

HOUSE RESEARCH

Bill Summary

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Overview

This bill proposes to allow school districts to select one of three alternative for implementing high standards for all students:

the profile of learning, which is described in article 2 of this bill;

the North Star standard, which is described in article 3 of this bill; or

the statutory curriculum requirements contained in the compulsory attendance law under Minnesota Statutes, section 120A.22, that encompass (1) basic communication skills, including reading and writing, literature, and fine arts, (2) mathematics and science, (3) social studies including history, geography, and government, and (4) health and physical education.

Section

Article 1: High Standards for all Students

- 1 **High standards for all students.** Requires all school districts to implement high standards for all students according to the profile of learning under article 2, the north star standard under article 3, or the statutory curriculum requirements in the compulsory attendance law under section 120A.22.
- 2 **Effective date.** Makes section one immediately effective.

Article 2: Profile of Learning

- 1 **Moratorium; moratorium repeal.** (a) Declares that laws and rules governing the profile of learning are not mandated by the state for kindergarten through grade 12 students.
(b) Causes paragraph (a) to remain in effect until (1) the commissioner of children, families and learning certifies to the legislature that the recommendations in the commissioner's plan, which is described in section 2, have been addressed and school districts' technology needs for

reporting are fully met, and (2) a law is enacted specifically repealing paragraph (a).

(c) Allows school districts during the moratorium period to develop and implement a system of high academic standards for students. Allows school districts to disseminate to the commissioner information about the district system. Requires the commissioner, at a district's request, to disseminate to that district information the commissioner receives about other districts' systems.

2 **Report; implementation plan; technology needs; certification.**

Subd. 1. Report on contractor recommendations; implementation plan. After an external review conducted by the American Federation of Teachers and another nationally recognized independent organization, of both the state's standards, policies and assessments and the department of children, families and learning implementation plan, directs the commissioner to analyze the contractors' recommendations and report to the legislature by December 15, 2000. Requires the report to contain the contractors' recommendations, the commissioner's analysis of the contractors' recommendations and a plan the commissioner develops for implementing the recommendations the commissioner considers appropriate. Requires the plan to indicate how the commissioner proposes to alter profile of learning graduation standards to meet the educational needs of all students. Requires the plan to indicate which of the contractors' recommendations can be effected through administrative action, require rule changes, and require law changes. Permits the commissioner to implement the recommendations that can be effected through administrative action.

Subd. 2. Technology needs. Requires the commissioner to work to ensure school districts sufficient ongoing access to computers and needed software at minimum cost, and staff training and support to permit daily classroom record keeping, consistent communications between schools and between school districts, and compatible local and state accountability reporting.

Subd. 3. Annual reports. Requires the commissioner annually by December 15 to report to the legislature on the commissioner's progress in implementing the commissioner's plan and meeting districts' technology needs for reporting. Requires the commissioner to present an annual report until the conditions under section 1, paragraph (b) are met.

3 **Content of external review.** (a) Directs the contractor to examine and report on the quality of the state's standards and assessments as an integrated educational system.

(b) Requires the contractor's report to (1) analyze the link between the state's standards and assessments intended to hold schools accountable for educational achievement, (2) compare and recommend revisions by benchmarking the state's standards and assessments against the best existing models, and (3) diagnose the strengths and weaknesses of the state's academic standards.

(c) Directs the contractor, for benchmarking purposes, to indicate (1) whether the standards, are clear, specific, measurable and easily understood, (2) how the state's English, math, science and social studies standards compare to highly regarded standards, (3) how well state assessments measure important standards, (4) whether state assessments are challenging and set at an appropriate level of difficulty, and (5) how comparable is the state's definition of proficiency in terms of state standards and assessments.

4 **Length of school year; days of instruction.** Amends the requirement that school calendars include an additional three days of student instruction by allowing school districts to devote the additional three days to either student instruction or staff development training related to implementing curriculum, instructional practices for teachers and alternative assessments under section 16.

5 **Results-oriented graduation rule; basic skills requirements; profile of learning.** (b) (4)

Establishes the six required learning areas of English language and grammar (learning area 1), composition and speech (learning area 2), mathematics (learning area 3), science (learning area 4), social studies (learning area 5) and literature and the arts (learning area 6), and the content standards applicable to high school, middle school, intermediate school and primary school students:

(i) high school students in grades 9 to 12 must complete at least 12 content standards that include six state-required content standards and six elective content standards;

(ii) middle school students in grades 6 to 8 must complete one content standard in each of the six required learning area;

(iii) intermediate students in grades 4 and 5 must complete a content standard in learning areas 1, 2 and 3 and two elective content standards; and

(iv) primary students in kindergarten to grade 3 must focus on learning areas 1, 2 and 3 but are not required to complete content standards in any learning areas.

