The Minnesota Department of Children, Families, and Learning plans to implement the "profile of learning" plan in 3 phases over 3 years beginning in the 1996-97 school year. This information brief contains a chart that depicts the profile of learning and highlights each of its elements. The profile of learning is composed of 10 broadly defined elements: (1) reading, viewing, and listening; (2) writing and speaking; (3) using and interpreting arts; (4) solving math problems; (5) making inquiries; (6) understanding science; (7) understanding people and cultures; (8) making decisions; (9) managing resources; and (10) learning another language. The profile also contains 62 corresponding content standards that students must try to attain at the high school, middle or intermediate, and primary levels. (LMI)
Profiles of Learning
for the
State’s High School Graduation Rule

This chart is available separately for easy use as a reference. It accompanies the information brief The State’s High School Graduation Rule, November 1996, House Research Department. The brief should be read to understand the chart’s proper context.

The Department of Children, Families and Learning anticipates implementing the profile of learning in three phases over three years beginning in the 1996-1997 school year.

The profile of learning is composed of ten broadly defined elements:

1. Reading, Viewing and Listening
2. Writing and Speaking
3. Using and Interpreting Arts
4. Solving Math Problems
5. Making Inquiries
6. Understanding Science
7. Understanding People and Cultures
8. Making Decisions
9. Managing Resources
10. Learning Another Language

The profile also contains 62 corresponding content standards that students must try to attain at the high school, middle or intermediate, and primary levels. The department anticipates that the rule will require students to work on at least 17 standards in nine of the ten elements; element 10, which involves learning another language, is optional.

At a minimum, district pilot sites throughout the state are implementing the first of three phases. Phase one (with element 5) has three categories of inquiry involving published sources, scientific methods and data gathering and will be implemented during the 1996-1998 school years. Phase two (with elements 4, 6, 7, 8, and 9) will be implemented during the 1997-2000 school years. Phase three (with elements 1, 2, 3, and 10) will be implemented during the 1998-2002 school years. The board is recommending that districts implement developmental standards and assessments in the third, fifth and eighth grades that are consistent with profile of learning standards applicable to high school students.

This publication can be made available in alternative formats upon request. Please call Karin Johnson, (612) 296-5038 (voice); (612) 296-9896 or 1-800-657-3550 (TDD).
# Profile of Learning

## 10 Elements – Areas of Learning That Contain High Standards

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## 62 Content Standards – What Students Must Know and Do


## 3-Year School Implementation Schedule

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