reactants are transformed into one or more products.

D. Matter. The student will understand that states of matter can be described in terms of motion of molecules and that the properties and behavior of gases can be explained using the kinetic molecular theory.

Statutory Authority: *MS s 120B.02*

History: *34 SR 1609*

3501.0955 GRADES 9-12 PHYSICS STANDARDS.

Subpart 1. **The nature of science and engineering.**

A. Interactions among science, technology, engineering, mathematics, and society. The student will understand that developments in physics affect society and societal concerns affect the field of physics.

B. Interactions among science, technology, engineering, mathematics, and society. The student will understand that physical and mathematical models are used to describe physical systems.

Subp. 2. **Physical science.**

A. Motion. The student will understand that forces and inertia determine the motion of objects.

B. Motion. The student will understand that when objects change their motion or interact with other objects in the absence of frictional forces, the total amount of mechanical energy remains constant.

C. Energy. The student will understand that sound waves are generated from mechanical oscillations of objects and travel through a medium.

D. Energy. The student will understand that electrons respond to electric fields and voltages by moving through electrical circuits and this motion generates magnetic fields.

E. Energy. The student will understand that magnetic and electric fields interact to produce electromagnetic waves.

F. Energy. The student will understand that heat energy is transferred between objects or regions that are at different temperatures by the processes of convection, conduction, and radiation.

Statutory Authority: *MS s 120B.02*

History: *34 SR 1609*

GRADUATION-REQUIRED ASSESSMENT FOR DIPLOMA

3501.1000 PURPOSE.

The purpose of parts 3501.1000 to 3501.1190 is to establish statewide graduation test standards and rules for administration and implementation of the graduation-required assessment for diploma (GRAD).

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1020 SCOPE.

Parts 3501.1000 to 3501.1190 govern the graduation standards that Minnesota public schools must require for a high school diploma for all students enrolled in grade 8 in the 2005-2006 school year and later.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1030 DEFINITIONS.

Subpart 1. **Scope.** The terms used in parts 3501.1000 to 3501.1190 have the meanings given them in this part.

Subp. 2. **Accommodation.** "Accommodation" means an adjustment in a testing condition, such as the setting for or scheduling of the test, or a change in the method of administering a test. An accommodation does not compromise the security or the confidentiality of the test, does not alter the meaning of the score, or render the student's score incomparable to the scores of those students who took the test under standard conditions.

Subp. 3. **Department.** "Department" means the Department of Education.

Subp. 4. **District.** "District" means a school district.

Subp. 5. **Graduation-required assessment for diploma (GRAD).** "Graduation-required assessment for diploma" or "GRAD" means the assessment that measures the reading, writing, and mathematics proficiency of high school students.

Subp. 6. **Individualized education program or IEP.** "Individualized education program" or "IEP" means a written statement developed for a student eligible for special education and services pursuant to Minnesota Statutes, sections 125A.03 to 125A.24, and the Individuals with Disabilities Education Act, as amended in 2004, Public Law 108-446.

Subp. 7. **Modification.** "Modification" means an adjustment of a test that results in changing the standard for a particular student.

Subp. 8. **Parent.** "Parent" means, for a student under age 18, the mother, father, guardian, person acting as the parent of the student, conservator, or surrogate parent who has been appointed according to parts 3525.2435 to 3525.2455. For a student age 18 or over, parent also includes the student unless a guardian or conservator has been appointed, in which case it means the guardian or conservator. When the parents are separated or divorced, it means the parent who has the legal right, by court decree or agreement, to determine the student's education, even though the student may be living with the other parent.

Subp. 9. **Public schools.** "Public schools" means all public schools as defined in Minnesota Statutes, section 120A.05, and includes, but is not limited to, public school districts,

charter schools, the state academies for the deaf and the blind, and the Center for Arts Education.

Subp. 10. **Section 504 accommodation plan.** "Section 504 accommodation plan" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities. This section of the federal Rehabilitation Act of 1973, Public Law 91-230, as amended in Public Law 101-476, extends protection to a much broader student population than just those students with IEPs.

Subp. 11. **Statewide graduation standards.** "Statewide graduation standards" means statements of what a student should know and be able to do as described by Minnesota Statutes, sections 120B.02 and 120B.021.

Subp. 12. **Student.** "Student" means a person admitted to a public school as defined in Minnesota Statutes, section 120A.05, in accordance with Minnesota Statutes, section 120A.20.

Subp. 13. **Test design.** "Test design" means statements of the requirements that tests must include and how tests are designed. These design documents define the required content, format, level of difficulty, types of items, and length of the tests.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1040 GRAD REQUIREMENTS.

The GRAD requirements for reading, mathematics, and writing are established in this chapter.