(5) Allows school districts to offer students a seventh learning area of world languages, which students may use to satisfy an elective content standard requirement.

(6) Exempts a student who is participating in a rigorous course of study, including an advanced placement or international baccalaureate program, a talented youth mathematics project, a concurrent enrollment course where a student takes a college course in a secondary school setting, or a post secondary enrollment options course or program from completing content standards requirements corresponding to the student's rigorous course of study.

(c) Requires school districts to ensure that: (1) district curriculum and corresponding instruction incorporate content standards in courses offered to students; (2) assessment of student performance on a content standard is integrated into the student's letter grade for the course; and (3) all required and elective content standards contain elements of decision making and inquiry.

(e) Requires the profile of learning to measure student academic achievement using assessments based on student academic achievement compiled over time. Allows school districts to use outstanding work from each grade level as exemplars for measuring student work in that grade.

(h) Requires basic skills and profile of learning requirements to be developed independently of any national education goals.

6 **Variations for students with individual education plans or section 504 accommodation plans.** Proposes to codify content standard variations for students with individual education plans or section 503 accommodation plans under Minnesota Rules, part 3501.0340.

Subd. 1. Determination of requirements. (a) Requires that a student in kindergarten through grade 8 with an individual education plan or section 503 accommodation plan have all courses considered by the student's individual education plan or section 503 accommodation plan team for inclusion in the student's individual education plan or section 503 accommodation plan.

(b) Requires a student's individual education plan or section 503 accommodation plan team to consider the state's graduation requirements for inclusion in the student's individual education plan or section 503 accommodation plan when a student with a disability is 14 years old or registers for ninth grade, whichever is first. Requires an individual education plan team to consider the student's transition plan when determining which required and elective courses to include in the student's individual education plan.

Subd. 2. Individualized plans. (a) Permits the individual education plan or section 503 accommodation plan team of a student with a disability in kindergarten through grade 8 to modify the preparatory content standards in the student's individual education plan or section 503 accommodation plan. Requires the team to determine the specifications of a content

standard the student will pursue under the selected

modification. Requires a team that exempts a student from one or more content standards to explain the exemption in the student's individual education plan or section 503 accommodation plan. Requires a team that adopts an exempt status for a content standards to determine whether or not a different standard or an individual education plan goal specific to the learning area is appropriate and to include that goal in the student's plan.

(b) Requires the individual education plan or section 503 accommodation plan team of a high school student with a disability to: (1) determine whether the student will pursue the content standard without modification; (2) determine whether one or more of the content standards will be modified to an individual level; (3) define the elective content standards that the student also will pursue and whether the student will pursue an elective content standard that is not modified or modified to an individual level; or (4) determine whether the student is exempt from one or more of the state's graduation requirements. Requires an individual education plan or section 503 accommodation plan team that adopts an exempt status for a content standard to determine whether or not a different standard or individual education plan goal specific to the learning area is appropriate and to include that goal in the student's plan.

(c) Requires an individual education plan or section 503 accommodation plan team to determine for the student the specifications of a modified preparatory or high school content standard and the appropriate assessment of the modified content standard.

7 **English proficiency; individual graduation plans.** Proposes to codify content standard variations for students with limited English proficiency under Minnesota Rules, part 3501.0350. Requires school districts to establish and maintain procedures giving students the opportunity to complete preparatory and high school content standards. Prohibits the modifying of graduation requirements unless section 6 governing students with an individual education plan or section 503 accommodation plan applies, or the student is a limited English proficiency student and a modified individual graduation plan is developed and annually reviewed by a team composed of school advisory staff, the student's teachers, the student's parent and the student. Prohibits school districts from modifying specifications for content standards in learning areas 1 to 6 to permit a student to complete a standard in a language other than English.

8 **Testing and assessment; measuring student performance.**

Subd. 1. District criterion reference testing and assessment requirements. (a) Directs the commissioner to develop a state model for local criterion-referenced testing and assessment consistent with this section.

(b) Requires school districts to: (1) test and assess student performance in preparatory and high school content standards; (2) establish processes by which to transfer as completed (i) those content standards that other Minnesota school districts verify are completed, (ii) verified work that post-secondary or nonstate educational institutions accept for completing the equivalent of content standards, and (iii) students' opportunities to complete content standards through learning acquired outside district curriculum; and (3) use grading criteria under subdivision 2.

Subd. 2. Grading. Requires assessment of student achievement under the profile of learning and school districts' grading system to be aligned and included as part of students' grade for a course or subject.

