

**CHAPTER 3501  
DEPARTMENT OF EDUCATION  
GRADUATION STANDARDS**

<p>3501.0100 TESTING CONSIDERATIONS FOR ENGLISH LEARNERS (EL).</p> <p>3501.0170 REQUIRED DOCUMENTATION FOR PROGRAM AUDIT.</p> <p>3501.0280 TEST OF WRITTEN COMPOSITION; ENGLISH LEARNERS (EL).</p> <p>3501.0640 KINDERGARTEN THROUGH GRADE 12 READING STANDARDS.</p> <p>3501.0645 KINDERGARTEN THROUGH GRADE 12 WRITING STANDARDS.</p> <p>3501.0650 KINDERGARTEN THROUGH GRADE 12 SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY STANDARDS.</p>	<p>3501.0655 KINDERGARTEN THROUGH GRADE 12 LANGUAGE STANDARDS.</p> <p>3501.1160 REQUIRED DOCUMENTATION FOR PROGRAM AUDIT.</p> <p>3501.1180 STUDENTS IN UNIQUE SITUATIONS.</p> <p style="text-align: center;"><b>ACADEMIC STANDARDS FOR ENGLISH LANGUAGE DEVELOPMENT</b></p> <p>3501.1200 SCOPE AND PURPOSE.</p> <p>3501.1210 ENGLISH LANGUAGE DEVELOPMENT STANDARDS.</p>
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**3501.0100 TESTING CONSIDERATIONS FOR ENGLISH LEARNERS (EL).**

*[For text of subp 1, see M.R.]*

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 English learners, teachers of English learners, and district personnel responsible for testing shall be involved in establishing this process.

*[For text of subps 3 to 6, see M.R.]*

**History:** L 2012 c 239 art 1 s 33

**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 English learners complies with part 3501.0100.

**History:** L 2012 c 239 art 1 s 33

**3501.0280 GRADUATION STANDARDS**

120

**3501.0280 TEST OF WRITTEN COMPOSITION; ENGLISH LEARNERS (EL).**

Subpart 1. **Testing considerations.** For the purposes of parts 3501.0200 to 3501.0290, part 3501.0100 applies when testing English learners (EL).

*[For text of subps 2 and 3, see M.R.]*

**History:** *L 2012 c 239 art 1 s 33*

**3501.0640 KINDERGARTEN THROUGH GRADE 12 READING STANDARDS.**Subpart 1. **Key ideas and details.**

A. The student will read closely to determine what the text says explicitly, to make logical inferences from it, and to cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

B. The student will determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas.

C. The student will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Subp. 2. **Craft and structure.**

A. The student will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

B. The student will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

C. The student will assess how point of view or purpose shapes the content and style of a text.

Subp. 3. **Integration of knowledge and ideas.**

A. The student will integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

B. The student will delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

C. The student will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Subp. 4. **Range of reading and level of text complexity.** The student will read and comprehend complex literary and informational texts independently and proficiently.

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

**History:** *36 SR 589*

**3501.0645 KINDERGARTEN THROUGH GRADE 12 WRITING STANDARDS.**Subpart 1. **Text types and purposes.**

A. The student will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

B. The student will write informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

C. The student will write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Subp. 2. **Writing process: production and distribution of writing.**

A. The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

B. The student will use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

C. The student will use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Subp. 3. Research to build and present knowledge.**

A. The student will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

B. The student will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

C. The student will draw evidence from literary or informational texts to support analysis, reflection, and research.

**Subp. 4. Range of writing.** The student will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

**History:** *36 SR 589*

**3501.0650 KINDERGARTEN THROUGH GRADE 12 SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY STANDARDS.**

**Subpart 1. Comprehension and collaboration.**

A. The student will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

B. The student will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

C. The student will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Subp. 2. Presentation of knowledge and ideas.**

A. The student will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

B. The student will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

C. The student will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Subp. 3. Media literacy.**

A. The student will critically analyze information found in electronic, print, and mass media and use a variety of these sources.

B. The student will communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.

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

**History:** *36 SR 589*

**3501.0655 KINDERGARTEN THROUGH GRADE 12 LANGUAGE STANDARDS.**

**Subpart 1. Conventions of standard English.**

A. The student will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**3501.0655 GRADUATION STANDARDS**

122

B. The student will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Subp. 2. **Knowledge of language.** The student will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Subp. 3. **Vocabulary acquisition and use.**

A. The student will determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

B. The student will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

C. The student will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level and demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

**History:** *36 SR 589*

**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 English learners 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.

**History:** *L 2012 c 239 art 1 s 33*

**3501.1180 STUDENTS IN UNIQUE SITUATIONS.**

*[For text of subp 1, see M.R.]*

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

*[For text of subps 3 to 10, see M.R.]*

**History:** *L 2012 c 239 art 1 s 33*

## ACADEMIC STANDARDS FOR ENGLISH LANGUAGE DEVELOPMENT

**3501.1200 SCOPE AND PURPOSE.**

The purpose of these standards is to establish statewide standards for English language development that govern the instruction of students identified as English learners under Minnesota Statutes, sections 124D.58 to 124D.65. The state of Minnesota's standards for English language development are the current standards developed by the World-Class Instructional Design and Assessment (WIDA) consortium.

**Statutory Authority:** *L 2011 1Sp11 art 2 s 46*

**History:** *36 SR 739; L 2012 c 239 art 1 s 33*

**3501.1210 ENGLISH LANGUAGE DEVELOPMENT STANDARDS.**

Subpart 1. **Application.** English learners will meet the language development standards in subparts 2 through 6.

Subp. 2. **Social and instructional language.** English learners communicate for social and instructional purposes within the school setting.

Subp. 3. **The language of language arts.** English learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Subp. 4. **The language of mathematics.** English learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

Subp. 5. **The language of science.** English learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Subp. 6. **The language of social studies.** English learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

**Statutory Authority:** *L 2011 1Sp11 art 2 s 46*

**History:** *36 SR 739; L 2012 c 239 art 1 s 33*