To qualify for a high school diploma, a student must demonstrate competency in the statewide standards for reading, mathematics, and writing by fulfilling the graduation test requirements established by Minnesota Statutes, sections 120B.02 and 120B.30.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1050 TESTING FOR STATEWIDE GRAD STANDARDS.

Subpart 1. **District testing.** A district must test for proficiency in statewide graduation standards by using the graduation-required assessment for diploma.

Subp. 2. **Offering GRAD.** A district must not offer the GRAD before the grade of its first census administration. Once the test has first been offered to a group of students, the district must continue to offer the GRAD to that group of students at least once a year.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1110 OPPORTUNITIES TO LEARN AND REMEDIATION.

A district's curriculum must include opportunities for all students to learn the GRAD requirements and subject matter. The district must develop a plan for remediation for a student who, after two retest opportunities, has not passed a specific GRAD.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1120 REQUIRED NOTIFICATION TO PARENTS AND STUDENTS.

Subpart 1. **Written notice.** A district must establish and maintain a system to provide written notice to parents and students about graduation requirements.

Subp. 2. **Notice of graduation requirements.** Beginning in the 2008-2009 school year and each subsequent year the district must provide to parents and students written notice of:

A. the graduation requirements; and

B. the grade in which the student will have the first opportunity to take a GRAD.

Subp. 3. **Notice of test results and remediation opportunities.** The district must provide written notice to parents and the student of GRAD results no later than 60 days after the district receives the results of a GRAD. After the date of receiving test results, students must have a minimum of six weeks for remediation before the next testing opportunity.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1130 STUDENT RECORD KEEPING.

Subpart 1. **Test results.** The district must keep a record on each student that includes:

A. the GRAD taken; and

B. the results of the most recent GRAD given.

Subp. 2. **Student progress.** Individual student progress must be reported on a student record as described in this part.

"Pass" or "p" must be noted on the record of a student who passes a GRAD under standard conditions or with an accommodation.

"Pass" or "p" must also be noted on the record of a student who passes a GRAD with a modification established in the IEP or section 504 accommodation plan in accordance with part 3501.1190. This notation is also used as a GRAD notation for any other modified or alternate assessment used for accountability purposes for students with disabilities. The records for students passing with an accommodation or a modification or who pass an alternate assessment must not differ from the records of students passing the test under standard conditions.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1140 TEST ADMINISTRATION.

The district must administer the GRAD under standard testing conditions defined by the developer of the particular test. The district must use the directions provided with the test. Test administration with accommodations or modifications to standard testing conditions must occur only in accordance with part 3501.1190.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1150 TEST SECURITY.

Subpart 1. **Security requirements.** When administering GRAD, the district must observe the following test security measures:

A. all test materials must be secured, either physically or electronically, before and after the test administration;

B. all testing materials are nonpublic data under Minnesota Statutes, section 13.34;

C. a student is required to present a valid photo ID before being admitted to the testing site if:

(1) the student is not enrolled in the testing district; or

(2) the student is unknown to the test proctor when testing in the enrolled district; and

D. districts must report any known violations of test security to the department. The department must accept reports of violations of test security from anyone with knowledge of such an incident.

Subp. 2. **Security violations.** The department must investigate any reported incidents of breaches in test security. The consequences of a violation in test security may include:

A. the invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or

B. other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1160 REQUIRED DOCUMENTATION FOR PROGRAM AUDIT.

The district must maintain records necessary for program audits conducted by the department. The records must include documentation that:

A. remediation plans for students are developed consistent with part 3501.1110;

B. the district's curriculum and instruction provides appropriate learning opportunities in the state graduation requirements in compliance with part 3501.1110;

C. notifications to parents and students meet the requirements of part 3501.1120;

D. student records meet the requirements of part 3501.1130;

E. the GRAD administration plan complies with part 3501.1140;

F. test security procedures comply with part 3501.1150;

G. the district's process for testing considerations for LEP students complies with part 3501.1180;

H. the documentation for students granted accommodations for testing complies with part 3501.1190; and

I. the assessments and documentation of performance for students granted modifications of statewide standards comply with part 3501.1190.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1170 PASSING SCORES FOR GRAD.

Subpart 1. **Passing scores.** Passing scores for purposes of this part reflect an achievement level equivalent to or greater than the level determined through a standard setting process.

Subp. 2. **Reading and mathematics.** The passing scores for the GRAD in reading and mathematics are as provided by Minnesota Statutes, section 120B.30, subdivision 1, for students enrolled in grade 8 in the 2005-2006 school year and later.

Subp. 3. **Writing.** The passing score for the GRAD in writing is as provided by Minnesota Statutes, section 120B.30, subdivision 2, for students enrolled in grade 8 in the 2005-2006 school year and later.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1180 STUDENTS IN UNIQUE SITUATIONS.