9 **Notice to parents and students.** Requires school districts to notify parents and students in writing about: (1) the content standards taught and assessed in the school curriculum; (2) the procedures for advising students and their parents about graduation requirements and the

accessing of those procedures; (3) the procedures by which students may meet graduation requirements with the equivalent of content standards completed outside district curriculum; and (4) the district's individual student progress and achievement reporting schedule.

10 **Implementing the profile of learning.**

Subd. 1. District implementation of the profile of learning. (a) Strikes language making school districts' ability to implement the profile of learning according to a statutory time line or a local plan contingent upon commissioner approval and directing school districts to implement the profile of learning for the 1998-1999 school year and later.

(b) Establishes a time line for school districts to implement the six learning areas of (i) English language and grammar, (ii) composition and speech, (iii) mathematics, (iv) science, (v) social studies, and (vi) literature and the arts:

(1) for the first school year after which the moratorium under section 1 is repealed and later, school districts must implement the required standards in the learning areas at the preparatory level and for ninth grade students districts must implement at least two of the learning areas from (i) English language and grammar, (ii) composition and speech, (iii) mathematics, (iv) science and may implement the learning areas (v) social studies and (vi) literature and the art;

(2) for the second school year after which the moratorium under section 1 is repealed and later, school districts must implement for ninth and tenth grade students the two remaining learning areas from (i) English language and grammar, (ii) composition and speech, (iii) mathematics, (iv) science and may implement the learning areas (v) social studies and (vi) literature and the art; and

(3) for the third school year after which the moratorium under section 1 is repealed and later, school districts must implement for ninth, tenth and eleventh grade students the learning areas (v) social studies and (vi) literature and the art. Expects students graduating in the fourth school year after which the moratorium under section 1 is repealed to successfully complete all profile of learning requirements in order to graduate.

(c) As an implementation alternative, allows school districts to develop a local plan to have all six learning areas of the profile of learning implemented by the start of the third school year after which the moratorium under section 1 is repealed, with the expectation that students graduating in the fourth school year after which the moratorium under section 1 is repealed successfully complete all profile of learning requirements in order to graduate.

(d) Directs school districts to notify the commissioner by July 1 of the first school year preceding the school year in which school districts' obligation to begin implementing the profile of learning under paragraph (b), clause (1) arises as to whether the district will implement the profile of learning under paragraph (b) or (c). Strikes language establishing an 11-member advisory committee to advise the governor and the commissioner on implementing the graduation rule.

(e) Directs the commissioner to convene an advisory group to recommend record keeping practices under the profile of learning. Directs the commissioner to evaluate available software and to certify to school districts and the legislature that the software that districts need to record and report student academic achievement levels is readily available to all districts at minimal cost by July 1 of the first school year preceding the school year in which school districts' obligation to begin implementing the profile of learning under paragraph (b), clause (1) arises.

(f) Directs the commissioner to develop and implement a uniform system of measuring and reporting student academic achievement completed as requirements under the profile of learning that meets the educational accountability and reporting standards under chapter 120B and is consistent with the requirements under section 2, subdivision 2 of this bill addressing districts' technology needs.

11 **Local plan.** Requires districts that implement the profile of learning under a local plan to document how the plan improves achievement and how the profile of learning will be fully implemented for students graduating in the fourth school year after which the moratorium under section 1 is repealed.

12 **Statewide testing and reporting.** (a) Strikes the requirement for a single statewide norm referenced or criterion referenced test or a combination of a norm-referenced and criterion referenced test. Requires a test to be aligned with the state's graduation standards and administered annually to all third, fifth and eighth grade students. Requires students' third and fifth grade reading, math and writing tests to be sufficiently rigorous, valid and reliable for districts to use the test results for diagnostic purposes affecting student learning and district instruction and curriculum, and for establishing educational accountability.

(c) Directs the commissioner to report school site and school district student academic achievement levels of the current and two immediately preceding school years. Requires the report to include students' unweighted mean test scores in each subject tested, the unweighted mean test scores of only those students enrolled in the school by January 1 of the previous school year, and the unweighted mean test scores of all students except those receiving limited English proficiency instruction.

(d) Refers to a statewide public reporting system instead of a statewide educational accountability and public reporting system. Makes technical changes. Includes average daily attendance, high school graduation rates and high school drop-out rates by grade level as educational indicators. Strikes as components in the statewide reporting system students' scores on the American college test and basic skills and advanced competencies connecting teaching and learning to high academic standards, assessments and transitions to citizenship and employment.

13 **Student academic achievement levels.** (a) Requires school districts annually to determine if student academic achievement levels at each school site meet state and local expectations. Requires school districts to work with school sites to develop a plan to raise student academic achievement levels to meet state and local expectations in those school sites that do not meet state and local expectations for two out of three consecutive school years, beginning with the first school year after which the moratorium is repealed under section 1. Strikes a requirement that the commissioner submit recommendations to the legislature by January 2000.

(b) Directs school districts, with timely and adequate department support, to assist school sites in designing assessment methods to determine student achievement of content standards required for graduation. Allows assessment methods to vary by content standard, but requires that all assessment methods indicate a required minimum level of student achievement. Requires school districts to make timely information about assessment methods and levels of student achievement readily available to the public and the department, consistent with laws governing access to student records. Requires school districts to annually report in a timely and useful manner to district residents and the department information about student performance on the state's basic skills tests, the content standards students must complete in order to graduate, sample assessment methods,

and district efforts to improve student learning and district instruction and curriculum. Directs the commissioner to review the performance of school sites and school districts demonstrating a

pattern of low student achievement on the state's third and fifth grade reading, math and writing tests or on the state's basic skills reading, math and writing tests. Allows the commissioner to review the performance of other school districts at the request of the district or the discretion of the commissioner. Requires the commissioner to pay the costs of these reviews.

(c) Directs the department, at a district's request, to assist the school district and the school site in developing a plan to improve student performance, which must include parental involvement components.

- 14 **Graduation requirement alternative.** Makes profile of learning graduation requirements inapplicable to students enrolled in an area learning center if the center has: (1) resolved to use specific and detailed alternative graduation requirements; and (2) informed affected parents of the resolution.
- 15 **Pupil performance.** Strikes the requirement that a charter school design its program to at least meet the outcomes adopted by the commissioner for public school students. Requires a charter school to meet the outcomes contained in the contract with its sponsor. Indicates that profile of learning graduation requirements do not apply to charter school students if the board of directors of the charter school: (1) resolve to use specific and detailed alternative graduation requirements; and (2) inform affected parents of the resolution.
- 16 **Curriculum; instructional practices for teachers; alternative assessments.** To fully implement standards and assessments, requires school districts to work to improve (1) the scope and sequence of language arts, math, science and social studies curriculum at all levels, (2) research-based instructional skills of teachers and other school staff, and (3) alternative assessments of student achievement.
- 17 **Contractors to compare proposals.** Directs the commissioner to contract with the American Federation of Teachers and another nationally recognized independent organization to conduct an external review and analysis of the learning areas and content standards proposed in the North Star Standard under article 3 and to compare the state's standards and related procedures, policies and assessments with the North Star Standard proposal. Requires the contractors to report their findings by 12/15/00 to the commissioner and the legislature.
- 18 **Disseminating information.** Directs the commissioner in a timely fashion using readily accessible formats to disseminate to all school districts clear information about the changes made in this act.
- 19 **Effect on profile of learning rules.** Indicates that the rules of the department of children, families and learning are void to the extent they are inconsistent with this act.
- 20 **Department costs.** Makes the department of children, families and learning responsible for any costs resulting from implementing this act.
- 21 **Repealer.** (a) Repeals Minnesota Statutes, sections 120B.03, governing the development and use of state and local performance packages, and 120B.04, governing lifework development plans.
(b) Repeals Minnesota Rules, parts 3501.0320, subpart 2, items E and F, defining performance packages and rubrics, 3501.0360, creating adjusted performance packages, 3501.0370, establishing assessment and scoring of student achievement, 3501.0400, affecting high school student transcript data, and 3501.0430, items A to D, listing districts' responsibilities for certain graduation standards records.
- 22 **Effective date.** Makes sections 1 to 21 immediately effective.

Article 3: North Star Standard

- 1 **North Star standard for genuine academic excellence and basic skills requirements.** (a)

Indicates the legislature's intent to establish the North Star standard for genuine academic excellence for Minnesota's public school students. Strikes language directing the commissioner to adopt a statewide, results-oriented graduation rule. Premises the North Star standard on: (1) raising academic expectations progressively for kindergarten through grade 12 students, teachers and schools; (2) expecting and encouraging students to reach their greatest potential by pursuing academic excellence; and (3) evidencing regard for parent, student, teacher and school district autonomy, which prohibits the state from prescribing the delivery system or form of instruction that local sites must use to meet the North Star standard.

(b) Requires school districts to consult with psychometric experts and educators regarding proven curriculum, testing, assessment methods and instructional practices.

2 **Citation.** Cites sections 2 to 33 as the "North Star standard for genuine academic excellence."

3 **Goal.** Indicates that the goal of the North Star standard is to establish the educational and academic requirements that students must meet to receive a high school diploma.

4 **Scope.** Declares that the North Star standard governs the minimum requirements that public school districts must establish for students to earn a high school diploma.

5 **Definitions.**

Subd. 1. Applicability. Declares that for the purposes of the North Star standard, the terms defined in this section have the meanings given them in this section.