Subpart 1. **Dual enrolled students.** Dual enrolled students are public school students. To graduate from a Minnesota public high school, a dual enrolled student must fulfill the graduation test requirements in reading, mathematics, and writing established by Minnesota Statutes, sections 120B.02 and 120B.30.

Subp. 2. **English language learners (ELL).** English language learners (ELL) who are public school students and are designated in the Minnesota Automated Reporting Student System (MARSS) as Limited English Proficiency (LEP) are required to pass the GRAD if they have been enrolled in any Minnesota school for at least four consecutive years. An

ELL student who first enrolls in a Minnesota school in grade 9 or above and who completes the course work and any other state and district requirements to graduate within a four-year period is not required to pass the GRAD.

Subp. 3. **Foreign exchange students.** To graduate from a Minnesota public high school, a foreign exchange student must fulfill the graduation test requirements in reading, mathematics, and writing established by Minnesota Statutes, sections 120B.02 and 120B.30. If a foreign exchange student will not receive a diploma from a Minnesota public high school, the student is not required to fulfill the graduation test requirements.

Subp. 4. **Home school students.** Home school students are not public school students and passing the GRAD is not required. To graduate from a Minnesota public high school, a home school student must fulfill the graduation test requirements in reading, mathematics, and writing established by Minnesota Statutes, sections 120B.02 and 120B.30.

Subp. 5. **Open enrollment students.** Open enrollment students are public school students. To graduate from a Minnesota public high school, an open enrollment student must fulfill the graduation test requirements in reading, mathematics, and writing established by Minnesota Statutes, sections 120B.02 and 120B.30.

Subp. 6. **Postsecondary enrollment option (PSEO) students.** Postsecondary enrollment option (PSEO) students are public school students. To graduate from a Minnesota public high school, a PSEO student must fulfill the graduation test requirements in reading, mathematics, and writing established by Minnesota Statutes, sections 120B.02 and 120B.30.

A PSEO student who is present on the day of testing should participate in the current series Minnesota Comprehensive Assessments (MCA). A PSEO student who is not present for the current series MCA must take the GRAD at a later date.

Subp. 7. **Shared-time students.** Shared-time students are private school students attending a public school class; these students are not public school students and passing the GRAD is not required. To graduate from a Minnesota public high school, a shared-time student must fulfill the graduation test requirements in reading, mathematics, and writing established by Minnesota Statutes, sections 120B.02 and 120B.30.

Subp. 8. **Transfer students who passed a graduation examination in another state.** A district may submit a passing score report for a transfer student and the department will request test design documents from the other state for review. As graduation examinations from other states are received, the department will maintain a list of states with acceptable substitute graduation examinations. The department will seek reciprocity for the GRAD in other states when it accepts their assessments.

Subp. 9. **District-placed students and students attending school under a tuition agreement.** District-placed students and students attending school under a tuition agreement are public school students. To graduate from a Minnesota public high school, district-placed students and students attending school under a tuition agreement must fulfill the graduation test requirements in reading, mathematics, and writing established by Minnesota Statutes, sections 120B.02 and 120B.30.

Subp. 10. **Care and treatment; correctional facility students.** To graduate from a Minnesota public high school, a student placed for care and treatment or a student in a correctional facility must fulfill the graduation test requirements in reading, mathematics, and writing established by Minnesota Statutes, sections 120B.02 and 120B.30, unless the student has an IEP or a section 504 accommodation plan, in which case part 3501.1190 applies.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*

3501.1190 STUDENTS WITH IEP PLANS OR SECTION 504 ACCOMMODATION PLANS.

Subpart 1. **Considerations for students with IEPs or section 504 accommodation plans.** The individualized education program or section 504 accommodation plan for a student with a disability must identify one of the following decisions for each subject area of the GRAD:

A. the student is expected to achieve the statewide standard with or without testing accommodations, resulting in a "pass" or "p" notation on the record when achieving a passing score; or

B. the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a "pass" or "p" notation on the record when achieving the modified level. A Minnesota alternate assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minnesota Statutes, section 125A.08, paragraph (a), clause (1).

Subp. 2. **Testing students with IEPs or section 504 accommodation plans.** All students must be tested under standard conditions as specified by the developer of the test except those students whose IEPs or section 504 accommodation plans specify other decisions consistent with subpart 1.

A. Decisions regarding appropriate testing conditions, including a decision to provide accommodations for a student, must be made by the IEP team or through the section 504 accommodation plan process and must be reviewed annually.

B. Where subpart 1, item B, applies, the student's IEP or section 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.

Statutory Authority: *L 2007 c 146 art 2 s 36*

History: *33 SR 1439*