Subd. 2. Grade specific course and high school course credit. (a) Defines "grade specific" to mean the grade appropriate course content, which is not age dependent, established by the school district.

(b) Defines "course" to mean a one-year set of school district curriculum specifications in a learning area.

(c) Defines "high school course credit" to mean the equivalent of one hour per school day during one school year of study in a learning area for grades 9 to 12.

Subd. 3. Learning area. (a) Defines "learning area" to mean one of the eight categories into which all preparatory courses, and one of the 10 categories into which all high school course credits are organized.

(b) Lists the 10 high school learning areas: (1) English language and grammar; (2) literature and composition; (3) mathematics; (4) science; (5) history and government/citizenship; (6) personal fitness and health; (7) the arts, an elective learning area; (8) personal management, an elective learning area; (9) foreign languages, an elective learning area; and (10) vocational education, an elective learning area.

(c) Lists the eight preparatory learning areas: (1) English language and grammar; (2) literature and composition; (3) mathematics; (4) science; (5) history, geography and government; (6) personal fitness and health; (7) the arts; and (8) personal management.

Subd. 4. Course plan. Defines "course plan" to mean school district curriculum specifications in a learning area that include 10 specific items: the teacher's name, grade level, course sequence, syllabus, course credits, class instructional materials, homework and parental support expectations, evaluations, grading methods, and course requirements.

Subd. 5. Parental access and public accountability. Requires the school district course plan, which must be available in the nearest public or public school library, to include: (1) a grade-level, course-specific remediation plan that is used concurrently during the course, may be used for summer school and contains criteria for repeating a grade or course; and (2) a school district grading process and criteria to determine when a student successfully completes a course plan and to grade a student's work.

Subd. 6. Graduation requirements. Defines "graduation requirements" to mean the number and distribution of high school course credits that a school district must offer and a student must successfully complete to be eligible for a high school diploma.

Subd. 7. Exemption. Defines "exemption" to mean a student with an individual education plan or section 504 accommodation plan who is not required to complete a particular course credit.

Subd. 8. Modification. Defines "modification" to mean an adjustment of a test that changes the course credit for a student with an individual education plan or section 504 accommodation plan.

6 **Graduation requirements.**

Subd. 1. North Star standard. Indicates that school district course credits appear in sections 14 to 32, preparatory courses appear in sections 25 to 32, high school course credits appear in sections 14 to 24 and high school graduation requirements appear in subdivisions 3 to 5.

Subd. 2. Districts and students. (a) Requires school districts to provide learning opportunities for all students in all preparatory courses in learning areas one to eight, and learning opportunities sufficient for students to complete high school course credits in the 10 learning areas and meet school district graduation requirements.

(b) Encourages students to exceed all preparatory and high school standards contained in sections 14 to 32.

(c) Requires students to successfully complete at least 21 course credits for graduation. Allows students to select electives from any course credit in learning areas one to 10 listed under subdivision 3.

Subd. 3. Distribution requirements for high school graduation. Requires students to complete at least 21 high school course credits to graduate. Requires students to complete 15 of 21 high school course credits: (1) two course credits from learning area one, English language and grammar; two course credits from learning area two, literature and composition; three course credits from learning area three, mathematics; two course credits from learning area four, science; four course credits from learning area five, history and government/citizenship; two course credits from learning area six, personal fitness and health; no course credits from learning area seven, the arts, an elective learning area; no course credits from learning area eight, personal management, an elective learning area; no course credits from learning area nine, foreign languages, an elective learning area; and no course credits from learning area ten, vocational education, an elective learning area.

Subd. 4. Elective requirements. Requires students, in addition to the distribution requirements under subdivision 3, to complete six additional course credits the students select that are listed under sections 14 to 24.

Subd. 5. Additional requirements. (a) Requires students to complete one application of technology in the three learning area of learning area two, literature and composition, learning area three, mathematics, and learning area four, science.

(b) Allows school districts to establish additional requirements.

Subd. 6. Variations. Requires students to successfully complete the requirements in subdivisions 1 to 5 unless section 7 (special education) or 8 (limited English proficiency) applies.

7 **Variations for students with individual education plans or section 504 accommodation plans.** Proposes to codify content standard variations for students with individual education plans or section 503 accommodation plans under Minnesota Rules, part 3501.0340.

Subd. 1. Determination of requirements. (a) Requires that a student in kindergarten through

grade 8 with an individual education plan or section 503 accommodation plan have all courses considered by the student's individual education plan or section 503 accommodation plan team for inclusion in the student's individual education plan or section 503 accommodation plan.

(b) Requires a student's individual education plan or section 503 accommodation plan team to consider the state's graduation requirements for inclusion in the student's individual education plan or section 503 accommodation plan when a student with a disability is 14 years old or registers for ninth grade, whichever is first. Requires an individual education plan team to consider the student's transition plan when determining which required and elective courses to include in the student's individual education plan.

Subd. 2. Individualized plans. (a) Permits the individual education plan or section 503 accommodation plan team of a student with a disability in kindergarten through grade 8 to modify the preparatory content standards in the student's individual education plan or section 503 accommodation plan. Requires the team to determine the specifications of a content standard the student will pursue under the selected modification. Requires a team that exempts a student from one or more content standards to explain the exemption in the student's individual education plan or section 503 accommodation plan. Requires a team that adopts an exempt status for a content standards to determine whether or not a different standard or an individual education plan goal specific to the learning area is appropriate and to include that goal in the student's plan.

(b) Requires the individual education plan or section 503 accommodation plan team of a high school student with a disability to: (1) determine whether the student will pursue the content standard without modification; (2) determine whether one or more of the content standards will be modified to an individual level; (3) define the elective content standards that the student also will pursue and whether the student will pursue an elective content standard that is not modified or modified to an individual level; or (4) determine whether the student is exempt from one or more of the state's graduation requirements. Requires an individual education plan or section 503 accommodation plan team that adopts an exempt status for a content standard to determine whether or not a different standard or individual education plan goal specific to the learning area is appropriate and to include that goal in the student's plan.

(c) Requires an individual education plan or section 503 accommodation plan team to determine for the student the specifications of a modified preparatory or high school content standard and the appropriate assessment of the modified content standard.

8 **English proficiency; individual graduation plans.** Proposes to codify content standard variations for students with limited English proficiency under Minnesota Rules, part 3501.0350. Requires school districts to establish and maintain procedures giving students the opportunity to complete preparatory and high school content standards. Prohibits the modifying of graduation requirements unless section 6 governing students with an individual education plan or section 503 accommodation plan applies, or the student is an limited English proficiency student and a modified individual graduation plan is developed and annually reviewed by a team composed of school advisory staff, the student's teachers, the student's parent and the student. Prohibits school districts from modifying specifications for content standards in learning areas 1 to 6 to permit a student to complete a standard in a language other than English.

9 **Testing and scoring student achievement.**

Subd. 1. District criterion referenced testing requirements. (a) Directs school districts to develop local criterion-referenced testing consistent with this section.

(b) Requires school districts to: (1) test student performance in preparatory and high

school course credits; (2) establish processes by which to transfer as completed (i) those course credits that other Minnesota school districts verify are completed, (ii) verified work that post-secondary or nonstate educational institutions accept for completing the equivalent of course credits, and (iii) students' opportunities to complete course credits through learning acquired outside district curriculum.

Subd. 2. Scoring. Directs school districts to assign a letter grade between A and F to students who complete a course assignment or subject. Allows assessments to include grade point averages when tests measuring specifics are used. Precludes incomplete student work from receiving a grade or course credit.

10 **High school transcript data.**

Subd. 1. Transcript information. Lists information school districts must include on high school students' transcripts: (1) course credits students successfully complete; (2) grade or sequence level students achieve on course credits, or notations that course credits were certified under section 9, subdivision 1, paragraph (b); dates students complete course credits.

Subd. 2. Transcript format. Requires school districts to format transcripts according to generally accepted specifications.

11 **Notice to parents and students.** Requires school districts to notify parents and students in writing about: (1) the course credits taught and assessed in the school curriculum; (2) the procedures for advising students and their parents about graduation requirements and the accessing of those procedures; (3) the procedures by which students may meet graduation requirements with the equivalent of course credits completed outside district curriculum; and (4) the district's individual student progress and achievement reporting schedule.

12 **Implementation reporting.** Requires schools to annually submit to local school boards a reporting containing policies and procedures for: (1) ensuring high school students' access to comprehensive academic school curriculum that integrates technology and provides instruction and tests for assessing course content in all 10 learning areas sufficient to meet graduation requirements; (2) testing and assessing students' understanding and demonstration of course content; (3) staff development to continuously improve curriculum and instruction and tests and assessments; (4) allowing students to meet graduation requirements for course credits, whether through school curriculum or under section 9, subdivision 1, paragraph (b); (5) periodically advising students and their parents about the students' progress and achievement and available choices and opportunities for learning, graduating, and achieving post-secondary educational and career goals; (6) recording and reporting student achievement; and (7) allowing students and their parents to appeal school district policies and procedures.

13 **Other district responsibilities.** Requires school districts to maintain records on course plans, students' completion of course credits, and aggregated data on high school graduates, which the state may audit, in order to periodically review district graduation standards, opportunities and requirements.

14 **Course credits; high school level.** Indicates that the specifications for high school course credits appear in sections 15 to 24, which school districts may elect to supplement.

15 **Learning area one; English language and grammar.**

Subd. 1. High school course credit for learning area one. Declares that the specifications for high school course credits in learning area one are at least those described in this section.

Subd. 2. English language and grammar. Indicates students should comprehend and evaluate complex information in fiction or nonfiction.

Subd. 3. English language and grammar; technical information. Indicates students should read and apply technical information.

16 **Learning area two; literature and composition.**

Subd. 1. High school course credit for learning area two. Declares that the specifications for high school course credits in learning area two are at least those described in this section.

Subd. 2. Literature. Indicates students should interpret and evaluate complex works of literature by famous authors.

Subd. 3. Composition. Indicates students should write original compositions for a variety of purposes using standard English conventions.

Subd. 4. Technical writing. Indicates students should write original technical compositions for various technical purposes.

Subd. 5. Public speaking. Indicates students should construct and deliver speeches for a variety of purposes and audiences using English language conventions.

Subd. 6. Interpersonal communications. Indicates students should understand interpersonal communication strategies, process and the impact of various factors on communication, interaction and problem solving.

17 **Learning area three; mathematics.**

Subd. 1. High school course credit for learning area three. Declares that the specifications for high school course credits in learning area three are at least those described in this section.

Subd. 2. Mathematics. Indicates students should know mathematical relationships and solve problems.

Subd. 3. Data analysis. Indicates students should understand statistical concepts, differences between correlation and causation, sampling procedures, line or curve of best fit, and the uncertainty of randomness, permutations, combinations and probabilities.

Subd. 4. Algebra. Indicates students should understand rates of change in linear relationships and characteristics of functions and relations, functional notation, and terminology of algebraic properties.

Subd. 5. Geometry. Indicates students should understand the characteristics of geometric figures, congruence and similarity, perimeter, area, volume, distance, scaling, and symmetry.

18 **Learning area four; science.**

Subd. 1. High school course credit for learning area four. Declares that the specifications for high school course credits in learning area four are at least those described in this section.

Subd. 2. Biology. Indicates students should understand specified biological concepts, theories and principles and the historical significance of major scientific advances.

Subd. 3. Chemistry. Indicates students should understand specified chemical concepts, theories and principles through investigation and analysis and the historical significance of major scientific advances.

Subd. 4. Physics. Indicates students should understand matter, forces and energy through investigation and analysis and the historical significance of major scientific advances.

19 **Learning area five; history and government/citizenship.**

Subd. 1. High school course credit for learning area five. Declares that the specifications for high school course credits in learning area five are at least those described in this section.

Subd. 2. Themes of Minnesota, United States, and world history. Indicates students should understand specified documents, principles, truths and themes related to key events, concepts, and people in the historical development of the United States through reading and constructing time lines, and Minnesota and world history.

Subd. 3. United States government; citizenship. Indicates students should understand the

foundations, rights and responsibilities of United States citizenship.

20 **Learning area six; personal fitness and health.**

Subd. 1. High school course credit for learning area six. Declares that the specifications for high school course credits in learning area six are at least those described in this section.

Subd. 2. Individual and community health. Indicates students should understand specified decision-making processes and community health practices.

Subd. 3. Physical education and fitness. Indicates students should select appropriate physical activities to achieve fitness, and understand training and the rules and skills of physical activities.

21 **Learning area seven; the arts, an elective learning area.**

Subd. 1. High school course credit for learning area seven. Declares that the specifications for high school course credits in learning area seven are at least those described in this section.

Subd. 2. Arts creation and performance. Indicates students should understand the elements, techniques and processes of selected art forms and how works of the art forms are structured, and create or perform original artistic presentations.

22 **Learning area eight; personal management, an elective learning area.**

Subd. 1. High school course credit for learning area eight. Declares that the specifications for high school course credits in learning area eight are at least those described in this section.

Subd. 2. Economic systems. Indicates students should understand the interactive nature of local, national and global economic systems and the impact of consumer choices and government decisions.

Subd. 3. Personal and family resource management. Indicates students should understand principles of personal and family resource management and informed decision making.

Subd. 4. Business management. Indicates students should use specified fundamentals of informed decision making and business management.

23 **Learning area nine; foreign languages, an elective learning area.**

Subd. 1. High school course credit for learning area nine. Declares that the specifications for high school course credits in learning area nine are at least those described in this section.

Subd. 2. World language. Indicates students should understand a foreign, domestic, technical, or symbolic language other than English and communicate in that language.

24 **Learning area ten; vocational education, an elective learning area.**

Subd. 1. High school course credit for learning area ten. Declares that the specifications for high school course credits in learning area ten are at least those described in this section.

Subd. 2. Vocational options. Directs school districts to determine the scope and sequence of vocational electives that reflect the educational needs and diversity of the school district and the vocational education interests of students and community residents.

25 **Preparatory courses in learning area one; English language and grammar.** Indicates students should comprehend written and oral English language and grammar appropriate for students' grade level.

Preparatory courses in learning area two; literature and composition.

Subd. 1. Reading and writing. Indicates students should read, write, and use correct spelling and grammar for various purposes, situations and audiences appropriate to students' grade level.

Subd. 2. Public speaking. Indicates students should speak to an audience.

27 **Preparatory courses in learning area three; mathematics.**

Subd. 1. Number relationships. Indicates students should use number relationships, describe and analyze two and three dimensional shapes and spaces, describe and compare two and three dimensional geometric figures, and measure.

Subd. 2. Number operations. Indicates students should understand place value, variables, equations, number operations, addition, subtraction, multiplication and estimation.

Subd. 3. Basic concepts of coordinate. Indicates students should understand basic concepts of coordinate and properties of shapes.

Subd. 4. Number concepts. Indicates students should understand number concepts, fractions, decimals, percentages, integers, numbers in scientific notation and comparing and ordering numbers.

Subd. 5. Concepts of algebra. Indicates students should analyze algebraic patterns and use algebraic concepts, and use mathematical properties to justify reasoning.

Subd. 6. Grade level knowledge; use of calculators. Requires conceptual knowledge under this section to be appropriate to students' grade level. Encourages school districts not to use calculators for kindergarten through grade 5 students.

28 **Preparatory courses in learning area four; science.**

Subd. 1. Physical and life science. Indicates students should know basic concepts of physical and life science appropriate to students' grade level.

Subd. 2. Biology. Indicates students should understand characteristics of organisms, basic structures and functions of the human body, and cycles and patterns in living organisms and physical systems.

29 **Preparatory courses in learning area five; history, geography and government/citizenship.**

Subd. 1. History. Indicates students should understand specified documents, principles, truths and themes related to key events, concepts, and people in the historical development of the United States through reading and constructing time lines, and Minnesota and world history.

Subd. 2. Geography. Indicates students should understand specified aspects of the physical world and locate specific places or parts of the earth's surface or physical environment appropriate to students' grade level.

Subd. 3. Government; citizenship. Indicates students should understand the foundations, rights and responsibilities of United States citizenship.

30 **Preparatory courses in learning area six; the arts.**

Subd. 1. Art forms. Indicates students should describe and identify similarities and differences in three art forms appropriate to students' grade level.

Subd. 2. Artistic creativity and performance; artistic interpretation. (a) Indicates students should know the expressive and technical elements of an art form and perform or present each art form.

(b) Indicates students should interpret and evaluate various art forms.

31 **Preparatory courses in learning area seven; personal fitness and health.** (a) Indicates students should understand activities that promote personal fitness, health, nutrition, and safety appropriate to students' grade level.

(b) Indicates students should understand the consequences of chemical abuse, strategies to prevent the spread of communicable diseases, strategies to prevent accidents, nutrition appropriate to students' grade level.

(c) Indicates students should understand motor skills and physical fitness and participate in physical activities.

- 32 **Preparatory courses in learning area eight; foreign languages.** Indicates students should communicate in another language on age-appropriate topics.
- 33 **Assessment of performance in public schools.** (a) Requires public schools to annually assess the performance of children enrolled in public school using a nationally norm-references standardized achievement exam, which local school boards annually must select for each grade level. Requires the school board to notify parents at least 14 days before the exam is given. Allows parents to object in writing and select an alternative exam. Requires the school to give the child the alternative exam within a reasonable period of time. Directs school officials to place exam results in children's school records.
- (b) Directs local school boards to establish a written policy indicating what assistance the school district will make available to children whose total battery score on an achievement exam is at or below the thirtieth percentile.
- (c) Prohibits state and local government from entering into exclusive agreements with a testing company to provide only a single form of an exam.
- 34 **License and rules.** Makes a technical change; changes a reference from the state's graduation rule to the North Star standard.
- 35 **Uses of total operating capital revenue.** Makes a technical change; changes a reference from a results-oriented graduation rule to the North Star standard.
- 36 **Credit allowed.** Makes two technical change; changes references from the state's graduation rule to the North Star standard.
- 37 **Repealer.** (a) Repeals the provision (Minnesota Statutes, section 120B.03, subdivision 1) governing school district implementation of the profile of learning.
- (b) Repeals the Minnesota rules governing the state's profile of learning.
- 38 **Effective date.** Makes sections 1 to 37 immediately effective.